

BOUND BROOK SCHOOL DISTRICT'S

Program Manual for



Gifted and Talented

and

Enrichment

Kindergarten through Twelfth Grades

**BOUND BROOK SCHOOL DISTRICT
GIFTED AND TALENTED/ ENRICHMENT**

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Bound Brook School District

State Regulations

State regulations (N.J.A.C. 6A:8-3.1) define gifted and talented students as follows:

Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

District Vision Statement

The Bound Brook Public Schools is a supportive multicultural community that provides an innovative and academically challenging educational program while offering a variety of extracurricular and social opportunities that encourage life-long learning and citizenship.

District Mission Statement

The vision of the Bound Brook Public Schools is to provide a comprehensive educational program that will:

- Promote citizenship through tolerance and diversity;
- Prepare graduates for their educational and vocational choices in life;
- Develop motivated, life-long learners;
- Provide opportunities for students to be users of technology;
- Encourage finders and users of data to develop problem solving skills;
- Provide educational opportunities both within and outside the classroom;
- Provide opportunities for the community to be a resource and learning center;
- Challenge students educationally;
- Provide a positive learning environment;
- Recognize student successes; and
- Promote academic and personal growth.

Bound Brook School District's Definition of Giftedness

The Bound Brook School District defines gifted and talented students as pupils who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the district and who require modification of their education program if they are to achieve in accordance with their capabilities. Bound Brook recognizes gifted and talented as those students, whose abilities, talents, and potential for accomplishment, are so outstanding that they require a variety of special provisions to meet their educational needs. The school district also recognizes that students identified as gifted and talented come from all races, socioeconomic, groups, and geographic locales/environments. Our mission is to provide optimal development of the gifted student's intellectual, emotional, and social abilities, and to honor the diversity among all students through a differentiated and challenging curriculum.

IDENTIFICATION PHILOSOPHY

Children enter school with wide variations in skills, abilities, interests, and experiential backgrounds that help foster readiness to learn. Children are not bound by age from possessing or displaying a variety of talents. At early ages, it is often very difficult to denote how much precocious behavior can be attributed to an enriched home environment versus actual intellectual ability.

Identification of academically gifted students is far more reliable beyond the early grades. The first three primary years are critical for gifted children—as they are for all children—because at this time children are developing educational patterns and attitudes that last a lifetime and may affect later school performance.

Giftedness is more than developing skills faster or going through the developmental milestones earlier. Young gifted children are intensely curious, produce a constant stream of questions, learn quickly and remember easily, and think about the world differently than their age-mates. Their intense curiosity may get them into trouble, particularly when they try to figure out how something works. They may have a super-high energy level and yet be highly sensitive and perfectionistic. Young gifted children are at risk for boredom, frustration, and depression. Recognizing giftedness is important because to persist, giftedness needs nurturing.

Students with strong intellectual aptitudes have strengths in the areas often associated with the ability to rapidly learn and apply academic knowledge. The advanced cognitive development of gifted children enables them to learn and understand more advanced and complex material than their non-gifted age mates. The goal of the identification process to find students, whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions in the form of an appropriately challenging curriculum program to meet their educational needs. Because the concentration is on identifying student needs (rather than students) the critical decision to be made is not if a student is gifted and talented but whether a student's ability warrants special educational provisions and to what degree and dimensions.

Common Characteristics of Gifted Individuals

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tucson, AZ: Great Potential Press, www.greatpotentialpress.com.

What Services are Offered

Services Offered	Responsibility	Population Served
Differentiated Instruction	Classroom teachers	DI provided to all students K-12
Higher order thinking challenges	Classroom teachers	Grades K-12
Cluster grouping for identified students	Cluster teachers	Grades 2-8
ASE – after school enrichment	ASE teachers	Grades 3-8
Honors and Advanced Placement	High school teachers	Grades 9-12

Grade K-1

K-1 Gifted and Talented services aims to provide optimal development of the advanced students' intellectual, emotional, and social abilities and honor the diversity among all students through a differentiated and challenging curriculum. Essential to this philosophy is identifying services that promote gifted behaviors rather than labeling children as having reached a state of "being gifted." The curriculum for identified K-1 students will be differentiated in the areas of content, process, and product. Differentiated Instructional Strategies may include, but are not limited to:

- Student centered classroom
- Cooperative environment
- Questioning techniques
- Critical, creative, evaluative, and interpersonal skills
- Learning Centers
- Flexible grouping

Although we do not formally affix the label of "gifted" to children in grades K-1, the district does informally evaluate these young students as potentially gifted and believes it is our responsibility to provide a learning environment that will address each child's current instructional needs.

Differentiated Instruction: *Grade K-12*

Differentiated Instruction is a way of teaching that allows teachers to customize their instruction, activities and/or assessments to meet the needs of individual learners. For example, a teacher may differentiate a reading lesson by assigning students different books to read *based on the student's reading ability*. A teacher may differentiate math homework by selecting different assignments and problems *based on individual students' needs and mastery levels*. A teacher may differentiate a culminating assignment *by allowing students to choose* whether they want to take a written test, create a project that demonstrates their mastery of the concept, or give an oral presentation on the subject matter. Research suggests that differentiated instruction is one of the best instructional practices.

Cluster Grouping: *Grade 2-8*

Cluster grouping is an educational strategy in which four to eight highly gifted students are assigned to an otherwise heterogeneous classroom within their grade. Formal cluster grouping takes place in grades 2- 8. Cluster grouping will look different in each teacher's classroom. Typically a clustered student is ready to move at a more rapid pace once they have the base knowledge of the concept(s) being taught. Teachers may use different instructional strategies to meet the needs of these students within their classroom. Clustering could be a small group of learners who already have mastered a concept accepting a more challenging problem to solve collectively, with a learning partner, or alone. Cluster grouping is not increasing the quantity of the work produced or changing the grade level of the curriculum being explored. It impacts the complexity of their grade level assignments and their curriculum. Cluster groupings yield deeper, richer experiences that challenge all students at their individual learning level.

ASE: *Grade 3-8*

The ASE program in grades 3 – 8 is an afterschool program that provides subject area enrichment for gifted students. Students are required to complete short and long term projects that reflect project-based learning. The following subjects are offered for each grade level:

Grade 3-4 Mathematics, Language Arts
Grade 5-6 STEM, Science
Grade 7-8 STEM, Robotics

Honors and Advanced Placement: *Grade 9-12*

Bound Brook High School offers honor and advanced placement courses in grades 9 –12. These courses are designed to provide the challenge, rigor and creative opportunities for those students who have demonstrated academic success. Students desiring to take honor and/or advanced placement courses must meet specific criteria.

Selection Criteria

K-2 Identification & Screening Timeline

Intellectually advanced students in the primary grades are informally identified and are enriched within the general education classroom through clustering and curriculum differentiation as students demonstrate a need for more depth and complexity.

At the end of second grade, formal identification procedures are conducted to determine eligibility for gifted services in the upper elementary grades. Participation in the K-2 Gifted Program is neither a prerequisite for nor a guarantee of eligibility for gifted services in grades 3-8.

1. Preliminary Identification

End of 1st Trimester (December)

- Classroom teacher begins the *K-2 Early Identification Criteria Record* form, flagging the student as a possible candidate for G&T services. Criteria include LinkIt Benchmark Assessments, DRA, and report card.
 - Students previously nominated will have a form already submitted. Please fill out all information on the form in the student's green G&T folder.
- Classroom teacher begins the *K-2 Early Identification Progress Update* form.
 - Students previously nominated will need a new form completed each year.
- Classroom teacher initiates *informal* parent communication regarding student readiness, academic strengths, learning styles, multiple intelligences and early identification process.
- Classroom teacher attaches any relevant student conferencing/observation documentation.

2. Referral

End of 2nd Trimester (March)

- Classroom teacher updates the *K-2 Early Identification Progress Update* form.
- Classroom teacher completes a *K-2 Initial Referral* form.
 - Students previously nominated will need a new form completed each year.
- Classroom teacher submits the *K-2 Initial Referral* form, the *K-2 Early Identification Criteria Record* and the *K-2 Early Identification Progress Update* to the G&T committee for review.

3. Evaluation

April

- If the student referral data evidences that he or she may benefit from gifted services parent/guardian consent will be obtained at this time,
 - If the referral evidence does not support further evaluation, the process for those individuals is subsequently discontinued.
- Classroom teachers are asked to complete the Gifted and Talented Behavioral Rating (***Modified Renzulli Rating Scale***). The *Modified Renzulli Rating Scale* enables the classroom teacher to focus on the true characteristics and behaviors of the gifted and talented.
 - Students previously nominated will need a new form completed each year.
- Grade 2** screened students will be invited to take the **CogAT Screening** test to measure aptitude, the innate ability to learn.
 - The CogAT consists of a **verbal** battery, **quantitative** battery, and **nonverbal** battery. The test asks students to solve analogical problems by identifying relationships among pictures and figures. The questions asked are non-verbal involving pictures and figures (i.e. no words and no numbers) therefore minimizing cultural and/or educational biases.

4. Selection (2nd Grade)

May

- Data review will determine those students who are eligible for Gifted and Talented Services and the level of services to be provided.
 - If the data evidence does not support eligibility, the process for those individuals is subsequently discontinued.
- Parents are notified of the outcome.

5. Documentation

End of 3rd Trimester (June)

- Classroom teacher updates ***K-2 Early Identification Criteria Record*** and ***K-2 Early Identification Progress Update***.

3-8 Identification & Screening Timeline

The identification process is a key component for educating the gifted and talented. The formal identification process begins in the late fall of third grade. This process will also include students in grades 3-8 who are new to the district.

1. Preliminary Identification

End of 1st Trimester (December)

A student is nominated by a staff member, parent, or is self-nominated. Nominations of students for consideration of gifted and talented identification are due at the **end of the 1st Trimester**. The purpose of the nomination is to submit existing information as evidence of a student's potential to document *possible* need for gifted program services.

- 3-8 Nomination Form** is filled out and submitted.
 - Student is flagged as a possible candidate for G&T services.
- Classroom teacher begins the **3-8 Data Profile (Newly Nominated Only)** for nominated students.
 - Teachers will fill out **3-8 Progress Update** for all current G&T students.

2. Screening

End of 2nd Trimester (March)

Data is gathered for nominated students to determine if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. District-determined cut-off scores to move students from nomination to screening are lower than the scores necessary for identification. Please be reminded that this does not guarantee further evaluation or gifted services. Students must qualify on a preponderance of the screening measures. If the referral evidence does not support further evaluation, the process for those individuals is subsequently discontinued.

- Teacher completes the **3-8 Teacher Feedback (Newly Nominated Only)**.
- Current assessment data is compiled on the **3-8 Data Profile**.
 - Teacher will update **3-8 Progress Update** for all current G&T students.

3. Evaluation

April

Data is gathered into a profile format so that each student's strengths may surface. Qualified individuals are identified and invited to participate in identification in which further evaluation is necessary to narrow the field of students to those who have demonstrated gifts or talents.

- If the student referral data evidences that he or she may benefit from gifted services, parent/guardian consent will be obtained at this time.

- Classroom teachers are asked to complete the Gifted and Talented Behavioral Rating (***Modified Renzulli Rating Scale***). The *Modified Renzulli Rating Scale* enables the classroom teacher to focus on the true characteristics and behaviors of the gifted and talented.

- **Nominated students only**

- Students may also be invited to take the **CogAt Screening** test to measure aptitude, the innate ability to learn.
 - The CogAT consists of a **verbal** battery, **quantitative** battery, and **nonverbal** battery. The test asks students to solve analogical problems by identifying relationships among pictures and figures. The questions asked are non-verbal involving pictures and figures (i.e. no words and no numbers) therefore minimizing cultural and/or educational biases.

4. **Selection**

May

- Data review will determine those students who are eligible for Gifted and Talented Services and the level of services to be provided.
 - If the data evidence does not support eligibility, the process for those individuals is subsequently discontinued.
- Parents are notified of the outcome.

5. **Documentation**

End of 3rd Trimester (June)

- Classroom teacher updates ***3-8 Data Profile (Newly Nominated Only)***
 - Teacher will update ***3-8 Progress Update*** for all current G&T students.

2021-2022 Gifted and Talented Testing Information

Grade	Student Population	Test	Date
1	All students	Cognitive Abilities Test (CogAT)	March 2023
2 - 5	New students only	Cognitive Abilities Test (CogAT)	March 2023
6-8	New students and students who previously scored a 120 or above on CogAT composite	Cognitive Abilities Test (CogAT)	March 2023

***Please note: There will be no retesting of students in grades 2 through 5**

Myths and Truths about Gifted Students

*Adapted from **College Planning for Gifted Students, 2nd edition**, by Sandra Berger
ERIC Clearinghouse on Disabilities and Gifted Education
<http://ericec.org>.*

Common Myths about Gifted Students:

- Gifted students are a homogeneous group - all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: A world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others, and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

Truths about Gifted Students:

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Bright Child vs. Gifted Learner

BRIGHT CHILD	GIFTED LEARNER
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild, silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail, elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense
16. Copies accurately	16. Creates a new design
17. Enjoys school	17. Enjoys learning
18. Absorbs information	18. Manipulates information
19. Technician	19. Inventor
20. Good memorizer	20. Good guesser
21. Enjoys straight forward sequential Presentation	21. Thrives on complexity
22. Is alert	22. Is keenly observant
23. Is pleased with own learning	23. Is highly self-critical

Out of District Programs

Center for Talented Youth

Johns Hopkins University, 3400 N. Charles St., Baltimore, 410-516-0337. Offers summer residential program and school year distance learning courses for students in grades 1-8.

Gifted Child Society

190 Rock Rd., Glen Rock, 201-444-6530. Non-profit organization offers Sat. morning workshops, summer programs, parent seminars and educator training.

HEROES Academy

317 George St., New Brunswick, 732-690-7991. Accelerated academic enrichment in science, engineering, computer science, math and language arts. Class placement based on demonstrated academic achievement which allows students to study advanced topics with mental peers, providing them with a unique opportunity to develop lifelong friendships with other children close to their age who share similar interests.

Montclair State University Academically Gifted/Talented Youth Programs

Montclair State University, 1 Normal Ave., Montclair, NJ, 973-655-4104. Hours: Spring/fall weekends, summer, and online. The MSU G&T program offers onsite, offsite, and online K-12 Gifted & Talented courses and services. Online courses include summer AP courses, Wild Weather, and Python Programming.

National Society for the Gifted & Talented

Non-profit organization created to help identify and encourage gifted and talented youth provides information about educational resources, gifted programs, scholarships and more.

New Jersey Association for Gifted Children

PO Box 667, Mount Laurel, 856-273-7530. Volunteer organization hosts student, parent and educator workshops, an annual conference, supports advocacy and maintains website providing information and resources for gifted children in New Jersey.

Summer Institute for the Gifted

866-303-4744. Day and residential programs for gifted students ages 5-17. New Jersey locations include Princeton, Lincroft and Hoboken.

**APPENDIX:
FORMS FOR
TEACHERS**

K-2 Early Identification Criteria Record

Child's Name: _____ Date: _____

Initial Nomination School Year: _____ Grade Level: K 1 2

Kindergarten

School Year: _____ Teacher Completing Form: _____

- LinkIt ELA BOY_____ MOY_____ EOY_____
- LinkIt Math BOY_____ MOY_____ EOY_____
- Report Card (attach)

Grade 1

School Year: _____ Teacher Completing Form: _____

- DRA Score _____ (Date Administered: _____)
- _____ (Date Administered: _____)
- Linkit ELA BOY_____ MOY_____ EOY_____
- LinkIt Math BOY_____ MOY_____ EOY_____
- Report Card (attach)

Grade 2

School Year: _____ Teacher Completing Form: _____

- DRA Score _____ (Date Administered: _____)
- _____ (Date Administered: _____)
- Linkit ELA BOY_____ MOY_____ EOY_____
- LinkIt Math BOY_____ MOY_____ EOY_____
- Report Card (attach)
- CogAT Screening _____ (Date Administered: _____)

K-2 Early Identification Progress Update

Child's Name: _____ Date: _____

School Year: _____ Current Grade Level: K 1 2

Teacher Completing Form: _____

December Narrative:

March Narrative:

June Narrative:

K-2 Initial Referral

Child's Name: _____ Date: _____

School Year: _____ Current Grade Level: K 1 2

Teacher Completing Form: _____

Directions: Please circle then number for each item that best describes this student.

- 5. Demonstrates the trait to a high degree
- 4. Demonstrates the trait more than a typical student
- 3. compares with a typical student
- 2. Demonstrates the trait less than a typical student
- 1. Seldom demonstrates this trait.

- | | |
|--|-----------|
| 1. Verbally proficient: exhibits and comprehends advanced vocabulary for grade level. | 1 2 3 4 5 |
| 2. Possesses a large storehouse of information about a range of subjects. | 1 2 3 4 5 |
| 3. "Sees more" or "gets more" out of a story or video. | 1 2 3 4 5 |
| 4. Has passionate interests; becomes easily absorbed in certain topics. | 1 2 3 4 5 |
| 5. Displays a great deal of curiosity; tries to grasp complex ideas. | 1 2 3 4 5 |
| 6. Is observant; notices unusual details. | 1 2 3 4 5 |
| 7. Shows logic in thinking; understands abstract concepts. | 1 2 3 4 5 |
| 8. Is persistent and independent; sticks to tasks that excite him/her. | 1 2 3 4 5 |
| 9. Catches on quickly and easily. | 1 2 3 4 5 |
| 10. Sensitive; visibly touched by sad or happy "situations;" protective of others' feelings. | 1 2 3 4 5 |
| 11. Exhibits wit and humor. | 1 2 3 4 5 |
| 12. Offers a variety of unique, clever, or unusual solutions to problems or questions. | 1 2 3 4 5 |
| 13. Exhibits imagination, creativity, and inventiveness. | 1 2 3 4 5 |
| 14. Handles responsibility well; can be counted on to do what he/she has promised and does well. | 1 2 3 4 5 |
| 15. Adapts readily to new situation; is flexible in thought and action and does not seem disturbed when normal routine is changed. | 1 2 3 4 5 |

Score: _____

Renzulli/Hartman Teacher Checklist of Behavioral Characteristics of Gifted Students

Student's Name: _____ Date: _____

School: _____ Grade: _____ Age: _____

Teacher Completing This Form: _____

How long have you known this student? _____ (months/years)

DIRECTIONS: The items listed on these pages represent those characteristics most frequently noted in children who possess outstanding talents or academic abilities. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, and creativity. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Please read the statements carefully and mark the appropriate choice according to the following scale of values:

- 1 - I have **seldom** or **never** observed this characteristic.
- 2 - I have observed this characteristic **occasionally**.
- 3 - I have observed this characteristic to a **considerable degree**.
- 4 - I have observed this characteristic **almost all of the time**. *

**Each rating of 4 should be accompanied by concrete examples and justification (e.g. a sample of the student's work). Space has been provided following each item for your comments of justification or any appropriate comments.*

Justification example for #1: *Paul's written interpretation of 2nd grade level stories read to him contains 6th to 7th grade level vocabulary: see attached sample.*

Please total the scores on each page and record on the table below:

CHARACTERISTIC	SCORE
. Learning	
Motivational	
. Creativity	
TOTAL:	

PART I: Learning Characteristics

Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by “richness” of expression, elaboration, and fluency.	
Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	
Has quick mastery and recall of factual information.	
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what make things, or people, “tick”.	
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and difference in events, people, and things.	
Is a keen and alert observer; usually “see more” or “gets more” out of a story, film, etc. than others.	
Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	
Tries to understand complicated material by separating it into its respective parts, reasons things out for himself/herself; sees logical and common sense answers.	
TOTAL: (add #1 - 8)	

PART II: Motivational Characteristics

Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/ her to move on to other topic.)	
Is easily bored with routine tasks.	
Needs little external motivation to follow through in work that initially excites him/her.	
Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.	
Prefers to work independently; requires little direction from the teacher.	
Is interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level.	
Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	
Likes to organize and bring structure to things, people, and situations.	
Is quite concerned with right and wrong, or good and bad; often evaluates and passes judgment on events, people and things.	
TOTAL: (add #1 - 9)	

PART III: Creativity Characteristics

Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	
Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses.	
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	
Is a high risk-taker; is adventurist and speculative.	
Displays a good deal of intellectual playfulness; fantasizes; imagines (wonder what would happen if...); manipulates ideas (changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems.	
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	
Is usually aware of his impulses and more open to the irrationalness in himself/ herself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	
Is sensitive to beauty; attends to aesthetic characteristics of things.	
Nonconforming, accepts disorder; is not interested in details; is individualistic; does not fear being different.	
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	
TOTAL: (add #1 - 10)	

3-8 Nomination Form

Please attach copies of data or any examples of student work that substantiate your nomination, including the most recent report card and testing reports.

Student Name _____ Current Grade Level _____

Person Nominating Student _____

Relationship to Student _____ Date _____

Typical School Performance:

Well above average Above average Average Variable

Describe any factors to consider that could make it difficult for the student to display high ability (such as: English as a Second Language, disability, limited opportunities, etc.)

What indicators of giftedness do you see in this student?

What products, activities or behaviors suggest to you that this student is gifted?

What other information do you wish to add?

3-8 Data Profile

Student Name: _____ Date: _____

School Year: _____ Grade: _____

Teacher Completing Form: _____

Data Type	Beginning of Year	Middle of Year	End of Year
District Math Benchmark (LinkIt)			
District Reading Benchmark (LinkIt)			
DRA Reading Level			
District Writing Benchmark			
Standardized Assessment (NJSLA)			

December Narrative

March Narrative

June Narrative

3-8 Progress Update

Child's Name: _____ Date: _____

School Year: _____ Current Grade Level: _____

Teacher Completing Form: _____

December Narrative:

March Narrative:

June Narrative:

3-8 Teacher Feedback

Student Name: _____ Date: _____

School Year: _____ Current Grade Level: _____

Teacher Completing Form: _____

Directions: Please circle then number for each item that best describes this student.

- | |
|---|
| <p>5. Demonstrates the trait to a high degree
4. Demonstrates the trait more than a typical student
3. compares with a typical student
2. Demonstrates the trait less than a typical student
1. Seldom demonstrates this trait.</p> |
|---|

- | | | | | | |
|--|---|---|---|---|---|
| 1. Verbally proficient: exhibits and comprehends advanced vocabulary for grade level. | 1 | 2 | 3 | 4 | 5 |
| 2. Possesses a large storehouse of information about a range of subjects. | 1 | 2 | 3 | 4 | 5 |
| 3. "Sees more" or "gets more" out of a story or video. | 1 | 2 | 3 | 4 | 5 |
| 4. Has passionate interests; becomes easily absorbed in certain topics. | 1 | 2 | 3 | 4 | 5 |
| 5. Displays a great deal of curiosity; tries to grasp complex ideas. | 1 | 2 | 3 | 4 | 5 |
| 6. Is observant; notices unusual details. | 1 | 2 | 3 | 4 | 5 |
| 7. Shows logic in thinking; understands abstract concepts. | 1 | 2 | 3 | 4 | 5 |
| 8. Is persistent and independent; sticks to tasks that excite him/her. | 1 | 2 | 3 | 4 | 5 |
| 9. Catches on quickly and easily. | 1 | 2 | 3 | 4 | 5 |
| 10. Sensitive; visibly touched by sad or happy "situations;" protective of others' feelings. | 1 | 2 | 3 | 4 | 5 |
| 11. Exhibits wit and humor. | 1 | 2 | 3 | 4 | 5 |
| 12. Offers a variety of unique, clever, or unusual solutions to problems or questions. | 1 | 2 | 3 | 4 | 5 |
| 13. Exhibits imagination, creativity, and inventiveness. | 1 | 2 | 3 | 4 | 5 |
| 14. Handles responsibility well; can be counted on to do what he/she has promised and does well. | 1 | 2 | 3 | 4 | 5 |
| 15. Adapts readily to new situation; is flexible in thought and action and does not seem disturbed when normal routine is changed. | 1 | 2 | 3 | 4 | 5 |

Score: _____

Questions:

Please contact Mrs. Robyn Griffin

rgriffin@bbrook.k12.nj.us

or

Mrs. Beth Fischer

bfischer@bbrook.k12.nj.us