***Identification of Students: Procedure***

***Formal Identification time periods***

***3rd Grade:***

Identification will be at 3rd grade (second semester) with using data to drive decisions on needs of gifted services.

Formal identification process will be the collection of data from:

Iowa Assessments, Kingore Observation, CogAT, teacher recommendation, parent comments culminating with a spring review by Extended Learning Program (ELP) Identification Committee (possible members: 3rd and 4th grade teachers, ELP coordinators, guidance counselor and building principal) for delivery of recommended gifted services for general intellectual and specific academic needs

***6th Grade:***

Data collected from 5th grade testing, 5th and 6th grade classroom teachers and/or ELP staff observations will be review by building ELP Committee (possible members: principals, guidance counselor, classroom teacher representative, ELP staff, DO staff representative). The ELP Committee will meet during the first quarter of 6th grade so that delivery of recommended gifted services (for general intellectual and specific academic needs) can take place after a transition period to new building is complete.

Data sources that will be used are: Iowa Assessments, OLSAT and/or EXPLORE, Classroom Teacher Recommendation survey (5th and/or 6th grade). Other optional data collection: parent comments and student interview.

Testing criteria used for identification will be targeted towards students scoring at the “Highly Proficient” level (95%+) and therefore in need of possible enrichment and/or acceleration curriculum.

If a student moves in from another school district and has Personal Education Plan (PEP) from his/her previous school, the guidance counselor/principal will pass the information on to the ELP staff for follow up data collection and evaluation. Decision for academic needs will be discussed before the next grading period.

***8th-9th Grades:***

Data collection from Iowa Assessments (6th- 8th grade), OLSAT, EXPLORE and/or ACT, classroom teacher and/or ELP staff observations, student interview will be reviewed by building ELP committee (principal, guidance counselor and ELP staff) at the beginning of the first quarter. Therefore, delivery of recommended gifted services (for general intellectual and specific academic needs) can take place.

Other optional data collection: parent interview.

If a student moves in from another school district and has Personal Education Plan (PEP) from his/her previous school, the guidance counselor/principal will pass the information on to the ELP staff for follow up data collection and evaluation. Decision for academic needs will be discussed before the next grading period.

***Informal Identification time periods***

***K-3rd Grade:***

## Informal identification using Kingore Observation Inventory and Classroom Teacher Recommendation survey /Teacher Data Collection form (including but not limited to: pretest/post test results, unit/chapter test scores, classroom assessments/rubrics, portfolio/project products) will be reviewed by ELP staff.

***4th-5th Grades:***

Informal identification will take place at the end of each semester by ELP staff using new data for possible gifted services (for general intellectual and specific academic needs). Testing criteria used for identification will be targeted at students scoring at the “Highly Proficient” level (95%+) and therefore in need of possible enrichment and/or acceleration curriculum.

In addition, information from Classroom Teacher Recommendation survey and Teacher Data Collection form will be reviewed; including but not limited to: DIBELS, Easy CBM, pretest/post test results, unit/chapter test scores, classroom assessments/rubrics, portfolio/project products.

If a student moves in from another school district and has Personal Education Plan (PEP) from his/her previous school, the guidance counselor or principal will pass the information on to the ELP staff for follow up data collection and evaluation. Decision for academic needs will be discussed before the next grading period.

This will make transition of new students to the district smoother and give staff the time to review new testing data and for informal observation of skills and behaviors.

***7th-8th Grades:***

Informal identification will take place at the end of each semester using new data for possible gifted services (for general intellectual and specific academic needs). ELP Identification Committee (principals, guidance counselor and ELP staff) will review collected data.

Testing criteria used for identification will be targeted at the “Highly Proficient” level (95%+) and therefore in need of possible enrichment and/or acceleration curriculum (new data from Iowa Assessments, OLSAT, EXPLORE and/or ACT, DIBELS, Easy CBM).

In addition, information from Classroom Teacher Recommendation survey and Teacher Data Collection form (including but not limited to: pretest/post test results, unit/chapter test scores, classroom assessments/rubrics, portfolio/project products) will be reviewed.

Data of students new to the district will be reviewed by the guidance counselor and/or principal for possible ELP services and information past to ELP Identification Committee who will collect additional information for evaluation at the end of first semester of possible gifted services (for general intellectual and specific academic needs).

If a student moves in from another school district and has Personal Education Plan (PEP) from his/her previous school, the guidance counselor or principal will pass the information on to the ELP staff for follow up data collection and evaluation. Decision for academic needs will be discussed before the next grading period.

***10th-12th Grades:***

Informal identification is on a case-by-case need.

Data will be collected and reviewed by the ELP Building Committee (principal, guidance counselor and ELP staff) to determine services (for general intellectual and specific academic needs) that are needed.

Data collected will be Iowa Assessment scores, ACT/SAT/PSAT scores, testing from another school, classroom assessments, Classroom Teacher Recommendation form, student interview and/or parent interview.

Data of students new to the district will be reviewed by the guidance counselor for possible ELP services and information past to ELP staff for evaluation of possible program services.

If a student moves in from another school district and has Personal Education Plan (PEP) from his/her previous school, the guidance counselor or principal will pass the information on to the ELP staff for follow up data collection and evaluation. Decision for academic needs will be discussed before the next grading period.