

Fern Ridge TAG Referral Procedure and Checklist

Due Dates:

TAG Referrals will be submitted to the TAG committee. Complete packets are due to the district TAG Coordinator twice a year (fall and spring) – dates are indicated on the school year timeline updated and distributed annually. Packets submitted early will be held until the next submission date.

Referral Checklist:

- Referral Overview and Checklist
- Test scores from classroom (written on overview sheet) and/or easyCBM scores
- Most current report card
- Parent Consent to Test Form
- Optional: Underrepresented Populations checklist. This can be an additional data point for any student who is from a historically underrepresented population in TAG.
- Work Samples: include a work sample for each area you would like to see tested.

Write a short explanation about how the work sample was completed, the amount of help that was provided, and a brief comparison to other students or grade level expectations. It may be helpful to provide an average sample for comparison (without student name.)

Process:

1. A referral packet is completed and turned in by a classroom teacher, parent, or other referring staff.
2. The referral packet will be evaluated to decide whether to proceed with testing or not.
3. The district will have the student tested in reading and/or math, depending on the request. If the student scores between 80% - 97% on reading or math, generally speaking, intelligence testing will also be done.
4. The committee meets to look over the evaluation results and referral packet. The committee looks at work samples, report cards, teacher notes and checklists, and test scores and determines whether the student is identified as TAG at this time.
5. The district TAG coordinator will mail a letter to the parents and will give a copy of the letter to the teacher and school office to communicate the identification decision. A folder will be put in the TAG file cabinet at the DO for all students that have been referred for TAG, whether identified or not. The district TAG coordinator will also put a copy of the decision notes into the student's cum. file at their school.
6. The teacher or school counselor will be responsible for completing a TAG plan for the student within 30 days. A copy of this plan will be given to the district TAG Coordinator and put in the student's district TAG file at the DO.
7. The TAG plans will be updated every fall by the end of the 1st quarter. A copy of the TAG plan must be sent to the district TAG coordinator to be put into the student's TAG file at the DO. The teacher must also send home a copy of the TAG plan.

District TAG Coordinators: Gretta Connolly (K-5) and River Hardy (6-12)

Administrator in charge of TAG: Rilke Klingsporn

Use these lists to help guide an accurate referral. Is the student bright or gifted?

| BRIGHT CHILD | GIFTED LEARNER |
|--|---|
| 1. Knows the answers. | 1. Asks the questions. |
| 2. Is interested. | 2. Is highly curious. |
| 3. Is attentive. | 3. Is mentally and physically involved. |
| 4. Has good ideas. | 4. Has wild, silly ideas. |
| 5. Works hard. | 5. Plays around, yet tests well. |
| 6. Answers the questions. | 6. Discusses in detail, elaborates. |
| 7. Top group. | 7. Beyond the group. |
| 8. Listens with interest. | 8. Shows strong feelings and opinions. |
| 9. Learns with ease. | 9. Already knows. |
| 10. 6-8 repetitions for mastery. | 10. 1-2 repetitions for mastery. |
| 11. Understands ideas. | 11. Constructs abstractions. |
| 12. Enjoys peers. | 12. Prefers adults. |
| 13. Grasps the meaning. | 13. Draws inferences. |
| 14. Completes assignments. | 14. Initiates projects. |
| 15. Is receptive. | 15. Is intense. |
| 16. Copies accurately. | 16. Creates a new design. |
| 17. Enjoys school. | 17. Enjoys learning. |
| 18. Absorbs information. | 18. Manipulates information. |
| 19. Technician. | 19. Inventor. |
| 20. Good memorizer. | 20. Good guesser. |
| 21. Enjoys straight forward sequential presentation. | 21. Thrives on complexity. |
| 22. Is alert. | 22. Is keenly observant. |
| 23. Is pleased with own learning. | 23. Is highly self-critical. |

Fern Ridge School District TAG Referral

Student Name _____ Today's Date _____

Date of Birth _____ Grade _____ School/Teacher _____

Parent/Guardian _____ Phone _____

Mailing Address _____

Person Making Referral: _____ Title (teacher, parent, etc.) _____

Testing Target: Math Reading Intellectual

Please state your reasons for referring this student for TAG:

Look over the bright versus gifted page. List *examples* of how this student appears TAG and not just a bright student? What sets his/her thinking apart?

Are there any barriers that may prevent this student from reaching his or her potential? For example, English language learner, underachieving, quiet demeanor, low SES, perfectionism, lack of organizational skills, low motivation, twice exceptional (a learning disability also) or behavior issues. If needed, be sure to fill out the underrepresented populations checklist as well as this packet.

Classroom Test Scores:

Provide scores and testing information. Include any tests done school wide as well as class tests that reflect average scores for student, for example Easy CBM, Smarter Balance, unit tests, etc.

| Test Title & Content Area | Date | Score | Percentile <small>(or class average for comparison)</small> |
|--------------------------------------|-------------|--------------|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Include:

- Current Report Card** **Work Samples** **Parent Consent Form**

Student Name _____

Please use the rating scale to describe the student. Provide examples.
 1 = Never 2 = Occasionally 3 = Sometimes 4 = Often 5 = Mostly

READING:

Please provide examples for at least 5 characteristics that have been rated highly.

| Characteristics | 1 | 2 | 3 | 4 | 5 | Examples and comments |
|--|---|---|---|---|---|-----------------------|
| Self-selects a wide variety of reading materials | | | | | | |
| Can read at an advanced level with comprehension and fluency. | | | | | | |
| Understands and uses advanced vocabulary | | | | | | |
| Exhibits fluency and expression when reading aloud | | | | | | |
| Is easily able to find the main idea in fictional and non-fictional works | | | | | | |
| Analytically responds to literature using higher level thinking | | | | | | |
| Makes connections when reading: text to text, world and self at an advanced level. | | | | | | |
| Can learn spelling words quickly and often needs challenge work. | | | | | | |
| Demonstrates thinking skills above the comprehension level | | | | | | |
| Is an avid reader | | | | | | |
| Is an avid writer | | | | | | |

MATH:

Please provide examples for at least 5 characteristics that have been rated highly.

| Characteristics | 1 | 2 | 3 | 4 | 5 | Examples and comments |
|---|---|---|---|---|---|-----------------------|
| Has strong computation skills | | | | | | |
| Sees mathematical relationships | | | | | | |
| Is persevering, unwilling to give up on finding a solution to a problem | | | | | | |
| Uses strategies to successfully solve mathematical problems | | | | | | |
| Connects and applies mathematics to real world situations | | | | | | |
| Applies mathematical concepts appropriately | | | | | | |
| Understands new math concepts quickly and easily, at a faster rate than peers | | | | | | |
| Interprets charts and graphs | | | | | | |
| Understands and uses mathematical vocabulary | | | | | | |
| Can do advanced mental math | | | | | | |
| Can figure out the correct answer even if unable to explain it | | | | | | |

Student Name _____

Please use the rating scale to describe the student. Provide examples.
 1 = Never 2 = Occasionally 3 = Sometimes 4 = Often 5 = Mostly

INTELLIGENCE & GIFTED CHARACTERISTICS:

Please provide examples for at least 10 characteristics that have been rated highly.

| Characteristics | 1 | 2 | 3 | 4 | 5 | Examples and comments |
|--|---|---|---|---|---|-----------------------|
| Poses unique ideas or complex solutions to problems | | | | | | |
| Demonstrates unusual memory | | | | | | |
| Demonstrates a high level of understanding of topics | | | | | | |
| Has an exceptional amount of factual knowledge | | | | | | |
| Challenges statements or explanations | | | | | | |
| Puts together or takes apart ideas and or objects | | | | | | |
| Becomes absorbed in tasks and seems resistant to distractions | | | | | | |
| Strives towards perfection; may be self-critical | | | | | | |
| Picks up on spoken or visible subtleties | | | | | | |
| Is eager to tell others about discoveries and shows excitement | | | | | | |
| Very alert; supplies rapid answers | | | | | | |
| Shows understanding through an unusual perspective | | | | | | |
| Asks questions which are unusual and insightful | | | | | | |
| Is nonconforming; accepts disorder | | | | | | |
| Exhibits concern about social or political issues | | | | | | |
| Is uninhibited in expression of opinion – may interrupt others | | | | | | |
| Displays a sense of humor | | | | | | |
| Is inclined to follow own ideas; does not fear being different | | | | | | |
| Offers alternative methods for standard procedures | | | | | | |
| Tries to discover the how and why of things | | | | | | |
| Is unconventional in learning | | | | | | |
| Shows wide range of knowledge or unexpected depth of knowledge | | | | | | |
| Learns rapidly; accelerates learning after initial understanding | | | | | | |

Fern Ridge School District Tag Referral
PARENT CONSENT TO TEST

Student Name _____

Date _____

Parent Name(s) _____

Phone _____

This is to inform you that your child has been referred for individual testing to consider a talented and gifted identification. The evaluation instruments and/or procedures may include various standardized measures of cognitive and/or academic skills (e.g., OLSAT, Naglieri, Woodcock-Munoz, WISCIV, etc.) as well as teacher surveys, work samples, class test scores, and/or rating scales.

You will be informed of the results of the testing. You will receive a letter in the mail after the TAG committee meets and considers all of the information about your child. Evaluations are done twice each school year (fall and spring).

Both Federal and State laws require that you approve any individual testing or other evaluation before we can proceed. Since we are very interested in gathering information which will assist us in planning the best possible program for your child we would appreciate your signing this permission form and returning it as soon as possible. If you have any questions, please feel free to contact the teacher making the referral, the school principal or the district TAG coordinators.

I have been informed regarding the referral of my child for individual testing or other evaluation using appropriate assessments. I understand the reasons for the evaluation and have checked the appropriate box below.

Permission is given to conduct the evaluation as described

Permission is denied to conduct an evaluation

Parent Signature _____ **Date** _____

Parent Rights Concerning Talented and Gifted in the State of Oregon (ODE)

- Parent permission is required for any individual testing that may need to be administered for identification purposes.
- If a student is not identified as TAG, a parent has the right to appeal the results.
- When a student is identified as TAG, the district must inform the parents about the available programs and services.
- Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child.
- Parents may request withdrawal from TAG services and programs at any time
- Parents must be informed of their right to file a complaint.