

Coppell Independent School District

**Gifted and Talented
Education Program**

**Policies and Procedures for
Screening and Assessment**

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Purpose and Definition

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

The Coppell ISD gifted and talented program identifies and serves remarkably high levels of accomplishment or potential for remarkably high levels of accomplishment in the following areas:

- General intellectual ability
- Specific subject aptitude in mathematics
- Specific subject aptitude in language arts

Program Goal

Students who participate in the gifted and talented program in Coppell ISD will demonstrate advanced skills in the following areas:

- Self-directed learning
- Critical and creative thinking
- Research skills in one or more disciplines
- Communication

Students who participate in the gifted and talented program in Coppell ISD will demonstrate their advanced skills through the development of innovative products and performances which reflect creativity, individuality, and professional-level quality.

Participation in the Gifted and Talented Program

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance.

The policies and procedures articulated in this document describe the process established by Coppell ISD for determining how and when a student qualifies for participation in the gifted education program.

There are two phases of participation in which students may qualify:

- CISD elementary gifted and talented program (kindergarten-5th grade)
- CISD secondary gifted and talented program (6th-12th grade)

When a student qualifies to participate in the elementary gifted and talented program, he/she is not automatically qualified to participate in the secondary (middle school/high school) gifted and

talented program. However, a participating student who meets specified standards as part of the elementary GT program will qualify without further assessment to participate in the secondary program.

Transition from Elementary to Secondary GT Programs

Students may qualify to participate in the secondary GT program in two ways:

1. Apply to participate at the secondary level and meet the qualification standards, or
2. Participate in the elementary GT program and meet the standards for automatic transition into the secondary GT program.

Note: Elementary GT students who do not meet standards for automatic transition into the secondary GT program must re-apply to participate in the secondary program and meet the qualification standards and approval of the secondary campus GTC. Standards for automatic transition are detailed below.

Secondary Gifted Classification

Classification for participation at the middle school and high school level includes two separate categories: mathematics/science and English/social studies. Students must qualify in one or both of these areas to participate at the secondary level. When a student qualifies for the mathematics/science program, he/she may take the GT mathematics and science courses available. When a student qualifies for the English/social studies program, he/she may take the GT English and social studies courses available. A student who qualifies to participate in both programs may take any of the GT courses available.

Automatic Transition from Elementary GT to Secondary GT

A student who has been participating in the elementary GT program may qualify to participate in one or both of the secondary GT programs without re-applying. Automatic transition is based upon demonstrating remarkably high levels of performance while participating in the elementary GT program. The specific standards required for automatic transition into the secondary GT program are as follows:

To earn automatic participation in the secondary GT English/social studies program an elementary GT student must meet each of the following:

1. Actively participate in the 5th grade GT program without furlough.
2. Complete the Texas Performance Standards Project and earn a score of at least 6.
3. Complete the compare and contrast analysis essay over the required reading and earn at least a score of 7 according to the assessment rubric.

To earn automatic participation in the secondary GT mathematics/science program an elementary GT student must meet each of the following:

1. Actively participate in the 5th grade GT program without furlough.
2. Complete the Texas Performance Standards Project and earn a score of at least 6.
3. Complete the 5th grade GT Mathematics Assessment and earn a score of at least 70%.

Gifted and Talented Committees

All participation decisions are made by the campus Gifted and Talented Committee (GTC) (19 TAC § 89.1(4)). The GTC will consider all applications/referrals for participation in the program, and make decisions based on appropriate sources of information. Each campus will establish a GTC based on the following guidelines.

- The GTC must consist of not less than five educators working at the campus.
- A majority of the members (at least 3) of the GTC must have completed a minimum of 30 hours of staff development in gifted education (19 TAC § 89.2(1)).
- One campus administrator must serve on the GTC.
- One counselor must serve on the GTC.
- Three teachers from the GT program (including AP or Pre-AP) must serve on the GTC.

Universal Screening

Coppell ISD conducts universal screening at two grade levels, kindergarten and third grade. All students at those two levels are tested and considered for placement in the gifted and talented program.

Kindergarten students will take a norm-referenced test of ability in November or December. Based on performance on this examination, students may qualify to participate in the gifted and talented program beginning no later than March 1st of the kindergarten year.

Third grade students will take a norm-referenced test of ability and a norm-referenced test of achievement during the fall semester. Based on performance on these examinations, students may qualify to participate in the gifted and talented program beginning in the second semester of the third grade year.

Application to Participate in the Gifted and Talented Program

A student may apply to participate in the gifted and talented program at either level, elementary or secondary. Applications are available from the counselor at each campus or may be downloaded from the CISD website for gifted and talented education.

Kindergarten and third grade students may not apply to participate in the gifted and talented program because those grade levels are included in the universal screening. The exception to this rule includes students who move into the district during those years after the testing has been completed.

Students may apply to participate in the GT program once per academic year (August 1st to June 1st).

A student may be referred for consideration to participate in the program by a teacher, counselor, or administrator at any grade level regardless of whether the student has applied for participation previously. All referrals are submitted for approval of the GTC.

Application Timelines

Applications to participate in the elementary gifted and talented program should be returned to the counselor. Applications are accepted on the following schedule:

Current Grade Levels	Application Deadline	Testing Window
1-2	Last school day in September	October
4-5	First Friday in September	September
Kindergarten*	Last school day in March	April
3*	Last school day in March	April
* Kindergarten and 3 rd grade students may only apply if they did not participate in the universal screening for that grade level.		

Applications to participate in the middle school gifted and talented program are applications to participate during the next academic year. The grade levels in the chart below are referring to the grade the student will enter at the beginning of the fall semester. Applications are accepted on the following schedule:

Rising Grade Levels	Application Deadline	Testing Window
6*	Last school day in March	April-May
7-8	Last school day in January	February
* These are current 5 th graders. Students who applied in the fall of 5 th grade may not apply again during the spring semester of 5 th grade.		

Applications to participate in the high school gifted and talented program are applications to participate during the next academic year. The grade levels in the chart below are referring to the grade the student will enter at the beginning of the fall semester. Applications are accepted on the following schedule:

Rising Grade Levels	Application Deadline	Testing Window
9*	Last school day in March	April-May
10-12	Last school day in January	February
* These are current 8 th graders.		

Additional testing dates are available during June and/or July; however, students making applications for summer testing must pay a testing fee of \$30. The testing fee will be waived for students who qualify for the free and/or reduced lunch program. The application deadline for students desiring summer testing is the last day of school in the spring semester. Summer applications will be reviewed by a district-wide GTC, and an application to the gifted program during the summer does count as one of the opportunities to apply at that level.

Referrals to Participate in the Gifted and Talented Program

Teachers, counselors, and administrators may refer a student for consideration to participate in the gifted and talented program. Referrals for participation should be based upon observed performance on school work, standardized examinations, or other measures of achievement that indicate that the student is performing at or has the potential to perform at a remarkably high level of accomplishment.

When a referral to participate in the GT program is made, it should be submitted to the GTC for consideration. The GTC will evaluate existing data and may make a participation decision without gathering additional assessment data.

The forms for referral to participate in the gifted and talented program are available from the counselor or on the CISD website for the gifted and talented program.

GT Students Transferring to Coppell ISD

Students who have been actively participating in the gifted and talented program in another school district will be provisionally placed into the GT program immediately upon registration based upon the following criteria:

- Student provides written documentation from the previous school district to verify that he/she participated in the GT program prior to moving to Coppell
- Student (or parent/guardian) completes the GT Transfer Student Application.

Transfer placement is considered provisional for one full semester. If a student transfers during a semester, he/she remains provisionally placed in GT for the remainder of that semester and for one full semester following. During provisional placement, the student is coded as active GT in student records. The provisional placement becomes an official placement to participate in the GT program if the student maintains satisfactory performance (overall average of 75 or higher in all GT program courses) during the provisional semester. Satisfactory performance in elementary grades may be based on standards-based reporting and grade-level assessments. GT program courses include the following:

- Elementary Level: core curriculum classes
- Middle School Level: GT and Pre-AP classes
- High School Level: GT, Pre-AP and AP classes.

Testing Process to Qualify for GT Participation

- Students will begin (level one) the screening process by taking the Cognitive Abilities Test (CogAT) and the primary score used for qualification will be the Standard Age Score (SAS) Composite.
- Students may take either the District Performance Series Standardized testing or the Iowa Test of Basic Skills (ITBS). The primary score used for qualification will be the national percentile rank (NPR). If the ITBS is taken, the score of interest at the elementary level will be the ITBS Composite. At the secondary level, the score of interest will be the subject specific score for the specific GT program to which the student is applying (math/science or ELA/social studies).
- Additional tests may be used as part of a student's portfolio. Additional tests may include the Stanford Achievement Test, the TOMAGS test, the Otis-Lennen (OLSAT), or the SAGES-2.
- After a student has taken the CogAT, additional testing will only be conducted in cases that merit such data collection. Examples of such cases include:
 - Situations where the testing environment may have been inappropriate or additional circumstances surface that warrant additional data collection.
 - Students who have been identified as English Language Learners may take a non-verbal test as an additional measure of ability.
 - Students who have been identified as dyslexic or learning disabled may take a nonverbal (TONI-3 or NNAT) or a non-timed test (SAGES-2) as an additional measure of ability.

Furlough from the GT Program

Students who have qualified to participate in the GT program are allowed a temporary furlough. The furlough must be based upon extenuating circumstances that have or will inhibit the student from performing at a remarkably high level during a specified period of time. To apply for a furlough, the student must complete the GT furlough application. The application will require the student or parent/guardian to explain the circumstance that will temporarily inhibit performance. The furlough application is available from the school counselor or the CISD gifted and talented program website. The completed form must be returned to the counselor and the furlough must be approved by the GTC on the campus. The furlough application will be approved as long as the GTC deems the request to be based on a temporary circumstance and expects the student to perform at a remarkably high level when the circumstance has passed.

At all levels, an approved furlough will last until the end of the school year unless the student requests a return to the program sooner than the end of the school year. At the end of the furlough period, the student must complete a Return to Active Status Application. The Return form is available from the counselor or on the CISD website for Gifted and Talented Education. If the student elects not to return to active status at the end of the furlough period, the student will be exited from the GT program and must re-apply to participate in the future.

Exit from the GT Program

A student who qualifies to participate in the gifted and talented program may be exited from participation under the following circumstances:

- **Poor Academic Performance**
Poor academic performance contradicts the definition of gifted and talented student as one who has a remarkably high level of performance or potential for remarkably high level of performance.
- Enrollment in the Alternative Educational Placement (AEP: Turning Point).

The GTC must approve an exit from the program based on poor academic performance. The GTC completes and signs the GT Program Exit form available from the counselor or the CISD Gifted and Talented program website. An exit due to AEP enrollment will be completed by the Director of Advanced Academics. A signed exit form must be completed for the student's file.

The exit procedure is based on two underlying principles. First, a student ought to be placed in an educational environment or schedule that is rigorous as well as appropriate. If a student is failing to achieve standards in the most rigorous setting, we have an obligation to move that student to a more appropriate setting or schedule. Second, we do not provide a gifted and talented program in our alternative educational setting (Turning Point); therefore, because of program intent funding, we may not code students as active GT when they are placed in those settings.

Clarification of Poor Academic Performance

The following are deemed to characterize poor academic performance that may warrant a campus GTC to exit a student from participation in the GT program.

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. TAKS).
- Below expectation performance in core academic course based on performance-based report cards.
- Grade averages below 70 in core academic courses.
- Below grade-level performance on district grade-level assessments.

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. TAKS).
- Grade averages below 70 in gifted and talented classes (including AP and Pre-AP classes).

Probationary Period

Although not required, a probationary period is an option when a participating student begins to exhibit poor academic performance. The GTC should complete the form for Probationary Participation. The form is available from the counselor or the CISD Gifted and Talented program website. The probationary participation form must clarify the area of poor academic performance

and clarify the level of performance necessary to remain as a participant in the program. Additionally, the probationary period must have a defined time limit not to exceed one semester. If at the end of the probationary period the student has not improved academic performance to satisfy the GTC, the GTC may complete the process for an exit from participation.

Appealing a Placement Decision

A student who does not qualify to participate in the gifted and talented program at either the elementary or the secondary level may appeal the decision of the GTC. The appeal process is designed to ensure that quality and appropriate decisions are made in the best interest of students and according to district guidelines. The GT Appeal form is available from the counselor or the CISD Gifted and Talented website. To make an appeal, complete all sections of the GT Appeal form and return it to the counselor. Appeal decisions will be made within 30 days of the date the appeal is submitted to the counselor. Additional testing may be required based on an appeal, but additional testing is not guaranteed. The GTC determines when additional testing is necessary.

Level One Appeals

Level One Appeals are sent to the campus GTC for re-evaluation. The GTC will consider the appeal and make one of three possible decisions:

1. Change the original decision and approve the student for participation in the GT program.
2. Confirm the original decision and not approve the student for participation without gathering further assessment data.
3. Confirm the original decision and not approve the student for participation in light of additionally gathered assessment data.

Level Two Appeals

If the student or parent/guardian is not satisfied with the decision of the Level One appeal, he/she may make second appeal to the Director of Advanced Academics. The GT Appeal form must be completed a second time indicating a Level Two Appeal. The GT Appeal form is then submitted to the Director of Advanced Academics. A decision on the Level Two Appeal will be made within 10 business days of receipt. If the decision is made to conduct further assessments, the final decision of the Level Two Appeal will be made within 30 days of the additional testing decision. The Director of Advanced Academics will make one of three possible decisions:

1. Change the original decision and approve the student for participation in the GT program.
2. Confirm the original decision and not approve the student for participation without gathering further assessment data.
3. Confirm the original decision and not approve the student for participation in light of additionally gathered assessment data.

Level Three Appeals

If the student or parent/guardian is not satisfied with the decision of the Level Two appeal, he/she may file a complaint or grievance in accordance with FNG (Local) beginning at Level 2.

Authentic Assessment (Portfolio)

Authentic assessment of student work is one mechanism for identifying students who demonstrate the ability for participation in the gifted and talented program. Authentic assessment of student work assists the gifted and talented committee (GTC) in making a decision of whether the student is performing at a remarkably high level.

For the purposes of identifying students for participation in the CISD gifted and talented program, student work is collected as a portfolio and assessed by the campus GTC on the standards of performance below. The portfolio is scored on a scale of one to ten with ten being the highest score possible. A student will earn a single score for the work in the portfolio regardless of the number of work samples present in the collection.

Gifted and Talented Performance Standards

1. Student work represents an unusual presentation of an idea.
2. Student work is advanced beyond age or grade level.
3. Student work represents a complex or intricate presentation of an idea.
4. Student work displays an in-depth understanding of a problem or an idea.
5. Student work demonstrates a resourceful and/or clever use of materials or ideas.
6. Student work demonstrates research in support of an idea.
7. Student work is organized to communicate effectively.
8. Student work displays evidence of high interest and perseverance on a task.

Description of the Portfolio

Portfolios come in many shapes and sizes. The portfolio used for the gifted and talented screening process is an evaluation portfolio with the sole purpose of making a decision of whether the student meets the criteria for participation. The basic question being asked in this evaluation is whether the student is performing at a remarkably high level when compared to students of similar age, experience, or environment.

Works in the Portfolio

The GT Portfolio may contain as few as one work sample and as many as seven. The work in the portfolio should represent individual work of the student. The work should not represent group work assignments or products in which the student's parent or teacher assisted in development.

Overall Score of the Portfolio

Although individual pieces of work in the portfolio may be scored with specific rubrics, the portfolio will eventually be assigned an overall score on a scale of one to ten with ten being the highest possible score. Descriptions of scores are as follows:

Portfolio Score Interpretation

Score	Range	Interpretation of Score
10	Remarkably high level of performance (gifted range)	Work in this portfolio is of an exceptionally high level of performance when compared to any student of similar age or experience. Work in this portfolio typically shows evidence of at least seven of the eight GT performance standards. A score of ten is indicative of a gifted student with a broad range of talent.
9		Work in this portfolio clearly reflects a remarkably high level of performance when compared to any student of similar age or experience. Work in this portfolio typically shows evidence of at least five of the eight GT performance standards. A score of nine is indicative of a gifted student.
8		Work in this portfolio reflects a remarkably high level of performance when compared to other students of the same age or grade in Coppell ISD. Work in this portfolio typically shows evidence of at least three of the eight GT performance standards. A score of eight is indicative of a gifted student.
7	Above average performance	Work in this portfolio reflects performance that is clearly above average when compared to other students of the same age or grade in Coppell ISD. Work in this portfolio shows evidence of at least one of the eight GT performance standards. A score of seven may indicate performance similar to those participating in the gifted program.
6		Work in this portfolio reflects above average performance when compared to other students of the same age or grade in Coppell ISD. Though a score of six represents quality performance, it is not indicative of gifted levels of performance.
5		Work in this portfolio reflects slightly above average performance when compared to other students of the same age or grade in Coppell ISD. Though a score of five represents quality performance, it is not indicative of gifted levels of performance.
4	Average or on-grade level performance	Work in this portfolio is typical of students at this grade level or age group in Coppell ISD but may show some strengths that indicate some skills slightly above grade level expectations. Portfolios with a score of four indicate that the student is performing similarly to the majority of students of the same grade or age.
3		Work in this portfolio is typical of students at this grade level or age group in Coppell ISD. Portfolios with a score of three indicate that the student is performing similarly to the majority of students of the same grade or age.
2		Work in this portfolio is typical of students at this grade level in Coppell ISD but may show some weaknesses that indicate some skills below grade level expectations. Portfolios with a score of two indicate that the student is not performing in a way consistent with gifted and talented expectations.
1	Below Average	Work in this portfolio is below the expectation of students at this grade level or age group. Portfolios with a score of one indicate that the student is not performing in a way consistent with gifted and talented expectations.

Items Collected in the Portfolio

The portfolio may contain between one and seven items. The items in the portfolio fall into three categories: 1) common tasks directed by educators, 2) student selected samples of work, and 3) standardized assessments (TAKS or TOMAGS scores).

Sample Common Tasks Directed by Educators

- ✓ Think Tank Activities
- ✓ Creative Tasks
- ✓ Problem Solving Activities
- ✓ Writing Samples
- ✓ All About Me Biographical Activities

Sample Student Selected Samples

- ✓ Evidence of accomplishment outside of school
- ✓ Science fair or history fair projects
- ✓ Classroom assigned projects

Samples of Standardized Assessments

- ✓ TAKS Scores
- ✓ TOMAGS Scores
- ✓ SAT or ACT scores Including ACT: Explore Test
- ✓ Other Standardized Assessments

Assigning a Final Score to the Portfolio

The final score of the student portfolio should be established by a team of at least three educators who have been trained in gifted education. The educators on the campus GTC should complete an evaluation of the portfolio individually and the final score will be the mean of their individual assessments rounding to the nearest whole number.

Descriptors of GT Performance Standards

1. Student work represents an unusual presentation of an idea.

Gifted students display skills of extending or extrapolating knowledge to new situations. They have a tendency to prefer novelty and distinctiveness, and many of them use expressive speech patterns. Gifted students may try to complete tasks in different, unusual, or imaginative ways. Given a class assignment, students may develop products that are very different from those of other students. These products may appear eccentric, odd, or offbeat but are highly original and successful at either meeting the class assignment or the student's objective for developing products. Verbal students may use language in unusual ways.

2. Student work is advanced beyond age or grade level.

Gifted students may display sophistication and maturity about content, and they may even show unusual interest in adult issues (e.g. race, religion). They may also exhibit special skills that are unusual for their age or grade. For younger students, these products may include details not normally provided by other students of similar age. Older students may address issues not usually of interest to chronological peers. Products from students at all ages may reflect whimsical or sophisticated sense of humor, and the products may reflect knowledge of material or skills not previously introduced in class.

3. Student work represents a complex or intricate presentation of an idea.

Gifted students tend to display more originality in problem solving. They typically prefer complex, open-ended task that call for complex, difficult, and novel responses. Students frequently include elaborate details in written and visual products that reflect considerably planning and organization. Often students will include evidence of sophisticated problem solving skills in the development of the products.

4. Student work displays an in-depth understanding of a problem or an idea.

Gifted students are usually keen and alert observers. They usually “see more” or “get more” from a story, film, or performance than other students their age. They use in-depth knowledge to solve problems, and have a skill at articulating new problems based in their understanding of the material presented. Gifted students have breadth and depth of information. Student work may evidence understanding of the big idea of a discipline or topic. Student products may reflect out-of-school interests, and students may evidence long-term interests or unusual intensity when compared to their peers.

5. Student work demonstrates a resourceful or clever use of materials or ideas.

Gifted students have an ability to improvise with commonplace materials and objects, and products from gifted students may include innovative uses of common materials. Students may also use innovative vocabulary in their products reflecting a keen sense of humor, puns, or new and novel ways of using language.

6. Student work demonstrates research in support of an idea.

Gifted students typically use quality examples, illustrations, or elaborations to explain or describe events. They may provide stories to describe their exploratory behavior, and they may synthesize ideas and information from multiple sources. Products may include elaborative examples and illustrations to expand upon the main idea. Research is sometimes conducted at a level not normally expected based on the student’s age or experience. This could include the use of interviews or surveys with younger students or the appropriate use of primary and secondary sources for older students. In some cases, extensive reading, questioning, and/or research has taken place prior to the development of the product.

7. Student work is organized to communicate effectively.

Gifted students are able to organize themselves and their ideas. They frequently like to bring organization and structure to things, people, and situations. They often display proficiency in non-verbal communication and meaningfully manipulate symbol systems. Products are generally presented in a clear, concise, and sequenced manner. Whether

creative or expository, an effective medium is selected to deliver the message to the intended audience.

8. Student work displays evidence of high interest and perseverance on a task.

Gifted students have a strong desire for self-improvement. They persist on complicated tasks demonstrating extensive exploratory behavior. Gifted students often have enduring interests or curiosity in some field. Products that reflect long-term interest or commitment may reflect out-of-classroom study, reading, or concerns. Evidence may exist that the student worked on the product longer than would be expected for the age and grade level of the student.

Using the GT Product Scoring Label

The product scoring label can be used with each authentic product in the portfolio. If possible, have the student complete the label including the product description. The evaluator rates the product on the scale of 1 to 3 for each standard. Two totals are completed after the rating: 1) sum of the scores and 2) frequency count of the number of threes. Use the following guidelines when assigning a final portfolio score based on the collection of product labels. These are guidelines, not definitive rules.

Portfolio Score	Sum total on the GT Product Label	Number of Threes on the GT Product Label
10	23 – 24	7 – 8
9	21 – 22	5 - 6
8	19 - 20	3 - 4
7	16 - 18	1 - 2
6	13 - 15	0
5	11 – 12	0
4	10	0
3	9	0
2	9	0
1	8	0

Coppell ISD Gifted and Talented Education Program Kindergarten Identification Profile

Student Name: _____ ID#: _____

Campus: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 20 points on Level One qualifies for participation without further assessment. A student must earn at least 10 points to move to level-two assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Composite											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
ITBS (Composite)											
SIGS (Teacher Form)											
Portfolio (Work Sample)	<7	7		8			9			10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 20 points on Level One or 63 points combined to qualify for participation in the gifted and talented program.

Level One Total: _____ Level Two Total: _____ Overall: _____

GTC Review

____ Student did qualify. ____ Student did not qualify. Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program 1st Grade Identification Profile

Student Name: _____ ID#: _____

Campus: _____ Grade: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 20 points on Level One qualifies for participation without further assessment. A student must earn at least 10 points to move to level-two assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Composite											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
ITBS Composite											
SIGS (Teacher Form)											
Portfolio (Work Sample)	<7	7		8			9			10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 20 points on Level One or 63 points combined to qualify for participation in the gifted and talented program.

Level One Total: _____ Level Two Total: _____ Overall: _____

GTC Review

____ Student did qualify. ____ Student did not qualify. Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program 2nd Grade Identification Profile

Student Name: _____ ID#: _____

Campus: _____ Grade: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 20 points on Level One qualifies for participation without further assessment. A student must earn at least 10 points to move to level-two assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Composite											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
Performance Series Math											
Performance Series Reading											
SIGS (Teacher Form)											
Portfolio (Work Sample)	<7	7		8			9			10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 20 points on Level One or 75 points combined to qualify for participation in the gifted and talented program.

Level One Total: _____ Level Two Total: _____ Overall: _____

GTC Review

____ Student did qualify. ____ Student did not qualify. Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program 3rd Grade Identification Profile

Student Name: _____ ID#: _____

Campus: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 40 points on Level One qualifies for participation without further assessment. A student must earn at least 25 points on level one assessment to move to level two assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Composite											
Performance Series Reading											
Performance Series Mathematics											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
SIGS (Teacher Form)											
Portfolio (Work Sample)	<7	7		8			9			10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 40 or more points on Level One or 55 points combined to qualify for participation in the gifted and talented program.

Level One Total: _____ Level Two Total: _____ Overall: _____

GTC Review

____ Student did qualify. ____ Student did not qualify. Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program 4th and 5th Grade Identification Profile

Student Name: _____ ID#: _____

Campus: _____ Grade: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 40 points on Level One qualifies for participation without further assessment. A student must earn at least 25 points on level one assessment to move to level two assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Composite											
Performance Series Reading											
Performance Series Mathematics											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
SIGS (Teacher Form)											
Portfolio (Work Sample)	<7	7		8			9			10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 40 or more points on Level One or 55 points combined to qualify for participation in the gifted and talented program.

Level One Total: _____ Level Two Total: _____ Overall: _____

GTC Review

____ Student did qualify. ____ Student did not qualify. Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program Middle School Identification Profile (English/Social Studies)

Student Name: _____ ID#: _____

Campus: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 30 points in Level One qualifies for participation without further assessment. A student must earn 15 points on the CogAT or 20 points total to move to Level Two Assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Verbal											
SIGS (Teacher Form)											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment: Student must meet Level One qualifications to consider Level Two.

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
Performance Series Reading											
CogAT SAS Non-verbal											
Portfolio (work sample)	<6	6		7		8		9		10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 30 points on Level One or 30 points on any two rows of Level Two to qualify for participation in the gifted and talented program. Level Two points are not considered without meeting the qualifications of Level One.

Level One Total: _____ Level Two Total: _____

Student did qualify.
 Student did not qualify.
 Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program Middle School Identification Profile (Mathematics/Science)

Student Name: _____ ID#: _____

Campus: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 30 points in Level One qualifies for participation without further assessment. A student must earn 15 points on the CogAT or 20 points total to move to Level Two Assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Quantitative											
SIGS (Teacher Form)											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment: Student must meet Level One qualifications to consider Level Two.

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
Performance Series Mathematics											
CogAT SAS Non-Verbal											
Portfolio (Mathematics)	<6	6		7		8		9		10	
Portfolio (Science)	<6	6		7		8		9		10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 30 points on Level One or 30 points on any two rows of Level Two to qualify for participation in the gifted and talented program. Level Two points are not considered without meeting the qualifications of Level One.

Level One Total: _____ Level Two Total: _____

Student did qualify.
 Student did not qualify.
 Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program High School Identification Profile (English/Social Studies)

Student Name: _____ ID#: _____

Campus: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 30 points in Level One qualifies for participation without further assessment. A student must earn 15 points on the CogAT or 20 points total to move to Level Two Assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Verbal											
SIGS (Teacher Form)											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment: Student must meet Level One qualifications to consider Level Two.

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
Stanford Reading											
Stanford Language											
CogAT SAS Non-verbal											
Portfolio	<6	6		7		8		9		10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 25 points on Level One or 30 points on any two rows of Level Two to qualify for participation in the gifted and talented program. Level Two points are not considered without meeting the qualifications of Level One.

Level One Total: _____ Level Two Total: _____

____ Student did qualify. ____ Student did not qualify. Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program High School Identification Profile (Mathematics/Science)

Student Name: _____ ID#: _____

Campus: _____ Date: _____

Address: _____

City: _____ Zip: _____ Age: Yrs: ____ Months ____

Level One Assessment: A student who earns 30 points in Level One qualifies for participation without further assessment. A student must earn 15 points on the CogAT or 20 points total to move to Level Two Assessment.

Level One Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
CogAT SAS Quantitative											
SIGS (Teacher Form)											
Point Value	0	10	11	12	13	14	15	16	18	20	

Level Two Assessment: Student must meet Level One qualifications to consider Level Two.

Level Two Assessments	Below 90%ile	90-92%ile			93-95%ile			96-99%ile			Total
		90	91	92	93	94	95	96	97	98-99	
Stanford Mathematics											
CogAT SAS Non-Verbal											
Portfolio (Mathematics)	<6	6		7		8		9		10	
Portfolio (Science)	<6	6		7		8		9		10	
Point Value	0	10	11	12	13	14	15	16	18	20	

Qualification: A student must earn 25 points on Level One or 30 points on any two rows of Level Two to qualify for participation in the gifted and talented program. Level Two points are not considered without meeting the qualifications of Level One.

Level One Total: _____ Level Two Total: _____

Student did qualify.
 Student did not qualify.
 Date of Decision: _____

GTC Signatures: _____

Coppell ISD Gifted and Talented Education Program Application to Participate in Elementary GT

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two phases of participation in which students may qualify:

- CISD elementary gifted and talented program (kindergarten-5th grade)
- CISD secondary gifted and talented program (6th-12th grade)

When a student qualifies to participate in the elementary gifted and talented program, he/she is not automatically qualified to participate in the secondary (middle school/high school) gifted and talented program. However, a participating student who meets specified standards as part of the elementary GT program will qualify without further assessment to participate in the secondary program.

I give permission for my student named below to be considered for participation in the gifted and talented program at the elementary level of Coppell ISD. Consideration for participation involves assessments of the student's ability and achievement. I also understand that he/she must meet or exceed the criteria established by the district's policies and procedures guidelines in order to qualify for participation.

Parent Signature: _____ Date: _____

Printed Parent Name: _____

Student: _____
Last First Middle

School: _____ Grade: _____ Teacher: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

Student's Date of Birth: _____ / _____ / _____ Current Age: Years _____ Months _____

Briefly state any evidence that your student is performing or has the potential to perform at a remarkably high level of accomplishment.

Coppell ISD Gifted and Talented Education Program Application to Participate in Secondary (6-12) GT

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two areas of participation in which students may qualify:

- Mathematics and Science
- English and Social Studies

A student may qualify in one or both areas, but he/she may only participate in the area in which he/she qualifies for participation.

I give permission for my student named below to be considered for participation in the gifted and talented program at the secondary level of Coppell ISD. Consideration for participation involves assessments of the student's ability and achievement. I also understand that he/she must meet or exceed the criteria established by the district's policies and procedures guidelines in order to qualify for participation.

Parent Signature: _____ Date: _____

Printed Parent Name: _____

Student: _____
Last First Middle

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

Email: _____

Current Grade: _____ Current School: _____

Student's Date of Birth: ____ / ____ / ____ Current Age: Years ____ Months ____

Secondary applications to participate are for the **upcoming** school year. Which school and grade will you attend next year for which you are applying for the GT program?

School: _____ Grade: _____

Provide the names of your **current** teachers (in CISD) who have had you in class this year.

Language Arts: _____
Math: _____
Social Studies: _____
Science: _____

Coppell ISD Gifted and Talented Education Program GT Transfer Student Application

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two phases of participation in which students may qualify:

- CISD elementary gifted and talented program (kindergarten-5th grade)
- CISD secondary gifted and talented program (6th-12th grade)

When a student qualifies to participate in the elementary gifted and talented program, he/she is not automatically qualified to participate in the secondary (middle school/high school) gifted and talented program. However, a participating student who meets specified standards as part of the elementary GT program will qualify without further assessment to participate in the secondary program.

Transfer Policy Acknowledgement

Students who have been actively participating in the gifted and talented program in another school district will be provisionally placed into the GT program in CISD upon registration based on evidence from the previous school district that the student had been formally identified and participating in a GT program.

Transfer placement is considered provisional for one full semester. The provisional placement becomes an official placement to participate in the GT program if the student maintains an overall average of 80 or higher in all GT program courses or maintains appropriate grade level progress in performance reporting elementary grades.

I understand the provisional nature of the transfer placement and wish to have my child participate in the gifted and talented program in Coppell ISD.

Parent Signature: _____ Date: _____

Printed Parent Name: _____

Student: _____
Last First Middle

School: _____ Grade: _____ Teacher: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

Student's Date of Birth: _____ / _____ / _____ Current Age: Years _____ Months _____

Previous School and District: _____

Coppell ISD Gifted and Talented Education Program Teacher/Counselor/Administrator Referral

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Students may qualify to participate in the gifted and talented program based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. There are two phases of participation in which students may qualify:

- CISD elementary gifted and talented program (kindergarten-5th grade)
- CISD secondary gifted and talented program (6th-12th grade)

GTC Approval

Teacher/Counselor/Administrator referrals for possible participation in the gifted and talented program should be submitted to the Gifted and Talented Committee (GTC). The GTC may review the history of referrals for the particular student and make a determination if further screening is appropriate at the time of the referral.

Teacher/Counselor Making Referral: _____

Campus: _____ Date of Referral: _____

Student Name: _____ Current Grade: _____

Briefly describe your experience with the student upon which you base this referral: _____

GTC Review Date of Review: _____ *(Select one of the following.)*

____ Proceed with screening process for possible GT participation.

____ No further screening necessary based on the follow reason(s).

- Student has been previously screened and did not qualify.
- Existing data is sufficient for making placement decision.

**Coppell ISD Gifted and Talented Education Program
Appeal of Placement Decision
(Level 1 Appeal)**

Return this form to the counselor at your campus.

A student who does not qualify to participate in the gifted and talented program at either the elementary or the secondary level may appeal the decision of the Gifted and Talented Committee (GTC) at the campus. The appeal process is designed to ensure that quality and appropriate decisions are made in the best interest of students and according to district guidelines. Appeal decisions will be made within 30 days of the date the appeal is submitted to the counselor. Additional testing may be required based on an appeal, but additional testing is not guaranteed.

Name of Student: _____ Date of Appeal: _____

Name of Individual Making the Appeal: _____

Phone Number: _____ Alternate Phone Number: _____

By making this Level 1 Appeal, you are saying that you disagree with the Gifted Management Committee's decision to not recommend your student for participation in the gifted and talented program.

The program is designed to serve the academic needs of students who are performing at a remarkably high level of accomplishment or show the potential for a remarkably high level of accomplishment. Please state below your rationale for the appeal including any specific evidence that supports your claim that the participation decision for your student should be reconsidered. You may attach additional pages.

GTC Review

Date of Review _____ *(Select one of the following.)*

- Overturn the original decision and recommend participation in GT program.
- Confirm the original decision without further testing.
- Confirm the original decision after further testing or data collection.

**Coppell ISD Gifted and Talented Education Program
Appeal of Placement Decision
(Level 2 Appeal)**

Return this form to the Director of Advanced Academics at the Vonita White Administration Building at 200 S. Denton Tap Road, Coppell, Texas 75019.

A student who does not qualify to participate in the gifted and talented program at either the elementary or the secondary level may appeal the decision of the Gifted and Talented Committee (GTC) at the campus. If the parent/guardian is not satisfied with the Level 1 Appeal made to the GTC, he/she may make a Level 2 Appeal to the Director of Advanced Academics. Additional testing may be required based on a Level 2 Appeal, but additional testing is not guaranteed.

Name of Student: _____ Date of Appeal: _____

Name of Individual Making the Appeal: _____

Phone Number: _____ Alternate Phone Number: _____

By making this Level 2 Appeal, you are saying that you disagree with the GTC's original participation decision and the GTC's Level 1 Appeal decision.

Explain your rationale for disagreeing with the previous participation decisions.

What further evidence do you think should be considered that may change the original decision?

Director of Advanced Academics Review Date of Review: _____

- Overturn the original decision and recommend participation in GT program.
- Confirm the original decision without further testing.
- Confirm the original decision after further testing or data collection.

Coppell ISD Gifted and Talented Education Program GT Furlough Application

Return this form to the counselor at your campus.

Students who have qualified to participate in the GT program are allowed a temporary furlough. The furlough must be based upon extenuating circumstances that have or will inhibit the student from performing at a remarkably high level during a specified period of time.

To qualify for the furlough period, the parent/guardian shall explain the circumstance that will temporarily inhibit performance. The furlough application will be approved as long as the GTC deems the request to be based on a temporary circumstance and expects the student to perform at a remarkably high level when the circumstance has passed.

At all levels, an approved furlough will last until the end of the school year unless the student requests a return to the program sooner than the end of the school year. At the end of the furlough period, the student must complete a Return to Active Status Application. The Return form is available from the counselor or on the CISD website for Gifted and Talented Education. If the student elects not to return to active status at the end of the furlough period, the student will be exited from the GT program and must re-apply to participate in the future.

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Please explain the rationale for this request for furlough including a description of the circumstance that will temporarily inhibit performance.

Parent/Guardian Signature: _____ Date: _____

GTC Review	Date of Review _____ <i>(Select one of the following.)</i>
<input type="radio"/> Approve furlough request.	
<input type="radio"/> Deny furlough request.	
Beginning date of furlough: _____ Ending date of furlough: _____	

**Coppell ISD Gifted and Talented Education Program
GT Return to Active Status (after furlough)**

Return this form to the counselor at your campus.

At all levels, an approved furlough will last until the end of the school year unless the student requests a return to the program sooner than the end of the school year. At the end of the furlough period, the student must complete a Return to Active Status Application. If the student elects not to return to active status at the end of the furlough period, the student will be exited from the GT program and must re-apply to participate in the future.

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Return to GT program participation on the following date: _____

Parent/Guardian Signature: _____ Date: _____

Coppell ISD Gifted and Talented Education Program GT Program Exit

A student who qualifies to participate in the gifted and talented program may be exited from participation under the following circumstances:

- Poor Academic Performance
- Enrollment in the Alternative Educational Placement.

Clarification of Poor Academic Performance

The following are deemed to characterize poor academic performance that may warrant a campus GTC to exit a student from participation in the GT program.

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. TAKS).
- Below expectation performance in core academic course based on performance-based report cards.
- Grade averages below 70 in core academic courses.
- Below grade-level performance on district grade-level assessments.

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. TAKS).
- Grade averages below 70 in gifted and talented classes (including AP and Pre-AP classes).

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Reason for exit:

- Student elects to attend the alternative educational setting without a GT program.
 Poor academic performance (explain below)

Evidence of Poor Academic Performance (attach documentation as necessary):

GTC Review
<input type="checkbox"/> GT Program Exit Confirmed Date of Exit: _____

Coppell ISD Gifted and Talented Education Program Probationary Participation

Poor academic performance is a reason for a student to be exited from participation in the CISD gifted and talented program. Prior to exit the GTC may determine that a probationary period is appropriate for the student prior to removal from the program.

The probationary participation must include all of the following:

1. Clarification of the area of poor academic performance
2. Clarification of the level of expected performance needed to remain in the GT program
3. Defined time limit of the probationary period (not to exceed one semester).

Student Name: _____ Date of Request: _____

Campus: _____ Current Grade Level: _____

Describe the specific area(s) of poor academic performance.

What level of performance is needed for the student to remain in the GT program?

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

GTC Review

_____ GT Probationary Participation Approved.

Beginning of Probationary Period: _____

Ending of Probationary Period: _____ *(not to exceed one semester)*

Coppell ISD Gifted and Talented Education Program

Permission to Participate in the Elementary GT Program

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Program Goal

Students who participate in the gifted and talented program in Coppell ISD will demonstrate advanced skills in the following areas:

- Self-directed learning
- Critical and creative thinking
- Research skills in one or more disciplines
- Communication

Students who participate in the gifted and talented program in Coppell ISD will demonstrate their advanced skills through the development of innovative products and performances which reflect creativity, individuality, and professional-level quality.

Elementary Participation Only

When a student qualifies to participate in the elementary gifted and talented program, he/she is not automatically qualified to participate in the secondary (middle school/high school) gifted and talented program. However, a participating student who meets specified standards as part of the elementary GT program will qualify without further assessment to participate in the secondary program.

Coppell Gifted Association

The Coppell Gifted Association (CGA) is a non-profit organization of parents and educators committed to the quality education of gifted and talented students in Coppell ISD. The CGA offers the most up-to-date communication for parents of students participating in the gifted program as well as lectures and information on parenting gifted students. Visit the CGA website at www.coppellgifted.org.

TAGT and NAGC

Parents may also join the Texas Association for the Gifted and Talented (www.txgifted.org) and the National Association for Gifted Children (www.nagc.org). Membership in these organizations supports the education of gifted children across the state and the nation.

I **do** grant permission for my student to participate in the CISD Elementary GT Program.
 I **do not** grant permission for my student to participate in the CISD Elementary GT Program.

Parent Signature: _____ Date: _____

Student: _____ Campus: _____ Grade: _____

Coppell ISD Gifted and Talented Education Program Permission to Participate in the Secondary GT Program

The Coppell ISD gifted and talented program is designed to provide appropriate educational experiences for those students who perform at a remarkably high level of accomplishment or show the potential for performing at a remarkably high level of accomplishment when compared to students of similar age, experience, or environment.

Program Goal

Students who participate in the gifted and talented program in Coppell ISD will demonstrate advanced skills in the following areas:

- Self-directed learning
- Critical and creative thinking
- Research skills in one or more disciplines
- Communication

Students who participate in the gifted and talented program in Coppell ISD will demonstrate their advanced skills through the development of innovative products and performances which reflect creativity, individuality, and professional-level quality.

Secondary GT Program Participation

Students who qualify to participate in the CISD Secondary GT program qualify in particular subject areas: mathematics / science and/or language / social studies. In order to take the subject-specific GT courses at middle school and high school, a student must qualify in the appropriate area. Your letter of qualification to participate should have indicated the area(s) in which your student qualified.

Coppell Gifted Association

The Coppell Gifted Association (CGA) is a non-profit organization of parents and educators committed to the quality education of gifted and talented students in Coppell ISD. The CGA offers the most up-to-date communication for parents of students participating in the gifted program as well as lectures and information on parenting gifted students. Visit the CGA website at www.coppellgifted.org.

TAGT and NAGC

Parents may also join the Texas Association for the Gifted and Talented (www.txgifted.org) and the National Association for Gifted Children (www.nagc.org). Membership in these organizations supports the education of gifted children across the state and the nation.

I **do** grant permission for my student to participate in the CISD Secondary GT Program.

I **do not** grant permission for my student to participate in the CISD Secondary GT Program.

Parent Signature: _____ Date: _____

Student: _____ Campus: _____ Grade: _____

Coppell ISD Gifted and Talented Education Program Portfolio Score (Grades K-5)

Student Name: _____ Date: _____

Campus: _____ Current Grade Level: _____

For the purposes of identifying students for participation in the CISD gifted and talented program, student work is collected as a portfolio and assessed on the standards of performance below. The portfolio is scored on a scale of one to ten with ten being the highest score possible. A student will earn a single score for the work in the portfolio regardless of the number of work samples present in the collection.

Description of the Items Considered in the Portfolio:

- Problem Solving Activities (example: Think Tank)
- Student Selected Creative Products
- Teacher Selected Products
- Evidence of accomplishment in an academic area outside of school
- Writing samples
- Science or social studies projects
- Exceptionally high TAKS scores (Above 2500 scale score) or TOMAGS scores
- Other (*please describe*)

Final Portfolio Score:

(Score must be between 1 and 10.)

The final score is the mean score of the individual evaluators' assessments of the work (at least three).

Individual Scores: _____

If the score is seven or higher, please indicate which of the GT performance standards were observed in the work of the student portfolio.

- Unusual presentation of ideas
- Advanced beyond grade level
- Complex or intricate presentation of an idea
- In-depth understanding of a problem or idea
- Resourceful and/or clever use of materials or ideas
- Research support for one or more idea
- Organized to communicate effectively
- High interest and perseverance in the work

Coppell ISD Gifted and Talented Education Program Portfolio Score (Grades 6-12)

Student Name: _____ Date: _____

Campus: _____ Current Grade Level: _____

For the purposes of identifying students for participation in the CISD gifted and talented program, student work is collected as a portfolio and assessed on the standards of performance below. The portfolio is scored on a scale of one to ten with ten being the highest score possible. A student will earn a single score for the work in the portfolio regardless of the number of work samples present in the collection.

Description of the Items Considered in the Portfolio:

- Problem Solving Activities
- Student Selected Creative Products
- Teacher Selected Products
- Evidence of accomplishment in an academic area outside of school
- Writing samples
- Science or social studies projects
- Exceptionally high TAKS scores (Above 2500 scale score)
- Other (*please describe*)

Final Portfolio Score: (Score must be between 1 and 10.)

The final score is the mean score of the individual evaluators' assessments of the work (at least three).

Individual Scores: _____

If the score is seven or higher, please indicate which of the GT performance standards were observed in the work of the student portfolio.

- Unusual presentation of ideas
- Advanced beyond grade level
- Complex or intricate presentation of an idea
- In-depth understanding of a problem or idea
- Resourceful and/or clever use of materials or ideas
- Research support for one or more idea
- Organized to communicate effectively
- High interest and perseverance in the work

GT Portfolio Assessment

Student: _____

Grade: _____

Evaluator: _____

Date: _____

Circle the score that you assign to this collection of work based upon your individual assessment of the items collected in the portfolio.

Score	Range	Interpretation of Score
10	Remarkably high level of performance (gifted range)	Work in this portfolio is of an exceptionally high level of performance when compared to any student of similar age or experience. Work in this portfolio typically shows evidence of at least seven of the eight GT performance standards. A score of ten is indicative of a gifted student with a broad range of talent.
9		Work in this portfolio clearly reflects a remarkably high level of performance when compared to any student of similar age or experience. Work in this portfolio typically shows evidence of at least five of the eight GT performance standards. A score of nine is indicative of a gifted student.
8		Work in this portfolio reflects a remarkably high level of performance when compared to other students of the same age or grade in Coppell ISD. Work in this portfolio typically shows evidence of at least three of the eight GT performance standards. A score of eight is indicative of a gifted student.
7	Above average performance	Work in this portfolio reflects performance that is clearly above average when compared to other students of the same age or grade in Coppell ISD. Work in this portfolio shows evidence of at least one of the eight GT performance standards. A score of seven may indicate performance similar to those participating in the gifted program.
6		Work in this portfolio reflects above average performance when compared to other students of the same age or grade in Coppell ISD. Though a score of six represents quality performance, it is not indicative of gifted levels of performance.
5		Work in this portfolio reflects slightly above average performance when compared to other students of the same age or grade in Coppell ISD. Though a score of five represents quality performance, it is not indicative of gifted levels of performance.
4	Average or on-grade level performance	Work in this portfolio is typical of students at this grade level or age group in Coppell ISD but may show some strengths that indicate some skills slightly above grade level expectations. Portfolios with a score of four indicate that the student is performing similarly to the majority of students of the same grade or age.
3		Work in this portfolio is typical of students at this grade level or age group in Coppell ISD. Portfolios with a score of three indicate that the student is performing similarly to the majority of students of the same grade or age.
2		Work in this portfolio is typical of students at this grade level in Coppell ISD but may show some weaknesses that indicate some skills below grade level expectations. Portfolios with a score of two indicate that the student is not performing in a way consistent with gifted and talented expectations.
1	Below Average	Work in this portfolio is below the expectation of students at this grade level or age group. Portfolios with a score of one indicate that the student is not performing in a way consistent with gifted and talented expectations.

Coppell ISD Gifted and Talented Education Program GT Product Scoring Label

Coppell ISD identifies eight performance standards to be used when evaluating the works in a portfolio for the purpose of assessing students for potential participation in the GT program. Below are the eight standards. Indicate the extent to which each is descriptive of the product to be assessed.

Student: _____ Grade: _____

Campus: _____ Date: _____

Description of the product: _____

Standard	To what extent is this characteristic present in the product?		
	Not Present at All	Slightly Present	Clearly Present
Unusual presentation of an idea	1	2	3
Advanced beyond grade level	1	2	3
Complex or intricate presentation of an idea	1	2	3
In-depth understanding of a problem or idea	1	2	3
Resourceful or clever use of materials or ideas	1	2	3
Research support for one or more ideas	1	2	3
Organized to communicate effectively	1	2	3
High interest and perseverance in the work	1	2	3
Total Score:			
Number of standards with a score of 3:			