



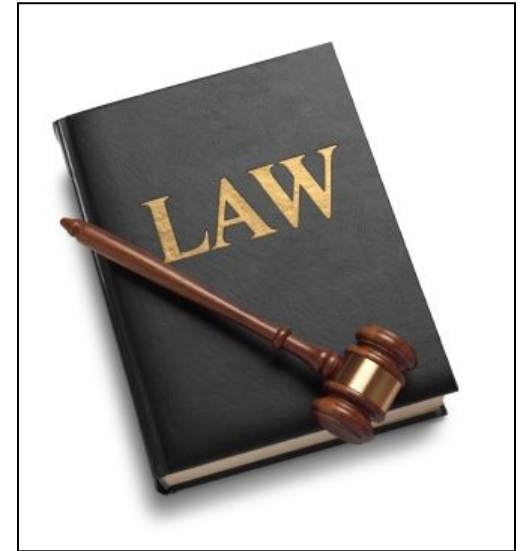
Identification in Jeffco after CogAT 7

Jeffco Gifted and Talented Department

Further information, resources, and contacts for your school can be found on the [Jeffco GT website](#)

Why Identify? - State Law:

- HB07-1244 now requires all 57 administrative units in Colorado to adopt and implement a program plan to identify and serve gifted children.
- Exceptional Children's Act requires that administrative units program for, and be accountable for exceptional children including gifted and talented, limited English proficient, and special education



Why Identify? - Guide Academic and Affective Programming

- Gifted and Talented students often have a unique and challenging set of needs that can be academic or social/emotional in nature, or both.
- Identifying GT students allows parents, teachers, students, and all stakeholders to plan for and guide the student's education in a way that works for their style of learning.



Bright vs. Gifted

Bright Child

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Copies accurately
- Enjoys school
- Absorbs information
- Good memorizer
- Is pleased with own learning

Gifted Child

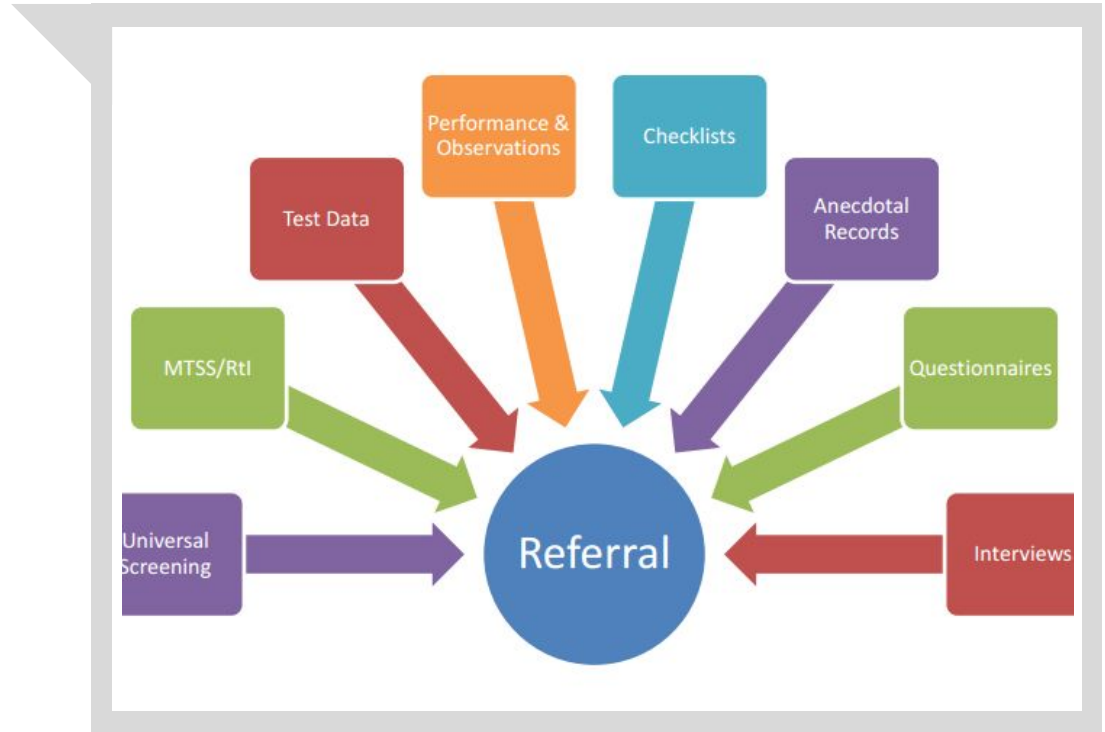
- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, but can test well
- Discusses in detail, elaborates
- Shows strong feelings and opinions
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Is intense
- Enjoys learning
- Manipulates information
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

Identification = Advanced Learning Plan (ALP)

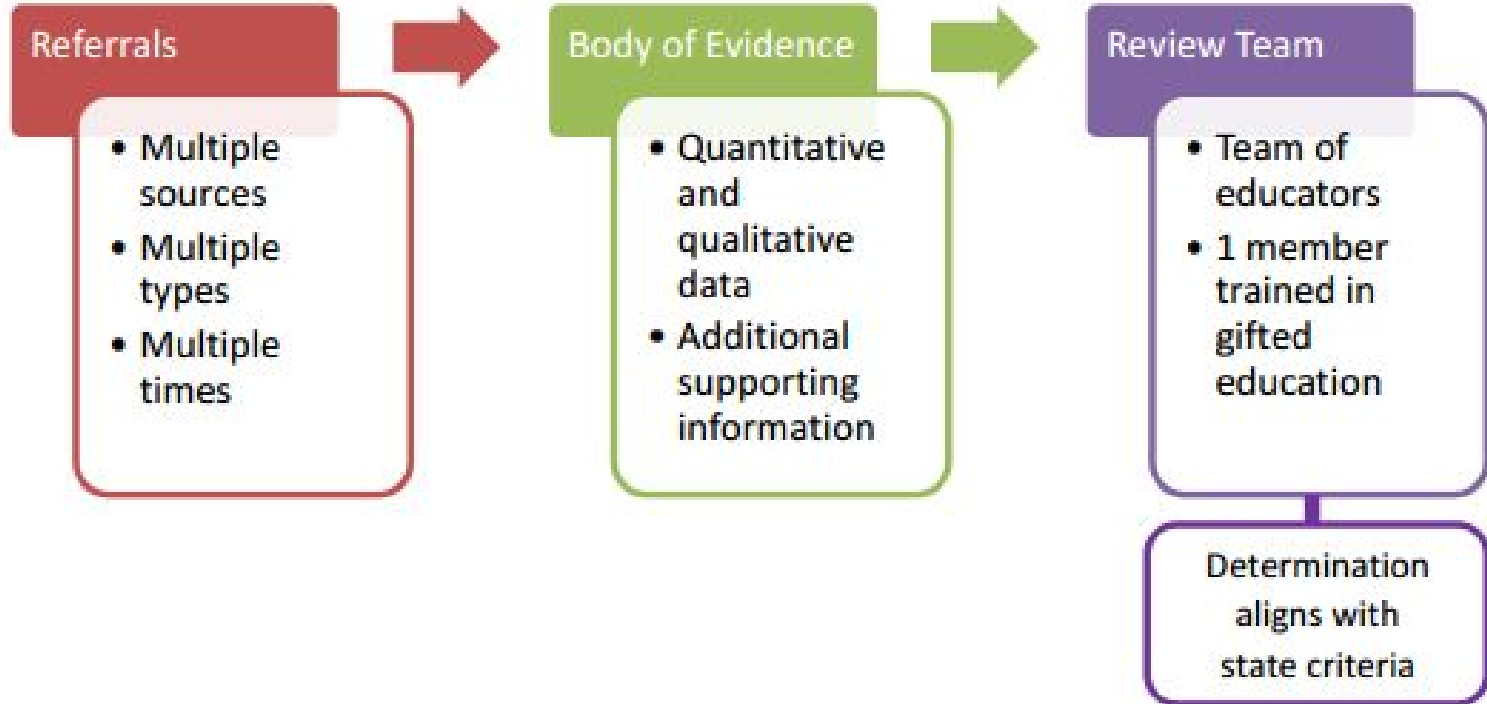
- Formal gifted identification is the only way a student can be placed on an Advanced Learning Plan (ALP)
- Any student who is on an ALP has been formally identified as gifted and talented in one or more specific strength areas
- The only way to be identified is through a formal ID process with a qualifying body of evidence
- The ID process begins with a referral

Anyone can
initiate a referral
process for gifted
identification:

If you would like to make
a referral, please contact
your building liason or
GT Resource Teacher



A pathway to identification could look like:



There are four pathways to gifted identification:

1. Specific Academic Aptitude with Cognitive Data
2. Specific Academic Aptitude without Cognitive Data
3. Specific Talent Aptitude
4. General Intellectual Ability - The Exception



There are four pathways to gifted identification:

1. Specific Academic Aptitude with Cognitive Data

This information is centered around pathway 1 which utilizes qualifying cognitive information.



A key piece to the Body of Evidence (BOE)

- One qualifying piece of a pathway 1 body of evidence is a score of **95th%tile** or higher in any of the three batteries of the CogAT.
- A score of 95th%tile or higher in the composite score is not used as a qualifier for identification.
- A BOE is more than this single test score, however, a student will not qualify in pathway 1 without at least one cognitive score at or above the 95th%tile



95th%tile

Revised Strength Areas



- General Intellectual Ability*
- Language Arts
 - Reading
 - Writing
- Math
- *Science*
- *Social Studies*
- *World Language*



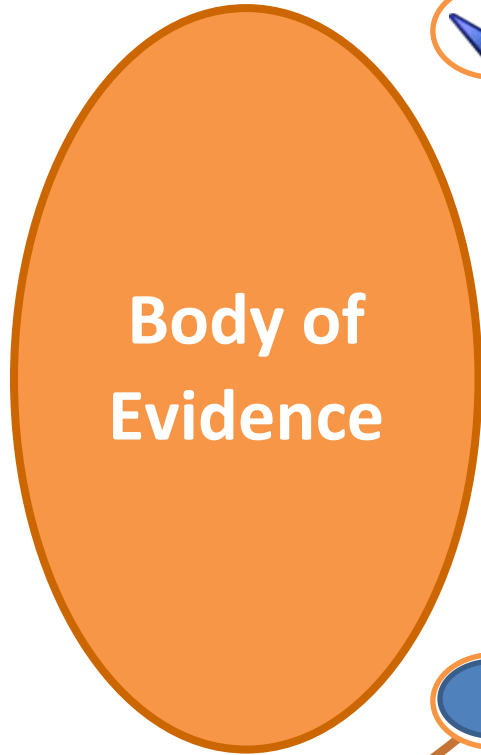
Talent Areas:

- Creativity
- Leadership
- Visual Arts
- Performing Arts
 - Music
 - Drama
 - Dance
- Psychomotor

UNDER CONSTRUCTION

NOTE: All pieces of the BOE must align to a specific strength area for identification

Qualifying data for identification in the BoE:



- ✓ Cognitive Test
- ✓ Achievement Test
- ✓ Behavior Observation Scale
- ✓ Performance Evaluation
- ✓ Talent Ability or Creativity Tests
- Parent Informal Input
- Additional Data

*NOTE: The BOE must be aligned to a strength area



Jeffco's Body of Evidence

3 pieces from any 2 categories below

Cognitive*

Cognitive Tests
IQ Tests
Creative Ability Tests

**only 1 qualifies*

Achievement*

MAP, CMAS
Individually Administered Achievement
Tests

**may have 2 qualifying achievement
pieces*

Behavioral Observations*

Scales for Identifying Gifted
Students (SIGS, normed)
Parent Narrative

**only 1 normed instrument qualifies*

Performance Evaluation

State/national academic contest
Expert juried performance
Expert Assessed portfolio review

*Qualifying evidence is at the 95th percentile or 'Advanced/Exceeds' standards level
No single piece of evidence permanently qualifies / disqualifies a student's identification*

What to do next?

- **Consider** your child, their characteristics, behaviors (academic and social/emotional), and needs
- **Consider** any further data that may be used in the identification process (MAP, CMAS, Outside Data)
- **Discuss** your student with their classroom teacher:
 - Do both of you see similar characteristics at home and school?
 - Would the teacher indicate gifted potential?
- **Identify** who your Building Liaison is at your school (you may need to contact the school to find out)
- **Identify** who your Gifted and Talented Resource Teacher is (website)
If your child has a score of 95th%tile or higher in one or more of the batteries, and you suspect gifted potential, reach out to one of the above people to make a referral

Who to talk to and where to learn more:

[Check out our parent website:](#)

Gifted & Talented



Programs

Advanced Learning Plans

[Application & Testing Information](#)

Early Access

GT 101

GT Center Schools

GT Identification & Assessments

Parent Resources

Twice Exceptional Students



GIFTED AND TALENTED CALENDAR

VIEW OUR
GOOGLE
CALENDAR

CONTACT

- Phone: 303-982-6650
- Email: gtinform@jeffco.k12.co.us

2017-18 Staff Information

2017-18 GT Resource Teacher & GT Counselor & BL Assignments

