

Giftedness Defined - What is Gifted & Talented?

"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment."

- US Department of Education, 1993.

This definition is the broadest and most comprehensive. It is used by many school districts. It speaks of **talent**, which includes all areas of a child's life academic, artistic, athletic, and social. Most schools limit their definition and their programs to academics, but it is important to realize on **performing and accomplishment**. It is not enough to just have the talent, but you must be using that talent to achieve at remarkably high levels. However, this definition recognizes that not all very talented students have the potential to achieve at high levels but have not realized that potential. These are the classic underachievers. Finally this definition is a **comparative** one, these students achieve or have the potential to achieve at levels way above their peers.

Characteristics/Signs of Gifted Children

Here are some characteristics of Gifted Students that parents should use to see if they think their child is gifted.

- Gifted students are often perfectionist and idealistic.
- Gifted students may experience heightened sensitivity to their own expectations and those of others.
- Gifted students are asynchronous
- Some gifted students are "mappers" (sequential learners), while others are "leapers" spatial learners.
- Gifted students may be so far ahead of their chronological age mates that they know half the curriculum before the school year begins!
- Gifted children are problem solvers.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study and test-taking skills.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A".

Gifted education was originally designed to ensure students who had the capacity to achieve at remarkably high levels were given an educational program that engaged them. Often, truly gifted students do not fit in to the "norm" of school and are at high risk of depression or even suicide. GATE programs aim to engage these students in their education.

For more information about how to work with Gifted Students, please access the following links:

[BUSD PowerPoint 2012 \(Link to PowerPoint\)](#)

[Hoagie's Gifted Education Page \(Outside Source\)](#)

[KidSource for Gifted Students \(Outside Source\)](#)

[Odyssey of the Mind \(Outside Source\)](#)

Identification – California Education Code (EC) 52202

1. To meet identification criteria, the identification procedures for students are equitable, comprehensive, and ongoing. These standards will reflect the district's definition of giftedness and its relationship to current state criteria. (EC 52202)
 - a. standards shall ensure the identification who possess a capacity for excellence far beyond that of their chronological peers, BUSD defines this as the top 10th percentile of students using the metric decided upon
 - b. provision shall be made for examining a range of capabilities as well as capacities and needs
 - c. there shall be equal opportunity to be identified in the categories served
2. EC 3822 states that the district shall use one or more categories and BUSD has chosen:
 - a. Specific academic ability in particular subject area
 - b. Visual and Performing Arts talent whereas a pupil originates, performs, produces or responds at extraordinary high levels in the arts

Research

Rethinking Giftedness and Gifted Education - Subotnik, Olszewski-Kubilius, Worrell shows that multiple-measures should be used to determine giftedness and measures overtime rather than one single measure.

Qualification

1. All students will be assessed on the State Standards test and the District assessment to assure equitable, comprehensive identification representative of the District's demographics.
2. Students completing Grade 5 with a score at the 90th percentile or better on the 4th Grade California Standards Test (CST) or California Modified Assessment (CMA) AND 5th Grade District assessment may qualify in one or more areas of Giftedness:
 - **GATE ELA** – Students at Level W on the Teachers College Reading and Writing Project (TCRWP) Reading Assessment by the end of 5th Grade **AND** scoring at a scale score of 450 or above on the 4th Grade CST or CMA.
 - **GATE Math** – Students scoring 90% Correct or more on the Spring 5th Grade Math Benchmark **AND** scoring at a scale score of 485 or above on the 4th Grade CST or CMA
 - **GATE Music** – Students scoring 98% Correct on the end of 5th Grade Music Assessment in **BOTH** the written and performance tasks.
3. Identified GATE students transferring to BUSD with proof of GATE qualification will be identified as GATE.
4. Students qualifying under the new metric in Grades 4 and 5 that previously did not qualify based on the previous COGAT assessment will qualify for GATE for 2013-2014.
5. Qualifying students' families will receive a letter of qualification before the first day of their students' 6th grade year.
6. Qualifying students' teachers and Principals will receive a class profile that includes student areas of giftedness for purposes of differentiation and grouping for instruction.