

Quest Resource 2019-2020

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Beliefs and Expectations for Success:

- Gifted students have unique educational and affective needs that change over time.
- Actively develop the skills to be a resourceful self-directed learner and a self-advocate in the classroom.
- Gifted students actively develop intellectual ability, a positive self-concept, and areas of talent.
- Asking for help and guidance is a sign of maturity, not weakness. Communicate your needs.

What is Quest?

Quest is a resource elective for gifted students. It provides continuity and a central focus for gifted adolescents to meet unique academic and affective needs. This may include individualized in-depth study on self-selected or teacher directed topics, exploration in career education, participation in affective activities, and development of thinking, research, and presentation skills. Activities are based on the research and Recommendations for Gifted and Talented Learners by Feldhusen and Robinson-Wyman, 1980)

What Can I Do?

This is a time for you to develop interest-based projects, learn a new skill, develop a passion area, enhance your classroom experiences, enter a competition, prepare for your future, or work with other gifted students in a safe environment. Students may also choose one day per week to work on homework or classwork unrelated to Quest.

Grading Policies and Procedures:

The grading procedures described below are in place to support students in developing their interests, thinking skills, and abilities. Weekly grades (progress and reflection) as well as individual quarterly grades will be assessed using student and teacher-created rubrics. As Quest is designed to meet student needs, grading policies are subject to change if teacher and student feel it appropriate at any time.

- **Affective Development (25%):** Students are expected to actively participation in a weekly teacher-directed lesson. Lesson content is based on general gifted research or individualized student need. Students will receive a weekly score (50% reflection, 50% participation).
- **Independent Focus (50%):** All students will set weekly task-completion goals related to their IEP goals. Students are expected to make progress each week towards their IEP goals and set new goals when appropriate. This is a weekly score (50% task goals, 50% active progress). Students will complete a digital weekly progress tracker to communicate goals and progress.
- **Student Production (25%):** Students will be assessed on actual production. Consider final products related to IEP goals, independent or creative learning, project management, and/or reflection on developed skills. Students will also participate in developing different types of advanced research skills. Assignments, assessments and presentations related to advanced research skill development will be included in Student Production.
- **Semester Mid-Term and Final:** Because Quest is an individually focused class, your final may also be designed with an individual focus in mind. Your final assessments for mid-term and semester will be part of reflection and student production or independent focus, depending on the task assigned.