

Response to Intervention Glossary of Commonly Used Terms

Acceleration refers to increasing the rate of learning to help students attain grade level performance.

Accommodations are changes in instruction that enable students to demonstrate their skills in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for students with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a student's disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Acquisition refers to beginning learning in any situation. It requires the complex process of combining information from multiple sources.

Aim Line is a line on a graph that connects a student's current performance with the performance necessary to achieve on or above grade level or the performance expected within a period and indicates how much growth a student needs to make to meet his goal.

Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative.

At Risk is a term that refers to students who are struggling and who may need supplemental or additional instruction to accelerate development in targeted instructional areas.

AYP (Adequate Yearly Progress) is the expectation of a statewide accountability system mandated by the No Child Left Behind Act of 2001. This legislated Act requires each state to ensure that all schools and districts make adequate yearly progress as defined by states and approved by the United States Department of Education.

Baseline is an initial observation or measurement that serves as a comparison upon which to determine student progress.

Behavior Intervention Plan is a plan developed for students exhibiting behavioral difficulties. This plan includes targeted behaviors, intervention strategies, reinforcers, consequences, collecting and monitoring data, as well as positive behavioral strategies.

Benchmark Assessments are assessments administered throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of student knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmark is a detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.

Collaboration occurs when two or more parties work together on common goals to enhance the quality of education for students.

Common Assessments are the result of teachers collaborating and coming to consensus about what students should know, understand, and be able to do according to the standards. Common assessments assess the academic standards and provide teachers a means for examining student work.

Comprehensive Evaluation is an in-depth evaluation that is conducted to determine if a student has a disability and to determine the educational needs of the student.

Content Standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction of the content.

Core Instructional Model is the instructional and behavioral program provided to all students in a school; in a tiered instructional system, the tier of instruction which aims to meet the needs of 80-90 percent of students.

Criterion Referenced Assessment is an assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students.

Curriculum Map is an outline for the course content by units and may provide a suggested time schedule for each unit.

Curriculum is the instructional plan of skills, lessons, and objectives in a particular subject.

Curriculum-Based Assessment is an informal assessment in which the procedures directly assess student performance in targeted content. The purpose of the assessment is to make decisions regarding how to best address a student's instructional needs.

Curriculum-Based Measure is a measurement that uses repeated assessments from the student's academic curriculum to monitor progress and guide instruction.

Curricular Variables are the factors impacting the delivery of instruction to students, including the selection of materials, the amount of time spent on instruction, the pacing of teaching, teacher training to administer the material, and the student-teacher ratio, etc.

Data Point is an isolated piece of data on a graph or chart that illustrates a student's performance/progress.

Data-based Instruction is an instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of standardized, individually administered measures of early literacy development. It is designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

Differentiation is a broad term referring to the need of educators to modify the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To

differentiate instruction is to recognize students' varying interests, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Dominie Assessment Portfolio is a reading and writing assessment kit which assesses comprehension of both fiction and nonfiction reading. Through the analysis of text readings, educators can examine students' use of grapho-phonics, syntax, and semantic sources of information. The text reading subtest is also a measure of fluency. Other subtests within the portfolio can be used to assess phonemic awareness, phonics, and vocabulary.

English for Speakers of Other Languages (ESOL) is an instructional program for limited English proficient students.

English Language Learner (ELL) is a term that refers to a student whose first language is not English and whose command of English is limited. The term is used interchangeably with limited English proficient (LEP).

Evaluation is the process of making judgments about the level of student understanding or performance.

Evidence-based Research is evidence that supports the efficacy, generality, and use of a practice as indicated by research.

Exemplary is a term used to describe a student who demonstrates exemplary performance in meeting the grade-level standard on the Palmetto Assessment of State Standards (PASS).

Explicit Instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis. Essential components of well-designed explicit instruction include (a) visible delivery features of group instruction with a high level of teacher and student interactions and (b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Feedback is descriptive comments provided to or by a student that provides very specific information about what a student is or is not doing in terms of performance needed to meet identified standards/learning goals.

Fluency is the ability to read a text accurately, quickly, and with proper expression and comprehension.

Formative Assessment is evaluation used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and failures. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks are models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement.

General Fund is the operating budget of the school system, excluding grant funds that are restricted to specific programs only.

Gifted Student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Goal is a long-term projection of desired outcomes regarding student performance and school system operations.

Grade-Level Expectation defines what all students should know and be able to do at the end of a given grade level.

Heterogeneous Grouping is a grouping of students with varying abilities where each student takes a role in an area of strength that adds to the knowledge of the whole group.

Homogenous Grouping is the “cluster” grouping of students with similar abilities or interest area.

HSAP is an acronym for the South Carolina High School Assessment Program which is administered to students in their second year of high school. Students are required to earn Carnegie units and pass HSAP to receive a South Carolina high school diploma. Students must complete two areas, English/language arts and math.

IDEA is the acronym for Individuals with Disabilities Education Improvement Act of 2004. Also referred to as IDEA 2004, this federal statute provides services to students with disabilities ages three through twenty-one. The legislation was originally passed in 1975 and the latest reauthorization was in 2004.

Inclusion is the term used when students with identified disabilities are educated with general education age/grade-level peers.

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

Individualized Education Program Team (IEP Team) is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.

Innovation refers to improvement, advances, creativity, and originality. Innovation requires substantial modifications in thinking to effect positive and transformational changes in student achievement. Organizations must be flexible to support the emergence of new and better strategies to positively affect student achievement.

Intensive Intervention refers to academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly. It is often associated with the narrowest tier of an RTI tiered model. It is also referred to as tertiary interventions.

Intervention refers to care provided to improve a situation. This requires action and effort by all responsible for student learning. Intervention should be provided at the first signs of difficulty to interrupt slow rates of learning and help students accelerate learning. Intervention is the process of routinely assessing students’ responses to instruction and continuously adjusting instruction to get a better

response. Intervention should supplement classroom instruction; affording students focused instruction and support from a knowledgeable teacher as well as increased opportunities for guided practice.

Literacy Coach is an educator who provides ongoing consistent support in the area of literacy for the implementation of instructional components. The coach is non-threatening and supportive, not evaluative. This school or district position is sometimes referred to as a reading coach.

MAP is a series of tests that determine a student's instructional level and measure academic growth throughout the school year, and from year to year in the areas of reading and math.

Mean is the average of a set of numbers.

Median is the middle value in a list of numbers.

Met is a term used to describe a student who meets the grade level standard on the Palmetto Assessment of State Standards (PASS).

Mode is the score in a data set that occurs most often.

Modification is a change in the course content or instructional level which changes the standard for a student with disabilities.

Norm Referenced Assessment is an assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (Compare this type assessment to criterion-referenced assessment.)

Not Met is a term used to indicate that a student did not meet the grade level standard on Palmetto Assessment of State Standards (PASS).

Organizing Framework is an outline that guides teachers as they plan for instruction ensuring that all standards are addressed and achieved by the end of the year.

PASS is an acronym for Palmetto Assessment of State Standards, an assessment program for students in grades three through eight. It is aligned to the state academic standards and includes tests in writing, English language arts (reading and research), mathematics, science, and social studies. The PASS test results will be used for school and school district accountability purposes beginning with the 2008-09 school year. The assessment results will also be used for federal accountability purposes (No Child Left Behind). The PASS tests are designed to provide standard-level results for each subject area.

PBIS is an acronym for Positive Behavior Interventions and Supports (PBIS), a process for creating safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing evidenced-based, school-wide and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS is not a prescribed program. It provides systems for schools to design and implement behavior expectations and to evaluate effective school-wide practices in classrooms, in non-classroom settings, and in student specific discipline plans. PBIS is a team-based process for systemic problem solving, planning, and evaluation.

Performance Level Descriptors are verbal statements describing each performance level in terms of what the student has learned and can do. These statements are available for each state-mandated assessment, content area, and grade level where applicable.

Performance Levels are scores that define a specific level of performance as indicated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exemplary) when assessed on South Carolina's state-mandated assessment.

Performance Standards are clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to identify "how good is good enough." Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

Performance Task is a formative assessment that confirms student understanding/misunderstanding and or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances. They involve meaning-making, encourage self-evaluation and revision, and require judgment to score. They are evaluated using predetermined criteria (rubrics).

Predictions of Progress is a long-term prospective on day-to-day decisions made regarding a student's progress. Evaluating what a student can do presently and what he/she needs to learn to do are the purposes.

Primary Intervention is a preventive and proactive intervention, implemented school-wide and often connected to broadest tier (core or foundational tier) of a tiered intervention model.

Problem-Solving Approach uses interventions, selected by a team, that target each student's individual needs.

Problem-Solving Team is a team of people, which may include school staff and parents, who use a problem-solving approach to address a problem or area of need.

Professional Learning Community is a group of individuals who seek and participate in professional learning on an identified topic.

Professional Learning Opportunity is the process of increasing the professional capabilities of staff by delivering (or providing access to) training and educational opportunities. This is sometimes referred to as professional development.

Progress Monitoring is repeated measurement of academic performance to inform instruction of individual students in general and special education in grades K-8. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.

Qualitative refers to a type of data that is related to the quality of observations. It is an analysis based on observable qualities or components of complex entities or situations which do not involve measurement or numbers. Qualitative research studies often involve the analysis of spoken or written words to try and understand experiences and opinions.

Quantitative refers to a type of data that is expressed in numerical values. Observations involve measurements and numbers, and analysis is based on measurement and numeric calculations.

Reading Coach is an educator who provides ongoing consistent support in the area of literacy for the implementation of instructional components. The coach is non-threatening and supportive, not evaluative. This school or district position is sometimes referred to as a literacy coach.

Reliable (reliability) is when a measurement gives the same results for the same data every time. This measurement should be consistent across time and for a wide range of students.

Remediation is instruction intended to remedy a situation or to teach a student something that he should have previously learned. Remediation assumes appropriate strategies matched to student learning have been taught previously.

Response to Intervention (RTI) is the practice of using data to guide high-quality instruction, together with academic and behavior interventions matched to student need, frequent progress monitoring to make decisions about changes in instruction or goals, and carefully examining students' responses to instruction to make critical educational decisions.

RTI Core or Leadership Team is a group of educators whose function is to communicate, implement and facilitate the components of an RTI school wide framework. The RTI core or leadership team may be composed of the following members:

- The curriculum and instructional facilitator,
- The principal,
- Resource teacher(s) or special education teacher(s),
- Classroom teacher representative(s),
- The school psychologist assigned to the school,
- When warranted, an ESOL teacher, and
- If available, a literacy coach and interventionist(s).

Rubric is a summary of criteria that identifies the key traits or dimensions to be examined and assessed, and it provides key features of performance for each level of scoring.

SAT (Student Assistance Team) is a group of teachers, administrators, and other professionals who identify needs and provide plans to assist students to be more successful in school.

SIT (School Intervention Team) is a group of teachers, administrators, and other professionals who identify needs and provide plans to assist students to be more successful in school.

Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts as much of a task as possible to the student without adult assistance. Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. The opportunity to practice the skill at this level helps students advance to the point where they no longer need the support and can operate independently.

Scientifically-Based Research (SBR) is research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that (a) employs systematic, empirical methods that draw on observation or experiment, (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn, (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations, and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F. R. § 300.35]

Secondary Intervention is an intervention that relates directly to an area of need. It is different from, and supplemental to, primary interventions. Often implemented in small group settings, it may be individualized and is often connected to a supplemental tier of a tiered intervention model.

Self-Assessment is oral or written self-reflective, meta-cognitive comments made by the student that self-assess progress toward the specified standard(s) and provide feedback to the teacher in terms of student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

South Carolina End-of-Course Examination Program (EOCEP): This test is administered to students attending public middle schools, high schools, alternative schools, adult education, or home schools enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number.

Special Education is defined by law as specially designed instruction to meet the unique needs of a student with a disability; services are provided at no cost to the parents and can be provided in many different settings.

Standard Treatment Protocol Approach uses one consistent program from which interventions are selected to address multiple needs of students. Preferable, interventions can be adapted from the lesson components to address the individual needs of students.

Standard is the broad expectation for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses an understanding of that knowledge.

Standardized Assessments are tests on which all students answer the same questions, and each question has defined correct answers.

Standards-Based Classroom is a classroom where teachers and students have a clear understanding of the expectations (standards). Teachers and students know what they are teaching/learning each day and why the day's learning is important. In addition, they are working toward meeting standards throughout the year, in that standards-based learning is a process, not an event.

Student Support Team is a group of teachers, administrators, and other professionals who both identify needs and provide plans to assist students in becoming more successful in school.

Student with a Disability (IDEA definition) refers to a student evaluated as having a mental disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, a developmental delay, or deaf-blindness, and who needs special education and related services.

Student with a Disability (Section 504 definition) refers to a student evaluated as having a disability that substantially limits a major life activity; 504 does not require that a student have a disability in the areas mentioned in IDEA. A 504 disability may be long-term, like Attention Deficit/Hyperactivity Disorder, or temporary, like a broken arm.

Summative Assessment is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of a course. In an educational setting, summative assessments tend to be more formal assessments (e.g., unit tests, final exams, projects, reports, and state assessments) used to assign students a course grade or to certify student mastery of intended learning outcomes.

Support refers to the assistance, effort, encouragement, cooperation and collaboration provided by everyone in the education system to facilitate student learning at proficient levels.

Tasks provide the opportunity for students to demonstrate their skills, knowledge, and understanding related to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

Tertiary is an intervention that relates directly to an area of need that has not been met in primary and secondary intervention. It is different from, and supplemental to primary and secondary interventions. It is individual, intensive, and durable.

Tiered Instruction refers to levels of instructional intensity within a tiered model.

Tiered Model is a common model of three or more tiers that delineate levels of instructional interventions based on student need.

Trajectory is the path of progress that reflects the rate of learning.

Trend Line is a graphic representation of trends in data series. Trend lines are used to predict progress. On a graph the trend line connects data points and compares against aim line to determine responsiveness to intervention.

Triangulation of Data is simply the process of using three points of data that say the same thing about a student when making educational decisions about that student. Any single assessment score - be it from MAP or any other assessment - is subject to environmental or motivational influences which can affect its accuracy.

Universal Screening establishes an academic and behavioral baseline and is used to identify learners who need additional support.

Valid (Validity) means that the instrument used measures what it is designed to measure—that the data reflect what they are intended to show.