



ONTARIO SCHOOL DISTRICT 8C
 TALENTED AND GIFTED
 INSTRUCTIONAL PLAN
 Part 1 of 5

STUDENT		GRADE		SCHOOL YEAR	
TEACHER(S)		SCHOOL			

ASSESSMENT DATA							
SUBJECT		LEVEL OF LEARNING (List type of assessment and results)			*RATE OF LEARNING (Click all that apply for each student)		
LANGUAGE ARTS	READING	1.			Subject		
			Student:				
		2.				completes work quickly and accurately	
						grasps new concepts quickly and easily	
						is highly motivated	
						needs few repetitions to master a new concept	
		3.				Student is working at:	
						slower pace than peers	
					same pace as peers		
	4.				faster pace than peers		
		5.			Subject		
			Student:				
	6.				completes work quickly and accurately		
					grasps new concepts quickly and easily		
					is highly motivated		
					needs few repetitions to master a new concept		
	7.				Student is working at:		
					slower pace than peers		
					same pace as peers		
	8.				faster pace than peers		

***INSTRUCTION BASED ON ASSESSMENTS** (The following modifications will occur on a regular basis.)

Check all that apply

<input type="checkbox"/> small group/cluster group instruction	<input type="checkbox"/> whole group instruction	<input type="checkbox"/> working independently	<input type="checkbox"/> other (specify)
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Description:



STUDENT	GRADE	SCHOOL YEAR
TEACHER(S)	SCHOOL	

ASSESSMENT DATA							
SUBJECT	LEVEL OF LEARNING (List type of assessment and results)			*RATE OF LEARNING (Click all that apply for each student)			
	Assessment Used:	Results:	Date:	Subject			
MATH	1.				Student:		
					<input type="checkbox"/>	completes work quickly and accurately	
					<input type="checkbox"/>	grasps new concepts quickly and easily	
	2.				<input type="checkbox"/>	is highly motivated	
					<input type="checkbox"/>	needs few repetitions to master a new concept	
					Student is working at:		
	3.				<input type="checkbox"/>	slower pace than peers	
					<input type="checkbox"/>	same pace as peers	
					<input type="checkbox"/>	faster pace than peers	
	*INSTRUCTION BASED ON ASSESSMENTS (The following modifications will occur on a regular basis.)						
Check all that apply							
<input type="checkbox"/>	small group/cluster group instruction	<input type="checkbox"/>	whole group instruction	<input type="checkbox"/>	working independently	<input type="checkbox"/>	other (specify)
Description:							

ASSESSMENT DATA							
SUBJECT	LEVEL OF LEARNING (List type of assessment and results)			*RATE OF LEARNING (Click all that apply for each student)			
	Assessment Used:	Results:	Date:	Subject			
SCIENCE	1.				Student:		
					<input type="checkbox"/>	completes work quickly and accurately	
					<input type="checkbox"/>	grasps new concepts quickly and easily	
	2.				<input type="checkbox"/>	is highly motivated	
					<input type="checkbox"/>	needs few repetitions to master a new concept	
					Student is working at:		
	3.				<input type="checkbox"/>	slower pace than peers	
					<input type="checkbox"/>	same pace as peers	
					<input type="checkbox"/>	faster pace than peers	
	*INSTRUCTION BASED ON ASSESSMENTS (The following modifications will occur on a regular basis.)						
Check all that apply							
<input type="checkbox"/>	small group/cluster group instruction	<input type="checkbox"/>	whole group instruction	<input type="checkbox"/>	working independently	<input type="checkbox"/>	other (specify)
Description:							



STUDENT		GRADE		SCHOOL YEAR	
TEACHER(S)		SCHOOL			

ASSESSMENT DATA								
SUBJECT	LEVEL OF LEARNING (List type of assessment and results)			*RATE OF LEARNING (Click all that apply for each student)				
	Assessment Used:	Results:	Date:	Subject				
S O C I A L S T U D I E S	1.				Student:			
					completes work quickly and accurately			
					grasps new concepts quickly and easily			
	2.				is highly motivated			
					needs few repetitions to master a new concept			
					Student is working at:			
	3.							slower pace than peers
								same pace as peers
						faster pace than peers		
	*INSTRUCTION BASED ON ASSESSMENTS (The following modifications will occur on a regular basis.)							
Check all that apply								
<input type="checkbox"/>	small group/cluster group instruction	<input type="checkbox"/>	whole group instruction	<input type="checkbox"/>	working independently	<input type="checkbox"/>	other (specify)	
Description:								

OTHER	LEVEL OF LEARNING (List type of assessment and results)			*RATE OF LEARNING (Click all that apply for each student)				
	Assessment Used:	Results:	Date:	Subject				
	1.				Student:			
					completes work quickly and accurately			
					grasps new concepts quickly and easily			
	2.				is highly motivated			
					needs few repetitions to master a new concept			
					Student is working at:			
	3.							slower pace than peers
								same pace as peers
						faster pace than peers		
	*INSTRUCTION BASED ON ASSESSMENTS (The following modifications will occur on a regular basis.)							
Check all that apply								
<input type="checkbox"/>	small group/cluster group instruction	<input type="checkbox"/>	whole group instruction	<input type="checkbox"/>	working independently	<input type="checkbox"/>	other (specify)	
Description:								



**ONTARIO SCHOOL DISTRICT 8C
TALENTED AND GIFTED
INSTRUCTIONAL PLAN
Part 4 of 5**

STUDENT		GRADE		SCHOOL YEAR	
TEACHER(S)		SCHOOL			

OPPORTUNITY FOR PARENT INPUT

FIRST CONFERENCE: Discuss assessments and develop instructional plan

Date

Comments:

Student Signature: _____ Parent Signature: _____

OPPORTUNITY FOR PARENT INPUT

SECOND CONFERENCE: Discuss assessments and develop instructional plan

Date

Comments:

Student Signature: _____ Parent Signature: _____

OPPORTUNITY FOR PARENT INPUT

THIRD CONFERENCE: Discuss assessments and develop instructional plan

Date

Comments:

Student Signature: _____ Parent Signature: _____

Teacher Signatures: _____



**ONTARIO SCHOOL DISTRICT 8C
TALENTED AND GIFTED
INSTRUCTIONAL PLAN
Part 5 of 5**

STUDENT
TEACHER(S)

GRADE
SCHOOL

SCHOOL YEAR

SCHOOL YEAR

DOCUMENTATION OF ASSESSMENT, INSTRUCTION AND PARENT INPUT

Teachers will:

- Develop an individual TAG Instructional Plan during the first conference or within the four weeks after a student is identified.
- Document all assessment results in a grade book or other appropriate data file.
- Provide parent opportunity for input and communicate assessment results of level and rate and instructional modifications.

Parent Input:

- Parents are invited to give input for the instructional plan at the first conference or within four weeks after a student is identified.
- The written instructional plan will be developed at the first conference.
- Parents will receive a copy of the plan.
- Discuss any significant changes in the student's
 - pace, direction, or focus of classroom instruction.
 - response to classroom material.
 - social or emotional behavior.
- The plan may be reviewed and/or updated periodically.
- Document and communicate end of the year assessments and placement recommendations for the coming year.

Rights of Parents of Talented and Gifted Students

581-22-404 In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) the parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-22-404. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

ASSESSMENT OPTIONS FOR RATE AND LEVEL OF LEARNING AND INSTRUCTION

INSTRUCTIONAL MODIFICATIONS MUST BE BASED ON ASSESSED LEVEL AND RATE OF LEARNING

In core subjects/courses, students will be pre-assessed on the knowledge and skills that will be learned in the subject. The purpose of this pre-assessment is to determine what students already know and are able to do to avoid repetition and to give the student access to advance and/or accelerated content.

Assessment Options:

- Placement recommendations and specific data from previous teacher(s)
- Student input and self assessment and/or interview
- Parent input and information
- Observational data (anecdotal comments on daily work, etc.)
- Placement tests (check-up tests)
- End of book test
- Chapter/unit tests
- Final/semester tests
- informal Reading Inventories, STAR tests
- Criterion Referenced tasks (i.e., scoring guides)
- Student portfolio/work folders
- Essay questions
- Lab demonstrations/tasks
- Standardized tests
- Statewide assessments
- Curriculum-based district assessments (Basic skills checklist)
- Journals
- Research reports
- Independent study projects
- Writing samples scored with analytical scoring guides
- Pretests/post-tests
- Peer evaluations of performance or products
- Monitoring of daily work

Guidelines:

Instructional modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications must be provided on a regular basis, and should be clearly documented in lesson plans and grade books.

Level of Learning is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skill(s) he has not yet learned or mastered. Student Level Learning may be

- significantly above grade level,
- above grade level,
- on grade level with accelerated pace,
- on grade level with no modification necessary, or
- other.

Rate of Learning is a measure of the pace at which a student successfully progressed through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest
- level of difficulty
- learning style of the student

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research projects, and/or materials appropriate for the student's learning.

Instructional Modifications:

<ul style="list-style-type: none"> • Acceleration • Independent study/project • Assignment modifications/differentiation • Cluster/small group 	<ul style="list-style-type: none"> • Acceleration • Enrichment • Contracts • Alternative learning settings • Mentorships • Other
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