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## ABSTRACT

Presented are the appendixes to the final evaluation report of Project Talented and Gifted--a 3-year project to develop a model for the identification of talented and gifted students (8-15 years old), to develop programs for use with this population, and to develop a model for a regional school. Over 50 Ss participated in the project -- described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. The bulk of the document consists of the individual test profiles of the first 136 intake Ss and controls. Also appended is a study of attitudes toward gifted child education involving 273 principals of schools in West Virginia having students in the 10-12 year age range, the results of which indicated positive attitudes toward the inception and improvement of programs; a questionnaire survey of Ss' reasons for dropping the program; and copies of the resource personnel evaluation sheet, coordinator evaluation questionnaire, and the student or parent observation inventory. (IM)

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PROJECT TALENTED AND GIFTED APPENDICES TO FINAL EVALUATION REPORT  
(ESEA TITLE III REGION II)

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EDUCATION & WELFARE  
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Prepared by Joe Khatena, Ph.D.

For the West Virginia State Department of Education  
Charleston, West Virginia

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## TRANSFORMATION OF SCORES PROCEDURES

The procedures for transforming raw scores to stanines relative to the measures used for purposes of identification and selection of talented and gifted students of the Project and for the construction of individual profile charts are described as follows:

1. Identification and Selection

Raw scores derived from each of the following measures were converted into stanines: (1) The Stanford-Binet Intelligence Test, (2) the California Test of Mental Maturity (Short Form), (3) The Stanford Achievement Test (Language Arts/Social Studies Sections and Mathematics/Science Sections), (4) Thinking Creatively with Sounds and Words (Sounds and Images, and Onomatopoeia and Images), (5) Torrance Tests of Creative Thinking (Figural), and (6) The Musical Aptitude Profile.

Average stanines for the Stanford Achievement, Thinking Creatively with Sounds and Words and Torrance Tests of Creative Thinking (Figural) were obtained by totalling the stanines of the subjects and dividing by the number of subtests.

Consequently there was one stanine for music, one average stanine for achievement. To obtain an average stanine for intelligence, the stanine for the Standard Progressive Matrices was averaged with the stanine for the California Test of Mental Maturity. An average stanine for creative thinking abilities was determined by averaging the 2 average stanines for the Torrance Tests of Creative Thinking and Thinking Creatively with Sounds and Words. A composite stanine was obtained for each child by averaging the average stanines of the three major ability categories namely, intelligence, creative thinking, and achievement. Students were then ranked according to this derived stanine for Project selection. All this information was recorded on cards an example of which is given as follows:

DATE 1974

NAME		AGE		INTEREST	
RAW SCORES					
RAVENS	CAL.	1 INTELL.	2 STAN. ACHIEV.	3 CREATIVE MAP	TOTAL 1, 2, 3
STANINES					

In the Fall of 1973, all students tested (ages 10-12) took the same level tests. Therefore, all students were combined together as a single group for the computation of stanines. It was anticipated that 12 year olds would have higher stanines than 10, but since selection was made within each age level, this would be of little consequence. Students were asked to choose an interest area which they preferred to work and they were also to note a second choice. These areas were Language Arts, Science and Mathematics, Art/Music and the related arts. Students were then divided into 9 categories according to age and interest ( i.e., 12 year olds in Language Arts, 10 year olds in Language Arts, etc.) Fewer children chose Music than the other areas, so all who indicated Music as a second choice were also placed in the Music area. This helped equalize the size of the groups. Students in each of the 9 groups were ranked from highest to lowest according to their averaged stanine (found under Total 1, 2, 3 on the card). The top 20 students in each group were then divided into 2 equal groups--student #1 in one group, student #2 in the second, student #3 in the first, etc. This made two groups as evenly matched as possible.



By a loss of the whole one-group before the control group and the other became the experimental group for the program. This process was done for each of the nine age-interest areas. It was decided that if any child scored high on the Musical Aptitude Profile and chose Music as his interest area and did not qualify in the top 20 of his group, he would receive special consideration. When the time came, no one was found on this standing. Musical Aptitude Profile scores did not enter in the selection process in 1973.

In the Fall of 1974, certain changes were made in the selection process. Because of the wide age range (ages 8-10 and 14-15) of the students tested, different levels of tests were administered to different ages. Stanines were computed for each of the 5 age levels. Since these students would have limited participation in the Project because of limited time, money, and facilities it was decided not to request the students to pick interest areas. Thus students were ranked from highest to lowest in each age group according to their final average stanine. The top 30 of each age group were then selected for the Program. No control group was selected. These students in accordance with the design of the Project as explained in the Third Evaluation Report. It was felt that musical aptitude should play a part in the selection of these students, and it was decided that those scoring a stanine of 7 or higher on the Musical Aptitude Profile exhibited outstanding aptitude for music and this deserved special consideration for this area. Thus, for these students the stanine on the Musical Aptitude Profile was averaged in with the stanines for intelligence, achievement, and creative thinking for the Total average stanine. As a result of this 13 students out of 150 were accepted into the Program who would not have made it strictly on the basis of the other tests.

## 2. Individual Test Profiles

An individual test profile sheet was developed for each experimental and control participant of groups 1, 2 and 3 who returned for testing one or more times after the initial battery of tests used for screening. In 1975 the scores of these students (ages 10, 11 and 12 years in 1973 in the initial phase of Project 210) who sat for all testing sessions in a given measure (such as the Standard Progressive Matrices) were grouped together by age for the test and assigned a stanine based on the scores within that group. These stanines appear on the individual profile sheets.

In 1976, the final testing sessions were held. Those students who sat for all testing sessions in a given measure were again grouped together by age for that test and reassigned a stanine based on the scores within that group. The stanines developed for the 1976 battery of tests appear on the profile sheets for 1976 alone.

Composite scores were determined by averaging the stanines obtained on a given measure for each student.

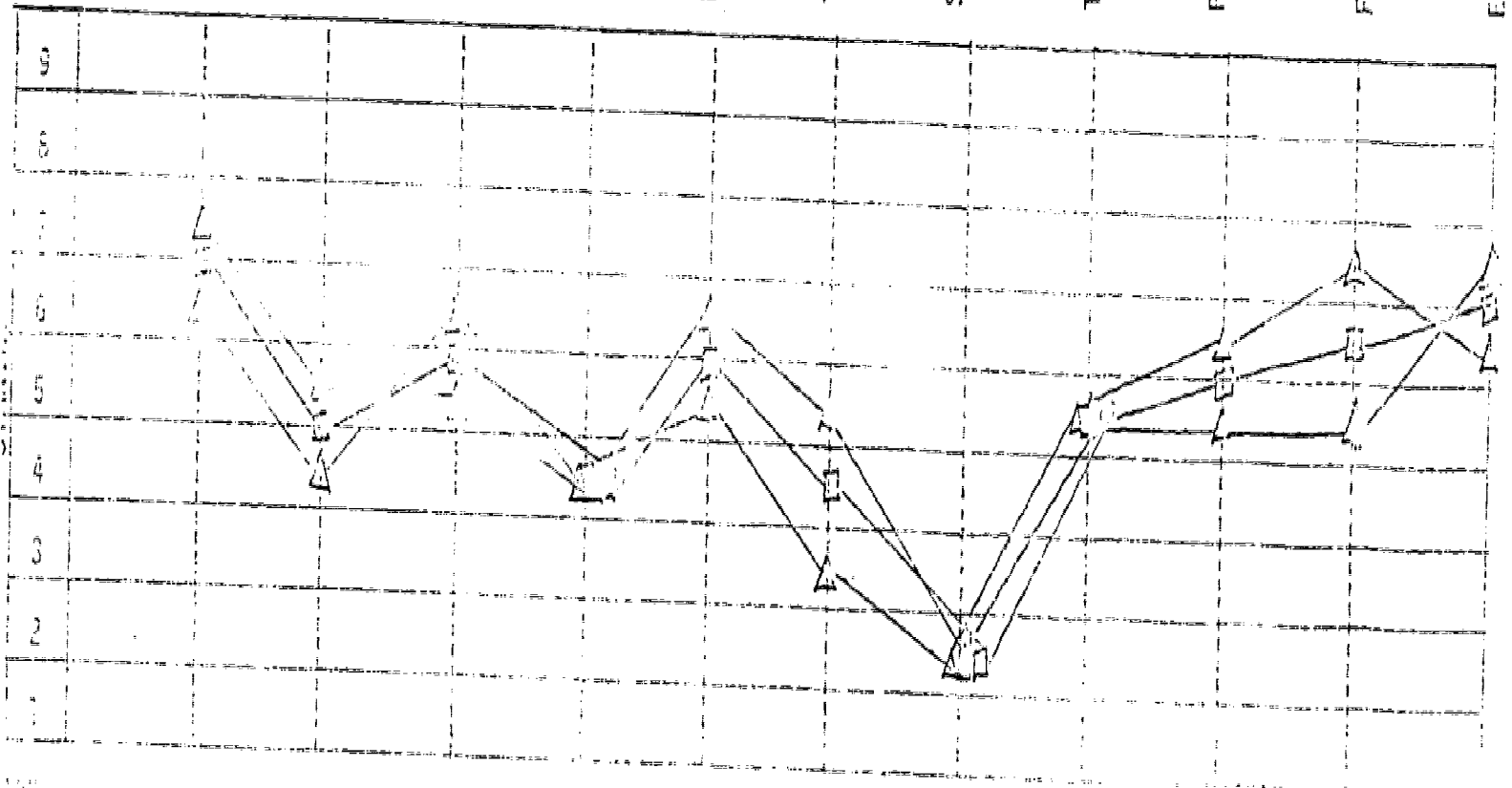
Profile sheets relative to these three groups of students have been included in the pages that follow.

INTERNATIONAL

CONFERENCE

Number of hours Participation: 1973-74       
 1974-75 79  
 1975-76 19  
 Total 98

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Elab.



- 1973-74  Ravens - Ravens Progressive Matrices
- 1974-75  CTMM - California Test of Mental Maturity, Short Form
- 1975-76  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  TTCT - Torrance Test of Creative Thinking, Figural

\*Starines based on local gifted population

CONTINUED



NAME: \_\_\_\_\_

Project: IQ Individual Profile

Age: 11:00

Grade: 5

Test Dates: \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

SI

TTCT - Orig.

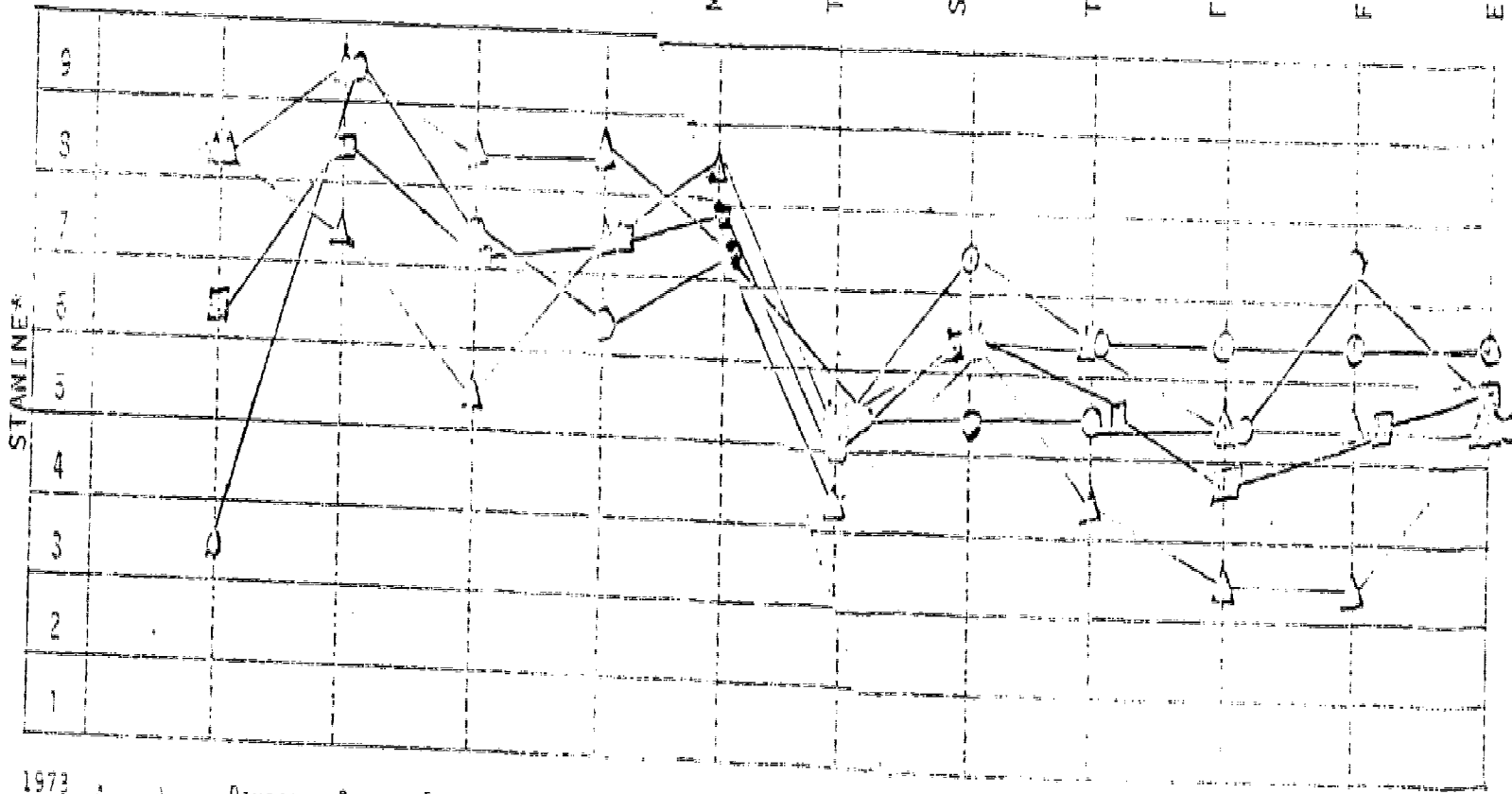
Flu

Flex

Etab.

1975-76 23

Total 142



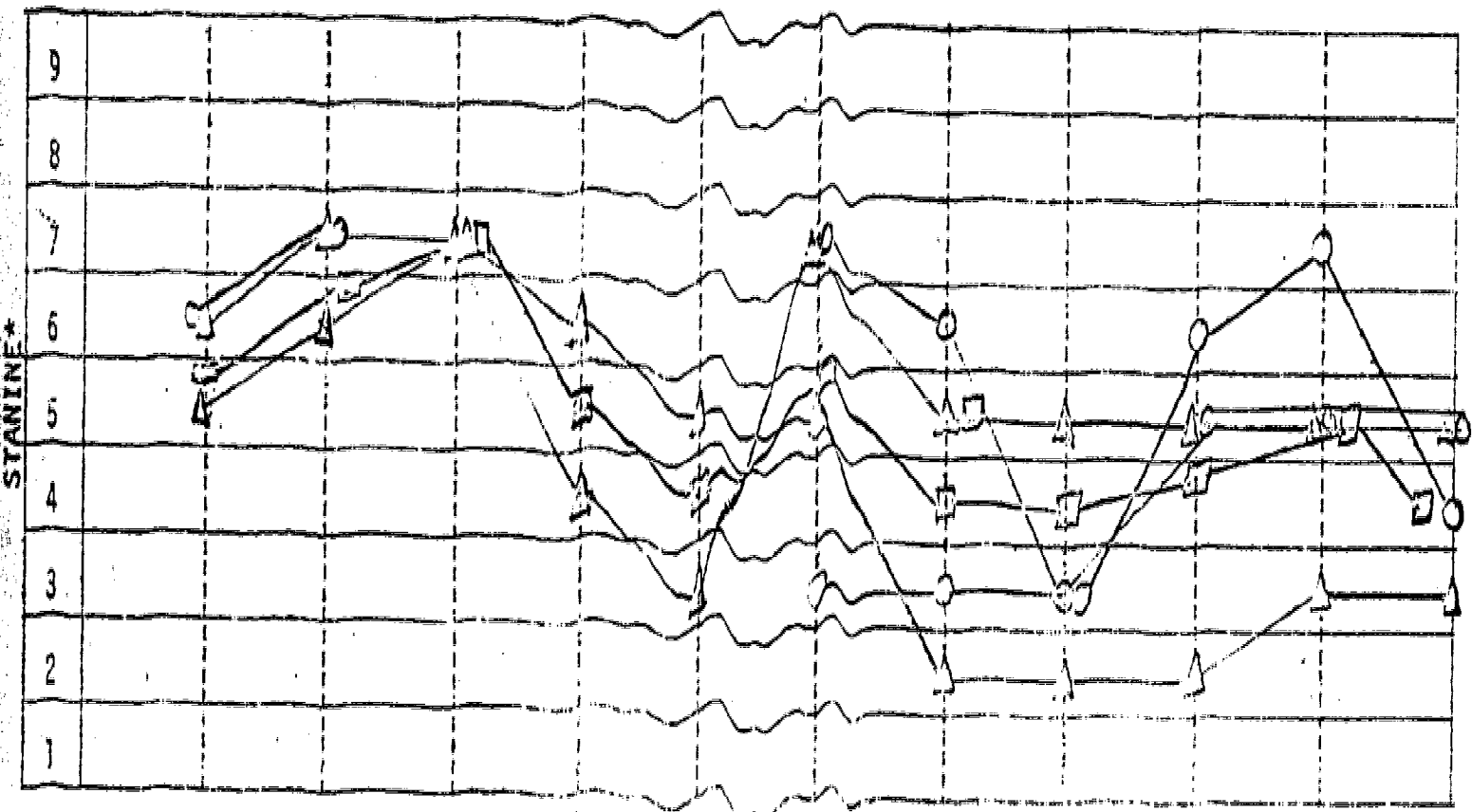
- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Number of hours  
 1974-75 21  
 1975-76 30  
 Total 51

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSH - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ■—■ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- ▲—▲ MAP - Musical Aptitude Profile
- TCWSH - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- ◻—◻ TTCT - Torrance Test of Creative Thinking, Original

\*Stanines based on local gifted population

COMMENTS:



RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSM - UI

SI

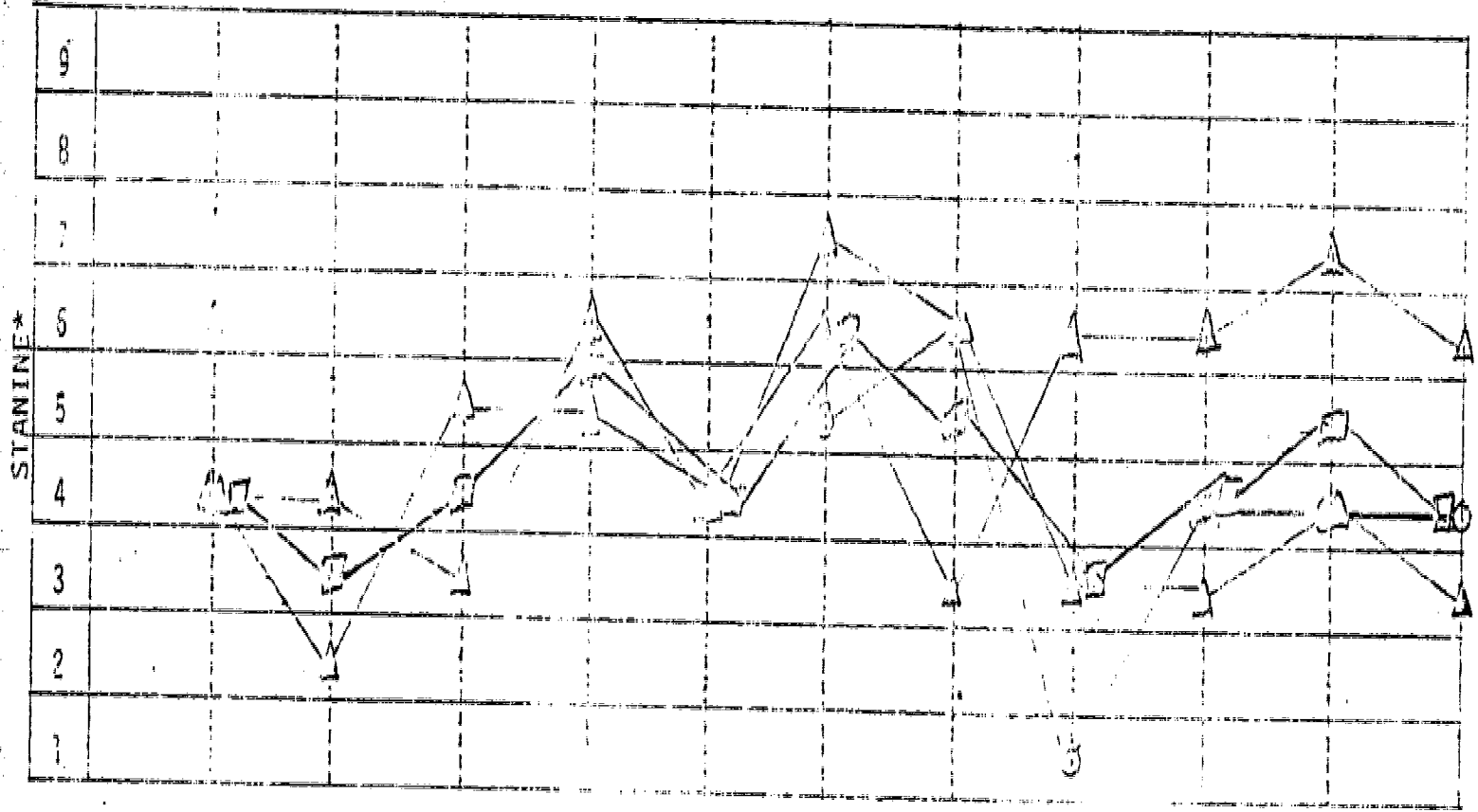
TTCT - Orig.

Flu

Flex

Elab.

Total 15



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$ — $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975  $\diamond$ — $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976  $\nabla$ — $\nabla$  MAP - Musical Aptitude Profile
- 1976  $\square$ — $\square$  TCWSM - Thinking Creatively With Sounds & Words
- 1976  $\circ$ — $\circ$  UI - Onomatopoeia & Images
- 1976  $\circ$ — $\circ$  SI - Sounds & Images
- Composite  $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

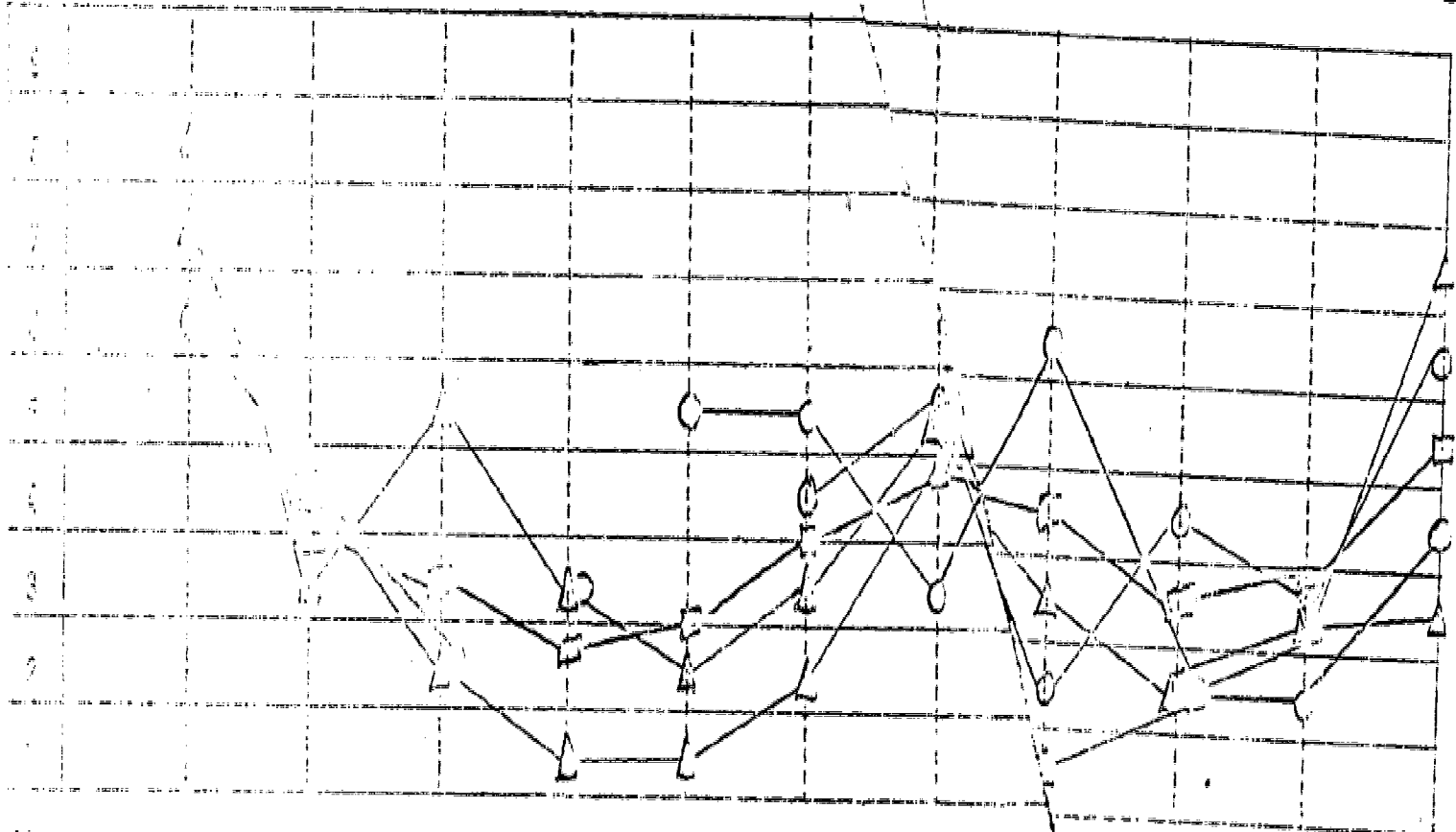
\*Stanines based on local gifted population

COMMENTS:

This student lives in one of the outlying counties, making transportation more difficult

Number of hours 1973-74 \_\_\_\_\_  
 Participation: 1974-75 105  
 1975-76 99  
 Total 204

DAVENS  
 CTMH  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OT  
 ST  
 TTCT - Orig.  
 Flu  
 Flex  
 Etab.



- - Bayona Progressive matrices
- - California Test of Mental Maturity, Short Form
- △ - Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- ◇ - Stanford M & S - Stanford Achievement Test - Math & Science Sections
- ◇ - Medical Aptitude Profile
- △ - Thinking Creatively With Sounds & Words
- - Chromatopoeia & Images
- △ - Sounds & Images
- ◇ - Torrance Test of Creative Thinking, Figural

Sample based on local school population

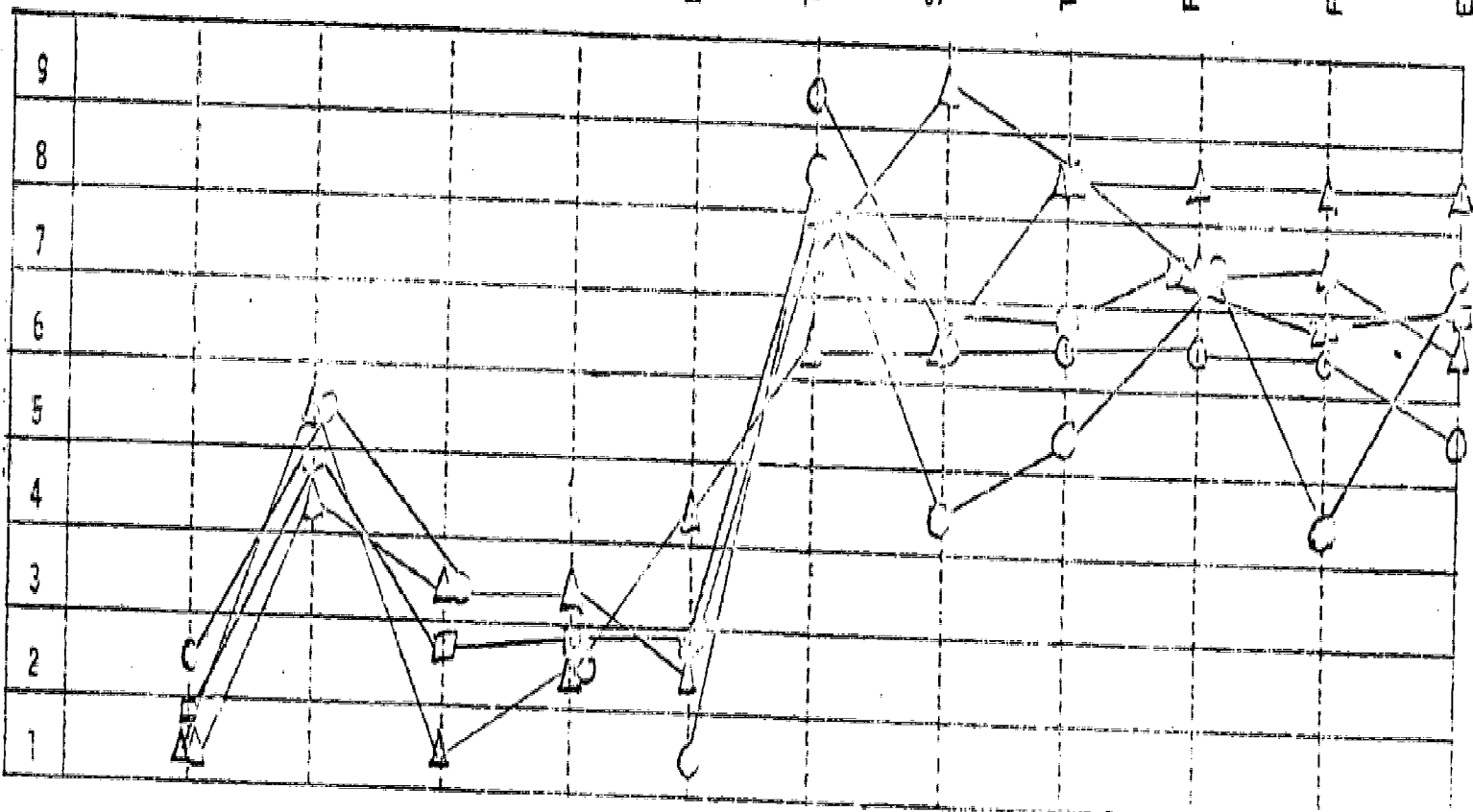
COMMENTS:

NAME E. E.

Age in 1973 10

Number of hours Participation:  
1973-74       
1974-75 65  
1975-76 0  
Total 65

RAVENS	CTMM	STANFORD - L. A.	STANFORD - M & S	MAP	TCWSW - OI	SI	TTCT - Orig.	Flu	Flex	Elab.
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- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figure 1

\*Stanines based on local gifted population

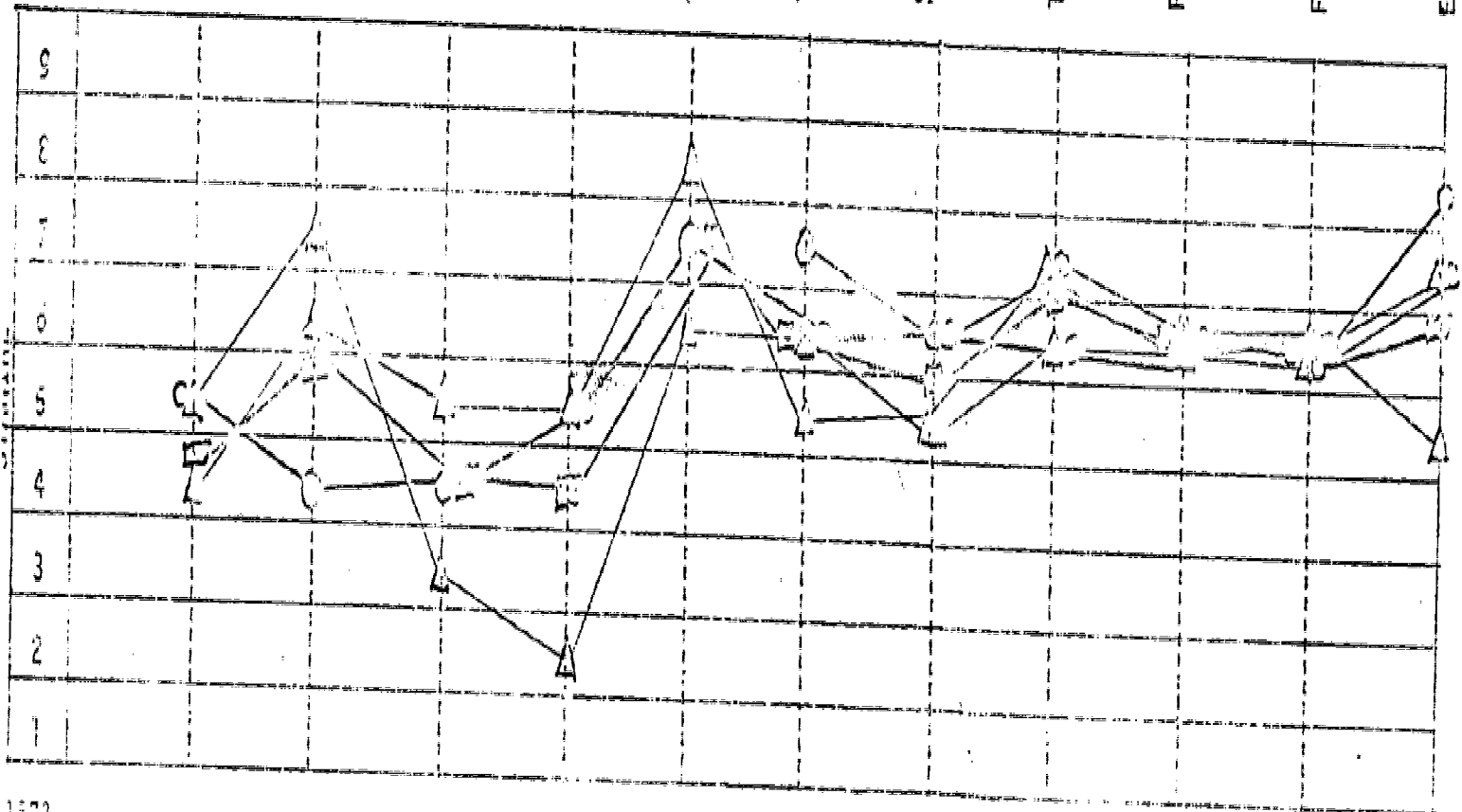
COMMENTS:

This child had some problem in learning

Number of hours Participation:  
 1973-74       
 1974-75 4 1/2  
 1975-76 5 1/2  
 Total 10

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1973  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\triangle$ — $\triangle$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975  $\square$ — $\square$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975  $\square$ — $\square$  MAP - Musical Aptitude Profile
- 1975  $\circ$ — $\circ$  TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



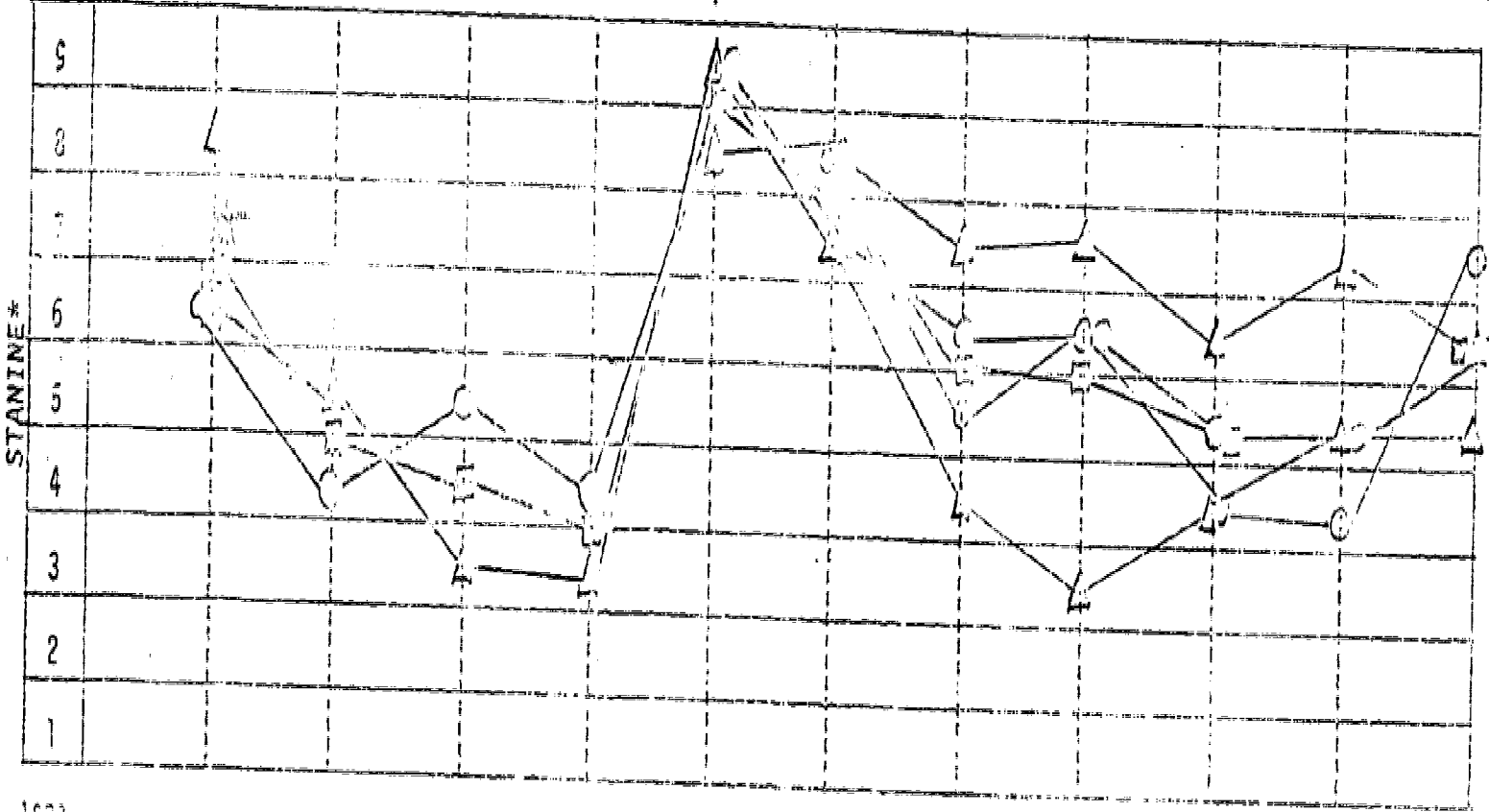
Project TAG Individual Profile

NAME F. E. L.

Age in 1973 10

Number of hours Participation:  
 1973-74 —  
 1974-75 128  
 1975-76 106  
 Total 234

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Etab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\angle$ — $\angle$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

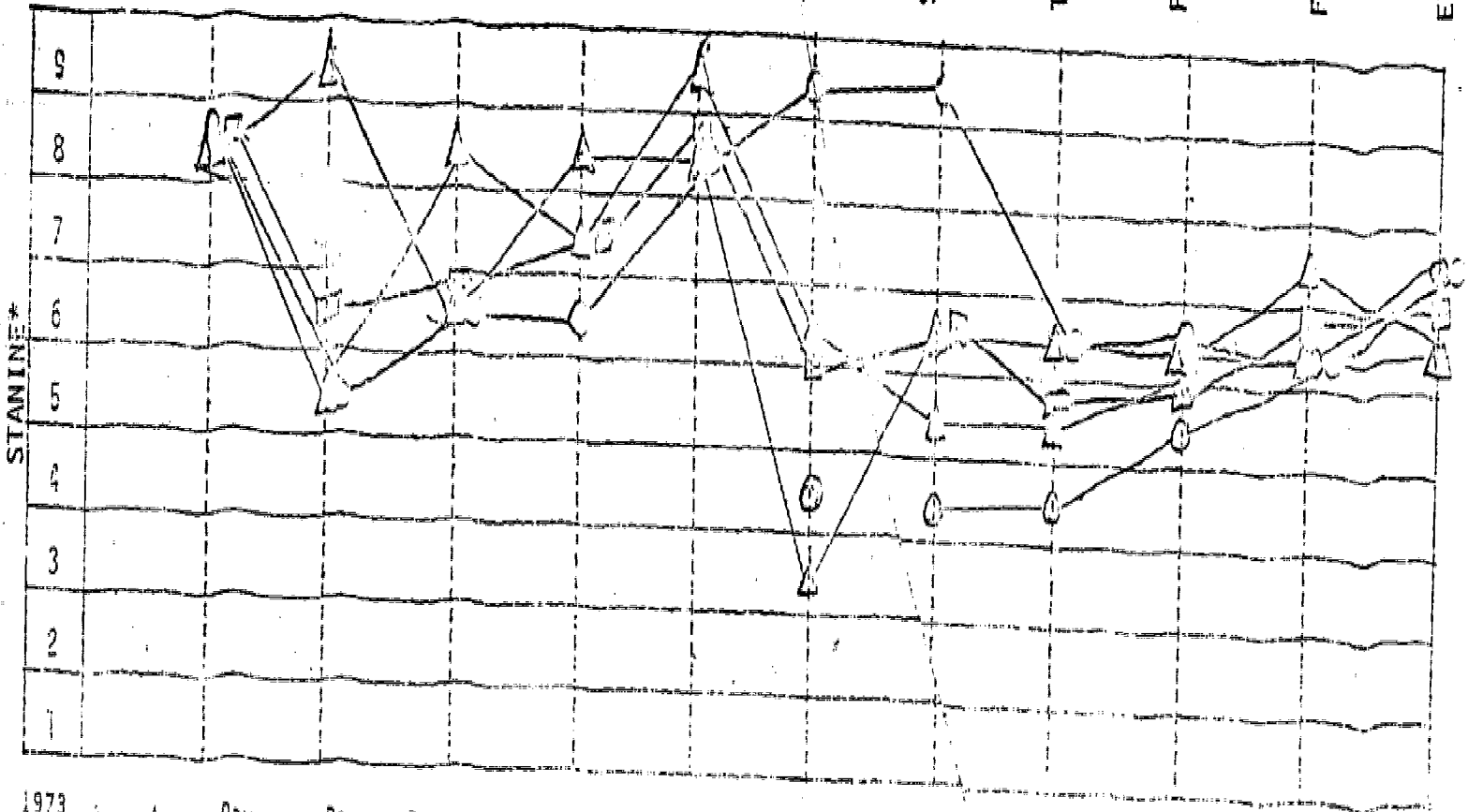
\*Stanines based on local gifted population

COMMENTS:



Number of hours Participation:  
 1973-74       
 1974-75 168  
 1975-76 101  
 Total 269

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCNSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCNSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

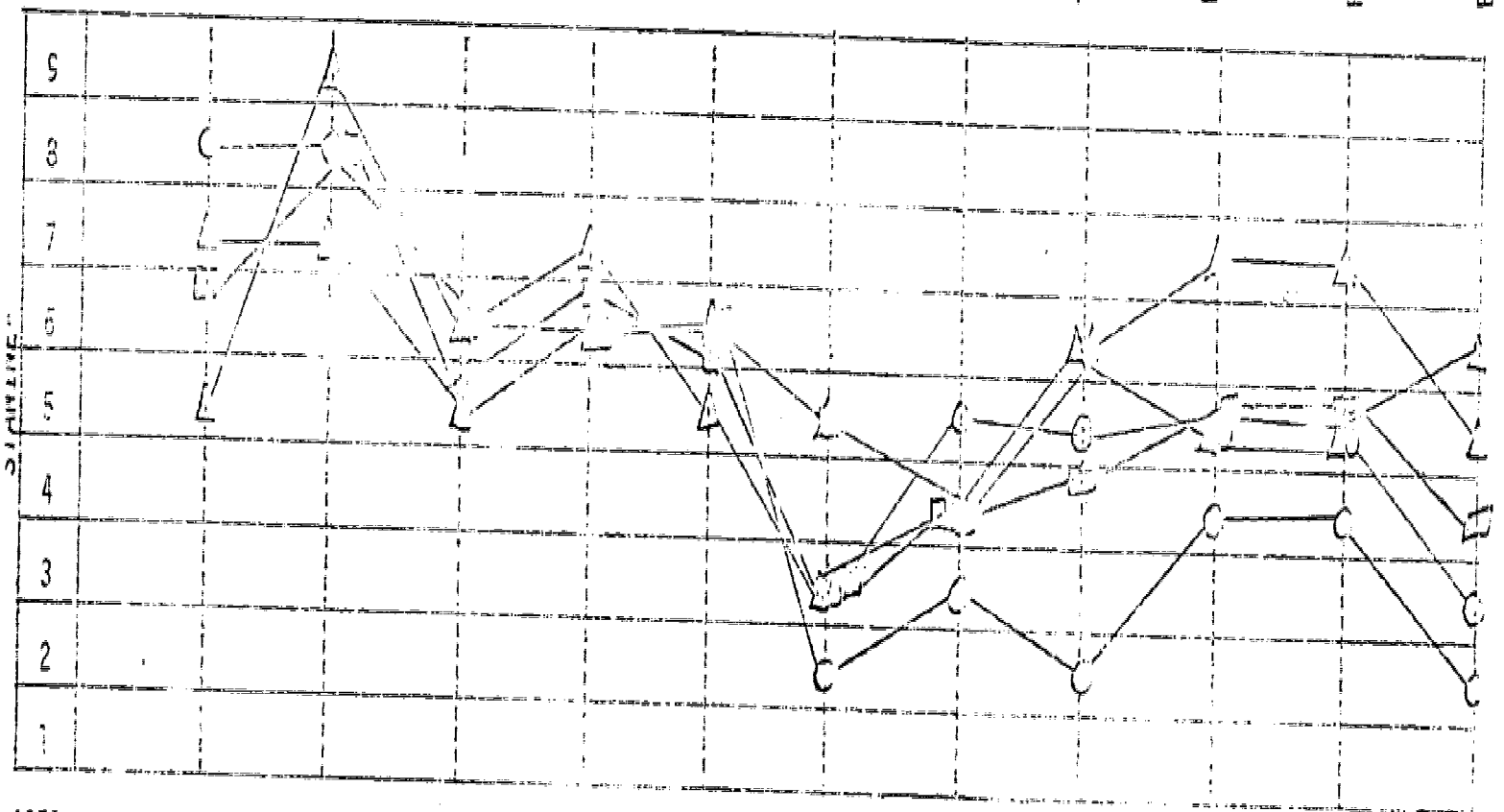


Project TAG Individual Profile

NAME F. E. Age in 1973 10

Number of hours Participation:  
 1973-74 —  
 1974-75 106  
 1975-76 56  
 Total 166

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Etab.



- 1973 Δ — Δ Ravens - Ravens Progressive Matrices
- 1974 ○ — ○ CTMM - California Test of Mental Maturity, Short Form
- 1975 □ — □ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 □ — □ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 Δ — Δ MAP - Musical Aptitude Profile
- 1976 ○ — ○ TCWSW - Thinking Creatively With Sounds & Words
- 1976 ○ — ○ OI - Onomatopoeia & Images
- 1976 ○ — ○ SI - Sounds & Images
- Composite □ — □ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS.

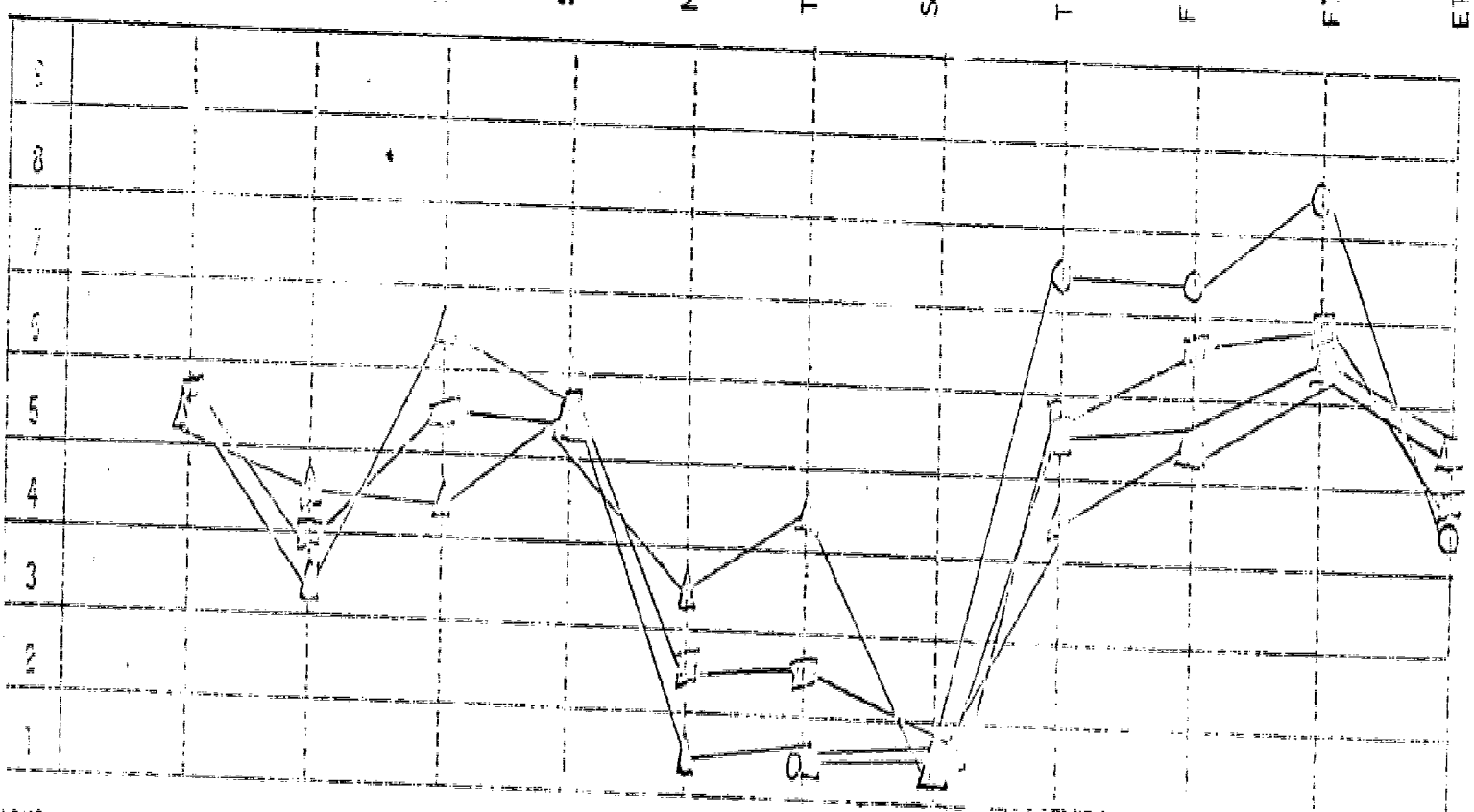


Project TAG Individual Profile

NAME F. E. C. Age in 1973 10

Number of hours Participation:  
 1973-74       
 1974-75 0  
 1975-76 0  
 Total 0

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population

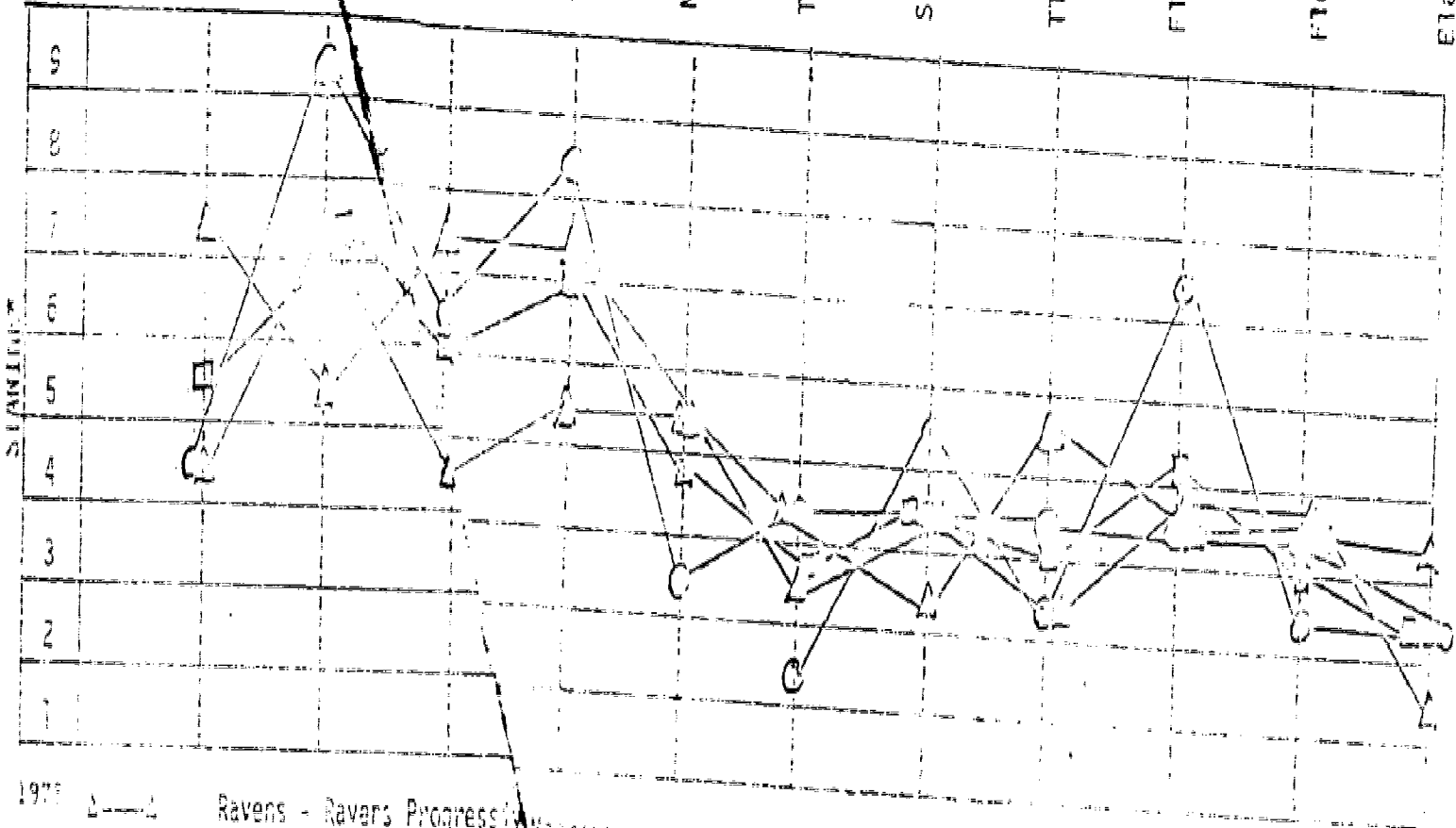


*Handwritten notes at the bottom of the page, partially obscured and difficult to read.*

Number of hours Participation:  
 1973-74       
 1974-75 51  
 1975-76 0  
 Total 51

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Etab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\triangle$ — $\triangle$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\bullet$ — $\bullet$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively W/ Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

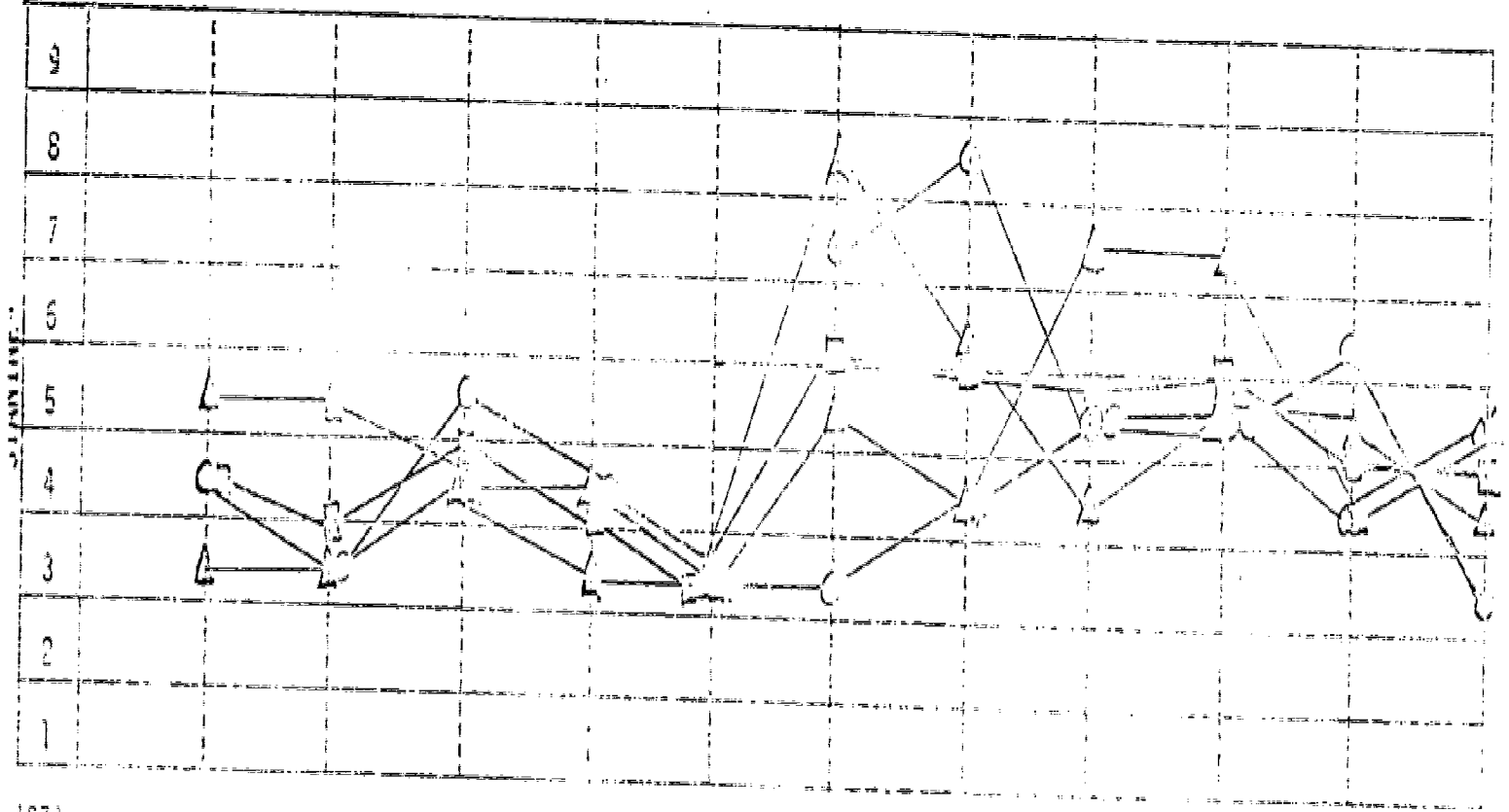
COMMENTS:

Other children's interests took up much of this child's time



Number of hours Participation:  
 1973-74       
 1974-75 100  
 1975-76 90  
 Total 190

RAVENS      CTMM      STANFORD - L, A.      STANFORD - M & S      MAP      TCWSM - OI      SI      TTCT - Orig.      Flu      Flex      Etab.



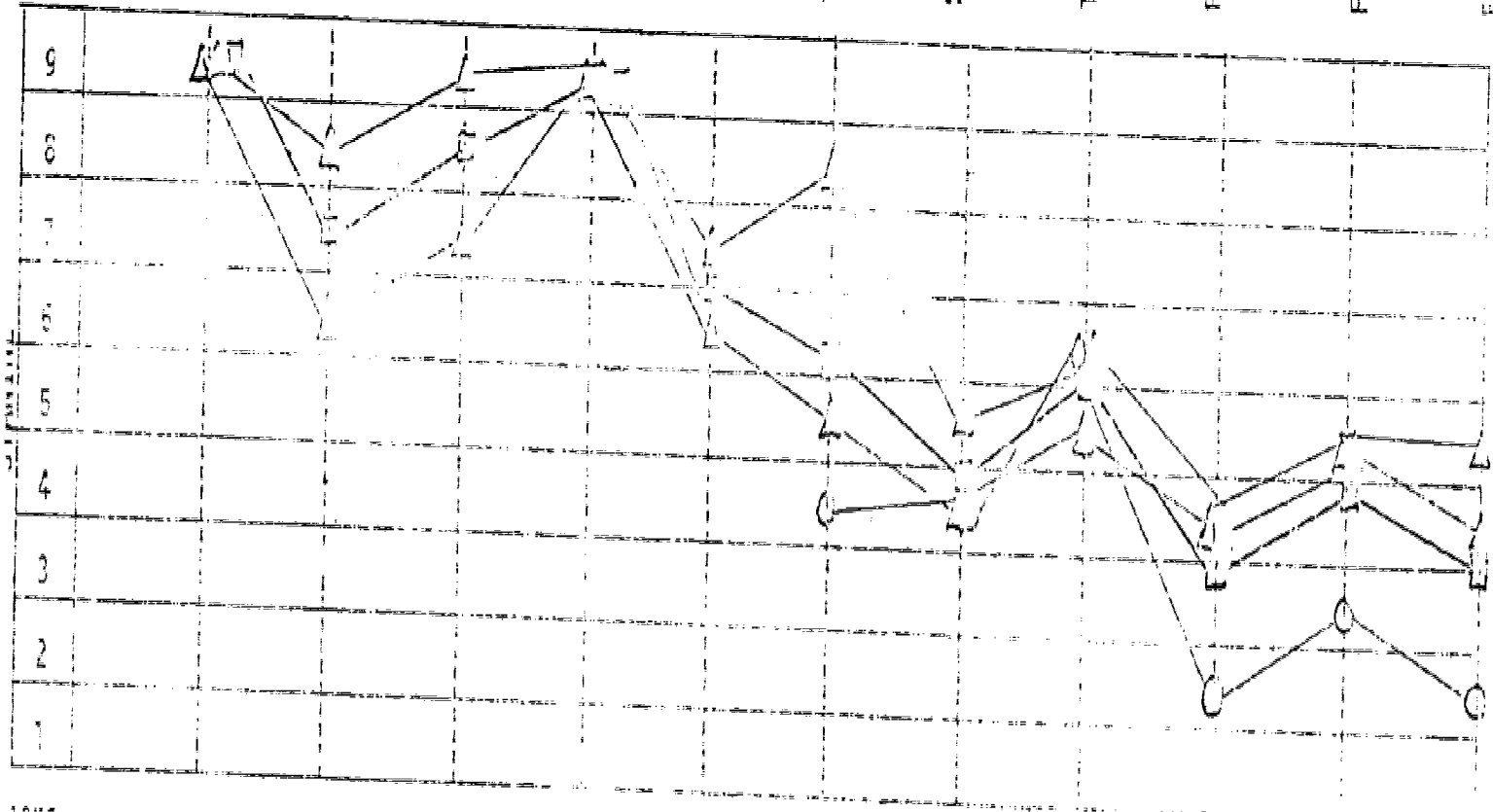
- 1973 Δ—Δ Ravens - Ravens Progressive Revision
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1976 ●—● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite □—□ MAP - Musical Aptitude Profile
- TCWSM - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

.....  
 .....  
 .....  
 COMMENTS

Number of hours Participation:  
 1973-74       
 1974-75 126  
 1975-76 6  
 Total 132

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Etab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

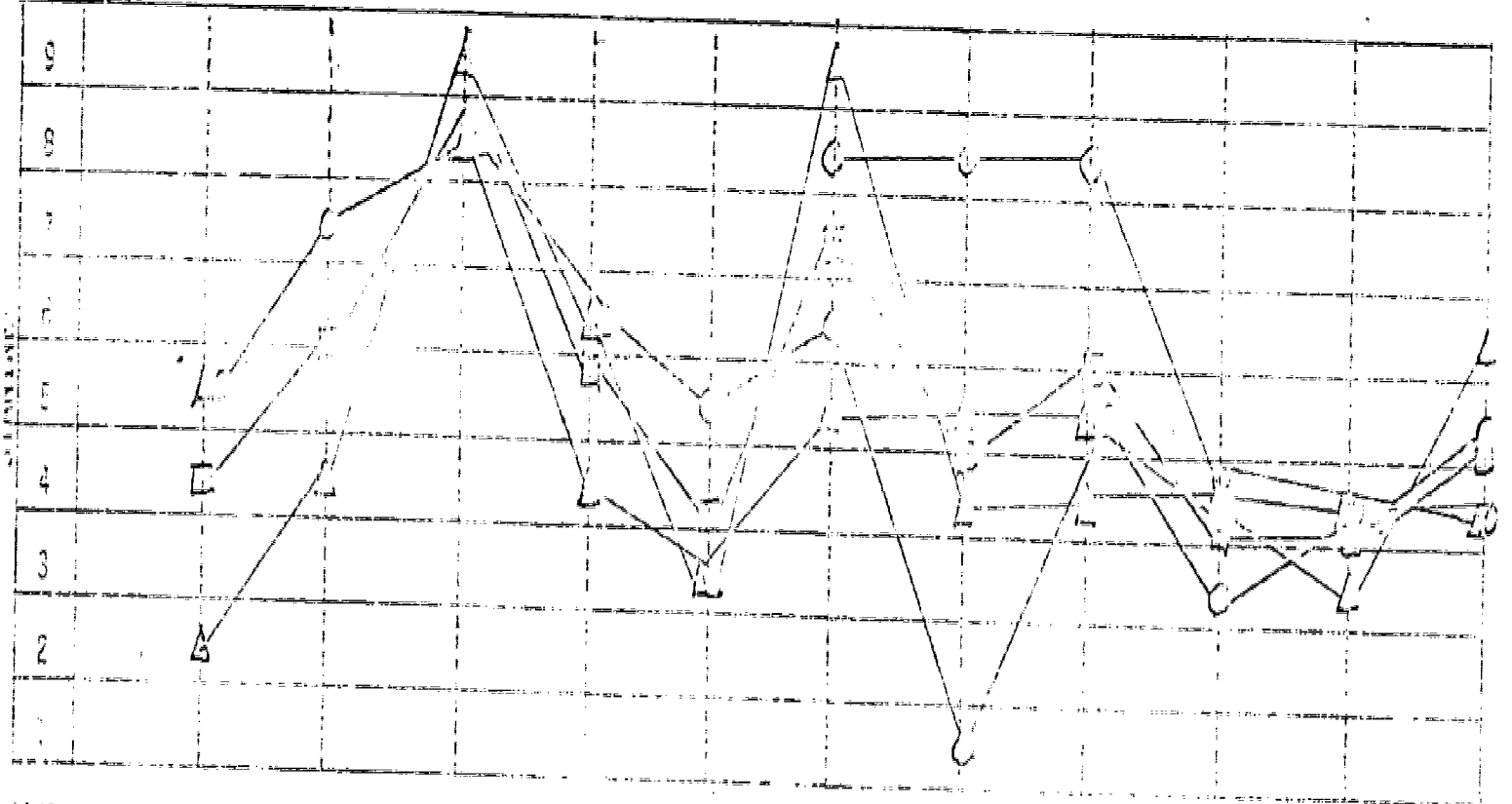
\*Stanines based on local gifted population

This student moved out of the gifted program in 1976 due to a change in the criteria.



Participation: 1974-75 68  
 1975-76 116  
 Total 184

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1975 — Ravens - Ravens Progressive Matrices
- 1976 — CTMM - California Test of Mental Maturity, Short Form
- 1975 — Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1976 — Stanford M & S - Stanford Achievement Test - Math & Science Section
- 1975 — MAP - Musical Aptitude Profile
- 1976 — TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite — TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



Project TAG Individual Profile

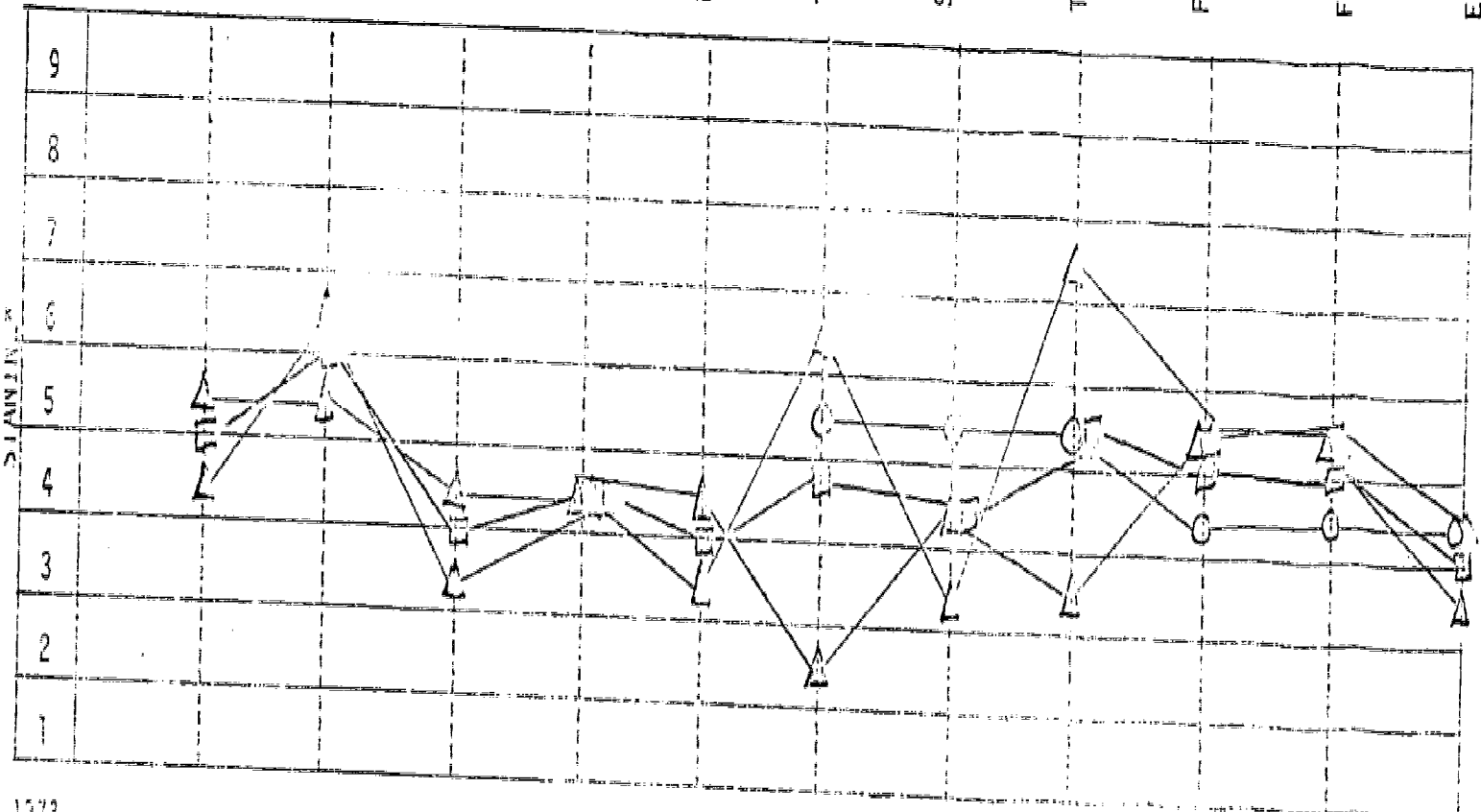
NAME L. C. E.

Age in 1973 10

Number of hours Participation:  
 1973-74 —  
 1974-75 5  
 1975-76 6  
 Total 11

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Elab.



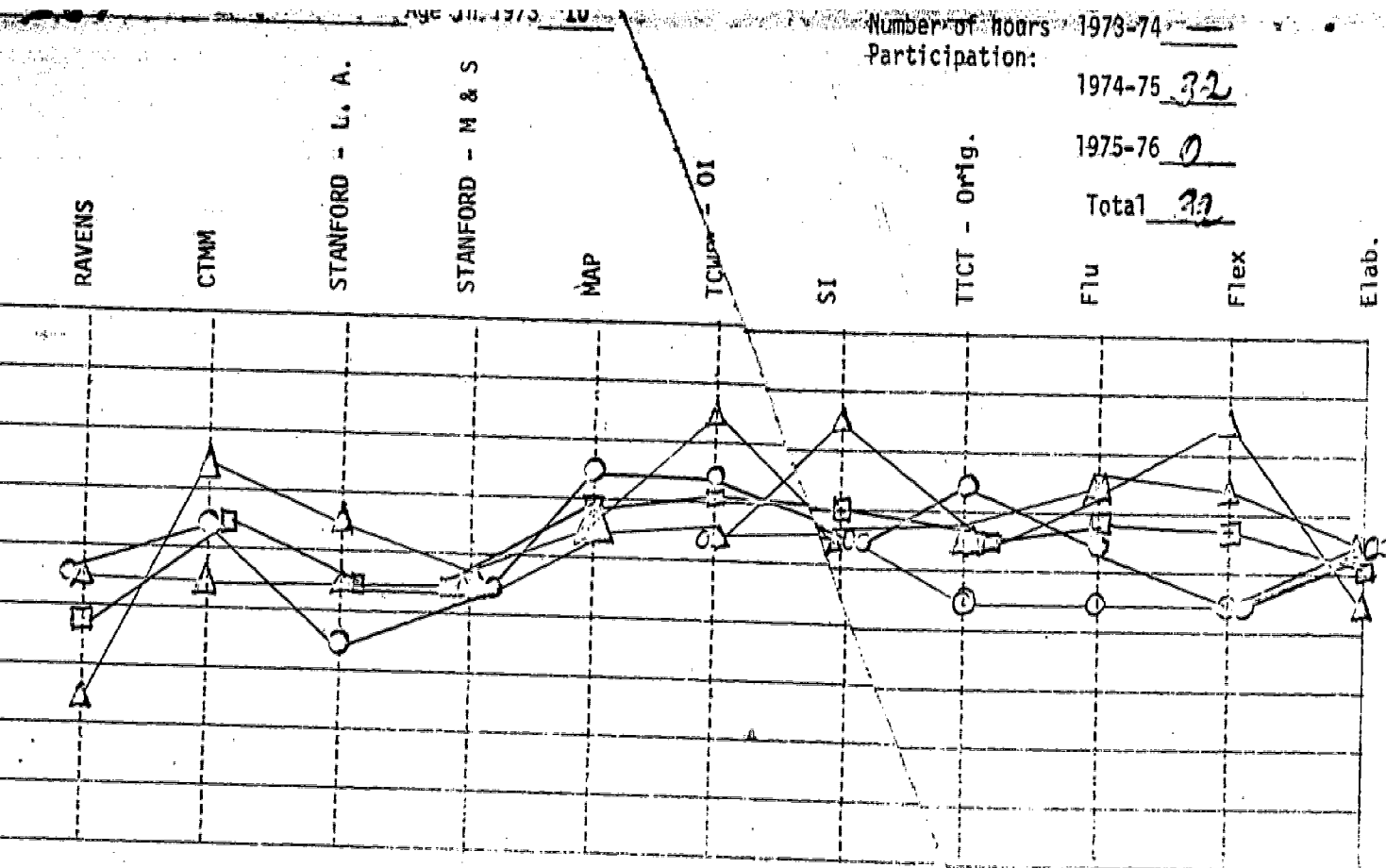
- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 □—□ Stanford M & S - Stanford Achievement Test - Math & Science Sections
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- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



... from where there was no encouragement with academic ... where there were many problems.

Number of hours Participation:  
 1973-74 \_\_\_\_\_  
 1974-75 32  
 1975-76 0  
 Total 32



- △— Ravens. - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- ▲— Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

based on local gifted population

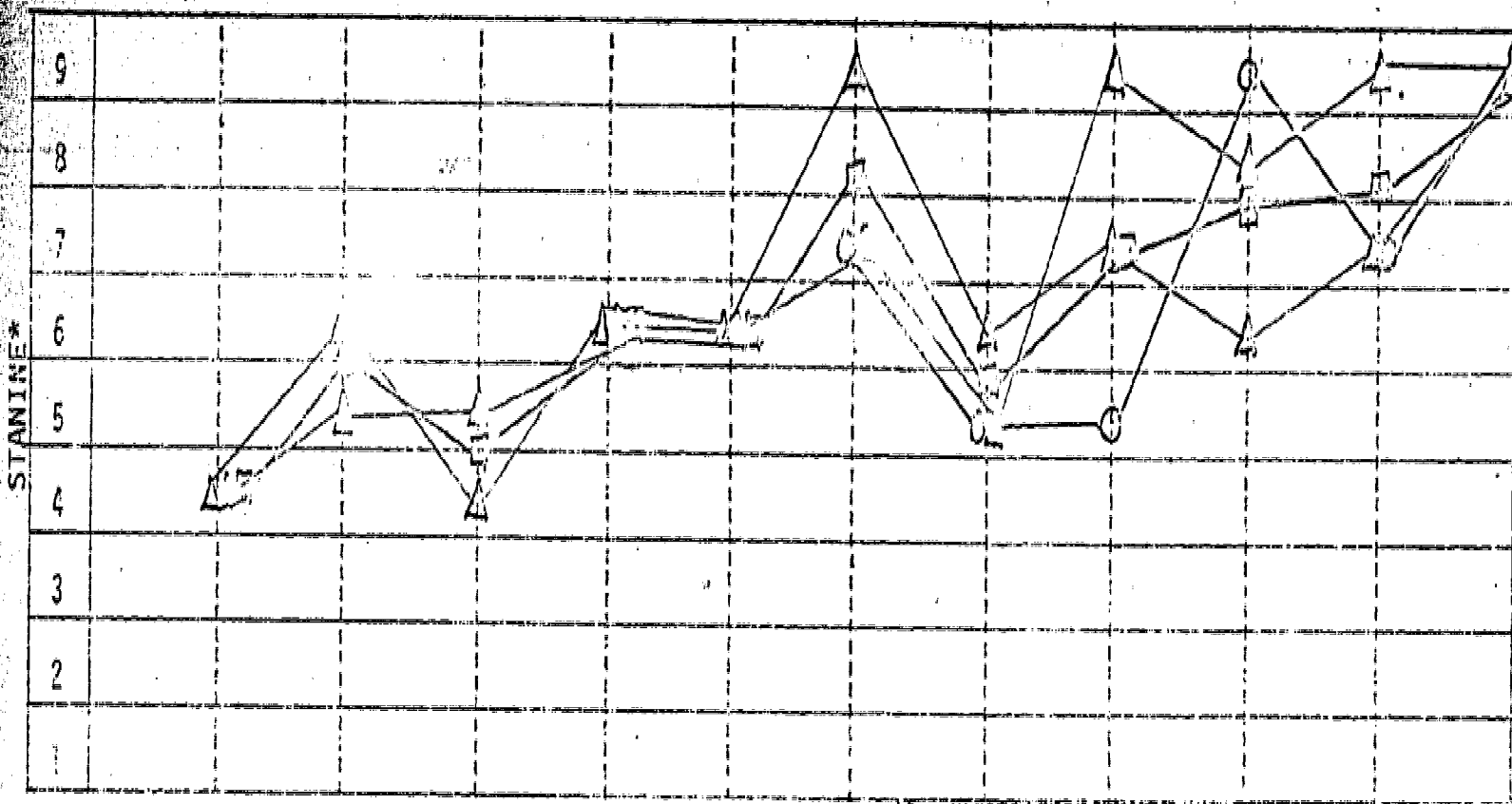
COMMENTS:



Participation:

1974-75	82
1975-76	78
Total	160

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex



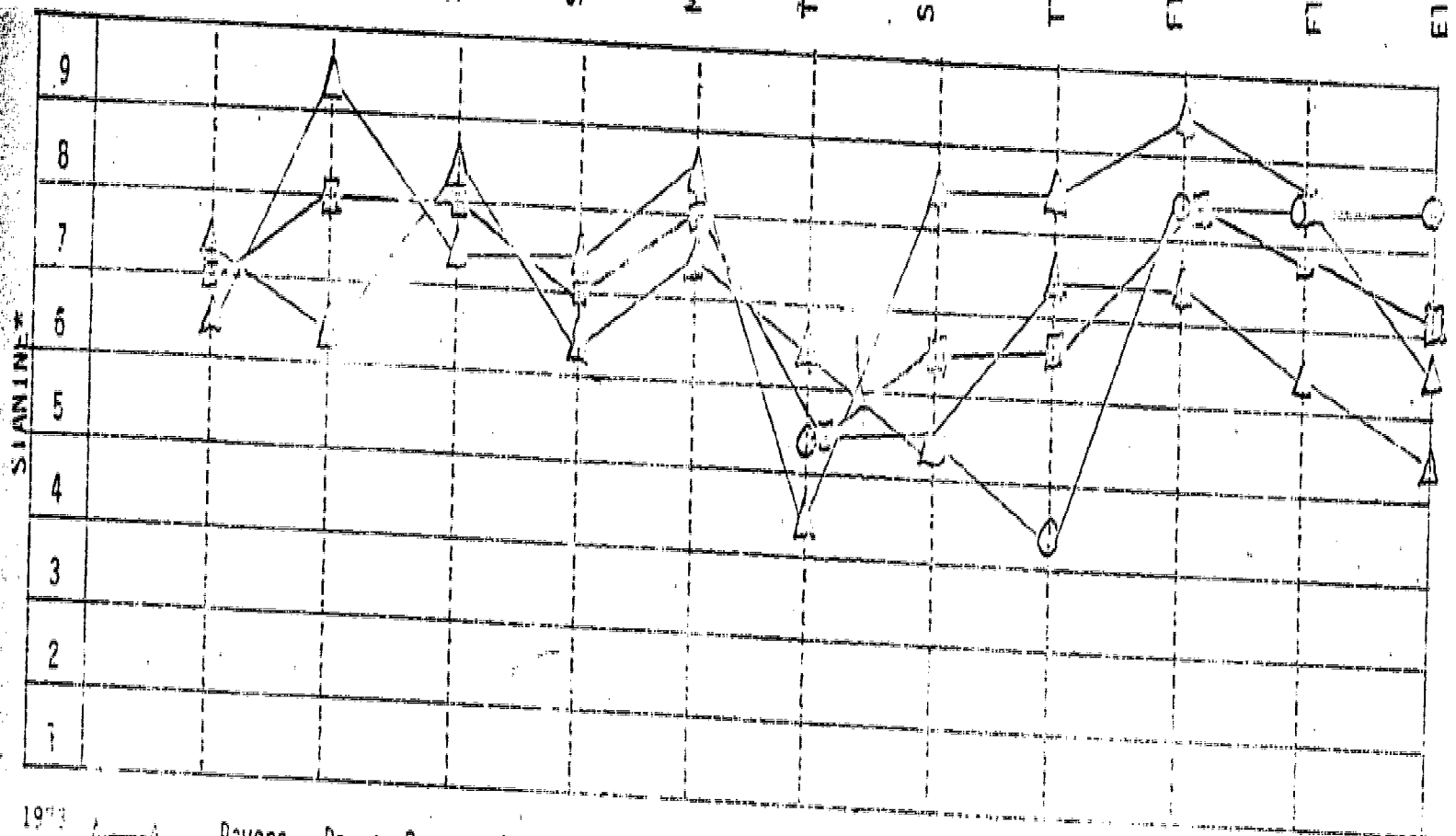
- 1973    Δ—Δ    Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974    ○—○    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975    Δ—Δ    MAP - Musical Aptitude Profile
- Δ—Δ    TCMSW - Thinking Creatively With Sounds & Words
- 1976    ○—○    OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite    □—□    TTCT - Torrance Test of Creative Thinking - Figural

\*Stanines based on local gifted population

COMMENTS:

Number of hours 1973-74       
 Participation: 1974-75 116  
 1975-76 49  
 Total 165

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.



- 1973 △ — Ravens - Ravens Progressive Matrices
- 1974 ○ — CTMM - California Test of Mental Maturity, Short Form
- 1975 □ — Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 □ — Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 ◇ — MAP - Musical Aptitude Profile
- 1976 ◇ — TCWSW - Thinking Creatively With Sounds & Words
- 1976 ◇ — OI - Onomatopoeia & Images
- 1976 ◇ — SI - Sounds & Images
- Composite □ — TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

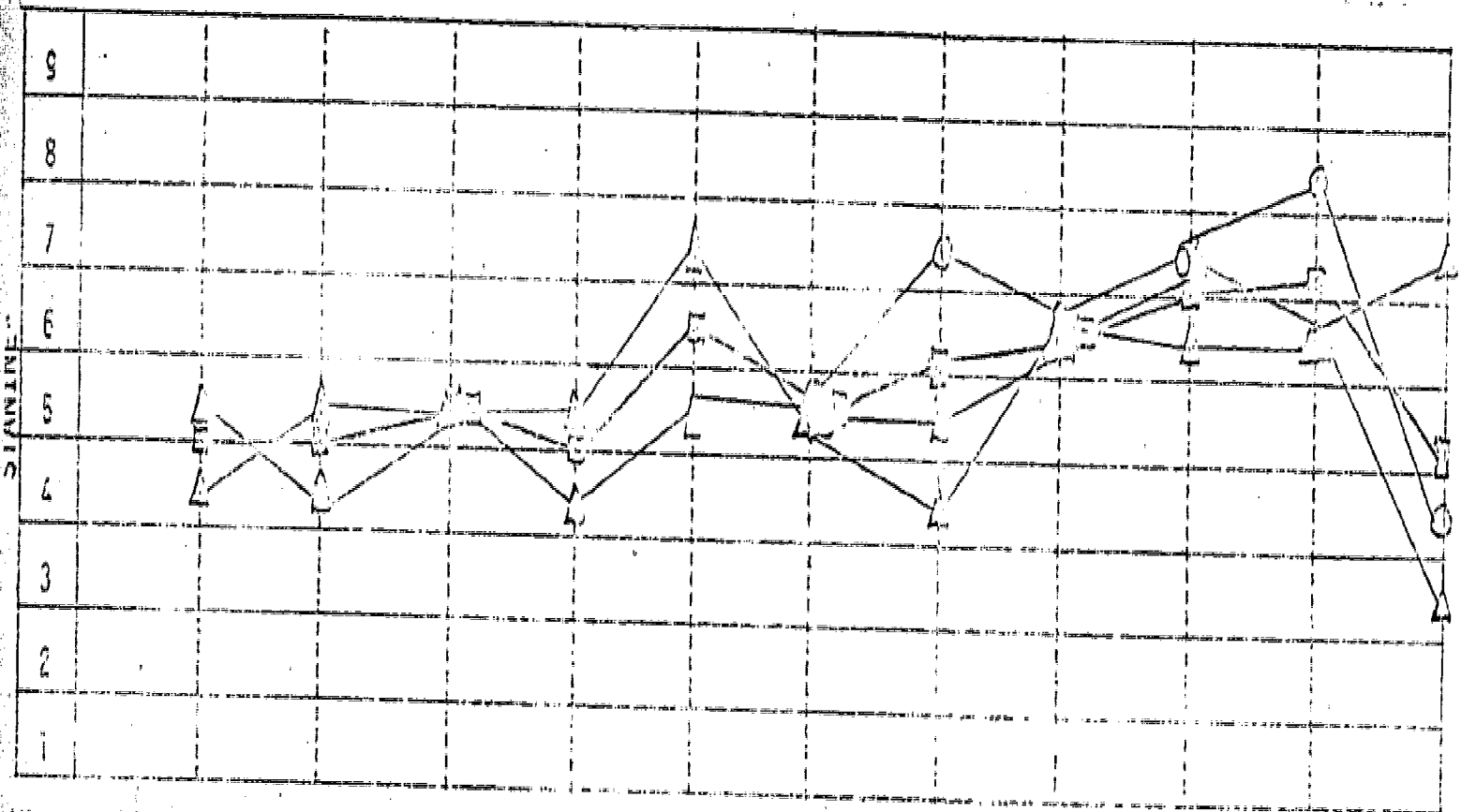
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

*Review of... for... and... materials*

1974-75 24

1975-76 0

Total 24

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

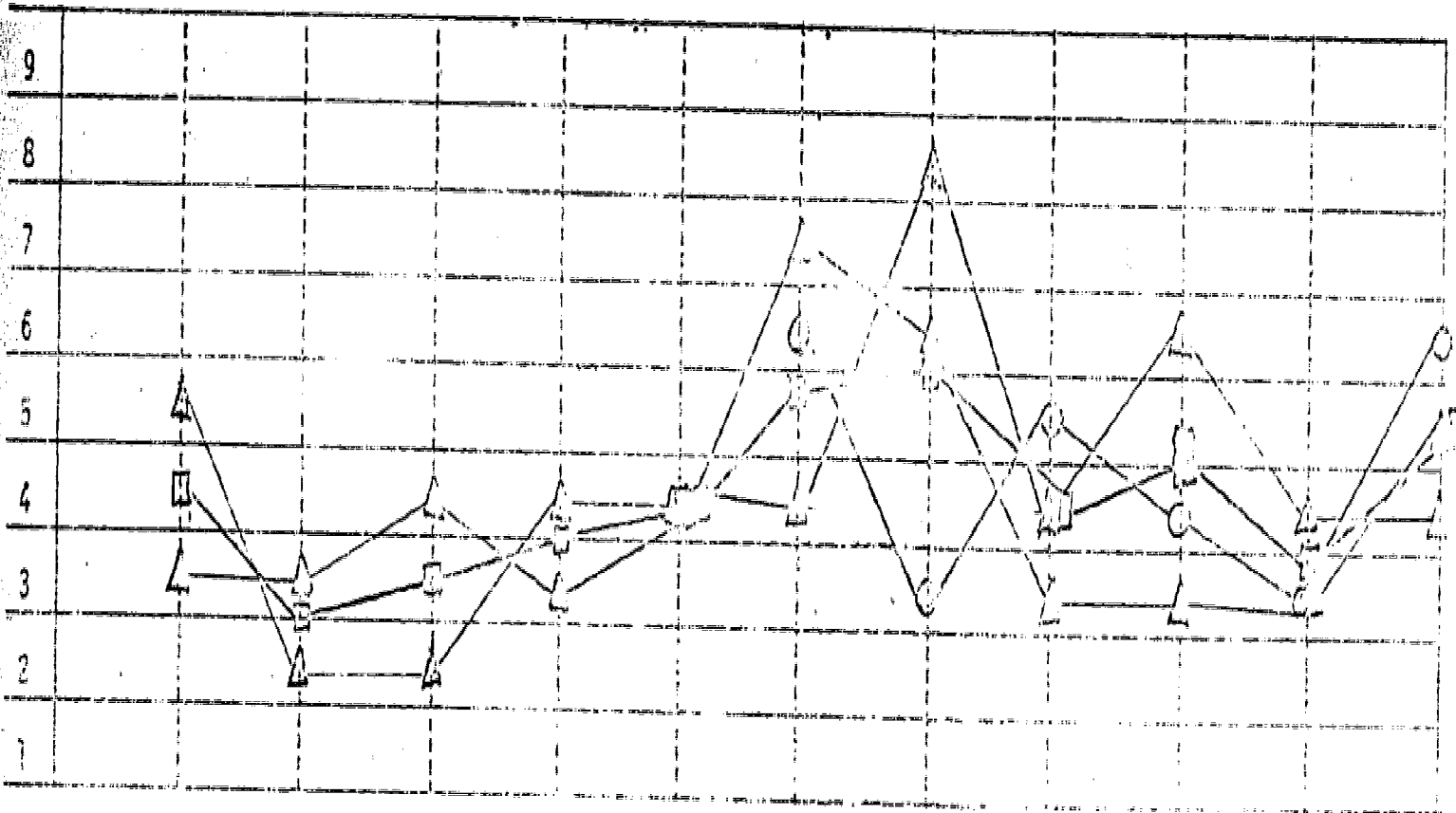
SI

TTCT - Or19

Flu

Flex

Elab.

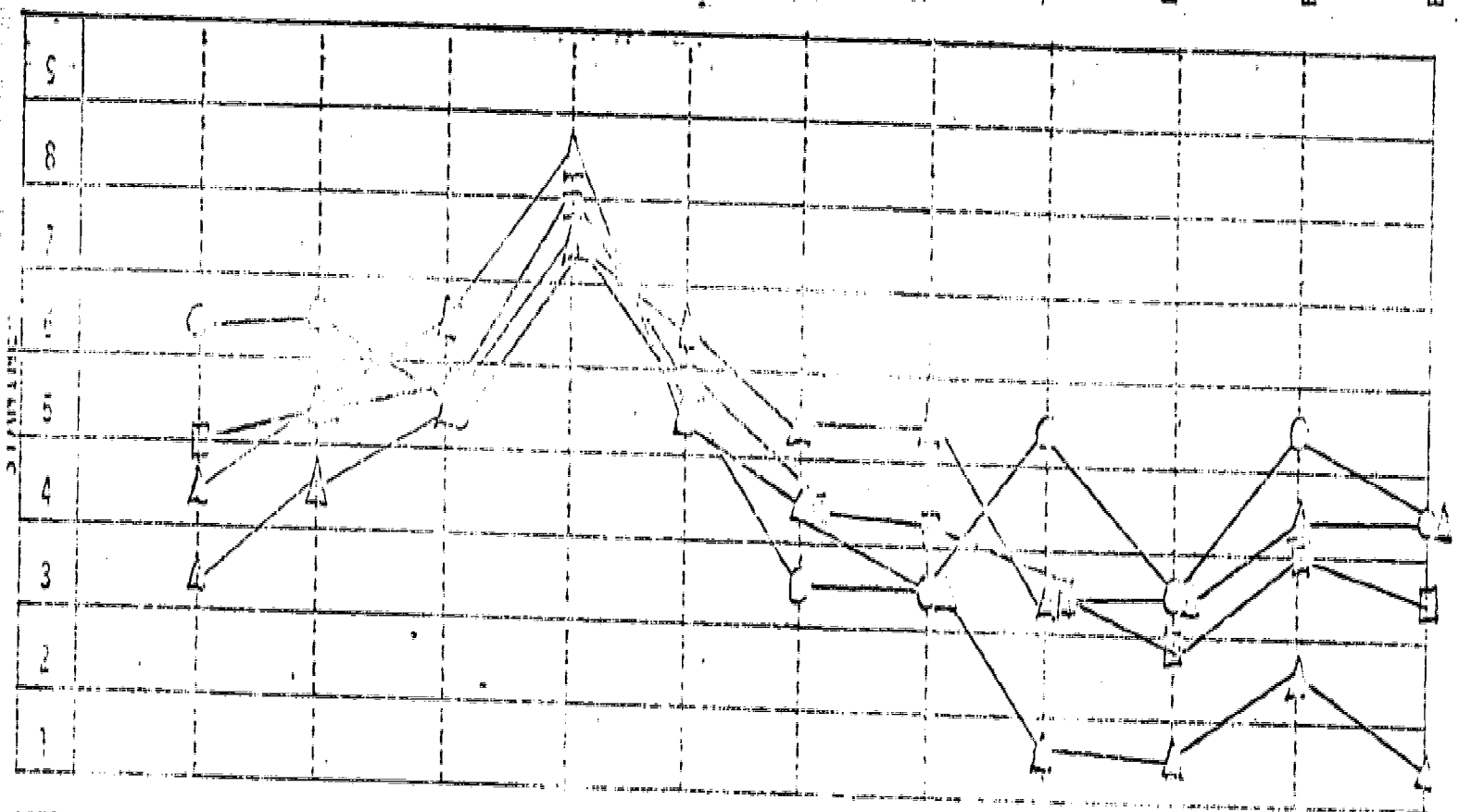


- 973 Ravens - Ravens Progressive Matrices
- 974 CTMM - California Test of Mental Maturity, Short Form
- 974 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 974 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 975 MAP - Musical Aptitude Profile
- 976 TCMSW - Thinking Creatively With Sounds & Words
- 976 OI - Onomatopoeia & Images
- 976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population.

Number of hours Participation: 1974-75 11.6  
 1975-76 8.4  
 Total 20.0

RAVENS      CTMM      STANFORD - L, A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      FIU      Flex      Elab.



- 1974 Ravens - Ravens Progressive Matrices
- 1975 CTMM - California Test of Mental Maturity, Short Form
- 1976 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Composite Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1974 MAP - Musical Aptitude Profile
- 1975 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- Composite SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Standards based on local gifted population

COMMENTS:



RAVENS

CTMM

STANFORD - L, A.

STANFORD - M & S

MAP

TCWSW - OI

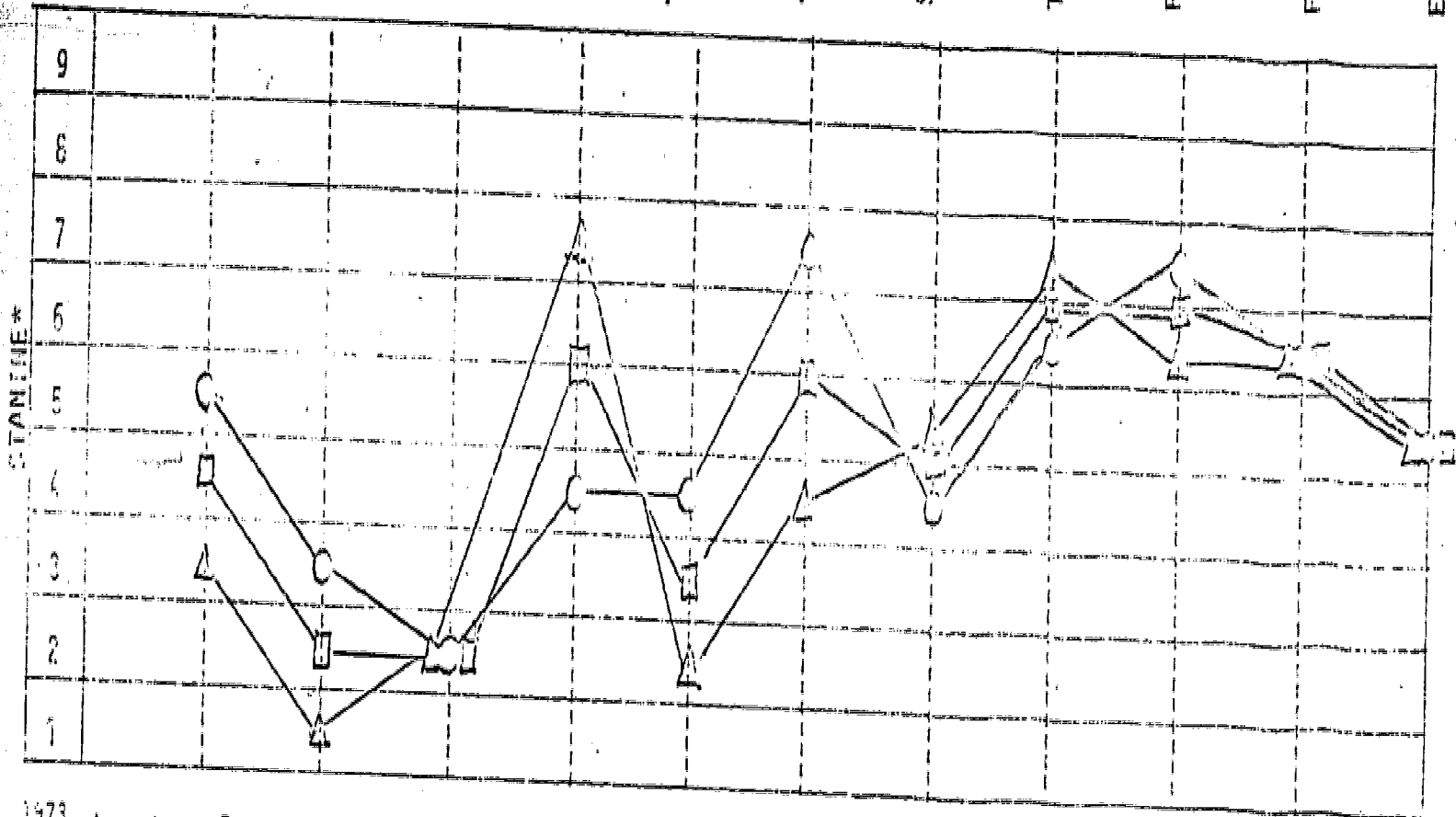
SI

TTCT - Orig.

Flu

Flex

Elab.



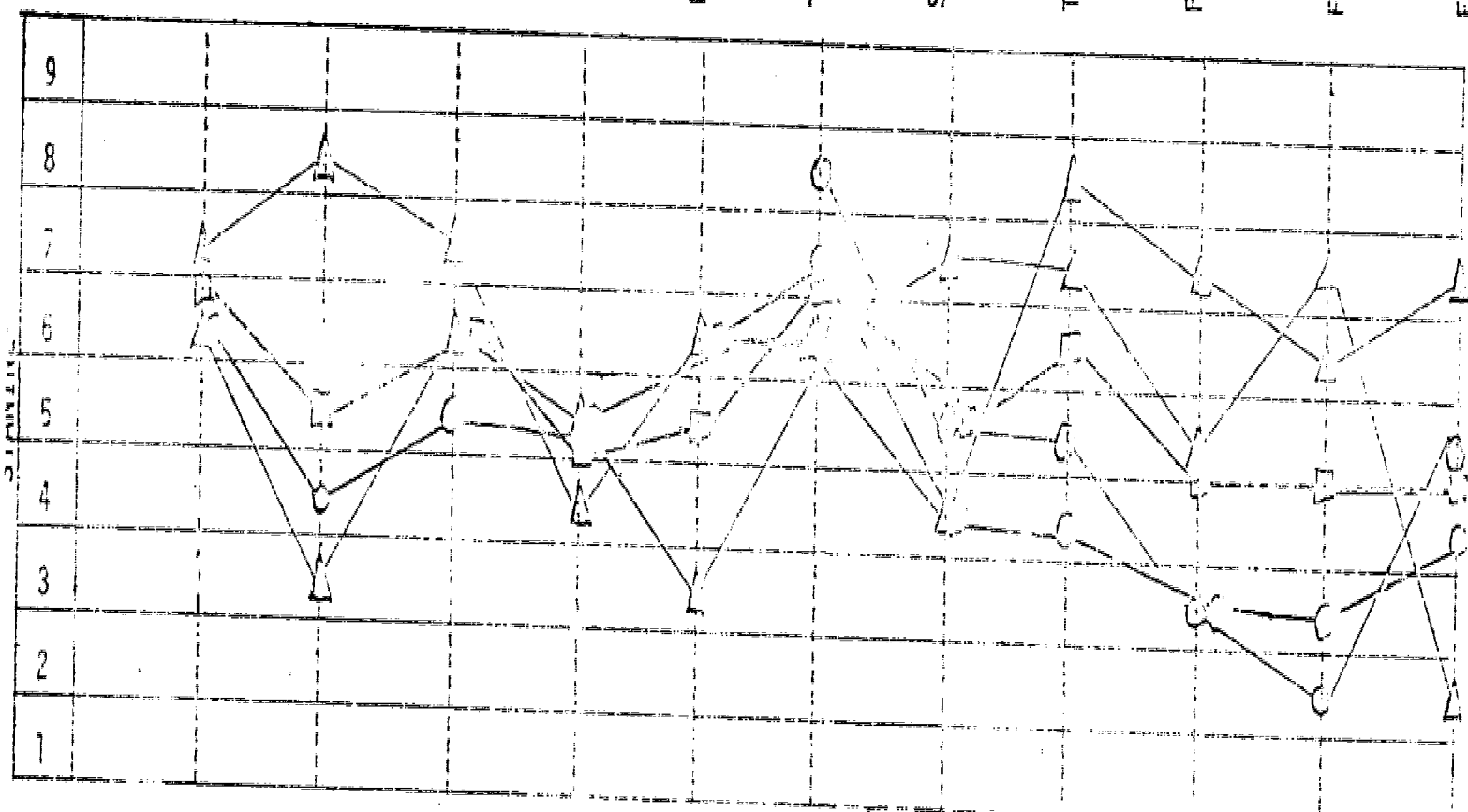
- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 o—o CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 o—o Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite □—□ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population.

COMMENTS:

NAME E. W. Age in 1973 10 Number of hours Participation: 1973-74       
 1974-75 112  
 1975-76 93  
 Total 205

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices  
 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Ability, Short Form  
 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections  
 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections  
 Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile  
 TCWSW - Thinking Creatively With Sounds & Words  
 OI - Onomatopoeia & Images  
 SI - Sounds & Images  
 TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



Project TAG Individual Profile

NAME ESG

Age in 1973 10

Number of hours 1973-74         

Participation: 1974-75 41

1975-76 18

Total 59

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

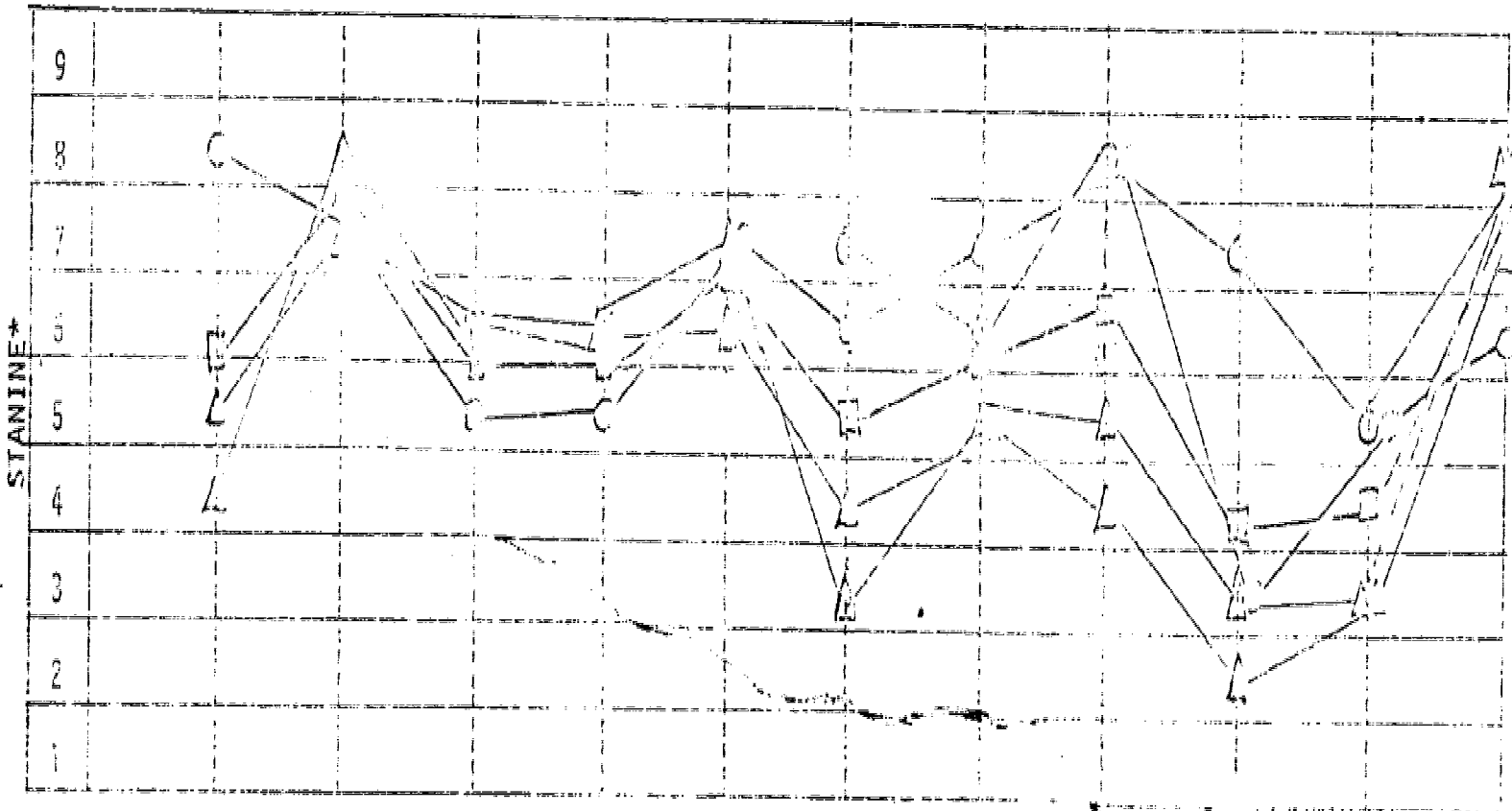
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973  Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- 1976  OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS





Participation: 1974-75 131  
 1975-76 68  
 Total 199

RAVENS

CTPM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

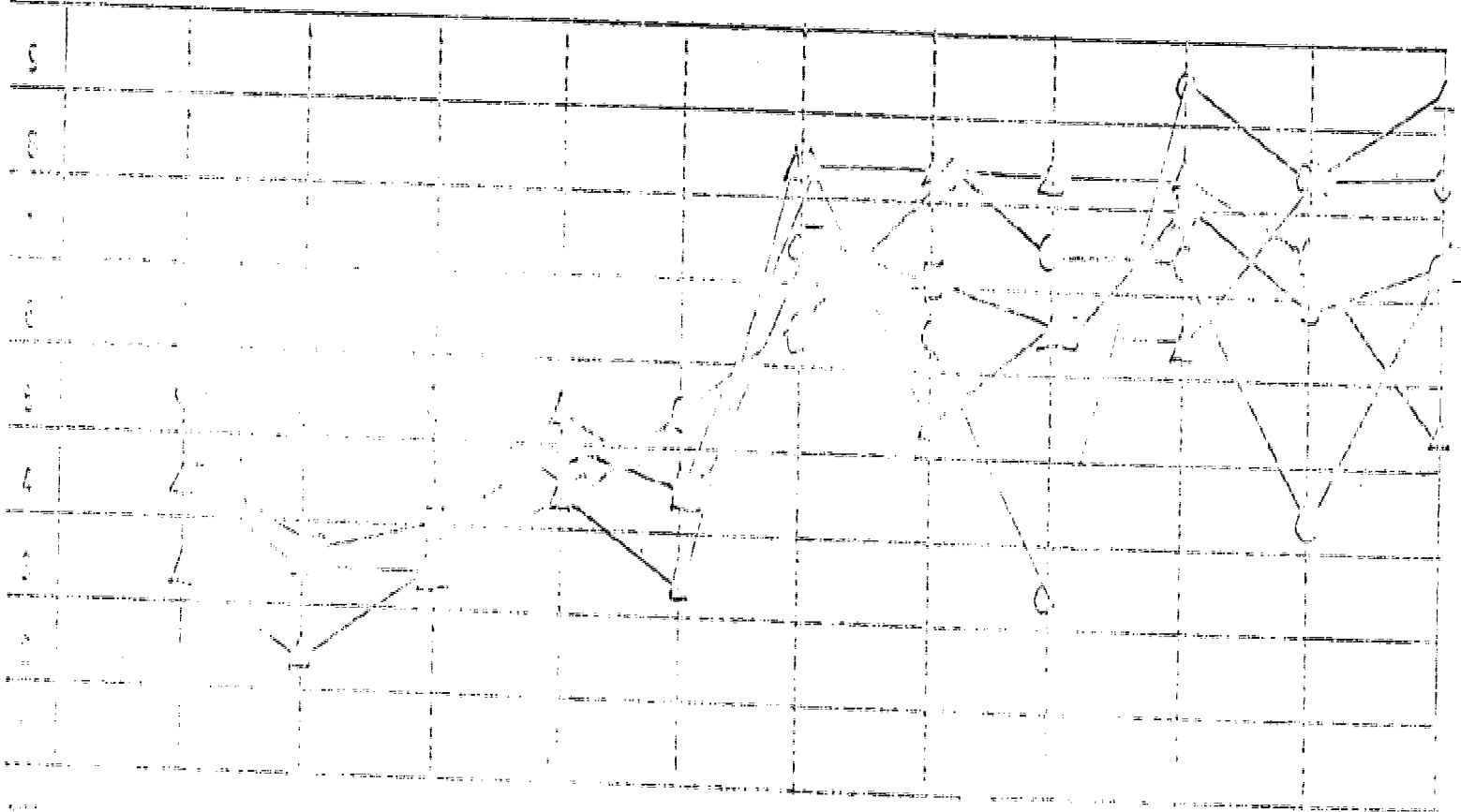
SI

TTCT - Orig.

Flu

Flex

Elab.

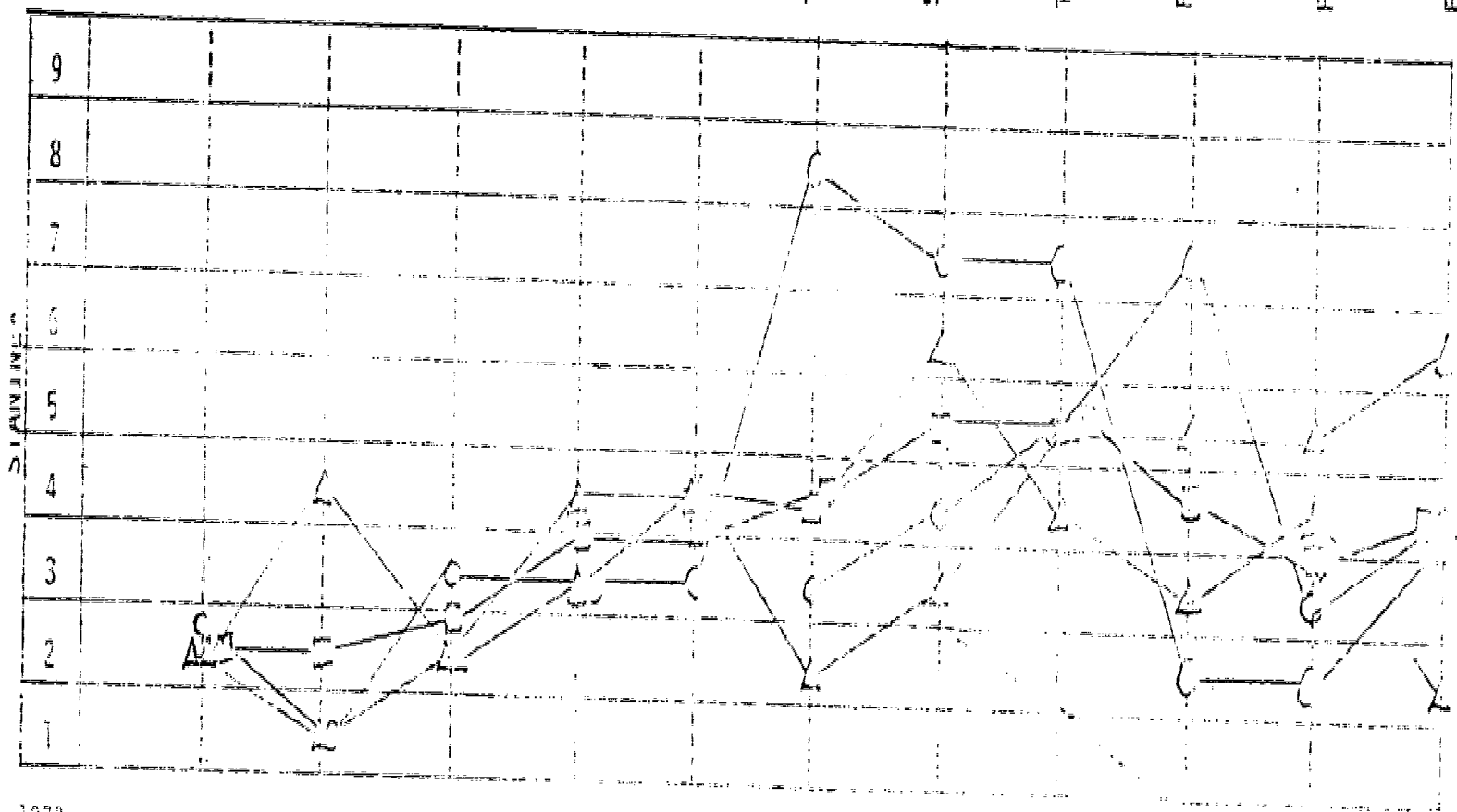


- 100 - Ravens - Ravens Progressive Matrices
- 90 - CTPM - California Test of Mental Maturity, Short Form
- 80 - Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 70 - Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 60 - MAP - Medical Aptitude Profile
- 50 - TCMSW - Thinking Creatively With Sounds & Words
- 40 - OI - Onomatopoeia & Images
- 30 - SI - Sounds & Images
- 20 - TTCT - Torrance Test of Creative Thinking, Figural

Standards based on local gifted population

1973-74       
 1974-75 16  
 1975-76 0  
 Total 16

RAVENS                      CTMM                      STANFORD - L. A.                      STANFORD - M & S                      MAP                      TCWSW - OI                      SI                      TTCT - Orig.                      Flu                      Flex                      Elab.



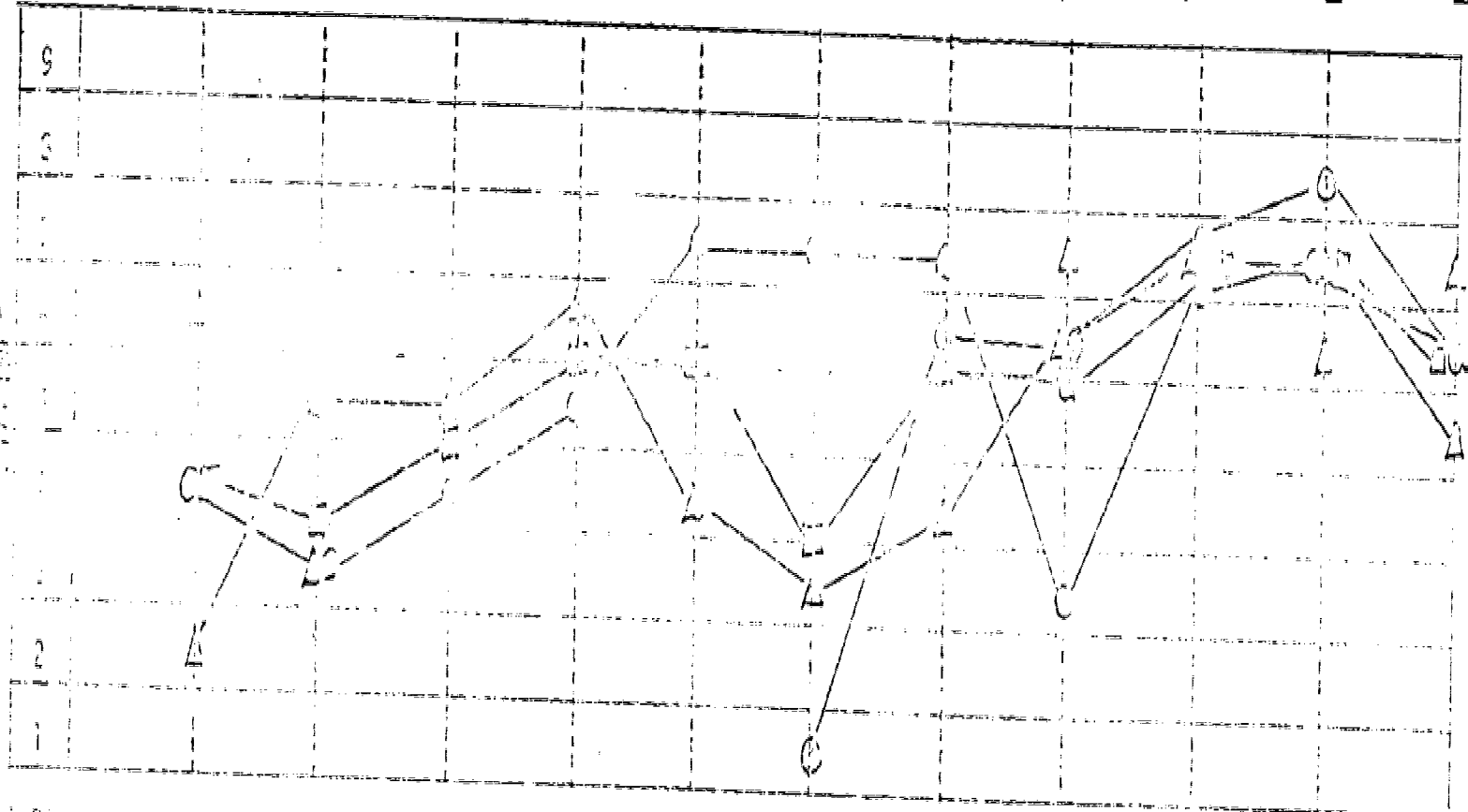
- 1973 Ravens - Ravens Progressive Tests
- 1974 CTMM - California Test of Mental Maturity - Short Form
- 1974 Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1974 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 MAP - Musical Aptitude Profile
- 1975 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Number of hours Participation: 1973-74 -  
 1974-75 15  
 1975-76 0  
 Total 15

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSM - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex



- 1973-74  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974-75  $\square$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\circ$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976  $\Delta$  MAP - Musical Aptitude Profile
- 1976  $\circ$  TCWSM - Thinking Creatively With Sounds & Words
- 1976  $\square$  OI - Onomatopoeia & Images
- 1976  $\Delta$  SI - Sounds & Images
- Composite  $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

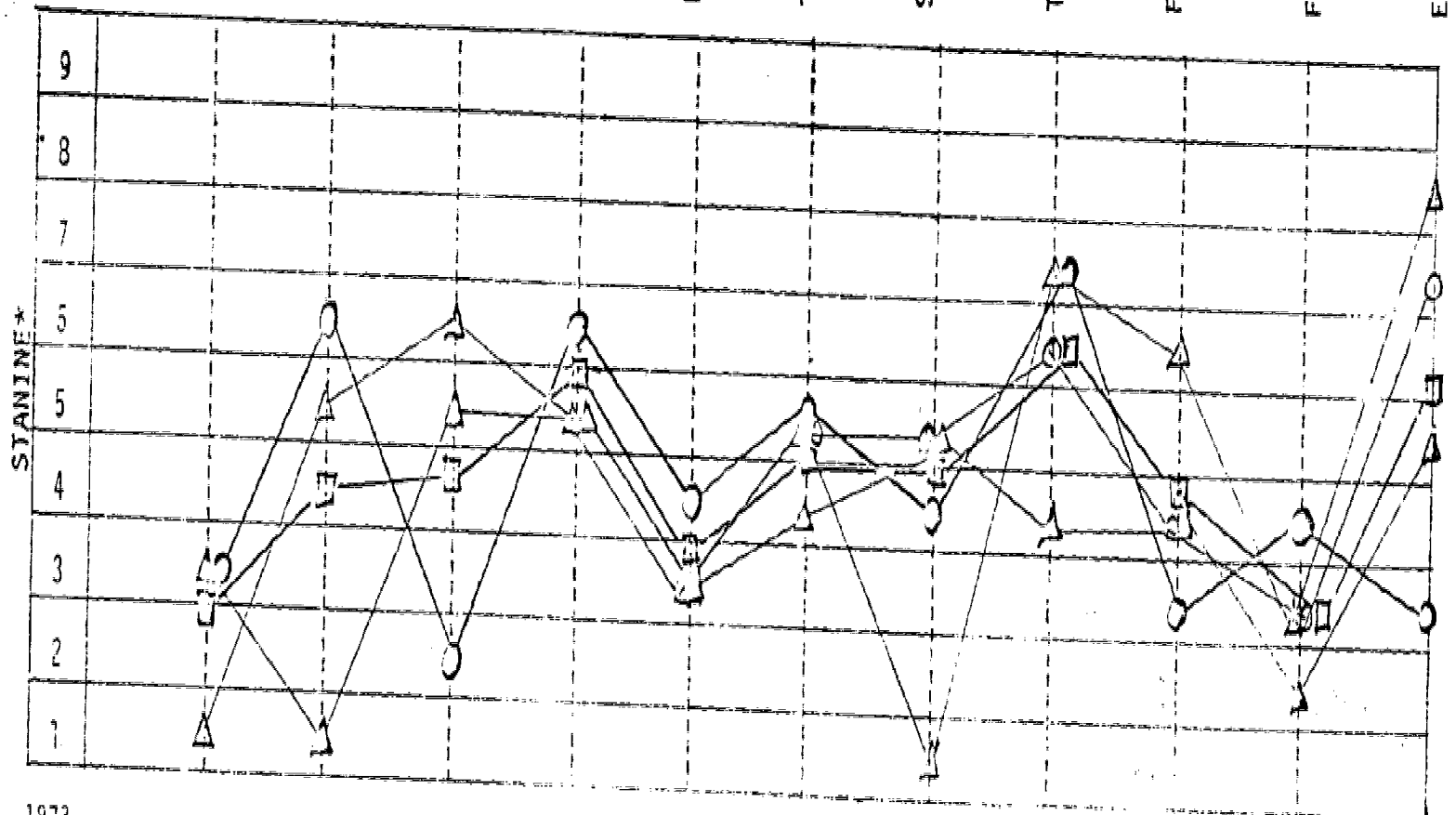
COMMENTS:



Number of hours 1973-74           
 Participation: 1974-75 68  
 1975-76 0  
 Total 68

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Elab.



- 1973  $\triangle$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

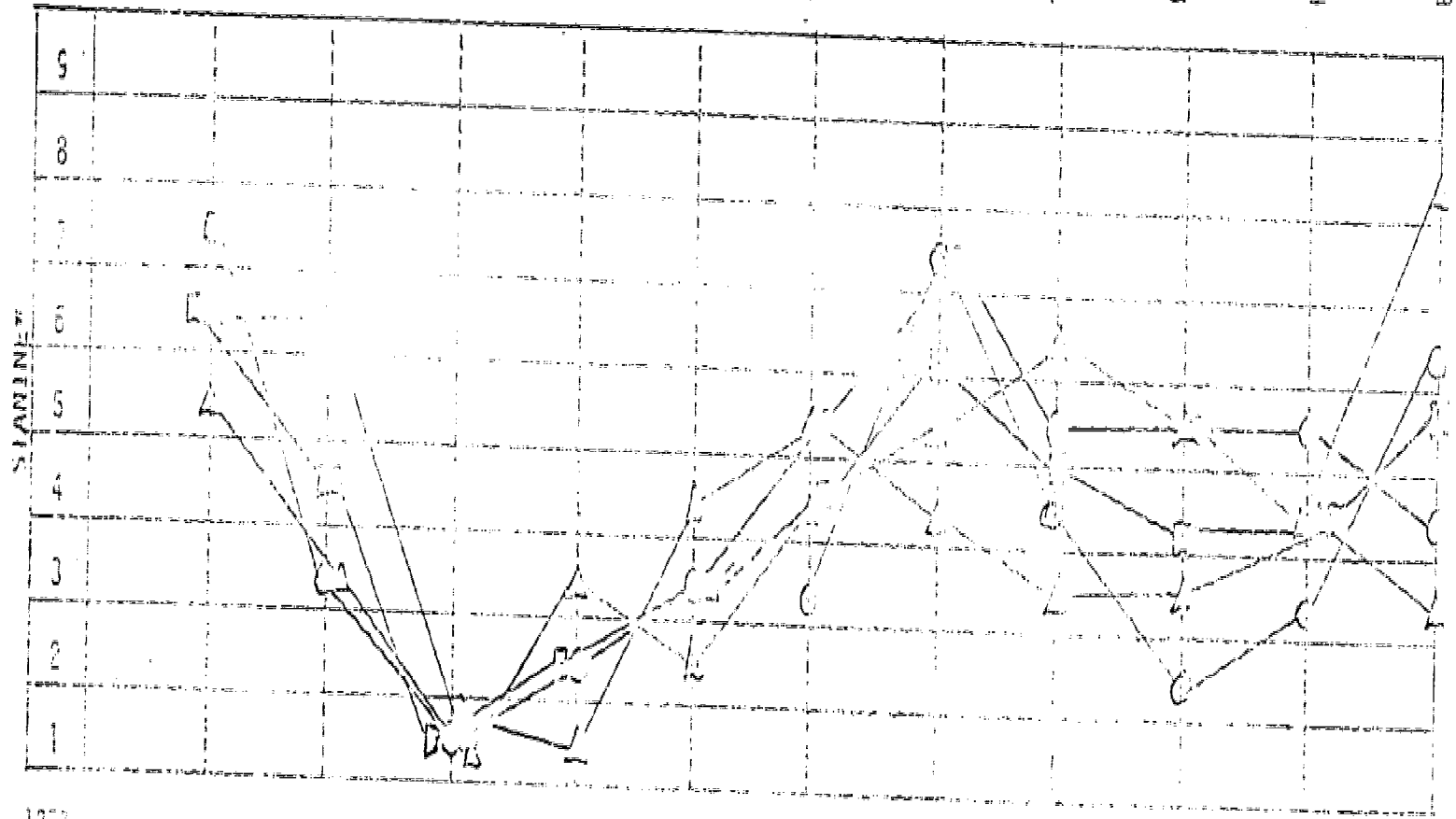


NAME Ell

Age in 1973 11

Number of hours Participation:  
1973-74 —  
1974-75 60  
1975-76 0  
Total 60

RAVENS	CTMM	STANFORD - L. A.	STANFORD - M & S	MAP	TCWSW - OI	SI	TTCT - Orig.	Flex	Elab.
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- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Project TAG Individual Profile

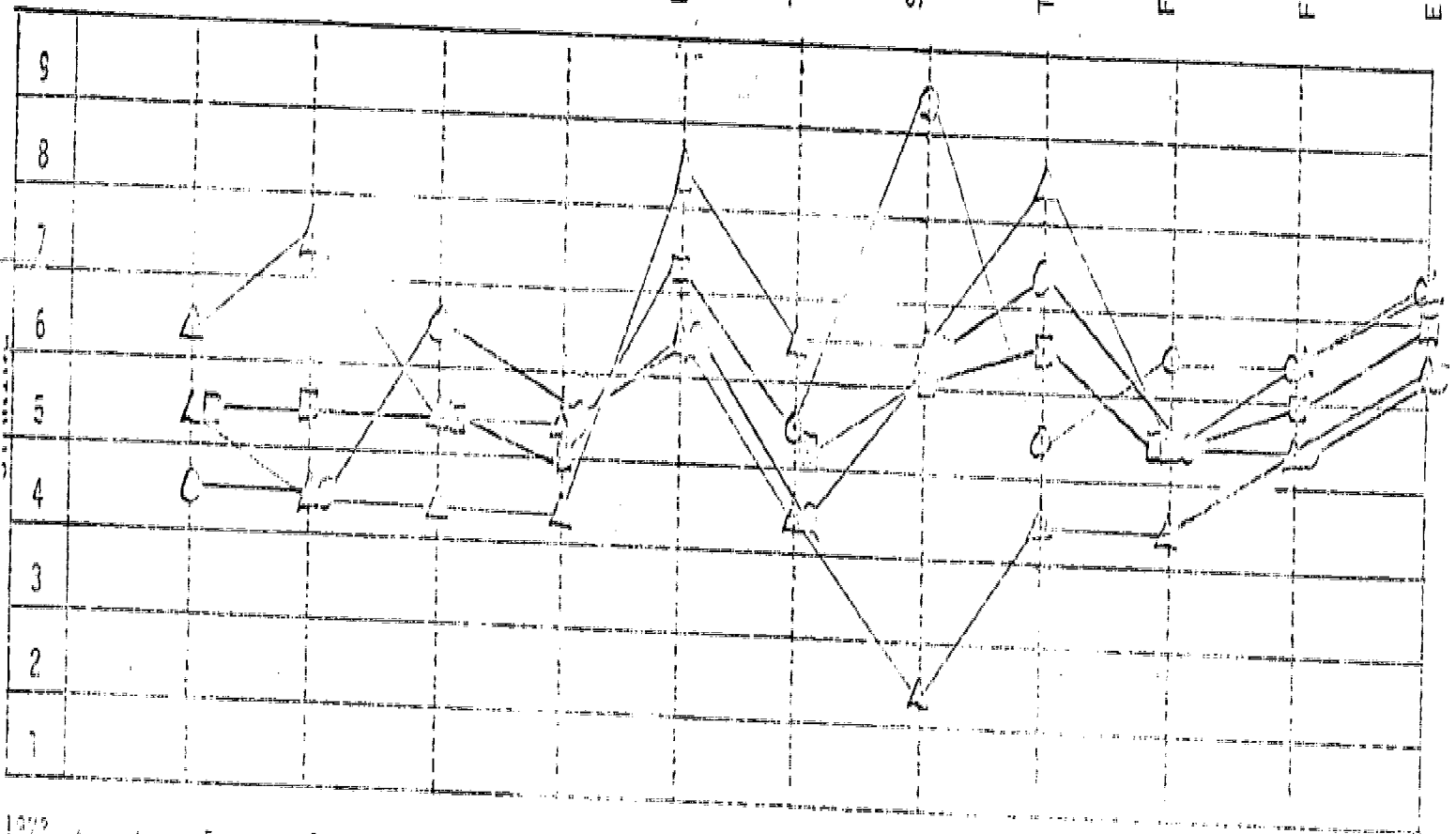
NAME EL2

Age in 1973 11

Number of hours Participation:  
 1973-74 11  
 1974-75 45  
 1975-76 49  
 Total 94

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Etab.



- 1972 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on Total gifted population

NAME E 16

Age in 1973 11

Number of hours Participation:  
 1973-74 —  
 1974-75 48  
 1975-76 0  
 Total 48

RAVENS

CTMM

STANFORD - L, A.

STANFORD - M & S

MAP

TCWSW - OI

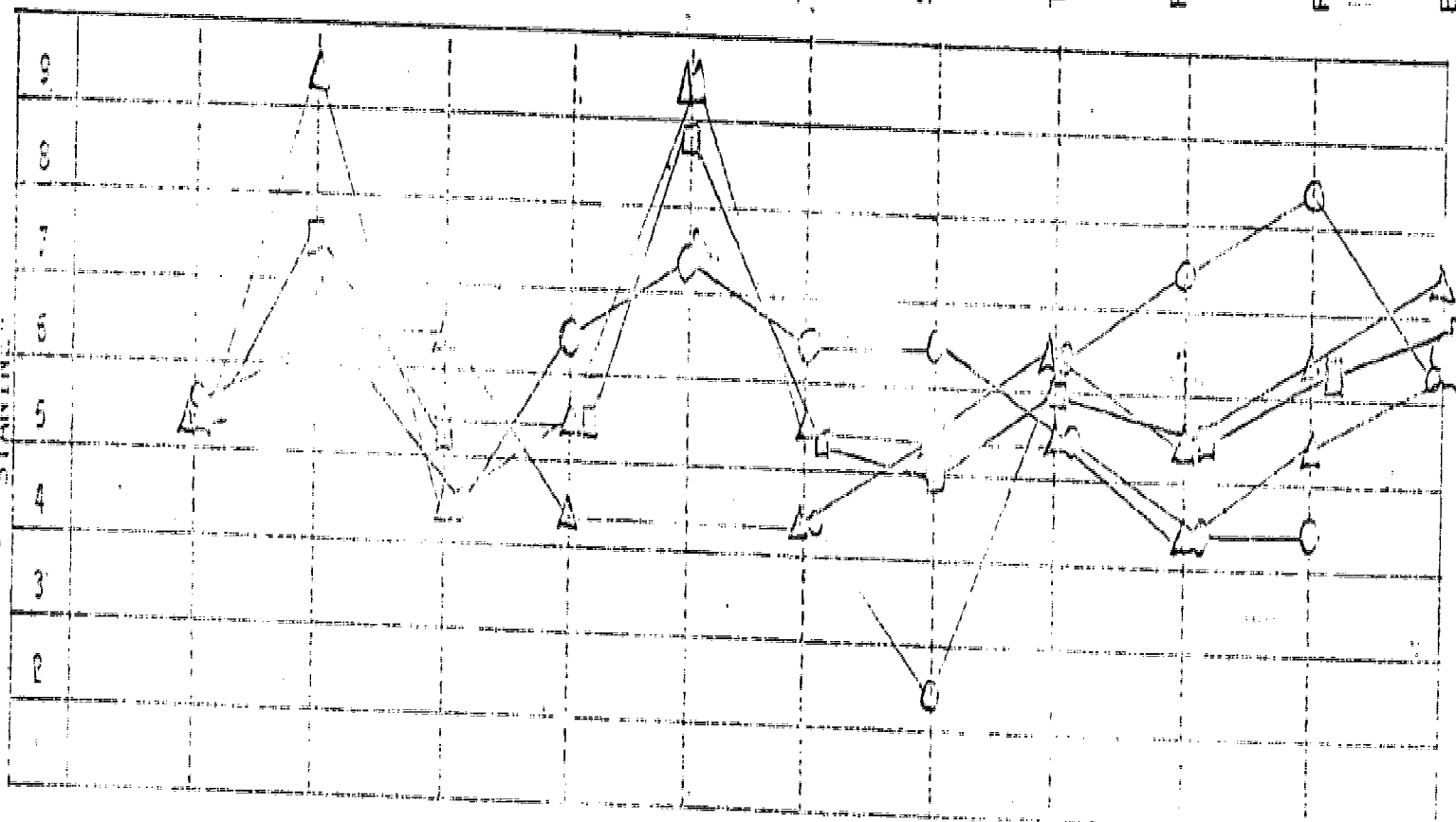
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Standines based on local gifted population

COMMENTS:

70 Very talented child, but felt she could better meet her needs through activities other than those offered by the school. Anticipated...

Project TAG Individual Profile

NAME E 23

Age in 1973 11

Number of hours - 1973-74 \_\_\_\_\_

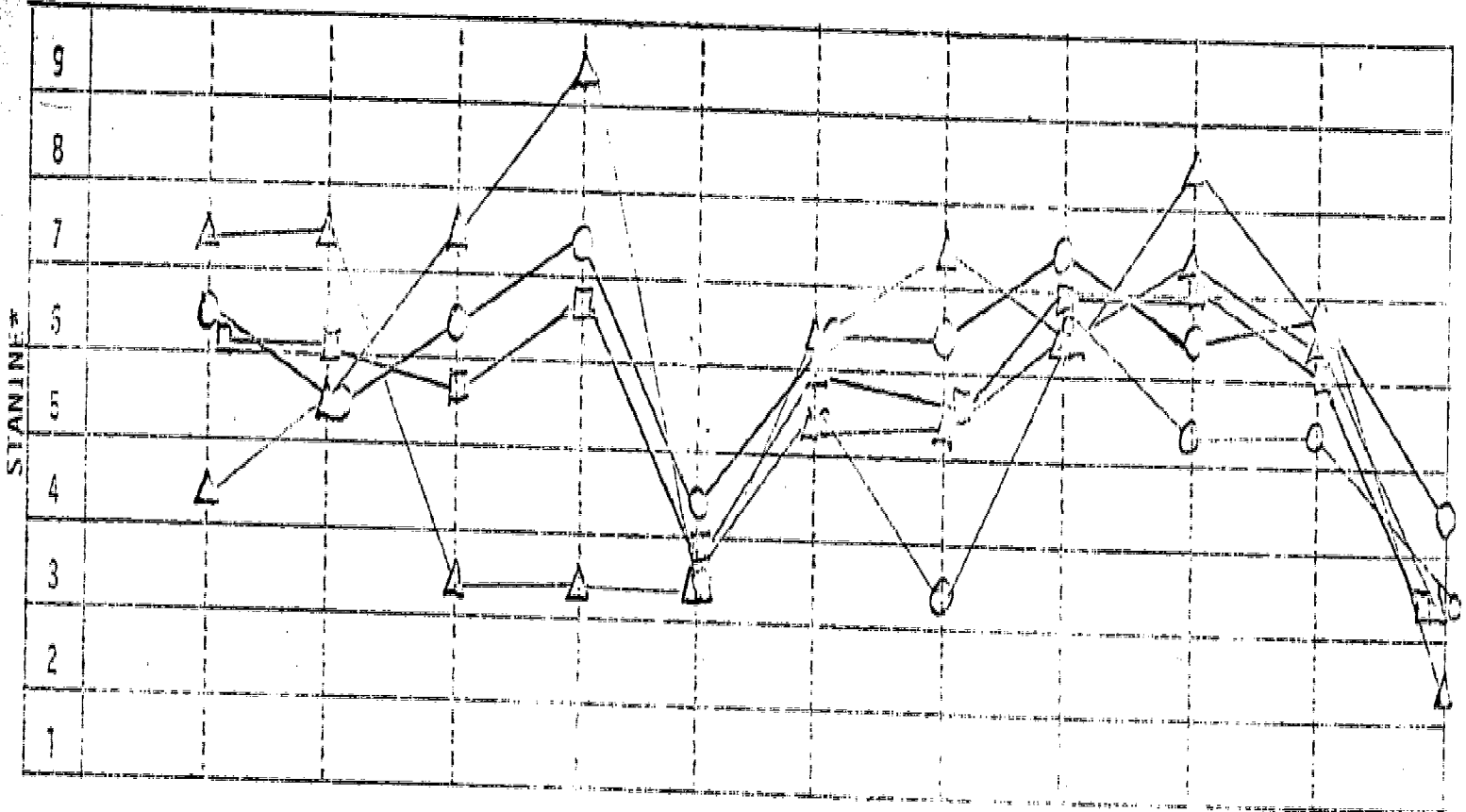
Participation:

1974-75 36

1975-76 16

Total 52

RAVENS	CTMM	STANFORD - L. A.	STANFORD - M & S	MAP	TCWSW - OI	SI	TTCT - Orig.	FTu	Flex	Elab.
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- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ●—● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ◻—◻ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

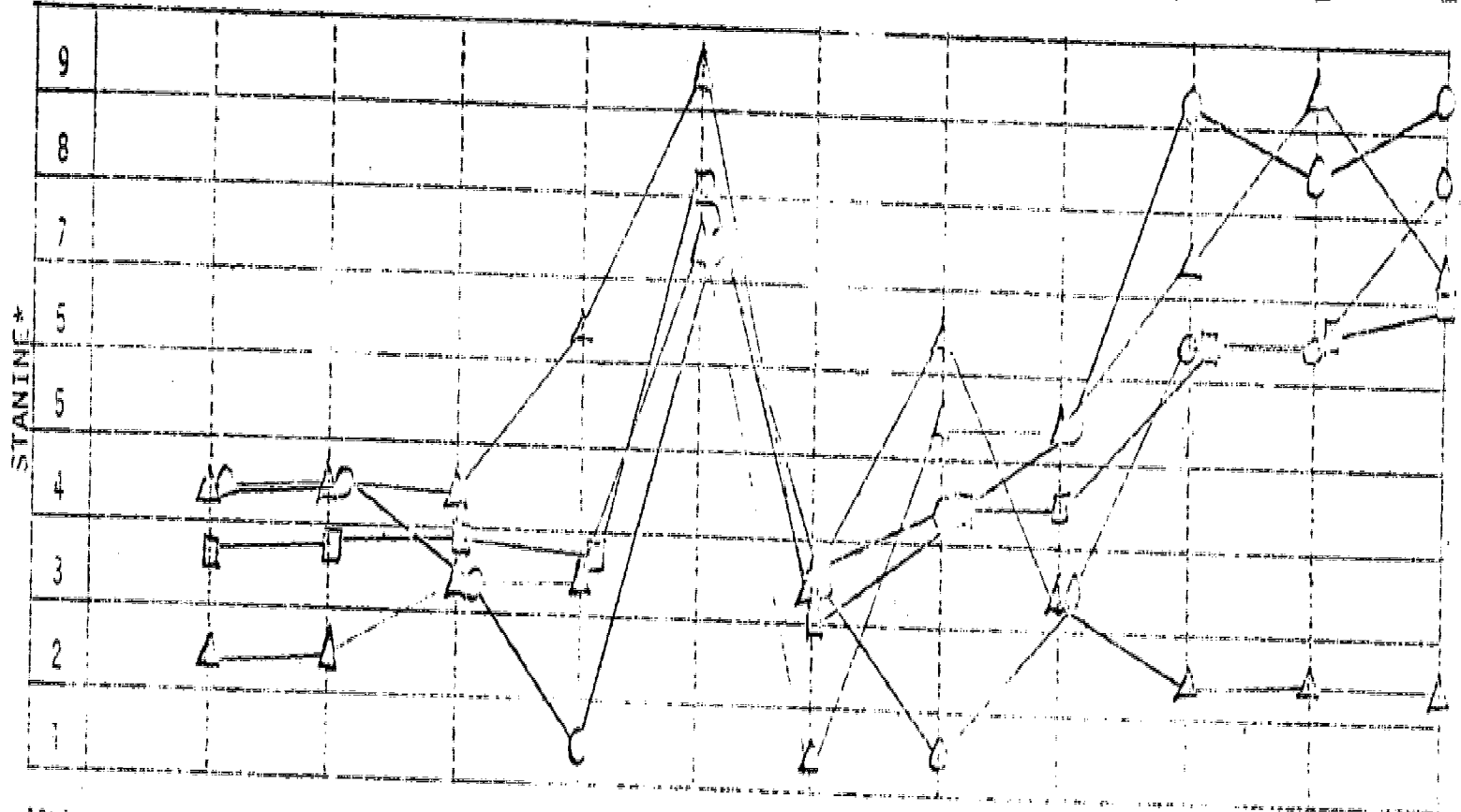
COMMENTS:





Number of hours Participation:  
 1973-74 —  
 1974-75 6  
 1975-76 0  
 Total 6

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973  $\Delta$  --- Ravens - Ravens Progressive Matrices
- 1974  $\circ$  --- CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$  --- Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\bullet$  --- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\triangle$  --- MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\square$  --- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Number of hours Participation:  
 1973-74       
 1974-75 18  
 1975-76 21  
 Total 49

PAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

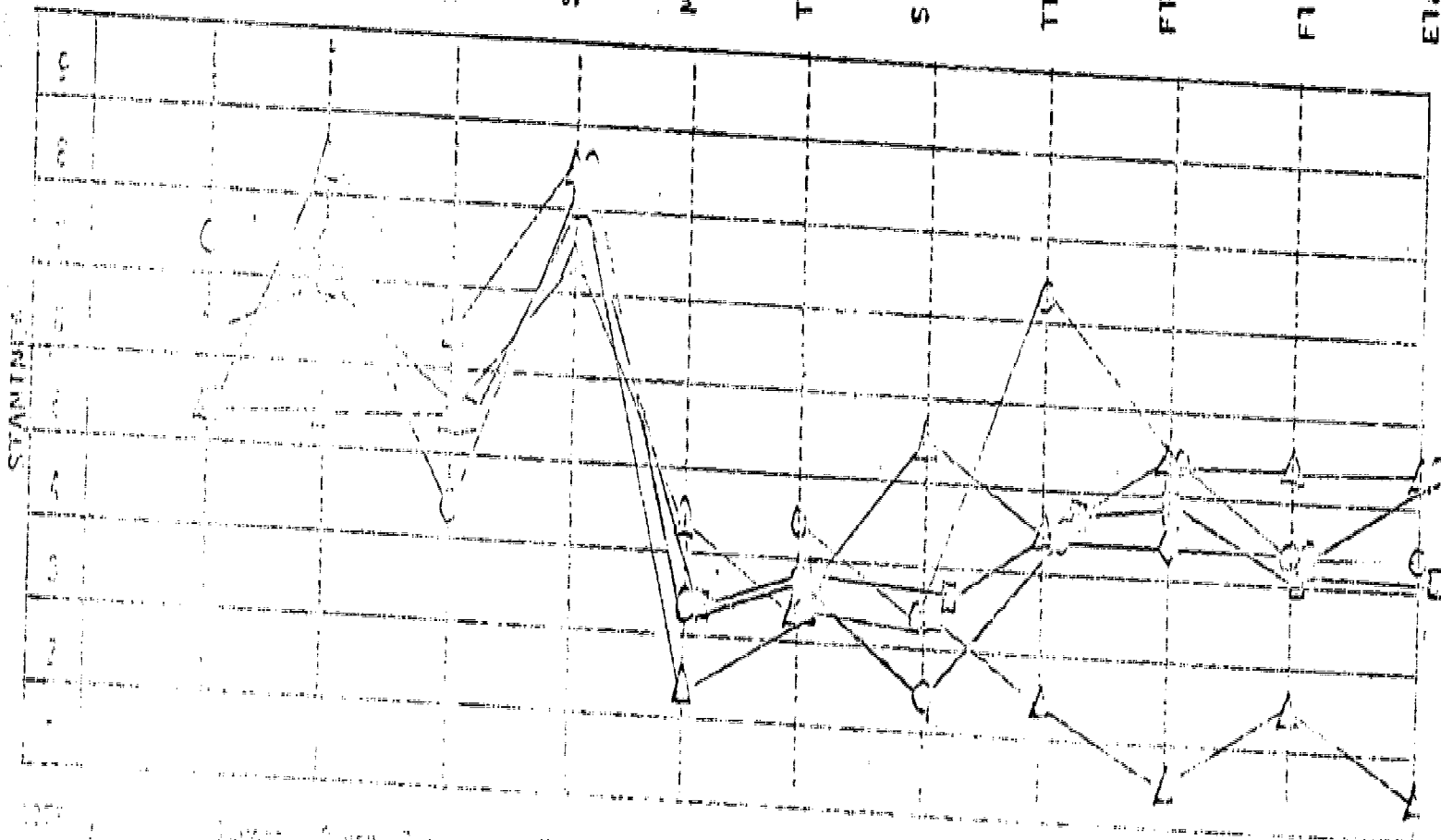
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 - Stanford Progressive Matrices
- 1974 - Stanford Test of Human Maturity, Short Form
- 1975 - Stanford Achievement Test - Language Arts Sections
- 1976 - Stanford Achievement Test - Math & Science Sections
- MAP - Medical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural
- Flu - Fluency
- Flex - Flexibility
- Elab. - Elaboration

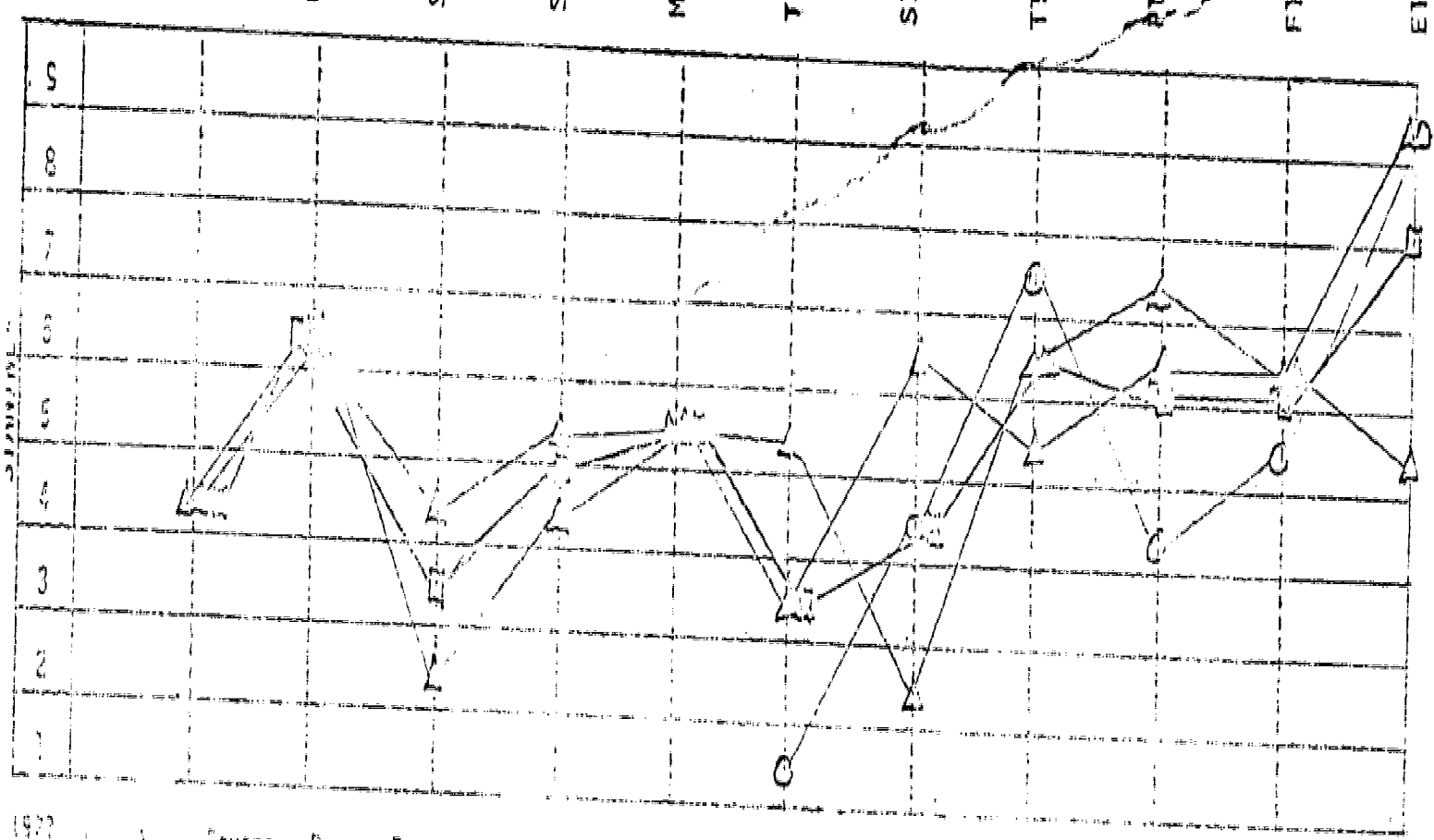
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COMMENTS:

The program I live in an outlying area

Number of hours Participation:  
 1973-74       
 1974-75 51  
 1975-76 0  
 Total 51

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW + OI      SI      TTCT - Orig.      PTu      Flex      Elab



- 1973 Ravens - Ravens Progressive Test
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Standins based on local gifted population

COMMENTS:

His primary interest was competitive sports, which project TAC did not provide.

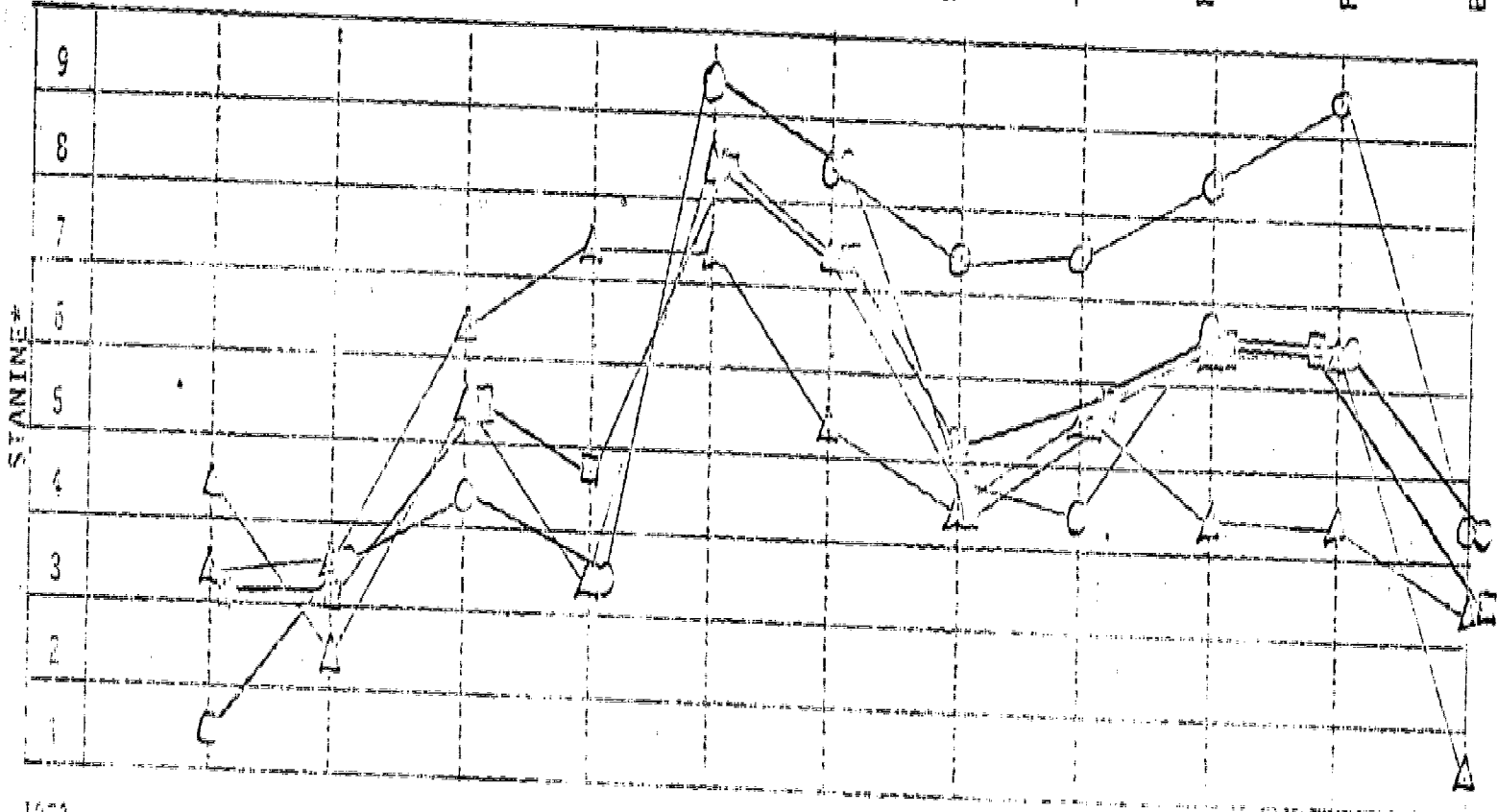


NAME E.35

Project TAG Individual Profile  
Age in 1973 11

Number of hours Participation:  
1973-74 100  
1974-75 81  
1975-76 90  
Total 101

RAVENS      CTMM      STANFORD - L, A,  
STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



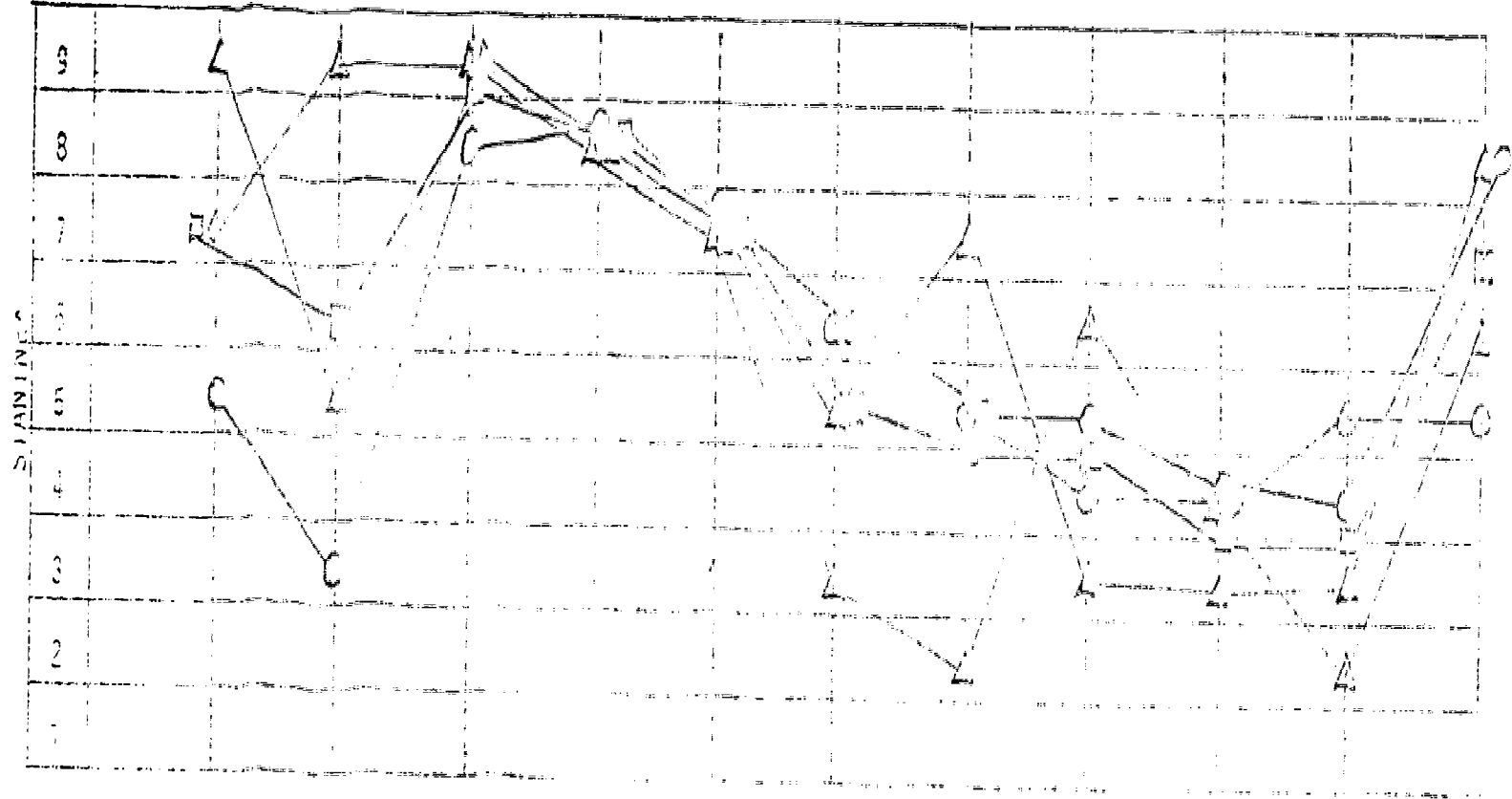
- 1973    Ravens - Ravens Progressive Matrices
- 1974    CTMM - California Test of Mental Maturity, Short Form
- 1975    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975    Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975    MAP - Musical Aptitude Profile
- 1976    TCWSW - Thinking Creatively With Sounds & Words
- 1976    OI - Onomatopoeia & Images
- 1976    SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



Number of hours Participation: 1973-74       
 1974-75 60  
 1975-76 0  
 Total 60

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Etab.



- 1973  Ravens - Ravens Progressive Matrices
- 1974  CTMM - California Test of Mental Maturity, Short Form
- 1975  Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1976  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

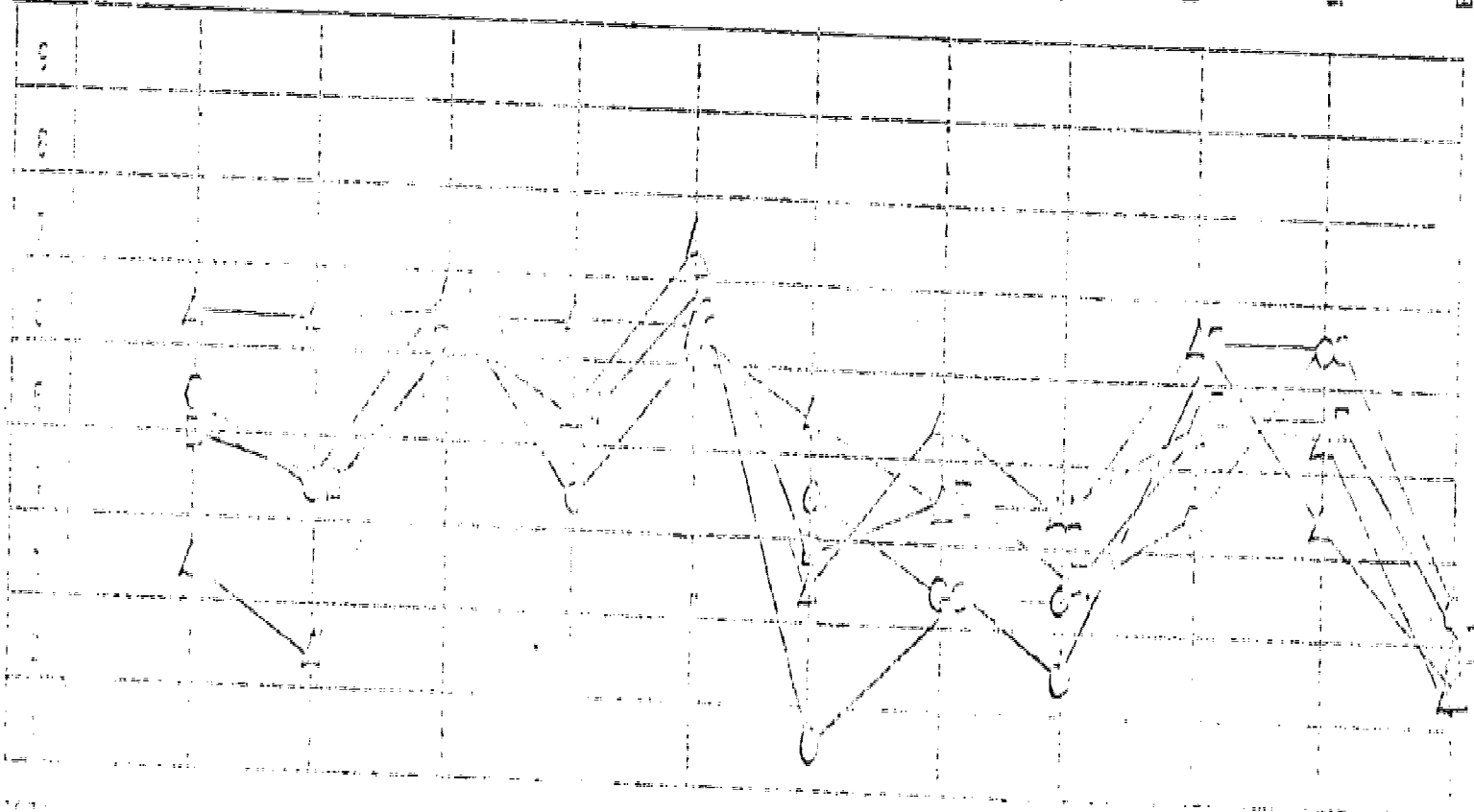
\*Stanines based on local gifted population

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Number of hours Participation:  
 1973-74 —  
 1974-75 25  
 1975-76 0  
 Total 25

RAVENIS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Elab.



- 100 ——— Ravenis - Raven Progressive Matrices
- 90 ——— CTMM - California Test of Mental Maturity, Second Form
- 80 ——— Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 70 ——— Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 60 ——— MAP - Musical Aptitude Profile
- 50 ——— TCMSW - Thinking Creatively With Sounds & Words
- 40 ——— OI - Onomatopoeia & Images
- 30 ——— SI - Sounds & Images
- 20 ——— TTCT - Torrance Test of Creative Thinking, Figural

\*Measures based on local gifted population.

COMMENTS

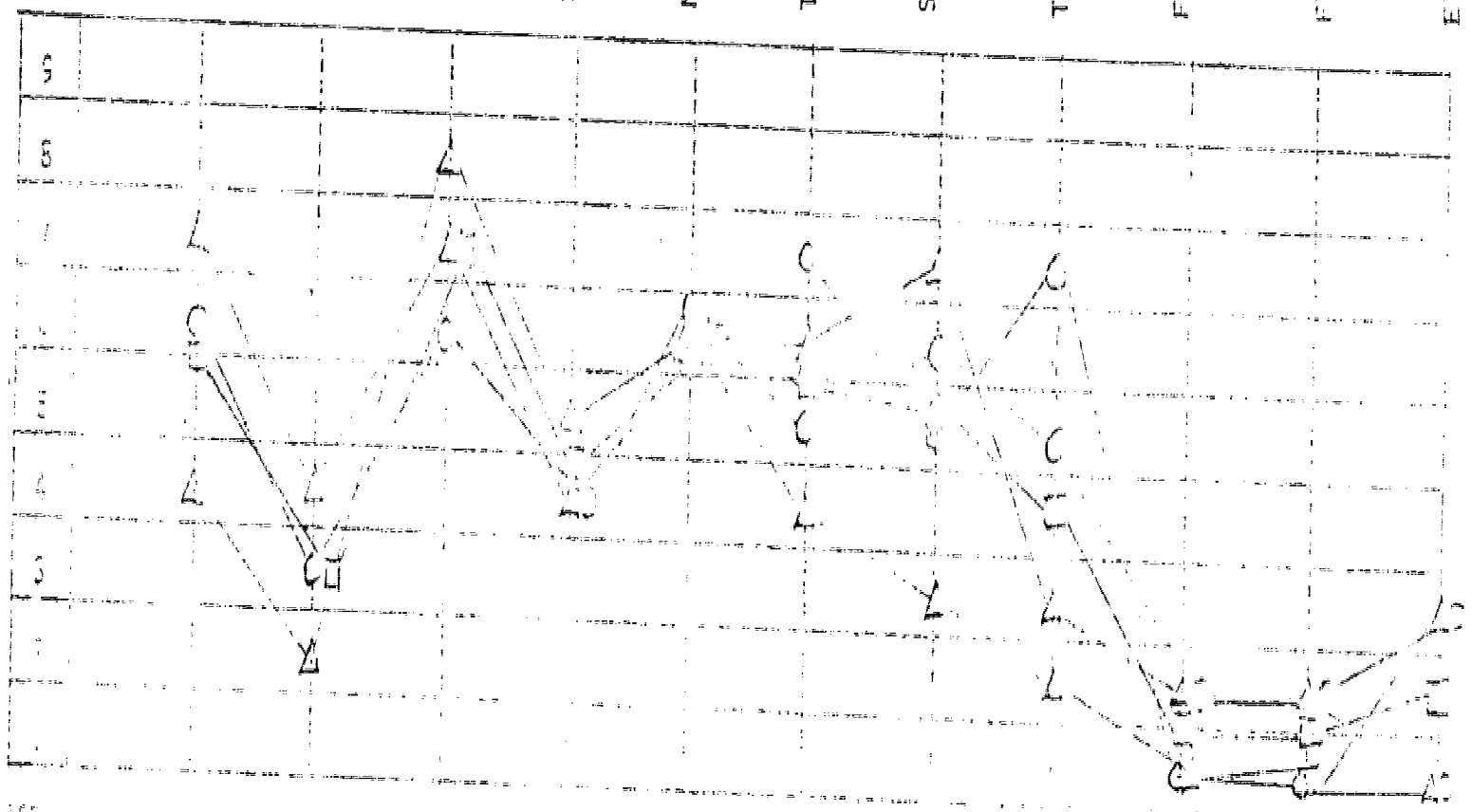
NAME E49

Subject TAG Individual Profile  
Age in 1973 11

Number of hours  
Participation: 1973-74       
1974-75 44  
1975-76 0  
Total 44

RAVENS  
CTMM  
STANFORD - L. A.  
STANFORD - M & S  
MAP  
TCMSW - OI  
SI  
TTCT - Orig.

Flu  
Flex  
Elab.



- 1973 Ravens - Ravens Progressive
- 1974 CTMM - California Test of Mental Maturity, Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



Number of hours 1973-74 —  
 Participation: 1974-75 91  
 1975-76 0  
 Total 91

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

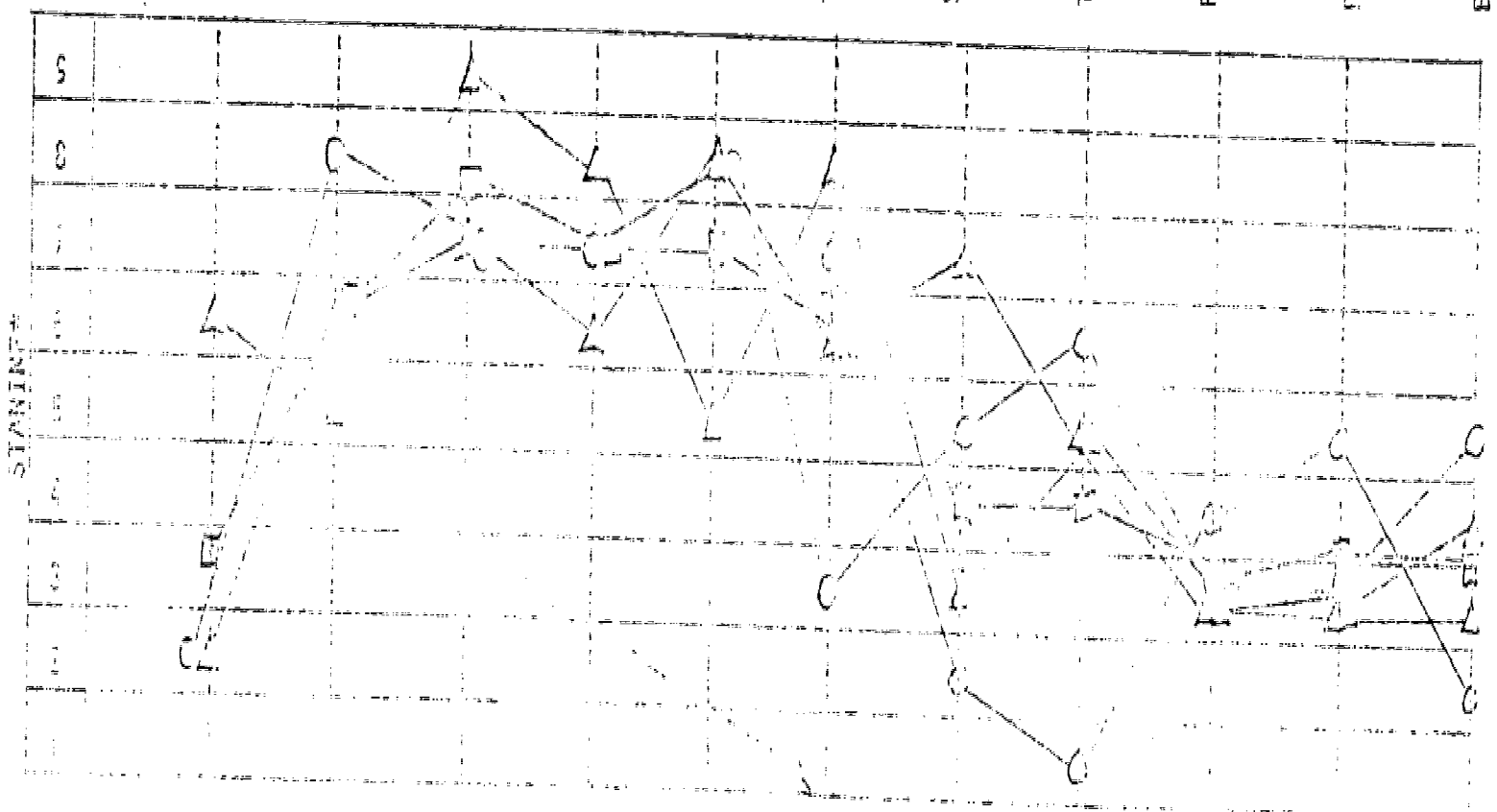
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 Ravens - Raven Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 MAP - Musical Aptitude Profile
- 1976 TCMSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeic & Imagos
- 1976 SI - Sounds & Imagos
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanford based on local gifted population

COMMENTS:



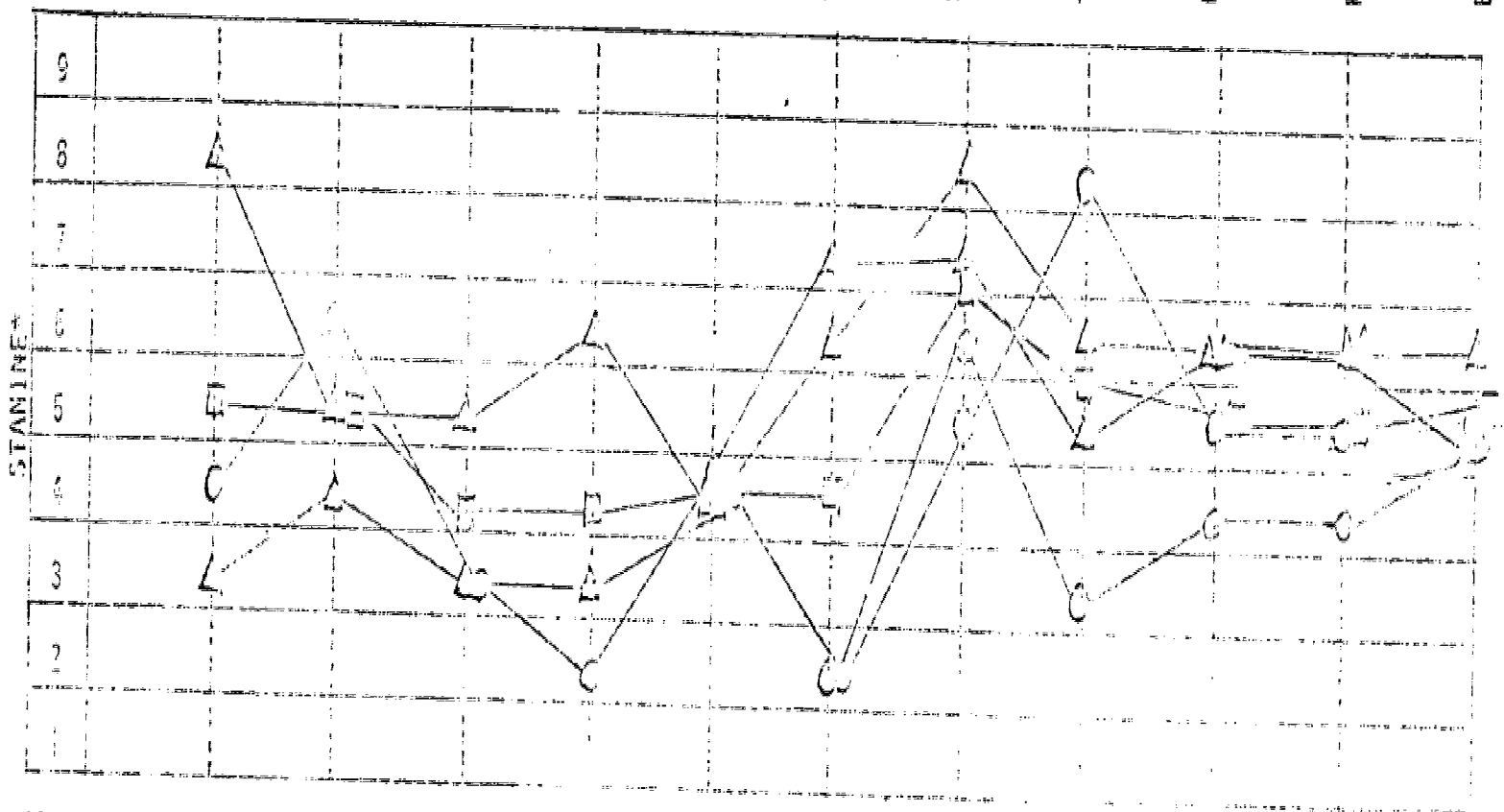
Project IAs Individual Profile

NAME E.S.T.

Age in 1973 11

Number of hours Participation:  
 1973-74       
 1974-75 48  
 1975-76 50  
 Total: 98

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.  
 FTu  
 Flex  
 Elab.



- 1973 A — Ravens - Ravens Progressive Matrices
- 1974 O — CTMM - California Test of Manual Ability, Short Form
- 1975 A — Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 C — Stanford M & S - Stanford Achievement Test - Math & Science Sections
- A — MAP - Musical Aptitude Profile
- O — TCMSW - Thinking Creatively With Sounds & Words
- C — OI - Onomatopoeia & Images
- A — SI - Sounds & Images
- Composite C — TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



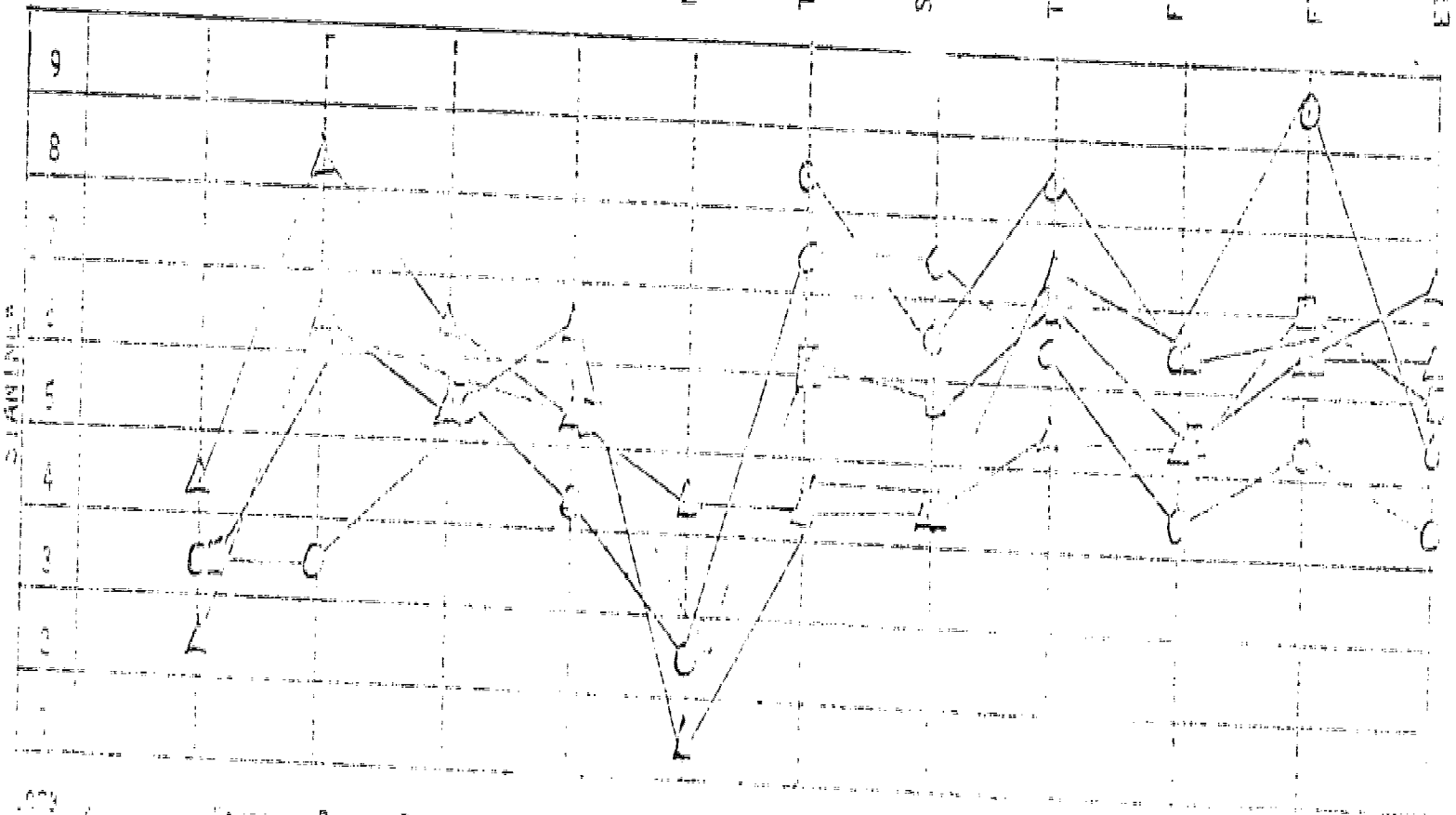
Project TAG Individual Profile

NAME Ebi

Age in 1973 11

Number of hours 1973-74       
 Participation: 1974-75 81  
 1975-76 83  
 Total 164

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Eteb,



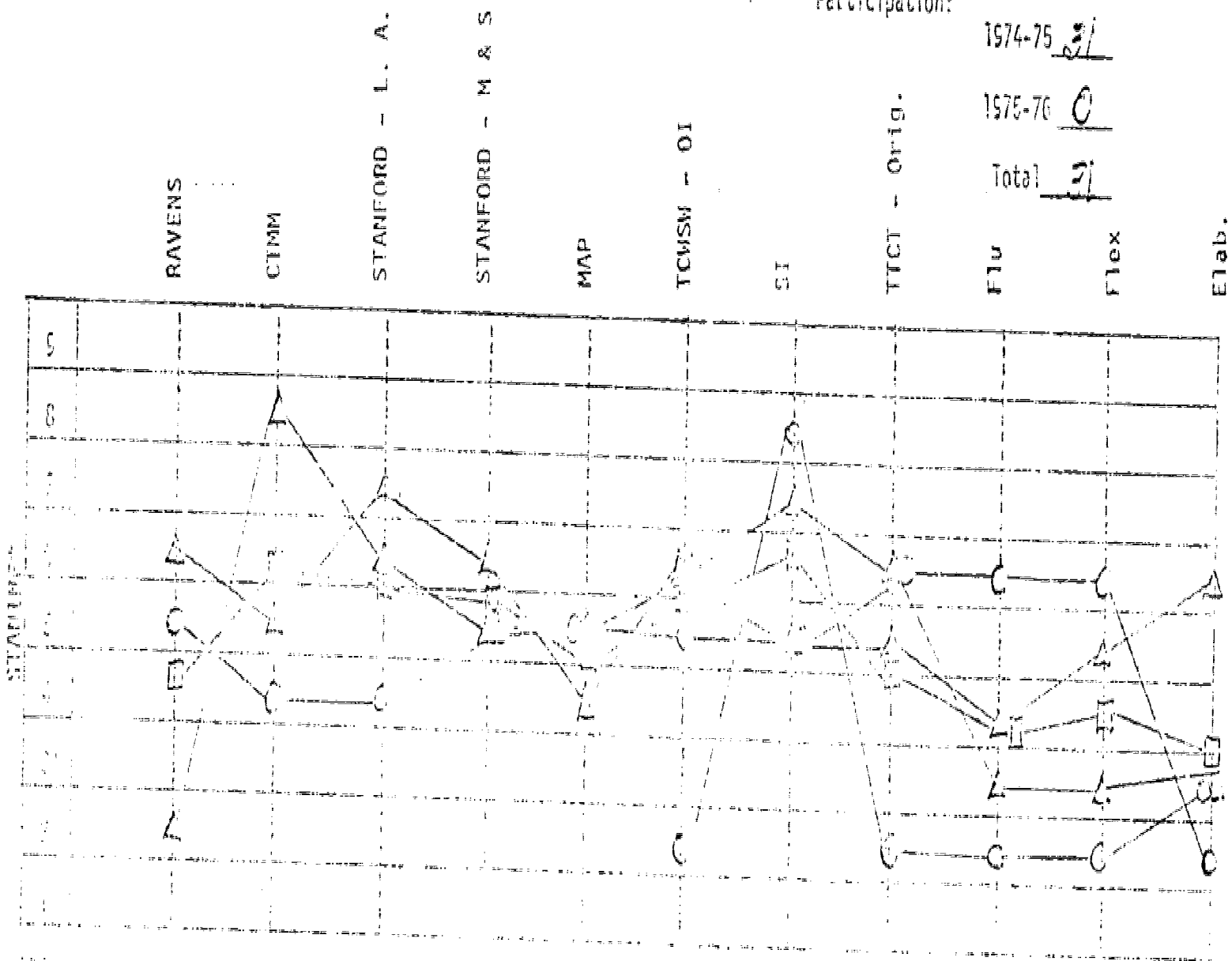
- 1973 Ravens - Ravens Progressive Test
- 1974 CTMM - California Test of Mental Maturity - Word Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS



Number of hours Participation:  
 1973-74 11  
 1974-75 21  
 1975-76 0  
 Total 32



- 1973 - Ravens - Ravens Progressive Test
- 1974 - CTMM - California Test of Mental Maturity, Short Form
- 1975 - Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1976 - Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1977 - MAP - Musical Aptitude Profile
- 1978 - TCMSW - Thinking Creatively With Sounds & Words
- 1979 - OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

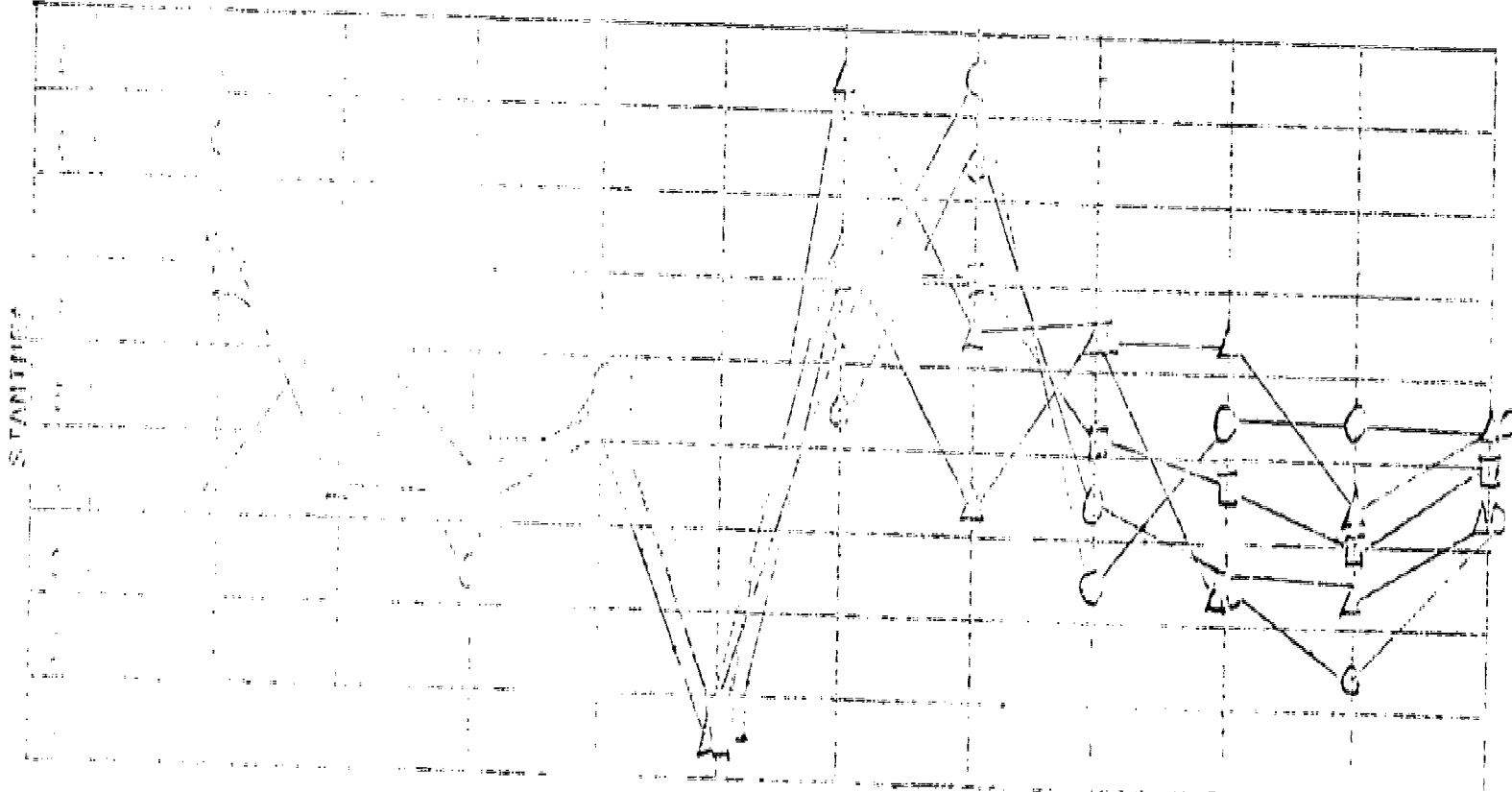
\*Correlations based on local gifted population

Project TAG Individual Profile

Age: 1973

Number of hours Participation:  
 1973-74:           
 1974-75:   7    
 1975-76:   50    
 Total:   67  

DAVIS  
 GIBBS  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Etab.



- 1973 - - - - - Bennett - Revised Progressive Matrices
- 1974 - - - - - CTMM - California Test of Mental Maturity, Short Form
- 1975 - - - - - Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1975 - - - - - Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 - - - - - MAP - Musical Aptitude Profile
- 1976 - - - - - TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite - - - - - TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



NAME F.L.C.

Project: Individual Profile

Age in 1973 11

Number of hours 1973-74     

Participation: 1974-75 16.5

1975-76 9.8

Total 26.3

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSM - OI

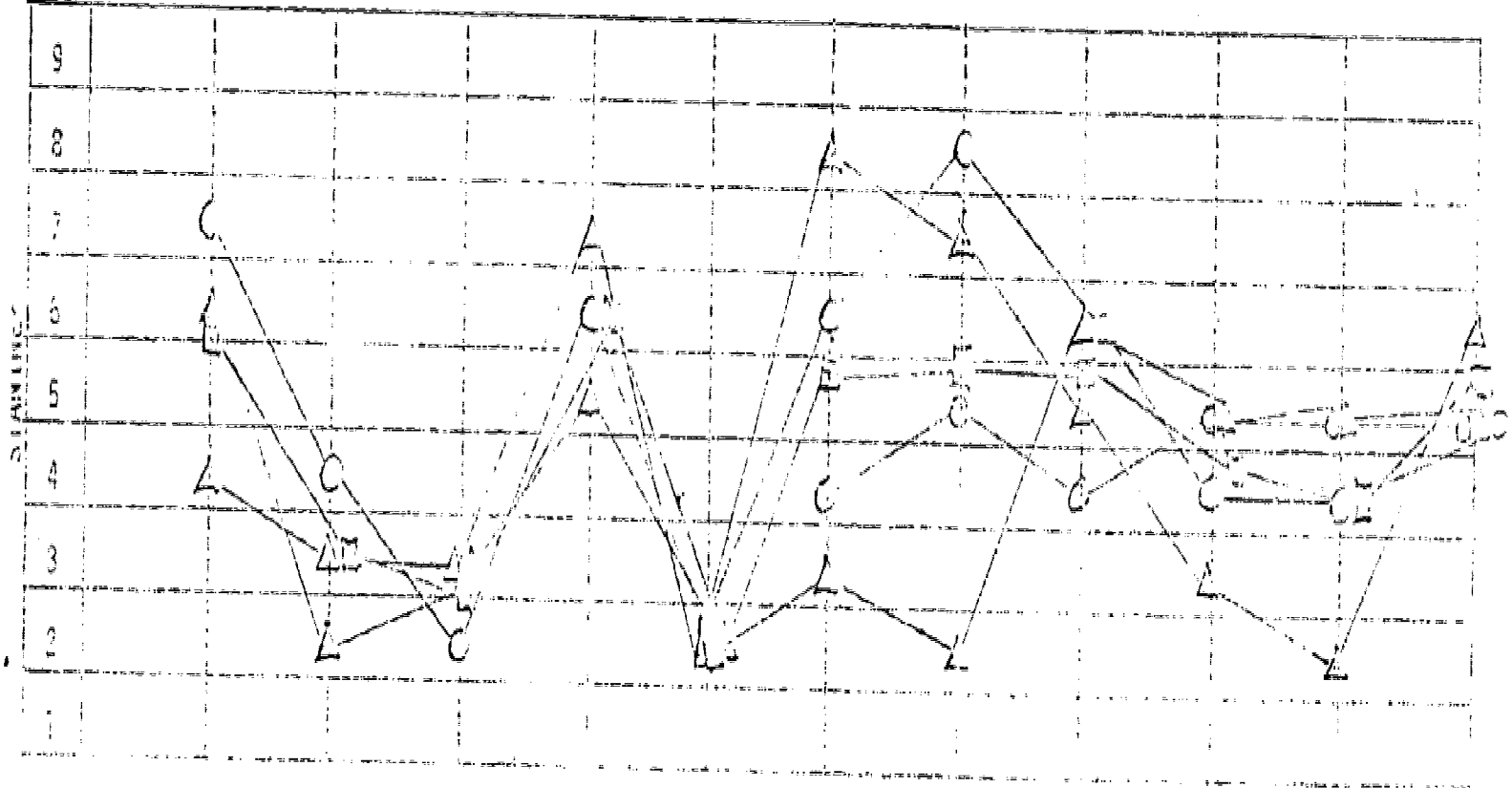
SI

TTCT - Orig.

Flu

Flex

Flab.



- 1973 Ravens - Ravens Progressive Test
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Section
- 1976 MAP - Musical Aptitude Profile
- 1976 TCWSM - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS



51

RAVEN'S

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSM - OI

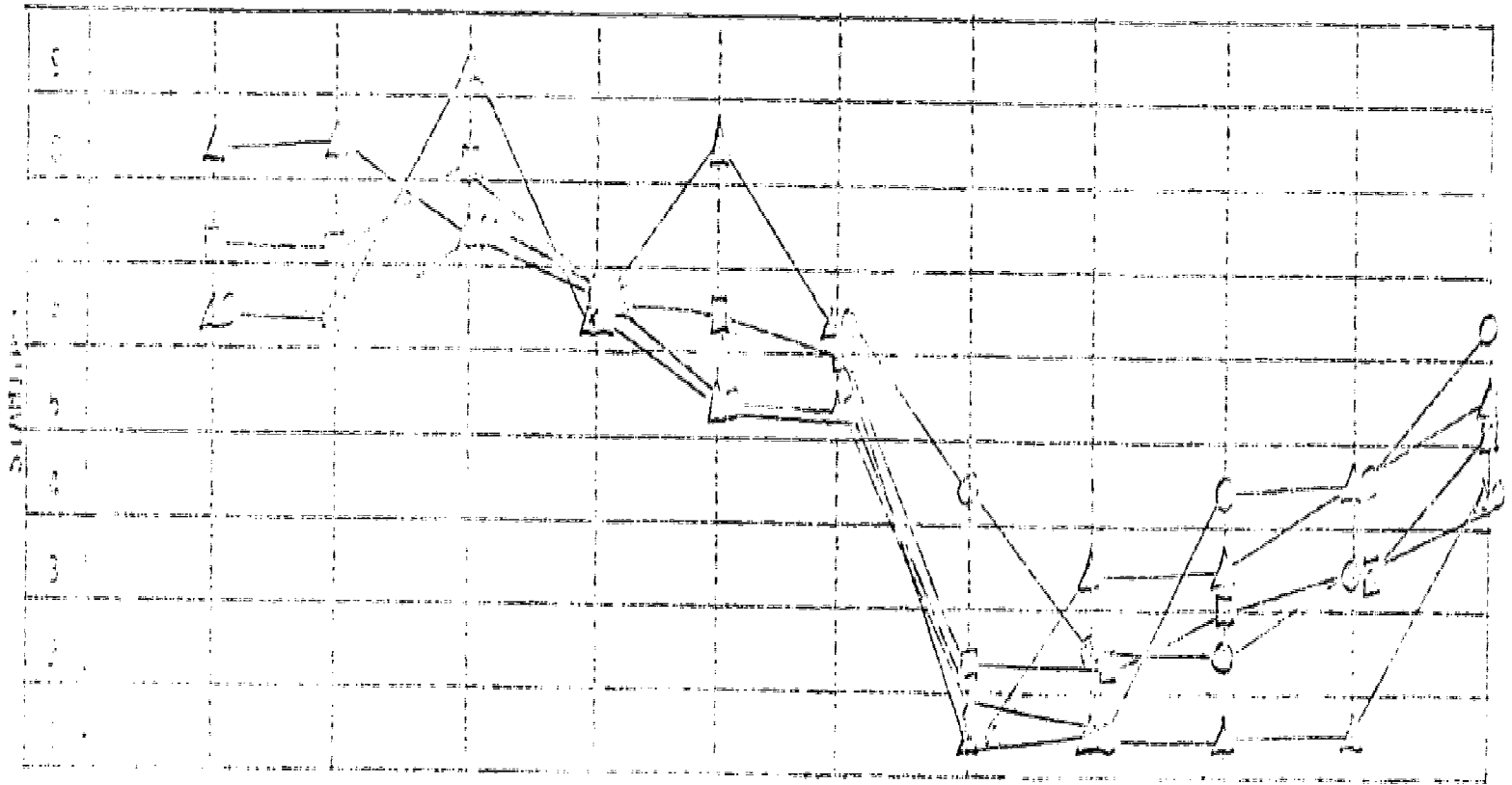
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 (---) Raven's - Ravens Progressive Matrices
- 1974 (---) CTMM - California Test of Mental Maturity, Short Form
- 1975 (---) Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1976 (---) Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1973 (---) MAP - Musical Aptitude Profile
- 1974 (---) TCMSM - Thinking Creatively With Sounds & Words
- 1975 (---) OI - Onomatopoeia & Images
- 1976 (---) SI - Sounds & Images
- Comments: TTCT - Torrance Test of Creative Thinking, Figural

\*Standard scores for locally gifted population

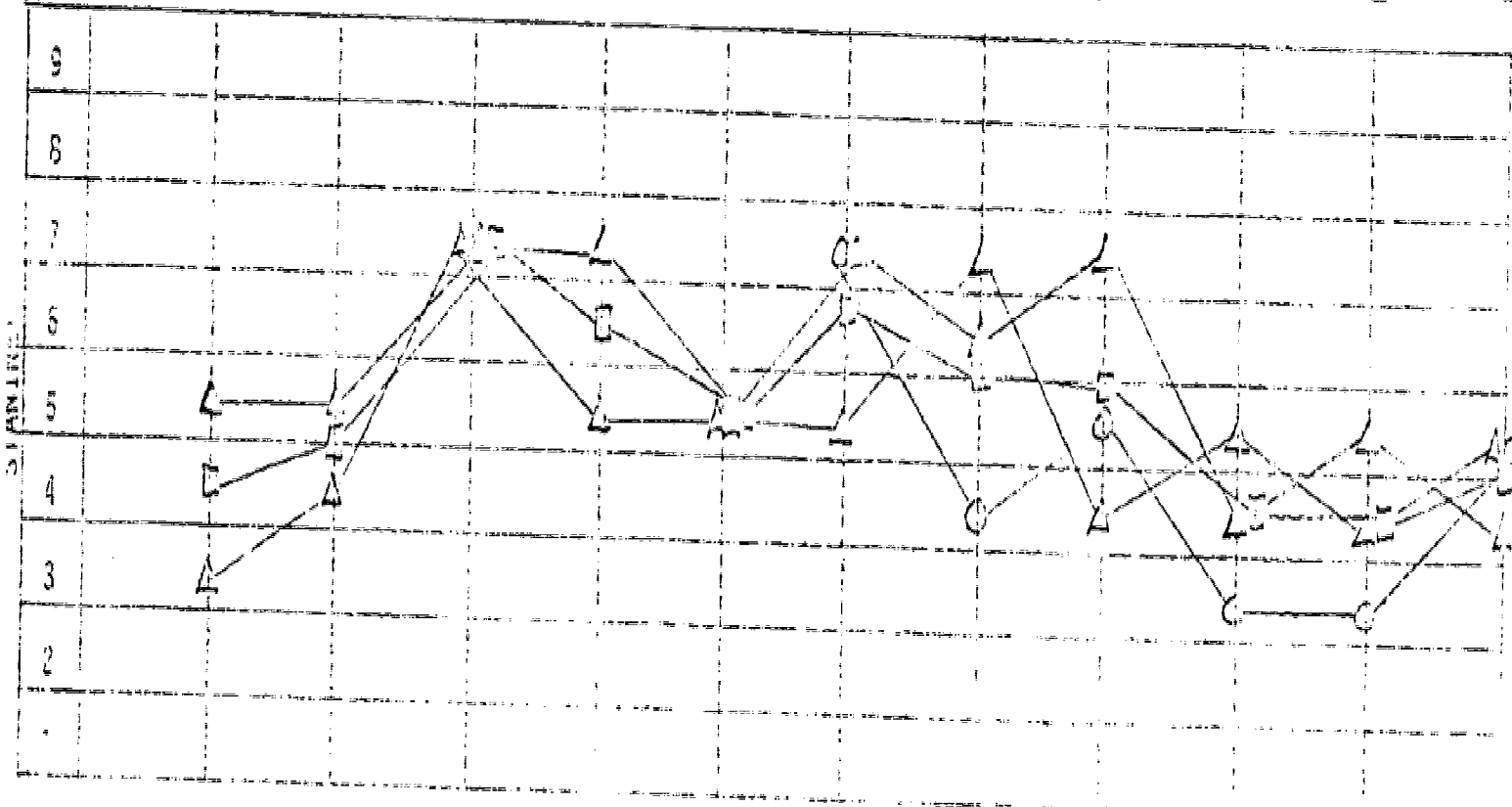
Project TAG Individual Profile

NAME E 77

Age in 1973 11

Number of hours Participation:  
 1973-74       
 1974-75 120  
 1975-76 90  
 Total 180

RAVENS	CTMM	STANFORD - L. A.	STANFORD - M & S	MAP	TCMSW - OI	SI	TTCT - Orig.	Flu	Flex	Elab.
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- 1973 Ravens - Ravens Progressive Mat. Test
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCMSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

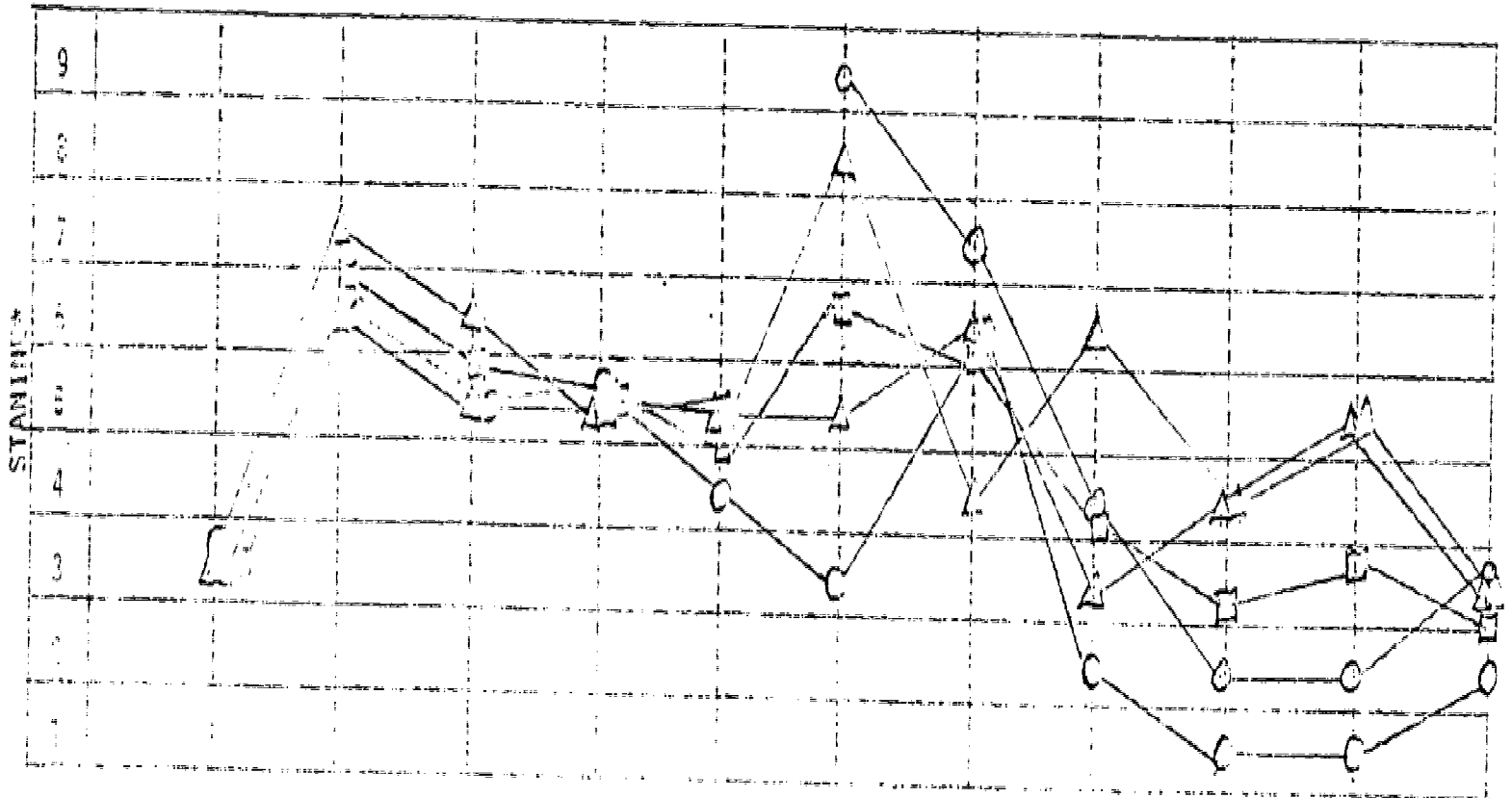
\*Stanines based on local gifted population



Number of hours Participation: 1973-74 —  
 1974-75 50  
 1975-76 71  
 Total 121

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Eleb.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively with Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural



NAME E3

Age in 1973 12

Individual Profile

Number of hours 1973-74     

Participation: 1974-75 136

1975-76 105

Total 241

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

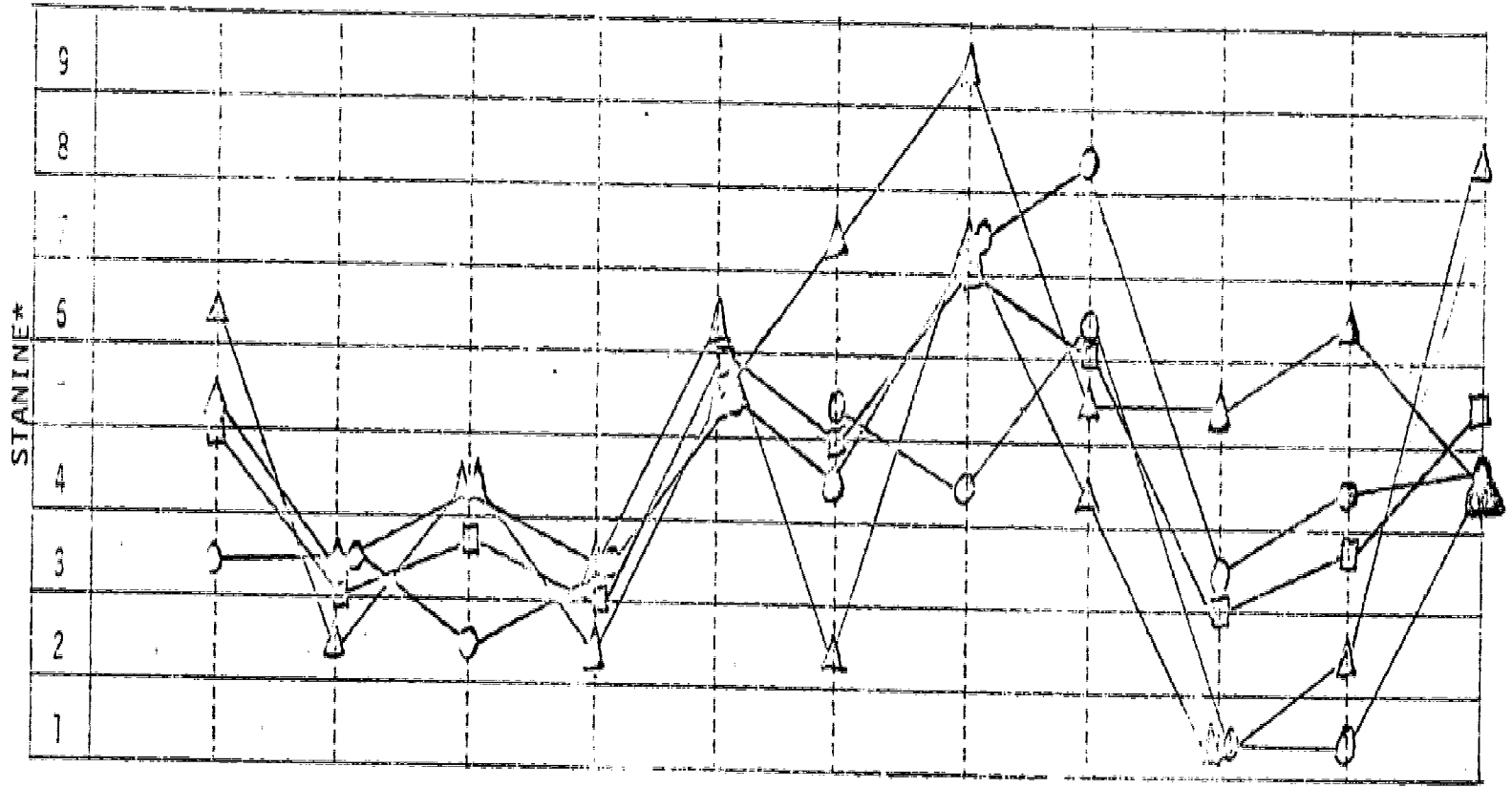
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

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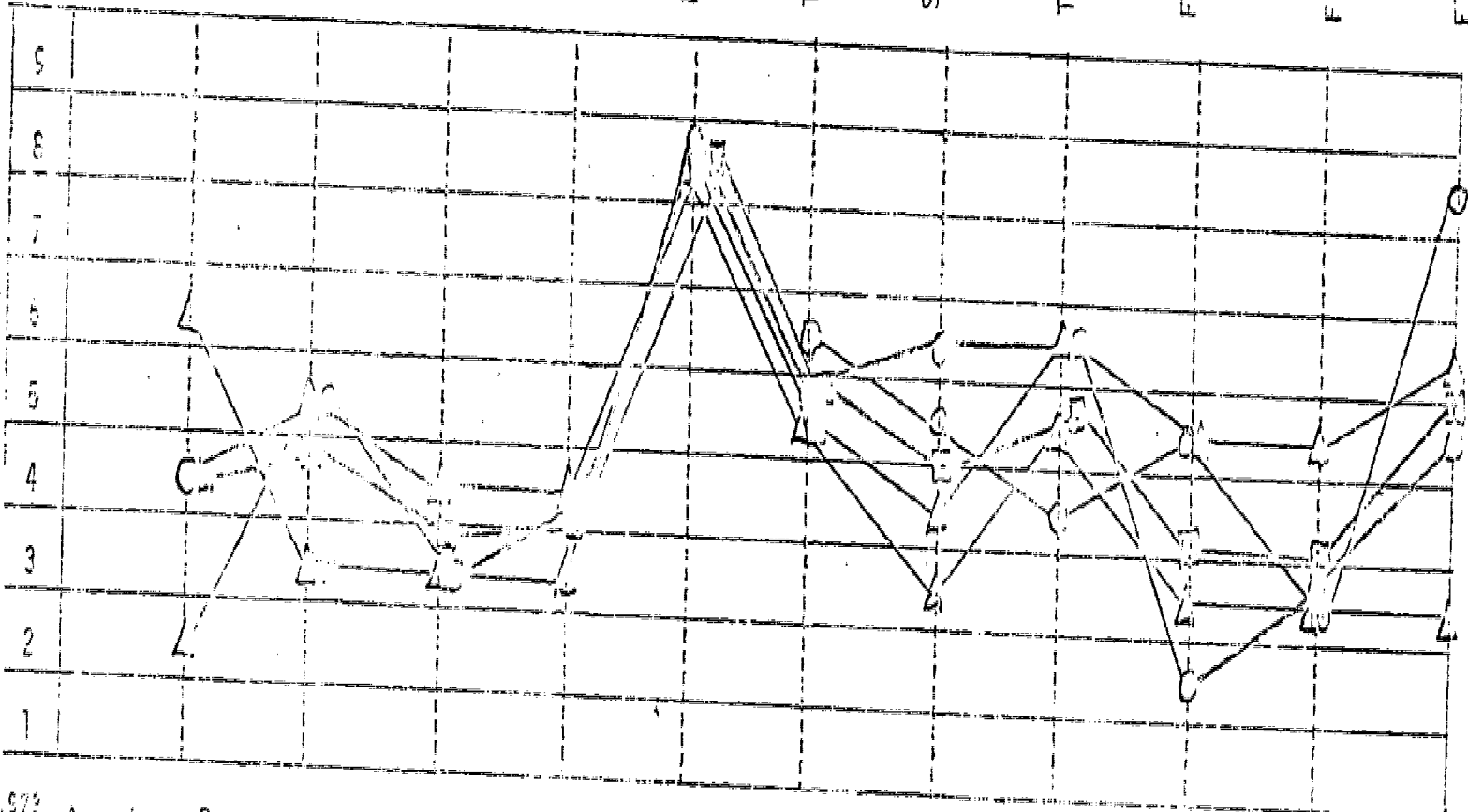
COMMENTS:



Number of hours Participation:  
 1973-74: \_\_\_\_\_  
 1974-75: 96  
 1975-76: 85  
 Total: 181

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Elab.



- 973 Δ---Δ Ravens - Ravens Progressive Matrices
- 974 ○---○ CTMM - California Test of Mental Maturity, Short Form
- 975 L---L Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 976 □---□ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

Standards based on local gifted population

COMMENTS:



Number of hours Participation: 1973-74       
 1974-75 115  
 1975-76 60  
 Total 180

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSN - OI

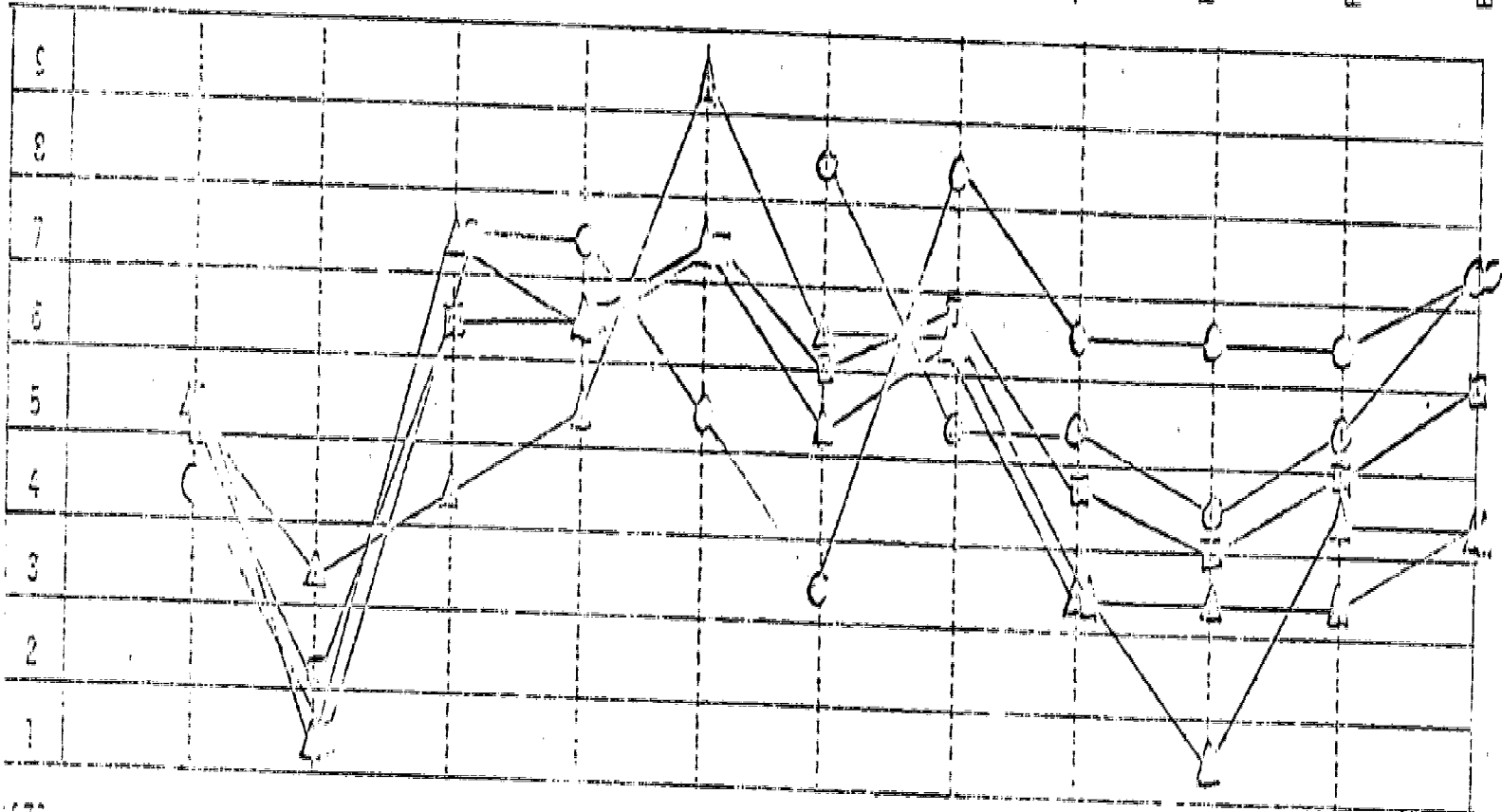
SI

TICT - Orig.

Flu

Flex

Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1974 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 MAP - Musical Aptitude Profile
- 1976 TCWSN - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TICT - Torrance Test of Creative Thinking, Figural

Observations based on local gifted population

COMMENTS:



1.5

NAME E13

Age in 1973 12

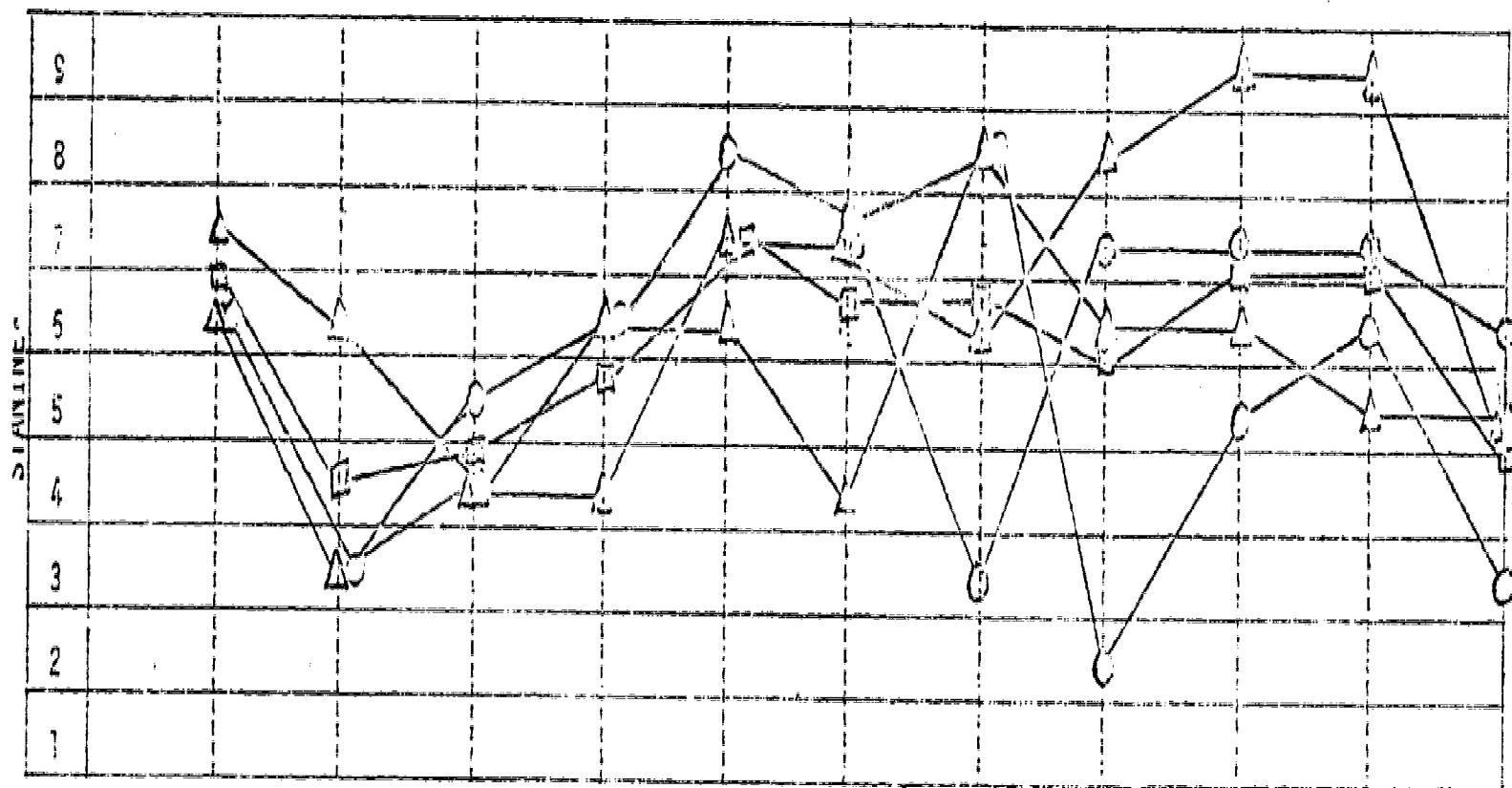
Number of hours 1973-74 \_\_\_\_\_

Participation: 1974-75 94

1975-76 100

Total 194

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      FTu      Flex      Etab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974 ○—○ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 □—□ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- 1976 ◇—◇ OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite ◻—◻ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanfnes based on local gifted population

COMMENTS:



Project TAG Individual Profile

NAME F. J.

Age in 1973 12

Number of hours 1973-74  
Participation:

1974-75 54

1975-76 64

Total 118

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

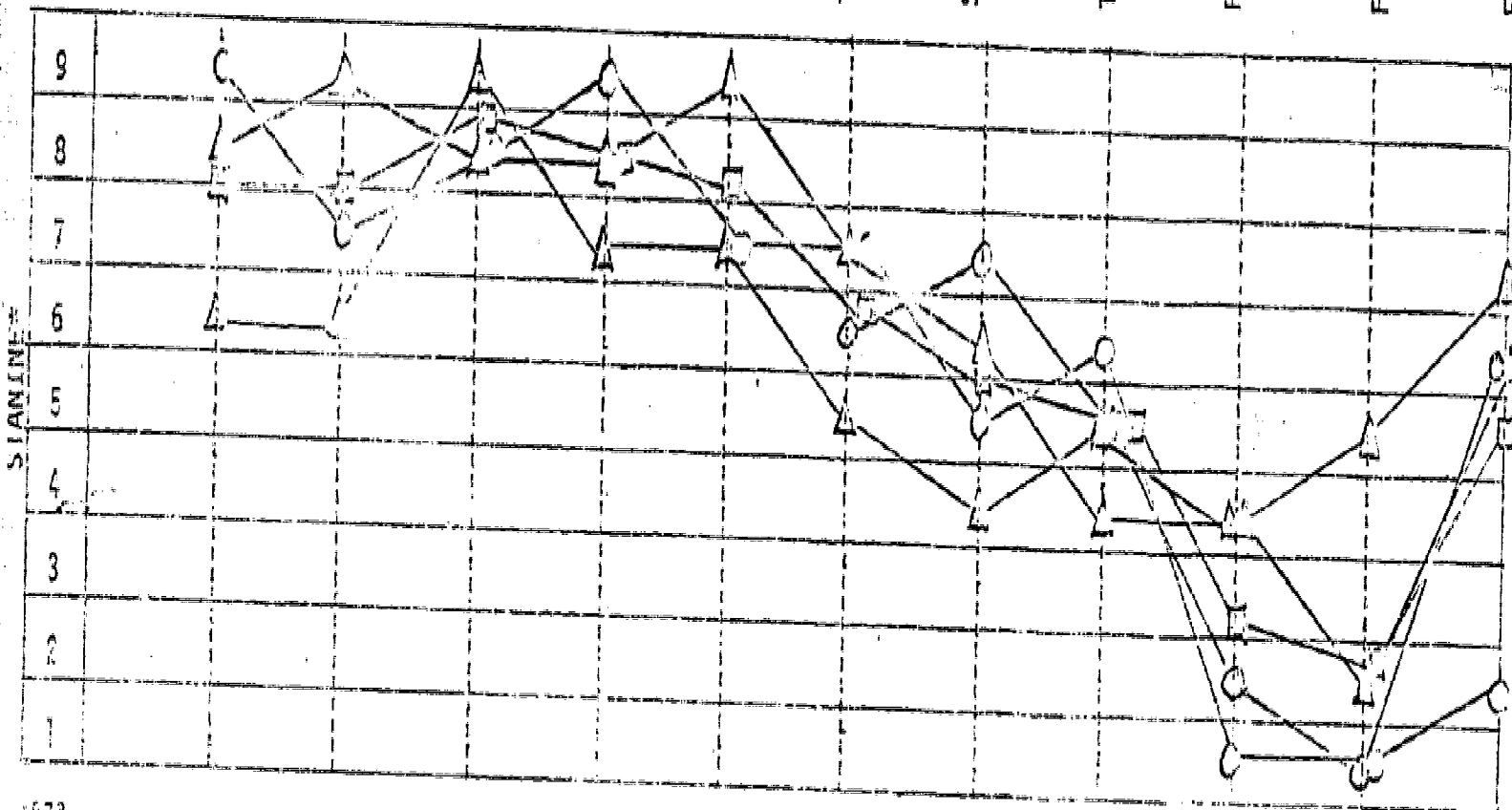
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 △—△ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 □—□ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◇—◇ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- △—△ MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- ◇—◇ SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

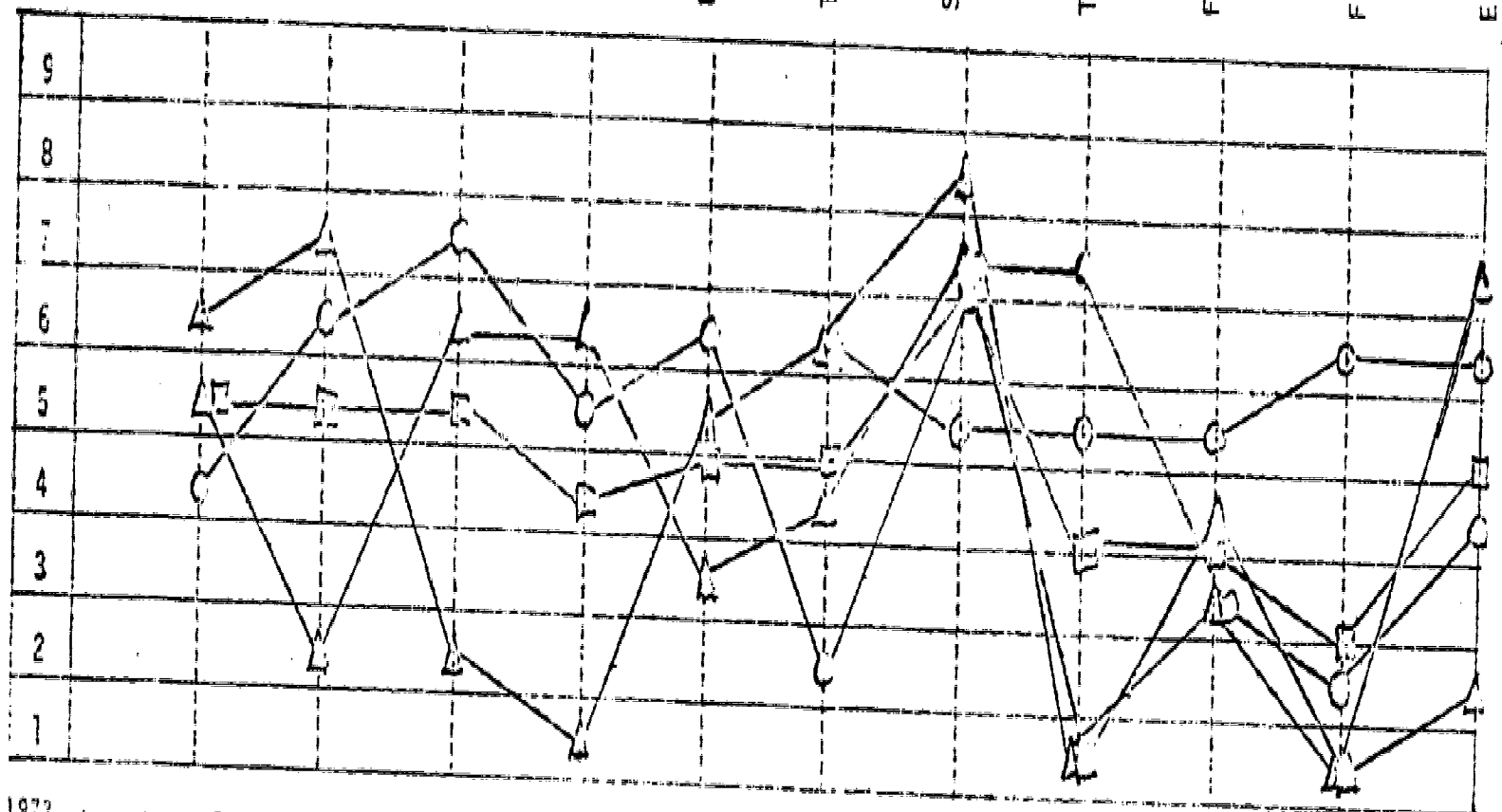
\*Stanines based on local gifted population

COMMENTS:-



Number of hours 1973-74 \_\_\_\_\_  
 Participation 1974-75 11  
 1975-76 50  
 Total 155

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.  
 FTu  
 FTex  
 Elab.



- 1973 Δ—□ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 Δ—□ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Δ—□ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 ○—○ MAP - Musical Aptitude Profile
- 1976 ○—○ TCWSW - Thinking Creatively With Sounds & Words
- 1976 ○—○ OI - Onomatopoeia & Images
- 1976 ○—○ SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figure

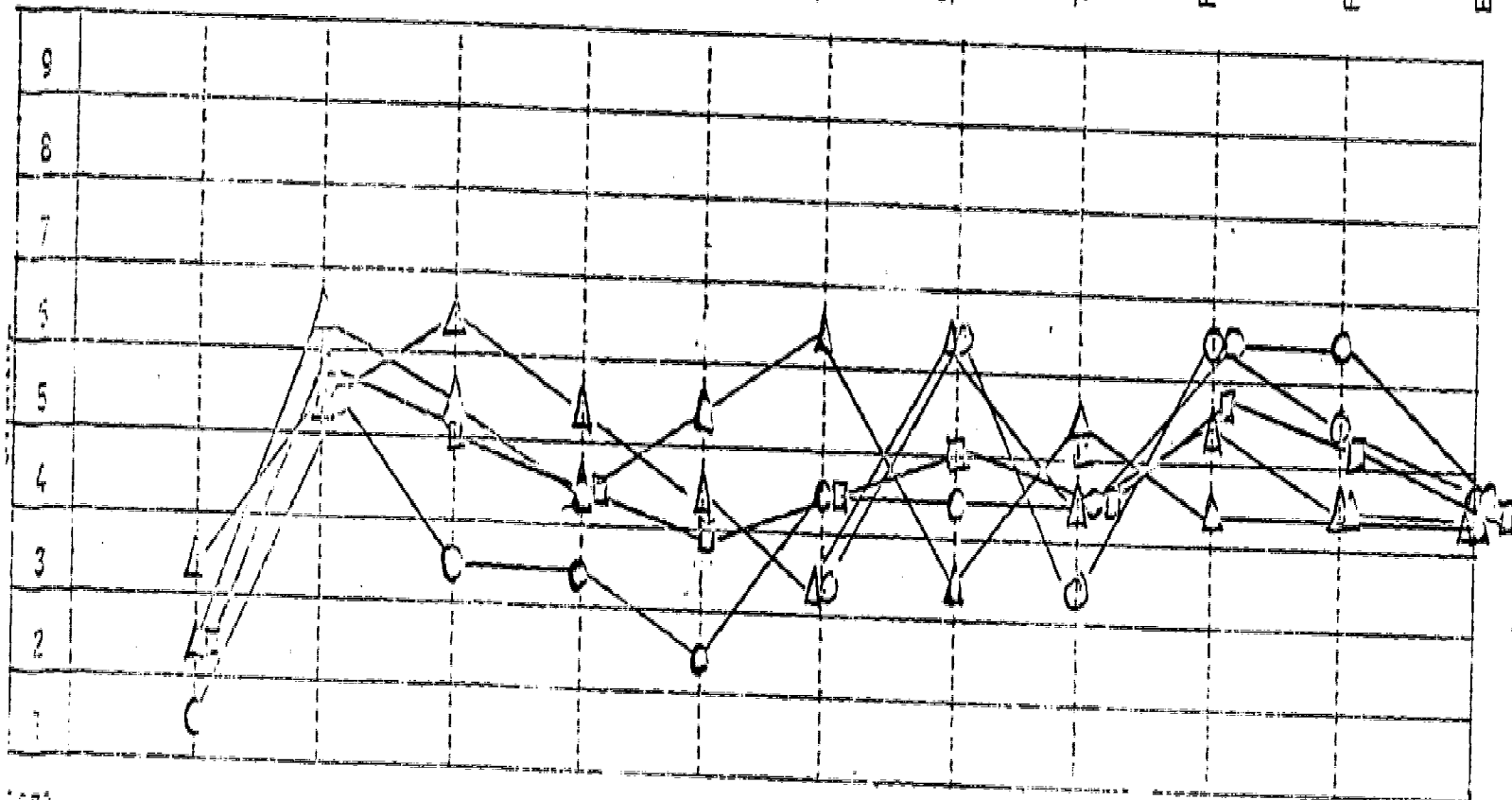
\*Standings based on local gifted population

NAME E 25

Project TAG Individual Profile  
Age in 1973 12

Number of hours Participation:  
1973-74 —  
1974-75 0  
1975-76 0  
Total 0

RAVENS	CTMM	STANFORD - L. A.	STANFORD - M & S	MAP	TCWSW - OI	SI	TTCT - Orig.	Flu	Flex	Elab.
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- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$  —  $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$  —  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

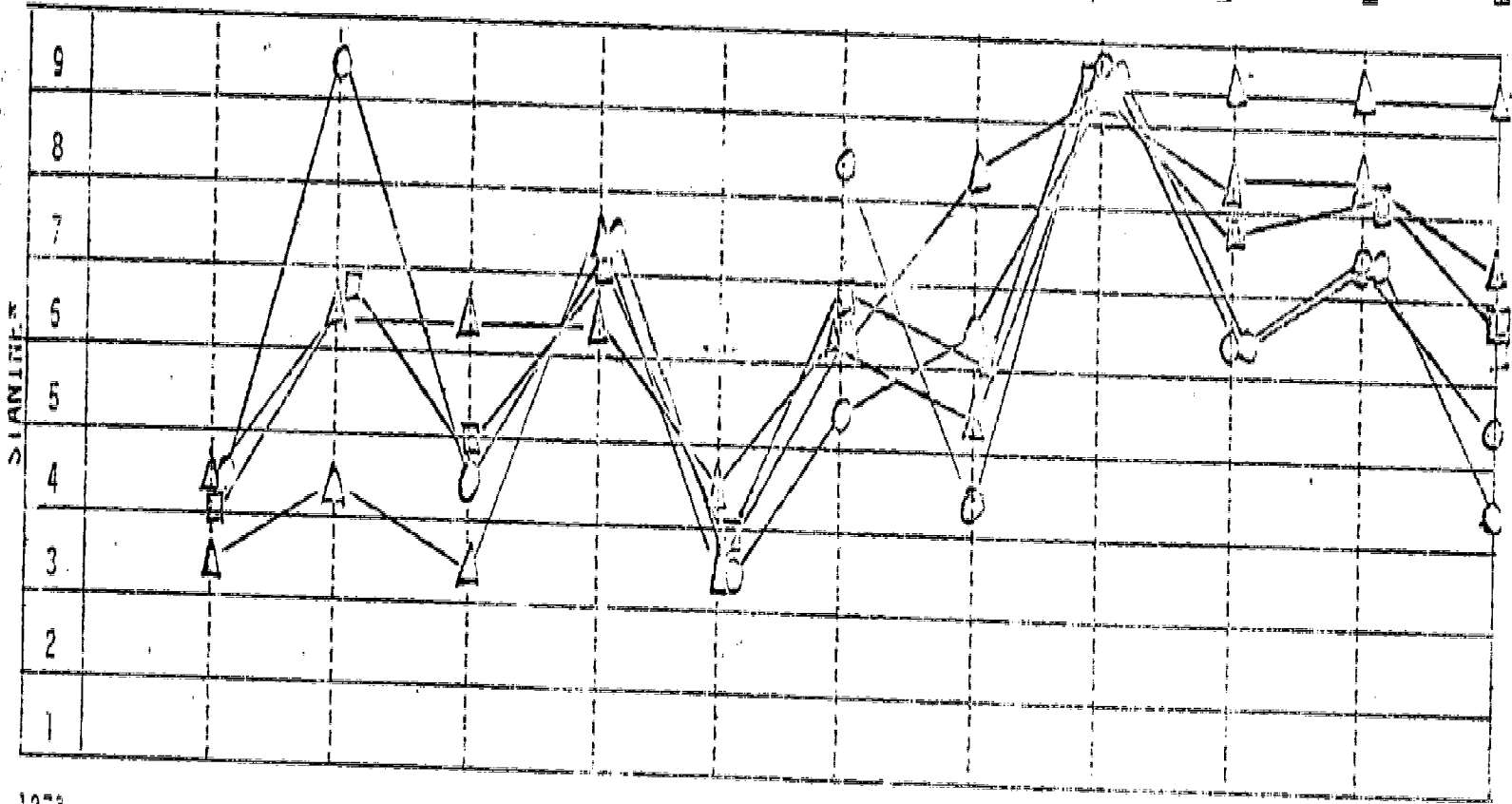


NAME E36

Project TAG Individual Profile  
Age in 1973 12

Number of hours Participation:  
1973-74 —  
1974-75 79  
1975-76 88  
Total 167

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSM - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ◻—◻ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 ◻—◻ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 ◻—◻ MAP - Musical Aptitude Profile
- 1976 ◊—◊ TCWSM - Thinking Creatively With Sounds & Words
- 1976 ◊—◊ OI - Onomatopoeia & Images
- 1976 ◊—◊ SI - Sounds & Images
- Composite ◻—◻ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:





Project TAG Individual Profile

NAME F. J. S.

Age in 1973 12

Number of hours 1973-74     

Participation: 1974-75 115

1975-76 90

Total 610

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

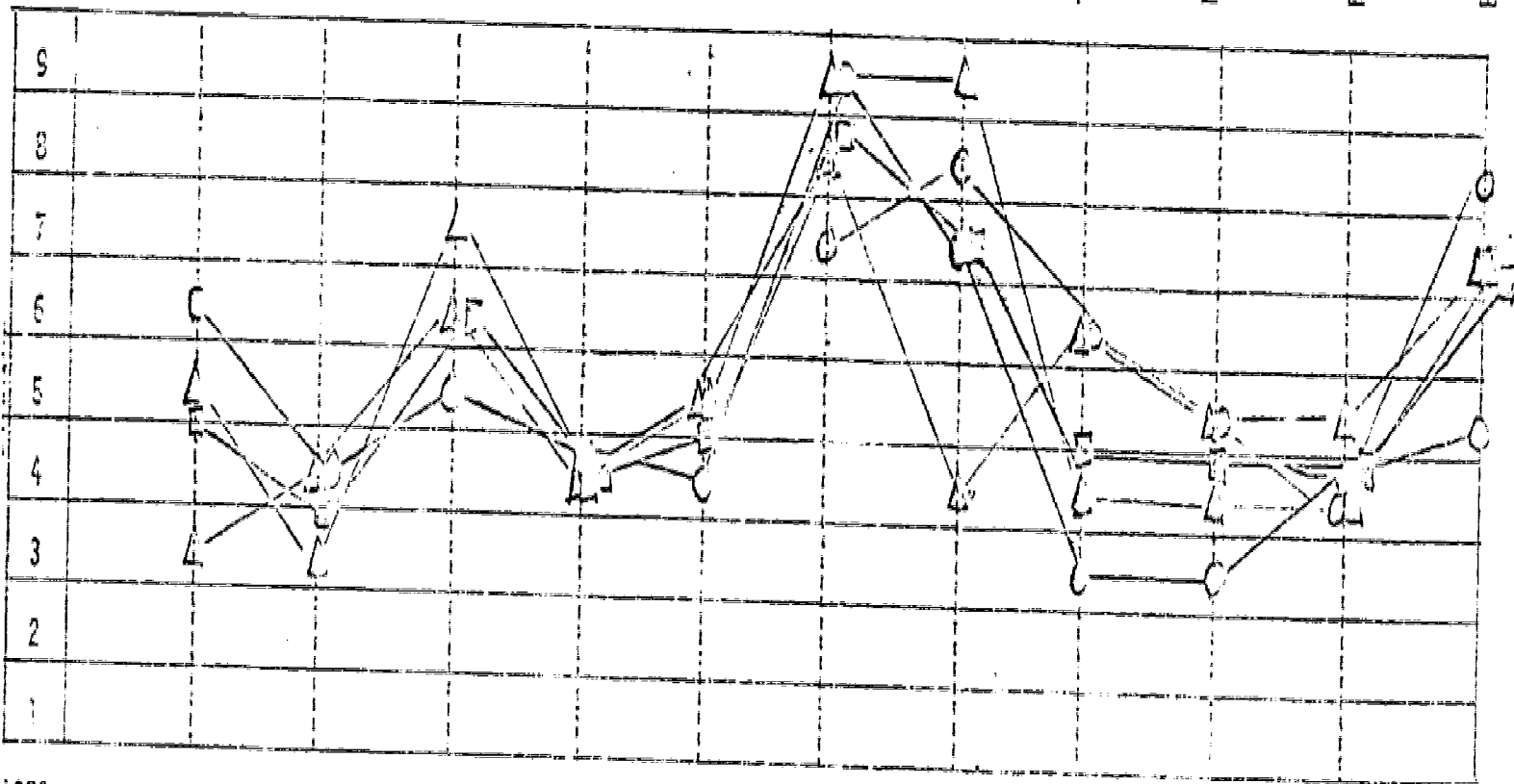
SI

TTCT - Orig.

Flu

Flex

Flab.

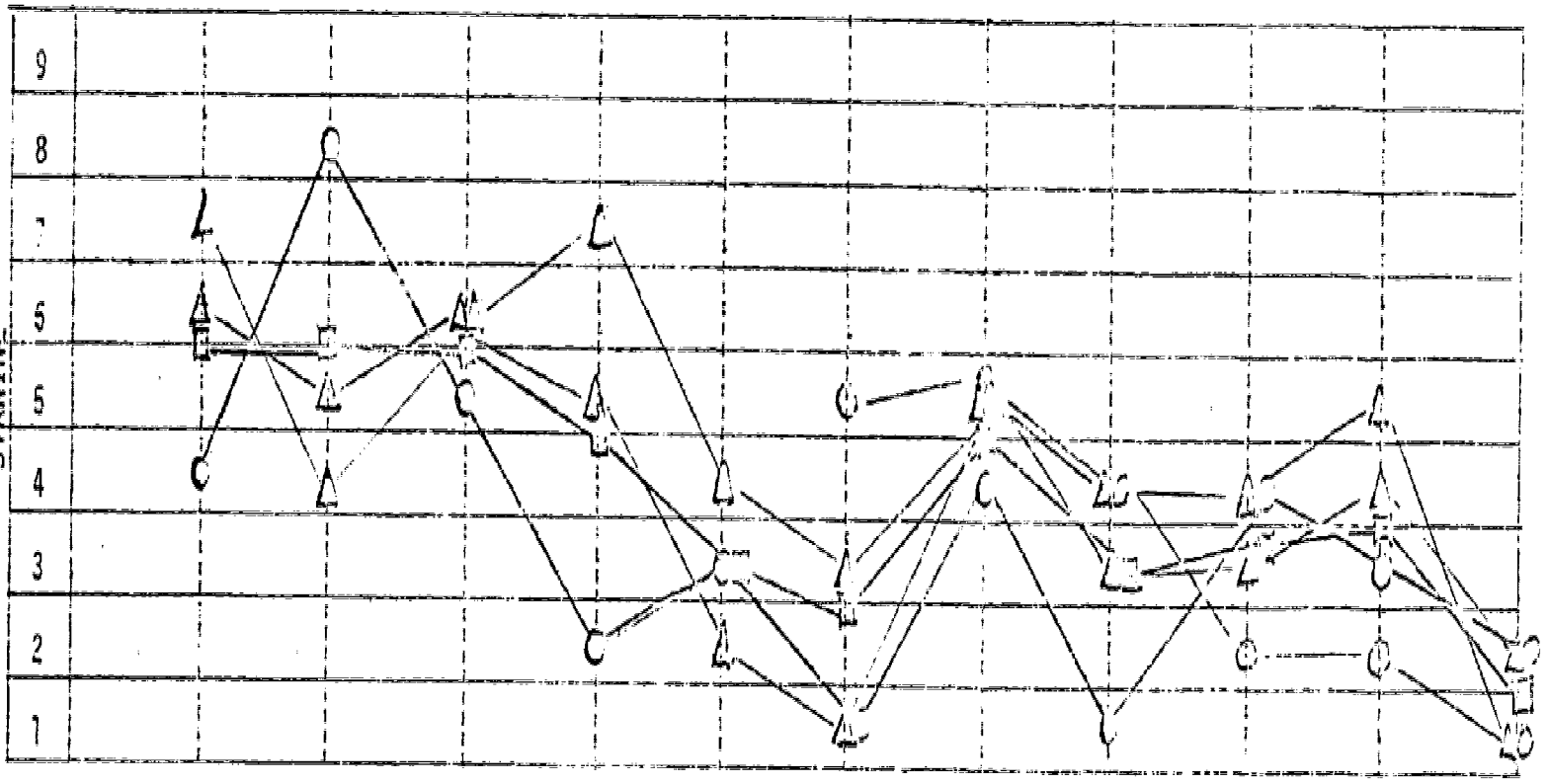


- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$  —  $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975  $\circ$  —  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

norms based on local gifted population

COMMENTS:

RAVENS                      CTMM                      STANFORD - L. A.                      STANFORD - M & S                      MAP                      TCWSW - OI                      SI                      TTCT - Orig.                      Flu                      Flex                      Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1974  $\square$ — $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975  $\Delta$ — $\Delta$  MAP - Musical Aptitude Profile
- $\circ$ — $\circ$  TCWSW - Thinking Creatively With Sounds & Words
- 1976  $\circ$ — $\circ$  OI - Onomatopoeia & Images
- $\square$ — $\square$  SI - Sounds & Images
- Composite  $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

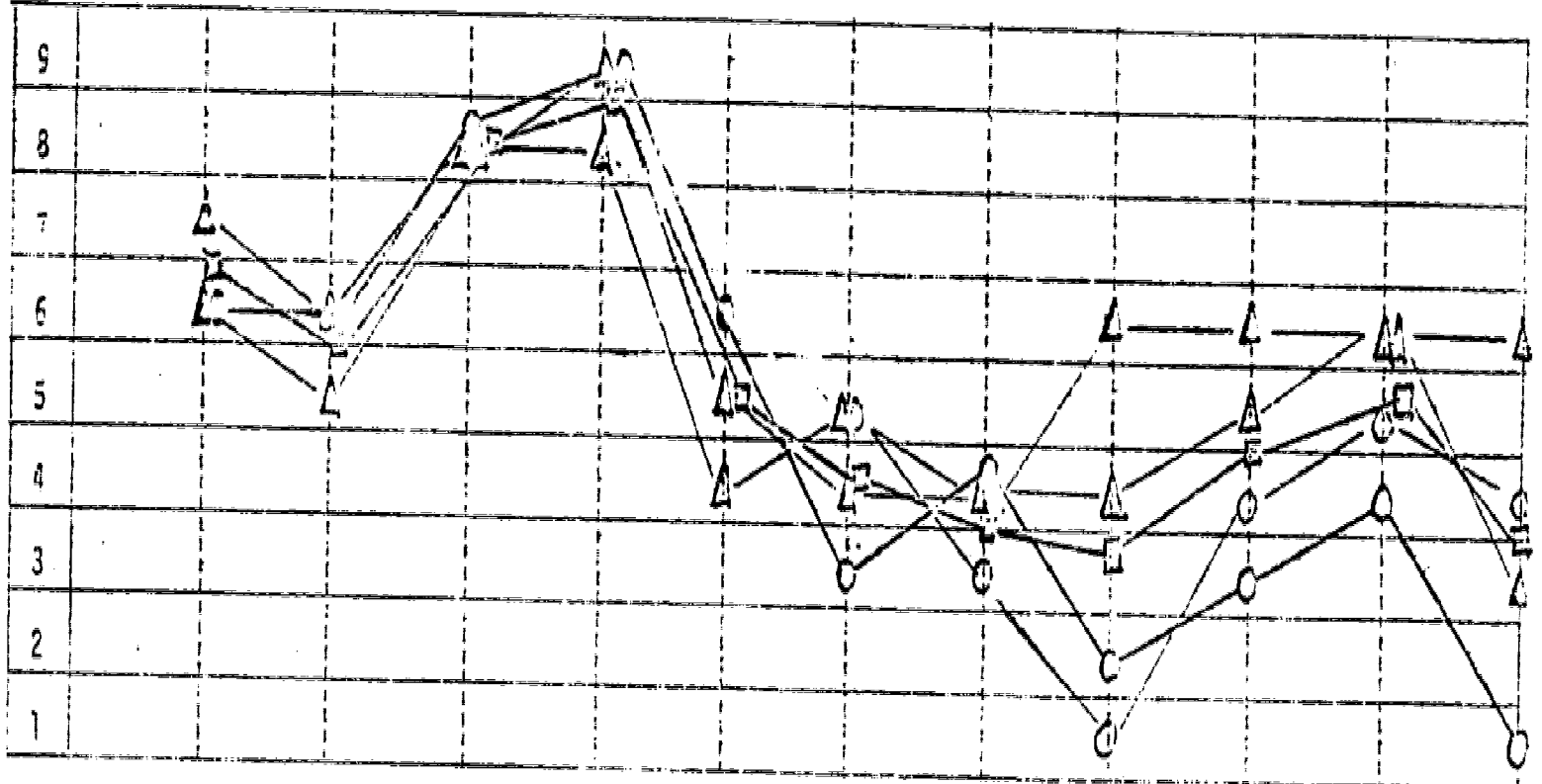
COMMENTS:



Number of hours 1973-74 -  
 Participation: 1974-75 31  
 1975-76 0  
 Total 31

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSH - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Etab.



- 1973 ▲—▲ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 △—△ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ●—● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite □—□ MAP - Musical Aptitude Profile
- TCMSH - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Terrance Test of Creative Thinking, Figural

Participation: 1973-74 -



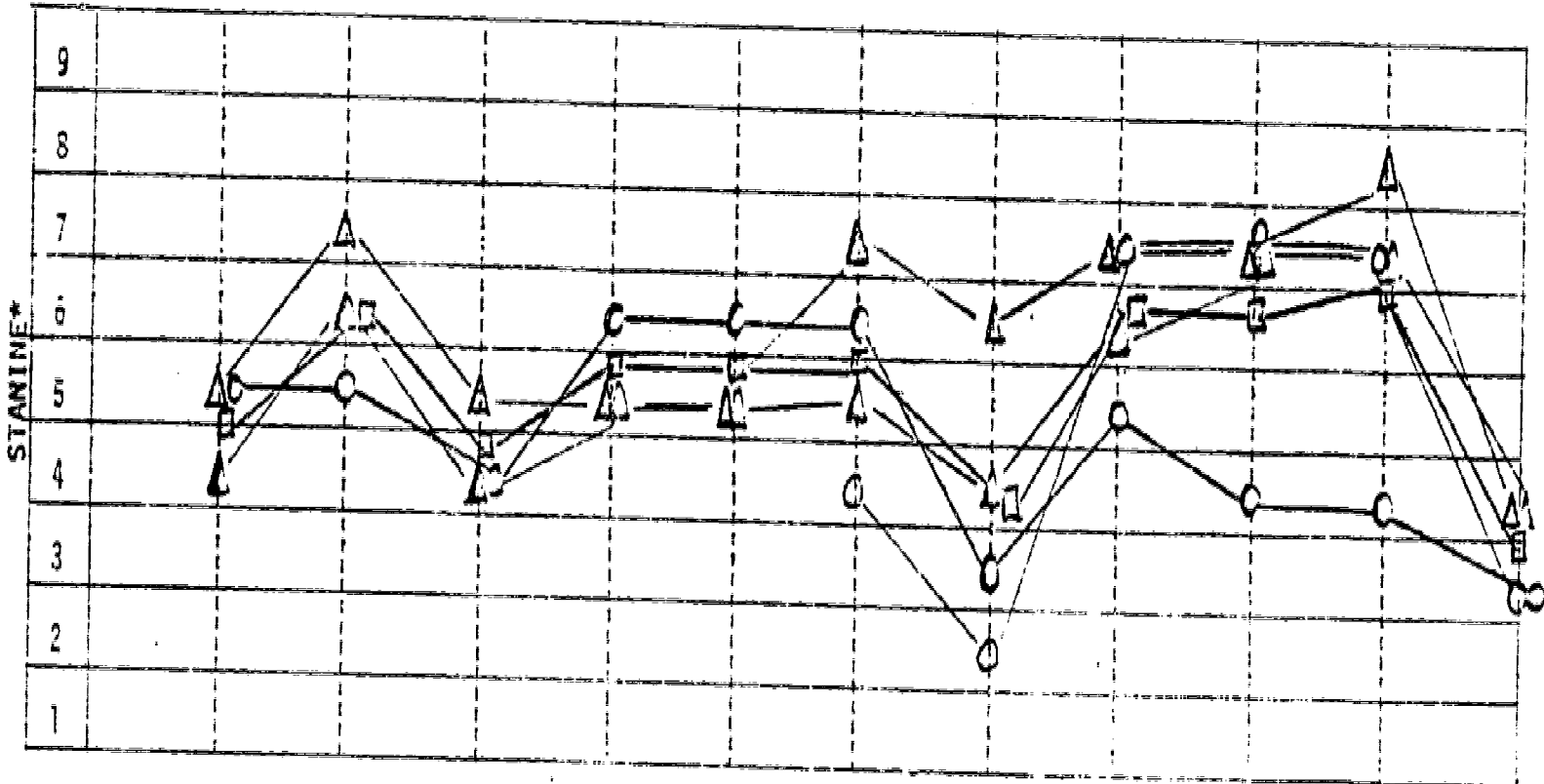
5

NAME E 56

Age in 1973 12

Number of hours Participation: 1973-74       
 1974-75 8  
 1975-76 0  
 Total 8

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

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COMMENTS:

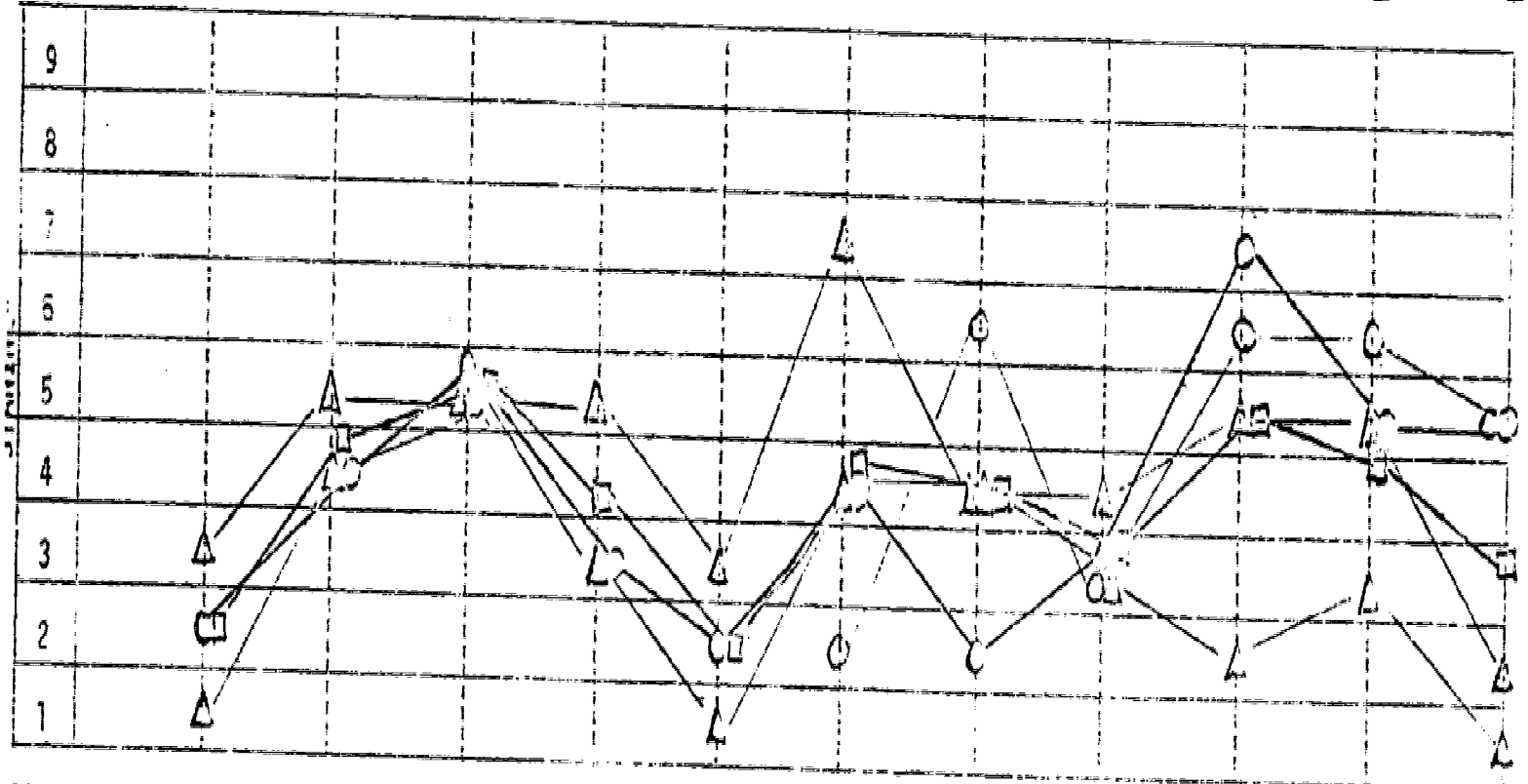


NAME E.S.S.

Project TAG Individual Profile  
Age in 1973 12

Number of hours 1973-74 —  
Participation: 1974-75 0  
1975-76 10  
Total 10

RAVENS  
CTMM  
STANFORD - L. A.  
STANFORD - M & S  
MAP  
TCWSW - OI  
SI  
TTCT - Orig.  
Flu  
Flex  
Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



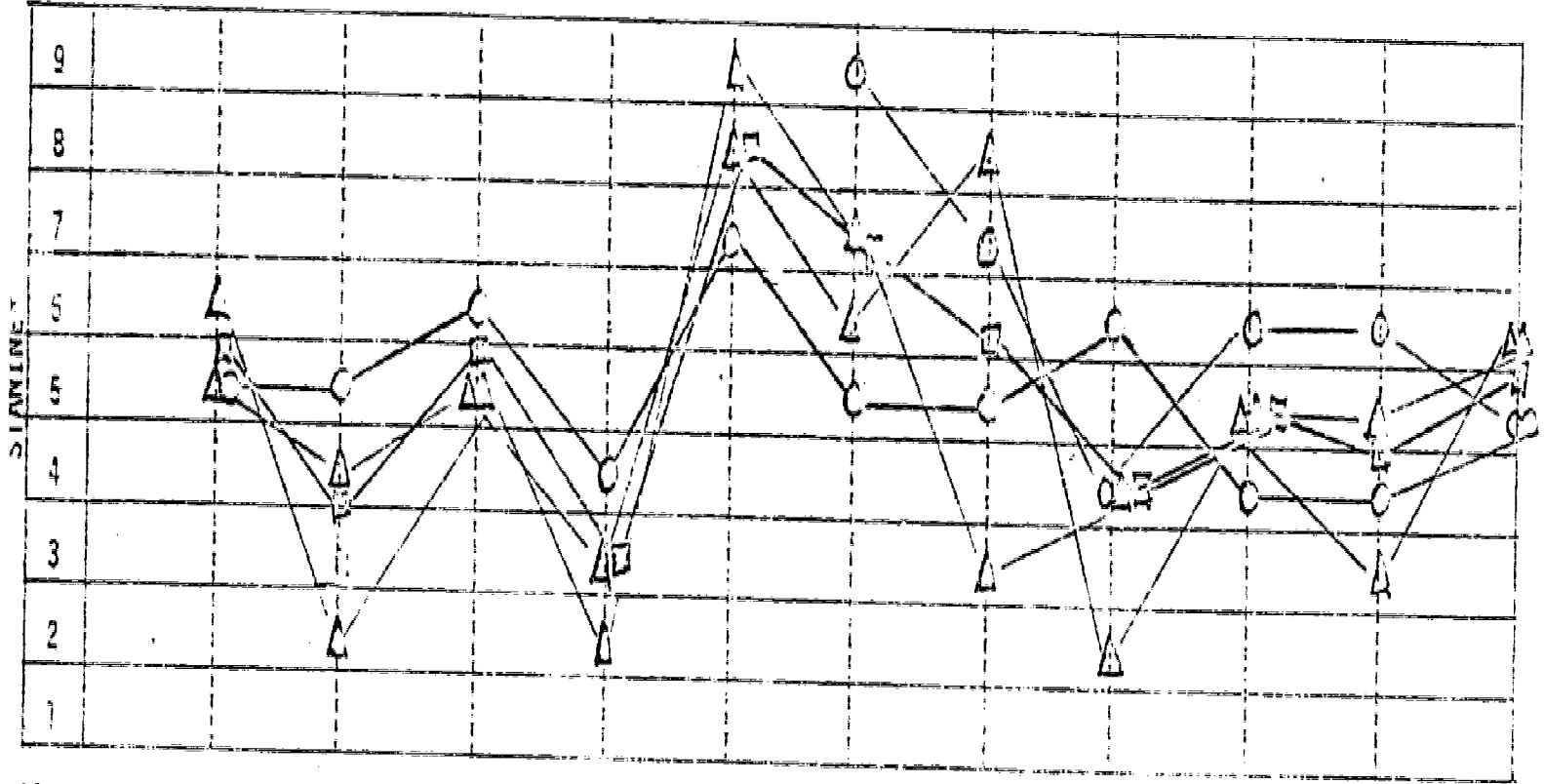
NAME E.G.G.

Project TAG Individual Profile  
Age in 1973 12

Number of hours Participation:  
1973-74       
1974-75 114  
1975-76 25  
Total 139

RAVENS  
CTMM  
STANFORD - L. A.  
STANFORD - M & S  
MAP  
TCWSW - OI  
SI  
TTCT - Orig.

Flu  
Flex  
Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Project TAG Individual Profile

NAME ELLS

Age in 1973 12

Number of hours 1973-74     

Participation: 1974-75 51

1975-76 62

Total 113

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

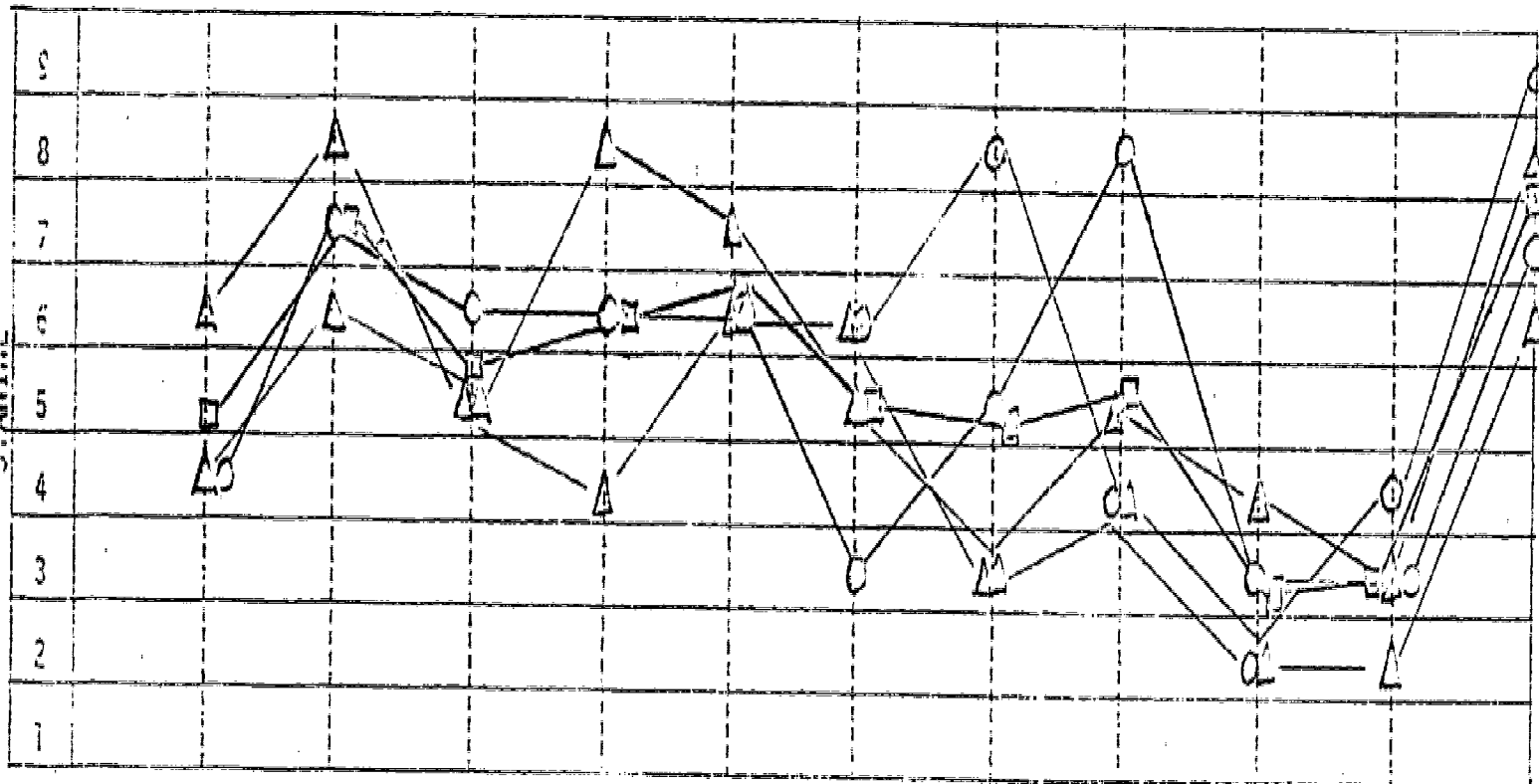
SI

TTCT - Orig.

Flu

Flex

Etab.



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$  —  $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$  —  $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

Norming based on local gifted population

COMMENTS:

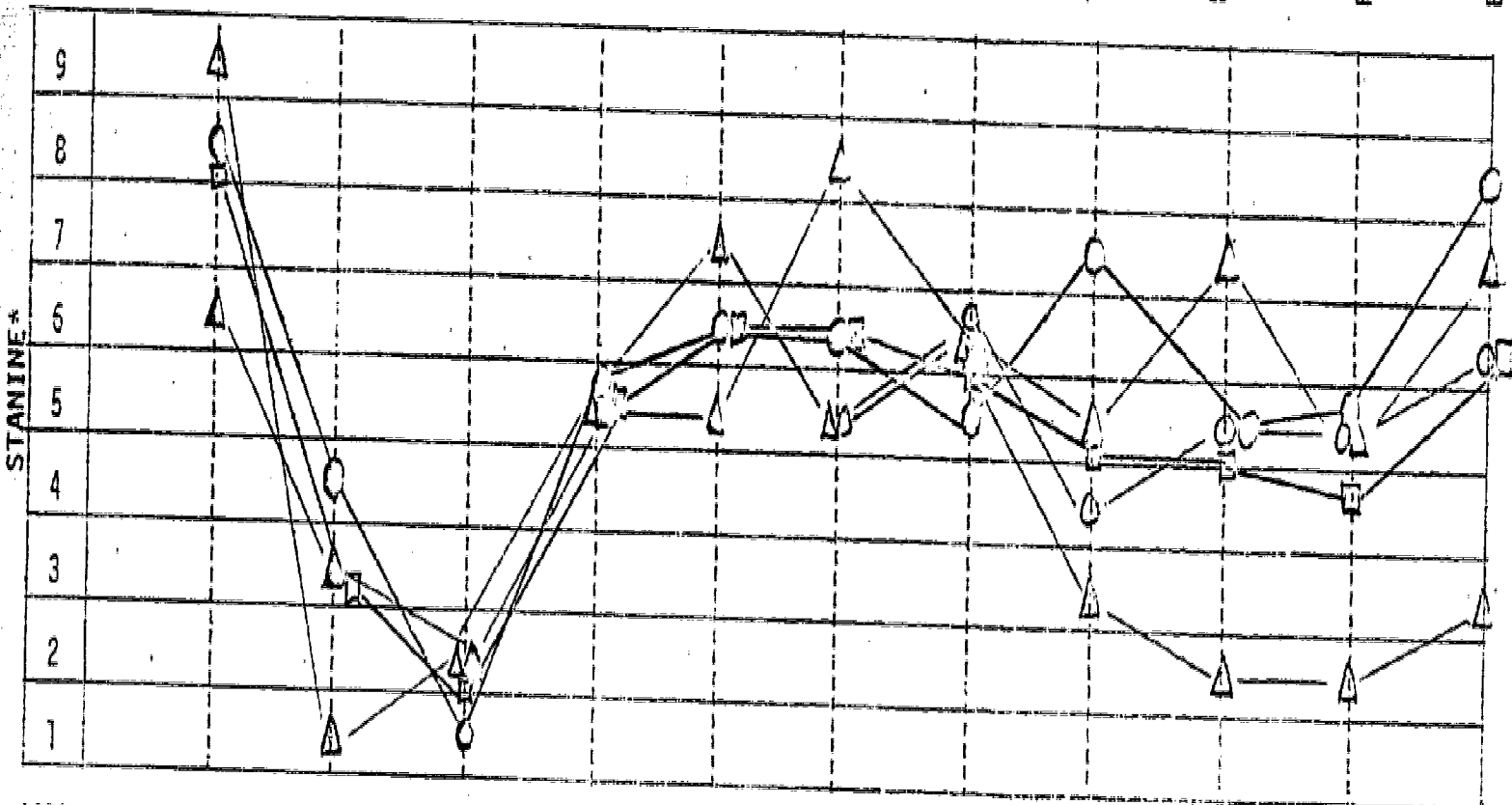
Project TAG Individual Profile

NAME E 70

Age in 1973 12

Number of hours Participation:  
 1973-74       
 1974-75 153  
 1975-76 133  
 Total 286

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Etab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◊—◊ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ◻—◻ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



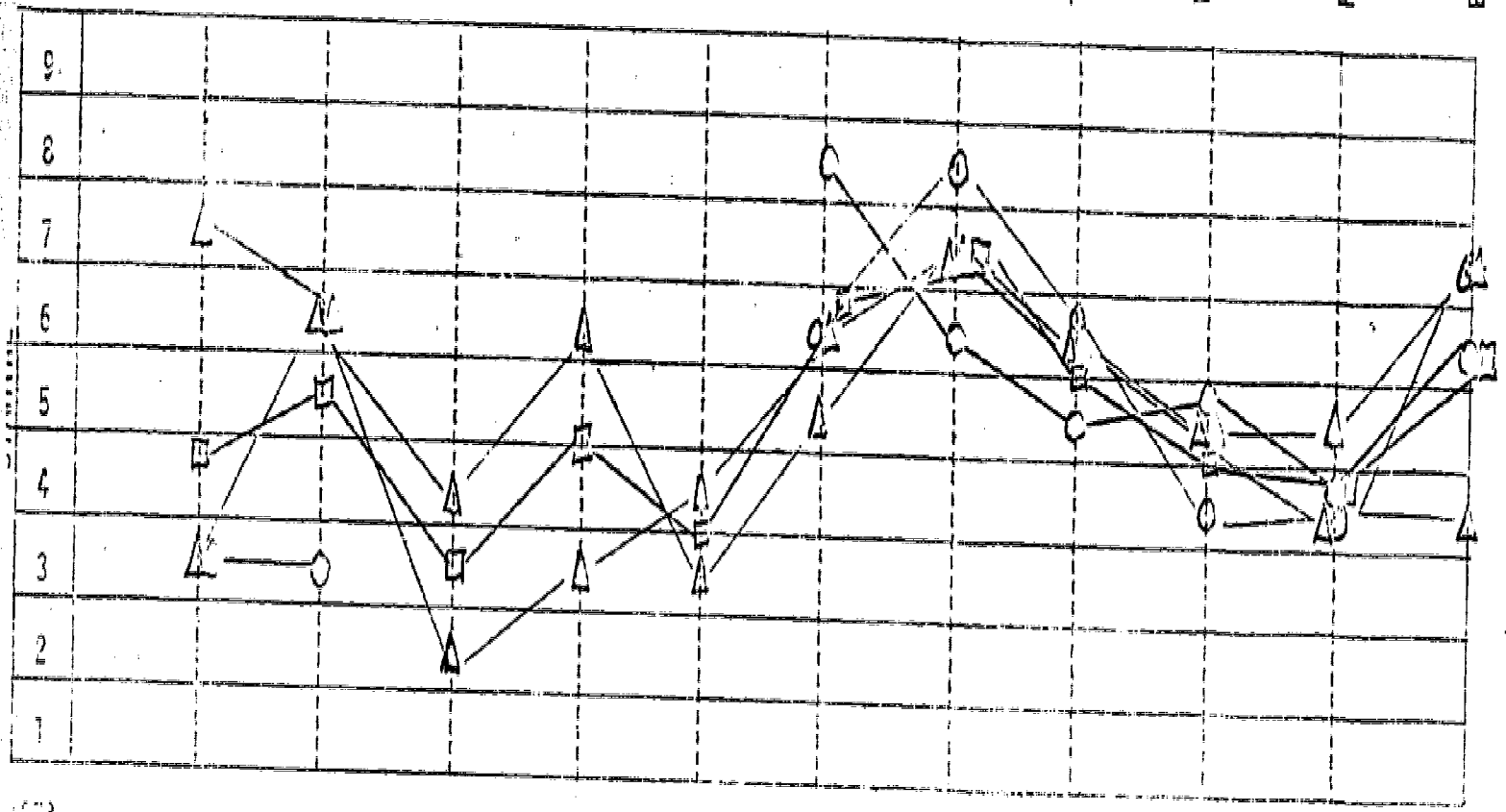
NAME E. S. J.

Project TAG Individual Profile  
Age in 1973 12

Number of hours Participation:  
1973-74 —  
1974-75 81  
1975-76 0  
Total 81

RAVENS  
CTMM  
STANFORD - L. A.  
STANFORD - M & S  
MAP  
TCMSW - OI  
ST  
TTCT - Orig.

Flu  
Flex  
Elab.



- 1973 L—L Ravens - Ravens Progressive Matrices
- 1974 O—O CTMM - California Test of Mental Maturity, Short Form
- 1975 A—A Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 S—S Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1973 M—M MAP - Musical Aptitude Profile
- 1974 C—C TCMSW - Thinking Creatively With Sounds & Words
- 1975 I—I OI - Onomatopoeia & Images
- 1976 S—S SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

Normings based on local gifted population

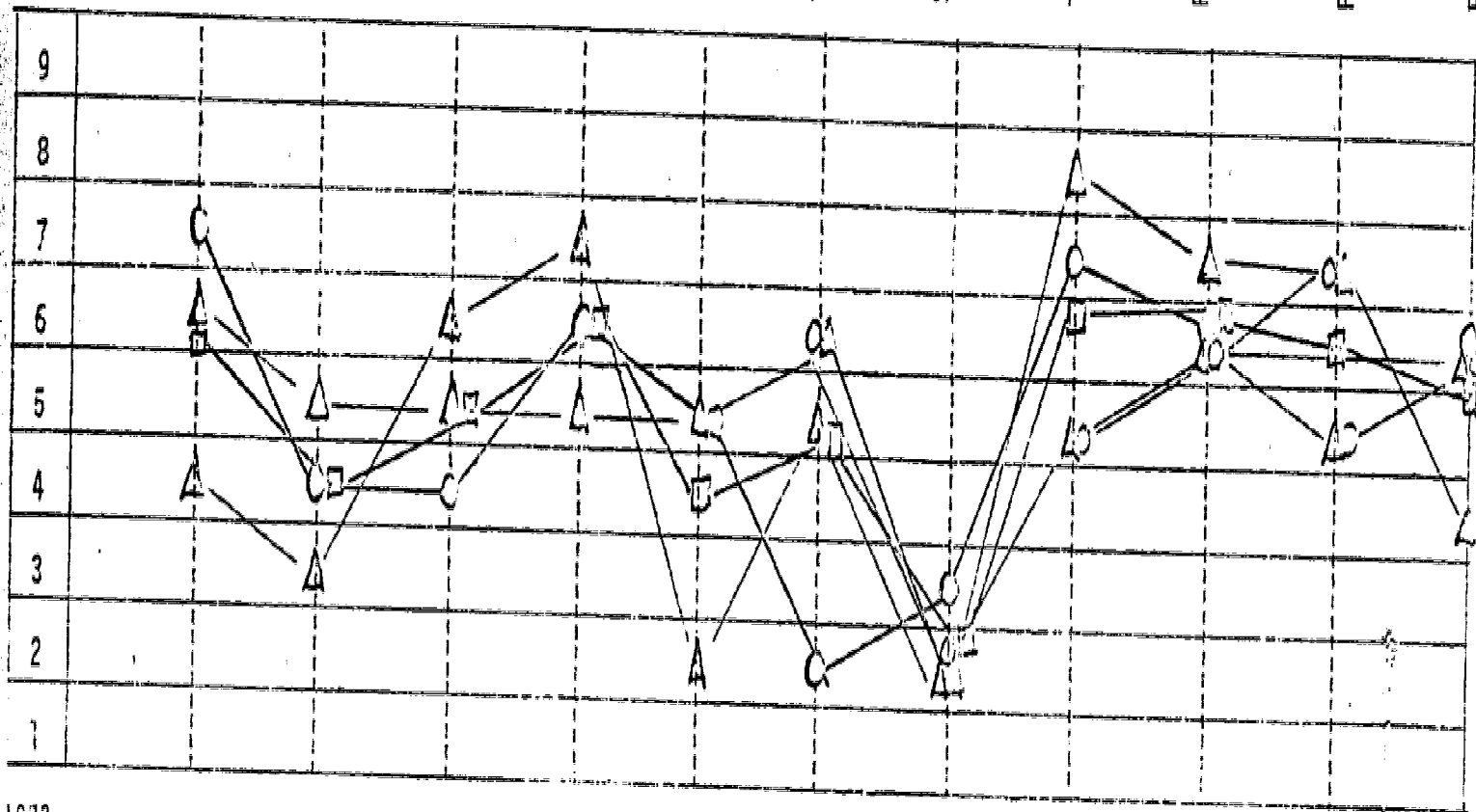
COMMENTS:

NAME: E 75

Project TAG Individual Profile  
Age in 1973 12

Number of hours Participation:  
1973-74 —  
1974-75 76  
1975-76 93  
Total 169

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 ▲—▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 ○—○ MAP - Musical Aptitude Profile
- 1976 ○—○ TCMSW - Thinking Creatively With Sounds & Words
- 1976 ○—○ OI - Onomatopoeia & Images
- 1976 ○—○ SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

Stanines based on local gifted population

COMMENTS:

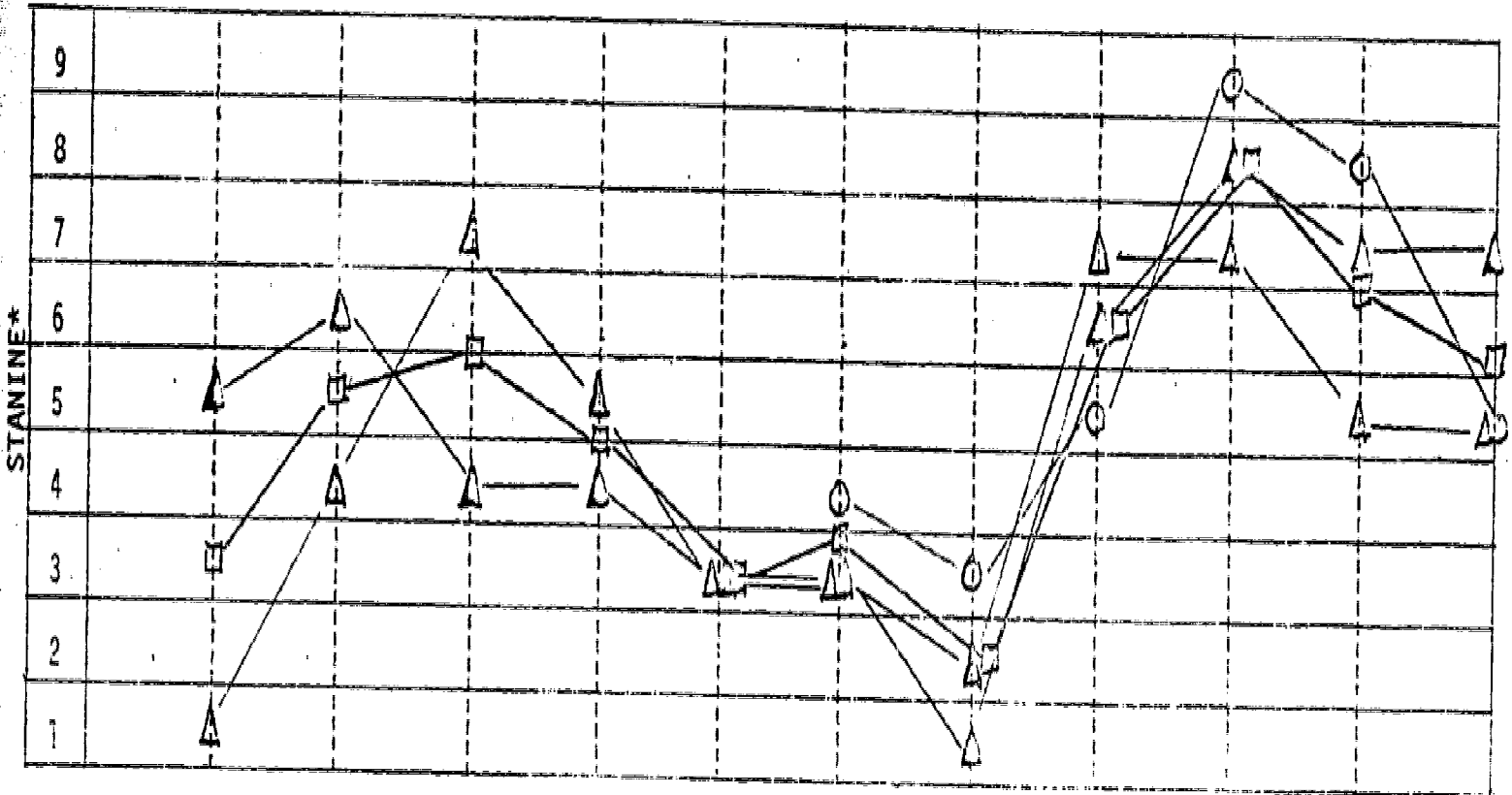
Project TAG Individual Profile

NAME E 83

Age in 1973 12

Number of hours 1973-74       
 Participation: 1974-75 4  
 1975-76 0  
 Total 4

RAVENS                      CTMM                      STANFORD - L. A.                      STANFORD - M & S                      MAP                      TCMSW - OI                      SI                      TTCT - Orig.                      Flu                      Flex                      Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\square$ — $\square$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\circ$ — $\circ$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975  $\triangle$ — $\triangle$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976  $\Delta$ — $\Delta$  MAP - Musical Aptitude Profile
- 1976  $\circ$ — $\circ$  TCMSW - Thinking Creatively With Sounds & Words
- Composite  $\square$ — $\square$  OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Project TAG Individual Profile

Age in 1973 12

Number of hours Participation:  
 1973-74       
 1974-75 16  
 1975-76 15  
 Total 31

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

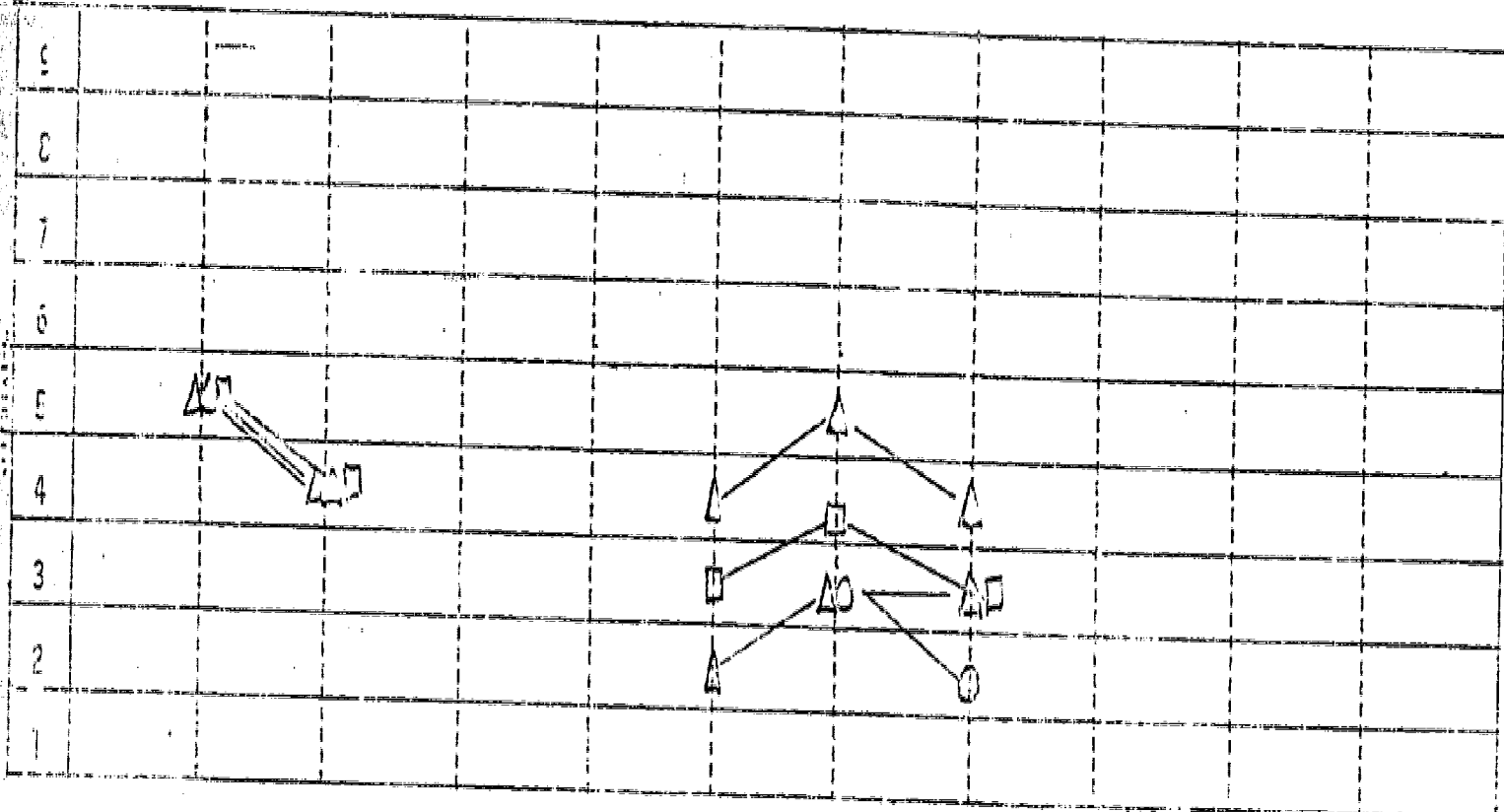
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973    Δ --- Δ    Ravens - Ravens Progressive Matrices
- 1974    ○ --- ○    CTMM - California Test of Mental Maturity, Short Form
- 1975    □ --- □    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976    △ --- △    Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1977    ○ --- ○    MAP - Musical Aptitude Profile
- 1978    ○ --- ○    TCWSW - Thinking Creatively With Sounds & Words
- --- ○    OI - Onomatopoeia & Images
- --- ○    SI - Sounds & Images
- 1979    ○ --- ○    TTCT - Torrance Test of Creative Thinking, Figural

Norming based on local gifted population

COMMENTS:



RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

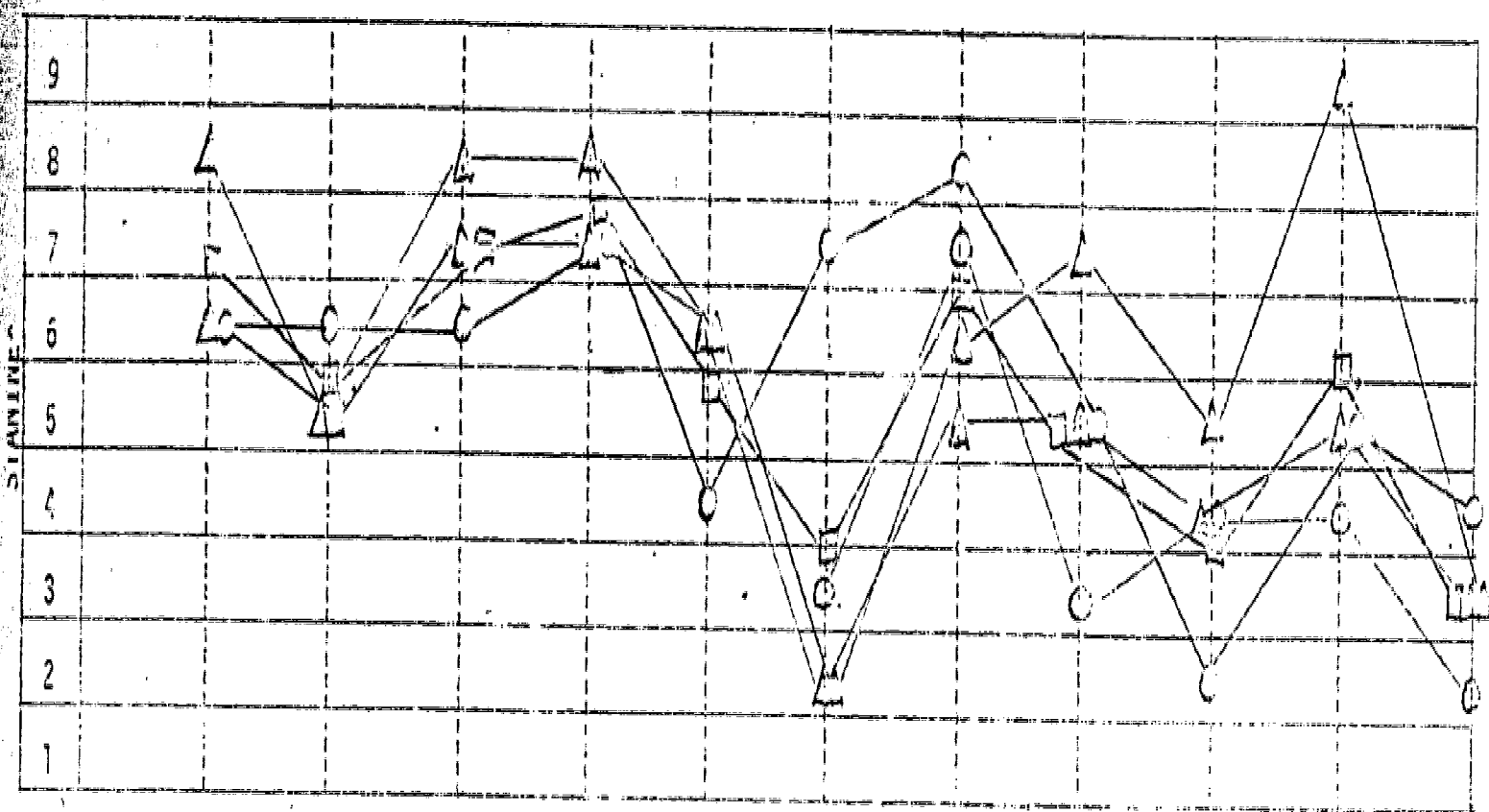
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 MAP - Musical Aptitude Profile
- 1976 TCMSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



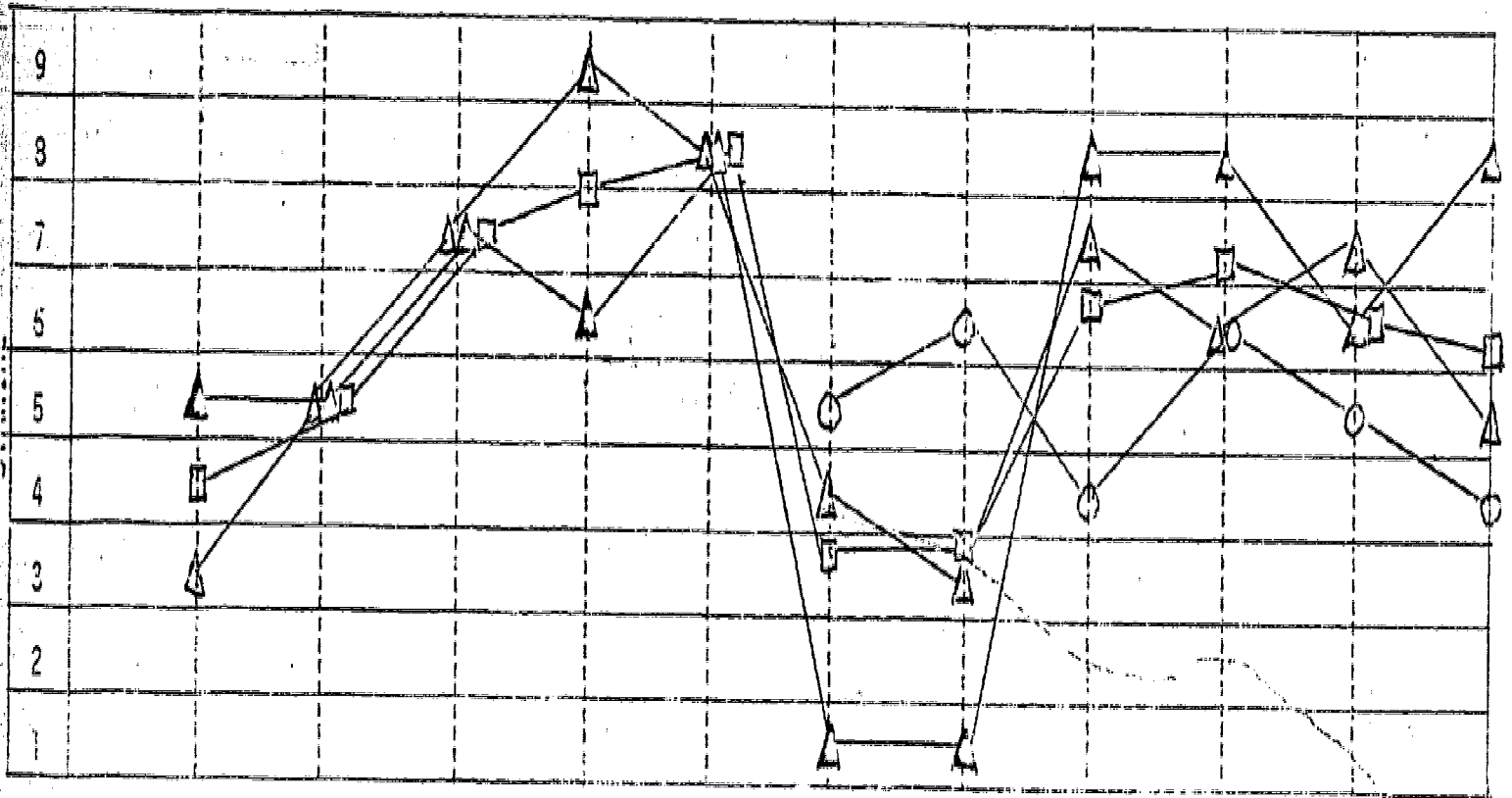
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Project: AG Individual Profile

Age in 1973: 12

Number of hours Participation:  
 1973-74: —  
 1974-75: 0  
 1975-76: 0  
 Total: 0

STANFORD - L. A.      STANFORD - M & S  
 TCWSW - OI      SI      TTCT - Orig.  
 RAVENS      CTMM      MAP      Flu      Flex      Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974 ○—○ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 ▲—▲ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- 1975 ◐—◐ OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite ◑—◑ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

*Suz displayed enthusiasm for the project the initial years but then decided she was old and sophisticated for the group and stopped attending.*



CONTROLS

Ages 10-12

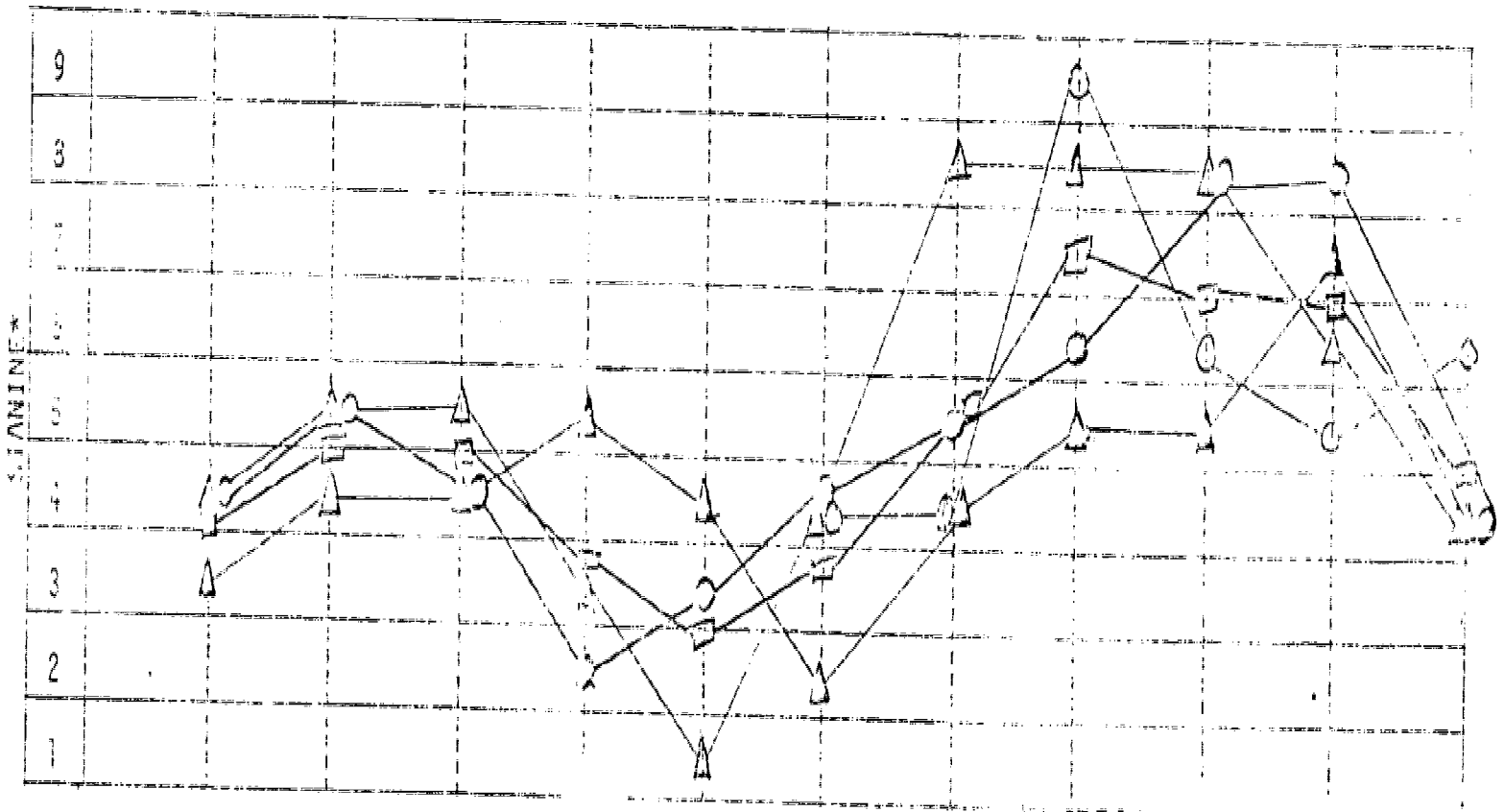
Project TAG Individual Profile

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

Number of hours participation:  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Original

Flu  
 Fluor  
 Fluor



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Ability, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1973 MAP - Musical Aptitude Profile
- 1974 TCWSW - Thinking Creatively With Sounds & Words
- 1975 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

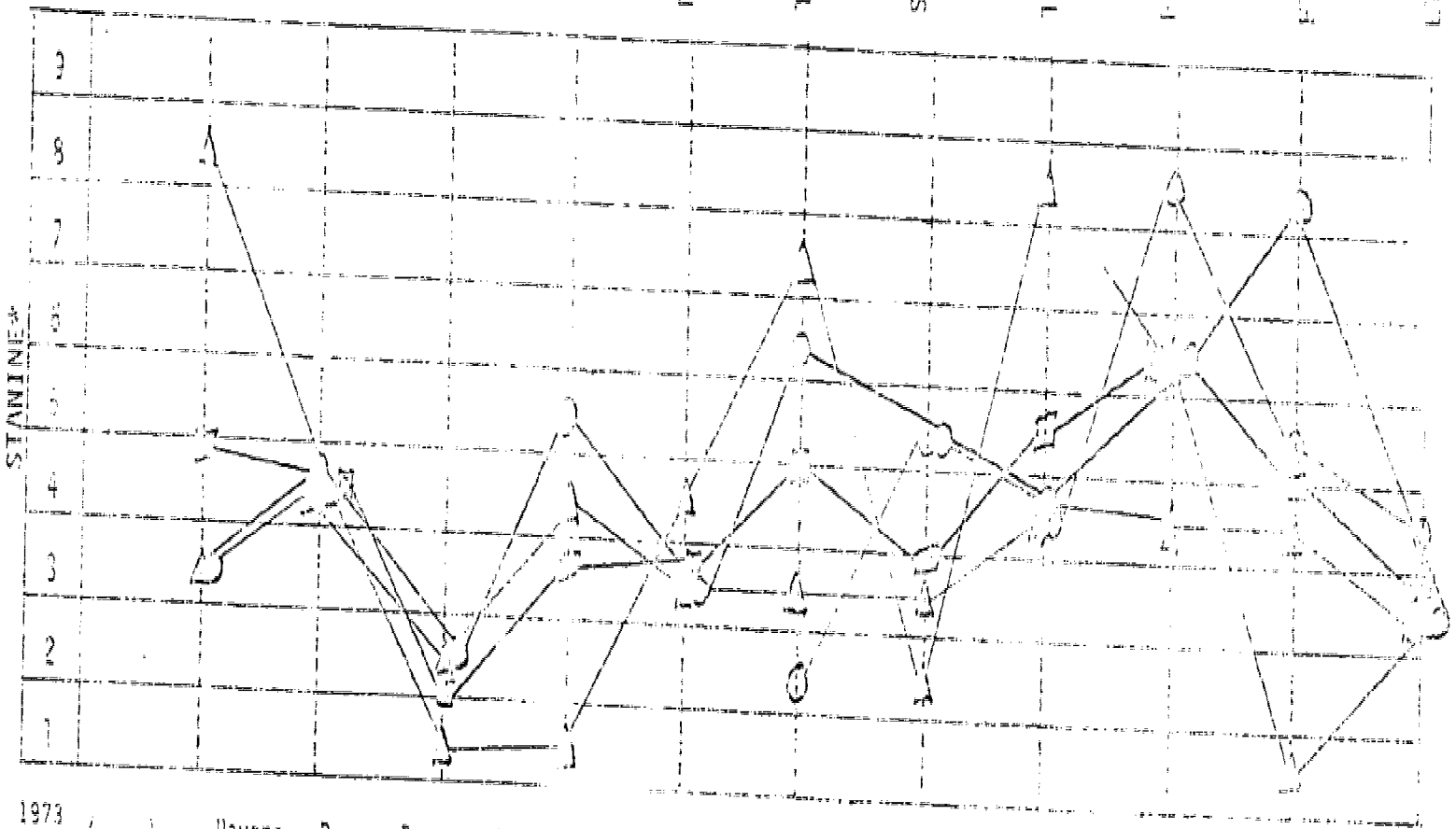




Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Name: \_\_\_\_\_

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flu  
 Flu  
 Flu  
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 Flu  
 Flu  
 Flu  
 Flu



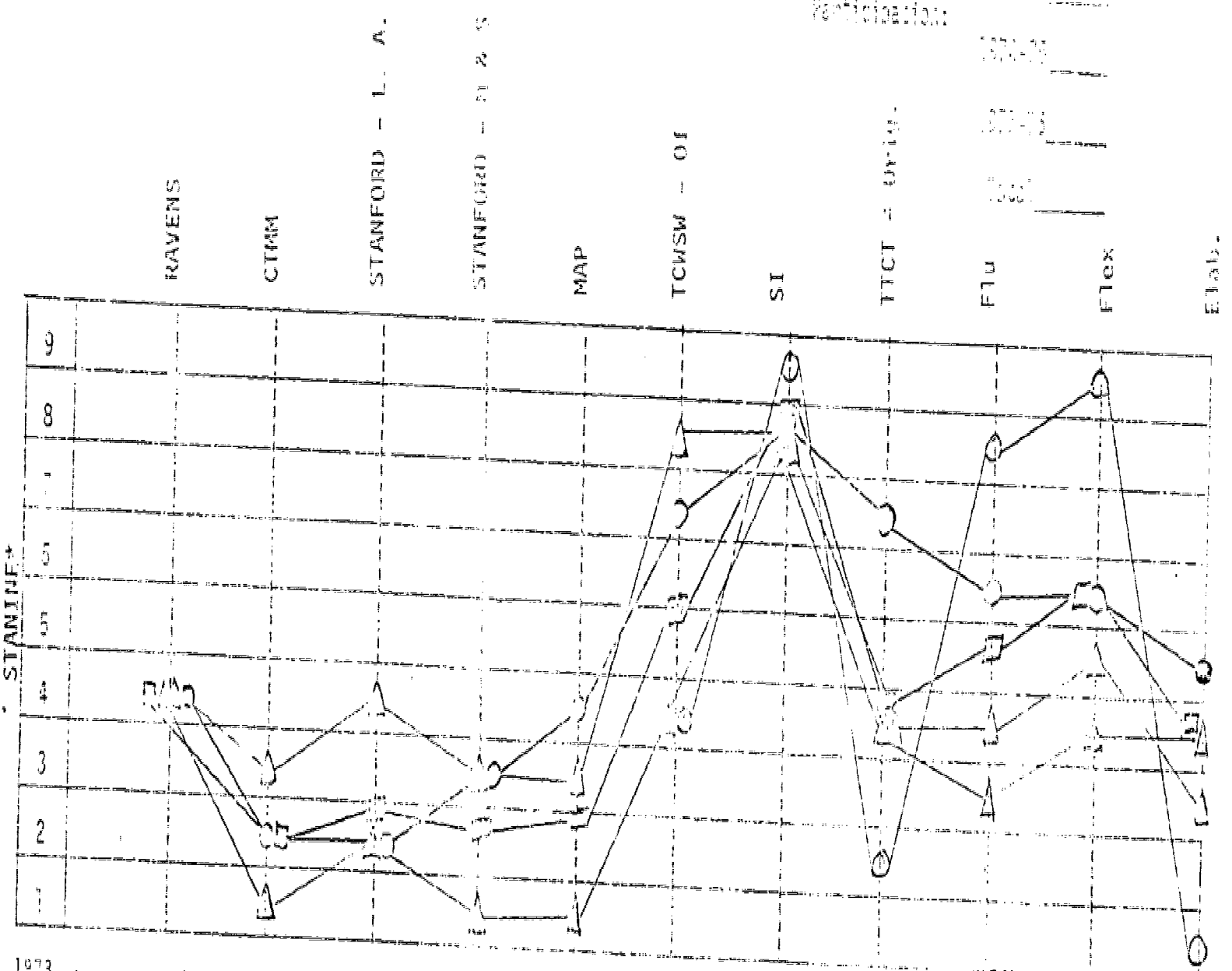
- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity - Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Number of hours Participated: 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 1976 \_\_\_\_\_



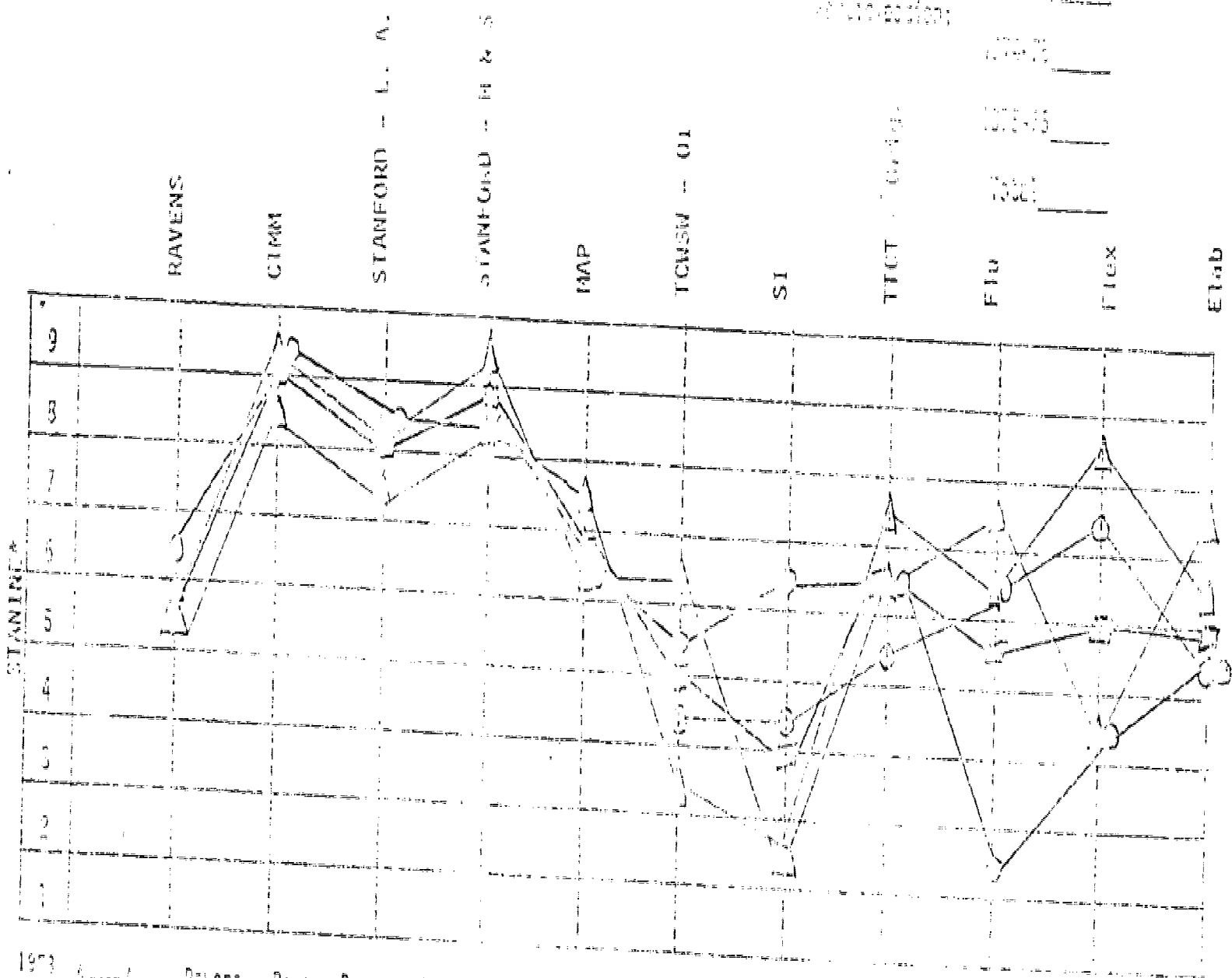
- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively with Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Number of hours  
 for this session: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



- 1973 Ravens - Ravens Progressive
- 1974 CTMM - California Test of Mental Maturity - Check Five
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- SI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanina based on total gifted population

COMMENTS:

Project TAG Individual Profile

NAME 226 Age in 1973 10

Number of hours \_\_\_\_\_

\_\_\_\_\_

1973-74 \_\_\_\_\_

1975-76 \_\_\_\_\_

Total \_\_\_\_\_

RAVENS

CTMII

STANFORD - L. A.

STANFORD - H & S

MAP

TCMSW - OI

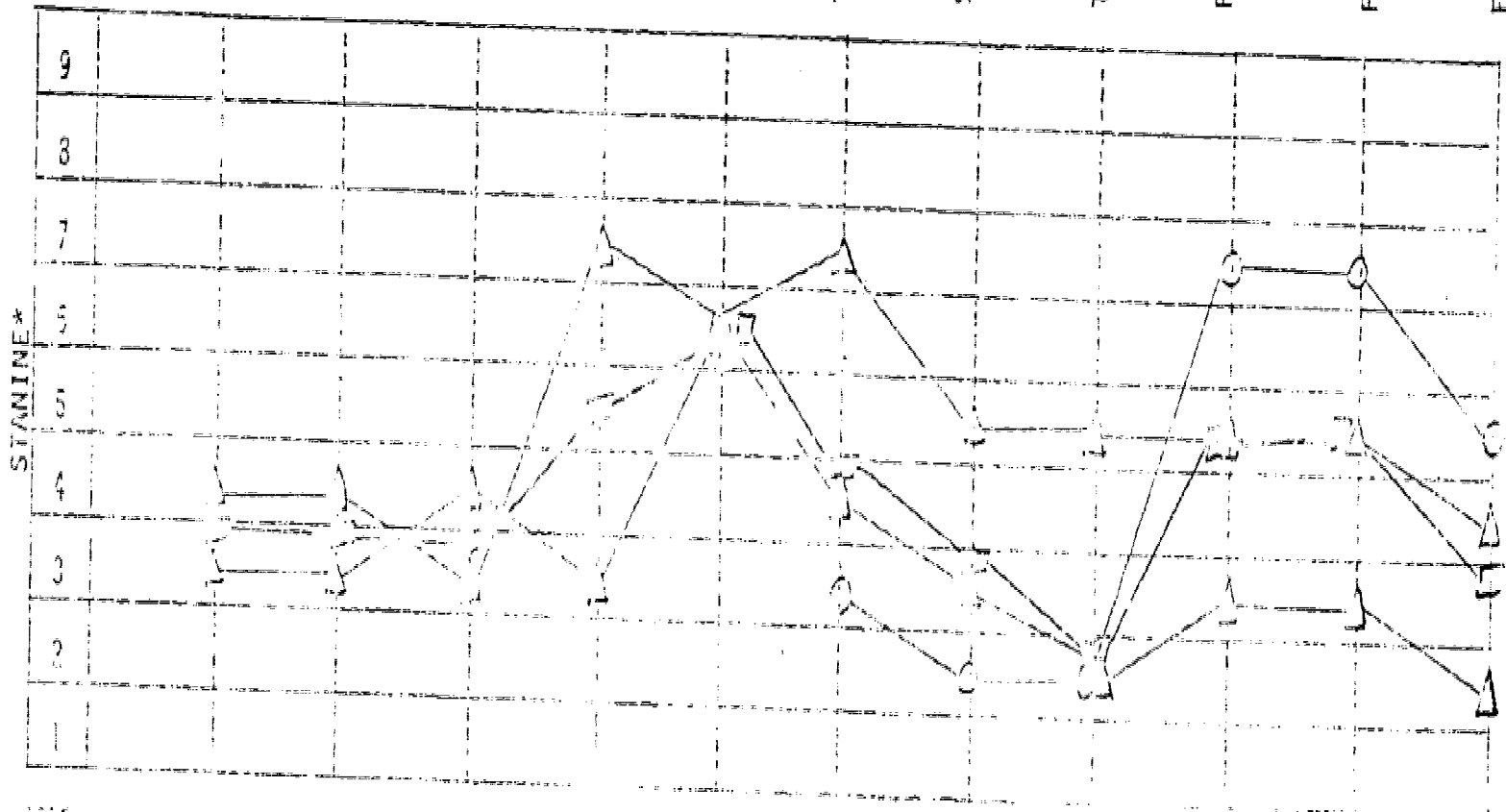
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 ○—○ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMII - California Test of Mental Ability, Short Form
- 1975 △—△ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 △—△ Stanford H & S - Stanford Achievement Test - Math & Science Sections
- 1976 ○—○ MAP - Musical Aptitude Profile
- 1976 ○—○ TCMSW - Thinking Creatively With Sounds & Words
- 1976 ○—○ OI - Onomatopoeia & Images
- 1976 ○—○ SI - Sounds & Images
- Composite —— TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



NAME: C 31

Subject: Intelligence Profile

Date: 9 3 10

Number of hours: 1973-74 \_\_\_\_\_

Participation: 1974-75 \_\_\_\_\_

1975-76 \_\_\_\_\_

Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCNSW - OI

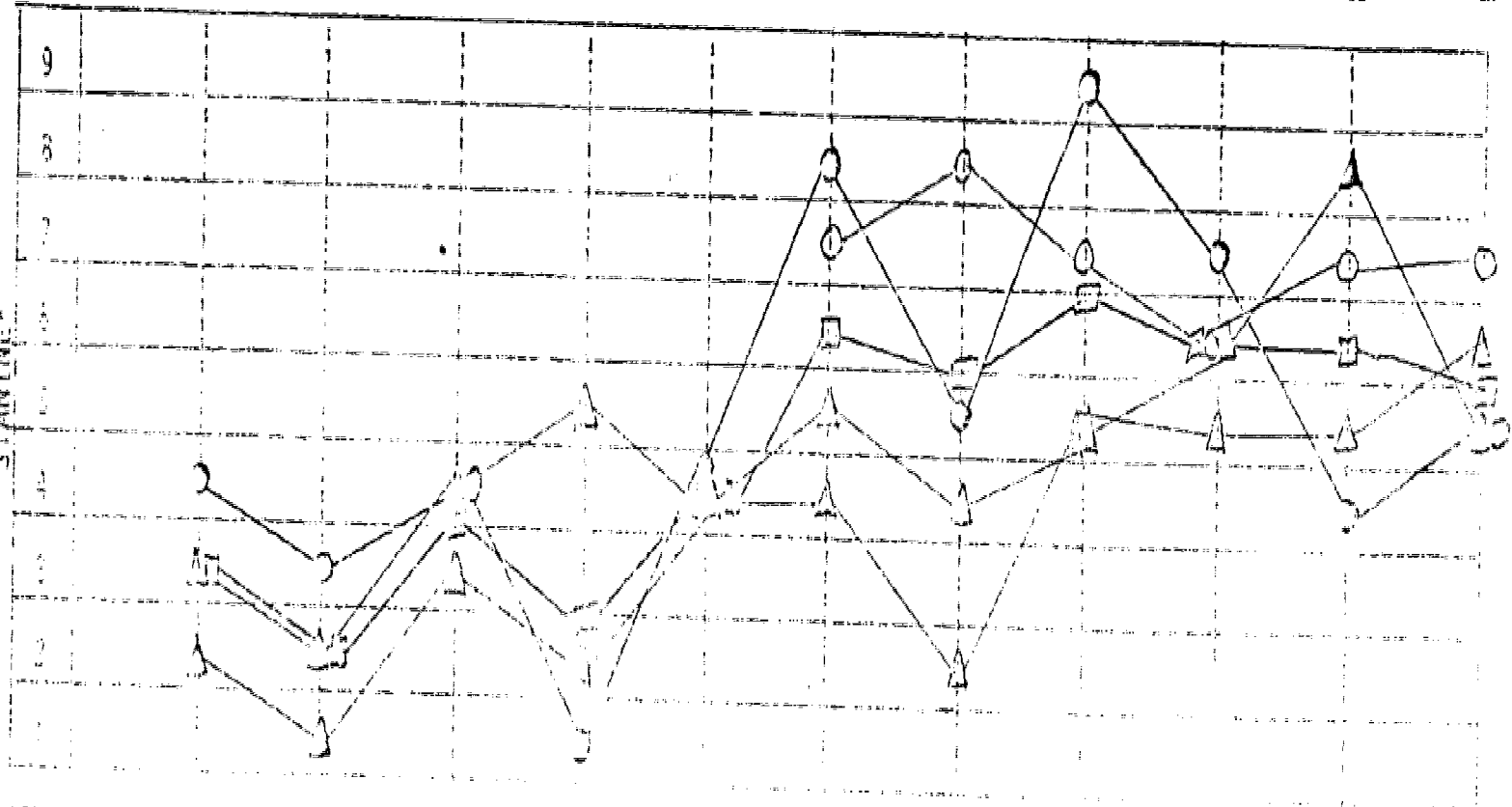
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 - 1974: Raven's Creative Problem Solving
- 1974 - 1975: Stanford-Binet Scales, Test of Mental Retardation, Form 1
- 1975 - 1976: Stanford-Binet L.A. - Stanford Achievement Test - Language Arts Section
- 1976 - 1977: Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1973 - 1974: MAP - Individual Multiple Profiles
- 1974 - 1975: TCNSW - Thinking Creatively With Sounds & Words
- 1975 - 1976: OI - Onomatopoeia & Images
- 1976 - 1977: SI - Pictures & Images
- Composite: TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

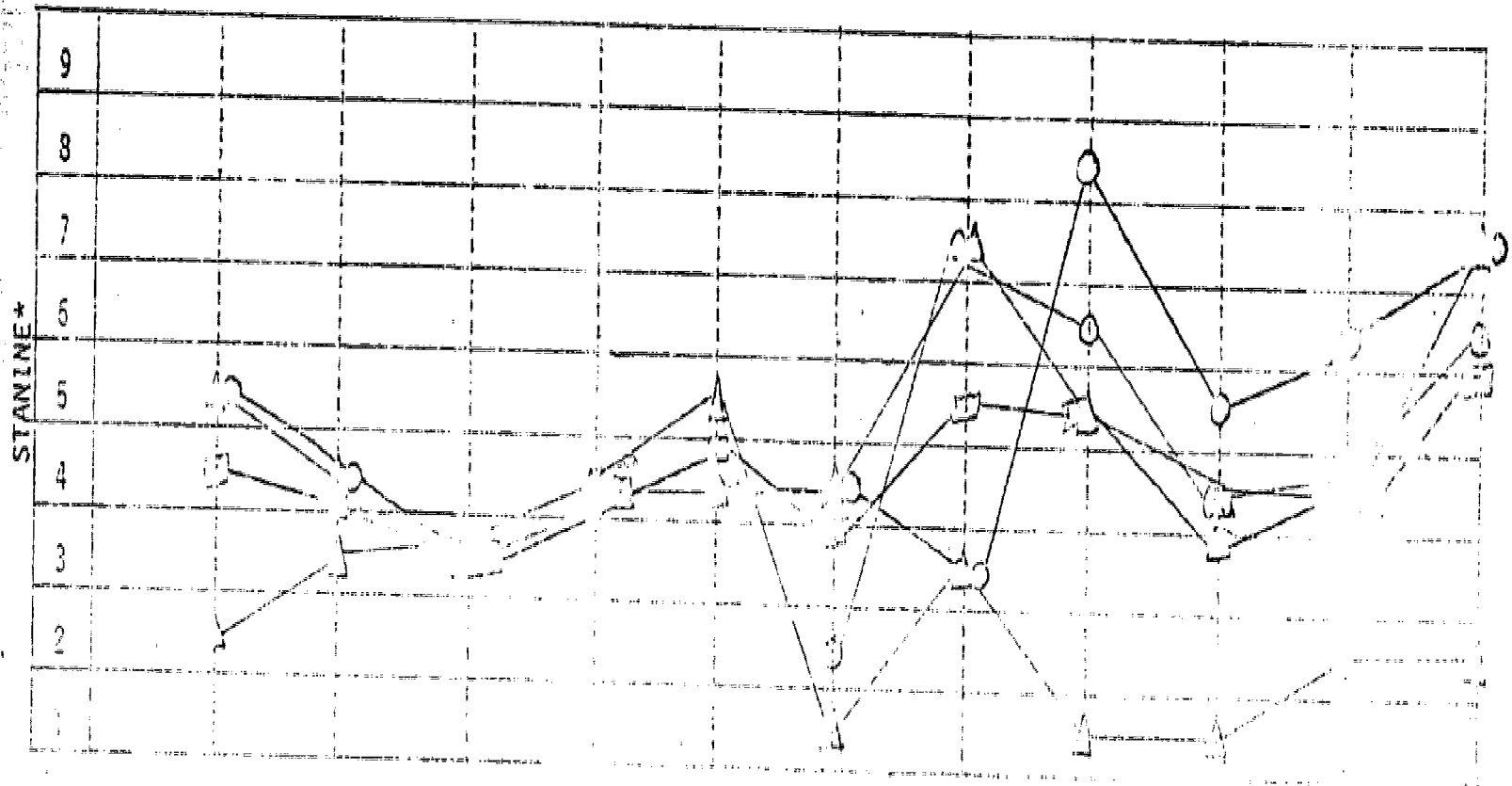
COMMENTS:



RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M. S.  
 NAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

1973-74  
 1975-76  
 Total

Flu  
 Flex  
 Etab.



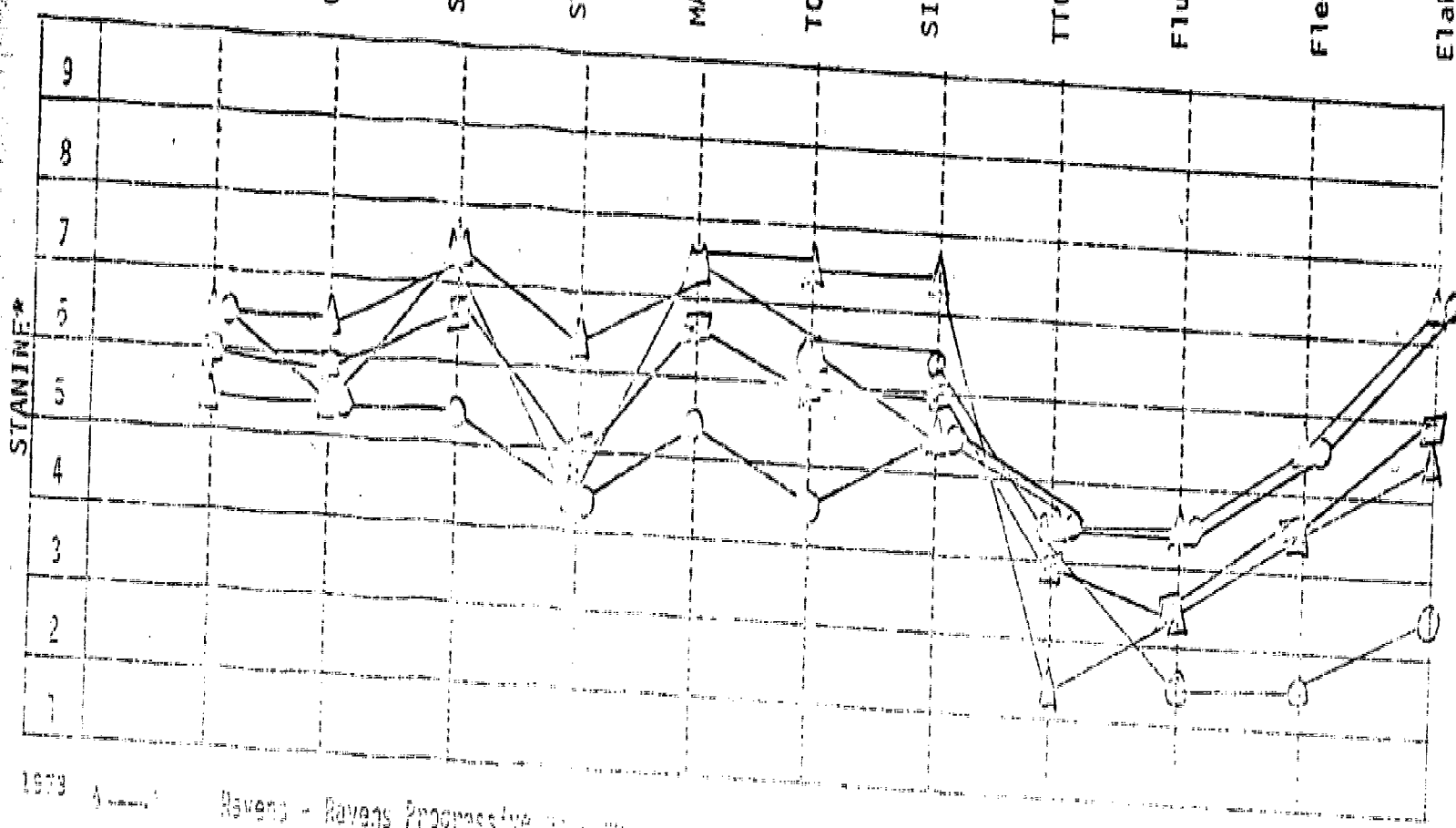
- 1973 - Ravens - Raven Progressive Matrices
- 1974 - CTMM - California Test of Mental Maturity, Form 3B
- 1975 - Stanford L. A. - Stanford Achievement Test - Language Arts Section
- 1975 - Stanford M. S. - Stanford Achievement Test - Math & Science Section
- 1975 - NAP - National Aptitude Profile
- 1975 - CTMM - Thinking Creatively With Sounds & Words
- 1975 - OI - Onomatopoeia & Images
- 1975 - SI - Sounds & Images
- Composite TTCT - TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSM - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Elab.



- 1973 A - Ravens - Ravens Progressive Matrices
- 1974 B - CTMM - California Test of Mental Maturity, Short Form
- 1975 C - Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 D - Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite E - MAP - Musical Aptitude Profile
- F - TCWSM - Thinking Creatively With Sounds & Words
- G - OI - Onomatopoeia & Images
- H - SI - Sounds & Images
- I - TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

NAME C 37

Project TAG Individual Profile  
Age in 1973 10

Number of hours 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD

MAP

TCWSW - OI

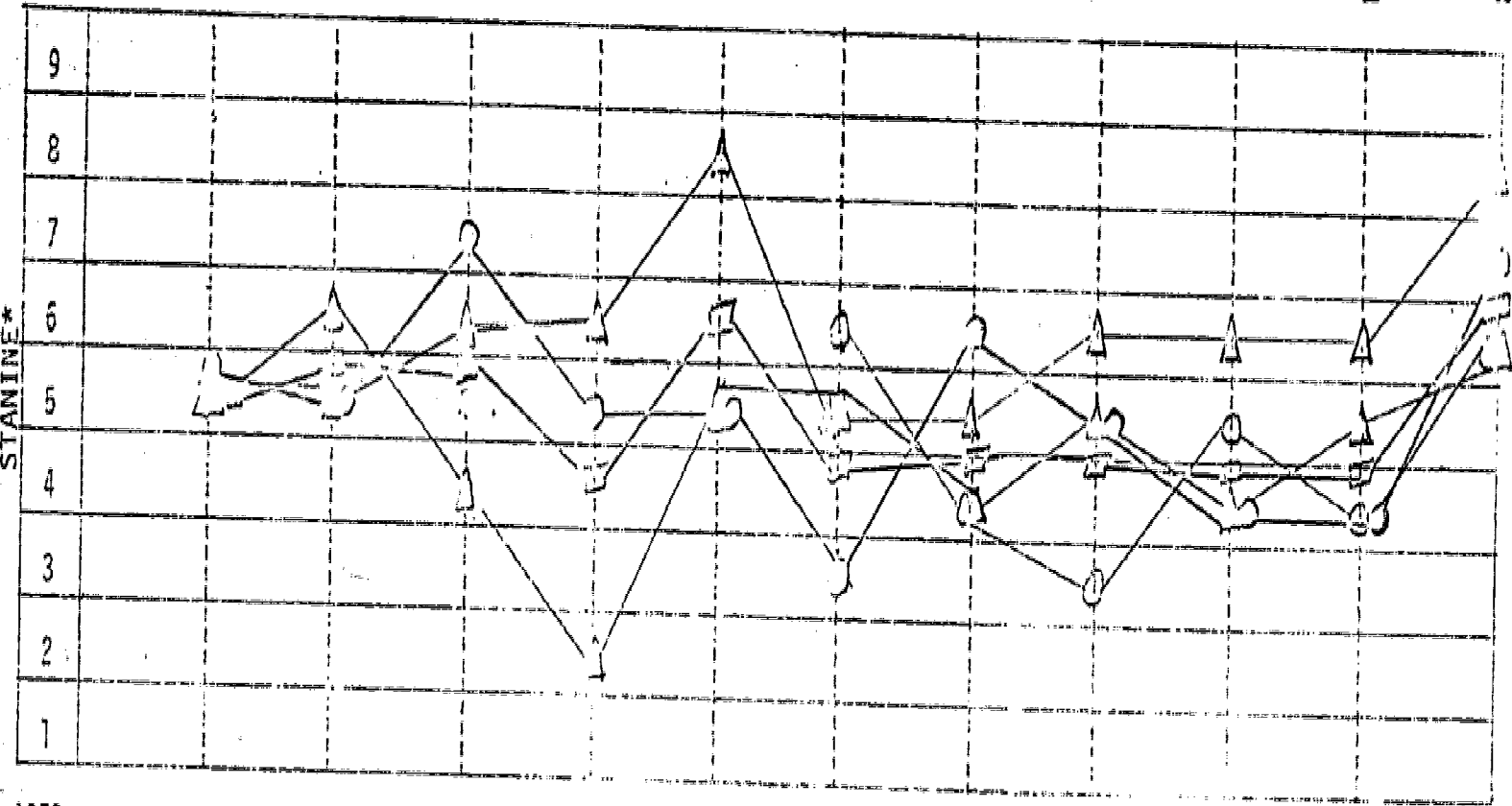
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrix
- 1974 ○—○ CTMM - California Test of Mental Ability, Short Form
- 1975 □—□ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◇—◇ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- △—△ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively with Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:





NAME C38

Project TAG Individual Profile  
Age in 1973 10

Number of years Participation:  
1973-74 \_\_\_\_\_  
1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS

CTM-M

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

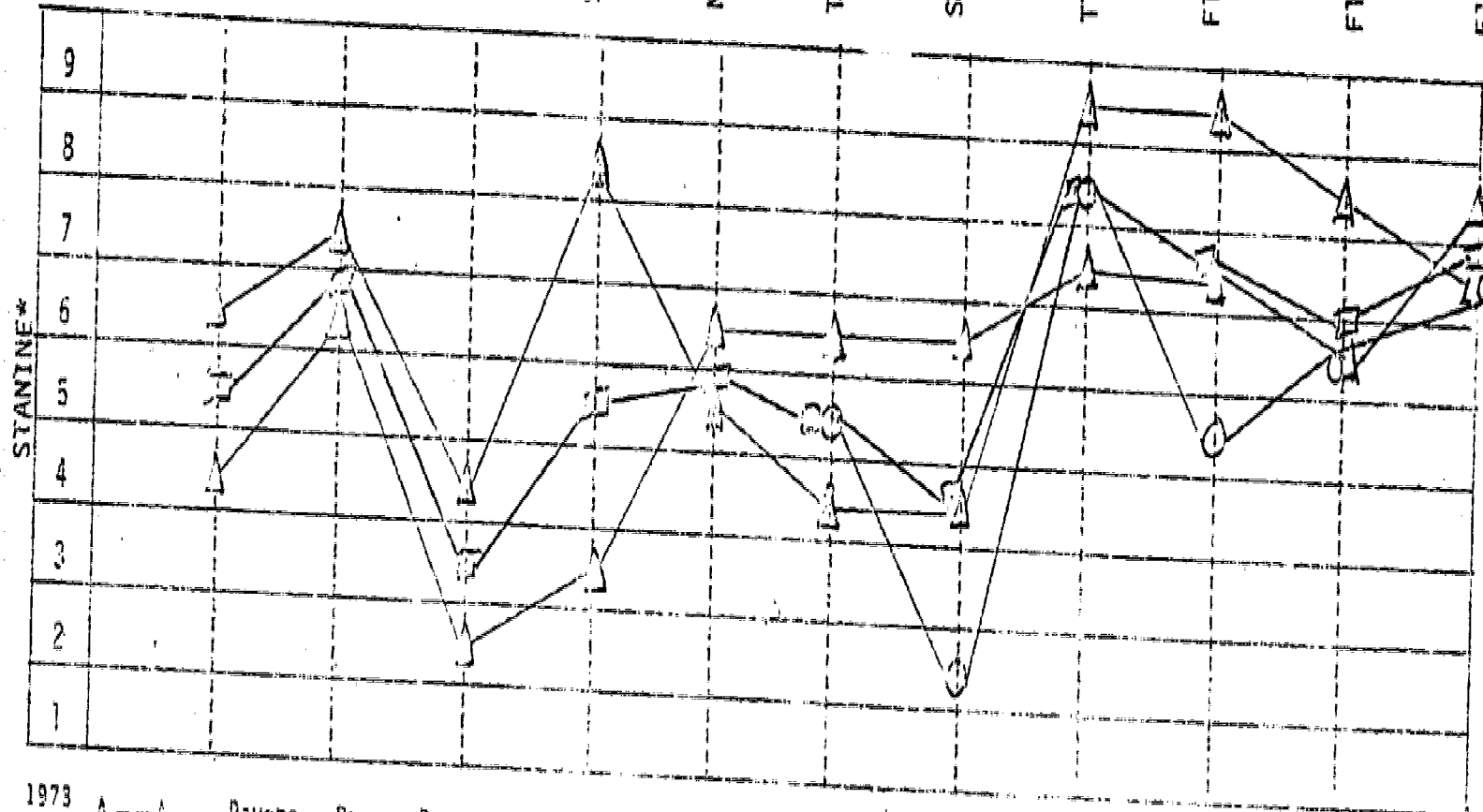
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTM-M - California Test of Mental Maturity, Short Form
- 1975  $\Delta$  —  $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$  —  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Project TAG Individual Profile

NAME C 415 Age in 1973 10

Number of hours 1973-74 \_\_\_\_\_

1974-75 \_\_\_\_\_

1975-76 \_\_\_\_\_

Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

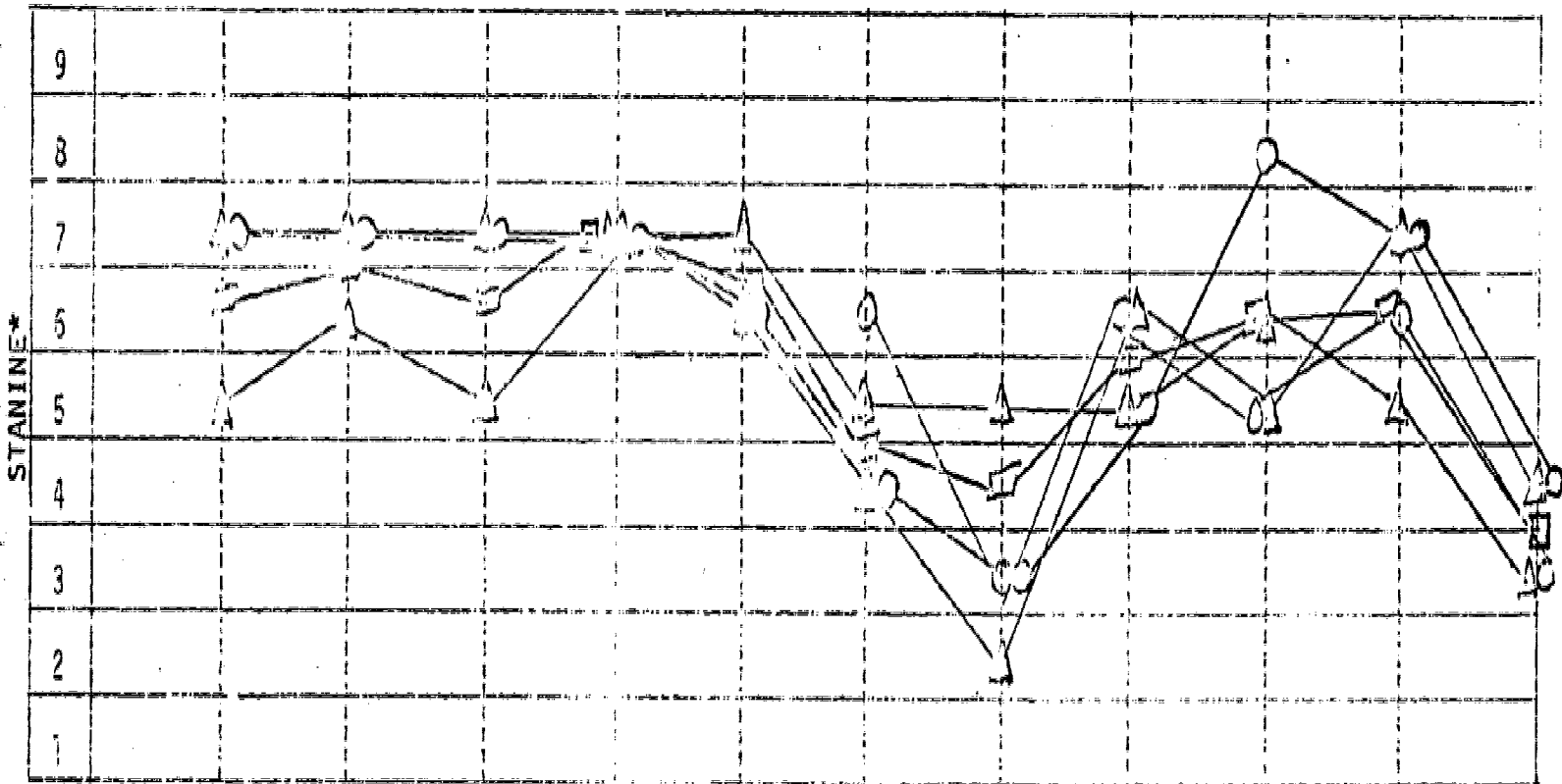
SI

TTCT - Orig.

Flu

Flex

Grid



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Ability, Short Form
- 1975  $\square$  —  $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$  —  $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- $\nabla$  —  $\nabla$  MAP - Musical Aptitude Profile
- $\triangle$  —  $\triangle$  TCWSW - Thinking Creatively With Sounds & Words
- $\circ$  —  $\circ$  OI - Onomatopoeia & Images
- $\nabla$  —  $\nabla$  SI - Sounds & Images
- Composite  $\square$  —  $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Project TAG Individual Profile

NAME C. [unclear]

Age in 1973 10

Number of hours 1973-74         

Participation: 1974-75         

1975-76         

Total         

RAVENS

CTMM

STANFORD - L. A.

STANFORD M & S

MAP

TCMSW - OI

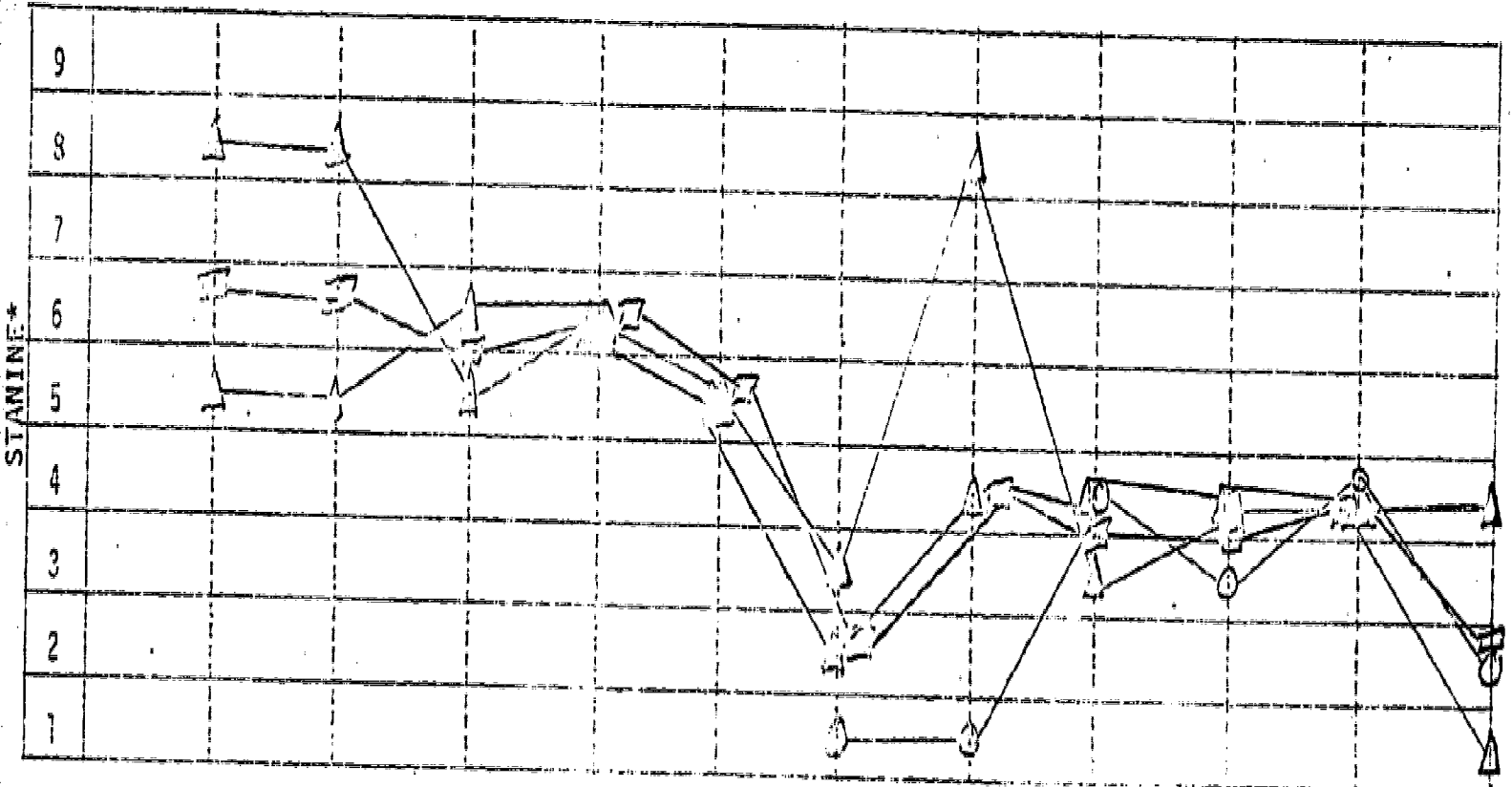
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\Delta$ — $\Delta$  MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- 1976  $\circ$ — $\circ$  OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\Delta$ — $\Delta$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Project TAG Individual Profile

NAME \_\_\_\_\_

Age in 1973 10

Number of hours 1973-74 \_\_\_\_\_

Participation: 1974-75 \_\_\_\_\_

1975-76 \_\_\_\_\_

Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

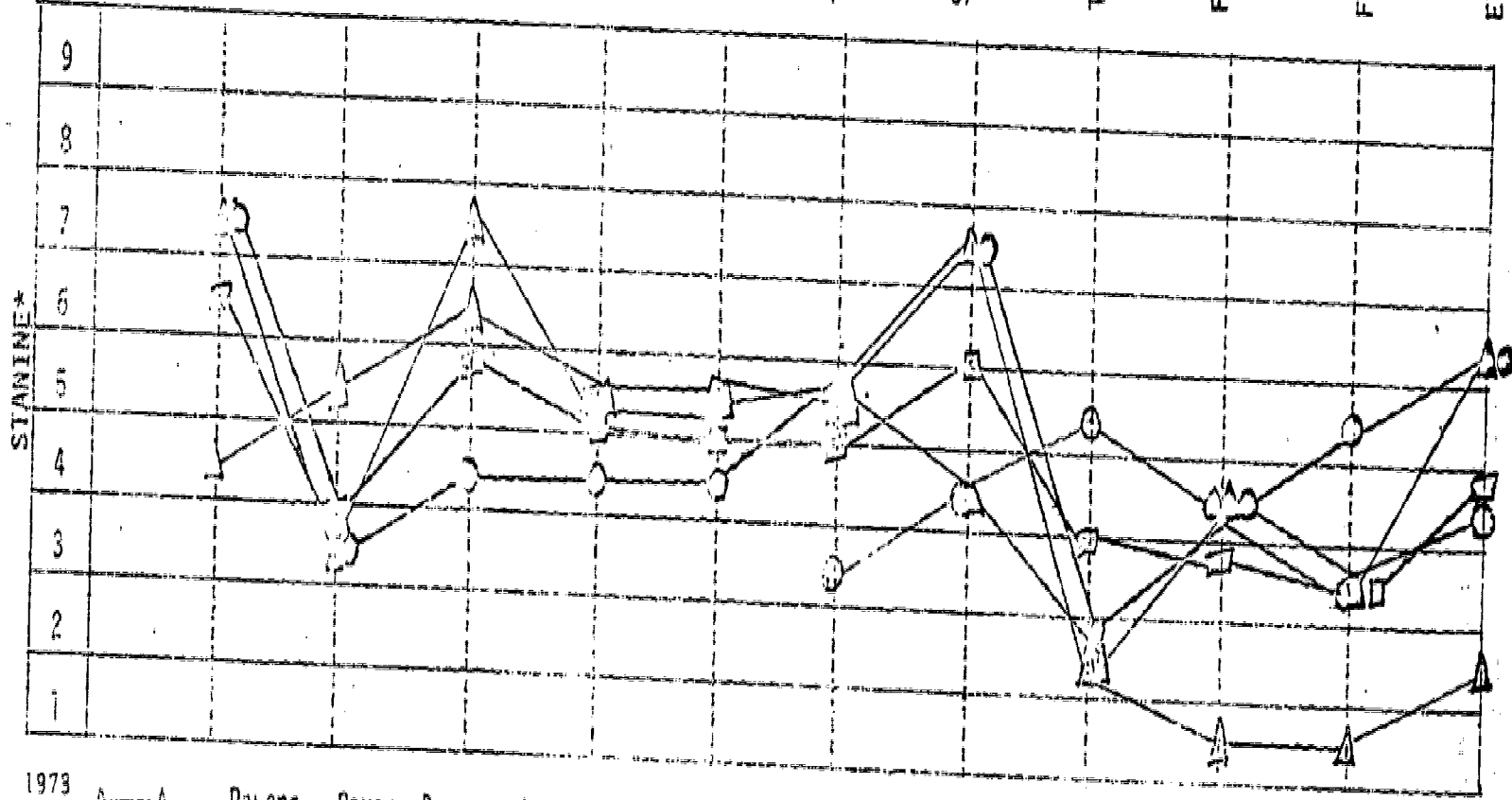
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$  —  $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$  —  $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\square$  —  $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

1974-75

1975-76

Total

RAVENS

CTMN

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

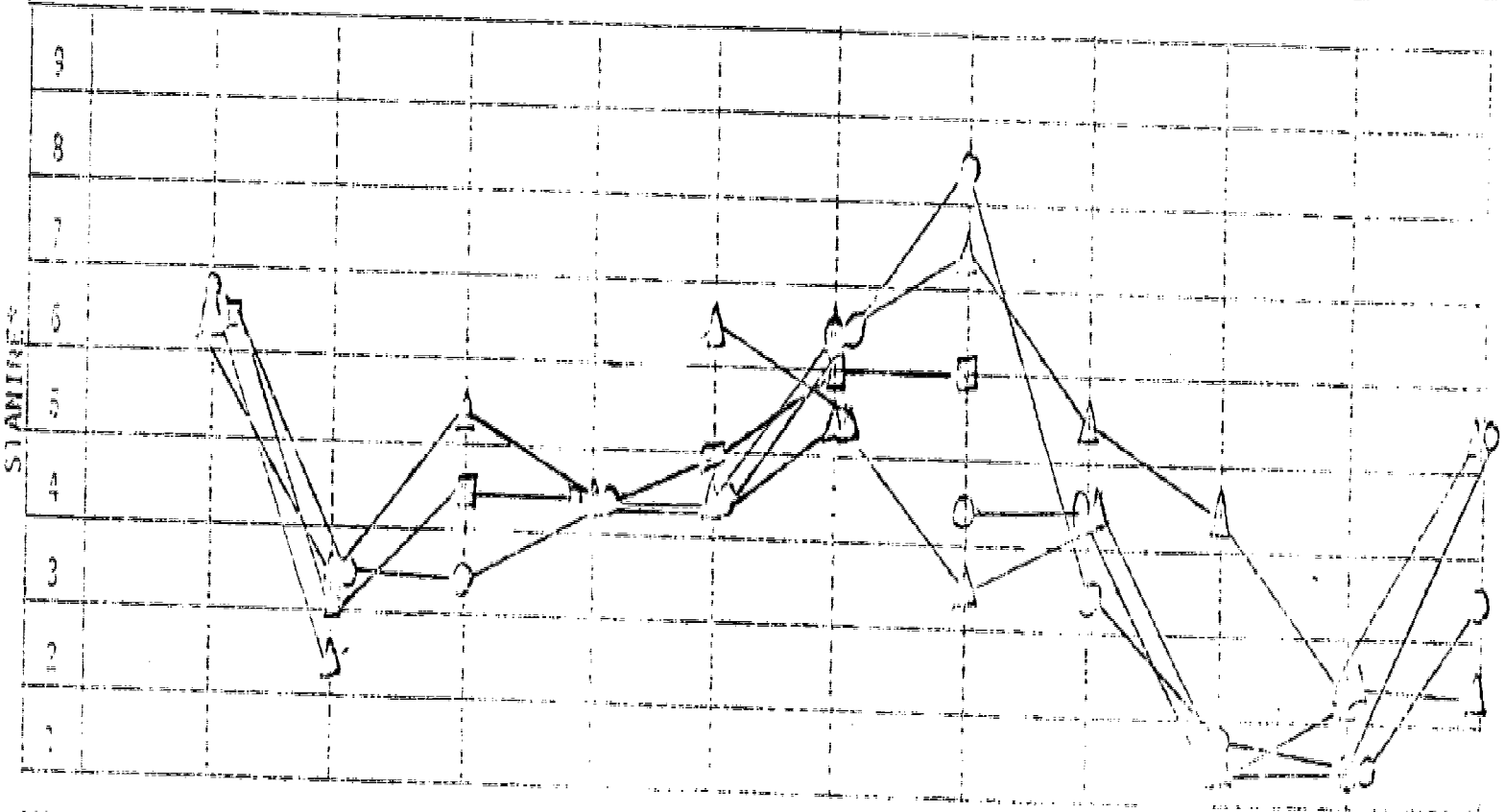
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1975 Ravens - Ravens Progressive Matrices
- 1974 CTMN - California Test of Mental Ability, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 MAP - Musical Aptitude Profile
- 1975 TCMSW - Thinking Creatively With Sounds & Words
- 1975 OI - Onomatopoeia & Images
- 1975 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

NAME **C. B. J.**

Project TAG Individual Profile  
Age in 1973 **10**

Number of hours 1973-74 \_\_\_\_\_  
Participation: 1974-75 \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSM - OI

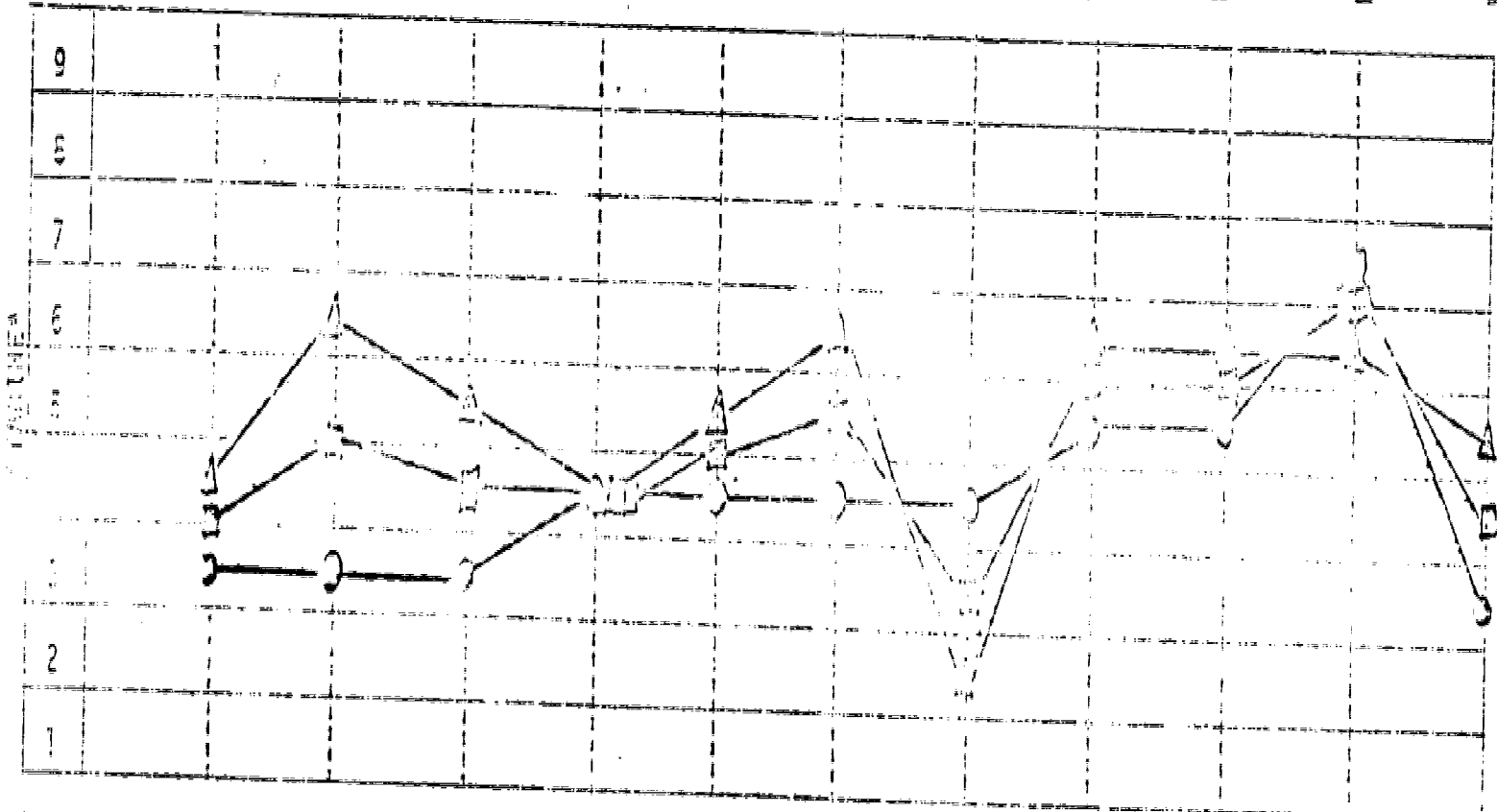
SI

TTCT - Orig.

FIU

Flex

Fig.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSM - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

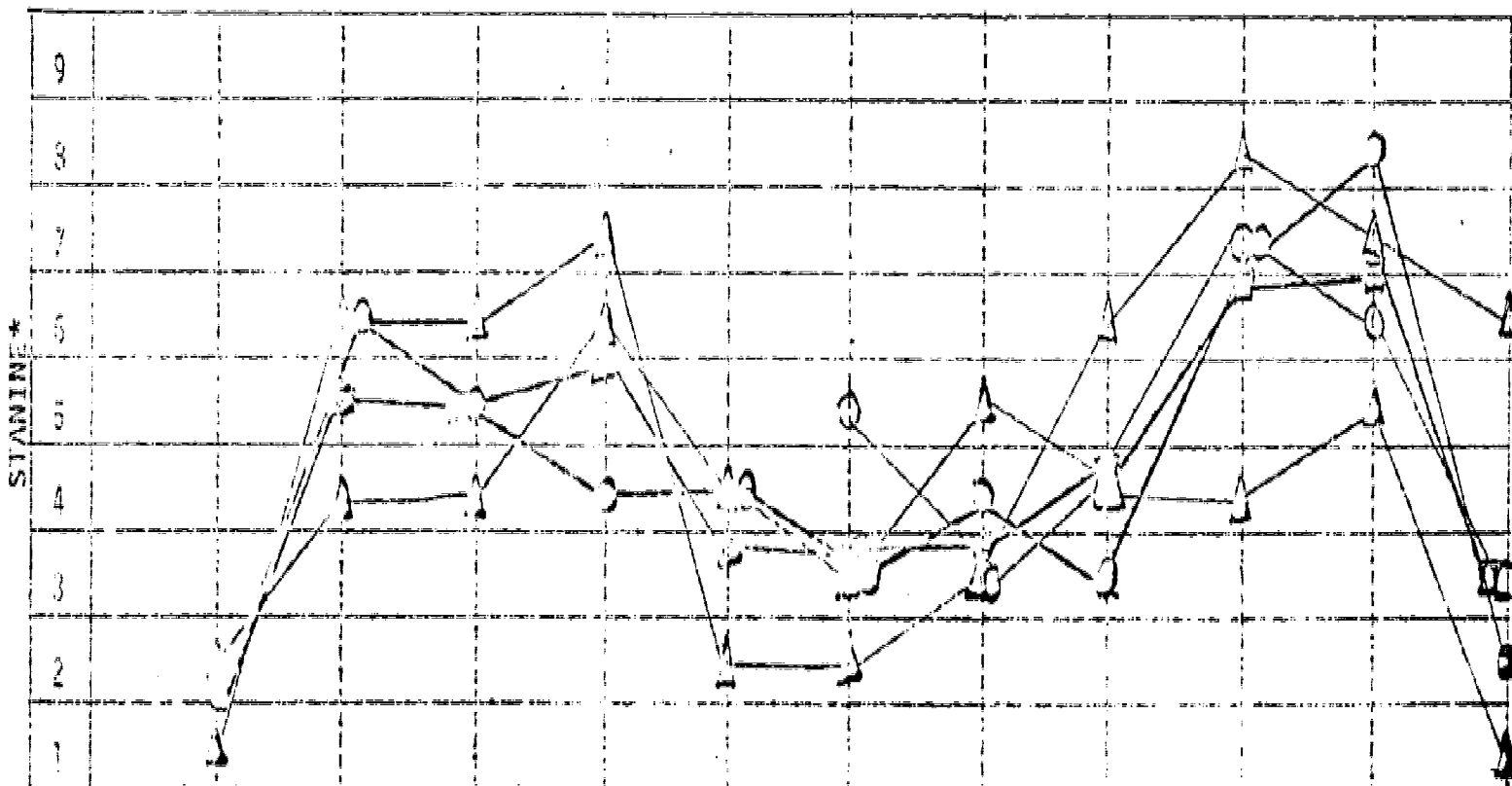


Project TAG Individual Profile

NAME \_\_\_\_\_ Age in 1973 20

Number of hours 1973-74 \_\_\_\_\_  
 Participation: 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



1973 Δ—Δ Ravens - Ravens Progressive Matrices  
 CTMM - California Test of Mental Maturity, Short Form  
 1974 ○—○ Stanford L. A. - Stanford Achievement Test - Language Arts Sections  
 Stanford M & S - Stanford Achievement Test - Math & Science Sections  
 1975 ▲—▲ MAP - Musical Aptitude Profile  
 TCMSW - Thinking Creatively With Sounds & Words  
 1976 ◊—◊ OI - Onomatopoeia & Images  
 SI - Sounds & Images  
 Composite ◻—◻ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

1974-75 \_\_\_\_\_

1975-76 \_\_\_\_\_

Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

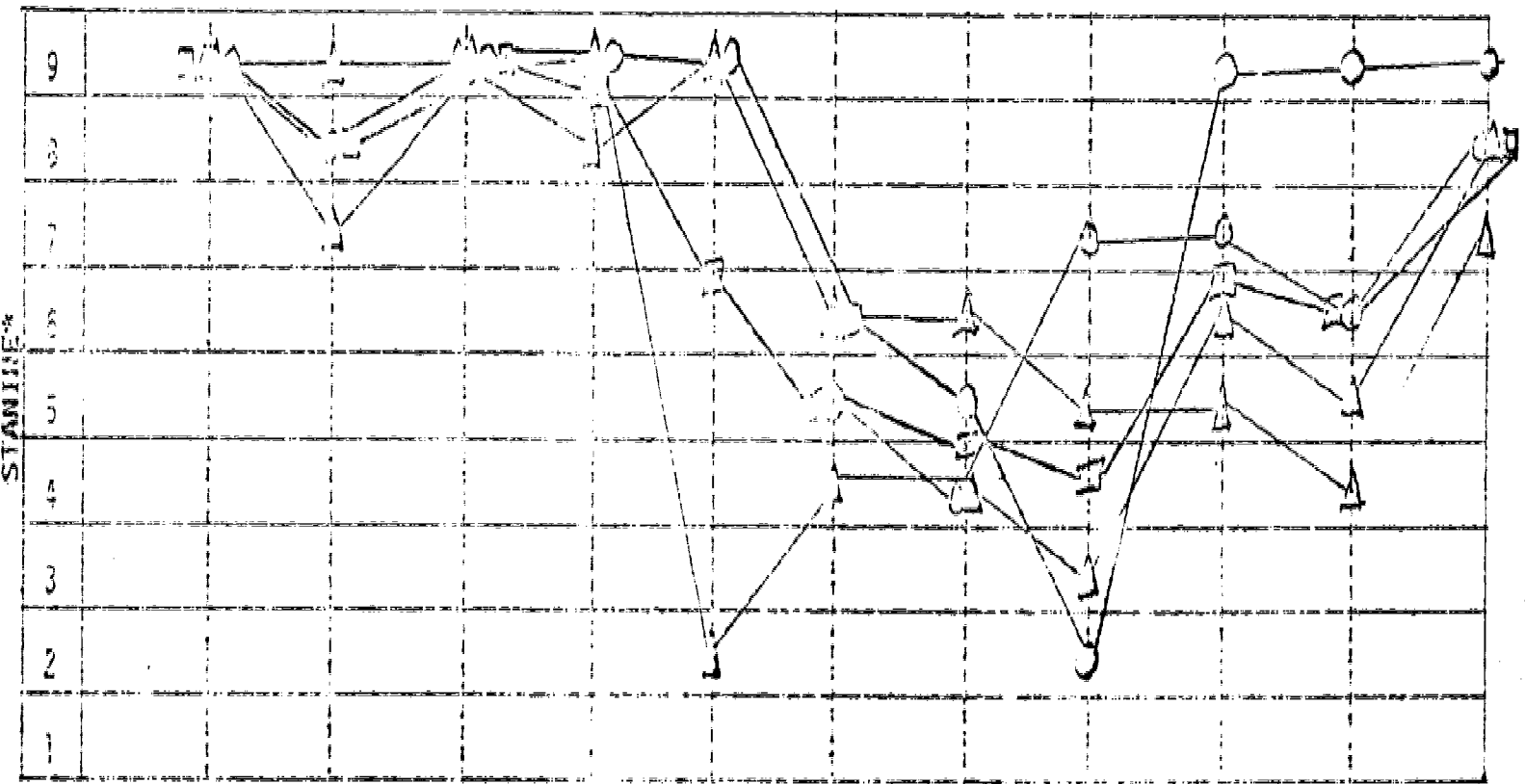
SI

TTCT - Orig.

Flu

Flex

Elab.

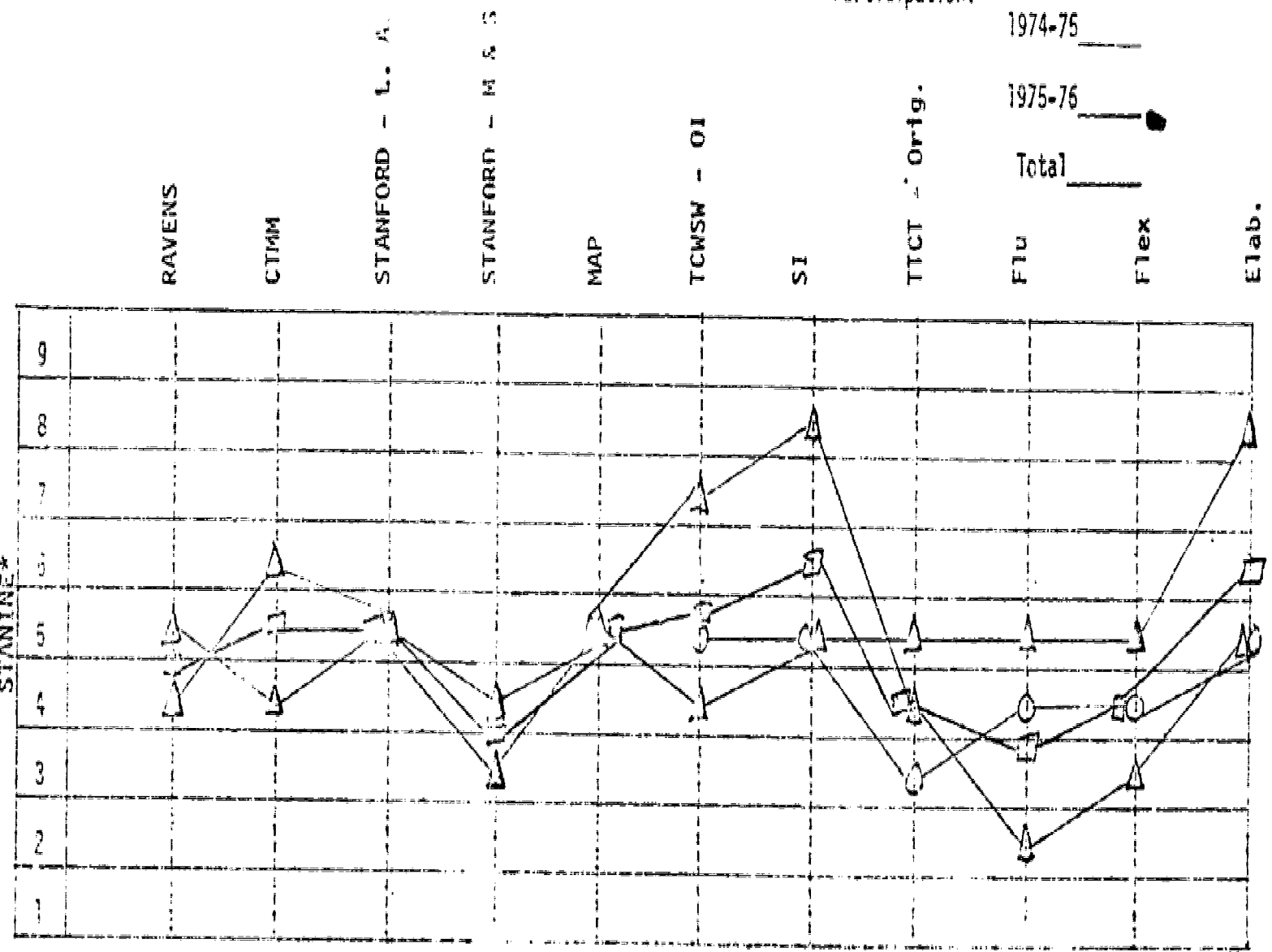


- 1973  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1974  $\circ$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1974  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975  $\square$  MAP - Musical Aptitude Profile
- 1975  $\square$  TCWSW - Thinking Creatively With Sounds & Words
- 1976  $\diamond$  OI - Onomatopoeia & Images
- 1976  $\diamond$  SI - Sounds & Images
- Composite  $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:





- 1973  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975  $\square$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975  $\square$  MAP - Musical Aptitude Profile
- 1976  $\diamond$  TCWSW - Thinking Creatively With Sounds & Words
- 1976  $\diamond$  OI - Onomatopoeia & Images
- 1976  $\diamond$  SI - Sounds & Images
- Composite  $\square$  TTCT - Torrance Test of Creative Thinking, Figural

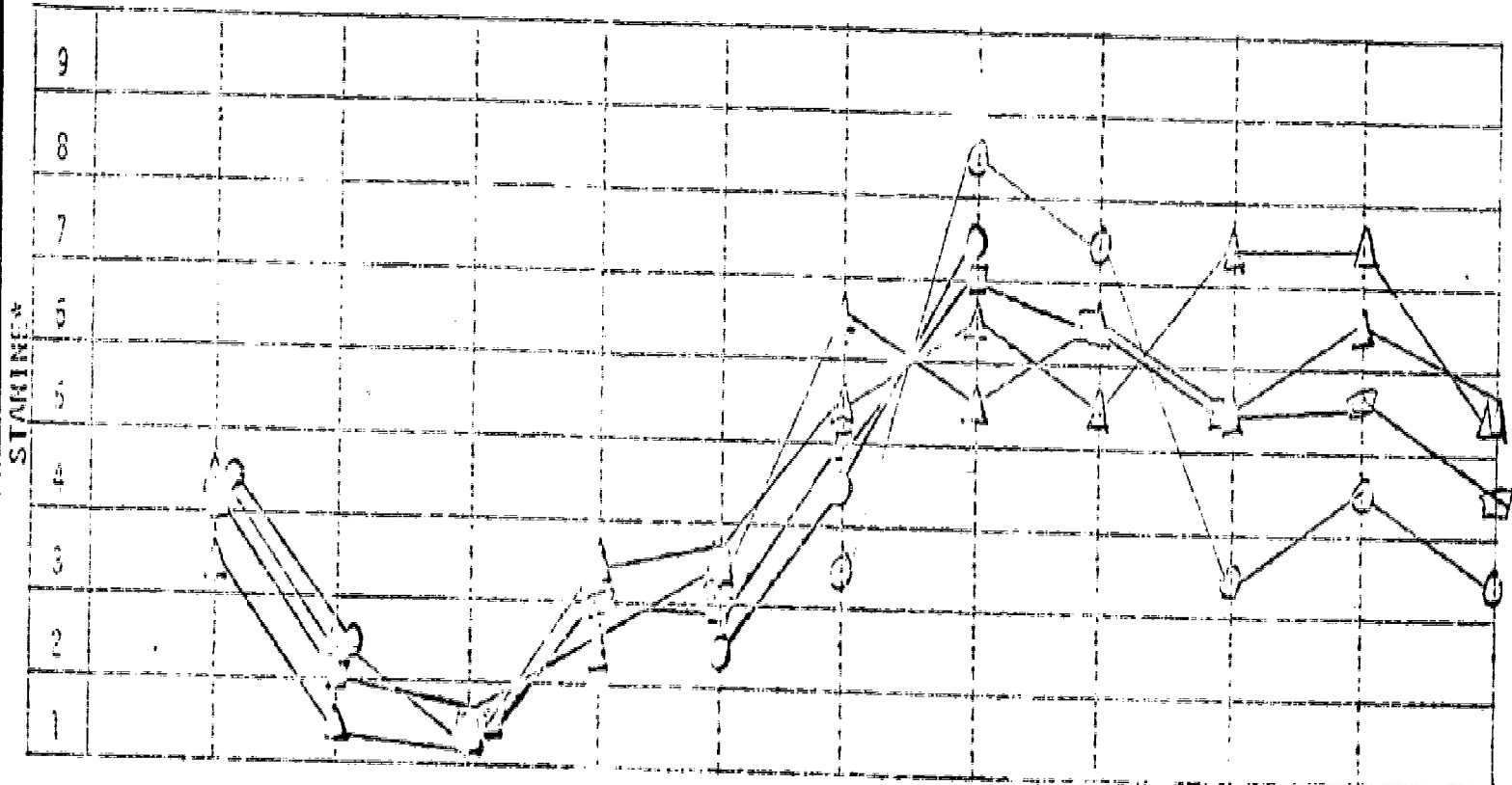
\*Stanines based on local gifted population

COMMENTS:



Number of hours 1973-74 \_\_\_\_\_  
 Participation: 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS                      CTMM                      STANFORD - L. A.                      STANFORD - M & S                      MAP                      TCMSW - OI                      SI                      TTCT - Orig.                      Flu                      Flex                      Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 □—□ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ●—● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ▢—▢ MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite ▢—▢ TTCT - Torrance Test of Creative Thinking, Figural

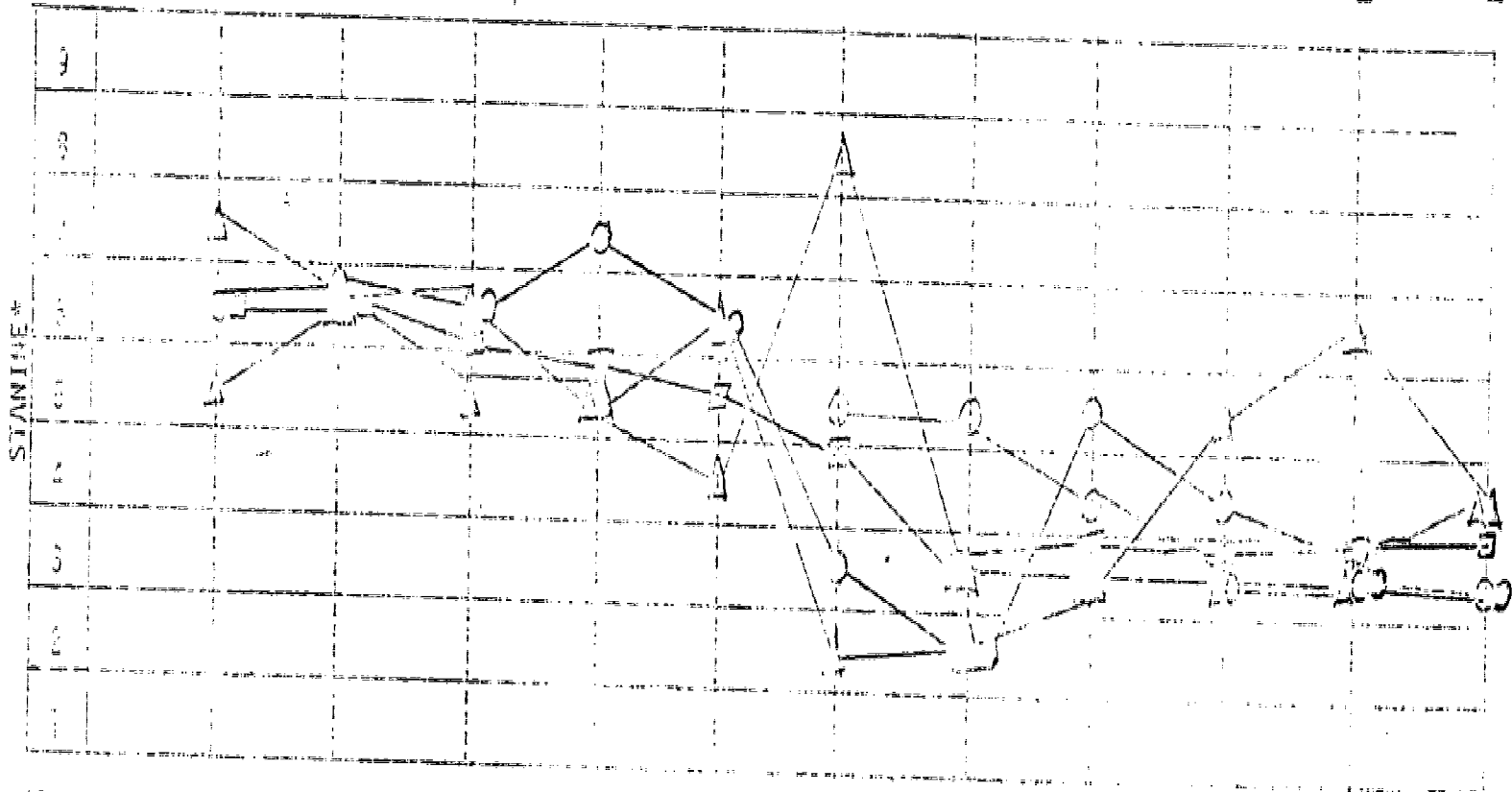
\*Stanines based on local gifted population

COMMENTS:



Number of hours 1973-74 \_\_\_\_\_  
participation: 1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS  
CTMM  
STANFORD - L. A.  
STANFORD - M & S  
MAP  
TCMSW - OI  
SI  
TTCT - Orig.  
Flu  
Flex  
Elab.



- 1973 Ravens - Ravens Progressive Map (orig.)
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



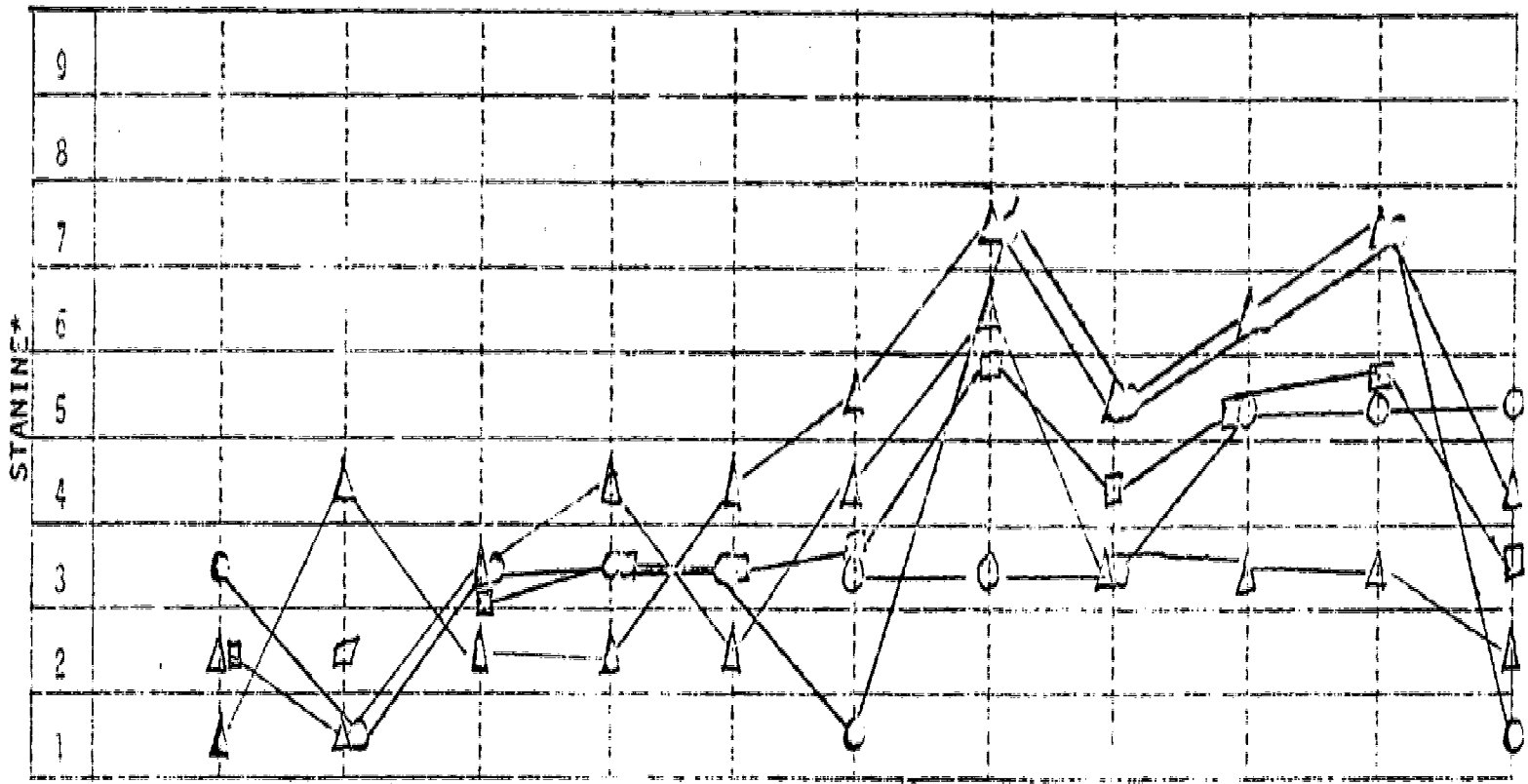
Project TAG Individual Profile

NAME Est

Age in 1973 10

Number of hours Participation:  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS                      CTMM                      STANFORD - L. A.                      STANFORD - M & S                      MAP                      TCWSW - OI                      SI                      TTCT - Orig.                      Flu                      Flex                      Flab.



- 1973    Δ — Δ    Ravens - Ravens Progressive Matrices
- — ○    CTMM - California Test of Mental Maturity, Short Form
- 1974    ○ — ○    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- — ○    Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975    Δ — Δ    MAP - Musical Aptitude Profile
- Δ — Δ    TCWSW - Thinking Creatively With Sounds & Words
- 1976    ○ — ○    OI - Onomatopoeia & Images
- — ○    SI - Sounds & Images
- Composite □ — □    TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

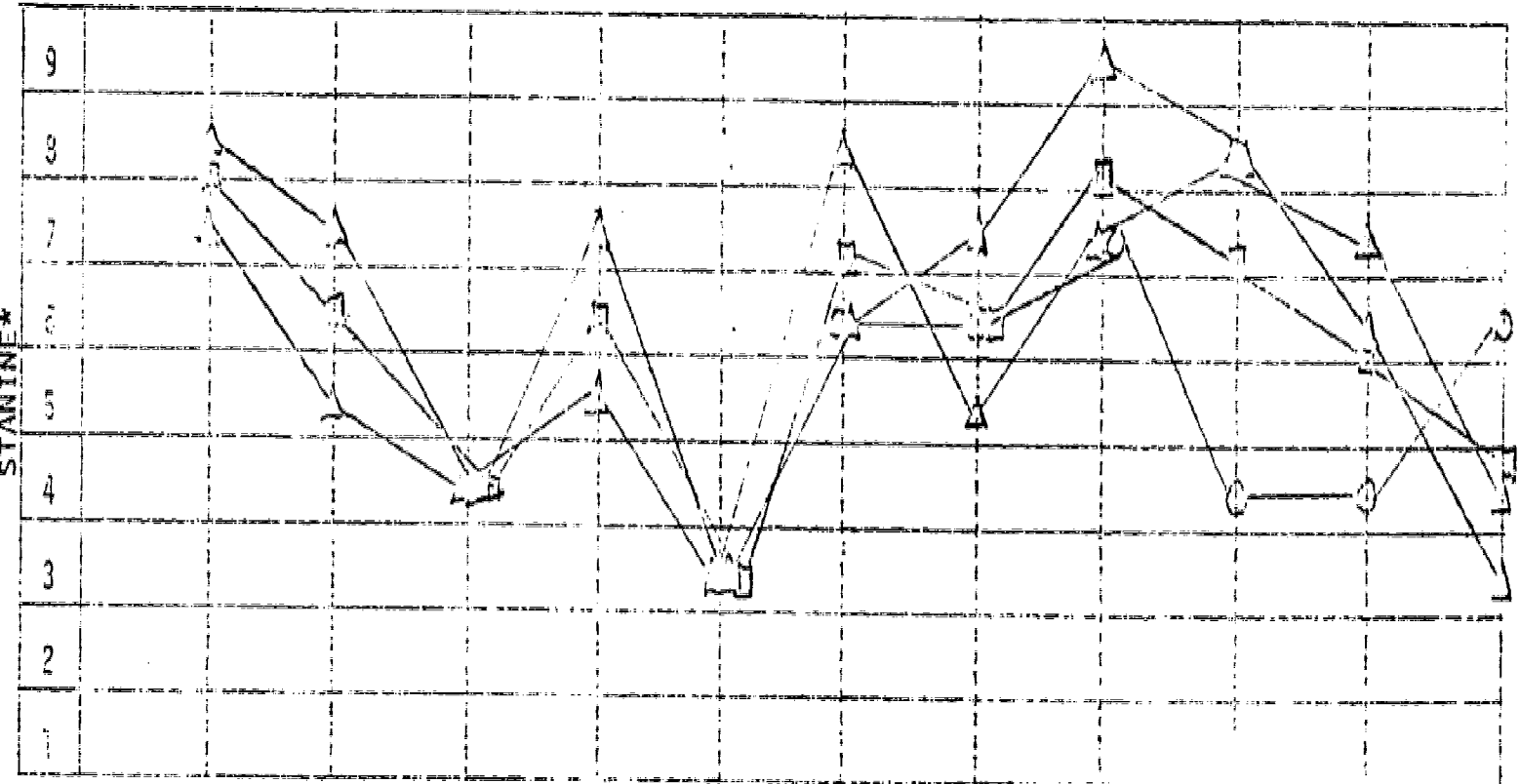
SI

TTCT - Orig.

Flu

Flex

Elab.



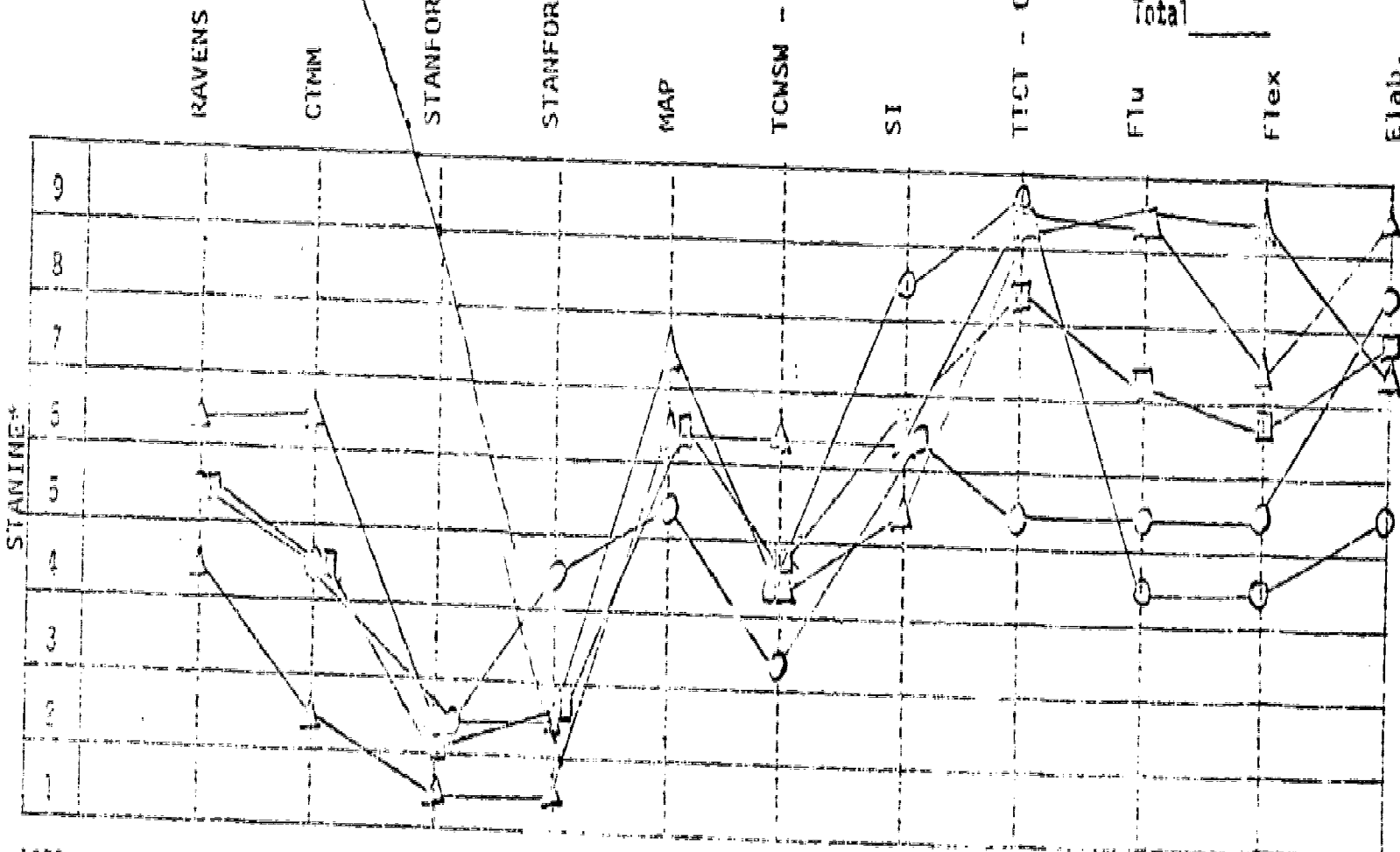
- 1973 ▲—▲ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 ▲—▲ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 ○—○ MAP - Musical Aptitude Profile
- 1976 ○—○ TCMSW - Thinking Creatively With Sounds & Words
- 1976 ○—○ OI - Onomatopoeia & Images
- 1976 ○—○ SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity - Short Form
- 1975  $\Delta$  —  $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$  —  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\Delta$  —  $\Delta$  MAP - Musical Aptitude Profile
- TCWSN - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\square$  —  $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCMSW - OI

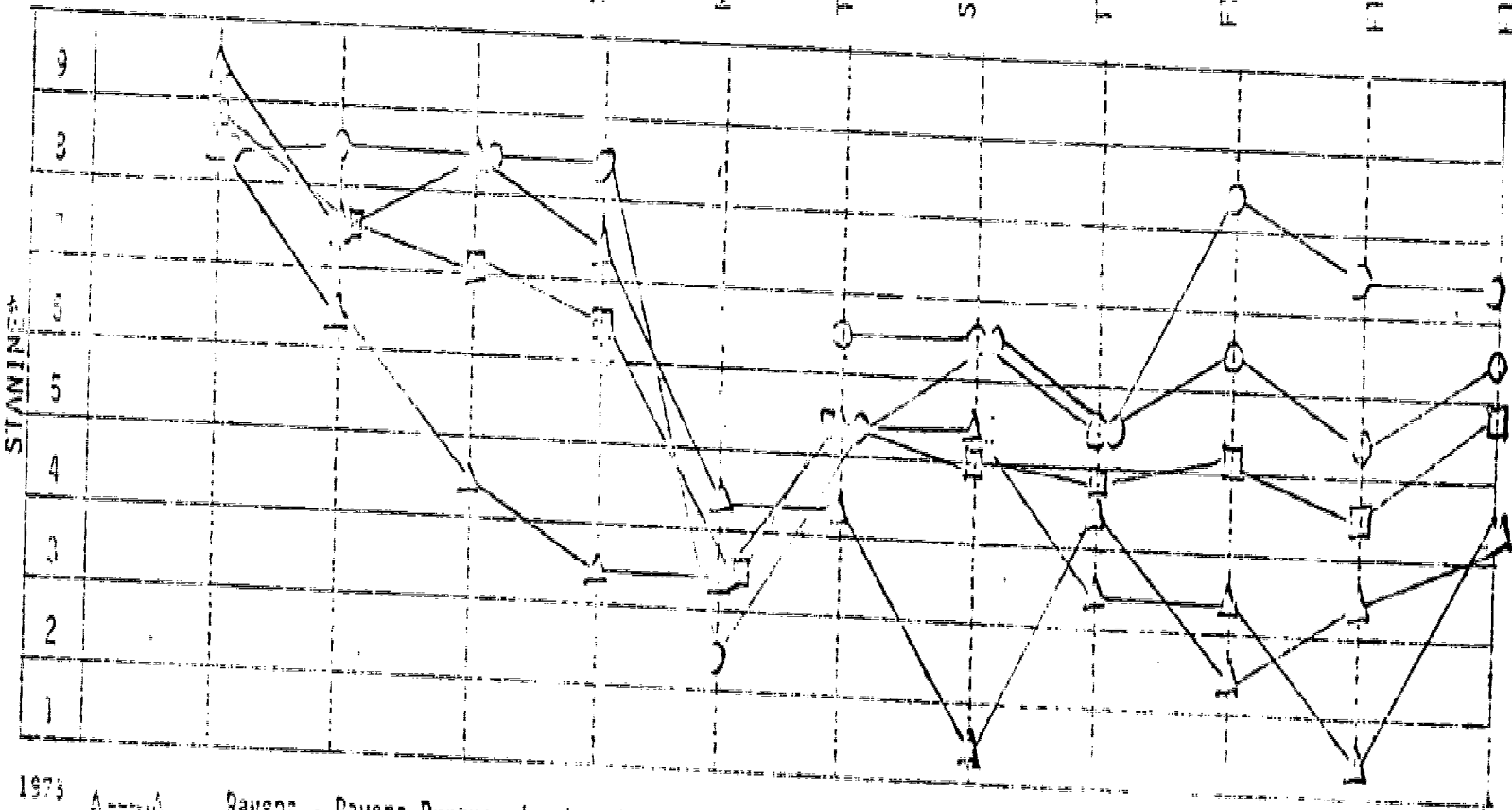
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 A---A Ravens - Ravens Progressive Matrices
- 1974 o---o CTMM - California Test of Mental Ability, Short Form
- 1975 A---A Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 A---A Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 A---A MAP - Musical Aptitude Profile
- 1976 o---o TCMSW - Thinking Creatively With Sounds & Words
- 1976 o---o OI - Onomatopoeia & Images
- 1976 o---o SI - Sounds & Images
- Composite □---□ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanfines based on local gifted population

COMMENTS:

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

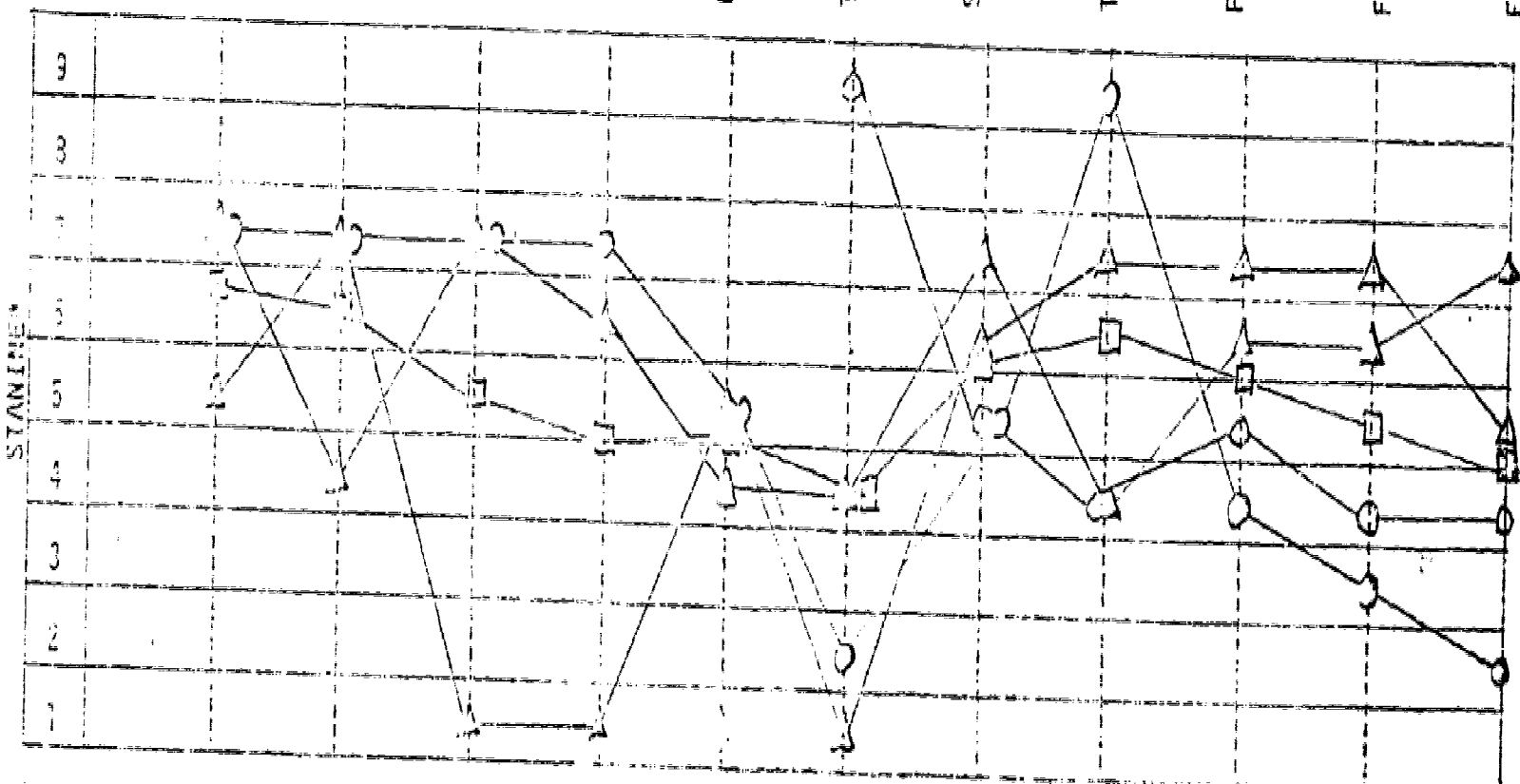
SI

TTCT - Orig.

Flu

Flex

Elab.



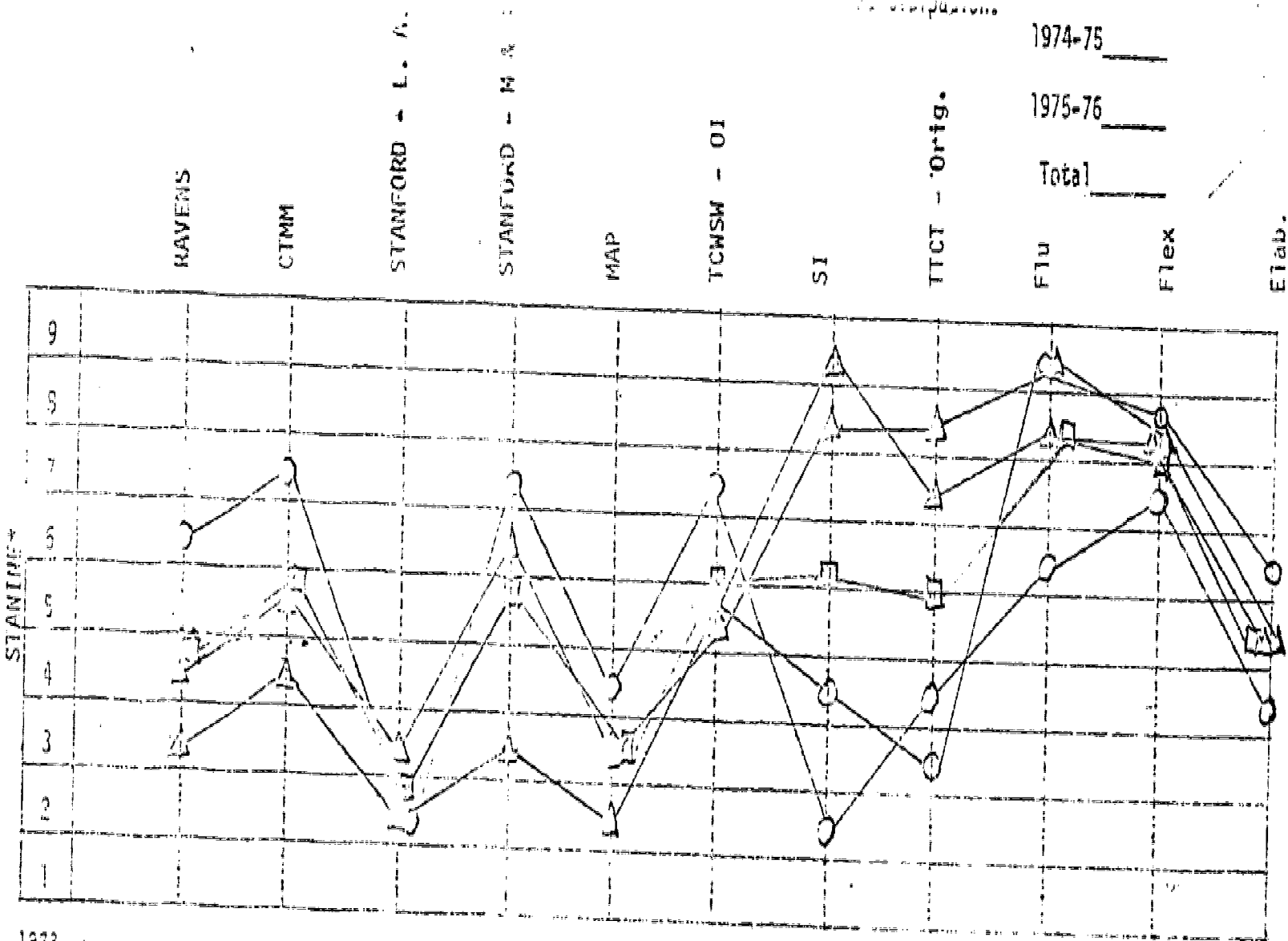
- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$ — $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$ — $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1973  $\times$ — $\times$  MAP - Musical Aptitude Profile
- 1974  $*$ — $*$  TCWSW - Thinking Creatively With Sounds & Words
- 1975  $+$ — $+$  OI - Onomatopoeia & Images
- 1976  $\oplus$ — $\oplus$  SI - Sounds & Images
- Composite  $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Number of hours 1973-74 \_\_\_\_\_  
 Participation 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_



- 1973 Δ — Δ Ravens - Ravens Progressive Matrices
- 1974 ○ — ○ CTMM - California Test of Mental Maturity, short Form
- 1975 △ — △ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 □ — □ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1976 ● — ● MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- — ○ OI - Onomatopoeia & Images
- — ● SI - Sounds & Images
- Composite □ — □ TTCT - Torrance Test of Creative Thinking, Figural

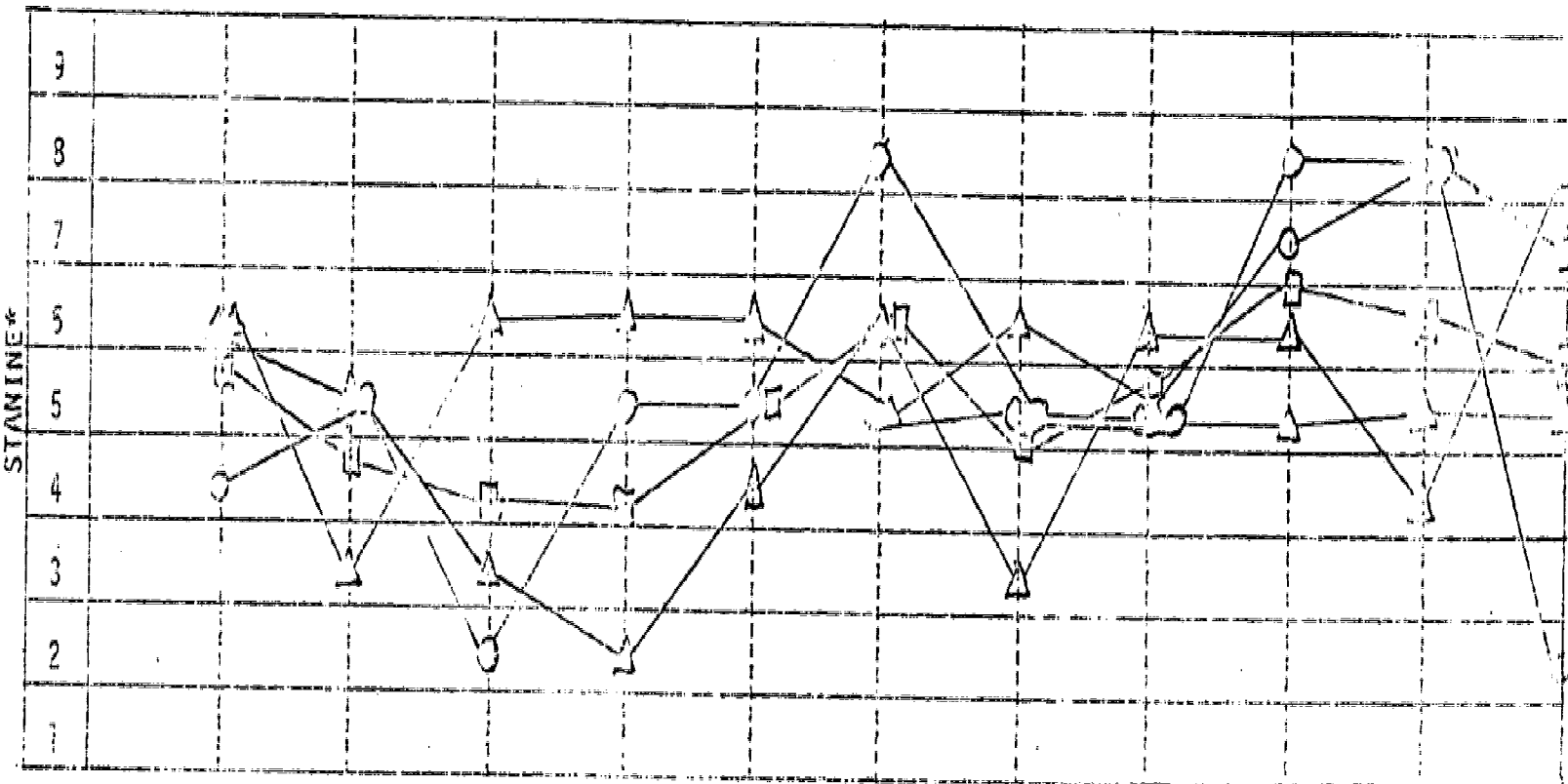
\*Stanines based on local gifted population

COMMENTS:



Participation: 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex

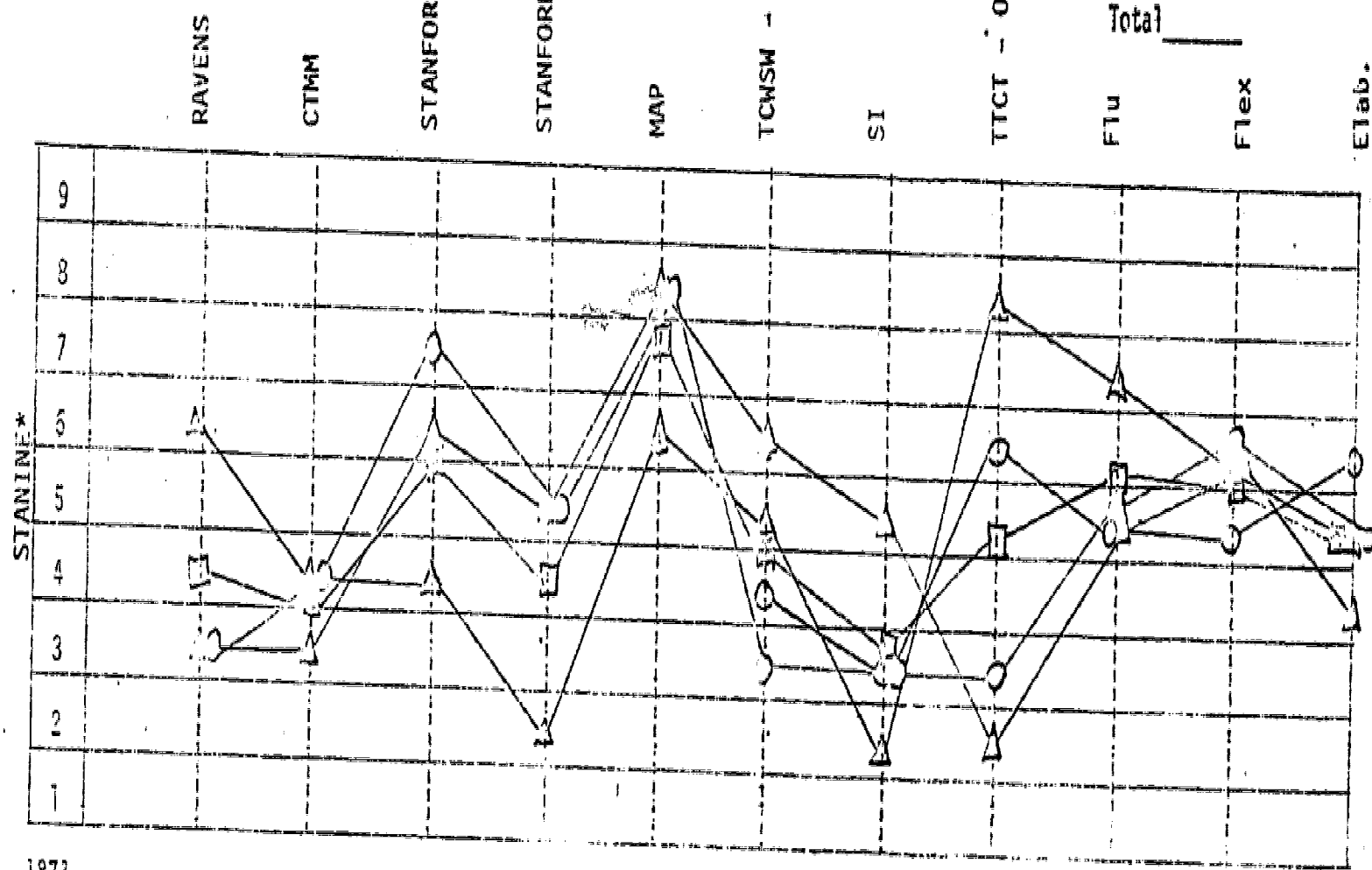


- 1973    ▲ —▲    Ravens - Ravens Progressive Matrices
- 1974    ○ —○    CTMM - California Test of Mental Maturity, Short Form
- 1975    △ —△    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976    ◊ —◊    Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite    □ —□    MAP - Musical Aptitude Profile
- × —×    TCMSW - Thinking Creatively With Sounds & Words
- \* —\*    OI - Onomatopoeia & Images
- + —+    SI - Sounds & Images
- + —+    TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

Participation: 1973-74  
 1974-75  
 1975-76  
 Total

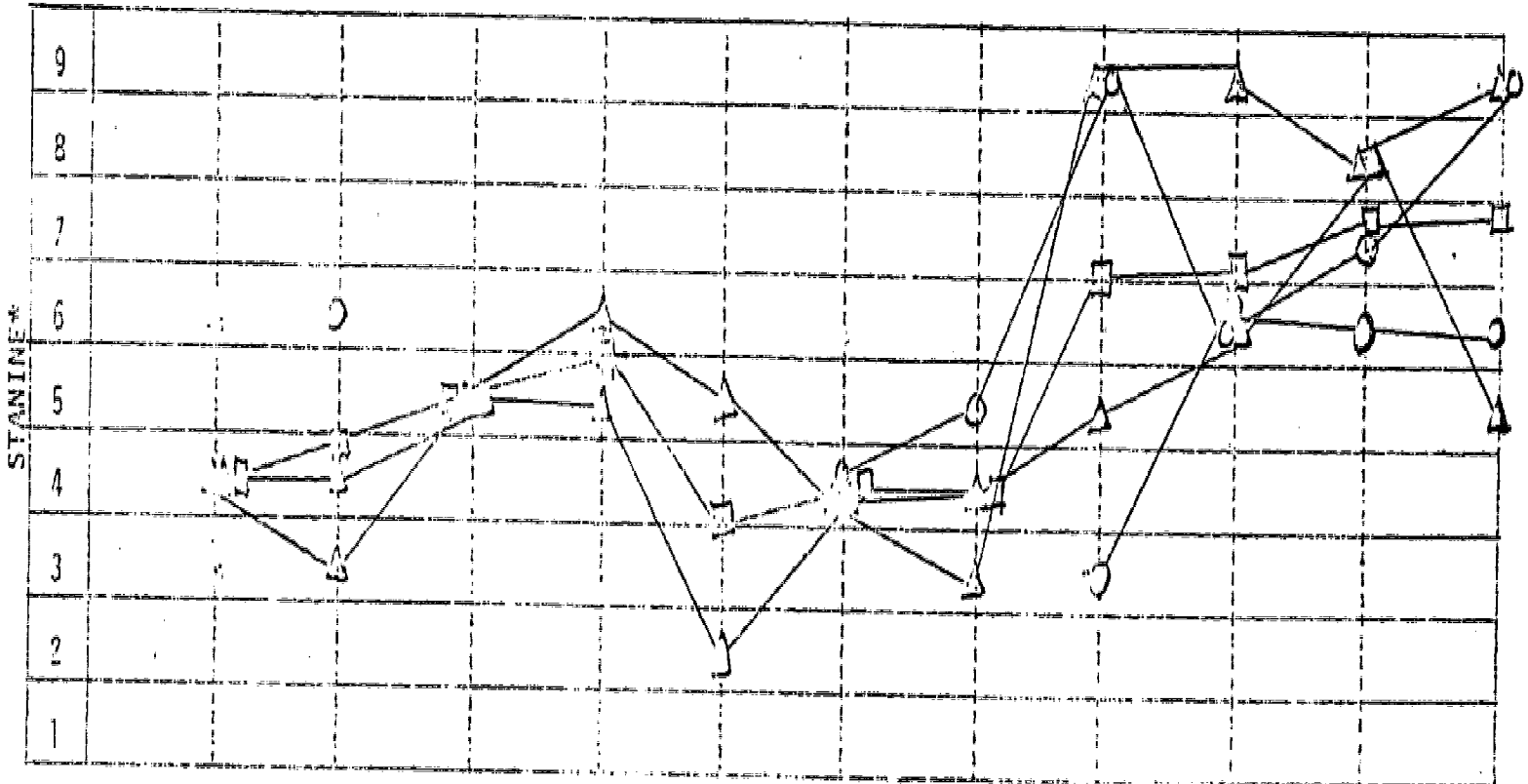


- 1973 Δ — Δ Ravens - Ravens Progressive Matrices
- 1974 ○ — ○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲ — ▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ○ — ○ Stanford M & S - Stanford Achievement Test - Math & Science Sections
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\*Stanines based on local gifted population

COMMENTS:

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Elab.



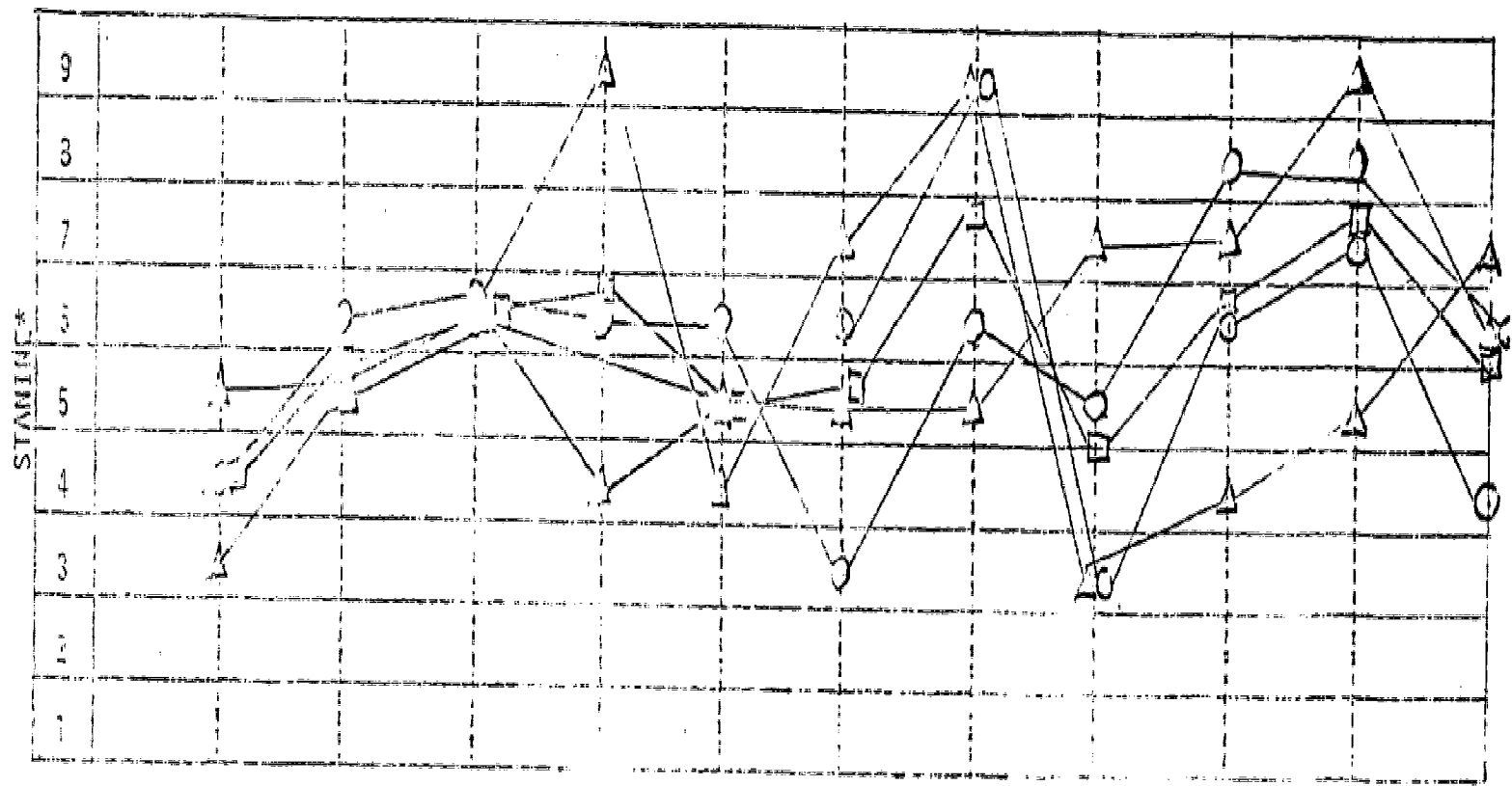
- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974 ○—○ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 ▲—▲ MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- 1976 ◊—◊ OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite ◻—◻ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math. & Science Sections
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- OI - Onomatopoeia & Images
- SI - Sounds & Images
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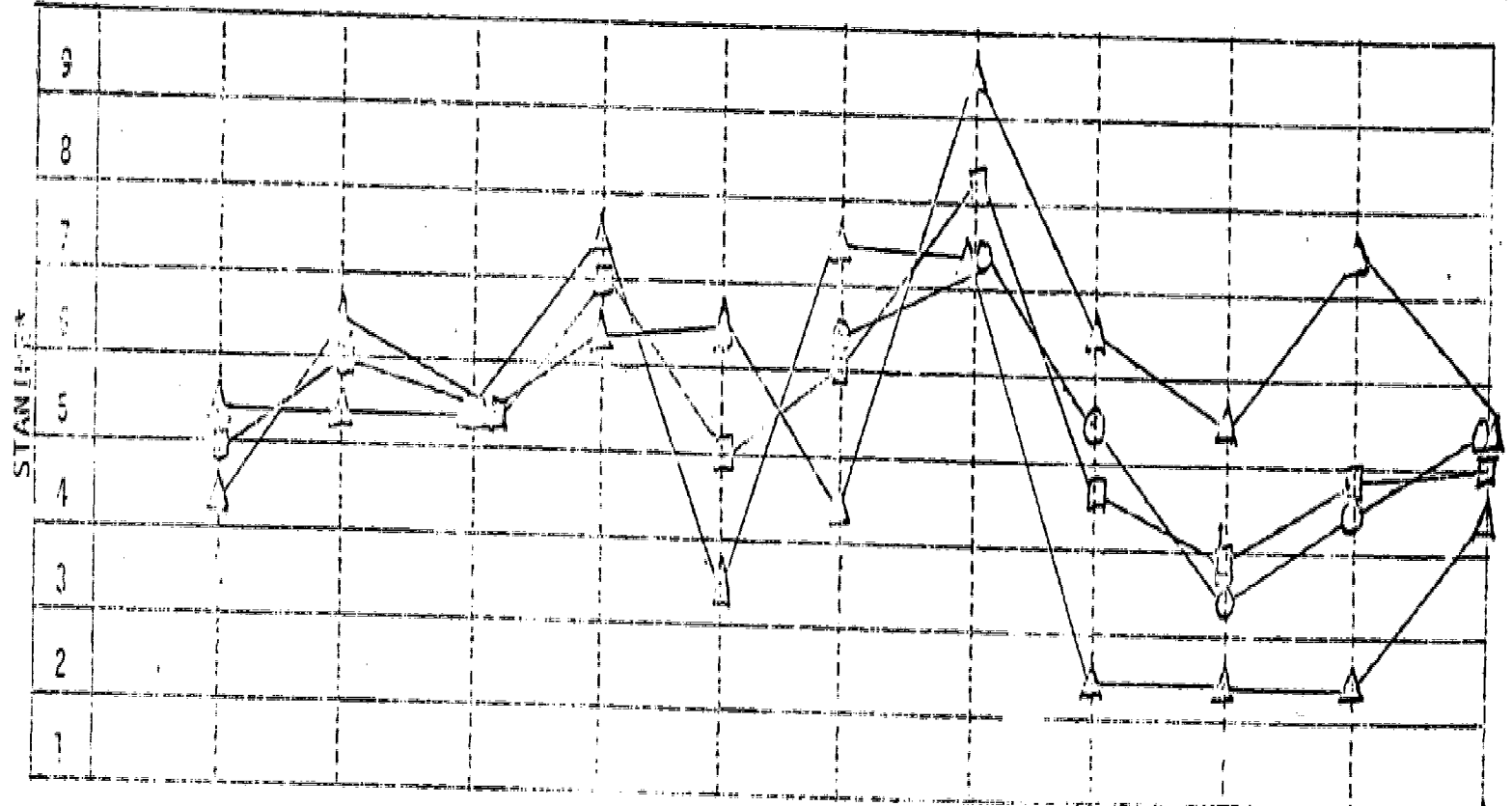
\*Stanines based on local gifted population

COMMENTS:



Number of hours Participation:  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Elab.



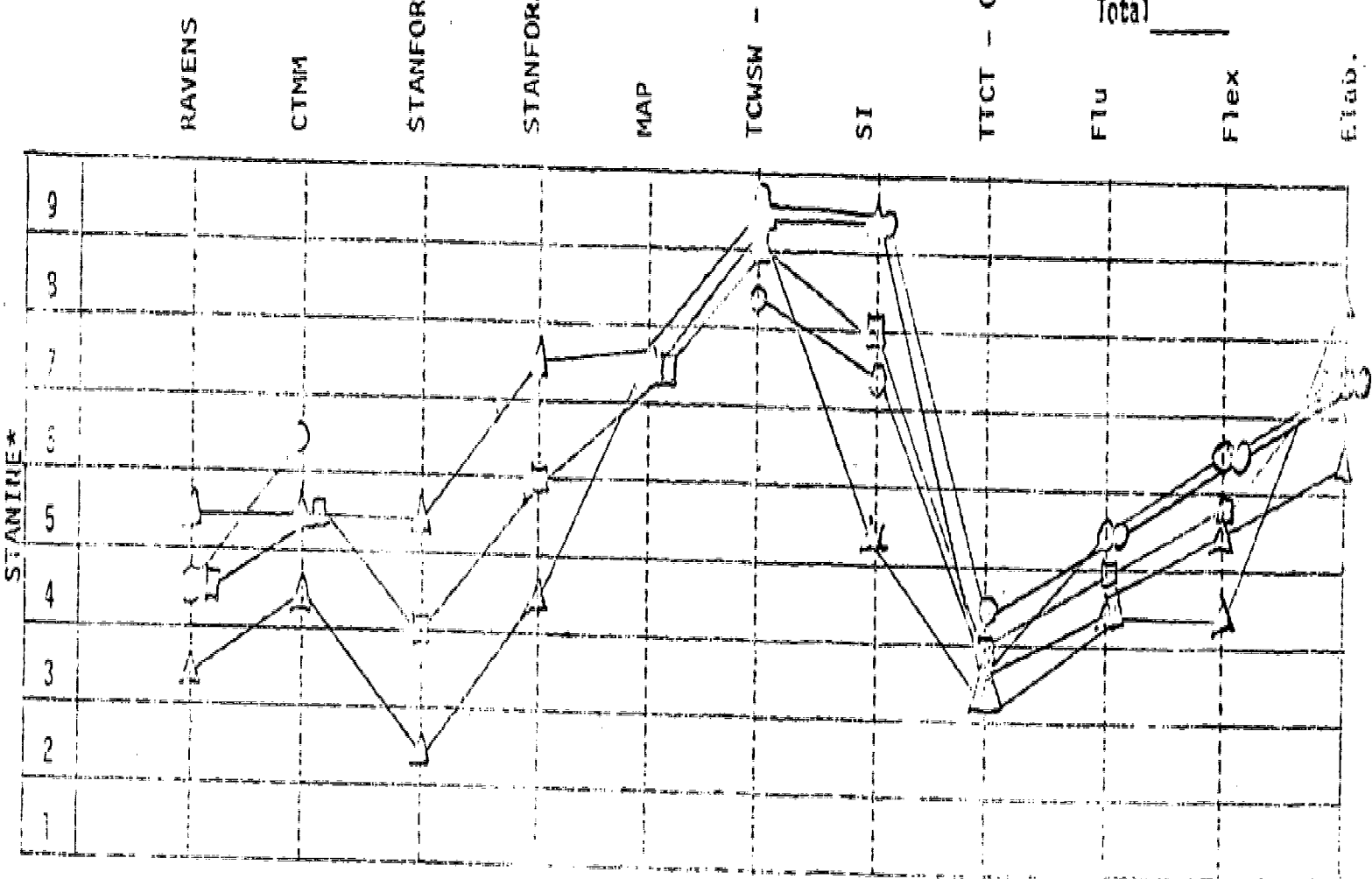
- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1973 MAP - Musical Aptitude Profile
- 1974 TCMSW - Thinking Creatively With Sounds & Words
- 1975 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Number of hours Participation:  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1975 Stanford M & S - Stanford Achievement Test - Math & Science Sections
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- 1976 TCMSW - Thinking Creatively With Sounds & Words
- 1976 OI - Onomatopoeia & Images
- 1976 SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



NAME C. H.

Age in 1973 11

Number of years 1973-74

Participation: 1974-75

1975-76

Total

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

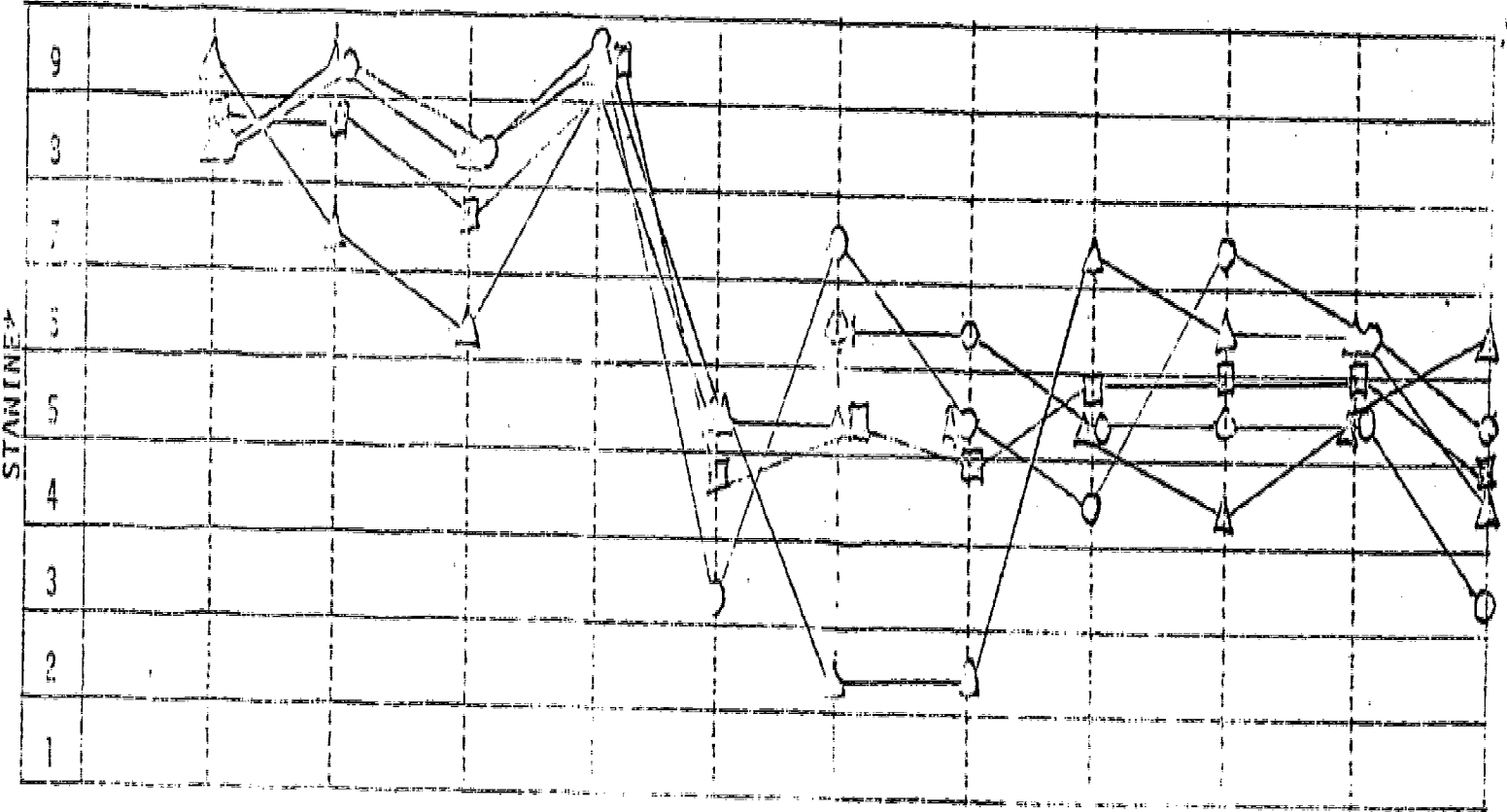
SI

TTCT - Orig.

Flu

Flex

Stab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

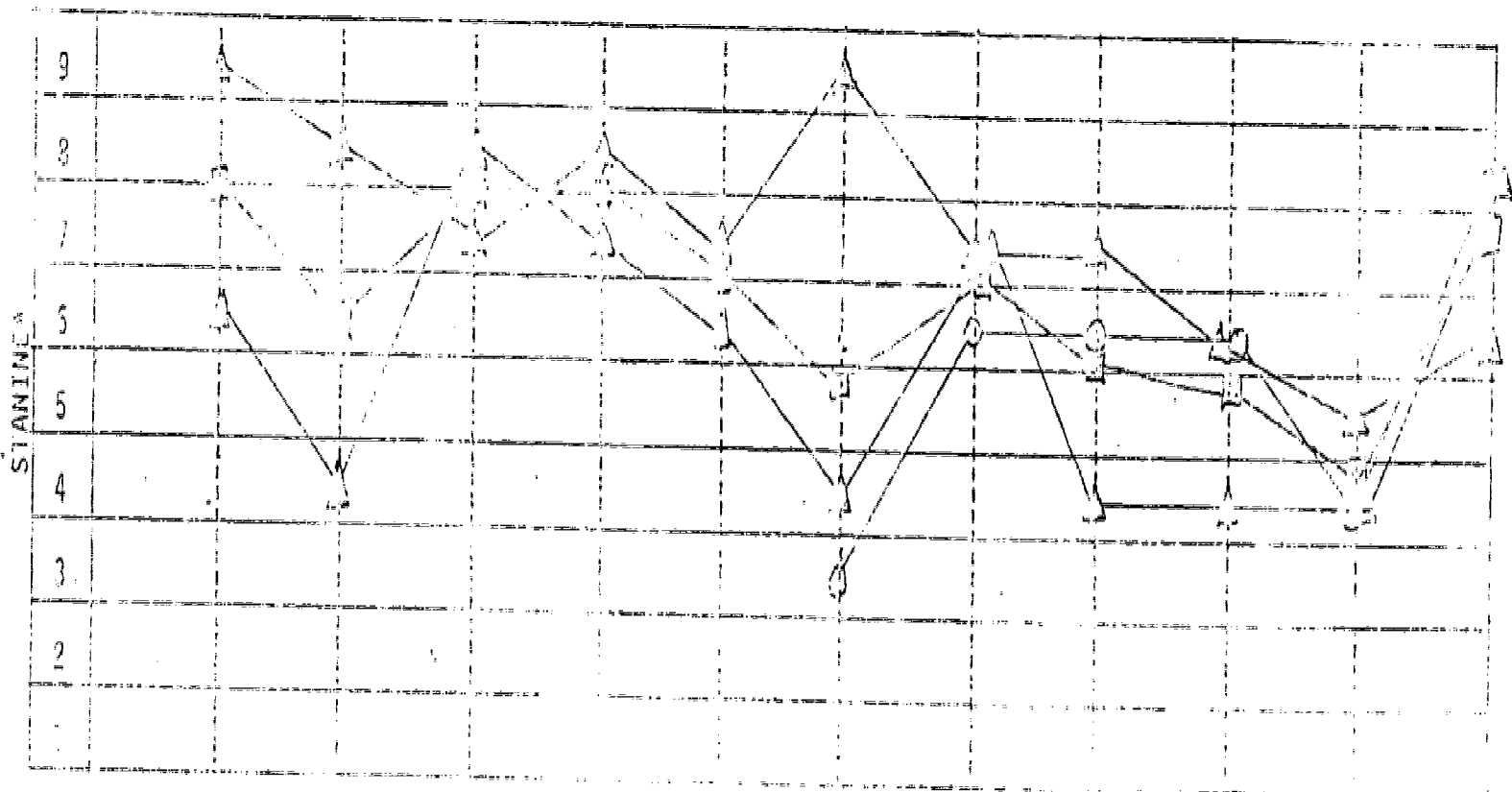
COMMENTS:





RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSM - OI  
 SI  
 TTCT - Orig.

Flu  
 Clack  
 Labels

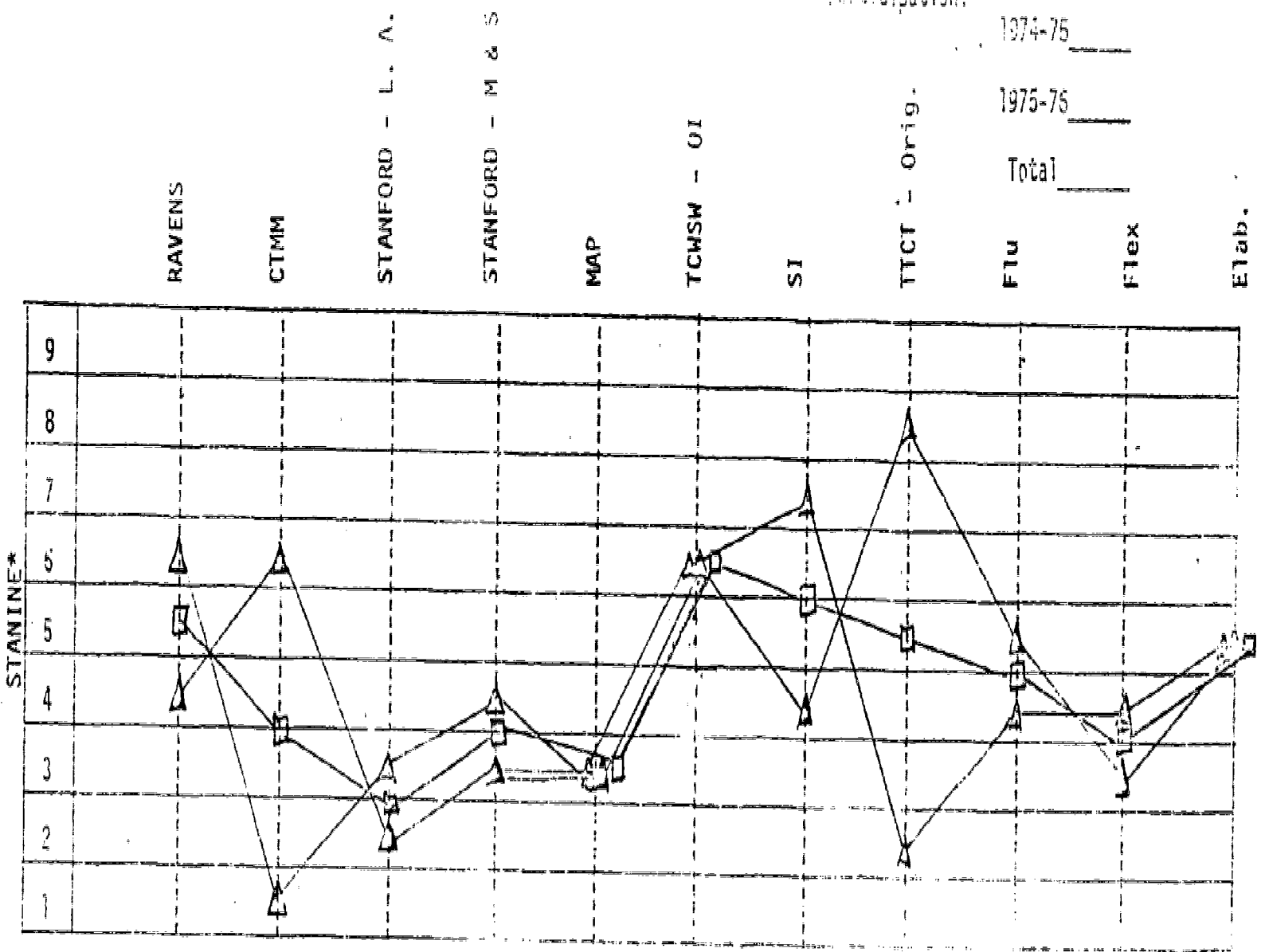


- 1973 A—A Ravens - Ravens Progressive Matrices
- 1974 C—C CTMM - California Test of Mental Ability, Short Form
- 1975 D—D Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 S—S Stanford M & S - Stanford Achievement Test - Math & Science Sections
- M—M MAP - Musical Aptitude Profile
- O—O TCWSM - Thinking Creatively With Sounds & Words
- I—I SI - Sounds & Images
- T—T TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:





- 1973 Δ Ravens - Ravens Progressive Matrices
- 1974 ○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ◻ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

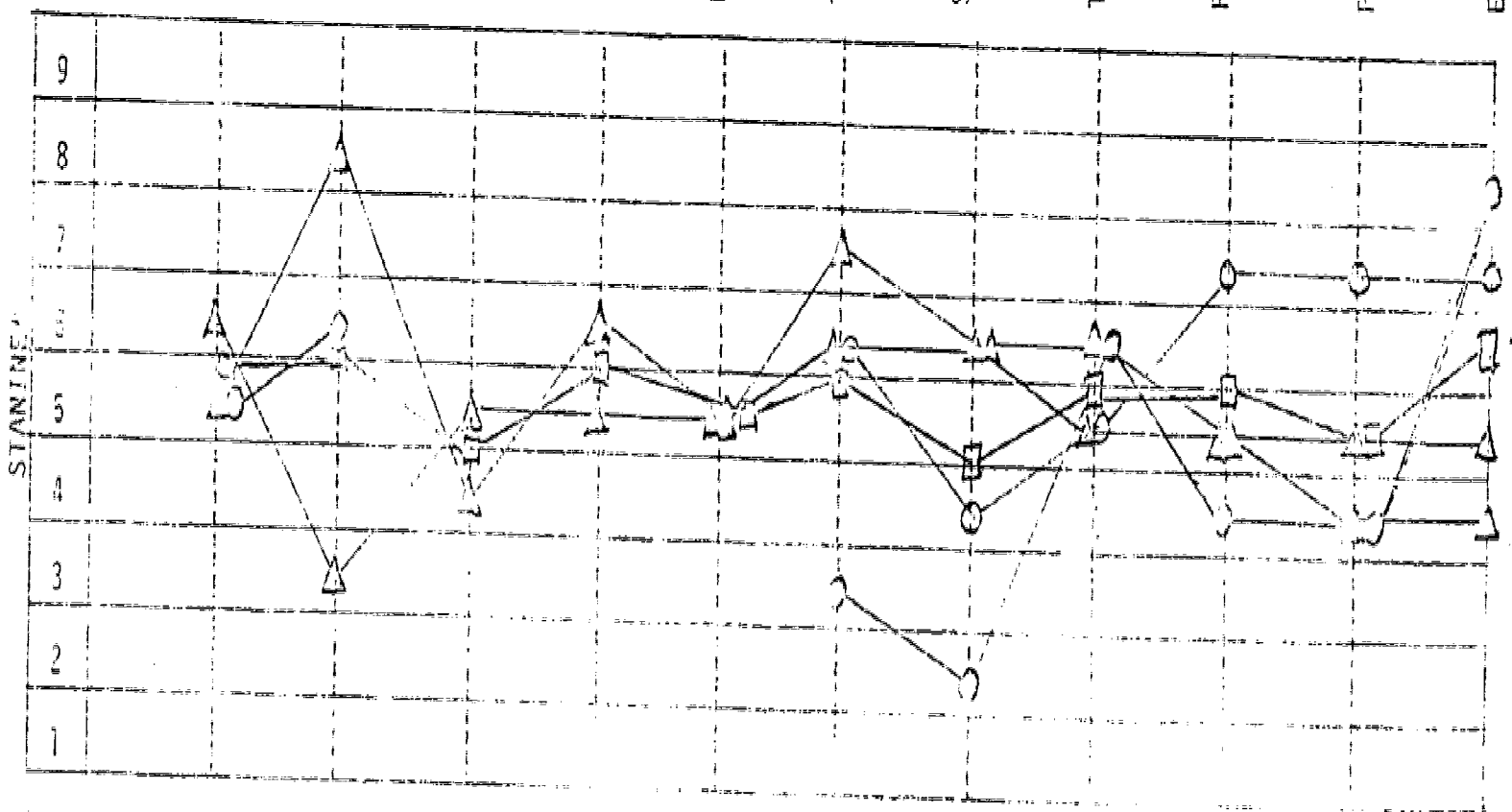
\*Stanines based on local gifted population

COMMENTS:



Number of years of participation:  
 1973-74  
 1974-75  
 1975-76  
 Total

RAVENS CTMM STANFORD - L. A. STANFORD - M & S MAP TCWSW - OI SI TTCT - Orig. Flu Flex Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Mat
- 1974 ○—○ CTMM - California Test of Mental Ability, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ●—● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite □—□ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



NAME C. Lab

Age in 1973 11

Number of hours Participation: 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

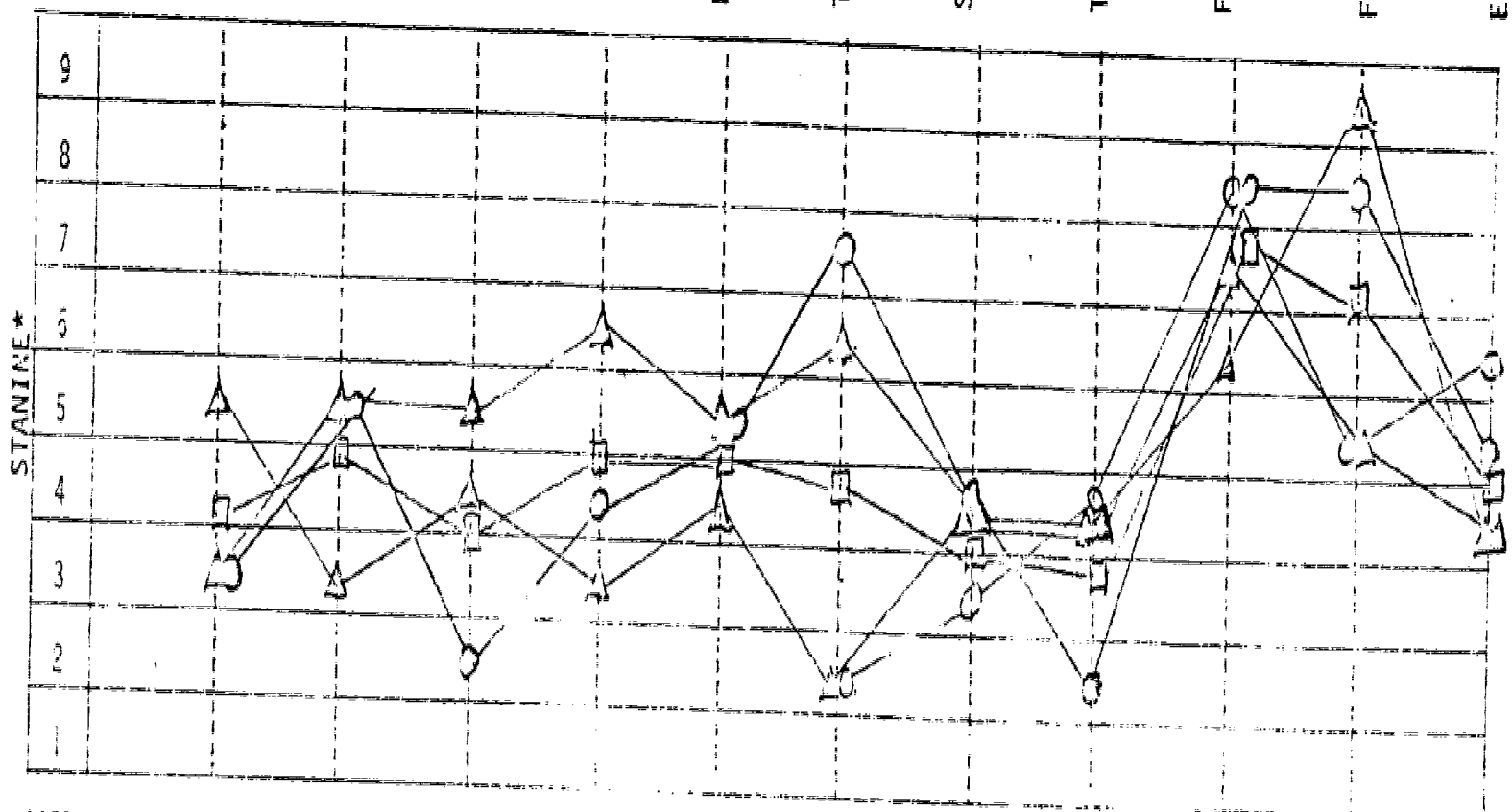
SI

TTCT - Orig.

Flu

Flex

Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 □—□ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◇—◇ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ▲—▲ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

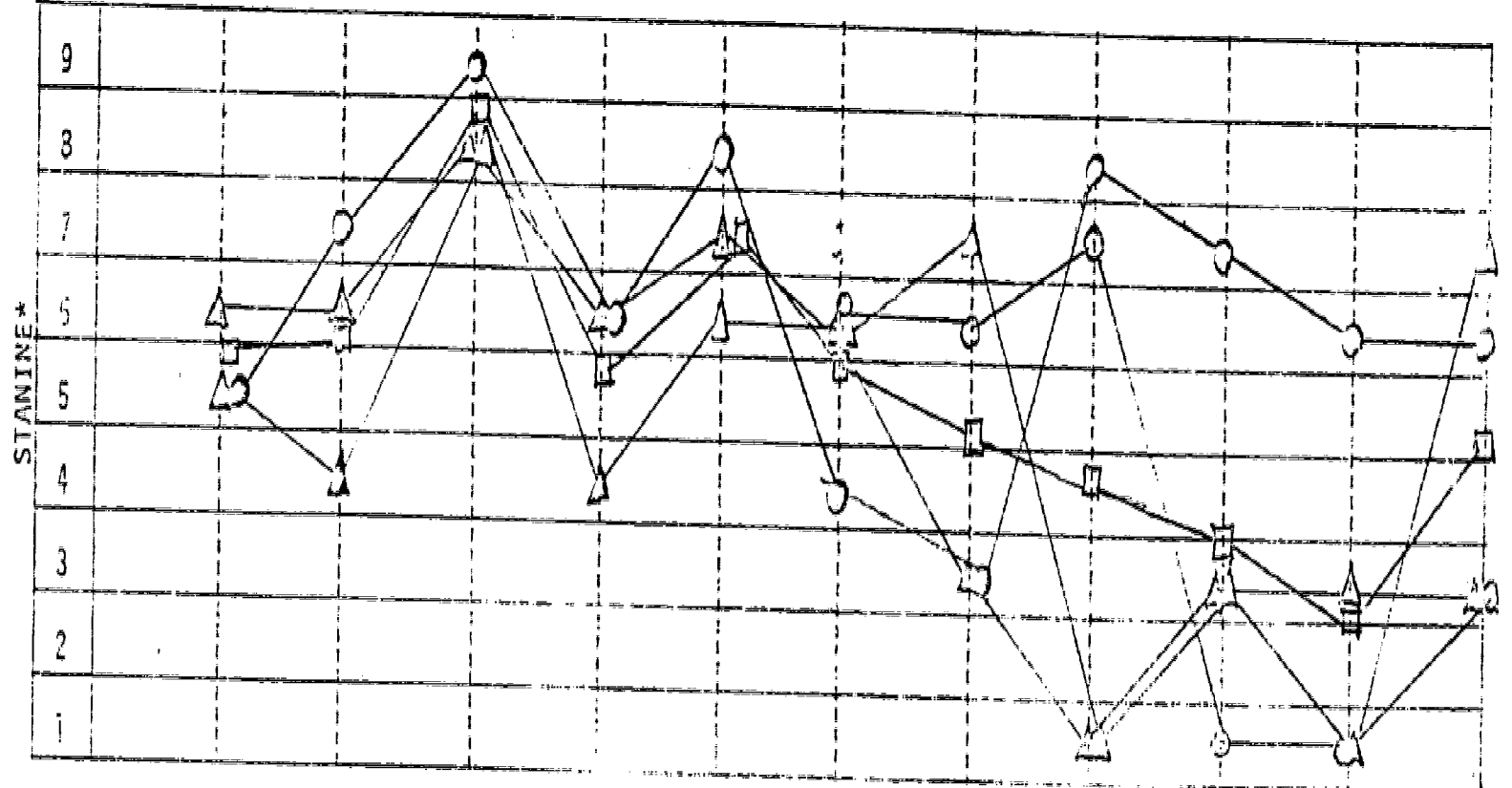


NAME C.67

Project TAG Individual Profile  
Age in 1973 11

Number of hours Participation:  
1973-74 \_\_\_\_\_  
1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Etab.



- 1973 Δ—Δ Ravens - Ravens Progressive Mat. Test
- 1974 ○—○ CTMM - California Test of Mental Ability, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◻—◻ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ◻—◻ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



NAME C70

Project TAG Individual Profile  
Age in 1973 11

Number of hours Participation:  
1973-74 \_\_\_\_\_  
1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

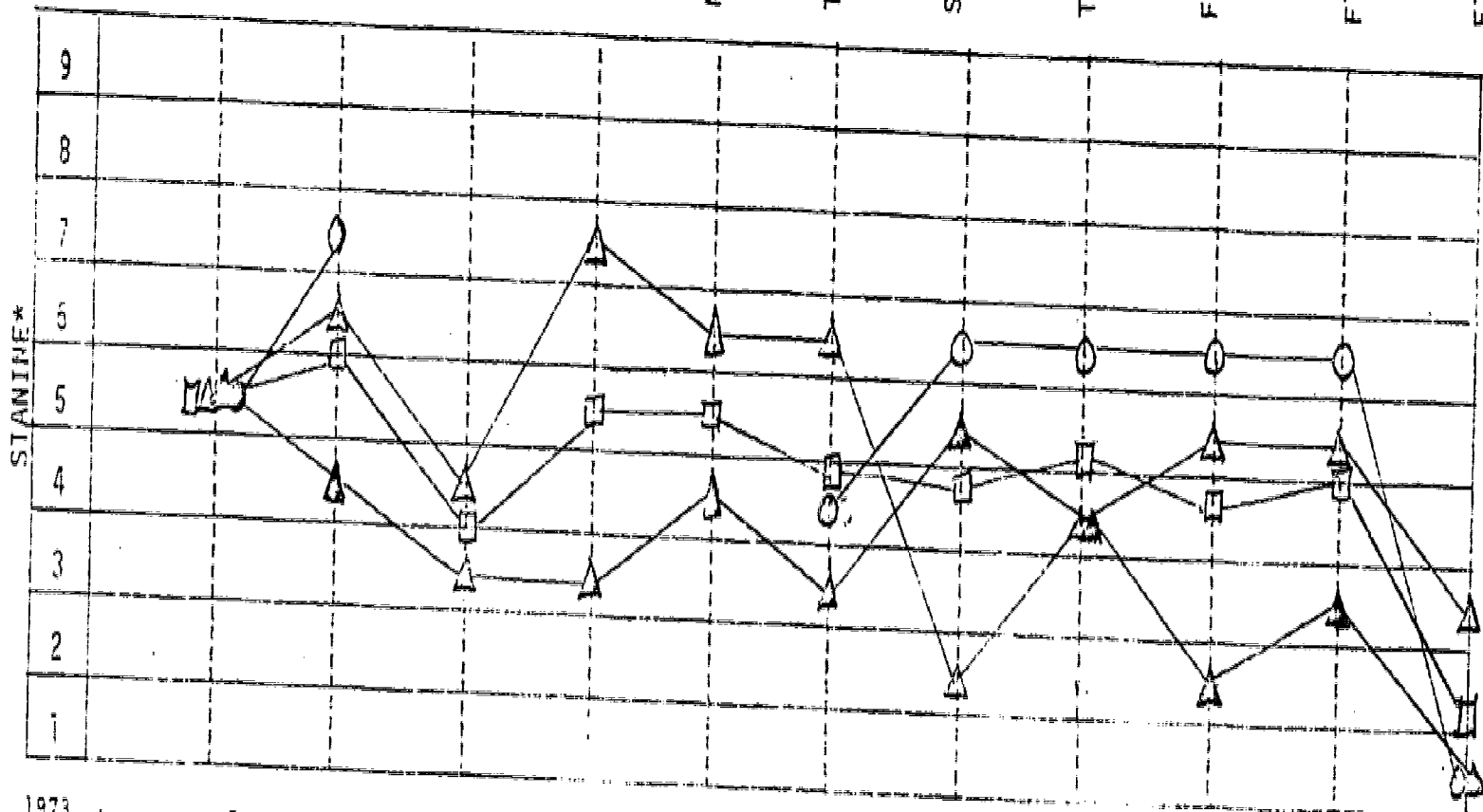
SI

TTCT - Orig.

Flu

Flex

Etab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 ▲—▲ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ●—● Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite □—□ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

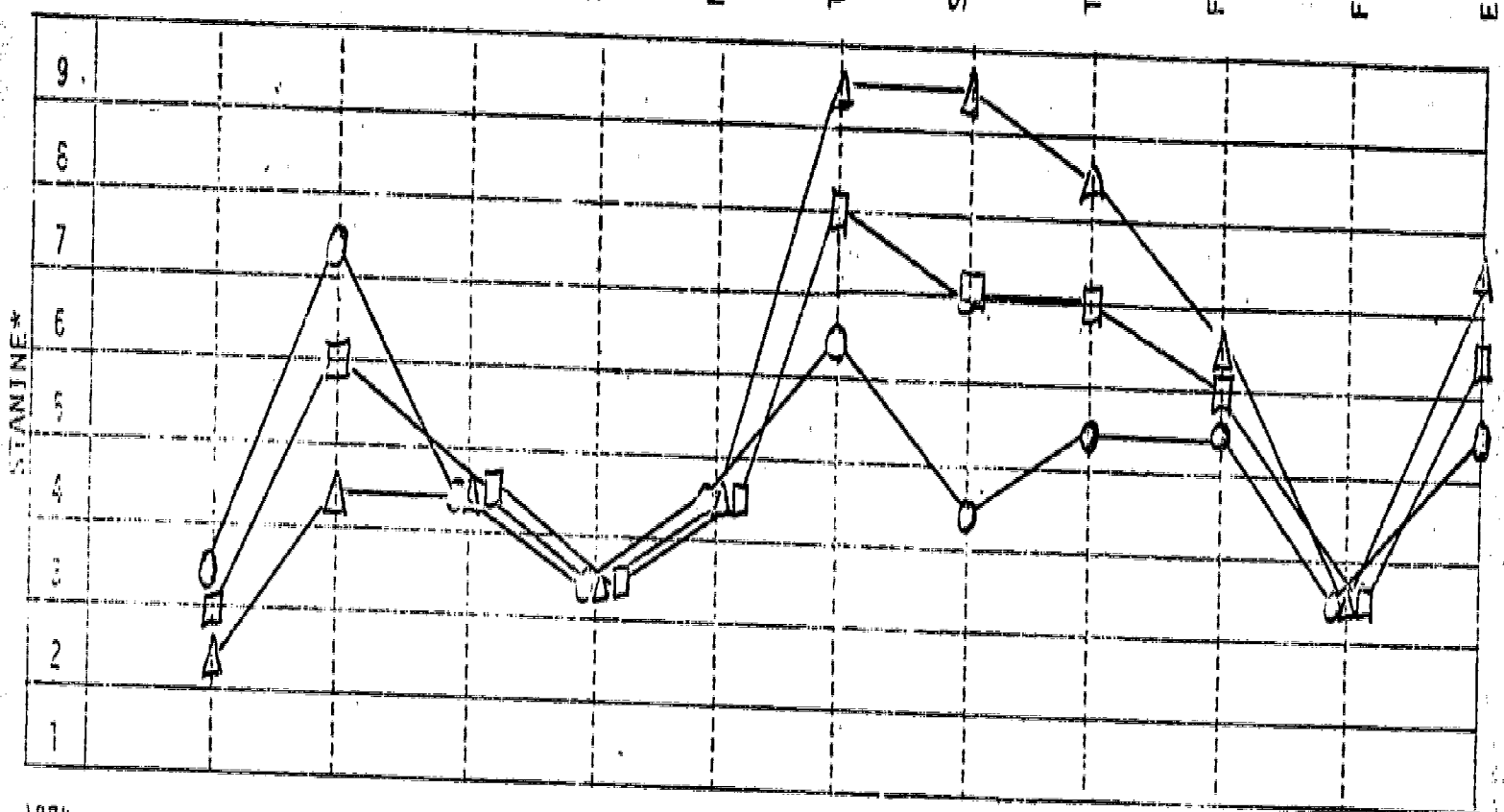
\*Stanines based on local gifted population

COMMENTS:



Number of hours 1973-74 \_\_\_\_\_  
 Participation: 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 Δ—Δ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ○—○ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite □—□ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



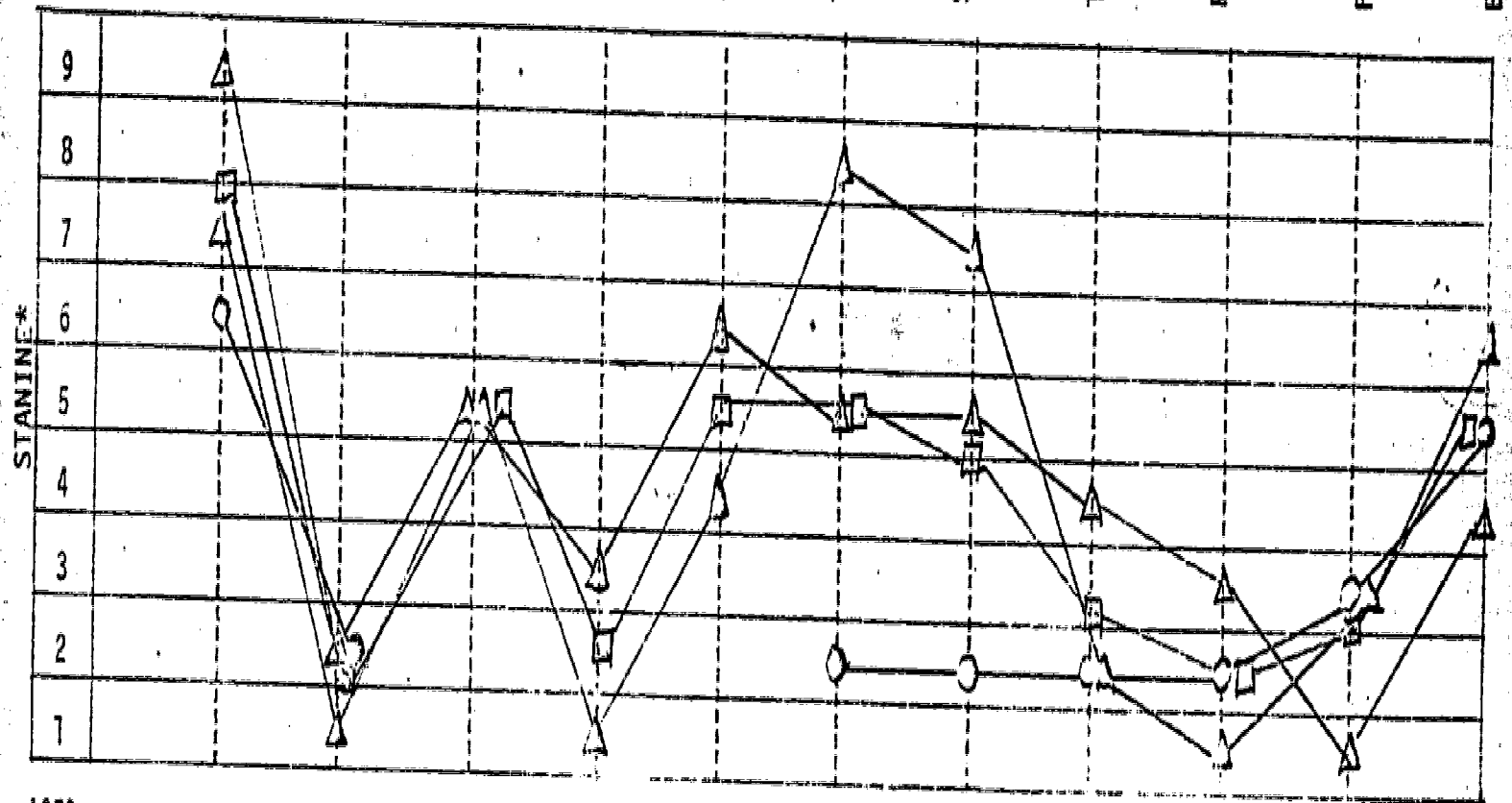


NAME C82

Age in 1973 11

Number of hours Participation:  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSM - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 □—□ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◇—◇ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite Δ—Δ MAP - Musical Aptitude Profile
- TCWSM - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- ◇—◇ SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



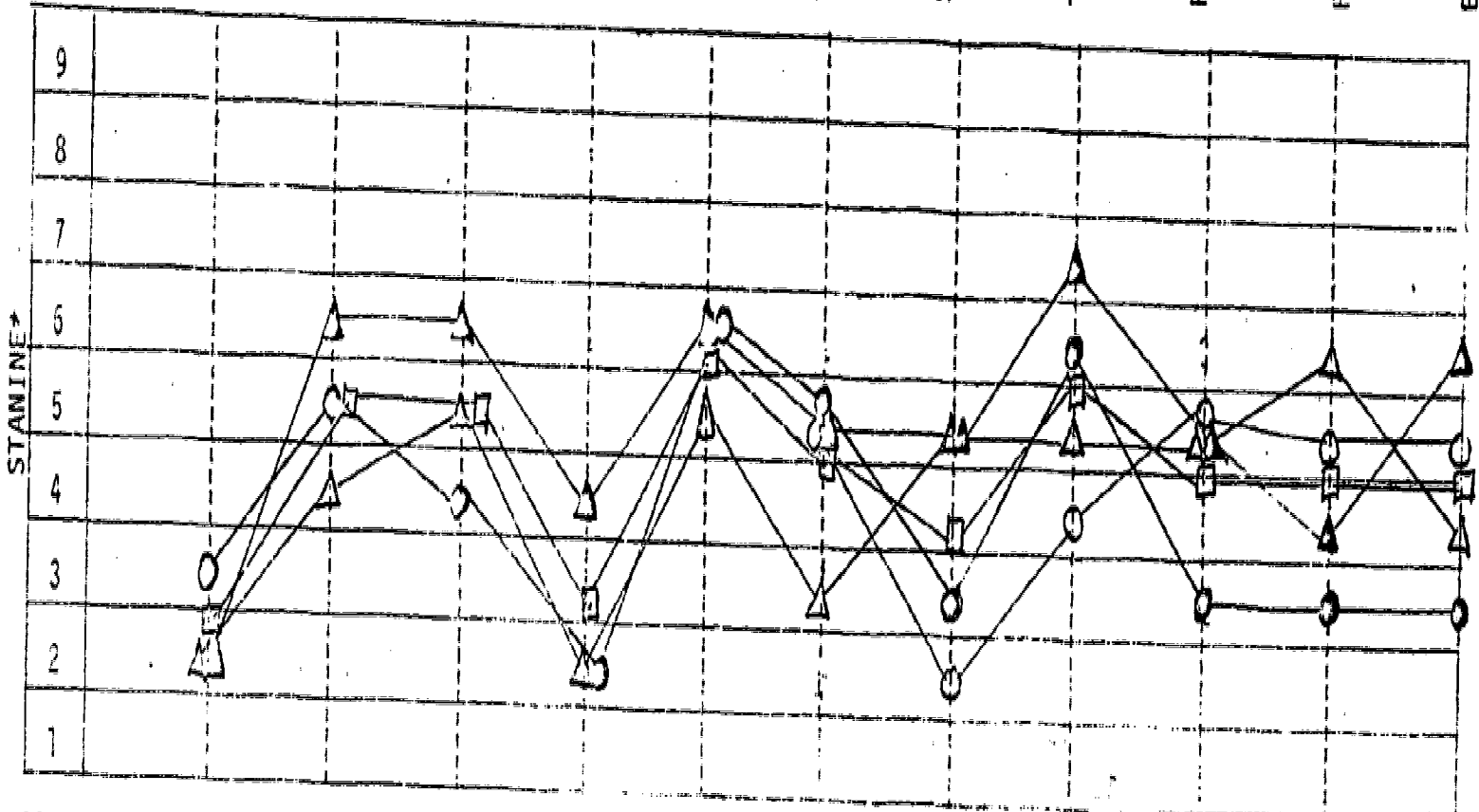
Project TAG Individual Profile

NAME B. J. J.

Age in 1973 11

Number of hours  
participation: 1973-74 \_\_\_\_\_  
1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS                      CTMM                      STANFORD - L. A.                      STANFORD - M & S                      MAP                      TCWSW - OI                      SI                      TTCT - Orig.                      Flu                      Flex                      Elab.



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$  —  $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$  —  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



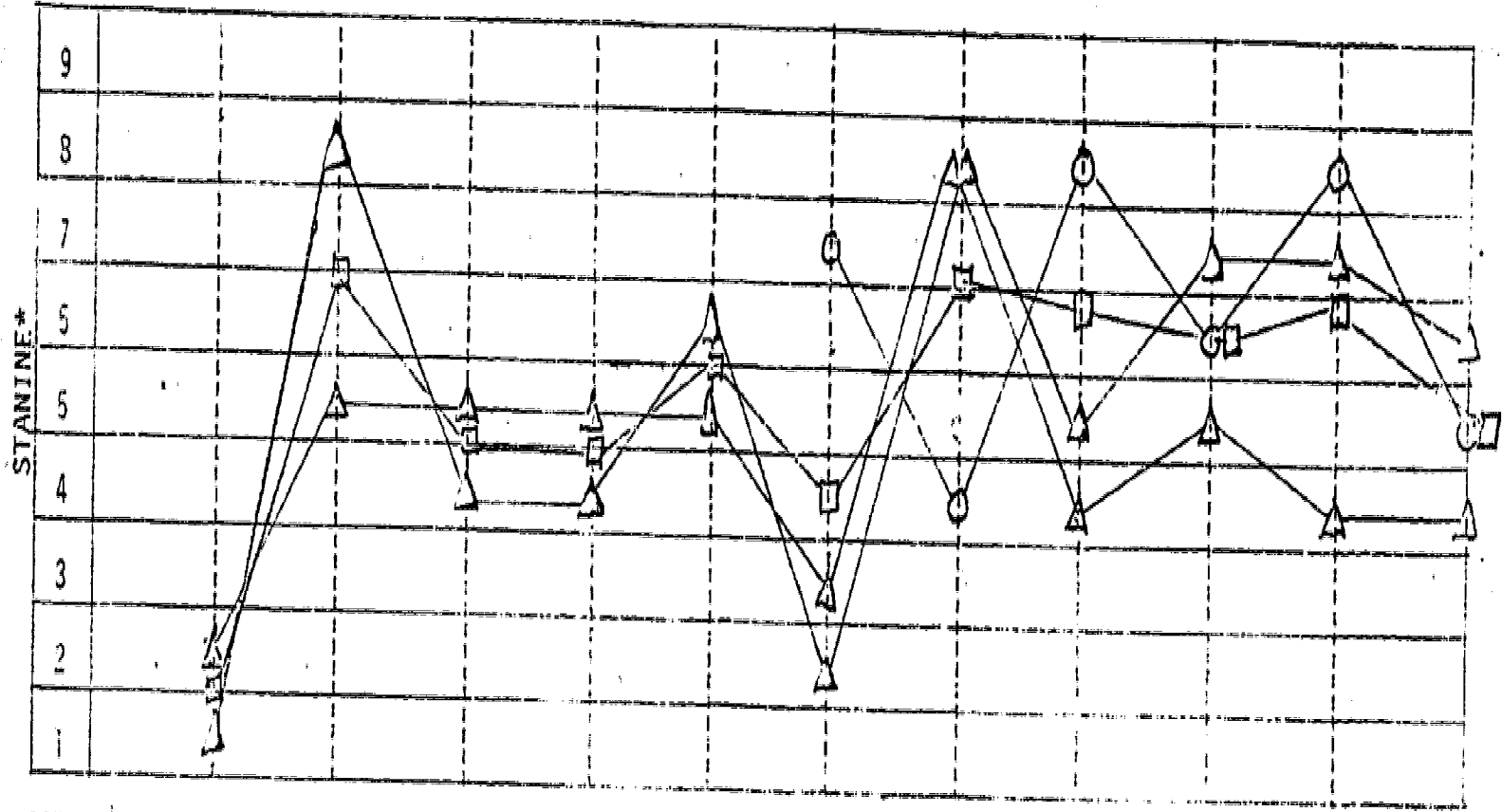
Project IAG Individual Profile

NAME C.G.D.

Age in 1973 11

Number of hours Participation:  
 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-75 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973    Δ—Δ    Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974    ○—○    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975    Δ—Δ    MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- 1976    ○—○    OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite □—□    TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



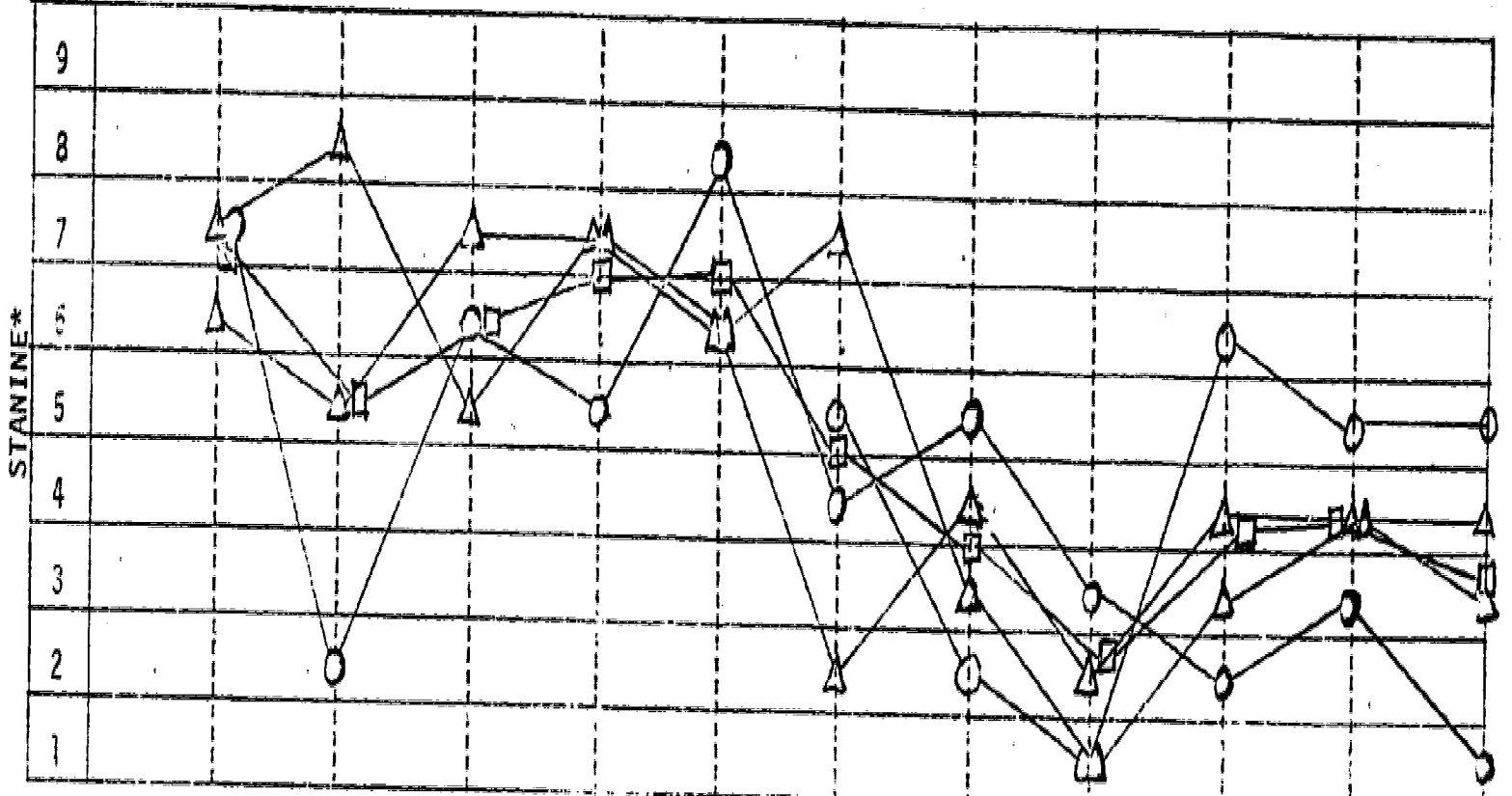
NAME C. 92

Age in 1973 11

Number of hours 1973-74  
Participation: \_\_\_\_\_  
1973-75 \_\_\_\_\_  
1973-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS  
CTMM  
STANFORD - L. A.  
STANFORD - M & S  
MAP  
TCWSW - OI  
SI  
TTCT - Orig.

Flu  
Flex  
Elab.



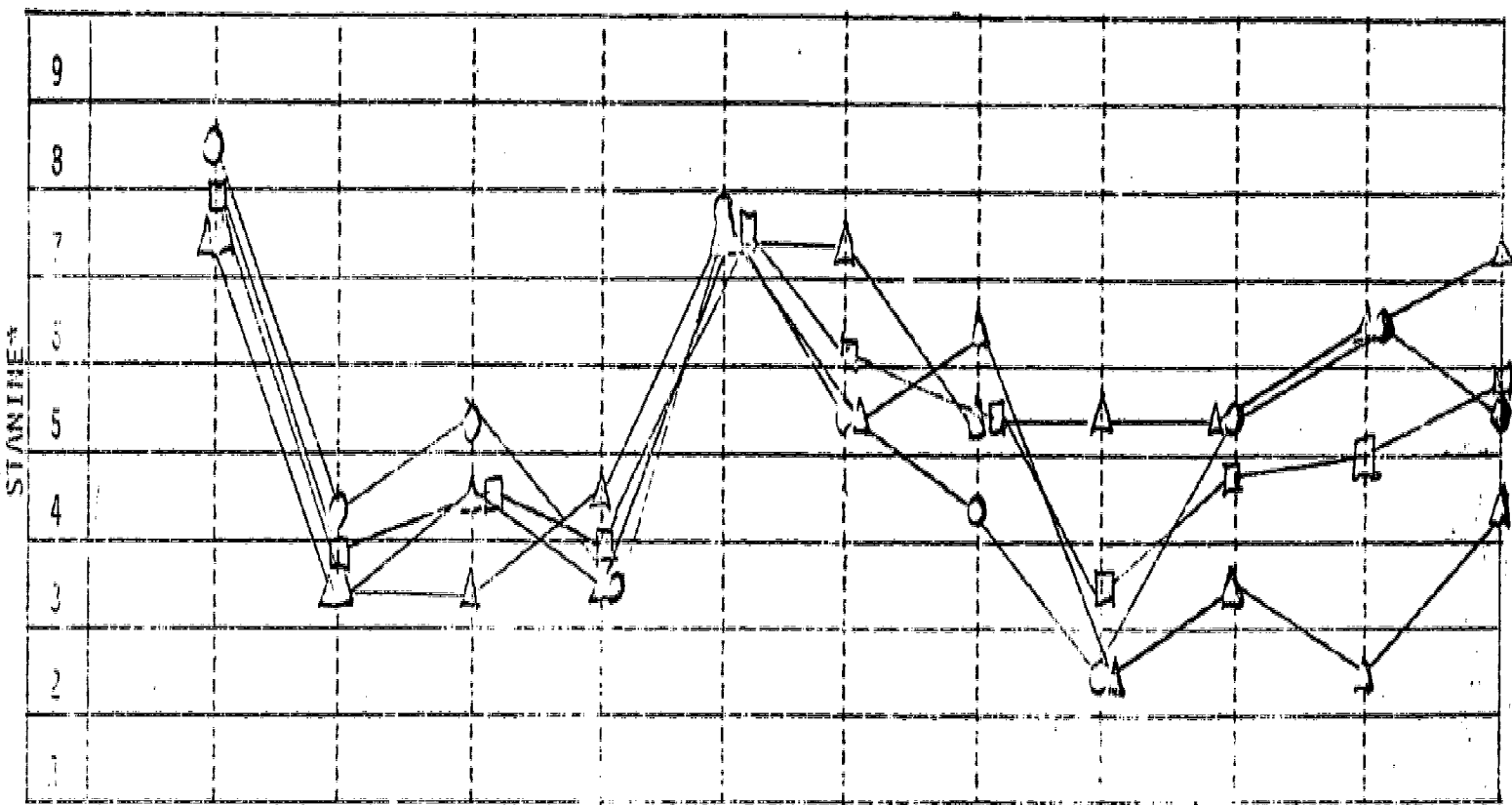
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- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975  $\Delta$ — $\Delta$  MAP - Musical Aptitude Profile
- 1976  $\circ$ — $\circ$  TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S  
 MAP      TCWSW - OI      SI      TTCT - Orig.  
 Flu      Flex      Elab.



- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 ▲—▲ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- 1976 ●—● OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite ◻—◻ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

NAME CI

Project IAG Individual Profile  
Age in 1973 12

Number of hours Participation:  
1973-74 \_\_\_\_\_  
1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

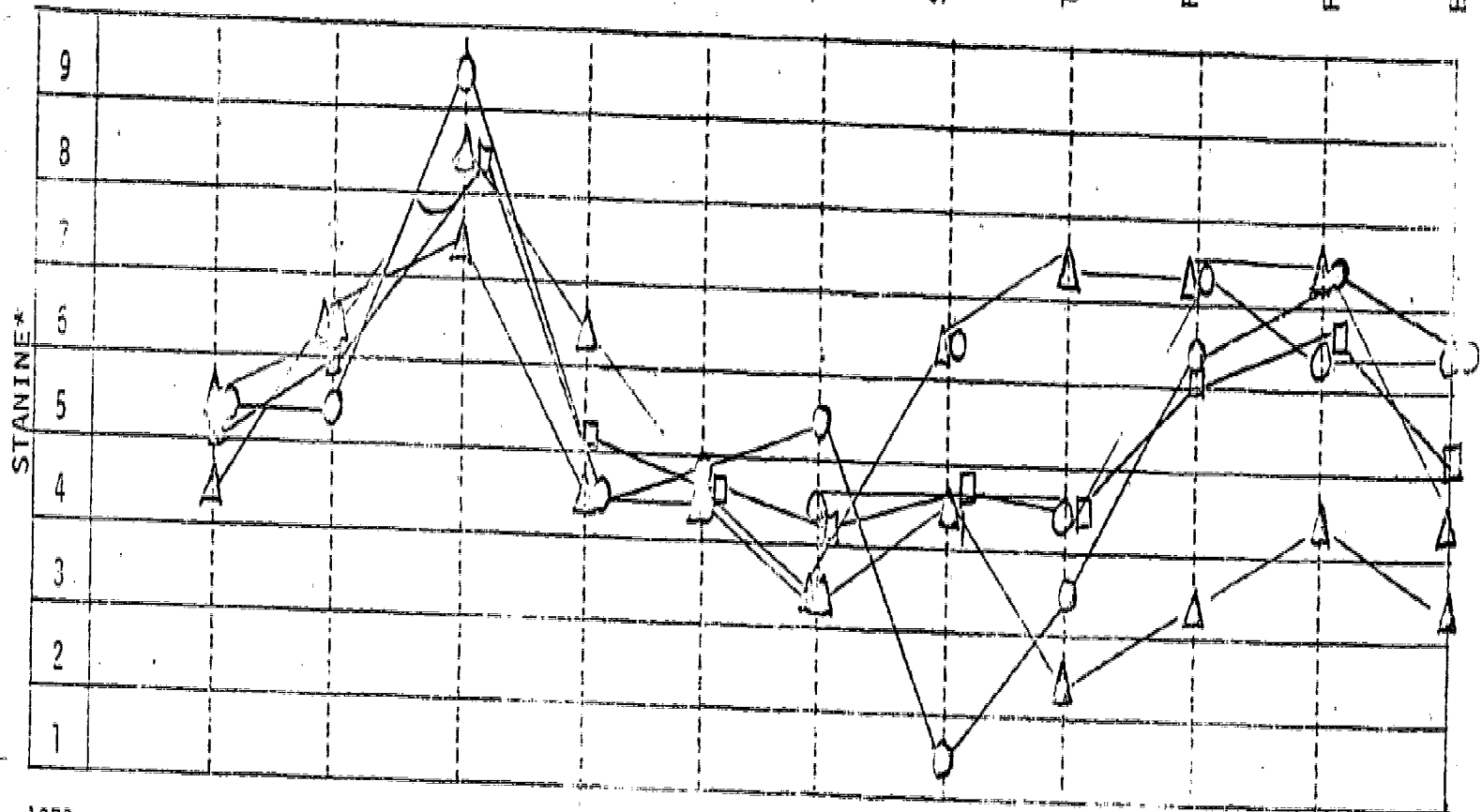
SI

TTCT - Orig.

Flu

Flex

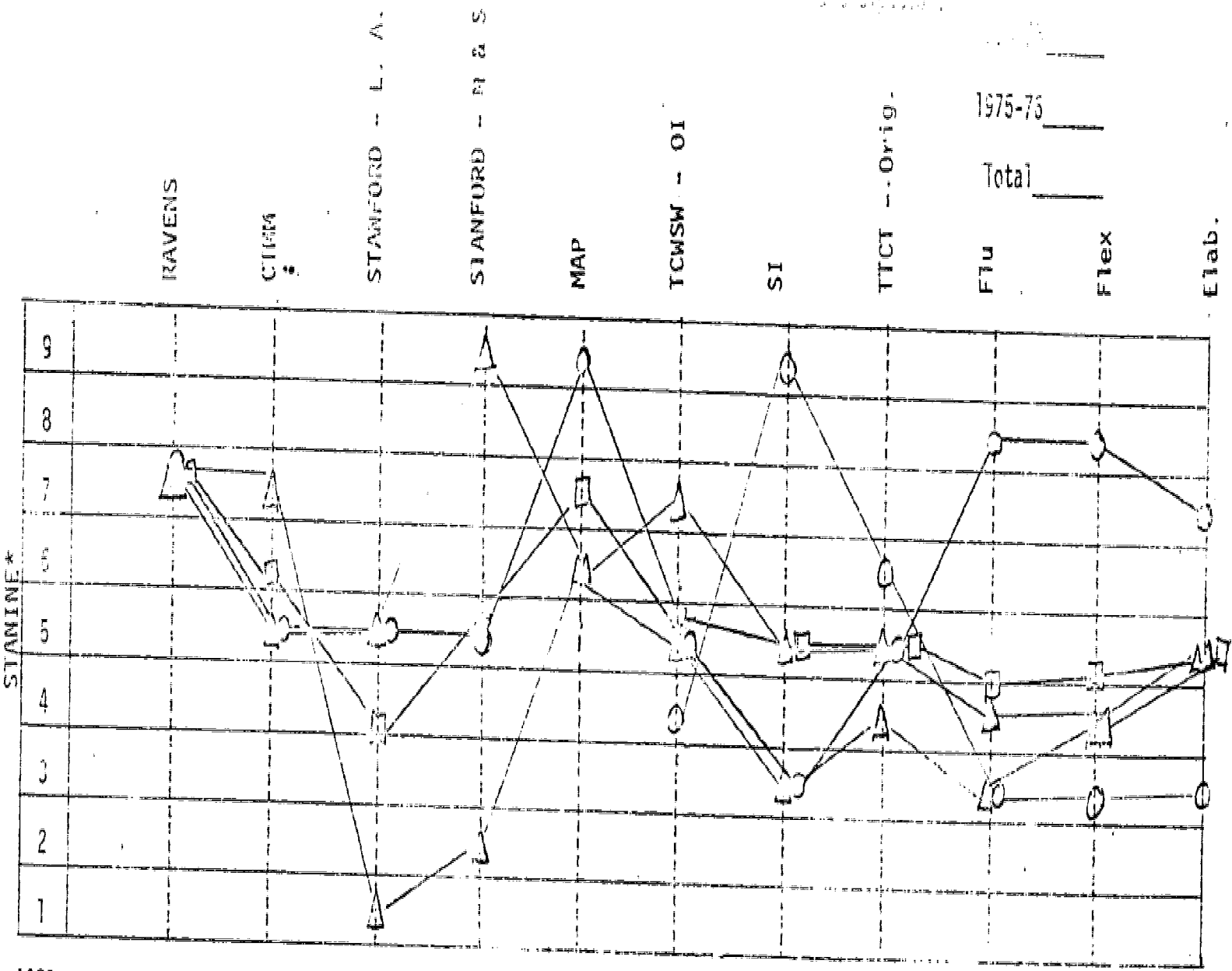
Enab.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

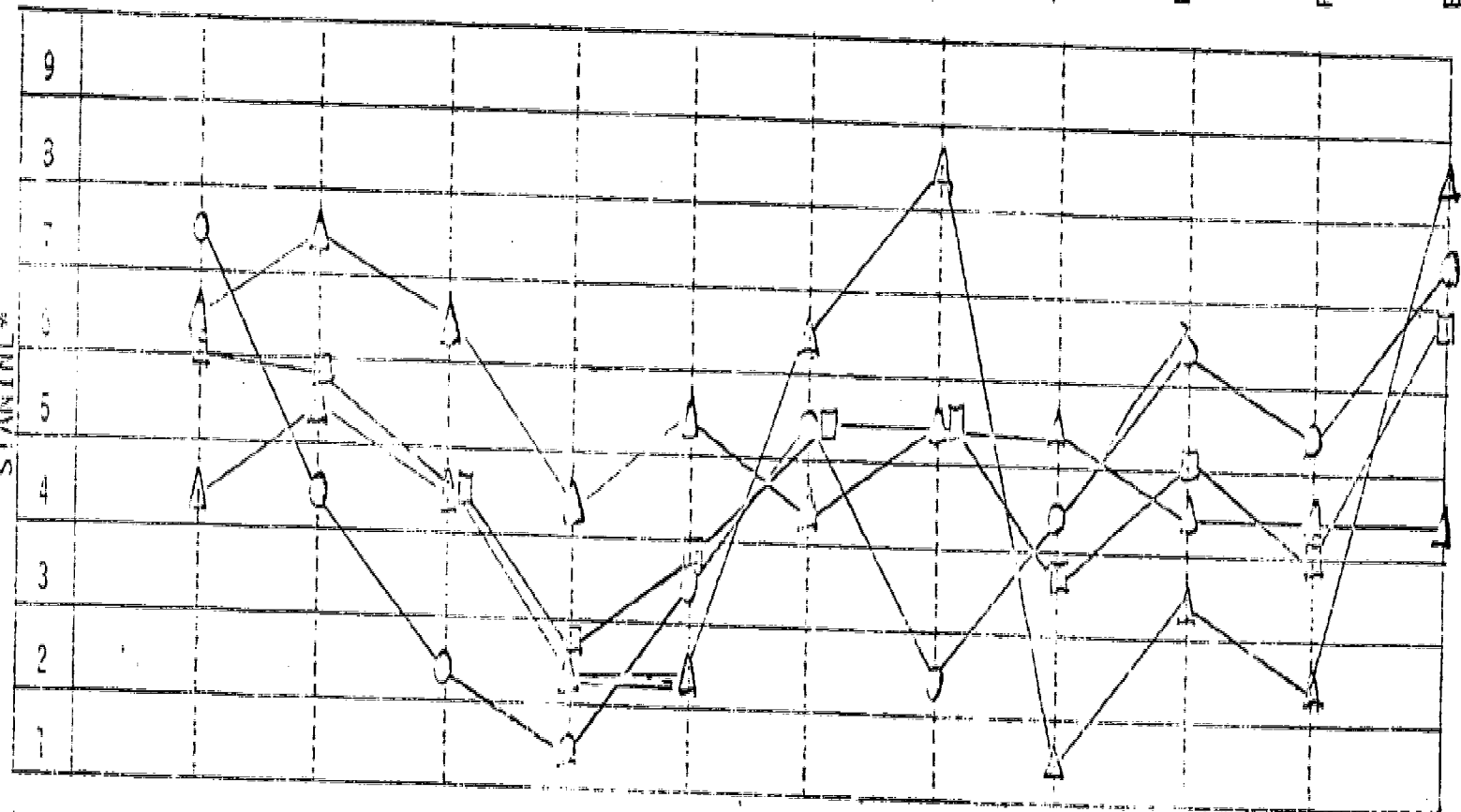
SI

TTCT -- Orig.

Flu

Flex

Elab.



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$  —  $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$  —  $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



NAME 285

Age in 1970 12

Number of hours 1975-76 \_\_\_\_\_

Completion: \_\_\_\_\_

1970-71 \_\_\_\_\_

1975-76 \_\_\_\_\_

Total \_\_\_\_\_

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

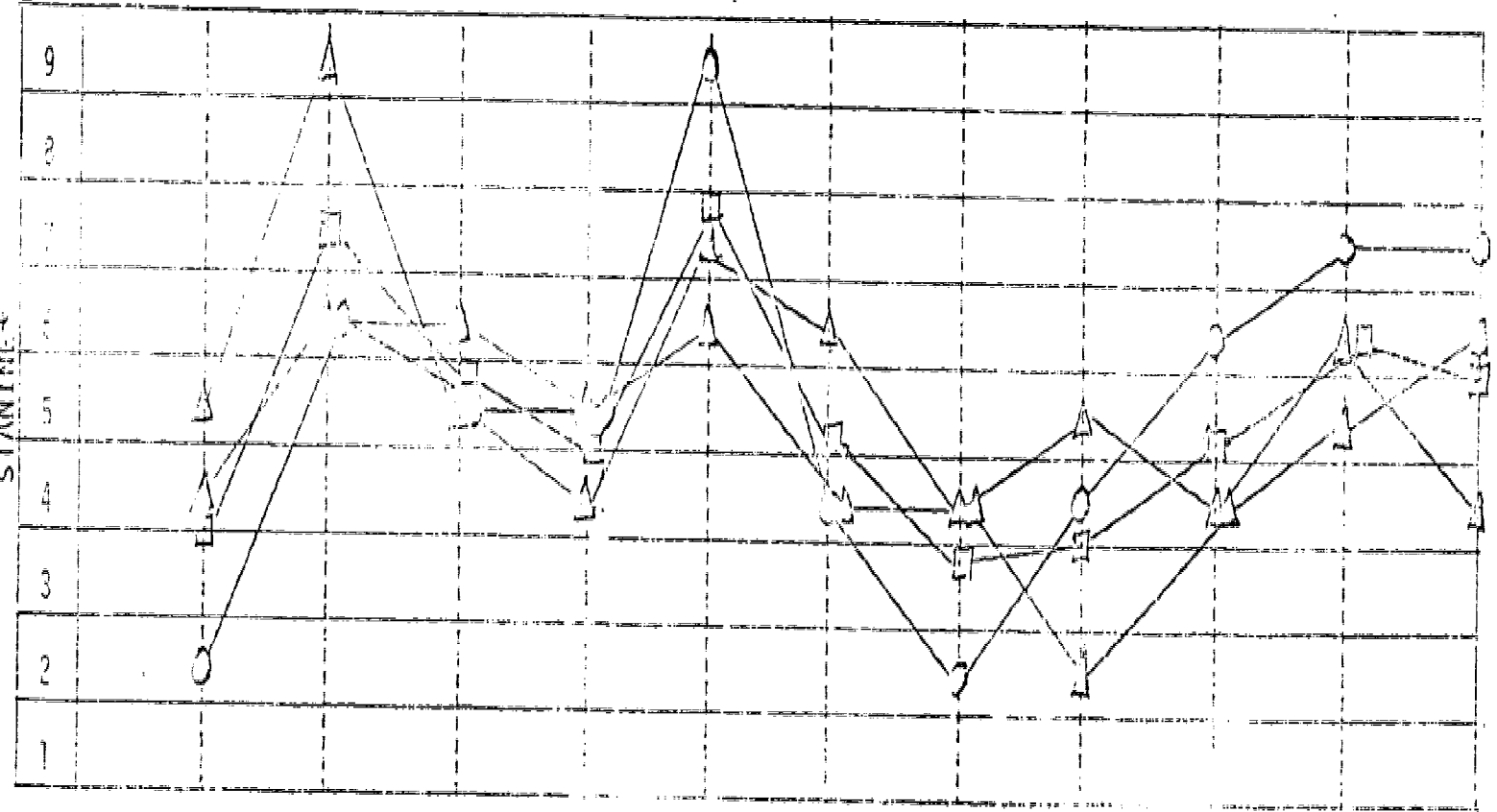
SI

TTCT -- Orig.

Flu

Flex

Elab.



- 1970  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$ — $\square$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

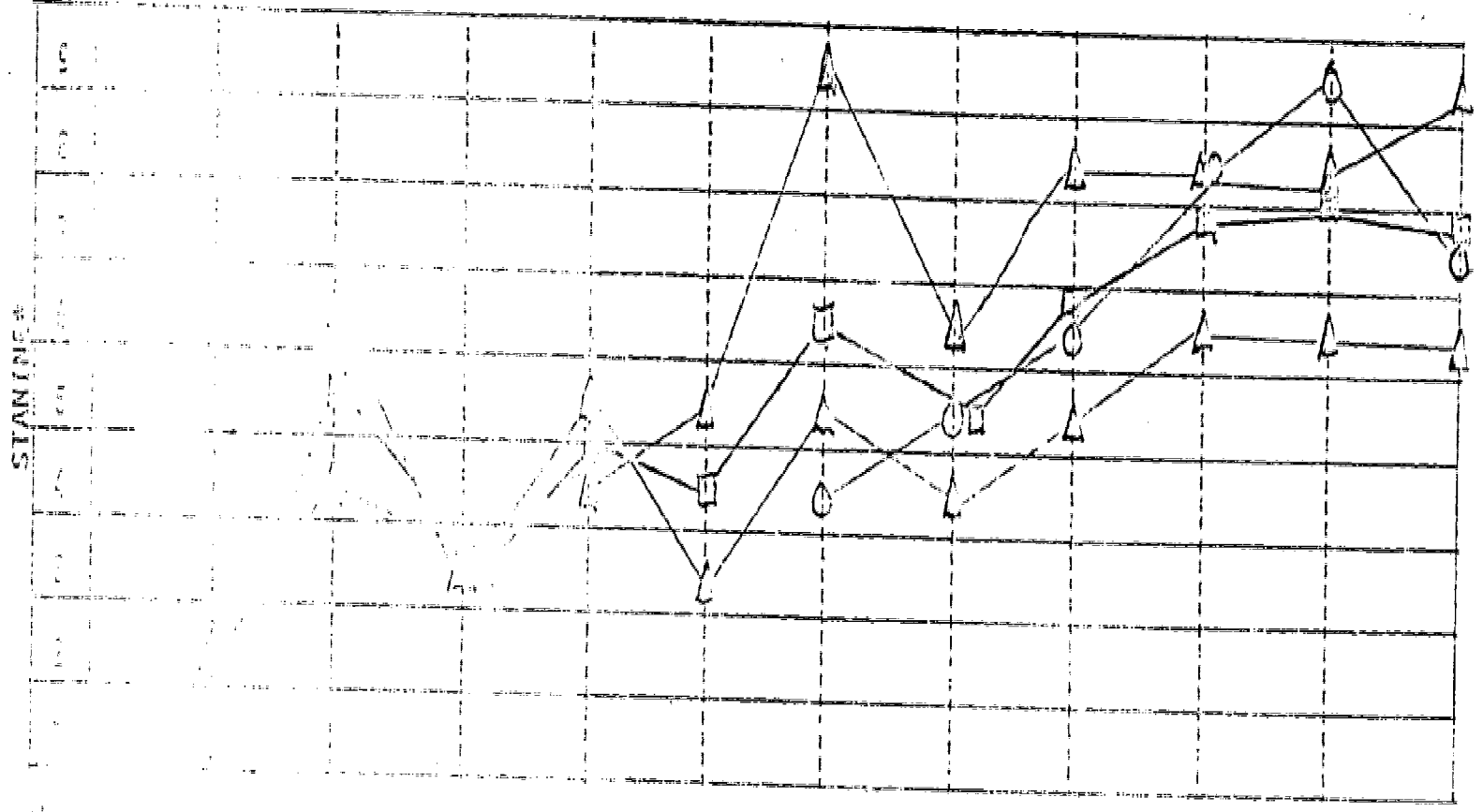


NAME

Age in 1973 12

Number of hours Participation:  
1973-74 \_\_\_\_\_  
1974-75 \_\_\_\_\_  
1975-76 \_\_\_\_\_  
Total \_\_\_\_\_

RAVEN	CTMH	STANFORD - L. A.	STANFORD - M & S	MAP	TCMSW - OI	SI	TTCT - Orig.	Flu	Flex	Elab.
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- Raven - Ravens Progressive Matrices
- CTMH - California Test of Mental Maturity, Short Form
- Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCMSW - Thinking Creativity With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

1976 - 1977

COMMENTS:

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - OI

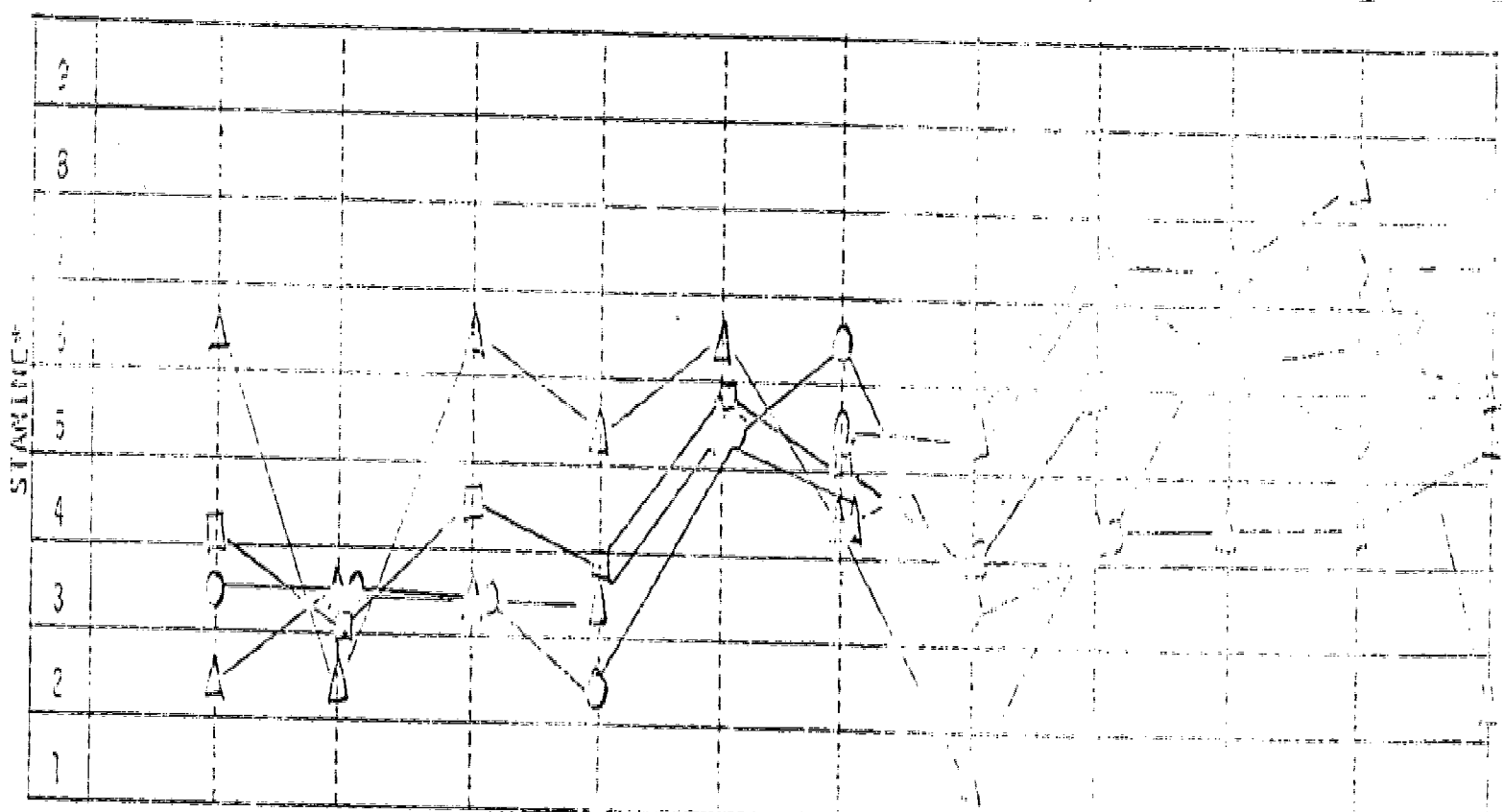
SI

TTCT - Orig

Flu

Flex

Etah



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- Stanford L. A. - Stanford Achievement Test - Language Arts Conditions
- Stanford M & S - Stanford Achievement Test - Math & Science Conditions
- 1975  $\Delta$ — $\Delta$  MAP - Musical Aptitude Profile
- 1976  $\circ$ — $\circ$  TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite  $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

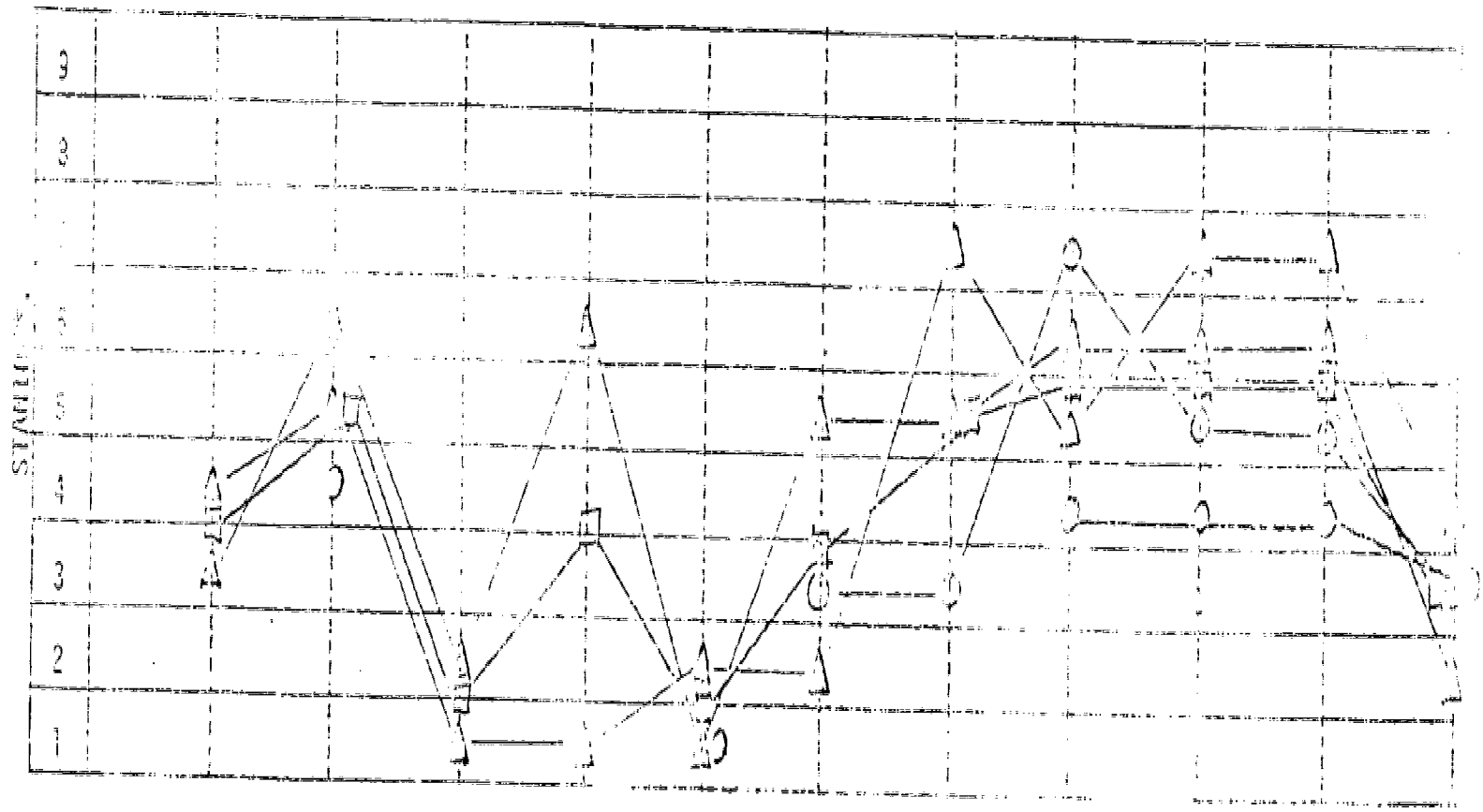
\*Stanines based on local gifted population

COMMENTS:



RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCWSW - OI  
 SI  
 TTCT - Orig.

Flu  
 Flex  
 Fig.



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\square$ — $\square$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\diamond$ — $\diamond$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\nabla$ — $\nabla$  MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

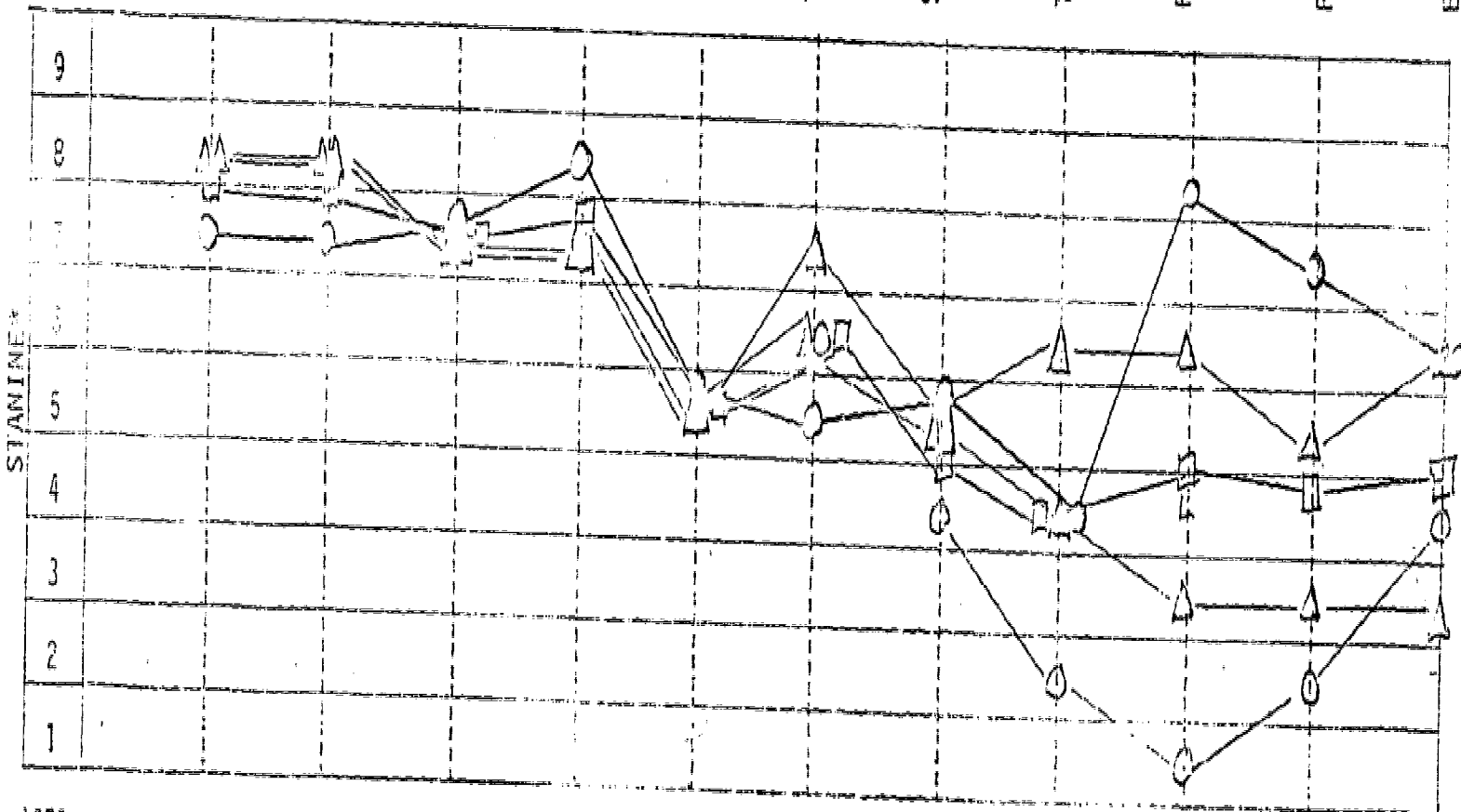


NAME C62

Age in 1973 12

Number of hours 1973-74 \_\_\_\_\_  
 Participation: 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - UI      SI      TTCT - Orig.      Flu      Flex      Etab.



- 1973 ▲—▲ Ravens - Ravens Progressive Matrices
- 1974 ○—○ CTMM - California Test of Mental Maturity, Short Form
- 1975 △—△ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 ◐—◐ Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite ◑—◑ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- UI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

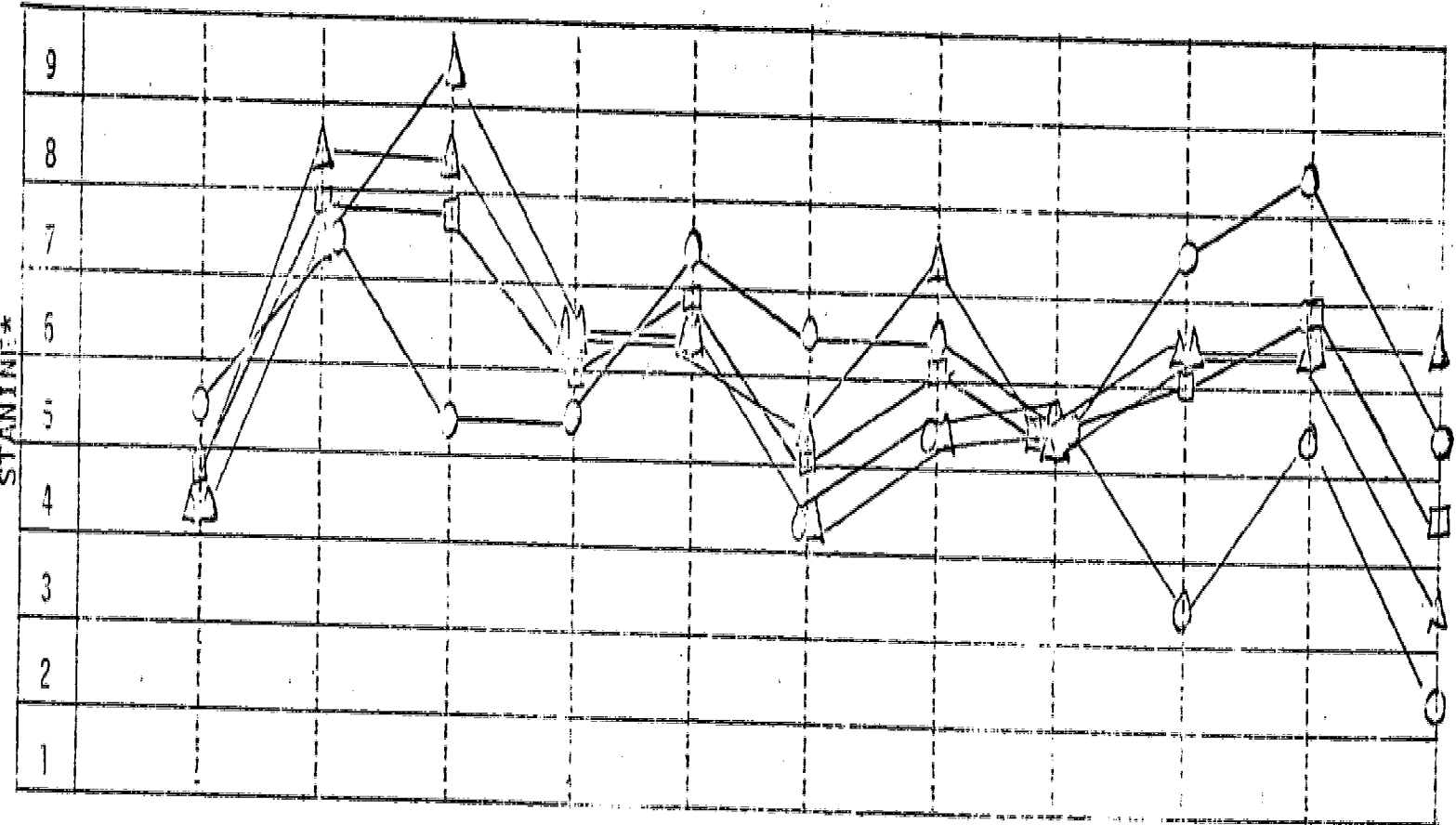
\*Stanines based on local gifted population

COMMENTS:



Number of Hours 1973-74 \_\_\_\_\_  
 Participation 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCWSW - OI      SI      TTCT - Orig.      Flu      Flex      Etab.



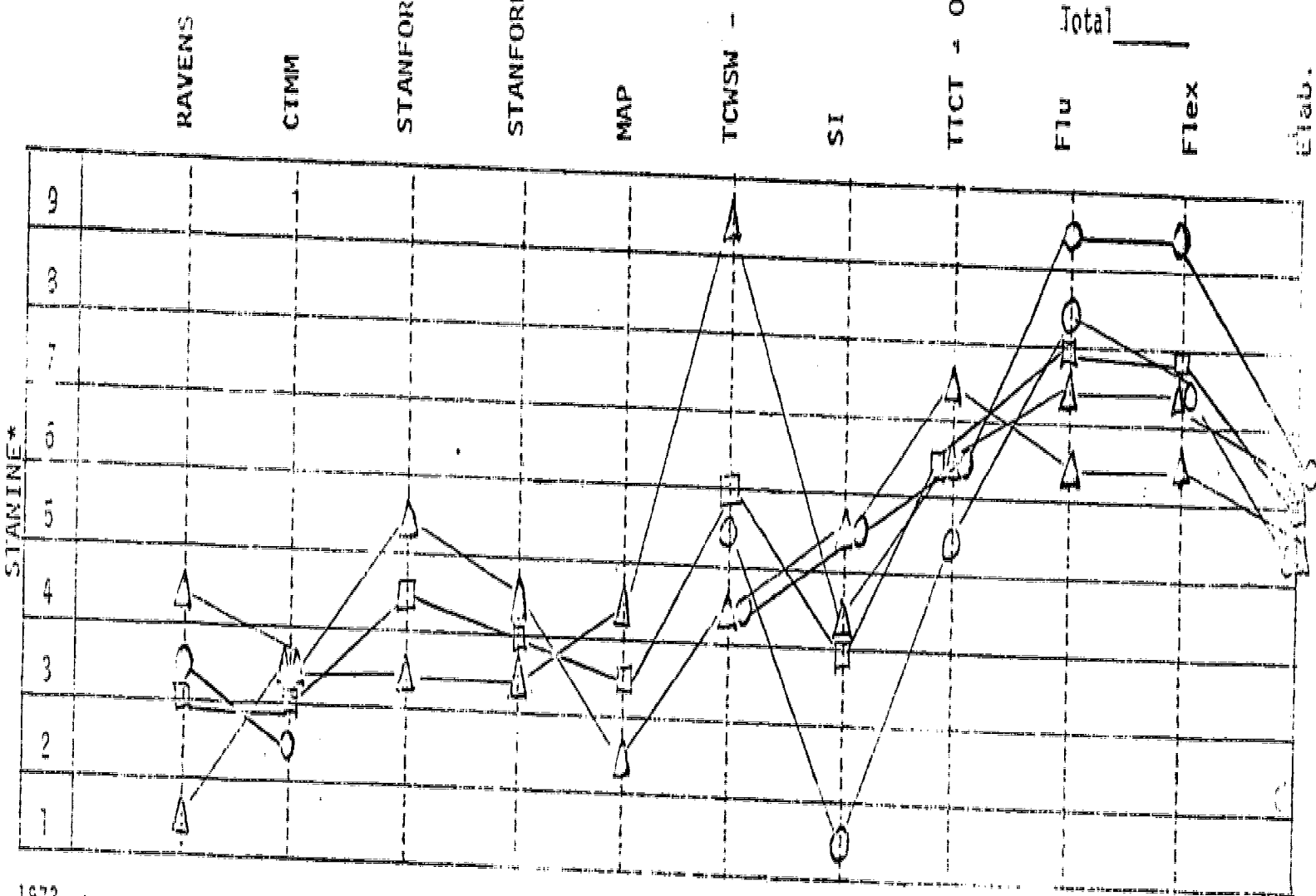
- 1973 Δ—Δ Ravens - Ravens Progressive Matrices
- CTMM - California Test of Mental Maturity, Short Form
- 1974 ○—○ Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- Stanford M & S - Stanford Achievement Test - Math & Science Sections
- 1975 ▲—▲ MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- 1976 ◐—◐ OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite ◑—◑ TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



Number of Years 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-75 \_\_\_\_\_  
 Total \_\_\_\_\_



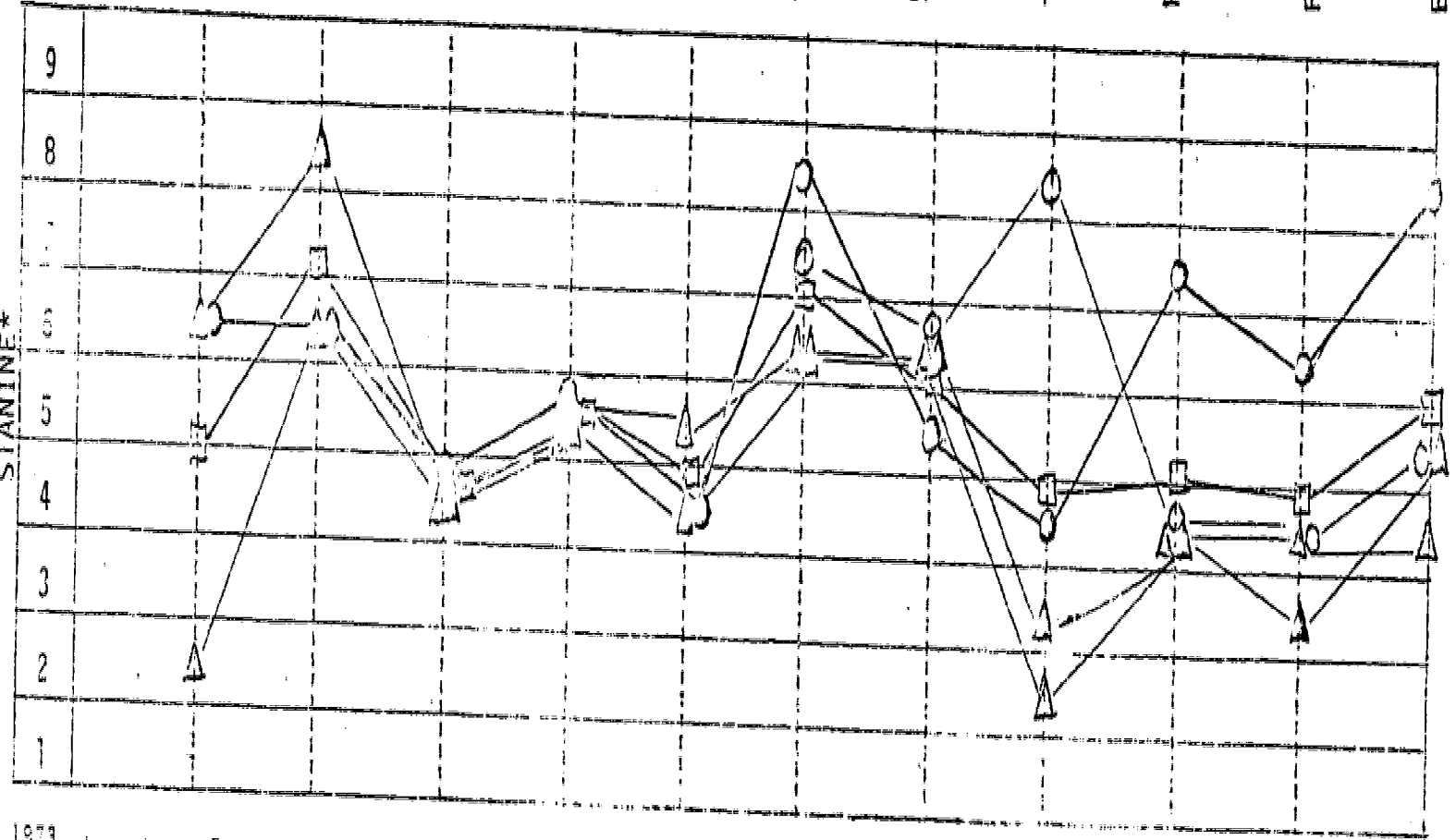
- 1973  $\Delta$  — Ravens - Ravens Progressive Matrices
- 1974  $\circ$  — CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$  — Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$  — Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  — MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



RAVENS      CTMM      STANFORD - L. A.      STANFORD - M & S      MAP      TCMSW - OI      SI      TTCT - Orig.      Flu      Flex      Elab.



- 1973  $\Delta$  —  $\Delta$  Ravens - Ravens Progressive Matrix
- 1974  $\circ$  —  $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\triangle$  —  $\triangle$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\square$  —  $\square$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite  $\square$  —  $\square$  MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population



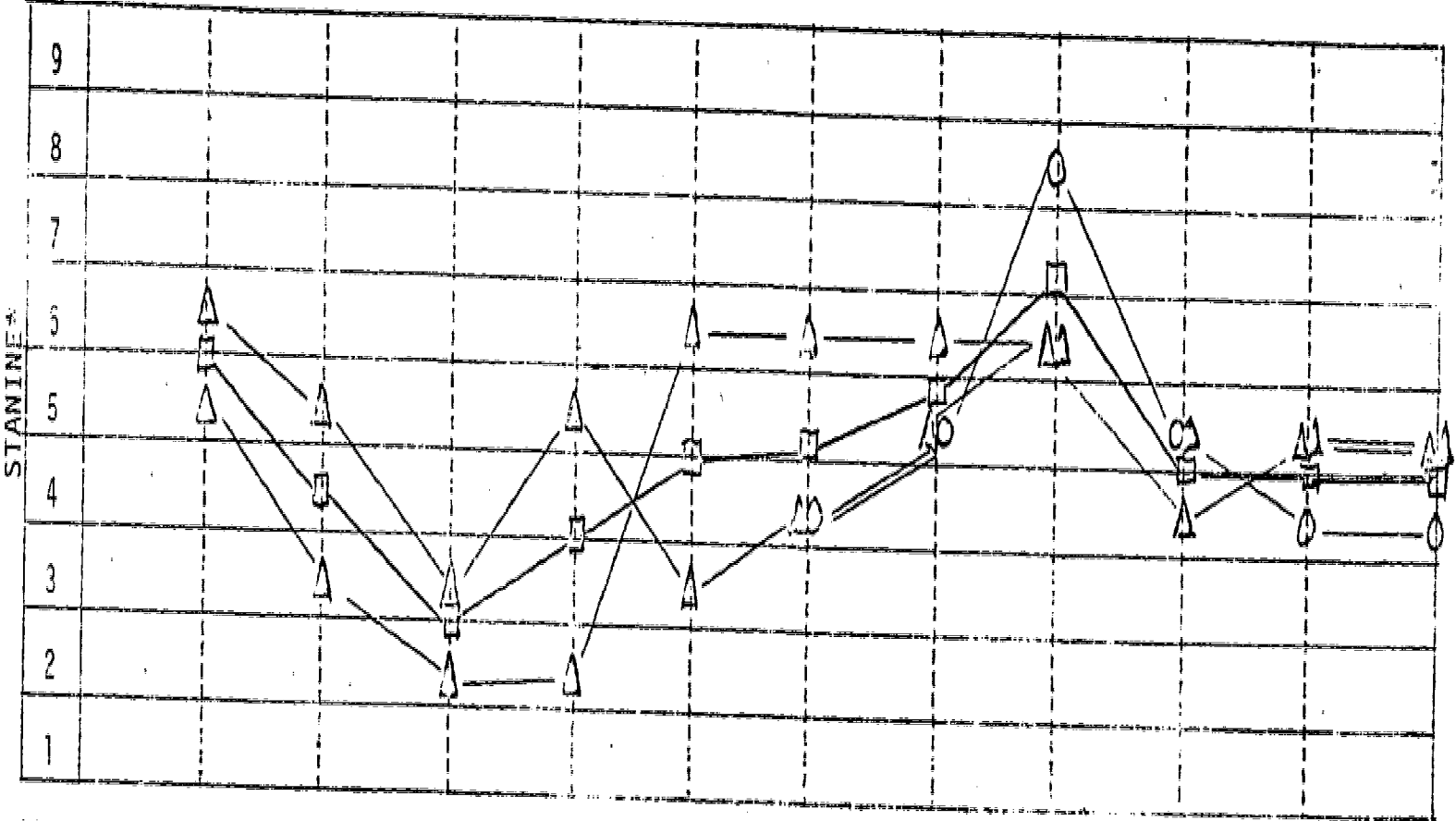


NAME CRO Age in 1973 12

Number of hours Participation: 1973-74 \_\_\_\_\_  
 1974-75 \_\_\_\_\_  
 1975-76 \_\_\_\_\_  
 Total \_\_\_\_\_

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - OI  
 SI  
 TTCT - Orig.

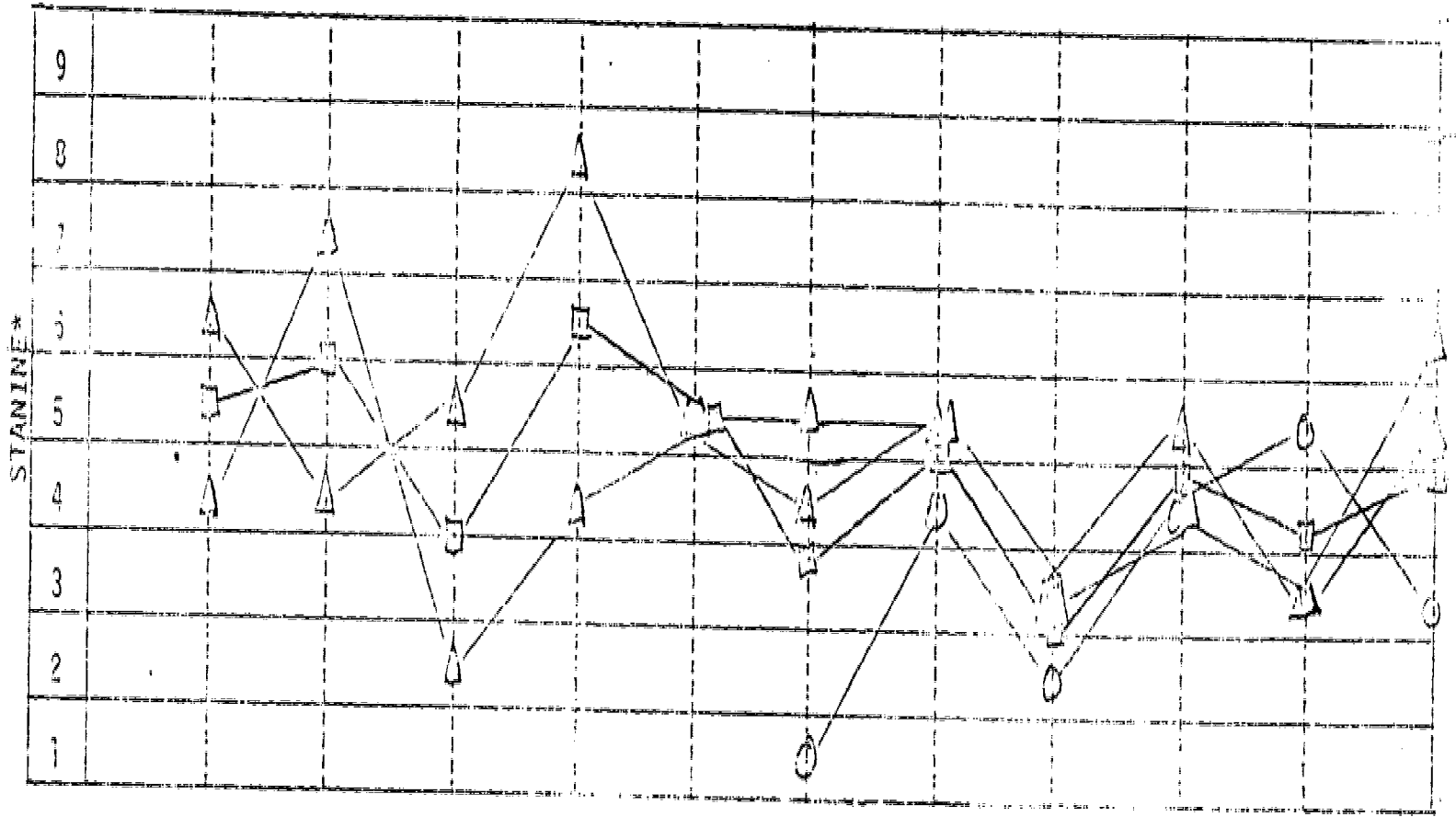
Flu  
 Flex  
 Etab:



- 1973  $\Delta$ — $\Delta$  Ravens - Ravens Progressive Matrices
- 1974  $\circ$ — $\circ$  CTMM - California Test of Mental Maturity, Short Form
- 1975  $\Delta$ — $\Delta$  Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976  $\circ$ — $\circ$  Stanford M & S - Stanford Achievement Test - Math & Science Sections
- $\Delta$ — $\Delta$  MAP - Musical Aptitude Profile
- $\circ$ — $\circ$  TCMSW - Thinking Creatively With Sounds & Words
- $\circ$ — $\circ$  OI - Onomatopoeia & Images
- $\Delta$ — $\Delta$  SI - Sounds & Images
- $\square$ — $\square$  TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

RAVENS  
 CTMM  
 STANFORD - L. A.  
 STANFORD - M & S  
 MAP  
 TCMSW - UI  
 SI  
 TTCT - Orig.  
 Flu  
 Flex  
 Etab.



- 1973 Ravens - Ravens Progressive Matrices
- 1974 CTMM - California Test of Mental Maturity, Short Form
- 1975 Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976 Stanford M & S - Stanford Achievement Test - Math & Science Sections
- MAP - Musical Aptitude Profile
- TCMSW - Thinking Creatively With Sounds & Words
- UI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:

RAVENS

CTMM

STANFORD - L. A.

STANFORD - M & S

MAP

TCWSW - O

SI

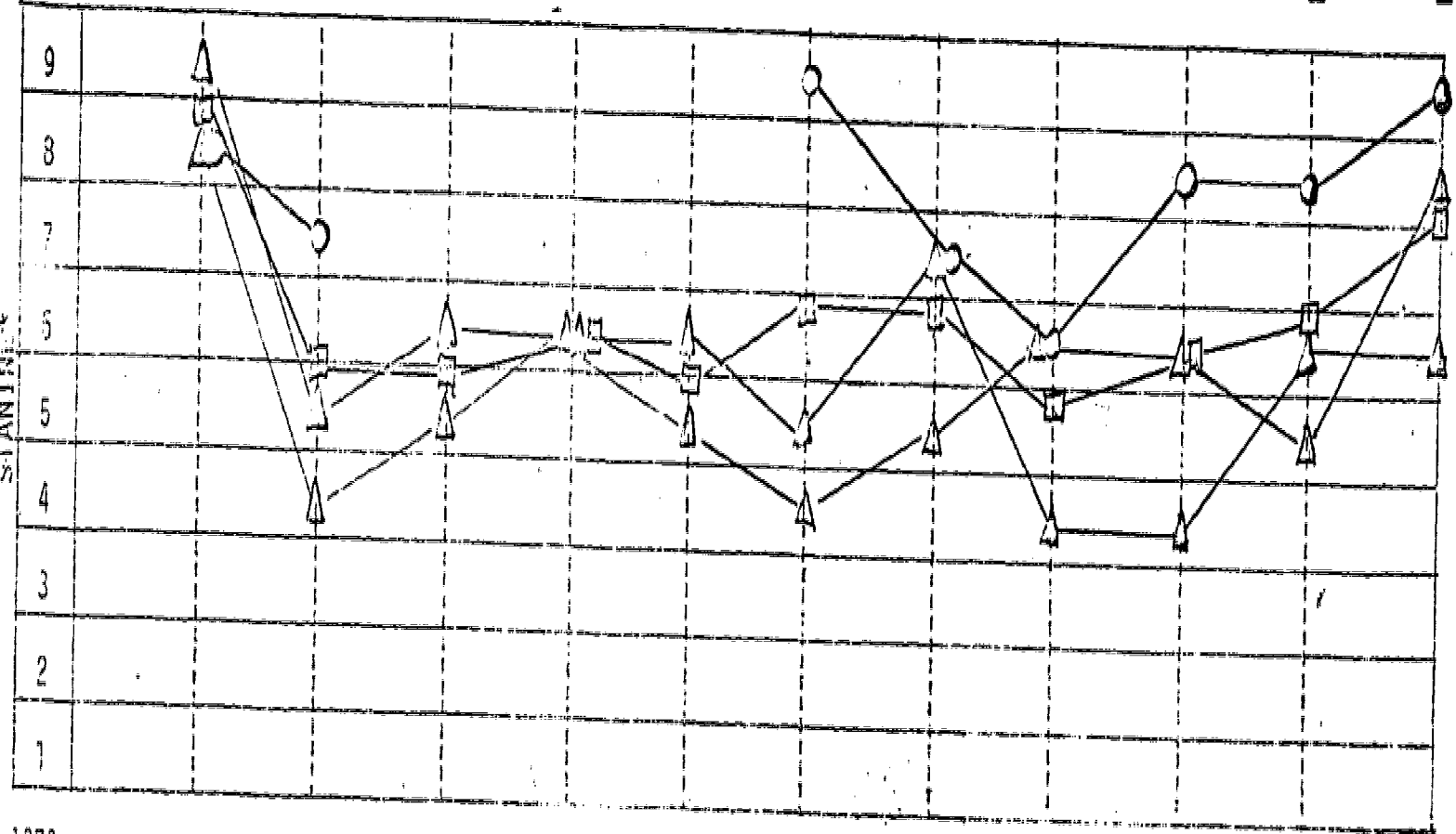
TTCT - Ori

Total

Flu

Flex

Elab.



- 1973    Δ—Δ    Ravens - Ravens Progressive Matrices
- 1974    ○—○    CTMM - California Test of Mental Maturity, Short Form
- 1975    Δ—Δ    Stanford L. A. - Stanford Achievement Test - Language Arts Sections
- 1976    ○—○    Stanford M & S - Stanford Achievement Test - Math & Science Sections
- Composite    Δ—Δ    MAP - Musical Aptitude Profile
- TCWSW - Thinking Creatively With Sounds & Words
- OI - Onomatopoeia & Images
- SI - Sounds & Images
- Composite    □—□    TTCT - Torrance Test of Creative Thinking, Figural

\*Stanines based on local gifted population

COMMENTS:



## APPENDIX 2

Paper Prepared for the 21st Annual Convention of the National Association for Gifted Children, St. Louis, Missouri, 14th February, 1974.

### ATTITUDES OF WEST VIRGINIA PRINCIPALS TOWARD GIFTED CHILD EDUCATION

MARY SPANIOL GLASS

#### Region II PACE Center of West Virginia

It was the purpose of this study to obtain a census of attitudes toward gifted child education as expressed by the principals of Region II of West Virginia having students in the 10-12 year age range. A sample survey of the attitudes of principals from other regions of West Virginia was made with respect to the education of the gifted child. A comparison was also made of the attitudes of those principals who did not refer students to Project Talented and Gifted (an ESEA Title III project serving Region II) with: (1) those principals who referred students initially to the program, and (2) those who referred students after two letters of inquiry and personal contact. Comparisons were also made of the attitudes of the principals in Region II with those of the entire state of West Virginia.

Studies (Fox, 1971; Marland, 1971; Merritt, 1972; Raph, Goldberg, and Passow, 1966; Torrance, 1962) have indicated that the gifted are a disadvantaged group for they are often denied a challenging and meaningful education which can lead to boredom, school dropouts, psychological and discipline problems, and a tremendous waste of potential.

There are some who feel that differential provisions for the gifted are undemocratic, but this would also deny existence for all special education programs. Furthermore, the County of Los Angeles Superior Court

ruled (Case 822854) that every child should have the opportunity to learn to the best of his or her ability--the gifted child included.

How is the need for special education being met? Twenty-two states have legislation to provide services for the talented and gifted, but many of these represent mere intent (Marland, 1971). A survey (The State Survey) by the Office of Education revealed that only 24 states employed a staff member with a major responsibility toward the gifted. Of these, only 10 devoted 50% or more of their time to this program. Of 27 school systems chosen from a national sample for their model programs in providing for the exceptional learning needs of children, only five had programs for the gifted (Marland, 1971). NEA (NEA Research, 1973) polled a representative sample of the nation's teachers in 1961 and 1972, asking their opinion in the emphasis of education for the gifted, the average, and the slow learner. In 1961, 47.1% of the teachers felt there was too little emphasis on the gifted; in 1972, the figure was 46.5%, a relatively small change.

To determine the standing of gifted child education a survey (A Survey of Leadership in Education of Gifted and Talented Children and Youth, 1971) was made of 239 experts in the field; the majority of these experts said that pupil personnel workers were not equipped to work with the gifted. Eighty-five per cent suggested they be given added preparation, especially regarding gifted children and their needs. Only 3% of these experts felt that pupil personnel workers show positive attitudes toward the gifted; 22% of them described negative attitudes, apathy or other concerns toward the gifted. Nearly all of them recognized the need for inservice programs on the gifted for school administrators, for it is the administrators who influence teaching by their attitudes and decisions.

What are the attitudes of these administrators? In a nationwide survey (School Staffing Survey, 1970) made by the U.S. Office of Education 57.4% of the school administrators reporting stated that they had no gifted pupils in their schools. Statistically this is relatively improbable. However, according to a study made by the U.S. Commissioner of Education (Marland, 1971), one of the conclusions drawn was that the identification of the gifted was hampered not only by coats of testing, but also by the indifference and even hostility among teachers, administrators, guidance counselors and psychologists.

The West Virginia legislature (Smith, 1969) has passed a bill requiring that programs be instituted in the county school systems that will provide for the needs of exceptional children by July 1, 1974. It is a fact that principals have a great influence over the educational programs in their schools. In order to institute effective programs for gifted and talented students, it is necessary to have administrative support.

#### METHOD

The subjects chosen to be questioned were all 198 principals of schools containing students in the 10-12 year age range in Region II of West Virginia (Cabell, Lincoln, Logan, Mason, Mingo, and Wayne Counties). Also questioned were 85 principals selected at random from other regions of West Virginia. The subjects for this study were classified into five groups. Those principals who submitted no referrals to Project Talented and Gifted (an ESBA Title III project designed to give enrichment to gifted students in Region II) served as Group I. Group II was composed of those who submitted the initial referrals, and Group III consisted of those who submitted referrals

4

after two letters of inquiry and personal contact. Group IV consisted of the sum of Groups I, II, and III, and thus represented the sum of principals of Region II. Group V contained a random selection of principals from other regions of West Virginia. Identification of the group of the respondent was made by examining the title of the returned questionnaire, for the word "questionnaire" was typed in a different manner for each group. Because of this method and because the respondent could remain anonymous, he should have felt free to convey his actual feelings.

A questionnaire was prepared that consisted of eight statements that might be representative of some attitudes toward gifted child education as held by principals. These statements were: (1) I would like to see a full-time regional school for the gifted child; (2) I would prefer a regional school that would give enrichment and supplementary instruction for the gifted on a part-time basis; (3) I would prefer assistance in giving individualized instruction within the school, thus providing for the needs of the gifted child; (4) I believe we are already adequately providing for the needs of the gifted child within the classroom; (5) I do not believe in giving special treatment in any form for the gifted child; (6) Gifted children do not need extra help; they have the ability to get it on their own; (7) This does not apply to my situation; we have no gifted children in our school; and (8) I would like to have an inservice program on the gifted child and his needs. Subjects were to check those statements that applied to them. A place was provided for comments beside each question, as well as a place for general comments. No identification of subjects was to be made on the response sheet.

Returned questionnaires were tallied according to the number of responses to each statement for each group of principals. Percentages of responses

and the percentage not returning the questionnaire were calculated. The  $\chi^2$  test of independence was used to test the data, and the .05 level of significance was applied.

#### RESULTS AND DISCUSSION

The number of questionnaires returned was 100, representing 80.5% of those mailed. The number of returns from principals reporting no students in Project 20-26 and Gifted (Group I) was 10; the number from principals giving the initial referrals (Group II) was 10; and the number from principals receiving students after two letters of inquiry and personal contact (Group III) was 17. The number of returned questionnaires from the randomly selected principals from other regions of West Virginia was 53.

When Groups I, II, and III (all principals of Region II having students in the 20-26 age bracket) were asked to mark any applicable statements on the questionnaire, the number and percentage for each group were as follows: (1) prefer full-time school for the gifted (Group I: 21 or 30.9%; Group II: 5 or 21.7%; Group III: 4 or 23.5%); (2) prefer part-time regional school for the gifted (Group I: 21 or 30.9%; Group II: 9 or 39.1%; Group III: 4 or 23.5%); and (3) prefer assistance in giving individualized instruction within the regular school (Group I: 41 or 60.3%; Group II: 13 or 56.5%; Group III: 11 or 64.7%). (See TABLE I).

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Insert TABLE I about here

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No significant differences were found in the way these three groups marked these statements. The combined responses for Region II principals on these three statements were question (1) 30 or 27.8%; (2) 34 or 31.5%; (3) 65 or 60.2%; as compared with responses from principals from other



regions of (1) 18 or 24.1%; (2) 19 or 32.9%; and (3) 34 or 58.6%. No significant difference was found in the responses of Region II principals as compared with those from other regions.

These same three questions were analyzed in yet another way (TABLE II).

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Insert TABLE II about here

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While the previous analysis included all responses marked by the respondents, this analysis tallied (1) all responses which indicated a preference for either a full-time or part-time regional school but no preference for individualized instruction; (2) all responses indicating a preference for individualized instruction, but no desire for a regional school; and (3) all responses indicating that either or both a regional school and/or individualized instruction would be preferable. Responses from Region II were (1) 34 or 34.3%; (2) 43 or 39.8%; and (3) 22 or 20.4%; those from the rest of West Virginia were (1) 22 or 37.9%; (2) 24 or 41.4%; and (3) 8 or 13.8%. No significant difference was found in the responses of principals in or out of the region for any of the three questions. No significant difference was found in the number of principals who preferred a regional school and those who preferred assistance in providing individualized instruction in meeting the needs of the gifted child. (This is true for both Region II and the rest of West Virginia). However, as ascertained from comments made on the questionnaires, many principals had strong feelings on this question.

Some of the opinions expressed by principals desiring a regional school included: A regional school would provide stimulation for gifted students; it would provide motivational factors; and it would provide special help for gifted students without hurting or neglecting the non-gifted students.

The sentiment was also expressed that if special schools were provided for the retarded and handicapped, in all instances they should be provided for the gifted as well.

Many principals advocating individualized instruction within the classroom expressed the opinion that students should not be segregated from each other - that they need contact with other groups of children, to fulfill their social needs and the need to share experiences. Some felt that a special school would focus undue attention on certain pupils and thus create certain problems. Many felt that the lack of adequate transportation and the distances involved would make a regional school unfeasible.

Some principals remarked that either or both a regional school and individualized instruction would be desirable. They expressed a variety of reasons. Some felt that any help in the education of the gifted would be better than none. Some expressed a fear that the difficulties in transportation would prohibit some gifted students from taking advantage of a regional school, and thus individualized instruction would be helpful to them. The opinion was also expressed that a combination of both the regional school and individualized instruction could provide good follow-up of enrichment activities.

As shown by the response to questions 4 to 6 (TABLE I), few principals believed that the needs of the gifted child are already being met in the classroom (Region II: 2 or 1.9%; other regions: 3 or 5.2%). All principals apparently believed in special treatment for the gifted, and only one principal expressed the belief that gifted children do not need extra help. Therefore, the consensus of opinion was that gifted children needed and deserved extra help and that their needs were not currently being met in West Virginia.

In question 7, 12 or 17.6% of Group I principals reported that they had no gifted children in their schools, while those of Groups II and III reported 1 or 4.4% and 0 or 0.0% respectively ( $x = 6.3$ ,  $df = 2$ ,  $p < .05$ ). Since no referrals were made by Group I, one may have expected a higher number of this group to report they had no gifted children. However, apparently 32.4% of these principals did have gifted students in their schools. Since the attitudes of the three groups indicated by the questionnaire showed no significant differences in all other respects, one may conclude that the questionnaire failed to discover why those principals with gifted children did not recommend them. No significant difference was found in the number of principals who said they had no gifted children in their schools in the region (13 or 12%) and outside the region (4 or 6.9%). These appear to be more realistic figures than the one obtained in 1970 by the nationwide survey conducted by the U.S. Office of Education where 57.5% of the school administrators stated they had no gifted children in their schools.

Those expressing a desire for a teacher or principal inservice program on the gifted child (question 8) included Groups I (36 or 52.9%), II (16 or 69.6%), and III (11 or 64.7%). However, there was no significant difference among the responses made by the three groups. Collectively 63 or 58.3% of the principals of Region II desired an inservice program as compared with 23 or 39.7% of the principals from other regions. The beginning of a federal project in 1973 for the gifted child in Region II (Project Talented and Gifted) may well have spurred both an interest and a need for knowledge in the identification and education of the gifted child in the principals of that region. It appeared that about half of the principals of West Virginia felt the need for inservice programs on the gifted, a need that has been recognized by experts on the gifted at the national level.

In summary, the data indicate that principals of West Virginia definitely believe that gifted students need special help in some areas. However, they do not believe that the same special help should be provided in all areas. They do believe that the same special help should be provided to gifted students in a regional school. Those desiring a regional school are divided about equality in schools. They prefer a percentage on a scale of 100% for the gifted. The principal's response to a request for information regarding the gifted child was varied. Some argued that they were glad the state attention was now being placed on the education of the gifted child.

It was heartening to note that the principals of West Virginia indicated positive attitudes toward the education of the gifted, although they differed in their desired approaches. With the enactment of the West Virginia law that provides for the needs of these children beginning July 1, 1974, some of these desires and needs for gifted child education will begin to be realized in that state.

It was originally intended that this study would determine the reasons why 70% of the principals in Region II failed to refer students to Project Talented and Gifted. Since the attitudes of these principals as measured by this study did not significantly differ from the attitudes of principals referring students and since the majority of them apparently have gifted students, the questionnaire failed to serve its original purpose. Further research would be necessary to determine why these principals did not refer students. Possible reasons for the lack of referrals may include difficulties in transportation, lack of understanding of the nature of Project T.A.G., parental and community attitudes and pressures, and the project's failure to motivate the principals sufficiently.



TABLE I  
 Number and Percent of Positive Responses to  
 Questionnaire on Attitudes of Principals Toward Gifted  
 (60.9% Questionnaires Returned)

	Number and Percent of Positive Responses				
	Group I (n = 68)	Group II (n = 23)	Group III (n = 17)	Combined (Region II) (n = 108)	Rest of W. Va. (n = 68)
1. Prefer full-time regional school for gifted.	21 30.9%	5 21.7%	4 23.5%	30 27.8%	14 20.2%
2. Prefer part-time regional school.	21 30.9%	9 39.1%	4 23.5%	34 31.5%	12 17.6%
3. Prefer assistance in giving individualized instruction within regular school.	41 60.3%	13 56.5%	11 64.7%	65 60.2%	34 50.0%
4. believe needs of gifted child already met in classroom.	2 2.9%	0 0.0%	0 0.0%	2 1.9%	3 4.4%
5. Do not believe in special treatment for gifted.	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
6. Believe gifted child does not need extra help.	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.5%
7. Have no gifted children in their school.	12* 17.6%	1* 4.4%	0* 0.0%	13 12.0%	4 5.9%
8. Desire inservice program on gifted child.	36 52.9%	16 69.6%	11 64.7%	63* 58.3%	23* 33.7%

NOTE: Group I - Region II principals that submitted no referrals to Project Talented and Gifted.  
Group II-Region II principals that submitted initial referrals.  
Group III-Region II principals that submitted referrals after two letters and personal contact.

NOTE: Chi-square test of significance with df=2 was used.  
 \*Significant at the .05 level.

NOTE: Chi-square test of significance with df=1 was used.  
 \*Significant at the .05 level.

TABLE II

Survey on Type of Instruction Desired by Principals  
for Gifted Students

	Number and Percent of Informative Responses	
	(n = 103)	(n = 58)
Prefer regional school only	34 34.3%	22 37.9%
Prefer acceptance in individualized instruction only	43 39.8%	24 41.4%
Prefer either or both of the above	22 20.4%	8 13.6%

NOTE: Chi-square test of significance with  $df=1$  was used.

\* $p < .05$

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## ADDENDUM

The study entitled "Attitudes of West Virginia Principals Toward the Education of the Gifted Child" was completed while questionnaires were still being returned. This was done in order to provide data for presentation at the national convention of the National Association for Gifted Students.

Following the convention, the additional seventeen returns were analyzed and added to those found in Table I. The final data was entered into Table III. This data was obtained from 183 principals, representing 66.7% of the number questioned. There were no significant changes in the responses tabulated in the final study as compared with those from the preliminary study.

TABLE III  
 Number and Percent of Positive Responses to  
 Questionnaire on Attitudes of Principals Toward Gifted  
 (66.7% Questionnaires Returned)

	Number and Percent of Positive Responses				
	Group I (n = 78)	Group II (n = 27)	Group III (n = 18)	Combined (Region II) (n = 123)	Rest of W. Va. (n = 60)
1. Prefer full-time regional school for gifted.	23 29.5%	6 22.2%	5 27.8%	34 27.6%	14 23.3%
2. Prefer part-time regional school.	25 32.1%	11 40.7%	4 22.2%	40 32.5%	20 33.3%
3. Prefer assistance in giving individualized instruction within regular school.	45 57.7%	14 51.9%	12 66.7%	71 57.7%	35 58.3%
4. Believe needs of gifted child already met in classroom.	3 3.8%	0 0.0%	0 0.0%	3 2.4%	3 5.0%
5. Do not believe in special treatment for gifted.	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
6. Believe gifted child does not need extra help.	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.7%
7. Have no gifted children in their schools.	12* 15.4%	1* 3.7%	0* 0.0%	13 10.6%	4 6.7%
8. Desire inservice program on gifted child.	40 51.3%	18 66.7%	11 61.1%	69* 56.1%	24* 40.0%

NOTE: Group I - Region II principals that submitted no referrals to Project Talented and Gifted.  
Group II-Region II principals that submitted initial referrals.  
Group III-Region II principals that submitted referrals after two letters and personal contact.

NOTE: Chi-square test of significance with df=2 was used.

\*Significant at the .05 level.

NOTE; Chi-square test of significance with df=1 was used.

\*Significant at the .05 level.

## APPENDIX B

### WHY DON'T CHILDREN COME

Patrick H. Noble

#### Region II PAGE Center of West Virginia

Project Talented and Gifted is an NSF Title III Project that was funded in 1973 for a three year period. The purpose of the project were to develop a model for the identification of talented and gifted children, to develop model programs to be used with talented and gifted children, and to develop a model for a regional school for the talented and gifted during the final year of the project.

After development of the identification model, several hundred children who had been referred to the project by their school principals were screened through the use of the model. After the screening process was completed, experimental and control groups of 90 children each were set up and actual work with the children was ready to begin.

The members of the experimental group were allowed to attend sessions that were conducted on various Saturdays during the school year, sessions conducted during the summer, and sessions conducted on one day every two weeks when they were to be allowed release time from school in order to attend. The members of the control group were invited to attend two large group activities such as concerts or plays during each year of the project. In addition to the activities already mentioned, members of both the experimental and control groups were periodically retested and attempts were made to compare the results of the two groups.

### STATEMENT OF THE PROBLEM

Project TAG has relied on the voluntary attendance of members of the experimental group during the sessions that have been conducted. No grades or credit have been given and no penalties have been assessed for absences. This has had no effect on attendance for Saturday sessions, which has always been good, but attendance for the weekday sessions has not been as good as was expected.

At the conclusion of the second year of the project the number of children in the experimental group had been reduced to seventy-one due to children moving out of the region. Before the first sessions of the third year of the project the number had been reduced to sixty-five due to more children leaving the region. At the first weekday session the third year of the project there were twenty-four children in attendance out of the possible sixty-five.

Since the variable involved in this experiment was the experiences that the children had while involved in Project TAG, it was essential that we found the reasons for non-attendance and that we tried to eliminate the reasons. If non-attendance continued to be a problem, then the validity of the experiment could have been seriously threatened. Because of this, it was decided that we needed to find out why the children in the experimental group were not attending the weekday sessions and that we could hopefully eliminate some of the problems and increase the attendance.

### INSTRUMENT USED

Since there was no standard instrument available that would provide the desired information, a questionnaire was developed and mailed to the

(2)

forty-one children who had failed to attend the first weekday session of the third year of the project. A copy of the questionnaire may be found at the conclusion of this paper.

#### RESULTS OF THE QUESTIONNAIRE

Of the forty-one questionnaires that were mailed, twenty-six were returned to us with responses marked, one was returned with no responses marked, and fourteen were not returned at all. From the group of fourteen children who did not return the questionnaire, nine children began attending weekday sessions on the next scheduled meeting date. Six of the twenty-six children who responded to the questionnaire indicated that they did plan to attend the weekday sessions in the future. This brought the total number of children who were active in the weekday sessions to thirty-nine which meant that sixty percent of the children in the experimental group were attending the weekday sessions.

Of the nineteen responses that indicated that the child would not be attending weekday sessions, a variety of reasons for non-attendance was indicated. Eight children (42%) of those responding indicated that they would not be attending because of conflicts with school activities. Seven children (37%) of those responding indicated that they would not be attending because they preferred to attend classes at school. Four children (26%) of those responding indicated that they would not be attending because teachers resented their being excused to attend classes at the PACE Center. Eight children (42%) of those responding indicated that they would not be attending because of transportation difficulties. Four children (26%) of those responding indicated that they would not be attending because of problems in making up work that was missed while attending classes at the PACE Center. Fourteen children (74%) of those responding checked more than one reason for

their decision to not attend the weekday sessions and no attempt has been made to tabulate the various combinations of responses that were received.

#### ANALYSIS OF THE RESULTS

From the results of the questionnaire it was apparent that the two major reasons for the children failing to attend the weekday sessions were conflict with school activities and transportation difficulties, followed in importance by the preference of some of the children to attend regular classes at school and then followed by teacher resentment of the childrens' being excused from school to attend sessions at PACE and the problem of children having difficulty in making up work missed while attending classes at PACE.

#### ATTEMPTS TO RESOLVE PROBLEMS

To solve the problem of conflict with school activities, an attempt was made to change the weekday sessions from Wednesday to another day during the week when there might be less conflict with activities at the children's home schools. After a staff meeting and after conferring with the PACE Board of Directors, it was decided that changing the day of the weekday sessions would create more new problems than would be solved by such a move and the weekday sessions were allowed to continue as scheduled, on Wednesdays.

Attempts were made to solve the problem of transportation difficulties by contacting the parents of the children and trying to establish car pools and by contacting the different county superintendents and trying to arrange transportation that would be funded by each county. Due to the low density of children within our region who were experiencing transportation difficulty, neither of our attempts to solve this problem was successful.

Throughout the three years of the project we have tried to make the sessions as stimulating and as enjoyable as possible. This was done to insure that the children would prefer sessions at the PACE Center instead of preferring classes at school. Since some of the children still expressed a preference for classes at school, it was decided in a staff meeting that we would make no further attempts to convince these children to attend sessions here.

To solve the problems of teacher resentment and difficulty in making up work missed while the children were attending sessions at the PACE Center several attempts were made to improve our relations with the teachers in the region. Teachers were invited to observe sessions at the PACE Center, they were invited to attend different workshops and in-service programs, they were invited to an open house, they were invited to teach some of the sessions, and they were regularly provided with a newsletter that kept them informed of the things that we were doing with the children. All that these efforts accomplished was to cause the teachers who were in favor of Project TAG to become more in favor of it and to cause the teachers who resented Project TAG to make it even more difficult on the children.

#### ADDITIONAL INFORMATION RELATING TO THE PROBLEM

From a personal conversation that one of our coordinators had with Dr. Dorothy Sisk, Coordinator of Teacher-Training for Gifted Education at the University of South Florida in Tampa, it was discovered that their program for talented and gifted was also experiencing problems with the attendance of children. Attendance at their program was also voluntary and some of their problems were similar to our problems. No follow-up investigation was conducted to determine exactly what problems they faced and what attempts were made to solve them.

## IMPLICATIONS FOR THE FUTURE

From the results of this study several points that are worthy of consideration by others who might be involved in developing programs for the gifted and talented have been discovered. Some of these points relate to programs similar to Project TAG and some of these points relate to any program for the gifted and talented.

One of the major points is that of public relations. It is essential that the children involved, their parents, their teachers, their school administrators, and the general public must be kept informed of what is taking place and must be provided with the opportunities to become familiar with the goals of the program. They must also be provided with opportunities to have input into the program itself in terms of developing goals, etc. If an effective public relations program is developed and implemented, many of the other problems will be solved before they have a chance to begin.

If the program is to be extra-curricular in nature, careful consideration must be given to the dates and times chosen to work with the children in order to create as little conflict as possible with school related activities.

In an extra-curricular program, if the children were permitted to earn either grades or credit that would have value within their own schools, the attendance would be better.

The size of the region being served through the use of an extra-curricular program must be carefully considered. If the region is too large and the children in the program are widely dispersed, there will almost certainly be problems with transportation of the children to and from the center.

Perhaps the most important consideration is that of what type of program is desired. Would it be better to utilize a program which relies on a center that serves more than one school, would it be better to have a



program that serves each school by having a special teacher at each school who has been specially trained to work with the talented and gifted students of that school on an individual or small-group basis? Each of these possibilities, as well as others, is worthy of careful consideration by anyone who is involved in developing a program for talented and gifted children. If the region is studied wisely and if the proper choices are made at the inception of the program, then the problem of attendance as well as many of the other problems that might be encountered can be avoided.



# PROJECT TALENTED AND GIFTED

A PACE PROJECT ESEA - TITLE III

1899 JAMES RIVER TURNPIKE - HUNTINGTON, WEST VIRGINIA 25701

Lewis M. Wilcox  
Director  
Telephone 304 -429 -5548

TO: Group II Experimental Group Project Talented and Gifted  
FROM: PACE Staff  
DATE: September 12, 1975  
SUBJECT: Wednesday Sessions

Dear TAG Student:

We note that you did not attend the first scheduled Wednesday session at the PACE Center. We need to know if you plan to attend future Wednesday sessions here so that we may plan our program accordingly.

Listed below are a series of statements concerning attendance at the Wednesday sessions. Please check the appropriate spaces, sign, and return this letter to us in the self-addressed stamped envelope. Thanks for your cooperation in this matter.

- A. I plan to attend future Wednesday sessions. \_\_\_\_\_  
B. I do not plan to attend the Wednesday sessions. \_\_\_\_\_

REASONS FOR NOT ATTENDING WEDNESDAY SESSIONS:

1. Conflict with school activities. \_\_\_\_\_
2. Prefer to attend classes at school. \_\_\_\_\_
3. Teachers resent my being excused to attend classes at the PACE Center. \_\_\_\_\_
4. Transportation difficulty. \_\_\_\_\_
5. Problem with making up work missed while attending classes at the PACE Center. \_\_\_\_\_

YOUR NAME \_\_\_\_\_

APPENDIX

PROJECT NAME: \_\_\_\_\_ SHEET NO: \_\_\_\_\_ DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

1. Describe the kind of work you did and how you interacted with students.

2. What amount of planning time did this entail?

3. Comment briefly on the response of the students to this work.

4. What achievements or student growth (if any) followed?

5. How adequate was the Project as a means of commitment to this work?

6. To what extent have you found your role and function as facilitator and resource person satisfying?

7. Other observations:

8. Recommendations:

APPENDIX 5

COORDINATOR EVALUATION QUESTIONNAIRE

- I. Program Development & Execution.
- II. Progress Made by Children of the Experimental Group
- III. The School System: Its Relationship and Support
- IV. Parents: Their Role and Support
- V. Resource People
- VI. Materials and Equipment
- VII. Work of Coordinators Outside the Center
- VIII. Staffing
- IX. On-Going Development of the Coordinator
- X. Recommendations

APPENDIX 6  
STUDENT OR PARENT OBSERVATION INVENTORY

Your Name \_\_\_\_\_ Date \_\_\_\_\_  
                   Last                                  first                                  middle

A list of statements is given to you below relative to your or your child's participation in Project Talented and Gifted. Please read the statements carefully and decide if they are applicable to you. If a statement is applicable to you show this by placing a check mark (✓) in the first square, if you are not sure it is applicable place a check mark in the second square, and if it is not applicable place a check mark in the third square.

Statement	Yes	Unsure	No	Comments
As a result of participating in the programs of Project Talented and Gifted, I have shown:				
1. <u>Increased motivation toward learning.</u>				
2. <u>Improvement in study habits.</u>				
3. <u>Improvement in school grades.</u>				
4. <u>Increased interest in hobbies.</u>				
5. <u>A wider range of interests.</u>				
6. <u>Increased ability to carry out projects to their completion.</u>				
7. <u>Increased ability to find solutions to problems.</u>				
8. <u>Increased ability to come up with many possible solutions to problems before making decisions.</u>				
9. <u>Increased ability to make good decisions regarding the course of action to be taken to solve a problem.</u>		<b>298</b>		

Statement	Yes	Unsure	No	Comments
6. Improvement of reasoning ability.				
7. Greater originality in creative work.				
8. Development of special talents.				
9. Improvement in library skills.				
10. Increased ability to get along with peers (classmates and friends).				
11. Increased ability to get along with teachers.				
12. Improvement in self-concept.				
13. Increased self-confidence.				
14. Increased ability to perform or speak before a group.				
15. Greater skill in coping with personal problems.				
16. Development of leadership ability.				

COMMENTS: