

MONROE SCHOOL DISTRICT #1J

CODE: IGBB-AR

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TALENTED & GIFTED

HANDBOOK K-12

**Procedures for Identification and Services
for Talented and Gifted Students**

Monroe School District #1J
Talented & Gifted Handbook K-12
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The TAG Mandate

1. Local policies and procedures to identify talented and gifted students will include the following:
 - A. For intellectually gifted, students of the district must use nationally standardized tests of mental ability, scores must be 97% or better.
 - B. For academically gifted, students of the district must use nationally standardized test of academic achievement. Total scores must be 97% or better.
 - C. The ability to identify students who demonstrate potential to perform at 97% or better.
2. All identified students will be served.
3. The District has a written plan for programs and services.
4. The District has written course statements or State Standards that address the programs or services to be provided.
5. The instruction provided addresses the assessed levels of learning and accelerated rates of learning.
6. The District will inform the parents of identification, programs and services available.
7. The District will provide guidance and counseling to support the educational and career development of students.
8. The District will assist teachers and parents in adopting instruction and curriculum to meet the needs and learning rates of all students.
9. The parents will have involvement in program and service selection.

Rights of parents of Talented and Gifted Students

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, Monroe School District shall make sure:

Parents are notified of their children's identification as talented and gifted, and of the programs and services available in their district.

Parents are given the opportunity to provide input to, and discuss the programs and services to be received by their child.

Parents may request access to the records used in the identification process along with an explanation by a knowledgeable district employee.

Parents have the right at any time to refuse the TAG identification process for their child or withdraw their child from the TAG program.

In the event of a complaint, the District has established procedures for resolution at the local level (see district policy KL). The policy directs parents to bring their complaint or appeal first to the teacher. If not satisfactorily resolved, the complaint may then go to the building principal. If there is still no resolution, the complaint moves to the superintendent, and finally to the Monroe School Board.

According to OAR 581-022-1940 parents may address a written complaint to the State Superintendent of Public Instruction if the Monroe School District fails to render a written decision within 30 days of submission of a complaint at any of the required steps in the complaint process; or if the district fails to resolve a complaint within 90 days of the initial filing of a written complaint, regardless of the number of steps in the district process.

Grades K-12 TAG Programs and Services

Glossary

Early Entrance – Students enter elementary school prior to the age prescribed by law.

Grade Skipping – Students are promoted to a higher than normal grade.

Cross-Grade Grouping – Students ability groups for specific skills or content with students in a higher grade.

Differentiation – Teachers modify the content, the process (activities) to learn content, the product (demonstration of what has been learned), or the environment (where learning takes place) to match the student's needs.

Cluster Grouping – A group of gifted students is assigned to the same teacher so there are opportunities to work with gifted peers.

Continuous Progress – Instruction allows students to move through the curriculum according to their skill levels rather than their grade levels.

Independent Study-Contracts – the student identifies problems or topics of personal interest; the teacher assists in planning a method of investigation and identifying the products. This may involve long-distance learning options.

Concurrent or Dual Enrollment – Students may take classes in the next higher level of school and obtain credit in both settings in middle/high school settings.

Enrichment Activities – Opportunities to participate in enrichment mini-classes and field trips designed to broaden and enhance their educational experience.

Characteristics of Intellectually Gifted Learners

- Asks/answers questions rapidly
- Interested in cause-effect relationships
- Tends to dominate peers or situations
- Lacks focus, seems absorbed in daydreaming
- Enjoys humor, plays on words, or puns
- Enjoys analyzing, taking apart ideas/objects
- Struggles with organization skills
- Persists, even to a degree of stubbornness
- Is independent
- Has wide range of interests--may "bounce" from one to another
- Requires extra attention, guidance, and/or encouragement
- Makes "leaps" in reasoning, avoiding "step-by-step" logic
- Displays a willingness for complexity
- Is resourceful--can solve problems using ingenious methods
- Is frequently critical/sarcastic of rules, teachers, parents
- Gives comparisons in the form of analogies or metaphors
- May exhibit a tendency to perfectionism, which slows down work completion
- Enjoys looking into things and being puzzled
- May prefer structure/order
- Highly curious
- Interested in "adult" topics--worries about large issue
- Resists drill
- Focused when interested in topic
- Uses an advanced vocabulary
- Prefers to work individually
- Has tolerance for seeming chaos
- Has high energy level
- Sensitive to others and own emotions
- Impatient
- Not interested in detail
- Self-critical--strives for perfection
- Frequently interrupts
- Has a tendency to lose awareness of time
- May be highly self-organized

Intellectually gifted children tend to exhibit these behaviors in greater number and intensity than do other children. Each individual will not display all these characteristics.

Mary C. Gray, LBL-ESD

Characteristics of Students Talented in Language Arts

The student:

- Is interested in words, definitions; has an extensive vocabulary.
- Sees details, is a good observer.
- Sees relationships, makes connections.
- Organizes ideas and sequences well in preparation for speaking or writing.
- Has a good sense of humor; uses and understands riddles and word play; satire; puns and double meanings.
- Reads widely in a variety of types of literature; may focus on one type, then switch and focus on another. (Reads literature not typically of interest to this age.)
- Is original, creative; comes up with unique ideas in writing or speaking.
- Elaborates; develops characters and situation in writing.
- Is willing to explore a topic in greater depth than other students.
- Recognizes author's or speaker's point of view.
- Uses vivid expressions when speaking or writing.
- Unusually descriptive in communication.
- Curious, likes to do independent study and research in areas of interest.
- Is motivated to write even when writing is not assigned; writes stories, poems, or plays; keeps a journal or diary.
- Expresses similarities and differences between unrelated objects; uses similes, metaphors, or analogies.

Mary C. Gray, LBL-ESD

Characteristics of Mathematically Talented Students

Procedural Ability

- Dislikes routine drill or practice on computation
- Is interested in numbers, quantitative relationships--sees ways to use math
- Learns math concepts easily
- Learns processes faster than other students
- May be able to “invent” mathematical procedures

Conceptual Understanding

- Goes beyond memorization; sees mathematical relationships
- Discovers patterns or relationships
- Analyzes problems carefully; finds another way to think about it
- Can create visual models of problems; uses spatial ability to mentally “turn things around”

Problem Solving

- Demonstrates resourcefulness in solving problems
- Creates or uses original methods for solutions
- Sometimes solves problems intuitively, then cannot explain why the solution is correct
- Recalls relevant information or concepts in solving problems
- Recognizes irrelevant data

Communication

- Clearly verbalizes or writes about math concepts, processes, solutions
- Gives multiple examples to explain math concepts

Learning Characteristics

- Concentrates, works hard, is motivated to learn and use math skills
- Is often disappointed by anything less than perfection
- Enjoys challenging activities such as difficult math problems, problem solving, puzzles
- Grasps the abstract nature of mathematics and science easily
- May not follow tasks to completion; once the “problem” is solved, dislikes the “editing” or detail work
- Can be “spacey” or lost in thought, especially if working on a challenging problem

Process for Nominating Students for TAG

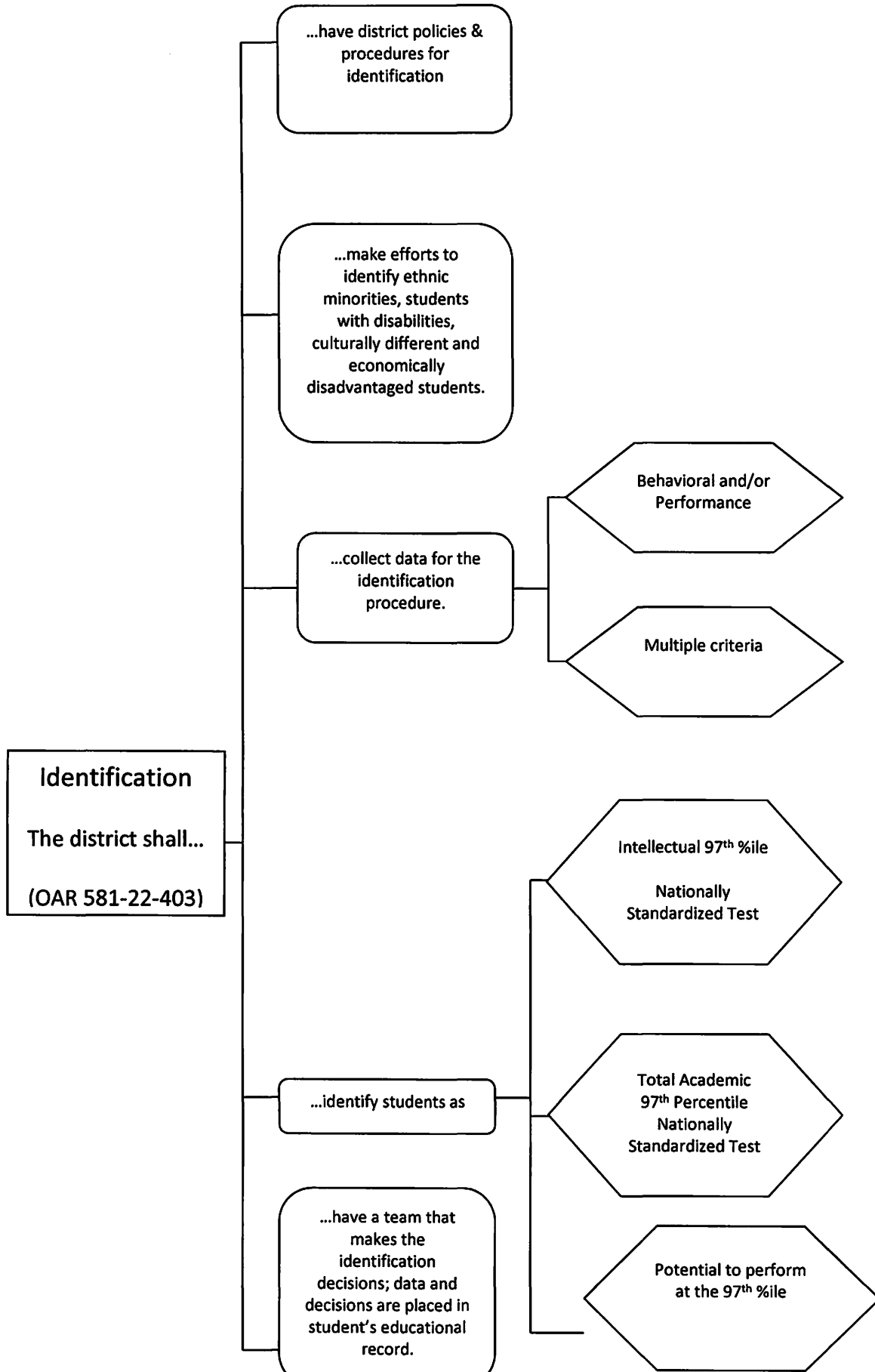
The Monroe School District will accept TAG nominations continuously throughout the school year. The identification process will take place within 30 days of the District receiving the test results necessary to make TAG determination status.. There are situations in which this time frame may be extended. If the process exceeds 30 days, the student and family will be notified by mail with an explanation regarding the delay.

Outline of Nomination and Identification Process:

1. Teacher/parent/peer/self may submit a TAG Nomination Form and Questionnaire, Form-1 TAG. TAG Facilitator will automatically submit nominations for any students who score in the 97th percentile or above on a district approved standardized test.
2. If the referral is not from the parents, the parents are notified of the TAG referral. This notification may be done by phone or mail. If made by phone, the TAG Referral Letter, Form-2 TAG, will be sent following the discussion along with a TAG Nomination and Questionnaire. The parent may refuse the opportunity for TAG identification.
3. If the recommendation is not the result of test scores and testing is required, a Letter of Nomination, Form-3 TAG, is mailed to the parent. The form will include a Right of Refusal and Consent to Evaluate option, Form-4 TAG.
4. The TAG Team or TAG Coordinator will prepare the paperwork.
5. A qualified District representative will administer appropriate tests for the student to identify their academic ability and/or intelligence.
6. A TAG representative, the student's teacher, parents, and student, when appropriate will meet to review the test data. Staff and parents will share input and discuss instructional and curriculum options for their child.
7. Those students identified as TAG will receive a letter (Form-5). This letter will be accompanied by an Identification Summary, Form-7 TAG.

The classroom teacher will prepare TAG Personal Education Plan, Form-6 TAG, to submit for parent input. The TAG representative, classroom teacher, TAG parent, and TAG student (where appropriate) will share input and discuss refinements to the Personal Education Plan (PEP) before the plan is finalized.

8. Once the student has been identified as TAG, the classroom teacher begins implementation of the Personal Education Plan.



**Screening and Identification Steps for Intellectual Identification
of TAG students, grades K-12**

Step 1: District Testing Based on student needs.

Intelligence Assessments:

Otis-Lennon School Ability Test (OLSAT)

Wechsler Intelligence Scale for Children (WISC) (Special Populations)

Raven Progressive Matrices test (RAVEN) (Special Populations) Kindergarten

Others as needed

Academic Assessments:

Oregon Assessment of Knowledge and Skills (OAKS)

Smarter Balanced Assessments

Woodcock-Johnson (Special Populations)

Woodcock-Munoz (ELL)

Others as needed

Step 2: Gathering Behavioral, Performance, and/or Learning Data

District TAG team meets to review test results.

Parents may request evaluation of their student for TAG identification - see process.

Step 3: Identification of Intellectually Gifted

1. A student is identified as intellectually gifted if they score at 97th percentile or above on a nationally normed test for total battery.
2. Parents are notified by letter of child's identification as intellectually gifted and eligibility for TAG services.
3. The appropriate teachers, counselor, and principal are provided a list of identified students.
The teacher should invite parents to a conference to discuss appropriate services.
4. Date of identification is entered in the student's cumulative folder.
5. The form and file in the student's permanent records file in the school office will contain:
all testing data
the date TAG identification letter is sent to parents
the form signed by the TAG Team

Step 4: Developing the Pool

Students may be placed in a pool for further observation based on one of the following:

1. Teacher or parent referral, based on Nomination Form-1 TAG.
2. Scores of 90-96 percentile on tests named above

Step 5: Placement

When possible, gifted students should be placed in a cluster of 4-7 other TAG students, preferably with others identified in the same areas of strength. The cluster consists of both TAG identified and pool students.

The TAG Team notifies teachers each fall of the identified and pool students in their room, noting the area(s) of identification.

Step 6: Services

Teachers assess rate and level of learning in all curriculum areas.

A Personalized Education Plan (PEP) is written and shared with parents before the first Fall conference. PEPs should be updated throughout the year as appropriate.

The TAG Coordinator supports teachers as they differentiate curriculum.

Screening and Identification Steps for Academic Identification of TAG students, grades K-12

Step 1: District Testing

| | | |
|------------------|---------------------------------|----------------------|
| K | Coloured Raven | February |
| 1 st | New to District, Coloured Raven | 30 days after entry |
| 2 nd | OLSAT E | May |
| 3 rd | State ELA and Math Tests | As prescribed by ODE |
| 4 th | State ELA, Writing & Math Tests | As prescribed by ODE |
| 5 th | State ELA, Science & Math Tests | As prescribed by ODE |
| 6 th | State ELA & Math Tests | As prescribed by ODE |
| 7 th | State ELA, Writing & Math Tests | As prescribed by ODE |
| 8 th | State ELA, Science & Math Tests | As prescribed by ODE |
| 9 th | PSAT | April |
| 10 th | PSAT | April |
| 10 th | State Science Test | As prescribed by ODE |
| 11 th | State ELA & Math Tests | As prescribed by ODE |
| 11 th | PSAT | April |
| 11 and 12 | SAT | As available |
| | Other | As needed |

New Oregon students will be tested at 11th & 12th grade.

The building TAG team screens results of academic tests. Each student must be identified in two separate nationally normed tests in the same academic area to qualify for TAG. A student identified in one test will be placed in the appropriate pool.

Step 2: Key Points to Remember

A student is identified as academically gifted if they score at 97th percentile or above on a nationally normed test for total battery.

A team makes identification decisions.

The Coloured Raven alone may not be used as the sole criterion for a student who has been identified as intellectually gifted.

The team shall keep a record of its decision and the data used to support that decision.

Step 3: Developing the Pool

Students are placed in a pool for further observation if their score on a standardized test is 90-96 percentile.

The TAG team notifies appropriate teachers, counselor, and principal of pool students.

Step 4: Placement

When possible, gifted students should be placed in a cluster of 4-7 other TAG students, preferably with others identified in the same areas of strength. The cluster consists of both identified and pool students.

The TAG team notifies appropriate teachers each fall of the identified and pool students in their room, noting the area(s) of identification.

Step 5: Services

Teachers assess rate and level of learning in all pertinent curriculum areas.
A Personalized Education Plan (PEP) is written and shared with parents before the first Fall conference. PEPs should be updated throughout the year as appropriate.
The TAG Coordinator supports teachers as they differentiate curriculum.

Teacher Inventory for Primary Tag Grades K-1
(Based on Kingore Inventory)

Student _____ Grad Year _____

Teacher _____ Grade _____ Date _____

Test Data _____ OLSAT B, C _____

Please check all the characteristics listed below which accurately describe the TYPICAL bavior of this student. Then star the three characteristics which are most strongly exhibited by the students and comment below.

Advanced Language

- ☐ Unassumingly uses multi-syllable words
- ☐ Uses similies, metaphores, analogies
- ☐ Modified language for less mature children
- ☐ Uses verbal skills to influence others
- ☐ Sees similarities and differences in objects
- ☐ Uses time concepts

☐ Uses figurative language for humorous effect

☐ "Plays" with language

Motivated to Make Meaning

- ☐ Keeps at an issue until it makes sense
- ☐ Asks penetrating questions
- ☐ Is curious; asks *how, why, what if*
- ☐ Displays unexpected depth and/or breadth of knowledge
- ☐ Remembers!
- ☐ Wants to do things on own; independent
- ☐ Resists repetition of skill work

Sense of Humor

- ☐ Says or does something indicating a finely developed sense of humor
- ☐ Understands and uses puns and riddles
- ☐ Catches an adult's subtle humor

Analytical Thinking

- ☐ Analyzes classroom tasks
- ☐ Is usually attentive to details
- ☐ Sees cause and effect relationships
- ☐ Sees relationships in past/present
- ☐ Makes up or expands songs, stories, etc.
- ☐ Sees relationships in unrelated ideas
- ☐ Organizes collections of things
- ☐ Takes apart and reassembles things and/or ideas with unusual skill

Perspective

- ☐ Sees another's point of view
- ☐ Unexpectedly demonstrates dimension, angle or perspective in art

Accelerated Learning

- ☐ Rapidly accelerates learning after onset
- ☐ Categorizes by more than one attribute
- ☐ Has unusual ability to comprehend symbols (musical, numeral, alphabet, maps)
- ☐ Reads consecutive passages at an advanced reading level and explains meaning of what is read
- ☐ Has unexpected mastery of numbers
- ☐ Has unexpected understanding of addition, subtraction, multiplication or division
- ☐ Makes change; understands relationships of coin denominations
- ☐ Is interested in many adult topics (e.g., politics, geography)

Comments:

- ☐ Spontaneously applies left and right
- ☐ Asks questions about words
- ☐ Creates interesting shapes or patterns

Sensitivity

- ☐ Spontaneously takes action to help
- ☐ Shows nonverbal awareness of another's need
- ☐ Uses empathic statements
- ☐ Has strong sense of justice
- ☐ Has high expectations of self & others
- ☐ Tends to dominate peers or situations
- ☐ Is frank in appraisal of adults
- ☐ Displays perfectionism

**Monroe School District Teacher Inventory / Referral Form
Intellectually Gifted Behaviors Grades K-12**

Student _____ School _____ Grade _____

Teacher _____ Date _____ Grad. Year _____

Mental Ability Test Data

| Date | Test | %ile | Date | Test | %ile |
|-------|-----------------|-------|-------|-------|-------|
| _____ | Coloured Raven | _____ | _____ | OSAT | _____ |
| _____ | Standard Raven | _____ | _____ | WISC | _____ |
| _____ | OLSAT C,D,E,F,G | _____ | _____ | Other | _____ |

LEARNING AND SOCIAL/EMOTIONAL CHARACTERISTICS CHECK LIST. Please check all the characteristics listed below which accurately describe the TYPICAL behavior of this student. Then STAR the three characteristics which are most strongly exhibited by this student and COMMENT below.

COLUMN A

- _____ is an avid reader
- _____ has confidence in self
- _____ needs little control - disciplines self
- _____ is venturesome; anxious to try new things
- _____ exhibits great desire to excel, even to the point of cheating
- _____ is sensitive to beauty; attends to aesthetic attributes of things
- _____ is resourceful; can solve problems by ingenious methods
- _____ uses highly expressive body or facial gestures
- _____ uses alternative methods for standard procedures
- _____ uses colorful verbal expressions and/or tells imaginative stories
- _____ is eager to tell others about discoveries and shows excitement in voice
- _____ shows creativity in thoughts; generates new ideas; is innovative

COLUMN B

- _____ has an advanced vocabulary, shows an avid interest in science or literature
- _____ is interested in many "adult" topics such as religion, politics, race
- _____ resists drill, is easily bored by routine practice
- _____ is non-conforming; accepts disorder
- _____ tends to dominate peers or situations
- _____ is outstanding in math
- _____ prefers to work individually
- _____ is sensitive to feelings of others or to situations
- _____ is impatient - quick to anger or anxious to complete task
- _____ is inquisitive
- _____ is frank in appraisal of adults
- _____ can show relationships among apparently unrelated ideas
- _____ is not interested in detail
- _____ is very alert; supplies rapid answers
- _____ has a wide range of interests
- _____ takes a close look at things
- _____ is self-critical; strives toward perfection
- _____ frequently interrupts others
- _____ has tendency to lose awareness of time
- _____ shows much concern with right & wrong, good & bad; often evaluates and passes judgment on events, people, things
- _____ displays a keen sense of humor in situations that may not appear humorous to others
- _____ is positive and zealous in beliefs
- _____ is uninhibited in expressions of opinion

Language Arts Checklist Grades 3-12

Name of Student _____ Grade _____

Grad Year _____ Date _____ Reading teacher _____

School _____

Achievement Scores: State ELA _____ Terra Nova _____

Read each item and rate the student in relation to a diverse and varied class.

- 1 - Rarely, never, or seldom
- 2 - Occasionally, sometimes
- 3 - Quite often or frequently
- 4 - Always or almost always
- DK - Don't know or have never observed

- _____ 1. Interested in words, definitions; has extensive vocabulary.
- _____ 2. Sees details, is a good observer; sees relationships, makes connections.
- _____ 3. Organizes ideas and sequences well in preparation for speaking or writing.
- _____ 4. Has a good sense of humor (uses and understands riddles and word play, satire, puns, and second meanings).
- _____ 5. Reads widely in a variety of types of literature; may focus on one type, then switch and focus on another. (reads literature not typically of interest to this age.)
- _____ 6. Original, creative; comes up with unique ideas in writing or speaking.
- _____ 7. Elaborates; develops characters and situations in writing.
- _____ 8. Willing to explore a topic in greater depth than other students.
- _____ 9. Recognizes author's or speaker's point of view.
- _____ 10. Uses vivid expressions when speaking or writing.
- _____ 11. Unusually descriptive in communication.
- _____ 12. Curious, likes to do independent study and research in areas of interest.
- _____ 13. Motivated to write even when writing is not assigned; writes stories, poems or plays.
- _____ 14. Expresses similarities and differences between unrelated objects; uses similes, metaphors or analogies.
- _____ **Total Score**

Math Checklist Grades 2-12

Name of Student _____ Grade _____ Grad Year _____

Date _____ Math teacher _____ School _____

Achievement Scores: State Math _____ Terra Nova _____

Read each item and rate the student in relation to a diverse and varied class.

- 1 - Rarely, never, or seldom
- 2 - Occasionally, sometimes
- 3 - Quite often or frequently
- 4 - Always or almost always
- DK - Don't know or have never observed

Procedural Ability

- _____ 1. Dislikes routine drill or practice on computation.
- _____ 2. Interested in numbers, quantitative relationships - sees ways to use math.
- _____ 3. Learns math concepts easily and processes faster than other students.
- _____ 4. May be able to "invent" mathematical procedures.

Conceptual Understanding

- _____ 5. Goes beyond memorization; sees mathematical relationships.
- _____ 6. Discovers patterns or relationships.
- _____ 7. Analyzes problems carefully; finds another way to think about it.
- _____ 8. Can create visual models of problems; uses spatial ability to mentally "turn things around."

Problem Solving

- _____ 9. Demonstrates resourcefulness in solving problems.
- _____ 10. Creates or uses original methods for solutions.
- _____ 11. Sometimes solves problems intuitively, then cannot always explain why the solution is correct.
- _____ 12. Recalls relevant information or concepts in solving problems; recognizes irrelevant data.

Communication

- _____ 13. Clearly verbalizes or writes about math concepts, processes, solutions.
- _____ 14. Gives multiple examples to explain math concepts.

Learning Characteristics

- _____ 15. Concentrates, works hard, motivated to learn and use mathematics skills.
- _____ 16. Is often disappointed by anything less than perfection.

- ____ 17. Enjoys challenging activities such as difficult math problems, problem-solving, and puzzles.
- ____ 18. Grasps the abstract nature of mathematics and science easily.
- ____ 19. May not follow tasks to completion; once "problem" is solved, dislikes the "editing," detail work.
- ____ 20. Can be "spacey" or lost in thought, especially if working on a challenging problem.
- ____ **Total Score**

Checklist of Negative Behaviors

Name of Student _____ Grade _____ School _____

Person Completing Form _____
 circle: teacher parent peer self counselor

Date _____

This checklist is designed to find TAG students whose behavior may mask their giftedness.
 Please circle the number which best describes the student's behaviors.

| | Never | | Sometimes | | Always |
|---|-------|---|-----------|---|--------|
| Directly challenges authority | 1 | 2 | 3 | 4 | 5 |
| Typically questions rules or policies | 1 | 2 | 3 | 4 | 5 |
| Argues | 1 | 2 | 3 | 4 | 5 |
| Appears "spaced out" in class: seems preoccupied | 1 | 2 | 3 | 4 | 5 |
| Is disruptive in class by being witty, sarcastic or comical | 1 | 2 | 3 | 4 | 5 |
| Manipulates people | 1 | 2 | 3 | 4 | 5 |
| Is controlling | 1 | 2 | 3 | 4 | 5 |
| Seems to figure out what annoys people and then deliberately does that which they find annoying | 1 | 2 | 3 | 4 | 5 |
| Requires more time than peers to respond to a question | 1 | 2 | 3 | 4 | 5 |
| Refuses to do repetitive learning exercises | 1 | 2 | 3 | 4 | 5 |
| Withdraws | 1 | 2 | 3 | 4 | 5 |
| Refuses to work in groups | 1 | 2 | 3 | 4 | 5 |
| Cries easily | 1 | 2 | 3 | 4 | 5 |
| Expresses frustration | 1 | 2 | 3 | 4 | 5 |
| Makes tactless comments | 1 | 2 | 3 | 4 | 5 |
| Appears depressed | 1 | 2 | 3 | 4 | 5 |

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| | Never | | Sometimes | | Always |
|--|-------|---|-----------|---|--------|
| Suggests alternate assignments or class activities | 1 | 2 | 3 | 4 | 5 |
| Tries to take charge of class | 1 | 2 | 3 | 4 | 5 |
| Doesn't complete work | 1 | 2 | 3 | 4 | 5 |
| Tests teacher's limits, limits of classroom | 1 | 2 | 3 | 4 | 5 |
| Attends school sporadically | 1 | 2 | 3 | 4 | 5 |
| Organizes peers to make trouble | 1 | 2 | 3 | 4 | 5 |
| Dresses differently than peers | 1 | 2 | 3 | 4 | 5 |
| Has interests that none of his/her peers seem to share | 1 | 2 | 3 | 4 | 5 |

The Non-Obvious Gifted Students

Students from some populations will be overlooked when districts follow standard identification procedures. Three populations in particular may need to be assessed using alternative methods: 1) students who are economically and/or educationally disadvantaged; 2) students from ethnic minorities and/or different cultures; 3) students with disabilities.

Who They Are

Non-obvious gifted students include the following categories:

economically and/or educationally disadvantaged children

ethnic minorities and/or in children raised in a different culture

learning disabled children--including specific learning disabilities, hearing or vision

impairments, emotional disabilities, attention deficit disorders, and communication disorders

underachieving students. These students demonstrate their giftedness on standardized mental ability tests but their achievement and performance do not match the measured ability.

Economically and/or Educationally Disadvantaged Students

Disadvantaged students may score inconsistently on standardized tests making identification difficult. Environmental factors may have produced negative effects on the development of gifted traits which are typically identified by standardized tests.

Traits

Traits found to be commonly observed among economically/educationally disadvantaged gifted learners are the following:

high mathematical abilities

alertness, curiosity

independence of action

initiative, anxious to do new things

fluency in nonverbal communication

imagination in thinking

flexibility in approach to problems

learning quickly through experience

retaining and using ideas and information well

showing a desire to learn in daily work

originality and creativity in thinking

responding well to visual media

varied interests

ability to generalize learning to other areas and to show relationships among apparently unrelated ideas

resourcefulness, ability to solve problems by ingenious methods

entrepreneurial ability--readily makes money on various projects or activities

imaginative story telling, language rich in imagery

mature sense of humor
responsiveness to the concrete
greater dependence on the teacher for direction, a trait which reduces their ability for self-directed activity when compared with regularly identified gifted students
reasoning in a more step-by-step process than mainstream gifted
appear to have more patience in dealing with tasks not easily resolved

Needs and Services

When staff compare uneven testing data and observation/performance data based on the traits listed above, they can identify these students as gifted. Staff may decide to provide TAG services based on the student's demonstration of high ability in projects, performances, and portfolio evidence, remembering always to feed the gifts and support growth in weaker areas.

Students from Ethnic Minorities and/or Different Cultures

Characteristics

Some characteristics of students from different cultures may include the following:
the ability to meaningfully manipulate some symbol system held valuable in the subculture
the ability to think logically, given appropriate data
the ability to use stored knowledge to solve problems
the ability to reason by analogy
the ability to extend or extrapolate knowledge to new situations or unique applications

Identification

The District strive to use culture-fair tests; however, there is no such thing as a test which is culture-free. Therefore, it is important to include in identification recognition of traits of culturally different learners; to review the level of student achievement demonstrated in projects, performances, and portfolios; and to use alternative assessment such as a nonverbal test (Raven Matrices: Coloured for grades K-1, Standard for grades 2-12); teacher observation of the student's daily work and pace of learning a new language and/or culture. When a lack of English language skills is no longer a barrier to test taking, a test of cognitive skills which includes vocabulary and verbal analogies can be given to complete identification.

Needs and Services

For students whose second language is English and whose English language skills are below age level, appropriate classroom placement should be determined by the staff most knowledgeable about the student. The classroom teacher will be able to observe the pace of learning as the student develops English skills. When English skills are no longer a barrier, appropriate placement may include advanced or honors classes in language arts.

Students with Disabilities

Students may be "double-identified," as talented and gifted and with a specific learning disability (LD), hearing or vision impairments, emotional disabilities, attention deficit disorders, and communication disorders.

Teachers must work closely with special education teachers, school psychologists, speech and language therapists, and other specialists in order to identify these students and to determine eligibility for TAG services.

Identification

Careful analysis of WISC subtests can support identification as gifted/learning disabled. TAG identification is made under section d) of the TAG OAR--demonstrating potential to perform at the 97%ile. In general, students who are gifted/learning disabled present a profile with the following characteristics:

- response quality varies--hesitancy on some tests but sureness and strength on others
- discrepancy between the Verbal and Performance sections is of at least 18 points--the larger the discrepancy, the more likely a learning disability
- discrepancies between the highest and lowest subtest scores will vary--
 - by at least 7 points on the Verbal tests
 - by at least 9 points on Performance tests
 - by at least 10 points when examining the entire battery
 - highest scores of LD/Gifted tend to be on these subtests:
 - *Similarities, Vocabulary, Comprehension*
 - middle range scores of the profile tend to be:
 - *Picture Completion, Picture Arrangement, Block Design, Object Assembly*
 - lowest scores are usually on:
 - *Arithmetic, Digit Span, Coding*

Another way to regroup WISC subtests is to look at categories which require Integrative Intelligence (which a TAG/LD student will demonstrate) as opposed to Dispersive Intelligence (the weaknesses for LD students). Integrative Intelligence is the capacity to understand and discover patterns and connections within information. Dispersive Intelligence allows us to remember and use isolated facts and associations that need not make sense in any big context. The research using these two intelligence groups the strongest categories for **Integrative Intelligence** as *Object Assembly, Block Design, and Picture Arrangement*. **Dispersive Intelligence** is measured by the subtests of *Arithmetic, Picture Completion, Coding, and Digit Span*. (See Baum, Owen, and Dixon. To Be Gifted and Learning Disabled: From Identification to Practical Intervention Strategies, pp. 40-47).

Standardized tests which are nonverbal reduce dependence on reading ability and English vocabulary. The Raven Matrices (Coloured for grades K-1, Standard for grades 2-12) meet the

previous criteria. They are also untimed, removing the requirement to perform against a time limit--supportive for learning disabled and anxious students. Students may achieve at the 97th percentile on the appropriate Raven matrix. Observational information to support identification may be obtained with the Teacher Checklist of Suspected G/LD Student Characteristics and the Structured Interview. It is often helpful to ask parents to fill out the same forms. (These forms come from Baum, Owen, and Dixon.)

Differentiation of Learning Tasks

The appropriate educational program for the G/LD student must take into account learning style and inventories indicating student strengths. The Gifted / Learning Disabled student often demonstrates these unique characteristics:

a profound fear of failure

a fluctuating self-image, which is generally positive but is undermined by failure

a tendency to not always use positive social skills

Special education teachers often provide tutoring in organizational skills, note-taking and other skills to support growth in self-directed learning. Strategies for both the special ed and classroom teacher to use successfully with these students include teaching to the strength of holistic or integrative intelligence is desirable, providing links to larger contexts and themes. Reducing drill (dispersive intelligence) and helping students see the pattern draws on the student's gifted strength.

Finally, descriptions of the characteristics of learning disabled/gifted students and strategies to help them in school are published in Susan Winebrenner. Teaching Gifted Kids in the Regular Classroom (Minneapolis, Minn.: Free Spirit Publishing, 2001, Chapter 1, pp. 18 - 15).

Mary C. Gray, LBL-ESD

Underachieving Students

The following list should be viewed as characteristics which are typical of many children who are gifted and who are underachieving rather than characteristics which all such children possess. These underachieving children do not form a simple homogeneous group; they are a highly diverse group of learners.

Traits

Have low self-concept: negative evaluations of self; feelings of inferiority demonstrated by distrust, indifference, lack of concern, and/or hostility toward others.

Are socially more immature than achievers; lack self-discipline, procrastinate, refuse tasks deemed unpleasant; highly distractible; highly impulsive; unwilling to face realities and consequences.

Have feelings of rejection; believe no one likes them; feel that parents are dissatisfied with them.

Have feelings of helplessness; may externalize conflict and problems, avoid challenges.

Do not see the relationship between their efforts and subsequent achievement outcomes; negate personal responsibility for failures.
Are irresponsible, rebellious; have feelings of being victimized; have poor personal adjustment.
Have few hobbies or strong interests.
Are unpopular with peers, hold lower status in class, have few friends.
Are hostile toward adult authority figures; distrust adults generally.
Are resistant to influence from teacher or parent.
Have lower aspirations for future; lack future plans or career goals; resist goals that have been set for them.
May withdraw in classroom situations and be less persistent, less assertive.
Lack study skills and academic curiosity; have weak motivation for academic tasks.
Dislike school and teachers; choose companions who also have negative attitudes toward school.
Often leave schoolwork incomplete; frequently nap during study time; often test-phobic.
Perform at higher levels on tasks using random thinking than detailed, computational tasks.

Sources: Colangelo & Pfleger, 1979; Davis and Rimm, 1994; Frey, 1989; Hecht, 1975; Janos & Robinson, 1985; Karnes & Pearce, 1981; Laffoon, Jenkins-Friedman, & Tollefson, 1989; O'Shea, 1970; Redding, 1990; Rimm, 1986; Whitmore, 1980. Compiled by Dr. Laura Pehkonen, TAG Specialist, Oregon Department of Education.

Twice-Exceptional Children

The following list should be viewed as characteristics which are typical of many children who are gifted and who also have a disability rather than characteristics which all such children possess. These twice-exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

Indicators of Cognitive/Affective Strengths

Have a wide range of interests that are not related to school topics of learning
Have a specific talent or consuming interest area for which they have an exceptional memory and knowledge
Are interested in the "big picture" rather than small details
Are extremely curious and questioning
Possess high levels of problem-solving and reasoning skills
Have penetrating insights
Are capable of setting up situations to their own advantage often as a coping method
Are extremely creative in their approach to tasks and as a technique to compensate for their disability
Have an unusual imagination
Are humorous often in "bizarre" ways
Have advanced ideas and opinions which they are uninhibited in expressing
Have a superior vocabulary
Have very high energy levels

Indicators of Cognitive/Affective Problems

Have discrepant verbal and performance abilities

Have deficient or extremely uneven academic skills which cause them to lack academic initiative, appear academically unmotivated, avoid school tasks, and frequently fail to complete assignments

Are extremely frustrated by school

Have auditory and / or visual processing problems which may cause them to respond slowly, to work slowly, and to appear to think slowly

Have problems with long-term and / or short-term memory

Have motorical difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks

Lack organizational skills and study skills: often appearing to be extremely "messy"

Are unable to think in a linear fashion: have difficulty following directions

Are easily frustrated: give up quickly on tasks; are afraid to risk being wrong or making mistakes

Have difficulty explaining or expressing ideas, "getting to the point," and/or expressing feelings

Blame others for their problems while believing that their successes are only due to "luck"

Are distractible; unable to maintain attention for long periods of time

Are unable to control impulses

Have poor social skills; demonstrate antisocial behaviors

Are highly sensitive to criticism

Indicators of Low Self-Esteem

One of the most common characteristics of these children is low self-esteem. They frequently "disguise" this low self-esteem through the use of any or all of the following behaviors:

anger

self-criticism

crying

disruptive behaviors

clowning behaviors

denial of problems

withdrawal

daydreaming and fantasy

apathetic behaviors

Intellectual TAG Identification of Students with Learning Disabilities
K-12 Teacher Checklist

Name of Student _____ Date of Birth _____

Grade _____ Completed by: _____ Date _____

No student will demonstrate all the characteristics, nor will a characteristic be evident all the time, but a student showing a significant number of them could have exceptional potential.

| | Most of the time | Some of the time | Seldom | Never | Not observed |
|--|------------------|------------------|--------|-------|--------------|
| 1. Shows insight and fantasies about cause-effect relationships | | | | | |
| 2. Persists in completing tasks | | | | | |
| 3. Sees problems quickly and takes the initiative | | | | | |
| 4. Constructs and handles high levels of abstraction | | | | | |
| 5. Can cope with more than one idea at a time | | | | | |
| 6. Has strong critical thinking skills and is self-critical | | | | | |
| 7. Has surprising perception and deep insight | | | | | |
| 8. Observes keenly, notes detail; quickly sees similarities & differences | | | | | |
| 9. Displays intellectual & physical restlessness; once encouraged, is seldom a passive learner | | | | | |
| 10. Explores wide-ranging and special interests, frequently at great depth | | | | | |
| 11. Sees greater significance in a story or film and continues the story | | | | | |
| 12. Demonstrates a richness of imagery in informal language and brainstorming | | | | | |
| 13. Can ask unusual (even awkward) questions or make unusual contributions to class discussion | | | | | |
| 14. Asks many provocative, searching questions; unlike those asked by peers | | | | | |
| 15. Has exceptional curiosity and constantly wants to know the reasons why | | | | | |

Monroe #1J, IGBB-AR, Revised

| | Most of the time | Some of the time | Seldom | Never | Not observed |
|---|---------------------|---------------------|--------|-------|-----------------|
| 16. Displays intellectual playfulness; is quick to see connections and manipulate ideas | | | | | |
| 17. Often sees unusual, rather than conventional, relationships | | | | | |
| 18. Wants to debate topics at great depth | | | | | |
| 19. Demonstrates a sense of humor | | | | | |
| 20. Daydreams and seems lost in another world | | | | | |
| 21. Listens to only part of explanations and sometimes appears to lack concentration, but knows what's going on; when questioned usually knows the answer | | | | | |
| 22. When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change | | | | | |
| 23. Shows sensitivity and reacts strongly to things causing distress or injustice | | | | | |
| 24. Shows unusual interest in adult problems (current affairs and ethical dilemmas) | | | | | |
| 25. Can produce original and imaginative work, even if defective in technical accuracy | | | | | |

Comments: _____

Educational Recommendation: _____

**General Education Classroom Accommodations or Modifications
for Gifted Students with Disabilities**

The following modifications may be necessary in order for _____
(student's name)
to be successful in his/her general education and gifted education classes.

**1. ACCOMMODATIONS OR MODIFICATIONS THAT REQUIRE DIRECT ASSISTANCE
FROM THE SPECIAL EDUCATION PROGRAM OR TEACHER:**

- ___ Allow student to work with special education personnel to type papers, assignments, reports
- ___ Provide student with assistance in proofreading papers, assignments, reports
- ___ Assist in the monitoring of homework assignments
- ___ Assist in monitoring of disciplinary problems
- ___ Provide student with assistance in developing planning strategies for projects, assignments, reports, etc.
- ___ Provide student with assistance in developing strategies to study/prepare for tests
- ___ Allow student to take regular classroom tests within the special education classroom setting
- ___ Other

**2. ACCOMMODATIONS OR MODIFICATIONS RELATED TO NON-STANDARDIZED
TEST TAKING**

- ___ Change the number of required tests to _____
- ___ Replace the test with alternative assignment(s)
- ___ Reduce the length of the test
- ___ Divide the test into smaller sections which then are administered separately
- ___ Use more objective test items (fewer essay responses)
- ___ Reduce the reading level of the test (paraphrase, etc.)
- ___ Provide written "reminders" that appear on the test itself (e.g., "watch your math signs")
- ___ Read test items (especially math word problems) to student
- ___ Clearly present test directions to student and *privately* check to see if they are understood
- ___ Allow student to take the test alone.
- ___ Allow student to take the test in the special education classroom.
- ___ Allow student to take the test as a "take-home" test in order to provide extended test-taking time.
- ___ Allow student to have more time in class to complete the test.
- ___ Allow student to refer to class notes and textbooks while taking the test.
- ___ Allow student to dictate or tape record responses to test items rather than write them down.
- ___ Allow student to use the following "technology" device while taking the tests:
___ computer ___ typewriter ___ calculator ___ spell-checker ___ other _____
- ___ Other

3. ACCOMMODATIONS OR MODIFICATIONS RELATED TO GRADING AND ASSESSMENT

- ☐ Student will function under same grading system as other students.
- ☐ Student will function under same grading system as other students with the following exceptions: _____
- ☐ Student will function on a pass/fail system
- ☐ Student will function on an "attendance only" pass/fail system
- ☐ Student will receive credit if his/her work demonstrates effort
- ☐ Assignments and tests will be graded with reference to "correct/acceptable" portions rather than by numbers or portions "wrong"
- ☐ Assignments and tests will be graded on percentage correct, to give the student credit for accuracy and effort for correction
- ☐ Reversals and transpositions of letters and numbers will not be marked wrong; rather, they will be pointed out for correction
- ☐ Student will not be penalized for spelling errors, except for specific "spelling assignments"
- ☐ Student will not be penalized for handwriting problems, except for specific "penmanship assignments"
- ☐ Student will receive credit for oral participation in class
- ☐ Student will be graded only for the specific skills being taught (e.g., if the grade is for social studies, the student will not be graded on his/her ability to read the textbook; rather, he/she will be graded on knowledge of social studies content.)
- ☐ Other

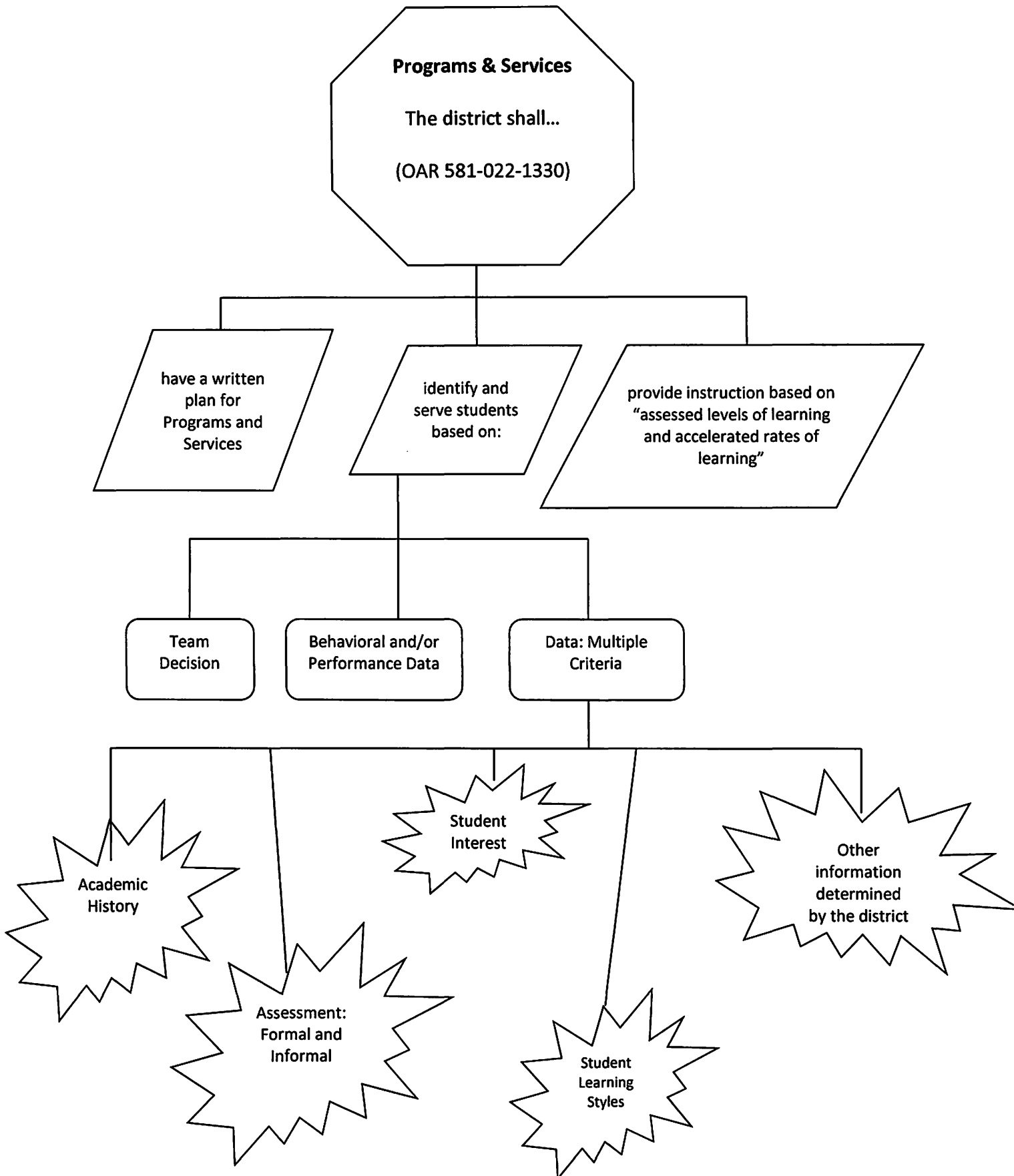
4. ACCOMMODATIONS OR MODIFICATIONS TO HOMEWORK AND IN-CLASS ASSIGNMENTS

- ☐ Reduce student's amount of homework (especially lengthy reading assignments)
- ☐ Insure that student has a written copy of all homework assignments at the end of each day
- ☐ Avoid having student recopy handwritten work; the paper often is not improved and the student's frustration is increased
- ☐ Allow student to dictate homework answers to parents with parents writing the dictated responses
- ☐ Avoid placing student in competitive academic situations
- ☐ Brief student on key points before starting assignment and make sure he/she understands the assignment
- ☐ Work with student to create contracts for assignments
- ☐ Allow student more time to complete pencil/paper assignments
- ☐ Allow student choices for some assignments
- ☐ Break down student's assignments so that he/she is not overwhelmed and can achieve a sense of completion as each section is finished
- ☐ Allow student to use cursive writing for assignments when printing is a problem area
- ☐ Change the format of the assignment (e.g., fewer paragraphs and problems)
- ☐ Present reading assignments on cassette tapes

- _____ Physically divide or cut-apart assignments (particularly math) into sections so student does not feel overwhelmed by the amount of work required
- _____ Space problems farther apart on the page so student is less distracted and less likely to lose his/her place on the page
- _____ Allow student to tape record assignments
- _____ Allow student to use a computer
- _____ Allow student to write partial-sentence answers rather than write complete sentences
- _____ Allow student to use alternate (non-traditional) ways to present knowledge and research (e.g., demonstrations, role-play, drawings, and models)
- _____ Allow students to give reports orally from notes rather than having to write detailed reports
- _____ Other _____

5. ACCOMMODATIONS OR MODIFICATIONS IN THE WAY INFORMATION IS
PRESENTED IN CLASS

- ☐ Repeat instructions and directions
- ☐ Provide more detailed directions
- ☐ Quietly and individually repeat directions to student; then have student repeat and explain directions
- ☐ Accompany oral directions with written directions (either on the blackboard or on paper) to which student can later refer
- ☐ Provide student with an overview of each day's lesson/activities, preferably using a graphic organizer
- ☐ Present student with an outline of the instruction before the actual instruction begins
- ☐ Focus instruction around the student's interest area(s)
- ☐ Allow student to do independent research projects
- ☐ Provide instruction that allows the student to make choices (e.g., via learning center materials)
- ☐ Utilize peer tutoring
- ☐ Speak more slowly
- ☐ Use handouts, transparencies, maps, and charts to emphasize major instructional points
- ☐ Provide visual input of information (e.g., films, diagrams, video, illustrations, post assignments, speakers)
- ☐ Provide tactile/kinesthetic input of information; for example use manipulatives, models, computers, hand-on experiments and projects, dramas, field trips and/or allow student to use Silly Putty, Koosh balls, chewing gum for tactile stimulation while working
- ☐ Other _____



Talented and Gifted Programs and Services

Monroe School District #1J will develop a written plan to provide programs and services in keeping with the Oregon Administrative Rule 581-02-1330. State guidelines suggest that instructional modification for previously identified students start within the first three weeks of school in the fall or within six weeks of students transferring to a new school district. It is also recommended that districts take no more than 30 days to determine and implement a plan for appropriate curriculum modification with newly identified students.

Instruction for identified students will address their assessed levels of learning and accelerated rates of learning. Assessment needs to be ongoing and modifications made throughout the year depending on the individual student's response to instruction.

During grades K, 1, and 2, program options which are developmentally appropriate and which address the needs of the TAG child may include:

- early entrance according to district procedures
- cluster grouping in regular classroom
- cross-grade grouping
- flexible grouping within a classroom to address rate and level
- differentiated content (materials), process, and/or product
- one-on-one tutoring.

Program options for grades 3-12 may include:

- cross-grade grouping
- cluster grouping in regular classroom
- flexible grouping within a classroom
- differentiated content (materials), process, and/or product
- early entrance to a middle school, high school or advanced placement environment for specific subjects
- tutoring in accelerated/advanced curriculum
- independent, in-depth project based learning
- mentorships with local experts

Teaching to Level and Rate of Learning

It is the teacher's responsibility to adjust the level and rate of learning

Each teacher shall demonstrate:

- the attitude that varied levels and pacing have value
- opportunities under which various levels and paces of learning can take place (providing the classroom environment, structures within the classes)
- resources at a variety of levels of difficulty
- monitoring of student progress and collection of evidence of rate and level
- communication, collaboration, and documentation with teachers in the succeeding grade and/or school

LEVEL...

Use assessment data to determine instructional level in each content area and determine academic areas needing differentiation.

Determine if a student's level of learning is significantly above grade level, above grade level, or at grade level but at a quicker pace.

Compare students to your teaching/learning objectives rather than to grade level. How well are they progressing with what you plan to teach? Be sure to look at skills and behaviors as well as mastery of content.

Determine criteria ahead of time for appropriate levels of accomplishment in content, process, and/or product.

AND

...RATE

Based on your experience, how does the student compare with others of his/her age in how many repetitions he/she requires to learn a concept?

Use your professional judgment about the rate of learning. Observation of behaviors and products and an interview can provide information.

Gifted students generally learn faster than other students. However, their rate of learning is not smooth and even. A student's rate of learning varies by interest, difficulty of the material, point in the learning process, and/or learning style.

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Assessment Options for Level and Rate of Learning

LEVEL OF LEARNING is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Student level of learning may be:

- significantly above grade level
- above grade level
- on grade level / accelerated place
- on grade level - no modifications necessary

ASSESSMENT OPTIONS may include but are not limited to:

- State reading assessment
- State writing assessment
- State math assessment
- State science assessment
- Off-level testing
- Standardized test
- Placement test
- Informal rdg. inventory
- Student list of reading
- End of book test
- Chapter/unit test
- Final/semester tests
- Skill tests
- Pretests (before units)
- Student portfolio
- Scored writing samples
- Work samples
- Journals
- Research reports
- Projects
- Specific observational data by teacher
- Placement recommendations and specific data from previous teachers
- Student input, interview
- Parent input, information
- Peer evaluation of products

RATE OF LEARNING is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest to the student
- level of difficulty of the material, and/or
- learning style of the student

Instructional Strategies for Teaching to Level and Rate

LEVEL OF LEARNING is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Student level of learning may be:

- significantly above grade level
- above grade level
- on grade level / accelerated place
- on grade level - no modifications necessary

BASED ON assessments, and occur on a regular basis

- acceleration
- assignment modification (differentiation by level, by interest, by student choice)
- cluster group instruction
- flexible grouping (by level, by interest, by student choice)
- independent study / research
- contracts
- enrichment
- alternative learning setting
- mentorship

RATE OF LEARNING is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest to the student
- level of difficulty of the material, and/or
- learning style of the student

Key Principles of a Differentiated Classroom

The teacher is clear about what matters in subject matter.

The teacher understands, appreciates, and builds upon student differences.

Assessment and instruction are inseparable.

The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.

All students participate in respectful work.

Students and teachers are collaborators in learning.

Goals of a differentiated classroom are maximum growth and individual success.

Flexibility is the hallmark of a differentiated classroom.

From Carol Ann Tomlinson, The Differentiated Classroom: Responding to the Needs of All Learners. ASCD, 1999, p. 48

Needs of Intellectually Gifted Students

1. Intellectual

- a. Opportunity for advanced level critical reasoning;
- b. Regular scholarly interaction with others of like ability; and
- c. Pursuit of advanced level research interests; access to challenging resources; and encounters with solving real problems.

2. Academic

- a. Continuous progress at advanced level and rate of instruction in content area(s) of interest (usually at least one year beyond grade level); and
- b. Advanced level vocabulary development instruction

3. Creative

Training in application of sophisticated creative thinking/problem solving strategies and opportunities to apply to areas of interest. They may need special emphasis on flexibility and the use of multiple perspectives.

4. Leadership

- a. Training in effective leadership techniques related to possible societal role(s);
- b. Ethical use of influence and decision-making; and
- c. Organizing for action and effecting change in contexts related to interest areas and possible careers.

5. Social/Emotional and Counseling

- a. Regular interaction with other intellectually gifted students to provide support system which values high level achievement and unique interests and perspectives;
- b. Setting realistic goals and standards for self and others - special counseling needed for perfectionism, underachievement, stress management;
- c. Opportunities for competition; experience in dealing with “failure”;
- d. Dealing with the dilemma of acceptance vs. high achievement; understanding anti-intellectualism; coping strategies; and
- e. Academic planning and counseling tailored to high ability students.

Needs of Academically Talented Math Students

1. Academic
 - a. Continuous progress at advanced level and rate of instruction in math; usually includes minimum of completion of algebra or equivalent by end of grade 8, and completion of Algebra II by grade 10 or equivalent.
2. Creative
 - a. Opportunity to explore and apply advanced creative thinking and problem-solving strategies in math.
3. Leadership
 - a. Training in effective leadership techniques especially as related to math, career goals;
 - b. Exploration of possible leadership roles in math-related fields;
 - c. Effecting change in contexts related to interest areas; and
 - d. Responsible use of influence.
4. Social/Emotional and Counseling
 - a. Opportunities for completion; experience in dealing with “failure”;
 - b. Dealing with the dilemma of acceptance vs. high achievement; understanding anti-intellectualism; and
 - c. Academic planning and counseling tailored to high ability students.

Needs of Academically Talented Reading/language Arts Students

1. Academic

Continuous progress at advanced level and rate of instruction in reading/language arts; literature and vocabulary development approximately 1-2 years beyond grade level.
2. Creative

Opportunity to explore and apply advanced creative thinking and problem-solving strategies in literature and language arts.
3. Leadership
 - a. Training in effective leadership techniques related to language arts, career goals;
 - b. Exploration of possible leadership roles and effective leadership styles;
 - c. Effecting change in contexts related to interest areas; and
 - d. Responsible use of influence.

MONROE SCHOOL DISTRICT #1J

Form-1 TAG

Teacher / Parent Nomination Questionnaire

Student's Name _____ Grade _____

Date of Birth _____ School _____

Parent's Name _____

Person Nominating Student _____

Principal's Signature _____ Date _____

Please complete the following survey questions about your child and return it to the school office as soon as possible. Thank you for your cooperation.

Please circle only one number for each question.

| | ALWAYS | SOMETIMES | | NEVER | |
|---|--------|-----------|---|-------|---|
| | 5 | 4 | 3 | 2 | 1 |
| Is exceptionally able to retrieve information from both short and long term memory. | | | | | |
| Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately. | | | | | |
| Is unusually adept at connecting new learning to previously learned material to make it meaningful. | | | | | |
| Gets bored with routine tasks. | | | | | |
| Exhibits exceptional ability in detecting relationships, similarities, and difference. | | | | | |
| Is able to process information quickly. | | | | | |
| Demonstrates a much wider range of vocabulary usage, is more precise in the use of words and uses complex sentence structure. | | | | | |
| Refuses to do repetitive homework. | | | | | |
| Asks questions which are unusual, insightful, and/or show relationships to other experiences. | | | | | |

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Is exceptionally able to retrieve information from both short and long term memory. | | | | | |
| Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points. | | | | | |
| Is more concerned with concept than the details. | | | | | |
| Demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information. | | | | | |
| Exhibits special skills unusual for age. | | | | | |
| Hands in messy work. | | | | | |
| Exhibits innovative use of common materials by adapting or combining them in a new or unusual way. | | | | | |
| Has the ability to devise or adopt a systematic strategy for solving problems. | | | | | |
| Has the ability to devise or adopt a systematic strategy for solving problems. | | | | | |
| Makes jokes or puns at inappropriate times. | | | | | |
| Is able to change or adapt the problem solving strategy in some way if the original approach is not working. | | | | | |
| Exhibits a wide range of knowledge. | | | | | |
| Exhibits a depth of information in one or more specific area. | | | | | |
| Is nonconforming; stubborn. | | | | | |
| Exhibits persistence in topics of interest, often finding it difficult to leave until some closure is reached. | | | | | |
| Completes only part of an assignment or project and then takes off in a new direction. | | | | | |
| Exhibits intense and purposeful exploratory behavior on topics of interest. | | | | | |
| Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically. | | | | | |

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Is exceptionally able to retrieve information from both short and long term memory. | | | | | |
| Overreacts. | | | | | |
| Becomes impatient and overly critical if work is not perfect. | | | | | |
| Prefers to work on projects that provide a challenge. | | | | | |
| Gets angry or cries if things go wrong. | | | | | |
| Exhibits concern about social or political problems unusual for others; is concerned about right and wrong. | | | | | |
| Is critical of others and/or the teacher. | | | | | |
| Exhibits a zany sense of humor; enjoys word play and the use of puns. | | | | | |
| Is resistant to the routine drill on repetitive tasks covering information already know, such as math facts, spelling or handwriting. | | | | | |
| Is domineering. | | | | | |
| Can produce "reasons", which may be elaborate and/or highly creative, for not doing things in the way originally presented. | | | | | |
| Disagrees vocally with others or with the teacher about ideas and values. | | | | | |
| Likes to organize or bring structure to things and/or people. | | | | | |
| Self-critical; impatient with others. | | | | | |

What special intellectual and/or academic strengths suggest that your child may need programs or services outside of the regular program? Please elaborate. Use back if necessary.

What special talents or skills does your child have?

Give some examples of behavior that illustrate these talents and/or skills:

Favorite school subject is:

Comment of general attitude toward school:

Hobbies and special interests:

In which, if any, academic areas does your child's performance seem to be well below his/her ability? Please elaborate.

What special lessons, training, or learning opportunities does your child have outside of school?

What are some of the influences at home/school that may negatively influence your child's performance at school?

What other things would you like us to know about your child that would assist us in planning a program for your child?

Favorite leisure time activity:

Parent Notification

Date _____

To the Parent/Guardian of: _____

From: Monroe School District Talented and Gifted Program Team

We are pleased to inform you that your child has been nominated as a potential Talented and Gifted (TAG) student. The Monroe School District is committed to meeting the educational needs of all students. Our TAG program is designed to correlate curriculum and instruction to the student's appropriate rate and level of learning. We have enclosed our TAG brochure which contains information regarding our program, responsibilities and your rights as parents.

We would like to begin the process of identifying your child. In order to determine your child's eligibility, we request you fill out the attached questionnaire. The information on the questionnaire form will help us to identify your child and address his/her academic needs.

Our goal is to determine identification within the next 30 days. If we are unable to make a determination in that time, we will contact you by phone or mail to let you know the reason for the delay. Parents do have the right to refuse this identification process as well. If you would prefer not to have your child participate please sign the appropriate line. Please feel free to contact me if you have any questions or concerns.

Thanks you for your cooperation and support.

Signature, TAG Coordinator

Letter of Nomination

Date: _____

To the Parent/Guardian of: _____

From: Monroe School District Talented and Gifted Program Team

We are pleased to let you know your child has been nominated as a Talented and Gifted (TAG) student. The Monroe School District is committed to meeting the educational needs of all students. Our TAG program is designed to correlate curriculum and instruction to the student's appropriate rate and level of learning. We have enclosed our TAG brochure which contains information regarding our program, responsibilities and your rights as parents.

We would like to begin the TAG identification process of your child. In order to determine your child's eligibility, we are requesting your permission to administer individualized testing. The assessment of your child may include a review of records, interviews, observations, and tests. Oregon Administrative Rule (OAR) 581-21-0030 requires that the Monroe School District receive written consent before beginning any testing. If you would like us to begin the process, please sign the consent form (attached) and return it as soon as possible. Below is a list of evaluations and/or tests the district may use:

Intelligence Assessments

Otis-Lennon School Ability Test (OLSAT)
Wechsler Intelligence Scale for Children
(WISC)
Raven Progressive Matrices (RAVEN)
Other: _____

Academic Assessment

Oregon Assessment of Knowledge & Skills
(OAKS)
Smarter Balanced Assessment
Woodcock-Johnson
Woodcock-Munoz (ELL)
Other: _____

Our goal is to determine identification within the next 30 days. If we are unable to make a determination in that time, we will contact you by phone or mail to let you know the reason for the delay. Parents do have the right to refuse this identification process as well. If you would prefer not to have your child participate please sign the refusal form (attached) and return as soon as possible. Please feel free to contact me if you have any questions or concerns.

Thank you for your cooperation and support.

Signature, TAG Coordinator

Talented and Gifted Program Right of Refusal

I understand I have the right to accept or reject the TAG identification process for my child, _____ . I understand that the granting of consent is voluntary and may be revoked at any time. I also understand that consideration of my child does not guarantee a final identification as intellectually gifted or academically talented.

_____ Consent is given to pursue TAG identification of my child.

_____ Consent is denied to pursue TAG identification of my child.

Parent/Guardian Signature

Date

Talented and Gifted Program: Consent to Evaluate

I understand the above described individual testing and/or other means of evaluation. I understand that granting of consent is voluntary and may be revoked at any time before testing has begun. I also understand that consideration of my child does not guarantee to final identification as intellectually gifted or academically talented.

_____ Consent is given to conduct an evaluation of my child.

_____ Consent is denied to conduct an evaluation of my child.

Parent/Guardian Signature

Date

Date _____

Identification Letter

To Parent/Guardian:

Monroe School District identifies and serves students in accordance with the Oregon Talented and Gifted Education Acts. Your student, _____, has been identified as

- _____ intellectually gifted
- _____ academically talented in English Language Arts
- _____ academically talented in math
- _____ academically talented in science
- _____ academically talented in _____

Identification means that a child's curriculum and instruction will be adjusted in the areas of strength based on assessment. Levels and rates of learning determined through this assessment process will be addressed within each classroom. Parents will have an opportunity to discuss their child's classroom work during parent conferences.

Parents have rights and responsibilities under this law. We enclose a brochure indicating to you what those rights and responsibilities are and how we can work with you to provide appropriate education for your student.

Sincerely yours,

Monroe TAG Team:

- _____, Superintendent/TAG Coordinator
- _____, Primary Teacher Representative
- _____, Grade School Principal
- _____, Middle School Teacher Representative
- _____, High School Teacher Representative
- _____, Counselor
- _____, High School Principal

Talented and Gifted (Tag) Instructional Plan

Student _____ Grade _____ ☐ IEP ☐ LEP Date: _____
 School Year: _____ School: _____ Teacher: _____

| SUBJECT | ASSESSMENT DATA | | DIFFERENTIATED INSTRUCTION | |
|---------|--|---|--|--|
| | LEVEL OF LEARNING (list names of assessment and results) | | RATE OF LEARNING (check all that apply for each subject) | INSTRUCTION BASED ON ASSESSMENTS: INSTRUCTION MUST MATCH ASSESSMENT RESULTS (the following differentiated instruction will occur on a regular basis) |
| MATH | Assessments: 1 _____ (Benchmark/District Data) 2 _____ 3 _____ | Results: 1 _____ 2 _____ 3 _____ | Student: <input type="checkbox"/> completes work quickly & accurately <input type="checkbox"/> grasps new concepts quickly and easily <input type="checkbox"/> is highly motivated <input type="checkbox"/> needs few repetitions to master a new concept Student is working at: <input type="checkbox"/> slower pace than peers <input type="checkbox"/> same pace as peers <input type="checkbox"/> faster pace than peers | Check all that apply: <input type="checkbox"/> small group/cluster group instruction <input type="checkbox"/> whole group instruction <input type="checkbox"/> contracting <input type="checkbox"/> graphic organizer <input type="checkbox"/> compacting <input type="checkbox"/> working independently <input type="checkbox"/> tiered assignments / products <input type="checkbox"/> complex instruction <input type="checkbox"/> other (specify) Description/Comments: _____ _____ _____ |

| | | | | |
|---------------------------------------|--|--|--|--|
| LANGUAGE ARTS: READING | Assessments: 1 _____ (Benchmark/District Data) 2 _____ 3 _____ | Results: 1 _____ 2 _____ 3 _____ | Student: <input type="checkbox"/> completes work quickly & accurately <input type="checkbox"/> grasps new concepts quickly and easily <input type="checkbox"/> is highly motivated <input type="checkbox"/> needs few repetitions to master a new concept Student is working at: <input type="checkbox"/> slower pace than peers <input type="checkbox"/> same pace as peers <input type="checkbox"/> faster pace than peers | Check all that apply: <input type="checkbox"/> small group/cluster group instruction <input type="checkbox"/> whole group instruction <input type="checkbox"/> contracting <input type="checkbox"/> graphic organizer <input type="checkbox"/> compacting <input type="checkbox"/> working independently <input type="checkbox"/> tiered assignments / products <input type="checkbox"/> complex instruction <input type="checkbox"/> other (specify _____) Description/Comments: _____ _____ _____ |
| LANGUAGE ARTS: WRITING | Assessments: 1 _____ (Benchmark/District Data) 2 _____ 3 _____ | Results: 1 _____ 2 _____ 3 _____ | Student: <input type="checkbox"/> completes work quickly & accurately <input type="checkbox"/> grasps new concepts quickly and easily <input type="checkbox"/> is highly motivated <input type="checkbox"/> needs few repetitions to master a new concept Student is working at: <input type="checkbox"/> slower pace than peers <input type="checkbox"/> same pace as peers <input type="checkbox"/> faster pace than peers | Check all that apply: <input type="checkbox"/> small group/cluster group instruction <input type="checkbox"/> whole group instruction <input type="checkbox"/> contracting <input type="checkbox"/> graphic organizer <input type="checkbox"/> compacting <input type="checkbox"/> working independently <input type="checkbox"/> tiered assignments / products <input type="checkbox"/> complex instruction <input type="checkbox"/> other (specify _____) Description/Comments: _____ _____ _____ |

- ☐ _____ Phone contact to parent (first two weeks in September or within three weeks of identification).
☐ _____ Draft of written plan sent home (no later than October 1 or within three weeks of identification).
☐ _____ Conference. Date: _____

| ACADEMIC RECOMMENDATIONS BASED ON ASSESSMENT RESULTS | | |
|--|--|----------------------|
| SUBJECT | END OF YEAR ASSESSMENTS (include benchmark data) | FALL PLACEMENT LEVEL |
| MATH | | |
| READING | | |
| WRITING | | |

Talented and Gifted Identification Summary

Student _____ Birth date _____

School _____ Graduation Year _____

| Identification Area(s) | Year Identified | Date Letter Sent |
|-----------------------------------|-----------------|------------------|
| Intellectually Gifted | | |
| Academically Talented: ELA | | |
| Academically Talented: Math | | |
| Academically Talented: Science | | |
| Academically Talented: Other | | |

ASSESSMENT DATA

| <u>Mental Ability Tests:</u> | <u>National Percentile</u> | <u>Year Identified</u> |
|------------------------------|----------------------------|------------------------|
| Raven (Coloured) | _____ | _____ |
| Otis-Lennon (OLSAT) | | |
| Level C (grade 2) | _____ | _____ |
| WISC | _____ | _____ |
| Other: | _____ | _____ |
| <u>Academic Tests:</u> | <u>National Percentile</u> | <u>Year Identified</u> |
| SBAC ELA (3) | _____ | _____ |
| SBAC ELA (4) | _____ | _____ |
| SBAC ELA (5) | _____ | _____ |
| SBAC ELA (6) | _____ | _____ |
| SBAC ELA (7) | _____ | _____ |
| SBAC ELA (8) | _____ | _____ |
| SBAC Math (3) | _____ | _____ |
| SBAC Math (4) | _____ | _____ |

| Academic Tests: | National Percentile | Year Identified |
|-----------------|---------------------|-----------------|
|-----------------|---------------------|-----------------|

| | | |
|--------------------|-------|-------|
| SBAC Math (5) | <hr/> | <hr/> |
| SBAC Math (6) | <hr/> | <hr/> |
| SBAC Math (7) | <hr/> | <hr/> |
| SBAC Math (8) | <hr/> | <hr/> |
| SBAC Math (11) | <hr/> | <hr/> |
| PSAT (9) | <hr/> | <hr/> |
| PSAT (10) | <hr/> | <hr/> |
| PSAT (11) | <hr/> | <hr/> |
| SAT (11 and/or 12) | <hr/> | <hr/> |
| OAKS Science (5) | <hr/> | <hr/> |
| OAKS Science (8) | <hr/> | <hr/> |
| OAKS Science (10) | <hr/> | <hr/> |
| Other | <hr/> | <hr/> |

TAG Identification Team Signatures, Date:

| | |
|-------|-------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |