



NATIONAL
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SCHOOL
PSYCHOLOGISTS

NASP Toolkit: Assessment Alternatives Under IDEA 2004 Table of Contents

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Daniel J. Reschly, Vanderbilt University & Jeffrey P. Grimes, Heartland Area Education Agency 11

Best Practices in Intellectual Assessment—Future Directions (BP4)

Dawn P. Flanagan & Samuel O. Ortiz, St. Johns University

Best Practices in Nondiscriminatory Assessment (BP4)

Samuel O. Ortiz, St. Johns University

Beyond the Academic Rhetoric of g: Intelligence Testing Guidelines for Practitioners, Part I & II (CQ)

James B. Hale, Children's Evaluation and Rehabilitation Center of the Albert Einstein College of Medicine & Catherine A. Fiorello, Temple University

Changes in IDEA 2004: Implications for School Psychology PowerPoint (Web)

Mary Beth Klotz & Alan Brue, National Association of School Psychologists

Has Curriculum-Based Assessment Become a Staple of School Psychology Practice? An Update and Extension of Knowledge, Use, and Attitudes From 1990 to 2000 (SPR)

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Lynn S. Fuchs, Vanderbilt University

The Uses and Misuses of Intelligence Tests, Part I & II (CQ)

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Culturally Competent Assessment of English Language Learners: Strategies for School Personnel (HCHS2)

Doris Páez, Furman University

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--Curriculum-Based Measurement: Role in Changing Regulations (Web)

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Portfolio Assessment in the Classroom (HCHS2)

Victoria B. Damiani, Indiana University of Pennsylvania

Curriculum-Based Measurement: A Best Practice Guide (HCHS2)

Lynn Fuchs & Douglas Fuchs, Vanderbilt University

Intellectual Assessment and Cognitive Abilities: Basics for Parents and Educators (HCHS2)

Samuel O. Ortiz & Stacey A. Lella, St. John's University

Learning Disabilities: A Primer for Parents About Identification (HCHS2)

Samuel O. Ortiz, St. John's University

NASP Position Statement: The Role of School Psychologists in Assessment (Web)

II. Problem-Solving Model and RTI Assessment

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Best Practices in Collaborative Problem Solving for Intervention Design (BP4)

Sarah J. Allen & Janet L. Graden, University of Cincinnati

Best Practices in Promoting Educational Reform at the School District Level (BP4)

C. Ben Barbour, Horry County Schools

Best Practices in School Psychology as a Problem Solving Enterprise (BP4)

W. David Tilly III, Heartland Area Education Agency 11

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Theodore Christ, Matthew Burns, & James E. Ysseldyke, University of Minnesota

Curriculum-Based Collaboration in Secondary Schools (I2)

Lindy Crawford & Gerald Tindal, University of Oregon

Fidelity of Problem Solving Implementation and Relationship to Student Performance (SPR)

Cathy F. Telzrow, Kent State University & Kathy McNamara & Constance L. Hollinger, Cleveland State University

Problem Solving as Best Practice (BP4)

Stanley L. Deno, University of Minnesota

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--RTI vs Process Oriented Assessment PowerPoint (Web)

Elaine Fletcher-Janzen, University of Colorado

--Response to Intervention (RTI): Considerations for Identification and Instructional Reform PowerPoint (Web)

Joseph F. Kovalski, Indiana University of Pennsylvania & David Prasse, Loyola University Chicago

How-To and Practice

Best Practices in Curriculum-Based Assessment (BP4)

Todd A. Gravois, University of Maryland & Edward E. Gickling, Instructional Assessment Consultant

Best Practices in Curriculum-Based Evaluation (BP4)

Kenneth W. Howell & Lawrence Antil, Western Washington University & Sharon Kurns, Heartland Area Education Agency 11

Best Practices in Defining Student Goals and Outcomes (BP4)

Lynn S. Fuchs, Peabody College of Vanderbilt University

Best Practices in Using Curriculum-Based Measurement in a Problem Solving Model (BP4)

Lynn S. Fuchs, Peabody College of Vanderbilt University

Model Programs

High Plains Educational Cooperative's RTI Model: Roles for School Psychologists (CQ)

Jan Stejskal, High Plains Educational Cooperative

Instructional Support Teams in Michigan: Data From Northville Public Schools (CQ)

Jan Stejskal, High Plains Educational Cooperative

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--Montgomery County Maryland Public Schools' Collaborative Action Process PowerPoint (Web)

Matthew J. Kamins & Brent Myers, Montgomery County Public Schools

-- Assessment That Informs Effective Instruction and Intervention: The Role of the School Psychologist in a Multi-Tiered Approach PowerPoint (Web)

Dawn Miller, Northeast Kansas Education Service Center & Jan Stejskal, High Plains Educational Cooperative

Optimizing Success Through Problem Solving: School Reform in Milwaukee Public Schools (CQ)

Colleen Haubner, Marcia Staum, & Audrey Potter, Milwaukee Public Schools

Problem Solving: Implementation and Evaluation in Minneapolis Schools (CQ)

Doug Marston, Andrea Canter, Matthew Lau, & Paul Muyskens, Minneapolis Public Schools

The Winds of Change: A Problem Solving Model in Horry County (CQ)

C. Ben Barbour & Kerry A. Schwanz, Horry County Public Schools

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A Problem-Solving Model for Improving Student Achievement (Web)

Andrea Canter, Minneapolis Public Schools

Problem-Solving Teams: Information for Parent and Educators (HCHS2)

Kerry A. Schwanz & C. Ben Barbour, Horry County Public Schools

Problem Solving and RTI: Roles for School Psychologists (Web)

Andrea Canter, National Association of School Psychologists

Response to Instruction in the Identification of Learning Disabilities: A Guide for School Teams (HCHS2)

Joseph F. Kovalski, Indiana University of Pennsylvania & David P. Prasse, Loyola University Chicago

III. Reading and Math Assessment

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Identifying Academic Skill and Performance Deficits: The Experimental Analysis of Brief Assessments of Academic Skills (SPR)

Gary J. Duhon, Oklahoma State University, George H. Noell & Joseph C. Witt, Louisiana State University, Jennifer T. Freeland, Indiana State University, Brad A. Dufrene, Mississippi State University, & Donna N. Gilbertson, Utah State University

Alternative Three-Tiered Model Integrates Biological and Instructional Research: Research-Supported Assessment-Intervention Links for Reading and Writing (CQ)

Virginia Wise Berninger, University of Washington & Donna Rury Smith & Louise O'Donnell, Harcourt Educational Measurement/Psychological Corporation

Using Curriculum-Based Measurement to Establish Growth Standards for Students With Learning Disabilities (SPR)

Stanley L. Deno, University of Minnesota, Lynn S. Fuchs, Vanderbilt University, Douglas Marston, Minneapolis Public Schools, & Jongho Shin, Sejong University

Using Curriculum-Based Measurement in General Education Classrooms to Promote Reading Success (I2)
Mark R. Shinn, Michelle M. Shinn, Chad Hamilton, & Ben Clarke, University of Oregon

How-To and Practice

Best Practices in Developing Local Norms for Academic Problem Solving (BP4)
Lisa Habedank Stewart, Minnesota State University Moorhead & Ruth Kaminski, University of Oregon

Best Practices in Using DIBELS in an Outcomes Driven Model (BP4)
Roland H. Good III & Ruth A. Kaminski, University of Oregon & Jerry Gruba, Heartland Area Education Agency 11

Differentiating Instruction Presentation Overview and Users Guide (CQ)
Lynne Ostroff Thies, North Merrick Public Schools

Differentiating Instruction: Strategies to Make All Students Successful Learners PowerPoint (Web)
Lynne Ostroff Thies, North Merrick Public Schools

Early Literacy: Assessing Phonological Awareness Skills (HCHS2)
Sandra M. Chafouleas, Michael Coyne, & Mahri J. Elinoff, University of Connecticut

Early Growth Indicators: Measuring Progress for Preschool Students (HCHS2)
Shanna D. Davis, Minneapolis Public Schools

Evaluation Strategies for Preventing and Remediating Basic Skills Deficits (I2)
Stanley L. Deno & Christine A. Espin, University of Minnesota & Lynn S. Fuchs, Peabody College of Vanderbilt University

School Psychologists and Student Reading Achievement (Web)
Reading Rockets

Using Curriculum-Based Measurement to Predict Performance on State Assessments in Reading (SPR)
Margaret T. McGlinchey, Kalamazoo Regional Educational Service Agency & Michael D. Hixson, Central Michigan University

Using Outcome Measures: Increasing Reading Achievement While Decreasing LD Incidence (CQ)
Benjamin Silbergliitt, Barbara J. Scierka, Kathryn B. Howe, & Kimberly A. Gibbon, St. Croix River Education District

Materials for Families and Educators

Curriculum-Based Assessment of Math Skills (HCHS2)
Joanne Rubino Laverty, Indiana University of Pennsylvania

Local Norms for Evaluating Instructional Needs (HCHS2)
Lisa Hadebank Stewart, Minnesota State University–Moorhead

Recommended Resources

Bibliography

Source Key

Best Practices in School Psychology IV—(BP4)
Helping Children at Home and School II—(HCHS2)
Interventions for Academic and Behavior Problems II—(I2)
Communiqué—(CQ)
School Psychology Review—(SPR)
www.nasponline.org—(Web)