

Response to Instruction and Intervention (RTI²)

Glossary

Action plan: Includes assessment data that informs teachers, student, and parents of student's current strengths and needs, specific strategies or interventions that will be put in place to help student make progress, and a clear expected outcome within a defined time period.

Balanced Literacy: A Balanced Literacy program includes the strongest elements of phonics and whole language instruction. All elements must be present to create a complete program. These elements include phonemic awareness, phonics, read aloud, guided reading, shared reading, interactive writing, shared writing, and word study.

Curriculum: In Santa Monica-Malibu Unified School District, the curriculum that drives instruction is the California Standards. All programs and resources used in the classrooms must be aligned to and utilized to teach the standards.

Competency: 3 or 4; at or above grade-level standards

Diagnostic assessment: Often administered before a learning activity takes place. It informs the teacher of the skills the student has or needs to strengthen. Universal screening, formative, and summative assessments can be diagnostic depending on the purpose of the assessment and the skills assessed.

Differentiated Instruction: Provides students with different learning styles and abilities varied pathways to learning the same content within the same classroom. Differentiation can be present in the areas of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures.

Evidence: Assessment data

Formative Assessment: Administered to monitor student learning and provide ongoing feedback that is used to make changes in the instructional program. Formative assessments help teachers identify strengths and needs so that immediate modifications can be made. These assessments are generally low stakes but they are essential in helping teachers and students plan the next steps in instruction and learning.

PLC (Professional Learning Community): A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The work of the PLCs is guided by 3 big ideas: ensuring that students learn, a culture of collaboration, and a focus on results.

Summative Assessment: Summative assessments are used to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Information from summative assessments can be used formatively when teachers or students use it to guide their instruction in subsequent units.

Universal Screening: The first step in identifying the students' needs. It is the mechanism for targeting students when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year, beginning, middle and end of year. Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes (Jenkins, 2003).