

PUTNAM CITY SCHOOLS

Gifted, Creative, & Talented Program

Gifted Education Plan

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INTRODUCTION

Putnam City Schools is committed to providing opportunities and enrichment to promote the growth of skills, knowledge, and understanding necessary for students to reach their full potential and achieve their individual best outcomes. Part of this commitment is facilitated through the design and implementation of optimal gifted and talented programming for the students of Putnam City Schools. Our district, gifted staff, and gifted local advisory committee have designed this Gifted Education Plan (GEP) to establish the services, programming options, and identification processes used to ensure an appropriate education for gifted and talented students.

Just as schools restructure to meet the changing needs of students, communities, and society Putnam City Schools has an ongoing process of reflection within the gifted and talented program. The evaluation of equitable approaches to identification, programs, and services offered for academically and divergently gifted students is cyclical as we select and offer valid and reliable means to assess student ability and provide student-centered interventions. Evaluation and planning emphasize best practices in the fields of curriculum and instruction, cognition, educator and administrator roles, community, family involvement, district demographics, and social-emotional needs.

Putnam City Schools recognizes there are students whose ability, intellect, and specific talents require differentiated programs and instruction relative to their needs and interests.

Students spend most of their school day in the regular classroom, necessitating the perspective to think of student needs for differentiation and enrichment in the context of the entire school experience, not only time spent in the gifted classroom.

Planning a program for gifted students requires a framework that is flexible enough to respond to the changing field of cognition, variances in delivery systems, and the diversity of student needs and interests.

This education plan has been designed to support and enrich the educational experience of identified and potentially identifiable gifted students in the regular education program, gifted education program, and as a complement to the education of all students. This plan provides gifted programming choices in modifying content, processes, products, and learning environments for gifted, creative, and talented students.

PUTNAM CITY SCHOOL DISTRICT

GIFTED EDUCATION PROGRAM DESCRIPTION

PHILOSOPHY

We recognize that there are students with exceptional abilities and that these abilities create needs distinguishable from the general population. We are committed to addressing the differentiated needs of gifted, creative, and talented students.

GOALS

To relate content to major ideas, concepts, and themes while expanding global citizenship.

To provide students with opportunities to create relationships across disciplines through processes such as critical and creative thinking, problem-solving, and logic.

To enable students to innovate and create new ideas and products through synthesizing current knowledge to novel situations and applications.

To structure learning environments that address the unique needs of gifted, creative, and talented students that accommodate a variety of learning rates and preferences.

To provide instruction and training in leadership and socio-affective domains to reduce rates of under-achievement and other known risks for gifted populations.

OBJECTIVES

Identify gifted, creative, and talented students. Monitor progress for potentially identifiable students.

Assess the instructional level of identified students with consideration to the unique learning needs of each child.

Expand curriculum opportunities to allow students to move through the core curriculum at appropriate, flexible, and/or accelerated pacing.

Provide a differentiated curriculum to meet unique needs and offer academic and social-emotional support when needed.

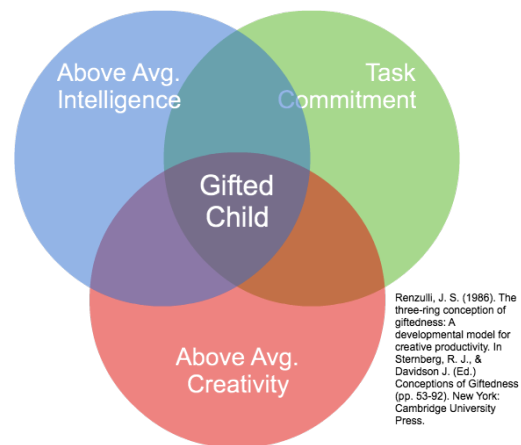
Appropriately match programs and support services to the individual child.

DEFINITION OF GIFTED AND POTENTIAL AREAS OF IDENTIFICATION

“Gifted and talented children” refers to those students who have been identified at the preschool, elementary, or secondary level as having demonstrated potential abilities of high-performance capability in academic or divergent domains. Gifted and talented children require differentiation of instruction through the means of specific enrichment and/or services and the use of acceleration and/or curriculum compacting. For this definition, “demonstrated potential abilities of high performance” will refer to students who have been assessed to score in the top third percentile on any nationally standardized test of intellectual ability, have been assessed through a combination of ability and achievement testing, or who have been nominated and recommended for specific divergent ability.

DIVERGENT NOMINATION ABILITY AREAS

- a. **Creative Thinking Ability**
 - b. **Leadership Ability**
 - c. **Visual/Performing Arts Ability**
 - d. **Specific Academic Ability**
- (Reference: Title 70-1210.301)*



GIFTED AND TALENTED IDENTIFICATION CATEGORIES

As defined by the State of Oklahoma

Category 1: Having scored at the 97 percentile or higher on a nationally normed test of ability.

Category 2: Having achieved 12 points or higher through an assessment of multiple criteria on the Putnam City Gifted Identification Matrix. Category 2 may include ability assessments below the 97 percentile or nomination in divergent talents.

ADVISORY COMMITTEES & DISTRICT GIFTED PROGRAM DEVELOPMENT

A key component of establishing a strong curriculum for gifted students is the foundation created by teachers who possess the desire, knowledge, skills, and intensity necessary for successful implementation. The degree of success of a teacher's efforts in this direction depends largely upon site and district administrators' support and implementation of practices. This can best be accomplished through a written district plan checked and balanced through a Local Advisory Committee and district school board.

GIFTED PROGRAM LOCAL ADVISORY COMMITTEE Section 910.1.

For the purpose of meeting the duty of each school district as set forth in Section 1210.307 of Title 70 of the Oklahoma Statutes, each district board of education shall create a local advisory committee on the education of gifted and talented children or expand the duties of a curriculum advisory committee for the district to assist on gifted and talented programs consisting of at least three but no more than eleven members. The school district furnishes staff that has training in gifted education. The district board shall appoint all members. The committee shall be broadly representative of the community. The committee shall be appointed no later than September 15 of each school year for two-year terms and shall consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. At the first meeting, the committee shall elect a president and a vice-president. If the district utilizes the curriculum advisory committee it shall appoint at least one member who is a parent of a child identified as gifted and talented or is a knowledgeable advocate for gifted and talented children.

A meeting of the local advisory committee or the curriculum advisory committee shall be called by the district no later than October 1 of each year to address gifted and talented program issues. The advisory committee or curriculum advisory committee may meet at other times during the year as is necessary with a meeting space furnished by the district. The district shall furnish staff for the advisory committee. All meetings of the committees shall be subject to the provision of the Oklahoma Open Meeting Act.

The duties of the advisory committee shall be to assist in the formulation of district goals for gifted education, to assist in the development of the district plan for gifted child educational programs, to assist in the preparation of the district report on gifted child educational programs, and to perform other advisory duties as may be requested by the board of education. (70-1210.308)

Note: Enacted by HB 2041, Sec. 4, of the 1994 Reg. Sess.

DISTRICT STAFF COMMITTEE

The district staff committee is comprised of the coordinator for gifted education services, gifted education specialists, teachers at the elementary and secondary levels, counselors, administrators, and school psychologists. This committee collects and analyzes student data relative to the identification process to make educational and professional decisions regarding student placement. Through this committee, records are safely maintained at the site and district levels.

DELIVERY SYSTEMS FOR GIFTED AND TALENTED STUDENT SERVICES

Services are provided for identified gifted, creative, and talented students within three weeks of the beginning of the school term through district and site-developed programs. Educational programming for identified students is ongoing, part of the total school schedule, and in alignment with the district's Gifted Education Program. Appropriate differentiation occurs in the content, process, products, and learning environments within each site. Programs are coordinated to guide the development of gifted students from the time they are identified through graduation. To ensure continual support, students are tracked within the student accounting system where assigned teachers can access their gifted records. To achieve instructional goals, the program addresses options in four main areas.

APPROPRIATE FLEXIBLE PACING

1. Appropriate Flexible Pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction. It underscores the importance of the classroom teacher and differentiated instruction in the regular classroom. Curriculum for giftedness extends, compacts, or replaces the regular curriculum. Instructional and organizational strategies allow students to advance at a pace that provides steady challenges throughout their academic levels. Student placement in programming options is based on individual abilities, needs, and interests. These may include, but are not limited to:
 - a. Individualization of Instruction: Individualized instruction focused on their specific educational needs.
 - b. Proficiency-Based Promotion: Students advancing one or more levels in a curriculum area or grade by a demonstration of proficiency at or above a cut-point on a district-designated achievement assessment.

- c. Dual Enrollment: Students qualified through proficiency-based promotion taking upper-level courses, such as a middle school student attending a high school level course. Families must provide transportation.
- d. Correspondence Courses: Secondary-level correspondence courses, concurrent enrollment, and internships.
- e. Specialty Courses: Secondary Honors, Advanced Placement, and enrichment courses, including concert and competitive fine arts courses for talent-identified students.
- f. Student Groups: Teachers or sites utilizing cluster, ability, multi-age, or cross-grade student groupings.
- g. Compacting and Telescoping: Teachers utilizing pre-testing and curriculum compacting or telescoping to streamline instruction to reduce repetition for students who show initial content mastery.

ENRICHMENT

- 2. The enrichment program is designed to meet the needs of gifted students while enriching the lives of all students within a school. Enrichment allows students to move into and out of the differentiated curriculum and special services as the need arises. Supplementary services are provided in particular areas where such efforts have the greatest potential for benefiting students. These may include, but are not limited to:
 - a. Enrichment of Content in the Regular Classroom: Experiences provided in regular classrooms supplemental to the established curriculum, purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material, nor are they excessive additional coursework or tutoring of other students. Enrichment activities must be extensions within student interests or abilities.
 - b. Mentorships: A supervised program that pairs individual students with another who has advanced skills or experiences in a particular discipline and can serve as a guide, advisor, or role model.
 - c. Seminars, Special Interest, and Study Groups: Special short-term sessions where students focus on one area of knowledge or skills or short-term groups organized in the classroom based on interest in a topic.
 - d. Independent Study or Guided Research: Instructor facilitated opportunities for students to explore topics or interests at a greater depth.
 - e. Academic and Fine Arts Competitions: Organized opportunities for students to enter district, local, regional, state, or national contests in a variety of areas.

- f. Gifted Courses: In elementary, a course where students are released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted. In middle school, a self-selected course for identified students. Such a class provides a gifted curriculum differentiated to meet specific needs such as individual identifications, creativity, inquiry, higher-level thinking skills, and homogeneous peer groups while ensuring continuity throughout program participation.

ACADEMIC AND SOCIAL-EMOTIONAL SUPPORT

3. Academic and social-emotional support for gifted students includes identification, monitoring, and support services to address their unique needs. At each site, the gifted specialist maintains records of identified students, monitors student progress, and communicates with teachers and families. Monitoring includes comparisons of student performance and potential ability concerning their growth and any exhibited behaviors gifted students are statistically at-risk for, such as underachievement, traits perfectionism, outsider-ness, and anxiety. Teachers, administrators, counselors, or families may recommend or request special support services for identified students who demonstrate a need for additional guidance from the gifted specialist or the school counselor. The services may include, but are not limited to any of the following options:
 - a. Guidance: Through individual consultation with the gifted specialist, staff, or school counselors as appropriate for the situation.
 - b. Peer mediation and connection: Homogeneous groupings, student support groups, collaborative working environments, and mini-courses or workshops.
 - c. College and Career: Seminars and other activities to assist students in their future goals.
 - d. Academic Advisement: Support students in their academic studies, study groups, peer connections.
 - e. Mentors: Arrangements with teachers who share the student's subject interests.
 - f. Differentiation: Adjustment of instruction to include texts and topics relevant to the student's interest as appropriate within the curriculum and standards.

STAFF DEVELOPMENT

4. It is critical that educators working with exceptional students have the skills for managing their learning and school experience in a healthy manner. Like all

students, those who are gifted and talented require teachers, administrators, and families who value their abilities and encourage excellence and recognition. Opportunities for staff development will be provided for administrators, teachers, counselors, and any other staff who work with gifted students. Many of these opportunities and/or resources will be offered to families. These development opportunities will be determined jointly between gifted specialists, the gifted education office, and the local advisory committee. All teachers designated as gifted specialists are required to receive a minimum of four hours per year in related professional development.

PROGRAM DETAILS

Services are provided for gifted, creative, and talented students at each site through programs developed in collaboration between the site specialist(s), administration, and district coordinator. Planned educational experiences allow students to move through the curriculum individually respective to the four delivery systems.

Regular staff development opportunities are an integral component of the program to ensure gifted student needs are being met in the regular classroom. Program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development.

The gifted specialist is responsible for working with the site and district administration to coordinate selected program options. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as appropriate. The site gifted specialist provides professional support through modeling, consultation, co-teaching, collaborative problem-solving, and in-service training. The site specialist is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents, supporting data for identification and growth assessment, monitoring student progress, and maintaining records.

ELEMENTARY

The gifted specialist's primary responsibility is serving identified gifted students. The identified gifted students in Pre-K through fifth grade meet with the gifted specialist as determined by each site with no less than three hours per week or equivalent and as appropriate. All identified students should receive gifted services. As each site schedule allows, the gifted specialist should work with classroom teachers to address appropriate flexible pacing and enrichment for all Pre-K through fifth students. PEAK pull-out services are in place of and not in addition to the regular classwork presented at the time the student is with the gifted specialist. Under most circumstances, students are not required to make

up work missed in the regular classroom during their gifted education services. (SDE Gifted Coordinator Manual p27-29)

MIDDLE SCHOOLS

The gifted specialist is a classroom teacher and students are encouraged to self-select enrollment into their course. Students may enroll in honors courses and participate in specialized interest clubs, fine arts, and academic-related activities. The site gifted specialist maintains records of identified students, checks in with students and classroom teachers, and assists in interventions for students as appropriate.

HIGH SCHOOL

The designated gifted staff at each high school is the AP and/or College Counselor. This staff member maintains records of identified students, checks in with students and classroom teachers, assists with academic advisement, and intervenes for students as appropriate. Advanced Placement, honors, and specialty courses are offered at each site.

GIFTED EDUCATION

PROGRAM DETAIL OPTIONS

*Not all options are appropriate or offered at every educational level.

Appropriate Flexible Pacing

- ✓ Ability or Skill Grouping
- ✓ Cluster Grouping
- ✓ Continuous Progress
- ✓ Dual Enrollment (with met criteria)
- ✓ Independent Study
- ✓ Individualized Instruction
- ✓ Multi-Age or Cross-Grade Grouping
- ✓ Pre-Testing, Curriculum Compacting, and Telescoping
- ✓ Proficiency Testing
- ✓ Secondary Honors, Differentiated, and Enriched Courses

Enrichment

- ✓ Ability/Interest Specific Instruction
- ✓ Academic/Social Support
- ✓ Competitions
- ✓ Content of the Regular Classroom
- ✓ Creative and Academic Events
- ✓ Elementary Pull-Out Program
- ✓ Guest Speakers, Seminars,
- ✓ Guided Research (Independent Studies, Student-Led Projects)
- ✓ Mini-Courses/Special Interest Groups
- ✓ Special Groups (Clubs, Activities, Field Trips)

Academic/Social Support

- ✓ Academic Advisement
- ✓ College/Career Application Assistance
- ✓ Differentiation of Texts and Topics for Student Interests
- ✓ Guidance for Underachievement
- ✓ Homogenous Peer Groups
- ✓ Student-Led Projects/Portfolios
- ✓ Student Meetings
- ✓ Secondary Mentorship/Internships
- ✓ Student Outreach Activities
- ✓ Student Site Initiatives

Staff Development

Training is offered in the following areas:

- ✓ Advanced Placement Institutes
- ✓ Appropriate Flexible Pacing and Academic Rigor
- ✓ Curriculum and Instruction
- ✓ Differentiated Curriculum
- ✓ Gifted Identification
- ✓ Implementation of the Gifted Education Program
- ✓ Integrated Curriculum
- ✓ Rights of Gifted Students

THE IDENTIFICATION PROCESS

Identification paperwork samples are located in the appendix of this guide.

A. Potential Areas of Identification

Exceptionality may occur in general intellectual ability or a divergent area such as a specific academic ability, creative thinking and processing, leadership, and performance or productive fine arts abilities. These areas may overlap or combine in varying patterns. Best practices in identification procedures acknowledge the many possibilities for exceptionality and the limitations of any single measurement device. Putnam City Schools recognizes these conditions of identifications and establishes procedures, such as a variety of access point measures and assessments, to utilize the best tools of identification for each student.

B. Identification Procedures

A student may be placed in the gifted program through automatic placement or assessed placement of multiple measures. Identification of students is an ongoing process extending from school entry through grade twelve. Student placement decisions in the capability areas and those with dual exceptionalities are based on multiple criteria. Just as the identification of students is an ongoing process, the evaluation of a student's continued placement in programming requires measures of demonstrated progress and growth to ensure the best possible resources and learning environments are provided for students.

C. Divergent Nomination Evaluation

Students who are nominated for divergent abilities receive an equitable and transparent evaluation of supporting evidence. The nomination by the initial instructor will be supported through student work samples, rating scales, or other evidence. A reevaluation of paperwork completed by the initial nominator will be finalized by the district coordinator or qualified subject specialist.

D. Placement

Automatic Placement (Category 1): A score in the top third percentile on any nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into the gifted program.

Assessed Placement (Category 2): This category contains academic and divergent placements. An academic multiple-criteria placement begins with a minimum qualifying score on a nationally standardized test of intellectual ability. A divergent placement begins with a subject specialist nomination for one of the divergent areas. In both cases, additional matrix points are collected to finalize placement.

Every effort is made in determination as to whether nominated students are properly identified in a timely, professional manner. The district identification committee or local advisory committee may be called upon to assist with a placement decision.

E. Assessments

The district will administer a minimum of one census (full-grade) ability assessment per school year.

A student who is not in the census tested grade level, does not have a recent ability score, for whom the first assessment may not be a good fit, or are potentially identifiable in a divergent area, may be tested with a request submitted to the site gifted specialist. Student assessment scores below identification levels may be further reviewed upon request and additional assessments may be offered.

Assessment data obtained during the identification process is analyzed and maintained by site gifted specialists. Instructionally useful data is communicated to the classroom teachers. Families may request copies of assessment scores but may not have access to secure testing materials.

Assessments and instruments include but are not limited to: Cognitive Abilities Test, Naglieri Nonverbal Abilities Test, Kaufman Brief Intelligence Test, Scales for Identifying Gifted Students, and specialist created forms.

F. Additional Evidence Collection

The gifted identification matrix outlines the additional scores and evidence that may be collected to secure a Category 2 identification. This includes points for national achievement assessments, state assessments, demographics, and recommendations from teachers, guardians, or others.

EVALUATION OF PROGRAMS

A plan for ongoing evaluation has been established by the local advisory committee and is an important part of program planning and implementation. Students, teachers, parents, and administrators have opportunities for annual input on the evaluation of gifted programming. Results will be communicated in a timely and meaningful way to program decision-makers at the site and district level, and as appropriate and respecting student privacy, to students, parents, and the public.

The evaluation process assesses each component of gifted education programming. These include equitable and consistent identification, testing instruments, appropriate instructional programming, professional development, teacher selection, stakeholder communication, program management, and the use of the evaluation process and measures.

Before the introduction of any new programming initiatives or changes to the identification process, the evidential data to collect will be specified, along with the site or district personnel responsible for the collection and analysis. Courses are evaluated in terms of

student progress with attention to rigor, higher-order skills, creativity, and other applicable information.

EXPENDITURES AND STATE REPORTS

The district and district coordinator will develop an informed budget for gifted and advanced placement curriculum, assessment, and professional development needs. The district coordinator oversees the spending of site allocations in cooperation with the local advisory committee. The budget for gifted education will be prepared on forms required by the State Department of Education and submitted as required.

The intended budget for gifted education is submitted to the State Department of Education by October 15 each year. An expenditure report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 each year as required. This report will outline the expenditures made by the district during that fiscal year for gifted education programming and related expenses. These reports will identify expenditures by function, object, and program codes under the Oklahoma Cost Accounting System.

GIFTED EDUCATION PROGRAM STAFF

The gifted specialists shall hold a valid Oklahoma teaching certificate appropriate to the grade levels included in their program. They are responsible for working with their site, coordinating gifted education programming related to the Putnam City Gifted Education Plan, and completing such reports and information as required by the district gifted education coordinator.

The gifted education program coordinator shall hold a valid Oklahoma teaching certificate. The coordinator is responsible for working with the local advisory committee, overseeing site specialists, maintaining a current gifted education plan, completing state and district reports, preparing budgets, and evaluating programming.

Gifted education staff will participate in yearly professional development or college training.

PROCEDURAL SAFEGUARDS AND RIGHTS

- A. Testing Requests: Families and staff may request the administration of a new or additional evaluation for a student to the site specialist. Certain restrictions may be required to maintain assessment validity. Guardian requests for evaluation will be fulfilled within 30 days.
- B. Confidentiality: Putnam City follows strict confidentiality procedures compliant with the Family Educational Rights and Privacy Act for student records, placement

decisions, and assessment data. Identified student records are maintained for five years post their departure from the district. All qualifying records are kept in duplicate at the site and district gifted education office.

- C. **Placement Duration:** Identification of students who achieved in the top third percentile of a nationally normed ability assessment, otherwise listed at Category 1, will be valid for the student's educational experience unless families opt out of gifted services. Identification of students through the use of multiple measures, known as Category 2, may undergo periodic review to ensure the best placement for the student. A pause or revocation of services will be jointly discussed with the family, gifted specialist, and gifted education office. Any student may be removed from a gifted education program that is not meeting their needs or is deemed to be a poor individual fit. Students may be considered for other programming options more appropriate to their needs.
- D. **Transfers:** Students transferring out of the district will be provided with their gifted education records to assist in the continuation of services. Students transferring into the district must provide gifted education records including assessment score reports or other identifying information. Families of students whose former school cannot provide these records or if the records are deemed insufficient may request the administration of an ability assessment. Putnam City Schools automatically accepts all Category 1 identifications with supporting scores and reserves the right to accept or reevaluate all Category 2 identifications based on identification records.
- E. **Nondiscrimination:** Putnam City actively works to remove barriers to gifted identification and continually monitors the demographics of identified students to assess areas of risk. Under Title IX, procedures used in the identification process are nondiscriminatory concerning race, economic background, color or national origin, gender, orientation, religion, handicapping or medical condition, cognitive disability, or age. All efforts are made to create a process of equitable identification for students within the requirements for maintaining the validity of each assessment. Efforts include a minimum of two assessments offered in Spanish with one offered in at least nine languages, enlarged print, specialty technology for the visually impaired, and assessment modifications upon request for other physical limitations.
- F. **Guardian Notification:** Guardians must sign a release for students to be pulled from class to participate in an individual ability assessment and do not need to sign a release to allow their child to participate in census testing. Guardians are asked to sign a release for student participation in elementary pull-out programs. Guardians will be notified in writing if their child is identified for placement and will be provided with documents related to the offered programming.

- G. Appeals: Parents may appeal a placement decision with which they disagree. The initial step should be to contact the child's school's gifted specialist and request further evaluation. If the site has exhausted available identification assessments, a written appeal should be made to the district gifted office.

- H. Refusal or breaks to services: Parents may refuse gifted services at any time by submitting a written request to district gifted administration. A student with a refusal letter on file will not be served for gifted education and may not be allowed to reenter the program. In some circumstances, a guardian may feel it is in the child's best interest to take a temporary break from elementary pull-out services. This would require communication to the site specialist and principal and would not be considered a permanent refusal of services pending that the student plans to reenter gifted services within a specified time.

- I. Secondary course enrollment: Secondary student enrollment in gifted, honors or competitive courses is self-selected and therefore not required to maintain a gifted identification or receive services. The only exception to this may be secondary students with divergent identifications who no longer continue a study in their area of identification. Secondary services may be limited for students opting not to enroll in these courses as they are the main point of contact for site specialists.

Glossary of Terms

Ability Grouping: When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance. Ability grouping is not the same as tracking.

Ability Tests: Tests designed to measure learning and/or ability potential in cognitive domains.

Acceleration: A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration

Achievement Tests: Tests designed to measure what students have already learned, mostly in specific content areas.

Advanced Placement (AP): A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education.

Asynchrony: A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

Cluster Grouping: A grouping assignment for gifted students in the regular heterogeneous classroom.

Concurrent or Dual Enrollment: Most often refers to high school students taking college courses, often for college credit.

Curriculum Compacting: An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.

Differentiation: Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Enrichment: Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Grouping: An instructional strategy where students are grouped together to receive appropriately challenging instruction.

Gifted and Talented Students: The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)]

Heterogeneous Grouping: Grouping students by mixed ability or readiness levels.

Homogeneous Grouping: Grouping students by need, ability, or interest.

Identification: The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing.

Intelligence: The ability to learn, reason, and problem solve.

Intelligence Quotient (IQ): A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

Pull-Out Program: A program that takes a student out of the regular classroom during the school day for special programming.

Social-Emotional Needs: Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism.

Telescope: To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.

Twice-Exceptional: A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.

Underachieving/Underachievement: A term used to describe the discrepancy between a student’s performance and his or her potential or ability to perform at a much higher level.

<https://www.nagc.org/resources-publications/resources/glossary-terms>



Dear Parents and Guardians,

We are pleased to inform you that your child, _____, qualified for placement in **Putnam City Schools Gifted and Talented Program** at _____.

The gifted program has been designed to support and enrich students. Our program curriculum includes appropriate flexible pacing, enrichment, academic and social support, and are developed around the needs and interests of the students. Programs at all levels are designed to nurture the student, creativity, problem solving, and encourage learning as a process.

Students will spend time each week with the specialist in a group setting with other identified students. At each site, the course content and schedule has been developed in cooperation with the administration and gifted specialists.

Your child qualified through the following identification process:

- **Scoring in the top 3% on a national test of ability (Category 1)**
- **Multi-Criteria (Category 2)**
 - **Ability Test scores plus other criteria:** (Nomination, Recommendation(s), Achievement and/or Ability Test Scores, Rating Inventories, Student Portfolios)
 - **Divergent Talent or Specific Academic Ability**
 - **Talent Nomination:** (Fine Arts, Leadership, or Creative Thinking Nominations)
 - **Additional Criteria:** (Nomination, Recommendation(s), Achievement and/or Ability Test Scores, Rating Inventories, Student Portfolios)

For further information on Putnam City Schools Gifted and Talented programs, please visit the district website or contact your gifted specialist. <https://www.putnamcityschools.org/page/gifted-talented>

For information regarding Oklahoma State Gifted and Talented Education visit <https://sde.ok.gov/gifted-and-talented-education>.

Please return this permission form to your Gifted Specialist-

*I understand my child has been identified for the **Putnam City Schools Gifted Program.***

___ I **give** my consent for my child to participate in this program.

___ I **do not give** my consent for my child to participate in this program.

Print Student's Name

School Attending

Grade

Print Parent Name

Signature

Date

Updated 2023

Updated 2023



Queridos padres de familia,

Es con gran placer que se le informa que su hijo/a, _____ califica para ser colocado en el **Programa de Estudiantes Talentosos y Dotados de Putnam City Schools** en la escuela _____.

Se ha elaborado un plan para poder apoyar y enriquecer a cada estudiante que es calificado como Talentoso y Dotado. Los programas de sitio incluyen opciones de los cuatro sistemas de entrega; ritmo flexible apropiado, enriquecimiento, apoyo académico/social, y desarrollo de maestros. Los programas están diseñados para alentar y educar a los estudiantes en cada nivel.

La agenda para las actividades dotadas ha sido desarrollada en cada sitio escolar en cooperación con la administración y especialistas en niños dotados para poder proveer flexibilidad máxima en cobertura de materias. Los estudiantes pueden calificar por medio del siguiente criterio: **calificar en el 3% más alto en un examen nacional de habilidades, criterio múltiple para apoyar la calificación en el examen de habilidades, , una nominación por una habilidad académica específica, bellas artes, liderazgo, o pensamiento creativo.**

Su hijo/a califico por medio del siguiente proceso de identificación:

- **Calificar en el 3% más alto en un examen nacional de habilidades (Categoría 1)**
- **Criterio-Múltiple (Categoría 2)**
 - **Examen de habilidades cognitivas más Criterio Adicional:** (Nominación, recomendación(es), logros e/o calificaciones de examen de habilidades, inventario de rangos, portafolio de estudiante)
 - **Nominación de Talento o Habilidad Académica Específica más Criterio Adicional**
 - **Nominación De Talento:** (Nominación por Bellas Artes, Liderazgo, o Pensamiento Creativo)
 - **Criterio Adicional:** (Nominación, recomendaciones, logros e/o calificaciones de examen de habilidades, rango de inventarios, portafolio de estudiante)

Para más información sobre el Programa de Dotados y Talentosos de Putnam City Schools, por favor visite <https://www.putnamcityschools.org/page/gifted-talented>. Para información referente a la Educación de Dotados y Talentosos en el Estado de Oklahoma visite <https://sde.ok.gov/gifted-and-talented-education>.

Por favor devuelva este formulario de permiso a su especialista en superdotados.

*Yo entiendo que mi hijo/a ha sido seleccionado para participar en **El Programa de Dotados de Putnam City Schools***

_____ Yo **DOY** mi consentimiento para que mi hijo/a participe en este programa.

_____ Yo **NO DOY** mi consentimiento para que mi hijo/a participe en este programa.

Nombre Manuscrito del Estudiante

Escuela

Grado

Nombre de padre

Firma de Padre

Fecha

Updated 2023



Dear Parents and Guardians,

We are pleased to inform you that your child qualified for placement in **Putnam City Schools Gifted and Talented Program**.

The gifted program has been designed to support and enrich students. Our program curriculum includes appropriate flexible pacing, enrichment, academic and social support, and are developed around the needs and interests of the students. Programs at all levels are designed to nurture the student, creativity, problem solving, and encourage learning as a process.

Middle school students are encouraged to enroll in our PEAK courses. All students are encouraged to take advanced and specialized courses and contact their school gifted specialist and counselors for support. At each site, the course content and schedule has been developed in cooperation with the administration and gifted specialists.

Your child qualified through the following identification process:

- **Scoring in the top 3% on a national test of ability (Category 1)**
- **Multi-Criteria (Category 2)**
 - **Ability Test scores plus other criteria:** (Nomination, Recommendation(s), Achievement and/or Ability Test Scores, Rating Inventories, Student Portfolios)
 - **Divergent Talent or Specific Academic Ability**
 - **Talent Nomination:** (Fine Arts, Leadership, or Creative Thinking Nominations)
 - **Additional Criteria:** (Nomination, Recommendation(s), Achievement and/or Ability Test Scores, Rating Inventories, Student Portfolios)

For further information on Putnam City Schools Gifted and Talented programs, please visit the district website or contact your gifted specialist. <https://www.putnamcityschools.org/page/gifted-talented>

For information regarding Oklahoma State Gifted and Talented Education visit <https://sde.ok.gov/gifted-and-talented-education>.

WELCOME TO PEAK!

Our mission is to teach the whole gifted child and provide opportunities to promote the growth of skills, knowledge, and understanding. We enable students to reach their full potential and achieve their best outcomes by encompassing academics, creativity, leadership skills, and the arts.

ELEMENTARY

Identified students meet with a trained specialist in small groups on a weekly basis. Students have the opportunity to participate in various district competitions.

MIDDLE SCHOOL

Services offered: PEAK elective, Leadership elective, workshops, and advanced course work.

HIGH SCHOOL

A variety of advanced academic and creative courses, workshops, leadership, counseling, and career opportunities are provided.






**Putnam
City
Schools**

Providing
Enrichment &
Advanced
Knowledge

Putnam City Schools recognizes there are students with exceptional processing abilities with needs distinguishable from the general population. We are committed to addressing the distinct needs of Gifted, Creative, & Talented students.

FOR MORE INFO

-  (405) 495-5200
-  putnamcityschools.org
-  5401 NW 40th St, Warr Acres, OK 73122

¡BIENVENIDOS A PEAK!

Nuestra misión es enseñar a los niños superdotados en su totalidad y promover el crecimiento de las habilidades, el conocimiento y la comprensión para alcanzar su máximo potencial y lograr sus resultados mejores al abarcar lo académico, la creatividad, las habilidades de liderazgo y las artes.

ESCUELA PRIMARIA

Los estudiantes identificados se reúnen con un especialista en grupos pequeños semanalmente. Los estudiantes tendrán la oportunidad de participar en varias competencias del distrito.

ESCUELA INTERMEDIA

Los servicios ofrecidos: clases electivas de PEAK, clases electivas de liderazgo, talleres y cursos avanzados.

ESCUELA SECUNDARIA

Se brinda una variedad de cursos académicos y creativos avanzados, talleres, clases electivas de liderazgo, orientación y oportunidades profesionales.



**Putnam
City
Schools**

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Advanced
Knowledge

Las Escuelas de Putnam City reconocen que hay estudiantes con habilidades de procesamiento excepcionales con necesidades distinguibles de la población general. Estamos comprometidos a atender las necesidades distintas de los estudiantes dotados, creativos y talentosos.

PARA MÁS INFORMACIÓN



(405) 495-5200



putnamcityschools.org



5401 NW 40th St, Warr Acres, OK 73122



PUTNAM CITY SCHOOLS GIFTED, CREATIVE, AND TALENTED PROGRAM IDENTIFICATION MEASURES

Student Name:		Grade:
School:	ID#	Date:

Identification Area

Nationally Normed Test of Ability	2	4	6	8	10
Test Name: Percentile + SEM: Date: Score Used: National ___ or Local ___	≥87%ile	≥89%ile	≥91%ile	≥93%ile	≥95%ile
Nationally Normed Test of Achievement	1	2	3	4	5
Test Name: Percentile + SEM: Date:	≥85%ile	≥88%ile	≥91%ile	≥94%ile	≥97%ile
Talent Nomination Area:					12

Additional Measures

State Standardized Assessment	2	4
Test Name: Total ELA: Total Math: Total Science:	Sat/Prof Stanine ≥6 [] Sat/Prof Stanine ≥6 [] Sat/Prof Stanine ≥6 []	Adv Stanine ≥8 [] Adv Stanine ≥8 [] Adv Stanine ≥8 []

Recommendations other than talent nominator.	1	2
Ex. Teacher, Counselor, Admin, Tutor	[] ≥2.5	[] ≥3.5
Parent, Self, Peer, Coach, Mentor	[] ≥2.5	[] ≥3.5

Other	1
T1	[]
MVA	[]
BHN	[]
EL	[]
IDEA	[]

Placement Decision

[]	Cat 1, top 3%ile Nat. Normed Ability
[]	Cat 2, Academic Multiple Measures
[]	Cat 2, Divergent Talent Nomination

Total Points: _____ * must receive a minimum total of 12 points.

Preparers Name:

Updated: 2023



Putnam City Schools Gifted Education
Creative Thinking Nomination Form

Student Name (Print): _____

School: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

“Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high-performance capability and needed differentiated or accelerated education or services”.
OSDE Title (70 O.S. 1210.301)

Student rating scales

Always	Often	Sometimes	Rarely or Never
4	3	2	1

	Enter 4 to 1
Has a developed sense of humor. Recognizes humor and uses it in a variety of situations.	
Shows determination in working, is persistent.	
Creates and solves problems.	
Is willing to take risks and try new things.	
Can elaborate on ideas, personal or otherwise fluently.	
Can function in an open-ended environment, tolerates ambiguity.	
Is open to new perspectives or ideas.	
Demonstrates holistic, metaphorical, or metacognitive thinking.	
Resists group conformity; is an individual.	
Can solve problems or enter into new situations intuitively.	

Total points divided by 10 = _____ Three-point average required for further evaluation.

The following portfolio items are acceptable for supplemental review in addition to ability and achievement scores:

- Subject specialist evaluation of ongoing work or performance
- Creative Writing (pose, poetry, fiction, nonfiction, graphic novels, etc.)
- Visual or Performance Arts, [links](#) or portfolio
- Links to digital student presentations
- Research Projects
- Projects or products showing creative problem solving above age expectations
- Parent information and completion of rating scales
- Student interviews
- Awards and competition results
- Advanced Scores on SIGS or Renzulli Rating Scales



Putnam City Schools Gifted Education
Dance and Performance Arts Nomination Form

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

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OSDE Title (70 O.S. 1210.301).

Student rating scales

Always	Often	Sometimes	Rarely or <u>Never</u>
4	3	2	1

	Enter 4 to 1
Creates dance/performance using compositional elements.	
Shows determination in working; spends a great deal of time dedicated personal excellence.	
Uses dance as a language of communication.	
Is willing to take risks and try new things.	
Shows understanding of bodily movement, intuitive movement.	
Uses dance/performance symbolically to demonstrate skills and problem solving.	
Demonstrates skills in foundation dance forms.	
Understands and uses vocabulary to analyze and evaluate performance works.	
Can evaluate own dance/performance technique and the techniques of others realistically.	
Uses physical movement to communicate, hand gestures, body language, and physical presence.	

Total points divided by 10 = _____ Three-point average required for further evaluation.

The following items are required for supplemental review in addition to any ability and achievement scores.

Type of Dance/Performance Art

- Ballet []
- Pointe []
- Jazz []
- Modern []
- Hip Hop []
- Gymnastics [] Type: _____
- Other: _____

Performance interview with dance instructor at site. Instructor may schedule in-person and/or request links to recorded performances.

Instructor signature: _____ Date: _____

Dance instructor recommends student for placement based on current dance ability. Yes No



Putnam City Schools Gifted Education
Debate Nomination Form

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

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Student rating scales

Always	Often	Sometimes	Rarely or Never
4	3	2	1

	Enter 4 to 1
Has a highly developed sense of humor or irony.	
Can understand and integrate a larger world view into their work.	
Can elaborate clearly on ideas, personal or otherwise through speaking fluently.	
Demonstrates a clear sense of logic and reasoning in speaking and working.	
Demonstrates a sense of maturity and self-confidence in their work.	
Shows determination in working, is persistent.	
Is able to move a conversation or production forward under duress; improvisation.	
Demonstrates holistic, metaphorical, or metacognitive thinking; values other perspectives.	
Understands and demonstrates proper use of heuristic techniques.	
Can effectively evaluate performances and arguments, both of self and others.	

Total points divided by 10 = _____ Three-point average required for further evaluation.

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

- Subject specialist evaluation of ongoing work or performance
- Written or oral arguments
- Visual or Performance Arts, links, or portfolio items
- Links to digital student presentations
- Research Projects
- Projects or products showing creative problem solving above age expectations
- Parent information and completion of rating scales
- Student Interviews
- Awards and competition results
- Advanced Scores on SIGS or Renzulli Rating Scales

All decisions regarding identification are subject to the Putnam City Gifted and Talented Committee

Updated: 2023



Putnam City Schools Gifted Education
Drama/Theatre Nomination Form

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

“Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high-performance capability and needed differentiated or accelerated education or services”.
OSDE Title (70 O.S. 1210.301)

Student rating scales

Always	Often	Sometimes	Rarely or Never
4	3	2	1

	Enter 4 to 1
Has a developed sense of humor. Recognizes humor and uses it in a variety of situations.	
Shows determination in working, is persistent.	
Uses expanded vocabulary in exploring characters, relationships, and situations.	
Can expand upon multiple elements of theatre or film work.	
Can elaborate on ideas, personal or otherwise fluently.	
Can function in an open-ended environment, tolerates ambiguity.	
Sensitive to feelings and the feelings of others involved in dramatic play.	
Demonstrates thinking of a larger world view in the creation of stories, characters, events, and/or themes.	
Can identify questions which will expand the story or situation involved in dramatic play. Comes up with better ways to include a character, element, or move a story/situation forward.	
Creates or performs original, self-created stories, written, illustrated, or oral.	

Total points divided by 10 = _____ Three-point average required for further evaluation.

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

- Subject specialist evaluation of ongoing work or performance
- Creative Writing (pose, poetry, fiction, nonfiction, screenplay, etc.)
- Visual or Performance Arts, links, or portfolio
- Links to digital student presentations
- Research Projects
- Projects or products showing creative problem solving above age expectations
- Parent information and completion of rating scales
- Student interviews
- Awards and competition results
- Advanced Scores on SIGS or Renzulli Rating Scales



Putnam City Schools Gifted Education
Leadership Nomination Form

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

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Student rating scales

Always	Often	Sometimes	Rarely or Never
4	3	2	1

	Enter 4 to 1
Is self-aware.	
Is sensitive to and responds to social or community issues of inequity.	
Demonstrates and ability to communicate ideas or goals to peers and adults.	
Demonstrates a clear sense of purpose in speaking and working.	
Demonstrates a sense of maturity and self-confidence in their work and interactions.	
Shows determination in working, is persistent.	
Demonstrates an ability to organize others to action.	
Demonstrates holistic, metaphorical, or metacognitive thinking; values other perspectives.	
Sensitive to the needs of others; desire to help or assist.	
Prefers situations where they are responsible for personal outcomes.	

Total points divided by 10 = _____ Three-point average required for further evaluation.

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

- Creative Writing (pose, poetry, fiction, nonfiction, graphic novels, etc.)
- Visual or Performance Arts, links or portfolio related to leadership or social issues
- Links to digital student presentations
- Research Projects
- Projects or products showing creative problem solving above age expectations
- Parent information and completion of rating scales
- Student interviews
- Awards and competition results
- Documented participation in student-led business or community ventures
- Advanced Scores on SIGS or Renzulli Rating Scales



Putnam City Schools Gifted Education
Music Nomination Form

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

Nomination Area: Instrumental Music Vocal Music

“Gifted and Talented children” means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high-performance capability and needed differentiated or accelerated education or services”. *OSDE Title (70 O.S. 1210.301)*

Student rating scales

Always	Often	Sometimes	Rarely or Never
4	3	2	1

	Enter 4 to 1
Accurately perceives melodies and rhythms, is able to accurately recall and manipulate.	
Discerns evident and subtle differences in melodies, rhythms, and tone; is able to compare and contrast.	
Intuitively experiments with musical sound and purposefully extends, manipulates, and improvises ideas.	
Creates, performs, and responds to music with passion, and indicates a personal affinity for musical product.	
Demonstrates interpretive sensitivity in performing and evaluating music.	
Shows determination in working, is persistent.	
Performs with musical expression and ability beyond age or grade level.	
Demonstrates holistic, metaphorical, or metacognitive thinking.	
Is aware of aesthetic elements in music and is able to demonstrate sensitivity in performing, creating, and responding.	
Can effectively evaluate their personal performances and the performances of others.	

Total points divided by 10 = _____ Three-point average required for further evaluation

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

- Subject specialist evaluation of ongoing work or performance
- Written music samples
- Visual or Performance Arts, links or portfolio
- Links to digital student presentations
- Research Projects
- Projects or products showing creative problem solving above age expectations
- Parent information and completion of rating scales
- Student interviews
- Advanced Scores on SIGS or Renzulli Rating Scales
- Awards and competition results



Putnam City Schools Gifted Education
Specific Academic Ability Nomination

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Student Academic Area: _____

Nominator Name: _____ Position and Site: _____

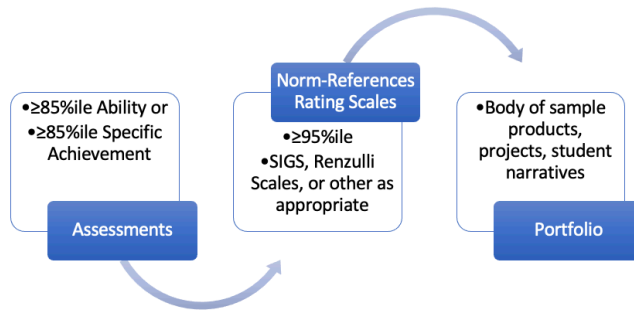
“‘Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high-performance capability and needed differentiated or accelerated education or services”. *OSDE Title (70 O.S. 1210.301)*

Traditional areas for consideration:

- English Language Arts
- Mathematics
- Science

- Social Studies
- World Languages

Requirements:



The following portfolio items are acceptable for supplemental review:

	Included
In-depth works assigned from classes	
Links to digital student presentations	
Research Projects	
Projects or products showing problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	

Attach included items for consideration.



Putnam City Schools Gifted Education
Visual Arts Nomination Form

Student Name (Print): _____

School Site: _____ Grade: _____ ID #: _____

Nominator Name: _____ Position and Site: _____

“Gifted and Talented children’ means those children identified at the preschool, elementary, and secondary level as having demonstrated potential abilities of high-performance capability and needed differentiated or accelerated education or services”.
OSDE Title (70 O.S. 1210.301)

Primary Media of Student: _____

Student rating scales

Always	Often	Sometimes	Rarely or Never
4	3	2	1

	Enter 4 to 1
Shows insight when creating visual works of art; intuition.	
Shows determination in working; spends a great deal of home and/or school time creating art.	
Creates and solves visual or aesthetic problems.	
Is willing to take risks and try new things.	
Exhibits flexible thinking; can see a variety of perspectives, contradictions, paradoxes.	
Can function in an open-ended environment, tolerates ambiguity.	
Is visually stimulated.	
Is self-motivated to create art.	
Can evaluate own work or the works of others realistically.	
Exhibits and understanding of composition and design.	

Total points divided by 10 = _____ Three-point average required for further evaluation.

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

- Subject specialist evaluation of ongoing work or performance
- Creative Writing (poes, poetry, fiction, nonfiction, graphic novels, etc.)
- Visual or Performance Arts, links, or portfolio
- Links to digital student presentations
- Research Projects
- Projects or products showing creative problem solving above age expectations
- Parent information and completion of rating scales
- Student interviews
- Awards and competition results
- Advanced Scores on SIGS or Renzulli Rating Scales
- Documented involvement in the arts outside of school or with other organizations



PUTNAM CITY SCHOOLS GIFTED PROGRAM RECOMMENDATION INVENTORY

Student Name: _____ Student ID: _____
 Person completing this form: _____
 Relationship to student: _____

- Scale:
- 4 Shows this trait to a high degree
 - 3 Shows this trait more often than age appropriate
 - 2 Shows this trait age appropriately
 - 1 Shows this trait less often than age appropriate
 - 0 Shows this trait very little to never

Feel free to star or highlight traits you feel are the student’s strengths.

	Enter 4 to 0
1. Has a knowledge of and interest in factual information.	
2. Enjoys learnings and learns rapidly in interest area(s).	
3. Is persistent and can stick to a task.	
4. Is curious and wants to know how things work.	
5. Enjoys the challenge of difficult problems, issues, or materials in their interest.	
6. Is alert, perceptive, and observant beyond their years.	
7. Has an advanced vocabulary and expresses themselves well.	
8. Is able to think quickly or process a lot of information quickly.	
9. Produces a large number of ideas or products, often quickly.	
10. Is able to mentally approach ideas and problems from different perspectives.	
11. Is sensitive to problems. (can be tangible or social)	
12. Shows originality in solving problems.	
13. And put unrelated ideas together in new ways.	
14. When solving problems is able to arrive at valid conclusions.	
15. Prefers the structuring of their own organization and ideas over others.	
16. Is concerned with detail and complexity.	
17. Shows more interest in creative effort and new activities than in routine or repetitive tasks.	
18. Recalls facts or information quickly.	
19. Is an avid reader or studious in their interest area.	
20. Has deep knowledge of special interests.	
21. Dominates others if given the chance.	
22. Becomes bored easily.	
23. Has a high standard for themselves and others.	
24. Likes puzzles and problem games.	
25. Seems mature beyond their years.	
26. Has a smaller friend group or feels different from their peers.	
27. Has a developed sense of humor, understands sarcasm.	
28. Often finds and corrects or wants to correct mistakes.	
29. Is sensitive emotionally to those around them.	
30. Has an exceptional ability in a specific knowledge.	
Column Total	
Column total average (Total divided by 30)	