

## Student Demographics

**This checklist is aligned with the standards-based ALP requirements.**

1. School Name

2. School Staff Reviewer(s)

### 3. Student Identifier

Student SASID

Date of Birth

Grade Level

### 4. Special Populations

*If the student is in a special population (IEP, 504, ELL, SRD, Early Access) it should be noted on the ALP. The ALP should not have any blanks in this section.*

- I have verified that the special populations information on the ALP is correct and all boxes on the ALP are filled in.
- The information is correct, but one or more boxes is blank.
- I am unable to confirm participation in special populations.
- These fields do not appear on my ALP template.

Evidence of Parental Engagement & Participation

5. Date of parent notification of current year ALP Development (invitation to participate)

- Date is on ALP and Parents were notified prior to ALP development date.
- Date is on ALP, but occurred after ALP development date.
- Parents were not invited to participate in the development of the ALP.

6. Date of current ALP development

Date

MM/DD/YYYY

7. Which ALP Team Members provided input in development of this ALP? Select all that apply.

- student
- parent
- classroom teacher
- at least one staff member trained in gifted identification

Other (please specify)

8. Parental engagement and input in ALP development is evidenced by:

- signature
- electronic signature
- checklist
- inventory
- survey
- questionnaire
- narrative description
- documented parent phone call

Other (please specify)



Student Profile for Initial Identification

9. Does the identification section contain...

	Yes	No
the initial referral date?	<input type="radio"/>	<input type="radio"/>
the date the determination letter was sent to parents?	<input type="radio"/>	<input type="radio"/>
the date of identification?	<input type="radio"/>	<input type="radio"/>
a statement explaining why these required dates are not included?	<input type="radio"/>	<input type="radio"/>

10. Does the Body of Evidence used for identification contain

	Yes	No
student interest information?	<input type="radio"/>	<input type="radio"/>
qualifying cognitive score? (CogAT, NNAT, WISC, WPPSI, etc.)	<input type="radio"/>	<input type="radio"/>
qualifying achievement score? (PARCC, MAP, STAR, etc.)	<input type="radio"/>	<input type="radio"/>
qualifying norm-referenced observation scale? (SIGS, GRS, etc.)	<input type="radio"/>	<input type="radio"/>
performance evaluation at advanced/distinguished level?	<input type="radio"/>	<input type="radio"/>
A statement that describes why the identification does not meet state criteria?	<input type="radio"/>	<input type="radio"/>

11. Is the area(s) of giftedness in which the student is identified supported by the Body of Evidence?

Yes

No

Other (please specify)

12. Does the ALP indicate that the student is gifted in the area of "non-verbal"?

Yes

No

13. Is this an initial ALP?

Yes

No

Current Student Profile

14. Does the annual ALP include a review of current performance data?

- Yes
- No

15. What types of current performance data are included?

- State assessment data
- Achievement data
- Classroom data
- Performance data
- Other (please specify)

16. Does the ALP include a description of current student interests?

- Yes
- No

17. What evidence is used to demonstrate student interest/input into ALP development?

- Interview
- Checklist
- Survey
- Inventory
- Student-version of standards-based goal
- Narrative description of student interests (shared by parent or student)
- Other (please specify)

Goals, Programming, Progress Reporting

18. Does the working document section contain...

	Yes	No
at least one achievement goal in the area of strength/interest?	<input type="radio"/>	<input type="radio"/>
at least one affective goal to address one or more of the following competencies: personal, social, communication, leadership, cultural competency and/or college/career planning?	<input type="radio"/>	<input type="radio"/>
a description of the curriculum, activities, specific programs or coursework, specific strategies and/or extended learning opportunities that matches the student's identified strength area(s) and supports the goals?	<input type="radio"/>	<input type="radio"/>
dates of progress reporting aligned to the school's schedule for parent reporting or conferences?	<input type="radio"/>	<input type="radio"/>
date for annual ALP review of goal attainment and updates to ALP?	<input type="radio"/>	<input type="radio"/>

19. Please add comments to explain any section that was marked "no".

Achievement Goal

20. The Achievement Goal...

	Yes	No
matches the area of identification or matches a high school student's interest ?	<input type="radio"/>	<input type="radio"/>
describes the skills and knowledge the student will demonstrate?	<input type="radio"/>	<input type="radio"/>
has a measurable target?	<input type="radio"/>	<input type="radio"/>
has a time-frame for measurement?	<input type="radio"/>	<input type="radio"/>
aligns to a Standard that is explicitly stated on the ALP?	<input type="radio"/>	<input type="radio"/>

21. Please add comments to explain any section that was marked "no".

22. Instructional strategies outlined to achieve the Achievement Goal include differentiation in the...

- Content (accelerated curriculum, grade-level curriculum, Honors/AP/IB, Online classes, supplemental curriculum)
- Process (acceleration, depth & complexity, extension, grouping, higher order thinking, independent study)
- Product (authentic audience, cross-curricular, demonstration of new knowledge, real-world application)
- Environment (cluster group, flexible group, community activities, resource room, whole class, online, concurrent enrollment)

23. The ALP indicates the adult responsible for...

	Yes	No
implementing instructional strategies for the Achievement Goal?	<input type="radio"/>	<input type="radio"/>
monitoring progress toward the Achievement Goal?	<input type="radio"/>	<input type="radio"/>



24. Please add comments to explain any section that was marked "no".

**Affective Goal**

25. The Affective Goal...

	Yes	No
describes the skills and knowledge the student will demonstrate?	<input type="radio"/>	<input type="radio"/>
has a measurable target?	<input type="radio"/>	<input type="radio"/>
has a time-frame for measurement?	<input type="radio"/>	<input type="radio"/>

26. Please add comments to explain any section that was marked "no".

27. Instructional strategies outlined to achieve the Affective Goal include differentiation in the...

- Content
- Process
- Product
- Environment

28. The ALP indicates the adult responsible for...

	Yes	No
implementing instructional strategies for the Affective Goal?	<input type="radio"/>	<input type="radio"/>
monitoring progress toward the Affective Goal?	<input type="radio"/>	<input type="radio"/>

Goal Attainment

29. Does the ALP provide evidence that goal attainment from prior year was evaluated?

- Yes
- No
- If no, please explain.

30. What evidence of goal attainment is provided?

- Narrative description of annual student progress from year prior
- Recommendations for transition to next grade
- Other (please specify)