



Hillsboro School District Form

TAG 15A Personal Education Plan (PEP) Elementary

Identification:

Intellectually Gifted

Reading Talented

Math Talented

Potential to Perform

STUDENT: Sample ID #: _____ DATE: August 2012

SCHOOL: _____ GRADE: _____ TEACHER(S): _____

GIFTED CHARACTERISTICS. *Student demonstrates the following behaviors:*

Seldom	Occasionally	Often	Categories of Gifted Characteristics (Kingore, 2001)
1	2	3	Advanced Language: The student unassumingly and appropriately displays an advanced vocabulary and an ability to effectively use more complex language in a variety of situations. The student naturally uses similes, metaphors, and analogies to express insights.
1	2	3	Analytical Thinking: The student demonstrates an ability to discern components of a whole, solves more difficult problems, and strives to determine more complex, abstract relationships and patterns in procedures, experiences, ideas, and/or objects.
1	2	3	Meaning Motivation: The student exhibits an inner drive for thorough, independent understanding that results in the development of expertise in one or more areas. The student is philosophical, pursues issues atypical of age-mates, demonstrates an extensive memory, and asks penetrating, intellectual questions.
1	2	3	Perspective: The student develops unique graphics or patterns and displays an ability to interpret and incorporate unexpected or unusual points of view through oral language, writing, manipulatives, art, and/or problem-solving. The student insightfully interprets another's point of view.
1	2	3	Sense of Humor: The student demonstrates an appreciation of high levels of humor and an application of a finely developed sense of humor by understanding the subtle humor of others or by producing original jokes, puns, or other humorous effects. The student successfully uses humor to defuse volatile situations and gain approval.
1	2	3	Sensitivity: The student is very concerned about human issues, demonstrates a strong sense of justice, is intensely sensitive to the needs and motivations of others, and sets high standards for self and others. Empathy is expressed through words, art, or actions.
1	2	3	Accelerated Learning: The student demonstrates mastery or an ability to learn and interpret materials and concepts beyond the level typically expected for that age group. Exposure increases the rate of learning. The student ably uses a variety of tools to access information beyond age-mates.

KEYS	LEVEL of Learning	RATE of Learning
	1. Not Yet Meeting 2. Nearly Meets 3. Meets 4. Exceeds	SR: Learns with Several Repetitions EP: Learns at Expected Pace RP: Learns at Rapid Pace

Modification/DIFFERENTIATION Options		
<ul style="list-style-type: none"> Acceleration Compacting Complex/Abstract Concepts/Materials Enrichment Activities Flexible Pacing 	<ul style="list-style-type: none"> Flexible Grouping w/TAG peers Higher Order Questioning Independent Study/Projects Interdisciplinary Curriculum Connections 	<ul style="list-style-type: none"> Interest-Area Emphasis Learning-Style Emphasis Tiered Lessons/Assignments

Subject-Area	RATE of Learning	How will you PRE-ASSESS Level of Learning?	If Level of Learning indicates Meets or Exceeds , what modifications/ DIFFERENTIATION will occur?
READING Teacher:	Rapid Pace	<ul style="list-style-type: none"> Classroom observations Unit Pre/Post Assessments Student-initiated presentation of evidence Benchmark Assessment Data from prior grade levels Interest-area survey Placement Recommendation 	<ul style="list-style-type: none"> Independent book project based on Text Complexity, fluency and mastery of standards. Lit Circles with like-leveled peers – Cluster and Flexible Advanced Skill Assignments (e.g. vocabulary, literary elements, comprehension with text at student's reading level) Course Compacting based on mastery of standards
WRITING Teacher:	Rapid Pace	<ul style="list-style-type: none"> Classroom observations Review of writing samples to design targeted writing goals based on mode, format, and trait Student-initiated presentation of evidence Review of previous state Writing exam 	<ul style="list-style-type: none"> Writing in varied modes and formats Writing with different audiences and purposes Altered strategies for different steps in the writing process Focus on integrating elements from different writing modes and styles Choice topics for research writing projects and creative writing projects Altered pace and check-in points for writing projects when necessary Real-world writing when applicable

Subject-Area	RATE of Learning	How will you PRE-ASSESS Level of Learning?	If Level of Learning indicates Meets or Exceeds , what modifications/ DIFFERENTIATION will occur?
MATH Teacher:	Rapid Pace	<ul style="list-style-type: none"> • Classroom observations • Unit Pre/Post Assessments • Student-initiated presentation of evidence • Review of previous state Math exam • Review of previous math work samples 	<ul style="list-style-type: none"> • Compacting of skills already mastered • Greater conceptual depth and real-world application of math practices • Flexible grouping with like-leveled math peers • Flexible pacing to move through curriculum more quickly when concepts come easily, or more slowly when student interest requires more depth • Independent projects and enrichment with related and advanced math concepts
SOCIAL STUDIES Teacher:	Expected Pace	<ul style="list-style-type: none"> • Classroom observations • Unit Pre/Post Assessments • Student-initiated presentation of evidence • Interest-area survey 	<ul style="list-style-type: none"> • Independent projects with new or related content when student already knows materials • Research application of concept in different cultures, time periods, or other applicable areas • Self-paced learning via independent reading
SCIENCE Teacher:	Rapid Pace	<ul style="list-style-type: none"> • Classroom observations • Unit Pre/Post Assessments • Student-initiated presentation of evidence • Review of previous state Science exam • Review of previous science work samples • Interest-area survey 	<ul style="list-style-type: none"> • Compacting of skills already mastered • Greater conceptual depth and real-world application of science concepts • Flexible grouping with like-leveled science peers • Flexible pacing to move through curriculum more quickly when concepts come easily, or more slowly when student interest requires more depth • Independent projects with new or related content when student already knows materials • Self-paced learning via independent reading

CHARACTERISTICS OF A SUCCESSFUL LEARNER: *What additional supports will be in place to help students socially and emotionally to cultivate effective academic behaviors, such as: Cooperation, Responsibility, Respect, Attentiveness, Work Ethic, Persistence, Thinking Flexibly, Taking Responsible Risks, Striving for Accuracy, Thinking Interdependently, etc?*

- Break large projects into smaller pieces to help with organization and to keep projects from becoming too overwhelming and grand in scope.
- Provide warning for major changes in classroom routines and expectations.
- Work on sharing ideas with kindness and taking turns talking.
- Practice being both a leader and an equal partner in group work.
- Assignments to look at curriculum from multiple perspectives.
- Provide warning and safe environment with social justice and equity topics, as the student is especially sensitive to perceived injustices.
- Work with learning style/multiple intelligences strengths and weaknesses within class activities.

I have reviewed and agree with the instructional plans outlined in this form.

Parent/Guardian Signature and Printed Name

Date

Home Room Teacher Signature and Printed Name

Date