What is Gifted?

Scan the QR code to enter 1 or 2 words that you think of when you hear the term "GIFTED".
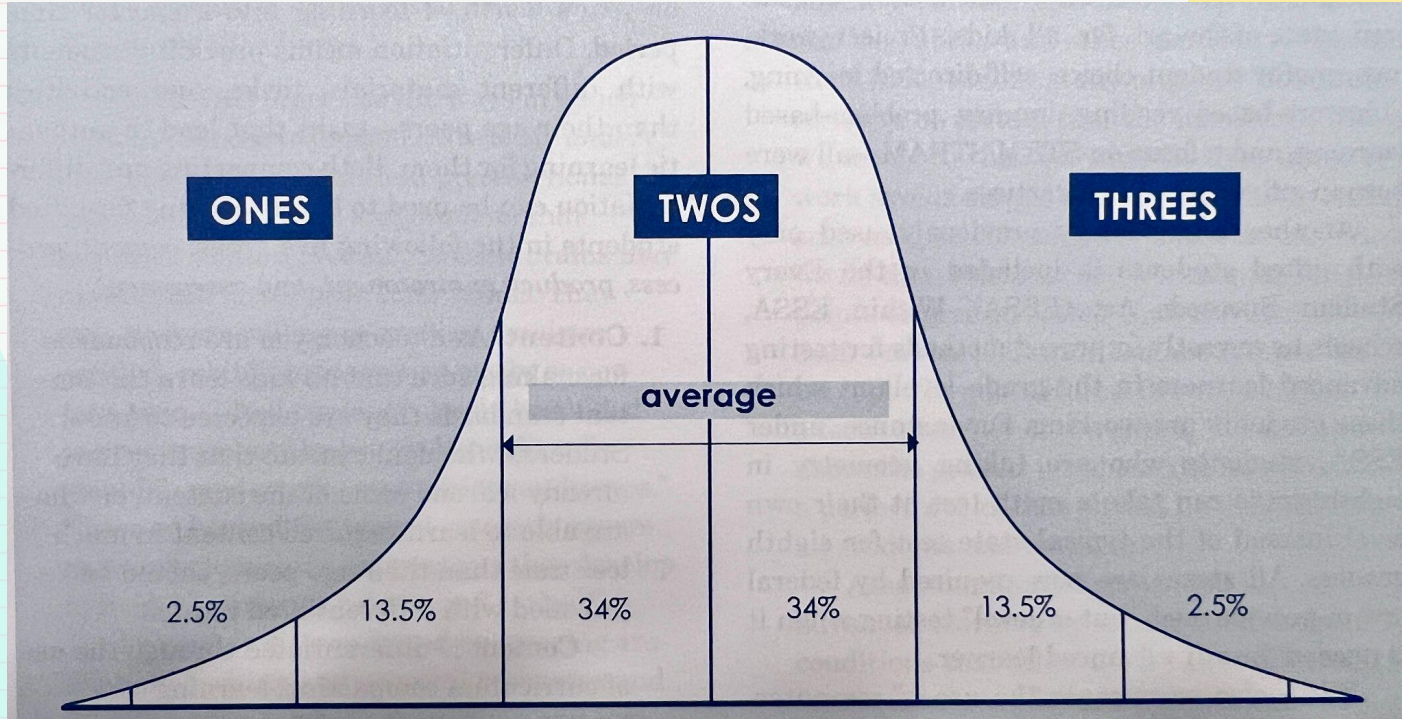
Agenda

1) Gifted Introduction

2) Gifted Eligibility Process

3) Gifted Service Models

4) Q & A

Gifted Introduction

What is gifted?

Gifted is a learning difference, not a label.

Common Traits of Gifted Learners

- Ability to comprehend material several grade levels above their age peers

- Enthusiastic about unique interests and topics

- Surprising emotional depth and sensitivity at a young age

- Strong sense of curiosity

- Quirky or mature sense of humor

Gifted Eligibility Process

Four Categories of Gifted Eligibility

- Achievement

- Mental Ability

- Creativity

- Motivation

Two Ways to be Referred for Gifted Testing

Automatic Referral

First Semester Grades 2-6:

Fall MAP score in Reading OR Math ≥ 90th Percentile

Second Semester Grade 1:

Winter MAP score in Reading OR Math ≥ 90th Percentile

Reported Referral

A student is referred by a teacher, administrator or parent with knowledge of the student's academic abilities.

Please email Ms. Ung (dhu@yhale.org) for a referral form **after 9/23/24.**
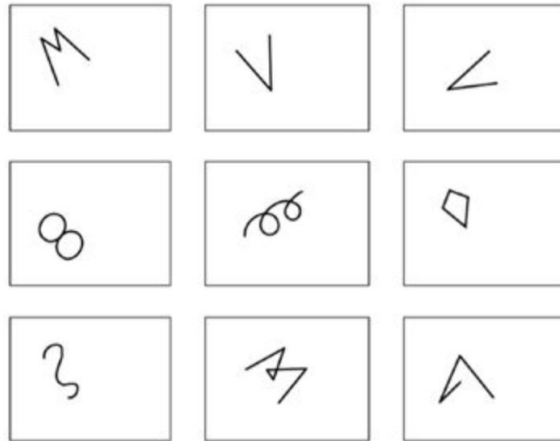
Mental Ability (CogAT)

- Measures abstract reasoning skills
- Three batteries- Each battery has three subtests
- Each subtest is approximately 10-15 minutes
- Completed on the computer
- Passing Score: **1st-2nd: 99th percentile**, **3rd- 6th: ≥ 96th percentile**

V	VERBAL	> Analogies > Sentence Completion > Classification	> WORDS
Q	QUANTITATIVE	> Analogies > Number Series > Equations	> NUMBERS
N	NONVERBAL (FIGURAL REASONING)	> Analogies > Classification > Paper Folding	> PICTURES, PATTERNS & SPACE

riversideinsights.com

Creativity (Torrance Tests of Creative Thinking- TTCT)

- The TTCT test is a series of figural exercises (thinking with pictures) that students do to showcase their creative abilities.
- Paper and pencil test
- Passing score: **≥90th percentile**

Motivation (Gifted Evaluation Scale- GES)

- The Gifted Evaluation Scale is a rating scale completed by 2 teachers who have known the student for at least one month.

- Passing score: **≥90th percentile**

Two Ways to be Eligible for Gifted Services

Psychometric

Qualifying score in both mental ability **and** achievement

Mental Ability
Grades 1 & 2: **99th percentile** composite score on CogAT

Grades 3-6: **≥96th percentile** composite on CogAT

Achievement
≥90th percentile in MAP Reading OR Math

Multiple Criteria

Qualifying score in **3 out of 4** categories

Mental Ability
Grades 1-6: **≥96th percentile** composite on CogAt

Creativity
≥90th percentile composite on TTCT

Motivation
≥90th percentile composite on GES

Achievement
≥90th percentile in MAP Reading OR Math

Timeline of Eligibility Process (Grades 2-6)

Referral and Consent	Testing Period	Eligibility Results	Services Begin
August-September	October-November	December	January

Note: Test Scores are valid for 2 years

Timeline of Eligibility Process (Grade 1)

Referral and Consent	Testing Period	Eligibility Results	Services Begin
January-February	March-April	May	August (Grade 2)

Note: Test Scores are valid for 2 years

Gifted Delivery Models
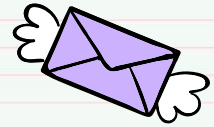
Resource Room / Cluster Model

All gifted students must be served 5 segments (45 minute periods) a week.

Grades 2-5 Resource Room (Ms. Ung)- Students will attend Gifted class once a week from 9:30AM-2:30PM. They will join their classmates for lunch and recess. Students will focus on interdisciplinary enrichment activities.

Middle School Cluster Model (Ms. Lindsey)- Students are grouped together and receive advanced content and enrichment using differentiated teaching strategies.
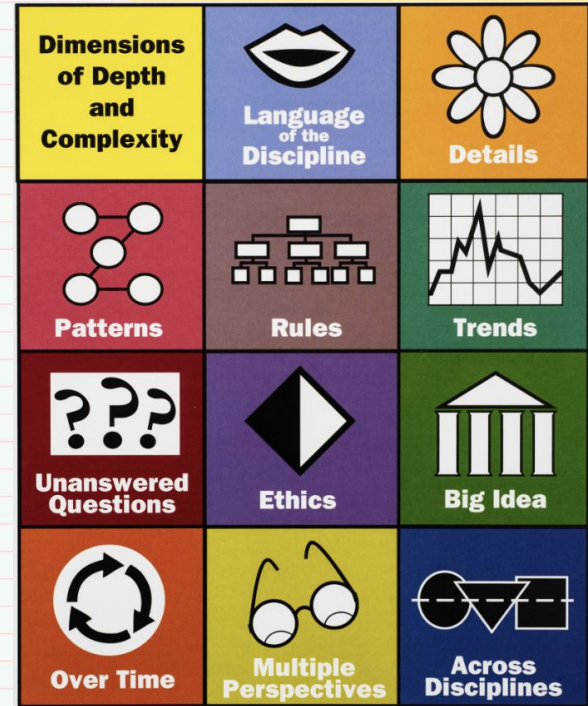
What will we do in Gifted?

- We will explore students' interests and passions.

- We will challenge students to think with more depth and complexity.

- We will advance students' skills in creativity, problem solving, communication and collaboration.

- We will support students' social-emotional needs.

Class Activities

- Project Based Learning
- Logic puzzles
- Problem solving games
- Creativity exercises
- Makerspace
- Passion Project
- Social-Emotional Learning

Depth and Complexity Icons, © J Taylor Education, 2006.

Assessment

- Students do not receive a traditional grade for gifted class. Students will be assessed using rubrics, self-assessments and teacher observations.

Example of PBL

4th Grade- Design a Food Truck

Content Standards:
4.NR.5: Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal numbers as tenths and hundredths using part whole strategies and visual models.
4.NR.5.2 Represent, read, and write fractions with denominators of 10 or 100 using decimal notation, and decimal numbers to the hundredths place as fractions, using concrete materials
4.GSR.8.3 Solve problems involving area and perimeter of composite rectangles involving whole numbers with known side lengths.

21st Century Skills
- Collaboration
  - Takes responsibility for the quality and timeliness of his or her own work, uses feedback, stays on task during group work
  - Respects, the ideas opinions, abilities, values and feelings of other group members
- Communication
  - Organizes ideas and develops content appropriate for audiences and situations
  - Uses effective oral presentation skills
- Critical Thinking/Problem Solving
  - Recognizes and defines problems accurately; raises relevant questions and issues, formulating them clearly and precisely.
  - Considers alternatives; recognizes and assess assumptions, implications and practical consequences

Example of PBL

4th Grade- Design a Food Truck

Premise: Create a new food truck for the business park surrounding YHALE.

Driving Question: How can we, as chef entrepreneurs, design a food truck that will attract customers and make a profit?

Sequence of lessons:
- Research restaurants/food trucks and the customer base in the surrounding area
- Brainstorm food truck names and cuisine, exterior design
- Create a menu with food items, prices
- Design combo meals and prices
- Build the food truck by calculating area and perimeter
- Present food truck and receive customers

Gifted Inclusion Classroom

"Research indicates that the needs of students who are gifted can be met in the inclusive classroom under certain prerequisite conditions; for example, (1) the students are appropriately grouped in clusters or other homogeneous arrangement; (2) teachers match their instructional strategies to the specific learning needs of the students; (3) the students receive an appropriately differentiated curriculum or have access to the full range of curriculum. "

- https://www.hoagiesgifted.org/eric/faq/gt-inclu.html

1. Create Tiered Assignments

2. Allow Gifted Students to Work at Their Own Pace

3. Offer Open-Ended or Self-Directed Assignments & Activities

4. Compact the Curriculum

5. Deliver Project-Based Learning

6. Pair Gifted Students Up

- https://www.hmhco.com/blog/differentiated-instruction-for-gifted-students

Example of PBL

Sixth Grade ELA

The research portion of this unit will be assessing your ability to gather academic research through reliable online journals, to evaluate the credibility of an online source, to synthesize information from a resource, to plan and outline your articles, and to successfully write a research-driven article investigating one unsolved mystery from the provided list. **This assignment is broken into four separate grades due in order:** 1) your research notes, 2) your annotated bibliography, 3) your rough draft of your articles, and 4) your final product.

Step One: Choosing a Mystery

At this point we have reviewed articles over several mysterie. **These mysteries will be assigned to your group to write as a cooperative article**, where all three members of your group are expected to collaborate in the planning, research, drafting, and writing of this article.

Individually, **you will each be in charge of writing one article about an unsolved mystery**. Choose one from the list below, ensuring that you do not choose the same mystery as another person within your group.

Step Two: Research your Mysteries

Research is like a treasure hunt for knowledge. It helps you find information about any topic, whether it's for a school project, a paper, or just out of curiosity. Knowing how to research effectively can make your learning experience much more enjoyable and productive. Here are some good research techniques to help you become a master researcher.

Example of PBL

Step Three: Create an Annotated Bibliography

An annotated bibliography is a way to keep track of the sources you use for a research project and to explain why each source is helpful.

Step Four: Write A Rough Draft of your Articles

Each student is responsible for at least one (1) individual article, based on the mystery of your choice. Within each group you will have one (1) group article that you plan, research, and write collaboratively. After completing your annotated bibliography you may begin writing your rough draft that you will submit a hand-written copy to Miss. Lindsey for feedback.

An article is a piece fo writing that is intended for publication in a newspaper, magazine, or journal. They are written for a wide audience, but levels of formality shift depending on the audience. This article should be written formally, avoiding the use of slang or casual language.

Step Five: Designing and Assembling your Magazine

Using Canva, you will create a magazine! This magazine will be organized with a table of contents, and the combined efforts of all the group members in one place.

Sample Magazine - Sample Infographic

Resources

- [2024-2025 GaDOE Resource Manual for Gifted Education Services](#)

- [GA Gifted Education Referral and Eligibility Process Chart](#)

- [National Association for Gifted Children](#)

- [GA Association for Gifted Children](#)

Q & A

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