Handbook for Gifted Education Programs

2014-2015
Oconee County Gifted Program’s Mission and Goals

The Oconee County Schools’ Gifted Program recognizes that our students have unique needs and that it is our responsibility to help them maximize their potential and prepare them to become successful, contributing members of society.

The mission of the Gifted Program is to maximize the potential of gifted students by providing programs and services that accommodate these differences, including curriculum responsive to individual learning rates, styles, and complexity.

Program Goals

Oconee County Schools strives to:

- Meet the learning needs of gifted students through use of a curriculum that provides opportunities for research and the development of critical and creative thinking skills
- Identify and nurture strengths and potential in our students through the use of a continuum of services
- Enhance the skills of teachers who work with gifted children in order to provide for their needs more fully

Student Goals

Students who participate in the Oconee County Gifted Program will experience opportunity for growth in:

- Creative Problem Solving
- Logical Problem Solving
- Research Skills
- Communication Skills
- Critical Thinking
- Self-Directed Learning
- Collaboration with Others
### State Regulations
- Definitions ......................................................................................... 6
- Requirements .................................................................................... 6
- Reported Referral .............................................................................. 7
- Automatic Referral ............................................................................ 7
- Initial Eligibility ................................................................................ 9
- Gifted Eligibility Chart .................................................................... 14
- Continuation Criteria ....................................................................... 15
- Reciprocity ....................................................................................... 16
- Curriculum and Services .................................................................. 17
- Data Collection ................................................................................ 19
- Regulations Related to Program Delivery Models ............................ 20

### Local Regulations
- OCS Board Policy ............................................................................ 30
- Resolution to Support Class Size ..................................................... 31

### Tools
- RTI Status of Candidate for Gifted Testing ....................................... 33
- RTI Status of Candidate for Gifted Testing Tier 2 ............................ 34
- TABs Observation Form ................................................................... 35
- RTI Status of Candidate for Gifted Testing Tier 3 ............................ 37
- Tier 2/3 Meeting .............................................................................. 38
- Parent Nomination ........................................................................... 39
- Self-Nomination Response ............................................................... 40
- Peer-Nomination Response .............................................................. 41
- Gifted Education Eligibility Screening Committee .......................... 42
- Screening Committee Notification .................................................... 43
- Notification of Consideration and Permission to Evaluate ............... 44
- Eligibility Status Notification ............................................................ 45
- OCS Gifted Continuation Criteria ...................................................... 46
- Notification of Ineligibility ................................................................. 47
- Gifted Eligibility Report .................................................................. 48
- Transfer Student Letter .................................................................... 49
- Quarterly Student Evaluation K-5 ...................................................... 50
- Annual Review K-12 ....................................................................... 51
- Change in Status ............................................................................ 52
- Plan of Improvement Contract ......................................................... 53
- Successful Completion of Gifted Probation ...................................... 54
- Discontinuation of Gifted Services ................................................... 55
- Request for Voluntary Inactive Status ............................................. 56
- Re-Entry Request ............................................................................ 57
- Cluster Model/Tier 3or 4 Individual Student Contract ....................... 58
- Collaborative Model Planning Contract .......................................... 59
- Collaborative Model Individual Student Contract ............................ 60
Mentorship/Internship Contract ................................................................. 61

**Tools (Alphabetically)**
- Annual Review K-12 ............................................................................. 51
- Change in Status .................................................................................. 52
- Cluster Model/Tier 3 or 4 Individual Student Contract ......................... 58
- Collaborative Model Individual Student Contract ............................... 60
- Collaborative Model Planning Contract ............................................ 59
- Discontinuation of Gifted Services ...................................................... 55
- Eligibility Status Notification .............................................................. 45
- Gifted Education Eligibility Screening Committee ............................ 42
- Gifted Eligibility Report .................................................................... 48
- Mentorship/Internship Contract ......................................................... 61
- Notification of Consideration and Permission to Evaluate ................ 44
- Notification of Ineligibility .................................................................. 47
- OCS Gifted Continuation Criteria .................................................... 46
- Parent Nomination ............................................................................... 39
- Peer-Nomination Response .................................................................. 41
- Plan of Improvement Contract ............................................................ 53
- Quarterly Student Evaluation K-5 ....................................................... 50
- Re-Entry Request ................................................................................ 57
- Request for Voluntary Inactive Status ................................................ 56
- RTI Status of Candidate for Gifted Testing Tier 2 .............................. 34
- RTI Status of Candidate for Gifted Testing Tier 3 ............................... 57
- RTI Status of Candidate for Gifted Testing ........................................ 33
- Screening Committee Notification ...................................................... 43
- Self-Nomination Response .................................................................. 40
- Successful Completion of Gifted Probation ........................................ 54
- TABs Observation Form ....................................................................... 35
- Tier 2/3 Meeting .................................................................................. 38
- Transfer Student Letter ....................................................................... 49

Appendix A: Gifted Evaluation Process/Testing ...................................... 62
Appendix B: Curricular Components/Professional Learning K-12 .......... 74
Appendix C: Guidelines for Use When Developing Curriculum for Gifted Learners... 75
Appendix D: Continuation Criteria Flowchart ....................................... 76
Appendix E: Acceleration ................................................................. 77
State Policies and Regulations
(1) DEFINITIONS.

(a) **Differentiated Curriculum** - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students.

(b) **Georgia Department of Education** – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

(c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

(d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

(g) **Qualified Psychological Examiner** - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

(h) **State Board of Education (SBOE)** – the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(2) REQUIREMENTS.

(a) **Notification**. The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

1. Referral procedures and eligibility requirements adopted and applied by the LEA.

   - Information on the referral process/eligibility is included in all elementary students’ handbooks which are distributed to each parent/guardian at the beginning of the school year or at the time of student entry into Oconee County Schools. Information on the referral process/eligibility is also available on the system website.

2. Notification of initial consideration for gifted education services.
3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.

- Director of Assessment and Special Education/Gifted Program Director coordinate and maintain documentation of all training procedures.

4. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.

- Annual Review

5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.

- Continuation Criteria

6. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.

- Continuation Criteria
- Parent Notification of Meeting
- Plan of Improvement Contract

7. Termination of services when students on probation have failed to meet criteria for continuation of services.

- Parent Notification of Meeting
- Discontinuation of Gifted Services

(b) Referrals. The consideration for gifted education services may be reported or automatic as defined in the GaDOE Resource Manual for Gifted Education Services.

1. Reported Referral. A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student’s abilities.

- Pyramid of Intervention Tier 3 Referral Form
- Parent Nomination
- Self Nomination Response
- Peer Nomination Response

2. Automatic Referral. Students who score at specified levels on a norm-referenced test as defined in the GaDOE Resource Manual for Gifted Education Services, for further assessment to determine eligibility for gifted program services. Automatic referrals are used to assist in the identification of students for possible evaluation for gifted eligibility. The information can be used in two ways: 1. to assist a gifted referral/eligibility committee during the decision process or
2. a qualifying NRT score(s) may be used as part of a student’s placement in a gifted education program.

(i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

On an annual basis, the following assessments results are reviewed. All students who meet the following criteria are automatically referred to the Gifted Screening committee for further consideration.

- Most recent Spring administration MAP results at or above 95th percentile on Reading or Mathematics measures
- ITBS results within the last school year at or above 95th percentile on Total Battery, Math, or Reading measures
- CogAT results within the last school year at or above 99th percentile on Composite, Verbal, Quantitative, or Non-Verbal measures for K-2 students; at or above 96th percentile on Composite, Verbal, Quantitative, or Non-Verbal measures for 3-12 students

(ii) The LBOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

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<td>Cognitive Abilities Test</td>
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<td>ITBS</td>
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<td>Measures of Academic Progress</td>
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<td>GPA 6-12 (only)</td>
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<td>Top 10% NGA</td>
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The administration of additional assessments should be considered only under special circumstances. Circumstances that might warrant the administration of additional assessments are (1) the student is very close to the qualifying score (within one standard error of measurement); (2) there is evidence of illness which may have negatively impacted student performance; (3) all available evaluation data does not present a clear picture of student functioning and the need for additional information to establish eligibility is evident. With approval of the Assistant Superintendent of Teaching and Learning, alternate tests may be administered for Mental ability, Achievement, Creativity, and/or Motivation. The choice of alternate assessments must be approved by the Coordinator for Gifted Education Services. All alternative assessments must meet the requirements set by State Board Rule.

(c) Consent. The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.
(d) **Eligibility.** The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services.*

Following an evaluation, data is reviewed by the Gifted Eligibility Committee which consists of gifted program teachers and other personnel as appropriate in each school. The function of this committee is to review all eligibility data to determine eligibility for gifted education services. Appeals by parents of eligibility committee decisions may be directed to the Assistant Superintendent of Curriculum and Instruction.

(a) Parents/Guardians of students who are eligible for service are given written notification including copies of their student’s eligibility report and a *Consent for Placement* form to be signed and returned to the school.

(b) Parents/Guardians of students who are not eligible for service are given written notification, including copies of the student’s eligibility report and evaluation summary. In addition, parents are offered an opportunity to meet and discuss the evaluation results. (Parental Notification of Meeting) If the evaluation data indicates a need for instructional modifications, suggestions are given to the classroom teachers and the parent/guardian.

1. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d) 5.(ii) Achievement, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student’s eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:

   (i) **Mental Ability.** Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the *GaDOE Resource Manual for Gifted Education Services,* on a norm-referenced test of mental ability.
(I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) Achievement. Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.
(iii) **Creativity.** Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.
(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

All teachers who complete rating scales must have training on the concept of creativity, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted.

(III) As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(iv) Motivation. Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. The standard must be set at a level which is achieved by no more than 10% of the students in each grade level. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

All teachers who complete rating scales should have training on the concept of motivation, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted.

(II) As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(III) GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student’s records.
6. Assessment data that were gathered and analyzed by a source outside the student’s school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.
SECTION III  GIFTED EDUCATION ELIGIBILITY CHART

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

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<tr>
<th>Category</th>
<th>Option A</th>
<th>Option B</th>
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| Mental Ability | > Grades K-2 ≥ 90th percentile composite score on a nationally age normed mental ability test  
> Grades 3-12 ≤ 96th percentile composite score on a nationally age normed mental ability test | > Grades K-12 ≥ 90th percentile composite OR appropriate component score on a nationally age normed mental ability tests |
| Achievement  | > Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test | > Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test  
> Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators |
| Creativity   | > Evaluation data required                                                  | > Grades K-12 ≥ 90th percentile on composite score on a nationally normed creativity test  
> Grades K-12 Rating scales used to qualify student creativity must equate to the 90th percentile  
> Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators |
| Motivation   | > Evaluation data required                                                  | > Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages  
> Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile  
> Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators |
(c) **Continued Participation.** The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

**OCONEE COUNTY SCHOOL SYSTEM**  
**GIFTED PROGRAM CONTINUATION CRITERIA**

Any student who receives gifted education services shall continue to receive services, provided that the student demonstrates satisfactory performance in gifted and regular education classes.

(a) Students must maintain a “B” average in their course work in all gifted education courses in grades 6 - 12 to remain eligible for services. Students in K-5 must maintain performance in the gifted program so that no more than two NP’s per grading period are demonstrated or a “B” average in their course work in all gifted education courses. Therefore, at the end of each nine weeks grading period (K-8) or semester (9-12), the gifted teachers will formally review student grades to determine status of each student (continuation, probation, or inactive status).

(b) Students who do not maintain the required performance will be placed on probation at the beginning of the next grading period (K-8) or semester (9-12). Parents will be notified in writing and via conference of the status of the probation. Students will be given one grading period (K-8) or semester (9-12) to achieve satisfactory performance status. Student performance will be reviewed after the probationary period by the gifted teacher to determine student continuation status.

(c) Students who demonstrate satisfactory achievement during the time of probation will be removed from probationary status.

(d) Students who do not demonstrate satisfactory achievement during the time of probation will be placed on inactive status. Parents will be notified in writing and offered an opportunity to conference on the status.

(e) Teachers, parents, and/or students may formally request voluntary inactive status for gifted program services. Requests will be granted at the discretion of the school administrator for extenuating circumstances.

(f) **Guidelines for regaining eligibility and active status.**  
Parents, teachers, students, or a school administration may request in writing that the inactive student be re-enrolled in gifted education classes. (Re-Entry Request Form) A student must be inactive for a minimum of one grading period (K-8) or one semester (9-12) before consideration for re-entry. A
1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

(f) Reciprocity. Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE Resource Manual for Gifted Education Services, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.
(g) Curriculum and Services to Be Provided.

1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.
SECTION VI GIFTED EDUCATION CURRICULUM

Curricula for gifted education learners must incorporate the SBOE approved curriculum. Local BOE curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:
- Requires intellectual struggle
- Utilizes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

Process: Instructional strategies are designed to:
- Emphasize higher-order thinking, problem-solving and communications skills
- Foster self-initiated and self-directed learning
- Promote creative application of ideas
- Model and encourage academic discussion

Product: Gifted student products should demonstrate a developmentally appropriate capacity for:
- Self-directed learning
- Meaningful collaboration
- Effective problem solving of challenging and complex issues
- Effective communication
- Social and emotional understanding of self relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:
- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:
- Pre/post tests
- Self assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)
2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE Resource Manual for Gifted Education Services.

(h) **Data Collection.**

1. The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) **Public Review.** The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA’s gifted education curricula.

- Oconee County Schools promotes the involvement of family and community in the support and advocacy for gifted education students. Involvement may include, but is not limited to, PTO meetings, gifted class nights, math and science family nights, assembly programs and informational meetings.
- All teachers will be trained annually by the gifted education teachers in the school on the characteristics of gifted students and the evaluation instruments to be used for eligibility screening.

**Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.**

**Adopted: May 10, 2012**

**Effective: May 30, 2012**
These regulations provide further explanation of elements of State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.
Source: Georgia Resource Manual for Gifted Education Services 2012-2013 page 13

Regulations Related to Program Delivery Models
(See Rule 160-4-2-.38, Page 5, Section (g), Curriculum and Services to Be Provided, Paragraphs 1 and 2)

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the following Georgia Department of Education (GaDOE) approved models. Local Education Agencies (LEA) shall make available to the public and the GaDOE a description of the differentiated curricula and delivery models used for instruction of gifted students. In forming classes, please keep in mind that Federal law prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. In the delivery models described below, the instruction must be based on the Georgia curriculum standards. These regulations also describe the requirements that must be met in order to count the instructional segments provided by any of these models at the gifted weight in full time equivalency (FTE) reporting. The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate. Unless noted otherwise, the total class size specified by the Georgia State Board of Education (GaBOE) Rule 160-5-1-.08 for gifted education classes is 17 at the elementary level and 21 at the middle and high school levels.

Direct Services

Resource Class (K-12)
1. All students must have been identified as gifted by GaBOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. **Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.**

Advanced Content (K-12)
1. Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area.
3. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.

4. The local board of education must maintain a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.

5. Identified gifted students in the advanced content course may be counted at the gifted FTE weight. Students who are not identified as gifted must be counted at the regular education FTE weight.

6. In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advance content service.

7. Gifted FTE segment(s) may not be earned in the K-5 advanced content service model, if a gifted student is already receiving a cluster or collaborative gifted FTE segment in the same content area. For example, a student could not earn a gifted FTE segment in advance content mathematics and earn a gifted FTE segment in the cluster or collaboration model in mathematics.

Advanced Content Classes: Advanced Placement (AP) College Courses (9-12) and International Baccalaureate Courses (IB): College and Diploma Courses (11-12)

1. Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).

2. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area.

3. The local board of education must maintain a description of the course curriculum which is based on the College Board or the International Baccalaureate Organization (IBO) framework. These frameworks very clearly show how the AP and IB advanced course content, teaching strategies, pacing, process skills and assessments differ from the courses more typical for students at that grade level.

4. The total class size specified by the SBOE is 21 at the high school level.

5. In order to count the gifted students in AP (grades 9 – 12) and IB (grades 11 and 12) classes at the gifted FTE weight, the teacher must have the following qualifications:

   1. **Advanced Placement (AP) Courses:**
      a. Appropriate content area GaPSC approved certification in the specific content area.
      b. Appropriate training by the College Board in that specific AP course and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; or
      c. The teacher has a current GaPSC issued gifted endorsement.

   2. **International Baccalaureate (IB) Diploma Courses:**
      a. Appropriate content area GaPSC approved certification in the specific content area.
      b. Appropriate authorized training by the IBO in the specific IB diploma course, and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; or
      c. The teacher has a current GaPSC issued gifted endorsement.
3. Gifted Advanced Content and IB Middle Years Programme (IBMYP) Courses:
   a. The teacher must have the appropriate content area Georgia Professional Standards Commission approved certificate in the specific honors course.
   b. The teacher has a current GaPSC issued gifted endorsement.
   c. In addition to a Georgia Teaching License and gifted endorsement, the IBMYP teachers must complete the appropriate professional development courses required by IBO.

Cluster Grouping (K-12)
Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.
1. The regular classroom teacher must have a current GaPSC approved gifted endorsement.
2. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum modifications made for the gifted student(s) by completing individual or group contracts which include the following requirements:
   a. A description of the course curriculum which is based on Georgia standards that very clearly show how the advanced course content, teaching strategies, pacing, process skills and assessments differ from courses more typical for student(s) at that grade level.
   b. Separate lesson plans which show reason(s) why the gifted student(s) needs an advanced curriculum in the content areas of English language arts, mathematics, science, social studies, and world languages;
   c. Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities; and
   d. The means by which the gifted student or student’s learning will be evaluated (e.g., formative and summative assessments).

Indirect Services

Collaborative Teaching (K-12)
A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students’ regular classroom teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom teacher and the gifted teacher. The following requirements must be met to earn at the gifted FTE weight:
1. The collaborating gifted teacher must have a clear renewable GaPSC approved gifted education endorsement.
2. The gifted teacher, the regular classroom teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards based curriculum, and evaluations practices.
3. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented and approved by the LEA.
4. The gifted education teacher must be given one full period each day or its weekly equivalent during which he/she has only gifted education collaborative planning responsibilities (as
determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.

5. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed eight per class. For example, if the gifted program teacher is working with three classroom teachers during the first period of the school day, there may be no more than 24 gifted students (for whom curriculum is being differentiated divided among the three classes).

6. Instructional segments that have been modified for gifted learners may be counted at the gifted FTE weight if the gifted education teacher, and regular education teacher document the curriculum modifications made for the gifted students in the following way:

a. separate lesson plans which show the reason(s) why any student whose instruction is counted at the gifted FTE weight needs an advanced curriculum in that particular content area (e.g., National norm reference tests and/or benchmark tests,);

b. a time and discussion log of the collaborative planning sessions between the teachers

c. individual or small group contracts indicating the differentiated learning standards for the gifted student(s) and the alternative instructional strategies in which the gifted student(s) will be engage

Table 1:
Required Planning Time for Gifted Program Specialist in the Collaborative Teaching Model

<table>
<thead>
<tr>
<th>Number of classes within which the gifted specialist collaborates</th>
<th>Number of segments that can be counted at the gifted weight</th>
<th>Number of minutes allotted for collaborative planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>1-24</td>
<td>45-60</td>
</tr>
<tr>
<td>4-6</td>
<td>25-48</td>
<td>90-120</td>
</tr>
<tr>
<td>7-9</td>
<td>49-72</td>
<td>135-180</td>
</tr>
<tr>
<td>10-12</td>
<td>73-96</td>
<td>180-240</td>
</tr>
<tr>
<td>13-15</td>
<td>97-120</td>
<td>225-300</td>
</tr>
<tr>
<td>16-18</td>
<td>121-144</td>
<td>270-360</td>
</tr>
</tbody>
</table>

Internship/Mentorship (9-12)
A gifted student works with a mentor to explore a profession of interest. The gifted program internship teacher assigned to supervise the internship/mentorship program maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student’s individual learning goals which are based on the approved Georgia standards based curriculum. One or two instructional segments per day may be counted at the gifted FTE weight for students participating in the gifted internship/mentorship program if an individual student contract which document the work to be done, the learning goals for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted student’s learning will be evaluated, and the responsibilities of the gifted program internship teacher and the mentor .
To ensure adequate time for the gifted program internship teacher to monitor and assist gifted students participating in internships/mentorships, he/she must be given one full period each day.
or its weekly equivalent during which he/she has only gifted education internship/mentorship responsibilities (as determined by the local system) for every 15 gifted students for whom he/she is supervising the internship/mentorship experience.

**Approved Innovative Models**

The GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district. If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Gifted Education Specialist at the GaDOE. The plan must clearly describe the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model’s effectiveness will be evaluated, how gifted FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTE will be generated).

The GaDOE Innovative Model Review Team will approve local school district plans for special models that are in accordance with all applicable rules and regulations, consistent with best practice guidelines for the education of gifted students, and provide strong programming and fiscal accountability. If the district’s proposal for a special model is not within the guidelines established by GaBOE rules and GaDOE regulations, the GaDOE Gifted Education Specialist will advise the district contact that the LBOE would have to be granted a waiver from the GaBOE before that model could be used to provide gifted education services.
SECTION VIII RESPONSE TO INTERVENTION AND THE GIFTED LEARNER GUIDANCE

How does gifted education fit into the Response to intervention (RTI) framework? All identified gifted education students are on Tier IV in the general education RTI progress. The following information relates to the tiers within the gifted education program.

Advanced learning needs for the majority of students can be addressed in a general education classroom which offers a quality learning environment by providing instructional interventions prior to, or in lieu of, identifying students for specialized educational services. By documenting instructional interventions, the RTI process allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions. The RTI policies for referral, evaluation, eligibility, and instruction of gifted education students is set by the State Board of Education and defined in the Georgia Department of Education Resources Manual for Gifted Education Services.

When should students be considered for gifted education services?

If there is evidence that instructional modifications have not met a student’s needs, local school districts should follow the student nomination and decision-making process outlined in the Georgia Gifted Education Resource Manual. Factors to be considered in the nomination process should include evidence of the student’s advanced learning needs and the regency and performance levels of any previous gifted program referrals or placements.

The term differentiation is used quite often in education. What is differentiation and when should differentiation be used in the classroom?

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in the classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

Differentiation of curriculum for gifted learners is the process of adapting and modifying curriculum structures to address these characteristics and needs more optionally. Thus curriculum goals, outcomes, and activities may be tailored for gifted learners to accommodate their needs. Typically, this process involves the use of the strategies of acceleration. Acceleration is a broad term used to describe ways in which gifted students learning may occur at a faster more appropriate rate throughout the years of schooling. It refers to content acceleration through compacting and reorganizing curriculum by unit or year, grade skipping, telescoping two years into one, dual enrollment in high school and college or university, as well as more personalized approaches such as tutorials and mentorships that also would be sensitive to the advanced starting level of these learners (NAGA, 2011)

Additional information regarding Gifted Education can be found on the Georgia Department of Education website. The web address is: http://www.gadoe.org/ci_iap_gifted.aspx
Georgia Department of Education

Instructional Options for Gifted and High Ability Students

The needs of gifted and high-ability students vary widely: therefore, an array of instructional modification options should be available for all grade levels and content areas. Specific learner objectives are developed on a case-by-case basis. Tier 1, 2, 3, and 4 options to consider include, but are not limited to, the following:

**Acceleration (subject and whole grade)**
An individual student moves to a higher grade, for instruction in one or more subject areas or a student skips a grade level to move to a higher grade than one more typical for the student’s age group.

**Assessments**
Assessment measures should document where the student is in relation to normative expectations when compared with others of his or her same age and/or in relation to curriculum mastery for grade-level expectations. Early mastery of content may require the use of off-grade-level measures to accurately capture the child’s learning levels. (Coleman, M.R. & Hughes, C., 2009).

**Cross-Age Grouping/Multi-Age Grouping**
Students of different ages/grades are grouped together for instruction for all or part of a day.

**Curriculum Compacting**
Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.

**Gifted Resource Classes/Enrichment Clusters**
Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.

**Graduated Rubrics**
The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among high-ability learners.

**Independent/Directed Study**
A student participates in a self-initiated, teacher directed, and approved course of study in an area of interest as described in a written contract which is based on curriculum standards, research, and planned presentations. Independent study encourages student autonomy in planning, research, and problem-solving.

**Internship/Mentorships**
A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable progress towards the student’s individual career goals.

**Interest Centers**
Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breath.
Subject Grouping Within Class/Gifted Cluster Classes
Students are grouped/clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.

Subject Grouping across Teams/Classes
Students are grouped according to achievement and go to a different classroom or team, within the same grade level, for instruction in one or more subjects.

Subject Advancement across Grades
Students are grouped according to achievement, in a higher grade level, for instruction in one or more subjects.

Tiered Assignments
Assignments are designed to meet the varying ability levels of students.

Tiered Products
Products are designed to meet the varying ability levels of the students.

Instructional Modification Options for Gifted and High Ability Students
In a differentiated classroom, teachers differentiate content, process, product, and assessments according to a student’s readiness, interest, and learning profile.

- **Content** – The State Board of Education adopted curriculum standards the student is expected to master and related support materials.

- **Process** – Instructional strategies designed to ensure that students acquire a deep understanding of the curriculum standards.

- **Products** – Vehicles through which students demonstrate and extend what they have learned.

- **Assessment** – Formative and summative on and off-grade-level monitoring to document students mastery of curriculum standards and learning levels.

- **Readiness** – A student’s entry point relative to a particular understanding or skill.

- **Learning Profile** – How an individual student learns.

- **Gifted Education Tier 1, 2, 3, and 4** – Instructional and management opportunities with varying degrees of preparation might include. (Table 2, page 22)
## Georgia Department of Education

### Table 2: Differentiation Table

<table>
<thead>
<tr>
<th>Tier 1: Low Preparation</th>
<th>Tier 2: Medium Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible – Learning Groups by Readiness, Interest, Learning Profiles</td>
<td>Gifted Education Cluster Classes</td>
</tr>
<tr>
<td>Choice of Books</td>
<td>Gifted Education Collaboration Classes</td>
</tr>
<tr>
<td>Homework Options</td>
<td>Tiered Activities and Products</td>
</tr>
<tr>
<td>Use of Reading Buddies</td>
<td>Use of Literature Clubs</td>
</tr>
<tr>
<td>Various Journal Prompts</td>
<td>Multiple Testing Options</td>
</tr>
<tr>
<td>Student/Teacher Goal Setting</td>
<td>Multiple Texts</td>
</tr>
<tr>
<td>Varied Pacing with Anchor Options</td>
<td>Alternative Assessments</td>
</tr>
<tr>
<td>Work Alone or Together</td>
<td>Subject Advancement Within Class</td>
</tr>
<tr>
<td>Flexible Seating</td>
<td>Curriculum Compacting</td>
</tr>
<tr>
<td>Varied Scaffolding</td>
<td>Tiered Centers</td>
</tr>
<tr>
<td>Varied Computer Programs</td>
<td>Spelling by Readiness</td>
</tr>
<tr>
<td>Design-A-Day</td>
<td>Varying Organizers</td>
</tr>
<tr>
<td>Varied Supplemental Materials</td>
<td>Community Mentorships</td>
</tr>
<tr>
<td>Computer Mentors</td>
<td>Stations</td>
</tr>
<tr>
<td>Think-Pair-Share by Readiness, Interest, Learning Profiles</td>
<td>Group Investigations</td>
</tr>
<tr>
<td>Open-Ended Activities</td>
<td>Students are Assessed in Multiple Ways</td>
</tr>
<tr>
<td>Explorations by Interest</td>
<td>Student Choice in Selecting Learning Activities</td>
</tr>
<tr>
<td>Options for Competition</td>
<td>Simulations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3: High</th>
<th>Tier 4: Advanced/Autonomous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Content English/Language Arts, Mathematics, Science and/or Social Studies Courses</td>
<td>Above grade level accelerated English/Language Arts, Mathematics, Science and/or Social Studies Courses</td>
</tr>
<tr>
<td>Resource Classes</td>
<td>Advanced Placement Classes</td>
</tr>
<tr>
<td>Independent/Directed Study</td>
<td>International Baccalaureate Classes</td>
</tr>
<tr>
<td>Socratic Seminars</td>
<td>Internship/Mentorships</td>
</tr>
<tr>
<td>Development/webinar/tomlinson-imbeau-webinar.aspx</td>
<td>Whole Grade Acceleration</td>
</tr>
</tbody>
</table>
Local Regulations
Oconee County Board of Education Resolution to Support Class Sizes

WHEREAS, the State Board of Education recognizes that Georgia continues to experience an unprecedented downturn in the economy; and

WHEREAS, this downturn will continue to cause declines in local revenue collected to fund public education at the local school district; and

WHEREAS, the State Board of Education has granted an exemption from all statutory and regulatory class size maximums for the 2014-2015 school year; and

WHEREAS, the Oconee County Board of Education understands that the local board of education is responsible for meeting all federal and state accountability rules; and

WHEREAS, the Oconee County Board of Education understands that the local board of education is responsible for meeting all federal and state health and safety requirements; and

WHEREAS, the Oconee County Board of Education understands that the local board of education is responsible for all federal and state reporting requirements; and now

THEREFORE, BE IT RESOLVED that effective for the 2014-2015 school year only, the Oconee County Board of Education authorizes the Superintendent of Schools to increase the class size maximums to exceed the current requirements by:

1-4 students in Kindergarten Regular Education with paraprofessional 1-3 students in grades K-3, Regular Education
1-4 students in grades 4-8, Regular Education
1-10 students in grades K-5, Physical Education with paraprofessional 1-6 students in grades 6-12, Physical Education
1-2 students in grades K-12 English Language Learners (ELL) 1-7 students in grades K-12 Gifted
1-2 students in grades K-5 Early Intervention Program (EIP)
1-8 students in grades 6-12 Remedial Education Program (REP)
1-2 students in grades 6-12 Alternative Education Program (AEP) with paraprofessional 1-2 students in grades K-12 Special Education inclusion classes

Adopted this the 21st day of April, 2014.

______________________________  ________________________________
Mr. Tom Odom,                               Dr. Jason Branch
BOE Chair                                    Superintendent

July 2014
Board Policy Descriptor Code: IDDD
Gifted Student Programs

The Oconee County Schools identifies and serves gifted students as prescribed by state law and SBOE rule 160-4-2-.38. The *Handbook for Gifted Education Programs* shall serve as the procedures manual.

Oconee County Schools Date Adopted: 4/9/2007
Last Revised: 3/14/2011
Tools
Status of Candidate for Gifted Testing

Checklist for Gifted Referral Process

**To Be Completed By Classroom Teacher:**
- _____ Start a Gifted Referral Folder
- _____ Print Student’s Full Name on Tab of Folder (Last, First)
- _____ Page 1: Tier 2 - Biographical Information, Interventions, Strategies
- _____ Page 2: Tier 2 - TABS Traits, Aptitudes, and Behavior Observation Sheet
- _____ Page 3: Tier 3 - Testing Information, Work Sample Analysis, Meeting Notes
  OR
- _____ Referral Form if Parent, Peer or Self Nomination

**To Be Completed By Teacher of the Gifted:**
- _____ Eligibility Screening Committee Meeting
- _____ Parent Notification of Consideration and Permission to Evaluate
- _____ Hearing and Vision Screening (within last year)
- _____ Gifted Eligibility Report
- _____ Eligibility Status Notification/Consent for Placement/Continuation Criteria Notice
- _____ Notice of Ineligibility
- _____ Continuation of Placement (see report card)
- _____ End-of-Year Gifted Report Card
- _____ Any change in status, probation notification, plans of improvement, discontinuation notifications, inactive status, cluster model contracts
Tier 2- RTI Status of Candidate for Gifted Testing
Tier 2 Screening/Referral Date __________________________

Biographical Information

Student Name ___________________________ Gender: M  F

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
</table>

Date of Birth _____/_____/_____
Grade _____ Race_____ School _______________

Home Address____________________________________

Phone # __________________ Alternate # ________________

Email Address____________________________________

Parent(s) or Guardian(s)________________________________

Referred by __________________________ Relationship to student __________________________

Tier 2 Interventions/Strategies

Reason(s) for Referral:

_____ Need for Differentiated Instruction (Academic/Mental Ability)

_____ Motivation

_____ Creativity

Area(s) of Strength: __________________________________

Tier 2 Advanced Intervention(s)/Differentiation Strategy (ies):

___________________________________________________

How did the intervention(s) work?

___________________________________________________

Note to Teacher: Please complete TABs observation form for this student.
**TABs Observation Form**

A worksheet for observing student’s exhibition of the core attributes of giftedness.

Originally developed by Dr. Mary M. Frasier

---

**Student Name_______________________________________**

**School______________________**

**Grade______**

**Team/Person completing this form_______________________________________**

---

**DIRECTIONS:** While observing the student, please consider the following traits, aptitudes, and behaviors (TABs) associated with the giftedness construct. Use the scale in the bottom of each box to summarize your evaluation. Circle the number that best represents this student when compared to others of the same age, experience, or environment. If a trait, ability, or behavior has not been evident in the school setting, please circle “0” for unobserved. Marking an "unobserved" will not penalize the student.

---

**Motivation**

Evidence of desire to learn.

* Student may:
  + demonstrate persistence in pursuing &/or completing self-selected tasks. Tasks may be culturally influenced.
  + focus motivation on non-school activities rather than school activities.
  + be an enthusiastic learner of school or non-school subject matter.
  + aspire to be somebody, do something.
  + dislike for routine/drill

**Interests**

A feeling of intenntness, passion, concern or curiosity about something.

* Student may:
  + demonstrate unusual or advanced interests in a topic or activity.
  + be a self-starter.
  + pursue an activity unceasingly.
  + be beyond age group in activities/interests.
  + show concern for local and global issues.
  + may possess a storehouse of information on school or non-school topics.

**Communication Skills**

Highly expressive and effective use of words, numbers, symbols.

* Student may:
  + demonstrate unusual ability to communicate verbally (i.e. extensive vocabulary or creative uses of language).
  + possess heightened capacity for seeing unusual and diverse relationships.
  + produce ideas fluently/flexibly.
  + display unusual ability to manipulate information.
  + demonstrate unusual emotional depth.
  + use this ability in or out of the classroom.

---

**Inquiry**

Questions, experiments, explores.

* Student may:
  + ask unusual questions for age.
  + play around with ideas.
  + demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.

**Leadership**

Displays leadership among his/her peers.

* Student may:
  + be quick to help others.
  + carry out responsibilities well.
  + lead others on the playground or in other unstructured situations (could be in a negative or positive way).
  + organize others.
  + be looked to by others when a decision needs to be made.

**Reasoning**

Logical approaches to figuring out solutions.

* Student may:
  + make generalizations.
  + use metaphors and analogies.
  + think things through in a logical manner.
  + think critically.
  + think things through and come up with a plausible answer.
  + manipulate information.
  + show interest in cause and effect relationships.

**Problem-Solving Ability**

Effective, often inventive, strategies for recognizing and solving problems.

* Student may:
  + use particularly apt examples, illustrations, or elaborations.
  + adjust strategies if selected solution doesn’t work.
  + create new designs, inventive.
  + use this ability in or out of the regular classroom.

**Imagination/Creativity**

Produces many ideas; highly original.

* Student may:
  + show exceptional ingenuity in using everyday materials.
  + have wild, seemingly silly ideas.
  + solve problems through non-traditional patterns of thinking.
  + produce ideas fluidly/ flexibly.
  + be highly curious.
  + display figurative or verbal creativity.

---

**Humor**

Conveys and picks up on humor. Brings two heretofore unrelated ideas or planes of thought together in a recognizable relationship.

* Student may:
  + demonstrate unusual relationships.
  + demonstrate unusual emotional depth.
  + demonstrate sensory awareness.
  + show exceptional sense of timing in words and/or gestures.
  + demonstrate humor in negative ways.

**Insight**

Quickly grasps new concepts and makes connections; senses deeper meanings.

* Student may:
  + show sudden discovery of correct solution following incorrect attempts.
  + display high ability to draw inferences.
  + appear to be a good guesser.
  + possess heightened capacity for seeing unusual and diverse relationships.
  + integrate ideas and disciplines.

---

**RTI Status of Candidate for Gifted Testing**

Date ________________________

Team/Person completing this form_______________________________________

---

**July 2014**

---
Tier 3- RTI Status of Candidate for Gifted Testing
Tier 3 Referral Date_________________

Student Name __________________________________________________________

Testing Information- only if applicable

Possible scores from Benchmarks, MAP, GA Milestone, CogAT, ITBS, other

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date(s) of Testing (month, year)</th>
<th>Testing Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Work Sample Analysis

Date __________________________

Please attach one example of student work completed at school. The work sample should be collected in the student’s area of strength and demonstrate higher order thinking skills. Possibilities include, but are not limited to: a story, play, poetry, report, journal, book, speech, project, assignment, invention.

<table>
<thead>
<tr>
<th>What is the assignment? What was the student expected to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does the student’s work on this task compare to the work of a typical student of the same age?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe any special observations made while the student was completing this task.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this sample typical of the student’s work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Tier 2/3 Meeting

Minutes

Student Name: _______________________________  Date: ________________

Attendees:
______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________

______________________________  ________________________________
Parent Nomination

Date of Referral: ___________________  Parent Name: ________________________________

Student Name: ___________________  Last  First  Middle

Grade: _________  Date of Birth: _____/_____/_______  School: _______________________

1. Tell us why you feel that your child should participate in the gifted program.

2. Tell us about your child’s talents or things your child is good at doing.

3. Tell us about your child’s interests or things your child likes to do.

4. Is there anything else the school should know about your child in considering the need for gifted services?
Self-Nomination Response  
(To be filled out at school)

(Children in grades K-3 may dictate this response to an adult if they desire to.)

Date of Referral ________________________________

Your Name ___________________________________________________________________________________

Last       First       Middle

Grade _______ Date of Birth _______ School ________________________________________________________

1. Tell us (either orally or in written form) why you feel that you should participate in the gifted program.

2. Tell us about your talents or things you are good at doing.

3. Tell us about your interests or things you like to do.

Name of adult recorder ________________________ Relationship to student ________________________

July 2014
Peer-Nomination Response
(To be filled out at school)

(Children in grades K-3 may dictate this response to an adult if they desire to)

Date of Referral: _______________

Student You Are Nominating ___________________________ Last ______ First ______ Middle ______
Grade ______ Date of Birth ________________ School _______________________

Your Name ___________________________ Relationship to student ______________

1. Tell us (either orally or in written form) why you feel that your classmate should participate in the gifted program.

2. Tell us about your classmate’s talents, or things he or she is good at doing.

3. Tell us about your classmate’s interests, or things he or she likes to do.

Name of adult recorder _______________________ Relationship to student ______________
GIFTED EDUCATION ELIGIBILITY SCREENING COMMITTEE

Student’s Name: ________________________________ Meeting Date: ________________

Grade: ______ M F Ethnicity ________________________________

Committee Members Present: (Sign and Date)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Source of Nomination

_____ Automatic _____ Teacher _____ Parent

_____ Self _____ Peer

Minutes:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Recommendations:

_______ The referral narrative, achievement data, and student work samples may suggest
that either the student has a high degree of intellectual activities and/or that the student is a high
achiever, but is not in need of a specialized instructional program at Tier 4 in order to achieve at
levels commensurate with his/her abilities. Therefore, the screening committee is not
recommending further testing. However, we do recommend:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

_______ The referral narrative, achievement data, and student work samples do suggest
that the student has a high degree of intellectual abilities and may be in need of a specialized
instructional program in order to achieve at levels commensurate with his/her abilities.
Therefore, the screening committee is recommending further testing.
SCREENING COMMITTEE NOTIFICATION
(Parent Referral)

Date: __________________________

Dear Parent(s) or Guardian(s) of __________________________________:

In response to a referral of your child for gifted services consideration, a review of your child’s records and school performance to determine educational needs has been completed. Based on all available data such as norm-referenced test scores, grades, work samples, differentiated instruction/assignments, and teacher observations, the Screening Committee has determined that your child does not need further evaluation at this time, but will continue in Tier 2 of the Pyramid of Intervention.

You are invited to participate in a meeting designed to plan for your child’s educational needs. Please return the enclosed Parent Notification of Meeting to inform us of your intent to participate. It is our sincere desire to provide the most rigorous curriculum and maintain high expectations for your child in order to meet the needs that he or she has.

If you have any questions regarding this recommendation, please contact __________________ at _______________________________________.

(Phone number and extension)

Sincerely,

Screening Committee Representative
Notification of Consideration and Permission to Evaluate

Date: ______________________

Dear Parents or Guardians of ______________________________________:

Your child is being considered for gifted services based upon data such as norm-referenced test scores, grades, work samples, differentiated instruction/assignments, and teacher observations.

To determine your child’s eligibility for gifted services, the Screening Committee needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child will be evaluated in the areas of mental ability, achievement, creativity, and motivation.

When the evaluation has been completed, you will be notified in writing of your child’s eligibility status and service recommendations and given an opportunity to discuss this status and these recommendations at that time.

This process is an opportunity for the school to determine your child’s special needs and serve him/her appropriately. If you have any questions, please call the school at ________________.

Sincerely,

Screening Committee Representative

Please indicate your response below, sign, date, and return to me.

_____ Yes, I do agree for this evaluation process to proceed, including the administration of any necessary tests.

_____ No, I do not agree for this evaluation process to proceed.

_________________________ ______________________
Signature of Parent/Guardian Date
Eligibility Status Notification

Date ______________________

Dear Parent/Guardian of _____________________________.

Your child meets the eligibility criteria for gifted services for the _____________ school year. No further evaluation will be needed.

Your child’s progress in the gifted program and in regular educational classes will be reviewed at each grading period to determine whether continuation in the program is advisable. For a child to continue in the gifted program after initial placement, he/she must meet the continuation criteria for the program. You will be informed if your child’s placement is in jeopardy.

Because no change can or will be made in your child’s schedule without your consent, we are informing you that you child may receive the following services for the time period indicated.

Delivery Models may include one or more of the following: Resource, Clusters, Advanced Content Class, Collaborative Teaching, Mentorship/Internship.

**Contact Hours:** Service is a minimum of five segments per week.

_________________________________  ______________________________________
Teacher of the Gifted                  Principal or Assistant Principal

**Please indicate your consent or decline consent and check that you have received the Continuation Criteria for Gifted Program.**

_______I agree with the proposed placement of my child into the gifted program.

_______I disagree with the proposed placement of my child into the gifted program.

_______I received the Continuation Criteria for Gifted Program

Parent Signature ___________________________ Date _____________________
Any student who receives gifted education services shall continue to receive services, provided that the student demonstrates satisfactory performance in gifted and regular education classes.

(a) Students must maintain a “B” average in their course work in all gifted education courses in grades 5-12 to remain eligible for services. Students in K-4 must maintain performance in the gifted program so that no more than two NP’s per grading period are demonstrated. Therefore, at the end of each nine weeks grading period (K-5) or semester (6-12), the gifted teachers will formally review student grades to determine status of each student (continuation, probation, or inactive status).

(b) Students who do not maintain the required performance will be placed on probation at the beginning of the next grading period (K-5) or semester (6-12). Parents will be notified in writing and via conference of the status of the probation. Students will be given one grading period (K-5) or semester (6-12) to achieve satisfactory performance status. Student grades will be reviewed after the probationary period by the gifted teacher to determine student continuation status.

(c) Students who demonstrate satisfactory achievement during the time of probation will be removed from probationary status.

(d) Students who do not demonstrate satisfactory achievement during the time of probation will be placed on inactive status. Parents will be notified in writing and offered an opportunity to conference on the status.

(e) Teachers, parents, and/or students may formally request voluntary inactive status for gifted program services. Requests will be granted at the discretion of the school administrator for extenuating circumstances.

(f) **Guidelines for regaining eligibility and active status.**

Parents, teachers, students, or a school administration may request in writing that the inactive student be re-enrolled in gifted education classes. (Re-Entry Request Form) A student must be inactive for a minimum of one grading period (K-5) or one semester (6-12) before consideration for re-entry. A student remaining on inactive status for one school year or more will be fully withdrawn from the gifted program. Students placed on inactive status due to a failure to meet probationary terms of continuation or who were previously approved for voluntary inactive status may regain eligibility for gifted services by (1) being referred to the screening committee if test scores are more than 24 months old and meeting initial eligibility requirements through an evaluation or (2) being referred to the screening committee if test scores are less than 24 months old and the student has maintained a satisfactory achievement according to (a).

A student who is removed from inactive status and re-enrolled in gifted education classes will be placed on probation for one grading period (K-5) and one semester (6-12) and must meet the continuation criteria specific to the grade span by the end of the probationary period in order to maintain eligibility to receive gifted services. A student who meets or exceeds the continuation criteria is removed from probation and continues in the gifted education program; a student who does not meet the continuation criteria will be withdrawn from the gifted program.
Notification of Ineligibility

Date ______________________________

Dear Parents or Guardians of ____________________:

Your child was referred for evaluation for gifted services. The Eligibility Committee has completed that process, and according to the Georgia Department of Education guidelines, he or she does not currently meet the eligibility requirements.

However, your child will continue to receive differentiated instruction as appropriate. This current decision does not preclude consideration for this program at a later date.

Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him or her to the gifted program for consideration.

Sincerely,

Screening Committee Representative
Gifted Eligibility Report

Eligibility Decision

_____ Student is not eligible.

_____ Student is eligible through multiple criteria
   (3 of 4 categories must be YES.)

_____ Student is eligible through mental ability at 96-99%ile
   (Composite only) plus achievement. (Grades 3-12)

_____ Student is eligibility at 99% (composite only) plus achievement.
   (Grades K-2)

_____ Reciprocity data from another Georgia county

Eligibility Team

Members: 

Administrator: 

Date: 

Services Begin: Month_____ Day______ Year__________

Parent Signature: ___________________________ Date __________________
TRANSFER STUDENT LETTER

Date: _________________

Dear Parent/Guardian of ________________________________:

Your son/daughter has enrolled in our school system. As we were reviewing school records, it was brought to our attention that your child had been receiving instructional services through a gifted education program in his/her former school. This letter explains our reciprocity policy for transfer students.

Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system within the state. However, a student transferring from one school system to another within the state shall meet the continuation criteria for the Oconee County School System. Transfer students within the State of Georgia, who have been identified per state criteria, are eligible for services without further evaluation provided adequate documentation of eligibility is available and/or verifiable and the student meets local continuation criteria. Parents are notified to provide consent for placement. Parents are also offered the opportunity to meet to discuss appropriate Service Delivery Options and the local continuation criteria.

Transfer students from outside the State of Georgia, private schools, non-accredited schools and home schools may be referred to the gifted program teacher for consideration as soon as records and classroom work samples are available. There is no reciprocity between states. Regular referral procedures are followed to determine the need for evaluation and/or eligibility for service. Any test score used to establish eligibility shall be current and within two-calendar years. If you have any test data or other information that could assist the eligibility committee, please provide these materials to the committee.

We welcome your involvement and look forward to hearing from you. If you have any questions or would like to schedule a conference, please do not hesitate to contact the school at ____________________________________.

Sincerely,

Screening Committee Representative
K-5 GIFTED PROGRAM QUARTERLY STUDENT EVALUATION

STUDENT NAME: ________________________ SCHOOL: ___________________________
GRADE: ________________________ YEAR: _____________________________

******************************************************************************

Continuation Criteria Met: ☐ Yes ☐ No- Conference Needed

<table>
<thead>
<tr>
<th>Performance Levels:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA – Consistent Application of the skill</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>P – Progressing toward application of the skill</td>
<td></td>
</tr>
<tr>
<td>NP – Little or no progress in applying the skill</td>
<td></td>
</tr>
</tbody>
</table>

Enrichment Unit: | Student Performance: | Teacher Comment:

Q1: ____________________________

Cluster: ____________________________

Parent Signature ____________________________

Q2: ____________________________

Cluster: ____________________________

Parent Signature ____________________________

Q3: ____________________________

Cluster: ____________________________

Parent Signature ____________________________

Q4: ____________________________

Cluster: ____________________________

Parent Signature ____________________________
Annual Review K-12

Gifted Services Description

Name ___________________________________________ DOB ___________________________
                     Last                     First                     Middle
School ___________________________________________ Gifted Services Continued: School Year _________

Program Description

Delivery Models may include one or more of the following: Resource, Clusters, Advanced Content Class, Collaborative Teaching, Mentorship /Internship.

Contact Hours: Service is a minimum of five segments per week.

Curriculum Focus

All levels of the gifted program include instruction in skills areas basic to gifted education. These skills include but are not limited to the following: (1) Creative Problem Solving; (2) Logical problem Solving; (3) Research Skills; (4) Communication Skills; (5) Critical Thinking; (6) Self-Directed Learning and (5) Collaboration with Others. The gifted curriculum incorporates these skill areas into units and/or courses which deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, Science, and Technology. Curriculum is differentiated to accommodate areas of strength.
Change in Status

Name ________________________________________  Grade __________________

  Last   First   Middle

School ________________________  Date __________________________

  _____ Moving—Student is moving from ________________ County Schools to ____________________

  _____ Re-Entering—Student is re-entering the gifted program, and has met eligibility criteria or
  continuation criteria if evaluation data is no more than two years old. Effective date ___________
  Re-Entry Request Form attached

These areas will always require a parent or guardian signature:

* _____ Voluntary Inactive Status—Student is temporarily leaving the gifted program. This student will
  remain enrolled in the program but on inactive status for at least a grading period and no more
  than a school year. Student must meet eligibility criteria to re-enter the program according to the
  county gifted continuation policy. Attach Approved Request for Gifted Program Inactive Status.

* _____ Inactive Status—Student is temporarily leaving the gifted program due to failure to meet
  terms of probation and the continuation criteria. This student will remain enrolled in the program but
  on inactive status for at least a grading period and no more than a school year. Student must meet
  eligibility criteria to re-enter the program according to the county gifted continuation policy

* _____ Fully Withdrawing—Student is fully withdrawing from the gifted program for one of the
  following reasons:

    * _____ Parent/guardian/student choice

    * _____ Failure to maintain continuation criteria, terms of “plan of improvement”, has
      been on inactive status for at least a grading period and/or re-entry request is denied.

      The effective date of withdrawal is __________________________.

* For Parent/Guardian: I have read the above and understand that if my child is placed on voluntary
  inactive status, inactive status, or is FULLY Withdrawing from the gifted program, he or she must meet
  eligibility criteria to re-enter the program according to the county gifted continuation policy.

__________________________________________  __________________________
Signature of Parent or Guardian                  Date

__________________________________________  __________________________
Signature of Gifted Teacher                     Date

__________________________________________  __________________________
Signature of School Administrator              Date

51
Plan of Improvement Contract (K-8)

Student’s Name __________________________ __________________________
Last       First       Middle       DOB
School ___________________ Grade ______

Subject or Class Involved Subject or Class Involved Subject or Class Involved Subject or Class Involved

Due to your child’s unsatisfactory performance in the classroom, continuation in the gifted program is in jeopardy. During this probationary period, your child will have an opportunity to demonstrate improvement in the area(s) identified in this contract as well as establish the continuation criteria for the gifted program. The contract will be in effect from _________________ to _________________, at which time the undersigned will meet to determine the student’s future placement.

<table>
<thead>
<tr>
<th>Descriptors of Unsatisfactory Performance</th>
<th>Indicators of Improvement/Goals</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date________________</td>
<td>Date________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ Goals Achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ Goals Not Achieved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments or Recommendations: ____________________________________________

__________________________________  ____________________________________  ____________________________________
School Administrator                Student                                       Parent or Guardian                  Parent or Guardian

____________________________   ________________________  ________________________
Teacher of Gifted                 Classroom Teacher                           Classroom Teacher                 Classroom Teacher
SUCCESSFUL COMPLETION OF GIFTED PROBATION

Date _________________________________

Dear Parents or Guardians of ____________________:

We are pleased that your child met the terms of his or her Plan of Improvement Contract as well as the continuation criteria for gifted services and is no longer on probation. The improved work habits and performance demonstrated throughout the probationary period should continue so that your child’s gifted program placement will not again be placed in jeopardy.

For your future reference, the continuation policy has been attached to this letter. Thank you very much for the support you have shown your child the school. Working together, we can certainly expect to see continued success.

Sincerely,

Teacher of Gifted Students

School Administrator

Attachments: Continuation Criteria
DISCONTINUATION OF GIFTED SERVICES

Date ______________________________

Dear Parent(s) or Guardian(s) of ________________________________:

According to the rules and regulations specified in the continuation criteria, students must maintain satisfactory performance in core classes in order to continue gifted services. Additionally, your child did not meet the terms of the Plan of Improvement established while on probation. Student will be fully withdrawn from gifted services effective ________________.

Your child can be considered for reinstatement of gifted services after a grading period and upon meeting the continuation criteria including eligibility for gifted services during this period of time.

Sincerely,

Teacher of the Gifted

School Administrator
REQUEST FOR GIFTED PROGRAM VOLUNTARY INACTIVE STATUS

Date: ______________________

Student’s Name ___________________ DOB ___________________

School ______________________________ Grade __________________

1. Person requesting voluntary inactive status ________________________.

2. Relationship to student (please circle) Parent  Classroom Teacher  Teacher of the Gifted

3. Briefly describe the extenuating circumstances leading to this request.

4. How would inactive status resolve this situation?

5. Has this child been on any kind of inactive status at any time in the past? (please circle)
   YES  NO

   If yes, give the dates, ____________________  ____________________
   From  To

   _____Inactive Status is denied.
   _____Inactive Status is granted for the period from ______________ to ________________

   ___________________  Classroom Teacher  ___________________  Teacher of the Gifted

   ____________________________
   School Administrator

   Attachments: Continuation Criteria
   Change in Status Form (If Needed)
Re-Entry Request Form

Student Name _____________________________________________  DOB _________

School ____________________________________________  Grade ___________

Parent _________________________________ Phone:  Home _________  Bus. _________

Directions:

Please complete the following questions. Attach a copy of the most recent report card as well as documentation from your child’s classroom teacher that substantiates your request for review. Classroom teacher(s) must provide documentation in writing. Classroom teacher may provide documentation directly to the Teacher of the Gifted. Return completed review packet (Re-entry request form, copy of report card, and classroom teacher documentation) to the Teacher of the Gifted at the child’s zoned school. The Screening Committee will review all information. You will be notified in writing of the decision.

1. What are your reasons for requesting a review of your child for re-entry into the gifted program?

2. List specific changes in your child’s performance/attitude in school that would affect his/her consideration for participation in the gifted program. You may attach an additional sheet or use the back of this form.

Parent/Guardian Signature __________________________ Date __________________________
Cluster is a gifted service model in which a gifted certified classroom teacher plans extension and enrichment activities for your child within their regular classroom. When your child demonstrates proficiency in the skill or concept being studied, enrichment or extension activities will be provided for him/her individually or in a small group.

**CLUSTER STUDY INDICATORS:**

- Pre Assessment: Needs differentiated curriculum to stimulate motivation
- Consistently scores high on assessments related to modified field: Other: _________________________
- Needs opportunity to explore interest areas. Other: _________________________

**GENERAL AREA(S) OF STUDY** (maximum of Two)

- Language Arts
- Science
- Social Studies
- Mathematics
- Other

**ASSESSMENT PROCEDURES** (Check appropriate assessment):

- Rubrics
- Conferences
- Tests
- Self Assessment
- Observation
- Daily Work
- Checklists
- Journals
- KWL Charts
- Presentation
- Portfolio
- Other (s)

**SKILL DEVELOPMENT AREA(S)**

- Independent Inquiry
- Problem Solving
- Creative Thinking
- Communication
- Critical Thinking
- Research
- Written Expression
- Other

**STRATEGIES FOR ENRICHMENT/EXTENSIONS TO SUPPORT STUDY AREAS:**

- Compacting
- Learning Centers
- Competition
- Personal Agendas
- Multi Media
- Tiered Assignments
- Web Quests
- Most Difficult First
- Research
- Tic Tac Toe Boards
- Jigsawing
- Cooperative Teams
- Cubing
- Literature Study
- Simulations
- Independent Study
- Renzulli Project
- Differentiated Menu Boards
- Other (s)
Collaborative Model Planning Contract

| Name _________________________________ | Grade _____ | Estimated Beginning Date _______ Ending Date _______ |
| Teacher ___________________ | School _______ | Progress Reports Due on the Following Dates: |

| EVIDENCE OF NEED FOR COLLABORATIVE STUDY: (Ex. Pretests, standardized test scores, etc.) |

| GENERAL AREA OF STUDY (Check all that apply.) | SPECIFIC AREA OF STUDY Write a brief description of the problem that you plan for the student to investigate. |
| _____ Language Arts | SPECIFIC INSTRUCTIONAL ACTIVITIES: (T)=Classroom Teacher  (G)=Gifted Program Teacher |
| _____ Social Studies | (T)=Classroom Teacher  (G)=Gifted Program Teacher |
| _____ Mathematics | (Unit/Lesson Plan may be attached showing differentiation) |
| _____ Science | |
| _____ Other (specify) _______________ | |

| SPECIFIC STANDARDS FOR STUDY: | |
| (T)=Classroom Teacher  (G)=Gifted Program Teacher |

| DATES OF LESSONS: | AMOUNT OF TIME SERVED (In segments) _____________ | ASSESSMENT PROCEDURES: |

| CLASSROOM TEACHER SIGNATURE _________________________________ | DATE ____________ | TEACHER of the GIFTED SIGNATURE _________________________________ | DATE ____________ |

Adapted from Renzulli and Smith’s “Management Plan for Individual and Small Group Investigations”, *Curriculum Compacting*, Copyright 1977.
Individual Student Contract
Collaborative Model

This contract is being established to adapt/modify curriculum to meet the educational needs of:

__________________________________  ____________________________
Student’s Name  School  Grade  Qtr/Smtr/Yr

For the following reasons: (Check the appropriate ones.)

_____ consistently scores high in tests related to modified field.
_____ Needs opportunity to explore interest areas.
_____ Needs differentiated curriculum/instruction to stimulate motivation.

Objectives:  To develop skills in:  _____ Communication  _____ Research
            _____ Independent Inquiry  _____ Creative/Critical Thinking

Duration (Contact Time) of this Course:

Content:  _____ Language Arts/English  _____ Math  _____ Science
          _____ Social Studies  _____ Foreign Language

In his/her study of _______________________________, the student will use what he/she has learned to ____________________________________________________________
___________________________________________________________________________ and share
the results using a ____________________________________________________________

Evaluation Procedure:  _____ Peer Observation  _____ Teacher Observation
                      _____ Presentation  _____ Exam

Responsibility:

Regular Classroom Teacher Signature_________________________  Date:  ___________
Classroom Teacher Signature_______________________________  Date:  ___________
Student Signature_________________________________________  Date:  ___________
Parent/ Guardian Signature___________________________________  Date:  ___________
Oconee County School System  
Gifted Mentorship/Internship Student Contract

Date: ____________________

Student Name: ___________________________  School: _____________

Grade Level: _________  Model Type: ______________  Number of Credits: ______

Provide a brief description of the mentorship/internship.

What learning goals/objectives will be achieved in the mentorship/internship?

Provide a proposal for the final product/project, including a plan for professional presentation of the product and evaluation criteria.

We agree that the above named student will complete all requirements for this mentorship/internship as described in order to receive high school credit.

_________________________________  ______________________
Student  Parent

_________________________________
Mentor

_________________________________
 School Official (Gifted Teacher or Administrator)

_________________________________
System Gifted Coordinator
Gifted Evaluation Process

When the Screening Committee has made a referral(s) for further testing and parental Consent has been obtained, the Lead Teacher of the Gifted/Gifted Coordinator or designee(s) in each school should complete the identifying information sections of the Gifted Referral Spreadsheet that is provided by the System Test Coordinator. This includes filling in the cells to indicate the school, grade, first and last name, gender, race, and referral source for each student who is to be evaluated. The spreadsheet should also be completed to include indicate assessment data that is currently available to establish eligibility. This spreadsheet should be electronically forwarded to the System Test Coordinator by a date to be specified. Using this information, the System Test Coordinator will provide testing materials to each school as needed. The primary formal assessment instruments used to establish gifted eligibility for referred students are as follows:

<table>
<thead>
<tr>
<th>Eligibility Area</th>
<th>Assessment Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Ability</td>
<td>Cognitive Abilities Test (CogAT)</td>
</tr>
<tr>
<td>Achievement</td>
<td>Iowa Test of Basic Skills (ITBS)</td>
</tr>
<tr>
<td></td>
<td>Measures of Academic Progress (MAP)</td>
</tr>
<tr>
<td>Motivation</td>
<td>Gifted Evaluation Scale -3 (GES-3)</td>
</tr>
<tr>
<td></td>
<td>NGA Top 10% of core classes (6-12)</td>
</tr>
<tr>
<td>Creativity</td>
<td>Torrance Test of Creative Thinking (TTCT)</td>
</tr>
</tbody>
</table>

The evaluation process should proceed as outlined within the Phase 3/Tier3 Gifted Evaluation Flow Chart and as described below. Refer to the table titled Criteria for Initial Eligibility for Gifted Education Services as a guide to the specific requirements of gifted eligibility using the Psychometric and Multiple Criteria eligibility approaches.

For those students who do not have a current mental abilities assessment (within two years of the date on which eligibility is anticipated to be established), the process begins by first administering the CogAT. (In the event that a referred student does not have a current ITBS or MAP score, one of these assessments would need to be administered at this stage as well.) After administration of this assessment, one of the following four scenarios will apply.

1. **The student’s scores in the areas of mental ability and achievement eliminate the possibility of his/her eligibility for gifted services using either the Psychometric or Multiple Criteria approaches.** [i.e. The student scores below the 96th %ile on overall ability and each of the ability components (verbal, nonverbal, & quantitative) and scores below the 90th %ile on total battery, total reading, and total math.] In this case, it is unnecessary to administer additional assessment measures. However, data collected during the referral process in the areas of creativity and motivation should be documented on the eligibility form.

2. **The student’s scores meet eligibility criteria in both ability and achievement using the Psychometric Approach.** In this case, it is unnecessary to administer additional formal measures of creativity and motivation. However, for these eligible students, you will need to document collection of data in the areas of creativity and motivation. Appropriate data collected during the referral process will suffice but must be described on the eligibility form.
3. The student’s scores do not meet eligibility criteria using the Psychometric Approach, but he/she does receive qualifying scores in both ability and achievement using the Multiple Criteria Approach. In this case, proceed with formal assessment of motivation using the GES-3. (All GES-3 items should be completed by a teacher using his/her knowledge of the student. Direct input from more than one teacher/school personnel should not be used to complete a single GES-3. The GES-3 is not normed for such use.) Based on the results of the GES-3, one of the following will apply.

a. The student receives a qualifying score on the Motivation section of the GES-3. In this case, gifted eligibility criteria have been met and administration of the TTCT is unnecessary. However, for these eligible students, collection of data in the area of creativity will need to be documented. At this step, GES-3 data and/or appropriate data collected during the referral process may be used and documented on the eligibility form.

b. The student does not receive a qualifying score on the Motivation section of the GES-3. In this case, administer the TTCT. Based on the results of the TTCT, one of the following will apply.

i. The student receives a qualifying score on the TTCT. In this case, gifted eligibility criteria have been met.

ii. The student does not receive a qualifying score on the TTCT. In this case, gifted eligibility criteria have not been met.

4. The student’s scores do not meet eligibility criteria using the Psychometric Approach, but the student does receive a qualifying score in either ability or achievement (not both) using the Multiple Criteria Approach. In this case, proceed with formal assessments of motivation using the GES-3 and creativity using the TTCT. (All GES-3 items should be completed by a teacher using his/her knowledge of the student. Direct input from more than one teacher/school personnel should not be used to complete a single GES-3. The GES-3 is not normed for such use.) Based on the results of the GES-3 and TTCT, one of the following will apply.

a. The student receives qualifying scores on both the Motivation section of the GES-3 and on the TTCT. In this case, gifted eligibility criteria have been met.

b. The student does not receive qualifying scores on one or both of these assessment measures. In this case, gifted eligibility criteria have not been met.

Completion of the Gifted Evaluation Process should be documented by including newly collected data in the remaining sections of the Gifted Referral Spreadsheet and by completing individual student Gifted Eligibility Reports. Test protocols and/or test profile sheets should be also be filled out to include all appropriate identifying information and all information needed to document accurate test scoring procedures. The Gifted Referral Spreadsheet should be forwarded electronically to the System Test Coordinator, and the used test protocols and score profile sheets should be returned by the date(s) to be specified. In addition, unused test protocols, test manuals, scoring guides, and directions for administration should be accounted for and returned as specified to the System Test Coordinator.
## Criteria for Initial Eligibility for Gifted Education Services

<table>
<thead>
<tr>
<th></th>
<th>PSYCHOMETRIC APPROACH (Both Criteria Must be Met)</th>
<th>MULTIPLE CRITERIA APPROACH (3/4 Criteria Must Be Met)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
<td>Grades 3-12</td>
</tr>
<tr>
<td>Composite Mental Ability</td>
<td>99(^{th}) %ile</td>
<td>96(^{th}) %ile</td>
</tr>
<tr>
<td>Mental Ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Composite, Verbal, Nonverbal, or Quantitative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>90(^{th}) %ile</td>
<td>90(^{th}) %ile</td>
</tr>
<tr>
<td>(Total Battery, Total Reading, or Total Math)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Phase Three / Tier 3 Gifted Evaluation Flowchart

Review Results of CogAT and ITBS or MAP

- Student's scores meet criteria using psychometric approach
  - Use existing data or gather more data on motivation and creativity to complete the eligibility
  - Score meets criteria
    - Student is eligible for gifted services
  - Score does not meet criteria
    - Administer TTCT
      - Score meets criteria
        - Student is eligible for gifted services
      - Score does not meet criteria
        - Student is ineligible for gifted services

- Student's scores do not meet criteria using psychometric approach, but DO meet for BOTH achievement AND ability using the multiple criteria approach
  - Administer GES-3 for motivation
    - Score meets criteria
      - Student is eligible for gifted services
    - Score does not meet criteria
      - Administer TTCT
        - Score meets criteria
          - Student is eligible for gifted services
        - Score does not meet criteria
          - Student is ineligible for gifted services

- Student's scores do not meet criteria using the psychometric approach but DO meet for EITHER achievement OR ability using the multiple criteria approach
  - Administer GES-3 AND TTCT
    - Scores MEET criteria on GES-3 and TTCT
      - Student is eligible for gifted services
    - Scores DO NOT MEET criteria on both GES-3 and TTCT
      - Student is ineligible for gifted services

- Student's scores do not meet criteria in either ability or achievement using the psychometric or multiple criteria approach
  - Student is ineligible for gifted services
ITBS Administration & Hand-Scoring Guides
Level 6 – Form A: Complete Battery
Kindergarten (Spring)
& 1st Grade (Fall)

1) Administer the following subtests:
   Vocab (V)  Reading Words (RW)  Reading Comp (RC)  Lang. (L)  Math (M)
(You do not have to administer Word Analysis or Listening.)

2) Compute the raw score of each subtest.

3) Compute the Reading Total (RT) Raw score (RS):
   \[
   \text{Reading Total (RT) RS} = \text{Reading Words (RW) RS + Reading Comp (RC) RS}
   \]

4) Convert Raw Scores of each of the subtests and the Reading Total (RT) to Standard Scores (SS) using the table on page 54. Abbreviations used in the table are explained on page 52.

5) Compute the Core Total (CT) Standard score using the following formula:
   \[
   \text{Core Total (CT) SS} = \left[ \text{Vocab (V) SS + Lang. (L) SS + Math (M) SS} \right] \text{divided by 3}
   \]
   (Round decimal numbers to the nearest whole number.)

6) Convert Standard Scores of the Reading Total (RT), Math (M) subtest, and Core Total (CT) to Percentile Scores using the appropriate table according to the time of year that the ITBS is administered and the grade level of the student.

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Grade of Student</th>
<th>Table Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – November</td>
<td>1st Grade</td>
<td>79</td>
</tr>
<tr>
<td>Dec. 1 – Feb. 29</td>
<td>1st Grade</td>
<td>111</td>
</tr>
<tr>
<td>March 1 – May</td>
<td>Kindergarten</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>1st Grade</td>
<td>143</td>
</tr>
</tbody>
</table>
Levels 7, 8, 10, 12, & 13 – Form A: **Survey** Battery

**Level 7 - 1st Grade (Spring) & 2nd Grade (Fall)**
**Level 8 - 2nd Grade (Spring)**
**Level 10 - 4th Grade**
**Level 12 - 6th Grade**
**Level 13 - 7th Grade**

1) Administer all parts.

2) Compute the Raw Score for Reading Total (RT), Language Total (LT), and Math Total w/Computation (MT+).

   - **Reading Total (RT)** \( RS = \) Vocabulary + Picture Stories + Sentences + Stories
   - **Language Total (LT)** \( RS = \) Spelling + Capitalization + Punctuation + Usage & Expr.
   - **Math Total w/ Computation (MT+)** \( RS = \) Concepts + Problems + Computation

3) Convert Raw Scores of Reading Total (RT), Language Total (LT), and Math Total w/Computation (MT+) to Standard Scores (SS) using the appropriate table according to the Level of the ITBS being administered.

<table>
<thead>
<tr>
<th>ITBS Level</th>
<th>Table Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>45</td>
</tr>
<tr>
<td>Level 8</td>
<td>46</td>
</tr>
<tr>
<td>Level 10</td>
<td>48</td>
</tr>
<tr>
<td>Level 12</td>
<td>50</td>
</tr>
<tr>
<td>Level 13</td>
<td>51</td>
</tr>
</tbody>
</table>

4) Calculate the Survey Total w/Computation Standard Score (ST+ SS) using the following formula:

   \[ ST^+ SS = \left( \frac{RT \text{ Standard Score} + LT \text{ Standard Score} + MT^+ \text{ Standard score}}{3} \right) \]

   (Round decimal numbers to the nearest whole number.)

5) Convert Standard Scores of the Reading Total (RT), Math Total w/Computation (M+), and Survey Total w/Computation (ST+) to Percentile Scores using the appropriate table according to the time of year that the ITBS is administered and the grade level of the student.

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Grade of Student</th>
<th>Table Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – November</td>
<td>2nd Grade</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>4th Grade</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>6th Grade</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>7th Grade</td>
<td>81</td>
</tr>
<tr>
<td>Dec. 1 – Feb. 29</td>
<td>2nd Grade</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>4th Grade</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>6th Grade</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>7th Grade</td>
<td>112</td>
</tr>
<tr>
<td>March 1 – May</td>
<td>1st Grade</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>2nd Grade</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>3rd Grade</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>4th Grade</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>6th Grade</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>7th Grade</td>
<td>144</td>
</tr>
</tbody>
</table>
Levels 9, 11, 14 – Form A: Complete Battery

Level 9 – 3rd Grade
Level 11 – 5th Grade
Level 14 – 8th Grade

1) Administer the following subtests:

- Reading Vocab. (V)
- Reading Comp. (RC)
- Spelling (L1)
- Capitalization (L2)
- Punctuation (L3)
- Usage & Exp. (L4)
- Math Concepts (M1)
- Math Prob. Solv. (M2)
- Math Comp. (M3)

(You do not have to administer Word Analysis, Listening, Social Studies, Science, Maps & Diagrams, or Reference Materials.)

2) Compute the Raw Score (RS) of each subtest.

3) Convert the Raw Score (RS) of each of subtest into a Standard Score (SS) using the appropriate table according to the Level of the ITBS being administered.

<table>
<thead>
<tr>
<th>ITBS Level</th>
<th>Table Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 9</td>
<td>57</td>
</tr>
<tr>
<td>Level 11</td>
<td>59</td>
</tr>
<tr>
<td>Level 14</td>
<td>62</td>
</tr>
</tbody>
</table>

4) Compute the Reading Total (RT) SS, Language Total (LT) SS, and Math Total w/Computation (MT+) Standard Scores (SS) using the following formulas:

- Reading Total (RT) SS = [(V) SS + (RC) SS] divided by 2
- Language Total (LT) SS = [(L1) SS = (L2) SS + (L3) SS + (L4) SS] divided by 4
- Math Total w/Comp. (MT+) SS = [(M1) SS + (M2) SS + (M3) SS] divided by 3

(Round decimal numbers to the nearest whole number.)

5) Compute the Core Total w/Computation (CT+) Standard Score (SS) using the following formula:

- Core Total w/Comp. (CT+) SS = [(RT) SS + (LT) SS + (MT+) SS] divided by 3

(Round decimal numbers to the nearest whole number.)

6) Convert Standard Scores of the Reading Total (RT), Math Total w/Computation (MT+), and Core Total w/Computation (CT+) to Percentile Scores using the appropriate table according to the time of year that the ITBS is administered and the grade level of the student.

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Grade of Student</th>
<th>Table Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – November</td>
<td>3rd Grade</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>5th Grade</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>8th Grade</td>
<td>98</td>
</tr>
<tr>
<td>Dec. 1 – Feb. 29</td>
<td>3rd Grade</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>5th Grade</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>8th Grade</td>
<td>130</td>
</tr>
<tr>
<td>March 1 – May</td>
<td>3rd Grade</td>
<td>147</td>
</tr>
<tr>
<td></td>
<td>5th Grade</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>8th Grade</td>
<td>163</td>
</tr>
</tbody>
</table>
## Complete Battery ITBS Score Profile

(Refer to *ITBS Administration & Hand-Scoring Guides*)

Levels 9, 11, & 14 **Complete** Batteries

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Grade: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: _________________________</td>
<td>Date: __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Raw Score (RS)</th>
<th>Standard Score (SS)</th>
<th>Percentile (%ile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (V)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension (RC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Total (RT)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(V) SS + (RC) SS = _______/ Divided by 2*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling (Sp)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalization (Cap)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation (Punc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usage &amp; Expression (U&amp;E)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Total (LT)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Sp) SS + (Cap) SS + (Punc) SS + (U&amp;E) SS = _______/ Divided by 4*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Concepts (MCon)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Problem Solving (MProb)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Computation (MComp)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Total w/Computation (MT+)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MCon) SS + (MProb) SS + (MComp) SS = _______/ Divided by 3*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Total w/Computation (CT+)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(RT) SS + (LT) SS +(MT+) SS = _______/ Divided by 3*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*round to the nearest whole number

**Survey Battery ITBS Score Profile**

(Refer to *ITBS Administration & Hand-Scoring Guide*)

Levels 7, 8, 10, 12, & 13 **Survey** Batteries

Student Name:__________________________  Grade:__________

School:______________________________  Date:________________

<table>
<thead>
<tr>
<th></th>
<th>Raw Score (RS)</th>
<th>Standard Score (SS)</th>
<th>Percentile (%ile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Total (RT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Total (LT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Total w/Computation (MT*)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em><em>Survey Total w/Computation (ST</em>)</em>*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(RT) SS + (LT) SS + (MT*) SS = __________ / divided by 3*

*round to the nearest whole number
CogAT
Administration & Hand-Scoring Guide
All Levels

1) Using the box on the CogAT Score Profile sheet, compute the student’s age.

2) Administer all subtests.

3) Determine the raw score of each subtest.

4) Compute the Verbal Battery, Quantitative Battery, and Nonverbal Battery raw scores by adding together the raw scores of each of the subtests that make up each battery.

5) Convert the Verbal Battery, Quantitative Battery, and Nonverbal Battery raw scores into Universal Scale Scores (USS) using the tables from the CogAT Norms Booklet as follows:

<table>
<thead>
<tr>
<th>Battery</th>
<th>Table #</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Quantitative</td>
<td>6</td>
<td>41</td>
</tr>
<tr>
<td>Nonverbal</td>
<td>11</td>
<td>57</td>
</tr>
</tbody>
</table>

5) Compute the Composite USS by adding together the Verbal Battery, Quantitative Battery, and Nonverbal Battery USSs together and dividing by 3. (*If necessary, round this number to the nearest whole number.)

\[
\text{Composite USS} = \frac{[\text{(V) USS} + \text{(Q) USS} + \text{(NV) USS}]}{3}\
\]

6) Obtain Standard Age Scores (SAS) of the Verbal Battery, Quantitative Battery, Nonverbal Battery, and Composite using the tables from the CogAT Norms Booklet as follows. (Use the column in each table that is closest to the student’s chronological age.)

<table>
<thead>
<tr>
<th>Battery</th>
<th>Table #</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Quantitative</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>Nonverbal</td>
<td>12</td>
<td>58</td>
</tr>
<tr>
<td>Composite</td>
<td>16</td>
<td>72</td>
</tr>
</tbody>
</table>

Reading Total (RT), Math (M) subtest, and Core Total (CT) to Percentile Scores using the appropriate table according to the time of year that the ITBS is administered and the grade level of the student.

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Grade of Student</th>
<th>Table Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – November</td>
<td>1st Grade</td>
<td>79</td>
</tr>
<tr>
<td>Dec. 1 – Feb. 29</td>
<td>1st Grade</td>
<td>111</td>
</tr>
<tr>
<td>March 1 – May</td>
<td>Kindergarten</td>
<td>141</td>
</tr>
<tr>
<td></td>
<td>1st Grade</td>
<td>143</td>
</tr>
</tbody>
</table>
CogAT Score Profile

(Refer to CogAT Administration and Hand-Scoring Guide)

Levels A - H

Name: ____________________________________________  
School: ____________________________________________  
Grade: ______________

<table>
<thead>
<tr>
<th></th>
<th>Raw Score (RS)</th>
<th>Universal Scale Score (USS)</th>
<th>Standard Age Score (SAS)</th>
<th>Percentile (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Classification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Completion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbal Analogies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbal Battery (V)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Relations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number Series</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equation Building</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Battery (Q)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Figure classification</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Figure Analogies</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Figure Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nonverbal Battery (NV)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Composite</strong> [(V) USS + (Q) USS + (NV) USS]/divided by 3*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Tested
Date of Birth
Student's Age

Year
Month

---

71
*round to the nearest whole number

**Talent Search Flowchart**

**Phase One: Talent Search**
- **Automatic Referrals** -- Review of available standardized test data
- **Structured Observations** -- Classroom Surveys, Planned Experiences, etc.
- **Referrals by Individuals** -- Anyone with knowledge of students' abilities

**RTIPOI Tier 1 and Tier 2** -- Review of student performance in modified assignments

**Phase Two: Screening**
- **In School Review or Data Team** needs to consider available data on all names generated from the Talent Search to determine those students in need of further instructional modifications, possible evaluation, and/or additional services. Hearing/vision screening should be completed.

**No Additional Services Needed:**
- Tier 1 and Tier 2

**Possible Need for Additional Services**

**Phase Three/Tier 3:**
- **Further Evaluation and/or Data Collection**

**Not Eligible:**
- Instruction/differentiation provided in Tier 1, Tier 2 and/or Tier 3

**Eligible: Tier 4**
- Student provided gifted services

**Special Case**
- Refer to Assistant Superintendent of Instruction
Curricular Components K-12

The system provides differentiated curriculum for gifted students that incorporates the State Board of Education approved student competencies and Georgia Performance Standards and Common Core Standards. Aligning units with the standards taught in each grade level allows students to dig deeper into the material. By focusing on developing cognitive, learning, research, references, communication and meta-cognitive skills at each grade grouping (K-12), the instructional program for the gifted employs differentiated curriculum principles in one (1) or more of the content areas of mathematics, science, language arts/reading, social studies, world languages, fine arts and vocational/technical education. Oconee County will review and revise its curricula for the gifted and talented students at least annually. Advanced content courses, honors courses and AP courses provide students with course syllabi and course requirements.

The units listed below refer to curriculum provided by the system and represent possible units of study. Gifted teachers may also choose to collaborate with classroom teachers or develop unique units of study on their own with the understanding that all instruction must adhere to the guidelines listed below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>New Beginnings</td>
</tr>
<tr>
<td></td>
<td>Repeat After Me</td>
</tr>
<tr>
<td></td>
<td>Pastabilities</td>
</tr>
<tr>
<td></td>
<td>Inventions</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Imagine</td>
</tr>
<tr>
<td></td>
<td>Transformations/Beyond Words</td>
</tr>
<tr>
<td></td>
<td>Ancient Lands</td>
</tr>
<tr>
<td></td>
<td>Tick tick</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Expressions</td>
</tr>
<tr>
<td></td>
<td>Hands on Algebra (Level 1)</td>
</tr>
<tr>
<td></td>
<td>See the U.S.A.</td>
</tr>
<tr>
<td></td>
<td>Root of the Matter</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Mysteries</td>
</tr>
<tr>
<td></td>
<td>Math (Hands On Algebra, Consumer Math, Great Equation Race)</td>
</tr>
<tr>
<td></td>
<td>My, My</td>
</tr>
<tr>
<td></td>
<td>Create a Country</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>Quests (personal Finance or Eminent People)</td>
</tr>
<tr>
<td></td>
<td>Rhetoric</td>
</tr>
<tr>
<td></td>
<td>Go With the Flow/Hands on Algebra</td>
</tr>
<tr>
<td></td>
<td>Architects of Learning</td>
</tr>
</tbody>
</table>

Professional Development
Oconee County promotes the participation in professional development opportunities for teachers to increase their content and pedagogical knowledge to enhance their curricula and instructional strategies.
Guidelines for Use When Developing Curriculum for Gifted Learners

Could-Should-Would Test

Could-Should-Would Test (Harry Passow)

Ask: “Does this activity for gifted learners pass the Could-Should-Would Test?”

- Could most other students of this age do it?
- Should most other students of this age be expected to do it?
- Would most other students of this age, if they knew the expectation, even want to do it?

If the unit/activity does not pass the test, it is not defensible gifted education/advanced content!

Instructional Unit Design

Identify Desired Results - What is it I want my students to know, understand, and be able to do?

Determine Acceptable Evidence - How will I know if students have achieved the desired results and met standards? What will I accept as evidence of understanding and proficiency?

Plan learning experiences and instruction – What knowledge and skills will students need to achieve desired results? What activities will equip students with such knowledge and skills? What will need to be taught and coached? What materials and resources are suited to accomplish goals? Is the overall design coherent and effective? (Meaningful? Rigorous?)

From Understanding by Design, Grant Wiggins and Jay McTighe, ASCE, 1998 (www.ascd.org)
GIFTED CONTINUATION CRITERIA FLOWCHART

Teacher of the gifted student checks grades each grading period

- Student is meeting Continuation Criteria
  - Continue gifted services

- Student is not meeting Continuation Criteria
  - Meet with parents
    - Develop Plan of Improvement
    - Student placed on PROBATION for one grading period
      - Student meets terms of Plan of Imp. & Continuation Criteria
        - Student is removed from PROBATION
      - Student does not meet terms of Plan of Imp. & Continuation Criteria
        - Student is placed on INACTIVE status

- Request for Re-entry Submitted
  - Screening Committee evaluates Continuation Criteria according to (f)
    - Student meets Continuation Criteria
      - Student re-enters gifted program on PROBATION for one grading period
      - Teacher of gifted completes Change in Status form
    - Student does not meet Continuation Criteria
      - Student fully withdrawn from program
      - Teacher of gifted completes Change in Status form

- No request for Re-entry submitted after one year
Acceleration is the promotion of a student by more than one grade beyond the current grade level, or advancing to the next grade level during a school year. Acceleration should be considered in rare cases after all differentiation opportunities have been thoroughly explored.

Students will be accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are not other ways to meet student’s needs.

Before considering acceleration, actions such as inclusion in a full or part-time gifted program, differentiation in the classroom, or other advanced courses should be examined.

Acceleration of a student shall be based on the firm recommendation of the teachers, principal, and other certified staff in the school, after consideration of a variety of data, including, but not limited to, these:

- The student’s acquired knowledge, aptitudes, and skills
- The student’s emotional, social, and physical maturity
- The student’s age
- The student’s attendance
- The preferences of the student
- The preferences of the student’s parents

Whole-grade acceleration is a curriculum intervention for capable students who show strong achievement in the classroom or exhibit potential to do advanced work. The process should be initiated no later than March 30 of the student’s 1st, 2nd, 3rd or 6th grade years. Oconee County Schools will not consider whole-grade acceleration in situations where the result would be to accelerate a student from elementary school to middle school or middle school to high school. The final decision about grade acceleration shall be made by school level Acceleration Committee.

**PROCESS**

Oversight and implementation of the acceleration process rests with the local school administration.

1. A formal written request for consideration of acceleration may be initiated by a parent or guardian, teacher, counselor, or local school administrator utilizing the Request for Consideration of Acceleration form. This form must be submitted no later than March 30th of the student’s 1st, 2nd, 3rd or 6th grade year. Students in 4th, 5th, 7th or 8th grade will not be considered for acceleration because these grades are transition years for students to middle or high school.

2. The school gathers and reviews appropriate data from the classroom teacher and other instructional personnel to determine whether to proceed with further evaluation and the acceleration process. The decision to proceed with further evaluation shall be made by a committee composed of classroom teacher(s), teachers of the gifted and administrator.

3. If a determination is made to proceed with evaluation, the school system will conduct an individual evaluation that may include assessment of the student’s mental abilities, achievement, and aptitude (See Whole-Grade Acceleration Flowchart). The Assistant Superintendent of Instruction will designate a system.
and/or local school contact person who shall coordinate the completion of the *Iowa Acceleration Scale*.

(4) A committee (consisting of local school administrator and teachers) will review all options and, if appropriate, will prepare a comprehensive plan for acceleration. The committee decides the type of acceleration program for the student based on the recommendations of *Iowa Acceleration Scale*.

(5) A Student Acceleration Instructional Plan will be written. This Plan will be monitored for progress and the transition at least nine weeks after placement of an accelerated student.

(6) A student may only be tested and considered for acceleration once in a three year period.
Request for Consideration of Acceleration

Student Name ___________________ Date of Birth _________________

Homeroom Teacher _________________________________________ Grade ______________

The above student is referred for possible whole grade acceleration.

Rationale:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Current Gifted Education Services/Curriculum Modifications:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

I have reviewed the Oconee County Schools guidelines and procedures for whole grade acceleration. __________________________

Signature

Please print name

Referred by: 

Parent __________________________

Teacher __________________________

Other __________________________

I have reviewed the Oconee County Schools guidelines and procedures for whole grade acceleration. __________________________

Signature

Student Name ___________________ Date of Birth _________________

Homeroom Teacher __________________________ Grade ______________

The above student is referred for possible whole grade acceleration. Rationale:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Current Gifted Education Services/Curriculum Modifications:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Signature

Date
Acceleration Team Report

Date ____________________________

Student Name ___________________________ Date of Birth _________________

Homeroom Teacher ___________________________ Grade ______________________

Referred by ________________________________

Acceleration Committee Members:

Principal ___________________________ Teacher ___________________________

Teacher of the Gifted ______________________ Teacher _______________________

Teacher ___________________________ Other ___________________________

Recommendation:

_____ Maintain Grade Level  _____ Subject(s) Acceleration  _____ Refer for Consideration of Whole-Grade Acceleration (Single Grade Only)

List  Subject(s)  Subject(s)  Subject(s)

Rationale:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Principal’s Signature ___________________________ Date ___________________________
Notification of Instructional Plan  
in lieu of Whole-Grade Acceleration

Date ____________________________

Dear Parents or Guardian of ______________________________________________:

Since your child was referred for consideration for whole-grade acceleration, the Acceleration Committee has reviewed available information and determined that his/her needs may be best met by implementing instructional strategies within grade level programs other than whole-grade acceleration.

Based on this information the Acceleration Committee has developed the following recommendation of service options to address your child’s strengths.

_____ Differentiation of instruction (response to learner readiness, interest and learning profile by adapting content, process and products) within the regular classroom.

_____ Curriculum-compacting (compressing the curriculum to eliminate repetition of work that has already been mastered) within the regular classroom.

_____ Subject-matter acceleration or advancement across grade levels (student utilizes materials from higher grade placement or goes to another classroom in a higher grade level for a specific subject—e.g., Mathematics).

_____ Self-paced instruction.

_____ Other (Specify):

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Sincerely,

_______________________________________________________  ________________________________

Principal’s Signature                           Date
Notification and Permission to Evaluate for Whole-Grade Acceleration

Date: __________________________

Dear Parents or Guardians of ______________________________________:

Your child is being considered for whole-grade acceleration.

To determine your child’s eligibility, the School Acceleration Committee needs your consent to proceed with the formal evaluation process as established by Oconee County Schools. Your child will be evaluated as needed in the areas of mental ability, aptitude and achievement.

When the evaluation has been completed, you will be notified of the results. If you have any questions, please call the school administrator at ____________________________.

Sincerely,

School Acceleration Committee Representative

Please indicate your response below and return to me by __________________________. Date

_____ Yes, I do give consent for the evaluation process to consider whole-grade acceleration for my child to proceed, including the administration of any necessary assessments.

_____ No, I do not agree for this evaluation process to proceed.

________________________________________
Signature of Parent/Guardian

________________________________________
Date
The Student Acceleration Instructional Plan includes:
Whole-grade acceleration (one year) has been recommended. This plan specifies a trial period of at least nine weeks and outlines how the student’s adjustment, progress and success will be monitored.

Principal’s Signature __________________________ Date __________________
Whole-Grade Acceleration Flowchart

1. Parent or teacher submits form to principal.
   - Principal notifies Office of Instruction.

2. Committee of administration, former and/or current teachers review all available information, complete IAS Tests I, II, and III and decide whether to proceed with the whole-grade acceleration.
   - Yes
   - No
   - Parent notified of decision and devise alternate intervention plan.

3. Parent Notification
   - School administration explains whole-grade acceleration process to parents.
   - Parent agrees to proceed & signs consent for testing.
   - Parent decides not to proceed.

4. Individual Mental Abilities Test (IAS Sec IV)
   - Administered by qualified personnel.
   - Score = one SD above mean.

5. Aptitude Test (IAS Sec V)
   - Administered by qualified personnel.
   - Sec V score = 8

6. Achievement Test (IAS Sec VI)
   - Administered by qualified personnel.
   - IAS Sec IV + VI ≥ 16
   - IAS Sec IV + VI = 10
   - Devise alternate intervention plan.
   - IAS < 60
   - Notify parents and devise alternate intervention plan.

7. IAS
   - Administrators, current and possible future teachers complete Sections VII through X and total the scale.
   - IAS ≥ 60
   - Notify parents and complete IAS Summary and Planning Record to Accelerate the student.

8.