Implementation of the

Texas Performance Standards Project

Texas Sate Definition of Gifted/Talented

Texas State Goal for Gifted Students

Purpose of the Project

Explanation of Tasks:

Phase I - Introduction

Phase II – Independent Research

Scoring Rubrics for:

Research, Product and Communication

Depth and Complexity

Content Imperatives

Student Exemplars

TEXAS EDUCATION CODE SUBCHAPTER D. EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS

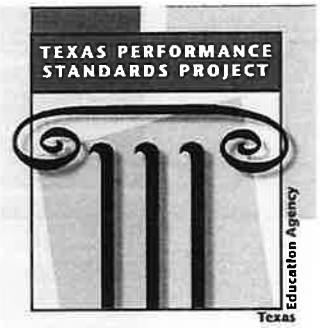
- 29.121. Definition.
- In this subchapter, "gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:
- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field

WHAT IS THE TEXAS PERFORMANCE STANDARDS PROJECT?

- A project to develop statewide standards that articulate the high level of achievement expected of gifted and talented students in the state of Texas
- An accompanying assessment system designed to capture those high levels of achievement

What is the TPSP?

- Curricular units called "tasks" for grades K-10
- An open-ended exit level project for High School seniors
- Aligned with. . .
  - State Standards
  - State Testing
  - College and Career Readiness Standards



Adapted from Texas **Performance Standards Project** *Guide to Success*, Texas Education Agency, 2006

What Is the TPSP?

- Statewide standards and assessment system designed to address the State Plan
- An opportunity for G/T students to produce quality work

3 Times to Use a Rubric:

Give students the rubric when the assignment is given so expectations are explicit.

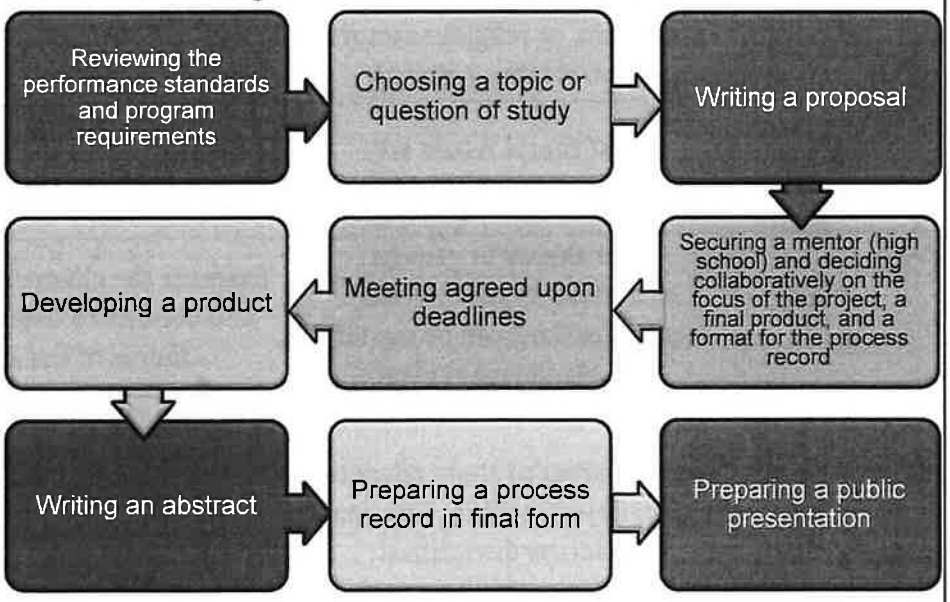
Halfway through the assignment period, conference with the student to give corrective feedback.

Use the rubric to score the product so the grade is defensible.

Adapted from *Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD.

Curriculum and Instruction for Gifted/Talented Students 1: Advanced Level Products and Performances

Steps in the Process

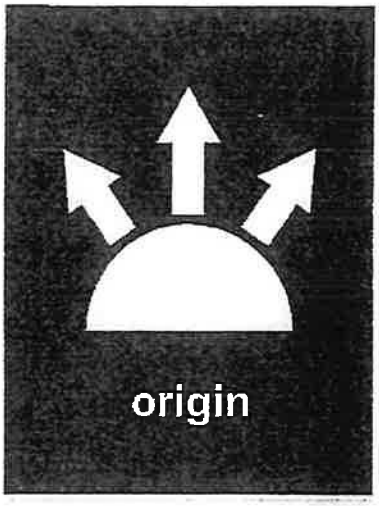


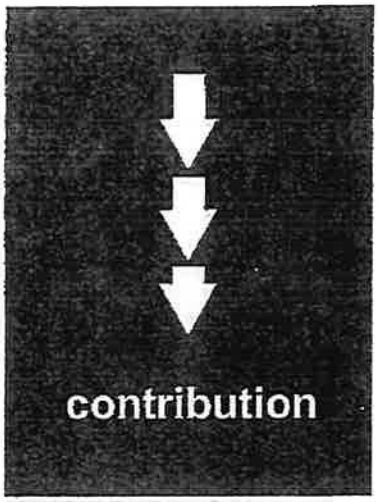
Adapted from Texas Performance Standards Project *Guide to Success*, Texas Education Agency, 2006

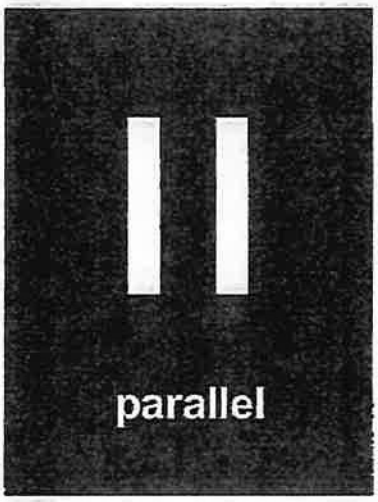
Depth and Complexity Icons			
Name	Icon	Definition	Curricular Example
Change Over Time		What can be learned by looking at the past, present, and future? What change is noted?	Examine how the character learns a lesson. Discuss how the actions of the past influence the beliefs or laws of today.
Multiple Perspectives		How does point of view affect perception of reality? What are the opposing views?	Examine the multiple perspectives of the encounters between Conquistadors and the native populations.

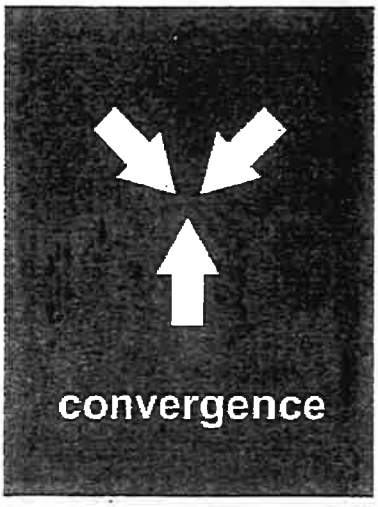
Content Imperative Icons			
Name	Icon	Definition	Curricular Example
Origin		What are the beginnings, roots, foundations, or causes?	Research why your community was established.
Contribution		What are the lasting effects? How did a topic, event, people influence others?	Explain the significance of Greek mythology to everyday life of the people in the region.
Convergence		What events merged or happened concurrently in order for a particular result?	Argue the convergence of events, ideas, or people that led to the resolution of the conflict in the story.
Paradox		What is contradictory regarding an opinion, statement, or event?	Discuss the paradox related to the American colonists' quest for independence from Britain.
Parallel		What are the similarities? How do events, people, problems, or principles compare or correspond?	Identify the parallels in the class systems of ancient cultures.

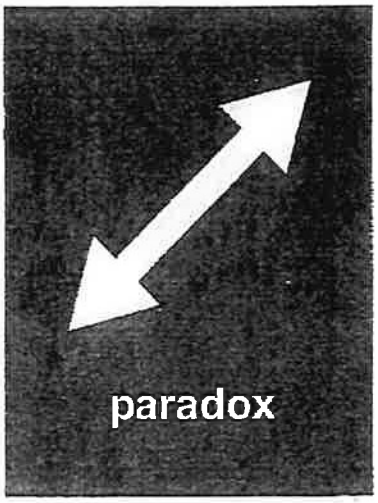
Content Imperatives







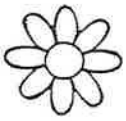
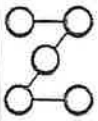
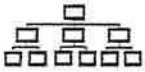
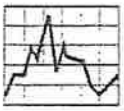




Acknowledgments: Definitions of dimensions of depth and complexity are from "Differentiating the Core Curriculum and Instruction to Provide Advanced learning Opportunities", California Department of Education and California Association for the Gifted, 1994. Symbols for dimensions of depth and complexity and the content imperatives developed under the auspices of OERI, Javits projects 1995 and 1999.

Appendix 1

Thinking Keys for Depth of Learning

Dimensions of Depth and Complexity ***summarized and including relevant thinking skills***	Depth  **Language of the Discipline** *Academic language, vocabulary, using correct terms, language and tools used by the discipline studied*	Depth  **Details** *Facts, attributes, traits, noting evidence, observation, description, comparison*
Depth  **Patterns** *Noting repetition, observation, relevance vs. irrelevance, prediction, order*	Depth  **Rules** *Understanding structure and cause, generalizing, judging with criteria, "...because..."*	Depth  **Trends** *Noting influences, forces, direction, course of action, determine cause and effect, predict*
Depth  **Unanswered Questions** *Missing parts, unclear or incomplete ideas, discrepancies, noting ambiguity, fact/fiction/opinion, unresolved issues*	Depth  **Ethics** *Differing opinions, values, morals, discrimination, argumentation, judging with criteria, determining bias, controversy*	Depth  **Big Idea** *Generalizations, identifying main ideas, how do ideas relate to overarching concepts or themes, principles, theories, summarize*
Complexity  **Relate over time** *Relationship between past, present, and future, sequence, order, prediction, connecting, comparing and contrasting*	Complexity  **View from different perspectives** *Opposing viewpoints, multiple perspectives, differing roles and knowledge, determining bias, classifying, arguing*	Complexity  **Across disciplines** *Relationships within and between subjects or disciplines, common elements, Making connections & associations, integration*

The elements of depth encourage deeper, focused study. The elements of complexity make connections and relate the subject to other studies and help clarify the relevance of what is studied – to the student, to the discipline, and to the larger world.