

Terms and definitions commonly used in Extended Learning

<i>Ability Grouping</i>	Grouping students by need, interest, or ability for a particular learning activity. Groups vary depending on instructional needs. This flexible grouping is unlike TRACKING in which a fixed group is maintained for all learning activities.
<i>Acceleration</i>	Allowing students to move through material at a pace faster than age-mates and at a rate matching their abilities.
<i>Advanced Learner</i>	Used interchangeably in professional literature with the term <i>High-Ability</i> .
<i>Advanced Placement (AP)</i>	College-level courses offered in high school. Students may receive college credit after scoring high enough on final exams.
<i>Affective learning</i>	The domain of learning that addresses attitudes, feelings, values, appreciation and perception of self and others; as opposed to COGNITIVE which refers to learning and knowledge of concepts and facts.
<i>Aptitude Test</i>	A test that measures natural ability to reason, think and problem solve. The Cognitive Abilities Test (CogAT) is a reliable aptitude assessment as it does not measure school achievement but rather more innate abilities. JCSD uses this assessment for all second graders, as well as students in grades 4 and 7 for whom we need more data.
<i>At Risk</i>	Students who are not succeeding in school and may potentially drop out, do poorly in their academic, personal, social, career or vocational development.
<i>Cluster Grouping</i>	Assignment of a small group of students with similar abilities, interests or needs to the same classroom.
<i>Differentiation</i>	Making modifications in the curriculum either in content, product, process, or pace to accommodate the abilities of the learner.
<i>Enrichment</i>	Learning activities not found in the core curriculum that are more in depth or from an additional discipline used to supplement a student's educational experience.
<i>Gifted and Talented</i>	Those children who give evidence of high performance capability in areas such as intellectual, visual and performing arts, leadership, or specific academic aptitude, and who require services, or activities beyond those ordinarily provided by the school in order to fully develop such capabilities. (As defined by the U.S. Office of Education). JCSD uses the term <i>Extended Learning</i> to reference our program for gifted students.
<i>Heterogeneous/ Homogeneous Grouping</i>	Heterogeneous grouping places students together based on chronological age or grade level. Homogeneous grouping places students with others like themselves based on criteria such as academic ability, special needs or interests.
<i>Learning Styles</i>	The preferred style of learning. Some learners are visual, others auditory or sensory.

<i>Out-of-Level Testing</i>	Assessment done at a higher grade or ability level other than chronologically. A fourth grader, who might top out of a normal fourth grade exam, could take a 6 th or 7 th grade test to obtain a more accurate picture of ability.
<i>Personalized Education Plan (PEP)</i>	A unique plan, usually in writing and signed by the teacher and parent, designed especially for an individual student's needs. These plans are not required, but rather are best practice to use for record-keeping and planning. Students on a PEP level of service are at our highest level of need.
<i>Pull Out Program</i>	An educational plan in which students of similar needs and ability are "pulled out" of the regular classroom at certain times to meet in another location with a teacher.
<i>Specific Academic Aptitude</i>	Ability to do exceptionally well in a particular subject area such as mathematics, science or reading.
<i>Standardized Test</i>	A specially constructed test, either intelligence or achievement test, using the performance (norms) of other individuals as the standard by which the student is compared. ACT (American College Testing Program) and SAT (Scholastic Aptitude Test) are standardized tests taken by high school students for college admission and placement. Middle school students taking these tests may be selected for placement in talent searches, summer institutes or other academic programs. A CRITERION REFERENCED TEST (usually designed by the teacher or educational agency) is one in which the student is compared to a pre-determined standard of performance (example: end of year social studies test).
<i>Selective Producer</i>	A student whose performance on a task depends upon interest or desire. A topic of interest may be thoroughly explored, while one that does not appeal may receive minimal effort. This type of student may not be successful when always grouped with "high performers".
<i>Star Amendment</i>	This is a term used in Johnston to designate students with a level of service with a need that may need explanation by the ELP staff. A student could have a social-emotional issue such as anxiety, or be at risk through underachievement, etc. Some of these bright students may not initially appear to need services.
<i>Strength Area</i>	A specific subject of high performance by a student, such as reading, math, or science.
<i>Twice-Exceptional</i>	Children who are considered exceptional both because of their intellectual gifts and because of their special needs. Often abbreviated as 2e, these children have some form of disability as well as strong intellectual ability.
<i>Underachievement</i>	Discrepancy between a child's school performance and some index of his or her actual ability. Usually occurs in all areas.