

Excellent Public Schools Act / Read to Achieve Glossary

Accelerated reading class: a class where focused instructional supports and services are provided to increase a student's reading level at least two grades in one school year.

Alternative Assessment: a standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State-approved standardized test of reading comprehension administered to third grade students.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills): one minute tests that measure the big ideas of reading (phonemic awareness, phonics, fluency, reading comprehension, and vocabulary).

Difficulty with Reading Development: not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.

Fourth Grade Transition Class: a classroom that is designed to help produce learning gains for the students that did not meet state standards on the State-approved standardized test, while still receiving instruction on fourth grade standards.

Instructional Supports and Services: intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.

Proficient: the student is at or above grade level, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

Reading Deficiency: not reading at the third grade level by the end of the student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

Reading Intervention: evidence-based strategies frequently used to remediate students that are having difficulties with reading. These strategies can include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills.

Reading Proficiency: reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

Student Reading Portfolio: a compilation of independently produced student work selected by the student's teacher, and signed by the teacher and principal, as an accurate picture of the student's reading ability. The student reading portfolio shall include an organized collection of evidence of the student's mastery of the State's reading standards that are assessed by the State-approved standardized test of reading comprehension administered to third grade students. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.

Summer Reading Camp: an additional education program provided by the school district that is outside the instructional calendar. Any student that does not demonstrate proficiency on the end of grade State-approved standardized test will be required to attend summer reading camp. Parents or guardians will make the final decision regarding attendance.

TRC (Text Reading Comprehension): reading assessment to determine a student's reading level and comprehension level.