



Terms Associated with Gifted and Talented Education

Term	Definition
Ability Grouping	Grouping students of like ability to work together on a short-or-long-term project.
Appropriate Program	A systematic and continuous set of instructional activities or learning experiences which expand the development of the students identified as gifted and talented.
Acceleration	Allowing students to move to a higher level of schoolwork than their age would typically dictate. The types of acceleration include: early entry, grade-level, earning credit by examination, concurrent enrollment, and subject-matter acceleration.
Access	An opportunity to study through school district course offerings, independent study, cooperative education service agencies, or cooperative arrangements between school district boards under s.66.30, Stats., and post-secondary education institutions.
Achievement Test	A test that measures what students have learned or have been taught in a specific content area relative to the expected achievement of average students; does not gauge potential.
Asynchronous Development	Also referred to as uneven integration, this is development in which intellectual growth is ahead of physical and social/emotional development.
Cluster Grouping	Assigning students of the same grade level who have been identified as gifted to a small instructional group within a class of otherwise heterogeneously grouped students.
Creative Thinking	Artistic or intellectual intuitiveness that allows learners to logically comprehend and solve complex problems or concepts.
Curriculum Compacting	Sometimes called, "telescoping", this form of differentiation eliminates or shortens work that students have already mastered at a pace faster than their peers.
Differentiation	A teacher's response to a learner's academic needs, learning styles, and interests.

	Teachers differentiate by adapting the pace, level, or kind of instructional curriculum.
Differentiated Educational Plan	An individualized educational plan for students who have been identified as gifted and or talented in one or more of the 5 areas of giftedness. A DEP is a carefully documented plan, that is geared to a learner's unique characteristics and needs. A DEP outlines educational goals and how they will be pursued. It is jointly developed by teachers, specialists, coordinators, parents, and sometimes the student.
Emotional Giftedness	A type of giftedness where students perceive thoughts and events intensely and think about them frequently.
Flexible Grouping	Grouping students based on interests and abilities. Flexible grouping often varies from cluster grouping because students move in, out, and across flexible groups more freely.
Formative Assessments	Formative assessments show how learners are progressing. They provide teachers with very specific information on each learner. Formative assessments are used to plan differentiated lessons and activities.
Gifted and Talented	Students enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas, and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
Heterogeneous Grouping	Grouping students with differing abilities, achievements, interests, perspectives, and backgrounds. HASD elementary classrooms are heterogeneous.
Homogeneous Grouping	Grouping students with similar abilities, achievements, interests, perspectives, and backgrounds.
Intelligence Test or IQ Test	Measures a student's cognitive abilities and potential for achievement. IQ tests compare a student's mental age and their actual age.
Learning Style	A student's preferred mode of learning. Some of us are auditory, some are kinesthetic, some are visual, etc. According to Howard Gardner, there are 8 different learning styles that teachers and students need to be aware of.
Magnet Schools	Special public schools that offer a concentrated curriculum in designated areas of study (for example, fine and visual arts, music, science, technology and so forth).

Mastery Learning	An instructional method or form a differentiation where students advance through the curriculum according to their ability rather than their chronological age.
Mentorship	A mentorship is sometimes an avenue for differentiating the curriculum. It can be described as a one-on-one learning relationship between a student and an expert in a specific topic.
Multiple Intelligences	Different ways of learning and processing information, as identified by psychologist Howard Gardner in this theory of multiple intelligences. Gardner's eight intelligences are linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Each student has relative strengths and weaknesses within these domains.
Multipotentiality	Concept that gifted learners have the ability to succeed in several areas of work or study. This may make choosing a career difficult.
Needs Assessment	Process of examining educational programs and curriculum to locate specific needs that are going unmet with the intention of establishing the focus for additional programming.
Off-Track Programs	Learning opportunities that are available to gifted students during periods when they are not attending school.
Portfolio Assessment	A collection of student products used to demonstrate and measure achievement, abilities, and talents, often toward the purpose of placing the student in a gifted program or evaluating work done in a gifted program.
Problem-Based Learning	An instructional method that compels students to think critically, analytically, and cooperatively, individually or in groups toward finding solutions to real-world problems or imaginary scenarios using appropriate learning resources.
Pull-Out Program	Also referred to as a send-out class or resource-room program. this is a part-time program where gifted children leave the regular classroom for a limited time to attend specialized classes with a resource teacher.
School-within-a-School	A program with concentrated offerings in a designated curricular area, rather than occupying a different building; operates within the walls of a typical school.
Self-Contained Program	An arrangement where students are grouped on a full-time basis with intellectual peers, often for consecutive years, to promote high achievement and reduce the

	social and emotional problems that can come with giftedness.
Standard T	Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.
Summative Assessments	Assessments that summarize what a student has learned. The WKCE is an example.
Tiered Assignments	Varied levels of activities to ensure that students explore ideas at a level that builds on prior knowledge and prompts continued intellectual growth.
Tracking	Permanently grouping students by ability.
Twice Exceptional	Quality of being both gifted and having a physical, an emotional, or a learning disability.

Reference: dpi.state.wi.us/dpi/dlsis/cal/caltgift.html