

Glossary

Basic Reading (Skills)- Basic reading skills include the ability to identify and manipulate individual sounds in language; to identify printed letters and their associated sounds; to decode written language.

Benchmark- Short term or long-term assessment goal used to indicate grade level expectations during a specific grade level and at a specific time period (e.g., fall, winter, spring).

Curriculum Based Measurement (CBM)- A system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests. Results are used to determine whether students are progressing appropriately from the core (Tier I) instructional program, and to build more effective programs for the students who do not benefit adequately from core (Tier I) instruction.

Comprehension (Reading)- The ability to understand and make meaning of text.

Comprehensive Evaluation- Assessments that are completed for the purpose of determining eligibility for special education services. Components of the evaluation are chosen based on the referral and are specific to the Tennessee State eligibility standards for the suspected disability or disabilities.

Core Instruction (Tier I Instruction)- Grade level instruction provided to all students in the regular education classroom. Core instruction often includes various instructional orientations to include whole class, small-differentiated groups, collaborative, and individual opportunities for learning. Core instruction is targeted to meet the diverse needs of all learners. Materials and lesson protocols used from the core program are based on current data and are designed to meet the needs of all students. The for English Language Arts (ELA) and Mathematics will be used for Tier I instruction.

Data-Based Decision Making- Data-based decision making is the process of using appropriate data collected to inform and drive each instructional decision.

Diagnostic Evaluation/Assessment- Standardized assessments designed to assess the extent to which students are on track to master grade level standards and to determine individual strengths and concerns of skills. Diagnostic assessments may also provide evidence of curricular strengths and needs in particular skill areas.

Differentiated Instruction (Differentiation)- Targeted instruction provided to meet the needs of students. Instruction includes diverse avenues to learn the skills and content to process, construct, extend, generalize, or make sense of ideas. Furthermore, differentiation will develop learning opportunities so all students within a classroom will learn effectively, regardless of differences in student progress, interests, and needs.

Direct Instruction- Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is

appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

Duration- The length of time intervention is provided a student as indicated by benchmark and progress monitoring assessment results.

Early Intervention- Specialized instruction specifically designed to target skill deficits and provide appropriate instruction to meet the needs of students. Intervention is provided early in order to prevent future learning disabilities or present academic performance deficits with the goal of maintaining grade level or above grade-level performance.

English language arts (ELA)- in English Language Arts that includes teaching, learning, and mastery of skills to appropriately build and possess the strong foundational skills of reading; read various types of texts to include literature, fictional, informational and technical texts and media technology; write and speak for different purposes and to various audiences; and to have full command and use of appropriate language.

English Language Learner (ELL)- A student who through testing and other means is found to have some difficulty speaking, reading, and/or writing in English.

Enrichment- Enrichment activities expand on students' learning in ways that may differ from the strategies used during Tier I instruction. They often are interactive and project-focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways to deepen students' understanding. These activities are designed to be interesting, challenging, and impart knowledge. They should allow students to apply knowledge and skills learned in Tier I to real-life experiences.

Evidence Based Intervention- Interventions that have been tested and have demonstrated success with a particular group of students. This means that the research results are reliable and valid. As a result, the research shows there is reasonable evidence to indicate the program or strategies will result in academic gains when used appropriately.

Explicit Instruction- Instruction that involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, and practice with topics being taught in a logical order. Another characteristic of explicit teaching is modeling skills, thinking, and behaviors. This also involves the teacher thinking out loud when working through problems and demonstrating processes for students.

Fidelity- The extent to which the prescribed instruction or intervention plan is executed. Fidelity includes addressing the deficit area, using the type of intervention prescribed, maintaining an appropriate group size, length of session, etc.

Fidelity Monitoring- The systematic monitoring by a responsible instructional leader (i.e., principal, instructional coach) to determine the extent to which the delivery of instruction or an intervention adheres to the protocols or program models originally developed. Fidelity monitoring has increasing

significance for evaluation and treatment effectiveness. The fidelity of implementation per intervention and instruction should be assessed throughout the process as per the guidelines in the manual.

Flexible grouping/small groups- A basic strategy for grouping students for the purpose of providing targeted instruction to meet the needs of student groups. Grouping provides the opportunity for students to work together in a variety of ways, and in a number of arrangements. Groupings may be whole class, small groups, individual, and partners, teacher-led or student-led and are commensurate to instructional activities, learning goals, and student needs. Flexible grouping provides the opportunity for student groups to change based on the changing needs of students, as indicated in benchmark and progressing monitoring assessments.

Reading (fluency)- Reading fluency refers to the ability to read words accurately, quickly, and effortlessly. Moreover, fluency skills include the ability to read with appropriate expression and intonation (prosody). Reading fluency is the ability to read with sufficient accuracy and rate to support comprehension. Reading fluency applies to accurately reading on-level fiction, prose, and poetry with expression through repeated reading. Non-fiction and technical reading passages generally requires a slower more thoughtful level of reading rate to support comprehension. Reading fluency can also be the rate at which young students demonstrate and name their conceptual understanding of letter-sound correspondence, alphabetic knowledge, and reading **nonsense words**, sight words, sentences, and texts.

Math (fluency)- Mathematical fluency is the ability to make sense of problems and/or patterns and structure and to proficiently calculate and accurately find appropriate solution paths to identify, solve, and find reasonable explanations. Mathematical fluency can also be the rate at which young students demonstrate and name their conceptual understanding of numerals, counting, naming numerals, and addition, subtraction, multiplication, and division facts.

Formative Assessment- Quality instruction includes assessments during instruction to provide the information needed to effectively direct and target teaching and learning as it occurs. Formative assessments enable the teacher to push instruction toward the targeted goals to ensure mastery of intended outcomes.

Frequency- The number, proportion, or percentage of items in a particular set of data.

General Education- The program of education that students receive based on state standards that are evaluated by the annual state educational standards tests.

Grade Level Content Expectations- The Grade Level Content Expectations build from the best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

Highly-trained personnel- Teachers adequately trained to deliver the selected instruction as intended, that is, with fidelity to design.

Hybrid intervention- A hybrid approach within an RTI model combines methods of a problem-solving and a standard protocol approach.

Implementation Integrity- The extent to which core instruction and intervention materials are used as intended by the author/publisher. Implementation integrity also includes the prescribed amount of time and the frequency required for the treatment to yield its best results.

Individuals with Disabilities Education Act (IDEA)- As reauthorized in 2004 ensure services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. (Reference: Ed.gov, United States Department of Education)

Intense (intensity)- The measure of strength by which instruction or intervention is delivered. Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

Intervention- Support at the school level for students performing below grade-level expectations. Educational professionals determine academic intervention needs of students (determined by ongoing data), determine methods for dealing with academic issues, and – most important – monitor on an ongoing basis whether these methods are resulting in increased student learning and achievement.

Interventionist- An educator trained to deliver a prescribed intervention with fidelity. This may include a general education teacher, special education teacher, trained teaching assistant, or intervention specialist.

Intervention kit/materials- A research-based curriculum designed to target specific instructional needs with varying intensity.

LEA – Local Education Agency- A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Manipulatives- Any object that allows students to explore an idea in an active, hands-on approach. Manipulatives include anything that can be manipulated to include counters, blocks, shapes, toys, letter tiles, etc.

Math (Mathematics/Mathematical) Calculation- The knowledge and retrieval of facts and the application of procedural knowledge in calculation.

Math (Mathematics/Mathematical) Problem Solving- Involves using mathematical computation skills, language, reasoning, reading, and visual-spatial skills in solving problems; applying mathematical knowledge at the conceptual level.

Multi-Sensory- Multi-sensory teaching and learning is simultaneously visual, auditory, and kinesthetic tactile to enhance memory and learning. Links are consistently made between the visual (what we see) auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read, spell, reason, count, and compute.

Nonsense Word Fluency (NWF)- A standardized assessment of consonant-vowel-consonant and vowel consonant nonsense words that are individually administered to assess letter/sound relationships and blending (and/or segmenting) of phonetic sounds (e.g., fim, nen, sig).

Oral Reading Fluency (ORF)- A standardized reading measure of accuracy and fluency with connected text or passages, usually measured beginning mid-first grade through sixth grade.

Phoneme Segmentation Fluency (PSF)- A standardized measure of a student's ability to segment three and four phoneme words into individual phonemes fluently, for example the examiner says "bat" and the student says /b/ /a/ /t/. PSF is usually measured mid-kindergarten through the spring of first grade.

Phonemic Awareness- The ability to hear, think about, identify and manipulate the individual sounds (phonemes) in spoken words.

Phonics- Phonics refers to a systematic approach of teaching letters (and combinations of letters) and their corresponding speech sounds. Phonics begins with the alphabetic principle: language is comprised of words made up of letters that represent sounds.

Phonological Awareness- Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like "money" and "mother." (Reference: Reading Rockets)

Probe- When using Curriculum-Based Measurement (CBM), the instructor administers a brief, timed assessment or "probes" made up of academic material taken from grade-level curriculum.

Progress Monitoring- Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Prevention- The practice of providing additional assistance in any academic area to prevent students from falling behind.

Problem-Solving Approach within RTI- Within RTI, a problem-solving approach is used to tailor an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluated (PAIR).

Rate of Improvement (ROI)- The expected rate of improvement on progress monitoring assessments is the number of units of measure (e.g., words read correctly [wrc], correct responses, correct digits) a child has made per week since the beginning of the intervention. To discover this rate, teachers should divide the total number of units gained by the number of weeks that have elapsed. The ROI is compared to the improvement of a typical peer to determine adequate progress.

Reliable- Reliability refers to the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.

Research-Based Instruction/Intervention- A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the student can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Scaffold- 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 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 assistance.

Scientifically-Based Research- Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Screening- A quick checklist, survey or probe used to provide an initial general indicator of levels of performance. Screenings may also include diagnostic assessments to gain more information about a student's academic strengths and/or areas of concern.

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 percent or better on the end-of-the unit test on numerical operations).

Standardized Assessment- An assessment test that is developed using standard procedures and is then administered and scored in a consistent manner for all test takers.

Summative Assessment- Summative assessment is a form of evaluation used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Survey-Level Assessment- A process of determining the most basic skill area deficit and which skill/instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit in order to determine accurate rate of improvement and growth.

Systematic- Systematic instruction refers to a carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.

Tennessee State Standards (mathematics and English language arts)- Curricular standards developed to strengthen the knowledge and skills in English Language Arts and Mathematics to prepare students to become college and career ready. These standards define the knowledge and skills students are required to possess in entry-level, credit-bearing, academic college courses, technical institutes, and in workforce training programs. They are based on the most current national and international standards, with the intention of providing students a competitive advantage in the global economy.

Trend line or trajectory- A straight line that connects a series of results from assessments on a graph used to help determine progress toward intended target.

Universal Screening/Screener- An LEA must administer a nationally normed, skills-based universal screener. A universal screener is a brief screening assessment of academic skills (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, written expression) administered to **ALL** students to determine whether students demonstrate the skills necessary to

achieve grade level standards. Universal screening reveals which students are performing at or above the level considered necessary for achieving long-term success (general outcome measures). This data can also serve as a benchmark for measuring the improvement of a group, class, grade, school or district. Furthermore, universal screening can be used to identify students in need of further intervention due to identified skill deficits. A more precise assessment may be needed to determine a student's specific area(s) of deficit before beginning an intervention.

Valid- Validity refers to the extent to which a tool accurately measures the underlying construct that it is intended to measure.

Written Expression- Involves basic writing skills (transcription) and generational skills (composition).

Transcription: difficulty producing letters, words, spelling; **Composition:** difficulty with word and text fluency, sentence construction, genre-specific discourse structures, planning processes, and reviewing and revising processes.