

RtI Glossary

ACCOMMODATIONS are practices and procedures intended to provide students with equitable access to grade-level content and assessments.

ADDITIONAL CHALLENGES refer to the curriculum and instruction intended to meet the needs of students exceeding benchmarks.

ADEQUATE PROGRESS describes whether students' responses to the current level and type of interventions/challenges are sufficient to meet their learning goals or whether changes are warranted.

AGGREGATED DATA/RESULTS refer to the performance/achievement of the total population of students participating in an assessment.

BALANCED ASSESSMENT* refers to the use of using formative, benchmark, and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.

BEHAVIORAL EXPECTATIONS are the specific, positively stated behaviors desired of all students that are explicitly taught, modeled, and reinforced in a school.

BENCHMARK ASSESSMENTS are the periodic assessments used to show student progress toward mastery of grade-level benchmarks throughout the school year. Universal screeners, Curriculum-Based Measures (CBMs), office discipline referrals, portfolios, and interim assessments are examples of benchmark assessments used in schools.

BUILDING-LEVEL PROBLEM-SOLVING TEAM is an established collaborative group designed to develop timely and effective strategies and resources for individual students in need of intensive support. (Also known as student support team, child study team, or building consultation team)

COLLABORATION* is a systematic process of collective problem solving about and planning for teaching and learning.

COMMON CORE STATE STANDARDS (CCSS) define the essential grade-level and subject-area learning expectations K–12 students should know and be able to meet to be considered college- and career-ready.

CONSISTENT COLLABORATION PROCESS means that team meetings follow a regular meeting schedule and use protocols for planning and decision making.

CULTURE includes factors that influence identities, thinking, beliefs, and behaviors.

CULTURALLY RESPONSIVE PRACTICES* include the degree to which a school's programs, practices, procedures, and policies account for and adapt to the broad diversity of its students' race, language, and culture.

CUT SCORES are selected points in test results used to identify levels of proficiency.

DATA-BASED DECISION MAKING is the process of making instructional decisions for student academic and behavior success through ongoing collection and analysis of data.

DECISION RULES are predetermined, specific "if... then..." criteria used for instructional decision making.

DIAGNOSTIC ASSESSMENTS are valid and reliable tools and techniques used to determine the specific nature of a student's learning difficulties.

DIFFERENTIATION is the dynamic adjustment of universal curriculum and instructional practices based on the learning needs of students.

RtI Glossary

DISAGGREGATED DATA/RESULTS are outcome data that have been calculated and reported separately for specific sub-groups or -populations (e.g., students' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities).

ENGAGED LEARNING refers to the degree to which students are psychologically invested in and the effort they put toward understanding the intended content or mastering the intended skills. (Newmann, 1992).

EVIDENCE BASED refers to "scientific, research-based [instruction] with substantial evidence of their effectiveness through multiple outcome evaluations" (Wisconsin DPI, 2011). In other words, programs, strategies, and assessments shown to have had positive outcomes in many schools.

FIDELITY OF INSTRUCTION refers to whether the universal curriculum and instruction or the intervention/ challenge is delivered in a way that is consistent with how it was intended to be delivered.

FORMAL MEASURES are quantifiable, norm-referenced, standardized assessments.

FORMATIVE ASSESSMENTS are the frequent, ongoing evaluation strategies teachers use to quickly gauge students' current understanding and make instructional adjustments in response. Running records, exit activities, open questioning, guided observations, and student journals are examples of formative assessments.

GRADE-LEVEL/COURSE BENCHMARKS are the pre-determined, clear, concise, and precise expectations of student performance for each grade level or course. (Also known in schools as prioritized outcomes, non-negotiables, essential academic goals, grade-level/course proficiency, critical learning targets, and essential outcomes)

HIGH QUALITY INSTRUCTION* refers to curriculum and instruction that is engaging, differentiated, standards based, data driven, research based, and culturally appropriate for the students being served.

INFORMAL MEASURES refer to teacher-developed formative assessments and observations.

INTENSITY OF PROGRESS MONITORING refers to the frequency of progress monitoring.

INTENSIVE LEVEL OF SUPPORT refers to instruction, assessment, and collaboration programs and practices provided for and about students with significant learning needs, either well below or well above benchmarks. (Also referred to as targeted, tier three, and tertiary level)

INTERVENTIONS are research-based instructional practices and programs used systematically to increase the performance in the universal curriculum of students not meeting academic or behavioral benchmarks.

LEVEL OF INTENSITY AND NATURE OF SUPPORT refer to the dimensions of interventions/ challenges that can be adjusted based on student need and responsiveness to instruction.

LEVELS OF IMPLEMENTATION are the recognized phases that schools and other organizations go through on the way to fully implementing and sustaining changes in system-wide RtI programs, policies, and practices.

NOT IN PLACE: At this level, the school has not yet begun to consider RtI implementation, does not see the need to undertake a change to a RtI system, and/or has identified other more-pressing priorities.

RtI Glossary

PURPOSE-BUILDING LEVEL: *The school recognizes the need to implement RtI, learns about RtI issues and potential solutions, and builds consensus to move forward.*

INFRASTRUCTURE: *The school builds capacity for a RtI system to take hold.*

INITIAL IMPLEMENTATION: *School staff begins using new RtI practices.*

FULL IMPLEMENTATION: *The “new” RtI practice has been integrated into habits and routines in the school, and RtI is now part of “doing school.”*

MODIFICATIONS refer to changes made to learning expectations in order to meet the needs of the student.

MULTI-LEVEL SYSTEM OF SUPPORT* is a school-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention. (Also referred to as tiered intervention system or pyramid of interventions)

MULTIPLE MEASURES, or multiple types of data, are gathered and their evidence considered for schools to understand the whole picture of student performance and the effectiveness of instruction to make more fully informed decisions.

ORGANIZATIONAL STRUCTURES are the underlying building-level supports that, when in place, help schools enact RtI systems.

PRINCIPAL refers to a school’s instructional leader.

PROFESSIONAL DEVELOPMENT is a comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement (Learning Forward, 2011).

PROGRESS MONITORING is a process used to assess students’ academic and behavioral performances, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges.

PROGRESS MONITORING TOOLS are valid and reliable assessments used to quantify a student’s rate of improvement in response to an intervention/challenge. These tools are designed to be easy, quick, repeatable, and highly sensitive to change in student performance.

PROTOCOLS are the accepted, consistent norms and procedures that guide team agendas and practices of planning and decision making.

RELIABILITY refers to the consistency of an assessment’s results.

RESEARCH BASED refers to “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (United States Department of Education, 2009). In other words, research-based programs, strategies, and assessments have been shown to be effective in rigorous, scientific studies.

RESPONSE TO INTERVENTION (RtI) is a process for achieving higher levels of academic and behavioral success for all students.

SELECTED LEVEL refers to instruction, assessment, and collaboration programs and practices provided for and about students with learning needs of moderate intensity, either below or above benchmarks. (Also referred to as secondary, tier two, supplemental, and small-group level of support)

RtI Glossary

SPECIFIC LEARNING DISABILITY (SLD) refers to 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. SLD disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

SUMMATIVE ASSESSMENTS are infrequent tests used to evaluate cumulative learning. Large-scale standardized assessments (including WKCE-CRT and Advanced Placement tests) and end-of-semester exams or school suspension rates are examples of summative assessments.

SYSTEMIC refers to accomplishing goals, solving problems, and making improvements at the school level.

SYSTEMATIC refers to a planned and predetermined approach to accomplish a goal or solve a problem.

UNIVERSAL INSTRUCTION refers to academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school. (Also referred to as core instruction, primary level of intervention, and tier one instruction)

UNIVERSAL LEVEL refers to instruction, assessment, and collaboration programs and practices provided for and about all students in the school. (Also referred to as core, primary level, and tier one)

UNIVERSAL SCREENERS are valid and reliable data collection tools and processes used to assess students' current levels of performance in relation to grade-level benchmarks.

UNIVERSAL SCREENING PROCESS is a process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations.

VALIDITY refers to the extent to which an assessment or tool measures what it is intended to measure.

VISION provides a clear and attainable future picture of what learning will look like in a school.

References

1. Learning Forward. (2009). *Definition of professional development*. Retrieved from <http://www.learningforward.org/standfor/definition.cfm>
2. Newmann, F.M. (ed.) (1992). *Student engagement and achievement in American secondary schools*. New York: Teachers College Press. Retrieved from ERIC http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/a8/51.pdf . ERIC ID ED371047
3. United States Department of Education. (2009) *United States Code. Title 20: Education. Part A: Definitions*. Washington, D.C.: U.S. Government Printing Office.
4. Wisconsin Department of Public Instruction. (2011). *PI 11, Wisconsin Administrative Code*. Retrieved from http://dpi.wi.gov/sped/pi11_0701.html