

## GIFTED AND TALENTED PLAN for Advanced Learners

### Program Philosophy

It is the philosophy of the Pulaski Community School District to provide appropriate challenge for students in grades K-12 through differentiation, enrichment, personalized learning, and accelerated educational experiences for students demonstrating exceptional abilities.

### The goals of the educational experiences for Advanced Learners is to:

- Identify advanced students in all five areas of giftedness according to *state standard t*. These areas are: intellectually gifted, academically able, creatively gifted, artistically gifted and leadership able.
- Provide programming options for identified students to maximize advanced students' learning in their respective areas of giftedness and to ensure their overall success in school by:
  - \* Differentiating instruction to meet the needs of the learner.
  - \* Enhancing creative and critical thinking skills.
  - \* Developing self-awareness, personal/social skills, learning motivation, decision-making skills and self-advocacy.
  - \* Exposing advanced learners to a variety of social, cultural, academic and career related experiences.
  - \* Providing opportunities for flexible grouping, allowing students to have the opportunity to work with others of similar ability.
- Provide classroom support that fosters and encourages differentiation.
- Develop on-going communication with parents of identified gifted students to allow for input and feedback regarding their child's programming.
- Provide school-wide enrichment opportunities for students at all levels: elementary, middle school and high school
- In collaboration with the school counselors, provide students with strategies to assist in their transition from grade to grade, elementary to middle school and middle school to high school.

### Definitions:

The five areas of giftedness in State Standard t:

1. *Intellectually Gifted* – those children / students who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. Typically these students are several years beyond their peers in the cognitive ability.
2. *Academically Able* – those children / students who are making outstanding progress in a particular content area taught in school including math, science, social studies, reading, or language arts.
3. *Creativity* – those students who develop original ideas and products. They express their creativity in oral, written, and/or non-verbal expression. They are flexible and original in

their thinking, possess strong visualization skills, and frequently are independent and resist conformity.

4. *Artistic* – those students with demonstrated exceptional ability or potential in the field of drama, music, dance and / or visual arts.

5. *Leadership* – those students who demonstrate an ability to influence their peers, and have the ability to convince people to act or not act in specific ways. Leaders demonstrate the ability to facilitate group problem solving, group goal achievement, and ability to delegate responsibility.

### **Identification:**

Identification of advanced learners may occur at any time preK-12. At the primary level, students are identified in a less formal manner than in grades 3 -12. Students are identified with assessment screeners and teacher observation. At grade 3 and up, multiple data points including standard test scores, teacher observation and performance data will be used to identify advanced learners in the five areas defined above. The majority of the educational needs of the advanced learners are met in the regular classroom through differentiation. Some students receive additional programming and a small number of students need specialized programming. (See Appendix A – Wisconsin Comprehensive Integrated Gifted Programming Model).

### **Programming:**

In Appendix A, an outline of the programming options and educational opportunities for students is provided. The district has adopted, as recommended by the Wisconsin Department of Public Instruction, the Pyramid Model/Continuum of Services (see Appendix A) as the primary model used to provide services in the five areas as defined. The list of programming and education options indicated on the pyramids are not inclusive all viable means will be used to meet the needs of advanced learners. Provided are a sampling of flexible programming options for advanced learners based on research and best practices:

- *DEP's – Differentiated Educational Plans,*
- *Subject Acceleration,*
- *Grade Advancement*
- *and Early Entrance.*

### **Differentiated Educational Plans (DEP's) – Appendix C**

A Differentiated Educational Plan is a cooperatively written document that outlines a specialized educational program for advanced learners-Differentiated Education Plans includes multiple programming options and curriculum, which is modified in pace, breadth and depth. A DEP is done only when the identified needs of the student cannot be addressed through typical grade curricular opportunities afforded other students at that grade level. The Learning Support Teachers along with counseling staff, administration, and classroom teachers will be involved in the DEP process ensuring appropriate educational plan is developed and provided for each student when a differentiated educational plan is deemed appropriate.

The DEP process begins with identification of the student using multiple criteria. The need for a DEP will be communicated by the Learning Support Teacher to parents, and teachers. A meeting involving teachers, counselors, Learning Support Teacher, parents, and administrators will be held to develop the DEP plan to be provided. Appropriate programming options will be developed through research and data gathering and will be discussed at the DEP Meeting.

Monitoring of the implementation of the DEP will be done by the principal and the Learning Support Teacher at each building. The plan will be reviewed and adjusted as deemed necessary.

In accordance with PI 8.01(2)(t).2. – Wisconsin Gifted and Talented Rule and Statute, when the courses in the district or school curriculum and sequence do not meet the unique learner needs as outlined in the student's DEP, the district will assume the cost of the off-campus or online courses outlined in a student's DEP.

### Subject Acceleration

Subject Acceleration is defined as movement to the next grade level curriculum. An identified advanced learner may be referred for subject or course sequence acceleration by a teacher, any other school district professional and /or parent / guardian. Following the receipt of a Subject Acceleration Referral Form (Appendix E) for subject acceleration, a comprehensive evaluation will be conducted by Learning Support Teacher, a school psychologist, counselor, teacher(s) and other professionals to determine intellectual academic skill levels, and socio-emotional adjustment. See Procedures for Subject Acceleration (Appendix D). The following criteria will be considered:

- The student and the parent(s) / guardian(s) must desire subject acceleration.
- The student must demonstrate a high level of performance as recorded on current and historical progress reports in the specific subject area being considered for acceleration.
- The student will score at the 98 -99 percentile on multiple standardized achievement tests in the subject where acceleration is being considered.
- In the area of math please see Appendix F (Math Acceleration) for the criteria to specific to math.
- High quality differentiation strategies have been put in place, but have not been successful in meeting the student's academic needs.

Following the consideration of the criteria listed above, a meeting with appropriate school personnel and the student's parent(s) / guardian(s) will be held. At that time, if subject acceleration is determined to be the best strategy to meet the student's needs, a DEP – Differentiated Educational Plan will be written. During the first year of an accelerated plan, the professional staff involved, the student, parent(s) / guardian(s) will review the DEP before second semester. The criteria that determined the acceleration must continue to be met. At the end of the school year, the determination will be made as to whether the subject acceleration should continue for the next school year.

### Grade Advancement

Grade Advancement is defined as advancing to the next grade for all curriculum of the grade level. (eg., a fifth grade student is advanced to sixth grade). An identified advanced learner may be referred for grade acceleration by a teacher, any other school district professional or parent / guardian. Following a referral for grade advancement, a comprehensive evaluation will be conducted which will include the Learning Support Teacher, school psychologist, counselor, teacher (s) and other professionals to determine intellectual functioning, academic skill levels and socio-emotional adjustment. This evaluation will be completed with the written approval of the student's parent(s)/ guardian(s). The following criteria will be considered:

- The student and the parent (s) / guardian (s) must desire grade advancement.

- The student must score a 130 on an individually administered intelligence test with a 90% level of confidence.
- Achievement test scores history must be at or above the 90% percentile or at the advanced level.
- The student must demonstrate a minimal level of skill proficiency (academic proficiency) equivalent to the top one-quarter of the academic skill level of students in the grade he / she desires to enter.
- The student must score in the “excellent” or “good” candidate range on the subtests of the Iowa Acceleration Scale.

Following an evaluation that includes consideration of the criteria listed above, a meeting with appropriate school personnel and the student’s parent(s) / guardian(s) will be held. At that time, if grade advancement is determined to be the best strategy to meet the student’s needs, a DEP – Differentiated Educational Plan will be written. During the first year of the plan, the professional staff involved, the student, parent(s) / guardian(s) will review the DEP before second semester. The criteria that determined the grade advancement must continue to be met. At the end of the school year, the determination will be made as to whether the grade advancement should continue for the next school year.

### Early Entrance to Kindergarten

Early entrance to kindergarten is another form of grade advancement. The following procedures are prescribed for early admission of children to kindergarten within the Pulaski Community School District:

1. Parent(s) desiring early admission for their child are to apply for such admission to the local building principal no later than July 1 of the same year they seek early admission.
2. The building principal shall hold a personal interview with the parent(s) / guardian(s) to determine the reason for requesting entrance prior to the legal age. The building principal will summarize in writing the decision regarding the request for early entrance and forward it to the District Administrator.
3. An evaluation of the child’s potential to benefit from early admission to school shall be required. The evaluation process will consider the emotional stability, the social and mental maturity, and the physical health of the child. This individual evaluation shall be conducted by a certified school psychologist in conjunction with other appropriate pupil services personnel. This evaluation shall be at no cost to the parents.
4. Only those children meeting one or more of the following criteria shall be deemed eligible for early admission:
  - a. The child who is superior in the full range of abilities and needs, including social, emotional, physical, and mental maturity; or
  - b. The child who has been evaluated by an educational team and determined not to have an exceptional educational need, but would benefit from an early intervention program; or
  - c. The child who has successfully completed a four-year-old public school kindergarten program during the preceding school year.
5. After the evaluation described above has been completed, a conference shall be held with the parent(s) to consider the appropriateness of the early entrance into kindergarten.

The school board has the final authority for deciding whether or not the child is to be admitted to kindergarten, in accordance with the conditions and standards herein described.

*Accelerated Pre-High School Students (from IKA – Administrative Rule)*

Pre-high school students who are accelerated in a content area or grade level and who are enrolled in an approved high school course, regardless of the location will have the grade recorded on the student’s elementary or middle school transcript along with all other grades earned during the same time. Once an accelerated student is enrolled at Pulaski High School, the student may:

- Request that a high school course completed as a pre-high school student be granted full high school status. This request may be made any time after the student is enrolled as a full-time high school student, but **MUST BE** made before the student achieves senior status as defined in Board of Education Policy JI. This request is made by completing the High School Course Status Request form provided in Board Policy IKA.
- Use an approved high school course completed as a pre-high school student for meeting prerequisites for other high school courses.
- May use the course record to meet Pulaski Community School District graduation requirements as specified in Board of Education Policy IKF.

Regardless of pre-high school course completion, accelerated students must complete all credits specified in Wisconsin Administrative Code PI 18.03 while enrolled in high school. These required credits might be completed with post-secondary courses that have been approved by the high school principal, after the student has completed the related Pulaski High School curriculum.

***Parental Involvement in Advanced Learning Educational Experiences:***

Parents play an integral role in the advanced learner’s programming. Parents will be encouraged to participate at the school level in the identification of individual student learning needs and in the planning of appropriate programming options that match those identified needs.

**Date: January 9, 2007**

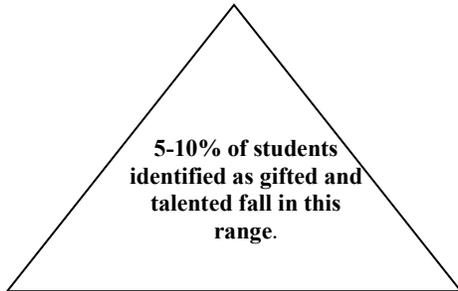
**Revised: May 13, 2009, August 3, 2016**

- Appendix A: Pyramid I/Continuum of Services**
- Appendix B: Resources for Pyramid Tiers: Math**
- Appendix C: Differentiated Education Plan**
- Appendix D: Procedures for Subject Acceleration**
- Appendix E: Subject Acceleration Referral Form**
- Appendix F: Math Acceleration**

## Appendix A:

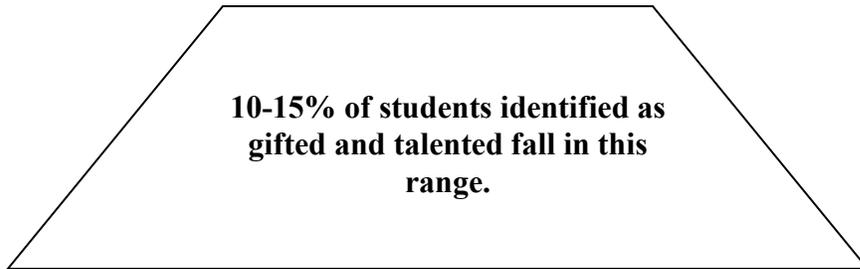
### Pyramid Model

The pyramid model provides a framework of possible programming options for identified gifted and talented students. Placement on this pyramid is based upon multiple criteria for identification and individual student needs.



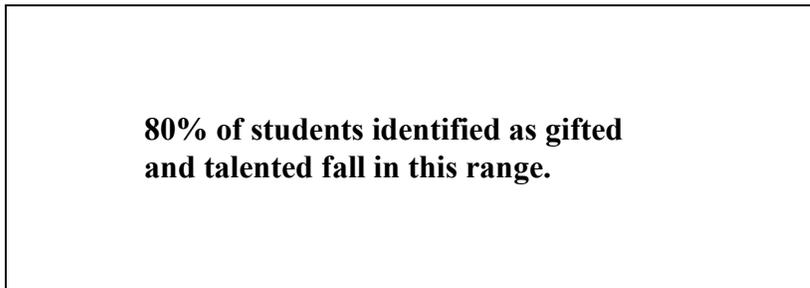
#### **Individualized Services:**

- DEPs
- Internships
- Grade Advancement
- Subject Acceleration
- Early Entrance to Kindergarten
- Independent Research
- Cluster Grouping with others of like ability for at least a portion of the day



#### **Special Group Programming:**

- Curriculum Compacting
- Flexible grouping
- Assistance from PEAK resource teacher
- Advanced Placement coursework
- Enrichment opportunities
- Academic competitions
- Co-curricular competitions



#### **Regular Classroom Differentiation:**

- Simulation games
- Various instruction strategies that differentiate based upon readiness, interest and learning profile
- Learning Centers
- Team teaching
- Differentiated Instruction

\* Programming opportunities become more specialized, as the student's needs increase.

# Continuum of Services

## for Students with Gifts and Talents

<b>Frequently Used Interventions</b> Research-Based Strategies			
<b>Classroom Based</b>	<ul style="list-style-type: none"> <li>• <a href="#">Pre-Assessment</a></li> <li>• <a href="#">Questioning Techniques</a></li> <li>• <a href="#">Creative Thinking</a></li> <li>• <a href="#">Critical Thinking</a></li> <li>• <a href="#">Flexible Grouping</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Problem-Based Learning</a></li> <li>• <a href="#">Inquiry Models</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Curriculum Compacting</a></li> <li>• <a href="#">Independent Contracts</a></li> </ul>
<b>School/District Based</b>	<ul style="list-style-type: none"> <li>• <a href="#">Cluster Grouping</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pull-Out/Pull-In</a></li> <li>• <a href="#">Purchased Services</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Subject Acceleration</a></li> <li>• <a href="#">Grade Acceleration</a></li> <li>• <a href="#">Mentorships</a></li> <li>• <a href="#">Internships</a></li> </ul>



Chrystyna Mursky 2011

## Universal Instruction w/Differentiation

Teachers structure learning environments which address the variety of learning styles, interests, and abilities found within their classrooms utilizing the universal curriculum.

Stepping Stones Resources
Think Tanks Differentiation Investigations Problem Solving Activities Cross Curriculum Links Step Up (additional cost)

## Subject Acceleration

Subject acceleration is a modification of regular curriculum that enables a student to progress into a higher grade level within the same building or a different building.

Procedure to Follow
Initial meeting with administration and school staff Rubrics completed/reviewed Conference with administration and school staff Conference with parents DEP Mid-year review of DEP

## Enrichment

Teachers structure learning environments which complement the core curriculum, challenge students to investigate and use creative and critical thinking skills in real world applications.

Recommended Concepts/Skills for Students Entering Grade 6	
Stem and Leaf Plot, Long Division w/o remainders, facts, add and subtract fractions writing answers to explain problems	
Math Resources	
Performance Tasks	<a href="http://www.insidemathematics.org/">Performance Tasks</a> <a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a>
MAPS	<a href="#">MAPS Strands Linked to Specific Skills 2-5</a> <a href="#">MAPS Strands Linked to Khan Academy 6+</a>
Ideas for math workshop	<a href="#">Math workshop model</a>
STEM	<a href="#">NRICH STEM Mathematics</a>
Practice Exercises	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a> <a href="http://www.adaptedmind.com/">http://www.adaptedmind.com/</a>
<b>Paid</b> Personalized Learning w/ progress monitoring	<a href="#">Moby Max</a> <a href="#">Ten Marks</a> <a href="#">WCATY</a> <a href="#">Mathalicious</a> <a href="#">BYU Independent Study</a>
Resources for GT	<a href="#">William and Mary School of Education Center for Gifted Education</a>
Worksheets	<a href="#">Common Core Sheets</a>
District Resources	Everyday Math (fifth grade or sixth grade)

**Pulaski Community School District Differentiated Educational Plan**

<p>Student Name _____</p> <p>Grade _____ Gender _____</p> <p>School _____</p> <p>Parent Name _____</p> <p>Address _____</p> <p>Phone _____</p>	<p><u>Regular Classroom Differentiation</u></p> <p>Compacting _____</p> <p>Flexible Ability Grouping _____</p> <p>Independent Project _____</p> <p>Readers/Writers Workshop _____</p> <p>Other _____</p>	<p><u>Beyond Classroom</u></p> <p>Subject Acceleration _____</p> <p>District Resource _____</p> <p>Community Resource _____</p> <p>Special Interest Group _____</p> <p>Other _____</p>	<p><u>Individualized Services</u></p> <p>IEP _____</p> <p>Grade Acceleration _____</p> <p>Independent Study _____</p> <p>Concurrent Enroll. _____</p> <p>Other _____</p>
<p>Recommendation: _____</p> <p style="text-align: right;">_____ Date of Implementation</p>			
<p>Services Provided by: _____</p>			
<p>Plan Evaluation _____</p> <p style="text-align: right;">_____ Date of Plan Review</p>			
<p>Results: _____</p>			
<p>Participants: Classroom Teacher: _____ Date: _____</p> <p>Parent: _____ Student: _____</p> <p>PEAK Resource Teacher: _____ Date: _____</p> <p>School Administrator: _____ Date: _____</p> <p>School Counselor: _____ Date: _____</p> <p>Accelerated Teacher _____ Date: _____</p>			

Areas of Strength: \_\_\_\_\_

Areas of Interest: \_\_\_\_\_

Identified Needs:  
Academic: \_\_\_\_\_

Social/Emotional: \_\_\_\_\_

## Procedures for Subject Acceleration

Action Taken	Person(s) Responsible
<p>Step 1: After all attempts to meet the student's needs using classroom differentiation have been exhausted and discussions have occurred with the consultation team, fill out <a href="#">Subject Acceleration Referral</a> form and share it with the principal, associate principal, LST, and counselors.</p>	Classroom Teacher
<p>Step 2: The group listed above will meet with the current teacher of the subject where advancement is requested to discuss the needs of the student, classroom observations, test scores, timing of the request, and any other relevant factors to determine if subject acceleration is the best course of action.</p>	LST will set up the meeting
<p>Step 3: If the committee feels this is an appropriate course of action, a proposed schedule will be created that provides the least amount of disruption to the student's current schedule.</p>	Principal, Associate Principal, LST, and Counselors
<p>Step 4: The following will be consulted for input:</p> <ul style="list-style-type: none"> <li>• Current classroom teachers</li> <li>• Teacher of class that student would be joining</li> <li>• Counselors/admin</li> <li>• Parents</li> <li>• Student</li> </ul> <p>These conversations could take place individually or as in a group meeting depending on the circumstances. Discussions with the parents and student should include long-term implications of the acceleration so an informed decision can be made.</p>	LST/Principal
<p>Step 5: If all agree that acceleration is appropriate, a DEP is written up and signed by all parties. A copy goes to the parents, the teacher of the class the student will be joining, and the student's cumulative file.</p>	LST
<p>Step 6: The new placement will be reviewed periodically to make sure it is working well for the student.</p>	LST, Teacher of the new class

## Subject Acceleration Referral Form

Name of Student:

Grade:

Subject Area:

Referring Teacher(s):

Referral was initiated by: \_\_\_ teacher \_\_\_ student \_\_\_ parent

### Supporting Data:

Does the student have a history of test scores in the 98-99th percentile in the subject area where acceleration is being requested? Y or N

Please list recent standardized test scores that would support acceleration in this subject area (attach Student Progress Report from MAP if available):

### Observations:

Describe observations of the student's performance in the classroom that indicate that subject acceleration might necessary to meet the student's needs:

Describe any differentiation strategies that have been utilized in the classroom to help meet the student's needs (alternative assignments, grouping strategies, independent study, pretesting/compacting, etc).

Below is a list of characteristics that are essential for success for a student that is subject accelerated. Please mark all that apply for this student:

This student...

- is self-motivated and can work independently
- has good problem-solving skills
- has good time management skills
- communicates well with his/her teachers
- is comfortable working with older students
- is willing to walk to and from the high school daily to attend class (when applicable)
- is emotionally ready for the stresses of course acceleration (extra challenge, scheduling irregularities, social implications, etc)
- has a long-term plan for his course sequence in the subject area

What is the student's goal (perceived or stated) in course acceleration? What do they hope to gain (access to AP/college credit options in HS, early graduation, connection to a career goal, etc)?

Appendix F: Math Acceleration

MATH ACCELERATION SPREADSHEET							
GRADE LEVEL	Academic Math MAP Scores	CRITERIA: Click on the category heading to get access to each rubric				Subject Acceleration	
		Social/Emotional	Classroom Performance	Math Aptitude	Universal Instruction with Differentiation		
GRADE 4	Scores are calculated averaging the three highest percentiles from the current school year and one year prior: Average Ranges: 98 -99%ile = 3pts 96-97%ile = 2pts 90-95%ile = 1pt	22-24 points total = 3 18-21 points total = 2 17 and below = 1	11-12 points total = 3 8-10 points total = 2 7 and below = 1	11-12 points total = 3 8-10 points total = 2 7 and below = 1	Total Score of 5 or below	Total Score of 6-9	Total Score of 10-12
GRADE 5	Scores are calculated averaging the three highest percentiles from the current school year and one year prior: Average Ranges: 98 -99%ile = 3pts 96-97%ile = 2pts 90-95%ile = 1pt	22-24 points total = 3 18-21 points total = 2 17 and below = 1	11-12 points total = 3 8-10 points total = 2 7 and below = 1	11-12 points total = 3 8-10 points total = 2 7 and below = 1	Total Score of 5 or below	Total Score of 6-9	Total Score of 10-12
GRADE 6	Scores are calculated averaging the three highest percentiles from the current school year and one year prior: Average Ranges: 98 -99%ile = 3pts 96-97%ile = 2pts 90-95%ile = 1pt	22-24 points total = 3 18-21 points total = 2 17 and below = 1	Average of: Reading MAP (3,2,1), Math GPA (3,2,1), and overall GPA (1,2,3)	22-24 points total = 3 18-21 points total = 2 17 and below = 1	Total Score of 5 or below	Total Score of 6-9	Total Score of 10-12
GRADE 7	Scores are calculated averaging the three highest percentiles from the current school year and one year prior: Average Ranges: 98 -99%ile = 3pts 96-97%ile = 2pts 90-95%ile = 1pt	22-24 points total = 3 18-21 points total = 2 17 and below = 1	Average of: Reading MAP (3,2,1), Math GPA (3,2,1), and overall GPA (1,2,3)	11-12 points total = 3 8 - 10 points total = 2 7 and below = 1	Total Score of 5 or below	Total Score of 6-9	Total Score of 10-12
GRADE 8	Scores are calculated	22-24 points total = 3	Average of: Reading	11-12 points total = 3	Total Score of 5 or below	Total Score of 6-9	Total Score of 10-12

MATH ACCELERATION SPREADSHEET								
GRADE LEVEL	Academic Math MAP Scores	CRITERIA: Click on the category heading to get access to each rubric				Universal Instruction with Differentiation	Enrichment	Subject Acceleration
		Social/Emotional	Classroom Performance	Math Aptitude				
GRADE 9-12	Acceleration is based on course placement.							



## Math Aptitude Rubric

Student Characteristics	3 Consistently Exceeds Expectations	2 Meets Expectations	1 Below Expectations
<b>Problem Solving</b>	Constantly seeking to solve problems and understand new concepts independently	Sometimes eager to problem solve on interest level, seeks to understand new concepts in areas of interest independently	Inconsistently displays interest in solving problems in context.
<b>Creativity</b>	Easily come up with creative new ideas to solve a problem. Question the methods chosen and come up with unique ways to go about solving a problem.	Sometimes seek new and creative ways to solve a problem. Prefer algorithms to follow.	Inconsistently seek new ways to look at problems. Resist finding new creative ways to solve a problem.
<b>Number Sense</b>	Exceeds expectations in understanding whether or not their answer makes sense.	Meets expectations in understanding and checking to see if their answer makes sense.	Inconsistently checks answers or questions whether or not the answer makes sense.
<b>Explaining Answers</b>	Exceeds expectations in offering explanations. Can explain themselves in complete sentences and is easily able to verbalize and explain what they did.	Meets expectations in offering explanations. Sometimes has difficulty verbalizing what they did.	Inconsistent in being able to explain their work verbally or in writing.

Total Score
11-12 points total = a score of 3
8 - 10 points total = a score of 2
7 and below = a score of 1

## Social/Emotional Rubric

Student Characteristics	3 Consistently Exceeds Expectations	2 Meets Expectations	1 Below Expectations
<b>Self Motivated</b>	Always eager to learn, constantly seeking to understand new concepts independently	Sometimes eager to learn depending on interest level, seeks to understand new concepts in areas of interest independently	Inconsistently displays interest in learning new concepts
<b>Ability to Work Independently</b>	Always a self starter, requires little to no assistance or clarification to follow instructions and complete assignments/work	Sometimes a self-starter, requires some assistance and/or clarification to follow instruction and complete assignments/work	Inconsistently a self-starter, requires assistance often and/or clarification to follow instruction and complete assignments/work (performance can vary concept to concept)
<b>Ability to Persevere</b>	Always exhibits ambition and effort to successfully complete assignments/work correctly	Sometimes exhibits ambition and effort to successfully complete assignments/work correctly	Inconsistently exhibits ambition and effort to successfully complete assignments/work correctly
<b>Organizational Skills</b>	Always manages time wisely Always prepared Work is always completed and handed in on time	Often manages time wisely Often prepared Work is often completed and handed in on time	Inconsistently manages time Inconsistently prepared Work is inconsistently completed and/or handed in on time
<b>Collaboration and Communication Skills</b>	Always demonstrates respect for others (teacher and students) Always willing to listen and give constructive input Always considers other's perspective/point of view Is always able to accept and	Often demonstrates respect for others (teacher and students) Often willing to listen and give constructive input Often considers other's perspective/point of view Is often able to accept and	Inconsistently demonstrates respect for others (teacher and students) Inconsistently willing to listen and give constructive input Inconsistently considers other's perspective/point of view

	perform different roles within a collaborative grouping	perform different roles within a collaborative grouping	Inconsistently able to accept and perform different roles within a collaborative grouping
<b>Self Advocacy</b>	Always seeks resources and help if needed	Often seeks resources and help if needed	Inconsistently seeks resources and help if needed
<b>Resilience</b>	Always is able to handle or recover from failure in a positive way	Often able to handle or recover from failure in a positive way	Inconsistently able to handle or recover from failure in a positive way
<b>Quality of Work</b>	Work is always easy to understand, accurate, and thorough	Work is often easy to understand, accurate, and thorough	Work is sometimes difficult to understand, inaccurate, and/or incomplete
<b>Total Score</b>			
22-24 points total = a score of 3			
18-21 points total = a score of 2			
17 and below = a score of 1			

## Classroom Performance Rubric Grades 4-5

To calculate classroom performance average the 4 following areas:

	<b>3</b> Consistently Exceeds Expectations	<b>2</b> Meets Expectations	<b>1</b> Below Expectations
<b>Grade Level Modules</b>	Average 100% on grade level modules	Average 95-99% on grade level modules	Average 90-94% on grade level modules
<b>Daily Work</b>	No incompletes or late assignments Always on task	1-2 incomplete or late assignments On task most of the time	3 or more incomplete or late assignments On task most of the time
<b>Enrichment Performance History</b>	Motivated and perseveres through problem solving/enrichment challenges	Needs to be prompted but then follows through	Don't take advantage opportunity even when prompted
<b>Core Subject Performance</b>	Excels in all core subject areas	Excels in 2 subject areas	Excels in 1 subject area

<b>Total Score</b>
11 - 12 points total = a score of 3
8 - 10 points total = a score of 2
7 and below = a score of 1