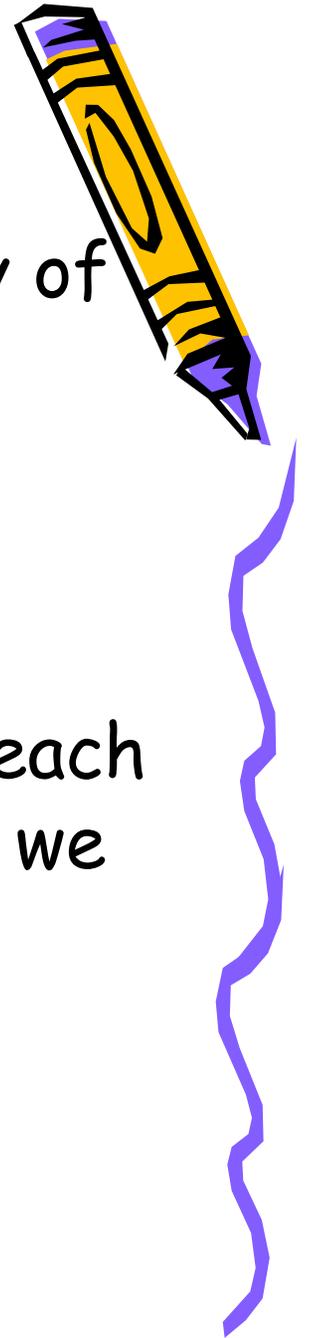
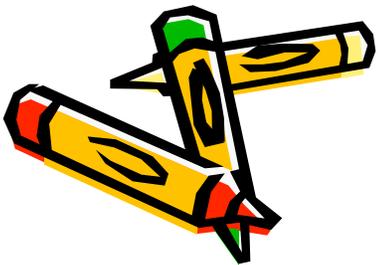


Identification Process for
Academically
Intellectually Gifted
AIG



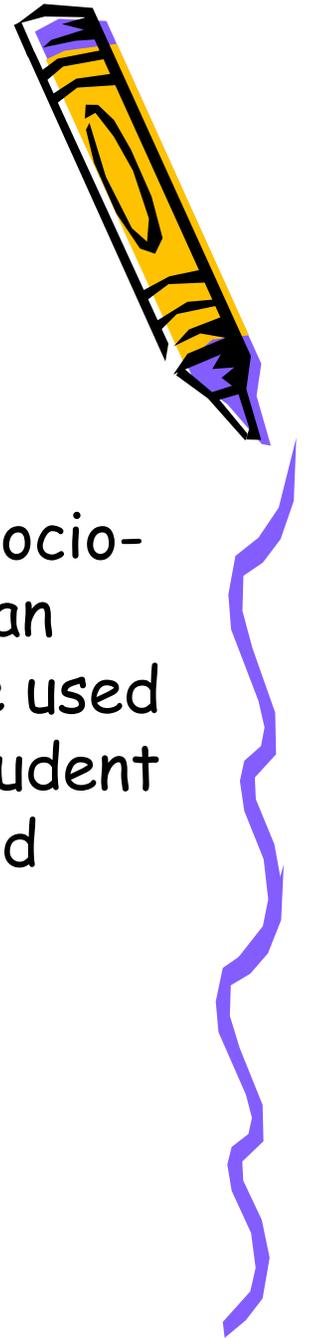
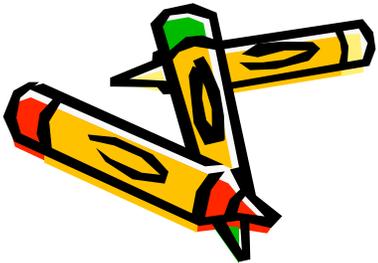
Many of our students, presenting a variety of interests and aptitudes, are achieving and performing well beyond the level of their age group. Challenging, differentiated-learning opportunities must be provided to enable each student to achieve their full potential as we plan for the future.

Terry L. Cline, Ed. D.
Superintendent



Commitment

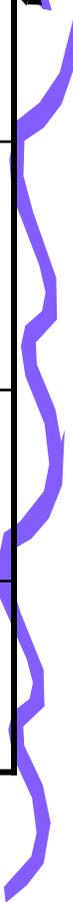
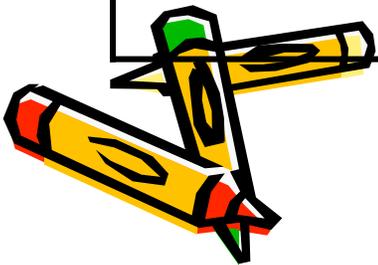
Realizing that students exhibiting exceptional abilities are found in all ethnic, geographic, and socio-economic groups, we are committed to providing an array of service options. Multiple criteria will be used in the identification process. This will include student performance, achievement, aptitude, interest, and motivation to learn.



Timeline for Identification Process



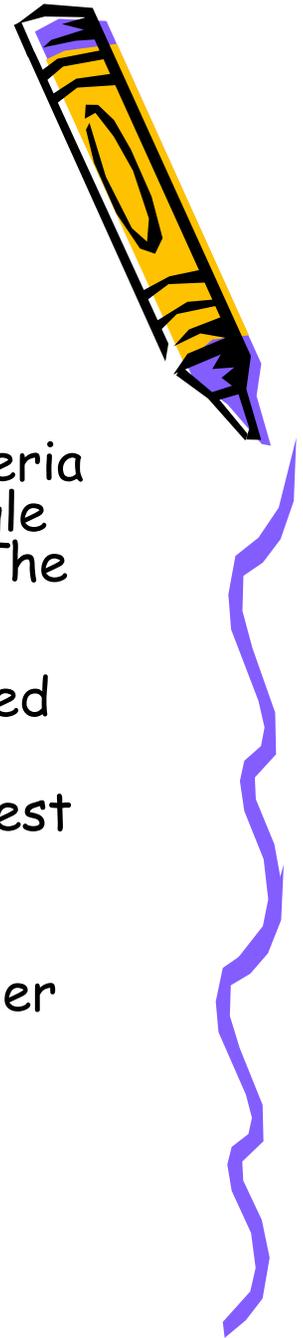
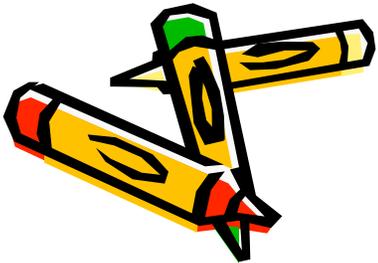
August - December	Teachers collect documentation on students showing outstanding academic ability or potential
December	The AIG team will ask for AIG referrals. These students will be considered for testing. Parental consent will be obtained as needed.
January - March	An aptitude test will be given to those students referred as well as all second graders. The Cognitive Abilities Test is standard administration. Alternative testing is available if needed.
April	Achievement tests will be administered to those students referred. Second grade teachers will make their referrals at this time.
May - June	The Gifted Team at each school will decide on placement for students who were referred for AIG. Parents will be notified of all results.



Identification and Placement for AIG

Students referred for AIG will be evaluated using five criteria. Students must meet four out of the five criteria to qualify for AIG. It is important to note that no single criterion can eliminate a student from consideration. The five criteria include:

- Student achievement as demonstrated by a standardized achievement test
- Student aptitude as demonstrated by a standardized test
- Student performance as demonstrated by yearly grade averages
- Student behavioral characteristics completed by teacher
- Observation of student checklist completed by parent

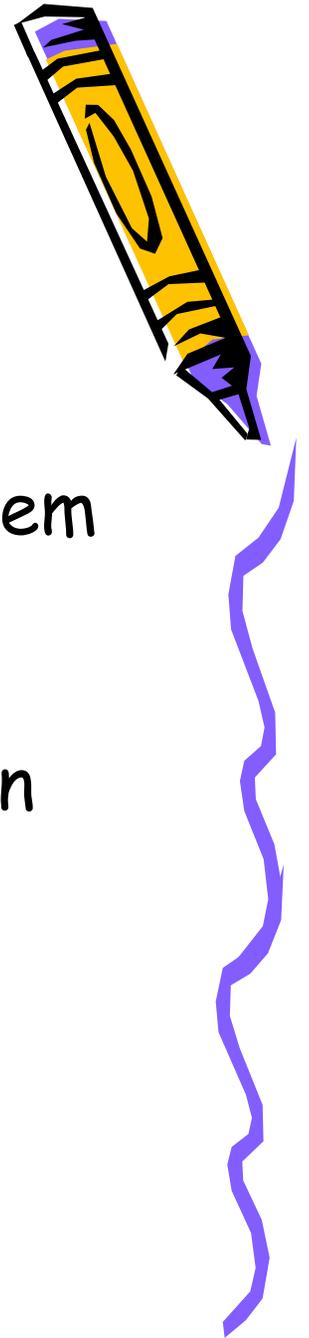
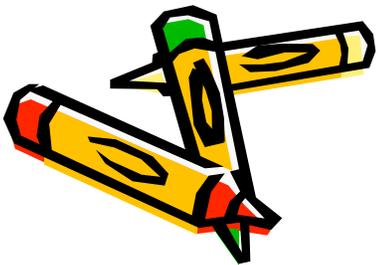


Student Aptitude

Indicator of a student's capacity for learning - This involves reasoning, problem solving, memory, etc.

Aptitude Tests Available:

- Cognitive Abilities Test (also available in Spanish)
- WISK IV
- Naglieri II Non-Verbal Ability Test

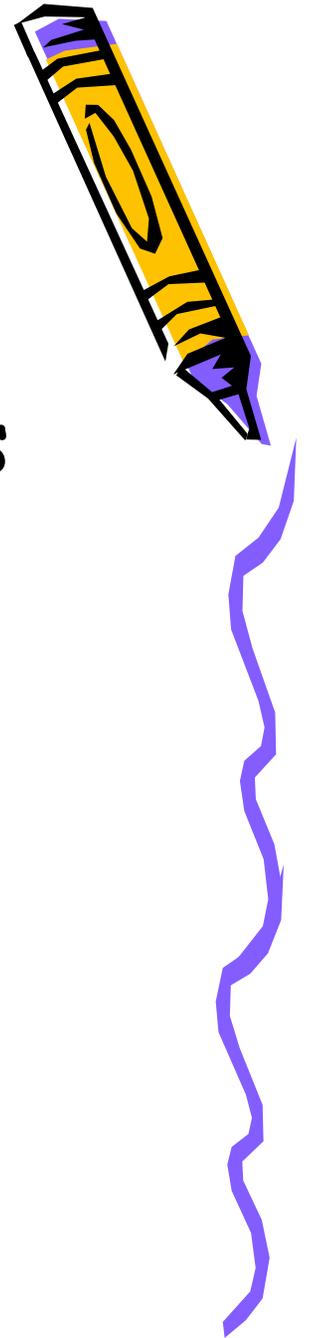
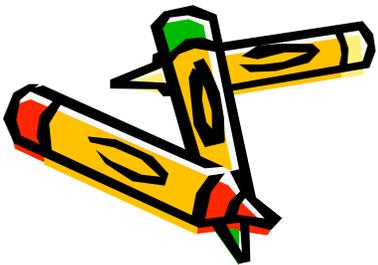


Student Achievement

This is an indicator of the student's knowledge. This may be shown through a standardized test score

Achievement Tests Available:

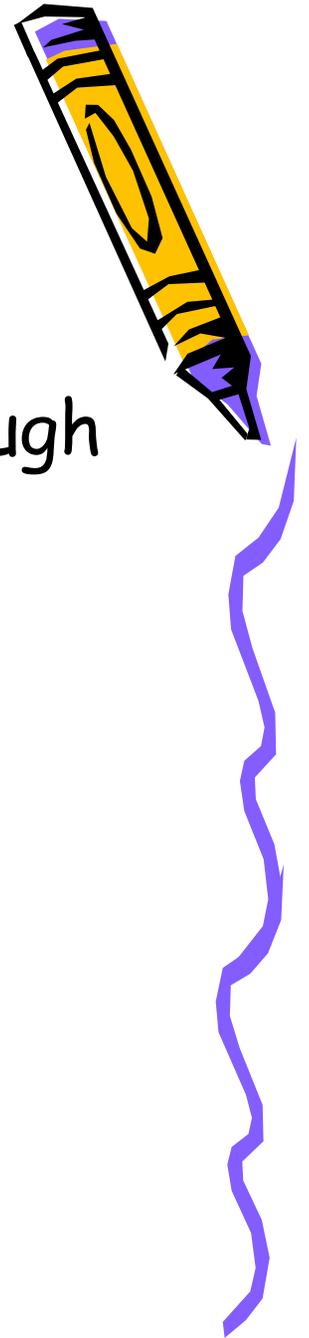
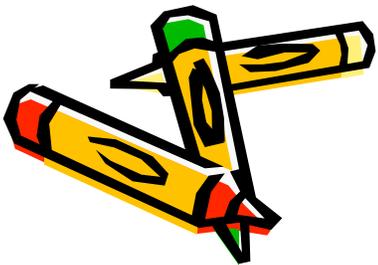
- Iowa Test of Basic Skills
- Woodcock Johnson III



Student Performance

Student performance may be shown through the following:

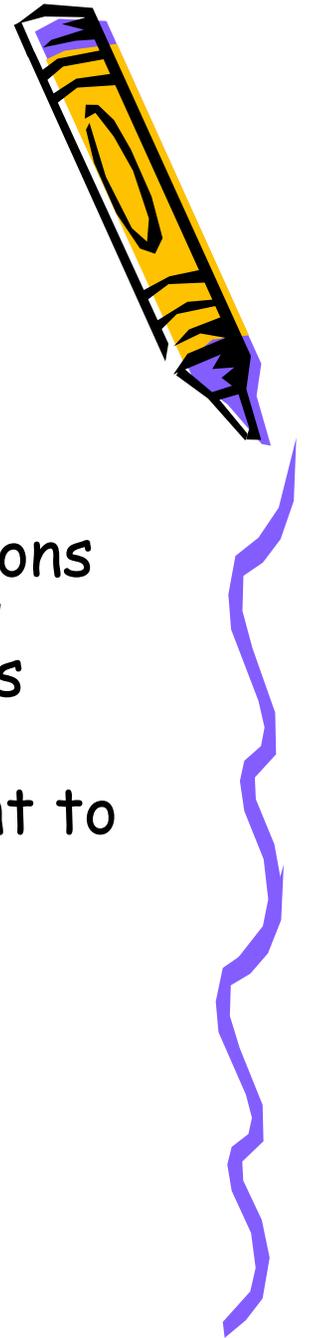
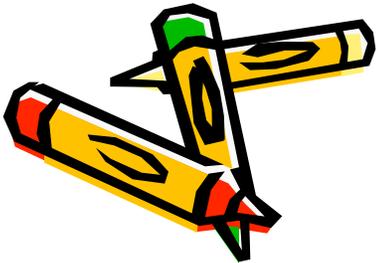
- Grades
 - Work samples
 - Portfolios
 - Other authentic assessment strategies
 - Oral presentations
 - Project grades
 - Activities using rubrics



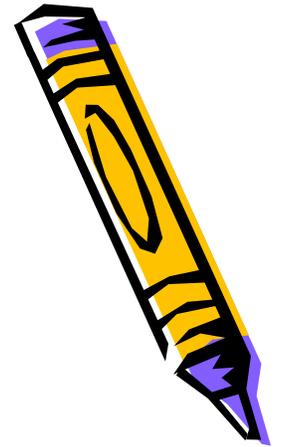
Parent and Teacher Behavioral Checklist

The parent and teacher behavioral checklists reflect a student's interests and motivation.

- Student Interests - what the student's passions are, what they read, what they like to do, how they like to work, what their favorite subjects are, etc.
- Students Motivation - a student's commitment to pursue learning experiences.
 - With some students, this area may be stifled by unfavorable circumstances. These are often our "underachievers" and are many times overlooked for identification for AIG.

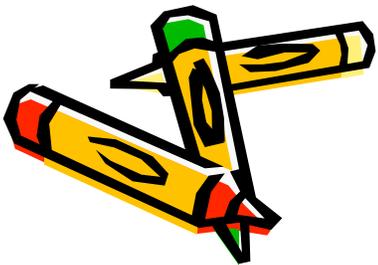


Indicators of Giftedness of the Traditional Student



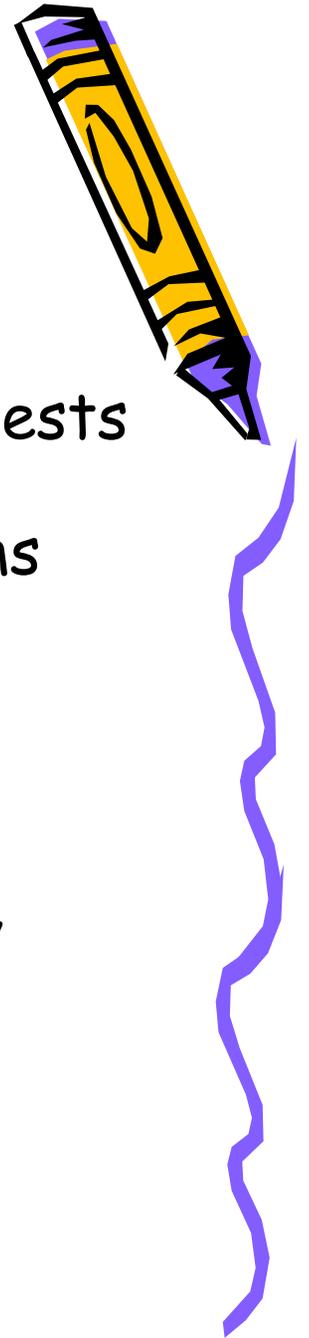
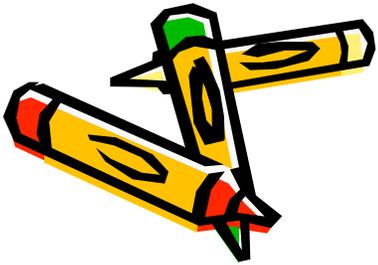
Observation of student:

- Communication - highly expressive use of words, numbers, and symbols
- Motivation - Evidence of desire to learn
- Humor - Conveys and picks up on humor
- Inquiry - Questions, experiments, explores
- Insight - Quickly grasps new concepts and makes connections, senses deeper meanings



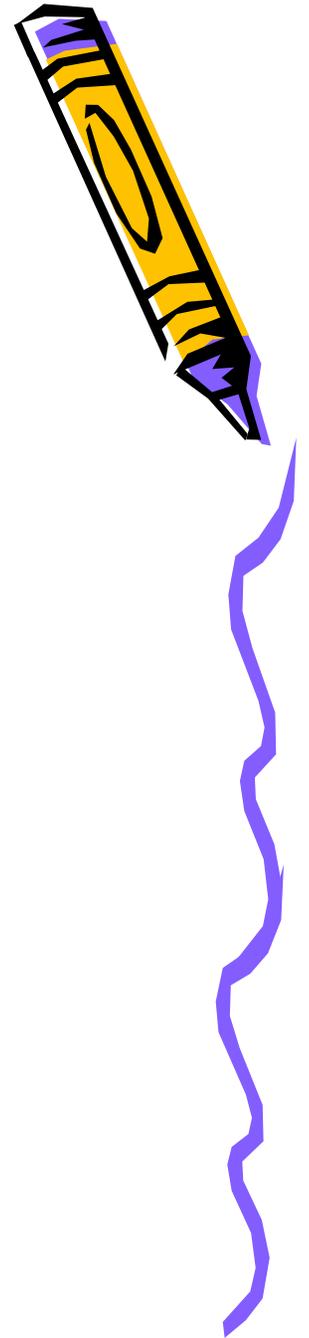
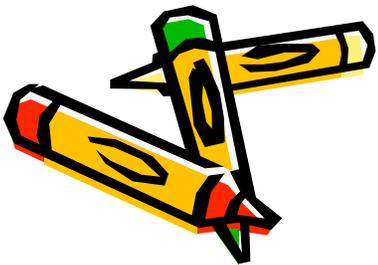
Indicators of Giftedness of the Traditional Student

- Interests - Intense (sometimes unusual) interests
- Problem Solving - Effective, often inventive, strategies for recognizing and solving problems
- Memory - Large storehouse of information on school or non-school topics
- Reasoning - Logical approaches to figuring out solutions
- Imagination/Creativity - Produces many ideas, highly original
- Task-Oriented

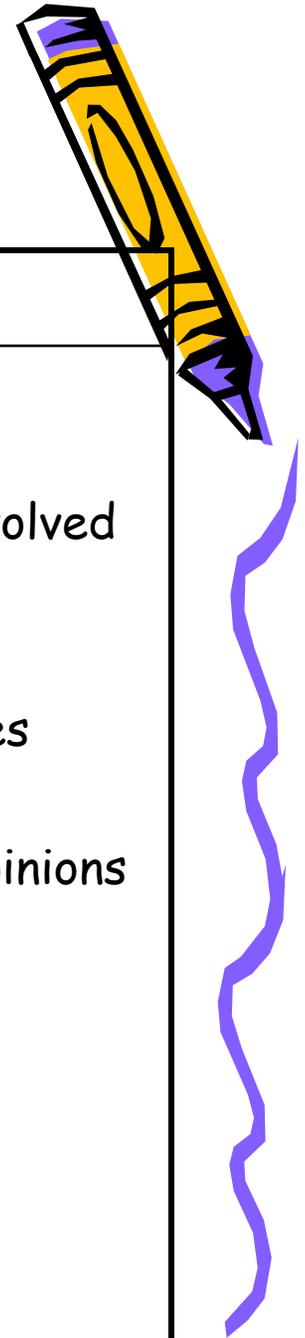


Indicators of Giftedness of the Non-Traditional Student

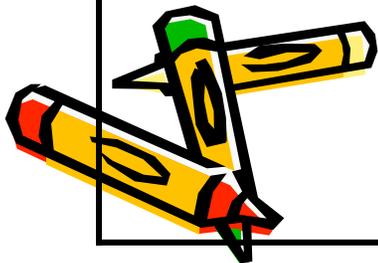
- May only be gifted in one subject
- Artistic - uses artistic ability to communicate
- Problem finder instead of problem solver
- Becomes bored with routine tasks
- Expressive - may be non-verbal
- Accepts disorder
- Creative
- Can display disruptive behavior
- Keen sense of humor
- Learn quickly through experience (hands-on learners)
- Enjoyment and ability in music



The Bright Child vs. The Gifted Learner



Bright Child	Gifted Learner
Knows the answers	Asks questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Grasps the meaning	Draws inferences
Good memorizer	Good guesser



Multiple Indicators of Giftedness

Iowa Test of
Basic Skills

Parent and
Teacher
Behavioral
Checklist

Observation
of Student

Student
Achievement

Student
Interest

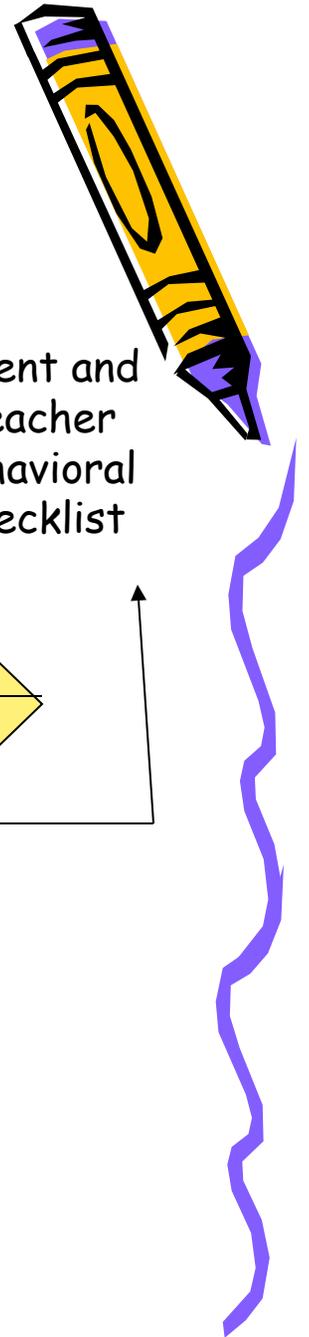
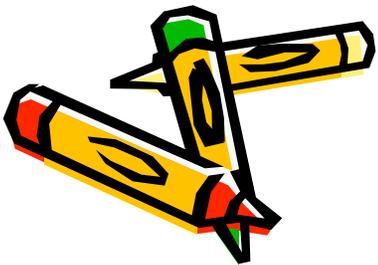
Student
Performance

Student
Motivation to
Learn

Student
Aptitude

Yearly
Averages

Cognitive
Abilities
Test



Summary

Beginning in August, teachers should observe students for any indicators that might demonstrate *AIG* needs. They should collect samples of work, jot down notes of observations, etc. In December teachers will be asked for referrals. Since teachers have been preparing since August, they will be ready.

