The Gifted Identification Process
Virginia Gifted Regulations

Virginia Department of Education regulations state that each school district must develop a plan to identify and provide services to those students who have learning needs beyond the regular instructional program.

Gifted Services: Areas of Identification

- Specific Academic Aptitude (Grades K-12)
  - English
  - Mathematics
  - Science
  - Social Studies

- Visual or Performing Arts (Grades 3-12)
  - Visual Art
  - Vocal Music
  - Instrumental Music (instruments taught in APS)
Screening for Gifted Services

• Each year, the total population is screened by school staff to create a pool of candidates based on students’ need for gifted services.

• Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, or other students until April 1st of the current school year.

• Once a student is referred for services, the RTG works to create a portfolio with four main components for a holistic case study approach.
1. Nationally-normed assessments

- Grade 2 students, and new-to-APS 3rd graders, take the Naglieri Nonverbal Ability Test (NNAT-2)

- Grade 4 students, and new-to-APS 5th graders, take the Cognitive Abilities Test (CogAT)

- Other tests may be included such as the WISC, Kaufman-Brief Intelligence Test (KBIT)
2. School-based Achievement

- **County Level:**
  SOLs, Interactive Achievement Tests and SRI

- **School Level:**
  Ongoing formative and summative assessments

- **Individual Level:**
  Honors or distinctions (ex. VJAS, History Day, Continental Math League, Geography Bee, Reflections Contest, etc).
3. Student Behaviors/Characteristics

- Local screening committee completes a Gifted Behavior Commentary (GBC)
  - Documents gifted characteristics and behaviors observed in a variety of settings across four categories

- Parent Information Sheet
  - Documents gifted characteristics and behaviors observed in a variety of settings across four categories
  - Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day
Gifted Behaviors Commentary (GBC)

Exceptional ability to learn
- Is highly reflective and/or sensitive to his/her environment
- Readily learns and adapts to new cultures
- Is acquiring language at a rapid pace

Exceptional application of knowledge
- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Acts as an interpreter, translator, and/or facilitator to help others
- Communicates learned concepts through role playing and/or detailed artwork

Exceptional creative / productive thinking
- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Perceives and manipulates patterns, colors, and/or symbols

Exceptional motivation to succeed
- Meets exceptional personal and/or academic challenges
- Exhibits a strong sense of loyalty and responsibility
- Demonstrates exceptional ability to adapt to new experiences
4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.

- Examples may include:
  - Project M² & Project M³
  - Interpretive responses within William and Mary Language Arts units
  - Analysis of Primary Source Documents
  - Responses to Project Clarion Science Activities
  - Responses to Critical and Creative Thinking lessons
Visual and Performing Arts (VPA)

- Referrals for Visual/Performing Arts begin in Grade 3
  - Art and Music Teacher Observations of Artistic Behaviors
  - Student Products provided by art/music teachers
  - Grades
  - Parent Information Form
Art Differentiation

■ Visual Arts:
  ■ Differentiation takes place in the art classroom
    ■ analyzing their work with more in-depth questions
    ■ working with more/different materials
  ■ Open-ended projects that allow for students to demonstrate their creativity and abilities
Music Differentiation

- **Vocal Music:**
  - Differentiation takes place in the music classroom
  - Open-ended projects that allow for students to demonstrate their creativity and abilities
Identification Decisions

- At the end of the referral process (90 instructional days), a local screening committee meets to review the student’s portfolio and make determinations about eligibility.

- Identification decisions are sent to parents or guardians by letter within 10 school days of the Identification Committee meeting.

Gifted Services Identification Process Outlined on APS Gifted Services web page

http://www.apsva.us/Page/1846
If students are found eligible

- Identified gifted students in grades 2-5 are cluster grouped* into classrooms with intellectual peers

- RTG plans with and supports the classroom teachers using extension activities and projects for students who have already mastered grade-level content
  - Note: Support may look different in the various grade levels depending on teacher and student needs

*typically or the upcoming school year
If students are not found eligible

- An appeal is available to families following the eligibility process
  - Appeals begin at the school level with the principal
- A second level of appeal is countywide Gifted Services Administrative Appeals Committee

http://www.apsva.us/Page/1846#appeal
Parent Resources

- Virginia Association for the Gifted (VAG)
  [http://www.vagifted.org](http://www.vagifted.org)

- National Association for the Gifted (NAGC)
  [http://nagc.org](http://nagc.org)

- Supporting Emotional Needs of the Gifted (SENG)
  [http://sengifted.org](http://sengifted.org)
Getting Connected: APS Gifted Services

APS Gifted Services Website www.apsva.us/giftedservices

Sign up for @APSGifted & ADD YOUR HANDLE
ADD YOUR INFO, Resource Teacher for the Gifted

Email:
Phone:

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Questions