

Franklin Township BOE GIFTED AND TALENTED EDUCATION Curriculum

Gifted and Talented Education: Policy 6171.2

The chief school administrator shall develop and the board shall approve criteria* for identifying all gifted and talented students in kindergarten through grade 8.

Criteria and Process:

*Grades 3-5 Identification Procedures

- **Nomination:**
 - All student standardised test scores and GPA data shall be submitted for consideration in the data collection period in the fall of each year. All scores will be aggregated, and the top 20% of each grade level will be considered for invitation to the program. Standardized testing per NJ DOE requirements will be performed once per year.
 - In the case of student G&T program opt-out, the next high scoring student shall receive the invitation.
 - Parents may also nominate their children for consideration if they demonstrate exemplary report card grades but did not perform well on standardized testing scores. In this case, an additional screening test, WISC V will be delivered by the school psychologist and evaluated if scores are in the upper extreme range (125-130 and above) range. If students enter the district from another school district or state, and do not have test scores, the WISC V will be used to assess for the program, upon parent request and permission.
- In addition to evaluating standardised test data, nominations from teachers will be requested by the G&T teacher in the fall of each school year for no more than 20% of the students in a grade level. Teacher referrals will be scored according to a qualitative rubric of 10 criteria and a scale of 100 points (page 49), and shall be used to determine final eligibility in the case of a tie score.
- **Data Collection:**
 - *NJ ASK ; Science, Grade 4, prior years' ELA and Math where available for consideration
 - NJ PARCC Scores ELA/Math for 2015-16 and forward
 - Evaluation of Student Report Cards/GPA
 - Teacher Rating Scale
 - Lexile reading Level, where available
 - DIBELS Scores
 - Insight Ability Test (grade 5) or WISC V
 - Consideration of Prior G&T Performance

***Grades 6-8 Identification Procedures**

- **Nomination:**
 - All student standardised test scores and GPA shall be submitted for consideration in the data collection period in the fall of each year. All scores will be aggregated, and the top 20% of each grade level will be considered for invitation to the program. Standardized testing per NJ DOE requirements will be done once per year.
 - In the case of student G&T program opt-out, the next high scoring student shall receive the invitation.
 - Parents may also nominate their children for consideration if they demonstrate exemplary report card grades but did not perform well on standardized testing scores. In this case, an additional screening test, WISC V will be delivered by the school psychologist and evaluated if scores are in the upper extreme range (125-130 and above) range. If students enter the district from another school district or state, and do not have test scores, the WISC V will be used to assess for the program, upon parent request and permission.
 - In addition to evaluating standardised data, nominations from teachers will be requested by the G&T teacher in the fall of each school year for no more than 20% of the students in a grade level. Teacher referrals will be scored according to a qualitative rubric of 10 criteria and a scale of 100 points (page 49), and shall be used to determine final eligibility in the case of a tie score.
- **Data Collection:**
 - NJ PARCC Scores ELA/Math
 - Teacher Rating Scale
 - Evaluation of Student Report Cards/GPA
 - Lexile Reading level, where available; DRA 2 Scores
 - Insight Ability Test or WISC V test
 - Consideration of Prior G&T Performance

Generally, a student must qualify at or above the percentiles listed in the following areas to be placed in the gifted program:

Mental Ability:	96th %ile (from teacher rubric 10 points)
Achievement:	90th %ile (from test data)
Creativity:	90th %ile or 90% (from teacher rubric 10 points)
Motivation:	90% (3-5) / 92% (6-8) (from teacher rubric 10 points)

The aggregated data shall be reviewed by the Gifted and talented teacher and administration for final inclusion into the program, and invitations shall be made. Students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Common Core State Standards. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed annually. Such programs shall be designed in terms of the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

“Gifted and talented students” shall mean those exceptionally able students who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities. Because early discovery of a gift or talent is important, it is essential that the identification of these students be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The chief school administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. He/she shall devise indicators of achievement to evaluate success of each program presented to the board for adoption.

Parent referral Process

Parents may nominate their children for consideration if they demonstrate exemplary report card grades but did not perform well on standardized testing scores. Parents shall request consideration of their child’s entry into the program by letter or email. Upon receipt of a signed permission form, the school psychologist will test the student using the WISC V (Wechsler Intelligence Scale for Children®-Fifth Edition). A student scoring in the upper extreme (125-130 and above), of the intelligence scale, may be admitted into the program even if their standardised test scores and GPA did not reach the cut-off point.

Appeal Process- The final selection team’s decision is final, and no appeal shall be considered.

Descriptive Classifications Composite Score Range WISC-V

130 and above Extremely High

Very High/Very Superior 120–129

High/Superior 110–119

High Average 90–109

Average 80–89

Low Average 70–79

Very Low 69 and below