

Dra Assessment Kindergarten Sample Test

Teachers facing the challenge of meeting the diverse reading needs of students will find the structure and tools they need in Jan Richardson's powerful approach to guided reading. Richardson has identified the essential components of an effective guided reading lesson: targeted assessments, data analysis that pinpoints specific strategies students need, and the use of guided writing to support the reading process. Each chapter contains planning sheets to help teachers analyze assessments in order to group students and select a teaching focus Includes detailed, ready-to-go lesson plans for all stages of reading: emergent, early, transitional, and fluent

This book examines the intersection of policy and practice in the use of student growth measures (SGMs) for high-stakes purposes as per such educator evaluation systems. The book also focuses on examinations of educators' perceptions of and reactions to the use of SGMs; ethical implications pertaining to the use of SGMs; contextual challenges when implementing SGMs; and legal implications of SGM use. The use of student test score data has been the cornerstone of the recent transfiguration of educator evaluation systems in forty-two states and the District of Columbia. Three leading voices on SGMs—Sean Corcoran, Henry Braun, and David Berliner—also serve as section and concluding commentators.

This bestselling book gives preservice and practicing literacy coaches the tools they need to build a successful schoolwide reading program. The authors, well-known experts in the field, describe the literacy coach's crucial, evolving role in today's schools. They offer step-by-step guidelines for implementing curricula and assessments, selecting instructional materials, and planning for differentiation and intervention. Specific ways to support teachers by providing high-quality professional development are discussed. The book is grounded in state-of-the-art research on PreK-5 instruction and the characteristics of effective coaches. New to This Edition *Incorporates the latest research and instructional materials. *Expanded grade range now includes PreK and grades 4-5. *Content on RTI and the Common Core standards is woven throughout. *Strategies for making professional development more responsive to teachers' needs. See also The Literacy Coaching Challenge, which guides more experienced coaches in choosing among different coaching models and addresses typical issues of implementation.

Evidence-Based Educational Methods answers the challenge of the No Child Left Behind Act of 2001 by promoting evidence-based educational methods designed to improve student learning. Behavioral scientists have been refining these instructional methods for decades before the current call for evidence-based education. Precision Teaching, Direct Instruction, Computerized Teaching, Personalized System of Instruction, and other unique applications of behavior analysis are all informed by the scientific principles of learning, have been tested in the laboratory, and are often shown to have significant success in field applications. This book details each of these approaches to education based on the principles of behavior analysis. Individuals and agencies responsible for instruction that leaves no child behind will find this compendium an important resource for meeting that challenge, and young educators will greatly benefit from this text, as they will see a blueprint of the evidence-based education systems being planned for the future. * The education literature is replete with fly-by-night ideas and unresearched opinions about how to teach children. This book has none of that. The reader is given researched educational methods. In fact, some methods draw on 3 or 4 decades of experimental data. The whole book is cohesive, not just a patchwork of different educators' opinions. All of the chapters are built on basic scientific principles of behavior, and all of the methods can be used with one another * This is a book by scientist-practitioners, but not for scientists only. A parent can read many of these chapters, see the merit in the methods, and convey the need and the process for each of the methods * No book stands alone, but is connected to a greater literature base. The reader is shown where other information can be found about these methods. * The only thing better than scientific data is scientific data supported by consumer testimonial

Assessing Reading
 Guided Reading Program
 Educating Individuals with Disabilities
 Developmental Reading Assessment
 School and District Leadership in an Era of Accountability
 An Assess-Decide-Guide Framework for Supporting Every Reader
 Stories of Success Against Enormous Odds

Discusses the use of leveled texts in kindergarten through eighth-grade classrooms, examines the "text base" needed for effective language literacy instruction, provides guidelines for creating a high-quality leveled book collection and matching books to readers, and explains how to analyze and level books.

Book summary: Fox tests what things will fit in his box.

Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD.

The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

21st Century Literacy

The Next Step in Guided Reading

The Reliability and Validity of the Michigan Literacy Progress Profile

Helping Teachers Plan Instruction

Slaying the Dragons

Reading Assessment, Third Edition

Guided Reading

"This book explores how the current process of schooling that frames public education through economic rather than democratic terms is fundamentally flawed, why it must change, and how all members and participants within the early childhood and elementary school communities must be a part of the reform process. The work is based on the author's recent studies of stakeholders' in the changed kindergarten as well as earlier studies examining the impact of reforms on classrooms, pre and in-service teachers, students, families, administrators, teacher educators, and other education stakeholders. By examining these issues empirically, practically, and theoretically, the author illuminates the complexity of what is currently occurring in kindergarten and other early childhood classrooms across the U.S. Then, Brown skillfully puts forward ideas for change that are practical and achievable in developing systems of schooling that can educate, foster, and sustain a democratic society"--

Developmental Reading Assessment

This trusted practitioner guide and course text helps K-8 teachers utilize assessment as an integral component of classroom instruction. It guides teachers step by step to recognize good reader behaviors, assess students' strengths and weaknesses, and make evidence-based instructional decisions. Formal and informal measures are discussed for evaluating specific components of literacy, with a focus on the Common Core State Standards (CCSS). Every chapter features activities for developing understanding; in-depth practice exercises are provided in several appendices. Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1/2" x 11" size. New to This Edition *Chapter on major current initiatives: the CCSS and response to intervention. *Extensive CCSS content woven throughout the book. *Expanded coverage of vocabulary assessment, now in its own chapter. *Checklists to guide the selection of high-quality published instruments.

Gives middle school teachers a range of tools to help monitor literacy behavior continuously as they teach, as well as conduct periodic assessments for accountability. Intended to guide teachers' ongoing observations of student's progress within a literature-based reading program.

Reading Booklet (forms A & B)

Real Leaders, Real Schools

A Resource Manual, Second Edition

Challenging the School Readiness Agenda in Early Childhood Education

Developmental Reading Assessment Second Edition Plus Kit Grade K/3 Copyright 2012

The State of Preschool

The Peril and Promise of Performance Pay

Before the passage of the Education for All Handicapped Children Act in 1975, U.S. students with physical and learning disabilities frequently went undiagnosed, received inadequate treatment, or were even barred from attending school. And until recently, traditional measures of learning disability were often too crude to separate the learning-disabled student from students having academic difficulties due to other reasons, such as emotional issues or language problems. Grigorenko's new book discusses how learning-disabled students are identified and assessed today, in light of the 2004 Individuals with Disabilities Education Improvement Act. One of the major changes in IDEIA 2004, for instance, is the "Response to Intervention" (RTI) provision, which allows school districts to better identify students with legitimate learning disabilities and provide them with individualized, evidence-based instruction. Grigorenko's interdisciplinary collection is the first to comprehensively review the IDEIA 2004 Act and distill the changes professionals working with learning-disabled students face. The text takes an overarching perspective, first discussing the IDEIA in its historical, political, and legal context, then covering practical issues professionals address on a daily basis.

Educating Individuals with Disabilities is a priceless resource for school psychologists, neuropsychologists, speech-language therapists, administrators, policy makers, and legal professionals who navigate special education and learning disability issues on a daily basis.

In this volume, several topics of relevance to the issue of identification and assessment of learning and behavioural disabilities are discussed by leading scholars, in reviews of recent relevant research, policy analyses, and new investigations with original data.

This text presents literacy assessment as a natural part of the instructional cycle. Through the text's practical, positive approach to the stages of developmental literacy, preservice teachers and reading specialists learn to assess student progress on a daily basis. Case studies, chapter summaries, and readings for further exploration make this text accessible and informative. A companion web site includes several interactive tools for instruction and learning. Each Benchmark is followed by assessment and instructional strategies that help teachers apply theory to practice. Comprehensive coverage includes state and national standards and assessment of second language learners. Research and references highlight up-to-date instructional strategies, including the use of technology.

Our fourth book in the International Research on School Leadership series focuses on school leadership in an era of high stakes accountability. Fueled by sweeping federal education accountability reforms, such as the United States' No Child Left Behind (NCLB) and Race to the Top (R2T) and Australia's Performance Measurement and Reporting Taskforce, school systems around the world are being forced to increase academic standards, participate in high-stakes testing, and raise evaluation standards for teachers and principals. These results-driven reforms are intended to hold educators "accountable for student learning and accountable to the public" (Anderson, 2005, p. 2, emphasis in original). While policymakers and the public debate the merits of student achievement accountability measures, P-12 educational leaders do not have the luxury to wait for clear guidance and resources to improve their schools and operating systems. Instead, successful leaders must balance the need to create learning communities, manage the organizational climate, and encourage community involvement with the consequences testing has on teacher morale and public scrutiny. The chapters in this volume clearly indicate that as school leaders attend to these potentially competing forces, this affects their problem-solving strategies, ability to facilitate change, and encourage community involvement. We were delighted with the responses from colleagues around the world who were eager to share their research dealing with how leaders are functioning effectively within a high-accountability environment. The nine chapters in this volume provide empirical evidence of the strategies school leaders use to cope with problems and negotiate external demands while improving student performance. In particular, the voices and actions of principals, superintendents, and school board members are captured in a blend of quantitative and qualitative studies. The breadth of studies is impressive, ranging from case studies of individual principals to cross-district comparisons to national data from the National Center for Education Statistics. To highlight important findings, we have organized the book into five sections. The first section (Chapters 2, 3, and 4) highlights the problem-solving strategies used by principals and superintendents when pressured to turn around low-performing schools. In the second section (Chapters 5 and 6), attention is devoted to ways in which school leaders act as "buffers" by reducing the impact of external demands within their local school contexts. Next, Chapters 7 and 8 explore creative ways in which financial analyses can be used to assess the cost effectiveness of programs and services. Chapters 9 and 10 examine how principals enact their instructional leadership roles in managing curriculum reforms and evaluating teachers. Finally, in the last section (Chapter 11), Kenneth Leithwood synthesizes the major themes and ideas emerging across these chapters, paying particular attention to practical issues influencing school leaders in this era of school reform and accountability as well as promising areas for future research.

Student Growth Measures in Policy and Practice

Research in Education

Diagnostic Reading Analysis

African American English and the Achievement Gap

Phonics : First Little Readers

Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader

Resources in Education

This book provides an invaluable resource for school teachers, administrators, board members, policy makers, and citizens who would like to understand what's behind performance pay, what might work and what will not, and how to build a school improvement effort that includes teacher compensation as one of its strategies.

Jan Richardson s highly anticipated update to the classic bestseller The Next Step in Guided Reading helps you and your students move forward."

Individually asses the reading accuracy, comprehension and fluency/ reading rate, plus comprehension processing speed for less able readers from 7 to 16. "The test is brilliant. We used it with a cohort who have been well below standard for the school and right the way throughout it told us so much about that cohort and their learning styles. It was quick to administer, didn't stress the pupils and the end result was so useful." - SENCO, Hampshire school - Carefully structured, with an initial listening comprehension passage that helps determine each pupil's starting point - Provides standardised measures of reading accuracy (as standardised scores and reading ages), fluency/reading rate and reading comprehension. Additionally, this second edition provides a standardised measure of comprehension processing speed, making the DRA ideal for access arrangements assessment. - Pupils read and answer questions on three graded passages - fiction and non-fiction - pitched at appropriate levels of difficulty - Perfect for assessing progress with two parallel forms A and B that allow for re-testing - Identify patterns of reading performance with a photocopiable Diagnostic Checklist The optional Diagnostic Profiler CD-ROM helps you to produce a detailed diagnostic report, including prompts for appropriate follow-up for each pupil.

Real Leaders, Real Schools tells the stories of five urban public school principals who led their schools through profound and transformative changes. In each of these cases, their efforts resulted in dramatic improvements in student achievement—improvements that occurred within the current environment of high-stakes tests. The revealing and often gripping narratives that form the heart of this remarkable book offer unprecedented insights into the meaning and practice of effective school leadership. The stories themselves are often inspiring but they are never idealized. All of these principals met with frustrations as well as successes, setbacks as well as breakthroughs. All regularly reassessed their policies and practices, and all acknowledged—and learned from—their errors along the way. Yet all believed in their staffs and their students, and all found innovative ways to transform and improve their schools. These are true stories of successful leadership against enormous odds. They provide countless lessons for today's school leaders and all who are committed to education reform.

The humanities and social sciences. A

Reading Fluency

Neale Analysis of Reading Ability - Revised

The Routledge Handbook of Language Testing

Improving Reading Achievement Through Professional Development

A Blueprint for Solving Reading Problems

Will it fit?. Book 4

This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment. The volume brings together 35 authoritative articles, divided into ten sections, written by 51 leading specialists from around the world. There are five entirely new chapters covering the four skills: reading, writing, listening, and speaking, as well as a new entry on corpus linguistics and language testing. The remaining 30 chapters have been revised, often extensively, or entirely rewritten with new authorship teams at the helm, reflecting new generations of expertise in the field. With a dedicated section on technology in language testing, reflecting current trends in the field, the Handbook also includes an extended epilogue written by Harding and Fulcher, contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment. Providing a basis for discussion, project work, and the design of both language tests themselves and related validation research, this Handbook represents an invaluable resource for students, researchers, and practitioners working in language testing and assessment and the wider field of language education.

Public schools are among the most important institutions in North American communities, especially in disadvantaged urban neighbourhoods. At their best, they enable students to overcome challenges like poverty by providing vital literacy and numeracy skills. At their worst, they condemn students to failure, both economically and in terms of preparing them to be active participants in a democratic society. In Schooling the Next Generation, Dan Zuberi documents the challenges facing ten East Vancouver elementary schools in diverse lower-income communities, as well as the ways their principals, teachers, and parents are overcoming these challenges. Going beyond the façade of standardized test scores, Zuberi identifies the kinds of school and community programs that are making a difference and could be replicated in other schools. At the same time, he calls into question the assumptions behind a test score-driven search for "successful schools." Focusing on early literacy and numeracy skills mastery, Schooling the Next Generation presents a slate of policy recommendations to help students in urban elementary schools achieve their full potential.

"The reading problems addressed in the book move beyond those associated with disabilities such as dyslexia or high-functioning autism. The author addresses experientially based reading difficulties caused by inadequate instruction or limited exposure to academic language/literacy. Unlike other books on response to intervention (RTI), this book presents an argument for using RTI as a method of identification as well as intervention in combination with individual students' reading profiles. The case studies and practical examples cover a broad range of reading problems (not only learning disabilities) to help make research findings applicable to a multidisciplinary audience, especially practitioners"--

Challenging the normative paradigm that school readiness is a positive and necessary objective for all young children, this book asserts that the concept is a deficit-based practice that fosters the continuation of discriminatory classifications. Tager draws on findings of a qualitative study to reveal how the neoliberal agenda of school reform based on high-stakes testing sorts and labels children as non-ready, affecting their overall schooling careers. Tager reflects critically on the relationship between race and school readiness, showing how the resulting exclusionary measures perpetuate the marginalization of low-income Black children from an early age. Disrupting expected notions of readiness is imperative to ending practices of structural classism and racism in early childhood education.

Driven by Data

The Power of RTI and Reading Profiles

State Preschool Yearbook

Making it Work

Restoring Joy to Early Learning

Schooling the Next Generation

Dissertation Abstracts International

Complex factors affect young children and their families in today's increasingly diverse world characterized by globalization, the transnational movement of people, and neo-liberal government policies in western and

industrialized countries. This book focuses on three of these factors—culture, language and learning—and how they affect children’s development and learning in the context of their communities, families and schools. Taking an ecological perspective, it challenges normative and hegemonic views of young children’s language, literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities. The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices, and the importance of first or home language maintenance and its cognitive, cultural, economic, psychological and social benefits. Links are provided to a package of audio-video resources (<http://blogs.ubc.ca/intersectionworkshop/>) including key note speeches and interviews with leading international scholars, and a collection of vignettes from the workshop from which this volume was produced .

We know that those fearsome, fire-breathing creatures known as dragons do not truly exist. Yet, in the world of literacy instruction, teachers often feel as though they are battling equally severe and frightening conditions that hinder literacy success. The “dragons” in the book serve as analogies for dyslexia problems, which often cause stumbling blocks to literacy mastery. Descriptions and ways to differentiate remediation for four types of dyslexia provide insights for veteran teachers as well as novices. SLAYING THE DRAGONS provides practical, down-to-earth information about researched and proven literacy instruction by using a delivery that is both succinct and thorough. In addition to each of the five essential components of reading identified by the National Reading Counsel, other complementary topics result in a combination of “tried and true” strategies along with new possibilities for 21st century literacy instruction. Slaying the Dragons: 21st Century Literacy considers several causes of literacy failure. Modifications for ELL students, gifted and talented and other exceptionalities show up adjacent to strategies. In addition, technology modifications offer methods of differentiating. Through a source in the text, teachers gain an opportunity to create their own adapted materials. The text format for SLAYING THE DRAGONS accommodates a reader’s eyes by providing short lines of print, bold text to indicate important vocabulary words and bullets to signify steps or sequence. An electronic option is provided for readers who prefer that system. This reader-friendly collection includes many items not commonly found such as Scotopic Sensitivity Syndrome, eye tracking, print size, overlays, and candid reasons for literacy failure. SLAYING THE DRAGONS will be an asset for teachers and parents seeking to increase expertise required to promote literacy success for all children.

Many African American children make use of African American English (AAE) in their everyday lives, and face academic barriers when introduced to Standard American English (SAE) in the classroom. Research has shown that students who can adapt and use SAE for academic purposes demonstrate significantly better test scores than their less adaptable peers. Accordingly, AAE use and its confirmed inverse relationship to reading achievement have been implicated in the Black-White Test Score Gap, thus becoming the focus of intense research and practical interest. This volume discusses dialectal code-switching from AAE to SAE and stresses the benefits and importance of African American students becoming bi-dialectal. It provides background theory and science supporting the most promising educational approach to date, Contrastive Analysis, a set of longstanding methods drawn from Second Language research and used effectively with students ranging from kindergarten through college. It offers a deeper knowledge of AAE use by students, the critical features of Contrastive Analysis, and detailed information about successful applications which teachers can apply in their own pedagogy.

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.

Home, School, and Community Contexts

Leveled Books (K-8)

Making Education Compensation Work

A Guide to Research-Based Practice

Evaluating Early Reading Assessments

The Role of Dialectal Code Switching

Evidence-Based Educational Methods

Ideas, resources, and a list of childrens' books that can be used to implement guided reading.

Now in a revised and updated fourth edition, this accessible text has given over 100,000 preservice and inservice teachers vital tools for systematic reading assessment in grades K–8. The book explains how to use both formal and informal assessments to evaluate students' strengths and needs in all components of reading. Effective, engaging methods for targeted instruction in each area are outlined. In a convenient large-size format, the book includes 30 reproducible tools, plus an additional multipage assessment in an online-only appendix. Purchasers get access to a companion website where they can download and print the reproducible materials. New to This Edition *Expanded coverage of the middle grades (4–8), including a new chapter and case study, and explicit attention to this grade range throughout; new coauthor Kevin Flanigan adds expertise in this area. *New and expanded topics: computer-based testing methods, assessing academic language, and how to use reading inventories more accurately. *Additional reproducible tools: informal reading inventory summary form, comprehension retelling forms for narrative and informational text, computer-based comprehension test comparison worksheet, revised Informal Decoding Inventory, and more.

Speech-Language Pathology Assistants: A Resource Manual, Second Edition, is a practical, easy-to-use manual that can be used by both SLPAs and SLPA educators. The text defines the roles of SLPAs and their supervisors - offering additional insight into the scope of practice of an SLPA per current American Speech-Language-Hearing Association (ASHA) recommendations—and includes discussions, strategies, and examples of real-world issues, such as using augmentative and alternative communication (AAC) and working with individuals with autism spectrum disorders (ASD). Also included within the chapters are "Things to Consider" sections, which address important factors and modifications that can enhance the effectiveness of treatment activities. For example, incorporating play, literacy, and speech sound remediation into treatment or modifying the clinical interface to enhance group therapy dynamics for children and adults. Initial chapters are devoted to specific aspects of an SLPA's development, such as chapters on ways SLPAs can enhance clinical service through understanding of goals, lesson plans, data collection, and note-writing. Likewise, chapters on professional practice offer insight into ethical problem-solving, presenting a professional image, developing mentoring relationships, working with culturally and linguistically diverse populations, and the use of self-reflection for self-improvement. These chapters are followed by key principles for SLPAs to incorporate in clinical services provided to specific populations and disorders.

New to the Second Edition: This second edition contains relevant updates in the field of speech-language pathology and recent research and references throughout. Included are additional "A Day in the Life" stories of actual SLPAs—their daily activities, rewards and challenges they face, and their words of wisdom to fellow SLPAs. New to this edition are four important chapters applicable to the work of an SLPA. This includes a chapter specific to behavioral principles and the use of positive behavioral supports and intervention (PBIS). New chapters were added in the areas of early intervention and the important topic of language intervention in children—both of which are highly pertinent to the roles of most SLPAs. A chapter was also added to address key principles in service provision for adults with neurologic disorders, including an overview of common treatment approaches for the disorders of aphasia, right hemisphere brain dysfunction (RHBD), cognitive-communicative disorders associated with TBI, apraxia of speech, and dysarthria. Speech-Language Pathology Assistants: A Resource Manual, Second Edition is a key resource for enhancing skills and highlighting professional practice issues, for clinical practicum training or future employment. This is a text both SLPAs and SLPA educators will want to have on their bookshelves. 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.

DRA2+ provides teachers with a proven diagnostic reading assessment that not only establishes each student's reading level but also gives the teacher a Focus for Classroom Instruction designed to assist students' progression to the next reading level. Students and teachers meet in a one-on-one conference - giving the teacher invaluable insight as to each student's strengths and weaknesses Progress Monitoring now included! Teachers are now able to monitor progress during a brief conference with struggling readers, providing a great tool to measure the effectiveness of current intervention strategies DRA2's assessment of reading comprehension is the most extensive of any assessment; truly designed to provide teacher's guidance in pinpointing areas of need The research-based and validated Developmental Reading Assessment K-3 by Joetta Beaver and Primary Classroom Teachers helps you pinpoint students' strengths and abilities as readers in a quick, one-on-one conference. Now in its second edition, DRA2 for grades K-3 has added a fluency component that provides a WPM fluency rate, streamlines the assessment for easier use, and includes several new and revised Benchmark Books, a revised Teacher Guide, a simplified Focus for Instruction, and Continuums to match each assessment text incorporated in the Teacher Observation Guides. In addition, this package also includes Word Analysis to help you assess 40 important skills in the areas of Phonological Awareness, Metalanguage, Letter/Word Recognition, Phonics, and Structural Analysis and Syllabication. You can also administer DRA k/3 on a handheld device - learn more here. View the DRA2 Virtual Brochure. Download the DRA2 Virtual Brochure.

Red Edition Level M

IDEIA 2004 and Beyond

Assessment for Reading Instruction, Fourth Edition

Language, Learning, and Culture in Early Childhood

Identification and Assessment

Literacy Assessment

Applications and Interventions to Improve Basic Literacy