

## A Glossary of Terms Used in Gifted Education

**Ability Assessment** - measures a student's performance on a nationally-normed intelligence instrument. There are group ability assessments (e.g., Cognitive Abilities Test, Otis-Lennon School Ability Test, etc.) as well as individual ability assessments (e.g., WISC, Stanford-Binet, etc.). Ability measures the capacity to do something. Ability is different from achievement as ability measures how a student learns while achievement measures what a student has learned.

**Acceleration** - faster presentation of content to more closely match the speed at which gifted students learn. Acceleration options include early entrance to kindergarten or 1st grade, subject acceleration (e.g., reading or math), whole-grade acceleration (e.g., from grade 1 to grade 3), dual enrollment programs (high school and college simultaneously), and early graduation from high school

**Achievement Assessment** - measures how much a student has learned or acquired learning. There are group achievement assessments (e.g., Iowa Assessments, MAP, etc.) and individual achievement assessments (e.g., Woodcock-Johnson, etc.). Achievement is different from ability as achievement measures what a student has learned while ability measures how a student learns.

**Advanced Placement** – a program in the United States and Canada, created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations taken in May.

**Asynchronous Development** - differing rates for physical, cognitive, and emotional development (e.g., a gifted child may be chronologically 11 years old, intellectually 16, emotionally 7, and physically 10). The discrepancies are greatest for children at the chronological age of about 13. The extremes exhibited by gifted children have led some experts to define giftedness as asynchronous development.

**Bloom's Taxonomy** - Benjamin Bloom's taxonomy (1956) is often used to develop curriculum for students. Bloom's levels of thinking include: knowledge, comprehension, application, analysis, evaluation, and synthesis. Gifted students typically require instruction at the highest levels of Bloom's taxonomy which promote higher-level thinking skills.

**Cluster Grouping** - placing a group of identified gifted students in a classroom with other students of mixed abilities. Differentiated instruction is targeted to the cluster group within the classroom.

**College Credit Plus** – a program in Ohio that helps a student earn college and high school credits at the same time by taking college courses from community colleges or universities. The purpose is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. When taking a college course from a public college or university, College Credit Plus is free (no cost for tuition, books, or fees). If a student chooses to attend a private college or university, the student may have limited costs.

**Creative Thinking Ability** - the state of Ohio recognizes creative thinking as a category of giftedness. A child with creative thinking ability is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

**Curriculum Compacting** - adapting the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level

**Differentiated Curriculum** - a process to meet the needs of high-ability students by which the standard curriculum is modified in **content** (what students learn or how they get access to information), **process** (how students make sense of and come to understand content), **product** (how students show what they've learned), and/or **affect and learning environment** (classroom arrangement and learning environment). Modifications relate to the quality of work as opposed to the quantity of work.

**Early Entrance to Kindergarten or First Grade** - designed for the exceptional child to enter kindergarten or first grade early who is both academically ready as well as developmentally mature when compared to others of his/her chronological age

**Enrichment** - curriculum is modified to provide greater depth and breadth than is generally provided, resulting in a richer and more varied educational experience. The term enrichment may also imply activities that are conducted outside of the regular classroom, such as participation in a math or architectural contest.

**Flexible Grouping** - students are grouped and/or re-grouped for instruction differentiation allowing students to move in and out of various groups

**Full Scale IQ** - refers to the sum of the parts on an intelligence test (e.g., the full scale IQ on the WISC-IV is a composite of four components: verbal comprehension, perceptual reasoning, working memory, and processing speed). IQs between 85 and 115 are considered within the "average range" in that they are one standard deviation above and below the mean (IQ of 100).

**Gifted** – the state of Ohio defines a gifted student as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment”

**Gifted Intervention Specialist** - gifted programs are typically overseen or managed by gifted coordinators/consultants. Gifted Intervention Specialists (GISs) are teachers with training and a license to teach gifted students.

**Heterogeneous Grouping** - grouping students by mixed ability or readiness levels in which the teacher is expected to meet a wide range of student needs

**Homogeneous Grouping** - grouping students by need (e.g., special units such as a self-contained gifted class), ability (e.g., a higher ability math class), or interest (e.g., self-selection of courses within a student’s schedule) with the goal being the teacher targeting instruction to the specific needs of the students

**Intelligence** – the ability to learn, reason, and problem-solve

**Iowa Acceleration Scale (IAS)** – an instrument required in Ohio when evaluating whole-grade acceleration candidates (early entrance as well as other whole-grade candidates). The assessment involves school history; evaluation of a student’s ability, aptitude, and achievement; developmental factors; interpersonal skills; parental/school attitude and support; as well as other critical items.

**IQ (intelligence quotient)** - a numerical representation of intelligence. IQ is derived by dividing the mental age (based on an intelligence test such as the WISC or the Stanford-Binet) by the chronological age times 100. An average IQ is considered to be 100 (the mean).

**NUMATS (Northwestern University Midwest Academic Talent Search)** - for students in grades 3-9 and conducted by the Center for Talent Development at Northwestern University. Students participate by taking above-grade level tests (EXPLORE, ACT, or SAT). Awards are presented for the highest scoring students.

**Pre-assessment** – administered at the beginning of a unit or lesson to determine the content the student has already mastered. Instruction is then differentiated to meet the student’s needs.

**Pull-out Program** - students are pulled out of the regular classroom on a scheduled basis to go to a resource room staffed by a gifted intervention specialist who has been trained to meet the needs of gifted students

**Self-contained Classroom** – gifted students are placed in a classroom with other gifted students full-time. The teacher is a gifted intervention specialist (GIS).

**Services for Gifted Students** - determined by the school district and vary among districts. Services must conform to the Operating Standards for Identifying and Serving Gifted Students (OAC 3301-51-15) and usually offer a differentiated curriculum. A setting such as an AP course, a resource room, or an honors class is not service without curriculum modifications that are specified in the student's Written Education Plan (WEP).

**Social-Emotional Needs** - affective needs of gifted students that include such things as a sense of fairness and heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves and others. Typical issues may include perfectionism, depression, underachievement, interpersonal relationships, and career planning.

**Specific Academic Ability** – the state of Ohio recognizes that some children have an aptitude in a specific subject or several subjects (Reading, Math, Science, and/or Social Studies). Identified using an approved achievement test. Ohio requires performance of 95%ile or above on a standardized and nationally-normed achievement test. A student may be identified as specific academic but not superior cognitive.

**Standardized Test** - taken by many students under identical conditions which allows results to be compared statistically to a given standard. Common ones include: ACT, SAT, PSAT, GRE, LSAT, MCAT, Iowa Assessments, Otis-Lennon School Ability Test (OLSAT), and the Cognitive Abilities Test (CogAT)

**Superior Cognitive** – To be identified in Ohio as superior cognitive, a student must score two standard deviations above the mean (minus the standard error of measure) on an intelligence test (e.g., WISC, Stanford-Binet, etc.), or perform at or above the 95th percentile on a basic or composite battery of a nationally-normed achievement test (e.g., Iowa Assessments), or attain an approved score on an above-grade level standardized, nationally-normed test (e.g., ACT, SAT, or EXPLORE). Tests must be from the approved list as per the Ohio Department of Education.

**Telescoping Curriculum** - narrowing the focus so that material is covered in less time. The same content is covered but at a much faster pace, because less repetition is needed. By using telescoping and curriculum compacting with gifted students, there is more time for independent study or other needs.

**Tiered Assignments** - varied levels of activities are used in the classroom to prompt continued growth and to ensure that students explore ideas at a level that builds on their prior knowledge

**Twice Exceptional** - used to describe a child who has two or more exceptionalities (e.g., a student who is both gifted and visually impaired)

**Visual or Performing Arts Ability** – the state of Ohio recognizes visual (visual arts) or performing arts ability (music, drama, dance) in students. On the Ohio Department of Education website are handbooks indicating the identification procedures to be used for each area. There is a checklist of behaviors related to each specific arts area. Experts in the field serve as the evaluators for Visual or Performing Arts Ability (performance/display of work).

**Written Acceleration Plan (WAP)** – required by the state of Ohio for each student who is accelerated (subject, whole-grade, early entrance to kindergarten/1st grade, and early graduation from high school). The WAP specifies the accelerated placement, transition strategies, methods of monitoring progress, and staff responsible.

**Written Education Plan (WEP)** – required by the state of Ohio for gifted students who are reported as served to document the services provided, the goals for the students, methods for evaluating progress, method and schedule for reporting progress to parents, a list of the staff responsible to ensure delivery of each service prescribed, policies regarding waiver of assignments and rescheduling of tests, and the deadline for the next review of the WEP