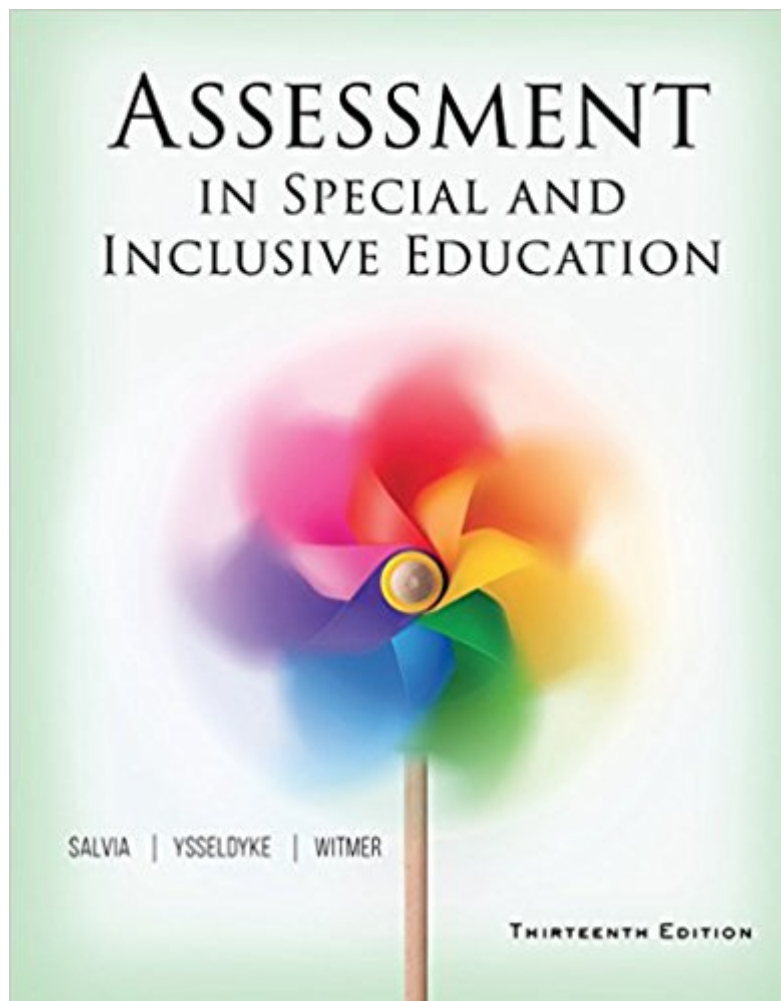


The book was found

Assessment In Special And Inclusive Education



Synopsis

ASSESSMENT IN SPECIAL AND INCLUSIVE EDUCATION offers you basic assessment information along with a handbook-style reference to comprehensive, frank reviews of the tests most commonly administered in K-12 schools. The thirteenth edition brings to the forefront the important topics of MTSS/RTI and ELL, while retaining key features that have made the text a classic. The authors include a focus on both classroom-based tests designed to inform instruction and intervention, as well as more formal standardized tests that are commonly used to determine eligibility for special education. Whether you are a novice or an expert, this text will equip you with the knowledge and tools to effectively and efficiently assess your students' skills and abilities. Featuring an emphasis on improved outcomes, it shows you how to go beyond efforts designed to make predictions about students' lives to efforts that can make a difference in the lives of the students you serve.

Book Information

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Customer Reviews

"This text provides practical information that can readily be applied by teacher education candidates as well as novice and experienced teachers. The activities are appropriate and provide meaningful and often reflective opportunities for students to put into practice the content they learn." "This is a very comprehensive assessment textbook. It provides adequate depth and breadth of assessment concepts. It addresses all of the topics I expect my preservice teachers to master in my assessment course."

John Salvia is Professor Emeritus of Special Education at the Pennsylvania State University. Dr. Salvia is also the author of individual tests and numerous articles on the assessment of students with disabilities. His research focused on using assessment information to plan and evaluate educational programs and the impact of regular education reforms on assessment practices with exceptional students. Dr. Salvia remains interested in the extent to which students receive appropriate educational assessments. James E. Ysseldyke has been educating school psychologists and researchers for more than 35 years, and is now Professor Emeritus in the School Psychology Program at the University of Minnesota. He has advised and mentored more than 100 doctoral and Ed.S. students who have gone on to leadership positions in universities, school systems, government agencies, and research organizations. He has served the University of Minnesota as director of the Minnesota Institute for Research on Learning Disabilities, director of the National School Psychology Network, director of the National Center on Educational Outcomes, and associate dean for research. Dr. Ysseldyke's research and writing have focused on enhancing the competence of individual students and enhancing the capacity of systems to meet students' needs. He is an author of major textbooks and more than 300 journal articles. Dr. Ysseldyke has received awards for his research from the School Psychology Division of the American Psychological Association, the American Educational Research Association, and the Council for Exceptional Children. The University of Minnesota presented him a distinguished teaching award, and he received a distinguished alumni award from the University of Illinois. Sara Witmer (formerly Sara Bolt) is Associate Professor of School Psychology at Michigan State University. She teaches courses in psychological assessment and intervention to school psychology graduate students. Her research focuses on examining assessment tools that can enhance instructional decision-making for students who are at risk for poor academic outcomes. Dr. Witmer also conducts research on accommodations for diverse learners, students with disabilities, and English language learners, and more generally on methods for the effective inclusion of all students in large-scale assessment and accountability programs.

Not worth the price. All of the information was found in other books that cost a lot less and were better written.

Easy to read and understand. Very helpful for my grad class.

Thank you!

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