

Murray Independent School District

Gifted and Talented District Handbook

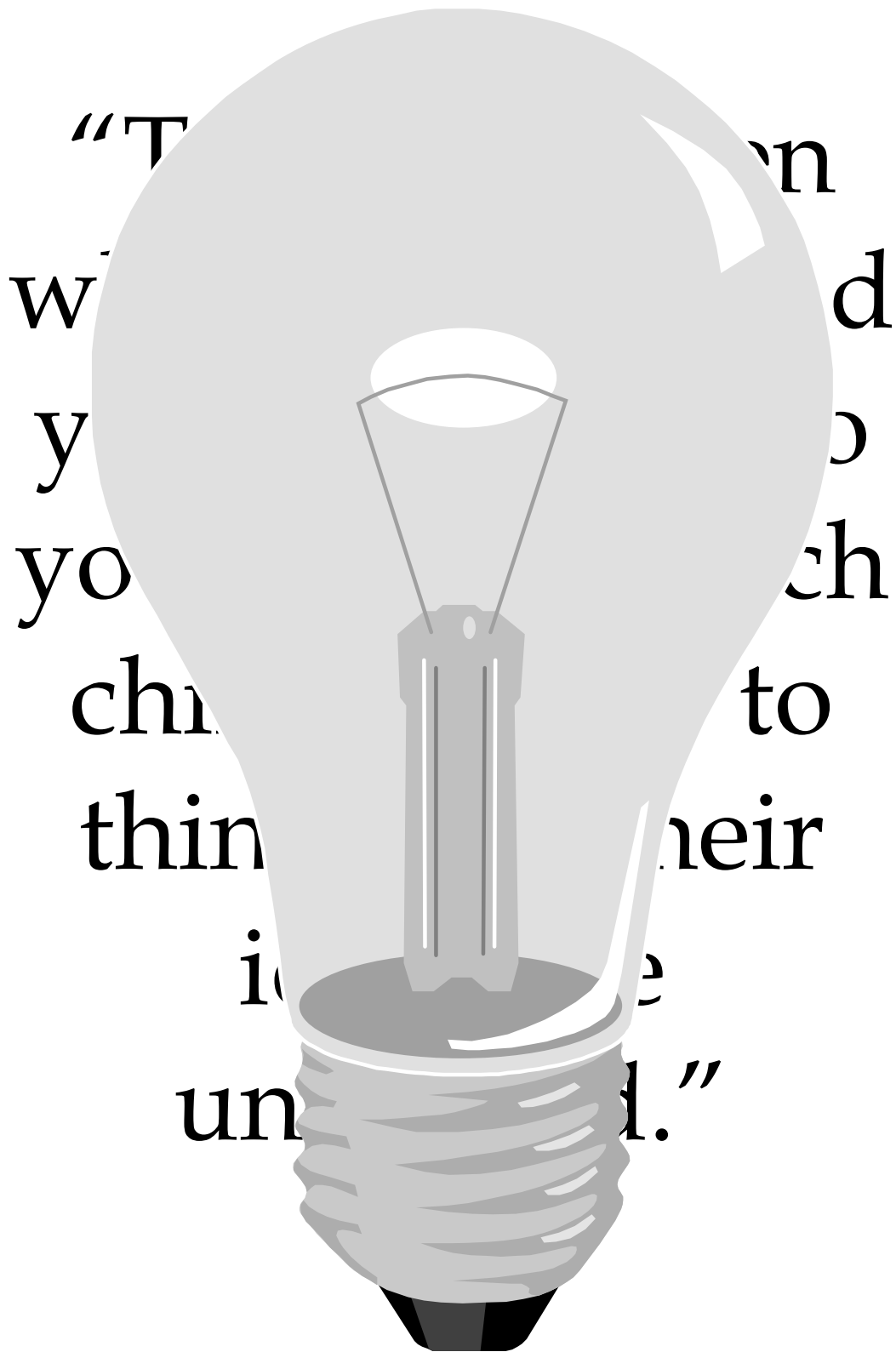


*Every Student, Every Day:
Tradition, Pride, Excellence*

Revised, Spring 2014

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Myths

- ❖ By virtue of their giftedness, gifted children will succeed in life no matter what.
- ❖ Gifted children are self-directed, they know where they are heading.
- ❖ Gifted children are always correctly identified by teachers.
- ❖ Teachers enjoy working with gifted children.
- ❖ Gifted children like school, always get good grades, and are enthusiastic about school activities.
- ❖ If you don't tell gifted children, they won't realize that they are different.
- ❖ Gifted children are all snobs and rich.
- ❖ The gifted can take care of themselves and don't need assistance.
- ❖ Money spent on gifted services prevents other more important programs from being done.
- ❖ Accelerating a gifted child ahead in school created serious emotional and social problems.
- ❖ Gifted children can accomplish anything they put their minds to; they just have to apply themselves.
- ❖ Gifted underachievers just need to try harder and get organized.
- ❖ A gifted child's family always prizes his/her abilities.
- ❖ Gifted children need to serve as examples to others and they should always assume extra responsibility.
- ❖ All gifted children are high achievers; they don't have to work for grades.
- ❖ Gifted children don't need help with study skills; they can manage on their own.

Bright Child or Gifted Learner?

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
Six or eight repetitions for mastery	One or two repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

(source: Kentucky Department of Education)

Gifted and Talented Regulations

Kentucky offers gifted education services for identified students across all grade levels. Primary students are screened and selected as high potential learners and students in grades 4-12 are formally identified for multiple-service options in one or more of the following areas, which are defined in 704 KAR 3:285. Programs for the gifted and talented.

- general intellectual aptitude
- specific academic aptitude (language arts, mathematics, science and social studies)
- creative or divergent thinking
- psychosocial or leadership skills
- visual or performing arts

NECESSITY, FUNCTION, AND CONFORMITY:

KRS 157.200(1)(n) includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

District Policies & Procedures for Gifted Education

A. Identification and Diagnosis of Gifted Characteristics (704 KAR 3:285 Section 3)

The District's plan for identifying gifted and talented students shall:

1. Employ a multifaceted approach and utilize ongoing and long-term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
3. Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by the Gifted/Talented Coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the service to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teacher(s), teachers(s) of students with disabilities, counselor(s), and consulting professionals(s), as appropriate.

Prior to selection or formal identification and placement of a students, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all student and use din formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented students services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services. In addition, the screening process will provide equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

Primary Talent Pool for Grades K-3

For children in the primary program, at least three (3) of the following recognized or acceptable assessment options for identification and diagnosis should be used in the formal identification process:

1. A collection of evidence from portfolios demonstrating student performance
2. Inventory checklists of behaviors specific to gifted categories
3. Diagnostic data
4. Continuous progress data
5. Anecdotal records
6. Available formal test data
7. Parent interview or questionnaire
8. Primary review committee recommendation
9. Petition system
10. Other valid and reliable documentation

Gifted and Talented for Grades 4-12

Identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include a valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options.

At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis should be used in the formal identification process:

1. A collection of evidence from portfolios demonstrating student performance
2. Inventory checklists of behaviors specific to gifted categories
3. Continuous progress data
4. Anecdotal records
5. Peer nominations
6. Formal testing data specific to gifted categories
7. Parent interview or questionnaire
8. Primary review committee recommendation
9. Self-nomination or petition system
10. Student awards or critiques of performance or products specific to gifted categories
11. Other valid and reliable documentation

For "General Intelligence":

1. Student must score in the ninth stanine on a full scale comprehensive test of intellectual ability (if student scores low, but shows potential, the district shall administer an individual mental ability test)
2. High performance on additional or group intellectual assessment
3. Observation of applied advanced reasoning ability
4. Checklist inventories

For "Specific Academic":

1. Student must have composite scores in the ninth stanine on one or more subject test scores of an achievement test.
2. High performance on additional individual or group test of academic aptitude
3. Student awards or critiques of performances
4. Off-level testing

5. Portfolio of high academic performances
6. Student progress data

For “Creativity”:

1. Informal or formal assessment measuring a child’s capacity for originality of thought, fluency, elaboration and flexibility of thought.
2. Creative writing samples
3. High scores on tests of creative ability (e.g. Williams, or Torrance, etc.)
4. Behavioral checklists or observations
5. Observation of original ideas, products, or problem-solving

For “Leadership”:

1. Documentation of a willingness to assume leadership roles in class, in a student organization, and in a community activity
2. Sociograms (i.e. questionnaires designed to assess leadership characteristics)
3. Peer recommendations
4. Behavioral checklists or observations
5. Portfolio entries which display leadership
6. Offices held by student in extracurricular activities and class government

For “Visual and Performing Arts”:

1. Auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists
2. Awards or critiques of performance
3. Portfolio of visual or performing arts ability

B. Procedures for Determining Eligibility for Services (704 KAR 3:285 Section 4)

In compliance with 704 KAR 003:285 the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors, and talents of these students. Determination of eligibility for Gifted and Talented services shall be based on the student’s individual needs, interests, and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged or underachieving, is a member of a racial or ethnic minority, or has a disability.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest, and/or need,
- Multiple-service options reflection continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student’s interests, needs and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child’s progress in series included in the student’s services plan.
- Neither the primary program nor any grad level shall be service by on one (1) gifted education service option.

C. Policies and Procedures concerning District Program Evaluation (704 KAR 3:285 Section 5)

The Gifted/Talented Coordinator shall coordinate the annual, ongoing process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be

deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SMDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

D. Policies and Procedures concerning Service Deliver Options (704 KAR 3:285 Section 6)

GIFTED STUDENT SERVICE PLAN

The Gifted Student Service Plan (GSSP) is a form that will be generated biannually to provide feedback to parents on the continual progress of their gifted child. Notation of differentiated instructions strategies, service-delivery options, as well as documentation of continuous progress/evaluation will be included.

The Kentucky Department of Education has indicated that *the regular classroom teacher* is ultimately responsible for providing differentiated services to identified gifted students. This indication is based on the fact that gifted students are gifted all day long, every day...not just for one hour a day or one day a month.

In order to be in compliance with Kentucky regulations applying to exceptional students, the regular classroom teacher should document:

- Pre-testing results for all students (especially identified students)
- Any “different” assignments offered to identified students
- Any independent study projects
- Documentation of mentorships
- Documentation of grouping strategies

The Gifted Student Service Plan includes:

1. A variety of appropriate options for grouping by ability, interest, and/or need,
2. Multiple-service options reflecting continuous progress through a logical sequence of learning,
3. Parental input for use in determining appropriate services,
4. Services that match the formally identified student’s interests, needs, and abilities to differentiated services options, and
5. A plan for reporting to parents, at least once per semester, regarding their child’s progress in series included in the student’ services plan.
6. Teacher comments that are directed toward areas where identified students are not meeting expectations.

A sample GSSP Progress Report is included on the following page. This report is an extension of the Gifted Student Services Plan that students receive at the beginning of the year.



Murray Independent Schools
Gifted Student Progress Report
 2014-2015

Student: _____
 Last First MI

Date: _____

Grade Level: ___ School: _____ Classroom Teacher(s): _____

I. Identified Categories and Personnel Responsible

<input type="checkbox"/> General Intellectual Advanced Critical Reasoning Real-world Problem Solving Advanced Research Utilizes Advanced Resources Person(s) Responsible: _____	<input type="checkbox"/> Specific Academic <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies Person(s) Responsible: _____	<input type="checkbox"/> Visual/Performing Arts <input type="checkbox"/> Art <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Music Person(s) Responsible: _____
<input type="checkbox"/> Leadership Effective Oral and Written Expression Sets Goals, Organizes others Practicing Leadership Skills Mentoring Person(s) Responsible: _____	<input type="checkbox"/> Creativity Creative Problem Solving Creative Thinking (Flexibility, Elaboration, & Fluency) Real-world Creative Connections Creative Writing Person(s) Responsible: _____	

II. Differentiated Instructional Strategies

<input type="checkbox"/> Curriculum Compacting	<input type="checkbox"/> Lesson Plans	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Independent Inquiry/Research	<input type="checkbox"/> Unit Plans	
<input type="checkbox"/> Course Syllabus	<input type="checkbox"/> Demonstration of Learning through Products	

III. Service-Delivery Options

Differentiated Cluster Group
 Differentiated Individual Instruction
 Subject Area Higher Grade Level
 Collaborative Teaching/Consultation Services
 Enrichment Services
 Advanced Placement
 Mentorships
 Independent Study
 Travel-Study Options
 Dual Credit Courses
 Other: _____

IV. Documentation for Continuous Progress/Evaluation As Evidenced by:

Assessment(s)
 Student Work Sample
 Student Demonstrations
 Student Participation
 Other: _____

Student Progress:	Exceeds Expectations		Meets Expectations		Needs Improvement		Teacher comments/concerns:
	Semester		Semester		Semester		
	1st	2nd	1st	2nd	1st	2nd	
Goals:							
1. Student demonstrates achievement in identified area(s) of giftedness.							
2. Student develops process skills (such as creative/critical thinking, research, problem solving, independent inquiry).							
3. Student completes high-quality products and performances.							
4. Other:							

 GSSP Chairperson 2014-2015

 Parent Signature

Parents request a conference: Yes

No

 Date

Gifted and Talented Education Service Options - Expanded Definitions

*GROUPING PATTERNS

Acceleration by subject/content only applies to students who physically move to a higher grade level class for instruction in a content area; for example a primary student goes to a 5th grade classroom for math or a 6th grader is enrolled in 8th grade algebra. It is included as a separate option to be used when there are insufficient numbers at the same level of ability at a grade level to constitute an instructional group. Does not include advanced level instruction in a cluster group or honors or AP or IB classes. Acceleration by subject or content is required for meeting needs of gifted students in their diagnosed area of ability and would be part of their differentiated instruction in any grouping pattern.

Cluster group applies in situations in which differentiated instruction taught by a teacher(s) trained in providing services to gifted and talented students - on-going, articulated, advanced level, continuous progress curriculum delivered to instructional groups based on ability, interest and needs. Clusters (usually at least 4 students) may be within a heterogeneous classroom, within or among teams or levels or within self-contained gifted classrooms or school-within-a school classes; consultation services are included in this option. Note: Does not include intermittent collaboration by gifted education specialist or resource group.

College Board AP or International Baccalaureate (IB) Courses offered as classes. It is expected that many students in these classes will not be identified as gifted, but because the level and pace is at least one year beyond grade level of the standard curriculum, this option meets some of the needs of gifted students.

College classes/Dual Enrollment between high school and college levels in which the student is eligible for credit at both levels. Does not include AP or IB classes, acceleration by grade skipping, consortium, independent study, special schools, or honors classes. Middle school students enrolled in high school classes for high school credit also fall into this category.

Honors Classes in which middle or high school courses are taught at an advanced level (greater depth and complexity) and pace as compared to other sections of the same courses. Does not include acceleration by subject/content or AP or IB classes.

Self-Contained Class in which all students are identified as g/t in one or more categories; does not include honors classes, AP or IB courses, seminars, resource services, or school-within-a-school classes.

Special School includes school-within-a-school models, classes designed for gifted students in a magnet school, and special schools for gifted students.

**OTHER OPTIONS

Acceleration by Grade-Skipping -- official assignment to the next year in school. Does not include honors classes, content or subject acceleration, AP or IB classes, or dual enrollment.

Collaborative Services in which the gifted and talented education specialist plans with the classroom teacher and provides direct differentiated instruction to one or more identified gifted students within the regular classroom setting. Does not include whole-class instruction by the gifted and talented education specialist unless he/she periodically delivers instruction in an honors level or self-contained gifted class.

Consortium of Schools/Districts that share resources to provide direct services to meet specific needs of identified gifted students; examples include multi-school/district symposia on a college campus, multi-district workshops in music composition; does not include mentorships, shared AP courses, distance learning, or schools-within-schools.

Independent Study is a self-directed study for an individual student, supervised by a teacher or under auspices of a college or university. Includes correspondence courses, Internet courses, self-study of AP course not offered as a class and scheduled during school hours; does not include mentorships, dual enrollment or differentiated class projects.

Mentorships in which students work on an advanced level project with an adult mentor other than the gifted and talented education specialist or classroom teacher; project is directed by teacher familiar with interests, needs, and abilities of gifted students. Note: Mentorships are nearly always in-depth, long-term, advanced high school projects and result in credit. Does not include shadowing, short-term projects, other activities which are more appropriately designated as differentiated projects which would be included in either resource services or as part of differentiation in one of the instructional grouping patterns.

Resource Services occur outside the regular classroom and are provided by a gifted specialist or teacher trained in providing services to gifted and talented students. Includes seminars, supervision of differentiated individual projects, extensions, special sessions for underachieving gifted students; does not include special counseling services provided by a counselor, consortia options, g/t specialist consultation to classroom teachers, or cluster groups.

Special Counseling Services are those in which a counselor familiar with the unique social-emotional needs of gifted students conducts group or individual affectively-based counseling sessions for gifted students planned in coordination with the gifted specialist.

Travel Study Options - academically-based US/foreign travel with possible high-school or college credit. Does not include field trips or competitions.

E. Policies and Procedures concerning Curriculum (704 KAR 3:285 Section 7)

Gifted and talented students shall be provided with a student services plan that meets requirement set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

- Extends learning beyond the standard curriculum;
- Provides flexible curricular experiences commensurate with the student's interests, needs, and abilities; and
- Helps the student to attain, to a high degree, the goals established by statute and the Board.

F. Policies and Procedures concerning Personnel (704 KAR 3:285 Section 8)

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of the District policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

G. Policies and Procedures concerning Budget & Funding (704 KAR 3:285 Section 9)

District shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instruction services to students identified as demonstrating gifted and talented behaviors and characteristics.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

H. Policies and Procedures concerning Procedural Safeguards and Grievances (704 KAR 3:285 Section 10)

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

- The District's process for selecting student for talent pool services;
- The District's process for formal identification of gifted and talented students; or
- The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.\

The Appeals Process:

- The appealing party shall submit in writing to the Gifted/Talented Coordinator specifically why he/she believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
- The Gifted/Talented Coordinator shall compile student data and present that along with the petition or appeal to the District Gifted and Talented Selection Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
- The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the Committee shall consult with the school council.
- If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
 - He/she may participate in the program as soon as the parent or guardian signs the required permission form.
 - A change in either the gifted and talented student service plan or provision of services shall be made in a timely manner.
- If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
- Should the Superintendent uphold the decision of the District Gifted & Talented Selection Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.



Murray Independent School District
Primary Talent Pool/Gifted Identification Timeline

August

Collect data and documentation for new GT transfer students; request electronic records transfer for students within Kentucky schools; request documentation for GT identified students in other states to take to District GT Committee in November

K-12th Grades – update current student GT lists and send to grade level teachers, principals and counselors

4th-8th Administer Standard Raven-95% or above for those students who did not take it the previous year

September

4th-8th Grades – Teacher Recommendations & Jot Downs for all areas distributed to teachers at faculty meeting on students with 95+ % on NRT (available in electronic form)

4th-8th CogAT – administered to students who scored a 95% or above on the Standard Raven Matrices; get parental permission for second screening

October – after fall break

Kindergarten-3rd Grade – Primary Talent Pool Jot Downs explained and passed out to teachers

MAP Scores for Fall assessment collected for K-6th grades

KPREP Scores from Spring 2014 collected

Duke TIP notifications of eligibility to parents in grade 4-7 for Talent Search Program (use KPREP scores)

November

4th-8th Grades – Jot Downs & Teacher Recommendations due to GT Instructor

5th- 8th Grades – Roet's Leadership Scale for students recommended for Leadership

District GT Committee meets to formally identify last years' 3rd graders and any additional students in grades 5-8; parents notified in writing

December

Kindergarten-3rd Grade – Primary Talent Pool Jot Downs & recommendations due to GT Instructor

4th-12th Grades – Gifted Student Services Plans signed by teachers; data entered into the students' ILP for grades 6-12.

MAP Scores for Winter assessment for K-6th grades collected

January

4th-12th Grades – GSSP Progress Reports Distributed to parents; students in 6th-12th grades will be notified by email with directions for obtaining the GSSP within the student's ILP account.

3rd Grade- Administer Standard Raven to all students – 95% or above needed for GT identification

Kindergarten – Administer Coloured Raven to all students – 95% or above used for PTP identification

- Anecdotal information and recommendations gathered

March

Collect Spring MAP Data for K-6th grades

April/May (Will depend on testing window)

District GT Committee meets to formally identify Primary Talent Pool students who meet requirements; parents notified in writing

District GT Committee identifies students for GT services that qualify with new progress data

May

4th-12th Grades – Gifted Student Services Plans signed by teachers; data entered into the students' ILP for grades 6-12.

4th-12th Grades – GSSP Progress Reports Distributed to parents; students in 6th-12th grades will be notified by email with directions for obtaining the GSSP within the student's ILP account.

3rd Grade – Teacher online recommendations for each area filled out for students appearing repeatedly on jot downs.

District GT Committee meets to review data accumulated for upcoming 4th graders and discuss any changes that need to be made to the program for next year.

KDE End of the year reporting:

1. Complete the four GT Error reports in Infinite Campus;
2. Check the "Missing GT Student Report" for transfer students – collect any outstanding records from previous districts and import electronic records;
3. Complete the GT Detail Report with the District Director of Instruction;
4. Complete the GT Summative Report with District Director of Instruction

June

3rd Grade – PTP students end-dated after state reporting completed (approx. June 15th)

Gifted and Talented Forms, Definitions and Checklists



Murray Independent Schools Gifted Talented Education Evidence Record

Student		DOB: / /		Graduation Year:																							
Date		Homeroom Teacher		3 rd		4 th		5 th																			
				6 th		7 th		8 th																			
Gender <input type="checkbox"/> M <input type="checkbox"/> F		Ethnicity <input type="checkbox"/> African-American <input type="checkbox"/> Asian-American / Pacific Islander <input type="checkbox"/> Caucasian <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American / Alaskan Native <input type="checkbox"/> Other		<input type="checkbox"/> Identified (please note area and year)																							
Individual Plan <input type="checkbox"/> 504 <input type="checkbox"/> IEP <input type="checkbox"/> ESL				<table border="1" style="width: 100%; text-align: center;"> <tr> <th>GI</th><th>LA</th><th>M</th><th>Sci</th><th>SS</th><th>C</th><th>L</th><th>M</th><th>D</th><th>V</th> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>		GI	LA	M	Sci	SS	C	L	M	D	V											<input type="checkbox"/> Not Identified Comments:	
GI	LA	M	Sci	SS	C	L	M	D	V																		

CoGAT	4 th	95	Verbal	Quantitative	Non-Verbal	Total	Test	Grade/Date	Criteria	Score
Raven	3 rd	95	Advanced	As needed	95		Williams Creativity	3 rd	96	
								4 th -6 th	102	
GI Jot Down		At least 3					Leadership Roets		26-50	
Creativity Jot Down		At least 3					Leadership Survey		75%	
Lang Arts Jot Down		At least 3					Lead. Jot Down	At least 3		
Math Jot Down		At least 3					V/PA Jot Down	At least 3		
Science Jot Down		At least 3								
Soc. St. Jot Down		At least 3								

Academics

Test	Gr	Reading		Math		Science	S.S.	Writing		A/H	PL/VS
		%ile		%ile		%ile	%ile	WP	OD	%ile	%ile
KPREP	3	R	LA								
MAP											
AIMSWeb		Fluency	Maze	Comp	App						
KPREP	4	R	LA								
MAP											
AIMSWeb		Fluency	Maze	Comp	App						
KPREP	5	R	LA								
MAP											
AIMSWeb		Fluency	Maze	Comp	App						
KRPEP	6	R	LA								
MAP											
AIMSWeb		Fluency	Maze	Comp	App						
KRPEP	7	R	LA								
AIMSWeb		Fluency	Maze	Comp	App						
EXPLORE	8										
KPREP											
AIMSWeb		Fluency	Maze	Comp	App						

Teacher Recommendations

GI	LA-- Drama	Math	Science	Soc Studies	Creative	Leader- ship	Music	Dance	Visual

General Intellectual Ability

General Definition:

A demonstrated excellence in most academic areas, as opposed to a single area.

Examples:

- Able to perform academically and also participate in two or three school or outside activities
- Unusual and extensive vocabulary
- Prefers the complex to the obvious
- Demonstrates a high energy level (rarely lethargic)
- Has high achievement in most subject areas, but has specialties he/she also excels in
- Phenomenal memory; needs little or no drill to memorize school related work
- Long attention span in classroom assignments
- A perfectionist, may redo work many times
- Responds to most school demands with enthusiasm

GENERAL INTELLECTUAL JOT DOWN

Murray Independent Schools/Gifted Education

Teacher _____

Grade _____

Date _____

School _____

Brief description of observed activity/lesson _____

1. As students in your class show evidence of the following general intellectual characteristics, jot their name in the appropriate box(es).
2. When recommending student for gifted services, use this identification jot down as a reminder of student performances in general intellectual ability.

Sees connections/recognizes patterns, may want to know how what is being taught “fits in.”	Asks many probing questions, sometimes to the point of driving others “up the wall.”	Appears to have a deep sense of justice. May correct others seen as wrong.	Able to work one or two years above others in age group.
Widely read or likes to read. May prefer to read rather than be with others.	Seems to know many things that have not been taught.	Has a large vocabulary but may choose when to display it.	Benefits from rapid rate of presentation. May refuse to do work seen as “busy work.”
Displays intensity for learning. Preoccupied and hard to move on to a new area.	Prefers a few close friends to many friends.	Likes to observe before trying new activities. Think through ideas before sharing with others.	Knowledgeable about things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being a leader of a group.	Displays abstract thinking. Requires time to think before responding.	High energy level – physical, intellectual, and psychological.	May have discrepancies between physical, social and intellectual development.

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

GENERAL INTELLECTUAL ABILITY

A. Indications (check all that apply):

- National normed cognitive scores—such as CogAT, Raven Test or OLSAT
Test name _____ Date: _____ Score _____ %ile
- Observed strengths—attach a statement
- Portfolio score: _____
- Other nationally normed tests
Test name _____ Date: _____ Score _____ %ile

B. Anecdotal (optional)

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibly

C. Student's work that substantiates giftedness in general intellectual ability (attach to this form).

D. Additional information that you believe is relevant (attach to this form).

E. General Intellectual Ability Checklist

MUST BE COMPLETED FOR ALL RECOMMENDED STUDENTS IN THIS AREA

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Sees connections/recognizes patterns, may want to know how what is being taught "fits in"
- Asks many probing questions, sometimes to the point of driving other "up the wall"
- Appears to have a deep sense of justice (may correct others seen as wrong)

- ❑ Able to work one or two years above others in age group
- ❑ Widely read or likes to read (may prefer to read rather than be with others)
- ❑ Seems to know many things that have not been taught
- ❑ Has a large vocabulary but may choose when to display it
- ❑ Benefits from rapid rate of presentation (may refuse to do work seen as “busy work”)
- ❑ Displays intensity for learning – preoccupied and had to move on to a new area
- ❑ Prefers a few close friends to many
- ❑ Likes to observe before trying new activities – thinks through ideas before sharing with others
- ❑ Knowledgeable about things age peers may not be aware of
- ❑ Prefers to work independently with little direction – may be resistant to being the leader of a group
- ❑ Displays abstract thinking – requires time to think before responding
- ❑ High energy level (physical, intellectual, and psychological)
- ❑ May have discrepancies between physical, social and intellectual development

Academic Ability in a Particular Discipline

General Definition:

Extended and effective performance in a single academic area. (May be done to the exclusion of other academic areas); a one-sided child

Examples:

- Long or extended attention span for one topic
- Makes independent contact with or carries on correspondence with experts in a field (Smithsonian Fellows, etc.)
- Extensive effort put into a project – time is of no consequence – results are extremely sophisticated
- Manages to change every topic under discussion to the discipline of his/her interest (e.g. weather discussion soon becomes about the Ice Age and dinosaurs)
- Gets answers, not able to explain how, yet usually correct
- Performs computations easily and accurately but resists extensive calculating
- Hypothesizes frequently; seems to make leaps in mathematical thinking
- Works a long time on challenging problem although there is no solution (trisecting an angle)
- Mastery of the slide rule or other measuring devices with little or no training
- Preoccupation with scales, statistics, records (the first, the highest, the most in athletics, music, trivia)

SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity:

Check One: Language Arts
 Social Studies
 Math
 Science

Date ____/____/____
 Mo. Day Yr
 Teacher _____
 Grade _____ School _____

As students in your class show evidence of the following specific academic characteristics, jot their names down in the appropriate box/es.

Sees connections.	Asks many probing questions.	Enjoys sharing what they know.	Provides many written/oral details.
Widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Knowledgeable about things others may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Can apply knowledge to unfamiliar situations.	Offers unusual or unique responses.

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

SPECIFIC ACADEMIC APTITUDE IN LANGUAGE ARTS

B. Indications (check all that apply):

- National normed Language Arts scores—such as the ITBS or CTBS
Test name _____ Date: _____ LA Score _____%ile
- Observed strengths – attach a statement
- Portfolio score: _____
- Other nationally normed tests
Test name _____ Date: _____ LA Score _____%ile

C. Anecdotal (optional)

- a. Level of performance
 - b. Special strengths and weaknesses
 - c. Needs caused by giftedness
 - d. Ability to work independently and focus responsibly on academic tasks related to language arts
2. Student's work that substantiates giftedness in Language Arts (attach to this form).
 3. Additional information that you believe is relevant (attach to this form).
 4. Language Arts Checklist

MUST BE COMPLETED FOR ALL RECOMMENDED STUDENTS IN THIS AREA

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Is an avid reader
- Has a large, advanced and/or rich vocabulary
- Expresses feelings of characters to make them seem real
- Writes more than other students (quantity)
- Writes for fun
- Introduces, develops and concludes a story interestingly and elaborately
- Enjoys composing poems, original stories, plays or keeping a journal
- Exhibits great desire to excel
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Prefers to work individually
- Is eager to complete tasks
- Is inquisitive
- Is very alert: supplies rapid answers
- Enjoys talking with experts in this subject

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

SPECIFIC ACADEMIC APTITUDE IN MATH

A. Indications (check all that apply):

- National normed Math scores – such as the ITBS or CTBS
Test name _____ Date: _____ Math Score _____%ile
- Observed strengths – attach a statement
- Portfolio score: _____
- Other nationally normed tests
Test name _____ Date: _____ Math Score _____%ile

B. Anecdotal (optional)

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibly on academic tasks related to math

C. Student's work that substantiates giftedness in Math (attach to this form).

D. Additional information that you believe is relevant (attach to this form).

E. Math Checklist

MUST BE COMPLETED FOR ALL RECOMMENDED STUDENTS IN THIS AREA

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Gets the answer correct, but may find it difficult to tell you how
- Invents new, obscure systems and codes
- Reasons effectively, likes logic problems and puzzles
- Grasps the abstract nature of mathematics easily
- Enjoys trying to solve difficult problems
- Likes to solve problems through discovery
- Intuitive; has the ability to do deductive and inductive reasoning
- Exhibits great desire to excel in math, as a mathematician or in a math-related field
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Prefers to work individually
- Is eager to complete tasks
- Is inquisitive
- Is very alert: supplies rapid answers in math
- Enjoys talking with experts in this subject

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

SPECIFIC ACADEMIC APTITUDE IN SCIENCE

A. Indications (check all that apply):

- National normed Science scores – such as the ITBS or CTBS
Test name _____ Date: _____ Science Score _____ %ile
- Observed strengths – attach a statement
- Portfolio score: _____
- Other nationally normed tests
Test name _____ Date: _____ Science Score _____ %ile

B. Anecdotal (optional)

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibly on academic tasks related to science

C. Student's work that substantiates giftedness in Science (attach to this form).

D. Additional information that you believe is relevant (attach to this form).

E. Science Checklist

MUST BE COMPLETED FOR ALL RECOMMENDED STUDENTS IN THIS AREA

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Interested in science books and/or science programs on TV
- Has science related hobbies, collections
- Likes gadgets
- Learns science concepts quickly
- Curious about natural relationships and wants to understand how things work
- Comes up with good questions or ideas for experiments
- Persistent; sticks with investigations in spite of difficulties
- Exhibits great desire to be a scientist
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Prefers to work individually
- Is inquisitive
- Is very alert: supplies rapid answers in science
- Enjoys talking with experts in this subject
- Enjoys science museums, Discovery channel, etc.

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

SPECIFIC ACADEMIC APTITUDE IN SOCIAL STUDIES

A. Indications (check all that apply):

- National normed Social Studies scores – such as the ITBS or CTBS
Test name _____ Date: _____ Social Studies Score ____%ile
- Observed strengths – attach a statement
- Portfolio score: _____
- Other nationally normed tests
Test name _____ Date: _____ Social Studies Score _____%ile

B. Anecdotal (optional)

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibly on academic tasks related to social studies

C. Student's work that substantiates giftedness in Social Studies (attach to this form).

D. Additional information that you believe is relevant (attach to this form).

E. Social Studies Checklist

MUST BE COMPLETED FOR ALL RECOMMENDED STUDENTS IN THIS AREA

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Sensitive to social issues, concerned with moral and ethical questions
- Knowledgeable about current events
- Reads or watches TV programs dealing with global awareness
- Shows interest in learning a foreign language
- Has a high interest level in global issues of environment, endangered species, etc.
- Enjoys learning about the past, present, and future
- Exhibits great desire to earn high grades
- Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
- Usually prefers to work individually
- Is eager to complete tasks
- Is inquisitive
- Is very alert; supplies rapid answers to questions in this subject
- Enjoys talking with experts in this subject
- Understands cause and effect
- Can apply knowledge to a variety of social science related issues
- Enjoys Discovery channel
- Interested in people

Leadership

General Definition:

An unusual ability to relate to and motivate other people.

Examples:

- Organizes others for an activity like an adult and with extraordinary results
- Demonstrates a high level of self-assurance
- A decision maker; seldom wavers; has many and free-flowing ideas
- Subtly devises strategies to convince peers to do a job seemingly unappealing at first
- Demonstrates a personality that reassures co-workers of his/her competence (organizes clubs)
- Has a broader perspective about a problem with many disconnected pieces; sees the whole while others focus on the parts
- A risk taker
- Ability to supervise younger children in the absence of an adult

LEADERSHIP JOT DOWN

Brief description of observed activity:

Date ____/____/____
Mo. Day Yr

Teacher _____
Grade ____ School _____

As students in your class show evidence of the following leadership characteristics, jot their names down in the appropriate box/es.

Gets others to work toward desirable/undesirable goals.	Looked to by others when something must be decided.	Initiates activities that involve peers.	Able to figure out what is wrong with an activity and show others how to do it better.
Transmits his/her enthusiasm for a task to others.	Judges abilities of others and finds a place for them.	May appear "bossy" at times.	Interacts easily with both children and adults.
Sought out by other students for play/activities.	Sense of justice and fair play.	Can be counted on to do what he/she has promised.	Self-confident.
Is often the captain of teams.	Helps settle differences.	Makes things happen.	May be frustrated by lack of organization or progress.

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

LEADERSHIP

A. Indications (check all that apply):

- Elected to office (in or out of school)

Office _____ Organization _____

Office _____ Organization _____

- Entrepreneur; type of business _____

- Influences other students or adults

- Responsibilities (assumed or assigned)

- Score on Roets or other leadership rating instrument

B. Anecdotal: Please use additional paper to comment on student's:

- Level of performance

- Special strengths and weaknesses

- Needs caused by giftedness

- Ability to work independently and focus responsibility on leadership tasks

C. Additional information that you believe is relevant (attach).

D. Leadership Checklist--**MUST BE COMPLETED FOR RECOMMENDED STUDENTS**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Influences others to work toward desirable/undesirable goals

- Looked to by others when something must be decided

- Tends to dominate peers or situations

- Initiates activities that involve peers

- Transmits his/her enthusiasm for a task to others

- Judges abilities of others and finds a place for them

- May appear "bossy" at times

- Interacts easily with both children and adults

- Sought out by other students for play/activities

- Sense of justice and fair play

- Can be counted on to do what he/she has promised

- Self-confident

- Is often the captain of teams

- ❑ Is sensitive to feelings of others or to situations
- ❑ Makes things happen
 - ❑ May be frustrated by lack of organization or progress

Creative or Divergent Thinking

General Definition:

An unusual ability to use divergent/evaluative thinking, often evidenced by frequent and exploratory questioning.

Examples:

- Displays a keen sense of humor and sees humor in situations that others may not; a sense of the “absurd” (parody, cartooning)
- Prefers variety and novelty in food, color, clothing, methods of solving an old or new problem
- Collects things sometimes randomly; other times with a definite purpose; many hobbies (some of long duration, but others short-lived)
- Invents solutions to established problems; creates problems for which there are no apparent solutions
- Assembles or disassembles mechanical objects with little or no training
- Asks many and unusual questions which may be embarrassing, advanced or controversial; unaffected by peer criticism
- Imbues inanimate objects with life-like qualities (a pencil that thinks); vivid imagination
- Appears forgetful, chaotic, and oblivious to time constraints (but within the disorder there is a logic for the student)
- Leaves out steps; proceeds from A to Z in one jump

CREATIVE THINKING JOT DOWN

Brief description of observed activity:

Date ____/____/____
Mo. Day Yr

Teacher _____

Grade _____ School _____

As students in your class show evidence of the following creative thinking characteristics, jot their names down in the appropriate box/es.

Fluency – many ideas.	Flexibility – able to change ideas.	Elaboration – able to add to their ideas.	Originality – has ideas no one else may have thought of.
Alert and curious, constantly asking questions about everything and anything.	May be bored with routine tasks.	Imaginative – has a strong sense of fantasy.	May day dream at times.
May be uninhibited in expressions or opinions, is sometimes radical/tenacious.	High risk taker, adventurous, speculative.	High energy level which may at times cause student to get in trouble.	Sense of humor. Sees humor in situations others do not see.
Has low interest for providing details.	May not read rules or may question the rules.	Enjoys spontaneous activities.	Appears reflective or idealistic.

Student Name: _____ Teacher: _____
School: _____ Grade: _____ Date: _____

CREATIVE THINKING

A. Indications (check all that apply):

- Creative writing (attach sample)
- Expression of creative ideas (anecdotal record attached/creative thinking activities or products)
- Production of ideas, invention (picture or narrative attached)
- Torrance, Williams scores _____

B. Anecdotal: Please use additional paper to comment on student's:

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness

C. Additional information that you believe is relevant (attach).

D. Creativity Checklist--**MUST BE COMPLETED FOR RECOMMENDED STUDENTS**

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Fluency-many ideas
- Flexibility-able to change ideas
- Elaboration-able to add to their ideas
- Originality-has ideas no one else may have thought of
- Alert and curious, constantly asking questions about everything and anything
- May be bored with routine tasks
- Imaginative-has a strong sense of fantasy, vivid imagination
- May day dream at times
- May be uninhibited in expressions of opinions – is sometimes radical/tenacious
- High risk taker, adventurous, speculative
- High energy level which may at times cause student to get in trouble
- Sense of humor – sees humor in situations other do not see
- Has low interest for providing details
- May not read rules/ instructions or may question the rules
- Enjoys spontaneous activities
- Appears reflective or idealistic

Ability in the Visual Arts

General Definition:

The ability to paint, sculpt, photograph, or arrange media in a way that suggests unusual talent.

Examples:

- Paints or sculpts in a non-prescribed way (typically not taught by teachers)
- Changes or throws away the directions in a commercial crafts package (knitting, sewing, models, paint-by-numbers)
- Has a know-how about technique in a theatrical situation without having been taught (puppetry, creating sets for a play, costumes, lighting, sound effects)
- Constructs objects from relatively unsophisticated scraps
- Observant about details, either in other people's art or his/her own
- Sensitive to touch, sounds, words, emotions
- Experiments with color; chooses unconventional combinations

VISUAL ART JOT DOWN

Brief description of observed activity:

Date ____/____/____
 Mo. Day Yr

Teacher _____
 Grade ____ School _____

As students in your class show evidence of the following visual art characteristics, jot their names down in the appropriate box/es.

May be asked by others to do art work.	Likes to comment on colors, shapes, and structure of things.	Enjoys and appreciates or may be critical of own art work and work of others.	Takes pride in doing things well.
Draws or doodles a lot in school/home.	Does outstanding original art work	Likes to use many different materials.	Enjoys talking about art and collecting works of art.
Masters basic art skills quickly and easily.	Has a keen sense of humor/makes unusual connections with drawing.	Concentrates on art projects for long periods. May shut out other things going on around them.	Creates exceptional charts, graphs, models, or other visuals when given the opportunity.
Demonstrates elaboration in art work.	Has a sensitive use of line/color/texture.	Enjoys open-ended art activities.	Has an appreciation of beautiful objects.

Student Name: _____ Teacher: _____

School: _____ Grade: _____ Date: _____

VISUAL AND PERFORMING ARTS - Visual Arts

A. Indications (check all that apply):

- Has had a part in a play (in or out of school) Type of part: _____
- Has won an award in any area of visual or performing arts (in or out of school)
Area _____ Type _____
- Observed strengths in the area of _____
Describe or attach explanation.

B. Anecdotal: Please use additional paper to comment on student's:

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibility on drama, visual art, music, or dance

C. Additional information that you believe is relevant (attach).

E. Visual and Performing Arts Checklist –

MUST BE COMPLETED FOR RECOMMENDED STUDENTS

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- May be asked by others to do art work
- Likes to comment on colors, shapes, and structure of things
- Enjoys and appreciates or may be critical of own art work and work of others
- Takes pride in doing things well
- Draws or doodles a lot in school or at home
- Does outstanding original artwork
- Likes to use many different materials
- Enjoys talking about collecting and/or looking at works of art
- Masters basic art skills quickly and easily
- Has a keen sense of humor/makes unusual connections with drawing
- Concentrates on art projects for long periods – may shut out other things going on around them
- Creates exceptional charts, graphs, models, or other visuals when given the opportunity
- Demonstrated elaboration in artwork
- Has a sensitive use of line/color/texture
- Enjoys open-ended art activities
- Has an appreciation of beautiful objects
- Capable of “finding” or “making” art

Ability in the Performing Arts

General Definition:

The ability to create or perform in the areas of music or drama which suggests unusual talent.

Examples:

- Composes music
- Changes lyrics to popular songs
- Dances, sings, behaves musically in a non-prescribed way (typically untaught by teachers)
- Responds emotionally to aesthetic situations involving music, poetry readings, etc.
- Given an option will choose to dramatize situations, put them in a dance, or abstract form, rather than verbalize them
- Uses body language to convey profound feelings in an unusual but clear manner
- Plays one or more instruments with proficiency
- Self-taught on one or more instrument

MUSIC JOT DOWN

Brief description of observed activity:

Date ____/____/____
 Mo. Day Yr

Teacher _____
 Grade _____ School _____

As students in your class show evidence of the following musical characteristics, jot their names down in the appropriate box/es.

Perceives fine differences in sound.	Easily remembers melodies and can reproduce them accurately.	Sensitive to rhythm. May tap fingers or feet while working.	Sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Interested in musical symbols.
Can identify short rhythmic patterns as same or different.	Likes to perform musically.	Sings on pitch.	Able to perform musically with a high degree of technical difficulty.
Interested in musical instruments.	Enjoys musical performances.	Can play or would like to play a musical instrument.	Is interested in and learns musical symbols quickly.

Student Name: _____ Teacher: _____
School: _____ Grade: _____ Date: _____

VISUAL AND PERFORMING ARTS - Music

A. Indications (check all that apply):

- Has had a part in a play (in or out of school) Type of part: _____
- Has won an award in any area of visual or performing arts (in or out of school)
Area _____ Type _____
- Observed strengths in the area of _____
Describe or attach explanation.

B. Anecdotal: Please use additional paper to comment on student's:

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibility on drama, visual art, music, or dance

C. Additional information that you believe is relevant (attach).

F. Visual and Performing Arts Checklist –

MUST BE COMPLETED FOR RECOMMENDED STUDENTS

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Perceives fine differences in sound
- Easily remembers melodies and can reproduce them accurately
- Sensitive to rhythm – may tap fingers or feet while working
- Sustained interest in musical activities
- Expresses feelings or emotions through music or sound
- Makes up original tunes
- May hum or sing to break the silence
- Interested in musical symbols
- Can identify short rhythmic patterns as same or different
- Likes to perform musically
- Sings on pitch
- Able to perform musically with a high degree of technical difficulty
- Interested in musical instruments
- Enjoys musical performances
- Can play or would like to play a musical instrument
- Is interested in and learns musical symbols quickly

Student Name: _____ Teacher: _____
School: _____ Grade: _____ Date: _____

VISUAL AND PERFORMING ARTS - Dance

A. Indications (check all that apply):

- Has had a part in a play (in or out of school) Type of part: _____
- Has won an award in any area of visual or performing arts (in or out of school)
Area _____ Type _____
- Observed strengths in the area of _____
Describe or attach explanation.

B. Anecdotal: Please use additional paper to comment on student's:

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibility on drama, visual art, music, or dance

C. Additional information that you believe is relevant (attach).

G. Visual and Performing Arts Checklist –

MUST BE COMPLETED FOR RECOMMENDED STUDENTS

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Uses body as an instrument of expression
- Enjoys forms of dancing and movement to music
- Uses movement to recreate an emotion or environment
- Able to think of many ways of solving movement problems
- Displays grace and fluidity of movement
- Likes to dance for other people
- Is good at imitating movement of others
- Can change direction, level, and focus of movement
- Masters basic dance skills quickly and easily
- Improvises to music
- Has awareness of line and the design of body in space
- Appears to feel the rhythm of music
- Likes to spend time watching others dance
- Communicates to others through dance
- Deals effectively with own center for gravity
- Experiences great joy in movements

Student Name: _____ Teacher: _____
School: _____ Grade: _____ Date: _____

VISUAL AND PERFORMING ARTS - Drama

A. Indications (check all that apply):

- Has had a part in a play (in or out of school) Type of part: _____
- Has won an award in any area of visual or performing arts (in or out of school)
Area _____ Type _____
- Observed strengths in the area of _____
Describe or attach explanation.

B. Anecdotal: Please use additional paper to comment on student's:

- Level of performance
- Special strengths and weaknesses
- Needs caused by giftedness
- Ability to work independently and focus responsibility on drama, visual art, music, or dance

C. Additional information that you believe is relevant (attach).

H. Visual and Performing Arts Checklist –

MUST BE COMPLETED FOR RECOMMENDED STUDENTS

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- Eager to participate in classroom plays of skits
- Effectively uses voice, gestures, and facial expressions to communicate feelings
- Commands and holds the attention of a group when speaking
- Able to evoke emotional responses from listeners – can get people to laugh, frown, to feel tense, etc.
- Can imitate others – is able to mimic the way people speak, talk, gesture
- Readily shifts into the role of another character
- Imaginative – has a strong sense of fantasy
- May daydream at times
- Sensitive to beauty; attends to aesthetic attributes of things
- Seems to pick up skills in drama without instruction
- Invents new techniques, experiments
- Sense of humor – sees humor in situations other do not see
- Sees minute details in performances
- High in sensory sensitivity
- Uses drama to express experiences of feelings
- Appears reflective or idealistic

Summative Evaluation of Implementation of Basic Requirements to be provided to students eligible for Gifted Services (704.KAR 3:285)

Please check (☐) your progress on the chart along each continuum with the corresponding number in the chart below. (Italicized descriptions indicate need for attention)

- Talent Pool:** The primary talent pool includes students in grades kindergarten through third grade who demonstrate high potential and meet eligibility criteria in one or more categories including intellectual, specific academic aptitude, creativity, leadership and visual & performing arts.
- Identification:** Students are identified in all categories and at all grade levels, 4-12.
Note: Statistically expected numbers of students eligible in each category is approximately 5%. Because some students will meet eligibility requirements in more than one category (rarely more than 3) a conservative estimate of total students expected to meet identification criteria is approximately 15%.
- Grouping:** Flexible, advanced level, continuous progress instructional groups based on diagnosed ability, needs and interests are utilized in every content area and at every grade level.
- Services Matched to Needs:** Services are matched to diagnosed areas of high potential in primary talent pool or giftedness in 4-12 grade students. (Example: Intellectual category students have intellectual, academic, creative, leadership, and social-emotional and counseling needs)
- Services for Special Populations:** Special Services for twice exceptional (i.e. gifted and disabled) and underachieving gifted students are provided.
- Multiple Services:** Multiple service delivery options are used at all levels; no single service option exists alone, district-wide, at any grade level.
- Professional Development:** All teachers who teach talent pool primary or identified gifted students 4-12 have had professional development or special training in identifying and meeting the needs of gifted and talented children

	Starting Gate - does not meet requirements, needs special attention	Stretch - partially meets requirements, needs grooming	Finish - meets requirements. Celebrate and continue to advance to higher stakes
1.Talent Pool	<i>Includes no/few 5 yr. olds in any category or no/few 6-8 yr. olds in one or more categories</i>	<i>Includes 5-8 yr. olds in 3 - 4 categories</i>	Includes 5-8 yr. olds in all categories (20-30% of primary)
2 Identification	<i>One or more of the 5 categories does not have identified students at one or more grade levels</i>	<i>One or more categories has significantly fewer identified students than expected</i>	Students are identified in all categories at expected rate or higher
3.Grouping	<i>Not regularly used at most levels, and/or areas, in all schools, matched by needs</i>	<i>Regularly used at most levels, and/or in most content areas, in all schools, or used in some but not others</i>	Regularly used at all levels, in all content areas and in all schools
4.Services Matched to Needs	<i>Services are the same for most/all talent pool and/or gifted students at a grade level</i>	<i>Services are matched to category, but do not address all needs in category and/or are not differentiated by level of need</i>	Services are matched to diagnosed category, address specific needs and are differentiated by level of need
5.Services for Special Populations	<i>No/few students with disabilities and/or underachieving students identified or receiving gifted services</i>	<i>Services only available for identified special education students with an IEP or 504 plan; limited services for underachieving who do not meet special ed. federal requirements</i>	Services include regular classroom, and other service options and interventions for gifted underachievers and twice exceptional students
6. Multiple Services	<i>No services are provided at a grade level in one or more schools</i>	<i>Limited number of service options are provided at one or more grade levels across the district</i>	A range of service options which address needs of identified students in all categories is provided at all levels across the district
7. Professional Development	<i>Many teachers with talent pool or gifted students in their classroom have had little/no professional development in teaching gifted children</i>	<i>Most teachers with talent pool or gifted students in their classroom have had some professional development in teaching gifted children</i>	All teachers with talent pool or gifted children in their classroom have had sufficient professional development in teaching gifted children to address their individual academic and socioemotional needs

How are Services Matched to Student Strengths and Needs?

From "Building the Future" (a publication of the Kentucky Advisory Council for Gifted & Talented Education)

For gifted and talented students, their strengths present education needs. Under the Kentucky Education Reform Act, continuous progress is a critical attribute of Kentucky education for all children, including gifted students.

It is therefore essential that each student's strength is accurately diagnosed in order to articulate a gifted student services plan (GSSP) which ensures continuous progress in all areas.

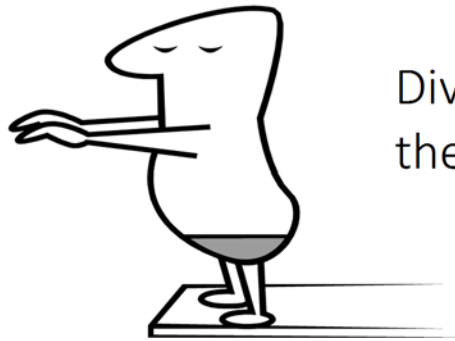
The Gifted Regulation 704 KAR 3:285 requires that grouping and articulation of services be based on student strengths and needs in order to facilitate attainment of high level goals.

Every student presents an array of strengths and needs, with gifted services (and the accompanying service delivery options) provided to maximize potential and meet those needs.

The team who works with the student (classroom teachers, g/t resource teacher, administrator, and SBDM council) all share responsibility for meeting student needs.

**Their strength IS
their need!**

Talent Pool Basics...



Dive into
the Talent Pool!

How do students get in “the pool”?

Students are added to the “talent pool” based on a number of criteria... Coloured Raven results, MAP results, jot downs, teacher recommendations, anecdotal records and Standard Raven results.

What happens once a student is in “the pool”?

A file is created by the GT Instructor and the student is added to the category in Infinite Campus indicating the methods used to identify the student and how the school will meet the needs of these students.

How important are my jot down sheets?

Jot down sheets give teachers the opportunity to think about how the students in their classroom fit gifted descriptors in the different categories. Some student names may come to mind over and over again when thinking about the descriptors. Many students will not fit any of the descriptors. Since multiple names are on each jot down sheet, they cannot be used as an individual recommendation form.

What should I do if I find myself writing a name over and over again on a given jot down?

If a student in your room seems to fit all or most of the descriptors on a given jot down sheet, then you should begin filling out an individual recommendation form on that student. There are individual forms in the front of this GT guide that correspond to each of the jot down sheets – attach student work samples and or any data that may support their work above/beyond grade level.

What services are available for students in the talent pool?

As teachers, we must always ensure that students are learning. Differentiating instruction is required in servicing all students in our district, not just those in the talent pool. Effective grouping strategies should be used within a classroom or among a team of teachers – when grouping on a grade level is still not challenging enough for a student, then teachers/administration can discuss/plan for other acceleration options. See Service Delivery Options.

What’s the difference between the talent pool and identified students?

Basically, any one (1) indicator grants inclusion into the talent pool. However, there must be sustained, consistent indicators to be formally identified (the state requires three individual indicators that ALL show gifted potential in a given area)

Talent Pool Participants	GT Identified Students
Scores a 96 or better on Coloured Raven (P1)	Consistent IQ scores of 127 or better (Coloured Raven, CoGAT, Standard Raven)
Has an IQ of 127 or higher based on the CoGAT or other intelligence test	Consistent score of 96 or better on KPREP subject tests
Shows up repeatedly on jot down forms	Consistent teacher recommendations that support test results
Scores a 96 or better on Standard Raven (P4)	Consistent data in general (parent inventory, teacher recommendation, jot down data, testing, etc.)

What should I do if a parent asks me to recommend a student?

Along with the parent inventory that is distributed, parents are invited to also submit letters of recommendation on their child. Letters from music instructors outside of school, theater directors, scout leaders, church youth leaders, etc. are helpful in documenting skills displayed away from school. As a teacher, you should recommend using the district forms included in this guide.

Evidence Needed for Categories:

General Intelligence	Specific Academic	Creativity	Leadership	Visual/Performing Arts
Coloured Raven	CoGAT ninth stanine	Standard Raven	Standard Raven	Teacher Jot Downs
CoGAT ninth stanine	Teacher Jot Downs	Teacher Jot Downs	Teacher Jot Downs	Teacher Checklist
Standard Raven	Teacher Checklist	Teacher Checklist	Teacher Checklist	Letters of Recommendation
KPREP	Anecdotal Records	Circles Test	Parent Inventory	Student Products
Teacher Jot Downs	Parent Inventory	"Talents Unlimited"	Anecdotal Records	Student Performances
Teacher Checklist	Achievements/Awards	Anecdotal Records	Letters of Recommendation	Letters of Recommendation
Anecdotal Records	Anecdotal Records	Parent inventory	Roets Leadership Inventory	Anecdotal Records
Parent Inventory	Ninth stanine on KPREP Math, Science or Social Studies subject tests			Parent inventory

Service Delivery Options:

MES	MMS	MHS
Differentiated Individual Study	Differentiated Individual Study	Differentiated Individual Study
Differentiated Cluster Groups	Differentiated Cluster Groups	Differentiated Cluster Groups
Subject Area Higher Grade Level	Collaborative/Consult Services	Advanced Placement & Honors
Early Exit Primary	Subject Area Higher Grade Level	Dual Enrollment Courses
Grade Skipping	Enrichment Services	Collaborative/Consult Services
Resource Services	Special Counseling Services	Enrichment Services
Independent Study	Independent Study	Mentorships
	Mentorships	KVHS Courses
	Resources Services	Independent Study
	Seminars	Travel/Study Options

Strategies and Methods for *Differentiated* Instruction

- *Different* material/content
- *Different* approach/process
- *Different* outcome/product

CONTENT

Some will read the text
Some will read supplements

PROCESS

Use manipulatives
Real-life applications
Independent study

PRODUCT

Fill in worksheets
Verbal response
Take a test

Steps toward differentiation:

- (1) Pre-test
- (2) Adjust assignments based on pre-test results (limit the amount of homework on already mastered skills and give alternative assignments for higher level thinking)

or

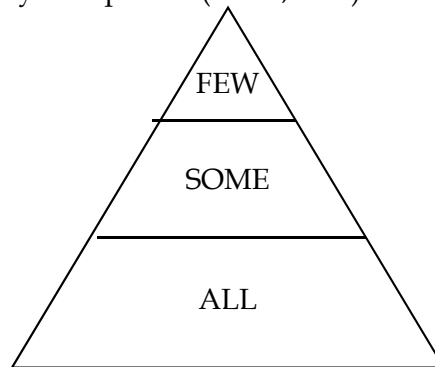
Group students based on pre-test results and provide alternate activities in place of classroom instruction (if instruction is repetitive or review-like in nature)

Possibilities:

Warm-up activities (brainstorming or problem-solving)
Small-group projects
Individual projects
Research
Writing for publication
Technologies

For every classroom assignment (All), always have a higher-level thinking activity for students who show mastery on a pretest (Some, Few).

Lesson plans should include activities that will apply to ALL students, SOME students and FEW students.



Planned Classroom Activity	Higher Level Thinking Activity
Read parts of books that discuss the meaning of a balanced diet and unbalanced diet. Complete a worksheet.	Research the effects of all known vitamins on the body's health. Determine which vitamins and minerals would be missing in a diet that had no fruits or vegetables. Prepare newscast with information.
Prepare a diagram that illustrates the benefits of regular exercise. Use recent magazine articles as your major source.	Interview a fitness instructor. Prepare a panel discussion that describes the components of a regular fitness program and its effects on a person's health.

Treffinger's Model for Increasing Self-Directedness

Treffinger's Model for Increasing Self Directedness focuses on encouraging the gifted child to work independently. While gifted and talented children tend to be more independent naturally, they still need to be directed in the development of the skills necessary for independent study or research. This model consists of four steps.

- STEP 1** Command Style – in the first step, the teacher decided on activities for the entire class or individual students. The amount of time to work, location, end product, and evaluation criteria are also decided by the teacher.
- STEP 2** Task Style – the teacher creates learning activities and alternatives (such as learning centers) from which the students get to choose an activity.
- STEP 3** Peer-Partner Style – the students begin to become more active participants in their own education. Students participate in decisions about activities, goals and evaluations. The teacher allows the students to create choices and options for themselves for individual or group work.
- STEP 4** Self-Directed Style – the students create the choices on their own, make selections, and work on the chosen activity independently. The children choose the location and the time allotted for the project, and evaluate their own work.

Of course, **not all students are ready for self-directedness at the same time**. Children should not be moved to the fourth stage until the student can evaluate progress without teacher support, and the students can identify strengths and weaknesses of his/her own work. To foster self-directedness, Treffinger suggests:

- Do not smother self-direction by doing things that the children can do or can learn to do for themselves.
- Develop an attitude of openness and support for self-directed learning.
- Emphasize continuity and interrelatedness of knowledge to help students relate various topics and problems.
- Provide training in problem solving and independent research – help students learn to diagnose needs, develop a plan, locate resources, carry out appropriate activities, evaluate and present the results.
- Treat difficult home or school situations as an opportunity for independent problem solving, not as problems requiring the “wisdom” of an adult.

Adjusting Workbook Assignments

Choose workbook assignments carefully. This kind of seatwork can be a valuable learning tool when properly utilized, but at times it consists of useless worksheets that require filling in the blanks or giving single correct answer. These kinds of activities require little higher-level thinking and serve no educational purpose for the gifted students.

Since the gifted group should be primarily engaged in independent work, the work assigned should be of good quality. Worksheets stressing upper-level thinking skills are readily available in every basal program but it is up to the teacher to seek them out and use them.

It is wise to put gifted students into workbooks that are a grade level or two above the actual grade level of the students. Though gifted students can master basic skills in much less time than average students, it is still important to provide practice in these skills.

Worksheet Considerations

Consider these three things when giving a workbook assignment to gifted as well as regular students:

1. **OMIT** – activities in which the student is asked to circle or fill in the blanks without much thought.
2. **EXTEND** – activities in which the skill is important but the worksheet is simplistic, by assigning another activity that uses the basic concept of the page.
3. **KEEP** – any assignment that asks comprehension questions, calls for making inferences, drawing conclusions, predicting outcomes, or establishing cause/effect relationships.

Bloom's Taxonomy

<p>1. Knowledge <i>Process Verbs</i></p> <table style="width: 100%; border: none;"> <tr><td style="width: 50%;">ask</td><td style="width: 50%;">observe</td></tr> <tr><td>count</td><td>pick</td></tr> <tr><td>define</td><td>point</td></tr> <tr><td>describe</td><td>quote</td></tr> <tr><td>draw</td><td>read</td></tr> <tr><td>fill in</td><td>recall</td></tr> <tr><td>find</td><td>recite</td></tr> <tr><td>identify</td><td>recognize</td></tr> <tr><td>indicate</td><td>record</td></tr> <tr><td>label</td><td>select</td></tr> <tr><td>list</td><td>shadow</td></tr> <tr><td>listen</td><td>tabulate</td></tr> <tr><td>match</td><td>trace</td></tr> <tr><td>memorize</td><td>underline</td></tr> <tr><td>name</td><td>write</td></tr> </table> <p><i>Products</i></p> <table style="width: 100%; border: none;"> <tr><td style="width: 50%;">fact chart</td><td style="width: 50%;">timeline</td></tr> <tr><td>map</td><td>worksheet</td></tr> <tr><td>memorize information</td><td>recite a poem</td></tr> <tr><td>read a book</td><td></td></tr> </table>	ask	observe	count	pick	define	point	describe	quote	draw	read	fill in	recall	find	recite	identify	recognize	indicate	record	label	select	list	shadow	listen	tabulate	match	trace	memorize	underline	name	write	fact chart	timeline	map	worksheet	memorize information	recite a poem	read a book		<p>2. Comprehension <i>Process Verbs</i></p> <table style="width: 100%; border: none;"> <tr><td style="width: 50%;">Associate</td><td style="width: 50%;">extend</td></tr> <tr><td>change</td><td>locate</td></tr> <tr><td>compare</td><td>match</td></tr> <tr><td>contrast</td><td>outline</td></tr> <tr><td>define</td><td>paraphrase</td></tr> <tr><td>differentiate</td><td>reorganize</td></tr> <tr><td>discuss</td><td>restate</td></tr> <tr><td>distinguish</td><td>reword</td></tr> <tr><td>expand</td><td>translate</td></tr> </table> <p><i>Products</i></p> <p>choral reading cross-classification chart demonstrate illustrate story interpret picture story retell story teach lesson translate</p>	Associate	extend	change	locate	compare	match	contrast	outline	define	paraphrase	differentiate	reorganize	discuss	restate	distinguish	reword	expand	translate																												
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<p>5. Synthesis</p> <p><i>Process Verbs</i></p> <p>adapt imagine advertise infer blend invent change modify combine originate compose predict create prepare design prescribe develop produce devise role play estimate suppose form transform formulate</p> <p><i>Products</i></p> <p>abstract play advertisement poem comic strip puppet show conversation recipe dance song game story invention structure magazine TV/radio show mural toy news article treasure hunt pantomime</p>	<p>6. Evaluation</p> <p><i>Process Verbs</i></p> <p>appraise dispute assess editorialize award evaluate choose grade conclude judge consider justify criticize measure critique prove debate rank decide recommend defend select determine test</p> <p><i>Products</i></p> <p>court trial panel debate recommendation discussion research paper editorial self-evaluation essay survey letter</p>
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Bloom's Revised Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge						

Pre-testing

Answers to commonly asked questions about pre-testing.

Why should I pre-test?

*You need to find out where students **are** before you can take them anywhere. Readiness to learn differs from student to student. In order to ensure that each student is guaranteed continual progress, we have to find out what they know and vary our instruction to allow each child to learn.*

Should I count the pre-test score?

No! No! Never! Never! Ugh-ugh! Pretests are only to find out where students are before a subject is taught. It should not count for or against them. Think of the pretest as a diagnostic tool in your classroom.

What if my students continually fail my pre-test? Should I continue to give the tests?

*Of course. Every unit you teach will be different. A teacher should “do a little dance” if all the students in a given class fail the pretest...that means that what is about to be taught **needs** to be taught.*

What do I do with them after the pre-test?

Pre-tests are of no use unless something is done with the results. There are a number of options to think about...

- ❖ Use the pre-test scores to cluster group students. Students on the same level can work together during the unit and different assignments can be geared toward each level. For example, a group of students that aced the pre-test might work together on a project that applies the knowledge from the unit while the lowest group works with the teacher on the basic textbook assignments.
- ❖ Independent study assignments could be given to students who score well. These could be Trackstar programs or even developed by the students.
- ❖ Mentorships could be established so that students who score well can work with someone in the community on an advanced level project. This project may *not* be associated with the subject of the class, but might, instead, be geared toward the student’s interests. Mentorships are nearly always in-depth, long-term, and advanced.

Should I use students who pre-test well to teach other students in the class?

Although this may be helpful for the lower students and may be a good learning experience for the gifted student, this is not an appropriate educational strategy. Students should not be used as full-time tutors in a class where they are supposed to be extending their own learning.

G/T SERVICE OPTION TEST

1. Does the service/activity further develop the needs of the students in the diagnosed category?

YES NO

2. Does the service/activity further develop the diagnosed gift or talent of the individual student?

YES NO

3. Are most/all children of this age able to do this assignment/activity?

YES NO

4. Should most/all children of this age do this assignment/activity?

YES NO

5. Would most/all children of this age want to do this assignment/activity?

YES NO

6. Do gifted/talented students find this activity challenging and stimulating?

YES NO

If your answers to these questions match the underlined answers, then you are differentiating in a way that will meet the needs of the gifted students in your classroom as well as the requirements set by the state.