

Screening & Identification Process



Gifted Services: Areas of Identification

- Specific Academic Aptitude (Grades K-12)
 - English
 - Mathematics
 - Science
 - Social Studies
- Visual or Performing Arts (Grades 3-12)
 - Visual Art
 - General Music

Screening for Gifted Services

Step 1: Referral

- Each year, the total population is screened by school staff to create a pool of candidates based on students' need for gifted services.
- Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, or other students until April 1st of the current school year



Gifted Services Referral Form



Parents/Guardians complete this form to begin the Gifted Services eligibility process.

Please print clearly or responses may be typed on this form.

Student's Last Name	First Name	School
Grade Level		Classroom Teacher's Name
Who is referring this student for gifted services? <input type="checkbox"/> School Referral <input type="checkbox"/> Parent/Community Referral <input type="checkbox"/> Student Referral <input type="checkbox"/> Automatic Referral		Date of Referral _____ Signature of Referral Source (N/A if automatic referral) _____

In my judgment, the student has abilities, talents, and potential for accomplishment that require special provisions to meet her/his educational needs in the following area(s):

Specific Academic Aptitude Areas: English, Mathematics, Science, or Social Studies
(Students in grades K-12 with specific aptitudes in selected areas: mathematics, English, social studies, and/or science) as demonstrated by advanced skills, concepts, and creative expression.)

Visual or Performing Arts Aptitude Areas: Visual Art
(Students in grades 3-12 with specific aptitudes in selected visual arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in art.)

Visual or Performing Arts Aptitude Areas: General Music
(Students in grades 3-12 with specific aptitudes in selected performing arts in music as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in music.)

All referrals must be submitted to the school principal or Resource Teacher for the Gifted (RTG) no later than April 1 of the current school year. Referrals received after April 1 will be considered in the next school year.

For additional information please visit the APS Gifted Services webpage: www.apsva.us/gifted-services/eligibility/.



DATE: _____

Dear Parent/Guardian of _____,

Your child has been referred for gifted services in the following areas:]

Specific Academic Aptitudes: English, Math, Science, and Social Studies

In determining a student's eligibility to receive gifted services in Arlington Public Schools, multiple criteria are used including the following:

- School-Based performance data including student work samples, county-wide assessments, SOL scores and grades
- Nationally-Normed testing data
- observable gifted behaviors
- Parent information

Please sign the enclosed *Acknowledgment of Notification Form* so that school staff may begin to assess your child's eligibility to receive differentiated services beyond those provided by the regular instructional program.

In addition, please complete the enclosed *Parent Information Sheet* and return both forms to _____, *Resource Teacher for the Gifted*, at _____ within 10 calendar days. Failure to return a signed *Acknowledgement of Notification Form* will terminate the eligibility process.

You will be notified of the results of the eligibility process within 90 days of receipt of the *Acknowledgement of Notification Form*. If you have any questions regarding this process, please feel free to contact me at any time at email@apsva.us.

Sincerely,

Principal _____



I have been notified that my child, _____, will be evaluated for gifted services in Arlington Public Schools.

I give permission for the school to collect data, which will be used to assess my child's eligibility to receive gifted services.

Parent/Guardian Signature

Date

- Return this form to the resource teacher for the gifted at your child's school within 10 calendar days to initiate the eligibility process.
- If this form is not signed and returned within 30 calendar days, no further action will be taken to consider your child's eligibility.



Screening for Gifted Services

Step 2: The Portfolio

- Once a student is referred for services, the RTG works with and supports teachers in creating a portfolio with four main components for a holistic case study approach.
 1. Nationally-Normed Assessments
 2. School-based Achievement
 3. Student Behavior / Characteristics
 4. Demonstrated Performance

1. Nationally-Normed Assessments

- Your APS middle school student has taken...
 - Grade 1 - Naglieri Nonverbal Ability Test (NNAT)
 - Grade 2 & 4 - Cognitive Abilities Test (CogAT)
 - SAS of 120 = Automatic Referral
- Other Test Scores may be used, such as...
 - Ability tests like the WISC (parent provided) , Kaufman-Brief Intelligence Test (KBIT) (K referrals), etc.
- In April, we will administer that CogAT screener test to all 6th, 7th, and 8th grade students who DO NOT have a CogAT score on file

2. School-based Achievement

- County Level -
SOLs and other available achievement data
- School Level -
Ongoing formative and summative assessments
- Individual Level -
Honors or distinctions

3. Student Behaviors/Characteristics

- Local screening committee completes a Gifted Behavior Commentary Form (GBC)
 - Documents gifted characteristics / behaviors observed in a variety of settings across four categories
 1. Exceptional Ability to Learn
 2. Exceptional Application of Knowledge
 3. Exceptional Analytical / Creative / Productive Thinking
 4. Exceptional Motivation to Succeed

Exceptional Ability to Learn Commentary

Behaviors Observed

Extraordinary ability to retain new information in long-term memory with little obvious effort, for example...

Remarkable ability to focus on a task (concentration), for example ...

Uses advanced vocabulary*, as evidenced in ...

Has a craving for content that is new and different*, for example...

Is an avid reader*, preferring...

Is acquiring language at a rapid pace, as evidenced by...

Readily completes assignments with quality thinking, and then...

Often already knows about* _____ before being taught in class.

Is presently working significantly above grade level in...

Quickly comprehends _____ as shown by...

Learns easily with a minimum amount of practice, for example...

Explores beyond grade level content information* about...

Learns signs and symbols of new culture easily as evidenced by...

Gets the answer/ makes connections regarding _____ without necessarily being able to explain how.

When describing the student's ability to learn, I would say s/he is Exemplary, Proficient, Developing, or Emergent.

*Can be demonstrated in other language as well

Exceptional Application of Knowledge Commentary

Behaviors Observed

Able to focus on what the "real" or important crux of a situation is, understands how to sort relevant from irrelevant information in finding the real problem, for example ...

Communicates effectively in English and _____ (foreign language)

Links new concepts with personal knowledge, for example...

Products are completed with thought and effort, for example...

Shows he/she has thought about a topic from class in much greater depth and detail as demonstrated by...

Researched/interviewed _____ to find out more about _____ and then...

Utilized a variety of resources to...

Products display an in-depth knowledge in ...

In discussions, s/he considers different points of view/listens attentively to others' views, then evaluates and...

Problem solver and analytical thinker in the area of...

Interprets another point of view with insight, for example...

Has strong empathy for others, for example...

Interprets _____ for other students.

Demonstrates different perspectives (POV) by...

When describing the student's ability to apply knowledge, I would say s/he is Exemplary, Proficient, Developing, or Emergent.

Exceptional Analytic/ Creative / Productive Thinking

Behaviors Observed

Unusual sensitivity to feelings of others, for example...
Often asks questions about ...
Uses a variety of strategies to _____, for example...
Challenges discrepancies in information and/or ideas such as ...
Inventive/Innovative thinker as shown by...
Easily generates lists/new ideas/ new uses for ...
Easily formulates a list of questions for a given answer, for example ...
Combines commonplace ideas or material in unusual ways, such as...
Embellishes written/oral communication by...
Easily sees/describes different points of view as shown by...
Finds humor in situations or events that are not obvious to peers. For example...
Displays a strong sense of color and design as evidenced by...
Creates own skits or plays, such as...
Prepared a high quality multimedia presentation for...
Often enhances her/his work by...
Elaborates on ideas, for example...
While not producing advanced work, the child verbally displays advanced abilities/thinking such as...
Continually analyzes what he/she sees, as evidenced by...
Concerned about injustice, moral questions at a young age, for example...
Problem solver and analytical thinker in the area of...
Has strong empathy for others, for example...
Interprets another point of view with insight, for example...
When describing the student's analytic/ creative/ or productive thinking, I would say s/he is Exemplary, Proficient, Developing, or Emergent.

Exceptional Motivation to Succeed

Behaviors Observed

Has a great interest in _____ as demonstrated by ...
Learns skills without formal instruction, for example...
Works hard to complete projects and requests high quality feedback, for example...
Readily completes assignments with quality thinking, and then...
Is presently working successfully/significantly above grade level in...
Thrives on a challenge, seeks problems to solve. One example is...
Motivation remains high in the face of adversity, for example...
Poised public speaker/mature extemporaneous speaker/effectively debates an issue such as...
Demonstrates strong leadership skills, for example...
Global thinker who easily makes connections between...
Uses effective analogies to emphasize a point,/make a connection/clarify concept to others, for example...
Advanced application of computer skills as evidenced by...
Asks complex questions such as...
Consistently rises to the role of leader even though he/she may not seek it, for example...
Risks criticism in support of her/his own or another's beliefs or ideas, for example...
Independently explores unknown aspects* of _____ (an idea/content area)
Effectively engages adults throughout the school in conversations about _____ because he/she lacks an intellectual peer group, for example...
When describing the student's motivation to succeed, I would say s/he is Exemplary, Proficient, Developing, or Emergent.

GBC Consideration for EL Students

Exceptional ability to learn

- Is highly reflective and/or sensitive to his/her environment
- Readily learns and adapts to new cultures
- Is acquiring language at a rapid pace

Exceptional application of knowledge

- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Acts as an interpreter, translator, and/or facilitator to help others
- Communicates learned concepts through role playing and/or detailed artwork

Exceptional creative / productive thinking

- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Perceives and manipulates patterns, colors, and/or symbols

Exceptional motivation to succeed

- Meets exceptional personal and/or academic challenges
- Exhibits a strong sense of determination and responsibility
- Demonstrates exceptional ability to adapt to new experiences

3. Student Behaviors/Characteristics

■ Parent Information Sheet

- Documents gifted characteristics and behaviors observed in a variety of settings across four categories
- Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day

Student Name:	School:	Grade:
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Parents know their child best and we would like to offer an opportunity to do the following for each behavior listed below:

- For each statement below, check the appropriate box to indicate how often you notice each behavior.
- Then, share an example of when you observed this behavior to help us learn about your child outside of the school setting.

<p>1. My child comes up with imaginative or unusual ways of doing things.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>2. My child likes challenging problems, assignments, issues, and/or materials.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>3. My child can focus on a topic for a long period of time to learn a lot about it.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>4. My child is intellectually curious, asks thoughtful questions, and seeks answers to problems and issues.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>5. My child surprises me with his or her knowledge or connections.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>6. Please list any of your child's intellectual hobbies or special interests:</p>
<p>Please offer anything else you would like us to know about your child.</p>
<p>Parent/Guardian Signature: _____ Date: _____</p>
<p>Return form to Resource Teacher for the Gifted by: _____</p>

4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.
- Examples may include...
 - *Advanced mathematics or problem solving*
 - *Unique interpretive responses in language arts and reading*
 - *Critical analysis of primary source documents in social studies*
 - *Creative problem solving and unique approaches to science projects and experiments*
 - *Responses to Critical and Creative Thinking lessons*

Visual and Performing Arts (VPA)

- Referrals for Visual/Performing Arts begin in Grade 3
 - Art and Music Teacher Observations of Artistic Behaviors
 - Student Products can be provided by art/music teachers , as well as student & parents
 - Grades
 - Parent Information Form

Screening for Gifted Services

Step 3: Identification Decisions

- At the end of the referral process, a school-based screening committee meets to review the student's portfolio and determine eligibility for gifted services at the present time.
- Identification decisions are sent to parents via letter.
- Gifted Services Screening & Identification Process

APS Gifted Services

GIFTED SERVICES IDENTIFICATION COMMITTEE DECISION

School Year _____

Student Name _____ Grade _____

Identification Committee Decision

Eligible for Services _____

Ineligible for Services _____

____ Mathematics

____ Mathematics

____ Science

____ Science

____ Language Arts

____ Language Arts

____ Social Studies

____ Social Studies

Identification Committee Discussion/Summary Notes:

Name	Position
	Resource Teacher for the Gifted
	Administrator
	Classroom Teacher
	Math Coach
	Reading Specialist
	Counselor
	Special Education Teacher
	ESOL/HILT Teacher
	Other
	Other

Principal's Signature _____ Date _____

If students are found eligible

- Identified gifted students in grades 6-8 are **cluster grouped*** into classrooms with intellectual peers
**typically for the upcoming school year*
- RTG plans with and supports the cluster teachers in differentiation for students who have already mastered grade-level content
Note: Support may look different in the various grade levels depending on teacher and student needs

Art Differentiation

- **Visual Arts Identification:**
 - Differentiation takes place in the art classroom
 - Open-ended projects that allow for students to demonstrate their creativity and abilities

Music Differentiation

- **Music Identification:**
 - Differentiation takes place in the music classroom
 - Open-ended projects that allow for students to demonstrate their creativity and abilities



DATE

Dear Parents/Guardians of _____:

This year the Identification Committee at Dorothy Hamm Middle School examined your child's eligibility to receive gifted services in Arlington Public Schools according to the following criteria:

- Nationally-Normed ability data
- Achievement data
- Gifted Behavior Commentary (school observations and examples of demonstrated behaviors)
- Parent Information Form (parent/guardian observations and examples of demonstrated behaviors)
- Student portfolios/work samples

After examination of the pertinent data, the Identification Committee has determined that your child has the learning and behavioral characteristics which indicate eligibility for Gifted Services in the following area(s):

__ Specific Academic Aptitude(s):

- __ English
- __ Mathematics
- __ Science
- __ Social Studies

__ Fine Arts Area(s):

- __ Visual Arts
- __ Music

The Identification Committee has determined that your child is eligible to receive differentiated instruction to provide additional challenge and continued development in the above area(s). Arlington staff will communicate with you concerning gifted services through the fall and spring conference, the fall parent meeting on gifted services, and newsletters. In addition, the Gifted Services website: <http://www.apsva.us/giftedservices> includes information and resources for parents.

Please sign and return the attached *Permission Form* to Katherine Partington, Resource Teacher for the Gifted (RTG) at Dorothy Hamm Middle School. Services can only be provided if a signed *Permission Form* is on file. If you have any questions regarding this decision, please feel free to contact me at [anytime](mailto:apsva@apsva.us) at (703) 228-2929.

Sincerely,

Ellen Smith
Principal



DATE:

Dear Parent/Guardian of _____

Please complete this *Permission Form* and return it to Katherine Partington, Resource Teacher of the Gifted at Dorothy Hamm Middle School no later than *one week* after receipt of your notification letter.

According to *Virginia Department of Education Regulations Governing Educational Services for Gifted Students*, your child will not be eligible for gifted services unless this signed *Permission Form* is on file at your child's school.

____ I give permission for my child _____ to receive gifted services in Arlington Public Schools.

____ I do NOT give permission for my child _____ to receive gifted services in Arlington Public Schools.

Parent's/Guardian's Signature

Date

Parent/Guardian Name (Please Print)



If students are not found eligible

- This is just a decision in the current school year, and student should still be observed throughout middle school
- An appeal is also available to families following the eligibility process
 - **Level One Appeal:** begin at the school level with the principal
 - **Level Two Appeal:** countywide Gifted Services Administrative Appeals Committee

Projected Schedule for 2020-21

- September - April 1st:
Collection of Referrals
- April 12 - 16:
Parent Acknowledgement Packet
Sent
 - Acknowledgement Form and
Permission (**must be returned**)
 - Parent Information Form
(optional)
- April 19 - May 14:
Building Student Portfolios
- May 17 - May 28:
Identification Committee Meetings
- Early June: Decision Letters Sent to
Parents
 - Identification Committee
Decision
 - Permission to Identify Form
(**must be returned**)

Parent Resources

- ❖ Virginia Association for the Gifted (VAG)
<http://www.vagifted.org>
- ❖ National Association for the Gifted (NAGC)
<http://nagc.org>
- ❖ Supporting Emotional Needs of the Gifted (SENG)
<http://sengifted.org>
- ❖ Dorothy Hamm School Website, Gifted Services
<https://dorothyhamm.apsva.us/gifted-resources/>

Getting Connected: APS Gifted Services

Sign up for @APSGifted & @RTG_KatDHMS



Contact Information

Katherine Partington, (RTG) Resource Teacher for the Gifted

Email: katherine.partington@apsva.us

Phone: 703-228-2929

Twitter: [@RTG_KatDHMS](https://twitter.com/RTG_KatDHMS)

Cheryl McCullough, Supervisor of Gifted Services

Email: cheryl.mccullough@apsva.us

Phone: 703-228-6169

Twitter: [@APSGifted](https://twitter.com/APSGifted)



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Questions

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QUESTIONS YOU MUST HAVE



ANSWERS I WILL BRING