

Elsinboro Township School



Gifted and Talented Program

Revised 9/2022

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I. INTRODUCTION

A. Definition

The New Jersey Department of Education and the New Jersey Association for Gifted Children define gifted and talented students as:

“Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.”

B. Philosophy

It is the goal of the Elsinboro Township Board of Education that the district’s Gifted & Talented programming shall ensure that curriculum and instruction are designed and delivered in such a way that students identified as gifted and talented are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (NJSLs) while ensuring that appropriate instructional adaptations relative to content, process, products and learning environment are designed and delivered in an effort to enable these students to achieve to their high levels of ability.

To achieve this outcome, as outlined in regulation by the New Jersey Department of Education and the New Jersey Association for Gifted Children, Elsinboro Township School District:

- has a board-approved gifted and talented program.
- compares students with their peers in the district.
- makes provisions for an ongoing K-8 identification process for gifted and talented students that include multiple measures, including but not limited to, achievement test scores, grades, student performance or products, parent, student, and/or teacher recommendation, and other appropriate measures.
- ensures that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).
- provides appropriate K-8 educational services for gifted and talented students; therefore, the identification process and appropriate educational challenges must begin in kindergarten.
- develops appropriate curricular and instructional adaptations for gifted students with programs addressing appropriate content, process, products, and learning environment.
 - references the curriculum frameworks for each NJCCCS; for, they provide general, as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices).

C. Program Structure

The curricular framework for each content area of the New Jersey Student Learning Standards includes adaptations for the “exceptionally able learner”. The information that follows has been adapted from the “New Jersey Language Arts Literacy (NJ LAL) Curriculum Framework” that is most relevant to the Gifted & Talented Programming that is offered in the Elsinboro Township School District as evidenced in the current Gifted & Talented Policy & Regulation included in Section II of this curricula.

Strategies for the Exceptionally Able

“Differentiating the curriculum” refers to appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence. In different classrooms, students work at different paces. Gifted students are more likely to develop study and production skills, experience success, and feel challenged in a classroom setting that encourages learners to master information more quickly. Adaptation strategies may include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence;
- Advanced, accelerated, or compacted content;
- Abstract and advanced higher-level thinking;
- Allowance for individual student interests;
- Assignments geared to development in areas of affect, creativity, cognition and research skills;
- Complex, in-depth assignments;
- Diverse enrichment that broadens learning;
- Variety in types of resources;

Adaptation categories include *enrichment and grouping*.

Enrichment is a way to meet the differentiated needs of exceptionally able students.

Well-articulated assignments that require cognitive processing, in-depth content, and alternative modes of communication can be effective and stimulating. Differentiating classroom instruction to meet the needs of academically talented students in the Elsinboro Township School may be accomplished through any one or more of the following **Enrichment** activities:

Alternate learning activities: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

Independent study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher.

Advanced thinking processes: Provide assignments in all curriculum areas emphasizing higher-level thinking skills such as synthesis, analysis, and evaluation.

Alternate resources: Use materials from a higher grade level.

Grouping students of like-ability together or clustering in the same classroom allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student. Research indicates that gifted students are more likely to socialize “normally” when they are with students who share their interests and learning style. Flexible grouping is recommended in the regular classroom to give gifted students an opportunity to develop advanced skills. Grouping flexibly allows exceptionally able students time for advanced work and a chance for independent study. Students in the Elsinboro Township School District may be **grouped** using any one or more of the following settings:

Classroom cluster grouping: Permits homogeneous and heterogeneous grouping according to interests and achievement.

Accelerated/Advanced/Enrichment: Provide opportunities for practicing higher level thinking skills, creativity, and exploration of in depth course content.

D. Identification of Students

In order to identify students who demonstrate exceptional ability along with students who demonstrate the potential for exceptional abilities and talents, the following criteria have been established for the Elsinboro Gifted and Talented Program.

A. Elementary School: Kindergarten – Grade 2

1. Teacher recommendation
2. Parent recommendation
3. Academic performance
4. iReady scores

B. Elementary School: Grade 3 - 5

1. Teacher recommendation
2. Parent recommendation
3. Academic performance
4. iReady scores
5. NJSLA scores - Literacy and/or Math sections

C. Middle School: Grades 6 - 8

1. Teacher recommendation
2. Parent recommendation
3. Academic performance
4. iReady scores
5. NJSLA scores – Literacy and/or Math sections

Identification Criteria Charts

The criteria outlined in the following paragraphs are used as a basis from which placement decisions are made. Students meeting all of the requirements as outlined below will be placed into the Elsinboro Township School Gifted and Talented Program.

Procedures for Identification and Admission

A. Identifying new program participants, Kindergarten – Grade 8

1. Classroom teachers can recommend a student. The student's performance will be reviewed against the program criteria.
2. Parents can recommend a student. The student's performance will be reviewed against the program criteria.
3. Independent of teacher recommendations, there will be a review of the program criteria at the end of each school year to identify students.
4. Parents will be notified of placement into the appropriate program.

B. Recommendation for Program Continuation – “Rollover” Grades 6 - 8

1. The list of current *and eligible** gifted students in grades 4 – 7 will be “rolled over” into the program for the following year.
 - a. At the middle school level, the gifted program uses a combination of iReady scores, state assessments, and teacher recommendations based on student grades to identify students for the program. However, because state assessment results reach the district late in the summer, it is difficult to use that final piece of criteria to identify students in time for the beginning of the school year. As a result, the list of current *and eligible** gifted students in grades 4 – 7 will automatically be “rolled over” into the program for the following year.
 - b. *Eligibility for “rollover”

Students who are eligible for “rollover” are those who have maintained the minimum grade requirements for the program and have been recommended by their current teachers for the following year in addition to achieving the appropriate scores on the iReady assessment.

Students on the “rollover” list who receive state assessment results late in the summer that are below the cutoff *will be placed on probation but will be allowed to continue the program under the conditions of the probation designation.* Probation does not carry over from year to year.
2. All students are eligible to join the gifted program each year by meeting the identification criteria. For new students, the process may occur in late summer because assessment results are not received from the state until that time.

Additional Characteristics of the K-8 Gifted Program

A. Appeals Process

1. Parents should contact the school should they have a question regarding their child's eligibility for the program. The student's profile and the Gifted Program criteria will be reviewed with the parent.

B. Grading

1. Students in the K-8 Enrichment Gifted program will not receive separate grades for their activities. Parents will receive progress reports from their teachers outlining their student's progress.

C. Probation

1. A student may be conditionally accepted into the program on a probationary basis.

- Probationary students will be placed in the program based on his/her ranking in the admissions criteria.

- Probationary students who possess the highest total ranking criteria will be given the first option to be admitted into the program.

2. Students must maintain at least a B average for each marking period or the student will be placed on probation. Students who receive less than a B for a marking period grade while on probation will be removed from the program at the conclusion of that marking period.

D. Removal from Program

1. Students may be removed from the gifted program if they fail to meet the program criteria, their academic record indicates a decline in classroom performance, or if parents request to remove the student.

- a. The teacher should notify the parent if a student is not maintaining his/her grade requirement.

- b. Removal of any student from the gifted program will result in notification to the parent in writing.

E. Timeline

Elsinboro Township School's timeline for nominations, admission decisions and services is as follows:

Grade Nominations Analysis Parent Notification Services Begin Kindergarten

January – February, 1st to 8th Due by May 1 May-June June Following Fall

F. Program Evaluation

The Gifted program will be evaluated by the CSA and members of the teaching staff at the end of each school year.

II. Programs

Literacy Program

I. ENRICHMENT PROGRAM – KINDERGARTEN, GRADES 1 & 2 The curriculum is a literature-based program for the purpose of exposing all students to a broad selection of literature, stimulating critical thinking, and developing problem-solving skills. The materials chosen reflect the New Jersey Student Learning Standards and support student achievement of the performance indicators in the district language arts literacy curriculum.

Curriculum:

The enrichment program is designed to supplement the regular education curriculum in the following ways:

- Provide students with opportunities to extend foundational literacy skills in reading, writing, speaking, listening, and viewing.
- Offer students an in-depth look at a variety of extended real-world themes and literary styles.
- Provide students opportunities to develop logical thinking skills by applying problem-solving strategies.
- Engage students in whole group, small group, and independent activities.
- Encourage student interaction through classroom discussions, creative writing, and small-scale projects.

Program Start Date:

The program will commence in March of the current school year for kindergarten. The programs commence at the beginning of the school year for grades one and two.

II. ENRICHMENT PROGRAM-GRADE 3 & 4

The curriculum is a challenging literature-based program for students who demonstrate above-grade level language arts literacy (LAL) skills, as well as, the motivation and ability to work independently. The purpose is to expose students to a broad selection of literature, expand vocabulary, stimulate critical thinking, and refine writing skills. The materials chosen are aligned with the district curriculum maps in language arts literacy and, therefore, reflect the New Jersey Student Learning Standards.

Curriculum:

The enrichment program is designed to supplement the regular education curriculum in the following ways:

- Extend foundational literacy skills in reading, writing, speaking, listening, and viewing
- Explore a variety of extended curricular themes and literary styles through the study of various literary genre
- Read extended text through the study of novels
- Incorporate literary devices into their writing
- Deepen comprehension skills through student-led class discussions

Identification of Students:

Language Arts Literacy Analysis Sheets - These will be completed by the grade two and three LAL teachers after the third marking period for students receiving a teacher rating scale (TRS) of 1 or 2. This will serve as an initial screening and provide the list of students to be tested for admission into the Grade Three and Four Enrichment LAL program.

Testing – iReady Benchmark testing is administered three times throughout the year (beginning-BOY, middle-MOY, and end-EOY). The post score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the enriched program. During the last marking period of grades two and three, students identified as potential candidates for this program based on the analysis sheets will be tested for reading and writing skills. Students may be tested in a group setting but are required to complete the tests independently following general instructions given by the teacher who administers the test.

Reading test – This consists of reading passages followed by a series of multiple choice and short response comprehension questions.

Writing test – This consists of a personal extended response to a writing prompt.

Criteria – The program is designed for students who have the ability to read literature independently, demonstrate critical thinking, show advanced writing skills, and take risks in their writing. Students are selected based on these characteristics, analysis sheets, and test scores.

Student Responsibility:

Students are required to regularly attend class, participate actively in classroom discussions and activities, and maintain satisfactory academic progress.

Program Start Date:

The program commences at the beginning of the school year.

III. ENRICHMENT PROGRAM – GRADES 6-8

The enriched language arts literacy (LAL) curriculum is a challenging literature-based program for students who demonstrate above-grade level language arts literacy (LAL) skills as well as the motivation and ability to work independently. The purpose is to expose students to a broad selection of literature, expand and enhance vocabulary, stimulate critical thinking, and refine writing skills. The materials chosen are aligned with the district curriculum maps in language arts literacy and, therefore, reflect the New Jersey Student Learning Standards.

Curriculum:

The enrichment program is designed to supplement the regular education curriculum in the following ways:

- Extend foundational literacy skills in reading, writing, speaking, listening, and viewing.
- Explore a variety of extended curricular themes and literary styles through the study of various literary genres.
- Read extended text through the study of novels.
- Deepen comprehension skills through student-led class discussions.

Identification of Students:

Language Arts Literacy Analysis Sheets – grade four - LAL teachers will complete these after the third marking period for students receiving a teacher rating scale (TRS) of 1 or 2. This will serve as an initial screening and provide the list of students, not currently in the enrichment programs, to be tested for admission into the grade five, six, seven, and eight enrichment LAL program. Students who remain in the enrichment programs through grades four, five, six, and seven will be carried over to grades five, six, seven, and eight with the recommendation of their LAL teacher and will not be retested.

Testing –iReady Benchmark testing is administered three times in grades four, five, six, and seven (beginning-BOY, middle-MOY, and end-EOY). The end score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the enrichment program. In the spring of grades four, five, six, and seven students that are identified as potential candidates for the program based on the analysis sheets will be tested on reading and writing skills. Students may be tested in a group setting but are required to complete the tests independently following general instructions given by the teacher who administers the test.

Reading test- Narrative (fiction) and/or persuasive reading passages (nonfiction) followed by a series of multiple choice and extended response questions

Writing test- Five-paragraph essay in response to a writing prompt

Criteria – The program is designed for students who have the ability to read literature independently, demonstrate critical thinking, show advanced writing skills, and take risks in their writing. Students are selected based on these characteristics, analysis sheets, and test scores.

Student Responsibility:

Students are required to regularly attend class, participate actively in classroom discussions and activities, and maintain satisfactory academic progress.

Program Start Date: The programs commence at the beginning of the school year.

MATHEMATICS PROGRAMS

I. MATHEMATICS ENRICHMENT PROGRAM – GRADE 4

The mathematics program is for students who demonstrate above-grade level mathematics skills, as well as, the motivation and ability to work independently. The purpose of the program is to enhance math concepts and problem-solving skills. Emphasis will be placed on opportunities for students to build their math skills through participation in activities that require higher-level thinking skills. The goal is to prepare the students to participate in the enriched fifth-grade mathematics program that is closely aligned with the New Jersey Student Learning Standards for mathematics.

Curriculum:

The regular education class serves as an enrichment mathematics program that is designed as a pre-requisite to the grade five enrichment mathematics program and offers students the opportunities to:

- Extend foundational mathematical skills.
- Expose students to the Elsinboro Township School District grade five mathematics curriculum that is closely aligned with the New Jersey Student Learning Standards for Mathematics.
- Deepen problem-solving skills.
- District Curriculum is implemented in conjunction with the iReady Mathematics series in Grade Four and is closely aligned to the New Jersey Student Learning Standards for mathematics.

Identification of Students:

Mathematics Analysis Sheets – These will be completed at the end of the first marking period of fourth grade by the classroom teacher for all students who have received a TRS (teacher rating scale) score of 1 or 2. The analysis sheet incorporates the report card grades, work and study habits, and problem-solving skills.

Testing – iReady Benchmark testing is administered three times in third and fourth grades (beginning-BOY, middle-MOY, and end-EOY). The grade 3 EOY score and the grade 4 BOY score are recorded on the analysis sheets and are one of the components used to help identify potential candidates for the enrichment program.

Criteria – The program is designed for students who have the ability to work independently,

demonstrate above-average critical thinking skills, and show advanced math problem-solving skills. Students are selected for the enrichment program based on a combination of these characteristics and the data compiled on the analysis sheets.

Student Responsibility:

Students are required to regularly attend class, participate actively in classroom discussions and activities, and maintain satisfactory academic progress.

Program Start Date:

The program commences at the beginning of the first full week of November.

II. MATHEMATICS ENRICHMENT PROGRAM – GRADES 5 & 6

This program is for students who demonstrate above-grade-level math skills as well as, the motivation and the ability to work independently. The purpose of the program is to enhance math concepts and problem-solving. Emphasis will be placed on opportunities for students to build their math skills through participation in activities that require higher-level thinking skills. Resources utilized are aligned with the district mathematics curriculum and therefore, reflect the New Jersey Student Learning Standards for mathematics.

Curriculum:

The regular education class serves as the enrichment math program and offers students the opportunities to:

- Extend foundational mathematical skills.
- Expose students to the sixth-grade mathematics curriculum that is closely aligned with the New Jersey Student Learning Standards for mathematics.
- Deepen problem-solving skills.
- District Curriculum is implemented in conjunction with the iReady Math series in Grade Five and Grade Six, and they are closely aligned to the New Jersey Student Learning Standards for mathematics.

Identification of Students:

Mathematics Analysis Sheets – These will be completed at the end of the fourth and fifth grades by the classroom teacher on all students who have a TRS (teacher rating scale) score of a 1 or a 2. The analysis sheet incorporates the report card grades, work and study habits, and problem-solving skills.

Testing – iReady Benchmark testing is administered three times in fourth and fifth grade (beginning-BOY, middle-MOY, and end-EOY). The post score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the enriched program.

Criteria – The program is designed for students who have the ability to work independently, demonstrate above-average critical thinking skills, and show advanced math problem-solving skills. Students are selected for the enrichment program based on a combination of these characteristics and the data compiled on the analysis sheets.

Student Responsibility:

Students are required to regularly attend class, participate actively in classroom discussions and activities, and maintain satisfactory academic progress.

Program Start Date:

The program commences at the beginning of the school year.

III. MATHEMATICS ENRICHMENT PROGRAM – GRADES 7 & 8 The program is for students who demonstrate above grade-level math skills as well as, the motivation and the ability to work independently. The purpose of the program is to enhance math concepts and problem-solving. Emphasis will be placed on opportunities for students to build their math skills through participation in activities that require higher-level thinking skills. Resources utilized are aligned with the district mathematics curriculum and therefore, reflect the New Jersey Student Learning Standards for mathematics.

Curriculum:

The regular education class serves as the enrichment math program and offers students the opportunities to:

- Extend foundational mathematical skills.
- Deepen problem-solving skills.
- *In seventh grade:* Learn the eighth-grade math skills that are closely aligned with the New Jersey Student Learning Standards for mathematics using the iReady Math text.
- *In eighth grade:* Expose Grade Eight students to a Pre-Algebra mathematics curriculum that is closely aligned with the New Jersey Student Learning Standards for mathematics, using the designated math series and NJDOE Curriculum Frameworks.

Identification of Students:

Mathematics Analysis Sheets – These will be completed at the end of the sixth and seventh grades by the classroom teacher on all students who have a TRS (teacher rating scale) score of a 1 or a 2. The analysis sheet incorporates the report card grades, work and study habits, and problem-solving skills.

Testing – iReady Benchmark testing is administered three times in sixth and seventh grade (beginning-BOY, middle-MOY, and end-EOY). The EOY score is recorded on the analysis sheet and is one of the components used to help identify potential candidates for the enriched program.

For the seventh grade program: The NJSLA test administered at the end of the sixth grade will be used as one of the criteria on the analysis sheet for possible placement into enrichment in grade 7.

For the eighth grade program: The NJSLA test administered at the end of the seventh grade will be used as one of the criteria on the analysis sheet for possible placement into Pre-Algebra in grade 8.

Criteria – The program is designed for students who have the ability to work independently, demonstrate above-average critical thinking skills, and show advanced math problem-solving skills. Students are selected for the enrichment program based on a combination of these characteristics and the data compiled on the analysis sheets.

Student Responsibility:

Students are required to regularly attend class, participate actively in classroom discussions and activities, and maintain satisfactory academic progress.

For seventh grade: Students are given a final at the end of the year, which has been created by the cooperative efforts of the 6th-8th grade teacher. Scores from the final exam are taken into consideration for 8th-grade placement into Pre-Algebra.

For eighth grade: Students are given a final at the end of the year, which is administered and graded in order to place out of Algebra 1.

Program Start Date:

The program commences at the beginning of the school year.

Appendix A

Gifted Students -Teacher Rating Scale

Student Name:

LAL Teacher:

Grade:

Date:

Check the box that best describes the frequency of the following characteristics or behaviors:

- Has this trait to a high degree
- Has this trait more than the typical child
- Compares to the typical child
- Has this trait less than the typical child
- Lacks this trait

Check the box that best describes the frequency of the following characteristics or behaviors:

- 1 Has this trait to a high degree
- 2 Has this trait more than the typical child
- 3 Compares with the typical child
- 4 Has this trait less than the typical child
- 5 Lacks this trait

	5	4	3	2	1
Has superior powers of reasoning					
Displays intellectual curiosity					
Learns easily					
Has a wide range of interests					
Has a broad attention span					
Has a superior vocabulary					
Works independently					
Has keen powers of observation					
Shows initiative and originality					
Is alert					
Memorizes quickly and easily					
Displays interest in humanity					
Reads rapidly					
Follows complex directions					
Has several hobbies					
Reads material on a wide range of subjects					
Is superior in mathematics					
Has effective class discussions					
Shows good citizenship					
Has disciplined work habits					

Total Points _____ /20 = _____ (TRS)

Gifted Students – Teacher Rating Scale

Student's Name: _____ Grade: _____

Mathematics Teacher: _____ Date: _____

Check the box that best describes the frequency of the following characteristics or behaviors:

- 1 Has this trait to a high degree
- 2 Has this trait more than the typical child
- 3 Compares with the typical child
- 4 Has this trait less than the typical child
- 5 Lacks this trait

	5	4	3	2	1
Has superior powers of reasoning					
Displays intellectual curiosity					
Learns easily					
Has a wide range of interests					
Has a broad attention span					
Has a superior vocabulary					
Works independently					
Has keen powers of observation					
Shows initiative and originality					
Is alert					
Memorizes quickly and easily					
Displays interest in humanity					
Reads rapidly					
Follows complex directions					
Has several hobbies					
Reads material on a wide range of subjects					
Is superior in mathematics					
Has effective class discussions					
Shows good citizenship					
Has disciplined work habits					

Total Points _____ /20 = _____ (TRS)

Appendix C

Language Arts Literacy Teachers of Grades 2 – 7 fill out this analysis form in the spring only for those students receiving a TRS of 1 or 2 for possible placement testing of students for the following school year in Grades 3 - 8.

ELSINBORO TOWNSHIP SCHOOL
 GRADES 3-8
 ENRICHED LANGUAGE ARTS LITERACY
 PLACEMENT ANALYSIS

Student: _____, _____ Grade: _____

Language Arts Literacy Teacher: _____ TRS: _____
 (given by LAL teacher)

Information is rated on the following 1-5 scale:

5 Points	4 Points	3 Points	2 Points	1 Point
Excellent 93-100	Above Average 85-92	Average 77-84	Below Average 70-78	Poor 69-Below

Report Card Numerical Average (Literacy):
 MP#1 _____ % = _____ points
 MP#2 _____ % = _____ points
 MP#3 _____ % = _____ points

i-Ready Score _____ points
 (End of the year 2nd grade benchmark for 3rd grade)

Points	1	3	5
Grade Level	Partially Proficient	Proficient	Advanced Proficient
3	<175	175	216
4	<191	191	222
5	<193	193	226
6	<204	204	230
7	<206	206	234

Sub-Total Score: _ /20

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5 Points	4 Points	3 Points	2 Points
275-300	250-274	225-249	200-224

NJSLA LAL Test Score: _____ points

Date Completed: _____
 Signature: _____

Total Score: _ /25

Appendix D

Mathematics Teachers of Grades 3 – 7 fill out this analysis form in the spring only for those students receiving a TRS of 1 or 2 for possible placement testing of students for the following school year in Grades 3 - 8.

ELSINBORO TOWNSHIP SCHOOL
 GRADES 4-8
 ENRICHED MATHEMATICS
 PLACEMENT ANALYSIS

Student: _____, _____ Grade: _____

Mathematics Teacher: _____ TRS: _____
(given by Math teacher)

Information is rated on the following 1-5 scale:

5 Points	4 Points	3 Points	2 Points	1 Point
Excellent 93-100	Above Average 85-92	Average 77-84	Below Average 70-78	Poor 69-Below

Report Card Numerical Average (Literacy): MP#1 _____ % = _____ points
 MP#2 _____ % = _____ points
 MP#3 _____ % = _____ points

i-Ready Score _____ points
 (End of the year 3rd grade benchmark for 4th grade)

Points	1	3	5
Grade Level	Partially Proficient	Proficient	Advanced Proficient
3	<179	179	202
4	<195	195	210
5	<203	203	224
6	<215	215	233
7	<222	222	243

Sub-Total Score: _/_/20

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5 Points	4 Points	3 Points	2 Points
275-300	250-274	225-249	200-224

NJSLA Math Test Score: _____ points

Date Completed: _____
 Signature: _____

Total Score: _/_/25

Appendix E: Differentiated Education Plan

Elsinboro Township School
DIFFERENTIATED EDUCATION PLAN (DEP)

School Year _____

Student Last:	Student First:
Student ID Number:	Grade:
Date of Birth:	Graduation Year:
Parent(s)/Guardian(s):	
Address:	
Telephone:	Email:

DEP Meeting Date:

DEP Review Date:

Student Profile (Why)

Educational Plan (How)

Assessment/Follow Up (Proof)



Participants (signatures indicate approval of plan)

Classroom Teacher

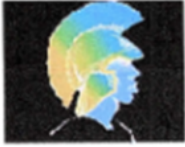
Date

CSA

Date



Appendix F



**Elsinboro Township School
Gifted/Talented Program
Parent/Guardian Referral**

Child's Name: _____ Child's Teacher: _____

Based on the following information, I think my child (listed above) should be screened for Gifted/Talented Program.

Parent/Guardian Signature

Date

What special talent(s) or skill(s) does your child have?

Reading interests (favorite type of books and/or titles of favorite books)

Favorite school subject

Hobbies and special interests

What special learning opportunities or activities does your child have outside of school?

What are some of the influences at home or at school that may negatively influence your child's performance in school?

What other things would you like us to know that would assist us in planning services for your child?

Check the following characteristics that describe your child as you see her/him

Highly Curious:

- Asks provocative questions
- Wants to know why and how
- Has many interests
- Shows intense interest in particular subjects

Knowledgeable:

- Has lots of information and ideas
- Learns easily and quickly
- Has a good memory
- Displays keen powers of observation

Highly Verbal:

- Advanced, large vocabulary for age
- Reads constantly
- Expressive in speech and sense of humor
- Uses persuasive language
- High verbal ability in native language
- Learns English quickly - ELL

Transfers Knowledge:

- Applies new concepts to various situations
- Learns from mistakes
- Quick to pick up on discrepancies, inconsistencies, and injustices

Continued on next page

**Elsinboro Township School
 Gifted/Talented Program
 Parent/Guardian Referral
 (Continued)**

<p>Problem Solver:</p> <input type="checkbox"/> Likes to work on complex problems <input type="checkbox"/> Has advanced reasoning skills <input type="checkbox"/> Thinks of several solutions to a problem <input type="checkbox"/> Has good skills in organizing and planning	<p>Strong Sense of Humor</p> <input type="checkbox"/> Enjoys puns and/or jokes <input type="checkbox"/> Likes to play with words and ideas <input type="checkbox"/> Uses humor to improve social relations
<p>Creative</p> <input type="checkbox"/> Has a good imagination <input type="checkbox"/> Produces lots of ideas <input type="checkbox"/> Enjoys doing things in new and different ways <input type="checkbox"/> Elaborates on ideas <input type="checkbox"/> Produces unusual products or ideas	<p>Socially Aware</p> <input type="checkbox"/> Knows how to interact and get along with people <input type="checkbox"/> Has a keen sense of equity and justice <input type="checkbox"/> Shows concern to others' feelings <input type="checkbox"/> Focuses on people rather than on things
<p>Expressive</p> <input type="checkbox"/> Verbally expresses ideas and feeling freely <input type="checkbox"/> Uses gestures and body language to freely express ideas and feelings	<p>Independent</p> <input type="checkbox"/> Is self-motivated <input type="checkbox"/> Prefers to rely on self <input type="checkbox"/> Able to move easily between home culture and school culture <input type="checkbox"/> Sticks to project until it is done <input type="checkbox"/> Requires little direction
<p>Mature</p> <input type="checkbox"/> Demonstrates social maturity <input type="checkbox"/> May accept responsibilities normally reserved for older children	<p>Intense</p> <input type="checkbox"/> Becomes absorbed in tasks sometimes to the point of becoming oblivious to everything and everyone around <input type="checkbox"/> Persistent <input type="checkbox"/> Can be single-minded, become rigid, stubborn
<p>High Energy Level</p> <input type="checkbox"/> Constant talking and moving <input type="checkbox"/> Highly engaged primarily during active learning	<p>High Expectations of Self and Others</p> <input type="checkbox"/> Perfectionist attitude <input type="checkbox"/> Unusual sensitivity to the expectations and feelings of others <input type="checkbox"/> May be particularly highly sensitive to racial or cultural issues <input type="checkbox"/> Avoids risk-taking

Give Examples:

Gifted or Honors: What's the Difference?

J. Szabo. (1989) *Profiles of the Gifted*, Challenge Magazine

This list of characteristics may be helpful in distinguishing and understanding the differences between honors students and gifted students.

BRIGHT CHILD	GIFTED CHILD
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Play around, yet tests well.
Answers the questions.	Discusses in detail, elaborates.
Top group.	Beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
6-8 repetitions for mastery.	1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new design.
Enjoys school.	Enjoys learning.
Absorbs information.	Manipulates information.
Technician.	Inventor.
Good memorizer.	Good guesser.
Enjoys straight forward sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.