Gifted Education Services
Referral and Identification Grades K-12

Referral (link to form)
Parent/Guardian/Community/MS Student

- Grade 3: all students participate in the universal screen unless parents choose to opt-out. No referral is needed. An opt-out form is available from your school Gifted Education Specialist.
- Grade 5: students are referred by parent, teacher, administrator, community member, student, etc. These referrals must be submitted by the due date indicated on the referral form.
- Grades 4-8 for New-to-District students: current CHCCS students who are new to the district but did not test during the summer testing window. These students are referred by parent, teacher, community member, student, etc. Parents should contact the school Gifted Education Specialist to discuss details prior to referring the student. These referrals must be submitted by the due date indicated on the referral form.
- Grades 9-12: new high school identifications are rare. Referrals are processed by the District Director of Advanced Learning and Student Leadership. More Information

Gifted

Aptitude*:
- 90% or higher CogAT** subtests V or QN (3rd-7th gr)

AND
Achievement*:
- 90% or higher BOG (3rd Reading only) **or**
- 90% or higher most recent EOG **or**
- 90% or higher Terra Nova **or**

AND ***
- Gifted Characteristics Checklist **or**
- Portfolio of supporting evidences **or**
- Student interview **or**
- WIDA/ACCESS progress

*School based teams review all above listed data to determine identification

Highly Gifted

Aptitude*:
- 97% or higher CogAT ** subtests V or QN (3rd-7th gr)

AND
Achievement:
- 97% or higher Terra Nova R/M (3-7th gr)

AND ***
- Gifted Characteristics Checklist **or**
- Portfolio of supporting evidences **or**
- Student interview **or**
- WIDA/ACCESS progress

*School based teams review all above listed data to determine identification

LEAP

CHCCS uses a holistic process to consider both quantitative and qualitative data of highly gifted children who demonstrate severe and profound need for a specialized program. This is our most extreme level of service delivery.

Guaranteed Placement:
- **Aptitude:** CogAT score of 136 or above on the V and QN subtests
- **Achievement:** TerraNova scale scores are based on grade level

3rd Grade: Reading 682
Math 669
4th Grade: Reading 697
Math 694
5th Grade: Reading 710
Math 714
6th Grade: Reading 721
Math 733
7th Grade: Reading 728
Math 745
8th Grade: Reading 738
Math 756

Considered for Placement:
- CogAT score of 134-135 in both V and QN

Intellectually Gifted

Aptitude*:
- CogAT Standard Age Score (SAS)125 or higher on the V, Q, OR the N (3-7th gr)]

AND***
- Gifted Characteristics Checklist

AND***
- Portfolio of convincing evidence of cognitive processing and reasoning abilities in scholarly areas of study (inside or outside of school) **or** ***
- Student Interview

*School based teams review all above listed data to determine identification

			• CogAT score of 136 or higher in one area and a 134-135 in the other area ***In addition***, considered scale scores on the TerraNova must be in the following ranges **3rd Grade:** Reading 680-681 Math 667-668 **4th Grade:** Reading 695-696 Math 692-693 **5th Grade:** Reading 708-709 Math 712-713 **6th Grade:** Reading 719-720 Math 731-732 **7th Grade:** Reading 726-727 Math 743-744 **8th Grade:** Reading 736-737 Math 754-755 The considered students are reviewed in their current elementary schools by an interdisciplinary team using a qualitative, strength-based research tool designed specifically to reveal characteristics of highly gifted learners. After each student is carefully reviewed by their school-based teams, the school refers those students who show profound need to a district level team. The district level team reviews all referrals and then makes final placement decisions.	

Talent Development: The Gifted Education Specialists work collaboratively with teachers in K-3 to ensure all students are nurtured prior to universal screening in the fall of third grade.

* See district website for "Guidelines for Outside Evaluations: TinyURL.com/aigindepeval

NOTE: CHCCS administers The Terra Nova Assessments above student's current grade level. Grade level norms applied for Gifted and Highly Gifted identification. The Cognitive Abilities Test (CogAT) is an age level assessment in the areas of Verbal (V), Quantitative and Nonverbal (QN) abilities.

** CHCCS can use alternate tests (V/NonV) as additional assessment for students who meet Gifted achievement levels but do not meet aptitude levels

***District rubrics establish required and reliable performance standards on qualitative measures for Gifted Services

Description of Services

Comprehensive Programming within the Total School Community

The total school community collaborates to support all students. Classroom instruction for ALL students utilizes evidence-based materials and practices to teach core subject areas (reading, writing, math, science, social studies). An optimal learning environment with high-quality learning opportunities uses dynamic assessments including universal screenings, formative and summative assessments, and standardized progress monitoring to document mastery of curriculum standards. The general education teacher/classroom is the primary source of support and differentiation with contributions from the total school community.

Talent Development: Teachers, specialists, instructional coaches and others within the total school community cultivate students' potential by providing enrichment opportunities through the core classroom, clubs, special interest groups, student-led projects, etc. The goal is to foster higher level thinking skills and promote transfer to other content areas, as well as support the social and emotional health of each student. Enrichment opportunities will be available at each school across the district for students in each grade level.

a. Grades K-3: Gifted Education Specialists (GES) collaborate with classroom teachers to conduct a series of instruction and observation cycles, focusing primarily on higher order thinking skills. Observation notes are combined with school assessment data and performance tasks in a nurturing portfolio. For those students who show emerging talent for advanced learning, the portfolio will be used to support formal gifted referrals in 3rd grade.
b. Grades 4-12: Within the total school community, varied enrichment opportunities are available at each school across the district. School-based staff/teams facilitate e.g., Genius Hour, Personal Projects, Science Olympiad, Clubs, Service Learning, etc.

Gifted Identification: Students can be referred and identified in grades K-12. If a K-2 student exhibits extreme need, the school gifted program team can determine the best supports. Most frequently, students are identified during their 3rd grade year when all students have participated in universal screening and standardized assessments.

In alignment with NC AIG Program Standards, services are provided for students who demonstrate achievement in reading and/or math that often exceeds the expected performance of their grade level. Identified students are provided differentiated instruction and enrichment experiences based on data-driven demonstrated need. Services for identified students align with the Differentiated Education Plan (DEP).

Gifted Education Specialists and Instructional Coaches support classroom teachers in developing and incorporating appropriate curricular resources and materials for students identified in reading (ELA) and/or math.

- ELA:
  - Grades 3-8
    - Paideia Seminars - modeling/capacity building for all teachers
    - GES co-plans with grade level teams in grades 4-5, ELA teams in grades 6-8
    - Curriculum Challenge Points for elementary: created and supported by interdisciplinary teams of teachers, instructional coaches, GES, ESL and EC teachers
    - Integrating evidence-based resources to increase rigor in the core
    - Providing professional development to focus on differentiation for all
  - Grades 9-12: Students self-select from a variety of advanced, honors, and AP courses.

- Math:
  - Grades 3-5: Pre-tests and tiered learning activities created by interdisciplinary teams. Challenge Points and Level 4 tasks for above-grade-level pathways support the requirements of legislation to provide advanced math learning opportunities for students in grades 3-8 scoring Level 5 on the math End of Grade test (HB986~SB500/SL2019-120/NCGS § 115C-81.36).
  - Grades 6-8: Accelerated pathways are provided for students who score a Level 5 on previous year End of Grade math test.
  - Grades 9-12: Students self-select from a variety of advanced, honors, and AP courses.

Highly Gifted Identification: In alignment with NC AIG Program Standards, services are provided for students who consistently demonstrate achievement in reading and/or math that exceeds grade level expectations prior to classroom instruction. Identified students are provided differentiated instruction and enrichment experiences based on data-driven demonstrated need. Services for identified students align with the Differentiated Education Plan for highly gifted students (DEP).

Gifted Education Specialists and Instructional Coaches support classroom teachers in developing and incorporating appropriate curricular resources and materials for students identified in reading (ELA) and/or math. Instructional resources and materials are aligned with the NC Standard Course of Study (Common Core and Essential Standards) and are augmented with research-based curricular resources and unit plans.

- ELA / Math:
  - Cluster grouping of highly gifted students in ELA and Math with teachers who are dually certified in AIG or participate in AIG modules in Project ADVANCE (cluster ~ 6-8 students)
  - GES co-plans with grade level team in grades 4-5, ELA team grades 6-8
    - Push-in support and team-teaching preferred; pull-out as appropriate

- ELA / Math for a few students who demonstrate profound need:
  - Single Subject / Whole Grade Acceleration (Please visit Single subject and whole grade acceleration: Notes for more information about acceleration.)
    - For Middle School math: accelerated pathways two or more years beyond grade level can be considered for students scoring at least two grades above grade level on AIG testing (other above grade testing as applicable). Course may include NCVPS as needed.
    - For Middle School math: Credit by Demonstrated Mastery (CDM) process for high school level courses. For more information about CDM, please visit the CHCCS website.
    - LEAP: initial and/or deferred placement only at grades 4, 5, or 6. Other grades only for new-to-district students who are referred for this level of service.

- Students can self-select from a variety of advanced, honors, and AP courses in grades 9-12. Credit by Demonstrated Mastery (CDM) is also available for acceleration. For more information about CDM, please visit the CHCCS website.

Intellectually Gifted Identification: These students demonstrate high cognitive functioning abilities in scholarly areas of study outside of the regular academic programming, but do not necessarily demonstrate high achievement otherwise. Identified students receive services in the area of need as described in the DEP. Services can include instruction within the classroom and/or in consultation groups. Sharing responsibility for student learning through indirect services, such as co planning, data analysis that informs instruction, cycles of observation, tiering assignments, curriculum compacting, etc, can provide for the varied needs of these students, especially in their area of strength.

LEARNING ENVIRONMENT FOR ADVANCED PROGRAMMING (LEAP): Services are provided for highly gifted students in grades 4-8 who are consistently exceeding grade level performance expectations, well beyond their age and grade level peers. These students present an extreme need for differentiation in all subject areas, particularly reading and math. The unique learning needs are best met in a setting other than the grade-level classroom. LEAP is a district level instructional service provided in district-designated schools. Gifted certified teachers serve these students in specialized classrooms. For additional details, please refer to the document, LEAP: Programming Overview.