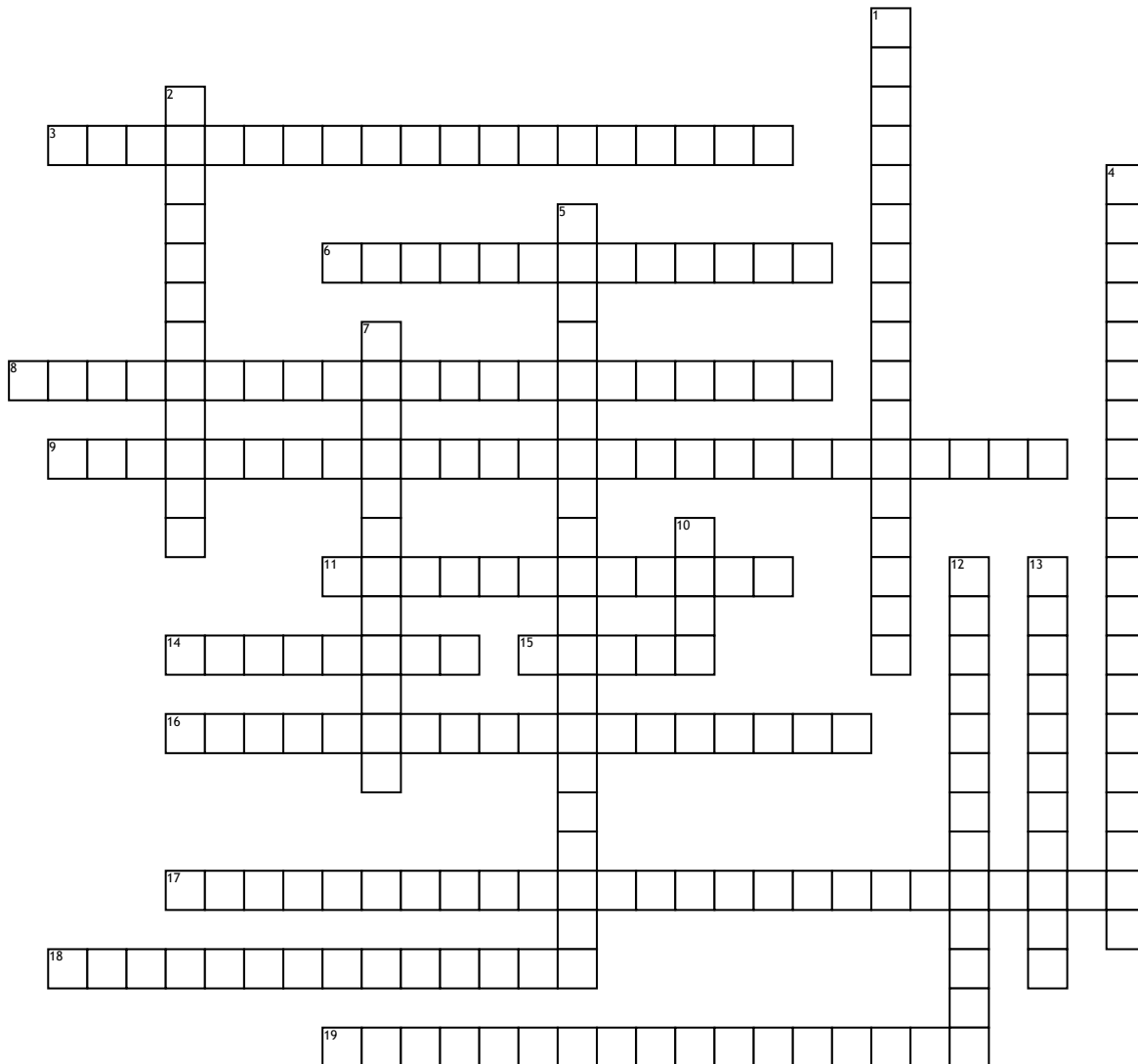


Academic and Behavioral Data Collection for Paraeducators



Across

3. part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.
6. A change in how a student learns material based on the individual needs of that student. For example, a student might listen to an audio recording in addition to or in lieu of reading the same passage.
8. The approach for delivering specific content to particular students.
9. Learners' awareness of what they know, what they need to learn, and how they might learn it. By improving students' metacognitive understanding, we encourage them to be enthusiastic and successful lifelong learners. Metacognition is important outside of school settings because adults who are lifelong learners can be more successful in their careers.
11. Data that show how well an individual student or a group of students is learning; many kinds of academic data can be used to target instruction more effectively.
14. Words in different languages that sound similar and mean the same thing, such as exam (English), examen (Spanish), and экзамен (Russian).
15. The federal Family Educational Rights and Privacy Act, which outlines the types of student data and other information that school employees, including paraeducators, must treat as confidential.

16. Formative assessments, summative assessments, standardized tests, screening tests, diagnostic tests, and progress monitoring are all used to gather data about students. Because some of the technical terms can be confusing, the "Talk data to me" section of this module provides a handy guide for remembering what each type of assessment is and what it's best used for.

17. Using a variety of strategies and instructional approaches to meet the needs of all students.

18. focuses on what students got right or wrong

19. Physical objects, such as blocks or counters, that are used to teach math concepts and skills.

Down

1. Sheets that provide students with visual ways to record and organize information as a way to teach critical-thinking skills. Math manipulatives: Physical objects

2. Data related to students' behavior; these data can be used to target interventions and behavioral supports more effectively.

4. refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called "one-size-fits-all" approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student. Personalized learning may also be called student-centered learning, since the general goal is to make individual learning needs the primary consideration in important educational and instructional decisions, rather than what might be preferred, more convenient, or logistically easier for teachers and schools.

5. focuses on helping students improve.

7. Changes the learning goal or objective. This goes beyond changing how the student learns or is tested and effectively changes what they are actually learning. A modification could change the instructional level, the content or curriculum covered, the performance criteria (objective), or the assignment structure. An example of a modification would be reducing the amount of spelling words a student is required to learn or changing an essay assignment into a poster project.

10. Measurements, observations, or other gathered information.

12. When students take statewide tests, the results are often reported in terms of a percentile rank (PR), normed curve equivalent (NCE), grade equivalent (GE), or cut score. Depending on which type of score is being discussed, the same student's results might seem very different. In the "Talk data to me" section of this module, you'll explore what each type of score refers to by comparing how two students' results might be reported.

13. Support provided during the learning process, such as graphic organizers or math manipulatives, to help students master new skills or content. Once students have mastered the new skills or content, the scaffolding is no longer necessary.