

Beaverton School District

Plan for Talented and Gifted Education

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Section 1: Introduction



Section 2:

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Education of Talented and Gifted Students



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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 [many of these terms are described in much more detail in the Glossary after section 6]

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. Local School Board Policies

[IGBB—Talented and Gifted Program](#)

[IGBBA—Identification - Talented and Gifted Students](#)

B. Implementation of Talented & Gifted Education Programs and Services

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

[District Strategic Plan](#)

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 581022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</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—or pattern—in order to determine a TAG identification. BSD TAG Identification
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-0222325 (2)(b)(c)</i>	Beaverton considers both qualitative and quantitative data in the collected body of evidence. The collection may include: ▪ Kingore observation period observations (KOI). . Kingore Observation Index (grades K-3) ▪ Kingore Observation Index (grades 4-8) ▪ Other staff members observations. ▪ Classroom achievement and data. ▪ Star Scores in Reading and Math (may be in English or Spanish). ▪ Rate of progress in ELD ▪ Oregon Statewide Assessment Scores scores. ▪ Nationally normed tests ▪ Parent Survey
Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices

Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	Practices include: § Universal Screeners § Translated communication with families (Spanish and other languages as needed) via ParentSquare § Multiple Modes and methods of data
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	▪ Kingore Categories of Gifted Characteristics, specifically the pages on how those characteristics might look when perceived negatively, when affected by poverty, or expressed by students of diverse cultures. ▪ NGAT—Nonverbal, Verbal and Quantitative ▪ Gifted Profiles Slideshow [English] Gifted Profiles Slideshow [Spanish] in process ▪ Rate of language acquisition
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	The Naglieri General Ability Tests (NGAT) is a tool that minimizes cultural, linguistic and socioeconomic bias. Using the NGATs universally, multiple times in elementary school significantly decreases the amount of institutional and individual bias that could mask identification. Also just having a collection of evidence, qualitative and quantitative data from multiple sources, decreases the impact of individual bias.
Universal Screening/Inclusive considerations	Using the NGATs universally, multiple times in elementary school significantly decreases the amount of institutional and individual bias that could mask identification. We will be proctoring these tests multiple times without giving the same test in consecutive years.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations (Continued)	Kingore Observation Inventory (1st through 8th grade). Elementary school teachers are asked to take 6 weeks and specifically look for Kingore Gifted Characteristics in their students. Each week focuses on one characteristic. Teachers are encouraged to incorporate provided activities that intentionally evoke these characteristics, and record their observations. (Kingore Observation Index (grades K-3), Kingore Observation Index (grades 4-8)). The characteristics of Sense of Humor and Sensitivity are usually observed in the same week. Middle School teachers have an abbreviated Kingore Form for Middle School.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	▪ Quantitative data—individual grades, local assignments/assessments, locally-normed OSAS scores, nationally-normed Star scores—are all taken into consideration during an evaluation. ▪ Scores from any of the three parts of the NGAT in the 99th percentile are considered in support of an Intellectually Gifted identification. ▪ TAG Teams could consider scores down to the 96th percentile, combined with a portfolio of exceptional quantitative and qualitative data contributed from multiple staff members.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	▪ Staff Member Observations (classroom teachers for multiple years, “Specials” teachers, and/or Administrators, Academic Coaches and Counselors.) ▪ Community Member Observations

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	The minimum number of pieces of evidence is 3, which must include quantitative and qualitative. If all three pieces of evidence support the same pattern, that counts as a preponderance. If there is not a clear pattern, more evidence needs to be gathered.
TAG Eligibility Team	At all levels, TAG Teams may include, but are not limited to: ▪ Building TAG Facilitator (required) ▪ Administrator (required) ▪ Classroom Teacher ▪ Counselor ▪ Learning Specialists/Academic Coaches ▪ ELD Specialist At a minimum, TAG teams need to include at least 3 staff members.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Summary Judgment Parent Permission for Placement in TAG Nationally Normed Test Scores: NGAT sample

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes.
Key Questions	District Procedure

Is a universal screening instrument used at a specific grade level? (continued)	▪ The NGAT-nonverbal test is given—during regular class time—to all third graders. ▪ The NGAT-verbal test is given—during regular class time—to all fourth graders. ▪ The NGAT-quantitative test is given—during regular class time—to all fifth graders. Students who are absent when their classroom teacher administers the test are given the test at a later, make-up date. Every effort is made to test all students.
What is the broad screening instrument and at what grade level is it administered?	▪ Kingore Observation Inventory (K-8) ▪ Star Assessments are given K-12 two to three times a year. ▪ OSAS tests are administered every spring for grades 3-8, and then again in high school.
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)?	Scores from any of the three sections of the NGAT in the 99th percentile are considered in support of an Intellectually Gifted identification. (The sections are nonverbal, verbal, quantitative.) TAG Teams could consider scores down to the 96th percentile, combined with a portfolio of exceptional quantitative and qualitative data contributed from multiple staff members.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Beaverton evaluates identification paperwork from previously identified students. The acceptance is granted on a case-by-case basis. If we cannot accept the previous identification, because of local norms, rating scales, or because we don't use the same evaluation tools, we evaluate those students or keep them on a short list to be evaluated in the next school year.
Does your district accept TAG identification from other states?	Beaverton evaluates identification paperwork from previously identified students. The acceptance is granted on a case-by-case basis. If we cannot accept the previous identification, we evaluate those students.
Do local norms influence the decision to honor identification from other districts and states?	Because we evaluate all of these situations on a case-by-case basis, local norms do influence the decisions. Usually where they are nationally-normed tests, the districts will report both the nationally normed scores and the local normed scores.

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
Formative Assessments	Elementary reading and math supports best practices in daily observations and collecting evidence of student rate and level, i.e., Star test, Dreambox, IRLA, exit tickets, conferring notes, classroom observations.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Flexible Readiness Grouping	Workshop model at Elementary level supports grouping using differentiated texts and tasks. Reading and writing instruction at the Secondary level provides one-on-one or small group support, specifically in the workshop model during conferring sessions.
Differentiated Instruction involving tiers of depth and complexity	Varies by teacher—all teachers are encouraged to meet student’s needs.
Scaffolding or Tiered Assignments	Varies by teacher – students are given differentiated texts and tasks based on student need. Based on MTSS (Multi-Tiered System of Supports)
Curriculum Compacting Curriculum Compacting (continued)	Middle school math: ▪ 6th grade – Math 6/7 ▪ 7th grade – Math 7/8 ▪ 8th grade – AGS1 (Algebra 1) <i>Students who participate in this sequence complete Algebra 1 at the end of 8th grade</i> Intensive Summer Version (ISV) courses for credit recovery and acceleration.
Credit by Examination	STAMP or other language proficiency assessments Our Math Placement Testing
Single Subject acceleration	Math Placement Information

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Whole grade acceleration	In accordance with District Policy on the Promotion or Retention of Students
Advanced Placement (AP)	See table below for list of courses offered
International Baccalaureate (IB)	See table below for list of courses offered
Summa Academy	6th–8th grades at four BSD Middle Schools (All core classes) ▪ Meadow Park Middle School ▪ Stoller Middle School ▪ Tumwater Middle School ▪ Whitford Middle School <i>More Information in table below</i>

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Link to current AP Course offerings by High School	The Beaverton high schools that offer AP classes are: the Arts & Communications Magnet Academy (ACMA), Aloha, Beaverton, Beaverton Academy of Science & Engineering (BASE), FLEX (BSD’s online school), and Westview.

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
Link to current IB Course offerings by High School	The Beaverton high schools that offer IB classes are: International School of Beaverton, Mountainside, Southridge and Sunset.

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K–12 know who the TAG identified students are in their classrooms?	Our TAG 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. The default is for it to be visible in every screen. TAG icons are also available on the attendance screen of each class/course. TAG Facilitators generate TAG Lists for classroom teachers in the Fall.
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?	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. An updated list of facilitators/contacts is available on the district TAG page.
How do teachers determine rate and level needs for students in their classrooms? How do teachers determine rate and level needs for students in their classrooms? (continued)	Teachers may use, but are not limited to the following assessments to determine rate and level: ▪ Ongoing formative assessments ▪ Independent Reading Leveling Assessment ▪ Curriculum based pre assessments ▪ Consistent and ongoing pattern of need—Student completes most assignments more quickly and more comprehensively than other classmates

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	At Elementary schools, BSD teachers complete a TAG Planning worksheet for each TAG student.

Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	In Middle School, course instructional plan are available for Math, English Language Arts, Social Studies and Science. In High School, these plans are available by parent request.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families are notified at the time of identification of their right to discuss their child's plan. Elementary teachers reach out at the beginning of the year to make contact about their TAG students who come into that grade level already identified.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
	Summa Academy
TAG qualifying criteria for attendance	TAG identification and scoring in the 99 th percentile on any two of the three NGAT sections (Nonverbal and Verbal, Nonverbal and Quantitative, Verbal and Quantitative.)
Number of students currently served	668
Program Elements	School Information
Level of the population, served, such as elementary, middle, or high school students	Students in Grades 6-8

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
After School Clubs	May include, but are not limited to: Chess, Lego Robotics, Robotics, Destination Imagination, Passport Club. Opportunities are available K-12, depending on the building.
Oregon Writing Festival Oregon Writing Festival (continued)	This Festival is run by the Oregon Council of Teachers of English and gives 4 th —12 th graders opportunities to learn from published authors, other workshops, and get peer feedback from other interested students from throughout Oregon. The Festival is held the first Saturday in May at Woodburn High School. The district will provide transportation.
Regional Spelling Bee (Scripps)	One participant from each participating middle school can compete at the Regional level.
American Math Contests (AMC 8, AMC 10, AMC 12)	Students in middle and high school are encouraged to sign up to take these competitive tests created by the Mathematical Association of America. The AMC 8 is targeted toward students in grades 6-8, the AMC 10 is intended for freshmen and sophomores grades, and the AMC 12 is designed for juniors and seniors in high school.
TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity

MathCounts	This is a team Math competition for grades 6-8 that meets for several months before the competitions to practice and learn. Participation is offered at all of the middle schools and happens based on teacher and student interest.
Ethics Bowl	Like MathCounts, the Ethics Bowl is a team of middle school students who get together to argue the ethics of specific court cases. They can compete in the spring. Participation is offered at all of the middle schools and happens based on teacher and student interest.

Section 5: Plan for Continuous Improvement



A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Professional Development for staff who are responsible for TAG identifications	Required preservice PD for Administrators District TAG Coordinator to meet in person with Building Facilitators. Sub release time for building TAG Facilitators.	Every Fall	TAG Evaluations will be audited by District Facilitator. District Coordinator will attend some meetings. Quantitatively by evaluating TAG identification demographics as compared to building demographics	Trend toward TAG identifications that more closely match the building demographics.

Goal Statement	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 under-2-minute Staff Development videos on TAG related issues	District staff will receive a bi-monthly video link on TAG related issues	2026-27 School year	Monthly videos will be posted and views counted	Comments. Views Counted. More differentiation in the classrooms.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district District TAG TOSA	Required statewide training	Oregon Department of Education	October 2023, OATAG Conference [in-person] March 2025, Washington County ESD [in-person]
Building TAG Facilitators	ODE training on identification & Beaverton specific identification	District TAG TOSA	September
All district licensed educators who are responsible for identification	Training on Identification	Building TAG Facilitators	September/October
Staff who have already been trained in previous years	Optional Refresher Identification training: on PD days in the afternoons	District TAG TOSA	Throughout the year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	▪ Building/Principal Newsletters ▪ District TAG Website ▪ Changes are communicated via District emails to community
Universal Screening/Testing grade levels	▪ Building/Principal Newsletters ▪ District TAG Website ▪ Changes are communicated via emails
Individual and/or group testing dates	▪ Building/Principal Newsletters ▪ Building-level ParentSquare emails
Explanation of TAG programs and services available to identified students	▪ Dear Parents of a TAG student ▪ 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

Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	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.
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Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Continued)	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.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	▪ Usually this is done one-on-one, but sometimes schools have this kind of information during a Back to School Night or during Conferences. ▪ District TAG Website
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	▪ During events for incoming (current) 5th grade families ▪ During a Back to School Night or during Conferences. ▪ District TAG Website

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 TAG Website
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
Comprehensive TAG Programs and Services	Date and/or method of Communication
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	Building TAG Facilitators and District TAG TOSA

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	District TAG TOSA	tag@beaverton.k12.or.us	503-356-4500

Person responsible for updating contact information annually on your district website	District TAG TOSA	tag@beaverton.k12.or.us	503-356-4500
Person responsible for updating contact information annually on the Department	District TAG TOSA	tag@beaverton.k12.or.us	503-356-4500
Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the districtlevel TAG plans to buildinglevel personnel (TAG coordinators, principals, etc.)	District TAG TOSA	tag@beaverton.k12.or.us	503-356-4500
TAG contact for schools	BSD TAG Coordinator List		503-356-4500

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.

Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	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.
<u>Advanced Placement (AP)</u>	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

Term	Definition
	appropriate cognitive demand.
Choice Assignments	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.
Cluster Grouping	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.
Credit by Examination	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.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	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.

Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	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.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit

Term	Definition
	instructional needs and student discourse opportunities.
Formative Assessment as a Process	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.
Independent Learning Contracts	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)
Instructional Plans (IPs)	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.

<u>International Baccalaureate (IB)</u>	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.
<u>Kaplan's Icons of Depth and Complexity</u>	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.
Level of Learning	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 rates of learning 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

Term	Definition
	more than an advanced grade level. It involves depth and complexity in thinking.
Option Schools	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.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.

Personal Education Plans (PEPs)	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.
Pull-Out Programs	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.
Rate of Learning	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 rates of learning. 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.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage
Term	Definition
	in productive struggle and find success in academic growth.