

## Columbine Elementary TAG Identification System Process

### *Policy:*

- BVSD Policy IGBB (adopted 08-28-01)
- In Colorado, gifted and talented students are included in the legal definition of exceptional students. The BVSD RE-2 recognizes the obligation to provide instructional and support services to all exceptional students K-12. Gifted and talented students are defined as those with extraordinary demonstrated or potential abilities. In BVSD, these students are identified using multiple criteria including research-based assessments as endorsed by the district.

### *Nomination for TAG screening:*

- A student may be nominated to go through the TAG identification process by a teacher, parent, peer, self or other adult with knowledge of the student's abilities. A student may also be nominated through grade level screening.
- TAG identification may be initiated at any time in the school year.

### *Screening of greater student body:*

- Yearly Grade Level Raven's Screening in April for 2nd graders.
- Bi-Annual school wide screening on Slocumb-Payne Opportunities Profile for Children in Poverty

### *Elements of TAG Identification Process:*

- Parent Inventory, Teacher Inventory, Specialist Inventory
- Product and Performance Review
- Aptitude/Ability Testing
- Achievement Testing
- Tag Committee Review

### *Body of Evidence Considered for TAG Qualification:*

- Multi criteria is gathered and considered to determine if TAG identification is appropriate for the student.
- At least six pieces of evidence will be gathered – at least one piece of evidence must be an Aptitude/Ability Test and an Achievement Test.
  - ◆ Aptitude/Ability Testing (CogAT, Raven's, Naglieri, BVAT, IQ Test).
  - ◆ Achievement Testing (CSAP, Woodcock-Munoz Language Survey, CELA).
- Other Data – Teacher, Parent, Specialist Inventory, Product and Performance Review, Kingore Observation Inventory, Slocumb-Payne Teacher Perception Inventory, Additional Input).
- Subjective Academic Achievement Indicators (Report cards, Unit tests, Teacher designed assessments, Portfolios).
- Creativity and Abstract reasoning abilities can be noted.
- Extracurricular and talents developed outside of school can be considered.
- No single piece of evidence will either identify or eliminate a student for consideration as gifted and talented.

### *TAG Placement:*

- Student forms, assessments and components of the body of evidence are compiled.
- A student must meet the BVSD criteria for giftedness:
  - Identified students will have scores in the 95<sup>th</sup> percentile or the gifted range in at least three pieces of evidence (qualitative and quantitative scores).
  - Student demonstrates exceptional range of performance and ability when compared to peer and/or age group.
  - All areas of giftedness are taken into consideration.
- TAG committee (which includes TAG teachers, school counselor, team teachers and specialists) reviews body of evidence and determines if student requires gifted programming.
- Our goal is to share testing results and screening outcomes with parents within 10 weeks of initial nomination. TAG qualification notification is also shared with the BVSD TAG office and the principal and classroom teachers.
- Three possible outcomes:
  - Student meets district giftedness criteria
  - Student is placed on a watch list for further assessment
  - Student does not meet district criteria

### *TAG Programming:*

- Advanced Learning Plan (ALP) is developed after student is identified as TAG and revisited twice a year
  - ◆ Collaborative process among teachers and student
  - ◆ Continuous record of strategies and programming for each formally identified TAG student
  - ◆ Addresses strengths and interests
  - ◆ Provides data for making future instructional and networking decisions.
  - ◆ Moveable, accessible record of advanced academics that becomes a permanent part of student record
- Programming and enrichment opportunities (as defined in the ALP) are delivered.
- TAG students, families and teachers receive an annual review of progress and goals as related to their ALP.
- TAG instructors attend parent-teacher conferences and monitor students academic and affective status weekly.
- End of the year transitional meeting with parents/students/middle school TAG advisors to orientate 5<sup>th</sup> graders to middle school TAG programming.