



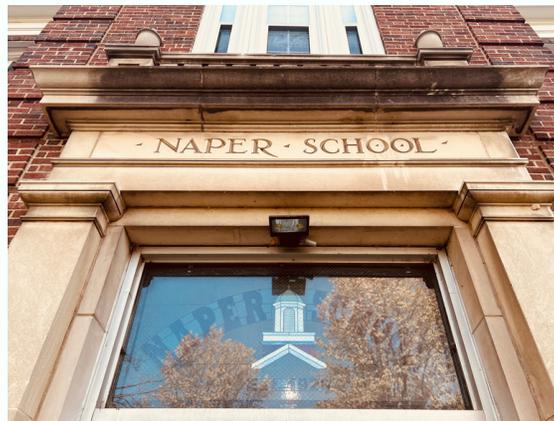
# Parent Teacher Conferences: A Glossary



*When discussing your student's education, sometimes there are unfamiliar terms we use to describe their progress here at Naper. Here is a guide to help you out!*  
-The Naper Staff

## General Instruction

<b>Conferring</b>	Teachers having conversations with students about reading and writing. Conferring is used to inform instruction, monitor growth, set learning goals and provide student feedback.
<b>Differentiation</b>	Learning experiences in which the approach or method is adjusted to meet the needs of individual students. You can differentiate across content, process, product and environment.
<b>MTSS</b>	Multi-Tiered System of Supports: A framework for providing different levels of instruction and intervention to students based on their needs.
<b>Scaffolding</b>	Offering supports for students as they learn or develop a new skill or concept. For example, the teacher shows how to do something, then the class practices together and finally students work individually. (I do, we do, you do)
<b>Small Group</b>	Pulling aside a small group of students to provide more individualized instruction. This allows for more 1/1 attention, observation and feedback.



## Assessment

<b>CogAT</b>	Test that measures general and specific reasoning abilities in three domains: verbal, quantitative and nonverbal.
<b>Criterion-referenced</b>	Compared to grade-level achievement, reports on specific skills and which skills a student can and cannot do.
<b>Iowa</b>	Achievement test that assesses skills in reading, language, math, social studies and science.
<b>iReady</b>	An online custom math curriculum that provides students of all ages with differentiated instruction and supports them on their individual paths to success.
<b>iReady Scale Score</b>	The iReady assessment is scored on a scale from 100-800 and allows you to see what skills your child has mastered regardless of their grade level.
<b>MAP Growth</b>	A normed assessment to show student growth and achievement in reading and math given 3x per year.
<b>MAP Reading Fluency</b>	Measures oral reading fluency, literal comprehension, and foundational reading skills.
<b>Norm-referenced</b>	Compared to peers in the same grade, given the same amount of instruction.
<b>PAA</b>	Phonological Awareness Assessment
<b>QSA</b>	Quick Spelling Assessment
<b>QPA</b>	Quick Phonics Assessment
<b>RIT</b>	An estimation of a student's instructional level and also measures student progress or growth in school.
<b>WCPM</b>	Words Correct Per Minute: How many words a student can read correctly, even if they get it wrong and then fix it.

# Mathematics

<b>Algorithm</b>	The procedure used for solving a problem or performing a computation.
<b>Base-ten</b>	A method of assigning a place value to numbers using the digits 0-9 such that each position has a value in powers of 10.
<b>Conceptual Understanding</b>	Making sense of the main ideas of mathematics. Students with conceptual understanding can apply and adapt prior knowledge to new tasks.
<b>Modeling</b>	The teacher engages students by showing them how to perform a skill while describing each step with rationale.
<b>Numeracy</b>	Being able to understand and use numbers in a range of situations.
<b>Procedural Fluency</b>	Becoming skillful in using procedures flexibly as you solve math problems.



# Social Emotional Learning (SEL)

<b>Conflict Resolution</b>	The process of addressing and resolving disagreements or disputes in a constructive and peaceful manner.
<b>Emotional Intelligence (EI)</b>	The ability to recognize, understand, and manage one's own emotions as well as the ability to perceive and influence the emotions of others.
<b>Emotional Regulation</b>	The ability to manage and control one's emotional responses to different situations, avoiding extremes of emotion.
<b>Relationship Skills</b>	The capacity to establish and maintain healthy and positive relationships with others, including effective communication, cooperation, and conflict resolution.
<b>Self-awareness</b>	The capacity to recognize and understand one's own emotions, strengths, weaknesses, values, and beliefs.
<b>Self-regulation</b>	The ability to manage and control one's own emotions, impulses, and behaviors in different situations.
<b>Social Awareness</b>	The ability to understand and empathize with the emotions and perspectives of others, including recognizing social cues.
<b>Social Skills</b>	The set of skills that enable effective social interactions, including communication, active listening, and cooperation.

BETTER  
TOGETHER

# Literacy

<b>Decodable Text</b>	Text that focuses on the phonetic code and presents words to students that follow the concepts that they have been taught.
<b>Decoding</b>	The ability to apply your knowledge of letter-sound relationships to correctly pronounce written words.
<b>ELA</b>	Reading and writing instruction
<b>Encoding</b>	The process of breaking down a spoken word into each of its individual sounds, known as phonemes.
<b>Fluency</b>	The ability to read with proper speed, accuracy and expression.
<b>Graphemes</b>	A written symbol that represents a sound. It can be a single letter or a sequence of letters such as sh, ch, igh, and ai. When you say a sound it is a phoneme but when you write it is a grapheme.
<b>Phonemes</b>	The smallest units in our spoken language that distinguish one word from another. For example, the word hat has 3 phonemes.
<b>Phonics</b>	The ability to read and pronounce words by learning the characteristic sounds of letters, letter groups, and especially syllables.
<b>Phonological Awareness</b>	The ability to hear, recognize and play with sounds in the spoken language.