

Coffee County Schools Gifted Procedures Manual 2025-2026



**One Coffee.
One Team.**

Coffee County Schools

Gifted Education Program

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Purpose

The Coffee County Board of Education recognizes the need to provide Gifted Education services to students who have the potential for exceptional achievement. These procedures provide the framework for provisions of these services as outlined in [State Board Rule 160-4-2-.38](#).

Definition

A gifted student is identified as one who demonstrates a high degree of intellectual, creative and/or artistic ability(ies), possesses exceptional leadership skills, or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Goals of the Gifted Program

Gifted students will:

- Develop advanced research skills and methods
- Develop and practice creative thinking and creative problem-solving skills
- Develop and practice critical thinking and logical problem-solving skills
- Develop advanced communication skills
- Develop an understanding of self and how their unique characteristics may influence interactions with others

Notification and Information to Stakeholders

Parents and other stakeholders (students, teachers, administration, community members) will be notified about gifted program services and procedures through a variety of methods: student handbooks, brochures, PTO meetings, open house orientation, parent conferences, school council meetings at each of the schools, system website and with an assortment of letters and forms for specific purposes. Gifted information is discussed at system-wide Parent Advisory Council meetings held in the fall and spring of each year.

Consideration for Services

The consideration for gifted education services may be reported or automatic.

Reported Referrals

A student may be referred for consideration for gifted educational services by the classroom teacher, counselor, administrator, special area teacher, parents or guardian, a peer, the student or any other responsible person who has knowledge of the student's abilities.

Teacher Request for Screening

Teachers who wish to refer students for testing despite not meeting the automatic referral criteria must complete the following three checklists and ensure that the students meet the established cut scores in order to proceed with further testing.

- TABS (Traits, Attitudes and Behaviors) Checklist: Cut score - 5 Areas Indicated
- Creativity Observation Checklist: Cut score - 38
- Motivation Checklist: Cut score - 32

The Gifted Eligibility Committee will look at all available evidence concerning the student's mental capacity and achievement. If available scores indicate the student has percentile scores at the 90th percentile in one area and one area in the 75th percentile or higher on the Curriculum Based Measures (CBMs) in reading and/or math, then the committee will decide if further screening is necessary.

Parent Request for Screening

Parents may request preliminary screening. If parents wish to make this request, they should complete the *Parent Request for Gifted Screening* form (Appendix N).

The gifted eligibility committee will look at all available evidence concerning the student's mental capacity and achievement. If available scores indicate the student has percentile scores at the 90th percentile in one area and 75th percentile or higher in the other area on the Curriculum Based Measures (CBMs) in reading and/or math, then the committee will decide if further screening is necessary.

The student's teacher will be asked to complete the following three checklists to ensure the student meets the established cut scores in order to proceed with additional testing.

- TABS (Traits, Attitudes and Behaviors) Checklist: Cut score - five areas indicated
- Creativity Observation Checklist: Cut score - 38
- Motivation Checklist: Cut score - 32

If the student meets the cut scores on the three checklists, the child will be referred for a more specific evaluation.

However, if evidence is insufficient to warrant the complete testing process, the committee may end the testing process. In this case, parents will be notified by the *Gifted Screening Concluded* form (Appendix L).

Consideration of Not Assessing

If a student is assessed for two consecutive years and has not successfully met the eligibility criteria for the Gifted Program, the Gifted Eligibility Committee may determine that an additional evaluation is not in the best interest of the student. That student may be considered for another evaluation in the fourth year of the evaluation rotation. For example, if a student is assessed in kindergarten and again in first grade, the student may not be evaluated in the second grade. The student would be eligible for consideration again in the third grade.

Automatic Referrals

Students who score at specified levels on the Curriculum Based Measures (universal screeners) may be referred for further assessment to determine eligibility for gifted program services. Referral guidelines and appropriate forms are available from the school's Gifted Coordinator (See Appendix A). Criteria may include the following assessments:

Criteria for Gifted Automatic Referral Nominations - Elementary

Only FALL data will be considered; students must meet two of the three criteria in order to continue.

Kindergarten	Grades 1-3	Grades 4-5
<ul style="list-style-type: none"> ● STAR Early Literacy: $\geq 90^{\text{th}}$ Percentile ● GKIDS ● Writing Sample: An original writing sample, completed independently (with no help from the teacher) which shows creative thought and/or exemplary language skills 	<ul style="list-style-type: none"> ● STAR Reading/Math Reading Grade 1: ≥ 874 Reading Grade 2: ≥ 978 Reading Grade 3: ≥ 1035 and/or Math Grade 1: ≥ 849 Math Grade 2: ≥ 926 Math Grade 3: ≥ 979 ● Beacon Reading Grade 1: ≥ 523 Reading Grade 2: ≥ 546 Reading Grade 3: ≥ 521 and/or Math Grade 1: ≥ 537 Math Grade 2: ≥ 562 Math Grade 3: ≥ 404 ● Writing Sample: An original writing sample, completed independently (with no help from the teacher) which shows creative thought and/or exemplary language skills 	<ul style="list-style-type: none"> ● Georgia Milestones Assessment System (GMAS)- Students scoring Level 4 (Distinguished Learner) in ELA and/or Math ● STAR Reading Grade 4: ≥ 1071 Reading Grade 5: ≥ 1122 and/or Math Grade 4: ≥ 1034 Math Grade 5: ≥ 1081 ● Beacon Reading Grade 4: ≥ 558 Reading Grade 5: ≥ 583 and/or Math Grade 4: ≥ 450 Math Grade 5: ≥ 498

Criteria for Gifted Automatic Referral Nominations - Secondary (Grades 6-12)

Meet a minimum of 3 out of the 4 following criteria:

- 95% GPA for a two-year period
- Georgia Milestones Assessment (GMAS) - Students scoring a Level 4 Distinguished Learner in the area of ELA and/or math
- STAR Reading scale score for the following grade levels (6th ≥ 1143 ; 7th ≥ 1172 ; 8th ≥ 1194 ; 9th ≥ 1213 ; 10th ≥ 1216 ; 11th ≥ 1220 ; 12th ≥ 1227)
- STAR Math scale score for the following grade levels (6th ≥ 1120 ; 7th ≥ 1147 ; 8th ≥ 1175 ; 9th ≥ 1180 ; 10th ≥ 1184 ; 11th ≥ 1206 ; 12th ≥ 1215)

Once the preliminary selection pool is determined through automatic or referral criteria, additional screeners (Creativity Observation Checklist, Motivation Checklist and Traits, Attitudes and Behaviors) will be collected for those students. 5
Utilizing a variety of assessments will help ensure that students have an opportunity to be considered for services, regardless of gender, ethnicity, background, or disability.

Each school's Gifted Eligibility Team will study all available data for the students in the preliminary selection pool. The Gifted Eligibility Team must consist of at least one gifted certified teacher, the gifted referral coordinator/grade level counselor at the school, grade level teachers, and an administrator. The team will decide whether to move forward with formal testing or stop the process for each student. Based on the evidence presented, the eligibility committee may determine at this time that further testing will not be beneficial and the student will not be considered for service.

Consent for Initial Consideration

Parents are notified by letter (Appendix C) if a student is being considered for gifted education services. Parents must complete a consent for screening (Appendix D) and a biographical data sheet (Appendix E). Students may not be given a test of scholastic or mental ability, creativity, motivation, or achievement without written permission from a parent or guardian. Mental ability, achievement, creativity and motivation scores to determine eligibility of initial placement must be current within two years. Mental ability, achievement, creativity, and motivation tests must provide percentile rankings by age and must have been normed within the last ten years. The majority of formal testing is conducted in the spring; however, individual student data is monitored on a consistent basis. The Gifted Eligibility Committee reserves the right to make exceptions.

Eligibility Criteria

A student must meet eligibility criteria for Gifted Education from [State Board Rule 160-4-2-.38](#). Under this rule there are two ways eligibility can be established:

Option A, the Psychometric Approach: the mental ability test score must be a composite or full scale score of 99th percentile for students in grades K-2 and at the 96th percentile or higher for students in grades 3-12. In addition, one of the achievement standards described in SBOE Rule 160-4-2-.38 must be present: 90th percentile total reading, 90th percentile total math, 90th percentile total achievement test battery, or superior product/performance assessment. No student may qualify on the basis of a mental ability test score alone, even if that score is at the 99th percentile.

Option B, the Multiple-Criteria Approach: The student must be assessed in all four categories. The student may qualify by meeting the standards in any three of the four data categories; mental ability (intelligence), achievement, creativity, or motivation. (At least one must be a nationally-normed standardized test). Under this option, a student must meet eligibility requirements in **three of the four** following areas:

- Mental Ability: 96th percentile on a standardized test of mental ability
- Achievement: 90th percentile in total reading, total math, or total battery section of a standardized achievement battery
- Creativity: 90th percentile / 90th percent on a creativity assessment
- Motivation: 90th percentile / 90th percent on a motivation assessment/ 95 overall GPA for a 2 year period for grades 6-8.

NOTE: A rating scale may be used to evaluate creativity or motivation, but not both.

*Test scores used to establish eligibility shall have been administered within the past two calendar years.

Note: Evaluations used to determine gifted eligibility have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background within the specified time recommended by the Georgia Department of Education.

The Site Coordinator or other authorized party will administer the appropriate mental ability, achievement, creativity and motivation tests, as shown below. Test scores on such instruments will be valid for two years. When a student's score is within one standard error of measurement on a mental ability test, an alternate test may be administered.

The Site Coordinator or other authorized party will record all information on the appropriate forms and present to the Coffee County Gifted Eligibility Committee.

Gifted Assessments

Only ONE alternate assessment will be administered per section.

Elementary Assessments

	Mental Ability	Achievement	Creativity	Motivation
Primary Assessment	CogAT-8 (Cut Score - 91 in Grades K-2; 93 in Grades 3-12)	STAR	TTCT (Figural) (Cut Score - 85)	GES-4 (Cut Score - 86)
Alternate Assessment	KBIT-2 (for verbal and quantitative) NNAT-3 (for nonverbal)	SAT-10 DAB-4	TTCT (Verbal) SBCSS	SBCSS

Secondary (Grades 6-12) Assessments

	Mental Ability	Achievement	Creativity	Motivation
Primary Assessment	CogAT-8	STAR	TTCT (Figural) (Cut Score...85)	GPA (2 yr. avg.)
Alternate Assessment	KBIT-2 (Revised) NNAT-3	SAT-10 DAB-4 ITBS (E,F or G) PSAT/SAT/AC T	TTCT (Verbal) GES-4 (Cut Score...86) SBCSS	GES-4 (Cut Score...86) SBCSS

*If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

*GPA is determined by calculating the average of grades earned during the two years prior to evaluation in the subjects of mathematics, science, English language arts, social studies and foreign language, if such language study is included in the student's records. Grades 6-8 require a 95 or higher GPA for two consecutive years in ELA, Math, Science, and Social Studies.

Alternate Assessments

Alternate assessments may be administered in any of the four areas under the following conditions:

- Students have qualified for services in at least two of the four areas.
- Scores fall within the Standard Error of Measurement in the area(s) where secondary assessment(s) are being considered.

Continuation Criteria (Elementary and Middle School)

The student must maintain satisfactory performance in the gifted program. Satisfactory is defined as meeting 80% of areas assessed on the student's progress report. For students failing to meet continuation criteria:

A conference will be held between all teachers of the gifted student, an administrator and the parent, if possible, to determine the reason(s) for the student's unsatisfactory performance. This team will set up goals and/or criteria with interventions in an effort to bring the student back to satisfactory performance. A reasonable timeline for reaching satisfactory performance will be established, not to exceed one nine-week grading period. If satisfactory performance is not attained by the end of the probationary period, the student may be removed from the program (Appendix P). Parents will receive a "Continuation of Services" letter, at least annually, from the Gifted Education Teachers.

Continuation Criteria (High School)

The continuation criteria for high school students is based on performance in individual subject areas without regard to grades in other areas.

- The student must maintain satisfactory performance of at least 80% for each half unit of credit in a particular Gifted/Honors subject area.
- Students who fail to meet this criteria will automatically be placed on academic probation for the next 1/2 unit of gifted credit in that area. If during the probationary period, the student fails to maintain satisfactory performance, the student will be placed into a regular academic course.

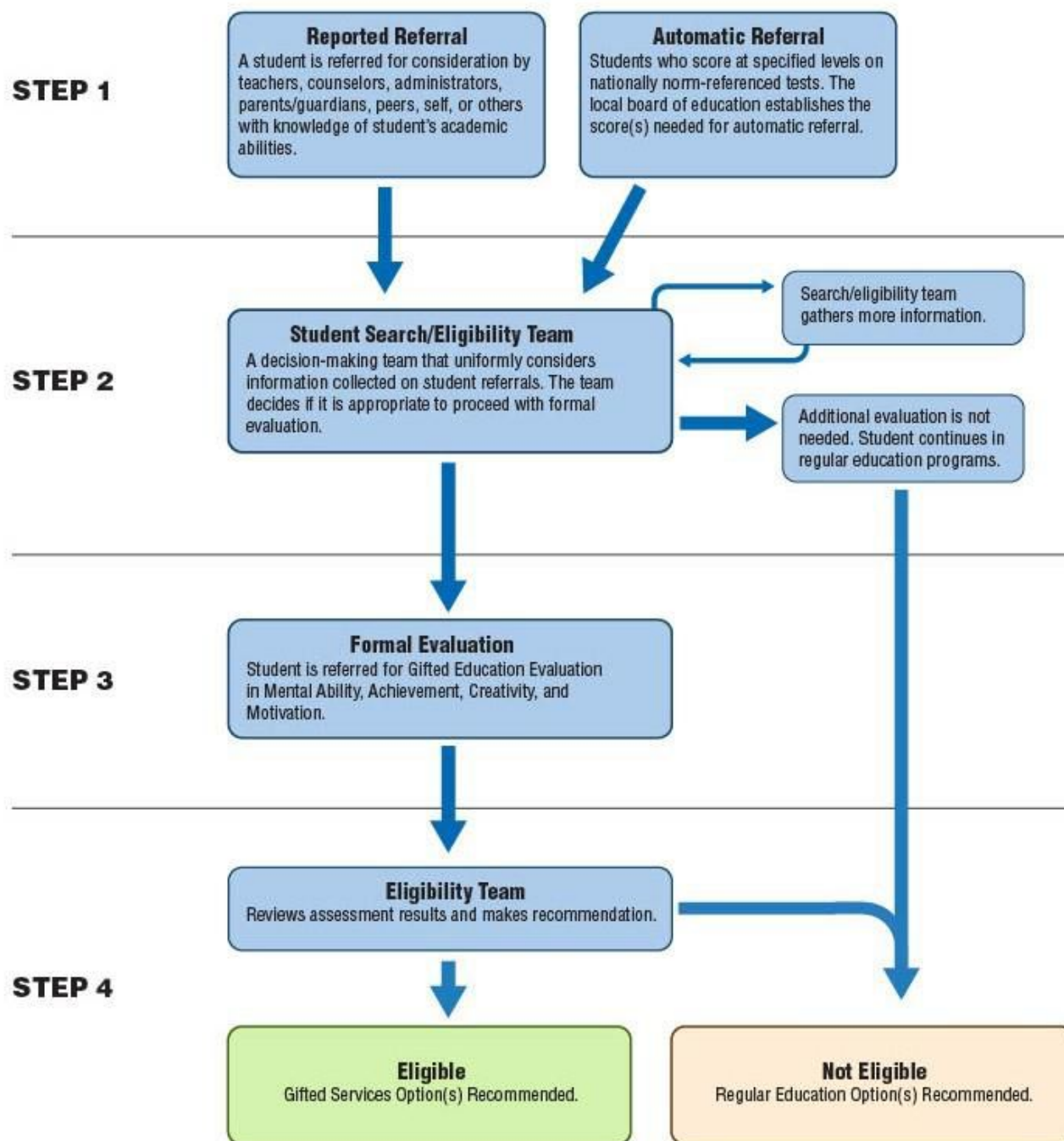
Withdrawal from the Gifted Program

Students who fail to maintain satisfactory performance in the Gifted Education Program classes will be withdrawn at the end of the specified probationary period (Appendix K). Parents will be notified in writing when a student is placed on probation and a final review conference will be held prior to a student's withdrawal from the program.

Parents may choose to withdraw the student from the Gifted Education Program at the end of a semester at the middle school and high school level or at a grading period on the elementary school level (extenuating circumstances will be evaluated on a case-by-case basis by a Gifted Eligibility Committee). Parents wishing to withdraw a student from the Gifted Program may submit a request in writing and sign a *Withdrawal from the Gifted Education Program* form (Appendix K). No student will be withdrawn from the gifted education program without prior written notification to the parent or guardian.

Coffee County Schools
Gifted Program

Referral and Eligibility Process Chart



Gifted Education Eligibility Chart

- In options A and B, information must be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GADOE-approved, nationally norm-referenced test.
- Any data used to establish eligibility in one category cannot be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale cannot be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale cannot be used to evaluate creativity.
- Any piece of information used to establish eligibility must be current within two calendar years.
- Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	<ul style="list-style-type: none"> • Grades K-2: 99th percentile composite score on a nationally age-normed mental ability test • Grades 3-12: ≥96th percentile composite score on a nationally age-normed mental ability test 	<ul style="list-style-type: none"> • Grades K-12: ≥96th percentile composite OR appropriate component score on a nationally age-normed mental ability test
Achievement	<ul style="list-style-type: none"> • Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> • Grades K-12: ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test • Grades K-12: Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	<ul style="list-style-type: none"> • Evaluation data required 	<ul style="list-style-type: none"> • Grades K-12: ≥90th percentile composite score on a nationally normed creativity test • Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified educators
Motivation	<ul style="list-style-type: none"> • Evaluation data required 	<ul style="list-style-type: none"> • Grades 6-12: Two-year average of a 3.5 GPA/NGA on a 4.0 scale in the regular core subject of mathematics, ELA, social studies, science, and full year world languages (This should be the top 10% of the core courses listed.) • Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile. • Grades K-12: Superior product/performance/structure observation with a score of ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

PANNING FOR GOLD TABs Descriptors		This chart includes brief definitions and descriptions of the TRAITS, APTITUDES, and BEHAVIORS (TABs) commonly associated with gifted children. The chart may be helpful in recognizing the potential of students in your classroom.		
<p><u>MOTIVATION</u></p> <p>Evidence of desire to learn</p> <p><u>Description:</u> Forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Demonstrates persistence in pursuing/completing self-selected tasks (may be culturally influenced); evident in school or non-school activities • Is an enthusiastic learner • Aspires to be somebody or to accomplish something 	<p><u>INTERESTS</u></p> <p>Intense(sometimes unusual) interests.</p> <p><u>Description:</u> Activities, avocations, objects, etc., that have special worth or significance and are given special attention.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Demonstrates unusual or advanced interests in a topic or activity • Is a self-starter • Acts in a manner beyond age group • Pursues an activity unceasingly 	<p><u>COMMUNICATION SKILLS</u></p> <p>Highly expressive; effective use of words, numbers, or symbols</p> <p><u>Description:</u> Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Demonstrates unusual ability to communicate (verbally, physically, artistically, or symbolically) • Uses particularly apt examples, illustrations, or elaborations 	<p><u>PROBLEM-SOLVING ABILITY</u></p> <p>Effective, often inventive, strategies for recognizing and solving problems</p> <p><u>Description:</u> Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a task.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working • Creates new designs • Is an inventor/innovator 	<p><u>MEMORY</u></p> <p>Large storehouse of information on school or non-school topics</p> <p><u>Description:</u> Exceptional ability to retain and retrieve information.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Already knows information before it is formally presented • Needs only one or two repetitions for mastery • Has a wealth of information about school or non-school topics • Pays attention to details • Manipulates information
<p><u>INQUIRY</u></p> <p>Questions, experiments, explores</p> <p><u>Description:</u> Method or process of seeking knowledge, understanding, or information.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Asks unusual questions for age • Plays around with ideas • Demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations 	<p><u>INSIGHT</u></p> <p>Quickly grasps new concepts and makes connections; senses deeper meanings</p> <p><u>Description:</u> sudden discovery of the correct solution following incorrect attempts</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Demonstrates exceptional ability to draw inferences • Appears to be a good guesser • Is keenly observant • Possesses heightened capacity for seeing many unusual, diverse relationships • Integrate ideas and disciplines 	<p><u>REASONING</u></p> <p>Logical approaches to figuring out solutions</p> <p><u>Description:</u> Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Makes generalizations • Uses metaphors and analogies • Thinks things through in a logical manner • Thinks critically • Comes up with plausible answers 	<p><u>IMAGINATION/CREATIVITY</u></p> <p>Produces many ideas; highly original</p> <p><u>Description:</u> Process of forming mental images of objects, qualities or situations which are not immediately apparent to the senses.</p> <p>Problem-solving through nontraditional patterns of thinking.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Shows exceptional ingenuity in using everyday materials • Has wild, seemingly silly ideas, often fluently and flexibly 	<p><u>HUMOR</u></p> <p>Conveys and picks up on humor</p> <p><u>Description:</u> Ability to synthesize key ideas or problems in complex situations in a humorous way.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Has a keen sense of humor that may be gentle or hostile • Sees unusual relationships • Demonstrates unusual emotional depth • Demonstrates sensory awareness

Re-Admittance to the Program

Parents wishing to re-enroll a student in the Gifted Education Program may submit the *Re-Entry to the Gifted Education Program* form for consideration by the school's gifted eligibility committee. (Appendix L). To re-enter the program, there must be sufficient supporting evidence that the student will be successful in the program (classroom performance, attendance, etc.).

Reciprocity and Transfer Placement

Upon receiving current documentation of eligibility, any student who meets the state eligibility criteria for gifted education services is considered eligible to receive services. The system grants reciprocal eligibility to students who have been identified as gifted in Georgia. However, a student transferring in from another school system within the state must meet the criteria for continuation of services established by the Coffee County Board of Education. There is no mandated reciprocity between states, except for active military; any student who has been identified as gifted in the school from which the student transferred and is the dependent of active duty military personnel may be placed in the Gifted Program.

Outside Data

The system may consider data regarding a student's eligibility that was gathered and analyzed by a source outside the school system. However, this outside data shall not be substituted for data the school generates during the testing/evaluating process. The Gifted Eligibility Committee shall convene to determine the sufficiency of the scores.

Parent Notification of Eligibility Status and Placement

If a student is determined to be eligible to receive gifted education services, parents will be notified of eligibility and placement by letter in their home language (Appendix F). Parents must sign and return the letter to the school's gifted site coordinator. Parents will have an opportunity for conference to discuss student eligibility and placement. Information will also be provided to parents concerning types of services to be offered, teaching methods, time allotted for services, objectives designed for students, and the manner of evaluation (Appendix G).

If a student is determined to be ineligible to receive gifted education services, parents will be notified by letter (Appendix H). Parents of eligible and ineligible students will receive a copy of the Coffee County Gifted Eligibility Report (Appendix I).

Documentation

The gifted site coordinator at each school will document the following: the date of the meeting/decision; the committee members present; the names of the students who were considered; the source of each nomination (automatic, teacher, parent, etc.) and the committee's/individual's decisions and rationale for those decisions regarding whether each student who was considered should be referred for formal evaluation. The site coordinator notifies the appropriate parties (e.g., teacher or parent who nominated the student) of the decisions.

Ineligible student files will be kept in an inactive file at the home school for a period of five years. Eligible student files will be kept in an active file at the home school. When the student changes schools within the county, student records from the home school will be transferred to the appropriate school by the gifted education teacher. When a student withdraws from the Coffee County School System, the Eligibility Report will be forwarded with the request of student's permanent records.

Expectations of Gifted Teachers

All gifted education teachers must:

- Obtain and maintain gifted endorsement.
- Plan and teach gifted classes following county guidelines.
- Follow Coffee County School System procedures as shown in the system handbook.
- Assist with administration of testing and complete eligibility reports in a timely fashion.
- Participate in eligibility meetings and follow guidance of the system gifted coordinator.
- Participate in professional learning activities appropriate for gifted students.
- Communicate to parents in a timely manner.
- Work directly under the supervision of the building administrator.
- Understand that gifted teachers are system assigned and may be transferred to another school to meet state and system needs.

Professional Learning

Professional Learning is provided throughout the year to improve the quality of instruction and services provided to all students.

Data Collection

The District shall annually collect and maintain data that includes:

- The number of students referred for evaluation for eligibility for gifted education services
- The number of students determined eligible for services
- The number of students actually served during the school year

Data is archived and retained by subgroups (grade level, gender, and ethnic groups) in the Student Information System. Data is sent by individual schools to the Student Information System Director, who inputs it into the system.

Gifted Education Service Delivery Models

Elementary

At the elementary level, students are served using the resource model in the Gifted Education Program at their home school campus one day each week. A certified teacher will visit the school on a designated day. During the remaining days of the week, the regular curriculum will be modified as necessary to challenge gifted students in regular classrooms. While participating in the program, students will receive a minimum of six segments of instruction per week with certified gifted education teachers. Units of study have been designed to provide differentiated instruction using research-based practices to enhance the Georgia Standards of Excellence. The academic standards-based classes have high expectations, a faster pace and more complex curriculum. They offer topics and experiences outside the regular curriculum. A variety of teaching methods are used, utilizing a compilation of all the system's resources and materials at the elementary level. Authentic audiences are encouraged, assessment is varied, and self-evaluation is developed.

Makeup Work for Elementary Gifted Students

Gifted students are to be held responsible for mastery of the Georgia Standards of Excellence. However, gifted students are to be excused from daily homework assignments/classwork given while attending gifted education classes. Major assignments that students miss due to attendance in a gifted education class will be made up at a time convenient for the teacher and the student within five school days.

Middle School (Grades 6-8)

Gifted students in middle school are served through advanced content classes in English/Language Arts and Math, according to identified strengths. Advanced content courses are based on the Georgia Standards of Excellence state curriculum, which includes differentiated instructional strategies to present more complex subject matter at an accelerated pace. Students in middle school advanced content classes are expected to go beyond baseline standards and develop the critical thinking, reasoning, and writing skills in core content areas that will ensure academic success during their high school and college academic careers.

High School (Grades 9-12)

High school gifted services are provided through honors and Advanced Placement. Honors courses present more complex subject matter at an accelerated pace based on the Georgia Standards of Excellence. Advanced Placement (AP) courses are the equivalent of a typical college-level introductory course for which students have the opportunity to earn college credit through the AP testing program. Efforts will be made to match students' learning needs and gifted program services.

Curriculum and Services to be Provided

Curriculum is reviewed annually and revised to meet the needs of students. The Elementary Gifted Units of Study chart shows units for the elementary resource model classes. Middle and high school students will follow accelerated pacing and increased rigor in their respective gifted classes.

Progress

Progress is reported to parents each nine-week grading period. Progress reports are placed in the student's gifted file, permanent folder and in the Student Information System. (Appendix Q)

Differentiated Instruction

Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. In a differentiated classroom, teachers differentiate content, process, product, and assessments according to student readiness, interests, and learning profiles.

FTE Funding

FTE (Full-Time Equivalent) reporting refers to a state funding process that is dependent on a student's enrollment and the educational services provided by the local school district. The Georgia General Assembly determines the base amount of money paid for each FTE student. Gifted Education weight is recorded for each section served on the FTE count day for students who are served in an authorized gifted education model. Section VII of the Georgia Resource Manual for Gifted Education contains information on state FTE funding rates and levels.

Public Review

Additional information pertaining to gifted education guidelines and procedures may be found by visiting the Coffee County School System and the Georgia Department of Education websites as www.coffee.k12.ga.us and http://public.doe.k12.ga.us/ci_iap_gifted.aspx.

Elementary Gifted Units of Study

Elementary Units	Patterns	Structures	Systems	Change
Language Arts				
Communicative Arts	From Fluency to Publishing; Creative, Narrative & Expository Writing	From Fluency to Publishing: Persuasive & Journal Writing	From Fluency to Publishing: Persuasive Writing Teach Speech I	From Fluency to Publishing: Persuasive Writing Teach Speech II
Vocabulary	Unit Related	Unit Related	Unit Related	Unit Related
Literature	Charlotte's Web Cinderella (different versions) Chocolate Fever Anansi Stories Grandfather Tang Dr. Doolittle	Cam Jansen, Mystery Stories, Stories with Holes, You Be the Detective Keep the Lights Burning, Abbie, Helen Keller, If you Traveled West in a Covered Wagon	From the Mixed Up Files of Mrs. Basil E. Frankweiler Harriet Tubman Children of Colonial Times	Plays written by Shakespeare, Who Was Albert Einstein? Island of the Blue Dolphins; One Candle
Science & Social Studies				
Scientific Investigations	Polar Regions and Animals Raptors and Owl Pellet Discovery Patterns of Nature Principles of Flight Peanut Horticulture	C.S.I. Forensic Perspective Communication Through the Senses Sea Turtles Elements of Architecture	How the Brain Works and Visual Thinking Cumberland Island Ecosystems Mollusks & Life Along the Seashore	Mummy's Message: An Interact Simulation Aquatic Environments Inventors & Inventions Space and Spin-offs
Social Studies	Australia Japan Plains, Trains, and the White House	Coastal History: Fort Frederica and Lighthouses Georgia's Oldest City: Savannah Westward Expansion: From Lewis and Clark to the Transcontinental Railroad	Oldest U.S. City: St. Augustine Freedom Seekers: Underground Railroad	Ancient Egypt Elizabethan England Atlanta: The Capitol Tolerance Study of Government
Fine Arts	Aboriginal Art Elements of Art Japanese Woodblocks American Impressionism	Architectural Structures Elements of Art Music Appreciation of Historical Periods	Historical Art Periods Faith Ringold & Quilting	Study of Theater
Math				
Mathematical Thinking	Tangrams Origami/Geometric Shapes Fractions and Measurement Graphing	Codes: An Interact Simulation C.S.I.: Problem Solving and Critical Thinking Geometric Shapes and Patterns Math Maven	Probability: An Interact Simulation Economics	Measurement Data Collection Graphing
Technology	Introduction to Basic Computer Skills	Basic Microsoft Applications	Intermediate Microsoft Applications	Advanced Microsoft Applications

Multi-Tiered System of Support (MTSS)

All identified gifted students can be served in the general education MTSS framework. The following information relates to the tiers within the gifted education program. By using instructional interventions, the MTSS framework allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions.

Tier 1	Tier 2
Flexible Learning Groups	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Options for Completion	Subject Advancement within Class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Advanced Centers/Stations
Varied Computer Programs	Spelling by Readiness
Design-a-Day	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Stations/Centers	Simulations
Think-Pair-Share	Group Investigations
Open-ended Activities	Multiple Assessment Methods
Explorations by Interest	Student Choice in Learning Activities
Tier 3	
Advanced Content ELA, math, science, and/or social studies courses (honors)	Above grade level accelerated ELA, math, science, and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Cambridge Classes
Internships/Mentorships	Whole Grade Acceleration

Appendix A

Coffee County Schools Gifted Program Referral (to be completed by Assistant Principal for Instruction)

Student Name _____

Grade _____

Student ID# _____

DOB ____/____/____

School _____

Teacher _____

Name of Parent/Guardian _____

Phone (____)____-____

Mother's Work Phone (____)____-____

Father's Work Phone (____)____-____

Referred By _____

Relationship to Student _____

Referral Method: ☐ TABS

☐ System-wide Testing

☐ Parent/Teacher/Other Recommendation

Date of Gifted Eligibility Team Meeting: ____/____/____

Classroom Teacher: Please complete motivation and creativity checklists.

*Clusters may submit one checklist for each motivation and creativity that reflects consensus among cluster teachers.

Classroom Teacher: Gather relevant work samples, drawings, assessments, etc, and bring to Eligibility Team meeting, along with student's cumulative folder and SST folder (if student is currently being reviewed by SST).

Coffee County Schools Gifted Eligibility Team Referral Meeting (to be completed by Referring Teacher)

Date: _____

Student: _____ Grade: _____ Teacher: _____

Kindergarten	Grades 1-3	Grades 4-5
*All scores are from FALL administration.		
STAR: Early Literacy _____ %ile	STAR: Reading _____ %ile Math _____ %ile	STAR: Reading _____ %ile Math _____ %ile
GKIDS: Readiness _____ %ile	Beacon: Reading _____ Math _____	Beacon: Reading _____ Math _____
Writing Sample:	Writing Sample:	GMAS: ELA _____ Math _____
Report Card: Reading/ELA _____ Math _____	Report Card: Reading/ELA _____ Math _____	Report Card: Reading/ELA _____ Math _____

_____ 1. The student will be referred for further assessment and data collection. At this point, the team will notify the parents or guardians in writing; notify parents via the *Consideration for the Gifted Education Program* form, and gather consent for testing via the *Parent Consent for Screening and Evaluation* form. Parental consent to evaluate must be obtained before further assessment occurs.

OR

_____ 2. The student information collected thus far does not warrant a recommendation to continue the referral process and the student remains in the regular education program. Send home the Notification of Ineligibility.

OR

_____ 3. More information needs to be gathered before a decision can be made. Missing information will be itemized.

Team Members:

_____	_____
_____	_____
_____	_____
_____	_____

Coffee County Schools Consideration for the Gifted Education Program

Dear Parent:

Your child is being considered for the Coffee County Gifted Education Program. This letter will explain the evaluation process and the eligibility criteria.

Information concerning your child is gathered in these four areas: mental ability, achievement, creativity, and motivation. To qualify for the Gifted Education Program, a child must meet the requirements in Option A or Option B, as described below:

Option A: the mental ability test score must be a composite or full scale score of 99th percentile for students in grades K-2 and at the 96th percentile or higher for students in grades 3-12. In addition, one of the achievement standards described in SBOE Rule 160-4-2-.38 must be present: 90th percentile total reading, 90th percentile total math, 90th percentile total achievement test battery, or superior product/performance assessment. No student may qualify on the basis of a mental ability test score alone, even if that score is at the 99th percentile.

Option B: The student must be assessed in all four categories. The student may qualify by meeting the standards in any three of the four data categories; mental ability (intelligence), achievement, creativity, or motivation. (At least one must be a nationally-normed standardized test). Under this option, a student must meet eligibility requirements in **three of the four** following areas:

- Mental Ability: 96th percentile on a standardized test of mental ability
- Achievement: 90th percentile in total reading, total math, or total battery section of a standardized achievement battery
- Creativity: 90th percentile / 90th percent on a creativity assessment
- Motivation: 90th percentile / 90th percent on a motivation assessment/ 95 overall GPA for a 2 year period for grades 6-8.

The evaluation process includes the following steps:

- A *Parent Consent for Screening and Evaluation* form is completed by the parent who includes student information and parental permission for evaluation to be initiated.
- Parents complete a *Biographical Data* form on the student.
- Vision and hearing screening tests are administered (and must be passed).
- Students will be administered a form of each of the required tests.
- Test scores and other pertinent information are submitted to the Gifted Eligibility Team.
- The Gifted Eligibility Team reviews the data and determines the eligibility of the student in accordance with the state guidelines. The evaluation process is not complete until the Eligibility Team meets and determines student eligibility.
- Parents are informed of the results of the team's decision. If a student has met the eligibility criteria, a placement conference may be scheduled.
- Students must meet eligibility continuation criteria in order to remain in the program.

If you decide to have your child evaluated, please complete the attached forms and return them to me as soon as possible. Should you have questions or wish to discuss the Gifted Education Program in detail, please feel free to call me at (912)____ - ____.

Sincerely,

(Name)

(Role)

**Coffee County Schools
Gifted Education Program
Parent Consent for Screening and Evaluation**

Your child, _____, has been referred for an evaluation for the gifted education program. The evaluators who will work with your child will use formal and informal tests in the following areas:

Achievement	Creativity
Mental Ability	Motivation

The Georgia Department of Education sets the rules and guidelines for acceptance into the gifted education program. Each local school's gifted education eligibility team determines if the screening and evaluation for the student meet the state requirements. Should you have questions about the referral, you may contact your child's principal, assistant principal or school counselor.

No change will be made in your child's educational program without your approval.

Please check the appropriate blank below and complete the attached *Biographical Data* form. Return these completed documents to your child's school.

_____ Yes, I agree that the Coffee County School System may evaluate my child for possible eligibility in the gifted education program and may place the results in my child's permanent record.

_____ No, I do not consent for my child to be evaluated for the following reasons:

Parent/Guardian Signature _____ Date _____

Appendix E

Coffee County Schools Biographical Data (To be completed by the parent)

Child's Name _____ Birthdate _____

Parent/Guardian Name: (Mother) _____ (Father) _____

Marital Status: _____

Place of Work: (Mother) _____ (Father) _____

Summary of Child's School Experience:

Who are the members of your household?

Does your child have any physical problems? Explain. _____

Is your child on any medication? Explain. _____

How does your child get along with others? _____

How does your child feel about school? _____

Does your child take private lessons? Explain. _____

What out of school activities does your child enjoy? _____

What hobbies does your child pursue? _____

What awards has your child received outside of school? _____

What are your child's special talents or gifts? _____

Please add anything you feel would be important to a person working with your child. Use the back of the paper if necessary. _____

**Coffee County Schools
Gifted Education Program
Notification of Eligibility/Placement**

Date _____

Dear _____,

Your child, _____, has been determined to be eligible for placement in the gifted program. After receipt of your signed consent, services will begin on _____.

Enclosed is a copy of a program description which includes delivery models, curriculum focus and hours of contact. Also enclosed for your information is a copy of the criteria for continued placement in the program for the gifted.

Your child's progress in the program shall be reviewed. A determination of continuation in the program will be made at least annually. You will be informed in writing if your child's continued placement needs to be reviewed. If it is determined that your child is to be withdrawn from the gifted program, prior notice will be given.

Please indicate below your decision concerning your child's enrollment in the program for gifted by signing below and return to your child's school.

Sincerely,

Signature Title

_____ I do agree for placement in the program for gifted.

Comments: _____

_____ I do not agree for placement in the program for gifted.

Comments: _____

I understand that if I agree services will commence on _____.

Signature parent/guardian

Date

Permanent Record - White

Gifted teacher - Yellow Parents - Pink

Coffee County Schools Gifted Education Program Notification of Gifted Program Description and Services

Elementary Model Program Description

At the elementary level students are served in the Quest Program at their home school campus one day each week. A certified teacher comes to the school on a designated day. During the remaining days of the week the curriculum is modified as necessary to challenge students in regular classrooms. While participating in the program, students will receive a minimum of six segments of instruction per week with certified gifted education teachers. Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. The academic standards-based classes have high expectations, a faster pace and more complex curriculum. They offer topics and experiences outside the regular curriculum. A variety of teaching methods are used utilizing a compilation of all the system's resources and materials at the elementary level. Authentic audiences are encouraged, assessment is varied, and self-evaluation is developed.

Middle School Students: Gifted students in middle school are served through advanced content classes in English/Language arts and Math. Advanced content courses present more complex subject matter at an accelerated pace. Students in middle school advanced content classes are expected to go beyond baseline standards and develop the critical thinking, reasoning, and writing skills in core content areas that will ensure academic success during their high school and college academic careers. Students receive nine week report cards.

High School (Grades 9-12)

High school gifted services are provided through honors and advanced placement. Honors courses present more complex subject matter at an accelerated pace. Advanced Placement (AP) courses are the equivalent of a typical college-level introductory course for which students have the opportunity to earn college credit through the AP testing program. Efforts will be made to match students' learning needs and gifted program services. Students receive nine week report cards.

Continuation Criteria

The student must maintain satisfactory performance in the gifted program classes. For students failing to meet continuation criteria:

- A conference will be held between all teachers of the gifted student and the parent, if possible, to determine the reason(s) for the student's unsatisfactory performance. This team will set up goals and/or criteria with interventions in an effort to bring the student back to satisfactory performance. A reasonable timeline for reaching satisfactory performance will be established, not to exceed one nine week grading period (elementary and middle school). If satisfactory performance is not attained by the end of the probationary period, the student may be removed from the program.
- **Withdrawal from the program:** Students who fail to maintain satisfactory performance in gifted program classes will be withdrawn at the end of the specified probationary period. Parents will be notified in writing when a student is placed on probation and a final review conference will be held prior to a student's withdrawal from the program.

Parents may choose to withdraw the student from the gifted program at the end of a semester at the middle school and high school level or at a grading period on the elementary school level (extenuating circumstances will be evaluated on a case-by-case basis by an Eligibility Committee). Parents wishing to withdraw a student in the Gifted Program may submit a request in writing and sign a "Withdrawal from the program form" (Appendix I).

For more thorough and complete information about gifted procedures please contact me or visit the system website at www.coffee.k12.ga.us. If you would like to have a conference concerning placement and services, please contact me.

Appendix H

Coffee County Schools **Notification of Ineligibility for Gifted Education Services**

Dear _____

Date _____

Your child, _____, has been determined to be ineligible for placement in the gifted program. Enclosed is a copy of the Eligibility Report completed by the eligibility team at your child's school. You may keep this copy for future reference.

Please note also that the Georgia Department of Education sets the rules and guidelines for acceptance into gifted education. Eligibility screening and evaluation procedures conducted by the Coffee County School System comply with state requirements.

Should you have any questions concerning the eligibility criteria or decision, please contact _____ at _____. Thank you.

Sincerely,

Signature Title

White copy - School

Yellow copy - Parent

Appendix I

Coffee County Schools Gifted Education Program Gifted Identification Eligibility Report

Coffee County Schools Gifted Identification Eligibility Report				
Referral Date: Dec 6, 2024		Student Information		Eligible for Services: Yes/No
Name: (last, first, middle)				
School:		Grade:		
Referral Type:	Teacher:			
Assessment Results				
Area	Assessment	Date	Percentile Scores	Meets/Does Not Meet
Mental Ability 96th percentile score or higher on Verbal, Quantitative, Nonverbal, or Composite	CogAT -5/6	Date	V: Q: NV:	No
	K-BIT - 2	Date	V: NV:	
	NNAT - 3	Date	NV:	
Achievement 90th percentile score or higher on the total reading, total math, or core composite	STAR	Date	R: M:	No
	SeSat 2	Date	R: M:	
	DAB - 4	Date	R: M:	
	IOWA	Date	R: M:	
	PSAT/SAT	Date	R: M:	
Creativity 90th percentile or higher	Torrance	Date	34%	No
	GES - 4	Date		
	SBCSS	Date		
Motivation 90th percentile or higher on assessment; GPA of 3.5 or higher over previous two years for grades 6-12	GES - 4	Date	90%	Yes
	SBCSS	Date		
	GPA >3.52 (6-12 only)	Date	GPA (out of 4.0):	
Eligibility Decision:	<ul style="list-style-type: none"> Student is eligible through multiple criteria (3 of 4 categories must be YES). Student is eligible through mental ability at the 99thile (grades K-2) or the 96thile (grades 3-12) on the composite or full scale score of standardized mental ability test AND meets one of the criteria for achievement. RECIPROCITY data from another Georgia county. Student is not eligible for gifted services. 			
Recommendation:	<input type="checkbox"/> No services at this time		<input type="checkbox"/> Place in gifted program	
Committee Member & Title:				
Date of Committee Decision				

Coffee County Schools
Elementary Gifted Program
Student Performance Review/Continuation of Service

☐ Annual Review
☐ Other

Date ____/____/____

Student Name _____

Grade _____

School _____

Teacher _____

Gifted Program Performance

Students must meet 80% of areas assessed on student progress report in the Gifted Education Program.

_____ Satisfactory

_____ Unsatisfactory

Comments

Gifted Education Teacher(s) _____

Regular Classroom Performance

For information only - not considered for Gifted Education Placement.

_____ Satisfactory

_____ Unsatisfactory

Comments

Regular Education Teacher(s) _____

Gifted Teacher Recommendations

Delivery Model: Resource

Number of Segments: 6 (one day per week)

Curriculum Focus: All levels of the Gifted Education Program include instruction in skills basic to gifted education. These are: (1) Developing Cognitive Skills; (2) Learning Skills; (3) Research and Reference Skills; (4) Communication Skills; and (5) Creativity. The gifted curriculum incorporates these skill areas into units and/or courses focused on one or more of the following content areas: Language Arts, Math, Science, Social Studies, Technology, and Fine Arts. Curriculum is presented in multi-disciplinary units with emphasis on higher levels of thinking.

_____ Continue placement in Gifted Education Program _____ Consider removal from Gifted Education Program 26

Appendix K

Coffee County Schools Withdrawal from the Gifted Education Program

Date: ____/____/____

This is to notify you that your child, _____, will be withdrawn from the Gifted Education Program beginning on ____/____/____.

Reason for Removal:

_____ Failure to maintain Continuation Criteria: Unsatisfactory performance in the Gifted Education Program

_____ Parent Request

_____ Other: _____

Comments: _____

If you would like a conference to discuss your child's withdrawal from the Gifted Education Program, please contact your child's Gifted teacher at (912) _____ - _____. If in the future you wish to have your child re-entered in the Gifted Education Program, you must contact the teacher for a re-entry request form.

Name

Role

Please sign and return to acknowledge that your child will be removed from the Gifted Education Program.

Parent Signature: _____ Date _____

Coffee County Schools
Re-entry to the Gifted Education Program

If you would like your child to be considered for re-entry to the Gifted Education Program, please complete the information below.

Student Name _____

Grade _____

Parent/Guardian Name _____

Parent Phone (____) ____ - _____

Reason(s) for prior withdrawal:

____ Parent voluntarily withdrew student from the Gifted Education Program.

____ Student was withdrawn because of failure to meet Continuation Criteria Criteria. Note: To re-enter the program, there must be sufficient supporting evidence that the student will be successful (classroom performance, attendance, etc), and the Gifted Eligibility Team will need to approve the re-entry.

____ Other - Explain _____

Reason(s) for requesting re-entry _____

I understand that my child must meet the system's Continuation Criteria prior to re-entry. Re-entry to the program will be determined by the Gifted Eligibility Committee (Gifted coordinator, Gifted teacher, regular classroom teacher, and administrator).

Parent Signature: _____

Date _____

Coffee County Schools
Gifted Eligibility Team
Re-entry Minutes

Student _____ Grade _____

Re-Entry Checklist:

- ☐ Re-entry form completed by parent
- ☐ Supporting evidence of future success in the Gifted Education Program attached
- Examples: classroom grades, attendance records, work samples, etc.

Comments: _____

The student _____ is eligible for re-entry into the Gifted Education Program.

_____ is not eligible for re-entry into the Gifted Education Program.

Eligibility Team Signatures:

_____	_____
Name/Role	Date
_____	_____
Name/Role	Date
_____	_____
Name/Role	Date
_____	_____
Name/Role	Date
_____	_____
Name/Role	Date

Coffee County Schools
Parent Request for Gifted Screening

Date: ____/____/____

Please discuss your child's educational concerns with the classroom teacher and be aware of the current eligibility criteria before you decide to refer your child to the Gifted Education Support Team.

Current Eligibility Gifted Criteria

Mental Ability	96 th percentile on composite score or appropriate component score/99 th in grades K-2
Achievement	90 th percentile on total battery or total reading or total math
Creativity	90 th percentile on standardized creativity test or 90% on a characteristics scale
Motivation	90 th percentile on characteristics rating scale

If you are interested in having your child screened for possible eligibility for the Gifted Education Program, please complete the form below and return to the school.

Student Name _____

Grade _____

Parent/Guardian Name _____

Parent Phone (____) ____ - _____

As parent/guardian of _____, I request that the Gifted Eligibility Team review any available standardized information to screen for possible eligibility for the Gifted Education Program.

Please give specific reasons for this request.

Please attach any supporting documentation not already on file with the school. (The school will have any report cards and standardized testing results conducted through the schools.)

Parent Signature: _____

Date _____

Coffee County Schools
Gifted Screening Concluded

Date: ____/____/____

To the Parent of _____:

Based on our Gifted Eligibility Team's assessment, no additional evaluation is recommended for your child at this time. The team recommends that your child's needs will best be supported within the regular classroom setting.

If you have questions, please contact the Gifted Coordinator at your child's school.

Sincerely,

(Name)

(Role)

Appendix P

Coffee County Schools Student Performance Review/Continuation of Services

Student _____

Grade _____

Date _____

School _____

Teacher _____

Team Members Present and Position:

Minutes of Meeting:

Recommendations:

_____ Continue Placement in Gifted Services

_____ Student is placed on **probation** for one nine-week reporting period beginning ____/____ and ending ____/____.

_____ Student is placed on probation for next ½ unit of credit (High School)

_____ Parent voluntarily requests removal from gifted services (complete withdrawal form (Appendix I))

Plan of Action:

Signature of School Gifted Coordinator

Coffee County Schools Gifted Program Progress Report

This report is issued to keep you informed on your child's progress in the Gifted Program.

It will be used to determine his/her eligibility for continued placement.

Name:

Teacher:

Grade:

Year: 2025-26

Scale: S-Satisfactory

P-Progressing

N- Needs improvement

U- Unsatisfactory

Parent/Guardian Signature: _____

Comments: _____

Dates:	10/31	1/14	3/17	
Thinking Skills				
Applies and demonstrates creative thinking skills				
Applies and demonstrates problem-solving skills				
Justifies opinions and ideas with supporting reasons				
Becomes involved in self-evaluation of products				
Communication Skills				
Displays respect for the opinions and ideas of others				
Participate in group- discussions and activities				
Task Commitment				
Strives for excellence; takes pride in high-quality work				
Uses time wisely and constructively				
Accomplishes tasks with minimum guidance; works well independently				
Applies technology in completing and improving tasks				
Social Development				
Follows school and class rules				
Practices self-control				
Accepts responsibility for own behavior				
Interacts positively with others in the group.				