

A PROCEDURAL PLAN FOR THE ACADEMIC RESOURCE CLASSROOM

Marshfield R-1 Schools

Revised 2021

PREFACE

We have the responsibility as a school district to develop each child's potential to the greatest of our ability. We, in Marshfield, serve all kinds of children with special needs including children who are gifted.

The program for children who are gifted differs from other programs in the following ways:

The method of teaching is through facilitation.

The teaching approach emphasizes the integration of the individual to his environment. It stresses the cognitive, affective, creative, physical and social aspects of dealing with subject matter and the child's relationship to it.

The advanced content is approached from a broad based multidisciplinary viewpoint which teaches to analyze and integrate knowledge, theory and affect.

Utilization of community resources is a vital component of this program.

We submit to the Marshfield School Board this plan for serving gifted children in the Marshfield R-1 School District. Our program is named the **Academic Resource Classroom (ARC)**.

Respectfully submitted,
The Academic Resource Classroom
Advisory Committee

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**ADVISORY COMMITTEE FOR THE
ACADEMIC RESOURCE CLASSROOM**

Description:

These persons share the responsibility of writing and presenting an appropriate plan for educating the identified gifted children in grades K-12 to the Board of Education of the Marshfield Reorganized School District.

The committee members share the responsibility for the successful implementation of a Board approved program.

The members serve as an evaluating team to measure the success of the program yearly and to make suggestions for change as the need becomes evident.

Rose Reese, JH Counselor

**THE MISSION OF THE
MARSHFIELD R-1 SCHOOL DISTRICT**

IS

Lead-Learn-Inspire-Serve

MISSION STATEMENT

The Mission of the Marshfield R-1 School District is to produce highly skilled students capable of being fully functioning and productive citizens in a changing society.

PROGRAM GOALS

- 1. 100% OF ARC STUDENTS WILL COMPLETE THEIR EDUCATIONAL PROGRAM AND GRADUATE.**
- 2. ALL ARC GRADUATES WILL BE ENROLLED IN POST-SECONDARY STUDIES OR EMPLOYED IN PRODUCTIVE JOBS/OCCUPATIONS WITHIN ONE YEAR FROM GRADUATION.**
- 3. ARC STUDENT ACADEMIC ACHIEVEMENT WILL INCREASE AS MEASURED BY IMPROVED TEST SCORES ON ACADEMIC PERFORMANCE STANDARDS.**
- 4. ALL STUDENT PARTICIPATION WILL INCREASE IN ACADEMIC AND VOCATIONAL COMPETITIONS AND IN THE CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS.**
- 5. TEACHER, PATRON, AND PARENT SATISFACTION WITH THE PROGRAM WILL INCREASE.**
- 6. ALL ARC STUDENTS WILL COMPLETE A SELECTION OF HIGH SCHOOL STUDIES THAT IS CHALLENGING AND INCREASES IDENTIFIED LEARNING EXPECTATIONS OF THOSE STUDENTS.**

INTRODUCTION

By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced.

The state special education law (H.B. 474) enacted in 1973, authorized the State Board of Education to establish standards for state aid for special programs for gifted students. The following sections of state law pertain to gifted education programs eligible for state assistance:

Section 162.675, RSMo, defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

Section 162.720, RSMo, states that school districts may establish programs for gifted children “where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs. . . .” and states that the State Board of Education “shall determine standards for such programs. Approval of such programs shall be made by the State Department of Education based upon project applications submitted by July fifteenth of each year.”

In accordance with the definition of giftedness which is set forth in the law, the state assisted programs for the gifted will be in the general academic areas and/or in the fine arts. It is recognized that gifted students are capable of outstanding performance in one or more academic areas and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking, and reasoning abilities contribute singly and in various combinations to such performance. Consequently, school districts will need to assess a variety of student abilities and to design appropriate programs which will challenge and develop these abilities.

It is important to note that differentiated educational programs for gifted students are not designed for the typical superior student who is frequently an excellent scholar, can earn “A” grades, and achieve academic honors. The educational needs of these students should be met by existing school programs.

Gifted programs are reserved for the students who are as far from the superior student in potential as the superior is from the average student. The task is to identify these students and to provide educational opportunities that will challenge and develop their abilities.

This responsibility is addressed within the standards of the Missouri School Improvement Program, Cycle 5. According to Standard I-1, “instructional staff routinely provide effective instruction designed to meet the needs of all learners” and Standard I-3 “district identifies and provides effective differentiated learning and behavioral support systems for all students”.

IDENTIFICATION

Screening Process

100% of the students in grades kindergarten through grade 12 will be screened. The screening procedure will be a continuous process as new students enter and as new data is presented.

Screening Data

Kindergarten -

A Child will be considered for further testing if he/she receives a standard score of 90 or better on the DIAL-4 or if he/she scores at the 90% level on the locally developed Kindergarten Assessment.

Grade 1-

To be considered for further testing, a child must:

a) Receive a score of 120 or above on a group administered ability test (when information is available)

or

Score at the 90% level or above on the most recently administered locally developed Kindergarten or First Grade Assessment

Grades 2&3 -

To be considered for further testing, a child must:

Receive a score of 120 or above on a group administered ability test (when information is available)

Grades 4 through 6-

To be considered for further testing, a child must:

Receive a score of 120 or above on a group administered ability test (when information is available)

or

Score at the 90th percentile or above composite (total battery) on either of the two most recently administered standardized group achievement tests or score at the Proficiency Level on 2 subject areas of the most recently administered MAP test.

Grades 7 through 12 -

To be considered for further testing, a child must have 2 out of 3:

Have a previous grade earned profile with a minimum G.P.A. of 3.5 - 4.0

or

Score at the Proficiency Level on 2 subject areas of the most recently administered MAP/EOC test

or

receive a recommendation from staff or parents.

Recommendations-

Students whose names are presented for further evaluation will be considered if reasonably substantiated by other data.

Formal Evaluation for Identification of Eligibility

Those students who meet the screening criteria are individually tested using the following evaluation instruments:

Cognitive Test Score-

The student full-scale(FS) must score at the 95th percentile or above on the Wechsler Intelligence Scale for Children- Fifth Edition, or the Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition, or the Stanford-Binet Intelligence Scale - Fifth Edition. The General Ability Index score can only be used when there is a statistical significance between the GAI and FS.

The ability scale will be administered by a qualified examiner.

Achievement Test Scores-

Academic Ability Standardized group composite test score from the student's two previous grade levels at or above the 95th percentile or one current total test score at or above the 95th percentile on the Peabody Individual Achievement Test-Revised

Creativity, Reasoning and Problem - Solving Ability

The child shall be rated by two of his/her most recent classroom teachers on the "Gifted Evaluation Scale" (GES). To qualify in this area, the student must achieve a minimum score of 70 percentile in any one of the first four areas listed: intellectual, creativity, specific academic, aptitude, and leadership ability.

Performance

Nomination, supported by documented evidence of outstanding performance, by persons from two or more of the following groups and whose evaluations are recognized by

school officials: teachers, other school personnel, external professionals who are experts in the program area and parents.

Alternate Identification Plan

The alternate identification plan will be used when necessary to identify students as gifted. The individual evaluation clearly states the criteria that a student must meet in order to be eligible for the state-approved gifted program. The Marshfield R-1 School District may use alternate tests to determine eligibility for the program.

In order for a child to be selected for the program, he must first meet the general mental ability criteria and two of the three remaining criteria.

Selection Committee

The Selection Committee shall consist of two principals, two classroom teachers, and one counselor. Information for selection shall be kept anonymous to the selection committee. The counselor who has prepared the data for a particular child will not be a member of the committee for that child.

GOALS*

District Goal

It is the goal of the Marshfield R-1 School District to provide a planned coordinated program to meet the special needs of gifted students.

Program Goal

It is the goal of the program to provide teaching techniques and experiences which will enable each student to recognize and develop his or her capabilities.

DELIVERY SYSTEM

Grade levels served: kindergarten through 12th grade

Student time in ARC:

Grades K-1: 1/2 day program per week

Grades 2-3: 1/2 to 1 full day determined by individual needs

Grades 4-6: 1 full day program per week

Grades 7-8: 1 full day program per week

Grades 9-12: approvable services provided by a Gifted Resource Teacher (GRT)*

- A. Case load: 25 student minimum, maximum not to exceed 5% of student population.
- B. Case load: maximum of 15 students per session
- C. Instructional/planning time: The K-6 teacher will have a four day instructional week with one day per week set aside for planning and conferences. The 7-12 teacher will have 1 conference period a day for planning.

PROGRAM EVALUATION

Student Evaluation

Teacher observation

Student self-evaluation on independent study material

Students shall not receive grades for their participation in the gifted program.

Classroom Evaluation: (A written evaluation compatible with state guidelines)

Student

Parents

Administrators

Teachers

* This title is used in the Administrative Manual and Guidelines, State Assisted Program for Gifted Students, as an instructional position.

CRITERIA FOR TEACHER SELECTION

The teacher must have:

Master's Degree or be actively pursuing a Master's Degree

Minimum of two years teaching experience in a regular classroom.

Graduate hours in gifted education and/or a commitment to obtain graduate hours in gifted education at personal expense.

Degree emphasis or expertise in areas of study appropriate for teaching gifted students.

General Guidelines and Policies

When students are not performing in the regular and/or resource classroom due to lack of effort, intervention strategies will be implemented for eight weeks and documented after each of the following steps:

Resource teacher counsels with the child.

Resource teacher contacts parents to advise of the problem.

Resource teacher advises the principal of the problem.

Resource teacher, classroom teacher, counselor and principal confer.

Resource teacher, counselor and principal confer with parents.

If a problem continues, the Advisory Committee will meet to determine the next appropriate step.

A child will be dismissed or suspended from the program only after all other avenues have been exhausted and dismissal or suspension seems best for the child.

A child can be dismissed or suspended only by approval of the ARC Advisory Committee.

Homework responsibilities for days missed while attending the resource room.

Students shall not be required to make up regular classroom assignments missed on days they are participating in the ARC program but shall be held responsible for any concepts missed or introduced in the regular classroom on days absent. Each student shall take the initiative to do what is necessary to become informed.

Guidelines-

The responsibility for learning the concepts missed is placed on the child rather than the classroom teacher.

Teaching of this responsibility should be placed primarily in the hands of the ARC teacher and the child's parents.

A plan of intervention should be developed for those students experiencing particular difficulty.

The classroom teacher should exercise reasonable consideration for ARC students when it is necessary to introduce major concepts during their absence.

At the beginning of the school year, the classroom teacher should explain rules and expectations to the child concerning assignments and the learning of concepts.

Separate workshops and/or conferences for parents and teachers shall be conducted by the ARC Advisory instructors at the beginning of the school year to clarify these points.

Guidelines for retesting students who fail to meet the general mental ability criteria.

May retest after one year any student who scores within the standard

Error of Measurement on an Individual Intelligence test (WISC-V or WPPSI-IV; SEM=3 or Stanford-Binet 5th ed.; SEM=10).

and/or

Upon recommendations of the ARC Advisory Committee, a student who scores beyond the Standard Error of Measurement on a WISC-V, WPPSI-IV, or Stanford-Binet(5th Ed.) may be retested after one year providing he/she continues to fall within screening standards and upon request of a parent or teacher.

After two non-qualifying test administrations of a single student, parent requests must be in written form and presented to the ARC Advisory Committee. The committee will consider this request and decide if further testing is warranted.

Guidelines for students transferring from other schools' ARC programs.

Students who transfer to a school with a gifted program shall be placed in the receiving district's program if **all** of the following conditions are met:

1. The student must previously have been placed in a gifted program in a Missouri school.
2. The areas addressed by the two programs must be similar: i.e. both are general academic programs; both are fine arts programs; or both are specific academic programs.
3. The student meets or exceeds the selection criteria established by the receiving school for placement in its gifted program.
4. The student and parents agree to such placement.

Guidelines for students who are handicapped and need modified administration.

The ARC Gifted Advisory Committee can allow modified administration for those students depending on specific disability.

When parents wish to end ARC services.

Parents may end services by request. If parents wish to start services again, an appeal must be made to the selection committee consisting of a counselor, two teachers, a gifted certified teacher, and building principal.

APPENDIX I

The committee recognizes individual differences among all children. Students who qualify for the ARC program are no exception. The following are some characteristics common to children in this category, but not all will be displayed by any one child.

1. Advanced vocabulary
2. High level of language development
3. Advanced comprehension
4. Accumulation of extraordinary quantity of information
5. Unusual retentiveness
6. Unusual capacity for processing information
7. Heightened capacity for seeing unusual and diverse relationships
8. Unusual sensitivity to the expectations and feelings of others
9. Tendency to worry about universal or world problems
10. Ability to generate original ideas and solutions
11. Creativity apparent in varied areas of endeavor
12. Shows a keen sense of humor - may be gentle or hostile
13. Idealism and a sense of justice that appear at an early age
14. Advanced levels of moral judgment
15. Unusual emotional depth and intensity
16. Heightened sensory awareness
17. High expectations of self and others, often leading to high levels of frustration with self, others and situations
18. Heightened self-awareness, accompanied by feelings of being different
19. Seeks solutions to social and environmental problems
20. Unusually varied interests and curiosity

APPENDIX II

Programs for Gifted Students

Policy I-130-A

- The District will provide monetary support to the extent possible in order to provide instruction for students identified as gifted in a manner that attains the standards for a state-approved program.
- Procedures for the identification and selection of students for participation in any program for gifted students will be developed by the District and approved by the Board.
- The Marshfield R-1 School District, in accordance with the Marshfield R-1 School policies and the Missouri Department of Education Guidelines, is committed to an educational program that recognizes the unique values, needs, and talents of each individual student. It recognizes, however, that the academically gifted students possess extraordinary abilities to think creatively and critically, and that their cognitive and affective needs can best be met by provision of a differentiated learning environment. Such an environment will allow gifted students regular opportunities to interact with, and be stimulated by, their intellectual peers without being completely isolated from the regular school program.
- The Marshfield R-1 Gifted Program is intended for the academically gifted student, and is designed to meet the students' special needs. It is based upon a continued commitment to foster the development of each gifted student's potential by providing acceleration and enrichment through a qualitatively different environment.
Identified students in grades Kindergarten-8th grade attend a "pull-out" program with a Resource Room Teacher providing direct instruction designed to meet the academic and affective needs of gifted students.
 - o Grades K-1: classes meet one-half day per week.
 - o Grades 2-3: attend half to one full day per week determined by individual need.
 - o Grades 4-8: one full day program per week
 - o Grades 9-12: approvable services provided by a Gifted Resource Teacher (GRT)

Identification

- Develop a systematic process to identify and select students for gifted education. The system must include universal screening for all students and an individual evaluation to determine eligibility and placement. Universal screening typically allows 10-20% of the population to be considered for further evaluation. The District determines the multi-criteria assessment methods for identification and

placement but should consider instruments that minimize the effects of bias, particularly for under-represented populations.

- Once a student is identified as a potential candidate for the gifted program based upon screening, the parents/guardians must be notified and provide signed, informed consent for an individual evaluation to determine eligibility for the program. Written consent must be received prior to additional testing.
- Allow students who attend private or homeschool and reside within the District attendance boundaries, to participate in assessment and programming for gifted students in the same manner as students enrolled in the District, although the family is responsible for transportation.

Program Requirements

- Determine the needs to be met of gifted students within the District.
- Establish and provide funding necessary to sustain a program.
- Create a process for identifying gifted students from all backgrounds.
- Determine the amount of weekly time students will spend with the gifted program and the class size using DESE guidelines, and ensure the students are challenged further than they would be in regular classes.
- Designate a coordinator of gifted education from the certified staff, who is responsible for the oversight, administering the application process, reporting instructional positions and assignments, and completing annual evaluations at an established time.
- Include the number and percentage of students served in the District's state-approved gifted education program on the annual report card.

Marshfield R-1 School District
APPENDIX III

Goals:

The student shall:

1. Gain skill in the use of problem solving techniques.
2. Learn independent thought and study skills through decision making, self-evaluation, and opinion sharing.
3. Develop analytic and logical reasoning skills.
4. Gain skill in locating and using resources.
5. Experience personal growth through awareness of self by learning how to respond to one's environment and self.
6. Gain an appreciation for good physical well-being.
7. Become aware of one's place in and impact on the community, the world, and the universe.
8. Experience group interaction with other students with similar skills and talents.

The program shall:

1. Be open and responsive to the changing individual.
2. Provide a continuous challenge and an adequate diversity of content and process.
3. Involve community, parents, students and staff by encouraging the use of community resources and people as part of the teaching process.

APPENDIX IV

Forms (following pages)

1. Initial parent contact letter (letter 1)
2. Parent/guardian consent for evaluation (letter 1)
3. Letter to advise of test results - non qualifying (letter 2)
4. Letter to advise of test results - qualifying (letter 3)
5. Nomination form (send with letter 1)
6. Pupil information sheet for qualifying student

Dear Parents,

The Marshfield R-1 School District has a program to meet the needs of the gifted learners. This program is entitled Academic Resource Classroom. All students in grade levels K-12 are screened for possible further testing to determine eligibility in this program. To be considered for further testing the child must meet the following criteria:

Kindergarten

A Child will be considered for further testing if he/she receives a standard score of 90 or better on the DIAL-4.

Grades 1

To be considered for further testing, a child must:

- a) Receive a score of 120 or above on a group administered ability test (when information is available)
- b) Receive a recommendation from staff or parents.

Grades 2&3

To be considered for further testing, a child must:

- a) Receive a score of 120 or above on a group administered ability test (when information is available)
- b) Receive a recommendation from staff or parents.

Grades 4 through 6

- a) Receive a score of 120 or above on a group administered ability test (when information is available)
- b) Score at the 90% or above composite (total battery) on either of the two most recently administered standardized group achievement tests or score at the Proficiency Level on 2 subject areas of the most recently administered MAP test.
- c) Receive a recommendation from staff or parents.

Grades 7-12:

- a) Must have a previous grade earned profile with a minimum G.P.A. of 3.50 - 4.0.
- b) Score at the Proficiency Level on 2 subject areas of the most recently administered MAP/EOC test
- c) Receive a recommendation from staff or parents.

All Students:

Students whose names are presented for further evaluation will be considered if reasonably substantiated.

(Letter 1)

Your child, _____, qualifies for further testing on the basis of the following scores:

Otis-Lennon or Cognitive Ability Tests _____

Achievement Test/Information _____

Other _____

It is important to understand that 95% of children do not need this type of program and would, in fact, be placed at a considerable disadvantage if expected to complete and perform exclusively with children who do need it. With this in mind, final selection will be made by a committee of school personnel based on anonymous data prepared by the counselors. The criteria for final selection will be:

A Full Scale or General Ability Index score at the 95th percentile or above on either the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), Wechsler Preschool and Primary Scale of Intelligence- Third Edition (WPPSI-IV) or the Stanford - Binet Intelligence Scale - Fourth Edition.

In addition, a child must meet two of the three following criteria:

1. A composite score at the 95th percentile or above on both of the two most recently administered group nationally normed achievement tests or a current total score at the 95th percentile or above on the Peabody Individual Achievement Test - Revised.
2. A score at the 70th percentile or above in any one of the first four areas listed on the "Gifted Evaluation Scale". Those areas are: intellectual, creativity, specific academic aptitude and leadership ability.
3. Nomination, supported by documented evidence of outstanding performance by persons from two or more of the following groups: teachers, other school personnel, external professionals who are experts in the program area, and parents.

Enclosed is a permission to test form and a stamped return envelope for your convenience. You will be advised by letter within one week of testing, the results of the general ability test (WISC-V, WPPSI-IV, or Stanford-Binet 5th ed.). The committee will be making the final decision for selection concerning the remaining criteria as soon as all remaining data can be gathered.

If you have any questions, you may contact me at the school.

Sincerely,

enclosure: Permission to Test Form
 Self-Addressed Stamped Envelope

(Letter 1)

MARSHFIELD R-1 SCHOOL DISTRICT

PARENT/GUARDIAN CONSENT FOR EVALUATION

I give my permission for the following standardized tests to be administered to my son /daughter _____ to assist in determining eligibility for the Academic Resource Classroom program.

Wechsler Intelligence Scale for Children - Fifth Edition, and/or the Wechsler Preschool and Primary Scale of Intelligence- Fourth Edition and/or the Stanford Binet Intelligence Scale - Fifth Edition.

Peabody Individual Achievement Test - Revised.

If my child qualified in the ability and achievement areas, I also understand that the “Gifted Evaluation Scale” will be completed by his/her classroom teacher and/or previous teacher.

(Parent/Guardian Signature)

(Date)

(Phone Number)

(Letter 1)

Dear Parent/Guardian:

_____ scored at the _____ percentile on the _____
_____. A score at the 95th percentile is necessary for placement in the Academic Resource Classroom.

Although _____ score indicates he/she does not need this type of program and it would not be to his/her advantage to attend, it does show he/she is a very capable learner who should continue to do well in the regular classroom setting.

It has been my pleasure to get to know your child. No further testing is necessary. If you have any questions, you may call me at school between 8:00 and 3:30 during the week..

Sincerely,

(Letter 2- No qualify)

Dear Parent/Guardian:

_____ scored at the _____ percentile on the
_____ general ability scale. This means that
he/she qualified in the ability area for the Academic Resource Classroom.

The Peabody Individual Achievement Test - Revised will also need to be administered. **(Add the date Mrs. Herring will give the test)**

Your child already qualifies in the achievement area on the basis of group scores. No further testing is necessary at this time.

If you have any documented evidence of outstanding achievement or performance (awards, etc.) you feel should be included in the data presented to the selection committee, feel free to give copies to the counselors.

You will be notified of eligibility as soon as the committee makes its decision.

Sincerely,

(letter 3- send prior to academic testing if needed)

Student Name _____
 Nominating Party _____
 Relationship _____
 Student Number _____

NOMINATION FORM

Student Number _____

The following are some characteristics common for children qualifying for the ARC program. Read each item carefully and place a check in the box that you feel applies to this student. Keep in mind that no one child will “always” demonstrate all of these characteristics.

		Almost Always	Often	Seldom
1.	Has a good memory as exemplified by an early ability to repeat verses, rhymes, songs, commercial jingles, etc. and to follow complex directions and remember events in order.			
2.	Is an organizer or leader, able to manipulate or influence others.			
3.	Is surprisingly sensitive to people’s moods (may respond in a positive or negative manner).			
4.	Is a self-starter and is self-directed.			
5.	Plays well with older children.			
6.	Read early. (Learned on his/her own)			
7.	Has an extensive vocabulary and speaks in long sentences, communicates well, get the point across.			
8.	Communicates well with adults and attends well to adult conversation-comprehends what is said: understands information beyond his/her years.			
9.	Is an active listener: asks questions and attends to response, elaborating on or “checking” the answer. Often asks “why”.			
10.	Is able to complete puzzles graded above his/her age: demonstrates an early ability to organize objects, perceives the order of objects in his/her environment and quickly notices changes or differences: recognizes relationships early (e.g. money and time)			
11.	Demonstrates problem solving ability and an understanding of difficult concepts at an early age. Has an ability to rationalize and can follow a logical sequence.			
12.	Seems to probe deeper and is more curious and alert-has a compelling drive to learn.			
13.	Demonstrates an ability to perceive different meanings for words, uses for objects, or solutions to problems.			
14.	Has a long attention span for things the child is interested in. May show boredom with typical tasks or not have time for anything other than an all-consuming interest.			
15.	Displays an early sense of justice or concern for fairness, i.e. expects adults to adhere to rules as well as children for whom they are set.			
16.	Demonstrates creativity in art forms.			
17.	Has a high energy level: is active and energetic.			

What special interests, talents, or skills does the student exhibit?

Describe any abilities the student exhibits which you believe is not shown in other children at this age.

Add additional information on back

(Send with letter 1)

MARSHFIELD R-1 SCHOOL DISTRICT PUPIL INFORMATION SHEET
Academic Resource Classroom Program

Student Number: _____ **Grade:** _____

I. Screening Information		
Ability: Otis - Lennon School Ability Test	Grade Admin.	Results
SAI		
Achievement (Name of Test)	Year/Results	Year/Results
Comments		

II. Placement Information		
Criteria/Ability	Date	IQ/Percentile
WISC-V		
WPPSI-IV		
Stanford-Binet Intelligence Scale		
Achievement Test	Date	Score
Peabody Achievement Test-R		

Gifted Evaluation Scale	Teacher 1	Teacher 2
Intellectual		
Creativity		
Academic Aptitude		
Leadership Ability		

Nomination	Name (other than parent)	Relationship

(See attached materials relating to nomination information.)

Comments: _____

For Selection Committee Only

I recommend this student attend the ARC Program

Name	Position	Yes	No
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___

Date _____

Committee Decision

Student Number _____

Meets Criteria _____

Does not meet criteria _____

More Info. needed _____