

<b>DEFINITION of HIGHLY CAPABLE LEARNER</b> Outstanding abilities are seen within students' ....	<b>DEVELOPING PROGRAM COHERENCE THROUGH ALIGNMENT OF DEFINITION, ID, SERVICES</b> <b>GOAL: TRIANGULATION OF MULTIPLE SOURCES OF OBJECTIVE DATA within SPECIFIC DOMAINS</b>		
	<b>READING</b>	<b>MATH</b>	
<b>General intellectual aptitudes.</b> Ability to communicate via the symbol system of the domain.	<b>WHAT IS MEASURED</b> Verbal-linguistic reasoning ability  <b>ASSESSMENT TOOLS</b> Standardized test of verbal-linguistic ability. Observation of applied verbal-linguistic abilities.	<b>WHAT IS MEASURED</b> Mathematical-logical reasoning skills  <b>ASSESSMENT TOOLS</b> Out-of-level, measuring reasoning, problem solving, incl. novel problems. Talent Search: CAT, SAT, ACT, STB 95%+ Observation of applied logical-mathematical abilities	
<b>Specific academic abilities</b>  Current knowledge and skills	<b>WHAT IS MEASURED</b> Above grade level achievement in reading, writing and oral communication skills.  <b>ASSESSMENT TOOLS</b> Standardized test of achievement in Reading, Writing, Vocabulary  Criterion-referenced curriculum measure of reading comprehension or writing readiness	<b>WHAT IS MEASURED</b> Above grade level achievement in math concepts, problem solving, data interpretation NOT COMPUTATION  <b>ASSESSMENT TOOLS</b> Norm ref. or criterion-ref. test math problem solving 95% or above. EXPLORE talent search test GRADES??? Possibly not. OBSERVATIONS, daily work	
<b>Creative Performance Indicators</b>  Observable characteristics of interest and talent  Application of strength	<b>ASSESSMENT TOOLS</b> Portfolio, Interview, Observations  Flexibility: Imaginative thinking; intellectual playfulness: willingness to fantasize and manipulate ideas  Applications: contributing to literary magazine or school newspaper, Book Clubs, Nat'l History Day, Debate, Drama	<b>ASSESSMENT TOOLS</b> Portfolio, Interview, Observations  Originality of interpretation Divergent problem-solving—many ways Non-conformist  <b>INDICATORS</b> Complex lego constructions, number and logic games; Robotics or Math Counts	
<b>Behavioral Characteristics</b>  Observable characteristics that demonstrate intense interest and talent.	<b>ASSESSMENT TOOLS</b> Observation Interview Rating Scales/Behavioral Checklists  <b>INDICATORS</b> Spontaneous, early reader Reads independently earlier than age mates Require less drill to master reading skills Voracious readers PreK-12 Read greater variety of literature  Might be on the Battle of the Books team, edit the school newspaper or lit. magazine, participate in Nat'l History Day, Debate, Theater.	<b>ASSESSMENT TOOLS</b> Observation Rating Scales/Behavioral Checklists Daily performance  <b>INDICATORS</b> Intense interest in math/numbers emerges early Solves problems w/ unusual speed/accuracy Stronger in concepts than computation Recognizes underlying patterns/principles/relationships w/o instruction Developed own number theories early Interested in statistics Visualizes proportion and ratio Intuitive grasp of concepts	
<b>IMPLICATIONS FOR HI-CAP PROGRAMMING</b>	Increasingly difficult vocab, themes, ideas Pursue interests in depth; more time Discussions with intellectual peers Build skills in productive thinking Emphasize higher-level thinking; finding patterns, testing generalizations Biblio-therapy	Linear scope and sequence Acceleration (grouping, gd. skip, techn). Enrichment (thinking, real-world appl.) Differentiation and open-endedness Pace-Pre-assessment and Compacting Expansive: depth/breadth/complexity Choice—capture student interest Advanced materials	