

Kentucky Gifted & Talented [.2211 - .2315]

Last Modified on 05/26/2023 1:34 pm CDT

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Classic View: Student Information > Program Participation > Gifted & Talented

Search Terms: Gifted and Talented

The Gifted & Talented Tool displays information on a student's gifted/talented determination and services.

Gifted and Talented records are read-only for Kentucky State Edition users.

Gifted & Talented ☆

Student Information > Federal Programs > Gifted & Talented

+ Add Gifted & Talented 🖨️ Print All

KY Gifted & Talented Editor					
Start Date	End Date	Year Identified	Category	District Ownership	Original Record
01/05/2015	05/25/2016	2015	Primary Talent Pool	JEFFERSON COUNTY PUBLIC SCHOOLS (275)	x

Gifted and Talented Tool

Tool and Calendar Rights

Classic Path: System Administration > User Security > Users > Tool Rights, Calendar Rights

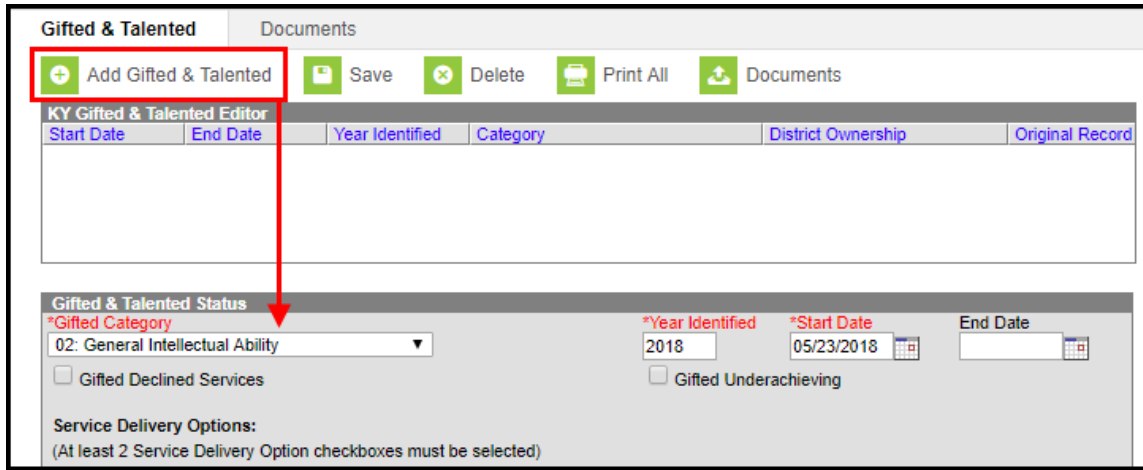
In order to view a student's Gifted and Talented records, users must have at least **R**(ead) tool rights to the Gifted and Talented tool and at least read-only **calendar rights** for the calendar(s) selected on the Campus toolbar. Users must have at least **W**(rite) tool rights in order modify existing records.

Tool Rights

Calendar Rights

Add a Gifted & Talented Record

If a student has been determined to be Gifted & Talented or Primary Talent Pool and will receive services, a record may be created and tracked on the Gifted & Talented tab.



Add a New Gifted and Talented Record

To add a new Gifted & Talented record:

1. Click the **Add Gifted & Talented** icon from the action bar. The Gifted & Talented editor will appear.
2. Select the **Gifted Category** from the dropdown list.

Options in this field apply to students in grades 4-12, with the exception of code "12: Primary Talent Pool," which applies only to K-3 grades.

3. Verify the default year displayed in the **Year Identified** field.
4. Enter the **Start Date** of the gifted/talented record.
5. Mark the **Gifted Declined Services** or **Gifted Underachieving** boxes, if applicable.
6. Select at least two [Service Delivery Options](#).
7. Select at least three [Evidence](#) options. [Evidence](#) options vary, based on the selected Gifted Category.
8. Click the **Save** icon when finished.

The **District Ownership** column indicates the district name and district number of the district who owns and manages the student's Gifted and Talented record.

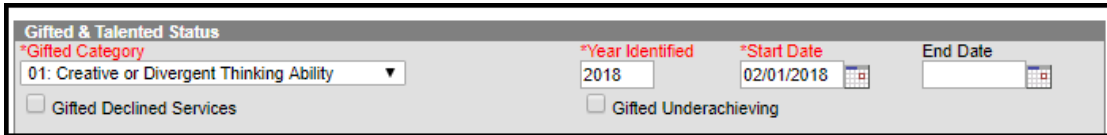
- **State Edition Users:** A full resync of District Edition records will populate the District Ownership column with the name and district number associated with the record. Modifications made to the record in the District Edition will sync to the State Edition and update this column accordingly.

If the student was enrolled in the district as of the Gifted and Talented Start Date, the **Original Record** column will indicate this by a checkmark.

- **State Edition Users** : A full resync of District Edition records will populate this column accordingly.

General Gifted & Talented Fields

The general fields of the Gifted & Talented Status editor are defined as follows:



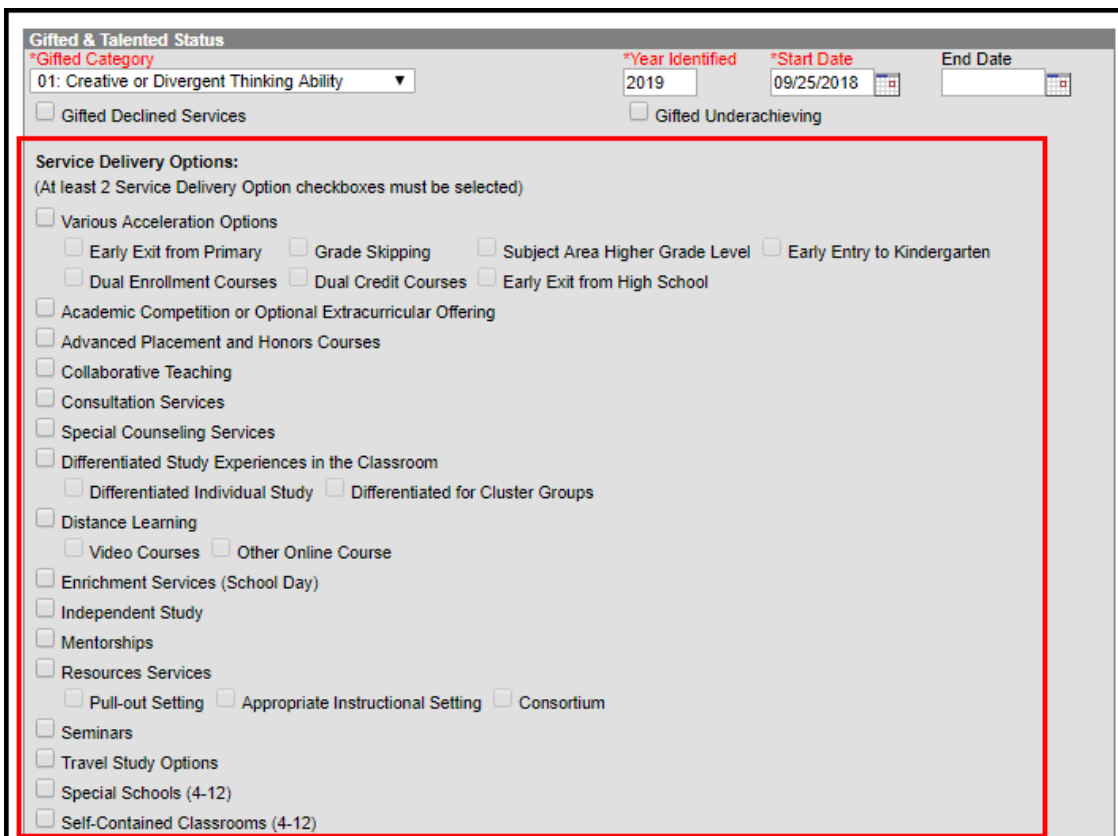
Gifted and Talented Fields

Field	Definition
Gifted Category	<p>Gifted/talented category with which student has been identified:</p> <ul style="list-style-type: none"> • 01: Creative or Divergent Thinking • 02: General Intellectual Ability • 03: Psychosocial or Leadership Abilities • 04: Specific Academic Aptitude - Language Arts • 05: Specific Academic Aptitude - Math • 06: Specific Academic Aptitude - Science • 07: Specific Academic Aptitude - Social Studies • 08: Visual or Performing Arts Ability - Art • 09: Visual or Performing Arts Ability - Dance • 10: Visual or Performing Arts Ability - Drama • 11: Visual or Performing Arts Ability - Music • 12: Primary Talent Pool <p>When a code is selected from this field, a set of related Evidence checkboxes will appear at the bottom of the editor.</p>
Year Identified	<p>Indicates the end year of the school year in which the student was identified as gifted/talented for the selected Gifted Category. This year is defaulted to the last year of the current calendar (for 2010-11 school year, the year will read 2011).</p> <p>Users must enter a 4 digit number in order to save.</p>
Start Date	<p>Indicates the first day on which a student began the gifted/talented service related to the identified Gifted Category.</p>

Field	Definition
End Date	Indicates the last day of the gifted/talented service related to the identified Gifted Category.
Gifted Declined Services	Indicates the student was identified as gifted and talented, but that the student or his/her guardian declined gifted/talented services.
Gifted Underachieving	Indicates if student is considered to be gifted/talented, but underachieving. Students are said to be underachieving if they have developed a significant gap between potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability. Primary talent pool students or high potential learners working below their current primary level are considered underachievers. Students in grades 4-12 working at or below their grade level in any or all areas of identification are considered underachievers.

Service Delivery Options

The fields in the Service Delivery Options section of the Gifted & Talented Status editor are defined as follows:



Gifted & Talented Status

*Gifted Category: 01: Creative or Divergent Thinking Ability

*Year Identified: 2019

*Start Date: 09/25/2018

End Date: []

Gifted Declined Services

Gifted Underachieving

Service Delivery Options:
(At least 2 Service Delivery Option checkboxes must be selected)

- Various Acceleration Options
 - Early Exit from Primary
 - Grade Skipping
 - Subject Area Higher Grade Level
 - Early Entry to Kindergarten
 - Dual Enrollment Courses
 - Dual Credit Courses
 - Early Exit from High School
- Academic Competition or Optional Extracurricular Offering
- Advanced Placement and Honors Courses
- Collaborative Teaching
- Consultation Services
- Special Counseling Services
- Differentiated Study Experiences in the Classroom
 - Differentiated Individual Study
 - Differentiated for Cluster Groups
- Distance Learning
 - Video Courses
 - Other Online Course
- Enrichment Services (School Day)
- Independent Study
- Mentorships
- Resources Services
 - Pull-out Setting
 - Appropriate Instructional Setting
 - Consortium
- Seminars
- Travel Study Options
- Special Schools (4-12)
- Self-Contained Classrooms (4-12)

Service Delivery Options

Field	Definition
Various Acceleration Options	<p>Indicates if student's advancement is prior to the prescribed time, based on early mastery:</p> <ul style="list-style-type: none"> • Early exit from Primary - Indicates the student exited the primary program before defined end date. • Dual Enrollment Courses - Courses for which the student is enrolled in both high school and college but may or may not receive high school credit. Does not include AP or IB. • Grade Skipping - Student skipped a grade level. • Dual Credit Courses - Courses for which the student is eligible for both high school and college credit and receives credit at both. • Subject Area Higher Grade Level - Content/curriculum in one or more subject areas from a higher grade level. • Early Exit from High School - Indicates student completed requirements for graduation before defined end date. • Early Entry to Kindergarten - Indicates the student entered Kindergarten at an early age.
Academic Competition or Optional Extracurricular Offering	<p>Indicates if the student participates in academic competitions or optional extracurricular activities.</p>
Advanced Placement and Honors Courses	<p>Indicates if student is scheduled into AP (Advanced Placement) or honors course(s).</p>
Collaboration Teaching	<p>Indicates if student participates in a collaborative learning environment.</p>
Consultation Services	<p>Indicates the student has a service delivery option of Consultation Services.</p>
Special Counseling Services	<p>Indicates if student is participating in special counseling services.</p>
Differentiated study experiences in the classroom	<p>Indicates if student is participating in educational experiences that extend, replace or supplement learning beyond the standard curriculum:</p> <ul style="list-style-type: none"> • Differentiated individual study - Student is participating in one or more options for individual study. • Differentiated for Cluster Groups - A group usually consisting of four or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs/interests and ability.

Field	Definition
Distance Learning	Indicates if student is participating in learning opportunities offered through the use of computer technology, satellite transmission or optical fiber transmission: <ul style="list-style-type: none"> • Video courses - Student is taking a video course. • Other online courses - Student is taking an online course.
Enrichment services (school day)	Indicates if student is being exposed to new ideas, skills and concepts that extend beyond the regular curriculum, such as an extension of the regular curriculum that goes more broadly and deeply into what has been introduced. This includes concept development that explores more fully the meaning and implications introduced in the regular curriculum.
Independent study	Indicates if student is participating in self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.
Mentorships	Indicates if student is participating in specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
Resources services	Indicates if student is receiving a service delivery option that uses one or more of the following services: <ul style="list-style-type: none"> • Pull-out setting - A service delivery option that is provided in a pull-out classroom or other appropriate instructional setting. • Appropriate instructional setting - A service delivery option that is designed for accelerated content, special interest groups, process skills, development or a combination of these items. • Consortium - A service delivery option that entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students.
Seminars	Indicates if student is participating in discussion-based sessions on specific topics that focus on advanced content and high-level process skills.
Travel study options	Indicates if student is involved in academically based travel that may result in high school or university course credit.
Special schools (4-12)	Indicates if student is attending a specialized school designed to serve gifted students in grades 4-12 in specific academic areas (such as a science and mathematics school), or is developing specific areas of giftedness such as visual and performing arts.
Self-contained classrooms (4-12)	Indicates if student attends a self-contained classroom with students who share similar academic requirements. For example, all the gifted children in a school or school district will be contained in the same classroom.

Visual or Performing Arts Ability

This section indicates the type of musical talent a student has.

This section only appears if code "11: Visual and Performing Arts Ability-Music" is selected in the **Gifted Category** field.

Visual/Performing Arts Type:
 (At least 1 Visual/Performing Arts Type checkbox must be selected)

Instrumental
 Vocal

Image 4: Visual/Performing Arts Options

Field	Definition
Instrumental	Indicates student is gifted/talented in instrumental music methods.
Vocal	Indicates student is gifted/talented in vocal music methods.

Gifted/Talented Evidence

This section contains a list of the evidence options supporting a student's gifted/talented determination. The display of these options depends on the code selected in the **Gifted Category** field.

Creative or Divergent Thinker Evidence

Creative or Divergent Thinker Evidence:
 (At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Anecdotal Observation	<input type="checkbox"/> Behavioral Checklists Specific to Creative Behavior
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Creative Work Samples
<input type="checkbox"/> Formal Assessment Measures	<input type="checkbox"/> Informal Assessment Measures
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	<input type="checkbox"/> Military Compact

The following options appear when the "01: Creative or Divergent Thinking" code is selected from the **Gifted Category** field.

- Anecdotal Observation
- Checklist Inventories (underachieving or disadvantaged)
- Continuous Progress Data
- Formal Assessment Measures
- Nominations – Peer
- Primary review committee recommendation
- Referrals/Recommendations - Teacher
- Behavioral checklists specific to creative behavior
- Collection of evidence from portfolios

- Creative work samples
- Informal assessment measures

When this box is checked, the **Formal Assessment Measure** dropdown list will appear at the bottom of the editor. The method used to make a gifted/talented determination should be selected from the **Formal Assessment Measure** field.

- Nominations - self or petition
- Referrals/Recommendations - Parent
- Student Awards or Critiques
- Special Considerations

General Intellectual Ability Evidence

General Intellectual Ability Evidence:
(At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations <input type="text"/>

The following options appear when the "02: General Intellectual Ability" code is selected from the **Gifted Category** field.

- Anecdotal Records
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Information assessment
- Nominations - Self or petition
- Primary review committee recommendation
- Referrals/Recommendation - Teacher
- 9th stanine on comp. test of intellectual ability

When this box is checked, the **Intellectual Ability Test** dropdown list will appear at the bottom of the editor. The type of test used to make a gifted/talented determination should be selected from the **Intellectual Ability Test** field.

- Behavioral checklist inventories
- Collection of evidence from portfolios
- High performance on intellectual assessment
- Nominations - Peer

- Observation of applied advanced reasoning ability
- Referrals/Recommendations - Parent
- Student Awards or Critiques
- Local Norms
- Military Compact
- Special Considerations

Psychosocial or Leadership Abilities Evidence

Psychosocial & Leadership Skills Evidence:
 (At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Behavioral Observations	<input type="checkbox"/> Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Documentation of Student Leadership in Community, Class, and Student Organization
<input type="checkbox"/> Nominations-Peer	<input type="checkbox"/> Informal Testing
<input type="checkbox"/> Primary Review Committee	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Student Awards or Critiques	<input type="checkbox"/> Sociograms
<input type="checkbox"/> Formal Testing <input type="text" value=""/>	<input type="checkbox"/> Military Compact
Specify Other Test <input type="text" value=""/>	
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	

The following options appear when the "03: Psychosocial or Leadership Abilities" code is selected from the **Gifted Category** field.

- Behavioral Observations
- Checklist Inventories
- Checklist inventories (underachieving or disadvantaged)
- Continuous progress data
- Documentation of Student Leadership in Community, Class, and Student Organization
- Nominations – Peer
- Informal testing
- Primary Review Committee
- Nominations - Self or Petition
- Referrals/Recommendations- Teacher
- Referrals/Recommendations-Parent
- Student Awards or Critiques
- Sociograms
- Formal Testing
- Military Compact
- Special Considerations

Specific Academic Aptitude Evidence

Specific Academic Aptitude Evidence:
(At least 3 Evidences unless student is identified under the Military Compact)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Within the 9th Stanine on One Subject Test Score of an Achievement Test	<input type="checkbox"/> Continuous Progress Data
<input type="checkbox"/> Formal Testing Data	<input type="checkbox"/> High performance on Test of Academic Achievement
<input type="checkbox"/> Informal Assessments	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Off-level Testing
<input type="checkbox"/> Portfolio of High Academic Performance	<input type="checkbox"/> Primary Review Committee
<input type="checkbox"/> Referrals/Recommendations-Parent	<input type="checkbox"/> Referrals/Recommendations-Teacher
<input type="checkbox"/> Student Awards or Critiques	<input type="checkbox"/> Student Progress Data
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	<input type="checkbox"/> Local Norms
	<input type="checkbox"/> Military Compact

The following options appear when any of the following codes are selected from the **Gifted Category** field: "04: Specific Academic Aptitude - Language Arts," "05: Specific Academic Aptitude - Math," "06: Specific Academic Aptitude - Science," or "07: Specific Academic Aptitude - Social Studies."

- Anecdotal Records
- Checklist inventories (underachieving or disadvantaged)
- Within the ninth stanine on one subject test score of an achievement test

When this box is checked, the **Achievement Test** dropdown list will appear at the bottom of the editor. The type of test used to make a gifted/talented determination should be selected from the **Achievement Test** field.

- Formal testing data
- Informal assessments
- Nominations - Self or Petition
- Portfolio of High Academic Performance
- Referrals/Recommendations - Parent
- Student awards or critiques
- Special Considerations
- Checklist inventories
- Collection of evidence from portfolios
- Continuous Progress Data
- High Performance on test of academic achievement
- Nominations - Peer
- Off-Level Testing
- Primary review committee
- Referrals/Recommendations - Teacher
- Student Progress Data
- Local Norms
- Military Compact

Visual Performing Arts Evidence

The following options appear when any of the following codes are selected from the **Gifted**

Category field: "08: Specific Academic Aptitude - Art," "09: Visual or Performing Arts Ability - Dance," "10: Specific Academic Aptitude - Visual or Performing Arts Ability - Drama," or "11: Visual or Performing Arts Ability - Music."

Visual/Performing Arts Evidence:	
(At least 3 Evidences unless student is identified under the Military Compact)	
<input type="checkbox"/> Auditions	<input type="checkbox"/> Awards or Critiques of Performance
<input type="checkbox"/> Checklist of Behaviors Specific to Gifted Category	<input type="checkbox"/> Letters of Recommendations
<input type="checkbox"/> Peer Recommendations	<input type="checkbox"/> Portfolio Assessment by Specialists or Professional Artists
<input type="checkbox"/> Portfolio of Visual or Performing Arts Ability	<input type="checkbox"/> Products (Paper, Video, Audio, Pictures)
<input type="checkbox"/> Questionnaires	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Referrals/Recommendations-Teacher	<input type="checkbox"/> Nominations-Self or Petition
<input type="checkbox"/> Special Considerations <input type="text" value=""/>	<input type="checkbox"/> Military Compact

- Auditions
- Checklist of behaviors specific to gifted category
- Peer recommendations
- Portfolio of visual or performing arts ability
- Questionnaires
- Referrals/Recommendations - Teacher
- Special Considerations
- Awards or critiques of performance
- Letters of recommendations
- Portfolio assessment by specialists or professional artists
- Products (paper, video, audio, pictures)
- Referrals/Recommendations - Parent
- Nominations - Self or Petition
- Military Compact
- Continuous Progress Data
- Anecdotal Records
- Formal Testing Data
- Primary review committee recommendation for those entering 4th grade

Primary Talent Pool Evidence

Primary Talent Pool Evidence:	
(At least 3 Evidences unless student is identified under the Military Compact)	
<input type="checkbox"/> Available Formal Test Data	<input type="checkbox"/> Anecdotal Records
<input type="checkbox"/> Checklist Inventories of Behaviors Specific to Gifted Categories	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> Diagnostic Data (Screening Measure)
<input type="checkbox"/> Parent Interview or Questionnaire	<input type="checkbox"/> Petition System
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Military Compact
	<input type="checkbox"/> Special Considerations <input type="text" value=""/>

The following options appear when the "12: Primary Talent Pool" code is selected from the **Gifted Category** field.

- Available formal test data
- Checklist inventories of behaviors specific to gifted categories
- Continuous Progress Data
- Parent interview or questionnaire

- Primary review committee recommendation
- Anecdotal records
- Collection of evidence demonstrating student performance
- Diagnostic data (screening measure)
- Petition system
- Military Compact
- Special Considerations

Print Gifted & Talented Records

To print a PDF containing all of the student's Gifted and Talented record information, click the **Print All** button (see Image 5).

The screenshot shows the 'Gifted & Talented' section of the Infinite Campus interface. The 'Print All' button is highlighted with a red box. A red arrow points from this button to the 'Printed' document preview. The preview includes the following information:

Schools: Knox Central High School
School Years: All Years
 Generated on 12/12/2017 10:34 AM

Gifted & Talented Summary
 Page 1 of 1

Tester, Nate

Gender: M State ID: 2120682730
 Race Ethnicity: White Grade/Homeroom: 12/
 Birth Date: 06/19/2001 School Year: 16-17

Gifted & Talented Status

Start Date	End Date	Year Identified	Gifted Category	Gifted Declined Services?	Gifted Underachieving?
12/05/2017		2017	01: Creative or Divergent Thinking Ability	No	No

Service Delivery Options: Various Acceleration Options (Subject Area Higher Grade Level, Early Exit from High School), Independent Study

Anecdotal Observation, Formal Assessment Measures, Nominations-Peer

Formal Assessment Measures: 01: Williams

Print Gifted and Talented Records

Documents and Forms

For information on reviewing, amending, creating, and uploading Gifted and Talented forms and documents, see the [Documents \(Gifted and Talented\)](#) article.