

WILTON PUBLIC SCHOOLS
GIFTED IDENTIFICATION PROCESS

2016/2017

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Wilton Public Schools Gifted Identification Timeline

District- Wide (2, 3-5, 6-8, 9-12)

In accordance with Connecticut law and statutes, Wilton Public School's goal is to identify students who have exemplary academic/intellectual potential. The identification process will provide a systematic approach with a variety of measures so that student performance is consistently reviewed, allowing for multiple points of entry. Students new to Wilton Public Schools may enter the screening process after six weeks of participation at their grade level. Students are screened for identification once each year. At any point in time, however, a nomination can be made by school personnel, a parent or a student. A nomination form must be completed.

The identification process will include the following steps:

September-October

1. At each building level a staff development workshop will be conducted to review Gifted Characteristics and Referral Process. Parents will be informed of process on-line as well as at a back to school night and/or parent coffee (i.e. PTA meeting).
2. Group ability and academic testing takes place in each building

November

3. District testing results returned. District testing coordinator collates group ability and group academic testing data.
4. A nomination can be made by school personnel, a parent, or a student. They complete a nomination form.
5. Any child whose ability test score (OLSAT) falls at or above a 134 **AND** ranks in the top 10% of the advanced level on the SBAC or in the top 5% on the NWEA is considered for identification. Note: a child must meet one ability benchmark and one academic benchmark in order to be considered for identification. The "Gifted Screening Letter" will be sent to the parents of those children meeting the criteria.
6. For any child whose test scores meet the above benchmarks, the classroom teacher will complete a "Gifted Identification Rating Form." The parent will complete the "Parent Information Form." If a student is new to district and previously identified, parents will provide documentation and the student will be considered for identification.

December

7. A group PPT will be held to make gifted identification determinations. Group PPT will be attended by building administrator, school psychologist, special education teacher and classroom teacher. If the team has questions about a child's eligibility, further assessment may be recommended.
8. Letters will be mailed the parents of those students identified/not identified/need further assessment.

January

9. In the case that a parent questions the PPT determination, further review may be requested. Whether team OR parent requests further review, parent must sign the "Consent for Individual Assessment" form.

February-March

10. A gifted PPT will be held with the parent to review individualized assessment results and determine gifted identification.
11. All student files will be maintained by the building administrator. Once a student is identified as gifted, the distinction remains throughout their tenure in Wilton Public Schools. All unidentified students, will be reconsidered for identification each year.

WILTON PUBLIC SCHOOLS

GIFTED IDENTIFICATION DATA PROFILE AND SUMMARY SHEET

NAME: _____ AGE: _____ GRADE: _____ DATE: _____

SCHOOL: _____ REFERRED BY: _____ IDENTIFIED ___ YES ___ NO
_____ LA _____ MATH

LEVEL I

MUST MEET ONE ABILITY, ONE ACHIEVEMENT AND 3.5/ABOVE ON GIFTED CHARACTERISTICS. In certain circumstances, additional testing might be necessary to help inform identification

| | | |
|--|--|--|
| <p>ABILITY (at/above ability score of 134)</p> <p>OLSAT</p> <p>_____ VERBAL</p> <p>_____ NONVERBAL</p> <p>_____ TOTAL</p> | <p>ACHIEVEMENT</p> <p>SBAC (top 10% of advanced level)</p> <p>_____ ELA</p> <p>_____ MATH</p> <p>NWEA (95%ile or above)</p> <p>_____ READING</p> <p>_____ MATH</p> <p>CMT</p> <p>_____ SCIENCE</p> <p>OTHER</p> <p>_____</p> <p>_____</p> | <p>CHARACTERISTICS OF GIFTEDNESS as measured by the GIFTED IDENTIFICATION RATING FORM (average 3.5 or above)</p> <p>Ability to Learn _____</p> <p>Application of Knowledge _____</p> <p>Creative/Productive Thinking _____</p> <p>Motivation to Succeed _____</p> <p>Average _____</p> |
|--|--|--|

LEVEL II Student meets one or two of the criteria above. Is additional assessment needed to help inform identification? ___Y ___N

| | |
|---|--------------------------|
| <p>ACHIEVEMENT (Wechsler Individual Achievement Test, Third Edition)</p> <p>Reading Comp _____ Essay Comp _____ Numerical Operations _____ Math Problem Solving _____</p> <p>ABILITY (Wechsler Intelligence Scale for Children, Fifth Edition)</p> <p>VCI _____ VSI _____ FRI _____ WMI _____ PSI _____ FSIQ _____ GAI _____</p> <p>BEHAVIORAL OBSERVATIONS (To be determined by team)</p> | <p>DATE _____</p> |
|---|--------------------------|

PPT Meeting Notes/Summary:

Gifted Screening Letter

Date:

Dear

Your child has been identified for screening as a Gifted Student. Your child was nominated based on his or her test scores and or characteristics displayed in the classroom.

We invite you to complete the enclosed form regarding your child which will be added to the screening folder.

Please return the form to the gifted coordinator.

Please note that's student identified as Gifted display overall intellectual abilities not simply academic excellence. Commendable bright youngsters are not eligible for identification. Not all children who are screened are identified as Gifted.

Please do not inform your child of his or her nomination. Children who are informed may become quite anxious. Also, Children who are not identified may experience a sense of rejection or failure. If you plan on sharing this information with your child, we suggest you wait until the completion of the process.

You will receive a letter once determinations have been made.

Please feel free to contact me if you have any questions.

Sincerely,

Building Administrator

Title

**Wilton Public Schools
Gifted Identification Timeline**

Gifted Nomination Form

Student Name _____ **Grade** _____ **DOB** _____

School _____ **Teacher/Team** _____

Date of Referral _____ **Referred by** _____

This student manifests the following aptitude and/or accomplishments that indicate possible academic/intellectual giftedness:

**Wilton Public Schools
Gifted Identification Rating Form**

Student Name _____ Grade _____ DOB _____

School _____ Teacher/Team _____

Date of Referral _____ Referred by _____

Review each category and the list of characteristics. Assign an overall rating using the scale below.

The ratings: 1 (rarely) 2 (occasionally) 3 (frequently) 4 (consistently). Add the four scores and place the sum in the total box.

Exceptional Ability to Learn **RATING _____**

- Exhibits exceptional memory
- Demonstrates in-depth knowledge
- Displays persistent, intense focus on one or more topics
- Is highly reflective and/or sensitive to his/her environment
- Learns and adapts readily to new cultures
- Learns quickly and easily
- Acquires language at a rapid pace
- Learns skills independently and makes connections without formal instruction

Exceptional Application of Knowledge **RATING _____**

- Demonstrates highly developed reasoning
- Employs complex problem-solving strategies
- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Understands, applies, transfers abstract concepts
- Uses technology in advanced applications
- Acts as an interpreter, translator, and/or facilitator to help others
- Makes advanced connections and transfers learning to other subjects, situations, cultures
- Communicates learned concepts through role playing and/or detailed artwork

Exceptional Creative/Productive Thinking **RATING _____**

- Sees the familiar in unusual ways / Does not conform to typical ways of thinking or perceiving
- Is highly creative and/or inventive
- Demonstrates unusual fluency and flexibility in thinking and problem-solving

Expresses ideas, feelings, experiences, and/or beliefs in original ways
Displays keen sense of humor
Is highly curious
Generates new ideas, new uses, new solutions easily
Perceives and manipulates patterns, colors, and/or symbols

Exceptional Motivation to Succeed

RATING _____

Demonstrates ability to lead large and/or small groups
Meets exceptional personal and/or academic challenges
Explores, researches, questions topics, ideas, issues independently
Is poised with adults and engages them in adult conversations
Exhibits a strong sense of loyalty and responsibility
Demonstrates exceptional ability to adapt to new experiences
Strives to achieve high standards especially in areas of strength and/or interest
Shows initiative, self-direction, and/or high level of confidence

COMMENTARY

In a bullet format, please provide a profile of the student's academic strengths and abilities, citing specific examples. Commentary should include specific examples

**Wilton Public Schools
Parent Information Form**

Your Child's Name: _____ Grade: ___ Date: _____

D.O.B: _____ School: _____ Teacher /Team: _____

Person completing this form: _____

Relationship to the child: _____ Contact Phone number: _____

Please provide information on the following as relevant to your child

Child's Early Development

Child's attitude toward learning and school

Child's peer Relationships and Choice of friends (Older, younger, or prefers to play alone etc.)

Child's choice of play activities

Child's reading habits

Child's talents and or aptitudes (Art, Music, Technology, etc.)

Child's special Interests (Animals, Collections, Hobbies, History etc.)

Child's attention span

Child's imagination (Pretends, Creates dramatic play Demonstrates sense of humor).

Child's curiosity (Inquisitive, wants to know the how and why of things, asks many questions etc.)

Child's approach to tasks (Rushes into, deliberate)

Child's problem-solving and critical thinking skills

Child's verbal and communication skills

Child's research skills and use of technology

Child's leadership characteristics

Child's interest in world issues

Child's educational needs

Has your child been identified for special education or a 504 plan? Yes or No? 504 IEP? Please circle

Do you have any previous assessments or documents regarding achievement, intellectual functioning, social functioning, gifted identification or other educational needs?

Any past history of health issues impacting school performance?

Please describe child's functioning

Emotional

Math

Science

Technology

Reading

Writing

Any past history of health issues impacting school performance?

Vision and or hearing or overall health

Any previous gifted identification

Awards, special classes, selection for specialized learning or creative learning experiences

Individual Gifted Assessment Parent Letter

Date

Dear

Your Child _____ was nominated for identification as gifted. The gifted planning and placement team met and reviewed your child's performance.

On the basis of this screening, the gifted planning and placement Team ***is recommending additional assessment*** to inform the decision making process. If you are in agreement, sign the enclosed form and return it me at your earliest convenience. We will convene a gifted identification PPT once this assessment is completed.

You will be contacted by the secretarial staff with the meeting information.

Please feel free to call me if you have any questions.

Sincerely,

Building Administrator

Title

Consent for Individual Gifted Assessment

Date: _____

Student Name: _____

Person Completing this Form: _____

Relationship to the Child: _____

Parent Contact information:

Phone Number (s): _____

Email: _____

The assessment is being requested at this time for eligibility determination as gifted.

The assessment may include a review of school records and scheduled appointments for the administration of tests. It may include classroom observation, discussion with your child’s teachers, and individualized standardized assessments.

This assessment will include the areas marked below:

- | | |
|---|--|
| <input type="checkbox"/> Cognitive Ability | <input type="checkbox"/> Motor Performance |
| <input type="checkbox"/> Social Emotional Adjustment | <input type="checkbox"/> Speech/Language |
| <input type="checkbox"/> Health Data Hearing and Vision | <input type="checkbox"/> Basic Academic Skills |
| <input type="checkbox"/> Other: Please list | <input type="checkbox"/> Executive Functioning |

Please check the appropriate box below, sign and return this form to your child’s building administrator.

Please call the building administrator with any questions.

I give my permission for individual assessment.

I do not give my permission my permission for individual assessment.

Signature

In the case a student is 18 years old: _____ Student Signature

Identification (Yes) Letter

Date:

Dear

As you know, your child _____ was considered for identification as a gifted student by the school's planning and placement team. Gifted students demonstrate highly unique ability and achievement profiles that help teachers and parents determine individual learning goals and pathways.

The planning and placement team is recommending that your child be identified as gifted because his/her current ability and achievement profile does meet the criteria for gifted identification. This designation will remain in place throughout your child's time in the Wilton Public Schools.

Our goal in identifying your child as gifted is to ensure that he/she is able to gain a deeper, broader understanding of subject area content. His/her learning profile will be used by classroom teachers to differentiate instruction, which may involve (as appropriate):

- altering the pace of instruction
- allowing for self-initiated and self-directed learning
- including more complex and elaborated study of major ideas, problems, and themes
- providing for greater choice of assignment
- encouraging your child to integrate his/her talents and passions into his/her classroom work

Please feel free to call me if you have any questions.

Sincerely,

Building Administrator's Name

Title

Identification (No) Letter

Date:

Dear

As you know, your child _____ was considered for identification as a gifted student by the school's planning and placement team. Gifted students demonstrate highly unique ability and achievement profiles that help teachers and parents determine individual learning goals and pathways.

Although he/she does exhibit exceptional cognitive and/or academic performance in certain areas, his/her current ability and achievement profile does not meet the criteria for gifted identification. At this time, the planning and placement team is not recommending that your child be identified as gifted.

It is important to keep in mind that students demonstrate developmental growth at differing rates, and therefore the planning and placement team will continue to screen all students for gifted identification every year.

Please feel free to call me if you have any questions.

Sincerely,

Building Administrator's Name

Title

**Wilton Public Schools
Qualitative Gifted Characteristics**

Commendable

Exemplary

Bright Child

Knows the answers

Is Interested

Is attentive

Answers the questions

Top Group

Listens with interest

6-8 repetitions to Mastery

Understands Ideas

Grasps Meaning

Completes Assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Able technician

Enjoys straightforward sequential presentation

Is pleased with own learning

Asks the questions

Is highly curious

Is highly engaged

Discusses detail elaborates

Beyond the group

Shows strong feelings or opinions

1-2 repetitions to Mastery

Constructs abstractions

Draws Inferences

Initiates Projects

Is intense

Creates a new design

Enjoys learning

Manipulates information

Inventor

Thrives on complexity

Is highly self critical

Adapted from presentation by Dr. Joyce Van Tassel –Bas

The Center for the Gifted Education School of Education College of William and Mary

Achieves Superior Reading, Math, Science, Technology, Writing, Artistic Expression

Is unusually curious inquisitive

Extensive vocabulary

Quickly masters and recalls information

Generates unique ideas or original variations

Independent learner

Raises probing unusual questions

Seeks academic challenge

Views issues from different perspectives

Advanced humor

Keen observer Recalls many details

Is adventurous likes making discoveries

Strong Imagination

Widely informed on many topics or depth in several

May avoid the basic or under challenging work

May be emotionally intense

Creates, invents spear heads a cause