Ballard County Schools

Gifted and Talented Handbook



August 2016

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Vision and Mission

The mission of Ballard County Schools’ gifted and talented program is to support student growth. The District defines a gifted and/or talented child as specified by 704 KAR 003:285 as possessing demonstrated or potential ability to perform at an exceptionally high level. In partnership with and in service to the community identified students will be provided educational opportunities appropriate to their individual needs, interests, and ability level. It is the goal of the District to allocate its resources and strengths to challenge and enhance each student’s talents.

*This handbook is a compilation of state and local guidelines, identifications, and placement procedures as well as appropriate forms for each area of giftedness.*

General District Guidelines

A District-wide Gifted and Talented Committee will be established each year to help develop policies and procedures and identification standards. This Committee will consist of representatives from each school in the District (teachers, administrators, and counselors), the gifted education teacher and the District GT Coordinator.

The District Gifted and Talented Committee will have at least two meetings each year for the purpose of identifying students for the primary talent pool and formally identifying students in grades 4-12 in each of the five (5) areas. These meetings will be held in the Fall and in the Spring. Other meetings will be scheduled as needed.

Parents/guardians will be notified with a District notification letter if their child is eligible to participate in the primary talent pool or to receive Gifted and Talented services in one of the five identified areas. Parents/guardians are encouraged to contribute suggestions they believe would be helpful to the District in developing the Gifted Student Services Plan (GSSP) for their child.

Parents of formerly identified students will be notified annually with a District notification letter, Gifted Student Service Plan (GSSP), and request for input. Parents are encouraged to contribute suggestions they believe would be helpful to the District in developing the GSSP for their child.

Parents of students newly identified will be notified with a notification letter, permission/denial District signature request, and a student profile inventory. Parents are encouraged to contribute suggestions they believe would be helpful to the District in developing the Gifted Student Service Plan (GSSP) for their child.

Parents/guardians and teachers may appeal a decision as provided in the Procedural Safeguards and Grievances for a student who has been nominated but not identified by the District Gifted and Talented Committee (Appendix B, pg. 58 ).

Students will be served each year at all levels (primary talent pool, and identified Gifted and Talented students at the intermediate, middle school, and high school levels) with more than one service option. Determination of appropriateness of level and type of services provided to a student SHALL be subject to continuous assessment.

Transfer students from other school districts within Kentucky will qualify for Gifted and Talented upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the school upon enrollment. Students transferring from states other than Kentucky will be required to meet Kentucky regulations and district guidelines.

Transfer Students from other states must go through the full District referral/identification process.

A criterion for identification is listed for each specific area of giftedness in the Gifted and Talented Handbook sections 1 – 6.

General School Guidelines

A parent permission form must be signed by the parent/guardian before an individual student can be formally assessed, identified, a Gifted Student Service Plan (GSSP) is written, and services are provided. Parent permission is not necessary when an entire grade level is assessed or screened as part of school/district practices.

Each school will have a Gifted and Talented School Committee to assist with the development of an annual GSSP for each student. The Gifted and Talented School Committee will consist of at least a school administrator/designee, classroom teacher, and the Gifted and Talented Resource teacher(s) at the primary and intermediate levels and counselor at the middle and high school levels.

Each identified student will have an annual GSSP designed to meet the student’s individual interests, needs, and abilities. The classroom teacher(s) who serve(s) the identified student the majority of the time will fulfill and document the differentiated responsibilities of the GSSP.

Parents/guardians will receive a copy of the GSSP no later than October for returning students and within one month of identification for newly identified students.

Parents/guardians will receive a minimum of two progress reports (one each semester) throughout the year.

Each student will have a Gifted and Talented Summary Folder that will follow the student through their academic career. This folder will be kept within the student’s cumulative file. All relevant information for an identified student, even if the student is identified in multiple areas, is to be kept in **one** "GT" folder. The folder should contain the following documents, but should not be limited to:

* Identification and placement forms
* All collected evidence (a minimum of three (3) evidences are required)
* If evidences are not available a note of explanation is required.
* Gifted Student Service Plan (replace as additions/changes are made)
* Infinite Campus Gifted and Talented Summary Report (replace as additions/changes are made)
* Progress Reports (once each semester)
* Parent information on student interests, needs and abilities

Nomination Timeline and Process

Screening and identification assessments will be administered to all exiting third and/or beginning fourth graders. Students in grades 4-12 who are new to the district may also be screened or assessed, if referred by a teacher, parent, administrator, or self.

Nominations from teachers, administrators, and parents/guardians will be accepted throughout the year. The District Gifted and Talented Committee will meet to determine formal identification and placement in the Fall and Spring, contingent on test results/data reported to the district on a timely basis.

Supporting documentation/evidence must be included when teachers and administrators nominate students.

Gifted and Talented Services Timeline

|  |  |  |
| --- | --- | --- |
| **Identification of New students gifted and talented program** | **Month** | **Service Timeline for existing students in the gifted and talented program** |
| Review assessment data of all students and initiate referral process | August |  |
|  | September |  |
| Round 1 Nominations Due | October | GSSPS due to school GT contact  Parents receive GSSPs by Oct. 31 |
| GT Committee Meeting: Identification/Notification | November |  |
| GSSPs are sent to parents of students identified in round 1 nomination process | December |  |
| Round 2 Nominations Due | January | 1st semester GT progress report to go home with 2nd quarter grading period report cards |
| GT Committee Meeting: Identification/Notification | February |  |
| GSSPs are sent to parents of students identified in round 2 nomination process | March |  |
|  | April |  |
| Round 3 Nominations Due  GT Committee Meeting: Identification/Notification | May | 2nd semester GT progress report to go home with final report cards  \*End Date students exiting Primary Talent Pool |
|  | June |  |

Gifted and Talented School Committee Guidelines

The Gifted and Talented Committee will be responsible for, but are not limited to:

* Formal identification of students grades 4-12 in five (5) different areas (each area has a different set of assessments that must be administered and evidence collected):
* Review assessment data as it is received and notify teachers of students whose scores indicate they are potential candidates for the Gifted Education Program.
* Solicit program referrals each fall and spring. Accept referrals at any additional time throughout the year.
* Facilitate completion of whole grade screening of exiting third and/or entering 4th graders.
* Compile a list of the students recommended for formal identification and placement and facilitate the collection of evidence for each referral.
* Facilitate completion of any individual assessments needed during the referral process.
* Prepare an “evidence summary” to present to the District committee for use in making placement decisions.
* Review the “Selection Criteria” and recommendation forms for each of the five (5) identification areas.
* Review the student portfolio, testing and/or relevant student data to determine student qualification, based upon the selection criteria.
* Make final placement decisions for all five (5) identification areas – General Intellectual Ability, Specific Academic Aptitude, Creativity, Leadership, and Visual/Performing Arts.
* If a student is accepted into the program, send a letter of notification and a “Permission/Denial Form" to the parent/guardian. The parent must give approval for the child to receive services. A child may not begin participating in any Gifted Education Program activities until the parent permission form is received.
* Send a letter of notification to the parent/guardian of each student denied or tabled by the District committee.
* Informal identification of Primary Talent Pool (K-3) students:
  + Solicit referrals each year.
  + Facilitate collection of evidence to support placement.
  + Ensure teachers receive an updated list each year.
* Collaborate with various school level individuals to determine the most appropriate service delivery options for the identified students in each category.
* Provide services to formally identified students. For all 5 areas of identification, the Gifted Education teacher provides either:
  + Direct services (i.e. – pullout classes, in-class collaboration)
  + Indirect services (i.e. – out-of-class collaboration/consultation with teachers, assistance with finding appropriate resources)

The students placed in Gifted and Talented do not have to be identified each year. Once formally placed, a student may not be removed from the gifted education program. A parent/guardian, however, may request in writing that a student no longer receive gifted education services.

The Gifted and Talented Coordinator or designee will forward to each school counselor and/or administrator a list of students approved and recommended for services by the District Committee.

Gifted Education Teacher Guidelines

Responsibilities of the Gifted Education Teacher include, but are not limited to:

* Plan/coordinate/schedule services to be provided by outside resources.
* Develop GT curriculum for all direct services, as there is no text or purchased “curriculum”.
* Develop units of study based on student interest.
* Identify and notify the teacher, teachers, or counselor responsible for providing services and keeping appropriate records for each identified student. **The designated teacher**, **teachers, or counselor will be** **responsible for writing and implementing the GSSP and for reporting student progress to** **parents at the end of each semester.**
* Collaborate with the district coordinator to design/revise/update district procedures.

Record Keeping

Each school counselor and/or Gifted and Talented school contact will be responsible for maintaining accurate data in Infinite Campus.

Each school counselor and/or Gifted and Talented school contact will be responsible for ensuring students are exited from Primary Talent Pool as well as ensuring all Gifted Student Service Plan information concurs with Infinite Campus.

Each school counselor and/or Gifted and Talented school contact will complete the Gifted and Talented folder and place with the student’s cumulative file.

All relevant information for an identified student, even if the student is identified in multiple areas, is to be kept in **one** "GT" folder. The folder should contain the following documents, but should not be limited to:

* Identification and placement forms
* All collected evidence (a minimum of three (3) evidences are required)
* If evidences are not available a note of explanation is required.
* Gifted Student Service Plan (replace as additions/changes are made)
* Infinite Campus Gifted and Talented Summary Report (replace as additions/changes are made)
* Progress Reports (once each semester)
* Parent information on student interests, needs and abilities

Gifted Student Services Plan (GSSP)

House Bill 519 requires a Gifted Student Services Plan (GSSP) for students identified in one or more of five (5) categories. The categories are General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual and Performing Arts. The District Gifted Education Teacher will determine the responsible teacher to complete the GSSP. **The responsible teacher is defined as the teacher who** **provides direct differentiated services to the student the majority of the time**. Plans are to be completed annually and a progress report sent home once each semester.

The gifted education teacher shall oversee the completion of the GSSPs. (A sample GSSP can be found in Appendix C.) The original copy of the GSSP is to be placed in the student's "GT" folder that is kept in the student’s cumulative folder. A copy shall also be sent home to the parent/guardian once per year.

Definition of Five Areas

According to state regulation, 704 KAR 3:285, for gifted and talented programs, a gifted and/or talented child is defined as 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 and performing arts.

**General Intellectual (GI) Ability**: Possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability is usually reflected through extraordinary performance in a variety of cognitive areas. These include abstract reasoning, logical reasoning, social awareness, memory and nonverbal ability; the analysis, synthesis and evaluation of information; and a consistently outstanding mental capacity, as compared to children of the same age, experience or environment.

**Specific Academic Aptitude (SA)**: Possessing either potential or demonstrated ability to perform at an exceptionally high level in at least one specific academic area significantly beyond the age, experience or environment of the child’s age peers.

**Creative or Divergent Thinking Ability**: Possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imaginations, keen sense of humor, high risk-taking, and solving problems in unique ways.

**Psychosocial or Leadership Ability**: Possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, organizational ability or vision to set goals and lead others to reach those goals. Skills may be exhibited in class, student groups/organizations or community activity.

**Visual or Performing Arts Ability – Dance, Drama, Music, Visual Art:** Possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in dance, drama, music or visual art.

Section 1: General Intellectual Ability

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one’s age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285)

Identification Guidelines

Identification is based on multiple evidences. No child will be denied entrance to the program based on only one criterion. Several measures will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission to Gifted and Talented services will be facilitated.

* General intellectual ability will be determined by a student score within the 9th stanine or 96th percentile on a full-scale comprehensive test of intellectual ability.
* Students who score in the 9th stanine or 96th percentile on a test of mental ability will be considered; if no other criteria validate a score, a second similar mental ability test or individual intelligence test may be given.
* A nonverbal test of mental reasoning ability such as the CogAT will be given to all students prior to exiting primary. Students must score within the 9th stanine or 96th percentile to qualify for services in the fourth grade.
* Recommendations may be in the form of an official "recommendation letter" and/or a "jot down" of specific examples of gifted behavior from classroom observations.
* General Intellectual Ability Jot Down: Criterion met if the student notes are documented in 12/16 boxes.
* Student work that reflects exceptional ability.
* General Intellectual Ability Checklist: Criterion met if the student scores 32+ on the checklist.

Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.

A student may be identified at any time during grades 4-12.

A student may be identified in General Intellectual Ability as well as other areas.

**General Intellectual Nomination Form (4 – 12)**

|  |  |
| --- | --- |
| 3 pieces of evidence are required for nomination:  1. Intellectual Ability Test   * CSI (from CTBS: Test of Cognitive Skills) * CogAT * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Please indicate score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. General Ability Checklist  **General Intellectual Ability Checklist**  *Please rate*  *4- almost always, 3- frequently, 2- occasionally, 1- seldom*  \_\_\_\_\_Benefits from rapid rate of presentation.  \_\_\_\_\_Exhibits large, advanced and/or rich vocabulary  \_\_\_\_\_Asks endless questions and demonstrates inquisitive nature  \_\_\_\_\_Reads avidly; may choose to read rather than do assigned work or reads for recreation  \_\_\_\_\_Comprehends directions, instructions, and information easily  \_\_\_\_\_Maintains a variety of interests or an interest in a single area  \_\_\_\_\_Seems to know many things that have not been taught  \_\_\_\_\_Possesses excellent long and short term memory – recalls detailed information  \_\_\_\_\_Thinks abstractly and understands advanced concepts  \_\_\_\_\_Perceives connections and relationships that may not be obvious to others  \_\_\_\_\_**Total Score**  3. Additional indicators found on reverse side | Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher Nominating:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade:\_\_\_\_\_\_\_\_\_School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Special Considerations**  *Please mark if applicable.*   * **None**   **Environment**   * Transiency – at least three moves * Home with little enrichment or stimulation * Parental attitude demonstrating rejection or indifference   **Language Considerations**   * English as a second language – lack of proficiency * Lack of verbal intellectual stimulation due to limited language facility   **Cultural Considerations**   * Inability to function meaningfully in dominant culture due to limited exposure * Standards conflict with dominant culture, involving peers, parents, and community * Lower self-esteem due to self-comparison with dominant culture standards   **Economic Considerations**   * Residence in depressed economic area with a high concentration of poverty * Low family income – free/reduced lunch * Large family living at subsistence level * Inability to participate in varied experiences outside the home   **Other Considerations**   * Medical issues impacting achievement * Other factors as described in recommendation |

*General Intellectual Nomination form continued on reverse side*

*General Intellectual Nomination form cont’d – pg. 2*

Indications (Check all that apply)

* Anecdotal: Please attach comments on:

1. Level of performance
2. Grades in most subject areas:

|  |  |
| --- | --- |
| Subject Area | Grades |
|  |  |
|  |  |
|  |  |
|  |  |

1. Special strengths and weaknesses or needs caused by giftedness
2. Ability to work independently and focus responsibly on academic tasks.

* Attach pieces of the student's work to substantiate intellectual giftedness.
* Provide additional information that you believe is relevant.
* Attach General Intellectual Ability Jot Down Form

**(MUST BE COMPLETED FOR RECOMMENDED STUDENT)**

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

□ knows the answers □ asks 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

□ 6-8 repetitions for mastery □ 1-2 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 own 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

General Intellectual Ability Jot Down

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Grade:\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As students in your class show evidence of the following general intellectual ability characteristics, jot their names down in the appropriate box(es).

2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of general intellectual ability.

|  |  |  |  |
| --- | --- | --- | --- |
| Sees connections/recognizes patterns, may want to know how the content being taught, “fits in.” | Asks many probing questions, sometimes to point of irritating others. | 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 new area. | Prefers a few close friends to many friends. | Likes to observe before trying new activities. Thinks through ideas before sharing with others. | Knowledgeable about things peers may not be aware of. |
| Prefers to work independently with little direction. May be resistant to being 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. |

*Developed by L. Freese and M. Evans, The Center for Gifted Studies, Western Kentucky University.*

Section 2: Specific Academic Aptitude

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

Identification Guidelines

It is very important to differentiate between general intellectual ability and specific academic aptitude

Identification is based on multiple evidences. No student will be denied entrance to the program based only on one criterion. Several measures will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission to Gifted and Talented services will be facilitated.

* Norm Referenced Test: The criterion is met if the student scores at the 9th stanine or above (in content area) on achievement test.
* Student awards or critiques of student performances by certified staff
* Student works that reflect exceptional ability in one or more content areas.
* Recommendation: Recommendations may take the form of a recommendation letter and/or "jot down" of specific examples of gifted behavior from classroom observations.
* Specific Academic Aptitude Jot Down: Criterion met if the student notes are documented in 12/16 boxes.
* Student work that reflects exceptional ability.
* Specific Academic Aptitude Checklist: Criterion met if the student scores 32+ on the checklist.
* SAT or ACT tests taken by seventh graders may be used for identifying student for services in Specific Aptitude areas.

Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.

A student may be identified in one or more of the academic core content areas.

Students may be identified at any time during grades 4-12.

**Specific Academic Nomination Form (4 – 12)**

|  |  |
| --- | --- |
| 3 pieces of evidence are required for nomination:  1. Norm Referenced Test in area of \_\_\_\_\_\_\_\_\_\_\_\_   * Test: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Please indicate percentile:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Please indicate percentile:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Specific Academic Checklist  **Specific Academic Checklist**  *Rate only in nominated content area*  *4- almost always, 3- frequently, 2- occasionally, 1- seldom*  \_\_\_\_\_Benefits from rapid rate of presentation in this content area.  \_\_\_\_\_Exhibits advanced content vocabulary  \_\_\_\_\_Asks probing questions in this content area  \_\_\_\_\_Pursues content area information outside classroom  \_\_\_\_\_Understands advanced content area concepts  \_\_\_\_\_Recognized by peers as a content area expert  \_\_\_\_\_Seems to know many things within content area that have not been taught  \_\_\_\_\_Retains what has been taught in content area with ease  \_\_\_\_\_Recognizes errors related to this content area made by others  \_\_\_\_\_Perceives content connections and relationships that may not be obvious to others  \_\_\_\_\_**Total Score** | Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher Nominating:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade:\_\_\_\_\_\_School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Special Considerations**  *Please mark if applicable.*   * **None**   **Environment**   * Transiency – at least three moves * Home with little enrichment or stimulation * Parental attitude demonstrating rejection or indifference   **Language Considerations**   * English as a second language – lack of proficiency * Lack of verbal intellectual stimulation due to limited language facility   **Cultural Considerations**   * Inability to function meaningfully in dominant culture due to limited exposure * Standards conflict with dominant culture, involving peers, parents, and community * Lower self-esteem due to self-comparison with dominant culture standards   **Economic Considerations**   * Residence in depressed economic area with a high concentration of poverty * Low family income – free/reduced lunch * Large family living at subsistence level * Inability to participate in varied experiences outside the home   **Other Considerations**   * Medical issues impacting achievement * Other factors as described in recommendation |

*Specific Academic Nomination form continued on reverse side*

*Specific Academic Nomination form cont’d. – pg. 2*

3. Alternate Indicators (Check all that apply)

* Anecdotal: Please attach comments on:

1. Level of performance
2. Special strengths and weaknesses or needs caused by giftedness
3. Needs caused by giftedness
4. Ability to work independently and focus responsibly on academic tasks.

* Attach pieces of the student's work to substantiate giftedness in specific content area.
* Provide additional information that you believe is relevant.
* Attach Jot Down form for nominated content area

**(MUST BE COMPLETED FOR RECOMMENDED STUDENT)**

Please check the characteristics that accurately describe the TYPICAL behavior of this student in their nominated area.

|  |  |
| --- | --- |
| Math | * invents new and obscure systems and codes * reasons effectively and likes logic problems and puzzles * grasps the abstract nature of mathematics easily * enjoys trying to solve difficult problems * likes to solve problems through discovery * is intuitive and 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 when talking about this subject * prefers to work independently * is eager to complete tasks * enjoys talking with experts about this subject |
| Science | * interested in science books, science museums or science programs on TV * has science-related hobbies or collections * likes gadgets * learns science concepts quickly * curious about natural relationships and wants to understand how things work * has good questions for ideas about experiments * persistent and sticks with investigation in spite of difficulties * exhibits great desire to be a scientist * eager to tell others about discoveries; shows excitement when talking about science * prefers to work independently * eager to complete tasks * very alert: supplies rapid answers in science |

*Specific Academic Nomination form continued on reverse side*

*Specific Academic Nomination form cont’d. – pg. 3*

|  |  |
| --- | --- |
| Language Arts | * avid reader * has a large, advanced, rich vocabulary * expresses feelings of characters to make them seem real * writes more than other students (quantity) * writes for fun * introduces, develops and interestingly/elaborately concludes a story * 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 when talking about this subject * enjoys talking with experts in this subject area |
| Social Studies | * sensitive to social issues and concerned with moral or 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 in global issues such as environment, endangered species, etc. * enjoys learning about the past, present, and future * eager to tell others about discoveries; shows excitement when talking about this subject * shows interest in people * very alert; supplies rapid answers in this subject * understands cause and effect * enjoys talking with experts in this field * can apply knowledge to a variety of social science related issues * enjoys the Discovery and/or History channels |

Specific Academic Area Jot Down

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /\_\_\_\_\_

Grade:\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check content area: \_\_\_\_\_Math \_\_\_\_\_Science \_\_\_\_\_Language Arts \_\_\_\_\_Social Studies

1. As students in your class show evidence of the following general intellectual ability characteristics, jot their names down in the appropriate box(es).

2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of general intellectual ability.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 peers 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. |

*Developed by L. Freese and M. Evans; The Center for Gifted Studies, Western Kentucky University.*

Section 3: Creativity

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3.285)

## Identification Guidelines

* Identification is based on multiple evidences and includes several processes. No child will be denied entrance to the program based on only one (1) criterion. A student must show potential and ability as evidenced by distinctively different measures. If the student meets the criteria in three (3) areas admission to the program will be permitted.
  + Score in 9th stanine or higher on test for creativity.
  + Letters of recommendation: Recommendations may take the form of a recommendation letter or a "jot down" (score of 12 +) of specific examples of gifted behavior from classroom observation.
  + Creativity Checklist – score of 32+
  + Student works that reflects exceptional creativity.

Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.

A student may be identified in one (1) or more of the academic core content areas.

A student may be identified in Creativity as well as other areas of identified giftedness.

**Creativity Nomination Form (4 – 12)**

|  |  |
| --- | --- |
| 3 pieces of evidence are required for nomination:   1. Creativity Screening Results (if available) 2. Student Work Samples 3. Creativity Checklist   **Creativity Checklist**  *4- almost always, 3- frequently, 2- occasionally, 1- seldom*  \_\_\_\_\_Doesn’t mind being different or having unusual ideas  \_\_\_\_\_Makes unusual connections between seemingly unrelated (remote) ideas  \_\_\_\_\_Entertains self through imagination: reads, writes, draws, daydreams, etc.  \_\_\_\_\_Sees humor in situations that others may not see  \_\_\_\_\_Viewed by others as unique  \_\_\_\_\_Retains own ideas during group work or in group discussion  \_\_\_\_\_Produces impressive work when given creative product choice or assignment in interest area  \_\_\_\_\_Displays energy, mind constantly moving  \_\_\_\_\_Generates many ideas and/or expands on ideas with great details  \_\_\_\_\_Enjoys spontaneity more than routine/drill  \_\_\_\_\_**Total Score** | Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher Nominating:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade:\_\_\_\_\_\_School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Special Considerations**  *Please mark if applicable.*   * **None**   **Environment**   * Transiency – at least three moves * Home with little enrichment or stimulation * Parental attitude demonstrating rejection or indifference   **Language Considerations**   * English as a second language – lack of proficiency * Lack of verbal intellectual stimulation due to limited language facility   **Cultural Considerations**   * Inability to function meaningfully in dominant culture due to limited exposure * Standards conflict with dominant culture, involving peers, parents, and community * Lower self-esteem due to self-comparison with dominant culture standards   **Economic Considerations**   * Residence in depressed economic area with a high concentration of poverty * Low family income – free/reduced lunch * Large family living at subsistence level * Inability to participate in varied experiences outside the home   **Other Considerations**   * Medical issues impacting achievement * Other factors as described in recommendation |

*Creativity nomination form continued on reverse side*

BALLARD COUNTY SCHOOLS

Creativity

*Creativity nomination form cont’d – pg. 2*

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indications (check all that apply)

\_\_\_ Creative writing (attach sample)

\_\_\_ Expression of creative ideas (anecdotal record attached/creative thinking activities, products)

\_\_\_ Production of ideas, invention (picture or narrative attached)

\_\_\_ Torrance (Figural or Verbal)

\_\_\_ Anecdotal: Please use additional paper to comment on student:

* \_\_\_ Torrance scores
* \_\_\_ Level of performance
* \_\_\_ Special strengths and weaknesses
* \_\_\_ Needs caused by giftedness

\_\_\_ Additional information that you believe is relevant (attach).

(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 add to their ideas.

\_\_\_ Originality - has ideas no one else may have thought about.

\_\_\_ Alert and curious - constantly asking questions about everything and anything.

\_\_\_ May be bored with routine tasks.

\_\_\_ Imaginative - has a strong sense of fantasy and a vivid imagination. May daydream.

\_\_\_ May be uninhibited in expression or opinion and is sometimes radical/tenacious.

\_\_\_ Risk-taker, adventurous, and speculative

\_\_\_ Exhibits an energy level that may at times cause student to get in trouble.

\_\_\_ Has an unusual sense of humor. Sees humor in situations others 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.

BALLARD COUNTY SCHOOLS

## Creativity Evaluation Form

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher/Parent Recommendation \_\_\_\_\_\_\_\_\_\_

Letters of Recommendation \_\_\_\_\_\_\_\_\_\_

Torrance

Figural\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Verbal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Portfolio (If applicable)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_% Composition and design quality 20%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_% Originality of ideas/sources 20%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % Application of techniques to ideas 15%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % Overall quality 30%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ % Comprehensiveness

(Variety of materials, techniques, ideas in portfolio) 15%

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_% Overall Rating

COMMENTS

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Selection Committee Area of Specialty

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## Creative Thinking Jot Down

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_ \_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of creative thinking.

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |

*Developed by L. Freese and M. Evans, The Center for Gifted Studies, Western Kentucky University.*

Section 4: Leadership

Identification Guidelines

Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures/processes will be used to determine eligibility. If the student meets the minimum criteria in these three areas, he/she will be admitted into the program. The areas are as follows:

* Leadership Checklist: The criterion is met if the student scores 32+.
* Recommendation: The criterion is met if three events are described which demonstrate leadership or leadership potential at an exceptionally high level.
* Leadership Portfolio: The student provides a list of extracurricular activities with leadership roles and a letter of reference in support of the student’s leadership ability. If these two items indicate a high level of leadership or potential leadership, the criterion is met.
* Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, Leadership jot down notes, or other valid and reliable documentation of leadership. To meet criterion, the evidence must be considered valid, reliable, and convincing. Evidence must support behaviors/performance outlined in the Leadership Checklist.

Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.

A student may be identified in one (1) or more of the academic core content areas.

A student may be identified in Creativity as well as other areas of identified giftedness.

**Leadership Nomination Form (4 – 12)**

|  |  |
| --- | --- |
| 3 pieces of evidence are required for nomination:   * Leadership Portfolio *(to be completed by student)*   + Extracurricular Activities   + Previous Leadership Roles   + Reference Letter * Recommendation – *see reverse*   + 3 Event Observations * Leadership Ability Checklist * Alternate pieces of evidence – *see reverse*   **Leadership Ability Checklist**  *4- almost always, 3- frequently, 2- occasionally, 1- seldom*  \_\_\_\_\_Influences others to work towards goals  \_\_\_\_\_Brings structure to and organizes activities  \_\_\_\_\_Interacts easily with peers and adults  \_\_\_\_\_Often self-assertive and persistent in beliefs  \_\_\_\_\_Communicates effectively  \_\_\_\_\_Shows sensitivity to others and situations  \_\_\_\_\_Establishes the mood of a group  \_\_\_\_\_Recognizes others’ skills and abilities  \_\_\_\_\_Initiates activities with peers  \_\_\_\_\_Displays self-confidence  \_\_\_\_\_**Total Score** | Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Nominating Person:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Relationship to Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade:\_\_\_\_\_\_School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Special Considerations**  *Please mark if applicable.*   * **None**   **Environment**   * Transiency – at least three moves * Home with little enrichment or stimulation * Parental attitude demonstrating rejection or indifference   **Language Considerations**   * English as a second language – lack of proficiency * Lack of verbal intellectual stimulation due to limited language facility   **Cultural Considerations**   * Inability to function meaningfully in dominant culture due to limited exposure * Standards conflict with dominant culture, involving peers, parents, and community * Lower self-esteem due to self-comparison with dominant culture standards   **Economic Considerations**   * Residence in depressed economic area with a high concentration of poverty * Low family income – free/reduced lunch * Large family living at subsistence level * Inability to participate in varied experiences outside the home   **Other Considerations**   * Medical issues impacting achievement * Other factors as described in recommendation |

*Leadership Nomination Form continued on reverse side*

*Leadership Nomination Form cont’d – pg. 2*

Please describe observed behaviors or performance that leads you to believe this student is gifted in Leadership. Feel free to reference the checklist criteria on the front of this form. How does this student interact differently with his/her peers than other students?

* Leadership NOT demonstrated in classroom. \*\*Give rationale below\*\*

Which of the following topics will be discussed in the three events?

|  |  |  |
| --- | --- | --- |
| * Peer Relations * Communication Skills * Other | * Leadership in Group Experiences * Peer Recognition of Leadership | * Attitudes/Character Traits * Negative Leadership |

**Event 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Event 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Event 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ballard County Schools

## Leadership Portfolio for Nominees

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Part 1: List extracurricular acivities starting with the most current and moving backwards.

|  |  |  |
| --- | --- | --- |
| **Extracurricular Activity** | **Dates** | **Leadership Role *(If yes, please describe.)*** |
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* Part II: Attach a letter from someone, other than the nominating teacher, who can tell about your leadership ability.

Leadership Jot Down

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of leadership.

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
| Often the captain of teams | Helps settle differences. | Makes things happen. | May be frustrated by lack of organization or progress. |

Developed by L. Freese and M. Evans, The Center for Gifted Studies, Western Kentucky University.

Section 5: Visual and Performing Arts

**Nomination Component**

Typically, a nomination triggers the screening and identification process. A student may nominate him or herself, or be nominated by an educator, parent, or peer. School districts are strongly encouraged to make special efforts to solicit nominations of students from populations that are underrepresented among students identified as gifted.

Please note that a nomination is required to start the process only if the school district is not conducting “whole grade” screening efforts in which all students in a given grade will be screened. Because the outcome of all screening and identification evaluations must be reported to parents and because student interest and ability in art varies widely, most school districts will choose to follow a nomination-based screening process rather than conducting whole grade screening.

After a student is nominated, permission should be obtained from the student’s parents to screen the student before beginning the behavioral checklist and Display of Work portfolio evaluation. If a student is nominated by his or her parent, permission for the school district to screen/assess the student in this area is implied. If a parent signs the nomination form, a separate permission form is not required.

A sample nomination form is provided on the next page of this handbook. School districts may also develop their own forms for this purpose.

**Visual and Performing Arts Nomination Form**

Instructions: Circle the area (or areas) of the visual and performing arts in which you believe the student should be screened for possible gifted identification. Then place a checkmark in the box next to each behavior or attribute you have observed in the student nominated. Write additional observations you think may be relevant on the back of this form or attach additional pages.

**VISUAL ART**

Elaborates on other people’s ideas and uses them as a jumping off point as opposed to copying from others

Shows unique selection of art media for individual activity or classroom projects

Has unusual and richly imaginative ideas

Composes with unusual detail and skill

Displays compulsive artistic pursuit

**MUSIC**

Matches pitches accurately

Is able to duplicate complex rhythms correctly

Demonstrates unusual ability on an instrument including voice

Has a high degree of aural memory/musical memory

Displays compulsive musical pursuit

**DRAMA/THEATRE**

Readily shifts into the role of characters, animals or objects

Communicates feelings by means of facial expression, gestures and bodily movements

Uses voice expressively to convey or enhance meaning

Easily tells a story or gives a vivid account of some experience

Regularly seeks performance opportunities

**DANCE**

Demonstrates exceptional physical balance

Performs sequences of movement easily and well

Communicates meaning and feeling with movement

Uses his/her body as an instrument of expression

Volunteers to participate in movement activities and dances

Date Submitted Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Building Grade \_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Person Referring \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship to Student Parent Teacher Peer Self

|  |
| --- |
| **Permission to Screen/Assess (Complete only if nominator is a parent of the nominated student)** |
| I give permission for my child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to participate in screening/assessment for possible identification of giftedness in the visual and performing arts.  Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_ |

Visual Arts and Music Behavioral Checklist Component

To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist and on a Display of Work portfolio evaluation. Consult the publisher’s instructions regarding the appropriate use of the behavioral checklist.

If a student scores in the identification range on his or her first evaluation using the behavioral checklist, multiple evaluations using the checklist are not required.

If a student scores below the *screening* score range on the behavioral checklist, the student will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

If a student scores within the *screening* score range on his or her first evaluation using the behavioral checklist, the student should be evaluated a second time by a different rater using the same behavioral checklist, or be evaluated a second time by the same rater using a different behavioral checklist.

If the student scores in the *identification* range on the second evaluation, he or she has satisfied this requirement for identification, and must be identified if he or she also scores in the identification range on the performance/Display of Work evaluation. If the student scores in the screening score range or below the screening score range on the second evaluation using the behavioral checklist, he or she will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

Visual Arts

Screening and Identification

The screening and identification process for identifying students gifted in the visual arts includes the following components:

1. Nomination of the student for screening/assessment (except when every student in a given grade will be screened)

2. Evaluation of the student using an approved behavioral checklist (pg. 31 )

3. An evaluation of the student’s Display of Work portfolio using an approved scoring rubric

(page 37).

Approved Behavioral Checklists and Cutoff Scores

Two instruments have been approved for use as behavioral checklists for screening and identification in the visual arts:

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument Name** | **Publisher Information** | **Screening Score Range** | **Identification Score Range** |
| Gifted and Talented  Evaluation Scales (GATES) | Pro-Ed  8700 Shoal Creek Blvd. Austin, TX 78757-6897 | 57-77 on Section 5, items  41-50 | 78 and above on Section 5,  items 41-50 |
| Scales for Rating the  Behavior Characteristics of Superior Students (SRBCSS) | Creative Learning Press  P.O. Box 320  Mansfield Center, CT  06250 | 59-60 on Part V | 61 and above on Part V |

Performance Evaluation Component

A Display of Work evaluation rubric has been developed that may be used to identify students who are gifted in the visual arts. The rubric is provided at the end of this handbook, and may be photocopied. Clark’s Drawing Ability Test also is an approved assessment instrument that may be used instead of the Display of Work evaluation rubric for student enrolled in grades 3-12. The Art Advanced Placement Scoring Guidelines also may be used for the Display of Work evaluation if students being evaluated are currently enrolled in grades 9-12. The remainder of this handbook discusses use of the rubric for screening and assessing students. For information on using Clark’s Drawing Ability Test or the Art Advanced Placement scoring guidelines, consult the publisher’s instructions.

***Approved Performance Assessment Instruments***

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument Name** | **Publisher Information** | **Screening Score Range** | **Identification Score Range** |
| Art Advanced Placement  Scoring Guidelines (For use with students in grades 9-12  ONLY) | The College Board  45 Columbus Ave. New York, NY 10023 [www.collegeboard.org](http://www.collegeboard.org/) | 4 | 5 |
| Clark’s Drawing Ability  Test (For use with students in grades 3-12 ONLY) | Arts Publishing Co.  C/O E. Zimmerman  3240 N. Ramble Rd. E. Bloomington, IN 47408 | 6-8 | 9-10 |
| Ohio Department of  Education Rubric for Scoring Visual Art Display of Work (Grades K-12) | Included in this handbook. | 16-20 | 21-24 |

Display of Work Portfolios

The Display of Work portfolio evaluation process involves the submission of at least five works of art by the student. The student must complete an “Artwork Written Response Sheet” for each work submitted. The Artwork Written Response Sheet is included in this handbook on page 15, and may be photocopied. Scoring criteria should be shared with students before the works for the Display of

Work portfolio are selected for evaluation.

The Display of Work portfolio should represent the best work of the student. All works included in the Display of Work portfolio should have been completed within 24 months of the evaluation, and must be accompanied by a completed Artwork Written Response Sheet.

In the event that the student is unable to complete the Artwork Written Response Sheet, a parent/guardian, teacher or other responsible adult may complete the form through an interview process with the student.

Ratings from art competitions or exhibitions cannot be used in the screening/identification process. However, works created for or displayed in competitions or exhibitions may be included in the Display of Work portfolio. Judges at interscholastic rated competitions should not be asked to complete rubrics for the Display of Work portfolio evaluation. However, these individuals may serve as raters for the Display of Work portfolio evaluation in another venue. Evaluating slides or photographs of student work should be avoided when possible to prevent the quality of photography from becoming a factor in the evaluation.

|  |  |
| --- | --- |
| **A Display of Work portfolio may include:**   * Works of art created in class * Works of art created outside of school * Photographs of three-dimensional works of art (e.g. sculptures) * Artistic photographs * Original artistic scenic designs for theatrical productions (not including technical drawings) * Original fashion/costume designs or completed pieces * Original architectural drawings of student-designed structures * Electronic works, such as animations, digital “drawings” or “paintings,” creative digital video productions or interactive media works. (Limited to two entries.) * An accurate representation of a photograph, postcard or magazine print. (Limited to one entry.) | **A Display of Work portfolio is not:**   * A class craft project reproduced by all students * Pre-drawn pages from published material (e.g. coloring books, tracing books, or “paint by number” paintings) * Photocopied or traced work * Any collection of works with fewer than five items accompanied by Artwork Written Response sheets. |

Visual Arts Identification Criteria

To be identified as gifted in the visual arts, a student must receive a qualifying score on an approved behavioral checklist and score in the “identification” range on a Display of Work portfolio evaluation of the student’s work.

Students who score below the “screening” range on the Display of Work portfolio evaluation will not be identified as gifted. These students should be considered “screened” in the school district’s gifted identification data.

Students who receive scores in the “identification” range on the Display of Work portfolio evaluation (and who have scored in the identification range on the behavioral checklist) should be identified as gifted.

If a student earns a score in the “screening” range on the Display of Work portfolio evaluation, his or her portfolio should be rated a second time. The school district may choose to use the same rater or a different rater for the second evaluation of the portfolio. If time allows, students should be permitted to make changes to the portfolio, including selecting different works for the portfolio, based on the feedback from the first portfolio evaluation.

If, on the second evaluation of the portfolio, the student scores in the “identification” range, the

student should be identified as gifted. If the student does not earn a score in the identification range

on the second portfolio review, he or she should not be identified as gifted, and should be considered

“assessed” in the school district’s gifted identification data.

Guidelines for Trained Individuals Evaluating Display of Work Portfolios

**Step One:** Review the collection for completeness. An incomplete Display of Work cannot be evaluated.

 Are at least five works of art included?

 Is a Response Sheet included for each work of art submitted?

 If an entry is a student-created reproduction, is the original photograph, post card or magazine print attached to the artwork?

**Step Two:** Thoroughly review each example of student work in the Display of Work, along with the corresponding Artwork Written Response Sheet.

**Step Three:** Using the rubric, circle or check the evaluation description that best applies to the collection of work as whole. Students should be rated relative to other students of similar age, training and environment.

**Step Four:** Total the points received to obtain the final score achieved by the student.

**Step Five:** Write comments on the rubric to indicate strengths and weaknesses of the Display of

Work.

***Additional Considerations for Trained Individuals***

Fair, accurate and consistent evaluations of student work are critical to the screening and identification process. Trained individuals evaluating student work play a vital role in identifying talent, providing feedback to students, and helping educators and parents make appropriate and informed educational decisions. It may be helpful to instruct trained individuals to consider the following guiding questions as they are assessing displays of work.

 Am I objective about assessing the natural ability of this student, regardless of my past knowledge of or relationship with the student?

 Am I assessing the Display of Work in comparison to other works created by students of similar age?

 Am I assessing the Display of Work in comparison to other works created by students with similar training and experience?

 Am I assessing the Display of Work in comparison to other works created by students from similar environments?

 Do I have sufficient familiarity with works of art created by students of similar age, training and environment to allow me to make valid comparisons?

 Are my written comments legible, clear and understandable? Are my comments professional in tone and word choice? Are my comments and criticisms specific and constructive?



**Artwork Written Response Sheet for Grades K-12**

Attach one response sheet to each Display of Work Portfolio entry.

**Name of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Age Grade \_\_\_\_\_\_\_\_ Date Submitted \_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ This artwork was created: in a class at school at home in a private lesson**

**Circle one: Written by Student Dictated to Teacher or Parent (Name)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Recorder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Art medium (or media)\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When was this work of art created? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comment on this artwork in your own words. You may use additional paper.

1. Describe your artwork and tell what choices you made when doing your artwork. For example, why did you use these colors, shapes, lines, textures, or materials?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tell how you got your ideas for your artwork.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe how you solved any problems you had creating your artwork.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tell why you think this is a good piece of art and why you included in this Display of Work portfolio instead of other artwork you have created.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric for Scoring Visual Art Display of Work for Grades K-12**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **EMERGING**  **(0 points)** | **TYPICAL**  **(1 point each)** | **ABOVE AVERAGE**  **(2 points each)** | **SUPERIOR**  **(3 points each)** |
| **Creating** | | | | |
| Inventiveness and  Improvisation (personal interpretations; extent to which individuality is embedded in artwork) | No evidence of imagination or personal interpretations (stereotyped or copied) | Limited evidence of imagination or personal interpretation | Adequate evidence of imagination or personal interpretation to show originality and inventiveness | Extensive evidence of imagination or personal interpretation, showing originality and inventiveness |
| Composition (Deliberate or intuitive understanding of design) | Random use of artistic elements | Predictable placement and use of artistic elements | Purposeful placement and use of artistic elements | Inventive combination of artistic elements and principles of design |
| Rapidity of Development (Stages of Artistic Development) | Art work is typical of children who are younger in age | Art work is typical of children of the same age | Art work is above average when compared with children of the same age | Art work is clearly advanced when compared with children of the same age |
| Complexity and Elaboration (Ability to relate information about subject matter or idea in details and/or space) | Limited or no information about subject matter or idea is shown in the art work | Moderate amount of information about subject matter or idea is shown in the art work | Above average amount of information about subject matter or idea is shown in the art work | Extensive amount of information about subject matter or idea is shown in the art work |
| Technical Skills (Includes craftsmanship) | Technical skills are typical of children who are younger or less experienced | Technical skills typical of children of the same age or experience | Technical skills are above average when compared with children of the same age or experience | Technical skills are advanced when compared with children of the same age or experience |
| Sensitivity to art media (Experimentation with various media and varied approaches to one medium) | Handling of materials is typical of children are younger or less experienced | Handling of materials is typical of children of the same age or experience | Handling of materials is above average when compared with children of the same age or experience | Handling of materials is advanced when compared with children of the same age or experience |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **EMERGING**  **(0 points)** | **TYPICAL**  **(1 point each)** | **ABOVE AVERAGE**  **(2 points each)** | **SUPERIOR**  **(3 points each)** |
| **Responding** | | | | |
| Critical judgment and self- reflection about the qualities of a personal work of art | Does not give reasons for including artwork in the Display of Work portfolio | Briefly states personal and artistic reasons for including artwork in the Display of Work portfolio | Give convincing personal and artistic reasons for the artwork in the Display of Work portfolio | Elaborates on personal  and artistic reasons for the artwork in the Display of Work portfolio |
| Critical analysis of a personal work of art (Making connections between elements and meaning) | Does not describe artwork | Identifies elements and/or materials used in art work | Identifies elements and/or materials used in artwork and describes how or why they were used | Identifies elements and materials in artwork and describes strengths or weaknesses in the way they were used |
|  | **Emerging**  **Total Points \_\_\_\_** | **Typical**  **Total Points \_\_\_** | **Above Average**  **Total Points \_\_\_** | **Superior**  **Total Points \_\_\_\_** |

**Scoring Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Screening: 16-20**

**Identification: 21-24**

|  |
| --- |
| Comments |
|  |

**Rater’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Music

Overview of Screening and Identification Procedures in Music

The screening and identification process for identifying students gifted in music includes the following components:

1. Nomination of the student for screening/assessment (except when every student in a given grade will be screened)

2. Evaluation of the student using an approved behavioral checklist (pg.39)

3. An evaluation of the student on a performance evaluation using an approved scoring rubric (pg. 43)

Behavioral Checklist Component

To be identified as gifted in music, a student must score in the identification range on an approved behavioral checklist and on a performance evaluation. Consult the publisher’s instructions regarding the appropriate use of the behavioral checklist.

If a student scores in the identification range on his or her first evaluation using the behavioral checklist, multiple evaluations using the checklist are not required.

If a student scores below the *screening* score range on the behavioral checklist, the student will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

If a student scores within the *screening* score range on his or her first evaluation using the behavioral checklist, the student should be evaluated a second time by a different rater using the same behavioral checklist, or be evaluated a second time by the same rater using a different behavioral checklist. If the student scores in the *identification* range on the second evaluation, he or she has satisfied this requirement for identification, and must be identified if he or she also scores in the identification range on the performance evaluation. If the student scores in the screening score range or below the screening score range on the second evaluation using the behavioral checklist, he or she will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

Approved Behavioral Checklists and Cutoff Scores

Two instruments have been approved for use as behavioral checklists for screening and identification of giftedness in the area of music:

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument Name** | **Publisher Information** | **Screening Score Range** | **Identification Score Range** |
| Gifted and Talented  Evaluation Scales (GATES) | Pro-Ed  8700 Shoal Creek Blvd. Austin, TX 78757-6897 | 57-77 on Section 5, items  41-50 | 78 and above on Section 5,  items 41-50 |
| Scales for Rating the  Behavior Characteristics of Superior Students (SRBCSS) | Creative Learning Press  P.O. Box 320  Mansfield Center, CT 06250 | 37-38 on Part VI | 39 and above on Part VI |

Performance Evaluation Component

A performance evaluation rubric has been developed that may be used to identify students who are gifted in the visual and performing arts. The rubric is provided at the end of this handbook, and may be photocopied. The Music Talent Assessment Process (MTAP), published by Arts Connection, may be used instead of the rubric for the performance evaluation. The remainder of this handbook discusses use of the rubric for screening and assessing students. For information on using the MTAP, review the publisher’s instructions.

The rubric contains evaluation criteria for the performance evaluation. It is the responsibility of the school district to develop appropriate protocols for the performance evaluation. Because of the wide range of age, experience and environments among students in K-12 schools, districts will need to develop flexible protocols so that evaluation activities will be appropriate for each student. School districts should not include elements in the protocols that require students to be able to sight read music to limit the risk of excluding students with high potential, but little training or experience, from possible identification.

The protocols should include an opportunity for the student to give a prepared or rehearsed performance, either solo or in a small group or ensemble. Scoring criteria should be shared with students before the performance evaluation. Younger or less experienced students may need assistance selecting an appropriate musical composition for this part of the performance evaluation. The protocols should also include other activities designed to afford the rater opportunities to fairly evaluate the student on the criteria on the rubric. An effective protocol is one that allows the rater to observe a student performing to the best of his or her ability on each criterion on the rubric.

Screening/assessment activities may include (but are not limited to):

o Solo or small group performances (in formal or informal settings);

o Free improvisation;

o Structured audition activities (for example, asking a student to listen to a few measures of music and then replicate the rhythm or improvise a few measures);

o Workshop activities observed by the rater; and

o Small group activities.

It is acceptable to include formal performances, such as concerts, competitions and recitals in the performance evaluation. Judges at interscholastic rated competitions should not be asked to complete rubrics for the performance evaluation. However, these individuals may serve as raters for the performance evaluation in another venue.

Identification Criteria

To be identified as gifted in the area of music, a student must receive a qualifying score on an approved behavioral checklist, and score in the “identification” range on the performance evaluation.

Students who score below the “screening” range on the performance evaluation should not be identified as gifted. These students should be considered “screened” in the school district’s gifted screening data.

Students who score within the screening range on the performance evaluation should be given a second opportunity to complete the performance evaluation. The second performance assessment may be rated by the same individual who rated the first performance evaluation, or by a different trained individual. The second performance assessment should be conducted within a reasonable time following the first performance evaluation.

***Definitions of Rubric Criteria***

***Expressiveness***: the degree of sensitive response displayed to the requirements of music.

***Engagement*:** The degree of involvement displayed by the student during the performance as indicated by energy, focus and confidence.

***Technique***: The degree of technical skill displayed considering the student’s age and training

***Overall Performance***: The degree of effectiveness of a prepared piece when compared to children of the same age and training.

***Rhythm***: The degree of ability displayed to maintain a steady beat and replicate complex rhythmic patterns.

***Melody***: The degree of ability displayed to replicate new melodic phrases at graduated levels of assistance.

***Improvisation***: The degree of effectiveness of a rhythmic and/or melodic improvisation when

compared to children of similar age, training, and environment.

Approved Performance Evaluation Instruments and Cutoff Scores

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument Name** | **Publisher Information** | **Screening Score Range** | **Identification Score Range** |
| Music Talent Assessment  Process (MTAP) | Arts Connection  Attn: Barry Oreck  120 West 46th Street  New York, NY 10036 | See publisher’s instructions. | See publisher’s instructions. |
| ODE Rubric for Scoring  Music Performance for  Grades K-12 | Rubric is included in this  handbook. See page 15. | 14-17 Points | 18-21 Points |

Guidelines for Trained Individuals Assessing Performance

Trained individuals should be instructed to score students in comparison to other students of similar age, training and environment. Therefore, it is recommended that the trained individual(s) evaluating a performance be provided with relevant background information about the student’s age, training, and environment.

It may be helpful to instruct trained individuals evaluating performances/auditions to consider the following questions:

 Am I objective about assessing the natural ability of this student, regardless of my past knowledge of, or relationship with, the student?

 Am I assessing the audition/performance in comparison to others performed by students of a similar age?

 Am I assessing the audition/performance in comparison to others performed by students of similar experience?

 Am I assessing the audition/performance in comparison to others performed by students of similar environment?

 Have I had adequate experience observing student performers to allow me to make valid comparisons?

 Are my written comments legible, clear, and understandable? Are my comments professional in tone and word choice? Are my comments and criticisms specific and constructive?



**Rubric for Scoring Music Performance Evaluation for Grades K-12**

**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **EMERGING**  **(0 Points)** | **TYPICAL**  **(1 Point each)** | **ABOVE AVERAGE**  **(2 Points each)** | **SUPERIOR**  **(3 Points each)** |
|  | | | | |
| Rhythm | Infrequently able to replicate complex rhythmic patterns while sustaining a steady beat | Occasionally able to replicate complex rhythmic patterns while sustaining a steady beat | Generally able to replicate complex rhythmic patterns while sustaining a steady beat | Consistently able to replicate complex rhythmic patterns while sustaining a steady beat |
| Melody | Only with considerable assistance can independently replicate a new melodic phrase | With repeated hearing and moderate assistance can independently replicate a new melodic phrase | With minimal assistance can independently replicate a new melodic phrase | Without assistance can independently replicate a new melodic phrase |
| Improvisation | Spontaneously creates an ineffective improvisation as compared to those by students of the same age or experience | Spontaneously creates an acceptable improvisation that is typical of students of the same age or experience | Spontaneously creates an effective improvisation that is advanced for students of the same age or experience | Spontaneously creates a highly effective and innovative improvisation that is extremely advanced for students of the same age or experience |
| Expressiveness | Occasionally responds to the requirements of the music, but not with sensitivity | Responds to the requirements of the music, but not with sensitivity | Generally responds with sensitivity to the requirements of the music | Consistently responds with nuances and sensitivity to the requirements of the music |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **EMERGING**  **(0 Points)** | **TYPICAL**  **(1 Point each)** | **ABOVE AVERAGE**  **(2 Points each)** | **SUPERIOR**  **(3 Points each)** |
| Engagement | Performs with little energy, focus, and/or confidence | Performs with some energy, focus, and/or confidence | Performs with a great deal of energy, focus, and confidence | Performs with an unusual amount of energy, focus, intensity, and conviction |
| Technique | Technique is typical of students of a younger age or of less training | Technique is typical of students of the same age or training | Technique is advanced compared to students of the same age or training | Technique is superior compared to students of the same age or training |
| Over-All Performance | Performance is typical of students of a younger age or students with less training | Performance is typical when compared with students of the same age or training | Performance is advanced when compared with students of the same age or training | Performance is superior when compared with students of the same age or training |
|  | **Emerging**  **Total Points \_\_\_\_\_\_\_\_** | **Typical**  **Total Points \_\_\_\_\_\_\_\_** | **Above Average**  **Total Points \_\_\_\_\_\_\_\_** | **Superior**  **Total Points \_\_\_\_\_\_\_\_\_** |

**Scoring Total Points**

**Screening: 14- 17**

**Identification: 18 – 21**

|  |
| --- |
| Comments |
|  |

Rate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Drama/Dance

Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285)

Identification Guidelines

Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one criterion. Three measures/processes will be used to determine eligibility.

1. Performing Arts Checklist (Dance/Drama): The criterion is met if the student scores 32+.
2. Letters of recommendation: Recommendations may take the form of recommendation letters or a “jot down” (must meet 12+ of characteristics) of gifted behavior from classroom observation.
3. Audition results: Criterion is met if a taped or live audition is judged by professionals in the field of talent and deemed of a quality to warrant services.
4. Alternate to audition - The criterion is automatically met if the student has received the following recognition:
   * Selected for Governor’s School for the Arts, All District and/or All State Band or Chorus or received a superior rating in a state, regional or district performance.
   * Selected, through an auditioning process, to participate in a school/institute for dance, drama, or music.

In addition, identification can be done according to special considerations which include environmental, language, cultural, and economic.

A student may be identified in one or more of the academic core content areas.

A student may be identified in the Visual Arts or Performing Arts as well as other areas of identified giftedness.

**Dance/Drama Performing Arts Nomination Form (4 – 12)**

|  |  |
| --- | --- |
| 3 pieces of evidence are required for nomination:   * 1. Performing Arts Checklist * 2. Recommendation – *see reverse* * 3. Performing Arts Resume – *form attached*   *(to be completed by student)*  **Performancing Arts Checklist**  *4- almost always, 3- frequently, 2- occasionally, 1- seldom*  \_\_\_\_\_Handles body with ease/poise for age  \_\_\_\_\_Commands and holds the attention of others when performing  \_\_\_\_\_Imitates gestures or movements easily – (for drama – imitates gestures, walks, speaking patterns, etc.)  \_\_\_\_\_Uses facial expressions and/or body to communicate feelings effectively  \_\_\_\_\_Sets high standards of quality for self  \_\_\_\_\_Picks up skills with minimal instruction  \_\_\_\_\_Shows a sustained and intense interest in drama and/or dance  \_\_\_\_\_Recognized by others as talented in drama or dance  \_\_\_\_\_Demonstrates originality (ex: performs spontaneously with own invented material, gives new ideas to others, etc.)  \_\_\_\_\_Evokes emotion from audience when performing  \_\_\_\_\_**Total Score** | Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Nominating Person:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Relationship to Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Grade:\_\_\_\_\_\_School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Special Considerations**  *Please mark if applicable.*   * **None**   **Environment**   * Transiency – at least three moves * Home with little enrichment or stimulation * Parental attitude demonstrating rejection or indifference   **Language Considerations**   * English as a second language – lack of proficiency * Lack of verbal intellectual stimulation due to limited language facility   **Cultural Considerations**   * Inability to function meaningfully in dominant culture due to limited exposure * Standards conflict with dominant culture, involving peers, parents, and community * Lower self-esteem due to self-comparison with dominant culture standards   **Economic Considerations**   * Residence in depressed economic area with a high concentration of poverty * Low family income – free/reduced lunch * Large family living at subsistence level * Inability to participate in varied experiences outside the home   **Other Considerations**   * Medical issues impacting achievement * Other factors as described in recommendation |

**Performing Arts Resume for Nominees**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_

Drama Dance

Part 1: List performing arts activities in which you have participated, starting with the most current.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Dates** | **Role/Position** |
|  |  |  |
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Part II: Awards/Honors: *(please list, if any)*

### Dance Jot Down

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Grade: School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As students in your class show evidence of the following characteristics of dance, jot their names down in the appropriate box(es).

2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of dance.

|  |  |  |  |
| --- | --- | --- | --- |
| Perceives fine differences in movement. | Easily remembers dance steps and can mimic them accurately. | Sensitive to rhythm. May tap feet while working/walking. | Sustained interest in dance activities. |
| Expresses feelings or emotions through dance. | Makes up original dance movements. | May dance spontaneously. | Interested in a variety of dance types. |
| Can identify short rhythmic dance steps as same or different. | Likes to perform through dance. | Dances to beat. | Able to perform through dance with a high degree of technical difficulty. |
| Interested in dance tools, music, dress, etc. | Enjoys dance performances. | Can dance or would like to dance to music. | Is interested in and learns dance movement quickly. |

*Developed by L. Freese and M. Evans, The Center for Gifted Studies, Western Kentucky University.*

### Drama Jot Down

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Grade: School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief description of observed activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As students in your class show evidence of the following characteristics of drama, jot their names down in the appropriate box(es).

2. When recommending students for gifted services, use the identification jot down as a reminder of student performances in the area of drama.

|  |  |  |  |
| --- | --- | --- | --- |
| Perceives differences in types of drama. | Easily remembers lines of dialogue and can speak them accurately. | Quotes lines from movies, shows, plays, and acts out in appropriate setting. | Sustained interest in drama activities. |
| Expresses feelings or emotions through drama. | Makes up original plays and dialogues. | May quote dialogue from various sources; plays, movies, shows, spontaneously. | Interested in scripts. |
| Can identify varied drama as same or different. | Likes to perform through drama. | Uses appropriate expressions according to the type/mood of scene. | Able to perform dramatically with a high degree of technical difficulty. |
| Interested in the tools of drama; scripts, plays, shows, etc. | Enjoys performances of drama. | Able to act and is passionate about acting. | Is interested in acting and learns scripts easily. |

*Developed by L. Freese and M. Evans, The Center for Gifted Studies, Western Kentucky University.*

Section 6: Primary Talent Pool

Primary Talent Pool means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program. (704 KAR 3:285)

Identification Guidelines

Nomination and inclusion in the primary talent pool is based on subjective measures. Identification is based on multiple evidences. No student will be denied entrance to the program based on only one criterion. Three criteria will be used for identification. If the student meets the minimum criteria in these areas, he/she will be admitted to the gifted education program. The three areas are as follows:

1. Talent Pool Indicators: The criterion is met if the student has a completed checklist showing traits/characteristics or behaviors of a high potential learner. Jot Down forms may be used. The criterion is met if 12+ indicators are scored. Jot Down forms may be found in sections 1-5 for the five (5) areas identification procedures.
2. Evidence (to accompany indicators): The criterion is met if relevant anecdotal records or examples accompany Talent Pool indicators and are convincing.
3. Samples of student work: The criterion is met if two or more work samples are submitted and exemplify the work of a high potential child.
4. Teachers may submit any of the following pieces of evidence: parent nomination, self-nomination, continuous progress data or other testing results which support the student as having high potential characteristics. To meet criterion, the evidence must be considered valid, reliable, and convincing.

In addition, identification can be done according to special considerations which include environmental, language, cultural, and economic.

When a student is identified, parents will be notified by letter. The notification letter will clearly state the purpose of the Talent Pool and clarify that identification for Talent Pool is separate from formal identification for the Gifted/Talented program.

Students may be identified at any time during the primary years and will remain in the Talent Pool until the conclusion of third grade.

When a student exits primary, he/she will go through the identification process(es) for inclusion in the grades 4-12 specific areas of giftedness prior to inclusion in the formal program.

**Teacher Nomination K – 3**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Nominating: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Areas of Potential:

|  |  |
| --- | --- |
| * General Intellectual * Math * Science | * Language Arts * Social Studies * Creativity |

**Special Considerations**

* **None**

**Environment**

* Transiency – at least three moves
* Home with little enrichment or stimulation
* Parental attitude demonstrating rejection or indifference

**Language Considerations**

* English as a second language – lack of proficiency
* Lack of verbal intellectual stimulation due to limited language facility

**Cultural Considerations**

* Inability to function meaningfully in dominant culture due to limited exposure
* Standards conflict with dominant culture, involving peers, parents, and community
* Lower self-esteem due to self-comparison with dominant culture standards

**Economic Considerations**

* Residence in depressed economic area with a high concentration of poverty
* Low family income – free/reduced lunch
* Large family living at subsistence level
* Inability to participate in varied experiences outside the home

**Other Considerations**

* Medical issues impacting achievement
* Other factors as described in recommendation

*PTP nomination form cont’d on reverse side*

*PTP nomination for – pg. 2*

Check indicators that apply to the nominated student and describe performance or behaviors which lead you to believe the student has high potential. Please note any current modifications in curriculum.

|  |  |
| --- | --- |
| **Broad Knowledge Base**   * Seems to know something about “everything.” * Loves to interject bits of information during class discussions. * Knows how to deal with real-world issues and problems. * Stands out in two or more subject areas. | **Evidence:** |
| **Intense Interests**   * Displays knowledge in an area of interest to kids (ex: dinos). * Seeks additional information outside of class about topics studied. * Referred to by other students as a class expert on a specific subject. * Has definite ideas about areas for study or independent research. | **Evidence:** |
| **Problem Solving**   * Attempts to solve difficult problems. * Sees errors in problem-solving. * Sees the unusual solution to a problem. * Solves problems easily and intuitively, sometimes without realizing how he/she knew the answer. | **Evidence:** |
| **Connections**   * Connects ideas or concepts, sometimes between subject areas. * Gives real world examples when new concepts are presented. * Skips ahead in class discussion. * Asks thoughtful questions. | **Evidence:** |
| **Languages**   * Uses an advanced vocabulary for grade level. * Speaks or writes fluently. * Is an avid reader. * Uses vocabulary that is specific to content areas, i.e. science. | **Evidence:** |

*PTP nomination form – pg. 3*

|  |  |
| --- | --- |
| **Creativity**   * Generates original ideas and unique ideas, unlike others in class. * Loves details, becomes very absorbed in products. * Relishes in wild, off the wall, humor. * Overflows with ideas. | **Evidence:** |

**Reminder:** Two or more work samples must accompany this nomination. Please make notes on the work sample that would help show the demonstrated potential and/or attach a comparative sample from another student in your classroom. The comparative sample should show typical work of other students. Please remove names from all work samples.

Use the space below to record any other information, testing data, or continuous progress data:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix A: Curriculum and Instruction Policy 08.132

Gifted and Talented Students

District Provides

The District shall formally identify students in grades four through twelve (4‑12) for participation in the District's Gifted and Talented program. Students in the primary program (P1-P4) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in [704 KAR 003:285](http://policy.ksba.org/documentmanager.aspx?requestarticle=/kar/704/003/285.htm&requesttype=kar) shall be used in the operation of the District's programs for gifted and talented students.

Identification/Diagnosis and Eligibility

In compliance with [704 KAR 003:285](http://policy.ksba.org/documentmanager.aspx?requestarticle=/kar/704/003/285.htm&requesttype=kar) 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.

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

1. Employ a multi‑faceted approach and utilize on‑going 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](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/157-00/200.pdf&requesttype=krs).

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 services 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), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Prior to selection or formal identification and placement of a student, 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 students and used in 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 student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

CURRICULUM AND INSTRUCTION 08.132

(Continued)

Gifted and Talented Students

Services

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:

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

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

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. Means of obtaining parental input for use in determining appropriate services,
4. 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
5. A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program, nor any grade level shall be served by only one (1) gifted education service option.

Personnel

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 this 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.

Program Evaluation

The Gifted/Talented Coordinator shall coordinate the annual, on‑going 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 SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

CURRICULUM AND INSTRUCTION 08.132

(Continued)

Gifted and Talented Students

Grievances

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:

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

This policy and the procedures to implement it shall be made available for public inspection.

References:

[KRS 157.196](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/157-00/196.pdf&requesttype=krs); [KRS 157.200](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/157-00/200.pdf&requesttype=krs); [KRS 157.224](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/157-00/224.pdf&requesttype=krs)

[KRS 157.230](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/157-00/230.pdf&requesttype=krs); [KRS 158.6451](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/158-00/6451.pdf&requesttype=krs); [KRS 161.052](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/161-00/052.pdf&requesttype=krs); [KRS 161.095](http://policy.ksba.org/DocumentManager.aspx?requestarticle=/KRS/161-00/095.pdf&requesttype=krs)

[016 KAR 002:110](http://policy.ksba.org/documentmanager.aspx?requestarticle=/kar/016/002/110.htm&requesttype=kar); [016 KAR 004:010](http://policy.ksba.org/documentmanager.aspx?requestarticle=/kar/016/004/010.htm&requesttype=kar)

[704 KAR 003:285](http://policy.ksba.org/documentmanager.aspx?requestarticle=/kar/704/003/285.htm&requesttype=kar)

P. L. 114-95, (Every Student Succeeds Act of 2015)

*A Framework to Provide Successful Learning Opportunities for Gifted and Talented Students*, Kentucky Department of Education

Related Policy:

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 9/9/2002

Order #: 4189

Appendix B: Curriculum and Instruction Procedure 08.132 AP.1

Gifted and Talented Students

Selection for Services

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with [704 KAR 003:285](http://policy.ksba.org//documentmanager.aspx?requestarticle=/kar/704/003/285.htm&requesttype=kar).

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

Curriculum

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

Program Evaluation

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

CURRICULUM AND INSTRUCTION 08.132 AP.1

(Continued)

Gifted and Talented Students

Procedural Safeguards and Grievances

Parents and/or students (Grades P‑12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he 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.
2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Principal/designee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The Principal/designee 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 Principal/designee shall consult with the school council.
4. If the Principal/designee rules in favor of the grievant, the following option shall apply as appropriate:
   1. S/he may participate in the program as soon as the parent or guardian signs the required permission form.
   2. A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
5. If the Principal/designee 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.

Review/Revised:3/21/2016

Appendix C: Chart of Approved Identification/Screening Instruments

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chart of Approved Gifted Identification/Screening Instruments** | | | | | | | | | | |
| **February, 2016 Update** | | | | | | | | | | |
| **Name of Instrument** | **Approved Use** | | **Ability Area** | | | | **Grade Level** | **Instrument Type** | **Admin Type** | |
| **S** | **ID** | **SC** | **SA** | **CT** | **VPA** | **IND** | **GP** |
| ACT Assessment Program (AAP) | X | X |  | X |  |  | 6 – 12 | AGL, ACH |  | X |
| Aprenda: La prueba de logros en Espanol – 3rd Edicion | X | X |  | X |  |  | K – 8 | ACH | X | X |
| Art Advanced Placement Scoring Guidelines | X | X |  |  |  | X | K – 12 | DAP | X |  |
| Basic Achievement Skills Inventory – Comprehensive Version | X | X |  | X |  |  | 3 – 12 | ACH | X | X |
| Bateria III Woodcock Munoz Pruebas de habilidad cognitive – Revisada (with or without the diagnostic supplement) | X | X | X |  | X |  | Ages 2-90 | INT | X |  |
| Bateria III Woodcock Munoz-NU Preubas de aprovechamiento | X | X |  | X |  |  | Ages 2-90 | ACH | X |  |
| Clark’s Drawing Abilities Test | X | X |  |  |  | X | K – 12 | DAP | X |  |
| Cognitive Abilities test (CogAT), Form 7. Use Composite VQN. May exclude verbal score for ELL students in grades 3-12 and students with serious reading disabilities in grades 3-12 (use QN composite.) May exclude quantitative score for students with mathematical learning disabilities (use VN composite.) | X | X | X |  | X |  | K – 12 | INT | X | X |
| Comprehensive Testing Program 4 (CTP4) | X | X |  | X |  |  | 1 – 11 | ACH | X | X |
| Dance Talent Assessment Process (DTAP) | X | X |  |  |  | X | K – 12 | DAP |  | X |
| Das-Naglieri Cognitive Assessment Systems (CAS) | X | X | X |  | X |  | Ages 5-17.5 | INT | X |  |
| Differential Ability Scales – Second Edition | X | X | X |  | X |  | Ages 2.6-17.11 | INT, AGL | X |  |
| Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30; Visual or Performing Arts: Section IV, Items 41-50) | X | X |  |  | X | X | Ages 5-18 | CHK | X |  |
| Gifted Rating Scales | X | X |  |  | X | X | Ages 4.0-13.11 | CHK | X |  |
| InView – A Measure of Cognitive Abilities | X | X | X |  | X |  | 2 – 12 | INT | X | X |
| Iowa Assessments, Form E, Complete Battery | X | X | X | X |  |  | K – 12 | ACH | X | X |
| Iowa Assessments, Form E, Core Battery (Reading and Math only) | X | X |  | X |  |  | 1 – 12 | ACH | X | X |
| Iowa Tests of Basic Skills (ITBS) Form A, Core Battery | X | X |  | X |  |  | K – 8 | ACH | X | X |
| Iowa Tests of Basic Skills (ITBS) Form A, Complete Battery | X | X | X | X |  |  | K – 8 | ACH | X | X |
| Iowa Tests of Basic Skills (ITBS) Form C, Complete Battery | X | X | X | X |  |  | K – 8 | ACH | X | X |
| Iowa Tests of Basic Skills (ITBS) Form C, Core Battery | X | X |  | X |  |  | K – 8 | ACH | X | X |
| Iowa Tests of Educational Development (ITED) Complete Battery Form C | X | X |  | X |  |  | 9 – 12 | ACH | X | X |
| Iowa Tests of Educational Development (ITED), Form A, Complete Battery | X | X | X | X |  |  | 9 – 12 | ACH | X | X |
| Iowa Tests of Educational Development (ITED), Form A, Core Battery | X | X |  | X |  |  | 9 – 12 | ACH | X | X |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chart of Approved Gifted Identification/Screening Instruments** | | | | | | | | | | |
| **February, 2016 Update** | | | | | | | | | | |
| **Name of Instrument** | **Approved Use** | | **Ability Area** | | | | **Grade Level** | **Instrument Type** | **Admin Type** | |
| **S** | **ID** | **SC** | **SA** | **CT** | **VPA** | **IND** | **GP** |
| Iowa Tests of Educational Development (ITED), Form C, Core Battery | X | X |  | X |  |  | 9 – 12 | ACH | X | X |
| Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) | X | X | X |  | X |  | Ages 3-18 | INT | X |  |
| Kaufman Test of Educational Achievement, 3rd Ed., (KTEA-111) | X | X |  | X |  |  | Ages 4.5-gr. 12 | ACH | X |  |
| Leiter International Performance Scale-Revised (Leiter-R) | X | X | X |  | X |  | Ages 2-20.11 | INT | X |  |
| Logramos | X | X |  | X |  |  | K – 12 | ACH | X | X |
| Measure of Academic Progress (MAP) – Common Core State Standards Alignment, Survey with Goals, Reading and Math only | X | X |  | X |  |  | 2 – 12 | ACH | X | X |
| Measure of Academic Progress (MAP) for Primary Grades – Common Core State Standards Alignment, Complete Reading and Math | X | X |  | X |  |  | K – 1 | ACH | X | X |
| Music Talent Assessment Process (MTAP) | X | X |  |  |  | X | K – 12 | DAP |  | X |
| Naglieri Nonverbal Ability Test – 2nd Edition (available as online test) | X | X | X |  | X |  | Ages 5-17 | INT | X | X |
| Naglieri Nonverbal Ability Test – Individual Administration | X | X | X |  | X |  | K – 12 | INT | X |  |
| Ohio Department of Education Rubric for Scoring Visual Art/Music/Drama/Dance Performance | X | X |  |  |  | X | K – 12 | DAP | X |  |
| Otis Lennon School Ability Test – 8th Edition | X | X | X |  | X |  | K – 12 | INT | X | X |
| Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) | X | X |  | X |  |  | 10 – 11 | AGL, ACH |  | X |
| Raven’s Progressive Matrices (Standard and Advanced Form) | X | X | X |  | X |  | 1 -12 | INT | X | X |
| SAT I Reasoning Test | X | X |  | X |  |  | 6 – 12 | AGL, ACH |  | X |
| Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 2004 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V) | X | X |  |  | X | X | 3 – 12 | CHK | X | X |
| Stanford Achievement Test – 10th Edition – Basic | X | X |  | X |  |  | K – 12 | ACH | X | X |
| Stanford Achievement Test – 10th Edition – Complete | X | X | X | X |  |  | K – 12 | ACH | X | X |
| Stanford-Binet Intelligence Scales – 5th Edition | X | X | X |  | X |  | Ages 2 – 85 | INT | X |  |
| Terra Nova, The Second Edition CAT (California Achievement Test 6), Basic Battery, Basic Multiple Battery | X | X |  | X |  |  | K – 12 | ACH | X | X |
| Terra Nova, The Second Edition CAT (California Achievement Test 6), Complete Battery, Multiple Assessments | X | X |  | X |  |  | K – 12 | ACH | X | X |
| Terra Nova Third Edition, Common Core | X | X |  | X |  |  | K – 12 | ACH | X | X |
| Terra Nova Third Edition, Complete Battery | X | X |  | X |  |  | K – 12 | ACH | X | X |
| Terra Nova Third Edition, Multiple Assessments | X | X |  | X |  |  | 1 – 12 | ACH | X | X |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chart of Approved Gifted Identification/Screening Instruments** | | | | | | | | | | |
| **February, 2016 Update** | | | | | | | | | | |
| **Name of Instrument** | **Approved Use** | | **Ability Area** | | | | **Grade Level** | **Instrument Type** | **Admin Type** | |
| **S** | **ID** | **SC** | **SA** | **CT** | **VPA** | **IND** | **GP** |
| Test of Cognitive Skills, Second Edition (TCS/2) | X | X | X |  | X |  | 2 – 12 | INT | X | X |
| Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery | X | X | X | X |  |  | 9 – 12 | ACH | X | X |
| Theatre Arts Talent Assessment Process (TTAP) | X | X |  |  |  | X | K – 12 | DAP |  | X |
| Torrance Tests of Creative Thinking Figural and Verbal Forms A&B | X | X |  |  | X |  | K – 12 | CT | X | X |
| Universal Multidimensional Abilities Scales (UMAS) |  |  |  |  | X |  | Ages 5-17.11 | CHK | X |  |
| Universal Nonverbal Intelligence Test (UNIT) | X | X | X |  | X |  | Ages 5-17.11 | INT | X |  |
| Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV | X | X | X |  | X |  | Ages 16-90.11 | INT | X |  |
| Wechsler Individual Achievement Test (WIAT) – 3rd Edition | X | X |  | X |  |  | Ages 4-85 | ACH | X |  |
| Wechsler Intelligence Scale for Children – Fourth Edition, Spanish (WISC-IV Spanish) | X | X | X |  | X |  | Ages 6-17 | INT | X |  |
| Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) | X | X | X |  | X |  | Ages 6-16 | INT | X |  |
| Wechsler Nonverbal Scale of Ability | X | X | X |  | X |  | Ages 4-22 | INT | X |  |
| Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition | X | X | X |  | X |  | Ages 2.5-7 | INT | X |  |
| Woodcock-Johnson III NU Tests of Achievement, Form C, Brief Battery | X | X |  | X |  |  | Ages 2-90 | ACH | X |  |
| Woodcock-Johnson IV, Tests of Cognitive Abilities | X | X | X |  | X |  | Ages 2-90 | INT | X |  |
| Woodcock-Johnson IV, Tests of Achievement | X | X | X |  | X |  | Ages 2-90 | ACH | X |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chart of Approved Gifted Identification/Screening Instruments** | | | | | | | | | | |
| **February, 2016 Update** | | | | | | | | | | |
| **Name of Instrument** | **Approved Use** | | **Ability Area** | | | | **Grade Level** | **Instrument Type** | **Admin Type** | |
| **S** | **ID** | **SC** | **SA** | **CT** | **VPA** | **IND** | **GP** |
| **The following tests are approved for screening only** | | | | | | | | | | |
| Cognitive Abilities Test Form 7 Screening Form Grades K-12 | X |  | X |  | X |  | K – 12 | INT | X | X |
| Comprehensive Testing Program, 4th Edition (CTP4) | X |  | X | X | X |  | 1 – 11 | IN, ACH |  | X |
| Iowa Assessments, Form E, Survey Battery | X |  | X | X |  |  | 1 – 8 | ACH | X | X |
| Iowa Tests of Basic Skills (ITBS), Form A, Survey Battery | X |  | X | X |  |  | K – 9 | ACH | X | X |
| Iowa Tests of Basic Skills (ITBS), Form C, Survey Battery | X |  | X | X |  |  | K – 8 | ACH |  | X |
| Kaufman Assessment Battery for Children | X |  | X |  | X |  | Ages 2.5-12 | INT | X |  |
| Kaufman Brief Intelligence Test, 2nd Ed. (KBIT II) | X |  | X |  | X |  | Ages 4-Gr. 12 | INT | X |  |
| Kaufman Test of Educational Achievement, Brief Form, 2nd Ed. (KTEA-II Brief Form) | X |  | X | X |  |  | PreK – 12 | ACH | X |  |
| ReadiStep | X |  | X | X |  |  | 8 | ACH |  | X |
| Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES) | X |  | X | X | X |  | K – 8 | INT, ACH | X | X |
| Stanford Achievement Test – 10th Edition – Abbreviated | X |  | X | X |  |  | K – 12 | ACH | X | X |
| STAR Early Literacy Enterprise | X |  |  | X |  |  | K – 2 | ACH | X | X |
| STAR Math Enterprise | X |  |  | X |  |  | K – 12 | ACH | X | X |
| STAR Reading Enterprise | X |  |  | X |  |  | K – 12 | ACH | X | X |
| Stoelting Brief Nonverbal Intelligence Test | X |  | X |  | X |  | 1 – 12 | INT | X |  |
| Terra Nova Third Edition, Survey | X |  | X | X |  |  | 2 – 12 | ACH | X | X |
| Wechsler Abbreviated Scale of Intelligence (WASI) | X |  | X |  | X |  | K – 12 | INT | X |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Approved Use**  S = Screening  ID = Identification | **Ability Area**  SC = Superior Cognitive  SA = Specific Academic  CT = Creative Thinking  VPA = Visual or Performing Arts | **Instrument Type**  INT = Intelligence Test  ACH = Achievement Test  CHK = Checklist  AGL = Above Grade-Level  DAP = Display of Work, Audition, or Performance | **Administration Type**  IND = Individual  GP = Group |

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education/February-2016-Test-List.pdf.aspx>

Appendix D: Above-Grade Level Testing

Identificaion of Gifted Students Using Above-Grade Level Testing

The American College Test (ACT) and the Scholastic Aptitude Test (SAT) have been approved for use in the identification of gifted students in select grade levels. Below is information about scoring these tests as a means of identifying gifted students. The revised cutoff scores should be used to identfy students who have tested after February 1, 2009.

**Cutoff Score Table**

The cutoff scores listed below are derived from data from the Midwest talent Search, which allows large numbers of highly capable students to take test designed for older students at an early age. The cutoff scores set are at or above the mean scores of students particpating in the talent search. Because virtually all students participating in the Midwest Talent Search score at or above the 95th percentile on grade level standardized achievement tests, the cutoff scores listed set a standard at least equivalent to (and likely much higher than) the 95th percentile on other approved achievement tests given at the normal grade level.

ACT Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Gifted Identification** | **Grade 6**  **Area/Subscore** | **Grade 7**  **Area/Subscore** | **Grade 8**  **Area/Subscore** | **Grade 9**  **Area/Subscore** |
| **Reading/Writing** | English 17 | English 19 | English 21 | English 24 |
| **Reading/Writing** | Reading 17 | Reading 19 | Reading 21 | Reading 25 |
| **Mathematics** | Math 17 | Math 18 | Math 20 | Math 24 |
| **Science** | Science 17 | Science 19 | Science 21 | Science 24 |

Scholastic Aptitude Test (SAT

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Gifted Identification** | **Grade 6**  **Area/Subscore** | **Grade 7**  **Area/Subscore** | **Grade 8**  **Area/Subscore** |
| **Reading** | Critical Reading 410 | Critical Reading 450 | Critical Reading 490 |
| **Writing** | Writing 400 | Writing 440 | Writing 480 |
| **Mathematics** | Math 430 | Math 470 | Math 510 |

<https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Identification-of-Gifted-Students-Using-Above-Grad>

Appendix E: Sample Gifted Student Service Plan

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**(X) Based on formal and informal evidence this student qualifies for services in the following area(s).**

\_\_\_\_ **General Intellectual Ability** **\_\_\_\_** **Creativity**

**\_\_\_\_\_ Leadership**

**\_\_\_\_\_ Visual and Performing Arts \_\_\_\_ Specific Academic Area**

**\_\_\_\_** Music \_\_\_\_ Math

\_\_\_\_ Dance \_\_\_\_ Science

\_\_\_\_ Drama \_\_\_\_ Social Studies

\_\_\_\_ Art \_\_\_\_ Language Arts

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this student may include the following:**

|  |  |  |
| --- | --- | --- |
| **Various Acceleration Options**  \_\_\_ Early Exit Primary  \_\_\_ Grade Skipping  \_\_\_ Content Curriculum Higher Grade  \_\_\_ Dual Enroll Courses  \_\_\_ Dual Credit Courses  \_\_\_ Adv Place and Honors  \_\_\_ Collaborative Teaching | **Differentiated Classroom Studies**  \_\_\_ Individual  \_\_\_ Cluster Groups  **Distance Learning**  \_\_\_ KVHS Courses  \_\_\_ Video Courses  \_\_\_ Other Online Courses  **Resource Services**  \_\_\_ Pullout Setting  \_\_\_ Appropriate Instructional Setting | **Additional Services**  \_\_\_ Enrichment Services  \_\_\_ Independent Study  \_\_\_ Mentorship  \_\_\_ Field Trips  \_\_\_ Special Counseling  \_\_\_ Other |

(Please see back of GSSP for Gifted Student Service Option options.)

**Summary of Services (Activities, Frequency and Amount of Time Provided)**

**Documentation as evidenced by: \_\_\_\_** Assessment \_\_\_\_ Lesson Plans \_\_\_\_ Student Work \_\_\_\_ Syllabus

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Parent/Guardian information obtained for use in determining appropriate services related to child’s interests, needs, and abilities\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian notified of progress report once a semester for her/his child related to the Gifted Student Services Plan.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Parent Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Teacher(s) Signature(s) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Teacher(s) Signature(s) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Principal or Designee Signature Date

Appendix F: Service Delivery Options

**Accelerated Options** – means various forms of advancing through materials or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and being excused to go on to higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including post-secondary, early exit from school and grade-skipping.

**Early exit from Primary** – indicates the student exited the primary program before defined end date.

**Dual Enrollment Courses** – courses for which the student is enrolled in both high school and college but may or may not receive high school credit. Does not include AP or IB.

**Grade skipping** – Student skipped a grade level.

**Dual Credit Courses** – Courses for which the student is eligible for both high school and college credit and receives credit at both.

**Subject Area Higher Grade Level –** Content/curriculum in one or more subject areas from a higher grade level.

**Early exit from high school –** Indicates student completed requirements for graduation before defined end date.

**Advanced Placement and Honors Courses** – means courses emphasizing college-level content based on College Board curricula and tests (Advanced Placement), or the provision of more challenging material through higher levels of content, process and product (Honors Courses).

**Collaborative Teaching** – means a gifted education teacher provides direct instruction in a regular classroom to a group of identified gifted students in conjunction with the regular classroom teacher.

**Consultation Services** – means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he/she may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

**Counseling Services** – means affectively-based counseling assistance provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

**Differentiated study experiences in the classroom** – Indicates if student is participating in educational experiences that extend, replace or supplement learning beyond the standard curriculum:

**Differentiated individual study** – Student is participating in one or more options for individual study.

**Differentiated for Cluster Groups** – A group usually consisting four or more identified students placed in a heterogeneous classroom with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student’s needs, interests and ability.

**Distance learning** – Indicates if student is participating in learning opportunities offered through the use of computer technology, satellite transmission or optical fiber transmission:

* **KVHS course** – Student is taking a course at a Kentucky Virtual High School.
* **Video course** – Student is taking a video course.
* **Other online courses** – Student is taking an online course.

**Enrichment services (school day)** – Indicates if student is being exposed to new ideas, skills and concepts that extend beyond the regular curriculum, such as an extension of the regular curriculum that goes more broadly and deeply into what has been introduced. This includes concept development that explores more fully the meaning and implications introduced in the regular curriculum.

**Extracurricular Enrichment Opportunities** – means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

**Independent Study** – means self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

**Instructional Grouping** – means the temporary grouping of students for the purpose of specific skill development, socio-emotional needs, and interests.

**Mentorship** – means specialized studies such as internships, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

**Resource Services** – means part-time grouping of students with gifted characteristics on the interest, needs, and abilities of the students. This type of service delivery option is designed for accelerated content, special interest groups, process skills development or various combinations of all and may be provided in the general classroom or in a pull-out classroom.

* **Pull-out setting** – A service delivery option that is provided in a pull-out classroom or other appropriate instructional setting.
* **Appropriate instructional setting** – A service delivery option that is designed for accelerated content, special interest groups, process skills, development or a combination of these items.
* **Consortium** – A service delivery option that entails part-time grouping of students with gifted characteristics based on the interests, needs, and abilities of the students.

**Self-contained classrooms (4-12)** – means a student attends a self-contained classroom with students who share similar academic requirements. *For example, all the gifted children in a school or school district will be contained in the same classroom.*

**Seminars** – means discussion-based sessions on specific topics focusing on advanced content and higher-level process skills.

**Special Schools (4-12)** – means a student is attending specialized school designed to serve gifted students in grades 4-12 in specific academic areas (such as a science and mathematics school), or is developing specific areas of giftedness such as visual and performing arts.

**Travel Study Options** – means academically-based United States and overseas travel which may result in high school or university course credit.

Appendix G: Acceleration

**What is acceleration?**

Acceleration is an educational intervention that moves students through an educational program at a faster- than-usual rate or younger-than-typical age.

Acceleration includes single-subject acceleration, whole-grade skipping, early entrance to school, and

Advanced Placement (AP) courses.

Acceleration means matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student.

Acceleration is really about letting students soar. It is a strategy that respects individual differences and acknowledges the fact that some of these differences merit educational flexibility.

Acceleration is recommended specifically for students who have a need for academic challenge that is

distinct from grade peers.

**Acceleration does not mean pushing a child. It does not mean forcing a child to learn advanced material or socialize with older children before he or she is ready.**

*Genius without education is like silver in the mine. - Benjamin Franklin*

**ACADEMIC ACCELERATION PROCEDURE Ballard County School District**

704 KAR 3:285 Section 1 (1); Section 6 (5)

A Nation Deceived, volumes I & II

<http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx>

Goals

1. To provide an appropriate level of academic challenge.

2. To promote acceptance of various forms of acceleration by the staff and students.

3. To adjust the pace of instruction to the student’s capability.

4. To reduce the time necessary for students to complete traditional schooling.

Types of academic acceleration (appropriate educational planning):

1. Early admission/graduation

2. Subject acceleration: single- or multi-subject, in current classroom or in higher-grade classroom

3. Whole-grade skipping

(See descriptions of types of academic acceleration, beginning on page 69.)

Procedure for Acceleration:

Appropriate times to consider acceleration are:

1. At the end of the school year.

2. After subject-matter placement tests and/or skills assessment during the first few weeks of school.

3. When students who are new to the district have been through an adjustment period and records have arrived.

The time frame must remain flexible to allow for individual differences. Documentation may vary based on the type of acceleration requested (general intellectual, specific academic, creativity, leadership, visual and performing arts).

STEP 1: Referrals may be made by certified school personnel, parent, guardian, student/parent advocate or student. Any student identified as gifted, attending any school in the district, may be referred for acceleration. The request is made in writing to the school G/T coordinator or counselor on the appropriate forms (Appendix A, page 6, and Appendix D, pages 9-10). If the parent or guardian is not the requesting party, the parent will be consulted about the change and informed of acceleration procedures. The school G/T coordinator, with help of other personnel, will gather any additional information needed.

STEP 2: This information is evaluated by the Review Committee, which consists of the classroom teacher, counselor, and principal or assigned administrator, psychometrist, school and district G/T coordinators. The committee shall issue a written decision (Appendix B, page 7) to the principal and the student’s parent or legal guardian within 45 days of the submission of the request. If consensus cannot be reached, a decision regarding acceleration and services will be determined by a majority vote of the committee membership.

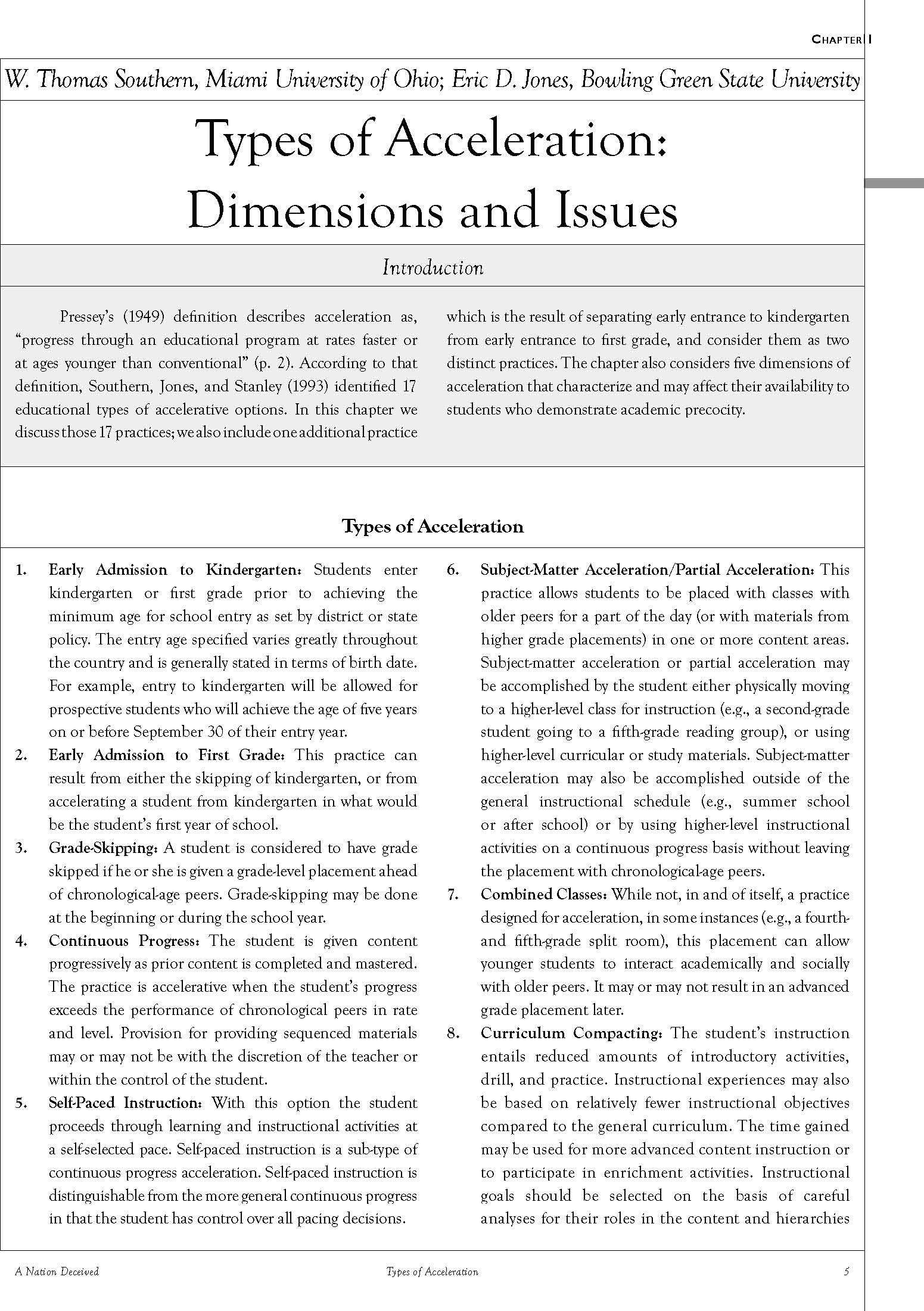
STEP 3: The student’s Individual Gifted Student Service Plan (IGSSP) will be written based on the Review Committee’s decision. Development of the IGSSP is supervised by the school G/T coordinator. The parent, student and all staff members involved in service to the accelerated student (G/T coordinator, counselor, principal, current teacher, teacher of acceleration) will be included in writing the plan. Information in the plan will explain what, how, where, when and by whom the acceleration will be implemented and monitored.

Accelerated services will be evaluated by the Review Committee at the end of the first complete grading period after placement. If placement continues, the committee will examine the acceleration plan once each semester. A progress report (Appendix C, page 8) will be completed and communicated to the parent/guardian, student

and instructional staff by the school G/T coordinator. Changes in the plan will be made following completion of each progress report.

Appeals process:

May be found under “Procedural Safeguards and Grievances.”





**APPENDIX A A REFERRAL FORM FOR ACCELERATED ACADEMIC SERVICES**

Student Date of referral Current grade placement Birth date

Parent/Guardian Phone Persons/s completing the referral:

Name Relationship to student

Name Relationship to student

Please complete the following:

1. The student’s individual IQ score is as measured by (instrument). To consider grade skipping, an IQ of 135 or higher is required.

2. Current grade level 9th stanine scored in (subject) as measured by

(instrument).

Grade of acceleration

Instrument Student’s score .

Subject

3. Attach a minimum of five work samples (worksheet, theme paper, portfolio entry, open response, etc.) that show evidence of higher-level thinking skills and motivation for learning.

4. Social-emotional adjustment assessed by the Adaptive Behavior Inventory form (ABI) and/or the Vineland Adaptive Behavior Survey (VABS) (plus Parent Input Form [Appendix B-4)]).

Comments:

1) Student’s additional interests:

2) Acceleration requested:

**APPENDIX B B ACADEMIC ACCELERATION**

**REVIEW COMMITTEE RECOMMENDATION**

Student Date of report Current grade Student birth date

Parent/Guardian Phone

Review committee members:

Acceleration not recommended at this time.

Acceleration recommendation, to begin on (date) .

Type(s) of acceleration:

a. Early admission to

Kindergarten

b. Early graduation

First grade

Middle school

High school

c. Acceleration in (subject) \_ from grade to grade

Location: Current classroom

Higher-level classroom \_

c. Self-paced or independent study: Subject(s) d. Curriculum compacting: Subject(s) e. Correspondence course: Subject(s) f. Dual enrollment: Subject(s) g. Advanced placement: Subject(s)

h. Whole-grade skipping: from grade \_ to grade

Comments:

**APPENDIX C C ACCELERATION PROGRESS REPORT**

Student Date of report Age grade Acceleration grade Student birth date Parent/Guardian Phone

Report completed by

Name Position

Classroom assessment score(s) by subject:

Please evaluate the student’s academic performance (strengths and weaknesses). Attach evidence of the

student’s best performance.

Discuss the student’s emotional and social adjustment (successes and problems).

Recommendation for future placement and/or services:

**APPENDIX D D GIFTED/TALENTED PROGRAM SOCIAL DEVELOPMENTAL HISTORY**

*To be completed by Parent/Guardian*

I. General Information

Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s name Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mother’s name Email Address

Child presently lives with: □ Both parents □ Mother □ Father □ Other

II. Health and Development

Please rate accomplishment of each developmental milestone. Walking □ Early □ Average □ Late Talking □ Early □ Average □ Late

Speaking in sentences □ Early □ Average □ Late

Describe any concerns regarding your child’s current educational situation:

III. Interests and Activities

How does your child spend or prefer to spend his/her free time?

Does your child have friends of his/her own age? □ Yes □ No

If no, are friends usually □ Older □ Younger?

Check the characteristics which are most like your child:

□ Social □ Athletic □ Enjoys group activities □ Prefers individual activities

□ Enjoys visual arts □ Enjoys music □ Enjoys technology

How does your child describe school? -

Explain briefly the area(s) in which your child excels.

How much time does your child spend on homework on a typical school night?

Parent/Guardian signature Date

Appendix H: Sample Letters to Parents

BALLARD COUNTY SCHOOLS

Grades K- P3

Parent Notification for Inclusion in the Primary Talent Pool

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parents:

Your child has been selected for the Primary Talent Pool at Ballard County Elemetary School. Your child was recommended for the Primary Talent Pool because of demonstrated high potential in the following area(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. At least three (3) informal assessments of your child were used to determine your child’s eligibility.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop abilities in the specific area(s) identified. Appropriate services may include options such as the following: cluster grouping, various acceleration options, differentiated study experiences in the regular classroom, resource services delivered in the general classroom or pull-out, independent projects, learning centers, and curriculum compacting. Primary Talent Pool services may be provided both within the regular classroom and outside of the classroom.

Please sign below if you give permission for your child to participate in the Primary Talent Pool. Inclusion in the Primary Talent Pool does not guarantee that a child will be qualified for formal placement in Gifted and Talented services when they exit the primary program.

\_\_\_\_\_\_ Yes, I give permission for my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to participate in the Primary Talent Pool.

\_\_\_\_\_\_\_ No, I do not want my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to participate in the Primary Talent Pool.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Signature of Parent/Guardian Date

Please return this form to your child’s guidance counselor.

PARENT INVENTORY

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Parent Inventory Sent Home: \_\_\_\_\_\_\_\_

Directions: Please check the appropriate column for those characteristics that you see your child display.

|  |  |  |  |
| --- | --- | --- | --- |
|  | OFTEN | SOMETIMES | NEVER |
| Possesses large and varied vocabulary, and uses it meaningfully. |  |  |  |
| Knows a lot of information about many topics. |  |  |  |
| Recalls facts easily. |  |  |  |
| Asks many questions that involve more than one word answers. |  |  |  |
| Makes generalizations easily. |  |  |  |
| Has a keen sense of humor. |  |  |  |
| Loves to read, particularly books of a more adult level. |  |  |  |
| Tries to reason things out independently. |  |  |  |
| Becomes immersed in topics of interest. |  |  |  |
| Becomes bored with routine. |  |  |  |
| Prefers to work alone. |  |  |  |
| Becomes interested in “adult” problems. |  |  |  |
| Assertive and sometimes stubborn about beliefs. |  |  |  |
| Generates many ideas/solutions to problems. |  |  |  |
| Willing to take risks. |  |  |  |
| Sensitive to the aesthetic. |  |  |  |
| Does not fear being different; is a non-conformist. |  |  |  |
| Makes friends who are older. |  |  |  |
| Adapts easily to new situations. |  |  |  |
| Excels in areas outside the regular school curriculum. |  |  |  |

At what age did your child learn to read?

At what age did your child understand number concepts?

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ballard County Schools

My Child’s Interests Profile

Grades 4-12

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Teacher: Grade: Date:

Dear Parent/Guardian,

In an effort to better meet the needs of our students, and to aid in the identification of possible high-potential students, I am requesting your assistance. Please complete the *Parent Inventory* about your child and return it to the school counselor or District Gifted and Talented Resource Teacher by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Thank you for your help.

Your Partner in Education,

School Counselor or

District Gifted Education Resource Teacher

PARENT INVENTORY

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Parent Inventory Sent Home: \_\_\_\_\_\_\_\_

Directions: Please check the appropriate column for those characteristics that you see your child display.

|  |  |  |  |
| --- | --- | --- | --- |
|  | OFTEN | SOMETIMES | NEVER |
| Possesses large and varied vocabulary, and uses it meaningfully. |  |  |  |
| Knows a lot of information about many topics. |  |  |  |
| Recalls facts easily. |  |  |  |
| Asks many questions that involve more than one word answers. |  |  |  |
| Makes generalizations easily. |  |  |  |
| Has a keen sense of humor. |  |  |  |
| Loves to read, particularly books of a more adult level. |  |  |  |
| Tries to reason things out independently. |  |  |  |
| Becomes immersed in topics of interest. |  |  |  |
| Becomes bored with routine. |  |  |  |
| Prefers to work alone. |  |  |  |
| Becomes interested in “adult” problems. |  |  |  |
| Assertive and sometimes stubborn about beliefs. |  |  |  |
| Generates many ideas/solutions to problems. |  |  |  |
| Willing to take risks. |  |  |  |
| Sensitive to the aesthetic. |  |  |  |
| Does not fear being different; is a non-conformist. |  |  |  |
| Makes friends who are older. |  |  |  |
| Adapts easily to new situations. |  |  |  |
| Excels in areas outside the regular school curriculum. |  |  |  |

At what age did your child learn to read?

At what age did your child understand number concepts?

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BALLARD COUNTY SCHOOLS

PARENTS/GUARDIANS PERMISSION FOR TESTING

Due to your child’s high potential in area(s) your child may be considered for Gifted and Talented services. Ballard County serves potentially gifted children in five (5) categories; General Intellectual Ability, Specific Academic Aptitude, Leadership, Visual and Performing Arts and Creativity. Your child was recommended as a possible candidate for identification in the category of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, yet other areas for Gifted and Talented services will be tested, as well.

The Gifted and Talented Committee will review all pertinent information and documentation including test scores, letters of recommendation, portfolio entries, work samples, anecdotal records, etc. In the categories of general intellectual ability, specific aptitude, and creativity, students may be administered additional assessments if more data is necessary. Formal testing will be completed in each school during the school day and, if possible, in a group situation. The review of student information and/or student testing will not be completed without parent permission.

As parents, you can help us assess your child's potential by completing the form below and returning it to your child's school immediately; the appropriate testing time will be scheduled with your child’s teacher. If your child is selected for Gifted and Talented, you will be sent a consent form for your signature.

Respectfully,

School Councelor

Gifted and Talented Resource Teacher

Check all that apply.

Shows interest in:

Art \_\_\_ Language \_\_\_ Social Studies \_\_\_ Dance \_\_\_ Math \_\_\_ Reading \_\_\_

Drama \_\_\_ Music \_\_\_ Writing \_\_\_ Language Arts \_\_\_ Science \_\_\_

Prefers:

Family Activity \_\_\_ Large group activity \_\_\_ Activity Alone \_\_\_ Small group activity \_\_\_

(Please complete the back of this page.)

In relation to the typical child in your neighborhood, please complete each of the following items as it best describes your child.

Check YES or NO. If an item does not apply, leave blank.

\_\_ Yes No \_\_ Has advanced vocabulary, expresses opinion well.

\_\_ Yes No \_\_ Thinks quickly.

\_\_ Yes No \_\_ Recalls facts easily.

\_\_ Yes No \_\_ Wants to know how things work.

\_\_ Yes No \_\_ Was reading before starting kindergarten.

\_\_ Yes No \_\_ Puts unrelated ideas together in new and different ways.

\_\_ Yes No \_\_ Becomes bored easily.

\_\_ Yes No \_\_ Asks "why" or questions everything.

\_\_ Yes No \_\_ Likes "grown-up" things and likes to be with older people.

\_\_ Yes No \_\_ Has a great deal of curiosity.

\_\_ Yes No \_\_ Is adventurous.

\_\_ Yes No \_\_ Has a good sense of humor.

\_\_ Yes No \_\_ Tends to be impulsive (acts before thinking)

\_\_ Yes No \_\_ Tends to dominate others.

\_\_ Yes No \_\_ Is persistent; sticks to a task.

\_\_ Yes No \_\_ Has good physical coordination and body control.

\_\_ Yes No \_\_ Is independent and self-sufficient

\_\_ Yes No \_\_ Is aware of the surroundings and what is taking place around them.

\_\_ Yes No \_\_ Has a long attention span.

\_\_ Yes No \_\_ Wants to do things for themselves (dressing, feeding).

Yes, I give permission to the Gifted and Talented School staff to review all relevant documentation and to administer the test screening procedure to my child.

No, I do not give permission to the Gifted and Talented School Staff to review all relevant documentation and to administer the test screening procedure to my child.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address Phone number

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of School Student Attends

BALLARD COUNTY SCHOOLS

Grades 4-12

DISTRICT RESPONSE LETTER

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent/Guardian:

The assessment and review process to determine if your child qualifies for Ballard County Gifted and Talented Services has been completed. Selection for Gifted and Talented was based on the results of formal and informal assessment and documentation. Even though \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has demonstrated potential exceptional characteristics, your child is not eligible for Gifted and Talented Services at this time.

We know how proud you must be that your child has progressed well enough academically to be considered for services. Please rest assured your child will continue to receive support, challenge, and a wide range of experiences that will maximize learning while enrolled in the Ballard County Schools.

If we can be of further assistance, please let us know. You may call the District Gifted and Talented Coordinator, Jennifer Sullivan at (270) 665-8400, or school counselor where your child is enrolled for additional information and clarification.

Sincerely,

Gifted and Talented District Identification Committee

BALLARD COUNTY SCHOOLS

Parent Notification Letter

Grades 4-12

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parents:

Your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been identified and qualifies for Gifted and Talented services as a child with exceptional talents in the following area(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ school. This means your child possesses either potential or demonstrated ability to perform at an exceptionally high level in an academic area significantly beyond what is normally found with children of the same age, experience, or environment.

The classroom teacher serving your child will provide differentiated educational experiences to challenge your child and to accommodate his/her different learning styles. A Gifted Student Services Plan (GSSP) will be designed each year to include services that compliment your child’s individual needs, interests, and abilities. Parents are encouraged to give input for the development of the GSSP. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the GSSP will be given to you at the end of each semester (twice a year).

Service delivery options *may include* independent study, extra-curricular activities, enrichment, etc., will be provided in your child's classroom. Extended experiences for your child *may also* be provided as determined by the Gifted and Talented School Committee. The accomplishments of your child will be shared in a Gifted and Talented progress report sent home twice a year at the end of each semester.

It is necessary that you give permission for your child to be formally identified as having exceptional talent in the area(s) mentioned above and to receive two or more service options as provided in a GSSP. Please sign the attached form and return to your child's teacher as soon as possible.

Sincerely,

Gifted and Talented District Identification Committee

BALLARD COUNTY SCHOOLS

Parent Permission / Denial Form

Grades 4-12

Please complete the following statement and return this form to your child's teacher immediately.

"I give permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be formally identified and receive Gifted and Talented services as a student with exceptional talents in one or more categories. I understand that a Gifted Student Services Plan (GSSP) will be designed each year (4 – 12 grades) to address my child’s individual student needs. Area(s) identified: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“I do not give permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be formally identified and receive Gifted and Talented services as a student with exceptional talents and I understand that my child will not receive special services as provided in a Gifted Student Services Plan (GSSP).

Once the initial GSSP has been developed, any future changes to your child’s identification or service delivery options as determined by the Gifted and Talented Committee will be implemented after your notification.

I understand that if my child decides to drop out of Gifted and Talented Services during the school year, I must notify the school in writing of that decision.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School

BALLARD COUNTY SCHOOLS

Grades 4-12

Annual Notification of Gifted Student Service Plan (GSSP)

Parent Input

Dear Parents:

An individualized Gifted Student Services Plan (GSSP) is designed and reviewed as appropriate for all identified exceptional students in the Ballard County Schools. Each year students in grades 4-12 may be identified in one (1) or more of the following five (5) categories: General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual/Performing Arts.

The purpose of the GSSP is to match the gifted student's interests, needs, and abilities to appropriate learning activities. The Gifted and Talented Committee will determine the teacher(s) responsible for developing and implementing the student plan.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the GSSP will be given to you at the end of each semester (twice a year).

If you have questions or would like to discuss your child's plan, please call \_\_\_\_\_\_\_\_\_\_\_\_\_.

Sincerely,

District Gifted and Talented Resource Teacher/

School Counselor