

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-8 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

Updated 9/2021

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 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 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:

Gifted and Talented Progress Report
SY

Student Name

Trimester

Grade Level

	Novice(1)	Progressing(2)	Meeting(3)	Exceeding(4)
Participation - student is able to focus on the task at hand, not easily distracted.				
Persistence -continually gives best effort				
Deliberateness - able to consciously control thoughts and actions				
Flexibility - open to trying new ideas and opinions				
Precision - uses words carefully, checks for accuracy, attends to details				
Inquisitiveness -enjoys asking questions, seeks answers				
Communication -has positive interactions with other students and can work as a team				
Originality - enjoys expressing oneself in a variety of ways				
Metacognition -is able to express thoughts				
Empathy -listens to other students and respects their feelings/opinions as valid				
Risk Taking - not afraid to try new things beyond their understanding				
Respect -respects GT teachers and other students.				

Overall GT Performance _____ **Meeting** _____

<p>Additional Comments Gabby has been present for every TAG session this trimester. She has been working hard on our first Problem Based Learning Project, "The Donut Shop Project." Keep up the great work!--Ms. Santilli</p>	<p>Explanation of Grading System for Gifted and Talented Students will receive: E – Exceeding Standard M – Meeting Standard P – Progressing Towards Standard N – Novice to indicate growth towards achieving the skills/standard</p>
---	--