A-F Accountability
The State of Indiana's system for grading all schools and school districts based on participation and test results from the annual end-of-year ISTEP test.

Accelerated Reader (AR)
All students in grades 1-12 participate in the AR program. Students read books at their tested ZPD (Zone of Proximal Development), which are color-coded and clearly labeled in our media center and individual classrooms libraries. After completing each book they read, students take AR quizzes in their classroom, the computer lab, or Media Center that tests literal comprehension. Goals are set for student using their ZPDs as a guide to monitor progress and motivate the desire to read. Incentives are rewarded for students meeting their trimester goals.

Acuity
A test given three times a year (October, December, April) that helps students prepare for the end-of-year ISTEP test that goes with the College and Career Readiness Standards and provides teachers with student results that helps them identify the next steps to take in their teaching and curriculum.

ATOD (Alcohol, Tobacco, and Other Drugs Survey)
An anonymous survey administered to students in 6th, 8th, 10th, and 12th grades. The results of these anonymous surveys inform school staff on how to continue promoting healthy living, smart choices, and a drug free lifestyle.

Bar Modeling
Bar Modeling is a problem solving strategy using Singapore Math methodology that teaches our students a step-by-step approach to tackling abstract, higher-order thinking situations. The step-by-step approach goes as follows:
- Read the entire problem
- Rewrite the question in a sentence form
- Determine who and/or what is involved in the problem
- Draw the unit bars
- Check the problem, adjust the unit bar, and fill in the question mark
- Correctly compute and solve the problem
- Write the answer in the sentence, and make sure the answer makes sense

Cluster Grouping
Used K-8 to cluster students into groups of similar learning abilities and current achievement levels. Clustering students empowers teachers to plan for differentiated instruction based on three distinct learning abilities and best meet the needs of their students regularly and consistently. The learning abilities in which students are grouped include:
High Ability (Gifted), High Average Ability, Average Ability, Low Average Ability, and Low Ability.

Cognitive Ability

The *In View Test of Cognitive Skills, 2nd ed.* is given each year to all students in Grades 2, 5, 8 and any student in grades 3 and 4 who does not have a score from a previous testing year. The test is administered on paper and scored by CTB-McGraw Hill. The test measures sequencing, analogies, quantitative reasoning, verbal reasoning words, and verbal reasoning context.

College and Career Readiness Standards Assessment (CCRSA)

CCRSA measures the academic performance of Grade 3-8 students in English Language Arts and Mathematics (and Science Grades 4, 6, and 8 only and Social Studies Grades 5 & 7 only). In addition to individual student data, disaggregated CCRSA student results are used as primary performance indicators for continuous school improvement. **This year's results will be used to establish cut scores and benchmark data for our students, school, district, and state.**

Content-Related Vocabulary

Critical academic and content-related vocabulary words have been selected by certified teachers. These words will be taught, practiced, and applied throughout the year so that students will have a deep and profound understanding of what they mean, how to describe them, and what their relevance is in their world and today's world.

Curriculum Maps

Portage Township Schools has developed curriculum maps for grades K-12. These maps are a guaranteed and viable curriculum that eliminates variance and establishes grade level expectations throughout all the grades. Curriculum maps outline the content and discrete skills necessary for student academic success at each grade level.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

DIBELS is a K-2 diagnostic assessment in English/Language Arts. Students are assessed and progress is monitored in the areas of Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF), Retell Fluency and Word Use Fluency.

Differentiated Instruction –DI

Differentiated Instruction is used in all grade levels and all subject areas. DI is implemented in a variety of ways. Flex grouping is used to organize classrooms at each grade level based on current student performance. These groups continually change based the on the students' success with the current learning expectations through remediation, maintenance, and enrichment. In addition to flex grouping, additional classroom management DI activities include:

- o Differentiated Learning Centers
- o Tic-Tac-Toe and Choice Boards
- o Pretests and Tiered Lesson

Distributive Practice
Implemented when students have demonstrated the ability to work on a skill independently with grade level proficiency. This practice provides students with opportunities to demonstrate their retention of skills over a long period of time.

ECA's (End of Course Assessments)
State required tests that measure students' knowledge and skills in Algebra and English. The tests are called Algebra 1 ECA and English 10 ECA. Students must pass both of these as requirements for high school graduation.

ETA's (End of Term Assessments)
Locally-developed tests that measure students' knowledge and skills each quarter (9 weeks) and/or semester (18 weeks). These tests are given to middle and high school students in the subject areas of Math, English, Science, and Social Studies.

Graphic Organizers
Used by teachers in reading, writing, and mathematics in order to help students create a visual connection and image for their thoughts.

IEP (Individualized Educational Plan)
A plan developed for students who demonstrate learning, physical, and/or emotional disabilities. They are reviewed and updated annually with parents based on student growth, progress, and success.

Indicator Assessments
It is a district wide expectation that all schools administer indicator assessments. The specific test items may vary from school to school. The goal for student proficiency on these indicator assessments is 80% or better.

ILP (Individualized Learning Plan)
A plan developed for students identified as English Learners (EL). These plans develop time, strategies, and interventions that focus on helping EL students become more proficient with the English language.

IREAD-3

This statewide test was developed to emphasize the importance of developing reading skills in the early grades.

Every third grader in the state of Indidana has two chances to pass the high-stakes exam. Students who don't pass on their first try in March will be given the chance to pass a retake in June or July after a period of intensive remediation.

Third graders who don't pass after two attempts will have to retake third grade versions of the ISTEP and IREAD exams the following school year, which state officials say will likely lead to them being held back from entering fourth grade.

ISTAR
ISTAR is an individual student assessment administered by staff members who work directly with eligible special education students.

ISTEP
ISTEP+ assessments measure the academic performance of Grade 3-8 students in English Language Arts and Mathematics (and Science Grade 4 & 6 only and Social Studies Grade 5 & 7 only). This end-of-the-year assessment test students over the College and Career Readiness Standards and the results of the test determine each school's and district's A-F letter grade.

Kindergarten Readiness
A locally-developed Kindergarten readiness assessment is given to incoming Kindergarten students prior to the beginning of each school year. This test, administered and scored by classroom teachers, measures oral language, social readiness, concepts in print, letter and word recognition, ending sounds, rhyming sounds, and math skills. The test is re-administered mid-year.

Mass Practice
Used when teachers introduce a skill. Simply put, students practice the new skill numerous times over a short period of time to increase the chances of them mastering the skill.

PSAT (Preliminary Scholastic Aptitude Test)
Typically a test taken by students during their Sophomore (10th grade) and Junior (11th grade) year. This test has two purposes. One, it is a rehearsal for students who plan to take the SAT (Scholastic Aptitude Test), which is the test most colleges require for admission. Two, it is used to select students seeking scholarships which are awarded during the spring term of the student's senior year. Additionally, students can have their scores reported to colleges they are interested in attending and/or for colleges to reach out to students they are interested in having on their campus.

Reciprocal Teaching
Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Response to Intervention – RtI (Article 7)
This research-based strategy and federally mandated initiative is in place K-12 in order to better meet the needs of our students. The goal of RtI is to target the most basic deficiency, identify one specific research-based intervention aimed at addressing this basic deficiency, monitoring student response to the intervention, evaluating its effectiveness, and revising the plan based the student's response.

SAT (Scholastic Aptitude Test)

This test typically taken by students during their Junior (11th grade) and Senior year (12th grade) determines a student's readiness for college and careers. It is a test most colleges require be taken for admission.

STAR Math

A computer-based test used to measure a student's overall math growth and development. Students complete a computer-adaptive test and immediately receive scores. The results help determine instruction, practice, and learning opportunities for each student in Math. for students. The test is administered online in Grades 2-12 three times each year, Entrance, Mid-Year and Exit, and in Grade 1 twice each year at Mid-Year and Exit.

STAR Reading

A computer-based test used to measure a student's overall reading growth and development. Students complete a computer-adaptive test (approximately 25-30 minutes) and immediately receive scores. Results help determine the appropriate instruction, practice, and learning opportunities for each student in Reading. This test is administered online in Grades 2-12 three times each year, at Entrance, Mid-Year, and Exit, and in Grade 1 twice each year at Mid-Year and Exit.

Study Island

A web-based educational program that students engage in that review skills being learned in school through tutorials, games, and quizzes.

Technology-Enhanced Test Items

A new component of the annual ISTEP test. These test items require students to answer questions in a variety of different ways. Some of these are:

- Drag and Drop – Students move answers provided into the appropriate empty boxes provided in the test. For example, students would sequence a story from start to finish by organizing the information in each of the boxes according to what happened first, second, third, etc.
- Evidence-Based – Students identify a statement or part of the passage they read that supports their answer to a previous question. These questions could be multiple choice or open response (requiring students to type in the parts of the text that support their original answer).
- Multiple Correct Answers – Students identify more than one correct answer to the problem or question given. These questions could be multiple choice where the students are bubbling in two or more of the answer choices or open response (requiring students to type in more than one correct answer).

Title I
These services are targeted to better meet the needs of our identified struggling learners for English/Language Arts grades K-12. In addition to the core curriculum, students receive additional instruction in order to eliminate the achievement gap in reading and writing. Students are served through inclusion with small groups in the classroom, and pull-out in the resource room. Instruction in both settings is based on individual need.

Trimester Exit Exams
Trimester Exit Exams are administered at the end of each trimester. These assessments are designed to measure the student's ability to recall and retain a set of learned skills over an extended period of time. Trimester Exit Exams include a writing prompt, a fluency assessment, multiple choice, and open-ended response questions.

Students are expected to demonstrate proficiency on this exam at 80% or higher. Students not demonstrating proficiency receive additional instruction by the classroom teacher, and are then reassessed throughout the subsequent trimester. Students who demonstrate 80% or better are enriched by the classroom teacher in an effort to extend their learning and continue to use the basic skills mastered at a higher level or understanding and application.

WIDA (World-Class Instructional Design and Assessment)
An annual assessment administered to measure the English language acquisition for EL students.

8-Step Process
Portage Township Schools uses this research-based process to develop curriculum, make curricular modifications and decisions based on student assessment results, provide differentiated instruction through remediation and enrichment, and regularly review previously learned skills.