

## Glossary of key assessment and literacy terms

TERMS	DEFINITIONS	SOURCES
<b>BASIC DEFINITIONS</b>		
Literacy	<p>The definitions below are used in this document. Together, they embrace the broad range of processes and factors (e.g., prior knowledge, self-regulation, reading strategies motivation, engagement) that influence literacy learning and development.</p> <ol style="list-style-type: none"> <li>1. The ability to read, view, listen, write, speak, and visually represent to comprehend and to communicate meaning in various settings through oral, written, visual, and digital forms of expression.</li> <li>2. The deployment of a constellation of cognitive, language, and social reasoning skills, knowledge, strategies, and dispositions, directed towards achieving specific purposes.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Michigan’s Action Plan for Literacy Excellence</i></li> <li>2. Educational Testing Service</li> </ol>
Assessment Literacy	<p>This term refers to the knowledge, skills, and dispositions education stakeholders (at all levels) need to have in order to administer educational assessment well and to use assessment data appropriately. To increase assessment literacy among Michigan’s educators, policymakers, and students and their families, the Michigan Assessment Consortium (MAC) spearheaded the development of <i>Assessment Literacy Standards</i> by Michigan educators and national experts. The standards, endorsed by the Michigan State Board of Education in 2016, provide a common framework to assist K–12 educators, students, families, and policymakers in becoming more knowledgeable about assessment purposes and uses. The standards are intended for long-term use in the field of education, to continually support assessment literate educators.</p>	<p><i>Assessment Literacy Standards – A National Imperative</i>. (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a></p>
<b>ASSESSMENT FUNDAMENTALS</b>		
Assessment Purposes	<ul style="list-style-type: none"> <li>• Student Improvement — Using assessment results to review past instruction or to alter future instruction provided to the student, due to performance on the assessment.</li> <li>• Accountability — Using assessment results to hold educators or others responsible for the performance of students, educators, or school programs.</li> <li>• Program Evaluation — Using results to determine the success of a program and perhaps to suggest improvements.</li> <li>• Prediction — Using assessment results to determine the likelihood of the success of an individual in some future activity.</li> </ul>	<p><i>Assessment Literacy Standards – A National Imperative</i>. (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a></p>

TERMS	DEFINITIONS	SOURCES
Assessment Methods	<ul style="list-style-type: none"> <li>• Selected-Response Item — In this type of item, students select a correct answer from among several answer choices. This item type includes multiple-choice, true/false items, and matching items. The multiple-choice item format is the selected-response format most used in a large-scale assessment program.</li> <li>• Constructed-Response Item — The item type requires the individual to create their own answer(s) rather than select from prewritten options. There are usually several ways in which these items can be answered correctly. These items are scored using a standardized scoring rubric that is objective and clearly defined.</li> <li>• Performance Assessment — A type of assessment that requires the student to perform some activity. There are two types, distinguished by their complexity and the length of time students are given to respond:               <ul style="list-style-type: none"> <li>◦ <i>Performance Task</i> — In this assessment, students have days, weeks, or months to compose a response. Thus, this type of assessment may involve multiple responses of different types to multiple prompts. The resultant work may be lengthy and comprise multiple parts. Embedded in the Task may be written response items, presentations, papers, student self-reflections, and so forth.</li> <li>◦ <i>Performance Event</i> — This is an on-demand performance assessment on which students are given little or no time to rehearse their performances nor limited opportunities to improve their initial performances. Such assessment may take a class period or less to administer.</li> </ul> </li> <li>• Personal Communication — An assessment conducted one-on-one between an adult and a student or small group of students - sometimes taking the form of an observation or interview.</li> </ul>	<p><i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium.  <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a></p>

**TYPES OF ASSESSMENT**

Formative Assessment <i>Assessment for Learning</i>	Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.	CCSSO FAST SCASS Fall 2017
Summative Assessment <i>Assessment of Learning</i>	Summative assessment provides information regarding the level of learner, program or school success at an endpoint in time. Administered at the conclusion of learning to 1) determine the effectiveness of a recently concluded program, 2) infer about a learner's mastery of curricular aims, and/or 3) meet local, state and federal accountability requirements.	Michigan Department of Education Definitions  <a href="https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf">https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf</a>

TERMS	DEFINITIONS	SOURCES
Interim or Benchmark Summative Assessments	Interim/benchmark assessment measures changes in performance. They are administered periodically throughout the school year for one or more of the following purposes: predictive (identify learner readiness for success on a later summative assessment); evaluative (to appraise ongoing educational programs) and/or instructional (to supply teachers with individual learner performance data).	Adapted from the Michigan Department of Education Definitions <a href="https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf">https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf</a>
End-of-Year Summative Assessment	End-of-year/course summative assessment “...provides information regarding the level of learner, program or school success at an endpoint in time. Administered at the conclusion of learning to 1) determine the effectiveness of a recently concluded program, 2) infer about a learner’s mastery of curricular aims, and/or 3) meet local, state and federal accountability requirements.	Adapted from the Michigan Department of Education Definitions <a href="https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf">https://www.michigan.gov/documents/mde/Comprehensive_and_Balanced_Student_Assessment_System_Definitions_643701_7.pdf</a>
Achievement Test	A type of assessment used to determine the current level of knowledge and skills of an individual in a specific disciplinary or content domain. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Aptitude Test	A type of assessment used to determine the ability of an individual to carry out a task or activity. Also indicates the extent to which an individual will be successful in a future activity.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Screener	A type of assessment used to determine eligibility of an individual for a program or activity.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Placement Test	A type of assessment used to determine the best program or instructional treatment for an individual.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Selection Test	A type of assessment used to determine which individuals will most likely be successful in a program.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>

TERMS	DEFINITIONS	SOURCES
Diagnostic Measures	Diagnostic assessment measures a student’s specific skills (needs and/or assets) in order to provide in-depth information to guide instruction for <i>individual</i> learners as needed.	Adapted from Francis, D. J., Snow, C. E., August, D., Carlson, C. D., Miller, J., & Iglesias, A. (2006). Measures of reading comprehension: A latent variable analysis of the diagnostic assessment of reading comprehension <i>Scientific Studies of Reading</i> , 10(3), 301-322.
Observation	An assessment of one or more aspects of student performance by a trained observer, either in a natural setting or one that has been structured especially for the observation. A protocol or rubric may or may not be used by the observer.	Ed Roeber, Ph.D.
Progress Monitoring Assessment	Progress monitoring is used to quantify a learner’s rate of improvement or responsiveness to instruction, intervention or supports and guide future learning. Progress monitoring can be implemented with individual learners and small groups. The frequency of measures should match the level of intervention intensity.	Adapted from Fuchs, D., & Fuchs, L. (2006). Introduction to Response to Intervention: What, why, and how valid is it? <i>Reading Research Quarterly</i> , 41, 93-99.
Balanced Assessment System	The use of different types of assessment for different and complementary purposes. Can also mean the use of assessment for learning (to guide it as it is occurring) and of learning (to measure how much students have learned at the end of instruction).	<i>Assessment Literacy Standards – A National Imperative</i> . (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Computer Adaptive Assessment	Assessment administered online in which the questions asked of students are determined by their performance on previous questions, permitting a more precise determination of the level of student performance on the assessment.	Ed Roeber Ph.D.
Alternate Assessment	Assessment in ELA, mathematics, and science for students with significant cognitive disabilities of the same content standards as assessed for other students, but adapted for the academic level of these students	Ed Roeber Ph.D.
English Language Proficiency Assessment	Assessment in the areas of reading, writing, listening, and speaking (as well as comprehension) for students in grades K–12 whose home language is other than English. Participation qualifies students for English language learning opportunities, and continues until (and beyond) when student reach pre-defined levels of English language proficiency	Ed Roeber Ph.D.
Criterion-Referenced Score Interpretation	Relating an assessment outcome such as a score to a pre-established absolute standard of performance.	<i>Assessment Literacy Standards – A National Imperative</i> . (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>

TERMS	DEFINITIONS	SOURCES
Norm-Referenced Score Interpretation	The comparison of a student or school assessment outcome to a representative sample of students or schools – the norm group. Scores are interpreted as above or below the average (mean score) of the norm group.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
<b>TECHNICAL ASSESSMENT CONCEPTS</b>		
Bias/Fairness	The way an assessment task is posed that disadvantages some students (due to factors other than their knowledge of the topic being assessed.)	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Construct	The specific aspect of knowledge, skill or ability that is the focus of an assessment, i.e., what the assessment is designed to reveal.	James Pellegrino, Ph.D.
Correlation	This is a demonstration of the extent to which two variables move in the same or opposite manner, although there is no proof that one causes the other. Values can range from -1 to +1.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Mean/Mode/Median	These are different measures of the central tendency in a set of scores. <i>Mean</i> — The arithmetic average of scores in a group of students. The sum of all scores is divided by the number of scores to determine the mean. <i>Median</i> — This is the middle score in a set of scores when scorers are arranged in rank order. <i>Mode</i> — This is the most frequently occurring score (s) in a set of scores.	Ed Roeber Ph.D.
Standard Deviation/Variance	These are measures of the degree of variation among scores in a set of scores. The smaller the value, the more homogeneous (similar) the set of scores.	Ed Roeber Ph.D.
Prediction	The use of assessment results to determine the likelihood of success of an individual in some future activity.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Reliability	A determination of the internal consistency, comparability or stability of an assessment. A necessary but not sufficient condition for an assessment to be useful.	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>

TERMS	DEFINITIONS	SOURCES
Validity	The collection of evidence to support the intended interpretive uses of an assessment. Note: The assessment itself is not “valid” or “not valid.” It is the intended interpretive use(s) of the assessment that are or are not valid (for which there are sufficient evidence to support).	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Content Validity	Experts in literacy agree that the content of a literacy assessment matches the stated purpose of the assessment.	National Center on Intensive Intervention
Concurrent Validity	The assessment demonstrates at least 0.60 correlation with another commonly accepted assessment of the same literacy domain, when the assessments are administered at the same time.	National Center on Intensive Intervention

**STANDARD SETTING CONCEPTS**

Standard Setting	The process used by agencies to determine one or more levels of expected student performance on an assessment. Typically, a standard setting procedure is used that involves knowledgeable individuals. Their recommendations are usually reviewed and approved by a relevant policy group before being used in reporting student assessment results.	Ed Roeber, Ph.D.
Achievement Level	The standard of performance set through a standard-setting procedure. Also called a “performance standard.” Defines how well students need to do on an assessment to meet or exceed predefined targets for achievement, such as “proficient.”	<i>Assessment Literacy Standards – A National Imperative.</i> (2017). Mason, MI: Michigan Assessment Consortium. <a href="http://bit.ly/MI-ALS">http://bit.ly/MI-ALS</a>
Benchmarks	Benchmarks refer to any content- or policy-based information that is presented to participants during standard setting that helps participants make their cut point recommendations. The use of benchmarks in standard setting is well established (Phillips, 2012; McClarty et al., 2013). Many agencies have used benchmarks to provide actionable, policy-based information to participants during standard setting.	Phillips, 2012; McClarty et al., 2013

TERMS	DEFINITIONS	SOURCES
Performance Level Descriptors	<p>PLDs summarize the knowledge, skills, and abilities expected of students in each performance level. Egan, Schneider, and Ferrara (2012) suggest a framework of four types of PLDs, described here.</p> <p>1) <i>Policy PLDs</i> summarize the state’s definition for each performance level, providing information to stakeholders on the state’s suggested interpretation of each level. They are typically not specific to any given grade or content area.</p> <p>2) <i>Range PLDs</i> summarize the knowledge, skills, and abilities expected of students in a given performance level on a specific assessment. Range PLDs show the types of content, as informed by the state content standards, that should be mastered by students in each performance level on the assessment at hand.</p> <p>3) <i>Borderline PLDs</i>, are described as “threshold PLDs,” are based on the range PLDs and summarize the knowledge, skills, and abilities expected of students who are at the point-of-entry (the <i>borderline</i>) of each performance level. For any given assessment, these descriptors show the types of skills needed just to be classified in a given level (e.g., just to be classified in the <i>Proficient</i> level).</p> <p>4) <i>Reporting PLDs</i> are the version of the PLDs used for score reporting. Typically, a version of the policy or range PLDs are used, and the language in the reporting PLDs is adjusted to be accessible to a wide audience that may not have in-depth content knowledge.</p>	Egan, K. L., Schneider, C., & Ferrara, S. (2012). Performance level descriptors: History, practice, and a proposed framework. In G. J. Cizek (Ed.), <i>Setting Performance Standards</i> (pp. 79-106). New York: Routledge.

### LITERACY FUNDAMENTALS

Composition	The process of conveying meaning through oral, written (print or digital), visual language separately or in combination in many types of text (e.g., opinion, informative/explanatory, narrative) and is important to active citizenship, many professions, and daily life; and requires applications of writing conventions to construct clear and coherent writing in which the development, organization, and style are appropriate for specific tasks, purposes, and audiences across disciplines.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Comprehension	The ability to extract and construct meaning through interaction and involvement with oral, written, and visual language separately or in combination and the ultimate purpose of reading instruction.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>

TERMS	DEFINITIONS	SOURCES
Constrained/ Unconstrained Skills	<p><b>Constrained skills</b> are those that develop from non-existence to a high level of proficiency in early childhood. Examples of constrained skills include knowledge of the alphabetic principle (i.e., knowledge that written spellings systematically represent spoken words) and phonemic awareness (e.g., knowledge that spoken words can be conceived as a sequence of phonemes).</p> <p><b>Unconstrained skills</b> are those skills that they continue to develop through the lifespan. Examples include vocabulary and comprehension.</p>	Eunsoo Cho, Ph.D.
Construct	The specific aspect of knowledge, skill or ability that is the focus of an assessment, i.e., what the assessment is designed to reveal.	James Pellegrino, Ph.D.
Executive Function Skills	<b>Executive functions</b> are a set of higher-order cognitive processes that facilitates the coordination and control of cognition, emotion, and behavior in goal-directed activities. Executive functions include abilities to monitor and update information (working memory), to inhibit dominant responses or irrelevant responses, and to shift attention between mental sets or tasks.	<a href="https://www.ncbi.nlm.nih.gov/pubmed/10945922">https://www.ncbi.nlm.nih.gov/pubmed/10945922</a>
Foundational Skills of Print Concepts and Decoding	<p><i>Print Concepts:</i> foundational knowledge about how print, in general, and books in particular, “work,” including, but not limited to, knowledge of parts of texts. (See also related glossary item.)</p> <p><i>Phonological awareness:</i> a set of foundational oral language skills that involve conscious awareness of sounds within the speech stream, and the segmentation and blending of sounds and that has reciprocal relationships with word reading, spelling, and vocabulary. (See also related glossary item.)</p> <p><i>Phonics:</i> the connection between individual and groups of graphemes (letter symbols) and phonemes (letter sounds) that, among other things, allows readers to translate written symbols into meaningful words (decoding). (See also related glossary item.)</p>	Michigan Department of Education (n.d.). Standards for the preparation of teachers of upper elementary (3-6) education. Retrieved from <a href="https://www.michigan.gov/documents/mde/Upper_Elementary_3-6_Education_Preparation_Standards_636731_7.pdf">https://www.michigan.gov/documents/mde/Upper_Elementary_3-6_Education_Preparation_Standards_636731_7.pdf</a>
Handwriting	The formation of letters in written text by hand, the legibility of which affects judgment and communicativeness of writing and the fluency of which affects written composition quality.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>



TERMS	DEFINITIONS	SOURCES
Morphology	An oral and written language concept comprised of the system by which the smallest units of meaning, called <i>morphemes</i> (bases and affixes), combine to form complex words; morphological/ structural analysis and synthesis are important to both decoding and encoding and are related to vocabulary development and reading comprehension.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Motivation and Engagement	Literacy motivation refers to the beliefs, values, goals, and dispositions that provide energy and direction for behaviors and thoughts of the individual related to literacy and is often conceptualized as intrinsic and extrinsic; literacy engagement refers to the cognitive, emotional, and social behaviors in academic or out-of-school settings that enable the individual to participate in literacy learning and gain expertise.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Orthographic patterns	The sequence of letters and their association with a specific sound or sounds. For example, in English, one orthographic pattern is “oi,” which typically represents the glided sound heard at the beginning of the word “oil.”	Nell Duke, Ph.D.
Phonics	The connection between individual and groups of graphemes (letter symbols) and phonemes (letter sounds) that, among other things, allows readers to translate written symbols into meaningful words (decoding).	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Phonological Awareness	The set of foundational oral language skills that involve conscious awareness of sounds within the speech stream, and the segmentation and blending of sounds. Phonological awareness, particularly phonemic awareness, is important for development of concepts of print, decoding, and encoding.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>

TERMS	DEFINITIONS	SOURCES
Print Concepts	Print concepts, or concepts of print, are foundational knowledge about how print, in general, and books in particular, “work,” such as understanding that print carries meaning, that print is authored, and that print is permanent; that graphics and print relate; that print is made up of graphemes which are associated with phonemes (alphabetic principle) and includes, but is not limited to, knowledge of parts of texts (e.g., front cover, table of contents, diagrams), where to start reading within a text, directionality, return sweep, alphabetic principle, orientation of letters, concept of word, capitalization, and ending punctuation.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Prosody	Patterns of stress or intonation in language, such as the rising intonation at the end of a question in English. An important feature of oral reading.	International Literacy Association. (2019). <i>Literacy glossary</i> . Retrieved from <a href="https://www.literacyworldwide.org/get-resources/literacy-glossary">https://www.literacyworldwide.org/get-resources/literacy-glossary</a>
Read-aloud	A read-aloud is the practice of a teacher or designated reader orally reading a text with large or small groups. Pictures or text may be shared visually with the students whose primary role is to listen and view the illustrations. The intent is to model proficient reading and language, promote conversation, motivate, and extend comprehension and conceptual understandings.	International Literacy Association. (2019). <i>Literacy glossary</i> . Retrieved from <a href="https://www.literacyworldwide.org/get-resources/literacy-glossary">https://www.literacyworldwide.org/get-resources/literacy-glossary</a>
Reading Fluency	Fluency entails accuracy, automaticity, and prosody; its role in reading development; and reciprocal relationships with, among other constructs, background knowledge, motivation, orthographic knowledge, morphological awareness, word recognition, syntax and reading comprehension (although strong fluency does not guarantee reading comprehension).	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Scaffolded Writing	An instructional technique designed to support children’s emergent literacy development, including concepts of print, phonological awareness, and, in English, letter-sound knowledge. Developed by Deborah Leong, Elena Bodrova, and colleagues, in brief, the child and teacher negotiate a message the child would like to write; the teacher writes lines for each word in the message; child and teacher point to each line, repeating the message until it is internalized; and then the child attempts to write each word. The writing may be at any stage of development (e.g., scribbling; representing the first sound in each word).	Nell Duke, Ph.D.

TERMS	DEFINITIONS	SOURCES
Sheltered Instruction	An instructional framework that provides accessible and high-quality content and academic language instruction to address the academic and language needs of English learners. In sheltered instruction, English language instruction is integrated into other content-area classes to help English learners learn academic content and develop English language proficiency. See the source material for more information.	CAL practitioner brief. <a href="http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf">http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf</a>
Speaking and Listening	Speaking and listening involve receptive and expressive communication skills, including, and not limited to, engaging in high quality discussions of topics and the meaning and critical analysis of texts across disciplines to support and extend comprehension of multiple and multimodal texts; reporting on a topic; adapting speech to a variety of contexts and tasks, using formal language when appropriate to task and situation; interpreting multiple perspectives and information presented in diverse media and formats.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of upper elementary (3-6) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Upper_Elementary_3-6_Education_Preparation_Standards_636731_7.pdf">https://www.michigan.gov/documents/mde/Upper_Elementary_3-6_Education_Preparation_Standards_636731_7.pdf</a>
Spelling	A connection between individual and groups of phonemes (letters sounds) and graphemes (letter symbols) and morphemes (meaning units) that, among other things, allows readers to translate thoughts into written words (encoding).	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Syntax	An oral and written language concept comprised of a set of principles that govern phrase and sentence structure; in English syntax, these principles specify the relation of 12 word order and meaning; the grammar of the language indicates how words are combined to convey meanings; understanding syntax involves knowledge of parts of speech (e.g., verb, noun, adverb) and word order (which may vary from children's home language); phrases and sentences vary in complexity (simple, compound, complex, compound/complex); analysis of syntax helps to link structure and meaning.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>
Vocabulary	An oral and written language construct that is central to everyday and academic language and involves general and discipline-specific vocabulary; knowledge of word meanings and the conceptual knowledge that underlies them; it includes understanding multiple meanings across contexts, figurative language, and morphological structure of words; it is central to oral language, academic language, reading comprehension, and written composition.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>

TERMS	DEFINITIONS	SOURCES
Word Recognition	The ability to translate written words into known words within the lexicon; words may be recognized based on decoding, prediction (for example, through initial letters, syntactic context, and semantic context), analogy, and sight; the ultimate goal is to read each word at sight, meaning automatically, but in order to attain this goal with large numbers of words, each word must be fully analyzed graphophonemically and morphophonemically; this applies to all words, including high- as well as low-frequency words and words that are not spelled as might be expected.	Michigan Department of Education (n.d.). Standards for the preparation of teachers of lower elementary (PK-3) education [PDF File]. Retrieved from <a href="https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf">https://www.michigan.gov/documents/mde/Lower_Elementary_PK-3_Education_Preparation_Standards_636730_7.pdf</a>

**OTHER INSTRUCTIONAL TERMS**

Tiered Instruction/ Intervention	The language around Tiered instruction/interventions comes from the Response to Intervention model. The heart of any RTI model lies in the use of tiered instruction. In the RTI framework, the instruction delivered to students varies on several dimensions that are related to the nature and severity of a student’s difficulties.	RTI Action Network <a href="http://www.rtinetwork.org/essential/tieredinstruction">www.rtinetwork.org/essential/tieredinstruction</a>
Tier 1 instruction	All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.	RTI Action Network <a href="http://www.rtinetwork.org/essential/tieredinstruction">www.rtinetwork.org/essential/tieredinstruction</a>
Tier 2 instruction	In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.	RTI Action Network <a href="http://www.rtinetwork.org/essential/tieredinstruction">www.rtinetwork.org/essential/tieredinstruction</a>
Tier 3 instruction	In Tier 3, students receive individualized, intensive interventions that target the students’ skill deficits for the remediation of existing problems and the prevention of more severe problems.	RTI Action Network <a href="http://www.rtinetwork.org/essential/tieredinstruction">www.rtinetwork.org/essential/tieredinstruction</a>