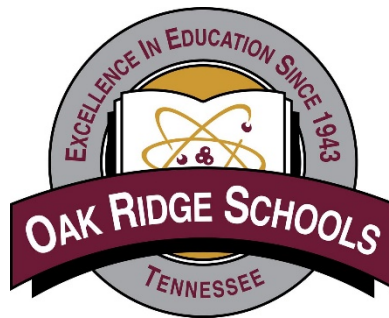


Gifted and Talented Identification Process

Oak Ridge Schools



Gifted Education
304 New York Avenue
Oak Ridge, TN 37831

2018-2019



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Definition of Gifted and Talented

“Intellectually Gifted” means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child’s needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities.

District Philosophy for Gifted and Talented Education

Oak Ridge Schools is committed to providing a world-class educational environment to all students. We offer an extraordinary portfolio of advanced courses, and we hire teachers who are highly qualified in the subjects they teach.

Our first priority is to serve the needs of gifted and talented students in the general education classroom through differentiation and advanced coursework. As is mentioned in the State of Tennessee [Intellectually Gifted Evaluation Guidance](#) (p. 10), “It should be noted that giftedness (and characteristics associated with giftedness) is a concept not reserved for special education. Gifted students can be served in general education settings, which is where they are most often served nationally.”

For students who have an “adverse affect” and require additional services beyond what can be offered in the general education classrooms, then the focus of gifted and talented education in Oak Ridge is to support the student in order to maximize their learning success towards attainment of the Seven Keys to College and Career Readiness.

An adverse affect may manifest itself in a variety of ways, including student behavior and educational environment. Some examples of student behavior that could demonstrate an adverse impact include boredom, frustration, criticism, poor study habits, perfectionism, challenge of authority, stubbornness, and emotional and moral intensity. Some examples of educational environment that could demonstrate an adverse impact include teachers not knowing how to challenge the student, under-challenging curriculum, limited opportunity to express creativity, limited opportunity to work at the student’s instructional pace, and limited opportunity to access advanced materials. Students may often do things in class that they already know how to do and wait for others to finish their work. For additional information, please see <https://www.nagc.org/>.

Program Goals

1. Support gifted and talented students through the offerings and differentiation available in the general education program.
2. Build a supportive relationship between home and school of gifted and talented students.
3. Ensure the academic success of all gifted and talented students.
4. Serve as resource for professional development



Child Find

Brochures about high intellect potential students will be reproduced and available in community locations, including medical centers, public libraries, community centers, and central office. Child find also includes a review of school-wide, universal screener and state assessment data.

Child find procedures must include a universal screening process for all students to be completed yearly. The screening process should include a review of multiple sources of data that provides a body of supporting evidence to help teams determine the need for further individual screening and/or comprehensive evaluation. Examples of materials that may be included in the universal screening process include TNReady scores, STAR data, other district assessments (e.g. Fountas and Pinnell benchmark assessment, PreK/K portfolio), and classroom outcomes. When assessing traditionally underrepresented youth, alternate measures must be used in order to reduce potential cultural and linguistic bias. It is very important that English language skills are not the sole factor in determining if an English Learner will be referred for gifted services. Alternate measures, such as creative product portfolios, may be needed for students who potentially exhibit non-academic gifted characteristics.

Based on universal screening results, school teams should determine if further individual screening is needed. See the *Gifted Assessment Flow Chart* for further information.

Data Review

The process for identifying gifted students begins when a student is referred for the program through universal screening or direct referrals by a teacher or parent. The school screening team will meet to consider and recommend students who would benefit from enrichment, as well as who should be individually screened. In Oak Ridge, the school screening team will be composed of the building Response to Intervention (RTI) team in partnership with the gifted education teacher.

If a student will be referred for individual screening, the *Individual Screening Referral Form* (see Appendix A) will be completed. If the student will be referred for individual screening, general education enrichment should begin or continue.

Individual Screening

Individual screening requires parent permission in the parents' dominant language (see Appendix B). Individual screening includes the *Tennessee Parent Information Form* (see Appendix C), the *Tennessee Teacher Observation Checklist* (see Appendix E), *General Education Documentation of Classroom Interventions* (see Appendix F), and other individual achievement, creative thinking or academic performance assessments determined necessary by the school screening team. Please note that it is not appropriate to perform a cognitive assessment (IQ test) at this point.

Each school must identify a key contact responsible for conducting the individual screening. This person may not be the gifted education teacher. This key contact does not, however, make the outcome determination after individual screening.



The *Tennessee Assessment Team Instrument Selection Form* (see Appendix D) is to be completed for every student who will be assessed. The purpose of this form is to ensure that assessments consider the cultural-linguistic background of the students, socio-economic factors relevant to the student, potential learning, expressive, sensory or processing speed limitations that might impact performance, the likely educational interventions and usefulness of relevant tests for possible academic placement, potential test ceiling effects, recent test results, calculated statistics of the student's academic performance, and products for possible inclusion in a portfolio.

After individual screening, the school screening team meets to review individual screening results. Two outcomes are possible:

- 1) The student is referred for a comprehensive evaluation.
- 2) A determination is made that the student's needs can be met in the general education classroom.
 - a. In this case, no comprehensive evaluation is needed, but the school screening team must make written recommendations for any necessary enrichment in the general education classroom. In some schools, enrichment may be provided by the gifted education teacher; in other schools, enrichment may be provided by a general education teacher or staff member.
 - b. Parents/guardians are notified of results and recommendations. They are sent the *Response to Individual Screening Form* (see Appendix G).
 - c. The school screening team must regularly review this case to ensure that the recommended interventions are being implemented and that the recommended interventions remain appropriate for the student's needs.

Comprehensive Evaluation

Parents/guardians of the student are sent the *Informed Consent for Initial Assessment Form* and the *Rights of Children with Disabilities and Parent Responsibility*. Once consent is received, eligibility must be determined within 60 days.

Placement in the program is determined by accumulated points on a multi-criteria weighted scale matrix. Students must receive at least 50 points generated from the following three criteria in order to be eligible for the gifted program. All three areas are assessed and may earn 10 (first range), 20 (second range), or 30 (third range) points. Only one instrument may be used for point attainment in each category. A student must earn points in the second or third range in cognition or educational performance in order to satisfy eligibility criteria.

Criteria are as follows:

Criterion #1: Cognition

Cognition is defined as the ability to develop and apply new knowledge and processes. Information about cognitive functioning can be obtained from assessments such as Woodcock Johnson Tests of Cognitive Abilities (4th ed.), Wechsler Intelligence Scale for Children (5th ed.), and Differential Ability Scale (2nd ed.).



Instruments suitable for students with limited English proficiency include the Comprehensive Test of Nonverbal Intelligence, Kaufman Assessment Battery for Children (2nd ed.), and the Test of Nonverbal Intelligence.

- Individually administered test of intelligence or cognition: 123-129 (20 points), 130+ (30 points)
- These tests can only be administered by the school psychologist.
- A student must have at least 20 points to meet criterion 1.

Criterion #2: Educational Performance

A standardized composite measure of academic achievement within the last 2 years in one of the following areas: Reading, Math, Written Language, and Academic Knowledge. Approved assessments include TCAP, TNReady, ACT, PSAT, Woodcock Johnson Tests of Achievement (4th ed.) and the Wechsler Individual Achievement Test (3rd ed.). An academic portfolio is another option to demonstrate depth and breadth of understanding beyond age or grade level, as long as the creative portfolio was not used for criterion 1.

- Standardized group criterion referenced
 - 95th percentile in one area or 90th percentile in 2 areas (10 points),
 - 95th percentile or higher in 2 areas or 90th percentile or higher in 3 areas (20 points),
 - 95th percentile or higher in 3 areas or 90th percentile or higher in 4 areas (30 points)
- College Entrance Exams
 - Between 90th and 93rd percentile (10 points),
 - Between 94th and 97th percentile (20 points),
 - Greater than or equal to the 98th percentile (30 points)
- Academic portfolio
 - Score total greater than or equal to 27 (10 points),
 - Score total greater than or equal to 30 (20 points),
 - Score total greater than or equal to 33 (30 points)
- A student must have at least 10 points to meet criterion 2.

Criterion #3: Creative Thinking/Characteristics of Gifted

Creative thinking can be measured by a nationally-normed standardized test of creativity, such as the Torrance Tests of Creative Thinking. The student's scores on the Tennessee Creative Thinking Rating Scale is a checklist aligned to national constructs of creativity. A creative product portfolio can be used to demonstrate that the student exhibits creative thinking that is beyond the level of typical, same-age peers.

- Torrance Test of Creative Thinking
 - Between 84th and 89th percentile (10 points);
 - Between 90th and 93rd percentile (20 points);
 - Greater than or equal to the 94th percentile (30 points)
- Tennessee Creative Thinking Rating Scale
 - 40 (10 points)
 - 45 (20 points)
 - 50 (30 points)



- Creative product portfolio
 - Score total greater than or equal to 27 (10 points),
 - Score total greater than or equal to 30 (20 points),
 - Score total greater than or equal to 33 (30 points)

Characteristics of gifted can be measured through *Gifted Evaluation Scales, Second Edition, or Gifted Rating Scales*. The *Tennessee Teacher Observation Checklist* is based on research and can be combined with a *Parent Information Form*. The combination of the two is called the *Tennessee Teacher Observation Checklist Plus*.

- Tennessee Teacher Observation Checklist Plus
 - 21 (10 points)
 - 25 (20 points)
 - 29 (30 points)

A student can meet overall criteria with a 0 in the creative thinking category if they have already achieved 50 points in the other areas.

In addition to the aforementioned measures, it is also required to complete the *Intellectually Gifted Prevocational Checklist* prior to the IEP meeting.

IEP Meeting

Upon completion of the comprehensive evaluation, an IEP team meeting is scheduled. The IEP team determines the student's eligibility as intellectually gifted. If the student is not eligible, then recommendations for general education interventions are made.

If the student is eligible, the eligibility is entered into Skyward. If the student is eligible, the IEP team determines if Special Education services are required to fully meet the student's needs. There are two prongs eligibility for Special Education services: 1) there is an educational disability; and 2) the disability adversely impacts the student's educational performance. If the IEP team determines that the student is eligible for Special Education services, then the IEP team develops and Individualized Education Plan.

The following questions should be considered in determining whether Special Education services are required:

- 1) What grade level curriculum has the student mastered? Are there any other ways to provide acceleration or above grade level curriculum?
- 2) To what extent does this student have access to intellectual peers through the general education program?
- 3) What specific goals or abilities does this student have that go beyond the scope of the general education program?
- 4) What school resources, including honors and/or advanced placement classes, are available in this student's school to assist in meeting his/her needs?



- 5) To what extent is there evidence of a discrepancy between potential and actual performance in the general education program?
- 6) How unique is this student compared to other students in his/her classroom?
- 7) What general education interventions have been implemented and what has been the student's response to those interventions?
- 8) Have interventions addressed the social/emotional needs of the student?

In addition, the team will determine if more than one disability is present. The most impacting disability is listed as the primary disability.

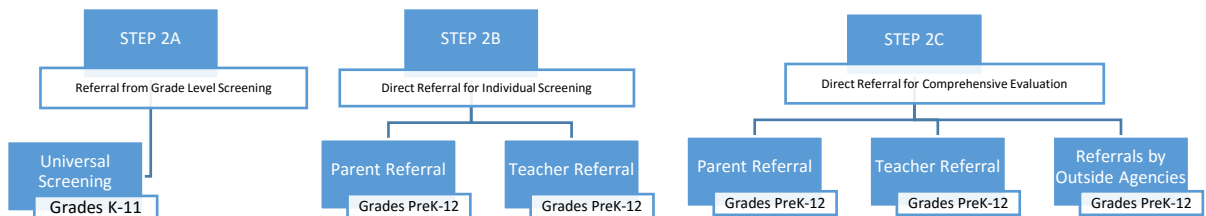
Gifted Assessment Flowchart

STEP 1: CHILD FIND

Brochures, parent orientation meetings, staff development, school handbooks, local media

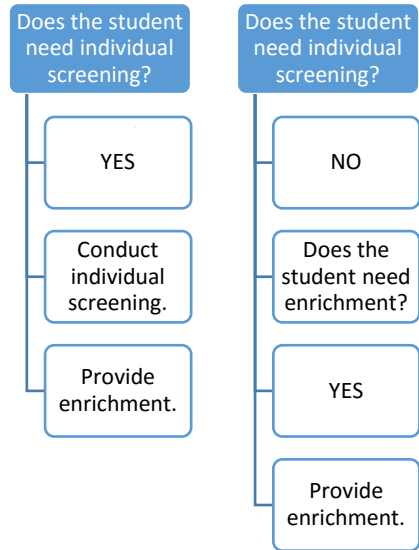
STEP 2: REFERRAL

There are multiple paths by which a student may be referred for screening or evaluation.



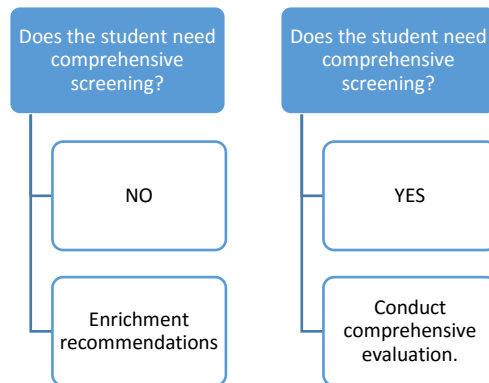


STEP 3: SCHOOL SCREENING TEAM COLLABORATION



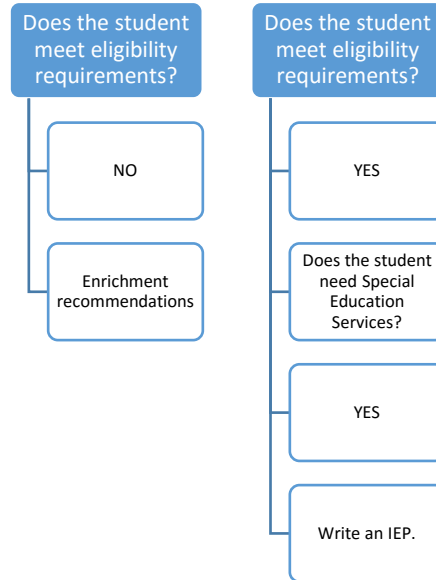
STEP 4: PERFORM INDIVIDUAL SCREENING

STEP 5: SCHOOL SCREENING TEAM COLLABORATION





STEP 6: IEP TEAM MEETING



Re-evaluation for Students Receiving IEP Services

Re-evaluation occurs every three years as per state guidelines. The school psychologist will review documentation and request updated information as needed to determine continued eligibility for services. In 8th grade, students who have been served through gifted academic services must go through a re-evaluation process to determine if the student will be served by existing high school programs.

Rescreening by the Oak Ridge Gifted Program

Rescreening can be requested based on the following circumstances:

- Written documentation from the parent or a physician documenting that child was ill during the first test session or was absent from school the day prior to or after testing due to illness; or
- Written documentation from a physician that a child was tested prior to being diagnosed with a disability that could have adversely affected testing performance.

Students Transferring into Oak Ridge Schools

Students transferring into Oak Ridge Schools who are already identified as needing gifted special education services will be initially provided with these services. If a student transfers from another state and if records review shows that the previous state's eligibility requirements do not meet Tennessee's eligibility requirements, a new comprehensive assessment will be performed.



K-12 Gifted Services and Opportunities

	Elementary	Middle School	High School
Gifted Program Offerings	Cluster Grouping of Gifted Students*	Cluster Grouping of Gifted Students*	Gifted Resource Program Consultation Services
General School Offerings	Math Acceleration	Advanced Labs in Math, ELA, Science, and Social Studies	Honors Classes AP Classes
	Leveled Instruction in Math & Literacy; Extensions in Science & Social Studies	High School Courses in Math and World Languages	Dual-Enrollment/ Credit
	After School Clubs	Encore Classes in Fine & Practical Arts	Elective Courses in Fine & Practical Arts
		After School Clubs	Extra-Curricular Offerings
District Initiatives Supporting Advanced Learning	ENRICHMENT School-Sponsored Opportunities Partners-in-Education Opportunities PTO-Sponsored Opportunities Intercession and Summer Opportunities		
	ACCELERATION Whole Grade Skipping Procedures Subject Matter Acceleration Procedures		
	DIFFERENTIATION Professional Development Content Area Curriculum Recommendations		

*Cluster grouping means small clusters of students who have similar interests and abilities work together on specific tasks.



Appendix A: Individual Screening Referral Form

Student Name: _____ Grade: _____

School: _____ Teacher(s): _____

Referred by: Teacher Parent/Guardian Screening Team Other

Reason for referral: Academic Gifted Characteristics/Creativity Other

Provide the specific details for consideration with this referral (use the back of the form as needed):

- Check all that apply:
- Parent/Guardian(s) are aware of the referral for screening.
 - Teacher(s) are aware of the referral for screening.
 - Student has previously been screened for gifted education services.
 - Student has behaviors that may be inhibiting the learning of self or others.
 - Student is currently receiving enrichment.

What is the greatest concern in the classroom for this student? (use the back of the form as needed)

Printed name of person(s) providing referral: _____

Signature of person(s) providing referral: _____

Date: _____



Appendix B: Notice of Referral and Permission for Individual Screening

On _____ (date), _____ (child) was referred for an individual screening for potential intellectual giftedness by _____ (referral source). We are requesting permission for an individual screening at this time. The areas and procedures to be considered for your child's individual screening are checked below. The school screening team will review the results of your child's individual screening in order to determine whether additional information is needed.

Areas to be Individually Screened	Procedures as Applicable
Educational Performance	Parent Information Individual Academic Achievement Assessment General Education Documentation of Classroom Interventions Other
Creativity/Characteristics of Gifted	Gifted Rating Scales Evaluation of Student's Creative Products/Ideas Teacher Observation Checklist Other

Please sign the *Referral for Individual Screening*, complete the attached *TN Parent Information Form*, and return to _____ in your child's school. When the individual screening is completed, the school will notify you to make recommendations for classroom program modifications or a comprehensive assessment, as indicated by the results from the individual screening. If you have any information you would like to share pertaining to this notice and request for permission, please forward it to the person named above.

Please check one of the following.

- _____ I give permission for an individual screening.
 _____ I do not give permission for an individual screening.

Date _____ Phone _____

Signature of Parent/Guardian _____

Comments:



Appendix C: Tennessee Parent Information Form

Student _____ Date of Birth / ___/____ Sex ___ Ethnicity (Optional) _____
Parent's Name _____ Address: _____
Home Phone: () _____ -- _____ Work or Cell Phone: () _____ -- _____
Student's School _____ Grade _____ Date / ___/ _____

These responses are necessary to help document your child's abilities. Rate your child's behavior on the following items using the following scale: 1 = not observed 2 = occasionally 3 = sometimes 4 = frequently 5 = always

- Provide comments and examples on the lines provided with each statement.
- Circle one rating for each indicator listed.

Creativity

1) **1 2 3 4 5** Devises own methods instead of relying on instructions

2) **1 2 3 4 5** Devises extraordinary uses for ordinary objects

Interest

3) **1 2 3 4 5** Collects things (may be randomly or with a definite purpose), or pursues hobbies

4) **1 2 3 4 5** Has long or extended attention span for one topic and/or project

5) **1 2 3 4 5** Puts great effort into gaining knowledge about some interest or subject



6) 1 2 3 4 5 Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but “comes alive” when special topics are raised; e.g., old movies or life on other planets

7) 1 2 3 4 5 Shows a passion for statistics, almanacs, globes, maps, etc.

Communication Skills

8) 1 2 3 4 5 Demonstrates advanced communication skills at home and in the community in a language other than English (e.g., multi-lingual)

9) 1 2 3 4 5 Utilizes advanced language skills to communicate ideas and concepts, demonstrating extensive comprehension on a variety of subjects which exceed age or grade level expectations

Motivation

10) 1 2 3 4 5 Self-taught in some topics not often taught in school

Problem Solving Ability

11) 1 2 3 4 5 Does complicated puzzles, plays chess, bridge, etc.

12) 1 2 3 4 5 Assembles or disassembles mechanical objects with little or no training



Memory

13) 1 2 3 4 5 Memorizes easily, needs little or no drill

14) 1 2 3 4 5 Exhibits long term retention of information

Inquiry

15) 1 2 3 4 5 Asks unusual questions which may be embarrassing, advanced, or controversial

16) 1 2 3 4 5 Is curious—wants to know why, how, etc.; asks thoughtful, searching questions

Insight

17) 1 2 3 4 5 Seems to “just know things”; offers new insights based on known information

18) 1 2 3 4 5 Understands relationships among seemingly unrelated objects, ideas, or facts

Reasoning

19) 1 2 3 4 5 Sees broad perspective of a problem; sees the whole while others focus on the parts



20) 1 2 3 4 5 Demonstrates reflective and reasonable thinking when making decisions

Humor

21) 1 2 3 4 5 Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations

Additional Information

22) Please list awards or any special recognition your child has received on the national, state or local levels (indicate which level) for achievement related to an academic area (math, science, writing, etc.).

23) Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.



Appendix D: Tennessee Assessment Instrument Selection Form

This form should be completed for all students screened or referred for a disability evaluation.

Student's Name _____ School _____ Date ____/____/____

The assessment team must consider the strengths and weaknesses of each student, the student's educational history, and the school and home environment. The Tennessee Department of Education (TDOE) does not recommend a single "standard" assessment instrument when conducting evaluations. Instead, members of the assessment team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of assessment instruments to measure accurately and fairly the student's true ability.

CONSIDERATIONS FOR ASSESSMENT		
THIS SECTION COMPLETED BY GIFTED ASSESSMENT TEAM	LANGUAGE	<input type="checkbox"/> Dominant, first-acquired language spoken in the home is other than English <input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)
	ECONOMIC	<input type="checkbox"/> Residence in a depressed economic area and/or homeless <input type="checkbox"/> Low family income (qualifies or could qualify for free/reduced lunch) <input type="checkbox"/> Necessary employment or home responsibilities interfere with learning
	ACHIEVEMENT	<input type="checkbox"/> Student peer group devalues academic achievement <input type="checkbox"/> Consistently poor grades with little motivation to succeed
	SCHOOL	<input type="checkbox"/> Irregular attendance (excessive absences during current or most recent grading period) <input type="checkbox"/> Attends low-performing school <input type="checkbox"/> Transience in elementary school (at least 3 moves) <input type="checkbox"/> Limited opportunities for exposure to developmental experiences for which the student may be ready
	ENVIRONMENT	<input type="checkbox"/> Limited experiences outside the home <input type="checkbox"/> Family unable to provide enrichment materials and/or experiences <input type="checkbox"/> Geographic isolation <input type="checkbox"/> No school-related extra-curricular learning activities in student's area of strength/interest
	OTHER	<input type="checkbox"/> Disabling condition which adversely affects testing performance (e.g., language or speech impairment, clinically significant focusing difficulties, motor deficits, vision or auditory deficits/sensory disability) <input type="checkbox"/> Member of a group that is typically over- or underrepresented in the disability category
OTHER CONSIDERATIONS FOR ASSESSMENT		
___ May have problems writing answers due to age, training, language, or fine motor skills ___ May have attention deficits or focusing/concentration problems ___ Student's scores may be impacted by assessment ceiling and basal effects ___ Gifted evaluations: high ability displayed in focused area: _____		



	<p><input type="checkbox"/> Performs poorly on timed tests or is a highly reflective thinker and does not provide quick answers to questions</p> <p><input type="checkbox"/> Is extremely shy or introverted when around strangers or classmates</p> <p><input type="checkbox"/> Entered kindergarten early or was grade skipped _____ year(s) in _____ grade(s)</p> <p><input type="checkbox"/> May have another deficit or disability that interferes with educational performance or assessment</p>
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SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for intellectual giftedness, assessment instruments should be selected that most accurately measure a student's true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student's abilities may not be accurately measured by traditionally used instruments. Then, record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

Assessment Category/Measure:

Assessment Category/Measure:

Assessment Category/Measure:



Appendix E: Teacher Observation Checklist

Student _____ School _____
 Grade _____ Date _____

The TN Teacher Observation Checklist (TnTOC) is an important component of this student's individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of intellectual giftedness (whether considered socially "positive" or "negative") that you have observed in this student when compared to others of similar age, experience, and environment.

Please check those items which are frequently characteristic of this child. Note that it is unlikely that any child will have all of these attributes.

1.	<input type="checkbox"/> Generates abstract ideas or asks complex questions	41.	<input type="checkbox"/> Learns better by "doing" than from a "lecture approach"
2.	<input type="checkbox"/> Challenges rules, assignments, requests, and may ask provocative questions	42.	<input type="checkbox"/> Is a keen observer; interprets observations
3.	<input type="checkbox"/> Is curious—wants to know “why, how, etc.”; asks thoughtful, searching questions	43.	<input type="checkbox"/> Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise, and/or rewards)
4.	<input type="checkbox"/> Understands puns, political cartoons, etc., beyond their peers	44.	<input type="checkbox"/> Has original, unique ideas
5.	<input type="checkbox"/> Shows desire for knowledge	45.	<input type="checkbox"/> Is resourceful and uses limited resources to make meaningful products
6.	<input type="checkbox"/> Often fails to complete schoolwork	46.	<input type="checkbox"/> Interacts well with adults and peers
7.	<input type="checkbox"/> Enjoys school	47.	<input type="checkbox"/> Enjoys math and science more than social studies and reading
8.	<input type="checkbox"/> Works and plays well with others	48.	<input type="checkbox"/> Is quick to see discrepancies/inconsistencies
9.	<input type="checkbox"/> Utilizes advanced language skills and a large vocabulary in oral and/or written formats	49.	<input type="checkbox"/> Creates complex, abstract humor
10.	<input type="checkbox"/> Is most successful in the classroom setting rather than in after-school activities	50.	<input type="checkbox"/> Uses a large vocabulary in a non-standard English environment
11.	<input type="checkbox"/> Exhibits a wide range of interests	51.	<input type="checkbox"/> Approaches problems and ideas from multiple perspectives
12.	<input type="checkbox"/> Is eager to please the teacher	52.	<input type="checkbox"/> Getting good grades is important to student
13.	<input type="checkbox"/> Demonstrates intense or focused concentration	53.	<input type="checkbox"/> Excels in cooperative learning groups
14.	<input type="checkbox"/> Is generally mature	54.	<input type="checkbox"/> Asks many questions, often challenging the teacher and the textbook
15.	<input type="checkbox"/> Has a long attention span in areas of interest	55.	<input type="checkbox"/> Always turns in work on time
16.	<input type="checkbox"/> Generates a large number of ideas	56.	<input type="checkbox"/> Exhibits complexity, inventiveness, and elaboration in ideas and/or products
17.	<input type="checkbox"/> Learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers	57.	<input type="checkbox"/> Exhibits richness in language in a non-standard English environment



18.	<input type="checkbox"/> Does not perform to his/her ability on tests (e.g., test phobia)	58.	<input type="checkbox"/> Is an independent learner; may require little direction
19.	<input type="checkbox"/> Displays in-depth information in one or more areas	59.	<input type="checkbox"/> Has many friends
20.	<input type="checkbox"/> Has difficulty functioning constructively in groups	60.	<input type="checkbox"/> Self-starter; exceeds classroom requirements
21.	<input type="checkbox"/> Communicates complex ideas and concepts to others, verbally or non-verbally	61.	<input type="checkbox"/> Does not like to stick to a task
22.	<input type="checkbox"/> Is impatient—hurries to complete a task	62.	<input type="checkbox"/> Has much energy, which can get him/her into trouble at times
23.	<input type="checkbox"/> Exhibits long-term retention of school or non-school-related information	63.	<input type="checkbox"/> Is disruptive
24.	<input type="checkbox"/> Is motivated to high achievement in a low-performing school environment	64.	<input type="checkbox"/> Finds and evaluates relevant information and applies that information in a setting where most students do not
25.	<input type="checkbox"/> Understands relationships among seemingly unrelated objects, ideas, or facts	65.	<input type="checkbox"/> Makes good grades in reading
26.	<input type="checkbox"/> Attributes success and failure to fate, luck, or chance	66.	<input type="checkbox"/> Demonstrates a healthy self-concept
27.	<input type="checkbox"/> Likes structure, order, and consistency	67.	<input type="checkbox"/> Likes to work independently
28.	<input type="checkbox"/> Facility with words/oral language exceeds quality of written work	68.	<input type="checkbox"/> Often solves problems by ingenious methods; likes new approaches to problem solving
29.	<input type="checkbox"/> Demonstrates a depth of perception and understanding beyond peers in a low-performing school environment	69.	<input type="checkbox"/> Usually makes As on school work
30.	<input type="checkbox"/> May lose track of time	70.	<input type="checkbox"/> Is generally immature
31.	<input type="checkbox"/> Shows little patience with rote learning (handwriting, spelling, and math skill repetition)	71.	<input type="checkbox"/> Has an advanced ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
32.	<input type="checkbox"/> Has an advanced ability to reason and draw conclusions from given information	72.	<input type="checkbox"/> Has excellent handwriting skills
33.	<input type="checkbox"/> Demonstrates superior insight; infers and connects concepts	73.	<input type="checkbox"/> Seeks approval for success in and out of school
34.	<input type="checkbox"/> Forgets/loses work	74.	<input type="checkbox"/> Outstanding in mathematics
35.	<input type="checkbox"/> Demonstrates an advanced sense of justice and fairness	75.	<input type="checkbox"/> Outstanding in science
36.	<input type="checkbox"/> Enjoys role playing, creative dramatics	76.	<input type="checkbox"/> Outstanding in language arts
37.	<input type="checkbox"/> Enjoys competitive games	77.	<input type="checkbox"/> Outstanding in social studies/history
38.	<input type="checkbox"/> Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals	78.	<input type="checkbox"/> Outstanding in music/creative arts
39.	<input type="checkbox"/> Demonstrates superior ability to hold information in memory and recall it when necessary	79.	<input type="checkbox"/> An able student, but also a challenge
40.	<input type="checkbox"/> Fine and gross motor coordination skills are advanced for age	80.	<input type="checkbox"/> Has difficulty with reading, but otherwise demonstrates good learning ability



Appendix F: General Education Documentation of Classroom Interventions

Student _____ Date of Birth / ___/ _____ Sex ___ Ethnicity (Optional) ___

Many needs of students identified as Intellectually Gifted can be provided through general education interventions. Listed below are accommodations that are most frequently utilized by classroom teachers with accelerated learners.

INSTRUCTIONS: Check box next to each intervention used and document all accommodations that have been used with this student. Describe the specific accommodation and the time interval in which the accommodation was used.

ENRICHMENT – Classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:

COMPACTING – Allows the student accelerated mastery of curriculum materials typically presented to grade-level peers.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:

ACCELERATION – Takes advantage of the student's ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level.

Description of Intervention:



Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation: _____

GROUPING – An arrangement whereby students are placed in groups which bring them in contact with others of similar abilities and interests.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation: _____

GUIDANCE – Provides experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals. 72

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation: _____

INDEPENDENT STUDY or FLEXIBLE SCHEDULING – Opportunities for the student to engage in exploratory study or pursue closely defined in-depth projects.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation: _____

TEAM TEACHING – General education personnel with specific expertise in a particular area can be utilized.



Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:

ADVANCED CLASSES/HONORS – Classes designed for those students of advanced ability to engage in in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:

SUPPLEMENTAL LEARNING MATERIALS – Individual materials made available to encourage the student to pursue areas of individual interest.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:

CLASSROOM CONTRACT – Provides a student/teacher approach as opposed to teacher-centered mode of instruction.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:



CLUSTER GROUPING: — Small clusters of students who have similar interests and abilities work together on specific tasks.

Description of Intervention:

Time Span of Intervention: _____ Was the intervention effective? YES NO

Explanation:



Appendix G: Response to Individual Screening Form

Date / /

Dear _____,

_____ was referred for an individual screening on / / (date) by
(teacher, parent, other).

A comprehensive evaluation is not indicated at this time. Your child's screening results are listed below. If you have any questions regarding your rights or the decision for not conducting a comprehensive evaluation at this time, please contact:

(Name of Person)

(Position)

(Telephone)

Individual Screening Results

Area Screened	Individual Screening Measures	Student Support Team Review of Individual Screening
	Quantitative and Qualitative Results	Do the results from individual screening indicate the student may meet Intellectual Gifted Eligibility Standards in areas screened?
Educational Performance		Yes No
Creativity/ Characteristics of Gifted		Yes No

Review of Educational Performance

Date / /

Recommendations
(Classroom Modifications/Accommodations, if needed)

Date / /

Referral for Comprehensive Evaluation

A comprehensive evaluation is appropriate at this time.

Please complete the Informed Parental Consent for Initial Evaluation. Copies of the Rights of Children with Disabilities and Parent Responsibilities and Prior Written Notice from the State Department of Education explaining procedural safeguards are also included. The Comprehensive Assessment for Intellectual Giftedness will begin upon the school's receipt of your Informed Parental Consent for Initial Evaluation.