

BIBLIOGRAPHY OF DEVELOPMENT PROCESS

- Council of Chief State School Officers (CCSSO). (2003). *Glossary of assessment terms and acronyms used in assessing special education students: A report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS)*. Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf
- Education Commission of the States. (1998). *Designing and implementing standards-based accountability systems*. Denver, CO: Author. Retrieved from <http://www.eric.ed.gov/PDFS/ED419275.pdf>
- Hansche, L. (1998). *Handbook for the development of performance standards: Meeting the requirements of Title I*. Washington, DC: U.S. Department of Education (ED) and CCSSO. Retrieved from <http://www.eric.ed.gov/PDFS/ED427027.pdf>
- Jaeger, R. M., & Tucker, C. G. (1998). *Analyzing, disaggregating, reporting, and interpreting students' achievement test results: A guide to practice for Title I and beyond*. Washington, DC: CCSSO.
- Johnstone, C. J. (2003). *Improving validity of large-scale tests: Universal design and student performance* (Technical Report 37). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes (NCEO). Retrieved from <http://www.cehd.umn.edu/nceo/onlinepubs/technical37.htm>
- Lehr, C., & Thurlow, M. (2003). *Putting it all together: Including students with disabilities in assessment and accountability systems* (Policy Directions No. 16). Minneapolis, MN: University of Minnesota, NCEO. Retrieved from <http://www.cehd.umn.edu/NCEO/onlinepubs/Policy16.htm>
- Linn, R. L., & Herman, J. L. (1997). *A policymaker's guide to standards-led assessment*. Denver, CO: National Center for Research on Evaluation, Standards, and Student Testing (CRESST) & Education Commission of the States (ECS) Distribution Center. Retrieved from <http://www.eric.ed.gov/PDFS/ED408680.pdf>
- McKean, E. (Ed.). (2005). *The New Oxford American Dictionary* (2nd ed.). New York, NY: Oxford University Press.
- Quenemoen, R., Thompson, S., & Thurlow, M. (2003). *Measuring academic achievement of students with significant cognitive disabilities: Building understanding of alternate assessment scoring criteria* (Synthesis Report 50). Minneapolis, MN: University of Minnesota, NCEO. Retrieved from <http://www.cehd.umn.edu/NCEO/onlinepubs/Synthesis50.html>

- Rabinowitz, S., Roeber, E., Schroeder, C., & Sheinker, J. (2006). *Creating aligned standards and assessment systems*. Washington, DC: CCSSO. Retrieved from http://www.ccsso.org/Documents/2006/Creating_Aligned_Standards_2006.pdf
- Roeber, E. (2002). *Setting standards on alternate assessments* (Synthesis Report 42). Minneapolis, MN: University of Minnesota, NCEO. Retrieved from <http://www.cehd.umn.edu/nceo/OnlinePubs/Synthesis42.html>
- Sheinker, J. M. (2004, April 26). *Achievement standards for alternate assessments: What is standard setting?* Teleconference presentation for the National Center for Educational Outcomes to 38 State Departments of Education, Minneapolis, MN. Retrieved from <http://www.cehd.umn.edu/nceo/teleconferences/tele08/default.html>
- Sheinker, J. M., & Redfield, D. L. (2001). *Handbook for professional development on assessment literacy*. Washington, DC: CCSSO.
- Thompson, S. J., Johnstone, C. J., & Thurlow, M. L. (2002). *Universal design applied to large scale assessments* (Synthesis Report 44). Minneapolis, MN: University of Minnesota, NCEO. Retrieved from <http://www.cehd.umn.edu/nceo/onlinepubs/Synthesis44.html>
- Ysseldyke, J., Krentz, J., Elliott, J., Thurlow, M. L., Erickson, R., & Moore, M. L. (1998). *NCEO framework For educational accountability*. Minneapolis, MN: University of Minnesota, NCEO. Retrieved from <http://www.cehd.umn.edu/NCEO/onlinepubs/archive/Framework/FrameworkText.html>

BIBLIOGRAPHY FOR MATHEMATICS CONTENT

- Blaha, R., & Cooper, H. (2009, February 12-14). Academic learners with deafblindness: Providing access to the general curriculum. Paper presented at the Purpose, Satisfaction, and Joy in the Lives of Students with Deafblindness and the People Who Care Conference, Austin, TX. Retrieved from http://www.tsbvi.edu/attachments/handouts/feb09/BlahaCooperAcademAccessGenEd_handout.doc
- Browder, D. M. & Spooner, F. (Eds.). (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore, MD: Brookes Publishing Co. Retrieved from <http://www.brookespublishing.com/store/books/browder-7985/index.htm>
- Burris, C., Heubert, J., & Levin, H. (2004). Math acceleration for all. *Educational Leadership: Improving Achievement in Math and Science*, 61(5), 68-71. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Retrieved from <http://www.ascd.org/publications/educational-leadership/feb04/vol61/num05/Math-Acceleration-for-All.aspx>
- Clements, D. H. (1999, March). Subitizing: What is it? Why teach it? *Teaching Children Mathematics*, 5(7), 400-405. Reston, VA: National Council of Teachers of Mathematics. Retrieved from <http://www.nctm.org/publications/article.aspx?id=20890>
- Clements, D. H. (1999, January). Teaching length measurement: Research challenges. *School Science and Mathematics*, 99(1), 5-11. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/ssm.1999.99.issue-1/issuetoc>
- Clements, D. H., & Sarama, J. (2010). Technology. In V. Washington & J. Andrews (Eds.), *Children of 2020: Creating a better tomorrow* (pp. 119-123). Washington, DC: Council for Professional Recognition/National Association for the Education of Young Children.
- Clements, D. H., Sarama, J., & Wolfe, C. B. (2011). *Tools for early assessment in mathematics (TEAM)*. Columbus, OH: McGraw-Hill Education. Retrieved from <https://www.mheonline.com/program/view/4/4/335/007TEAM>
- Cooney, S., & Bottoms, G. (2002). *Middle grades to high school: Mending a weak link* (Research brief). Atlanta, GA: Southern Regional Education Board. Retrieved from http://publications.sreb.org/2002/02V08_Middle_Grades_To_HS.pdf

- Daro, P. (2011, February). Unlocking the common core: Common core state standards. Webinar for the Common Core Virtual Conference, sponsored by Pearson Education. Retrieved from <http://commoncore.pearsoned.com/index.cfm?locator=PS1324>
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2006). *Learning disabilities: From identification to intervention*. New York, NY: Guilford Press.
- Ford, R. (2006, January). *High school profiles of mathematically unprepared college freshmen*. Paper presented at the fourth annual International Conference on Education, Honolulu, HI.
- Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficult. *Journal of Educational Psychology*, 97(3), 493-513.
- Fuchs, L. S., Fuchs, D., Compton, D. L., Powell, S. R., Seethaler, P. M., Capizzi, A. M., Schatschneider, C., & Fletcher, J. M. (2006). The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems. *Journal of Educational Psychology*, 98(1), 29-43.
- Fuchs, L. S., Fuchs, D., Powell, S. R., Seethaler, P. M., Cirino, P. T., & Fletcher, J. M. (2008). Intensive intervention for students with mathematics disabilities: seven principles of effective practice. *Learning Disability Quarterly*, 31(2), 79-92. Retrieved from <http://www.mendeley.com/research/intensive-intervention-students-mathematics-disabilities-seven-principles-effective-practice-4/>
- Fuchs, L. S., Powell, S. R., Seethaler, P. M., Fuchs, D., Hamlett, C. L., Cirino, P., & Fletcher, J. M. (2007). *Intensive intervention on number combination and story problem deficits in third graders with math difficulties, with and without concurrent reading difficulties*. Manuscript submitted for publication.
- Fuson, K. C., Clements, D. H., & Beckmann, S. (2010). *Focus in Grade 1: Teaching with the curriculum focal points*. Reston, VA: National Council of Teachers of Mathematics. Retrieved from <http://www.nctm.org/catalog/product.aspx?id=13628>
- Ginsburg, A., & Leinwand, S. (2009). Informing Grades 1-6 mathematics standards development: What can be learned from high-performing Hong Kong, Korea, and Singapore? Washington, DC: American Institutes for Research. Retrieved from <http://www.air.org/files/MathStandards.pdf>
- James B. Hunt Jr. Institute for Educational Leadership and Policy. (n.d.). Common core state standards – General brief. Retrieved from http://www.edweek.org/media/fordham_event.pdf

- Kroesbergen, E. H., & Van Luit, J.E.H. (2003). *Mathematics interventions for children with special needs: A meta-analysis. Remedial and Special Education, 24*(2), 97-114. Retrieved from <http://rse.sagepub.com/content/24/2/97.abstract>
- Maccini, P., Mulcahy, C. A., & Wilson, M. G. (2007). A follow-up of mathematics interventions for secondary students with learning disabilities. *Learning Disabilities Research and Practice, 22*(1), 58-74. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2007.00231.x/abstract>
- Miller, S. P., & Hudson, P.J. (2007). Using evidence-based practices to build mathematics competence related to conceptual, procedural, and declarative knowledge. *Learning Disabilities Research and Practice, 22*(1), 47-57. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2007.00230.x/abstract>
- Montague, M. (2007). Self-regulation and mathematics instruction. *Learning Disabilities Research and Practice, 22*(1), 75-83. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2007.00232.x/abstract>
- National Governors Association for Best Practices (NGA Center) & Council of Chief State School Officers (CCSSO). (2011). *The standards: Mathematics*. Retrieved from <http://www.corestandards.org/the-standards/mathematics>.
- NGA Center & CCSSO. (2010). *Common core state standards for mathematics. Appendix A: Designing high school mathematics courses based on the common core state standards*. Retrieved from http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf
- Sarama, J., & Clements, D. H. (2010). The mathematical lives of young children. In V. Washington & J. Andrews (Eds.), *Children of 2020: Creating a better tomorrow* (pp. 81-84). Washington, DC: Council for Professional Recognition/National Association for the Education of Young Children.
- Sarama, J., & Clements, D. H. (2009). Teaching math in the primary grades: The learning trajectories approach. *Young Children, 64*(2), 63-65. Retrieved from http://www.naeyc.org/files/yc/file/Primary_Interest_BTJ.pdf
- Schmidt, B., Houang, R., & Cogan, L. (2002). A coherent curriculum: The case of mathematics. *American Educator, 26*(2), 1-18. Retrieved from <http://www.aft.org/pdfs/americaneducator/summer2002/curriculum.pdf>
- Swanson, H. L. (2006). Cross-sectional and incremental changes in working memory and mathematical problem solving. *Journal of Educational Psychology, 98*, 265-281.
- Thompson, S. J., Morse, A. B., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer and evaluate use of accommodations and assessment for students with disabilities* (2nd ed.). Washington, DC: CCSSO. Retrieved from

http://www.ccsso.org/Documents/2005/Accommodations_Manual_How_2005.pdf

Washington Office of the Superintendent of Public Instruction. (2008). *Guidelines for accelerating students into high school mathematics in grade 8*. Olympia, WA:

Author. Retrieved from

<http://www.k12.wa.us/Mathematics/Standards/Compression.pdf>

Wiley, A., Wyatt, J. & Camara, W. J. (2010). *The development of a multidimensional college readiness index* (Research Report No. 2010-3). New York, NY: The College Board. Retrieved from

http://professionals.collegeboard.com/profdownload/pdf/10b_2084_DevMultiDimenRR_WEB_100618.pdf

