GIFTED AND TALENTED HANDBOOK 2017-2018
Table of Contents

Note: Each category below is hyperlinked to that section in the handbook. Click on the category title within the handbook to return to the Table of Contents.

Chapter 1: Policies and Procedures
1-1/ South Carolina Regulation 43-220 and FAQs
1-2/ South Carolina Screening Process
1-3/ BCSD Screening and Identification Process
1-4/ Eligibility Reciprocity with Other States
1-5/ South Carolina Gifted/Talented Removal Policy
1-6/ BCSD G/T Removal Policy and Checklist
1-7/ Gifted & Talented Evaluation/Placement Teams
1-8/ BCSD Acceleration Policy IS-48
1-9/ SC G/T Trial Placement Policy for Academic G/T Programs
1-10/ SC DOE Gifted and Talented Best Practices Manual
1-11/ BCSD Recommendations for Inclusion of High Achievers

Chapter 2: Curriculum and Instruction
2-1/ South Carolina Gifted/Talented Goals
2-2/ BCSD Curriculum Maps
2-3/ BCSD Curriculum Resources for Academic GT
   - William and Mary Units
   - Mentoring Mathematical Minds
   - WordMasters
2-4/ BCSD Optional Resources for Academic GT
   - Brain Boosters
   - Jacob’s Ladder Reading Comprehension Program
   - Junior Great Books/ Great Books Roundtable
   - “Developing Verbal Talent”, by Michael Clay Thompson
2-5/ Gifted/Talented Students Served in Middle and High School
2-6/ Helpful Curriculum Websites

Chapter 3: Gifted/Talented Assessment Instruments and Documentation
3-1/ Assessments Used for Gifted/Talented Identification
3-2/ OLSAT and Naglieri Administration
3-3/ Performance Tasks Assessment (PTA)
3-4/ GIFT and ViewGIFT Instructions

Chapter 4: Artistically Gifted and Talented

Chapter 5: Teacher Resources
5-1/ Professional Organizations & Resources for Gifted/Talented
5-2/ Gifted/Talented Timeline

Appendix (Sample Parent Letters)
Chapter 1:
POLICIES AND PROCEDURES
1-1/ South Carolina Regulation 43-220 and Frequently Asked Questions

References Links:
- Gifted and Talented Regulation 43-220 -

In section II, Academics, A. Programming, there are several changes. What are the changes and can you elaborate on how to make these changes?

- “Comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted and talented students” This means to examine a vertical programming continuum for GT students. For example, if the expectation is for GT students to take AP courses in high school, then what is being done in elementary school and middle school to prepare the students for the rigors of an AP course? Schools should no longer be designing their programming services around the certifications and the endorsements of the available staff, but rather around the needs of the students while taking a long term focus on challenging and preparing these students.

- Five year plan: This change is designed to parallel the district strategic plans as we anticipate the state accountability plans to be streamlined in the future.

- Emphasis in differentiation: This change places the focus on the individual student needs rather than the program. (See the definition of differentiation in the terms section I)

In section II, Academics, B Identification, what are the changes?

- Students who have met the State Criteria in another state and who transfer into a SC public school are eligible for GT services as deemed appropriate by the Evaluation Placement Team. Refer to section 1-5/ Reciprocity Eligibility by State in this document.

Guidelines:
- If the state has state level identification and it is verified the student meets the state criteria, then the student may be immediately placed in the GT in South Carolina.
- If the state does not have state level criteria, then the student will have to qualify under SC identification.
- If the state leaves the criteria to the Local Education Agency, then the district’s evaluation placement team may make the decision on placement based on the available data.

- Usage of GPA down to the end of fifth grade – This change means student Grade Point Averages may be used down to the end of fifth grade. Students in fifth grade are still expected to take the Performance Task Assessment, if eligible, in the spring of the school year. However, for those students who move in after testing and all others who may have partially qualified after the Performance Task Assessment window, the end of year GPAs may be used. As a reminder the GPAs are calculated on a 4.0 scale, where an A equals 4.0, a B equals 3.0, and a C equals 2.0. The Cumulative GPA for the four core subject areas (ELA, Math, Science and Social Studies) must average 3.75 to meet the criteria of this dimension.

In section II, Academics, C. Staff, what are the intermediate endorsement requirements?

Teachers may still teach with the six-hour endorsement. At six graduate hours for endorsement, SC is on the low end of state requirements to teach GT students. We do have a certification available of 18 graduate hours. The intermediate level is the six hours for endorsement (Nature and Needs of the Gifted Learner and the Introduction to Curriculum for the Gifted Learner) plus six additional graduate hours. The recommended six hours are: Advanced Curriculum for Gifted Learners and a Special Topics in GT Class, such as the Social and Emotional Needs of the Gifted Learner.
R 43-220 specifies that districts must screen all students with regard to aptitude and achievement (24 S.C. Code Ann. Regs. 43-220.2(B)(6)(a)). Census testing (i.e., the testing of every student) for both aptitude and achievement should be administrated to all second-grade students in the state.

It is recommended that census testing also be conducted at points of significant programmatic changes for students (e.g., from an elementary pull-out program to a middle school special class with a specific subject-area focus).

As a best practice, census testing for aptitude and achievement is conducted on a yearly basis for the sole purpose of finding additional students for the program. Such testing may not be used for the removal of students who are already placed in the program. Once identified, students do not have to requalify for the gifted and talented program each year.

Whether or not additional census testing is done, the district should develop procedures to ensure that students who have not previously qualified for the gifted and talented program are not overlooked, that students who move into the district have the opportunity to be considered for placement, and that underrepresented student populations are assessed with appropriate instruments.

In accordance with R 43-220, districts must ensure that all assessment tests are reviewed for bias, that these tests accurately assess the abilities/skills/potentials intended to be measured, that these abilities/skills/potentials are consistent with the definition of giftedness, and that test administrators are properly trained (24 S.C. Code Ann. Regs. 43-220.2(B)(7)(a)).

**CRITERIA USED IN THE SCREENING PROCESS**

R 43-220 explains the criteria for the identification of gifted and talented students in terms of three dimensions (see 24 S.C. Code Ann. Regs. 43-220.2(B)(7)(c)(1–3)).

**Dimension A: Reasoning Abilities (nationally normed in the past 5 years administered individually or as a group)**

Reasoning abilities are those higher-level cognitive processes that reflect general aptitude for thought—strategies such as inferring, analyzing, and problem solving. For the purposes of identifying students with high potential in this area, nationally normed individual or group aptitude tests must be employed. Students must demonstrate high aptitude (national age percentile) in one or more of the following areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

**Qualifiers:**

- a score or above the 93rd national age percentile on verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three
- students may be eligible for placement on the basis of their aptitude scores alone: a composite score at or above the 96th national age percentile
- qualifying aptitude scores are good for two years

**Dimension B: Academic Achievement**

The term achievement refers to academic performance in the areas of reading and/or mathematics. Students must demonstrate high achievement in at least one of these areas as measured by nationally normed achievement tests or by the designated South Carolina statewide assessment instrument.

**Qualifiers:**

- a score at or above the 94th national percentile on approved subtests of a nationally normed achievement test; latest administration of the test used (except for MAP)
• Approved nationally known subtests are reading comprehension or mathematics and problem solving
• If the approved subtests are unavailable, use the total reading and/or the total mathematics score
  OR
• Score in the top 10% of the statewide achievement measure; latest administration of the test used
  OR
• NWEA Measures of Academic Progress (MAP)
  • May only use the 1st administration to a student during the school year or the previous year’s spring
    administration (this is because this test is formative)
• Composite score on the Reading Achievement (total RIT in reading) and/or the composite score on the
  Mathematics Achievement (total RIT in math) must be used

Dimension C: Intellectual/Academic Performance

Intellectual/academic performance as defined is the student’s demonstration of a high degree of interest in and
commitment to academic and/or intellectual pursuits. Students may also demonstrate intellectual characteristics such
as curiosity/inquiry, reflection, and persistence/tenacity in the face of challenge and creative productive thinking. The
acceptable measures for placement in grades two through six are the verbal or nonverbal assessments by Performance
Tasks Assessment (PTA – Formerly known as STAR testing.) These test materials must be maintained and administered

Qualifiers:
Grades 2-5
• In order to take the Performance Tasks Assessment, the student must have on file an ability and an achievement
test score, one of which is a current qualifying score.
• Primary verbal or nonverbal: score of 16 or higher for students entering grade three; 18 or higher for students
  entering grade 4
• Intermediate verbal: score of 16 or higher for students entering grade 5; 18 or higher for students entering
  grade 6
• Intermediate nonverbal: score of 22 or higher for students entering grade 5; 25 or higher for students entering
  grade 6
  Grade point average in the academic disciplines, for students entering grades six through twelve
• 3.75 GPA or higher on a 4-point scale (ELA, Math, Science, Social Studies, and Foreign Language if year-long
course)
• After 5th grade GPA may be used for students who don’t qualify on the Performance Tasks Assessment in 5th
  grade or who move into the district after the Performance Tasks Assessment is given.

NOTE: The only acceptable measures are those specified for each dimension. Private test results cannot be used for
determining student eligibility, although they may be considered for referral purposes (24 S.C. Code Ann. Regs. 43-220.2( B)(7)(b)).

Students who meet the criteria in two of the three dimensions are eligible for gifted and talented services (24 S.C. Code
Ann. Regs. 43-220.2(B)(5)(b)). Aptitude test results alone can qualify a student for placement. (See Dimension A). No
single criterion, however, can eliminate a student from consideration for placement in a gifted and talented program (24
S.C. Code Ann. Regs. 43-220.2(B)(7)(c)(4)).

Students identified (by state criteria) in one South Carolina school district are eligible for services in any South Carolina
school district (24 S.C. Code Ann. Regs. 43-220.2(B)(5)(d)).
Formal evaluation for Gifted/Talented identification begins in the 2nd grade. Each year after, students’ test scores are screened to identify new candidates who have met the criteria for identification as Gifted/Talented or who have met an additional dimension which meets the criteria for G/T identification. Students in K-1st grade are monitored in accordance with the District Multi-Tiered Systems of Support (MTSS/RtI) and/or Acceleration Review process.

For new students entering the District, files and records are reviewed by the school’s G/T Lead to determine if scores are comparable to South Carolina requirements for identification as Gifted/Talented.
**1-4/ Eligibility Reciprocity with Other States**

**Gifted and Talented Criteria by State**

**Note:** The states listed below that have state level criteria for Gifted and Talented Determination of Eligibility have reciprocity with South Carolina’s eligibility criteria. If the state has “state and local level”, “local level”, “?”, or “no”, South Carolina does not currently have established reciprocity with that state.

**Guidelines:**
- If the state has state level identification and it is verified the student meets the state criteria, then the student may be immediately placed in the GT in South Carolina.
- If the state does not have state level criteria, then the student will have to qualify under SC identification.
- If the state leaves the criteria to the Local Education Agency, then the evaluation placement team may make the decision on placement based on the available data.

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<tr>
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<th>GT Identification criteria</th>
<th>Web site Reference</th>
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Data Source: NAGC State of the States’ Report 2011 (New one will be released in November of 2013)
The gifted and talented program exists to provide services to identified students that will develop their unique talents and abilities. Participation in an educational program that goes beyond the services provided by the regular classroom/school program should allow these students to achieve their potential. Identified students have demonstrated high performance ability or potential and therefore have the right to these additional services. Moreover, the services provided for identified students must match their area(s) of strength(s)—the way a student qualified for gifted and talented. Gifted and talented students are sometimes twice exceptional or underachievers. Therefore, the denial of services to a student who has qualified for gifted and talented requires careful attention and serious consideration.

Regulation 43-220 requires the State Department of Education (SDE) to develop criteria for procedures for removing a student from the gifted and talented program. The regulation also requires districts to develop appropriate written procedures that are consistent with the SDE criteria for removing a student from the gifted and talented program (24 S.C. Code Ann. Regs. 43-220.II.(B)(8)(c)). The Evaluation Placement team is responsible for developing these procedures and for final decisions relative to removal of a student from the program.

Removal is defined as discontinuing the participation of a student in the program. Prior to removal from a gifted and talented program, a student must be placed on probation.

Probation is defined as critically examining and evaluating the performance of a student with prescribed interventions for a period of time while the student remains in the program.

Both probation and removal require appropriate counseling with the student and documented conferences with the student, the student’s parent(s), and teachers. Records of any assessment, evaluative measures, and other relevant student information must be maintained in a confidential manner.

**Removal from the Pullout/Resource Room Program Model**

Gifted and talented students served in the pullout/resource room program model often experience management problems as they learn to maintain and balance the responsibilities of the regular classroom and the resource room. The skills and strategies to function successfully in these two environments must be taught. Students should not be expected to navigate between these two educational settings without the support of the classroom teacher and the pullout/resource teacher. Frequent interactions and joint planning between the classroom teacher and the pullout/resource room teacher are critical to the success of students.

In planning for a student to be successful in a pullout/resource room program model, the district must provide

- curriculum in the resource room that is a match with the strength area(s) of the student and
- teachers with the ability and necessary resources to differentiate instruction within the pullout/resource room.

Also, the district must have written policy addressing the essential assignments that must be completed when a student is absent from the regular classroom because of participation in the pullout/resource room program. This policy should establish

- additional time to complete the essential regular classroom assignments (i.e. Assignments missed in the regular classroom and newly assigned homework are not both due the next day.) and
• a process for defining, explaining, and providing in writing the essential assignments to the student. Neither of the above should not create a punitive environment for the student.

Similar written policy should address assignments that must be completed as part of the gifted and talented pullout/resource room program.

Research on the performance of students in South Carolina’s pullout/resource room program models suggests that students need two complete years in the program to make the adjustments of working in a regular classroom and pullout/resource room. To remove a child prior to two years of active participation in a pullout/resource program is a questionable action without substantive concerns for the student’s physical, emotional, or social health.

**Criteria for Removal from a pullout/resource room program**

1. A child has completed two years in the program, and performance in the regular classroom and/or the pullout/resource room has not been acceptable by both the parent(s) and the teacher(s).
2. Regular conferences with the student, teachers, and parent(s) have been conducted and documented.
3. Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s).
4. Regular counseling has been provided by the school’s guidance counselor to support the student during the probation period.
5. Grade point average is not the sole indicator for removal under most circumstances.
6. Performance on South Carolina Statewide Assessment Instrument is not the sole indicator for removal under most circumstances.
7. Poor behavior is not the sole indicator for removal under most circumstances.
8. A student’s social, emotional, or physical health is a factor related to removal from the program.
9. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

**Removal from the Special Class or Special School Program Model**

Gifted and talented students served in the special class or special school program model are engaged with a curriculum that reflects acceleration and enrichment in a specific discipline. Both the special class and special school model recognize that students display high ability or potential in some academic areas but not in others.

To be successful in the special class model, a gifted and talented student must be placed in a special class that corresponds with the strength(s) of the learner. For example, it would be inappropriate to place a child in a language arts special class if a child’s only strengths were non-verbal/quantitative and mathematical.

To be successful in the special school model, a gifted and talented student must be provided with classes that correspond with the strength(s) of the learner and classes that compensate for and support academic weaknesses of the learner. As stated earlier, gifted and talented students may display high ability or potential in some academic areas but not necessarily in all academic areas.

In planning for a student to be successful in a special class or special school program model, the district must provide students with

• a special class or special school that is a match with the strength area(s) of the student;
• curriculum for the special class or special school that is differentiated and articulated in a written scope and sequence;
• teachers with the ability and necessary resources to differentiate instruction within the academic area(s);
- processes and strategies for gathering diagnostic data on student performance level(s) and monitoring student performance; and
- policies regarding assignments that must be completed as part of the special class program.

If a student is removed from a special class or special school and returned to the regular class or school, the ability of the student to perform adequately in the special class or special school must be addressed. Adequate performance must not be measured solely by grades. Careful consideration must be given to providing academic support, accommodating learning styles, ensuring a curriculum match with the student’s strengths, addressing motivational issues, and attending to any social, emotional, or physical concerns that might affect student performance.

Criteria for Removal from a special class or special school program
1. A child has completed a minimum of one report card grading period but no more than a semester in the special class or special school, and performance has not been acceptable by both the parent(s) and the teacher(s).
2. Regular conferences with the student, teacher(s), and parent(s) have been conducted and documented through the grading period(s).
3. Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s).
4. General counseling to support the student has been provided regularly by the school’s guidance counselor.
5. Grade point average is not the sole indicator for removal under most circumstances.
6. Poor behavior is not the sole indicator under most circumstances.
7. A student’s social, emotional, or physical health is a factor related to removal from the program.
8. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

Procedure for Removal of a Student by a Parent
If a parent wishes to remove his or her child from the gifted and talented program, the parent should complete a “Request for Removal” form specifying the reasons for this request. A sample form is provided. This form will be given to the district coordinator of gifted and talented programs who will conduct a meeting of the Evaluation Placement team with the student, parent, and teacher present. The Evaluation Placement team will have the final authority for approving or denying the request. When responding to the request of a parent, the same criteria for removal should be applied whenever possible. If a student is removed from the gifted and talented program at the request of a parent, the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.
Whenever a student is being considered for removal from the gifted and talented program, the state guidelines and requirements must be met. These include:

- **Probation**—The school Evaluation/Placement Team will make any decisions regarding placing a student on probation. During the probationary period, the student will remain in the gifted/talented classroom, and interventions will be identified and put into place to assist the student in getting back on track. Additional support will be offered in the form of counseling, tutoring, and conferences with parents, teachers, and the student (when appropriate).

- **Check for Appropriate Placement**—the school must ensure that the student is being served in a gifted/talented class in his/her area of strength. The purpose of the gifted and talented program is to help students grow in their strength areas, and it is unfair to remove them if they are not being appropriately served.

- **Multiple criteria for suggesting removal**—It is not enough to look at a student’s test scores, grades, behavior, or any other single factor in deciding to remove him/her from the gifted & talented program. Concerns must be documented from several assessment opportunities, observations, etc. so that the decision is well-supported by evidence.

If these criteria have been met, the district requires that the G/T teacher or G/T Lead Contact complete and document the steps on the “Checklist for Removal”. Any conferences or communications with the parent should be documented on the conference form (or a similar document). Refer to the Appendix for Student Removal Documentation.
As described in Regulation 43-220, the evaluation step in the gifted and talented identification process is the responsibility of the evaluation/placement team. Each school should have an Evaluation/Placement Team (EPT) that consists of at least a G/T endorsed teacher, an administrator, and a school counselor. This team may also include classroom teachers, instructional coaches, or other school personnel depending on the particular purpose for which the team is meeting.

The Evaluation/Placement Team is responsible for:

- Interpreting and evaluating student data to determine appropriate placement of G/T students
- Carrying out required steps in cases where a student is being considered for removal from the G/T program (see removal policy)
- Evaluating students being considered for subject or grade acceleration and making placement recommendations

The Evaluation/Placement Team in an elementary school will typically meet at the beginning of the year to identify students who may need additional testing (based on the designated SC Statewide Assessment[s] or Fall MAP) and to make recommendations about inclusion of “high achievers” or students on “trial placement” in G/T classes. Another meeting will be needed when 2nd grade census testing results come in to determine students needing additional testing and/or recommendation for Performance Tasks Assessment (PTA). Another essential meeting takes place at the end of the year to help in formation of classes for the next school year and to provide screening for students who may be good candidates for the program in the fall.

Middle school Evaluation/Placement Teams should be involved with scheduling at the beginning of the school year to ensure that gifted/talented students are placed in courses that will address their area(s) of strength. These teams may also recommend additional testing for students who have high scores on the SC Statewide Assessment(s) and/or MAP testing, or who exhibit characteristics typical of gifted students. At the end of the school year, the Evaluation/Placement Team should screen for students who may qualify in Dimension C via GPA, and be a part of the scheduling process for the following school year.

These are typical meetings that teams will have during any given year. The EPT will also meet for cases with special circumstances such as mid-year promotion, subject-area acceleration, double promotion, or removal from the G/T Program.

Meeting notes or minutes of G/T Evaluation/Placement teams should be made and maintained by the school G/T contact.
V. Acceleration of Students in Grades One (1) through Eight (8).

A. Any student who, in the opinion of his/her principal and teacher(s), warrants consideration for acceleration and/or adjustment either in subject instructional level or in grade placement for all subjects will be carefully evaluated in order to determine the education program in his/her best interests. The criteria for decisions will include the following.

1. Achievement level
2. Cognitive development
3. Background experiences
4. Emotional and social development
5. Maturity level
6. Rigor of the newly proposed curricular programs

B. A school-based committee will review any program adjustments and make a recommendation to the Chief Instructional Services Officer (CISO). Once approved, the school-based committee will meet with the parents/legal guardians, who must approve any educational program change. A parent/legal guardian who requests acceleration of his/her child must do so in writing to the school Principal, who in turn will convene a committee to review the request. The committee will meet with the parent/legal guardian to review his/her recommendation and then forward said recommendation to the CISO for review and final approval.

GRADES 1 THROUGH 8
PROCEDURES FOR ACCELERATING/PROMOTING A STUDENT - File: IS-48-E (1)

Acceleration of students in grades one through eight

Any student who, in the opinion of his/her principal and teacher(s), warrants consideration for acceleration and/or adjustment either in subject instructional level or in grade placement for all subjects will be carefully evaluated in order to determine the education program in his/her best interests.

At the school level:
1. Parents may request consideration for student promotion in writing to the school principal. The school will respond within ten days of the request. Teachers may request consideration of student promotion to the principal
2. The principal, guidance counselor, and identified teachers will meet to determine whether the student should be promoted to a higher grade level partially or as a whole.
3. The committee will review the student’s test data, classroom work, progress and consider:
   • achievement level
   • cognitive development
   • background experiences
   • emotional and social development
   • maturity level
   • the rigor of the newly proposed curricular programs
4. The principal will call a meeting of the committee with the parents/legal guardians to review the findings and recommendations.
5. The principal will document aspects of the meeting with the parent that will include:
   a. The original written request of the parent for acceleration (if any)
   b. A summary of the data found in the initial committee meeting (see #2)
   c. A listing of the individuals present at the meeting (parent must be there)
d. The final recommendation or action of the group and the date the action will take place.

e. Signature of the persons present - must include principal and parent signature.

f. Copy of the document to parent, student’s cumulative record, school copy.

g. Forward the recommendation to the Chief Instructional Services Officer for review and final approval. The CISO will communicate approval to the principal.

6. **Appeals:** Should the acceleration of the student not be resolved to the satisfaction of the parent, he/she may: Appeal to the Chief Instructional Services Officer or his/her designee in writing within ten days of the school-based decision a copy of the letter must go to the school.

   a. Chief Instructional Services Officer (or his/her designee) will meet with the principal of the school to review the committee recommendations and the documentation.

   b. Will convene a committee that will include a principal (not from the sending school) the Guidance Coordinator, and a classroom teacher (not from the sending school) to review the student’s progress documents and to consider all aspects of the request.

   c. A decision will be forwarded in writing to the parent and the school within 10 days of the review request stating the reasons for the denial or the approval of the decision. Should the parent wish to appeal further, he/she may appeal to the Superintendent.

   

   **Adopted: 7/01 Revised 9/09, 4/13**

**Acceleration Descriptions:**

**Subject Area Acceleration**

In situations where a gifted/talented student consistently performs well above his/her peers in one specific subject area, subject area acceleration may be considered. This type of acceleration moves the student up one grade level for instruction in a specific content area. Decisions about this type of placement must be made by the school Gifted and Talented Evaluation/Placement Team.

If moving the student up a grade level for the subject will mean going to a different school campus (e.g. a 5th grader going to the middle school, or an 8th grader going to the high school), a district representative, preferably the Academic Improvement Officer or Gifted and Talented Coordinator must be part of the team deliberation.

**Full Grade Acceleration**

There are many ways curriculum can be modified to meet the needs of bright, talented students. In rare cases, an exceptionally talented student will need a more radical form of differentiation in order for his/her educational needs to be met. These students sometimes benefit from “grade skipping” or full grade acceleration. Candidates for successful grade acceleration typically exhibit the following:

- Consistently high scores on standard measures – typically in the 90-99th percentile
- Strong task-commitment and initiative regarding learning
- Successful achievement in all core subject areas
- Positive behavior and attitude

One resource that can be helpful in the decision-making process is the Iowa Acceleration Scale. This resource is housed with the District Gifted/Talented Lead, and schools wishing to incorporate it into their process can contact the coordinator to utilize it.

*If individual schools wish to write acceleration procedures more extensive than these, they may, so long as the provisions set forth above are preserved.*
STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Gifted and Talented Trial Placement Policy
Academically Gifted and Talented Programs

State Board of Education Regulation 43:220 GIFTED AND TALENTED (II.8.b.) allows for the Evaluation Placement Team to place a child in the academically gifted and talented programs on a trial basis. Trial placement is an option for districts that wish to allow students who do not meet the state criteria to participate in state-funded gifted classes if space is available.

A waiver in the class size (pupil/teacher ratio) will not be granted to allow for the trial placement of students.

Consistent criteria for trial placement must be established in writing and adhered to by the local district. In addition, the local district must establish in writing the length of the trial placement period and the criteria for satisfactory progress during that period.

Trial placement may involve at least one semester but not more than one year. Students whose progress within the gifted and talented program at the end of the trial placement is not deemed adequate by the Evaluation/Placement Team may be withdrawn from the program.

All guidelines and procedures related to trial placement must be communicated to the students proposed for trial placement and to their parent(s) prior to entry into the gifted and talented program.

Students enrolled in the gifted and talented program through trial placement must not be counted for state funding.
At the time of publication of this handbook, the South Carolina Gifted and Talented Best Practices Manual is in the process of being updated. Until that update is officially released, continue to use the last version:

For BCSD Schools that utilize a “Special Class Model” in serving its academically gifted and talented students, there may be times when there is space in the class for additional students. Schools may choose to add a number of high achieving students to the G/T class in order to give these students exposure to advanced curriculum, higher levels of thinking, and the opportunity to work with peers of similar abilities. Generally, the students chosen to participate as “high achievers” are students who perform similarly to the identified gifted and talented students but who have not yet met the state requirements for gifted and talented identification.

If schools choose to include some non-identified, high achieving students in their G/T classes, the following criteria must be taken into consideration:

1. High-achieving students added to G/T classes must be similar-ability peers to the identified G/T students. They should be scoring similarly to some of the identified students on measures such as ACT Aspire (or other designated SC State-wide Assessment) and MAP. Placing students into G/T classes who are scoring more than 10 percentile points lower than the G/T students will frustrate the added students and necessitate that the teacher “water-down” the curriculum so that these students keep up. Often, students who have met one dimension of gifted identification, but have not yet met two, make good candidates for placement as “high achievers.”

2. The number of high-achieving students generally should not exceed the number of identified gifted/talented students in a classroom. In special cases, particularly where school populations AND the population of identified gifted students is low, exceptions may be made through a waiver request to the state.

3. By state regulation, the number of students in a gifted/talented classroom cannot exceed 25. Additionally, the size of a G/T class should not exceed the size of other classes in the school. It is critical that G/T classes not be filled to capacity with additional high-achievers, as this can lead to situations where one or more high achievers must be removed from the class to make room for newly identified students or previously identified students who move in from other schools.

Any student included in G/T classrooms as a “high achiever” must receive a letter explaining that the placement is dependent on the student’s continued success in the program and the continued availability of space. Parents must sign permission for the student to participate given these parameters. Refer to the Appendix for this letter.
**2-1/ South Carolina Gifted/Talented Goals**

School districts must provide a curriculum for academically gifted and talented students that is designed to support their unique characteristics and needs. This curriculum must address specific goals so that gifted and talented students have the opportunity to reach the corresponding culminating objectives for each goal. A culminating objective is what the learner will know and be able to do as the result of instructional experiences.

**GOAL ONE**

*To support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted and talented learners.*

School District and teachers will ensure that gifted and talented students are appropriately challenged. Effective curriculum will address the academic strengths and weaknesses of the identified students. The key to developing and designing effective curriculum is the ability to differentiate pace, complexity, abstractness, and depth. Both acceleration and enrichment strategies must be used.

**GOAL TWO**

*To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.*

Gifted and talented students will:

a. Demonstrate comprehension of a discipline as a system of knowledge.

b. Analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.

c. Analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.

d. Analyze the ethical dimensions of ideas, issues, problems, and themes.

e. Explain the dynamic nature of knowledge and the interaction between culture and knowledge.

**GOAL THREE**

*To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.*

School districts and teachers will ensure that gifted and talented students acquire the skills necessary for self-directed and life-long learning. Gifted and talented students will:

a. Demonstrate inquiry skills.

1. Identify a topic, problem, or issue and formulate questions for research.
2. Select and apply research methodology appropriate for the topic, problem, or issue.
3. Access information worldwide from primary and secondary sources by using a variety of print, electronic, and other media.
4. Assess the validity, reliability, and relevance of the information collected.
5. Organize and analyze data.
6. Synthesize and interpret data.
7. Develop conclusions and implications in the light of the problem.
8. Select an appropriate medium to communicate the results of research.

b. Demonstrate management skills

1. Plan, pace, implement, and evaluate research projects.
2. Demonstrate effective allocation of time and resources.

c. Apply ethical standards in conducting and reporting research.
d. Apply intellectual standards and aesthetic criteria to assess the quality of their research products and presentations.

GOAL FOUR
*To develop the skills of critical and creative thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.*

School districts and teachers will incorporate models of critical and creative thinking, problem solving, and decision making so that students develop a repertoire of strategies to apply in the context of significant content. Gifted and talented students will:

a. Demonstrate effective use of critical and creative thinking skills.
   1. Apply the cognitive processes of application, analysis, synthesis, and evaluation.
   2. Apply basic argument forms (i.e., induction and deduction).
   3. Reason logically (define the central issue, analyze assumptions, select appropriate data or evidence, determine central concepts, distinguish points of view, develop valid inferences, determine purpose, and analyze implications).
   4. Apply the divergent thinking processes of fluency, flexibility, elaboration, and originality.

b. Demonstrate effective use of problem-solving and decision-making strategies.

c. Evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.

d. Analyze the content, structure, value, aesthetic qualities, and historical context of products of creative thinking.

GOAL FIVE
*To develop proficiency in communicating abstract and complex ideas, relationships, and issues.*

School districts and teachers will provide learning experiences for gifted and talented students to develop the ability to communicate ideas, issues, and relationships in effective manners using multiple forms and technologies. Districts and schools still provide opportunities for students to demonstrate transformation of learning through the creation of products and presentations appropriate for both content and audience. Gifted and talented students will:

a. Synthesize knowledge and skills to communicate ideas, relationships, and issues effectively through products and presentations.

b. Analyze and evaluate the quality, effectiveness, and substantive content of products and presentations.

2-2/ BCSD Curriculum Maps

*Curriculum Mapping with Rubicon Atlas: Incorporating G/T Goals and Resources Aligned with SC Standards*

Essential Maps for English/Language Arts (grades 3-8) and Math (grades 3-5) include resources for G/T students: https://beaufort.rubiconatlas.org/Atlas/Portal/View/Default

Gifted Resources are included under “Resources” on the BCSD Curriculum Maps. Teachers of gifted/talented classes will make decisions about when/how resources will be incorporated based on their particular students and school emphases. For more information about all available resources that are aligned to the SC Standards, refer to the Curriculum Maps found at the above link.
2-3/ BCSD Curriculum Resources for Academic GT

**William and Mary Units**

The William and Mary Units are based on an integrated curriculum model (VanTassel-Baska) that matches the characteristics of gifted learners including precocity, intensity, and complexity through three interrelated dimensions.

![The Integrated Curriculum Model for Gifted Learners](VanTassel-Baska, 1987)

**Resources:**

Vendor: Kendall Hunt Publishing ([www.kendallhunt.com](http://www.kendallhunt.com))

**Grades 1-2 (Optional, can be purchased by individual schools):**
- A World of Wild, Wacky, Wonderful Words
- Beyond Words

**Grade 3 – Journeys and Destinations**

**Grade 4**
- Explore, Discover, Reveal
- Patterns of Change
- Perspectives

**Grade 5**
- Mind Your Time
  *
  *Optional (choose either or both):*
- Literary Reflections
- Autobiographies

**Grades 6 – Persuasion**

**Grade 7**
- The 1940’s Decade of Change
- Courage: Connections and Reflections

**Grade 8**

Utopia

The Pursuit of Justice *(Optional)*
Mentoring Mathematical Minds (M3)

Project M³: Mentoring Mathematical Minds is made up of supplemental curriculum units developed to motivate and challenge mathematically talented students in grades 3-5. The units include advanced math content and opportunities for students to utilize critical and creative thinking and problem solving skills. The curriculum closely aligns with SC Math Standards and is based on National Association for Gifted Children (NAGC) exemplary practices. The units feature simulations, investigations, and/or real-life problems so students can actively solve them as practicing mathematicians would do.

Refer to the Rubicon Curriculum Maps for alignment between Everyday Math and M3 resources. The options below are some possible recommendations to consider for implementing M3 with Everyday Math in the GT classroom.

- **Option One**
  Fluid class

- **Option Two**
  Fridays: Teach Everyday Math (EDM) Monday through Thursday, then teach M3 on Fridays. Include the EDM games on any day but Friday.

- **Option Three**
  A unit at a time: Teach a unit in EDM and then a unit from M3.

- **Option Four**
  Split Class (60min./30min.)
  For those with a 90-minute block, you might consider teach EDM for 60 minutes and M3 for 30 minutes.

**M3 Resources**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>M3 Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Awesome Algebra (Looking for patterns and generalizations)</td>
</tr>
<tr>
<td></td>
<td>Digging for Data (Collecting, displaying and analyzing data)</td>
</tr>
<tr>
<td></td>
<td>Unraveling the Mystery of the Moli Stone (Place value and numeration)</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Factors, Leftovers, &amp; Multiples (Linking multiplication and division)</td>
</tr>
<tr>
<td></td>
<td>10th Street Pet Sanctuary (Understanding and using decimals)</td>
</tr>
<tr>
<td></td>
<td>Getting into Shapes (Shapes and spatial visualization)</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Treasures in the Attic (Exploring fractions)</td>
</tr>
<tr>
<td></td>
<td>What are Your Chances? (Probability in action)</td>
</tr>
</tbody>
</table>

For more information, refer to the M3 brochure at: [https://view.publitas.com/kendall-hunt-publishing-company/project-m3/page/2-3](https://view.publitas.com/kendall-hunt-publishing-company/project-m3/page/2-3)

All M2 and M3 Units Offered through [www.kendallhunt.com](http://www.kendallhunt.com)
(Project M2 resources for K-2 are optional and purchased by schools.)

**WordMasters Challenge**

The WordMasters Challenge™ is a vocabulary competition based on completing analogies and is suitable for both regular education and GT classes. Meets are about 20 minutes in length and held in each participating school during the months of December, February, and April. Two divisions are offered for each grade level in grades 3-8.

- **Blue Division** – students of average to above-average reading and reasoning ability
- **Gold Division** – students with superior language skills (typically GT qualifying students)

Word lists containing 25 words are downloaded for each team (usually by grade level and/or difficulty level) several weeks before the meet. All students can participate, but only the scores of the top ten students are used to calculate the team score (up to 200 points.) The results of these analogy tests can be reported by the Team Leader (teacher) on the website and allows schools to compete with other public and private schools across the country. All results are
analyzed by WordMasters Challenge™ and they post a report detailing the median team scores and other statistics related to the competition. Names of the highest scoring schools and individuals are announced nationwide, along with press releases to schools that have excelled in the meet. At the end of the school year after all three meets, WordMasters Challenge™ recognizes about 100 of the most outstanding 100 schools and 200 individual students nationwide. We are fortunate to have had Beaufort County schools and students recognized in recent years.

This program is reviewed annually by the Departments of Instructional Services and Technology. It is available for all elementary and middle schools during the 2017-2018 school year.

For more information, go to: [http://www.wordmasterschallenge.com/](http://www.wordmasterschallenge.com/)

**BCSD Optional Curriculum Resources for Academic GT**

**Brain Boosters**

Brain Boosters is an enrichment program aimed at 2nd graders that was first introduced to Beaufort County School District by the Spartanburg 7 School District’s Gifted and Talented program coordinator. It is comprised of weekly 20-minute lessons. Brain Boosters is designed to expose younger children to thinking skill and open-ended activities in the verbal, nonverbal, and quantitative domains that require higher levels of thinking. It can be implemented either year-round in the 2nd grade, or it can be introduced during the second semester of 1st grade and continued in the first semester of 2nd grade. A push-in model is most effective with the classroom teacher reinforcing the skills/strategies during the week.

Beaufort County’s goals for the use of Brain Boosters include:

- Exposing students to the types of questions they will see on the CogAT (Cognitive Abilities Test) during second grade census testing.
- Identifying students who may have gifted tendencies through observation of their work in the Brain Boosters setting.
- Providing enrichment for all first or second graders participating.

While the program is not required by the district, all elementary schools are strongly encouraged to offer Brain Boosters as an aid in gifted identification. The recommended timeline for the units of instruction is below. Districts and schools using Brain Boosters report that they have an increase of students in underserved populations qualifying for Gifted/Talented services. Many of these students have not previously had exposure to these types of activities.

**Recommended Timeline**

<table>
<thead>
<tr>
<th>Brain Boosters Lessons:</th>
<th>Units of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week/Lesson</td>
<td>1st/2nd Grade Month</td>
</tr>
<tr>
<td>1: Auditory Memory</td>
<td>Jan</td>
</tr>
<tr>
<td>2: Auditory Memory, Listening Comprehension</td>
<td>Jan</td>
</tr>
<tr>
<td>3: Patterns</td>
<td>Jan</td>
</tr>
<tr>
<td>4: Listening Comprehension</td>
<td>Jan</td>
</tr>
<tr>
<td>5: Number Sentences</td>
<td>Feb</td>
</tr>
<tr>
<td>6: Review; Reading Comprehension</td>
<td>Feb</td>
</tr>
<tr>
<td>7: Analogies: Synonym and Antonym</td>
<td>Feb</td>
</tr>
<tr>
<td>8: Problem Solving and Solution Sentences</td>
<td>Feb</td>
</tr>
<tr>
<td>9: Word Whiz Vocabulary</td>
<td>Mar</td>
</tr>
<tr>
<td>10: Word Whiz Vocabulary - Practice</td>
<td>Mar</td>
</tr>
<tr>
<td>11: Analogies with Numbers and Shapes</td>
<td>Mar</td>
</tr>
<tr>
<td>12: Classification --Categories and Examples</td>
<td>Mar</td>
</tr>
<tr>
<td>16: Skills Review (Vocabulary and Thinking Skills)</td>
<td>Apr</td>
</tr>
<tr>
<td>CogAT Testing Window</td>
<td></td>
</tr>
<tr>
<td>13: Writing Questions</td>
<td>Apr</td>
</tr>
<tr>
<td>14: Word Whiz Vocabulary 2</td>
<td>Apr</td>
</tr>
<tr>
<td>15: Word Whiz Vocabulary 2 - Practice</td>
<td>Apr</td>
</tr>
<tr>
<td>17: Word Play</td>
<td>May</td>
</tr>
<tr>
<td>18: Equivalent Expressions</td>
<td>May</td>
</tr>
<tr>
<td>19: The Language of Mathematics</td>
<td>May</td>
</tr>
<tr>
<td>20: Assessing the Use of Math Language; Introduction to Logic Puzzles</td>
<td>May</td>
</tr>
<tr>
<td>21: Persuasive Writing</td>
<td>Aug</td>
</tr>
<tr>
<td>22: Picture Journal Math</td>
<td>Sep</td>
</tr>
<tr>
<td>23: Assessing Picture Journal Math; Illustrating Sentences and Paragraphs</td>
<td>Sep</td>
</tr>
<tr>
<td>24: Skill Review (Thinking Skills through Brain Boosters)</td>
<td>Sep</td>
</tr>
<tr>
<td>25: Skill Review with Figures, Numbers, and Words</td>
<td>Sep</td>
</tr>
<tr>
<td>Performance Tasks Assessment Window</td>
<td></td>
</tr>
<tr>
<td>26: Finale (Student Evaluations)</td>
<td>Oct (2 weeks)</td>
</tr>
</tbody>
</table>
Intended as a supplement to the William & Mary language arts units, *Jacob’s Ladder* targets reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills. For example, Ladder A moves students from Sequencing to Cause and Effect to Consequences and Implications. These materials are now available from gifted education publisher, Prufrock Press.

**Grades 2-9 (Levels I, II, III, IV, and V)**

The skill ladders in Jacob’s Ladder correspond with the higher level, critical thinking skills targeted in the William & Mary language arts units; both are based on [Paul's (1992) Reasoning Model](https://education.wm.edu/centers/cfge/curriculum/languagearts/materials/jacobsladders/index.php) [pdf].

Jacob’s Ladder is a learning journey for students which begins with targeted readings from fables, myths and nonfiction sources and moves through an inquiry process from basic understanding to critical analyses of the texts read. There are five levels available that are targeted to students in grades 2 to 9, but can be used at different grade levels depending on student ability. The units are designed to enhance reading comprehension. Tasks have been organized by skill ladders with questions and activities within each. Ladder rungs are organized to increase complexity in intellectual demand. The skill ladders in Jacob's Ladder correspond with the higher level, critical thinking skills targeted in the William & Mary language arts units; both are based on [Paul's (1992) Elements of Reasoning model](https://education.wm.edu/centers/cfge/curriculum/languagearts/materials/jacobsladders/index.php) [pdf].

The teacher's guide provides an explanation of the nature and substance of supplementary tasks in reading comprehension that will help prepare students for their state assessment tests. At the same time these tasks will move them from basic reading comprehension skills to more critical reading behaviors. Also included are an overview of the goals and objectives of Jacob’s Ladder tasks and implementation suggestions.

<table>
<thead>
<tr>
<th>Ladder A</th>
<th>Ladder B</th>
<th>Ladder C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td>Details</td>
<td>Elements</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Classification</td>
<td>Inference</td>
</tr>
<tr>
<td>Consequences &amp; Implications</td>
<td>Generalization</td>
<td>Theme/Concept</td>
</tr>
</tbody>
</table>

**Jacob's Ladder Resource materials:**

Vendor: Prufrock Press ([www.prufrockpress.com](http://www.prufrockpress.com))

Level 1 – Grades 2 & 3
Level 2 – Grades 4 & 5
Level 3 – Grades 5 & 6
Levels 4 & 5 – Grades 7 - 9
Junior Great Books/Great Books Roundtable

The Great Books Foundation is a nonprofit educational organization, committed to using inquiry, reading and discussion to inspire students to become knowledgeable, reflective, and engaged citizens. The goal is to teach students how to think critically and inspire a passion for literature and ideas through the discussion of fiction, poetry, drama, and nonfiction.

The Great Books Foundation uses “shared inquiry,” a method of learning that promote close reading, careful questioning, active listening, and the respectful exchange of ideas. Students explore the ideas, meaning, and information found in everything they read and questions about a text that have more than one plausible answer. Students participate in discussion groups and think, listen, and respond to questions and answers from others in the group. For more information, including “How-To” Videos about Shared Inquiry and video tutorials about instructing with Junior Great Books, go to: http://www.greatbooks.org/about/what-is-shared-inquiry/.

Resource materials:
Vendor: The Great Books Store (http://www.greatbooks.org/)
Grade 3: Starting Off Strong; Series 3, Book 1, Stages 1, 2, and 3 (Optional)
Grade 4: Series 4 Book 1 & Book 2
Grade 5: Series 5 Book 1: Stage 1
Grade 6: Great Books Roundtable, Level 1
Grade 7: Great Books Roundtable, Level 2
Grade 8: Great Books Roundtable, Level 3

Michael Clay Thompson – Developing Verbal Talent

Verbal talent is developed by new verbal experience. It will not develop on its own, and it will not develop if the only experiences a child has are within the child’s existing range of verbal experience. More of the same experience will not develop anything. Verbal talent will develop when a child is thrown into verbal situations that he or she can’t do, doesn’t understand, hasn’t seen before—forcing the child to stop, think, listen, pay attention, reread, study, change. When new verbal experience lies beyond the known range, the child must learn new things in order to understand. It is then the child who develops his or her own verbal talent in order to accommodate an encounter with verbal phenomena that are new and challenging. Only verbal experience that changes a child develops a child.

If this seems too obvious, we must recall that it flies in the mass face of an educational culture that avoids the shock of difficulty in the name of self-esteem; giving students things they can do, the theory is, builds their self-esteem. Developing verbal talent in gifted children doesn’t work that way, but provides a model in which self-esteem is the accomplishment the student feels after successfully struggling for intellectual growth. In order to develop verbal talent, we don’t give kids things they can do; we give them things they cannot do, yet.

Classics: Mentors on Paper
Perhaps the clearest example of what will not develop verbal talent is the age-graded basal reader. Barbara Clark wrote that: By keeping [gifted] children in the regular basal series, insisting that they adhere to the regular reading program, follow-up, and skill-builder activities, we often frustrate them. This can destroy their belief in school as an interesting, exciting place and in learning and books as the wonderful experiences they thought they were. (Clark, 1988, p. 338)

Reis and Renzulli also noted “widespread dissatisfaction expressed by so many school personnel about the use of basal readers for high ability students” (p. 95) and described basal readers for gifted students as “boring and sterile” (p. 95). VanTassel-Baska wrote that “The use of a basal reading series typically focuses too much time and attention on mastering the reading process, particularly phonics, rather than allowing gifted students the opportunity for holistic reading of good literature” (p. 156). If gifted students should not be reading age-graded, vocabulary-controlled, dumbed-down basal readers, what should they be reading?
In addition to a variety of outstanding contemporary literature, and various kinds of non-fiction including history, biography, and books about science, students should be reading classics. As W. H. Auden wrote: “Some books are undeservedly forgotten; none are undeservedly remembered.” It is true. The classics remain classic. They are at many levels the standards of excellence and the enduring works that must form one strong component in the education of high ability students. By virtue of their multileveled excellence, and through the influence of these forms of excellence on students’ minds, the classics stretch, challenge, and mold students, changing their tastes and giving them a sense of what the possibilities are for human expression in language (Thompson, “Mentors,” p. 58). In addition to having properties that will develop students’ verbal talent, classics are educational in a sense that other books are not. Classics are part of the thoughtful commerce of the world, connecting students’ minds to the minds of others in every continent. Through classics, students come to know the lovely and wondrous literature of the world. In the classics, they will hear the song of their species, they will encounter their context, they will discover their kin, and they will discover a shimmering mirror of words in which they can see manifold aspects of themselves.

For purposes of developing verbal talent, it is important to note what Harry Passow, a gifted educator, once told me, that classics are self-differentiating. A book such as Treasure Island can be read by many students, but it contains telescoping levels of depth and complexity. No matter where the reader is in verbal development, the next level of Treasure Island is there, waiting, luring the student on to higher forms of language and idea. The fact that one never really gets to the bottom of a great book is of inestimable value and distinguishes such books from ephemeral literature. It also explains why gifted children are re-readers who go back to books and work their way into a deeper level than they have been before.

Classics are especially appropriate for gifted children because of the recognition factor; they are both the work of gifted writers, and are often about gifted characters. Gifted children will find classic characters who are like themselves, who think as they do, worry as they do, care as they do. Remember Scout Finch who got in trouble at school for teaching herself to read; Odysseus who solved his way home to his wife Penelope; the stubborn Jane Eyre who declined guff from her boss; Holden Caulfield whose world required no catcher in the rye; the clever Tom Sawyer who got his fence painted, or the Time Traveler whose friends lacked the flexibility to understand his accomplishment?

Classics are gifted books, by gifted writers, and are right for gifted kids. Listen to the ethical thinking of one gifted character, the little girl Scout Finch, in Harper Lee’s To Kill a Mockingbird:

- Boo and I walked up the steps to the porch. His fingers found the front doorknob. He gently released my hand, opened the door, went inside, and shut the door behind him. I never saw him again. Neighbors bring food with death, and flowers with sickness, and little things in between. Boo was our neighbor. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But neighbors give in return. We never put back into the tree what we took out of it: we had given him nothing, and it made me sad.
- I turned to go home. Street lights winked down the street all the way to town. I had never seen our neighborhood from this angle...Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them. Just standing on the Radley porch was enough.

The altruism of this thought would be poignant from any source, but it is more moving here because it comes from a little girl, sad because she never gave in return to her neighbor, and who learned one of life’s most heartful lessons by standing on her neighbor’s porch, having seen him for the last time. It is passages such as this that make books classic, that move people to read them again and give them to others. In such vicarious ethical experiences, the feelings of civilization are passed from the mind of a writer to the mind of a reader, and the valuable memories of our species are protected.

**Classic Words**
Another reason to provide gifted children with a rich exposure to the classics is the rich vocabulary that they nearly always contain. Guess, for example, what book these words come from: diffidence, placid, adhere, quietus, miscreant, quixotic, reproof, condescend, somber, enigma, phlegmatic, undulate, sublime, resolute, strident, din, amicable, amorous, raconteur, profound, dejection, placid, amiably, tedious, mea culpa, perplex, impede, interpose, incisive, impassive, admonish, aperture, avidly, perfidious, miasma, abject, portal, fain, sanguinary, retort, imperiously, hauteur, patronize, aloof, blithe, boon, cypher, wince, defray, genial, cadaverous, remonstrate, nether, upbraid, solicitous, conveyance, mauve, hitherto, succulent, artifice, proffer, ardent, tremulous, recriminate, assail, virulent, insinuate.

Could these words come from a book by Thomas Hardy? Nathaniel Hawthorne? The answer may surprise you; these words come from James M. Barrie’s Peter Pan, the story of Never Never Land, Pirate Smee, Captain Hook, Wendy, and the boys who would never grow up (Thompson, 1990, p. 9). In Peter Pan, Peter lost his shadow, and Mrs. Darling picked it up, folded it, and put it in a drawer. Hook told Smee to kill Wendy, and Smee said to Wendy, “I have to kill you, but I’ll save you if you’ll be my mother.” She refused. It is a children’s book, but look at the vocabulary. Because such diction is stripped from today’s dumbed-down literature anthologies, and because modern publishing houses usually require authors to avoid such words in children’s stories, the classics have become an increasingly precious source of good vocabulary in children’s literature.

Among the most important classic words for students to know are the following one hundred, many of which are found in most great works of British and American literature: countenance, profound, manifest, serene, sublime, prodigious, singular, clamor, visage, abate, allude, grotesque, undulate, acute, vivid, venerate, exquisite, melancholy, incredulous, traverse, repose, lurid, languid, suicidal, sagacity, vulgar, placid, tremulous, odious, pallor, abyss, stolid, condescend, wistful, prostrate, remonstrate, palpable, vex, amiable, perplex, portent, peremptory, somber, importune, audible, expostulate, subtle, tangible, vivacious, despond, doleful, pervade, pensive, apprehension, procure, abject, austere, magnanimous, oppress, oblique, sallow, ignominy, eccentric, resolute, articulate, furtive, fain, genial, mien, affect, billow, confound, wan, indolent, maxim, reproach, morose, latter, conjure, retort, antipathy, alacrity, animated, vestige, verdure, adjacent, rebuke, zenith, inexorable, livid, dilate, fortnight, din, abash, profane, imperious, conjecture, swarthy, impute, and appellation (Thompson, 1998, 159). Not every classic is equally rich in vocabulary. Ernest Hemingway’s books, for example, are high in humanity but low in syllables. On the basis of vocabulary strength, as recorded in my Classic Words database, among the strong vocabulary books that gifted middle school students should read are:

- Uncle Tom’s Cabin, Harriet Beecher Stowe, 714
- Ivanhoe, Sir Walter Scott, 519
- Gulliver’s Travels, Jonathan Swift, 472
- The War of the Worlds, H.G. Wells, 379
- Dracula, Bram Stoker, 345
- Tom Sawyer, Mark Twain, 293
- Robinson Crusoe, Daniel Defoe, 279
- Treasure Island, Robert Louis Stevenson, 254
- Silas Marner, George Eliot (Mary Ann Evans), 216
- To Kill a Mockingbird, Harper Lee, 208
- Peter Pan, James M. Barrie, 198
- The Wind in the Willows, Kenneth Grahame, 193
- Kidnapped, Robert Louis Stevenson, 187
- Silent Spring, Rachel Carson, 177
- The Yearling, Marjorie Kennan Rawlings, 176
- The Time Machine, H.G. Wells, 153
- The Call of the Wild, Jack London, 150
Classic Ideas

If we want students to think, we must give them something substantive to think about. Beyond their sheer strength as language experience, classics confront students with a divergent cacophony of contending ideas, as expressed by history’s least restrained thinkers. Classics free students from the insipid slumber of textbooks, and shock them to thought with the meanings of humanity’s dissident heroes: Mohandas Gandhi, Henry David Thoreau, Martin Luther King, Thomas Jefferson, Emily Dickinson, Frederick Douglass. Think, these voices say, think. Be free. Be unafraid. Resist tyranny. Protect people. Create. Reject nonsense. Apply your ethics. Pursue happiness. The classics are an intellectual hailstorm of divergent ideas. And once students have read a sufficient number of these books, they come to expect ideas, and to relish the thinking that ideas demand. Here is an example of an idea from the classics. See if you can guess what book this passage comes from:

There is an ecstasy that marks the summit of life, and beyond which life cannot rise. And such is the paradox of living, this ecstasy comes when one is most alive, and it comes as a complete forgetfulness that one is alive. This ecstasy, this forgetfulness of living, comes to the artist, caught up and out of himself in a sheet of flame...

Is this from Aristotle? From the letters of Van Gogh? From Picasso? In fact, these words are found in Jack London’s dog book, The Call of the Wild. London did not shrink from putting such ideas in a story he knew would be read by children as well as adults.

Among the ideas that classics elevate is altruism, the ability to care, which gifted children are known to possess intensely. For his care, we love Odysseus, who rejected immortality on a lovely island with the beautiful Calypso to return to Ithaca and face mortality with his wife. We love Stephen Crane’s youth, Henry Fleming, who trudged off to war, earned a red badge of courage, and learned to value not heroism but peace; the final words of the book are among the most immortal in American literature. Crane wrote:

So it came to pass that as he trudged from the place of blood and wrath his soul changed....The youth smiled, for he saw that the world was a world for him, though many declared it to be made of oaths and walking sticks. He had rid himself of the red sickness of battle....He had been an animal blistered and sweating in the heat and pain of war. He turned now with a lover’s thirst to images of tranquil skies, fresh meadows, cool brooks—an existence of soft and eternal peace.

Crane writes that Henry Fleming had become a man, but these words describe not the understanding of manhood but the wisdom of men and women both; this is the recognition where men and women meet, who have seen the pain and suffering of life’s wars, and who have come to want an existence of soft and eternal peace. This recognition is but one example of the civilizing and humanizing current of these books, and it is a moving example of why a book becomes a classic.

Quality and Quantity

An ambitious program of classic literature will almost certainly have to be partly accomplished on a home school basis, because few schools will be able to assign the amount of reading that is necessary for gifted kids. How much is necessary? As a comparison, my honors sophomore world literature class in an independent school read, in their entirety, The Iliad, The Aeneid, The Theban Plays, Dante’s Inferno, Othello, Crime and Punishment, and Cry, the Beloved Country. In addition to these, each student individually read two world classics per term outside of class as homework, and conducted a personal discussion with me about each book. This works out to fifteen major titles per year, with the students typically waiting until the last week or two to do their outside reading.
A second consideration is that many of the books assigned by schools, such as the Hemingway and Steinbeck favorites, are poor in vocabulary, and exert no force against the students’ diction limits. For this reason too, it may be necessary to develop a home-based reading program to supplement what is assigned at school. When the exposure to great literature is of high quality and quantity, the result is a significant impact on a student’s relationship to books.

**Ancient Words Within Modern Words - Vocabulary**

In addition to reading broadly in the classics, a thorough study of the ancient foundation of modern English vocabulary is essential to developing verbal talent. This recommendation flies in the face of current dogma that forbids direct instruction in vocabulary and that favors vocabulary development through the study of words as they appear in the context of literature. Although pondering words as you find them is a fine behavior, it is too ponderous to suffice as a complete vocabulary development strategy. Gifted students need something faster, more academic, and more targeted toward the Latin-based language that pervades the realm of high achievement.

I once read a research study showing that if you learned the 100 most common Greek and Latin stems in English—such as pre, sub, super, poly, auto, or biblio—you would gain an understanding of 5,000 words. Learning the Latin foundation, in other words, is the fast track, the power path to a strong vocabulary. This would seem reason enough to acquire a grounding in etymology, but once you become involved in it, many more reasons emerge. Let’s look at some of the advantages of studying Greek and Latin stems:

- **Power Learning** - Because each stem appears in dozens of words and in combination with other stems that reappear, the learning is more powerful than learning one word at a time. When we learn pre, we have learned part of premonition, prescient, prefabricate, prenuptial, and dozens of other words that describe something happening beforehand.
- **Spelling** - One of the great benefits of the ancient stems is that thousands of English words are nothing more than two or three stems in a row, so to learn stems is automatically to learn the spelling of thousands of words. Look how perfectly these words break into stems: circum vent; mono mania; auto graph; omni potent; pseudo nym; geo logy; post script; osteo logy; xeno phobia; ecto derm, ortho dox; and thermo meter. Furthermore, when you spell by stems, the spelling units are cognitive units; each stem you spell has meaning. When you know that omni means all and potent means power, you have a different feeling about omnipotent from someone who doesn’t know that.
- **Standardized tests** - Like it or not, our children’s future depends partly on their performance on standardized tests. If you examine SAT vocabulary pages, you see that the questions are arranged in order of difficulty. On an SAT analogies page, the first few questions are so easy that almost everyone gets them right, but the final few are so difficult that almost no one gets them right. Guess where the stem-based words such as supercilious and vociferous appear? Right, they appear in the final questions. Kids who have studied the stems will have a chance at an analogy like sotto voce is to vociferous as...
- **Micropoems** - Ordinary dictionary definitions are only the surface of what words offer. When you know the pieces the word is made of, you see that some of humanity’s best insights are captured within the words we use. An example is the word respect, which is an ordinary word that most elementary students could define. We might say that to respect is to admire, to esteem, to hold in high regard. But when we look at the stems in the word, we see re, again, and spect, look. Suddenly, we realize the micropoetry of the word; at the moment that we come to respect someone, we find ourselves looking at them again, in a new way. This epiphany is captured in the amber of the etymology, and is only visible to children who have studied the ancient stems.
- **A sense of history** - The student of stems knows that language wasn’t invented new in our time. Our language is a vast collection of echoes, and we are reviving and continuing the sounds of ancient voices with each sentence.
• **Advanced vocabulary** - Many of the stem-based words are big words. Science and technology are filled with these Latinate combinations that seem so difficult to most people, but so easy to students who have learned what they are made of. One of the great advantages to studying the stems is that it converts arcane erudition into child’s play. A word like supercilious, which means condescending, is easy once you realize that it is made of super, over, and cilia, hair, and refers to the raised eyebrow of the snob! The beauty of teaching such words to younger students is that it refutes the age-graded vocabulary myth that retards American education. All across America, young children can pronounce and understand Tyrannosaurus Rex or San Francisco Forty-Niner, but they are considered too young to learn serene means calm.

When we are thinking about language development, and vocabulary in particular, it is well to recall Barbara Clark’s words about Horace Mann and the age grade system:

Our current educational system is built on solutions to problems that existed in the early 1900s. Its goal was to educate the masses since a strong democracy could exist only if the electorate was an educated one. The very core of our chosen cultural system, even our approach to civilization, rested on how well we could educate our citizens. In the early 1900s, Horace Mann, a New Englander, reacted to the problem of mass education by devising the grade level curriculum, an orderly and progressive approach he believed would assure students basic information and skills. All children age six would cover the first grade curriculum, all seven-year-olds the second grade curriculum, eight-year-olds the third grade and so on through a twelve year progressive sequence. Mann’s solution to one simple problem, however, has been allowed to become educational dogma, and for nearly a century educators have attempted to adjust children to this inadequate system. (Clark, 1986, p. 6)

**Stems for Starters**

Middle school students who embark on a study of Greek and Latin stems can begin with the following list, which consists of very common and important stems. The key is to learn the stem and definition, not the example words.

**Stem Definition Examples:**
ante (before) antedate, antecedent, antebellum, anterior, ante meridiem, antepenult
anti (against) anti-aircraft, antibody, anticlimax, antilogue, antithesis
bi (two) bilateral, bicycle, binary, bimonthly, biped, bipolar, binocular, bicuspid
circum (around) circumnavigate, circumspect, circumvent, circumlocution
com (together) combination, comfort, commensurate, common, complete, combo
con (together) contract, confidence, confine, confederate, conjunction, contact
de (down) deposit, descent, despicable, denounce, deduct, demolish, decrepit, deplete
dis (away) distract, distort, dispute, dissonant, disperse, dismiss, dissuade, disprove
equi (equal) equitable, equilateral, equivocate, equinox, equation, equilibrium
extra (beyond) extraterrestrial, extraordinary, extravagant, extrovert, extramural
inter (between) international, interdepartmental, interstellar, interject, interlude
intra (within) intracellular, intravenous, intracranial, intrastate, intrauterine
intro (into) introduce, introspective, introvert, introject, introrse, intromission
mal (bad) malevolent, malcontent, malicious, malign, malady, malapropism, malonym
mis (bad) misfit, mistake, misfortune, misfire, misery, miser, misdeed, misguided
non (not) nonstop, nonprofit, none, nonconformity, nonplussed, nonchalant
post (after) postgraduate, posthumous, postscript, posterity, posterior, postlude
pre (before) prelude, preposition, premonition, premature, predict, predecessor
semi (half) semitone, semiaquatic, semicircle, semiweekly, semiannual, semiformal
sub (under) subterranean, subtract, subordinate, submarine, subterfuge, substantial
super (over) supervise, superb, superior, superfluous, supercilious, supernatural
Grammar: A Way of Thinking about Our Own Ideas

In a language program for the gifted, clearly it is necessary to adopt a diagnostic-prescriptive approach to teaching grammar and usage since these students are capable of mastering the language system much more rapidly than other learners and in a shorter time period than is allotted in the regular school curriculum. (VanTassel-Baska, 1988, p. 167)

Among the curricula that American education has neglected, and sometimes discarded, is traditional grammar, which has been tossed aside as unteachable, unlearnable, unlikable, useless, and inappropriate for gifted learners because it is remedial and low. There are school systems in the country where the teaching of grammar is forbidden, and teachers get bad evaluations if they violate the prohibition.

The fact is that grammar is quite teachable, most learnable, fun, valuable, and highly appropriate for gifted kids because it is a high form of critical thinking about language. And language, be it recalled, is the utterance of human thought. Sentences do not occur in nature. Sentences are manifestations of the mind, and sentences are a medium of the mind. When we use grammar to examine sentences, we are undertaking a profound metacognitive exploration. Why is grammar teachable and learnable? It is easy to forget, when looking at a ponderous grammar textbook, what a little topic grammar is. The total number of terms necessary to acquire the useful fundamentals of traditional grammar is about fifty terms. There are only eight parts of speech, about five parts of the sentence, several kinds of phrases, and a few clauses. By expanding each term into five homework exercises, we can drag the subject on until May of every school year, but it is easy to compact these four little levels of grammar into the first weeks of class, and usefully apply the grammar to all of the other language experiences during the year.

Why is grammar fun and valuable? Grammar reveals to us the beauty and power of our own minds. With only eight kinds of words and two sides (subject and predicate) of each idea, we can make the plays of Shakespeare, or the novels of Toni Morrison, or the poems of Elizabeth Bishop. No system, so gorgeously elegant, could be expected to make such a language. Through grammar we see the simple form of our binary minds; in all of our sentences, however elaborate, we are making a predicate about a subject, and this reveals the meaning of clarity. For each sentence or idea, I must know both of these two things: what you are talking about, and what you are saying about it. For each paragraph of sentences, I must know what the paragraph is about, and what you are saying about it. For each essay of paragraphs, I must know what the essay is about, and what you are saying about it. A sentence, with its two sides, is a model of the mind.

Grammar is fun for many reasons, but the purest fun is that once acquired it becomes a kind of magic lens that reveals amazing things to our sight. A moving example occurs in Shakespeare’s King Lear, where Cornwall is stabbed as his wife Regan looks on indifferently. Cornwall gasps: I have received a hurt. Follow me, lady. Turn out that eyeless villain; throw this slave upon the dunghill. Regan, I bleed apace. Untimely comes this hurt; give me your arm. Regan refuses. Absent grammar, we can appreciate the desperation of the scene, and sympathize with the dying Cornwall who suffers the wounds of knife and wife, but with the lens of grammar, we see more. We see the incredible clause structure. Each group of words with its own subject/predicate nucleus is a clause. In these thirty-one words, how many clauses are there? There are seven—seven clauses, four periods, two semicolons, two commas. The grammar of this passage, in other words, is bizarre, unprecedented. For seven clauses in a row, the passage averages four words to a clause! The question is why, and the answer is that the grammar is shifting with the plot. Four words is all that the dying Cornwall can manage, and his sentence structure is a portrait in pain, it is the grammar of death.

Another way to think about why grammar is fun is to ask, what is not fun? The feeling of confusion...is not fun. The off-center feeling of struggling with one’s own ignorance to accomplish just an ordinary thing is not fun. The private knowledge that you don’t even know which pronoun to use in your own language, this is not fun. The low self-esteem...
of guessing your way through commas, and spattering words around like a wordy Jackson Pollack, not really controlling where they will land or why, this is not fun. It is not fun to have a peer correct your usage, make your verb plural, shift your wrong pronoun to the object case where it belongs, or gently remind you that your sentence is a fragment. (Thompson, 1998, p. 3)

We begin to understand why grammar is so appropriate for gifted kids. Grammar gives kids a way to think about language, to see what language reveals about their own minds, to think about how language makes clarity, to think about how different authors use language in their own styles, to think about crafting the language of their own sentences.

How does all of this pertain to parents of gifted children? First, parents can become domestic advocates of grammar, helping their kids to believe in it, to know the good of it, and to be willing to do the work of acquiring it. It is difficult, if not impossible, to truly learn something you dislike, and so we must not say bad things about grammar, such as that it is boring but you have to do it. Second, parents can advocate and encourage their school systems and their child’s teachers to feature grammar. There are many teachers who want to do more with grammar but who are afraid that opposition will spoil the project. The more support they have, the better.

Key Points and Recommendations

- Verbal talent will not develop on its own. It develops in reaction to challenge, which is an encounter with something beyond one’s capability. To meet the challenge, a new ability must be generated.
- Classic literature presents a complete spectrum of challenge at many levels, including the level of language, the level of idea, and the level of meaning.
- It is impossible for most schools to assign the number of books that gifted readers really need. For this reason, parents should prepare for an investment at the book store, which is the best money they will ever spend.
- Schools take different approaches to the study of vocabulary. Some use only a whole language approach that prohibits direct instruction of vocabulary in favor of studying words as they are encountered in text. Gifted students need two forms of direct instruction in vocabulary; first, they need a solid grounding in Greek and Latin stems, and second, they need to study the classic words. It is essential that each student have an excellent, college-level dictionary, preferably in hardback, that contains not just definitions but etymologies, and the etymology should be studied every time a student looks up a word.
- The negative stereotype of grammar as a tedious waste of time should be rejected. Students must attack grammar with enthusiasm in order to use it as a high form of critical thinking about language. This will produce self-knowledge, appreciation of literature, and an ability to enjoy making good sentences and compositions.
- Many of the great intellects of history have been partly or completely self-taught. If your child is fortunate enough to be in a wonderful school, it is a blessing, but if not, then it is not unprecedented to take responsibility for educational accomplishment. At the deepest level, education is an internal act, and students who understand the importance of language can deliberately move forward into areas of challenge in reading, vocabulary, and grammar, with the support of their schools and families.
- For gifted children, the development of verbal talent is among the deepest joys and most critical preparations of life, but the talent will not develop on its own. If we support and encourage a child by providing access to books, motivation to read, enlightenment about grammar, and enthusiasm for words, then the child will move forward into exciting experiences in language that will be catalysts for the development of verbal talent, and each new strength will be a springboard to another. In time, the child will become a young adult, who arrives at that moment with a long background in books, and ideas, and carefully chosen words. The talent will be
developed, and developing, and it will be time for these experiences to be transformed into accomplishments and creativity that never would have happened if, years ago, the child had not been challenged.

References

A consultant and frequent presenter at system, state, and national conferences for gifted education, Michael Thompson is President of the Indiana Association for the Gifted, the editor of Our Gifted Children magazine (since 1994), the creator of the Classic Words vocabulary software(www.classicwords.com), and the author of numerous articles and language arts texts for gifted students.

by Michael Thompson

Michael Clay Thompson Resource materials:
Vendor: Royal Fireworks Press (www.rfwp.com)

Grade 3:
Building Words
Grammar Island
Practice Island
The Music of the Hemispheres: Poetics for Young Children (Optional)

Grade 4:
Grammar Town
Caesar’s English I

Grade 5:
Caesar’s English I
Grammar Voyage/ Practice Voyage

Grades 6 & 7:
The Word within the Word I
The Magic Lens I

Grade 8:
The Word within the Word I
The Magic Lens II
2-5/ Gifted/Talented Students Served in Middle School and High School

Students in Middle School, who are identified gifted and talented are served through rigorous and accelerated special classes in their area of giftedness (Language Arts and/or Math.) Advanced classes are also available in social studies and science. For more information, refer to the BCSD Middle School Course Catalog at https://beaufortschools.net/UserFiles/Servers/Server_170841/File/ISD/Middle%20School%20Course%20Catalog%20SY%202017-2018_6-29-17.pdf

In grades 8-12, students are served through Honors, Advanced Placement and/or International Baccalaureate classes. From IS 43: Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honor’s curriculum places emphasis on critical and analytical thinking, rational decision making and indicative and deductive reasoning. Honors courses should extend course opportunities at the high school level.

An Honor’s course must have a published syllabus that verifies rigor sufficiently beyond the College Preparatory (CP) requirements. An Honor’s course must have published syllabus that verifies rigor sufficiently beyond the CP requirements.

For more information, refer to the BCSD High School Course Catalog at https://beaufortschools.net/UserFiles/Servers/Server_170841/File/ISD/High%20School%20Course%20Catalog%202017-2018_6-29-17.pdf

Curriculum maps for these courses can be viewed on the Rubicon Atlas website by Beaufort County teachers and certified support staff (e.g. School Counselors, administrators, etc.) at https://beaufort.rubiconatlas.org
The following are resources provided from a district level for all schools:

**William and Mary Center for Gifted Education** – [http://education.wm.edu/centers/cfge/](http://education.wm.edu/centers/cfge/) W & M Language Arts and Social Studies units, Jacob’s Ladder, and other helpful resources

**Project M³** — [https://k12.kendallhunt.com/program/project-m3-mentoring-mathematical-minds-grades-3-6](https://k12.kendallhunt.com/program/project-m3-mentoring-mathematical-minds-grades-3-6) The website for the Mentoring Mathematical Minds (M³) series. Research and design information, available units, correlation to NCTM standards, and other resources


**WordMasters Challenge** — [http://www.wordmasterschallenge.com/home](http://www.wordmasterschallenge.com/home) A vocabulary building “contest” that introduces students to vocabulary words and requires them to use them in analogies. Great for building critical thinking skills AND vocabulary. Available grades 3 – 8
Chapter 3:
GIFTED/TALENTED ASSESSMENT INSTRUMENTS AND DOCUMENTATION
3-1/ Assessments Used for Gifted/Talented Identification

**Dimension A:**

Any nationally-normed aptitude test scores may be used, and the **age-level percentile score** is always used for identification purposes. Tests we use in Beaufort County include:

- Cognitive Abilities Test (CogAT) – (Administered to all 2nd grade students)
- Otis Lennon School Ability Test 8 (OLSAT 8) – Grades 3-8
- Naglieri Nonverbal Test (NNAT2) – Grades 3-8

**Dimension B:**

Any nationally-normed achievement test scores may be used for identification purposes, and the only areas that are considered are Reading Comprehension and Total Math. The achievement tests typically used in Beaufort County include:

- Iowa Assessment - (Administered to all 2nd grade students)
- Measures of Academic Progress (MAP) — **Fall (Grades 3 – 8) or spring only (Grade 2)**
- Designated South Carolina State-wide Assessment (SC Ready or other named SC Statewide Assessment)

In cases where another test has been used, please contact the District G/T Lead if you have any question about whether the scores can be used or not.
3-2/ OLSAT and Naglieri Administration

In situations where the GT teacher and/or the Gifted and Talented Evaluation/Placement team decide that a student needs additional aptitude testing, the Otis Lennon School Ability Test (OLSAT8) may be used when the student has met Dimension B or Dimension C criteria. The Naglieri can be administered to determine non-verbal eligibility in Dimension A, particularly in situations when the student is an ESOL student and has met Dimension B or Dimension C criteria.

Directions for Administering the Online OLSAT and Naglieri (Grades 3-8):

Technical Readiness
1. You will need the email sent to you from “Pearson Educational Assessments Online”.
3. Go to Tools → Internet options

Run System Check www.pearson.programworkshop.com

System Check Results

Nuts and Bolts:
- Naglieri Nonverbal Ability Test (NNAT2) uses nonverbal types of test questions to assess general ability.
- The Otis Lennon School Ability Test (OLSAT8) is a standardized measure of verbal and non-verbal school abilities.
- Available online to students in grades 3 and higher.
- Limited number of tests purchased; use for priority cases only.

Save Secure Browser
Follow the directions on the download page.
Log-in and Site Navigation

URL: www.pearson.programworkshop.com

- Email Address: Will always be your school email address
- Password: Sent to you via email; you will change 1st time you log in.

Help

- Release Notes-Updates Ancillaries & Guides
- Most Important sections for helping with test administration

When you log in, there is a folder tree to the left:

Release Notes & Ancillaries/Guides

- Release notes deliver news of updates to the tests; check periodically...
- Ancillaries/Guides
  - User and Quick-Start Guides
  - Dynamic Reports User Guide
  - Test Delivery (setting up testing sessions)
  - Directions for Administration
    - NNT2 Tab – Directions for Administration
      (**Must be used with every Naglieri administration—no “on screen” directions)
      - OLSAT8 Tab – Full Guide and Individual Print Guides by Level

You Try:

- What is the first step under Testing?
- Where can you find the Quick Start Guides?
- Where can you find the 5 Easy Steps to Start a Test Session document?
- If you wanted to read a step-by-step narrative on how to administer the test where would I go?

Help

Students can be added either manually** or through a batch import.

You Try:

- Enter the student information from the login card provided
- Log out; Log back in and locate the student
- Edit the student’s gender and add 1 special service
- Save student profile

Help

Testing

You Try:

- “Teacher” creates a Test Session (practice session)
- “Student” logs into browser with student info provided (from card)
- “Teacher” approves student for testing
- Together go through the OLSAT8 test.

**Aftewards, switch roles, and try the NNAT2 practice test.
Online OLSAT and/or Naglieri (Grades 3-8):

- Send an email with the completed GT Online Testing Spreadsheet to the District Gifted/Talented Lead for requesting permission to assess using the Pearson Online OLSAT or Naglieri.
- Go to Student Links on the Desktop and click on the Pearson icon.
- Make sure all online testing is completed within the testing window in the fall and spring.
- The online versions of these test are automatically scored.

OLSAT Level C – Grade 2 (Pencil/Paper Version only – not available online)

- If additional tests are needed, send an email to the District Gifted/Talented Lead with the number of tests needed.
- Following test administration, use the appropriate forms and the Norms Book to score the tests.
- Once all testing is completed, return all non-consumable testing materials to the school testing coordinator.
- Make sure all online testing is completed within the testing window in the fall and spring.
- It is possible that a spring session of the CogAT will be available for Grade 2 students. If so, this will be done instead of the OLSAT Level C.

Reporting results:

- Prepare appropriate letters to send home to parents notifying them that their child qualifies and what his/her placement will be, that the child needs further testing, or that the student does not qualify at this time. (See Appendix)
  - Qualifying Letter based on CogAT results
  - Qualifying Letter and Permission Form for Other Assessments
  - Does Not Qualify Letter
- Put ALL TESTING RESULTS (whether student/s qualify or not) on the “G/T District Reporting Form” and e-mail this to Jada Gray so it can be entered into the GIFT program.
- If testing results in a new student being added to the program, please remember to notify your data specialist!
The state of South Carolina and the Center for Gifted Education at the College of William and Mary developed the performance-based assessment instruments described in this handbook. The project was implemented under the leadership of Dr. Joyce VanTassel-Baska, a noted authority in the field of gifted education. The assessments are used to identify intellectually advanced elementary students for inclusion in gifted education programs.

Carolinian Consultancy (C2), a company specializing in educational consulting and testing services, currently manages the administration of the performance tasks for the state of South Carolina. Collectively, the consultancy possesses extensive experience in the education of gifted students and assessment programs in South Carolina.

Features of Performance-based Assessment

There are several features that distinguish performance-based assessment from traditional standardized aptitude and achievement measures. As with traditional measures, all forms rely on pencil and paper to record responses to the items. However, unlike most traditional measures, the performance-based assessment instrument provides students with sets of manipulatives to assist them with the problem solving process for many of the items on the test. Using manipulatives to provide a “hands-on” dimension to the problem solving process is in keeping with the literature on learning behaviors of African-American (Ford, 1996) and low socio-economic status (SES) populations (VanTassel-Baska, Patton, & Prillaman, 1991).

Another feature, which distinguishes this performance-based assessment from traditional measures, is that it tends to focus on deep reasoning and problem solving within a domain. Rather than relying on many items to sample knowledge and application across a domain or field, the performance-based assessment selects fewer but typical items that probe a student’s ability to combine complex task demands. The element of speed is minimized in the test-taking procedure. Although there are limits on the time given to students to complete items, these limits have been found to be sufficient to allow most students to respond appropriately.

Perhaps the most distinguishing feature of performance-based assessment is the provision for preteaching. Preteaching is defined as providing instructions for the task demands so that students understand what they are expected to do. The purpose of the preteaching is to familiarize inexperienced students with the task demands of the items and to clarify performance expectations before the actual testing occurs. While the preteaching cannot be expected to lead to task mastery for all students, it assists students who have not previously been exposed to the particular performance requirements for each task.

The Purpose of the South Carolina Performance Tasks Assessment

The South Carolina performance tasks are intended to identify students on Dimension C of the South Carolina gifted regulations [R43-220 Gifted and Talented, amended July 1, 2003]. Students who meet the criteria for Dimension A (aptitude) or Dimension B (achievement), but not both, must take the Primary Level in grade 2 or 3 and the Intermediate Level in grade 4 or 5. These assessments are designed to measure a student’s capacity to solve open-ended problems and then to explain solutions both verbally and nonverbally. Each level of the instrument has four forms, which contain similar test items structured to have comparable levels of difficulty. Each level and form of the test has a verbal and a nonverbal domain.

At the primary level, both the verbal and nonverbal domains have five items. Each item is derived from a test item-type. The item-types for the primary verbal assessment are verbal problem solving, writing, analogies, verbal relationships, and vocabulary. The primary nonverbal item-types include arithmetic problem solving, logic, spatial problem solving, spatial manipulation, and spatial transformation.
At the intermediate level, the verbal domain has five items and the nonverbal domain has seven items. Again, each item is derived from a test item-type. The intermediate verbal assessment item-types include verbal problem solving, writing, analogies, verbal reasoning, and vocabulary. The intermediate nonverbal item-types include number concepts, patterns, number theory, spatial manipulation, spatial problem solving, geometry, and spatial visualization.

When are the Performance Tasks Assessments administered?

The South Carolina Performance Tasks Assessments are administered during the testing window from mid-February until the first few days of March. Students in grades 2 – 5 (for placement in grades 3 – 6) who have met the qualifications for Dimension A or B, but not both must be tested using the performance tasks. Districts receive the scores from this assessment during the first part of May.

You do not ask for parental permission to administer the Performance Task Assessment. If you ask for permission, this may violate the agreement with the Office of Civil Rights which removes all barriers of equitable access for gifted and talented screening. However, giving notice of testing is recommended.

3-4/ GIFT and ViewGIFT

GIFT is a database used in South Carolina by each district to house all identification and personal information regarding GT students, and the status of all other students who have not (yet) qualified for GT. GIFT data and the GIFT program are managed by the District G/T Coordinator.

All demographic (PowerSchool) information, state, and district-wide testing is directly imported into GIFT by the district (The designated South Carolina Statewide Assessment Instrument, CogAT, MAP, etc.). All individualized testing results (OLSAT8, Naglieri, etc.) must be entered into GIFT at the district level as soon as results are received from schools via e-mail on the GT District Reporting Form.

ViewGIFT is a “Read Only” version of GIFT that allows GT teachers and school contacts to print Profile Sheets, create class rosters and look at specific GT identification data. ViewGIFT must be updated regularly from the District’s version of the GIFT program. It is imperative that you close the ViewGIFT program on your computer whenever you are not actively using it! If any ViewGIFT program is open at any location in the district when updates are performed, it will not update.

On a regular basis, ViewGIFT needs to be compared to class lists, PowerSchool, Enrich, and the GT folders. When information is either incomplete or inaccurate in ViewGIFT, further investigation is needed. Check A9sand other student records. If there is still a mistake, please submit it in writing via e-mail to the District G/T Lead.

Using ViewGIFT

You must have “rights” to see ViewGIFT. To get rights, your principal needs to submit a “Help Desk” ticket requesting that you are given rights to access ViewGIFT. If you try the following steps on your computer, and you cannot access ViewGIFT, please notify Jada Gray or submit a “Help Desk” ticker.

On the Start Menu, you should have the following entry under “All Programs”. Select the ViewGIFT Tab to open the application.

Open GIFT. You will have four options:
Click on Option 1, “Students” to look at an individual student’s information. From this screen, you can view Qualifying Data and view/print Profile Sheets. At the bottom of the ViewGIFT screen you will see a number of “buttons”. The ones that apply to you are:

- **Next**—click to see the next record (alphabetically)
- **Prior**—click to see the previous record (alphabetically)
- **Top**—takes you to the first record (alphabetically)
- **Bottom**—takes you to the last record (alphabetically)
- **Find**—lets you search for a specific child
- **Qualdata**—lets you see the specific data that originally qualified the student for G/T
- **Profile**—brings up the profile sheet for the student. You can print this by clicking the print button that will show up at the top of the screen.
- **Close**—closes the Students section of ViewGIFT.

Click on Option 2, “Reports” to run rosters of your identified G/T students, to determine students who qualify to take the Performance Tasks Assessment, to determine students who need additional testing, or to find out which students in your school were referred this year.

If you wish to run **ALL** the profile sheets for your school,

- Select 2, “Reports”
- Select 1, “Academic”
- Select 1, “Student Rosters”
- Select your School, Grade(s) you want to get Rosters from, and “Gifted Serving” (either w/ or w/o Moved) in the Category section.
- In the box next to “Print Profiles”, type in a “T” for “true”
- Click continue
- Hit the print button that shows up at the top of the screen to print two profile sheets. One copy needs to go in the G/T folder, and one copy must be kept in the student’s A9.

When exiting ViewGIFT, you **cannot** click the “X” box at the upper right-hand corner of your screen. You must click “Return” until you get to the menu screen, and then click “Quit GIFT” or “0”.

For more information, go to the webpage for Carolina Consultancy: [http://www.c2five.com](http://www.c2five.com).

**Parent Communication and Reporting results:**

- Send home letters about the upcoming PTA for students who are eligible to take the assessment (page 68 of the Appendix.) If a parent wishes to “opt their child out” out of the PTA, send home page 69 letter for their signature.
- Prepare letters to send home to parents notifying them child’s results. (See page 70 of the Appendix) and the qualifying letter/permission form (pages 65 and 66) or the non-qualifying letter (page 71.)
- If testing results in a new student being added to the program, please remember to notify your data specialist!
Chapter 4:

ARTISTICALLY GIFTED AND TALENTED PROGRAM

- Artistically G/T Identification Process
- Audition Rubrics
Beaufort County School District Artistic Gifted and Talented Program:
(Aligned with III. Artistic of the SC Regulation 43-220)

Students who are artistically gifted and talented are able to function at a high performance level in one or more of the fine arts (dance, music, theatre, and visual arts.) Each school year, a screening process is held to identify students who meet the criteria of being artistically gifted and talented in dance, drama, music, and/or visual arts according to the South Carolina Department of Education regulation 43-220. Students are eligible to participate in arts opportunities coordinated by the individual schools as well as district-sponsored arts festivals. High schools offer Honors, Advanced Placement and International Baccalaureate classes for the advanced study of the fine arts.

Sea Island School for Arts and Academics (SISA2) provides two weeks of advanced-level, innovative learning in both the arts and academics. These courses for artistically gifted and talented students are taught by master teachers and professional artists. Examples of these challenging learning opportunities range from music composition and architecture to Shakespeare’s theatre, modern dance, musical theatre and textile art. Class sizes are small to ensure individualized instruction. Students in grades 4-9 who have been identified artistically gifted and talented in accordance to SC Regulation 43-220 is eligible to participate in SISA2.
Artistically Gifted and Talented Identification Process

Referral

A parent, teacher, or an administrator must refer the student in order to be considered for an audition. A referral does NOT mean the student is accepted into the BCSD Artistically Gifted and Talented Program.

→

Audition

Parents/Guardians will receive a confirmation letter with the audition information. There are two audition locations, one school in northern Beaufort County and one school in southern Beaufort County. Auditions will determine if the student is accepted into the BCSD Artistically Gifted and Talented Program.

→

Acceptance Letter

Parents/Guardians will receive an acceptance letter in the mail confirming or denying the student into the BCSD Artistically Gifted and Talented Program. Letters are typically mailed one month after auditions.
# Audition Rubrics

## Dance Audition Rating Form

### Grades 3-8

<table>
<thead>
<tr>
<th>Technical/Physical Skill</th>
<th>Below Basic (1 pt)</th>
<th>Basic (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Advanced (4 pts)</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>Demonstrates no body alignment</td>
<td>Demonstrates some body alignment</td>
<td>Most of the body is aligned</td>
<td>Clear body alignment</td>
<td></td>
</tr>
<tr>
<td>B. Coordination</td>
<td>Demonstrates no coordination</td>
<td>Demonstrates some coordination</td>
<td>Mostly coordinated</td>
<td>Clear coordination</td>
<td></td>
</tr>
<tr>
<td>C. Flexibility</td>
<td>Demonstrates no flexibility</td>
<td>Demonstrates some flexibility</td>
<td>Flexible</td>
<td>Very flexible</td>
<td></td>
</tr>
<tr>
<td>D. Strength</td>
<td>Demonstrates no strength</td>
<td>Demonstrates some strength</td>
<td>Strong</td>
<td>Very strong</td>
<td></td>
</tr>
<tr>
<td>E. Musicality</td>
<td>Unable to respond to music</td>
<td>Able to respond to music</td>
<td>Able to respond to music with some individual phrasing</td>
<td>Able to respond to music with individual phrasing</td>
<td></td>
</tr>
<tr>
<td>F. Ability to learn sequences</td>
<td>Unable to learn sequences</td>
<td>Able to learn some of the sequence</td>
<td>Able to learn most of the sequence</td>
<td>Able to learn all of the sequence</td>
<td></td>
</tr>
<tr>
<td>G. Ability to utilize corrections</td>
<td>Unable to utilize corrections</td>
<td>Able to utilize some corrections</td>
<td>Able to utilize most corrections</td>
<td>Able to utilize all corrections</td>
<td>XX</td>
</tr>
</tbody>
</table>

### Creative Improvisation

<table>
<thead>
<tr>
<th>Skill</th>
<th>Below Basic (1 pt)</th>
<th>Basic (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Advanced (4 pts)</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Individuality/creativity</td>
<td>Demonstrates no individuality</td>
<td>Demonstrates some individuality</td>
<td>Clearly demonstrates individuality</td>
<td>Advanced demonstration of individuality</td>
<td></td>
</tr>
<tr>
<td>B. Responding to environment (music, space, other dancers, etc.)</td>
<td>Does not respond to environment</td>
<td>Responds to environment in one way</td>
<td>Responds to environment in 2-3 ways</td>
<td>Responds to environment in 4 or more ways</td>
<td></td>
</tr>
<tr>
<td>C. Expressiveness/conveying emotion</td>
<td>No expressiveness</td>
<td>Some expressiveness</td>
<td>Clearly expresses emotion</td>
<td>Advanced expressiveness and emotional depth</td>
<td>XX</td>
</tr>
</tbody>
</table>

### Effort throughout the audition

<table>
<thead>
<tr>
<th>Skill</th>
<th>Below Basic (1 pt)</th>
<th>Basic (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Advanced (4 pts)</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Confidence</td>
<td>Zero confidence</td>
<td>Some confidence</td>
<td>Confident</td>
<td>Very confident</td>
<td></td>
</tr>
<tr>
<td>B. Concentration</td>
<td>Zero concentration</td>
<td>Some concentration</td>
<td>Concentrated</td>
<td>Very concentrated</td>
<td></td>
</tr>
<tr>
<td>C. Energy level</td>
<td>Zero energy</td>
<td>Some energy</td>
<td>Energetic</td>
<td>Very energetic</td>
<td></td>
</tr>
</tbody>
</table>

**COMBINED TOTAL** 

Recommend this student as artistically gifted and talented in Dance  

Yes [ ] No [ ]

Adjudicators’ Names________________________________________________________

Comments:

---

Page 50
Drama Audition Rating Form  

Student’s Name: __________________________  Grade: _________  Date: ____________

Task 1.  Ask student to perform the one-minute monologue he/she was required to memorize for the audition.

Task 2.  Improvise a one to two-minute scene with beginning, middle, and end, in response to a given character and situation.  [For example, you are on your first airplane flight and experience turbulence.]

Task 3.  Perform a 30-second pantomime with beginning, middle, and end of a person or animal engaged in an activity.  [For example, you are a dog hiding a bone.]

Using a 4-point scale (1-emerging, 2-basic, 3-proficient, 4-advanced), rate the student on each of the following items:

Task 1 Monologue

______ Creativity
______ Physical expression
______ Facial expression
______ Vocal expression
______ Projection
______ Articulation
______ Use of detail
______ Characterization
______ TOTAL

Task 2 Improvisation

______ Creativity
______ Physical expression
______ Facial expression
______ Vocal expression
______ Projection
______ Articulation
______ Use of detail
______ Characterization
______ Ability to take direction and work with others
______ TOTAL
______ COMBINED TOTAL

Task 3 Pantomime

______ Creativity
______ Physical expression
______ Use of detail
______ Characterization
______ Ability to take directions and work with others
______ TOTAL
______ COMBINED TOTAL

Comments:

I recommend this student as artistically gifted and talented  ____ YES  ____ NO

Adjudicators’ Names ________________________________

______________________________
## BCSD GT ARTS: Drama Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Emerging 1 point</th>
<th>Basic 2 points</th>
<th>Proficient 3 points</th>
<th>Advanced 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Minimally</td>
<td>Communicates character and/or situation</td>
<td>Communicates fully-developed character and/or situation</td>
<td>Fluently</td>
</tr>
<tr>
<td></td>
<td>communicates</td>
<td></td>
<td></td>
<td>communicates</td>
</tr>
<tr>
<td>Physical expression</td>
<td>Uses little or no gesture and physicalization to define the character and/or situation</td>
<td>Uses limited gesture and physicalization to define the character and/or situation</td>
<td>Uses some gesture and physicalization to define the character and/or situation</td>
<td>Uses gesture and physicalization to specifically define the character and/or situation</td>
</tr>
<tr>
<td>Facial expression</td>
<td>Uses little or no facial expression to define the character and/or situation</td>
<td>Uses limited facial expression to define the character and/or situation</td>
<td>Uses some facial expression to define the character and/or situation</td>
<td>Uses facial expression to clearly define the character and/or situation</td>
</tr>
<tr>
<td>Vocal expression</td>
<td>Uses little or no vocal expression to define the character and/or situation</td>
<td>Uses limited vocal expression to define the character and/or situation</td>
<td>Uses some vocal expression to define the character and/or situation</td>
<td>Uses vocal expression to clearly define the character and/or situation</td>
</tr>
<tr>
<td>Projection</td>
<td>Speaks with inaudible volume making it impossible for any audience members to hear</td>
<td>Speaks with limited and inconsistent volume, often making it difficult for the audience members to hear</td>
<td>Speaks with volume that can be heard by most of the audience members</td>
<td>Speaks with volume that can be clearly and easily heard by all audience members</td>
</tr>
<tr>
<td>Articulation</td>
<td>Uses diction that is largely unintelligible to the audience</td>
<td>Uses diction that is inconsistent, making it difficult for the audience to understand</td>
<td>Uses clear diction that is understood by most audience members</td>
<td>Uses clear and effective diction that is easily understood by all audience members</td>
</tr>
<tr>
<td>Use of detail</td>
<td>Uses few or no details to define the character and situation</td>
<td>Uses limited details to define the character and situation</td>
<td>Uses some specific details to define the character and situation</td>
<td>Uses many specific details to define the character and situation</td>
</tr>
<tr>
<td>Characterization</td>
<td>Character has not been developed</td>
<td>Character is emerging, but not clearly defined</td>
<td>Character is believable and fully developed through body and voice</td>
<td>Character is believable, fully and effectively developed through voice and body, and is driven by a clear objective</td>
</tr>
<tr>
<td>Ability to take direction &amp; work with others</td>
<td>Does not respond to directions and does not cooperate in group exercises</td>
<td>Responds to some direction, contributes minimally in group exercises</td>
<td>Good attitude, takes direction well, works cooperatively with others</td>
<td>Enthusiastic, eager to take direction, works very well with others</td>
</tr>
<tr>
<td></td>
<td>Emerging 1 point</td>
<td>Basic 2 points</td>
<td>Proficient 3 points</td>
<td>Advanced 4 points</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Technique &amp; Fundamentals</strong></td>
<td>Demonstrates difficulty navigating some areas of performance skills</td>
<td>Demonstrate average articulation, facility, and coordination</td>
<td>Demonstrates above average articulation, facility, and coordination</td>
<td>Demonstrates excellent articulation, facility, and coordination</td>
</tr>
<tr>
<td><strong>Tonal Quality</strong></td>
<td>Major problems in breathing control and beauty that hindered musical expression.</td>
<td>Tonal Concept was underway but needs further refinement.</td>
<td>Tone was well developed.</td>
<td>Tonal Quality enhanced the performance demonstrating a light, clear sound.</td>
</tr>
<tr>
<td><strong>Musical Expression</strong></td>
<td>Occasionally responds to the requirements of the music, but not with sensitivity.</td>
<td>Responds to the requirements of the music, but not with sensitivity</td>
<td>Generally responds with sensitivity to the requirements of the music</td>
<td>Consistently responds with nuances and sensitivity to the requirements of the music</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>No evidence of appropriate facial expression, eye contact and posture</td>
<td>Some evidence of appropriate facial expression, eye contact and posture</td>
<td>Demonstrates appropriate facial expression, eye contact and posture</td>
<td>The presentation was such that the listener was fully engaged in the performance</td>
</tr>
<tr>
<td><strong>Pitch Accuracy</strong></td>
<td>There were significant pitch problems</td>
<td>There were several places where the pitch was unclear</td>
<td>Most pitches were correct</td>
<td>All pitches were correct</td>
</tr>
</tbody>
</table>
### Task 2 - Musical Responses

<table>
<thead>
<tr>
<th></th>
<th>Emerging 1 point</th>
<th>Basic 2 points</th>
<th>Proficient 3 points</th>
<th>Advanced 4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale 1</td>
<td>Unable to replicate the example</td>
<td>Able to play some of the scale.</td>
<td>Mostly able to play the scale</td>
<td>Able to accurately play the scale.</td>
<td></td>
</tr>
<tr>
<td>Scale 2</td>
<td>Unable to replicate the example</td>
<td>Able to play some of the scale.</td>
<td>Mostly able to play the scale</td>
<td>Able to accurately play the scale.</td>
<td></td>
</tr>
<tr>
<td>Rhythmic Question-Answer</td>
<td>Unable to respond to the same number of measures and/or beats</td>
<td>Able to respond somewhat to the same number of measures and/or beats</td>
<td>Able to respond mostly with the same number of measures and/or beats</td>
<td>Able to respond musically including the same number of measures and/or beats</td>
<td></td>
</tr>
</tbody>
</table>

### Task 3 - Sight Reading

<table>
<thead>
<tr>
<th></th>
<th>Emerging 1 point</th>
<th>Basic 2 points</th>
<th>Proficient 3 points</th>
<th>Advanced 4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight Reading</td>
<td>Intervals/notes, dynamics and rhythm inconsistent throughout</td>
<td>Intervals/notes, dynamics, and rhythm consistent some of the time</td>
<td>Intervals/notes, dynamics, and rhythm consistent most of the time</td>
<td>Intervals/notes and rhythm consistent throughout including accurate representation of musical nuances</td>
<td></td>
</tr>
</tbody>
</table>

### Overall Performance

<table>
<thead>
<tr>
<th></th>
<th>Emerging 1 point</th>
<th>Basic 2 points</th>
<th>Proficient 3 points</th>
<th>Advanced 4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Performs with little or no energy, focus, and/or confidence</td>
<td>Performs with some energy, focus, and/or confidence</td>
<td>Performs with a great deal of energy, focus, and confidence</td>
<td>Performs with exceptional energy, focus, sensitivity, intensity, and conviction</td>
<td></td>
</tr>
<tr>
<td>Overall Performance</td>
<td>Performance is typical of students of a younger age or students with less training</td>
<td>Performance is typical when compared with the students of the same age or training</td>
<td>Performance is advanced when compared with students of the same age or training</td>
<td>Performance is superior when compared with students of the same age or training</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**

**Name of Evaluator** __________________________

I recommend this student as artistically gifted and talented ______ YES ______ NO

Comments:

54
BCSD GT ARTS: VISUAL ART PORTFOLIO RUBRIC & RATING FORMS

Listed below are student directions for preparing their art portfolio. Score is based on the 4 required entries. Disregard any other artworks that may be included in a portfolio. For the audition, applicants will be asked to draw a still life on site. Materials will be provided. Audition length: approximately 45 minutes.

Visual Art applicants must bring a folder containing the four pieces of original artwork listed below.
1. In pencil, on one piece of paper, make a line drawing of three different shoes grouped together.
2. Using color, create a landscape of your neighborhood.
3. Create a self-portrait while looking in a mirror.
4. Create an original art piece of your choice.

Please no cartoons or classroom assignments.

Student’s Name _______________________________ Grade _______

<table>
<thead>
<tr>
<th>PORTFOLIO REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Originality: new or independent approach</td>
</tr>
<tr>
<td>Creativity: changing concepts and perception</td>
</tr>
<tr>
<td>Technical Ability</td>
</tr>
<tr>
<td>Overall Impression/Commitment</td>
</tr>
</tbody>
</table>

Evaluator’s Name _______________________________ SUBTOTAL ________
BCSD GT ARTS: VISUAL ARTS ON-SITE DRAWING RUBRIC & RATING FORM

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below Basic 1 point</th>
<th>Basic 2 points</th>
<th>Proficient 3 points</th>
<th>Advanced 4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Numerous problems are noted with ability to accurately represent proportion, scale, and placement of objects; space not accurately portrayed</td>
<td>Demonstrates some problems in accurately representing proportion, scale, and placement of objects; space not accurately portrayed in some areas of composition</td>
<td>Exhibits above average ability to accurately represent proportion, scale, and placement of objects; space is accurately portrayed in most areas of composition</td>
<td>Demonstrates above average ability to accurately represent proportion, scale, and placement of objects; space is accurately portrayed throughout composition</td>
<td></td>
</tr>
<tr>
<td>Detail</td>
<td>Little or no modeling through value changes. Surface qualities not consistently represented.</td>
<td>Space accurately portrayed. Modeling done through value changes. Surface qualities not consistently represented.</td>
<td>Space accurately portrayed throughout most drawing. Some modeling done through value changes. Some surface qualities accurately represented.</td>
<td>Space accurately portrayed. Modeling done through value changes. Surface qualities accurately represented. Center of interest shown through contrast value changes and movement.</td>
<td></td>
</tr>
<tr>
<td>Technical Ability</td>
<td>Exhibits below average application of elements, principles, and expressive qualities.</td>
<td>Exhibits average application of elements, principles, and expressive qualities.</td>
<td>Exhibits good application of elements, principles, and expressive qualities.</td>
<td>Clearly exhibits superior application of elements, principles, and expressive qualities.</td>
<td></td>
</tr>
<tr>
<td>Uniqueness and Creativity</td>
<td>Below average work, stereotypical approach, lacks individuality or creativity.</td>
<td>Average work, average approach, individuality and creativity not notable.</td>
<td>Above average work, shows some individuality and creativity.</td>
<td>Exceptional work, unique approach, shows individuality and creativity.</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator’s Name ___________________________________________ SUBTOTAL____
# BCSD Gifted & Talented Arts – Vocal Music Rubric

Based on the SCMEA Elementary Honors Choir Rubric

<table>
<thead>
<tr>
<th>ECHO PATTERNS</th>
<th>Evaluator’s Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Echo 1</td>
<td>Echo Patterns and Harmonies</td>
</tr>
<tr>
<td>4</td>
<td>4 – All pitches and rhythms performed accurately</td>
</tr>
<tr>
<td>3</td>
<td>3 – Most pitches and rhythms performed accurately</td>
</tr>
<tr>
<td>2</td>
<td>2 – Some pitches and rhythms performed accurately</td>
</tr>
<tr>
<td>1</td>
<td>1 – Few pitches and rhythms are performed accurately</td>
</tr>
<tr>
<td>Echo 2</td>
<td>America (My Country Tis of Thee)</td>
</tr>
<tr>
<td>4</td>
<td>Pitch</td>
</tr>
<tr>
<td>3</td>
<td>4 – Virtually no errors. Pitch is accurate.</td>
</tr>
<tr>
<td>2</td>
<td>3 – An occasional isolated error. Most of the pitch is accurate.</td>
</tr>
<tr>
<td>1</td>
<td>2 – Frequent and/or repeated errors. Some pitches are accurate.</td>
</tr>
<tr>
<td>Echo 3</td>
<td>1 – Many errors throughout. Very few/no accurate pitches.</td>
</tr>
<tr>
<td>4</td>
<td>Rhythm</td>
</tr>
<tr>
<td>3</td>
<td>4 – All rhythms performed accurately</td>
</tr>
<tr>
<td>2</td>
<td>3 – Most rhythms performed accurately</td>
</tr>
<tr>
<td>1</td>
<td>2 – Some rhythms performed accurately</td>
</tr>
<tr>
<td>Echo 4</td>
<td>1 – Few rhythms performed accurately</td>
</tr>
<tr>
<td>4</td>
<td>Tone</td>
</tr>
<tr>
<td>3</td>
<td>4 – Tone is consistently focused, clear, and centered throughout the range of the voice</td>
</tr>
<tr>
<td>2</td>
<td>3 – Tone is focused, clear, and centered through the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from overall performance</td>
</tr>
<tr>
<td>1</td>
<td>2 – Tone is often focused, clear, and centered, but sometimes it is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance</td>
</tr>
<tr>
<td>HARMONIES</td>
<td>1 – The tone is seldom focused, clear, or centered regardless of the range, significantly detracting from the overall performance.</td>
</tr>
<tr>
<td>Harmony 1a</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Harmony 1b</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Harmony 2a</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Harmony 2b</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>America (My Country Tis of Thee)</td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Pitch</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Rhythm</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>/ 44</td>
</tr>
</tbody>
</table>
Below are the procedures that will be followed during the BCSD GT Arts – Vocal Music screening.

1. The student will be asked to echo four (4) short, melodic patterns. First it will be played on the piano (can be played a second time if needed) and then the student will be expected to sing the pattern on a neutral syllable.

Below you will find examples of the types of patterns that will be used. The evaluators will NOT be using these exact patterns, but the patterns will be similar.

**PATTERN 1**

**PATTERN 2**

**PATTERN 3**

**PATTERN 4**

2. Students will be asked to sing an independent part while another part (higher or lower) is being played at the same time. The evaluator will play the part on the piano and the student will be asked to sing it on a neutral syllable (without piano). The student will be asked to sing again, this time with the evaluator playing both parts on the piano while the student sings.

Next, the evaluator will play the other part followed by the student singing on a neutral syllable (without piano). Then, the student will be asked to sing it again, but this time with the evaluator playing both parts on the piano while the student sings.

Below you will find an example of the parts that will be used. The evaluators will NOT be using these exact parts, but it will be similar.

3. The student will be asked to sing America (My Country 'tis of Thee) in the key of G. The evaluator will give the starting pitch and play for the first two measures of the song. The student will finish the song accapella.

At the discretion of the evaluator, he or she may allow the student to sing in the key of F.

**America, My Country 'tis of Thee**

<table>
<thead>
<tr>
<th>Soprano</th>
</tr>
</thead>
<tbody>
<tr>
<td>My country 'tis of thee, Sweet land of liberty,</td>
</tr>
<tr>
<td>Of thee I sing. Land where my fathers died, Land of the Pilgrim's pride, From every mountain-side, Let freedom ring!</td>
</tr>
</tbody>
</table>
Chapter 5:
TEACHER INFORMATION
Useful Websites Related to Gifted and Talented:

- AAEGT – Australian Association for the Education of the Gifted and Talented
- Carolina Consultancy
- Center for Talent Development, Northwestern University
- Council for Exceptional Children – Gifted and Talented Page
- College of William and Mary Center for Gifted Education
- Davidson Institute for Talent Development
- Duke University Talent Identification Program
- Gateways
- Gifted and Creative Education, The University of Georgia
- Gifted Education Resource Institute (GERI) at Purdue University
- Office of Gifted and Talented Education, Michigan State University
- National Association for Gifted Children (NAGC)
- NEAG Center for Gifted Education and Talent Development, Univ. of CT
- Prufrock Press
- South Carolina Consortium for Gifted Education (SCCGE)
- Supporting Emotional Needs of the Gifted (SENG)
- Uniquely Gifted (Resources for Gifted Children with Special Needs)
5-2/ Gifted/Talented Timeline

August
- Attend the GT Lead Inservice.
- Make sure you are able to access ViewGIFT.
- Review rosters of currently identified GT Academic (GTA) and Artistic (GTR) for accuracy.
- Review records of new students (Grades 3 and up) who received G/T services from their prior school. Refer to page 19 about reciprocity in the BCSD GT Handbook and determine if additional testing is needed.
- Review spring SC State-wide Assessment results when available (Grades 3 and up) not yet identified met Dimension B, based on scores.
- Administer OLSAT 8 for any students by September 15th (Grades 3 and up) not yet identified who met Dimension B, based on MAP or the designated SC State-wide assessment. (The Naglieri can be used for a non-verbal score in lieu of the OLSAT 8, which might be beneficial for ESOL students.)
- Email assessment results using designated spreadsheet to Jada Gray and copy Carmen Dillard for any newly qualified students.

September
- Work with Data Specialist to make sure that GT students are coded correctly in PowerSchool. (This determines GT funding.)
- Fall MAP testing – As scores are confirmed, check to see if any students (Grades 3 and up) not yet identified meet Dimension B.
- Administer OLSAT 8 for any students by September 15th (Grades 3 and up) not yet identified who met Dimension B, based on MAP or the designated SC State-wide assessment. (The Naglieri can be used for a non-verbal score in lieu of the OLSAT 8, which might be beneficial for ESOL students.)
- Email assessment results using designated spreadsheet to Jada Gray and copy Carmen Dillard for any newly qualified students.

October
- Verify the 45-day count at your school with your data specialist. Make sure all identified GT students are being properly served and coded in PowerSchool. (This determines GT funding from the state.)
- Second grade students take the CogAT and Iowa Assessment (IA) between end of October and mid-November.

November
- CogAT and IA window remains opens until mid-November
- National Association of Gifted Children (NAGC) conference

December
- Review CogAT/IA scores when they arrive
- Check ViewGIFT to make sure all GT eligible students are listed and students who have qualified in one dimension and are eligible to take the Performance Tasks Assessment (PTA) for Dimension C are accurate.
- Student data of students who qualify to take PTA will be transmitted to Carolinian Consultancy by the end of the month.

February
- Performance Tasks Assessment (PTA) training
- Performance Tasks Assessment (PTA) window opens mid-February and closes early March.
- Administer PTA with those students who met either Dimension A or B.
- At the end of the PTA testing window, collect all student manipulatives and place them back in the bags and boxes in which they arrived. Make note of any missing pieces.
March
- Performance Tasks Assessment window remains open for the first few days of the month.
- Work with Data Specialist to make sure that GT students are coded correctly in PowerSchool for the 135-day report.

April/May
- PTA scores received (early May.) Send letters to parents of students who took the PTA.
- Spring MAP testing - As scores are confirmed, check to see if any students (Grade 2) not yet identified meet Dimension B or C.
- CogAT (Grade 2 students) for students not yet identified who meet Dimension B or C. (The Naglieri can be used for a non-verbal score in lieu of the OLSAT 8, which might be beneficial for ESOL students.)
- Administer OLSAT 8 for any students (Grades 3 and up) not yet identified who meet Dimension B or C. (The Naglieri can be used for a non-verbal score in lieu of the OLSAT 8, which might be beneficial for ESOL students.)

End-of-School Year
- Determine G/T schedule for the next school year
- Ensure that all G/T information is filed in A9 folders.
Appendix

- G/T eligibility letter based on census testing results
- G/T eligibility letter based on other assessment results
- Parent and Student Agreement Form for GT Services
- Permission to participate in G/T program
- Permission to participate as a High Achiever
- Information about Performance Tasks Assessment
- Performance Tasks Assessment Opt-Out Form
- Performance Tasks Assessments Results Letter
- Does not qualify for G/T at this time letter
- Checklist for removal from Special Class model
- Checklist for removal from Pullout/Resource model
- Documentation of Parent/Student/Teacher Contact
- Parent/Guardian request of student removal from G/T program
Dear Parents,

All second grade students recently participated in census testing for possible placement in Beaufort County’s Academic Gifted and Talented Program. To be eligible for placement, the South Carolina State Department of Education requires students to meet TWO out of the THREE dimensions listed below or score at the 96th national age percentile composite score on an individual or group aptitude test.

**Dimension A: Reasoning Abilities**
These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

**Dimension B: High Achievement** - Reading and/or Mathematical Areas
These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

**Dimension C: Intellectual/Academic Performance**
These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Task Assessment.

Based on these criteria, your child has qualified to participate in Beaufort County’s Academic Gifted and Talented Program, and with your permission will be enrolled in gifted classes at the beginning of the _________ school year. Please complete the attached permission form and return it as soon as possible. Please do not hesitate to contact me if you have any further questions regarding the gifted and talented program.

Sincerely,
Dear Parent or Guardian,

Your child was recently screened for possible placement in Beaufort County’s Academic Gifted and Talented Program. To be eligible for placement, the South Carolina State Department of Education requires students to meet TWO out of the THREE dimensions (detailed below) or score at the 96th national age percentile composite score on an individual or group aptitude test.

Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Dimension B: High Achievement - Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

Dimension C: Intellectual/Academic Performance (Spring testing only)

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Tasks Assessment (PTA).

Based on these criteria, your child has qualified to participate in Beaufort County’s Academic Gifted and Talented Program, and with your permission will be enrolled in gifted classes at the beginning of the ________ school year. Please complete the attached permission form and return it as soon as possible. Please do not hesitate to contact me if you have any further questions regarding the gifted and talented program.

Sincerely,
(Place on School Letterhead)

PLACEMENT AGREEMENTS FOR (Insert School Year)

PARENT AGREEMENT

My child, ____________________________________________________ has qualified for placement in the elementary academic gifted and talented program at (insert name of school).

Please read and initial the following:

_____I understand that the Gifted/Talented Program is an integral part of my child’s education and according to the S.C. Board of Education Gifted and Talented Regulation 43-220, that my child must meet a mandated number of minutes in gifted education, and therefore, should not remain in his/her class on GT class day. I will ensure that my child will attend the program in order to receive the services of gifted education.

_____I understand that I will need to meet with the Evaluation Placement Team at (insert name of school). Team if I would like to remove my child from the program. My child will continue to attend the program while this decision is pending.

Signature of Parent: ___________________________  Date: ____________

STUDENT AGREEMENT

I, ____________________________________________, agree to participate in the Beaufort County School District Gifted and Talented Program.

Please read and initial the following:

_____I understand that I am not allowed to stay in my regular class on my GT class day. I am committed to this program and I realize I must attend my GT class to meet the number of required minutes.

_____I understand that if I would like to stop attending (insert district information), my parent(s) will first meet with the Evaluation Placement Team. I will continue to attend (insert name of program) until this decision is made.

Signature of Student: ___________________________  Date: ____________
Permission to Participate in the Gifted and Talented Program

_____ My child has permission to participate in Beaufort County’s Gifted and Talented Program.

_____ My child does not have permission to participate in Beaufort County’s Gifted and Talented Program.

CHILD’S NAME: ________________________________

PARENT’S NAME: ________________________________

ADDRESS: ______________________________________

________________________________________

CONTACT NUMBERS: ____________________________

EMAIL: ________________________________________

____________________________ ___________________
PARENT SIGNATURE DATE

Please return this form to your child’s teacher at your earliest convenience.
PERMISSION TO PARTICIPATE AS A HIGH ACHIEVER IN GT SPECIAL CLASS

______ My child **has** permission to participate in the gifted and talented special class as a high ability learner for the ______ school year. I understand that there is no guarantee that my child will qualify for the gifted and talented program, or participate again next year as a high ability learner.

______ My child **does not** have permission to participate in the special class.

CHILD’S NAME: __________________________________________

PARENT’S NAME: _________________________________________

ADDRESS: ........................................................................

....................................................................................

CONTACT NUMBERS: ........................................................

EMAIL: ............................................................................

________________________________________  ______________
PARENT SIGNATURE                                  DATE

Please return by ________________________________________.
Opportunity to Participate in Assessment Designed to Measure Potential for Academic Gifted and Talented Identification

Dear Parent and/or Guardian:

Your child has met the required state criteria to participate in the South Carolina Performance Tasks Assessment between the dates of __________________________. Verbal and nonverbal tasks will be administered to each qualifying student on separate days and are approximately 2 – 2½ hours per session.

When taking the Performance Tasks Assessment, students participate in a series of lessons. In each lesson, the test administrator presents a skill to the group. Students interact with the test administrator with questions and responses, including a practice problem. Then students work independently on a task that assesses how students process and use the demonstrated skill.

Students are encouraged to respond to all tasks. Please note that some of the skills and tasks may be at a higher level than those presented during regular classroom instruction. This is in keeping with the purpose of the Performance Tasks Assessment to identify students who will benefit from advanced curriculum and instruction.

Your child is scheduled for testing on __________________________ and __________________________.

Preparing Your Child:

Please save this notice and share the information with your child close to his/her testing dates.

- Help your child approach the testing in a relaxed, positive way.
- A good night’s sleep before testing is very helpful for positive student performance.
- Explain that the purpose of taking the Performance Tasks is to learn and use skills on several tasks.
- Tell your child that he/she needs to listen to directions and focus on the task.
- There are multiple acceptable responses and all responses are considered.
- Emphasize that these tasks require no special preparation.
- Please help your school by not scheduling appointments or early dismissals on the days of testing.

Responses are scored with a point-scale rubric. There is a separate score for the verbal and nonverbal tasks.

Student results are due back to the school district in May, and parents will be notified of results after that time.

If you have additional questions, please contact your child’s teacher or Carmen Dillard, Gifted and Talented Academic Lead at 843-322-5930 or carmen.dillard@beaufort.k12.sc.us.

Best regards,

Gifted and Talented Program Teacher
Parent/Guardian Request Form for Removal of Student from Performance Tasks Assessment

I request that my child, __________________________________________, be removed from the Performance Tasks Assessment. I will understand that if my child is removed from this testing program, he/she will not be considered for participation in gifted and talented services unless new testing data becomes available. Further, I understand that should my child qualify for the gifted and talented program at a later date, he/she may have missed a significant portion of the curriculum and instruction specifically designed for those students identified as gifted and talented (GT).

I am requesting the removal of my child for the following reason(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date: ______________________________________________________________________

Signature of Parent: _______________________________________________________

Printed Name of Parent_____________________________________________________

Name of School_________________________________________________________________
Date

Dear Parent and/or Guardian,

In the spring, __________________________ was evaluated using the South Carolina Performance Task Assessment (PTA) for possible placement in the Beaufort County Academic Gifted and Talented Program (GT). In order to qualify for a gifted program in South Carolina, a student must score at or above the 96th percentile on a state approved aptitude test, or qualify in TWO out of the THREE following dimensions:

**Dimension A: Reasoning Abilities**
These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

**Dimension B: High Achievement - Reading and/or Mathematical Areas**
These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

**Dimension C: Intellectual/Academic Performance (Spring testing only)**
These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Task Assessment (PTA).

The results of the assessment and evaluation process are included below. If your child is not eligible at this time, please know that we continue to monitor and assess for eligibility each year. If you have any questions regarding your child’s evaluation, please do not hesitate to contact me. Thank you for your time.

Sincerely,

Name

<table>
<thead>
<tr>
<th>Performance Task Scores</th>
<th>Qualification /Eligibility for GT Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Score</td>
<td>Eligible for GT ______ Not eligible at this time ______</td>
</tr>
<tr>
<td>Nonverbal Score</td>
<td></td>
</tr>
</tbody>
</table>
Dear Parent or Guardian,

Your child was recently screened for possible placement in Beaufort County’s Academic Gifted and Talented Program. To be eligible for placement, the South Carolina State Department of Education requires students to meet TWO out of the THREE dimensions (detailed below) or score at the 96th national age percentile composite score on an individual or group aptitude test.

Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Dimension B: High Achievement- Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

Dimension C: Intellectual/Academic Performance (Spring testing only)

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Tasks Assessment (PTA).

At this time, your child has not fulfilled the South Carolina criteria for placement in the program however, we continue to provide additional opportunities for placement. I am proud of the special gifts, talents, and abilities your child contributes to the learning environment and appreciate you serving as a partner in the educational process. Please contact me at ____________ if you should need further or more specific information.

Sincerely,
**Checklist for Removal from a G/T Special Class or Special School**

*Please date and initial when each step has been completed.*

<table>
<thead>
<tr>
<th>Step</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child has completed a minimum of one report card grading period but no more than a semester in the special class or special school model, and performance has not been deemed acceptable by the parent(s) or teacher(s).</td>
<td></td>
</tr>
<tr>
<td>Regular conferences with the student, teacher(s), and parent(s) have been conducted and documented throughout the grading period.</td>
<td></td>
</tr>
<tr>
<td>Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s) through the Beaufort County School District MTSS/RtI process.</td>
<td></td>
</tr>
<tr>
<td>General counseling to support the student has been provided regularly by the school counselor.</td>
<td></td>
</tr>
<tr>
<td>Grade point average is reviewed, but it is not the sole indicator under most circumstances.</td>
<td></td>
</tr>
<tr>
<td>Poor behavior is reviewed, but it is not the sole indicator under most circumstances.</td>
<td></td>
</tr>
<tr>
<td>A student’s social, emotional, or physical health is reviewed and is/is not a factor related to removal from the program.</td>
<td></td>
</tr>
<tr>
<td>The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to re-qualify for participation.</td>
<td></td>
</tr>
</tbody>
</table>

*All proper documentation should be attached to this checklist.*
# Checklist for Removal from a G/T Pullout/Resource Room Model

*Please date and initial when each step has been completed.

<table>
<thead>
<tr>
<th>Step</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child has completed 2 years in the program, and performance in the regular classroom and/or the pullout/resource room has not been acceptable by both the parent(s) and the teacher(s).</td>
<td></td>
</tr>
<tr>
<td>Regular conferences with the student, teachers, and parents have been conducted and documented.</td>
<td></td>
</tr>
<tr>
<td>Specific strategies for supporting and improving student performances have been implemented, documented, and monitored by the student, parent(s), and teacher(s) through the Beaufort County School District MTSS/RtI process.</td>
<td></td>
</tr>
<tr>
<td>General counseling to support the student during the probation period has been provided regularly by the school counselor.</td>
<td></td>
</tr>
<tr>
<td>Poor behavior is reviewed, but it is not the sole indicator under most circumstances.</td>
<td></td>
</tr>
<tr>
<td>Grade point average is reviewed, but it is not the sole indicator under most circumstances.</td>
<td></td>
</tr>
<tr>
<td>Performance on SC statewide achievement test is not the sole indicator for removal under most circumstances.</td>
<td></td>
</tr>
<tr>
<td>A student’s social, emotional, or physical health is reviewed and is/is not a factor related to removal from the program.</td>
<td></td>
</tr>
<tr>
<td>The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to re-qualify for participation.</td>
<td></td>
</tr>
</tbody>
</table>
Documentation of Parent/Teacher/Student Contact

Student’s Name __________________________ Date ______________________

Type of Contact: Email/Phone/Conference

Purpose of contact:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Summary of discussion:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Specific strategies to be implemented and/or supported:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
I request that my child ___________________________________________________________________________, be removed from the gifted and talented program. I understand that if my child is removed from the gifted and talented program, he/she may not participate for the remainder of this current school year. Further, I understand that my child will not be required to requalify for service in the gifted and talented program and will be eligible to return for service at the beginning of the next school year. It is my responsibility to advise the school if I wish for my child to return to the gifted and talented program since he/she will have missed a significant portion of the curriculum designed for gifted and talented students.

I am requesting the removal of my child for the following reason(s):

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

I understand that the Evaluation and Placement team for the gifted and talented program will review this request and notify me in writing of a date and time to discuss this request.

______________________________  ________________________________
Date                                Signature of parent

Name of Student ____________________________

School ____________________________ Grade ____________________________