RTI² Manual Glossary of Terms

Key RTI² terms:

**Core curriculum**: The basic course of study deemed critical and usually made mandatory for all students of a school or school district. Examples of *core curriculum* in Berkeley elementary schools are Everyday Math and the Teachers’ College Reading and Writing Program.

**Differentiated instruction**: The process of designing lesson plans that meet the needs of the entire range of learners in the classroom.

**Disproportionality**: The over- or under-representation of students from a particular background in special education relative to the percentage of that group in the general population. In Berkeley Unified School District there is *disproportionality* because of an over-identification of African-American students for special education services.

**Problem-solving approach to RTI²**: A form of RTI² that utilizes staff members’ input and examines student needs to formulate individual student plans.

**Professional Learning Community**: Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.

**Progress monitoring**: A scientifically-based practice to assess students’ learning and evaluate the effectiveness of instruction that can be used with individual students, small groups of students or whole class.

**Research-proven**: Curriculum and educational interventions that have been scientifically proven to be effective for most students.

**Student Study Team (SST)**: A group who meets regularly to recommend and implement strategies to assist students who are experiencing difficulties. This group can include teachers, administrators, special education staff, psychologists and parents.

**Tiers of intervention**: An RTI² model that delineates three levels of instructional interventions that go from universal for all students to more specific, intense and targeted for smaller groups or individual students.

Types of Assessments:

**Diagnostic assessment**: Assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning; often used before teaching or when a problem arises.
**Formative assessment:** Classroom and curriculum evaluations used to monitor student progress toward learning outcomes and to inform instructional decision-making

**Summative assessment:** A comprehensive evaluation that measures a student’s level of learning at the end of a unit of study

**Universal screening assessment:** A process of reviewing student performance through formal and informal assessment measures to determine progress in relation to student benchmarks and learning standards; also the practice of assessing all students in a school with valid measures in order to gain baseline data and ensure that students who are potentially at risk are identified

**Curriculum-based assessment (CBA):** Measurement that uses direct observation and recording of a student’s performance in the local curriculum as a basis for gathering information to make instructional decisions

**Curriculum-based measurement (CBM):** A precise tool for directly measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language