

High Ability Program Element Evaluation

Use the following rubric to evaluate your current HA program elements. Score each of the subdomains using the 1-4 scale. Average the subcategory scores to determine the overall rating for each of the five High Ability Program elements. Click [here](#) to access a copy of the evaluation.

HA Program Elements	Implementation Rating:
<ol style="list-style-type: none"> 1. Identification: <ul style="list-style-type: none"> ● Access and equity 2. Curriculum and Instruction: <ul style="list-style-type: none"> ● Student achievement 3. Guidance and Counseling: <ul style="list-style-type: none"> ● Student conditions for learning 4. Professional Development: <ul style="list-style-type: none"> ● Educator, administrator, counselor effectiveness 5. Program Evaluation: <ul style="list-style-type: none"> ● Leadership effectiveness ● Family and Community engagement 	<p>4=Implemented successfully</p> <p>3=Implemented and ready to enhance</p> <p>2=Implemented but needs improvement</p> <p>1=Not yet implemented</p>

1. Identification: ● Access and equity	Implementation Rating (see scale above)
A norm-referenced measure of ability/potential is used in each of the areas for which program services are offered.	
A norm-referenced adaptive measure of achievement/performance is used in each of the areas for which program services are offered.	
A qualitative indicator of achievement is used in each of the areas for which program services are offered.	
Students are <i>universally screened for identification at all grade levels for which services are provided</i> , and the formal multi-faceted identification process is repeated at targeted grade levels including (but not limited to) <i>kindergarten, grade 2, and prior to placement in middle school.</i>	
The appeals process is publicized and allows for students to take	

alternative ability, achievement, and/or qualitative measures at no cost to the family.	
The exit procedure includes a period of intervention no less than one grading period to determine if the student, with support, can be successful in the program.	
Total	
	÷ 6
Identification Average Rating	

2. Curriculum and Instruction: <ul style="list-style-type: none"> • Student achievement 	Implementation Rating (see scale above)
There is a written curriculum specific to high ability students in core content areas (and other content areas as served by the district) that is vertically aligned for all grades k-12 .	
Curriculum, instruction, and learning experiences are clearly differentiated in depth and complexity through enrichment, acceleration, and curriculum compacting.	
High ability students are grouped together for instruction in their area(s) of talent.	
Pre Assessments are administered to determine individual learning goals and the overall direction of differentiation needed for all.	
Policies are in place to allow early entrance, grade skipping, subject skipping, early credit, and early graduation according to individual student need.	
Total	
	÷ 5

Curriculum and Instruction Average Rating
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3. Guidance and Counseling: ● Student conditions for learning	Implementation Rating (see scale above)
A written, differentiated, affective curriculum that addresses social and emotional needs of high ability students is available and used by teachers and counselors.	
Affective curriculum teaches students about social and emotional characteristics as well as potential issues high ability students may face.	
Documentation of differentiated college and career guidance for high ability students is available (e.g. field trips, independent study projects, speakers, or shadowing experiences pertaining to college exploration).	
Personnel receive training in the affective characteristics and asynchronous development of high ability students.	
Total	
	÷ 4
Guidance and Counseling Average Rating	

4. Professional Development: ● Educator, administrator, counselor effectiveness	Implementation Rating (see scale above)
Personnel working with high ability students have or are pursuing licensure in gifted education.	
Personnel working with high ability students are provided with opportunities for continuing professional development in the area of high ability education.	
Personnel working with high ability students are coached on instructional best practice .	

Administrators are trained on how to use a multifaceted identification process that ensures an equitable access for all students, especially those typically underrepresented.	
Parents of high ability students are provided with learning opportunities about the characteristics and needs of high ability students.	
Total	
	÷ 5
Professional Development Average Rating	

5. Program Evaluation: <ul style="list-style-type: none"> ● Leadership effectiveness ● Family and Community engagement 	Implementation Rating (see scale above)
Services are <i>constructed, developed, and regularly reviewed</i> by a high ability specific, district-wide, stakeholder group to ensure the broad range of individual high ability needs are met.	
There is a written philosophy and/or mission statement related to high ability students with <i>articulated goals and objectives of the services provided</i> for the students at each grade level and in each area served.	
Student growth and achievement is regularly measured and evaluated using multiple strategies to ensure consistent and sustained progress.	
All elements of the high ability program are periodically reviewed by individuals who are knowledgeable about high ability learners and competent in the evaluation process in order to <i>continue program improvement</i> .	
The results of the program evaluation are presented to the local school board, the stakeholder group, and accessible to all constituencies of the program.	
Total	
	÷ 5
Program Evaluation Average Rating	

HA Program Elements	Average Implementation Ratings
1. Identification: <ul style="list-style-type: none"> • Access and equity 	
2. Curriculum and Instruction: <ul style="list-style-type: none"> • Student achievement 	
3. Guidance and Counseling: <ul style="list-style-type: none"> • Student conditions for learning 	
4. Professional Development: <ul style="list-style-type: none"> • Educator, administrator, counselor effectiveness 	
5. Program Evaluation: <ul style="list-style-type: none"> • Leadership effectiveness • Family and Community engagement 	

Rubric is adapted from the Program Checklist in the [NAGC's Administrator Tool Kit](#)