

KENTUCKY
DEPARTMENT OF EDUCATION GIFTED AND TALENTED COORDINATOR
MANUAL



2020-2021

Created in collaboration with the State Advisory Council for Gifted and Talented Education

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Introduction

The purpose of the Gifted and Talented (GT) Coordinator Manual is to offer assistance and guidance to new GT Coordinators. It is also a tool for offering new ideas to those who have been in the GT program role for many years.

The handbook includes information on three main topics: regulations, timeline and sample forms. When looking at the timeline and forms in this manual, please keep in mind these are suggested documents. They are documents that can be used “as is” or may be changed to suit the needs of the district.

When looking at the timeline, be aware that some districts choose to assess students in 3rd grade to provide services at the beginning of 4th grade. Other districts prefer to wait until 4th grade to assess and identify students. A district may identify at either time as long as services begin in 4th grade.

If your district decides to use a checklist provided in this manual, consider that a student may not exhibit all the characteristics on a particular checklist. The checklists are included to help districts when screening students for an identification category and to assist the Selection and Placement Committee when discussing the identification evidence.

It is important to note that the Individual Learning Plan (ILP) has a Student Survey and Gifted Student Services Plan that can be used. These documents are digital and can be viewed by the parents and students if the appropriate rights are assigned. Since they are in digital format, they can be viewed virtually or in printed form.

If you have questions about what is written in this document, contact the GT State Coordinator at the Kentucky Department of Education. The state coordinator can be of assistance in answering questions about GT programs and offering other resources, such as connecting GT Coordinators with the regional networks/cadres that meet periodically across the state. Additionally, for editable versions of the forms, please contact the GT State Coordinator at kathie.anderson@education.ky.gov.

Regulations Related to Gifted and Talented Education

[704 KAR 3:285](#)

Section 1 Definitions:

- (1) **“Acceleration options”** - various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pretesting in content and being excused to go onto higher-level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school and grade-skipping.
- (2) **“Advanced Placement and honors courses”** - courses emphasizing college-level content based on College Board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
- (3) **“Cluster group”** - a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student’s needs, interests and ability.
- (4) **“Collaborative teaching”** - a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.
- (5) **“Consortium”** - a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.
- (6) **“Consultation services”** - the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- (7) **“Counseling services”** - effectively based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socioemotional needs of gifted and talented students.
- (8) **“Creative or divergent thinking ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination and solving problems in unique ways.
- (9) **“Diagnosis”** - the evaluation and determination of the appropriate type and level of service options which would meet a given individual child’s interests, needs and abilities.
- (10) **“Differentiated service experiences”** - educational experiences which extend, replace, or supplement learning beyond the standard curriculum.
- (11) **“Differentiation”** - a method through which educators shall establish a specific, well thought-out match between learner characteristics in terms of abilities, interests and needs

and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

- (12) **“Disadvantaged”** - operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.
- (13) **“Distance learning”** - learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
- (14) **“Extracurricular enrichment opportunities”** - differentiated, academically based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- (15) **“Formal identification”** - a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness – intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.
- (16) **“General intellectual ability”** - possessing:
 - (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis and evaluation of information; and
 - (b) A consistently outstanding mental capacity as compared to children of one’s age, experience, or environment.
- (17) **“Gifted and talented identification and placement committee”** - a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.
- (18) **“Gifted and talented student services plan”** - an educational plan that matches a formally identified gifted student’s interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.
- (19) **“High potential learners”** - those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.
- (20) **“Independent study”** - a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

- (21) **“Informal selection”** - a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.
- (22) **“Instructional grouping”** - the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socioemotional needs and interests.
- (23) **“Magnet school”** - a school which is organized around an area of interests, draws students from an entire community and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).
- (24) **“Mentorship”** - specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
- (25) **“Primary review committee”** - primary teachers, counselors, administrators, gifted education personnel and other appropriate personnel familiar with the child’s potential or demonstrated abilities.
- (26) **“Psychosocial or leadership ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to successfully reach those goals.
- (27) **“Resource services”** - a service delivery option that:
- (a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;
 - (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and
 - (c) Is provided in a pullout classroom or other appropriate instructional setting.
- (28) **“Seminars”** - discussion-based sessions on specific topics focusing on advanced content and higher-level process skills.
- (29) **“Special school”** - a specialized school designed to:
- (d) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or
 - (e) Develop specific areas of giftedness such as visual and performing arts.

- (30) **“Specific academic aptitude”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one’s chronological peers.
- (31) **“Talent pool”** - a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.
- (32) **“Travel study options”** - academically based United States and overseas travel which may result in high school or university course credit.
- (33) **“Underachieving”** - the development of a significant gap between a student’s potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.
- (34) **“Visual or performing arts ability”** - possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

Section 2. Policies and Procedures.

A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors and Talent and Determination of Eligibility for Services.

- (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:
- (a) Informal selection and diagnosis in the primary program;
 - (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
 - (c) Provision of multiple service delivery options in primary through grade twelve (12).
- (2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student’s individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

Section 3 Continued

- (3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children and children with disabilities.
- (4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment and early identification and diagnosis of strengths, gifted behaviors and talents.
- (5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.
- (6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.
- (7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.
- (8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.
- (9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:
 - (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
 - (b) Inventory checklists of behaviors specific to gifted categories;
 - (c) Diagnostic data;
 - (d) Continuous progress data;
 - (e) Anecdotal records;
 - (f) Available formal test data;
 - (g) Parent interview or questionnaire;
 - (h) Primary review committee recommendation;
 - (i) Petition system; and
 - (j) Other valid and reliable documentation.

Section 3 Continued

(11) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

(12) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors and the level of services needed, shall include:

- (a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;
- (b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:
 - 1. A collection of evidence from portfolios demonstrating student performance;
 - 2. Inventory checklists of behaviors specific to gifted categories;
 - 3. Continuous progress data;
 - 4. Anecdotal records;
 - 5. Peer nominations;
 - 6. Formal testing data specific to gifted categories;
 - 7. Parent interview or questionnaire;
 - 8. Primary review committee recommendation for those entering the fourth grade;
 - 9. Self-nomination or petition system;
 - 10. Student awards or critiques of performance or products specific to gifted categories;
and
 - 11. Other valid and reliable documentation;

(13) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:

- (14) General intellectual ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:
- (a) High performance on additional individual or group intellectual assessment;
 - (b) Observation of applied advanced reasoning ability; or
 - (c) Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

Section 3 Continued

- (15) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:
- (a) High performance on an additional individual or group test of academic aptitude;
 - (b) Student awards or critiques of performances;
 - (c) Off-level testing;
 - (d) Portfolio of high academic performances; or
 - (e) Student progress data.
- (16) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. Documented evidence of creative thinking ability also may include:
- (a) Creative writing samples;
 - (b) High scores on tests of creative ability (e.g., Williams or Torrance, etc.);
 - (c) Behavioral checklists or observations specific to creative behavior; or
 - (d) Observation of original ideas, products or problem solving.
- (17) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization and in a community activity. Evidence of psychosocial or leadership ability also may include:
- (a) Sociograms (i.e., questionnaires designed to assess leadership characteristics);
 - (b) Peer recommendations;
 - (c) Behavioral checklists or observations specific to leadership behavior;
 - (d) Portfolio entries which display leadership qualities; or
 - (e) Offices held by student in extracurricular activities and class government.
 - (f) Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:
 1. Awards or critiques of performance; or
 2. Portfolio of visual or performing arts ability.

Section 4. Procedure for Determining Eligibility for Services.

(1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

- (a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;
- (b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation and to district-established criteria of eligibility for each category of giftedness;
- (c) Committee for determination of eligibility and services. A school shall assemble a selection and placement committee which shall have four (4) purposes:
 - 1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;
 - 2. To ensure that a variety of views are heard during the selection and placement process;
 - 3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and
 - 4. To help provide communication and support in the schools and community;
- (d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and
- (e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.
- (f) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
 - 1. An exceptional child as defined in KRS 157.200;
 - 2. Disadvantaged; or
 - 3. Underachieving.

Section 5. Program Evaluation.

(1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

- (a) Overall student progress;
- (b) Student, parent and faculty attitudes toward the program;
- (c) Community involvement;
- (d) Cost effectiveness;
- (e) The incorporation of gifted education into the regular school program;
- (f) Overall quality of instruction and program personnel credentials; and
- (g) Future program directions and modifications.

(2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.

(3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

Section 6. Service Delivery Options.

(1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

- (a) Are qualitatively differentiated to meet his individual needs;
- (b) Result in educational experiences commensurate with his interests, needs and abilities;
and
- (c) Facilitate the high-level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

Section 6 Continued

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.

(5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:

- (a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher-grade level);
- (b) Advanced placement and honors courses;
- (c) Collaborative teaching and consultation services;
- (d) Special counseling services;
- (e) Differentiated study experiences for individuals and cluster groups in the regular classroom;
- (f) Distance learning;
- (g) Enrichment services during the school day (not extracurricular);
- (h) Independent study;
- (i) Mentorships;
- (j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;
- (k) Seminars;
- (l) Travel study options; or
- (m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Section 7. Curriculum.

- (1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.
- (2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

Section 8. Personnel.

A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

- (1) A teacher shall be appropriately endorsed in gifted education in if the teacher works:
 - (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or
 - (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.
- (2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests and abilities of the students.

Section 9. Budget; Funding.

- (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.
- (2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

Section 9 Continued

- (3) A district receiving state gifted education funding shall designate a gifted education coordinator to:
- (a) Oversee the district gifted education operation;
 - (b) Serve as liaison between the district and the state;
 - (c) Ensure internal compliance with state statutes and administrative regulations; and
 - (d) Administer and revise the gifted education program budget.
 - (e) State funding to a district shall be contingent upon:
 - (f) Employing properly certified personnel to administer and teach in the program;
 - (g) The annual submission of a local district gifted education year-end report;
 - (h) A summative evaluation of the program and student progress; and
 - (i) Complying with this administrative regulation.

Section 10. Procedural Safeguards.

A school district shall establish a **grievance procedure** through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

- (1) How and by whom, the grievance procedure is initiated;
- (2) The process for determining the need to evaluate or reevaluate the child for appropriate services;
- (3) The criteria for determining if placement of the child needs revision;
- (4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and
- (5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator and a counselor in addressing a grievance. (4 Ky.R. 528; eff. 7-5-78; Am. 9 Ky.R. 40; eff. 8-11-82; 17 Ky.R. 111; eff. 9-13-90; 20 Ky.R. 1685; 2350; eff. 3-9-94; 26 Ky.R. 203; 608; eff. 9-1-99.)

Abbreviations Associated with Gifted and Talented Education

GT: Gifted and Talented
GIA: General Intellectual Ability
GSSP: Gifted Student Service Plan
IC: Infinite Campus
PTP: Primary Talent Pool
SAA: Specific Academic Aptitude
VPA: Visual and Performing Arts

Infinite Campus Gifted and Talented Codes

01: Creative or Divergent Thinking
02: General Intellectual Ability
03: Psychosocial Leadership Skills
04: Specific Academic Aptitude-Language Arts 05: Specific Academic Aptitude-Math
06: Specific Academic Aptitude-Science
07: Specific Academic Aptitude-Social Studies 08: Visual and Performing Arts-Art
09: Visual and Performing Arts-Dance
10: Visual and Performing Arts-Drama
11: Visual and Performing Arts-Music
12: Primary Talent Pool

Suggested Annual Timeline

The dates in the timeline below support the Programs for gifted and talented regulation, [704 KAR 3:285](#).
The sequence and timeframes are suggestions and will be determined by individual districts.

	Identification & Assessment	KDE Reporting	Communication	Training	Infinite Campus
August	<p>Communicate with parents/ guardians regarding the notification of gifted and talented.</p> <p>Collect interests, needs and ability forms from parents/ guardians.</p> <p>Review Primary Talent Pool and formal identification lists and evidence.</p> <p>Screen district student population for all five areas of giftedness.</p> <p>Contact teachers for possible recommendations and referrals for Primary Talent Pool and formal identification.</p> <p>GT Committee meets to review services for GSSP.</p> <p>Provide appropriate teachers with a current list of gifted students and their identified area(s).</p>	<p>If you are a new Coordinator, contact KDE State GT Coordinator to update the GT Coordinator contact information for your district.</p>	<p>Review district policies. If changes are needed, the board of education approval must be secured.</p> <p>Remind attendance clerks/ school level personnel of the process to transfer GT records when students transfer to the district.</p> <p>Plan and communicate GT calendars- such as dates, meetings, identification window, assessment and field trips- to district and school leadership.</p>	<p>Attend online or face-to-face beginning of year training.</p> <p>Schedule a time with principals to provide training to staff working with GT students.</p>	<p>Contact district Kentucky Student Information System (KSIS) Coordinator/ Infinite Campus (IC) contact to ensure you have appropriate rights in IC. (See Data standard to get appropriate rights.)</p> <p>Enter any newly identified PTP or gifted students into IC. See the GT data standard to enter these records correctly.</p> <p>Gifted student records for newly identified grade 4 students must be completed at the beginning of grade 4 (not the end of grade 3).</p> <p>Make sure the record transfer process has been completed for students new to the district from another Kentucky district.</p> <p>Download rosters from each school to ensure that all gifted students are listed.</p>

	Identification & Assessment	KDE Reporting	Communication	Training	Infinite Campus
During 1 st Semester	<p>Form the district or school level GT Selection and Placement Committee. (See regulation at 704 KAR 3:285 to ensure all appropriate personnel is included.)</p> <p>If identifying students at the end of a school year, wait until the start of the coming school year to enter the data.</p> <p>New students to Kentucky that may have been identified in a prior state (review identification evidence from the other state for evidence which can be used in Kentucky).</p>	<p>If your district has been selected for KDE Consolidated Monitoring, documents will be uploaded for evidence of compliance with GT regulation.</p>	<p>Development of GSSPs for each identified student grades 4-12.</p> <p>If GSSP includes specific courses, review student schedules to ensure students have an appropriate placement.</p> <p>If GSSP is generated from Infinite, reviewing the GT Data Standard directions.</p> <p>Work with administrators or teachers to determine service delivery options at the school level.</p> <p>Provide or make accessible GSSPs to teachers serving GT students in the regular classroom.</p> <p>Send home GT progress reports.</p>	<p>Provide training for teachers who are servicing GT students.</p>	
2 nd Semester	<p>Screen district student population for all five areas of giftedness.</p>		<p>Create GSSP for all newly identified students.</p>	<p>Complete online end of year training.</p>	<p>Update GT records as needed for transfer students.</p> <p>Transfer in any missing records of students sent from the state coordinator.</p>

	Identification & Assessment	KDE Reporting	Communication	Training	Infinite Campus
					Complete data cleanup protocols.
End of Year	<p>Monitor GT student progress in identified areas.</p> <p>Document evidence of underachievement in identified areas as needed.</p>	<p>Complete the data verification process.</p> <p>Complete Summative Evaluation.</p> <p>Complete Program Evaluation.</p>	<p>Send home all GT student progress reports.</p> <p>Consider teacher placements of GT students for the next school year.</p>	<p>Submit EILA or Professional Development certificates to the district for the year.</p> <p>Consider teacher placements of GT students for next school year.</p>	

**Primary Talent Pool
Sample Forms and Checklists**



For editable versions of the forms, please contact the GT State Coordinator at kathie.anderson@education.ky.gov.

Sample Primary Talent Pool Recommendation Form /K-3

Please complete all the information requested.

Student Name:

Grade:

School:

Date:

Person's name making the referral and relationship to student:

Please give specific examples or observations that show why you think your child might be gifted and talented.

Indicate your recommendation for the applicant (Please check one)

- Highly recommended
- Recommended with reservations

Referring Person's Signature

Grade _____ Date _____

Sample Primary Talent Pool Parent Recommendation Form

Student name:

Grade:

School:

Date:

Describe Briefly:

Your child's major interests, including hobbies, art activities, music activities, etc.

Your child's reading habits while at home.

Topics or instances that cause a display of intense emotions from your child.

Activities your child enjoys participating in when not at school.

Topics your child is curious about.

Ways that your child sees situations differently than other children in the same age group.

Information on Selection and Services for Primary Talent Pool

PTP (Primary Talent Pool grades K-3)- The Kentucky GT regulation at [704 KAR 3:285](#) defines the talent pool as “a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.”

High potential learners are students who typically represent the top quartile of the entire student population in terms of the degree of demonstrated GT characteristics and behaviors. It is important to cast a wide net to find high potential learners. The PTP could include the top 5 percent in each of the five areas of giftedness.

Students in the PTP receive differentiated services that are matched to their needs, interests and abilities. The Kentucky GT regulation states, “for a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests and abilities of the student.”

Selection for PTP Students

Students in grades K-3 are informally selected for the PTP. Referrals for the PTP can be made by a parent, teacher, other school staff or a student themselves. Selection involves a process of gathering evidence to support potential giftedness and school-level committee meetings to decide on the selection of students.

Students must have at least three pieces of evidence which support their unique gifts and show GT characteristics and behaviors. Appropriate evidences include a collection of artifacts (e.g., primary portfolios) demonstrating student performance. Such evidence includes:

- Inventory checklists of behaviors specific to GT categories
- diagnostic data
- continuous progress data
- anecdotal records
- available formal test data
- parent interview or questionnaire
- primary review committee recommendation
- other valid and reliable documentation

Service Delivery Options

- Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district GT education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional.
- There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree, to be consistent with [KRS 157.200 \(1\)](#). Both groupings for instructional purposes and multiple service delivery options may include:
 - various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum differentiation in one (1) or more subjects from a higher grade level)
 - collaborative teaching and consultation services
 - special counseling services
 - differentiated study experiences for individuals and cluster groups in the regular classroom
 - distance learning
 - enrichment services during the school day (not extracurricular)
 - independent study
 - mentorships
 - resource services delivered in a pull-out classroom or other appropriate instructional settings

Sample Notice of Selection for Primary Talent Pool

Welcome to Primary Talent Pool

Dear Parent/Guardians:

Students placed in the Primary Talent Pool (PTP) receive early enrichment for strengths in one or more of the following areas: general intellectual ability, specific subject aptitude, creativity, leadership and the visual and performing arts. Students who demonstrate potential in any one or more of these areas need experiences that nurture their talent, so they may fully develop their specific strengths.

Students in PTP receive instruction that enriches their day-to-day curriculum and is appropriate for their learning rate and style. Service delivery options may vary by grade, depending on the needs, abilities and interests of students.

PTP students will receive services throughout the primary years until the end of the third grade. Beginning in the fourth grade, students will be screened and can be formally identified in five different areas, including general intellectual, specific subject areas, creativity, leadership and the visual and performing arts.

Please contact the GT Coordinator or GT Teacher if you have any questions or concerns. Our contact information is listed in the signature.

Sincerely,

Student Name:
Birthdate/Age:
Grade:
School:

Sample Primary Talent Pool Placement Checklist

Use this form to gather information when referring a student for the Primary Talent Pool (PTP). Mark each box below for which evidence has been collected and included. A minimum of three pieces of evidence are required and must be attached.

Diagnostic Data

Test _____ Score _____

Date of Administration _____

Available Formal Test Data

Test _____ Score _____

Date of Administration _____

Inventory

- Checklists of Behaviors Specific to GT Learners
- Anecdotal Records
- Continuous Progress Data
- Parent Interview or Questionnaire
- Primary Review Committee Recommendation
- Petition System
- Other Valid and Reliable Documentation

Sample Notice of Exit from Primary Talent Pool Form

Gifted and Talented Department Exit

Primary Talent Pool Form

Grade 3

Date:

Dear Parent / Guardian,

As a high-potential learner, your child has been served in the Primary Talent Pool (PTP). The primary program in the state of Kentucky ends at the end of third grade. PTP students **do not** automatically qualify as GT students once they exit the primary grades and move into the 4th grade. Formal identification, services or both may begin for identified students in the 4th grade.

Kentucky schools formally identify students in 4th -12th grades as GT in the following areas:

- General Intelligence
- Specific Academic Aptitude (Language Arts, Math, Science, Social Studies)
- Leadership
- Creativity
- Visual & Performing Arts (Dance, Music, Drama, Art)

To determine the need for GT identification, your input may be requested during the identification process. Different pieces of evidence are collected and reviewed, based upon a child's potential identification area. Once evidence is collected, the district Gifted and Talented Selection and Placement Committee will review information for consideration. The results of that process will indicate if your child meets eligibility requirements as established by state regulations and local school board policy.

If your child meets the requirements, they will be formally identified. A GT Student Service Plan will be written and services will begin. If your child does not meet the requirements, you will be notified. The district will continue to observe and collect information for possible future identification. Formal identification can occur anytime from grades 4 through 12.

Sincerely,

Insert GT Coordinator Name and contact information [here](#).

Traits of Giftedness

Many gifted individuals possess common traits, but no gifted learner exhibits traits in every area. The chart below lists characteristics that may be helpful when determining whether a child is gifted (Clark, 2008).

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or downtime
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Aesthetic and moral commitment to self-selected work		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
			Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Adapted from Clark, B. (2008). Common Characteristics of Gifted Individuals. Retrieved October 12, 2020, from <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>

High Achievers – GT Learners – Creative Thinkers

A High Achiever...	A GT Learner ...	A Creative Thinker ...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answer questions in detail	Ponders with depth and multiple perspectives	Inject new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if....
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets As	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

Kingore, B. (n.d.). High Achiever, Gifted Learner, Creative Thinker. Retrieved October 12, 2020, from <https://www.westminsterpublicschools.org/cms/lib03/CO01001133/Centricity/Domain/21/Bertie%20Kingore.%20High%20Achiever.Gifted%20.Creative.pdf>

Sample Referral and Documentation Forms for GT Categories



For editable versions of the forms, please contact the GT State Coordinator at kathie.anderson@education.ky.gov.

Student Name:
Birthdate/Age:
School:
Student Grade:

Sample Specific Academic Aptitude Evidence Checklist

Use this form to gather information when referring a student for the Gifted and Talented Program. Mark each box below for which evidence has been collected and included. Starred item is mandatory. Minimum of 3 pieces of evidence are required.

Area of Referral (Circle one): Social Studies Math ELA Science

QUANTITATIVE EVIDENCE

* **Composite Score in the 9th Stanine on One or More Subject Test Scores of an Achievement Test**—Indicate test is given and score:

Test: _____ Score: _____

Date of Administration: _____

High Performance on Additional Individual or Group Test of Academic Aptitude

Indicate test given and score:

Test: _____ Score: _____

Continuous Progress Data—Indicate the form of data and scores:

Source: _____ Score: _____

Off-Level Testing—Indicate test is given and score:

Test: _____ Score: _____

QUALITATIVE EVIDENCE

A Collection of Evidence from Portfolios Demonstrating Student Learning, High Academic Performance or Both

Inventory Checklists of Behaviors Specific to GT Learners

Anecdotal Records

Peer Nominations

Parent Interview or Questionnaire

Primary Review Committee Recommendation for Those Entering the 4th Grade

Self-Nomination or Petition System

Student Awards or Critiques of Performance or Products Specific to GT Categories

Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners

Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Sample Leadership Evidence Checklist

Use this form to gather information when referring a student for the Gifted and Talented Program. Mark each box below for which evidence has been collected and included. Starred item is mandatory. A minimum of 3 pieces of evidence is required.

- Documentation of the Willingness of a Student to Assume Leadership Roles in Class, in a Student Organization, and a Community Activity
- Sociograms (questionnaires designed to assess leadership characteristics)
- Behavioral Checklists or Observations Specific to Leadership Behavior held by Student in Extracurricular Activities and Class Government
- A Collection of Evidence from Portfolios Displaying Leadership Qualities
- Inventory Checklists of Behaviors Specific to GT Learners
- Anecdotal Records
- Peer Nominations/Recommendations
- Parent Interview or Questionnaire
- Primary Review Committee Recommendation for those Entering the 4th Grade
- Self-Nomination or Petition System
- Student Awards or Critiques of Performance or Products Specific to GT Categories
- Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners
- Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Sample Creativity Evidence Checklist

Use this form to gather information when referring a student for Gifted and Talented Education. Consult nomination procedures. Use and attach district-approved forms in data collection; mark each box below for which evidence has been collected and included. A minimum of three pieces of evidence is required.

High Scores on Tests of Creative Ability—Indicate test is given and score:

Test: _____ Score: _____ Date of Administration: _____

- Creative Writing Samples
- Behavioral Checklists or Observations Specific to Creative Behavior
- Observation of Original Ideas, Products or Problem-Solving
- A Collection of Evidence from Portfolios Demonstrating Creativity
- Inventory Checklists of Behaviors Specific to GT Learners
- Anecdotal Records
- Peer Nominations
- Parent Interview or Questionnaire
- Primary Review Committee Recommendation for those Entering the 4th Grade
- Self-Nomination or Petition System
- Student Awards or Critiques of Performance or Products Specific to GT Categories
- Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners
- Other Valid and Reliable Documentation

Student Name:
Birthdate/Age:
School:
Student Grade:

Sample Visual and Performing Arts Evidence Checklist

Use this form to gather information when referring a student for Gifted and Talented services. Consult nomination procedures. Use and attach district-approved forms in data collection; mark each box below for which evidence has been collected and included. A minimum of 3 pieces of evidence is required.

Evidence of performance (evaluated by specialists or professional artists), which may include:

- Auditions
- Letters of Recommendation
- Product/Portfolio Assessment
- Inventory Checklists of Behaviors Specific to Visual and Performing Arts
- Anecdotal Records
- Continuous Progress Data
- Peer Nominations
- Parent/Guardian Interview or Questionnaire
- Primary Review Committee Recommendation for those Entering the 4th Grade
- Self-Nomination or Petition System
- Student Awards or Critiques of Performance or Products Specific to Visual and Performing Arts
- Checklist Inventories of Behaviors Specific to Underachieving or Disadvantaged Learners

Other Valid and Reliable Documentation

Sample Characteristic Checklists/Jot Down Forms

The Jot Down Forms that are listed on pages 37-43 are provided with permission from M. Evans, L. Whaley and the Center for Gifted Studies at Western Kentucky University. The overall purpose of these forms is to assist school and district staff in finding students with gifts and talents for further assessment and potential identification in GT programs. Students may not have all the characteristics listed on each form.

If a district chooses to use these forms, it is suggested that the GT Coordinator or GT Teacher review the characteristics of gifted and talented (GT) students with staff before providing with them with the forms. Next, staff will look for the traits listed. When the staff member observes a student with the traits in the form, they should write down the name of the student. Staff should observe students for several weeks to ensure the characteristics have occurred multiple times. After each observation, staff could record a tally mark to indicate the number of times the student demonstrates a specific characteristic or trait.

After several weeks of observation, a school's GT Teacher or the district's GT Coordinator should collect the forms from staff members. The school or district should further assess students who are identified on the forms. The forms may also be used for the gifted regulation "Inventory checklists of behaviors specific to gifted categories" evidence.

SAMPLE GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of
observed activity: _____

Date ____/____/____
Mo.____ Day____ Yr.____

Teacher _____

Grade ____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

Sees connections/recognizes patterns, may want to know how what is being taught fits in.	Asks many probing questions, sometimes to the point of driving others up the wall.	Appears to have a deep sense of justice. May correct others when something seems wrong.	Able to work one or more years above others in the age group.
Widely read or likes to read. May prefer to read rather than be with others.	Knows many things that have not been taught.	Has a large vocabulary but may choose when to use it.	Benefits from the rapid rate of presentation. May refuse to do work seen as busywork.
Displays intensity for learning. Preoccupied and hard to move on to a new topic or area of study.	Prefers a few close friends with similar intellect to many friends.	Likes to observe before trying new activities. Thinks through ideas before sharing with others.	Knows things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being the leader of a group.	Displays abstract thinking. Requires time to think before responding.	Shows high energy levels - physical, intellectual, and psychological.	Appears to have discrepancies between physical, social, and intellectual development.

SAMPLE SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of
observed activity: _____

Check One: Language Arts
 Social Studies
 Math
 Science

Date _____/_____/_____
Mo. _____ Day _____ Yr. _____
Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison to same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about the subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in the subject area.	Benefits from the rapid rate of presentation in the subject area.
Displays intensity for learning within the subject area.	Requires little or no drill to grasp concepts.	Generates a large number of ideas or solutions to problems.	Knows about things same-age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within the subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

SAMPLE CREATIVE THINKING JOT DOWN

Brief description of
observed activity: _____

Date _____/_____/_____

Mo. _____ Day_Yr. _____

Teacher _____

Grade _____ School _____

1. As students show evidence of the following creative thinking characteristics in comparison with same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.

Offers many ideas. (fluency)	Displays the ability to switch categories or change ideas. (flexibility)	Develops ideas with details. (elaboration)	Offers ideas no one else may have thought of (originality).
Asks questions about everything and anything. (alert and curious)	Appears bored with routine tasks and may refuse to complete them.	Uses imaginative and a strong sense of fantasy.	Appears to be daydreaming at times.
May be uninhibited with ideas or opinions; is sometimes tenacious in expressing ideas.	Is a high-risk taker with an adventurous and speculative spirit.	Has a high energy level which may cause a student to get in trouble.	Sees humor in situations others do not see (keen sense of humor).
Offers ideas others may view as wild and crazy.	May not read rules or may question the rules.	Enjoys spontaneous activities; sometimes without considering the consequences.	Appears reflective or idealistic.

SAMPLE LEADERSHIP JOT DOWN

Brief description of
observed activity: _____

Date _____/_____/_____

Mo. _____ Day _____ Yr. _____

Teacher _____

Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in leadership.

Gets others to work toward desirable or undesirable goals.	Is looked to by others when something must be decided.	Initiates activities that involve peers.	Figures out what is wrong with activity and shows others how to make better.
Transmits his/her enthusiasm for a task to others.	Judges the abilities of others and finds a place for them.	May appear "bossy" at times.	Interacts easily with both children and adults.
Is sought out by other students for play/ activities.	Displays a sense of justice and fair play.	Organizes ideas and people to reach the goal.	Displays self-confidence.
Is often the captain of teams or leaders in the classroom.	Displays charismatic qualities.	Communicates effectively to make things happen.	May be frustrated by lack of organization or progress toward the goal.

SAMPLE VISUAL ART JOT DOWN

Brief description of
observed activity: _____

Date _____/_____/_____

Mo. _____ Day _____ Yr. _____

Teacher _____

Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.

May be asked by others to do the artwork.	Likes to comment on colors, shapes, and structure of things.	May be critical of their artwork and work of others.	Enjoys and takes pride in doing visual art well.
Draws or doodles a lot in school/home.	Does outstanding original artwork.	Likes the opportunity to choose to express themselves using many different materials.	Enjoys talking about art and collecting works of art.
Masters basic art skills quickly and easily.	Has a keen sense of humor/ makes unusual connections with drawing.	Concentrates on art projects for long periods; may shut out other things going on around them.	Creates exceptional charts, graphs, models, or other visuals when given the opportunity.
Provides detailed artwork (elaboration).	Has a sensitive use of line/color/texture.	Enjoys open-ended art activities; shows frustration with very specific art projects.	Notices and shows appreciation for beauty and aesthetic qualities.

SAMPLE MUSIC JOT DOWN

Brief description of
observed activity: _____

Date _____/_____/_____

Mo. ____ Day ____ Yr. ____

Teacher _____

Grade _____ School _____

1. As students show evidence of the following musical characteristics in comparison with same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in music.

Perceives fine differences in sound.	Remembers melody and can reproduce them accurately.	Is sensitive to the rhythm; may tap fingers or feet while working.	Has sustained interest in musical activities.
Expresses feelings or emotions through music.	Makes up original tunes.	May hum or sing to break the silence.	Displays interest in musical symbols and learns them easily.
Identifies rhythmic patterns as the same or different.	Likes to perform musically.	Sings on the pitch.	Performs musically with a high degree of technical difficulty.
Displays interest in musical instruments and various ways to produce sound.	Enjoys musical performances.	Plays or would like to play a musical instrument.	Prefers to work while listening to music.

SAMPLE DANCE JOT DOWN

Brief description of
observed activity: _____

Date ____/____/____

Mo. ____ Day ____ Yr. ____

Teacher _____

Grade ____ School _____

1. As students show evidence of the following characteristics in comparison with same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

Uses the body as an instrument of expression.	Enjoys forms of movement and dancing to music.	Uses movement to recreate an emotion or environment.	Able to think of many ways of solving movement problems.
Displays grace and fluidity of movement.	Likes to dance for other people.	Is good at imitating the movement of others.	Can change direction, level, and focus of the movement.
Masters basic dance skills quickly and easily.	Improvises to music.	Has awareness of line and the design of the body in space.	Appears to feel the rhythm of the music.
Enjoys spending time watching others dance.	Communicates to others through their dance.	Deals effectively with the center of gravity.	Experiences great joy in movement.

SAMPLE DRAMA JOT DOWN

Brief description of
observed activity: _____

Date _____/_____/_____
Mo. ____ Day ____ Yr. ____
Teacher _____
Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with same-age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in drama.

Eager to participate in classroom plays or skits.	Effectively uses voice, gestures, and facial expressions to communicate feelings.	Commands and holds the attention of a group when speaking.	Able to evoke emotional responses from listeners.
Can easily imitate others - may mimic the way people speak, talk, gesture.	Readily shifts into the role of another character.	Is imaginative - has a strong sense of fantasy.	Appears to daydream at times.
Displays sensitivity to beauty; attends to aesthetic attributes of things.	Seems to pick up skills in the drama without instruction.	Invents new techniques, experiments.	Displays a sense of humor. May see the humor in situations others do not see.
Sees minute details in performances.	Has high sensory sensitivity.	Uses drama to express experiences or feelings.	Appears reflective or idealistic.

Sample Gifted and Talented Identification Placement Committee Form

Name of student in referral:

Date of committee review:

Area of referral:

Action by committee:

Recommended for GT identification (See ID checklist form)

Not recommended for GT identification at this time for the following reason(s):

Member and Role _____ Date _____

Sample Notice of Identification Grades 4-12

Dear Parent/Guardian:

According to criteria established by the local school district in compliance with the gifted regulation [704 KAR 3:285](#), students who possess demonstrated or potential high levels of achievement in an area(s) of giftedness are eligible to receive Gifted and Talented (GT) services. Your child meets the established criteria for GT placement in the following area(s):

Students participating in the GT Program will receive appropriately differentiated educational experiences as defined by a GT Student Service Plan (GSSP) designed annually to ensure services are provided. The GSSP will be completed at the beginning of the school year. You will be contacted with more information and a request for your input regarding your child's interests, needs and abilities. In the future, you will receive notification of your child's GSSP and two progress reports annually.

In addition to opportunities offered for GT students in their schools and classrooms, your child will receive district-level services. The school's GT Coordinator is available to assist you if you have any questions.

Services that may be offered:

- various acceleration options (e.g., early exit from primary, grade skipping, differentiation of content and curriculum in one (1) or more subjects from a higher-grade level)
- advanced placement and honors courses
- collaborative teaching and consultation services
- special counseling services
- differentiated study experiences for individuals and cluster groups in the regular classroom
- distance learning
- enrichment services during the school day
- independent study
- mentorships
- resource services delivered in a pull-out classroom or other appropriate instructional setting
- seminars
- travel study options
- special schools or self-contained classrooms, grades four (4) through twelve (12) only

Sincerely,

Sample Procedural Safeguards and Grievances

Parents, students or both (Grades P-12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the GT Coordinator the specific reason s/he believes the screening results are not accurate, or talent pool services or service options in the Gifted Student Services Plan (GSSP) are not appropriate and why an exception should be made for this student.
2. The GT Coordinator shall compile student data and present it along with the petition or appeal to the GT Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
3. The committee shall hear appeals, make a recommendation and respond in writing to the appealing party within 10 working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the committee shall consult with the school council.
4. If the committee rules in favor of the parent/student, the following options shall apply as appropriate:
 - a. She/he may participate in the program as soon as the parent or guardian signs the required permission form.
 - b. A change in either the services and GSSP or provision of services shall be made in a timely manner.
5. If the committee rules against the parent/student, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the school board, which will have the final decision in the case. The board shall make a determination at the next regular meeting following receipt of the appeal.

Sample Notice of Not Identified

Click here to enter text. PUBLIC SCHOOLS

Gifted and Talented Department

Grades 4-12

Date:

Dear Parent/Guardian:

The selection and placement committee for determination of eligibility and services has met to determine if your child qualifies for Gifted and Talented (GT) services. Selection for GT services was based on the review of formal and informal assessments listed in Kentucky's regulation at [704 KAR 3:285](#). Even though your child has demonstrated strengths in the category assessed, your child is not eligible for GT services at this time.

Your child will continue to receive support, challenges and a wide range of experiences that will maximize learning while enrolled in our district. The district's GT coordinator is available to answer any questions you may have regarding this decision. If you wish to appeal, the appeal procedures are enclosed.

Please contact us if we can be of further assistance.

Sincerely,

GT Coordinator

Enclosure: Grievance Procedure

Sample Parent Interest Needs and Abilities Survey

Student's Name:

Parent/Guardian:

Parent E-mail address:

School:

Grade:

Date:

What are your child's strengths?

What types of things or situations frustrate your child?

What things might be helpful to know about your child that may not be easily seen at school?

If there are recent, significant changes in your child's home life or daily routine that might affect his or her performance in the classroom, please describe them:

If there are academic/social/career concerns you have about your child, please elaborate:

If there are other things you wish to express about your child, please do so:

Sample Student Interest Needs and Abilities Evidence Form

Student Name _____

Grade: _____

School: _____

Date: _____

Students: As you answer the questions below, think of the answer as it relates to school, but also how you'd answer the questions about yourself in other locations, such as at home or in social settings. The information on this survey will be used to help us plan things at school to make it more relevant for you. The more we know about you, the more opportunities we can provide that fit your specific needs.

What are your interests, strengths and talents?

How do you feel about school? Please tell us how you really feel.

What things or situations frustrate you?

Think about how you learn **best**. Circle any of the methods listed here that are your **preferred** ways of learning:

group work	listening	working alone
discussions/debates presentations	doing projects	research
performing/movement	using technology	when things are hands-on
watching	writing	other:

Give some thought to goals (again, not only for school, but personally, too).

- What are your personal goals?
- What do you hope to accomplish in school?
- What are your future goals (for example: where you'd like to go to college or what kind of career you hope to have someday)?

Sample GT and Talented Peer or Self Nomination

Please complete all the information requested.

Name of Student Being Referred:

Grade:

Name of Student Making Referral:

School:

Person making the referral is: (please check one)

- Peer
 Self

Please check the area(s) in which the student is being referred.

- General Intellectual
- Specific Academics:
- Language Arts
- Math
- Science
- Social Studies
- Creativity
- Leadership
- Visual/Performing Arts
- Drama
- Dance

- Art
- Music

Please give specific reasons you believe this student is gifted and talented:

Referring Person's Signature _____ *Grade* _____ *Date* _____

Sample GT Student Service Plan (GSSP)

School year:

School:

Grade:

Student's name:

The purpose of the Gifted Student Services Plan (GSSP) is to match the Gifted and Talented (GT) student's interests, needs and abilities to appropriate learning activities. The district GT Selection and Placement Committee will determine steps for developing and implementing the student plan.

Parents are encouraged to give input for the development of the plan. Meeting the needs of students with exceptional gifts and talents requires parents and teachers working together to identify student strengths and to provide appropriately challenging educational opportunities. A report of your child's progress as identified in the GSSP will be given to you each semester (twice a year).

Based on formal and informal evidence this student qualifies for services in the following area(s):

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> General Intellectual Ability | <input type="checkbox"/> Specific Academic Aptitude | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Vocal Music |
| <input type="checkbox"/> Instrumental Music | <input type="checkbox"/> Dance | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Art | | |

Multiple service options (listed below) with no single service option existing alone will be provided. Services to ensure continuous progress for this school year shall include:

- | | | |
|--|--|---|
| <input type="checkbox"/> Various Acceleration Options | <input type="checkbox"/> Subject Area Higher Grade | <input type="checkbox"/> Special Counseling Services |
| <input type="checkbox"/> Differentiated Study Experiences | <input type="checkbox"/> Cluster Groups | <input type="checkbox"/> Resource Services |
| <input type="checkbox"/> Special Schools (4-12) | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Other Online Courses |
| <input type="checkbox"/> Early Exit - Primary | <input type="checkbox"/> Dual Enrollment Courses | <input type="checkbox"/> Advanced Placement/Honors Classes |
| <input type="checkbox"/> Self-Contained Classrooms (4-12) | <input type="checkbox"/> Mentorships | <input type="checkbox"/> Pullout Setting |
| <input type="checkbox"/> Grade Skipping | <input type="checkbox"/> Dual Credit Courses | <input type="checkbox"/> Collaborative Teaching/Consultation Services |
| <input type="checkbox"/> Individual Study | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Appropriate Instructional Setting |
| <input type="checkbox"/> Enrichment Services (during the School Day) | <input type="checkbox"/> Seminars | <input type="checkbox"/> Consortium |
| | <input type="checkbox"/> Early Exit-High School | |
| | <input type="checkbox"/> Travel Study Options | |
| | <input type="checkbox"/> Video Courses | |

Parent or Teacher Comments related to services:

Documentation as evidenced by: Assessment Lesson Plans Student Work Syllabus

**If you have any concerns about the services or identifications identified on this report, please contact the district GT Coordinator.*

SAMPLE PROGRESS REPORT DOCUMENT
GT and Talented Educational Services

Student Progress Report

Student: _____ **Grade Level:** _____
School: _____ **Semester:** 1st 2nd

Students are evaluated according to the following scale:

- 3 = The student *usually* exhibits this trait in class.
- 2 = The student *sometimes* exhibits this trait in class.
- 1 = The student *seldom* exhibits this trait in class

	Rating:	Comments:
Task Commitment/Persistence Student follows through with assignments, completing/turning them in by due dates. Student is able to self-evaluate and prioritize goals.		
Organization The student keeps track of his/her personal things in a way that helps him/her come to class prepared to participate to the best of his/her ability.		
Level of Contribution Student adds depth to discussions and is involved in classroom community.		
Achievement Student is performing at a level commensurate with his/her ability level.		
Peer Relations Student is respected and gives respect to classmates; the student has appropriate social interactions with peers.		
Academic Risk-Taking Student takes advantage of opportunities to stretch him/herself; The student is willing to go above the status quo.		
Perfectionism Student has a healthy or balanced sense of his/her own abilities and expectations that enhance his/her productivity.		
Update on implementation of service options outlined in student's GSSP:		

Teacher: _____

Date: _____

Subject/Grade Level: _____

Sample Decline of Services Document

Insert name of district

Student Name:

Student School:

Student Grade:

Once identified as Gifted and Talented (GT) in Kentucky, students retain this status until graduation. However, parents/guardians may choose for their child **not** to receive services.

Currently, your child has indicated he/she would like to decline GT services this year. Please discuss this decision and return this form to your student’s teacher/school.

Area(s) of Identification for which decline of services is requested:

General Intellectual Ability

Specific Academic Ability (specify: _____)

Creativity

Leadership

Visual and Performing Arts (specify: _____)

All areas if multiple identification exists

My signature below indicates my request for decline of services as outlined above. I am requesting this for the following reason(s):

This request will be valid for the current school year. Parents/guardians who decline services will be notified at the beginning of the next school year about reinstating services.

Parent Signature: _____ **Date:** _____

Sample Gifted and Talented Assessment Considerations

Testing Best Practices to ensure:

- the assessment administered matches the area being tested. For example, do not administer an academic test to identify for general intelligence.
- the assessment administered is the appropriate grade/age level for the student(s) tested.
- the appropriate administration manual is adhered to, if hand scoring.
- selected assessments are culturally unbiased.
- trained personnel administer appropriate assessments.
- the assessment being administered is the latest version of the test/norms.
- appropriate assessments are administered for screening purposes and identification purposes, i.e., do assessments provide composite scores as per regulations for formal identification?

The following is a categorical listing of some commonly used testing instruments to assess ability or screen for potential giftedness.

Commonly Used Assessments for General Intelligence

GT Regulation: General intellectual ability shall be determined by a student score within the ninth stanine on a full-scale comprehensive test of intellectual ability. If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged GT learners.
 - Cognitive Abilities Test[®] (CogAT)
Group administered test battery to assess ability in reasoning and problem solving. Grades K-12.
[Riverside Publishing](#)
 - InView
An assessment of cognitive abilities that includes verbal reasoning, sequences, analogies and quantitative reasoning. Provides academic ability scores and test scores for placement decisions in GT and other programs. Grades 2-12.
[TerraNova](#)
 - Kaufman Assessment Battery for Children, Second Edition (KABC-II)
A culturally fair, individually administered measure of processing and cognitive ability. Ages 3-18.
[Pearson Assessments](#)

- Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
A recently revised, individually administered, quick measure of verbal and nonverbal cognitive ability. Ages 4 – 90.
[Pearson Assessments](#)
- Naglieri Nonverbal Ability Test (NNAT)
Nonverbal group measure of reasoning and problem solving. Grades K – 12.
[Pearson Assessments](#)
- Otis-Lennon School Abilities Test, 8th edition (OLSAT) Measures abstract thinking and reasoning ability. Grades K-12.
[Pearson Assessments](#)
- Stanford-Binet Intelligence Scales – 5th Edition (SB5)
A widely used individual intelligence test assessing cognitive abilities and development. The final composite score is viewed as a “global’ measurement of cognitive ability. Ages 2-85+.
[Western Psychological Services](#)
- Wechsler Intelligence Scale for Children (WISC-IV) Assesses the cognitive ability of children. Ages 6 to 16 and 11 months.
[Pearson Assessments](#)
- Woodcock Johnson III
Contains two distinct, co-normed batteries that measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and academic achievement. Ages 2 - 90+
[Riverside Insights](#)

Commonly Used Assessments for Specific Academic Aptitude

GT Regulation: Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;
 2. Student awards or critiques of performances;
 3. Off-level testing;
 4. Portfolio of high academic performances; or
 5. Student progress data.
- The ACT[®]
A nationally administered, standardized test that helps colleges evaluate candidates. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading and Science. Grades 6-12.
[ACT](#)
 - Group Reading Assessment and Diagnostic Evaluation (GRADE) Reading assessment, including: Percentile ranks, standard scores, grade equivalents, stanines. Pre-kindergarten through adult.
[Pearson Assessments](#)
 - Group Mathematics Assessment and Diagnostic Evaluation (G•MADE)
Math assessment including: Stanines, percentiles, grade and age equivalents, standard scores. Kindergarten through adult.
[Pearson Learning](#)
 - Iowa Tests of Basic Skills[®] (ITBS[®]) Forms A and B
Group administered achievement test battery. Co-normed with the *Iowa Tests of Educational Development*[®] and the *Cognitive Abilities Test*[™] and web-based reporting. Grades: K-8 (Levels 5-14)
[Seton Testing Services](#)
 - Measures of Academic Progress (MAP)
State-aligned, norm-referenced achievement tests that give a percentile score. MAP tests are available in these areas: Mathematics, Reading, Language Usage, and Science.
[Northwest Evaluation Association](#)
 - TerraNova CTBS
CTBS Multiple assessments that assess Reading/Language Arts, Math, Science and Social Studies. Grades: 1-12
[Seton Testing Services](#)

- The SAT[®] Reasoning Test
The SAT[®] is a standardized measure of a student's college readiness, measuring critical reading, writing and mathematical reasoning skills. Grades: 6-12
[College Board](#)

- Scholastic Testing Service
The Scholastic Testing Service has an Educational Development Series. The EDSERIES battery is comprised of seven subtests: Reading, Language Arts, Mathematics, Science, Social Studies, Quantitative Skills and Verbal Skills. Future Plans and School Interests sections are also included in the battery. These subtests can be administered in one of four ways*:
 - Complete Battery (Quantitative Skills, Verbal Skills, Reading, Language Arts, Mathematics, Science and Social Studies)
 - Core Achievement Battery (Reading, Language Arts, Mathematics, Science and Social Studies)
 - Cognitive & Basic Skills (Quantitative Skills, Verbal Skills, Reading, Language Arts & Mathematics)
 - Basic Skills Battery (Reading, Language Arts, and Mathematics)**

*Single subtests can be optioned as well. A minimum scoring service charge is \$25.00 for all EDSeries levels.
**School Interests and Future Plan Sections are available in grades 3 and up.
[Scholastic Testing Service, Inc.](#)

- Woodcock Johnson III
Contains two distinct, co-normed batteries that measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and academic achievement. Ages 2 to 90 plus.
[Riverside Heights](#)

Commonly Used Assessments for Leadership

GT Regulation: Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization and in a community activity. Evidence of psychosocial or leadership ability also may include:

1. sociograms (questionnaires designed to assess leadership characteristics)
2. peer recommendations
3. behavioral checklists or observations specific to leadership behavior
4. portfolio entries which display leadership qualities
5. offices held by student in extracurricular activities and class government

Roets, Lois (1986). *Leadership a Skills Training Program*, Leadership Publisher, AbeBooks.com

Commonly used Assessments for Creativity

GT Regulation: Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration and flexibility of thought. Documented evidence of creative thinking ability also may include:

1. creative writing samples
 2. high scores on tests of creative ability (Williams or Torrance, etc.)
 3. behavioral checklists or observations specific to creative behavior
 4. observation of original ideas, products or problem-solving
- Creativity Assessment Packet (CAP)
Frank Williams Creativity Test measures the cognitive thought factors of fluency, flexibility, elaboration, originality, vocabulary and comprehension. Ages 6-18.
[PRO-ED, Inc.](#)
 - Torrance Tests of Creative Thinking- Figural (TTCT-F)
Identifies and evaluates creative potential and measure creative thinking. Ages: Kindergarten to adult.
[Scholastic Testing Service, Inc.](#)
 - Torrance Tests of Creative Thinking- Verbal
Identifies and evaluates creative potential and measure creative thinking. Ages: First Grader to adult.
[Scholastic Testing Service, Inc.](#)

Commonly Used Assessments for Visual & Performing Arts

GT Regulation: Visual and performing arts talent shall be determined through evidence of performance, which may include auditions, letters of recommendations or product/ portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
 2. Portfolio of visual or performing arts ability.
- Primary Measures of Music. Audiation. Ages K - 3.
 - Intermediate Measures of Music. Audiation. Grades 1-6. Author: Edwin E. Gordon. Two aptitude tests designed to diagnose and measure music potential. Grades K – 6.
[GIA Publications, Inc.](#)

Commonly used Scales in GT Education (this must not be used for 9th stanine test score)

- Gifted and Talented Evaluation Scales (GATES)
A norm-referenced instrument that assesses the characteristics, skills and talents of GT students. Ages 5 - 18.
[PRO-ED, Inc.](#)
- GT Evaluation Scale, Second Edition (GES-4)
Designed to help identify GT students. Grades K-12.
[Hawthorne Educational Services, Inc.](#)
- Gifted Rating Scales (GRS)
The Gifted Rating Scales are norm-referenced rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students. Grades 1-8.
[Pearson Assessments](#)
- Iowa Acceleration Scale (3rd Edition)
A Guide for Whole-Grade Acceleration. Grades K - 8.
[Acceleration Institute at the Belin-Blank Center](#)
-
- Scales for Identifying GT Students (SIGS)
This standardized, norm-referenced instrument is completed by teachers or parents and provides a method for identifying GT children. Ages 5 – 18.
[PRO-ED, Inc.](#)
- Scales for Rating the Behavioral Characteristics of Superior Students
Designed to aid teachers in the identification of GT children. Grades K-12.
[Prufrock Press](#)

Additional Testing Links

- [National Association for GT Children \(NAGC\)](#)
- [American Psychological Association \(APA\)](#)
- [Buros Mental Measurements Yearbook](#)
- [Educational Testing Service's database](#)
- [Hoagies GT Testing & Assessment](#)
- [Additional Music testing from GIA Publications, Inc.](#)
- [How to Write a Test for both Creativity and Knowledge](#)

The tests and publishers included in this list do not necessarily reflect the policy or viewpoint of the Kentucky Department of Education, nor does the mention of a particular organization or product imply endorsement or compliance with educational regulations for GT and/or assessment.

Evidence Guidelines

Each identification should include the following in an easily accessible format. Many districts choose to utilize individual student folders to collect documentation. Some districts have digital folders that are used for evidence collection.

For EACH identification area:

- Three (3) pieces of evidence that support the area of identification and are listed in the regulation.
 - Note: for General Intellectual Ability and Specific Academic Aptitude Area(s), identification must have a score report indicating the score is within the 9th stanine on a nationally norm-referenced assessment. The only time a child may be identified without the ninth stanine assessment score would be if he/she meets the criteria for special considerations.
- A Gifted Student Service Plan (GSSP) is required for each child annually in the areas of identification. Example: If a child is identified in math, science and art, he/she should have a GSSP reflecting identifications and services for each area of identification.
- A progress report for each semester of identification must be created for each child each semester.
- Each child must have documentation of the collection of interests, needs and abilities to inform services.
- Each identification area must have services identified that can be supported with evidence of implementation if requested.

GT Folders

The following should be collected in GT student folders:

- GSSPs
- Progress Reports
- Score Sheets
- Identification documentation – minimum of three for each area a student is identified. Documentation could include teacher referrals (which preferably have teacher observations or anecdotal evidence), behavioral checklists, portfolios, awards, critiques and recommendations.
- Any other documents as required by the district such as participation forms or declined services forms.

Special Considerations

When reviewing identification evidence, the GT Selection and Placement committee may be reviewing a student who does not meet some of the qualifying criteria. For example, there may be students who do not have a 9th stanine score or 96 percentile or above. If the committee has data to support that the student's giftedness is being masked by a disabling condition such as those listed below, the student does not have to have a 9th stanine score.

- Disadvantaged– economic or cultural
- Special education
- Underachieving

It is highly suggested the district have a process in place for identifying student using special considerations.

For more information on this topic, see the Special Considerations guidance document posted on the department's [GT Resource webpage](#).

References

- Clark, B. (2008). Common Characteristics of Gifted Individuals. Retrieved October 12, 2020, from <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>
- Evans, M., Whaley, L., & Western Kentucky University, Center for Gifted Studies. (2010). Jot Down Forms [Form].
- Kingore, B. (n.d.). High Achiever, Gifted Learner, Creative Thinker. Retrieved October 12, 2020, from <https://www.westminsterpublicschools.org/cms/lib03/CO01001133/Centricity/Domain/21/Bertie%20Kingore.%20High%20Achiever.Gifted%20Creative.pdf>