

PROGRESO I.S.D

GIFTED & TALENTED HANDBOOK

INSPIRE. CHALLENGE. EMPOWER.

2026-2027



PROGRESO INDEPENDENT SCHOOL DISTRICT

The Progreso Independent School District is an equal opportunity employer and provides educational programs and services which do not discriminate on the basis of age, national origin, race, sex, color, religion, disability or against any other legally protected group.

Fidelity of Services

Districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted and talented students.

Progreso ISD Gifted and Talented Program Mission

The Progreso ISD Gifted and Talented Program supports the district mission by providing an inspiring, engaging, and relevant education provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Definition of Giftedness (TEC.29.121)

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

Texas State Goal for Gifted and Talented Students

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as is evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, and environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

Gifted and Talented Program Goals

Progreso ISD’s Gifted and Talented Program recognizes specific goals that are an essential part of an effective program designed to meet the needs of gifted and talented learners. The district commits to:

- The district seeks to identify students whose demonstrated educational needs require gifted services and expects identification rates to generally fall within 5–10% of enrollment in similar ethnic and economic distribution patterns as the general student population in the areas of:
 - general intellectual ability, with a designated content area/area of focus,
 - high number of gifted characteristics,
 - specific academic aptitude;
- Provide differentiated instruction to all GT learners, K-12 including differing pace (acceleration) and level (depth and complexity), beyond regular curriculum requirements and offerings;
- Provide embedded services to meet the social and emotional needs of GT students;
- Identify professional learning needs and plan professional development for teachers, counselors and administrators of GT students accordingly;
- Ensure all special populations are considered for the program and offered differentiated curriculum when appropriate;
 - Inform and seek the involvement of parents and community members in the program for gifted students;
 - Evaluate program effectiveness on an annual basis, providing a continuum of information targeting evaluation of key features of the program and measuring its effectiveness in relation to student growth and achievement.

STUDENT ASSESSMENT

Gifted/talented identification procedures and progress monitoring allow students an opportunity to demonstrate their diverse talents and abilities.

I. Referral for Gifted Services:

A. Referral Procedures

Students may be referred for the gifted and talented program at any time by teachers, administrators, counselors, parents, or other interested persons ([EHBB - Local](#)). The advertised Progreso ISD Gifted and Talented Program referral window, grades K-12, occurs during at least two weeks in the fall semester. Screening and testing for services occur from September through February.

B. Referral Forms

Referrals will be made in writing by nominating students. GT referrals for the annual screening and identification must be received by the last day of the advertised window in order to be placed in the October through February screening and testing process. Referrals received after the deadline will be screened in the next available screening and identification period.

C. Referral Parameters

Students not identified as eligible for GT services during the annual screening/identification period may be nominated during another nomination window. Screening of students may only occur once during the same school year.

D. Automatic Screening

All kindergarten students are screened using the NNAT-3 as part of the district's universal GT screening process. Because all students participate in screening, parent permission is not required; however, parents will be informed of the screening process and criteria used. Kindergarten students who score in the top 15% on the NNAT-3 will be considered for further evaluation in the GT identification process. At that stage, parent permission will be obtained, and teachers will complete a feedback form to provide additional information regarding students demonstrated abilities and characteristics. Results from the NNAT-3, teacher feedback form, and any additional assessment data will be reviewed to determine eligibility for GT services.

II. Parental Consent

All nominations must secure written parent/guardian permission for further assessment. All student information collected during the screening and identification process shall be education record, subject to the protections set out in policies at ([EHBB Local](#)).

III. Identification Criteria and Service Start Dates:

A. Identification Criteria

Criterion to identify gifted and talented students in Progreso ISD seeks to discover the general intellectual and specific academic needs of students, grades K-12. Students screened will display an educational need for gifted and talented services based on a range of evidence from the following measures:

- Score at or above the 85% percentile of the campus population on a general ability screener (NNAT3)
- Display high degrees of gifted characteristics demonstrated on a nationally-normed checklist
- Demonstrate advanced performance from a portfolio of student work and standardized assessments.
- Demonstrate an educational need to learn at a pace and level beyond grade level expectations

The campus GT Determination Committee decides identification of each student being screened using the Elementary or Secondary GT Screening and Identification form. No single measure is used to determine eligibility. The committee reviews multiple criteria to determine whether the student demonstrates an educational need for GT services.

B. Service Start Dates

Kindergarten students screened and identified as gifted and talented will receive classroom services beginning March 1, according to Texas law. If a student is recommended for screening after the nomination window closes, screening will occur during the next school year's window. **Exceptions to this may be approved by the campus**

GT Administrator. Students in grades 1-11 who are identified during the identification window will receive services beginning the following school year.

IV. Selection

A. GT Determination Committee

The campus will create a GT Determination Committee comprised of at least three (3) professional educators but no more than five (5) educators who have received the six (6) hour training in the nature and needs of gifted/talented students and service options for gifted/talented students. The GT Determination Committee will include at least three (3) of the following educators:

- the GT campus counselor,
- an administrator and,
- an additional campus educator who is currently working with gifted students (indicates completion of 30 hours GT Foundation Training).

B. GT Determination Committee Duties

The duties of the GT Determination Committee include but are not limited to the following:

- Identification of students to be served by the GT Program based on the data gathered in the screening process;
- Review of transfer students GT documentation to ensure appropriate GT services are provided;
- Determination of furlough or exit of students from the GT program;
- Development of acceleration plans for individual students in collaboration with district GT Program Coordinator and the Director of College and Career Readiness.

V. Assessment Tools K-12

Data used in the full screening process *may include*, but will not be limited to, the following instruments:

- Teacher observation checklist
- Parent observation checklist
- Naglieri Non-Verbal Ability Test (NNAT3) – if extra measure is determined to be needed
- Early Literacy STAR Reading and Math Renaissance
- STAAR
- Student Portfolio
- ITBS if other assessments are not available

VI. Notification

Notification of the screening determination to parents of students nominated for the Progreso ISD GT Program must occur before March 1 for Kindergarten students and by the end of the assessment period for grades 1-12. Notification should be with an official Screening and Identification Results letter. Parents should have access to testing results.

Before a student can participate in the program, parents must return a signed Screening and Identification Results letter. When returned, this permission form must be filed in the student's permanent GT folder. Notify parents in writing with the Furlough or Exit Documentation forms, as circumstances require. Copies of these notifications will be filed in the student's permanent GT folder.

VII. Appeal of Committee Decision

A parent, teacher, or student not satisfied with the GT Determination Committee decision to identify a student as eligible for services, may appeal the decision. Appeals for the district nomination cycle must be filed by May 14th using the Identification Appeals Process form. Appeals for transfer student decisions must be made within ten school days from the receipt of the committee's decision using the same form, Identification Appeals Process. Appeals may be based on a disagreement with the selection committee's:

- Adherence to written identification procedures
- Adherence to correct application of definitions as stated in the GT Procedures Manual
- Adherence to non-discrimination statement

Appeals shall be made in writing to the campus principal or next appropriate building administrator who was not a member of the GT Determination Committee. The administrator may:

- Accept or overrule the decision of the committee,
- Ask for additional information or classroom teacher input for reconsideration by the GT Determination Committee,
- Accept or overrule the second committee decision.

Any subsequent appeals shall be made by the parent, teacher, or student to the District GT Program Coordinator.

VIII. Reassessments

Once identified in PISD, students will not be rescreened in order to remain in the program. Students identified on any PISD campus are eligible for services on any other PISD campus.

IX. Furloughs

Whenever circumstances warrant, a student may be furloughed from GT services without having to exit the program. A furlough's duration is either one or two semesters and is documented using the **Furlough Documentation** form. The campus GT Determination Committee will consider multiple criteria such as student interest, parent interest and extenuating circumstances that would be in the student's best interest to temporarily do without the services of the GT Program. At the end of the furlough period, the student's needs progress shall be reassessed and a determination will be made as to the educational setting that will be most appropriate for the student at that particular time. The team may decide that the student may re-enter the program, be exited from the program, or be placed on another furlough.

X. Exiting Procedures

Students may be exited from the program when discontinuing the child's participation is in the best interest of the student. At the secondary level, exiting the GT Program may precede, coincide with, or exclude exiting Advanced Academic coursework. To exit the GT program, one or more of the following conditions must be met:

- The student may, with parental permission, request to be removed from the program.
- The parent(s) may request that the student be removed from the program.
- The student does not return to services after a year of being on a program furlough.

In such cases, a conference between the parent, the GT Determination Committee, the GT teacher and the student, if appropriate, must be held before exiting occurs. **Exit documentation** signed by the parent(s) and campus administrator serving on the GT Determination Committee will be placed in the student's permanent folder.

XI. Appeal of Decision to Furlough or Exit a Student

A parent, teacher, or a secondary student who is not satisfied with the decision of the GT Determination Committee to furlough or exit a student, may appeal the decision. Appeals must be filed within ten days of notification regarding furlough or exit. Appeals may be based on a disagreement with the selection committee's adherence to the following:

- written identification procedures
- correct application of definitions as stated in the GT Procedures Manual
- non-discrimination statement

Appeals must be submitted in writing to the campus administrator who was not a member of the GT Determination Committee. The campus administrator may elect to do one or more of the following actions:

- Accept or overrule the decision of the committee,
- Ask for additional information or classroom teacher input for reconsideration by the GT Determination Committee,
- Accept or overrule the second committee decision.

Subsequent appeals must be made in writing by the parent to the District GT Program Coordinator.

XII. Transfer Students

A. Transferring Out of District: In the event an identified student from PISD transfers out of district, PISD will send documentation of screening/identification, with the other records of the student, to the receiving district.

B. Transferring within District: GT students who transfer within the district are placed in the gifted/talented program at the receiving school. All gifted/talented documentation should be included with the student's cumulative folder when it is sent to the receiving school.

C. Transferring from Another District: Students transferring from a GT program in another district or another state must provide documentation of GT qualification and participation. Initially the student will receive GT services at the principal's discretion pending review of records. Parents will be notified of placement with the **GT Identification for Students New to the District** form. The campus GT Counselor will work with the campus GT Lead to determine whether the records indicate a need for GT services based on PISD's identification screening criteria ([EHBB-Local](#)) and will document records on the **Review of New to District GT Students** form. If there are major discrepancies or not enough evidence between our district screening process and the previous school records, the GT Counselor or GT Lead may request that a local GT evaluation process be completed if the student has enrolled during the first semester of school; students entering during the second semester will be screened during the next screening window. Decisions must be made within six weeks of the student's enrollment in the district.

Parents will be notified of the decision in writing with the **GT Identification for Students New to the District** form.

Transfer students unable to provide GT documentation from their previous school district will receive GT services and may be nominated for screening during the next screening window.

Military Exception: Students from a military family who transfer into PISD and who have been identified as eligible for GT services in another district will receive GT services and coded "1" by the registrar. The District

shall initially honor the placement of the student in a GT based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state; however, subsequent evaluations can be given upon review of student records or student performance to ensure appropriate placement and continued enrollment of the student in the course(s) ([FDD – Legal](#)). The campus GT Determination Committee will follow transfer student guidelines to review student records or conduct testing as needed.

XIII. Reporting Student Assessment and Identification

The GT Counselor will submit identification results using the GT Student Records Add/Delete/Edit form. This form should be submitted to the campus registrar and campus GT Lead at these times:

- **September:** to include transfer students identified after records/data review
- **February:** last week of month to include all newly-identified kindergarten students (state law - March 1st)
- **May:** conclusion of annual screening/identification process
- **Ongoing:** to include transfer students identified after records/data review

Campus Registrars will code students in the district information system. GT Leads will gather all copies of campus identification paperwork and submit at the end of the year to the district GT program coordinator. The district GT program coordinator will ensure all registrars have coded newly identified GT students each June.

Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Gifted and Talented Student Services (19 TAC 89.3)

Students are provided an array of learning opportunities for gifted and talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options include:

1. instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. a continuum of learning experiences that leads to the development of advanced-level products and performances;
3. in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
4. opportunities to accelerate in areas of strength.

Gifted Program Design

PISD offers a flexible system of viable program options throughout the district that provide a learning continuum and reinforce the strengths, needs, and interests of gifted and talented students. The district provides an array of learning opportunities that are commensurate with the abilities of gifted/talented students, and that emphasize content in the four (4) core academic areas (English language arts, mathematics, science, and social studies) in elementary and in Advanced Academic courses in secondary. Teachers responsible for delivery of services will have thirty (30) hour foundation training as well as six (6) hour annual updates.

- GT services will be available during the school day throughout the entire school year.
- Parents will be informed of the educational options available to identified students.
- Program options will enable students to work together as a group; work with other students; and work independently as a direct result of GT program services:
 - **Elementary:** GT students receive services through a pull-out program.
 - **Secondary:** Enroll and successfully complete at least one core content Advanced Academic course each school year.
- In-class flexible grouping patterns and pacing will be employed to meet the needs of gifted and talented students.
- Identified students will be provided with out-of-school educational opportunities with differentiated learning experiences that provide students enrichment and choice. Some of these opportunities may include participation in Destination Imagination, and/or UIL or other campus-selected activities.
- Local Board policies are developed that are consistent with State Board of Education rules on credit by examination and early high school graduation opportunities.

PISD will encourage input and recommendations from parents, teachers, and administrators of the gifted. A district gifted advisory group made up of parents, teacher, and administrator volunteers will meet a minimum of two times per year to review and provide feedback on services as needed.

I. Acceleration Options in PISD

Credit by Exam (CBE): [Credit by Exam for Acceleration](#) is available to all PISD learners for grade acceleration in K-8 and single subject for high school courses. CBE options require prior approval from the campus principal and discussion with the campus counselor. Check with the school counselor for testing windows, applications, and more information.

II. Affective and Cognitive Needs

Addressing both the cognitive and affective needs of GT students is the responsibility of the school and the family. Counselors in PISD schools will work with faculty to help address the unique affective needs of GT students in group settings as needed and on an individual basis as needed. At the same time, parents are encouraged to provide a variety of “out of school” activities appropriate to the social and emotional needs of their children. Collaborate with your campus counselor and GT lead to determine options to fit your child’s needs.

III. GT Services and Alternative Education

If an identified GT student is placed in an alternative education setting, s/he should still receive services to the extent possible unless s/he has been furloughed or exited from the program. TEA recommends that furloughs should be a committee decision, should follow normal procedures for furlough or exit, and should not be the common practice for students sent to alternative settings. GT student needs should be served in the alternative setting by GT trained teachers.

IV. Program Evaluation:

To evaluate and monitor GT Program Services, campuses and the district will complete a **Gifted and Talented Program Campus/District Self-Evaluation** on a three-year evaluation cycle monitoring each area of the Texas State Plan for the Gifted. Campus self-evaluations will be submitted to the District GT Program Coordinator in May of each year to help inform completion of the district evaluation. Campuses should use the self-evaluation tool to include provisions to improve/modify services offered to gifted and talented students in the Campus Improvement Plan. All modifications/improvements should be based on data provided by the self- assessment of the program and/or other reliable documented data. Parents/guardians will be informed of the campus improvement plan, curriculum, and instruction offered as part of the gifted and talented program. The district will use program evaluations to ensure continuous improvement in areas aligned to the Texas State Plan for the Gifted and Talented.

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

I. Curriculum:

The differentiated regular education curriculum constitutes the content of the PISD GT and Advanced Academic service. The campus principals, district GT coordinator, district GT Leads, and district curriculum director will monitor curriculum development. AP curriculum is college curriculum approved by the College Board. Both Advanced and AP curriculum will be differentiated for the GT student in the following ways:

- Content will be deepened and made more complex
- Products will be more advanced and professional
- Participation in an extended time research project of choice **may** be selected as a replacement for traditional summative assessments

II. Instructional Design

PISD will offer differentiated instruction that includes accelerated pace and increased depth and complexity of studies. Differentiated instruction may include the following strategies:

Content (What or How)	Process (Activities)	Product / Performance	Environment
- Curriculum is directly linked to district unit - Teacher frames the lesson to develop success criteria with learners - Content: - emphasizes depth and complexity of the curriculum - links to global and real-world issues, themes, or problems - provides challenging and engaging learning experiences - has relevant associations to the students' experiences and lives - Formative assessment guides students toward success criteria - Summative assessment measures achievement and growth	- Academic readiness, interest, or learning styles of students are considered when using: - Flexible Grouping - Cooperative Learning - Tiering - Project Based Learning - Compacting - Instructional strategies engage and motivate students by providing: - student choice - independent projects - higher level questioning - Socratic Seminars - in-depth and complex learning opportunities - Students understand and apply: - research skills (independent or guided) - creative thinking and problem-solving skills - critical thinking tools and strategies	- Students are encouraged to act as scholars - Criteria charts and/or scoring rubrics are provided prior to beginning work on a project - Students use technology tools and applications in the creation and presentation of projects - Students are encouraged to create original, innovative products - Students are provided choices in how to represent or share knowledge acquisition - Student products show an accumulation of knowledge over time rather than a simple collection of basic facts and knowledge - Student products are authentic and are presented to an authentic audience	- The classroom environment is welcoming and accepting of all students - Teacher is a facilitator and works in the Power Zone - Students are viewed as individuals with unique academic, social, and emotional needs - Teacher involves students in understanding the nature of the classroom and in making it work for everyone - Students are motivated to learn by being provided with a choice of topics and learning styles - Students create or are provided clear success criteria

Professional Development

All personnel involved in the planning, creation, and delivery of services to gifted/talented students possess the knowledge required to develop and provide appropriate options and differentiated curricula.

I. Learning Requirements for Teachers, Administrators, and Counselors

The Texas Education Agency requires professional learning for teachers who are assigned to teach students who have been identified as GT, as well as administrators and counselors. Three components of training must be completed:

A. LEVEL I

According to the Texas State Plan for the gifted and talented, teachers instructing students identified as gifted must have 30 hours of professional development **prior to placement**. The professional development must include:

- Nature and Needs of GT Students
- Identification and Assessment of GT Students' Needs
- Curriculum and Instruction for GT Students

Documentation of the thirty (30) hour training will be kept by the PISD Department of Human Resources and will be tracked by the GT Program Coordinator and GT Leads. The teacher is responsible for sending a hard copy of his/her thirty (30) hour GT training certificate to the GT Program Coordinator if the training occurs outside of PISD. Teachers must keep hard copies of training certificates as TEA places responsibility for maintaining documentation of training on teachers. Once a teacher has received the thirty (30) hour training and can provide accurate documentation, it is good for life.

Teachers without required training who are assigned to provide instruction and services to identified GT students must complete the thirty (30) hour training within one semester. It is the responsibility of the teacher to maintain accurate professional development records and inform the GT department of training needs or gaps.

B. LEVEL II

Teachers serving GT learners are required to receive an annual six-hour GT update. Teachers not serving gifted learners do not need the annual update (NOTE: the thirty-hour GT Foundation training does not expire.)

All teachers serving GT Learners should complete the GT Professional Learning Reflection form each year and upload evidence of six hours of GT Professional Learning at the end of the form.

C. TRAINING FOR ADMINISTRATORS AND COUNSELORS

All campus administrators and counselors who have authority for service decisions must complete six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students. Evidence of completion of this training should be documented by the administrator or counselor. It is recommended that administrators and counselors in charge of GT programming decisions complete six (6) hour annual updates.

Family and Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year.

PISD will encourage family and community participation in services designed for gifted and talented students. Written policies of student identification, approved by the Board of Trustees, will be available to parents on the district website, as will be information regarding the learning opportunities offered to GT identified students. PISD will evaluate the effectiveness of the program annually and will use data gathered to modify and update district and campus improvement plans. Parent surveys may be conducted periodically to include parents in the evaluation process.

The GT Program Coordinator, GT Leads, and GT Counselors will communicate with parents and encourage participation through a variety of methods, which **may** include:

- Providing information at fall orientation parent meeting regarding assessment procedures, district programs, and issues relating to gifted and talented education;
- Providing information to elementary parents/guardians each semester informing them of the performance of their child in the gifted and talented program (GT Growth Report);
- Informing parents of available out-of-school, weekend, and summer programs for gifted students;
- Encouraging parents and community members to serve as mentors and/or experts for gifted students. These volunteers must complete volunteer paperwork before being approved.
- Encouraging parents and community members to visit classrooms and view products developed by gifted students;
- Displaying products and achievements of gifted students in-school or on school/district website;
- Encouraging community members and businesses to be involved in and support programs and services for gifted students;
- Maintaining and updating a list of community resources and mentors as a reference for students, teachers, and parents;
- Maintaining and updating website and print materials;
- Facilitating and/or encouraging appropriate opportunities for GT students to display on-going projects to parents and other interested parties;
- Advertising local, regional, and state professional development opportunities to community members and parents;
- Providing notification of services.

PROGRESO ISD

Parent Nomination Encuesta para Los padres

Parent or Guardian _____ Date _____

Padre o guardian _____ Fecha _____

Name of Child _____ Age _____ Birthdate _____
Nombre del estudiante _____ Edad _____ Fecha de Nacimiento _____

Please read the following characteristics and see if they describe your child. Mark "Never," "Sometimes" or "Most of the Time", for each characteristic. Please give an example when you mark "Most of the Time."

Favor de leer las siguientes características. Marque "Nunca," "A veces" o "Casi siempre" según se apliquen a su hijo o hija. Favor de anotar ejemplos cuando marque "Casi siempre".

Characteristics Características	Never Nunca	Sometimes A veces	Most of the time Casi siempre
1. Learns Rapidly. Aprende rápidamente.			
2. Creative or inventive. Es creativo o inventivo.			
3. Defends own ideas. Defiende ideas propias			
4. Excellent memory Excelente memoria			
5. Concerned with fairness Le preocupa la justicia			
6. Asks for information Pregunta por información.			

Characteristics Características	Never Nunca	Sometimes A veces	Most of the times Casi siempre
7. Leader Leader			
8. Prefers older friends or adults Prefiere amigos mayores o adultos			
9. Wide range of interest Tiene muchos intereses			
10. Extensive vocabulary in dominant language Tiene un vocabulario extenso en el idioma dominante			

1. Do you have other children who have been identified as gifted and talented?

Yes No

¿Tiene otros niños que han sido identificados como dotados y talentosos?

Si No

2. Are any of them receiving services in the gifted and talented program?

Yes No

¿Están recibiendo servicios en el programa para estudiantes dotados y talentosos?

Si . No

Signature of parent or guardian _____ Date _____

Firma del padre o guardián _____ Fecha _____

For school use only/ Solo para el uso de la escuela

Add column Total:

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Multiply by Weight:

1	2	3
---	---	---

Total:

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PROGRESO ISD

Teacher Nomination

Student's Name _____

Grade _____

ID# _____

Directions: Place a check by the characteristics you have observed for this student.

The student demonstrates	Never	Very Rarely	Rarely	Occasionally	Always
LEARNING CHARACTERISTICS					
1. Advanced Vocabulary					
2. Ability to generalize					
3. Excellent memory					
4. Understands cause and effect relationships					
5. Ability to think abstractly					
6. Analytical reasoning ability					
7. Recall factual information					
8. Insightful detailed observations					
9. Learning transferability					
CREATIVITY CHARACTERISTICS					
1. imaginative thinking ability					
2. a sense of humor.					
3. Ability to create unusual responses					
4. Risk taker					
5. Problem solution ideas					
6. Humorous					
7. Ability to adapt or improve ideas					
8. Ability to fantasize					
9. Intellectual playfulness					
10. Nonconforming attitude					
LEADERSHIP CHARACTERISTICS					
1. Responsible Behavior					
2. Tendency to be respected					
3. Sustained interest					
4. Ability to articulate ideas					
5. Self-confidence					

6. Takes initiative					
7. Cooperative					
8. Tenacity					
9. High involvement					
10. Nonconforming attitude					

Add columns total:

Multiply by weight:

1

2

3

4

5

Add weighted columns:

+

+

+

+

-

Total:

Teacher' Signature _____

Date: _____

PROGRESO ISD

Portfolio

Directions to the Identification Committee for Scoring the Portfolio:

The scoring of the student products should be done by at least two individuals, including one member of the Identification Committee and one teacher who has received training in portfolio assessment and has at least one year of experience in rating portfolios for primary grade children.

The following guidelines are adapted from the Texas Student Portfolio:

Descriptor	Evidence of Behaviors as Manifested in Student Products
Unusual presentation of an idea	Given a class assignment, students may develop products that are very different from those of other students.
Work advanced beyond age or grade level	Products may reflect knowledge of material or technology not previously introduced in class.
Complex or intricate presentation of an idea	Students frequently include elaborate detail in both written and visual products that reflect considerable planning and organization.
In-depth understanding of a problem or an idea	Students often evidence understanding of the “big idea” of a discipline or topic and apply it in their product.
Resourceful and/or clever use of materials	Students use household “stuff” or innovative vocabulary in development of products. Products often reflect keen sense of humor, puns, or new and novel ways of using language and/or materials.
Evidence of support of research for the idea	Students use elaborative examples and illustrations to expand upon the main ideas of a product. Research often is done at a level not normally expected at student’s age level.
Organized to communicate effectively	Products are presented in a clear, concise, and sequenced manner. In both creative and expository products, an effective medium is selected to deliver the message and to communicate it to the selected audience.
Evidence of high interest and perseverance	Products reflect long-term interest or commitment on the part of the student or may reflect outside-of-classroom study, reading, or concerns.

TEXAS STUDENT PORTFOLIO PROFILE
Progreso ISD

Student Name: _____ Grade: _____ ID: _____

ITEM	DESCRIPTOR							
	Unusual presentation	Work advanced beyond age	Complex or intricate presentation	In-depth understanding	Resourceful and/or clever use of materials	Evidence research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance
	Unusual presentation	Work advanced beyond age	Complex or intricate presentation	In-depth understanding	Resourceful and/or clever use of materials	Evidence research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance
	Unusual presentation	Work advanced beyond age	Complex or intricate presentation	In-depth understanding	Resourceful and/or clever use of materials	Evidence research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance
	Unusual presentation	Work advanced beyond age	Complex or intricate presentation	In-depth understanding	Resourceful and/or clever use of materials	Evidence research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance
	Unusual presentation	Work advanced beyond age	Complex or intricate presentation	In-depth understanding	Resourceful and/or clever use of materials	Evidence research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance
	Unusual presentation	Work advanced beyond age	Complex or intricate presentation	In-depth understanding	Resourceful and/or clever use of materials	Evidence research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance

Composite Portfolio Rating:

Below Average
4/8 components

Average
5/8 components

Above Average
6/8 components

Excellent
7/8 components

Superior
8/8 components

Teacher' Signature _____ Date: _____

Progreso ISD

Identification Matrix

Student Name: _____ Grade: _____ ID: _____

	Score	Below Average	Average	Strong average	Excellent	Superior
Achievement Testing: STAR/ STAAR/ ITBS		<50	51–80	81–90	91–95	96–99
Reading/ELA						
Math						
Ability test: NNAT		<70	70-75	75-85	85-95	95-100
Score						
Teacher Rating Scales:		1–13	14-23	24-35	36–47	48-60
Learning	60					
Creativity	60					
Leadership	60					
Parent Rating Scale		1–6	7-12	12-17	18–33	24-30
	30					
Student Portfolio		-Average	Average	+Average	Excellent	Superior

Add columns total:

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Multiply by weight:

1	2	3	4	5
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Add weighted columns:

	+		+		+		+	
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Total: