

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

Gifted and Talented Student Performance Record (SPR), K-6

Name: _____	ID# _____
Campus: _____	Grade _____ Year: _____
Teacher(s): _____	

Goal of the GT Student Performance Record

The Student Performance Record (SPR) identifies the student as possessing a need for a differentiated educational program. Needs can be identified in the following areas: mathematics, language arts, science, social studies, music, and the visual arts. The identification of a need requires the appropriate educational programming to be implemented by the classroom teacher.

The primary goal of this performance record is to ensure that gifted students develop "innovative products and performances that are advanced in relation to students of similar age, experience, or environment." By meeting this goal, we can assure that BISD students have been challenged to work at the highest levels. This student performance record will assist GT teachers in meeting the needs of gifted students. **Descriptions of differentiation must be annotated throughout the school year. The SPR will be reviewed during campus visits.**

Each GT student will have a blue GT folder maintained by the homeroom teacher. The GT folder will provide evidence of the yearly TPSP product, research paper, rubric, SPR, and other pertinent information.

Fall / Spring Conference Notes

(Suggested Topics: yearly goals, interests, challenges, special situations, etc.)

F		S	
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L		R	
L		I	
		N	
		G	

Texas Performance Standards Project

TPSP TASK		
TOPIC		
PRODUCT		
PRESENTATION(S)		
	Audience	Date
	Audience	Date

Extracurricular Activities for the Current School Year

STUDENT ACHIEVEMENT

<i>EOY Averages/ STAAR/EOC Scores/EOY Benchmark/TPRI</i>		
<small>Include scores applicable for grade level</small>		
Reading:	Writing:	Math:
Science:	Social Studies:	Other:

Language Arts Ability (check all that apply)	<input type="checkbox"/> reads avidly in a wide range of subjects <input type="checkbox"/> fascinations with biographies and autobiographies <input type="checkbox"/> displays critical analysis of literature <input type="checkbox"/> capable of predicting plausible outcomes to literature <input type="checkbox"/> uses a large storehouse of vocabulary <input type="checkbox"/> displays writing skills well beyond grade level <input type="checkbox"/> retains easily what she/he has read <input type="checkbox"/> follows complex directions easily <input type="checkbox"/> sets high standards for independent projects
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Description of Differentiated Product

F		S	
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Mathematical Ability (check all that apply)	<input type="checkbox"/> gets answers, not able to explain how, yet usually correct <input type="checkbox"/> performs computations easily and accurately, may resist extensive calculating <input type="checkbox"/> hypothesizes frequently, seems to make leaps in mathematical thinking <input type="checkbox"/> works a long time on challenging problems <input type="checkbox"/> mastery of a slide rule, calculator, compass, protractor, or other mathematical device with little or no training <input type="checkbox"/> sets high standards for independent projects
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Description of Differentiated Product

F		S	
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Social Studies Ability (check all that apply)	<input type="checkbox"/> displays strong dedication to social causes, e.g. feminism, ecology, equality <input type="checkbox"/> consumed with historical perspectives, e.g. events, dates, individuals, causes <input type="checkbox"/> excellent understanding of cause and effect as it relates to historical events <input type="checkbox"/> early understanding of communities and the needs of people <input type="checkbox"/> strong interests in political issues and campaigns <input type="checkbox"/> displays a natural inclination toward and interest in other human beings <input type="checkbox"/> identifies ways to apply what is learned in class to everyday life <input type="checkbox"/> displays a starting understanding of rather mature concepts <input type="checkbox"/> sets high standards for independent projects
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Description of Differentiated Product

F		S	
A		P	
L		R	
L		I	
		N	
		G	

Science Ability (check all that apply)	<input type="checkbox"/> has a history of participation in science competitions
	<input type="checkbox"/> has several experiments and collections outside of class
	<input type="checkbox"/> often single-minded in pursuit of a goal, even to the point of neglecting other responsibilities
	<input type="checkbox"/> tends to jump over steps in the reasoning process
	<input type="checkbox"/> a well-developed sense of curiosity and is a risk-taker
	<input type="checkbox"/> able to handle the tedious task of gathering and testing information: meticulous in record keeping and careful testing of ideas
	<input type="checkbox"/> sets high standards for independent projects

Description of Differentiated Product

F A L L	_____	S P R I N G	_____
	_____		_____
	_____		_____

Visual Arts Ability (check all that apply)	<input type="checkbox"/> likes to participate in art activities; is eager to visually express ideas
	<input type="checkbox"/> incorporates a large number of elements into art work; varies subject and content of art work
	<input type="checkbox"/> arrives at unique, unconventional solutions to artistic problems
	<input type="checkbox"/> concentrates for long periods of time on art projects
	<input type="checkbox"/> willingly tries out different media; experiments with a variety of materials and techniques
	<input type="checkbox"/> tends to select art media for free activity or classroom projects
	<input type="checkbox"/> is particularly sensitive to the environment; is a keen observer - sees the unusual
	<input type="checkbox"/> produces balance and order in art work
	<input type="checkbox"/> is critical of own work; sets high standards of quality; often reworks creation to refine it
	<input type="checkbox"/> show an interest in other student's work – spends time studying and discussing their work
<input type="checkbox"/> elaborates on ideas from other people – uses them as a "jumping off point"	

Description of Differentiated Product

F A L L	_____	S P R I N G	_____
	_____		_____
	_____		_____

Musical Ability (check all that apply)	<input type="checkbox"/> can remember and repeat melodies and rhythms
	<input type="checkbox"/> keeps a steady pulse and responds to subtle changes in rhythms and sounds
	<input type="checkbox"/> can hear small differences in melodies, rhythms, and sounds
	<input type="checkbox"/> can differentiate individual sounds in context: identifies patterns, melodies, and instruments in a musical composition or specific environmental sounds
	<input type="checkbox"/> performs with accuracy and ease
	<input type="checkbox"/> enjoys experimenting with sounds, making up songs and manipulating melodies and rhythms
	<input type="checkbox"/> is aware of slight changes in mood, loudness, or softness, and instrument sounds
	<input type="checkbox"/> performs & reacts to music with personal expressions: shows intensity & involvement
	<input type="checkbox"/> shows perseverance in musical activities: works with focused concentration, energy, and internal motivation
	<input type="checkbox"/> strives to refine musical ideas: sets high goals, constructively critiques musical work

Description of Differentiated Product

F A L L	_____	S P R I N G	_____
	_____		_____
	_____		_____

Social Emotional Competencies

(Please rate student.)

	Not meeting Expectations for GT Students	Meeting Expectations for GT Students	Exceeding Expectations for GT Students
Creative Thinking Skills	<input type="checkbox"/> Does not depart from traditional ideas to generate unique products. Avoids taking risks	<input type="checkbox"/> Departs from common ideas and solutions to produce original products.	<input type="checkbox"/> Consistently and clearly communicates unique ideas. Exhibits ingenious, inventive, lively imagination.
Critical Thinking Skills	<input type="checkbox"/> Neglects or misinterprets facts. Formulates illogical decisions or conclusions.	<input type="checkbox"/> Considers facts and variables. Sees relationships. Organizes information. Bases decisions on logical reasoning.	<input type="checkbox"/> Clearly demonstrates the use of systematic, analytical approaches in making decisions.
Quality Work	<input type="checkbox"/> Uses time inefficiently. Has difficulty following directions. Lacks organizational skills.	<input type="checkbox"/> Plans and uses time well. Follows directions. Defines the task. Organizes materials. Evaluates products.	<input type="checkbox"/> Consistently plans and uses time well, follows directions, defines the task. Evaluates all products for quality.
Problem Solving	<input type="checkbox"/> Does not initiate problem-solving techniques.	<input type="checkbox"/> Uses systematic problem-solving techniques: problem-identification and analysis, research, solution formation, validation, and evaluation.	<input type="checkbox"/> Consistently recognizes the need for and uses systematic problem-solving techniques with competency and proficiency.
Risk Taking	<input type="checkbox"/> Seldom asks questions. Shows little interest in intellectual pursuits.	<input type="checkbox"/> Asks questions. Demonstrates willingness to explore new areas. Questions usual and accepted ways.	<input type="checkbox"/> Asks penetrating questions. Is thoughtful, analytical and curious. Explores topics in depth.
Interpersonal Relationships	<input type="checkbox"/> Is an ineffective participant in-group dynamics. Does not act on evaluative input. Is unaware of others' interests, needs, and feelings.	<input type="checkbox"/> Cooperates in all group settings. Respects other students' right to learn and recognizes their interests, needs, and feelings. Accepts evaluative input.	<input type="checkbox"/> Accepts and internalizes evaluative input. Sensitive aware of others' interests/needs.
Self-Discipline	<input type="checkbox"/> Lacks self-control. Needs continuous reminders of boundaries. Procrastinates.	<input type="checkbox"/> Uses self-control. Demonstrates respect. Sees task through to completion.	<input type="checkbox"/> Exhibits appropriate behavior in most situations. Consistently demonstrates respect, responsibility and reliability.
Motivation	<input type="checkbox"/> Requires continual redirection. Demonstrates lack of effort. Does not attempt challenging work. Does not follow through to complete a task.	<input type="checkbox"/> Exhibits self-direction. Demonstrates satisfactory effort. Attempts challenging work. Executes responsibilities on time.	<input type="checkbox"/> Consistently self-directed. Demonstrates outstanding effort, persistence and application on purposeful tasks.

Suggested Differentiation Products

audio recording	bulletin board	charades	chart
collection w/ narrative	advertisement	creative word search	crossword puzzle
demonstration	descriptive composition	diagram	dialogue
diary	dictionary	discussion	dramatization
fact file	filmstrip	game	graph
illustrated story	illustration	improvisation	interview
invention	journal	letter writing	mini-center
mobile	multidimensional model	multi-media presentation	news report
newspaper	outline	pamphlet	panel discussion
pantomime	poetry	picture dictionary	puppet show
questionnaire	recipe	role play	scavenger hunt
self-evaluation	skit	story problem	questionnaire
survey	timeline	travelogue	song
choreography	book	diorama	variety of spelling practice