

# 2025-2026 SIMPSON COUNTY SCHOOLS GIFTED/TALENTED HANDBOOK (Revised June 2025)



## Simpson County Gifted and Talented Committees (GTC)

|                      |   |
|----------------------|---|
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## **Kentucky Gifted and Talented Assurances**

The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12)

The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)

The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)

The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)

The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)  
The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, districtwide, at a grade level. (Section 6)  
A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curriculum required to meet the goals established in KRS 158.6451. (Section 7)

A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)  
The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)  
State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)

The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)

State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)

The local school district has established a districtwide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

For a detailed copy of Kentucky's gifted and talented program regulations, visit this website: <http://www.lrc.state.ky.us/kar/704/003/285.htm>



## **Simpson County Gifted/Talented Program**

Gifted and Talented students are a category of exceptional students who possess demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership skills or visual or performing arts. Academic and financial services for gifted students will be defined by the GT committee with financial and personnel offerings will be taken under consideration.

The goal of the Simpson County Schools' gifted/talented education program is to educate and develop each identified student to his/her full potential. The identification of strengths and abilities that represent that potential and provision of services designed to build upon those strengths are essential. Students may be identified in the areas of 1) general intellectual ability, 2) specific academic aptitude, 3) creativity, 4) visual and performing arts, and 5) leadership through the use of a talent pool in the primary grades and formal identification beyond primary.

Gifted/talented services are designed to differentiate, replace, supplement or modify curricula to facilitate high level attainment of the learning goals established in 704 KAR 3:285 and to assist students identified as gifted/talented to develop their individual interests, needs and abilities. These services shall be delivered through multiple service delivery options, with no single option existing alone at any grade level. Classroom teachers with the assistance of the school's curriculum coordinator and/or gifted/talented coordinator will determine, plan and provide services for the needs of each identified child. Simpson County Schools will offer service delivery options appropriate to the unique needs of gifted/talented students that may include the following:

- |  |  |
|--|--|
| a. Acceleration options                  | j. Mentorships   |
| b. Independent study                     | k. Travel study options                                |
| c. Classroom enrichment                  | m. Differentiated experiences in the regular classroom |
| d. Cluster grouping                      | n. Consultation services                               |
| e. Seminars                              | o. Enrichment services (PTP: Super Simpson)            |
| f. Advanced placement and honors classes | p. Performance opportunities                           |
| g. Special counseling services           | q. Collaborative teaching                              |
| h. Resource services/pull-out            | r. Extracurricular activities/academic competitions    |
| i. Distance learning                     | s. Edge Academy (LES) or The Summit (FSMS)             |

### **Academic Acceleration:**

Based on the belief that all students are entitled to a quality education appropriate to their particular needs, students who advance beyond grade level through the state and local curriculum may be given the opportunity to accelerate. Acceleration may include a variety of options: grade-based acceleration, single-subject acceleration, curriculum compacting, dual credit, and/or Advanced Placement classes. If acceleration is a possible service option for a student, a team of the following people (a district administrator; principal; guidance counselor, GT teacher, or curriculum coordinator; parent; and school psychologist) will meet and examine all available test

data, classroom performance data, and the student's social and emotional needs to make a decision that is in the best interest of the student.

**Program Evaluation:**

The District Gifted/Talented Coordinator will coordinate the annual, on-going process of evaluating all aspects of the gifted education program as directed by administrative regulation for annual submission to the Kentucky Department of Education and make recommendations for upgrading those areas that need improvement. Each year, the District Gifted/Talented Coordinator will be responsible for collecting data required for the annual report and submitting it to the Superintendent/designee for his/her information prior to forwarding it to the Kentucky Department of Education. This data will assist in making recommendations for the comprehensive improvement planning process at both the district and school levels.

## **General District Guidelines**

A district-wide GT Committee will be established each year to help develop policies and procedures, identification standards, and identify the students to be served. This Committee will consist of representatives from each school in the district, administrators, and the District GT Coordinator.

The District GT Committee will have annual meeting to formally identify GT students in each of the five (5) areas.

Parents will be notified with a District Notification Letter if they have a child who is eligible to participate in the PTP or to receive GT services in any of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the district in designing the Gifted Student Services Plan (GSSP).

Parents or guardians and teachers may appeal a decision as provided in the District's Appeals Policy for a student who has been nominated but not identified by the District GT Committee.

Criteria for identification are listed for each specific area of giftedness in the Gifted and Talented Handbook.

Identified students will be served each year at all levels (primary, upper elementary, middle school, and high school) with a minimum of two (2) service options. A review of all records will occur at the end of each transition stage: elementary, middle and high.

Transfer students from other school districts will qualify for gifted services upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the principal upon enrollment.

## **General School Guidelines**

Parent permission form must be signed by the parent/guardian before a student can be formally assessed, identified, a GSSP is written, and services are provided to a student.

Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities.

Parents/guardians will receive a copy of the GSSP no later than October for returning students and within one month of identification for newly identified students. They will also receive a minimum of two progress reports (one each semester) throughout the year.

Each student will have a Simpson County Schools GT Student Services Summary folder (orange folder provided by the District) that will follow the student through their academic career.

## **Nomination Timeline and Process**

Nominations from teachers, administrators, and parents can be accepted at any time throughout the school year, for any grade level in grades 4-12 and for any of the five areas of gifted education. The District GT Committee, composed of School Coordinators from each school as well as district administrative staff, will meet twice each year (once per semester) to accept formal identification of students.

Three pieces of evidence, with at least one being a 'primary' piece of evidence, for each identified

area must be included when teachers and administrators nominate students.

The current year's teacher or the previous year's teacher will complete the nomination process when scores are returned from the spring's state testing and students are eligible for consideration but have previously not received a teacher nomination.

### **School Guidelines**

Review teacher/parent/student recommendation forms for appropriate specialty area(s).

Obtain parent permission to review the student portfolio and/or student data.

Review the "Selection Criteria" for each of the specialty areas. The student's portfolio, testing and/or relevant student data will be reviewed to determine student qualification. Individual student score sheets for the specialty areas of Visual and Performing Arts, Creativity and Leadership will be completed for each student and placed in the student's Gifted & Talented (GT) Folder.

Determine the most appropriate service delivery options for the identified children in each category after the "Permission/Denial Form" has been returned. The School GT Coordinator, teachers, or counselor responsible for providing services and keeping appropriate records will be identified and notified. The School GT Coordinator, teachers, and/or counselor will be responsible for writing and implementing the Gifted Student Service Plan (GSSP) and reporting of student progress to parents at the end of each semester - two times during the school year.

Once a student is identified, the student will qualify for services as long as they are in school. The students placed in Gifted Services do not have to be re-identified each year.

If a student qualifies for services, the School GT Coordinator will notify parents using the appropriate notification and permission letter. The parent must give approval for the child to receive services. If the parent gives permission for services, the GSSP will be shared with the parent. The School Coordinator will send the parent the appropriate notification letter if a student is not recommended for formal identification.

The Gifted Student Folder will be monitored by the School GT Coordinator, teacher/teachers or counselor responsible for providing the majority of direct services or as assigned by the principal. The School GT Coordinator is responsible for maintaining or coordinating accurate student enrollment data at the school level.

### **Record Keeping**

Gifted and Talented Folder (orange); Primary Talent Pool (PTP) Folder (green)

The School GT Coordinator is to place all relevant identified student information in one GT/PTP Student Folder.

The Gifted Student Service Plans (GSSP), identification and placement forms of a multi-talented students will be kept in this one folder. The School GT Coordinator will collaborate with teachers to complete the GSSP. This one folder is not a part of the cumulative folder but should be kept separately.

### **Transitioning of Records from Elementary, Middle, and High School**

Students GT Summative folders are filed at District Central Office.

**Infinite Campus**

Each School GT Coordinator will be responsible for maintaining and/or coordinating accurate data in Infinite Campus throughout the school year.

Each School GT Coordinator will be responsible for ensuring students are exited from the Primary Talent Pool as well as ensuring all GSSP information concurs with Infinite Campus.

## **Identification of Primary Talent Pool (Grades K-3)**

PTP (Primary Talent Pool, grades K-3)- The Kentucky GT regulation at 704 KAR 3:285 defines the talent pool as “a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.”

Franklin Elementary and Simpson Elementary Schools will establish a talent pool of students who have demonstrated high potential and have qualified for differentiated services. “High potential learners” are those students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

### **Criteria for Talent Pool Identification**

A. Teachers shall use a **minimum of three** of the following for selecting high potential learners for participation in the primary talent pool:

- Collection of evidence demonstrating student performance (ex. student work or performances)
- Diagnostic data (ex. STAR reading or math scores, Gordon Audiation for music, etc.)
- Anecdotal records (ex. teacher jot downs)
- Available formal test data (ex. CogAT, ITBS, etc.)
- Parent Inventory - [Google Form](#)
- Teacher recommendation form- [Google Form](#)

For students who qualify as high potential learners, building GT Coordinator will send home a Parent Notification/Consent for Participation in the Primary Talent Pool (p. 11) [Google Form: Math/ELA](#) [Math](#) [ELA](#) as well as a Parent Nomination Form/Questionnaire (pp. 12-13). [Google Form](#) These must be completed and returned for referral into the Talent Pool. Students identified in the talent pool will receive services within the framework of the primary program requirements that shall allow for continuous progress through a differentiated curriculum and flexible grouping based on the individual needs, interests, and abilities of the students. Recommendations for services shall be made on an individual basis.

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*Note: Inclusion in the Primary Talent Pool does not guarantee formal identification as Gifted/Talented. This means that if a student is identified in the Primary Talent Pool, s/he will not automatically participate in gifted programming starting in 4<sup>th</sup> grade. All students will need to meet the criteria for identification at the 4<sup>th</sup> grade level to receive gifted services.*

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**Parent Notification Letter/Parent Permission to Participate Form**

**Primary Talent Pool**

Dear Parents or Guardians,

Your child has been selected for participation in the Primary Talent Pool at Simpson Elementary. Your child was placed in the Talent Pool because s/he shows high potential in one or more of the following areas: General Intellectual, Specific Academic Aptitude, Visual/Performing Arts, Creativity, and/or Leadership. At least three examples of evidence were used to determine your child's eligibility for the Primary Talent Pool; these could include STAR Math/Reading scores, teacher recommendations, standardized test scores, examples of student work, and/or parent nomination forms.

Placement in the Primary Talent Pool means that your child will receive appropriate differentiated services to help develop his/her abilities. Appropriate services may include options such as the following: cluster grouping, enrichment activities, differentiated study experiences in the regular classroom, resource services delivered in the general classroom or pull-out classroom, independent projects, learning centers, and/or curriculum compacting. Primary Talent Pool services may be provided both within the regular classroom and/or outside of the classroom.

Parent permission is needed in order for a child to participate in the Primary Talent Pool. **Some children who participate in the Primary Talent Pool may be identified for gifted services as they exit the primary program. The formal identification process begins at the 4th grade.** Please complete the bottom of this form and the enclosed Parent Inventory and Observation Form and return them to your school's Curriculum Specialist.

If you have any questions, you may call or email \_\_\_\_\_

at (contact number & email) \_\_\_\_\_

\*\*\*\*\*

**Consent Form - Participation in Primary Talent Pool**

Student Name: \_\_\_\_\_

Talent Pool Area (s) \_\_\_\_\_ Date Identified: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

☐ **Yes, I give permission for my child to participate in the Primary Talent Pool.**

☐ **No, I do not want my child to participate in the Primary Talent Pool.**

I understand that selection to participate in the Primary Talent Pool does not imply that my child is or will be formally identified in gifted and talented.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

## Notice of Selection for Primary Talent Pool

Date:

Dear Parent/Guardians:

Welcome to Simpson Elementary Primary Talent Pool!

Students placed in the Primary Talent Pool (PTP) receive early enrichment for strengths in one or more of the following areas: general intellectual ability, specific subject aptitude (math, reading/language arts, science and/or social studies), creativity, leadership and/or the visual and performing arts. Students who demonstrate potential in any one or more of these areas need experiences that nurture their talent, so they may fully develop their specific strengths.

Students in PTP receive instruction that enriches their day-to-day curriculum and is appropriate for their learning rate and style. Service delivery options may vary by grade, depending on the needs, abilities, and interests of students.

PTP students will remain in the program throughout the primary years until the end of the third grade. Beginning in the fourth grade, students will be screened and can be formally identified in five different areas, including general intellectual, specific subject areas, creativity, leadership, and/or the visual and performing arts. Participation in PTP **does not** automatically qualify as GT students once they exit the primary grades and move into the 4th grade.

Thank you for your continued support in our effort to provide opportunities for continuous growth in talent areas for our PTP students. Please complete the attached form and send it back to your child's homeroom teacher.

Sincerely,

KIm Whitney  
Gifted & Talented Coordinator



## Primary Talent Pool Parent Survey Form

**Student's Full Name:**

**Grade:**

**School: Simpson Elementary**

**Date:**

**Describe Briefly:**

Your child's major interests, including hobbies, art activities, music activities, etc.:

Your child's reading habits while at home:

Topics or instances that cause a display of intense emotions from your child:

Activities your child enjoys participating in when not at school:

Topics your child is curious about:

Ways that your child sees situations differently than other children in the same age group:

Additional Information about your child:

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

*Please complete and return to your child's homeroom teacher. Thank you!*

## Primary Talent Pool: Teacher Referral Form

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Current Grade: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

|  | Almost all the time  | Often                         | Sometimes                         | Rarely |
|--|----------------------|-------------------------------|-----------------------------------|--------|
| <b>Solves problems in many different ways.</b><br>Example:                       |                      |                               |                                   |        |
| <b>Displays a clever sense of humor (intellectually playful)</b><br>Example:     |                      |                               |                                   |        |
| <b>Often foresees a variety of possible outcomes in a situation.</b><br>Example: |                      |                               |                                   |        |
| <b>Displays leadership qualities.</b><br>Example:                                |                      |                               |                                   |        |
| <b>Is very observant and notices details others miss.</b><br>Example:            |                      |                               |                                   |        |
| <b>Becomes extremely interested in a topic.</b><br>Example:                      |                      |                               |                                   |        |
| <b>Sees relationships between different ideas and objects.</b><br>Example:       |                      |                               |                                   |        |
| <b>Learns very quickly.</b><br>Example:  |                      |                               |                                   |        |
| <b>Has a large vocabulary.</b><br>Example:                                       |                      |                               |                                   |        |
| <b>Displays originality.</b><br>Example:   |                      |                               |                                   |        |
| <b>Is very curious about many things.</b><br>Example:                            |                      |                               |                                   |        |
|  | <b>Above Average</b> | <b>Somewhat Above Average</b> | <b>Considerably Above Average</b> |        |
| <b>Student's abilities when compared with other children the same age.</b>       |                      |                               |                                   |        |

Revised from: Spring Branch ISD • Advanced Academic Studies • 2100 Shadowdale, Houston, TX

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **GT Identification Process: Grades 4 - 12**

Identification of gifted students in grades 4-12 is an ongoing process. Teachers may recommend students for GT services in any area. The Curriculum Specialist, GT Teacher, and/or School Counselor (School Gifted/Talented Committee or GTC) will work in conjunction with classroom teachers to help complete the identification process. Multiple measures will be used to determine eligibility for GT programs. A letter of parental permission is required before the identification process may begin. - The District Gifted and Talented Committee (GTC) will meet twice each year to complete the formal identification process. Parents will be notified of the action of the District GT committee and will need to complete a permission slip for the student to participate in the GT program. Transfer students who have qualified for GT services in other Kentucky school districts will be accepted into Simpson County's GT program. Transfer students from other states will be considered based upon the decision of the district GTC.

### **General Intellectual Ability**

For a student to qualify in the area of General Intellectual, the school GTC must submit the following to the district selection committee:

- A. The [teacher recommendation](#) rating scale completed by a classroom teacher. For selection, students must have a total of at least 18 out of possible points unless special considerations. (p. 24 or online)
- B. A score on the CogAT (Cognitive Abilities Test) in the ninth stanine. The CogAT screener will be administered to all 3rd grade students and individual students in grades 4-12 who have received parent or teacher nomination forms. Full CogAT tests will be given to students in the fourth grade who score in the (85th) percentile range or above during the first semester of the 4th grade year. Students qualifying for services will have scored in the 9th statine, 97th percentile.
- C. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23 or available online as a Google Form at: [Parent inventory /permission to evaluate](#))
- D. Other identification measures such as student portfolios, teacher jot downs (p. 43), or other academic ability assessment scores may GI Parent inventory/permission to evaluate can be used as appropriate.
- E. Optional: Special Considerations Form (p. 51)

### **Specific Academic Aptitude**

For a student to qualify in the area of Specific Academic, the GTC will submit the following to the district selection committee:

- A. The teacher recommendation rating scale completed by a classroom teacher.  
[Math](#) [ELA](#) [Science](#) [Social Studies](#)
- B. Parent/guardian permission (p. 19) and the parent inventory/observation form. (pp 22-23 or available online as a Google Form at: [Math](#) [ELA](#) [Science](#) [Social Studies](#))
- C. Standardized Test Results: The recommended student must score within the 9th stanine (96-99 percentiles) in any one of the following subjects on norm-referenced standardized assessments: Math, Reading/Language Arts, Science, or Social Studies. A student may qualify in more than one area and based upon national or local norms. Assessments may include:
  - Iowa Test of Basic Skills (ITBS) for Science, Social Studies, Reading, and/or Math
  - STAR Test: Reading and/or Math
  - Other nationally normed assessments, as appropriate
- D. Other identification measures such as student portfolios or teacher jot downs may be used as appropriate.
- E. Optional: Special Considerations Form (p. 51)

### **Creativity**

For a student to qualify in the area of Creativity, the GTC will submit the following to the district selection committee:

- A. The teacher recommendation rating scale completed by a classroom teacher. For selection, the student must have a total of at least 25 out of 29 possible points. (p. 29) Teacher [Teacher Rec. Creativity](#)
- B. Parent/guardian permission/Inventory form (p. 19) (pp 22-23)
- C. The GTC will administer and score a standardized test of creativity (ex. Torrance or Williams) per instructions in the test guide booklet. Norms for the specific test will be used for identification purposes. A 9<sup>th</sup> stanine score on a standardized assessment is NOT a required evidence item.
- D. Other identification measures such as student portfolios or teacher jot downs may be used as appropriate.
- E. Optional: Special Considerations Form (p. 51)

### **Leadership**

#### [Online Leadership Portfolio](#)

For a student to qualify in the area of Leadership, the student (with the help of the guidance counselor and school GTC committee) must submit a portfolio containing the following entries to the district selection committee:

- A. Leadership essay
- B. Parent/guardian permission slip (p. 19) and the parent inventory/observation form. (pp 22-23)
- C. Autobiography

- D. Three (3) letters of recommendation & Teacher Leadership referral checklist (p. 30)
- E. Evidence of volunteer work and/or community service
- F. Leadership qualities evidence
- G. Self-reflection rating scale for leadership – (ROETS)
- H. Optional: Special Considerations Form (p. 51)

### **Visual Arts**

For a student to qualify in the area of Visual Arts, the GTC must submit the following to the district selection committee:

- A. The [Teacher Recommendation Rating Scale](#) completed by a visual arts teacher. For selection, students must have a total of at least 21 of 25 possible points. (p. 32).
- B. [Parent/guardian Permission to Evaluate/Inventory form](#) (p. 19) (pp 22-23)
- C. The GT Visual Arts Evaluation Form completed by the referring teacher. (p. 33). To move to the portfolio level, the student must have 10 out of 13 points on this checklist.
- D. A portfolio submitted by the student and scored by a district team of certified art teachers.
- E. Other identification measures such as teacher jot downs, may be used as appropriate.
- F. Optional: Special Considerations Form (p. 51)

### **Performing Arts: Dance, Drama, & Speech**

For a student to qualify in the area of Performing Arts, the GTC must submit the following to the district selection committee:

- A. The teacher recommendation checklist completed by a classroom teacher. For selection, students must have a total score of at least 13 of 16 possible points (p. 35 or 36).
- B. [Parent/guardian Notification and Permission to Evaluate](#) form (p. 19) and the [Parent Inventory/observation Form](#). (pp 22-23)
- C. Results of an audition set up by the appropriate content teacher, during which the student will select a piece no longer than 3 minutes. Three evaluators will score the performance using the Evaluation Checklist.
- D. identification measures such as student portfolios or teacher jot downs may be used as appropriate.
- E. Optional: Special Considerations Form (p. 51)

**Performing Arts: Music**

For a student to qualify in the area of Performing Arts, the GTC must submit the following to the district selection committee:

- A. The teacher recommendation checklist completed by a music teacher. A private music instructor may also recommend it. For selection, students must have a total of at least 25 of 28 possible points. (p. 37) [Teacher Recommendation- art](#)
- B. Parent permission to evaluate (p. 39) and the parent inventory/observation form. (pp 22-23) or available online as a Google Form at: [Parent/guardian Notification and Permission to Evaluate](#)
- C. The Music Evaluation Form completed by the referring teacher. To move to the audition level, the student must have 10 out of 13 points on this checklist. (p. 38)
- D. The results of an audition set up by the GTC and/or music teacher, during which the student will complete a vocal or instrumental performance not to exceed 3 minutes. A video of a performance may be submitted but cannot be used in lieu of personal audition, except in cases where transportation of a large musical instrument is an obstacle to an onsite performance. The performance should establish the music student as an exceptional vocal or instrumental performer. The evaluators (specialists or professionals in the area) will score the audition using the Gifted and Talented Evaluation Form for Music. (pp. 41-42)
- E. Optional: Special Considerations Form (p. 51)

## Teacher Letter

Dear Teacher,

In Kentucky, 704 KAR 3:285 requires the formal identification of gifted and talented students, who possess “demonstrated or potential ability to perform at an exceptionally high level” in any of five categories:

- (1) General Intellectual Ability - possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and analysis, synthesis and evaluation of information; and a consistently outstanding mental capacity as compared to children of one’s age, experience, or environment.
- (2) Specific Academic Aptitude - possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience or environment of one’s chronological peers.
- (3) Creative or Divergent Thinking Ability – possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.
- (4) Psychosocial or Leadership Ability – possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, or vision, to set goals and organize others to successfully reach those goals.
- (5) Visual or Performing Arts Ability – possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, drama, or drama.

Using the Teacher Nomination form, you may nominate students for services in any area(s). Following nomination, formal identification procedures will be implemented to determine eligibility. As you complete this recommendation form, keep in mind that formal identification is limited to those who achieve at “exceptionally high levels.” We appreciate your efforts in this recommendation process.

Sincerely,

---

Curriculum Specialist and/or GT Coordinator

## G/T Parent Notification and Permission to Evaluate

Date:

Dear Parent/Guardian,

Your child, \_\_\_\_\_, has been recommended for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creative or Divergent Thinking, 4) Leadership Skills, and 5) Visual or Performing Arts. Your child was referred as a candidate for identification in the category of \_\_\_\_\_.

The District Gifted/Talented Committee will review all pertinent information and documentation including test scores, portfolio entries, teacher recommendations, work samples, etc. Your child may be administered additional formal assessments (CogAT Cognitive Abilities Test for General Intellectual Ability, Torrance Test of Creative Thinking (or similar assessment) for Creativity, the Iowa Test of Basic Skills (ITBS) for Specific Academic Area(s). Formal testing will be completed during the school day in a small group setting, if possible. The categories of Leadership and Visual & Performing Arts require a portfolio and/or an audition.

Please complete the Parent Inventory and Observation Questionnaire and return it to your child's school as soon as possible. If your child is selected for the Gifted program, you'll receive notification to be followed up with a Gifted Student Service Plan outlining services to be provided.

If you have further questions, please feel free to contact me at 270-586-8877 or email [kim.whitney@simpson.kyschools.us](mailto:kim.whitney@simpson.kyschools.us).

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Kim Whitney  
Simpson County Schools GT Coordinator

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Student:

Teacher:

\_\_\_\_\_ My child has permission to participate in the G/T evaluation program.

\_\_\_\_\_ My child does **not** have permission to participate in the G/T evaluation program.

Parent/Guardian signature \_\_\_\_\_



## **Parent Notification Letter for GT Leadership Permission to Evaluate**

Date:

Dear Parents/Guardians,

Your child has been recommended by his/her teacher for the Simpson County Schools Gifted and Talented program in the area of Leadership. A portion of the evaluation process includes a Leadership portfolio to be created by your child to then be reviewed by the Gifted and Talented Committee. Through creating the portfolio, students begin to see themselves as true leaders and recognize the significance of their leadership experiences and accomplishments.

I've met with your child to discuss the portfolio contents and hope that he/she will begin working on his/her portfolios as soon as possible. I'll meet with your child again to check his/her progress towards completion. Along with the table of contents, you'll find a parent inventory for you to complete as a required part of each leadership portfolio. This may be returned separately to me or included with the portfolio.

All portfolios are due by \_\_\_\_\_. Portfolios will be returned so students can keep the evidence they submitted.

**Please remember that your child has not yet been placed in the gifted program for leadership. A portfolio will be kept and submitted at the end of \_\_\_\_\_ grade. At that time, the Simpson County Gifted and Talented Committee will determine if your child has met the requirements to be placed in the gifted program for leadership.**

If you have any questions, please contact me at \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
School GT Coordinator and/or Guidance Counselor

## GT Acceptance & Parent Permission Letter

Date:

Dear Parent/Guardian:

Congratulations! \_\_\_\_\_ has qualified for the Gifted and Talented program in Simpson County in the area(s) of \_\_\_\_\_. GT identification ensures that faculty and staff will be aware of his/her giftedness in this area(s) and will provide learning experiences to enhance his/her growth. Please sign below to indicate that your child has permission to participate in this program.

Please complete the section below and return this letter to: <**School GT Contact**>

If you have any questions or concerns, feel free to contact me by phone at 270-586-8877 or email [kim.whitney@simpson.kyschools.us](mailto:kim.whitney@simpson.kyschools.us).

Sincerely,

Kim Whitney  
District Gifted & Talented Coordinator

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☐ Yes, \_\_\_\_\_ has my permission to participate in the Simpson County Gifted & Talented program.

☐ No, I decline GT services for my child.

Email:

Address:

Phone Number:

Parent/Guardian Name (Printed): \_\_\_\_\_

---

Parent/Guardian Signature

Date

## Parent Inventory and Observation Questionnaire

Name of Child \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Directions: Please check the appropriate column for those characteristics that you see your child display.

|  | Often | Sometimes | Never |
|--|-------|-----------|-------|
| Possesses a large and varied vocabulary and uses it in a meaningful way              |       |           |       |
| Knows a lot of information about many topics   |       |           |       |
| Recalls facts easily   |       |           |       |
| Asks many questions that require more than one-word answers                          |       |           |       |
| Makes generalizations easily   |       |           |       |
| Has a keen sense of humor  |       |           |       |
| Loves to read and/or be read to  |       |           |       |
| Tries to reason things out independently   |       |           |       |
| Becomes immersed in topics of interest   |       |           |       |
| Becomes bored with routine   |       |           |       |
| Prefers to work alone  |       |           |       |
| Becomes interested in "adult" problems   |       |           |       |
| Assertive and sometimes stubborn about beliefs                                       |       |           |       |
| Generates many ideas/solutions to problems   |       |           |       |
| Willing to take risks  |       |           |       |
| Sensitive to the beauty and music in the world around them                           |       |           |       |
| Does not fear being different, is non-conformist                                     |       |           |       |
| Makes friends with children who are older  |       |           |       |
| Adapts easily to new situations  |       |           |       |
| Excels in areas outside the regular school curriculum                                |       |           |       |
| Show a sustained interest in music; seeks out opportunities to hear and create music |       |           |       |
| Concentrates for long periods of time on art projects                                |       |           |       |

1. Briefly describe your child's major interests, hobbies, art activities, music activities, etc.

2. Briefly describe your child's reading habits, patterns, and levels at home.

3. Briefly describe the things your child feels intense about.
4. Briefly describe activities your child likes to participate in when not at school.
5. Briefly describe things your child is curious about.
6. Briefly describe the types of things that frustrate your child.
7. Briefly describe the types of activities your child likes to do with their friends and peers.
8. Briefly describe your child's behavior while working on a project.

Additional Notes:

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Parent/ Guardian Signature

---

Date

**Teacher Recommendation for Gifted Education**  
**General Intellectual Ability**

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic most of the time/always.

**A. LEARNING CHARACTERISTICS**

- |  |                         |
|--|-------------------------|
| 1. Fluid reasoning: Is able to think of many solutions to a problem and is able to solve problems in a variety of ways.                                    | ___ ___ ___ ___         |
| 2. Quantitative reasoning: Has the capacity to solve problems that involve numbers.  | ___ ___ ___ ___         |
| 3. Visual-spatial processing: Has the ability to interpret and manipulate visual information, such as putting together puzzles and copying complex shapes. | ___ ___ ___ ___         |
| 4. Knowledge: Possesses a large storehouse of information about a variety of topics. (beyond the usual interests of youngsters his/her age).               | ___ ___ ___ ___         |
| 5. Working memory: Demonstrates a high level of short-term memory and can memorize a list of items or groups of items.                                     | ___ ___ ___ ___         |
| <b>TOTAL:</b>  | ___ ___ ___ ___         |
|  | <b>1    2    3    4</b> |

**Check list-** check all that you have observed in the student.

- \_\_\_\_\_ Has unusually advanced vocabulary for age or grade level.
- \_\_\_\_\_ Has rapid insight into cause-effect relationships; tries to discover the “how and why” of things.
- \_\_\_\_\_ Has communication skills advanced for their age and is able to express ideas and feelings.
- \_\_\_\_\_ Frequently asks intelligent questions.(as distinct from informational or factual questions); wants to know what makes things, or people, “tick.”
- \_\_\_\_\_ Works conscientiously and has a high degree of concentration in areas of interest.
- \_\_\_\_\_ Understands abstract ideas and complex concepts.

**Teacher Signature:**

**Date:**

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: LANGUAGE ARTS**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ ITBS Language Arts Date: \_\_\_\_\_ Score(s): \_\_\_\_\_

☐ STAR ELA – need a minimum of three (3) recent 9<sup>th</sup> stanine scores\* (\* Special Circumstances noted)

| Date | Score | Date | Score | Date | Score |
|------|-------|------|-------|------|-------|
|      |       |      |       |      |       |

How would you describe the student's level of academic performance in this area?

☐ Well Above Average   ☐ Above Average   ☐ Average   ☐ Below Average   ☐ Fluctuates

Is this student able to work independently on academic tasks related to ELA/Reading?

☐ Always   ☐ Almost Always   ☐ Sometimes   ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ is an avid reader
- ☐ has a large, advanced, rich vocabulary
- ☐ expresses feelings of characters to make them seem real
- ☐ writes more than other students (quantity)
- ☐ writes for fun
- ☐ introduces, develops, and interestingly and elaborately concludes a story
- ☐ enjoys composing poems, original stories, plays or keeping a journal
- ☐ exhibits great desire to excel
- ☐ enjoys engaging in class discussions, asks questions, and shares viewpoints
- ☐ enjoys talking to adults to discuss things he/she has read, ideas for stories, critiques

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of ELA/Reading:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: MATH**

**Available online as Google Form: see links under the specific area**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ ITBS Math    Date: \_\_\_\_\_    Score(s): \_\_\_\_\_

☐ STAR Math – need a minimum of three (3) recent 9<sup>th</sup> stanine scores\* (\* Special Circumstances noted)

| Date | Score | Date | Score | Date | Score |
|------|-------|------|-------|------|-------|
|      |       |      |       |      |       |

How would you describe the student's level of academic performance in this area?

☐ Well Above Average    ☐ Above Average    ☐ Average    ☐ Below Average    ☐ Fluctuates

Is this student able to work independently on academic tasks related to Math?

☐ Always    ☐ Almost Always    ☐ Sometimes    ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ invents new and obscure systems and codes
- ☐ reasons effectively and likes logic problems and puzzles
- ☐ grasps the abstract nature of mathematics easily
- ☐ enjoys trying to solve difficult problems
- ☐ likes to solve problems through discovery
- ☐ applies problem solving skills when appropriate
- ☐ is intuitive and has the ability to do deductive and inductive reasoning
- ☐ exhibits great desire to excel in math (as a mathematician or in a math-related field)
- ☐ is eager to tell others about discoveries and shows excitement when talking about math
- ☐ is eager to complete tasks

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of Math:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: SCIENCE**

**Available online as Google Form: see links under specific area**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ Science scores, ITBS. Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

☐ Other nationally normed test, if applicable

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

How would you describe the student's level of academic performance in this area?

☐ Well Above Average   ☐ Above Average   ☐ Average   ☐ Below Average   ☐ Fluctuates

Is this student able to work independently on academic tasks related to Science?

☐ Always   ☐ Almost Always   ☐ Sometimes   ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ Is interested in science books or science programs online or on TV
- ☐ Has science-related hobbies or collections
- ☐ Likes taking things apart and tinkering with gadgets
- ☐ Learns science concepts quickly
- ☐ Is curious about natural relationships and wants to understand how things work
- ☐ Has good questions or ideas about experiments
- ☐ Is persistent and sticks with investigation in spite of difficulties
- ☐ Exhibits great desire to be a scientist or pursue scientific investigations
- ☐ Is eager to tell others about discoveries and shows excitement when talking about this subject
- ☐ May supply rapid answers in science and/or in-depth explanations
- ☐ Shows strong interest in working on independent projects
- ☐ Enjoys talking with and/or learning from experts in science

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of Science:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date



**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: SOCIAL STUDIES**

**Available online as Google Form:see link under specific area**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ ITBS Score: Date \_\_\_\_\_ Social Studies Score \_\_\_\_\_%-ile

☐ Other nationally normed test (if applicable \_\_\_\_\_ Date \_\_\_\_\_  
Score \_\_\_\_\_%-ile

How would you describe the student's level of academic performance in this area?

☐ Well Above Average   ☐ Above Average   ☐ Average   ☐ Below Average   ☐ Fluctuates

Is this student able to work independently on academic tasks related to Social Studies?

☐ Always   ☐ Almost Always   ☐ Sometimes   ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ is sensitive to social issues and concerned with moral or ethical questions
- ☐ is knowledgeable about current events
- ☐ reads or watches TV programs/online media dealing with global awareness
- ☐ shows interest in learning about global cultures and/or foreign languages
- ☐ has a high interest in global issues such as environment, endangered species, etc.
- ☐ enjoys learning about the past, present, and future
- ☐ is eager to tell others about discoveries and shows excitement when talking about this subject
- ☐ Shows strong interest in working on independent projects
- ☐ Is very interested in class discussions, asks questions and shares viewpoints
- ☐ Understands cause and effect
- ☐ Enjoys talking to and/or learning from experts
- ☐ can apply knowledge to a variety of social science-related issues
- ☐ shows interest in governmental processes and/or leadership opportunities

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of Social Studies:

\_\_\_\_\_  
Teacher Signature:

\_\_\_\_\_  
Date:

## Teacher Recommendation for Gifted Education - Creativity

see link under creativity area

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

### PART I

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)

Creativity for the Gifted Education Program for school year \_\_\_\_\_.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

### PART II

#### CREATIVITY CHARACTERISTICS

1 2 3 4

- |   |       |       |       |       |
|---|-------|-------|-------|-------|
| 1. Displays a great deal of curiosity about many things; asks questions that reflect an in-depth knowledge; wants to know more about a subject. | _____ | _____ | _____ | _____ |
| 2. Is uninhibited in expressions of opinion; is sometimes passionate spirited in disagreement; may be tenacious or persistent with views.       | _____ | _____ | _____ | _____ |
| 3. Likes a challenge; is adventurous and speculative.   | _____ | _____ | _____ | _____ |
| 4. Flexibility- Generates a large number of ideas or solutions to problems and questions.   | _____ | _____ | _____ | _____ |
| 5. Originality- Creates ideas and images that are original, unique and clever.  | _____ | _____ | _____ | _____ |
| 6. Elaboration of ideas and images-- adds details, fills in the gaps, adds finishing touches, embellishes , answers "what else?"                | _____ | _____ | _____ | _____ |
| 7. Fluency- generates LOTS of ideas, not necessarily different. <b>They</b> can also "hitchhike" on one idea to come up with many more ideas.   | _____ | _____ | _____ | _____ |

**TOTAL:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher Recommendation for Gifted Education - Leadership**  
**See form under leadership area**

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

**PART I**

I recommend \_\_\_\_\_ for consideration in the  
(Student)  
Area of Leadership for the Gifted Education Program for the school year  
\_\_\_\_\_.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

**LEADERSHIP CHARACTERISTICS**

|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| 1. Is self-confident with children his/her own age as well as adults. | ___      | ___      | ___      | ___      |
| 2. Self-starter. Initiates own tasks and displays organization.       | ___      | ___      | ___      | ___      |
| 3. Influences the behaviors of others (positively and/or negatively). | ___      | ___      | ___      | ___      |
| 4. Leads by example.  | ___      | ___      | ___      | ___      |

TOTAL: \_\_\_\_\_

**Teacher Signature:**

**Date:**

## Leadership Spotlight Portfolio Table of Contents

Available online as Google Slides- [Leadership Portfolio](#)

*Submissions may be submitted through typed or handwritten papers, photographs, storyboards, videos, etc.*

### Section 1 – Leadership Essay

*Tell us what you think a leader is and why you're a leader. There is no length requirement for this.*

### Section 2 – Autobiography

*Tell us all about you! There is no length requirement for this.*

### Section 3 – Three Letters of Recommendation

*These should be from 3 different people who are not your family. Ask them to explain in the letter how they've seen you be a leader.*

### Section 4 – Volunteer Work and/or Community Service

*Add a checklist to your portfolio that shows how you help others. Examples:*

- I help others by translating languages.
- I help others by babysitting.
- I help my neighbors by \_\_\_\_\_.
- I help my community by \_\_\_\_\_.
- I help the elderly by \_\_\_\_\_.
- I help those younger than me by \_\_\_\_\_.
- I help at my religious organization by \_\_\_\_\_.
- I help my parents by \_\_\_\_\_.
- I help my peers by \_\_\_\_\_.
- I help others who I don't personally know by \_\_\_\_\_.

### Section 5 – Evidence

*Please include any evidence to show the committee ways you are a leader.*

### Section 6 – Passions

*If you could design and lead a project, what would it look like? How would you carry this out? Describe what your plan would be. Submissions may be in any form.*

### Section 7 – Surveys

- Self-Reflection Rating Scale for Leadership
- Parent Inventory

<Due Date>

## Teacher Recommendation Form: Visual Arts

### Part I:

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)  
Visual Arts for the Gifted Education Program for school year \_\_\_\_\_.

### Part II: Artistic Characteristics Checklist

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Often
- 5 - Almost Always

|   | 1           | 2   | 3   | 4   | 5   |
|---|-------------|-----|-----|-----|-----|
| 1. Has demonstrated a degree of realism and/or detail beyond average grade level ability.                         | ___         | ___ | ___ | ___ | ___ |
| 2. Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones. | ___         | ___ | ___ | ___ | ___ |
| 3. Concentrates for long periods of time on art projects.   | ___         | ___ | ___ | ___ | ___ |
| 4. Demonstrates an understanding and awareness of design elements/principles through advanced composition.        | ___         | ___ | ___ | ___ | ___ |
| 5. Has an interest in art history, art theory, artists, and art styles.   | ___         | ___ | ___ | ___ | ___ |
|   | TOTAL _____ |     |     |     |     |

*(Total of 21/25 points required to proceed with referral)*

**Checklist (to be completed by person primarily responsible for referral)**

- \_\_\_\_\_ a. Makes up original art products.
- \_\_\_\_\_ b. Demonstrates elaboration in artwork.
- \_\_\_\_\_ c. Shows an uncommonly high interest in visual art activities.
- \_\_\_\_\_ d. Spends a great deal of time drawing or doodling.
- \_\_\_\_\_ e. May be asked by others to do artwork.
- \_\_\_\_\_ f. Seems to have a need or compulsion to create.
- \_\_\_\_\_ g. May combine various artistic media for expression.
- \_\_\_\_\_ h. Expresses opinions about his/her art.
- \_\_\_\_\_ g. Is able to critique the process, development and artistic quality of their work and other works of art.
- \_\_\_\_\_ i. Has demonstrated a degree of realism and/or detail beyond average grade level ability.
- \_\_\_\_\_ j. Concentrates on art projects for long periods of time and may shut out all else going on.
- \_\_\_\_\_ k. Demonstrates understanding of perspective beyond average grade level.
- \_\_\_\_\_ l. Understands use of the elements of art (line, color, shape, texture, space).
- \_\_\_\_\_ m. Has participated in an art show or exhibit.

\_\_\_\_\_ **TOTAL** (Student must have 10 of 14 items checked to move on to the portfolio review)

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Visual Arts Portfolio Review

The student must submit a portfolio that includes **a minimum of at least five** entries. The contents are expected to be original and creative works by the candidate. Pieces should include five original pieces (1 observation drawing and 4 pieces chosen by students which may include school assignments).

**Portfolio review will be completed by a team of certified art teachers from the district.**

| Low-1 | Average-2 | High-3 |   |
|-------|-----------|--------|---|
|       |           |        | Evidence of sustained interest (concentration and personal commitment) in recording visual ideas.                   |
|       |           |        | Originality of Ideas/Sources  |
|       |           |        | Comprehensiveness (Evidence of attempts to experiment with and/or master a variety of materials, techniques, ideas) |
|       |           |        | Mastery of Realism (Appropriate to age level)   |
|       |           |        | Evidence of specific mastery medium, style, and/or technique.   |
|       |           |        | Attempts to alter, combine, distort and augment realism.  |
|       |           |        | Demonstrates an advanced use of the elements and principles of art.   |
|       |           |        | Is able to critique artwork using the elements and principles of design.  |

A score of 20-24 demonstrates giftedness in art.

\_\_\_ This student demonstrates giftedness in visual arts.

\_\_\_ This student does not demonstrate giftedness in visual arts.

Portfolio Assessment Team:

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Notes:

## Teacher Recommendation for Gifted Education - Drama

### PART I

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)

\_\_\_\_\_ in the Gifted Education Program for school year \_\_\_\_\_.

### Part II

#### DRAMATIC CHARACTERISTICS

1 2 3 4

- |  |       |       |       |       |
|--|-------|-------|-------|-------|
| 1. Volunteers to participate in classroom plays or skits.                      | _____ | _____ | _____ | _____ |
| 2. Easily tells a story or gives an account of some experience.                | _____ | _____ | _____ | _____ |
| 3. Effectively uses gestures and facial expressions to communicate feelings.   | _____ | _____ | _____ | _____ |
| 4. Is adept at role-playing, improvising, acting out situations "on the spot." | _____ | _____ | _____ | _____ |

TOTAL: \_\_\_\_\_

\_\_\_\_\_  
Referring Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Homeroom Teacher

\_\_\_\_\_  
Grade



# Drama Evaluation-

Student Audition Number \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

| CRITERIA                    | NOVICE (EMERGING)<br>2 Points  | APPRENTICE (TYPICAL)<br>4 Points  | PROFICIENT (ABOVE AVG.)<br>6 Points  | DISTINGUISHED (SUPERIOR)<br>8 Points   |
|-----------------------------|--|---|--|--|
| <b>PHYSICAL PERFORMANCE</b> | <input type="checkbox"/> Distracting & unrelated movement (rocking, swaying, weight shifting)<br><input type="checkbox"/> Little or no use of space and levels, stiff or motionless<br><input type="checkbox"/> Unable to formulate ideas or pictures<br><input type="checkbox"/> Little or no facial expression | <input type="checkbox"/> Minimal, unrelated movements<br><input type="checkbox"/> Appropriate use of space and levels (basic movement)<br><input type="checkbox"/> Obvious ideas or pictures, but disconnected and undeveloped<br><input type="checkbox"/> Uses some facial expressions             | <input type="checkbox"/> Movement and gestures appropriate for exercise<br><input type="checkbox"/> Good use of space and levels with corresponding movement<br><input type="checkbox"/> Original and developed ideas<br><input type="checkbox"/> Uses relative facial expressions   | <input type="checkbox"/> Creatively uses a variety of appropriate movements and gestures<br><input type="checkbox"/> Creatively uses space and a variety of appropriate levels<br><input type="checkbox"/> Innovative and creative ideas with attention to detail<br><input type="checkbox"/> Uses colorful and expressive facial interpretation                     |
| <b>VOCAL PERFORMANCE</b>    | <input type="checkbox"/> Inaudible, unable to hear spoken words<br><input type="checkbox"/> Poor articulation/diction<br><input type="checkbox"/> Hesitates and stumbles over text<br><input type="checkbox"/> Little or no vocal inflection   | <input type="checkbox"/> Small voice, but can be heard<br><input type="checkbox"/> Some difficulty in articulation and diction.<br><input type="checkbox"/> Little or no hesitation with text<br><input type="checkbox"/> Uses some vocal expression  | <input type="checkbox"/> Good projection of voice<br><input type="checkbox"/> Appropriate articulation and diction<br><input type="checkbox"/> No difficulty with reading and vocalizing text<br><input type="checkbox"/> Uses relative vocal expression   | <input type="checkbox"/> Exceptional projection of voice with variety of levels<br><input type="checkbox"/> Outstanding command of language<br><input type="checkbox"/> Responds fluently to text<br><input type="checkbox"/> Uses colorful and expressive vocal interpretation  |
| <b>CHARACTERIZATION</b>     | <input type="checkbox"/> Character does not emerge from what is said, flat affect<br><input type="checkbox"/> Unable to formulate ideas<br><input type="checkbox"/> No indication of understanding the meaning of text<br><input type="checkbox"/> Makes inappropriate character choices based on text           | <input type="checkbox"/> Character emerges from what is said but not fully developed<br><input type="checkbox"/> Obvious ideas emerge from performance<br><input type="checkbox"/> Some indication of meaning of text<br><input type="checkbox"/> Makes undeveloped character choices based on text | <input type="checkbox"/> Fully developed character emerges from what is said<br><input type="checkbox"/> Original and developed ideas with appropriate choices<br><input type="checkbox"/> Demonstrates understanding of meaning of text<br><input type="checkbox"/> Makes appropriate character judgement and decisions based on text | <input type="checkbox"/> Fully developed character with complex, original choices<br><input type="checkbox"/> Innovative and creative ideas with nuanced choices<br><input type="checkbox"/> Shows outstanding depth of understanding the meaning of text<br><input type="checkbox"/> Makes insightful character judgement and sound decisions based on written text |
| <b>OVERALL PERFORMANCE</b>  | <input type="checkbox"/> Little or no preparation<br><input type="checkbox"/> Apologizes and makes excuses, unconvincing presentation<br><input type="checkbox"/> Rushes through exercise  | <input type="checkbox"/> Some preparation is evident, choices are typical for age<br><input type="checkbox"/> Lacking confidence in product<br><input type="checkbox"/> Inconsistent pacing of performance  | <input type="checkbox"/> Student is prepared to perform, makes some original choices<br><input type="checkbox"/> Shows confidence in product<br><input type="checkbox"/> Consistent pacing of performance  | <input type="checkbox"/> Student exhibits outstanding preparation, choices are creative and original<br><input type="checkbox"/> Shows high level of confidence in product<br><input type="checkbox"/> Pacing choices demonstrate intuitive understanding of performance   |
|                             | Subtotal: _____  | Subtotal: _____   | Subtotal: _____  | Subtotal: _____  |

|                               | NOVICE (EMERGING)<br>1 Point  | APPRENTICE (TYPICAL)<br>2 Points  | PROFICIENT (ABOVE AVG.)<br>3 Points   | DISTINGUISHED (SUPERIOR)<br>4 Points  |
|-------------------------------|---|---|---|---|
| <b>IMAGINATION/CREATIVITY</b> | <input type="checkbox"/> Mimics without original input<br><input type="checkbox"/> Unable to invent dramatic situations, original ideas, and/or unusual solutions even with assistance  | <input type="checkbox"/> Mimics with original input<br><input type="checkbox"/> Able to invent dramatic situations, original ideas, and/or unusual solutions with moderate assistance   | <input type="checkbox"/> Original ideas are evident<br><input type="checkbox"/> Able to invent dramatic situations, original ideas, and/or unusual solutions with little assistance.                            | <input type="checkbox"/> Original and creative ideas throughout<br><input type="checkbox"/> Independently invents dramatic situations, original ideas, and/or unusual solutions                                       |
| <b>IMPROVISATION</b>          | <input type="checkbox"/> No beginning, middle, or end, no evidence of structure<br><input type="checkbox"/> Creates an ineffective improvisation as compared to students of the same age  | <input type="checkbox"/> Some evidence of structure, has some elements of a beginning, middle, and/or end<br><input type="checkbox"/> Creates an acceptable improvisation that is typical of student at that same age           | <input type="checkbox"/> Clear structure with a beginning, middle, and ending<br><input type="checkbox"/> Creates an effective improvisation that is advanced for students at that same age                     | <input type="checkbox"/> Cohesive and supported structure and presentation<br><input type="checkbox"/> Spontaneously creates a highly effective improvisation that is extremely advanced for students of the same age |
| <b>ENERGY/FOCUS</b>           | <input type="checkbox"/> Breaks character easily (distracted, giggles, smiles, cries, stops w/o recovery), little to no evidence of pacing<br><input type="checkbox"/> Unable to recover when encountering challenging material | <input type="checkbox"/> Some breaks in character, may stop but recovers, minor detractors in performance, inconsistent pace<br><input type="checkbox"/> Perseveres with some difficulty when encountering challenging material | <input type="checkbox"/> Few or no breaks in character, does not detract from performance, consistent pace<br><input type="checkbox"/> Perseveres with little difficulty when encountering challenging material | <input type="checkbox"/> Extraordinary focus and seamless flow of performance<br><input type="checkbox"/> No difficulty or hesitation when encountering challenging material  |
|                               | Subtotal: _____   | Subtotal: _____   | Subtotal: _____   | Subtotal: _____   |
|                               | Column Total: _____   | Column Total: _____   | Column Total: _____   | Column Total: _____   |

Total Audition Score: \_\_\_\_\_/44

Comments:

Judge's Signature \_\_\_\_\_

(SCAPA/Lafayette County)

## Teacher Recommendation for Gifted Education –Vocal Music

I recommend \_\_\_\_\_ for consideration in the area of Vocal Music for the Gifted Education Program.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - If you have *seldom* or *never* observed this characteristic.
- 2 - If you have *occasionally* observed this characteristic.
- 3 - If you have *frequently* observed this characteristic.
- 4 - If you have *almost always* observed this characteristic.

### MUSICAL CHARACTERISTICS

|   | 1     | 2     | 3     | 4     |
|---|-------|-------|-------|-------|
| 1. Shows a sustained interest in music; seeks out opportunities to hear and create music. | _____ | _____ | _____ | _____ |
| 2. Perceives fine differences in musical tone (pitch, loudness, timbre, duration).        | _____ | _____ | _____ | _____ |
| 3. Has and demonstrates good rhythmic skills.   | _____ | _____ | _____ | _____ |
| 4. Shows a high degree of musical memory.   | _____ | _____ | _____ | _____ |
| 5. Shows outstanding vocal and/or instrumental musicianship for his/her age.              | _____ | _____ | _____ | _____ |
| 6. Shows outstanding instrumental musicianship for his/her age.                           | _____ | _____ | _____ | _____ |
| 7. Shows outstanding performance qualities.   | _____ | _____ | _____ | _____ |

***Must score 25 of 28 to be identified as gifted in this area.***

TOTAL: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Vocal Music Identification Rubric

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

|   | <b>Distinguished<br/>19-20</b>  | <b>Proficient<br/>17-18</b>  | <b>Apprentice<br/>15-16</b>  | <b>Novice<br/>0-14</b>  | <b>Comments</b> |
|---|---|--|--|---|-----------------|
| <b>Tone Quality/<br/>Technique</b><br>( <i>Breath, placement, etc.</i> )  | Tone is warm, resonant, controlled, clear, focused, consistent, vibrant, rich, full, beautiful. Consistency between head and chest voice is demonstrated. Effective breath management is demonstrated.          | Tone has some warmth, resonance and clarity, with some inconsistencies between registers and with the breath.                                      | Tone has apparent inconsistencies with little resonance and clarity. Student breathes at inappropriate times; demonstrates lack of breath support. | Tone is weak, breathy, forced or unclear. Flawed technique. No evidence of breath management.         |                 |
| <b>Intonation/<br/>Rhythmic Accuracy</b><br>( <i>Accuracy of pitches and rhythms</i> )                          | Printed pitches are performed accurately; good intonation is demonstrated. Indicated meter is performed correctly. Notes and rests are held for the correct value. Pulse of the music is steady.                | Some inaccurate pitches and a few minor intonation problems. Some unsteadiness of pulse. Some rhythmic errors.                                     | Several inaccurate pitches and difficulty singing in tune consistently. Unsteady pulse. Several rhythmic errors.                                   | Inaccurate pitches, out of tune throughout. Inaccurate rhythms, time signature not followed.          |                 |
| <b>Diction</b><br>( <i>English or foreign language</i> )  | Diction is clear. Student demonstrates mastery of the text.   | Some inconsistencies in diction but does not take away from the overall performance.   | Mispronunciation of text is prevalent and detracts from the performance.   | No understanding of foreign language diction; English diction unclear.                                |                 |
| <b>Musicality</b><br>( <i>Phrasing, expressive elements, nuance, dynamics &amp; tempo</i> )                     | Tempo is steady and appropriate to the musical selection. Dynamic nuances are performed with appropriate subtlety and contrast. Phrasing follows the contour of the musical line. Phrase endings have finesse.  | Some inaccuracies in tempo and dynamic contrast. Phrasing needs some improvement, but shows progress.  | Several inaccuracies in tempo and dynamic contrast. Phrasing needs improvement.  | Inappropriate or uneven tempo. No contrast in dynamics. Phrases do not have beginning middle and end. |                 |
| <b>Performance</b><br>( <i>Memorization, stage presence, expression, artistry, fluency, talent, potential</i> ) | Student has correct posture and poise in performance. Music is memorized. Student expresses him/herself through the music selected. Student used vibrato appropriately. Student shows enthusiasm and potential. | Student has a few posture problems or some lack of poise. Some memory slips, but handled well. Signs of emerging vibrato. Student shows potential. | Student has posture or poise issues which detract from the performance. Lack of expressive qualities. Significant memory slips.                    | Incorrect posture, student is unprepared, nervous, not poised. The selection is not memorized.        |                 |

TOTAL: \_\_\_\_\_

Selection 1 \_\_\_\_\_

Selection 2 \_\_\_\_\_

## G/T Parent Notification Letter and Permission to Evaluate Vocal/Instrumental Music

Date: \_\_\_\_\_

Dear Parent/Guardian,

Your student, \_\_\_\_\_, is being considered for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creativity, 4) Leadership Skills, and 5) Visual or Performing Arts. Your student was recommended as a candidate for identification in the category of Visual or Performing Arts: Vocal or Instrumental Music.

For the category of Vocal or Instrumental Music students must participate in an in-person audition for a selection committee which includes members of the District GT Committee and persons with background and experience in the field of music. Please see the attached documents for information about the audition process. The audition includes a solo performance of music selection(s) not to exceed 5 minutes total, as chosen by the student to best showcase his/her talent.

**In-person auditions are scheduled for <DATE, TIME, LOCATION>**

If you have further questions, please contact Kim Whitney, district GT Coordinator at 270-586-8877, or <SCHOOL CONTACT>. We are happy to help you or answer any questions.

---

Kim Whitney  
GT Coordinator, Simpson County Schools

- My student has my permission to participate in the Music audition on <DATE>
- My student does not have permission to participate in the Music audition on <DATE>

---

Parent/Guardian

---

Date

Daytime Phone Number: \_\_\_\_\_

**\*Please return signed permission form to <CONTACT> at <SCHOOL> by <DATE>**

## Vocal/Instrumental Music Audition Phase

### **Vocal Music and Instrumental Music:**

An adaptation of the Kentucky Music Educators' Association All-State Choir audition will be used to identify students gifted in Vocal Music. This audition will assess basic musicianship, technique, intonation, and artistic expression.

### **Part A: Melodic Echo:**

Teacher plays a pattern of music (7 measures), one measure at a time, and the student echoes patterns back in an a cappella format. Students must echo without the teacher's help.

### **Part B: Harmonic Pattern Instructions: (2 measure pattern)**

Teacher says "upper part" – give the student the upper starting pitch and play the bottom part on the piano while the student sings the upper part on "loo."

Teacher says "lower part" – give the student the lower starting pitch and play the upper part on the piano while the student sings the lower part on "loo."

### **Part C: Major Scale:**

Students sing ascending and descending scales, using choice of solfege syllables, numbers, or a neutral syllable unaccompanied. Teacher plays the beginning pitch only and does not allow the student to hum the pitch. (Soprano – F major; Alto-D major; Tenor – F major; Bass – C major)

### **Part D: Prepared Selection Instructions (*Vocal Music only*):**

First verse of "My Country 'tis of Thee" unaccompanied – Teacher plays the beginning pitch and tonic chord only of the required key. (Soprano – starting pitch G; Alto – D; Tenor-F; Bass-D)

### **Part E: Prepared Solo: (*student selection - Vocal and Instrumental Music*)**

Students perform self-selected prepared solos without any type of accompaniment. The performance should establish the music student as an exceptional musical performer. The evaluators (specialists or professionals in the area) will score the audition using the Gifted and Talented Evaluation Form for Music.

\*\*\*\*\*

**In-person auditions are scheduled for <DATE,TIME, LOCATION, DIRECTIONS>**

## Gifted and Talented Vocal Music: Audition Phase

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level: \_\_\_\_\_

- Part A: Melodic Echo - Assess pitch accuracy with a check if correct.

| Measure 1 | Measure 2 | Measure 3 | Measure 4 | Measure 5 | Measure 6 | Measure 7 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|           |           |           |           |           |           |           |

- Part B: Harmonic Pattern - Assess pitch accuracy and rhythmic accuracy with a check is correct.





| Upper Part |        | Lower Part |        |
|------------|--------|------------|--------|
| Pitch      | Rhythm | Pitch      | Rhythm |
|            |        |            |        |

- Part C: Major Scale - Assess pitch accuracy with an X if incorrect and identify intonation mistakes as with “sharp” or “flat”.

|            | DO | RE | MI | FA | SO | LA | TI | DO |
|------------|----|----|----|----|----|----|----|----|
| Pitch      |    |    |    |    |    |    |    |    |
| Intonation |    |    |    |    |    |    |    |    |

## Gifted and Talented Vocal Music: Audition Phase

Parts D and E: Assess the vocal tone, technical accuracy, and performance style.

|                           | Aesthetic Vocal Tone  | Technical Accuracy   | Student Performance Style  |
|---------------------------|---|--|--|
| “My Country ‘tis of Thee” | <ul style="list-style-type: none"> <li>Mature Vowel Colors/Timbre</li> <li>Singing “on the breath”</li> <li>Appropriate Phrasing</li> </ul> | <ul style="list-style-type: none"> <li>Pitch Accuracy</li> <li>Rhythmic Accuracy</li> <li>Finesse with Registration</li> </ul> | <ul style="list-style-type: none"> <li> Confident Singing</li> <li> Incorporates movement</li> <li> Appropriate to style</li> </ul> |
| Prepared Solo             | <ul style="list-style-type: none"> <li>Mature Vowel Colors/Timbre</li> </ul>  | <ul style="list-style-type: none"> <li>Pitch Accuracy</li> <li>Rhythmic Accuracy</li> </ul>                                    | <ul style="list-style-type: none"> <li> Confident Singing</li> </ul>  |



## Instrumental Music Evaluation

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Instrument: \_\_\_\_\_

Level of Difficulty:      1      2      3      4      5      TOTAL: \_\_\_\_\_/65

|   | Piece One | Piece Two |
|---|-----------|-----------|
| <b>Tone Quality</b><br>_____/10   |           |           |
| <b>Intonation</b><br><i>Accuracy of Pitches</i><br>_____/10   |           |           |
| <b>Technique</b><br><i>Articulation, rhythm, pulse, Meter</i><br><i>(Bowing, diction, tonguing, sticking)</i><br>_____/10 |           |           |
| <b>Interpretation</b><br><i>Phrasing, expressive elements, nuance, dynamics, tempo</i><br>_____/10                        |           |           |
| <b>Musicality</b><br><i>Memorization, stage presence, expression, artistry, fluency, talent, potential</i><br>_____/10    |           |           |
| <b>Sight Reading, Scales/Arpeggios or Improvisation</b><br>_____/10   |           |           |



|  | <b>Distinguished (10-9)</b>  | <b>Proficient (8-7)</b>   | <b>Apprentice (6-5)</b>  | <b>Novice (4-0)</b>   |
|--|--|---|--|---|
| <b>Tone Quality</b>  | Tone is warm, resonant, controlled, clear, focused, consistent, vibrant, rich, full, beautiful.  | Tone has some warmth, resonance and clarity, with some inconsistencies.   | Tone has apparent inconsistencies with some resonance and clarity.   | Tone is weak, breathy, forced or unclear.   |
| <b>Intonation</b><br><i>Accuracy of Pitches</i>  | Printed pitches are performed with accuracy; intonation is within the appropriate range. Student shifts cleanly.   | Some inaccurate pitches and some intonation problems.   | Several inaccurate pitches and difficulty playing/singing in tune consistently.  | Inaccurate pitches; out of tune.  |
| <b>Technique</b><br><i>Articulation, rhythm, pulse, Meter</i><br>(Bowing, tonguing, sticking, fingering)   | Student used appropriate technique, as printed or indicated stylistically for the selection. Attacks and releases are clear. Slurs are smooth and connected. Pulse of the music is steady. Indicated meter is performed correctly. Notes and rests are held for the correct value. | Enough technical flaws to detract from performance. Style somewhat appropriate. Some inconsistencies in performance or printed articulations. Some unsteadiness of pulse. Some rhythmic errors. | Some technical flaws. Not stylistically appropriate. Printed articulations not followed accurately. Unsteady pulse. Several rhythmic errors. | Flawed technique. Inaccurate rhythms, time signature not followed, accents overdone or not apparent. Slurs are unclear. Technique is not appropriate stylistically. |
| <b>Interpretation</b><br><i>Phrasing, expressive elements, nuance, dynamics, tempo</i>                     | Tempo is steady and appropriate to the musical selection. Dynamic nuances are performed with appropriate subtlety and contrast. Phrasing follows the contour of the musical line. Phrase endings have finesse. Music breathes at cadences.   | Some inaccuracies in tempo and dynamic contrast. Phrasing needs some improvement.   | Several inaccuracies in tempo and dynamic contrast. Phrasing needs improvement.  | Inappropriate or uneven tempo. No contrast in dynamics. Phrases do not have beginning, middle and end. Music runs on at cadences.                                   |
| <b>Musicality</b><br><i>Memorization, stage presence, expression, artistry, fluency, talent, potential</i> | Student has correct posture and poise in performance. Music is memorized and, if appropriate, any memory slips are handled well. Student expresses him/herself through the music selected. Student uses vibrato appropriately. Student shows enthusiasm and potential.             | Student has a few posture problems or some lack of poise. Some memory slips. Signs of emerging vibrato. Student shows potential.  | Student has posture or poise issues which detract from the performance. Lack of expressive qualities.  | Incorrect posture, student is unprepared, nervous, not poised.  |
| <b>Sight Reading or Improvisation</b>  | Student performs correct pitches, rhythms, dynamics, meter, key signature. Phrasing and other marked items are followed.   | Performs pitches and rhythms with some accuracy. Makes a good attempt at imitating pitches and rhythms.   | Student is an emerging sight reader. Tries but has some difficulty imitating pitches and rhythms.  | Does not read music. Does not imitate pitches, rhythms and melodic phrases accurately.  |

(SCAPA/Lafayette County)

# DANCE EVALUATION

AUDITION DATE/TIME \_\_\_\_\_

AUDITION NUMBER \_\_\_\_\_

NAME \_\_\_\_\_ PRESENT GRADE \_\_\_\_\_

ATTIRE: \_\_\_\_\_

| AREA/LEVEL  | DISTINGUISHED: 4  | PROFICIENT: 3  | APPRENTICE: 2   | NOVICE:1  | SCORE |
|---|---|--|---|---|-------|
| <b>ALIGNMENT</b><br>Areas of consideration: head/neck, ribcage, shoulder girdle, pelvis, and legs/feet. | Student uses age appropriate alignment of all areas. Alignment is well integrated into all movement performance allowing fluent movement of the limbs   | Student uses age appropriate alignment with the exception of one area. Alignment is mostly integrated into all movement performance allowing mostly smooth movement of the limbs | Student has 2-3 areas of misalignment resulting in difficulty in maintaining fluent movement                                      | Student has 4 or more areas of misalignment causing the inability to maintain fluent movement                             |       |
| <b>FLEXIBILITY AND STRENGTH</b>   | Student demonstrates a high degree of movement in all the joints with an excellent ability to control and sustain all movements with ease   | Student demonstrates a good degree of movement in all the joints with a relatively good ability to control a sustain all movements with ease                                     | Student demonstrates average degree of movement in all the joints with average ability to control and sustain movements with ease | Student demonstrates a low degree of movement in the joints with a poor ability to control or sustain movements with ease |       |
| <b>COORDINATION AND USE OF LIMBS</b>  | Excellent ability to coordinate use of limbs. Well integrated control and smoothness of arms and legs with torso, and use of whole body. Able to use appropriate force and release to demonstrate fluency of movement in limbs. | Good coordination of limbs and basic integration of limbs into torso.  | Inconsistently demonstrates coordination of limbs. Movement of limbs disconnected from torso.                                     | Poor coordination. Movements appear jerky.  |       |
| <b>TURNOUT IN HIPS</b>  | Ability to use external rotation of hip joint to "turn out" both legs. Student demonstrates well integrated turn out with good pelvic alignment to demonstrated excellent form during dynamic movement phrases.                 | Able to maintain proper external rotation of both legs; may have occasional gaps in ability to integrate rotation and pelvic alignment during dynamic movement phrases.          | Able to use proper rotation in gesturing leg or standing leg only.  | Unable to turnout from hip joint; uses lower leg or foot to initiate rotation.  |       |
| <b>BALLET: POINTE WORK (HIGH SCHOOL ONLY)</b>   | Ankle strength: Able to maintain vertical placement. Foot alignment: Ability to stretch through the feet along a well arched foot.  | Excellent ability in one area, moderate ability in one area.   | Moderate ability in both areas.   | Demonstrates weakness in both areas.  |       |
| <b>CONTEMPORARY: TORSO MOVEMENT</b>   | Excellent ability to use torso in all directions; ability to use weight in upper body to perform a variety of movements; ability to rotate spine independently of pelvis. Good integration of shoulder girdle and ribcage.      | Good ability in most areas listed.   | Able to move torso in some of the listed ways.  | Unable to move torso in the ways listed.  |       |

(SCAPA/Lafayette County)

# GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

|   |  |   |   |
|---|--|---|---|
| Sees connections/recognizes patterns, may want to know how what is being taught fits in.              | Asks many probing questions, sometimes to the point of driving others up the wall. | Appears to have a deep sense of justice. May correct others when something seems wrong.         | Able to work one or more years above others in age group.                             |
| Widely read or likes to read. May prefer to read rather than be with others.                          | Knows many things that have not been taught.                                       | Has a large vocabulary but may choose when to use it.   | Benefits from rapid rate of presentation. May refuse to do work seen as busy work.    |
| Displays intensity for learning. Preoccupied and hard to move on to a new topic or area of study.     | Prefers a few close friends with similar intellect to many friends.                | I Like to observe before trying new activities. Think through ideas before sharing with others. | Has knowledge about things age peers may not be aware of.                             |
| Prefers to work independently with little direction. May be resistant to being the leader of a group. | Displays abstract thinking. Requires time to think before responding.              | Shows high energy level - physical, intellectual, and psychological.                            | Appears to have discrepancies between physical, social, and intellectual development. |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# SPECIFIC ACADEMIC AREA JOT DOWN

**Check One:**    ☐ Language Arts

Date:     /  /

☐ Math

☐ Social Studies

Teacher:  Grade:

☐ Science

School:

Brief description of observed activity:

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

|  |  |   |   |
|--|--|---|---|
| Sees connections.  | Asks many probing questions.                           | Share what he/she knows which may be seen as answering "too often." | Provides many written/oral details.                       |
| Is widely read or likes to read about the subject area.  | Absorbs information quickly from limited exposure.     | Has a large vocabulary in the subject area.                         | Benefits from rapid rate of presentation in subject area. |
| Displays intensity for learning within the subject area. | Requires little or no drill to grasp concepts.         | Generates a large number of ideas or solutions to problems.         | Has knowledge about things age peers may not be aware of. |
| Prefers to work independently with little direction.     | Displays leadership qualities within the subject area. | Applies knowledge to unfamiliar situations.                         | Offers unusual or unique responses.                       |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# CREATIVE THINKING JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_

School: \_\_\_\_\_

1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box(es).
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances as creative thinkers.

|   |  |  |   |
|---|--|--|---|
| Offers many ideas. (fluency)  | Displays ability to switch categories or change ideas. (flexibility) | Develops ideas with details. (elaboration)                                     | Offers ideas no one else may have thought of. (originality)       |
| Asks questions about everything and anything. (alert and curious)                                 | Appears bored with routine tasks and may refuse to complete them.    | Uses imaginative and a strong sense of fantasy.                                | Appears to be day dreaming at times.                              |
| May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas. | Is a high-risk taker with an adventurous and speculative spirit.     | Has a high energy level which may cause students to get in trouble.            | Sees humor in situations others do not see (keen sense of humor). |
| Offers ideas others may view as wild and crazy.   | May not read rules or may question the rules.                        | Enjoys spontaneous activities; sometimes without considering the consequences. | Appears reflective or idealistic.                                 |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# VISUAL ART JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_ School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate boxes.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the visual arts.

|   |   |  |  |
|---|---|--|--|
| Shows an exceptional interest in art activities outside of school | Likes to comment on colors, shapes, and structure of things.        | May be critical of own art work and work of others.  | Enjoys and takes pride in doing visual art well.   |
| Draws or doodles in school/home.                                  | Does outstanding original art work                                  | Likes the opportunity to choose to express self through the use of many different materials.   | Enjoys talking about art and collecting works of art OR collects their artwork over time |
| Masters basic art skills quickly and easily.                      | Is able to demonstrate a sense of whimsy or humor in their art work | Concentrates on art projects for long periods; may shut out other things going on around them. | Creates exceptional charts, graphs, models, or other visuals when given the opportunity. |
| Provides detailed art work (elaboration).                         | Has a creative use of line/color/texture                            | Enjoys open ended art activities; shows frustration with art projects that are very specific.  | Notices and shows appreciation for beauty and aesthetic qualities.                       |

Adapted from Jot Down by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# MUSIC JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_ School: \_\_\_\_\_

1. As students show evidence of the following musical characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in music.

|   |   |  |  |
|---|---|--|--|
| Perceives fine differences in sound.  | Remembers melodies and can reproduce them accurately. | Is sensitive to rhythm; may tap fingers or feet while working. | Has sustained interest in musical activities.                  |
| Expresses feelings or emotions through music.                               | Makes up original tunes.                              | May hum or sing to break the silence.                          | Displays interested in musical symbols and learns them easily. |
| Identifies rhythmic patterns as same or different.                          | Likes to perform musically.                           | Sings on pitch.  | Performs musically with a high degree of technical difficulty. |
| Displays interest in musical instruments and various ways to produce sound. | Enjoys musical performances.                          | Plays or would like to play a musical instrument.              | Prefers to work with music playing.                            |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University

# DANCE JOT DOWN

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_ School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

|  |  |  |  |
|--|--|--|--|
| Uses body as an instrument of expression.      | Enjoys forms of movement and dancing to music. | Uses movement to recreate an emotion or environment.   | Able to think of many ways of solving movement problems. |
| Displays grace and fluidity of movement.       | Likes to dance for other people.               | Is good at imitating movement of others.               | Can change direction, level, and focus of movement.      |
| Masters basic dance skills quickly and easily. | Improvises to music.                           | Has awareness of line and the design of body in space. | Appears to feel the rhythm of music.                     |
| Enjoys spending time watching others dance.    | Communicates to others through their dance.    | Deals effectively with own center for gravity.         | Experiences great joy in movement.                       |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky University



# **DRAMA JOT DOWN**

Brief description of observed activity:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_ Grade : \_\_\_\_\_ School: \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in dance.

|  |   |  |   |
|--|---|--|---|
| Eager to participate in classroom plays or skits.                          | Effectively uses voice, gestures, and facial expressions to communicate feelings. | Commands and holds the attention of a group when speaking. | Able to evoke emotional responses from listeners.                       |
| Can easily imitate others - may mimic the way people speak, talk, gesture. | Readily shifts into the role of another character.                                | Is imaginative - has a strong sense of fantasy.            | Appears to day dream at times.  |
| Displays sensitivity to beauty; attends to aesthetic attributes of things  | Seems to pick up skills in drama without instruction                              | Invents new techniques, experiments                        | Displays sense of humor. May see humor in situations others do not see. |
| Sees minute details in performances  | Have high sensory sensitivity   | Uses drama to express experiences or feelings              | Appears reflective or idealistic.                                       |

Developed by L. Whaley and M. Evans, The Center for Gifted Studies, Western Kentucky

## Leadership Qualities Jot Down

[Google form](#)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher completing the form \_\_\_\_\_ Homeroom \_\_\_\_\_

Directions: As a student in your class shows evidence of the following leadership characteristics, jot down a small description of how the student demonstrated leadership potential.

|  |  |   |  |
|--|--|---|--|
| Gets others to work TOWARD DESIRABLE/UNDESIRABLE GOALS.          | Looked to by others when something must be decided.    | Initiates activities that involve peers.          | Able to figure out what is wrong with an activity and show others how to do it better. |
| Transmits his/her enthusiasm for a task to others.               | Judges abilities of others and finds a place for them. | May appear "bossy" at times.                      | Interacts easily with both children and adults.  |
| Sought out by other students for play/activities.                | Sense of justice and fair play.                        | Can be counted on to do what he/she has promised. | Self-confident.  |
| Influences the Behaviors of Others<br>(Positive and/or Negative) | Helps settle differences.                              | Makes things happen.                              | May be frustrated by lack of organization or progress.                                 |

Adapted from L. Whaley and M. Evans, The Center for Gifted Studies, WKU

## SPECIAL CONSIDERATIONS

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name \_\_\_\_\_ School: \_\_\_\_\_

**PLEASE MARK ALL THAT ARE APPLICABLE TO THIS STUDENT.**

\_\_\_ NONE

### ENVIRONMENTAL

- \_\_\_ Transiency – at least three moves
- \_\_\_ Home with little enrichment or stimulation
- \_\_\_ Parental attitude demonstrating rejection or indifference

### LANGUAGE CONSIDERATIONS

- \_\_\_ English as a second language – lack of proficiency
- \_\_\_ Lack of verbal intellectual stimulation due to limited language facility

### CULTURAL CONSIDERATIONS

- \_\_\_ Inability to function meaningfully in dominant culture due to limited exposure
- \_\_\_ Standards conflict with dominant culture, involving peers, parents & community
- \_\_\_ Lower self-esteem due to self-comparison with dominant culture standards

### ECONOMIC CONSIDERATIONS

- \_\_\_ Residence in depressed economic area with a high concentration of poverty
- \_\_\_ Low family income – free/reduced lunch
- \_\_\_ Large family living at subsistence level
- \_\_\_ Inability to participate in varied experiences outside the home

### OTHER CONSIDERATIONS

- \_\_\_ Medical issues impacting achievement
- \_\_\_ Other factors as described in recommendation

Notes:

Teacher Signature:

Date:



## Simpson County School Gifted/Talented Identification District Committee Nomination Results

The district Gifted/Talented Committee met on \_\_\_\_\_ to formally identify gifted/talented students in their area(s) or additional area(s) of giftedness. It is our decision that the following students meet the state and district requirements, and we recommend them for Gifted/Talented services in Simpson County.

### Committee Members:

|       |                 |
|-------|-----------------|
| _____ | Position: _____ |
| _____ | Position: _____ |
| _____ | Position: _____ |
| _____ | Position: _____ |
| _____ | Position: _____ |
| _____ | Position: _____ |
| _____ | Position: _____ |
| _____ | Position: _____ |

**Student Name**

**School**

**Gifted Area(s)**

[illegible]

Gifted Student Service Plan and Progress Reports documents are housed in Infinite Campus. Progress Reports are completed once per semester. As of May 28, 2020, currently completed and locked GT records are available for view online through the Parent Portal in accordance with the Data Standard:  
<https://education.ky.gov/specialed/GT/Documents/GTDataSt.pdf>

### KY Gifted Student Services Plan

18-19

Grade SSID

The Gifted Student Service Plan (GSSP) is a plan developed for identified students in grades 4-12. The plan notifies parents of the services their child will be receiving from the district. For each identified area the district must provide a minimum of two services.

#### Gifted Area(s)

- |   |  |
|---|--|
| <input type="checkbox"/> 01: Creative or Divergent Thinking             | <input type="checkbox"/> 07: Specific Academic Aptitude - Social Studies |
| <input type="checkbox"/> 02: General Intellectual Ability               | <input type="checkbox"/> 08: Visual or Performing Arts Ability - Art     |
| <input type="checkbox"/> 03: Psychosocial or Leadership Abilities       | <input type="checkbox"/> 09: Visual or Performing Arts Ability – Dance   |
| <input type="checkbox"/> 04: Specific Academic Aptitude - Language Arts | <input type="checkbox"/> 10: Visual or Performing Arts Ability - Drama   |
| <input type="checkbox"/> 05: Specific Academic Aptitude - Math          | <input type="checkbox"/> 11: Visual or Performing Arts Ability - Music   |
| <input type="checkbox"/> 06: Specific Academic Aptitude - Science       |  |

#### Service Delivery Options and Codes

The code(s) beside the Service Delivery Options are the areas being served. Codes are separated with a comma (.).

##### Acceleration Options

Grade Skipping  
 Subject Area Higher Grade Level  
 Dual Credit Courses  
 Early Exit from High School

##### Various Options

Academic Competition or Other  
 Extracurricular Offering  
 Advanced Placement and Honors Courses  
 Collaborative Teaching 08  
 Consultation Services  
 Special Counseling Services  
 Enrichment Services (School Day) 04  
 Independent Study  
 Mentorships

Consortium

Seminars

Travel Study Options

Special Schools (4-12)

Self-Contained Classrooms (4-12)

##### Differentiated Study Experience in the Classroom

Differentiated Individual Study 08

Differentiated for Cluster Groups

##### Distance Learning

Video Courses

Other Online Courses

##### Resources Services

Pull-out Setting

Appropriate Instructional Setting 04

#### Comments:

## **Procedural Safeguards and Grievances**

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined below:

- The District's process for selecting students for talent pool services;
- The District's process for formal identification of gifted and talented students; or
- The appropriateness and/or adequacy of primary talent pool (PTP) or gifted and talented (GT) services.

Parents and/or students (Grades K-12) may petition for identification or may appeal non-identification or appropriateness of services.

- A. The appealing party shall submit in writing to the District Gifted & Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.
- B. The District Gifted & Talented Coordinator shall meet with the School Gifted and Talented Committee and other involved administrators and/or teachers to compile student data and present that along with the petition or appeal to the District Gifted and Talented Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.
- C. The District GT Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate service options, the Committee shall consult with the school council.
- D. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
  - a. S/he may participate in the program as soon as the parent or guardian signs the required permission form.
  - b. A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.
- E. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.
- F. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.