

Black Butte School District Talented and Gifted Program

TAG Identification Criteria

The State of Oregon TAG mandate requires identification of both intellectually gifted and academically talented students. *Academically talented* is defined as a student who can demonstrate the ability to consistently perform at or above the 97th percentile on standardized achievement tests in reading and/or mathematics. *Intellectually gifted* is defined as a student who exhibits the ability to reason and use information in unusual ways. These students score at or above the 97th percentile on tests of intellectual ability. The State of Oregon has established guidelines for TAG identification and eligibility. These include multiple assessment measures in order to provide the most appropriate services that will allow students to achieve at levels commensurate with their abilities.

Black Butte School District Mission

At Black Butte School District (BBSD), we believe that all students are gifted in a myriad of ways. The staff at BBSD are dedicated to providing educational experiences that allow all students to reach their full potential. In our multi-age classrooms, we provide educational experiences that are inclusive and individualized. We provide enrichment opportunities to those who demonstrate abilities that go well beyond their age-level peers. We recognize that some students are performing several grades above their current grade level peers. As required by the Oregon Department of Education, we use a TAG (talented and gifted) referral process in which a teacher or parent/guardian may use to identify a child's giftedness. TAG identification is based on academic assessment scores, classroom work and observation, and other data gathered by the school staff.

Guiding Beliefs:

It is our goal to provide services that will meet the diverse needs of our gifted and talented students to maximize each student's individual potential.

In order to provide an appropriate education to all students, the district recognizes that instruction and curriculum differentiation are essential for academically and intellectually gifted students. At BBSD, classroom teachers are responsible for meeting the learning needs of gifted and talented students within their classrooms. Guiding beliefs about TAG education include:

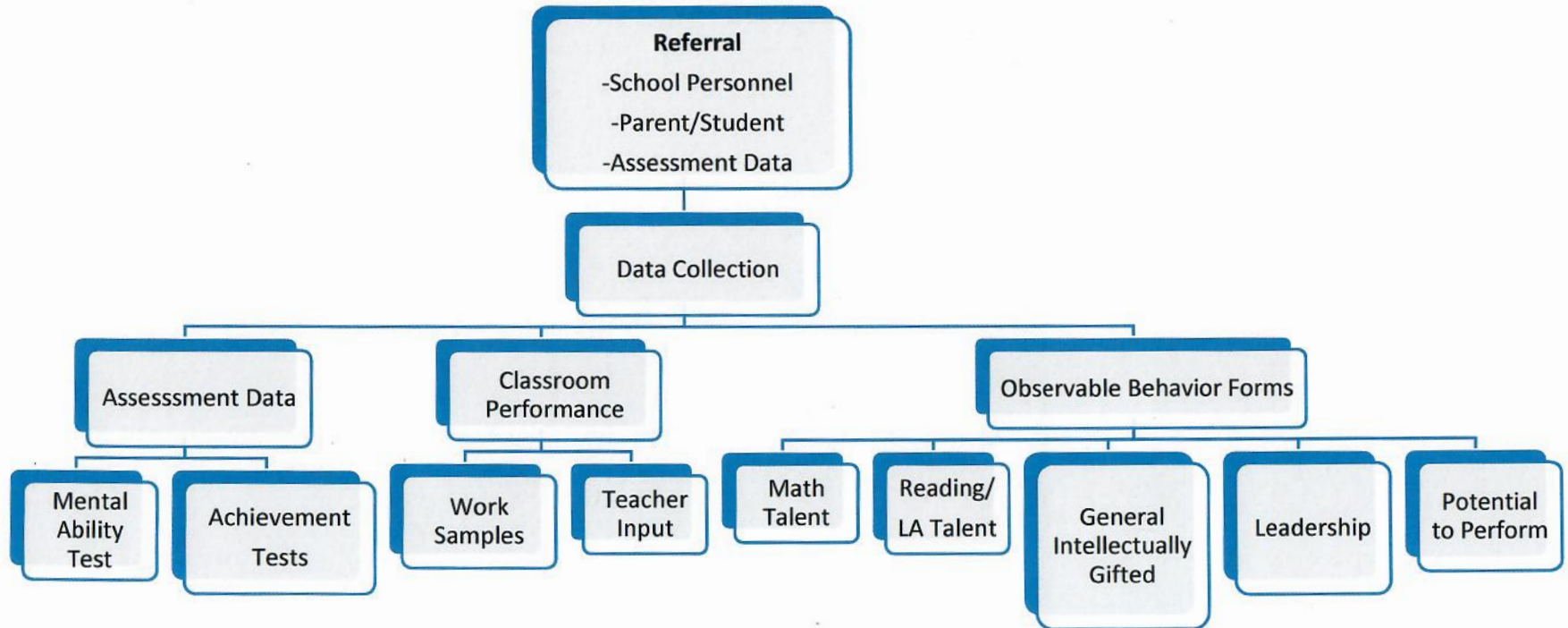
- Each student possesses unique abilities and interests to be nurtured.
- For a student who qualifies for the TAG program, teachers may differentiate instruction, provide curriculum modifications, offer counseling and guidance support, provide opportunities for acceleration and may consult with a TAG specialist at the local ESD.

- Support services for regular classroom teachers are essential for a quality TAG program.
- Parents have the right and responsibility to participate in their child's TAG program, both within the school and beyond the school setting. It's essential we continue as partners in nurturing a child's strengths and exceptional gifts.

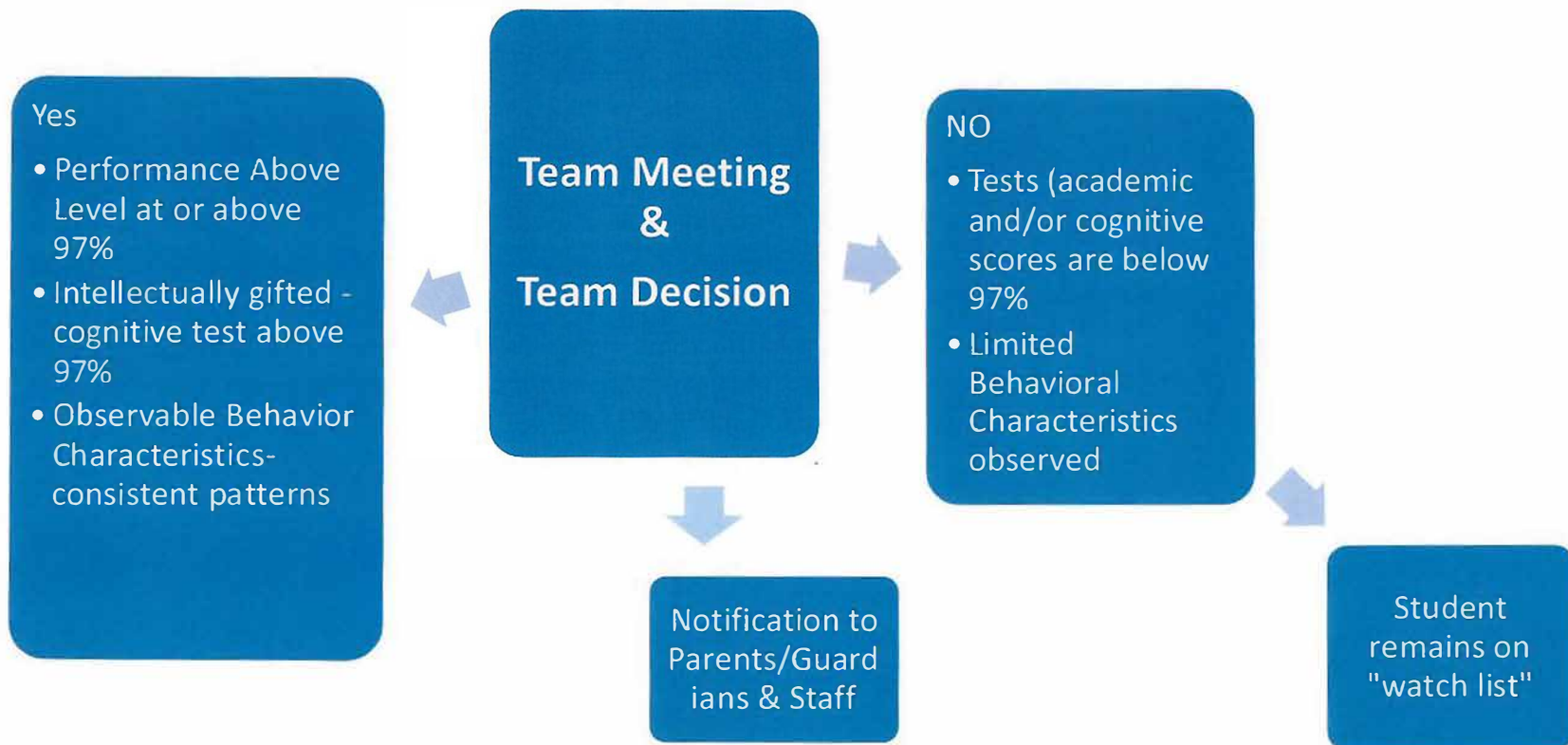
High Achieving	vs.	Gifted Students
<ul style="list-style-type: none"> • Knows the answers • Works hard to achieve high scores • Answers questions • 6-8 repetitions for mastery • Enjoys peers • Grasps the meaning • Receptive and willing • Absorbs information • Excellent memorization skills • Works in the top group • Enjoys school • Enjoys routine 		<ul style="list-style-type: none"> • Ask Questions • Plays around, yet can test well • Detail orientated • 1-2 repetitions for mastery • Prefers older children or adults • Makes inferences • Extremely intense • Manipulates information • Excellent guesser • Works beyond the group • Enjoys learning new things • Rebels against routine

Janice Szabos, *The Gifted and Talented Child*

TAG Identification Flow Chart



TAG Identification Flow Chart



Black Butte School District

PO Box 150
Camp Sherman, OR 97730 (541)595-6203

TAG Identification Process

Students will be identified in grades K-12

Step One: *Teacher Referral & Family Nomination*

- 1) The TAG Coordinator (Head Teacher) will schedule a TAG identification meeting when necessary. Families can request a TAG identification meeting at any time.
- 2) Teachers will review TAG identification criteria and complete referral forms (Form 2 and 3c).
- 3) Families will review TAG identification criteria and complete Parent and student referral forms (Form 3 and 3b).
- 4) All referrals and nominations will be submitted to the TAG Coordinator. The forms will be placed in the student file and entered on TAG Program Checklist.

Step Two: *Testing and Evidence Collection*

- 1) The TAG Coordinator will collect work samples and/or anecdotal data that demonstrates evidence of the student's best level and rate in area of strength from referring teacher.
- 2) The TAG Coordinator will review the cumulative file and any other pertinent information to be included in the review.
- 3) The TAG Coordinator will arrange for additional assessments as necessary.
- 4) The TAG Coordinator will collect, review and record all assessment data and information to share with the TAG Committee.

Step Three: *TAG Evaluation Committee Data Review: BBS staff, student, and student's family. District administrator may serve in advisory role.*

- 1) The TAG Committee will meet to review all files.
- 2) The TAG Committee will decide the student's eligibility.
- 3) Further assessments may be needed at this point-family permission may be necessary for some assessments.

Step Four: *Communication, Program Placement, Instructional Plan*

- 1) The TAG Coordinator will communicate the decision to the family.
- 2) Families have the right to appeal the TAG Teams' decision and should contact the Head Teacher for grievance information. The Head Teacher shall refer the appeal to the TAG Team.
- 3) The team will create a Personal Education Plan (PEP), aligned with student's TAG assessment results, for any student who qualifies for TAG services.
- 4) Program placement will include the TAG Instructional Plan to be completed by the student's teacher and sent home for parental review and input.

Black Butte ELEMENTARY SCHOOL

PO Box 150, Camp Sherman, OR

Phone: (541) 595-6203

Talented and Gifted Referral Form

A student should be referred for Talented and Gifted programs, if you suspect one or more of the following:

- Reading and/or math abilities and achievement at the 97th percentile or better,
- Intellectual and/or reasoning abilities at or above the 97th percentile, or
- Exceptional performance in leadership or the creative arts.

In order for a child to be determined eligible, multiple measures will be used and a team decision by the referring teacher, counselor, or head teacher/principal will be made. You will be asked for more information as we progress.

Once the evaluation has been completed, the person that made the referral as well as the parent/guardian will be notified of the results. In case of an identification as Talented and Gifted, a PEP (personalized education plan) must be completed with parent and student input and updated the following school year. PEP's are kept in the TAG files.

Students Name: _____

Grade: _____ Teacher: _____

Date of Referral: _____ Referring Person: _____

Relation to Student: _____ tel. # _____ (H) _____ (W)

Reason for Referral: Observations, test results, etc. _____

Suspected area(s) of talent and/or giftedness: _____

Black Butte School District

PO Box 150, Camp Sherman, OR 97730
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Parent Referral: Behavioral Checklist

Student's Name _____ Grade _____
School _____
Parent/Guardian _____ Phone _____
Address _____

Please rate the frequency of behaviors which best describe your child.

- 1 = Rarely or never
2 = Sometimes
3 = Frequently
4 = Most of the time

- _____ 1. Surprises you by remembering things you do not expect him/her to remember.
- _____ 2. Takes leadership role in a group of children (takes charge).
- _____ 3. Makes connections between information previously learned and new information.
- _____ 4. Can recognize how things are alike and different.
- _____ 5. Is able to process information quickly.
- _____ 6. Loves words and enjoys using an extensive vocabulary appropriately.
- _____ 7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
- _____ 8. Uses examples and/or comparison to illustrate points.
- _____ 9. Likes in-depth exploration on topics of interest.
- _____ 10. Exhibits special skills unusual for age. Gives examples from school or home.
- _____ 11. Likes to build and invent using common materials.
- _____ 12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
- _____ 13a. Has a system of solving problems.
- _____ 13b. Uses a variety of approaches to solve problems.
- _____ 14a. Exhibits a wide range of knowledge about a variety of topics
- _____ 14b. Exhibits in-depth information on one or more specific areas.
- _____ 15a. Stays with topics of interest, often finding it difficult to leave until some closure is reached.
- _____ 15b. Completes only part of an assignment or project and then takes off in a new direction.
- _____ 16. Is hard to distract when involved in an intellectual activity.
- _____ 17. Can recognize the difference between appropriate and inappropriate behavior.
- _____ 18. Can explain his/her solutions to problems.
- _____ 19. Becomes impatient and overly critical if work is not perfect.
- _____ 20. Prefers to work on projects which provide a challenge.
- _____ 21. Exhibits concern about social or political problems; is concerned about right and wrong.
- _____ 22. Exhibits a zany sense of humor; enjoys word play and the use of puns.
- _____ 23. Can produce elaborate and/or highly creative reasons for not completing work as assigned.
- _____ 24. Is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.
- _____ 25. Likes to organize or bring structure to things and/or people.

Please add any information about your child which may be helpful.

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Required Behavioral Checklist: Completed by Teacher

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF TAG STUDENTS

Student's Name _____ Grade _____

Person completing this form _____ Date _____

How long have you known this child? _____

Directions: Please read each statement carefully. Consider the student as compared to others of the same age. Place an "X" in the appropriate column.

Learning Characteristics	Seldom or Never	Occa- sionally	Consid- erably	Almost Always	Not Observed
Has unusually advanced vocabulary for age level; uses terms in meaningful ways; has verbal behavior characterized by "richness" of expression, elaboration and fluency.					
Possesses a large storehouse of information about a variety of topics (beyond usual interests of youngsters their age).					
Has quick mastery and recall of factual information.					
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick".					
Has a real grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things.					
Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc, than others.					
Reads a great deal on their own; usually prefers advanced level books; does not avoid difficult materials; may show a preference for biography, autobiography, encyclopedias and atlases.					
Tries to understand complicated material by separating it into its respective parts, reasons things out for him/herself; sees logical and common sense answers					

Please write a brief summary of observed learning characteristics. Provide examples where possible.

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Talented and Gifted Program

Student Interest Inventory

Students Name_____

School_____

Teacher_____

Subject_____

Answer each question then rate each topic according to your level of interest.

(1=not interested, 2=somewhat interested, 3=very interested)

What are your favorite games or sports?

What clubs, groups, teams, or organizations do you belong to?

What things have you collected in the past? What, if anything, are you collecting now?

If people were to come to you for information about something you know a lot about, what would the topic be?

If you could plan a field trip for learning, where would you go?

In school, you prefer to work:

Alone___ With one other person___ In a small group___ In a larger group___

In school, you learn best:

Alone___ With one other person___ In a small group___ In a larger group___