Gifted and Talented Education Policy

2014
Mission Statement

We provide a supportive and caring environment that supports and facilitates learning by providing children with opportunities to become active and reflective citizens in the community era. We aim to equip our children with the necessary skills and attitudes to become lifelong learners.

STATEMENT OF PURPOSE:

At Greenvale State School “we are a community working together to be the best that we can be”. We aim to instil a desire to achieve academically, foster life skills and social awareness, promote problem solving and creativity, and develop self-esteem and an acceptance of others. We strive to create a culture, which promotes sound values, supports the individual, embraces change, encourages positive relationships, and develops responsible environmental practices.

ASSOCIATED MATERIAL:

- Education (General Provisions) Act 1989
- Framework for Gifted Education, DETA 2004
- 2010 QSE

STATEMENT OF POLICY:

Optimising every student’s opportunity to achieve their full potential lies at the heart of Education Queensland’s commitment to all students. Greenvale State School aims to support and challenge gifted students in the pursuit of excellence and to develop a passion for life long learning.

Our program of intervention and extension allows students to advance their skills, knowledge and processes to meet their potential for success and improved development.

By using the principles of effective learning and teaching and an inclusive approach to the provision of quality curriculum programs, including differentiation and flexible options, Greenvale State School aims to improve learning outcomes for all students.

Gagne’s definition of giftedness has been accepted as Education Queensland’s preferred choice. It is quoted in the framework as:

“Students who are gifted, excel, or are capable of excelling, in one or more areas such as general intelligence, specific academic studies, visual and performing arts, physical ability, creative thinking, interpersonal and intrapersonal skills.”

RIGHTS AND RESPONSIBILITIES:

GREENVALESTATE SCHOOL will:

- Identify gifted students as early as possible (identification process see Appendix 1)
- Provide gifted students with opportunities to realise their potential through differentiation of the curriculum, the enrichment program and acceleration where appropriate. This may include an individual education plan,
- Encourage positive communication between all stakeholders (parents, students, teachers, Administration, District Office, Guidance officer)
- Continue to foster effective peer group interactions for gifted students
- Provide appropriate training for staff in gifted education
- Establish an overview which embraces the four strand model (Appendix 2)
- Establish a special needs committee (administrator, teacher, LSLN, GO where possible)
Responsibilities:

Administration:
• Ensure effective identification procedures for gifted students are embedded in the school framework
• Provide adequate and ongoing professional development in gifted education
• Promote effective partnerships between all stakeholders, including the wider community
• Ensure access to quality educational programs, including acceleration where appropriate
• Establish & promote collaborative processes in the provision for individual students
• Support the planning, implementation and evaluation of an inclusive curriculum
• Support specific strategies to meet the learning needs of gifted students through their inclusion in Greenvale State School strategic documents - such as Annual Operation Plan

Teachers:
• Be aware of and familiar with the “Framework for Gifted Education”.
• Access the identification procedures (appendix 2) and become familiar with the characteristics of giftedness
• Implement effective programs that challenge students who are gifted, through a variety of strategies.
• Differentiate learning experiences to cater for students’ individual learning needs.
• Plan collaboratively with all stakeholders to ensure maximum potential reached by student. Review every six months.
• Continue to develop own understandings of gifted education through professional development opportunities

Parents:
• To be involved in their child’s education.
• To provide information that may support their child’s education
• Plan collaboratively with all stakeholders to ensure maximum potential reached by student. Review every six months.
INITIAL INFORMATION GATHERING
- Teacher observation – includes work samples; anecdotal notes
- School records – report cards; school based data; reports from previous years
- Prior reports from outside agencies
- Behavioural indicators – teacher to complete checklist (covers academic, social and behavioural criteria) (Merrick 2004)
- Parental discussion

NOMINATION BY TEACHER/PARENT – Referral Form completed by class teacher
To Principal/Special Needs Committee. Appoint Case Manager (usually teacher)
Letter to parent regarding nomination for extension/enrichment programs and to set date for meeting with all shareholders.
Committee to determine what further information is required.

FURTHER INFORMATION GATHERING (Profile Outlines attached)
- Standardised achievements tests – eg. Probe; Pat-M, QCATs, NAPLAN,
- Curriculum assessments
- Sayler Gifted and Talented Checklist for Teachers (Appendix 4)
- Sayler Gifted and Talented Checklist for Parents (Appendix 3)
- Generalised Checklist (Adapted by Robyn Yared Gifted Education Project Officer) (Appendix 5)

CASE MEETING
- Consider all information. Recommendation for intellectual or other testing as needed.
- Identify desired learning outcomes and strategies – refer to Four Strand Model
- Negotiate curriculum plan, timelines, monitoring and review dates
- Request for Support Form for Classroom Teachers (used to record specific details)
- Complete Identification Matrix / Profile (case manager)
- Determine the level of support (school level or class level)

School Support
- Develop Student Support Plan. Include appropriate Strand 3 and 4 level strategies
- Implement Student Support Plan
- Monitor Student Support Plan
- Review six monthly

Class Support
- Keep monitoring student needs to be met through:
  - The “Thinking Classroom” Differentiation, curriculum compacting, effective teaching practices (see table)
  - Extra-curricular activities and Enrichment Program

Strand 1
- Maintain current educational plan
- Access activities where appropriate

Strand 2
- Negotiated / self paced instruction
- Extra curricula programs
- Mentoring
- Cluster groupings

Strand 3
- Curriculum compacting
- Subject acceleration

Strand 4
- Acceleration through:
  - Early entry to primary or secondary
  - Year level acceleration
  - Dual enrolment

MANAGEMENT PLAN
Collaborative planning between stakeholders. Plan documented and approved by Principal. Copies to parents/caregivers/stakeholders, all teachers involved with the student.

MONITORING, REVIEW AND EVALUATION
Ongoing monitoring and comprehensive records need to be maintained. Initial review to take place after 6 weeks.
Review needs to occur after 6 months.
When a student has been identified the Support Teacher completes a *Student Profile Form* for Gifted and Talented Education in consultation with the student’s parents and classroom teacher. Data from that may be collected in for the profile can include:

- Checklists (see attached Gifted Education Checklists)
- Year 1-7 PAT Maths
- PM Reading Levels
- Probe
- Test Results
- NAPLAN analysis
- Diagnostic Net Results
- Work Samples
- IQ Assessment (WISC IV) if special needs committee feels it is warranted

Information gathered on the *Student Profile Form* may be used to develop a *Student Enrichment Plan*. These documents are stored in the student’s Gifted and Talented Education File, Classroom Teacher’s File, School File and Guidance File. These records are available to school staff, and the information on a particular student may be shared with his or her parents.

**TRACKING**
The *Student Enrichment Plans* are reviewed six monthly (Term 2 and Term 4). The focus of the review is to establish the achievement of goals, monitor the progress of the student, and to determine the appropriateness of the current enrichment activities. Ongoing tracking will occur through regular communication between the Support Teacher – Gifted and Talented Education, class teacher, parents and the Principal.

**SCHOOL PROVISION**
In catering for gifted students, Greenvale State School adopts the Model for Curriculum Provision as stated by Education Queensland. Enrichment activities are provided through four Strands as detailed below. You could also use Maker’s Model of differentiation.

**Strand 1 – Expanding Interests:**
Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.

**Strand 2 – Enhancing Education**
Activities that introduce students to higher level of thinking, activities to extend students opportunities to participate in school and regional events or competitions.

**Strand 3 – Implementing Gifted Education**
Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes, which match students’ learning needs and learning styles.

**Strand 4 – Educating the Gifted**
Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.
Gifted Education Model Of Provision  (Appendix 2)

<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
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</thead>
<tbody>
<tr>
<td>Expanding Interests</td>
<td>Enriching Education</td>
<td>Providing Differentiated Curriculum</td>
<td>Providing Individualised Support</td>
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</tbody>
</table>

**DESCRIPTOR**

Strand 1: Activities designed to:
- broaden student interests
- identify gifts and/or talents

Strand 2: Activities designed to:
- develop student interests
- identify gifts and/or talents
- enhance thinking and learning

Strand 3:
- Individual, small group and whole class learning experiences designed to:
  - identify gifts and/or talents
  - expand knowledge and skills within and beyond the regular curriculum

Strand 4:
- Individual or small group learning experiences where students are challenged at high levels to further develop their gifts and talents.

**PARTICIPANTS**

- Strand 1: Any students
- Strand 2: Any students/identified
- Strand 3: Any students
- Strand 4: Identified students

**PURPOSE**

- Strand 1: To identify any student who may benefit from opportunities to participate in similar activities at a higher level.
- Strand 2: To identify students, including underachievers, for participation in school teams and/or withdrawal programs.
- Strand 3: To identify students’ learning needs through the provision of differentiated curriculum that addresses different learning styles, rates of learning and degrees of complexity.
- Strand 4: To provide students who excel, or are capable of excelling in one or more areas, with a negotiated, accelerated progression.

**INDICATOR**

For participation in Strand 1 type activities students may display potential for:
- Advanced interest
- Enthusiasm for learning
- Motivation
- A keen sense of observation
- Creativity and originality
- Accelerated pace of thinking
- Quick recall
- Sensitivity, compassion for others
- Varying interests
- Curiosity
- Physical dexterity
- Humour
- Persistence
- Fluid reasoning
- Intuitive thinking
- Moral judgment
- Perfectionism
- Entrepreneurship
- Leadership

For participation in Strand 2 type activities students may possess:
- Critical and/or creative thinking ability
- Problem solving ability
- Philosophical thinking
- Leadership skills
- High level communication skills
- Interpersonal skills
- Ability to work in groups
- Intrapersonal skills
- Advanced physical ability

To participate in a differentiated curriculum, the student is expected to be developing skills which may include:
- Independent learning ability
- Task commitment
- Problem solving and finding ability
- High level critical and creative thinking skills
- Metacognitive skills

To successfully operate as an independent learner, the student is expected to demonstrate a range of characteristics and behaviours from all strands.

The student may have an area(s) of intense interest.

The student will demonstrate a high level of talent/ability as well as independent learning skills.
### OPPORTUNITY Curricular and Extra Curricular Activities

**Examples:**
- Challenging tasks
- Chance to make learning choices – negotiated tasks
- Webquests
- Philosophical inquiry
- Learning circles
- Class meetings
- Learning centres
- Clubs – Hot Ropes, Science Room
- Student Council (2012)
- Competitions – Talent Quest, UNSW academic tests
- Concerts
- Sports days
- School camps
- Musicals
- Art/Drama festivals
- Choir
- Band
- Excursions
- Guest speakers

### OPPORTUNITY Enrichment Activities and Withdrawal Programs

**Examples:**
- Enrichment Program
- Public Speaking Competition – Grammar Inter-school comp.
- Days of excellence e.g. Instrumental Music
- Leadership Courses e.g. Peer Support
- Festivals – e.g. Art Ephemera
- Maths/Science/Literacy challenges – UNSW TESTS
- State High School – Enrichment and Mentor Program
- District Trials – Sport and Athletics
- Eisteddfod – Performing Arts
- In depth field studies – e.g. Hermitage Research Station Science Competition
- Mentors in residence – e.g. DEEDI – Agri-scientist
- Real life practice e.g. DeforestACTION – Enrichment Activity

### OPPORTUNITY Classroom Provisions to Enable Curriculum Differentiation

**Examples:**
- Pre-tests
- Vertical curriculum or acceleration
- Curriculum compacting
- Higher order thinking and questioning
- Tiered activities
- Independent projects and studies
- Learning contracts
- Interest centres
- Multiple intelligences
- Clustering of students in classes/activity groups
- Ability grouping within and across classes

### OPPORTUNITY Individualised Pathways

**Examples:**
- Subject acceleration
- Year level acceleration
- Curriculum compacting
- Negotiated, self-paced investigations
- Extracurricular programs
- Mentoring
- Dual enrolments
- Centres for excellence (e.g. sport, the arts)
- Early entry; primary/secondary/tertiary


Adapted and adjusted from the Learning Place and Reviewed 2011
THINGS MY CHILD HAS DONE
Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven’t noticed how your child compares to an item, fill in the Unsure or don’t know circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child’s name: ___________________     Child’s birthday:_____________________
Your name:____________________     School name:_____________________
Date:__________________________

My child:
1. Has quick recall of information.
   (e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

   A personal example:

2. Knows a lot more about some topics than do other children that age.
   (e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

   A personal example:

3. Uses advanced vocabulary.
   (e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

   A personal example:

4. Began to read or write early.
   (e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

   A personal example and age of child at the time:

5. Shows unusually intense interest and enjoyment when learning about new things.
   (e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)
6. Understands things well enough to teach others.
(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

A personal example:

7. Is comfortable around adults.
(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

A personal example:

8. Shows leadership abilities
(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

A personal example:

9. Is resourceful and improvises well.
(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes ‘something out of nothing’)

A personal example:

10. Uses imaginative methods to accomplish tasks.
(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

A personal example:

11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.
THINGS THIS CHILD HAS DONE
The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven’t noticed how this child compares to an item, fill in the Unsure or don’t know circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child’s interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child’s creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child’s name:__________________ Child’s birthday:______________________
Your name:_____________________ School name:______________________
Date:____________

This child:
1. Has quick accurate recall of information.
   (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 0 SD     o Unsure or don’t know

An example:

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 0 SD     o Unsure or don’t know

An example:

3. Is empathetic, feels more deeply than do other children that age.
   (e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others’ feelings and shows distress at other children’s distress or adult’s distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 0 SD     o Unsure or don’t know

An example:
4. May not always display their advanced understanding in everyday situations.
(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
An example:

5. Uses advanced vocabulary.
(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
An example:

6. Reads, writes, or uses numbers in advanced ways.
(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
An example:

7. Advanced play interests and behaviours.
(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
An example:

8. Shows unusually intense interest and enjoyment when learning about new things.
(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
An example:

9. Has an advanced sense of humour or sees incongruities as funny.
(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
An example:

10. Understands things well enough to teach others.
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or
likes to discuss certain topics a lot; explains ideas to adults when he or she doesn’t think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

An example:

11. Is comfortable around older children and adults.
(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

An example:

12. Shows leadership abilities.
(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

An example:

13. Is resourceful and improvises well.
(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

An example:
## Self Directed Learner

<table>
<thead>
<tr>
<th>Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Works independently and asks for help when needed</td>
<td>Rarely works independently on tasks</td>
<td>Sometimes works independently on tasks</td>
<td>Usually works independently on tasks</td>
<td>Consistently works independently on tasks</td>
</tr>
<tr>
<td>Organizes workplace and materials</td>
<td>Rarely Arranges workplace and materials to support learning</td>
<td>Sometimes Arranges workplace and materials to support learning</td>
<td>Usually Arranges workplace and materials to support learning</td>
<td>Consistently Arranges workplace and materials to support learning</td>
</tr>
<tr>
<td>Makes productive use of class time</td>
<td>Rarely completes work on time without reminders</td>
<td>Sometimes completes work on time without reminders</td>
<td>Usually completes work on time without reminders</td>
<td>Consistently completes work on time without reminders</td>
</tr>
<tr>
<td>Sets goals</td>
<td>Sets a vague or unrealistic goal or fails to make a plan</td>
<td>Completes important tasks first but only with much assistance</td>
<td>Completes important tasks first</td>
<td>Sets a worthwhile goal and describes a reasonable plan for reaching the goal</td>
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## Community Contributor

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<th>1</th>
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<tbody>
<tr>
<td>Participates cooperatively and appropriately with others to achieve shared goals</td>
<td>Rarely works effectively as part of a group</td>
<td>Demonstrates kindness to, and helping with much assistance</td>
<td>*Works as part of a group in a highly effective way</td>
<td>*Shows respect by cooperating, encouraging, and helping others in an independent manner</td>
</tr>
<tr>
<td>Shows respect and recognizes the feeling of others</td>
<td>*Rarely uses appropriate body language when interacting with others without reminders</td>
<td>Demonstrates kindness to, listens to, and engages with others</td>
<td>*Sometimes uses appropriate body language when interacting with others without reminders</td>
<td>*Shows respect by cooperating, encouraging, and helping but only with assistance</td>
</tr>
<tr>
<td>Follows school and classroom rules</td>
<td>Rarely demonstrates safe behaviours</td>
<td>Consistently demonstrates safe behaviours</td>
<td>Usually demonstrates safe behaviours</td>
<td>*Uses teacher directed assessment strategies</td>
</tr>
<tr>
<td>Makes good choices</td>
<td>Makes highly responsible decisions that independently distinguish between right and wrong</td>
<td>Makes responsible decisions that usually distinguish between right and wrong</td>
<td>Makes marginal decisions that sometimes distinguish between right and wrong</td>
<td>Demonstrates kindness to, listens to, and engages with others</td>
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## The ability to recognise and produce quality performances and quality products

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<tbody>
<tr>
<td>Strives to complete work neatly and correctly</td>
<td>*Identifies learning goals and works toward completing them independently</td>
<td>*Identifies learning goals and works toward completing them upon request</td>
<td>*Identifies learning goals and works toward completing them independently</td>
<td>*Has a clear understanding of the requirements and expectations</td>
</tr>
<tr>
<td>Sets and strives toward learning goals</td>
<td>*Has a clear understanding of the requirements and expectations</td>
<td>*Has a clear understanding of the requirements and expectations</td>
<td>*Has a clear understanding of the requirements and expectations</td>
<td>*Identifies learning goals and works toward completing them independently</td>
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## Quality Producer

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<td>*Has a clear understanding of the requirements and expectations</td>
</tr>
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<td>*Has a clear understanding of the requirements and expectations</td>
<td>*Identifies learning goals and works toward completing them independently</td>
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(2) Ability to demonstrate critical thinking and problem solving

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<th>4</th>
<th>3</th>
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<th>1</th>
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<tbody>
<tr>
<td>Uses prior knowledge and experiences to solve problems</td>
<td>Uses prior knowledge and experiences to solve problems independently</td>
<td>Uses prior knowledge and experiences to solve problems upon request</td>
<td>Uses prior knowledge and experiences to solve problems with assistance</td>
<td>Uses prior knowledge and experiences to solve problems with much assistance</td>
</tr>
<tr>
<td>Explains answers and makes adjustments</td>
<td>Explains in great detail why the answer is correct and revises the answer independently if necessary</td>
<td>Explains in detail why the answer is correct and revises the answer upon request if necessary</td>
<td>Explains in some detail why the answer is correct and revises the answer with assistance if necessary</td>
<td>Explains in minimal detail why the answer is correct and revises the answer with much assistance if necessary</td>
</tr>
<tr>
<td>Solves problems in different ways</td>
<td>Solves unfamiliar problems using a variety of strategies problem solving methods</td>
<td>Solves unfamiliar problems with assistance using a few different strategies and applies typical problem solving methods</td>
<td>Solves unfamiliar with much assistance using one or two strategies and suggested and applies imitative problem solving methods</td>
<td></td>
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(3) The ability to Communicate Effectively

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<thead>
<tr>
<th>Indicators</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks effectively in front of a group</td>
<td>*Consistently speaks Clearly with good enunciation to an audience *Consistently expresses ideas in complete sentences</td>
<td>*Usually speaks Clearly with good enunciation to an audience *Usually expresses ideas in complete sentences</td>
<td>*Sometimes speaks Clearly with good enunciation to an audience *Sometimes expresses ideas in complete sentences</td>
<td>*Rarely speaks Clearly with good enunciation to an audience *Rarely expresses ideas in complete sentences</td>
</tr>
<tr>
<td>Listens attentively to gain understanding</td>
<td>*Listens without talking to gain information</td>
<td>*Listens without talking to gain information with reminders</td>
<td>*Sometimes Listens without talking to gain information with assistance</td>
<td>*Rarely Listens without talking to gain information even with reminders</td>
</tr>
<tr>
<td>Follows directions</td>
<td>*Consistently follows oral directions</td>
<td>*Usually follows oral directions</td>
<td>*Sometimes follows oral directions</td>
<td>*Rarely follows oral directions</td>
</tr>
<tr>
<td>Contributes effectively through speaking, drawing, and writing</td>
<td>*Consistently and effectively describes something using age appropriate vocabulary *Consistently and effectively communicates ideas through writing and drawing</td>
<td>*Usually describes something using age appropriate vocabulary *Usually communicates ideas through writing and drawing</td>
<td>*Sometimes describes something using age appropriate vocabulary *Sometimes communicates ideas through writing and drawing</td>
<td>*Rarely describes something using age appropriate vocabulary *Rarely communicates ideas through writing and drawing</td>
</tr>
</tbody>
</table>

(4) Ability to use a variety of technologies effectively and ethically

<table>
<thead>
<tr>
<th>Indicators</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses school materials and tools properly</td>
<td>*Demonstrates respect and appreciation for materials by using them for their intended purpose</td>
<td>*Usually Demonstrates respect and appreciation for materials by using them for their intended purpose with reminders</td>
<td>*Sometimes Demonstrates respect and appreciation for materials by using them for their intended purpose with assistance</td>
<td>*Rarely Demonstrates respect and appreciation for materials by using them for their intended purpose even with reminders</td>
</tr>
<tr>
<td>Uses various technologies to find information</td>
<td>*Consistently demonstrates the ability to visual and written materials to gain information</td>
<td>*Usually demonstrates the ability to visual and written materials to gain information</td>
<td>*Sometimes demonstrates the ability to visual and written materials to gain information</td>
<td>*Rarely demonstrates the ability to visual and written materials to gain information</td>
</tr>
<tr>
<td>Uses various technologies to create new products</td>
<td>*Consistently demonstrates the ability to use various school tools to create a product</td>
<td>*Usually demonstrates the ability to use various school tools to create a product</td>
<td>*Sometimes demonstrates the ability to use various school tools to create a product</td>
<td>*Rarely demonstrates the ability to use various school tools to create a product</td>
</tr>
<tr>
<td>Explains how technology is used every day</td>
<td>*Consistently demonstrates the ability to explain how technology impacts on his or her life</td>
<td>*Usually demonstrates the ability to explain how technology impacts on his or her life</td>
<td>*Sometimes demonstrates the ability to explain how technology impacts on his or her life</td>
<td>*Rarely demonstrates the ability to explain how technology impacts on his or her life</td>
</tr>
<tr>
<td>Uses technology in a responsible manner</td>
<td>*Consistently demonstrates responsible behaviour when using school tools</td>
<td>*Usually demonstrates responsible behaviour when using school tools</td>
<td>*Sometimes demonstrates responsible behaviour when using school tools</td>
<td>*Rarely demonstrates responsible behaviour when using school tools</td>
</tr>
</tbody>
</table>
## Appendix 6
The Multiple Intelligences Table

*Adapted from the book *Succeeding with Multiple Intelligences* By Howard Gardner (1996)*

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>What Learners Like To Do</th>
<th>Teachers Can</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal</strong></td>
<td><em>Sensitive to the mood and feelings of others</em></td>
<td><em>Use co-operative learning</em></td>
</tr>
<tr>
<td></td>
<td><em>Understand people well</em></td>
<td><em>Assign group projects</em></td>
</tr>
<tr>
<td></td>
<td><em>Interact and co-operate effectively with others</em></td>
<td><em>Give students opportunities for peer teaching</em></td>
</tr>
<tr>
<td></td>
<td><em>Good at leading, sharing and organizing</em></td>
<td><em>Brainstorm solutions to problems</em></td>
</tr>
<tr>
<td></td>
<td><em>Mediate between people</em></td>
<td><em>Create situations in which students are given feedback from others</em></td>
</tr>
<tr>
<td></td>
<td><em>Enjoy playing social games</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Listen well to others</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Enjoy many friends</em></td>
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</tr>
<tr>
<td></td>
<td><em>Meditate</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Build consensus and empathise with others</em></td>
<td></td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td><em>Like to work alone</em></td>
<td><em>Allow students to work at own pace</em></td>
</tr>
<tr>
<td></td>
<td><em>Motivate oneself</em></td>
<td><em>Assign individual, self-directed projects</em></td>
</tr>
<tr>
<td></td>
<td><em>Intuitive</em></td>
<td><em>Help students set goals</em></td>
</tr>
<tr>
<td></td>
<td><em>Sensitive to one's own feelings and moods</em></td>
<td><em>Provide opportunities for students to get feedback from each other</em></td>
</tr>
<tr>
<td></td>
<td><em>Know own strengths and weaknesses</em></td>
<td><em>Involve the students in journal writing and other forms of reflection</em></td>
</tr>
<tr>
<td></td>
<td><em>Use self-knowledge to guide decision making and set goals</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Control own feelings and moods</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Have a sense of independence</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Are strong willed and have strong personal opinions</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Pursue personal interests and set individual agendas</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Self confident</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Reflective</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Learn through observing</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Use metacognitive skills</em></td>
<td></td>
</tr>
<tr>
<td><strong>Bodily-Kinaesthetic</strong></td>
<td><em>Use one's body to communicate and solve problems</em></td>
<td><em>Provide tactile and movement activities</em></td>
</tr>
<tr>
<td></td>
<td><em>Remember through bodily sensations</em></td>
<td><em>Offer role playing and acting opportunities</em></td>
</tr>
<tr>
<td></td>
<td><em>Learn best through physical activities</em></td>
<td><em>Involve students in physical activity</em></td>
</tr>
<tr>
<td></td>
<td><em>Find it difficult to sit still for long</em></td>
<td><em>Allow students to move while working</em></td>
</tr>
<tr>
<td></td>
<td><em>Have gut feelings about things</em></td>
<td><em>Use sewing, model making or other activities using fine motor skills</em></td>
</tr>
<tr>
<td></td>
<td><em>Is adept with objects and activities involving fine or gross motor skills</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Play sports and be physically active</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Use body language and gesture</em></td>
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</tr>
<tr>
<td></td>
<td><em>Do crafts and mechanical projects</em></td>
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</tr>
<tr>
<td></td>
<td><em>Dance, act or mime</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Mime easily</em></td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic</strong></td>
<td><em>Think in words</em></td>
<td><em>Create reading and writing projects</em></td>
</tr>
<tr>
<td></td>
<td><em>Use language and words in many different forms to express complex meanings</em></td>
<td><em>Help students prepare speeches</em></td>
</tr>
<tr>
<td></td>
<td><em>Tell jokes, riddles or puns</em></td>
<td><em>Interest the students in debates</em></td>
</tr>
<tr>
<td></td>
<td><em>Like to read, write or tell stories</em></td>
<td><em>Make word games, crossword puzzles and word searches</em></td>
</tr>
<tr>
<td></td>
<td><em>Use an expanded vocabulary</em></td>
<td><em>Encourage the use of puns, palindromes and outrageous words</em></td>
</tr>
<tr>
<td></td>
<td><em>Play word games</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Have a good memory for names, places, dates, poetry, lyrics, trivia</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Create poems and stories using the sounds and imagery of words</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Find spelling easy</em></td>
<td></td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td><em>Approach problems logically</em></td>
<td><em>Construct Venn diagrams</em></td>
</tr>
<tr>
<td></td>
<td><em>Understand number</em></td>
<td><em>Use games of strategy</em></td>
</tr>
<tr>
<td></td>
<td><em>See patterns easily</em></td>
<td>*Have students demonstrate <em>understanding using concrete objects</em></td>
</tr>
<tr>
<td></td>
<td><em>Like abstract ideas</em></td>
<td><em>Record information on graphs</em></td>
</tr>
<tr>
<td></td>
<td><em>Recognise and solve problems using reasoning skills</em></td>
<td><em>Establish time lines and draw maps</em></td>
</tr>
<tr>
<td></td>
<td><em>Work out sums easily in their head</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Work with numbers, figure things out and analyse situations</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Know how things work</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Ask big questions</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Work in situations win which there are clear black and white solutions</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Like computers</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Devise experiments to test things out</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Think in categories and see relationship between ideas</em></td>
<td></td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td><em>Sensitive to non-verbal sound in the environment, including melody and tone</em></td>
<td><em>Re-write song lyrics to teach a concept</em></td>
</tr>
<tr>
<td></td>
<td><em>Aware of patterns in rhythm, pitch and timbre</em></td>
<td><em>Encourage students to add music to plays</em></td>
</tr>
<tr>
<td></td>
<td><em>Listen to and play music</em></td>
<td><em>Create musical mnemonics</em></td>
</tr>
<tr>
<td></td>
<td><em>Match feelings to music and rhythms</em></td>
<td><em>Teach history through music of the period</em></td>
</tr>
<tr>
<td></td>
<td><em>Sing, hum, whistle and move to music</em></td>
<td><em>Have students learn music and folk dancing from other countries</em></td>
</tr>
<tr>
<td></td>
<td><em>Remember and work with different musical forms</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Create and replicate tunes</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Like to listen to music when working</em></td>
<td></td>
</tr>
</tbody>
</table>