

2012-2013 Parkrose TAG Students

SCHOOL	Number of students	Percent of students
Parkrose High School	51	5%
Parkrose Middle School	36	4.5%
Prescott Elementary School	4	1%
Russell Academy	2	.4%
Sacramento Elementary	24	5.7%
Shaver Elementary	4	1.2%
DISTRICT	122	3.5%

TAG Basics

WHO NOMINATES:

- Anyone—parent, teacher, staff, student

HOW IDENTIFIED:

- Nomination form
- All-grade screening for 2nd grade and 6th grade
- Review of achievement test results (Talented in Reading or Math)
- Assessment-Raven Progressive Matrices, grades K-6, individual cognitive test 7-12 (Intellectually Gifted)
- Observation information from teacher and parent
- School team reviews nomination forms, assessment and observation information

ELIGIBILITY CRITERIA:

- At or above the 97th percentile on cognitive or achievement tests, or top 3% on norms of test
- Other information supports (observation, nomination information, review of records, work samples)

TAG EDUCATIONAL PLAN:

- Based on level and rate of learning
- Teacher develops, with input from parent and student
- TAG Coordinator and other members of the school team consult
- Annual plan, lasts for a year
- Different options for plan, to meet needs of individual student

PARENT INVOLVEMENT

- Nomination
- Permission to test (outside of screening)
- Notification of eligibility decision
- Access to student's records
- Input on TAG plan

DOCUMENTATION OF ASSESSMENT, INSTRUCTION AND PARENT INPUT:

Teachers:

- Review previous Instructional Plan.
- Communicate with parents in September or up on identification of student (phone call, letter, survey).
- Write draft of Instructional Plan to be sent home by late October.
- Finalize Instructional Plan with families by Fall Conference.
- Document assessments used for writing Instructional Plan.
- Provide for family input and communicate assessment results of level, rate, and instructional modifications.

Families:

- Communicate with teacher in September or upon identification of student (phone call, letter, survey).
- Review draft of Instructional Plan and give input.
- Finalize Instructional Plan in November.
- Communicate any significant changes in the student's pace, direction or focus of classroom instruction, student's respond to classroom material or student's social or emotional behavior.

**PARKROSE
SCHOOL DISTRICT**

**TALENTED AND
GIFTED
EDUCATIONAL
SERIVCES**

ASSESSMENT OPTIONS FOR RATE AND LEVEL OF LEARNING AND INSTRUCTION

Placement recommendations and specific data from previous teacher(s).

Student input and self-assessment and/or interview

Parent input and information

Specific teacher observational data

Placement data

Pre and Post Tests

Chapter/Unit Tests

Final/Semester Exams

Student survey of books already read

Informal Reading Inventory

Student Portfolio

Essay Questions

Lab Demonstrations

Performance and Demonstration Tests

Standardized Tests

State Assessments for CIM/CAM Benchmarks

Journals

Research Reports

Work Samples scored with teacher made guides

Peer Evaluation of Performances or Products

Monitoring of Daily Work

INSTRUCTIONAL ACCOMMODATIONS TO BE BASED ON ASSESSED LEVEL AND RATE OF LEARNING:

Goals:

The goal is to ensure that the student is stimulated throughout the school day by challenging content, flexible pacing, higher level thinking and/or materials appropriate for the students learning.

Guidelines:

Instructional accommodations (based on assessment data) provide advanced level work and/or an increase in pace of instruction. These accommodations must be provided on a regular basis and should be clearly documented in the lesson plans and/or grade book.

Level of learning is the students instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Rate of learning is a measure of the pace at which a student successfully progresses throughout the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on: subject; point in the learning process; degree of interest; level of difficulty of the material; and/or learning style of the student.

Key for Instructional Accommodations

A-Acceleration

C-Compacting

G-Flexible Grouping

D-Differentiated Instruction

S-Small Group Instruction/Cluster

H-High Level of Questioning Strategies

P-Project/Independent Study

NAN-No Accommodation Needed

RIGHTS

Parents/Guardians may, at any time, request withdrawal of their child from educational services under OAR 581-22-4404.

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Student _____
 ID# _____
 Teacher: _____
 Date: _____

School: _____ Grade: 7
 TAG Coordinator: _____

Parkrose School District
TAG Educational Plan

Parent/Guardian: Please review, sign, and return within 5 days. At any time you may request the withdrawal of your child from TAG services. If you want your child withdrawn and considered "inactive," please check and sign in the bottom box. If you have any questions, concerns or suggestions, please contact your child's teacher.

LEVEL OF LEARNING		RATE OF LEARNING		KEY FOR ACCOMMODATIONS
K E Y	1. Beginning	K E Y	SR- Learns with several repetitions	A-Acceleration
	2. Emerging		EP-Learns at expected rate	C-Compacting
	3. Developing		RL-Rapid Learner	G-Flexible Grouping
	4. Proficient, Standard			D-Differentiation
5. Strong			S-Small Group	
6. Exemplary			H-High Level of Questioning Strategies	
			P-Project/Independent Study	
			NAN-No Accommodation Needed	

ASSESSMENT DATA

INSTRUCTIONAL PLAN

READING
 9th gr

Level of Learning	Rate of Learning
1 2 3 4 5 6	
1. Fluency <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Overall Rate SR EP RL <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
2. Comprehension <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Accommodation for rate and level:
 (A) C (G) (D) (S) (H) P NAN

- Alternate assignment options, higher level thinking focus
 - Webquest for projects

ASSESSMENT DATA

INSTRUCTIONAL PLAN

MATH

Level of Learning	Rate of Learning
1 2 3 4 5 6	
1. _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Overall Rate SR EP RL <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Accommodation for rate and level:
 A C G D S H P NAN

ASSESSMENT DATA

INSTRUCTIONAL PLAN

OTHER

Level of Learning	Rate of Learning
1 2 3 4 5 6	
1. _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Overall Rate SR EP RL <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Accommodation for rate and level:
 (A) C (G) (D) (S) (H) P NAN

Social Studies - Independent projects as alternate assignment, by student/teacher agreement.

OPPORTUNITY FOR FAMILY INPUT

I have reviewed the instructional plan.

 Parent/Guardian Signature Date

Please place my child on the inactive list.

 Parent/Guardian Signature Date

ONGOING RECORD

Date: _____

 Parent Survey returned or Not returned

 Draft of written plan sent home.

 Fall Conference or Parent declined

 Final Instructional Plan Signed

Not signed Not returned



Parkrose High School

Student Name: [REDACTED]

School Year: 2007-2008

Birth Date: [REDACTED]

Grade Level: 9

Talented and Gifted Plan

Student's schedule attached to this form

Parent/Student Concerns:

[REDACTED] was not being challenged by his 9th grade classes. He learns very quickly with little repetition and practice needed. His curiosity is voracious, and often his classes are limiting. Even though he is enrolled in honors classes, he is bored.

Special Considerations

[REDACTED] came into the 9th grade with skills that were above and beyond his peers. Furthermore, he was used to working at his own accelerated pace.

Alternative Schedule Accommodations:

As a 9th grader, the student was moved from 9th grade honors classes into 10th grade honors classes. This included both his English and Social Studies classes.

Most students' TAG needs are met by their individually planned academic schedule. However, some students' teachers need to make classroom accommodations and/or modifications. The following teachers will make the following accommodation(s) for this student:

[REDACTED] took a Math exam to assess his level. His math teacher will provide advanced instruction once [REDACTED] has mastered new material. Since he learns very quickly, he may not need to complete as many problems, but, instead, will work ahead with assistance from his math teacher. Furthermore, in Spanish, the student learns the material very quickly. While the rest of the class reviews, [REDACTED] will take the opportunity to study ahead. He will also discuss with his Spanish teacher moving into an advanced class and seeking remedial help to catch up.