

## GLOSSARY

**Aimline:** On a progress monitoring chart, a line that connects a student's baseline performance level with a goal performance level to indicate an expected rate of growth over time.

**Algebra Readiness:** The degree to which students demonstrate success with pre-requisite skills in algebraic concepts.

**Balanced Literacy:** Literacy instruction that blends word study, guided reading, independent reading, writing, vocabulary, and fluency so they complement and support each other.

**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 which a student's rate of growth will be compared and from which the Aimline will be drawn.

**Behavior Matrix:** Visual display of measurable and observable, behavioral expectations that is posted in applicable locations in the school building.

**Behavioral Expectations:** Desired behaviors that are defined, modeled by staff, and taught, reviewed and positively reinforced with students throughout the school year.

**Benchmark Assessment (Universal Screening):** The periodic assessment (3 times per year) of all students compared to age or grade level standards.

**Comprehension:** Understanding and applying strategies to construct explicit and implicit meaning from text.

**Computational Fluency:** The use of efficient, flexible, and accurate methods for computing answers involving whole numbers, fractions, and decimals.

**Core Curriculum:** The intended learning outcomes in a content area that are aligned with state standards. The Core Curriculum is considered essential, as it provides a common set of knowledge, skills, and understandings. It is defined and designed outside the classroom.

**Core Instruction:** The differentiated instructional strategies that are used to teach the core curriculum.

**Critical Thinking:** The ability to conceptualize, apply, process, analyze, synthesize, and evaluate information to improve the quality of one's own thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

**Curriculum-Based Measurements (CBM):** A concise (one to ten minutes) instrument used to directly assess students' educational progress in the basic skills that are needed for

success in the academic areas of literacy (reading, spelling, and writing) and numeracy (number sense and computation), school readiness skills, and behavior.

**Data Day:** The monthly meeting where school teams evaluate the effectiveness of the interventions used with students in the school and determine next steps.

**Data-Driven Decision-Making:** The use of student data to guide the planning, implementation, monitoring, and adjustment of instruction.

**Differentiated Instruction:** The use of high-quality curriculum and varied instructional strategies to respond to students' learning differences at their instructional level. The four elements of differentiated instruction are Content, Process, Product, and Learning Environment.

**Division RTI Team:** The team of building and division administrators, teachers, and school board member who meet at least annually to review the RTI Manual and processes.

**Enrichment:** Enhanced learning opportunities/experiences that build on the core curriculum to extend student learning.

**Explicit Instruction:** Instruction in content knowledge or skills that is clear, deliberate, and visible. Explicit instruction can be delivered individually or in small or large groups.

**Fidelity:** The use of a program, method of instruction, or assessment measure as it is intended to be used.

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

**Fluency:** The rate and automaticity with which an individual can complete a given task. (e.g. reading fluency, math fluency, writing fluency, academic fluency)

**Formative assessment:** Formal and informal assessments used during the learning process to modify instruction (i.e. assessment *for* learning).

**Grade Level Meeting:** Regular meetings by grade level to discuss the effectiveness of core instruction as measured by universal screening or other common assessment.

**Grammar:** The rules that govern written and oral language.

**Guided Reading:** The modeling and monitoring of reading strategies by teachers to support students in order to construct meaning from text so that students can become independent readers.

**Intensive Intervention (Tier 3):** Instruction delivered with increased opportunities for practice, opportunities to respond, and teacher feedback.

**Intervention:** Direct and explicit instruction provided in a small group (strategic or Tier 2) or one-on-one (intensive or Tier 3) setting to target a specific, identified skill or knowledge deficit that impedes progress at grade level.

**Interventionist:** Any educator that provides a specific intervention for a student.

**Intervention Specialist:** Elementary school specialist that provides support to classroom teachers and building administrators with regard to student data and interventions.

**Learning Environment:** (within Differentiated Instruction) The way the classroom works and feels; how students are organized for learning experiences.

**Multiple Opportunities to Respond (MOTR):** Teacher behaviors that allow for increased opportunities for students to respond (verbal, written, gesture).

**Number Sense:** Good intuition about numbers and their relationships to each other. Number sense develops gradually as a result of exploring numbers, visualizing them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms.

**Numeracy:** The ability to understand and work with numbers.

**Office Discipline Referral (ODR):** Written documentation of a Code of Conduct violation which results in conference with an administrator with the possibility of suspension, expulsion, or other disciplinary action.

**Outcome Assessment:** The measurement of how students have performed at the end of planned instruction or at the end of the year (e.g., summative assessment, post-assessment).

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

**Phonemic Awareness:** The ability to notice, identify, and manipulate the individual sounds (phonemes) in spoken words.

**Positive Behavioral Interventions and Supports:** A preventative and proactive approach to discipline that result in improved social competence, increased instructional time and academic performance, and decreased problem behavior.

**Power Up:** Block of time during the school day, separate from core instruction, when teachers and interventionists provide enrichment and intervention for students.

**Pre-assessment:** Initial assessment information gathered prior to the implementation of instruction. It is the starting point to be used to compare a student's rate of growth.

**Problem Solving Meeting:** Any organized meeting where there is a discussion about a child's academic or behavioral struggles is a problem-solving meeting.. This can be a grade level, department or Team meeting.

**Problem Solving Meeting (S):** The Problem Solving Meeting in which the decision is made based on data from core to provide the student with Tier 2 Interventions.

**Problem Solving Meeting (I):** The Problem Solving Meeting, which would include the parent, where the decision is made to provide Tier 3 Interventions. Members of the Team may also be reading specialist, guidance counselor, or members of the pupil services staff.

**Problem Solving Team:** Grade level team or Department Team, building administrator and appropriate specialists who meet to discuss the specific learning and or behavioral needs of individual children and their progress.

**Process:** (within Differentiated Instruction) Learning experiences in which the student will engage to make sense of or master the content.

**Product:** (within Differentiated Instruction) Culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.

**Progress Monitoring:** The use of ongoing assessment and comparison of student learning to relevant data to determine progress toward targeted skills in order to appropriately adjust instruction (e.g., formative assessment).

**Pro-Social Behaviors:** Behavior directed toward other people that involves effective communication skills, cooperative acts, self-control in difficult situations, and empathetic or supportive responses to others who experience a problem.

**Remediation:** The re-teaching of targeted skills during core instructional time.

**Research-Based Interventions:** Instructional strategies, methods, and materials that have been proven to work through reviewed, evidence-based research.

**Routines and Procedures:** Predictable practices that are defined and taught to increase the probability that students will demonstrate the expectations that are taught.

**RtIm Direct:** The data system used to record goals and the progress monitoring data associated with each student intervention.

**RTI Team Leader:** The member of a team (grade level at elementary school or team at middle school) responsible for leading grade level meetings, data day meetings, and entering data into RtIm Direct.

**State Standards:** Also referred to as Virginia Standards of Learning (SOL). It is what the state of Virginia has determined that students are expected to know and be able to demonstrate at grade level.

**Standards Aligned:** The process of matching curriculum and instruction to the Virginia Standards of Learning (what students are expected to know and be able to demonstrate).

**Strategic Intervention (Tier 2):** Explicit instruction delivered by trained personnel tailored to meet the identified needs of struggling students.

**Summative Assessment:** An assessment at the completion of an instructional unit to determine students' level of mastery of intended learning outcomes (i.e. assessment *of* learning).

**Systematic Instruction:** Integrated and sequential learning experiences based on the identified strengths and needs of students.

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

**Universal Screening (Division-Wide Screening):** A check of all students' current level of performance in a content or skill area. This is administered three times per year.

**Vocabulary:** All words used in understanding the context and content of written and spoken language.

**Word Study:** A developmentally appropriate instructional method in phonics, spelling, and vocabulary features.

**Writing:** Composing text to communicate ideas and thoughts.