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Assessing Students with Special Needs (7th Edition)

By James A. McLoughlin, Rena B. Lewis



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This comprehensive text for future teachers of learners with disabilities is grounded in the idea that assessment is at the center of all good teaching. Its hallmarks are its accessibility, balanced coverage of both this formal and informal assessment, plus thorough exploration of the link between *gathering* information and actually *using* it to make informed decisions. Offering a step-by-step *Assessment Question Model* on the inside front cover, it equips readers to understand the complete assessment process, from choosing the best tool, to adapting instruction to improving outcomes. Popular, as well as lesser-known, tools are examined in order to acquaint readers with promising procedures for assessing students with special needs.



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Bibliography

- Sales Rank: #21119 in Books
- Published on: 2007-10-19
- Original language: English
- Number of items: 1
- Dimensions: 10.08" h x 1.50" w x 8.27" l, 2.87 pounds
- Binding: Hardcover
- 648 pages

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Editorial Review

From the Inside Flap

PREFACE

Assessment is at the center of all good teaching, and this book is designed to provide a clear, comprehensive guide to the assessment of students with mild disabilities. This book will give you an understanding of the assessment process as well as the practical skills needed to assess students with special needs successfully so that you can teach them well. To structure the process, we offer an assessment question model and we have developed the idea of the Individualized Assessment Plan (IAP). Our basis for the assessment questions and suggested procedures is a combination of best professional practices and legal mandates. This functional approach allows you sufficient flexibility to explore the areas and types of assessment in which you are particularly interested. In accordance with our belief that educators need useful information, we maintain a strong educational orientation toward assessment. **NEW TO THE FIFTH EDITION**

This is the fifth edition of *Assessing Students with Special Needs*, and it reflects many changes in professional thought and practice in both special education and general education. Topics new to this edition include recent legislation (e.g., the Individuals with Disabilities Education Act Amendments), reform movements in general and special education, techniques for ongoing classroom assessment (e.g., functional assessment of behavior), test accommodations for students with disabilities, assessment for grading and report cards, evaluation of new areas of interest such as phonological processing, and the development of collaborative parent-professional partnerships in the assessment process.

The fifth edition is organized somewhat differently from previous editions, although the content covered is the same. The entire book has been thoroughly updated with current literature and coverage of pertinent issues, trends, and professional practices. Throughout we maintain our interest in the promotion of nonbiased assessment of culturally and linguistically diverse students. Chapter 14, in particular, focuses on strategies for the assessment of students who speak dialects of English and those who speak languages other than English.

Part One of the fifth edition, *Introduction to Special Education Assessment*, includes information on the purposes of assessment, laws and regulations governing assessment, the team approach to assessment, the organization of the assessment process using the assessment question model, and the steps in assessment. Part Two, *Assessment Skills for Special Educators*, contains chapters on selecting the tools for assessment, administration and scoring of standardized tests, and design and use of informal assessment techniques and procedures. A new chapter has also been introduced—Chapter 6, *Classroom Assessment Techniques*—and it describes a range of techniques for evaluating student progress in the classroom instructional program. These techniques include functional behavioral assessment, curriculum-based measurement, action research, and portfolio assessment. This chapter also discusses important issues in ongoing assessment such as managing student data, grading and report cards, and test accommodations.

Part Three of the fifth edition, *Assessment of General Performance Areas*, centers around the general performance areas most relevant to eligibility assessment: school performance, learning aptitude, specific learning abilities and strategies, and classroom behavior. Part Four, *Assessment of Academic Areas*, focuses on the assessment of academic skills: reading, mathematics, written language, and oral language and bilingual assessment. Part Five, *Special Considerations*, provides information on three important topics:

parent and family involvement in assessment, assessment during the preschool years, and assessment for transition planning.

This edition also features new tests and assessment procedures, many of which are revised versions of measures described in earlier editions. More than 80 new published measures are included. Among the new instruments we discuss are:

Peabody Individual Achievement Test-Revised/Normative Update
Hammill Multiability Achievement Test
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BRIGANCE® Employability Skills Inventory
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FEATURES

Our goal in this book is to provide you with a foundation for understanding the assessment process and with the skills necessary for carrying out meaningful assessments. The chief strength of this text remains its balanced coverage of formal and informal assessment. Critiques of the strengths and weaknesses of formal tests and informal procedures help you to select the tools that will supply the information you need.

We have chosen to speak about popular assessment procedures as well as less well known, but distinctive, measures. Popular instruments are discussed in some depth, not necessarily because they are always the best techniques, but because they reflect current practice. On the other hand, information about less well known tests and techniques is provided to acquaint you with promising procedures. With this comprehensive coverage, you will find out not only what is currently being done (and how well) but also what needs to be changed and how to do that.

In addition, we provide the connection between gathering assessment information and using it to make decisions. There are regular reminders to consider assessment data in relation to the classroom setting and suggestions for making sense out of all the information gathered. This process is described in the context of a team approach to educational assessment but with particular emphasis on the role of the special education teacher.

To make our book a more practical classroom resource, we have included several useful case reports, sample test profiles, checklists, and illustrations. Also, information boxes throughout the chapters summarize the important characteristics of tests discussed in depth. We have tried to give you a feel for the procedures you will use in assessment and to critique and relate them to one another so that you can better understand how to use them. Each chapter begins with a brief topical outline of its contents and ends with a Study Guide containing factual review questions, applied activities, and discussion questions focusing on critical issues addressed in the chapter. Companion Website

A companion website is available for both students and professors. Students can take self-quizzes and submit

their responses online to the professor as well as view their scores and obtain page references in the text for answers to questions marked incorrect. Students also have access to chat rooms and bulletin boards for peer discussion. Instructors will have a Syllabus Builder™ which allows them to develop and customize a syllabus for their course. The address of the companion website for *Assessing Students with Special Needs* is: prenhall/mcloughlin. Support Materials for Instructors

The instructor support package for the fifth edition includes an Instructor's Manual, Computerized Test Banks in both Macintosh and Windows formats, and the companion website described above.

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The Instructor's Manual, organized by chapter, contains a chapter overview, a detailed outline, glossary terms, a set of questions appropriate for class discussions, and suggested activities. Also within the manual are objective test questions (multiple-choice, true-false, and completion) as well as a set of instructional aids that could be used in teaching an assessment course to prospective special educators.

Computerized Test Bank

In addition to the printed test bank of questions found in the Instructor's Manual, the Prentice Hall Custom Test is available in either Macintosh® or Windows® format. This software is available upon request from your Prentice Hall sales representative. **AUTHORS AND CONTRIBUTORS FOR THE FIFTH EDITION**

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From the Back Cover

Assessing Students with Special Needs, Fifth Edition, prepares future teachers for all phases of the assessment process, from selecting assessment tools to using results to adapt instruction.

Features of the fifth edition include:

- New and extensive coverage of functional behavioral assessment

- Excellent new coverage of the 1997 amendments to IDEA and the impact of this law on how and when students are assessed
- New coverage on the use of portfolios with students with special needs
- Complete update of all key assessment instruments
- Companion Website: www.prenhall.com/mcloughlin

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Users Review

From reader reviews:

Lillie Levine:

In this 21st one hundred year, people become competitive in most way. By being competitive at this point, people have do something to make all of them survives, being in the middle of the actual crowded place and notice simply by surrounding. One thing that sometimes many people have underestimated the item for a while is reading. That's why, by reading a guide your ability to survive raise then having chance to endure than other is high. For you personally who want to start reading a new book, we give you this Assessing Students with Special Needs (7th Edition) book as beginner and daily reading book. Why, because this book is greater than just a book.

Robert Stewart:

Information is provisions for anyone to get better life, information these days can get by anyone on everywhere. The information can be a knowledge or any news even restricted. What people must be consider

when those information which is within the former life are challenging be find than now could be taking seriously which one would work to believe or which one often the resource are convinced. If you find the unstable resource then you have it as your main information you will have huge disadvantage for you. All of those possibilities will not happen throughout you if you take Assessing Students with Special Needs (7th Edition) as the daily resource information.

Jennifer Ruiz:

Exactly why? Because this Assessing Students with Special Needs (7th Edition) is an unordinary book that the inside of the book waiting for you to snap it but latter it will distress you with the secret this inside. Reading this book close to it was fantastic author who else write the book in such wonderful way makes the content inside easier to understand, entertaining way but still convey the meaning thoroughly. So , it is good for you because of not hesitating having this ever again or you going to regret it. This book will give you a lot of rewards than the other book have got such as help improving your skill and your critical thinking means. So , still want to postpone having that book? If I had been you I will go to the guide store hurriedly.

John Wilson:

In this era which is the greater man or who has ability in doing something more are more precious than other. Do you want to become considered one of it? It is just simple solution to have that. What you should do is just spending your time not much but quite enough to experience a look at some books. Among the books in the top record in your reading list will be Assessing Students with Special Needs (7th Edition). This book and that is qualified as The Hungry Inclines can get you closer in turning out to be precious person. By looking right up and review this book you can get many advantages.

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