

# Gifted Education

## Program Guide

### Section I: Identification

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# **Section I: Identification**

*“Giftedness appears in many different forms in every cultural group at every level of society... Yet, it remains a potentiality until it has been discovered and developed. In coming to grips with more effective approaches to identify giftedness, the promise is that educators will better understand how to identify and nurture the potential of all learners.” (Passow & Frasier, 1996.)*

## **PROCEDURAL GUIDELINES 1.1**

### **Introduction to Identification and Services**

DoDEA is committed to provide an educational program in which students may grow to be fulfilled, productive, and contributing members of society according to their promise. The unique worth, ability, and dignity of each student should be recognized and cultivated. Children need a school environment that helps them realize their potential and instills in them a desire to develop their talents and abilities. To encourage optimum achievement, the school must provide varied and challenging learning opportunities matched to the needs and talents of students with high potential.

#### **OVERVIEW OF IDENTIFICATION**

The Department of Defense Education Activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. The goal of the DoDEA Gifted Education Program is to identify students with high potential and exceptional performance and to develop challenges that match their strengths and needs.

#### **OVERVIEW OF SERVICES**

Students found eligible for gifted education services have demonstrated areas of unusual strength(s). Services are provided because identified students have a documented need for differentiation and challenge in their instructional program. This differentiation provides daily academic challenge and social-emotional support to ensure continued intellectual growth and development. DoDEA schools determine the most effective methods to meet the needs of students identified for gifted education services. Schools consider individual strengths in matching student to services because each student has a unique profile of strengths.

## **IDENTIFICATION**

### **Definition of Gifted Learners**

In 1993, the United States Department of Education defined gifted learners as children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

### **Guiding Principles for the Identification of Gifted Learners**

- Intelligence is multifaceted and manifested in many ways.
- Instruments used should measure diverse abilities and talents.
- Student identification should be based on valid and reliable measures.
- No single instrument or score should be used to determine eligibility.
- Assessment of students should continue over time.
- A profile of each student's strengths and areas of need should be developed and maintained.
- A knowledgeable committee should review student assessments and determine eligibility.
- Written procedures should include matters of consent, eligibility, retention, and appeals.
- Once a student has been identified as eligible, the services, not the status, may change to meet needs.

## CHARACTERISTICS OF GIFTED LEARNERS

Gifted students reveal themselves in many ways and in a variety of settings. Informal observations of students by parents, peers, teachers, and others in the school community are often rich with telltale signs of giftedness. Differences in the expression of characteristics occur developmentally. Other differences result from the diversity of cultural, ethnic, economic, and environmental backgrounds of youngsters.

Certain traits appear to distinguish gifted students from those in the average range. Students considered gifted in a specific area usually exhibit the majority of the following traits in addition to advanced skills in their main area or areas of competence. For additional information on characteristics of gifted learners, see the Online Resources page in this guide.

General characteristics most often found in research studies include the following:

- Rapid learning
- Extensive stores of information
- Strong problem-solving abilities
- Long attention span
- Sensitivity
- Perfectionism
- High degree of energy
- Wide range of interests
- Preference for older companions
- Well-developed sense of humor
- Early reading; avid reading
- Ease with puzzles and mazes
- Maturity in judgment, at times
- Perseverance
- Imagination/creativity

(Rogers, 1986; Silverman, Chitwood, & Waters, 1986)

When considering any particular characteristic, it is useful to focus on the *degree* to which a student's behaviors are atypical. Along a continuum typical for a particular age, certain students exhibit extremes of the characteristic. For example, a seven-year-old with an extremely extensive store of information may have a depth of knowledge about spiders that rivals that of some experts. An older student concerned about homeless people may develop and initiate a community plan for action.

## **IDENTIFICATION PROCEDURES**

### **Purpose**

The purpose of **identification** for gifted program services is to find students whose potential and/or performance is so extraordinary that they require differentiation in their instructional program.

Note: Underachieving gifted students should be considered because they meet the criteria of having the potential for extraordinary performance.

### **Goals**

- ◆ Identification of students in grades K–12 with extremely strong learning profiles in these areas:
  - Intellectual ability
  - Academic achievement (general or specific)
- ◆ Use of multiple criteria for eligibility
- ◆ Alignment of program services with student needs

### **The School Gifted Review Committee**

A Gifted Review Committee is formed at each school to facilitate the identification process. Membership consists of at least three representatives selected by the principal. Members should include those with expertise in characteristics and behaviors of gifted students. Members generally serve for one school year and may be reappointed the following year. The chairperson of the committee may be the gifted resource teacher or another school educator selected by the principal.

It is understood that at the discretion of the principal or designee, parents and classroom teachers may be invited to share information about a particular student. However, all decisions are made by the committee after data has been gathered and discussed.

The Gifted Review Committee receives and considers referrals on a regular basis throughout the school year. Transferring students should be considered as soon as possible after the transfer. Other referrals should be considered on a quarterly basis, at a minimum.

## STEPS IN THE IDENTIFICATION PROCESS

1. **Referral** of students for consideration by the Gifted Review Committee will be completed through the following means:
  - **Screening** - Available TerraNova data on students is used to find likely candidates for gifted program services. Screening *never* excludes a student from consideration in the identification process. Students not referred through screening may be referred through nomination.
    - Information from testing records of transferring students may indicate achievement similar to that of students with high TerraNova scores. These students should also be considered.
  - **Nomination** - Individual students may be recommended by professional staff members, parents/guardians, or through self-nomination. No qualifying test scores are required for nomination.
  - **Transfer Records** - Students whose records from schools outside of DoDEA indicate eligibility for a gifted program are recommended for immediate review. Note: Already identified students transferring from DoDEA schools should be matched with gifted program services as soon as their program records become available.
2. **Permission of the parent or guardian** must be obtained *before* gathering additional information and completing assessment of each referred student.
3. **Data gathering and/or assessment with development of student profile.** The InView Cognitive Abilities Test and the Naglieri Nonverbal Abilities Test (NNAT) may be used as part of the data collection phase of student profile development. These assessments of ability may support the data received from other measures such as rating scales, anecdotal information, observations, performance assessments and tests of achievement. These ability tests are administered on a case-by-case basis.
4. A **decision** for each candidate is made through a committee review of the student's profile. A student's eligibility for gifted education services is based on a documented need for modifications in the student's instructional program to ensure continuous academic challenges and supporting services.
5. **Determination of gifted program services** for eligible students is the decision of the Gifted Review Committee. Services are matched to the individual student's needs and the local school options.

## **REFERRAL**

The purpose of referral is to provide the Gifted Review Committee with names and profiles of students who should be considered for eligibility for gifted program services. Students are referred through the screening process; by individual recommendation of a teacher, parent/guardian, or professional staff member or by self-nomination; or as the result of previous eligibility in a non-DoDEA school. If no ability or achievement scores are available for a student, the student may be referred without such data. Parent or guardian permission for review must be received before assessment and committee review of a student.

### **Referral through Screening**

The purpose of screening is to quickly locate likely candidates for consideration by the Gifted Review Committee. A student whose total score on the TerraNova achievement test or another nationally normed achievement test is at or above the 97th percentile should be considered for referral. A student whose total score on the TerraNova achievement test is lower than the 97th percentile may be considered. Screening never excludes a student from consideration in the identification process.

### **Referral through Nomination**

The purpose of nomination is to encourage consideration of students who may appear to be potential candidates for gifted education services and were not referred through screening. Candidates may have compelling evidence from ability tests, classroom additional performance, or other data. Professional staff members, parents/guardians, or students themselves may nominate candidates. Rating scales and accompanying narratives describing student strengths are completed for nominated students.

### **Referral through Transfer Records**

Students who have been found eligible at a DoDEA school and have been receiving gifted education services shall be *automatically eligible* for services when transferring to another DoDEA school. The Gifted Review Committee should review the profiles of these DoDEA transferring students as soon as possible to recommend program services.

Students transferring from a non-DoDEA public or private school who provide evidence of participation in a gifted program should be referred to the Gifted Review Committee as soon as possible to be considered for eligibility. Participation in a non-DoDEA gifted program does not guarantee automatic eligibility in any DoDEA gifted program.



## ASSESSMENT

The purpose of assessment for gifted program services is to provide the Gifted Review Committee with sufficient information to make a decision on eligibility. Assessment of referred students should use multiple measures. A profile of each student's strengths is developed through the use of these measures. Folders containing information on each student's strengths are prepared for committee consideration.

Strategies and instruments available for use by schools are defined in Table 1. Additional data available at the school may be included in the student's profile folder for committee review. Such information may come from teachers, parent/guardians, students, or others knowledgeable about the student's strengths.

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**Table 1. Assessment Options**

Criterion-referenced tests	Record of accomplishments
Grades	Product/project reviews
Group (or individual) ability tests	Portfolios
Group achievement tests	Rating scales
Individual achievement tests	Narratives
Record of observations	Individual IQ tests ( if scores are available)

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### Eligibility

The Gifted Review Committee makes a decision on eligibility for each student. Profiles of students' strengths include data from multiple sources as indicated in Table 1. The folder prepared for each student should include all data gathered. Committee members review each child's strengths. If limited data is available, the committee chairperson should collect additional information before this review.

**No single instrument or score should be used to determine eligibility** for gifted program services. Rather, the committee should look at all available data to reach a professional decision on each student.

Parents/guardians may elect at any time not to have gifted education services provided for their identified children. Students who are not receiving services are still eligible and are recorded in the student information system database.

## GUIDELINES FOR DETERMINING ELIGIBILITY

Table 2 provides guidance for interpreting student assessment data. Scores or levels defined in each area represent the expectation that a student is demonstrating strength at the highest levels, equivalent to the top 3 to 5 percent of students of similar age in a particular area or areas of ability or achievement. The Gifted Review Committee should note scores or indicators of student potential and/or performance at this high level in making an eligibility decision.

The committee should recognize that a student's profile of strengths may not be evidenced in a traditional manner. Linguistic and cultural differences may mask individual student strengths. It is important that the committee members look at all available data in determining a student's eligibility. The NNAT and the InView tests may be useful in providing supporting data.

Students found eligible should be demonstrating **more than one indicator** of exceptional performance or the capability of attaining high performance with the support of gifted program services. Although students in grades K–1 are not identified using standardized tests, it is recognized that young children may exhibit exceptional abilities. These young children should be provided with curriculum and instruction matched to their needs and opportunities to demonstrate exceptional abilities. Instruments such as classroom observations, samples of student work, and interviews with teachers, parents, and students can be used to determine learning strengths.

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### Table 2. Guidelines for Interpreting Student Assessments—Indicators of Highly Unusual Ability/Performance

The following guidelines have been developed to assist Gifted Review Committee members in making eligibility decisions.

**Eligible students demonstrate more than one of the following indicators:**

- Qualitative data (observations, anecdotal evidence, narratives, interviews) indicative of highly unusual ability or achievement
  - A total battery score at or above 97th percentile on a nationally normed achievement test
  - A total score at or above 95th percentile on a group ability test
  - An average rating scale score of 40 or higher from two or more educator raters and specific evidence of gifted behaviors in written narratives
  - Very strong indicators of gifted behaviors as noted in parent or self ratings and narratives
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## THE COMMITTEE REVIEW

An individual student's profile of strengths provides the Gifted Review Committee with data for decision making about eligibility. Information from the assessment profile as well as any other relevant data provided to the committee should be used. No single score and no summed scores from a matrix shall be used for identification. Rather, the committee reviews the profile of student strengths and makes a professional decision about eligibility.

Each member of the Gifted Review Committee independently reviews a student's profile. At a convened meeting, the Gifted Review Committee then determines that the child is eligible for services, ineligible for services, or is to be monitored until additional information can be gathered to support a decision.

**Monitoring** is a term applied only to students in the pre-eligibility stage. Students selected for monitoring are those whose profiles indicate strong potential but who do not appear ready to participate in a gifted program. Students who are underachieving are typical candidates in this category. The gifted resource teacher and other school professionals should carefully follow each monitored student during the semester. Additional data on these students should be collected and reviewed by the Gifted Review Committee the next semester. Like those students found ineligible, students to be monitored should be given opportunities to use and enhance their abilities in the general education classroom. Students should remain in a monitored status for one semester and a determination of status should be made at the end of that semester. If however, the monitoring begins more than half way through the first semester, the process may extend for two semesters. In that case, a decision on status must be made at the final Gifted Review Committee meeting for the school year.

Services for students found **eligible** are recommended by the Gifted Review Committee and coordinated through the school principal, the gifted resource teacher, classroom teachers, and other school professionals as appropriate. All schools offer program options for students who have been identified as eligible for services. Gifted program options are defined in Section II, Services.

Students found **ineligible** for gifted program services may benefit from general enrichment activities within the school. Their profiles of strength should be shared with classroom teachers, parents, the students themselves, and other professionals in the school. The gifted resource teacher may be able to assist the school community in recognizing and maximizing the special strengths of students found ineligible. A student found ineligible may be referred the following year.

The Gifted Review Committee will make decisions on student eligibility in a timely manner after receiving permission for referral and assessment from parents/guardians.

## **ANNUAL REVIEW**

The progress of students receiving gifted education services is reviewed annually by the Gifted Review Committee. The review is generally completed at the end of the school year to determine or recommend services for the upcoming school year. When students move from elementary to middle school or from middle school to high school, their needs are reviewed. Services are reconsidered in relation to programmatic differences at these levels.

Information about student performance and outcomes in the program is considered in the decision to continue or modify services for the next school year. Students who do not experience success through gifted program services may be recommended for alternate interventions. Although services may be modified, eligibility status typically does not change with fluctuations of grades or standardized test scores.

After the annual review, the Profile of Strengths/Eligibility Status Record (Blue Card) is updated to reflect the most recent standardized test scores and projected services for the following year. The card is placed in the cumulative file (901) for all reviewed students. The Blue Card is sent to the next school with official school records.

## **APPEALS**

A parent or guardian of a student found ineligible for gifted program services may appeal the committee decision in writing to the school principal. The principal's decision will be rendered within 14 school days of parent or guardian appeal.

## **MAXIMIZING STUDENTS' STRENGTHS**

Educators should use data gathered through the gifted screening and identification process to help students take advantage of school and community opportunities that match their particular strengths. Through the identification process, many students are recognized as having unusual strengths in specific areas, some of which are not directly served through the gifted program, such as leadership; fine and performing arts; and kinesthetic, spatial, interpersonal, and intrapersonal skills.

Schools and communities should recognize their responsibility to provide enriching experiences for all students. Such experiences may include before- and after-school activities, clubs, special events, mentorships, internships, exhibitions, performances, contests, publications, and other extensions of curriculum.

## **SCHOOL RESPONSIBILITIES**

### **Responsibilities of Principal**

The school principal shall do the following:

1. Ensure school compliance with DoDEA Regulation 2590.1, Program for Gifted Students.
2. Appoint a standing Gifted Review Committee for the school. A minimum of three members should include those who have expertise in the area being assessed and in general gifted characteristics and behaviors, as well as knowledge of the child being reviewed. A teacher, an administrator or administrative designee, and a counselor should be part of the committee. Input from all persons who know the student well, including self, peers, parents, teachers, and others in the school community, should be encouraged.
3. Articulate procedures for receiving referrals from students, parents, teachers, and administrators.
4. Plan eligibility committee meetings for each school year to be held at least quarterly, enabling students nominated within the quarter to be reviewed. Participate in Gifted Review Committee meetings or designate a replacement for these meetings.
5. Monitor record keeping for each student reviewed by the Gifted Review Committee.
6. Ensure that gifted program services are provided for eligible students in a timely manner and in accordance with Program Guide Section II on gifted program services, K–12.
7. Ensure that students currently eligible in any other DoDEA school are automatically eligible for gifted program services.
8. Ensure that the Profile of Strengths/Eligibility Status Record (Blue Card) is completed and placed in the cumulative file (901) for all reviewed students. Ensure that the Blue Card is sent to the next school with the student's official records.
9. Ensure that a list of referred students and their eligibility status is maintained at the school.
10. Receive and address appeals of Gifted Review Committee decisions within 14 school days.

### **Responsibilities of Committee Chairperson**

The chairperson, Gifted Review Committee, shall do the following:

1. Facilitate the review of student screening at all grades.
2. Prepare referrals on all students found through screening and nomination.
3. Request parent or guardian permission for assessment and review of students.
4. Request individual referrals from professional staff.
5. Receive referral information from parents or guardians.
6. Prepare profile folders for each referred student. Information in the folders will be used by the Gifted Review Committee while the student is enrolled in the school.
7. Facilitate assessments of individual students as appropriate.
8. Chair committee meetings, if tasked to do so by the school's principal.
9. Maintain records of meetings and individual students.
10. Facilitate placement of students into program services.
11. Monitor the progress of students placed on the monitoring list and report those findings to the Gifted Review Committee every semester.
12. Facilitate the review of referred students on a quarterly basis, at a minimum, and of transferring students as soon as possible after a transfer.
13. Complete the Profile of Strengths/Eligibility Status Record (Blue Card) and place it in the cumulative file (901) for all referred students.
14. Provide necessary data to the student information system data clerk.
15. Maintain a current school list of referred students and their status.

### **Responsibilities of Gifted Review Committee Members**

Members shall do the following:

1. Participate in all scheduled Gifted Review Committee meetings.
2. Review all available data on each student referred to the committee.
3. With other committee members, determine eligibility, ineligibility, or monitored status for each student considered by the committee.
4. Maintain confidentiality regarding information on students and on committee proceedings.

### **Responsibilities of Teachers**

Teachers shall do the following:

1. Become familiar with indicators of giftedness.
2. Contribute to the referral process by considering all students' potentials and by completing rating scales as requested for students under consideration.
3. Refer individual students to the Gifted Review Committee as appropriate.
4. Provide evidence of student strengths for committee use.

## **TIME LINE AND SUMMARY**

### **1.2**

#### **DoDEA Gifted Education Identification Time Line**

#### **Summary of Steps in the Identification Process**



## DoDEA Gifted Education Identification Time Line

<b>Aug/Sept</b>	<ul style="list-style-type: none"> <li>• Begin gifted services for students previously found eligible in a DoDEA school.</li> <li>• Review records of new students.</li> <li>• Refer students previously eligible for gifted services in a non-DoDEA school to the Gifted Review Committee.</li> </ul>
<b>Sept/Oct</b>	<ul style="list-style-type: none"> <li>• Request referrals from classroom teachers at any time.</li> <li>• Review all referred students, with parent/guardian permission.</li> <li>• Refer students with completed profiles to the Gifted Review Committee.</li> <li>• Determine services for newly eligible students.</li> </ul>
<b>End of First Quarter</b>	<ul style="list-style-type: none"> <li>• Review all newly referred students, with parent/guardian permission.</li> <li>• Refer students with completed profiles to the Gifted Review Committee.</li> <li>• Determine services for newly eligible students.</li> </ul>
<b>End of Second Quarter</b>	<ul style="list-style-type: none"> <li>• Review all newly referred students, with parent/guardian permission.</li> <li>• Refer students with completed profiles to the Gifted Review Committee.</li> <li>• Determine services for newly eligible students.</li> <li>• Review status of monitored students.</li> </ul>
<b>End of Third Quarter</b>	<ul style="list-style-type: none"> <li>• Review all newly referred students, with parent/guardian permission.</li> <li>• Refer students with completed profiles to the Gifted Review Committee.</li> <li>• Determine services for newly eligible students.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Review progress of eligible students.</li> <li>• Review status of monitored students.</li> <li>• Review all referred students, with parent/guardian permission.</li> <li>• Refer students with completed profiles to the Gifted Review Committee.</li> <li>• Determine services for upcoming school year.</li> <li>• Complete the Profile of Strengths/Eligibility Status Record (Blue Card) and place in the cumulative file (901) for all referred students.</li> </ul>

## SUMMARY OF STEPS IN THE IDENTIFICATION PROCESS

### Referral

Referral of individual students may occur through any one of three methods:

- Screening through group achievement test results
- Nomination by staff, parents/guardians, or self
- Transfer records indicating eligibility for gifted services in a non-DoDEA school

The Gifted Review Committee considers referrals on a quarterly basis, at a minimum. Students with documentation of gifted services in a non-DoDEA school should be reviewed as soon as possible.

Students transferring into a DoDEA school *from a public or private non-DoDEA school* who provide evidence of participation in a gifted program should be referred to the Gifted Review Committee as soon as possible to be considered for eligibility.

A letter is sent to the parents or guardians of each referred student, asking permission for further review and assessment of their child. The committee proceeds with the review of students with parent/guardian permission. No further student assessment is completed without permission.

Students who have been found eligible at a DoDEA school and have been receiving gifted education services shall be **automatically eligible** for services when transferring to another DoDEA school. The Gifted Review Committee should review the profiles of these DoDEA transferring students as soon as possible to recommend program services.

### Assessment

Results of multiple measures are documented on the Profile of Strengths (Blue Card). The chairperson of the committee develops a profile folder for each student. The folder contains all available data including rating scales, transcripts, test information, student products, and other evidence. Sufficient data should be collected to facilitate committee review.

### Eligibility

The Gifted Review Committee reviews profiles on individual students and determines eligibility status. A student may be found ineligible or eligible, or be placed on monitored status. Students who are monitored are automatically referred to the committee for review the following semester.

# IDENTIFICATION FORMS

## 1.3

<b>Request for Permission for Referral and Assessment</b>	<b>Form 1</b>
<b>DoDEA Gifted Rating Scale (K–1)</b>	<b>Form 2</b>
<b>DoDEA Gifted Rating Scale (2–6)</b>	<b>Form 3</b>
<b>DoDEA Gifted Rating Scale (6–8)</b>	<b>Form 4</b>
<b>DoDEA Gifted Rating Scale (9–12)</b>	<b>Form 5</b>
<b>DoDEA Gifted Education Parent Rating Scale (K–1)</b>	<b>Form 6</b>
<b>DoDEA Gifted Education Parent Rating Scale (2–6)</b>	<b>Form 7</b>
<b>DoDEA Gifted Education Parent Rating Scale (6–8)</b>	<b>Form 8</b>
<b>DoDEA Gifted Education Parent Rating Scale (9–12)</b>	<b>Form 9</b>
<b>DoDEA Gifted Education Student Rating Scale</b>	<b>Form 10</b>
<b>Gifted Education Descriptor Bank</b>	<b>Form 11</b>
<b>Gifted Education Assessment Guide</b>	<b>Form 12</b>
<b>Quality of Student Work</b>	<b>Form 13</b>
<b>DoDEA Gifted Education Referral through Test Scores</b>	<b>Form 14</b>
<b>DoDEA Gifted Education Referral through Nomination</b>	<b>Form 15</b>
<b>DoDEA Gifted Education Referral through Transfer Records</b>	<b>Form 16</b>
<b>DoDEA Gifted Education Eligibility Status Record</b>	<b>Form 17</b>
<b>DoDEA Gifted Education Profile of Strengths</b>	<b>Form 17</b>
<b>DoDEA Gifted Education Gifted Review Committee Eligibility Decisions</b>	<b>Form 18</b>
<b>Parent Letter—Eligible</b>	<b>Form 19</b>
<b>Parent Letter—Ineligible</b>	<b>Form 20</b>
<b>Parent Letter—Monitored</b>	<b>Form 21</b>

## Request for Permission for Referral and Assessment

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Gifted Ed. Contact \_\_\_\_\_

*Your child has been nominated as a candidate for gifted education services. The School Gifted Review Committee will consider information from several sources in determining whether or not your child will be eligible for services. The types of assessments to be considered are listed below.*

- **Parent rating scale.** Please complete the attached rating scale and return it to your child’s school.
- **Teacher rating scale/s.** Rating scales similar to the one for parents are completed by teacher/s who know your child well.
- **Observations in the classroom.** The gifted resource teacher, classroom teachers, and other school personnel will share information about classroom observations.
- **Portfolio assessment.** Samples of your child’s work and accomplishments will be shared with the School Gifted Review Committee.
- **Testing information.** Currently available assessment information including results of standardized achievement and ability tests will be reviewed.
- **Academic record.** Currently available progress reports will be reviewed.
- **Transfer records.** Information from last school will be reviewed.

*If additional assessments are required, you will be notified before the committee review. Please sign below indicating your permission for your child to be evaluated as indicated above by the school Gifted Review Committee.*

*Upon completion of the reviews, you will be notified of your child’s status regarding eligibility for gifted education services.*

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*Please indicate your decision regarding the referral of your child for committee review.*

\_\_\_\_\_ Yes, I give permission for my child to be assessed as indicated above to determine whether or not he/she is eligible for gifted education services.

\_\_\_\_\_ No, I do not give permission for my child to be assessed to determine eligibility for gifted education services.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Printed Name \_\_\_\_\_ Relationship \_\_\_\_\_

## DoDEA Gifted Rating Scale (K–1)

### Please read before rating any students.

Dear Educator,

From a developmental perspective, characteristics associated with giftedness appear early in life. At times students who are gifted are overlooked. Consequently, their need for challenges may be compromised and their social and emotional vulnerabilities may be heightened. Early identification is key to recognizing and supporting unique patterns of learning in gifted children. You play an important role in the early identification of students who may need gifted education services. As a trained observer, you have significant information about the students in your class.

The Primary Rating Scale is an instrument designed to help you notice students who may be exhibiting behaviors indicative of giftedness. The 15 characteristics on the rating scale are traits that have been documented in a number of research studies as characteristics of gifted youngsters. Think about your students and the degree to which they exhibit behaviors that match each characteristic.

Remember that many characteristics of gifted learners can be exhibited both positively and negatively. For example, a student who asks many questions about your lesson may be seen as wonderfully knowledgeable and curious or bothersome and unfocused. Gifted children are not always easy to teach! Many times they question authority, stubbornly adhere to their own agenda, or make inappropriate comments and jokes. They may disrupt the class with their high energy or boss others around. Alternatively, they may exhibit extreme shyness, sensitivity, and perfectionism. They may worry about everything and everybody. Recognize that giftedness is not equated with good or poor behavior. Gifted students may be compliant or forceful, but the more important thing to consider is what they are revealing about their capabilities for deep, rich, and complex thought.

Please take time to consider each of your students as you complete the rating scale. By focusing on a profile of each child's strengths, you will be more empowered to work with everyone's potential.

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(Signature of Gifted Resource Teacher)

(Date)

### DoDEA Gifted Rating Scale (K-1)

- Consider students in your class who come to mind when you think of giftedness. Consider children who seem to be doing things much faster or in more complex ways than other students. Do not hesitate to list a student. Use the definitions provided to rate each child selected.
- If another student comes to mind during the time you are completing your ratings, include that child.
- You may complete a rating scale at any time during the year for an individual child.
- Submit your ratings to the chairperson of the Gifted Review Committee.

1 = Typical for grade/age 2 = Above average for grade/age		3 = Quite advanced for grade/age 4 = Remarkable for grade/age (1 in 50)	
		Rating	Comments
1.	Learns quickly		
2.	Remembers easily		
3.	Seems mature		
4.	Uses a large vocabulary		
5.	Reads independently		
6.	Prefers older playmates		
7.	Experiments		
8.	Seems sensitive		
9.	Enjoys puzzles, mazes		
10.	Has a high energy level		
11.	Asks many questions		
12.	Displays a sense of humor		
13.	Has long attention span		
14.	Has many interests		
15.	Invents, creates		
	TOTAL		

**STUDENT** \_\_\_\_\_ **GRADE** \_\_\_\_\_  
**EDUCATOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

## DoDEA Gifted Rating Scale (2–6)

### Please read before rating any students.

Dear Educator,

Elementary students begin to reveal unique interests and patterns of learning. Because each child is unique, teachers often find it difficult to consider which students may benefit from gifted program services. A student’s academic achievement is often equated with a degree of giftedness. However, gifted children may or may not be “good students.” At times students who are truly gifted are overlooked because their interests and learning patterns do not necessarily match classroom activities. Consequently, their need for challenges may be compromised and their social and emotional vulnerabilities may be heightened. This is particularly true for youngsters with very strong potential who are not finding correlating success in academic work.

The Elementary Rating Scale is an instrument designed to help you notice students in your class who may be exhibiting behaviors indicative of giftedness. The 15 characteristics on the rating scale are traits that have been documented in a number of research studies as characteristics of giftedness. Think about the students in your class and the degree to which they exhibit behaviors that match the characteristics of giftedness.

Remember that many characteristics of gifted learners can be exhibited both positively and negatively. For example, a student who asks many questions about your lesson may be seen as wonderfully knowledgeable and curious or bothersome and unfocused. Gifted children are not always easy to teach! Many times they question authority, stubbornly adhere to their own agendas, or make inappropriate comments and jokes. They may disrupt the class with their high energy or boss others around. Alternatively, they may exhibit extreme withdrawal, sensitivity, and perfectionism. They may worry about everything and everybody. Recognize that giftedness is not equated with good or poor behavior. Gifted students may be compliant or forceful, but the more important thing to consider is what they are revealing about their capabilities for advanced, deep, rich, and complex thought.

You play an important role in the identification of students who may demonstrate exceptional abilities. As a trained observer, you have significant information about the students in your class. Please take time to consider each of your students as you complete the rating scale. By focusing on a profile of each child’s strengths, you will be more empowered to work with everyone’s potential.

---

(Signature of Gifted Resource Teacher)

(Date)

### DoDEA Gifted Rating Scale (2–6)

- Consider students in your class who come to mind when you think of giftedness. Do not hesitate to list a student.
- For each child you select, rate each characteristic on a 1–4 scale. Use the rating scale descriptors provided to select a rating.
- You may complete a rating scale on an individual child at any time.
- Submit your ratings to the chairperson of the Gifted Review Committee.

1 = Typical for grade/age		3 = Quite advanced for grade/age	
2 = Above average for grade/age		4 = Remarkable for grade/age (1 in 50)	
		Rating	Comments
1.	Learns quickly		
2.	Enjoys intellectual activity		
3.	Is verbally proficient		
4.	Shows power of concentration		
5.	Has storehouse of knowledge		
6.	Enjoys “adult” conversations		
7.	Experiments, explores		
8.	Exhibits sensitivity		
9.	Has many and/or intense interests		
10.	Has a high energy level		
11.	Asks many questions		
12.	Displays a sense of humor		
13.	Is expressive with words, numbers, symbols		
14.	Sees and solves problems		
15.	Invents, creates		
	TOTAL		

**STUDENT** \_\_\_\_\_  
**EDUCATOR** \_\_\_\_\_

**GRADE** \_\_\_\_\_  
**DATE** \_\_\_\_\_



## **DoDEA Gifted Rating Scale (6–8)**

**Please read prior to rating any students.**

Dear Educator,

Gifted middle school students present significant quandaries for educators. They often seek to blend into the social world of middle school, denying their abilities in order to fit in. They may have internal conflicts about the degree to which they will conform. Newly aware of their limitations, they may begin to question their capabilities and feel that being less than perfect is unacceptable. Confronted with many new activities and options, they may find themselves with too much to do and no focus.

The first step in helping gifted middle school students is to identify them. At times students who are truly gifted are overlooked because their interests and learning patterns do not necessarily match classroom activities. Some gifted students may exhibit negative behaviors. They may challenge authority and school routines. They may show little tolerance for others or extreme sensitivity to others. Gifted students may be compliant or forceful, but the more important thing to consider is what they are revealing about their capabilities for deep, rich, and complex thought. If not identified, their need for challenges may be compromised and their social and emotional vulnerabilities may be heightened. This is particularly true for youngsters with very strong potential who are not finding correlating success in academic work.

High-achieving students are frequently perceived as gifted. Although many gifted students exhibit strong academic performance, this is not always the case. Likewise, many bright, high-achieving students who are successful because of hard work and strong support do not require differentiation. Gifted program services are not a reward for good work and good behavior. Rather, the gifted program provides support and challenges for highly capable students whose needs are beyond the standard curriculum.

You play an important role in the identification of students who may have exceptional abilities. As a trained observer, you have significant information about the students in your class. The Middle School Rating Scale is an instrument designed to help you notice students in your classes who may be exhibiting behaviors indicative of giftedness. The 15 characteristics on the rating scale are traits that have been documented in a number of research studies as characteristics of giftedness. Think about the students in your class and the degree to which they exhibit behaviors that match characteristics of giftedness. Please take time to consider each of your students as you complete the rating scale. By focusing on a profile of each child's strengths, you will be more empowered to work with everyone's potential.

---

(Signature of Gifted Resource Teacher)

(Date)

## DoDEA Gifted Rating Scale (6–8)

- Consider students in your class who come to mind when you think of giftedness. Do not hesitate to list a student.
- For each student you select, rate each characteristic on a 1–4 scale. Use the rating scale descriptors provided to select a rating.
- If another student comes to mind during this time, include that child on your list. You may complete a rating scale on an individual child at any time.
- Submit your ratings to the chairperson of the Gifted Review Committee.

1 = Typical for grade/age 2 = Above average for grade/age		3 = Quite advanced for grade/age 4 = Remarkable for grade/age (1 in 50)	
		Rating	Comments
1.	Thinks abstractly, generalizes		
2.	Enjoys intellectual activity		
3.	Can persuade others		
4.	Shows power of concentration		
5.	Has storehouse of knowledge		
6.	Is intense, goal-directed		
7.	Experiments, explores		
8.	Exhibits sensitivity		
9.	Has many and/or intense interests		
10.	Adapts to new situations		
11.	Exhibits expertise in one or more areas		
12.	Displays subtle humor		
13.	Is expressive with words, numbers, symbols		
14.	Sees and solves problems		
15.	Invents, creates		
	TOTAL		

**STUDENT** \_\_\_\_\_  
**EDUCATOR** \_\_\_\_\_

**GRADE** \_\_\_\_\_  
**DATE** \_\_\_\_\_

**DoDEA Gifted Rating Scale (9–12)**  
Please read prior to rating any students.

Dear Educator,

Gifted high school students are uniquely poised to take advantage of academic offerings, college and career counseling, and leadership opportunities. Identification of students for gifted program services often becomes a function of self-referral at this level. Students request advanced courses and other opportunities that match their potential and performance. However, some gifted students have never been identified for services and may benefit from recognition by a knowing educator. Students who exhibit gifted characteristics should be identified and counseled into appropriate courses, mentoring, counseling, and other experiences that match their needs.

Although most high school students are identified for gifted program services because of past participation or academic records, some may be located through a current analysis of behaviors within and outside the classroom. Some remarkable individuals have not yet participated in advanced curricular experiences. Some have been overlooked because their strengths and learning patterns show up in extracurricular activities or in behaviors that may seem less than appropriate in the classroom. They may question teachers and challenge their opinions. They may exhibit extreme political or social positions. Some may be overly focused on success and perfectionism. Gifted adolescents may be compliant or forceful, but the more important thing to consider is what they are revealing about their capabilities for deep, rich, and complex thought. If not identified, their need for challenges and their social and emotional vulnerabilities may be compromised. This is particularly true for youngsters with strong potential who are not finding correlating success in academic work. Although many gifted students exhibit strong academic performance, this is not always the case. Likewise, many bright, high-achieving students who are successful because of hard work and strong support systems do not require differentiation. Gifted program services are not a reward for good work and good behavior. Rather, the gifted program provides support and challenges for highly capable students whose needs are beyond the standard curriculum.

You play an important role in the identification of students who may have exceptional abilities. As a trained observer, you have significant information about the students in your classes. The High School Rating Scale is an instrument designed to help you notice students in your classes who may be exhibiting behaviors indicative of giftedness. The 15 characteristics on the rating scale are traits that have been documented in a number of research studies as characteristics of giftedness. Think about your students and the degree to which they exhibit behaviors that match characteristics of giftedness. Please take time to consider each of your students as you complete the rating scale. By focusing on a profile of each child's strengths, you will be more empowered to work with everyone's potential.

---

(Signature of Gifted Education Program Designee)

(Date)

### DoDEA Gifted Rating Scale (9–12)

- Use this form to nominate students for gifted education services.
- For each student on your list, rate each characteristic on a 1–4 scale. Use the rating scale descriptors provided to select a rating.
- You may complete a rating scale on an individual student at any time.

1 = Typical for grade/age 2 = Above average for grade/age		3 = Quite advanced for grade/age 4 = Remarkable for grade/age (1 in 50)	
		Rating	Comment
1.	Demonstrates insight		
2.	Thrives on intellectual activity		
3.	Is persuasive; can influence others		
4.	Sustains concentration		
5.	Is widely informed		
6.	Enjoys interactions with adults		
7.	Experiments, explores, pursues ideas		
8.	Is concerned with justice, fairness		
9.	Has multiple and/or extended interests		
10.	Is self-motivated, goal-oriented, persistent		
11.	Exhibits expertise in one or more areas		
12.	Displays mature sense of humor		
13.	Uses subtleties of words, numbers, or symbols		
14.	Is resourceful, flexible		
15.	Is original, unconventional, and imaginative		
	<b>TOTAL</b>		

**STUDENT** \_\_\_\_\_ **GRADE** \_\_\_\_\_  
**EDUCATOR** \_\_\_\_\_ **DATE** \_\_\_\_\_

## DoDEA Gifted Education Parent Rating Scale (K-1)

Student \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Date of Birth \_\_\_\_\_

Parent or guardian (Please print) \_\_\_\_\_

*Please consider each of the 15 characteristics in this rating scale in relation to your own child. Note that some of the characteristics are fairly typical of children this age. For example, all young children learn many things quickly and all of them exhibit curiosity. What you are asked to do is consider the degree to which your child seems different from the norm. To help you with this task, a rating scale of 1-4 has been provided.*

- 1 = My child acts/reacts in this area like a typical child of this age.
- 2 = My child seems above average for his/her age.
- 3 = My child seems quite advanced in this area compared to other children of this age.
- 4 = My child's behavior seems extremely advanced in this area when compared to other children of this age.

		<b>Rating</b>
1.	Learns things quickly	
2.	Remembers things easily	
3.	Seems mature for his/her age	
4.	Uses a large vocabulary	
5.	Reads independently	
6.	Prefers older playmates	
7.	Enjoys experimenting and exploring	
8.	Is sensitive	
9.	Enjoys puzzles, mazes	
10.	Has a high energy level	
11.	Asks many questions	
12.	Conveys and picks up on humor well	
13.	Has a long attention span for certain things	
14.	Has many interests	
15.	Has creative ideas	
	TOTAL	

***Thank you for completing this rating scale. Please add comments related to any of the characteristics your child exhibits. Examples of specific behaviors would be especially helpful.***

***Comments: (Continue on reverse side)***

---

(Signature of parent/guardian)

(Date)

## DoDEA Gifted Education Parent Rating Scale (2–6)

Student \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Date of Birth \_\_\_\_\_

**Parent or guardian (Please print)** \_\_\_\_\_

*Please consider each of the 15 characteristics in this rating scale in relation to your own child. Note that some of the characteristics are fairly typical of children this age. For example, most children learn many things quickly and all of them exhibit curiosity. What you are asked to do is consider the degree to which your child seems different from the norm. To help you with this task, a rating scale of 1–4 has been provided.*

1 = My child acts/reacts in this area like a typical child of this age.  
 2 = My child seems above average for his/her age.  
 3 = My child seems quite advanced in this area compared to other children of this age.  
 4 = My child’s behavior seems extremely advanced in this area when compared to other children of this age.

		<b>Rating</b>
1.	Learns things quickly	
2.	Enjoys intellectual activity	
3.	Uses precise words and sophisticated language	
4.	Concentrates on things of interest for extended time periods	
5.	Has a storehouse of general knowledge	
6.	Seeks conversations with adults on topics of special interest	
7.	Experiments and explores	
8.	Is sensitive	
9.	Has many and/or intense interests	
10.	Has a high energy level	
11.	Asks many questions	
12.	Displays a sense of humor	
13.	Is expressive with words, symbols, and/or numbers	
14.	Sees and solves problems.	
15.	Has creative and inventive ideas	
	TOTAL	

***Thank you for completing this rating scale. Please add comments related to any of the characteristics your child exhibits. Examples of specific behaviors would be especially helpful.***

***Comments: (Continue on reverse side)***

\_\_\_\_\_  
 (Signature of parent/guardian)

\_\_\_\_\_  
 (Date)

## DoDEA Gifted Education Parent Rating Scale (6–8)

**Student** \_\_\_\_\_ **M** \_\_\_\_\_ **F** \_\_\_\_\_

**Grade** \_\_\_\_\_ **School** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

**Parent or guardian (Please print)** \_\_\_\_\_

*Please consider each of the 15 characteristics in this rating scale in relation to your own child. Note that some of the characteristics are fairly typical of children this age. For example, most children learn many things quickly and all of them exhibit curiosity. What you are asked to do is consider the degree to which your child seems different from the norm. To help you with this task, a rating scale of 1–4 has been provided.*

- |   |
|---|
| 1 = My son/daughter acts/reacts in this area like a typical student of this age.<br>2 = My son/daughter seems above average for his/her age.<br>3 = My son/daughter seems quite advanced in this area compared to other students of this age.<br>4 = My son's/daughter's behavior seems extremely advanced in this area compared to other students of this age. |
|---|

		<b>Rating</b>
1.	Thinks abstractly, generalizes	
2.	Enjoys intellectual activity	
3.	Can persuade others	
4.	Shows power of concentration	
5.	Has storehouse of knowledge	
6.	Is intense, goal-directed	
7.	Experiments, explores	
8.	Exhibits sensitivity	
9.	Has many and/or intense interests	
10.	Adapts to new situations	
11.	Exhibits expertise in one or more areas	
12.	Displays subtle humor	
13.	Is expressive with words, numbers, symbols	
14.	Sees and solves problems	
15.	Invents and creates	
	<b>TOTAL</b>	

***Thank you for completing this rating scale. On the reverse side, please add comments related to any of the characteristics your student exhibits. Examples of specific behaviors will be especially helpful.***

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Date)

## DoDEA Gifted Education Parent Rating Scale (9–12)

Student \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Date of Birth \_\_\_\_\_

Parent or guardian (Please print) \_\_\_\_\_

*Please consider each of the 15 characteristics in this rating scale in relation to your own child. Note that some of the characteristics are fairly typical of children this age. For example, most children learn many things quickly and all of them exhibit curiosity. What you are asked to do is consider the degree to which your child seems different from the norm. To help you with this task, a rating scale of 1–4 has been provided.*

- |   |
|---|
| 1 = My son/daughter acts/reacts in this area like a typical student of this age.<br>2 = My son/daughter seems above average for his/her age.<br>3 = My son/daughter seems quite advanced in this area compared to other students of this age.<br>4 = My son's/daughter's behavior seems extremely advanced in this area compared to other students of this age. |
|---|

		Rating
1.	Demonstrates insight	
2.	Thrives on intellectual activity	
3.	Is persuasive; can influence others	
4.	Sustains concentration	
5.	Is widely informed	
6.	Seeks interactions with adults knowledgeable in a particular field	
7.	Experiments, explores, pursues ideas	
8.	Is concerned with justice, fairness	
9.	Has multiple and/or extended interests	
10.	Is self-motivated, goal-oriented, and persistent	
11.	Exhibits expertise in one or more areas	
12.	Displays mature sense of humor	
13.	Uses subtleties of words, numbers, or symbols	
14.	Is resourceful, flexible	
15.	Is original, unconventional, and imaginative	
	TOTAL	

***Thank you for completing this rating scale. On the reverse side, please add comments related to any of the characteristics your student exhibits. Examples of specific behaviors will be especially helpful.***

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Date)



## DoDEA Gifted Education Student Self-Rating Scale

Name of Student (Print) \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Date of Birth \_\_\_\_\_

*Please use the numbers in the rating scale to rate the **overall level** of your personal commitment, accomplishments, and activity related to each statement.*

For this statement, the overall level of my commitment, accomplishments, and activity is <b>1 = About the same as other students my age.</b> <b>2 = Greater than most students my age.</b> <b>3 = Significantly greater than most students my age.</b> <b>4 = Quite exceptional for students my age.</b>		
		Rating
1.	I enjoy learning new things.	
2.	I spend a great deal of time on areas of study that intrigue me.	
3.	I find it easy to influence others.	
4.	I know quite a bit about quite a lot of things.	
5.	I want to work with professional adults in my areas of interest.	
6.	I am concerned about fairness and justice for others.	
7.	I like to experiment and pursue new ideas.	
8.	I am self-motivated and persistent in pursuing my goals.	
9.	I have strong interests in certain areas.	
10.	I enjoy using my imagination.	
11.	I like to figure out solutions to problems.	
12.	I enjoy expressing my ideas in words, numbers, or symbols.	
13.	I am resourceful and flexible in my thinking.	
14.	I understand new concepts and make connections easily.	
15.	I am creative.	
	TOTAL	

***Thank you for completing this rating scale. You may write on the back of this sheet to share other information about yourself.***

\_\_\_\_\_  
(Signature of student)

\_\_\_\_\_  
(Date)

## Gifted Education Descriptor Bank

This sheet should accompany the rating scales.

<b>4</b>	Remarkable Rare One of a kind Extraordinary Phenomenal Distinguished Exquisite	Exemplary Superb Expert Extremely advanced Distinctive World class Superior
<b>3</b>	Developmentally advanced Excellent Advanced Innovative Exceeds standards	Accomplished Polished Masterful Outstanding
<b>2</b>	Proficient Skilled Well done Meets standards	Qualified Solid Competent
<b>1</b>	Developing Satisfactory Progressing	Presentable Suitable

## Gifted Education Assessment Guide

This sheet should accompany the rating scales.

<i>Rating</i>	<i>Descriptors</i>	
4	Remarkable Extraordinary	The student demonstrates knowledge, skills, abilities, or performance <u>remarkable</u> for this age or experiential background.
3	Accomplished Advanced	The student demonstrates knowledge, skills, abilities, or performance <u>advanced</u> for this age or experiential background.
2	Proficient High Quality	The student demonstrates knowledge, skills, abilities, or performance <u>of high quality</u> for this age or experiential background.
1	Expected Satisfactory	The student demonstrates knowledge, skills, abilities, or performance <u>expected</u> for this age or experiential background.

## **Quality of Student Work**

This sheet should accompany the rating scales.

### **PRODUCT QUALITY**

- |   |              |
|---|--------------|
| 4 | Professional |
| 3 | Polished     |
| 2 | Crafted      |
| 1 | Presentable  |

### **DEGREE OF KNOWLEDGE**

- |   |                                |
|---|--------------------------------|
| 4 | Deep<br>Abstract<br>Insightful |
| 3 | Focused<br>Precise<br>Clear    |
| 2 | Accurate<br>Relevant           |
| 1 | Limited<br>Some inaccuracies   |

### **LEVEL OF INDEPENDENCE**

- |   |  |
|---|--|
| 4 | The student initiated the task.                                  |
| 3 | The student completed an open-ended requirement.                 |
| 2 | The student selected components of a task from options provided. |
| 1 | The student completed a task as defined by the teacher.          |

## DoDEA Gifted Education Referral through Test Scores (Screening)

This form may be used by educators as needed or requested.

Teacher \_\_\_\_\_ School \_\_\_\_\_

School Year \_\_\_\_\_

Date	Student	Grade	Test	Total Score

**Please submit to the chairperson of the Gifted Review Committee whenever you receive standardized test data indicating high performance by any of your students:**

- **TerraNova total battery at or above the 97th percentile**
- **Other standardized total test scores at or above the 97th percentile (include test name)**

### DoDEA Gifted Education Referral through Nomination

This form may be used by educators as needed or requested.

Teacher \_\_\_\_\_ School \_\_\_\_\_

School Year \_\_\_\_\_

Date	Student	Grade	Nominated By	Rating Scale Totals*

**\*Please attach rating scales and narratives for each student nominated. List scores for each rating scale completed.**



## DoDEA Gifted Education Eligibility Status Record

*To be completed and maintained in cumulative folder for all students referred for gifted education.*

**Student's Name** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

School Year	School	Referred By	Status	Services if eligible only (Use letters at bottom of form)

**Referral Codes:** Screening = **S**    Parent/guardian = **P**    Educator = **E**    Self = **SR**    Transfer Records = **T**  
**Status Codes:**    Monitored = **M**    Eligible = **E**    Ineligible = **I**    Withdrawn by Parent = **W**

<b>SMS Codes for Services:</b>	
A. Additional Opportunities	G. Interdisciplinary Course
B. Advanced Section of Course	H. Resource Class
C. AP/Honors Courses	I. Regular Class with Cluster Group
D. Grade Acceleration in Content Area	J. Regular Class with Content Acceleration
E. Grade Acceleration	K. Regular Class with Differentiation
F. Individualized Services	

Multiple services are expected. All codes should be accompanied by a date. Any status change should be accompanied by the date of change.



## DoDEA Gifted Education Profile of Strengths

Provide scores and/or ratings for each area where information is available.

**Student's Name** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

DATE of Review						
School						
Grade						
<b>Available Data</b>						
Parent Rating Scale /60						
Student Rating Scale /60						
Average Score on Two or More Teacher Rating Scales /60						
TerraNova Total Battery						
Terra Nova Subsets:						
• Reading						
• Language						
• Mathematics						
• Science						
• Social Studies						
Achievement Test* - specify percentile						
Ability Test Percentile* - specify percentile						
Other Assessment* - specify percentile						
<b>Gifted Review Committee Ratings at Initial Referral</b> 4 (remarkable) – 1(expected)						
	Rating	Comments				
Observations Rating						
Interview Rating						
Performances Rating						
Accomplishments Rating						
Academic Grades Rating						
Portfolio Rating						

\*Specify test administered; use full name of test.

**Comments on initial eligibility decision:**

Date:

## DoDEA Gifted Education Gifted Review Committee Eligibility Decisions

School \_\_\_\_\_ Date of Committee Meeting \_\_\_\_\_

Principal's  
Signature \_\_\_\_\_  
Chairperson's  
Signature \_\_\_\_\_

Student	Grade	Teacher	Decision	Services (Use code letters from below)

**Referral Codes:** Screening = **S**    Parent/guardian = **P**    Educator = **E**    Self = **SR**    Transfer Records = **T**  
**Status Codes:**    Monitored = **M**    Eligible = **E**    Ineligible = **I**    Withdrawn by Parent = **W**

<b>SMS Codes for Services:</b>	
A. Additional Opportunities	G. Interdisciplinary Course
B. Advanced Section of Course	H. Resource Class
C. AP/Honors Courses	I. Regular Class with Cluster Group
D. Grade Acceleration in Content Area	J. Regular Class with Content Acceleration
E. Grade Acceleration	K. Regular Class with Differentiation
F. Individualized Services	

Multiple services are expected. All codes should be accompanied by a date. Any status change should be accompanied by the date of change.

**(Parent Letter—Eligible)**

**(SCHOOL LETTERHEAD)**

Dear

The Gifted Review Committee has completed a review of your child’s eligibility for gifted education services. The process included an overall assessment of available information about the potential and performance of **(Name)**. The committee has determined that your child is eligible for gifted program services.

The services available for **(Name)** are **(specify)**.

At the end of the school year, the committee will review **(Name)**’s progress to recommend appropriate services for the following school year.

Please sign below to give your permission for **(Name)** to receive the services outlined above. If you would like to discuss the results of the committee’s review and/or the services to be provided, please call the school to schedule a time to speak with **(Name)**, chairperson of the Gifted Review Committee.

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_ I give permission for gifted education services for my child.

\_\_\_\_\_ I do not give permission for gifted education services for my child.

Signed: \_\_\_\_\_ Relationship: \_\_\_\_\_

Date: \_\_\_\_\_

*Return one copy to the school office within five days and keep one copy for your records. Services will continue unless student is formally withdrawn from options or program.*

**Parent letter—Ineligible)**

**(SCHOOL LETTERHEAD)**

Dear

The Gifted Review Committee has completed its consideration of **(Name)**'s eligibility for gifted education services. The review process included an overall assessment of available information about the potential and performance of your child. At this time, the committee does not find your child eligible for gifted program services.

The committee recognized that **(Name)** exhibits strengths that should be addressed in the general education program. The assessment information used by the Gifted Review Committee will be shared with your child's counselor and teachers, so that they may become more aware of **(Name)**'s advanced areas and work to encourage (her, him) to take advantage of classroom and school-wide enrichment opportunities.

If you would like to discuss the results of the committee's review, please call the school to schedule a time to speak with **(Name)**, chairperson of the Gifted Review Committee.

Sincerely,

---

Principal

Date

**(Parent letter—Monitored)**

**(SCHOOL LETTERHEAD)**

Dear

The Gifted Review Committee has completed its consideration of **(Name)**'s eligibility for gifted education services. The review process included an overall assessment of available information about the potential and performance of your child. At this time, the committee does not find your child eligible for gifted program services. However, because your child does exhibit significant strengths, the committee has asked that **(Name)**'s progress be monitored over the next semester. The committee will revisit **(Name)**'s candidacy for gifted education services in the future.

The committee recognized that **(Name)**'s strengths should be addressed in the general education program. The assessment information used by the Gifted Review Committee will be shared with your child's counselor and teachers, so that they may become more aware of **(Name)**'s advanced areas and work to encourage (her, him) to take advantage of classroom and school-wide enrichment opportunities.

If you would like to discuss the results of the committee's review, please call the school to schedule a time to speak with **(Name)**, chairperson of the Gifted Review Committee.

Sincerely,

---

Principal Date

# **GIFTED REVIEW COMMITTEE**

## **1.4**

**Steps in the Eligibility Review Process**

**Assessment Strategies and Data Collection**

## **GIFTED REVIEW COMMITTEE**

### **Steps in the Eligibility Review Process**

1. Receive referrals through screening, nominations, and transfer records. Each referral should include a gifted rating scale and a narrative.
2. Request parent/guardian permission for each student to be assessed by the committee. Include a rating scale for parent/guardian to complete.
3. Recommend specific gifted education services for students who transfer from another DoDEA school with eligibility for service.
4. Review folders on referred students as received or at least quarterly. Use the assessment tools to assist in decision making.
5. Make committee decisions regarding monitored, eligibility, or ineligibility status for each referred student.
6. Notify parent/guardian of decision and collect appropriate signatures for initiation of services.
7. On a semester basis, review the progress of monitored students and clarify eligibility status.
8. Maintain Eligibility Status Record for each referred student.
9. Provide a list of referred students' status to office for data entry.

## **Assessment Strategies and Data Collection**

### **Products**

Concept Mapping  
Diagnostic Testing  
Experiments  
Group Activities  
Interviews  
K-W-L Chart  
Observations  
Performances  
Presentations  
Questioning  
Records  
Self-assessment  
Work Samples

### **Checklists**

Cumulative Records  
Exhibits  
Grades  
Independent Activities  
Journals  
Listening  
Performance Tasks  
Portfolios  
Project Review  
Rating Scales  
Retesting  
Tests  
Writing Assessments



## **INFORMATION SHEETS ON IDENTIFICATION**

### **1.5**

**A Parent's Guide to Identification of Gifted Students**

**Questions and Answers for School Administrators**

**DoDEA Information Sheet for Superintendents**

**DoDEA Information Sheet for Principals**

**DoDEA Information Sheet for Counselors**

**DoDEA Information Sheet for Teachers**

## **DoDEA Gifted Education**

### **A Parent's Guide to Identification of Gifted Students**

#### ***Why do the DoDEA schools provide gifted education services?***

The Department of Defense Education Activity (DoDEA) provides education to the children of eligible military and civilian family members, from preschool through grade 12, at sites in the United States and overseas. Our commitment is to offer an educational program in which students may grow according to their promise. Some students require gifted education services to optimize their potential. Members of the school community can work together to find students who may require such services.

#### ***How do people in the school community recognize students who may need gifted program services?***

Parents often become aware of unusual behaviors in their children, some of them indicative of giftedness. A parent/guardian may refer his or her child for committee review. This request should be made to the child's classroom teacher or counselor.

Teachers and other professionals in the school see signs of exceptional performance in everyday school activities, some of them indicative of giftedness. School staff members may refer individual students. Students indicate their strengths through daily activities or test performance. Test scores, grades, and rating scales are also used to find likely program candidates.

#### ***Which students at our school should be considered for gifted program services?***

Students who are recognized as demonstrating intellectual strengths that are highly unusual for their age or grade are referred to the school's Gifted Review Committee. Referrals can be made by parents, teachers, other school professionals, or the students themselves. The school Gifted Review Committee looks for students with high potential and unusual performance.

#### ***What things are considered when committee members review a student's potential and achievement?***

The Gifted Review Committee considers all available information on students who are referred. Assessment data includes rating scales, observations, portfolio of student work, grades, test scores, and anecdotal information. Parents/guardians are asked to give permission for the review of information about their son or daughter as a potential candidate for gifted education services.

#### ***How do school personnel determine that a student is eligible for gifted program services?***

Students who are found eligible for gifted program services have profiles that indicate potential and/or performance at the highest levels. A general guideline is performance and/or potential within the top 3 to 5 percent of our student population for any particular facet of intelligence. This means that a student's potential and/or performances are rather remarkable for that age or grade.

The school committee members review all available information on each student and recommend eligibility for those students who present extreme profiles of strength in intellectual/academic areas. No specific score or set of scores can validate eligibility for gifted program services. Students demonstrate their abilities in a wide variety of ways. It is the quality, intensity, and pattern of strengths that a student displays that provide the identification committee with the information necessary to significantly modify the regular education program for a child.

***What happens for students who have been in a gifted program in another school?***

Students coming from another DoDEA school are automatically found eligible for gifted program services if they were eligible at their previous school. Students coming from a public or private school outside of DoDEA are referred to the Gifted Review Committee for a determination of eligibility. Parents should provide information related to the gifted services the child received and the child's profile of strengths used for identification at the previous school.

***What are the steps in the identification process?***

There are four steps in the identification process. First, students are referred to the Gifted Review Committee by a parent, teacher, or someone who knows the student well. Some students are referred as the result of very high test scores; others are referred through nomination or prior participation. Second, parent/guardian permission is sought for the collection of information about a student's strengths, for any recommended testing, and for a committee review. The chairperson of the committee prepares a profile folder containing all available information about a student's strengths. Third, the committee reviews each student's profile and determines whether or not a child is eligible for gifted education services. Fourth, the committee recommends services for identified students. Parents are notified whether or not their son or daughter is eligible for services. Parents/guardians may accept or decline services for identified students.

***What about students who are not found eligible for gifted services? Does this mean that they are not gifted?***

Intelligence is multifaceted, and every child is quite remarkable in certain ways. All students benefit from enriching activities and educational experiences that recognize their strengths. When a student is found ineligible for gifted program services, it means that the student's strengths can be accommodated within the regular school program without extraordinary measures of differentiation.

School staff members recognize that classroom experiences and school activities must offer an array of opportunities for students to allow every child to reach for high standards and to participate in daily challenges. Each school offers multiple ways of enriching learning activities, both within and outside the classroom. Ask the child's principal and teachers about the variety of options available at his/her school.

## **Questions and Answers for School Administrators Regarding Regulation 2590.1 — Programs for Gifted Students**

### ***What is the purpose of regulation 2590.1?***

The regulation cancels DS Manual 2590.2, Schoolwide Enrichment Guide. It establishes uniform policies and assigns responsibilities for the development and delivery of educational services for students identified as eligible in the DoDEA schools.

### ***How does the regulation define giftedness?***

The regulation uses the federal definition of giftedness as a descriptor for those students with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

### ***What does the regulation require?***

The regulation specifies that identified students shall experience a program that assesses their exceptional abilities and offers appropriately differentiated learning experiences.

### ***How is the regulation being implemented?***

A supporting procedural program guide, DoDEA Program Guide 2590.2, *Gifted Education Program Guide, Section I: Identification, and Section II: Services*, guides directors, superintendents, and school principals in the administration of the program. The procedural Program Guide specifies steps in the identification process, guidelines for the local school Gifted Review Committee, and tools for assessment, determination of eligibility, and record keeping.

### ***Who can provide assistance in implementing new identification procedures?***

Help is available in your area and at Headquarters.

DDESS	<a href="http://www.ddess.org">http://www.ddess.org</a>
Europe	<a href="http://www.eu.dodea.edu">http://www.eu.dodea.edu</a>
Pacific	<a href="http://www.pac.dodea.edu">http://www.pac.dodea.edu</a>
Headquarters	<a href="http://www.dodea.edu">http://www.dodea.edu</a>

***What is the requirement regarding programming for eligible students?***

Regulation 2590.1 specifies that each school in the district offers eligible students appropriate education opportunities. Schools must provide varied and challenging learning opportunities matched to the needs and talents of these learners. Differentiated learning experiences adjust content, strategies, and expectations of student performance.

***What are the first steps for school administrators in implementing regulation 2590.1?***

School administrators should familiarize themselves with the regulation and its accompanying program guide. Principals should appoint a standing Gifted Review Committee. Committee members should participate in staff development opportunities so that they will be prepared to implement procedures. An information session or distribution of information materials to school registrars, counselors, and classroom teachers should be completed. Local schools should provide parents with information about gifted education services.

## **DoDEA Information Sheet for Superintendents**

### **DoDEA Gifted Education**

1. DoDEA Regulation 2590.1 (Programs for Gifted Students) establishes a plan to ensure that each school provides eligible students educational opportunities matched to their strengths.
2. DoDEA Program Guide 2590.2, *Gifted Education, Section I: Identification and Section II: Services* is available for procedural guidance.
3. Eligible students are defined as those who exhibit high performance and/or capability, generally representing approximately 3 to 5 percent of the population. Students may exhibit giftedness in one or more areas. Eligible students will be provided differentiation in academic areas as well as social and emotional support.
4. Students may be referred to the Gifted Review Committee through high test scores, or through nomination by a teacher, parent, other educator, or by the students themselves.
5. A local school identification committee (Gifted Review Committee) considers multiple measures on each referred student to determine student eligibility for services.
6. A student currently eligible in any DoDEA school automatically retains eligibility when transferring to another DoDEA school.
7. A parent or guardian of a student found ineligible for gifted education services may appeal the committee decision in writing to the school principal. The principal's decision will be rendered within 14 school days of parent or guardian appeal. Standard administrative appeal procedures are used when required.
8. Help is available in your area and at Headquarters.

DDESS	<a href="http://www.ddess.org">http://www.ddess.org</a>
Europe	<a href="http://www.eu.dodea.edu">http://www.eu.dodea.edu</a>
Pacific	<a href="http://www.pac.dodea.edu">http://www.pac.dodea.edu</a>
Headquarters	<a href="http://www.dodea.edu">http://www.dodea.edu</a>

## **DoDEA Information Sheet for Principals**

### **DoDEA Gifted Education**

1. DoDEA Regulation 2590.1 (Programs for Gifted Students) establishes a plan to ensure that each school provides eligible students with appropriate educational opportunities matched to their strengths.
2. DoDEA Program Guide 2590.2, *Gifted Education, Section I: Identification and Section II: Services* is available for procedural guidance.
3. Eligible students are defined as those who exhibit extremely high performance and/or capability (3 to 5 percent of population). Students, identified through multiple measures, are provided differentiation in academic areas as well as social and emotional support.
4. Schools must have a standing identification committee (Gifted Review Committee) consisting of at least three members (administrator or designee, educator with expertise in gifted education, counselor or someone with knowledge of unique social and emotional needs of gifted students). The identification committee reviews a profile folder documenting a referred student's strengths. No single score or matrix total may define a student's eligibility.
5. All students found through the screening process and all others nominated directly by teachers, parents, or through self-referral are referred to the Gifted Review Committee.
6. A local school identification committee (Gifted Review Committee) considers multiple measures on each referred student to determine student eligibility for services. Student progress is reviewed every year.
7. A parent or guardian of a student found ineligible for gifted education services may appeal the committee decision in writing to the school principal. The principal's decision will be rendered within 14 school days of parent or guardian appeal. Standard administrative appeal procedures are used when required.
8. A student currently eligible in any DoDEA school is automatically eligible for gifted education services when transferring between DoDEA schools.

## **DoDEA Information Sheet for Teachers**

### **DoDEA Gifted Education**

1. DoDEA Regulation 2590.1 (Programs for Gifted Students) establishes a plan to ensure that each school provides eligible students appropriate educational opportunities matched to their strengths.
2. DoDEA Program Guide 2590.2, *Gifted Education, Section I: Identification and Section II: Services* is available for procedural guidance.
3. Eligible students are defined as those who exhibit extremely high performance and/or capability (3 to 5 percent of population). Students, identified through multiple measures, are provided differentiation in academic areas as well as social and emotional support.
4. Students with high scores on the TerraNova will be automatically referred to the Gifted Review Committee.
5. Other students who appear to have high potential and/or performance may be referred to the Gifted Review Committee at any time by teachers, parents, other educators, or students themselves. A rating scale and a narrative are completed for each referred student.
6. A student currently eligible in any DoDEA school is automatically eligible for gifted education services when transferring between DoDEA schools.
7. The Gifted Review Committee will determine each student's eligibility status. After reviewing a folder outlining the student's strengths, the committee will determine if a student will be eligible for services, ineligible for services, or monitored until a decision can be made. Multiple measures must be used in the identification process.
8. Student progress is reviewed annually.



## DoDEA Information Sheet for Counselors

### DoDEA Gifted Education

1. DoDEA Regulation 2590.1 (Programs for Gifted Students) establishes a plan to ensure that each school provides eligible students appropriate educational opportunities matched to their strengths.
2. DoDEA Program Guide 2590.2, *Gifted Education, Section I: Identification and Section II: Services* is available for procedural guidance.
3. Eligible students are defined as those who exhibit extremely high performance and/or capability (3 to 5 percent of population). Students, identified through multiple measures, are provided differentiation in academic areas as well as social and emotional support.
4. Counselors may be asked to serve on the school's Gifted Review Committee. Using data from multiple sources, committee members determine whether referred students will be eligible for services, ineligible for services, or monitored until a decision can be made.
5. Students currently eligible in a DoDEA school are automatically eligible when transferring to another DoDEA school.
6. Identified students may be out of sync with their age peers. Emotional maturity may not match intellectual ability. Students may need help with social skills, issues of sensitivity, and the establishment of realistic expectations.
7. Many parents of gifted students need support in setting reasonable expectations for their children.
8. Gifted secondary students require academic advising, help with scheduling, and career planning that recognizes their special issues and concerns.
9. A partnership between teachers of the gifted, school counselors, and parents should be established to identify specific needs at each school.

## **DoDEA Gifted Education Philosophy and Guiding Principles**

- Intelligence is multifaceted and manifested in many ways.
- Instruments used should measure diverse abilities and talents.
- Student identification should be based on valid and reliable measures.
- *No single instrument or score should be used to determine eligibility.*
- Assessment of students should continue over time.
- A profile of each student's strengths and areas of need should be developed and maintained.
- A knowledgeable committee should review student assessments and determine eligibility.
- Written procedures should include matters of consent, eligibility, retention, and appeals.
- Once a student has been identified as eligible, the services, not the status, may change to meet needs.

# **PROGRAM STANDARDS AND ONLINE RESOURCES**

## **1.6**

**DoDEA Gifted Education Program Standards: Identification**

**Online Resources**

## **DoDEA Gifted Education Program Standards**

### **Identification**

1. The identification process is clearly articulated within the school community.
2. Specific procedures are defined and followed for student referral, assessment, and eligibility for gifted education services.
3. The assessment process is equitable in providing for the following differences: culture, disabilities, ethnicity, gender, and language.
4. Assessment data comes from multiple sources, representing a balance of reliable and valid qualitative and quantitative measures.
5. No single assessment instrument or its results determines eligibility or ineligibility for gifted education services.
6. A local school committee reviews an assessment profile of a referred student's unique characteristics, potential, and accomplishments.
7. Referral of students is ongoing, and a committee review of any student may occur at any time.
8. Guidelines for committee decision-making regarding eligibility are clearly defined and followed.
9. Guidelines for continuing services as well as guidelines for parent appeals are articulated.

## Online Resources

**Council for Exceptional Children**

<http://www.CEC.sped.org/>

**DoDEA Curriculum Content Standards**

[http://www.dodea.edu/instruction/curriculum/DoDEA\\_Content\\_Stand.htm](http://www.dodea.edu/instruction/curriculum/DoDEA_Content_Stand.htm)

**DoDEA Gifted Education Web Site**

<http://www.dodea.edu/instruction/curriculum/ge/index.htm>

**DoDEA Regulation 2590.1**

[http://www.dodea.edu/foia/iod/pdf/2590\\_1.pdf](http://www.dodea.edu/foia/iod/pdf/2590_1.pdf)

**National Association for Gifted Children**

<http://www.nagc.org>

*Additional University Resources:*

**College of William and Mary Center for Gifted Education**

<http://www.cfge.wm.edu/>

**National Research Center on the Gifted and Talented, University of Connecticut, Storrs**

<http://www.gifted.uconn.edu/nrcgt.html>

**National Research Center on the Gifted and Talented, University of Virginia**

<http://curry.edschool.virginia.edu/gifted/projects/NRC/home.html>

**Rhode Island State Advisory Committee on Gifted and Talented Education**

[http://www.ri.net/gifted\\_talented/rhode.html](http://www.ri.net/gifted_talented/rhode.html)