



Talented And Gifted (TAG)

A program to meet the needs of talented & gifted learners

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Acknowledgements

The following individuals served with distinction in the development of this program proposal during the 2014-2015 school year:

<i>Alyssa Osterman</i>	Gen Ed and CES ELA teacher
<i>Amy Flores</i>	ELA CES teacher 4th grade Gen Ed ELA teacher
<i>Cheryl Matheson</i>	Gen Ed math teacher
<i>Craig Dowden</i>	Board of Education
<i>Danielle Campbell</i>	Parent
<i>David Stone</i>	HS Student (Alumni of Oak Grove CES program)
<i>Donna McCaw</i>	External Consultant
<i>Ellen Phillips</i>	Evaluates students for CES placement
<i>Jennifer Phillips</i>	Math CES teacher
<i>Joe Ingino</i>	Parent
<i>Ken LaCrosse</i>	Board of Education
<i>Krista Demma</i>	CES & Gen Ed students
<i>Laura Pfister</i>	Parent
<i>Lonny Lemon</i>	Superintendent
<i>Maria Luce</i>	ELA CES teacher
<i>Meg Oesch</i>	Math SAC leader CES 6th grade teacher El Ed Math interventionist
<i>Sandra Getowicz</i>	Parent
<i>Sarah Cacciatore</i>	Director of Curriculum
<i>Shazia Patel</i>	Parent
<i>Tejal Vakharia</i>	Parent

OGS Mission for *All* Students

Mission: Educating and inspiring students to reach their full potential.

We Believe:

- Children are our primary focus: each has value and unique potential
- In facing challenges and learning from outcomes
- Individuals learn in a safe and engaging physical and emotional environment
- Collaboration among children, staff, administration and community enhances learning
- Differentiated instruction provides opportunities to maximize learning
- In collaborative communication
- In providing unique educational opportunities

Parameters:

- We will abide by policies and district governance documents
- We will comply with external mandates
- We will be prudent stewards of all the school's resources
- We will hold each other accountable for high professional standards
- We will execute our master facility plan consistent with our educational standards
- No program or service will be accepted or continued or discontinued unless it is consistent with our Strategic Plan

Vision Statement for OGS Talented & Gifted Programming

Gifted and talented students will develop their intellectual, leadership and creative potentials.

Mission Statement for OGS Talented & Gifted Programming

Oak Grove's Talented and Gifted Program will provide educational opportunities to build confidence, encourage curiosity, and foster social and emotional awareness.

Definitions of Terms

- **Creative:** A creative student is able to envision and articulate alternative approaches to problem solving in abstract, imaginative and original ways.
- **Curiosity:** A curious student is an inquisitive thinker who generates questions. They are not satisfied with basic knowledge but delve into "why" level questions.
- **Confidence:** A confident student displays a healthy self-concept and understanding of their abilities without fear of challenges.

- **Leadership:** A student leader humbly motivates and elevates peers by diligence and positive example.
- **Social and Emotional Awareness:** A social and emotionally aware student is able to understand and manage their own emotions in social interactions.

Rationale for Talented and Gifted Programming

According to *Illinois School Code Section 14A-20*: “**Gifted and talented children**” means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment.

Oak Grove recognizes the state use of the terms gifted education and gifted students, and the existence of a population of our students who demonstrate actual or potential extraordinary talent.

Our only intent in using any "label" in reference to students is to put a "name" to the target group who require some type of intervention to best meet their educational needs. Aligning with current theory and research, Oak Grove does NOT embrace any connotation of giftedness that views the term as static, unidimensional or exclusive in nature.

Because of the educational needs and motivation of high ability students, the level, complexity and pace of the language and/or mathematics curriculum is significantly increased when compared to the core curriculum. Discovering these students adheres to the district goal of identifying all students’ needs and matching them with appropriate curriculum.

“The student most neglected in terms of realizing full potential, is the gifted student of mathematics.”

National Council of Teachers of Mathematics, 1980

In essence, identification for talented and gifted programming is an on-going search for high ability students whose demonstrated competencies in language and/or mathematics would be best served and developed through an in-depth or accelerated approach to programming. The readiness and motivation for accelerative experiences are indicated through accurate, useful and available evidence (e.g., standardized testing, classroom performance, teacher observation and family input.)

We believe we are responsible for providing optimal educational experiences for talents to flourish, and doing so is of benefit to the individual and community. As referenced in the district mission and vision, Oak Grove believes high ability cuts across all demographics. We are committed to supporting all students through an on-going search for differentiated services.

Structure of Oak Grove Talented And Gifted Programming

Because there is academic diversity among learners, including those identified as high ability, a differentiated core curriculum and multiple educational service options must be provided to best meet their educational needs.

Classroom-Based Differentiation Service is defined as a curricular modification implemented by a classroom teacher to extend and broaden the core curriculum by increasing its depth or breadth. The content (what is learned), the process (how it is learned) and/or the product (demonstration of learning) are altered in this service. Learners are typically identified for the classroom-based differentiation service by the classroom teacher using curriculum-based pre-assessments, formative assessment and classroom performance.

Depending on student needs, classroom-based differentiation modifications might be short-term (lasting 1-3 days) or long-term (lasting the duration of a specific unit of study.) The former targets critical or creative thinking and are usually a component of the district's adopted curriculum resources. The latter compacts the core curriculum and utilizes supplemental instructional materials. Although classroom teachers typically provide this service in a core classroom, collaboration with grade level teams and school staff can occur.

Continued professional development in this area will be a priority to account for any new staff after the 2015-2016 school year.

Subject-Matter Acceleration/Partial Acceleration is the placement practice of allowing students to receive instruction with older peers for a part of the day (or with materials from higher grade placements) in one or more content areas. Subject-matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher-level class for instruction (e.g., a fourth-grade student going to a seventh-grade reading group), or using higher-level curricular or study materials. Subject-matter acceleration may also be accomplished outside of the general instructional schedule (e.g., summer school or after school) or by using higher-level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers. If and when the current grade level or content area objectives are no longer able to be met within the current classroom placement, students will be selected for this type of acceleration on a case-by-case basis as agreed upon by the principal, classroom teacher, parent and student.

Curriculum Compacting allows student instruction to entail a reduced amount of introductory activities, drill and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment. If and when the current level of differentiation within the classroom is no longer meeting the student's learning needs, students may be selected for this type of acceleration on a case-by-case basis as agreed upon by the classroom teacher, parent and student.

Accelerated Classes are defined as a curricular modification implemented by a faculty member that is intensive in nature. An out-of-level, rigorous alternative curriculum is primarily used. When compared to the core curriculum, accelerated classes significantly increase the curricular pacing and its complexity. Learners are typically identified for the accelerated service by meeting specified district criteria using standardized test scores, classroom performance and teacher ratings. Accelerated classes will begin in 6th grade math only. This will allow the students to complete the Algebra I curriculum in the 8th grade.

Students identified as being eligible for accelerated programming may receive extensive math instruction, reading and writing, science and/or social studies within grade level content integration.

The philosophy of substituting core curriculum does not mean it is irrelevant for high ability students, but in its current form it is not sufficient to meet their needs. In fact, many core curricular concepts are evident in the alternative curriculum. Although there is an emphasis on higher level thinking skills, the importance and maintenance of a strong foundation of basic skills and understanding is addressed.

Programs for K-3 Students

At the present time, the district focus is to develop program strands in language and mathematics in grades 4-8. However, Oak Grove recognizes that students in grades K-3 can express talent and/or strength in a variety of academic areas or endeavors valued by society. The classroom-based differentiation service of the program is applicable to the primary classrooms. Grouping based on academic readiness, higher level thinking tasks and the use of varying texts are three common forms utilized by the classroom teachers in meeting primary students' needs. Currently, there is a certified teacher responsible for providing pull out supplemental services for high achieving students in grades K-2 on a weekly basis. Pull out services are flexible and may be based on a particular unit or specific area of strength. Assessments used for consideration of pull out services include: STAR assessment, Fountas & Pinnell level, AimsWebb, AVMR and teacher recommendation. Programming includes different types of thinking skills (creative, problem solving, deductive reasoning, math practices, etc.).

Once students enter grade 3, services become more frequent (twice a week for 30 minutes each day) with increased rigor to begin the potential transition into the formal program beginning in grade 4 based on the formal matrix located on page 10.

Programs for Grades 4-8

Beginning in grade 4, daily replacement services are currently offered in English language arts, mathematics or both content areas. Additional content areas are being reviewed for future replacement services.

Program Implementation Plan

2015-2016 Implementation	2016-2017 Implementation
Grades K-2: <ul style="list-style-type: none"> ● Informal math pull out* ● Informal ELA pull out Grade 3: <ul style="list-style-type: none"> ● Formal math replacement class ● Informal ELA pull out Grades 4-8: <ul style="list-style-type: none"> ● Formal math replacement class ● Formal ELA replacement class 	Grades K-2: <ul style="list-style-type: none"> ● Informal math pull out ● Informal ELA pull out Grade 3 (Transition Year): <ul style="list-style-type: none"> ● Informal math & ELA pull out* ● Increased rigor & frequency* Grades 4-8: <ul style="list-style-type: none"> ● Formal math replacement class ● Formal ELA replacement class

*New for the school year

Identification Procedures for Talented And Gifted Programming

Talent Pool

The purpose of identifying students for any educational programming is to match the goals and objectives of the program with the educational needs of a student. The intent of identification for the talented and gifted service is to discover and place those students whose needs in either language or mathematics are so significant they would not be best met with the core curriculum.

The needs of individual students are best recognized through evaluating multiple sources of relevant information. The sources typically tapped are standardized testing, classroom performance, teacher input and family input. The accuracy of a placement decision is increased by assessing the student profile based on multiple measures.

How does a school system identify a relatively small percentage of students, whose educational needs are so significant that talented and gifted services are required? James Borland endorsed the development and utilization of a **talent pool** as an initial phase in an identification process. At this beginning step, Oak Grove considers the entire student population (at a grade level) with the intent of narrowing its focus from 100% of the students to a manageable number.

Screening or narrowing the student population into a talent pool makes the task of moving from 100% to the eventual targeted population for the talented and gifted service less daunting. Using existing relevant information (a combination of locally normed standardized data and teacher observations), the talent pool targets approximately 20% of a given student population (grade level) in grades 4-8 in the area of language and mathematics. The talent pool is comprised of students who are plausible candidates for placement in the talented and gifted program. Beginning the discovery at 20% aligns with Borland's suggestion of erring on the side of inclusion rather than exclusion at the initial phases of trying to best place students.

This screening process is not the time for assessing fine distinctions among students or for making placement decisions. Instead, the concern is to include any students who possess evidence that he/she should be considered for talented and gifted services. This half-way step (or talent pool step) allows educators to concentrate on a reasonably realistic goal of further assessing a group of possible candidates. In addition it eliminates students whose educational needs obviously do not match the goals and objectives of the talented and gifted program.

Students in the talent pool will be evaluated using a matrix for English language arts and math. It is possible to be eligible for both ELA and math services, and/or services in just one content area. (See attached).

Identification Matrix for English language arts and mathematics

Oak Grove uses the primary work of the Talented And Gifted Action Team from 2015 with revisions made by the Talented and Gifted Committee in 2019. Their work is based on the belief that by using multiple criteria, including locally normed assessment data, a more accurate "snapshot" of an individual student's educational needs can be achieved. During the process of placement, a goal of focusing on students as individuals will remain in the forefront.

The primary ability measure used is the Cognitive Abilities Assessment (CogAT) administered in grades 3 and 5. CogAT administration guidelines will be followed. STAR in Reading and Mathematics are also used to help placement decisions. Using the two most recent achievement scores, the higher of the two scores will be used within the placement rubric. Additionally, teacher and parent observations are a key component of the process of placement in Oak Grove. In unique situations, an Oak Grove licensed test administrator may administer an individual WISC assessment.

Placement in the TAG program in grade 4 and/or 5 does not guarantee placement into the program for grade 6. At the conclusion of grade 5, students must re-qualify for placement, please refer to the placement flowchart on page 13 for reference. Students in grades 4 through 8 may also qualify for TAG placement through the Advisory Council by following the Appeal process.

Figure 1.0 TAG Placement Rubrics (English language arts and mathematics)

Implementation of updated matrices to begin with 2020 placement

Oak Grove Criteria for English language arts (ELA) Talented & Gifted (TAG)

Grades 3 and 5 are used for full grade review

Points	5	4	3	2	1
CogAT- Verbal	≥135	134	133-132	131-130	129-125
CogAT- Verbal	≥135	134	133-132	131-130	129-125
CogAT- Nonverbal	≥135	134	133-132	131-130	129-125
STAR Reading Achievement (NPR)	99%tile	98%tile	97%tile	96%tile	95%tile
<i>Critical Analysis Writing Sample*</i>	100-93%	92-85%	84-74%	73-63%	62-52%
<i>Teacher Observation Checklist*</i>	100-93%	92-85%	84-74%	73-63%	62-52%
<i>Parent Observation Feedback* was received ____ Yes ____ No</i>					

*Utilized if the Verbal section of the CogAT score reaches 125 or higher

Score:

Program Entry Based on a score of ≥15/30

Oak Grove Criteria for Math Talented & Gifted (TAG)

Grades 3 and 5 are used for full grade review

Points	5	4	3	2	1
CogAT- Non Verbal	≥140	139	138-137	136-135	134-130
CogAT- Non Verbal	≥140	139	138-137	136-135	134-130
CogAT- Quantitative	≥140	139	138-137	136-135	134-130
STAR Math Achievement (NPR)	99%tile	98%tile	97%tile	96%tile	95%tile
<i>Problem Solving Exercise*</i>	100-93%	92-85%	84-74%	73-63%	62-52%
<i>Teacher Observation Checklist*</i>	100-93%	92-85%	84-74%	73-63%	62-52%
<i>Parent Observation Feedback* was received ____ Yes ____ No</i>					

*Utilized if the Quantitative and/or Non Verbal section(s) of the CogAT scores reaches 130 or higher

Score:

Program Entry Based on a score of ≥15/30

Placement Procedures for TAG at Oak Grove

Students New To The District

New students entering the district will be placed into Talented And Gifted programming only after review of past records and local assessments and are shown to meet the district matrix standards. Other district assessments that may be considered include, NWEA-MAP, Terra Nova, or CogAT, if they include USA norms from the most recent norming period or one prior cycle. Student achievement levels will also be evaluated by current teachers and the building principal. If student records contain data from another district stating they were in a gifted program, Oak Grove will provide testing before talented and gifted placement. Oak Grove assessments may include, but are not limited to; WISC, CogAT, writing sample, math problem solving assessment or teacher observation checklist. Once a student is recommended for placement in a talented and gifted class, an appropriate entry date is determined in collaboration with administration and the receiving teacher.

If parents provide data from a previous district, documents are required to be provided in English for review purposes. Translation costs are the responsibility of the parent if required.

Because of the nature of the curriculum, it is preferable to make placement changes in mathematics at the beginning of a school year.

Continued Participation

Continued participation in talented and gifted programming may be re-evaluated at the completion of each school year.

Due Process (Placement Appeal)

Parents have the right to request an additional review of student placement into the talented and gifted program (see Parent Inquiry Form on page 23). After a member of the Oak Grove staff receives the form, the request will be considered by the Talented And Gifted Advisory Council. Appeals must be filed within two weeks of receiving the initial placement decision.

If the OGS matrix was used for the initial placement decision, an individual WISC conducted by an OGS certified staff member or an outside assessment may be administered on a case-by-case basis. The following are the list of approved outside assessments that may be considered during Due Process: Wechsler Intelligence Scale for Children (WISC) IV or V, Stanford Binet Intelligence Scales 5 (SB 5), or Cognitive Abilities Test (CogAT). Alternate measurements (e.g. tests administered in settings other than Oak Grove) will not replace the district assessment protocol, but will be viewed as supplementary information. If a parent chooses to use a private external evaluation, the family will be responsible for that cost of the assessment. A full report will be required and may be considered valid for student placement decisions. If the parent is not satisfied with the decisions made by the Advisory Council, the next step is to appeal to the school administration. A last request by a parent would be presented to the BOE for a final decision within thirty (30) days of appeal decision.

Advisory Council

Purpose: Review placement appeals, consider mid-year student move-ins, parent communication, and potential removal of students from the program. The committee is separate from the placement committee. Members of this council include two (2) teacher representatives, one (1) district administrator, one (1) OGS psychologist, and two (2) parent representatives, which provide feedback on advisory council decisions. A Board of Education member (1) may be present during the advisory council review to observe the process but he or she will not be involved in any decision-making. This Council will provide feedback approximately three times a year: once during the fall, once during the

winter and once during the spring. Dates for the committee will be shared through the Oak Grove News for parent documentation due dates and parents should also contact the TAG Coordinator or Director of Curriculum for timeline information. Appeals submitted after the advisory committee meeting will be reviewed at the next meeting.

The Council does not have access to student names, only the data related to placement decisions. Historical achievement and ability data will also be included to study trends when making a comprehensive decision about student placement. If a member is not able to attend in person, their feedback will still be considered outside of the meeting time. In addition, the Advisory Council may provide the OGS administration with program ideas and provide communication both within OGS and the community.

Exhausting the Oak Grove Program

Oak Grove teachers and administrators will make every effort to service our students within our school. In unique situations, students may exhaust the programming offered within the district. In order to continue to meet the needs of our Oak Grove students, additional programming may be sought from other institutions on a case-by-case basis. Examples include classes offered through the Center for Talent Development, College of Lake County or Libertyville High School. Classes through these programs do not count toward high school or college credit but allow students the opportunity to continue their individual learning trajectory.

Removal Procedures

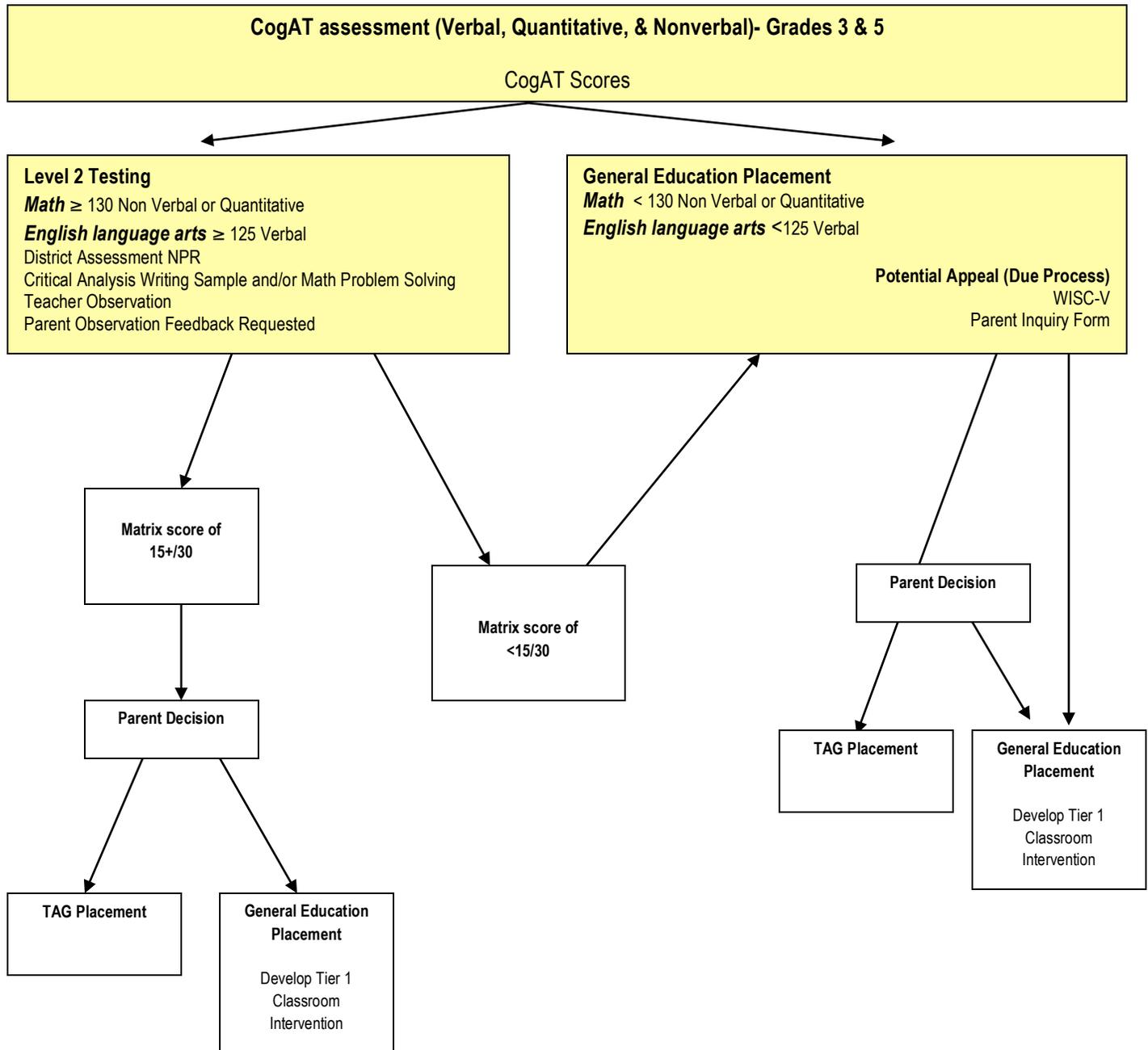
During the school year, students are expected to meet the performance standards that are both appropriate with his/her ability and within the minimum established standards for the program. A student's progress may be re-evaluated at any time by request of the parents, teacher or principal. An initial conference, including parents, teacher, and principal will be conducted to identify problems. Specific goals and tasks the student must accomplish in order to remain in the program will be established at an initial conference. A timeframe will be set for the completion of the goals and tasks. All test scores identified on the matrix and classwork. A final conference, including the same participants as the initial conference, will be held to review the results. Removal of the student from a talented and gifted class will be based on evidence that the student is not benefiting academically, socially or emotionally from the program.

The Talented and Gifted Coordinator is responsible for setting the time and place of the conference, as well as notification of the parents. If a parent wishes to appeal the removal, they may contact the Advisory Council through the Parent Inquiry Form on page 23.

Caution should be taken when removing a student due to misbehavior(s). Research (Clemens & Mullis, 1981; Colangelo, Assouline, & Gross, 2004) supports that student misbehaviors may be connected to academic stressors, social stressors and or challenges to the teacher. Placement into the Gifted and Talented program is not a privilege for which removal can be used to modify or control student behavior.

Figure 2.0 OGS Talented & Gifted (TAG) Placement Flow Chart

Each year, students may be placed through the matrix to determine appropriate placement into TAG classes.



Commonly Asked Questions

When is a teacher checklist used for determining student placement into a Talented And Gifted program?

- During grade 3 and grade 5 placement decisions, if a student receives a Verbal CogAT score of 125 or greater OR a Non Verbal/Quantitative score of 130 or greater. The general education teacher may utilize the assistance of the TAG teacher in completing the checklist.
- When new students enter the Oak Grove School District and are under consideration for talented and gifted programming.
- When a general education teacher provides data that supports a placement adjustment during the school year.
- When a talented and gifted teacher provides data that supports a placement adjustment during the school year.
- At administrators' discretion, any teacher may be asked to complete the checklist to provide additional information for appropriate student placement.
- During the formal Appeal process.

Who assesses the student-writing sample?

- A minimum of two teachers will separately assess the writing samples and take an average of the two scores for matrix value placement.

Who assesses the math problem solving assessment?

- The incoming talented and gifted teacher and/or TAG coordinator will assess the math assessment for an unbiased review of the quality of student work.

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APPENDIX

Teacher Observation - Talented & Gifted Mathematics

Student Name:
Grade Observed:
Teacher:

Date:
Score:

This is part of the matrix used to determine placement of students within the Talented And Gifted (TAG) Program.

Please read the statements carefully and rate according to how often the behavior is observed. (Mark 1 box for each behavior. Do not mark on the line.)	Seldom or Not Observed	Occasionally	To a Considerable Degree	Almost All the Time
Performance Characteristics				
1. Understands complex processes and abstract mathematical concepts				
2. Tries to understand complicated materials by separating into its respective parts				
3. Has a high performance level on classroom tests				
4. Has quick mastery and recall of information				
5. Demonstrates a variety of strategies for problem solving				
6. Demonstrates an interest in the "whys" of math				
7. Verbalizes math concepts, processes and solutions				
8. Solves problems intuitively; cannot always explain why solution is correct				
9. Organizes data to discover patterns and relationships				
Motivational Characteristics				
10. Enjoys math challenges				
11. Needs little external motivation to follow through on work that initially excites him/her				
12. Is self-directed, shows initiative				
13. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion				
Creativity Characteristics				
14. Generates ideas and/or solutions to problems; often unusual or clever				
15. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; is tenacious				
Leadership Characteristics				
16. Carries individual responsibility well; can be counted on to do what he/she promises, and do it well				
17. Suggests alternate ways of doing an activity				
18. Collaborates effectively with peers				

Teacher Observation - Talented & Gifted

English language arts (ELA)

Student Name:
Grade Observed:
Teacher:

Date:
Score:

This is part of the matrix used to determine placement of students within the Talented And Gifted (TAG) Program.

Please read the statements carefully and rate according to how often the behavior is observed. (Mark 1 box for each behavior. Do not mark on the line.)	Seldom or Not Observed	Occasionally	To a Considerable Degree	Almost All the Time
Performance Characteristics				
1. Demonstrates verbal proficiency as evidenced by advanced language				
2. Thinks critically				
3. Processes and retains information and ideas about a wide variety of topics				
4. Exhibits intense concerns for human issues and justice				
5. Recognizes relationships between diverse ideas				
6. Reads above grade level with complex interpretations				
7. Recognizes complex perspectives and other points of view				
8. Requires minimum repetitions for mastery				
Motivational Characteristics				
9. Demonstrates curiosity				
10. Wants to do things independently with age appropriate guidance				
11. Shows energy and commitment when pursuing his/her own interests				
12. Demonstrates intensity in interpersonal exchanges				
13. Inquisitive in nature (questions)				
Creativity Characteristics				
14. Generates new ideas and unique solutions				
15. Offers unusual, unique, clever responses				
16. Sees and makes unusual connections				
17. Interprets symbolic representations				

Parent Observation - Talented & Gifted

English language arts (ELA) & Mathematics

Student Name:
Parent Name:

Date:

Grade Observed:

This is part of decision in the placement of students within the Talented And Gifted (TAG) Program.

Please read the statements carefully and rate according to how often the behavior is observed at home. (Mark 1 box for each behavior. Do not mark on the line.)	Seldom or Not Observed	Occasionally	To a Considerable Degree	Almost All the Time
Performance Characteristics				
1. Understands complex processes and abstract mathematical concepts				
2. Uses advanced language in daily conversation				
3. Thinks critically; demonstrates a variety of strategies for problem solving				
4. Has quick mastery and recall of information				
5. Demonstrates an interest in the "whys"				
6. Verbalizes math concepts, processes and solutions				
7. Solves problems intuitively; cannot always explain why solution is correct				
8. Observes patterns and relationships				
9. Shows interest in a wide variety of topics				
10. Reads for enjoyment				
11. Recognizes other points of view				
12. Exhibits intense concerns for social issues (grade 5 and above)				
Motivational Characteristics				
13. Enjoys challenges				
14. Demonstrates curiosity				
15. Needs little external motivation to follow through on work that initially excites him/her				
16. Is self-directed, shows initiative				
17. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion				
Creativity Characteristics				
18. Generates new ideas, unique solutions and clever responses				
19. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; is tenacious				
Leadership Characteristics				
20. Carries individual responsibility well; can be counted on to do what he/she promises, and do it well				
21. Suggests alternate ways of doing an activity				
22. Is able to develop and maintain friendships				

* If child participates in talented or gifted programming outside of OGS, attach evidence of participation. (Examples include but are not limited to: ACT class, NIU gifted program, Center for Talented Development Programming)

Student/Parent System of Support

Recommendations made by the Talented and Gifted Action Team (2015) and areas of continued work:

Student support suggestions include:

- Student resource guide
- SEL curriculum focused to gifted kids
- Optional monthly social activities
- Reward system for leadership, creativity, compassion (formal recognition)
- Having group activities

Parent support suggestions include:

- Monthly letter to parents from kids
- Monthly letter to teachers from parents
- Three annual parent workshops (Oct, Jan, April)
 - Emotional needs of students
 - Social needs of students
 - Educational needs of students
- Parent group options:
 - Facebook?, by grade?, whole program?
 - Meets with teachers/administration x2 year
- Parent resource guide
- Parent meeting with TAG teacher during curriculum/PT conferences
- Recognition that students are being pulled out

Areas of Continued Work

Based on the work of the Talented and Gifted Committee (2019)

- Review local normative data every two years for potential placement matrix modifications
- Teacher Professional development/training for meeting the needs of gifted learners (initial & ongoing)
- Personalization of learning in grades 6-8 mathematics
- Continued differentiation support across grade levels
- Plan program evaluation 3 years from now
- Parent resources for non-G&T students (6a)
- Scheduling/staffing
- Public relations

Road Map for Further TAG Goals

As described in the areas of continued work, the action team would like to expand the TAG services to include additional content areas in order to have a comprehensive program developed within the next five years.

Student Descriptors

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinion.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas—many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meanings.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

<http://www.bertiakingore.com/high-gt-create.htm>

Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner. *Understanding Our Gifted*.

Parent Inquiry Form
Utilized by the Talented & Gifted Advisory Council

-Appeal process may only be utilized once within a calendar year-

Student Name: _____

Gender: M F Date of birth: _____ Grade: _____

Primary language spoken by child at home: _____

Is English the child's second language? Y N

Directions: Please rate your child on each Trait, Aptitude, and Behavior (TAB). Also, provide specific examples or comments for each TAB to help the committee understand your child better.

This form must be returned in order to begin the appeal process and organize a committee meeting.

Introduction

- What are the pertinent reasons for this appeal?

Specific examples:

Communication

- Very high ability to communicate (verbally, nonverbally, physically, artistically, symbolically)
- Uses words that seem advanced for the age-level
- Uses appropriate examples, illustrations, or elaborations when communicating

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Motivation

- Persistent in starting and completing self-selected tasks
- Enthusiastic learner
- Has aspirations to be 'somebody' or do 'something' important

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Humor

- Great sense of humor
- High ability for seeing unusual/unique relationships
- Openness to experiences

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Inquiry

- Asks unusual questions for his/her age; in-depth questions about a topic
- Enjoys playing around with ideas
- Will spend time digging deeper for knowledge about a topic or idea

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Insight

- Has exceptional ability to draw inferences
- Sees how ideas/concepts fit together in the bigger picture
- Is very observant
- Integrates ideas and concepts from more than one subject area

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Interests

- Advanced interests in a topic
- Self-starter; not dependent on an adult to start an activity
- Pursues an ideas until everything is learned

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Problem Solving Ability

- Unusual ability to create a strategy for solving problems and the ability to change the strategy if it is not working to solve the problem
- Creates new designs
- Inventor/innovator

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Memory

- Remembers a lot on content presented
- Only 1-2 repetitions needed for mastery
- Has a lot of information about topics he/she is interested in
- Pays attention to details

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Reasoning

- Ability to make generalizations
- Can think things through in a logical manner and come up with a reasonable answer
- Critical thinker

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Imagination and Creativity

- Shows exceptional creativity in using everyday materials
- Has wild, seemingly silly ideas
- Fluent and flexible producer of ideas
- Is highly curious

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Other significant observations of abilities:

EMAIL: cacciatore@ogschool.org completed form

Adapted from: Panning for Gold Student Referral Form National Research Center on the Gifted and Talented, University of Georgia,
Permission has been granted to reproduce

Sample Parent Letter- Placement into TAG (Entering grade 4)

Date:

Dear parents and/or guardians,

We have completed the placement screening process for your child. After reviewing the results of your child's Cognitive Abilities Test (CogAT) taken in February/March of this school year and the additional data that is used for placement, your child qualifies for placement in both of our TAG (Talented And Gifted) math and English language arts classes for next year.

The CogAT is a measure of a student's potential to succeed in school-related tasks. It is NOT a tool for measuring a student's intelligence or IQ. Rather, it measures the reasoning skills that have developed during a student's educational career, even though they have not been explicitly taught. These general cognitive skills are not specific to any content area, but are skills that are used in all areas of a student's academic experiences.

Please remember that we revisit all placement decisions at the end of 5th grade as students transition into the middle school. This includes all students in both TAG classes as well as on-grade level classes. Current placement in a TAG class does not guarantee placement in TAG classes beginning in grade 6. Those decisions will be based on more current data gathered at that time.

Noted on the next page, you will find the results of the screening test administered to obtain further information about your child. Please note that these evaluations are indicative of how well your child performed on this particular day. If you have any questions, please contact me at EMAIL. In addition, for information regarding the TAG program please visit the OGS website for the program guide located under Curriculum & Instruction – TAG.

Sincerely,

TAG Coordinator
Oak Grove School

DATE

STUDENT NAME

Grade: 3rd Grade

The Talented And Gifted Team evaluated the following:

- Standardized test scores
 - STAR Reading and Mathematics
 - CogAT (Cognitive Abilities Test) – Shared April 2017
 - » Verbal (verbal classification, sentence completion, and verbal analogies)
 - » Quantitative (quantitative relations, number series, and equation building)
 - » Nonverbal (figure classification, figure analogies, and figure analysis)
- Writing sample and ELA teacher checklist (if applicable)
- Math problem solving assessment and math teacher checklist (if applicable)

<i>2016-2017 Assessments</i>	<i>National Percentile Rank</i>
STAR- Reading	
STAR- Math	
	<i>Assessment Percentage</i>
Writing Sample	
Math Problem Solving	
	Matrix Score
ELA Rubric (#/30)	
Math Rubric (#/30)	

Note: Typically, students who qualify for Talented And Gifted (TAG) services are at the upper extreme with a score at or near 130 on the CogAT which correlates to a national percentile of 97% or higher, along with other data that strongly suggests high achieving abilities.

Please contact me with any questions at EMAIL.

Sincerely,

TAG Coordinator
Oak Grove School

Sample Parent Letter- No TAG Placement (Entering grade 6)

DATE:

Dear parents and/or guardians,

We have completed the placement screening process for your child. After reviewing the results of your child's Cognitive Abilities Test (CogAT) taken in February/March of this school year and the additional data that is used for placement, your child does not qualify for placement in the TAG (Talented And Gifted) program.

The CogAT is a measure of a student's potential to succeed in school-related tasks. It is NOT a tool for measuring a student's intelligence or IQ. Rather, it measures the reasoning skills that have developed during a student's educational career, even though they have not been explicitly taught. These general cognitive skills are not specific to any content area, but are skills that are used in all areas of a student's academic experiences.

Please remember this placement does not determine the placement decisions that will be used in eighth grade for high school transitioning. Those decisions will be based on more current data gathered at that time.

Noted on the next page, you will find the results of the screening test administered to obtain further information about your child. Please note that these evaluations are indicative of how well your child performed on this particular day. If you have any questions, please contact me at EMAIL. In addition, for information regarding the TAG program please visit the OGS website for the program guide located under Curriculum & Instruction – TAG.

Sincerely,

TAG Coordinator
Oak Grove School

DATE

STUDENT NAME

Grade: 5th Grade

The Talented And Gifted Team evaluated the following:

- Standardized test scores
 - STAR Reading and Mathematics
 - CogAT (Cognitive Abilities Test) – Shared April 2017
 - » Verbal (verbal classification, sentence completion, and verbal analogies)
 - » Quantitative (quantitative relations, number series, and equation building)
 - » Nonverbal (figure classification, figure analogies, and figure analysis)
- Writing sample and ELA teacher checklist (if applicable)
- Math problem solving assessment and math teacher checklist (if applicable)

<i>2016-2017 Assessments</i>	<i>National Percentile Rank</i>
STAR- Reading	
STAR- Math	
	<i>Assessment Percentage</i>
Writing Sample	
Math Problem Solving	
	<i>Matrix Score</i>
ELA Rubric (#/30)	
Math Rubric (#/30)	

Note: Typically, students who qualify for Talented And Gifted (TAG) services are at the upper extreme with a score at or near 130 on the CogAT which correlates to a national percentile of 97% or higher, along with other data that strongly suggests high achieving abilities.

Please contact me with any questions at EMAIL.

Sincerely,

TAG Coordinator
Oak Grove School

Oak Grove School District 68: Acceleration Placement Procedure

NOTE: *Italicized portions of the document denote the components required by the Illinois Accelerated Placement Act, Public Act 100-0421.*

The Oak Grove Board of Education believes that all students across the achievement spectrum should be challenged and supported to develop their potential. For some students needing a higher level of instruction, this can best be achieved by affording them access to curriculum and learning environments more commonly provided to older students. This procedure describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten or first grade, accelerated in one or more individual subject areas, or promoted to a higher grade level than their same-age peers. The procedure shall be applied equitably and systematically to all students referred for acceleration regardless of race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple exceptionality, English language proficiency, or socioeconomic background.

1. Definitions

- *“Accelerated placement” is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status*
- “Early entrance to kindergarten” is the admission of a student to kindergarten who will not yet be five years old by September 1 of that school year
- “Early entrance to first grade” is the admission of a student to first grade who will not yet be six years old by September 1 of that school year and who has not completed kindergarten. Students who are younger than six upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade
- “Whole grade acceleration” is the practice of assigning a student to a higher grade level than is typical, given the student’s age, on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities
- “Individual subject acceleration” is the practice of assigning a student to specific content at a higher instructional level than is typical, given the student’s grade, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas

2. Publication of Referral Procedures/Forms

- *Copies of this procedures and referral forms for evaluation for possible early entrance to kindergarten or first grade, whole grade acceleration, and individual subject acceleration, shall be made available to district staff and parents and shall be published on the school district website*

- Evaluation for possible accelerated placement will occur annually, and all staff will be aware of procedures for referring students for evaluation for possible accelerated placement

3. Initiation of Evaluation Process

- Referral Procedures
 - Referrers: Any student residing in the district may be referred by a teacher, administrator, school psychologist, or a parent or legal guardian of the student to administration for evaluation for possible accelerated placement. A student may refer himself or herself through a district staff member who has knowledge of the referred student's abilities
 - Referral Form: The referrer (parent/teacher/administrator/school psychologist) shall complete the appropriate documentation and submit it to administration
 - » Early Entrance K-1: Use Referral Form
 - » Whole Grade/Individual Subject Acceleration: Use Parent Inquiry Form
- *Written Parental Consent: Oak Grove administration shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. Consent is presumed when the individual referring the student for evaluation is a student's parent or legal guardian. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement*
- Initial Criteria for Consideration
 - Whole Grade/Individual Subject - See Appeal Section of OGS TAG Handbook
 - Early Entry - Above the average cohort score in both Overall Reading and Overall Math screener assessment data
 - » After the parent/guardian completes the Early Entrance Referral Form, students participate in the Early Entrance Screener as the initial step in the process (see flowchart, figure 3). Based on screener data, student proceed through the early entrance placement flowchart
- Timeline:
 - Students currently enrolled in the district who are referred for evaluation for possible accelerated placement during the school year shall follow the appeal section of the Talented And Gifted (TAG) handbook for timeline requirements
 - Students residing in the district who are referred for evaluation for possible early entrance into kindergarten or first grade sixty (60) or more days prior to the start of the school year, shall be evaluated in advance of the start of the school year so that the student may be placed in the accelerated placement on the first day of school
 - » Requests for early entrance into kindergarten or first grade must be received thirty (30) days prior to the start of the school year for consideration in that academic year

4. **Evaluation Process:** *The policy must utilize a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians.* This multi-person evaluation team is responsible for gathering relevant, reliable and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for that student

- Multiple Evaluators/Decision Makers
 - *A diverse evaluation team shall consist of multiple participants*
 - » Whole Grade or Individual Subject
 - See Advisory Council section of Talented And Gifted (TAG) handbook for team members
 - » Early Entry

- Recommended team members include: Administrator, Parent or Guardian*, Current teacher of the student, Potential receiving teacher, TAG Coordinator, School psychologist

**A parent or legal guardian of the student shall be invited to participate in the evaluation process*

- Multiple Evaluation Criteria
 - *The evaluation process shall include multiple valid, reliable indicators*
 - » Whole Grade or Individual Subject
 - See Advisory Council section of Talented And Gifted (TAG) Handbook
 - » Early Entry to Kindergarten and first grade
 - District determined aptitude, ability and achievement assessments will be used as part of the evaluation process
 - If any assessments are utilized as part of the evaluation process:
 - » Any assessment accommodations to which the student may be entitled generally (e.g., by the terms of an IEP) shall be available during the evaluation for accelerated placement
 - » Parents or guardians shall be notified about any assessments that will be conducted as part of the evaluation at the time that they are asked to consent in writing to the evaluation
 - The student's desire to be accelerated shall be considered in the decision-making and potential transition planning process
- *Procedures for Notifying Parents/Guardians of the Decision is Required*
 - A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process
 - For Early Entrance candidates: A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation team to the Advisory Council within two (2) weeks of being notified of the committee's decision. See pages 10-11 of TAG handbook for Advisory Council dates and timeline procedures
- Communication of the Decision to Student's Educators: The decision that a student is eligible for accelerated placement shall be communicated to the student's current teacher(s) and potential new teacher(s) to ensure that all are informed and prepared to support the placement

5. Accelerated Placement

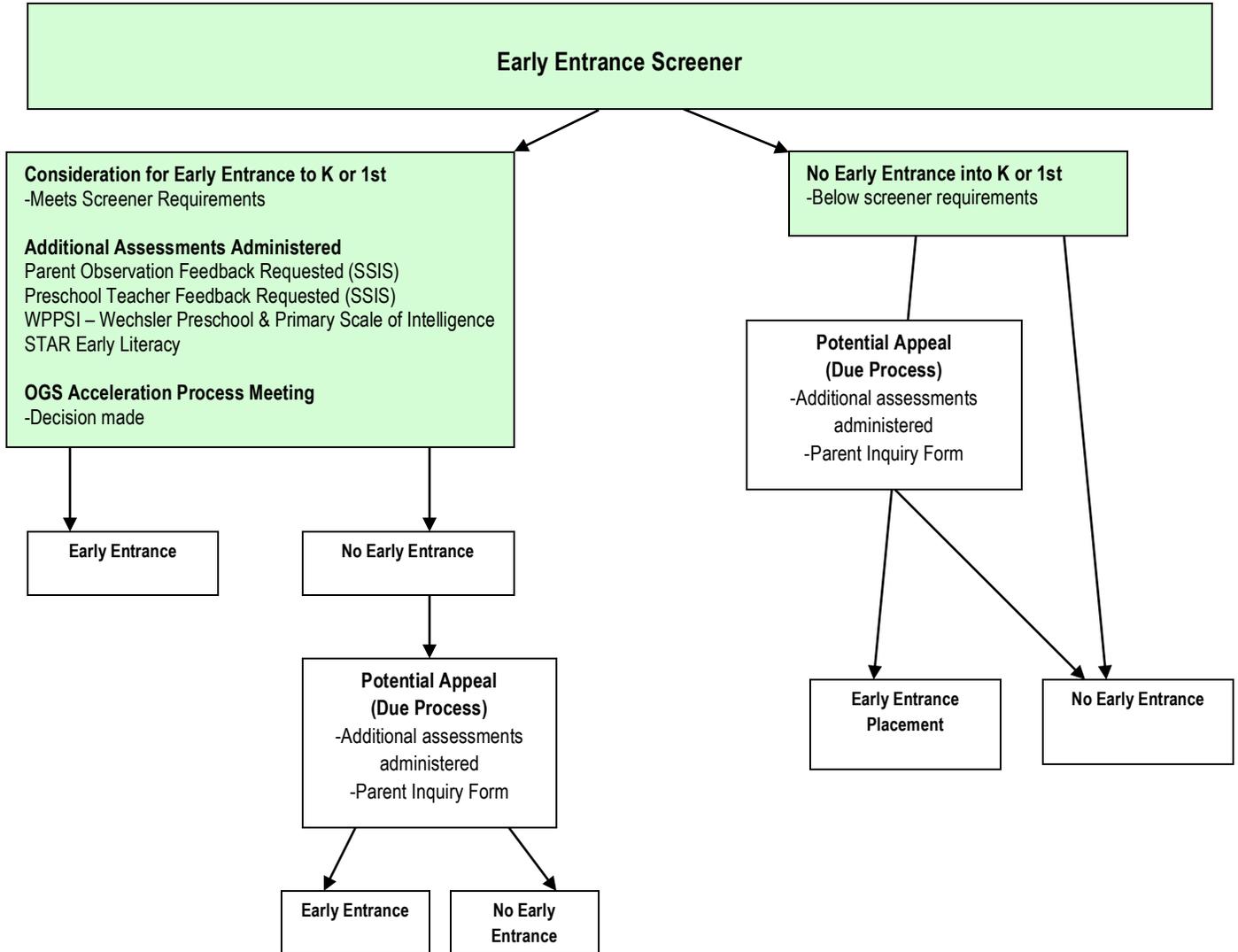
- The evaluation team shall create a transition plan for students selected for whole grade acceleration or acceleration in an individual subject area. Any accommodations or modifications the student is entitled to receive under an IEP or 504 plan shall be available in the accelerated setting

6. State Requirements

- The superintendent or his or her designee shall ensure that accelerated students participate in appropriate state assessments based on guidance from the State Board of Education
- The superintendent or his or her designee shall ensure that data regarding accelerated placement is collected and reported in accordance with rules adopted by the State Board of Education

Figure 3.0 OGS EARLY ENTRANCE Placement Flow Chart

After the parent/guardian completes the Early Entrance Referral Form, students participate in the Early Entrance Screener as the initial step in the process.



ACADEMIC ACCELERATION FOR ADVANCED LEARNERS REFERRAL FORM – EARLY ENTRANCE

ABOUT EARLY ENTRANCE

A unique type of whole-grade acceleration is early entrance to school (i.e., kindergarten or first grade). For academically talented young children, early entrance to school may be an excellent option. There is abundant evidence that bright children who are carefully selected for early entrance generally perform very well, both academically and socially. (A Nation Deceived: How Schools Hold Back America's Brightest Students, 2004)

REFERRAL FOR:

Child Name _____

Parent/Guardian Name _____

Birth Date _____ Phone _____

Address _____

Email _____

Type of Acceleration Requested:

- Early Entrance to Kindergarten (my child will be 5 before January 1)
 Early Entrance to Kindergarten (my child will not be 5 before January 1)
 Early Entrance to 1st Grade (my child will be 6 before January 1)
 Early Entrance to 1st Grade (my child will not be 6 before January 1)

Children who will benefit from early entrance may not exhibit all of the characteristics listed below; however, strong candidates will exhibit more of these characteristics than other children.

What to look for in the areas of ability/achievement/aptitude/behavior?

My child seems advanced beyond other children his/her age in these ways:

- Understands the meanings and use of words better than other children his/her age;
- Is curious about many things and asks questions often;
- Is very good at working puzzles or solving problems;
- Has a great sense of humor and understands jokes more than other children his/her age;
- Has a good memory and remembers details of conversations or stories;
- Is interested in difficult concepts such as time and space;
- Concentrates on certain activities much longer than other children his/her age;
- Reads (and understands text) in picture books or chapter books;
- Figures out math-related problems better than other children his/her age.

What are some important school and academic factors?

My child:

- Enjoys learning new information or skills;
- Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum programs;
- Believes he/she is capable of succeeding at new tasks.

What are some important developmental factors?

My child has the following developmental characteristics;

- He/she has average fine and large motor coordination (i.e., holding a pencil, skipping);
- He/she is able to use the computer to play games or find information.

What are some important interpersonal skills for entering school?

My child:

- Thoughtfully considers feedback and criticism and modifies behavior appropriately;
- Often behaves in a way that is positive and effective;
- Has good interpersonal skills with age-mates, as well as with both older and younger children and with adults;
- Has excellent interpersonal relationships with adults in a teaching role.

What are some important attitudes and supports necessary for success in school?

My child:

- Is enthusiastic about going to kindergarten or first grade.

As a parent:

- I understand that a child's success in school depends on support provided at home. I am able to give my child additional support to help in his/her transition to a new setting with much higher academic demands than he/she encountered in preschool.

Some considerations:

My child:

- Has one or more older siblings in the grade in which he/she will be placed if admitted by early entrance which may cause social/emotional issues in the family. In which case, acceleration may not be advisable.
- Often did not want to attend preschool or missed preschool often because of illness or family issues.

I believe that my child exhibits a number of the characteristics listed above that indicate he/she might benefit from early entrance. I have reviewed the considerations and do not feel they would negatively impact my child's success in school. I request evaluation for my child for possible early entrance to kindergarten or first grade.

Parent/Guardian _____ Date _____