PCG Education's
Glossary of RtI Terms

TERM	DEFINITION
Area of Need ("general" and "specific")	If a student is not performing at or near grade level in a key component of math or reading or behavior, then that area becomes the student's general area of need. See also Specific Area of Need.
At Risk	Within the context of RtI, "at risk" indicates student performance on screening or progress monitoring tests is low enough that intervention is recommended; generally "at risk" means student performance below grade level expectations.
Basal curriculum	A published text, program, or set of materials that sequences instruction; basal curricula often include a student text, teacher's guide, CD-ROM, and other supplementary materials (e.g., Harcourt *Trophies for Reading* or *Everyday Math*).
Baseline score	A student's initial score on a given screening or progress monitoring assessment; the score used for comparison in order to evaluate the extent of progress made.
Benchmark	Established cutoff score or minimal level of expected performance on a given test for a specified grade level. Also refers to a test score or score range which provides a description of student knowledge expected at specific grades, ages, or developmental levels.
Benchmark test or Interim assessment	A test at a specific level of student achievement expected of students at particular ages, grades, or developmental levels, often administered at regular intervals during the year (e.g., 3–4 times/year). Typically districts set academic goals for each grade level.
Borderline scores	Scores on a screening or progress monitoring assessment which are *just above* or *just below* a benchmark or cutoff score.
Core curriculum	The core curriculum within a given area of instruction (e.g., math or reading/ELA) is the adopted book, program, or set of materials selected by the district for instruction of all students; within RtI, the core curriculum is the set of materials used in Tier 1 for universal or core instruction.
Curriculum-based Assessment (CBA)	Tests based on material from the local instructional curriculum.
Curriculum-based Measurement (CBM)	A quick probe to measure progress in reading or math. CBMs are normed by grade level and measure discrete skills (e.g., fluency, computation).
Cut score	A score representing grade level or "on target" proficiency within a given test or skill area. This can be the score which separates students in Tier 1 from those identified for needing intervention instruction in Tiers 2 and 3.
Data Points	Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.
Delivery Mode	Options that a teacher may use to differentiate instruction such as individual tutoring, small group, and computer assisted instruction.
Diagnostic Test or Assessment	A general term for any test designed to determine the specific learning needs of individual students.
Differentiated Instruction	Instruction that is not "whole group" but uses instructional strategies, grouping practices, teaching methods, varied assignments, and varied materials based on student skill levels, interest levels, instructional needs, and learning preferences.
Discrepancy	Difference between actual and target level of performance on a test.
Disproportionality	Over-identification, or under-identification, of students from minority populations who are served through special education or other student support services.
EdPlan™	EdPlan™ is a technology solution that school districts can use to implement a comprehensive RtI approach. EdPlan™ facilitates planning, provision of student support and documentation of student, class, grade level, and school progress through the ongoing collection of instructional and intervention support, universal screening, benchmark, and progress monitoring data.

Evidence-based Practice	Educational practices/instructional strategies supported by relevant research.
EXCEL Plan (Memphis Specific)	The EXCEL Plan is a computerized, expanded version of the former STAR Plan supported with the technology solution, EdPlan. The major components include a Consolidated Student Profile for all students, Intervention Report, and Enrichment Report. Each student who receives Tier 2 and Tier 3 intervention should have an EXCEL Plan.
Fidelity of Implementation	Implementation of an intervention, program, or curriculum according to research findings and/or developers' specifications (frequency and length of sessions, methods, materials used, etc.).
Five Keys to Success	EdPlan is designed to support the Five Key functions of a successful RtI approach. The five key functions include: • **Identify Key** - Identify which students require support by using the Heads-up Alert system built into the Class Profile and based on cut scores/results of universal screening, benchmark, and state assessments. • **Planning Key** – Assists teachers and interventionists to plan effective instruction and target intervention support. Recommended instructional options for each Specific Area of Need (SAN) are listed so teachers can select how they will address students' needs in the Tier 1 classroom, and teachers/interventionists are guided on their selection of appropriate interventions as well as how often students will be progress monitored at Tier 2 and Tier 3. • **Support Key** – The support key helps to identify if students are receiving intervention as planned at Tiers 1, 2, and 3. • **Measure Key** – On-going collection of data in EdPlan provides educators with graphs to determine if students are progressing at the expected rate for improvement. • **Analyze Key** – Reports generated from this key allow teachers, interventionists, principals, and district leaders to identify specific areas of success and areas for improvement related to their RtI initiative.
Formative Assessment/ Evaluation	Measures of student performance collected primarily for the purpose of providing information that can be used to improve instruction, monitor progress, or inform instructional decision-making.
Functional Assessment	*Behavior:* Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior. *Academics:* Process to identify the skill gap, strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).
General Area of Need (GAN)	General Area of Need identifies the general area of focus for improvement, in the area of reading or math.
Goal/Target	The goal or target is the achievement target for the student. It should be measurable and have a quantitative target or level of achievement. For example, the goal may be to increase the student's reading comprehension to grade level by a particular date.
Group Plan vs. Individual Plan	Within the context of RtI, the group plan is a document that identifies group members as well as the interventions provided to the group and may include other details (e.g., schedule, progress monitoring data). It is generally less specific than an individual RtI plan, which will include frequency, duration, and group, as well as each student's current performance and target goal, and how the student's performance will be monitored (including frequency). Group plans are common at Tier 1 or 2, while an individual plan is used more often at Tier 2 or 3.
Instructional Options	Instructional Options are instructional strategies that provide the Tier 1 classroom teacher with identified best practices to support students with learning skills necessary for improving in the Specific Areas of Need.
Intensive intervention	See intervention or Tier 3
Intervention	An intervention describes the targeted or focused instruction to be provided to enable a student to achieve his or her goal. Intervention examples may include use of an instructional strategy, a purchased reading intervention program (e.g., Read 180), and/or time with a reading specialist who will utilize a variety of research-based strategies.

Learning Rate	Average progress over a period of time, e.g., one year's growth in one year's time.
Performance level	Levels of proficiency on a given test or assessment, defined by specified score ranges or cut-off scores, with labels such as *Advanced*, *Basic* or *Proficient*, *Below Basic* or *Needs Improvement*, and *Failing* or *Warning* level.
Positive Behavior Supports	The practice of explicitly stating rules, expectations, and norms for behavior using research-based practices embedded in the school culture; behavioral interventions with a prevention focus.
Probes	A short test, set of test items that can be repeated and show progress, or item prompts administered by teachers as a performance assessment. Examples of common probes include: • DIBELS – Dynamic Indicators of Basic Early Literacy Skills • Test of Word Reading Efficiency (TOWRE) • Curriculum based measures (CBMs)
Problem-solving Approach to RtI vs Protocol Approach to RtI	The *problem solving approach* assumes that no given intervention will be effective for all students; it generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation) and is sensitive to individual student differences and implies a team meeting to assign students to interventions. Usually used for Tier 3. The *protocol approach* makes use of a specified set of benchmarks or cutoff scores on assessments to assign students to different intervention groups/programs; the protocol approach uses the same research-based intervention for all students with similar academic or behavioral needs. Usually used for Tier 2.
Progress Monitoring (PM)	A scientifically-based practice used to assess students' academic performance relative to established goals and evaluate the effectiveness of instruction. Current or baseline levels of performance of individual students are established and later performance levels are compared relative to that baseline at regular intervals.
Research-based Instruction	Curriculum and educational interventions that have been proven to be effective for students based on research.
Response To Intervention (RtI)	RtI, or response to intervention, is an education method in which high quality instruction is provided to address an identified area of need for students, goals or targets are set, and the students' response to instruction is measured using frequent progress monitoring to inform any need for changes in instruction.
RtI Team	Team at the district or school level that is overseeing the RtI process.
RTI/ Response to Intervention Overview	RtI is a multi-tiered model of instruction and intervention that focuses on use of data to guide instructional decisions.
Scientifically-based Research	Education related research that meets the following criteria: • Analyzes and presents the impact of effective teaching on achievement of students • Includes study and control groups • Applies a rigorous peer review process • Includes replication studies to validate results
Screening	Assessment for a large population to identify individuals who may be at risk in a specified area of academic performance, such as reading or math.
Specific Area of Need (SAN)	Specific Areas of Need in math and reading as identified with universal screening or benchmark assessments. Examples include *computation and estimation, measurement, patterns and functions*, etc. for math and *fluency, phonemic awareness, phonics, vocabulary, and comprehension* for reading.
Summative Assessment/ Evaluation	Evaluation of student performance conducted primarily for purposes of external accountability in order to determine the extent to which a program or activity has achieved its intended outcomes at the end of a year or unit of study.
Systematic Data Collection	Planning a timeframe for, and following through with, appropriate assessments in order to monitor student progress.

Target Score	Stated goal or minimal level of expected performance over a given amount of time on a given test for a specific student or group of students.
Targetline (also called Aimline)	Line on a graph that represents expected student growth over time; beginning point = student's baseline or initial level of performance; end point = goal.
Tier 1	The first level in a tiered model refers to instruction using the core curriculum; within an RtI framework, the level of instruction given universally to all students. Ideally, the core program of instruction is adequate for the needs of the majority of students (e.g., 80–85% of students learn grade level skills when given this core program). Differentiation in the core classroom is typically part of Tier 1.
Tier 2	The second level in a tiered model of instruction; within an RtI framework, the level of strategically targeted instruction given to a smaller number of students, chosen in relation to student data from practices documented to be effective with like students under like circumstances. Ideally, Tier 2 is provided to 10–15% of all students (those identified as not progressing satisfactorily using the core curricula provided in Tier 1).
Tier 3	The third level in a tiered model; within an RtI framework, the most intensive and individualized program of academic or behavioral intervention, directly targeting a specific area of need, and provided to individuals or small groups as a supplement to Tier 1 and Tier 2 interventions. Tier 3 intensive interventions are characterized by increased length, frequency and duration of instruction, and progress monitoring, and are meant for students who struggle significantly or who are not responsive to the strategic interventions provided at Tier 2.
Tiered Model	Common model of three or more tiers that delineate levels of instructional interventions based on student skill and need.
Trendline	Line on a graph that connects data points; compare against targetline (aimline) to determine responsiveness to intervention.
Universal Screening	Administration of a screening test/assessment to all students within a given grade level or school.