

## **Written Education Plan (WEP) For Gifted Students in Ohio**

### **Modifications Checksheet Introduction**

The purpose of this document is to provide a worksheet by which a general education teacher can begin to understand the specific needs of the gifted students in the class. The form is completed by a Gifted Intervention Specialist or Gifted Coordinator and shared with all teachers responsible for educating gifted students. This checksheet should be used as a support tool to provide general guidance. However, pre-assessment should be used with all students to guide compacting and differentiation of individual units, lessons, and activities.

The list on the worksheet is in no way exhaustive. The purpose of the document is to give you a starting place from which to begin. The document is modifiable; feel free to add or delete from the lists so the form more readily fits the need of the district.

The intent of this document is to provide a snapshot view of the instructional strategies appropriate for a gifted student. It is up to the gifted personnel who complete the form to provide definition and guidance to the teachers implementing the strategies. We hope that it opens the door to conversations on how to meet the needs of gifted students – every day, all day.

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## Modifications for Gifted Students

**Student:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Regular Education Teacher:** \_\_\_\_\_

**Room:** \_\_\_\_\_

**Person Completing this Form:** \_\_\_\_\_

**Room:** \_\_\_\_\_

### Student Area of Gifted Identification

Superior Cognitive Ability       Creative Thinking Ability

Specific Academic Ability:    Reading/Writing/Combination    Mathematics    Science    Social Studies

Visual Performing Arts:    Drama    Dance    Music    Visual Arts

*“Gifted and talented students need differentiated curriculum and instruction and support services in order to fully develop their cognitive, academic, creative and artistic abilities or to excel in a specific content area, including opportunities to exceed grade level academic indicators and benchmarks.” Ohio Administrative Code 3301-51-15 (D)*

The above-named student would benefit from inclusion of the following instructions strategies or targeted skill building activities:

#### General Considerations:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Curriculum Compacting     | <input type="checkbox"/> Acceleration      | <input type="checkbox"/> Advanced Content              |
| <input type="checkbox"/> Tiered Assignments        | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Problem Based Learning        |
| <input type="checkbox"/> In-depth study of a topic | <input type="checkbox"/> Open-ended tasks  | <input type="checkbox"/> Different product development |

Grouping based on:       Ability       Learning Style       Interest  
Expression style:       Written       Oral       Artistic

#### Targeted Skills to include in the curriculum:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Higher Order Thinking | <input type="checkbox"/> Socratic Inquiry  | <input type="checkbox"/> Logical Reasoning |
| <input type="checkbox"/> Critical Thinking     | <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Metacognition     |
| <input type="checkbox"/> Decision Making       | <input type="checkbox"/> Research Skills   | <input type="checkbox"/> Problem Solving   |

#### Other Consideration:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Career Planning    | <input type="checkbox"/> Guidance             | <input type="checkbox"/> Mentorships         |
| <input type="checkbox"/> Internships        | <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Educational Options |
| <input type="checkbox"/> Advanced Placement |   |  |