

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION
Gifted and Talented Program**

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THE GIFTED AND TALENTED PROGRAM

The intent of the Gifted and Talented program is to extend the core curriculum while encouraging the development of skills in the areas of independent learning, problem solving, logic, creativity, and reasoning. The Program Overview and other materials provide a detailed explanation of the current program.

Identification and procedures:

- The identification procedure begins with the child's teacher. It is an ongoing process. Each teacher begins this process after comparing the student to his current class of peers. This process can be initiated at any time of the school year. The recommendation for continued participation the following year will be reviewed by the new teacher. Identification and Notification procedures follow.
- An Independent Study unit is used to allow all elementary students identified as Gifted and Talented to have an experience that meets their needs. This project is expected to be completed at home with school time provided when appropriate. Please refer to the Extension Challenge Project and its supports found on the following pages.

A Bright Child:	A Gifted Learner:
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discuss in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a news design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

from <http://www.memphis-schools.k12.tn.us/admin/curriculum/clue/comparison.html>

Original source:

Szabos, J. (1989). Bright child, gifted learner. *Challenge*, 34. Good Apple.

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION**

Gifted and Talented Program Overview

State Code:

According to N.J.A.C 6A:8, Edison identifies and provides appropriate educational challenges for Gifted and Talented students.

Identification:

Edison uses multiple measures to determine if a student meets the criteria for the Gifted and Talented program when compared to grade level peers. This is an on-going process throughout the school year. The recommendation for participation in the program is reevaluated annually by the current classroom teacher.

K-3 students: The most recent Assessment of Reading Behaviors or Fountas and Pinnell Benchmark Assessment System, and a Teacher Recommendation form that evaluates a student's motivational, learning, creativity, and social characteristics.

Grades 4-5 students: Students in grades 4 and 5 are identified by a review of NJASK Math and NJASK LAL scores, the most recent Assessment of Reading Behaviors or Fountas and Pinnell Benchmark Assessment System, and a Teacher Recommendation form that evaluates a student's motivational, learning, creativity, and social characteristics.

Classroom teachers begin the recommendation process. The Elementary Principal reviews the recommendation to determine eligibility and notifies parents and teacher of the results. Parents review the program overview and the Extension Challenge with supporting materials and discuss the opportunity with their child. The student and parent sign and return the Gifted and Talented Program Contract to the classroom teacher.

Program Overview:

Carol Ann Tomlinson, Ed.D, from the University of Virginia is a noted educational expert on curriculum and instruction and differentiated instruction. Below is an excerpt from an article, "What It Means to Teach Gifted Learners Well," on the National Association for Gifted Children website, <http://www.nagc.org/index.aspx?id=659>:

...of course it [teaching highly able students well] will vary some with the age of the child, the subject, the learning style of the student-and possibly even the child's gender or culture.

Good Instruction for Gifted Learners:

- *Begins with good curriculum and instruction...They need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. Classrooms provide both structure and choice.*
- *Is paced in response to the student's individual needs...It's often the case that advanced learners need a slower pace of instruction than many other*

students their age, so they can achieve a depth or breadth of understanding needed to satisfy a big appetite for knowing.

- *Happens at a higher “degree of difficulty”...more refined skills are applied at a higher plane of sophistication...They will work with fuzzier problems, will often need less teacher-imposed structure,...and be able to function with a greater degree of independence than their peers.*

It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach.

Edison’s Support for Gifted and Talented Students:

Edison’s curriculum and instructional practices provide support for the Gifted and Talented Students in the following ways:

- Curriculum guides are comprehensive and focus on key concepts and principles of each discipline, as evidenced by the use of the Understanding by Design philosophy and format. These curriculum guides provide strategies for teachers from which to choose, including structures of lessons, choice for students, and adaptations in content, process, product, and learning environment.
- Utilizing the Journey’s Literacy program, student are given opportunity to work at a higher degree of difficulty by applying their skills to advanced leveled books.
- The math curriculum and program materials provide classroom teachers with resources and best practices for supporting all learners, including the Gifted and Talented students. Teachers provide additional problem-solving materials to students who require further study beyond the normal course of the classroom lesson. *Investigations* is one of the math programs available to teachers that allows students to discover their learning in a problem-based structure.
- Professional development for teachers has included training in differentiated instruction which supports teachers as they structure instructional learning experiences for small groups and individuals according to abilities, interests, or needs. This provides time for children to work individually, with their peers or teachers at a pace that works for them.
- Professional development for teachers has also included professional texts on the subject of supporting gifted students in the regular classroom (i.e., Teaching Gifted Kids in the Regular Classroom), as well as time to meet with the Curriculum Resource Teacher and Reading Specialist for further support.
- The Extension Challenge Project is provided for those Gifted and Talented students looking for individual extension inquiry. The student develops an action plan for researching and sharing his or her learning experience. The student is provided time in school, but the expectation is that the project is completed at home by the child.

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION
Gifted and Talented Program for Grades K-5**

**Identification and Notification Procedures
for the Gifted and Talented Program for Grades K-5**

The identification of gifted and talented students is an on-going process throughout the school year. Any student who is accepted into the program, may participate until he/she no longer meets the criteria for that grade level, or fails to complete projects as contracted. The Gifted and Talented portfolios will be passed on through the elementary grades, but participation must be renewed annually through the identification process.

1. Classroom teachers are to complete the Recommendation for Gifted and Talented Grades K-5 for any student they feel should be considered for the Gifted and Talented program.
2. Teachers are to attach a complete copy of the most recent Assessment of Reading Behaviors or Fountas and Pinnell's Benchmark Assessment, indicating the student's instructional reading level.
3. All forms are to be submitted to the Elementary Principal.
4. When NJASK3 and NJASK4 scores are available, they will be reviewed by the Elementary Principal and Teacher. Final determinations will be made as to which students will participate.
5. A list of identified Gifted and Talented students will be maintained at the building.
6. Parent/guardians of student who are eligible for participation in the Gifted and Talented program will be notified and provided with the Extension Challenge Contract. After discussing the commitment with the student, the parent signs the tear-off sheet to indicate their decision. Parents/guardians of students who have been screened but have not met the specified criteria will be notified.
7. Students transferring into the district who were eligible for, or were active participants in a Gifted and Talented program in their previous districts, will be considered upon entry into the Edison school district. The principal or classroom teacher will review the documentation of the student's participation in or eligibility for their previous district's program. If NJASK scores are not available, the student's records, including any achievement test scores, will be reviewed. Review and notification process will follow as described above.

Three criteria are considered for identification in the Gifted and Talented Program:

1. A predetermined score on the Recommendation for Gifted and Talented Grades K-5.
2. Assessment of Reading Behaviors or Fountas and Pinnell's Benchmark Assessment result that indicates the student is being instructed well above grade level as determined by Fountas and Pinnell's Grade Level Goals.
3. Scores in the upper Advanced Proficient range on both the Language Arts Literacy and Mathematics portions of the New Jersey ASK when available.

**STUDENTS MUST MEET ALL THREE OF THE ABOVE CRITERIA
(When NJASK scores are available)**

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Gifted and Talented Program Criteria

N.J.A.C. 6A:8, Standards and Assessment for Student Achievement defines gifted and talented students as:

Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Identification:

Edison uses multiple measures to determine if a student is Gifted and Talented. This is an on-going process throughout the school year.

K-3 students: These students are identified by the most recent Assessment of Reading Behaviors or Fountas and Pinnell’s Benchmark Assessment System, and a Teacher Recommendation form that evaluates a student’s motivational, learning, creativity, and social characteristics.

Grades 4-5 students: Students in grades 4 and 5 are identified by a review of NJASK Math and NJASK LAL scores, the most recent Assessment of Reading Behaviors or Fountas and Pinnell’s Benchmark Assessment System, and a Teacher Recommendation form that evaluates a student’s motivational, learning, creativity, and social characteristics.

Criteria for Identifying Gifted and Talented Students
Grades K-5

Students In Grade ...	Teacher Recommendation Form Total Score	Instructional Reading Level	NJASK Score: Language Arts/Literacy	NJASK Score: Math
K	115+	above H	n/a	n/a
1	115+	above L	n/a	n/a
2	120+	above O	n/a	n/a
3	126+	above T	n/a	n/a
4	126+	above W	260	275
5	126+	above Z	260	275

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
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Gifted and Talented Program**

Recommendation for Gifted and Talented-Grades K-5

N.J.A.C. 6A: 8-1.3 Definitions

“Gifted and Talented students” means those exceptionally able students who possess or demonstrate levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

Student	School	Date
Teacher(s)	Current Grade	Parent Request _____ (check)

Please use the indicated numerical values to evaluate the student in comparison to his or her peers, considering typical developmental levels of students in the age group. **Do not use N/A or leave blanks in Sections I-IV.**

- 0 not at this time
- 1 seldom
- 2 occasionally/once in a while
- 3 frequently/quite often
- 4 almost always

I. Learning Characteristics

- ___1. Verbally expresses ideas with great depth.
- ___2. Utilizes an advanced vocabulary.
- ___3. Reads a great deal independently and prefers reading material on levels/subjects beyond his/her years.
- ___4. Reads with deeper comprehension and demonstrates understanding of nuances of the language.
- ___5. Asks thoughtful questions that demonstrate deeper understanding.
- ___6. Readily sees cause-effect relationships; tries to discover the how and why of things.
- ___7. Is very observant; usually “sees more” or “gets more” out of story, film, or experience.
- ___8. Solves problems in unique ways, using advanced abstract reasoning and problem-solving skills.

- ___ 9. Is able to order ideas in logical sequence.
- ___ 10. Tackles tasks and problems in a well-organized, goal-directed and efficient manner.

_____ **Total Points for this Section**

II. Motivational Characteristics

- ___ 1. Exhibits an intrinsic motivation to learn, discover or explore.
- ___ 2. Enjoys the challenge of problem solving situations.
- ___ 3. Needs little external motivation to follow through in work.
- ___ 4. Sets very high personal standards.
- ___ 5. Has a sustained attention span and is willing to persist with challenging tasks.
- ___ 6. Is interested in worldly problems/current events, more than usual for age.
- ___ 7. Often is self-assertive; shows a great deal of self-confidence.
- ___ 8. Displays a questioning demeanor.
- ___ 9. Is quite concerned with moral issues, right and wrong, good and bad.

_____ **Total Points for this Section**

III. Creativity Characteristics

- ___ 1. Displays a great deal of curiosity about many things.
- ___ 2. Generates unique and clever solutions to problems and questions.
- ___ 3. Demonstrates intellectual playfulness and likes to fantasize and imagine.
- ___ 4. Is a high risk taker and good guesser.
- ___ 5. Is a flexible, original thinker.
- ___ 6. Is comfortable being individualistic and original.
- ___ 7. Is quick to spot inconsistencies.
- ___ 8. Displays sensitivity to beauty and is attracted to aesthetic values.
- ___ 9. Exhibits wit and a keen sense of humor.

_____ **Total Points for this Section**

IV. Social Characteristics

- ____ 1. Demonstrates leadership when involved in an activity.
- ____ 2. Engages peers by modeling enthusiasm.
- ____ 3. Has a keen sense of justice and becomes concerned about social issues.
- ____ 4. Is responsible, can be counted on to do what he/she promised and usually does it successfully.
- ____ 5. Adapts readily to new situations.
- ____ 6. Relates and responds well to adults; prefers the company of older friends, and enjoys being around people.
- ____ 7. Often picks up and interprets non-verbal cues and can draw inferences that other children need to have spelled out for them.
- ____ 8. Communicates and expresses him- or herself well.

_____ **Total Points for this Section**

_____ **Grand Total Points for Sections I, II, III and IV**

V. Multiple Intelligences Characteristics

Using the 0-4 numerical values, identify one or more of these intelligences exhibited by the student:

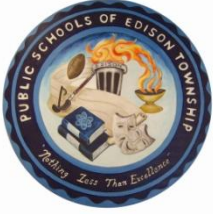
- ____ a. **Linguistic (“Word Smart”)** – Children with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.
- ____ b. **Logical-Mathematical (“Number Smart”)** – Children with lots of logical intelligence are interested in patterns, categories and relationships. They are drawn to arithmetic problems, strategy games and experiments.
- ____ c. **Bodily-Kinesthetic (“Body Smart”)** – These kids process knowledge through bodily sensations. They are often athletic, dancers, or good at crafts such as sewing or woodworking.
- ____ d. **Spatial (“Picture Smart”)** – These children think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Legos or daydreaming.
- ____ e. **Musical (“Music Smart”)** – Musical children are always singing or drumming to themselves. They are usually quite aware of sounds others make. These kids are often discriminating listeners.
- ____ f. **Interpersonal (“People Smart”)** – Children who are leaders among their peers, who are good at communicating and who seem to understand others’ feelings and motivations possess interpersonal intelligence.
- ____ g. **Intrapersonal (“Self Smart”)** – These children may be shy. They are very aware of their own feelings and are self-motivated.
- ____ h. **Naturalist (“Nature Smart”)** – These are children who love nature and care about the environment.

- VI. Attach a complete copy of the most recent Assessment of Reading Behaviors or Fountas and Pinnell's Benchmark Assessment System, indicating the student's Instructional level.

*****CONFIDENTIAL*****

- VII. **Teacher Comments:** Please provide any information that would offer insight into this student's special abilities, based on your observations of the student performance in your classroom and your interactions with this student.

VIII. **Teacher Signature(s)** _____



Public Schools of Edison Township

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DIVISION OF CURRICULUM AND INSTRUCTION Gifted and Talented Program Contract

Student Name _____ School _____

Grade _____ Teacher _____

We chose to have _____ (student's name) participate in the Gifted and Talented Program for this school year.

My child and I understand that:

- This is an opportunity to allow the student to use his/her independent research, creativity, and higher-order thinking skills to investigate a topic of his/her choice.
- The student will meet with his/her teacher to discuss the guidelines and review the grading rubric (See extension Challenge packet).
- The student may have opportunities to work on the project during school, but will also be required to spend time at home for completion of the project.
- If the student experiences academic difficulty in regular studies, he/she may be asked to withdraw for a period of time in order to focus on the expectations of the regular school work.

Student's Signature

Parent's Signature

.....
We have chosen NOT to participate in the Gifted and Talented Program at this time.

Student's Signature

Parent's Signature

PLEASE RETURN TO YOUR CHILD'S CLASSROOM TEACHER WITHIN 10 DAYS.

**PUBLIC SCHOOLS OF EDISON TOWNSHIP
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Gifted and Talented Program for Grades K-5**

The Extension Challenge Project

1. After meeting the criteria for identifying the gifted and talented student, a letter is sent home to inform the parents about the program and to invite the student to participate in the Extension Challenge Project. The parent and student sign the contract to accept or decline participation.
2. The Extension Challenge Project packet includes:
 - A learning styles survey to be completed by student
 - An expression style survey to be completed by student
 - An action plan, including the topic of interest , information sources, names of contacts for possible interviews, proposed experiences (experiments, research, surveys, etc.), documentation of learning experience, and date of completion
 - Rubric
3. A copy of the project packet gets submitted to the classroom teacher for feedback. The teacher and student sign the contract.
4. The student works on the project at home and in school when time permits.
5. The student alerts the classroom teacher when he/she is ready to share the project.
6. Time is provided for the student to share the project according to the contract.
7. The classroom teacher provides feedback through the use of the rubric. The intent of this project is to allow the student to extend the core curriculum and develop his/her skills according to his/her capabilities. Therefore the completion of this project is not for classroom extra credit, and will not affect the student's grade in any subject.

It is suggested that the student and classroom teacher decide how long the project should take to complete. Once the first project is completed and the student has received feedback, the teacher, student, and parent may decide if and when the next project should be started.

Extension Challenge Project for Grades 3-5

Student's Name _____ Grade _____

Teacher's Name _____ School _____

General Topic on Interest _____

Subtopics _____

Student Statement

Write a personal essay explaining your plan in this Extension Challenge Project. Using the self assessments, explain how you see yourself as a learner. Include your strengths and interests. Explain what you hope to discover and how you will express your learning. Use additional sheets if necessary.

Extension Challenge Project for Grades K-2

My topic is: _____

I will learn by looking at (Books, periodicals, websites, etc.):

I will learn by talking to (interview possibilities):

I will learn by doing (possibilities for activities):

I will show what I learned by (What your project will look like):

Student's Signature

Teacher's Signature

Date signed _____ Date Project will be completed _____

Extension Challenge Project for Grades 3-5

Use this as an action plan for your project.

Learning from Resources (Books, periodicals, websites, etc.)

Learning from the Experts (interview possibilities)

Learning from Experiences (possibilities for activities)

Showing What I Learned (What your project will look like)

Student's Signature

Teacher's Signature

Date signed _____ Date Project will be completed _____

Extension Challenge Project Rubric

Student Name _____ Grade _____ Date _____ Teacher _____

CATEGORY	4	3	2	1	COMMENTS
Organization	Information is very organized with well-constructed paragraphs and subheadings	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Sources	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are accurately documented, but a	All sources (information and graphics) are accurately documented but	Some sources are not documented	
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.	

Learning Styles Survey

Work with a parent if needed. Circle your responses. Complete the analysis on the last page. Use the results to help you decide how to learn about your topic.

Do you like to...

1. listen to other students show things they have studied about or made?	YES	NO
2. go to library with a group to look up information for a project?	YES	NO
3. let a friend help you learn material that is hard for you?	YES	NO
4. study along to learn new information?	YES	NO
5. be in a group that will tell about something or act it out?	YES	NO
6. plan a project that you will work on by yourself?	YES	NO
7. work on class work where the questions are in order from easy to hard?	YES	NO
8. play a board game that would help you practice your learning?	YES	NO
9. work with other students on a project without much help from your teacher?	YES	NO
10. talk about class work with a group of other students?	YES	NO
11. listen to your teacher explain new information?	YES	NO
12. have a class discussion on something suggested by your teacher?	YES	NO
13. prepare, by yourself, a presentation to make to your class?	YES	NO
14. learn about something in social studies such as Columbus discovering America by acting it out in class?	YES	NO
15. have your teacher ask the class questions on work that you have studied?	YES	NO
16. do class work that asks you questions on work that you have just read?	YES	NO
17. read a book to learn all about something?	YES	NO
18. hear the ideas of other students during a class discussion of something?	YES	NO
19. practice vocabulary words by playing a game?	YES	NO
20. answer questions out loud that your teacher asks to see if you understand a story you read?	YES	NO

Learning Styles Survey (CONTINUED)

21. work with other students on a project that your teacher suggests?	YES	NO
22. learning new materials by your teacher giving the class all the necessary information about something?	YES	NO
23. have a classmate teach you how to do something he or she is especially good at?	YES	NO
24. do class work where you fill in the missing word to complete a sentence?	YES	NO
25. answer out loud to questions by your teacher?	YES	NO
26. talk about something out loud in class when you disagree with what another student has said?	YES	NO
27. answer out loud with the rest of your class when your teacher asks questions?	YES	NO
28. work with other students on a project about something you are studying?	YES	NO
29. learning about elections and voting by acting out the part of someone trying to win more votes than someone else?	YES	NO
30. have the teacher tell you exactly how to do things?	YES	NO
31. go off by yourself to study something you choose?	YES	NO
32. do class work where you can find out if your answer is correct as soon as you answer the question?	YES	NO
33. tell your ideas to other students during a class discussion on something?	YES	NO
34. learn new information on how to solve a problem from another student in your class?	YES	NO
35. hear a guest speaker talk about something you are studying in your class?	YES	NO
36. work with a classmate on your homework assignment?	YES	NO
37. do research in the library for a report you want to write?	YES	NO
38. work with a classmate to go over and study information for a test?	YES	NO
39. answer questions quickly when your teacher asks questions out loud in class?	YES	NO
40. work on class work that has many questions that you will probably get right?	YES	NO

Learning Styles Survey (CONTINUED)

41. learn about jobs and careers by acting out the part of someone interviewing people who are trying to get a job?	YES	NO
42. listen to classmates tell what they think about something?	YES	NO
43. have the teacher tell the class exactly what is expected of them?	YES	NO
44. learn how government works by acting out the part of the President who must handle a problem with another country?	YES	NO
45. take notes by writing down what your teacher says when she talks to the class?	YES	NO
46. play a game using flash cards to practice what you have learning in math?	YES	NO
47. talk to your classmates about something in which you are interested?	YES	NO
48. work with a group to plan a lesson to teach to your class?	YES	NO
49. have your teacher call on students to recite information such as multiplication tables or the names of the Presidents of the U.S.?	YES	NO
50. work with other students in planning and finishing a project?	YES	NO
51. listen to your teacher teach a lesson?	YES	NO
52. have a spelling bee where your team tries to out-spell another team?	YES	NO
53. work alone on a project you choose yourself?	YES	NO
54. write a report with a small group of classmates?	YES	NO
55. work in the back of your classroom with other students who are helping you with school work?	YES	NO
56. have your teacher ask individual students to answer questions out loud?	YES	NO
57. listen to your teacher tell facts and information to the class?	YES	NO
58. have a contest to see if your team can answer the most questions about something you are studying in class?	YES	NO
59. work by yourself to find information on something that interests you?	YES	NO
60. have your teacher lead a discussion on something new?	YES	NO

Learning Styles Survey (CONTINUED)

61. listen to students talk over ideas about something?	YES	NO
62. have your teachers test you out loud to see if you have learned what you were supposed to have learned?	YES	NO
63. listen to information discussed by your teacher when something new is taught?	YES	NO
64. prepare, on your own, a report you will share with your class?	YES	NO
65. be a member of a group that discusses how teachers should handle class problems?	YES	NO
66. go to the library by yourself to find out more information about something?	YES	NO

See next page for scoring instructions with example



My Way ...An Expression Style Inventory

(From *Gifted Child Quarterly* Volume 42, No. 1, Winter 1998)

	Expression	Not at all Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
1	Building an invention	1	2	3	4	5
2	Playing a musical instrument	1	2	3	4	5
3	Writing for a newspaper	1	2	3	4	5
4	Discussing ideas	1	2	3	4	5
5	Drawing pictures for a book	1	2	3	4	5
6	Designing an interactive computer project	1	2	3	4	5
7	Filming and editing a TV show	1	2	3	4	5
8	Operating a business	1	2	3	4	5
9	Working to help others	1	2	3	4	5
10	Acting out an event	1	2	3	4	5
11	Building a project	1	2	3	4	5
12	Playing in a band	1	2	3	4	5
13	Writing for a magazine	1	2	3	4	5
14	Talking about my project	1	2	3	4	5
15	Making a clay sculpture of a character	1	2	3	4	5
16	Designing information for the internet	1	2	3	4	5
17	Filming and editing a movie	1	2	3	4	5
18	Marketing a product	1	2	3	4	5
19	Helping others by supporting a social cause	1	2	3	4	5
20	Acting out a story	1	2	3	4	5
21	Repairing a machine	1	2	3	4	5
22	Composing music	1	2	3	4	5
23	Writing an essay	1	2	3	4	5
24	Discussing my research	1	2	3	4	5
25	Painting a mural	1	2	3	4	5
26	Designing a computer game	1	2	3	4	5
27	Recording and editing a radio show	1	2	3	4	5
28	Marketing an idea	1	2	3	4	5
29	Helping others by fundraising	1	2	3	4	5
30	Performing a skit	1	2	3	4	5

	Expression	Not at all Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
31	Constructing a working model	1	2	3	4	5
32	Performing music	1	2	3	4	5
33	Writing a report	1	2	3	4	5
34	Talking about my experiences	1	2	3	4	5
35	Making a clay sculpture of a scene	1	2	3	4	5
36	Designing a multi-media computer show	1	2	3	4	5
37	Selecting slides and music for a slide show	1	2	3	4	5
38	Managing investments	1	2	3	4	5
39	Collecting clothing or food to help others	1	2	3	4	5
40	Role-playing a character	1	2	3	4	5

My Way ... A Profile

Instructions: Write a score beside each number. Add each ROW to determine your expression style profile. Use the results to make decisions about how to show what you have learned.

Scores for Each Question				TOTAL	PRODUCTS
1.	11.	21.	31.		Manipulative
2.	12.	22.	32.		Musical
3.	13.	23.	33.		Written
4.	14.	24.	34.		Oral
5.	15.	25.	35.		Artistic
6.	16.	26.	36.		Computer
7.	17.	27.	37.		Audio/Visual
8.	18.	28.	38.		Commercial
9.	19.	29.	39.		Service
10.	20.	30.	40.		Dramatization