



## Assessment, GT, ESL, Dyslexia

<http://www.vidorisd.org>

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**To: Teachers**

**From: Deborah Gier**

**Date: March 2012**

**Re: Nominations for G/T Identification (not Talent Pool membership)**

Gifted and talented students are those who demonstrate academic and intellectual abilities and thinking processes that are **significantly advanced for their ages**. They exhibit learning characteristics that indicate a need for differentiated educational services that are more advanced than the regular instructional program. Such characteristics of a gifted child may include:

- Exhibits advanced reading skills/ mathematical reasoning very early, often before starting school
- Reads widely, quickly, and utilizes a large vocabulary
- Exhibits a well-developed understanding of abstraction, concepts and the “big idea”
- Takes pleasure in intellectual activities and/or problem solving
- Readily identifies cause-effect relationships; can make connections between concepts
- Seeks information for its own sake as much as for its usefulness
- Quickly identifies inconsistencies
- Possesses a large storehouse of information about a variety of topics that can be recalled quickly
- Quickly identifies similarities, differences; can attack complicated material by separating it into components and analyzing it systematically
- Exhibits characteristics of a self-directed learner

We are now taking nominations for prospective candidates for the Vidor ISD gifted program for the 2012-2013 school year. Nominated students should have maintained a 90 or better average for the first semester in all core subjects. Please complete the appropriate subject checklist/checklists and return to me. **The deadline for nominations is April 20, 2012.**

**Nominations will be taken until April 20, 2012 for grades K-12.**

**Additionally**, for each student you nominate, you will need to contact their parent/guardian and have them complete the Parent Checklist for GT nomination. The checklist can be accessed online from the VISD homepage. This checklist is necessary so that we have parent permission to begin the screening process.

Thank you for your help in this process.

# VIDOR INDEPENDENT SCHOOL DISTRICT

## Administrative Guidelines

### FOR ADVANCED ACADEMIC SERVICES

Gifted/Talented Advisory Committee Approved January 2012

School Board Reviewed February 2012



#### Nondiscrimination

*Vidor ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.*

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## **STATE GOAL FOR SERVICES OF GIFTED/TALENTED STUDENTS**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced **products and performances of professional quality** as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

## **STATE DEFINITION OF GIFTED/TALENTED**

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

-Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

## **VIDOR INDEPENDENT SCHOOL DISTRICT'S DEFINITION OF GIFTED/TALENTED**

Vidor ISD defines a gifted/talented student as any child or youth in grades K-12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- (1) Exhibits high performance capability in general intellectual ability; or
- (2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies.

## **VIDOR INDEPENDENT SCHOOL DISTRICT'S GOAL FOR GIFTED/TALENTED SERVICES**

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. High school graduates who have participated in services for gifted/talented students will produce **products and performances of professional quality** as noted in the State Plan.

### **PROGRAM GOALS FOR THE GIFTED/TALENTED SERVICES K-12**

1. IDENTIFICATION - Identify students in grades K-12 who demonstrate an academic need for gifted/talented services using the criteria established by the District and in compliance with the state mandates.
2. SELF-DIRECTED LEARNERS - Develop students' capacities to become self-directed and to be confident in their ability to research and process information. Students will also create and communicate their findings as they produce and present advanced-level products or performances of professional quality at the high school exit level.
3. COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
4. APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

## **IDENTIFICATION PROCEDURES AND PROCESSES FOR THE GIFTED/TALENTED SERVICES K-12**

Vidor Independent School District has identification guidelines and procedures which meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services in the Gifted/Talented Program under the established guidelines.

### **Texas Administrative Code §89.1: Student Assessment.**

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) Include provisions for ongoing screening and selection of students who perform, or show potential for performing, at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) Include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) Include data and procedures designed to ensure that students from all populations in the district have access to the assessment process and, if identified as having significant educational need for advanced academics, services for the gifted/talented program;
- (4) Provide for final qualification of students (through a blind process) to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

### District Identification Timeline:

Screening of all Kindergarten students to determine potential for Advanced Academic Services	January
Gifted/Talented Nomination Committee meets on Kindergarten screenings	January/February
Written parental permission for Advanced Academic Services for eligible Kindergarten students	February
Services begin for identified Kindergarten students	By March 1
Nominations taken from parents and teachers – all grades	March/April
Data collection for evaluations/re-evaluations	April to June
Gifted/Talented Nomination Committee meets to review evaluations/re-evaluations	June
Written parental permission for Advanced Academic Services for all eligible students	June/July
Advanced Academic Services begin	August

### DISSEMINATING INFORMATION

Anyone may nominate a student for the Gifted/Talented Program at the period of annual referrals listed on the timeline above. Referral forms are available in the District office, each campus office and/or on the District web site. Referral forms must be submitted to the District office only during the time period of referral acceptance. Late referrals will not be accepted.

Parents are informed of the identification procedures through the District or campus handbook, and/or the District web site, and/or by request of the Written Administrative Guidelines for the Gifted/Talented Program.

### REFERRAL PROCESS

Referrals can originate from teachers, parents or community members during the referral period. Students are nominated with a formal referral sheet to be given to the District office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

## SCREENING/ASSESSMENT PROCESS

A student matrix is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The matrix will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include**:

- Current local/state assessment data
- Teacher and/or Parent Rating Scales
- Divergent and creative thinking assessments as deemed appropriate for the student;
- Current academic performance
- Additional data as deemed necessary and appropriate by the Nomination Committee

## QUALIFICATION PROCESS

The student matrix identifies the student's strengths and weaknesses. The percentiles and/or scores from the assessment instruments are plotted on the student matrix. Each student's matrix is individually evaluated by the Nomination Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if the majority of the evidence on the profile falls within the *High* and/or *Superior* ranges on the profile. The decision is based on the committee's observation of the preponderance of the evidence on the student's matrix.

The Nomination Committee consists of at least three district educators. All committee members have been trained in nature and needs of gifted students. The Nomination Committee makes a professional judgment based on the recorded student matrix data. As the committee evaluates the data on the students nominated, the committee has three options:

- The preponderance of profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted/Talented Program.
- There is insufficient evidence in the documentation at this time indicating the student's educational needs would best be met by the Gifted/Talented Program. The preponderance of evidence indicates the student's educational needs would best be served with the services of the regular curriculum.
- Further information is requested for the committee to make a qualification decision.

Once the identification process is complete, parents or guardians are notified of the Nomination Committee's decision via U.S. Mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the District Office.

## **ADDITIONAL PROCEDURES**

### **TRANSFERS**

New students to Vidor ISD who supply appropriate documentation from their previous district will be admitted to the Vidor ISD Gifted/Talented Program. Documentation should be supplied to the receiving campus and then forwarded to the District office for verification. Transfer of current Vidor ISD identified gifted/talented students between elementary campuses will be recognized by the receiving campus.

### **APPEAL PROCESS**

Once the identification process is complete, parents or guardians are notified of the results via U.S. Mail within 10 school days of the Nomination Committee's decision. A parent or staff member may appeal an identification decision by writing an appeal letter to the Nomination Committee after the committee has issued letters documenting its qualification decisions. The appeal letter must be postmarked within 10 business days of receipt of the parent/guardian letter written indicating the committee's initial decision. The committee will reconvene in order to consider the need for further assessment data or other information.

### **FURLOUGH PROCEDURE**

A furlough is a temporary "leave of absence" from the Gifted/Talented Program designed to meet the individual needs of an identified student. Anyone may request a furlough: parent, student, teacher, or administrator. Requests for a furlough will be given to the campus administrator and/or counselor for consideration. A student may be furloughed for a period of time deemed appropriate by the campus administration. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the Gifted/Talented Program, be removed from the program, or be placed on another furlough. Furloughs are designed to be short-term and temporary.

A furlough does not indicate a permanent exiting of the program. Furloughs could be utilized for a variety of extenuating circumstances and arranged to meet the individual needs of the student. Furloughs may be granted from the program for various issues such as overcommitment, family concerns, serious illness, or any other circumstances which would inhibit or curtail the student's performance in the program. The furlough may also be used prior to a formal exit from the program for those students who are unable to maintain satisfactory performance within the learning opportunities of the Gifted/Talented Program.

## RE-EVALUATION PROCEDURE

Vidor ISD will re-evaluate all identified gifted/talented students at the end of 2<sup>nd</sup> and 4<sup>th</sup> grade to determine appropriate program placement.

- The end of 2<sup>nd</sup> grade marks the transition from local evaluations to state evaluations with general education testing.
- The end of 4<sup>th</sup> grade marks the transition from three elementary schools to one middle school.

Formal re-evaluation is not necessary at other grade levels as long as the student's educational needs are being met within the services of the program. If there is any concern regarding the performance or placement of the student, the Gifted/Talented teacher or the district Gifted/Talented Coordinator will contact the parent and confer about available options. Options available are counseling, requesting a furlough, or exiting the student from the program.

## EXIT PROCEDURE

Student performance in the program shall be monitored. A student shall be removed from the program at any time the Gifted/Talented Committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from the program, the Gifted/Talented Committee shall grant the request. Once a student is exited from the program he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

## PROVISION OF STUDENT SERVICES

Vidor ISD offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. These services include, but are not limited to, integrating Depth and Complexity into the curriculum, requiring advanced level products and performances, and allowing identified Gifted/Talented students the opportunity to work with other identified students. Teachers at all grades have access to the **Texas Performance Standards Project** (<http://www.texaspsp.org>) which includes activities which were developed by TEA.

## **Texas Administrative Code §89.3. Student Services**

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- (1) Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) A continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- (3) In-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) Opportunities to accelerate in areas of strength.

A continuum of learning experiences will be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, independent studies, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Documentation of services will be maintained and parents will be notified of in-school and out-of-school options during the school year that are relevant to the needs of the gifted and talented students.

## **PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION**

Vidor ISD is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for Gifted/Talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

### **Texas Administrative Code §89.2. Professional Development**

1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

### **PROGRAM EVALUATION**

Vidor ISD will annually evaluate the Gifted/Talented Program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be used as a needs assessment to be addressed in the district/campus improvement plans. The Gifted/Talented Advisory Committee will use this data to assist in making program decisions.

## OTHER ADVANCED ACADEMIC SERVICES

### TALENT POOL

In addition to providing Advanced Academic Services for identified Gifted/Talented students, Vidor ISD will provide K-8 students Talent Pool opportunities. Talent Pools will consist of a group of learners who have demonstrated an ability to perform at high levels. Talent Pool students should possess the potential to learn and comprehend at a faster pace and more complex level. They will go through a rigorous selection process to ensure that they can receive instruction at an appropriately challenging level.

Vidor ISD will follow the guidelines below concerning Talent Pool students:

- Talent Pools provide additional time for both students and school district personnel to determine the educational program that best suits a student's needs, abilities, and interests.
- A Talent Pool cannot substitute for identifying Gifted/Talented students.
- Talent Pools are NOT considered as permanent placement. Students may move in and out of the Talent Pool based on ongoing assessment and/or space availability at each campus. The District will strive to ensure that movement in and out of the Talent Pool occurs at the beginning of each school year. However, circumstances could arise which necessitate movement during the school year.
- If a student does not perform at high levels in the Talent Pool, he/she may be returned to a regular classroom.
- Teachers of Talent Pool students should have the minimum 30 hours of introductory Gifted/Talented education training and the annual 6 hours of continuing education.
- Curriculum for the Talent Pool students will focus on the development of cognitive and/or creative ability and will be created to provide opportunities for students to exhibit their potential. The curriculum for Gifted/Talented students may be used with Talent Pool students.
- The District will annually rank order students by campus and grade. Students will be ranked on their current academic performance and local/state assessment performance to determine placement in the Talent Pool.
- A letter provided by Advanced Academic Services will be sent to parents informing them of Talent Pool placement. Talent Pool placement is NOT placement in the Gifted/Talented education program. Parental permission is required for students to be served in the Talent Pool.
- Talent Pool students transferring between elementary campuses are NOT guaranteed Talent Pool placement on the receiving campus.

# Notes

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics Inventory: Grades K-4**  
Language Arts/Reading

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ CAMPUS \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

1. Is not observed
2. Shows this trait less than typical age peers
3. Compares with typical age peers
4. Shows this trait to a high degree; far beyond typical age peers

Place an **X** in the appropriate square.

	1	2	3	4
1. Extensive vocabulary for age or grade level				
2. Special talents in speaking or writing				
3. "Rich" or elaborate explanations, descriptions, storytelling				
4. Good sense of humor; uses and understands play on words				
5. Advanced skills in reading and comprehension				
6. Reads a variety of materials: fiction, non-fiction, magazines, poetry				
7. Motivated to write even when writing is not assigned				
8. Quickly understands "the big picture"				
9. Effective use of language to convey an idea: speaking and/or writing				
10. Sees details, sees relationship, makes connections, anticipates outcomes				
11. Originality in writing or speaking				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				

Maximum Score 44

**STUDENT'S SCORE:**

Target Range 40-44

Adapted from: PURDUE ACADEMIC RATING SCALE INVENTORY

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics Inventory: Grades K-4**  
**Mathematics**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ CAMPUS \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

- 1. Is not observed**
- 2. Shows this trait less than typical age peers**
- 3. Compares with typical age peers**
- 4. Shows this trait to a high degree; far beyond typical age peers**

Place an **X** in the appropriate square.

	1	2	3	4
1. Discovers patterns or relationships; sees connections				
2. Able to do math operations significantly beyond grade level				
3. Seeks a variety of ways to solve a problem				
4. "Reasons out" solutions that involve math concepts not yet presented in class; anticipates answers; is able to note impossible answers				
5. Interested in numbers and quantitative relationships				
6. Learns in numbers and quantitative relationships				
7. Likes puzzles and logic problems				
8. Can create visual images of problems; uses original methods in solutions				
9. Needs minimum explanation before attacking problems				
10. Has ability to apply successful strategies to non-routine problems				
11. Calculates mathematical operations mentally; intuitive problem solver				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				

Maximum Score 44

**STUDENT'S SCORE:**

Target Range 40-44

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics Inventory: Grades K-4**  
**Science**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ CAMPUS \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

- 1. Is not observed**
- 2. Shows this trait less than typical age peers**
- 3. Compares with typical age peers**
- 4. Shows this trait to a high degree; far beyond typical age peers**

Place an **X** in the appropriate square.

	1	2	3	4
1. Interested in science topics from TV programs, books, Internet, magazines; has science hobbies; interested in a scientific career when he/she grows up				
2. Able to organize step by step process for completing projects or investigations				
3. Sees relationships of scientific concepts to the real world; has ability to think of a strategy for solving a problem and change the strategy if it is not working				
4. Has a knowledge base in science or a special area of science				
5. Sees/creates complex patterns; sees discrepancies; sees similarities and differences between like and unlike things/ideas				
6. Asks questions that generate meaningful answers.				
7. Curious for explanations; good at exploring and investigating scientific concepts				
8. Keen interest in his/her environment and how things work.				
9. Draws logical conclusions; makes predictions based on facts at hand or previously learned knowledge				
10. Sees details, is a good observer, sees relationships, makes connections				
11. Can change and adapt things for a new use				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				

Maximum Score 44

**STUDENT'S SCORE:**

Target Range 40-44

Adapted from: PURDUE ACADEMIC RATING SCALE INVENTORY

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics Inventory: Grades K-4**  
**Social Studies**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ CAMPUS \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

- 1. Is not observed**
- 2. Shows this trait less than typical age peers**
- 3. Compares with typical age peers**
- 4. Shows this trait to a high degree; far beyond typical age peers**

Place an **X** in the appropriate square.

	1	2	3	4
1. Interested in geography, maps & different cultures from books, magazines and TV				
2. Becomes absorbed in the investigation of topics; enjoys researching				
3. Needs little or no repetition when new material is presented				
4. Outstanding reading ability that promotes a greater understanding of social studies content and research materials				
5. Likes to explore topics and is persistent to completion				
6. Is creative and original in developing projects and presentations				
7. Has a wide range of knowledge; shows long term interest or in-depth knowledge of particular topics in social studies (ex: Indians, Civil War, Thomas Jefferson)				
8. Has an interest in history beyond his/her peers				
9. Able to retain, generalize information and use it in different situations				
10. Curious about current events				
11. Prefers books about historical events, people in history or historical fiction				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				

Maximum Score 44

Target Range 40-44

**STUDENT'S SCORE:**

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics of Gifted and Talented**  
**Inventory: Grades 5-12**  
Social Studies

STUDENT'S

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

1. Is not observed
2. Shows this trait less than typical age peers
3. Compares with typical age peers
4. Shows this trait to a high degree; far beyond typical age peers

Place an X in the appropriate square.

	1	2	3	4
1. Interested in social issues from books, magazines, TV, newspapers, Internet				
2. Becomes absorbed in the investigation of topics				
3. Asks philosophical or open-ended questions				
4. Has a wide vocabulary which is used precisely; enjoys verbal communication				
5. Enjoys research				
6. Sensitive to social issues				
7. Sees ethical and moral questions				
8. Has an interest in history beyond his/her peers				
9. Interested in social themes, complex public issues, explanations and theories of causation				
10. Curious about current events, geography and other cultures				
11. Prefers books about historical events, people in history or historical fiction				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				
<b>STUDENT'S SCORE</b> <input style="width: 60px; height: 20px; border: 1px solid black;" type="text"/>	<b>Maximum Score 44</b> <b>Target Range 40-44</b>			

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics of Gifted and Talented**  
**Inventory: Grades 5-12**  
**Language Arts/Reading**

STUDENT'S

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

1. Is not observed
2. Shows this trait less than typical age peers
3. Compares with typical age peers
4. Shows this trait to a high degree; far beyond typical age peers

Place an X in the appropriate square.

	1	2	3	4
1. Has extensive vocabulary for age or grade level				
2. Interested in words, definitions, derivations				
3. Organizes ideas and sequences in preparation for speaking or writing				
4. Has a good sense of humor; uses and understands satire, puns, play on words				
5. Reads widely in a variety of types of literature				
6. Recognizes author's or speaker's point of view, mood, or intention				
7. Motivated to write even when writing is not assigned				
8. Elaborates well when speaking or writing, using vivid expressions				
9. Visualizes and translates images into written or spoken forms				
10. Sees details, is a good observer, sees relationships, makes connections.				
11. Original in writing or speaking				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				
<b>STUDENT'S SCORE</b> <span style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; vertical-align: middle;"></span>	<b>Maximum Score 44</b> <b>Target Range 40-44</b>			

Adapted from: PURDUE ACADEMIC RATING SCALE INVENTORY

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics of Gifted and Talented**  
**Inventory: Grades 5-12**  
**Mathematics**

STUDENT'S

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

1. Is not observed
2. Shows this trait less than typical age peers
3. Compares with typical age peers
4. Shows this trait to a high degree; far beyond typical age peers

Place an X in the appropriate square.

	1	2	3	4
1. Organizes data to discover patterns or relationships				
2. Analyzes problems carefully				
3. Seeks a variety of ways to solve problems				
4. Reasons effectively; anticipates answers; able to note impossible answers				
5. Interested in numbers and quantitative relationships				
6. Learns math concepts & processes, and makes generalizations more quickly than peers				
7. Likes puzzles and logic problems				
8. Can create visual images of problems; uses original methods in solutions				
9. Needs minimum explanation before attacking problems				
10. Identifies critical elements in solving problems				
11. Calculates mathematical operations mentally; intuitive problem solver				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				
<b>STUDENT'S SCORE</b> <span style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; vertical-align: middle;"></span>	<b>Maximum Score 44</b> <b>Target Range 40-44</b>			

**VIDOR INDEPENDENT SCHOOL DISTRICT**  
**Services for Gifted and Talented Students**  
**Characteristics of Gifted and Talented**  
**Inventory: Grades 5-12**  
**Science**

STUDENT'S

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

PERSON COMPLETING FORM \_\_\_\_\_

RELATIONSHIP TO STUDENT \_\_\_\_\_

**Please look at each characteristic and rate this student in relationship to his/her peers using the rating scale below: (If a student does not show all descriptors that apply to the characteristic, then circle the descriptors that do apply.)**

1. Is not observed
2. Shows this trait less than typical age peers
3. Compares with typical age peers
4. Shows this trait to a high degree; far beyond typical age peers

Place an X in the appropriate square.

	1	2	3	4
1. Interested in science topic from TV programs, books, internet, magazines				
2. Has science hobbies; prefers science related classes and careers				
3. Sees relationships of scientific concepts to the real world				
4. Has a knowledge base in science or a special area of science				
5. Able to see complex patterns in ideas				
6. Studies examples in detail				
7. Initiates good questions or ideas for experiments				
8. Organizes experiments; is able to separate and control variables				
9. Good at exploring and investigating scientific concepts				
10. Sees details, is a good observer, sees relationships, makes connections				
11. Interested in numerical analysis				
<b>Column Total</b>				
<b>Weight X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Weighted Total</b>				
<b>STUDENT'S SCORE</b> <span style="border: 1px solid black; display: inline-block; width: 60px; height: 20px; vertical-align: middle;"></span>	<b>Maximum Score 44</b> <b>Target Range 40-44</b>			