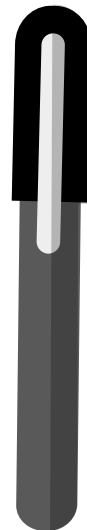
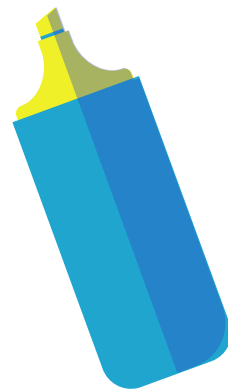
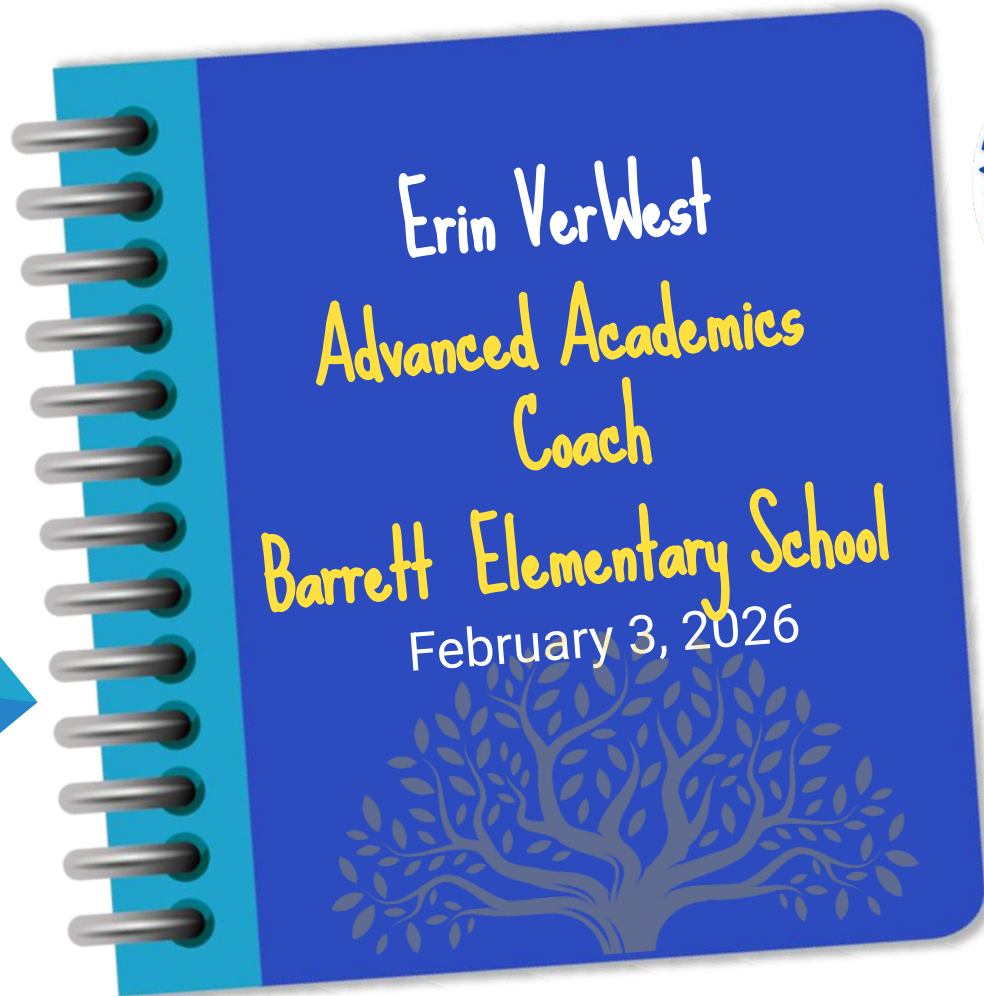




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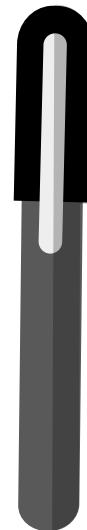
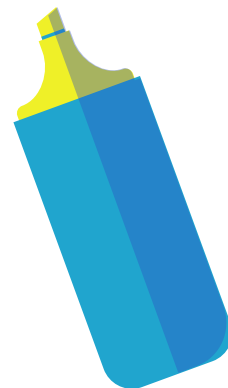
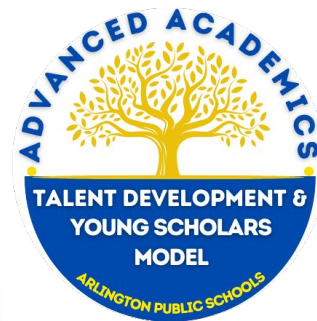




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Screening & Identification Process



Please jot down any questions you may have during the presentation. You may use the QR code to record questions on a Google form.



If I cannot address your question during the presentation, I will follow up:

- your name
- your child's name (if applicable)
- your contact information
- the best time for me to reach you.

MON

TUE

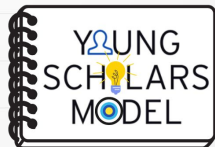
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Objectives:



- Provide an overview of the advanced academics and talent development screening and identification process

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Areas of Identification



■ **Specific Academic Aptitude**

(Grades K-12)

- English
- Mathematics
- Science
- Social Studies

■ **Fine Arts Aptitude**

(Grades 3-12)

- Visual Arts
- General Music

Screening for Gifted Services



Each year, the total population is screened by school staff to create a pool of candidates based on student need for gifted services in specific talent areas.



Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, other students, or self-refer. Referrals are accepted until April 1st of the current school year.



Once a student is referred for services, the AAC supports teachers in creating a portfolio with four main components for a holistic case study approach

Screening: A Holistic Case Study Approach



Four Key Components to develop a full student profile

- 1 Nationally-Normed Assessments
- 2 School-Based Achievements
- 3 Student Behaviors/ Characteristics
- 4 Demonstrated Performance

1. Nationally-Normed Assessments

Universal Screeners are nationally-normed assessments that look at a student's ability to reason. These assessments give us a "snapshot" and one data point to consider when developing a student's ability profile

- Grade 1 students take the Naglieri Nonverbal Ability Test
- Grade 2 students take the Cognitive Abilities Test (CogAT)
- New students in grades 3-8 who do not have an abilities assessment will take the CogAT
- Other tests may be included, such as the WISC (parent provided), or Kaufman-Brief Intelligence Test (K-bit) for K referrals

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2. School-Based Achievement

School achievement data can provide evidence of specific talent areas, potential, interests, and motivation.

Such examples of achievement data may include the following.

- County level - SOLs and other available achievement data, such as math and reading growth data.
- School Level - ongoing formative and summative assessments
- Individual Level - honor or distinctions and self-selected work samples.

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3. Student Behaviors & Characteristics

Observation data on a student's behaviors and characteristics provide insights on moments that are not always documented, i.e. class discussion input, problem solving abilities, creative and imaginative ideas, etc.

- Local screening committee completes a Gifted Behavior Commentary (GBC) form
 - Documents advanced characteristics and behaviors observed in a variety of settings across four categories
- Parent Information Sheet
 - Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day

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Gifted Behavior Commentary (GBC)

Exceptional Ability to Learn

- Is highly reflective and/or sensitive to his/her environment
- Often considers multiple points of view other than his or her own
- Readily learns and adapts to new cultures
- Is acquiring language at a rapid pace

Exceptional Application of Knowledge

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

Exceptional Creative/Productive Thinking

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

Exceptional Motivation to Succeed

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

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4. Demonstrated Performance

Work samples provide evidence of distinguished student performance and motivation when working with advanced content. They can also show student growth. Work samples are collected throughout the year by the teacher.

- Possible work samples may include -
 - Advanced mathematics work as in Project M² & M³
 - Interpretive responses and advanced literary analysis examples, possibly from William and Mary Language Arts units.
 - Analysis of primary source documents of DBQ essays
 - Responses to Project Clarion Science activities
 - Responses to critical and creative thinking lessons

Screening: A Holistic Case Study Approach for Fine



Referrals for visual arts and general music begin in Grade 3

Portfolio components include:

- 1 Art and/or music teacher observations of artistic behavior
- 2 Student products provided by art / music teachers
- 3 Student grades
- 4 Parent Information Form

What might
differentiation look
like in art?



- Visual Arts -
 - Differentiation takes place in the art classroom
 - Open-ended projects that allow for students to demonstrate their creative abilities

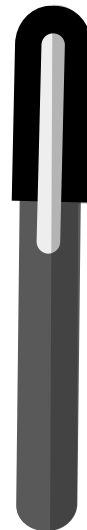
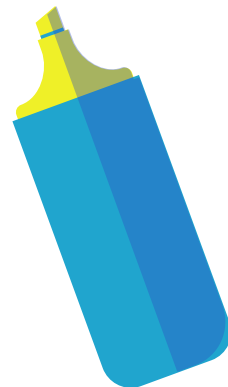
What might
differentiation look
like in music?



- General Music -
 - Differentiation takes place in the music classroom
 - Open-ended projects that allow for students to demonstrate their creative abilities



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Identification Decisions



Gifted Services Screening & Identification Process

- At the end of the referral process (90 instructional days), a school-based screening committee meets to review each student's portfolio and determines eligibility for gifted services
- Identification decisions are sent to parents

If Students are Found Eligible...



Identified advanced learners in grades 1-5 are cluster grouped into classrooms with intellectual peers. This is done for the upcoming school year.



AAC plans with and supports the cluster teachers in daily differentiation for students who have already mastered grade-level content



AAC support may look different in various grade levels depending on teacher and student need

If Students are NOT Found Eligible...



An appeal process is available to families following the eligibility decision communication



Level One Appeal: begin at the school level with notice of appeal sent to principal and AAC. Principal will then review the committee decision and portfolio and make a determination to uphold or overturn.



Level Two Appeal: following a level one decision, you can appeal to the Supervisor of Advanced Academics and Talent Development to review the decision.

Screening Timeline

| | | |
|----------------|---|--|
| Fall & Winter | Parent Information Meeting Fall - Services, Winter- Identification | AAC |
| November | Universal Screeners for grades 1, 2 and 7, 8 and 9 without an abilities score | Testing Coordinator, AAC |
| Ongoing | Communication to parent Collection of student work | AAC, classroom teachers, specialists |
| January | Communication to staff on process | AAC |
| February - May | Collection of Data: draft Gifted Behavior Commentary (GBC), work samples | AAC, classroom teachers, specialists |
| February- May | Collection of Data: testing, parent information forms, letters to parents | AAC |
| May - June | ID Meetings: Review of data and decisions regarding services | School team: administrator, teacher, AAC, specialists, counselor (etc) |
| June - August | Appeals Level 1 and Level 2 | Level 1: Principal Level 2: County wide |

PARENT RESOURCES

- Virginia Association
for the Gifted (VAG)
<http://www.vagifted.org>



- National Association
for the Gifted (NAGC)
<http://nagc.org>



- Supporting Emotional
Needs of the Gifted
(SENG)
<http://sengifted.org>



Getting Connected: APS Advanced Academics



- APS Advanced Academics Website
www.apsva.us/giftedservices



- @aps_advanced_academics



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WHAT
QUESTIONS
MIGHT
YOU HAVE?

