

Consider Gender in Gifted Eligibility Process by...

	Boys	Girls
	COGAT (mental)/ MAP (achievement) These happen in class/ nothing can (or should) be done	
referral process	Remind teachers of characteristics of gifted students and nontraditional behavior can still be considered gifted	girls may have more questions or emotional investment in the referral process. Listen and be aware and provide calm, clear answers.
Torrance (creativity)	Be careful to not call this a "creativity" test - they may feel that this is not something to be proud of	girls may connect with this test more as it connects with their characteristics
Motivation Scales	Boys may be more challenging to get high scores for motivation	Be careful in sharing results with them - girls can be overly critical and feel that they are not good enough if they are not eligible

Difficulty by Gender with In-Class Assessments

Things to consider...

boys

- many of the challenges have to do with behavior and self-regulation.¹
- interest and performance versatility⁴ make a difference
- trouble with handwriting
- trouble organizing
- embarrassed being creative
- work too quickly (competition)

girls

- since they might not want others to know their intelligence, they may not try as hard as they could, especially on group assessments
- “teachers often reward girls for being quiet rather than prompting them to seek deeper answers”¹
- “teachers are more likely to interrupt girls”¹
- elementary and later high school aged girls more open to participating, while middle school and early high school are less outspoken³

In-Class Assessment Solutions

Things to consider...

boys

- include performance assessments that require motor activity or competition can encourage boys to succeed in the classroom and help teachers stop discriminating against boys in school¹

girls

- provide feedback intentionally and privately¹
- assess individually so girls do not feel judged¹
- use wait time and listen fully to all answers¹
- encourage girls to take risks³

Both girls and boys:

- teachers videotape of their classroom interactions to identify their own biases and reflect¹
- use wait time deliberately³
- use equity sticks for calling on students randomly so no one feels “picked on”
- allowing student choice in product they create for an assessment
- use open ended questions instead of standardized questions allowing for personal connections

Should assessments be differentiated for gender?

No, the content of the assessment should not be differentiated for gender, however choice in product or question types should be considered.

The pros of not differentiating by content

- not do anything that would enforce separating them by gender
- working to meet state standards
- Key is to focus more on differentiating by learning styles and this increases motivation
- allows for a variety of question type so each student has access and potential for success.

The cons

- Teachers may not be aware of differences if we don't highlight them through differentiation

How can formative (informal) assessments be differentiated by gender?

BOYS	GIRLS
<ul style="list-style-type: none">• Activities that focus on developing creative strengths; possibly without calling them “creative”• Allow competition when possible, as it can highlight some strengths in males that may otherwise be concealed	<ul style="list-style-type: none">• Activities that focus on invention and exploration will offer teachers more opportunities for discovering math and science talent in gifted girls²• Provide encouragement privately, so that peers are not made aware of strengths a girl might try to hide
BOTH	
<ul style="list-style-type: none">• Cooperative Activities that allow students to practice their weaknesses in a safe space	

What we used :)



1. <https://www.thegraidenetwork.com/blog-all/2018/8/1/teacher-bias-the-elephant-in-the-classroom>
2. <https://www.davidsongifted.org/search-database/entry/a10171>
3. <https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber>
4. <http://www.davidsongifted.org/search-database/entry/a10153>

More Resources!



<https://lahjakkaatlapset.files.wordpress.com/2013/05/what-happens-to-gifted-girls.pdf>

<http://www.joanfreeman.com/pdf/Freeman-Garces-Bascal-on-gender-2015.pdf>

http://scholar.google.com/scholar_url?url=https://citeseerx.ist.psu.edu/viewdoc/download%3Fdoi%3D10.1.1.589.763%26rep%3Drep1%26type%3Dpdf&hl=en&sa=X&scisig=AAGBfm2hcNCRLyp24bkINGj3ixlLdKaukA&nossl=1&oi=scholar

<https://futureofworking.com/6-advantages-and-disadvantages-of-single-gender-classrooms/>

<http://www.davidsongifted.org/search-database/entry/a10165>