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West Amwell Township Elementary School

Discovery Program

Program Philosophy

All Students need to discover, develop, and appreciate their unique abilities and realize their value to themselves, their class, their school, and their community.

Introduction

We believe that all children have talents, and that the function of an enrichment program should be to help students identify and develop their unique abilities. In designing our program, we recognize that talent comes in many forms, and that students learn in diverse ways. By offering a multi-option Enrichment/Gifted and Talented program, we can help students recognize the value of task-commitment, gain experience in creative problem solving, and learn how to pursue their interests independently and in-depth.

National Definition

The definition of gifted used in the Jacob K. Javits Gifted and Talented Students Education Act (Title IV, Part B of P.L. 100-297) stated that:

“The term gifted and talented means children and youth who:

1. Give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in any specific academic fields, and who
2. Require services or activities not ordinarily provided by the schools in order to develop such capacities fully.”

Gifted education programs that employ the above definition would ideally be characterized by the following attributes (U.S. Department of Education 1993):

- Seeks variety – looks through a range of disciplines for students with diverse talents;
- Uses many assessment measures – uses a variety of appraisals so that schools can find students in different talent areas at different ages;
- Is free of bias – provides students of all backgrounds with equal access to appropriate opportunities;
- Is fluid – uses assessment procedures that can accommodate students who develop at different rates and whose interests may change as they mature;

- Identifies potential – discovers talents not readily apparent in students, as well as those that are obvious;
- Assesses motivation – takes into account the drive and passion that play a key role in accomplishment; and
- Is integrated – provides assessment to identify the specific talent areas that the program is designed to address.

The State of New Jersey defines Gifted and Talented students as:

“Those exceptionally able 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.”

School Definition

In keeping with our belief that all students are the possessors of unique talents and abilities, the purpose of the West Amwell Enrichment Program is not only to meet the needs of traditionally defined gifted students but also to develop and enrich the talents of all children. The program is broad in scope and flexible in implementation – addressing students at three levels: 1) reaching all students through curriculum enhancement, 2) working with identified gifted students in small groups on special study areas, 3) providing the opportunity and support for gifted students to pursue special/independent projects.

West Amwell Regional Elementary School Discovery Program

Program Goals and Objectives

The goals of West Amwell Regional Elementary School District's Discovery Program are:

- To put forward programs that utilize opportunities for developing K-6 students' unique capabilities.
- To encourage the development of independent thinking as well as acceptance of alternative points of view. To increase independence, individuality, and self-direction in learning.
- To expand on ideas and knowledge present in the regular curriculum.
- To present high-interest supplementary and alternative experiences which challenge students' perception, interpretation, expression and reflection. These experiences include, but are not limited to, all five art forms: visual arts, dance, music, theater, and creative writing.
- To develop complex, abstract, and higher-level cognitive processes.
- To develop problem-solving and decision making abilities.
- To provide cooperative activities between students, classes, grades, schools, and with the community at large, that may extend beyond the classroom.

Enrichment/Discovery Program Description

An Enrichment/Gifted and Talented teacher/coordinator provides services to both students and staff manages the program. (See appendix for details of responsibilities). The enrichment teacher coordinates three types of enrichment activities. Students will be involved in one or more of these activities, depending upon their interests, abilities, creativity and task commitment.

The broadest form of enrichment is provided by Type I activities. These are whole group, in-class explorations of disciplines related to but not ordinarily covered in the regular curriculum. Type I activities are designed to expose the students to a wide variety of fields of study, visual and performing arts, topics, issues, occupations, hobbies, persons, places and events. All students participate at some point in the year in one or more Type I activities.

Type II activities, also known as "Clusters", are small, interest-based groups that focus on specific topics and disciplines. They involve training in creative expression, critical thinking, research methodology, etc. Type II activities (clusters) and Type III activities are both pull-out programs and open to students who, by meeting the criteria, have been identified as Gifted and Talented. (see pages...)

Type III activities are also geared towards identified advanced ability students. In Type III activities individuals or small groups of students become the actual investigators of problems or topics or pursue individual areas of interests in the arts and sciences. Type III is also a pull-out program.

Program Model

The West Amwell Discovery Program (a Renzulli-based model) defines giftedness as the interlocking of three circles. Research on creative-productive people has consistently shown that although no single criterion can be used to determine giftedness, persons who have achieved recognition because of their unique accomplishments and creative contributions possess a relatively well-defined set of

three interlocking clusters of traits. These clusters consist of above average, though not necessarily superior, ability, task commitment, and creativity. It is important to point out that no single cluster "makes giftedness." Rather, it is the interaction among the three clusters that research has shown to be the necessary ingredient for creative-productive accomplishment. It is also important to point out that each cluster plays an important role in contributing to the display of gifted behaviors. This point is stressed because one of the major errors that continue to be made in identification procedures is an overemphasis of superior abilities at the expense of the other two clusters of traits. Based on the theories of Joseph Renzulli, the clusters of Above Average ability, Task Commitment, and Creativity can be defined as the following:

Above Average Ability

- High levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency.
- Adaptation to and the shaping of novel situations encountered in the external environment.
- The automatization of information processing; rapid, accurate, and selective retrieval of information.
- The application of various combinations of the above general abilities to one or more specialized areas of knowledge or areas of human performance (e.g., the arts, leadership, administration).
- The capacity for acquiring and making appropriate use of advanced amounts of formal knowledge, tacit knowledge, technique, logistics, and strategy in the pursuit of particular problems or the manifestation of specialized areas of performance.
- The capacity to sort out relevant and irrelevant information associated with a particular problem or area of study or performance.

Task Commitment

- The capacity for high levels of interest, enthusiasm, fascination, and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Self-confidence, a strong ego and a belief in one's ability to carry out important work, freedom from inferiority feelings, drive to achieve.

- The ability to identify significant problems within specialized areas; the ability to tune in to major channels of communication and new developments within given fields.
- Setting high standards for one's work; maintaining an openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Creativity

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in the thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful;" willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act on and react to external stimulation and one's own ideas and feelings.

Identification and Selection Process

Students enter the Discovery program at the beginning of the academic year. West Amwell considers multiple criteria to identify and select students for inclusion in the Discovery Program. These criteria include: standardized achievement/abilities scores, classroom performance ratings, teacher observations, and behavior profiles of students. Furthermore, West Amwell utilizes a five-step identification and selection process that is based on the preceding criteria. It is important to note that all components in the identification and selection phase are crucial; however no one component will admit, nor deny a student entrance into the program.

Step 1: Standardized Achievement Scores/OLSAT Abilities Scores

During this phase individual student achievement scores are compared to their national counterparts. Students are assessed by the NJ ASK and the ESPA (Major testing areas include Math, Reading, and Language), as well as by the OLSAT (evaluating verbal and non verbal abilities

Step 2: Teacher Classroom Performance Rating/Renzulli Assessment

Teachers are asked to rate the individual students according to a Renzulli-based assessment. The teacher assessment form evaluates the students according to leadership, learning, creativity, and motivational characteristics. After each teacher has rated the students the evaluations are returned to the Guidance Department and then forwarded to the Gifted and Talented Committee.

Step 3: The Discovery Program Committee

A committee consisting of guidance counselors, classroom teachers, the Enrichment/Gifted and Talented teacher/coordinator, and Principal, when necessary, meet to discuss each student. The committee considers all criteria for entrance, and decisions to admit or deny are made.

Step 4: Parental Notification

After the students have been identified and selected for placement in the Discovery Program parental notification occurs. The parents are contacted to inform them that their child has been selected for participation and they are welcome to comment or visit the school to meet with the Discovery Program teacher and guidance counselor to discuss their child's program.

Evaluation/Intervention/Exiting Procedures

It is expected that students who participate in the Discovery Program will exemplify high academic and personal standards at all times. This includes maintaining a B+ average or above and, just as important, working to the best of their ability at all times. All students in the program will receive a written evaluation of their performance in the program at the beginning of the second semester, and at the end of the academic year. Should a student's grades or the quality of their class work falter, guidelines are in place to guide the student back "on-track". West Amwell follows a four-step process consisting of:

Step 1: Identify the Concern

Classroom teacher will communicate the concern to the Discovery Teacher/Coordinator.

Step 2: Parental Notification

The classroom teacher and the Discovery Teacher/Coordinator will notify the parent(s) and schedule a meeting to discuss the concern.

Step 3: First Meeting

During the first meeting, the classroom teacher, Discovery Teacher/Coordinator, parent(s) and student will identify the problem and develop an action plan. This action plan will serve as an improvement plan for the student during their probationary period.

Step 4: Second Meeting

At an agreed upon time, the classroom teacher, parent(s), Discovery Teacher/Coordinator and student will convene to evaluate student performance. It is at this time that the decision will be made whether it is in the student's best interests to keep them in the program or not.

Pull-Out Instruction

Identified students in grades 4 through 6 receive pull-out instruction from the Discovery teacher twice a week for a specifically allotted amount of time.

During the pull-out instruction the students pursue independent studies in selected areas of interest or perform group co-operative learning projects. Regardless of the specific type of instruction, student work always involves cross-curricular content.

Students in grades k-3 receive pull-out instruction by the Discovery teacher on a schedule determined by the classroom and the Discovery teacher

Out of Class Opportunities/Co-Curricular Opportunities/Independent Studies

Students in the Discovery Program are also given many other opportunities to develop their interests outside of the traditional classroom. During the school year students may advance their education via participation in activities such as: the *Talent Show*, *Science Olympiad*, *Short film Productions*, etc. These activities can be pursued during school hours, as independent studies, and/or after school.

Teacher Training

In congruence with N.J.A.C. 6:11-13.1 West Amwell actively assists and supports teacher professional development and/or in-services relevant to teaching Gifted and Talented students. In addition to a school-wide emphasis on Differentiated Instruction, professional development opportunities involving the teaching of gifted students as well as programs available for gifted students/whole school enrichment are offered yearly. Some opportunities take place on-site, while others are offered off-site. The Enrichment/ Gifted and Talented teacher is encouraged to take classes, attended workshops, and visit programs offered at other locations.

Gifted and Talented Resources

- New Jersey Association of Gifted Children (NJAGC)
 - www.njagc.org
- National Association of Gifted Children
 - www.nagc.org
- Gifted Child Society
 - www.gifted.org
- National Research Center on the Gifted and Talented
 - www.ucc.uconn.edu/~wwwgt/nrcgt.html

Characteristics of a Gifted Learner

| A BRIGHT CHILD | A GIFTED LEARNER |
|--|--------------------------------------|
| 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. | Plays around, yet tests well. |
| Answers the questions. | Discusses in detail, elaborates. |
| Top group | Beyond the group. |
| Listens with interest. | Shows strong feeling 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 learning. | Is highly self-critical. |

The Renzulli Scale on Learning Characteristics includes a variety of behaviors.

They are:

1. Has unusually advanced vocabulary for age and grade level; Uses terms in meaningful ways; possesses verbal behavior characterized by “richness” of expression, elaboration, and frequency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of people his/her age)
3. Has quick mastery and recall of factual information.
4. Has rapid insight into cause-effect relationships; Tries to discover the how and why of things; Asks many provocative questions (as distinct from information or factual questions) Wants to know what makes things, or people “tick”.
5. Has a ready grasp of underlying principles and can make valid generalizations about people, events, and things.
6. Is a keen and alert observer; Usually “sees more” or “gets more” out of a story, film etc. than others.
7. Reads a great deal on his/her own; Usually prefers adult level books; Does not avoid difficult material; May show a preference for biography, autobiography, encyclopedias, and atlases.
8. Tries to understand complicated material by separating it into its respective parts; Reasons things out for him/herself; Sees logical and common sense answers.

The Renzulli Scale on Task Commitment included the following list of behavior:

1. Becomes absorbed and truly involved in certain topics or problems; Is persistent in seeking task completion; (It is sometimes difficult to get him/her to move on to another topic).
2. Is easily bored with routine tasks.
3. Needs little external motivation to follow through in work that initially excites him or her.
4. Strives toward perfection; Is self-critical; is not easily satisfied with his/her own speed or products.
5. Prefers to work independently; Requires little direction from teachers.
6. Is interested in many "adult" problems such as religion, politics, sex, race-more than usual for age level.
7. Often is self-assertive (sometimes even aggressive); Stubborn in his or her beliefs.
8. Likes to organize and bring structure to things, people, and situations.
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

The Creativity Characteristics that Renzulli describes are as follows:

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
2. Generates a large number of ideas or solutions to problems and questions; Often offers unusual "ways out", unique, clever responses.
3. Is uninhibited in expression of opinion; Is sometimes radical and spirited in disagreement; Is tenacious.
4. Is a high-risk taker; is adventurous and speculative.
5. Displays a good deal of intellectual playfulness; Fantasizes; Manipulates ideas; Is often concerned with adapting, improving, and modifying institutions, objects, and systems.
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
7. Is unusually aware of impulses and more open to the irrational; Shows emotional sensitivity.
8. Is sensitive to beauty; Attends to aesthetic characteristic of things.
9. Nonconforming; Accepts disorder; is not interested in details; is individualistic; Does not fear being different.
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

Principles of Differentiated Curriculum for the Gifted and Talented

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning or self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce “new” ideas.
- Encourage the development of products that use new techniques, materials, and forms.
- Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likeness and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

Guidelines for Teaching Gifted Children in the Classroom

Twelve simple guidelines for teaching gifted students in the regular classroom:

1. First, find out what they know.
2. Give them “credit” for concepts they have mastered.
3. Don’t have them repeat grade level work just because it’s there.
4. Provide alternate challenging activities for them to do instead of drill-and-practice or grade level work. Provide opportunities for them to work with complex and abstract ideas.
5. Discover what their interests are and build their projects around their interests.
6. Allow them some flexibility in the way they use the time they “buy back”
7. Allow them to learn at a faster pace than their age peers.
8. Use discovery learning techniques often; avoid the lecture and other teacher dominated methods.
9. Trust them to learn in nontraditional ways.
10. Help them to find kids just like themselves. Never judge their social skills solely on the way they interact with their age peers.
11. Thrill them with choices, choices, and more choices.
12. Give them lots of experience with setting their own goals and evaluating their own work.

Enjoy the Results!

Responsibilities of Enrichment/Discovery Teacher/ Coordinator

| Services to Students | | Resource and Leadership Responsibilities |
|---|--|--|
| <p>Direct Student Contact</p> <ul style="list-style-type: none"> ▪ Individual and small group teaching and monitoring (Type II) | <p>Services Provided Through Arrangements With Other Persons and Organizations</p> <ul style="list-style-type: none"> ▪ Providing teacher with materials to use with specific group or individual | <ul style="list-style-type: none"> ▪ Program evaluation and monitoring ▪ Reviewing/ evaluating and designing enrichment materials ▪ Communications/public relations (i.e. Newsletters, Conferences) |
| <ul style="list-style-type: none"> ▪ Coaching and supervision of Type III Enrichment projects that are extensions of regular classes, enrichment clusters, or students initiated interests | <ul style="list-style-type: none"> ▪ Organizing and supervising state and national programs and competitions ▪ Informing students of out-of district enrichment opportunities ▪ Coordinating mentorship with individual faculty or community resource person/agencies | |

West Amwell Township School

Student Name: _____

Grade: _____

Teacher: _____

Academic Enrichment Referral Checklist

The following checklist was utilized to determine whether an academic enrichment candidate qualifies for enrichment.

I. NJASK/ESPA Score

Student scores Advanced Proficient in All Areas

4pts

Student scores Advanced Proficient in 2 subjects (grade 4)

Or in 1 subject (grades 3 and 5)

2pts

(A Score of 210 or less in ANY subject area automatically removes the student for consideration for the current academic year)

II. OLSATS

Student receives a School Ability index (SAI) score of 130 or above

4pts

Student receives a School Ability index (SAI) score of 125 or above

and a National Grade Percentile Rank between 8 - 9

2pts

Student receives a School Ability index (SAI) score of 120 or above

and a National Grade Percentile Rank between 8 - 9

1pt

III. Terra Nova

Student receives a combined score of 90 and above in all subject areas to be considered for total inclusion for the academic year (grade 2)

4pts

Student receives a score of 90 or above in subject area under consideration

4pts

and a combined score no lower than 86

IV. **Renzulli Scale/Teacher Evaluation** (To be completed by teacher from previous academic year with input from current teachers)

Total Score between 258 - 216

2pts

Total Score between 215 - 185

1pt

I. NJASK Score _____

II. OLSATS _____

III. Renzulli Scale _____

Total Score = _____

- A student that receives a score within the range of 10 - 6 points will be eligible for the Gifted and Talented program.
- A student with a score of 5 will be referred to the School GT Committee for consideration.

Performance Skills

Performance skills on which West Amwell T.A.G. students are assessed:

Information Gathering

- Gathering Information
- Organizing Information
- Analyzing Information
- Applying Information

Critical Thinking

- Reasoning
- Using Facts and Logic
- Explaining Relationships

Problem Solving

- Recognizing a Problem
- Using Problem Solving Strategies
- Developing a Solution
- Using Systems Thinking

Communication

- Planning a Message
- Creating a Message
- Presenting a Message

Self Direction

- identify problems or topics of interest
- Set own goals
- Identify various methods for accomplishing a goal
- Break independent study down into steps
- Can stick with self-identified topic until completed

Responsibility

- Working as an Individual
- Working as a Group Member
- Working as a Leader

Levels of Self Direction

Goal *Student will choose topic of study and stick with self-identified topic until completed*

_____ Learning

- Can carry out activities prescribed by and supervised by the teacher
- Cannot realistically evaluate own work

_____ Accomplishing

- Can choose one of the options provided by the teacher
- Can choose a topic to study, from several topics
- Can choose in which order to carry out learning activities set by the teacher
- Can carry out an activity which has directions on how to carry out the task
- Needs feedback from teacher on progress

_____ Excelling

- Can identify interest areas within a general topic
- Can identify with help of teacher, prerequisite skills necessary for accomplishment of project
- Can choose and carry out open-ended learning activities
- Can stick with self-identified topic if contract has set out procedures
- Can identify several sources of information on a given topic
- Needs intermittent feedback from teacher on progress towards goals
- Can pinpoint some general areas of strength and weakness in own products

_____ Exceptional

- Can identify problems or topics of interest
- Likes to develop own learning options
- Can set own goals
- Asks questions about new topics
- Can identify various alternative methods for accomplishing a goal
- Can identify prerequisite skills for a project
- Can select the most relevant sources of information for a study
- Can break independent study down into steps
- Can stick with self-identified topic until completed
- Can determine criteria for evaluation and self-evaluation

Information Processing

Goal *The student will gather, organize, analyze, and apply information*

Learning

_____ With some initiation by the teacher, the student used teacher selected resources to identify relevant data

Accomplishing

_____ With the teacher and student working together to initiate learning, the student used resources, organized information, found useful data, and developed outcomes.

Excelling

_____ The student initiated the learning as he/she used resources, organized information into useful forms, identified relevant and useful data, and developed

outcomes.

Exceptional

_____ The student initiated the learning as he/she identified, gathered, and used appropriate resources; organized accurate information to develop quality outcomes; analyzed data; explained patterns; and used data to explain ideas.

Problem Solving

Goal The student will apply appropriate problem-solving strategies to solve problems

Learning

_____ With some initiation by the teacher, the student developed solutions to teacher-posed problems and used problem solving strategies.

Accomplishing

_____ With the teacher and student working together to initiate learning, the student defined problems, determined solutions, and found some systems interactions. Working with the teacher, the student developed a hypothesis and carried out an action to support a realistic solution

Excelling

_____ The student initiated the learning as he/she defined problems, determined at least one solution, and found and explained some systems interactions. The student developed a hypothesis, distinguished between relevant and irrelevant data. The student carried out an action to support a creative and realistic solution.

Exceptional

_____ The student initiated the learning as he/she determined solutions and strategies to check the validity of a solution; posed some self-determined questions or problems; explained some system interactions; and analyzed problem solutions using problem-solving strategies. The student developed and carried out an action to support a creative and realistic solution.

Critical Thinking

Goal The student will use critical thinking to make and defend his/her decisions

Learning

_____ With some initiation by the teacher, the student clarified his or her thinking, used the new information to support their decisions, and identified the relationships using the information provided by the teacher.

Accomplishing

_____ With the teacher and student working together to initiate learning, the student used logical reasoning and simple data to support his or her decisions, and found simple relationships between ideas and data.

Excelling

_____ The student initiated the learning as he/she interpreted data and explained decisions using accurate data. He/She identified relationships between ideas and data using logical reasoning.

Exceptional

_____ The student initiated the learning as he/she predicted outcomes, considered alternative points of views, and identified assumptions in his or her reasoning. He/She explained and supported decisions using appropriate and well-described

data. He/She determined and explained multiple complex relationships.

Communication

Goal The student will employ effective written, verbal and visual communication skills to convey ideas and information

Learning

_____ With some initiation by the teacher, the student created plans and reviewed and revised plans to develop outcomes.

Accomplishing

_____ With the teacher and student working together to initiate learning, the student created plans, reviewed and revised plans, and developed a presentation/project. The presentation/project demonstrated creativity and effective communication skills.

Excelling

_____ The student initiated the learning as he/she categorized ideas, created plans, and reviewed and revised the plans to communicate effectively to a targeted audience. The written, verbal, and/or visual outcomes were effective, accurate, and complete.

Exceptional

_____ The student initiated the learning as he/she independently created well-defined plans that were continually reviewed and revised. He/she creatively blended presentation formats and presented complex ideas in a clear and accurate manner. The sharing of ideas reflected the anticipation of the targeted audience and maintained the audience interest.

Responsibility

Goal *The student will take responsibility or his/her learning, work as a group member*

Learning

_____ The student required direction and encouragement to complete independent work and in a group. He/she can listen to other's ideas

Accomplishing

_____ The student was self motivated and independently completed most work. The student worked as a group member, listened to others, and shared in the responsibility for completing work.

Excelling

_____ The student was self-motivated, persistent, and independently completed work. He/she listened to others ideas and encouraged all group members to incorporate each other's thinking.

Exceptional

_____ The student was self-motivated, persevered even when faced with challenges, and independently initiated his/her learning. He/she listened to other's ideas and motivated all group members by setting an example.

