

R 2464 GIFTED AND TALENTED PUPILS (M)

M

A. Identification Processes

1. Classroom teachers in grades K-8 will use the Gifted and Talented Identification Matrix form for identifying gifted and talented pupils.

Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

2. The Guidance Department will review the cumulative files of all pupils in grades 10-12 against the criteria for identifying gifted and talented pupils. The Gifted and Talented teachers in the Elementary and Middle Schools will review the files for students in grades K-8.
3. The Gifted Committee, comprised of selected administrators, gifted teachers and high school guidance counselors will select those pupils who should participate in the program for the gifted and talented.

B. Identification Criteria

Students in the West Deptford Public School system will be evaluated annually for acceptance into the Gifted and Talented Program. Pupils will be considered for participation in the Gifted and Talented Program when compared to their peers within the District. All new students entering West Deptford Public Schools will be considered for placement in the Gifted and Talented Program. Student records will be used to obtain proficiency scores.



Grades K-2

All K-2 students will be evaluated using a teacher survey which assesses gifted student behavior traits. Those students receiving a minimum score of 34 will be identified as students who would benefit from a differentiated curriculum. This curriculum is already established in the current West Deptford Math and Literacy programs. The regular classroom teacher will utilize these existing enrichment strategies to provide additional opportunities for these identified students. Additionally, all second grade students will participate in an enrichment mini-course provided by the Elementary Gifted and Talented teacher.

Grades 3-9

A pupil will be considered for participation in the Gifted and Talented program if the pupil:

1. Has an IQ of 135 points or higher, OR
2. Has a total matrix composite score of at least 14 points. The matrix will assess the student using the following scores: IQ, Literacy, Math and Classroom Teacher Assessment.

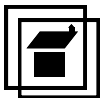
The 3rd Grade Identification Matrix is as follows:

IQ - Otis-Lennon SAI

135+ = Automatic Entrance into the program

6 points - 134-132

5 points - 131-129



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4 points - 128-126

3 points - 125-124

2 points - 123-122

1 point - 121-120

0 points - 119-below

Literacy – West Deptford District Assessment Test (Reading Test & Writing Sample)

5 points – 20-18

4 points – 17-15

3 points – 14-12

2 points – 11-9

1 point – 8-5

0 points – 4-below

Math - West Deptford District Assessment Test

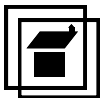
5 points - 24-23

4 points - 22-20

3 points - 19-17

2 points - 16-15

1 point - 14-13



0 points - 12-below

Teacher Assessment - Teacher Survey Scores

4 points - 36-34

3 points - 33-31

2 points - 30-28

1 point - 27-25

0 points - 24-below

The 4th through 9th Grade Identification Matrix is as follows:

IQ - Otis-Lennon SAI

135+ = Automatic Entrance into the program

6 points - 134-132

5 points - 131-129

4 points - 128-126

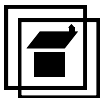
3 points - 125-124

2 points - 123-122

1 point - 121-120

0 points - 119-below

Literacy Scores - PARCC



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3 points – Above -790

2 points – 789-770

1 points – 769-750

0 points –749-Below

Math Scores -PARCC

3 points – Above -790

2 points – 789-770

1 points – 769-750

0 points –749-Below

Literacy Scores -Linkit

3 points – 100-80

2 points – 79-60

1 points – 59-40

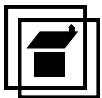
0 points –39-0

Math Scores -Linkit

3 points – 100-80

2 points – 79-60

1 points – 59-40



0 points –39-0

Teacher Assessment - Teacher Survey Scores

3 points - 36-34

2 points - 33-31

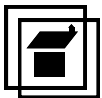
1 points - 30-28

0 point - 27-Below

Grades 10-12

A pupil will be considered for participation in the Gifted and Talented program if the pupil:

1. Has an IQ of 135 points or higher, OR
2. Has a qualifying matrix score. The 9th grade students will be evaluated using the Middle School matrix. Students in 10th, 11th, and 12th grades will be evaluated with a matrix that will assess the student using the following scores: IQ, Literacy and Math proficiency scores. Students are eligible to participate in the Gifted and Talented program if they score 10 or more points on their identification matrix.



The 10-12th Grade Identification Matrix is as follows:

The PARCC scores are used for the Literacy and Math components of the matrix.

IQ - Otis-Lennon SAI

135+ = Automatic Entrance into the program

6 points - 134-132

5 points - 131-129

4 points - 128-126

3 points - 125-124

2 points - 123-122

1 point - 121-120

0 points - 119-below

Literacy (ELA 9, ELA10, ELA11)

5 points – 794-850

4 points – 750-793

3 points – 725-749

2 points – 700-724

1 point – 650-699

0 points - 649-below



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ONLY ONE MATH SCORE from the 3 tests below will be included in the overall total points for each student.

Math (Algebra I)

5 points – 805-850

4 points – 750-804

3 points – 725-749

2 points – 700-724

1 point – 650-699

0 points - 649-below

Math (Geometry)

5 points – 783-850

4 points – 750-782

3 points – 725-749

2 points – 700-724

1 point – 650-699

0 points - 649-below

Math (Algebra II)

5 points – 808-850

4 points – 750-807

3 points – 725-749



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2 points – 700-724

1 point – 650-699

0 points - 649-below

C. Program

1. When a pupil has been identified as gifted or talented, the counselors 9-12/Gifted-Talented teachers K-8:

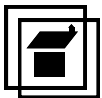
Confer with the pupil's parent(s) or legal guardian(s) on the goals of the pupil's program and secure the parent(s) or legal guardian(s) cooperation and permission for the pupil's participation in the program.

2. The enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted pupils and the program will address appropriate content, process, products and learning environment.
3. Each program will seek to involve the pupil in subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
4. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
5. The enriched educational program for a gifted or talented pupil may consist of:
 - a. Additional classroom studies, assignments, and activities;
 - b. Special classes in appropriate studies;



- c. Sessions with the gifted teacher;
 - d. General information, as well as content-specific information, as provided for in the curriculum frameworks developed by the New Jersey Department of Education.
6. A classroom teacher may provide for the needs of gifted and talented pupils by:
- a. Presenting content material that is related to broad-based issues, themes, or problems;
 - b. Integrating multiple disciplines into the study area;
 - c. Allowing for in-depth learning of a topic selected by the pupil within the study area;
 - d. Developing the pupil's independent and self-directed study skills;
 - e. Developing research skills and methods;
 - f. Integrating higher level thinking skills into the curriculum;
 - g. Focusing on open-ended tasks;
 - h. Using new techniques, materials, and forms;
 - i. Encouraging the development of self-understanding; and
 - j. Encouraging self-appraisal and evaluation.
7. Gifted and Talented Students at the HS level should take a minimum of two Honors/AP level courses as a part of their enriched educational experience.

D. Exit Procedures



REGULATION

1. The pupil may be withdrawn from the gifted and talented program when:
 - a. The pupil wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal; or
 - b. The pupil's parent(s) or legal guardian(s) requests withdrawal.
 - c. The Gifted and Talented Committee reviews the performance of an individual student and deems it appropriate to remove the student from the program.

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