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