



Talented and Gifted Plan Forms

Crook County School District
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- Forms -

DRAFT

Form 1: Talented and Gifted Referral Form

Students should be referred for Talented and Gifted services if you suspect one or more of the following:

- Reading and/or math abilities and achievement at the 97th percentile or better, or
- Intellectually Gifted and/or reasoning abilities at or above the 97th percentile
- Potential to Perform and/or reasoning abilities between the 94th and 96th percentiles

For a child to be determined eligible, multiple measures will be used and a decision by the TAG Eligibility Team will be made. You may be asked for more information as the process progresses.

Once the evaluation has been completed, both the person that made the referral and the parent/guardian will be notified of the results. If the student is identified as Talented and Gifted, a TAG Instructional Plan (TIP) form must be completed with parent input each year. TIPs will be kept in the student's TAG file.

Student's Name: _____ Grade: _____

Date of Referral: _____ Referring Person: _____

Relation to Student: _____ Phone: _____

Reason for Referral: (observations, test results, etc.) _____

Suspected area(s) of talent and/or giftedness: _____



Date: _____

Teacher: _____

Grade: _____

Identification:

Intellectually Gifted

Reading

Math

Form 2: Talented and Gifted Program Case Study

Student Name _____

Date Initiated _____

Performance	Grade													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
GRADE LEVEL														
STATE TESTING:														
✓ Math														
✓ English Language Arts														
✓ Science														
✓ Social Sciences														
OTHER TESTING														
ADDITIONAL INFORMATION														
✓ Behavioral Information - Parent														
✓ Behavioral Information - Teacher														
✓ Team Review														
✓ Other (Student Interview, etc.)														
COMMENTS:														



Form 3: Referral for Talented and Gifted Program (OPTIONAL)

Referrals to evaluate a student for potential TAG identification

STUDENT'S NAME _____ DOB ____/____/____ AGE _____

SCHOOL _____ GRADE _____ MALE/FEMALE _____

STUDENT'S CLASSROOM TEACHER(S) _____

CURRENT CLASSROOM PERFORMANCE LEVELS	LEVEL OF LEARNING	RATE OF LEARNING
READING	_____	_____
MATH	_____	_____

Please read the statements below carefully and rate the student according to the following scale:

- | | |
|---|--|
| 1. Seldom or never observed this characteristic | 3. Observed this characteristic to a considerable degree |
| 2. Observed this characteristic occasionally | 4. Observed this characteristic almost all of the time |

CREATIVITY CHARACTERISTICS

1. ___ Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
2. ___ Generates large number of ideas or solutions to problems and questions; offers unusual unique, clever responses.
3. ___ Uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement
4. ___ A high risk taker; is adventurous and speculative.
5. ___ Displays a good deal of intellectual playfulness; fantasizes; imagine ("I wonder what would happen if>>>"); manipulates ideas; is often concerned with adapting, improving and modifying institutions, objects and systems.
6. ___ Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
7. ___ Unusually aware of his/her impulses and more open to the irrational in her/himself; shows emotional sensitivity.
8. ___ Sensitive to beauty; attends to aesthetic characteristics of things.
9. ___ Nonconforming; accepts disorder; is not interested in detail; is individualistic; does not fear being different.
10. ___ Criticizes constructively; is unwilling to accept authorization pronouncements without critical examinations.

MOTIVATIONAL CHARACTERISTICS

1. ___ Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion.
2. ___ Easily bored with routine tasks.
3. ___ Needs little external motivation to follow through in work that initially excites him/her.
4. ___ Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.
5. ___ Prefers to work independently; requires little direction from teachers.
6. ___ Interested in many "adult" problems such as religion, politics, sex, race – more than usual for age level.
7. ___ Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.
8. ___ Likes to organize and bring structure to things, people and situations.
9. ___ Concerned with right and wrong; good and bad; often evaluates and passes judgment on events, people, and things.

LEARNING CHARACTERISTICS

1. ___ Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expressions, elaboration, and fluency.
2. ___ Possesses a large storehouse of information about a variety of topics.
3. ___ Has quick mastery and recall of factual information.
4. ___ Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions.
5. ___ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things.
6. ___ A keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.
7. ___ Reads a great deal on his own; usually prefers adult level books; does not avoid difficult materials.
8. ___ Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself.



Form 3 (cont.) – Referral for Talented and Gifted Program

LEADERSHIP CHARACTERISTICS

1. ___ Carries responsibility well; can be counted on to carry out his/her commitments.
2. ___ Self-confident with children his/her own age as well as adults; comfortable when asked to present work to the class.
3. ___ Seems to be well liked by his/her classmates.
4. ___ Cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.
5. ___ Can express her/himself well; has good verbal facility and is usually well understood.
6. ___ Adapts readily to new situations; flexible in thought and action; not disturbed when the normal routine is changed.
7. ___ Seems to enjoy being around other people; is sociable and prefers not to be alone.
8. ___ Tends to dominate others when they are around; generally directs the activity in which he/she is involved.
9. ___ Participation in most social activities connected with the school; can be counted on to be there if anyone is.
10. ___ Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

Signature of the school team:

Date _____



Form 4: Parent Referral Form (OPTIONAL)

Child's Name _____ School/Grade _____ Date _____

Parent's Name _____ Daytime Phone _____

Please check any of the following items you most closely identify with your child when compared to others of the same age.

- ___ 1. Exceptionally able to retrieve information from both short and long term memory.
- ___ 2. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
- ___ 3. Unusually adept at connecting new learning to previously learned material to make it meaningful.
- ___ 4. Exhibits exceptional ability in detecting relationships, similarities and differences.
- ___ 5. Able to process information quickly.
- ___ 6. Demonstrates a much wider range of vocabulary usage, is more precise in the use of words and uses complex sentence structure.
- ___ 7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
- ___ 8. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
- ___ 9. Demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual;
- ___ 10. Exhibits special skills unusual for age.
- ___ 11. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
- ___ 12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
- ___ 13. a. Has the ability to devise or adopt a systematic strategy for solving problems.
b. Able to change or adapt the problem solving strategy in some way if the original approach is not working.
- ___ 14. a. Exhibits a wide range of knowledge.
b. Exhibits a depth of information in one or more specific areas.
- ___ 15. a. Exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
b. Completes only part of an assignment or project and then takes off in a new direction.
- ___ 16. Becomes absorbed in intellectual tasks. Seems highly resistant to distractions when focused on topic of interest.
- ___ 17. Exhibits intense and purposeful exploratory behavior on topics of interest.
- ___ 18. Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
- ___ 19. Becomes impatient and overly critical if work is not perfect.
- ___ 20. Prefers to work on projects that provide a challenge.
- ___ 21. Exhibits concern about social or political problems unusual for others; is concerned about right and wrong.
- ___ 22. Exhibits a zany sense of humor; enjoys word play and the use of puns.
- ___ 23. Resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.
- ___ 24. Can produce "reasons," elaborate and/or highly creative, for not doing things the way originally presented.
- ___ 25. Likes to organize or bring structure to things and/or people.

Please use the reverse side to include any additional information about your child.

Form 5: Behavioral Checklist to Identify Gifted Underachievers (OPTIONAL)

Student Name: _____

Adapted from Joanne Whitmore

Observe and interact with child over a period of at least two weeks to determine if he or she possesses the following characteristics. If the student exhibits ten or more of the listed traits, including all that are asterisked, they are possibly gifted underachievers and may need to be further assessed by the Achievement Team.

1 = Rarely or never
2 = Sometimes

3 = Frequently
4 = Most of the time

- _____ *Poor test performance
- _____ *Achieving at or below grade-level expectations in one or all basic skill areas:
Reading, Language Arts, Math
- _____ *Daily work frequently incomplete or poorly done
- _____ *Superior comprehension and retention of concepts when interested
- _____ *Vast gap between qualitative level of oral and written work
- _____ Exceptional large repertoire of factual information
- _____ Vitality of imagination, creative
- _____ Persistent dissatisfaction with work accomplished, even in art
- _____ *Seems to avoid trying new activities to prevent imperfect performance; evidences
perfectionism, self-criticism
- _____ Shows initiative in pursuing self-selected projects at home
- _____ *Has a wide range of interest and possibly special "expertise" in an area of investigation
and research
- _____ *Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom
- _____ Does not function comfortably or constructively in a group of any size
- _____ Show acute sensitivity and perceptions related to self, others and life in general
- _____ Tends to set unrealistic self-expectations, goals too high or too low
- _____ Dislikes practice work or drill for memorization and mastery
- _____ Easily distractible, unable to focus attention and concentrate efforts on tasks
- _____ Has an indifferent or negative attitude toward school
- _____ Resists teacher efforts to motivate or discipline behavior in class
- _____ Has difficulty in peer relationships; maintains few friendships
- _____ This child has exhibited behavioral issues (SWIS or Steps System)



Form 6: Permission to Test

To the Parents of: _____

Your child has been referred for evaluation as a possible candidate for TAG (Talented and Gifted) services. One of the ways by which we determine TAG eligibility is by using the _____ test. Students with a composite score in the 97th percentile or above or with supporting evidence can be found eligible in the following three categories: math, reading, or intellectually gifted.

This letter is to request your permission to administer the test to your child. Please indicate below whether or not your child has permission to take this test.

Check one box:

Permission is given

Permission is NOT given

Parent/Guardian signature

Date



Form 7: Team Decision Reporting Form

Our TAG Eligibility Team has decided _____ Grade: _____
(Student Name)

From: _____
(School)

_____ Is ineligible to be identified for Talented and Gifted services at this time.

_____ Is eligible to be identified for Talented and Gifted services under the following area(s):

_____ Academically Talented: _____ Mathematics _____ Reading

_____ Intellectually Gifted

_____ Potential to Perform: _____ Mathematics _____ Reading

TAG Eligibility Team Signatures: _____

Date: _____

Form 8A: Parent Notification Letter for Eligibility

To the Parents of: _____; Grade: _____; Date: _____

Your child has been nominated and/or has recently been tested for consideration for TAG services. This has prompted further investigation of your child's needs and abilities. Scores from mental abilities tests, achievement tests, and/or behavioral information have been collected and reviewed by the TAG Eligibility Team. At this time, in accordance with state laws, students in this district are assessed and serviced for being academically talented in math and/or reading and for being intellectually gifted.

Evidence available for your child shows that he/she does meet district and state criteria for TAG eligibility as:

_____ Academically Talented _____ Mathematics _____ Reading
_____ Intellectually Gifted
_____ Potential to Perform _____ Mathematics _____ Reading

Please check only one of the following boxes indicating whether you accept or decline TAG program services for your child. If you choose to accept services (by checking the first box), a written TIP (TAG Instructional Plan) will be developed by the content area/classroom teacher in order to best ensure that your child's unique needs are being met by the teaching staff for the appropriate rate and level of instruction. Note: Should you decide, parents may request their child be withdrawn from the program at any time.

- I accept program services.
- I decline program services.

Parent/Guardian Signature: _____ Date: _____

Building TAG Coordinator: _____ Date: _____

School Principal: _____ Date: _____

Content Area/Focus Teacher: _____ Date: _____



Form 8B: Parent Notification Letter for Ineligibility

To the Parents of: _____; Grade: _____; Date: _____

Your child has been nominated and/or has recently been tested for consideration for TAG services. This has prompted further investigation of your child’s needs and abilities. Scores from mental abilities tests, achievement tests, and/or behavioral information have been collected and reviewed by the TAG Eligibility Team. At this time, in accordance with state laws, students in this district are assessed and serviced for being academically talented in math and/or reading, being intellectually gifted, and for being potential to perform in math and/or reading.

Evidence available for _____ shows that he/she is not eligible for TAG identification at this time.

Please let us know of your concerns as we continue to endeavor to meet the needs of your child.

Building TAG Coordinator: _____ Date: _____

School Principal: _____ Date: _____

School _____



Form 9: TAG Instructional Plan (TIP) Form

Obtain an electronic copy of the TIP Form from the district website or your school's TAG Coordinator. This form should be completed electronically and submitted to the TAG coordinator following fall and spring conferences. Follow the directions on the right hand side to complete all three pages of the form.

When completing the form, select appropriate dropdown option(s) when available.

Guidelines: Instruction modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications are based on assessment data. Provide modifications on a regular basis and document them in lesson plans and grade books.

Levels 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 pace
- ✓ On grade level/no modifications necessary

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 Modifications: At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning. Modify instruction by:

- ✓ Acceleration
- ✓ Independent study/project
- ✓ Assignment modification/differentiation
- ✓ Cluster/Small group instruction
- ✓ Enrichment
- ✓ Contacts
- ✓ Alternative Learning settings
- ✓ Differentiation through WICOR (AVID)
- ✓ Other (explain)

Submit by E-mail

DATE

TEACHER

GRADE

Identification

Identification

Identification

Crook County School District
STUDENT EVALUATION
AND
TAG INSTRUCTIONAL PLAN

STUDENT NAME

Last Name First Name

DETERMINATION OF RATE AND LEVEL
(Check applicable boxes below)

<input type="checkbox"/> Observations <input type="checkbox"/> Review of Academic History <input type="checkbox"/> Work Samples/Portfolios <input type="checkbox"/> Standardized Tests <input type="checkbox"/> Teacher Developed Tests (Pre-, Postassessments)	<input type="checkbox"/> Student's Response to Instruction <input type="checkbox"/> Anecdotal Records <input type="checkbox"/> Dialogue with Student <input type="checkbox"/> Parent Input <input type="checkbox"/> Other
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In the comment section below, describe how you determine rate and level and how you communicate with student and parent regarding the differentiation. The section holds approximately 200 words at 10 pts.

Comments:

MODIFICATION FOR RATE AND LEVEL
Check applicable boxes below

Curriculum Modifications	Instructional Modifications	Social/Emotional Goals
<input type="checkbox"/> Advanced Course <input type="checkbox"/> Differentiated Assignment <input type="checkbox"/> Interdisciplinary Curriculum <input type="checkbox"/> Research Skills Curriculum <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Complex/Abstract Materials <input type="checkbox"/> Book Club <input type="checkbox"/> No Modifications Needed	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group with TAG Peers <input type="checkbox"/> Higher Order Questioning Strategies <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Learning Style Emphasis <input type="checkbox"/> Flexible Pacing and Scheduling <input type="checkbox"/> No Modification Needed <input type="checkbox"/> Other	<input type="checkbox"/> Self-Acceptance <input type="checkbox"/> Cooperative Work Group <input type="checkbox"/> Acceptance of Others <input type="checkbox"/> Self-Confidence <input type="checkbox"/> Leadership Skills <input type="checkbox"/> Appropriate Behavior <input type="checkbox"/> Organization <input type="checkbox"/> No Modifications Needed

CCSD TAG Form 9.1, May 1, 2018

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Form 9 (cont.): TAG Instructional Plan, Page 2

ADJUSTMENTS TO PROGRAM (Based on Modifications)—Fall Conferences

The program is adjusted to meet the needs of the individual student. This match is achieved by reviewing the student's rate and level, as described above, and then modifying accordingly. The following instructional plan is the ongoing record of determinations for rate and level modifications.

Teacher Comments/Notes • Attach pre-assessments or additional notes, if necessary. Date: _____

Circle appropriate identifications observed: *Mathematics, Reading, Intellectually Gifted*

ADJUSTMENTS TO PROGRAM (Based on Modifications)/ Yearly Observations—Spring Conferences

The program is adjusted to meet the needs of the individual student. This match is achieved by reviewing the student's rate and level, as described above, and then modifying accordingly. The following instructional plan is the ongoing record of determinations for rate and level modifications.

Teacher Comments/Notes • Attach pre-assessments or additional notes, if necessary. Date: _____

Circle appropriate identifications observed: *Mathematics, Reading, Intellectually Gifted*

Please complete each section of the TIP form. Within each section, describe how you will differentiate instruction for this student in regards to rate and level. Be sure to address the areas marked on the first page. The top section will be used for fall conferences and the lower section will be used for spring conferences.

Elementary Example: Instruction will be differentiated by...

- ✓ Reading beyond Lexile level
- ✓ Grouping strategies
- ✓ Emphasis on DOK levels 3&4
- ✓ Extensions on problem sets and assignments
- ✓ Beyond level groupings
- ✓ Strategic questioning with mathematical practices

Secondary Example: The unit during this period dealt with the settlement of North America by Europe. TAG students were assigned to research the world point of view that led to a mass migration from Europe to the Americas. They broadened their understanding through a short study of the Protestant Reformation and the Renaissance. TAG students were grouped together for peer feedback on social studies analysis paragraphs and then were provided time to edit and rewrite. While discussing the Puritans, TAG students were provided original source documents from the era to analyze the motives of the Puritans, and then make correlations as to how Puritan culture impacts American culture today.

For additional TIP resources, please visit the TAG link on the Crook County School District website.

Form 9A (cont.): TAG Instructional Plan, Page 3

Parent Teacher Conference Acknowledgment and Academic Recommendations

Fall Conference Parental Review

Parent was offered conference, but declined. (Date: _____)

Parent Input: _____

Parent/Guardian Signature _____ Date: _____

Academic Recommendations Based on Assessment Results

Spring Conference Parental Review

Parent was offered conference, but declined. (Date: _____)

Subject:	Recommendations for Next School Year
Reading	
Math	
Other (specify)	

Parent/Guardian Signature _____ Date: _____

Printed Name: _____

Classroom Teacher, Focus Teacher, Advisor Signature: _____

Printed Name: _____ Date: _____

DOCUMENTATION OF ASSESSMENT, INSTRUCTION AND PARENT INPUT:

Teachers will:

- ✓ Fill out a TIP form for any TAG students identified prior to fall conferences. (For students identified after fall conferences, a meeting with parents will be scheduled by the TAG coordinator.)
- ✓ Submit all individual TAG Instructional Plans to the TAG coordinator following fall conferences.
- ✓ Provide parent opportunity for input during both fall and spring conferences.
- ✓ Document and communicate end of year placement recommendations for the next school year during spring conferences.

Parents will:

- ✓ Provide input for the TIP.
- ✓ Discuss any significant changes in the:
 - Student's pace, direction, or focus of classroom instruction
 - Student's response to classroom material, or
 - Student's social or emotional behavior.
- ✓ Review and update the TIP at the second conference.

Form 10: Parent Option to Refuse Program and/or Services

Student's Name _____ Student's ID# _____

School _____ Content Area/Classroom Teacher _____

Parent/Guardian _____ Phone# _____

The Crook County School District recognizes the right of parent or guardian to refuse TAG program services recommended for his or her child identified as Talented and Gifted.

I, _____, refuse TAG program services for my child.

Parent/Guardian Signature _____ Date _____

Building TAG Coordinator _____ Date _____

School Principal _____ Date _____

Please notify your school TAG Coordinator in the event that you wish to resume TAG program services.

It is important that you are aware of, and understand, the following:

- 1) You have the right to review all records related to a referral.
- 2) You have the right to refuse the evaluation services indicated above.
- 3) You have the right to be fully informed of the results of the evaluation.
- 4) You have the right to an appeals process if you believe your child has not received fair consideration in the identification process for TAG.



Form 11: Talented and Gifted Standards Complaint

Name _____

Address _____

Phone (Daytime)_____ (Evenings)_____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is currently being done in accordance with your child's TAG Instructional Plan?

3. In your opinion, what way is this situation a violation of state law?

4. Which components of the district TAG plan are not being addressed? _____

5. Additional TAG related comments: _____

Signature _____