

GLOSSARY OF ENGLISH LANGUAGE ARTS TERMS

Adapted text (simplified). Substitutes linguistically frequently occurring vocabulary for infrequently occurring nontechnical vocabulary, shortens sentence length, lowers reading level, and restructures sentences to reduce their complexity. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm

Adapted text (elaborated). Clarifies, elaborates, and explains implicit information and makes connections explicit with words sometimes added to increase comprehension. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm

Assistive technology. Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. See <http://standards.gov/assistivetechology.cfm>

Context clues. Bits of information from the text that, when combined with the reader's own knowledge, help the reader determine the meaning of the text, or unknown words in the text.

Decoding. Understanding that a printed word represents the spoken word, and that this printed word is made of a sequence of phonemes.

Digital literacy. Ability to use digital technology, communication tools, or networks to locate, evaluate, use and create information; ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; person's ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. See <http://www.library.illinois.edu/digit/definition.html>

Digital tools. Tools that involve or relate to the use of a computer/technology.

Distracters. An incorrect choice among multiple-choice answers on a question or test. See <http://dictionary.reference.com/browse/distractor>

Encode. To represent complicated information in a simple or short way.

Episode. A brief unit of action in a literary work; a situation that is part of a narrative.

Figurative language. Uses "figures of speech" as a way of saying something other than the literal meaning of the words (e.g., All the world's a stage.); hyperbole, metaphor, onomatopoeia.

Figurative meaning. Exaggerated or altered meaning of words used as a figure of speech (e.g., She swims like a dolphin (simile); figurative meaning is that she swims very well.).

Formal language. Adheres to stricter grammar rules, does not follow informal, spontaneous language (language between friends).

Graphic organizer. A diagram or pictorial device used to record and show relationships among ideas or information. An example could be a Venn diagram or a T-chart.

Guided writing activities/lessons. Temporary, small group lessons teaching strategies that students most need to practice with guidance from a teacher. See <http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html>

High-frequency words. Words that appear frequently in writing, reading, and language.

Hyperbole. Way of speaking or writing (emphatic exaggeration) that makes someone or something sound bigger, better, more, etc. than they are (e.g., You've grown like a bean sprout!).

Idiom. Words in a fixed order that have a particular meaning that is different from the meaning of each word separately (e.g., "Bitten off more than you can chew."; "It's raining cats and dogs."; and "A little under the weather.")

Independent writing. Children write their own pieces, such as stories and informational narratives, retellings, labeling, speech balloons, lists, etc. See http://www.oe.k12.mi.us/balanced_literacy/independent_writing.htm

Inference. Assuming that something is true or forming an opinion based on information.

Informational (natural) language. Refers to spontaneous language (language between friends) that has less strict grammar rules and/or shorter sentences.

Informational text. Text that intends to provide information on a particular topic (e.g., an essay written about the Battle of Gettysburg).

Informational essay/text/writing. Writing that intends to provide information on a particular topic (e.g., Students write informational pieces about the effects of global warming, the impact of women in politics, and the salaries and endorsements in professional sports.).

Intonation. The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

Literary elements. Characterizations, setting(s), plot(s) (including exposition, rising action, climax, and falling action), and theme(s) developed by an author over the course of a story.

Metaphor. An expression (figure of speech) which describes a person or object in a literary way by referring to something that is considered to have similar characteristics to the person or object being described, such as "The mind is an ocean," and "The city is a jungle."

Multimedia book. Combines media of communication (e.g., text, graphics, and sound).

Multimodal. Having or involving several or a combination of learning styles, modes, or modalities (e.g., auditory, kinesthetic, visual, or a combination).

Onomatopoeia. The creation and use of words which include sounds that are similar to the noises (imitates) that the words refer to (e.g., hiss, buzz, bang, or the word "zip" imitates the sound of zipping up one's coat).

Open-ended questions. A question beginning with such words as what, why, how, describe that are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. See <http://www.mediacollege.com/journalism/interviews/open-ended-questions.html> and http://changingminds.org/techniques/questioning/open_closed_questions.htm

Phonemes. Abstract units of the phonetic system of a language that corresponds to a set of similar speech sounds (as the velar \k\ of cool and the palatal \k\ of keel) which are perceived to be a single distinctive sound in the language. See <http://www.merriam-webster.com/dictionary/phoneme>

Phonetic spelling. The representation of vocal sounds which express pronunciations of words and a system of spelling in which each letter represents invariably the same spoken sound. See <http://dictionary.reference.com/help/faq/language/s08.html>

Picture exchange cards (PECS). Originally created by Pyramid Products as a tool for communicating with non-verbal people on the spectrum. Since its invention, though, "PECS" has become shorthand for any kind of image-based communication.

Prompt levels/prompt hierarchy. To make something happen.

- **Verbal prompts** - Statements that help learners acquire target skills (e.g., "You might need to try it a different way," "Write your name.").
- **Gestural prompts** - Movements that cue learners to use a particular behavior or skill (e.g., pointing to the top of the paper where the learner needs to write his name).
- **Model prompts** - Models the target skill or behavior. Full model prompts can be verbal if the skill being taught is verbal, or they can be motor responses if the skill being taught involves moving a body part.
- **Physical prompts** - Touches to help a student use the target behavior or skill (e.g., tapping a learner's hand to cue writing, putting hand over learner's to help writing).

- **Visual prompts** - Pictures of events that provide learners with information about how to use the target skill or behavior (e.g., task analysis checklist, transition picture card). See <http://autismpdc.fpg.unc.edu/content/prompting>

Roots (morphemes). The most basic form of a word that is still able to convey a particular thought or meaning.

Segmental phonemes. One of the phonemes (as \ k, a, t \ in cat, tack, act) of a language that can be assigned to a relative sequential order of minimal segments. See <http://www.merriam-webster.com/dictionary/segmental%20phoneme>

Sensory language/sensory words. Words that refer to the senses of sight, touch, hearing, smell, and taste that can help add realism to writing.

Shared reading. An interactive reading experience where children interact with the reading of a big book or other enlarged text as guided by a teacher or other experienced reader, generally accomplished using an enlarged text that all children can see. See http://www.oe.k12.mi.us/balanced_literacy/shared_reading.htm

Shared writing activity/modeled writing. An approach to writing where the teacher and children work together to compose messages and stories where children provide the ideas and the teacher supports the process as a scribe. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. See http://www.oe.k12.mi.us/balanced_literacy/modeled_writing.htm

Short essay. Literary composition on a single subject, usually presenting the personal view of the author. See <http://www.thefreedictionary.com/essay>

Simile. The use of an expression (figure of speech) comparing one thing with another, always including the words "as" or "like" (e.g., She swims like a dolphin.).

Social story. Describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses and shares accurate social information that is easily understood by its audience. See <http://www.thegraycenter.org/social-stories/what-are-social-stories>

Speech/voice-to-text technology. A type of speech recognition program that converts spoken to written language. See <http://searchunifiedcommunications.techtarget.com/definition/voice-to-text>

Spatial and temporal relationships/meaning words. Signal event order (e.g., behind, under, after, soon, next, and later).

Story elements. Plot, setting, genre, point of view, characters, and order of events.

Textual evidence. Evidence from one or more texts used to support an argument/position, and is derived from reading and drawing from other text(s). It is provided in the form of quotation, paraphrase, descriptions of theory, and also description. See http://wiki.answers.com/Q/What_is_a_textual_evidence

Theme or central idea. Main thought or topic in a work of literature

Vivid verbs. Words that express an action with an implied emphasis (e.g., "He sprinted down the street," or "He dashed down the street," rather than "He ran down the street.").

Word family. Groups of words that have a common feature or pattern (also known as phonograms, rhymes, or chunks). At, cat, hat, and fat are a family of words with the "at" sound and letter combination in common. Common word families include: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk. See <http://www.enchantedlearning.com/rhymes/wordfamilies/>

GLOSSARY OF SPECIAL EDUCATION TERMS

Accommodations. Changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores.

Accommodations are used for equity, not advantage, and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student's Individualized Education Plan (IEP) or Section 504 plan and used regularly during instruction and classroom assessment.

Achievement descriptors. Narrative descriptions of performance levels that convey student performance at each achievement level and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also "performance descriptors."

Achievement levels. A measurement that distinguishes an adequate performance from a novice or expert performance. Achievement levels provide a determination of the extent to which a student has met the content standards. See also "performance levels."

Achievement standard. A system that includes performance levels (e.g., unsatisfactory, proficient, or advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also "performance standards."

Achievement test. An instrument designed to measure efficiently the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance, such as a standard.

Age appropriate. The characteristics of the skills taught, the activities and materials selected, and the language level employed that reflect the chronological age of the student.

Alignment. The similarity or match between or among content standards, achievement (performance) standards, curriculum, instruction, and assessments in terms of equal breadth, depth, and complexity of knowledge and skill expectations.

Alternate assessment. An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, even with accommodations, as determined by the IEP team.

Assessment. The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test, making assessment a more comprehensive term than test.

Assessment literacy. The knowledge of the basic principles of sound assessment practice including terminology, development, administration, analysis, and standards of quality.

Assistance. (versus support) The degree to which the teacher provides aid to the student's performance that provides direct assistance in the content or skill being demonstrated by the student. That is, the assistance involves the teacher performing the cognitive work required. Assistance results in an invalidation of the item or score. See also "support."

Assistive technology. A device, piece of equipment, product system or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (See 34 CFR §300.5 and 300.6.)

Cues. Assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.

Curriculum. A document that describes what teachers do in order to convey grade-level knowledge and skills to a student.

Depth. The level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, and evaluation) required for success relative to the performance standards.

Disaggregation. The collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited English proficient students), to ascertain the subgroup's academic progress. Disaggregation makes it possible to compare subgroups or cohorts.

Essence of the Standard. Is that which conveys the same ideas, skills, and content of the standard, expressed in simpler terms.

Essential Elements (EEs or CCEEs). The Common Core Essential Elements are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.

Grade Band Essential Element. A statement of essential precursor content and skills linked to the Common Core State Standards (CCSS) grade-level standards and indicators that maintain the essence of that standard, thereby identifying the grade-level expectations for students with significant cognitive disabilities to access and make progress in the general curriculum.

Grade level. The grade in which a student is enrolled.

Individualized Education Program (IEP). An IEP is a written plan, developed by a team of regular and special educators, parents, related service personnel and the student, as appropriate, describing the specially designed instruction needed for an eligible exceptional student to progress in the content standards and objectives and to meet other educational needs.

Linked. A relationship between a grade-level indicator for Common Core State Standards (CCSS) and Common Core Essential Elements (EEs or CCEEs) that reflects similar content and skills but does not match the breadth, depth, and complexity of the standards.

Multiple measures. Measurement of student or school performance through more than one form or test

- For students, these might include teacher observations, performance assessments, or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance, or documented behavior problems.

Natural cue. Assistance given to a student that provides a flow among the expectations presented by the educator, opportunities to learn, and the desired outcome exhibited by the student.

Opportunity to learn. The provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes, such as the mastery of content standards.

Readability. The formatting of presented material that considers the organization of text; syntactic complexity of sentences; use of abstractions; density of concepts; sequence and organization of ideas; page format; sentence length; paragraph length; variety of punctuation; student background knowledge or interest; and use of illustrations or graphics in determining the appropriate level of difficulty of instructional or assessment materials.

Real-world application. The opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

Response requirements. The type, kind, or method of action required of a student to answer a question or testing item. The response may include, but is not limited to, reading, writing, speaking, creating, and drawing.

Stakeholders. A group of individuals perceived to be vested in a particular decision (e.g., a policy decision).

Standardized. An established procedure that assures that a test is administered with the same directions, under the same conditions, and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Standards. There are two types of standards, content, and achievement (performance).

- **Content standards.** Statements of the subject-specific knowledge and skills that schools are expected to teach students, indicating what students should know and be able to do.
- **Achievement (Performance) standards.** Indices of qualities that specify how adept or competent a student demonstration must be and that consist of the following four components:
 - levels that provide descriptive labels or narratives for student performance (i.e., advanced, Level III, etc.);
 - descriptions of what students at each particular level must demonstrate relative to the task;
 - examples of student work at each level illustrating the range of performance within each level; and
 - cut scores clearly separating each performance level.

Standards-based assessments. Assessments constructed to measure how well students have mastered specific content standards or skills.

Test. A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Test presentation. The method, manner, or structure in which test items or assessments are administered to the student.

Universal design of assessment. A method for developing an assessment to ensure accessibility by all students regardless of ability or disability. Universal design of assessment is based on principles used in the field of architecture in which user diversity is considered during the conceptual stage of development.

*Adapted from the Glossary of Assessment Terms and Acronyms Used in Assessing Special Education Students: A Report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS.)

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