

## 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	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
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				

