



# ADVANCED PROGRAMS

Advanced Programs at the elementary level at HSD are designed to meet the academic and curricular needs of students scoring in the top 5% on multiple assessments and inventories.

We want to employ a broad-based and balanced assessment criteria to avoid missing learners who could benefit from Advanced programming.

This is in alignment with the guidelines established by NAGC for an equity-based identification process.

The initial screen for Tiger Reserve/Tiger Trek starts with a minimum score on a referral from a parent and/or a classroom teacher, a BAS score one year above grade level or MAPS achievement scores averaging 95%. If two prerequisite criteria fall on our matrix for identification, then additional screening assessments will be completed. This will include a MAPS Math and Reading Achievement Test, an abilities test (CogAT), and a reading level score. Identified TAG students can then elect Tiger Trek (enrichment lessons every-other-week), or Tiger Reserve (a full-time academic acceleration program at Adventure).

Parents can refer their child by completing the forms below and sending them to [laurie.wenger@k12.sd.us](mailto:laurie.wenger@k12.sd.us) or to [jessica.krueger@k12.sd.us](mailto:jessica.krueger@k12.sd.us)



**The due dates for teacher/parent referrals for assessment/screening are listed below:**  
Grades 1-4: November 1 | January 14  
Kindergartners will only be assessed if the principal supports the need for early assessment.

## Parent Inventory for Finding Potential (PIP)

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Child: \_\_\_\_\_ Parent(s) Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Date: \_\_\_\_\_

*Please indicate how often you observe the following behaviors in your child.  
Check the box that indicates your response.*

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. <b>Reflective</b> – when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <b>Connective</b> – makes connections with what is already known or tries to apply new information to other contexts				
3. <b>Focused</b> - stays attentive and alert when new or complex information is given; long attention span				
4. <b>Retentive</b> – remembers information in vast quantities easily				
5. <b>Enjoys School</b> – loves attending school and even “plays” school at home				
6. <b>Enthusiastic</b> – enters into most activities with eagerness				
7. <b>Sensitive to Problems</b> – ready to question or change situations, see inconsistencies, suggest improvements				
8. <b>Abstract Thinker</b> – makes generalizations and draws conclusions that summarize complex information easily				
9. <b>Persistent in Own Interests</b> – tries to follow through on self-initiated work				
10. <b>Curious</b> – pursues interest to satisfy own curiosity; wants to know why and how				

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
11. <b>Perceptive</b> – is alert, observant beyond years				
12. <b>Aesthetically Responsive</b> – responds to beauty in arts and nature				
13. <b>Independent Thinker</b> – follows own idea, rather than others'				
14. <b>Sensitive to Others</b> – easily understands how others feel or think; easily hurt by others' negative actions				
15. <b>Independence</b> – uses own set of values to dictate behavior; concerned with free expression of own ideas				
16. <b>Sensitive to Ideas, Stories</b> – upset with sad, negative, hurtful events related through some form of communication				
17. <b>Independent in Action</b> – plans, organizes activities; evaluates results				
18. <b>Processing Speed</b> – learns new information easily; recalls rote information rapidly				
19. <b>Verbal</b> – learned to speak and read considerably earlier than age mates; uses extensive vocabulary				
20. <b>Fair</b> – looks out for welfare of others; compassionate; concerned with justice and fairness				
21. <b>Sense of Humor</b> – can laugh at self; enjoys lighter moments; sensitive to hidden meanings, puns				
22. <b>Self-Acceptance</b> – understands, accepts own feelings, thoughts, and how best to learn; views self realistically				
23. <b>Intense</b> – highly motivated and skilled in a specific subject area or domain				
24. <b>Self-Critical</b> – mistrusts own ability; lower self-concept than age mates; hard on self in self evaluation				
25. <b>Achievement Need</b> – Strong drive to be “the best,” be recognized as expert, master domain of knowledge or set of skills				

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
26. <b>Persistent in Assigned Tasks</b> – concerned with completion and follow through when given a task to do				
27. <b>Elaborative</b> – concerned with detail, complexity; involved with implications of situation				
28. <b>Dominant</b> – asserts self with influence in group situations				
29. <b>Uneven</b> – is not balanced in skills and abilities; very good in some things but not everything				
30. <b>Flexible</b> – approaches ideas from a number of perspectives; is adaptable				
31. <b>Structurer</b> – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
32. <b>Risk-Taker</b> – takes mental, emotional, and physical risks easily				
33. <b>Tolerant of Ambiguity</b> – comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve				
34. <b>Confident</b> – feels can produce at will; positive about own abilities				
35. <b>Inner Locus of Control</b> – attributes success and failure to own efforts and ability				
36. <b>Fluent</b> – produces large number of ideas easily				
37. <b>Original</b> – uses original methods; creates unusual, unique products				

Behavior or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
38. <b>Imaginative</b> – freely responds to ideas, producing mental images, fanciful insights				
39. <b>Physically Expressive</b> – enjoys physical activities as means for self-expression				
40. <b>Energy Level</b> – has available pep and vigor for carrying on most activities				
41. <b>Task Analytic</b> – breaks down tasks into sequential steps through backwards planning				
42. <b>Global Scanner</b> – scans complex information quickly to pick out important items				
43. <b>Perceptual Perspective Taker</b> – can orient self and figures in space easily				
44. <b>Popular</b> – others enjoy and want to be with this person				
45. <b>Accepting of Others</b> – relates to others with genuine interest, concern; seeks out others, is warm				
46. <b>Physically Able</b> – is coordinated, agile; participates well in organized games				
47. <b>Socially Mature</b> – able to work with others; can give and take; sensitive to others' wants				
48. <b>Happy</b> – cheerful; has satisfied look on face most of the time				
49. <b>Emotionally Controlled</b> – expressed and displays emotions appropriately				
50. <b>Stable</b> – can cope with normal frustrations of living; adjusts easily to change				
51. <b>Associative</b> – finds similarities, differences between cognitive, verbal, and visual pairs easily				

Return forms to [Jessica.Krueger@k12.sd.us](mailto:Jessica.Krueger@k12.sd.us)



## Harrisburg School District

200 E Willow Street P.O. Box 306  
Harrisburg, South Dakota 57032  
Telephone (605)-743-2909 Fax (605)-743-2569

### Tiger Reserve/Tiger Trek Request/Permission for Assessment

Date Request Submitted: \_\_\_\_\_

Student Name: \_\_\_\_\_

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

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

\_\_\_\_\_ Yes, I have attached the parent inventory/checklist.

Parent Name(s): \_\_\_\_\_

Phone Number: \_\_\_\_\_

Parent Email: \_\_\_\_\_

If my child meets initial indicators for completion of the Advanced Program assessment process, I give Harrisburg School District permission to conduct the additional assessments.

Parent Signature \_\_\_\_\_