



Key Terms Associated With Response to Intervention (RTI)

The key terms and associated definitions listed below were compiled using several resources as noted in italics following the definition. The resources are:

- National Center for Response to Intervention (NCRTI) – <http://www.rti4success.org/>
- The IRIS Center at Vanderbilt Piedmont College – <http://iris.peabody.vanderbilt.edu/>
- RTI Action Network – <http://www.rtinetwork.org/>

Benchmark

Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard. *RTI Action Network*

Common Core State Standards (CCSS) Initiative

The Common Core State Standards Initiative is a state-led effort that established a single set of educational standards for kindergarten through 12th grade in English language arts and mathematics that states may voluntarily adopt. As of 2013, 45 states and the District of Columbia have voluntarily adopted the CCSS. The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two- or four-year college programs or enter the workforce. To learn more about the Common Core State Standards, please visit <http://www.corestandards.org/>. *NCRTI*

Core Curriculum

The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education. *NCRTI*

Curriculum-Based Measurement (CBM)

CBM is a type of curriculum-based assessment (CBA). CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, spelling, and other content areas. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the team to revise the program. CBM is a distinctive form of CBA because of two

additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time. *NCRTI*

Cut Point

Cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for intervention. *RTI Action Network*

Data-Based Decision Making

Data-based decision making is the ongoing process of analyzing and evaluating data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification. *NCRTI*

Diagnostic Assessment

The goal of diagnostic assessment is to gather information that can help guide interventions for students who are experiencing difficulty learning the core content. These data may comprise standardized measures, error analysis of progress monitoring data, student work samples, and behavior rating forms, among others. Diagnostic assessments provide in-depth, reliable assessment of important component skills in reading and math. The screening, progress monitoring, and outcome elements of a comprehensive assessment plan often provide valid and reliable diagnostic information about a child's instructional needs. Use of these tools and processes allows teachers to identify a student's specific area(s) of difficulty when lack of progress is evident, and can inform decisions about how to adapt and individualize interventions. *NCRTI*

Differentiated Instruction

Differentiated instruction refers to educators tailoring curriculum, teaching environments, and instructional practices to create different learning experiences in order to meet the needs of individual students. The process of differentiation allows educators to plan responsively to address these individual differences. There are four elements of the curriculum that may be differentiated: content, process, products, and learning environment. *NCRTI*

Evidence-Based Intervention

An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Within the context of a group or single-subject experiment or a strong quasi-experimental study, an evidence-based intervention is one that improves results for students who receive the intervention, compared to those who do not. *IRIS*

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. *NCRTI*

Formative Assessment

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning targets/goals. *Source: Smarter Balanced Assessment Consortium – State Leadership Team Session 3: Day 1 PowerPoint.*

When incorporated into classroom practice, formative assessment provides the teacher and student information needed to adjust teaching and learning while they are happening. Formative assessment informs both teachers and students about student understanding at a point in the process when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. The goal of formative assessment is to gain an understanding of what students know (and do not know) in order to make responsive changes in teaching and learning. Techniques such as teacher observation and classroom discussion have an important place alongside analysis of tests and homework.

<http://www.vtaide.com/png/ERIC/Formative-Assessment.htm>

<http://pareonline.net/getvn.asp?v=4&n=2>

Goal Line

The goal line, also known as the *aimline*, represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and corresponding date to the student's year-end goal and corresponding date. *NCRTI*

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act of 2004 (IDEA 2004) was originally passed in 1975 as the Education for All Handicapped Children Act, with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and coordinated early intervening services to students with disabilities ages birth through 21. IDEA 2004 allows Response to Intervention to be used as a basis for decision making when determining whether a student is eligible for special education services as a student with a learning disability. *NCRTI*

Intervention

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring. *RTI Action Network*

Multi-Level Prevention System

A multi-level prevention system, sometimes called multi-tiered system of support (MTSS), is an instruction and intervention system that is designed to meet the needs of all students. Multi-level prevention systems allow for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense levels of prevention (e.g., primary, secondary, intensive) represent a continuum of supports. *NCRTI*

Norm-Referenced Assessment

Norm-referenced assessment compares a student's performance to that of an appropriate peer group or normative sample. The SAT is an example of a normative assessment because it compares an individual student's performance to the performance of a normative sample of test takers. *NCRTI*

Positive Behavioral Intervention and Supports (PBIS)

PBIS is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is an example of a multi-tiered system of support. To learn more, visit <http://www.pbis.org/>. *NCRTI*

Primary Prevention Level (Tier 1)

The primary prevention level is the first level in a multi-level prevention system. It consists of high-quality core curriculum and research-based instructional practices that meet the needs of most students. Primary prevention may also be referred to as *universal intervention* or *Tier 1*. *NCRTI*

Problem-Solving Process

Within a MTSS, RTI, or PBIS model, a problem-solving approach is used to informally tailor an intervention for an individual student. A problem-solving approach typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation. *NCRTI*

Professional Learning Community (PLC)

A group of individuals who seek and participate in professional learning on an identified topic. *RTI Action Network*

Progress Monitoring

Progress monitoring is used to assess students' academic performance over time, to quantify 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. Curriculum-based measurement (CBM) is a common form of validated, standardized progress monitoring. *NCRTI*

Response to Intervention (RTI)

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools use data to identify students at risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions, depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. *NCRTI*

Scientific, Research-Based Instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study. *RTI Action Network*

Screening

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Screening assessments are typically brief and should be universally conducted with all students at a grade level. Screening assessments may be followed by additional testing or short-term progress monitoring for students who are identified as at risk. *NCRTI*

Secondary Prevention Level (Tier 2)

The secondary prevention level is the second level of intensity in a multi-level prevention system. Interventions occurring at the secondary level are evidence-based and address the learning or behavioral challenges of students identified as at-risk for poor learning or behavioral outcomes. The secondary prevention level may also be referred to as *Tier 2*. *NCRTI*

Secondary Interventions

Secondary interventions are evidence-based interventions that occur as part of the secondary prevention level. Secondary intervention may also be referred to as *strategic intervention* or *Tier 2 intervention*. *NCRTI*

Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Some examples:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).

Glossary of Education Reform at <http://edglossary.org/summative-assessment/>

Tertiary Prevention Level (Tier 3)

The tertiary prevention level is typically the most intense level of a multi-level prevention system. Tertiary prevention consists of individualized, intensive intervention(s) for students with severe and persistent learning or behavioral needs. The tertiary prevention level may also be referred to as *intensive intervention* or *Tier 3*. *NCRTI*

Trend Line

A trend line is a line on a graph that presents the line of best fit drawn through a series of data points. The trend line can be compared against the *aimline* to help inform responsiveness to intervention and to tailor a student's instructional program. *NCRTI*

Universal Screening

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year. *RTI Action Network*