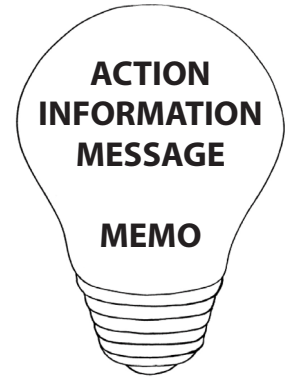


TO:      Talent Pool Class Teacher  
           Program Coordinator  
           Other

FROM:   Student (print name) \_\_\_\_\_  
          Teacher (print name) \_\_\_\_\_  
          Other \_\_\_\_\_



General Curriculum Area:

Idea for Investigation of Study:

In the space below, provide a brief description of evidence of high levels of task commitment or creativity on the part of a student or small group of students. Indicate any ideas you may have for advanced level follow-up activities, suggested resources, or ways to focus the interest into a first-hand investigative experience.

Date Received: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Mentor Located:    Yes    No

Name of person who will be responsible for facilitating this Type III: \_\_\_\_\_



# Brainstorming Type I Topics Worksheet

General Content Area: \_\_\_\_\_

Grade Range: \_\_\_\_\_

Number of People in this Group: \_\_\_\_\_

1. Choose a chairperson to report back for the group.
2. Develop a list of ideas by using topic branching or another brainstorming method. These ideas should be topics (not specific activities) and areas not typically covered in the regular curriculum.
3. When your list is formed, go back and circle those topics for which you'd like to develop Type I experiences.
4. List possible sources for each topic circled.

# Community Resources Survey

**Directions:** Please scan this list in search of subjects that reflect your personal interests, skills, talents, or experiences. Circle any subjects that you can discuss with interested students.

## Social Sciences

1. Anthropology
2. Alcohol and Drugs
3. American Culture
4. History
5. Amish
6. Archaeology
7. Black History
8. Careers
9. Child Abuse
10. Cowboys
11. Crime/Criminology
12. Current Events
13. Death/Dying
14. Elections
15. Ethnic Heritage
16. Families
17. Famous People
18. Festivals/Holidays
19. Foreign Policy
20. Futures
21. Genealogy
22. Geography
23. Government
24. Handicapped People
25. Hypnosis
26. Indians
27. Law/Courts
28. Mental Illness
29. Military
30. Prisons
31. Politics
32. Pollution
33. Population Control
34. Presidents
35. Psychology
36. Public Opinion

37. Pyramids
38. Religion
39. Senior Citizens
40. Social Problems
41. State History
42. Unions
43. United States/Specific State
44. Urban Development/City Planning
45. Wars
46. Women's Rights
47. Wild West
48. World Affairs
49. World Travels

## Language Arts/ Communication

1. Advertising
2. Authors
3. Book-Making
4. Broadcasting
5. Comic Strips
6. Communication
7. Debate
8. Etymology
9. Foreign Languages
10. Game Design
11. Graphics/Printing
12. Handwriting/Graphology
13. Interviewing
14. Journalism/Newspapers
15. Legends
16. Letter Writing
17. Libraries
18. Linguistics

19. Literature
20. Mythology
21. Oral History
22. Play Writing
23. Poetry
24. Polling
25. Public Speaking
26. Publishing
27. Shakespeare
28. Sign Language/Deafness
29. 20th-Century Writers

## Science

1. Agriculture/Farming
2. Anatomy
3. Animals
4. Astrology/Stars
5. Astronomy
6. Biology
7. Biorhythms/Chronobiology
8. Birds
9. Botany
10. Chemistry
11. Conservation
12. Dinosaurs
13. Disasters
14. Ecology
15. Electronics
16. Energy
17. Engineering
18. Evolution
19. Fish
20. Fossils
21. Forestry
22. Genetics
23. Health/Medicine

24. Human Body
25. Insects
26. Inventions
27. Metals
28. Microscopes
29. Monsters
30. Natural Resources
31. Nature Study
32. Nutrition
33. Oceanography
34. Optics
35. Outdoor Education
36. Outer Space/Aeronautics
37. Phobias/Fears
38. Physics
39. Pollution
40. Reptiles
41. Robots
42. Rocks and Minerals
43. Rockets
44. Scientific Method/  
Scientists
45. Snakes
46. Weather
47. Wildlife

### **Mathematics**

1. Accounting
2. Algebra
3. Banking
4. Business
5. Calculators
6. Chess
7. Computers
8. Consumerism
9. Economics
10. Geometry
11. Inflation
12. Matrices
13. Money Management
14. Statistics/Probability
15. Stock Market
16. Taxes

### **Visual/Performing Arts**

1. Acting
2. Animation
3. Antiques
4. Architecture
5. Art History
6. Artists
7. Ballet
8. Broadway
9. Calligraphy
10. Cartooning
11. Choreography/Dancing
12. Cinematography/  
Filmmaking
13. Clay
14. Clowns
15. Commercial Art
16. Costumes Design
17. Dramatics
18. Drawing
19. Folk Art/Music
20. Graphics
21. Make-Up Design
22. Modern Dance
23. Movies
24. Musical Instruments
25. Music Theory
26. Musicians
27. Opera
28. Origami
29. Painting
30. Pantomime
31. Photography
32. Play Production
33. Puppetry
34. Radio Shows
35. Television
36. Theater
37. Weaving

### **Thinking/Research/ Study Skills**

1. Brain Games
2. Chess
3. College
4. Creativity
5. Decision-Making
6. Deductive/Inductive  
Reasoning
7. Human Relations
8. Imagination
9. Leadership Training
10. Listening Skills
11. Logic
12. Memory Skills
13. Preparing Multimedia  
Materials
14. Problem-Solving
15. Research
16. Simulations
17. Speed Reading
18. Typing
19. Values/Moral Education

### **Careers/Avocations**

1. Advertising
2. Aviation/Airplanes
3. Construction
4. Cosmetology
5. Dentistry
6. Drafting
7. Fashion Design
8. Food Services
9. Industry
10. Insurance
11. Interior Decorating
12. Journalism
13. Landscaping
14. Law/Lawyers
15. Law Enforcement
16. Manufacturing
17. Medicine/Surgery

- |                           |                   |                      |
|---------------------------|-------------------|----------------------|
| 18. Merchandising         | 4. Baton Twirling | 19. Kites            |
| 19. Nursing               | 5. Beekeeping     | 20. Magic            |
| 20. Optometry             | 6. Boating        | 21. Martial Arts     |
| 21. Psychiatry/Psychology | 7. Bicycles       | 22. Model Building   |
| 22. Real Estate           | 8. Camping        | 23. Motorcycles      |
| 23. Retail                | 9. Cars           | 24. Orienteering     |
| 24. Secret Service        | 10. C. B. Radios  | 25. Pets             |
| 25. Transportation        | 11. Cheerleading  | 26. Sailing          |
| 26. Veterinarian          | 12. Coins/Stamps  | 27. Scuba Diving     |
| 27. Ventriloquism         | 13. Crafts        | 28. Snowmobiles      |
|                           | 14. Drag Racing   | 29. Sports           |
| <b>Recreation</b>         | 15. Gardening     | 30. Toys             |
| 1. Aerobics               | 16. Horses        | 31. Treasure Hunting |
| 2. Archery                | 17. Houseplants   | 32. War Games        |
| 3. Backpacking            | 18. Hunting       | 33. Woodworking      |

Is there any other information about your career, travels, education, cultural experiences, hobbies, publications, collections, competitions, community activities, politics, research, pet projects, or special interests that you are willing to share with us?

Would you be willing to share your special talents and interests with the children in our enrichment program? \_\_\_\_\_

If yes, please indicate the format(s) you would prefer:

- I am willing to conduct a 45-minute lecture/discussion/demonstration with groups of interested students.
- I am willing to teach a short workshop for a small group of interested students.
- I am available for a phone conference with a student who shares my interests.
- I am willing to have a private conference with a student who shares my interests.
- I am willing to have interested student(s) visit me at my place of business/home.
- I am willing to answer written correspondence from a student who shares my interests.

- I am willing to commit 10 or more hours to serve as a mentor for a student who shares my interests.
- I am willing to help serve as an evaluator of a student's project in a mutual interest area.
- I can suggest other resource people, organizations, and/or introductory books and magazines in my interest area(s).

If we are able to schedule a working session for students who share your interests, would you:

- Volunteer your time and expertise? Require payment? If so, what are your fees? Have any other special limitations? Please specify.

Your Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Home Address: \_\_\_\_\_

Place of Business: \_\_\_\_\_ Profession: \_\_\_\_\_

Business Phone: \_\_\_\_\_ Business Address: \_\_\_\_\_

Please accept, in advance, our appreciation for your time and cooperation in sharing information about your experiences and talents. Your expertise will certainly be a valuable addition to our enrichment program.

**OFFICE USE ONLY**

Resource Codes:

# Grant Application for Type III Funds

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Area of Proposed Study** (Science, Math, etc.):

**Specific Area of Study:**

State the description of the problem or the questions that you are investigating.

**Methodology:**

How long have you been working on your project?

What steps have you already completed in your investigation?

What resources have you used or do you intend to use? (List books, magazines, phone calls, interviews, computer, etc.)

**Product:**

What is your intended product? (Please describe)



**Audience:**

Who will see your product? Who will benefit from the work you have completed? (Explain)

**Evaluation:**

Will you complete a self-evaluation of your work?

**Budget—Estimated Costs:**

Materials	\$ _____
Equipment	\$ _____
Instructional Supplies	\$ _____
Books	\$ _____
Communication, Printing	\$ _____
Binding	\$ _____
Transportation	\$ _____
Travel	\$ _____
Professional Services	\$ _____
Technical Services	\$ _____
Cleaning, Repairs, Maintenance	\$ _____
Tuition	\$ _____
Dues, Fees	\$ _____
Subscriptions	\$ _____
Rentals	\$ _____
Other (specify)	\$ _____
_____	\$ _____
_____	\$ _____
Total	\$ _____

**Written Statement:**

Explain why you believe you should be awarded this grant for your project.

Please complete this form and give it to the enrichment specialist. It will be reviewed by a funding team and the decision will be sent to you approximately 2 weeks after submission.



# The Interest-A-Lyzer

by  
Joseph S. Renzulli  
University of Connecticut

Name \_\_\_\_\_

Age \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

The purpose of this questionnaire is to help you become more familiar with some of your interests and potential interests. The questionnaire is not a test and there are no right or wrong answers. Your answers will be completely confidential. You may want to talk them over with your teacher or other students, but this choice is entirely up to you.

Some of the time that you spend on enrichment activities will be devoted to working on individual or small-group projects. We would like you to work on projects that are of interest to you, so it is necessary for you to do a little thinking to know what some of your interests might be.

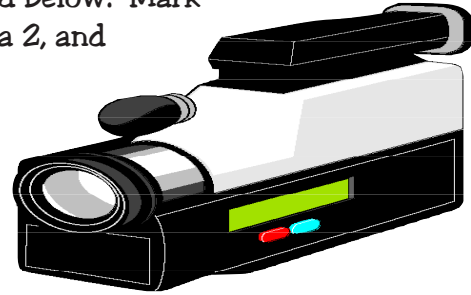
A good way for you to get in touch with your interests is to think about some of the things you like to do now and also some of the things you might like to do if the given the opportunity. Some of the questions that follow will be "Imagine if..." questions, but keep in mind that their only purpose is to have you think about the choices you would make in an imaginary situation.

As you read the questions try not to think about the kinds of answers that your friends might write or how they might feel about your answers. Remember, no one will see your answers if you want to keep them confidential.

Do not try to answer the questions now. Read them over and think about them for a few days and then write your answers. Please do not discuss the questionnaire with others at this time. Sometimes we can be influenced by the opinions of others and this influence may prevent you from exploring some of your own interests. Remember, the purpose of The Interest -A-Lyzer is to get YOU to THINK about YOUR OWN INTERESTS.

1.

Imagine that your class has decided to create its own Video Production Company. Each person has been asked to sign up for his or her first, second or third choice for one of the jobs listed below. Mark your first choice with a 1, second choice with a 2, and third choice with a 3.



\_\_\_\_\_ Actor/Actress

\_\_\_\_\_ Director

\_\_\_\_\_ Musician

\_\_\_\_\_ Business Manager

\_\_\_\_\_ Costume Designer

\_\_\_\_\_ Computer Effects Specialist

\_\_\_\_\_ Scenery Designer

\_\_\_\_\_ Prop Person

\_\_\_\_\_ Light/Sound Person

\_\_\_\_\_ Advertising Agent

\_\_\_\_\_ Camera Operator

\_\_\_\_\_ Script Writer

\_\_\_\_\_ Dancer

2.

Imagine that you have become a famous author of a well-known book. What is the general subject of your book? Circle One.

Fine Arts

Business

Science

Writing

History

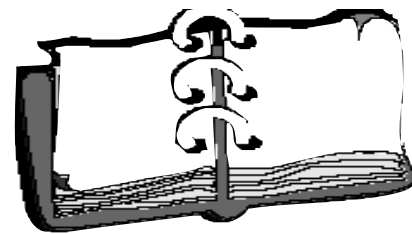
Social Action

Athletics

Mathematics

Performing Arts

Technology



What will it be about?

\_\_\_\_\_

\_\_\_\_\_

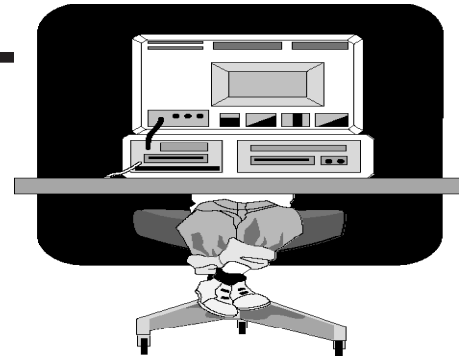
\_\_\_\_\_

\_\_\_\_\_

What would be a good title for your book?

\_\_\_\_\_

**3.** Computers and telephone technology allow us to communicate with people all over the world. Imagine that your school has installed an Internet or telephone system that will allow you to communicate with anyone in the world. With whom would you correspond?



First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Third Choice \_\_\_\_\_

**4.** Imagine that a time machine has been invented that will allow famous people from the past to travel through time. If you could invite some of these people to visit your class, who would you invite?

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Third Choice \_\_\_\_\_

**5.** Are you a collector? Do you collect stamps, coins, autographs, baseball cards, or other things? List the things that you collect and the number of years you have been collecting.

Things I Collect

Number of Years  
I Have Been Collecting

_____	_____
_____	_____
_____	_____
_____	_____

Imagine you have the time and the money to collect anything you wanted. What would you collect?

\_\_\_\_\_

\_\_\_\_\_

6. Imagine you have the opportunity to travel to a new and exciting city. You can select three places to visit. Mark your first, second and third choice by placing a 1, 2, and 3 in the spaces below.

- |  |                              |
|--|------------------------------|
| _____ Art Gallery                      | _____ Science Center         |
| _____ Professional Sport Training Camp | _____ Ballet or Modern Dance |
| _____ Historical Sites                 | _____ Musical Concert        |
| _____ Stock Market                     | _____ State Senate Meeting   |
| _____ Television Studio                | _____ Computer Center        |
| _____ Planetarium                      | _____ Court Room             |
| _____ Telecommunications Center        | _____ Zoo                    |
| _____ Symphony Orchestra               | _____ Stage Play             |
| _____ 3-Dimensional Multi-Media Film   | _____ Newspaper Office       |

7. Imagine that you have been assigned to a space station for your next school year. You are allowed to take a few personal possessions (books, games, hobbies, projects) with you to help you spend your free time. List the things you would take.

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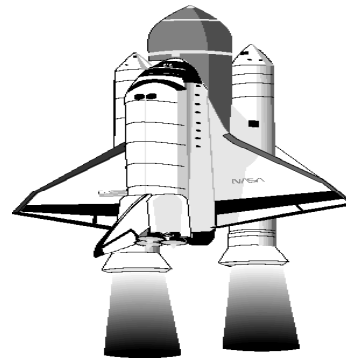
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8. Imagine that you can spend a week "job shadowing" any person in your community to investigate a career you might like to have in the future. List the occupations of the persons you would select.

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Third Choice \_\_\_\_\_

9. Newspapers often have special feature columns or sections such as the ones listed below. Imagine you have been given a job as a feature writer. Which of the following columns would you like to write? Mark your first, second, and third choice with a 1, 2, and 3.

\_\_\_\_\_ Movie Reviews

\_\_\_\_\_ Fashion Column

\_\_\_\_\_ Book Reviews

\_\_\_\_\_ Science Facts

\_\_\_\_\_ Political Cartoons

\_\_\_\_\_ Cross Word Puzzles

\_\_\_\_\_ Local History

\_\_\_\_\_ Camping

\_\_\_\_\_ Stock Market Analysis

\_\_\_\_\_ Music Critic

\_\_\_\_\_ Personal Advice

\_\_\_\_\_ Business Trends

\_\_\_\_\_ Video Game Reviews

\_\_\_\_\_ Humor

\_\_\_\_\_ Editorials

\_\_\_\_\_ Mathematics Puzzles

\_\_\_\_\_ Famous People

\_\_\_\_\_ Advice on Chess

\_\_\_\_\_ Cars and Bikes

\_\_\_\_\_ Sports Analyst

\_\_\_\_\_ Travel

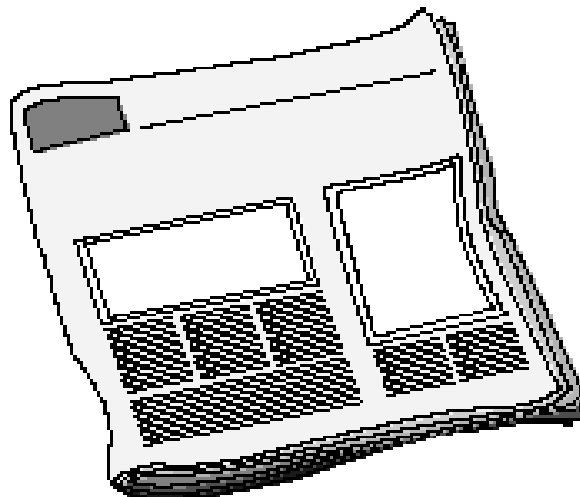
\_\_\_\_\_ Pet Care

\_\_\_\_\_ Internet Connections

\_\_\_\_\_ Computer Column

\_\_\_\_\_ Social Action News

\_\_\_\_\_ Advice to Consumers



10. Some schools offer extra-curricular activities and clubs that coincide with student interest areas. In fact, students sometimes don't know they have an interest in something until they get to try it out in a club or activity. Enrichment Clusters are another good place to find out about interest areas. Listed below are some examples of clubs, activities, and clusters.



Mark the ones that you have been involved in with an "X". Circle the ones you would like to try someday.

- |  |  |
|--|--|
| <input type="checkbox"/> Newspaper           | <input type="checkbox"/> Language Club             |
| <input type="checkbox"/> Yearbook            | <input type="checkbox"/> Collections Club          |
| <input type="checkbox"/> 4-H                 | <input type="checkbox"/> Ecology Club              |
| <input type="checkbox"/> Girl or Boy Scouts  | <input type="checkbox"/> Drama                     |
| <input type="checkbox"/> Cooking Club        | <input type="checkbox"/> Invention Convention      |
| <input type="checkbox"/> Math Club           | <input type="checkbox"/> Science Club              |
| <input type="checkbox"/> Chess               | <input type="checkbox"/> Literary Magazine         |
| <input type="checkbox"/> Babysitting Club    | <input type="checkbox"/> Computer Club             |
| <input type="checkbox"/> Math Olympiad       | <input type="checkbox"/> Future Problem Solving    |
| <input type="checkbox"/> Odyssey of the Mind | <input type="checkbox"/> Sports (List here): _____ |
|  | _____  |
|  | _____  |
|  | _____  |

Are there any we forgot? You can use space below to tell us which clubs, activities, or clusters you have participated in:

11.

Many people take part in activities that are not connected with school work or the extra-curricular activities organized by the school. Listed below are examples of such activities. Indicate how often you have participated in each activity by marking the appropriate column. Please do NOT check any activities that were part of your school work or were organized by the school which you attend.

	Never	Seldom	Sometimes	Often
1. Wrote a short story, play or poem.	___	___	___	___
2. Repaired a broken radio, toy, machine or piece of furniture.	___	___	___	___
3. Conducted a science experiment.	___	___	___	___
4. Programmed a computer.	___	___	___	___
5. Printed a newspaper.	___	___	___	___
6. Took photographs of landscapes, interesting people or unusual objects.	___	___	___	___
7. Studied the weather by keeping daily records of temperature, barometric pressure, rain fall etc.	___	___	___	___
8. Used the Internet to locate information.	___	___	___	___
9. Organized a team or club.	___	___	___	___
10. Organized a musical group.	___	___	___	___
11. Was a member of a musical or theatrical group.	___	___	___	___
12. Put on a puppet show for younger children.	___	___	___	___
13. Started a business (for example: car wash, bicycle repairs, lemonade stand).	___	___	___	___
14. Designed a comic strip.	___	___	___	___
15. Painted or sketched interesting people, objects or landscapes.	___	___	___	___
16. Used a computer graphics program to design original artwork.	___	___	___	___
17. Wrote a letter or sent e-mail to the editor of a newspaper or a public official (Mayor, Congressperson, etc.).	___	___	___	___
18. Learned to play a musical instrument.	___	___	___	___
19. Wrote a song, opera or other musical composition.	___	___	___	___



	Never	Seldom	Sometimes	Often
20. Learned a handicraft such as weaving, wood carving, or making jewelry.	___	___	___	___
21. Designed costumes, clothes or furniture.	___	___	___	___
22. Entered a contest (Example: chess, writing, art, athletic).	___	___	___	___
23. Put on a backyard show (circus, magic show, exhibition).	___	___	___	___
24. Built or designed a vehicle (model aircraft, rocket, hot air balloon, go-cart).	___	___	___	___
25. Developed film and printed photographs.	___	___	___	___
26. Created a spread sheet program to keep track of finances.	___	___	___	___
27. Designed a physical fitness program for yourself.	___	___	___	___
28. Learned another language.	___	___	___	___
29. Made up and used a secret code.	___	___	___	___
30. Used a computer software program to create a newsletter.	___	___	___	___
31. Kept a journal or diary for over a year.	___	___	___	___
32. Made and recorded observations of people or animals on a regular basis.	___	___	___	___
33. Planted and cultivated a garden.	___	___	___	___
34. Started a neighborhood project (paper drive, building a park, recycling program, etc.).	___	___	___	___
35. Read a news, science or literary magazine on a regular basis.	___	___	___	___
36. Raised animals to sell or to enter in a show or contest.	___	___	___	___
37. Made a video.	___	___	___	___
38. Performed as a comic, using original material.	___	___	___	___
39. Designed and maintained a computer bulletin board.	___	___	___	___



## Management Plan for Individual and Small-Group Investigations

Name: _____ Grade: _____		Estimated Beginning Date: _____ Ending Date: _____	
Teacher: _____ School: _____		Progress Reports Due on Following Dates: _____	
<b>General Area(s) of Study</b> (Check all that apply) <input type="checkbox"/> Language Arts/ Humanities <input type="checkbox"/> Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Music <input type="checkbox"/> Art <input type="checkbox"/> Personal and Social Development <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____		<b>Specify Area of Study</b> Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?	
<b>Intended Audiences</b> Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?  1. _____ 2. _____ 3. _____ 4. _____ 5. _____	<b>Intended Product(s) and Outlets</b> What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?	<b>Methodological Resources and Activities</b> List the names and addresses of persons who might provide assistance in attacking this problem. List the how-to books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, tape recorder, questionnaire, etc.). Keep continuous record of all activities that are part of this investigation.	
<b>Getting Started</b> What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data," how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?			

# Parent Evaluation of Student's Product

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Students' Name: \_\_\_\_\_

1. Has your child discussed his or her product with you at home?

2. Have you noticed any changes in your child's interests or use of free time since he or she began working on the product?

3. Please comment below on your child's task commitment, involvement, and interest level while the independent study or group project was being developed.

4. Please assess the overall quality of your child's product below.

5. Please add any other comments about the enrichment program that you would like to offer.

# Student Product Assessment Form (SPAF)

Joseph S. Renzulli

Sally M. Reis

## Rationale Underlying This Assessment Form

The purpose of this form is to guide your judgment in the qualitative assessment of various types of products developed by students in enrichment programs. In using the instrument, three major considerations should always be kept in mind. First, the evaluation of more complex and creative types of products is always a function of human judgment. We do not think in terms of percentiles or standard scores when we evaluate paintings, architectural designs, or the usefulness of a labor-saving device. We must consider these products in terms of our own values and certain characteristics that indicate the quality, aesthetics, utility, and function of the overall contribution. In other words, we must trust our own judgment and learn to rely upon our guided subjective opinions when making assessments about complex products.

A second consideration relates to the individual worth of the product as a function of the student's age/grade level and experiential background. For example, a research project that reflects an advanced-level investigation and subsequent product by a first grader might not be considered an equally advanced level of involvement on the part of a sixth grader. Similarly, the work of a youngster from a disadvantaged background must be considered in light of the student's overall educational experiences, opportunities, and availability of advanced-level resource persons, materials, and equipment.

The third consideration relates to the most important purpose of any evaluation—student growth and improvement. This assessment instrument should be used to guide students toward excellence and therefore we strongly believe that it should be shared and discussed with students before the product is started. In other words, we believe the instrument should be reviewed with students during the early planning stages of the product. Students should have the opportunity to know and fully understand on what basis their final products will be assessed.

## Instructions for Using the Assessment Form

Although most of the items included in the form relate directly to characteristics of the final product, it will be helpful if you also have access to any planning devices that have been used in the development of the product. Such planning devices might consist of logs, contracts, management plans, proposals, or any other record-keeping system. A planning device can help you to determine if prestated objectives have been met by comparing statements of objectives from the planning device with the final product. If such a planning device has not been utilized or is unavailable, you may want to request that the student complete a form that will provide you with the necessary background information. It is recommended that some type of planning device accompany all products that are submitted for rating. If it can be arranged, you may also want to interview the student who completed the product.

In using the Student Product Assessment Form, it will sometimes be necessary for you to do some detective work! For example, in determining the diversity of resources, you may need to examine footnotes, bibliographies, or references and materials listed on the planning device. You may also want to have the student complete a self-evaluation form relating to the completed product. This form may help to assess task commitment and student interest.

The Student Product Assessment Form can be used in a variety of ways. Individual teachers, resource persons, or subject matter specialists can evaluate products independently or collectively as members of a team. When two or more persons evaluate the same product independently, the average rating for each scale item can be calculated and entered on the Summary Form. When used in a research setting or formal evaluation situation, it is recommended that products be independently evaluated by three raters. One of these ratings should be completed by the teacher under whose direction the product was developed. A second form should be completed by a person who has familiarity with the subject matter area of the product. For example, a high school science teacher might be asked to rate the work of an elementary grade student who has completed a science-related product. The third rater might be someone who is independent of the school system or program in which the work was carried out.

## Item Format

At first glance, the items on the assessment form may seem to be long and complicated, but they are actually quite concise. Each item represents a single characteristic that is designed to focus your attention. The items are divided into the following three related parts:

1. **The Key Concept.** This concept is always present first and is printed in large type. It should serve to focus your attention on the main idea or characteristic being evaluated.
2. **The Item Description.** Following the Key Concept are one or more descriptive statements about how the characteristic might be reflected in the student's product. These statements are listed under the Key Concept.
3. **Examples.** In order to help clarify the meanings of the items, an actual example of students' work is provided. The examples are intended to elaborate upon the meaning of both the Key Concept and the Item Description. The examples are presented following each item description.

*Important Note:* The last item (No. 9) deals with an overall assessment of the product. In this case we have chosen a somewhat different format and examples have not been provided. When completing the ratings for Item No. 9, you should consider the product as a whole (globally) rather than evaluating its separate components in an analytic fashion.

Some of the items may appear to be unusually long or "detailish" for a rating scale but our purpose here is to improve the clarity and thus interrater reliability for the respective items. After you have used the scales a few times, you will probably only need to read the Key Concepts and Item Descriptions in order to refresh your memory about the meaning of an item. Research has shown interrater reliability is improved when items are more descriptive and when brief examples are provided in order to help clarify any misunderstanding that may exist on the parts of different raters.

## Nonapplicable Items

Because of the difficulty of developing a single instrument that will be universally applicable to all types of products, there will occasionally be instances when some of the items do not apply to specific products. For example, in a creative writing project (poem, play, story) either the Level of Resources (No. 3) or Diversity of Resources (No. 4) might not apply if the student is writing directly from his or her own experiences. It should be emphasized however, that the nonapplicable category should be used very rarely in most rating situations.

## How to Rate Student Products

1. Fill out the information requested at the top of the Summary Sheet that accompanies the Student Product Assessment Form. A separate Summary Sheet should be filled out for each product that is evaluated.
2. Review the nine items on the Student Product Assessment Form. This review will help to give you a "mindset" for the things you will be looking for as you examine each product.
3. Examine the product by first doing a "quick overview" of the entire piece of work. Then do a careful and detailed examination of the product. Check (√) pages or places that you might want to reexamine and jot down brief notes and comments about any strengths, weaknesses, or questions that occur as you review the product.
4. Turn to the first item on the Student Product Assessment Form. Read the Key Concept, Item Description, and Example. Enter the number that best represents your assessment in the "Rating" column on the Summary Sheet. Enter only whole numbers. In other words, do not enter ratings of 3 1/2 or 2 1/4. On those rare occasions when you feel an item does not apply, please check the N/A column on the Summary Sheet. Please note that we have only included an N/A response option for Item 9a on the Overall Assessment.
5. Turn to the second item and repeat the above process. If you feel you cannot render a judgment immediately, skip the item and return to it at a later time. Upon completion of the assessment process, you should have entered a number (or a check in the N/A column) for all items on the Summary Sheet.
6. Any comments you would like to make about the product can be entered at the bottom of the Summary Sheet.

# Student Product Assessment Form Summary Sheet

Name(s): \_\_\_\_\_ Date: \_\_\_\_\_  
 District: \_\_\_\_\_ School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Product (Title and/or Brief Description): \_\_\_\_\_  
 Number of Weeks Students Worked on Product: \_\_\_\_\_

Factors	Rating*	Not Applicable
1. Early Statement of Purpose		
2. Problem Focusing		
3. Level of Resources		
4. Diversity of Resources		
5. Appropriateness of Resources		
6. Logic, Sequence, and Transition		
7. Action Orientation		
8. Audience		
9. Overall Assessment		
9A. Originality of the Idea		
9B. Achieved Objectives Stated in the Plan		
9C. Advanced Familiarity With the Subject		
9D. Quality Beyond Age/Grade Level		
9E. Care, Attention to Detail, etc.		
9F. Time, Effort, Energy		
9G. Original Contribution		

Comments:

Person completing this form: \_\_\_\_\_

**\*Rating Scales:**

Factors 1–8:

5 = To a great extent

3 = Somewhat

1 = To a limited extent

Factors 9A–9G:

5 = Outstanding

4 = Above average

3 = Average

2 = Below average

1 = Poor

# Student Product Assessment Form

1. **Early Statement of Purpose.** Is the purpose (theme, thesis, research question) readily apparent in the early stages of the student's product? In other words, did the student define the topic or problem in such a manner that a clear understanding about the nature of the product emerges shortly after a review of the material?

For example, in a research project dealing with skunks of northwestern Connecticut completed by a first-grade student, the overall purpose and scope of the product were readily apparent after reading the introductory paragraphs.

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent

2. **Problem Focusing.** Did the student focus or clearly define the topic so that it represents a relatively specific problem within a larger area of study?

For example, a study of "Drama in Elizabethan England" would be more focused than "A Study of Drama."

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent

3. **Level of Resources.** Is there evidence that the student used resource materials or equipment that are more advanced, technical, or complex than materials ordinarily used by students at this age/grade level?

For example, a sixth-grade student utilized a nearby university library to locate information about the history of clowns in the 12th through 16th century in the major European countries.

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent

4. **Diversity of Resources.** Has the student made an effort to use several different types of resource materials in the development of the product? Has the student used any of the following information sources in addition to the standard use of encyclopedias: textbooks, record/statistic books, biographies, how-to books, periodicals, films and filmstrips, letters, phone calls, personal interviews, surveys or polls, catalogs, and/or others?

For example, a fourth-grade student interested in the weapons and vehicles used in World War II read several adult-level books on this subject which included biographies, autobiographies, periodicals, and record books. He also conducted oral history interviews with local veterans of World War II, previewed films and film strips about the period, and collected letters from elderly citizens sent to them from their sons stationed overseas.

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent

5. **Appropriateness of Resources.** Did the student select appropriate reference materials, resource persons, or equipment for the topic or area of study?

For example, a student who was interested in why so much food is thrown away in the school cafeteria had to contact state officials to learn about state requirements and regulations which govern what must and can be served in public school cafeterias. With the aid of her teacher, she also had to locate resource books on how to design, conduct, and analyze a survey.

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent

6. **Logic, Sequence, and Transition.** Does the product reflect a logical sequence of steps or events that ordinarily would be followed when carrying out an investigation in this area of study? Are the ideas presented clearly and logically and is there a smooth transition from one idea or subtopic to another?

For example, a student decided to investigate whether or not a section of his city needs a new fire station with a salaried staff rather than the present volunteer staff. First the student needed to research different methods of investigative reporting such as appropriate interview skills. Next the student conducted interviews with both salaried and volunteer fire station staff. He then needed to learn about methods of survey design and reporting in order to analyze local resident opposition or support for the new fire station. After other logical steps in his research were completed, his accumulated findings led him to interviews with the mayor and the board of safety in the city and then to several construction companies that specialized in bids on such buildings. His final product was an editorial in the local newspaper which reflected his research and conclusions.

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent

7. **Action Orientation.** Is it clear that the major goal of this study was for purposes other than merely reporting on or reproducing existing information, ideas, or knowledge? In other words, the student's purpose is clearly directed toward some kind of action (e.g., teaching ways to improve bicycle safety, presenting a lecture on salt pond life); some type of literary or artistic product (e.g., poem, painting, costume design); a scientific device or research study (e.g., building a robot, measuring plant growth as a function of controlled heat, light and moisture); or some type of leadership or managerial endeavor (e.g., editing a newspaper, producing/directing a movie).

For example, a student decided to study the history of his city. After an extensive investigation, the student realized that other history books had been written about the city. He found, instead, that no one had ever isolated specific spots of historical significance in the city which were easily located and accessible. He began this task and decided to focus his research on producing an original historical walking tour of the city.

5                       4                       3                       2                       1                       N/A  
To a great extent                      Somewhat                      To a limited extent



8. **Audience.** Is an appropriate audience specified or readily apparent in the product or Management Plan?

For example, the student who researched the history of his city to produce an original walking tour presented his tour to the city council and the mayor. They, in turn, adopted it as the official walking tour of the city. It was reproduced in the city newspaper and distributed by the local historical society, library, and given out to registered guests in the city's hotels and motels.

<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
To a great extent		Somewhat		To a limited extent	

9. **Overall Assessment.** Considering the product as a whole, provide a general rating for each of the following factors and mark the space provided to the right of the item:

**Scale**

5 = Outstanding	4 = Above Average
3 = Average	2 = Below Average
1 = Poor	

- 9A. Originality of the idea. \_\_\_\_\_
- 9B. Achieved objectives stated in plan. \_\_\_\_\_
- 9C. Reflects advanced familiarity with the subject matter for a youngster of this age/grade level. \_\_\_\_\_
- 9D. Reflects a level of quality beyond what is normally expected of a student of this age and grade. \_\_\_\_\_
- 9E. Reflects care, attention to detail, and overall pride on the part of the student. \_\_\_\_\_
- 9F. Reflects a commitment of time, effort, and energy. \_\_\_\_\_
- 9G. Reflects an original contribution for a youngster of this age/grade level. \_\_\_\_\_

# Student Product Self-Evaluation Form

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

1. Describe your feelings about working on your project. Did you enjoy working on it?

2. List some of the things you learned while working on your project.

3. Were you satisfied with your final project?

4. List some of the ways your enrichment teacher helped you on your project.

5. Do you think you might like to work on another product in the future? Do you have any ideas for this product?

## Tips for Brainstorming Type I Topics

1. **Conduct Pre-Brainstorming.** Because the major purpose of Type I Enrichment is to identify topics that are not ordinarily covered in the regular curriculum, it is a good idea to have staff review textbooks, curriculum guides, and supplementary materials used in a particular subject before the actual brainstorming process begins. These materials may spark ideas related to the curriculum. For example, a group of middle grade science teachers noted that their regular curriculum included an extensive unit on “heat,” but nothing on “cold,” and as a result “cryogenics” (the study of the effects of extreme low temperatures on matter) was added as a possible Type I experience. Familiarity with the regular curriculum will help avoid a mere downward extension of topics that ordinarily might be covered in subsequent years.
2. **Focus on Topics.** Review what is meant by a Type I experience and its function in the Schoolwide Enrichment Model. The focus of Type I brainstorming should be on topics not ordinarily covered in the regular curriculum, not on procedures. Many teachers feel compelled to list activities (or ready-to-implement Type III projects) rather than topics. Type I exploratory experiences may ultimately lead to real-life Type III investigations.
3. **Discuss Brainstorming Procedures.** Review general brainstorming procedures. The idea is to create as many ideas as possible. There should be no criticism.
4. **Form Groups.** Divide into groups by subject area (or grade) and elect a chairperson. Each group can also divide into subgroups by grade level if the original group is too large. Ideally, the final group size should be 4–8 people.
5. **Develop a List.** Each group should develop and record all ideas for possible Type I topics. Topic branching is an activity that can be used to facilitate this process. The group can begin with one general topic and derive related areas or subtopics using available resources. For example, “Drama” can branch into costuming, set design, directing, script writing, etc. For any one topic area, there are vast resources available that can be used to explore different subtopics. Group members may need to break off to research a particular topic and reconvene later.
6. **Review the List.** Once an extensive list is formed, the group members should reexamine it and circle topics for which they would like to develop Type I activities.

# Type I Enrichment Evaluation Form

## Student Form for Elementary Grade Levels

Please help us plan future Type I's by filling out this form.

Speaker's Name: \_\_\_\_\_

Your Grade: \_\_\_\_\_

Topic of Talk: \_\_\_\_\_

	Yes	No	Unsure
This Type I was really interesting.			
I enjoyed this Type I.			
I learned about things I did not know before.			
This presentation was interesting for students my age.			
This Type I helped me think of project ideas or ways to learn more about this topic.			

Was there something "super special" about this Type I? What was it?

What would you change about this Type I?

Please give this form to your teacher. Thank you.

# Type I Enrichment Evaluation Form

## Presenter's Form

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Date: \_\_\_\_\_

Audience Size (approx.): \_\_\_\_\_

	Yes	No
Did you feel the students' ages were appropriate for your presentation?		
Were you comfortable with the group size?		
Was the class prepared for your presentation?		
Did they have adequate background knowledge?		
Were the physical accommodations satisfactory?		
Were you able to give suggestions for further exploration in this area?		
Would you be willing to repeat your presentation next year?		

Do you have any suggestions to help make the experience of presenting a Type I a happy, successful one?

Thank you!

## Type I Enrichment Evaluation Form

### Student Form for Primary Grade Level Presentations

Presentation: \_\_\_\_\_

Date: \_\_\_\_\_

To help us plan future programs, please circle the number under the sentence that tells how you feel about the presentation. If you feel in between two of the sentences, circle the number between them.

I enjoyed the experience.	It was OK.	It was boring.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 1	
I liked the speaker.	The speaker was OK.	I did not like the speaker.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 1	
I learned a lot about the subject.	I learned something about the subject.	I learned nothing about the subject.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 1	
I would like to see more of this subject.	I am not sure if I want to see more of this subject.	I do not want to see any more of this subject.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 1	

Would you like to make any comments?

Please return this form to your enrichment specialist.

# Type I Enrichment Evaluation Form

## Student Form for Intermediate and Secondary Grade Levels

Please help us plan future Type I's by filling out this form.

Speaker's Name: \_\_\_\_\_

Your Grade: \_\_\_\_\_

Topic of Talk: \_\_\_\_\_

	Yes	No	Unsure
This Type I was really interesting.			
I enjoyed this Type I.			
The speaker covered a topic not usually covered in my classes.			
This presentation was appropriate for my age and grade level.			
This presentation stimulated ideas for possible training I might need or follow-up studies I might conduct.			
The speaker gave me ideas for further exploration or possible projects.			

What did you like most about this Type I?

What would you change about this Type I?

Please give this form to your teacher. Thank you.

# Type I Enrichment Evaluation Form

## Student Form

Presentation: \_\_\_\_\_

Date: \_\_\_\_\_

To help us plan future programs, please circle the number under the sentence that tells how you feel about the presentation. If you feel in between two of the sentences, circle the number between them.

I enjoyed the experience.	It was OK.		It was boring.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I learned a lot about the subject.	I learned something about the subject.		I learned nothing about the subject.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
I would like to see more of this subject.	I am not sure if I want to see more of this subject.		I do not want to see any more of this subject.	
(select one) <input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Would you like to make any comments?

Please return this form to your enrichment specialist.



# Type I Enrichment Evaluation Form

## Teacher's Form

Speaker's Name: \_\_\_\_\_

Topic of Talk: \_\_\_\_\_

Date: \_\_\_\_\_

Your Grade: \_\_\_\_\_

	← Low	Middle			High →
Speaker's knowledge of topic	1	2	3	4	5
Organization of presentation	1	2	3	4	5
Use of audiovisual aids	1	2	3	4	5
Student interest or enthusiasm	1	2	3	4	5
Appropriateness for this age group	1	2	3	4	5
Suggestions for extension and further study	1	2	3	4	5

Describe any extensions (Type II's or Type III's) that will result from this presentation.

Overall success: Would you want to repeat this Type I next year?

Comments:

# Type III Enrichment Teacher Evaluation Form

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

A. Your child exhibits strengths in the areas checked below:

- Is eager to learn—possesses inner motivation
- Demonstrates task commitment
- Cooperates and shares with peers
- Uses flexible thinking skills
- Uses fluent thinking skills
- Demonstrates originality
- Uses critical thinking skills
- Assumes a leadership role
- Demonstrates creative problem solving skills
- Demonstrates an ability to plan logically

B. Your child has participated in these Type II activities:

C. Investigation of a Type III problem:

Parent Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_