Eugene 4J School District – TAG K-12

A COMPREHENSIVE MODEL FOR REFERRAL, EVALUATION, AND ELIGIBILITY DETERMINATION OF TAG STUDENTS K-12
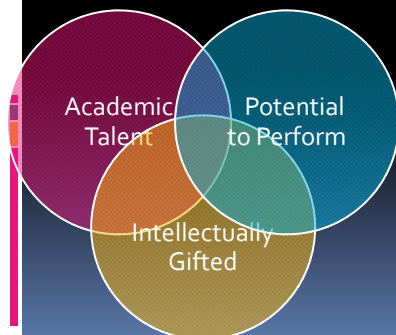
Referral and Evaluation Process 4J

- Eligibility areas
- Referral and Evaluation Process
- Eligibility Determination
- Parent Notification

Eligibility Areas

- Academically Talented in reading and/or math
- Intellectually Gifted
- Intellectually Gifted or talented/gifted – Potential to Perform (PTP)

Academic Talent

Potential to Perform

Intellectually Gifted

Referral and Evaluation Process

- Referral – TAG K-12 Referral Packet & building review process
- Evaluation – Gifted Rating Scales (GRS), NNAT
- Assessment/Performance Data

Eligibility Determination

- Process and Criteria
  - Behavioral Data (Gifted Rating Scales)
  - Academic Assessments
  - Cognitive K-2 /Blanket Screening
  - Cognitive Assessment 3-12
  - Potential to Perform
  - Summary - Eligibility Determination

Parent Notification

- Eligibility letter
- Meeting – Interpret assessment data & to
- develop appropriate services
- Parent rights / appeal process

Evaluating for Potential to Perform

How does one define the "potential to perform"?

OAR **581-022-1310**

"...districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile. "

Why Potential to Perform?

- Eligibility area – talented/gifted
- Under-identified students:
  - ELL/CLD students
  - Students with Disabilities
  - Others – may apply methodology

ELL / CLD & Students w/Disabilities

What are the barriers (or obstacles) to learning and performance that can be attributed to a disability(ies) and not inappropriately to (limited) language development and/or cultural differences?

Potential To Perform Requirements

Two Assessment / Eligibility Protocols

1. Pattern of Strengths (and Weaknesses)
2. Focused Interests and/or Creative Skills (alternative)

Pattern of Strengths: Assessment and Eligibility Protocol

1. Assessment and performance data
   - Supports a consistent pattern of acceleration
   - Based on a convergent validity principle (defined)
   - Includes rate and level
2. Suggests a potential to perform at the 97th percentile
   - Academically talented (reading/math) and
   - Intellectually gifted

Convergent Validity Principle

The CVP applies to the use of a methodology to integrate and evaluate multiple sources of information to establish a convergent pattern indicating a correspondence between the measures of the same construct (e.g., reading, math, cognitive skills)

- Consideration of multiple sources of data

- Convergent Validity – assessments are related both mathematically (correlations) and in reality (should be related).

Case Study: 5th-Grade Reading Patterns of Strengths Protocol

1. Assessment and performance data
   - Supports a consistent pattern of acceleration?
   - Rate and level data

2. Is there a consistent pattern of (academic) strengths in Reading?
   - Supports a potential to perform at the 97th percentile on Reading

Assessment & Performance Data

- State assessments – 93%ile and 95%ile
- Benchmark assessments – Comprehension (74-95%ile)
- Grades – A-B (three years)
- Accelerated - Content knowledge (rate and level)
- Special interests – article and writing samples
- Gifted Rating Scales (Creativity (High), Intellectual/Academic (Mod)
- Motivation (Ave) and Leadership (Low)

Focused Interests and/or Creativity Skills Protocol (2)

1. Exceptional understanding and skills
2. Protocol requires evidence of
   - Indicators
   - Consistence pattern of acceleration
   - Performance **data/information**

3. Suggests a potential to perform at the 97th percentile
   - Academically talented (Reading and Math)
   - Intellectually gifted

Indicators

- Observation and questioning skills
- Abstract reasoning
- Application skills
- Processing strengths
- Exceptional memory
- Leadership /motivation

Case Study: Focused Interest (and/or Creativity Skills)

1. Information that supports exceptional understanding and skills

2. Focused Interests and/or Creativity
   - Indicators
   - Consistent /Acceleration
   - Performance Data

3. Is there a Pattern of (Academic) Strength in Biology?
   - Supports a Potential to Perform at the 97th Percentile

Focused Interests

- Information/Evidence
1. Observation/questioning skills – exceptionally inquisitive and "passionately opinionated" and "constantly questioning"
2. Abstract reasoning – content vocabulary, and "truly an "original thinker"
3. Application skills - across content/discipline areas
4. Processing strengths - integration of ideas and "inventive" and "processing information at an astounding rate"
5. Exceptional memory – "insatiable reader" "encyclopedic knowledge"
6. Reading – 3rd-grade Proficiency
7. Exhibits knowledge and understanding of Biology at advanced levels (HS/college)
8. Leadership /motivation – "self assured" "engaged, curious…" and "highly focused

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