

Definitions of Terms

ACCELERATION

Student's 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.

ACHIEVEMENT TEST

A nationally normed instrument designed to assess the outcomes of school instruction in specific subject areas, e.g., reading, mathematics, etc.

ADVANCED LEVEL MATERIAL

Instructional material from a higher grade level than one to which the child is assigned. Material may be more advanced, abstract and/or complex than usual.

ASSESSMENT

Process whereby information related to a student's instructional level and rate of learning in various curricular areas is determined. It may be a system of data collection used to give information about a student (formal and informal data).

ADVANCED PLACEMENT (AP)

Formal AP curriculum in which high school students can complete a course and take an AP exam for college credit, a student may also be placed in a class more advanced than the student's age.

CLUSTER GROUPING

Groups of five to ten TAG students with similar ability in the grade level population are clustered in the classroom of one teacher. The other students in that class are of mixed ability. If there are more than eight to ten TAG students at the grade level, two or more clusters may be formed. The regular teacher can teach a group of students with the same needs more efficiently. Cluster grouping allows TAG students to spend academic time with their intellectual peers.

COMPACTED CURRICULUM

The amount of time normally required to master a subject is reduced. A pre-test is used to determine current level of mastery.

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.

CONCURRENT ENROLLMENT

Allows a student to take certain classes at the middle school or high school while obtaining credit in both settings.

CONTINUOUS PROGRESS

Individualized or group instruction based on a student's assessed learning level/rate. Used with pre-post testing or mastery learning models. Students are advanced through materials regardless of grade placement.

CREDIT BY EXAMINATION

Student successfully completes an examination covering course material and receives credit without taking the course.

CRITERION-REFERENCED TEST

A test that is organized by content or instructional objectives. A student's performance on a specific group of test items would indicate whether or not the individual has mastered that given skill. Criterion-referenced tests give information on what the student can and cannot do. These tests can be used in determining current level of performance.

CROSS-GRADE GROUPING

Students may be grouped with students of similar ability in a higher grade. This grouping would be determined subject-by-subject, not for the entire school day.

DIFFERENTIATED ASSIGNMENTS

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

ENRICHMENT ACTIVITIES

Activities and materials offered outside of the regular curriculum.

FAST-PACED CLASSES

Curriculum is offered at a faster rate than usual. Examples include curriculum compacting or acceleration.

FLEXIBLE GROUPING

After assessment, movement of students among groups is based on readiness and growth within that skill or subject.

HONORS CLASSES

Curriculum offered in greater depth and complexity for students who qualify. Typically for high achieving, motivated students.

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.

IN-DEPTH STUDY

Opportunity to study a specific topic related to curriculum or area of interest more in-depth; may involve a research project connected with an independent study contract.

INDIVIDUAL INSTRUCTION

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

MENTORSHIP

The student is paired with an expert in a field of common interest with the student being guided in a project or research.

MULTIPLE INTELLIGENCES

Incorporation of strategies into instruction that allow students to use areas of strength and challenge themselves in areas that are not as strong. Howard Gardner's theory of multiple intelligences includes linguistic, logical-mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

NO MODIFICATION NEEDED

The current pace of instruction and level of materials are appropriate for the student.

NORM-REFERENCED TEST

Any test in which the score acquires additional meaning by comparing it to the scores of people in an identified norm group. A test can be both norm and criterion-referenced. Most standardized achievement tests are norm-referenced.

OPEN-ENDED INSTRUCTION

Provides opportunities for choice within a framework. Instruction incorporates higher order thinking; more than one "right" way or response may require making connections between disciplines and relating to the "real world."

REGROUPING WITH TAG PEERS

Group students for instruction based on their demonstrated ability to learn content faster and at higher levels of abstraction and complexity. These regroupings may be for an entire unit of study.

STANDARDIZED TEST

Measure which has 1) prescribed instructions to the examinee; 2) scoring based on a set of predetermined rules; and 3) a normative sample to which an examinee's score(s) is (are) compared.