



DENVER  
PUBLIC  
SCHOOLS

# Gifted and Talented

## DPS Gifted and Talented Identification Pathways

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## Academic Pathways Without ACCESS

[Click this link for a full list of Assessments Used in Denver Public Schools for GT/HGT Identification](#)

GT: General Intellectual Ability (GIA)	GT GIA: 1	GT GIA: 2
	<p>achievement + achievement (achievement scores in different academic areas)</p> <p><b>AND</b></p> <p><a href="#">Anecdotal data indicating giftedness</a></p> <p><b>OR</b></p> <p>observation in an academic area (includes GIA)</p> <p><b>OR</b></p> <p>a third achievement score (3 total, but from different assessments, e.g. CMAS, CMAS, STAR)</p>	<p>achievement + observation (qualifying scores from different academic areas)</p> <p><b>AND</b></p> <p><a href="#">Anecdotal data indicating giftedness</a></p> <p>The observation score must be in general intellectual ability or an academic area. Qualifying creativity and leadership scores support a potential Talent ID. Follow the <a href="#">Talent pathways process</a>.</p>

GT: Academic Strength Area (reading, writing, math, science, social studies)	GT with Strength Area: 1	GT with Strength Area: 2	GT with Strength Area: 3	GT with Strength Area: 4
	<p>1 observation scale score (in academic area)</p> <p>+</p> <p>2 academic test scores (in same strength area and same academic area as observation scale score)</p>	<p>3 academic test scores* in the same academic domain</p> <p>*must be from at least two different assessments</p>	<p>1 observation scale score (in academic area)</p> <p>+</p> <p>1 academic achievement score (in same academic area as observation scale)</p> <p>+</p>	<p>2 academic test scores in the same academic domain</p> <p>+</p> <p>❖ <a href="#">Anecdotal data indicating giftedness</a></p>

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			<a href="#">Anecdotal data indicating giftedness</a>	
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## Academic Pathways Without ACCESS

HGT: General Intellectual Ability (GIA)	HGT GIA: 1	HGT GIA: 2	HGT GIA: 3
	2+ cognitive assessments (95th+) + <a href="#">Anecdotal data indicating giftedness</a>  *Having two qualifying cognitive scores is very rare, but does happen on occasion. This is not a route to actively seek for identification as most students with a qualifying cognitive score end up with other qualifying data.	cognitive + achievement + <a href="#">Anecdotal data indicating giftedness</a>	cognitive + observation scale + <a href="#">Anecdotal data indicating giftedness</a>
	HGT GIA: 4	HGT GIA: 5	The observation score must be in general intellectual ability or an academic area. Qualifying creativity and leadership scores support a potential Talent ID. Follow the <a href="#">Talent pathways process</a> .
	cognitive + achievement + achievement (achievement scores in different academic areas)	cognitive + achievement + observation (achievement and observation scores in different academic areas)	

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## Academic Pathways Without ACCESS

HGT: Academic Strength Area (reading, writing, math, science, social studies)	HGT with Strength Area: 1	HGT with Strength Area: 2
	1 cognitive test score + 1 Observation scale score (in academic area) + 1 academic test score (in same academic area)	1 cognitive test score + 2 academic test scores in the same domain

## Identification Pathways With ACCESS

If you **ARE** GT Identification Certified, you **must** include your Manager or Curriculum Specialist as one of the three team members reviewing data to make any identification decision that includes ACCESS scores. You no longer have to submit these names to the ID review committee.

If you are **NOT** GT Identification Certified, please [submit to the review committee](#) as usual.

Click [this link](#) for a full list of Assessments used in Denver Public Schools for GT/HGT Identification

ACCESS	ACCESS GT GIA: 1	ACCESS GT GIA: 2	ACCESS GT GIA: 3	ACCESS GT GIA: 7
GT: General Intellectual Ability (GIA)	1 ACCESS score + 1 observation scale score (in academic area or	1 ACCESS score + 2 achievement test scores in different subject areas	2+ ACCESS scores + 1 Observation scale score (in an academic area or general intellectual ability)	2+ ACCESS scores + 1 achievement test score

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	general intellectual ability) + 1 achievement score (different area than the observation scale)			
	<b>ACCESS GT GIA: 4</b>	<b>ACCESS GT GIA: 5</b>	<b>ACCESS GT GIA: 6</b>	
	1 ACCESS score + 1 observation scale score (in academic area or GIA) + <a href="#">Anecdotal data indicating giftedness</a>	2+ ACCESS scores + <a href="#">Anecdotal data indicating giftedness</a>	1 ACCESS score + 1 achievement test score + <a href="#">Anecdotal data indicating giftedness</a>	

ACCESS	ACCESS GT with Strength Area: 1	ACCESS GT with Strength Area: 2
<b>GT: Academic Strength Area</b> (reading, writing, math, science, social studies)	1 ACCESS score + 1 observation scale score (in academic area) +	1 ACCESS score + 2 academic test scores in the same subject area

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	1 achievement test score (in same academic area as observation scale)	
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ACCESS	ACCESS HGT GIA: 1	ACCESS HGT GIA: 2	ACCESS HGT GIA: 3	ACCESS HGT GIA: 4
<b>HGT: General Intellectual Ability (GIA)</b> <i>(While ACCESS alone is not a qualifier for ME/HGT, when paired with a qualifying cognitive score, it can support an HGT identification.)</i>	2+ ACCESS scores + cognitive assessment (95th+)	1 ACCESS scores + cognitive assessment (95th+) + <a href="#">Anecdotal data indicating giftedness</a>	1 ACCESS scores + cognitive assessment (95th+) + Observation scale score	1 ACCESS score + cognitive assessment (95th+) + Academic assessment

### Adding a new Academic Strength Area

(adding a **Talent Strength** area **requires** using the **Talent Pathways** below)

In order to be eligible for a specific strength area for a HGT/GT identification, the student must have **two qualifying quantitative data points** in the same academic area.

Academic Strength Area	Strength Area: 1	GT with Strength Area: 2	Anecdotal Evidence cannot be used as a data point to identify
	1 observation scale score (in academic area (not GIA, Creativity or Leadership))	2+ academic test scores* in the same academic domain	

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(reading, writing, math, science, social studies)	+ 1 academic test scores (in same strength area and same academic area as observation scale score)	*must be from at least two different assessments	an academic strength area.
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## ACADEMIC Portfolio FAQ and Submission Guidelines

### What's the WHY Behind the Academic Portfolio?

We have academically talented students whose strengths may not be captured through traditional school-based assessments. The academic portfolio identification pathway provides an approach to identify gifted students in specific academic subject areas or overall intellectual ability, ensuring their strengths are identified and supported.

### How Much Effort and Time Does the Academic Portfolio Take?

To start off, all you need is one qualifying QUANTITATIVE data point – cognitive, achievement, ACCESS score, or observation scale. The main feature is a collection of student's work samples that can come in any form, even a recorded conversation.

### How Does the Portfolio Work?

## Portfolio Requirements – Academic

**Outcome: HGT or GT** - GIA or Specific Strength depending on data

Must be reviewed by the central team regardless of ID Certification. [Click this link to submit.](#)

- 1 Qualifying Quantitative Data Point – cognitive, achievement, ACCESS score, or observation scale
- 3-5 Diverse Work Samples (i.e. Presentations, Projects, Recorded Conversation, Videos, Code)

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- work samples demonstrating a student's giftedness can be:
  - representative of different subject areas or the same subject
    - if the work sample was a graded assignment in school, please include the rubric and/or the overall grade
  - created at school, home, and/or community settings
  - recent or from earlier years
  - created and submitted in the student's heritage language
  - project-based, performance-based, etc.
- If you decide to do a Recorded Conversation
  - Choose from [our list of topics](#).
  - Share [the rubric](#) that our data committee will use.
- Must include context (likely teacher-provided) including an explanation of what the work sample is and how it reflects giftedness. Work samples can be created at school, home, and community settings
- Pick 2 from this list (click links for guides/examples):
  - Teacher letter of recommendation
  - [Anecdotal evidence](#)
  - Self-reflection from student
  - Student Interview ([question guide](#))
  - Top ranking in regional/state competition ([partial \(list of suggestions/ideas\)](#))

### **How Can You Keep Track of All the Data?**

Use or adapt this [Academic Portfolio tracker](#). Consider sending calendar reminders to students and adults to ensure better follow through.

### **Where and How Do You Submit the Academic Portfolio?**

- First, upload all the needed data and work samples to a NEW or currently open identification assessment form in Frontline for your student.
  - Next, submit the [Academic Portfolio Application Google Form](#) to prompt our team to review your submission.



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## Talent Pathways

[Click this link for all Talent Pathways Information our Website](#)

Once you submit the student nomination form for a talent portfolio, a GT Coordinator will contact you and walk you through the process for the specific talent domain. ***All talent portfolios MUST be submitted for review to the central ID review committee. Please use the link found in the handbook for submissions.***

Creative and Productive Thinking 1 & 2 does not require a portfolio and identifications may be completed by ID certified teachers.

*\*Please note that all pathways align with [ECEA rules 12.01\(16\) a-e](#) on page 102.*

Creative and Productive Thinking 1	Creative and Productive Thinking 2	Creative and Productive Thinking 3
SIGS / GRS in Creativity (95%ile or higher) + Torrance (95%ile or higher in Age Percentile) + Anecdotal Data	SIGS / GRS in Creativity (95%ile or higher) + Torrance (95%ile or higher in Age Percentile) + Cognitive Score (95%ile or higher) Note: Outcome is HGT Creative and Productive Thinking	SIGS / GRS in Creativity (95%ile or higher) + Torrance + Performance Assessment (contest ranking or juried performance)
Creative and Productive Thinking 4	Leadership	Music, Visual Arts, Performing Arts or Dance 1
<a href="#">Student Nomination Form</a> (Initiates ID)/Anecdotal Data + <a href="#">Portfolio</a> Review	<a href="#">Student Nomination Form</a> (Initiates ID)/Anecdotal Data + GRS, SIGS, or Roets in Leadership + <a href="#">Portfolio</a> Review	<a href="#">Student Nomination Form</a> (Initiates ID)/Anecdotal Data + GRS (Artistic Category) or Harotounian in Specific Area + <a href="#">Portfolio</a> Review
Music, Visual Arts, Performing Arts or Dance 2	Psychomotor 1	Psychomotor 2
<a href="#">Student Nomination Form</a> (Initiates ID)/Anecdotal Data +	<a href="#">Student Nomination Form</a> (Initiates ID)/Anecdotal Data +	<a href="#">Student Nomination Form</a> (Initiates ID) / Anecdotal Data +

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GRS (Artistic Category) or Haroutounian in Specific Area + Top Ranking in State or National Competition	Observation Scale for Motivation (GES or GRS) + <a href="#">Portfolio</a> Review with additional supporting evidence	Observation Scale on Motivation (GES or GRS) + State or National Ranking
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### Identification Terminology used in DPS

<b>GT (Gifted and Talented)</b>	This is a formal identification with a qualifying body of evidence, but no qualifying cognitive score. Students may receive a GT designation based upon a body of evidence that includes achievement scores, portfolio displays of work, or other qualifying data. Students with this designation will receive an Advanced Learning Plan*, but are not eligible to attend an HGT magnet site.
<b>HGT (Highly Gifted and Talented)</b>	This is a formal identification that includes a cognitive score in the 95th percentile or higher in the presence of other qualifying data points. Students with HGT status will be eligible to “choice-in” to all HGT sites and will receive an Advanced Learning Plan in the designated areas of giftedness.
<b>ME (Magnet Eligible)</b>	This is not a formal identification. It indicates magnet eligibility (ME) in which students receive a cognitive score in the 95th percentile or above. However, they may not have all of the other required pieces in the body of evidence to receive a formal identification yet. Because the identification process may take time in the collection of the body of evidence, students with ME status may “choice-in” to one of our HGT magnet sites and receive services while “in-process” for a formal identification. DPS Gifted and Talented added this designation so that students who demonstrated a need for this level of service based on a body of evidence, will have access to programming. Please note: a status of Magnet Eligible does not automatically mean that a student has been determined HGT. No Advanced Learning Plan will be issued until formally identified.
<b>Talent Pool</b>	<a href="#">Please click this link to review Talent Pool guidance.</a> Students in the Talent Pool do not receive Advanced Learning Plans and are not eligible to attend a magnet site.