

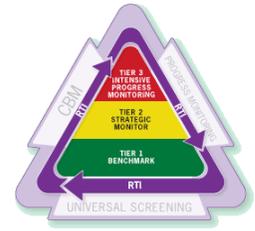


Key Terms and Vocabulary

Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be challenging and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Links:

- 1) <http://www.corestandards.org/>
- 2) http://www.dpi.state.nd.us/standard/common_core.shtm
- 3) <http://www.nextgenscience.org/>



Response to Intervention-Academic (RTI-A) School Goal

1) Increase Student Achievement Annually

Learning Target. Essential skills or concepts student must master.

“I Can” Statements: Standards stated in a student friendly way for the purpose of tracking student learning and drive instruction.

Formative. Frequent assessments used to monitor students progress toward learning target.

Example: Exit Slips, Think/Pair/Share, Fist to Five.

Summative. Summarizes what a student has learned after a unit of study.

Examples: Science Fair Project, Research Paper, Report Card.

Intervention. Designated time for re-teaching learning targets

NWEA (Northwest Education Association)

MAP (Measures of Academic Progress) Test or MAP for Primary

RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement.

Student Growth is the increase in RIT from previous test.

Typical Growth is the average expected growth of students from one test period to the next.

Norm Score is the average score for students of the same grade.

Lexile: The range of difficulty of text that can be understood by the student 75% of the time.

AIMSWEB (DIBELS Next): K-6

Assessment system which informs instructional decisions for reading, spelling and math.

Benchmark is the assessment used to identify students who are at risk for learning difficulties.

Progress Monitoring is a systematic approach Measuring the effectiveness of the to student assessment which the student’s current levels of performance are determined and goals are identified for learning that will take place over time.

Oral Reading Fluency is the rate in which a student read a text accurately.



Key Terms and Vocabulary

Percentage Correct

These scores reflect the percentage of items that a student answers correctly out of the total number of items on a test. They do not reflect varying degrees of item or test difficulty. This is not the only indicator of student success.



Measures of Central Tendency

Mean. The Average of a set of numbers.



Median. The middle number of a set of scores in number order.

Mode. Most frequently occurs number in a set of scores.

Park River Area Schools
605 6th Street South
Park River, ND 58270
HS Office: (701) 284-7164
Fax: (701) 284-7936
Elem. Office: (701) 284-6550
www.parkriver.k12.nd.us

Elementary Pony Pride Blog:

praesponypride.blogspot.com/

Elementary
RTI-B Website:



Response to Intervention-Behavior (RTI-B) School Goal

2) Continue to maintain a school-wide behavior management program that is effective, efficient, and utilized consistently by the entire learning community.

Response to Intervention– Behavior is a proactive approach focusing on teaching and supporting appropriate school behavior for all students. The program's goal is to create a positive climate.

- Behavioral Expectations are Defined
- Behavioral Expectations are Taught
- Appropriate Behaviors are Acknowledged
- Behavioral Errors are Corrected Proactively

RTI-B Benefits students by:

- 1) reducing problem behavior
- 2) increasing student engagement
- 3) improving academic behavior

Common Area Expectations as defined in the Matrix. We promote the expectations:

Be Respectful, Be Safe, and Be Responsible.

Elementary acknowledges appropriate behavior with a “Pony Pride” Sticker.

SWIS Form/Secondary Behavioral Form are used to collect, summarize and use student behavior data for decision making.



Our mission is to promote learning for all people in a positive, caring atmosphere.