



PENNRIDGE SCHOOL DISTRICT

Middle School Gifted Education Sample Progress Report

Student: Sample Student Grade: 7 School: North Case manager: Draper Quarter: Q2

CRITICAL THINKING				
	PERFORMANCE INDICATORS		PERFORMANCE LEVELS	
	How well does the student... <ul style="list-style-type: none"> ...assess the quality and relevance of evidence? ...analyze, synthesize, and draw conclusions from data and information? ...support and defend an argument or position? ...acknowledge and/or integrate alternative or contradictory perspectives, ideas, or explanations? 		5 – EXTENDED: Exceeds grade level expectations <u>AND</u> evidences a surprising, unique, insightful, and/or extended response or level of performance 4 – ADVANCED: With depth and quality that exceeds grade level expectations 3 – PROFICIENT: Meets grade level expectations 2 – BASIC: Approaches, but does not meet grade level expectations 1 – BELOW BASIC: Significantly below grade level expectations	
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
LANGUAGE ARTS	3	N/A		
MATH	4	N/A		
SCIENCE	3	N/A		
SOCIAL STUDIES	N/A	3		

DIVERGENT THINKING				
	PERFORMANCE INDICATORS		PERFORMANCE LEVELS	
	How well does the student... <ul style="list-style-type: none"> ...develop unique and/or multiple ideas, products, approaches, and/or solutions and answers to open-ended questions or tasks? ...seek out and follow through on untested and potentially risky directions or approaches to the assignment in the final product? 		5 – EXTENDED: Exceeds grade level expectations <u>AND</u> evidences a surprising, unique, insightful, and/or extended response or level of performance 4 – ADVANCED: With depth and quality that exceeds grade level expectations 3 – PROFICIENT: Meets grade level expectations 2 – BASIC: Approaches, but does not meet grade level expectations 1 – BELOW BASIC: Significantly below grade level expectations	
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
LANGUAGE ARTS	3	N/A		
MATH	4	N/A		
SCIENCE	N/A	3		
SOCIAL STUDIES	3	N/A		

PROBLEM-SOLVING				
	PERFORMANCE INDICATORS		PERFORMANCE LEVELS	
	How well does the student... <ul style="list-style-type: none"> ...use an organizational approach to investigate a problem that includes asking questions, making observations, and recording and interpreting evidence? ...apply previous knowledge to current problem and integrates it with new information to assist problem solving process? 		5 – EXTENDED: Exceeds grade level expectations <u>AND</u> evidences a surprising, unique, insightful, and/or extended response or level of performance 4 – ADVANCED: With depth and quality that exceeds grade level expectations 3 – PROFICIENT: Meets grade level expectations 2 – BASIC: Approaches, but does not meet grade level expectations 1 – BELOW BASIC: Significantly below grade level expectations	
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
LANGUAGE ARTS	N/A	3		
MATH	N/A	4		
SCIENCE	4	N/A		
SOCIAL STUDIES	N/A	3		

COMMUNICATION				
PERFORMANCE INDICATORS		PERFORMANCE LEVELS		
How well does the student... <ul style="list-style-type: none"> ...practice and apply effective communication skills via appropriate techniques, materials, and formats (written, oral or visual) in products and through presentations shared with an audience? 		5 – EXTENDED: Exceeds grade level expectations <u>AND</u> evidences a surprising, unique, insightful, and/or extended response or level of performance 4 – ADVANCED: With depth and quality that exceeds grade level expectations 3 – PROFICIENT: Meets grade level expectations 2 – BASIC: Approaches, but does not meet grade level expectations 1 – BELOW BASIC: Significantly below grade level expectations		
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
LANGUAGE ARTS	N/A	3		
MATH	N/A	3		
SCIENCE	N/A	3		
SOCIAL STUDIES	4	N/A		

Teacher feedback from selected subjects

Language Arts: When writing in the second quarter, *student* communicated their ideas very effectively on their science fiction writing piece.

Math: When solving math problems in the second quarter, *student* explored multiple possible answers to build their conclusions on the correct answer.

Science: *Student* collaborates well with group members and shows initiative in completing work.

Social Studies: During the second quarter, *student* met the grade level expectation for Social studies, however they could improve their divergent thinking score by working to think outside the box and explore other answers for class discussions.

Feedback from Gifted Seminar:

RESEARCH & INDEPENDENT STUDY				
PERFORMANCE INDICATORS		PERFORMANCE LEVELS		
Does the student... <ul style="list-style-type: none"> ...utilize appropriate skills and processes to conduct research and/or pursue independent study? ...pursue research/study opportunities offered by the teacher? ...independently pursue/advocate self-selected topics for research/independent study? 		5 – EXTENDED: Exceeds grade level expectations <u>AND</u> evidences a surprising, unique, insightful, and/or extended response or level of performance 4 – ADVANCED: With depth and quality that exceeds grade level expectations 3 – PROFICIENT: Meets grade level expectations 2 – BASIC: Approaches, but does not meet grade level expectations 1 – BELOW BASIC: Significantly below grade level expectations		
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
GIFTED SEMINAR	N/A	N/A		

INTERPERSONAL SKILLS				
PERFORMANCE INDICATORS		PERFORMANCE LEVELS		
How well is the student able to... <ul style="list-style-type: none"> ...self-reflect and examine his/her own strengths and weaknesses? ...give and accept constructive criticism? ...demonstrate leadership skills? ...interact effectively within a group? 		5 – EXTENDED: Exceeds grade level expectations <u>AND</u> evidences a surprising, unique, insightful, and/or extended response or level of performance 4 – ADVANCED: With depth and quality that exceeds grade level expectations 3 – PROFICIENT: Meets grade level expectations 2 – BASIC: Approaches, but does not meet grade level expectations 1 – BELOW BASIC: Significantly below grade level expectations		
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
GIFTED SEMINAR	N/A	N/A		

Gifted Seminar: Gifted Seminar will occur in the second semester.

Note: "N/A" signifies that the goal was not assessed during that quarter. "X" indicates the subject was not selected by the parent and student for progress monitoring. A "***" means that the student chose not to complete the activity.