



# **HANDBOOK**

## **Updated May 2020**

---

### **ENRICHMENT PROGRAM LOCATIONS:**

**Cascades School  
Green Acres School  
Hamilton Creek School  
Lacomb School  
Pioneer School  
Riverview School  
Seven Oak Middle School  
---  
Lebanon High School**

- Will be determined at the building level
- District Opportunities may be available periodically

**The Lebanon Community Schools District TAG coordinator will distribute information to schools, via the district TAG website, and school email accounts.**

# TABLE OF CONTENTS

➤ Introduction and Guidelines .....	2-5
➤ Characteristics of Gifted Learners.....	6
➤ Curriculum Based Strategies .....	7
➤ Roles and Responsibilities.....	8-11
➤ Explanation of rate and level philosophy.....	12-15
➤ TAG Identification process.....	16-18
➤ Forms.....	19-29
➤ Resources for working with TAG students.....	30-37
➤ Policy link .....	38
➤ Glossary of terms.....	39-40

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Introduction

The Oregon Talented and Gifted Act, passed by the legislature in 1987, requires school districts to identify and serve both intellectually gifted and academically talented students in grades K-12. The Act was revised in 1995 and Administrative Rules were rewritten. Lebanon Community Schools have established policies and procedures for implementing these rules and statutes.

Lebanon Community Schools are committed to providing a quality education for all students. We recognize that every student comes to us as an individual with unique abilities, talents, and needs. We believe it is our responsibility, as educators, to provide appropriate instructional programs and supportive environments which allow and encourage every child to realize his/her potential.

We further recognize and respect the unique intellectual, emotional, and social needs of our talented and gifted (TAG) students. They may need a different kind of educational program--one that takes into account their unique abilities, interests, and learning styles. We are committed to developing and refining a TAG program which provides our gifted students the very best that education has to offer and leads toward improving the quality of education for all students.

## **Standards for Lebanon Community Schools Talented and Gifted Programs and services:**

These standards serve as a framework and communication tool for designing and documenting appropriate instruction. The seven standards around which each school's program is built are as follows:

- Information will be provided by the school to parents in a timely manner when a student is identified.
- Level(s) and rate(s) of learning will be assessed.
- Frequent documentation of instruction for assessed level(s) of learning and accelerated rates of learning will exist.
- There will be opportunities for parent input and regular communication among parents, school staff and students.
- There will be a shared responsibility among parents, school staff, and students.
- Opportunities for interaction with other TAG students will exist.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Talented and Gifted Guidelines

Lebanon Community School District's "best practices" suggest **reasonable** timeliness for the identification process:

- Students previously identified should be receiving TAG instruction **within three weeks** of the beginning of the school year.
- Transfer students or new referrals should be receiving TAG instruction **within 6 weeks** of the initial referral. ([OAR 581-022-2325](http://www.leg.state.or.us/orsnc/581-022-2325))

## Identification of Children in Grades K – 12

The Oregon Administrative Rules, unless otherwise specified within a particular rule, apply to all children, grades Kindergarten through 12. Identification of children who are talented and gifted is the first step to ensuring that these children receive appropriate programs and services, and that their parents are given the opportunity to provide input about their children's education. An unofficial "watch" of children in the early primary grades does not satisfy this requirement.

## Identification Tools

Lebanon Community School District may use one or more of the following tools to identify Talented and giftedness of our students:

- CogAT
- SBAC and OAKS
- STAR
- Woodcock Johnson III
- Iowa Skills Test
- Student Portfolios

## Student Files

TAG identification teams must keep a record of the decision made by the team and the data used to make the decision. This record must become part of the student's educational cumulative record, even when the decision was that the child did not qualify for talented and gifted services. All documentation will be kept in a student's cumulative file from identification through grade 12.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Referral and Identification Overview

The Oregon Talented and Gifted Education Act states that districts shall use nationally normed standardized tests as well as behavioral, learning and performance information for identifying gifted and talented students. In addition to standardized tests, Lebanon Community Schools will also take further steps to identify students from ethnic minorities, students with disabilities, students who are “twice exceptional”, students who are culturally different or economically disadvantaged, and students who demonstrate the potential to perform at the 97<sup>th</sup> percentile.

Identification is based on multiple criteria that call for a consistent pattern of excellence over time. One piece of evidence is a score at or above the 97th percentile on a nationally normed standardized test of academic achievement or mental ability or the potential to score at this level. Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test, measure, or score shall be the sole criterion for identification.

## Step 1: Initial Screening/Referral

Classroom teachers, parents, and/or students may refer a student (K-12) to the school’s TAG Committee. **All 2nd grade students and students new to the district** will be screened using the CoGAT three part screener. All students with a score at the 80th percentile/7th stanine or higher, on the initial screener, will be given the complete CoGAT (remaining six subtests). Following the scoring of the complete CogAt, students in the 97th percentile on one composite section, or 95th percentile composite score will move to **step 2**.

Students in grades three through twelve will be screened through Smarter Balanced and STAR scores, classroom characteristic surveys, and/or standardized tests of intelligence. At any time, a student may be referred to a building TAG committee based on observation by the classroom teacher. If the referral and screener indicate that individual testing would be effective, parents will be asked to sign a [Consent to Test](#) form.

## Step 2: Data Review

When a student has been referred, the school TAG committee collects and reviews applicable data. In addition to standardized test results, this data must include other pieces of supporting evidence such as cumulative records, past test scores, behavioral records, work samples, grades, parent/teacher referral forms, and behavior checklists. The school TAG committee then decides whether the student:

- Meets criteria for identification.
- Does not meet criteria for identification.
- More information is needed to support identification.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

### **Step 3: Communication**

Parents are notified of their child's identification and given an opportunity to provide input and discuss the programs and services to be received by their child. If at any time a parent has a question or concern regarding his or her child's identification, placement, or program, the child's teacher should be contacted first, if further information is needed, it is then appropriate to consult the school principal, site coordinator, and then district TAG coordinator.

Determining the student's instructional level and learning rate is an on-going process throughout the student's academic career. TAG students will have a Personal Education Plan that will have parent, teacher, and student input and reviewed quarterly.

## **Differentiated Curriculum**

The requirement to provide instruction at the student's level and rate of learning in the academic program does not limit the District concerning how to organize the instruction. A variety of building configurations, instructional grouping strategies, individual student planning, and administrative options may be used to organize instruction. This local decision-making quality of the TAG mandate encourages districts to be creative and to view "school" in the broadest sense by using multiple options inside and outside the regular classroom.

Curriculum may be modified to suit student aptitudes, interests, and developmental level in the academic program. The wide range of options the District may use spans the continuum from self-contained classes to fully mainstream, enrichment, or regular classroom.

## **Parent/Teacher/School Collaboration**

The District will provide parents an opportunity to discuss and provide input concerning the programs and services their students receive. The parents will be given an opportunity to meet with school staff to discuss the specific programs, opportunities, and services for their students, if they wish. The method of collaboration is the District's choice, and might be met through written communications concerning the programs and services the District generally provides, those the District intends to provide, and an offer to meet with parents individually to discuss the District's plan for providing TAG services.

Parents also have the right to choose for their child not to participate in the TAG program. Participation in TAG is not mandatory. This program is completely optional. In addition, there may be time that parents may feel the need to file a complaint regarding TAG services. While any complaint about school personnel or programs will be investigated by administration, parents are strongly encouraged to speak with their building Principal or building TAG coordinator first in order to solve any issues that may arise. (Refer [Policy KL](#): Public Complaints)

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Definitions for Areas of TAG Identification

The identification procedures follow state requirements as outlined in OAR (previously numbered [581-022-1310](#), now known as 581-022-2325). The District will identify talented and gifted students in the following categories:

## **Intellectually Gifted**

Students who score at the 97th percentile or above on a nationally norm-referenced standardized test of school ability and who have confirming behavioral, learning and/or performance information are considered Intellectually Gifted.

## **Academically Talented**

Students who score at or above the 97th percentile on a nationally norm-referenced standardized test of academic achievement in the area of total reading and/or total mathematics and who have confirming behavioral, learning and/or performance information.

## **Potential to Perform**

Students who demonstrate the potential to perform at or above the 97th percentile on a nationally norm-referenced standardized test of school ability or academic achievement test of total reading and/or total mathematics and who have confirming behavioral, learning or performance information.

“Despite a student’s failure to qualify (above), ...districts...shall identify students who demonstrate the potential of perform at the 97th percentile.”

“School Districts may identify additional students who are talented and gifted...if the student demonstrates outstanding ability or potential in one or more of the following areas: (a) Creative ability in using original or nontraditional methods in thinking and producing; (b) Leadership ability in motivating the performance of others either in educational or non-educational settings; ( c) Ability in the visual or performing arts, such as dance, music, or art.” (excerpts from [OAR 581-022-2325](#)).

# CHARACTERISTICS FOR AREAS OF GIFTEDNESS

\*Adapted from the National Association for Gifted Children

## General Intellectual

### Ability

- understands complex concepts
- draws inferences between content areas
- sees beyond the obvious
- thrives on new or complex ideas
- enjoys hypothesizing
- intuitively knows before taught
- uses an extensive vocabulary
- does in-depth investigations
- learns rapidly in comparison to peers
- 1 - 2 repetitions for mastery
- manipulates information

## Specific Academic

### Ability

- advanced comprehension 1-2 repetitions for mastery
- intense interest in a specific academic area
- high academic capacity in special-interest area
- pursues special interests with enthusiasm
- operates at a higher level of abstraction than peers
- asks poignant questions
- discusses and elaborates in detail

## Descriptions of TAG Instructional Services

Services can be described in two ways: *curriculum-based* and *student-based*.

### Curriculum-Based Services

Definition: Modification to courses of study in content, instructional strategies, and expectations for performance and product. A written plan will reflect these options when developing the program for the TAG student.

### Student-Based Services

Definition: Personalized/individualized planning to develop appropriate academic programs.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## Possible Curriculum-based Strategies

(This is not a comprehensive list.)

<b>Cross Grade Grouping</b>	Students are ability grouped with a student in a higher grade level.
<b>Fast Paced Groups</b>	Curriculum is offered at a faster rate. It is often used in connection with compacting or acceleration.
<b>Learning Centers</b>	Materials to be used in small groups or for students to work independently.
<b>Special Part-time Class</b>	Small group sessions working with other students of similar abilities.
<b>Cluster Grouping</b>	Grouping according to ability or interest. May be skill oriented or project oriented, short term or extensive.
<b>Acceleration</b>	Instruction is delivered so that students move through the curriculum according to assessed skill levels rather than grade levels. The student moves ahead whenever mastery of content and skills is demonstrated.
<b>Independent Study</b>	Student-centered, directed by classroom teacher or other resource person. Student learns and practices research and study skills by learning more about an interest area and communicating findings to an appropriate audience.
<b>Individualized Instruction</b>	One-on-one instruction matched to individual needs. It can be fast-paced, advanced level, or remedial.
<b>Grade Advancement</b>	Students are advanced one or more grades beyond the one normally prescribed for their age. This should only be done with careful planning.
<b>Compacted Course or Curriculum</b>	Content is compacted into abbreviated time. The result provides additional time for enrichment or study.
<b>Differentiated Assignment</b>	Content, process and/or product changed to challenge and encourage higher level thinking.
<b>Whole Class Enrichment</b>	The teacher provides the opportunity for the entire class to work beyond or outside of the regular curriculum.
<b>Advanced Placement Courses / Honors Classes</b>	Courses which offer content at advanced levels. Material is often presented at a faster pace. Examples include: Advanced Placement (AP) courses where students take an exam and may earn college credit; honors Classes with advanced course work, but no college credit is available.
<b>Mentorships / Internships</b>	Student is paired with an expert in a field of common interest with the student being guided in a project or research. Internship may be in a prospective career field.
<b>Challenge Tests</b>	Students can pass required or core classes by examination.
<b>Enrollment in College Courses</b>	Student enrolls in college level classes while still enrolled in high school.
<b>Concurrent Enrollment</b>	Dual enrollment into two levels of schooling including high school and college.
<b>College Prep Curriculum</b>	The district will continue to expand AP offerings for students.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# TAG Roles and Responsibilities

## Superintendent-

- Supports vision and compliance of TAG plan

## District TAG Coordinator

- Serves as a resource to schools to provide expertise and support for school-based efforts to meet the needs of TAG students
- Assists schools in developing plans based on District program goals and student outcomes for TAG
- Provides staff development, upon request, for school facilities, counselors, and parents on characteristics and learning needs of gifted students as well as strategies for differentiating curriculum in the classroom
- Consults with individual teachers, principals, and parents upon request
- Updates district TAG communication, as needed
- Communicates with ESD TAG resource personnel and brings updates to the District.
- Oversees district wide CogAt testing for 2<sup>nd</sup> grade and all new to the district.

## School Administrator(s)

- Leads the school TAG committee
- Provides instructional leadership for the school
- Has knowledge of the students, classes and course modifications in the school
- Is the leader for site based staff development
- Decides the model within the school; clustering, advanced classes, etc.
- Works with the school TAG coordinator to assure school representation at appropriate district and state meetings regarding TAG.

## School TAG Coordinator

- Submits a [signed form 6a](#) to the district records personnel.
- Sends home permission to opt out of CogAT testing in fall.
- Participates in the school TAG Committee
- Assists teachers with identification process and with ongoing assessment/instruction at the appropriate rate and level
- Facilitates the sharing of ideas and TAG-related classroom materials in each school and with district TAG coordinator
- Will provide professional development to ensure quality implementation of TAG goals and services.
- Works with principal and school TAG committee to develop a school plan to meet the needs of students, to provide ongoing communication to parents, and to ensure the accuracy of school-based records concerning TAG students
- May serve as a resource for parents who have questions/concerns about TAG

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

- Works with the district TAG coordinator to organize both school and district activities to meet the needs of TAG students
- Assists teachers in writing personal education plans and collects and files PEP forms appropriately.
- Ensures that Personal Education Plans are filed in the master file in the office and in the Counseling office
- Attends appropriate meetings
- Coordinates all CoGAT testing for 2nd grade and new to the building students.
- Facilitates TAG Enrichment

### **School TAG Committee**

- Performs [final identification - Form 6D](#), except for those that are “potential to perform” and
- Performs initial review of all “potential for perform” submittals

### **Classroom Teachers**

- Are aware of TAG students in their class within 2 weeks of the start of each semester (Highlight in grade book and/or class lists) - Should be indicated on Pinnacle).
- Are integral to the identification and appropriate education of the TAG student
- Learn to recognize the behaviors which may indicate giftedness in a child
- Refer students for identification
- Submit behavioral, learning, and/or performance information as requested by the school for identification of the student
- Document on-going assessment of student’s individual rate and level.
- Provide appropriate instruction on a planned basis at a student’s assessed rate and level of learning
- For **elementary** TAG students, teachers will:
  - Write a PEP within 6 weeks of identification or within the first 3 weeks of school for previously identified students.
  - Give one copy of the PEP to the TAG Coordinator for filing and one to be sent home to parents.
- For **middle school and high school** TAG students, teachers will:
  - Ensure the existence of a Secondary Talented and Gifted (TAG) Personal Education Plan for each student. Plans can be written individually or compiled by department. High school staff may use four-year plans for TAG planning.
  - Make TAG PEP Plans available within 6 weeks of identification or within the first 3 weeks of school for previously identified student.
  - Retain a copy of the Instructional Plan that is readily available
  - [Prepare a PEP on the district form](#)
  - Incorporate college/career planning
  - Include college prep curriculum options in plans as it is appropriate.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## **Students**

TAG students, like all students, are ultimately responsible for themselves, for their actions and for their learning. Students can direct their own learning by:

- Taking advantage of educational opportunities and options
- Actively participating in classes (listening, reading, writing, thinking, asking questions, solving problems, etc.)
- Actively seeking new knowledge and skills while demonstrating what they already know
- Looking for ways to extend their learning and discussing their suggestions and ideas with teacher(s) and/or parent(s)
- Setting goals and working hard in the pursuit of academic and personal excellence

## **Parents**

- Can be an advocate for their child and be a partner with the teachers and schools
- May ask that child be considered for TAG identification by completing the [Parent Referral Form](#)
- May submit additional evidence to support eligibility for TAG identification
- May request a formal appeal, if eligibility is denied
- Should feel free to communicate with the classroom teacher as needed
- Are welcome to discuss their child's previous educational experiences, temperament, and learning style with the teacher
- May request to review the PEP/goal setting form (grades K-5) or the Instructional Plan (grades 6-12) with the teacher
- Will be knowledgeable about program and course placement options in their schools and help select the most appropriate class, program, or school for their child
- May attend TAG information sessions, when available
- Will follow appropriate procedures for appeals
- Will attend school and district TAG information meetings as they occur

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Assessment for Rate and Level Philosophy

After a student has been identified for TAG services, the classroom teacher will assess the student's instructional level and rate of learning. Assessment is an on-going process which should occur frequently to identify student strengths and needs prior to instruction. Teachers may use standardized tests or informal performance assessments. In addition, pre and post tests are appropriate measures for diagnosing student placement in a curricular area. The instruction provided to all identified students shall address their assessed rate and level of learning.

## Evaluation/Accountability:

The teacher and principal are responsible for evaluating the needs of a TAG student. Techniques for maintaining accountability may include:

1. Assuring that a TAG/PEP Plan is in place for each TAG student.
2. Monitoring TAG student progress on state and standardized tests and conducting inventories, interviews and surveys, as needed.
3. Assessing teachers' mastery of instructional strategies which clearly address TAG students' rates and levels of learning. Data for determining mastery may be collected from classroom observations, student work folders, student performances or demonstrations, classroom videos, principal/ teacher conferences, and other documents or activities specific to each school.

## Instructional Services for Elementary TAG Programs

It is the Lebanon Community School District (LCSD) philosophy that the TAG students' needs should be met by acceleration, by curriculum modification, by curriculum differentiation, and by using a variety of teaching and learning strategies within their daily classes. Student needs for adjusted levels and rates of learning in all subject areas will be considered. In the LCSD classroom model, ***the teacher is the primary deliverer of instruction for TAG students***. The teacher differentiates instruction based on the assessed rate and level of learning of the individual student in each subject area.

There will be opportunities for TAG students to spend learning time with other students with similar abilities and interests. These opportunities will occur around specific skill and interest areas. These opportunities will occur throughout the school year and may vary in length of time and in frequency. These opportunities may occur through cross-grade grouping, faster paced groups, special part-time classes, learning centers, cluster grouping, and/or occasional pull-out enrichment programs.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## **Instructional Services for Middle School TAG Programs**

As in the elementary school program, it is LCSD's philosophy that the TAG students' needs in the middle school should be met by acceleration, by curriculum modification, by curriculum differentiation, and by using a variety of teaching and learning strategies. Student needs for adjusted levels and rates of learning in all subject areas will be considered. ***The teacher is the primary deliverer of instruction for TAG students.*** The teacher differentiates instruction based on the assessed rate and level of learning of the individual student in each subject area.

Opportunities for TAG students to spend learning time with other students with similar abilities and interests should occur in a variety of ways and may vary some from site to site. Opportunities occur around specific skill and interest areas and within individual classes. In middle school, these opportunities may occur through multi-grade grouping, faster paced groups, advanced classes, in-class learning centers, challenge options, and cluster grouping.

Other options for middle school students may be concurrent enrollment (high school), on-line learning options, mentorships, internships, [grade advancement](#), individualized instruction, and independent study. In addition, individual schools may offer a variety of enrichment programs and field experiences. Information on these extra experiences will be available at the school buildings. *Schools serving 8<sup>th</sup> graders will work with the high school to develop transition activities that assure students will move to high school as smoothly as possible.*

## **Instructional Services for High School TAG Programs**

As in the elementary and middle school program, it is LCSD's philosophy that the TAG students' needs in the high school should be met through comprehensive programming that may include, acceleration, by enrollment in appropriate courses, by curriculum differentiation and modification to accommodate TAG student in regular English, mathematics, science and social studies courses. Student needs for adjusted levels and rates of learning in all subject areas will be considered. The teacher is the primary deliverer of instruction for TAG students. The teacher differentiates and modifies instruction based on the assessed rate and level of learning of the individual student in each subject area.

In high school, the development of a four-year course of study and annual course selections are critical activities for developing individual student programs. During course selection times parents and students should consider all options for program planning. Our high school offers a variety of honors, accelerated, and advanced placement courses in English, mathematics, science, social studies, and in foreign languages. There are also opportunities for taking on-line courses, for concurrent

enrollment with selected colleges. Please refer to individual school brochures for campus specific programs.

## **Parent Input and Communication**

Parent involvement is a key to every child's success. Parents may request a meeting at any time to discuss their child's TAG plan or instruction. LCSD encourages all parents to take an active role in their child's education and to partner with us to assure students success in school and in life. Parents who have questions or concerns **should contact their child's teacher first** to discuss TAG placement and services. If the child's teacher is not able to provide the necessary help the building principal is available to assist parents with questions and concerns.

The teachers, schools and the district will work to provide useful information in a timely manner to help parents make informed decisions about their child's education.

## **Indicators of Curriculum Differentiation**

Teachers differentiate curriculum for the diverse needs of their students. The following are some of the methods used to differentiate classroom instruction:

1. A range of activities is present, in which TAG students are engaged in abstract, complex, and sophisticated learning tasks.
2. Varied instructional strategies are in use.
3. Differentiated thematic units with appropriate assessment are used.
4. Activities mirror the range of the student's abilities.
5. Questioning techniques appropriately address student cognitive levels.
6. Personalized projects and products are apparent.
7. Various grouping strategies are utilized.
8. Frequent adult/student interaction is evident.
9. Problem solving and problem finding occurs.
10. Teacher/student conferences and planning are on-going.
11. Student-initiated activities and investigations are evident.
12. Students appear to be productively and positively engaged.
13. Technology is used by students as a resource and as a tool for creating unique products.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Lebanon Community Schools

## The TAG Identification Process



(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## LCSD TAG identification Process REQUIRED FORMS

Step 1	<p>Student is referred by at least one of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinator</li> <li><input type="checkbox"/> Staff member</li> <li><input type="checkbox"/> Parent</li> <li><input type="checkbox"/> Student</li> </ul> <p>All 2nd grade students and new students to the district with no prior data will complete the CogAT Screener, by the end of the second quarter. Obtain a signed approval letter from guardian <a href="#">form 5a</a>, prior to testing.</p>
Step 2	<p><b>Data Review by Site TAG committee District Coordinator, Site Coordinator, Classroom teacher, additional members as desired</b></p> <p>Conduct, Collect and Review Data:</p> <ul style="list-style-type: none"> <li>❖ If student scores in the 80th percent or higher (on CogAt Screener), they will complete the “full” CogAT</li> <li>❖ Checklists (Behavior, SIGs, etc)</li> <li>❖ State Assessments (scoring 97% or higher)</li> <li>❖ Samples of Student work</li> <li>❖ Surveys, Questionnaires (See archived forms, as needed)</li> <li>❖ <i>Complete</i> Team Decision <a href="#">Form 6d</a> to decide student eligibility</li> <li>❖ <i>Complete</i> <a href="#">Form 6e updated 2020</a></li> <li>❖ Additional testing may be suggested during committee meeting</li> </ul>
Step 3	<p>Additional testing may be suggested during the TAG committee meeting. Obtain parent approval using form</p>
Step 4	<p>Communication with Parents - if identified, <a href="#">Form 6a</a>.</p>
Step 5	<p>Check with the Office Manager that the student gets flagged as TAG at the District Level. Consult with the student's teacher and notify them of TAG eligibility. Support teacher quarterly, and as needed, to update PEP.</p>

**Identification of Non-typical Populations is also required by law and so the district will make an effort to identify TAG students from special populations such as:**

- Cultural and ethnic minorities
- Economically disadvantaged
- Underachieving gifted
- Students with disabilities
- Behaviorally challenged

↓

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## The Identification Process Checklist

### **Referral Process**

Review school data, look for non-typical student population

- Check cumulative records, achievement testing, and intellectual aptitudes.
- Check with teachers; staff recommendations
- Parent requests
- Notify parents of initial screening (CogAT) [Form 5a](#)

### **Initial Screening**

Meet with building support teams

- Review standardized and other testing.
- Collect and review behavioral, learning, performance, and other data. [Form 6e](#)
- Review non-typical student population for any missed possible TAG students.
- Determine screening options: CogAT or other testing options.
- Administer CoGAT screener (then, full CogAT for students that qualify) - not in 2020-21

### **Sort Information**

Did the student meet the basic criteria for TAG?

- Met criteria
- Did not meet
- May meet criteria. Further testing/evaluation indicated

### **Selection Process**

- Team decision based on all information
- Parent Permission required
- Further testing/evaluation of further data (must have at least 2 data points)
- Notification of results

### **Plan Process**

Team meeting with parent/student

- Review testing results with parents
- Create TAG plan for identified students, with
- Parental involvement
- Options

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)



# FORMS

**Current forms will be available for download on the TAG page of the district website.**

**Revisions will be included in this handbook each Fall.**

**Archived forms will be available via building TAG Coordinators or District TAG Coordinator upon request.**

**Updates will be communicated to building administrators and building TAG coordinators via e-mail. If you are unsure which form to use, please consult your building administrator, or building TAG coordinator.**

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## Talented and Gifted Referral Form

A student should be referred for Talented and Gifted programs, if you suspect one or more of the following:

Reading and/or math abilities and achievement at the 97<sup>th</sup> %ile or better, or intellectual and/or reasoning abilities at or above the 97<sup>th</sup> %ile.

*In order for a child to be determined eligible, multiple measures will be used and a team decision by the referring teacher, counselor, TAG facilitator and/or principal will be made. You will be asked for more information as we progress.*

*Once the evaluation has been completed, the person that made the referral as well as the parent/guardian will be notified of the results. In case of identification as Talented and Gifted, a PEP must be completed with parent and student input and updated the following school year. PEP's are kept in the TAG files.*

Students Name:

Grade:

Teacher:

Date of Referral:

Referring Person:

Relation to Student:

\_\_\_\_\_ (H)

\_\_\_\_\_ (W)

Reason for Referral: Observations, test results, etc.

Suspected area(s) of talent and/or giftedness:

**Parent Referral:  
Behavioral Checklist**

**Student's Name** **Grade**  
**School**  
**Parent/Guardian** **Phone**  
**Address**

**Please rate the frequency of behaviors which best describe your child.**

- 1 = Rarely or never**
- 2 = Sometimes**
- 3 = Frequently**
- 4 = Most of the time**

1. Surprises you by remembering things you do not expect him/her to remember.
2. Takes leadership role in a group of children (takes charge).
3. Makes connections between information previously learned and new information.
4. Can recognize how things are alike and different.
5. Is able to process information quickly.
6. Loves words and enjoys using an extensive vocabulary appropriately.
7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
8. Uses examples and/or comparison to illustrate points.
9. Likes in-depth exploration on topics of interest.
10. Exhibits special skills unusual for age. Gives examples from school or home.
11. Likes to build and invent using common materials.
12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
- 13a. Has a system of solving problems.
- 13b. Uses a variety of approaches to solve problems.
- 14a. Exhibits a wide range of knowledge about a variety of topics
- 14b. Exhibits in-depth information on one or more specific areas.
- 15a. Stays with topics of interest, often finding it difficult to leave until some closure is reached.
- 15b. Completes only part of an assignment or project and then takes off in a new direction.
16. Is hard to distract when involved in an intellectual activity.
17. Can recognize the difference between appropriate and inappropriate behavior.
18. Can explain his/her solutions to problems.
19. Becomes impatient and overly critical if work is not perfect.
20. Prefers to work on projects which provide a challenge.
21. Exhibits concern about social or political problems; is concerned about right and wrong.
22. Exhibits a zany sense of humor; enjoys word play and the use of puns.
23. Can produce elaborate and/or highly creative reasons for not completing work as assigned.
24. Is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.
25. Likes to organize or bring structure to things and/or people.

Please add any information about your child which may be helpful. You may use the back or other paper, as needed.

**Teacher Behavioral Checklist to Identify Gifted Underachievers: Optional**

Student Name:

**A CHECKLIST TO IDENTIFY GIFTED UNDERACHIEVERS**

Adapted from Joanne Whitmore

Form #4f

Observe and interact with child over a period of at least two weeks to determine if he or she possesses the following characteristics. If the student exhibits ten or more of the listed traits, they are possibly gifted underachievers and may need to be further assessed by the Achievement Team.

Place an X next to behaviors that are exhibited by the student regularly.

Poor test performance

Achieving at or below grade-level expectations in one or all basic skill areas: reading, language arts, math

Daily work frequently incomplete or poorly done

Superior comprehension and retention of concepts when interested

Vast gap between qualitative level of oral and written work

Exceptional large repertoire of factual information

Vitality of imagination, creative

Persistent dissatisfaction with work accomplished, even in art

Seems to avoid trying new activities to prevent imperfect performance; evidences perfectionism, self-criticism

Shows initiative in pursuing self-selected projects at home

Has a wide range of interest and possibly special "expertise" in an area of investigation and research

Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom

Does not function comfortably or constructively in a group of any size

Show acute sensitivity and perceptions related to self, others and life in general

Tends to set unrealistic self-expectations, goals too high or too low

Dislikes practice work or drill for memorization and mastery

Easily distractible, unable to focus attention and concentrate efforts on tasks

Has an indifferent or negative attitude toward school

Resists teacher efforts to motivate or discipline behavior in class

Has difficulty in peer relationships; maintains few friendships

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

PERMISSION TO TEST ALL 2<sup>nd</sup> AND New to District



Form #5a

Dear Parents,

The State of Oregon has adopted standards that require school districts to identify and provide services for talented and gifted children. One step in this identification process is to look at teacher and/or parent nominations of students in grades K through 12 and then to assess these students through a nationally standardized mental abilities test and an academic achievement test. Our district has elected to use the CogAt assessment and the Oregon State tests as the academic achievement assessment.

The purpose of this letter is to share with you that on (Insert Date) we will be giving the CogAt to all second grade and new to district students as an initial screening for talented and gifted identification. On the basis of the results of the CogAt, the Oregon State tests, and with consideration of schoolwork and possible additional testing using other cognitive abilities tests, we will be able to determine if your child qualifies for the talented and gifted designation. Should we find it necessary to do additional testing, we will contact you first.

If you would prefer that your child **not participate** in this assessment, **please sign below** and return this entire form to the building TAG coordinator or the building Principal. If you have questions on this or any other aspect of the program, you are most welcome to contact the principal's office at \_\_\_\_\_

Sincerely,

Principal

TAG Coordinator

\_\_\_\_\_ I **do not** want my child to participate in the CogAt nonverbal assessment.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

**PARENT NOTIFICATION LETTER**

Form #6a

To the Parents of:

DATE:



Your child has been nominated and/or has recently been tested for consideration for TAG services. This has prompted further investigation of your child’s needs and abilities. Scores from mental abilities tests and/or achievement test and behavioral information from staff involved with your child have been collected and reviewed by the TAG committee. At this time, in accordance with state laws, students in this district are assessed and serviced for being academically talented in math and/or reading and for being intellectually gifted.

Evidence available for your child shows that he/she **does meet** district and state criteria for TAG eligibility:

Academically talented	Mathematics	Reading
Intellectually gifted		
Potential to perform	Mathematics	Reading

Please find attached a copy of the test results. (If applicable)

Please check only one of the following boxes indicating whether you accept or decline TAG program services for your child. If you choose to accept services (by checking the first box), a written PEP (Personal Education Plan) will be developed by the classroom teacher in order to best ensure that your child’s unique needs are being met. It should be noted that parents, at any time, can request that their child be withdrawn from the program.

I accept program services

I decline program services

Parent/Guardian Signature:

Date:

Building TAG Coordinator:

Date:

School Principal:

Date:

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

Classroom Teacher:

Date:



Form #6c

**PARENT OPTION TO REFUSE PROGRAM AND/OR SERVICES**

**Student's Name**

**Student's ID#**

**School**

**Classroom Teacher**

**Parent/Guardian**

**Phone#**

Lebanon Community School District recognizes the right of parent or guardian to refuse program and/or services recommended for his or her identified talented and/or gifted child.

I, \_\_\_\_\_ refuse TAG program and/or services for my child.

Parent/Guardian Signature

Date

Building TAG Coordinator

Date

School Principal

Date

\*Services can be resumed at any time by parent request. Please notify your school TAG Coordinator.\*

It is important that you are aware of, and understand, the following:

- You have the right to review all records related to a referral.
- You have the right to refuse the evaluation services indicated above.
- You have the right to be fully informed of the results of the evaluation.
- You have the right to an appeals process if you believe your child has not received fair consideration in the identification process for TAG.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

**TEAM DECISION REPORTING FORM**

Form 6d

Our team has decided \_\_\_\_\_  
 (Student Name)  
 From \_\_\_\_\_  
 (School)  
 is identified under the following.

- |  |                                      |                                  |
|--|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Academically Talented | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Intellectually gifted |                                      |                                  |
| <input type="checkbox"/> Potential to Perform  | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading |

Team Signatures (Print and Sign)

Date

**TAG COORDINATOR: A copy of this form should be sent to Brigette Martin at the district office immediately.**

**PLEASE CHECK**

**ONE**

**DATE**

**GRADE**

Identification:

Intellectually Gifted

Reading Talented

Math Talented

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

PERSONAL EDUCATION PLAN



Form #7a

**STUDENT  
TEACHER  
SCHOOL/PROGRAM**

**ACCOMMODATIONS FOR LEVEL AND RATE  
(Mark all that apply)**

**CURRICULUM ACCOMMODATIONS**

More complex/abstract materials	Differentiated assignments
Acceleration	Curriculum compacting
Other:	Other:

**INSTRUCTIONAL ACCOMMODATIONS**

Cluster grouping	Advanced vocabulary activities
Ability Grouping	Cross grade grouping
Independent advanced reading projects	Higher level questioning
Independent research projects	Independent study projects
Mentor assignment	Advanced class placement
Other:	Other:

**SOCIAL/EMOTIONAL GOALS**

- |   |   |
|---|---|
| <input type="checkbox"/> Self-Acceptance        | <input type="checkbox"/> Leadership Skills    |
| <input type="checkbox"/> Cooperative Group Work | <input type="checkbox"/> Appropriate Behavior |
| <input type="checkbox"/> Acceptance of Others   | <input type="checkbox"/> Organization         |
| <input type="checkbox"/> Self Confidence        | <input type="checkbox"/> Other                |

**Question for Parent and Student at conferences or prior:** *What additional input would you like to offer for this PEP?*

Parent/Guardian input:

Student input:

Teacher Signature

Parent Signature

Student Signature

TAG Facilitator

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

**TEACHER DOCUMENTATION:** Please enter notes for specific differentiation every quarter as well as anecdotal notes, parent comments, etc...

***Quarter 1 –***

***Quarter 2 –***

***Quarter 3 –***

***Quarter 4 –***

Other notes

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

Talented and Gifted **Exit Form**  
Insert School name here

**Form #8**

**Student Name:**

**Date:**

**Grade Level:**  
**(Review in 1 year)**

**Check one::**  **Exit**  **Furlough**

The gifted/talented committee, whose team members include the student, parent, TAG coordinator, and/or Teacher/Administrator, makes final decisions regarding exiting of the student from the program for educational, psychological, and/or personal reasons after consultation by the TAG team. The decision to exit the Talented and Gifted Program has been based on the following reasons,

*Check all that apply:*

- Parental requests withdrawal from the program, or
- Student requests withdrawal from the program with parental permission.
- TAG coordinator recommendations based on interviews and observations,
- Teacher recommendations based on observations of student behavior and performance,
- Current ability testing,
- Other: \_\_\_\_\_

---

Student Signature:

Parent/Guardian Signature:

TAG Coordinator:

Administrator

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Lebanon Community School District

## *Teaching Gifted Students* Helpful resources for teachers and parents



(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## The Teacher of Gifted Students

*An outstanding teacher is essential for the success of any program, but it is of paramount importance that a teacher of gifted students.....*

- Appreciates interacting with gifted students and enjoys their spontaneity.
- Enjoys learning from students as well as teaching them
- Respects pupil's ideas and values their input
- Approaches subject matter with enthusiasm
- Capitalizes on a wide range of classroom experiences
- Utilizes students' contributions in class discussions and assignments.
- Emphasizes academic skills for gifted students, such as critical thinking, problem solving, the analysis of the historical development of ideas, and the interrelationships and interdependencies between thoughts and knowledge.
- Differentiates instruction and is knowledgeable and comfortable with multi-media techniques, technology, and specialize materials.

### **The teacher must also:**

- Be aware of underachieving gifted students - how to identify them and how to meet their needs.
- Possess a sense of humor, can admit mistakes and is able to laugh at self.
- Appreciate the process of learning as well as the end product.
- Possess sufficient inner confidence to function successfully with the gifted.
- Allow and encourage a wide range of classroom activities from quiet independent study to dynamic group interchange of ideas.
- Realize that gifted students have a great need to interact with each other and allow ample time for such interaction.
- Understands that differentiated curriculum is not more work for the gifted student but depth and quality of work.
- Recognize that gifted students have varied psychological as well as educational needs and interests and individualizes activities accordingly.

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Characteristics of the Gifted

No two gifted students are alike. Their talents, ability levels, interests, motivation and performance may differ. Some gifted students may demonstrate exceptional talent in academics, some may be strong in visual and performing arts, and some may be natural leaders. Gifted students may possess mechanical aptitude, sensitivity, or a strong sense of fairness.

No one definition or set of characteristics describes all gifted students. However, this list might be a useful guide for recognizing gifted and able students.

**CURIIOUS:** keen observer, alert, inquisitive nature, questions the how and why of things, eager, pursues many interests in depth.

**RAPID LEARNER:** quickly masters facts, retains and applies information, needs minimal instruction on routine tasks.

**SUSTAINS INVOLVEMENT:** The student demonstrates: persistent goal-directed behavior, has a long attention span, ignores distractions, is not easily discouraged by setbacks and is self-motivated.

**SOCIALLY AWARE:** sensitive and intuitive, empathizes with others, flexible and open in manner, concerned with values and ideals.

**ENJOYS READING:** The student: reads a wide range of materials for information and pleasure; chooses advanced selections, uses reference works effectively at an early age.

**VERBALLY PROFICIENT:** possesses an advanced vocabulary, expresses him/herself fluently, communicates precisely and accurately, expresses own opinions freely, shows humor, asks probing questions.

**RESPONSIBLE:** works independently, needs minimal directions, understands and accepts guidelines, organizes tasks, peers, and events, often serves as a leader, is respected by peers.

**CRITICAL THINKER:** analyzes and is logical, reasons out complicated things, evaluates situations, uses common sense, expresses and accepts constructive criticism.

**CREATIVE:** imaginative, versatile, and adaptable, flexible in ideas and actions, possesses problem-solving ability, original and inventive, gives clever and witty responses.

**GENERALIZER:** perceives and abstracts ideas, sees relationships, grasps underlying principles, makes valid assumptions about people, events and things, integrates areas of knowledge.

**RESOURCEFUL:** a producer who has a knack for using the limited resources, time and people in a learning environment to achieve outstanding results, a prolific and creative author, study

and research results in original projects, generates new ideas and viewpoints, proposes novel solutions to peer conflicts.

### **Characteristics of gifted students that tend to screen them out of programs**

- Bored with routine tasks, refuses to do rote homework
- Difficult to get him/her to move into another topic
- Is self-critical, impatient with failures
- Is critical about others, of the teachers
- Often disagrees vocally with others, with the teacher
- Makes jokes or puns at inappropriate times
- Emotionally sensitive – may overreact, get angry easily or ready to cry if things go wrong
- Not interested in details; hands in messy work
- Refuses to accept authority; nonconforming, stubborn

### **The Affective needs of gifted children**

- To understand the meaning of their own giftedness
- To reconcile their deep concern and feelings of morality and justice
- To be in classes with at least 3 or 4 other gifted students
- To deal with the feelings of “differentness”
- To have a self-concept separate from their achievements
- To recognize and deal with stress
- To have an appropriate and meaningful education
- To learn decision making, goal setting, and evaluation skills
- To not be treated as small adults
- To have appropriate and early educational and career guidance
- To resolve any discrepancy between social and academic self-concept
- To learn interpersonal and communication skills
- To have appropriate expectations for themselves and others
- To cope with and take advantage of their heightened sensitivities
- To pursue their passions

### **Gifted Kids: Ages and Stages**

**Remember: Children are average with gifts, not superior with faults-**

#### **Child in Elementary Grades:**

- Curious, wants to know everything
- Has a wide variety of interests
- May quit or persevere
- Learns quickly
- Remembers easily with little practice
- Resists details and long assignments
- Prefers complex tasks

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

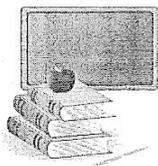
- Highly verbal on subjects of interest
- Long attention span
- Highly critical of self and others
- Perfectionist
- Understands abstract ideas
- Creates theories
- Loves working with symbolic modes of communication
- May be very creative
- Non-conforming
- Points out inconsistencies seen in adults or situations
- Thrives on problem-solving approach to learning
- Collects unusual things
- Advanced sense of humor
- Prefers to work alone or play with one friend
- Devoted to FAIRNESS, hates injustice
- Loves to experiment with ideas and methods

**Adolescents:**

- Desire acceptance, belonging to more than one peer group
- May find little new to learn in school
- May appear to slow down in learning
- May lack needed study skills
- May need to deal with realities of being younger than pals
- May feel pressure to “do great things”
- May see advanced courses as undesirable; impostor syndrome
- May make decisions favoring popularity over intelligence
- Girls may feel conflict; between intelligence and femininity
- May operate at lower levels in physical growth than intellectual work habits
- May prefer :
  - Sound activities
  - Visual activities
  - Tactile activities
  - kinesthetic activities
  - to work alone
  - inquiry activities

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## Bright Child or Gifted Learner



### BRIGHT CHILD

Knows the answers.  
Is interested.  
Is attentive.  
Has good ideas.  
Works hard.  
Answers the questions.  
Top group.  
Listens with interest.  
Learns with ease.  
6-8 repetitions for mastery.  
Understands ideas.  
Enjoys peers.  
Grasps the meaning.  
Completes assignments.  
Is receptive.  
Copies accurately.  
Enjoys school.  
Absorbs information.  
Technician.  
Good memorizer.  
Enjoys straight forward,  
sequential presentation.  
Is alert.  
Is pleased with own learning.



### GIFTED LEARNER

Asks the questions.  
Is highly curious.  
Is mentally and physically involved.  
Has wild, silly ideas.  
Plays around, yet tests well.  
Discusses in detail, elaborates.  
Beyond the group.  
Shows strong feelings and opinions.  
Already knows.  
1-2 repetitions for mastery.  
Constructs abstractions.  
Prefers adults.  
Draws inferences.  
Initiates projects.  
Is intense.  
Creates a new design.  
Enjoys learning.  
Manipulates information.  
Inventor.  
Good guesser.  
  
Thrives on complexity.  
Is keenly observant.  
Is highly self-critical.

Created by Janice Szabos  
*Gifted Child Quarterly*

## **DIFFERENTIATION and the TAG Student**

### **Differentiation- A definition**

Differentiation refers to the development of curriculum-based services or curricular adaptation in course content, instructional strategies, and products required of the students. Service occurs through a curriculum which has been modified to meet the rate and level needs of gifted and talented students during the regular course of instruction.

### **Elements of Differentiation**

- Accelerated or advanced content
- More complex understanding of generalizations, principles, theories, and content structure
- Abstract concepts and thought processes or skills
- Level and type of resources used to obtain information, acquire skills, and develop products
- Appropriation of longer/shorter time span for learning
- Generating new information or products
- Transfer of learning to new different disciplines, situations
- Development of personal growth and sophistication in attitudes, appreciation, feelings
- Independent thought

### **Principles of Differentiated Curriculum for the Talented and Gifted**

- Present content that is related to broad-based issues, themes or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related, and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking skills into the curriculum
- Encourage the development of products that use new techniques, materials, and forms
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

## Differentiation Strategies

### 1. Change Content – stress greater complexity of subject matter, high level thinking, and incorporate high level thinking skills that develop in students the ability

--> Design a curriculum that:

- a. teaches the basic structure of the content
- b. allows the students to approach the subject as a specialist approaches it
- c. introduces important concepts, ideas and skills at as early as age as possible
- d. generates many ideas
- e. associates and interrelates concepts
- f. evaluate facts and arguments critically
- g. create new ideas and new lines of thought
- h. reason through complex problems
- i. understand themselves, other people, other situations and other times

### 2. Change Method – adapt how material is presented to fit the particular learning style of the student

- a. **observe** the learning behavior of your gifted students
- b. **verify** your assessment by conferring with your student
- c. then **vary** presentations and learning experiences that you offer by including teaching methods that match your students' learning preference.
- d. while appealing to a particular learning style allows students opportunities to use their strengths – it is also necessary to **broaden and balance** their approach to learning by “exposing” them to other methods of learning.

### 3. Change Environment – move students to different setting or change the nature of the setting in which he/she receives instruction

- This may include, but is not limited to:

- a. specialized field trips
- b. **acceleration to next grade level? add link**
- c. use of open classroom, resource rooms, learning center
- d. after school clubs
- e. special classes

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# Lebanon Community School District

## *Policies*



### **Current district policies include:**

**IGBB, IGABA, IGABB, IGABC, IGABD**

and can be found on the Lebanon Community School District website On the District [Policies page](#).

A current copy of the (Oregon Revised Statutes) ORS and OARs(Oregon Administrative Rules) that pertain to Talented and Gifted education may be found on the Lebanon Community School District website on the **TAG page**.

<http://www.lebanon.k12.or.us>

(Parents have the right to refuse TAG services and / or file a complaint regarding services according to district policy)

# GLOSSARY

**Level of Learning-** The student's instructional level in the curriculum and the place where the student will be successful but encounter knowledge and skills not yet learned or mastered. Level is more than advanced grade level; it involves complexity and sophistication of concepts.

**Rate of Learning-** The measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level. A student's rate of learning will vary, depending on the subject, point in the learning process, degree of interest, level of difficulty and learning style.

**Differentiated Assignments:** Assignments changed to meet a variety of different students' needs. The content, the processes and skills, and/or the final product (essay, **speech**, and visual display) may be modified to stimulate higher-order, more sophisticated outcomes.

**Interdisciplinary Curriculum:** Curriculum and activities based on common themes that cut across several disciplines.

**Enrichment Activities:** Activities and materials offered outside of the regular curriculum (i.e. after school). **Complex/Abstract Materials:** Materials that require higher levels of abstraction and complex outcomes than regular materials, i.e., original sources that require analysis, interpretation, or evaluation.

**Research Projects:** Opportunity for students to conduct research on a curriculum topic or an area of interest; should include opportunities for learning advanced research skills including exposure to new sources of information, how to conduct primary research, and presentation of information.

**Curriculum Compacting:** A three-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for free time to be spent in enriched or accelerated study, or for self-selected independent work.

**Acceleration:** Students' needs are usually met and accommodated by the teacher providing faster pacing and more advanced content within the regular classroom; may occasionally require moving a student to a more advanced classroom or grade level for all or part of a day.

**Cluster Grouping:** Grouping by ability or interest; grouping within skill area, usually language arts or math. May be in classroom, grade level, or cross-grade; may include acceleration and enrichment. May be short or long term; may be project-oriented.

**Independent Study/Project:** Student may work independently, with teacher guidance, on a project or area of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design his/her own project with the teacher's guidance.

**Higher-order Thinking and Questioning Strategies:** Student responds to questions during the course of instruction that require the student to use higher-level thinking skills such as analysis, interpretation, evaluation, and creativity.

**Individual Instruction:** Instructional rate, achievement level, curriculum content, and depth of exploration based on assessment of individual needs. Students may be instructed individually, in small or large group settings depending on learning needs. On-going assessment is essential. The student receives instruction with the materials that match the individual's specific needs. This may include one-on-one direct teaching and/or self-guiding materials and processes.

**Learning Style Emphasis:** If the student shows a dominant style of learning, provide opportunity for the student to learn and demonstrate his/her knowledge in that style. For example, if the student likes to draw or build, tailor activities so the student can learn through visual and hands-on projects.

**Flexible Grouping:** After being assessed, students are matched to academic tasks by virtue of readiness, not with the same assumption that all need the same spelling task, computation drill, writing assignments, etc. Movement of students among groups is common, based on readiness of given skills and growth within that skill.