

Gifted Education Services Flow Chart



Identification Process

Universal Screening:

CogAT is administered to all 3rd grade students. Data is added to learning profile of each student.

Students scoring between 97%-99% in VNV* and/or QNV* domains **are identified** as having unique or high ability.

Students scoring between 90-96% in VNV and/or QNV domains **are considered for identification** using multiple criteria. (See form 2)

All identified students receive the following:

- ✓ Differentiated Instruction in the classroom
- ✓ Depth and Complexity strategies
- ✓ Thematic Instruction
- ✓ Enrichment
- ✓ Independent Study (at least 1x per year)
- ✓ Intentional Grouping
- ✓ Target Time

Is the student demonstrating academic and intellectual growth?

YES

Continue to monitor.

No

Refer to MTSS Process.

*VNV= Verbal, Nonverbal

*QNV=Quantitative, Nonverbal

**Gifted Education Services
Multiple Criteria Qualification Form**



Student Name _____

Teacher _____

Grade _____

DOB _____

Date of Committee Review _____

GUSD Criteria for Identification

Criteria 1: (2 of 2 needed to qualify)

- ☐ 97% or higher in Verbal-Nonverbal and/or Quantitative/Nonverbal Domains
- ☐ Renzulli Scale

Criteria 2: (4 of 5 needed to qualify)

- ☐ 95-96% in Verbal-Nonverbal and/or Quantitative/Nonverbal Domains*
- ☐ Renzulli Scale
- ☐ CAASP Math- Exceeds Standards
- ☐ CAASP ELA- Exceeds Standards
- ☐ District Assessment- Exceeds Standards

Criteria 3: (4 of 6 needed to qualify)

- ☐ 90-94% in Verbal-Nonverbal and/or Quantitative/Nonverbal Domains*
- ☐ ELL, Foster, SES Population Identification*
- ☐ Renzulli Scale
- ☐ CAASP Math- Exceeds Standards
- ☐ CAASP ELA- Exceeds Standards
- ☐ District Assessment- Exceeds Standards

*Required for profile qualification


Identification

☐ **Qualifies**

☐ **Does not Qualify**

Gifted Education Services Universal Themes by Grade Level



Grade Level	Universal Theme	Big Ideas 
Kindergarten	<i>Community</i>	<ul style="list-style-type: none"> •A community has members. •Communities share a common space. •Communities grow and change.
1st Grade	<i>Patterns</i>	<ul style="list-style-type: none"> •Patterns have parts that are repeated. •Patterns enable us to predict. •Patterns have in internal order.
2nd Grade	<i>Order</i>	<ul style="list-style-type: none"> •Order can be natural or constructed. •Order allows for prediction. •Order may have repeated patterns. •Order changes over time.
3rd Grade	<i>Relationships</i>	<ul style="list-style-type: none"> •Everything is related in some way. •Relationships are powerful. •Relationships change over time. •Relationships have rules.
4th Grade	<i>Systems</i>	<ul style="list-style-type: none"> •Systems are made of parts that work together. •Systems interact. •Systems can be man-made or natural. •Systems can be open or closed.
5th Grade	<i>Change</i>	<ul style="list-style-type: none"> •Change generates additional change. •Change can be positive or negative. •Change is inevitable. •Change can be evolutionary or revolutionary.
6th Grade	<i>Power</i>	<ul style="list-style-type: none"> •Power can be man-made or natural. •Power is the ability to influence. •Power can be used or abused. •Power is always present in some form.

*Note: While a theme is intended to weave throughout a school year, it may also be appropriate to explore a universal concept other than the primary theme when a unit of study or lesson calls for it. A teacher could utilize a "primary" theme and various "secondary" themes. For example: looking at **change** within **systems** when teaching ecosystems (4th grade); focusing on **order** within a hierarchy of **power** of government in ancient civilizations (6th grade); or examining how **relationships** between story elements provide **structure** for a narrative (3rd grade).

Gifted Education Services
Recommendation for Reassessment: Teacher Form



Student Name _____ Teacher _____

Grade _____ DOB _____ Date of Referral _____

Student is recommend by: (Check all that apply.)

☐ Teacher ☐ Parent ☐ Administrator ☐ Other: _____

Data as Evidence for Consideration: (Check all that apply.)

<input type="checkbox"/> CAASPP (Math) _____	<input type="checkbox"/> Writing Benchmark _____
<input type="checkbox"/> CAASPP (ELA) _____	<input type="checkbox"/> IAB _____
<input type="checkbox"/> CogAT V: _____ Q: _____	<input type="checkbox"/> Math Unit Assessment _____
<input type="checkbox"/> CogAT NV: _____	<input type="checkbox"/> BPST _____
<input type="checkbox"/> Renzulli Scale _____	<input type="checkbox"/> Parent Questionnaire (attached)

Student Strengths:

Student Interests:

Student Needs:

Please submit to Instructional Services for committee review by: October 31, 2015

Gifted Education Services
Nomination for Reassessment: Reference Sheet



- ☐ Unusual alertness
- ☐ Rapid learner; puts thoughts together quickly
- ☐ Excellent memory
- ☐ Unusually large vocabulary and complex sentence structure for age
- ☐ Advanced comprehension of work nuances, metaphors and abstract ideas
- ☐ Enjoys solving problems, especially with numbers and puzzles
- ☐ Often self-taught reading and writing skills as a preschooler
- ☐ Deep, intense feelings and reactions
- ☐ Highly sensitive
- ☐ Thinking is abstract, complex, logical, and insightful
- ☐ Idealism and sense of justice at early age
- ☐ Concern with social and political issues and injustices
- ☐ Longer attention span and intense concentration
- ☐ Preoccupied with own thoughts-daydreamer
- ☐ Learn basic skills quickly and with little practice
- ☐ Asks probing questions
- ☐ Wide range of interests (or extreme focus in one area)
- ☐ Highly developed curiosity
- ☐ Interest in experimenting and doing things differently
- ☐ Puts ideas or things together that are not typical
- ☐ Keen and/or unusual sense of humor
- ☐ Desire to organize people/things through games or complex schemas
- ☐ Vivid imaginations (and imaginary playmates when in preschool)

MTSS Individual Student Concern Flow Chart



I. Teacher is concerned about an individual student and/or concerned about academically challenging him/her.



II. Teacher discusses concerns with grade level team members.



III. Teacher implements differentiation strategy and/or suggestions from team members.



Does the data demonstrate that the strategies are effective?

YES



Continue to monitor.

NO

Teacher completes MTSS Referral Form.



MTSS Team meets to discuss student concern.
MTSS Meeting Summary completed.
Strategies are discussed and implemented.



Tier II and Tier III Support Plans are documented and implemented as necessary.