

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: DIBELS – Dynamic Indicators of Basic Early Literacy Skills

Grades 1-5: Fountas & Pinnell Benchmark Assessment System

Grades K-8: Student classroom performance

Grades K-8: Teacher Survey/Nomination to TAG

Grade 5: Otis-Lennon School Ability Test (**OLSAT**) or equivalent

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.

A student must maintain a grade of "E" or "M" in TAG at the end of each Trimester to remain in 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 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 (sample):

LEGO Engineering
LEGO Storyteller
Let Me Learn
Marsville (EIRC)
Rubics Challenge
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.

Students in grades 6, 7, and 8 meet once a week for a 45-minute session during the E3/Ceramics Cycle. 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):

6th Grade

- Create 6th grade website/live podcast
- Tech fair (sharing learning with classmates)
- NJ Stock market game
- Election unit/project
- Game show development
- Autobiography Writing
- Quiz Bowl @ St. Augustine Prep

7th grade

- Green Challenge (EIRC)
- Law Adventure
- Community Service projects
- Election unit/project
- Quiz Bowl @ St. Augustine Prep
- Immigration/Genealogy

8th grade

- Disney Theme Park ride creation and development
- 8th grade digital yearbook
- Pet project through Animal Aid
- Children's theatre
- Baby Project
- CSI/Forensic Science

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:
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Talented & Gifted Identification Matrix

Rising 6th Graders

Student's Name: _____ Date: _____

Grade: _____

Assessment Criteria	Point value	Score
OLSAT 8 (or equivalent IQ test – 2018)	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
OLSAT 8 (or equivalent IQ test – 2019)	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
OLSAT 8 (or equivalent IQ test – 2020)	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: _____