

Appendix A

Forms

This section contains forms used by various Kentucky school districts. The Kentucky Department of Education does not endorse or require the use of any specific form. Forms used by districts must meet the conditions listed within the regulation.

Section Includes:

- Accommodations for GT and Special Education
- Behavioral Characteristics Checklist
- Class Checklist
- Sample GSSP—Fayette Co
- Sample GSSP Progress Report—Fairview
- Sample GSSP Progress Report—Boyd County - Elementary
- Jot Down for GI
- Jot Down for Specific Academic
- Over-Excitability Checklist
- Parent Checklist
- Parent Inventory
- Parent Questionnaire
- Parent Student Feedback
- Peer Checklist
- Sociogram 5 Areas
- Student Interest Inventory
- Teacher Checklist
- Working Conditions Contract
- Sample Curriculum Differentiation – Pulaski Co.

Accommodations for GT and Special Education

Russell-McDowell Intermediate School
Special Education and Gifted Education Accommodations

Teacher _____ Month/Year _____

Student _____ Grade _____

Areas:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> General Intellectual | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Reading/language arts | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Math | <input type="checkbox"/> Visual art |
| <input type="checkbox"/> Science | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Social studies | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Music | |

Special Education Accommodations:

- | | |
|--|--|
| <input type="checkbox"/> Reader | <input type="checkbox"/> Modified Tests and/or assignments |
| <input type="checkbox"/> Prompting/cueing | <input type="checkbox"/> Peer tutoring |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Small group instruction |
| <input type="checkbox"/> Paraphrasing/rephrasing | <input type="checkbox"/> Title I |
| <input type="checkbox"/> Scribes | <input type="checkbox"/> Behavior modification |
| <input type="checkbox"/> Extended time | <input type="checkbox"/> One-to-one instruction |
| <input type="checkbox"/> Use of technology | <input type="checkbox"/> Reduced difficulty |
| <input type="checkbox"/> Oral directions | <input type="checkbox"/> Other |
| <input type="checkbox"/> Preferred seating | |

Gifted Education Accommodations:

- Acceleration**—subject area at a higher grade (e.g. 4th grader taking 5th grade math)
- Collaborative teaching**—GT teacher provides differentiated instruction to a cluster group of identified students while classroom teacher provides instruction to other students
- Consultation** with GT coordinator to obtain instructional information or materials for classroom teacher to use with identified students in the regular classroom
- Special counseling** related to giftedness by a counselor (e.g. perfectionism, study skills, goal setting, etc.)
- Differentiated individual study**—extensions or in-depth study that extend, replace, or supplement beyond the standard curriculum
- Differentiated experience in cluster group**—identified students study topics or do projects etc. matched to interests, needs, and abilities of the students
- Enrichment during school** (e.g. Beta, STLP, electives related to identified area)
- Resource services—pull-out**
- Resource services--appropriate setting** outside the school day (e.g. academic team, FPS)
- Resource services—consortium** (2 or more schools or districts pooling resources to provide GT services)
- Seminar**—discussion-based sessions on specific topics focusing on advanced content or higher level process skills

Behavioral Characteristics Checklist

COMMON BEHAVIOURAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

STUDENT NAME _____ **DATE** _____

Please **tick the category** you think best describes the student.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

A LEARNING						
	ITEM	1	2	3	4	Don't Know
1	Is a rapid learner, who understands advanced topics easily.					
2	Shows insight and reflects on cause-effect relationships.					
3	Persists in completing tasks.					
4	Sees the problem quickly and takes the initiative.					
5	Learns basic skills quickly and with little practice.					
6	Is reluctant to practice skills already mastered, finding such practice futile.					
7	Follows complex directions easily.					
8	Constructs and handles high levels of abstraction.					
9	Can cope with more than one idea at a time.					
10	Has strong critical thinking skills and is self-critical.					
11	Has surprising perception and deep insight.					
12	Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
13	Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
14	Has a remarkable range of specialised knowledge (e.g. dinosaurs).					
15	Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
16	Explores wide-ranging and special interests, frequently at great depth.					
17	Has quick mastery and recall of information, seems to need no revision and is impatient with repetition.					
18	Learns to read early and retains what is read; can recall in detail.					
19	Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
20	Sees greater significance in a story or film and continues the story.					
21	Demonstrates a richness of imagery in informal language and brainstorming.					
22	Can ask unusual (even awkward) questions or make unusual contributions to class discussions.					

23	Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					
24	Has exceptional curiosity and frequently wants to know the reasons why.					
25	Displays intellectual playfulness; is imaginative and is quick to see connections and manipulate ideas.					
26	Often sees unusual, rather than conventional, relationships.					
27	Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting).					
28	Wants to debate topics at greater depth.					
29	Mental speed is faster than writing ability, so is often reluctant to write at length. Prefers to talk rather than write and talks at speed with fluency and expression.					

B PSYCHOSOCIAL						
ITEM		1	2	3	4	Don't Know
1	Sets very high personal standards and is a perfectionist.					
2	Is success-oriented and hesitates to try something where failure is a possibility.					
3	Demonstrates a sense of humour and loves incongruities, puns and pranks.					
4	May be behind peers in manual dexterity, which can be a source of frustration.					
5	Can have a negative self-concept and suffer from poor social acceptance by age peers.					
6	Daydreams and seems lost in another world.					
7	Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on. When questioned usually knows the answer.					
8	Often prefers company of older students and adults.					
9	When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change.					
10	Can be stubborn in own beliefs.					
11	Shows sensitivity and reacts strongly to things causing distress or injustice.					
12	Empathizes with others and often takes a leadership role; very understanding and sympathetic.					
13	Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.					

Exceptionally Able Children, 1996

Class Checklist

GIFTED AND TALENTED INDIVIDUAL STUDENT RATING SCALE
--

When compared with other children in the class, which of your students possess SOME of the following characteristics?

Do not exclude children who may have synchronous development

STUDENT'S NAME _____ DATE _____

TEACHER _____ YEAR LEVEL _____

In the following items, check the column which best describes the student's functioning.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

Characteristics		1	2	3	4
1	Learns rapidly and easily.				
2	Things clearly, recognises implied relationships, comprehends meanings.				
3	Reads above year level.				
4	Retains what is heard or read without appearing to need much repetition.				
5	Is easily bored with routine tasks.				
6	Has a large vocabulary.				
7	Is curious, investigative.				
8	Asks penetrating, searching questions.				
9	Has long attention span.				
10	Shows imagination, originality, creativity.				
11	Prefers complex ideas.				
12	Is often assertive, stubborn in own beliefs.				
13	Has a sense of humour.				

Sample GSSP—Fayette Co.

Your School

GIFTED/TALENTED STUDENT SERVICES PLAN

STUDENT INFORMATION			
Student	School	Grade	Gender
Student Number	Homeroom	Date	Ethnicity
			1 2 3 4 5 6

IDENTIFIED CATEGORIES and PERSONNEL RESPONSIBLE				
General Intellectual	Specific Academic <input type="checkbox"/> Total Battery <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	Creativity	Leadership	Visual/ Performing Arts <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Dance <input type="checkbox"/> Art <input type="checkbox"/> Writing
Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
<ul style="list-style-type: none"> •Continuous progress •Advanced critical reasoning instruction and strategies •Advanced research •Access to advanced resources •Real-world problem-solving 	<ul style="list-style-type: none"> • Advanced creative thinking instruction and strategies • Creative problem-solving • Real-world creative problem-solving • Creative Writing 	<ul style="list-style-type: none"> • Exploration of leadership skills • Training in effective leadership techniques and styles • Effecting change in contexts • Responsible use of influence and decision-making 	<ul style="list-style-type: none"> •Continuous progress •Creative and aesthetic productions •Demonstrated accomplishment 	

SERVICES PLAN
<p>Goals:</p> <ol style="list-style-type: none"> 1. Student will demonstrate achievement in the content area(s) of identification. 2. Student will develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification. 3. Student will complete high level products/performances in the area(s) of identification. 4. Other:

STRATEGIES for DIFFERENTIATED CONTENT, PROCESS, and PRODUCTS

<p style="text-align: center;">_____ Units</p> <p>which may include:</p> <ul style="list-style-type: none"> • Interdisciplinary • Integrated • Independent projects • Student choice • Real-world applications 	<p style="text-align: center;">_____ Curriculum Compacting</p> <p>which may include:</p> <ul style="list-style-type: none"> • Pursue to intensity • Explore laterally • Construct connections • Acceleration _____ 	<p style="text-align: center;">_____ Research</p> <p>which may include:</p> <ul style="list-style-type: none"> • Complex topics • Varied resources 	<p style="text-align: center;">_____ Thinking Skills</p> <p>which may include:</p> <ul style="list-style-type: none"> • Critical • Creative • Problem solving • Decision making • Self-evaluation • Goal-setting 	<p style="text-align: center;">_____ Interests and/or Learning Styles</p>
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SERVICE OPTIONS for DEVELOPMENT of GIFTED/TALENTED BEHAVIORS

<p>_____ Cluster group</p> <p>_____ Collaboration</p> <p>_____ Resource group</p>	<p>_____ Acceleration by Subject</p> <p>_____ Acceleration by Grade</p> <p>_____ Special Counseling</p>	<p>_____ Advanced Placement or Honors</p> <p>_____ Independent Study</p> <p>_____ Other</p>
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SCHOOL GIFTED/TALENTED COMMITTEE

GIFTED/TALENTED STUDENT SERVICES PLAN

A service plan for gifted students “is an educational plan that matches a formally identified gifted student’s interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel” (704KAR3:285 as amended August 10, 1999). This information, in conjunction with defined goals and the appropriately selected differentiated education options to meet these goals, comprise the formal service plan. A report of the child’s progress will be made to the parent/guardian at least once a semester.

Definitions:

Acceleration by Grade: Official assignment to the next year in school (does not include honors classes, content or subject acceleration).

Acceleration by Subject/Content: Students receiving instruction in a content area in a higher grade level class (does not include advanced instruction in a cluster group or honors classes).

Advanced Placement or Honors: Courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

Cluster Group: Grouping of identified students in a heterogeneous classroom for the purpose of receiving differentiated services matched to students’ needs by a teacher trained in the appropriate instruction of gifted and talented students.

Collaboration: Instruction in a regular classroom to a cluster group of identified gifted students by a specialist in conjunction with the regular classroom teacher.

Constructing Connections: Integrated or interdisciplinary study projects that show relationships within, between and across disciplines.

Curriculum Compacting: Modifying the core curriculum by reducing or eliminating mastered skills and knowledge to allow time for differentiated activities matched to students’ needs, interests and abilities.

Explore Laterally: Study concepts or topics that parallel or extend the core content.

Independent Study: A self-directed course or study of a selected topic for students in grades 6-12 under the supervision of a teacher or the auspices of a university.

Integrated Units: Units of study organized around a core concept or topic and relates to multiple disciplines.

Interdisciplinary Units: Units of study organized around global themes and generalizations in

which the disciplines contribute to the theme and explain or prove the generalizations.

Pursue to Intensity: Individual or small group research projects that supplement the students' giftedness and the core curriculum.

Resource Group: Part-time grouping of identified gifted and talented students based on students' interests, needs and abilities and designed for accelerated content, special interest groups, process skills development or various combinations of all.

Special Counseling: Counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and social-emotional needs of gifted and talented students.

Your School

GIFTED/TALENTED MONITORING REPORT

FOR STUDENT SERVICES PLAN

20 ____ - 20 ____

STUDENT INFORMATION				
Student	School	Homeroom	Grade	Date

IDENTIFIED CATEGORIES and PERSONNEL RESPONSIBLE				
General Intellectual _____	Specific Academic _____ Total Battery _____ Reading _____ Math _____ Science _____ Social Studies	Creativity _____	Leadership _____	Visual/ Performing Arts _____ Music _____ Drama _____ Dance _____ Art _____ Writing
Personnel:	Personnel:	Personnel:	Personnel:	Personnel:

SERVICES PLAN PROGRESS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT
Goals: 1. Student demonstrates achievement in the content area(s) of identification. 2. Student develops process skills including creative/critical thinking, research, and problem solving in the area(s) of identification. 3. Student completes high level products/performances in the area(s) of identification. 4. Other:			

STRATEGIES USED for DIFFERENTIATED CONTENT, PROCESS, and PRODUCTS

<p>_____ Units</p> <p>which may include: <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Integrated <input type="checkbox"/> Independent projects <input type="checkbox"/> Student choice <input type="checkbox"/> Real-world applications</p>	<p>_____ Curriculum Compacting</p> <p>which may include: <input type="checkbox"/> Pursue to intensity <input type="checkbox"/> Explore laterally <input type="checkbox"/> Construct connections <input type="checkbox"/> Acceleration</p>	<p>_____ Research</p> <p>which may include: <input type="checkbox"/> Complex topics <input type="checkbox"/> Varied resources</p>	<p>_____ Thinking Skills</p> <p>which may include: <input type="checkbox"/> Critical <input type="checkbox"/> Creative <input type="checkbox"/> Problem solving <input type="checkbox"/> Decision making <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Goal-setting</p>	<p>_____ Interests and/or Learning Styles</p>
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SERVICE OPTIONS USED for DEVELOPMENT of GIFTED/TALENTED BEHAVIORS

<p><input type="checkbox"/> Cluster group <input type="checkbox"/> Collaboration <input type="checkbox"/> Resource group</p>	<p><input type="checkbox"/> Acceleration by Subject <input type="checkbox"/> Acceleration by Grade <input type="checkbox"/> Special Counseling</p>	<p><input type="checkbox"/> Advanced Placement or Honors <input type="checkbox"/> Independent Study <input type="checkbox"/> Other</p>
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Comments:

Your School

**GIFTED/TALENTED STUDENT SERVICES PLAN
Parental Response Form**

One of the major goals of FCPS gifted/talented services is to provide each student with an opportunity to develop his or her strengths and talents. The basic curriculum will be differentiated to offer your child interesting and challenging experiences. Although the work your child does in school provides information on his or her strengths and interests, activities your child pursues at home will help us develop ways to further enhance his or her school plan. For this reason, we are asking you to complete this parental response form.

Student Information			
Child's Name			
		Date of Birth	
Grade		Homeroom Teacher	
Gender		Ethnicity	
Parent's Name			
Address			
Home Phone		Work Phone	

1. My child spends the greatest amount of his/her time doing:

2. My child's interests and hobbies include:

3. My child's readings and discussions relate to these areas:

Please check your child's preferred ways to learn below:

<i>Preferred Ways of Learning</i>			
Reading		Presentations	
Listening		Projects	
Discussing		Performing	
Creating		Music	
Writing		Art	
Working Alone		Technology	
Working with Others		Other:	

**GIFTED/TALENTED DOCUMENTATION
FOR MONITORING REPORT**

This record is to be kept with the teacher lesson planning book and completed as part of the planning process. Personnel responsible for providing gifted/talented services may choose to complete this form and attach it to the parental monitoring report.

STUDENT INFORMATION				
Student	School	Homeroom	Grade	Date

IDENTIFIED CATEGORIES and PERSONNEL RESPONSIBLE				
<p align="center">____ General Intellectual</p>	<p>Specific Academic</p> <p>____ Total Battery ____ Reading ____ Math ____ Science ____ Social Studies</p>	<p>____ Creativity</p>	<p>____ Leadership</p>	<p>Visual/ Performing Arts</p> <p>____ Music ____ Drama ____ Dance ____ Art ____ Writing</p>
Personnel:	Personnel:	Personnel:	Personnel:	Personnel:

Curriculum Compacting Evidence:
Differentiation by Content:
Differentiation by Process:
Differentiation by Product:

Sample GSSP Progress Report—Fairview Independent

Progress Report for Gifted Education Students

Student Name	Date	Homeroom	Grade
	Fall 200__ Spring 200__		<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
G/T Areas			
___ General Intellectual Specific Academic: ___ Language Arts ___ Math ___ Science ___ Social Studies ___ Creativity ___ Leadership Visual/Performing Arts: ___ Art ___ Dance ___ Drama ___ Music			

Student Progress toward Achieving Gifted Student Service Plan Goals:

Student Goal			Teacher Delivering Service Option	Semester	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Student demonstrates achievement in the area(s) of identification.				1				
1 st semester	2 nd semester	Strategies Used for Content Differentiation:		2				
		Curriculum Compacting	Comments:					
		Pursue to Intensity						
		Explore Laterally						
		Construct Connections						
		Integrated Units						
		Acceleration						
		Student Choice						
		Other						
Student develops process skills in the area(s) of identification.				1				
1 st semester	2 nd semester	Process Skills Developed During Content Differentiation:		2				
		Research	Comments:					
		Creative Thinking						
		Critical Thinking						
		Decision Making						
		Problem Solving						
		Questioning Skills						
		Other						
Student completes high level products/performances in the area(s) of identification.				1				
1 st semester	2 nd semester	Product Development Skills Developed During Content Differentiation:		2				
		Sophisticated Products Reflecting Higher Order Thinking	Comments:					
		Self-evaluation						
		Authentic Audience						
		Real World						
		Multiple Intelligences						
		Other						
Student develops affective skills in the area(s) of identification.				1				
1 st semester	2 nd semester	Affective Skills Developed During Content Differentiation:		2				
		Goal Setting	Comments:					
		Self-directed Learning						
		Decision Making						
		Leadership						
		Other						

(cont'd next page)

Service Options Used for Development of Gifted/Talented Behaviors

<input type="checkbox"/> Cluster Grouping	<input type="checkbox"/> Acceleration by Subject	<input type="checkbox"/> Advanced Placement/Honors
<input type="checkbox"/> Collaboration/Consultation	<input type="checkbox"/> Acceleration by Grade	<input type="checkbox"/> Independent Study
<input type="checkbox"/> Resource Group	<input type="checkbox"/> Special Counseling	<input type="checkbox"/> Other

R. Crowe, Fairview Independent Schools

Sample GSSP Progress Report—Boyd County - Elementary

Your School District

PROGRESS REPORT

Student: _____ Grade: 4 5 Date: _____

Homeroom Teacher: _____

Goals

Student will:

1. *Demonstrate achievement in the area(s) of identification*
2. *Develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.*
3. *Complete high-level products/performances in the area(s) of identification.*
4. *Develop goal setting, self-directed learning, leadership, and decision-making skills in the area(s) of identification.*

Semester 1

Goals	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	Teacher
1					
2					
3					
4					

Progress Notes

Parent Signature

Student Signature

Semester 2

Goals	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	Teacher
1					
2					
3					
4					

Progress Notes

Parent Signature

Student Signature

Jot Down for GI

GENERAL INTELLECTUAL ABILITY IDENTIFICATION JOT DOWN

Brief description of observed activity : _____

Date _____ / _____ / _____
 Mo. Day Yr.

Teacher _____

Grade _____ School _____

1. As students in your class show evidence of the following general intellectual ability characteristics, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in general intellectual ability.

Sees connections/recognizes patterns, may want to know how what is being taught “fits in.”	Asks many probing questions, sometimes to the point of driving others “up the wall.”	Appears to have a deep sense of justice. May correct others seen as wrong.	Able to work one or two years above others in age group
Widely read or likes to read. May prefer to read rather than be with others.	Seems to know many things that have not been taught.	Has a large vocabulary but may choose when to display it.	Benefits from rapid rate of presentation. May refuse to do work seen as “busy work.”
Displays intensity for learning. Preoccupied and hard to move on to a new area.	Prefers a few close friends to many friends.	Likes to observe before trying new activities. Think through ideas before sharing with others.	Knowledgeable about things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being a leader of a group.	Displays abstract thinking. Requires time to think before responding.	High energy level – physical, intellectual, and psychological.	May have discrepancies between physical, social and intellectual development.

Jot Down for Specific Academic

SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity : _____

Check One: Language Arts
 Social Studies
 Math
 Science Grade _____

Date _____ / _____ / _____
 Mo. Day Yr.
 Teacher _____
 School _____

- 3. As students in your class show evidence of the following specific academic characteristics, jot their names down in the appropriate box/es.**
- 4. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.**

Sees connections.	Asks many probing questions	Enjoys sharing what they know.	Provides many written/oral details.
Widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little drill to grasp concepts.	Generates a large number of ideas or solutions to problems.	Knowledgeable about things others may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Can apply knowledge to unfamiliar situations.	Offers unusual or unique responses.

Developed by L.Freese and M.Evans, WKU

Over-Excitability Checklist

CHECKLIST FOR CHARACTERISTICS OF OVER EXCITABILITY					
	Level of intensity				
	1 lowest	2	3	4 highest	Not observed
PSYCHOMOTOR					
*Lots of energy and movement, fast talking, lots of gestures, sometimes nervous					
SENSUAL					
*Acute sensory awareness. Love for sensory things, sensitive to bright lights, aesthetic awareness					
IMAGINATIONAL					
*Dreamers, poets, strong visual thinkers, use lots of metaphorical speech					
INTELLECTUAL					
*Strong logical imperative, a love of things academic, new information, cognitive games					
EMOTIONAL					
*Intensity of emotion, broad range of emotions, need for deep connections with other people or animals, invent imaginary friends, susceptible to depression					

NOTE: Highly gifted people tend to have all 5 of the above characteristics but different people lead with different Over Excitabilities.

Parent Checklist

CHECKLIST FOR PARENT IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

Dabrowski

SECTION A

Please **tick the category** you think best describes your child.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

No	Characteristic	1	2	3	4
1	Has advanced vocabulary, expresses self clearly and fluently				
2	Thinks quickly.				
3	Recalls facts easily.				
4	Wants to know how things work.				
5	Is an avid reader.				
6	Puts unrelated ideas together in new and different ways.				
7	Becomes bored easily.				
8	Asks reasons why – questions almost everything.				
9	Likes grown-up things and to be with older people.				
10	Has a great deal of curiosity.				
11	Is impulsive – acts before thinking.				
12	Is adventurous.				
13	Tends to dominate others if given a chance.				
14	Is persistent. Sticks to task.				
15	Has good physical coordination and body control.				
16	Is independent and self-sufficient.				
17	Has a good sense of humour.				
18	Reasons.				
19	Has a wide range of interests.				
20	Shows initiative.				
21	Seeks own answers and solutions to problems.				
22	Has a great interest in the future and/or world problems.				
23	Follows complex directions.				
24	Is prepared to take some social risks.				
25	Is a leader.				

26	Enjoys complicated games.				
27	Sets high goals for self.				
28	Invents and builds new mechanical devices.				
29	Continually questions status quo.				
30	Has a broad attention span which allows concentration on and perseverance in problem solving and pursuit of interests.				

SECTION B

No	Characteristic	Yes	No
1	Did your child read before starting school?		
	If the answer is YES, was the child self-taught?		
2	Does your child play a musical instrument?		
	If so, which instrument?		
3	In what outside activities does your child participate?		
4	What are your child's special hobbies or interests?		
5	What books has your child enjoyed reading lately?		

Please make comments, where appropriate, on any of the following.

Your child's:

- unusual accomplishments – present or past
- special talents
- relationships with others
- preferred activities when alone
- special problems and needs
- special opportunities
- language/cultural background

Note: This checklist may require interpretation for non-English-speaking parents.

PARENT INVENTORY

<http://www.allen.kyschools.us/docs/0->

[Allen%20County%20Gifted%20and%20Talented%20Handbook%20as%20of%2009-10-08.doc](#)

Student: _____ Grade: _____

Teacher: _____ Date Parent Inventory Sent Home: _____

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

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

At what age did your child learn to read? _____

At what age did your child understand number concepts? _____

Parent Signature: _____

Parent Questionnaire

QUESTIONNAIRE -- Please complete and return to your child's school within 5 days.

Student _____ Grade _____ Date _____

Completed by _____ Relationship _____

Briefly tell about lessons or other events in which your child participates outside of school (how long has your child been involved, specific type of lessons, etc.):

- ✓ Art _____
- ✓ Dance _____
- ✓ Drama _____
- ✓ Musical instrument _____
- ✓ Vocal music _____
- ✓ Other _____

People other than family have commented about my child's talent or ability in: _____

Use the scale at the right to tell how often each statement is true of your child.

DANCE	Always	Often	Some- times	Never
Notices movements going on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is quick to pick up dance moves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates dance moves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moves to beat without being shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses mood by dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picks up dance skills without formal instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRAMA	Always	Often	Some- times	Never
Recreates plays or performs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes an audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys speaking in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes up original plays or performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys dress-up play more than any other types of play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tells stories through mime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the class clown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes to pretend; At what age did this begin? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VISUAL ARTS (drawing, painting, sculpture, etc.):	Always	Often	Some- times	Never
Has a need to create original art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems to enjoy art more than most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries to learn more about visual arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combines various artistic media such as crayon, markers, clay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Picks up skills in visual art without formal instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invents new art techniques; experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees small details in objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express experiences and feelings by making art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on things around him/her that are beautiful or unusual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws pictures showing movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes drawings that tell a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes art using a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUSIC (vocal or instrumental)	Always	Often	Some- times	Never
Has a need to create music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identified instruments by their unique sounds at age _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picks up music skills without formal instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily remembers melodies and can reproduce them accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claps or moves to the beat of music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on music he/she hears as beautiful or unusual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cries, laughs, smiles, frowns, shows fear as appropriate, when listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continues to be interested in music activities over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses feelings or emotions by making music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of moods in music such as sad, happy, scary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes up original tunes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows if music is performed in-tune or out-of-tune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can match a pitch exactly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys different styles of music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could create a steady beat before age 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of characteristics of music that others don't notice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER:	Always	Often	Some- times	Never
Sees things in unusual visual perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combines things in unusual ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influences others to do things for good or bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans activities for group and/or self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes a group to carry out activities or appoints duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a long attention span for things that are interesting to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becomes deeply absorbed in an activity and may lose track of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observes something of interest for days or weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examines and observes things very thoroughly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks about many solutions instead of being happy with one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates and tells fantastic stories, songs and/or pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees movement in pictures, inkblots, sculptures, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not wait for instructions; goes ahead and tries ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Freely discusses strong commitment or love for something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fixes toys, equipment, machines, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions accepted ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considers possibilities of the improbable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collects something (insects, stamps, coins, etc.) for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads at every opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invents a variety of gadgets, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes poems, song lyrics, or stories not assigned in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds ingenious and/or unique toys, or other objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watches nature such as birds, insects, clouds etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has amazing capacity for hard work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes people laugh through jokes, stories and/or pictures, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Russell Independent Schools

Parent Student Feedback

Your District
Parent/Student Feedback Form

Student's Name: _____ Date: _____ Birthdate: _____

Age: _____ Grade: _____ School: _____

Sex: _____ Race: _____ Address: _____

Parents' Names: _____ Home Phone: _____

Completed by Parent:

1. Student's greatest amount of time is spent doing _____

2. Interests, hobbies, curiosity expressed in these areas: _____,

_____, _____.

3. Which school related subject areas does your child seem to enjoy? _____

4. Lack of enthusiasm/interest displayed in these activities: _____

_____ and these topics _____

5. Which topic(s) does your child enjoy reading about? _____

6. What does your child's (outside of school) discussions center on? _____

7. Please circle the area(s) in which you think your child is gifted/talented:

Language Arts Math Science Social Studies Creativity

Leadership Art Music Dance Drama

Parent Signature: _____

Please Complete Both Front and Back

Parent/Student Feedback Form

Parents are excellent identifiers of giftedness in their children. Compared to other children your child's age, how many of these descriptors fit your child? Please provide examples.

Reasons well (good thinker) _____

Learns rapidly _____

Has extensive vocabulary _____

Has an excellent memory _____

Has a long attention span (if interested) _____

Sensitive (feelings hurt easily) _____

Shows compassion _____

Perfectionistic _____

Intense _____

Morally sensitive _____

Has strong curiosity _____

Perseverant in their interests _____

Has high degree of energy _____

Prefers older companions or adults _____

Has a wide range of interests _____

Has a great sense of humor _____

Early or avid reader (if too young to read, loves being read to) _____

Concerned with justice, fairness _____

Judgment mature for age (at times) _____

Is a keen observer _____

Has a vivid imagination _____

Is highly creative _____

Tends to question authority _____

Has facility with numbers _____

Good at jigsaw puzzles _____

_____ **Total**

Please have your child complete the student interest inventory (with your help, if necessary).

Peer Checklist

CHECKLIST FOR PEER IDENTIFICATION OF GIFTED AND TALENTED STUDENTS
--

		NAME OF STUDENTS	
1	Your teacher is called to a meeting with a parent. Who would you want to be in charge while the teacher is busy?		
2	To whom would you go for help if the teacher was not present?		
3	Who interprets the teacher's statements?		
4	Who thinks of the most unusual ideas?		
5	Who likes to take the most chances?		
6	Who would you like to argue your case?		
7	Who would you like to have in your team?		
8	Who would you like to be like?		
9	Who thinks of the most unusual, wild or fantastic ideas?		
10	Who talks the most sense?		
11	If you cannot do something that you planned, who in your class is likely to come up with another plan or idea?		
12	Who thinks of the most ideas for misbehaving?		
13	Who can do the most things in physical education classes?		
14	With whom would you want to work on an art project?		
15	If you were going to sit for an important mathematics test, to whom would you go for help just beforehand?		
16	Who would you really like to have at your party?		
17	Who is the most sensitive in class?		
18	Who is aware of and enjoys beautiful things?		
19	Who does not care if others think them different?		
20	Who would be best to organise a concert?		
21	Who should thank a guest speaker?		
22	There is going to be a class play. Who should have the main part?		
23	In the music class who would you choose to lead the singing?		
24	Who is the most fun to be with?		
25	Who would be the best team or form captain?		

26	You are getting ready for an important English test. To whom would you turn for help?		
27	Who makes the best models?		
28	Who is the most curious about many things?		
29	Who is the hardest worker in the class?		
30	Who has the least reason to attend class? Why?		

NOTE

- Tally the students whose names appear often.
- This checklist may need to be adapted or administered verbally for students in the Early Childhood phase.

Sociogram To Screen For Gifted & Talented Students

Teacher _____ Date _____

School _____ Grade _____

List one student from your class beside each question. The same student may be listed beside more than one question.

ACADEMICS/COGNITIVE THINKERS:

- Who has a great deal of information about many things? _____
- Who gives the quickest answer? _____
- Who reads the most? _____
- Who studies the most complicated areas? _____
- Who has the best ideas? _____
- Who has special knowledge in one area? _____ area? _____
- Who is the smartest student? _____
- Who has the largest vocabulary? _____

CREATIVE THINKERS:

- Who has the craziest sense of humor? _____
- Who has the most unusual ideas? _____
- Who is the most curious? _____
- Who has the wildest imagination? _____
- Who is the most creative? _____
- Who is the most different? _____

LEADERSHIP:

- Who likes to show their work to others? _____
- Who is the captain of teams most often? _____
- Who is the easiest going? _____
- Who is the most "bossy"? _____
- Who is the surest of himself/herself? _____
- Who would you most often choose as a group leader? _____
- Who could run the class if you didn't show up one day? _____
- In whom do you have the most confidence? _____

VISUAL/PERFORMING ARTS:

- Who is the most artistic? _____
- Who is the class clown? _____
- Who is the best dancer? _____
- Who is the best singer? _____
- Who is always drawing or doodling? _____
- Who is always humming or singing? _____
- Who is the best storyteller? _____

Adapted by Lea Ellis, 2006

Your District

Student Interest Inventory

Name: _____ Date Of Birth: _____

School: (please circle) Central South C. M. S. C. H. S. Grade: _____ Teacher: _____

Please complete the following list of questions to accurately describe your typical behavior, thoughts, feelings, and opinions. Your response is needed to provide an accurate estimate of your interests, needs, and abilities. Use back of sheet if needed.

1. What kinds of books do you like to read? _____
2. What parts of the newspaper do you look at regularly? _____
3. How do you get the news? _____
4. What are your favorite magazines? _____
5. What types of TV programs do you prefer? Why? _____
6. What is your most favorite activity or subject at school? _____
7. What is your least favorite activity or subject at school? _____
8. What is your first choice of what to do when you have free time at home? _____
9. What kinds of things have you collected? _____
10. What do you do with the things you collect? _____
11. If you could talk to any person currently living, who would it be? _____
12. Why did you choose this person? _____
13. What questions would you ask the person? _____
14. What hobbies do you have? _____
15. How much time do you spend on your hobbies? _____

Please Complete Both Front and Back

Student Interest Inventory

16. If you could have anything you want, regardless of money or natural ability, what would you choose:

17. Why would you choose that?

18. What career(s) do you think might be suitable for you when you are an adult?

19. Describe your most memorable experience

20. Imagine that someday you will write a book or produce a movie. What do you think it will be about?

21. Imagine that you could invent something to make the world a better place. Describe your invention.

22. What places would you most like to visit in your own area and in other locations?

23. Imagine that you are going to take a trip to another planet or solar system. You will be gone for 15 years. List 10 things you will take with you.

24. What question do you think should be on this survey that isn't already on it?

25. Tell one thing about yourself that you have not already been asked.

Student Signature _____ *Date* _____

Student Interest Inventory

Name _____ Date _____

School _____ Age _____ Grade _____

What activities do you spent time doing, enjoy, and interest you the most? Check off these activities. Circle the ones you really like a lot or are real important to you.

Writing:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> short stories | <input type="checkbox"/> newspaper articles | <input type="checkbox"/> special class reports | <input type="checkbox"/> songs/lyrics |
| <input type="checkbox"/> plays/skits | <input type="checkbox"/> diary/journal | <input type="checkbox"/> poetry | <input type="checkbox"/> puzzles/word games |
| <input type="checkbox"/> journalism | <input type="checkbox"/> other _____ | | |

Reading:

- | | | | | | |
|--|--|------------------------------------|---------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> books | <input type="checkbox"/> reference books | <input type="checkbox"/> textbooks | <input type="checkbox"/> comics | <input type="checkbox"/> newspapers | <input type="checkbox"/> magazines |
| <input type="checkbox"/> anything I get my hands on <input type="checkbox"/> other _____ | | | | | |

Science:

- | | | | | |
|---|---|--|--|--------------------------------------|
| <input type="checkbox"/> forensics | <input type="checkbox"/> chemistry | <input type="checkbox"/> astronomy/space | <input type="checkbox"/> nature/ecology | <input type="checkbox"/> meteorology |
| <input type="checkbox"/> marine science | <input type="checkbox"/> anatomy | <input type="checkbox"/> medicine | <input type="checkbox"/> geology/earth science | <input type="checkbox"/> agriculture |
| <input type="checkbox"/> doing experiments | <input type="checkbox"/> creating science projects | | <input type="checkbox"/> working with animals | |
| <input type="checkbox"/> visiting science museums | <input type="checkbox"/> visiting the zoo/aquariums | | <input type="checkbox"/> criminal justice/police science | |
| <input type="checkbox"/> bird-watching | <input type="checkbox"/> collecting rocks/shells | | | |
| <input type="checkbox"/> other _____ | | | | |

Social Studies:

- | | | | | |
|--------------------------------------|--|--|--|------------------------------|
| <input type="checkbox"/> archaeology | <input type="checkbox"/> foreign affairs | <input type="checkbox"/> politics | <input type="checkbox"/> ancient cultures | <input type="checkbox"/> law |
| <input type="checkbox"/> people | <input type="checkbox"/> war | <input type="checkbox"/> foreign countries | <input type="checkbox"/> historical figures/events | |
| <input type="checkbox"/> government | <input type="checkbox"/> historical trivia | <input type="checkbox"/> traditions/cultures | <input type="checkbox"/> visiting historical museums | |
| <input type="checkbox"/> history | <input type="checkbox"/> other _____ | | | |

Math:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> puzzles/logic games/mazes | <input type="checkbox"/> problem solving | <input type="checkbox"/> working with numbers | <input type="checkbox"/> graphs |
| <input type="checkbox"/> stock market | <input type="checkbox"/> geometry | <input type="checkbox"/> working with calculators | <input type="checkbox"/> strategy games |
| <input type="checkbox"/> other _____ | | | |

Dramatics:

- | | | | | |
|--------------------------------------|---|---|-------------------------------------|---|
| <input type="checkbox"/> acting | <input type="checkbox"/> directing | <input type="checkbox"/> filmmaking | <input type="checkbox"/> pantomime | <input type="checkbox"/> radio broadcasting |
| <input type="checkbox"/> puppetry | <input type="checkbox"/> working with sets or stage | | <input type="checkbox"/> performing | <input type="checkbox"/> comedy routines |
| <input type="checkbox"/> monologues | <input type="checkbox"/> Shakespeare | <input type="checkbox"/> doing impersonations/impressions | | <input type="checkbox"/> costume designing |
| <input type="checkbox"/> other _____ | | | | |

Art:

- | | | | | |
|--|--|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> painting murals | <input type="checkbox"/> painting | <input type="checkbox"/> working with clay | <input type="checkbox"/> sculpting | <input type="checkbox"/> art history |
| <input type="checkbox"/> drawing cartoons | <input type="checkbox"/> experimenting with junk art | | <input type="checkbox"/> weaving | <input type="checkbox"/> drawing |
| <input type="checkbox"/> visiting art museum | <input type="checkbox"/> working with colors | <input type="checkbox"/> doodling | <input type="checkbox"/> other _____ | |

Music:

- | | | | | |
|--|--|------------------------------------|--|--|
| <input type="checkbox"/> playing instruments | <input type="checkbox"/> attending concerts/musical performances | | <input type="checkbox"/> being in a band | |
| <input type="checkbox"/> listening to music | <input type="checkbox"/> singing with a group | <input type="checkbox"/> recording | <input type="checkbox"/> composing music | |
| <input type="checkbox"/> making instruments | <input type="checkbox"/> musicology (music history) | <input type="checkbox"/> singing | <input type="checkbox"/> other _____ | |

Dance:

- dancing alone
- dancing for others
- attending dance performances
- watching people dance
- making up dances
- other _____

Technology:

- playing computer games
- creating new video games
- computers in general
- animation/computer art
- Watching TV
- movies/theater
- digital music
- creating web pages
- online communication
- digital photography
- word processing
- programming
- other _____

Misc:

- chess
- photography
- building models
- cooking
- business
- languages
- studying
- cheerleading
- fixing things
- research
- psychology
- traveling
- selling stuff/own business
- secret codes
- mechanics/bike repair
- collecting stuff _____
- other _____

Please answer the following questions:

What do you see as your strengths? _____

What do you see as your greatest need? _____

What have you always wanted to do when you grew up? _____

What type of occupations are you interested in? _____

What are some things you would like to study? _____

What is your favorite subject in school? _____ least favorite _____

What clubs/groups do you belong to? _____

What are your favorite types of books to read? _____

What are some book titles you have read recently? _____

What private lessons have you taken? _____

How long have you taken these lessons? _____

Have you ever performed or shown your work publicly? YES NO

Where? _____ When? _____

What instruments can you play very well or fairly well? _____

What is your favorite thing to do when you are alone? _____

What is your favorite thing to do when you are with friends? _____

What is something you know a lot about? _____

What is something you are really good at? _____

What sports activities are you good at? _____

Is there anything else you enjoy that you wish to mention? _____

Adapted L. Ellis 2006 from Washington County Schools

Teacher Checklist

GIFTED AND TALENTED INDIVIDUAL STUDENT RATING SCALE
--

When compared with other children in the class, which of your students possess SOME of the following characteristics?

Do not exclude children who may have synchronous development

STUDENT'S NAME _____ DATE _____

TEACHER _____ YEAR LEVEL _____

In the following items, check the column which best describes the student's functioning.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

Characteristics		1	2	3	4
1	Learns rapidly and easily.				
2	Things clearly, recognizes implied relationships, comprehends meanings.				
3	Reads above year level.				
4	Retains what is heard or read without appearing to need much repetition.				
5	Is easily bored with routine tasks.				
6	Has a large vocabulary.				
7	Is curious, investigative.				
8	Asks penetrating, searching questions.				
9	Has long attention span.				
10	Shows imagination, originality, creativity.				
11	Prefers complex ideas.				
12	Is often assertive, stubborn in own beliefs.				
13	Has a sense of humor.				

Working Conditions Contract

These are rules that must be followed when you are working independently or in a small group.

1. I will stay on task at all times.
2. I will use my time wisely and meet my due date.
3. I will move about the classroom without disturbing any of my classmates.
4. I will do my best work.
5. If I have a problem or question on my assignment, I will raise my hand and ask the teacher.
6. I will use a “six inch voice” when talking to classmates about our assignments. (These are voices that can be heard no more than six inches away from you.)
7. If I need to use supplies that are not at my desk, I will get permission from the teacher and get them quietly.
8. If I am working in a group, I will contribute to the assignment, remain seated, and follow all of the rules listed above.
9. I will talk to the teacher or members of my group about the assignment only. I will not go off-topic.
10. If I am permitted to work in the library or computer lab, I will stay on task there and follow all of the rules listed above.

I understand the conditions described above, and I know that if I do not adhere to them I risk producing inferior work, losing credit, or a discipline step.

Student Signature: _____ Date _____

Teacher Signature: _____ Date _____

Parent Signature: _____ Date _____

Allen County Schools

Sample Curriculum Differentiation

GT-540
07/02

Pulaski County Schools Gifted and Talented Educational Services Documentation of Curriculum Differentiation

According to **704 KAR 3:285**, each school **shall** differentiate, replace, supplement, or modify curricula, using multiple service delivery options to ensure **continuous progress** based on the interests, needs, and abilities of the student.

This record is to be attached to the teacher's lesson plans as part of the planning process.

Student Identification Number _____ for the Week of _____

Frequency of Differentiation _____

Service Area(s):

- | | | |
|--|---|--------------------------------|
| <input type="checkbox"/> General Intellectual | Specific Academic | Visual/Performing Arts |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Art |
| <input type="checkbox"/> Creativity/Creative Writing | <input type="checkbox"/> Math | <input type="checkbox"/> Dance |
| | <input type="checkbox"/> Science | <input type="checkbox"/> Drama |
| | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Music |

Strategies used for the differentiated level, pace, process, and product of the curriculum designed to accommodate the unique needs of individuals or groups of students in my classroom:

- | | | |
|---|---|--|
| <input type="checkbox"/> Units
which may include
*Interdisciplinary
*Integrated
*Independent Projects
*Student Choice/Product
*Real-World Applications | <input type="checkbox"/> Curriculum Compacting
which may include
*Pursue to Intensity
*Explore Laterally
*Construct Connections
*Acceleration | <input type="checkbox"/> Thinking Skills
which may include
*Critical
*Creative
*Problem Solving
*Decision Making
*Self-Evaluation |
| <input type="checkbox"/> Cluster Grouping | <input type="checkbox"/> Learning Centers/Stations | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Flexible Grouping | <input type="checkbox"/> Special Counseling | <input type="checkbox"/> Seminars |
| <input type="checkbox"/> Tiered Assignments | | |
| <input type="checkbox"/> Other Methods of Differentiation (Please describe.) _____ | | |

Technology Used:

- Power Point Smart Board Instructional Software Internet Activities
 Other _____

Bloom's Taxonomy Levels Used:

- Knowledge Application Evaluation
 Comprehension Analysis Synthesis

The Pulaski County System does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.