

# Hockinson School District

## HIGHLY CAPABLE PROGRAM

### HANDBOOK

**2022-23**



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# Hockinson School District

## K-12 Highly Capable Program Overview

### 2022-23



## Program Description

The Hockinson School District Highly Capable program addresses the social, intellectual, physical, and emotional needs of gifted students. It is District wide and committed to augmenting the development of each student's unique potential through accelerated learning and enhanced instruction. Students experience a differentiated curriculum which challenges them to think analytically, logically, and creatively as they solve problems, make decisions and explore their own interests. Classrooms are stimulating environments where expression of ideas is encouraged, positive risk-taking is valued, and collaboration with peers is facilitated. It is a program in which administrators, teachers, students, and parents share responsibilities for the highly capable child's education.

The Highly Capable Program is a state grant funded program that requires the district to meet all guidelines provided in Washington Administrative Code (WAC) 392-170. It supports the district philosophy by recognizing that highly capable students in the Hockinson School District have unique learning needs and talents. In addition to the guidelines in WAC 392-170, Hockinson School District makes equitable identification of low-income students and other underrepresented groups a priority.

## Highly Capable Student Definition (WAC 392-170-035)

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivity within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters **28A.640** and **28A.642** RCW.



## HSD High Capable Program Goals

- To provide accelerated learning and enhanced instruction designed to meet the needs of highly capable students.
- To provide teacher professional learning to maximize teacher effectiveness
- To identify students who have high intellectual, academic and/or creative thinking abilities
- To provide an intellectual peer group
- To provide a quality program for eligible students at each school



### Grades K-5

Identified students are provided services through Flexible or Cluster Grouping for grades where students identified as Highly Capable are clustered with high achieving student groups. Students in grades K-5 are served in their respective grade levels. Collaborative teams design a continuum of instructional options that meet the unique needs of highly capable students. In grades 3-5 there is one program model with additional services by pull-out once a week. Hockinson Heights Elementary School meets the needs of our highly capable learners by focusing on depth of learning and enhancing instruction through differentiation of content, process, and products according to each student's interests and readiness.

Kindergarten and new first grade students are screened in late fall/early winter. Grades 2-7 students who are nominated and screened during first semester will be assessed in the district Highly Capable assessment window, typically early second semester, for potential placement in the Highly Capable program the following year. Additional assessment dates may be scheduled in the late spring or summer for students who are transferring into Hockinson School District.

### Grades 6-8

Highly capable students in grades 6-8 are enrolled in Honors Level Classes within the general education core classrooms. Teachers and students are supported through professional learning in how to design and/or implement a continuum of instructional options that meet the unique learning needs of highly capable students. At Hockinson Middle School, we value creating learning environments that are cognitively challenging, cooperatively engaging, and socially and emotionally safe. We value a growth mindset, meaning at HMS we try, we fail, we learn, we grow. To support the diverse academic and social-emotional needs of our highly capable students, staff and students work together to differentiate and create learning experiences through choice, integrated technology when appropriate, and consistent opportunities to think critically, solve real-world problems, and communicate effectively in all classes at HMS.

### Grades 9-12

At Hockinson High School, Hi-Cap Students are provided multiple avenues in which to pursue their academic growth. Regular classroom-based services may include enrichment, flexible grouping, independent projects, and differentiation. Accelerated learning is provided through Advanced Placement (AP), Honors Level Classes, Running Start, and Foreign Language Credit by Examination. In addition, there are many leadership opportunities, through clubs, classes, and activity involvement. With all of these avenues, we encourage all Hi-Cap students to choose and embrace opportunities to meet their academic needs and interests.



## Highly Capable Nomination and Screening

### Grades K-5

Students are universally screened in kindergarten. Any first grader who is new to the school is screened during our assessment window. Hockinson School District adopts an approach focused on recognizing and nurturing potential highly capable behaviors in primary level classrooms. We make every effort to identify any student belonging to a group that may be underrepresented, such as low-income and ML students, including screening all students in kindergarten using the CogAT 30 min screener. In addition to screening all kindergarten, we screen students who have been nominated for Highly Capable screening. Documents are translated into several languages predominantly represented in our schools. All screening is provided during the school day and does not require any special transportation requirements from the family.

Students will be initially screened using multiple assessments:

- [CogAT 30 min screener](#)
- iReady screening data
- Smarter Balanced screening data

After initial teacher screening, students may be screened further:

- Classroom based assessment data
- Teacher Rating Scales
- Parent Rating Scales

The screening process uses a wide variety of information from various data sources to determine if a student is a good match for targeted Highly Capable program services in the primary classrooms. This process has been designed to assure that no one score or piece of data should prevent a student's eligibility. Conversely, no one score or piece of data will ensure a student's placement.

Using multiple assessments, the district Multidisciplinary Selection Team (MDST) will identify screened K-1 students with potential to receive enhanced and accelerated learning in the primary classrooms. The district MDST includes the Teaching and Learning Coordinator, school counselor, Highly Capable Program teacher, building administrator, and current teacher of the student. These students will be cluster grouped in kindergarten, 1st, and 2nd grades to provide an intellectual peer group. Students in grades 1 and 2 who were noted as displaying

characteristics of highly capable learners during a classroom screening or selection process in the prior year will also receive classroom level differentiation. During the district Highly Capable assessment window, typically early second semester, Grade 2 students with potential for receiving services will be referred for the assessment and selection process for cluster grouping in grades 3, 4, and 5.



### Grades 2-5

The nomination and screening process is open during the window identified by the district during which anyone (parents, teachers, media specialists, friends, family, acquaintances, members of the community, cohorts, etc.) may nominate a student for assessment. The screening process uses a wide variety of information from various data sources to determine if a student is a good match for the Highly Capable Program services. We make every effort to identify any student belonging to a group that may be underrepresented, such as low-income and ML students, including screening all students in kindergarten using the CogAT 30 min screener. In addition to screening all kindergarten students, Highly Capable Nomination and Screening documents are translated into several languages predominantly represented in our schools. All screening is provided during the school day and does not require any special transportation requirements from the family.

Students will be nominated and screened using multiple assessments, identified below:

- Teacher Rating Scales
- Parent Rating Scales
- Classroom based assessment data
- iReady assessment
- SBA assessment

Grades 2-5 students who are nominated and screened during first semester will be assessed in the district Highly Capable assessment window, typically early second semester, for potential placement in the Highly Capable program the following year. Additional assessment dates may be scheduled in the late spring or summer for students who are transferring into Hockinson School District.

### Grades 6-12

Students are identified for participation in advanced level course work during the forecasting process that occurs every spring. Students are identified by counselors, teachers, and administrators at the building level based on a variety of individual academic performance data and successful completion of prior coursework.

Students will be nominated and screened using multiple assessments, identified below:

- Teacher Rating Scales
- Parent Rating Scales
- Classroom based assessment data
- IXL assessment
- SBA assessment





## Assessment and Selection

### Grades 2-12



Parent permission is required to assess students who have moved through the nomination or screening process. Students will be assessed using multiple assessments, identified below:

1. Academic Achievement/Performance
  - a. IXL- HHS/ iReady- HMS and HHES
  - b. SBA (grade 4>)
2. Cognitive Abilities Tests (CogAT) Full Battery
  - a. Verbal Reasoning
  - b. Quantitative Reasoning/Non-Verbal Reasoning
3. Scales for Identifying Highly Capable Students
  - a. School - Teacher Rating Scales
4. Scales for Identifying Highly Capable Students
  - a. Home - Family Rating Scales

Data and information gathered will be reviewed by the district Multidisciplinary Selection Team (MDST) that will identify the most highly qualified students for inclusion in the Highly Capable Program. The district MDST includes the Teaching and Learning Coordinator, school psychologist, school counselor, Highly Capable Program teacher, building administrator, and current teacher of the student. The district MDST will select those students who would receive the most benefit from participating in the program.

The district will:

1. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, program options and the appeal process. For grades 9-12, teachers, counselors, and parents participate in the forecasting process to ensure that students plan to access advanced courses;
2. Obtain parental permission to provide services and programs; and
3. Schedule a meeting of all such parents

# ASSESSMENT AND SELECTION MATRIX



Consideration for the Highly Capable Program:

- CogAT stanine scores of 8 and/or 9 (see table below); AND
- Other data sources support placement in the Highly Capable Program

Student CogAT scores not within the range identified in the table below indicate the student does not meet the criteria for consideration for the Highly Capable Program.

## COGNITIVE ABILITIES TEST:

Aptitude Measure						
<b>CoGAT Verbal Reasoning (V)</b>						
Stanine:	9	9	8	8	9	≤7
PR:	96-99	96-99	89-95	89-95	96-99	≤88
<b>CoGAT Quantitative/Non-Verbal Reasoning (QN)</b>						
Stanine:	9	8	9	8	≤7	9
PR:	96-99	89-95	96-99	89-95	≤88	96-99
+ = Review other data sources to validate placement in High Cap Program	+	+		√		*
√ = If iReady Reading and Math Domains both >90% validate placement. If iReady Reading and Math Domains <90%, consider for placement.						
* = Student demonstrates characteristics of highly capable in either the verbal or quantitative/non-verbal domains; review other data sources to consider for placement and targeted services						

## HIGHLY CAPABLE LEARNER RATING SCALES



<b>Characteristics – General Intellectual Ability, Language Arts, Mathematics, Creativity Scales</b>
<b>Teacher Rating Scale</b>
Review information reported by teacher - Information used to validate or consider student for placement
<b>Home Rating Scale</b>
Review information reported by family - Information used to validate or consider student for placement

### Appeal Process

Any parent or student who is aggrieved by the decision of the district MDST will have the right to an informal conference with the principal and superintendent for the purpose of resolving the grievance.

The parent or student may present further documentation to support their request that includes but is not limited to:

1. Letters of attestation from other education professionals that support the argument for placement
2. Outside test scores
3. Other documentation that provides proof to support the argument for placement

The parent and student after exhausting this remedy will have the right, upon 2 school business days' prior notice, to present a written and/or oral grievance to the Superintendent. If the grievance is not resolved, the parent and student, upon 2 school business days' prior notice, have the right to present a written grievance to the school board during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The board will notify the parent and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The decision of the district multi-disciplinary committee will continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

## Exit Procedure



When considering exiting a student from the Highly Capable Program, the emphasis is on meeting the social, emotional, and academic needs of the student. If either the teacher or parent/student suspects that the current Highly Capable Program is not the best placement, the following procedure will take place:

1. A meeting will be held between the parent, principal, and teacher (and student when appropriate). The purpose of this meeting will be to:
  - a. Discuss concerns and review data.
  - b. Set collaborative goals with a timeline. If the concerns remain after the designated time, a follow up meeting will be held to revise the goals or go to step 2.
2. A meeting will be scheduled with the parent, principal, teacher, Superintendent, and other professionals as requested. The purpose of this meeting will be to:
  - a. Discuss concerns and review data.
  - b. Set collaborative goals with a timeline or make a decision to exit the student from the current Highly Capable Program. If goals are set and concerns remain after the designated time, go to step 3.
3. Student exits the program (preferably at end of the school year).
4. Should the student wish to re-enter the program in the future, the request will be considered by the district's MDST to determine what identification procedures are necessary.

## Nomination, Screening, Assessment, and Selection Timeline

- Nomination and Screening - December/January
- Assessment - February
- Selection - April

## APPENDIX A Stanines and Percentile Ranks



Stanine scores range from a low of 1 to a high of 9. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development. A comparison of Stanines and Percentile Ranks are summarized in the table below:

Stanine	Percentile Rank	Description
9	96-99	Very High
8	89-95	Above Average
7	77-88	Above Average
6	60-76	Average
5	40-59	Average
4	23-39	Average
3	11-22	Below Average
2	4-10	Below Average
1	1-3	Very Low

Source:

[http://es.lb65.org/UserFiles/Servers/Server\\_5566160/File/Announcements/The%20CogAT%20Test%20Explanation%20for%20Parents.pdf](http://es.lb65.org/UserFiles/Servers/Server_5566160/File/Announcements/The%20CogAT%20Test%20Explanation%20for%20Parents.pdf)

- A *percentile* is a position in a rank ordering expressed as the percentage that are lower in the rank ordering. For example, a student at the 70<sup>th</sup> percentile performed better than 70% of other candidates.
- *Stanine* (Standard NINE) is a method of scaling test scores on a nine-point standard scale with a mean of five (5) and a standard deviation of two (2).

Test scores are scaled to stanine scores using the following algorithm:

1. Rank results from lowest to highest
2. Give the lowest 4% a stanine of 1, the next 7% a stanine of 2, etc., according to the following table:

Calculating Stanines									
Result Ranking	4%	7%	12%	17%	20%	17%	12%	7%	4%
Stanine	1	2	3	4	5	6	7	8	9

Source:

<http://assessment.tki.org.nz/Using-evidence-for-learning/Concepts/Concept/Percentages-percentiles-and-stanines>

The underlying basis for obtaining stanines is that a normal distribution is divided into nine intervals, each of which has a width of 0.5 standard deviations excluding the first and last. The mean lies at the center of the fifth interval.

## APPENDIX B Characteristics of Highly Capable Individuals



Highly Capable individuals may exhibit some of the following characteristics. Keep in mind that Highly Capable individuals are not a homogenous group, and therefore, may exhibit these characteristics in varying degrees and intensities. It is not expected that a Highly Capable child will exhibit all of the traits listed nor are the presence of any of these characteristics proof that a child is Highly Capable.

### General Intellectual Ability

- Have varied interests and exhibit curiosity; strong curiosity; asks questions about everything and anything; inquisitive (Clark, 2002; Silverman, 1997-2004, Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Bloom, 1982; Terman & Oden, 1951).
- Demonstrate a high level of language development and verbal ability; has extensive vocabulary; early or avid reader (Clark, 2002; Silverman, 1997-2004; Terman & Oden, 1947; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Gross, 1993 ).
- Have an unusual capacity for processing information ( Clark, 2002).
- Ability to think and process information quickly; learns rapidly (Clark, 2002; Silverman, 1997-2004).
- Comprehensively synthesizes problems; reasons well (Clark, 2002; Silverman, 1997-2004; Sternberg, 1986 ).
- Heightened capacity to recognize diverse relationships and integrate ideas across disciplines;
- Reasons things out, comprehends meanings, and makes logical associations. ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).
- Early use of differential patterns in thought processing ( Clark, 2002).
- Is a keen observer; alert (Silverman 1997-2004, Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Rogers, 1986; Witty, 1958 )

### **Specific Academic Ability**

- Capable of absorbing an extraordinary quantity of information with unusual retentiveness; has an excellent memory (Clark, 2002; Silverman, 1997-2004).
- Able to comprehend subject matter at advanced levels ( Clark, 2002).
- Has facility with numbers (Silverman 1997-2004; Gottfried, Gottfried, Bathurst, & Guerin, 1994; Hildreth, 1966; Hollingworth, 1931; Robinson, Roedell, & Jackson, 1979; Rogers, 1986)
- Has quick mastery and recall of factual information; rapid learning ability (Bloom, 1982; Hollingworth, 1942; Terman & Oden, 1947 ; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).
- Unusual intensity; persistent and goal directed; perseverant in their interests (Clark, 2002; Silverman, 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Rogers, 1986; Witty, 1958).
- Has a long attention span; persevering when interested (Feldhusen, 1986; Rogers, 1986; Witty, 1958).



### **Creative Ability**

- Flexible thought processes in solving problems ( Clark, 2002).
- Early ability to delay closure ( Clark, 2002).
- Can generate original ideas and solutions; is highly creative; offers unusual, unique, or clever answers; originality in written, oral, or artistic expression; independent thinker (Clark, 2002; Silverman, 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Lovecky, 1993; Rogers, 1986 ).
- Has a vivid imagination; fantasizes (Silverman 1997-2004; J. Gallagher, 1966; S. Gallagher, 1985; Piechowski & Colangelo, 1984; Piechowski, Silverman, & Falk, 1985; Terman & Oden, 1959; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).
- Has a keen sense of humor; comical (Silverman, 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Hollingworth, 1926; Terman, 1925; Kanevsky, Maker, Nielsen, & Rogers, 1994 ).
- Is a risk-taker; adventurous and speculative ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).
- Involvement with the metaneeds of society (beauty, justice, truth); is sensitive to beauty (Clark, 2002; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).

- Nonconforming; individualistic ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Uses previously learned things in new contexts (Smutney, 1998).
- Leadership Ability
- Have an evaluative approach towards self and others ( Clark, 2002).
- Heightened expectations of self and others; perfectionistic; is self critical (Clark, 2002; Silverman, 1997-2004, Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Adderholdt-Elliott, 1987; J. Gallagher, 1990; Kerr, 1991; Robinson & Noble, 1991; Whitmore, 1980 ).
- Advanced cognitive and affective capacity for conceptualizing societal problems ( Clark, 2002).
- Are self-confident with children their own age as well as with adults ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).
- Responsible; can be counted on ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Is cooperative with teacher and classmates ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002).
- Tends to dominate others; directs activities ( Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ).
- Often has solutions to social and environmental problems ( Clark, 2002).
- Tends to question authority; is uninhibited in giving opinions (Silverman 1997-2004; Renzulli, Smith, White, Callahan, Hartman, & Westberg, 2002 ; Hollingworth, 1940; Meckstroth, 1991; Whitmore, 1979).





## What does Hi-Cap/Honors/AP Course Teaching & Learning Look Like?



	<b>Teacher provides learning experience....</b>	<b>Students will learn...</b>
<b>Vocabulary</b>	Providing opportunities for students to dig deeper and communicate their learning	Accurately knowing and purposefully applying both required and student-discovered vocabulary
<b>Leadership</b>	Managing a learner-centered classroom, with multiple opportunities for students to “step up” to leading	Initiate, create and utilize opportunities for learning leadership and self-directed learning
<b>Depth of Knowledge</b>	Asking questions that promote deeper thinking and involve students in framing their own Depth Of Knowledge 4 questions.	Consistently live Depth Of Knowledge 4
<b>Content</b>	Understanding and engaging with the “Why?”, “How does this connect?”, and “So What?”	Engage in study through more than one disciplinary lens and from multiple perspectives
<b>Motivation</b>	Providing and encouraging independent Inquiry opportunities, where students research, investigate, inquire, create, invent, publish, and reflect	Exhibits intrinsic motivation and curiosity by extending understanding/learning
<b>Questioning &amp; Discussion</b>	Modeling and creating class time for student-centered dialogues, including critiques & reflection	Consistently poses questions that move thinking to a higher depth of knowledge
<b>Responding</b>	Encourages and enables student-centered discussions & reflection about complex, abstract ideas	Responds to teacher and peer questions with elaboration for the purpose of sharing new insights
<b>Application</b>	Challenging students to identify and share “real world” content connections and engages with strong, contemporary driving problems or questions	Apply and make connections for the purpose of <i>solving</i> “real world” problems
<b>Resources</b>	Creating a classroom environment where everyone is a learner and teacher	Identify and share learning resources that supplement and complement teacher provided information



## Hockinson School District HIGHLY CAPABLE NOMINATION FORM

Please complete a separate form for each nominated student. This form can also be completed via a fillable form by following this [link](#).

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Current School: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

I am nominating this student to be considered for Highly Capable Services.

Nominator's Name (please print): \_\_\_\_\_

Signature of Nominator: \_\_\_\_\_

Date: \_\_\_\_\_

- Teacher
- Parent/Guardian
- Community Member
- Other Staff \_\_\_\_\_
- Peer

In the space below or on a separate paper, provide a written statement giving examples of how this student has exhibited traits, attitudes, or behaviors that are evidence of needing highly capable services.

# Hockinson School District HIGHLY CAPABLE SERVICES APPLICATION AND PERMISSION FOR ASSESSMENT



Please print clearly or type. This form can also be completed via a fillable form by following this [link](#).

Student's First Name	Last Name	
Current School	School Year	Current Grade Level
Current Teacher	Date of Birth M/D/Y	

I give consent for my child to be tested by the Highly Capable Services Program in order to determine eligibility and/or possible placement in highly capable services.		
<b>Parent/Guardian Signature</b> _____		<b>Date</b> _____
Parent/Guardian Name (Please Print)	Today's Date M/D/Y	
Street Address	City	Zip code
Phone 1: <input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> work	Phone 2: <input type="checkbox"/> cell <input type="checkbox"/> home <input type="checkbox"/> work	
Email Address		
Are there any factors which might affect your child's ability to take tests? If yes, please explain.	Y or N	
Does your child need special testing accommodations as specified in a 504 or IEP?	Y or N	
Has your child been tested for highly capable services in the past year?	Y or N	

*Hockinson School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs.*

# Hockinson School District PARENT RATING SCALE



Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent or Guardian Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete. This form can also be completed via a fillable form by following this [link](#).

Characteristic	Not True	Uncertain	True	Very True
Reasons well; is a good thinker				
Learns rapidly				
When interested, stays with a task for long periods of time				
Sensitive; feelings easily hurt				
Shows compassion				
Seeks perfection				
Intense				
Demonstrates curiosity; exhibits a need to know				
Has high degree of energy				
Prefers older companions/adults				
Has unique sense of humor				
Early or avid reader or is intensely interested in books				
Concerned with justice, fairness				
At times, his/her judgment is mature for age				

# Hockinson School District TEACHER RATING SCALE




*“Preparing All Students for Lifelong Success.”*

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_

Please complete. This form can also be completed via a fillable form by following this [link](#).

Characteristic	Not True	Uncertain	True	Very True
Reasons well; is a good thinker				
Learns rapidly				
Has extensive vocabulary				
When interested, stays with a task for long periods of time				
Sensitive; feelings easily hurt				
Shows compassion				
Seeks perfection				
Intense				
Demonstrates curiosity; exhibits a need to know				
Has high degree of energy				
Prefers older companions/adults				
Has unique sense of humor				
Early or avid reader or is intensely interested in books				
Concerned with justice, fairness				

				
At times, his/her judgment is mature for age				
Has a vivid imagination				
Is a keen observer				
Enjoys intellectual activity				
Is highly creative; comes up with unusual or clever responses				
Tends to question authority				
Shows ability with numbers				
Good at jigsaw puzzles				
Displays a nonconforming attitude; does not fear being different				
Can move quickly from understanding the simple to the more complex and from the concrete to the more abstract				
Likes to make associations and apply learning				
Self-confident in his/her own thinking				
Is good at games of strategy; likes to anticipate participant moves				

If you would like, please tell the Selection Committee more about your student.

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## APPENDIX D Eligible



# Hockinson School District HIGHLY CAPABLE SERVICES *IS* ELIGIBLE

[DATE]

To the Parent(s) or Guardian(s) of [STUDENT NAME]:

After reviewing the multiple objective criteria for [STUDENT NAME], the Multidisciplinary Selection Committee has determined your child is eligible for highly capable services at this time.

For your review, [STUDENT NAME] CogAT score is attached, as the Permission to Place form.

Hockinson School District Highly Capable Services allow for parental appeals of placement decisions.

If you wish to appeal this program placement decision, please refer to the appeal process outlined in the HSD Highly Capable handbook.

Sincerely,

Steve Marshall  
Superintendent  
Hockinson School District

**APPENDIX E Permission to Place**



**Hockinson School District  
HIGHLY CAPABLE SERVICES  
PERMISSION TO PLACE**

**Please complete this form.**

Student's First Name	Middle	Last Name
Current School:	Current Grade Level:	

**Parent/Guardian Consent for Highly Capable Services**

\_\_\_\_\_ I have reviewed the curriculum overview for HSD High Cap Program.

\_\_\_\_\_ I give permission for my child, \_\_\_\_\_, to participate.

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/GUARDIAN PRINTED NAME: \_\_\_\_\_

**Parent/Guardian Request to Decline Highly Capable Services**

\_\_\_\_\_ I do NOT want my child to participate.

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT/GUARDIAN PRINTED NAME: \_\_\_\_\_





**Hockinson School District**  
**HIGHLY CAPABLE SERVICES NOT ELIGIBLE**

[DATE]

To the Parent(s) or Guardian(s) of [STUDENT NAME]:

After reviewing the multiple objective criteria for [STUDENT NAME], the Multidisciplinary Selection Committee has determined your child is not eligible for highly capable services at this time.

For your review, [STUDENT NAME] CogAT score is attached.

Hockinson School District Highly Capable Services allow for parental appeals of placement decisions.

If you wish to appeal this program placement decision, please refer to the appeal process outlined in the HSD Highly Capable handbook.

Sincerely,

Steve Marshall  
Superintendent  
Hockinson School District