

Eligibility Questions for Identification as a Gifted Student

Student Name _____

Birthday _____ Grade _____

School _____

◀ Each of the following *four questions* must be addressed when assessing a student's characteristics and need for gifted education.

1. Does the response to general education interventions indicate a need for the intense and/or sustained resources provided through a gifted education program?
2. Are the resources suitable for student challenge and progress beyond those available through general education or school-wide enrichment?
3. Is there evidence of a severe discrepancy (typically beyond ^{1.5}one standard deviation) between the student and his/her age peers, or evidence of a severe discrepancy between the student's ability and academic growth potential?
4. Is the presence of giftedness substantiated by convergent data from multiple sources?

◀ Each of the following must be represented *at least once* in determining eligibility for the Gifted Education Program:

- A. General Education Interventions
- B. Record Review
- C. Interview
- D. Observation
- E. Testing

Kansas Definition of Giftedness: KAR 91-40-1

(cc) "Gifted" means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience, and environment.

1. Does the response to general education interventions indicate a need for the intense and/or sustained resources provided through a gifted education program?

YES

NO

1A. General Education Interventions:

Can find a list in Effective Practices booklet Chapter 7, pg 3.

Examples:

Please ~~list or~~ attach checklist of interventions used with the student + duration of such ^A in general education or setting (5)

Rationale: (check all that apply)

- Intense or sustained resources are needed in order for student to demonstrate appropriate progress
- Less intense interventions did not produce sufficient growth
- Successive levels of instructional objectives or course requirements indicates the need for intensive adaptations or acceleration
- Intensive changes or modification needed in instruction, curriculum, grouping assignments, etc. for student to demonstrate sufficient progress
- Evidence of student's frustration with enriched instructional environments indicates the need for intensive adaptations (differentiation) or acceleration

1B. Record Review:

Examples: please list or attach

Grades, advanced coursework, involvement in summer or extracurricular activities, *portfolio*

Rationale: (check all that apply)

- Records indicate general education interventions conducted in a previous setting show the need for intense or sustained resources
- Coursework analysis indicates a significantly high level of intellectual ability and excellence in academics when provided with intense and sustained interventions

1C. Overview: Both Student & Parent Interview - see examples - Chapter 9 pg 6

Examples:

Please list or attach transcriptions, student interview questionnaire & parent survey, +)

Affective checklist

Rationale: (check all that apply)

_____ Interviews indicate intense or sustained resources are required for student to demonstrate appropriate progress

1D. Observations:

Examples:

Please list or attach synopsis *complete gifted characteristic checklist*

Rationale: (check all that apply)

_____ Observations show that interventions necessary to produce appropriate progress require intense or sustained resources

2. Are the resources suitable for student challenge and progress beyond those available through general education or school wide enrichment?

YES

NO

2A. General Education Interventions:

Examples:

revisit

Please list of ~~attach~~ checklist of interventions used (see item 1A.) + respond to rationale listed accordingly.

Rationale: (check all that apply)

- Resources needed to support appropriate student progress are beyond those available through general education or other resources
- Interventions supported only by general education did not produce sufficient growth
- General education options such as alternative course selections or cross-age grouping are insufficient to support student progress
- Changes or modifications needed in instruction, curriculum, grouping, assignments, etc. for student to demonstrate sufficient progress require resources beyond those available through general education

2B. Record Review:

re-unit

Examples: please list or attach examples (see section 2A)
Grades, advanced coursework, involvement in summer or extracurricular activities,

Rationale: (check all that apply)

- Records indicate general education interventions conducted in a previous setting show the need for resources beyond those available through general education
- Records indicate student has already mastered end of unit/curricular objectives prior to instruction

3

2

of test (5) correct

1E. Testing:

Examples:

Please list with ~~with~~ results/scores

Name

Rationale: (check all that apply)

_____ Student progress monitoring data indicates intense or sustained resources are needed for student to demonstrate appropriate progress

2C. Review:

re-visit

Examples: please list or attach transcriptions (see section 1 B.)

Rationale: (check all that apply)

- Interviews indicate resources required for student to demonstrate appropriate progress are beyond those available through general education
- Interviews indicate student has mastered succeeding levels of instruction or curricular requirements resulting in a need for substantial adaptations or acceleration
- Teachers, parents or th student report the student has an unmet educational need as the result of outstanding abilities or high performance
- Teachers parents or the student report student's frustration with enriched instructional environments due to a need of adaptation or acceleration

2D. Observations:

Examples: Please list or attach synopsis

Rationale: (check all that apply)

_____ Observations show that interventions necessary to produce appropriate student progress require resources beyond those available through general education .

Handwritten notes: "10/10/10" and "10/10/10" with a large "10" written vertically.

3. Is there evidence of a severe discrepancy (typically beyond one standard deviation) between the student and his/her age peers, or evidence of a severe discrepancy between the student's ability and academic growth potential?

YES

NO

3A. General Education Interventions:

Examples: Please list or attach checklist *refer to section 1A + respond to rationale accordingly.*

Rationale: (check all that apply)

- Student progress monitoring indicates student's skill level in one or more academic areas is much above that of peers
- Multiple characteristics of giftedness exhibited when interventions provide adaptations, enrichment, or acceleration

3B. Word Review: (please list or attach examples)

-Examples: grades, advanced coursework, involvement in summer or extracurricular activities;

Please refer to section 1B

Rationale: (check all that apply)

- Coursework analysis indicates a significantly high level of intellectual ability and excellence in academics when provided with interventions
- Products from home or school indicated a significantly high level of intellectual ability and excellence in academics
- GPA, classroom portfolio or rubrics indicate a significantly high level of intellectual ability and excellence in academics
- Previous achievement testing indicate excellence in academics
- Rewards and recognition in academic areas indicate remarkably high level of accomplishment
- Previous intelligence testing indicate a significantly high level of intellectual ability
- Records indicate outstanding problem-solving ability and/or superior reasoning powers
- Work samples and projects show flexibility in thinking and considers problems from a number of viewpoints
- Records indicate achievement in markedly superior in quality and quantity of work in reading, math, written language, or other content areas
- Shows initiative and originality in intellectual work samples
- Shows one or more interests developed to considerable depth

Interview:

Examples: please list or attach transcriptions

Please refer to section 1C.

Rationale: (check all that apply)

- Teacher or parents report accomplishments which indicate a significantly high level of intellectual ability and excellence in academics
- Teachers, parents or the student report student's frustration with instruction environments due to a need of adaptation or acceleration
- Teachers, parents, and the student report achievement is markedly superior in quality and quantity of work in reading, math, written language, or other content areas.
- Interviews indicate student demonstrates a significantly high level of conceptual understanding in specific academic areas
- Interviews indicate student shows persistent intellectual curiosity and asks searching questions
- Interviews indicate student shows initiative and originality in intellectual work
- Interviews indicate student has developed one or more interests to considerable depth

3D. Observations:

Examples (please list or attach synopsis): student work samples, student portfolio,

None

Rationale: (check all that apply)

- Rating scales indicated a significantly high level of intellectual ability and excellence in academics
- Ease of task completion indicates a significantly high level of intellectual ability and excellence in academics
- Persistence to task and generalization of knowledge gained indicate a remarkably high level of accomplishment
- Rate of acquisition and retention indicate a significantly high level of intellectual ability and excellence in academics
- Student demonstrates a significantly high level of conceptual understanding in specific academic areas
- Student demonstrates superior reasoning and problem solving ability
- Student shows persistent intellectual curiosity and asks searching questions
- Student shows initiative and originality in intellectual work
- Student has developed one or more interests to considerable depth

3E. Testing:

for the other required

Examples (please list with results/scores): WISC, Stanford Binet, CogAt, ITBS, Naglieri Nonverbal Ability Test, SAGES, Raven's Progressive Matrices, SAT, ACT, MAP/Explore, Woodcock Johnson, Torrence Test of Creative Ability, Williams' Creativity Assessment Packet, Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Hartman-Renzulli Checklist), etc.

Rationale: (check all that apply)

composite score

- Student progress monitoring data provides evidence of a severe discrepancy between the student's performance and that of peers in one or more academic fields
- Performance significantly higher than peers on one or more areas on benchmark assessments, curricular objective, or state assessments
- District, state and national assessments indicate a significantly high level of intellectual ability and excellence in academics
- A rank of not less than the 95th percentile on national norms on a standardized, norm-referenced achievement test in one or more of the academic fields (mathematics language arts (including reading), science, and social science), or evidence that such test scores do not adequately reflect the child's excellence in academics
- A composite rank of not less than the 97th percentile on an individually administered, standardized, norm-referenced test of intellectual ability, or evidence that the child's standardized intelligence test score does not adequately reflect the child's high-intellectual potential
- College-entrance exams indicate a significantly high level of intellectual ability and excellence in academics

4. Is the presence of giftedness substantiated by convergent data from multiple sources?

YES NO

(Is there data reported in each of the following categories?)

- <i>General Interventions?</i>	YES	NO	Question # 1	2	3
- <i>Record Review?</i>	YES	NO	Question # 1	2	3
- <i>Observation</i>	YES	NO	Question # 1	2	3
- <i>Interviews?</i>	YES	NO	Question # 1	2	3
- <i>Testing?</i>	YES	NO	Question # 1	2	3

Rationale: (check all that apply)

- _____ Supporting information from multiple sources of data indicate the presence of giftedness as defined by state and federal regulations
- _____ Information from multiple sources of data indicates that the student exhibits significantly higher levels (or the potential for performing at significantly higher levels) of accomplishment in one or more academic fields due to intellectual ability when compared to other of similar age, experience, and environment
- _____ Not all, but a preponderance of the data must agree in supporting the presence of giftedness
- _____ Information from multiple sources of data indicates that the determinant factor of eligibility determination is not the child's lack of instruction in reading or mathematics or limited English proficiency

Synopsis of findings and recommendation:

Placement in the Gifted Education Program is recommended by the team: YES NO

Rationale:

Team member signatures:

Agree	Disagree	Administrator/Designee
Agree	Disagree	Special Educator
Agree	Disagree	Regular Educator
Agree	Disagree	Parent
Agree	Disagree	Parent
Agree	Disagree	Other

Teacher Observation Form

For Potentially Gifted Students

Student Observed: _____

Class period(s) observed:

General observations (style of teaching, student assignments/projects, etc.,)

Gifted affective behaviors noted during observation:

Gifted educational behaviors noted during observation:

Teacher Observing: _____ Date: _____

Position: _____

Gifted Nomination Form for Name: _____

Date: _____

Teacher: _____

Please check those items that best describe this student and include any documentation that helps demonstrate the ability.

<input type="checkbox"/>	Gifted means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability when compared to others of similar age, experience, and environment.
<input type="checkbox"/>	products from home or school indicate a significantly high level of intellectual ability and excellence in academics
<input type="checkbox"/>	academic records and coursework indicate a significantly high level of intellectual ability and excellence in academics
<input type="checkbox"/>	GPA, classroom portfolio or rubrics indicate a significantly high level of intellectual ability / excellence in academics
<input type="checkbox"/>	rewards and recognitions in academic areas indicate remarkably high level of accomplishment
<input type="checkbox"/>	shows superior reasoning powers and marked ability to handle ideas
<input type="checkbox"/>	can generalize readily from specific facts and can see subtle relationships
<input type="checkbox"/>	has outstanding problem-solving abilities
<input type="checkbox"/>	has a wide range of interests, often of an intellectual nature
<input type="checkbox"/>	develops one or more interests in considerable depth
<input type="checkbox"/>	is markedly superior in quality and quantity of written vocabulary
<input type="checkbox"/>	is interested in the subtleties of words and their uses
<input type="checkbox"/>	reads avidly and absorbs books well beyond his or her years
<input type="checkbox"/>	shows creative ability of imaginative expression in such things as music, art, dance, drama
<input type="checkbox"/>	is self critical in evaluating and correcting his or her own efforts
<input type="checkbox"/>	shows initiative and originality in work
<input type="checkbox"/>	shows flexibility in thinking and considers problems from a number of viewpoints
<input type="checkbox"/>	shows social poise and an ability to communicate with adults in a mature way
<input type="checkbox"/>	demonstrates high level of conceptual understanding in specific academic areas
<input type="checkbox"/>	has unmet educational needs as the result of outstanding abilities or high performance
<input type="checkbox"/>	asks searching questions
<input type="checkbox"/>	learns quickly and easily and retains what is learned
<input type="checkbox"/>	recalls important details, concepts and principals
<input type="checkbox"/>	comprehends readily
<input type="checkbox"/>	shows insight into mathematical problems that require careful reasoning and grasps mathematical concepts readily
<input type="checkbox"/>	observes keenly and is responsive to new ideas

Cognitive Checklist

Gifted Students

- Extraordinary quantity of information, unusual retentiveness
- Advanced comprehension
- Unusually varied interests and curiosity
- High level of language development
- High level of verbal ability
- Unusual capacity for processing information
- Accelerated pace of thought processes
- Flexible thought processes
- Comprehensive synthesis
- Early ability to delay closure
- Heightened capacity for seeing unusual and diverse relationships
- Ability to generate ideas and solutions
- Early differential patterns for thought processing (thinking in alternatives, abstract terms, sensing consequences, making generalizations)
- Early ability to use and form conceptual frameworks
- An evaluative approach to themselves and others
- Persistent, goal-directed behavior

**Growing Up Gifted, by Barbara Clark*

Student: _____ Teacher: _____ Date: _____

Affective Checklist

Gifted Students

- Large accumulation of information about emotions that has not been brought to awareness
- Unusual sensitivity to the expectations and feelings of others
- Keen sense of humor--may be gentle or hostile
- Heightened self-awareness, accompanied by feelings of being different
- Idealism and sense of justice, which appear at an early age
- Earlier development of an inner locus of control and satisfaction
- Unusual emotional depth and intensity
- High expectations of self and others, often leading to high levels of frustration with self, others, and situations
- Perfectionism
- Strong need for consistency between abstract values and personal actions
- Advanced levels of moral judgment

**Growing Up Gifted, by Barbara Clark*

Student: _____ Teacher: _____ Date: _____

Student Study Team Input Form

Enhanced Learning Program

Student: _____ Date: _____

Staff Member: _____

Subject(s): _____

Positives	Concerns
Do you feel this student demonstrates a need for gifted program services? Why or why not?	

Student _____
Date _____

Teacher _____
Grade _____

Evaluation of Need for Special Education

The following questions are to be addressed after the comprehensive evaluation is completed.
Both eligibility and need must be addressed in appropriate placement.

Beyond what is provided by regular education, what can special education provide for student?	If yes...
<p>A. Grouping with intellectual peers and opportunities for intellectual development.</p> <p>YES NO</p> <p>If yes, please elaborate: →</p>	
<p>B. Alternative forms of instruction? (curriculum compacting, cross-age grouping, acceleration, individualized content area)</p> <p>YES NO</p> <p>If yes, please elaborate: →</p>	
<p>C. Extensions of the outcomes for curricular units? (higher level thinking activities, project suggestions)</p> <p>YES NO</p> <p>If yes, please elaborate: →</p>	
<p>D. Evidence of ability to work and think at a higher level than age mates.</p> <p>YES NO</p> <p>If yes, please elaborate: →</p>	
<p>E. Opportunities to develop and pursue individual interest.</p> <p>YES NO</p> <p>If yes, please elaborate: →</p>	
<p>F. Opportunities for creative and/or higher level thinking.</p> <p>YES NO</p> <p>If yes, please elaborate: →</p>	

Student Study Team
Enhanced Learning/Gifted
Teacher Referral Report

DIRECTIONS: Please complete this student study checklist and give to the principal at the time of the referral. In addition to this checklist, please bring other pertinent information such as the student's cumulative file, work samples, and any additional information that may be helpful to the student study team.

STUDENT: _____ D.O.B. _____ DATE: _____

SCHOOL: _____ REFERRAL TEACHER: _____

1. Reason for referral:

2. Hearing and vision problems? N Y Speech/language problems? N Y

School attendance: Good _____ Fair _____ Poor _____

Has the student been retained or accelerated? N Y

Group Test Results:

CAT _____ Science _____

Reading _____ Social Studies _____

Math _____ Language _____

3. Academic progress in reading, math, written language, etc. (group test scores, individual evaluations, grades): _____

4. How self-directed does the student seem to be? (Independent projects, self-discipline):

5. Identify strengths and weaknesses of the student: _____

6. During what portion of the day does the student perform best? _____

7. How does the student perform in special classes such as art, P.E., computer, music?

8. Social adjustments with parents, siblings, friends, teachers: _____

9. Are you aware of any cultural/environmental/family issues that would affect the student's learning? _____

DOCUMENTATION OF CLASSROOM INTERVENTION STRATEGIES

Below are some classroom strategies to challenge able learners. Student success with these strategies should be regarded as additional evidence toward gifted program placement, and not as an adequate gifted program or as justification for retaining a gifted student in the general education program.

<u>ENVIRONMENTAL STRATEGIES:</u>	<u>DURATION</u>	<u>RESULTS</u>
1. Provide a study carrel or isolated area where the student can engage in in-depth study/research.	-----	-----
2. Provide seating near special resources (computer, books, learning centers...) so that the student can engage in these activities without disturbing the class	-----	-----
3. Provide seating near other high achieving students so they can work on special projects/activities together without disturbing the class.	-----	-----
4. Provide an area where student can store resources/projects.	-----	-----
5. Adjust classroom groupings to accommodate individual needs.	-----	-----
6. Acceleration to another level, class or group within the classroom.	-----	-----
7. Attendance at special interest seminars, classes, or clubs.	-----	-----
8. Change to a different classroom for a subject or an activity.	-----	-----

ORGANIZATIONAL STRATEGIES:

1. Set a flexible schedule for completing tasks: when the student is intensely involved in independent study, allow the student to complete regular assignment at a later time.	-----	-----
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DURATION RESULTS

2. Facilitate opportunities for the student to engage in self-paced work.
3. Conference regularly with the student concerning needs, production, evaluation of progress.
4. Provide assistance with time management.

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MOTIVATIONAL STRATEGIES

1. Encourage the student to express concerns about school.
2. Facilitate problem solving: ask questions to assist student in solving problems.
3. Provide opportunities to interact with mental peers.
4. Provide interest inventory or develop a list of projects with the student so that the student has some direction in planning self-determined projects.

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PRESENTATION STRATEGIES

1. Tape lessons for the student to work independently.
2. Permit the student to take end-of-chapter, unit or level tests initially to free time for special assignments.

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CURRICULUM/INSTRUCTIONAL STRATEGIES

1. Stress a subject or topic in a greater complexity or depth.
2. Provide enrichment choices in addition to or in lieu of the regular assignment.
3. Ask questions from higher levels of Bloom's, and questions which stimulate creative thought.
4. After documenting mastery, accelerate in a specific subject area and/or grade level with consent of parents and principal.

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DURATION RESULTS

5. Compact the curriculum:

A. Administer pretest/teach only skill/knowledge areas needed, administer post-test, and assist in self-determined study.

B. Reduce drill on skills/knowledge already mastered.

C. Use end of chapter test, have student work only areas of weakness, retest on weak areas only, and facilitate independent study.

6. Test out of a unit of study.

7. Provide advanced placement opportunities. (High School)

8. Facilitate mentorship with another advanced student or adult.

9. Determine whether materials are appropriate to student's current interest and functioning.

Have you used any strategies not listed above? If yes, please describe:

