



Glossary of Key Rtl Terms

Word or Term	Definition
Assessment*	A way of collecting information about a student’s special learning needs, strengths, and interests to help make educational decisions. An assessment may include giving individual tests, observing the student, looking at records, and talking with the student and his/her parents.
Benchmark*	Refers to a major milestone that will enable parents, students, and educators to monitor progress toward a goal during the year.
Curriculum-based assessment*	An ongoing assessment of a student’s ability to meet expected performance standards in the developmental areas of cognitive, communication, social, motor, and adaptive behaviors.
Curriculum-based measurement*	A method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling. These measures are based on how well a student masters the curriculum goals. When using CBM, the teacher will give the student brief, timed samples (called probes), which are created from material taken out of the school curriculum. To keep things standards, the teacher will read the same directions every time that he/she gives a specific probe. These probes are timed and may last from one to five minutes, but this will depend on the child’s age and the skill being measured. The child’s performance on a probe is scored for speed and accuracy of performance. Used repeatedly as practice drills, the student’s results are charted to monitor the rate of academic progress.
Data-Based/Data-Driven Decision Making***	A process of collecting, analyzing and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.
Discrepancy***	a) Difference between two outcome measures; b) IQ-achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test; c) Difference between pre-test and post-test on a criterion-referenced test.
Early Intervening Services*	Assistance given to children who have not yet been identified as eligible for special education and related services under IDEA but who need extra help and support to progress in the general education environment. District can use no more than 15% of IDEA, Part B funds to develop and implement early intervening services. EIS emphasizes assistance to children in grades K-3. EIS may also be used with children in grades 4-12. EIS funds may be used for professional development of teachers and other school staff.
Evaluation*	Collecting information about a student and any problems that may affect his/her educational development for the purpose of determining eligibility for special education and related services. The evaluation may include giving individualized tests, observing the student, looking at records, and talking with the student and his/her parents (see also assessment).

Evidence-Based Practice**	Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.
Fidelity of Implementation**	Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.
Formative Assessment**	Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.
Individualized Education Program*	The written educational program for a student receiving special education and related services with goals and objectives to be attained during a calendar year, that is developed and implemented to meet unique educational needs.
Individualized Education Program (IEP) Team*	The group of individuals enumerated who determines the special education and related services to be provided to an eligible student. The IEP team and other qualified professionals are required to participate in meetings when identifying specific assessments, determining eligibility, and conducting manifestation determination reviews.
Modifications*	Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.
Norm-Referenced Assessment**	Norm-referenced assessment compares a student's performance to that of an appropriate peer group.
Problem-Solving Approach within RtI**	Within RtI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.
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.
Psychological Services*	A related service that includes administering psychological and educational tests, interpreting test results and student behavior related to learning. Can include services such as student and parent counseling.
Reasonable Accommodation*	Modifications of a facility or program that can be accomplished without undue administrative or financial burden.
Referral*	The process of requesting that a student be evaluated for special education and related services. Any concerned person may refer a student, including teachers, principals, parents, other agency personnel, or the student.

Response to Intervention*	The response-to-intervention (RtI) model is also often called the Three-Tiered Model. Under IDEA 2004, school districts can use this model as an alternative to the discrepancy model, as a process of determining whether a student has a learning disability.
Scaffolding**	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.
Screening*	A review of all children in a given group to identify those students who may need an evaluation to determine the need for special education services.
Specific Learning Disability*	Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Disorders not included-Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.
Standard Protocol Intervention**	Standard Protocol Intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.
Standardized Tests*	Tests which have norms reflecting a larger population (usually these are age or grade based norms reflecting the performance of children throughout the country on the same tests).
Student Support Team*	Student support team, can also be called student assistance team (SAT): a team of school professionals (including classroom teachers, curriculum specialist, school psychologist, speech-language therapist, and principal or assistant/vice principal), and parents who meet to discuss problems a child is having in general education classes. The goal of SST is to discuss ways in which to assist a child so that his learning or behavior problems minimize the effect they have on his or her education.
Summative Assessment	Summative Assessment is a form of evaluation used to describe the effectiveness of an instruction 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).
*ISBE	
**National Center on Response to Intervention	
***The Answer Book on RtI; LRP Publications	