

Riddle School District 70: Plan for Talented and Gifted Education

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Section 1: Introduction



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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

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

Talented and Gifted (TAG) Program: <https://policy.osba.org/riddle/I/IGBB%20D1.PDF>

TAG Identification: <https://policy.osba.org/riddle/I/IGBBA%20G1.PDF>

TAG Appeal Procedure: <https://policy.osba.org/riddle/I/IGBBA%20R%20G1.PDF>

TAG Programs & Services: <https://policy.osba.org/riddle/I/IGBB%20D1.PDF>

TAG Complaints Process: <https://policy.osba.org/riddle/I/IGBBC%20R%20G1.PDF>

B. Implementation of Talented & Gifted Education Programs and Services

Riddle School District's Mission:

At Riddle Schools, we provide students with the opportunities and the skills to become Strong Leaders, Effective Workers, Positive Communicators, and Citizens of the World!

To that end, Riddle School District is committed to providing academic rigor and best instructional practices to all students by providing an educational program that recognizes, identifies, and serves the unique needs of each student. Students who are identified as Talented and Gifted will be supported with an instructional program that best meets their needs from their classroom teacher.

Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

Riddle School District students will be considered for TAG identification in the following ways: They may be nominated by an educator, parent/guardian or by self-nomination. Once the nomination is submitted, the district's TAG Specialist reviews the student records. District Benchmark assessments for Reading and Math, Oregon State Assessments (OSAS) scores, classroom artifacts, progress monitoring data, teacher input, and previous intelligence screening are some of the measures used to consider for TAG identification. If more data is needed, the Cognitive Abilities Test (CogAT7) or Naglieri Nonverbal Ability Test (NNAT3) may be administered or classroom teachers could be asked to collect additional data samples. Once the data has been collected, it is reviewed by a committee composed of the District TAG Coordinator, the school TAG Liaison (Building Principal), the teacher, parent/guardian, and other educators as needed to determine if the student meets eligibility criteria.

TAG services in the Riddle School District follow an "In-Class Model." The general education teacher/s are responsible for assessing the TAG student's rate and level of learning and providing differentiation options. Teachers have a variety of tools for assessing rate and level. These include but are not limited to District Benchmark data, OSAS scores, unit assessments, pre-tests, and classroom artifacts. Once the rate and level of learning is determined, the teacher creates a Personal Education Plan (PEP) for elementary TAG students. The PEP document reflects current rate and level, the assessments used to determine the rate and level, the differentiation strategies, and instructional materials that will be used within the classroom setting to meet the needs of students for the current school year.

Flex Plans are used in middle and high school to document the services provided for all advanced students, not just those identified as TAG. Flex Plans include pre-assessments, differentiated work plans and post-assessment options. They provide a defined path for all students excelling in classroom work.

In addition to the classroom services provided by the teacher, TAG After School and Summer Learning programs are available for TAG students. The After School Program for elementary-aged TAG students focuses on STEAM, problem solving, critical thinking, and hands-on project-based learning.

We provide several dual-credit options at our secondary school which allow our TAG students to earn college credit and explore various career paths while in high school. We also offer apprenticeship programs in various trades, as well as providing alternative pathways to graduation.

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
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>TAG identification begins with a nomination from either educator, parent/guardian, student self-nomination. TAG identification is determined by the school’s TAG team after reviewing a preponderance of evidence. TAG teams consist of the parent/ guardian, classroom teacher, and school TAG liaison (building principal).</p> <p>Following parent/guardian permission to evaluate, students may additionally be assessed with a norm-referenced cognitive test such as NNAT-3. Then the TAG identification team will meet to review the academic records, cognitive assessments and other data to determine if there is a preponderance of evidence demonstrating that a student requires extension and/or acceleration supports. If the team decides to identify a student, parent/guardian will be requested to give permission for their student to receive</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>TAG services via letter. If the team agrees the student does not meet eligibility rules, then the student will continue to be monitored to see if they need the program in the future. Parents/guardians are given a copy of their rights at all meetings and may choose to appeal the district's decision.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>Data sources for the identification process include classroom artifacts provided by the teacher and test scores on nationally accredited assessments. These assessments include but are not limited to: DIBELS, iSTEEP Math and Reading Benchmark assessments, OSAS, and NNAT3. DIBELS and iSTEEP data is reviewed quarterly. OSAS scores are reviewed as they are available. All students scoring in the 90th percentile or higher are placed on a list by the district TAG Coordinator. School level teams meet to review the data to consider making student nominations. Classroom artifacts are collected by the teachers once the identification process has begun and held for review by the school MTSS Team.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Subjective data from a variety of sources must be considered in the screening process to identify students from non-typical populations. Tools such as: rating scales, self-assessment inventories, observations, and interviews are used to help determine TAG eligibility.</p>
<p>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</p>	<p>District student assessment data is collected and reviewed for ALL students. Students have three opportunities per year to show their learning with normed universal screening measures (i.e. DIBELS, iSTEEP.) These scores are screened at three benchmarks: fall, winter and spring. Students scoring at or above the 90th percentile are considered by school teams for TAG identification. OSAS scores are collected as available; and again, students scoring in the 90th percentile or higher are recommended to school teams for consideration of TAG identification. The NNAT3 is a nonverbal measure of general ability for students in kindergarten through grade 12, ideal for use with a diverse student population. NNAT3 is specifically developed for use by a variety of education professionals, including, but not limited to, bilingual educators, testing coordinators and gifted and talented teachers.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>Tools used to determine TAG eligibility are considered in combination with more traditional screening tools. Students in the non-typical category are given additional opportunities to qualify as TAG when other factors indicate a reasonable chance of eligibility.</p> <p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices include: testing with a familiar tester and/or testing environment, culturally responsive testing options, and having a native language proctor.</p>
Universal Screening/Inclusive considerations	<p>Cognitive Abilities Test (CogAT) is given as a broad screener in the fall of 2nd and 4th grade. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are given to all K-6 students at Fall, Winter, and Spring benchmarks. iSTEOP is our new district adoption providing normed assessments in math and reading for K-12, which will be universal screening measures for the district. Oregon State Assessment (OSAS) is given to 3rd-8th and 11th grade students in reading and math; science is given in 5th, 8th, and high school annually. Additionally, any 2nd grade students and 5th grade English Learner (EL) students may be screened in the fall using the NNAT3. Students scoring above the 90th percentile are then referred to the MTSS team to determine if a TAG nomination is appropriate.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>Assessment data from multiple sources is collected and reviewed at the district level for all students. DIBELS and iSTEOP student scores are reviewed using national percentile ranks. Students scoring 90% or above are recommended for TAG teams to further consider TAG nomination. Students scoring at Level 4 on OSAS indicating “above the standard” in grades 3rd -8th and 11th grade are further considered for TAG nomination. For the universal screening tool used in Riddle School District, the CogAT, assessment scores of 90% or higher using national norms are considered for TAG nomination. The NNAT3 is another measure we may use to determine eligibility using assessments scores of 90% or higher for TAG nomination.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Qualitative data used in the identification process can include:</p> <ul style="list-style-type: none"> ● Parent, teacher, and/or student recommendations ● Classroom observations ● Work samples/portfolios

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.	Riddle School District uses a Talented and Gifted Screening Report to record data during the identification process. The report has spaces for Academic and Intelligence assessment results, a space for comments is provided and signatures of those responsible for determining eligibility based upon a preponderance of evidence.
TAG Eligibility Team	TAG teams consist of the parent/guardian, classroom teachers, school TAG liaison (building principal), and other needed participants (such as specialists).
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Documents included in the students' cumulative record include: recommendation forms, testing data, checklists, and work samples/portfolios along with a signed cover sheet indicating TAG identification signed by parents, teachers, administration, and TAG Coordinator.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, the Cognitive Abilities Test (CogAT) is used to screen all 2nd and 4th graders in the fall for TAG eligibility.
What is the broad screening instrument and at what grade level is it administered?	<ul style="list-style-type: none"> ● Cognitive Abilities Test (CogAT) is given as a broad screener in the fall of 2nd and 4th grade. ● iSTEOP benchmark assessment for math is given to each student K-12 three times per year. ● Oregon State Assessment (OSAS) is given to 3rd-8th and 11th grade students in reading and math; science is given in 5th, 8th, and high school annually. ● DIBELS is given for reading at K-6 three times per year.

Key Questions	District Procedure
<p>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>	<p>The student assessment data is shared with school level teams to determine instructional needs of all students using the 100% rule. Students who demonstrate that they are above grade level will be referred to the MTSS team to determine if a nomination for TAG program is appropriate. If there is additional anecdotal evidence that a student would benefit from TAG identification, a nomination is made by the school team. Review of classroom artifacts results are documented on the Talented and Gifted Screening Report form.</p> <p>Data is collected for all students scoring: iSTEOP 90% and above OSAS Level 4 and above NNAT3 90% and above CogAT7 90% or above for Composite (VQN) or on either Verbal or Quantitative portions of the assessment</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>Yes, we accept TAG identification from other districts in Oregon.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Yes, we accept TAG identification from other states upon review by the TAG committee.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>No, the district will honor identification from other districts within Oregon. Students transferring from outside of Oregon may be subject to review by the TAG building committee.</p>

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
Cluster Grouping during core academic times for elementary schools.	Schools cluster students for core academic subjects when possible.
Subject/Whole Grade Acceleration	Students scoring above 90% proficient for all upcoming grade level standards may be considered for acceleration. TAG students may also be considered using alternative data sources including evidence from classroom performance.
Advanced Placement/Dual-Credit Classes	See table below for list of courses offered; instructor recommendation or entrance exam required
Expanded Options (Dual Enrollment)	Credit opportunities through participation with Umpqua Community College and Southern OR University
Differentiated Instruction in content, process, product, and learning environment	Observed regularly in grades K-12 (all classrooms) Differentiated Content (broad based interdisciplinary curriculum), process (higher level thinking skills), product (variety and complexity), and learning environment (includes flexibility)

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
College Courses online from local colleges: Umpqua Community College and SOU through Expanded Options	HS Grades 11-12
Dual-credit Math	HS Grades 11-12 (9-10 for qualifying students)
Dual-credit ELA	HS Grades 11-12 (9-10 for qualifying students)
Intro to Trades	HS Grades 11-12 (9-10 for qualifying students)
Allied Health Certificate	HS Grades 11-12 (9-10 for qualifying students)

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
Not Applicable	

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?	Riddle School District ensures classroom teachers know the TAG identified students in their classroom through our MTSS process in each building. The district TAG Coordinator also maintains a record of all students with TAG identification, which is shared with both school

Key Questions	District Procedure
	administrators to notify teachers.
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?	Professional development is offered during inservice week at the beginning of the school year. Teachers and principals may request additional support at any time. Teachers receive TAG support through district publications/newsletters. In addition, all staff members are encouraged to take advantage of regular PD opportunities provided by our local ESD, including TAG-related training.
How do teachers determine rate and level needs for students in their classrooms?	Rate and level of need for students are determined through pre-assessments, diagnostic checks, and classwork during the school year.

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?	Teachers are required to complete Personal Education Plans for all identified K-6 TAG students. Parents may request a PEP for specific classes in 7-12.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans required for all courses that are not college accredited courses for grades 7th to 12th grade. Flex Plans are attached to the course description.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	Personal Educational Plans (PEPs) are given to families during fall conferences where the team discusses educational needs and services provided as well as reviewing the plan again during spring conferences. Flex plans are sent to families during the first 2 weeks of the new semester and reviewed during fall conferences with families. Flex plans must include a statement regarding input into services provided for their student. Families may request a review of PEP and/or Flex plans at any time by contacting the classroom teacher or building

Key Questions	District Procedure
	administrator.

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Leadership/Student Government	Open to students in junior high and high school, all grades with teacher recommendation
Musical Enrichment	Band instruction is open to students in 5th-12th grade.
Art, Media, & 3D Design	Open to students in junior high and high school, all grades with teacher recommendation.
Yearbook	Open to students in junior high and high school, all grades with teacher recommendation.

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?
<p>Goal 1: Increased student identification and participation in the TAG program at all schools.</p>	<p>Present identification processes to teachers and administrators.</p> <p>Share list of students who have district benchmark test scores and OSAS scores that support identification with TAG.</p> <p>Individual support meetings with school level TAG Liaisons and MTSS Team(s) to discuss students for nominations</p> <p>Universal screening with CogAt in Grades 2 and 4</p> <p>Liaisons notify parent/guardian of the nomination process through letter and phone call.</p>	<p>October Inservice</p> <p>October/November</p> <p>November</p> <p>November/December</p> <p>November/December</p>	<p>Increased TAG Identification across all student subgroups.</p>	<p>By monitoring the overall TAG program identification and % TAG students in all subgroups with recorded growth in these areas.</p>

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?
Goal 2: Increase communication practices regarding talented and gifted services for families with TAG children to understand services provided by the classroom teacher.	A district-wide statement will be given to building principals to share in the School Handbook and September Newsletter.	2023 School Handbook	Information regarding TAG identification practices and services provided by the district. This will be contained in the school handbook and on the website.	School Handbooks and September Newsletters are sent in the first week or two of September. These methods of communication include a TAG statement regarding identification and services. Teachers are sharing with families services provided to their children during parent teacher conferences or within the first 30 days of a new identification.

B. Professional Development Plan: Identification

Who	What	Provided by	When
TAG Coordinator Principals Teachers	Required statewide training	Oregon Department of Education	TBD when training will occur in 2023/2024
All district licensed educators who are responsible for identification	Training on Identification	Douglas Educational Service District	TBD when the training will occur in 2023/2024

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	At the beginning of the school year, School Handbooks and building newsletters will include notices regarding Riddle School District identification practices. Information will also be posted on our district website and app.
Universal Screening/Testing grade levels	Notices are sent home to families for students who score at or above 90%.
Individual and/or group testing dates	For individual and group testing, parents are notified by a phone call or letter home as needed.
Explanation of TAG programs and services available to identified students	Elementary TAG Plans and MS/HS Flex Plans are reviewed with parents at fall conferences or within 30 days of identification.
Opportunities for families to provide input and discuss programs and services their student receives	Parent Teacher Conferences in the fall and spring, MTSS or TAG identification meetings, or as needed.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Completed by classroom teacher during fall conferences or within 30 days of qualifying.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Fall Conferences
TAG informational events; where parents learn about TAG profiles, explanations of services and programs offered to TAG identified	Fall Conferences

Comprehensive TAG Programs and Services	Date and/or method of Communication
students, transition expectations from elementary to middle school, etc.	
TAG informational events (junior high/high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from intermediate to junior high to high school, etc.	Fall Conferences
Notification to parents of their option to request withdrawal of a student from TAG services	During initial identification meeting and each fall during parent teacher conferences
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	During initial identification meeting and each fall during parent teacher conferences
Designated district or building contact to provide district-level TAG plans to families upon request	Building Principals

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	Laura Means	laura.means@riddle.k12.or.us	541-874-2226, ext.2036
Person responsible for updating contact information annually on your district website	Karinda Rainwater Sarah Luft	karinda.rainwater@riddle.k12.or.us sarah.luft@riddle.k12.or.us	541-874-2226, ext. 2101 541-874-3131, ext. 2151
Person responsible for updating contact information annually on the Department	Laura Means	laura.means@riddle.k12.or.us	541-874-2226, ext.2036
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Laura Means	laura.means@riddle.k12.or.us	541-874-2226, ext.2036

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.
Advanced Placement (AP)	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.
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

Term	Definition
	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 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.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	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	<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 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>
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

Term	Definition
	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	<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 rates of learning.</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>
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 in productive struggle and find success in academic growth.