

# Beaverton

## Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan. ]

---

### Table of Contents

<b>Section 1: Introduction</b>	3
Key Terminology	3
<b>Section 2: School District Policy on the Education of Talented and Gifted Students</b>	4
Local School Board Policies	4
Implementation of Talented & Gifted Education Programs and Services	4
<b>Section 3: Identification of TAG-Eligible Students</b>	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	9
Portability of TAG Identification	10
<b>Section 4: Instructional Services and Approaches</b>	10
Instructional Programs and Services for TAG Students	10
Advanced Placement (AP) Course Offerings	12
International Baccalaureate (IB) Course Offerings	12

Teacher’s Knowledge of TAG Students in Class	12
Instructional Plans for TAG Students	13
Option/Alternative Schools Designed for TAG Identified Students	14
TAG Enrichment Opportunities	15
<b>Section 5: Plan for Continuous Improvement</b>	15
District Goals	15
Professional Development Plan: Identification	17
Family Engagement	18
<b>Section 6: Contact Information</b>	22
<b>Appendix: Glossary</b>	23



**Section 1: Introduction**



**Section 2:  
School District Policy on the  
Education of Talented and  
Gifted Students**



**Section 3: Identification of  
TAG-Eligible Students**



**Section 4: Instructional  
Services and Approaches**



---

## Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

**District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners.** Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

### ***Key Terminology***

**Talented and Gifted Students in Oregon:** Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).

- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

**Oregon Revised Statutes (ORS):** Oregon laws passed by the State Legislature.

**Oregon Administrative Rules (OAR):** Rules adopted by the State Board of Education to support statutes (ORS).

**Rate of Learning:** The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student’s rate will vary depending on subject, interest, level of difficulty and point in the learning process.

**Level of Learning:** The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

**Historical reference of District TAG Plans:** House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

---

[Section 2: School District Policy on the Education of Talented and Gifted Students](#)

**Legal references:** aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)



## A. Beaverton School District Policies

Policies with Links	Description
<a href="#">IGBB - Talented and Gifted Program and Services**</a>	Board Policy - Talented and Gifted Programs and Services Administrative Rules
<a href="#">IGBBA - Identification - Talented and Gifted</a>	Board Policy – Identification – Talented

## B. Implementation of Talented and Gifted Education Programs and Services

Services for students who are identified as Intellectually gifted and/or academically talented are provided by the general education classroom by the classroom teacher and are based on the individual student’s demonstrated need for an adjusted rate and/or level of learning to address their strengths and needs.

Student access to any accelerated or advanced pathways offered within an individual building, level, or district are open and available to any student who meets the established criterion of the acceleration or advanced pathway, regardless of a formal tag identification

- District [Strategic Plan](#)
- [TAG Position/Philosophy Statement](#)

## Section 3: Identification of TAG-Eligible Students



**Legal References:** aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

### A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	A body of evidence is collected for students who are referred for potential TAG identification. Both quantitative and qualitative data is collected to demonstrate a preponderance of evidence for a TAG determination.  <a href="#">Identification Process</a>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<a href="#">Kingore (K-3)</a> <a href="#">Kingore (4-8)</a> <a href="#">Kingore Secondary</a> <a href="#">Kingore Forms for students from Poverty</a> <a href="#">Kingore for Students from Diverse Cultures</a>
<b>Multiple modes and methods of data collection used in the identification process.</b> <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i>	Beaverton considers both qualitative and quantitative data in the collected body of evidence. The collection may include: <ul style="list-style-type: none"> <li>• Kingore observations</li> <li>• Parent/teacher referrals</li> <li>• Classroom assessments</li> <li>• Work samples</li> <li>• Oregon Statewide Assessment scores</li> <li>• Nationally normed tests of ability or academics</li> </ul>
<b>Culturally responsive practices specific to identification.</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i>	Practices include: <ul style="list-style-type: none"> <li>• Local cohort Norms by CLED identifiers</li> <li>• Universal Screener</li> <li>• Translated communication with families (Spanish and other languages as needed)</li> <li>• Multiple modes and methods of data</li> </ul>
<b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students</b>	Practices may include: <ul style="list-style-type: none"> <li>• Kingore lists (Poverty &amp; Diverse Cultures)</li> <li>• CLED Identifiers</li> <li>• Gifted Profiles</li> <li>• Local cohort norms</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>experiencing disabilities, students who are culturally and linguistically diverse</b>	<ul style="list-style-type: none"> <li>• Rate of language acquisition</li> <li>• NNAT2</li> <li>• Logramos – Reading and Math - nominated students and Dual language schools</li> </ul>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<ul style="list-style-type: none"> <li>• Use multiple criteria to nominate or identify students for gifted programming.</li> <li>• Provide information about how giftedness looks in underserved populations.</li> <li>• Encourage families to nominate students for gifted identification and services.</li> <li>• Periodically ask about the identification process to ensure it reflects best practices in the field</li> </ul>
<b>Universal Screening/Inclusive considerations</b>	<ul style="list-style-type: none"> <li>• CogAT at 3 &amp; 5</li> <li>• OSAS – 3-8 &amp; 11</li> <li>• Kingore grades K-8</li> </ul> <p>Proctor provides best practices in test administration and accommodations for SpEd, 504 and EL students.</p>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<ul style="list-style-type: none"> <li>• Assessment data may include:</li> <li>• OSAS – local cohort norms</li> <li>• CogAT – National Norms</li> <li>• ITBS – National Norms</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	Qualitative data may include: <ul style="list-style-type: none"> <li>• Kingore observations</li> <li>• Parent/teacher referrals</li> <li>• Classroom assessments</li> <li>• Work samples</li> <li>• Gifted Profiles</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	School TAG committee evaluates the body of evidence to determine if a student has a pattern of need or a preponderance of evidence to receive instructional services that foster academic growth and appropriate challenge or if additional evidence is needed. Additional evidence would include: <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Work samples</li> <li>• Request for further evaluation</li> </ul> TAG facilitators receive professional development in determining the appropriate quantity and quality of evidence to support TAG committees in their decision making.
<b>TAG Eligibility Team</b>	Committee members may include, but are not limited to: <ul style="list-style-type: none"> <li>• TAG Facilitator</li> <li>• Counselor</li> <li>• Classroom Teacher</li> <li>• Administrator</li> <li>• Learning Specialist</li> <li>• ELD Specialist</li> </ul>
<b>Documents that are included in the students' cumulative record file regarding TAG</b>	<a href="#">Summary of Selection Decisions</a> <a href="#">Parent Permission Form</a>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	

### B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	Kingore Observation Inventory (K-8) CogAT Screener – Grades 3 & 5 State Summative - OSAS – Grades 3-8 & 11
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	<p>Students who score at the 90th percentile or in the top 10% at each school take the Post Screener used for possible TAG identification.</p> <ul style="list-style-type: none"> <li>• All students at grade levels where a universal screener is given take the universal screener</li> <li>• Top 15% on the full version CogAT are referred for further review by school TAG committee</li> <li>• Qualitative and quantitative data are collected to support eligibility</li> </ul>

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
<b>Does your district accept TAG identification from other districts in Oregon?</b>	Beaverton accepts the identification of previously identified TAG students from within Oregon. The building TAG facilitator sends a letter of this recognition to the parent and the student’s identification is entered into the BSD student data system.
<b>Does your district accept TAG identification from other states?</b>	Yes, if the scores are from accepted nationally normed tests.
<b>Do local norms influence the decision to honor identification from other districts and states?</b>	BSD accepts all Oregon district identifications. BSD does not accept local norms from other states.

## Section 4: Instructional Services and Approaches



### A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Flexible Readiness Grouping	<ul style="list-style-type: none"> <li>• Workshop model at elementary supports grouping using differentiated texts and tasks.</li> <li>• Reading and writing instruction at the secondary level provides some one on one or small group support, specifically with the workshop model during conferring sessions.</li> </ul>

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Formative Assessments	Elementary reading and math supports best practices in daily observations and collecting evidence of student rate and level, i.e., Dreambox, IRLA, exit tickets, conferring notes, classroom observations.
Scaffolding or Tiered Assessments	Varies by teacher – students are given differentiated texts and tasks based on student need.
Curriculum Compacting	<p>Middle school math:</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade – Math 6/7</li> <li>• 7<sup>th</sup> grade – Math 7/8</li> <li>• 8<sup>th</sup> grade – AGS1 (Algebra 1)</li> </ul> <p>Students who participate in this sequence complete Algebra 1 at the end of 8<sup>th</sup> grade</p>
Credit by Examination	STAMP or other language proficiency assessments, Work Keys
Advanced Placement	See link below for list of courses offered
International Baccalaureate	See link below for list of courses offered
Single Subject Acceleration	<a href="#">Math Placement Information</a>
Whole Grade Level Acceleration	In accordance with district policy. The Iowa Acceleration Scale is the main tool used to determine whole grade acceleration
Summa Academy	<p>6<sup>th</sup> – 8<sup>th</sup> at four BSD Middle Schools – All core classes)</p> <ul style="list-style-type: none"> <li>• Meadow Park Middle School</li> <li>• Stoller Middle School</li> <li>• Tumwater Middle School</li> <li>• Whitford Middle School</li> </ul>

### B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
<a href="#">Advanced Placement Courses by School</a>	

### C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
<a href="#">International Baccalaureate Courses by School</a>	

### D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<ul style="list-style-type: none"> <li>• Icon shows in student data system for all TAG identified students. This information is available to all teachers upon login of the electronic student data system.</li> <li>• TAG icons are also available on the attendance screen of each class/course.</li> <li>• TAG facilitators generate TAG lists for classroom teachers in the Fall.</li> </ul>
<p><b>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</b></p>	<p>Each school has a school contact or TAG facilitator that serves as a liaison to the Office of TAG Services. The Office of TAG Services communicates all events and processes to the TAG facilitators/contacts. A list of facilitators/contacts is available on the district TAG page.</p>

Key Questions	District Procedure
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers may use, but are not limited to the following assessments to determine rate and level:</p> <ul style="list-style-type: none"> <li>• Ongoing formative assessments</li> <li>• Independent Reading Leveling Assessment</li> <li>• Curriculum based pre assessments</li> <li>• Consistent and ongoing pattern of need - Student completes most assignments more quickly and more comprehensively than other classmates</li> </ul>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>	<p>Elementary – BSD teachers complete TAG Planning Worksheets for each TAG student.</p>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<p>Middle School - Course Instructional Plans are available for Math, Reading, Social Studies and Science  High School – by parent request</p>
<p><b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b></p>	<p>Families are notified at the time of identification of their right to discuss their child’s plan. Elementary teachers call within three weeks from the start of the school. Rights are posted on the DISTRICT TAG Page.  Parent Information Evenings – by school request</p>

## F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	Summa Academy
TAG qualifying criteria for attendance	<p>Summa Eligibility Criteria</p> <p>99th percentile (age-based) on the Cognitive Abilities Test (CoGAT)</p> <p>OR</p> <p>99th percentile on the total Reading or total Math Iowa Test of Basic Skills (ITBS) or Oregon Statewide Assessment (OSAS) ELA/Math Scores</p> <p>AND</p> <p>at the 97th percentile or higher in a different area: Total ITBS Reading, total ITBS Math/OSAS ELA/Math or CogAT full version</p> <p>ALL SCORES MUST BE FROM A RECENTLY ADMINISTERED COGAT OR IOWA TEST OF BASIC SKILLS (ITBS) OR OSAS GIVEN WITHIN A SCHOOL SYSTEM. THE BEAVERTON SCHOOL DISTRICT DOES NOT ACCEPT PRIVATE TESTING. STUDENTS MUST BE TAG IDENTIFIED AND LIVE WITHIN THE BEAVERTON SCHOOL DISTRICT BOUNDARIES.</p>
Number of students currently served	744
Level of the population, served, such as elementary, middle, or high school students	Students in grades 6-8

## G. TAG Enrichment Opportunities

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
Saturday Workshops	Activities based on interest offered to 3 <sup>rd</sup> – 5 <sup>th</sup> grade students in Fall/Winter/Spring beginning Fall 2023
School Clubs	May include, but are not limited to: Chess, Robotics, Destination Imagination, Passport Club
Oregon Writing Festival	Students in grade 4-8 (3-4 students per elementary and secondary level)
Regional Spelling Bee (Scripps)	One participant from each middle school
District Spelling Bee	One participant for each school who have K-8 grades
American Math Contest	Individual math competition for middle and high school students. Offered at some secondary schools
MathCounts	Individual and Group Math Competitions offered at some secondary schools

## Section 5: Plan for Continuous Improvement

### A. District Goals



<b>Goal Statement #1</b>	<b>What special programs or services will be provided to accomplish the goals?</b>	<b>Implementation Timeline</b>	<b>How will progress be measured?</b>	<b>How will success be measured?</b>
Professional Development for staff who are responsible for TAG identifications	ODE TAG video – available July 1, 2023	Fall 2023 or upon hire	Number of staff views and exit ticket responses	Increase diversity number of students considered/identified.

<b>Goal Statement #2</b>	<b>What special programs or services will be provided to accomplish the goals?</b>	<b>Implementation Timeline</b>	<b>How will progress be measured?</b>	<b>How will success be measured?</b>
Improve equitable identification practice by providing training of gifted characteristics to teachers, education specialist, and classroom support staff and incorporating the use of local norms at building levels, by the end of the 2023-24 school year.	Training in identification best practices, including use of local norms as a means to services.	2023-24	Number of trainings held	Increase diversity number of students considered/identified

Goal Statement #3	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Create 2-minute staff development videos on TAG related issues	District staff will receive a monthly video on TAG related issues	2023-2024 school year	Monthly videos will be posted and views counted	Increase the number of students considered/identified and served in TAG

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district:  District TAG Specialist	Required statewide training	Oregon Department of Education	Required statewide training  Fall 2022 Jan/Feb 2023

Who	What	Provided by	When
School TAG Facilitator	ODE training on Identification & Beaverton specific identification	District TAG Specialist	August/September 2023
All district licensed educators who are responsible for identification	ODE training on Identification & Beaverton specific identification	School TAG Facilitators	September/October 2023
New staff	ODE training on Identification & Beaverton specific identification	District TAG Specialist	1 <sup>st</sup> and 2 <sup>nd</sup> semester options provided
Staff who have already been trained in previous years	Refresher Identification training	District TAG Specialist	September/October starting in 2024

### C. Family Engagement

- Languages available in English, Spanish and other languages as needed

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	September – School communications District TAG Website
Universal Screening/Testing grade levels	CogAT Screener in grades 3 & 5 Kingore – Grades K-8  September/October School communications District TAG Website
Individual and/or group testing dates	<b>October</b> - CogAT Screener – all students in grades 3 & 5 - School communication <b>November/December</b> – Ability and academic testing based on nominations – parent permission form <b>April/May</b> – Statewide Assessments – school communication
Explanation of TAG programs and services available to identified students	Included on the back of TAG Planning Worksheets TAG Information Evenings upon school request Family/Teacher Conferences fall and spring
Opportunities for families to provide input and discuss programs and services their student receives	Family/Teacher Conferences – Fall and Spring Ongoing with classroom teachers upon request

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available</p>	<p>To provide better communication between teachers and parents of identified talented and gifted students, TAG planning Worksheets are used at the elementary level in the Beaverton School District. Teachers of middle school students who provide instruction in one of the core subjects complete a Course Plan, that is available for review in the middle school's front office in early Fall. Parents are invited to discuss the plans at Fall conferences.</p> <p>Definitions of the various programs/strategies that may be used in meeting individual student needs are listed on the back of the worksheet. Further information can be requested from the classroom teacher.</p>
<p>TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.</p>	<p>TAG Parent Information Evenings by school request – Fall  Saturday Parent Sessions – Fall/Winter/Spring beginning in 2024  District Parent Evenings on TAG-related topics beginning in 2024</p>
<p>TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition</p>	<p>TAG Parent Information Evenings by school request  District Parent Evenings on TAG-related topics</p>

<b>Comprehensive TAG Programs and Services</b>	<b>Date and/or method of Communication</b>
expectations from elementary to middle school, etc.	
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	District Parent Evenings on TAG-related topics – Fall/Winter/Spring beginning 2024
Notification to parents of their option to request withdrawal of a student from TAG services	Parents are informed at the time of identification and on K-5 TAG Planning Worksheets
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents are informed at the time of identification and on K-5 TAG Planning Worksheets
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Specialist

## Section 6: Contact Information



Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Veronica Galvan	tag@beaverton.k12.or.us	503-356-4500
Person responsible for updating contact information annually on your district website	Veronica Galvan	tag@beaverton.k12.or.us	503-356-4500
Person responsible for updating contact information annually on the Department	Veronica Galvan	tag@beaverton.k12.or.us	503-356-4500
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Veronica Galvan	tag@beaverton.k12.or.us	503-356-4500
<a href="#">Building TAG Facilitators</a>			

\*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

## Appendix: Glossary



Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
<b>Advanced Placement (AP)</b>	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
<b>Choice Assignments</b>	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
<b>Cluster Grouping</b>	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
<b>Credit by Examination</b>	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.

Term	Definition
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge (DOK)</a> and Bloom's Taxonomy.
<a href="#">Depth of Knowledge (DOK)</a>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
<b>Independent Learning Contracts</b>	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
<b>Instructional Plans (IPs)</b>	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.

Term	Definition
<b>International Baccalaureate (IB)</b>	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
<b>Kaplan's Icons of Depth and Complexity</b>	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
<b>Option Schools</b>	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.

Term	Definition
<b>Pull-Out Programs</b>	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
<b>Rate of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated <b>rates of learning</b>.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
<b>Scaffolding or Tiered Instruction</b>	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.