

Conners Early Childhood (Conners-EC)

Administered by

The Conners Early Childhood rating scale is an assessment tool used to obtain parent and teacher observations about a child's behavior. This instrument is designed to assess a wide range of behavioral, emotional, social and developmental issues in young children.

Compositional Issues	COMMON CHARACTERISTICS OF HIGH SCORES	T-Score Parent	T-Score Teacher
BEHAVIOR SCORES			
Inattention/Hyperactivity	Difficulty with control of attention and/or behavior. May have poor concentration or be easily distracted. May lose interest quickly or have difficulty finishing things. May have high activity levels and difficulty staying seated. May be easily excited, impulsive, and/or fidgety.		
Defiant/Aggressive Behaviors Total	May be argumentative, defiant, destructive, or dishonest. May have problems with physical and/or verbal aggression.		
Defiant/Temper	Difficult. May be argumentative, stubborn, and/or defiant. May be manipulative, moody, angry, or have poor anger control.		
Aggression	Aggressive. May fight/tear. May be rude, destructive, or dishonest.		
Social Functioning/Atypical Behaviors Total	Poor and/or odd, unusual social skills. May have difficulty with friendships, socially awkward. May appear disinterested in social interactions. May have difficulty with emotions. May have unusual interests, behaviors, and/or language. May show negative or rigid behavior.		
Social Functioning	Poor social skills. May have difficulty with body language, social cues, or emotions. May seem rude or unfriendly. May have no friends; may be disliked, what rejected, or ignored by peers.		
Atypical Behaviors	Odd and unusual. May have unusual interests and/or language. May have repetitive body movements or play. May be rigid or inflexible. May appear disinterested in social interactions. May have limited emotional expression. May engage in unusual behaviors (i.e., self-harm, pica, hoarding).		
Anxiety	Anxious, including emotional or physical symptoms. May be fearful or have difficulty controlling worries. May be clingy or easily frightened; may cry easily. Feelings may be easily hurt. May complain of aches/pains. May have sleep difficulties or nightmares.		
Mood and Affect	Mood problems may include irritability, sadness, negativity, and apathy. May be fearful. May display sad or morbid themes in play.		
Physical Symptoms Total	Physical symptoms that may have medical/emotional roots. May complain of aches		

Iowa Assessment Interpretive Guide For Teachers

Barbara Kerr



Iowa Assessment Interpretive Guide For Teachers:

Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises **Teach Reading, Not Testing** Liz Hollingworth, Hilleary M. Drake, 2011-11-08 Teaching IS rocket science and you are the pilot The authors reinforce what teachers already know test preparation worksheets and drill and kill activities do not make children into lifelong readers This book's conscientious approach to reading instruction combines an insider perspective on the development of high stakes tests with classroom experience in achieving successful reading outcomes at the elementary and secondary levels Their research based methodology is based on five key components Aligning instruction to the state or national core standards Using formative assessment Connecting units to real world contexts Motivating students effectively Holding on to best practice in literacy instruction **Iowa Tests of Basic Skills** H. D. Hoover, University of Iowa, 1993

Encyclopedia of Measurement and Statistics Neil J. Salkind, 2007 Publisher Description *Assessment* John Salvia, James E. Ysseldyke, 1998 [Resources in Education](#), 1997-04 *Educational Assessment of Students* Anthony J. Nitko, 2004 A highly respected book in its field The Educational Assessment of Students 4 e is the most thorough discussion of traditional and alternative assessments of any text explaining giving practical real world examples discussing pros and cons and showing how to construct virtually all of the choices teachers can make in classroom assessment Theories and research findings abound the author examines why when and how teachers should use assessment in the classroom Topics include the bases for assessment in the classroom crafting and using classroom assessments and interpreting and using standardized tests With its extensive and valuable appendix set this book is a must have desk reference for teachers and

others involved in the field of education *Assessment and Grading in Classrooms* Susan M. Brookhart, Anthony J. Nitko, 2008 *Assessment and Grading in Classrooms* is particularly geared to the needs of classroom teachers emphasizing sound approaches to gathering both formative and summative information about student achievement of classroom learning targets interpreting standardized tests for classroom purposes and using information from multiple sources to help students learn Classroom examples and stories breathe life into the concepts presented in the text *Encyclopedia of Giftedness, Creativity, and Talent* Barbara Kerr, 2009-06-15 Library Journal Best Reference 2009 Educators have begun to recognize that identifying and accommodating students who are slower to learn may leave behind those who learn rapidly and think creatively The nature of intelligence the sources of innovation and the ways to nurture special abilities are now topics of great interest to scholars in a wide variety of disciplines and to the general public Policymakers ranging from school board members to leaders of nations must also make practical decisions about how communities and societies will treat their brightest most promising students With more than 400 entries these two volumes review research findings on giftedness talent and creativity and their effect on education training science and the arts government policy and everyday life The *Encyclopedia of Giftedness Creativity and Talent* provides a balanced objective assessment of the various perspectives on the nature of intelligence innovation and optimal states This state of the art resource covers all major facets of the field including achievement motivation artistic ability creative personality emotional intelligence gender differences genius intelligence testing learning styles minority underrepresentation multiple intelligences musical ability prodigies scientists self actualization thinking skills and more Key Themes Assessment and Identification Creativity Studies Cultural Issues Education Eminent People Exceptionalities Intelligence Neuroscience and Genetics Populations Programs and Interventions Psychological Issues Talent Domains Theories and Models Key Features Provides a balanced and critical discussion of the controversies that have animated research and theory making Clarifies which grouping and instructional strategies promote the best outcomes in achievement and social emotional development of gifted children Helps educators make informed decisions about the identification strategies and the curriculum models that best meet their students needs Contains thousands of pertinent facts from the fields of education psychology sociology and the arts Evaluates policies that have hindered gifted children and makes a persuasive case for appropriately challenging and differentiated education Examines how giftedness creativity and talent were defined in the past and how current meanings have emerged Empirical Bayes Estimators as an Indicator of Educational Effectiveness J. Paul Gustafson, 2003 Mental Measurements Yearbook of the School of Education, Rutgers University, 1998 Tests and Assessment W. Bruce Walsh, Nancy E. Betz, 1995 This text presents basic concepts in tests and assessment and contribute to a more intelligent understanding and use of psychological and educational tests **The Special Educator's Comprehensive Guide to 301 Diagnostic Tests** Roger Pierangelo, Ph.D., George A. Giuliani, 2006-08-25 This important resource is an update of the best selling book *The Special Educator's*

Resource Guide to 109 Diagnostic Tests The greatly expanded second edition contains 301 new and enhanced tests which are vital to understanding assessment in special education Designed as an easy to use hands on resource the book is filled with practical tools information and suggestions Step by step this practical guide explores the various stages of evaluation interpretation diagnosis prescription and remediation *Raising Standards Or Raising Barriers?* Gary Orfield, Mindy L. Kornhaber, 2001 More and more US states require students to pass large scale tests as a condition of promotion or graduation This volume commissioned by the Civil Rights Project at Harvard University examines the economic and educational assumptions underlying the call for these high stake tests **Measurement and Assessment in Education** Cecil R. Reynolds, Ronald B. Livingston, Victor L. Willson, 2006 This text employs a somewhat traditional approach to the study of educational tests and measurement so that teachers will understand essential psychometric concepts and be able to apply them in the classroom The principles that guide the development of this text are 1 What essential knowledge and skills do classroom teachers need to conduct student assessments in a professional manner and 2 What does the research on educational assessment tell us This focus has resulted in a uniquely approachable but technically accurate presentation of the material While providing a slightly more technical presentation of the material than more basic texts this text is both approachable and comprehensive The text includes a gentle introduction to the basic mathematics of measurement and expands traditional coverage to include a thorough discussion of performance and portfolio assessments a complete presentation of assessment accommodations for students with disabilities and a practical discussion of professional best practices in educational measurement **Standardized Tests Used for Higher Education Admission and Placement in California**, 1988 *Assessment in the Classroom* Peter W. Airasian, 1996 The special mission of Assessment in the Classroom is to show how assessment principles apply to the full range of teacher decision making from organizing the class as a social system to planning and conducting instructions to the formal evaluation of learning and finally to grading The goal is to show students that assessment is an everyday ongoing part of their teaching not some esoteric affair that is divorced from their daily routine With this in mind the following features have been built into this text **List of Outstanding Teaching and Learning Materials** Association for Supervision and Curriculum Development, 1972 *Measurement and Evaluation in Psychology and Education* Robert M. Thorndike, 1997 This classic introduction to educational and psychological measurement provides a technically rigorous treatment of the core issues in measurement in an easy to read and easy to comprehend way In preparing readers to become independent users of test information it describes problems in measurement explains how these problems are approached and solved surveys a broad range of sources and provides guidance in how to find evaluate and integrate information about specific tests This book focuses on the basic issues in measurement Offers an exceptionally readable presentation that does not require extensive math background Makes frequent cross references to related topics found in other chapters Increases emphasis on the assessments used by counselor

school psychologist *Tests in Print* Oscar Krisen Buros, 2006

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