Folsom Elementary School

Talented and Gifted Program

Mission

The Folsom School Mission is "to serve the unique academic, physical, social, and emotional needs of all students." The Talented and Gifted Program supports the school's mission by serving the needs of students who demonstrate outstanding levels of aptitude or competence in one or more domains, such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields (See Board Policy 6171.2).

Purpose

To engage students with above-average general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity in learning experiences that expand or enhance instruction in the general instructional program.

Identification

All K through 8 students are assessed annually for possible identification as Talented and Gifted. Depending on the grade level of the student, multiple indicators may include standardized tests, classroom performance, teacher surveys, and specific screening tools. While students in grades K through 5 do not leave the classroom for separate instruction, the identification process ensures that the learning needs of highly capable students are met in the inclusive setting of the K-5 Enrichment Program.

Identification Procedure

Student assessment data will be maintained from year to year beginning in Kindergarten and will include the following criteria:

Grades K-8: Measures of Academic Progress (MAP©) test.

Kindergarten and First Grade: Teaching Strategies GOLD observational system

Kindergarten and First Grade: DIBELS – Dynamic Indicators of Basic Early Literacy Skills

Grades K-5: Fountas & Pinnell Benchmark Assessment System

Grades K-8: Student classroom performance

Grades 3-8: Teacher Survey/Nomination to TAG

Grade 5: Student Ability Test

Selection Procedure

The TAG teacher and the Director of Curriculum and Instruction will review the cumulative data annually, prior to the start of the school year.

A list of eligible students will be submitted to the superintendent for approval.

Students and parents will be notified of eligibility and receive information on the TAG program.

Students and parents will read and sign the TAG Compact and return to the TAG facilitator.

Appeal Process

Parents, students, teachers, and/or administrators that disagree with the outcome of the selection process may appeal to the superintendent and request that the student's selection criteria be reviewed and/or submit additional evidence for consideration.

Exiting TAG Program

A student may exit the TAG program by request and with parental permission if he or she is not benefiting from the program.

Full participation is expected of all TAG students as per the "Student Participation Compact." A 3-tiered warning system for non-participation/inappropriate behavior will be implemented as follows:

1. Verbal warning
2. Parent phone call
3. Parent-student-teacher meeting (the student's TAG status will be determined at the meeting).

A student in grades 3-8 must maintain an overall academic cumulative average in the core subjects of English Language Arts, Math/Algebra, Science, and Social Studies at or above the 90th percentile to remain eligible for the TAG program. Student grades will be monitored at the mid and end-point of each Trimester (at the cut-off point for grade submission established by the superintendent). A student's TAG program status will be mutually determined at a parent-student-teacher meeting.

Program Description

Enrichment Program
Kindergarten - Grade 5
The goal of the K-5 Enrichment Program is to infuse into the general education program a broad range of activities for high-end learning that will: (a) challenge all students to perform at advanced levels, and (b) that will allow teachers to enhance student learning, especially in the S.T.E.A.M. content areas through extending opportunities, resources, and encouragement where superior interest and performance are demonstrated. Each week all students in Grades K through 5 will participate in activities in their regular classroom, facilitated by the TAG teacher. Activities in the TAG Enrichment curriculum are aligned to the National Association for Gifted Children (NAGC) Standards, as recommended by the New Jersey Department of Education.

Learning Activities:

Project Based Learning focused on mainly the areas of Math and Science but will incorporate other content areas.

- STEM enrichment activities: Interactive Science and My Math curriculum
- Student independent unit of study and project

TAG Program
Grades 6, 7, 8

The goal of the Middle School TAG program is to encourage highly capable students to explore, develop, or research their areas of interest and/or talent. The TAG teacher is a facilitator, helping students develop their use of critical and creative thinking strategies to become independent investigators. Most learning activities use problem-solving and inquiry as a method of delivery; students are the architects of their learning.

Through Project Based Learning, students will gain knowledge and skills by investigating and responding to a complex question, problem or challenge. The students will understand the content more in depth and learn how to take responsibility. As students progress through the program they will become more confident to solve problems, work collaboratively, communicate ideas and become creative innovators.

Students in grades 6, 7, and 8 meet once or twice a week for a 60-minute session during the Specials Block. Activities in the TAG curriculum are aligned to the National Association for Gifted Children (NAGC) Standards, as recommended by the New Jersey Department of Education.

Learning Activities may include the following and are subject to change based on student interest and learning opportunities that arise which meet the program Mission and Purpose.

Learning Activities (sample):

- NJ Stock Market Game
- Autobiography Writing
- Quiz Bowl @ St. Augustine
- Law Adventure
- Immigration /Genealogy
- Baby Project
- CSI/Forensic Science
- SteamTank Challenge
- Disney Imagineering/Pixar In a Box
- CCTS STEM competition

Additional Learning Activities may be added to the curriculum as students identify research interests or learning opportunities occurring through educational support agencies such as EIRC, NASA, LEGO Education, Junior Achievement, etc.

Gifted and Talented Indicators—Teacher Survey

The qualities included in this survey are often seen in highly capable children. A child may show these characteristics to a greater or lesser extent. Please consider each of the items below separately, and check those that describe the student. Place an X or check mark next to all that apply to the particular student. (Make as many copies as you need for any students you think would qualify for our Talented and Gifted program).

Student's Name: _____   *Grade:* _____

Teacher's Name: _____   *Date:* _____

_____ 1. Has the ability to work independently

_____ 2. Shows perseverance and concentration

_____ 3. Likes the challenge of difficult problems and activities

_____ 4. Enthusiastically generates ideas or solutions to problems

_____ 5. Sees humor in situations that may not seem humorous to others

_____ 6. Communicates ideas and information using a variety of media or modes (ie: oral, written, graphic)

_____ 7. Displays strong ability in the areas of art, music, or technology

_____ 8. Is confident about own ideas and opinions; is not afraid to express or defend them

_____ 9. Is a cooperative, sharing, understanding individual

_____ 10. Asks provocative questions about the cause and reasons for things/events

_____ 11. Shows excitement about discoveries and is eager to share them

_____ 12. Shows empathy with regard to the feelings of others

_____ 13. Intuitive, and demonstrates insight into other people's views and ideas

_____ 14. Is a leader, able to influence others to work toward a desirable goal

_____ 15. Shows the ability to evaluate and self-correct

10+ Points = 3	5-9 Points = 2	1-4 Points = 1	Total Score:

Talented & Gifted Identification Matrix

Talented & Gifted Identification Matrix

Rising Kindergarteners

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
GOLD	**Math: minimum 4/12=1pt** **ELA: minimum 8/24=1pt**	
Fountas & Pinnell Independent Level	**A-C= 1 point**	
Total Score (5 or more points required for eligibility)		

Talented & Gifted Identification Matrix

Rising 1st Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
MAP Reading Test	**RIT 160-167 = 1 point** **RIT 168-175 = 2 points** **RIT 176+ = 3 points**	
MAP Math Test	**RIT 162-170 = 1 point** **RIT 171-179 = 2 points** **RIT 180+ = 3 points**	
Fountas & Pinnell Independent Level	**E+= 1point**	
GOLD	**Math: minimum 4/12= 1pt.** **ELA: minimum 8/24=1pt.**	
Total Score (5 or more points required for eligibility)		

Talented & Gifted Identification Matrix

Rising 2nd Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
MAP Reading Test	**RIT 174-180 = 1 point** **RIT 181-187 = 2 points** **RIT 188+ = 3 points**	
MAP Math Test	**RIT 179-185 = 1 point** **RIT 186-190 = 2 points** **RIT 191+ = 3 points**	
Final Grades (ELA(Avg of Rdg/Writing), Math, Science, Social Studies, Art, Music, Spanish, Computer Technology)	**E = 1 point**	
Fountas & Pinnell Independent Level	**K+= 1 point**	
Total Score (8 points or more required for eligibility)		

Talented & Gifted Identification Matrix

Rising 3rd Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
MAP Reading Test	**RIT 188-193 = 1 point** **RIT 193-198 = 2 points** **RIT 199+ = 3 points**	
MAP Math Test	**RIT 192-196 = 1 point** **RIT 197-201 = 2 points** **RIT 202+ = 3 points**	
Final Grades (ELA(Avg of Rdg/Writing), Math, Science, Social Studies, Art, Music, Spanish, Computer Technology)	**E = 1 point**	
Teacher Survey	**10+ = 3 points** **5-9 = 2 points** **1-4 = 1 points**	
Fountas & Pinnell Independent Level	**N+=1 point**	
Total Score *(12 or more points required for eligibility)*		

Talented & Gifted Identification Matrix

Rising 4th Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
MAP Reading Test	**RIT 201-209 = 1 point** **RIT 210-217 = 2 points** **RIT 218+ = 3 points**	
MAP Math Test	**RIT 202-206 = 1 point** **RIT 207-211 = 2 points** **RIT 212+ = 3 points**	
Final Grades (ELA(Avg of Rdg/Writing), Math, Science, Social Studies, Art, Music, Spanish, Computer Technology)	**E = 1 point**	
Teacher Survey	**10+ = 6 points** **5-9 = 4 points** **1-4 = 2 points**	
Fountas & Pinnell Independent Level	**Q+=1 point**	
Total Score *(12 or more points required for eligibility)*		

Talented & Gifted Identification Matrix

Rising 5ᵗʰ Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
MAP Reading Test	**RIT 208-216 = 1 point** **RIT 217-224 = 2 points** **RIT 225+ = 3 points**	
MAP Math Test	**RIT 212-216 = 1 point** **RIT 217-220 = 2 points** **RIT 221+ = 3 points**	
Final Grades (ELA(Avg of Rdg/Writing), Math, Science, Social Studies, Art, Music, Spanish, Computer Technology)	**E = 1 point**	
Teacher Survey	**10+ = 3 points** **5-9 = 2 points** **1-4 = 1 points**	
Fountas & Pinnell Independent Level	**U+=1 point**	
Total Score *(12 or more points required for eligibility)*		

Talented & Gifted Identification Matrix

Rising 6ᵗʰ Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
Student Ability Test	**120+ = 3 points**	
MAP Reading Test	**RIT 213-220 = 1 point** **RIT 221-229 = 2 points** **RIT 230+ = 3 points**	
MAP Math Test	**RIT 221-225 = 1 point** **RIT 226-230 = 2 points** **RIT 231+ = 3 points**	
Final Grades (ELA, Math, Science, Social Studies, Art, Music, Spanish, Computer Technology)	**E = 1 point each (possible 8 points)**	
Teacher Survey	**10+ = 3 points** **5-9 = 2 points** **1-4 = 1 point**	
Total Score *(15 or more points required for eligibility)*		

Talented & Gifted Identification Matrix

Rising 7th Graders

Student's Name: _____ **Date:** _____

Grade: _____

Assessment Criteria	Point value	Score
Student Ability Test	**120+ = 3 points**	
MAP Reading Test	**RIT 217-225 = 1 point** **RIT 226-233 = 2 points** **RIT 234+ = 3 points**	
MAP Math Test	**RIT 226-230 = 1 point** **RIT 231-234 = 2 points** **RIT 235+ = 3 points**	
Final Grades (ELA, Math, Science, Social Studies, Art, Music, Spanish/ASL, Computer Technology/Graphic Design)	**E = 1 point each (possible 8 points)**	
Teacher Survey	**10+ = 3 points** **5-9 = 2 points** **1-4 = 1 point**	
Total Score *(15 or more points required for eligibility)*		

Talented & Gifted Identification Matrix

Rising 8th Graders

Student's Name: _____ Date: _____

Grade: _____

Assessment Criteria	Point value	Score
Student Ability Test	**120+ = 3 points**	
MAP Reading Test	**RIT 220-228 = 1 point** **RIT 229-236 = 2 points** **RIT 237+ = 3 points**	
MAP Math Test	**RIT 231-233 = 1 point** **RIT 234-236 = 2 points** **RIT 237+ = 3 points**	
Final Grades (ELA, Math, Science, Social Studies, Art, Music, Spanish/ASL, Computer Technology/Graphic Design)	**E = 1 point each (possible 8 points)**	
Teacher Survey	**10+ = 3 points** **5-9 = 2 points** **1-4 = 1 point**	
Total Score *(15 or more points required for eligibility)*		

Folsom Elementary School

TAG Student Participation Compact

Participation in the TAG Program provides an opportunity for a student with above-average general and/or specific abilities to further develop his or her talents, interests, and creativity. The following terms are agreed to by the student and the TAG teacher to ensure continued participation in the program:

- The student will learn key concepts or information related to selected topics using self-directed research tools such as the Internet, student created surveys, or interviews as appropriate. The TAG teacher will support independent learning efforts through guiding questions, facilitating discussions, and identifying educational support agencies or programs related to topics.

- The student must demonstrate mastery at appropriate checkpoints to continue to participate in the TAG program.

- The student must participate in selected group activities at the direction of the TAG teacher.

- The student agrees to complete project work and share with audiences, which may include other TAG classes, other classes, parents, and/or community

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Parent email: _____

Parent phone: _____

Folsom School District

Talented and Gifted Program

Appeal Form

Directions: This form is to be completed and submitted to the Gifted and Talented Coordinator after the parent/guardian of a child has already reached out to and/or met with the TAG teacher at the school. If the TAG teachers have not been contacted prior to this form being completed, the TAG coordinator will require that you do so. Once you have completed the form, please either email it to the TAG coordinator, Michele Hetzel mhetzel@folsomschool.org or print it out and deliver it to the main office.

Date: _____   Student Name: _____

Date of Birth: _____   Current Grade Level: _____

Name of Parent or Guardian filing the Appeal : _____

Email : _____

Phone: _____

Explain the issue being appealed:

_____
_____
_____
_____

Explain the reasoning(s) for filing the appeal:

_____
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