

aimsweb progress monitoring probes

aimsweb progress monitoring probes are essential tools for educators and specialists committed to tracking student achievement and growth in academic skills. These probes are scientifically designed assessments that help monitor student progress, identify learning gaps, and guide instruction. In this comprehensive article, we will explore the fundamentals of aimsweb progress monitoring probes, their importance in educational settings, and how they support data-driven decision-making. You will learn about the various types of probes, best practices for administration, interpretation of results, and how these tools fit into broader Response to Intervention (RTI) frameworks. Whether you are a teacher, administrator, or education specialist, this guide will provide valuable insights to maximize the effectiveness of aimsweb progress monitoring probes in your school or district.

- Understanding aimsweb Progress Monitoring Probes
- The Importance of Progress Monitoring
- Types of aimsweb Progress Monitoring Probes
- Best Practices for Administering aimsweb Probes
- Interpreting aimsweb Probe Results
- Integrating aimsweb Probes into RTI and MTSS Frameworks
- Frequently Asked Questions

Understanding aimsweb Progress Monitoring Probes

aimsweb progress monitoring probes are brief, standardized measures designed to assess student performance in core academic areas such as reading, mathematics, writing, and language arts. These probes are administered regularly—often weekly or bi-weekly—to track students' skill development over time. The primary goal of progress monitoring is to determine whether students are responding to instruction and interventions, enabling educators to make timely adjustments. aimsweb probes are widely recognized for their reliability and validity, making them a trusted resource in educational assessment.

Key Features of aimsweb Probes

- Standardized administration and scoring
- Brief and easy to use for educators
- Frequent administration for ongoing monitoring

- Clear benchmarks for grade-level expectations
- Data-driven insights for instructional planning

These features ensure that aimsweb probes are practical for classrooms while providing actionable data to support student achievement.

The Importance of Progress Monitoring

Progress monitoring is a cornerstone of effective instruction and intervention. By regularly assessing students with aimsweb progress monitoring probes, educators can detect learning challenges early, measure the impact of instructional strategies, and ensure that all students are on track to meet grade-level standards. Continuous monitoring also helps schools comply with state and federal requirements for data-based decision-making, particularly within Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) frameworks.

Benefits of Regular Progress Monitoring

- Early identification of academic difficulties
- Personalized instructional interventions
- Objective measurement of student growth
- Increased accountability for educators and schools
- Support for data-driven instructional decisions

By leveraging aimsweb probes, educators can create a responsive learning environment that adapts to student needs and fosters academic success.

Types of aimsweb Progress Monitoring Probes

aimsweb offers a variety of progress monitoring probes tailored to different academic domains and grade levels. Each probe type is designed to measure specific skills, providing detailed information about student performance. Selecting the appropriate probe is crucial for accurate assessment and effective intervention planning.

Reading Probes

Reading probes assess fluency, comprehension, and foundational skills such as letter identification

and phoneme segmentation. Common probes include Oral Reading Fluency (ORF), Letter Naming Fluency (LNF), and Maze comprehension tasks. These probes are suitable for monitoring progress in early literacy and reading development across elementary grades.

Mathematics Probes

aimsweb math probes evaluate skills in computation, problem-solving, and number sense. Examples include Math Computation Fluency and Math Concepts & Applications probes, which cover both basic arithmetic and applied math reasoning. These assessments are valuable for identifying strengths and areas for growth in math achievement.

Writing and Language Arts Probes

Writing and language probes focus on skills like sentence composition, spelling, and grammar. These are often used to monitor progress in written communication and language development, helping educators support students who struggle with writing tasks.

Custom and Grade-Level Probes

aimsweb also offers customizable probes and grade-level assessments to address unique instructional needs or monitor progress in specific content areas. These tools add flexibility for educators working in diverse educational environments.

Best Practices for Administering aimsweb Probes

Effective administration of aimsweb progress monitoring probes is essential for collecting reliable data and supporting student success. Educators should follow standardized procedures, ensure consistency, and schedule regular assessments to maximize the value of progress monitoring.

Preparing for Probe Administration

- Review administration guidelines and scoring protocols
- Prepare materials and secure a quiet testing environment
- Schedule assessments at consistent intervals (e.g., weekly, bi-weekly)
- Train staff members to ensure fidelity of administration
- Communicate the purpose and procedures with students

Preparation and consistency are key factors in obtaining accurate and meaningful results from aimsweb probes.

Ensuring Data Quality

Quality data depends on strict adherence to standardized administration and scoring procedures. Educators should double-check scores, enter data promptly into the aimsweb platform, and monitor for irregularities or outliers that may affect interpretation.

Using Technology for Efficient Administration

Digital platforms and automated scoring features streamline the administration of aimsweb probes, reducing errors and saving time. Many schools use the aimsweb online portal to manage assessments, analyze data, and generate reports for students, classrooms, and grade-level teams.

Interpreting aimsweb Probe Results

Once aimsweb progress monitoring probes are administered, the results must be analyzed to inform instructional decision-making. Data from these probes reveal student growth trends, highlight areas for intervention, and support goal-setting at the individual and group levels.

Understanding Benchmarks and Growth Rates

Benchmarks provide reference points for grade-level expectations. Comparing student scores to these benchmarks helps educators identify students who are at risk, on track, or exceeding expectations. Growth rates indicate the speed and effectiveness of learning over time, guiding adjustments to instruction and intervention intensity.

Using Data to Inform Instruction

- Identify students needing additional support
- Monitor the effectiveness of interventions
- Adjust instructional strategies based on data
- Communicate progress with parents and stakeholders
- Set measurable academic goals for students

Regular data review ensures that instructional approaches are aligned with student needs and that interventions are producing the desired outcomes.

Integrating aimsweb Probes into RTI and MTSS Frameworks

aimsweb progress monitoring probes play a central role in RTI (Response to Intervention) and MTSS (Multi-Tiered System of Supports) frameworks. These systems rely on frequent, objective assessments to guide tiered interventions and allocate resources efficiently.

Tiered Support and Decision-Making

Students are grouped into tiers based on their performance data from aimsweb probes. Tier 1 includes universal instruction for all students, Tier 2 provides targeted interventions for those at risk, and Tier 3 delivers intensive support for students with significant academic challenges. aimsweb data facilitates movement between tiers and helps educators determine when to increase or decrease intervention intensity.

Collaboration and Data Sharing

Progress monitoring data is shared among teachers, interventionists, and administrators to ensure coordinated support. aimsweb reports can be used in team meetings, parent conferences, and professional development sessions to align strategies and track school-wide progress.

Frequently Asked Questions

Q: What are aimsweb progress monitoring probes?

A: aimsweb progress monitoring probes are standardized assessments used to track student progress in reading, mathematics, and other academic areas. They are administered frequently to monitor growth and guide instructional decisions.

Q: How often should aimsweb probes be administered?

A: aimsweb probes are typically administered weekly or bi-weekly, depending on student needs and the intensity of interventions required.

Q: Which academic areas do aimsweb probes cover?

A: aimsweb probes assess reading, mathematics, writing, and language arts skills, with options for grade-level and custom assessments.

Q: How do aimsweb probes support RTI and MTSS frameworks?

A: aimsweb probes provide objective data for tiered interventions, helping educators identify students at risk and allocate resources for effective support.

Q: What is the difference between benchmark and progress monitoring probes?

A: Benchmark probes are used for universal screening, while progress monitoring probes are administered regularly to track individual student growth over time.

Q: How can educators ensure reliable aimsweb probe data?

A: Reliable data is achieved by following standardized administration procedures, scheduling assessments consistently, and using technology for scoring and reporting.

Q: Can aimsweb probes be customized for specific student needs?

A: Yes, aimsweb offers customizable probes to address unique instructional goals or target specific academic skills.

Q: What do aimsweb probe results tell educators?

A: Probe results reveal student strengths, areas for improvement, and progress toward academic goals, enabling data-driven instructional adjustments.

Q: How do aimsweb probes help in setting academic goals?

A: aimsweb data provides measurable benchmarks and growth rates, allowing educators to set realistic and achievable academic goals for students.

Q: Are aimsweb progress monitoring probes research-based?

A: Yes, aimsweb probes are developed using scientific research and validated methodologies, ensuring accuracy and reliability in educational assessment.

[Aimsweb Progress Monitoring Probes](#)

Find other PDF articles:

Aimsweb Progress Monitoring Probes: A Comprehensive Guide

Are you struggling to effectively track student progress and identify areas needing intervention? Feeling overwhelmed by the sheer volume of assessment data? Then you need to understand the power of Aimsweb progress monitoring probes. This comprehensive guide will delve into the intricacies of Aimsweb probes, explaining their purpose, application, and the invaluable insights they provide for educators. We'll unpack how these short, standardized assessments can revolutionize your approach to data-driven instruction and significantly improve student outcomes.

What are Aimsweb Progress Monitoring Probes?

Aimsweb progress monitoring probes are brief, standardized assessments designed to efficiently measure student progress in core academic areas like reading, math, and spelling. Unlike lengthy, summative tests, these probes focus on specific skills, providing frequent, precise data points that reveal a student's growth trajectory over time. This frequent monitoring allows educators to identify students at risk of falling behind early, facilitating timely interventions and personalized learning plans.

The Key Benefits of Using Aimsweb Progress Monitoring Probes

The efficacy of Aimsweb probes stems from several key features:

Frequency: The short length allows for frequent administration, often weekly or bi-weekly, providing a continuous stream of data. This contrasts sharply with traditional assessments which offer only infrequent snapshots of student learning.

Standardization: Aimsweb probes are standardized, meaning they are administered and scored consistently across various settings and student populations. This ensures fair comparisons and accurate tracking of individual and group progress.

Specificity: Probes target specific skills, offering granular data on student strengths and weaknesses. This precision allows for targeted interventions tailored to individual needs.

Efficiency: The brief format minimizes testing time, freeing up valuable instructional minutes. This efficiency is crucial in busy classroom environments.

Data-Driven Decision Making: The data generated by Aimsweb probes empowers educators to make

informed decisions about curriculum adjustments, instructional strategies, and the allocation of resources.

Types of Aimsweb Progress Monitoring Probes

Aimsweb offers a variety of probes catering to different grade levels and subject areas. These include:

Reading Probes: Assessing skills such as oral reading fluency, phoneme segmentation, and comprehension.

Math Probes: Measuring skills in computation, problem-solving, and number sense.

Spelling Probes: Evaluating spelling accuracy and patterns.

Writing Probes: Assessing writing fluency and quality.

Implementing Aimsweb Progress Monitoring Probes Effectively

Successfully utilizing Aimsweb probes involves a structured approach:

1. **Selecting Appropriate Probes:** Carefully choose probes that align with your curriculum objectives and the specific skills you aim to assess.

2. **Establishing Baseline Data:** Administer baseline probes at the beginning of the year or instructional unit to establish a starting point for tracking progress.

3. **Regular Monitoring:** Administer probes at regular intervals (weekly or bi-weekly) to monitor progress and identify any learning gaps.

4. **Data Analysis:** Utilize the Aimsweb software to analyze data and identify students requiring intervention. Look for trends, not just individual data points.

5. **Intervention and Adjustments:** Implement targeted interventions based on the data collected. Adjust instructional strategies as needed to support struggling learners.

6. **Ongoing Monitoring and Evaluation:** Continue to monitor student progress and adjust interventions as needed to ensure effective learning.

Interpreting Aimsweb Data: What Does it All Mean?

Aimsweb provides valuable data visualization tools that simplify the interpretation of assessment results. Understanding these visualizations is critical to making effective use of the system. Key metrics to watch include:

Growth over Time: Track the student's progress over time to identify upward or downward trends.

Benchmarks: Compare student performance to grade-level benchmarks to determine if they are meeting expectations.

Individualized Goals: Set individualized goals for each student based on their baseline performance and growth trajectory.

Comparison to Peers: (Use cautiously) While comparing to peers can be insightful, always prioritize individual growth trajectories and individualized interventions.

Integrating Aimsweb into Your Existing Assessment Strategy

Aimsweb should complement, not replace, your existing assessment system. It provides a valuable layer of ongoing monitoring, enhancing the effectiveness of more comprehensive assessments. Integrating Aimsweb effectively requires careful planning and collaboration within your school or district.

Conclusion

Aimsweb progress monitoring probes are a powerful tool for educators seeking to maximize student achievement. By providing frequent, specific data, these assessments facilitate timely intervention, individualized instruction, and data-driven decision-making. Mastering the use of Aimsweb probes can significantly improve your ability to identify and support students at risk, leading to improved academic outcomes for all.

FAQs

1. How much does Aimsweb cost? The cost of Aimsweb varies depending on the features and number of licenses purchased. Contact Aimsweb directly for pricing information.
2. What training is available for using Aimsweb? Aimsweb provides extensive training resources, including online tutorials, webinars, and professional development workshops.
3. Can Aimsweb data be used for accountability purposes? Aimsweb data can be used to inform school improvement efforts and demonstrate student progress toward academic standards, but its primary purpose is for individual student support.

4. How do I access the Aimsweb software? Access to the software is typically through a school or district license. Contact your school administrator for login credentials.
5. Are there alternative progress monitoring systems? Yes, several other progress monitoring systems exist, each with its strengths and weaknesses. Research and select the system best suited to your needs and resources.

aimsweb progress monitoring probes: Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The Handbook of Reading Assessment, Second Edition, covers the wide range of reading assessments educators must be able to use and understand to effectively assess 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

aimsweb progress monitoring probes: Enhancing Instructional Problem Solving John C. Begeny, Ann C. Schulte, Kent Johnson, 2012-05-09 This book presents a schoolwide model of instructional support designed to make the most of available time, resources, and personnel—one that is also fully compatible with other problem-solving models, such as response to intervention. The authors provide a comprehensive and cohesive framework for linking assessment and intervention. They show how to interweave evidence-based instruction with targeted professional development and other components that support improved learning outcomes for all K-8 students. Helpful tables describe dozens of research-based assessments and interventions in reading, writing, and math. In a large-size format with lay-flat binding to facilitate photocopying, the volume includes more than 20 reproducible worksheets and forms. The companion website features additional reproducibles and supplemental materials for use in conjunction with the book. This book is in The Guilford Practical Intervention in the Schools Series.

aimsweb progress monitoring probes: Using Formative Assessment to Differentiate Mathematics Instruction, Grades 4-10 Leslie Laud, 2011-03-28 A Joint Publication with National Council of Teachers of Mathematics.

aimsweb progress monitoring probes: Handbook of Response to Intervention Shane R. Jimerson, Matthew K. Burns, Amanda VanDerHeyden, 2007-08-14 Until now, practitioners have had access to few detailed descriptions of RTI methods and the effective role they can play in special education. The Handbook of Response to Intervention fills this critical information gap. In this comprehensive volume, more than 90 expert scholars and practitioners provide a guide to the essentials of RTI assessment and identification as well as research-based interventions for improving students' reading, writing, oral, and math skills.

aimsweb progress monitoring probes: RTI Team Building Kelly Broxterman, Angela J. Whalen, 2013-01-16 School teams play an essential role in the successful implementation of response to intervention (RTI). This user-friendly book offers a roadmap for creating effective RTI

teams and overcoming common pitfalls. The authors discuss the nuts and bolts of planning and facilitating meetings during which data-based decisions are made about screening, interventions, and progress monitoring for individual students (K-6) or the whole school. Ways to develop sustainable team practices and strengthen collaboration are described. In a large-size format for easy photocopying, the book includes more than two dozen reproducible planning forms and other handy 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 Sandra M. Chafouleas.

aimsweb progress monitoring probes: Teaching Elementary Mathematics to Struggling Learners Bradley S. Witzel, Mary E. Little, 2016-01-24 Packed with effective instructional strategies, this book explores why certain K-5 students struggle with math and provides a framework for helping these learners succeed. The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math, including problem solving, early numeracy, whole-number operations, fractions, geometry, and algebra. Concrete examples, easy-to-implement lesson-planning ideas, and connections to state standards, in particular the Common Core standards, enhance the book's utility. Also provided is invaluable guidance on planning and delivering multi-tiered instruction and intervention.

aimsweb progress monitoring probes: MTSS & Mathematics for Middle School Jennifer Caton, Mary Little , 2022-10-01 The majority of students in the United States consistently perform below proficiency on National Mathematics Assessments (National Assessment of Educational Progress [NAEP], 2019). This number tends to be far worse for students with disabilities, with 74 percent of eighth graders performing below basic when compared to 26 percent of students without disabilities (USDOE, 2019). The Every Student Succeeds Act (ESSA, 2015) focused on implementing Multi-Tiered Systems of Support (MTSS) to advance the education of all struggling students, emphasizing evidence-based instructional strategies. This guide provides critical information, practical strategies, and evidenced-based interventions about middle school mathematics instruction within MTSS. It offers an array of ways to use this highly effective framework to meet the needs of students who struggle with mathematics.

aimsweb progress monitoring probes: Systematic Screenings of Behavior to Support Instruction Holly Mariah Menzies, Wendy Peia Oakes, Jemma Robertson Kalberg, 2012-01-01 The authors show how systematic screenings of behavior--used in conjunction with academic data--can enhance teachers' ability to teach and support all students within a response-to-intervention framework. Chapters review reliable, valid screening measures for all grade levels, discuss their strengths and weaknesses, and explain how to administer, score, and interpret them. --from publisher description

aimsweb progress monitoring probes: Inclusive Instruction Sean J. Smith, Jean B. Crockett, Cynthia C. Griffin, 2012-04-02 This accessible book presents research-based strategies for supporting K-8 students with high-incidence disabilities in becoming accomplished learners. The authors clearly describe the core components of effective inclusive instruction, showing how to recognize and respond to individual students' needs quickly and appropriately. Teachers are provided with essential tools for managing inclusive classrooms; planning a curriculum that fosters concept development across content areas, promotes strategic learning, and builds fluent skill use; and integrating technology into instruction. Case examples illustrate ways that special and general education teachers can work together successfully to solve complex learning problems and improve outcomes for students who are struggling-- Provided by publisher.

aimsweb progress monitoring probes: Instructional Practices for Students with Behavioral Disorders J. Ron Nelson, Gregory J. Benner, Paul Mooney, 2013-12-09 Presenting a broad range of instructional programs and practices that are proven effective for students with behavioral disorders, this is the first resource of its kind for K-3 teachers and special educators. Described are clear-cut strategies for promoting mastery and fluency in early reading, writing, and math, while tailoring instruction to each student's needs. Grounded in a three-tiered

response-to-intervention framework that facilitates data-based assessment, decision making, and progress monitoring, the book includes helpful examples and reproducibles. A special chapter outlines instructional management procedures for enhancing student engagement and promoting positive behavior.

aimsweb progress monitoring probes: Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4 Sharon Vaughn, Sylvia Linan-Thompson, 2007-08-15 What can we do to help ELL students understand English? In *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4*, Sylvia Linan-Thompson and Sharon Vaughn provide over 60 field-tested classroom lessons for ensuring English fluency among young nonnative speakers. Each chapter focuses on research and activities in one of the following areas: *Phonemic awareness *Phonics and word study *Fluency *Vocabulary *Comprehension In addition to the many step-by-step activities and lesson plans, the book includes in-depth explications of linguistic concepts, a glossary of terms, and lists of relevant online resources. The sooner students grasp the principles of English language acquisition, the better off they are. In this book, you will find everything you need to get elementary-level ELLs reading—and learning—successfully in English.

aimsweb progress monitoring probes: RTI for English Language Learners Seth Aldrich, 2010-10 This book provides guidance for educators (teachers, support staff, school administrators and instructors in schools of education) to assess, understand and address the needs of English language learners within the context of the Response to Intervention process. This book empowers general and special educators, as well as support staff, to take on important roles and activities without necessarily having to speak the student's native language.

aimsweb progress monitoring probes: Academic Skills Problems Edward S. Shapiro, Nathan H. Clemens, 2023-06-30 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention, this text addresses a perennial need for school practitioners and practitioners in training. Presented is a comprehensive, problem-solving-based approach for working with K-12 students who are struggling with reading, writing, or mathematics. The book provides a framework for evaluating the instructional environment as well as each student's context and unique learning needs; planning instructional modifications; and monitoring progress. The companion workbook, available separately, contains practice exercises and reproducible forms. New to This Edition *Revised throughout by new coauthor Nathan H. Clemens, while retaining the core elements of Edward S. Shapiro's approach. *New emphasis on the central role of language in reading, mathematics, and writing development and difficulties, and implications for working more effectively with linguistically and culturally diverse students. *Fresh perspectives on behaviors that facilitate learning, such as attention to task and following directions. *Updated and expanded coverage of key topics--universal screening; progress monitoring; intensive, individualized academic skills interventions; and more. See also *Academic Skills Problems Fifth Edition Workbook*, which provides the reproducible forms discussed in the text, practice exercises, and additional useful materials, in a convenient large-size format.

aimsweb progress monitoring probes: Early Literacy Matters Carol E. Canady, Robert Lynn Canady, 2020-11-29 *Early Literacy Matters* is an innovative action guide for elementary school leaders and instructional coaches dedicated to accelerating literacy performance in the early grades, when prevention of reading difficulties matters most. As a unique father-daughter team with combined expertise in literacy education and instructional leadership, the authors share best practices for literacy success. Readers will learn how to... establish and lead a literacy team, implement embedded professional development, utilize key assessments to frame daily instruction, and illustrate specific organizational and scheduling models needed to support systemic change based on the science of reading. Each chapter features reflection questions and explicit strategies and tools leaders can implement immediately in today's classrooms.

aimsweb progress monitoring probes: Building Your School's Capacity to Implement RTI Patricia Addison, Cynthia L. Warger, 2011 This action tool gives your leadership team all the tools it needs to plan RTI and determine how it will be implemented regardless of the RTI model

being followed.

aimsweb progress monitoring probes: *Multi-Tiered Systems of Support* Lesley Sylvan, 2020-10-13 Many school-based speech-language pathologists (SLPs) deal with large caseloads and limited resources. Taking on additional workload by implementing multi-tiered systems of support (MTSS) can seem overwhelming. *Multi-Tiered Systems of Support: Implementation Tools for Speech-Language Pathologists in Education* offers practical research-based tools that school-based SLPs can use to balance the high demands of their job with supporting general education students. This professional resource provides answers to a range of questions about policy implications, applicability of the framework to a speech-language pathologist's role in schools, and how an SLP can implement MTSS in their practice. Part I breaks down the important concepts of MTSS, while Part II is designed as an SLP MTSS Toolkit, featuring the collective wisdom of practitioners and researchers in the field. Throughout the text, readers will also find real-world snapshots of MTSS in action based on the experiences of actual SLPs in the field. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

aimsweb progress monitoring probes: *Differentiating Instruction for Students With Learning Disabilities* William N. Bender, 2012-09-04 Use the latest research to bring differentiated instruction to today's inclusive classrooms! With flipped classrooms, response to intervention, and technology discussed as differentiated instructional tools, this book has it all! Teachers need 21st century resources that help them provide high-quality, differentiated instruction for all students. In this new edition of his best-selling resource, William Bender draws on the latest brain research, technology, and educational initiatives to bring a new focus to differentiating instruction in the context of the Common Core State Standards. By weaving together differentiated instruction, Response to Intervention, and educational technology, educators can increase achievement among students with learning disabilities and also foster the development of 21st-century skills. This updated guide offers Specific strategies for differentiating instruction within an RTI framework and in the context of the Common Core State Standards Strategies for using technology to instruct and assess students with learning disabilities Teaching tips and concrete examples of brain-friendly instruction Guidance on a range of supportive instructional techniques Additional strategies based on the latest research in metacognition Up-to-date techniques such as using Khan Academy, flipped classes, and wikis to enhance learning in general and special education settings This new edition of *Differentiating Instruction for Students With Learning Disabilities* offers the tools and strategies educators need to maximize achievement for all students. The ideas in this book are wonderful! They are new, innovative, current, interesting, and very practical. I could easily implement some of these ideas in my classroom tomorrow! —Rachel Aherns, Teacher Westridge Elementary School, West Des Moines, IA Between these pages you will find ample strategies of how to effectively and efficiently individualize instruction for a classroom of diverse learners, without having to spend countless hours before and after a lesson preparing and assessing. —Jessica Purcell, Teacher Morehead City Middle School, Morehead City, NC

aimsweb progress monitoring probes: *Reading Assessment* Melissa Lee Farrall, 2012-05-09 A groundbreaking integrated approach to reading assessment that addresses each child's unique Learning Profile Fifteen to twenty percent of our nation's children have reading difficulties. Educational evaluators must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk, evaluate the effectiveness of school-wide reading programs, and suggest interventions that will improve reading skills. Written from a strengths-based perspective, *Reading Assessment: Linking Language, Literacy, and Cognition* is the first book of its kind to present a research-based, integrated review of reading, cognition, and oral language testing and assessment. Author Melissa Lee Farrall explores the theoretical underpinnings of reading, language, and literacy, explains the background of debates surrounding these topics, and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment. With a focus on

how to craft professional evaluation reports that illuminate a student's strengths—not just weaknesses—Reading Assessment enables school psychologists and diagnosticians, reading specialists, and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions. Clear, engaging, and inviting, Reading Assessment features: Case examples and practice exercises Chapter-opening reviews of each theory Strengths, weaknesses, and potential problems of tests and their interpretations Chapter-ending review questions that foster skill development and critical thinking Comprehensive information on more than 50 different assessment tests Reading Assessment is an invaluable resource that helps professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child's unique needs as a learner.

aimsweb progress monitoring probes: RTI Applications, Volume 2 T. Chris Riley-Tillman, Matthew K. Burns, Kimberly Gibbons, 2013-01-14 This book addresses a crucial aspect of sustaining a response-to-intervention (RTI) framework in a school: selecting interventions with the greatest likelihood of success and implementing them with integrity. Leading RTI experts explain how to match interventions to students' proficiency levels, drawing on cutting-edge research about the stages of learning. Effective academic and behavioral interventions for all three tiers of RTI are described in step-by-step detail and illustrated with vivid case examples. In a large-size format with lay-flat binding for easy photocopying, the book features more than 40 reproducible planning tools and other helpful forms.-- Provided by publisher.

aimsweb progress monitoring probes: Using RTI to Teach Literacy to Diverse Learners, K-8 Sheila Alber-Morgan, 2010-04-05 In a small volume, Sheila Alber-Morgan addresses RTI in a much more comprehensive way than other texts. The book provides critical features of RTI across reading, writing, handwriting, and spelling and is packed with practical information for each tier. —Nancy L. Cooke, Associate Professor of Special Education University of North Carolina at Charlotte Alber-Morgan clearly and concisely articulates the theoretical and empirical bases of RTI—an important and worthy achievement. For the classroom teacher, her book provides numerous assessment and instructional strategies for turning the great promise of RTI into reality for students. —William L. Heward, Professor Emeritus The Ohio State University Practical intervention strategies for diverse learners who struggle with literacy! Literacy is a critical foundational skill for success in school and throughout adulthood. Covering both reading and writing instruction, this book shows K-8 teachers how to build the literacy skills of diverse learners, including those with disabilities and those from culturally and linguistically diverse backgrounds, in inclusive classrooms. Sheila Alber-Morgan discusses instruction and assessment within a Response to Intervention (RTI) framework and demonstrates how to provide targeted support to students struggling with literacy or those who may require special attention to achieve success. Providing specific interventions for tiers 1, 2, and 3, this book offers: Evidence-based practices such as guided note taking, the use of response cards, peer-mediated instruction, self monitoring, and direct instruction Strategies for phonemic awareness, fluency, vocabulary, and comprehension Methods for teaching handwriting, spelling, keyboarding, and the writing process A discussion on using thematic units to integrate reading and writing With sample assessments, graphic organizers, and brief case studies of students, this timely volume assists teachers and literary specialists in providing the support that diverse learners need to succeed.

aimsweb progress monitoring probes: The Essential Guide to RTI Silvia L. DeRuvo, 2010-08-13 A practical, hands-on guide that helps teachers fulfill the promise of RTI Filled with practical tools and step-by-step guidelines, this book shows teachers how to implement RTI effectively. This valuable resource helps teachers assess a school's or classroom's readiness to begin the implementation process, and offers extensive resources to help educators identify appropriate screening and progress monitoring tools for students. DeRuvo provides dozens of effective research-based interventions and instructional strategies that teachers can implement immediately in their classrooms, and offers guidelines for selecting additional curricula and strategies to support

students with diverse needs. Includes easy and efficient progress monitoring strategies to measure RTI effectiveness Written by veteran educator and active teacher trainer, Silva DeRuvo Provides helpful advice for effective collaboration between teachers The book includes strategies for joint curriculum mapping, as well as for measuring student mastery of identified content area standards.

aimsweb progress monitoring probes: *The Complete Guide to RTI* Dolores Burton, John Kappenberg, 2011-12-15 Are you prepared for the RTI evolution? This comprehensive toolkit explains why RTI is one of the most important educational initiatives in recent history and sets the stage for RTI's future role in teacher education and practice. The authors demonstrate innovative ways to use RTI to inform instruction and guide curriculum development in inclusive classroom settings. The text features strategies, techniques, and online resources for evaluating existing programs and implementing RTI effectively, including: A leadership framework for school and district administrators Applications in reading and literacy, mathematics, and behavior support Guidelines for involving parents, students, and communities

aimsweb progress monitoring probes: *Multi-Tiered Systems of Support in Elementary Schools* Alison G. Clark, Katherine A. Dockweiler, 2019-11-28 Multi-Tiered Systems of Support in Elementary Schools is the leadership handbook and practitioner's field guide to implementation of Multi-Tiered Systems of Support (MTSS) in elementary schools, leading to improved student outcomes and school safety. Schools can creatively customize replicable best practices using this in-depth operations manual to guide MTSS teams in planning and delivering tiers of academic and integrated social-emotional and behavioral supports to meet the needs of all students. This text introduces Healthy Minds, Safe Schools, an evidence-based program that significantly improves student well-being, school safety, and teacher feelings of self-efficacy for delivering social-emotional and behavioral curriculum in the classroom. Featuring team exercises and real perspectives from educators, this text shows how to make incremental yet manageable changes at elementary schools in accordance with public policy mandates and evidence-based practices by developing smart teams and programs, identifying roles and responsibilities, implementing layers of academic support and services, improving social-emotional and behavioral health of students, and creating an inclusive school culture. It details organizational psychology and socially just educational practices and is a handbook aligned with the U.S. Secret Service National Threat Assessment Center guidebook for preventing school violence and with the National Center for School Mental Health Curriculum.

aimsweb progress monitoring probes: *Practical Handbook of School Psychology* Gretchen Gimpel Peacock, Ruth A. Ervin, Kenneth W. Merrell, Edward J. Daly, III, 2012-07-20 Bringing together leading authorities, this concise, state-of-the-science Handbook delves into all aspects of problem solving-based school psychology practice. Thirty-four focused chapters present data-based methods for assessment, analysis, intervention, and evaluation, with special attention given to working in a response-to-intervention framework. Tools and guidelines are provided for promoting success in key academic domains: reading, writing, and math. Social-emotional and behavioral skills are thoroughly....

aimsweb progress monitoring probes: *Teaching Students with Emotional and Behavioral Disabilities* Brittany L. Hott, Kathleen M. Randolph, Lesli Raymond, 2020-10-23 Teaching Students with Emotional and Behavioral Disabilities provides a comprehensive resource for preservice and in-service educators to teach and support academic, social, and behavioral development. The text focuses on implementation of evidence-based interventions, strategies, and practices. Dedicated chapters address quality service delivery models including individual, classroom, and school-wide supports. In addition, academic intervention chapters concentrate on reading, mathematics, writing, and study skills. Finally, the book includes step-by-step directions for conducting Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP), and monitoring student progress. The book will serve as a valuable reference for educators supporting students with challenging behaviors. Key Features: *Case studies written by PreK-12 practitioners based on their experiences supporting students with emotional and behavioral disorders *Numerous worksheets and examples to support implementation of evidence-based practices *Accessible and consistent

format across all chapters *Pedagogical aids reinforce understanding: chapter objectives, key terms, chapter summaries, discussion questions, and lists of additional resources and readings Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

aimsweb progress monitoring probes: Implementing Evidence-Based Academic Interventions in School Settings Sylvia Rosenfield, Virginia Wise Berninger, 2009-02-26 Designed for both researchers and practitioners, this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice. With the emphasis on evidence-based practice in the schools growing exponentially, school practitioners must learn how to understand, judge, and make use of the research being produced to full effect. Conversely, researchers must understand what is being used in real-world settings, and what is still needed. The editors of this book have outlined this process as a series of steps, beginning with being a critical consumer of current research literature, followed by concepts to consider in translating research into practice: systems issues at local, district, and state levels; the role of teachers in program implementation; evaluation of implementation effectiveness, and preservice and inservice professional development of teachers and psychologists. Each chapter is written by leaders on the topic, and contributors include both researchers and school-based practitioners. With contributing authors from a variety of disciplines, this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice.

aimsweb progress monitoring probes: Applied Behavior Analysis Advanced Guidebook James K. Luiselli, 2017-08-23 The Applied Behavior Analysis Practice Guidebook: A Manual for Professional Practice gives behavioral practitioners pragmatic advice, direction and recommendations for being an effective clinician, consultant, supervisor and performance manager. The book adopts a how to do it perspective featuring contributions from expert scientist-practitioners. Each chapter introduces the relevance of the topic for practicing professionals, describes and synthesizes the empirical basis of the topic, and then presents practitioner recommendations. With this format, readers can navigate the chapters with familiarity and confidence to facilitate the understanding of content and integration of the many practice areas addressed. - Focuses on the professional practice areas of board certified behavior analysts - Includes forms, tables, flowcharts and other visual aids to assist in BCBA work - Concludes each chapter with a practice guidelines checklist - Features contributions from notable experts in distinct specialty areas - Helps readers build skills and competencies as an applied behavior analyst

aimsweb progress monitoring probes: Journal of Disability Policy Studies , 2010

aimsweb progress monitoring probes: Effective School Interventions, Second Edition Natalie Rathvon, 2008-08-14 This highly practical resource and text presents 70 interventions that have been demonstrated to improve the classroom learning environment, academic achievement, and student behavior and social competence. Each intervention is presented in a brief, standardized format with step-by-step procedures that can easily be implemented by Pre-K-12 teachers and other school-based professionals. The volume includes best-practice guidelines for designing, implementing, and evaluating evidence-based school interventions, as well as strategies for combining multiple interventions to create a comprehensive program at the individual, class, or schoolwide level.

aimsweb progress monitoring probes: *The ABCs of CBM* Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2016-02-26 Curriculum-based measurement (CBM) has been adopted by growing numbers of school districts and states since the publication of this definitive practitioner guide and course text. The second edition presents step-by-step guidelines for using CBM in screening, progress 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.

aimsweb progress monitoring probes: Questions & Answers About RTI Heather Moran, Anthony Petruzzelli, 2013-10-02 As Response-to-Intervention (RTI) models continue to attract a great deal of attention, school and district leaders need to understand the structures needed, the personnel required, the challenges faced, and rewards realized from RTI. Questions and Answers About RTI: A Guide to Success is designed to guide a school or district through the implementation of a new RTI program. Moran and Petruzzelli deliver a concrete understanding of the components of a successful RTI model, the resources needed, and the underlying philosophy. Educators will find this resource rich with practical examples and straight talk. It also provides an easily understandable how-to manual for teachers that are being asked to provide service in an RTI structure.

aimsweb progress monitoring probes: Effective School Interventions Matthew K. Burns, T. Chris Riley-Tillman, Natalie Rathvon, 2017-08-16 This indispensable course text and practitioner resource, now fully revised, has helped tens of thousands of readers implement evidence-based interventions to improve students' academic achievement and behavior in PreK-12. The volume presents best-practice guidelines and step-by-step procedures for 83 interventions that can easily be implemented by teachers and other school-based professionals. It is a go-to book for those working in a multi-tiered system of support (MTSS) or response-to-intervention (RTI) framework. User-friendly features include recommended print and online resources and 10 reproducible forms. Purchasers get access to a webpage where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size. New to This Edition: *Updated throughout to reflect current research-based best practices. *20 new interventions. *Chapter on important skills for intervention success. *The intensity of each intervention (classwide, small-group, and/or individual) is now specified. *Behavior chapter has been reorganized for easier use. *Downloadable reproducible tools.

aimsweb progress monitoring probes: RTI Meets Writer's Workshop Lisa Morris, 2013-03-27 Tiered instruction for our neediest writers! There's no shortage of books on how to set up and run a writing workshop. But where's the book on teaching our students who struggle most or just aren't engaged? And where does RTI fit in? Lisa Morris provides the answers in this practical resource on implementing tiered writing instruction in Grades 2-6. With strategies for each RTI tier, this how-to guide will help you Easily incorporate RTI within the writer's workshop framework Nurture confident writers with well-crafted, differentiated lessons Plan daily, weekly, and year-long lessons with low-stress diagnostic, formative, and summative assessments Save time with engaging and effective curriculum-based measurement (CBM) techniques and tools Encourage student self-monitoring through action plans and self-assessments Tap students' interests in targeted whole-group, small-group, and individual instruction Meet the needs of all students while transforming struggling writers into confident communicators Add to that rich classroom examples, student samples, reproducible charts, and in-depth instructional guidance, making this is your ultimate RTI writing guide. Lisa Morris is an elementary school teacher and teacher trainer for the Okaloosa County School District in Fort Walton Beach, FL. While researching for this book, Lisa kept four goals in mind: 1) focus on research-based differentiated instruction and strategies, 2) look closely at formative and summative assessments as well as curriculum-based measurements, 3) show how student assessment drives instruction, and 4) hold true to the foundations of the writer's workshop. RTI Meets Writer's Workshop is the kind of book every elementary teacher should have. And don't worry—it will not sit on your shelf. You will use it daily to help guide you through the

landmines of RTI and writer's workshop. —Nancy Foote, Teacher San Tan Elementary School, Gilbert, AZ Amongst all the theory-driven texts on RTI, this book provides a practical, hands-on approach to improving student's writing skills through RTI tier intervention. The author's approach is tried and true in the classroom and is easily adapted to other classrooms using the writer's workshop. —Gary L. Willhite, Professor of Teacher Education University of Wisconsin, La Crosse

aimsweb progress monitoring probes: Personality Assessment Robert P. Archer, Steven R. Smith, 2014-04-03 The first edition of Personality Assessment provided an overview of the most popular self-report and performance-based personality assessment instruments. The chapter authors were key members in creating or developing the research base for the eight test instruments covered in the book. The text was geared with graduate-level clinical, school, and counseling psychology courses in mind. While still retaining all the attractive features of the first edition, this revision will reflect the advances in the field since 2008. Chapter contributors updated and expanded on reliability and validity data, clinical utility, multicultural considerations, and implications for therapeutic assessment. Another distinctive feature of this second edition is a companion website that features ancillary materials such as PowerPoints and test banks.

aimsweb progress monitoring probes: Making RTI Work Wayne Sailor, 2009-10-12 Offers best practices for implementing RTI at the school-wide level-to ensure success for all learners Response-to-Intervention is now mandated at schools across the country. While there are a handful of books offering tips on implementation, schools are still struggling to find the best approaches. This book, from a prominent RTI researcher, explains how the most successful schools using RTI manage the process. Sailor offers best practices for implementing RTI not only at the classroom level, but also at the school-wide and district-wide levels, to ensure no student falls through the cracks and schools fulfill the promise of RTI. Offers clear guidance on implementing Response-to-Intervention effectively Reveals the framework used by the most successful schools using RTI Includes information on applying RTI for behavioral problems as well as academic challenges Contains illustrative examples of how the approach is applied at all levels, from individual student to school-wide and district-wide Written by a top researcher in the field of Response-to Intervention

aimsweb progress monitoring probes: Transforming School Mental Health Services Beth Doll, Jack A. Cummings, 2007-09-12 Provides a comprehensive ten-step sequence for implementing population-based services that improve wellness and academic success for individual students and entire schools, and offers suggestions for engaging parents.

aimsweb progress monitoring probes: WJ IV Clinical Use and Interpretation Dawn P Flanagan, Vincent C Alfonso, 2016-01-28 WJ IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives provides clinical use and interpretive information for clinical practitioners using the Woodcock-Johnson, Fourth Edition (WJ IV). The book discusses how the cognitive, achievement, and oral language batteries are organized, a description of their specific content, a brief review of their psychometric properties, and best practices in interpreting scores on the WJ IV. Coverage includes the predictive validity of its lower order factors and the clinical information that can be derived from its 60 individual subtests. Part II of this book describes the clinical and diagnostic utility of the WJ IV with young children for diagnosing learning disabilities in both school age and adult populations, and for identifying gifted and talented individuals. Additionally, the book discusses the use of the WJ IV with individuals whose culture and language backgrounds differ from those who are native English speakers and who were born and raised in mainstream US culture. - Discusses the organization and content of all three batteries in the WJ-IV - Reviews best practices for score interpretation - Covers psychometric properties and predictive validity - Explores clinical information that can be extracted from 60 individual subtests - Includes diagnostic utility for learning disabilities, giftedness, and non-English speaking populations

aimsweb progress monitoring probes: Practical Handbook of Multi-Tiered Systems of Support Rachel Brown-Chidsey, Rebekah Bickford, 2015-12-15 Accessible and comprehensive, this book shows how to build a schoolwide multi-tiered system of support (MTSS) from the ground up.

The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K-12 students succeed. Every component of an MTSS is discussed: effective instruction, the role of school teams, implementation in action, assessment, problem solving, and data-based decision making. Practitioner-friendly features include reflections from experienced implementers and an extended case study. Reproducible checklists and forms can be downloaded and printed in a convenient 8 1/2 x 11 size.

aimsweb progress monitoring probes: Handbook of Response to Intervention and Multi-Tiered Systems of Support Paige C. Pullen, Michael J. Kennedy, 2018-10-04 Of the many issues facing special education (and general education) today, it is difficult to imagine one more important or timely than response to intervention (RTI). Almost overnight RTI has become standard practice across the nation. Unfortunately, RTI remains ill-defined, falls far short of its evidence-based practice goal, is almost invariably misused, and often results in more harm than good. Nevertheless, as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate, evidence-based instruction. The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention (RTI) and its relation to multi-tiered systems of support (MTSS) in both special education and general education. Although the two terms are currently used interchangeably, distinct differences exist between them. Therefore, chapters are dedicated to distinguishing the two concepts—RTI and MTSS—and describing each one's unique role in both general and special education. In addition, the authors recommend a third term, Multi-Tiered Instruction, to differentiate the practices related to the purpose of the specific intervention.

aimsweb progress monitoring probes: Multi-Tiered Systems of Support Gary E. Schaffer, 2022-08-11 Multi-Tiered Systems of Support: A Practical Guide to Preventative Practice, by Gary Schaffer, makes it easy to decipher this important framework for delivering evidence-based interventions to improve students' learning, behavior, and social-emotional outcomes. This text focuses on the common elements of the intervention service delivery models comprising Multi-Tiered Systems of Support (MTSS) to offer step-by-step guidance for each stage of the process. Covering MTSS from a whole child perspective, Multi-Tiered Systems of Support empowers current and future educators to set up learners for the greatest success in school and beyond. This book simplifies the MTSS model using an overall analogy of the four basic steps to building a house. We start with the foundation as the history of MTSS, the walls as the four main intervention service delivery models, the framework as common components that link all delivery models, and then the roof that represents MTSS as a whole. Diagrams, checklists and flowcharts accompany each step of the MTSS model to organize and summarize the information on each model. Case studies offer practical, in-depth examples of implementation strategies across models within MTSS. Unique sections on data-based decision making and infusing culturally responsive practices into RTI, SWPBS, Social-Emotional RTI, and Suicide Prevention and Intervention offer readers ways to better adapt and refine their implementation of MTSS. Through this text, readers will have a convenient resource that will save them time locating information on interventions, measures of universal screening, and progress monitoring unique to each intervention service delivery model within MTSS.

Back to Home: <https://fc1.getfilecloud.com>