

**The School Board of Broward County,
Florida**

**Plan to Increase
the Participation of
Underrepresented Groups in
Gifted Programs
2002 - 2003**

Appendix C

• **DISTRICT GOAL**

- A. Has Plan B been in place in your district? X Yes No
- B. If Yes, describe the outcomes of your current plan and rationale for the revised plan.

The long range goal of the School Board of Broward County's (SBBC) Plan B has been to increase the participation of students from underrepresented groups in exceptional student education programs for students who are gifted. The following District Gifted Membership Survey indicates the percentage of growth in all categories of underrepresented populations using data gathered from 1991 Survey 2 Data Sheet to the 2000 Survey 2 Data Sheet taken by the Florida Department of Education in October 2001. The following data delineates the districtwide increase in numbers of students found eligible for the gifted program. Since the 1991-92 school year, the number of students identified as gifted eligible has increased in all groups. However, this increase does not reflect SBBC's goal of providing equity and access to programs for all students. Therefore, SBBC has set a long term goal of increasing by 5% the number of students within each targeted gifted group by 2004.

District Gifted Membership Survey

Broward County School Board	October 1991			October 2001		
	PK-12	Gifted	Gifted %	PK-12	Gifted	Gifted %
All Students	107,032	4,397	2.59%	262,208	9,159	3.49%
White	94,556	3,847	4.07%	100,671	5,382	5.35%
Black	54,717	253	0.46%	94,205	1,414	1.50%
Hispanic	16,642	143	0.86%	54,732	1,589	2.90%
Asian	3,648	149	4.08%	7,482	566	7.56%
American Indian	469	5	1.07%	778	25	3.21%
Multiracial				4,340	163	4.22%
Free/Reduced Lunch				96,213	1,156	1.18%
Limited English Proficient				38,099	293	.08%

- C. What is your district goal to increase the percent of students from underrepresented groups in programs for the gifted during the 2002-2003 school year?

The School Board of Broward County's Goal to Increase the Percent of Students from Underrepresented Groups In Programs for the Gifted

Target Groups	Current Number Gifted	Projected Increase of Students
Limited English Proficient	293	15
Low SES Family	1,156	58

Based on the above data, the targeted populations for Broward County's Revised Plan B are Limited English Proficient (LEP) and Low SES family. LEP students are defined as those whose LEP status is LY (Limited English proficient who are enrolled in classes specifically designed for LEP students) or LF (students who are being monitored for two (2) years after having exited from the ESOL program). Low SES family is defined as students who are eligible for free or reduced lunch.

- **SCREENING AND REFERRAL**

- A. Current Practices Which Will Be Continued

- 1. At present, the School Board of Broward County, Florida has implemented a process for ensuring that potentially gifted students are being systematically screened. Each fall, all elementary schools are sent a printout of the students who score at the 80th percentile or above on the reading or mathematics portions of the district wide achievement battery. Schools are instructed to give careful consideration to screening and evaluating these students as possible candidates for the gifted program. This practice has ensured that students are considered for screening and evaluation by means other than teacher referral.

In an attempt to increase awareness and disseminate knowledge, professional development workshops have been offered over the past several years to promote a better understanding of the characteristics of gifted students from underrepresented groups. These activities have resulted in an increase in the number of students from underrepresented groups who have been screened and referred for evaluation to determine their eligibility for the gifted program.

- B. Proposed Plan for Screening and Referral Procedures

- 1. This plan will target students in kindergarten through 12th grade. Since Plan B covers kindergarten through 12th grade, a multidisciplinary committee of faculty members at each school will be trained to become more aware of and understand the nature of the students to be screened. This committee will also learn how to effectively use the screening process. A flow chart detailing the process that will be employed is included as part of this plan.
 - 2. In order to provide a comprehensive profile of the student's abilities, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community.
 - a. *The Parent/Community Nomination Form* will be sent home with the students to be completed by one of the following: parent, legal guardian, or surrogate, or a member of the community that knows the student well. A sample letter has been included to ensure that parents are informed about the screening and referral process. The form and sample letter have been translated into Spanish, Haitian-Creole, French, and Portuguese.
 - b. Other nomination forms should be disseminated to the various individuals indicated.

- c. All nomination forms collected will be reviewed and utilized when completing the Plan B Referral Form.
- 3. If the student scores at the 80th percentile or above in reading or mathematics on a standardized achievement test or scores an average of $\geq 80\%$ on at least four (4) of the nomination forms, the student will be referred for screening of intellectual functioning. The Kaufman Brief Intelligence Test (K-BIT) or other cognitive screening measure will be administered after proper consent for such an evaluation has been obtained. If the student scores ≥ 115 on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist. The screening information collected will be recorded on the Plan B Referral Form.
 - a. If the student scores less than 115 on the screening measure of intellectual functioning, the student is no longer considered a candidate. (NOTE: for Limited English Proficient (LEP) students, a score on the Matrices section of the K-BIT or a score on another nonverbal instrument (e.g., Naglieri) may be used.
 - b. If the student is not referred for formal evaluation, parents are notified of this decision in their native language where feasible. Notification is made either by phone, letter, or conference. Notification by phone or conference must be documented in writing.

4. STUDENT EVALUATION

The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means. A multi-disciplinary committee of professionals will be established at each elementary, middle, and high school. This committee must include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM). The ESE Specialist or Plan B designee will be responsible for recording the information on the GEM. The GEM includes measures of intellectual functioning, academic performance through achievement skills, gifted characteristics, and environmental indicators. (NOTE: A teacher with the ESOL endorsement or in the process of acquiring the ESOL endorsement must be part of every staffing and/or review for a gifted LEP student.)

A. Intellectual Functioning

An individual intellectual assessment will be administered by a School Psychologist. Using a measure of intellectual functioning provides a balance between objective and subjective measures of the student's potential. Test selection will depend on the age of the student, the language and cultural background of the student, and the professional judgment of the School Psychologist. Nonverbal cognitive tests are a viable alternative to use when assessing LEP students.

The minimum standard score for consideration of eligibility on the GEM eligibility matrix is 116.

Intellectual measures may include but are not limited to:

1. Differential Ability Scales (DAS), the Special Nonverbal Composite may be used with LEP students.
2. Wechsler Intelligence Scale for Children – III (WISC-III)
3. Leiter International Performance Scale-Revised (Leiter-R)
4. Comprehensive Test of Nonverbal Intelligence (CTONI)
5. Universal Nonverbal Intelligence Test (UNIT)
6. Stanford-Binet Intelligence Scale, Fourth Edition (SB-IV)
7. Raven's Progressive Matrices

B. Achievement Skills

Academic performance is considered through the achievement test scores. Achievement tests will be used to measure the student's academic performance in the areas of reading and mathematics.

A group achievement test administered through a public or accredited private school or an individual achievement test given by a psychologist, curriculum resource teacher, or other professional will be used as the measure of academic performance. Tests may include but are not limited to:

- Stanford Achievement Test (SAT)
- Comprehensive Test of Basic Skills (CTBS)
- Metropolitan Achievement Test (MAT)
- Woodcock-Johnson-Revised Test of Achievement Bateria Woodcock-Muñoz Revisada: Pruebas de Aprovechamiento-Revisada
- Woodcock McGrew-Werder Mini-Battery of Achievement
- Kaufman Test of Educational Achievement

C. Gifted Characteristics

Leadership, creativity, and motivation are carefully considered when determining eligibility for the gifted program.

The Gifted Indicators Checklists will be used to evaluate the student's demonstrated ability or potential in the areas of leadership, motivation, creativity, adaptability, and learning. The student will be rated by educators with primary observational opportunities. When rating the child, parental input should be part of the rating process. Any number of educators may rate the student. Observation of the student will be the most important factor in completing the checklist.

The student must score at least one (1) point on the Gifted Characteristics section of the GEM to be considered for eligibility. To determine the student's score on the Gifted Characteristics section, select the 4 highest scores out of the 5 domains and record the total points on those 4 domains on the GEM.

D. Environmental Indicators

Environmental indicators are considered when determining eligibility for the gifted program. When one or more of these indicators is present, student performance may not be an accurate reflection of the student's potential for success in the gifted program. The gifted are not a homogenous group nor do they express their talents in the same way. Special attention needs to be given to the different ways children from different cultures manifest behavioral indicators of giftedness.

The following environmental indicators will be considered for eligibility.

1. Speaks language(s) other than English
2. Student from an underrepresented group
3. Meets criteria on the Underrepresented Student Trait Indicators Checklist
4. Meets criteria on Resiliency Trait Indicators Checklist

The student will be awarded one (1) point on the GEM for each indicator that applies.

5. **DETERMINING ELIGIBILITY**

A student is eligible for the gifted program in accordance with:

1. Eligibility under 2(a) of State Board Rule 6A-6.03019.FAC.
- or
2. Eligibility under 2(b) of State Board Rule 6A-6.03019.FAC (Revised in an Amendment to the Amendment 5/21/02).

Students eligible under 2(b) will be considered for placement upon completion of the Gifted Eligibility matrix (GEM). Leadership, creativity, and motivation have been carefully considered as characteristics of gifted learners when constructing the GEM. These characteristics have been grouped with learning and adaptability. Considering

leadership, creativity, and motivation separately may serve to eliminate gifted underachievers from gifted programs and provide too much latitude for teacher bias. Gifted eligibility requires a total score of 10 points or higher on the GEM and a student must score at least one (1) point in both the intellectual abilities category and the gifted characteristics category.

6. **INSTRUCTIONAL PROGRAM MODIFICATIONS OR ADAPTATIONS**

- A. Philosophy: All students can learn and all populations are capable of high performance. By equitably assessing students' abilities, Broward's gifted program can meet the individual and unique needs of all gifted students. The use of a multiple criteria matrix in the identification process provides a comprehensive view of students' strengths, interests, and potential.
- B. Educational Plan/Individual Educational Plan (EP/IEP) Process: The EP/IEP serves as the process for planning, documenting, and ensuring that appropriate modifications are made to the content, process, product, and learning environment of all gifted students in order to meet their unique needs.
- C. Program Goal: The development and enhancement of critical thinking, creative thinking, planning, achievement, evaluation, independence, social responsibility and service, as outlined in Special Programs and Procedures for exceptional students (SP&P) are appropriate instructional goals for all gifted students. In addition, the Sunshine State Standards, Grade Level Expectations (GLE's), and multicultural content and issues will be a major focus of future gifted programs.
- D. Instructional Program: Modifications and adoptions to the curriculum to ensure the successful and continued participation of students from underrepresented groups will focus on multicultural content and issues, interdisciplinary curriculum, use of concrete materials, and the employment of a variety of teaching and learning methodologies. Students will develop skills in higher order thinking, self-directed learning, self-awareness, interpersonal relationships, and creative thinking and expression.
- E. Delivery: Newly identified students in Subpart (2)(b) will be placed appropriately in existing gifted programs. Sites will use delivery models consistent with Broward County's gifted policy. In this way, models can be evaluated to determine if one model is more effective than another in maximizing successful and continued participation of newly identified gifted students.
- F. Instructional Support: To ensure successful and continued participation of students from underrepresented groups, instructional support will be provided both within the school system and the community. Additional support will include, but not be limited to, staff development for teachers and counselors, use of mentors and partnerships between school and community, access to technology, materials and services provided by the Florida Diagnostic and Learning Resource System (FDLRS) and other agencies, and cooperation with the Multicultural/Foreign Language/ESOL Education Department of the School Board of Broward County.

- G. Parent/Community: To ensure the successful participation and continuation of program goals of students from underrepresented groups, family and community involvement will be promoted through awareness workshops and program activities. Parent/Community awareness workshops will be held for the general public to increase their understanding of the gifted program. To strengthen communication between the home and school, parents will be provided with referral and evaluation information about the gifted program. Parents will be informed of the steps they can take to initiate a referral for gifted evaluation. To maximize understanding, all written and oral communications between the School Board of Broward County's personnel and parents of current or former Limited English Proficient (LEP) students shall be in the parents' primary language or other mode of communication used by the parent unless clearly not feasible (Rule 6A-6.0908 (2),FAC).

7. EVALUATION DESIGN

A formal evaluation addressing the increased participation of students from identified underrepresented groups and the successful and continued participation of these students in programs or gifted students will be conducted annually. The ESE Specialist or gifted point person at each school will maintain a record of students nominated, screened, referred and evaluated for the gifted program. The Advanced Academic Programs Department has developed a survey for tracking this data. The Gifted Assessment Team at each school will maintain a record of students recommended for program placement. An annual review of students' grades and standardized test scores will be conducted for all students from underrepresented groups. Additional evaluation activities will include evaluating the effectiveness of the implementation of each component – screening and referral procedures, criteria for eligibility, measurement instruments for student evaluation, instructional program philosophy, curriculum modifications or adaptations, and support services and evaluation design – in achieving the goal of increased participation of underrepresented groups and ensuring the success of students in these groups and their continued participation in the gifted program.

The Evaluation Design will be ongoing and reviewed and reassessed on a yearly basis by both quantitative and qualitative information.

A. Quantitative Data

1. The ESE Specialist will maintain a record of all students who have been nominated, screened, referred, and evaluated for the gifted program.
2. Students will be categorized by English proficiency and economic status.
3. The percent of students from each underrepresented group participating in the gifted program will be compared to previous years.
4. Data will be compiled during the fall of 2002 to review the success of the plan. Revisions, if necessary, will be recommended for the 2003-2004 school year.

B. Qualitative Data

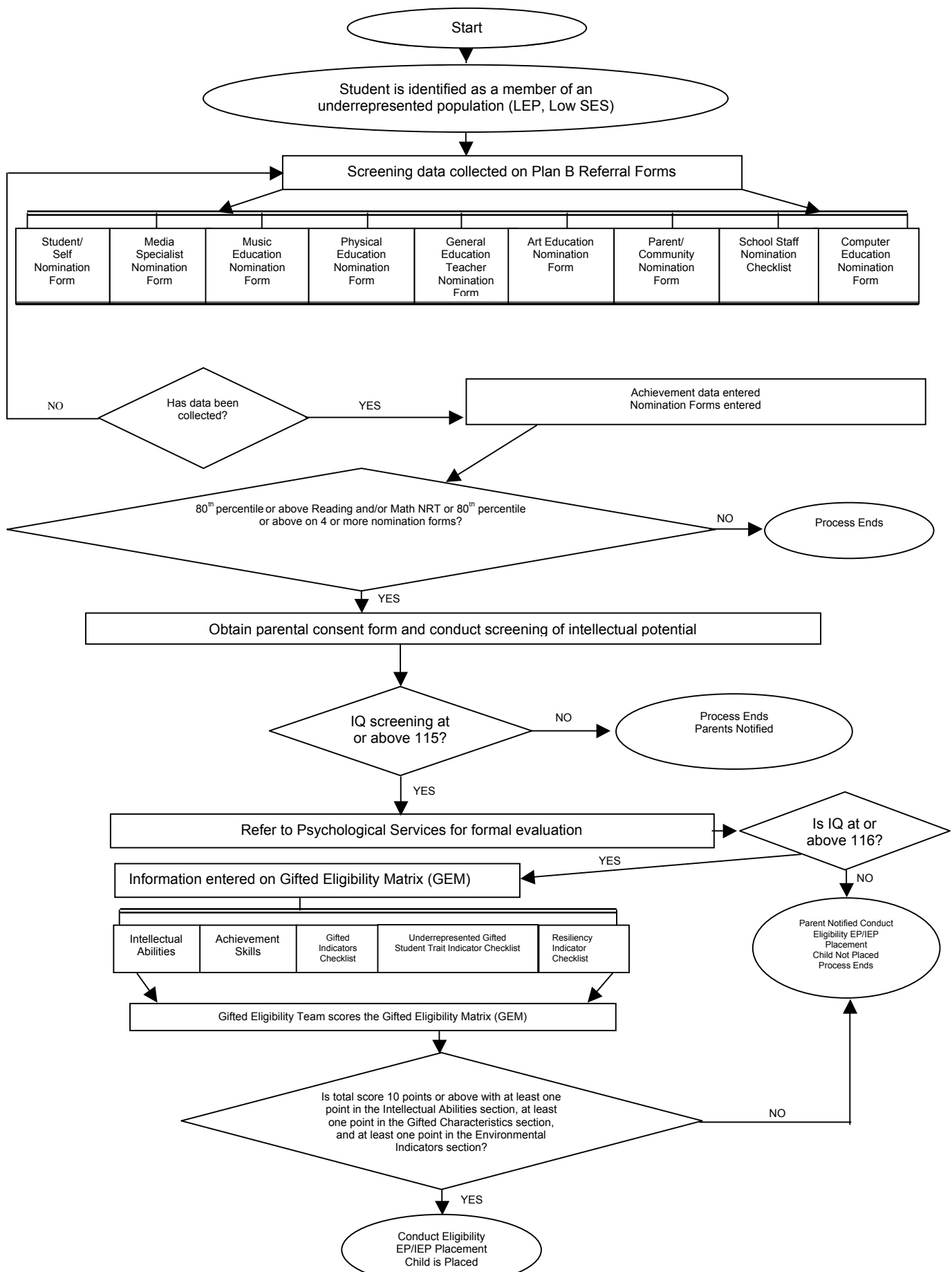
1. The success of students from underrepresented groups in the gifted program will be evaluated by a review of their grades and progress evaluations from the teacher of the gifted.
2. Participating students, their parents, general education classroom teachers, and teachers of the gifted will be surveyed to evaluate the successful and continued participation of students from underrepresented groups and existing students in programs for the gifted.

8. ASSURANCES

Submission of this application hereby assures that the applicant will implement the plan with the following requirements:

- Assurance is hereby provided that this plan is targeted to groups that are currently underrepresented in gifted programs in this school district.
- Assurance is hereby provided that alternative criteria will be implemented as approved.
- Assurance is hereby provided that alternative criteria will be uniformly applied in each targeted school and for each category of underrepresented students.
- Assurance is hereby provided that alternative criteria meet minimum expectations for good candidates for gifted programs and services.

Plan "B" Process Flowchart



Plan B

Evaluation Packet

Broward County School Board

Seal

PLAN B REFERRAL FORM

Student Name: _____	Student #: _____
Grade: _____	Date: _____
DOB: _____	Sex: _____
Free / Reduced Lunch: _____	
Home Language: _____	Current Classification: _____
Date: _____	
School: _____	Completed By: Name: _____
Title: _____	

Section I:

1. Student is of underrepresented group (circle applicable group) _____ Yes _____ No

Limited English Proficient

Low SES Family

2. ACHIEVEMENT TEST DATA

Reading instrument (designate subtest or total): _____ Percentile _____

Mathematics instrument (designate subtest or total): _____ Percentile _____

80th Percentile or above in reading **or** mathematics: _____ Yes _____ No

3. NOMINATION FORMS

	<u>Points Earned</u>	<u>Points Possible</u>	<u>Points Needed</u>	<u>Score $\geq$ 80%</u>
(A) Parent/Community	_____	15	(12)	_____ Yes _____ No
(B) Student Self-Nomination	_____	10	(8)	_____ Yes _____ No
(C) General Education Teacher	_____	10	(8)	_____ Yes _____ No
(D) School Staff	_____	10	(8)	_____ Yes _____ No
(E) Media Specialist	_____	10	(8)	_____ Yes _____ No
(F) Computer Education	_____	10	(8)	_____ Yes _____ No
(G) Physical Education	_____	10	(8)	_____ Yes _____ No
(H) Art Education	_____	10	(8)	_____ Yes _____ No
(I) Music Education	_____	10	(8)	_____ Yes _____ No

Section I Summary:

"Yes" must be checked on #1

"Yes" must be checked on either #2 or **on at least 4 of the nomination forms in #3**

Referred for screening of intellectual functioning	_____ Yes	_____ No
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Section II: INTELLECTUAL FUNCTIONING SCREENING

Evaluation instrument used: _____ Standard Score _____ Scored $\geq$ 115
 _____ Yes _____ No

Referred for evaluation by the School Psychologist	_____ Yes	_____ No
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NOMINATION FORM A

PARENT / COMMUNITY

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

Relationship to child: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Is able to remember and tell detailed information about happenings at school or in the community _____
2. Questions authority; may argue; gets frustrated when he/she feels things are unfair _____
3. Is insightful; understands what is really happening in situations _____
4. Is candid in appraisal of adults or situations _____
5. Has a sense of humor _____
6. Tends to be prepared for early independence and survival _____
7. Tells imaginative stories _____
8. Asks many questions _____
9. Is resourceful and can solve problems by ingenious methods using varied materials _____
10. Tries to solve problems and figures things out independently _____
11. Has many ideas and a lot to say _____
12. Is resourceful; likes to make new things _____
13. Solves problems in more than one way _____
14. Is often assertive _____
15. Can stay focused on a task for a long period of time _____

NOMINATION FORM B
STUDENT SELF-NOMINATION

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

- | | |
|---|-------|
| 1. I'm a good guesser | _____ |
| 2. I have a sense of humor; I can
make people laugh | _____ |
| 3. I can get other people to do things
I want them to do | _____ |
| 4. I like to tell people what to do | _____ |
| 5. People say I ask too many questions | _____ |
| 6. I have friends that are older than I am | _____ |
| 7. I am not afraid to try new things | _____ |
| 8. I am told that I have a good
imagination | _____ |
| 9. I like to find out how things work | _____ |
| 10. I like to daydream | _____ |

NOMINATION FORM C
GENERAL EDUCATION TEACHER

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

- | | |
|---|-------|
| 1. Likes to use big words (sometimes incorrectly) | _____ |
| 2. May invent new words | _____ |
| 3. Reads a lot (in interest area) | _____ |
| 4. Is talented or creative in the performing arts | _____ |
| 5. Likes to be in charge or is assertive | _____ |
| 6. Ask questions | _____ |
| 7. Assists other students | _____ |
| 8. Often has an answer, even if incorrect. May have elegant insight which is not necessarily correct; e.g., may do a science project based on faulty hypothesis, but demonstrate excellent sense of scientific method | _____ |
| 9. Attempts to correct teacher | _____ |
| 10. May attract negative attention because unable to sit still, or no attention because so quiet | _____ |

NOMINATION FORM D

SCHOOL STAFF

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

Relationship to child: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Is a good guesser _____
2. Displays a sense of humor; makes others laugh; tells jokes _____
3. Is involved in many school activities _____
4. Has the ability to influence others, positively or negatively _____
5. Tends to dominate others _____
6. Asks a lot of questions _____
7. Shows self-confidence _____
8. Is a risk taker _____
9. Has a good imagination _____
10. Thinks of alternative ways to do things _____

NOMINATION FORM E

MEDIA SPECIALIST

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Spends a great amount of time reading;
checks out a lot of books _____
2. Very interested in books, aware of details
and descriptions _____
3. Works in an absorbed manner for lengthy periods
of time _____
4. Persists in asking questions about a problem or a topic;
reads many books/articles on topics in which (s)he has
interests _____
5. Follows up class activities by reading and/or researching _____
6. Knows about things of which other children are unaware _____
7. Has a wide range of reading interests; has an avid
interest in specific subject areas _____
8. Possesses and shares a large storehouse of information _____
9. Actively pursues interests which are different from peer
group _____
10. Has difficulty and becomes frustrated when explaining
ideas that are beyond his language capabilities _____

NOMINATION FORM F
COMPUTER EDUCATION

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Displays specialized knowledge in technology
(e.g., multimedia presentations, spreadsheets, word
processing, database) _____
2. Attempts difficult tasks and does not give up easily _____
3. Evidences power of concentration; becomes absorbed
in topics or tasks while using internet and/or intranet _____
4. Is self-motivated to learn _____
5. Is curious about many things; displays
intellectual curiosity _____
6. Enjoys challenges and tasks which are not routine; is
bored by routine tasks _____
7. Catches on quickly; even though technology experience
has been limited or non-existent _____
8. Is self-critical and strives for perfection _____
9. Is not easily distracted when solving problems _____
10. May resist drill and repetition on basic skills software _____

NOMINATION FORM G

PHYSICAL EDUCATION

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Learns quickly (e.g., grasps rules of a game quickly; has good memory for movement) _____
2. Will argue (e.g., becomes very upset at supposed inequalities in a game) _____
3. Strives for perfection (e.g., spends time developing his/her skills) _____
4. Has many interests (e.g., likes to try new games) _____
5. Shows good hand-eye; foot-eye coordination (e.g., has skilled body movements) _____
6. Has advanced motor ability for his/her age _____
7. Has a great desire to excel _____
8. Is innovative; may make up own games or new rules to an existing game; may use materials in a way other than intended _____
9. Is persuasive, organizes and influences others; others may look to this person as a leader _____
10. May seem assertive with others (e.g., gets impatient when others do not seem to understand the rules) _____

NOMINATION FORM H

ART EDUCATION

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Uses materials in new and different ways _____
2. Learns quickly (e.g., grasps and applies techniques) _____
3. Shows mature spatial ability (e.g., organizes objects and materials in space) _____
4. Is good at detailed work _____
5. Shows originality in ideas _____
6. Shows mature depth of field and perspective in drawings, paintings, and sculpture _____
7. Enjoys art; tends to expand on basic instructions _____
8. Likes to do "own thing" rather than follow instructions _____
9. Shows greater depth, more complete understanding of subject matter _____
10. Demonstrates an advanced skill in a particular area of art _____

NOMINATION FORM I

MUSIC EDUCATION

Student Name: _____ Grade: _____ Date: _____

Person completing this form: _____

The following should be evident in quality beyond what is typical for the nominee's age/grade level. Please check if the characteristic is evident. Each check counts as one point.

1. Can sight read music easily _____
2. Responds quickly to musical training _____
3. Displays exceptional talent with voice _____
4. Displays exceptional talent on an instrument _____
5. Plays "by ear" or sings on first or second hearing _____
6. Plays more than one instrument _____
7. Improvises or innovates on instrument and/or voice _____
8. Demonstrates sense of rhythm _____
9. Becomes absorbed in music; either performing or listening _____
10. Recalls and can repeat musical patterns _____

Broward County School Board

Gifted Eligibility Matrix (GEM), Plan B

Date: _____	Completed By Name: _____	Title: _____
Student Name: _____		Student Number: _____
School: _____	Date of Birth: _____	
Current Grade: _____	Staffing Date: _____	
Student's Home Language: _____		Language Classification/ Date of Classification: _____

Matrix Scoring System

Intellectual Abilities	4	3	2	1	
Eval. Instrument: _____	125-127+	122-124	119-121	116-118	Score
Score: _____					
Academic Achievement	Percentile 95- above	Percentile 90-94	Percentile 85-89	Percentile 80-84	Score
Instrument used (subtest or total) _____					
Date: _____					
Reading Percentile: ____ or					
Math Percentile: _____					
Gifted Characteristics	Total Points 100-120	Total Points 80-99	Total Points 60-79	Total Points 40-59	Score
Gifted Indicators Checklist Select the 4 highest point totals from the 5 domains and record the total points generated in those 4 domains on the GEM to determine the student's score on the Gifted Characteristics section. Total Score: _____					
Environmental Indicators	Total Points 4	Total Points 3	Total Points 2	Total Points 1	Score
Yes Student primary language(s) other than English _____ Student from a low SES* family _____ Student meets criteria on the Underrepresented Gifted Student Trait Indicators Checklist _____ Student meets criteria on the Resiliency Indicators Checklist _____					
Total Score					

A student must score at least one (1) in each of the Intellectual Abilities, the Gifted Characteristics, and Environmental Indicators sections. Eligibility requires a total score of 10 or higher.

The student meets initial eligibility requirements as per Broward County's Plan B Criteria? ☐ Yes ☐ No

* Socio-economic status

Gifted Indicators Checklist

Student Name:_____

Date:_____

School:_____

Home Language:_____

Grade Level:_____

Person(s) completing this checklist:

Name:_____ **Title:**_____

Name:_____ **Title:**_____

GIFTED INDICATORS CHECKLIST

This student exhibits this behavior

- * The following characteristics may be observed in English or in the student's heritage language.
- * This checklist is to be completed by the Gifted Eligibility Team.

	C	O	S	N
	Consistently	Occasionally	Seldom	Never
LEARNING	3	2	1	0
1. Has unusually advanced vocabulary for age or peer group and/or conversation reveals richness of expression, imagery, elaboration, and fluency in language. (May be a blend of standard English and ethnic dialect, or other language)				
2. Possesses and shares a large storehouse of information, some beyond the interest of peer group				
3. Displays specialized knowledge based on life experiences. (Examples: knowledge of shopping responsibilities, ability to make change, safety, neighborhood environment and daily happenings)				
4. An elaborate thinker, able to produce embellishments to an idea, situation, or problem and/or asks many questions to determine why or how things happen, what will happen next, or how things work				
5. An original thinker, able to see relationships among seemingly unrelated objectives, ideas or facts				
6. Catches on quickly; retains and uses new ideas and information; may resist drill and repetition				
7. Has a facility for learning standard English, even though another language or ethnic dialect is used in the home. Ability to code-switch/translate from one language to another at a high level of accuracy				
8. Is a keen and alert observer and/or listener (e.g., usually "sees more" or "gets more" out of a story or film than others and/or reads a lot in interest areas and/or accelerated "cognitive" development relative to sociocultural and age peers)				
9. Likes to use big words (sometimes incorrectly) and/or may invent new words				
10. Always has an answer, even if incorrect				

#in C _____ X 3 = _____

#in O _____ X 2 = _____

#in S _____ X 1 = _____

Total Points LEARNING: _____

This student exhibits this behavior:

MOTIVATION	C	O	S	N
1. Evidences power of concentration, becomes absorbed in topics or tasks promptly and consistently				
2. Prefers to work independently with minimal direction from teachers; organizes self and materials				
3. Is concerned with right and wrong, good and bad, fair and unfair				
4. Takes advantage of opportunities to learn; enjoys challenge and tasks which are not routine; is bored by routine tasks				
5. Is self-critical and strives for perfection; may be critical of others				
6. Is persistent in task completion; may be unwilling to change tasks or moves from task to task without regard for completion				
7. Likes reasonable structure and order; may be frustrated by lack of organization or progress				
8. Is motivated by art, music, sports, participates enthusiastically, shows a high level of energy				
9. Exhibits intrinsic motivation to learn; self-motivated				
10. Not easily distracted when solving problems				

#in C _____ X 3 = _____

#in O _____ X 2 = _____

#in S _____ X 1 = _____

Total Points MOTIVATION: _____

This student exhibits this behavior

	C	O	S	N
	Consistently	Occasionally	Seldom	Never
LEADERSHIP	3	2	1	0
1. Accepts or volunteers for responsibilities; follows through with tasks and usually does them well				
2. Is self-confident with adults and classmates; is usually well-liked and chosen as a leader				
3. Tends to dominate others and generally organizes and directs activities when involved in a group				
4. Seems to enjoy being with other people; sociable, empathetic, charismatic and /or sometimes may be a loner				
5. Is a leader, role model, trend setter in or out of school				
6. Has a strong sense of self, pride, and worth; has a strong self-concept				
7. Likes to be in charge /assertive/helps the teacher with the class responsibilities				
8. Explains things to other students/helps them finish assignments. (May neglect own work because helping others.)				
9. Has good reasoning ability				
10. Has a keen awareness of the group process and may have the ability to manipulate others				

#in C _____ X 3 = _____

#in O _____ X 2 = _____

#in S _____ X 1 = _____

Total Points LEADERSHIP: _____

This student exhibits this behavior:

	C	O	S	N
CREATIVITY				
1. Displays intellectual playfulness; imagines, elaborates, or modifies basic ideas to add interest or fun				
2. Is a high risk taker; adventurous and willing to deviate from standard procedures, answers, or behaviors; does not fear being different				
3. Displays a keen sense of humor reflective of own cultural background; sees the unusual or unexpected in everyday occurrences				
4. Displays a curiosity about many things; has many hobbies or one intense interest				
5. Generates a large number of ideas or solutions to problems and questions				
6. Becomes deeply involved in stories or films, identifies personally with characters and plots; may create own stories and plays				
7. Is creative in finding ways to communicate and express ideas; (e.g., drawing, pantomime, body language, use of concrete objects, or other alternate means may replace limited facility with oral language)				
8. Demonstrates exceptional ability in some area of the arts or athletics. (Examples: dancing, drawing / painting, singing, playing an instrument, drama, gymnastics, crafts, etc.)				
9. Is a fluent thinker, fluent in idea development, able to generate a large quantity of possibilities, consequences, or related ideas				
10. Improvises with commonplace materials; creates original and unusual products; invents things				

#in C _____ X 3 = _____

#in O _____ X 2 = _____

#in S _____ X 1 = _____

Total Points CREATIVITY: _____

This student exhibits this behavior

	C	O	S	N
	Consistently	Occasionally	Seldom	Never
ADAPTABILITY	3	2	1	0
1. Learns through experience and is flexible and resourceful in solving day-to-day problems				
2. Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions				
3. Copes well with frustration: may draw negative attention because unable to sit still, or no attention because so quiet				
4. Uses limited resources and materials to make products to share in school				
5. Displays maturity of judgment and decision-making beyond own age level				
6. Can transfer learning from one situation to another; applies what is learned to everyday situations				
7. Consistent ability to accept adult responsibilities in the family				
8. Ability to cope with a variety of cultural settings , utilizing knowledge from a variety of traditions; integrating conflicting and discrepant cultural information				
9. Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed				
10. Attempts difficult tasks; does not give up easily				

in C _____ X 3 = _____

in O _____ X 2 = _____

in S _____ X 1 = _____

Total Points ADAPTABILITY: _____

Select the 4 highest point totals from the 5 domains and record the total points generated in those 4 domains on the GEM to determine the student's score on the Gifted Characteristics section.

The student must score at least one (1) point on the Gifted Characteristics section of the GEM to be considered for eligibility.

LIST DOMAIN _____ TOTAL POINTS =

LIST DOMAIN _____ TOTAL POINTS =

LIST DOMAIN _____ TOTAL POINTS =

LIST DOMAIN _____ TOTAL POINTS =

TOTAL POINTS ON THE 4 HIGHEST AREAS =

Gifted Underrepresented Student Trait Indicators
(Maker, Schiever, Baldwin, Chamers, Udall, Torrance)
For use by the Gifted Eligibility Team (GET)

Name of Student: _____ Date: _____

School: _____ Grade: _____ Completed By: _____

Free or reduced lunch: _____

Limited English Proficient (LEP) Language Classification: _____

1. _____ Is curious
2. _____ Offers ideas or solutions to problems
3. _____ Is uninhibited in expression of opinions
4. _____ Risks an incorrect answer
5. _____ Displays intellectual playfulness (manipulates ideas; tries to adapt, improve or modify things to benefit self)
6. _____ Displays a mature sense of humor and at times may be inappropriate (use of puns, associations)
7. _____ Shows emotional sensitivity
8. _____ Has ability to add to ideas, drawings, thoughts and words
9. _____ Has ability to grasp underlying ideas
10. _____ Is inventive
11. _____ Becomes absorbed and very involved in certain topics, problems or activities
12. _____ Stays with a task for a long time, especially when interested.
13. _____ Has a need for freedom
14. _____ Likes to learn some things alone.
15. _____ Exhibits skilled body movements
16. _____ Shows mechanical sense; knows how to "fix things" or "take things apart"
17. _____ Shows physical stamina
18. _____ Exhibits good hand-eye coordination
19. _____ Displays a sense of sensory patterns
20. _____ Carries responsibility well
21. _____ Is self-confident with peers and adults
22. _____ Is cooperative
23. _____ Is social; outgoing
24. _____ Is frank in the appraisal of adults
25. _____ Frequently interrupts others when they are talking (even peers)
26. _____ Has a large amount of knowledge about a lot of topics
27. _____ Is a good guesser
28. _____ Is good at games of strategy

Total number of student indicators noted _____.

To receive 1 point on the eligibility matrix 15 or more of the 28 indicators must be checked.

Recommended based on student indicators _____ YES _____ NO

CONFIDENTIAL INFORMATION

RESILIENCY TRAIT INDICATOR

Student Name: _____ Grade: _____ Date: _____

School: _____

Number of persons living in home: _____ Number of moves in past three years: _____

Number of siblings: _____ Family structure (Single parent, etc.): _____

Other pertinent information: _____

Person completing this form: Name: _____ Title: _____

This form to be completed if 1 of the criterion is met.

CHECK IF KNOWN DATA IS AVAILABLE:

_____ Teenage parent
_____ Free or reduced lunch

_____ Exposed to disaster
_____ Death of parent or caretaker
_____ Early separation from parent/family

- _____ 1. When confronted with stressful situations, the student attempts to master his/her stress rather than retreating from or defending against the situation.
- _____ 2. The student interacts with the environment in a flexible and purposeful manner.
- _____ 3. The student is oriented toward present reality and future planning.
- _____ 4. The student can manipulate and shape his/her environment to deal with its pressures successfully.
- _____ 5. The student is able to tolerate frustration, handle anxiety, and ask for help when he/she needs it.
- _____ 6. The student has the capacity to make sense of the stressful and traumatic events confronting him/her.
- _____ 7. The student has the ability to understand clearly and to explain what is occurring in his/her environment.
- _____ 8. The student is skillful at finding substitute parents if his/her own parents are unavailable or incapacitated.

**Disasters include, but are not limited to:

natural disasters (e.g., flood, hurricanes, tornadoes, and earthquakes)

man-made disasters (e.g., fire, physical assault, murder, kidnapping, loss of home, war)

*To receive 1 point on the eligibility matrix 5 or more indicators must be checked.

Recommended based on student indicators

_____ Yes _____ No

School Letter Head

Date

To The Parents of_____:

Your child is being considered for possible eligibility for the gifted program. The gifted program is offered to students who have superior intellectual potential and who are capable of high performance. The program encourages students to maximize intellectual growth and become aware of personal and community responsibilities.

Instruction for gifted students concentrates on areas that expand and enrich those addressed in the general education curriculum. Students are given opportunities to participate in activities that challenge them.

Please complete the attached Parent/Community Nomination Form and return it to_____
_____, your child's teacher. If you need help in completing this form or have any
questions, please contact_____at_____.

(contact person)

(telephone number)

Sincerely,

Principal

School Letter Head

Date:

To The Parents of _____:

We recently completed screening tests with your child. The following people met to discuss the results:

<u>Name</u>	<u>Position</u>
_____	_____
_____	_____
_____	_____
_____	_____

The results of the test are as follows:

<u>Screening Instruments</u>	<u>Date Given</u>
_____	_____
_____	_____
_____	_____
_____	_____

The above screening information does not indicate the need for further testing at this time. Your child's teacher(s) will continue to monitor his/her progress in the classroom and will initiate action if significant changes occur.

Thank you for allowing us to test your child. It has provided us with information about how to better meet your child's needs in the classroom. If you have any questions, please call _____
at _____ (Phone Number) _____ (Contact Person).

Sincerely,

Principal