

## Common Terms Used in Gifted Education

Ability grouping: Grouping students of like ability to work together on a short or long-term basis.

Acceleration: Allowing students to move to a higher level of schoolwork than their age would ordinarily dictate. This can be in the form of early entry to school, placement in a self-contained gifted classroom, earning credit by passing an examination, skipping grades, dual enrollment in both high school and college. Students can also be accelerated in specific subject areas for single classes (e.g., taking seventh grade math, when the student is in the sixth grade).

Bloom's Taxonomy: Created by Benjamin Bloom in 1956, it's the classification of thinking into six levels of increasing complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation

Cluster grouping: Small instructional groups, consisting of students of the same grade level, who have been identified as gifted but have been placed in a classroom of otherwise heterogeneously grouped students.

Curriculum compacting: Compacting is an adaptation to the curriculum that shortens or eliminates work that students have already mastered quicker than their peers. It allows students the additional time and opportunity they need for enrichment or acceleration options.

Differentiation: Adapting the pace, level, or kind of instructional curriculum to meet each student's individual learning needs, styles, or interests. Differentiation can occur within the content, process, product, assessment, and/or learning environment.

Educational Plan (EP): Official document that guides your gifted student's instructional path. This plan covers your child's specific social and emotional needs, strengths, interests, and gifted goals, and parent concerns.

Enrichment: A range of challenging student learning opportunities, embedded in the standards and gifted EP goals.

Flexible grouping: Grouping students based on their interests and ability levels, using data from a variety of assessments, to drive the formation of groups.

Heterogeneous grouping: Also referred to as mixed-ability grouping, this is when students with differing abilities, achievements, interests, perspectives, and backgrounds are grouped together.

Homogeneous grouping: Also referred to as like-ability grouping, this is when students of similar ability are grouped together, regardless of their age.

Inquiry: Critical thinking skills, problem solving, and higher levels of questioning are embedded in the learning.

Multiple Intelligences/Learning style: Originally identified by Howard Gardner, this theory encompasses different ways of learning and processing, how your brain learns the best. A student's preferred mode of learning could be linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Each individual has relative strengths and weaknesses in these domains.

Pre-Assessment: What does a student already know? Have these standards already been mastered? A student who shows mastery of material, before it is taught, should not have instruction, practice, or homework that covers this same material. A teacher uses the pre-assessment to plan and create tasks that match individualized interests, learning styles, and level of knowledge about a certain topic.

Pull-Out program/Resource: This is a service where gifted children leave their regular classrooms to attend specialized instruction with a Gifted Resource teacher.

Twice Exceptional: Quality of being both gifted and having a physical, emotional, or learning disability.

Underachievement: Performance and ability are not balanced.