

FLORHAM PARK PUBLIC SCHOOLS
GIFTED AND TALENTED
2020-2021

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FLORHAM PARK PUBLIC SCHOOLS GIFTED AND TALENTED

PHILOSOPHY

The philosophy of the Gifted and Talented Program is to acknowledge, value, and nurture the diverse talents of the gifted learner and is committed to identifying and furthering the development of such learners. The program is designed to challenge students to maximize their potential through enriching, real world experiences that extend beyond classroom activities. Identified students will be active and cooperative participants, empowering them to strengthen multi-dimensional abilities and share the responsibility for their own learning.

MISSION

The mission of the Gifted and Talented Program is to provide components for independent studies, and strive to accommodate a learning environment designed to prepare students to be leaders in an authentic professional and community service setting. The program will have a multi-process approach, specifically designed to address all areas of the Common Core State Standards while motivating students to foster 21st century learning skills.

GIFTED AND TALENTED PROGRAM GOALS and OBJECTIVES

The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotional to achieve their greatest potential to manage change and to have a sense of responsibility for self, school, community, and society.

1. Students will develop the skills and knowledge which are necessary to be successful in the 21st century.
 - Students will collaborate, network, and communicate to meet the standards of the following 21st century skill categories:
 - Communication skills (reading, writing, speaking, listening)
 - Computation skills (understanding and applying mathematical concept and reasoning, analyzing and using numerical data)
 - Community skills (citizenship; appreciation of diversity and pluralism; local, community, global, and environmental awareness)
 - Critical thinking and problem-solving skills (analysis, synthesis, evaluation, decision making, creative thinking)
 - Information management skills (collecting, analyzing, and organizing information from a variety of sources)
 - Interpersonal skills (teamwork, relationship management, conflict resolution, workplace skills)
 - Personal skills (ability to understand and manage self, management of change, learning to learn, personal responsibility, aesthetic responsive- ness, wellness)
 - Technology skills (computer literacy, Internet skills, retrieving and man- aging information via technology.
2. Students will be offered a variety of opportunities for expression within a classroom environment that is flexible and encourages risk-taking and divergent thinking.
3. Students will develop their intellectual potential and ideas through the cognitive thinking process.
 - Students will demonstrate the ability to function at a variety of cognitive levels according to Bloom's taxonomy.
 - Students will demonstrate the ability to use logical, inductive, and deductive reasoning.

GIFTED AND TALENTED PROGRAM GOALS and OBJECTIVES - Continued

4. Students will be provided opportunities for academic and intellectual growth through a variety of opportunities outside the school community.
 - Students will be exposed to a variety of resources within and outside the community.
 - Students will receive on-going instruction by professionals and experts as needs arise to improve learning.

5. Students will develop the social and emotional awareness of their abilities by providing opportunities for positive relationships and group experiences with intellectual peers.
 - Students will develop their ability to think creatively using fluency, flexibility, originality, and elaboration.
 - Students will be guided through the development process of creative problem solving skills:
 - Problem identification
 - Fact finding
 - Analysis of facts
 - Brainstorming of possible solutions
 - Evaluation of solutions
 - Selection of final solution

Continuum of Services

Gifted and Talented students are provided resources and programs both inside and outside of the classroom. All students that are identified for Gifted and Talented are provided iReady accounts. iReady is a diagnostic program that finds the educational level of the student and prescribes lessons at their level. These lessons can be used during independent practice during math class or for enrichment work at home. Our ELA program uses the Columbia University's Teachers College method of instruction. A student's reading level is determined and they are provided materials at their level, whether it is below, onlevel, or above grade level. Our Gifted and Talented students also participate in a pull out program that meets at least 2 times a week. The program is designed to challenge students to maximize their potential through enriching, real world experiences that extend beyond classroom activities. Identified students will be active and cooperative participants, empowering them to strengthen multi-dimensional abilities and share the responsibility for their own learning. Florham Park is piloting for grades 6-8 Renzulli Learning program with gifted and talented students. The program takes beginning of the year assessments to determined project based learning projects for the students to work on based on their interests and skills.

CHARACTERISTICS OF A GIFTED LEARNER

The distinguishing features of the gifted become apparent from an early age. Silverman (1993) provided a useful generalization of the intellectual and associated personality characteristics of the gifted group. Now all of these features are exclusive to gifted and talented students but such students possess them to a greater degree.

INTELLECTUAL TRAITS	PERSONALITY TRAITS
Exceptional reasoning ability	Insightful
Intellectual curiosity	Need to understand
Rapid learning rate	Need for mental stimulation
Facility for abstraction	Perfectionism
Complex thought processes	Need for precision/logic
Vivid imagination	Excellent sense of humor
Early moral concern	Sensitivity/empathy
Passion for learning	Intensity
Powers of concentration	Perseverance
Analytical thinking	Acute self-awareness
Divergent thinking/creativity	Nonconformity
Keen sense of justice	Questioning rules/authority
Capacity for reflection	Tendency to introversion

GIFTED AND TALENTED CURRICULUM

It is important that curriculum for the gifted be flexible and open-ended to allow for the exploration and study of a variety of topics that can be initiated and developed by students. Our program does not attempt to have a highly structured curriculum for the gifted, but rather to offer a guide that can be tailored to the needs and interests of the individual student and/or class. The curriculum also encourages to a higher degree the development of abstract thinking, offers practice in creative problem solving, and stresses the higher cognitive processes of analysis, synthesis, and evaluation. Activities emphasize interpretation of material being investigated, creativity, decision-making and independent work.

The affective domain is also an important part of the program. The development of competent individuals is considered a crucial element. They should possess self-confidence or the sense of being able to cope. They should also possess skills and abilities that permit them to function effectively in a variety of situations. The understanding of this affective domain helps to encourage the development of higher level thinking, confidence in ability, intrinsic motivation and a degree of social responsibility. It is infused into the gifted and talented program area at all grade levels and in every curriculum area.

21st CENTURY SKILLS - CAREER READY PRACTICES

As noted in the Mission Statement, the Gifted & Talented Program is created to foster 21st century skills. Throughout the program, lessons and activities foster the following Career Ready Practices:

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

GIFTED AND TALENTED SUGGESTED THEMES

Grades K-2

Creative Writing
Story Telling
Puppet Theater
Drawing
Legos
Sudoku
Chess
Acting
Singing & Music
Rockets
Historical Landmarks
Famous Inventors
Becoming an Author
Cartooning
Debate
Study of Presidents
Graphic Design
Model Design
Famous Athletes

Grades 3-5

Sports
Business
Debate
Inventions
Experiments
Money
Myths & Legends
Time Keeping
Navigation
Mysteries
Publishing
Native Americans
Colonial America
Legos

Grades 6-8

The Stock Market
Ancient Egypt
Publishing
Mysteries
Navigation
Debate
Planets – Earth & Space
Law
Archeology
Engineering

***To access Lesson Modules, please refer to the specific grade level timeline.**

PERFORMANCE ASSESSMENT AND METHODOLOGY

Each of the suggested themes offers a variety of performance-based assessments. In addition, the following tools should be used to determine the mastery of the Common Core Standards and lesson objectives:

- Teacher created rubrics for independent/small group study
- Teacher and/or Common Core Rubric for oral presentations
- Student self-evaluation through appropriate rubrics and the portfolio assessment method
- Anecdotal records of projects kept by students and teachers
- Creation of a final product, journal writing, essay, and/or poem to be shared with an appropriate audience
- Rubrics and contest rules created by agencies of the various projects
- Timely completion of tasks
- Effective teamwork
- Student self-directions

KINDERGARTEN RESOURCES

EVALUATION TIMELINE

1. Teachers complete “Teacher Rating Scale” for each student in the classroom.
2. Teachers complete “Characteristics of Gifted Children” for any student receiving 3 or 4 points on the Teacher Rating Scale.
3. Gifted and Talented teacher looks up child’s Running Records score for the middle of the school year.
4. After the January LinkIt! Math Benchmark Assessment, Gifted & Talented teacher completes Tier 2 on the Matrix.
5. Gifted and Talented teacher administers the SAGES - 2 to any student who meets the requirements to be tested.
6. Kindergarten Gifted and Talented program begins in February.
7. **KINDERGARTEN LESSON MODULE**

**Florham Park Public Schools
Gifted and Talented Matrix
Kindergarten Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

The program starts from scratch each year to determine the G&T students. Students are not automatically in the program the next year.

Top 5% of the Grade Level with the Kindergarten Math Standard Assessment, Running Records, & Writing Assessment

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points

To qualify for G & T Program, must meet Tier 1 and Tier 2 requirements. With K-3 the SAGES-2 is used to determine areas of strength for the program

Florham Park Public Schools
Characteristics of Gifted Students - Teacher Recommendation Form
Kindergarten Students

Student _____ Date _____

Teacher _____ Total Score _____

Please read each of the following items and consider the degree to which you have observed the presence or absence of each characteristic or behavior.

(1) = seldom or never

(2) = rarely

(3) = considerably

(4) = almost always

1. The student has quick mastery and recall of factual information and academic concepts beyond most of his or her age mates.

1 2 3 4

2. The student has an unusually advanced vocabulary. He or she is able to elaborate on a topic in a meaningful way.

1 2 3 4

3. The student possesses a wealth of information about a variety of topics beyond the usual interests of youngsters of his or her age.

1 2 3 4

4. The student tries to discover the underlying cause of how and why things work. He or she asks many provocative questions.

1 2 3 4

5. The student is a keen and alert observer, usually possessing a fuller understanding of a story or event.

1 2 3 4

6. The student possesses self-directedness and self-motivation to learn.

1 2 3 4

7. The student is liked by peers and demonstrates leadership among his or her peers.

1 2 3 4

8. The student is at ease when participating in group activities and is an active member of his or her group.

1 2 3 4

GRADE 1 RESOURCES

EVALUATION TIMELINE

1. MAY - Kindergarten teachers complete “Teacher Rating Scale” for each student in the classroom.
2. MAY - Kindergarten teachers complete “Characteristics of Gifted Children” for any student receiving 3 or 4 points on the Teacher Rating Scale. (Fall form will be completed October 30th by the first grade teachers.)
3. SEPTEMBER - Gifted and Talented teacher looks up child’s “Children’s Progress Scores” and finds the average for all the scores for each section.
4. SEPTEMBER - Gifted and Talented teacher looks up child’s Running Records score.
5. SEPTEMBER: After the September LinkIt! Math Benchmark Assessment, Gifted & Talented teacher completes Tier 2 on the Matrix.
6. OCTOBER - The last week of October, we receive a report that states the students who are the top 5% of the class using the Math benchmarks and Running Records.
7. NOVEMBER - Gifted and Talented teacher administers the SAGES - 2 to any student who meets the requirements to be tested.
8. NOVEMBER - First Grade Gifted and Talented students are identified and program begins.
8. **FIRST GRADE LESSON MODULE**

**Florham Park Public Schools
 Gifted and Talented Matrix
 Grade 1 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

The program starts from scratch each year to determine the G&T students. Students are not automatically in the program the next year.

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment & Running Records

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points

To qualify for G & T Program, must meet Tier 1 and Tier 2 requirements. With K-3 the SAGES-2 is used to determine areas of strength for the program

Florham Park Public Schools
Characteristics of Gifted Students - Teacher Recommendation Form
Grade 1 Students

Student _____ Date _____

Teacher _____ Total Score _____

Please read each of the following items and consider the degree to which you have observed the presence or absence of each characteristic or behavior.

(1) = seldom or never (2) = rarely (3) = considerably (4) = almost always

ACADEMICS:

1. The student learns facts quickly and can recall factual information and academic concept beyond most of his/her age mates.

1 2 3 4

2. The student enjoys solving difficult and unique problems and maintains intense and sustained interest in completing the problems.

1 2 3 4

3. The student has a wealth of information about a variety of topics and can express this information to others.

1 2 3 4

4. The student has a grasp of underlying principles and is able to make quick and valid generalizations.

1 2 3 4

5. The student reads a great deal on his or her own and does not avoid difficult reading material.

1 2 3 4

6. The student is recognized by other teachers and peers as having high intellectual ability.

1 2 3 4

7. The student comprehends complicated ideas and concepts by reasoning things out.

1 2 3 4

(Continued)

CREATIVITY:

1. The student applies unique and innovative solutions to problems. He/she is independent in thought and tends to “march to own drummer.”

1 2 3 4

2. The student tends to improvise and use new and different methods to do things.

1 2 3 4

3. The student is a high risk taker and often develops unusual ideas or projects.

1 2 3 4

4. The student seems to pick up skills in the arts without instruction and strives to improve his or her artistic skills.

1 2 3 4

LEADERSHIP/MOTIVATION:

1. The student possesses self-directedness and self-motivation to learn.

1 2 3 4

2. The student tends to select a challenging task in preference to a routine assignment.

1 2 3 4

3. The student strives toward perfection and is often self-critical.

1 2 3 4

4. The student is liked by peers and demonstrates leadership among his or her peers.

1 2 3 4

5. The student is at ease when participating in group activities and is an active member of his or her group.

1 2 3 4

GRADE 2 RESOURCES

EVALUATION TIMELINE

1. MAY - 1st Grade teachers complete “Teacher Rating Scale” for each student in the classroom.
2. MAY - 1st Grade teachers complete “Characteristics of Gifted Children” for any student receiving 3 or 4 points on the Teacher Rating Scale. (Fall form will be completed October 30th by the first grade teachers.)
3. SEPTEMBER - Gifted and Talented teacher looks up child’s “Children’s Progress Scores” and finds the average for all the scores for each section.
4. SEPTEMBER - Gifted and Talented teacher looks up child’s Running Records score.
5. SEPTEMBER: After the September LinkIt! Math Benchmark Assessment, Gifted & Talented teacher completes Tier 2 on the Matrix.
6. OCTOBER - The last week of October, we receive a report that states the students who are the top 5% of the class using the Math benchmarks and Running Records.
7. NOVEMBER - Gifted and Talented teacher administers the SAGES - 2 to any student who meets the requirements to be tested.
8. NOVEMBER - Second Grade Gifted and Talented students are identified and program begins.
9. [2nd GRADE LESSON MODULE](#)

**Florham Park Public Schools
Gifted and Talented Matrix
Grade 2 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

The program starts from scratch each year to determine the G&T students. Students are not automatically in the program the next year.

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points

To qualify for G & T Program, must meet Tier 1 and Tier 2 requirements. With K-3 the SAGES-2 is used to determine areas of strength for the program

Florham Park Public Schools
Characteristics of Gifted Students - Teacher Recommendation Form
Grade 2 Students

Student _____ Date _____

Teacher _____ Total Score _____

Please read each of the following items and consider the degree to which you have observed the presence or absence of each characteristic or behavior.

(1) = seldom or never

(2) = rarely

(3) = considerably

(4) = almost always

ACADEMICS:

8. The student learns facts quickly and can recall factual information and academic concept beyond most of his/her age mates.

1 2 3 4

9. The student enjoys solving difficult and unique problems and maintains intense and sustained interest in completing the problems.

1 2 3 4

10. The student has a wealth of information about a variety of topics and can express this information to others.

1 2 3 4

11. The student has a grasp of underlying principles and is able to make quick and valid generalizations.

1 2 3 4

12. The student reads a great deal on his or her own and does not avoid difficult reading material.

1 2 3 4

13. The student is recognized by other teachers and peers as having high intellectual ability.

1 2 3 4

14. The student comprehends complicated ideas and concepts by reasoning things out.

1 2 3 4

(Continued)

CREATIVITY:

5. The student applies unique and innovative solutions to problems. He/she is independent in thought and tends to “march to own drummer.”

1 2 3 4

6. The student tends to improvise and use new and different methods to do things.

1 2 3 4

7. The student is a high risk taker and often develops unusual ideas or projects.

1 2 3 4

8. The student seems to pick up skills in the arts without instruction and strives to improve his or her artistic skills.

1 2 3 4

LEADERSHIP/MOTIVATION:

6. The student possesses self-directedness and self-motivation to learn.

1 2 3 4

7. The student tends to select a challenging task in preference to a routine assignment.

1 2 3 4

8. The student strives toward perfection and is often self-critical.

1 2 3 4

9. The student is liked by peers and demonstrates leadership among his or her peers.

1 2 3 4

10. The student is at ease when participating in group activities and is an active member of his or her group.

1 2 3 4

GRADE 3 - 8 RESOURCES

EVALUATION TIMELINE

1. MAY - Teachers complete “Teacher Rating Scale” for each student in the classroom.
2. MAY - Teachers complete “Characteristics of Gifted Children” for any student receiving 3 or 4 points on the Teacher Rating Scale. (Fall form will be completed October 30th by the first grade teachers.)
3. SEPTEMBER - Gifted and Talented teacher looks up child’s “Children’s Progress Scores” and finds the average for all the scores for each section.
4. SEPTEMBER - Gifted and Talented teacher looks up child’s Running Records score.
5. SEPTEMBER: After the September LinkIt! Math Benchmark Assessment, Gifted & Talented teacher completes Tier 2 on the Matrix.
6. OCTOBER - The last week of October, we receive a report that states the students who are the top 5% of the class using the Math benchmarks, Running Records and Writing Assessments.
7. NOVEMBER - Gifted and Talented teacher administers the SAGES - 2 to any student who meets the requirements to be tested.
8. NOVEMBER: Third through Eighth Grade Gifted and Talented students are identified and program begins.
9. [3rd GRADE LESSON MODULE](#)
10. [4th GRADE LESSON MODULE](#)
11. [5TH GRADE LESSON MODULE](#)
12. [6TH – 8th GRADE LESSON MODULE](#)

**Florham Park Public Schools
Gifted and Talented Matrix
Grade 3 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

The program starts from scratch each year to determine the G&T students. Students are not automatically in the program the next year.

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment.

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points

To qualify for G & T Program, must meet Tier 1 and Tier 2 requirements. With K-3 the SAGES-2 is used to determine areas of strength for the program

**Florham Park Public Schools
Gifted and Talented Matrix
Grades 4 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment.

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points Tier 3 Minimum: 3 points

To qualify for G & T Program, students must meet the minimum in all three tiers.

**Florham Park Public Schools
Gifted and Talented Matrix
Grades 5 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment.

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points Tier 3 Minimum: 3 points

To qualify for G & T Program, students must meet the minimum in all three tiers.

**Florham Park Public Schools
Gifted and Talented Matrix
Grades 6 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment.

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points Tier 3 Minimum: 3 points

To qualify for G & T Program, students must meet the minimum in all three tiers.

**Florham Park Public Schools
Gifted and Talented Matrix
Grades 7 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment.

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points Tier 3 Minimum: 3 points

To qualify for G & T Program, students must meet the minimum in all three tiers.

**Florham Park Public Schools
 Gifted and Talented Matrix
 Grades 8 Students**

Name _____ Date _____

Teacher _____ Grade _____

Tier I

Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Math Program Assessment, Running Records, & Writing Assessment.

Tier II

Teacher Rating Scale	4 (6-5)	3 (4-3)	2 (2)	1 (1)	
Characteristics of Gifted Students (Teacher Recommendation Form)	4 (32-28)	3 (27-23)	2 (22-18)	1 (17-13)	Tier II Total _____ (8 point max)

Tier III

Screening Assessment for Gifted Students (SAGES -2)

Any one section gives credit for that entire column	4	3	2	1	
Math/Science	(96+)	(95-91)	(90-81)	(80-75)	
Language Arts/Social Studies	(96+)	(95-91)	(90-81)	(80-75)	
Reasoning	(96+)	(95-91)	(90-81)	(80-75)	Tier 3 Total _____ (12 point max)

Grand Total (Maximum Score Possible: 40) _____

Tier 1 Top 5% of Grade Level Tier 2 Minimum: 6 points Tier 3 Minimum: 3 points

To qualify for G & T Program, students must meet the minimum in all three tiers.

Florham Park Public Schools
Characteristics of Gifted Students - Teacher Recommendation Form
Grads 3-8 Students

Student _____ Date _____

Teacher _____ Total Score _____

Please read each of the following items and consider the degree to which you have observed the presence or absence of each characteristic or behavior.

(1) = seldom or never

(2) = rarely

(3) = considerably

(4) = almost always

ACADEMICS:

15. The student learns facts quickly and can recall factual information and academic concept beyond most of his/her age mates.

1 2 3 4

16. The student enjoys solving difficult and unique problems and maintains intense and sustained interest in completing the problems.

1 2 3 4

17. The student has a wealth of information about a variety of topics and can express this information to others.

1 2 3 4

18. The student has a grasp of underlying principles and is able to make quick and valid generalizations.

1 2 3 4

19. The student reads a great deal on his or her own and does not avoid difficult reading material.

1 2 3 4

20. The student is recognized by other teachers and peers as having high intellectual ability.

1 2 3 4

21. The student comprehends complicated ideas and concepts by reasoning things out.

1 2 3 4

(Continued)

CREATIVITY:

9. The student applies unique and innovative solutions to problems. He/she is independent in thought and tends to “march to own drummer.”

1 2 3 4

10. The student tends to improvise and use new and different methods to do things.

1 2 3 4

11. The student is a high risk taker and often develops unusual ideas or projects.

1 2 3 4

12. The student seems to pick up skills in the arts without instruction and strives to improve his or her artistic skills.

1 2 3 4

LEADERSHIP/MOTIVATION:

11. The student possesses self-directedness and self-motivation to learn.

1 2 3 4

12. The student tends to select a challenging task in preference to a routine assignment.

1 2 3 4

13. The student strives toward perfection and is often self-critical.

1 2 3 4

14. The student is liked by peers and demonstrates leadership among his or her peers.

1 2 3 4

15. The student is at ease when participating in group activities and is an active member of his or her group.

1 2 3 4

**Florham Park Public Schools
Exiting Criteria for Gifted and Talented
Grades K-3 Students**

- Must remain on or above reading, writing, math & grade level benchmark.
- Each year every student in the district is reassessed and the top 5% of the class is determined through the grade level criteria

**Florham Park Public Schools
Exiting Criteria for Gifted and Talented
Grades 4-5 Students**

- Must remain on or above reading, writing, math & grade level benchmark.
- Must receive at least a proficient score on NJSLA for Math and ELA

**Florham Park Public Schools
Exiting Criteria for Gifted and Talented
Grades 6-8 Students**

- Must remain on or above reading, writing, math & grade level benchmark.
- Must receive at least a proficient score on NJSLA for Math and ELA
- Maintain a 3.3 grade point average