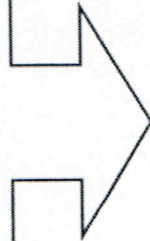


TD Teacher brings:

- Expertise in gifted education
- Understanding of best practices
- Collaboration & consultation skills
- Knowledge of students strengths

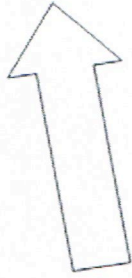


Catalyst model combines the unique strengths, skill sets, and expertise of the teachers.

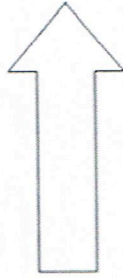
Classroom Teacher brings:

- Knowledge of grade level curriculum
- Understanding of best practices
- Curriculum integration skills
- Family and social issues of the students

The collaborative and consultative nature of the Catalyst model results in...



More frequently implemented differentiated services



Adaptive to the unique strengths and needs of each school



Joint ownership of children



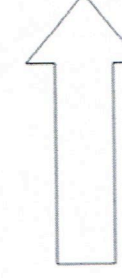
Increased rigor and acceleration



Flexible participation of students



Impacts total school (support personnel, community, overall culture, etc.)



Flexibly scheduled instruction



Flexibly paced instruction

CMS Elementary Talent Development Performance Review

School: _____

Student Name: _____ Grade: 2 3 4 5 Date of Review: ___/___/___

This Performance Review reflects student performance as exhibited in the Talent Development Program. Students new to the Talent Development Program should strive to meet the program expectations of Level 3. Class work and assignments are designed to challenge students' thinking and stimulate growth towards their potential.

Content Evaluation

(Understanding and Use of Subject Matter)

Level 4-Student exceeds expectations-Exceptional

- ◊ thoughtfully interrelates complex knowledge from all subject areas
- ◊ has exceptional insight to themes and generalizations
- ◊ demonstrates sophistication in learning and applying new information to tasks

Level 3-Student meets Expectations

- ◊ thinks about and uses information from all subject areas
- ◊ demonstrates an understanding of the themes and generalizations
- ◊ learns thoroughly and applies new information to tasks

Level 2-Student partially meets expectations

- ◊ finds and uses information from one or more subject areas
- ◊ is beginning to understand themes and generalizations
- ◊ usually learns and uses new information

Level 1-Student needs immediate improvement

- ◊ uses little of available information
- ◊ works without understanding themes and generalizations
- ◊ does not apply new information

Process Evaluation

(Skill Development)

Level 4 - Student exceeds expectations-Exceptional

- ◊ asks provocative questions which probe and analyze problems
- ◊ gives diverse, thought-provoking responses which lead to innovative solutions
- ◊ insightfully evaluates information and ideas

Level 3-Student meets expectations

- ◊ exhibits logical thinking when solving a problem
- ◊ develops creative ideas which consistently solve problems
- ◊ makes careful decisions after evaluating all information and ideas

Level 2-Student partially meets expectations

- ◊ is able to think of some steps required to solve problems
- ◊ occasionally solves problems
- ◊ makes decisions without complete evaluation of relevant information

Level 1-Student needs immediate improvement

- ◊ does not think of the steps needed to solve problems
- ◊ rarely solves problems
- ◊ does not use relevant information to make decisions

Product Evaluation

(Learning Outcomes)

Level 4-Student exceeds expectations-Exceptional

- ◊ Products synthesize ideas from a variety of challenging sources
- ◊ Products reflect insights gained from exploring "big ideas"
- ◊ Products demonstrate significant effort in multiple intelligences and exceptional growth

Level 3-Student meets expectations

- ◊ Products use a variety of practical sources
- ◊ Products use creative ways to show what has been learned
- ◊ Products reflect investigation of "big ideas" and effort in multiple intelligences

Level 2-Student partially meets expectations

- ◊ Products use several sources
- ◊ Products show what has been learned
- ◊ Products mention "big ideas" and begin to use multiple intelligences

Level 1-Student needs immediate improvement

- ◊ Products use few sources
- ◊ Products show very little learning
- ◊ Products show no connection with "big ideas" or use of multiple intelligences

Affective Evaluation

(Student attitudes and behaviors)

Level 4-Student exceeds expectations-Exceptional

- ◊ Always completes homework and classwork on time
- ◊ Initiates and goes beyond required assignments
- ◊ Is motivated and takes responsibility for learning
- ◊ Student shows exceptional ability to work with others

Level 3-Student meets expectations

- ◊ Regularly completes homework and classwork
- ◊ Enjoys challenges and follows to completion
- ◊ Demonstrates a willingness to learn
- ◊ Student works cooperatively with classmates

Level 2-Student partially meets requirements

- ◊ Needs encouragement or extra time to complete tasks
- ◊ Looks to others for help
- ◊ Attempts new challenges some of the time
- ◊ Student sometimes participates in the group

Level 1-Student needs immediate improvement

- ◊ Begins but does not complete tasks
- ◊ Is unresponsive to challenging tasks
- ◊ Often needs teacher direction and support
- ◊ Student does not give ideas that help the group

Performance Review/Placement Recommendation:

Continue Services _____ Additional Differentiation Needed _____

Talent Development Teacher _____ Classroom Teacher _____

Literature Web

Key Words

- powerful words or phrases
- interesting words
- exciting words
- names of characters
- names of places
- important information to the setting

Feelings / Moods

- feelings YOU had when you read the text
- feelings CHARACTERS felt
- the author's feelings
- ANY strategy the author uses to make a connection to the readers throughout this story

Selection & Author

Big Ideas / Concepts

- **THEME?**
Why did the author write this?
- **MAIN IDEAS** you think are present in the story
- **Support for your ideas:**
What caused you to identify these ideas?
- If there was going to be a movie made about this selection, where would the cameras be pointed?

Images / Symbols

- pictures that come into your mind as you read the words (IMAGERY)
- symbols: things in the story that represent something else
- Similes or metaphors that create images in your mind
- What did you visualize while you were reading the text? Why?

Structure

- What makes this selection unique? Important characteristics of this particular text
- Genre of the selection (biography, poetry, fiction, science fiction, historical fiction, speech, expository, etc..)
- Point of view (first person, third person)
- Purpose of the text (explain, inform, entertain, persuade)
- Figurative language (foreshadowing, similes, metaphors, onomatopoeia, etc..)
- Special designs such as unusual chapter titles, pictures, numbered chapter titles, etc..
- Length of sentences/paragraphs

Name _____

Date _____ Grade _____

Literature Web

Key Words

Feelings / Moods

Selection & Author

Big Ideas / Concepts

Images / Symbols

Structure

TABLE 1
Goals and Objectives of *Jacob's Ladder* by Ladder and Rung

A3: Consequences and Implications	B3: Generalizations	C3: Theme/Concept	D3: Creative Synthesis
Students will be able to predict character actions, story outcomes, and make real-world forecasts.	Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.	Students will be able to identify a major idea or theme common throughout the text.	Students will create something new using what they have learned from the reading and their synopses.
A2: Cause and Effect	B2: Classifications	C2: Inference	D2: Summarizing
Students will be able to identify and predict relationships between character behavior and story events, and their effects upon other characters or events.	Students will be able to categorize different aspects of the text or identify and sort categories from a list of topics or details.	Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.	Students will be able to provide a synopsis of text sections.
A1: Sequencing	B1: Details	C1: Literary Elements	D1: Paraphrasing
Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.	Students will be able to list specific details or recall facts related to the text or generate a list of ideas about a specific topic or character.	Students will be able to identify and explain specific story elements such as character, setting, or poetic device.	Students will be able to restate lines read using their own words.
Ladder A	Ladder B	Ladder C	Ladder D

The *Jacob's Ladder* series consists of three levels: 1, 2 and 3. All three levels contain 10 short stories, 10 poems, 6 nonfiction selections, and 2 commensurate ladders for each selection, with the exception of Level 1 in which some reading selections have one ladder. *Jacob's Ladder 1* is recommended for students in grade 3, *Jacob's Ladder 2* is recommended for students in grade 4, and *Jacob's Ladder 3* is recommended for students in grade 5. However, teachers may find that they want to vary usage beyond the recommended

Consequences and Implications

A 3

What are the implications of space exploration? Support your answer.

Cause and Effect

A 2

What is the effect of the Earth's gravitational pull on spacecraft during launch? During reentry? Support your answer with evidence from the text.

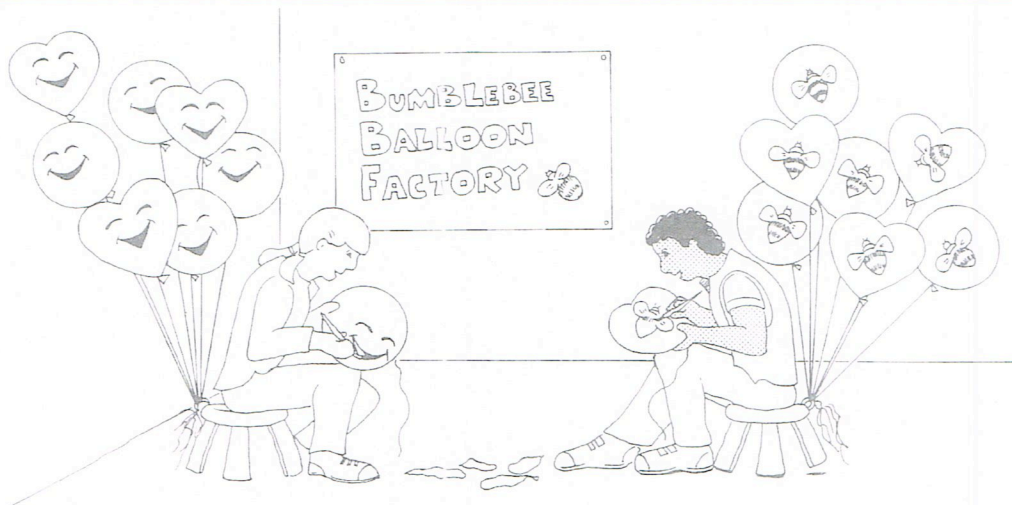
Sequencing

A 1

Create a timeline of the history of space exploration as presented in the text.

- 57** Shin put newspapers in 6 of the 9 mailboxes at the Pine Apartments. He put one paper in each of the 6 boxes. When he finished, there were 2 newspapers in each row and in each column of boxes. What mailboxes did Shin put the newspapers in?

- 58** The workers in the Bumblebee Balloon Factory make many different kinds of balloons. Each balloon is round or shaped like a heart, and is red, orange, or yellow. Before the balloon leaves the factory, a worker paints a picture of a happy face or a bumblebee on it. What are all the different kinds of balloons that are made in the Bumblebee Balloon Factory?





WordMasters CHALLENGE

BLUE DIVISION

These samples indicate the level of challenge students will encounter in the moderately difficult BLUE DIVISION of the WordMasters Challenge meets.

GRADE	SAMPLE WORDS	SAMPLE ANALOGIES:	
3	prairie rural orchard soil urban thicket	WOODS : ACORN :: ORCHARD : _____ a. peach b. thicket c. prairie d. apple seed e. orange juice	RURAL : SOIL :: URBAN : _____ a. prairie b. store c. pavement d. bus e. thicket
4	blur corral keen vault blunt wealth	PICTURE : BLURRED :: KNIFE: _____ a. keen b. painful c. wealthy d. blunt e. shiny	HORSES : CORRAL::GOLD COINS : _____ a. treasure b. wealth c. vault d. rodeo e. silver
5	cascade forage mar gale plunder lull	SHEEP : FORAGE :: OUTLAWS : _____ a. plunder b. mar c. shoot d. run e. graze	BREEZE : GALE :: TRICKLE : _____ a. lull b. plunder c. forage d. sunshine e. cascade
6	squabble plummet fallow idle quash laden	LIGHT : TURN OFF :: RUMOR : _____ a. start b. squabble c. hear d. quash e. plummet	FIELD : FALLOW :: _____ a. hiker : laden b. ditch : deep c. factory : idle d. cellar : dark e. squabble : angry
7	gnarled vanquish infantry tranquil grimace insidious	THIEF : SNEAKY :: _____ a. tree : gnarled b. day : tranquil c. disease : insidious d. robber : violent e. loser : vanquished	PLEASURE : SMILE :: PAIN : _____ a. aspirin b. suffering c. grimace d. tranquility e. joy
8	manifesto rift hobble schism haven withstand	FRIENDSHIP : RIFT :: SOCIETY : _____ a. haven b. meeting c. schism d. manifesto e. party	HOBBLE : PROGRESS :: _____ a. cripple : crutches b. block : view c. withstand : pain d. assist : attempt e. repay : debt