Characteristics of Gifted Students & the CSD Gifted Review Process
Georgia’s Definition of Giftedness

Under Georgia Board of Education (GBOE) Rule 160-4-2-.38:

A gifted student is one who “demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.”
The 4 Qualifying Areas

- Mental Ability
- Achievement
- Creativity
- Motivation
Eligibility

- **Option A:**
  - **Both:**
    - Overall mental ability composite score at the 99th percentile (K-2) or at or above the 96th percentile (3-12)
    - Achievement at the 90th percentile or above on an approved achievement test in reading or math

- **Option B:**
  - Three out of four of the following:
    - Mental ability composite or component score at or above the 96th percentile
    - Achievement at the 90th percentile or above on an approved achievement test in reading or math
    - Motivation rating at or above the 90th percentile
    - Creativity score at or above the 90th percentile
Mental Ability Characteristics

Include but not limited to:

- Learns easily and rapidly
- Exhibits quick mastery of most subjects
- Retains/recalls information easily
- Superior ability to think critically and reason logically
- Asks unusual questions for age that reflect deep thinking or abstract ideas
- Questions, experiments, explores
- Very high verbal ability for age
Achievement Characteristics

Include but not limited to:

- Has advanced vocabulary and knowledge base
- A “wealth of knowledge”
- High standardized test scores (90th percentile or above)
- High grades
- Memorizes easily and rapidly
- Explores and understands topics in-depth
- Effectively uses words, numbers, and symbols
Creativity Characteristics

Include but not limited to:

- Heightened curiosity or questioning attitude
- Highly imaginative
- Keen sense of humor
- Offers many original ideas or solutions
- Inventive
- Nonconformist and flexible; does not fear being different
- Has wild, sometimes silly ideas
- Aptitude for art, music, acting, and/or writing
- May questions rules and/or authority
Motivation Characteristics

Include but not limited to:

- Persistent and goal-directed
- Intense desire to learn, “be somebody”, or do something
- Independent; self-starter
- Leader; motivates and/or influences others
- Intense passion, concern, or curiosity about something
- Alert and eager
- May be a perfectionist; may be highly critical of self or others
Recommendation for Review

- Hard copies of the Recommendation for Review and Talent Survey forms are due to your school’s gifted specialist by Friday, October 13th.

- Forms can be found on the CSD Gifted Website’s FAQ page. (See https://www.csdecatur.net/giftedservices)

- No late forms will be accepted.

- You must attach evidence to support your recommendation.

- Please submit copies or photos and not original copies of artifacts.
Examples of Mental Ability Evidence

- Previous CogAT or mental ability test scores
- Anecdotal summaries of times when student demonstrated advanced reasoning or problem solving
- Work samples that demonstrate critical thinking or analytical reasoning abilities
- Advanced writing samples that demonstrate impressive use of language for age
Examples of Achievement Evidence

- MAP scores, GMAS scores, or other academic achievement test scores
- Exemplary academic work samples
  - Please do not ask teachers to produce samples
- Any artifacts that demonstrate high achievement at or above the child’s current grade level
  - Ex. Summer reading program log documenting books beyond grade level
Examples of Creativity Evidence

- Anecdotal summary of an event when student used creative problem solving or produced an out-of-the-box or unique idea
- Evidence of musical/dramatic/artistic talent
- Anecdotal summary describing an awareness/use of humor
- Creative writing samples
- Anecdotal summary of a situation in which student generated numerous ideas or strategies
Examples of Motivation Evidence

- Anecdotal examples or work samples demonstrating that student went beyond requirements or above expectations
- Anecdotal example of an instance when student used free time to extend knowledge or pursue own interests, or was otherwise self-directed
- Unassigned student-initiated work or project
Summary of Student

• Many parents choose to write a brief summary of their child’s abilities and needs.

• Please limit this summary to a single page.

• Submit with the Recommendation for Review/Talent Survey forms and any other evidence you choose to provide.
Kindergarten Recommendations

- Kindergarteners will be reviewed only after the following has occurred:
  - Parents/guardians and the kindergarten teacher have a conference to discuss the student’s needs
  - The teacher has implemented interventions/modifications in the regular classroom to address the student’s needs
  - Progress monitoring data has been collected on the specific skills that have been identified for interventions
  - Progress monitoring data indicates the kindergartener continues to need intervention
Things to Consider

- Is your child having a successful school experience?
- Is your child currently challenged by instruction and his/her work?
- Is your child learning new things, or has he/she already mastered content?
- Students may be evaluated a total of three times in their school career (K-12) in CSD.
- A child may be evaluated only once in each of the following windows: K-2, 3-5, 6-8, 9-12.
- Students cannot be tested two years in a row.
- Example:
  - A child tested in kindergarten or first grade cannot be retested until third grade.
  - A child tested in third grade cannot be retested until sixth grade.
If you recommend for review:

- The CSD gifted review committee will meet in late October to examine and analyze the evidence.
- The committee determines whether there is evidence to support gifted evaluation.
- Parents will be notified of the committee’s decision either way.
If recommended for evaluation:

• You will be asked to sign permission for CSD to test your child

• Testing will occur in November-January

• Results will be mailed to you in early 2018 from the Central Office
The CogAT is administered to all students in 1st, 4th, and 6th grades. Scores are valid for two years.

If the student does not have a current CogAT score, a mental ability test will be administered.

Student must score at the 96th percentile or higher for the composite score (overall score) or a component score (ex. verbal, nonverbal, quantitative, etc.)

If a student scores between the 93rd - 95th percentiles on a first measure of mental ability, and if the student has qualifying scores in at least two other areas of eligibility (achievement, creativity, and/or motivation), then a second measure of mental ability will be given (dependent on student’s first measure).
Measuring Achievement

- Kindergarteners - individual achievement tests (ex. KTEA-3 or WJ-IV)
- 1st graders - Iowa Assessments
- 2nd - 10th graders - MAP
- 11th - 12th graders - PSAT or SAT scores, or individual achievement tests (ex. KTEA-3 or WJ-IV)

Student must score at the 90th percentile or higher in reading and/or math on the most recent administration of the given test.

If a student does not meet eligibility criteria in the area of achievement but meets eligibility criteria in two other areas (mental ability, creativity, or motivation), then the student’s MAP scores will be monitored for the next two MAP administrations as additional measures of achievement.
Measuring Creativity

- Student must score at the 90th percentile or above on the Torrance Test of Creative Thinking (Figural).

- If the student’s score is between the 80th and 89th percentile, and the student has qualifying scores in two other areas (mental ability, achievement, or motivation), then a second measure will be given.

- If a student was evaluated with a rating scale for motivation, then the verbal version of the TTCT will be administered as a second measure of creativity. If a rating scale was not already used for motivation, then the Gifted Rating Scale or Gifted Evaluation Scale will be administered as a second measure of creativity.
Measuring Motivation

- **K-3 students**: The gifted specialist will distribute Gifted Rating Scales to a minimum of two teachers who have worked with the student in the past year. The highest score of the two rating scales given will be used as the student’s score.

- **4-8 students**: Students will complete the CAIMI, a motivation inventory. A student must obtain scores at the 90%tile in at least two areas to meet criteria for motivation. If a student obtains two scores between the 80%tile and the 89%tile, a second measure of motivation will be obtained. The Gifted Rating Scales will be given to a teacher who has worked with the student in the past year as a second measure in this case.

- **9-12 students**: The gifted specialist will distribute Gifted Evaluation Scales to a minimum of two teachers who have worked with the student in the past year. The highest score of the two rating scales given will be used as the student’s score.

- Scores at the 90th percentile or above are qualifying scores for motivation.
Eligibility

- **Option A:**
  - Both:
    - Overall mental ability composite score at the 99th percentile (K-2) or at or above the 96th percentile (3-12)
    - Achievement at the 90th percentile or above on an approved achievement test in reading or math

- **Option B:**
  - Three out of four of the following:
    - Mental ability composite or component score at or above the 96th percentile
    - Achievement at the 90th percentile or above on an approved achievement test in reading or math
    - Motivation rating at or above the 90th percentile
    - Creativity score at or above the 90th percentile
If your student meets eligibility criteria for the program:

- You will be asked to sign permission for your child to receive services.
- Services will not begin until your consent is received.
- Students are typically placed at the next appropriate grading period.
- Placement in the middle of a grading period may only occur when entering the class at that time is desirable in light of evaluation and scheduling. If mid-semester placement will be disruptive to the student or the class, placement of the student will occur at the next appropriate grading period.
The mission of the Gifted Program is to work directly with students and faculty designing instruction and creating a supportive school environment to meet the intellectual, academic, social, emotional, and motivational needs of gifted and high-ability learners.
CSD’s Gifted Program Goals

- Ensure equitable access to appropriate services for all gifted learners by using the student identification process and measures defined by Georgia Board of Education policy, employing assessment of multiple-criteria (mental ability, achievement, creativity, and motivation).

- Continually use a variety of data to assess student progress and identify student needs.

- Employ differentiated curricula and research-based instructional practices to address the range of needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness.

- Provide services that are comprehensive, structured, sequenced, and appropriately challenging to meet the demonstrated needs of K-12 gifted learners.

- Provide ongoing professional learning for school personnel annually in regards to the nature and needs of gifted learners and appropriate instructional strategies and curricula.
Questions?

- Please contact gifted specialists at your specific school.
- Contact information for each school’s gifted specialist and FAQs can be found at
  http://www.csdecatur.net/giftedservices/
- If you have additional questions after speaking to your school’s gifted specialist, please contact:
  Christen Gibbons
  District Gifted Coordinator
  cgibbons@csdecatur.net