

Standards-Based IEP Glossary

1. **Access** - Active engagement in learning the knowledge and skills that define the general education curriculum.
2. **Achievement Standards** - The explicit definitions used to demonstrate proficiency on the knowledge and skills described in the content standards. Alabama's achievement standards are reported in four achievement levels based on results from student assessments. Achievement levels provide information on how well students are doing in learning the knowledge and skills specified in the content standards.
3. ***Alphabetic Principle** - The ability to associate sounds with letters and use these sounds to read words.
4. ***Benchmark** - The term indicating established skill performance across all administered measures.
5. **Collaboration** - A style of interaction professionals use in order to accomplish a goal they share, often stressed in inclusive schools.
6. **Comprehension** - The complex cognitive process involving the intentional interaction between reader and text to extract meaning.
7. **Content Standards** - The statements that describe what students should know and be able to do at the end of a course or grade level. Alabama's content standards are listed in the courses of study for each academic area. Alabama's courses of study contain the minimum required content and complete the phrase, "Students will..."
8. ***Core Reading Program** - A reading program that is the primary instructional tool that teachers use to instruct children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district. A core reading program should provide instruction in all of the five components identified by the National Reading Panel 2000 (phonemic awareness, phonics, vocabulary, fluency, comprehension). The core reading program must also be based on Scientifically Based Reading Research.
9. **Co-Teaching** - An instructional approach in which two or more teachers or other certified staff share instruction for a single group of students within a single classroom setting.
10. **Curriculum** - The prescribed information teachers need to teach in order for students to know and do the skills in the content standards.
11. ***Deficit** - The student is at significant risk of not meeting the next critical benchmark in the DIBELS assessment without significant changes to the instructional program.
Implication: 30 minutes or more daily in an intervention curriculum designed to meet the

needs of students at significant risk- monitor student performance more often (2-3 times a month)

12. ***DIBELS - Dynamic Indicators of Basic Early Literacy Skills** are a set of standardized individually administered measures of early literacy development. They are designed to be short fluency measures used to regularly monitor the development of pre-reading and early reading skills.
13. **Extended Standards** - The statements, designed for students with significant cognitive disabilities that describe what students should know and be able to do at the end of a course or school year. Alabama's Extended Standards are linked to general education standards but are reduced in scope and complexity so that students can be meaningfully involved in learning at their individual levels of ability.
14. ***Emerging** - The student is at-risk for not meeting the next critical benchmark in DIBELS assessment. *Implication:* 15-30 minutes of additional instruction in skill specifics- monitor more often (1-2 time a month)
15. ***Established** - The student has met or exceeded the benchmark value for the DIBELS assessment measure. *Implication:* Current instructional program is meeting the child's needs.
16. ***Fluency** - The effortless, automatic ability to read words in isolation and connected text.
17. **General Education Curriculum** - The knowledge and skills that prepare students for high school graduation and adult life. In Alabama, the general education curriculum content standards are included in the Alabama Courses of Study for each content area by grade level.
18. ***High Risk** - The status level for a developing skill in the DIBELS assessment that indicates student is at high risk of not meeting future goals or benchmarks.
19. **Instructional Accommodations** - Services or support provided to help students gain full access to class content and instruction, and to help them demonstrate accurately what they know.
20. **Instructional Objective** - The small, instructional skills that serve as foundational for the content standards. The instructional objectives listed in Alabama's curriculum guides are prerequisite skills that help students who are below grade level bridge the gap to grade-level content standards.
21. ***Intervention Reading Program** - A highly structured curricula designed for those students who are "At Risk" or "Strategic" as identified by DIBELS and who have not responded adequately to Core Reading Instruction and Supplemental Instruction. Intervention time is in addition to the 90 minutes of core reading instruction.
22. ***Intensive** - One or more skill areas are significantly at-risk for later learning.
23. **Least Restrictive Environment (LRE)** - The setting as similar as possible to that for students without disabilities in which a student with a disability can be educated, with appropriate supports provided. For most students, the LRE is a general education classroom.

24. ***Low Risk** - The status level for a developing skill in the DIBELS assessment that indicates the student is at low risk of reaching future goals or benchmarks.
25. ***Phonemic Awareness** - The ability to hear and manipulate sounds in words.
26. **Present Level of Academic Achievement and Functional Performance** - Information about a student's current level of academic achievement, social skills, behavior, communication skills, and other areas included on an IEP. The Present Level of Academic Achievement and Functional Performance includes how a student's disability adversely affects the educational performance in the general education classroom.
27. ***Progress Monitoring** - A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. On going monitoring of student scoring *Intensive* or *Strategic* on the DIBELS assessment to determine if interventions are successful. Developers of the DIBELS assessment recommend biweekly progress monitoring of *Intensive* students and monthly progress monitoring for *Strategic* students.
28. **Related Services** - Services students with disabilities need to benefit from their educational experiences. Examples of related services include transportation, speech therapy, physical therapy, occupational therapy, psychological services, school health services, parent counseling/training, interpreter services, and orientation and mobility services.
29. ***Scientifically Based Reading Research (SBRR)** - The term "**scientifically based reading research**" means "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that:
1. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.
 2. Employs systematic, empirical methods that draw on observation or experiment.
 3. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication.
 4. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
 5. Is evaluated using experimental or quasi-experimental designs.
 6. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.

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30. ***Some Risk** - The status level for a developing skill in the DIBELS assessment that indicates student is at some risk of not meeting future goals or benchmarks.
31. **Special Education** - Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

32. **Student Progress Monitoring** - A system of classroom assessments used for the purposes of establishing baseline data and monitoring ongoing progress. Results from student progress monitoring are not used primarily to evaluate the student but to adjust classroom instruction.
33. ***Supplemental Reading Instruction** - Instruction for students who are falling behind on benchmarks skills and require additional intervention to achieve grade-level expectation. Supplemental instruction is in addition to the time allotted for core reading instruction. Supplemental instruction includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier One.
34. **Transition Services** - A coordinated set of activities for a child with a disability that is designed to be with a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (included supported employment), continuing and adult education, independent living, or community participation.
35. **Vocabulary Development** - The ability to understand (receptive) and acquire (expressive) words to acquire and convey meaning.

*Denotes terminology related to early literacy development, e.g. DIBELS