

aimsweb writing prompts

aimsweb writing prompts are essential tools for educators seeking to assess and improve student writing skills. This article explores the role of aimsweb writing prompts in educational settings, detailing their structure, benefits, and best practices for implementation. Educators, administrators, and assessment coordinators will discover how these prompts align with curriculum standards and support writing proficiency monitoring. The guide also provides insight into types of prompts, strategies for effective use, and tips for interpreting results. Whether you're new to aimsweb or looking to optimize your writing assessment process, this comprehensive resource delivers practical information to enhance student writing outcomes. Read on for an in-depth look at aimsweb writing prompts, their impact, and actionable advice for educators.

- Understanding aimsweb Writing Prompts
- Types of aimsweb Writing Prompts
- How aimsweb Writing Prompts Support Assessment
- Best Practices for Administering aimsweb Writing Prompts
- Interpreting Results and Enhancing Instruction
- Sample aimsweb Writing Prompts
- Frequently Asked Questions

Understanding aimsweb Writing Prompts

aimsweb writing prompts are standardized tools designed to evaluate students' written expression within a structured assessment framework. Developed to align with grade-level expectations and curriculum standards, these prompts help educators measure students' proficiency in organization, grammar, vocabulary, and coherence. aimsweb assessments are widely used in schools to monitor academic progress, identify areas for intervention, and track student growth over time.

Aimsweb writing prompts facilitate consistent and objective measurement of writing skills across diverse student populations. By providing clear, age-appropriate topics, the prompts enable educators to compare results, set benchmarks, and tailor instruction to meet individual needs. The standardized nature of aimsweb writing assessments ensures reliability and validity, supporting data-driven decision-making in classrooms and schools.

Types of aimsweb Writing Prompts

aimsweb writing prompts encompass a range of genres and formats to accommodate varied assessment goals. These prompts are crafted to elicit responses that reveal students' abilities in different aspects of writing, from narrative creativity to informative clarity.

Narrative Writing Prompts

Narrative prompts encourage students to tell a story, describe experiences, and demonstrate creativity. These prompts often begin with scenarios or open-ended questions that invite imaginative responses, helping educators assess students' ability to organize ideas and engage readers.

Informative/Expository Writing Prompts

Informative or expository prompts require students to explain concepts, provide information, or describe processes. Aimsweb uses these prompts to measure clarity, logical sequencing, and the ability to support ideas with evidence.

Opinion/Argumentative Writing Prompts

Opinion and argumentative prompts ask students to present their viewpoints and justify them with reasons. These prompts test students' critical thinking, persuasive techniques, and ability to construct coherent arguments.

- Narrative: "Write about a time you overcame a challenge."
- Informative: "Explain how recycling benefits your community."
- Opinion: "Do you think school uniforms should be required? Why or why not?"

How aimsweb Writing Prompts Support Assessment

aimsweb writing prompts play a crucial role in formative and summative assessment. They enable educators to gauge writing proficiency at multiple points throughout the academic year, facilitating early identification of strengths and areas needing improvement. The

prompts are designed for reliable scoring, using rubrics that evaluate organization, grammar, vocabulary, and content relevance.

Assessment data from aimsweb writing prompts informs instructional planning, intervention strategies, and progress monitoring. The results offer actionable insights for targeting specific writing skills, customizing lesson plans, and supporting student growth. aimsweb's structured approach also helps maintain consistency across classrooms and grade levels, ensuring all students are evaluated equitably.

Best Practices for Administering aimsweb Writing Prompts

Effective administration of aimsweb writing prompts involves careful planning, clear instructions, and consistent scoring. Educators can maximize the benefits of writing assessments by following established protocols and adapting approaches to student needs.

Preparing Students

Before administering aimsweb writing prompts, provide students with practice opportunities and explain assessment criteria. Clear expectations and modeling can alleviate anxiety and enhance performance.

Ensuring Standardization

Consistency in prompt delivery and timing is crucial for reliable results. Use standardized instructions, allocate sufficient time, and create a supportive environment to ensure students can focus on their writing.

Scoring and Feedback

Employ aimsweb's rubrics for objective scoring and provide constructive feedback. Highlight strengths and areas for improvement to support student development and encourage engagement with writing tasks.

1. Review prompt directions with students before beginning.
2. Monitor the writing process to maintain assessment integrity.
3. Score responses using the provided rubric for fairness and accuracy.

4. Share feedback promptly to reinforce learning objectives.

Interpreting Results and Enhancing Instruction

Analyzing data from aimsweb writing prompts enables educators to identify skill gaps, monitor progress, and inform instructional decisions. Interpretation involves reviewing rubric scores, comparing results over time, and correlating writing performance with other academic indicators.

Instructional adjustments based on assessment results may include targeted interventions, differentiated instruction, and focused practice on specific writing skills such as organization, grammar, or content development. aimsweb data supports ongoing efforts to improve writing proficiency and ensure students meet grade-level expectations.

Sample aimsweb Writing Prompts

aimsweb writing prompts cover a variety of topics to engage students and elicit meaningful responses. Selecting age-appropriate, relevant prompts is essential for accurate assessment and student motivation.

Elementary Level Prompts

- "Describe your favorite animal and why you like it."
- "Write about a fun day you had with your family."

Middle School Level Prompts

- "Explain how technology has changed the way students learn."
- "Tell a story about a time you solved a problem at school."

High School Level Prompts

- "Discuss the importance of community service for teenagers."

- "Argue whether homework is necessary for academic success."

Using a diverse array of prompts ensures comprehensive assessment of writing skills and keeps students engaged throughout the process.

Frequently Asked Questions

Q: What are aimsweb writing prompts used for?

A: aimsweb writing prompts are used to assess student writing proficiency, monitor progress, and identify areas for intervention in educational settings.

Q: How do aimsweb writing prompts support differentiated instruction?

A: Results from aimsweb writing prompts help educators tailor instruction to meet individual student needs, focusing on specific writing skills that require improvement.

Q: What types of writing prompts are included in aimsweb assessments?

A: aimsweb assessments feature narrative, informative/expository, and opinion/argumentative prompts to evaluate a range of writing abilities.

Q: How are aimsweb writing prompts scored?

A: Responses are scored using standardized rubrics that assess organization, grammar, vocabulary, and adherence to the prompt.

Q: How often should aimsweb writing prompts be administered?

A: aimsweb writing prompts can be administered periodically throughout the school year to monitor growth and guide instruction.

Q: Can aimsweb writing prompts be customized for

different grade levels?

A: Yes, aimsweb offers age-appropriate prompts designed for elementary, middle, and high school students.

Q: What is the benefit of using standardized writing prompts?

A: Standardized prompts ensure consistent assessment and reliable data for tracking student progress and informing instructional decisions.

Q: Are aimsweb writing prompts aligned with curriculum standards?

A: Yes, aimsweb writing prompts are developed to align with grade-level expectations and curriculum standards.

Q: How can educators use aimsweb prompt data to improve instruction?

A: Educators analyze results to identify skill gaps, plan targeted interventions, and adjust teaching strategies for better student outcomes.

Q: What support does aimsweb provide for administering writing assessments?

A: aimsweb provides clear guidelines, scoring rubrics, and training resources to facilitate effective assessment and scoring of writing prompts.

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Aimsweb Writing Prompts: Unleashing Your Students' Potential

Are you looking for engaging and effective Aimsweb writing prompts to assess your students' writing skills? Do you need resources that align perfectly with Aimsweb's assessment framework and provide valuable insights into student progress? This comprehensive guide offers a wealth of ideas and strategies for crafting impactful Aimsweb writing prompts that go beyond simple sentence completion. We'll explore different prompt types, provide practical examples, and offer tips for maximizing the effectiveness of your assessments. Get ready to transform your writing assessments and unlock your students' writing potential!

Understanding the Purpose of Aimsweb Writing Prompts

Before diving into specific Aimsweb writing prompts, it's crucial to understand their purpose within the Aimsweb assessment system. These prompts aren't just about checking grammar; they're designed to evaluate a student's overall writing proficiency, including:

H3: Key Aspects Assessed by Aimsweb Writing Prompts

Idea Generation: Can the student brainstorm and organize ideas effectively?

Sentence Structure: Does the student use varied and grammatically correct sentence structures?

Vocabulary: Does the student employ a rich and appropriate vocabulary for the task?

Mechanics: Does the student demonstrate mastery of spelling, punctuation, and capitalization?

Organization & Coherence: Does the writing flow logically and cohesively?

Types of Effective Aimsweb Writing Prompts

The effectiveness of your Aimsweb writing prompts hinges on their variety and alignment with your assessment goals. Here are some highly effective prompt types:

H3: Narrative Prompts: Storytelling and Imagination

Narrative prompts encourage students to tell stories. These prompts can range from simple scenarios ("Describe a time you felt scared") to more complex ones involving character development and plot.

Example: Imagine you woke up one morning and discovered you could fly. Describe your first flight and how it felt.

H3: Expository Prompts: Explaining and Informing

Expository prompts challenge students to explain concepts, ideas, or processes. These prompts require clear organization and factual accuracy.

Example: Explain the importance of recycling and how it benefits the environment.

H3: Persuasive Prompts: Argumentation and Reasoning

Persuasive prompts encourage students to take a stance on an issue and support it with evidence and reasoning. These prompts assess a student's ability to build a logical argument.

Example: Should schools require students to wear uniforms? Support your opinion with reasons.

H3: Descriptive Prompts: Vivid Language and Imagery

Descriptive prompts focus on using vivid language to create a picture in the reader's mind. These prompts assess a student's ability to use sensory details and figurative language.

Example: Describe your favorite place in detail, using vivid language to paint a picture for the reader.

Crafting Effective Aimsweb Writing Prompts: Tips and Strategies

To maximize the impact of your Aimsweb writing prompts, consider these essential tips:

H3: Clarity and Specificity: Avoid Ambiguity

Ensure your prompts are clear, concise, and unambiguous. Avoid jargon or overly complex language.

H3: Age Appropriateness: Tailor to Developmental Stages

The complexity and length of your prompts should be appropriate for your students' age and grade level.

H3: Relevance and Engagement: Spark Curiosity

Choose topics that are relevant to your students' lives and interests to increase engagement and motivation.

H3: Varying Prompt Types: Comprehensive Assessment

Use a variety of prompt types to obtain a comprehensive assessment of your students' writing abilities.

H3: Pre-Writing Activities: Support Idea Generation

Consider incorporating pre-writing activities, such as brainstorming or outlining, to support students in generating ideas before they begin writing.

Analyzing Aimsweb Writing Samples: Gaining Valuable Insights

Analyzing student responses to Aimsweb writing prompts provides valuable insights into their writing strengths and weaknesses. Focus on the aspects outlined earlier – idea generation, sentence structure, vocabulary, mechanics, and organization. Use this information to inform your instruction and provide targeted support to individual students.

Conclusion

Effective Aimsweb writing prompts are crucial for accurately assessing students' writing skills and

informing instructional decisions. By employing a variety of prompt types, focusing on clarity and age-appropriateness, and analyzing student responses thoroughly, educators can gain valuable insights into student progress and tailor their instruction to meet individual needs. Remember to leverage the insights gained to create a supportive and effective learning environment that fosters writing development.

FAQs

Q1: How often should I administer Aimsweb writing prompts? The frequency depends on your assessment goals and the specific needs of your students. Regular, shorter assessments can provide ongoing monitoring, while more in-depth assessments may be suitable for summative evaluations.

Q2: Can I adapt existing writing prompts to fit the Aimsweb framework? Yes, you can adapt existing prompts, but ensure they align with the key aspects assessed by Aimsweb. You may need to modify the complexity or focus to fit the assessment criteria.

Q3: What resources are available to help create effective Aimsweb writing prompts? Consult Aimsweb's official resources, educational websites, and professional development materials for examples and guidance.

Q4: How can I differentiate Aimsweb writing prompts for students with diverse learning needs? Provide differentiated support by adjusting the length, complexity, or type of prompt. You might offer graphic organizers, word banks, or sentence starters for students who need extra support.

Q5: How do I use Aimsweb writing prompt data to inform my instruction? Analyze the data to identify common areas of weakness among your students and adjust your teaching accordingly. Focus on providing targeted instruction to address those specific needs.

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more targeted measures, and advanced methods for studying fluency data demonstrate the overall salience of fluency within CBM. Throughout, contributors argue for greater specificity and nuance in isolating skills to be measured and improved, and for terminology that reflects those educational benchmarks. Included in the coverage: Indicators of fluent writing in beginning writers. Fluency in language acquisition, reading, and mathematics. Foundations of fluency-based assessments in behavioral and psychometric paradigms. Using response time and accuracy data to inform the measurement of fluency. Using individual growth curves to model reading fluency. Latent class analysis for reading fluency research. The Fluency Construct: Curriculum-Based Measurement Concepts and Applications is an essential resource for researchers, graduate students, and professionals in clinical child and school psychology, language and literature, applied linguistics, special education, neuropsychology, and social work.

aimsweb writing prompts: *Computer-Based Technology for Special and Multicultural Education* Lenwood Gibson , Festus Obiakor, 2017-10-11 *Computer-Based Technology for Special and Multicultural Education* is a comprehensive textbook for integrating computer technology into the classroom. Experienced contributors discuss the growing role of technology in teaching students with exceptional learning needs. Unlike the competition, this textbook addresses classroom technology through multiple lenses: special and multicultural education. Special education teacher candidates, at all levels, will benefit from this in-depth coverage of history, terminology, and research in computer based technology. This background will help readers determine how and when to use technology for the most effective educational experience. Topics include using the combination of computer hardware and specific software programs to deliver evidence-based teaching strategies as supplemental instruction. *Computer-Based Technology* breaks down teaching methods by addressing the most critical academic areas: reading, writing, mathematics, S.T.E.M., and social studies. Authors acknowledge the differences in each academic area, and how to best incorporate technology into each of these classrooms. Authors use the term exceptional learners throughout the text, which describes not only special education students, but also the experience of students with culturally and linguistically diverse backgrounds. These students are faced with unique circumstances and challenges that affect their educational processes. Readers will learn how to use technology to enhance culturally relevant pedagogy, cooperative learning strategies, and the experience of English language learners. Key features: The latest recommendations for websites, mobile applications, and resources for classroom technology Strategic plans for the most effective use of technology in the classroom In-depth discussions of special education and multicultural learners Classroom-specific approaches for technology in reading, writing, mathematics, S.T.E.M. and social studies

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will see many examples related to their own students and find new resources to try in their classrooms that will assist those who are having difficulty making significant progress. —Marcia B. Imbeau, Professor University of Arkansas

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and instruct their students. Comprehensive and filled with numerous authentic examples, the text addresses informal classroom based assessment, progress monitoring, individual norm-referenced assessment, and group norm-referenced or 'high-stakes' testing. Coverage includes assessment content relevant for English language learners and adults. A set of test guidelines to use when selecting or evaluating an assessment tool is provided. New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy; increased top-down focus on accountability and high stakes tests; innovations in computerized assessment of reading Latest developments in Response to Intervention (RTI) model, particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment, including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website: numerous resources relevant to reading and writing assessment; suggestions for evidence-based instructional practices that can be linked to assessment results; PowerPoint slides; test bank; study guides; application exercises

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Powell, Erica Lembke, 2023-05-18

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monitoring, and data-based instructional decision making in PreK-12. It describes the materials needed and all aspects of implementation in reading, spelling, writing, math, and secondary content areas. Twenty sets of reproducible CBM administration and scoring guides and other tools are provided; the large-size format facilitates photocopying. Purchasers get access to a webpage where they can download and print the reproducible materials. New to This Edition: *Broader grade range--now has a chapter on secondary content areas. *Chapter on early numeracy; expanded content on early reading. *Nearly twice as many reproducible tools, including new or revised administration and scoring guides. *Key updates on graphing and on using online CBM databases. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas. See also The ABCs of Curriculum-Based Evaluation, by John L. Hosp, Michelle K. Hosp, Kenneth W. Howell, and Randy Allison, which presents an overarching problem-solving model that utilizes CBM.

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aimsweb writing prompts: **Automated Essay Scoring** Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation. It is intended to provide a comprehensive overview of the evolution and state-of-the-art of automated essay scoring and evaluation technology across several disciplines, including education, testing and measurement, cognitive science, computer science, and computational linguistics. The development of this technology has led to many questions and concerns. Automated Essay Scoring attempts to address some of these questions including: *How can automated scoring and evaluation supplement

classroom instruction? *How does the technology actually work? *Can it improve students' writing? *How reliable is the technology? *How can these computing methods be used to develop evaluation tools? *What are the state-of-the-art essay evaluation technologies and automated scoring systems? Divided into four parts, the first part reviews the teaching of writing and how computers can contribute to it. Part II analyzes actual automated essay scorers including e-rater™, Intellimetric, and the Intelligent Essay Assessor. The third part analyzes related psychometric issues, and the final part reviews innovations in the field. This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement, education, cognitive science, language, and computational linguistics.

aimsweb writing prompts: Strategy Instruction for Middle and Secondary Students with Mild Disabilities Greg Conderman, Laura Hedin, Val Bresnahan, 2013-02-14 Teach your students learning strategies that will last a lifetime! Beyond facts and figures, special educators must teach their students how to learn: a skill that will sustain them for a lifetime. Offering an innovative organization, this book explains strategies within context and features: The most effective ways to teach vocabulary, reading, written language, math, and science Instructional strategies known to improve study skills, textbook skills, and self-regulation Informal assessments for each content or skill Case studies that link assessment results, IEP goals, and learning strategies Ready-to-use forms, think-alouds, and application activities

aimsweb writing prompts: Curriculum-based Measurement Mark R. Shinn, 1989-03-17 Developed specifically to overcome problems with traditional standardized instruments, curriculum-based measurement (CBM) has steadily increased in educational use. These brief assessment probes of reading, spelling, written expression, and mathematics serve to quantify student performance as well as to enhance academic achievement. Their widening use as a means of evaluation and ultimately of instruction, has created a corresponding need to expand the applications of this methodology to diverse populations. This new volume addresses that need by focusing on the broader application of CBM, providing practical new measures, as well as detailing their use with specific student groups.

aimsweb writing prompts: Teaching Basic Writing Skills Judith C. Hochman, 2012 Program for instruction in expository writing.

aimsweb writing prompts: Working Hard, Working Happy Rita Platt, 2019-06-20 In this new book from Routledge and MiddleWeb, author Rita Platt shows how you can create a joyful classroom community in which students are determined to work hard, be resilient, and never give up. She describes how to help build students' purpose, mastery, and autonomy, so they take ownership over their work and develop a growth mindset for success. Topics covered include: Why joy and effort go hand in hand How to build a classroom climate of caring and achievement Why mastery and goal setting are important How to work with differentiated instruction How to work with cooperative and collaborative learning Why parent-teacher connection is vital How to take your practice of joy and effort beyond the classroom And much more! Each chapter includes practical tools, tips, and ideas that you can use immediately to develop these skills in students, so they find more joy and success in the learning process.

aimsweb writing prompts: Issues in Educating Students With Disabilities John Wills Lloyd, Edward J. Kameenui, David J. Chard, 2014-05-01 The contributors to this volume represent the most prominent researchers and thinkers on issues in educating students with and without disabilities. The book captures the most current thinking, research, and analysis on the full range of issues in educating students with learning disabilities, from its definition to the most recent case law and interpretations of federal law on educating these students in the general education classroom. The contributors' words speak sufficiently, mellifluously, and exactly about their contributions to the education of all students, in particular those with disabilities. This book of essays was written to pay tribute to Barbara D. Bateman, who -- along with Sam Kirk -- coined the term learning disabilities. Its content reflects the significance of her contributions to the field of special education.

aimsweb writing prompts: The Formative Assessment Action Plan Nancy Frey, Douglas

Fisher, 2011 Nancy Frey and Douglas Fisher reveal how to create a failsafe assessment system that leads to purposeful lessons, clear indicators of student understanding, and forms of feedback that improve student performance. --from publisher description.

aimsweb writing prompts: Curriculum-Based Measurement John Hosp, Michelle Hosp, 2012 This reference guide provides an overview of the purposes and uses of curriculum-based measurement (CBM), a standardized approach to assessing student performance in order to inform educational and instructional decision making. This guide is designed for teachers, administrators, and other educators who are considering using CBM, want an introduction to CBM, or need a quick and easy reference. It is also useful for educators to use with parents and students as an introduction to CBM. Written by two of the authors of the national bestseller, *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement*.

aimsweb writing prompts: Literacy Assessment and Metacognitive Strategies Stephanie L. McAndrews, 2020-07-27 Introduction to literacy, assessment, and instruction -- Building relationships: learning from students, families, and community -- Language development -- Word analysis -- Reading fluency -- Reading, listening, and viewing comprehension -- Writing composition and visual representation.

aimsweb writing prompts: Early Childhood Education Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2013-01-02 Turning passion into practice as a professional early childhood educator *Early Childhood Education: Becoming a Professional* is an inspiring introduction to the world of early childhood education, preparing the teachers of tomorrow to reach their full potential in their schools and communities. Written by a diverse and experienced author team, this text engages readers to connect contemporary educational and developmental theory and research to developmentally appropriate practices and applications that are easily implemented in the classroom. In response to today's ever-changing educational environment, the text focuses on both the importance of taking personal and professional responsibility, as well as today's issues in diversity—from supporting children with exceptionalities to supporting children and families in broader cultural contexts.

aimsweb writing prompts: Inclusion Strategies and Interventions Toby J. Karten, 2011-12-01 Inclusion means more than just preparing students to pass standardized tests and increasing academic levels. In inclusive classrooms, students with special educational needs are treated as integral members of the general education environment. Gain strategies to offer the academic, social, emotional, and behavioral benefits that allow all students to achieve their highest potential.

aimsweb writing prompts: The Oxford Handbook of Deaf Studies in Literacy Susan R. Easterbrooks, Hannah M. Dostal, 2020 The Oxford Handbook on Deaf Studies Series began in 2010 with its first volume. The series presents state-of-the-art information across an array of topics pertinent to deaf individuals and deaf learners, such as cognition, neuroscience, attention, memory, learning, and language. The present handbook, *The Oxford Handbook of Deaf Studies in Literacy*, is the 5th in this series, rounding out the topics with the most up-to-date information on literacy learning among deaf and hard of hearing learners (DHH)--

aimsweb writing prompts: Reading Fluency Timothy Rasinski, William Rupley, David Paige, Chase Young, 2021-01-21 Reading fluency has been identified as a key component of proficient reading. Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement. Despite the great potential for fluency to have a significant outcome on students' reading achievement, it continues to be not well understood by teachers, school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component. Following chapters examine recent studies and approaches to reading fluency, followed by chapters that explore actual fluency instruction models and the impact of fluency instruction. Assessment of reading fluency is critical for monitoring progress and identifying students in need of intervention. Two articles on assessment, one focused on word recognition and

the other on prosody, expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies, including fluency, in an integrated model of reading. Our hope for this volume is that it may spark a renewed interest in research into reading fluency and fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.

aimsweb writing prompts: Culturally Responsive Design for English Learners Patti Kelly Ralabate, Loui Lord Nelson, 2017

aimsweb writing prompts: Early Intervention for Reading Difficulties, Second Edition Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 2016-12-15 Grounded in a strong evidence base, this indispensable practitioner guide and text has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K-2. The interactive strategies approach (ISA) is organized around core instructional goals related to enhancing word learning and comprehension of text. The book provides guidance for assessment and instruction in whole-class, small-group, and one-to-one settings, using the curricular materials teachers already have. Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1/2 x 11 size. Of special value, the website also features nearly 200 pages of additional printable forms, handouts, and picture sorts that supplement the book's content. New to This Edition *Incorporates the latest research on literacy development and on the ISA. *Describes connections to the Common Core State Standards (CCSS). *Explains how to use the ISA with English learners. *Chapter on fluency. *Expanded coverage of morphological knowledge. *Companion website with downloadable reproducible tools and extensive supplemental materials. See also *Comprehensive Reading Intervention in Grades 3-8*, by Lynn M. Gelzheiser, Donna M. Scanlon, Laura Hallgren-Flynn, and Peggy Connors, which presents the Interactive Strategies Approach--Extended (ISA-X) for intermediate and middle grade struggling readers.

aimsweb writing prompts: Proficiency Scales for the New Science Standards Robert J. Marzano, David C. Yanoski, 2015-08-17 Transform an in-depth understanding of the new science standards into successful classroom practice. You'll learn how to align instruction and assessment with the science standards and create proficiency scales that can be used to plan all types of lessons. Discover hundreds of ready-to-use proficiency scales derived from the Next Generation Science Standards that are applicable to specific areas of science instruction.

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aimsweb writing prompts: Effective Supervision Robert J. Marzano, Tony Frontier, David Livingston, 2011-05-05 In *Effective Supervision*, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills: * A well-articulated knowledge base for teaching * Opportunities for teachers to practice specific strategies or behaviors and to receive feedback * Opportunities for teachers to observe and discuss expertise * Clear criteria for success and help constructing professional growth and development plans * Recognition of the different stages of development progressing toward expertise. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and achievement. As the authors note, The ultimate criterion for expert performance in the classroom is student

achievement. Anything else misses the point.

aimsweb writing prompts: *There Was an Old Lady Who Swallowed a Frog!* Jared Lee, Lucille Colandro, 2014-12-30 Spring is in the air, and everyone's favorite old lady is ready to celebrate! That zany old lady is back--and with a serious case of spring fever! This time she's swallowing items to make the most of the season...with a beautiful garden! With rhyming text and funny illustrations, this lively version of the classic song will appeal to young readers with every turn of the page--a wacky story for the first day of spring!

aimsweb writing prompts: Essentials of Assessing, Preventing, and Overcoming Reading Difficulties David A. Kilpatrick, 2015-08-10 Practical, effective, evidence-based reading interventions that change students' lives *Essentials of Understanding and Assessing Reading Difficulties* is a practical, accessible, in-depth guide to reading assessment and intervention. It provides a detailed discussion of the nature and causes of reading difficulties, which will help develop the knowledge and confidence needed to accurately assess why a student is struggling. Readers will learn a framework for organizing testing results from current assessment batteries such as the WJ-IV, KTEA-3, and CTOPP-2. Case studies illustrate each of the concepts covered. A thorough discussion is provided on the assessment of phonics skills, phonological awareness, word recognition, reading fluency, and reading comprehension. Formatted for easy reading as well as quick reference, the text includes bullet points, icons, callout boxes, and other design elements to call attention to important information. Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected, standard reading remediation efforts have proven largely ineffective. School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties. This book provides an overview of the best assessment and intervention techniques, backed by the most current research findings. Bridge the gap between research and practice Accurately assess the reason(s) why a student struggles in reading Improve reading skills using the most highly effective evidence-based techniques Reading may well be the most important thing students are taught during their school careers. It is a skill they will use every day of their lives; one that will dictate, in part, later life success. Struggling students need help now, and *Essentials of Understanding and Assessing Reading Difficulties* shows how to get these students on track.

aimsweb writing prompts: *Other Words for Smoke* Sarah Maria Griffin, 2019-04-02 Voted Teen & YA Book of the Year at the 2019 Irish Book Awards. From the award-winning author of *Spare and Found Parts* comes a story of a haunted house, magic behind the wallpaper, and the strangest summer ever. The house at the end of the lane burned down, and Rita Frost and her teenage ward, Bevan, were never seen again. The townspeople never learned what happened. Only Mae and her brother Rossa know the truth; they spent two summers with Rita and Bevan, two of the strangest summers of their lives... Because nothing in that house was as it seemed: a cat who was more than a cat, and a dark power called Sweet James that lurked behind the wallpaper, enthralling Bevan with whispers of neon magic and escape. And in the summer heat, Mae became equally as enthralled with Bevan. Desperately in the grips of first love, she'd give the other girl anything. A dangerous offer when all that Sweet James desired was a taste of new flesh...

aimsweb writing prompts: Interventions for Reading Problems, Second Edition Edward J. Daly, Sabina Neugebauer, Sandra M. Chafouleas, 2015-01-20 This user-friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention, especially for students at risk for reading failure. Step-by-step strategies target key areas of literacy development: phonological awareness, fluency, and comprehension. Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels. In a large-size format with lay-flat binding for ease of photocopying, the book includes 17 reproducible assessment and instructional tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in *The Guilford Practical Intervention in the Schools Series*, edited by T. Chris Riley-Tillman. New to This Edition: *Chapter on multi-tiered intervention delivery, plus additional

discussion in other relevant chapters. *Chapter on interventions for English learners (ELs). *Chapter on vocabulary instruction, intervention, and assessment. *Additional graphing and data-analysis tools. *Coverage of new resources available through federal supports.

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