

# Procedures for Identification of Gifted & Talented Students

## In grades 4-8:

To qualify for the gifted and talented program in grades four (4) through eight (8), the student shall meet the criteria in a minimum of one (1) gifted and talented category.

Qualifications for four (4) through eight (8) shall be as follows:

1. **General intellectual ability** shall be determined by a student score within the ninth (9) stanine on a full-scale comprehensive test of intellectual ability. (Carter County administers the Raven and the Otis Lennon School Ability Test near the end of the third (3) grade.) In addition, the student must have at least two (2) other indicators of general intellectual ability. These may include:
  - Teacher recommendation
  - Parent recommendation
  - Checklist of behaviors indicative of G/T students
  - Other pertinent identification significant information considered by the selection committee
  
2. **Specific academic aptitude** shall be determined by a composite score in the ninth (9) stanine on one (1) or more subject test scores of an achievement test. In addition, the student must have at least two (2) other indicators of specific academic aptitude. These may include:
  - Teacher recommendation
  - Student awards or critiques of performance
  - Off-level testing
  - Portfolio of high academic performance
  - Student product
  
3. **Creativity** shall be determined through the use of informal or formal assessment measures that focus on determining a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Evidence of creative ability may also include:
  - Creative writing samples
  - High scores on tests of creative ability (examples: circles, Torrance, Williams, others)
  - Behavioral checklists or observations targeting creative behavior
  - Observation of original ideas or products and problem solving.(Three indicators must be present for consideration)

4. **Leadership** or psychosocial abilities shall be determined by a variety of informal measures administered by a teacher or staff who is knowledgeable in the nature and needs of gifted students. These measures may include:
- Behavioral checklists
  - Documentation of the student's willingness to assume leadership roles in class, student organizations, and in community activities
  - Sociograms
  - Peer recommendations
  - Portfolio entries which display leadership qualities
  - Offices held by a student in extracurricular activities
- (Three indicators must be present to be considered)
5. **Visual and performing arts** talent shall be determined through evidence of performance that may include audition, letters of recommendation, and product or portfolio assessment by specialists or professional artists. Evidence may also include:
- Awards or critiques of performance
  - Portfolio of visual or performing arts ability.
  - Student products
- (Three indicators must be present to be considered)

**Based on data gathered by the Gifted/Talented Coordinator or gifted education teacher, a school based selection committee determines those student who are eligible for identification and services. This committee consists of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teachers, teachers of students with disabilities, counselor(s), and consulting professionals, as appropriate.**