



TALBOT COUNTY SCHOOL SYSTEM
GIFTED PROCEDURES MANUAL

Central Elementary High School
945 N. Washington Avenue
Talbotton, Georgia

FORWARD

Talbot County Schools supports a program designed to meet the needs and potential of gifted students. It is our belief that each child should be encouraged to pursue excellence knowledge, skills, and behaviors.

Students in the Talbot County School System (grades K – 12), who demonstrate a high degree of intellectual, academic, creative, and/or artistic ability, are provided with special instructional services by the Program for Gifted Students. Eligibility criteria for placement in the program has been determined by the State Board of Education's Rule 160-4-2.38. Students are evaluated in four areas: mental ability, achievement, creativity, and motivation. To qualify for gifted program placement a student must meet the eligibility criteria in at least three of the four data categories.

Referrals for consideration for eligibility for gifted services may be made by teachers, counselors, administrators, parents, guardians, peers, self, and other individuals with knowledge of the student's abilities. As in all other programs governed by Talbot County Board of Education policy GAAA/JAA, there will be no discrimination with regard to race, creed, religion, color, national origin, sex, marital status, handicap or age in the selection of student for the gifted program.

Talbot County School System will have a Gifted Eligibility Team appointed by the principal. The team will gather student performance information throughout the school year from nationally normed test scores, classroom work, teacher observations using the Characteristics Instrument for Screening Students, and referrals from the previously listed groups. For further consideration, the team will get written permission from the parent/guardian for both screening and formal testing evaluation. Once formal evaluation is completed, parents are invited to attend an eligibility meeting to review the results.

For more detailed description of eligibility criteria and the referral process, parent may ask the Gifted Eligibility Coordinator to see a copy of the school's guide entitled Talbot County Gifted Program Administrative Procedurals Manual.

Purpose of the Talbot County Gifted Program

The Talbot County Board of Education recognizes the need to provide Gifted Education Services to students who have the potential for exceptional achievement. The Talbot County Board of Education policy and the administrative procedures manual provide the framework for provisions of these services as outline in the State Board Rule 160-4-2.38 (See Pages 16-24).

Definition of a Gifted Student

The Georgia State Board of Education defines a gifted student as “a student who demonstrates a high degree of intellectual and/or creative ability, exhibits an exceptionally high degree of motivation, and/or ancillary services to achieve at levels commensurate with his/her abilities.”

Student Search, Nomination, and Referral Student Search

Information is disseminated regarding the gifted program to students, parents, community members, teachers and school administrators through a variety of method including, but not limited to the following:

- The Talbot County School System (<http://www.talbot.k12.ga.us>)
- The Talbot County Gifted Program Services Administrative Procedures Manual which is posted on the school’s website, copies on the board at Central Office and Central Elementary/High School
- Information disseminated via Open House, PTA Meetings, and Family Services Office

Communication with Parents of Gifted Students

Parents of gifted students or students who are being considered for the gifted program are provided communication via US mail or TCSS Gifted Program forms which are a part of this manual on pages 24-44. These forms inform parents of the student’s initial consideration for the gifted education services and to request permission for evaluation (Forms 1 & 2), a student’s eligibility status after an

evaluation (Forms 4 & 5), the type of services to be offered (initially and annually) (Form 8), the continuation of gifted education services (including the length of probationary periods (Form 9), the specific criteria a student must meet to continue receiving gifted education services (Form 10), and the termination of Gifted program services (Form 11).

Nominations/Referrals

Nominations can be made by a classroom teacher, a special area teacher, a parent or guardian, a peer, the student himself/herself, or any other responsible person who has knowledge of the student's intellectual function. Nomination guidelines and appropriate forms are available from the school system's designated teachers.

Automatic referrals will be made based on any one of the following criteria:

- Students who have a composite score at or above the 95% on a system wide mental abilities test;
- Students who have a component score at or above the 92% percentile on a system wide abilities test;
- Students who have a component score at or above the 90% on a system wide achievement test;
- Students who have a component score at or above the 90% in reading or math on a system wide achievement test.

Determination of Eligibility

The Talbot County Board of Education has adopted eligibility criteria consistent with the Georgia State Board of Education Rule 160-4-2.38. The Talbot County Gifted Program Eligibility Committee will meet according to a pre-determined schedule to review all submitted information. The committee will verify student status according to state criteria. One of the following determinations will be made.

- Option A – The student is declared eligible based on mental ability and achievement score which meet the criteria established. (See Chart on page 4)
- Option B – The student is declared eligible based on meeting three or four multiple criteria categories as established by Rule 160-4-2.38. (See Chart on page 5)

State Eligibility Guidelines

Eligibility may be determined under either Option A or Option B (State Rule 160-4-2-.38).

- Information shall be collected in all four assessment categories (mental abilities, achievement, creativity, motivation) for all students tested.
- Any test score used to establish eligibility shall be current within two years.
- A rating scale may be used to establish eligibility in only one assessment category.
- Data generated from sources other than Talbot County School System shall be considered when determining eligibility but does not automatically supplant school-generated data. Prior to establishing eligibility, any data from outside sources must be reviewed by the Eligibility Committee.

Option A. Psychometric Measure: Criteria governing eligibility under option A:

A student must meet criteria in both assessment categories.

Grade Level	Mental Ability Test Score	Achievement Test Score
K-2	99 th percentile (Composite Only)	≥ 90th percentile in Total Reading or Total Math or Composite
3-12	≥ 96th percentile (Composite Only)	≥ 90th percentile in Total Reading or Total Math or Composite

Option B. Multiple Criteria (for assessment categories): Criteria governing eligibilities under option B:

- A student must meet criteria in any three of the four assessment categories.
- A nationally-normed test must be used for at least one assessment category.
- A rating scale may be used to established eligibility in only one assessment category.

Mental Ability	Achievement	Creativity	Motivation
<p>> 96th percentile by age on a composite/full scale score or approved component score of a standardized mental ability test</p>	<p>> 90th percentile by grade on Total Battery score or Total Reading or Total Math of a standardized achievement test</p>	<p>> 90th percent(ile) on a creativity characteristics rating scale</p> <p>OR</p> <p>≥ 90th percentile on the Total Battery score of a standardized creativity test</p>	<p>> 90th percent(ile) on a motivation characteristics rating scale (K-12)</p> <p>OR</p> <p>> 90 percent on a product portfolio (K-5 only)</p> <p>OR</p> <p>≥ 90th percentile on a motivation inventory (4-8 only)</p> <p>OR</p> <p>Two-year academic GPA 3.5 or higher (7-12 only)</p>

Notification of Eligibility Status

Parents will be notified, via US mail, of the determination made by the Talbot County School System Eligibility Committee using the appropriate Gifted Forms

- A parent must sign the appropriate placement form for eligible students
- A placement meeting may be held.
- Service Options
 - A. Eligible
Students will be served through the Gifted Program.

 - B. Ineligible
Students will continue to participate in regular classroom activities.
Upon parental request, other enrichment options may be discussed.
- Ineligible student's files will be kept in an active file. When the student changes schools within the county (Talbot County School System has only one school), student records will be transferred to appropriate school by the gifted program coordinator.

When a student withdraws from Talbot County School System, the Eligibility Report will be forwarded with the request of a student's permanent records.

Continuation Criteria

Elementary Level

Continuation requires that a student maintains satisfactory performance in the Gifted Program and regular education Programs as noted by regular attendance, active participation, appropriate conduct and attitude for learning, completion of assignments and acceptable academic achievement. Achievement guidelines include maintenance of an 80% average in each subject area for the nine-week period. Extenuating circumstances will be taken into consideration. Final decisions for continuation rest with the teacher of the gifted and the program director.

Students failing to meet the continuation criteria on the Elementary level are:

- Automatically placed on academic probation:
The probation period will be for one nine weeks period. A conference will be held with all teachers of the gifted student before placing a student on academic probation. The gifted teacher is responsible for placing students on probation.
- Withdrawals from the program:
Students will be withdrawn at the end of the probation of any period, if grade average does not meet the 80% grading scale. Parent are notified in writing when a student is placed on probation and prior to a student's withdrawal from the program.

Middle School Level

The students must maintain a minimum grade of “B” (80%) in a gifted program class and minimum grade of “B” in all regular core education classes.

Students failing to meet the continuation criteria will be:

- Automatically placed on academic probation for a minimum of one nine-week grading period. To get off probation, the student must earn a “B” (80%) or higher in all four academic subjects at the end of the next nine week grading period.
- Withdrawn from the program: Students who fail to earn a “B” (80) or higher in all four academic classes will have a probation period and may not re-enter the Gifted Program until the beginning of the next year (as long as the continuation criteria is met for the previous 9-week grading period). Parents will be notified in writing when a student is placed on probation and prior to a student removal from the program.

High School Level

- The student must maintain a “C” for any 4½ weeks segment of the semester. If a grade lower than a “C” is made during any of the grade reporting periods, the student will be placed on probation for the next semester.
- If a grade lower than a “C” is made the end of the semester, the student will be placed on placed on probation for the next semester.

- If during the probationary period, the student fails to achieve the necessary “C” average, the student will be placed into the next lower level of that subject until he/she earns a “B” average.

Note:

1. If withdrawn, a student may re-enter the gifted program upon meeting the specifications of the continuation criteria. Parents wishing to re-enroll a student in the Gifted Program may submit Form 12 – Re-Entry for Gifted Program.
2. Parents may choose to withdraw a student from the gifted program at the end of a semester on the middle school and high school level or at grading period on the elementary school level with extenuating circumstances evaluated on a case-by-case basis by the Eligibility Committee. Parents wishing to re-enroll a student in the Gifted Program may submit a request in writing using Form 12. If the student’s qualifying test scores are current within a two-year frame, no additional testing will be necessary. If the scores are not current, eligibility must be re-established based on the criteria stated on pages 6-7 of the manual.

Requirement for Student Assessment

The gifted program teacher will gather pertinent biographical information including parental permission for evaluation, vision and hearing screening results, and any previous test results. The traits, aptitudes, and behavior chart (See page 22) may be used by the referring person. The Gifted teacher or other authorized party will administer the appropriate mental abilities, achievement, creativity and motivational tests. Test scores on such instruments may be **no older than two years**. When a student’s score is within one standard error of measurement on the mental abilities test, a second test must be administered. The Gifted teacher will record all information on the appropriate forms and present to the Talbot County Gifted Eligibility Committee.

Students eligible for gifted services may qualify under:

- Option A - Declaration of qualification based mental ability and achievement scores that meet the criteria established.
- Option B – Declaration of qualification based on meeting three of four multiple criteria categories established by State Rule 160-4-2.38.

Evaluation Instruments

NORMED INSTRUMENTS					
Mental Ability		Achievement		Creativity	Motivation
OLSAT	Total	GMAS	Reading Math Composite	TTCT (Torrance Test of Creative Thinking)	GES
GOGAT	Verbal Quantitative Nonverbal Composite	MBA	Board Reading Board Math	RENZULLI	RENZULLI
NNAT II	Total	WOODCOX		GES (Hawthorne)	CAIMI (4-8)
WISC-IV	Total				GPA (Grades 6-12)
Stanford- Binet	Total				Grade point average over 2 years

Diversity Issues

Gifted program teachers make every effort to search for all gifted students in the school. No student is denied an eligibility determination based on ethnicity. When necessary, interpreters are available for use by gifted program teachers to communicate with parents who do not speak English. Gifted forms are also available in Spanish.

Statistical Data

Statistical data will be maintained on the number and type of students’ referrals, number of students tested, and the number of students actually served during a year. Statistical data will also include gender and ethnicity data.

Transfer Students and Test Data from Outside of Talbot County

The Talbot County Gifted Eligibility Committee may consider test data that were gathered and analyzed outside of the school system. However, according to Rule 160-4-2.38, *these outside data shall not be substituted for data the school generates during the testing/evaluation process.*

Reciprocity

Reciprocity between states will be determined on an individual basis. Students from other states must meet the state of Georgia criteria for placement in the gifted program.

Students of Military Families

Dependents of active military personnel who have moved to TCSS and have been identified as gifted during the parent/guardian's active service in another state or country are immediately placed in gifted services. Contact the Gifted Support Team for additional guidance regarding gifted-identified dependents of active or retired military personnel.

Transfer Placement Procedures:

- ✓ **Request psychological, eligibility report, and any other program eligibility records from former schools**
- ✓ **Verify that scores comply with Georgia guidelines and Georgia approved tests**
- ✓ **Placement will be determined upon receipt of the required records by the gifted teacher.**
- ✓ **Talbot County Gifted Eligibility committee will determine if student meets Georgia eligibility requirements.**

Any student who meets the state eligibility criteria for gifted education is eligible to receive service. However, a student transferring in from another school system with the state shall meet the criteria for continuation of services established by the Talbot County Board of Education.

Program Design

Delivery of Program

All students served in the gifted program Talbot County receive a minimum of five segments of services each week.

Elementary Gifted Models

Identified gifted students in grades K-3 will be served by the gifted teachers in a collaborated model. Gifted teachers use interdisciplinary units that match the advanced learning needs of their students and that challenge higher level thinking for the younger gifted students.

All fourth and fifth grade gifted students will be clustered in Language Arts for at least two segments daily during which interdisciplinary is taking place. Gifted endorsed classroom teachers will teach an accelerated class of students. The elementary school is also clustering gifted students into accelerated math classes and is implementing math inclusion with gifted teachers.

Fourth and fifth grade gifted students will also be pulled out weekly by the regular gifted teacher for resource classes to engage in interdisciplinary unit instruction, and vocabulary instruction and critical thinking activities.

Middle School Gifted Model

The middle school gifted student is served daily in language arts, science and mathematics according to the student's area of giftedness. These classes take the place of the child's regular language arts, science and math classes.

High School Gifted Models

In high school, gifted students have a variety of options for daily service. The primary options include Honors/Advance Placement (AP) courses and post-secondary (dual enrollment) options.

Summary of Models in grades K-12:

Gifted services will be offered through one of the following models:

- K-3 – resource enrichment
- 4th-5th – resource/cluster/pull-out
- 6th – 8th – accelerated content areas
- 9th – 12th – self-contained, dual enrollment, advanced placement courses

Curriculum and Instruction

Developing of cognitive, metacognitive, research/reference, and communication skills shall be integrated with units aligned with the Georgia Performance

Standards. On an annual basis, gifted program teachers review and revise the units being taught to identify gifted students.

Personal Development

Expectations of Gifted Teachers

- Obtain and maintain gifted endorsement
- Plan and teach gifted classes following county guidelines
- Follow Talbot County Schools System gifted procedures in the gifted manual
- Administer testing and complete eligibility report in a timely manner
- Participate in Eligibility Meeting and follow guidance of the system gifted coordinator
- Communicate to parents in a timely manner
- Work directly under the supervision of the building administrator
- In elementary schools, gifted teachers will not test staff members' children. The district Gifted Coordinator will conduct testing.
- Understand that Talbot County School has only one school; therefore, the school system will utilize this approach.

The Talbot County School system provides professional learning opportunity in order to improve the quality of instruction and service provided to gifted education students including mentoring for teachers and other program personnel as it relates to the Gifted Education Program.

Family and Community Involvement

Gifted program teachers seek to keep families informed of activities and events taking place within their classrooms and that which affect gifted program students. One of the primary ways this is done through the use of parent connect. Parents can view various lessons and activities being conducted in class as posted by teachers. In addition, some teachers provide parents with frequent written communication via newsletter, notes, and letter.

Gifted Student Programs

The Board shall provide when possible the personnel and resources for offering special classes for gifted students. The Talbot County Board of Education shall cooperate with the State Board of Education and the State Department of Education in establishing this program.

The gifted student is one, who demonstrates a high degree of intellectual, and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services in order to achieve at levels commensurate with his or her abilities. The Board of Education will maintain a school program designed specifically to meet the needs of intellectually gifted students.

Definitions

Gifted Student – a student who demonstrates a high degree of intellectual, creative and/or artistic ability(ies), possesses exceptional leadership skills, or excels in specific academic fields, and who needs instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Differentiated Curriculum – courses of study in which the content, teaching strategies and expectations of student mastery have been adjusted to be appropriate for gifted students.

Eligibility

To be eligible for gifted education services, a student must meet criteria in any four of the following areas: Mental ability (intelligence), achievement, creativity and motivation.

Measures to be used to determine eligibility. To be eligible for gifted education services, a student must meet the criteria score on a nationally normed test and either have observational data collected on his or her performance or produce a product. Information shall be collected for each of the four areas of eligibility. Data

used to establish eligibility in one area should not be used to establish eligibility in another area. Test scores used shall be current within two calendar years.

- A. Mental Ability. Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score on a standardized mental ability test.
- B. Achievement. Students shall score at or above the 90th percentile on the total battery math or reading section(s) of standardized achievement tests, or have produced a superior student-generated product of performance, where the superior performance is one that can be translated into a numerical score of 90 or higher on a scale of 1-100 as evaluated by a panel of three or more individuals. Such standardized tests must meet the standards required in State Board of Education Rule 160-4-2.38.

Performance and products shall be evaluated by a panel of three members and must have been produced within the two years prior to evaluation.

- C. Creativity. Students shall score at or above the 90th percentile on the total battery score of a standardized creativity test, or receive a superior rating on a student-generated product or performance using standardized creativity characteristic(s) rating scales, or receive from a panel of three or more individuals a score of 90 or higher on a scale of 1-100 on a structure observation performance. Standardized tests of creative thinking must meet the requirements outlined in State Board of Education Rule 160-4-2.38.

As evidence of creative abilities, students may submit any product made during the current school year or evidence of a performance during the current school year that shows originality, or supportive data products or evidence of performances made or given during the two calendar years prior to evaluation and evidence of awards from district, state or national competitions. All products and performances must have been evaluated by a panel of three or more individuals, and supportive products or evidence shall not be used as primary submissions.

- D. Motivation. Students shall either receive a superior rating on a student-generated product or performance or standardized motivational characteristics rating scales or score 90 or higher on a scale of 1-100 on a

structured observation by a panel of three or more individual or have a grade point average (GPA) of 3.5 or higher on a 4.0 scale, whereas 4.0=A and 3.0=B. See State Board of Education Rule 160-4-2.30

Continued Participation. Progress of each student receiving gifted education services shall be reviewed each year. Students who demonstrate satisfactory performance in regular and gifted education services shall continue to receive such services. The Board shall provide for any student who fails to maintain satisfactory performance in regular and gifted education classes a probationary period during which the student shall continue to receive gifted education services. A final review shall be conducted prior to cessation of gifted education services.

**State Board of Education Rule 160-4-2-.38
EDUCATION PROGRAM FOR GIFTED STUDENTS.**

(1) DEFINITIONS.

(A) **Differentiated Curriculum** - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for Gifted students.

(B) **Georgia Department of Education** – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

(c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

(d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

(g) **Qualified Psychological Examiner** - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

(h) **State Board of Education (SBOE)** – the constitutional authority that defines education policy for public K-12 education agencies in Georgia.

(2) REQUIREMENTS.

(a) **Notification.** The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

1. Referral procedures and eligibility requirements adopted and applied by the LEA.
2. Notification of initial consideration for gifted education services.
3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.

4. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.

5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.

6. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.

7. Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) **Referrals.** The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1. **Reported Referral.** A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.

2. **Automatic Referral.** Students who score at specified levels on a norm-referenced test as defined in the *GaDOE Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.

(i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

(ii) The LBOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) **Consent.** The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

(d) **Eligibility.** The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d) 5. (ii) Achievement, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation

2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:

(i) **Mental Ability.** Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the *GaDOE Resource Manual for Gifted Education Services*, on a norm-referenced test of mental ability.

(I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) **Achievement.** Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

(iii) **Creativity.** Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

(III) As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(iv) **Motivation.** Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

(II) As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(III) GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records.

6. Assessment data that were gathered and analyzed by a source outside the student's school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.

(e) **Continued Participation.** The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

(f) **Reciprocity.** Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the *GaDOE Resource Manual for Gifted Education Services*, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

(g) **Curriculum and Services to Be Provided.**

1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE *Resource Manual for Gifted Education Services*.

(h) Data Collection.

1. The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) Public Review. The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.

Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

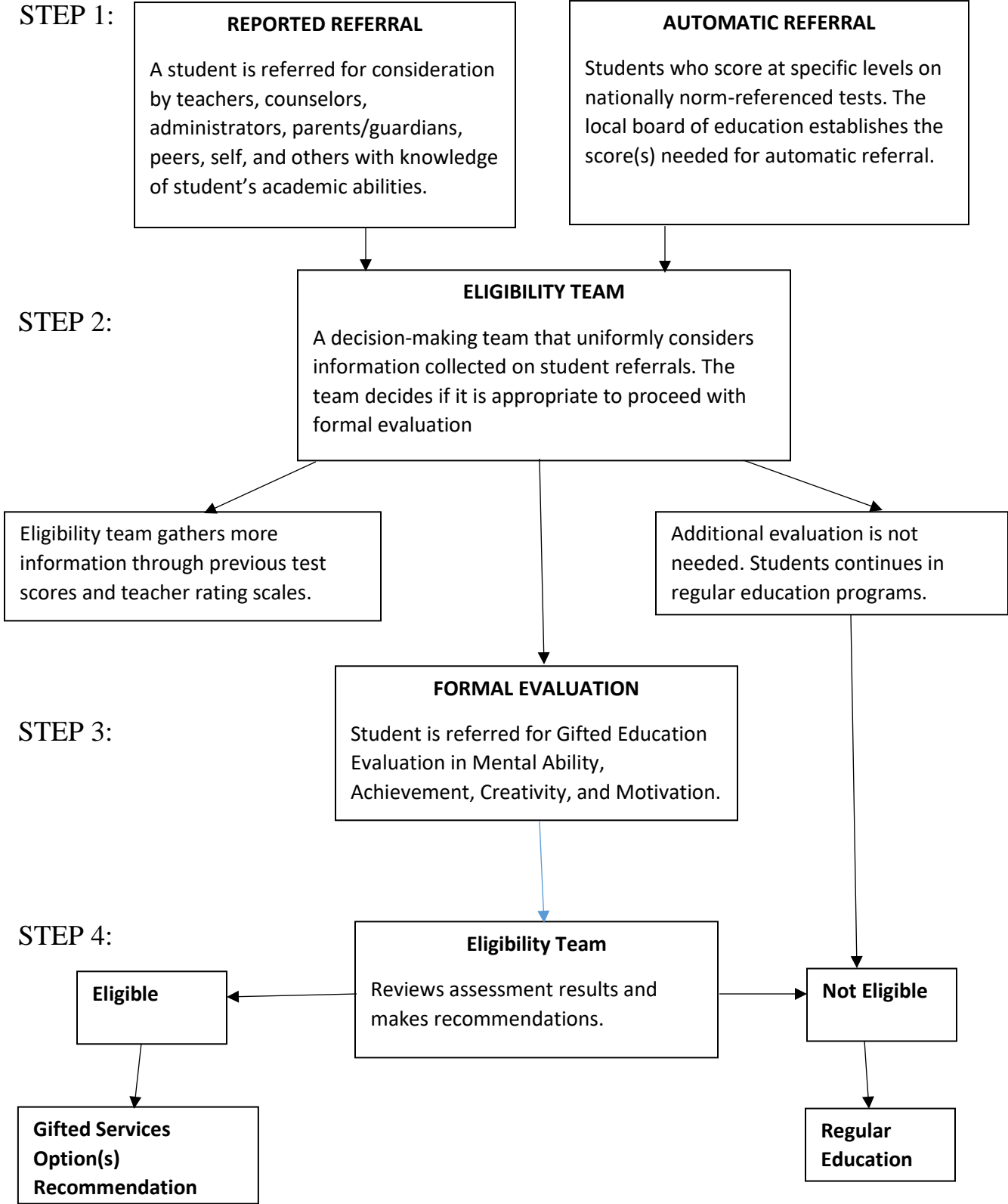
Adopted: May 10, 2012

Effective: May 30, 2012

Talbot County Gifted Program Descriptors

Use the following definitions and descriptors of traits, aptitudes, and behaviors associated with gifted potential to help you observe children.				
<p style="text-align: center;">Motivation Evidence of desire to learn</p> <p>Description: Forces that initiate direct and sustain individual or group behavior in order to satisfy a need or attain a goal. Student may:</p> <ul style="list-style-type: none"> • Demonstrate a persistence in pursuing/completing self-selected tasks (may be culturally influenced; evident in school and non-school activities) • Be an enthusiastic learner • Aspire to be somebody 	<p style="text-align: center;">Interests Intense (sometimes unusual) interests</p> <p>Description: Activities, avocations, objects, etc., that have special worth or significance and are given special attention. Student may:</p> <ul style="list-style-type: none"> • Demonstrate unusual or advanced interests in topic or activity • Be beyond age group • Pursue an activity 	<p style="text-align: center;">Communication Skills Highly expressive and effective use of words, numbers, symbols</p> <p>Description: Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers). Student may:</p> <ul style="list-style-type: none"> • Demonstrate unusual ability to communicate (verbally, physically, artistically) • Use particularly apt examples illustrations or elaborations. 	<p style="text-align: center;">Problem-Solving Ability Effective, often inventive strategies for recognizing and solving problems</p> <p>Description: Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a task. Student may:</p> <ul style="list-style-type: none"> • Demonstrate unusual ability to devise or adapt a systemic strategy for solving problems and to change the strategy if it is not working. • Create new designs, invent 	<p style="text-align: center;">Memory Large storehouse of information on school or non-school topics</p> <p>Description: Exceptional ability to retain and retrieve information. Student may:</p> <ul style="list-style-type: none"> • Already know • Need only 1-2 repetitions for mastery • Have a wealth of information about school or non-school topics • Pay attention to details • Manipulate information well
<p style="text-align: center;">Inquiry Questions, experiments, explores</p> <p>Description: Method or process of seeking knowledge, understanding, or information Student may:</p> <ul style="list-style-type: none"> • Ask unusual questions for age • Play around with ideas • Demonstrate extensive exploratory behaviors directed toward eliciting information about materials or situations 	<p style="text-align: center;">Insight Quickly grasps new concepts and makes connections; senses deeper meanings</p> <p>Description: Sudden discovery of the correct solution following incorrect attempts Student may:</p> <ul style="list-style-type: none"> • Demonstrate exceptional ability to draw inferences • Appear to be a good guesser • Be keenly observant • See many unusual, diverse relationships • Integrate ideals and disciplines 	<p style="text-align: center;">Reasoning Logical approaches to figuring out solutions</p> <p>Description: Highly conscious, directed, controlled, active, intentional, forward-looking goal-oriented thought. Student may:</p> <ul style="list-style-type: none"> • Make generalizations • Use metaphors and analogies • Think things through in a logical manner • Think critically • Come up with plausible answers 	<p style="text-align: center;">Imagination/Creativity Produces many ideas; highly original</p> <p>Description: Process of forming mental images of objects, qualities, or situations, which are not immediately apparent to the senses. Problem solving through non-traditional patterns of thinking. Student may:</p> <ul style="list-style-type: none"> • Show exceptional ingenuity in using everyday materials • Have wild, seemingly silly ideas 	<p style="text-align: center;">Humor Conveys and picks up on humor</p> <p>Description: Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures. Student may:</p> <ul style="list-style-type: none"> • Have keen sense of humor (may be gently or hostile) • See unusual relationships • Demonstrate unusual emotional depth • Demonstrate sensory awareness

Referral and Eligibility Process Chart



Talbot County School System
Program for the Gifted

Initial Letter to Parents

Date

Dear Parents:

Your child is being considered for the Talbot County School System Gifted Program. This letter will explain the evaluation process and the eligibility criteria.

Information concerning your child is gathered in these four areas: mental ability, achievement, creativity, and motivation. To qualify for the Gifted Program, a child must meet three of the four criteria as established by Georgia State Board of Education Rule 160-4-2.38.

The evaluation process includes the following steps:

- A referral form is completed by the parent which includes student information and parental permission for evaluation to be initiated.
- Vision and hearing screening tests are administered [and must be passed.]
- Students will be administered a form of each of the required tests.
- Test scores and other pertinent information are submitted to the System Eligibility Committee.
- The Eligibility Committee reviews the data and determines the eligibility of the student in accordance with the state guidelines. The evaluation process is not complete until the Eligibility Committee meets and determines student eligibility.
- Parents are informed of the results of the committee's decision. If a student has met the eligibility criteria, a placement conference may be scheduled.
- Students must meet eligibility continuation criteria in order to remain in the program.

If you decide to have your evaluated, please complete the attached form (Form 3) and return it to the school as soon as possible. Should you have questions or wish to discuss the Gifted Program in detail, please free to call to schedule a conference.

Gifted Teacher/Coordinator

Talbot County School System
Program for the Gifted

NOTIFICATION OF CONSIDERATION FOR GIFTED PROGRAM

Date _____

Dear Parents:

Your child, _____, is currently under consideration for the Talbot County School System Program for the Gifted. This consideration is based upon the following:

- _____ A referral by _____
- _____ Review of the standardized test data
- _____ Other: _____

Please supply the following information. Then indicated whether or not you consent for your child to be evaluated. If you do not wish for your child to be evaluated, no further action will be taken. If you have any questions, please contact the school's Principal or gifted coordinator or teacher.

Child's Name _____ Date of Birth _____ Age _____
 Last First Middle

Gender _____ Race _____ Grade _____ Homeroom Teacher _____

Address _____ City _____ State _____

Parents _____ Home/Cell Number _____

Employment _____ Work Telephone _____

_____ Yes, I do agree for my child to be evaluated for the gifted program.

_____ No, I do not agree for my child to be evaluated for the gifted program.

Signature of Parent or Guardian

Date

Talbot County School System
Program for the Gifted

NOTIFICATION OF MEETING TO DISCUSS
GIFTED PROGRAM ELIGIBILITY

Dear _____:

We would like to meet with you to discuss the results of _____ recent evaluation for the Talbot County Gifted Program. Your child's eligibility status will be discussed at this time.

Acknowledging your keen interest in the performance of your child, we would like to invite you to participate in this meeting.

The meeting will be held on _____ at _____ in the school's conference room.

Please indicated below if the above time and date are convenient for you. We will reschedule this meeting for a date and time more convenient upon your request. We would like to have this form returned within 3 days of date issued. Thank you.

Gifted Teacher

Telephone Number

Student's Name

- _____ I will attend this meeting
- _____ I would like to attend the meeting, but cannot at this date or time.
- _____ I will contact the school regarding a different date or time.

Parent or Legal Guardian

Date

Talbot County School System
Program for the Gifted

NOTIFICATION AND CONSENT FOR PLACEMENT PROGRAM FOR THE
GIFTED PROGRAM (GRADES 9 – 12)

Student _____ Date of Birth _____

Your child is eligible for placement in the Program for the Gifted based upon the data included in the attached Eligibility Report. If you have any questions about your child’s eligibility or the proposed placement in gifted programming, you may request a conference. No change will be made in your child’s educational program until you are consulted and in agreement.

An individual Program Description will be provided for you. In addition, your child’s progress in the Gifted Program and in the regular education program will be reviewed annually, and a determination of continuation in the program will be made. You will be informed when your child’s placement is in jeopardy.

I _____ agree _____ disagree with the proposed placement in the Gifted Program.

Signature of Parent or Legal Guardian

Date

Please indicate your decision above, sign the form and return it to the Gifted Program teacher at your child’s school. Attached is a copy of the Eligibility Report and the Individual Program Description for you.

If you agree with this proposed placement, your child will begin services on _____.

Talbot County School System
 Program for the Gifted

NOTIFICATION AND CONSENT FOR PLACEMENT PROGRAM FOR THE
 GIFTED PROGRAM (GRADES K – 8)

Student _____ Date of Birth _____

Your child is eligible for placement in the Program for the Gifted based upon the data included in the attached Eligibility Report. If you have any questions about your child’s eligibility or the proposed placement in gifted programming, you may request a conference. No change will be made in your child’s educational program until permission is given.

An Individual Program Description will be provided to you. In addition, your child’s progress in the Gifted Program and in the regular education program will be reviewed annually, and a determination of continuation in the program will be made. You will be informed when your child’s placement is in jeopardy.

For a child to continue in the Program for the Gifted after initial placement, he/she must meet the program’s Continuation Criteria. These are: (1) “B” average in the Gifted Program as noted by evaluation of student work and progress; (2) “B” average in the regular education program. Determination of satisfactory performance may also involve the review of data from teacher reports. Students failing to meet the Continuation Criteria are placed on probation. Probation is based on grade level and will last for one semester or until the end of the grading period. Students who do not show the required improvement after the probationary semester/grading period are withdrawn from the program. Parents are notified in writing prior to withdrawal. If withdrawn, a student may re-enter the Gifted Program upon meeting the specifications of the Continuation Criteria.

Parents may submit a written request for withdrawal of their child at the end of a semester/grading period.

I _____ agree _____ disagree with the proposed placement of my child in the Gifted Program.

 Signature of Parent or Legal Guardian Date

Please indicated your decision above, sign the form and return it to the Gifted Program teacher at your child’s school. Attached is a copy of the Eligibility Report and the Individual Program Description for you.

If you agree with this Proposed Placement, your child will begin services on _____.

Talbot County School System
 Program for the Gifted

NOTIFICATION OF INELIGIBILITY FOR THE GIFTED PROGRAM

_____ Date

Dear Parents:

This is to inform you that your child does not meet the criteria for placement in the program for the gifted. Please see the chart below for an explanation of the state scoring criteria for the gifted program.

Please help your child to understand that the scores needed to qualify for the gifted program are very high and are set by state regulations. The scores do not indicate a child is not intelligent or has failed the test. Should you have any questions, or wish to have a personal conference, please feel free to contact me.

Please sign and return this form to the gifted teacher.

Yours truly,

Program Gifted Teacher _____ Telephone _____

Child's Name _____ Child's Score _____ Qualified: Yes or No

Grades K-2 State Required Scores	Must Meet 3 out of 4	Child's Score	Qualified: Yes or No
Mental Ability	96%		
Achievement	90%		
Creativity	90% or 90+ on a scale of 1-100		
Motivation	90% or 90+ on a scale of 1-100		
Grades 3-12 State Required Scores	Must Meet 3 out of 4	Child's Score	Qualified: Yes or No
Mental Ability	96%		
Achievement	90%		
Creativity	90% or 90+ on a scale of 1-100		
Motivation	90% or 90+ on a scale of 1-100		

 Signature of Parent or Guardian

 Date

Talbot County School System
Program for the Gifted

INDIVIDUAL PROGRAM DESCRIPTION/CONTINUATION OF SERVICES
NOTICE

Date

Student _____ DOB _____ Grade _____

A review of your child’s performance this year in the Gifted Program and in the regular class has been completed by the Gifted Program teacher. The review has determined that for school year _____ - _____:

_____ Continued placement in the Gifted Program is appropriate. Your child will continue in the Gifted Program unless you disagree with this placement. If you disagree, please contact your child’s gifted teacher.

Description of Service for School Year _____ - _____

1. Delivery Model:

- | | |
|--|--|
| (1) <input type="checkbox"/> Resource Room (K-3) | (5) <input type="checkbox"/> Content Area (9-12) |
| (2) <input type="checkbox"/> Resource Room/Cluster Model (4-5) | (6) <input type="checkbox"/> Independent Study |
| (3) <input type="checkbox"/> In-Class Collaboration | (7) <input type="checkbox"/> Advanced Placement |
| (4) <input type="checkbox"/> Resource Room/Content Area (6-8) | (8) <input type="checkbox"/> Joint Enrollment |

Contact hours per week are (circle one): 5 10 12 15 20

All levels of the Program for the Gifted includes instruction in skills area basic to Gifted Education. These are (1) Developing Cognitive Skill; (2) Learning Skills; (3) Research and Reference Skills; and (4) Communication Skills. The gifted curriculum incorporates these skills areas into units and/or courses which deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, Science, and Fine Arts.

Curriculum Focus, Grades K through 12

The units and activities or coursework, which your child will study will have as a focus the following content areas: Language Arts Social Studies Mathematics Foreign Language Science Fine Arts

Gifted Program Teacher _____

Talbot County School System
Program for the Gifted

PROBATION/REMOVAL OF PROBATION NOTICE
PROGRAM FOR THE GIFTED

Student _____ Date _____

A review of your child’s performance this year in the Gifted Program and in the regular class has been completed by the Gifted Program teacher.

_____ Your child will continue in the Gifted Program **on probation** for one grading period.

Your child exhibited:

- _____ Unsatisfactory performance in the Gifted Program and/or
- _____ Unsatisfactory performance in the regular education program.

_____ You were previously notified that your child was placed on probation for the Gifted. Continuation criteria at this point has not been met. Therefore, your child **is no longer on the Talbot County School System Gifted Program.**

Comments:

Students who do not meet continuation criteria after a probationary period are withdrawn from the program.

Gifted Program Teacher

Talbot County School System
Program for the Gifted

NOTIFICATION OF WRITHDRAWAL FROM
THE PROGRAM FOR THE GIFTED

Date _____

_____ will be withdrawn from the Program for
the Gifted beginning _____ for the following reasons:

- 1. _____ Failure to maintain the Continuation Criteria
 - a. Unsatisfactory performance on the Program for the Gifted
 - b. Unsatisfactory performance in the regular education program

Comments _____

- 2. _____ Parent Request

- 3. _____ Other _____

Comments _____

If you like a conference to discuss your child's withdrawal from the Gifted Program, please contact your child's Gifted teacher. If you wish to have your child re-entered in the Gifted Program, you must send a written request to the Gifted teacher.

Gifted Program Teacher

Parent/Guardian's Signature

Date

Talbot County School System
Program for the Gifted

DETERMINATION OF ELIGIBILITY COMMITTEE

Student _____ Grade _____

Date of Eligibility Committee Decision _____

We hereby determine that the study of this student's case results in the following decision:

_____ This student meets eligibility requirements for the Gifted Program.

_____ This student does not meet eligibility requirements for the Gifted Program.

_____ Further information is required for a required for a decision to be made. See remarks below.

Remarks: _____

Signature of Eligibility Committee Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Talbot County School System
Program for the Gifted

RE-ENTRY FORM
PROGRAM FOR THE GIFTED PROGRAM

Student _____ Grade _____

I apply for my child to re-enter the gifted program effective _____

The reason(s) for prior withdrawal

____ Student voluntarily withdrew from the Gifted Program.

____ Student was withdrawn because of failure to meet Continuation Criteria.

____ Student transferred to another school system.

____ Parent's Request

____ Other _____

Reason(s) for requesting re-entry _____

I understand that my child must meet the system's Continuation Criteria prior to re-entry.

Signature of Parent of Legal Guardian Signature of Student (High School Only) Date

***Note: This Section is for School Use Only**

Is performance in the regular classroom satisfactory? ____ Yes ____ No

Comments

The student _____ is _____ is not eligible for re-entry.

Gifted Program Teacher

Talbot County School System
Program for the Gifted

PARENT CONSENT FOR INTERIM PLACEMENT

This is to certify that I approve of _____
(Name of Child)

Participating in the Gifted Program at _____
(School)

I understand that this is a temporary placement (maximum 20 school days). Upon the decision of the eligibility committee, placement eligibility will be determined in accordance with the State of Georgia gifted education guidelines.

_____ Yes, I do agree with this interim placement.
_____ No, I do not agree with this interim placement.

REASONS FOR NON-AGREEMENT:

_____ I would like a conference concerning my child's placement.

Parent/Guardian

Date

Teacher

Date

Principal

Date

Talbot County School System
Program for the Gifted

Teacher's Guide for Gifted Screening/Referral Process

Should I make a referral to the gifted program?

Are the child's needs being met in the regular classroom?

_____ Yes, then there is no need to follow through with the referral.

_____ No, then a referral may be necessary. If the skills are far above the average in areas such as intelligence and thinking skills, then refer to the Gifted Support Team (GST).

The GST consists of an administrator, all gifted resource teachers (Gifted teachers), the classroom teacher, and the person who referred the student. A minimum of three team members must be present to conduct a meeting.

If you choose to refer a student to the GST:

1. The referring teacher will fill out the Screening Support Team Referral form. This form must be filled out entirely. Please give specific examples of the student's behaviors and attach work samples.
2. Place completed Screening for Gifted Support Team Referrals form in the gifted teacher's box.
3. You are expected to attend the GST meeting to discuss your referred student. Please bring the student's cumulative folder to the meeting. At this meeting, a decision will be made by the GST whether to continue the referral process for the gifted program.
4. The GST decides if the process stops or continues. If the process continues, creativity and motivational checklist will be gathered on the referral student as well as any other needed information. The gifted teacher will administer I.Q. and achievement tests if needed.
5. When all information has been gathered, an eligibility meeting will take place. Eligibility will be decided by the Eligibility Committee. The gifted teacher will notify parents of the results of the eligibility committee.
6. If student qualify for the Gifted Program, they will begin the program as soon as possible.

***Deadline for referrals each year is on or before April 15th.

Talbot County School System Program for the Gifted

Suggestions for Teachers Referring Students for the Gifted Program

For Instruction:

1. Provide opportunities for students to demonstrate creativity and motivation. Creativity is not limited to art and music classes. It can involve open-ended thinking and writing activities, projects and enrichment activities (For example, create a game/joke/cartoon or write a story from your pet's point of view.).
2. Use rubrics in evaluating what you expect from your students so that it is clear and defensible when a student goes beyond expectations.
3. Identify the needs of your students and then act in their behalf. A child might not be gifted, but may need to be challenged in an area such as math or reading. Plan with those needs in mind and call the appropriate resources to help provide what the child needs. There is a big difference in being gifted and having a high score or being a teacher pleaser.

What is said:

1. Never tell a student that you are going to screen him for the gifted program. This can cause stress and make the student feel like a failure, if he/she do not qualify.
2. Do not tell parents for the same reasons. No parent permission is required to screen a student. By the time permission is required, the GST will have more data and input with which to better make a decision on the student's educational program.
3. Never tell a parent or child anything such as, "You should have made it in the program." "I'm surprised you didn't make it." "I feel sure he/she will qualify." "I voted to refer him/her." By doing so you set yourself, the team and the system up to deal with unhappy parents.

In preparing a screening form or evaluating students:

1. Date, identify, and summarize the work samples that you turn in to the GST so they will have an idea of what that effort represents. Rubrics can show that a child truly went beyond what was expected. Without some explanation, the GST cannot determine the quality level of the work. Turn in samples over a period of time so that progress is seen and growth measured.
2. If possible, create an exemplary piece of work that would be a standard by which student work could be measured. This would help the GST, and it would help students see what is expected of them.
3. Fill out the screening sheet completely and correctly. If you cannot find comments in all areas, or check most of the characteristics, ask yourself if this is truly a "gifted" child or just the best student in your class.
4. Take the assessment instruments for creativity and motivation very seriously. The current scales rate students on a scale of 1-6. It is poor practice to automatically circle "6's," just because a student is more outstanding in an area than his/her classmates. Think about what "always" means.
5. Never reward or punish a student with your screening or evaluation. We must be careful to identify a child's need and then meet them appropriately. We are not doing a child a favor by putting him in a situation in which he cannot be successful, nor do we help him by letting bad behavior or messiness exempt him from a program that would meet his needs.

Talbot County School System
Program for the Gifted

TABs Classroom Observation Checklist

Modified to be used in conjunction with Academic Scholars Rubric

Directions: While observing your class, please consider the following traits, aptitudes, and behaviors (TABs) associated with above-average ability, creativity, and task commitment. Use the scale below to summarize your evaluation and enter the table provided.

Student Name _____ Evaluator Initials: _____ Form Completion Date: _____

This checklist includes both typical and atypical behaviors.

1 – Developing 2 – Weak 3 – Average 4 – Above Average 5 – Superior

<p>Motivation: Evidence of desire to learn. Student may:</p> <ul style="list-style-type: none"> * demonstrate persistence in pursuing and/or completing self-selected tasks (tasks may be culturally influenced). * focus motivation on non-school activities rather than school activities. * be an enthusiastic learner of non-school or school subject matter. * aspire to be somebody, do something. * be easily bored with routine assignments and repetitions; learn at faster pace. * find it difficult to wait for others. · want to do things her/his own way. * sometimes not want to stop one project to start the next. * dislike interruptions. * be overly aggressive. · challenge authority. * refuse to do assignments because “already know it.” <p>Rating: 1 2 3 4 5</p>	<p>Interests: A feeling of intentness, passion, concern, or curiosity about something. Student may:</p> <ul style="list-style-type: none"> * demonstrate unusual or advanced interests in a topic or activity. * be a self-starter. * pursue an activity unceasingly. * be beyond age group in activities/interests. * show concern for local and global issues. * read constantly, often at inappropriate times. * dominate discussions; extend comments with details beyond the comprehension of age mates. * go on tangents with no follow through. * lose other students by explaining or over-analyzing issues. * neglect other responsibilities <p>Rating: 1 2 3 4 5</p>	<p>Insight: Quickly grasps new concepts and makes connections; senses deeper meaning.</p> <p>Student may:</p> <ul style="list-style-type: none"> * show sudden discovery of correct solution following incorrect attempts based primarily on trial and error. * display high ability to draw inferences. * appear to be a good guesser. * possess heightened capacity for seeing unusual and diverse relationships. <ul style="list-style-type: none"> * integrate ideas and disciplines. * overlook details. * be out-of-sync with classmates. * appear to be showing off or make other students feel inadequate * impolitely correct adults <p>Rating: 1 2 3 4 5</p>	<p>Humor: Brings two heretofore-unrelated ideas or planes of thought together in a recognized relationship. Student may:</p> <ul style="list-style-type: none"> * have keen sense of humor that could be gentle or hostile. * have exceptional sense of timing in words or gestures. * demonstrate unusual emotional depth. * be out-of-sync with classmates and become socially isolated. * make jokes at adults’ or classmates’ expenses. * play cruel tricks on others. * be the class clown. <p>Rating: 1 2 3 4 5</p>	<p>Imagination/Creativity: Produces many ideas; highly original. Student may:</p> <ul style="list-style-type: none"> * show exceptional ingenuity in using everyday materials. * have wild, seemingly silly ideas. * solve problems through non-traditional patterns of thinking. * produce ideas fluently/flexibly. * be highly curious. * display figural or verbal creativity. * get lost in own thoughts. * appear to be daydreaming or inattentive. * not follow-through. * constantly doodle or draw <p>Rating: 1 2 3 4 5</p>
<p>Problem-Solving Ability: Effective, often inventive, strategies for recognizing and solving problems.</p> <p>Student may:</p> <ul style="list-style-type: none"> * be able to change strategies if selected solution does not work. * create new designs, invent. * use this ability in or out of the classroom. * interfere with others. * be perfectionistic. * avoid reflective, divergent responses. * sometimes be too innovative. * be stubborn. * unwilling <p>Rating: 1 2 3 4 5</p>	<p>Leadership: Displays leadership among his/her peers.</p> <p>Student may:</p> <ul style="list-style-type: none"> * be quick to help others. * carry out responsibilities well. * lead others on the playground or in other unstructured situations (could be in a negative or positive way). * become “bossy.” * be unwilling to listen to classmates. * lead others into negative behavior. * be too authoritative. * be impatient with others. <p>Rating: 1 2 3 4 5</p>	<p>Inquiry: Questions, experiments, explores.</p> <p>Student may:</p> <ul style="list-style-type: none"> * ask unusual questions for age. * play around with ideas. * demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations. * go on tangents; can be obnoxious with questions. * like to “stump” people with hard questions. * dominate discussions. * become a “pest.” <p>Rating: 1 2 3 4 5</p>	<p>Communication Skills: Highly expressive and effective use of words, numbers, symbols.</p> <p>Student may:</p> <ul style="list-style-type: none"> * demonstrate unusual ability to communicate verbally, physically, artistically, or symbolically. * use particularly apt examples, illustrations, or elaborations. * use this ability in or out of the classroom. * show off. * invoke peer resentment. * constantly talk to and monopolize the time of the teacher. * lose or “turn off” students with high level of vocabulary. <p>Rating: 1 2 3 4 5</p>	<p>Reasoning: Logical approaches to figuring out solutions.</p> <p>Student may:</p> <ul style="list-style-type: none"> * make generalizations. * use metaphors and analogies. * think things through in a logical manner. * think critically. * think things through and come up with a plausible answer. * notice too much in classroom; may appear off-task. * not follow directions readily. * overlook details. · tell teacher better ways to do things. * unwilling/unable to show work or details. <p>Rating: 1 2 3 4 5</p>

Talbot County School System
Program for the Gifted

Screening for Gifted Support Team Referral

Student Name _____ Student # _____ Date of Referral _____

Date of Birth _____ Gender _____ Race _____ Age _____ Grade/Homeroom _____

Referral Initiated by _____ Title _____

Last Year's Teacher _____ Last Year's School _____

Listed below are some characteristics of gifted learners, followed by brief and behaviors that might exhibit each characteristic. Please give examples of the student's behavior in each of the four characteristics and attach related work samples.

MENTAL ABILITY

Communication

- Exhibits superior vocabulary and word usage
- Has effective oral or written communication

Memory

- Demonstrates unusual ability to retain and retrieve information
- Needs only one or two repetitions for mastery
- has wide range of knowledge in a variety of areas

- Processes quickly
- Observes carefully
- Has unusual ability draw inferences
- Exhibits flexible thinking
- Asks high level questions

Comments: _____

ACHIEVEMENT

Problem Solving Ability

- Is systemic and thorough
- Able to change strategies if not successful

Achievement Oriented

- Achieves at tasks he thinks are important
- Has depth of information
- Collects things

Comments: _____

CREATIVITY

Self-Expression

- Unusually expressive in music, art, drama, dance or other area
- Exhibits original and inventive solutions to problems
- Is non-traditional in thought patterns

Uses Humor

- Displays a highly developed sense of humor
- Often catches or makes jokes that no one else gets
- Uses inappropriate humor

Comments: _____

MOTIVATION

Self-Initiating

- Is persistent in pursuing tasks
- Enthusiastic or self-motivated
- Prefers to work alone

Curiosity

- Questions and explores
- Seeks knowledge or information

Comments: _____

.....
To be completed by GST

Date	Test	Percentile Ranks
	GMAS	Reading:
	Other:	Math:
		Composite:
	CoGAT,	Reading:
	OLSAT.	Math:
	Other:	Composite:

Program for the Gifted

REPORT CARD

Student: _____

Homeroom Teacher: _____

Expectations

Grading Period	1			2			3			4		
	DNW	M	E	DNW	M	E	DNW	M	E	DNW	M	E
Critical Thinking Skills												
Vocabulary												
Unit Study												
Exhibits Intellectual Curiosity												
Accepts Responsibility												
Participates Willingly												
Demonstrate Tolerance Respect												
Accepts Suggestions												
Demonstrates Independent Thinking												

DNM=Does Not Meet Standards and Expectations

M=Meets Standards and Expectations

E=Exceeds Standards and Expectations

Grading Period	Teacher Comments
1	
2	
3	
4	

Grading Period	Parent Signature
1	
2	
3	
4	