

PINELLAS COUNTY SCHOOLS
GIFTED ASSESSMENT MATRIX FOR PLAN B ELIGIBILITY

Student:	Student ID:	Date:
School:	Grade:	Teacher:
ELL Status <i>*Verify in focus, print, and attach</i> <input type="checkbox"/> LA <input type="checkbox"/> LF <input type="checkbox"/> LY	Student's Home Language	Lunch Status <i>*Verify in focus, print, and attach</i> <input type="checkbox"/> Free <input type="checkbox"/> Reduced
Form Completed by:		Title:

Evaluation Criteria Indicators	Meets Criteria (Circle one)
1. Intellectual Intellectual ability is one or more standard deviations above the mean. (115/ 84th or higher). Evaluation: _____ Date: _____ Score: _____	YES NO
MUST MEET 2 OF THE FOLLOWING:	
2. Gifted Characteristics Demonstration of majority of the characteristics of a gifted learner as measured by a score of 3 or higher on the Gifted Characteristics Checklist. <i>*Must be a current checklist</i>	YES NO
3. Academic Achievement Academic achievement as measured by a score at or above the 75th percentile in reading and/or math on a state assessment or other standardized test (MAP, FSA, FAST, STAR) or a Level 4 or 5 achievement level on Florida Assessment of Student Thinking (FAST) from within one year of review. <i>Verify in focus, print and attach</i> Reading Score / Assessment / Date: Math Score / Assessment / Date:	YES NO
4. Performance Assessment Demonstration of creativity, motivation, leadership, specific academic ability as measured by a score of 4 or higher on a student portfolio rubric. The rubric can be found on back of this form and should be completed with collaboration between the gifted teacher and classroom teacher (both names should be listed). Products should be attached. Rubric Score:	YES NO
Student meets evaluation criteria for eligibility under the Pinellas County Plan B to increase participation of underrepresented students in the program for students who are gifted.	YES NO

PINELLAS COUNTY SCHOOLS
GIFTED ASSESSMENT MATRIX FOR ALTERNATIVE ELIGIBILITY (PLAN B): PORTFOLIO RUBRIC

Student: _____ Date: _____

Completed By: _____ & _____
General Education Teacher *Gifted Teacher*

Directions: Begin with the left column. With the student in mind, read through the characteristics and behaviors listed, and check those you see displayed. Find student products to attach for the Academic and Creativity traits. Indicate the type of student product/performance, assign a rating to it, and write a description. For observations, indicate when you have observed this, rate it, and describe how that observation exemplifies the specific trait. **Two different portfolio pieces must be attached. One observation may be used for both leadership and motivation, or you may submit two separate observations.**

ACADEMIC (PORTFOLIO PIECE #1) *Complete the information below and attach product		
<input type="checkbox"/> Develops new language quickly <input type="checkbox"/> Examines complex material in terms of relationships <input type="checkbox"/> Exhibits insightful and well supported thinking <input type="checkbox"/> Excels in solving "real-world" problems <input type="checkbox"/> Uses logical sequencing <input type="checkbox"/> Makes intuitive leaps in thinking and problem solving <input type="checkbox"/> Elaborates with details and/or examples <input type="checkbox"/> Original and/or novel ideas <input type="checkbox"/> Expresses ideas well <input type="checkbox"/> Transfers knowledge across disciplines <input type="checkbox"/> Has depth of knowledge on a specific topic <input type="checkbox"/> Generates analytical questions	Attached Portfolio Piece: <input type="checkbox"/> Work Sample <input type="checkbox"/> Drawing/Artistic Product <input type="checkbox"/> Printed Copy of a Digital Product <input type="checkbox"/> Photograph of Student Project <input type="checkbox"/> Photograph of Student Performance	Rating of Portfolio Piece: <input type="checkbox"/> 1 = Emerging <input type="checkbox"/> 2 = Average <input type="checkbox"/> 3 = Above Average <input type="checkbox"/> 4 = Excellent <input type="checkbox"/> 5 = Superior
Describe in detail how the portfolio piece exemplifies this characteristic:		
CREATIVITY (PORTFOLIO PIECE #2) *Complete the information below and attach product		
<input type="checkbox"/> Connects ideas in unusual, yet relevant ways <input type="checkbox"/> Is skilled at personification, mimicry and imitation <input type="checkbox"/> Willingly shares experiences through oral language <input type="checkbox"/> Expresses ideas using manipulatives and/or art products <input type="checkbox"/> Uninhibited in expressions or opinion; takes risks <input type="checkbox"/> Originality <input type="checkbox"/> Excellent visual-spatial skills <input type="checkbox"/> Elaborates with details <input type="checkbox"/> Demonstrates a highly developed sense of humor <input type="checkbox"/> Flexible thinker <input type="checkbox"/> Wide range of interest <input type="checkbox"/> Inquisitive	Attached Portfolio Piece: <input type="checkbox"/> Work Sample <input type="checkbox"/> Drawing/Artistic Product <input type="checkbox"/> Printed Copy of a Digital Product <input type="checkbox"/> Photograph of Student Project <input type="checkbox"/> Photograph of Student Performance	Rating of Portfolio Piece: <input type="checkbox"/> 1 = Emerging <input type="checkbox"/> 2 = Average <input type="checkbox"/> 3 = Above Average <input type="checkbox"/> 4 = Excellent <input type="checkbox"/> 5 = Superior
Describe in detail how the portfolio piece exemplifies this characteristic:		

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LEADERSHIP (OBSERVATION)		
<input type="checkbox"/> Solves conflicts related to relationships/real-world issues <input type="checkbox"/> Willingly assumes leadership roles <input type="checkbox"/> Effectively communicates with others <input type="checkbox"/> Keen sense of justice <input type="checkbox"/> Tenacity <input type="checkbox"/> Intuitive grasp of situations <input type="checkbox"/> Organizes others; delegates tasks <input type="checkbox"/> Highly able to adapt to change <input type="checkbox"/> Assumes responsibilities maturely <input type="checkbox"/> Takes initiative <input type="checkbox"/> Prioritizes <input type="checkbox"/> Eliminates unnecessary steps	Observed During (Check All That Apply): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Specials <input type="checkbox"/> School Extracurricular Activity <input type="checkbox"/> Non School-Based Hobby or Activity	Rating of Observation: <input type="checkbox"/> 1 = Emerging <input type="checkbox"/> 2 = Average <input type="checkbox"/> 3 = Above Average <input type="checkbox"/> 4 = Excellent <input type="checkbox"/> 5 = Superior
Describe in detail how the student observations exemplify this characteristic including who observed this, when, and in what context:		

MOTIVATION (OBSERVATION)		
<input type="checkbox"/> Shows interest in how things work and why things work <input type="checkbox"/> Task commitment in areas of interest <input type="checkbox"/> Explores and experiments independently <input type="checkbox"/> Is persistent and determined when interested <input type="checkbox"/> Eagerly participates when task is in an area of interest <input type="checkbox"/> Sets high standards for self/perfectionistic <input type="checkbox"/> Intense periods of concentration/gets lost in a task <input type="checkbox"/> Has a lot of information on one topic <input type="checkbox"/> Eager to participate in enrichment/grow knowledge <input type="checkbox"/> Persistent intellectual curiosity <input type="checkbox"/> Self-assertive; stubborn in beliefs	Observed During (Check All That Apply): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Specials <input type="checkbox"/> School Extracurricular Activity <input type="checkbox"/> Non School-Based Hobby or Activity	Rating of Observation: <input type="checkbox"/> 1 = Emerging <input type="checkbox"/> 2 = Average <input type="checkbox"/> 3 = Above Average <input type="checkbox"/> 4 = Excellent <input type="checkbox"/> 5 = Superior
Describe in detail how the student observations exemplifies this characteristic including who observed this, when, and in what context:		

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<i>Academic Score</i>		<i>Creativity Score</i>		<i>Leadership Score</i>		<i>Motivation Score</i>		<i>Total</i>		<i>Overall Average</i>