



Screening and Identification Procedures

Formal Identification

(4-12)

Parents, teachers, other school personnel, and students who observe gifted and talented characteristics of students in grades 4-12 may nominate that student for gifted and talented services. Once nominated, the student will be evaluated within the area(s) which he/she is nominated. Screenings, surveys, assessments and auditions will be used as criteria to determine eligibility for gifted and talented services. Nominations for identification may occur at any time throughout the school year.

The screening and identification process for formally identifying students for the gifted and talented program includes the following components:

1. **Nomination Component** (Gifted and Talented Nomination/Referral Form—General or VPA)
Using the *Gifted and Talented Nomination/Referral Form (General or VPA)*, a student may nominate him or herself, or be nominated by an educator, parent, or peer. This form needs to be completed in its entirety and sent to the Gifted and Talented Teachers so screening may begin.

This step may be eliminated when a student has scored in the 9th stanine using a nationally normed whole grade level testing measure (ex. CogAT, MAP, ITBS, etc.).

2. **Behavior Checklist Component**
To be formally identified in the gifted and talented program, a student must score in the *identification* range on the Scales for Identifying Gifted Students (SIGS) survey form or Visual and Performing Arts survey form (*you will receive this survey form once nomination/referral form has been completed and turned in*). The parent, teacher, peer, and/or student needs to complete the survey in the marked areas and return it to the Gifted and Talented Teachers in order for screening to continue.

3. **Evaluation Component**
The gifted and talented committee will evaluate the student based on a minimum number of evidence pieces that reflect strengths and/or potential in each nominated area of giftedness. The following (from each area nominated) will be required for evaluation:

- **General Intellectual Ability** (*At least 5 criteria must be identified—At least 3 starred items are required*)
 - ★ Achievement of 9th stanine on individual or group intellectual assessment (nonverbal) i.e. CogAT
 - ★ Achievement of 9th stanine on CTBS/TCS
 - ★ Achievement of 9th stanine on individual or group intellectual assessment (verbal) i.e. CogAT
 - ★ Behavioral checklist inventories specific to General Intellectual Ability (completed by teacher)
 - ★ Collection of evidence from portfolios (or work samples that show evidence of exceptionally high level compared to peers)
 - ★ Evidence of formal identification in another Kentucky district
 - Anecdotal records reflecting characteristics specific to General Intellectual Ability
 - Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
 - Continuous progress data
 - Evidence of formal identification in another state
 - Informal assessments
 - Nomination/Referral/Checklist of inventories completed by parent, peers, self or petition, teacher, other
 - Observation (documented) of applied advanced reasoning ability (1 ½ - 2 years above peers)
 - Primary review committee recommendation
 - Student awards or critiques
 - Other

- **Specific Academic Aptitude** *(At least 5 criteria must be identified—At least 3 starred items are required. This applies to EACH Specific Academic area.)*
 - ★ Achievement of 9th stanine on ITBS/CTBS
 - ★ Achievement of 9th stanine on other normed reference test
 - ★ Achievement of 9th stanine on TCS
 - ★ Checklist inventories indicating consistent behaviors specific to category (completed by teacher)
 - ★ Evidence of formal identification in another Kentucky district
 - ★ MAP results
 - ★ Collection of evidence from portfolio (or work samples that show evidence of working 1 ½ - 2 years above age peers)
 - Anecdotal records reflecting behavioral characteristics specific to category
 - Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
 - Continuous progress data
 - Evidence of formal identification in another state
 - Formal testing data
 - Informal assessments
 - Nomination/Referral/Checklist of inventories completed by parent, peers, self or petition, teacher, other
 - Off-level testing
 - Primary review committee recommendation
 - Student awards or critiques
 - Student progress data
 - Other

- **Leadership** *(At least 5 criteria must be identified—At least 3 starred items are required)*
 - ★ Formal Testing i.e. Roets
 - ★ Checklist inventories of behavior specific to psychosocial or leadership (completed by teacher)
 - ★ Documentation of student willingness to assume leadership roles in class, in the community, and/or in student organizations
 - ★ Evidence of formal identification in another Kentucky district
 - Behavioral observations specific to leadership behavior
 - Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
 - Collection of evidence from portfolio displaying leadership qualities
 - Continuous progress data
 - Evidence of formal identification in another state
 - Informal testing
 - Nomination/Referral/Checklist of inventories completed by parent, peers, self or petition, teacher, other
 - Primary review committee recommendation
 - Sociograms (Questionnaires designed to assess leadership characteristics)
 - Student awards or critiques
 - Other

- **Creativity** *(At least 4 criteria must be identified)*
 - Anecdotal observation/records of original ideas, products, or problem solving
 - Behavioral checklist specific to creative behavior
 - Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
 - Collection of evidence from portfolio demonstrating student performance
 - Continuous progress data
 - Creative work samples
 - Evidence of formal identification in another Kentucky district
 - Evidence of formal identification in another state
 - Formal assessment measures i.e. Torrance, Williams
 - Informal assessment measures
 - Nomination/Referral/Checklist of inventories completed by parent, peers, self or petition, teacher, other
 - Primary review committee recommendation
 - Student awards or critiques
 - Other

- Visual and Performing Arts *(At least 5 criteria must be identified—At least 3 starred items are required. This applies to EACH Visual and Performing Arts area.)*
 - ★ Auditions
 - Scoring criteria (evaluation rubric) will be shared with students before the audition. There is no required length for the performances; however the performances should be of sufficient length to give the individuals rating the performances and adequate opportunity to evaluate the student based on the evaluation criteria.
 - Screening/assessment activities may include (but are not limited to):
 - ❖ Solo or small group performances (formal or informal settings)
 - ❖ Free improvisation
 - ❖ Structured audition activities
 - ❖ Workshop activities observed by the rater
 - ❖ Small group activities
 - ★ Checklist inventories/Nomination of behavior specific to each gifted category **(completed by teacher)**
 - ★ Checklist inventories/Nomination of behavior specific to each gifted category **(completed by parent)**
 - ★ Evidence of formal identification in another Kentucky District
 - ★ Products—paper, video, audio, pictures
 - Awards or critiques of performance
 - Evidence of formal identification in another state
 - Letters of recommendations—Formal
 - Nomination/Referral/Checklist of inventories completed by peers, self or petition, other
 - Portfolio assessment by specialists or professional artists—Visual Art
 - A ‘display of work’ evaluation rubric will be used to identify students who are gifted in the visual arts. The ‘display of work’ portfolio should represent the best work of the student and may include:
 - ❖ Works of art created in or out of class
 - ❖ Photographs to three-dimensional works of art (e.g. sculptures)
 - ❖ Artistic photographs
 - ❖ Original artistic scenic designs for theatrical productions
 - ❖ Original fashion/costume designs or completed pieces
 - ❖ Original architectural drawings of student-designed structures
 - ❖ Electronic works (e.g. animations, digital drawings/paintings, video/media)
 - Portfolio of visual or performing arts ability
 - Questionnaires
 - Other