

**Sample Process, Flow Charts, Letters, Rubrics, etc.
for district or school use
in Massachusetts
for
Identification for Gifted Services**

Approved

Massachusetts Board of Education's Advisory Council on Gifted and Talented Education

November 2007

GIFTED Identification Overview

NOMINATION

During an annual nomination period specified by the District, students may be nominated for gifted services by teachers, counselors, parents, or other interested persons. Conferences shall be held with nominated students and their parent(s) to determine if the students are interested in the program.

IDENTIFICATION CRITERIA

Criteria to identify gifted students shall be established in the District-approved services for the gifted and talented. The criteria shall be specific to the state definition of gifted and shall ensure the fair assessment of students, such as the culturally diverse, gender, the economically disadvantaged, potentially underserved populations, and students with disabilities (learning, social, emotional, physical, etc.).

PARENTAL CONSENT

Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to student records protection.

SELECTION

A selection Admissions, Review, and Exit (A.R.E.) committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted services placement is the most appropriate educational setting. The A.R.E. committee shall be composed of at least three professional educators (one of whom is an administrator) who have received training in the nature and needs of gifted students and shall be established for the District.

ASSESSMENTS

Data collected through both quantitative and qualitative assessments shall be measured against the criteria approved by the District to determine individual eligibility for the services. An array of assessment tools should be used in order to provide for different types of learners. These should provide an opportunity to display giftedness. These should include but not be limited to the following: intelligence tests (both verbal and non-verbal), creativity assessments, gifted traits/behavioral checklists, completed by teachers and parents, teacher nominations based on classroom observations, student/parent conferences, student work products/portfolio, etc. Assessments should be aligned to programming opportunities.

NOTIFICATION

Parents and students shall be notified in writing upon selection of the student for the gifted services. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the students and the parents before a student is placed in gifted services.

REASSESSMENTS

The District shall reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school level and from the middle school level to high school. The student should be a part of this process.

FURLOUGH

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented services may be placed on furlough by the selection committee. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the selection committee. A furlough also may be granted at the request of the student and/or parent. The student should be part of this process.

A student may be furloughed for a period of time deemed appropriate by the selection committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter gifted services, be removed from the services, or be placed on another furlough.

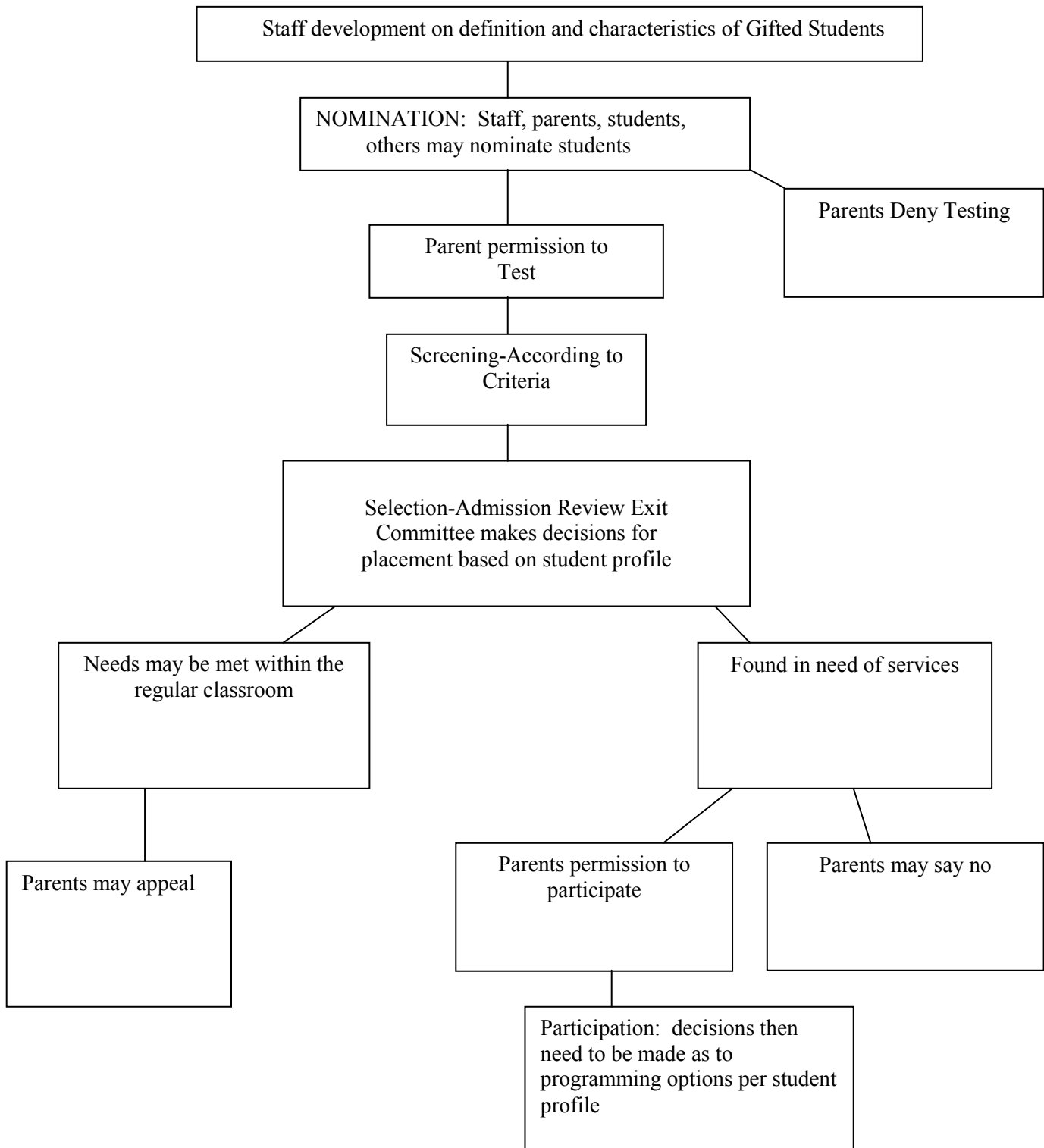
EXIT PROVISIONS

Student performance in these services shall be monitored. A student shall be removed from the services at any time the selection committee determines it is in the student's best interest. If a student or parent requests removal from the services, the selection committee shall meet with the parent and student before honoring the request.

APPEALS

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from gifted services. Appeal shall be made first to the selection committee. A District should determine a subsequent appeals pathway.

School District in Massachusetts Identification Procedures



District Letterhead

Date: _____

To the Parents/Guardians of: _____

Your child has been referred for screening into the X School District's gifted services. Information supplied by the parent is helpful in the evaluation of a student's abilities. We request that you complete the questions attached to this letter and return it to the school site as soon as possible. Testing will be conducted at your school during the next month.

Please sign at the bottom of the attached page to give permission for testing. No student may be tested without parent permission.

After the testing has been completed, parents will be notified through the school site whether or not their child qualifies for gifted and talented services identification.

Programming and placement questions should be directed to the school's principal, the school's gifted coordinator, or X.

Attachment: School District Parent/Student Nomination/Permission to Screen for the Talented and Gifted Program

School District in Massachusetts Parent Nomination/Permission to Screen for Talented and Gifted Services

Date _____ School _____

Child's Name _____

The talented/gifted education services at our school seeks to find students who are highly able and advanced. We are currently accepting nominations for screening for the program.

Please check that applies to your child and give examples of why it applies to your child:

- Wants to know about many things
- Asks "Why?" all the time
- Is interested in things that other children their age are not usually interested in
- Makes up games, songs or puzzles
- Learns new things very fast/quickly/easily

And my child shows these behaviors in the following ways: *(please use the reverse side or other pieces of paper to give more information)*

My child's favorite pastime is

My child's best school subject is

I (do) (do not) give the school permission to screen/test my child for gifted and talented services.

Parent Name: _____ Signature _____

Date _____

Address _____ City _____ Home phone # _____ email _____

Student Name:		
Qualitative Identification Instruments		
<i>Instrument</i>	<i>Qualifier Range</i>	<i>Student Score</i>
Student Portfolio (student generated) Examples: Music compositions, independent research projects, creative writing, science projects, original math projects, social activism, evidences, leadership evidences, etc.	Example: Average of 3 or above	
Gifted Rating Scales such as published by Renzulli or other	Example: Above 83 percentile on majority of scales	
Nomination Form by Parent	Committee review	
Anecdotal Nomination Form by Staff	Committee review	
Self-inventory for giftedness. For example: GIFT (Group Inventory for Finding Talent) K-6, GIFFI (Group Inventory for Finding Interests) 7-12, PRIDE (Preschool and Kindergarten Interest Descriptor) PK/K	For example: 85-99 percentile	

Student Name:		
Quantitative Identification Instruments		
<i>Instrument</i>	<i>Qualifier Range</i>	<i>Student Score</i>
Cognitive ability tests. (WISC, COGAT, etc.)	For example: At or above the 90 percentile range.	
Nonverbal achievement/ability assessment (s) (NNAT, UNIT, Ravens)	For example: At or above the 90 percentile range.	
Academic ability tests. (ITBS, OLSAT, etc.)	For example: At or above the 90 percentile range.	
Specialized academic ability tests such as assessment for mathematics ability. (Key Math, TOWL, etc.)	For example: At or above the 90 percentile range.	
Assessment instrument (s) for creativity. (Torrance, etc.)	For example: At or above the 90 percentile range.	

**School District in Massachusetts
Gifted Program**

Exit from Program Appeal Request

School: _____

Student's Name: _____

Grade: _____ Teacher: _____ Date: _____

As parents or guardians you have the right to appeal the decision to exit your child from Gifted Services. Please read the statement below and indicate if you want to appeal. You have ten (10) days in which to file an appeal. The school office must receive the appeal letter by

_____.

WE THE UNDERSIGNED, PARENTS, OF _____, WISH TO FILE AN APPEAL TO THE DECISION TO EXIT OUR CHILD FROM GIFTED SERVICES.

Signature of parent

Date

.....

FOR SCHOOL USE ONLY:

Date received

Signature of principal

School

School District in Massachusetts
Gifted Program

Appeal Request

School: _____

Student's Name: _____

Grade: _____ Teacher: _____ Date: _____

I am filing this appeal for the following reasons:

Signature of parent/ guardian Date Telephone

.....

For Office Use Only Date Received: _____

Appeal Granted _____ Appeal Denied _____ Date _____

Committee Member

Committee Member

Committee Member

Committee Member

Reassessment Procedures

Student's current teacher recommendation and any identification instruments, portfolio, etc. (see identification instructions) will serve as reassessments to determine appropriate program placement for students moving from the elementary level to the middle school, and from the middle school level to ninth grade. The receiving A.R.E. committee will review the performance data and determine appropriate placement in the receiving school's gifted services.

Parents will be notified of campus committee decisions.

School District in Massachusetts
Gifted Services

REVIEW OF PLACEMENT & POSSIBLE FURLOUGH

(Use this form for furlough and exit as well as reassessment for a new school or periodic review)

School: _____ Grade: _____

Date of Evaluation: _____

Name of Student: _____

Date of Birth: _____

ARE Committee Members:

Administrator: _____ Counselor: _____

Teacher(s): _____

Note: Learning disabilities in the gifted are not necessarily a reason for furlough or exit. The team should look at supports to retain the student in programming (examples 504, etc.).

Child's performance is indicated by the following point scale:

2-Satisfactory. The student meets or exceeds expectations.

1- Marginal. The student is experiencing difficulty in meeting expectations.

0- Unsatisfactory. The student is not meeting expectations.

	<i>English Language Arts</i>	<i>Social Studies</i>	<i>Science</i>	<i>Math</i>
Academic Progress				
Acquires knowledge independently				
Comprehends information				
Applies information and skills				
Motivation				
Completes work in timely manner				
Participates in classroom activities				
Works beyond minimum expectations				

Thinking Skills				
Solves problems				
Generates new ideas/approaches				
Analyzes and evaluates information				
Affective				
Enjoys school and learning				
Demonstrates coping skills				
Mentally and physically involved				

Extenuating Circumstances:

Student is experiencing academic difficulty due to:

- Abuse
- Family problems
- Divorce
- Tragedy
- Illness
- Death
- Homeless
- Emotional
- Learning Disability
- Other

A.R.E. Recommendation

- Continues Placement
- Furlough from Program (Please see Furlough Form)

Note: Furlough should not be awarded based on the following:

- * *Student feels the course work is too challenging (the committee should determine appropriate interventions and supports to help with student skills)*
- * *Personality conflict*

- Continued Furlough, through _____ (date), during which student follows a plan for improvement. A.R.E. committee should reconvene before this date. Furlough should not last more than an academic year.
- Exit From Program

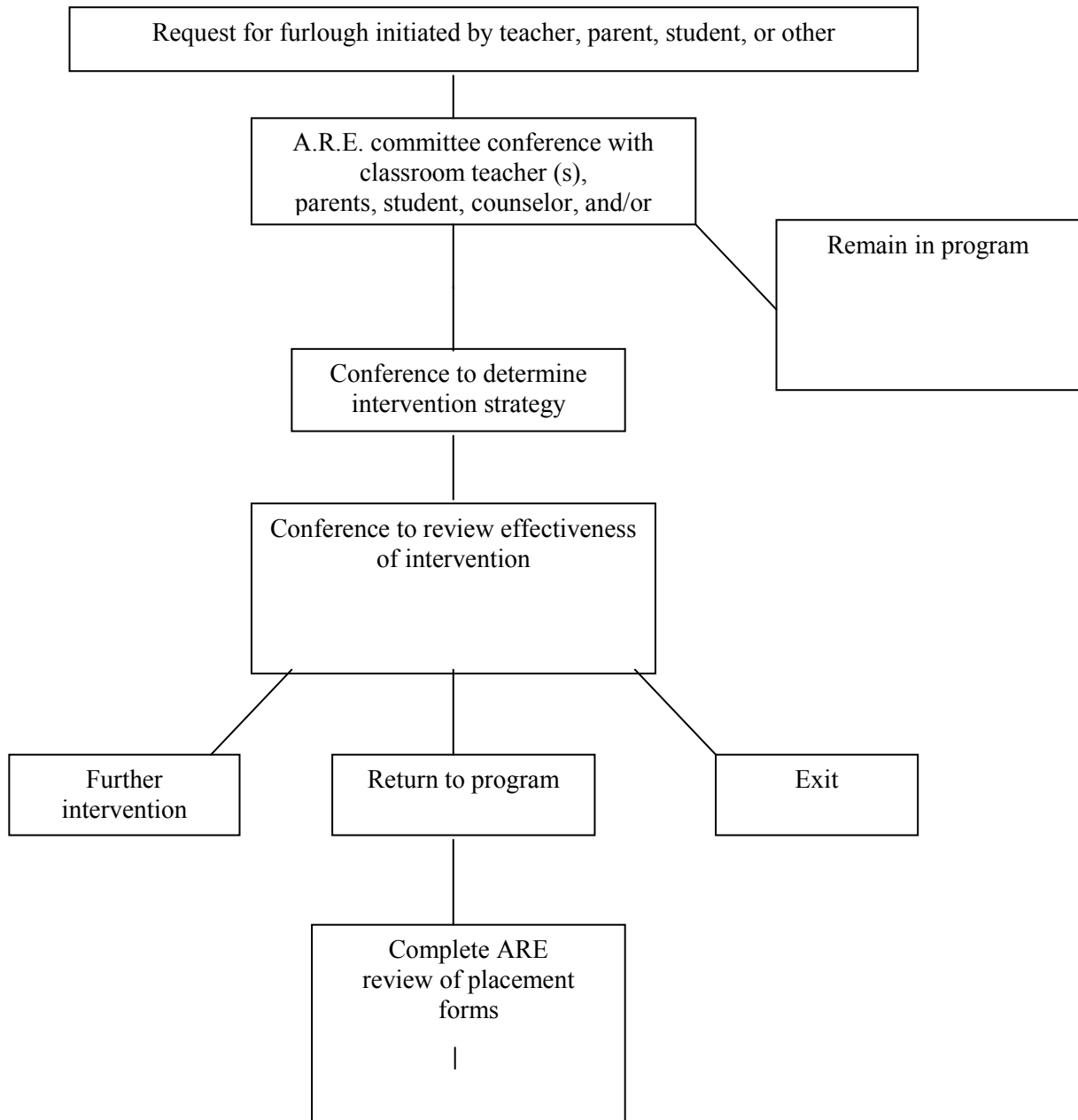
Furlough

A furlough is defined as a leave of absence from the gifted program. Parents, students, and teachers may initiate a request for the furlough. If a furlough request is initiated by staff for nonperformance, exit procedures may also be considered. The length of the furlough is determined by the A.R.E. committee.

Furlough Process:

1. Furlough request form is submitted to the principal or designee on campus.
2. Principal or designee schedules furlough conference.
3. Furlough conference is held with student, parents, teacher(s), counselor, principal, and other appropriate persons.
4. The committee may decide:
 - a. No furlough recommended; Remain in program
 - b. Furlough with intervention
5. Interventions will also be determined at this meeting.
6. Complete furlough from the furlough form and the furlough intervention conference form.
7. Schedule a follow-up conference to evaluate program interventions according to individual student need.
8. A.R.E. meets to assess student progress. Complete furlough intervention review conference form.
9. A.R.E. may extend the furlough, require further intervention, return student to program or initiate the exit process.
10. Furlough should not be initiated until after the first six weeks period unless the student is experiencing a crisis which is affecting his/her academics.
11. Furlough should have a time frame. Furlough should be reviewed at least annually and not last more than one academic year.

School District in Massachusetts Furlough Procedure



**School District in Massachusetts
Gifted Services**

STUDENT FURLOUGH
Intervention Review Conference

Campus: _____

Student's Name: _____

Grade: _____ Teacher: _____ Date: _____

(Student's name) _____ will be furloughed from Gifted Services for a period of (date) _____ and will be placed in _____ (class) until furlough period is finished. On _____ the Campus Selection Committee will meet to review student placement.

_____ will be readmitted to Gifted and Talented Services.

_____ will remain in the regular educational program.

Committee Signatures:

_____	_____
Principal or Designee	Counselor

_____	_____
Classroom Teacher	Gifted Teacher

_____	_____
Parent's Signature	Student's Signature

Exit Procedures

If a student is experiencing academic and/or social difficulties, a furlough should be attempted first. However, if a student is not experiencing success in gifted services it may be necessary to exit the student from the program. If the student is not experiencing any significant difficulties and sees re-entry as a possibility in the near future, a furlough would be the more appropriate strategy to initiate.

It should be noted that participation in any program or service offered for gifted/talented students is voluntary on the part of the students and requires written permission of their parents or legal guardian.

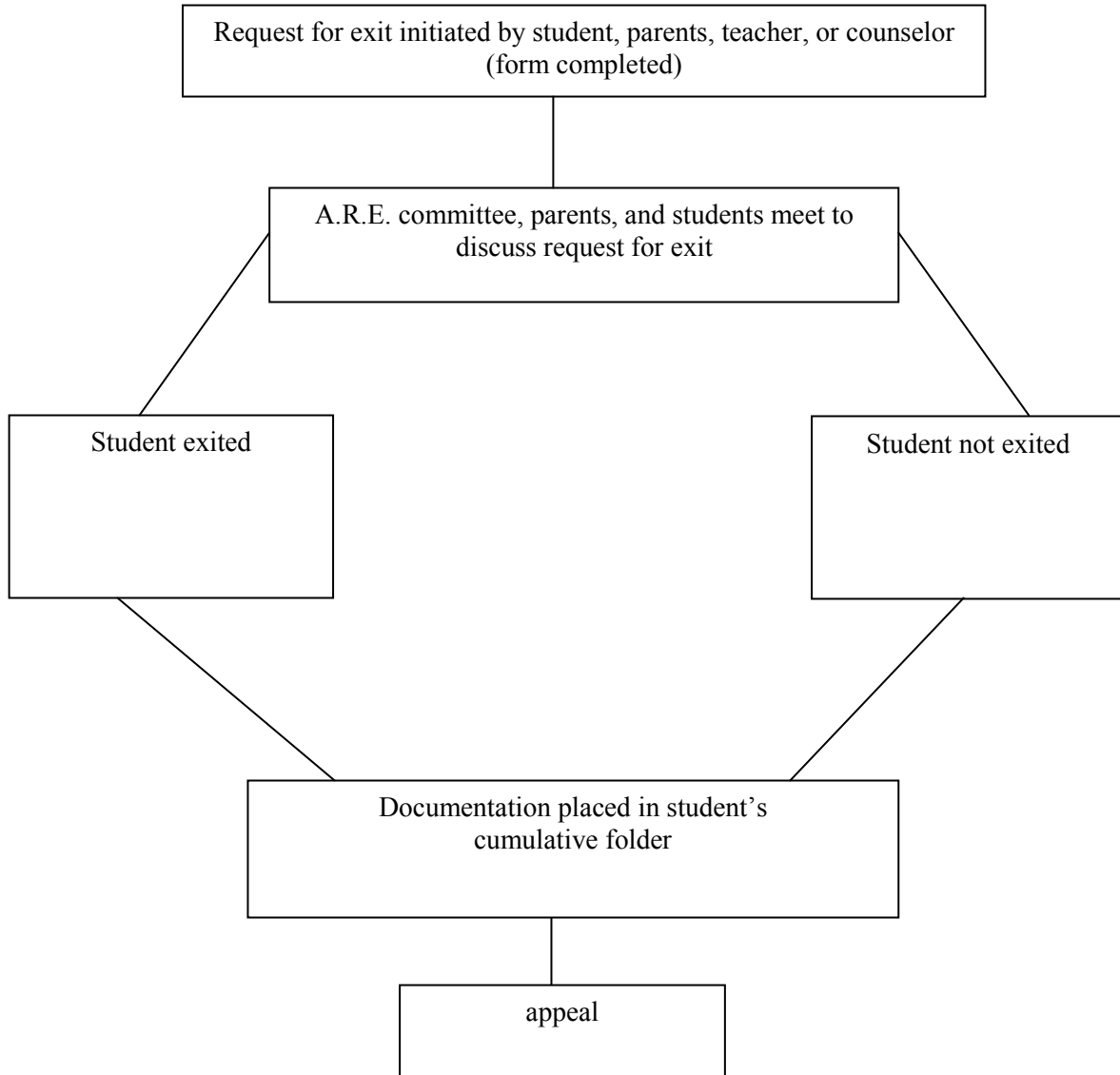
The final decision regarding exiting is to be made after consultation with parents regarding the most appropriate educational placement for the student and may be based on educational, psychological, and personal reasons. Multiple sources of information will be used to evaluate student needs.

Requests to consider exiting a student from services may be initiated by teachers, parents, guardians, principals, counselors, or the student. The request form should be submitted to the campus principal.

A student's placement will be re-evaluated based on the information submitted by the initiator of the exit request and any other information gathered as a result of the following procedures:

1. The exit request form with rationale, signed, and dated by the initiator is submitted to the principal.
2. The principal or designee notifies the A.R.E. and schedules the exit conference.
3. The principal arranges a conference within 7 days of receipt of the request to discuss the student's educational needs and placement in the gifted program with the A.R.E. This conference should include the parent(s), principal, the child's classroom teacher, and gifted coordinator. The student may be asked to attend.
4. A.R.E. members will render a decision.
5. The committee members may conclude that the student should:
 - remain in services with the understanding that the student will meet certain guidelines, or
 - be placed on a furlough from services for such time as agreed upon by the committee, not to exceed one year, or
 - be exited from services as requested by the parents or the committee.
6. In the event that a majority of the committee concludes that the student should go on furlough, the campus committee will specify at what date and/or under what conditions the student will resume participation in gifted services.
7. Students who take a furlough from services are automatically readmitted to the program when they meet the terms specified on the furlough agreement as stated by the committee. In the event that a student on furlough does not meet the terms set forth by the committee, the committee will reconvene to determine the appropriate action to meet the needs of the student.
8. The parent of a gifted student may request that his or her child be withdrawn from gifted services at any time.
9. Students can be re-screened after one calendar year following denial or exit.

School District in Massachusetts Exit Procedure



**School District in Massachusetts
Gifted Services**

STUDENT EXIT

School: _____

Student's Name: _____

Grade: _____ Teacher: _____ Date: _____

Student should be exited from the Gifted Services for the following reasons:

Committee Signatures:

Principal or Designee

Classroom Teacher

Parent's Signature

Counselor

Gifted Teacher

Student's Signature

Points Earned	Rubric for Scoring Work Sample/Project Portfolios
Distinguished 5	Provides compelling evidence of purpose for performance at exceptionally high level when compared with peers. a. Chooses/completes challenging task producing distinguished product/performance/portfolio/work sample which demonstrates in-depth understanding of content. b. Student's product/performance/portfolio/work sample is atypical. Demonstrates fluent, flexible, and elaborate thinking. It stands out as unique but appropriate. c. Product/performance/portfolio/work sample demonstrates advanced or unusual organization. Materials may be used in a different/resourceful way.
Superior 4	Fully achieves purpose while insightfully extending beyond given/chosen task when compared with others of their age, experience, or environment. a. Chooses/completes challenging task producing superior product/performance/portfolio/work sample which demonstrates advanced understanding of content. b. Student's product/performance/portfolio/work sample is atypical. Demonstrates fluent, flexible, and elaborate thinking. It stands out as unique but appropriate. c. Product/performance/portfolio/work sample demonstrates advanced organization. Materials may be used in a different/resourceful way.
Commendable 3	Accomplishes purpose at a level beyond expectations when compared with others of their age, experience, or environment. a. Chooses/completes challenging task producing commendable product/performance/portfolio/work sample which demonstrates clear understanding of content. b. Student's product/performance/portfolio/work sample is atypical. Demonstrates fluent, flexible, and elaborate thinking. c. Product/performance/portfolio/work sample demonstrates organization. Materials may be used in a different/resourceful way.
Acceptable 2	Provides evidence of performance in a manner expected when compared with others of their age, experience, or environment. a. Completes task which demonstrates understanding. b. Student's product/performance/portfolio/work sample shows evidence of creative thought. c. Product/performance/portfolio/work sample demonstrates organization.
Limited 1	Provides evidence of performance in a manner below that which is expected when compared with peers. a. Completes task in a manner which indicates limited understanding of concepts. b. Student's product/performance/portfolio/work sample shows limited evidence of creative thought. c. Product/performance/portfolio/work sample demonstrates limited organization.
Attempted 0	Provides evidence of performance that does not achieve the purpose of the task. a. Task is incomplete or does not demonstrate understanding. b. Creative thought is not apparent. c. Organization is not apparent.

Rubric Points to be earned for eligibility purposes: a score rating of 3 or above on all work samples, projects, or other types of portfolios, for example the A.R.E. might rate one work sample with a rating of 0-3, the overall average of the entire portfolio should average a 3 or above. All work considered for work sample and classroom projects should be the individual work of the student.