8th Grade Gifted & Talented Readiness Profile

Recommended Composite Score: 90 points or higher

This profile is designed to identify students who consistently demonstrate **advanced academic performance, high-level thinking skills, and the dispositions necessary for success in a Gifted & Talented learning environment**.

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1. Standardized Assessment Performance (NJSLA) ***(25 points)***

Demonstrates advanced mastery and readiness for accelerated, enriched instruction

- **Exceeded Expectations:** 25 points
- **Met Expectations:** 20 points

Score: _____

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2. Sustained Academic Performance ***(25 points)***

Evidence of consistent excellence and perseverance across multiple marking periods

Marking Period Grades: _____/ _____/ _____(first three marking periods of 7th grade)

- **A:** 8 1/3 points per marking period
- **B:** 5 points per marking period

Score: _____

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3. Reading Comprehension & Lexile Readiness (TeenBiz) ***(15 points)***

Indicates ability to access complex texts and engage in higher-level analysis

Beginning of Year (BOY) Lexile Level:

- **1190L and above:** 15 points
- **1010L-1185L:** 10 points

Score: _____

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4. Iowa Algebra Aptitude Test NPR *(15 points)*

Assessment designed to measure understanding of algebraic concepts and skills

- **95-100:** 15 points
- **90-94:** 10 points
- **85-89:** 5 points

5. Teacher Evaluation of Gifted Learning Behaviors *(20 points)*

Assesses student behaviors associated with success in a Gifted & Talented classroom

Rate each on a **1–5 scale** (1 = Developing, 5 = Consistently Demonstrates):

- **Demonstrates academic responsibility and self-direction**
  (completes assignments thoughtfully and independently) _____
- **Displays strong work ethic and perseverance**
  (engages with challenging tasks and sustains effort) _____
- **Produces high-quality, in-depth work**
  (shows originality, complexity, and attention to detail) _____
- **Exhibits organization and strategic thinking**
  (applies structures, formulas, or processes effectively) _____

Subtotal (Teacher Evaluation): _____

Total Composite Score _____ **/ 100**

Gifted & Talented Narrative Identification Rubric

This rubric describes the academic performance, learning behaviors, and cognitive readiness typically demonstrated by students who are successful in a **Gifted & Talented instructional program**. Identification decisions should be based on a **body of evidence** and professional judgment, recognizing both **demonstrated achievement and potential**.

Academic Achievement & Cognitive Readiness

Advanced Readiness

Students consistently demonstrate academic performance well above grade-level expectations. They show mastery of standards with minimal repetition, apply knowledge flexibly, and transfer skills across contexts. Performance on standardized assessments reflects advanced reasoning and the ability to engage with accelerated or enriched curriculum.

Proficient Readiness

Students meet grade-level expectations with strength and accuracy and demonstrate readiness for increased challenge. They may require occasional scaffolding when presented with complex or abstract tasks but show strong potential for growth in a Gifted & Talented setting.

Consistency of Academic Performance

Sustained Excellence

Students maintain high levels of academic performance across marking periods. Their grades reflect consistent effort, intellectual curiosity, and responsibility rather than isolated success. These students respond positively to challenge and demonstrate perseverance when encountering difficult material.

Variable Performance

Students show periods of strong performance interspersed with inconsistency. With increased structure or targeted support, they may be able to meet the demands of advanced instruction.

Reading & Text Complexity Readiness

Advanced Literacy Readiness
Students independently comprehend, analyze, and synthesize complex texts above grade level. They engage with academic vocabulary, infer meaning, and draw evidence-based conclusions across multiple sources.

On-Track Literacy Readiness
Students read at or near grade level and demonstrate comprehension of standard texts. They may need support to navigate higher-level texts or extended analytical tasks.

Iowa Algebra Aptitude Test

Highly Developed Mathematical Readiness
The IOWA Algebra Aptitude Test is used to help identify students who demonstrate strong readiness for advanced mathematical thinking, including algebra. The assessment measures higher-level number sense, the ability to analyze graphs and mathematical symbols, understand complex relationships and proportions, and work confidently with algebraic symbols and abstract concepts. Performance on this assessment provides insight into a student's potential for success in accelerated and Gifted and Talented mathematics coursework.

On-Track Mathematic Readiness
Students perform at or above grade level in four major categories: basic number skills; understanding graphs and symbols; working with relationships and proportions; and using algebraic symbols. Though students may require supports as they progress through the algebra curriculum, they show independence to grapple and excel with the application of difficult concepts.

Gifted Learning Behaviors & Dispositions

Highly Developed Gifted Behaviors
Students demonstrate strong self-direction, intrinsic motivation, and intellectual risk-taking. They produce work that reflects depth, originality, and thoughtful organization. These learners approach tasks strategically, persist through challenge, and seek understanding beyond surface-level completion.

Developing Gifted Behaviors
Students show emerging independence and effort but may rely on external structure or encouragement. With guidance, they are capable of engaging in advanced learning experiences.

Placement Consideration & Professional Judgment

Recommended for Gifted & Talented Placement
Students demonstrate consistent evidence of advanced academic readiness, high-level thinking, and learning behaviors aligned with the expectations of a Gifted & Talented classroom.

Provisional Placement Consideration
Students exhibit strong potential or isolated indicators of giftedness but may require ongoing monitoring. Provisional placement includes regular review to ensure academic fit, growth, and student well-being.