



Auktorisoidun kääntäjän tutkinto 12.11.2022

Kielet ja käännösuunta

englannista suomeen

Aihepiiri (aukt3)

koulutus

Käännöstehtävä

Käännettävä teksti on seuraavalla sivulla. Teksti on

Kuvaus opetuksen eriyttämisestä lahjakkaille oppilaille

Lähde: [Curriculum Compacting | National Association for Gifted Children \(nagc.org\)](https://www.nagc.org/curriculum-compacting)

Käännettävä teksti on lyhennetty alkuperäisestä tutkintoa varten, eikä siitä tehtyä käännöstä merkitä otteittaiseksi käännökseksi.

Käännöksen käyttötarkoitus:

Oppilaan eriyttämistarpeen arvioimiseksi

Laadi käännös Suomen kääntäjien ja tulkkien liiton auktorisoidun kääntäjän ohjeiden mukaisesti. Nimeä käännös ja kirjoita vahvistuslauseke.

Huom! Älä kuitenkaan kirjoita käännökseen omaa nimeäsi, sillä käännös arvioidaan anonyymisti.

Käännettävän tekstin pituus 1996 merkkiä.

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities. Researchers recommend that teachers first determine the expected goals of the unit or lesson in terms of the content, skills, or standards students must learn before assessing students to determine which ones have already mastered most or all of the specified learning outcomes.

- Elementary teachers can eliminate from 24%-70% of high-ability students' curriculum by compacting without any negative affect on test scores or performance? In fact, curriculum compacting can have a positive affect on students' performance. Because many talented students receive little differentiation of instruction from their peers, they spend a great deal of time in school doing work that they have already mastered. Curriculum compacting allows these students to avoid having to relearn material they already know, which research has shown can lead to frustration, boredom and, ultimately, underachievement.
- Researchers have reported that when classroom teachers eliminated between 40%-50% of the previously mastered regular curriculum for high-ability students, no differences were found between students whose work was compacted and students who did all of the work in reading, math computation, social studies, and spelling. /--/
- In a national study of curriculum compacting, the students who received compacting in science and mathematics actually scored significantly higher on achievement posttests than their peers in the control group, suggesting the benefits of compacting for increases on standard achievement assessments. Analyses of data related to students' thoughts about replacement activities indicated that the students viewed the new curricular options as much more challenging than standard material. /--/