

EXPLANATION OF GIFTED IDENTIFICATION PROCESS **2020 - 2021**

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. *All evaluations will be done in person, no remote evaluations can be accommodated.*

The identification process consists of two levels, providing the opportunity to observe students and their functioning over time. 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 two domains. Since, 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 evaluation may include any combination of the following:

- **Performance and Classroom Observations/Reflections** (Checklists) completed by classroom teachers will provide information on the demonstration and frequency of gifted behaviors and traits.
- **Achievement testing** - such as *Degrees of Reading Power (DRP)*, NCPS grade-level assessments, *Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAP)*.

Level II

GIFTED ELIGIBILITY EVALUATION- The Level II evaluation process provides information that is both qualitative and quantitative to determine eligibility. Scores achieved through this process are valid for one calendar year.

CONSIDERED INFORMATION- This information serves to give our Identification Committee a more complete profile of your child.

- A **parent questionnaire** seeks additional information describing the individual development, interests and strengths of a student.
- **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.

STUDENT EVALUATION- This component of the evaluation process is comprised of individual and small group assessment instruments administered by the School Psychologist and the Challenge Teacher which serve to further refine the gifted identification process.

For Level II evaluation, the following instruments are used:

- **Screening Assessment for Gifted Elementary Students- Second Edition (SAGES-3)**
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.
- **Wechsler Intelligence Scale for Children - VECI Verbal (Expanded Crystalized) Index (WISC-V: VECI)**
The VECI provides a broad measure of the child's ability to access and apply acquired word knowledge and general knowledge. The application of this knowledge involves verbal concept formation and expression; abstract verbal reasoning; and long-term retrieval.

