Characteristics of Gifted Learners

Research shows Gifted students usually exhibit many, if not all, of these behaviors:

*Uses advanced vocabulary
*Effective in spoken and written communications
*Has a wide range of interests or a heavy concentration on just one.
*Likes solving puzzles and problems.
*Tries to do things in different or unusual and imaginative ways.
*Shows a keen sense of humor.
*Recognizes relationships others may not recognize.
*Very observant, curious, asks lots of questions.
*Very much concerned with justice, right and wrong, good and bad.
*May read before beginning school.
*May question authority.
*Has a good memory.
*Takes risks.
*May or may not be a high achiever.

Bright Child	Gifted Learner
Enjoys school	Enjoys learning
Completes assignments	Initiates projects
Copies accurately	Creates a new design
Good memorizer	Good guesser
Is alert	Is keenly observant
Is receptive	Is intense
Absorbs information	Manipulates information
Technician	Inventor
Enjoys straightforward, sequential presentation	Thrives on complexity
Is pleased with own learning	Is highly self-critical

Definition of Gifted and Talented

"Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential." (*24 SC Code Ann. Reg. 43-220.1(A)(1)*)

Gifted and Talented Resources

http://ed.sc.gov/agency/programs-services/123/

http://www.gifted.uconn.edu/

http://www.nagc.org/

http://www.davidson-institute.org/

http://www.sengifted.org/

http://www.hoagiesgifted.org/

http://www.gifted-children.com/

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Gifted and Talented Programs



Sumter School District

1345 Wilson Hall Rd

Sumter, SC 29150

How are students identified for the gifted and talented program?

Gifted and talented students may be found within any racial, ethnic, or socio-economic group; within any nationality; within both genders; and within populations with disabilities.

Identification is a multi-step process, which consists of:

1) referral,

2) screening,

3) assessment and

4) placement.

1) Referral: Students may be referred for the gifted and talented program by a parent/guardian, a teacher/administrator/other, a peer or the student who submits a *Request for Academic Screening* form. Forms are available at all school locations and on the district website, http://district.sumterschools.net.

Note: If the student was previously identified as gifted in another state, appropriate identification documentation should be submitted upon enrollment. Evidence of academic performance and previous standardized test results should also be submitted, if available.

2) Screening: All students in grades 2-8 are screened each year using the criteria for identification established by South Carolina regulations:

Students must meet 2 out of the 3 dimensions or earn a composite/total score at or above the 96th national age percentile on a nationally normed aptitude test. (Scores are valid for two years. No outside testing will be accepted for eligibility purposes.)

Dimension A-Aptitude: Student must score at or above the 93rd national age percentile or higher on a nationally normed aptitude test in the area of verbal, nonverbal, quantitative and/or a total of the three.

Dimension B-Achievement: 94th national percentile or higher on approved subtest (reading comprehension and/or math concepts and problem solving). If approved subtests are unavailable, use the total reading and/or total math score. OR

A qualifying score* in reading and/or math on the SC State Assessment. *Qualifying scores are determined yearly based on population taking the assessment. Scores range in the top 10%.

Dimension C-Intellectual/Academic Performance: Students in grades 2-5 must obtain a qualifying score on the SC Performance Task Assessment. Students in grades 5-11 must earn a final GPA of at least 3.75 on a 4.0 scale in Reading, Math, Science, Social Studies and Foreign Language (if available).

Students who do not qualify based on these guidelines at the time of screening, may have other opportunities for re-testing through district and state testing programs.

3) Assessment: Second grade students are assessed using the CoGAT aptitude test and the Iowa achievement test in late October. The MAP test is administered in the Fall and Spring to students in grades 2-8. Students in grades 3-8 are also assessed through the state testing program every spring.

Students requiring additional aptitude testing will be assessed in September and January. Referred students new to the district who require additional aptitude testing will be tested at the time of the referral.

4) Placement: Once identified as academically gifted and talented, the student will be placed in an appropriate setting for grade level best suited to meet individual needs.

Elementary (3-5): Students are served through an interdisciplinary pull-out program focused on infusing technological skills with research, creative, and critical thinking skills. Students in the QUEST program work through a series of STEM based design challenges requiring them to apply grade level standards at a level of abstraction, complexity, and depth that is appropriate for gifted learners.

Middle (6-8): Honors classes in core academic areas provide identified gifted students daily instruction that is differentiated in pace, depth and complexity. Students are placed in Honors classes by a school-level committee based on their individual strengths and academic achievement. Students in the 8th grade meeting specified criteria have the opportunity to take English I and/or Algebra I for high school credit.

High (9-12): A variety of challenging academic opportunities are provided at the high school level through Honors classes, Dual-Enrollment classes, Advanced Placement (AP) classes and the International Baccalaureate (IB) program. Please contact individual high schools for details on availability of classes.

A student who is identified as gifted remains gifted until graduation, unless a formal withdraw is made in writing. Once a student is officially withdrawn from the Gifted and Talented Program, the parents are responsible for notifying the school if they wish for their child to return to the program and receive services. The student need not be tested to return to the program.