

## GLOSSARY

**Accommodation-** Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured.

**Adaptation-** An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education.

**Assessment Benchmark Tests-** the process of measuring and documenting what students have learned. These are short assessments given at the beginning, middle, and end of the school year to establish baseline achievement data and progress.

**Authentic Assessment-** Tasks that require students to apply knowledge and skills, often connected to real-world situations/challenges. The tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product.

**Adequate Yearly Progress (AYP)-** A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the U.S. Department of Education.

**Baseline Data-** Basic **information** on a student's current performance level, which is gathered before a program or intervention begins. It is the starting point to be used to compare a student's learning before a program or instruction begins.

**Behavior Intervention Plan (BIP):** A behavioral plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction.

**Benchmark-** a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

**Core Reading Program-** any reading program(s), commercial or school developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

**Curriculum-Based Assessment-** Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

**Curriculum Based Measurement-** an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas; reading, math, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

**Cut Point:** Cut-off scores on common benchmark assessments. Cut points specify the score at or below which students would be considered for intervention.

**Data-based Decision Making-** the process of using student data to determine the efficacy of instruction and/or intervention.

**Data Teams-** Teams of educators that are responsible for data analysis and decision making. The teams may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

**Differentiated Instruction-** involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

**Early Intervention Services:** A set of coordinated services for students in kindergarten through 12 (with particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing Special Education or related services, but who need additional academic and behavioral support to succeed in general education.

**Eligibility-** An individual, who by nature of his or her disability and need requires Special Education and related services in order to receive an appropriate education.

**English Language Learners (ELLs)-** Students whose first language is other than English and who are in the process of learning English.

**Evidenced-based Practice-** Educational practices or instructional strategies supported by relevant scientific research studies.

**Explicit Instruction-** Instruction that is clear, deliberate and visible.

**Fidelity of Implementation-** refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended. Using a program or method of instruction exactly as designed so that it is aligned with research and ensures the largest possible positive outcome.

**Five “Big Ideas” of Reading-** Critical areas of reading for all tiers.

1. **Phonemic Awareness:** The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of speech sounds (Yopp, 1992). Print is not involved. For example, asking students, “What sound do you hear at the beginning of the word cat?” or “What word rhymes with tree?”
2. **Phonics:** The basic concept that letters represent segments of speech. Students are taught letter names, the relationships between letters and sounds, an understanding that these relationships are systematic and predictable, and the use of these relationships to read and write words.
3. **Fluency:** The ability to read connected text with prosody with little conscious attention to decoding, thereby allowing the reader to focus attention on the meaning and message of the text. Text is read with appropriate intonation and expression that sounds very much like conversational speech.
4. **Vocabulary:** The ability to apply knowledge of letter-sound relationships, including letter patterns, to decipher and pronounce written words. Word knowledge, word instruction, word learning strategies and usage.
5. **Comprehension:** The process of constructing meaning from written text. It includes such skills as activating prior knowledge, literal understanding of what is read, sequencing, summarizing, making inferences, predicting, and making connections between new and unknown information.

**Flexible Grouping-** The ability for students to move among different groups based upon their performance and instructional needs.

**Formative Assessment/Evaluation-** Classroom/curriculum measures of student progress.

**Functional Assessment-**

**Academics-** Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).

**Behaviors-** Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.

**Gap Analysis-** A tool for measuring the difference between the student’s current level of performance and benchmark expectations.

**IDEA-** Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004.

**Inclusion-** Students identified with disabilities are educated with general education age- or grade-level peers.

**Individualized Education Program (IEP)**- A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

**Instructional Intervention**- The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

**Intensive Intervention**- Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly.

**Instructional Support Team (IST)**-A building's support team for a student. This team may include the classroom teacher, the principal, the school psychologist, the social worker, the school counselor, or any combination of aforementioned adults.

**Learning Disability**- (As per IDEA 2004) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

1. Oral expression
2. Listening Comprehension
3. Written expression
4. Basic reading skill
5. Reading fluency skills
6. Reading comprehension
7. Mathematics calculation
8. Mathematics problem-solving

**Modifications**- Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and the expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level on achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

**Multi-sensory**-Engaging the visual, auditory, and kinesthetic (movement) senses at the same time.

**Outcome Assessment**- The measurement of how students have performed at the end of planned instruction or at the end of the year.

**Parental Engagement**- The meaningful and active involvement of parents and family members in the educational process.

**Positive Behavioral Interventions and Support-** A tiered intervention system based on school-wide practices that encourage and reward positive student and adult behavior.

**Positive Behavior Supports:** Evidence based practices embedded in the school curriculum, culture-expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

**Prescriptive Intervention:** A specified response, which focused on academic or behavioral areas of concern, to meet the specific needs of a student.

**Problem-solving Team:** A group of teachers and school staff who meet regularly to evaluate student data, plan interventions and monitor student progress. Different staff members may be part of the team depending on the needs of the student.

**Progress Monitoring-** an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

**Rate of Progress-** Student performance across time determined by analyzing multiple points (minimum of four) of data that are graphed.

**Remediation-** Instruction intended to remedy a situation or to teach a student something that he or she should have previously learned or be able to demonstrate, assuming appropriate strategies matched to student learning have been used previously.

**Research-based instruction or intervention-** involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

**Response to Intervention-** school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners and recognized as one of the research-based Contracts for Excellence allowable programs.

**RtI Design Teams-** a collaborative and multi-disciplinary team that meets on a regular basis for the purposes of (1) evaluating student data, (2) planning interventions, and (3) monitoring student response to intervention.

**Scaffolding-** An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

**Secondary Levels of Intervention:** Interventions that relate directly to an area of need; are different from and supplementary to primary interventions; are often implemented in small group settings; may be individualized; are often connected to a supplemental tier of a tiered intervention model.

**Section 504-** An accommodation document that is made if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.

**Specific Measurable Outcome:** The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end of the unit test on numerical operations).

**Standard Protocol Intervention-** Use of same empirically validated intervention for all students with similar academic or behavioral needs.

**Students at Risk of Poor Learning Outcomes-** Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

**Summative Assessment or Evaluation-** Checks the level of learning at periodical intervals to provide ongoing feedback to students' understanding.

**Systematic Data Collection-** Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

**Systematic Instruction-** Carefully planned teaching based on the identified strengths and needs of students.

**Systematic Reform-** Change that occurs in all aspects and levels of the educational process and that impacts all stakeholders within that process.

**Targeted Instruction-** Teaching that is focused on an identified goal and based on the identified strengths and needs of a child.

**Tertiary Levels of Intervention-** Supplemental intervention that relate directly to an area of need. Usually implemented individually or in very small group settings.

**Tiered Instruction-** an instructional delivery model which outlines intensity of instruction within a multi-tiered prevention/intervention system.

**Tiered Model-** Common model of three or more tiers that delineate levels of instructional intervention based on student skill need.

**Tier 1-** Effective, standards-based reading instruction that occurs in the general education classroom and is delivered by general education teacher. Commonly referred to as “Core Instruction”, it is designed to meet the needs of a minimum of 80% of all students. At this level, the classroom teacher makes use of scientifically-based instruction or strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all.

**Tier 2-** Supplemental, small group instruction designed for specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving in Tier 1. Interventions are designed to match the needs of students identified at-risk through screening and progress monitoring measures and provide a minimum of 20-30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skill school personnel.

**Tier 3-** Supplemental, individualized and customized intervention provided to students in a smaller group format (1:1 to 1:3) and delivered with greater frequency and duration (5to 6 days of a 6 day cycle for 30 to 60 minutes daily). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator.

**Universal Screening-** an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, spring).