


VI Educational Programs for the Gifted and Talented Students

| | Performance Measure | Campus or District Level | Unacceptable | Acceptable | Recognized | Exemplary |
|---|---|--------------------------|---|---|--|---|
| 1 | Student Assessment - Assessment profile and identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. | Campus | Assessment opportunities for gifted/talented identification are not made available to students at least once per school year. | Students in grades K-12 are assessed and, if identified, provided gifted/talented services. | Assessment data collected is from a variety of sources and encompasses multiple areas of giftedness. | Students in grades K-12 are assessed in multiple areas of giftedness and additional measures are taken to ensure identification of under-represented populations. |
| 2 | Service Design - A flexible system of viable service options provides a research - based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students. | Campus | Identified gifted/talented students are not assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. | Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. | Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members. | Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity. |
| 3 | Curriculum and Instruction - Meets the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school. | Campus | A continuum of learning experiences is not provided that leads to the development of advanced-level products and/or performances. | A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances. | Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. | Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students both during and beyond the school day. |
| 4 | Family/Community Involvement - Family and community members are involved in the services designed for gifted/talented students throughout the school year. | Campus | An array of learning opportunities is not provided for gifted/talented students in grades K-12, and parents are not informed of all gifted/talented services and opportunities. | An array of learning opportunities is provided for gifted/talented students in grades K-12, and parents are informed of all gifted/talented services and opportunities. | Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually. | Information is shared and meetings are held annually requesting parent and community recommendations and involvement. |
| 5 | | District | | | |  |