

**Wisconsin Rapids Public School District
Able Learner Referral Form**

Student Name: _____ Birthdate: _____
 Parent or Guardian: _____
 Home Address: _____
 Phone Number: _____ Email: _____
 Work Phone Number: _____ Fax: _____
 School: _____ Grade Level: _____
 Teacher Name: _____
 Referred by: _____ Position: _____
 Referral Date: _____
 Referral Received by: _____ Date: _____
 Parent Contacted: _____

Indicate type of ability prompting request. Please explain areas of strength.

	Strengths
Intellectual	
Specific Academic	
Creative	
Leadership	
Artistic	
Other _____	

1. Please state any problems or concerns relating to the student.

- These are the differentiated strategies/opportunities that have been explored.

- Staff Suggestions
- Flexible Groupings
- Curriculum Compacting
- Enrichment based on student interests and strengths
- Independent Projects
- Academic Competition
- Other _____

- Additional Comments:

Attached Documentation:	1. _____
	2. _____

Classroom Search Sheet



Kindergarten - Grade 6



Teacher completing form _____

Date _____ Grade _____ Number of students in class: _____

This form should increase the likelihood of finding the students in your class that display special talents. Please take a few minutes to think about the students in your class. Write the first and last names of the students who enter your mind as you read the items below. You may list more than one student per characteristic.

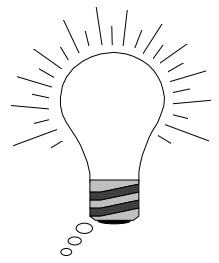
Do this rapidly as a free association activity. You do not have to fill in every space. If a child's name appears frequently, consider completing an individual **alert sheet** for that student.

Characteristics	Student(s)
1. Learns easily	<p>Sample Form</p> <p>B</p> <p>(for classroom use)</p>
2. Original, imaginative, creative	
3. Widely informed	
4. Persistent, resourceful, self-directed	
5. Common sense	
6. Inquisitive, skeptical	
7. Shows leadership qualities	
8. Artistic	
9. Outstanding vocabulary, verbally fluent	

10. Musical	
11. Independent worker, shows initiative	
12. Good judgment, logical	
13. Flexible, open	
14. Versatile, many interests	
15. Shows unusual insights	
16. Shows high level of sensitivity	
17. Has an excellent, or unusual sense of humor	
18. Has avid interest in science	
19. Solves problems by ingenious methods, is resourceful	
20. Uses colorful verbal expressions	
21. Is an avid reader	
22. Informed in unusual areas	
23. Demonstrates high results with little effort	
24. High Test Scores within classroom	

ALERT SHEET

Wisconsin Rapids Public Schools



Student _____ Grade _____ Age _____

Person Completing Form _____ Date _____

The following is a list of observable creative and intellectual behaviors. Please check the appropriate responses for each item when reflecting on the above student.

Not observed	Sometimes	Usually	Almost Always	Write any comments on the back of this form
				The student:
				Challenges ideas and generates significant questions
				Displays eagerness to tell others about discoveries
				Continues in activities beyond scheduled time limit
				Displays curiosity, wants to know more-digging deeper
				Acts independently
				Demonstrates self-initiated learning
				Seeks alternatives and explores new possibilities
				Is persistent in seeking task completion
				Has unusually good vocabulary
				Has ideas which are often very original
				Is alert, keenly observant, responds quickly
				Has a long attention span
				Reasons things out, thinks clearly, comprehends meaning
				Is curious about many activities and places outside immediate environment and/or experience
				Is a leader in several kinds of activities.
				Is able to influence others to work toward desirable goals.
				Has outstanding talent in an area such as art, music, drama.
				Becomes unusually upset at injustices
				Refuses to drill on spelling, math facts, etc.
				Seems bored with assigned tasks
				Completes only parts of an assignment
				Gets answers correct, but finds it difficult to explain how
				Proceeds sequentially
				Can pick up skills without instruction
				Uses advanced vocabulary compared to classmates
				<u>Total Each Column</u>

PARENT QUESTIONNAIRE



Student's Name		Date
Teacher's Name		School
Parent/Guardian(s) Completing Questionnaire		
Telephone Number:	Home	Work
E-mail	Fax	

Your child's work completed in school gives me many opportunities to observe his/her abilities. Any additional information that you can provide concerning your child will aid in developing an educational environment conducive to your son/daughter's individual needs. Please take time to complete this questionnaire. This information will be reviewed with you at/before the first parent/teacher conference. Thank you for your help!

1. Please describe your child's attitude toward learning and school.
2. Please list recognized areas of strengths, interests, or talents (intellectual, academic, leadership, creative, arts).
3. Please list any areas which you feel need further development.
4. Please explain your child's usual approach towards new learning opportunities, i.e., read, discuss, watch, hands-on, etc.

Please return to your child's classroom teacher

**Instructional Programming Checklist
Wisconsin Rapids School District**

Student Name _____

Date Completed	Programming Forms
	<u>Parent Questionnaire</u>
	Classroom Teacher Search Sheet (Optional)
	Alert Form (Optional)
	Referral Form(s) (Teacher, Student, Parent)
	<u>Parent Permission</u>
	Parent Invitation
	Differentiation Summary Report
	Differentiation Programming Team Meeting
	Differentiated Plan (DP)

Proposed Date For Plan Review: _____



PARENT/GUARDIAN INVITATION

Date: _____

Dear _____,

You are invited to a differentiation meeting to address the educational strengths and needs of your child _____.

The meeting will take place on _____ at _____. The location of the meeting is _____.

Other people who will be invited to this meeting include:

Sample Form H

_____, Able Learner Facilitator

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

Please contact me at _____ if you are unable to attend the meeting or have questions prior to the meeting.

Sincerely,

Able Learner Facilitator

Wisconsin Rapids School District
Differentiated Plan

Student: _____ Facilitator: _____

School: _____ Grade: _____ School Year: _____

Parent/Guardian: _____

Address: _____

Meeting Date: _____

Members Present: _____

Type of Differentiation: (Could include all areas)

	Curriculum Compacting
	Counseling/Support Groups
	Flexible Grouping
	Enrichment based on student interests and strengths
	Mentorship
	Independent Projects
	Academic Competitions
	Subject Acceleration
	Grade Acceleration
	Other

Describe the plan including faculty to be involved, expectations, timelines, resources needed and evaluation plans:

1.

2.

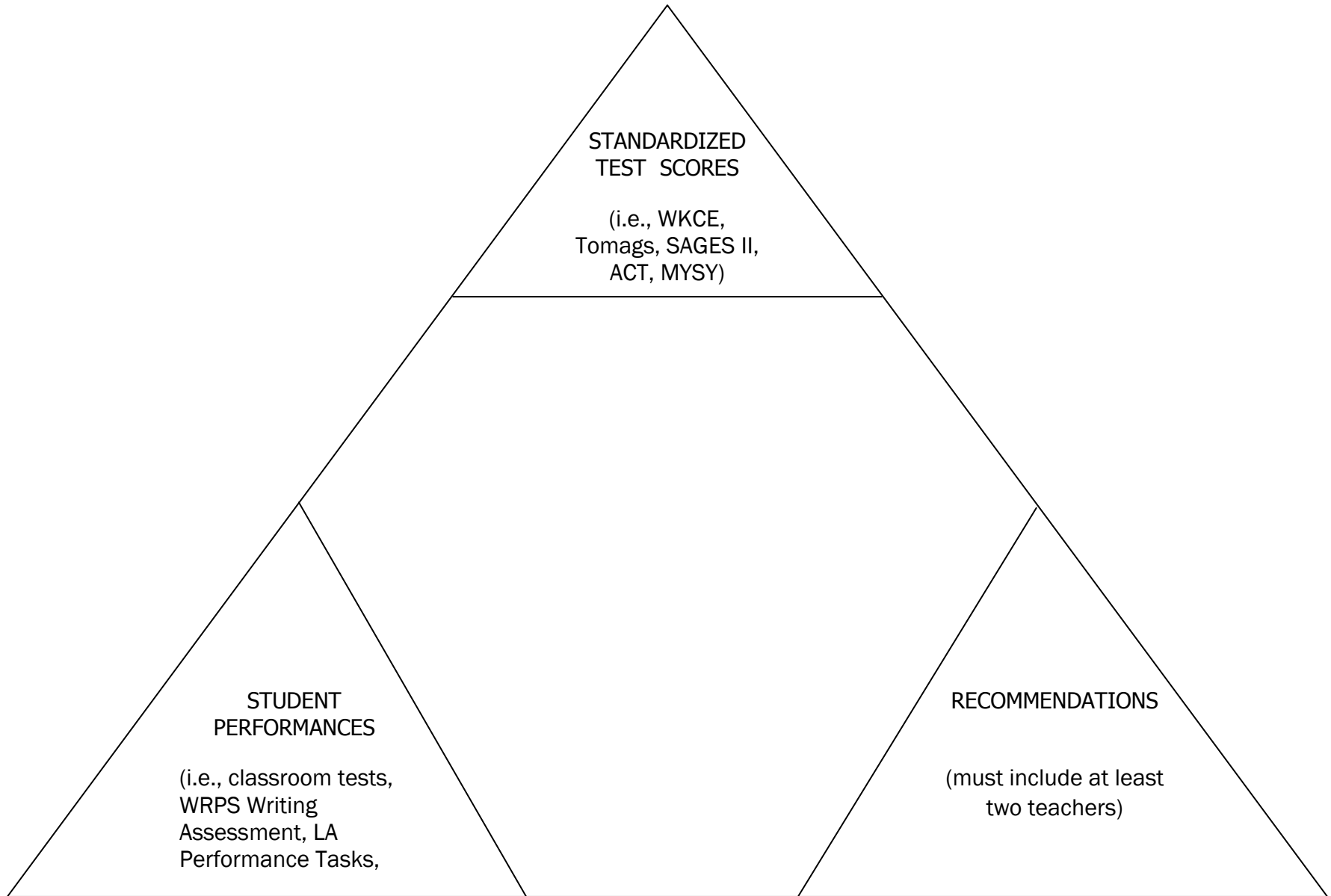
3.

Implications for the future (Contingent upon continued success...maintaining level of proficiency....in advanced classes)

1.

2.

DATA TRIANGULATION FOR GRADE OR SUBJECT ACCELERATION
WRPS ABLE LEARNER PROGRAM



To pursue subject or grade acceleration, students must show the ability to score in the 90th percentile of the subject area being skipped. This includes the triangles of standardized test scores and student performances.