

## High Ability

Each grade level team will submit how they are meeting the needs of the HA students in their classrooms through Differentiation of Instruction. This should be shared with parents and school-wide. This is in order to be sure all students are challenged at the level of their ability.

### Evaluating your HA Program

#### Acceleration

Do my teachers accelerate things for the HA and promise students? Do they pretest and compact learning journeys? Do they allow for anchor activities (journaling, exploration in the content areas, personal research, etc. ) to be completed that extend thinking and learning for HA students during times when they have to review with others?

#### Differentiation:

Do my teachers differentiate instruction for students? Do they offer choice? Do they offer options for showing what students have learned (at the end of the journey?) Do they choose different materials for students. Do they vary the rubrics they use so that students have some personal expectations?

#### Daily challenge

How do my teachers ensure DAILY challenge is offered HA and promise students? Do teachers use students' self-assessment, reflections, journals asking students to tell what they have learned?

#### Ability Grouping

Does our HA program ensure that HA and promise student spend daily time together with like-ability peers?

#### Independent Work

Do our HA and promise students enjoy opportunities to work independently in areas of passion and talent often?

(above questions from Primary Center HA Guidance Document)

#### Cluster Grouping Defined

The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at the grade level with a teacher who is best –suited and qualified to work with high ability students.

(definition from IDOE supporting student success document – service options for Indiana Students with High Ability 2<sup>nd</sup> edition)

Performance Grouping options also include options that do not meet daily

Within-class/flexible grouping – a teacher of a mixed ability class subdivides the class into groups according to their “readiness” for the curriculum to be taught

Like-performing cooperative learning – when a teacher decides to use cooperative learning groups, the highest performing 3 – 4 students are placed in their own group and provided with a cooperative task or assignment and assessments of performance are differentiated

(from Indiana Association for the Gifted – Grouping document)