

# Gifted and Talented Identification Process

Oak Ridge Schools



Gifted Education  
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## Definition of Gifted and Talented

“Intellectually Gifted” means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child’s needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities.

## District Philosophy for Gifted and Talented Education

Oak Ridge Schools is committed to providing a world-class educational environment to all students. We offer an extraordinary portfolio of advanced courses, and we hire teachers who are highly qualified in the subjects they teach.

Our first priority is to serve the needs of gifted and talented students in the general education classroom through differentiation and advanced coursework. As is mentioned in the State of Tennessee [\*Intellectually Gifted Evaluation Guidance\*](#) (p. 10), “It should be noted that giftedness (and characteristics associated with giftedness) is a concept not reserved for special education. Gifted students can be served in general education settings, which is where they are most often served nationally.”

For students who have an “adverse affect” and require additional services beyond what can be offered in the general education classrooms, then the focus of gifted and talented education in Oak Ridge is to support the student in order to maximize their learning success towards attainment of the Seven Keys to College and Career Readiness.

## Program Goals

1. Support gifted and talented students through the offerings and differentiation available in the general education program.
2. Build a supportive relationship between home and school of gifted and talented students.
3. Ensure the academic success of all gifted and talented students.
4. Serve as resource for professional development

## Child Find

Brochures about high intellect potential students will be reproduced and available in community locations, including medical centers, public libraries, community centers, and central office. Child find also includes a review of school-wide, universal screener and state assessment data.

Child find procedures must include a universal screening process for all students to be completed yearly. The screening process should include a review of multiple sources of data that provides a body of supporting evidence to help teams determine the need for further individual screening and/or comprehensive evaluation. Examples of materials that may be included in the universal screening process include TNReady scores, STAR data, teacher checklists of characteristics of giftedness, and general



education interventions completed or needed. When assessing traditionally underrepresented youth, alternate measures must be used in order to reduce potential cultural and linguistic bias. It is very important that English language skills are not the sole factor in determining if an English Learner will be referred for gifted services.

Based on universal screening results, school teams should determine if further individual screening is needed.

## Data Review

The process for identifying gifted students begins when a student is referred for the program through universal screening or direct referrals by a teacher or parent. The school screening team will meet to consider and recommend students who would benefit from enrichment, as well as who should be individually screened. In Oak Ridge, the school screening team will be composed of the building Response to Intervention (RTI) team in partnership with the gifted education teacher.

## Individual Screening

Individual screening requires parent permission in the parents' dominant language. Individual screening includes the *Tennessee Parent Information Form* (TnPIF), the *Tennessee Teacher Observation Checklist* (TnTOC), *General Education Interventions Form B*, and other individual achievement, creative thinking or academic performance assessments determined necessary by the school screening team.

Each school must identify a key contact responsible for conducting the individual screening. This person may not be the gifted education teacher. This key contact does not, however, make the outcome determination after individual screening.

The *Tennessee Assessment Team Instrument Selection Form* is to be completed for every student who will be assessed. The purpose of this form is to ensure that assessments consider the cultural-linguistic background of the students, socio-economic factors relevant to the student, potential learning, expressive, sensory or processing speed limitations that might impact performance, the likely educational interventions and usefulness of relevant tests for possible academic placement, potential test ceiling effects, recent test results, calculated statistics of the student's academic performance, and products for possible inclusion in a portfolio.

After individual screening, the school screening team meets to review individual screening results. Two outcomes are possible:

- 1) The student is referred for a comprehensive evaluation. This is recommended only if:
  - a. The student's education performance is adversely affected in the general education classroom; or
  - b. The student may be twice exceptional.
- 2) A determination is made that the student's needs can be met in the general education classroom.



- a. In this case, no comprehensive evaluation is needed, but the school screening team must make written recommendations for any necessary enrichment in the general education classroom. In some schools, enrichment may be provided by the gifted education teacher; in other schools, enrichment may be provided by a general education teacher or staff member.
- b. Parents/guardians are notified of results and recommendations. They are sent the *Response to Individual Screening Form*.
- c. The school screening team must regularly review this case to ensure that the recommended interventions are being implemented and that the recommended interventions remain appropriate for the student's needs.

## Comprehensive Evaluation

Parents/guardians of the student are sent the *Informed Consent for Initial Assessment Form* and the *Rights of Children with Disabilities and Parent Responsibility*. Once consent is received, eligibility must be determined within 60 days.

Placement in the program is determined by accumulated points on a multi-criteria weighted scale matrix. Students must receive at least 50 points generated from the following three criteria in order to be eligible for the gifted program. All three areas are assessed and may earn 10 (first range), 20 (second range), or 30 (third range) points. Only one instrument may be used for point attainment in each category. A student must earn points in the second or third range in cognition or educational performance in order to satisfy eligibility criteria.

Criteria are as follows:

### Criterion #1: Cognition

Cognition is defined as the ability to develop and apply new knowledge and processes. Information about cognitive functioning can be obtained from assessments such as Woodcock Johnson Tests of Cognitive Abilities (4<sup>th</sup> ed.), Wechsler Intelligence Scale for Children (5<sup>th</sup> ed.), and Differential Ability Scale (2<sup>nd</sup> ed.).

Instruments suitable for students with limited English proficiency include the Comprehensive Test of Nonverbal Intelligence, Kaufman Assessment Battery for Children (2<sup>nd</sup> ed.), and the Test of Nonverbal Intelligence.

- Individually administered test of intelligence or cognition: 123-129 (20 points), 130+ (30 points)
- These tests can only be administered by the school psychologist.
- A student must have at least 20 points to meet criterion 1.



## Criterion #2: Educational Performance

A standardized composite measure of academic achievement within the last 2 years in one of the following areas: Reading, Math, Written Language, and Academic Knowledge. Approved assessments include TCAP, TNReady, ACT, PSAT, Woodcock Johnson Tests of Achievement (4<sup>th</sup> ed.) and the Wechsler Individual Achievement Test (3rd ed.). An academic portfolio is another option to demonstrate depth and breadth of understanding beyond age or grade level, as long as the creative portfolio was not used for criterion 1.

- Standardized group criterion referenced
  - 95<sup>th</sup> percentile in one area or 90<sup>th</sup> percentile in 2 areas (10 points),
  - 95<sup>th</sup> percentile or higher in 2 areas or 90<sup>th</sup> percentile or higher in 3 areas (20 points),
  - 95<sup>th</sup> percentile or higher in 3 areas or 90<sup>th</sup> percentile or higher in 4 areas (30 points)
- College Entrance Exams
  - Between 90<sup>th</sup> and 93<sup>rd</sup> percentile (10 points),
  - Between 94<sup>th</sup> and 97<sup>th</sup> percentile (20 points),
  - Greater than or equal to the 98<sup>th</sup> percentile (30 points)
- Academic portfolio
  - Score total greater than or equal to 27 (10 points),
  - Score total greater than or equal to 30 (20 points),
  - Score total greater than or equal to 33 (30 points)
- A student must have at least 10 points to meet criterion 2.

## Criterion #3: Creative Thinking/Characteristics of Gifted

Creative thinking can be measured by a nationally-normed standardized test of creativity, such as the Torrance Tests of Creative Thinking. The student's scores on the Tennessee Creative Thinking Rating Scale is a checklist aligned to national constructs of creativity. A creative product portfolio can be used to demonstrate that the student exhibits creative thinking that is beyond the level of typical, same-age peers.

- Torrance Test of Creative Thinking
  - Between 84<sup>th</sup> and 89<sup>th</sup> percentile (10 points);
  - Between 90<sup>th</sup> and 93<sup>rd</sup> percentile (20 points);
  - Greater than or equal to the 94<sup>th</sup> percentile (30 points)
- Tennessee Creative Thinking Rating Scale
  - 40 (10 points)
  - 45 (20 points)
  - 50 (30 points)
- Creative product portfolio
  - Score total greater than or equal to 27 (10 points),
  - Score total greater than or equal to 30 (20 points),
  - Score total greater than or equal to 33 (30 points)



Characteristics of gifted can be measured through *Gifted Evaluation Scales, Second Edition*, or *Gifted Rating Scales*. The *Tennessee Teacher Observation Checklist* is based on research and can be combined with a *Parent Information Form*. The combination of the two is called the *Tennessee Teacher Observation Checklist Plus*.

- Tennessee Teacher Observation Checklist Plus
  - 21 (10 points)
  - 25 (20 points)
  - 29 (30 points)

A student can meet overall criteria with a 0 in the creative thinking category if they have already achieved 50 points in the other areas.

## IEP Meeting

Upon completion of the comprehensive evaluation, an IEP team meeting is scheduled. The IEP team determines the student's eligibility as intellectually gifted. If the student is not eligible, then recommendations for general education interventions are made.

If the student is eligible, the IEP team determines if Special Education services are required to fully meet the student's needs. There are two prongs eligibility for Special Education services: 1) there is an educational disability; and 2) the disability adversely impacts the student's educational performance. If the IEP team determines that the student is eligible for Special Education services, then the IEP team develops and Individualized Education Plan.

The following questions should be considered in determining whether Special Education services are required:

- 1) What grade level curriculum has the student mastered? Are there any other ways to provide acceleration or above grade level curriculum?
- 2) To what extent does this student have access to intellectual peers through the general education program?
- 3) What specific goals or abilities does this student have that go beyond the scope of the general education program?
- 4) What school resources, including honors and/or advanced placement classes, are available in this student's school to assist in meeting his/her needs?
- 5) To what extent is there evidence of a discrepancy between potential and actual performance in the general education program?
- 6) How unique is this student compared to other students in his/her classroom?
- 7) What general education interventions have been implemented and what has been the student's response to those interventions?
- 8) Have interventions addressed the social/emotional needs of the student?

In addition, the team will determine if more than one disability is present. The most impacting disability is listed as the primary disability.



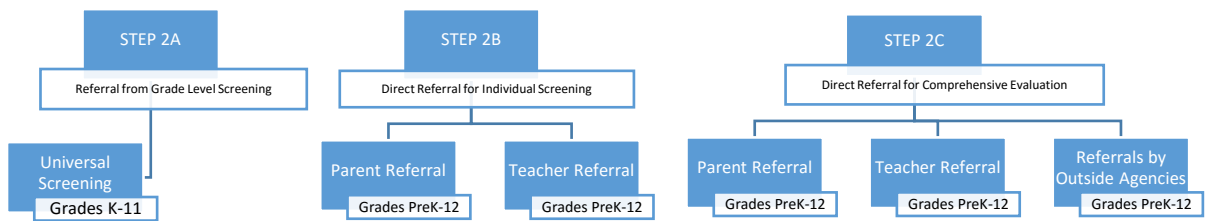
## Gifted Assessment Flowchart

### STEP 1: CHILD FIND

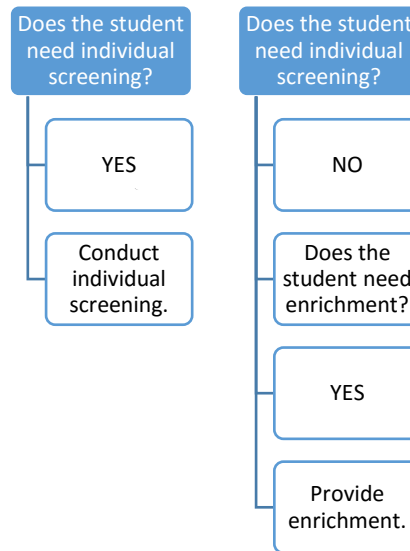
Brochures, parent orientation meetings, staff development, school handbooks, local media

### STEP 2: REFERRAL

There are multiple paths by which a student may be referred for screening or evaluation.



### STEP 3: SCHOOL SCREENING TEAM COLLABORATION

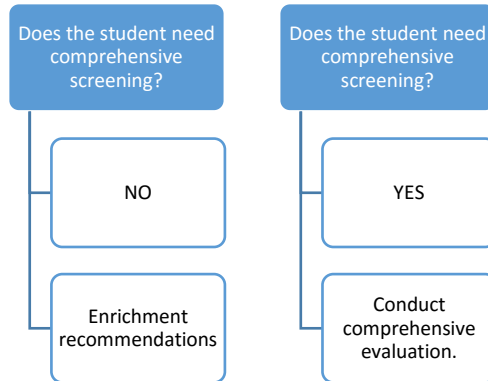


### STEP 4: PERFORM INDIVIDUAL SCREENING

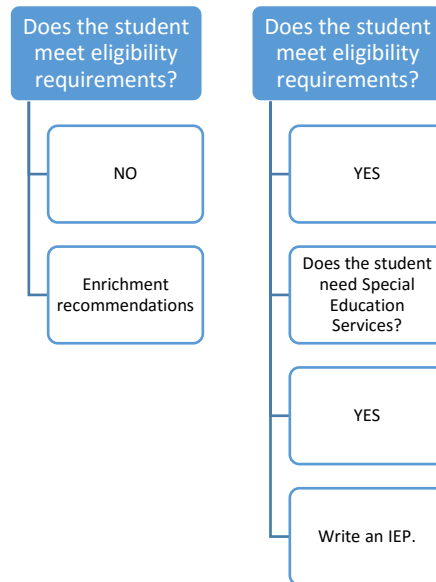




## STEP 5: SCHOOL SCREENING TEAM COLLABORATION



## STEP 6: IEP TEAM MEETING





## Re-evaluation for Students Receiving IEP Services

Re-evaluation occurs every three years as per state guidelines. The school psychologist will review documentation and request updated information as needed to determine continued eligibility for services. In 8<sup>th</sup> grade, students who have been served through gifted academic services must go through a re-evaluation process to determine if the student will be served by existing high school programs.

## Rescreening by the Oak Ridge Gifted Program

Rescreening can be requested based on the following circumstances:

- Three years have elapsed since the previous screening took place;
- Written documentation from the parent or a physician documenting that child was ill during the first test session or was absent from school the day prior to or after testing due to illness; or
- Written documentation from a physician that a child was tested prior to being diagnosed with a disability that could have adversely affected testing performance.

## Students Transferring into Oak Ridge Schools

Students transferring into Oak Ridge Schools who are already identified as needing gifted special education services will be initially provided with these services. If a student transfers from another state and if records review shows that the previous state's eligibility requirements do not meet Tennessee's eligibility requirements, a new comprehensive assessment will be performed.



## K-12 Gifted Services and Opportunities

	Elementary	Middle School	High School
Gifted Program Offerings	Cluster Grouping of Gifted Students*	Cluster Grouping of Gifted Students*	Gifted Resource Program Consultation Services
	Direct and Indirect Services by Gifted Program Counselor		
General School Offerings	Math Acceleration	Advanced Labs in Math, ELA, Science, and Social Studies	Honors Classes AP Classes
	Leveled Instruction in Math & Literacy; Extensions in Science & Social Studies	High School Courses in Math and World Languages	Dual-Enrollment/ Credit
	After School Clubs	Encore Classes in Fine & Practical Arts	Elective Courses in Fine & Practical Arts
		After School Clubs	Extra-Curricular Offerings
District Initiatives Supporting Advanced Learning	<b>ENRICHMENT</b> School-Sponsored Opportunities Partners-in-Education Opportunities PTO-Sponsored Opportunities Intercession and Summer Opportunities		
	<b>ACCELERATION</b> Whole Grade Skipping Procedures Subject Matter Acceleration Procedures		
	<b>DIFFERENTIATION</b> Professional Development Content Area Curriculum Recommendations		

\*Cluster grouping means small clusters of students who have similar interests and abilities work together on specific tasks.