

Gifted and Talented Handbook

Hartland Lakeside School District

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Gifted and Talented Services

Hartland Lakeside School District

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Gifted Education and Talented Services

Philosophy of Hartland-Lakeside School District

The Hartland/Lakeside School District acknowledges and values the talent in all students. The process of screening and identification has been developed in order to meet the unique needs of gifted and talented children. Programming for gifted and talented learners occurs in many settings. First and foremost, it is embedded in the context of the school environment in order to establish a school community that is responsive to the needs of all students. The Hartland Lakeside School District believes that differentiated curriculum is essential for meeting the needs of gifted learners in the classroom. Within the context of the classroom, students must be provided rich learning opportunities in order to build and attend to their talents and skills. In addition, a wide range of other learning opportunities must be provided for students identified as gifted and talented to enrich their exceptional capabilities and interests in one or more of the following areas: *general intelligence; specific academic ability; creativity; visual or performing arts and leadership*. These opportunities will include providing individualized weekly learning sessions; events and activities organized throughout the school year; and enrichment opportunities outside of the school environment.

Research Based Principles for Gifted and Talented Services:

- Students identified as gifted and talented are a diverse group. Gifted students should include student from various ethnic and socioeconomic groups and exhibit a variety of personal characteristics.
- Characteristics of giftedness are manifested differently in different students (including abilities, aptitudes, achievement, culture, effort, motivation, interests, learning styles, and creativity). There must be multiple measures for identification.
- Giftedness is developmental, not a fixed state of being.
- Gifted and talented services are characterized by a continuum of services. The learning environment should support gifted and talented learners at all times. Services must exist to serve students whose strengths and talents are obvious and to develop the strengths and talents of students whose talents and strengths remain hidden or undeveloped.
- The gifted and talented services should emphasize effective services to provide for talent development, including challenging, rigorous, and engaging curriculum that is differentiated appropriately for learning rate and level of insight. The general education classroom should uncover and foster talents in all students.

- The purpose of identification for gifted and talented is to assist staff in knowing how to provide appropriate instruction. The identification process should answer the question “how are you gifted”
- Gifted and talented services should support the social/emotional needs of gifted learners.

Goals of Services provided to Students identified as Gifted and Talented

1. To support the implementation of differentiated instruction and enriched learning experiences in order to challenge students in a manner that extends, expands, and enriches students’ potential.
2. To ensure valid and reliable identification of gifted students in five areas (*general intelligence, specific academic ability, creativity, visual or performing arts, and leadership*) through the use of multiple criteria and an identification plan approved by the district. The identification process will guide the development of services by providing information about the student’s unique academic, behavioral, or social-emotional needs.
3. To provide professional development for all staff on differentiation and the ability to recognize and nurture the needs of students with exceptional academic, intellectual, creative, visual or performing arts, and/or leadership capabilities.
4. To support the development of students’ leadership and collaboration skills with the world and community by supporting students’ social and emotional development.

Categories and Definitions of Giftedness

In accordance with State Statutes 118.35(1) and 121.02(1) (t) the Hartland-Lakeside School District recognizes these five categories of giftedness: *general intelligence; specific academic ability; creativity; visual or performing arts; leadership*. Each of these categories requires valid and reliable identification using multiple criteria that are connected to services that appropriately meet the readiness, interest, and learning profiles of students with these abilities.

General Intelligence Ability

Children with general intelligence ability show early and rapid language development that includes extensive vocabulary and a precocious ability to analyze, evaluate and synthesize information. This ability is often demonstrated in their advanced critical thinking and deductive reasoning skills. They typically demonstrate extraordinary memory and recall skills, along with the ability to process information rapidly and integrate new information quickly.

Specific Academic Ability

Included in this definition are students who excel in one or more academic content areas or school subjects. This ability is often evidenced in students’ high interests and high performance in the area(s). In their specialty area(s) their vocabulary and memory is extensive, and they are energetic and enthusiastic when engaged on school tasks that involve the area(s). They usually complete assignments quickly and seek additional extensions to the core knowledge in the area(s).

Creative Ability

Individuals with high creative abilities typically process ideas and information in many innovative and expressive ways. Their evaluation, synthesis and unique application of information results in their creation of original and unique oral, written, and/or nonverbal productions. Their thinking is original, fluent, flexible and elaborative and tends to be different from the norm, resisting conformity. They often find one-answer solutions difficult, and tend to use inductive thinking and open-ended reasoning when solving problems. Their strong visualization and imagination abilities contribute to their ability to process information holistically, which may contribute to a resistance to teaching/learning that involves sequential, step-wise approaches. These abilities are usually identified through performance behaviors evidenced in their discussions, activities, and productions.

Visual or Performing Arts Ability

Students with exceptional artistic ability demonstrate their high potential in the visual or performing arts. Significant interests and contributions are found in creative dramatics, writing, painting, sculpting, constructing, playing a musical instrument, and/or composing. Identification is usually made using performance data including awards and recognitions given by experts or authorities in the field, and/or by evaluating the significance of students' behaviors and performance using norm-referenced scales developed for the visual or performing arts area(s).

Leadership Ability

Students who are gifted in this area show a high level of interpersonal intelligence and extraordinary social strengths. They are highly able to relate to and motivate others. They are self-confident and effectively use persuasion and negotiation skills. In accomplishing objectives, they demonstrate exceptional coordination, organization, direction, delegation and collaboration. Identification is usually made using performance data including awards and recognitions given by experts or authorities in the field, and/or by evaluating the significance of students' behaviors and performance using scales developed to rate social strengths and leadership skills.

Screening and Identification Procedures (K-8)

Screening and identification procedures shall be systematic and continuous across K – 8, thereby meeting the expectations of Wisconsin State Standard (t). The result of the screening and identification process will provide evidence of a student's exceptional capabilities that transcend the general curriculum and guide the development of an individualized learning plan (ILP).

Procedures:

1. The process of screening and identification is initiated by completing the Gifted and Talented Nomination Form and the Checklist of Characteristics For Areas of Giftedness. Staff, families, students, and community members may initiate this process.
2. The district school psychologist and building learning coordinator will collaborate to determine appropriate assessments. The evaluation must comprise of data from a variety of sources including
 - a. At least one standardized measure
 - b. Observational/anecdotal data from teachers and parents
 - c. Student work/performance samples.

3. A multidisciplinary team (including the student's parents/guardians), facilitated by district learning coordinators, will then collaborate to review the data collected during the evaluation. This team will discuss the results of the evaluation and determine the need for an individualized learning plan (ILP). Students will take an active role in the evaluation and ILP process.
4. If it is determined that the student needs an ILP, the student in collaboration with their classroom teacher and building principal will develop annual goals related to their unique abilities and establish a self-progress monitoring process.
5. An individualized student-planning meeting will be held annually in October with the student's parents and teacher to review/revise the ILP.
6. Students' needs will be evaluated on an ongoing basis by their classroom teacher and building principal, with the student participating in progress monitoring. Students together with their classroom teacher will report progress on goals at least three times per year, in October, February, and June.
7. The Superintendent will send letters to parents biannually, in November and March. The purpose of this letter is to follow up with parents regarding their child's current ILP.

Service Delivery

The visual of service delivery depicts a district profile of service delivery for enriched learning. Depending on the student's unique exceptional capabilities, the services offered include some or all of the following:

- Differentiation within the general education classroom
- School wide enrichment programs (electives and/or extracurricular)
- Small group or pull out instruction extending beyond the general education classroom curriculum

Grade Acceleration

There are unique instances where enrichment may be addressed by acceleration. This may include acceleration to another grade level. The following process is used to determine grade acceleration.

1. Students must meet criteria for level 3 GT in intellectual ability and academic ability in reading and mathematics.
2. Students must also demonstrate social emotional development that is commensurate with peers in the other grade level.
3. Students must demonstrate competency on grade level proficiency assessments and major concept assessments at the current grade level and the subsequent grade level.
4. A multidisciplinary team including staff from each grade level, school psychologist, building learning coordinator, building principal, parents and students, will review data and the individual students needs.
5. If grade acceleration is determined to be appropriate, the team will meet at 6 week intervals for a semester to determine appropriateness of the acceleration.

Math Acceleration

There are also unique instances where enrichment may be addressed by course specific acceleration, primarily in the area of mathematics.

Process at grades 4K – 5

1. Students must meet criteria for level 3 GT in intellectual ability and mathematics academic ability.
2. Students must demonstrate competency on grade level proficiency assessments and major concept assessments at the current grade level.
3. A multidisciplinary team including staff from each grade level, school psychologist, building learning coordinator, building principal, parents and students, should review data and the individual students needs.
4. If course acceleration is determined to be appropriate, the team will meet at 6 week intervals for a semester to determine appropriateness of the acceleration.

Process at grades 6 - 8

The mathematical concepts in the middle school curriculum are essential to success in higher level mathematics. The National Council of Teachers of Mathematics (NCTM) stresses the importance of a solid understanding of algebra. To ensure that all students enter high school with a solid understanding of algebra the following process has been established.

1. Three of the four criteria must be met
 - a. Score of 95% or higher on a nationally-normed assessment
 - b. Evidence from daily work demonstrating high level problem solving ability
 - c. Competency on all *enrolled* grade level proficiency targets
 - d. Score of 90% or higher on accelerated math placement test
2. Survey data collected from students, teachers, and parents must converge to indicate that the student has a keen ability in mathematics including the ability to learn concepts quickly, think logically and symbolically about quantitative/spatial relationships and perceive, visualize, and generalize numeric and non-numeric patterns and relationships.

Curriculum and Instruction for Gifted and Talented

Gifted and talented programming in the regular classroom is designed around the needs of the learner. Scaffolded instruction provides the design for learning. Rigor and relevance is evident through the use of such thinking processes as evaluation, synthesis and analysis.

Advanced learners prefer and benefit from instruction that includes:

- a faster pace of learning
- greater independence in study and thought
- increased complexity and depth in subject content

Effective differentiation directly supports the learning needs of advanced students through activities that simulate real world problems, address multiple perspectives, and result in the development and sharing of a variety of authentic products. Differentiation creates engaging and challenging instruction that is:

- inquiry based

- open ended
- multifaceted
- concept centered
- interdisciplinary
- interest based
- student selected
- receive concentrated instruction in critical thinking and creative problem solving
- work with students of comparable ability across classrooms at the same grade level
- participate in competitive programs focusing on thinking skills/problem solving

The teachers' challenge is to identify student needs, develop and gain access to appropriate programs and curricula that correspond to those needs, and monitor student progress throughout the course of study. The students' challenge is to make the best possible use of the resources available while becoming fully responsible for their own learning.

- Use of differentiation strategies:
- High level questioning
- Contracts/Plans
- Tiered instruction
- Independent projects
- Interest Centers
- Mentorships

Designing instructional opportunities for gifted students in regular classrooms finds its inspiration at the source of the concern--the students. The characteristics of these students lead to the instructional accommodations that are appropriate (The Association for Gifted, 1989). The accelerated pace at which gifted and talented students learn information requires that flexible pacing strategies (Daniel & Cox, 1988) such as skill grouping, curricular compacting, contracting, and credit by examination be integrated into classroom management formats. The need to explore topics in depth leads program planners to include provisions such as original research, independent studies or investigations, mentorships, or classes at another school or institution of higher learning. When addressing the unique or advanced interests of these students, planners might be inspired to include opportunities such as mini-courses, interest groups, clubs, science or art fairs, or internships. The teachers' challenge is to identify student needs, develop and gain access to appropriate programs and curricula that correspond to those needs, and monitor student progress throughout the course of study. The students' challenge is to make the best possible use of the resources available while becoming fully responsible for their own learning.

One of the greatest mistakes made by school districts attempting to deliver programming to their gifted and talented students is that they look for uni-dimensional approaches. The heterogeneity of the gifted population leaves only one remedy that has any chance of succeeding over the long haul. That is a multiple programming approach (Cox, Daniel, & Boston, 1985; Parke, 1989)--one in which a constellation of programs is available in which students can participate based on their abilities, needs, and interests. Some of these options may be specifically tailored to high ability students (such as Advanced Placement, honors, or resource room programs). Others may be found in the course listings for general education that are available to all students but which

serve gifted and talented students well (such as student council, school newspaper, Future Problem Solving, computer club, etc.). Profiles of students' abilities, derived from comprehensive assessment batteries, can be used to match students to appropriate programs.

Programming Model for Gifted Learner

Differentiation in Classroom

- Teachers accommodate students with GT ILP's within the classroom environment. They utilize resources such as technology and support personnel, as well as extended learning opportunities
- Teacher and parent review the ILP at conference sessions, or as requested.
- GT Technology offerings.

Weekly Individualized Enrichment

- Identified students will meet for 45 minutes once a week as part of a challenge and enrichment group.
- Middle school students are accommodated through course and elective offerings.

Special Program Offerings

- The district will provide academic, creative, visual performing arts, and leadership opportunities for students, within and outside of the school day.
- The district will also build in workshops and challenge events throughout the school year.

Gifted and Talented Nomination Form

Student Name/DOB:	Date:
Teacher/Grade:	Person Nominating the Student:
Relationship to Student:	Date and Method of Parent Contact to Notify of GT Nomination:

Please indicate rationale for why you believe this student may be a gifted and talented learner.

Include data to support the nomination.

Include current differentiation/intervention/modifications that are being provided to meet this student's needs.

Please indicate the reasons why this student may need additional services other than that which is provided currently in the classroom.

Please also complete the attached Checklist of Characteristics for Areas of Giftedness (CCAG)

CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)

* Adapted from the National Association for Gifted Children (202) 785-4268

** CCAG will be used throughout the document

GIFTED AREA	CHARACTERISTICS
General Intellectual Ability	<input type="checkbox"/> understands complex concepts <input type="checkbox"/> draws inferences between content areas <input type="checkbox"/> sees beyond the obvious <input type="checkbox"/> thrives on new or complex ideas <input type="checkbox"/> enjoys hypothesizing <input type="checkbox"/> intuitively knows before taught <input type="checkbox"/> uses an extensive vocabulary <input type="checkbox"/> does in-depth investigations <input type="checkbox"/> learns rapidly in comparison to peers <input type="checkbox"/> 1 - 2 repetitions for mastery <input type="checkbox"/> manipulates information
Specific Academic Ability	<input type="checkbox"/> strong memorization ability <input type="checkbox"/> advanced comprehension - 1-2 repetitions for mastery <input type="checkbox"/> intense interest in a specific academic area <input type="checkbox"/> high academic capacity in special-interest area <input type="checkbox"/> pursues special interest with enthusiasm <input type="checkbox"/> operates at a higher level of abstraction than peers <input type="checkbox"/> asks poignant questions <input type="checkbox"/> discusses and elaborates in detail
Creative Thinking	<input type="checkbox"/> independent and/or flexible thinker <input type="checkbox"/> exhibits original thinking in oral and/or written expression <input type="checkbox"/> generates many ideas to solve a given problem <input type="checkbox"/> possesses a keen sense of humor <input type="checkbox"/> creates and invents <input type="checkbox"/> intrigued by creative tasks <input type="checkbox"/> improvises and sees unique possibilities <input type="checkbox"/> risk taker <input type="checkbox"/> resists conformity
Artistic (Visual/Performing Arts) <ul style="list-style-type: none"> • art • dance • drama • music 	<input type="checkbox"/> communicates their vision in visual/performing arts <input type="checkbox"/> unusual ability for aesthetic expression <input type="checkbox"/> compelled to perform/produce <input type="checkbox"/> exhibits creative expression <input type="checkbox"/> desire for creating original product <input type="checkbox"/> keenly observant <input type="checkbox"/> continues experimentation with preferred medium <input type="checkbox"/> excels in demonstrating the visual/performing arts
Leadership	<input type="checkbox"/> takes an active role in decision making <input type="checkbox"/> high expectations for self and others <input type="checkbox"/> expresses self with confidence <input type="checkbox"/> foresees consequences and implications of decisions <input type="checkbox"/> follows through on a plan <input type="checkbox"/> appears to be well liked by peers <input type="checkbox"/> ideas expressed accepted by others <input type="checkbox"/> sought out by others to accomplish a task

GENERAL INTELLECTUAL Criteria Guidelines

Student:	Grade:	Date:
	A minimum of 3 criteria in one level are required for identification	
	Level 1	Level 2
	Level 3	
Parent Inventory	48 - 52	59 - 64
Items from Intellectual Section of CCAG	6 - 7	8 - 9
Acceptable IQ Test Score	130 through 34	145 or higher
Nationally normed standardized test scores in two or more of the stated areas: Reading Composite, math Composite, Language Composite, or Total Score	at 97 th national percentile	at 98 th national percentile
A score of ___ on the intellectual subscale of the Gifted Evaluation Scale (GES)	14 or 15 (GES)	16 - 18 (GES)
or a score of ___ on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)	108 - 112 (GATES)	113 - 124 (GATES)
Years beyond peers indicated by local assessments	1-2 years	2-3 years
		3+ years

SPECIFIC ACADEMIC Criteria Guidelines

Student:	Grade:			Date:	
	Level 1			Level 2	Level 3
	24-26	27-30	31-32	A minimum of 3 criteria in one level are required for identification	
Parent Inventory					
WKCE Content Area Score					
Items from Specific Academic Ability section of CCAG	5 - 6 items	6 - 7 items	7 - 8 items		
Nationally normed standardized test score at the ___ national percentile in the area of the specified academic nomination	97 th national percentile	98 th national percentile	99 th national percentile		
Supporting assessment information as administered by MC, CA, G/T or appropriate staff					
A score of _____ on the specific academic subscale of the Gifted Evaluation Scale (GES) or	14 or 15 (GES)	16 - 18 (GES)	19 or 20 (GES)		
A score of _____ on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)	108-112 (GATES)	113-124 (GATES)	125-130 (GATES)		

**CREATIVITY
Criteria Guidelines**

Student: _____ **Grade:** _____ **Date:** _____

A minimum of 3 criteria in one level are required for identification

	Level 1	Level 2	Level 3
Parent Inventory	30-33	34-37	38-40
Items from Creative Thinking section of CCAG	5 - 6 items	6 - 7 items	8 - 9 items
A score of ____ on either the figural or verbal sections of the Torrance Tests of Creative Thinking	85 - 96	97 or 98	99
Student generated evidence (creative thinking activity or project)			
Letter(s) of recommendation from a third party			
A creativity subscale score of ____ on the Gifted Evaluation Scale Or A score of ____ on the Gifted and Talented Evaluation Scales (GATES)	14 or 15 (GES) 108 - 112 (GATES)	16 - 18 (GES) 113 - 124 (GATES)	19 or 20 (GES) 125 - 30 (GATES)

ARTISTIC (VISUAL/PERFORMING ARTS) Criteria Guidelines

Student:	Grade:	Date:
	A minimum of 3 criteria in one level are required for identification	
	Level 1	Level 2
Parent Inventory	15 - 16	17 - 18
Items from Artistic section of CCAG	5 - 6 items	6 - 7 items
A score of ___ on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scales (GES) or a score of ___ on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)	14 or 15 (GES)	16, 17 or 18 (GES)
For ART – portfolio of work collected within one year of the student’s current grade level to be reviewed by the Art Department	108 – 112 (GATES)	113 – 124 (GATES)
For MUSIC – audio tape of the student’s performance taped within one year of the student’s current grade level to be reviewed by the Music Department (copies of the music submitted with the tape)		125 – 130 (GATES)
For DRAMA – visual or audio tape of the student’s performance taped within one year of the student’s current grade level to be reviewed by two or more educators		
Letter(s) of recommendation from specialist(s) in the area of nomination		
		Level 3
		19 - 20
		7 - 8 items
		19 or 20 (GES)

**LEADERSHIP
Criteria Guidelines**

Student: _____ **Grade:** _____ **Date:** _____

A minimum of 3 criteria in one level are
required for identification

	Level 1	Level 2	Level 3
Parent Inventory	30-33	34-37	38-40
Items from Leadership section of CCAG	5 - 6 items	6 - 7 items	7 - 8 items
Student generated evidence of leadership activity			
Letters of recommendation from a third party			
A score of _____ on the leadership subscale of the Gifted Evaluation Scale Or A score of _____ on the Gifted and Talented Evaluation Scales (GATES)	14 or 15 (GES)	16 - 18 (GES)	19 or 20 (GES)
	108 - 112 (GATES)	113 - 124 (GATES)	125 - 30 (GATES)

Hartland-Lakeside School District
INDIVIDUALIZED LEARNING PLAN/ADVANCED LEARNER PROFILE
 *This form may be replaced with a district approved learner profile.

STUDENT NAME:	Grade:
Teacher(s):	

Part 1: ACADEMIC ASSESSMENTS
PALS (Kindergarten only):

MAPS Assessment Results (when applicable)

Previous Year	Reading	Math	Language Usage
Fall			
Winter			
Spring			
Current Year			
Fall			
Winter			
Spring			

EXPLORE (8th Grade Only)

Reading	Math	English	Science	Composite

Gifted and Talented Testing Identification

DOMAIN	GT IDENTIFICATION LEVEL
Intellectual	
General Academic	
Creativity	
Visual or Performing Arts	
Leadership	

Part 2: Student Profile

This section helps us understand the current level of performance as understood from the student's perspective. Describe myself in the following areas (to be completed by student):

What kind of learner am I in these areas? How well am I performing in these areas and could I challenge myself further? Where are my strongest interests and ideas? Which of my passions/strengths/gifts/interests can I take advantage of opportunities to learn more deeply in these subjects?

Reading:

Writing:

Math:

Science:

Social Studies:

Performing/Creative Arts:

Classroom/School Environment Behavior:

Part 3: INSTRUCTIONAL NEEDS

Most needs for advanced learners are met within the classroom because teachers differentiate instruction based on process, product, content or environment. Some of these in-class opportunities include, but are not limited to: higher level questions, advanced content, reading material matched to student's level, application to real world situations, choice, etc. These differentiated activities will be communicated by the teacher through conferences, report cards and other ongoing methods of communication throughout the year.

However, there may be times when a learner has a strong will and is eager to reach a personal goal, whether it be academic, social or behavioral, that extends beyond the district curriculum and instruction. Some of these opportunities may be generated and offered by the teacher, student-generated or by the district.

This profile documents these opportunities that extend and enhance a learner's strengths, interests and gifts. It is the responsibility of the student (with the support of his/her teacher) to list and reflect on the opportunities that he/she participated in over the course of the year. This section is to be completed at the beginning of every trimester, during parent/teacher conference time or as needed.

1. What do I want to accomplish this year? What are my goals?

2. What opportunities did I take advantage of this year?

3. What did I learn by participating in these opportunities? Did I reach my goals? Why or why not?

Part 4: SUPPORT

Instructional Support from Teacher:

Parent Support:

Peer Support:

Parent Meeting:

Student Goal:	
Action Steps/ Components:	Timeline/Supports/Qualifiers:
Instructional Support:	
Parent Support:	
Benchmarks:	
Community Support:	
Documentation:	

Year-in-Review Report

Advanced Math Recommendation Survey

Teacher:

School:

Date:

Date:	needs brief exposure before mastering math concepts - 1 - 2 exposures verses 4 - 6	organizes data to discover patterns or relationships	applies abstract reasoning when problem solving - uses original methods in solutions	identifies critical elements in solving problems	student demonstrates need for opportunities for extensions	Comments	Total Yes
Student Name:							

Parent Form - Math Recommendation

Students Name:

Parent Completing Form: Date:

MY CHILD:	Answer yes or no
independently seeks a variety of ways to solve problems.	
independently organizes data to discover patterns or relationships.	
needs minimum explanation before solving problems.	
likes puzzle and logic problems.	
needs little external motivation & enjoys the challenge of math.	

Self Reflection - Math

Name:

Date:

	answer yes or no
I enjoy solving problems that require using math skills.	
I consistently earn high scores (95 - 100%) on math tests.	
I often feel that the pace in math class is too slow for me.	
I like to be challenged.	
I enjoy finding more than 1 way to solve a problem.	

Hartland Lakeside School District, March 2010