

## Gifted & Talented and Advanced Potential in Language Acquisition

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Identifying giftedness and potential for success in advanced academics in Language Acquisition takes into consideration that the ability to communicate in multiple modes, in more than one language, promotes multilingualism and intercultural awareness.

The Maryland State Department of Education (MSDE) defines Language Acquisition as the study of language that aims to develop and expand proficiency in a language beyond, and in addition to, the heritage/native language. This includes multilingual learners, whose heritage language is English, who develop proficiency in another language, and students whose native/heritage language is not English who develop multilingual skills in English.

### AREAS OF IDENTIFICATION

There are many characteristics to consider when identifying giftedness in Language Acquisition. The following is a non-exhaustive list of characteristics and identifying behaviors that can be used to recognize advanced potential in Language Acquisition, at various stages and areas of development.

Students:

- demonstrate excellence in a variety of communication modes especially language production, language comprehension, and response
- acquire the new language at a faster than typical rate, as demonstrated by assessments, work samples, and other observable behavior
- produce and comprehend humor in multiple languages
- demonstrate near native pronunciation and comprehensibility
- display inventive leadership and/or imaginative qualities in more than one language
- read significantly above grade level (at least 2 years) in the heritage language
- initiate practical use of the target language outside of the classroom and in the community
- use the language in areas of creativity (poetry, songs, stories, etc.)
- Initiate learning a new language independently

Additional evidence should include some of the following measures:

- A [portfolio](#)
- Nominations from families and/or teachers
- Student interviews
- Formative data: work samples, and/or passion projects
- Anecdotal data, including classroom observations
- Significantly above average achievement on [MSDE approved assessments](#) for Language proficiency

## Sources:

<https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/myp-brief-language-acquisition-2020-en.pdf>

[https://www.actfl.org/uploads/files/general/Resources-Publications/AAPPL\\_Score\\_Descriptions\\_INTERPRETIVE.pdf](https://www.actfl.org/uploads/files/general/Resources-Publications/AAPPL_Score_Descriptions_INTERPRETIVE.pdf)

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