

**Van Buren Community School  
Enrichment and Gifted Program**

**June 2004**

**By Penny Jones**

# **Talented and Gifted**

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## **Statement of Need and Rationale**

The Van Buren School District acknowledges that a goal of education is to allow each student to reach full cognitive potential and to provide for the uniqueness and differences of the most promising students taking into consideration the possible diversity of our population, and if the need arises allowing for special testing procedures specifically designed to overcome and or allow for special needs, so as to adequately measure a student's true potential. The district also acknowledges that the regular classroom reached strives to meet the needs of a heterogeneous group. The district has provided extra assistance for student show possess intellectual limitations. Providing a level of equality of concern through VB TAG is, we feel, essential and appropriate.

In 1985, the district initiated the VB TAG Program in grades 2-6 and in 1989 expanded to encompass grades 7-12. In 1990 grades K-1 were brought into the scope of VB TAG for the following reasons:

1. The VB TAG Program has matured successfully so that inclusion of K-1 seems logical.
2. State guidelines have mandated a talented and gifted program K-12.

The VB TAG Program will provide special curricula, enrichment, supplementary materials, acceleration of course content and/or grade advancement to meet the needs of the VB TAG student.

VB TAG curricula will focus on the articulated and differentiated curricula which will include critical thinking, problem solving, advanced research skills, and in-depth independent study as well as, the potential for acquiring college credit.

### TALENTED AND GIFTED PROGRAM

The board recognizes some students require qualitative differentiated programming beyond the regular education program. The board shall identify students with special abilities and provide educational programming.

It shall be the responsibility of the superintendent or his designee to develop a talented and gifted program.

It shall also be the responsibility of the superintendent or his designee to develop administrative regulations for identifying students, for program evaluation, and for training of school district personnel.

Date of Adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: \_\_\_\_\_

## **Philosophy Statement**

The Talented and Gifted Program (TAG) of Van Buren Community School District incorporates the district standards and benchmarks at a rate and level commensurate with the identified student's learning abilities. Some strategies used to assist students in achievement may include independent study, classroom adaptations, enrichment, acceleration, and community mentors.

Valid and systematic procedures, including multiple selection criteria, are used in identifying TAG students from the total student population. To insure that a qualitatively differentiated program is provided, gifted and talented education shall include curriculum to meet the cognitive and affective needs of students. Support services, including materials and staff will be provided.

## **General Program Goals**

1. To help students gain an understanding of themselves, their abilities and giftedness.
2. To provide an extensive learning environment which will enable each child to fully develop his/her intellectual and creative abilities through challenging instructional activities.
3. To develop and utilize the student thinking abilities, creativity, research skills and problem solving techniques,
4. To accept responsibility for self-directed learning.
5. To recognize and develop gifted student's cognitive and affective skills.
6. To provide additional extended learning opportunities, support, and resources, to enhance the education of gifted students.

## **Specific Goals**

Develop a student who functions independently at the level of his or her academic potential.

Develop a student who functions successfully socially with his or her peers and adults in society.

Provide opportunities for abstract, complete, and in-depth experiences in a variety of subject areas.

Provide learning opportunities to integrate a variety of subject areas such as science, reading, mathematics, and language arts (writing and oral expression) within a real project, product, or situation.

Provide an opportunity to learn in a student-centered style, whereby students have input into the instructional objectives, tasks to meet those objectives, and a role in evaluating whether they have met the objectives.

Offer experience involving real problems, subject to real evaluations, and in interacting with peers and adults at local, state, or national levels.

Allow students work with professionals (perhaps mentors) at various environments in the community or nearby communities in areas of special interest.

Provide regular opportunities for students to learn a practice research and information-gathering skills.

Provide opportunities to learn and practice higher-order thinking skills, divergent thinking, problem solving, creative thinking, and other related strategies.

# Standards & Benchmarks

## Action Plan

# **Van Buren Community School Talented and Gifted Standards and Benchmarks K-12**

**Developed June, 2004 Penny Jones - TAG Coordinator/Facilitator**

## **Standard #1: To develop the affective domain.**

- 1.1 Demonstrate responsibility and initiative
- 1.2 Develop stress management strategies
- 1.3 Develop a peer group which offers support for learning
- 1.4 Demonstrate ability to express self with confidence
- 1.5 Participate in activities which develop and maintain self-concept
- 1.6 Develop an understanding of learning styles and intelligences

## **Standard #2: To increase self-directed learning and deal with real-life problems.**

- 2.1 Develop strategies for choosing topics to explore
- 2.2 Determine goals for self and learning
- 2.3 Investigate opportunities at appropriate pace and depth
- 2.4 Refine technology skills
- 2.5 Explore the community
- 2.6 Interact with a mentor
- 2.7 Explore career opportunities
- 2.9 Develop product and project evaluation criteria

## **Standard #3: To develop research skills and methods**

- 3.1 Develop a research project
- 3.2 Learn to use wide variety of research sources
- 3.3 Judge credibility of sources
- 3.4 Participate in a group exploration
- 3.5 Process technological data

## **Standard #4: To develop critical thinking and reasoning abilities**

- 4.1 Utilize inductive and deductive thinking strategies to solve problems
- 4.2 Develop skills of logical argument and persuasion
- 4.3 Apply the steps in the decision making process
- 4.4 Utilize logical reasoning to support a position

## **Standard #5: To develop creative thinking skills**

- 5.1 Explore the creative problems solving process
- 5.2 Develop fluency, flexibility, originality, elaboration
- 5.3 Analyze own creative behaviors to evaluate self

## **Standard #6: To develop communication skills**

- 6.1 Explore a variety of communication techniques
- 6.2 Participate in group discussion
- 6.3 Practice basic debate and speech skills
- 6.4 Develop computer communication skills



## **ACTION PLAN - TAG**

Qualitatively differentiated program through levels of service. Specific

### **Academic Programs**

Short-term classes based on specific academic abilities Acceleration  
in a content area -

Elementary - Accelerated reader, writer, math

Pull out for grades 3-6 - TAG facilitator

Junior High - Grades 7-8 TAG facilitator

Classroom instruction in lieu of reading

Secondary - Advanced classes - TAG facilitator

Provides at least one quarter enrichment Activity (i.e.  
community projects) Classroom Support

Curriculum modification

Collaboration

Arranging mentorship

Providing enrichment materials

### **TAG resource room**

Individual and group instruction based on meeting general intellectual needs,  
pursuing interests' areas, and meeting affective needs.

**Services Provided**  
**TAG/Challenge Program**  
**Van Buren Community Schools**  
**K-6**

**Support for classroom teachers and TAG students:**

1. guides - characteristics of gifted students
2. differentiation strategies - TAG staff, mentor contracts, Accelerated reader, writer, math
3. resources - logic and critical thinking activities, book lists, packets, content source books
4. higher level resources for students

**Collaboration with classroom teachers:**

1. Whole-class extension activities periodically
  - a. Detective unit, school trivia
2. Math extensions - problem solving, critical thinking, writing about math, game strategies
3. research units - social studies, science
4. service learning
5. contests

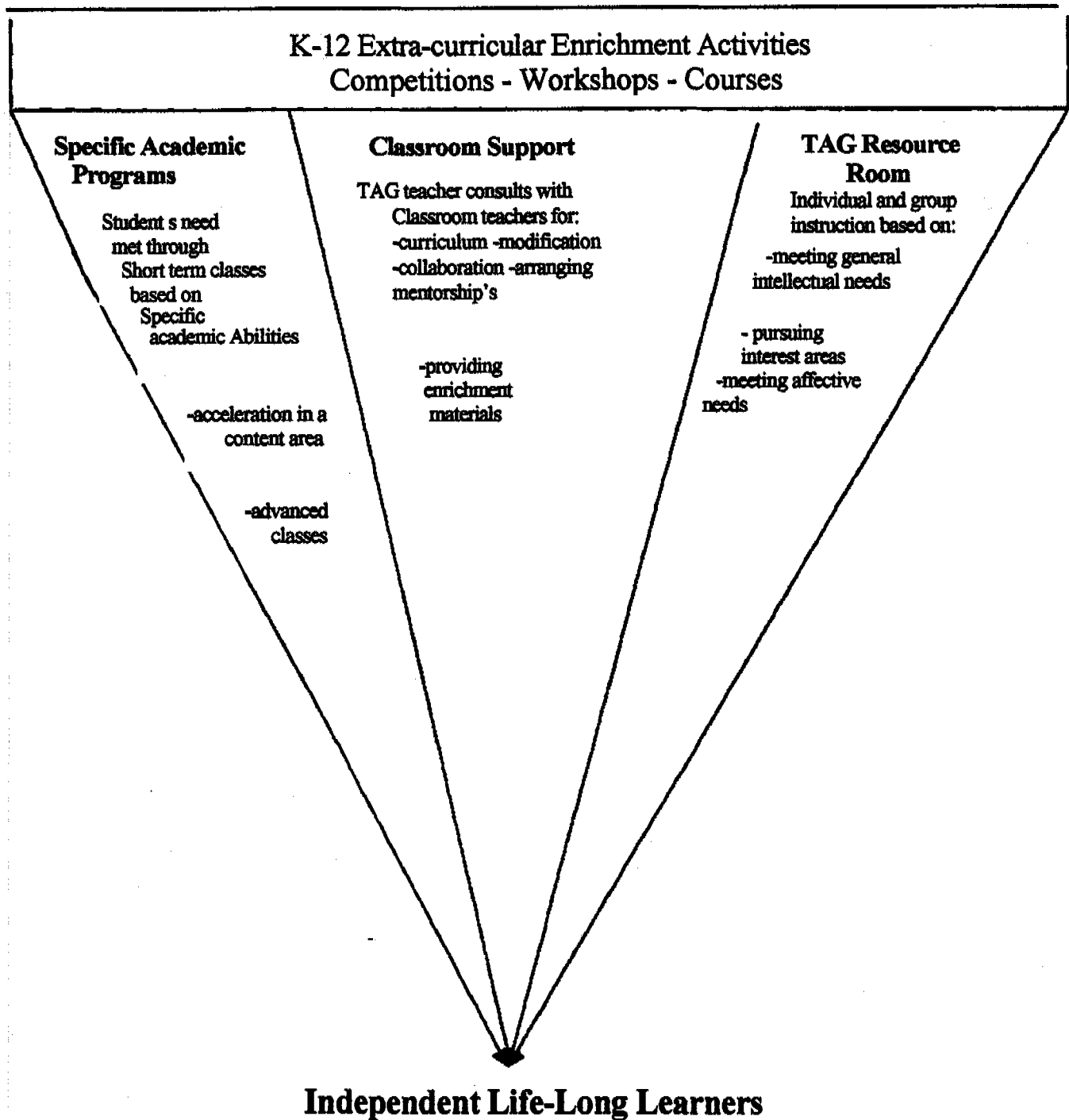
**Pull-Out:**

1. literature units - novel, non-fiction, poetry
2. monitor independent reading
3. contests
4. investigative research
5. cultural units, foreign pen pals, geography
6. service learning
7. deductive reasoning, analyzing, calculating (forensics)
8. problem solving, brain stretchers, etc.
9. journaling - thought provoking questions, discussion

**Individual Modifications:**

1. facilitate mentorship's
2. monitor math, writing, reading acceleration
3. one-on-one assistance

## Dimensions of Service Van Buren Community Schools



## **Program Overview**

The K-1 Program is of a developmental based design. The TAG Teacher/facilitator works with whole grade enrichment activities periodically throughout the school year. This procedure will allow the instructor to actively observe the students and then become part of the identification process. A resource room model will be utilized in the Van Buren School District to meet the needs of the intellectually talented and gifted students, grades 3-6. A personalized education plan (PEP) will be made out for each participating student. The teacher/facilitator will meet with the students individually or in small groups. Each student will participate in the program for approximately one hour per week within his or her respective building.

Van Buren Talented and Gifted Education at the junior high level will be delivered throughout the reading block. Students in grades 7-8 will meet with the TAG teacher/facilitator in place of the reading class. Compacting, vertical accelerations and enrichment will be used with the language arts curriculum. Compacting allows time for students to accomplish goals of the TAG program, such as the completion of an independent study project. Self-awareness and creative thinking are an integral part of the programming. Activities are designed from models by Bloom, Renzulli, and other leaders in the field of gifted education.

Program content is centered around the interests of the students. A hierarchy of process skills and creative problem solving techniques provide the students with the necessary skills to successfully complete independent projects. At the 7-9<sup>th</sup> grade level students complete a research project and present their project to the entire community. Grades 3-6 present a project centered on famous, gifted people, "Famous People Night." Grades 7-9 selects a topic of study depending on their interest compile a research report and visual to present at the same event. This event usually occurs mid March. Famous People Night is subject to change as incorporation of other subject matter increases. It is the goal of the facilitator to reveal to the community other academic areas that are integrated into the curriculum. The community event may be renamed as changes occur although will not be deleted.

Van Buren Talented and Gifted Education at the senior high will be offered through a spectrum of activities.

1. Freshman students meeting the selection criteria and opting to participate may register for the Honors Class. This class will allow the student to obtain high school credit and will meet with the TAG teacher/facilitator in a compacted accelerate curriculum.
2. High ability students in grades 10-12 will have the following options:
  - A. Obtain college credit through cooperative programs, established by the talented and gifted facilitator, between Van Buren and post-secondary institutions such as Indian Hills, Drake, and University of Iowa, (i.e.: Advanced Placement, Correspondence and Iowa Communication Network - ICN- courses)
  - B. Enroll in advanced courses within the high school curriculum.  
The administrative structure shall consist of the superintendent, elementary and secondary principals, elementary and secondary guidance counselors, the resource teacher/facilitator, and one or two parent representatives and teachers.

Identification

Nomination

Screening

Placement

Exiting Program

**Identification of Students for TAG Program Placement Van Buren  
Community Schools  
Douds Elementary Center  
Stockport Elementary Center  
Van Buren Jr./Sr. High School**

It is essential to remember that students selected for TAG services are not selected as a reward for either good performance or model behavior, but because they have special needs. Therefore, the major goal of the identification process is to apply comprehensive and unbiased procedures to find students who possess superior abilities and/or potential in the areas of general intellectual ability and specific ability aptitude.

Van Buren Community School students in kindergarten through 12<sup>th</sup> grade will be identified through the use of multiple criteria, which include results from standardized tests such as the *Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Reading Scores on ITBS, and Cognitive Abilities Tests*. Also included are *classroom performance, parent/guardian input, general education teacher input, student (self) nomination, and out-of-level testing that are both standardized and curriculum-based*.

**Primary grades (k-1)**

**Nomination** - Students at this level are only observed for possible giftedness. The TAG facilitator will provide enrichment activities periodically to observe student ability. At the first grade level, the Cognitive Abilities Test is given help identify students for the pull out program in third grade. Documentation will be made on any students showing possible giftedness during these primary grades to include in the identification process. Documentation will include a teacher rating scale to be completed by the general education teacher.

**Screening** - All data will be carefully considered by the screening team that may include: General education teacher, TAG facilitator, reading specialist, counselor, principal, and, as needed, the Area Education Agency staff. The specific abilities and needs of each student will be considered individually, and no one piece of data will exclude a student from being identified.

**Placement** - Students who demonstrate potential when compared with others of their age and require additional differential programming will be placed in a pull out program in third grade. However, the TAG facilitator will offer opportunities for challenging programming in the general education classroom periodically throughout the school year.

**3<sup>rd</sup> through 6<sup>th</sup> Grades**

Students who have not been previously identified in kindergarten through second grade may be identified in third through sixth grades.

**Nomination** - At least one of the following is used to nominate students: general education and teacher reports of gifted behaviors, parent/guardian reports of gifted behaviors, TAG facilitator observation of student(s) in general education classroom, TAG facilitator screening, standardized testing data available. (See identification section)

**Screening** - All data will be carefully considered by the screening team that may include

general education teacher(s), TAG facilitator, reading specialist, counselor, principally, and as needed Area Education Agency staff. The specific abilities and needs of each student will be considered individually, and no one piece of data will exclude a student from being identified.

**Placement** - Students who demonstrate potential when compared with others of their age and require additional differentiated programming will be placed.

### **7th through 12th Grades**

While it is expected that students will be identified by the end of sixth grade, students who have not been previously identified may be identified in 7<sup>th</sup> through 12<sup>th</sup> grades.

**Nomination** - At least one of the following is used to nominate students: general education teacher reports of gifted behaviors, parent/guardian reports of gifted behaviors, student (self) nomination, TAG facilitator observations of student(s) in general education classroom, TAG facilitator screening standardized testing data available.

**Screening** - All data will be considered by the screening team that may include: general education teachers, TAG facilitator, counselor, principal, and, as needed, Area Education Agency staff. The specific abilities and needs of each student will be considered individually, and no one piece of data will exclude a student from being identified. In addition, transfer students from outside the district who were in another gifted program will provide participation documentation for consideration by the screening team. The TAG facilitator will work closely with intermediate and high school counselors when new students who have a gifted profile enroll in the school.

**Placement** - Students who demonstrate potential when compared with others of their age and require additional differentiated programming will be placed.

### **Personalized Education Plan**

Individualized Personalized Education Plans (PEPs) are developed for identified students. The TAG facilitator will coordinate the review of each plan annually. The student, parent/guardian, and the professional staff members may be part of this review. The Plan includes relevant background data, assessment of present needs and projection of future needs, a chronology of all TAG services provided, nature and extent of present services, and indirect services as appropriate. Three times per year an evaluation of services provided will be maintained.

**Exiting the Program** - When a student no longer is performing satisfactorily in a specific area of the TAG Program or in the general education classroom as defined in the Local Plan for education and expectations as defined in the student handbook, the exit process begins. A **Plan to Improve performance** must be initiated by the TAG teacher with the parent's participation OR parent/guardian may request that a student be exited from the TAG Program by submitting a request in writing to the school principal. If a predetermined period of time of no less than 45 school days in duration, a Plan to Improve Performance is not successful, the TAG teacher submits a **Change of Placement form** to exit the program along with any other necessary documentation to the school principal. Parents are notified in writing by the school of the decision and may appeal in writing to the school principal. If an appeal is compiled, a conference with both the student and parents is conducted in an attempt to change the decision. However, decision to continue in the TAG Program will be at the discretion of a team including the TAG teacher, school principal, regular education teacher/s, and school counselor. All factors will be considered and no discrimination will be applied to the teams' decision as to race, ethnicity, gender, or any other area left for question.

Students exited from the TAG Program may come through the TAG identification process again whenever new information becomes available.

## Plan for Improvement

The following is a plan to improve the student behavior/skill that has been participating in the TAG Program. This plan will give the student not more than 45 days to improve the behavior/skill that is currently causing him/her to risk being exited from the program. The classroom teacher, TAG facilitator, student, parent, and school counselor will agree on a plan of improvement. All parties will be responsible for carrying out the plan to the best of his/her ability for the success of the student. If, after 45 days, there is not improvement in student behavior/skill, the student will be taken out of the program. The student may return to the program at a later date after more information is received and the team decides that it is beneficial to the student and all other participating students in the program.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_ TAG Facilitator \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Please list or describe the behavior that is causing the student to be considered for a Plan for Improvement. \_\_\_\_\_  
\_\_\_\_\_

Academic areas of concern \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Team Plan for Improvement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If a mentor is necessary, please make the following suggestions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Student Contract

I \_\_\_\_\_ will work to improve my behavior  
\_\_\_\_\_ and/or  
skill \_\_\_\_\_  
\_\_\_\_\_

to the best of my ability and desire in order to continue in the TAG program. I understand that it is my responsibility to work hard to perform my best in order that I can benefit from the learning experience my teachers offer me. As a student in the TAG program, it is also my responsibility to set an example to my classmates the importance of respectful behavior, and good work habits.

By signing this contract, I promise to work hard to improve my behavior and/or skill and realize that if there is no improvement, I will be removed from the program. I also realize that I CAN make a positive change and can depend on assistance from my teachers and school staff to help me improve.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
TAG facilitator

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Classroom Teacher

## Change of Placement

The following student will be receiving a "change of placement" regarding the TAG Program. There are various reasons for a change of placement. Please indicate by checking the following to explain the change.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

☐ parent request      ☐ student request

☐ failure to improve after "Plan for Improvement" has been applied

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The change of placement will remove the student from the TAG/Challenge Program and he/she will no longer receive services. The student may, at a later date, reconsider being involved in the program after new information has been obtained. All data will be reviewed and there will be no discrimination based on the current decision to receive a change of placement.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
TAG Facilitator

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Date

# Teacher Recommendation Forms

Rating Scales used for  
identification

Teacher Recommendation - TAG

Please check One Option

Teacher Name \_\_\_\_\_

Student Name \_\_\_\_\_

☐ No services needed at this time

☐ General Enrichment done in classroom/continue to observe

☐ Strength area in ☐ math ☐ lit./lang ☐ science ☐ social studies (would need differentiation in the area checked) ☐

☐ Extended Studies with a PEP (Personalized Educational Plan - highest level of services, all or most academic areas need modifications. Comments: \_\_\_\_\_

Student Name \_\_\_\_\_

☐ No services needed at this time

☐ General Enrichment done in classroom/continue to observe

☐ Strength area in ☐ math ☐ lit./lang. ☐ science ☐ social studies (would need differentiation in the area checked) ☐ Extended Studies with a PEP (Personalized Educational Plan - highest level of services, all or most academic areas need modifications.

Comments: \_\_\_\_\_

Student Name \_\_\_\_\_

☐ No services needed at this time

☐ General Enrichment done in classroom/continue to observe

☐ Strength area in ☐ math ☐ lit./lang ☐ science ☐ social studies (would need differentiation in the area checked) ☐ Extended Studies with a PEP (Personalized Educational Plan -highest level of services, all or most academic areas need modifications.

Comments: \_\_\_\_\_

Student Name \_\_\_\_\_

☐ No services needed at this time

☐ General Enrichment done in classroom/continue to observe

☐ Strength area in ☐ math ☐ lit./lang ☐ science ☐ social studies (would need differentiation in the area checked) ☐ Extended Studies with a PEP (Personalized Educational Plan - highest level of services, all or most academic areas need modifications.

Comments: \_\_\_\_\_

## Extended Learning Observation Inventory

Teacher \_\_\_\_\_  
Grade \_\_\_\_\_

Key: How often have you observed?

- 0. seldom or never
- 1. occasionally
- 2. often
- 3. almost all the time

### Advanced Language

- 1. Unusually advanced vocabulary, uses terms in meaningful way
- 2. Uses verbal skills to handle conflicts / influence others' behavior (i.e. cooperative learning situations)
- 3. Asks thoughtful, penetrating questions

### Analytical Thinker/Problem Solver

- 1. Unusually attentive to details in environment
- 2. Identifies and articulates cause/effect relationships
- 3. Generates many ideas or solutions to problems, clever responses
- 4. Manipulates ideas with unusual skill, sees complex patterns
- 5. Connects prior knowledge to current learning experience to enhance meaning
- 6. Organizes objects or ideas in an advanced manner

### Motivated Learner

- 1. Becomes absorbed, involved in topics/problems of interest, persistent
- 2. Prefers material at advanced level of difficulty
- 3. Displays great deal of curiosity, questioning attitude (wants a reason)
- 4. Accelerated task commitment and energy when learning

Key: How often have you observed?						
0: seldom or never						
1. occasionally						
2. often						
3. almost all the time						
<b>Motivated Learner cont.</b>						
5. Independent learner, motivated to learn and challenge him/herself						
6. Displays imagination, interested in adapting, improving, and modifying						
7. Keen, alert observer. Gets more out of reading, films, etc. than others						
8. Possesses a unexpected depth of knowledge in one or more areas						
9. High expectations of self and others , perfectionist						
10. Individualistic: not afraid to express ideas						
<b>Sense of Humor</b>						
1. Sense of humor sees humor in situations when others might not.						
2. Uses figurative language for humorous effect.						
3. Understands and uses puns, riddles -catches an adult's subtle humor						
4. "Plays" with language: deliberate use of unusual word combinations						
<b>Accelerated Learner</b>						
1. After initial instruction, able to process advanced material at a rapid pace.						
2. Reads at an advanced level and clearly understands a deeper meaning of the content						
3. Eagerly participates in available extensions or enrichment activity						
4. Unexpected mastery of numbers – understanding of mathematical concepts.						

Characteristics adapted from Kingone Observation Inventory & Rating Scales by Renzulli, Smith, White, Callahan, Hartman

2/2002

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

COPY

### RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student in instructional situations.
- Any number of educators may rate the student. Each person should independently rate the student using a separate form.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 16 as an example, the rater would first read, "Does not engage in self-initiated activities," then "Developing engaging in self-initiated activities," "Demonstrates engaging in self-initiated activities inconsistently," "Demonstrates engaging in self-initiated activities most of the time," and finally "Demonstrates engaging in self-initiated activities at all times (consistently)."
- It is not necessary for the rater to complete the rating in one day. Several days may elapse before the rating is completed.
- If the student does not possess the behavior or skill, or does not demonstrate the behavior or skill; the rating should be

1

DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.

- If the student is beginning to develop or demonstrate the behavior or skill but has not yet mastered it, the rating should be

2

IS DEVELOPING THE BEHAVIOR OR SKILL.

- If the student has developed the behavior or skill but does not demonstrate it on a regular basis, the rating should be

3

DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.

- If the student has the ability to demonstrate the behavior or skill and performs it successfully except in a few instances, the rating should be

4

DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.

- If the student consistently demonstrates the behavior or skill successfully in all situations, the rating should be

5

DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).

#### IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT

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TO RATER: Rate the student using the quantifiers (1-5) provided.  
Every item must be rated. Do not leave any items blank.

DOES NOT  
DEMONSTRATE THE  
BEHAVIOR OR SKILL

1

IS DEVELOPING THE  
BEHAVIOR OR SKILL

2

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL  
INCONSISTENTLY

3

DEMONSTRATES  
THE BEHAVIOR OR  
SKILL MOST OF THE  
TIME

4

DEMONSTRATES THE  
BEHAVIOR OR SKILL AT  
ALL TIMES  
(CONSISTENTLY)

5

### SUBSCALE 1

- ☐ 1. Scores high on intelligence tests (130 I.Q. or above), achievement tests (95th-99th percentile), etc.
- ☐ 2. Demonstrates superior academic performance (e.g., receives the highest score possible or the highest score in the class on quizzes, tests, etc.)
- ☐ 3. Uses an extensive and accurate vocabulary to convey thoughts, report experiences, express needs, etc.
- ☐ 4. Easily comprehends what he/she sees, hears, reads, etc. (e.g., understands directions, explanations, and instructions upon receiving them the first time; scores high on reading comprehension tasks; etc.)
- ☐ 5. Is an independent learner (e.g., will use the library to learn more about a particular subject, will research or pursue questions or areas of interest which are discussed during class activities, etc.)
- ☐ 6. Demonstrates short- and long-term memory skills (e.g., can repeat lengthy sequences of numerals, recalls detailed information learned in previous grade levels, etc.)
- ☐ 7. Demonstrates the ability to maintain concentration on a particular activity for extended periods of time (e.g., works through a difficult math problem to completion)
- ☐ 8. Expresses thoughts clearly and thoroughly in verbal and written form (e.g., accurately reports current events to the class, writes a detailed explanation of events leading up to the Civil War, etc.)
- ☐ 9. Demonstrates a superior ability to understand abstract concepts (e.g., mathematics, science, foreign languages, etc.)
- ☐ 10. Is a high achiever who sets personal goals and strives to achieve them
- ☐ 11. Applies information learned in one situation to a new situation which may be either similar or different
- ☐ 12. Makes the most appropriate decisions or choices based on information available and a consideration of probable outcomes (e.g., uses study time at school to complete assignments in order to be able to do the things he/she enjoys in the evening, is successful in simulated problem-solving activities in the classroom, etc.)

- ☐ 13. Understands complex concepts and perceives relationships (e.g., understands arithmetic concepts and their relationship to money, understands politics and its relationship to governmental affairs, understands analogies, etc.)

Raw Score

### SUBSCALE 2

- ☐ 14. Combines information or ideas already learned to form unique and original ideas (e.g., is successful in creative writing, designing plans, solving problems, etc.)
- ☐ 15. Develops creative and original ideas which are unique (e.g., solves math problems using operations which are different from those provided through instruction, suggests a novel method of teaching an abstract concept to a group of students, etc.)
- ☐ 16. Engages in self-initiated activities (e.g., reads, writes, paints, draws, entertains self through imagination, etc.)
- ☐ 17. Is curious and interested in learning about those aspects of the environment which are new or different to him/her (e.g., asks questions about anything out of the ordinary; wants to know more about new discoveries in space, science, etc.)
- ☐ 18. Demonstrates a wide variety of interests (e.g., likes to play different sports and games, draw, read, conduct science experiments, solve math problems, etc.)
- ☐ 19. Recognizes errors, mistakes, or oversights in or around the educational environment (e.g., catches the teacher making a spelling error on the chalkboard, finds an error in a textbook, etc.)
- ☐ 20. Views situations, problems, or issues from different perspectives (e.g., accepts negative consequences because they are necessary, even though he/she finds them unpleasant; can successfully argue both sides of an issue; etc.)
- ☐ 21. Spontaneously uses language and vocabulary to articulate thoughts and ideas (e.g., can readily find words to express thoughts, can quickly respond verbally to questions or problems, etc.)
- ☐ 22. Creates or produces elaborate detail in recreation or academic activities (e.g., creates an entire village with streets, houses, and stores for toy or imaginary characters; writes elaborate fictional short stories or detailed research papers for classes; etc.)



- ☐ 23. Has many projects or activities going on at the same time at home and school (e.g., is involved in a wide variety of interests including projects, hobbies, collections, memberships, etc.)

 Raw Score

### SUBSCALE 3

- ☐ 24. Excels in subjects requiring abstract thinking (e.g., mathematics, the sciences, philosophy, foreign languages, etc.)
- ☐ 25. Succeeds with little effort in specific subject areas (e.g., mathematics, the sciences, language arts, etc.)
- ☐ 26. Asks in-depth questions regarding subject areas studied or related areas of interest (e.g., "What makes lightning bugs light up?" "Why is war used as a means of solving disagreements?" etc.)
- ☐ 27. Scores high (95th-99th percentile) on specific areas of achievement tests (e.g., mathematics, the sciences, language arts, etc.)
- ☐ 28. Demonstrates significant knowledge of a specific academic area (e.g., knows more about the subject than his/her peers, knows more than the information contained in textbooks on his/her grade level, etc.)
- ☐ 29. Enjoys academically challenging activities (e.g., difficult math problems, creative writing, problem solving, editing a school newspaper, etc.)
- ☐ 30. Is highly critical of his/her academic success (e.g., is disappointed by anything less than perfection)

Raw Score

### SUBSCALE 4

- ☐ 31. Takes a leadership role in school and/or community group activities (e.g., volunteers, is looked upon or chosen by others as a leader, etc.)
- ☐ 32. Enjoys working toward goals, getting things accomplished, working on projects, etc. (e.g., takes responsibility for a bulletin board, organizes a mock election, etc.)
- ☐ 33. Demonstrates character and integrity by expecting and practicing qualities of honesty, fairness, hard work, etc. (e.g., suggests a set of rules or code of conduct for the class, participates in the drafting of a student honor code, insists on fairness and sharing, etc.)
- ☐ 34. Takes an active role in elected offices for groups or organizations (e.g., class, student council, clubs, church groups, etc.)
- ☐ 35. Facilitates group dynamics or group activities (e.g., offers suggestions during group activities, reminds the group of its goals, suggests appropriate solutions for problems encountered by the group, etc.)

- ☐ 36. Uses speech and language to present ideas, clarify information, influence others, etc. (e.g., offers suggestions for a play, skit, or theme for a school activity; explains options available in a group problem-solving activity; verbalizes his/her position well enough in an argument to get others to agree; etc.)
- ☐ 37. Facilitates positive interpersonal relations within a group (e.g., is friendly and positive during group activities, asks everyone's opinion, can get individuals with different points of view to compromise on decisions or ideas, etc.)
- ☐ 38. Organizes and leads groups (e.g., forms a group for the purpose of having a school dance or picnic, organizes a computer club or science club, leads small groups in play or social activities, etc.)
- ☐ 39. Is chosen or elected to a leadership position by peers (e.g., chosen as a team captain in a sport, chosen as a team leader in a spelling bee, elected as a class officer, etc.)
- ☐ 40. Naturally assumes leadership roles in academic, social, political, sports, etc., situations (e.g., peer tutor, prom coordinator, class officer, team captain, etc.)

Raw Score

### SUBSCALE 5

- ☐ 41. Excels in natural physical ability skills such as balance, movement, and body control (e.g., jumping, skipping, running, changing movements and directions, etc.)
- ☐ 42. Demonstrates superior manipulative skills in art, music, or sports (e.g., when using art materials such as brushes and pens; musical instruments; sports equipment such as bats, rackets, balls, etc.)
- ☐ 43. Demonstrates superior artistic abilities (e.g., is creative and successful in an art medium such as sculpting, drawing, painting, designing, photography, etc.)
- ☐ 44. Excels in musical ability (e.g., singing, playing an instrument(s), writing music, writing musical lyrics, etc.)
- ☐ 45. Is successful in acting and performing for audiences (e.g., school plays, skits, debates, comedy routines, dancing, etc.)
- ☐ 46. Demonstrates superior writing abilities (e.g., short stories, plays, essays, term papers, reporting experiences or events, etc.)
- ☐ 47. Excels in an area(s) of athletics (e.g., gymnastics, football, tennis, baseball, swimming, etc.)
- ☐ 48. Demonstrates original talent in art, music, writing, dancing, acting, etc. (e.g., creates original paintings, develops musical variations, writes creative stories, develops creative dance steps, delivers original acting performances, etc.)

Raw Score

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: \_\_\_\_\_ Gender: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_ Grade: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Date of rating: \_\_\_\_\_ (year) \_\_\_\_\_ (month) \_\_\_\_\_ (day)

Date of birth: \_\_\_\_\_ (year) \_\_\_\_\_ (month) \_\_\_\_\_ (day)

Age at rating: \_\_\_\_\_ (years) \_\_\_\_\_ (months) \_\_\_\_\_ (days)

Rated by (observer's name): \_\_\_\_\_

Dates during which observation of student occurred:

From \_\_\_\_\_ To \_\_\_\_\_

Amount of time spent with student:

Per day \_\_\_\_\_ Per week \_\_\_\_\_

### SUMMARY OF SCORES

#### Subscales

	Raw Score	Standard Score (Appendix A)	SEM (Appendix D)
1. Intellectual	_____	_____	_____
2. Creativity	_____	_____	_____
3. Specific Academic Aptitude	_____	_____	_____
4. Leadership Ability	_____	_____	_____
5. Performing and Visual Arts	_____	_____	_____

#### Total Scale

Sum of Subscale SS	Quotient (Appendix B)	%ile (Appendix B)	Quotient SEM (Appendix D)
_____	_____	_____	_____

How well the student is known by the observer (indicate type of interactions): \_\_\_\_\_

Standard Scores	SUBSCALES					Quotients	Quotient	Percentiles	Percentile Rank
	Intellectual	Creativity	Specific Academic Aptitude	Leadership Ability	Performing and Visual Arts				
20						150		>99	•
19						145		95	•
18						140		90	•
17						135		85	•
16						130		80	•
15						125		75	•
14						120		70	•
13						115		65	•
12	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	55	•	5	•
0	•	•	•	•	•	50	•	<1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

GES-2  
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## **Grades 3-6**

Parent Information regarding TAG

Parent letter to rate child

Student acceptance forms/parent permission

Student non-acceptance forms

## **Grades 7-8**

Parent Information regarding Challenge Program

Student self-nomination forms - Challenge

Student acceptance into the program/parent permission forms

Non-acceptance forms



## **TAG Program**

Date: \_\_\_\_\_

Dear Parent(s),

I would like to acquaint you with the Talented and Gifted (TAG) program of Van Buren Community Schools. There are opportunities to challenge your child beyond the general classroom providing qualifications are met for the program.

Currently, a limited number of students are pulled out of the classroom to participate in enrichment activities to further challenge the many faceted abilities of the advanced learner. The class time is approximately one hour per week, however, I have plans to spend time in the general classroom with some enrichment activities as schedules allow. A personalized education plan is prepared for each TAG student to help meet his/her personal educational needs and those goals are evaluated quarterly.

Please complete the form provided if you feel that your child may qualify for the program. Please know that there are multiple criteria considered to qualify. Iowa Basic Skill scores, reading ability, academic achievement, teacher recommendation, and a team decision are all part of the process.

I will ask the classroom teachers regularly to rate student ability. This will regulate any academic changes in your child throughout the year and give me notice of qualification at a later date should they not qualify immediately.

Thank you for taking the time to help assess your child's needs. I look forward to hearing from you. If you have any questions, please call at one of the school centers or at my home. (319-498-4540).

Sincerely,

Mrs. Jones  
TAG Instructor



# Parent Information for TAG Program Student Rating Form

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Building \_\_\_\_\_

Please check the column under the number which best describes your child's development in the area listed. If you check a "4" or "5" please list an example in the space provided whenever possible.

	Not Evident 1	Seldom 2	Sometimes 3	Frequently 4	Consistently 5
1. Has an advanced vocabulary.	_____	_____	_____	_____	_____
2. Is advanced in academic areas Math	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Language _____	_____	_____	_____	_____	_____
Literature _____	_____	_____	_____	_____	_____
Science _____	_____	_____	_____	_____	_____
3. Learns rapidly, needs few repetitions to master concept. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
4. Is a good observer, picks up details from a book, movie or experience.	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
5. Enjoys challenges. Likes to discuss or study complex topics or subjects.	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
6. Uses logic and reasoning ability.	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
7. Is curious, ask many questions	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____





Please check the column under the number which best describes your child's development in the area listed. If you check a "4" or "5" please list an example in the space provided whenever possible.

	Not Evident 1	Seldom 2	Sometimes 3	Frequently 4	Consistently 5
8. Uses imagination/creativity. Solves problems or combines Ideas with originality. _____ _____ _____	_____	_____	_____	_____	_____
9. Keen sense of humor _____ _____	_____	_____	_____	_____	_____
10. Individualistic, non-conforming. Not afraid to express different Opinions. _____ _____	_____	_____	_____	_____	_____
11. Interacts easily with adults and older children. _____ _____	_____	_____	_____	_____	_____
12. Persistent. Motivated to solve problems and responsible to complete tasks. May be a perfectionist _____ _____	_____	_____	_____	_____	_____
13. Is often a leader. _____ _____	_____	_____	_____	_____	_____



Van Buren Community Schools  
Douds/Stockport Centers

Dear Parents:

We have completed the screening process for selecting students to participate in the Van Buren Community enrichment programs for academically talented students.

Your child, \_\_\_\_\_, has qualified for placement in the TAG program. Based upon this qualification, he/she will be an eligible program participant providing that you, the parent(s), the student, and the school deem that it is in the student's best interests to be included in the program.

Since this program is not compulsory, your permission is necessary for your child to be included in the program. Please sign the form at the bottom of this page and return it to Mrs. Jones at the school as soon as possible.

Thank You,

Mrs. Jones  
Mrs. Paulek  
Mr. Russell \_\_\_\_\_

---

Student's Name \_\_\_\_\_

\_\_\_\_\_ I give my permission to enter the TAG Program

\_\_\_\_\_ I do not wish my student to be in the TAG Program at this time.

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_



Van Buren Community School  
TAG Program Coordinator

Dear Parent(s),

Thank you so much for nominating your child for the Talented and Gifted program. I am so pleased that parents take such an important role in their child's education. Your child was evaluated by our team to meet the criteria for entrance into the program.

Upon evaluation, we as a team, feel that your child would benefit most from participating in the general classroom experience. Please know that it is our goal to bring enriching activities to that environment to help spark academic interest in your child.

Also, please know that we continually evaluate students throughout the school year to see if there are any changes in growth. Though your child may not qualify at this time, it is possible, at a later date that he/she could participate in the program.

Again, thank you for your interest and concern in your child's education. If I can be of any assistance, please contact me at one of the school centers.

Thank you,

Penny Jones  
TAG Instructor

cc: Mr. Russell – Principal  
Mrs. Paulek - Counselor



## Challenge Class

Dear Students and Parents,

Next year you/your student will be entering junior high. For this reason we would like to acquaint you with the 7<sup>th</sup> and 8<sup>th</sup> Challenge Class option. It is as follows:

1. Students will be opted from reading during their 7<sup>th</sup> grade and/or 8<sup>th</sup> grade year. Reading is replaced with a Challenge Class where students meet with the Tag/Challenge instructor for several times per week to complete various enrichment projects.
2. All 6<sup>th</sup> grade students are being made aware of the guidelines and given the opportunity to complete a self-nomination form. This is being presented to the students at this time for implementation at the beginning of their 7<sup>th</sup> grade year.

A committee consisting of the High School Principal, Guidance Counselor, and the TAG/Challenge Instructor will meet to select the students.

For a student to be considered eligible for the Challenge Program he/she must complete a nomination form. This does not mean the student will necessarily be selected into the program as the committee has the discretion to weigh the qualification criteria and make the final selection.

### Selection Criteria:

1. ITBS - Iowa Norm 90% or above on total in Reading
2. ITBS - Iowa Norm 90% or above on Composite Score
3. Grade Point Average 3.67 - A - average or above
4. Teacher Recommendation - student rating scale

In addition forms are available for parents and faculty, so that they may participate in the nomination process if they so desire. If there are any questions or concerns please contact Mrs. Jones, or Mrs. Paulek, at the high school at 293-3183.





**Student Nomination  
Junior High Challenge Program**

I \_\_\_\_\_ would like to nominate myself for the Challenge class.

Please list your ITBS Scores (Iowa Norms) in the following areas (if you do not know them please ask your teacher or Mrs. Jones.)

Reading – Total \_\_\_\_\_

Composite \_\_\_\_\_

Grade Point Average \_\_\_\_\_

Subject

Grade (from last qtr.)


1. Please explain why you would like to participate in this program.
  
  
  
  
  
  
  
  
  
  
2. How do you feel this class would be of benefit to you?
  
  
  
  
  
  
  
  
  
  
3. What do you feel are your strongest areas or special talents?
  
  
  
  
  
  
  
  
  
  
4. If you could learn from anyone, past or present, whom would you choose? Why?



5. What do you do in your spare time? What hobbies and special interests do you have?

6. What projects/activities would you like to work on in Challenge?

7. What else should we know about you?

8. What three adjectives would you use to describe yourself?

9. Tell about something you have made, produce, written or invented?

Please return this paper to Mrs. Jones

Thank You,

Signed \_\_\_\_\_

Date \_\_\_\_\_



Van Buren Community Schools  
405 4<sup>th</sup> Street  
Keosauqua, IA 52565

To: Parents of challenge Class applicants  
From: Mrs. Penny Jones  
Subject: Challenge Class

Dear Parents:

Your son/daughter, \_\_\_\_\_ has applied and has been accepted as part of the Challenge Program for \_\_\_\_\_ school year. Students meeting the established criteria, and choosing to participate, will be exempted from the reading program and placed into the "Challenge" class. The "Challenge" class will be graded course, meeting two to three times per week with the TAG/Challenge instructor for completion of various enrichment projects.

Please sign the lower portion of this paper and return it to the school, so we know you are aware of our student's participation in this class. We feel this will be a productive and invaluable learning experience. If you have any questions/concerns please contact a member of the selection committee at 293-3183.

Thank You,

Mrs. Penny Jones  
Challenge Course Instructor

---

Student's Name

\_\_\_\_\_ My student may participate in the "Challenge" program.

\_\_\_\_\_ I do NOT wish my student to participate at this time.

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_



Van Buren Community Schools  
405 4<sup>th</sup> Street  
Keosauqua, IA 52565

To: Parents of Challenge Class Applicants  
From: Mrs. Jones and Mrs. Paulek  
Subject: Challenge Class

Dear Parents,

\_\_\_\_\_ has completed a self nomination form to participate in the Van Buren Junior High School "Challenge" class, which is the junior high portion of the Talented and Gifted Program.

The selection Criteria are:

1. ITBS Scores
2. Overall Grades
3. Teacher Recommendations/performance rating scale

At this time the selection committee recommends that \_\_\_\_\_ begin the 7<sup>th</sup> grade Reading Program. At the end of the first semester if he/she so desires they may reapply for the Challenge Class.

We commend your student for their interest in seeking academic challenges. And we appreciate your support of you child's educational goals. If you have any questions or concerns please contact a member of the selection committee.

Sincerely,

Mrs. Jones, Challenge Course Instructor  
Mrs. Paulek, Counselor





**P.E.P.**



## **Personalized Education Plan for Talented and Gifted/Challenge Program**

### **What is a PEP?**

Documentation of student's at the most extensive level of service in the Talented and Gifted Program is provided through a PEP, or Personalized Education Plan. Updated yearly, this form contains the type of identification, either general intellectual or specific academic strengths. It also includes preferred learning styles, a needs assessment, and a list of dimensions of services. There is documentation to show the parent, classroom teacher and TAG teacher have reviewed the PEP and its contents. The building principal signs the PEP to indicate that he/she is aware of the availability of differentiation, the level of student participation, and that an evaluation of student performance has been completed. A copy is kept on file in the TAG room.

### **How is the PEP developed?**

Previous documentation and current input from teachers, parents, and students are used to develop the PEP. Parents and students are either asked in person at conferences or given a form to provide input about strengths and areas to develop. The TAG teacher, in conjunction with the classroom teacher, details the recommended modifications and types of services provided. Each student's plan is different, although some students may have the same or similar modifications for certain subjects. To increase efficiency when possible, students are clustered with several other students with similar needs. The PEP is usually completed by late fall and submitted to the principal. Thereafter, only updates are sent home.

### **What kind of supplementary documentation is provided?**

The classroom teacher, who is in charge of the subject modifications is responsible for documenting the curricular modifications provided and an evaluation of the student's performance. These include the areas of reading, writing, and math. The programs used are Renaissance Reading, Writing, and Math. The students have documentation from tests scores provided throughout the year. The classroom teacher will have quarterly score updates as the student progresses. Some subjects are already differentiated at upper grade level classes. These classes, such as Algebra, Advanced math classes, and Advanced English are not further documented since the teacher provides regular feedback as part of the class.



**Van Buren Community Schools Talented and Gifted Program  
Personalized Education Plan**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Year 20- \_\_\_\_\_

Teacher(s) \_\_\_\_\_

**Identification Area**

1. \_\_\_\_\_ General Intellectual
2. \_\_\_\_\_ Specific Academic: \_\_\_\_\_ math \_\_\_\_\_ lang. arts \_\_\_\_\_ science \_\_\_\_\_ soc. studies

Personality/ Learning Style Preferences \_\_\_\_\_

**Needs Assessment**

Strengths \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Needs to Develop \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommended Modifications \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**Dimensions of Service**

Classroom Differentiation

\_\_\_\_\_ flexible grouping \_\_\_\_\_ enrichment \_\_\_\_\_ content modification

---

1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (1)$$

where  $x$  is a real number.

It is well known that the function  $f(x)$  is an odd function, i.e.,  $f(-x) = -f(x)$ . This can be seen from the fact that

$$f(-x) = \int_0^{-x} \frac{1}{1+t^2} dt = -\int_0^x \frac{1}{1+t^2} dt = -f(x).$$

Moreover, the function  $f(x)$  is bounded for all real values of  $x$ .

Indeed, we have

$$|f(x)| = \left| \int_0^x \frac{1}{1+t^2} dt \right| \leq \int_0^{|x|} \frac{1}{1+t^2} dt.$$

Since the integrand is a positive function, the integral is increasing with  $|x|$ . Therefore, the function  $f(x)$  is bounded for all real values of  $x$ . The maximum value of  $f(x)$  is attained at  $x = 1$  and is equal to  $\frac{\pi}{4}$ . The minimum value of  $f(x)$  is attained at  $x = -1$  and is equal to  $-\frac{\pi}{4}$ .

Thus, we have

$$|f(x)| \leq \frac{\pi}{4}.$$

2. The second part of the paper is devoted to the study of the properties of the function  $g(x)$  defined by the equation

$$g(x) = \int_0^x \frac{t}{1+t^2} dt, \quad (2)$$

where  $x$  is a real number. It is well known that the function  $g(x)$  is an even function, i.e.,  $g(-x) = g(x)$ . This can be seen from the fact that

$$g(-x) = \int_0^{-x} \frac{t}{1+t^2} dt = \int_0^x \frac{t}{1+t^2} dt = g(x).$$

Moreover, the function  $g(x)$  is unbounded for all real values of  $x$ .

Indeed, we have  $g(x) = \frac{1}{2} \ln(1+x^2)$ . Since the logarithm function is unbounded for all real values of  $x$ , the function  $g(x)$  is unbounded for all real values of  $x$ .

$$g(x) = \frac{1}{2} \ln(1+x^2).$$

$$g(x) = \frac{1}{2} \ln(1+x^2).$$

$$g(x) = \frac{1}{2} \ln(1+x^2).$$

3. The third part of the paper is devoted to the study of the properties of the function  $h(x)$  defined by the equation

## Service Provided by Classroom/Guidance/TAG Staff

_____ cluster classroom	_____ counseling
_____ acceleration in _____	_____ contracted subject
_____ whole grade acceleration	_____ mentor
_____ service learning	_____ Challenge Program (7-8)
_____ Advanced Placement (HS)	_____ Honors Courses
_____ Competitions/Contests	
_____ Social Studies/History	_____ Community Projects
_____ Math	_____ Mock Trial
_____ Writing (poetry, essay)	
_____ Quiz Bowl	
_____ Science Fairs	
_____ Independent Study courses (ICN)	_____ flexible pull-in group
_____ Art shows	_____ Community Theatre
_____ vocal Performances	_____ Band

Identified learners must receive qualitatively differentiated instruction resulting in modifications of content, process, product, and environment to match students demonstrated readiness levels. Modifications will vary in kind, degree, delivery, and duration according to students' different learning profiles, readiness, and interests.

### Documentation

Parents signature \_\_\_\_\_ Date \_\_\_\_\_

TAG staff signature \_\_\_\_\_ Date \_\_\_\_\_

Classroom teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

At least 3 times each school year, teachers must provide documentation of differentiation communicating (1) Differentiation available (2) student participation (3) evaluation of student performance. Documentation must be submitted to a building administrator and Tag staff to be recorded before being sent to parents. Attach copies of documentation.

1) Date \_\_\_\_\_ Administrator signature \_\_\_\_\_

2) Date \_\_\_\_\_ Administrator signature \_\_\_\_\_

3) Date \_\_\_\_\_ Administrator signature \_\_\_\_\_





Van Buren Community School  
Talented and Gifted Program  
Personal Education Plan (PEP)

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

TAG Facilitator \_\_\_\_\_

Building: \_\_\_\_\_ Grade: \_\_\_\_\_

Strength/Interests:

---

---

---

Student Needs: (Affective Development) (Check Appropriate)

- \_\_\_\_\_ Participation in extra-curricular activities
- \_\_\_\_\_ Improve interpersonal skills with peers
- \_\_\_\_\_ Improve relationship with authorities
- \_\_\_\_\_ Display behavior appropriate to the setting
- \_\_\_\_\_ Improve timely completion of assignments
- \_\_\_\_\_ Completes assignments in appropriate time frame
- \_\_\_\_\_ Improve self image
- \_\_\_\_\_ Other:

District Student Outcome Goals Addressed: (Check Appropriate)

- \_\_\_\_\_ Access/Use of Information
- \_\_\_\_\_ Application of Technology
- \_\_\_\_\_ Communication of Ideas/Feelings
- \_\_\_\_\_ Personal Wellness
- \_\_\_\_\_ Critical and Creative Thinking
- \_\_\_\_\_ Problem Solving

Recommended Instructional Strategies: (Academic)

- \_\_\_\_\_ Study Skills Unit
- \_\_\_\_\_ Research Projects
- \_\_\_\_\_ Higher order Thinking Skills
- \_\_\_\_\_ Technology Skills
- \_\_\_\_\_ Self Concept Skills
- \_\_\_\_\_ Mock Trial/ Law Projects
- \_\_\_\_\_ Novel
- \_\_\_\_\_ Other Activities as provided

1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

$$f(x) = \arctan x$$

It is shown that the function  $f(x)$  is continuous and differentiable on the whole real axis.

$$f'(x) = \frac{1}{1+x^2}$$

It is also shown that the function  $f(x)$  is bounded on the whole real axis.

2. The second part of the paper is devoted to the study of the properties of the function  $g(x)$  defined by the equation

$$g(x) = \int_0^x \frac{1}{1+t^2} dt$$

$$g(x) = \arctan x$$

It is shown that the function  $g(x)$  is continuous and differentiable on the whole real axis.

$$g'(x) = \frac{1}{1+x^2}$$

$$g(x) = \arctan x$$

$$g(x) = \arctan x$$

$$g(x) = \arctan x$$

$$g(x) = \arctan x$$

$$g(x) = \arctan x$$

3. The third part of the paper is devoted to the study of the properties of the function  $h(x)$  defined by the equation

$$h(x) = \int_0^x \frac{1}{1+t^2} dt$$

$$h(x) = \arctan x$$

$$h(x) = \arctan x$$

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$$h(x) = \arctan x$$

$$h(x) = \arctan x$$

# Evaluation



## **Evaluation of Program Evaluation of the District Developed Plan**

Annually at the end of the school year, no later than the end of June, the plan will be evaluated by a team consisting of

- Building administrators
- TAG Facilitator
- One or more classroom teachers
- One or more special education teachers

The following data will be included, but not limited to the evaluation:

Quarterly Evaluations - aligned with State Guidelines of Talented and Gifted

(TAG teacher)

Elementary Student TAG Yearly Evaluation Challenge Student Response

Yearly Evaluations Parent Yearly Program Evaluations

Independent Study Contract-

Mentor/student contract - This is used to receive community evaluation -Students work with community mentors in specialized fields to enhance learning opportunities.

Parent - Teacher Conferences

Meetings with students



## Quarterly Evaluation of TAG Program Grades 3-6 Pull Out

The following is an evaluation of student performance in the TAG Program per quarter. All participating students must show an active participation in the program guidelines and expectations to continually receive the benefits it provides. Students will not score high in each area, since giftedness is unique and individualized. However, there must be motivation and interest in attempting to benefit from the program. If these are not maintained and growth is shown, the student may be put on a Plan for Improvement for no longer than 45 days. If there is gained improvement, the student will continue in the program. If not, a procedure for exiting the program will be completed.

### Rating Scale of 1-5

- 1- *Does not demonstrate the Behavior or skill.*
- 2- *Is developing the behavior or skill.*
- 3- *Demonstrates the behavior or skill inconsistently.*
- 4- *Demonstrates the behavior or skill most of the time.*
- 5- *Demonstrates the behavior or skill at all times.*

Student Name \_\_\_\_\_ Quarter \_\_\_\_\_ Date \_\_\_\_\_

### A. Behaviors

- 1. Student is cooperative and demonstrates sincere desire to learn and participate. \_\_\_\_\_
- 2. Student recognizes how your behavior affects how you are accepted. \_\_\_\_\_
- 3. Student learns to accept responsibility for one's own choices. \_\_\_\_\_
- 4. Student understands the need for listening and following directions. \_\_\_\_\_
- 5. Demonstrates independent study habits and good organizational skills. \_\_\_\_\_
- 6. Realizes that learning requires effort. Understands that initial failure may lead to future success. \_\_\_\_\_
- 7. Student identifies personal characteristics that help/hurt others. \_\_\_\_\_
- 8. Student is performing these behaviors in the general education classroom as well as TAG program. \_\_\_\_\_
- 9. Demonstrates appropriate social skills with peers and other members of society. \_\_\_\_\_
- 10. Demonstrates tolerance and respect for ideas and abilities that are different from his/her own. \_\_\_\_\_

### B. Skills

#### General Intellectual Ability

- 1. Uses research skills in self-directed learning. \_\_\_\_\_
- 2. Determines pertinent information required to solve a problem. \_\_\_\_\_
- 3. Demonstrates an awareness and realistic view of his/her individual giftedness. \_\_\_\_\_
- 4. Uses logical thinking to break apart the problem or activity. \_\_\_\_\_





### **Creative Thinking**

1. Demonstrates creative and critical thinking skills. \_\_\_\_\_
2. Communicates new information both verbally and in written work. \_\_\_\_\_
3. Understands and applies a variety of problem solving strategies. \_\_\_\_\_

### **Leadership Ability**

1. Explains, justifies, verifies, and defends a solution or procedure. \_\_\_\_\_
2. Takes active leadership roles in group work. Displays fairness while delegating. \_\_\_\_\_
3. Displays confidence in oral presentations. \_\_\_\_\_
4. Willing to take leading roles in plays, performances. \_\_\_\_\_

### **Visual and performing arts ability**

1. Displays imaginative, innovative approaches to completing art projects. \_\_\_\_\_
2. Shows interest in Fine Arts performances, shows. \_\_\_\_\_

### **Special Ability Aptitude**

1. Demonstrates knowledge of skills above and beyond grade level \_\_\_\_\_
2. Shows effort and perseverance, even when the task is difficult. \_\_\_\_\_
3. Demonstrates mature time management skills. \_\_\_\_\_



## Elementary Student TAG Yearly Evaluation

Name \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

Building \_\_\_\_\_

Please reply with: Y (yes), N (no) or S (sometimes)

1. I enjoy working on TAG projects and activities \_\_\_\_\_
2. I like working with other kids in TAG \_\_\_\_\_
3. I have learned new things in TAG \_\_\_\_\_
4. I have learned more about myself in TAG \_\_\_\_\_
5. I can work independently at times in TAG \_\_\_\_\_
6. I am able to share my ideas in TAG \_\_\_\_\_

Answer these questions:

What parts of TAG are the best for you? \_\_\_\_\_

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What parts would you change? \_\_\_\_\_

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## Student Response to the Challenge Program

Grade: \_\_\_\_\_

Your input is needed to improve the services you receive. Please rate the following statements.

- 1 - often, a great deal
- 3 - sometimes
- 5 - seldom or never

1. I have a chance to make decisions regarding the things I learn in Challenge. \_\_\_\_\_
2. Everyone has the same assignments. \_\_\_\_\_
3. I have developed better communication skills. \_\_\_\_\_
4. I have developed better research skills. \_\_\_\_\_
5. I am better at solving problems. \_\_\_\_\_
6. I can work independently. \_\_\_\_\_
7. This class has helped me to express my creativity. \_\_\_\_\_
8. I am more curious. \_\_\_\_\_
9. I get along better with others. \_\_\_\_\_

What parts of this program are the best for you? \_\_\_\_\_

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What parts would you change? \_\_\_\_\_

---

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---

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I learn best when \_\_\_\_\_

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**Parent Evaluation  
Challenge Program  
Van Buren Community Schools**

Dear Parents,

Your child has been participating in the Challenge Program at school this year. I would appreciate your response to the following questions in order to evaluate the year and plan for next year. Thank you for your assistance.

	Least/Little		Much/Most	
1. To what extent has Challenge helped the educational needs of your child?	1	2	3	4
2. To what extent do you feel you understand the purposes of Challenge?	1	2	3	4
3. To what extent has Challenge increased or enhanced your child's self-concept?	1	2	3	4
4. To what extent has Challenge enlarged your child's circle of friends?	1	2	3	4
5. How important is it to have your child work with students of similar academic ability?	1	2	3	4
6. How pleased are you that your child is exposed to content areas in which she/he has not worked before?	1	2	3	4
7. How much has Challenge helped to develop a greater enthusiasm for academic pursuits in your child?	1	2	3	4
8. How often does your child discuss what happens in Challenge at home?	1	2	3	4
9. How positive does your child feel about being in Challenge?	1	2	3	4
10. How much do you feel your child has benefited from being in Challenge?	1	2	3	4
11. To what extent do you encourage your child's continuation in Challenge?	1	2	3	4
12. To what extent did you feel informed about Challenge?	1	2	3	4
13. What has been the most beneficial thing that has happened to your child as a result of participating in Challenge?				
14. What suggestions do you have for improving the program?				

Please return to: Mrs. Penny Jones  
Van Buren Jr./Sr. High School 405 4<sup>th</sup> Street,  
Keosauqua, IA 52565

THE  
MOUNTAIN  
VIEW

1891

THE MOUNTAIN VIEW, A WEEKLY PAPER, PUBLISHED EVERY SATURDAY, BY THE  
MOUNTAIN VIEW PUBLISHING CO., 100 N. 10TH ST., ST. LOUIS, MO.

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Advertisements, 10 cents per line per week.  
Special rates on application.

Entered as second-class matter, June 15, 1891,  
under post office No. 100, St. Louis, Mo.

Postage paid at St. Louis, Mo.,  
under post office No. 100.

Accepted for mailing at special rate of  
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Van Buren Community Schools  
TAG Teacher and Student Goals for each activity

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Topic/Session \_\_\_\_\_ TAG Teacher \_\_\_\_\_

Teacher Goals	Level of Attainment			
Demonstrates knowledge of skills above and beyond grade level	4	3	2	1
Analyzes and supports meaningful and personal connections to topic	4	3	2	1
Self-motivated to follow through with the task at hand	4	3	2	1
Shows responsibility for group/work through participation	4	3	2	1
Demonstrates mature time management skills	4	3	2	1

Student Goals				
I was challenged by the activities/problems presented	4	3	2	1
I was able to connect what I was learning with what I already know	4	3	2	1
I was interested in and wanted to learn about the topic	4	3	2	1
I worked hard on all assignments, even when they were difficult	4	3	2	1
I encouraged and respected my classmates contributions	4	3	2	1
My work, both in and out of class, was completed in a timely manner	4	3	2	1

The most important thing you should know about my participation in this session is:



## Independent Study Contract

This contract is used in conjunction with individual projects for Famous People Night. Some students will reach out to the community for mentoring in a specific field of study as pertaining to their research project. For example, local artists, engineers, military veterans, etc. It is the responsibility of the student to actively take part in the learning process of mentoring. The following contract will be used to assess participation, completion and success of the mentorship.

Student \_\_\_\_\_

Mentor \_\_\_\_\_ Specialized field \_\_\_\_\_

Brief Description of Project \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps to be taken for profitable learning experience \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Project Time Line: Beginning Date \_\_\_\_\_ Completion Date \_\_\_\_\_

Meeting Times: Can be approximate \_\_\_\_\_

(Student must keep log of date and activity)

This section completed by both mentor and student of each of their respective contracts at the conclusion of the independent study experience.

Mentor/Student Evaluation: Brief Summary

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_



# TAG

## Unit Plans

2000

2000

**Standard #2:** To increase self-directed learning and deal with real-life problems.

**Benchmarks:**

- 4. Refine Technology skills
- 6. Interact with a mentor

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Critical Objectives</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
<b>Grades 7-8 4 &amp; 6</b>	PRG Toolkit Editor Internet sources Web pages	Develop a computer game using RPG toolkit tiles, grids, music. Will develop math skills using grid calculation Selected students are mentors for instruction, grading and evaluating	The game will be operable Mentor grading, rubrics	HOTS T & G LS, CS, TECH, MEDIA
<b>Grades 7-8 4</b>		Develop artistic expression by creating a CD cover Will provide presentation to the public. Will create a mock market for the product	Grading, teacher rubric	HOTS T&G, CS, TECH, MEDIA, LS
<b>Grades 5-8 4</b>	Thinking Cap Quiz Bowl	Will be able to use all area of discipline of learning for participation in the computer Quiz Bowl.	Competition completion, rating	T&G, TECH, LS, CS
<b>Grades 5-8 4</b>	Mississippi Trails Iowa Public TV	The student will complete a multimedia project. The student will demonstrate the knowledge of the Internet by completing a variety of projects.	Grading, oral presentation, rubric	T&G, TECH, LS, CS

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Guidance (GUID), Talented and Gifted (T & G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)





**Subject Area: Talented and Gifted****Length of Unit: 4-6 weeks (group novels) and throughout school year for literature groups****Standard #5:** Demonstrates competence in using reading skills and strategies to accomplish reading purposes.**Benchmarks:**

3. Recognize main idea and note details.
9. Independently applies reading strategies to understand vocabulary, locate information, use graphics and find answers in reading material.
10. Effectively applies learned reading skills in analysis of rhetoric and literature.

State Talented and Gifted Standards and Benchmarks applied:

**Standard 6:** To develop communication skills**Benchmarks:**

2. Participate in group discussions
3. Practice basic debate and speech skills

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
<b>Grades 7-8</b> 3, 9, 10 2, 3	Selected novels above grade level	Will retrieve important information from novel to share in discussion, debate, speech performances. Literature Groups-sharing of novels, authors, content.	Graded reports, rubrics, oral reports, teacher observation, peer grading	T&G, LS, CS
<b>Grades 3-6</b> 3, 9, 10 2	Self-selected novels for accelerated reading.	Will retrieve important information from novels to share in literature groups, evaluate novels, authors, analyze content, methods used by authors.	Oral reporting, written journals of literature groups, teacher observation, grade reporting	T&G, LS, CS

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Multi-Cultural Gender Fair (MCGF), Guidance (GUID), Talented and Gifted (T &amp; G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)



**Subject Area: Talented and Gifted - Reading 3-12****Length of Unit: Reading will be integrated throughout the**  
**year****Standard #5:** Demonstrates competence in using reading skills and strategies to accomplish reading purposes**Benchmarks:**

3. Recognize main idea and note details
9. Independently applies reading strategies to understand vocabulary, locate information, use graphics and find answers in reading material.
10. Effectively applies learned reading skills in analysis of rhetoric and literature.

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Critical Objectives</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
<b>Grade 3-6</b> 3, 9	Selected novels, informational literature for cultural units, mystery units, and science units.	Will retrieve important information from reading material to complete cultural units and literature groups (sharing). Will remember and analyze clues given in literature to solve mysteries	Will share in reading groups oral and some written reports. Use of information gathered for reports. Teacher observation, grading	T&G, LS, CS, GS, TECH
<b>Grades 7-9</b> 3-10	Selected novels, informational literature for research projects in academic areas, technology, etc.	Will read novels and be able to discuss some abstract concepts in literature. Will use important information to apply to research projects, reports, and comprehend important facts for comprehensive tests. (Accelerated Reader)	Accelerated Reader Tests Oral and written reports Hands on media presentations including Power Point, and digital video documenting	T&G, LS, CS, TECH
<b>Grades 10-12</b> 3-10	Selected projects including community projects	Will use knowledge of reading material for selected projects throughout year.	Accuracy of completed projects/ Teacher observation, evaluation and grading	T&G, MEDIA, LS, CS, TECH

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Multi-Cultural Gender Fair (MCGF), Guidance (GUID), Talented and Gifted (T & G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)



**Subject Area: Talented and Gifted – Grades 3-6 Social Studies****Length of Unit: One 45 min. session/wk – 7-9 weeks****Standard #2:** Using geographical information to understand people and places.**Benchmarks:**

10. Knows and is able to locate important geographical places, events, and nations.
12. Knows the geographical location and significance of important places, events, and nations.

**State Talented and Gifted Standards and Benchmarks:****Standard 3:** To develop research skills and methods**Benchmarks:**

2. Learn to use wide variety of research methods
3. Judge credibility of sources
4. Participate in a group exploration
5. Process technological data

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
10-12 2-5	Selection of material from Internet, local AEA, media center, local library	Will know the various aspects of a different culture, including its people, language, customs, food, dress, location and government. Will exchange pen pal letters with studied culture Will depict culture through artistic expression, written reports, oral reports, 3-D visuals	Written reports, visual displays, teacher made rubrics, tests, grading, community presentation	T&G, LS, CS, GS, MCGF

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Multi-Cultural Gender Fair (MCGF), Guidance (GUID), Talented and Gifted (T & G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)



**Subject Area: Talented and Gifted – Science Grades 3-8****Length of Unit: 7<sup>th</sup> Grade - 2-3 45 min. sessions/wk for 4 wks.; 3-6<sup>th</sup> – one 45 min. session/wk for 6 wks.****Science Standard #1:** The student knows that scientific knowledge is gained through experiments, research and use of technology.**Benchmarks:**

- A. Processes and Skills – {Nature of scientific knowledge – experiments (equipment, tools, methods, inquiry, makes inferences based on data, infer unstated relationships, define problem)}
- B. Analysis and Interpretation – Scientific enterprise, technology, distinguish among hypotheses, judge relevance, reliability of sources, science answers questions.

**Teacher – Talented and Gifted Scientific Benchmarks:**

1. Can plan and conduct scientific experiments/investigations.
2. Can analyze scientific theories from different principles of new.
3. Knows value and can use scientific tools safely to gather, analyze and interpret scientific data.
4. Knows that scientific investigation often requires teamwork and use of technology.
5. Distinguish between prediction, hypothesis, procedure, data, results, explanation and application.
6. Learn to ask questions, collect data, and communicate ideas and results.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
Grade 7 A, B 1-6	7 <sup>th</sup> Grade Science Text book "Life Science" Glencoe Chapter 1	Will know the use of the scientific method to solve problems. Will know how to perform an experiment and draw conclusions.	Life Science rubrics for scientific method	HOTS, MEDIA, TECH, LS, CS, T&G
Grade 7 A, B 1-6	Life Science	Will know how to orally present science project to the community and at the competition level.	Student performance at the competition level	T&G, LS, CS, GS, HOTS
Grades 3-6 1-6	Teacher Made Forensic Unit	Will know the use of scientific method to solve crime related problems.	Teacher observation Lab sheets Final report	HOTS, LS, CS, GS, T&G

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Guidance (GUID), Talented and Gifted (T & G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)





**Standard #4:** Uses research skills in self-directed learning.

**Benchmarks:**

1. Selects and uses appropriate technology to gather information
2. Uses primary research as a source of information, when appropriate.
3. Uses secondary sources of information.
4. Identifies a topic of study and follows a plan for an in-depth study.
5. Creates original research products using imaginative techniques, materials, and formats.

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1-4	Teacher made syllabus for studying famous people and discovering their contribution to society.	The student will demonstrate competence in research skills by selecting a person to be studied and use all avenues of discovery. This includes technology, media center, personal interviews, etc.	Using rubric to record properly accessed material and evaluating its accuracy.	T & G, MEDIA, TECH
5	Teacher made syllabus for creating a visual to accompany the famous person project.	The student will demonstrate creative ability by making a visual to further express the topic or person being researched. The display will express the student's artistic ability. Outside mentors will be utilized to encourage the artistic expression.	Teacher, parent, and community observation during a formal, public presentation. Mentor will provide a written evaluation of student progress and achievement	T & G

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Multi-Cultural Gender Fair (MCGF), Guidance (GUID), Talented and Gifted (T & G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)



**Subject Area: Talented and Gifted – Grades 3-8 Math**

**Length of Unit:** 7<sup>th</sup> and 8<sup>th</sup> – 2-3 classes/wk for 3 weeks  
Elementary – One 45 min. session 4-6  
wks.

**Standard #1:** Use a variety of strategies in the problem-solving process

**Benchmarks: (VBS Math Benchmarks)**

1. Use a variety of problem-solving strategies (Grades 3-5 math benchmarks A)
2. Check the reasonability of answers and verifies results. (?)
3. Represent problem situations in and translate among oral, written concrete, pictorial, or graphical forms (Grade 6 Math Benchmark A)

**Talented and Gifted Standard #5:** To develop creative thinking skills

**Benchmarks:**

1. Explore the creative problems solving process

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
Grades 7-8	Teacher made Lessons, 7 <sup>th</sup> & 8 <sup>th</sup> grade Math curriculum	Will know basic geometric designs and apply them to real life such as in architectural structures and artistic expression. Will be able to graph and create blue prints Will learn the meaning of ratios and the relevance to everyday life.	Teacher rubric, observation Final product grade	HOTS, TECH, T&G, LS, GS
Grades 3-6	Teacher made lessons, Talented and gifted material such as “Creating Arches,” Building Bridges, etc.	Will problem solve mathematically to assist in critical thinking strategies for everyday living. Will create a structure, or art piece using the geometric knowledge learned.	Teacher rubric, observation Final product grade	HOTS, TECH, T&G, LS, GS

Higher Order Thinking Skills (HOTS), Special Education (SPECIAL), Media Information Skills (MEDIA), Technology (TECH), Multi-Cultural Gender Fair (MCGF), Guidance (GUID), Talented and Gifted (T & G), Learning Skills (LS), Communication Skills (CS), Global Studies (GS), Human Growth and Development (HGD)

