



# The Challenge Program

The Challenge Program recognizes that all children develop intellectually on a continuum. As part of the identification process, we screen every student in grades three, four, five, and seven. Those students who emerge as potential candidates are further evaluated with parent permission. Once all data on each candidate is collected, it is reviewed by a district-wide identification team. Those children who meet eligibility criteria are then identified. An individual can be evaluated at any time or grade level from kindergarten through eighth grade, whenever compelling information indicates potential identification as a gifted student.

## IDENTIFICATION OF GIFTED STUDENTS

The identification process is comprised of two levels, providing the opportunity to observe students and their functioning over a two to three-year period. These levels are described below:

### Level I

UNIVERSAL SCREENING- provides systematic opportunities for **all** children to be considered on the basis of their performance in three domains. Since we believe that the education of the gifted child is "shared responsibility", the Level I components will include input from general education staff and teachers of the gifted.

Once the data is collected, recorded, and analyzed, students who have emerged as significantly intellectually different from their peers will proceed to the next level. Data collection on students for gifted identification may include any combination of the following:

- **Ability testing** - such as *Otis-Lennon School Ability Test (OLSAT)*, *Educational Records Bureau CTP 4 (ERB)* quantitative and verbal ability test scores
- **Achievement testing** - such as *Degrees of Reading Power (DRP)*, NCPS grade-level assessments, *Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAP)* and *Smarter Balanced* test results as they become available.
- **Performance and Classroom Observations/Reflections** (Checklists) completed by classroom teachers will provide information on the demonstration and frequency of gifted behaviors and traits.

## Level II

INDIVIDUAL EVALUATION- is comprised of individual and small group assessment instruments that serve to further refine the gifted identification process. The following instruments are used:

- ***Screening Assessment for Gifted Elementary Students- Second Edition (SAGES-2)***

The SAGES subtests measure achievement and assist in the identification of students who have acquired information in core academic areas: mathematics, science, language arts and social studies.

- ***Woodcock-Johnson IV, Gf-Gc Composite Cluster (W-J IV)***

Subtests from the W-J IV Tests of Cognitive Abilities use verbal and visual tasks to assess a student's fluid reasoning ability and comprehension-knowledge.

- ***Gifted Rating Scales (GRS) or Scales for Identifying Gifted Students (SIGS)***

These are standardized rating forms of behavioral traits, demonstrated in the classroom, as they relate to intellectual ability and academic skills. The GRS Scale includes ratings of creative behaviors.

A parent questionnaire seeks additional information describing the individual development, interests and strengths of a student. *Although the information provided cannot be quantified, it does serve to give our Identification Committee a more complete profile of your child.*