

Article Review

**Complete APA bibliographic reference:**

Feng, A., VanTassel-Baska, J., Quek, C., Bai, W., & O'Neill, B. (2005). A longitudinal assessment of gifted students' learning using the integrated curriculum model (ICM): Impacts and perceptions of the william and mary language arts and science curriculum. *Roeper Review*, 27 (2), 78-84.

**Three to five descriptor terms that best describe the topic:**

Main: Reading, gifted learners, language arts, gifted programs, assessment

**Type of Article:**

Quantitative Research

**Levels:**

Lower Elementary (1-3), Upper Elementary (4-5), Middle School (6-8), High School (9-12)

**Briefly stated major purpose(s) of the study:** "The purpose of this study was to assess the effects over time of implementing a differentiated curriculum for gifted learners designed around the Integrated Curriculum Model (ICM)" (78). There were two major research questions: 1.) To what extent is there evidence of gifted students' growth as a result of the use of ICM-based curriculum? 2.) To what extent is this curriculum meeting the needs of identifying students as perceived by relevant stakeholders?

**Discussion article – summarize the major points in 1- 4 sentences:**

The over-all academic growth of each participant improved from one grade to the next, especially in language arts and scientific skills research (81).

**Quantitative Study Information:**

Independent Variables Included:

973 Gifted Students, Grades 3-9

List Dependent Variables:

Gifted students' test question responses

Treatment: Multiple choice Likert-type items

Is reliability information reported? (no)

Is validity information reported? (no)