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AUTHOR Merkoski, Kay
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ABSTRACT

This manual is intended to guide the development of a primary grade gifted and talented program called Project EAGLE. The program focuses on lateral enrichment, higher level cognitive domain skills, creative thinking, self-directed learning, self-awareness and acceptance, and interpersonal relationships. Students complete assignments in theme-oriented booklets during regularly scheduled "seat-work" time. The Project EAGLE teacher visits students weekly to provide instruction, introduce new concepts, encourage feedback, and identify possible problem areas. Section I of the manual contains a philosophy, definition of giftedness, target population definition, and information on district policy, program goals, needs assessment, funding, program management, and general program results. Section II covers screening and identification procedures for grades 1-3 and for kindergarten. Section III on program implementation discusses scheduling, role of the classroom teachers, and timelines for implementing various program components. Section IV presents program goals and component objectives; general curriculum information with sample lessons; and a curriculum guide for each grade level listing enrichment concepts, materials/resources, and evaluation/assessment methods. The final section outlines evaluation of student performance and program evaluation. Appendixes contain a brief summary of research, sources for evaluation and curriculum materials, and various administrative forms. (JDD)

PREFACE

This manual is the result of three years of work: researching, developing, implementing, evaluating and refining Project EAGLE. The manual is intended to be a guide in the development of a primary grade gifted and talented program. Organizational factors such as district commitment, time allotment and teacher training determine the effective scope of any program. Project EAGLE is a flexible program that can be adapted to district needs in a variety of ways.

I would like to thank the following people and organizations for their support, help and cooperation during Project EAGLE's nesting phase:

The State Department of Education, especially Ron Lesher, Stanley Rabinowitz and Jeanne Carlson, for funding and encouraging my ideas.

The Somers Point Board of Education for permitting me the time and opportunity to develop the program.

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My husband, Paul, for his patience, love, support and proof-reading ability.

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PHILOSOPHY

The Somers Point Public School District recognizes the unique needs and values of individual students and encourages their abilities and talents. Students who are identified by the district as intellectually gifted require differentiated education programs to explore and attain their full potential. Project EAGLE, an innovative and challenging gifted and talented program for kindergarten through third grade students, is an integral part of this commitment.

DEFINITION OF GIFTEDNESS

Intellectual giftedness is divided into three distinct areas. Individual students may show evidence of giftedness in one or more categories:

- ☐ General intellectual ability.
- ☐ Specific academic ability.
- ☐ Creative/productive thinking ability.

DISTRICT POLICY

The opportunity to participate in the district's gifted and talented programs will be offered to all qualified, district-identified students. Students will participate in gifted and talented activities in replacement of, not in addition to, regular classroom instruction.

PROJECT EAGLE GOALS

- ☐ Project EAGLE students will engage in activities which will provide lateral enrichment and will require the development and improvement of higher level cognitive domain skills as identified by Bloom.
- ☐ Project EAGLE students will participate in activities designed to stimulate and improve the expression of creative thinking abilities.
- ☐ Project EAGLE students will participate in activities which will develop self-directed learning skills to enhance the likelihood of academic success and personal satisfaction.
- ☐ Project EAGLE students will interact with each other to promote self-awareness and acceptance, and interpersonal relationships.

NEEDS ASSESSMENT

Before any identification procedures can be developed or any curriculum can be written for a gifted and talented program, it is necessary to complete a district needs assessment to survey population needs and achievement, and district resources. The following information documents Somers Point's population survey, district resources and target population.

DISTRICT EVALUATION

In 1985, the Somers Point Committee on Gifted and Talented Education evaluated the district's gifted and talented programs and concluded that the program for students in grades K–3 could be improved in four areas:

- ☐ Revision of testing and identification procedures for primary grade students. (Kindergarten and 1st grade students had been identified only on the basis of parent/teacher nominations and examples of student work.)
- ☐ Development of a district program for K–3 gifted and talented students. (Students had been working in an enrichment material packet at the classroom teacher's discretion.)
- ☐ Creation of a management method that is not a pull-out program. (The age and maturity levels of primary grade children present problems with pull-out program methods.)

☐ Integration of a program into existing classroom curricula. (The existing writing process curriculum uses the writing/thinking approach which is ideal for a gifted curriculum.)

A survey of the K–3 student population (400) revealed that a primary pool of approximately 30% could be considered eligible for further G/T screening. Students in the primary pool achieved one or more of the following:

☐ Scored on or above the 85th percentile on achievement tests.

☐ Scored on or above 120 on IQ tests.

☐ Were recommended by parent or teacher.

☐ Attained a 5.9 or above developmental age level for kindergarten students on the Dallas Developmental Test.

TARGET POPULATION

The identification system used to select gifted and talented students determines the scope of the program to be developed. The identification procedure for Project EAGLE selects students who show evidence of intellectual ability, including: creative thinking, high verbal aptitude, reasoning skills and superior learning characteristics. High verbal ability is essential for advanced levels of abstraction, generalization and ideas.

It was expected that approximately 5–7% of the K–3 student population would be identified for participation in Project EAGLE. Approximately 6% of the K–3 student population has been identified each year for the past two years of the program. The students are all members of heterogeneously grouped, self-contained classes. They are gifted and talented students who often show a high degree of independence in learning, thought and judgment. They also exhibit characteristics of high motivation, great curiosity, perseverance and capability for creative thought. They are students who need to participate in stimulating activities to expand their content knowledge and develop creative expression skills. They are also children who need to develop independent learning techniques that will free them from the need for constant adult supervision in learning.

FUNDING

The Somers Point School District received a New Jersey Department of Education grant to develop Project EAGLE as a Gifted and Talented Exemplary Program during the 1985–1986 school year. Integrated into the district's existing writing process curriculum, Project EAGLE was designed to provide an alternative to traditional gifted and talented pull-out programs in a manner that was minimally intrusive on the classroom dynamic.

PROGRAM MANAGEMENT

As students progress through the program, they work in Project EAGLE booklets during regularly scheduled "seat-work" time. Each booklet is centered around a thematic concept with activities to stimulate writing and thinking skills. The Project EAGLE teacher visits students in the program once each week to provide instruction, introduce new concepts, encourage feedback, maintain contact with EAGLE students and identify possible problem areas. Classroom teachers determine the schedule for daily student participation in Project EAGLE booklets and also may help evaluate student work.

RESULTS

The degree of success of any new program is ultimately a reflection of the acceptance and support the program receives. Project EAGLE has received full support and cooperation from administrators, teachers, parents and students. Although the program is still in its "fledgling" stage, preliminary results indicate gains in student scores on Language Expression Sub-Tests; C.A.T., creative thinking assessment measures, and increasingly superior student work on holistic writing samples and teacher checklists.

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INTRODUCTION

The primary grades are especially critical periods of cognitive and psychosocial growth. A paucity of proven identification procedures for primary grade gifted and talented children presents a major stumbling block in developing appropriate programs for these students. The need exists for early identification of and educational intervention for gifted and talented students in the primary grades.

The Somers Point School District received a grant from the New Jersey Department of Education to analyze, refine and evaluate existing identification procedures used to select students for Project EAGLE (the district's K-3 gifted and talented program). The purpose of the grant was to provide an accurate and effective method to identify gifted and talented students in the primary grades. Identification procedures for Project EAGLE candidates are based on individual student matrices which profile subjective and objective assessment data. This system has been used successfully for several years to identify students for the district's 4th through 8th grade program.

An initial evaluation of identification procedures by an evaluation consultant showed an overall accuracy rate of 74% of correct student classification (grade level 1 and above). Upon review of the incorrect classifications, the original rating scales used to estimate success were revised and refined and identification procedures were judged to be 85% accurate. Kindergarten matrices were evaluated separately and details of the procedures and results can be found in the kindergarten section of this manual.

Grant activities were also directed towards finding an alternative measure of creative thinking abilities. Abnormally high scores on figural tests of creative thinking seemed to reflect the characteristics of the age group rather than individual creative thinking ability.

The results of the evaluation of identification procedures are applicable to the Somers Point School District only. Because of the difficulty in finding a similar program in a similar district with a similar population, no attempt has been made to validate the procedures in other school districts.

Additionally, the total population, K-8, in the Somers Point School District is approximately 1000 students, of which 6.5% are identified as gifted and talented. The small number of students involved in the Somers Point programs does not provide a significant statistical sampling for other school districts. However, other school districts may choose to adapt the matrix and procedures to their own populations, testing schedules and program requirements.

SCREENING PROCEDURES

NOMINATION

The first phase in the identification of a gifted population is screening of candidates. During the screening process, names of potential program participants are compiled from a variety of sources and evaluated for further consideration. It is essential that inclusive screening procedures be established to avoid screening out potential candidates. The screening procedures for Project EAGLE will be reviewed, with advantages and limitations noted where applicable.

☐ Classroom Teacher Nomination

One of the easiest ways to obtain an initial list of prospective candidates is through teacher nomination. A form is sent to each classroom teacher in February detailing categories of giftedness and requesting nominations from his/her classroom. The teacher is asked to read an accompanying list of positive and negative characteristics of gifted children to aid in the nomination process. Although formal screening procedures are initiated in February, informal teacher nominations are accepted throughout the year.

Ideally, an in-service workshop should be conducted in each district to provide an opportunity for teachers to review and discuss: identification procedures, program goals, curricula, program management and evaluation procedures. Not only will teachers acquire an accurate overview of the G/T program, (a key component of successful programs), but they will also appreciate the need for careful nomination of all appropriate students.

A review of the literature on identification of gifted students shows that teacher nomination is effective only half of the time, so additional screening methods must also be used.

☐ **Parent Nomination**
Research shows that parents are able to make a more accurate assessment of their child(ren)'s gifted potential during the primary grades than are teachers. Accordingly, in February, parents are invited to nominate their child(ren) for screening. At Project EAGLE's inception, a letter was sent to every parent in the district containing information about the new program and the types of students who would benefit from program participation. Nomination information is disseminated through the school newsletter, parent-teacher conferences and fact sheets available at various school programs. Contrary to expectations, the district is not inundated with parent nominations. Of the handful of students nominated by parents who were not also nominated by teachers, three students were subsequently identified as program participants.

☐ **Principal/Counselor/Special Teacher Nomination**
In February, nomination forms are also sent to building principals, counselors and special area teachers. Many gifted and talented students also excel in non-academic areas and may be nominated by special area teachers.

☐ **Participation In Other G/T Programs**
Students entering the school district who have participated in another school district's G/T program are automatically placed on the nomination list. The district registration form directs parents to check off special programs in which the new student may have participated. If "Gifted and Talented" is checked on the registration form, a copy of the form is sent to the G/T teacher. The new student's folder is checked for appropriate information.

☐ **California Achievement Test Results**
Each March, grade level achievement scores are surveyed. Students who achieved on or above the 85th percentile in total reading and/or total math are placed on the nomination list. Very often, these students have already been nominated but, occasionally, other students may be discovered.

☐ **IQ Test Results**
Each March, the most recent scores on the Cognitive Skills Index, California Achievement Test, are surveyed and students who achieved a score on or above 120 are placed on the nomination list. Many of these students may also have been nominated but, occasionally, other candidates may be discovered.

☐ **Evidence Of Superior Work**
The classroom teacher is the primary supplier of evidence of superior work. Classroom teachers, aware of program goals and procedures, are encouraged to send samples of student work to the G/T teacher. Some students may be placed on the nomination list after careful review of their work.

SECOND SELECTION PROCESS

When the nomination lists are complete, a nomination form for each grade level is compiled. In the sample below, the names of nominated students in second grade have been listed with appropriate checks for teacher/parent nomination.

Files are checked and reading and math scores on achievement tests and IQ scores (if available) are noted.

To determine the second selection pool, each score or check is assigned a point value. Students with point values on or above 4 advance to the second selection pool. Point values coincide with district research on achievement scores and identification procedures.

POINT VALUES

Achievement Tests:	**IQ Test:**		**Recommendations:**	
96–99%ile	= 3 points	139+	= 3 points	Parent = 1 point
90–95%ile	= 2 points	128–138	= 2 points	Teacher = 1 point
78–89%ile	= 1 point	120–127	= 1 point	

SAMPLE NOMINATION FORM — GRADE 2

GRADE 2 NAME	TEACHER NOMINATION	PARENT NOMINATION	OTHER NOMINATION	PCTL. CAT RDNG.	PCTL. CAT MATH	I.Q.	POINTS	2ND SCREEN
Student #1	X [1]			96 [3]	95 [2]	139 [3]	9	X
Student #2	X [1]			64 [0]	99 [3]	144 [3]	7	X
Student #3	X [1]			75 [0]	71 [0]	100 [0]	1	NO
Student #4	X [1]	X [1]		78 [1]	45 [0]	128 [2]	5	X
Student #5	X [1]			92 [2]	80 [1]	89 [0]	4	X
Student #6		X [1]		68 [0]	92 [2]	123 [1]	4	X
Student #7				96 [3]	78 [1]	117 [0]	4	X

All nominated second grade students are listed on the sample form by grade level. Achievement and IQ test scores (if available) are filled in and points assigned.

Student #1 was nominated by her teacher and very high achievement and IQ scores gave her a total of 9 points.

Student #2 was also nominated by his teacher. His reading score was low and a background check revealed a non-native English speaker. However, he also qualified for second selection despite his reading score.

Student #3 was nominated by his teacher but received only 1 point as his achievement and IQ scores did not indicate further selection.

Student #4 was nominated by both parent and teacher. His achievement test scores and IQ test score showed conflicting information. He accumulated enough points for second selection despite low achievement scores.

Student #5 was nominated by her teacher and qualified for further assessment.

Student #6 was nominated by her parents only. She also qualified for further assessment.

Student #7 was not nominated by her teacher or parents. Her reading achievement score placed her on the nomination list and she also qualified for further assessment.

IDENTIFICATION PROCEDURES

Students who receive four or more points during the initial assessment phase advance to the identification phase. The accumulated screening points are no longer utilized. During identification, additional information is compiled about each candidate through an additional aptitude test, test of creative thinking and teacher rating scale. Each candidate has his/her strengths and weaknesses profiled on an identification matrix. The effectiveness of each test/scale on the matrix for the Somers Point School District has been demonstrated through district analysis and evaluation. Other school districts may wish to profile tests/scales that are appropriate for their student populations. The Baldwin Identification Matrix, a template for the identification of gifted and talented students was developed by Dr. Alexinia Baldwin. Score ranges on the matrix may be adjusted.

NOTIFICATION OF CANDIDACY

☐ Parent Notification

Parents of potential candidates are notified in writing that their child(ren) is/are being considered for the gifted and talented program. Parents also receive a fact sheet on program goals and activities and a summary of identification procedures. Parents are instructed to sign and return the letter if they do NOT want their child(ren) considered for the program. Parents may also choose to submit anecdotal information concerning their child(ren)'s motivation, interests, background and activities.

☐ Teacher Notification

Teachers are notified which students in their classes have been selected for further consideration and requested to complete and return a rating scale of learning characteristics for each student. The rating scale is a simplified version of the Renzulli-Hartman Rating Scale of Learning Characteristics.

ADDITIONAL TESTING

☐ Short Form Test Of Academic Aptitude

Each student in grade one and above is given the SFTAA appropriate for his/her grade level. The test consists of two sections: language and non-language, including a vocabulary test, visual analogy test, patterns/sequences test and memorization. For identification purposes, the standard score is entered and student strengths/weaknesses in a particular area noted on the matrix. The SFTAA may also be used to obtain an IQ score.

☐ Pattern Blocks Creativity Test

Students, K-8, are given a locally developed creativity test using commercially available Pattern Blocks. Students are permitted to manipulate the blocks freely for approximately 10 minutes. Each student is then handed a blank sheet of paper and directed to use the blocks to create a design or picture on the paper. After the design is completed, students remove one block at a time and use Pattern Block Stickers of the same color and size to record their work permanently on the paper. Students are then directed to give their work a title. Designs are rated using a locally developed Pattern Block Rating Scale.

The Pattern Block Creativity Assessment Test Rating Scale is not included in this manual. Although preliminary results of the Rating Scale's effectiveness are encouraging, the scale's design and validity need to be thoroughly researched before publication. Additionally, scorers of the Pattern Block designs felt that the Scales need to be age rated. Specific criteria for rating each grade level need to be developed. (Please see the Appendix for more information on Pattern Blocks and the test's effectiveness for identification purposes.)

SELECTION

☐ Recording of Information

As information is collected. student matrices are completed and total points determined. Matrices can be recorded either on paper or on a database program. Using a database permits a greater flexibility in organizing relevant information by grade level, specific scores, specific tests or total points. The examination of data may be utilized to discern patterns of achievement by G/T students in the district.

☐ Assessment of Total Points

When all student matrices are complete, the Committee on Gifted and Talented meets to determine the cut-off score and selection of students. The committee of faculty members from each of the district's three schools consists of an administrator, the G/T teacher, a primary grade teacher, a middle grades teacher, a junior high teacher and a special area teacher. Committee members are also responsible for determing program policies, evaluating program procedures and disseminating information to district teachers.

Cut-off scores may vary slightly from year to year. A cut-off score may be determined by an analysis of student placement on the total points list and the selection of an appropriate cut-off score. The cut-off may need to be adjusted each year until a review of student progress in program activities suggests accurate identification. For Project EAGLE, cut-off scores were initially set high in order to prevent the selection of students who may "level off" in later years. The number of students participating in Project EAGLE varies each year as there is no predetermined limit to the number of students selected for the program. District policy specifies that any student who meets or exceeds program identification criteria should be admitted to the program as giftedness does not always occur in neatly proscribed numbers in each grade level.

Committee members determine the cut-off score for the majority of the candidates and then consider certain students individually. A student may receive individual consideration due to placing one or two points below the cut-off or being identified as a high-risk G/T student. The committee identifies high-risk G/T students as those who are non-native English speakers and/or those who may participate in resource room or other special education programs.

Parents, teachers and students are notified of student selection for the next school year. Parents are also invited to attend a September meeting to discuss program goals, curricula and activities. The selected students are invited to attend a slide presentation on program activities and to discuss the program with current G/T students. Notification of the committee's decision is also sent to parents of students not selected for the program, thanking them for their cooperation and confirming reevaluation of their child(ren)'s progress at a later date.

APPEALS PROCEDURE

An appeals procedure may be initiated through the building principal by any parent or teacher who disagrees with the committee's decision. The student's advocate may review the matrix with the G/T teacher. A comparison of scores may be with the matrix of an unidentified student of the same grade level who has been selected for program participation. If the advocate wishes to pursue the matter further, a referral is sent to the Child Study Team requesting an individual IQ test. The advocate is invited to diseuss the findings at a conference with the building principal, G/T teacher and other faculty members as needed. The appeals procedure has been initiated twice since Project EAGLE's inception, once by a teacher and once by a parent. Both students were admitted to the program and have performed successfully. Subsequent test scores of these students do reflect their true achievement potential.

FOLLOW-UP TESTING

Due to the young age and maturity levels of Project EAGLE participants, students are routinely screened each year. Most of the screening is informal: checking achievement test data, speaking with classroom teachers and reviewing student work. At parent meetings, the "leveling out syndrome" is discussed and parents apprised of the need for frequent program screening. In general, students who perform successfully in the program are not re-tested until the end of third grade for the district's G/T program for fourth through eighth grade students. Students whose success in the program is borderline or whose achievement scores decline may be retested earlier. Again, parents are notified, in advance, of possible problems and invited to a conference to discuss their child(ren)'s progress and achievement.

PLEASE NOTE:

TO PROVIDE AN INCREASED RANGE OF ACCUMULATED POINTS, EACH STUDENT SCORE IS WORTH TWO POINTS.

STUDENT NUMBERS REFER TO THE NOMINATION SHEET.

☐ **Sample Matrix: Student #1**

Student #1's achievement and IQ scores are transferred to the matrix from the nomination sheet. As tests and rating scales are completed, the information is recorded in the appropriate box. (Exact scores or checks may be used to record scores in each box.) The back of the matrix may be used to record anecdotal or academic information as necessary. When the matrix is complete, each column is tallied, multiplied by the appropriate weight and a total score recorded. Her point total will exceed the district cut-off.

☐ **Sample Matrix: Student #4**

Student #4's achievement and IQ test scores are also recorded on his matrix. Additionally, a referral is sent to the Child Study Team requesting an individual IQ test to assess his true academic potential due to conflicting achievement and group IQ test scores. The student was subsequently placed in Project EAGLE and performed very well. His most recent achievement test scores reflect his true academic ability.

☐ **Sample Matrix: Student #5**

Student #5's matrix reflects her level of achievement. There is no indication of a particular academic strength. Her total points do not meet the district cut-off.

☐ **Sample Matrix: Kindergarten**

This matrix records the scores for a kindergarten student. This student's scores indicate strong achievement and her cut-off score exceeds district requirements. Complete information about kindergarten identification may be found in the next section.

KINDERGARTEN PROCEDURES

SCREENING

Procedures for screening kindergarten students vary slightly from those used to identify older students.

☐ **District Screening**

District registration procedures for kindergarten students are initiated in May for the next school year. The kindergarten program is discussed with small groups of parents and their children are tested individually by district personnel. Each child is given the Dallas Preschool Developmental Test to determine his/her readiness for school and to pinpoint possible problem areas. If a child achieves a score of 5.9+, his/her name is placed on a list of possible candidates by the administrator of the test. The administrator may also choose to describe possible areas of performance competency demonstrated by the child.

BALDWIN IDENTIFICATION MATRIX

#1

Assessment Items	Scores 5	4	3	2	1
1. Group IQ Test	139				
	139+	138-132	131-125	124-118	117-111
2. C.A.T. Reading		96			
Percentile Rank	98+	97-94	93-90	89-85	NS
3. C.A.T. Math		95			
Percentile Rank	98+	97-94	93-90	89-85	NS
4. Short Form Test of Academic Aptitude	71				
Standard Score	69+	68-65	64-60	59-55	NS
5. Pattern Blocks			28		
	35+	34-30	29-25	24-20	19-15
6. Renzulli-Hartman — Teacher		30			
Learning Characteristics	32	31-28	27-24	23-20	19-16
7.					
8.					
9.					
10.					
Column Tally of Checks	4	6	2		
Weight	x5	x4	x3	x2	x1
Add Across	20+	24+	6+	+	+
Adapted for use by: Somers Point School District	50	Point Total			

Used by permission from Baldwin, A. (1991). Baldwin Identification Matrix 2. New York: Trillium Press

BALDWIN IDENTIFICATION MATRIX

#4

Assessment Items	Scores 5	4	3	2	1
1. Group IQ Test			128		
	139+	138-132	131-125	124-118	117-111
2. C.A.T. Reading					78
Percentile Rank	98+	97-94	93-90	89-85	NS
3. C.A.T. Math					55
Percentile Rank	98+	97-94	93-90	89-85	NS
4. Short Form Test of Academic Aptitude		68			
Standard Score	69+	68-65	64-60	59-55	NS
5. Pattern Blocks	36				
	35+	34-30	29-25	24-20	19-15
6. Renzulli-Hartman — Teacher		31			
Learning Characteristics	32	31-28	27-24	23-20	19-16
7.					
8.					
9.					
10.					
Column Tally of Checks	2	4	2		—
Weight	x5	x4	x3	x2	x1
Add Across	10+	16+	6+	+	+
Adapted for use by: Somers Point School District	32	Point Total			

Used by permission from Baldwin, A. (1991). Baldwin Identification Matrix 2. New York: Trillium Press

BALDWIN IDENTIFICATION MATRIX

#5

Assessment Items	Scores 5	4	3	2	1
1. Group IQ Test					
	139+	138-132	131-125	124-118	117-111
2. C.A.T. Reading			92		
Percentile Rank	98+	97-94	93-90	89-85	NS
3. C.A.T. Math					80
Percentile Rank	98+	97-94	93-90	89-85	NS
4. Short Form Test of Academic Aptitude					51
Standard Score	69+	68-65	64-60	59-55	NS
5. Pattern Blocks					16
	35+	34-30	29-25	24-20	19-15
6. Renzulli-Hartman — Teacher			24		
Learning Characteristics	32	31-28	27-24	23-20	19-16
7.					
8.					
9.					
10.					
Column Tally of Checks			4		2
Weight	x5	x4	x3	x2	x1
Add Across	+	+	12+	+	2+
Adapted for use by: Somers Point School District	14	Point Total			

Used by permission from Baldwin, A. (1991). Baldwin Identification Matrix 2. New York: Trillium Press

BALDWIN IDENTIFICATION MATRIX

SAMPLE

Assessment Items	Scores 5	4	3	2	1
1. C.A.T. Listening for Information		95			
Percentile Rank	98+	97-91	90-81	80-69	68-57
2. C.A.T. Visual Discrimination	97				
Percentile Rank	96+	95-92	91-85	84-76	75-69
3. C.A.T. Mathematics			92		
Percentile Rank	98+	97-93	92-84	83-78	77-71
4. Dallas Test				5	
C.A.-D.A. Differential in months	12-10	9-8	7-6	5-4	3-1
5. Teacher Rating Scale		56			
	58+	57-51	50-45	44-39	38-32
6. Pattern Blocks		32			
	35+	34-30	29-25	24-20	19-15
7.					
8.					
9.					
10.					
Column Tally of Checks	2	6	2	2	
Weight	x5	x4	x3	x2	x1
Add Across	10+	24+	6+	4+	+
Adapted for use by: Somers Point School District	44	Point Total			

Used by permission from Baldwin, A. (1991). Baldwin Identification Matrix 2. New York: Trillium Press

☐ **Parent Nomination**
Parents are encourged to nominate their child(ren) in the same manner as described previously. Project EAGLE is also discussed during the parent review of kindergarten program activities and fact sheets are available for interested parents.

☐ **Teacher Nomination**
Teachers are requested to nominate kindergarten students in November for consideration for Project EAGLE. Teachers are sent the same information and forms as described before.

SECOND SELECTION PROCESS
Regularly scheduled district testing does not include achievement or IQ tests for kindergarten students. Dallas Test scores are checked for any student nominated by a parent and/or teacher. In general, unless Dallas Test scores are extremely low, all nominated children advance for further assessment. Non-nominated students who have achieved on the Dallas Test as described above, are also included in the second selection pool.

IDENTIFICATION PROCEDURES
Procedures for identifying kindergarten students vary slightly from those used to identify older students.

NOTIFICATION OF CANDIDACY
☐ **Parent Notification**
Parents are notified in writing as described for primary grade students.

☐ **Teacher Notification**
Teachers are also notified as before. A rating scale for kindergarten candidates, the Renzulli-Smith Early Childhood Checklist differs from the rating scale used for older students.

ADDITIONAL TESTING
☐ **Achievement Tests**
Three parts of the California Achievement Test, Level 10, are given to prospective kindergarten candidates: Listening for Information, Visual Discrimination and Mathematics. Each part is given individually at different times and different weeks to prevent test fatigue. Much time and care is taken to explain each section to the students and, therefore, ensure the validity of the child's performance on the test. In general, students seem to enjoy taking the tests and receive a "great work" card with a sticker for each section they complete.

☐ **Pattern Blocks Creativity Test**
Kindergarten students are also asked to create a design or picture with Pattern Blocks.

SELECTION
☐ **Recording Of Information**
Information on each kindergarten candidate is collected and recorded on the Kindergarten Identification Matrix as described before.

Also recorded on the matrix, line 4, is the age differential, in months, between the chronological age and the developmental age achieved on the Dallas Test. See the Sample Matrices for a sample kindergarten matrix.

☐ **Assessment Of Total Points**
Matrices are completed and evaluated as described for primary grade students. As a group, kindergarten candidates are evaluated separately by committee members and a cut-off score determined for entrance into Project EAGLE. Selection, appeals procedure and follow-up testing are described previously.

In general, kindergarten students automatically advance to the first grade Project EAGLE program. The G/T Committee has determined that while informal routine screening of participants is necessary, continual testing and reevaluation of kindergarten and primary grade students should not be performed unless there is a clear need for reevaluation and/or additional information.

SECTION III: PROGRAM IMPLEMENTATION

SCHEDULING
- KINDERGARTEN
- GRADES 1-3

PROJECT EAGLE BOXES

THE CLASSROOM TEACHER

TIME LINES
- KINDERGARTEN
- FIRST GRADE
- SECOND GRADE
- THIRD GRADE

PROGRAM IMPLEMENTATION

Project EAGLE is a flexible program which does not impede regular classroom dynamics or direct instruction.

SCHEDULING

Each teacher has a copy of district policy which states that Project EAGLE students should not be penalized by participation in a gifted and talented program. Identified students meet once a week for about 30 minutes with the Project EAGLE teacher. At that time, new concepts and booklets are previewed, students receive feedback on previously completed pages, and pages are previewed and assigned for the week.

Students are usually pulled out of their classrooms for this time period to permit greater student/teacher and student/student interaction. Small group interaction is impeded when working within the normal organizational constraints of the regular classroom. Pulling students out of their classrooms also permits the inclusion of "isolates", single identified students, into a small group. These students often benefit from increased interaction with students of similar ability from other classrooms/grade levels. Although most Project EAGLE groups contain students in the same grade level, some groups are occasionally cross-graded to prevent scheduling problems and to promote student interaction.

KINDERGARTEN

Kindergarten students receive one 30 minute time period of instruction each week. There is no follow-up booklet activity for kindergarten students during the week.

GRADES 1-3

Students are encouraged to work on their Project EAGLE booklets in their classrooms during the week. Each classroom teacher determines the days/times for independent activity. The Project EAGLE teacher meets with classroom teachers at the beginning of each year to discuss appropriate time periods for age/grade levels. If necessary, independent time periods can be adjusted to meet student needs. The primary grade "seatwork" time is the best time for implementation of independent booklet activity. Project EAGLE students are excused from one or two seatwork assignments in order to work on their booklet pages. Whenever possible, identified students meet with their Project EAGLE teacher during seatwork time so they will not be missing direct instruction in the classroom.

Students are encouraged to ask other Project EAGLE students for help during the week if they have a problem with an assignment. Although classroom teachers may show an interest in Project EAGLE activities and encourage EAGLE students to share the activities with the class, the students are discouraged from asking classroom teachers for help with booklet pages. If students need more help to complete booklet pages they are instructed to wait until the next Project EAGLE meeting.

☐ **First Grade**

First grade students are eased into independent booklet activity. Initially, students are asked to complete an unfinished page that they started with the Project EAGLE teacher or to color a completed page. As students adjust to program requirements and their independent reading skills increase, students are given more responsibility for Project EAGLE booklet pages. Classroom teachers direct Project EAGLE students to work on booklet pages two times a week for approximately 15 minutes. Time periods may be adjusted when students want to complete more pages or move ahead at their own pace.

☐ **Second Grade**

Second grade students are often able to determine the number of pages they wish to complete during the week. Depending on the maturity of the Project EAGLE students, the classroom teacher may direct their independent booklet times or permit students to plan their own Project EAGLE times during the allotted seatwork period. Project EAGLE timecards are available for students who have difficulty remembering to complete their Project EAGLE work. Most second grade students have 15 minute periods, three days a week, for their independent assignments.

☐ **Third Grade**

Third grade students often work through the booklets at their own pace with few reminders from classroom teachers. Classroom teachers are encouraged to give Project EAGLE students a 15 minute time period, four times a week, which is written on the chalkboard or on timecards on student desks. Third grade students enjoy the independence and move rapidly through most booklets.

PROJECT EAGLE BOXES

Identified groups of students in each classroom share a lightweight, plastic 3-drawer box to be kept in the classroom and brought to the Project EAGLE class each week. The top drawer contains student booklets, the middle drawer contains student sticker sheets (see Evaluation) and the bottom drawer contains additional books and materials needed for the booklets. Students are not permitted to take booklets home until all pages have been completed and booklets evaluated by the teacher. Students keep all Project EAGLE booklets and materials in the box to prevent missing pages and materials.

THE CLASSROOM TEACHER

Workshops were held at the beginning of Project EAGLE to discuss program management methods, activities and evaluation. Classroom teachers are not responsible for any Project EAGLE activities or instruction but they are invited to participate in the program at their discretion. The classroom teacher receives a copy of each Project EAGLE booklet for his/her grade level. The Project EAGLE teacher tries to meet informally at least once a month with each classroom teacher to discuss student progress and development.

TIME LINES

KINDERGARTEN

May/June:

District wide pre-kindergarten screening of students using Dallas Developmental Test.

September:

List all students attaining a score of 5.9 or 6.0 on the Dallas as potential candidates.

October:

Workshop with kindergarten teachers to acquaint them with Project EAGLE goals, activities, characteristics of gifted children and selection procedures.

Advertise or send notices to parents concerning parent nomination of candidates.

November:

Send nomination requests to kindergarten teachers.

Assemble final list of candidates from teacher/parent nominations and high scorers on the Dallas Test.

December:

Administer additional tests to candidates.

Send out teacher rating scales.

Score tests and rating scales and record data on individual matrices.

Committee meeting to determine cut-off scores for kindergarten candidates.

Notify parents and teachers of Project EAGLE selections.

See kindergarten teachers to schedule EAGLE time.

January/May:

Project EAGLE activities with kindergarten students.

April:

Send out renomination forms to kindergarten teachers.

Score and record new or additional information on individual student matrices.

May:

Workshop with kindergarten teachers to assess student progress in EAGLE, additional candidates for program and program structure and management.

Committee meeting to determine cut-off scores for entrance into first grade EAGLE.

Notify parents and teachers of Project EAGLE selections.
Administer post-tests to evaluate student progress in program if necessary.

Evaluate student participation in EAGLE activities and send out progress reports.

FIRST GRADE

September:

Check records for available information for first grade candidates.

Request nominations from last year's teachers.

October:

Workshop with first grade teachers to acquaint them with Project EAGLE goals, activities, characteristics of gifted children and selection procedures.

Advertise or send notices to parents concerning parent nomination of candidates.

Administer California Achievement Tests district-wide.

October/May:

Project EAGLE activities with current students.

November:

Send nomination requests to first grade teachers.

Assemble final list of candidates from teacher/parent nominations and high scorers on the reading and math sub-tests on C.A.T.'s.

December:

Administer additional tests to candidates.

Send out teacher rating scales.

Score tests and rating scales and record data on individual matrices.

Committee meeting to determine cut-off scores for first grade candidates.

Notify parents and teachers of Project EAGLE selections.

See first grade teachers to schedule EAGLE time.

January/May

Project EAGLE activities with new first grade students.

April:

Send out renomination forms to first grade teachers.

Administer tests to new candidates.

Score and record new or additional information on individual student matrices.

May:

Workshop with first grade teachers to assess student progress in EAGLE, additional candidates for program and program structure and management.

Committee meeting to determine cut-off scores for entrance into second grade EAGLE.

Notify parents and teachers of Project EAGLE selections.

Administer post-tests to evaluate student progress in program if necessary.

Evaluate student participation in EAGLE activities and send out progress reports.

SECOND GRADE

September:

Check records for available information for second grade candidates.

Check previous year's C.A.T. scores.

Request nominations from last year's teachers.

October:

Workshop with second grade teachers to acquaint them with Project EAGLE goals, activities, characteristics of gifted children and selection procedures.

Advertise or send notices to parents concerning parent nomination of candidates.

October/May:

Project EAGLE activities with current students.

November:

Send nomination requests to second grade teachers.

Assemble final list of candidates from teacher/parent nominations and high scorers on the reading and math sub-tests on C.A.T.'s.

December:

Administer additional tests to candidates.

Send out teacher rating scales.

Score tests and rating scales and record data on individual matrices.

Committee meeting to determine cut-off scores for second grade candidates.

Notify parents and teachers of Project EAGLE selections.

See second grade teachers to schedule EAGLE time.

January/May:

Project EAGLE activities with new second grade students.

April:

Send out renomination forms to second grade teachers.

Administer tests to new candidates.

Score and record new or additional information on individual student matrices.

May:

Workshop with second grade teachers to assess student progress in EAGLE, additional candidates for program and program structure and management.

Committee meeting to determine cut-off scores for entrance into third grade EAGLE.

Notify parents and teachers of Project EAGLE selections.

Administer post-tests to evaluate student progress in program if necessary.

Evaluate student participation in EAGLE activities and send out progress reports.

THIRD GRADE

September:

Check records for available information for third grade candidates.

Check previous year's IQ scores.

Check previous year's C.A.T. scores.

Request nominations from last year's teachers.

October:

Workshop with third grade teachers to acquaint them with Project EAGLE goals, activities, characteristics of gifted children and selection procedures.

Advertise or send notices to parents concerning parent nomination of candidates.

October/May:

Project EAGLE activities with current students.

November:

Send nomination requests to third grade teachers.

Assemble final list of candidates from teacher/parent nominations, high scorers on the reading and math sub-tests on C.A.T.'s and IQ test.

December:

Administer additional tests to candidates.

Send out teacher rating scales.

Score tests and rating scales and record data on individual matrices.

Committee meeting to determine cut-off scores for third grade candidates.

Notify parents and teachers of Project EAGLE selections.

See third grade teachers to schedule EAGLE time.

January/May:

Project EAGLE activities with new third grade students.

April:

Send out renomination forms to third grade teachers.

Administer tests to new candidates.

Score and record new or additional information on individual student matrices.

May:

Workshop with third grade teachers to assess student progress in EAGLE, additional candidates for program and program structure and management.

Committee meeting to determine cut-off scores for entrance into district's other G/T program.

Notify parents and teachers of selections.

Administer post-tests to evaluate student progress in program if necessary.

Evaluate student participation in EAGLE activities and send out progress reports.

SECTION IV: CURRICULUM

PROGRAM GOALS AND COMPONENT OBJECTIVES

GOAL 1
GOAL 2
GOAL 3
GOAL 4

CURRICULUM INFORMATION

KINDERGARTEN: SAMPLE LESSON
FIRST-THIRD GRADE: SAMPLE LESSON

KINDERGARTEN CURRICULUM GUIDE

FIRST GRADE CURRICULUM GUIDE

SECOND GRADE CURRICULUM GUIDE

THIRD GRADE CURRICULUM GUIDE

PROGRAM GOALS AND COMPONENT OBJECTIVES

Specific behavioral objectives can be written for each component objective depending upon the previous mastery level, desired performance level of the students and targeted skill. Each booklet addresses component objectives for goals numbered one through three. Goal four component objectives are attained through small group interaction during Project EAGLE class time but are just as important as the component objectives for goals one through three.

GOAL 1

Project EAGLE students will engage in activities which will provide lateral enrichment and will require the development and improvement of higher level cognitive domain skills as identified by Bloom.

☐ **Component Objective 1.1:**
Given writing process activities, the student will utilize cognitive domain skills as identified by Bloom (knowledge, comprehension, application, analysis, evaluation and synthesis) in writing, editing, revising and evaluating written work.

☐ **Component Objective 1.2:**
Given concepts introduced in program booklets, the student will assimilate, interpret, analyze, apply, synthesize and evaluate new knowledge through discussions, written answers and products.

☐ **Component Objective 1.3:**
Given logic/manipulative problem-solving activities, the student will develop and exercise problem-solving and logical reasoning skills by producing and evaluating solutions.

GOAL 2

Project EAGLE students will participate in activities designed to stimulate and improve the expression of creative thinking abilities.

☐ **Component Objective 2.1:**
Given open-ended situations, the student will demonstrate increased expression of creative thinking ability as defined by Torrance: flexibility, originality, elaboration and fluency.

☐ **Component Objective 2.2:**
Given open-ended situations, the student will demonstrate an increased willingness to take cognitive and expressive risks.

GOAL 3

Project EAGLE students will participate in activities which will develop self-directed learning skills to enhance the likelihood of academic success and personal satisfaction.

☐ **Component Objective 3.1:**
Given program assignments, the student will choose from teacher created options in the rate, pace and sequence of independent booklet activities.

☐ **Component Objective 3.2:**
Given program assignments, the student and teacher will plan and select program options in the rate, pace and sequence of booklet activities.

☐ **Component Objective 3.3:**
Given program assignments, the student will select the rate, pace and sequence of booklet activities.

GOAL 4
PROJECT EAGLE students will interact with each other to promote self-awareness and acceptance, and interpersonal relationships.

☐ **Component Objective 4.1:**
Given small group interaction, the student will recognize his/her unique abilities and needs in a non-competitive situation.

☐ **Component Objective 4.2:**
Given small group interaction, the student will recognize other students' abilities and needs in a non-competitive situation.

☐ **Component Objective 4.3:**
Given small group interaction, the student will be encouraged to help, share and cooperate with other students.

CURRICULUM INFORMATION

KINDERGARTEN
The Project EAGLE kindergarten curriculum complements the regular classroom "Living with the Alphabet" curriculum. As kindergarten students are not identified until December, Project EAGLE activities start with **"H"** week in January.

A sample Project EAGLE lesson plan is provided below for **"H"** week. Curriculum materials, concepts and evaluation/assessment components for each kindergarten activity I through Z start on page 21. Specific behavioral objectives should be determined for each component objective depending upon student mastery levels, desired performance levels, and targeted skill areas.

SAMPLE LESSON: "H"
☐ **Enrichment Concept**
Hexagons are shapes with six sides.

☐ **Materials**
Project EAGLE **"H"** page
Pattern Blocks
Pattern Blocks stickers

☐ **Introduction**
The teacher gives students several yellow hexagons from the Pattern Blocks set. Students manipulate and build designs with hexagons.

☐ **Procedure**
Students are asked to count the sides of the hexagon and the block is named. Other blocks in the set are introduced and named (trapezoids, triangles, rhombi and squares). Students are asked to discover which other blocks can make the hexagon shape. After students have manipulated the blocks and found several ways to make a hexagon, they use the blocks to make at least three different hexagons on the Project EAGLE **"H"** page. With teacher help, the students carefully remove the blocks and place stickers on the page to record their answers permanently. The teacher discusses with the students why only the trapezoids, rhombi and triangles will make hexagons, and not the squares.

If time permits, students will manipulate the blocks freely. As the blocks are put away, individual students are asked to name the blocks.

☐ **Evaluation**

Component objectives:

Given an assortment of Pattern Blocks, the student will be able to correctly name each block. (1.2)

Asked a question about the number of sides on a hexagon, the student will be able to respond correctly. (1.2)

Given a variety of blocks, the student will discover how to make hexagons with other shapes. (1.2), (1.3), (2.1), (4.1-4.3)

Given a variety of blocks, the student will be able to make several hexagons of the same size out of a variety of shapes. (1.2), (1.3), (2.1-2.2), (4.1-4.3)

FIRST THROUGH THIRD GRADE

The Project EAGLE booklets for first through third grade students are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Some themes are extended and expanded upon at higher grade levels. For example, the Pattern Blocks booklets provide students with an opportunity to develop and expand problem-solving skills but each grade level booklet targets a different enrichment concept.

A sample Project EAGLE lesson plan is provided below for the first grade activity booklet **Groups 1**. Curriculum materials, concept and evaluation/assessment components for each first through third grade level booklet start on page 22. Specific behavioral objectives should be determined for each component objective depending upon student mastery levels, desired performance levels, and targeted skill areas.

SAMPLE LESSON: Groups 1

☐ **Enrichment Concept**

People and objects can be classified into groups based on variable attributes.

☐ **Materials**

Groups 1 booklet

Assorted manipulative materials

☐ **Introduction**

The teacher asks the students to see how many ways the Project EAGLE group can be divided into groups: shirt colors? boys/girls? color of hair? After discussion, students are given manipulatives to group and asked to explain the rationale for the classification of each group.

☐ **Procedure**

Students open their booklets to page one and define each picture. With the teacher's help, students write in their choices for who or what lives in each place and then discuss their responses. There is no right or wrong choice unless the rationale for grouping is obviously incorrect. Page two is previewed and given as an assignment during the week. Depending upon the group, page three will also be previewed and assigned.

☐ **Evaluation**

Component objective:

Given a variety of objects, the student will be able to classify the objects into a group and explain his/her rationale by describing the attributes. (1.2)

☐ **Follow-up**

As students meet each week and work through the booklet, the teacher provides the feedback and the focus.

Booklet page four asks the student to think about each group's attributes and add two more items.

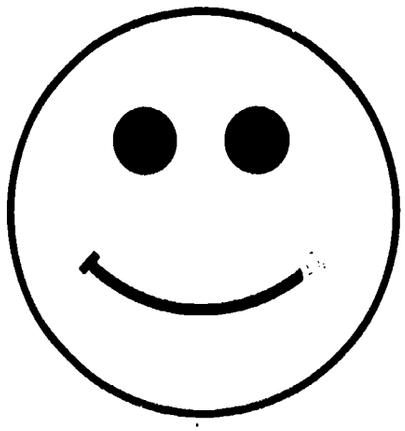
Booklet page five encourages the student to think carefully about matching the objects. They can be matched in more than one way depending upon how each student classifies the pair.

Booklet pages six through eight require the student to logically analyze the information and decide which person can be paired with which information. The large pictures of the children at the bottom of the page are colored, cut out and pasted on the blanks to match up with each object.

Booklet page nine requires the student to think of and draw six things in a group and to define the group.

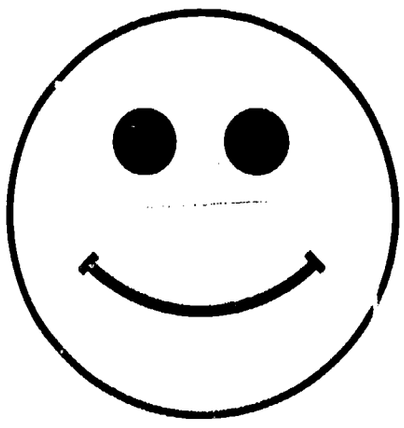
Booklet concepts are designed to be extended in a variety of ways. More pages may be added or developed into follow-up booklets at each teacher's convenience.

SAMPLE STICKER SHEET: KINDERGARTEN



1/15/88 "H" Week
Brad quickly discovered how to form a variety of hexagons, named the shapes correctly and made 2 other six-sided shapes.
Excellent visual-spatial ability!
A great beginning — Hurrah!

SAMPLE STICKER SHEET: 1st GRADE



3/12/88 Groups 1
Courtney initially needed extra help finding different ways to classify objects. She persevered and found it much easier as time went on.
Her logic puzzles showed superior analytical ability.

KINDERGARTEN CURRICULUM GUIDE

Enrichment Concept	Component Objectives	Materials/Resources	Evaluation/Assessment
H: Hexagons are 6-sided shapes	1.2 1.3	Pattern Blocks Pattern Block Stickers H page	Stude products Questi ns/answers Observa ns
I: Optical Illusions fool the eye	1.2	Large optical illusions I page	Student e ination of illusion
J: Jellyfish are marine creatures with unique features	1.2	Pictures/stories about jellyfish J page	Student prod s Observations Naming parts o ellyfish
K: Kaleidoscopes reflect light	1.2 2.1	Pre-made kaleidoscope Hand-made kaleidoscope K page	Student products Questions/answers Observations
L: Looking closer with magnifiers	1.2 2.1 2.2	Plastic magnifiers Assorted materials — L page	Student products Student explanation of magnifiers
M: Magnets attract objects made of iron or steel	1.2 2.2	Assorted magnets and objects M page	Student work Questions/answers Observations
N: News is recent information about events or people	1.2	N page — drawing N page — writing	Student work Discussion
O: Ocean environment contains many animals and plants	1.2	Large blue paper, Oaktag cut-outs, Markers, glue	Discussion Finished group project
P: Prints made from sunprints are pictures using the sun as a camera	1.2	Nature Print paper P page	Student product Discussion of how prints are formed
Q: Quilts are large blankets made from scraps of material sewn into a design	1.2	Quilts, Scraps of paper or material in various shapes — Q page	Student product Observations
R: Roots provide nutrients for plants	1.2	Lima beans, Clear plastic tumblers, Paper towels, Water — R page	Questions/answers Student work, Discussion
S: Starfish are marine creatures with unique features	1.2	Starfish skeletons Pictures/stories about starfish — S page	Student work Questions/answers
T: Touch is the sense used to see how things feel	1.2 2.2	Touch box (a shoebox with a hole to insert the hand) Assorted objects — T page	Discussion Student work
U: UFO's are unidentified flying objects that may or may not exist	1.2 2.1 2.2	Paper plates, Pipe cleaners, Eyes Reference book: *a book of Flying Saucers for you* by Franklin M. Branley, Thomas Crowell Co. N.Y., 1973 U page	Discussion Puzzle p. 28-29 in book Student product
V: Verse is a part of a poem	1.2 2.1	*Where the Sidewalk Ends* by Shel Silverstein, Harper & Row, N.Y., 1974. Poem "What's in the Sack?" — V page	Student work Discussion
W: Whales are mammals that live in the oceans	1.2	Whale stories/pictures, Oaktag whale patterns, Construction paper — W page	Student product Discussion
X: Xanthus; an imaginary creature	1.2, 2.1 2.2	Poem "Xanthus" by J.D. Evans X page	Student product Observations
Y: Yeast is a tiny plant that grows by producing gas bubbles	1.2	Yeast, sugar, salt, water Y page	Questions/answers, Discussion, Observations
Z: Zhack: how a lonely space creature finds a friend	1.2, 2.1 2.2	Poem "Zhack" by J.D. Evans Z page	Student product Observations

Component objectives 4.1-4.3 are an integral part of each activity. Student performance is assessed by observations and quarterly checklists.

FIRST GRADE CURRICULUM GUIDE

Enrichment Concept	Component Objectives	Materials/Resources	Evaluation/Assessment
Animals: Animals live in different habitats: air, land and water	1.1 1.2 2.1	Animals 1 booklet Pictures of animals Pictures of habitats	Student booklet: • Holistic scoring of written work p. 7-8 • Identification of habitat p. 3-4 • Originality and elaboration p. 5-6
Geoboards: The manipulation, problem-solving and recording of geometric shapes (simple to multi-layer designs)	1.2 1.3 2.1 2.2	Geoboards 1 booklet Geoboards Rubber bands	Student booklet: • Accurate recording of shapes p. 2, 4, 6, 8, 10 • Originality and elaboration p. 11 Observation of manipulatives
Groups: People and objects can be classified into groups based on variable attributes	1.2 1.3 2.1 2.2	Groups 1 booklet Assorted manipulative materials for practice grouping	Student booklet: • Responses and justification p. 1, 3, 4, 5, 9 • Analysis of logic p. 6-8 • Fluency, flexibility p. 1, 4, 9 Observations Discussion
Pattern Blocks: Using problem-solving and logical reasoning skills to manipulate geometric configurations	1.2 1.3 2.1 2.2	Pattern Blocks Pattern Blocks Stickers Pattern Blocks Mirror *Hands On Pattern Blocks* p. viii, 3, 8-10, 13, 18, 21, 22, 37 *Pattern Blocks Activities A* p. 1, 4, 5, 8, 12, 15 Project Eagle page: Create your own design	Student booklet: • Correct identification of shapes • Concrete problem solving of designs p. 9-10, 12-13, 18, 21-22, 37 • Creative thinking components, P.E. page • Accurate recording of shapes p. 3, 8, 15, 18 Observations
Initiate options	3.1		Evidence of student work checklist
Dinosaurs: The identification of dinosaurs and classification of herbivores, carnivores and omnivores	1.2 2.1	Dinosaur booklet Resource and reference books on dinosaurs	Student booklet: • Correct identification of dinosaurs p. 1, 4, 6 • Comprehension of dinosaur facts p. 2, 7 • Creative thinking p. 3, 8 Discussions
Whales: The main characteristics of whales	1.2 2.1	*Whales* (kit — mini-book, booklet, cassette) Resource and reference books	Student booklet: • Identifying parts of the whale p. 1, 2, 4 • Facts about whales p. 3, 5 Reading and discussion of mini-book: how whales breathe
Birds: The main characteristics of birds	1.2 2.1	*Birds and How They Grow*, (kit — mini-book, booklet, cassette) Resource and reference books	Student booklet: • Identifying parts of the bird p. 1, 3-4 • How eggs hatch p. 2 • Identification of birds p. 5, 6 Reading and discussion of mini-book: how birds fly
Sound: Sound is energy transmitted through air to the ear	1.1 1.2 2.1 2.2	Sound booklet Assorted objects that make sounds Poster of ear/eardrum	Student booklet: • Holistic scoring of writing process p. 5 • Identification of things that make sounds p 4 • Flexibility and fluency p. 6 Discussions

Component objectives 4.1-4.3 are an integral part of each activity. Student performance is assessed by observations and quarterly checklists.

SECOND GRADE CURRICULUM GUIDE

Enrichment Concept	Component Objectives	Materials/Resources	Evaluation/Assessment
Transportation: The way people, things or animals move from one place to another.	1.1 1.2 2.1 3.1	Transportation booklet Pasta wheels Glue Resource and reference books	Student booklet: • Comprehension of concept p. 4, 5 • Follow directions p. 6 • Originality p. 7, 8 • Holistic scoring p. 8 • Elaboration p. 9 Evidence of student work
Trees: The identification and life cycle of trees.	1.1 1.2 2.1 2.1 3.1	*Trees, Light and Baby Animals* p. 1-5 Project EAGLE pages • Adopting a tree p. 6 • Collecting leaves p. 7 • Writing about leaves p. 8 Assorted pictures of trees Tree identification book Assorted leaves and seeds	Student booklet: • Identification of trees p. 1 • Naming parts of tree p. 2, 4 • Originality p. 5, 7 • Flexibility, fluency p. 8 Observations Evidence of student work
Geoboards: The manipulation and recording of geometric shapes using problem-solving skills to transform and analyze configurations.	1.2 1.3 2.1 2.2 3.1	Geoboards 2 booklet Geoboards Assorted rubber bands	Student booklet: • Transformation of shapes p. 1-3 • Problem solving/recording of shapes p. 3-5 • Analysis of configurations p. 6-9 • Creative thinking p. 10 Observations Evidence of student work
Initiate teacher/student planning of options	3.2		Evidence of student work
Touch: The sense that helps a person under stand and describe attributes.	1.1 1.2 2.1 2.2 3.1 3.2	Touch booklet Assorted objects of different texture	Student booklet: • Creative thinking p. 3-4 • Holistic scoring p. 4 • Comprehension of concept p. 7-8 Discussion Evidence of student work
Tangrams: The manipulation, problem-solving and recording of geometric configurations with congruent properties	1.2 1.3 2.1 2.2 3.1 3.2	*Tangram Patterns* p. 7, 15, 19, 23, 25 *Tangramath* p. 6, 9, 10, 12, 14, 17 Tangram sets Tangram stickers Project EAGLE page	Student booklet: • Accurate recording of shapes p. 19, 23, 25 • Problem-solving skills (all pages) • Creative thinking — P.E. page • Comprehension of concept p. 14, 17 Observations Evidence of student work
Dinosaurs: The definition of a dinosaur.	1.1 1.2 2.1 2.2 3.1 3.2	Dinosaurs 2 booklet Assorted plastic dinosaurs Clay Styrofoam trays	Student booklet: • Definition of a dinosaur p. 2 • Creative thinking p. 4-5 Student product • Holistic scoring p. 7 Discussions Evidence of student work

SECOND GRADE CURRICULUM GUIDE (cont'd)

Enrichment Concept	Component Objectives	Materials/Resources	Evaluation/Assessment
Animals: Animals have a variety of characteristics and attributes.	1.1 1.2 2.1 2.2 3.1 3.2	Animals 2 booklet	Student booklet: • Holistic scoring p. 4-7 • Creative thinking p. 4-7 • Identification of attributes p. 1 Discussion Evidence of student work
Pattern Blocks; The manipulation, problem-solving and recording of geometric configurations to demonstrate and identify patterns.	1.2 1.3 2.1 3.1 3.2	Pattern Blocks Pattern Blocks Stickers *Pattern Blocks Activities A* p. 23, 26, 37, 39, 42, 43, 48, 53 *Hands on Pattern Blocks* p. 4, 6, 11, 14, 17, 21, 24, 33, 37	Student booklet: • Comprehension of concept (all pages) • Problem solving skills (all pages) • Recording of shapes p. 21, 24, 33, 37, 42, 43 Observations Evidence of student work
Groups: People and objects can be classified into groups based on variable attributes.	1.2 2.1 2.2 3.1 3.2	Groups 2 booklet Assorted manipulative materials	Student booklet: • Comprehension of concept p. 1-3, 8 • Fluency p. 4 • Analysis of logic p. 5-7 Observations Evidence of student work
Kidwriter: Using word-processing skills and picture elements to create an original story.	1.1 2.1 3.1 3.2	*Kidwriter* software Computer equipment Color printer	Rating scale Student story

Component objectives 4.1-4.3 are an integral part of each activity. Student performance is assessed by observations and quarterly checklists.

THIRD GRADE CURRICULUM GUIDE

Enrichment Concept	Component Objectives	Materials/Resources	Evaluation/Assessment
Sight: Observations of the world; looking closely with magnifiers.	1.1 1.2 3.1	Sight booklet Magnifiers Assorted objects	Student booklet: • Holistic scoring p. 2 • Creative thinking p. 4-5, 7 Observations Evidence of student work
Groups: People and objects can be classified into groups based on variable attributes	1.2 1.3 2.1 2.2 3.1	Groups 3 booklet Assorted manipulative materials	Student booklet: • Responses and justification p. 2, 6 • Analysis of logic p. 4, 7-8 • Classifying atributes p. 5-6, 9 • Fluency and flexibility p. 6, 9 Evidence of student work
Dinosaurs: How dinosaurs may have become extinct.	1.1 1.2 2.1 2.2 3.1	Dinosaurs 3 booklet Reference and resource books	Student booklet: • Attributes of dinosaurs p. 1-2, 6 • Holistic scoring of p. 3-4 • Fluency and flexibility p. 5 • Comprehension of concept p. 8 Discussion Evidence of student work
Geoboards: The manipulation, problem-solving and recording of geometric shapes using coordinates.	1.2 1.3 2.1 2.2 3.1	Geoboards 3 booklet Geoboards Assorted rubber bands	Student booklet: • Identification of coordinates p. 1-3 • Accurate recording of shapes p. 2-6 • Creative thinking p. 4-7 Observations Evidence of student work
Initiate teacher/student selection of options	3.3		Evidence of student work
Animals: Many animals are endangered because their natural habitats are disappearing.	1.1 1.2 2.1 2.2 3.1 3.2 3.3	Animals 3 booklet Resource and references books Poster of endangered animals with world map	Student booklet: • Holistic scoring p. 7, 9 • Comprehensions of concept, p. 2-3 • Creative thinking p. 8, 11 • Fluency p. 12 Evidence of student work
Tangrams: The manipulation, problem-solving and recording of geometric configurations.	1.1 1.2 1.3 2.1 3.1 3.2 3.3	*Tangram Patterns* p. 26, 30-32, 41, 44, 46, 51, 56, 58 *Tangramath* p. 20, 24, 25 Project EAGLE page — Tangram Design Tangram Sets Tangram Stickers	Student booklet: • Accurate recording of shapes p. 26, 41, 51, 56, 58 • Manipulation of shapes with the same area p. 20, 24, 25 • Problem-solving skills — all pages • Holistic evaluation of Project EAGLE page • Originality & elaboration — Project EAGLE page Observations Evidence of student work

THIRD GRADE CURRICULUM GUIDE (cont'd)

Enrichment Concept	Component Objectives	Materials/Resources	Evaluation/Assessment
Deserts: A variety of life exists in different types of desert environments.	1.2 2.1 2.2 3.1 3.2 3.3	*Deserts* (kit) Encyclopedia set Assorted cacti	Student booklet: • Identification of facts about deserts p. 1, 5 • Researching deserts p. 6 • Creative thinking p. 4 Discussion Evidence of student work
Magnets: How magnets work and how they are used.	1.2 1.3 2.2 3.1 3.2 3.3	Magnets booklet Assorted sets of magnets in various shapes and sizes Assorted objects Resource and reference books	Student booklet: • Comprehension of how magnets work p. 2-3, 5-6 • Uses of magnets p. 7-8 • Fluency & flexibility p. 4 Observations Evidence of student work
Life in a Pond: The variety of animal and plant life (micro to macroscopic) that exists in a pond environment.	1.1 1.2 2.1 3.1 3.2 3.3	*Life in a Pond* (kit) Project EAGLE page 6 Microscope Slides Pond water Resource and reference books	Student booklet: • Analysis and identification of animal life p. 1, 5 and microscope activities • Elements of a pond food chain p. 2 • Identification facts p. 3 • Holistic scoring p. 6 Evidence of student work
Pattern Blocks: The manipulation of geometric shapes to discover point and line symmetry.	1.2 1.3 2.1 3.1 3.2 3.3	Pattern Blocks Pattern Blocks Stickers *Pattern Blocks Activities A* p. 35, 45-47, 57, 58, 66, 67, 69 Project EAGLE page	Student booklet: • Comprehension of concept p. 57, 58, 66, 67, 69, PE pages • Problem solving p. (same) • Creative thinking P.E. page Observations Evidence of student work
Kidwriter: Using word processing skills and picture elements to create an original story.	1.1 2.1 3.1 3.2 3.3	*Kidwriter* software Computer equipment Color printer	Rating scale Student story

Component objectives 4.1-4.3 are an integral part of each activity. Student performance is assessed by observations and quarterly checklists.

SECTION V: EVALUATION PROCEDURES

STUDENT PERFORMANCE

- WRITING/THINKING
- CREATIVE THINKING
- SELF-DIRECTEDNESS
- AFFECTIVE GROWTH AND DEVELOPMENT
- OVERALL STUDENT PERFORMANCE

PROGRAM EVALUATION

- PARENT SURVEY
- TEACHER SURVEY/QUESTIONNAIRE
- STUDENT SURVEY
- COMMITTEE REVIEW

EVALUATION

A necessary component of an effective program is evaluation. One way Project EAGLE is assessed is by determining if program goals are being met by students and if program goals meet student needs. Student performance levels are targeted and periodically evaluated to provide this information. Numerous checklists and rating scales are available commercially for assessing student qualities and characteristics. Checklists and rating scales developed specifically for Project EAGLE may be found in Appendix B.

STUDENT PERFORMANCE

WRITING/THINKING

☐ **Holistic Scoring**

Students complete pre- and post-program writing samples each year. The samples are holistically scored to evaluate writing and cognitive thinking skills. Written work is evaluated by district holistic scoring, a method of examining and grading the content and mechanics of the sample. Registered holistic scoring for grades one through three is available at teacher resource centers for districts that wish to purchase predetermined performance levels for primary grade students.

Booklet work is periodically assessed to determine levels of achievement. A review of student work on a checklist and the pre- and post-writing samples provide the criteria to target future levels of student growth and development.

☐ **California Achievement Test: Language Expression Sub-test**

In April, all district students take the California Achievement Tests. For program purposes, the Language Expression sub-test score is compared from year to year to determine if significant growth has occurred.

☐ **Word-Processing Checklist**

Second and third grade students are evaluated on a checklist to determine if students have acquired word-processing skills. Their stories are also holistically scored as above.

CREATIVE THINKING

☐ **Student Work**

Checklists are used to try to quantify student creative thinking ability levels. Booklet activities provide the best method of assessing long-term development and extension of these abilities.

☐ **Pattern Blocks Creativity Test**

Students are periodically reevaluated with the Pattern Blocks Creativity Assessment Measure.

SELF-DIRECTEDNESS

☐ **Student Work**

A self-directed skills checklist is utilized to analyze each student's progress. Each student booklet is scored with a number from 1 to 4, based on checklist criteria, in assessing these skills. Each student's development level is determined individually although general grade level performance levels are specified in program goals.

AFFECTIVE GROWTH AND DEVELOPMENT

☐ **Teacher Observations/Checklist**

As students interact in Project EAGLE groups, the teacher notes the interplay and relationships within each group. This information is noted on a checklist for each

student. Intervention techniques such as regrouping of students, small group or individual discussions, and "contracts" are utilized if deemed necessary. Student progress is noted from year to year.

OVERALL STUDENT PERFORMANCE

☐ **Teacher Observations**

Teacher observations are a valuable assessment measure when used with alternative objective measures. When each student completes a booklet, the student receives a sticker on his/her sticker sheet which is kept in each Project EAGLE box. The teacher also writes the name of the booklet, the date and anecdotal information concerning the quality of the student work, rate and pace and other important observations. The sticker sheet provides useful information for each student's end of the year progress report. The sticker sheet is also a useful diagnostic tool to help analyze and pinpoint student strengths and weaknesses. (See sample sticker sheets below Curriculum: Sample Lessons.)

PROGRAM EVALUATION

PARENT SURVEY

Parents of Project EAGLE students receive surveys in October and May. Surveys assess the level of student and parent response to program activities, parent observations of student development, and identification and program information.

TEACHER SURVEY/QUESTIONNAIRE

Teachers receive a survey/questionnaire form in November and May to help assess student and teacher response to program activities, teacher observations of student development, and feedback on the entire program. In addition, the Project EAGLE teacher meets informally with each classroom teacher in the middle of the school year to discuss each student's growth and development.

STUDENT SURVEY

Each May, students receive a survey to help assess student response to program activities.

COMMITTEE REVIEW

The Gifted and Talented Committee meets in November and May to help determine policy and provide feedback on program activities and goals. Committee members review collected data and help program teachers analyze program strengths and weaknesses. Recommendations for change are made in May.

APPENDIX A: SUMMARY OF RESEARCH

PROGRAM DEVELOPMENT
- IDENTIFICATION
- SELF-DIRECTED SKILLS
- HIGHER LEVEL THINKING/WRITING SKILLS

IDENTIFICATION PROCEDURES
- IDENTIFICATION MATRIX
- ACHIEVEMENT SCORES
- CREATIVITY ASSESSMENT MEASURES

APPENDIX B: SOURCES

IDENTIFICATION AND EVALUATION
- EVALUATION CONSULTANT
- BALDWIN IDENTIFICATION MATRIX
- RATING SCALES
- SHORT FORM TEST OF ACADEMIC APPTITUDE
- CALIFORNIA ACHIEVEMENT TEST
- CHARACTERISTICS OF GIFTED CHILDREN
- PATTERN BLOCKS
- DALLAS PRESCHOOL DEVELOPMENTAL TEST

CURRICULUM MATERIALS
- KINDERGARTEN
- FIRST GRADE
- SECOND GRADE
- THIRD GRADE

APPENDIX C: DOCUMENTS

1. NOMINATION SHEET
2. TEACHER NOMINATION LETTER
3. CHARACTERISTICS OF GIFTED CHILDREN
4. IDENTIFICATION MATRIX: GRADES 1-3
5. IDENTIFICATION MATRIX: KINDERGARTEN
6. RATING SCALE: GRADES 1-3
7. SELF-DIRECTEDNESS SCALE: BOOKLET ACTIVITIES
8. WORD-PROCESSING CHECKLIST
9. STUDENT SURVEY: K-3

APPENDIX A: SUMMARY OF RESEARCH PROGRAM DEVELOPMENT RESEARCH

IDENTIFICATION

The problems inherent in identifying gifted and talented students are well-documented (Richert, Alvino and McDonnel, 1982). Early identificaiton of children has proven particularly difficult (McHardy 1983). The need for early identification of and appropriate programs for primary grade students is critical (Barbe and Renzulli, 1975) yet few programs exist for this age group (Takacs, 1982) because of the problems in early identification.

Various assessment measures developed for screening gifted children include items not suitable for primary age students. Intellectual ability is easier to identify and very few instruments measure creative thinking ability reliably at the primary grade levels (Rimm and Davis, 1980).

Several studies (Getzels and Jackson, 1962, and Wallach and Kogan, 1965) suggest that highly creative children perform just as well on achievement tests as highly intelligent children (as measured by IQ).

Procedures to identify gifted and talented students are based on Renzulli's research on characteristics of gifted children (Renzulli, 1977). From his and other studies evolved the "three-ring conception" of giftedness: above average ability, task commitment and creativity. Program activities concentrate on supporting and developing an interaction of these interlocking traits.

SELF-DIRECTED SKILLS

Treffinger's research on the characteristics of gifted children indicates that children are more motivated and learn more effectively if they are directing their own studies to some degree (Treffinger, 1975). While primary grade students need direction and guidance in many school activities, the importance and value of early self-directedness cannot be overstated. Through Project EAGLE, students are encouraged to become more self-directed by gradually planning and selecting options for the rate, pace and sequence of learning activities.

HIGHER LEVEL THINKING/WRITING SKILLS

Research by the UCI Writing Project, part of the National Writing Project, demonstrated that all cognitive domain skills identified by Bloom are integral to composition. The process of writing taps all levels of thinking. By utilizing the writing process approach as a program core, Project EAGLE students will begin to develop better writing skills and higher level cognitive skills at an early age in their education.

IDENTIFICATION PROCEDURES

IDENTIFICATION MATRIX

Research, analysis and evaluation have demonstrated the effectiveness of the identification matrix for Somers Point. Using stepwise discriminate function analysis of identification variables, an overall accuracy rate of 85% was achieved in successful program classification. Successful performance in the program confirms successful identification of gifted and talented students.

The original identification matrix has been simplified and revised to include: IQ test scores, achievement test scores, the Short Form Test of Academic Aptitude, Pattern Blocks Creativity Assessment Measure and a teacher rating scale of learning characteristics. The combination and interaction of matrix variables assess a variety of traits and characteristics inherent in gifted and talented children, traits which can be stimulated and nurtured through participation in Project EAGLE.

ACHIEVEMENT SCORES

California Achievement Test scores of previously identified gifted and talented students were surveyed to determine appropriate ranges of achievement scores for program candidates. An analysis of the data showed that the lowest total reading score achieved was the 75th percentile. The average percentile rank for program participants' total reading and math scores is 95. The information gained from the analysis supports the weighting of scores during the screening and identification phases. It also provides a range of scores achieved by successful, previously identified gifted and talented students which can be utilized when determining placement in Project EAGLE.

CREATIVITY ASSESSMENT

Previous measurement systems used to identify creative thinking ability in gifted and talented students in the Somers Point School district were unsatisfactory. Primary grade student scores on various creativity tests were abnormally high. Student performance in program activities did not correlate with creativity test scores or rating scale scores.

Students in Project EAGLE and a matched control group were given the following creative thinking assessment measures: SAGES Test 3, GIFT, GIFFI or PRIDE, and the Pattern Blocks Creativity Assessment Measure.

SAGES is a nationally available testing kit for identifying gifted and talented students. The third subtest measures fluency using pictorial and figural items in a matrix. The information in the test booklet indicates that "fluency alone is probably sufficient to index creative thinking ability." The test is designed for first through sixth grade students and is given individually.

GIFT, GIFFI and PRIDE are nationally available questionnaires designed to identify students with values and attitudes usually associated with creativity: independence, curiosity, perseverance, flexibility and breadth of interest. Questionnaires may be given to students in grades K-12 and are machine scored.

Pattern Blocks Creativity Assessment Measure is a locally developed test that appears to indicate student creative potential. Students are directed to construct a design or picture from a limited selection of polygons. Student use of materials results in designs/pictures that may demonstrate the four components of creative expression that Torrance defined: fluency, flexibility, originality and elaboration. A rating scale was also developed to quantify student designs/pictures.

Dr. Fred Streit, evaluation consultant, performed a statistical analysis comparing the SAGES test and then the GIFT test with the Pattern Blocks test. The linear correlations are as follows: Pattern Blocks vs. SAGES = .418 and Pattern Blocks vs. GIFT = .307. The coefficients indicate that while there are some commonalities, the tests are measuring different things. After careful evaluation of student scores and consideration of test management and scoring, it was decided to use the Pattern Blocks test to proceed with grant activities.

Although one year is not enough time to properly assess the Pattern Blocks Creativity Assessment Measure and Rating Scale, student scores appear to correlate well to student performance in program activities. Additionally, the Pattern Blocks Rating Scale score proved to be an integral component of an effective identification system used to select Project EAGLE participants. Representative samples for rating the designs by grade level need to be selected and categorized. More research and analysis will be conducted on the Pattern Blocks Creativity Assessment Measure and Rating Scale.

APPENDIX B: SOURCES

IDENTIFICATION/EVALUATION

EVALUATION CONSULTANT
Dr. Fred Streit
PeopleScience
220 North Main Street
Milltown, NJ 08850

BALDWIN IDENTIFICATION MATRIX
Dr. Alexinia Young Baldwin
Baldwin Identification Matrix
Trillium Press
Box 921, Madison Square Station
New York, NY 10159

For more information on the matrix and adjusting ranges of scores, please see Dr. Baldwin's booklet:

Baldwin Identification Matrix 2 for the Identification of the Gifted and Talented.

RATING SCALES
Renzulli, Joseph et. al., *Scales for Rating Behavioral Characteristics of Superior Students.* P.O. Box 320, Mansfield, CT 06250. Creative Learning Press, 1978.

Renzulli, Smith. *Early Childhood Checklist.* (See address above.)

Renzulli, Smith, White, Callahan and Hartman. *Rating Scale: Self-Directed Behavioral Characteristics.* (See address above.)

SHORT FORM TEST OF ACADEMIC APTITUDE
CALIFORNIA ACHIEVEMENT TEST
CTB/McGraw Hill
Del Monte Research Park
Monterey, CA 93940

CHARACTERISTICS OF GIFTED CHILDREN
Developed by and available from:
E. Susanne Richert, PhD
EIRC-South
207 Delsea Drive
Sewell, NJ 08080

PATTERN BLOCKS
Available from:
Creative Publications Inc.
P.O. Box 10328
Palo Alto, CA 94303

DALLAS PRESCHOOL DEVELOPMENTAL TEST
Developed by Robert Percival
Dallas Educational Services
P.O. Box 1254
Richardson, TX 75080

CURRICULUM MATERIALS

KINDERGARTEN

Living with the Alphabet
by L. Angelotti and B. Davidson
Lamb Productions
11 Fairfield Avenue
Trenton, NJ 08648

Pattern Blocks and Pattern Blocks Stickers
Available from:
Creative Publications, Inc.
P.O. Box 10328
Palo Alto, CA 94303

Nature Print Paper
Available from:
P.O. Box 314
Moraga, CA 94556

PROJECT EAGLE PAGES and ACTIVITIES: H-Z
Somers Point Public School District
Jordan Road School
Somers Point, NJ 08244

FIRST GRADE

Pattern Blocks, Pattern Blocks Stickers and Mirror

Pattern Blocks Activities A. Marian Pasternak and Linda Silvey

Hands on Pattern Blocks.

(All available from Creative Publications, Inc. See address above)

Whales. (kit) National Geographic Society. Washington, DC 20036

Birds and How They Grow. (kit) National Geographic Society. Washington, DC 20036

PROJECT EAGLE ACTIVITY BOOKLETS:
- Groups I
- Animals
- Dinosaurs 1
- Sound
- Geoboards 1

Somers Point Public School District
Jordan Road School
Somers Point, NJ 08244

SECOND GRADE

Pattern Blocks, Pattern Blocks Stickers and Mirror

Pattern Blocks Activities A. Marian Pasternak and Linda Silvey

Hands on Pattern Blocks.

(All available from Creative Publications, Inc. See address above)

Trees, Light and Baby Animals. by Barbara Allman.
Frank Schaffer Publications, Inc. #FS-7050.
1028 Via Mirabel
Palos Verdes Estates, CA 90274

Geoboards and rubber bands
(All available from Creative Publications, Inc. See address above)

Tangram Patterns by Thomas Foster
(Available from Creative Publications, Inc. See address above)

Tangramath by Dale Seymour
(Available from Creative Publications, Inc. See address above)

Plastic dinosaurs available from:
London Bridge
Owings Mills, MA

Kidwriter
Available from:
Spinnaker Software Corp.
1 Kendall Square
Cambridge, MA 02139

PROJECT EAGLE ACTIVITY BOOKLETS:
- Groups 2
- Animals 2
- Dinosaurs 2
- Geoboards 2
- Touch
- Transportation

Somers Point Public School District
Jordan Road School
Somers Point, NJ 08244

THIRD GRADE

Geoboards and rubber bands
(Available from Creative Publications, Inc. See address above)

Deserts (kit). National Geographic Society. Washington, DC 20036

Tangrams and Tangrams books (see references above)

Pattern Blocks and Pattern Blocks books (see references above)

Life in a Pond. National Geographic Society. Washington, DC 20036

Kidwriter
Available from:
Spinnaker Software Corp.
1 Kendall Square
Cambridge, MA 02139

PROJECT EAGLE ACTIVITY BOOKLETS:
- Groups 3
- Animals 3
- Dinosaurs 3
- Geoboards 3
- Sight
- Magnets

Somers Point Public School District
Jordan Road School
Somers Point, NJ 08244

1. NOMINATION SHEET

Grade _____ Name	Teacher Nomination	Parent Nomination	Other Nomination	Pctl. CAT Rdng.	Pctl. CAT Math	I.Q.	Points	2nd Screen

2. TEACHER NOMINATION LETTER

Dear Teachers:

Please take a few minutes to nominate students for Project EAGLE. You may nominate any student regardless of his/her present participation or non-participation in a G/T program. Students can be nominated in one or more of the following categories of intellectual giftedness:

1. General intellectual ability
2. Specific academic ability
3. Creative/productive thinking ability

The attached list will give you more information on characteristics of intellectually and/or creatively gifted students.

Please return by:

Thanks!

Teacher _____ Grade _____

Students	Category (1, 2 or 3)	Reason for nomination

3. CHARACTERISTICS OF GIFTED CHILDREN

CHARACTERISTICS OF THE GIFTED THAT TEND TO SCREEN THEM OUT OF PROGRAMS

Bored with routine tasks, refuses to do rote homework

Difficult to get him to move into another topic

Is self-critical, impatient with failures

Is critical about others, of the teachers

Often disagrees vocally with others, with the teacher

Makes jokes or puns at inappropriate times

Emotionally sensitive — may over react, get angry easily or ready to cry if things go wrong

Not interested in details; hands in messy work

Refuses to accept authority; nonconforming, stubborn

Tends to dominate others

4. IDENTIFICATION MATRIX: GRADES 1-3

BALDWIN IDENTIFICATION MATRIX

Student _____ School _____ Grade (please circle) 1 2 3 Date _____

Assessment Items	Scores 5	4	3	2	1
1. Group IQ Test					
	139+	138-132	131-125	124-118	117-111
2. C.A.T. Reading					
Percentile Rank	98+	97-94	93-90	89-85	NS
3. C.A.T. Math					
Percentile Rank	98+	97-94	93-90	89-85	NS
4. Short Form Test of Academic Aptitude					
Standard Score	69+	68-65	64-60	59-55	NS
5. Pattern Blocks					
	35+	34-30	29-25	24-20	19-15
6. Renzulli-Hartman — Teacher					
Learning Characteristics	32	31-28	27-24	23-20	19-16
7.					
8.					
9.					
10.					
Column Tally of Checks					
Weight	x5	x4	x3	x2	x1
Add Across	+	+	+	+	+
Adapted for use by: Somers Point School District	☐ Point Total				

Used by permission from: Baldwin, A. (1984). Baldwin Identificaiton Matrix 2. New York: Trillium Press.

5. IDENTIFICATION MATRIX: KINDERGARTEN

BALDWIN IDENTIFICATION MATRIX

Student _____ School _____ Kindergarten Grade _____ Date _____

Assessment Items	Scores 5	4	3	2	1
1. C.A.T. Listening for Information					
Percentile Rank	98+	97-91	90-81	80-69	68-57
2. C.A.T. Visual Discrimination					
Percentile Rank	96+	95-92	91-85	84-76	75-69
3. C.A.T. Mathematics					
Percentile Rank	98+	97-93	92-84	83-78	77-71
4. Dallas Test					
C.A.-D.A. Differential in months	12-10	9-8	7-6	5-4	3-1
5. Teacher Rating Scale					
	58+	57-51	50-45	44-39	38-32
6. Pattern Blocks					
	35+	34-30	29-25	24-20	19-15
7.					
8.					
9.					
10.					
Column Tally of Checks					
Weight	x5	x4	x3	x2	x1
Add Across	+	+	+	+	+
Adapted for use by: Somers Point School District	☐ Point Total				

Used by permission from: Baldwin, A. (1984). Baldwin Identification Matrix 2. New York: Trillium Press.

4. IDENTIFICATION MATRIX: GRADES 1-3

BALDWIN IDENTIFICATION MATRIX

Student _____ School _____ Grade (please circle) 1 2 3 Date _____

Assessment Items	Scores 5	4	3	2	1
1. Group IQ Test					
	139+	138-132	131-125	124-118	117-111
2. C.A.T. Reading					
Percentile Rank	98+	97-94	93-90	89-85	NS
3. C.A.T. Math					
Percentile Rank	98+	97-94	93-90	89-85	NS
4. Short Form Test of Academic Aptitude					
Standard Score	69+	68-65	64-60	59-55	NS
5. Pattern Blocks					
	35+	34-30	29-25	24-20	19-15
6. Renzulli-Hartman — Teacher					
Learning Characteristics	32	31-28	27-24	23-20	19-16
7.					
8.					
9.					
10.					
Column Tally of Checks					
Weight	x5	x4	x3	x2	x1
Add Across	+	+	+	+	+
Adapted for use by: Somers Point School District	☐ Point Total				

Used by permission from: Baldwin, A. (1984). Baldwin Identificaiton Matrix 2. New York: Trillium Press.

5. IDENTIFICATION MATRIX: KINDERGARTEN

BALDWIN IDENTIFICATION MATRIX

Student _____ School _____ Grade Kindergarten Date _____

Assessment Items	Scores 5	4	3	2	1
1. C.A.T. Listening for Information					
Percentile Rank	98+	97-91	90-81	80-69	68-57
2. C.A.T. Visual Discrimination					
Percentile Rank	96+	95-92	91-85	84-76	75-69
3. C.A.T. Mathematics					
Percentile Rank	98+	97-93	92-84	83-78	77-71
4. Dallas Test					
C.A.-D.A. Differential in months	12-10	9-8	7-6	5-4	3-1
5. Teacher Rating Scale					
	58+	57-51	50-45	44-39	38-32
6. Pattern Blocks					
	35+	34-30	29-25	24-20	19-15
7.					
8.					
9.					
10.					
Column Tally of Checks					
Weight	x5	x4	x3	x2	x1
Add Across	+	+	+	+	+
Adapted for use by: Somers Point School District	☐ Point Total				

Used by permission from: Baldwin, A. (1984). Baldwin Identificaton Matrix 2. New York: Trillium Press.

6. RATING SCALE GRADES 1-3

RATING SCALE — LEARNING CHARACTERISTICS

Name _____

Teacher_____

School _____

Part I. Learning Characteristics	Seldom or Never	Occasionally	Frequently	Almost Always
1. Has an advanced vocabulary for age or grade level.	1	2	3	4
2. Demonstrates that he/she knows a great deal of information about many topics.	1	2	3	4
3. Learns and remembers facts quickly and easily.	1	2	3	4
4. Asks many questions about the "how" and "why" of things.	1	2	3	4
5. Can quickly make accurate generalizations about events, people or things.	1	2	3	4
6. Is a keen and alert observer.	1	2	3	4
7. Reads a great deal on his/her own. Usually prefers books which are advanced for age or grade level.	1	2	3	4
8. Reasons things out for him/herself. Sees logical and common sense answers.	1	2	3	4

Adapted from: Renzulli et. al. Rating Scales for the Behavioral Characteristics of Superior Students. Source: Creative Learning Press, Inc., Copyright 1976. Used with permission.

7. SELF-DIRECTEDNESS SCALE: BOOKLET ACTIVITIES

1	Student is unable to complete activities. Student has difficulty reading/following booklet directions. Activities are poorly done. Student needs extra help/supervision with directions/activities. Evident lack of self-motivation in activities.
2	Student is able to complete most activities. Student has some difficulty reading/following booklet directions. Activities are not completed well. Student needs some extra help/supervision with directions/activities. Poor self-motivation is evident.
3	Student is able to complete all activities. Student is able to read/follow booklet directions. Activities are well-done, in general. Student needs a minimum amount of help/supervision with booklet activities/directions. Student has self-motivation to complete activities and booklet.
4	Student completes all activities and often goes beyond requirements. Student easily reads/follows booklet directions. All work is well-done; some is excellent. Student completes booklet without help or supervision. Evidence of high self-motivation; student goes beyond booklet activities.

8. WORD-PROCESSING CHECKLIST

PROJECT EAGLE
Word-Processing Checklist

Name _____ Grade _____ School _____

Computer Mechanics	Yes	No
1. Turn on computer equipment in correct order	____	____
2. Load Kidwriter properly	____	____
3. Use the options menu correctly (load, save, print, etc.)	____	____
4. Use editing keys correctly	____	____
5. Handle disks properly	____	____

Story Writing	Excellent	Good	Fair	Poor
1. Design of picture	____	____	____	____
2. Story is relevant to picture	____	____	____	____
3. Story edited before saving	____	____	____	____
4. Mechanics appropriate for grade level	____	____	____	____
5. Content of story	____	____	____	____
6. Story pages "chained" into booklet	____	____	____	____
7. Cover/title page	____	____	____	____

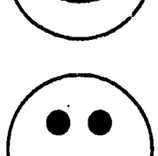
Overall rating ____

9. STUDENT SURVEY: K-3

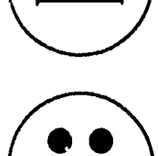
PROJECT EAGLE
Student Survey

Read the question, then color in the face that describes how you feel.

= you like it a lot; very much.



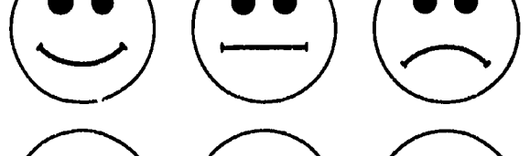
= it's average; OK



= you don't like it at all; no

1. **Do you enjoy being in Project EAGLE?**

2. **Do you like the EAGLE projects you have done?**



3. **Have you been able to finish most of your EAGLE projects?**

4. **Do you like working on EAGLE projects in the classroom?**

5. **What was your favorite EAGLE project?**

_____

_____