

The following training/workshop was developed by Erin Croley for Hillsboro School District in Oregon, using Bertie Kingore's *Recognizing Gifted Potential: Planned Experiences with the KOI* and *Recognizing Gifted Potential: Professional Development Presentation*. It is part three of a three-part training and scoring experience, and takes place after both the KOI observation and KPE administration windows. All page numbers refer to those in *Recognizing Gifted Potential: Planned Experiences with the KOI*. Samples are from the *Recognizing Gifted Potential: Professional Development Presentation*, and Hillsboro's two previous years of program piloting.

KPE and KOI Scoring Training, Scoring, Data Entry, and Next Steps

1. Introduction/Warm-Up

Roll Call Learning activity, from *Recognizing Gifted Potential: Planned Experiences with the KOI*

2. Drawing Starts Calibration Activity

a. Review The Evaluation Components

- i. *Gifted Behaviors Demonstrated*
- ii. *Criteria Demonstrated*
- iii. *Additional Guidelines*

b. Process Overview (see *KPE Scoring Process* below)

c. Practice Calibration with Samples

3. KPE Scoring (2 days)

See *KPE Scoring Process* below.

4. KOI Scoring

a. Review Sample *Scoring Worksheet* Components for KOI (sample tallies from pages 34-35)

- i. Tallies
- ii. Categories
- iii. Holistic Score
- iv. "Comments" for identification or other next steps

b. Complete *Scoring Worksheet* for each student with any KOI tallies.

5. Organizing Student Samples with Criteria Demonstrated and/or KOI Tallies
 - a. Add KPE scoring information to *Scoring Worksheet*, for each student with at least one “1” score. Indicate the criteria demonstrated for each Planned Experience with a “1” score.
 - b. Complete the *Recommendation for Gifted Identification from KOI-KPE* form for each student with at least one tallie from the KOI or one “1” score from a KPE.
 - c. Attach all work samples, Planned Experiences, and KOI notes.
 - d. Circle a “recommendation level” on the rubric at the bottom of the form.
 - e. Include any additional notes about next steps for the Gifted Coordinator.

6. Data Input
 - a. Include all data on school spreadsheet in our share site.
 - i. Place an “X” for Criteria Demonstrated within each Planned Experience (specific per student)
 - ii. Indicate the Holistic Rubric score (1-4) for each activity in which a student demonstrated at least one criteria.
 - iii. Total number of tallies by category for KOI
 - iv. 1-4 for Holistic Rubric score for overall KOI
 - b. Highlight all students you are recommending for Gifted Identification or referring for additional evaluation

7. So What? Now What?
 - a. Planning for differentiation
 - b. *Personalized Education Plan* drafts for students who will be identified for the Gifted program.

- c. Feedback/Reflection form to help us plan for next year and offer any follow-up support you may need.

KPE Scoring Process (in partners with one-class set)

1. Review *Evaluation Guidelines* for the specific Planned Experience
2. **Quick flip** through all student work—with first set of a new activity
 - a. 30-45 seconds
 - b. No talking
3. Sort student work into categories
 - a. **1**: Demonstrates at least one *Criteria* from *Evaluation Guidelines*
 - b. **W**: Does not demonstrate any *Criteria* from *Evaluation Guidelines*
 - c. **Note**: you have to reach consensus with your partner for each sample
4. Mark **1** Scores on back of student work **in pencil**,
 - a. Indicate the Criteria Demonstrated (i.e.: C=Content, M=Materials, O=Organization, D=Divergence, E=Elaboration, S=Significantly beyond age expectations) for each **1**.
 - b. Indicate the Holistic Score based on the rubric
5. Shuffle student work. Put reviewer names on post-it note on top of stack. “First Review: _____”
6. Swap class-set with a second evaluation team.

Second Evaluation Team

7. Second evaluation team repeats steps 1-4.
8. Both teams meet to reach Consensus on any disagreements. (An additional reviewer, or scoring moderator, can be consulted if teams cannot reach consensus.)
9. Make sure final score is easy to read.
10. Place student work with a **1** score on top of class set.
11. Add reviewer names to the post-it note: “Second Review: _____”.
12. Return class set to scoring moderators.