# NASP Toolkit: Assessment Alternatives Under IDEA 2004

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- Changes in IDEA 2004: Implications for School Psychology PowerPoint (Web)
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- Legislative Changes in the Evaluation of Learning Disabilities (Web)

- OSEP Policy Brief (IDEA 2004): Changes in Initial Evaluations and Reevaluations (Web)

- OSEP Policy Briefs (IDEA 2004): Statewide and Districtwide Assessments (Web)

- The Past, Present, and Future of Curriculum-Based Measurement Research (SPR)
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- The Uses and Misuses of Intelligence Tests, Part I & II (CQ)
  *Peg Dawson, Seacoast Mental Health Center*

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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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Lindy Crawford & Gerald Tindal, University of Oregon

Fidelity of Problem Solving Implementation and Relationship to Student Performance (SPR)
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Problem Solving as Best Practice (BP4)
Stanley L. Deno, University of Minnesota

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  Elaine Fletcher-Janzen, University of Colorado
--Response to Intervention (RTI): Considerations for Identification and Instructional Reform PowerPoint
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  Joseph F. Kovaleski, Indiana University of Pennsylvania & David Prasse, Loyola University Chicago

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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

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

III. Reading and Math Assessment

Background and Research
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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

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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

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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 Silberglitt, 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)

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