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ABSTRACT

Presented is a model designed to aid school personnel in identifying gifted and talented children. In the chapter on problems and challenges of identification, the inadequacies of standardized group intelligence tests are pointed out and factors contributing to the broadening of the concept of giftedness are outlined. Stressed in chapter 2, on developing a logical plan, is the interrelatedness of three program components: identification, curriculum, and staff development. Listed in chapter 3 are several authors' descriptions of the gifted student. Provided in the final chapter is a matrix for identifying the mainstreamed or culturally different gifted student on the basis of test data, performance data, and developmental data in five talent categories: academic/intellectual, artistic/expressive, leadership/psychosocial, divergent production/processes, and kinesthetic. Appendixes include a list of tests and instruments for identifying gifted and talented students, sample behavior rating scales and checklists, and forms for preparing a composite student evaluation profile. (SB)

GIFTED AND TALENTED

AN

IDENTIFICATION MODEL

By

Cornelia Tongue and Charmian Sperling

A Title V, Section 505 Project
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FOREWORD

During the past two years, North Carolina, Kentucky and Louisiana with seven other State Departments of Education have had the opportunity of cooperating in a Gifted and Talented Special Project under Title V. Staff in our three State Agencies have, within this consortium, produced An Identification Model. The model is the product of bringing together some of the finest minds in the country to address a very difficult problem--how can gifted and talented children from diverse backgrounds be identified?

We feel that this model is designed in a flexible manner so as to allow for individual differences and preferences among local school officials who will be utilizing it to identify gifted/talented children. Usefulness to local school districts was a major objective. Some of the ideas are old; some are new; and some are integrated in different ways.

Our efforts have been worthwhile if the publication is used to place children into appropriate programs designed to maximize their potentials. It is our hope that An Identification Model can aid local school personnel toward that end.

A. Craig Phillips
State Superintendent of Public Instruction
State of North Carolina

James B. Graham
Superintendent of Public Instruction
State of Kentucky

Louis J. Michot, Superintendent
Louisiana State Department of Education

PREFACE

Upon receipt of a proposal submitted by the South Carolina Department of Education, the United States Office of Education, Title V, Section 505, headed by Dr. Dave Phillips, funded a ten-state Gifted and Talented Project. The ten states, representing three USOE Regions, were North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Kentucky, South Dakota, and Wyoming. James Turner, consultant in Gifted Education in South Carolina, functioned as the able Project Director. His leadership and Dave Phillips' guidance insured success from the beginning. The first year, July 1, 1974-June 30, 1975, was keyed to "Awareness." The proposal for the second year of funding divided the same ten states into three groups of work in an "Identification Component," a "Program Component," and an "Inservice Component" to produce practical models with accompanying appropriate media for local school district adaptation. North Carolina, Kentucky and Louisiana elected to develop the Identification Model with North Carolina as the lead state. Theodore R. Drain, Director, Division for Exceptional Children, North Carolina Department of Public Instruction, was given supervisory responsibility for production of the identification model.

The State representatives--Cornelia Tongue (North Carolina), Charmian Sperling (Kentucky) and Gil Browning (Louisiana)--sought help from the most knowledgeable people in the country in this area of interest while keeping within the project budget and time line.

Funds were available in each component to have three planning meetings, to bring consultants to these meetings, and to make selected on-site visits. Planning meetings for the Identification Component were held in Raleigh in October, Louisville in January, and Atlanta in February. Consultants were called in to meet with the component participants. Staff members from the three states seized opportunities for on-site visits to other recognized leaders in the field or attended previously scheduled conferences, such as the Terman Symposium in Baltimore in November, The Association for the Gifted (TAG) Regional in Atlanta in December, and the North Carolina Gifted and Talented Conference in March. North Carolina Gifted and Talented staff members Henri Fisher and Henry Johnson, Kentucky Department of Education's Frank Howard, and Louisiana Department of Education's Lillie Gallagher worked closely with the state representatives in developing this publication.

The component states are most appreciative to the following people, who generously gave of their time and expertise:

Dr. James Gallagher, Director, Frank Porter Graham Child Development Center, and Kenan Professor at the University of North Carolina at Chapel Hill; former president of TAG

Dr. Miriam Goldberg, professor, Columbia University, New York, New York

Mr. Al Hatch, educational consultant, Los Angeles Unified School District, Los Angeles, California; coordinator of The Educationally Disadvantaged Developmental Pilot, Los Angeles Unified School District

Dr. Charlotte Malone, Western Behavioral Sciences Institute, La Jolla, California

Dr. Mary Meeker, professor, Loyola Marymount University, Los Angeles, California and consultant for S.O.I. Institute, El Segundo, California

Dr. Joseph Renzulli, professor, University of Connecticut, Storrs, Connecticut; former president of TAG

Dr. Clifford Stallings, associate professor, U. S. International University, San Diego, California; consultant to the San Diego City Schools; consultant for the United States Navy, San Diego, California

Mrs. Betty Stovall, Director, Talent Development Program, Charlotte-Mecklenburg Schools, Charlotte, North Carolina

Dr. Calvin Taylor, professor, University of Utah

Dr. E. Paul Torrance, professor, University of Georgia

Dr. Frank Williams, consultant in curriculum, creativity and the affective domain, Salem, Oregon

All of these people have played a vital part in the production of this model.

Copies of the Identification Model have been duplicated in sufficient numbers so that every local administrative agency (LEA) in each of the ten Project states can receive a copy. Each state education agency (SEA) Gifted and Talented Office has a set of the media presentation, developed by John Rader, Consultant for Gifted and Talented in the Indiana Department of Education. The media presentation, a simulation activity underscoring the necessity for multiple criteria identification procedures, is available through the SEA Gifted and Talented Office.

C. T.

C. S.

Chapter 1

IDENTIFICATION: PROBLEMS AND CHALLENGES

Identification of the gifted and talented is and has been one of the major challenges in gifted child education. For half a century educators have struggled with this problem. Their concern has focused around the issue of intelligence and how it can be measured. For a time the problem appeared under control, for the massive Terman study addressed the situation and gave respectability to intelligence tests (IQ tests) as a means of measuring mental ability of the individual.

Terman developed a list of major characteristics or traits of the "typical" gifted child--his intellectual abilities, his physical characteristics, his social/emotional strengths and weaknesses, and his likes and dislikes--which were welcomed and considered highly authorative. He had taken Binet's work in France and validated it on children in the environs of Stanford University. However, the children in the study did not represent a cross section of the multi-cultural American society--they were from a highly sophisticated and education-conscious socio-economic environment. The Stanford-Binet is an excellent, highly reliable, individual test when used on a population similar to the one on which it was validated.

Many of the standardized group intelligence tests which were subsequently developed and are presently in use have been validated on white, middle class, surburban subjects. Group IQ tests have, as a rule, the convenience of being shorter, more easily scored, and usable with large groups of children simultaneously--hence, their popularity and wide-spread use. The Report to the Congress by the U. S. Commissioner of Education states that group tests present special problems in that they discriminate against the highly gifted as few items address this population.[1] The Report stated that "half of an identified gifted population remains unidentified with group tests alone.... the higher the ability, the greater the probability the group test would overlook such ability."[2]

Martinson reinforces this saying, "These tests are designed for the majority of pupils within certain age and grade ranges; the content suitable for the gifted, who perform at advanced levels, typically is limited to a few items.... It is not uncommon for a child's IQ to vary 30 points from an individual to a group test, especially at the upper levels of measured intellectual ability."[3]

Pegnato and Birch's study of the entire population in a large metropolitan junior high school had this interesting result:

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[1] Education of the Gifted and Talented, Report to the Congress by the U. S. Commissioner of Education, March 1972, p. 18.

[2] Ibid., p. 18.

[3] Ruth Martinson, The Identification of the Gifted and Talented, Ventura, California: The Office of the Ventura County Superintendent of Schools, 1974. p. 40.

. on the Otis with a cutoff point of 125, over half of the gifted including those with Binet scores of 146 to 161 failed to qualify.[4]

Use of an instrument developed and validated on one population to evaluate a dissimilar population has raised special problems and questions. Children from different cultural or subcultural environments, especially if English is their second language, suffer a decided handicap when administered a verbal IQ test. A verbal test is a reading-vocabulary test, not a true measure of intelligence. When used as a means to evaluate reading, it is one thing; however, when used to measure intellignece or intellectual ability or potential, it becomes something else. Both Stallings[5] and Meeker[6] agree that educators must evaluate children *within the frame of reference of their experience.* If a child misses some test item that is within his experiential range, this would be an accurate indication of lack of intellect. If he missed the item due to his limited background range, this then becomes not lack of intellect, but lack of experience; and it should not be weighed in an evaluation of the child's intellectual ability.

The question of nurture and/or nature has long been debated and continues to raise its head. Which is more important? The purpose of this publication is not to get into a philosophical or societal discourse on the topic, for there is adequate information on this matter in the literature. Suffice it to say that we must recognize that this unsolved problem is with us and must be taken into account. The one major concept that can be accepted from it is this--how a child received his intelligence is not the major concern; the major concern is how do we find the gifted and talented child regardless of environment and heredity and how do we evaluate the child's abilities and talents.

It is of more than passing interest to note that projects being funded through the United States Office of Education, Bureau of Education for the Handicapped, are moving away from the use of IQ measures and a strictly academic concept of giftedness to more functional models for student assessment. Federal Courts and the Office of Civil Rights have moved against standardized group IQ tests. (The State of California has banned use of any IQ tests in placing mentally retarded children into programs.) Can active criticism of both individual IQ tests and standardized achievement tests and instruments be far behind, due to the populations these measures have been validated on with subsequent discrimination against culturally different children?

Parallel to the attention being focused on the limitations of standardized tests which assess academic talents is the movement to broaden the concept of giftedness. Many State Educational Agencies (SEA's) and LEA's have moved from a strictly cognitive, academically-oriented program for the highly gifted to a program in the academic/creative/multi-talent development areas. Several things have been causal:

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[4]Ibid., p. 41.

[5]Dr. Clifford Stallings - Component Planning Meeting, Raleigh, October 27, 1975.

[6]Dr. Mary Meeker - interviewed in Charlotte, October 30, 1975, by Henry Johnson.

1. a recognition that programs for the gifted based on high IQ scores do not serve all the gifted children;

2. the question of what actually is "giftedness?" are there other kinds of giftedness, such as "street smart"? (Bruch and Torrance in Georgia, Stallings in California, Sullivan in Minnesota and R. Williams in Missouri have been exploring and working in this area);

3. parental and education administrative interest in and subsequent support of the broader group of the above average child, the upper ten percent, "the near gifted," rather than the restricted two to three percent "highly gifted";

4. a growing awareness that multi-talents such as leadership, productive thinking, planning and plan implementation, decision-making, forecasting and communication cannot be isolated from academic/intellectual talents;

5. the realization that intelligence is not restricted to one ethnic or socio-economic environment but is in all cultures.

This publication will attempt to open other alternatives and options for educational use in identifying our ablest children so that we can better provide for the particular gifts and talents they may have.

Chapter II

DEVELOPING A LOGICAL PLAN

The society in which we live, in order to continue to grow, to solve its problems, and to meet its challenges, must make a commitment to provide opportunities for maximum development of individual potential through differentiated opportunities for learning. Extraordinary abilities and talents are found in all segments of society. "Identification of each gifted individual must be made as early as possible."[1] The sooner a child's talent can be recognized, the sooner and more fully his special abilities can be encouraged and nurtured. "The identification process must be multi-dimensional and should concentrate on the many expressions of exceptionality."[2]

Now how and where does one begin?

A strong thread has run through the contacts with experts in the field of identification who were utilized in the development of the publication--*student identification cannot be separated from program development and teacher inservice.*[3] Gallagher[4] stressed that a local education agency or district cannot wisely start with student identification--it must always begin with an assessment of LEA strengths and weaknesses which can facilitate or limit program implementation. This point of view was reinforced by Renzulli, when he said his "golden rule" was, "Decide on what type of program you will have; then design the identification system to fit the program."[5] Curriculum development, staffing and inservice are dependent upon specific *program goals*. The LEA should determine system competencies and priorities; it should then pursue program development through a logical, systematic plan. It would seem inappropriate, for example, to design a program in science, utilize a teacher possessing outstanding language arts competencies but few math/science attributes, have a screening for multi-cultural children talented in the arts--and expect that the result will be a successful science program. With a fixed program goal as a priority, objectives can be listed, strategies to meet each objective developed, and inservice and evaluation planned.

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[1]Reported in the Blue Ribbon Gifted Committee for the State of California, 1974, and excerpted from a paper prepared by Dr. Clifford Stallings for the North Carolina meeting.

[2]Ibid.

[3]The other Project components are the Program Model (Florida, the lead state) and the Inservice Model (Georgia, the lead state). The three publications and their accompanying media products will form an integrated triad for each local educational district in all ten Project states.

[4]Dr. James Gallagher - Component Planning Meeting, Raleigh, October 27, 1975.

[5]Dr. Joseph Renzulli - Component Planning Meeting, Louisville, January 22, 1976.

This diagram (Figure 1) will illustrate the interrelatedness of the three components--identification, curriculum and staff development--within an LEA program.

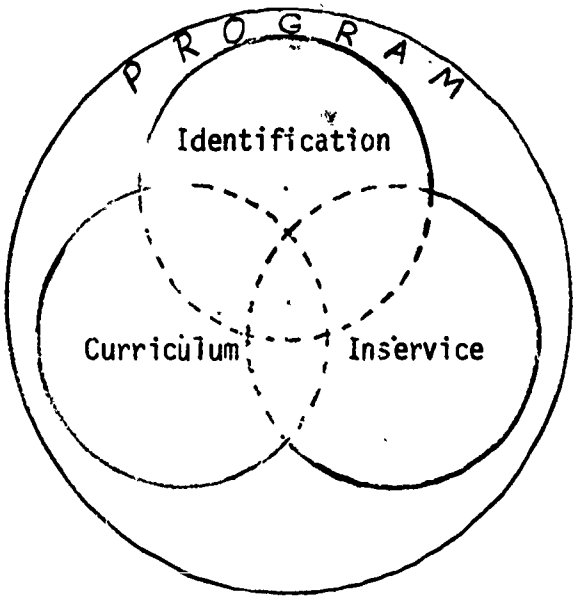

Figure 1

Stovall[6] has developed the model opposite (Figure 2) for use in the program for gifted and talented in the Charlotte-Mecklenburg Schools. The model summarizes LEA goals and objectives. Careful scrunity will reveal the various program components interrelate and flow with Student Identification superimposed over all. The model moves at the core from Content to Process to Process to Product. Surrounding this core is skills development for each of the three segments. Beyond is the linking concentric band of divergent thinking to convergent thinking to divergent thinking to convergent thinking. The ultimate goal of the Charlotte-Mecklenburg program is the total development of the child--the development of his total personality. Superimposed is identification.[7]

After the Program Component is established, the next step would be twofold.... Who are the gifted to be served and how many children can be included?

State Departments of Education and local school districts vary as to the total number of children to be included. Some go from the upper two percent in California's highly gifted program to the three percent (Georgia), the five percent (Connecticut), or the ten percent (North Carolina)--a range from the "highly" gifted to the "near" gifted.

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[6]Mrs. Betty J. Stovall, Director, Talent Development Program, Charlotte-Mecklenburg Schools, Charlotte, North Carolina, and presented at the Component Planning Meeting in Raleigh.

[7]Another publication will discuss Program in detail.

PROGRAM MODEL

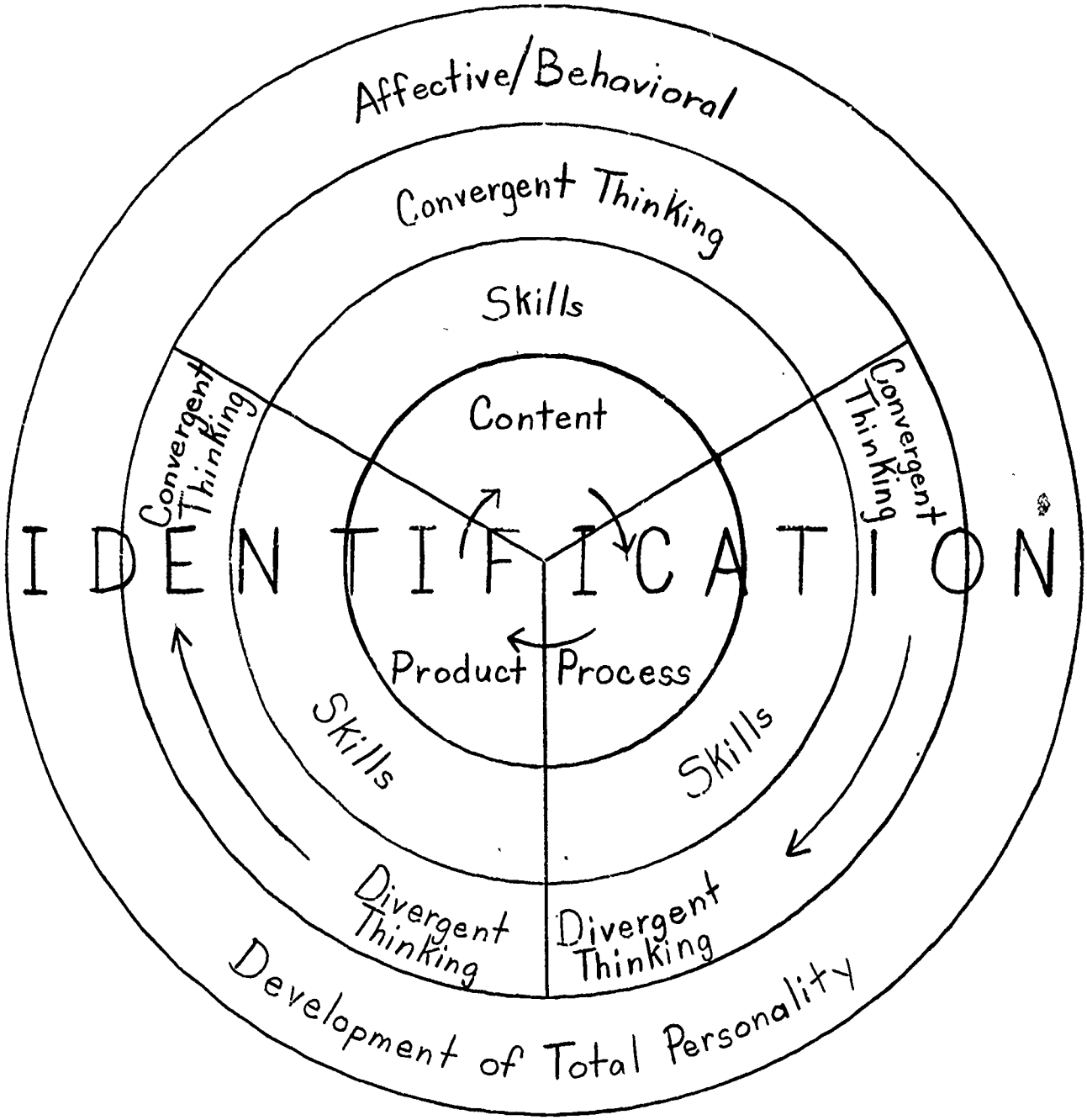
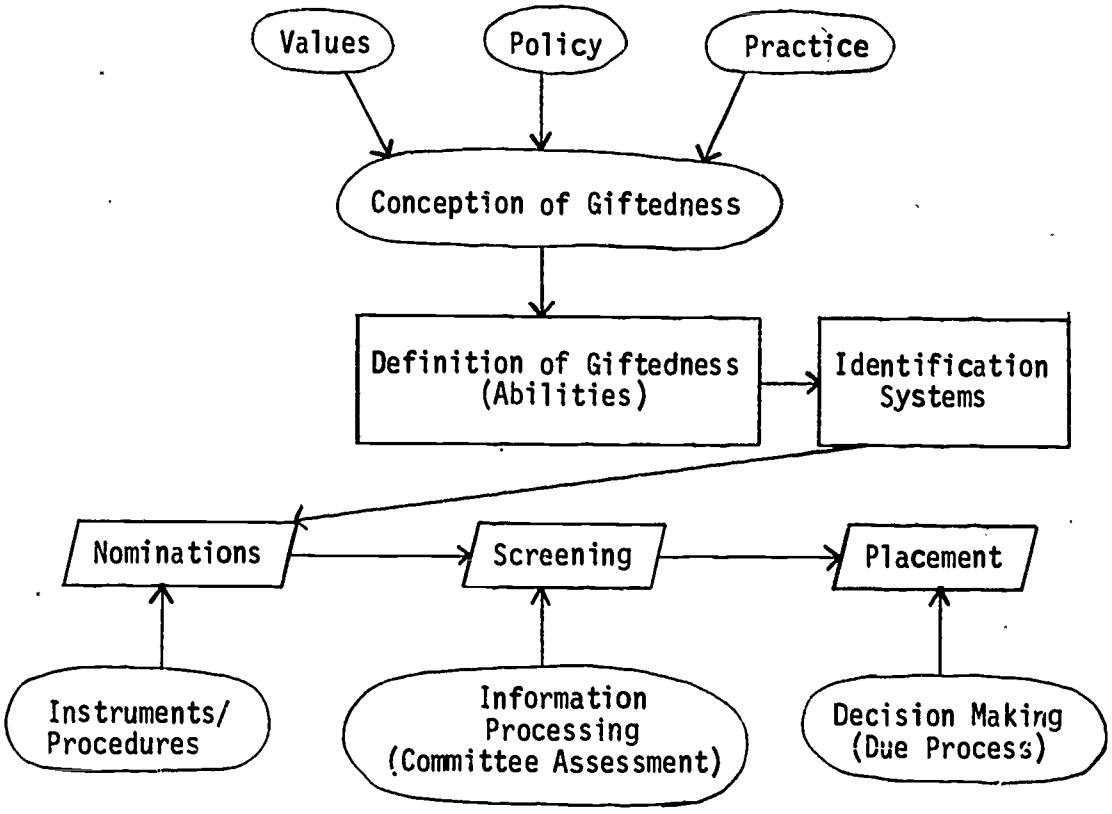


Figure 2

Renzulli shared a workable model at the Component Planning Meeting in Louisville to help LEA's make some of these decisions. Once an LEA decides on its conception and definition of giftedness (see Chapter III), it is then ready to set up a screening, identification and placement procedure.

RELATIONSHIP BETWEEN CONCEPTION AND DEFINITION OF GIFTEDNESS AND THE IDENTIFICATION SYSTEM



As this Identification Model publication is used, certain concepts need to be kept uppermost in mind. Some basic decisions must be made which have already been discussed. Later chapters will address instruments. It is strongly suggested that after use of this publication and after careful and thoughtful deliberation, *a master LEA plan of definition, identification strategies and placement procedures be developed, written, and approved/ adopted by the local Board of Education.* These plans should be written in concert with the current Policies and Regulations of the State Board of Education. Due process procedures as defined by State and Federal law, the Courts and the Office of Civil Rights should be rigidly addressed--i.e., parental permission for evaluation other than regular routine testing, placement by a Placement Committee, parental permission before any child is placed into any special gifted/talented program and the right of appeal to placement. States with fully developed regulations could be asked for technical assistance in implementing this recommendation. See sample placement procedures in Appendix D.[8]

[8]Each of the ten Project State consultants has copies of sample forms which may be used or modified to accompany due process placement procedures.

Chapter III

CHARACTERISTICS AND POPULATIONS

Beginning with Terman, almost every author in the area of gifted child education has listed the characteristics of the gifted and talented. All persons working in this area have these lists. One of the most refreshing was given by Goldberg:[1]

1. they are earlier than their peers to see relationships;
2. they deal at a higher level of abstraction;
3. they remember more and retrieve from memory easier and quicker;
4. they encode and decode readily;
5. they function at higher cognitive levels (as described by Piaget) earlier than the generality;
6. they are able to free themselves from the bounds of appearences into abstract thought;
7. they are interested in basic questions--"What is the meaning of life?"
8. they want to know why they are to do certain things and are not satisfied with, "It's the rule.";
9. they have a high level of moral judgment but not necessarily moral behavior;
10. they seek out challenge;
11. they develop basic learning skills earlier;
12. some are more mature, but there is less difference here when compared to the average;
13. they learn to cope, can work out ways of coping, and learn to compensate;
14. they are able to solve problems, especially in communications;
15. due to their differences, they can become anxious about their relationship with their peers and haven't lived long enough to resolve the resultant conflict;

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[1]Dr. Miriam Goldberg at the Kentucky State Conference on Gifted and Talented Children and Youth, April 15, 1975. This conference was funded by the first year of the Project in the "Awareness" stage.

16. frequently they are singleminded in pursuit of that which captures their interest and are sometimes difficult to redirect into other activities;

17. they seek out the company of others with similar interests.

18. "They have a kind of style, an ease of performance."

She remarked that the creative gifted child is difficult to identify on instruments. Performance is a better indicator. The creative have an enormous openness to experiences and are efficient in receiving and processing stimuli. They have a strong desire to perform in their talent area and seek out others with similar interests. Torrance[2] has stated that creativity is not hereditary--it can be cultivated in a conducive environment.

Goldberg stated that the gifted and talented are an extremely heterogeneous group, having frequently only their unusual ability as a common factor. She emphasized that gifted children are not equally gifted in all areas and have many unique and individual needs.

"Giftedness appears in many different forms in every cultural group and at every level of society," says Paul Witty.[3] His statement has been reaffirmed and underscored by all of the consultants utilized in preparation of this report as well as by scores of additional researchers and experts in the field of gifted education.

A population which has frequently been overlooked and omitted from gifted programs is one which has been termed "culturally different." Culturally different children are those who fall outside the mainstream of society's dominant culture. It is not unusual for them to score poorly on commonly used assessment isntruments which are verbally loaded with environmentally dependent items. The culutrally different child may belong to several different populations:

- he may be inner-city;
- he may be bilingual with standard English as a second language;
- he may be a rural child who is isolated from a rich and stimulating environment.

Membership in these groups does not necessarily constitute the kind of cultural difference which would place a child at an educational disadvantage. A rural child may be well traveled, well educated and very much a part of the mainstream of American society and culture. *The major factor that determines*

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[2]At the Third Annual North Carolina Gifted and Talented Conference, Winston-Salem, March 20, 1976.

[3]Paul Witty, editor, The Gifted Child, Boston: D. C. Heath and Company, 1951, p. 10.

the extent to which a child is considered to be "culturally different"--and disadvantaged by that difference--is the degree to which he lacks exposure to the types of enriching experiences which are valued in American education.

Another general description could be added to familiar lists of characteristics of gifted children to help educators look at the target population in a different and more inclusive way.

Gifted children are those among others "who excel within their environment in a creative or exceptional manner as defined by the values and expectations of the people of that community."[4] Important and relevant information in one culture does not necessarily hold the same value in another. The children from suburban Menlo Park, California, on whom the Stanford-Binet test of intelligence was standardized, have little common--culturally, environmentally, socio-economically--with children reared in urban ghettos or isolated farmhouses. Essential survival and/or functioning skills differ from culture to culture, as do language usage, customs and basic values. It is, for example, just as unreasonable to expect a child reared in an isolated rural area to be able to operate an elevator in a high-rise apartment building as it is to assume that a young urban child will be able to successfully milk a cow the first time around. Such skills are not basic or intuitive; they are learned, as is the vocabulary that describes and accompanies the environmentally-based experience.

Gifted children--whether they be Navajo, female, black, white, Chicano, handicapped, rural, urban, or any other possible "non-mainstream" group member--will exhibit certain general characteristics and/or behaviors. Stallings characterizes the gifted child as one who:

1. creates and invents beyond the parameters of knowledge in the field;

2. explores wide-ranging and special interests not usually associated with children of his age; relate well with peers and adults who have similar interest;

3. employs a high intellectual and creative skill in assessing his or her physical and social environments, in solving problems, and in creating products;

4. demonstrates richness of imagery in informal language and brainstorming;

5. generates many ideas and multi-solutions to problems;

6. copes with environmental situations in resourceful and creative ways;

7. expends much energy and time in pursuing special interest; may be involved in numerous projects and activities;

8. becomes excited by new ideas but often without carrying them through;

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[4]From the Stallings' paper, the Raleigh Component Planning Meeting.

9. has ability to improvise with commonplace materials;

10. has high expectations of self and others, which often leads to high levels of frustration with self, others, and situations.

Hatch recommends that classroom teachers become aware of potential giftedness in children who exhibit:

. "independence of action

. fluency in verbal and non-verbal communication

. flexibility in approach to problems

. curiosity and desire to know more

. imagination and originality in patterns of thinking

. interest in a variety of things."[5]

These various lists of characteristics give emphasis to the need for a differentiated identification methodology to accommodate the variety of gifts and talents manifested in a multi-cultural society.

The need for LEA's in the Project States to carefully consider differentiated identification procedures is dramatically illustrated by the diverse cultures and sub-cultures that are evident within their borders:

. large metropolitan cities with inner city sub sections--Miami and Jacksonville in Florida; New Orleans, Louisiana; Louisville, Kentucky; Charlotte, North Carolina

. merged city, suburban and rural LEA's--Winston-Salem/Forsyth, Charlotte-Mecklenburg, Raleigh/Wake in North Carolina; Louisville/Jefferson County in Kentucky

. small town LEA's

. suburban "bedroom communities"

. rural 99 percent white--Appalachia in North Carolina, South Carolina, Kentucky, Georgia

. rural 90 percent black--the Atlantic and Gulf coastal plain running from North Carolina to Louisiana

. cities with large majority black--Atlanta, Georgia and Durham, North Carolina

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[5]Al Hatch, "The Educational Needs of Disadvantaged Gifted Pupils," Talents and Gifts, (official newsletter of The Association of the Gifted), Vol. 17, No. 3, April, 1975, p. 6. This was also discussed in Los Angeles on January 14, 1976, with Charmian Sperling and Henri Fisher.

. cities with large minority foreign speaking sections--Miami, Florida

. isolated rural--Wyoming and South Dakota ranchlands

. rural with large foreign speaking population--Louisiana bayou country

Meeker stressed that any model dealing with this diversity of population must have varied components.[6]

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[6]Meeting in Charlotte.

Chapter IV

AN IDENTIFICATION MATRIX

Although many of the consultants contributed ideas concerning a "matrix" for identification purposes, the contributions of Dr. Frank Williams were invaluable in the formalization of the matrices which follow.

Organization of the Matrix

Along the horizontal axis of Chart 1, the matrix is divided into three broad categories: test data, performance data, and developmental data. These categories have been subdivided into specific procedures. Along the vertical axis are listed five general talent categories: academic/intellectual, artistic/expressive, leadership/psychosocial, divergent production/processes and kinesthetic. Definitions for the five talent categories follow:

- academic/intellectual - high academic aptitude and/or achievement in one or more fields of study
- artistic/expressive - visual and/or performing arts
- leadership/psychosocial - high level of leadership, social and communications skills, and superior moral judgment
- divergent production/processes - advanced insight, outstanding imagination, innovative or creative reasoning ability, problem solving ability and original and productive thinking
- kinesthetic - manipulative skills (sculpture, mechanics), expressive and artistic body movement

The similarities and differences of the mainstream gifted and culturally different gifted child have been discussed previously. Because differentiated identification procedures are recommended, two matrices have been filled in: one incorporates suggestions for the identification of the mainstream child (Chart 2) and one contains recommendations for the culturally different child (Chart 3). Persons using the matrices should carefully consider which matrix would be most appropriate for each child. To facilitate use by LEA's having diverse populations, a matrix combining both sets of suggestions has been included (Chart 4).

Use of the Matrix

It is strongly recommended that the identification process include specific selection procedures from each of the three broad horizontal categories. Program goals will determine which vertical categories are used.

An explanation of each horizontal category follows.

Chart 1

AN IDENTIFICATION MATRIX

	TEST DATA							PERFORMANCE DATA						DEVELOPMENTAL DATA
									Nominations Checklists, Scales					
	Intelligence	Achievement	Creativity-Divergent Thinking	Aptitude	Divergent Feeling	Biographical Inventory	Culture Free	Grades	Demonstration of Skills	Teacher and/or Other School Personnel	Peer	Parent	Self	Case studies, anecdotes, biographical data and interviews
Academic/ intellectual														
Artistic/ expressive														
Leadership/ psychosocial														
Divergent production/ process														
Kinesthetic														

Test Data

Seven different types or kinds of tests have been categorized in the matrix; possible test suggestions, including publishers' names, can be found in Appendix A.

It is generally accepted that if IQ tests are to be used, individual measures like the Binet or WISC are the best. Martinson says, "The Stanford-Binet is the best identification currently available. The limitations of this and other instruments are recognized, and the frequent criticisms of this instrument and others as heavily loaded with verbal factors is discussed in the text [in the footnoted book--authors]. Yet, it is important to keep in mind that verbal ability is crucial in the thinking process, in ability to solve problems, and that verbal ability itself is not unidimensional."[1]

Robert L. Thorndike at Columbia University says that the Binet is the most stable over the years having been revised in 1937 and 1960 and renormed in 1972. It "has been for most of the past 60 years the workhorse of psychometric appraisal of cognitive development, the standard against which other tests of cognitive abilities have been evaluated, and more recently a prime target for the social critics of ability testing."[2]

According to Meeker, children who can handle language (or "culture" as she calls it) can use the Binet or other like tests. Children who cannot handle semantics or handle them poorly cannot be evaluated fairly on verbal measures and most group IQ tests are verbal. Children who handle semantics poorly are everywhere and are handicapped due to sub cultural restrictions or physiological problems. With children who do not fit the generally accepted "mold" of the gifted--i.e., the ability to handle high semantics--educators must look to behavior correlates (attention span, perseverence, curiosity, energy, etc.) and behavioral scales and checklists.[3]

Gallagher[4] recommends that no IQ tests of any sort be used after the elementary grades or ages eleven and twelve, for demonstrated ability at this point becomes more relevant.

An acknowledged limitation of the use of individual IQ tests is the cost. Widescale use of such individual assessment procedures would soon bankrupt most school systems. The impracticality is further compounded by the lack of qualified psychologists. How could the 36,701 gifted and talented students in North Carolina receiving service in 1975-76 have been individually tested by qualified personnel?

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[1]Ruth A. Martinson, The Identification of the Gifted and Talented, Ventura, California: The Office of the Ventura County Superintendent of Schools, 1974, p. 1.

[2]Robert L. Thorndike, "Mr. Binet's Test 70 Years Later," Educational Researcher, Vol. 4(5), May, 1975, pp. 3-4.

[3]Meeker, meeting in Charlotte.

[4]At Raleigh meeting.

Chart 2

THE MAINSTREAMED GIFTED STUDENT

	TEST DATA							PERFORMANCE DATA (Nominations Checklists, Scales)						DEVELOPMENTAL DATA
	Intelligence	Achievement	Creativity-Divergent Thinking	Aptitude	Divergent Feeling	Biographical Inventory	Culture Free	Grades	Demonstration of Skills	Teacher and/or Other School Personnel	Peer	Parent	Self	Case studies, anecdotes, biographical data and interviews
Academic/ intellectual	X	X		X		X		X	X	X	X	X	X	X
Artistic/ expressive			X		X	X			X	X	X	X	X	X
Leadership/ psychosocial				X		X			X	X	X		X	X
Divergent production/ process			X		X				X	X	X	X	X	X
Kinesthetic				X					X	X	X	X	X	X

Chart 3

CULTURALLY DIFFERENT GIFTED STUDENT

	TEST DATA							PERFORMANCE DATA						DEVELOPMENTAL DATA
										Nominations Checklists, Scales				
	Intelligence	Achievement	Creativity-Divergent Thinking	Aptitude	Divergent Feeling	Biographical Inventory	Culture Free	Grades	Demonstration of Skills	Teacher and/or Other School Personnel	Peer	Parent	Self	Case studies, anecdotes, biographical data and interviews
Academic/ intellectual			0	0			0		0		0	0	0	0
Artistic/ expressive			0	0		0			0	0	0	0	0	0
Leadership/ psychosocial						0			0	0	0		0	0
Divergent production/ process			0	0					0	0	0	0	0	0
Kinesthetic									0	0	0	0	0	0

Torrance[5] emphasizes that use of creativity tests to determine intellectual capacity is foolhardy. Creativity tests should be used to measure what they are intended to measure--creativity; intelligence tests should be used to measure what they are designed to measure. They should not be used interchangeably.

Performance Data

This broad category contains three separate indicators (measures) of performance:

. grades

. demonstration of skills

. nominations, checklists and scales.

It is strongly recommended that identification procedures in this category include two of the separate measures of performance, *one of which should be demonstration of skills*. Projects or products developed and produced by students are concrete evidence of talent and giftedness. The product may be something tangible that has been made by the child, individually or in groups, or may be a live demonstration of a skill.

The literature indicates that peer nominations are highly reliable.[6] The Project consultants stressed its significant value in evaluating culturally different children.[7] Appendix B contains sample forms.

Open-ended teacher nominations have been shown to have low reliability;[8] however, checklists used to focus teacher attention to particularly significant behaviors of gifted children have much greater reliability. Teacher nominations should be made well into the year when teachers are familiar enough with the children to access them accurately. Examples of nominations, checklists and scales are found in Appendix B.

Parent nominations are particularly relevant at the early childhood level. Although parents of young children tend to over nominate, recent research suggests that their perceptions of their children's behaviors and characteristics are more accurate than those of the children's teachers.[9]

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[5]Third Annual North Carolina Gifted and Talented Conference.

[6]Martinson, p. 46.

[7]Renzulli, Stallings, Stovall, Williams

[8]A discussion of this can be found in Martinson, beginning at p. 17 and in the Report to the Congress, p. 18.

[9]On-site meeting of Sperling and Fisher with Dr. Charlotte Malone in San Diego; Martinson, p. 46-48; and Thomas E. Ciha, Ruth Harris, Charlotte Hoffman and Meredith Potter, "Parents as Identifiers of Giftedness, Ignored but Accurate," The Gifted Child, Autumn, 1974, pp. 191-195.

Chart 4

X - THE MAINSTREAMED GIFTED STUDENT

O - CULTURALLY DIFFERENT GIFTED STUDENT

	TEST DATA.							PERFORMANCE DATA						DEVELOPMENTAL DATA
										Nominations Checklists, Scales				
	Intelligence	Achievement	Creativity-Divergent Thinking	Aptitude	Divergent Feeling	Biographical Inventory	Culture Free	Grades	Demonstration of Skills	Teacher and/or Other School Personnel	Peer	Parent	Self	Case studies, anecdotes, biographical data and interviews
Academic/ intellectual	X	X		X		X		X	X	X	X	X	X	X
			O	O			O		O		O	O	O	O
Artistic/ expressive			X		X	X			X	X	X	X	X	X
			O	O		O			O	O	O	O	O	O
Leadership/ psychosocial				X		X			X	X	X		X	X
						O			O	O	O		O	O
Divergent production/ process			X		X				X	X	X	X	X	X
			O	O					O	O	O	O	O	O
Kinesthetic				X					X	X	X	X	X	X
									O	O	O	O	O	O

Developmental Data

Information in this third large category within the matrix can be revealed through case studies, biographical data, anecdotes, and interviews. Little known information, abilities manifested at an early age, precocity, and extra curricular activities can be flushed out through these processes. In addition, a high level of motivation in non-school related activities may be revealed. This could be evidence that a child has stuck to a problem or topic for a long time regardless of IQ scores. This is not a "what is your hobby?" but "how long have you had an interest in and worked with this topic?" This would allow for the discovery of the child who is described by Witty as one with a "consistently remarkable" interest or activity. Meeker speaks to perseverence. The significance of motivation/perseverence as a factor is borne out in the lives of great late bloomers, like Pasteur and Edison, whose giftedness might not have been discovered by any other standard identification procedure.

Found in Appendix C are two sample Student Profile formats. Each school district should develop its own to meet LEA and program needs.

Conclusion

Beginning in September, 1975, and ending in June, 1976, the three component SEA staffs have brought together a unique group of nationally recognized authorities in the field of gifted education to help them in the production of this model. It is hoped that a practical model has been developed which will help LEA personnel better evaluate the multi-dimensional gifts and talents of its children.

Appendix A

TEST/INSTRUMENT SUGGESTIONS

The three books listed below will prove invaluable to administrators responsible for identifying gifted and talented students. Buros lists all tests in print, publishers, authors and cites references which discuss them. Hoepfner gives, in greatest detail, information on various tests. Lyman has authored a little book explaining tests in layman's terms.

Buros, O. K. Tests in Print. Highland Park, New Jersey: The Gryphon Press, 1974.

Hoepfner, Ralph and others. CSE-RBS Test Evaluations: Tests of Higher Order Cognitive, Affective and Interpersonal Skills. Los Angeles, California: Dissemination Office, Center for the Study of Education, Graduate School of Education, University of California, 405 Hilgard Avenue, 1972. $8.50

Lyman, Howard B. Test Scores and What They Mean. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. $5.35

I. Intelligence

A. Individual:

Cattell Infant Intelligence Scale (ages 3-30 months)
Psychological Corporation

Concept Assessment Kit - Conservation (K-3)
Educational and Industrial Testing Service

Peabody Picture Vocabulary Test (ages 2.5 - 18)
American Guidance Service

Stanford-Binet Intelligence Scale (ages 2 and over)
Houghton Mifflin Company

Vane Kindergarten Test (ages 4-6)
Clinical Psychology Publishing Company, Inc.

Wechsler Intelligence Scale for Children (ages 5-15)
Psychological Corporation

Wechsler Preschool and Primary Scale of Intelligence (ages 4-6.5)

B. Group:*

California Test of Mental Maturity
McGraw-Hill

Cognitive Abilities Test (grades K-1, 2-3, 3-12)
Houghton Mifflin Company

*Should be used only for initial screening of students in the cultural/societal mainstream.

Henmon-Nelson Tests of Mental Ability (grades K-2, 3-6, 6-9, 9-12)
Houghton Mifflin Company

Kuhlmann-Anderson Test (grades K-1, 2, 3-4, 4-5, 5-7, 7-9, 9-12)
Personnel Press

Lorge-Thorndike Intelligence Tests (grades K-13)
Houghton Mifflin Company

II. Acheivement Tests

California Achievement Tests (forms for all grade levels)
CTB/McGraw Hill

Iowa Tests of Basic Skills (forms for all grade levels)
Houghton Mifflin Company

Metropolitan Achievement Tests (forms for all grade levels)
Harcourt, Brace and Jovanovich

SRA Achievement Series (grades 1-9)
Science Research Associates, Inc.

Stanford Achievement Test (forms for grades 1.5-9)
Harcourt, Brace and Jovanovich

Wide Range Achievement Test, Revised (ages 5-11, 12+)
Guidance Associates of Delaware, Inc.

III. Creativity/Divergent Thinking

Graves Design Judgment Test (grades 7-16)
Maitland Graves - Psychological Corporation

Guilford Creativity Tests for Children (specific IQ tests) (grades 4-6)
Sheridan Psychological Services, Inc.

Iowa Tests of Music Literary (grades 4-12)
Bureau of Educational Research and Service

Torrance Tests of Creative Thinking - Verbal (grades 4-12)
Personnel Press

Torrance Tests of Creative Thinking - Figural (grades 1-12)
Personnel Press (use Frank Williams shorter key)

IV. Aptitude

Academic Promise Test (grades 6-9)
abstract reasoning, language, numerical verbal and non verbal
Psychological Corporation

Differential Aptitude Tests (grades 8-12)
Psychological Corporation

Guilford-Zimmerman Aptitude Survey (grades 9-16)
Sheridan Psychological Services, Inc.

S.O.I. Learning Abilities Test
S.O.I. Institute, El Segundo, California
("this is not an intelligence test.... It is a test of specific learning abilities....to form the foundation cluster for a student's learning reading and arithmetic." It will help pick out the able student and is a diagnostic instrument which can be used individually or in groups. It is based on Guilford's Structure of Intellect factors.)

V. Self-Concept Tests*

Early School Personality Questionnaire (ESPQ) (grades 1-3)
Institute for Personality and Ability Testing - 1602-04 Coronado Drive, Champaign, Illinois Copy 1966

How Do You Really Feel About Yourself? (HDYRFAY?) (grades 4-12)
Frank Williams
3760 Dallas Road, N.W.
Salem, Oregon 97304

Junior-Senior High School Personality Questionnaire (HSPQ) (grades 7-12)
Cattell and Porter
Institute for Personality and Ability Testing

The Piers-Harris Childrens' Self Concept Scale (The Way I Feel About Myself)
Counselor Recordings and Tests, Box 6184 Acklen Station, Nashville, Tennessee 37212
Manual $1.00; Test Booklets (nonreusable) 1-99 - 23¢ each, 100+ - 20¢ each
Grades 5-12 copyright 1969

School Attitude Test - McCallon Learning Concepts, 2501 N. Lamar, Austin, Texas 78705. Elementary

The Self-Concept and Motivation Inventory (SCAMIN) What Face Would You Wear?
Person-O-Metrics, Inc., Evaluation and Development Services, 20504 Williamsburg Road, Dearborn Heights, Michigan 48127 - copyright 1968.
Grades 1-3 (early elementary form)
Grades 5-12 (intermediate form)

Self Esteem Inventory (SEI) by Coopersmith at the University of California at Davis - grades 5-12 (shorter than the Piers-Harris)

Modified SEI Grades 1-4

The Tennessee Self Concept Scale (TSCS)
Counselor Recordings and Tests
Specimen Sets - $1.50 - grades 5-12

VI. Divergent Feeling

Barron-Welsh Art Scale: A Portion of the Welsh Figure Preference Test (ages 6-18)
Consulting Psychologists Press, Inc.

Personality Rating Scale (grades 4-12)
Educators'-Employers' Tests and Services Associates

Mooney Problem Check List (grades 7-9, 9-12)
Psychological Corporation

VII. Biographical Inventory

Alpha Biographical Inventory (grades 9-12)
Institute for Behavioral Research in Creativity, Salt Lake City, Utah

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*Although these tests may be irrelevant for identification of giftedness per se, they can be extremely useful in assessing the affective needs of gifted children.

Biographical Inventory, Form R (grades 9-12) keys for creativity in art and music, academics, and leadership
North Carolina Department of Public Instruction

VIII. Culture Free

Cooperative Preschool Inventory (ages 3-6)
standardized on disadvantaged children
Cooperative Tests and Services

Culture Fair Intelligence Test (ages 4-8, 8-14, 13-16) Cattell and Cattell - Institute for Personality and Ability Testing (IPAT)

Goodenough-Harris Drawing Test (ages 3-15) "Draw-a-Man-Test"
Harcourt, Brace and Jovanovich

Stallings' Environmentally Based Screen (S.E.B.S.)
This is a measure which can be used for initial screening of culturally different children. "SEBS is a quick supplement to existing instruments of intelligence testing; it is not intended to replace any existing instrument now available." It is especially useful with children who attend neighborhood schools.

Dr. Clifford Stallings
U. S. International University
San Diego, California

IX. Kinesthetic

Standardized instruments to measure fine motor skills do not appear to be available. Fine motor skills would be best determined through demonstrated skills such as ballet, instrumental music (violin, etc.) and gymnastics. Gross motor skills can be evaluated on the following:

AAHPER Youth Fitness Test (grades 5-16) (American Association for Health, Physical Education, and Recreation) 7 scores - pull-up, sit-up, shuttle run, etc.

CAHPER Fitness-Performance Test (ages 7-17)
Canadian Association for Health, Physical Education, and Recreation

Appendix B

IDENTIFICATION SUGGESTIONS--PERFORMANCE DATA

SCALES

The Renzulli-Hartman Scale
for Rating Behavioral Characteristics of Superior Students*

Name_____ Date_____

School_____ Grade_____ Age_____
Yrs. Mos.

Teacher of person completing this form_____

How long have you known this child? _____Months.

DIRECTIONS. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

SCORING. Separate scores for each of the three dimensions may be obtained as follows:

Add the total number of X's in each column to obtain the "Column Total."

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*Exceptional Children, Volume 38, Number 3, November, 1971, pp. 211-214, 243-248 and Dorothy F. Syphers, Gifted and Talented Children: Practical Programming for Teachers and Principals. Arlington, Virginia: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900. Developers are Dr. Joseph Renzulli, University of Connecticut, and Robert K. Hartman, Darien City Schools, Connecticut. Children with the highest scores on each behavior can be ranked. The behavior scores used in the student profile will be determined by the type of program being established.

Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
Enter the Scores below.

Learning Characteristics....._____

Motivational Characteristics....._____

Creativity Characteristics....._____

Leadership Characteristics....._____

PART I: LEARNING CHARACTERISTICS

	1*	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).				
3. Has quick mastery and recall of factual information.				
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick."				
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.				
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

*1--Seldom or never
2--Occasionally
3--Considerably
4--Almost always

PART II: MOTIVATIONAL CHARACTERISTICS

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)
2. Is easily bored with routine tasks.
3. Needs little external motivation to follow through in work that initially excites him.
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.
5. Prefers to work independently; requires little direction from teachers.
6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.
7. Often is self assertive (sometimes even agressive); stubborn in his beliefs.
8. Likes to organize and bring structure to things, people, and situations.
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

1	2	3	4
Column Total			
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART III: CREATIVITY CHARACTERISTICS

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.
4. Is a high risk taker; is adventurous and speculative.
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.

1	2	3	4

	1	2	3	4
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.				
8. Is sensitive to beauty; attends to aesthetic characteristics of things.				
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.				
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

PART IV: LEADERSHIP CHARACTERISTICS

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.				
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.				
3. Seems to be well liked by his classmates.				
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
5. Can express himself well; has good verbal facility and is usually well understood.				
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.				
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.				
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
TOTAL				

Scale for Rating Behavioral Characteristics of Young Children

Dr. Bettie Chamberlain Atwater, Department of Education, State of Florida, has taken the Renzulli-Hartman Scale and adapted it for young children. Persons desiring to use this should contact Dr. Atwater for permission.

TEACHER OBSERVATION/RECOMMENDATION

Teacher-Observation and Recommendation Sheet

Step 1 - All teachers of the child's previous or present grade level may be asked to list a certain number of children in their classes in relationship to the ethnic/racial composition of the grade or school who may be the:

a. most creative children;

b. children with most leadership;

c. most scientifically or mathematically oriented children;

d. children who do the best critical thinking;

e. child who does the most detailed planning and can follow through with plans;

f. the decision makers;

g. the ones who take unlike ideas and create a new idea; and,

h. most able children who are the most inconsiderate of others in terms of behavior.

Step 2 - Together with principal, guidance staff, etc. compar lists to determine number of frequencies in which names appear and list these.

Step 3 - Consult achievement and intelligence data on students listed to this point to compare recommendations with past performances.

Step 4 - Make recommendations as necessary based on findings keeping in mind the racial composition and total number of children to be placed.

Teacher-Made Observational Checklist

1. Checklist Based on Characteristics and/or Traits Common to Gifted

Teachers of gifted and talented students in a given school or school system are encouraged to combine their efforts and develop their own observational checklists. Listing of characteristics and traits common to gifted students may be helpful in establishing checklist.

2. Checklist Based on Intellectual Behavior Contributing to Creativity

Teachers of gifted and talented students may give consideration to developing checklists based on pupil behaviors which contribute to creativity. Intellectual pupil behaviors which contribute to creativity include the following:

Thinking Behaviors (cognitive)[1]

- Fluent thinking - the ability to think the most by producing a number of questions, ideas, solutions or alternatives.
- Flexible thinking - the ability to take different approaches by producing a variety of questions, ideas, solutions or alternatives.
- Original thinking - the ability to think of novel or unique approaches by producing ideas, questions, solutions or alternatives that others do not think of.
- Elaborative thinking - the ability to embellish or expand upon ideas, questions, solutions or alternatives.

3. Checklist Based on Non-Intellectual Behaviors Contributing to Creativity

Teachers of gifted and talented students may give consideration to developing checklists based on pupil behaviors which contribute to creativity. Non-intellectual pupil behaviors which contribute to creativity include the following:

Feeling Behaviors (affective)[1]

- Curiosity - the thirst to be inquisitive and want to know. To toy with an idea and try it on for size. Willingness to question, explore and follow an inclination just to see what might happen.
- Imagination - the power to wonder or feel intuitive about something that has never happened to the child. To visualize and build images of things or places never ventured into. The ability to dream in a world of fantasy.
- Complexity - the challenge to appreciate intricate problems or ideas. To seek order out of disorder and delve into gaps that exist between how things are and how things might be.
- Risk-taking - the courage to make a guess, be different or take a dare. To be able to function without structure and face failure, mistakes and criticism.

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[1]Frank E. Williams, Identifying and Measuring Creative Potential: A Total Creativity Program for Individualizing and Humanizing the Learning Process. Educational Technology Publication, Englewood Cliffs, 1972.

TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Language		
1. The pupil is able to read.	___	___
2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.	___	___
B. Psychomotor Abilities		
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	___	___
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	___	___
C. Mathematics		
1. The pupil can repeat five digits forward and reversed.	___	___
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	___	___
D. Creativity		
1. The pupil interprets stories or pictures in his own words.	___	___
2. The pupil displays curiosity by asking many questions or by other types of behavior.	___	___
E. General Characteristics		
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	___	___
2. The pupil seeks new tasks and activities.	___	___
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for First Grade Pupils*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

		YES	NO
1.	The pupil reads two years above grade level.	___	___
2.	The pupil recognizes the number and sequences of steps in a specified direction.	___	___
3.	The pupil forms sets and subsets.	___	___
4.	The pupil understands the concepts of place value.	___	___
5.	The pupil recognizes the properties of right angles.	___	___
6.	The pupil can create a short story from a familiar subject.	___	___
7.	The pupil interprets stories and pictures in his own words.	___	___
8.	The pupil questions critically.	___	___
9.	The pupil demonstrates flexibility in his thinking pattern and the ability to communicate to others.	___	___
10.	The pupil is self-confident with pupils his own age, and/or adults; seems comfortable when asked to show his work to class.	___	___
11.	The pupil has a well-developed vocabulary.	___	___
12.	The pupil has a vivid imagination and enjoys sharing his "stories" with others.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for Grades 2-6*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Learning Characteristics		
1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his age.	___	___
3. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.	___	___
4. Tries to understand complicated material by separating it into respective parts; reasons things out for himself; sees logical and common sense answers.	___	___
B. Motivational Characteristics		
1. Is easily bored with routine tasks.	___	___
2. Prefers to work independently; needs minimal direction from teachers.	___	___
3. Has tendency to organize people, things and situations.	___	___
4. Is positive and zealous in his beliefs.	___	___
C. Leadership Characteristics		
1. Carries responsibility well; follows through with tasks and usually does them well.	___	___
2. Seems respected by his classmates.	___	___
3. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	___	___
4. Is shy, responding generally when called upon.	___	___
5. Is "bossy" with his peers.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for Recommending Gifted and Creative Students*
(Middle Grades and Above)

Student's Name _____ School _____ Grade _____ Homeroom _____

Teacher's Name _____ School Term _____

To the Teachers:

We need your help. We're looking for children in your classroom who you feel might be more able than their test scores indicate. The following list of characteristics, while by no means all inclusive, represents traits found in gifted and creative children. If any student in your class is described by at least twelve (12) of the items on this list, you may want to watch him more carefully for possible inclusion in the gifted program. Those items which are most applicable should be double checked. Will you help us by responding to the following checklist for the top students in your class? Supporting information and comments should be written on the back of this form.

____ 1. Is an avid reader.

____ 2. Has received an award in science, art, literature.

____ 3. Has avid interest in science or literature.

____ 4. Very alert, rapid answers.

____ 5. Is outstanding in math.

____ 6. Has a wide range of interests.

____ 7. Is very secure emotionally.

____ 8. Is venturesome, anxious to do new things.

____ 9. Tends to dominate peers or situations.

____10. Readily makes money on various projects or activities--is an entrepreneur.

____11. Individualistic--likes to work by self.

____12. Is sensitive to feelings of others--or to situations.

____13. Has confidence in self.

____14. Needs little outside control--disciplines self.

*San Francisco Unified School District Programs for Mentally Gifted Minors, William B. Cummings, Supervisor.

___15. Adept at visual art expression.

___16. Resourceful--can solve problems by ingenious methods.

___17. Creative in thoughts, new ideas, seeing associations, innovations, etc. (not artistically).

___18. Body or facial gestures very expressive.

___19. Impatient--quick to anger or anxious to complete a task.

___20. Great desire to excel even to the point of cheating.

___21. Colorful verbal expressions.

___22. Tells very imaginative stories.

___23. Frequently interrupts others when they are talking.

___24. Frank in appraisal of adults.

___25. Has mature sense of humor (puns, associations, etc.).

___26. Is inquisitive.

___27. Takes a close look at things.

___28. Is eager to tell others about discoveries.

___29. Can show relationships among apparently unrelated ideas.

___30. Shows excitement in voice about discoveries.

___31. Has a tendency to lose awareness of time.

Characteristics of Talented Pupils-Checklist*
(Can be used at any grade level)

School_____ Teacher_____

Directions: Place an X in the space beside each question which best describes the pupil.

Pupil's Name_____ Date_____

		YES	NO
1.	Displays a great deal of curiosity about many things.	___	___
2.	Generates ideas or solutions to problems and questions.	___	___
3.	Sees many aspects of one thing; fantasizes, imagines, manipulates ideas, elaborates.	___	___
4.	Applies ideas.	___	___
5.	Is a high risk taker; is adventurous and speculative.	___	___
6.	Displays a keen sense of humor.	___	___
7.	Is sensitive to beauty; attends to aesthetic characteristics.	___	___
8.	Predicts from present ideas.	___	___
9.	Demonstrates unusual ability in painting/drawing.	___	___
10.	Exhibits unusual ability in sculpturing or clay modeling.	___	___
11.	Shows unusual ability in handicrafts.	___	___
12.	Provides evidences of unusual ability in use of tools.	___	___
13.	Shows unusual ability in instrumental music.	___	___
14.	Demonstrates unusual ability in vocal music.	___	___
15.	Indicates special interest in music appreciation.	___	___
16.	Displays ability in role playing and drama.	___	___
17.	Demonstrates ability to dramatize stories.	___	___
18.	Shows ability in oral expression.	___	___
19.	Demonstrates unusual ability in written expression: creating stories, plays, etc.	___	___
20.	Shows evidence of independent reading for information and pleasure.	___	___
21.	Demonstrates ability in dancing; toe, tap, creative.	___	___
22.	Displays mechanical interest and unusual ability.	___	___
23.	Shows unusual skill and coordination in his gross muscular movements such as ball playing, running.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Student Evaluation Sheet*

Name:_____ School:_____ Date:_____

Teacher:_____ Subject:_____ Grade:_____

	EVALUATION		
	High	Average	Low
I. ATTITUDES			
A. Respects Self			
1. Recognizes strengths			
2. Recognizes weaknesses			
3. Level of self-image			
B. Respects Others			
1. Recognizes strengths			
2. Accepts weaknesses			
3. Involvement			
C. Sense of Responsibility			
1. Standard of motivation			
2. Standard of achievement			
3. Standard of excellence			
4. Standard of contribution			
D. Sense of Values			
1. Personal values			
2. Group values			
E. Respects Work and Learning			
1. Works independently			
2. Works with a group			
3. Asks good questions			
4. Quests to discover truth			
5. Solves problems for himself			
6. Perseveres			
7. Thinks logically			
8. Communicates clearly			
9. Acquires necessary skills			
II. ACADEMIC STATUS			
A. Content			
1. Acquires factual knowledge			
2. Understands concepts			
3. Able to evaluate			
B. Skills			
1. Has above average vocabulary			
2. Uses research skills			
3. Writes acceptable paragraphs			
4. Comprehends problems			
5. Can hypothesize			
6. Can construct a working plan			
III. CREATIVITY			
A. Recognizes Personal Talents			
1. Sees relationships			
2. Uses materials and ideas in original ways			
3. Applies talent or talents			
B. Values Creativity in Others			

*Prepared by Mrs. Betty Stovall, Director, Talent Development, Charlotte-Mecklenburg Schools.

Identification of Culturally Disadvantaged Underachieving Mentally Gifted Minors

Suggested by the State Consultants
In the Education of the Mentally Gifted[1]

1. Early evidence of:

___ School related learning
___ Maturation
___ Active and persistent exploration of environment
___ Imitation of adult behavior
___ Questioning of established ways of doing things or of assignments and directions

2. Unusually resourceful in coping with:

2.1 Responsibilities

___ Home
___ School
___ Work
___ Community
___ Other

2.2 Opportunities

___ Access to resources
___ Free and/or unstructured time
___ New environments
___ New experiences
___ Other

2.3 Deprivations

___ Economic
___ Social
___ Expression, information, planning, communication, exploration
___ Cultural
___ Educational

2.4 Problems, Frustrations, and Obstacles

___ School
___ Home
___ Social
___ Other

2.5 Lack of Structure and Direction

___ No closure
___ Poor or irrational organiation of:
  ___ Time
  ___ Work tasks
  ___ Learning experiences
  ___ Social experiences

2.6 Overly structured settings

___ With no or few opportunities to explore alternatives
___ With overemphasis on rigid expectations and with rigid role performance
___ With no or few opportunities to do things in new ways

3. Playful with:

___ Materials
___ People (interpersonal relations)
___ Ideas
___ Other things

---

[1]Obtained through Dr. Paul Plowman, California State Department of Education.

4. Sense of humor (Describe)

5. Products (List)

6. Achievements (List)

7. Skills (List)

8. Scores on intellectual ability tests:

___ Scores compared with norms for culturally disadvantaged children
___ Nonverbal score as compared with verbal score

9. Intelligence/achievement scattergram profiles and aptitude test scores

10. Ratings on maturation profiles; e.g. Gesell

Characteristics of Able Disadvantaged Pupils*

Name_____ Date_____

School_____ Grade_____ Age_____

Able disadvantaged pupils evidence superior ability in one or more of the five areas listed below. No pupil is expected to demonstrate ability in all areas, but an analysis of strengths may indicate potential. It is important to note that these characteristics can be evidenced in both positive and negative ways and either manifestation is an indicator of strength. Examples of negative indicators have been enclosed in parenthesis.

The classroom teacher who works daily with pupils is best qualified to make these observations. Place an X on the line beside each statement which BEST describes this pupil. If the behavior has not been observed, leave the line blank.

A. LEARNING	YES	NO
. Demonstrates verbal proficiency in small group problem solving tasks.	___	___
. Has unusually advanced vocabulary for age or grade level.	___	___
. Has verbal behavior characterized by "richness" of expression, imagery, elaboration, and fluency in any language. (Sometimes rambles on and on.)	___	___
. Possesses a large storehouse of information about a variety of topics beyond the usual interests of age peers.	___	___
. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick". (Can be an annoyance in persisting to ask questions.)	___	___
. Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people or things. (Sometimes skeptical.)	___	___
. Looks for similarities and differences.	___	___
. Reads independently; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedia, atlases, travel, folk tales, poetry, science, history and drama.	___	___
. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.	___	___
. Catches on quickly; retains and uses new ideas and information.	___	___
. Has a facility for learning English if bilingual.	___	___
. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	___	___

*Obtained through Allyn Arnold, Director, Los Angeles Unified School District, Mentally Gifted Minors, and Al Hatch.

	YES	NO
B. MOTIVATION		
. Evidences power of concentration.	___	___
. Prefers to work independently with minimal direction from teachers. (Resists directions.)	___	___
. Has tendency to organize people, things and situations. (Resists opinions of others; wants own way.)	___	___
. Is concerned with right and wrong, good and bad. (Makes decisions with little tolerance for shades of "grey.")	___	___
. Takes advantage of opportunities to learn and enjoys challenge.	___	___
. Is self-critical and strives for perfection. (Sometimes critical of others and not self.)	___	___
. Often is self-assertive. (Can be stubbornly set in ideas.)	___	___
. Requires little drill to grasp concepts; seeks other than routine tasks. (Needs to know reasons for activity.)	___	___
. Becomes absorbed and involved in certain topics or problems.	___	___
. Is persistent in task completion. (Sometimes unwilling to change tasks.)	___	___
. Likes structure and order but not static procedures. (Is frustrated by lack of progress.)	___	___
. Is motivated by sports, music, and concrete subjects.	___	___
C. LEADERSHIP		
. Accepts and carries responsibility; follows through with tasks and usually does them well.	___	___
. Is self confident with age peers; is usually well understood by them. (Can be self assertive and dominant.)	___	___
. Seems well liked by classmates and is looked upon as a leader. (Needs peer approval and acceptance.)	___	___
. Shows developing understanding in how to relate to teachers and classmates. (Sometimes has a rebellious attitude.)	___	___
. Tends to dominate others and generally organizes and directs activities when involved in a group.	___	___
. Adapts readily to new situations; is flexible in thought and actions and is not disturbed when normal routine is changed.	___	___
. Seems to enjoy being with other people; is sociable and prefers not to be alone. (Sometimes is a loner.)	___	___
. Takes initiative and shows independence of action.	___	___
. Is a social leader on playground and off campus.	___	___
D. CREATIVITY		
. Displays intellectual playfulness; fantasizes; imagines; manipulates ideas by elaboration or modification.	___	___
. Is a high risk taker; is adventurous and speculative. (Has different criteria for success.)	___	___

	YES	NO
. Displays a keen sense of humor reflective of own cultural background.	___	___
. Is individualistic; does not fear being different. (Departs from peer norm in action and behavior.)	___	___
. Predicts from present information.	___	___
. Displays a curiosity about many things; has many hobbies.	___	___
. Generates a large number of ideas or solutions to problems and questions.	___	___
. Responds emotionally to stories, events, and needs of others.	___	___
. Shows ability in oral expression.	___	___
. Demonstrates exceptional ability in written expression; creates stories, plays, etc.	___	___
. Is sensitive to color, design, arrangement and other qualities showing artistic appreciation and understanding.	___	___
. Is sensitive to melody, rhythm, form, tonal coloring, mood and other qualities showing music appreciation.	___	___
. Demonstrates exceptional ability in one of the fine arts (underline area of strength): dancing, painting/drawing, sculpturing/clay modeling, instrumental or vocal music, role playing/drama.	___	___
. Demonstrates unusual ability in one of the practical arts (underline area of strength): handicrafts, wood, metal, print, design, mechanics.	___	___
. Demonstrates exceptional skill and ability in physical coordination activities.	___	___
. Shows interest in unconventional careers.	___	___
. Improvises with commonplace materials.	___	___
E. ADAPTABILITY		
. Handles outside responsibilities and meets school demands.	___	___
. Learns through experience and is flexible and resourceful in solving day to day problems.	___	___
. Deals effectively with deprivations, problems, frustrations or obstacles caused by the complexities of living conditions.	___	___
. Overcomes lack of environmental structure and direction. (Needs emotional support and sympathetic attitude.)	___	___
. Displays high degree of social reasoning and/or behavior and shows ability to discriminate.	___	___
. Uses limited resources to make meaningful products.	___	___
. Displays maturity of judgment and reasoning beyond own age level.	___	___
. Is knowledgeable about things of which others are unaware.	___	___
. Can transfer learning from one situation to another.	___	___

Barclay Classroom Climate Inventory
(Grades 3-6)

"Purports to measure personality dimensions, learning characteristics, and social interaction skills of individual students and involves self reports, peer nominations and teacher ratings."

James R. Barclay, University of Kentucky; Educational Skills Development Inc., Lexington, Kentucky 40508

PEER NOMINATIONS

Student-Peer Nomination Checklist

Teachers of Gifted and Talented students may give consideration to utilizing student peer nomination checklist in which students list specific data relative to their friends (those who are closest friends, those with whom they walk home or ride the bus, those who are seen only at school).

Students may be asked to utilize their knowledge of their "friends" to help them list the:

a. most creative and original classmate(s), or

b. classmate(s) with most leadership, or

c. most scientifically oriented classmate(s), or

d. classmate(s) who does the best critical thinking, or

e. etc.

Note: Statements may have to be modified and/or adapted to the level of students being served.

Student's Classroom Inventory*

You have talents. You are aware of some of the talents which your classmates have and some may be hidden. After you have written the names of each of your classmates in the first column, please write in the second column the talent which you feel each person has. If any of your classmates have a talent which is unknown to you or one which cannot be determined by you, place a check (✓) beside the name of that person in the third column.

Name of Your Classmates	Talent He or She Has	Hidden Talent
1.		
2.		
etc.		

*Through the Courtesy of: Mrs. Betty Stovall, Director, Talent Development, Charlotte-Mecklenburg Schools, Charlotte, North Carolina.

Student Individual Talent Inventory

You have talents. Some of them your friends or parents or teacher knows. Some only you know. Please list all talents you have and check whether others know it or not.

Name:

Talent I Know I Have	Other People Know It	No One Else Knows It
1. 2. 3. etc.		

Barclay Classroom Climate Inventory

Already listed under TEACHER CHECKLISTS

Alpha Simulation Game

This can be obtained from Ms. Victoria Raider, Leschi School in Seattle, Washington. Dr. Renzulli has worked with her in the development of this peer nomination form.

Syracuse Scale of Social Relationships

This peer nomination instrument was developed by Eric Garden and George Thompson and was published by Harcourt, Brace and Jovanovich.

PARENT NOMINATION FORMS

FOR SCHOOL USE ONLY	
TR	
TI	

Sample Parent Nomination Form
at the Early Childhood Level

Name of Student_____ Age_____

Address_____ School_____ Grade_____

Parent's Name_____

Instructions: In relationship to the typical child in your neighborhood, please circle a number for each item which best describes your child: 5 - has this trait to a high degree; 4 - has this trait more than the typical child; 3 - compares with the typical child; 2 - has this trait less than the typical child; 1 - lacks this trait.

1.	Has advanced vocabulary, expresses himself or herself well	5	4	3	2	1
2.	Thinks quickly	5	4	3	2	1
3.	Recalls facts easily	5	4	3	2	1
4.	Wants to know how things work	5	4	3	2	1
5.	Is reading (before he started kindergarten)	5	4	3	2	1
6.	Puts unrelated ideas together in new and different ways	5	4	3	2	1
7.	Becomes bored easily	5	4	3	2	1
8.	Asks reasons why--questions almost everything	5	4	3	2	1
9.	Likes "grown-up" things and to be with older people	5	4	3	2	1
10.	Has a great deal of curiosity	5	4	3	2	1
11.	Is adventurous	5	4	3	2	1
12.	Has a good sense of humor	5	4	3	2	1
13.	Is impulsive, acts before he thinks	5	4	3	2	1
14.	Tends to dominate others if given the chance	5	4	3	2	1
15.	Is persistent, sticks to a task	5	4	3	2	1
16.	Has good physical coordination and body control	5	4	3	2	1
17.	Is independent and self sufficient in looking after himself	5	4	3	2	1
18.	Is aware of his surroundings and what is going on around him	5	4	3	2	1

19.	Has a long attention span	5	4	3	2	1
20.	Wanted to do things for himself early--example dressing and feeding himself	5	4	3	2	1

(An LEA could substitute "yes" and "no" rather than a continuum. This form could be used by parents to help select GT students entering kindergarten or grade one. The teacher rating--TR in the box at the top--could fill out the form near the end of the year. Information collected from both, when compared to standardized test instruments--TI in the box--could be used by an LEA to validate the form.) Developed by staffs in the North Carolina Division for Exceptional Children, Gifted and Talented Section and Division of Research.

Rockford, Illinois Parent Questionnaire for Kindergarten Children[1]

Parent Information Sheet

In an attempt to make the school experience a good one for each youngster, we must constantly re-evaluate the methods by which we plan the educational programs. In a long-range study we are trying to determine how accurately parents can assess their child's potential. You can help us in this project by providing the following information on your kindergarten child.

CHILD'S_____ DATE OF BIRTH_____

PARENT'S NAME_____ HOME PHONE_____

ADDRESS_____ SCHOOL_____

_____

_____

BROTHERS AND SISTERS:

NAMES	BIRTHDATES
_____	_____
_____	_____
_____	_____
_____	_____

Some behaviors a child may show:

1. Learns easily and rapidly.
2. Remembers easily what he has learned.
3. Shows great curiosity about his surroundings.
4. Seeks his own answers and solutions to problems.
5. Develops earlier than others his age.
6. Tends to direct the activities of playmates his own age.
7. Usually keeps himself busy with many different interests or one sustained interest.

A youngster who displays some or all of the above characteristics may be intellectually gifted. As you think about your kindergarten child in this light, would you consider your child to be intellectually gifted?

Yes_____ No_____

This project will involve, at a later date, an individual assessment of your child to provide us the necessary results for future program planning. Would you please indicate your permission for your child's involvement in this project by signing below.

_____ _____

Date Signature (Parent or Guardian)

[1]Obtained through Thomas E. Ciha, Ruth Harris and Charlotte Hoffman, Rockford Public Schools. Permission to use this questionnaire must be obtained from the Rockford Public Schools, 121 South Stanley Street, Rockford, Illinois 61102.

Appendix C

SAMPLE STUDENT PROFILES

-

Composite Student Evaluation Profile*

This form has been developed to compile objective and subjective data on students in deciding placement into gifted and talented classes. Data is converted into a stanine figure.

Roman numeral I is a composite chart of data. Within the chart, numbers are translated into a 1 to 9 stanine.

Block 1 - the IQ stanine
Block 2 - the achievement stanine, paragraph meaning
Block 3 - the achievement stanine, arithmetic concepts
Block 4 - average of all grades for the past two years (C=5, B=7, A=9)
Block 5 - III Motivation: #1=1; #2=3; #3=5; #4=7; #5=9
Block 6 - III Work Attitude: #1=1; #2=3; #3=5; #4=7; #5=9
Block 7 - III Curiosity: #1=1; #2=3; #3=5; #4=7; #5=9
Block 8 - III Creativity: #1=1; #2=3; #3=5; #4=7; #5=9
Block 9 - IV Skills and Maturity: Total the circled numbers by topics. Translate into a stanine according to the following chart.

Totals	Stanine	Totals	Stanine
121-135	9	61-75	5
106-120	8	46-60	4
91-105	7	31-45	3
76- 90	6	0-30	2

Block 10 - Add all stanines in blocks 1 through 9 and place total number in here.
Block 11 - Divide the total number in block 10 by 9 and place the composite stanine here. Local school placement committees will determine the cutoff stanine.

The cutoff stanine (block 11) is compared with V Teacher's Evaluation and VI Past Record in G & T Classes (if applicable). The last bit of data (VII) may determine the type of program.

DATE_____

SCHOOL_____ NAME OF STUDENT_____

GRADE_____ TEACHER_____ SUBJECT_____

HOME ADDRESS_____ HOME TELEPHONE_____

PARENTS' INITIALS_____

SCHOOL ASSIGNED FOR NEXT YEAR (19-- 19--)_____

I.

1	2	3	4	5	6	7	8	9	10	11

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*Developed by Mrs. Betty Stovall, Director, Talent Development Program, Charlotte-Mecklenburg Schools, Charlotte, North Carolina.

II. TEST RESULTS

Lorge-Thorndike or similar instrument (Stanine Score)_____
(Elementary Grades)

DAT (VR + NA) or similar instrument (Stanine Score)_____
(Secondary Grades)

Stanford Achievement Test or similar instrument (Stanine Scores)
Paragraph Meaning_____ Arithmetic Concepts_____
(Latest test given)

Average of all grades for Past Two Years----------_____

III. PLEASE DESCRIBE THIS STUDENT BY ENCIRCLING THE MOST ACCURATE DESCRIPTION FOR A-D (If, after encircling the description, you feel it underestimates the pupil, place a + after the encircled number.) These items will be translated into stanines.

A. Motivation	B. Work Attitude	C. Curiosity	D. Creativity
1. Must be prodded to get work done	1. Does not like to tackle a new idea	1. Not curious enough to get all the facts	1. Never has a new idea
2. Requires occasional reminders	2. Has difficulty comprehending class procedures	2. Accepts facts and situations as presented	2. Tends to use only familiar ideas
3. Usually completes work promptly	3. Applies general classroom methods capably	3. Asks some questions for better understanding	3. Sometimes has original ideas
4. Generally does more than is required	4. Occasionally employs a new approach	4. Demands reasons; expresses doubts; wants additional clarification	4. Can be depended on to have good suggestions
5. Contributes creatively and constructively on a high level	5. Finds many ways to solve problems	5 Investigates further and arrives at conclusions	5. Sees new relationships; uses materials in unusual ways

IV. Skills and Maturity

PLEASE ENCIRCLE THE NUMBER THAT MOST ACCURATELY DESCRIBES THIS STUDENT'S LEVEL IN EACH OF THE FOLLOWING AREAS: (Consider 9 to be Superior, 5 to be Average, and 1 to be Poor)

FILL IN COMPLETELY

Reading	9	8	7	6	5	4	3	2	1
Paragraph Writing	9	8	7	6	5	4	3	2	1
Grammar	9	8	7	6	5	4	3	2	1
Spelling	9	8	7	6	5	4	3	2	1
Punctuation	9	8	7	6	5	4	3	2	1
Arithmetic Application	9	8	7	6	5	4	3	2	1
Penmanship	9	8	7	6	5	4	3	2	1
Oral Reporting	9	8	7	6	5	4	3	2	1
Critical Judgment	9	8	7	6	5	4	3	2	1
Organization Proficiency	9	8	7	6	5	4	3	2	1
Following Directions	9	8	7	6	5	4	3	2	1
Research Ability	9	8	7	6	5	4	3	2	1
Emotional Maturity	9	8	7	6	5	4	3	2	1
Physical Maturity	9	8	7	6	5	4	3	2	1
Social Maturity	9	8	7	6	5	4	3	2	1

Total Score_____

V. TEACHER'S EVALUATION: _____

_____

_____

_____

Do you recommend this student for Gifted and Talented classes? Yes__ No__

VI. PAST RECORD OF ENROLLMENT IN G & T CLASSES

DATE	GRADE	SCHOOL

DATE	GRADE	SCHOOL

VII. Please check the areas in which the student shows unusual interest or talent:

Art	___	Language Arts	___	Music	___	Science	___
Dance	___	Language	___	Physical Education	___	Others	___
Drama	___	Mathematics	___	Social Studies	___	_____	

Composite Student Profile

(Using the matrix for the category of child being evaluated for possible placement, obtain data from the areas listed below.)

Date_____

Name of Student_____ School_____

Grade_____ Teacher_____

Parents' Name_____ Telephone_____

Home Address_____

1. Instruments

Name	Date	Score or Stanine

2. Performance

   a. Grade (GPA) _____

   b. Demonstration of Skills (explain)

   c. Checklists/Scales

Name	Date	Score or Stanine

3. Nominations

	Name	Title	Comments
a.			
b.			
c.			

4. Developmental Data

	Type	Who	Comments
a.			
b.			
c.			

5. Additional Comments (information regarding motivation, little known information, anecdotes, things that make this child special and set him apart):

(Developed by the staff in the North Carolina Division for Exceptional Children, Gifted and Talented Section)

Appendix D

PROCEDURES FOR REFERRAL, SCREENING, ASSESSMENT PLACEMENT FOR GIFTED AND TALENTED CHILDREN[1]

Each administrative unit shall develop procedures for referral, screening, assessment and placement of their gifted and talented children. These procedures must be in accordance with the Policies and Regulations adopted by the State Board of Education, in keeping with state law and follow due process procedure. The local procedures shall be adopted by each local board of education and should address themselves to the steps listed below.

Variations from these procedures may occur when sufficient evidence exists to validate that children can be properly identified and placed within the intent of the procedures. A written plan detailing the variations with reasons listed shall be submitted to the Director, Division for Exceptional Children, for approval prior to their implementation.

A. Referral

1. When a teacher recognizes that a child's educational needs are not being met, the teacher will provide in writing an assessment of the pupil's strengths and weaknesses. This will be given to the principal of the school who then may contact the chairman (director or coordinator) of programs for exceptional children. This step may also be initiated by the parent, guardian, surrogate parent, principal or bona fide agency and follow the same procedure.

2. The pupil will be observed in his regular classes by at least one of the following: the principal, the chairman of programs for exceptional children, a teacher of exceptional children. If the child is observed, a written description of the child's behavior will be compiled.

3 The regular teacher, the local chairman or his designee, and the principal will confer to determine whether the regular program can be adapted to meet the needs of the child, whether transfer to another regular teacher is advisable, or whether there is the need for special service or placement. If a special program or service is desired, reasons should be given in writing and referral made to the School-based Committee.

B. School-based Committee

1. A School-based, biracial[2] Committee will be selected from among the following and be responsible for initiating screening and

---

[1]Excerpted from the procedures for all "children with special needs" adopted by the North Carolina State Board of Education, July, 1975, and in accordance with the Equal Educational Opportunities Act.

[2]At least one member of the committee shall be of the same race as the child.

assessment of children referred to it:

. the principal (or his designee) as chairman[3]
. the teacher referring the child[3]
. the chairman for exceptional children (or his designee)[3]

. a resource teacher or another teacher of exceptional children teaching in the areas of exceptionality discussed
. a psychologist
. a guidance counselor
. a social worker
. a speech, language and hearing specialist
. a physician or school nurse

2. If, in the School-based Committee's judgment, additional information needs to be obtained on the child, the parent or guardian must be informed of the need, receive an explanation, and be requested to give his approval in writing prior to any further action being taken.

3. The following information must be gathered on each child who needs special attention other than that available in a full-time regular classroom with his regular classroom teacher. This information will be presented to the School-based Committee.

   a. Initial referral from teacher, principal, parent, surrogate parent, or bona fide agency.

   b. Local chairman and/or principal's observation of the child if needed.

   c. Recommendations following the joint conference between teacher, chairman and principal requesting special services.

   d. Comprehensive Screening and Assessment - The assessment of an exceptional child will be multi-factored and multi-sourced, in order to provide a comprehensive view of the child from the perspective of the school, home and community. Screening and assessment will be the responsibility of the School-based Committee and, where appropriate, other professionals qualified to administer and determine the results of certain technical (clinical) tests which are designed to screen or assess a pupil's strengths and weaknesses in specific areas of learning. The assessment will include some or all of the following information.

      (1) Education Functioning:

         --Screening - The child's existing school records including work samples shall be collected and analyzed.

[3]To be on each committee.

--Assessment - An assessment shall be made of the child's educational functioning in relation to the educational program of the school; the results of this assessment should be expressed in terms of both the child's strengths and weaknesses. This assessment should be comprehensive, using a full range of available instrumentation and observations, including diagnostic tests and other appropriate formal measurements.

Any "classification" of students for educational purposes should consist of a description of the types of educational programs and services needed by each child to learn to the fullest extent possible in the school setting, rather than just categorizing the child by some diagnostic label which is unrelated to educational programming.

(2) Psychological Evaluation

If an individual psychological is given, it shall include, but not be limited to, the assessment of intellectual functioning and social and personal behavior, adaptive behavior and psychomotor development. Such an evaluation shall be performed by a qualified examiner who is either certified by the State Department of Public Instruction or licensed under the North Carolina Psychological Licensing Act. Social-personal behavior and academic performance shall be measured by test instruments deemed appropriate by the examiner.

In categories requiring a psychological, a child shall not be placed, even temporarily, prior to this assessment. Due to the time involved in obtaining psychological services and the immediate special needs of some children, the following option may be considered.

> The resource teacher may serve as a consultant to the regular teacher and make specific program recommendations. The regular teacher works with the child. This constitutes neither special placement nor labeling of the child.

(3) Other Information

Measures of identification other than tests, such as scales and checklists distributed through the Division for Exceptional Children, may also be used to identify gifted and talented children.

(4) Vision and Hearing

Vision and hearing screening can be conducted by school health nurses and other appropriate personnel. Speech,

language and hearing specialists may conduct hearing screening. Medical evaluations of these functions should be conducted by a physician.

(5) Medical

Medical screening may be conducted by the school health nurse. Medical evaluations will be conducted by a physician. Medical problems revealed through screening requiring treatment or additional diagnosis should be referred to a physician.

(6) Speech and Language Development

The following aspects of speech and language should be evaluated: articulation, fluency, voice and language (syntax, morphology, semantics).

e. Children with Linguistic or Cultural Differences

When assessment procedures and instruments are selected for use in a local district, adjustments shall be made where necessary to account for the sociocultural and linguistic home environments of pupils. The appropriateness of such procedures and instruments shall be considered in administering tests and evaluating the results.

f. Written Educational Recommendations

The School-based Committee is responsible for providing in writing to the receiving teacher general recommendations including strengths and weaknesses of the child based on the data collected. These recommendations should be understood by the teacher receiving the child. Specific strategies for the educational program of the child will be developed by the special teacher and will speak to remediation, enrichment and/or curriculum planning. The written program and committee recommendations will be used in the re-evaluation process in determining continued or changed placement.

C. Re-Evaluation

Each year the School-based Committee should review the placement of all children in special educational programs in their school.

Based on this review, the Committee will make its recommendation to the Administrative Placement Committee concerning the future placement of the child. The parent or guardian must be notified of any change in placement following due process procedures.

After a period of special placement, not in excess of three years, an indepth re-evaluation is strongly recommended. This indepth evaluation will be different for each categorical placement and should be designed to provide comprehensive information deemed necessary by Administrative Placement Committee.

D. Placement Procedures - Involuntary

It is recognized that, in the most unusual circumstances, it may become necessary to assign a child (who has had the appropriate psychological and physical evaluation) to a special program without parental consent. This is allowed by Chapter 1293 of the Session Laws (1974). However, it is recommended by the State Board of Education that such assignment only be made as a last resort, after other remedial measures to deal with the child's special needs have been attempted within the regular school program. Further, it shall be policy that such an assignment shall be only made upon recommendation of the Administrative Placement Committee and approval of the local superintendent. The parent is entitled to appeal this action following due process procedures.

E. Recommended and Required Screening and Evaluation Before Placement Programs for Gifted and Talented Children

1. *Required* Screening or Evaluation Before Placement

   a. Educational evaluation [information gathered routinely on all school children--authors]
   b. Other information - See "Suggestions for Identifying Gifted and Talented Students" issued by the Division for Exceptional Children, State Department of Public Instruction, and An Identification Model published under the Title V Project

2. *Recommended* Screening or Evaluation Before Placement

   a. Psychological evaluation
   b. Vision and hearing
   c. Medical screening
   d. Speech and language development

F. Administrative Placement Committee

1. The membership of an Administrative Placement Committee should be selected from the following:

   . Chairman, Programs for the Gifted/Talented
   . Chairman of the appropriate School-based Committee
   . Superintendent or his designee
   . General Supervisor
   . School Psychologist(s)
   . Other appropriate personnel

   The Committee should have in membership a person of the same race as the child being considered for placement.

   The School-based Committee recommends placement to the Administrative Placement Committee.

2. The Administrative Placement Committee will review data on each child presented from the School-based Committee's report and recommendations. The Administrative Placement Committee then renders a decision for placement of the child. All special placement is made by the Administrative Placement Committee.

3. Once the Administrative Placement Committee has rendered a decision on the placement or services, one of the following procedures should be followed:

   a. A conference is held with the parent or guardian and the following is completed.

      1. The parent or guardian is notified of the Committee's decision.

      2. A written statement is drafted indicating that a conference has been held, that the parent is apprised of the Committee's decision, and the parent is supplied a description of the program or service to be provided. The parent should be informed that if his child does not perform according to the criteria developed for the particular program, a review will become necessary to re-evaluate placement.

      3. The parent is told that he has the right to review the data, to challenge the data and to provide additional data that could have some effect on the placement of the child.

      4. The parent is told about other agencies that can provide free evaluations if he is unable to pay for additional desired evaluations.

      5. The parent is furnished a copy of the appeal procedure and is apprised of his right to appeal the decision.

   b. A letter is sent to the parent or guardian including the following:

      1. The Committee's decision concerning placement.

      2. A written description of the program or service to be provided including the possibility of placement review.

      3. A description of the rights of the parent including the right to review the data, challenge the data and to provide additional data that could effect the placement of the child.

      4. A list of agencies that could provide free evaluations if desired.

5. A copy of the appeal procedures.

The letter is sent by certified or registered mail with returned receipt requested, unless waived by the parent in writing.

(For copies of possible types of forms to be used to implement these procedures, contact your State consultant for Gifted Programs.)

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