



Cissel ISD
Gifted & Talented
Education Services

Administrative
Guidelines for
Screening and
Assessment
(Supporting CISD Policy EHBB)
October 2020

Coppell Independent School District

Advanced Academics Office

Vonita White Administration Building

200 South Denton Tap Road

Coppell, Texas 75019

(214) 496-6000

Middle School and High School Gifted and Talented Services inquires can be made to:

Dr. Deana Dynis, Executive Director of Teaching and Learning ddynis@coppellisd.com

Elementary Gifted and Talented Service inquires can be made to the Gifted and Talented Interventionist are assigned to each elementary campus.

Campus	GTI Specialist	Email
Austin Elementary	Natalie Harvey	nrharvey@coppellisd.com
Canyon Ranch Elementary	Elizabeth Cavender	ecavender@coppellisd.com
Cottonwood Creek Elementary	Kim Cook	kcook@coppellisd.com
Denton Creek Elementary	Martha Brown	mbrown@coppellisd.com
Lakeside Elementary	Melissa Warren	mwarren@coppellisd.com
Richard J. Lee Elementary	Ayesha Khan	akhan@coppellisd.com
Mockingbird Elementary	Ann Carlsson	acarlsson@coppellisd.com
Pinkerton Elementary	Marnie Ward	mward@coppellisd.com
Town Center Elementary	Heather Bass	hbass@coppellisd.com
Valley Ranch Elementary	Gayla Cockrell	gcockrell@coppellisd.com
Wilson Elementary	Carol Koslowski	ckoslowski@coppellisd.com

Table of Contents

Purpose and Definition	5
Service Goal	5
Procedures for GT Screening and Identification	
Participation in the GT Services	6
Gifted and Talented Committees	6
Gifted and Talented Assessment	7
Kindergarten	8
First-Fourth Grades	8
Fifth Grade	8
Sixth-Ninth Grades	9
Tenth-Twelfth Grades	9
Ongoing Screening	10
Parent/Guardian/Self Referral for Assessment for GT Services	10
Referral Timelines	10
CISD Educator Referrals for Assessment for GT Services	11
GT Learners Transferring to CISD at the Elementary Level	12
GT Learners Transferring to CISD at the Secondary Level	12
Conditions of Transfer Placement for Elementary/Secondary GT Learners	13
Assessment Procedures to Identify Learners for GT Services	14
Furlough from GT Services	16
Exit from GT Services	17
Appealing a Placement Decision	20
Authentic Assessment (Portfolio)	21
GT Performance Standards	22
Description of Portfolio	22
Items Collected in the Portfolio	25
Assigning a Final Score to the Portfolio	26
Descriptions of GT Performance Standards	26
Using the GT Product Scoring Label	29
Appendices: Forms	
Appendix A: Elementary GT Identification Profile	30
Appendix B: Secondary GT Identification Profile	31
Appendix C: Elementary Transfer Learner Agreement	33
Appendix D: Secondary Transfer Learner Agreement	34
Appendix E: Educator/Counselor/Administrator Referral	35
Appendix F: Appeal of Placement Decision (Level 1 Appeal)	36
Appendix G: Appeal of Placement Decision (Level 2 Appeal)	37
Appendix H: GT Furlough Application	38
Appendix I: GT Return to Active Status (after furlough)	39
Appendix J: GT Services Exit	40
Appendix K: GT Services Probationary Participation	41
Appendix L: Permission to Receive Elementary GT Services	42
Appendix M: Parent/Guardian Permission for Testing	43

Appendix N: Portfolio Submission	44
Appendix O: Portfolio Score Elementary (Grades K-5)	45
Appendix P: Portfolio Score Secondary (Grades 6-12)	46
Appendix Q: Portfolio Assessment	47
Appendix R: GT Product Scoring Label	48
Acknowledgements	49

Purpose and Definition

The Coppel ISD gifted and talented services are designed to provide appropriate educational experiences for those learners 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 learners of similar age, experience, or environment. The Coppel ISD gifted and talented services 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 and/or science
- Specific subject aptitude in language arts and/or social studies

Service Goal

Learners who participate in gifted and talented services in Coppel ISD will demonstrate advanced skills in the following areas:

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

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

Participation in Gifted and Talented Services

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

The procedures articulated in this document describe the process established by Coppell ISD in support of [CISD Policy EHBB](#) for determining how and when a learner qualifies for gifted and talented services.

The Coppell ISD Gifted and Talented Services Guide describes the services and options available for learners identified for participation in gifted and talented services. Where appropriate the correlation to the [Texas State Plan for the Education of Gifted/Talented Students](#) will be noted in parentheses. Identified learners must participate in GT services each year in order to continue to be served in GT services. There are provisions for furlough when appropriate.

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 referrals for participation in GT services, 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 services must serve on the GTC.

Should extenuating circumstances make it difficult for a campus GTC to meet to review assessment data or referrals, it is permissible for a district level GTC to convene provided the Executive Director of Teaching and Learning chairs those GTC meetings and the other members have completed a minimum of 30 hours of staff development in gifted education (19 TAC § 89.2(1)).

Gifted and Talented Assessment

For the 2020-2021 school year, Coppell ISD has crafted a Gifted and Talented Assessment Plan in order to address a heightened need for equity in the identification process for remote and in-person learners, while simultaneously meeting or exceeding the requirements of the [Texas State Plan for the Education of Gifted/Talented Students](#) (Spanish Version [here](#)) and holding true to the guiding principles of our Coppell ISD Gifted and Talented Services.

Kindergarten

All Kindergarten learners are automatically considered and universally screened for Gifted and Talented Services (2.20). Quantitative and qualitative data will be gathered between October and February to be presented to the campus GTCs in determining which learners are performing at or show the potential for accomplishment relative to age peers (2.21). Quantitative data points will be gathered from the standardized assessment tools utilized in both the face to face and remote learning environments. Qualitative data will include but is not limited to educator input utilizing standardized teacher rating scales.

Learners may be identified for GT Services and all families will be notified of the GTCs decision no later than March 1st of their Kindergarten year.

More information on the Kindergarten screening process can be found by clicking on the links below:

[Kindergarten](#) YouTube Video or [Kindergarten](#) Presentation (without the video/voiceover)

First - Fourth Grades

Screening for Gifted and Talented Services for learners in grades First-Fourth will be similar to the screening of learners in Kindergarten with a variety of quantitative and qualitative data gathered between October and February (2.22). Quantitative data points will be gathered from the standardized assessment tools utilized in both the face to face and remote learning environments. Qualitative data will include but is not limited to educator input utilizing standardized teacher rating scales.

More information on the First-Fourth Grade screening process can be found by clicking on the links below:

[First Grade - Fourth Grade](#) YouTube Video or [First Grade - Fourth Grade](#) Presentation (without the video/voiceover)

Fifth Grade

During the 2020-2021 school year, a variety of quantitative and qualitative data points will be collected for all fifth grade learners between October and February (2.22) similar to the practices utilized for learners in first-fourth grades. Quantitative data points will be gathered from the standardized assessment tools utilized in both the face to face and remote learning environments. Qualitative data will include but is not limited to educator input utilizing standardized teacher rating scales.

Fifth Grade learners identified for Gifted Services prior to the 2020-2021 school year will be included in the universal screening process described above (2.11). In addition to the quantitative and qualitative data points that will be collected for all fifth grade learners, a

more sophisticated standardized teacher input tool will be utilized to determine whether a learner's original area of identification, such as General Intellectual Ability (GIA), has narrowed to a more specific area of strength such as a single subject identification (for example: Mathematics) or multiple subject identification, such as Math/Science.

In CISD, a learner's identification area moving into his/her secondary studies will determine which GT courses he/she may enroll in.

More information on the Fifth Grade screening process can be found by clicking on the links below:

[Fifth Grade](#) YouTube Video or [Fifth Grade Presentation](#) (without the video/voiceover)

Sixth-Ninth Grades

Screening for Gifted and Talented Services for learners in grades Sixth-Ninth will be similar to the screening of elementary learners with a variety of quantitative and qualitative data gathered between October and February (2.22). Quantitative data points will be gathered from the standardized assessment tools utilized in both the face to face and remote learning environments. Qualitative data will include but is not limited to educator input utilizing standardized teacher rating scales.

More information on the Sixth-Ninth Grade screening process can be found by clicking on the links below:

[Sixth Grade - Ninth Grade](#) YouTube Video or [Sixth - Ninth Grade Presentation](#) (without the video/voiceover)

Tenth-Twelfth Grades

Learners in Tenth-Twelfth Grades may be referred by their parents/guardians or my self-refer for Gifted and Talented Assessment. A date for the standardized test administration as a part of the assessment process will be published on the CISD website on the [GT Referral Page](#). The referral window will last approximately 1 month and the face to face assessment will occur after the referral window closes. Learners in grades 10-12 who wish to be assessed in a remote environment must complete the referral form and assessment will be arranged on an individual basis through a partnership between the CISD Departments of Assessment and Advanced Academics.

More information on the Tenth-Twelfth Grade screening process can be found by clicking on the links below:

[Tenth Grade - Twelfth Grade](#) YouTube Video or [Tenth - Twelfth Grade Presentation](#) (without the video/voiceover)

Ongoing Screening

At any time a classroom educator, campus counselor, or administrator believe additional assessment is necessary for a learner, that information is taken to the campus Gifted and Talented Committee (GTC). Additionally, data from screening in previous grade levels, current norm-referenced achievement data, and other quantitative or qualitative data sources may trigger additional evaluation. Parent permission for additional assessment must be obtained before any formal assessment is conducted.

Parent/Guardian/Self Referral for Assessment for Gifted and Talented Services

During the 2020-2021 school year, parent/guardian/self referrals will only be accepted for learners in Tenth - Twelfth Grades.

Learners may self-refer or be referred for GT services once per academic year (August 1st to July 31st).

Referral Timelines

Referrals for gifted and talented services should be completed online. Any hard copy referral forms should be returned to the office on the campus the learner attends. Deadlines for referral forms, whether online or hard copy, are strictly adhered to. Exact

deadlines each year are posted on the district GT website, www.coppellisd.com/giftedandtalented .

The following table outlines the annual referral and testing schedule for elementary.

Grades	Assessment Window	Estimated Deadline
Kindergarten	October - February	None (Universal screening)
1	October - February	None
2	October - February	None
3	October - February	None
4	October - February	None
5	October - February	None
6	October - February	None
7	October - February	None
8	October - February	None
9	October - February	None

The following table outlines the annual referral and testing schedule for secondary.

Bi-Annual	Assessment Window	Estimated Deadline
Fall Testing	None for 20-21	NA
Spring Testing	April	February

CISD Educator Referrals for Assessment for Gifted and Talented Services

Educators, counselors, and administrators may refer a learner for assessment for gifted and talented services. Referrals for assessment should be based upon observed

performance on school work, standardized examinations, or other measures of achievement that indicate the learner is performing at or has the potential to perform at a remarkably high level of accomplishment.

When a referral for assessment for GT services is made, it should be submitted to the campus GTC for consideration. The GTC will evaluate existing data and will either request additional assessment data be collected for further consideration or the GTC may make a participation decision without gathering additional assessment data.

The forms for referral to participate in gifted and talented services are available in the campus office or on the CISD website for gifted and talented services.

GT Learners Transferring to Coppell ISD at the Elementary Level

Learners who have been actively receiving gifted and talented services in another public school district will receive gifted and talented services in a Coppell ISD elementary school for one semester on a probationary status provided upon enrollment:

- Parents/Guardians can provide proof of services in the previous district through school records, report cards, or in some cases an individual education plan designed for gifted learners
- **And** records of existing testing from a nationally normed test are provided
- Parents/Guardians complete the GT Transfer Learner Application

GT Learners Transferring to Coppell ISD at the Secondary Level

Learners who have been actively participating in gifted and talented services/courses in another school district will be provisionally placed into CISD GT courses immediately upon registration provided that:

- Parents/Guardians or the Learner provides written documentation from the previous school district to verify that he/she participated in the GT courses*/services prior to enrolling in Coppell Schools
- Learner (or parent/guardian) completes the GT Transfer Learner Application

*Note in alignment with and support of CISD Gifted and Talented Services guidelines, the only CISD GT courses a secondary transfer learner would be eligible to enroll in would be those in which the learner was enrolled in his/her previous district or those that align with the specific subject(s) of identification (if that information is provided upon enrollment).

Conditions of Transfer Placement for Elementary and Secondary GT Learners

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

- Elementary School Level: General Education Classroom
- Middle School Level: GT classes
- High School Level: GT, Honors, AP and IB classes

Transfer Application Clarifications

- A learner may only be considered for transfer admission to CISD GT courses/services if the school from which he/she is transferring formally identifies learners for participation in a gifted education program/provided gifted services that comply with the Texas State Plan for the Education of Gifted/Talented Students. In many cases, home, charter, and private schools do not have formal identification for gifted education services; thus, those transfer learners would not be eligible for the GT Transfer Application.
- A learner previously identified for participation in Coppell ISD GT courses/services who transferred to another school, will automatically be admitted at either the elementary or secondary level as **a transfer learner** back into GT courses/services regardless of which school (or home school) the learner attended since identification.
- Occasionally, learners transfer to Coppell ISD from schools without formal identification procedures who have formal ability and/or achievement testing records even though those assessments were not used to determine GT services. The district will accept those scores for consideration for GT services if the scores meet the identification standards of Coppell ISD. The campus GTC will determine whether provisional placement is appropriate for that learner based on the submitted scores and other information available to the committee at the time of the enrollment. Should the committee require additional GT assessment, the GTC may refer the learner for assessment for CISD GT services.

Assessment Procedures to Identify Learners for GT Services

The Texas State Plan for the Education of Gifted and Talented Students requires quantitative and qualitative data be collected through three (3) or more measures to determine whether a learner needs gifted/talented services. (2.22)

In Coppell ISD, a variety of tools and instruments **may** be utilized as part of the Gifted and Talented Services Assessment Process.

- Cognitive Ability Screening
 - A district administered standardized aptitude test available in English, Spanish, or a similar non-verbal assessment (2.19) is utilized with the Standard Age Score (SAS) Composite score used for identification purposes.
- Demonstration of Academic Achievement
 - Measure of Academic Progress (MAP) Data
 - As part of the district’s assessment plan, learners in Kindergarten - Ninth Grade are administered reading, mathematics, and in some cases, science MAP tests. Those tests may be used as part of the Gifted Services identification process.
 - Additional Tests
 - Additional tests may be used as part of a learner’s data portfolio. These include any additional tests the learner has taken previously. In some circumstances, the district committee for GT placement may request an additional test when the evidence for making the GT placement decision is inconclusive.
 - While state tests such as STAAR are not sufficient evidence to demonstrate gifted levels of performance, they may be considered as evidence of high achievement in the current grade level.
 - Educator Feedback

- Traits, Aptitudes, and Behaviors (TABs) teacher input form, The Scales for Identifying Gifted Students (SIGS) and/or the Slocumb-Payne Teacher Perception Inventory are used to gather feedback from a learner's educator(s) about the learner's level of performance in class.
- o Portfolio (Demonstration of High Ability)
 - Designed activities can be used as examples of learner work in the portfolio category. These are chosen by the school and completed at school.
 - Additional evidence of outstanding achievement by the learner may be furnished by the learner or parents as part of the portfolio collection to demonstrate high ability of academic achievement. Participation in extra-curricular or co-curricular clubs and activities are not considered evidence of high ability or academic achievement. They are anecdotal evidence and will not be considered in the screening process.
- o Interview
 - A scripted interview with scoring protocols may be utilized to gather additional information about a learner's vocabulary, sense of humor, problem-solving ability, creative thinking, etc. which are common traits of gifted learners.

Furlough from GT Services

Learners who have qualified for GT services are allowed a temporary furlough (2.10). The furlough must be based upon extenuating circumstances that have or will inhibit the learner from performing at a remarkably high level during a specified period of time. To apply for a furlough, the learner must complete the GT furlough application. The application will require the learner or parent/guardian to explain the circumstance that

will temporarily inhibit performance. The furlough application is available in the front office at campuses or on the CISD Gifted and Talented Services website. The completed form must be returned to the campus and the furlough must be approved by the campus GTC. The furlough application will be approved as long as the GTC deems the request to be based on a temporary circumstance and expects the learner 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 learner requests a return to GT services sooner than the end of the school year. At the end of the furlough period, the learner must complete a Return to Active Status Application. The Return form is available from the front office or on the CISD website for Gifted and Talented Services. If the learner elects not to return to active status at the end of the furlough period, the learner will be exited from GT services and must be referred to participate in the future.

Exit from GT Services

A learner who qualifies to participate in gifted and talented services may be exited from participation (2.12) under the following circumstances:

- **Poor Academic Performance**
Poor academic performance contradicts the definition of a gifted and talented learner 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).**
- **Non-Participation**

The GTC must approve an exit from gifted and talented services based on poor academic performance. The GTC completes and signs the GT Service Exit form available from the front office or the CISD Gifted and Talented services website. An exit due to AEP enrollment will be completed by the Executive Director of Teaching and Learning. A signed exit form must be completed for the learner's file.

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

Elementary Level

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

Secondary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR or End of Course Exams)
- Grade averages below 70 in any core or gifted and talented classes (including IB, AP, Honors, and equivalent classes)

Probationary Period

A probationary period is **strongly recommended** when a participating learner begins to exhibit poor academic performance. Academic interventions and/or social-emotional supports **should be** provided to learners prior to exiting the learner from GT Services (2.12.1). A conference (virtual or face to face) should be held with the learner, his/her parents/guardians, and the classroom/course educator in whose course the learner is exhibiting poor academic performance. During the conference, the participants should complete the Probationary Participation form available in the front office or on the CISD Gifted and Talented Services website. Upon the completion of the conference, the learner and his/her parents/guardians should understand the area of poor academic performance and be clear on the level of performance necessary to remain as a participant in GT services. The frequency of the academic interventions and/or the social-emotional supports that will be provided to the learner should be documented during the conference. Additionally, the probationary period must have a defined time limit not to exceed one semester. If at the end of the probationary period the learner 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 learner who is not identified to participate in gifted and talented services at either the elementary or the secondary level may appeal the decision of the campus GTC. The appeal process is designed to ensure that quality and appropriate decisions are made in the best interest of learners and according to district guidelines. The GT Appeal form is available in the campus front office or from the CISD Gifted and Talented Services website. To make an appeal, complete all sections of the GT Appeal form and return it to the campus. Appeals must be submitted within 10 school days of the receipt of the GTC's placement notification. 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 notify the learner/parent or guardian of their decision within 30 school days. The GTC will consider the appeal and make one of three possible decisions:

1. Overturn the original decision and approve the learner for GT services
2. Confirm the original decision and not approve the learner for GT services without gathering further assessment data
3. Confirm the original decision and not approve the learner for GT services in light of additionally gathered assessment data

Level Two Appeals

If the learner or parent/guardian is not satisfied with the decision of the Level One appeal, he/she may make a second appeal to the Executive Director of Teaching and Learning. The GT Appeal form must be completed a second time indicating a Level Two Appeal. The GT Appeal form is then submitted to the Executive Director of Teaching and Learning at the

Vonita White Administration Building. It may be scanned to ddynis@coppellisd.com, mailed, or hand delivered. A decision on the Level Two Appeal will be made within 30 calendar 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 school days of the additional testing decision. The Executive Director of Teaching and Learning will make one of three possible decisions:

1. Overturn the original decision and approve the learner for GT services
2. Confirm the original decision and not approve the learner for GT services without gathering further assessment data
3. Confirm the original decision and not approve the learner for GT services in light of additionally gathered assessment data

Level Three Appeals

If the learner 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 learner work is one mechanism for identifying learners who demonstrate the need for gifted and talented services. Authentic assessment of learner work assists the gifted and talented committee (GTC) in making the decision of whether the learner is performing at a remarkably high level.

For the purposes of identifying learners for CISD Gifted and Talented Services, learner 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 learner 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. Learner work represents an unusual presentation of an idea
2. Learner work is advanced beyond age or grade level
3. Learner work represents a complex or intricate presentation of an idea
4. Learner work displays an in-depth understanding of a problem or an idea
5. Learner work demonstrates a resourceful and/or clever use of materials or ideas
6. Learner work demonstrates research in support of an idea
7. Learner work is organized to communicate effectively
8. Learner 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 the decision of whether the learner meets the criteria for services. The basic question being asked in this evaluation is whether the learner is performing at a remarkably high level when compared to learners 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 the individual work of the learner. The work should not represent group work assignments or products in which the learner's parent or educator 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 learner 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 learner with a broad range of talent.
9		Work in this portfolio clearly reflects a remarkably high level of performance when compared to any learner 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 learner.
8		Work in this portfolio reflects a remarkably high level of performance when compared to other learners 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 learner.
7	Above average performance	Work in this portfolio reflects performance that is clearly above average when compared to other learners 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 receiving gifted services.
6		Work in this portfolio reflects above average performance when compared to other learners 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 learners 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		Work in this portfolio is typical of learners 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 the learner is performing similarly to the majority of learners of the same grade or age.
3	Average or on-grade level performance	Work in this portfolio is typical of learners at this grade level or age group in Coppell ISD. Portfolios with a score of three indicate the learner is performing similarly to the majority of learners of the same grade or age.
2		Work in this portfolio is typical of learners 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 the learner is not performing in a way consistent with gifted and talented expectations.
1	Below Average	Work in this portfolio is below the expectation of learners at this grade level or age group. Portfolios with a score of one indicate

		the learner 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) learner-selected samples of work, and 3) standardized assessments scores such as STAAR, TOMAGS, etc.

Sample Common Tasks Directed by Educators

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

Sample Learner-Selected Samples

- ✓ Science fair or history fair projects
- ✓ Classroom assigned projects
- ✓ Passion projects completed outside of school

Samples of Standardized Assessments

- ✓ STAAR or EOC Scores
- ✓ TOMAGS Scores
- ✓ SAT, ACT, PSAT, or **district administered** practice tests of any of these standardized tests
- ✓ Other Standardized Assessments

Assigning a Final Score to the Portfolio

The final score of the learner 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. Learner work represents an unusual presentation of an idea.

Gifted learners 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 learners may try to complete tasks in different, unusual, or imaginative ways. Given a class assignment, learners may develop products that are very different from those of others. These products may appear eccentric, odd, or offbeat, but are highly original and successful at either meeting the class assignment or the learner's objective for developing products. Verbal students may use language in unusual ways.

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

Gifted learners 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 learners, these products may include details not normally provided by other learners of similar age. Older learners may address issues not usually of interest to chronological peers. Products from learners at all ages may reflect a whimsical or sophisticated sense of humor, and the products may reflect knowledge of material or

skills not previously introduced in class.

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

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

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

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

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

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

verbal learners.

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

Gifted learners 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 elaborate examples and illustrations to expand upon the main idea. Research is sometimes conducted at a level not normally expected based on the learner's age or experience. This could include the use of interviews or surveys with younger learners or the appropriate use of primary and secondary sources for older learners. In some cases, extensive reading, questioning, and/or research has taken place prior to the development of the product.

7. Learner work is organized to communicate effectively.

Gifted learners 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. Learner work displays evidence of high interest and perseverance on a task.

Gifted learners have a strong desire for self-improvement. They persist on complicated tasks demonstrating extensive exploratory behavior. Gifted learners 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 learner worked on the product longer than would be expected for the age and grade level of the learner.

Using the GT Product Scoring Label

Each authentic product in the portfolio should be labeled (see Appendix R for the form). If possible, the learner should name the product and provide a description. Each 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

Appendix A: CISD Elementary Gifted and Talented Identification Profile

COPPELL ISD GIFTED & TALENTED IDENTIFICATION PROFILE

Student Name: _____ ID# _____ Grade: _____ Campus: _____

Birth Date: _____ Age: _____

GT Committee:

<input type="checkbox"/> EL R: <input type="checkbox"/> L: <input type="checkbox"/> Overall: _____ <input type="checkbox"/> 504 _____ <input type="checkbox"/> Special Education _____ <input type="checkbox"/> Transfer _____	_____	_____
	_____	_____
	_____	_____

Kindergarten-2nd Grade				(+/-)	Scoring Information
I. Achievement Date: _____	MAP Reading _____ %ile	MAP Math _____ %ile	MAP Science _____ %ile		(+) Highly Recommend (+/-) Recommend With Reservations (-) Not Recommended
II. Achievement Date: _____	MAP Reading _____ %ile	MAP Math _____ %ile	MAP Science _____ %ile		
III. Portfolio	K: _____/3		1st/2nd: _____/4		
IV. TABs	No. of categories scored at a 4: _____/10 at a 5: _____/10				
V. NNAT3 Date: _____	NAI _____				
VI. SAGES-2 (Grades K-2)	LA/SS _____	Math/Science _____	Reasoning _____		
Other:					
3rd-5th Grade				(+/-)	Notes
I. Achievement Test Date: _____	MAP Reading _____ %ile	MAP Math _____ %ile	MAP Science _____ %ile		
II. Achievement Test Date: _____	MAP Reading _____ %ile	MAP Math _____ %ile	MAP Science _____ %ile		
III. CogAT/NNAT3 Date: _____	Verbal _____	Quantitative _____	Nonverbal _____		
IV. TABs	No. of categories scored at a 4: _____/10 at a 5: _____/10				
Other:					
<input type="checkbox"/> Recommended for services <input type="checkbox"/> Services not recommended at this time <input type="checkbox"/> Further Assessment Recommended: _____				TYPE OF SERVICES: <input type="checkbox"/> Lang. Arts/Soc. Studies <input type="checkbox"/> Math/Science <input type="checkbox"/> General Intellectual Ability	
Decision Date: _____ Additional Assessment Decision Date: _____				Appeal Date: _____ Appeal Decision: _____	

Appendix B: CISD Secondary Gifted and Talented Identification Profile

Coppell ISD Secondary Gifted and Talented Identification Profile

Student Name: _____ ID#: _____

Campus: _____ Grade: _____ Date: _____

Address: _____

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

GIA	Math/Science	Language Arts/Social Studies
Abilities Composite: SIGS (%ile): Work Samples: Interview: Achievement Composite:	Quantitative Ability: Nonverbal Ability: SIGS Math: SIGS Science: Work Samples and/or Portfolio Score: Interview: Math Achievement: Science Achievement:	Verbal Ability: SIGS LA: SIGS Social Studies: Work Samples and/or Portfolio Score: Interview: Verbal Achievement:

Abilities Test: _____ Date: _____

Achievement Test: _____ Date: _____

Gifted and Talented Committee

Date of Meeting: _____

Members Present:

_____	_____
_____	_____
_____	_____

Decision:

- Recommended for GT Services
- GT Services Not Recommended at this time
- Further Assessment Recommended
 - Date Further Assessment Completed: _____

Type of Service Recommended:

- General Intellectual Ability (all 4 core content areas)
- Math/Science Subject Specific
- Language Arts/Social Studies Subject Specific

Notes:

Date of Final Decision: _____

Appendix C: Elementary Transfer Learner Agreement

Coppell ISD Gifted and Talented Education GT Transfer Learner Agreement (Grades K-5)

The Coppell ISD Gifted and Talented Services are designed to provide appropriate educational experiences for those learners 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 learners of similar age, experience, or environment. Learners may be served in gifted and talented services based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance.

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

Transfer Policy Acknowledgement

Learners who have been actively participating in gifted and talented services in another school/district may apply for transfer admission to CISD GT services. To qualify for participation as a transfer (grades K-5), CISD must receive printed evidence of nationally normed standardized testing qualifying the learner for GT services in his/her previous school. Additional assessments may be conducted at the school's discretion to determine if CISD gifted services are an appropriate instructional placement for the learner.

I wish to have my learner considered for transfer acceptance into the CISD gifted and talented services, and I give permission for additional testing/assessment as needed as part of the consideration. I understand my learner will be served on a probationary basis for a term not to exceed one semester.

Printed Parent Name: _____ Parent Email Address: _____

Learner : _____ Learner ID # _____
Last First Middle I.

School: _____ Grade: _____ Teacher: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

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

Previous School and District: _____

Parent Signature: _____ Date: _____

Appendix D: Secondary Transfer Learner Agreement

Coppell ISD Gifted and Talented Education GT Transfer Learner Agreement (Grades 6-12)

The Coppell ISD gifted and talented services are designed to provide appropriate educational experiences for those learners 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 learners of similar age, experience, or environment.

Learners may demonstrate a need for gifted and talented services based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance.

Transfer Policy Acknowledgement

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

Transfer placement is considered provisional for one full semester. The provisional placement becomes an official placement to participate in GT services if the learner maintains an overall average of 80 or higher in all GT service courses. Learners must enroll in and complete designated gifted and talented courses and/or AP, IB, Honors or the equivalent, or college courses to maintain their status in gifted and talented services in CISD.

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

Printed Parent Name: _____ Parent Email Address: _____

Learner : _____ Learner ID # _____
Last First Middle I.

School: _____ Grade: _____ Teacher: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

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

Previous School and District: _____

Parent Signature: _____ Date: _____

Appendix E: Educator/Counselor/Administrator Referral

Coppell ISD Gifted and Talented Education Educator/Counselor/Administrator Referral

The Coppell ISD Gifted and Talented Services are designed to provide appropriate educational experiences for learners 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 learners of similar age, experience, or environment. Learners may qualify for Gifted and Talented Services based on evidence of their remarkably high level of performance or evidence of their potential for remarkably high level of performance. Coppell ISD provides services for gifted and talented learners in grades K-12.

GTC Approval

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

Educator/Counselor Making Referral: _____

Campus: _____ Date of Referral: _____

Learner Name: _____ Student Id _____ Current Grade: ____

Attach on a separate sheet or provide a link to a document with your rationale for referring this learner for GT Services.

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 following reason(s).

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

Appendix F: Appeal of Placement Decision (Level 1 Appeal)

Coppell ISD Gifted and Talented Services Appeal of Placement Decision (Level 1 Appeal)

Return this form to the front office at your campus.

A learner who does not qualify to participate in gifted and talented services 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 learners 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.

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

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 and Talented Committee's decision to not recommend your student for participation in gifted and talented services.

CISD Gifted and Talented Services are designed to serve the academic needs of learners 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 learner 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 services.
- Confirm the original decision without further testing.
- Confirm the original decision after further testing or data collection.

Appendix G: Appeal of Placement Decision (Level 2 Appeal)

Coppell ISD Gifted and Talented Services Appeal of Placement Decision (Level 2 Appeal)

Return this form to the Executive Director of Teaching and Learning at the Vonita White Administration Building at 200 S. Denton Tap Road, Coppell, Texas 75019.

A learner who does not qualify for participation in gifted and talented services 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 Executive Director of Teaching and Learning. Additional testing may be required based on a Level 2 Appeal, but additional testing is not guaranteed.

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

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? You may attach additional pages.

Executive Director of Teaching and Learning Review Date of Review: _____

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

Appendix H: GT Furlough Application

Coppell ISD Gifted and Talented Education GT Furlough Application

Return this form to the front office at your campus.

Learners who have qualified to participate in GT services are allowed a temporary furlough. The furlough must be based upon extenuating circumstances that have or will inhibit the learner 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 learner 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 learner requests a return to services sooner than the end of the school year. At the end of the furlough period, the learner must complete a Return to Active Status Application. The Return form is available from the front office or on the CISD website for Gifted and Talented Education. If the learner elects not to return to active status at the end of the furlough period, the learner will be exited from GT services and must be referred again to participate in the future.

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

In an attached document, 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 _____ *(Select one of the following.)*

- Approve furlough request.
- Deny furlough request.

Beginning date of furlough: _____ Ending date of furlough: _____

Appendix I: GT Return to Active Status

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

Return this form to the front office at your campus.

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

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

Return to GT services participation on the following date: _____

Parent/Guardian Signature: _____ Date: _____

Appendix J: GT Services Exit

Coppell ISD Gifted and Talented Education GT Services Exit

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

- Poor Academic Performance
- Enrollment in the Alternative Educational Placement
- Non-Participation

Clarification of Poor Academic Performance

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

Elementary Level

- Failure to meet standard on one or more state assessments (i.e. STAAR)
- 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. STAAR/EOC)
- Grade averages below 70 in gifted and talented classes (including AP, IB, and Honors classes)

Clarification of Non-Participation

The following options are considered as part of the GT services at the middle school and high school levels. A learner must participate in at least one of these options to continue to receive services (without unusual circumstances such as scheduling difficulty that would prevent the learner from participating).

- GT Classes
- AP Classes
- IB Classes
- Honors Classes
- Dual Credit (including Senior Scholars)

If a learner is not participating in at least one of those options, he/she is required to sign this form and will be removed from GT services. Future participation in GT services would require that the learner be referred again and meet the qualification requirements for participation.

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

Reason for exit:

- Learner elects to attend the alternative educational setting without GT services
 Poor academic performance (explain below)
 Non-Participation

Attach Documentation as Evidence of Poor Academic Performance if applicable.

GTC Review

GT Service Exit Confirmed Date of Exit: _____

Appendix K: GT Services Probationary Participation

Coppell ISD Gifted and Talented Education Program Probationary Participation

Poor academic performance is a reason for a learner to be exited from participation in CISD gifted and talented services. Prior to removal from GT services, the GTC may determine that a probationary period is appropriate for the learner.

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 GT services
3. Describe the frequency of the academic interventions and/or social-emotional supports to be provided to the learner
4. Defined time limit of the probationary period (not to exceed one semester)

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

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

What level of performance is needed for the learner to continue receiving GT services?

Describe the frequency of the academic interventions and/or social-emotional supports to be provided.

Parent/Guardian Signature: _____ Date: _____

Learner Signature: _____ Date: _____

GTC Review

_____ GT Probationary Participation Approved.

Beginning of Probationary Period: _____

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

Appendix L: Permission to Serve Document

Coppell ISD Gifted and Talented Education Permission to Receive Elementary GT Services

The Coppell ISD Gifted and Talented Services are designed to provide appropriate educational experiences for learners 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 learners of similar age, experience, or environment.

Learners who receive gifted and talented services 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

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

Parent Resources

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

____ I **do not** grant permission for my learner to participate in the CISD Elementary GT Services.

Parent Signature: _____ Date: _____

Learner: _____ Campus: _____ Grade: _____

Appendix M: Parent/Guardian Permission for Testing

Coppell ISD Gifted and Talented Education Parent/Guardian Permission for Testing

Your learner has been referred to the campus gifted and talented committee (GTC) for potential participation in gifted and talented services. The committee has reviewed the available data and recommends that additional testing be conducted before making a final decision on your learner's potential participation in GT services.

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

Parent Signature: _____ Date: _____

Printed Parent Name: _____

Learner: _____
Last First Middle

School: _____ Grade: _____ Educator: _____

Address: _____ City: _____ Zip: _____

Home Phone: _____ Mobile/Work Phone: _____

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

To help the committee better understand your learner and his/her potential for remarkably high levels of academic performance, briefly state any evidence that your learner is performing or has the potential to perform at a remarkably high level of accomplishment and complete the parent questionnaire provided by campus personnel.

Appendix N: Portfolio Submission

Coppell ISD Gifted and Talented Education Portfolio Submission

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

For the purposes of identifying learners for participation in CISD gifted and talented services, learner work is collected as a portfolio and assessed according to standards of gifted level achievement. Learners may submit work that they believe evidences advanced levels of achievement.

Directions:

Use this form as a cover sheet to be included with the learner's work. In addition to the learner work, the learner (or parent for grades K-2) must include a description of the work and why he/she believes it exemplifies advanced level work when compared to learners of similar ages, experience, or environment.

List below the items being included in this portfolio submission.

Appendix O: Portfolio Score Elementary

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

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

For the purposes of identifying learners for participation in the CISD gifted and talented services, learner 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 learner 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:

- o Problem Solving Activities (example: Think Tank)
- o Learner Selected Creative Products
- o Educator Selected Products
- o Evidence of accomplishment in an academic area outside of school
- o Writing samples
- o Science or social studies projects
- o Exceptionally high STAAR scores or TOMAGS scores
- o 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.

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

Appendix P: Portfolio Score Secondary

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

Learner Name: _____ Student ID: _____

Campus: _____ Current Grade Level: _____ Date: _____

For the purposes of identifying learners for participation in CISD gifted and talented services, learner 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 learner 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:

- o Problem Solving Activities
- o Learner Selected Creative Products
- o Educator Selected Products
- o Evidence of accomplishment in an academic area outside of school
- o Writing samples
- o Science or social studies projects
- o Exceptionally high STAAR/EOC scores
- o 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.

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

Appendix Q: Portfolio Assessment

GT Portfolio Assessment

Learner: _____ Student ID: _____ 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 learner 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 learner with a broad range of talent.
9		Work in this portfolio clearly reflects a remarkably high level of performance when compared to any learner 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 learner.
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 learner.
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 learners 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 learners 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 learners 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 learner is performing similarly to the majority of learners of the same grade or age.
3		Work in this portfolio is typical of learners at this grade level or age group in Coppell ISD. Portfolios with a score of three indicate that the learner is performing similarly to the majority of learners of the same grade or age.
2		Work in this portfolio is typical of learners 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 learner is not performing in a way consistent with gifted and talented expectations.
1	Below Average	Work in this portfolio is below the expectation of learners at this grade level or age group. Portfolios with a score of one indicate that the learner is not performing in a way consistent with gifted and talented expectations.

Appendix R: GT Product Scoring Label

Coppell ISD Gifted and Talented Education 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 learners for potential participation in GT services. Below are the eight standards. Indicate the extent to which each is descriptive of the product to be assessed.

Learner Name & ID#: _____ 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:			

Acknowledgements

The Coppell ISD Gifted and Talented Services Administrative Guidelines were initially written by Dr. Todd Kettler when he served the learners, educators, and community as the Director of Advanced Academics. Under his leadership, Gifted Services in Coppell ISD began a transformational journey which we are still on today.

Over the last ten years, a legion of talented and committed Gifted and Talented educators have contributed to the current version of this document. Their thoughtfulness and laser focus on meeting the academic and social emotional needs of learners identified gifted and talented inspires the redesigning and iterative nature of the services we provide.

Our service models are a work in progress and we are committed to continuing to learn more about the needs of our gifted learners so we might better serve them. Our commitment to serving our learners in unwavering.