

# FREQUENTLY USED TERMS IN GIFTED EDUCATION

<b>Ability Grouping</b>	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.
<b>Accelerated Learning</b>	A strategy of progressing through education at rates faster or ages younger than the norm.
<b>Accountability</b>	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
<b>Advanced Placement (AP)</b>	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
<b>Affective Curriculum</b>	Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes and self.
<b>Aptitude</b>	An inclination to excel in the performance of a certain skill.
<b>Asynchrony</b>	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.
<b>At-Risk</b>	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.
<b>Authentic Assessment</b>	Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
<b>Brainstorming</b>	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
<b>Cluster Grouping</b>	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

<b>Cooperative Learning</b>	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in a cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
<b>Criterion-Referenced Testing</b>	An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
<b>Curriculum Compacting</b>	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
<b>Differentiation</b>	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
<b>Enrichment</b>	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
<b>Flexible Grouping</b>	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
<b>Heterogeneous Grouping</b>	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.
<b>Homogeneous Grouping</b>	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
<b>International Baccalaureate Program (IB)</b>	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.
<b>Learning Styles</b>	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he or she learns best.
<b>Norm-Referenced Testing</b>	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group")

<b>Portfolio Assessment</b>	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
<b>Pull-Out Program</b>	A program which takes a student out of the regular classroom during the school day for special programming.
<b>Rubric</b>	A rubric is a chart composed of criteria for evaluation and levels of fulfillments of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
<b>Talent Development</b>	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
<b>Telescope</b>	To cover the same amount of material or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
<b>Tiered Assignments</b>	A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.
<b>Twice Exceptional</b>	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or being GT/LD.
<b>Underachievement</b>	A term used to describe the discrepancy between a student's performance and their potential or their ability to perform at a higher level.