Gifted and Talented in Stillwater

• GATE Program
  ✧ Located at Stillwater Middle School
  ✧ Grades 4/5 sheltered program
  ✧ Grades 6-8 support program
  ✧ Top 4-7%
  ✧ Criteria based on ability and achievement

• Cluster Program
  ✧ Located in all buildings
  ✧ Identified in 3rd grade
  ✧ Clustered in grades 4-8
  ✧ Enrichment/challenge work in strength area
  ✧ Top 10-15%
  ✧ Criteria based on ability and achievement
Areas of Qualification on CogAT

**VERBAL**
- Verbal Analogies
- Sentence Completion
- Verbal Classification

**QUANTITATIVE**
- Number Analogies
- Number Puzzles
- Number Series

**NON-VERBAL**
- Figure Matrices
- Paper Folding
- Figure Classification
Overview

recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing learning preferences, teachers can help her achieve greater success in school.

Profile of Test Scores

overall performance is in the average range, and her Quantitative Battery score is higher than the score on the Nonverbal Battery. She has a relative strength in quantitative (mathematical) reasoning and a relative weakness in nonverbal (spatial) reasoning. Whenever a student shows a relative strength and a relative weakness, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance development in the weaker area.

Students with this profile tend to prefer relatively clear-cut tasks, such as solving math problems or applying rules of grammar in their writing. However, they routinely need support when creating visual images or thinking creatively. Encourage to draw pictures or to use computer graphics. Also, help her focus on the organization and flow of ideas in her writing.

More Information on Scores

The sections to the left explain performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 9.1 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 3.

Each of these sections includes one or more scores. The Stanine reports performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by...
Cognitive Characteristics of Intellectually Gifted Students

• Process and retain large amounts of information
• Comprehend materials at advanced levels
• Curious and have varied and sometimes intense interests
• High levels of language development and verbal ability
• Adept at generating original ideas and solutions to problems
• Form their own ways of thinking about problems

• Learn things at an earlier age than peers
• Need for freedom and individuality in learning situations
• High desire to learn and seek out their own interests
• Abstract thinkers
• Prefer complex and challenging work
• Transfer knowledge and apply it to new situations
• May prefer to work alone
• May be early readers

(Chuska 1989; Clark 2002; Silverman 2000; Winebrenner 2001)
Affective Characteristics of Intellectually Gifted Students

- Possess large amounts of information and emotions
- May possess an unusual sensitivity to the feelings of others
- Possess a keen or subtle sense of humor
- Possess a heightened sense of self awareness
- Possess unusual emotional depth and intensity
- Exhibit high expectations of self and others
- Display a strong need for consistency in themselves and others

(Chuska 1989; Clark 2002; Silverman 2000; Winebrenner 2001)
What is Cluster Grouping?

Cluster grouping is placing students of similar intellectual abilities together throughout the day. The other students in the class are of mixed ability. Research shows that gifted students show more growth when they are with intellectually similar peers. The teacher in the cluster classroom differentiates as appropriate to meet the students needs.

Clustering is NOT:
• A different curriculum than the general population
• A separate program
• Visible
• Designating gifted children as leaders of the class
• All day every day
Strategies Teachers Might Use

Differentiate:
- Content
- Process
- Product
Tiered Assignments

Character Map
Describe…
Level 1:
How the character looks
Level 2:
What the character really means
Level 3:
Clues the author gives about the character

Tier by challenge level
Lower levels of Bloom’s:
• List story elements
• Book summary
• Support a conclusion
Higher levels of Bloom’s:
• Discuss the theme or author’s purpose
• Create a new ending for the story
• Critique the author’s writing and support your opinion

Menus and Choice Boards

<table>
<thead>
<tr>
<th>Appetizers: (Choose 1 of the following)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Create a colored poster of a rainforest animal and give 3 facts about the animal.</td>
</tr>
<tr>
<td>- Create a colored poster of a rainforest plant and give 3 facts about the plant.</td>
</tr>
<tr>
<td>- Create a colored poster of a rainforest insect and give 3 facts about the insect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Dish: (Choose 1 of the following)</th>
</tr>
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<tbody>
<tr>
<td>- Present a rainforest kit with a partner</td>
</tr>
<tr>
<td>- Create a PowerPoint presentation on the rainforest</td>
</tr>
<tr>
<td>- Complete a rainforest report</td>
</tr>
<tr>
<td>- Create a brochure on the rainforest</td>
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<table>
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<tr>
<th>Dessert: (Choose 1 of the following)</th>
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<tbody>
<tr>
<td>- Create a rainforest habitat with a partner</td>
</tr>
<tr>
<td>- Play rainforest matching game with partner</td>
</tr>
<tr>
<td>- Create a story about “A day in the life” of your chosen animal, plant or insect</td>
</tr>
</tbody>
</table>

Place Value Think-Tac-Toe

<table>
<thead>
<tr>
<th>Choose 3 cards. Make a 9-digit number. Write the number in word form.</th>
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</thead>
<tbody>
<tr>
<td>Choose 3 cards. Make the smallest 9-digit number you can with the cards.</td>
</tr>
<tr>
<td>Choose 3 cards. Make a number less than 375,000,000. If you can’t, keep taking cards until you can.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose 2 cards. Make a 6-digit number. Write the number in word form.</th>
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</thead>
<tbody>
<tr>
<td>Choose 2 cards. Make a 6-digit number. Write the number in expanded form.</td>
</tr>
<tr>
<td>Choose 3 cards. Make a 9-digit number. Tell the value of each 7 in the number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose 4 cards. Make a 12-digit number. Write the number in word form.</th>
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<tbody>
<tr>
<td>Choose 4 cards. Make the largest 12-digit number you can with the cards.</td>
</tr>
<tr>
<td>Choose 4 cards. Make a number between 150,000,000,000 and 375,000,000,000. If you can’t, keep taking cards until you can.</td>
</tr>
</tbody>
</table>

Resources for Parents

A Parents Guide to Gifted Children,
Edward R. Amend, James T. Webb, Janet L. Gore
When Gifted Children Don’t Have All the Answers
James R. Delisle
NAGC.org National

MNEGT.org Minnesota

MCGT.net St. Croix Valley
Questions?