

# **Garden City Public Schools Garden City, New York**



*Inspiring Minds  
Empowering Achievement  
Building Community*

## **Glossary of Reading Terms**

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### **Core Materials**

-the essential instructional tools that drive standards-based instruction.

### **Core Methodologies**

-a district-wide systematic approach to the teaching of phonological awareness, phonics, vocabulary, comprehension, and fluency.

### **Balanced Literacy Program**

- a curricular methodology that integrates various modalities of literacy instruction aimed to guide students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Teachers incorporate both reading and writing into their balanced literacy programs.

### **Best Practices**

-the ability of a teacher to use research and experience to identify the most appropriate instructional tools and produce optimal results that engage and appropriately challenge the diverse population in a class.

### **Branding**

-a district-wide unifying thread that incorporates a philosophy of best practices, student outcomes, and the processes that help us reach them.

### **Concepts of print**

- demonstrate understanding of the organization and basic features of print.

### **CVC instruction**

- consonant-vowel-consonant words. Teaching this way highlights the importance of associating sound with their corresponding letters.

### **Fluency**

- students read texts with purpose and understanding.

### **Guided reading/leveled reading groups**

- students read a teacher-selected text in a small group; the teacher provides explicit teaching and support for reading increasingly challenging texts with accuracy, understanding, and fluency.

### **Phonemic Awareness**

- the ability to hear individual sounds in words and to identify particular sounds.

### **Phonics instruction**

- the knowledge of letter-sound relationships and how they are used in reading and writing. Teaching phonics refers to helping children acquire this body of knowledge about the oral and written language systems.

### **Phonological Awareness**

- the awareness of words, rhyming words, onsets and rimes (the ending part of a word containing the vowel; the letters that represent the vowel sound and the consonant letters that follow it in a syllable), syllables, and individual sounds (phonemes).

### **Read aloud**

- students engage in discussion with one another about a text that they have heard read aloud.

### **Reader's Workshop**

- a teaching method in which the goal is to teach students strategies for reading and comprehension through the use of teacher modeling, guided practice, and independent practice with a significant degree of student interaction. The workshop model allows teachers to differentiate and meet the needs of all their students.

### **Reading Communication**

-the structure and delivery used to communicate students' progress, toward expected goals as per current data and the tools being used to help students meet those goals.

### **Reading Assessment and Diagnosis**

-method or tool used to screen, diagnose and monitor students' progress in the various constructs of reading. It can be achieved through formative and summative assessments. Reading constructs that are assessed include: concepts of print, phonological awareness, word recognition, spelling development, reading fluency, conceptual vocabulary, comprehension, grammar and the writing process. All assessments are used to drive instruction.

### **Shared Reading**

- An instructional technique in which the teacher involves a group of students in the reading of a particular big book in order to introduce aspects of literacy (such as print conventions) develop reading strategies (such as decoding or predicting), and teach vocabulary.

### **Sight word instruction**

- instruction in learning to recognize words without decoding. Use Dolch lists as a guide for words to practice. Word recognition is important in increasing fluency and comprehension.

### **Strategic actions for reading**

- thinking within the text, beyond the text, and about the text.

**Word families/word rules**

- break words into onsets (the part of the syllable that comes before the vowel) and rimes (part of the syllable that begins with a vowel); recognize similarities between words based on their rimes.

**Writer's Workshop**

-an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing and the use of teacher modeling, guided practice, and independent practice with a significant degree of student interaction. Teachers can introduce elements of Writer's Workshop at any elementary grade.

# Core Assessments

## **Core Assessments**

-learning goals clearly defined that assess students' achievement.

- A method may be used to assess more than one learning outcome.
- Each learning outcome may be assessed by more than one method. At least one direct method must be used for each learning outcome.

## **Special Ed. - General Ed. Alignment**

-assessment and instructional methodologies of all reading tasks which are differentiated based on student skill set. The essential reading goals and outcomes of special education students and typically developing students are one in the same. The difference comes in the ways in which they are taught and the points at which milestones are reached.

# Diagnostic Terms

## **Classification Accuracy**

- Proportion of true positives and true negatives to the whole sample

## **False Negatives**

- Occur when truly at-risk students score above the cut point on an indicator of reading risk at the beginning of the year and is not accurately identified and **does not receive needed services**

## **False Positives**

- Occur when truly not at-risk students score below the cut point on the screening measure and is not accurately identified and **receives unneeded services**

## **Sensitivity**

- Proportion of at-risk students who are correctly identified (true positives)

## **Specificity**

- Proportion of not at-risk students who are correctly identified not at risk (true negatives)

## **Universal Screening**

- All screening measures are given to all students

# Instructional Terms

## **Affixes**

-an additional element placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning.

## **Antonyms**

-a word of opposite meaning; the usual antonym of “good” is “bad”.

## **Author's Purpose**

-The author's intent for writing text. For example: to entertain, to inform, to persuade.

## **Character attributes**

- a quality or characteristic of a character in a story. Also known as character traits.

## **Common word patterns**

-various combinations of consonants and vowels that create a distinct repeatable sound such as VC, CVC, CVCe, CVVC, CCVC, CVCC

## **Comprehension**

- Comprised of:

1. Vocabulary Knowledge
2. Text Understanding

Comprehension tasks include:

- Asking and answering questions about key details in a text.
- Retelling familiar stories and including key details.
- Identifying characters, setting, and major events in the story.
- Asking and answering questions about unknown words in a text.
- Describing the relationship between illustrations and the story in which they appear.
- Asking for clarification if something is not understood.

**Concepts of Print** - The nearly universal western features and conventions of text on a page -

The include, but are not limited to:

- Reading from left to right and top to bottom and page by page.
- Letters and words convey a message
- Print is read
- Return sweep
- Illustration corresponds to print
- Students identify front and back covers and author
- Words are separated by spaces in print
- Recognize the features of a sentence (capital letter for first letter of first word, punctuation)



### **Conceptual Vocabulary**

- Define and clarify words based on reading and content.
- Identify new meanings of words and apply them accurately.
- Use inflections and affixes as a clue to the meaning of an unknown word.
- Explore word relationships and nuances in word meanings.
- Identify real life connections between words and their use
- Use words and phrases acquired through conversations and text.

### **Concept words**

- words we use to describe position/location, quantities, qualities and/or texture/material.

### **Connections**

- text to text, text to self, text to world

### **Connected Text**

- "text sets" with the same focus or topic but at different levels of reading difficulty. (The website Newsela provides examples of connected text through their adaptation of news articles.)

### **Consonant clusters**

- a group of consonants which have no intervening vowel. In English, for example, the groups /spl/ and /ts/ are consonant clusters in the word splits.

### **Consonant digraphs**

- a pair of letters that form a distinct sound only using consonants such as ng, ph, sh, th.

### **Constructs of Fluency**

- Prosody, comprehension, word recognition

### **CVC words**

- a common word pattern that stands for consonant-vowel-consonant, the vowel makes the short sound. Examples include: cap, set, bit, hot, pun

### **CVCe words**

- a common word pattern that stands for consonant-vowel-consonant-e, the vowel makes the long sound. Examples include: make, cede, kite, coke, cute.

### **Decodable texts**

- a type of text often used in beginning reading instruction. With this type of text, new readers can decipher words using the phonics skills they have been taught.

### **Diphthongs**

-a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another (as in coin, loud, and side ).

### **Digraphs**

-a group of two successive letters whose phonetic value is a single sound (such as ea in bread or ng in sing) or whose value is not the sum of a value borne by each in other occurrences (such as ch in chin where the value is \t\ + \sh\)

### **Endings**

- the final sound in a word, may occur naturally in a root word such as s,z,r or be a suffix that is added to a word such as ed, ing.

### **Figurative language**

- Language where literary or poetic techniques and devices, such as metaphors and similes, are used to produce a meaning beyond the literal surface meaning.

### **Final sounds**

- situated at the last extreme in a word or morpheme.

### **FORI - Fluency Oral Reading Instruction**

- a supplemental reading approach, wherein the repeated, guided readings are scaffolded to help students build text familiarity and fluency. Texts used should be on, or close to, students' actual grade-level in which they are enrolled (not their reading level)

### **Genres**

- a category of artistic, musical, or literary composition characterized by a particular style, form, or content

### **Homographs**

-one of two or more words spelled alike but different in meaning or derivation or pronunciation (such as the bow of a ship, a bow and arrow)

### **Infer**

-to derive as a conclusion from facts or premises

### **Inferential Skills**

- Find clues with a text
- Connect the clues to what is already known
- Learn to support an inference with the evidence and proof

### **Intonation**

- manner of utterance; specifically: the rise and fall in pitch of the voice in speech

### **Literacy centers**

- An area of the classroom where students work alone or interact with one another using instructional materials to explore and expand their learning.

### **Medial phonemes**

- see medial sounds

### **Medial sounds**

- situated between the extremes of initial and final in a word or morpheme

### **Morpheme**

- a distinctive collocation of phonemes (such as the free form pin or the bound form -s of pins) having no smaller meaningful parts

### **Motivation/Attitude**

- The student's approach to reading.

### **On-Demand Writing Sample**

- A single-period piece of writing that has not been pre-taught or specifically modeled for that assessment. Teachers take notes while children write to observe their habits and the degree to which they can apply the features of high-quality writing under spontaneous conditions. Teachers use the results of on-demand writing to plan for individual and group instruction

### **Onsets**

- technical term used to describe a phonological unit of a spoken syllable, consists of the initial consonant or consonant blend

### **personal connections**

- text to self

### **Phoneme**

- Any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat.

### **Phonemic Awareness**

- a subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning. Separating the spoken word "cat" into three distinct phonemes, /k/, /æ/, and /t/, requires phonemic awareness.

### **Phonics**

- the relationship between sounds and written symbols, phonics instruction focuses on teaching sound-spelling relationships and is associated with print.

### **Phonograms**

-a character or symbol used to represent a word, syllable, or phoneme

### **Phonological awareness**

-a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. The specific ability to focus on and manipulate individual sounds (phonemes) in spoken words.

-Demonstrate an understanding of spoken words and syllable and sounds

-Recognize and produce rhyming words

-Count, pronounce, blend, and segment syllables in spoken words

-Blend and segment onsets and rimes in single syllable words

-Isolate and pronounce the initial, medial, and final phonemes in CVC words.

-Create new words by manipulating the phonemes in words.

### **Picture Walk**

-Students use their prior knowledge and prediction skills as they go through the book page by page using the illustrations to help them understand the story and determine what will happen.

### **Prefix**

-a word, letter, or number placed before another.

### **Prosody**

- oral reading ability to say words and phrases with expression as indicated by punctuation, italics/boldface, etc.

### **Reading fluency**

- Read emergent-reader texts with purpose and understanding.

- Read with sufficient accuracy and rate to support comprehension.

### **Reading Workshop Model**

- a 2-hour English block during which students participate in whole-class lessons in the first hour and guided reading in the second hour. Guided reading takes place with push-in reading interventionists who visit the classroom.

### **Rimes**

-technical term used to describe a phonological unit of a spoken syllable, consists of the vowel and any final consonants.

### **Segmenting**

-breaking words down into individual sounds or syllables.

### **Small group reading model**

- a heterogeneous classroom divided into three reading levels: above grade level, on grade level, and below grade level. This includes a 2-hour ELA-reading block made up of 30 minutes of whole-class instruction and three 30-minute small group reading sessions, one for each leveled group.

### **Spelling Development**

- Stage 1: Emergent Spelling (scribbles)
- Stage 2: Letter Name -Alphabetic Spelling (represent words with phonemes)
- Stage 3: Within-Word Pattern Spelling (r-controlled words, long vowel patterns, diphthongs, etc.).
- Stage 4: Syllable and Affix spelling (inflectional endings, syllabication, etc.).
- Stage 5: Derivational Relations Spelling (the relationship between spelling and meaning – wise/wisdom, sign/signal, nation/national)

### **Story elements**

–the ingredients of a story that keep it running smoothly and allow the action to develop in a logical way that the reader can follow. Some examples are: the characters, the setting, the plot, the conflict, and the resolution.

### **Strolling interventions**

- a model in which push-in reading interventionists enter the classroom to collaborate with the classroom teacher. The push-in teacher engages the students in a series of increasingly intense reading lessons based on assessment data. The interventionists are made up of a variety of teachers and administrators who are not necessarily reading teachers.

### **Synonyms**

-one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses

### **Text Traces**

- the transference across text, text encoded in a student’s memory, the building blocks of “sight words”

### **Text commonalities**

- common features and word use in a text (ex: high-frequency words common to most texts in an elementary grade, “sub-lexical letter-sound correspondences”)

### **Tracking**

- the ability for your eyes to move smoothly across text.

### **Vowel patterns**

-one of several combinations of the six vowel letters, called vowel patterns, that form a myriad of different sounds. Some examples of vowel patterns include "ee," "ea," "ie," "ea" and "ay."

### **Wide-Reading**

- scaffolded instruction with texts connected across grade levels by common topics, words, and other reading traces

### **Word recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words
- Demonstrate basic knowledge of one to one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
- Associate the long and short sounds with common spellings for the five major vowels
- Read common high-frequency words by sight
- Distinguish between similar spelled words by identifying the sound of the letters that differ
- Consonant digraphs

### **Writing Process**

- The steps taken to develop a written document (prewriting, drafting, revising, editing, publishing)

# Interventions and Services

## **504 Accommodation Plan**

- The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or post-secondary schooling. Disability in this context refers to a "physical or mental impairment, which substantially limits one or more major life activities." A **504 Accommodation plan** spells out the program and/or environmental modifications and test accommodations that will be needed for these students to have an opportunity perform at the same level as their peers.

## **AIS: Academic Intervention Services**

- Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance. The intensity of such services may vary, but must be designed to respond to student needs.

## **BIP: Behavior Intervention Plan**

- A behavioral intervention plan is a plan developed for a student with a disability who is exhibiting persistent behaviors that impede his or her learning or that of others or behavior that places the student or others at risk of harm or injury, despite consistently implemented general school-wide or classroom-wide interventions. A behavior plan is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

## **Behaviorist**

- A behaviorist is a person who specializes in the study of observable and quantifiable aspects of behavior within the school setting, and provides layers of support to help address behaviors.

## **Bucket Fillers**

- *Bucket Fillers* is a program designed to help create a positive school climate that reinforces acts of kindness, respect, and caring. Each person has an imaginary "bucket" that represents the mental and emotional self. The behavior of others either helps to fill a bucket and increase one's sense of well-being or dip from a bucket and decrease it.

### **Buddies Program**

- The aim of the “Buddies” programs is to create meaningful connections between students with disabilities and their typical peers to help mentor and teach social skills in a naturalistic environment that supports integrating all students within the school community.

### **Co-taught Classes**

- Co-teaching is a service delivery system in which two educators, one general education teacher and one special education teacher, share instructional responsibility for a single group of students. The group is comprised of both general education students and special education students. The educators teach required curriculum with mutual ownership.

### **CPSE: Committee on Preschool Special Education**

- The Committee on Preschool Special Education (CPSE) determines special education eligibility for children 3 to 5 years of age. An evaluation can begin at age 2 years 6 months. Children are identified as a Preschool Student with a Disability by meeting eligibility criteria as outlined by the New York State Education Department. Eligibility is determined by an individual evaluation administered by a multidisciplinary team. If eligible, special education services are provided within a continuum of services from least restrictive to a restrictive setting. An Individualized Education Plan (IEP) is developed for each child meeting the eligibility criteria. The child’s program is reviewed at least once a year. There is a 12-month program (summer session) for preschoolers. Eligibility is determined by the CPSE. Not all children are eligible to attend the summer session.

### **CSE: Committee on Special Education Process**

- The Committee on Special Education (CSE) is a multi-disciplinary team which determines special education eligibility for children 5 to 21 years of age. Determining eligibility for special education services is based on evaluation results. The CSE determines if the student is eligible to receive special education services and programs. If the child is eligible to receive special education services, the CSE develops and implements an appropriate IEP, based on evaluation results, to meet the needs of the student. Based on the IEP, the CSE must determine the student’s placement, ensuring that services are provided in the least restrictive environment (LRE).

### **FBA: Functional Behavior Assessment**

- A functional behavioral assessment is the process for determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The functional behavioral assessment includes but is not limited to: the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors), and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.



### **IEP: Individual Education Program**

- The IEP documents a child's eligibility for special education services and formalizes the plan to provide special education services that are appropriate for a child's unique needs. It contains specific information about a child and the education program designed to meet these needs, including:

- A child's current performance in school and goals that can be reasonably accomplished in a school year;
- Special education and related services, including counseling; speech, occupational or physical therapy; paraprofessional support; assistive technology; behavior intervention and modifications;
- Participation with non-disabled children and/or mainstreaming opportunities;
- Participation in state and citywide tests, promotion criteria and diploma objectives;
- Date services will begin, how often they will be provided, where they will be provided and for how long;
- Means of measuring a child's progress.

### **Individual Education Program Goals**

- The IEP team (including parents) develops academic and functional goals based on a child's present level of performance. Reports from parents and the teachers, as well as evaluations and performance on state assessments, provide the basis for deciding areas to focus on for each child. Goals must relate directly to the areas of need identified in the present level of performance. They should be prioritized in order of greatest need and be stated in objective, measurable terms.

### **Inclusion**

- Inclusion in the context of public education describes an approach wherein students with special educational needs are included in a class and educated with their non-disabled peers.

### **Language Exempt**

- An IEP status indicating that a student has a disability which adversely affects second language acquisition, resulting in the student being exempt from the Language Other than English (LOTE) requirement.

### **OT: Occupational Therapy**

- Therapeutic intervention which utilizes a program of purposeful activities to develop or maintain adaptive and fine motor skills designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.

### **Paraprofessional**

- Paraprofessionals perform non-instructional duties under the supervision of a teacher. These duties include but are not limited to assisting in physical care tasks and health-related activities as appropriate; assisting students with behavioral/management needs, data collection; and assisting in the use of assistive technology.

### **NYSAA: New York State Alternate Assessment**

- NYSAA is part of the New York State testing program that measures attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, science, and social studies for all students with severe disabilities in grades 3-8 and high school.

### **PLOP: Present Levels of Performance**

- This section of a student's IEP identifies the areas of unique needs related to the student's disability and the current level of functioning, including the strengths of the student, related to those areas. This is the foundation on which the CSE builds to identify goals and services to address the student's individual needs.

### **Program Modifications**

- Changes made within the classroom needed as a result of the child's disability. Program modifications are designed to create equitable access to education and to remove the obstacles the disability creates. Modifications can be made to adjust the content, methodology and/or delivery of instruction.

### **PPS: Pupil Personnel Services**

- The department of Pupil Personnel Services (PPS) provides Special Education and support services. Additionally, we provide assistance to families and support to general education staff and administrators. School nurses, psychologists, social workers, special education teachers, paraprofessionals, speech/language pathologists, occupational therapists and physical therapists are all part of the PPS team within the district. District PPS staff members are also responsible for monitoring the progress of students in programs outside the district.

### **PT: Physical Therapy**

- Therapy which uses activities to maintain, improve or restore a child's functioning, including gross motor development, ambulation, balance and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase and transitions between classes.

### **QUEST**

- An elementary school program designed for students who, through an assessment process, are identified as high-performing. QUEST is rooted in curriculum that provides opportunities for accelerated investigation and discovery.

### **Related Services**

- Services that may be given to special education students to help support and assist their participation in their school program. These services must be recommended on the IEP and are provided either individually or in groups. Services include: counseling, school health services, occupational therapy, physical therapy, speech/ language therapy, and "other support" services.

### **Resource Room**

- A special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

### **RTI (Response to Intervention)**

- Response to Intervention refers primarily to ELA and mathematics and is defined by the NYS Regents Policy Framework as:
  - appropriate instruction to all students in the general education class by qualified personnel.
  - Appropriate instruction in reading shall mean scientific research-based reading programs that include explicit reading programs and systematic instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension.
  - RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction and goals including whether or not the student remains in general education or if students are recommended for special education evaluation.

#### **Tier 1 - Core Instruction**

- Use of research-based classroom instructional practices
- Differentiate the core classroom instruction
- Assessments occur 3x a year - universal screening

#### **Tier 2 - Supplemental Support**

- Students who do not respond sufficiently to Tier 1 are given more intensive instruction, often in the form of small-group intervention which can occur via the classroom teacher or through push-in/pull-out instruction.
- Supplemental instruction for students who do not make adequate progress
- Interventionists are classroom teachers or specifically-trained teachers

#### **Tier 3 - Intensive Intervention**

- Students who do not respond sufficiently to Tier 2 are given more intensive instruction, often in the form of 1:1 tutoring. **Special education is a consideration at this point**
- Students with low content-area skills and or lack of progress in Tier 1 and 2
- Tier 3 - intensive and explicit instruction by a content-area specialist to meet the needs of struggling students

#### **School Psychologist**

- School psychologists are uniquely qualified members of school teams that support students' ability to learn. They apply expertise in mental health, learning, and behavior to help children succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

### **Second Step Program**

- An evidence based character education program designed to teach empathy, problem solving, and emotion management to all students.

### **Self-Contained Class**

- A special class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

### **SEPTA: Special Education Parent-Teacher Association**

- A PTA group comprised of parents, caregivers, professionals and staff working together to share information and resources, in order to create an ongoing discussion about issues relating to students with disabilities.

### **Social Skills**

- Social skills are the verbal and non-verbal skills needed when engaging in interactions with others.

### **Social Worker**

- A licensed, trained mental health professional who can address mental health concerns, behavioral concerns, and provide positive behavioral support. Social workers also provide academic and classroom support, consultation with teachers, parents and administrators, as well as, individual and group counseling/therapy.

### **SPAM**

- Refers to the present levels of performance which outlines the Social/emotional, Physical, Academic and Motor areas of development on a child's IEP.

### **Speech Therapy**

- Intervention services which focus on the evaluation and treatment of communication disorders, voice disorders, and services. Therapeutic intervention is designed to help in the way a child understands and produces sounds and language, with focus on articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production and fluency.

### **Testing Accommodations**

- Refers to changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested.

### **Triennial Re-evaluations**

- An updated evaluation for a student with a disability that follows a three-year cycle. A request for this can be made by the student's teacher, parent or school district. Additionally, students

with disabilities must be reevaluated once every three years, except when the district and parent agree in writing that a reevaluation is not necessary. A reevaluation may not be conducted more than once a year unless the school and the parent agree otherwise.