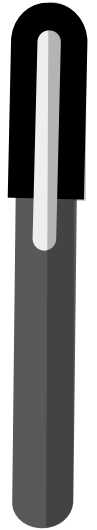
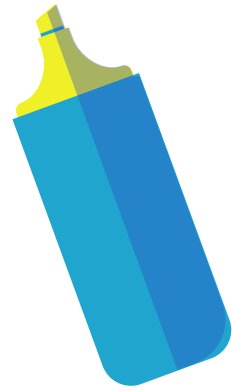
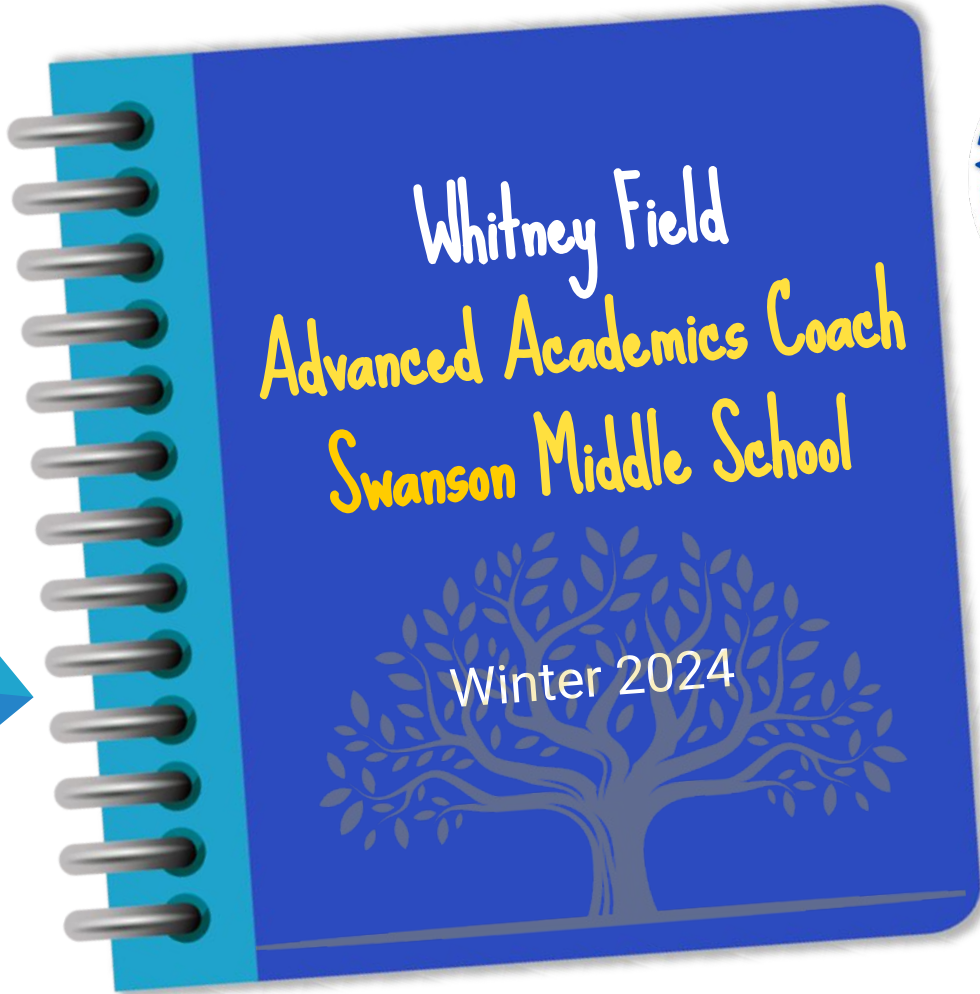




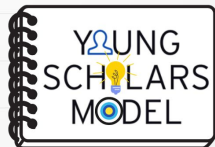
Arlington  
Public  
Schools

Screening  
&  
Identification

Winter  
Information  
Session



# Objectives:



- Provide an overview of the advanced academics and talent development screening and identification process

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# Areas of Identification



- **Specific Academic Aptitude**

(Grades K-12)

- English
- Mathematics
- Science
- Social Studies

- **Fine Arts Aptitude**

(Grades 3-12)

- Visual Arts
- General Music

# Screening for Gifted Services



Each year, the total population is screened by school staff to create a pool of candidates based on student need for gifted services in specific talent areas



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



Once a student is referred for services, the AAC supports teachers in creating a portfolio with four main components for a holistic case study approach

# Screening: A Holistic Case Study Approach



Four Key Components to develop a full student profile

- 1 Nationally-Normed Assessments
- 2 School-Based Achievements
- 3 Student Behaviors/ Characteristics
- 4 Demonstrated Performance

# 1. Nationally-Normed Assessments

Universal Screeners are nationally-normed assessments that look at a student's ability to reason. These assessments give us a "snapshot" and one data point to consider when developing a student's ability profile

- In elementary school, students take the Naglieri Nonverbal Ability Test (NNAT) and Cognitive Abilities Test (CogAT)
- New students in grades 6-8 who do not have an abilities assessment will take the CogAT
- Other tests may be included, such as the WISC (parent provided), or Kaufman-Brief Intelligence Test (K-bit) for K referrals

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## 2. School-Based Achievement

School achievement data can provide evidence of specific talent areas, potential, interests, and motivation.

Such examples of achievement data may include the following.

- County level - SOLs and other available achievement data, such as math and reading growth data.
- School Level - ongoing formative and summative assessments
- Individual Level - honor or distinctions and self-selected work samples.

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### 3. Student Behaviors & Characteristics

Observation data on a student's behaviors and characteristics provide insights on moments that are not always documented, i.e. class discussion input, problem solving abilities, creative and imaginative ideas, etc.

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

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# Gifted Behavior Commentary (GBC) Form

## Exceptional Ability to Learn

- Is highly reflective and/or sensitive to his/her environment
- Often considers multiple points of view other than his or her own
- 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

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## 4. Demonstrated Performance

Work samples provide evidence of distinguished student performance and motivation when working with advanced content. They can also show student growth. Work samples are collected throughout the year.

- Possible work samples may include -
  - Advanced mathematics work and problem solving
  - Interpretive responses and advanced literary analysis examples, possibly from William and Mary or Vanderbilt Language Arts units.
  - Analysis of primary source documents of DBQ essays
  - Science Fair or VJAS projects
  - Responses to critical and creative thinking lessons

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# Screening: A Holistic Case Study Approach for Fine Arts



Referrals for visual arts and general music begin in Grade 3

Portfolio components include:

- 1 Art and/or music teacher observations of artistic behavior
- 2 Student products provided by art / music teachers
- 3 Student grades
- 4 Parent Information Form

What might differentiation look like in art?



- Visual Arts -
  - Differentiation takes place in the art classroom
  - Open-ended projects that allow for students to demonstrate their creative abilities

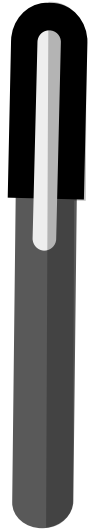
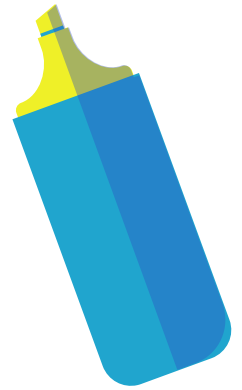
What might  
differentiation look  
like in music?



- General Music -
  - Differentiation takes place in the music classroom (band, chorus, orchestra)
  - Open-ended projects that allow for students to demonstrate their creative abilities



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# Identification Decisions



## Gifted Services Screening & Identification Process

- At the end of the referral process (90 instructional days), a school-based screening committee meets to review each student's portfolio and determines eligibility for gifted services
- Identification decisions are sent to parents



## If Students are Found Eligible...



Identified advanced learners in grades 6-8 should sign-up for intensified courses in their specific talent areas. This is done for the upcoming school year.



AAC plans with and supports teachers in daily differentiation for students who have already mastered grade-level content



AAC support may look different in various grade levels and subjects depending on teacher and student need

## If Students are NOT Found Eligible...



An appeal process is available to families following the eligibility decision communication



Level One Appeal: begin at the school level with notice of appeal sent to principal and AAC. Principal will then review the committee decision and portfolio and make a determination to uphold or overturn.



Level Two Appeal: following a level one decision, you can appeal to the Supervisor of Advanced Academics and Talent Development to review the decision.

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## Screening Timeline

Fall & Winter	Parent Information Meeting Fall - Services, Winter- Identification	AAC
November	Universal Screeners for grades 1, 2 and 7, 8 and 9 without an abilities score	Testing Coordinator, AAC
Ongoing	Communication to parent Collection of student work	AAC, classroom teachers, specialists
Ongoing	Communication to staff on process	AAC
Ongoing	Collection of Data: draft Gifted Behavior Commentary (GBC), work samples	AAC, classroom teachers, specialists
Ongoing	Collection of Data: testing, parent information forms, letters to parents	AAC
Ongoing	ID Meetings: Review of data and completions of school GBC	School team: administrator, teacher, AAC, specialists, counselor (etc)
June - August	Appeals Level 1 and Level 2	Level 1: Principal Level 2: County wide

# PARENT RESOURCES

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



- National Association for the Gifted (NAGC)  
<http://nagc.org>



- Supporting Emotional Needs of the Gifted (SENG)  
<http://sengifted.org>



# Getting Connected: APS Advanced Academics



- APS Advanced Academics Website  
[www.apsva.us/giftedservices](http://www.apsva.us/giftedservices)



- @aps\_advanced\_academics



# Contact Information

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Phone: 703-228-6159



Questions?

Schedule a  
conference with me!

Visit:

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[whitney.field@apsva.us](mailto:whitney.field@apsva.us) if there is  
another time you'd like to connect.

