

**Products are not necessary to nominate a student. If a student has completed one in the past that fits the categories below, you may include one.**

<b>PRODUCT</b>	<b>Examples of EXPLANATION</b>	<b>Products</b>	<b>PURPOSE</b>
<b>Art</b>	Art pieces should include the child's natural's creative explorations and interpretations (rather than crafts).		Art reflects developmental levels, interests, graphic talents, abstract thinking, and creativity.
<b>Audio tapes</b>	Tape the child's explanation of advanced concepts, philosophical viewpoints, musical creations, problem solutions, and ideas.		Audio tapes verify vocabulary, fluency, creativity, high-order thinking, and concept depth.
<b>Computer</b>	Document computer skills through applications of more sophisticated software and programs created by the child.		Computer-generated products indicate computer literacy, analysis, content-related academic skills, and applied concepts.
<b>Dictations</b>	Write your child's dictated explanation of a product or process. Prompt these dictations with statements such as: "Tell me how you did that."		Dictations increase adults' understanding of the why and how of what children do. It may indicate advanced vocabulary, high-level thinking, fluency, and content depth.
<b>Graphs or Charts</b>	Some children produce graphs or charts to represent relationships, formulate problems, illustrate math solutions, and demonstrate the results of independent investigations.		Graphs or charts demonstrated specific skills or concepts applied in the task, high-level thinking, data recording strategies, and organizational skills.
<b>Photographs</b>	Photograph your child's math patterns, creative projects, dioramas, sculptures, constructions, experiments, models, or organizational systems.		Photographs represent three-dimensional products. They provide a record when no paper product is feasible.
<b>Reading level</b>	Provide one or two examples of books or printed material your child reads independently (not material your child has memorized). Include your child's reflection of the book to demonstrate analysis skills.		All children do not read and interpret advanced-level materials. However, since advanced learning opportunities often require reading independence, educators are interested in students' reading levels.
<b>Research</b>	Gifted students usually have information and expertise beyond the age-level expectations in one or more areas. Share examples of the independent studies pursued by your child.		Research products reveal specific interests, synthesis, content depth, and complexity of learners.
<b>CD's</b>	CD's are wonderful ways to document performing arts and your child's learning process. They are less applicable to substantiate academic skill development due to the equipment and time necessary to show the CD.		A "CD" presents a significant visual record and integration of skills and behaviors. When recording group interactions, a CD can demonstrate interpersonal and leadership skills.
<b>Written products</b>	Provide examples of original works written by the child including stories, reports, scientific observations, poems, or reflections.		Written products may demonstrate advanced language, thinking, organization, meaning construction, concept depth, and complexity.

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Kingore, B. (2001) The Kingore Observation Inventory (KOI). 2<sup>nd</sup> ed. Austin: Professional Associates Publishing.*