

Characteristics of Giftedness

BRIGHT CHILD

- Knows the answers.
- Is interested.
- Is attentive.
- Has good ideas.
- Works hard.
- Answers the questions.
- Is in the top group.
- Listens with interest.
- Learns with ease.
- Needs 6–8 repetitions for mastery.
- Understands ideas.
- Enjoys peers.
- Grasps the meaning.
- Completes assignments.
- Is receptive.
- Copies accurately.
- Enjoys school.
- Absorbs information.
- Is a technician.
- Is a good memorizer.
- Is alert.
- Is pleased with own learning.
- Enjoys straightforward, sequential presentation.

GIFTED LEARNER

- Asks the questions.
- Is highly curious.
- Is mentally & physically involved.
- Has wild, silly ideas.
- Plays around, yet tests well.
- Discusses in detail, elaborates.
- Is beyond the group.
- Shows strong feelings and opinions.
- Already knows.
- Needs 1–2 repetitions for mastery.
- Constructs abstractions.
- Prefers adults.
- Draws inferences.
- Initiates projects.
- Is intense.
- Creates a new design.
- Enjoys learning.
- Manipulates information.
- Is an inventor.
- Is a good guesser.
- Is keenly observant.
- Is highly self-critical.
- Thrives on complexity.

For information, contact the gifted education specialist at each school.

Quest Program



Identification of General Intellectual Ability

Elementary Quest (grades K–6) serves students identified as having unusually high general intellectual ability. Students may be considered for identification in the Quest program in all grades. Nominating is a continuous process that may be made at any time throughout the year.

In addition, there is ongoing screening of the total school population. Quest staff members and/or their designees provide information to school faculties and parents regarding the characteristics of academically gifted students. Throughout the year, classroom teachers and specialists consider the performance of all students in their classrooms, review standardized test data, and examine classroom performance. Specialists meet with classroom teachers to review the behaviors associated with giftedness, especially as they manifest themselves in students from underserved populations. They are sensitive to information that highlights the interests, talents, and preferred learning styles of this group of learners.

Each quarter nominations are solicited and teacher assessment forms are distributed.

Nomination Process

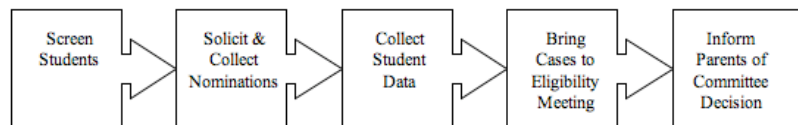
To initiate a referral, the person making the nomination completes the appropriate assessment form. A form may be obtained from the school office, the gifted education specialist, or the division-wide gifted education office. The completed form may be returned to any of these people and will be forwarded to the appropriate school.

Identification committees schedule five meetings throughout the academic year, one in September and one at the end of each nine weeks. The gifted education specialist must receive the nomination at least fifteen school days before the meeting date for a student to be considered at that meeting,

Once a nomination is received, the parent or guardian is sent a parent questionnaire and a permission-to-screen form. Once written permission is received, the identification process is completed within ninety school days. In order to have an eligibility decision rendered by the end of the current school year, the nomination form and the parent permission to screen must be received no later than April 1. Failure to meet this deadline may result in the eligibility decision taking place the following school year.

For all nominated students, the gifted education specialist or designee collects data from numerous sources. A student profile including teacher and parent assessments, classroom performance, standardized test scores, and a portfolio of identification activities is gathered and reviewed to support a child's nomination for the program.

The eligibility of students for all components of Quest is established by qualified professional educators through the evaluation of multiple sources of information. Identification committees review the profile of each student in the screening "pool" to decide if the information meets the predetermined selection criteria. Decisions regarding eligibility rest with these committees.



Sources of Information

1. **Teacher Rating Scale**
 - Is an inventory based on the characteristics of gifted students.
2. **Parent Rating Scale**
 - Is inventory given to teachers plus general questions about the child.
3. **First Grade Identification Activities** (*Given to all 1st graders*)
 - Designed to elicit the behaviors associated with giftedness
4. **Student Academic Performance and Achievements**
5. **Standards of Learning Assessments** (*Given to all 3rd and 4th graders*)
 - Tested in reading, mathematics, science, and/or social science.
6. **Cognitive Abilities Test** (*Given to all 1st graders and nominees in later grades*)
 - Is norm-referenced, multiple-choice test assessing students' cognitive development in reasoning and in problem solving.
 - Involves students working with verbal, quantitative, and geometric symbols on individual subtests.
 - Measures developed, not innate, general and specific cognitive abilities "...that enable an individual to learn new tasks or solve problems in the absence of direct instruction."
 - Gives scores that reflect the ability to discover relationships and to demonstrate flexibility in thinking.
7. **Raven's Progressive Matrices** (*Given to students referred for Quest*)
 - Is norm-referenced test that aids in assessing mental ability.
 - Offers problems presented in abstract figures and designs.
 - Is an effective screening instrument for populations under represented in gifted programs.
 - Has research to substantiate its effectiveness; includes the nonverbal nature and "cultural fairness" of the test.
8. **Woodcock-Johnson Achievement Test** (*Given to referred students*)
 - Is norm-referenced achievement battery that is designed to assess proficiency in the major skill areas.
 - Measures "...the breadth and depth of a student's educational achievement."