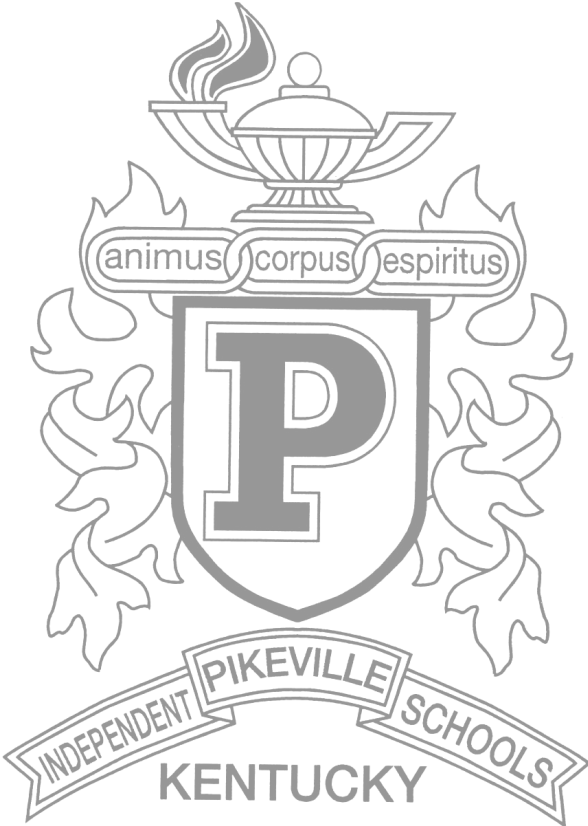


# Pikeville Independent Schools

## Gifted Education Program

### District Implementation Handbook



Updated April 2023

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## **INTRODUCTION**

Welcome to the Pikeville Independent Schools.

We are delighted with your interest in services for gifted students. The old adage that special people have special needs has never been more accurate. We are dedicated to helping these special students reach their full potential. This handbook is a compilation of state and local guidelines, identifications, and placement procedures as well as appropriate forms for each area of giftedness.

## **Areas in which Kentucky identifies students as gifted:**

### **GENERAL INTELLECTUAL ABILITY (GI)**

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3.285)

### **SPECIFIC ACADEMIC APTITUDE (SA)**

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

### **CREATIVITY (C)**

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by Innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3.285)

### **LEADERSHIP (L)**

Leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability or vision to set goals and organize others to successfully reach those goals. (704 KAR 3.285)

### **VISUAL AND PERFORMING ARTS (VPA)**

Visual and Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3.285)

## **Administrative Guidelines/Procedures**

### **General District Guidelines**

A District-wide Gifted Education Committee will be established each year to help develop policies, procedures, and identification standards, and to identify the students to be served. This Committee will consist of representatives from each school in the District (teachers, administrators, and counselors), the gifted education teacher and the District GT Coordinator.

The District Committee will have at least two meetings a year for the purpose of identifying students for the primary talent pool and formally identifying students in grades 4-12 in each of the five (5) areas. These meetings will be held in October and February. Other meetings will be scheduled as needed.

Parents will be notified by letter if they have a child who is eligible to receive gifted education services in one or more of the five (5) identified areas. Parents are encouraged to contribute suggestions they believe would be helpful to the District in designing the Gifted Student Services Plan (GSSP) for their child.

Parents/guardians may appeal a decision as provided in District Procedure – Procedural Safeguards and Grievances (Handbook Appendix B).

Criteria for identification are listed for each specific area of giftedness (Handbook sections 1-6).

Identified students will be served each year at all levels (primary, upper elementary, middle school, and high school) with more than one service option.

Transfer students from other Kentucky school districts will qualify for the gifted education program upon receipt of verification of formal identification and placement. The parent/guardian is responsible for providing the required records to the school upon enrollment.

Per Kentucky law, transfer students from other states must go through the full District referral/identification process.

## General School Guidelines

A parent permission form must be signed by the parent/guardian before:

- a student can be administered an individual assessment
- placement in the GT program
- a Gifted Student Services Plan (GSSP) is written
- services are provided to the student

Each identified student will have an annual GSSP designed to meet the student's individual interests, needs, and abilities. **Classroom teachers may collaborate to develop the GSSP, with the teacher who serves the student in an identified area bearing the responsibility of ensuring it is completed according to District timelines.**

Parents/guardians can view a current copy of the GSSP on Infinite Campus no later than October for returning students and within one month of identification for newly identified students. They will also be able to view progress reports on Infinite Campus (one each semester) throughout the year. Paper copies of the GSSP and progress reports can be sent upon request.

Each student will have a GT folder that will be maintained and updated throughout the academic career. This folder will be kept in the gifted education teacher's files. A summary sheet outlining identified areas will be placed in the student's cumulative file to alert the regular classroom teacher of the student's placement in the gifted education program.

## General District/School Guidelines - Nomination Timeline and Process

Screening and identification assessments will be administered to all existing third and/or beginning fourth graders. Whole-grade screening in select GT areas may also be administered at grade 7. Students in grades 4-12 who are recommended for reevaluation or who are new to the district may also be screened or assessed, if referred by a teacher, parent, administrator, or self.

Nominations will be solicited in September and January. The District Gifted Education Committee will meet to determine formal identification and placement in October and February.

Additionally, teachers and administrators will be encouraged to nominate students throughout the year, as desired.

Supporting documentation/evidence must be included when teachers and administrators nominate students.



When scores are returned during the summer and students are found to be eligible for consideration, both the current and previous year teachers will be notified and given the opportunity to complete the nomination process.

### **District Committee Guidelines**

The District Gifted Education Committee meets in October and in February to make formal placement decisions. Additional meetings may be called as necessary.

The District committee makes placement decisions for all five (5) identification categories - General Intellectual Ability, Specific Academic Aptitude, Creativity, Leadership, and Visual/Performing Arts.

Responsibilities of District committee members include, but are not limited to:

- Review the “Selection Criteria” and recommendation forms for each of the categories.
- Review “evidence summaries” and blind copies of student evidence folders for testing results and other relevant student data to determine student qualification, based upon the selection criteria.
- Make final decisions regarding placement in the Gifted Education Program. The committee may choose to approve or deny placement or may table a decision pending collection of additional evidence.
- Approve changes/revisions to current procedures.

Once a student is identified, the student will qualify for services as long as they are in school. Students placed in the Gifted Education Program do not have to be identified each year.

Once formally placed, a student may not be removed from the gifted education program. A parent/guardian, however, may request in writing that a student no longer receive gifted education services.

The Gifted Education Coordinator/Designee will forward to each school administrator and appropriate grade level teachers a roster of students (by category) who have been approved and recommended for services by the District Committee.

## Gifted Education Teacher Guidelines

Responsibilities of the Gifted Education Teacher include, but are not limited to:

- Formal identification of students grades 4-12 in five different areas (each area has a different set of assessments that must be administered and evidence to collect):
  - Review assessment data as it is received and notify teachers of students whose scores indicate they are potential candidates for the Gifted Education Program.
  - Solicit program referrals each fall and spring. Accept referrals at any additional time throughout the year.
  - Facilitate completion of whole grade screening of exiting third and/or entering 4<sup>th</sup> graders.
  - Compile a list of the students recommended for formal identification and placement and facilitate the collection of evidence for each referral.
  - Facilitate completion of any individual assessments needed during the referral process.
- Prepare an “evidence summary” (using randomly assigned numbers instead of names) to present to the District committee for use in making placement decisions. Only the Gifted Education Coordinator and/or Teacher shall have access to the master list matching student names and numbers. This information shall not be released to District committee members until the placement decisions are final.
- If in-depth discussion of the evidence is needed, prepare blind copies of the student’s evidence folder for presentation to the District committee.
- If a student is accepted into the program, send a letter of notification and a “Permission/Denial Form” to the parent/guardian. The parent must give approval for the child to receive services. A child may not begin participating in any Gifted Education Program activities until the parent permission form is received.
- Send a letter of notification to the parent/guardian of each student denied or tabled by the District committee.
- Informal identification of Primary Talent Pool (K-3) students:
  - Solicit referrals each year.
  - Facilitate collection of evidence to support placement.
  - Ensure teachers receive an updated list each year.
- Collaborate with various school level individuals to determine the most appropriate service delivery options for the identified students in each category.

- Provide services to formally identified students at both schools. For all 5 areas of identification, the Gifted Education teacher provides either:
  - Direct services (i.e. – pullout classes, in-class collaboration)
  - Indirect services (i.e. – out-of-class collaboration/consultation with teachers, assistance with finding appropriate resources)
- The Gifted Education teacher shall also:
  - Plan/coordinate/schedule services to be provided by outside resources.
  - Develop GT curriculum for all direct services, as there is no text or purchased “curriculum”.
  - Develop units of study based on student interest.
- Identify and notify the teacher, teachers, or counselor responsible for providing services and keeping appropriate records for each identified student. **The designated teacher, teachers, or counselor will be responsible for writing and implementing the GSSP and for reporting student progress to parents at the end of each semester.**
- Maintain accurate and up-to-date Infinite Campus records and GT folders.
- Collaborate with the district coordinator to design/revise/update district procedures.
- Complete an annual GT program review as required by KDE.

### **Record Keeping**

All relevant information for an identified student, even if the student is identified in multiple areas, is to be kept in **one** "GT" folder. The Gifted Student Service Plans (GSSPs), identification and placement forms, and all collected evidence are kept in this one folder. This "GT" folder is kept and updated by the gifted education teacher, with a summary sheet showing specific areas of identification to be placed in the child’s cumulative folder as an alert for classroom teachers that the child has been formally identified and must receive GT services.

Identified students will be recorded in Infinite Campus. These records will be updated yearly by the gifted education teacher.

### **Gifted Student Services Plan (GSSP)**

House Bill 519 requires a Gifted Student Services Plan (GSSP) for students identified in one or more of five (5) categories. The categories are General Intellectual Ability, Specific Academic Aptitude, Leadership, Creativity, and Visual and Performing Arts. The District Gifted Education

Teacher will determine the responsible teacher to complete the GSSP. **The responsible teacher is defined as the teacher who provides direct differentiated services to the student the majority of the time.** Plans are to be completed annually and a progress report can be found on Infinite Campus.

The gifted education teacher shall oversee the completion of the GSSPs. (See Appendix C of this handbook for a copy of the form used by Pikeville Independent Schools.) The original copy of the GSSP is to be placed in the student's "GT" folder that is kept by the gifted education teacher. A copy is also available on Infinite Campus.

**Remember:** The "GT Student Services Progress Report" is provided to parents at the end of each semester. This progress report is included on the GSSP form.

If additional assistance is required, please contact the Gifted Education Teacher or the District Coordinator.

***Section 1:***  
***General Intellectual Ability***

## **GENERAL INTELLECTUAL ABILITY**

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3.285)

### **Identification and Services**

**Identification is based on multiple evidences. No student will be denied entrance to the program, based on one criterion. A minimum of three (3) measures will be used to determine eligibility; however, the student must meet both objective and subjective criteria for inclusion in the program.**

All exiting Primary students will be administered a comprehensive test of intellectual ability or a non-verbal test of mental reasoning ability (such as the RAVEN Standard Progressive Matrices).

General intellectual ability shall be determined by:

#### **Objective Measures:**

- A student scores within the ninth stanine on a full scale comprehensive test of intellectual ability (e.g. the Test of Cognitive Skills, RAVEN).
- If a student scores below the ninth stanine on a comprehensive test of intellectual ability, yet other objective measures show potential, the district shall administer an individual mental ability test (e.g. the Otis Lennin School Ability Test [OLSAT]). The student must score within the ninth stanine on this test.

#### **Subjective Measures:**

- Recommendations, which may be in the form of an official "recommendation letter"
- A "jot-down" of specific examples of gifted behavior from classroom observations
- A rating scale (i.e. – Renzulli scales)
- Student work that reflects exceptional ability
- Anecdotal records
- Inventory checklists of behaviors specific to general intellectual category

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.

After a student is identified, a GSSP must be completed and sent home. A GT student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

A student may be identified at any time during grades 4-12.

A student may be identified in General Intellectual Ability as well as other areas.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

***Section 2:***  
***Specific Academic Aptitude –***

*Language Arts*

*Math*

*Science*

*Social Studies*



## **Specific Academic Aptitude – Identification Procedure**

### **SPECIFIC ACADEMIC APTITUDE**

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific aptitude areas significantly beyond age, experience, or environment of one's chronological peers. While students with specific aptitude are typically at least above average in intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

### **Identification and Services**

It is very important to differentiate between general intellectual ability and specific academic aptitude.

**Identification is based on multiple evidences. No student will be denied entrance to the program based on one criterion. A minimum of three (3) measures will be used to determine eligibility; however, the student must meet both objective and subjective criteria for inclusion in the program.**

Specific Academic Aptitude shall be determined by:

#### **Objective Measures:**

- Norm Referenced Test: The criterion is met if the student scores at the 9th stanine (in content area) on a standardized achievement test (e.g. STAR, MAP, SCHOLASTIC).
- AND/OR**
- A score in the 96<sup>th</sup> percentile or above in content area on EXPLORE, PLAN, SAT, PSAT or ACT or other nationally normed test.
  - If a student scores within the 92<sup>nd</sup>–95<sup>th</sup> percentile on a formal group measure of academic strength and other documentation shows potential, another standardized achievement test will be administered.

#### **Subjective Measures and/or Supporting Evidence:**

- Off-level tests
- Student awards or critiques of student performances
- Student works that reflect exceptional ability in one or more content areas (includes grades)
- A score of Distinguished in content area on Kentucky State Testing
- Recommendations, which may be in the form of an official "recommendation letter"
- A "jot-down" of specific examples of gifted behavior from classroom observations
- Anecdotal records
- Inventory checklists of behaviors specific to gifted categories

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

## **Specific Academic Aptitude – Identification Procedure**

A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.

After a student is identified, a GSSP must be completed and sent home. A GT student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

A student may be identified at any time during grades 4-12.

A student may be identified in Specific Academic Aptitude as well as other areas.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

***Section 3:  
Creativity***

## **Creativity – Identification Procedure**

### **CREATIVITY**

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by Innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.  
(704 KAR 3.285)

### **Identification and Services**

**Identification is based on multiple evidences. No student will be denied entrance to the program based on one criterion. A minimum of three (3) measures will be used to determine eligibility.**

All exiting Primary students will be administered a standardized test of creative ability (e.g. the Torrance Test of Creative Thinking [TTCT]).

**Beware of excluding students based on behavior. Characteristics of exceptional creativity may manifest in ways that are not considered positive by others.**

Creativity shall be determined by:

#### **Objective Measure:**

- A student score within the 9<sup>th</sup> stanine on a standardized test for creativity

#### **Subjective Measures:**

- Recommendations, which may be in the form of an official "recommendation letter"
- A "jot-down" of specific examples of gifted behavior from classroom observations
- A rating scale (i.e. – Renzulli scales)
- Student work that reflects creative ability above and beyond that of peers
- Creative writing samples
- Anecdotal records
- Inventory checklists of behaviors specific to creativity
- Independent projects that involve some sort of physical or visual product as well
- Class projects that are significantly above and beyond those of their peers
- Video tapes of oral presentations
- Essay Tests that show evidence of creative thinking
- Parent narratives of specific evidence of student's creative thinking and/or in-depth study of topics of interest to the student or extra-curricular activities that they are involved in
- Computer work that is significantly above and beyond that of peers and even some adults

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.

Within one month of identification, a GSSP must be completed and sent home. A GT student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

A student may be identified at any time during grades 4-12.

A student may be identified in Creativity as well as other areas.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

***Section 4:  
Leadership***

## **LEADERSHIP**

Leadership ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability or vision to set goals and organize others to successfully reach those goals. (704 KAR 3.285)

### **Identification and Services**

**Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one (1) criterion. Many processes will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission into the Gifted Education Program will be granted.**

Criteria may include:

- Portfolio documenting leadership activities. The criterion is met if sufficient evidence pertaining to the student's leadership activities is provided.
- Letter of recommendation: The criterion is met when a letter is submitted and evidence of high performance and leadership are shown.
- A "jot-down" of specific examples of gifted behavior from classroom observations
- A rating scale (i.e. – ROETS Rating Scale)
- Student work that reflects exceptional leadership ability
- Anecdotal records
- Inventory checklists of behaviors specific to leadership category

Cautions:

- Don't exclude students based on inappropriate behavior
- A student with leadership talent may not be a top academic performer

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

A letter will be sent to parents when a student meets the identification requirements. A permission form must be signed and returned to school before services can begin.

Within one month of identification, a GSSP must be completed and sent home. A GT student folder containing all collected evidence must be completed and housed in the gifted education teacher's files.

The gifted education teacher must enter GT data into the student's Infinite Campus record and a summary sheet showing all identified areas must be included with the student's permanent record.

A student may be identified in Leadership as well as other areas.

Progress reports regarding the GSSP are to be completed for each identified student at the end of each semester.

***Section 5:***  
***Visual and Performing Arts –***

*Visual Art*

*Music*

*Dance*

*Drama*



## **VPA Overview – Identification Procedure**

### **VISUAL AND PERFORMING ARTS**

Visual and Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or dramas. (704 KAR 3.285)

### **Identification and Services**

Identification is based on documented strengths, abilities, and interests. No child will be denied entrance to the program based on only one (1) criterion. Many processes will be used to determine eligibility. If the student meets the criteria in three (3) areas, admission into the program will be granted.

**Specific “talent” areas shall be determined by the procedures detailed on the following pages.**

## VPA Overview -- Audition Process and Timeline

### The Audition Process:

- This general process is used for all 4 VPA areas
  
- Referrals are accepted in August (music/visual art) and September (dance/drama) each school year. Referral materials may be obtained from the Gifted Education teacher.
  
- Three pieces of documentation are required to receive an audition:
  - Referral Form
  - Parent Questionnaire
  - Letters of Recommendation by non-relatives (a minimum of 3 is highly suggested; at least 1 is required)
  
- Each student who is referred will submit his/her audition via Google Classroom in their chosen area ***provided all referral materials have been completed on time. Students with incomplete files or late submissions are not judged.***
  
- A letter is sent to each student detailing the requirements for the VPA auditions.
  
- During auditions, each judge will complete a scoring rubric for each student. After all auditions are completed, the judges may review all audition notes/rubrics and additional referral materials, if desired. The Gifted Education teacher will organize the results. The District Gifted Education Committee will then meet to review blind copies of all documentation and scores and will make the decisions as to who qualifies for placement.
  
- Evidence that would support placement:
  - Consensus among judges – Superior individual audition rating
  - Group audition/On-site demo – results indicate high aptitude/potential
  - Screener – scores indicate exceptional aptitude
  - Recommendation form – at least one form stating “yes”
  - Characteristics checklist – indicates high potential and high interest
  - Parent questionnaire – awards listed, responses indicate high interest and high potential
  
- Students will be notified within two weeks as to their placement or non-placement.

## **VPA Overview -- Audition Process and Timeline**

### **Some Basic Facts:**

- All students who have completed the referral process and have all paperwork in by the deadlines are given an audition.
  
- Every audition is scored by judges who are specialists in the specific arts area.
  
- ALL auditions are scored using criterion-based scoring rubrics which have been approved by the District Gifted Education Committee.
  
- All referral/audition materials are kept confidential and secure. Each student has a separate folder containing a copy of his/her referral, all recommendation forms that have been received, the Parent Questionnaire, audition score sheets, and any other pertinent documents/evidence.

## VPA Overview -- Audition Process and Timeline

### Timeline of Events:

<p><b>Spring</b></p> <ul style="list-style-type: none"><li>● Begin accepting referrals for fall auditions. Referred students are given referral packet (parent questionnaire, recommendation forms) and portfolio requirements</li></ul>
<p><b>August</b></p> <p><b>Second full week of school:</b></p> <ul style="list-style-type: none"><li>● Schedule VPA Informational Meeting</li><li>● One week later – Last date to request a packet for any VPA area</li></ul>
<p><b>September</b></p> <p><b>Second full week of the month:</b></p> <ul style="list-style-type: none"><li>● Music – Group Audition (evening event)</li><li>● Friday – Final date to submit completed visual performing art forms</li></ul> <p><b>Third week:</b></p> <ul style="list-style-type: none"><li>● Visual Art Audition (during school day) – on site demo and submit portfolio</li><li>● Administer Music screener - part 1</li><li>● Administer Music screener - part 2</li><li>● Dance/Drama judging</li><li>● Music Individual Auditions (during school day)</li></ul> <p><b>Fourth week:</b></p> <ul style="list-style-type: none"><li>● Music results compiled</li></ul>
<p><b>October</b></p> <p><b>First full week:</b></p> <ul style="list-style-type: none"><li>● Dance/Drama results compiled</li><li>● Visual Art judging completed</li><li>● VA results compiled</li></ul> <p><b>Fourth week:</b></p> <ul style="list-style-type: none"><li>● GT District Committee meeting – placement of all Visual Performing Arts candidates, placement of candidates for all other GT areas (non-VPA)</li></ul>

## Visual Art – Identification Procedure

### Visual Art:

1. Individual referrals from any grade level – complete a referral form
2. All referred students:
  - a. Complete “Parent Questionnaire”
  - b. Three recommendation forms completed (by non-relatives)
    - i) Three requested
    - ii) Must receive at least 1
3. Item 2 completed by deadline – student receives audition invitation
  - a. Incomplete or late forms – no audition
4. Audition – once per year
  - a. **EL / M** – 5-7 piece portfolio, on-site demo activity: clay creature (small group, estimated time -30 min)
  - b. **HS** – 7-10 piece portfolio, on-site demo activity: Still Life (small group, estimated time - 45 min)

# Visual Art – Identification Procedure

## Visual Art Audition Requirements

E = Elementary      M = Middle School      H = High School

### ART (Visual)

#### E\*M\*

1. Students auditioning in visual arts will be evaluated in groups of 8-10.
2. The student will need to bring a portfolio (5-7 pieces) of recent work. Each piece should be no larger than 12 x 18 inches. All pieces should be together in a portfolio folder. 3-D pieces should be placed in a box or other container to prevent breaking and displayed with the rest of the portfolio.
3. Clearly label the portfolio folder and any 3-D containers with the student's name and grade level.
4. Judges will evaluate on a variety of images, medium and use of color (*avoid pop images, i.e. - cartoon characters, etc.*).
5. At the audition, Elementary/Middle School students will be working with clay/modeling material.

#### HS\*

1. Students auditioning in visual arts will be evaluated in groups of 8-10.
2. The student will need to bring a portfolio (7-10 pieces) of recent work. Each piece should be no larger than 18 x 24 inches. All pieces should be together in a portfolio folder. 3-D pieces should be placed in a box or other container to prevent breaking and displayed with the rest of the portfolio.
3. Clearly label the portfolio folder and any 3-D containers with the student's name and grade level.
4. Judges will evaluate on a variety of images, medium and use of color (*avoid pop images, i.e. - cartoon characters, etc.*).
5. At the audition, High School students will be drawing a still life.

**Art Audition – Portfolio Requirements / Rubric – Student Version**

Required # of Pieces	Media: Could include, but not limited to...	Date of Work	Subjects: Could include any or all of the following. <i>(suggested – avoid use of pop images or trademarked cartoon characters)</i>
EL-MS † 5 to 7  HS † 7 to 10	† Pencil † Charcoal † Ink † Pastels † Watercolor † Clay/Modeling † Paint † Material † Chalk † Photography † 3D Sculpture † Prints † Other:	Work should be recent and should reflect the student as an artist.  Each piece should be clearly marked with the student’s name.  Portfolio should include a variety of subjects and media and use of color.	† Nature † Animals † Fantasy † Architecture † People † Portrait † Cartoons (Original) † Other: _____

<i>Criteria by which the portfolio will be scored:</i>	EMERGING	TYPICAL	ABOVE AVERAGE	SUPERIOR
<b>DETAIL</b>	No detail, simple, basic forms.	Few details or minimal effort.	Details were present and adequately developed.	Shows highest level of detail. Far above same age peers.
<b>PROPORTION</b>	Items are out of proportion for the subject.	Some items are in proportion, others incorrect.	Most work in proportion – needs some improvement.	All items in correct proportion for the subject.
<b>COLOR</b>	No color used in pieces.	Very little use of color.	Adequate understanding of color use.	Shows good sense of color with variation and appropriate use.
<b>SHADING</b>	No shading. Items are drawn in line format only.	Shows some attempts at shading.	Appropriate use of shading – needs some improvement in ability.	Consistent use of appropriate shading. Shows excellent handling of media.
<b>CRAFTSMANSHIP</b>	Contains lots of runs, drips, or tears. Work is sloppy, messy.	Some sloppy artwork presented or minimal effort to achieve neatness.	Most work is neatly presented.	All items are neatly presented with no defects in workmanship.

**COMMENTS:** If there are questions or assistance with materials is needed, contact Pikeville Independent gifted education teacher, at 432-4196.

## **Directions for On-Site Audition Activities**

### **Directions for Clay Assignment – “Make a Creature” (EL/M)**

- Please write your name and grade level on the index card at your workspace.
- Use the clay and the tools provided to make a creature. The creature can be anything you choose. Be as creative as you wish! You will have 30 minutes to work on your creation.
- Write a title for your creation on your index card.
- Place the index card next to your finished creature.

### **Directions for Still Life (HS)**

- *Prior to the audition – arrange a still life display of bottles and fruit for participants to sketch.*
- Using only the paper provided and your pencil, complete a drawing of this still life model.
- You will have 45 minutes to complete your drawing.
- Be sure to sign your name and grade level on your finished work.



## Art Audition – Clay Assignment “Make a Creature” Rubric

DESCRIPTION:

SUBJECT \_\_\_\_\_

SIZE \_\_\_\_\_

STANDS UP OR LAYS DOWN \_\_\_\_\_

<i>(Circle a rating for each criterion)</i>	EMERGING	TYPICAL	ABOVE AVERAGE	SUPERIOR
<b>APPROPRIATE USE OF TOOLS</b>	No use of tools evident.	Some use of tools to bond.	Some use of tools to bond and also add texture.	Student used tools to craft and detail the creature to a high level of sophistication.
<b>DETAIL</b>	No detail, simple, basic forms (snowman or snake form).	A few details (not neatly done) or minimal effort.	Details were present and adequately developed.	Shows highest level of detail. Far above same age peers.
<b>CRAFTSMANSHIP</b>	Form is weak and falls apart easily. Lays flat.	Form bonded well enough not to fall apart.	Form mostly bonded well.	Well-constructed form. Does not fall apart. Stands independently.
<b>APPROPRIATE FOR ASSIGNMENT</b>	No relation to a creature. Student did not follow directions.	The form is perhaps an animal. Not easy to tell what the form is.	The form is an animal or shows some animal qualities.	Student created a creature. Student followed all directions. The creature is original, not a copyrighted character.

COMMENTS: \_\_\_\_\_

OVERALL RATING FOR CLAY ASSIGNMENT: \_\_\_\_\_

## Art Audition – “Still Life” Rubric

<i>(Circle a rating for each criterion)</i>	EMERGING	TYPICAL	ABOVE AVERAGE	SUPERIOR
<b>DETAIL</b>	No detail, simple, basic forms.	Few details or minimal effort.	Details were present and adequately developed.	Shows highest level of detail. Far above same age peers.
<b>PROPORTION</b>	Items are out of proportion for the subject.	Some items are in proportion, others incorrect.	Most work in proportion – needs some improvement.	All items in correct proportion for the subject.
<b>SHADING</b>	No shading. Items are drawn in line format only.	Shows some attempts at shading.	Appropriate use of shading – needs some improvement in ability.	Consistent use of appropriate shading. Shows excellent handling of media.
<b>CRAFTSMANSHIP</b>	Work is sloppy, messy.	Some sloppy artwork presented or minimal effort to achieve neatness.	Most work is neatly presented.	Work is neatly presented with no defects in workmanship.

**COMMENTS:**

**OVERALL RATING FOR STILL LIFE ASSIGNMENT:** \_\_\_\_\_

Pikeville Independent Schools Gifted & Talented Program  
Visual/Performing Arts Audition

**Portfolio Scoring Rubric – Visual Art**

Artist: \_\_\_\_\_ Grade: \_\_\_\_\_ Audition Time: \_\_\_\_\_

*Comments must deal with fundamental principles and be constructive.*

<b>Detail</b>	
<b>Proportion</b> ( <i>appropriate for the subject</i> )	
<b>Use of Media</b>	
<b>Shading</b>	
<b>Color</b> ( <i>if applicable</i> )	
<b>Subject Matter/Originality</b>	
<b>Craftsmanship/Presentation</b>	

**“WOW” FACTOR:** 0 1 2 3 (*circle one*)      **Do you recommend this student for placement?**    Yes    No

**CIRCLE OVERALL RATING OF THIS PORTFOLIO:**

**SUPERIOR:**      **Represents a Superior Portfolio** – *All Basic Elements demonstrate an exceptional artistic level.*

**ABOVE AVERAGE:** **Represents an Excellent Portfolio That Is Outstanding in Some Respects** – *All Basic Elements demonstrate an adequate artistic level with limited, but noticeable and obvious, inconsistencies.*

**TYPICAL:**      **Represents a Good Portfolio but Not Outstanding** – *Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.*

**EMERGING:**      **Represents a Below Average Portfolio** – *Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

\_\_\_\_\_  
Evaluator’s Initials  
(Adapted from KMEA rubric)

Pikeville Independent Schools Gifted & Talented Program  
Visual/Performing Arts Audition

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**Comments Substantiating Rating:** *(may include suggestions for improvement -- use back if necessary)*

\_\_\_\_\_  
Evaluator's Initials  
(Adapted from KMEA rubric)

## Visual Art – Compiled Results

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

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

Audition Date/Session: \_\_\_\_\_

Art portfolio rating - \_\_\_\_\_

On-site demo rating - \_\_\_\_\_

*Write “yes” or “no” to indicate whether the following support placement:*

Recommendation Form from non-relative - \_\_\_\_\_

Parent Questionnaire - \_\_\_\_\_

*Evidence that supports placement:*

- *Consensus among judges – Superior individual audition rating*
- *Group audition/On-site demo – results indicate high aptitude/potential*
- *Recommendation form – at least one form stating “yes”*
- *Characteristics checklist – indicates high potential and high interest*
- *Parent questionnaire – awards listed, responses indicate high interest and high potential*

**Music:**

1. Individual referrals from any grade level – complete a referral form
2. All referred students
  - a. Complete “Parent Questionnaire”
  - b. Three recommendation forms completed (by non-relatives)
    - i. Three requested
    - ii. Must receive at least 1
3. Item 2 completed by deadline – student receives audition invitation
  - a. Incomplete or late forms – no audition
4. Administer music screener to students receiving audition invitation
  - a. During school day – 2 separate 30 minute sessions
5. Audition – once per year
  - a. Group audition (small group, evening session) (estimated time – 1 hour)
  - b. Individual audition (during school day) (estimated time – 15 minutes)
    - i. Perform two vocal or instrumental pieces (see Audition Requirements for details)

**Pikeville Independent Schools Gifted Education Program  
Visual/Performing Arts – Music Audition Requirements**

**Part I: GROUP AUDITION / WORKSHOP (required)**

**All levels (E\*M\*HS), Vocal and Instrumental**

1. Administer screener:  
*E\*M\** -- *Intermediate Measures of Music Audiation (IMMA)*  
*HS\** -- *Advanced Measures of Music Audiation (AMMA)*
  - a. Administer during the school day.
  - b. Students will be pulled from class for two separate 30 minute sessions to complete the screening test.
2. Group Audition/Workshop will be held after school hours. Students will participate in informal activities to assess the following areas:
  - a. Tonal
  - b. Musical
  - c. Rhythmic
3. Workshop facilitators will present audition tips and answer questions to aid students in preparing for the upcoming individual auditions.

**Part II: INDIVIDUAL AUDITION (required)**

Students may audition in one of the following categories: piano, band instrument, stringed instrument, or vocal. (*Specific requirements for each are listed below.*) Students will be evaluated on enthusiasm, potential ability, and performance ability.

**CATEGORIES:**

**INSTRUMENTAL MUSIC:** (*These requirements will be adjusted for students who only play by ear.*)

**E\*M\*H\* - PIANO**

1. Each student should prepare two (2) pieces of contrasting style (fast/slow, different music genres, or different time periods).
  - a. One piece may be an original composition, if desired
  - b. Memorization of the music is optional
2. If music is used, the student must have the original copies (*not photocopies*). *These originals (and 3 copies of each) must be presented to the person(s) administering the auditions.*

**E\*M\*H\* - BAND INSTRUMENT**

1. A student may audition on the band instrument of choice.
2. If music is used, the student must have the original copies (*not photocopies*). *These originals (and 3 copies of each) must be presented to the person(s) administering the auditions.*
3. **Drummers:**
  - a. Rolls – 5 stroke, 9 stroke and Long roll, open-closed-open (may be demonstrated, if needed)
  - b. Paradiddles and Flam taps (may be demonstrated, if needed)
  - c. A “drum solo” of choice/creation

4. **All other instruments:**

- a. Each student should prepare two pieces of contrasting styles (fast/slow, different music genres, or different time periods).
- b. One piece may be an original composition, if desired
- c. Memorization of the music is optional

**PLEASE NOTE: Accompanists are NOT encouraged. If you want to provide piano accompaniment, please use a cassette tape or CD.**

**E\*M\* H\*- STRINGED INSTRUMENT**

1. A student may audition on any stringed instrument (i.e. – guitar, banjo, bass, violin, etc.)
2. If music is used, the student must have the original copies (*not* photocopies). *These originals (and 3 copies of each) must be presented to the person(s) administering the auditions.*
3. Each student should prepare two pieces of contrasting styles or one piece that shows more than one style.
  - a. One piece may be an original composition, if desired
  - b. Memorization of the music is optional.

**PLEASE NOTE: Accompanists are NOT encouraged. If you want to provide piano accompaniment, please use a cassette tape or CD.**

**E\*M\* H\*- VOCAL MUSIC (Voice)**

1. Each student sings the following unaccompanied. (Student will be given the beginning pitch and tonic chord only. Words to the songs will be available if needed.)

**E\*** - “My Country Tis of Thee”

**M\*** - “America the Beautiful”

**H\*** - “The Star Spangled Banner”

2. Each student will be led through vocal exercises to determine range and ability to stay on pitch. (*Process will be taught during Audition Workshop to aid untrained students.*)
3. Each student will perform a solo piece.

- a. If music is used, the student must have the original copy. *The original (and 3 copies) must be presented to the person(s) administering the auditions.*

- b. The solo should be one of the following:

**E\* M\***- A show tune (from a musical; not a TV show)

A traditional folk song or piece of solo literature (list of suggested songs is included on next page)

An original song

**H\*** - An art song or a piece of traditional solo literature (list of suggested songs is included on next page)

An original song

**Show tunes are not encouraged for High School auditions**

- **PLEASE NOTE: Accompanists are NOT encouraged. If you want to provide piano accompaniment, please use a cassette tape or CD.**



**Students who both sing and play may choose to accompany themselves, if desired.**

**Suggested Repertoire for High School Vocal Auditions**

<b>English</b>	<b>Book/Anthology</b>
How Can I Keep from Singing Loch Lomond The Streets of Laredo The Water is Wide Amazing Grace Danny Boy To the Sky She's Like the Swallow Homeward Bound Cross the Wide Missouri Go Way From My Window Simple Gifts Poor Wayfaring Stranger All My Trials Shenandoah The Black Dress The Lass from the Low Countree Black is the Color of My True Love's Hair Ribbon Bow Early One Morning Ev'ry Time I Feel the Spirit Long, Long Ago The Ash Grove Drink to Me Only With Thine Eyes Santa Lucia Beautiful Dreamer The Erie Canal Go Down, Moses Swing Low, Sweet Chariot April Showers Florian's Song Golden Slumbers	<b>15 Easy Folksong Arrangements for the Progressing Singer (Pub. Hal Leonard)</b>  <b>Folk Songs for Solo Singers Vol. 1 (pub. Alfred)</b>  <b>Folk Songs for Solo Singers Vol. 2 (Pub. Alfred)</b>  <b>The Songs of John Jacob Niles (pub. Hal Leonard)</b>  <b>Easy Songs for the Beginning Mezzo-Sop./Alto (Pub. Hal Leonard)</b>  <b>Easy Songs for the Beginning Tenor (Pub. Hal Leonard)</b>  <b>Easy Songs for the Beginning Baritone/Bass (Pub. Hal Leonard)</b>  <b>Easy Songs for the Beginning Soprano (Pub. Hal Leonard)</b>

<b>Italian</b>	<b>Book/Anthology</b>
Amarilli, mia bella Alma Del Core <b>Or</b> Sebben, crudele Caro Mio Ben Gia il sole dal Gange Tu Lo Sai	<b>24 Italian Songs and Arias (Pub. G. Schirmer, Inc.)</b>  <b>26 Italian Songs and Arias (Pub. Alfred)</b>

Other suggested publications:

**Classical Contest Solos (available for S, A, T and B separately) – Pub. Hal Leonard**

**First Book of Soprano ( or Mezzo/Alto, Tenor, Bass) Solos, vol. I & II – Pub. G. Schirmer**

Download some of these titles for free at [http://www.cpd.org/wiki/index.php/Category:Solo\\_vocal\\_music](http://www.cpd.org/wiki/index.php/Category:Solo_vocal_music)

\*\*\*Please remember that these are *suggestions*. There are many other standard repertoire audition pieces available. Any selections from the publications listed above are acceptable as long as they are vocally appropriate. Also, any key is acceptable. \*\*\*

## Group Screening & Audition Procedures – (for facilitators)

**During school day:** pull students who qualify to receive an audition invitation and complete the following:

Day 1 Session: Approximately 30 minutes.

- Administer Tonal section of the Intermediate Measures of Music Audiation (IMMA) (HS – administer Adult MMA)

Day 2 Session: Approximately 30 minutes.

- Administer Rhythm section of the IMMA. (HS – administer AMMA)
  - a. Hierarchy for comparing IMMA scores:
    - i. Criterion raw scores in all three areas = Greatest Aptitude.

<u>Raw Scores:</u>	Tonal	Rhythm	Composite
Grade 4	39	38	76
Grade 5&6	39	39	78
    - ii. A criterion raw score on only the *Tonal* test or the *Rhythm* test and not on the Composite test = Not considered to possess exceptionally high overall music aptitude.

### Evening Group Audition:

1. Conduct informal activities to assess the following areas:
  - a. Tonal –
    - i. Play a note and have the student sing it back
    - ii. Play a melody with an off-key note included. Can the student recognize that a note is off key?
  - b. Musical
    - i. Play a simple melody and have the student sing it back. Can the student repeat melodies exactly as heard?
    - ii. Have the students sing/chant a round (i.e. -“Row, Row, Row Your Boat” or “Alligator Pie”). Can the student stay on part and on key?
  - c. Rhythmic
    - i. Play a rhythm and have the student repeat it. Can the student repeat rhythms exactly as heard?
2. Have a short “break” before beginning Audition Tips workshop. Play soft background music and allow students to socialize for about 5 minutes.
  - a. Observe students during this period. Which respond to the music and how?
3. Present Audition Tips to aid students in preparing for the upcoming individual auditions.
4. (Optional) – Vocalists may stay to work on the following for the individual audition:
  - a. A folk song or two
  - b. Harmonic pattern vocal exercises





**SAMPLE: Vocal Audition Material – for individual audition**

**SAMPLE:** Harmonic Pattern Vocal Exercises:

❖ Harmonic Pattern Number 1a & 1b (2-Part)—students sing both parts

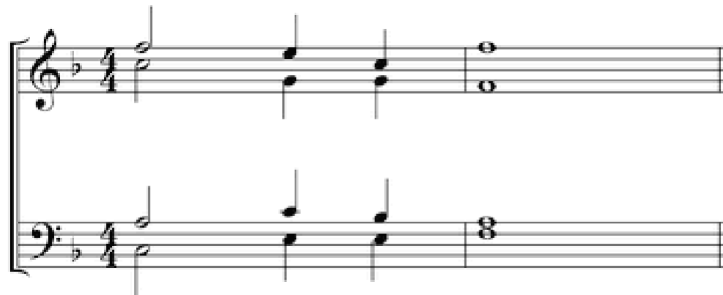
- 1a: The teacher says “upper part” then plays the part for the student. The student then sings the upper part on “loo” while the teacher plays the lower part.
- 1b: The teacher says “lower part” then plays the part for the student. The student then sings the lower part on “loo” while the teacher plays the upper part.

PATTERN 1a & 1b



- Pattern Number 2 —student sings only the auditioned part: The teacher says the name of the chosen vocal part & then plays the part for the student. Student then sings that part on “loo” or “doo” while the teacher plays the remaining 3 parts.

PATTERN 2



**A Capella Solo:**

❖ Prepared Solo: Unaccompanied—Facilitator plays the beginning pitch and tonic chord only of the required key. Words available, if needed.

- Soprano: Key of C major                      Alto: Key of A major
- Tenor: Key of C or D-Flat major        Baritone: Key of A major

- E\* - “My Country Tis of Thee”
- M\* - “America the Beautiful”
- HS\* - “The Star Spangled Banner”

**Individual Audition – Scoring Rubric**

**Scoring Rubric – Instrumental Music**

Instrumentalist: \_\_\_\_\_ Grade: \_\_\_\_\_ Audition Time: \_\_\_\_\_

*Comments must deal with fundamental principles and be constructive. Minor details may be marked on the music.*

<p><b>TONE</b></p> <ul style="list-style-type: none"> <li>Quality</li> <li>Clarity</li> <li>Breath support, control, focus</li> </ul>	
<p><b>INTONATION</b></p> <ul style="list-style-type: none"> <li>Pitch</li> <li>Ability to stay on part, in tune</li> </ul>	
<p><b>TECHNIQUE</b></p> <ul style="list-style-type: none"> <li>Note accuracy</li> <li>Attacks, Release</li> <li>Rhythm</li> <li>Position (hands, bench, body, etc.)</li> </ul>	
<p><b>INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>Tempo</li> <li>Phrasing</li> <li>Expression</li> <li>Style</li> <li>Appropriateness</li> <li>Dynamic variation</li> <li>Musicality</li> </ul>	
<p><b>SELECTION / MISCELLANEOUS</b></p> <ul style="list-style-type: none"> <li>Choice of music</li> <li>Stage presence</li> <li>Conduct</li> <li>Attitude</li> </ul>	

**“WOW” FACTOR:** 0   1   2   3 *(circle one)*      **Do you recommend this student for placement?**   Yes   No

**CIRCLE OVERALL RATING OF THIS PERFORMANCE:**

**SUPERIOR:**      **Represents a Superior Performance** – *All Basic Elements performed on an exceptional artistic level with a nearly flawless performance and technical presentation.*

**ABOVE AVERAGE:** **Represents an Excellent Performance That Is Outstanding in Some Respects** – *All Basic Elements performed on an adequate artistic level with limited, but noticeable and obvious, performance and technical inconsistencies.*

**TYPICAL:**      **Represents a Good Performance but Not Outstanding** – *Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.*

**EMERGING:**      **Represents a Below Average Performance** – *Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

\_\_\_\_\_  
 Evaluator’s Initials  
 (Adapted from KMEA rubric)

**Individual Audition – Scoring Rubric**

**Comments Substantiating Rating:** *(may include suggestions for improvement -- use back if necessary)*

**Scoring Rubric – Vocal Music**

Soloist: \_\_\_\_\_ Grade: \_\_\_\_\_ Audition Time: \_\_\_\_\_

*Comments must deal with fundamental principles and be constructive. Minor details may be marked on the music.*

<b>TONE</b> Vocal Quality Breath support, control, focus Vocal & consonants	
<b>INTONATION</b> Pitch Ability to stay on part	
<b>TECHNIQUE</b> Note accuracy Diction Attacks, Release Rhythm	
<b>INTERPRETATION</b> Tempo Phrasing Expression Style Appropriateness Dynamic variation Musicality	
<b>SELECTION / MISCELLANEOUS</b> Choice of music Stage presence Conduct Attitude	

**“WOW” FACTOR:** 0 1 2 3 *(circle one)*      **Do you recommend this student for placement?** Yes No

**CIRCLE OVERALL RATING OF THIS PERFORMANCE:**

- SUPERIOR:** Represents a Superior Performance – All Basic Elements performed on an exceptional artistic level with a nearly flawless performance and technical presentation.
- ABOVE AVERAGE:** Represents an Excellent Performance That Is Outstanding in Some Aspects – All Basic Elements performed on an adequate artistic level with limited, but noticeable and obvious, performance and technical inconsistencies.
- TYPICAL:** Represents a Good Performance but Not Outstanding – Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.

\_\_\_\_\_  
Evaluator’s Initials  
(Adapted from KMEA rubric)

**Individual Audition – Scoring Rubric**

**EMERGING:**     **Represents a Below Average Performance** – *Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

---

**Comments Substantiating Rating:** *(may include suggestions for improvement -- use back if necessary)*

\_\_\_\_\_  
Evaluator's Initials  
(Adapted from KMEA rubric)



## Music – Compiled Results

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

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

Audition Date/Session: \_\_\_\_\_

Screeener rating - \_\_\_\_\_

Group audition rating - \_\_\_\_\_

Individual audition rating - \_\_\_\_\_

*Write “yes” or “no” to indicate whether the following support placement:*

Recommendation Form from non-relative - \_\_\_\_\_

Parent Questionnaire - \_\_\_\_\_

*Evidence that supports placement:*

- Consensus among judges – Superior individual audition rating*
- Group audition – results indicate high aptitude/potential*
- Screeener – scores indicate exceptional aptitude*
- Recommendation form – at least one form stating “yes”*
- Characteristics checklist – indicates high potential and high interest*
- Parent questionnaire – awards listed, responses indicate high interest and high potential*

## Dance – Identification Procedure

### Dance:

1. Individual referrals from any grade level (4<sup>th</sup> & above) – complete a referral form
  1. May be referred by teacher, parent, community resource person (i.e. dance teacher) or self
  
2. All referred students:
  - a. Complete “Parent Questionnaire”
  - b. Three recommendation forms completed (by non-relatives)
    - i) Three requested
    - ii) Must receive at least 1
  
3. Item 2 completed by deadline – student will be asked to either:
  - a. Submit evidence of selection for a role or an award through a rigorous audition process  
**OR**
  - b. Submit a videotaped performance for judging
  - c. Incomplete forms or late submission – will not be judged
  
4. Auditions via video – once per year

## Audition Requirements – **Dance**

Demonstrate movement through a prepared performance using a style of dance as well as basic principles of dance such as tempo, space, dynamics, and energy.

Submit a videotaped performance:

- No longer than 3 minutes total
- Select a dance style and develop a routine
  - Jazz
  - Ballet
  - Hip-hop
  - Modern/Contemporary
- If the student wishes to show variety, range of abilities –
  - Two styles may be selected
  - Different styles must be performed as separate routines
  - The videotape may contain no more than two routines, with a total for both of no more than 3 minutes
  - **Do NOT mix different styles into one routine**

Performance will be judged on the following:

- **Memory & Recall – Prepared Performance** (focus, confidence, no obvious errors)
- **Temporal Awareness (Time/Rhythm)** (moves to beat, repeats complex rhythmic patterns)
- **Body Awareness & Control** (strength, flexibility, balance, control)
- **Movement Quality Awareness** (range of movement, intensity, subtlety, energy)
- **Technique** (appropriate for selected style)
- **Expressiveness** (communicates ideas, feelings)

Pikeville Independent Schools Gifted & Talented Program  
Performing Arts Audition

**Scoring Rubric – Dance**

Dancer: \_\_\_\_\_ Grade: \_\_\_\_\_ Audition #: \_\_\_\_\_

Dance Style (maximum of two, may NOT be mixed into one routine): *(check style(s) to be judged)*

\_\_\_\_ Jazz    \_\_\_\_ Ballet    \_\_\_\_ Hip-hop    \_\_\_\_ Modern/Contemporary

*Comments must deal with fundamental principles and be constructive.*

**Memory & Recall –  
Prepared Performance**  
(focus, confidence, no obvious errors)

**Temporal Awareness (Time/Rhythm)**  
(moves to beat, repeats complex  
rhythmic patterns)

**Body Awareness & Control**  
(strength, flexibility, balance, control)

**Movement Quality Awareness**  
(range of movement, intensity,  
subtlety)

**Technique**

**Expressiveness**  
(communicates ideas, feelings)

**“WOW” FACTOR:**    0    1    2    3    *(circle one)*

**Do you recommend this student for placement?**    Yes    No

**CIRCLE OVERALL RATING OF THIS PERFORMANCE:**

**SUPERIOR:**    **Represents a Superior Performance** – *All Basic Elements demonstrate an exceptional artistic level.*

**ABOVE AVERAGE:** **Represents an Excellent Performance That Is Outstanding in Some Respects** – *All Basic Elements demonstrate an adequate artistic level with limited, but noticeable and obvious, inconsistencies.*

**TYPICAL:**    **Represents a Good Performance but Not Outstanding** – *Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.*

**EMERGING:**    **Represents a Below Average Performance** – *Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

**Comments Substantiating Rating:** *(may include suggestions for improvement -- use back if necessary)*

\_\_\_\_\_  
Evaluator’s Initials

(Adapted from KMEA rubric)

## Drama – Identification Procedure

### Drama:

1. Individual referrals from any grade level (4<sup>th</sup> & above) – complete a referral form
  - a. May be referred by teacher, parent, community resource person (i.e. drama/theater teacher) or self
  
2. All referred students:
  - b. Complete “Parent Questionnaire”
  - c. Three recommendation forms completed (by non-relatives)
    - i) Three requested
    - ii) Must receive at least 1
  
3. Item 2 completed by deadline – student will be asked to either:
  - a. Submit evidence of selection for a role or an award through a rigorous audition process  
**OR**
  - b. Submit a videotaped performance for judging
  - c. Incomplete forms or late submission – will not be judged
  
4. Auditions via video – once per year

Initials

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Evaluator's

(Adapted from KMEA rubric)

## Drama – Identification Procedure

### Audition Requirements – Drama

Demonstrate an ability to create believable characters through a prepared performance using variations of physical movement as well as vocal pitch, tempo, and tone.

Submit a videotaped performance:

- A monologue that is no longer than 2 ½ - 3 minutes

*\*\*See the PHS drama instructor or either school's librarian if you need assistance in selecting a monologue*

Performance will be judged on the following:

- **Physical Performance** (realistic, physical coordination, vocal control)
- **Imagination** (original ideas, creative expression)
- **Characterization** (well-developed, believable)
- **Engagement** (energy, intensity, focus, commitment)
- **Technique**
- **Communication of Meaning** (voice, gesture, facial expression, body movement)

Initials

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Evaluator's

(Adapted from KMEA rubric)

Pikeville Independent Schools Gifted & Talented Program  
 Visual/Performing Arts Audition  
**Scoring Rubric – Drama**

Actor: \_\_\_\_\_ Grade: \_\_\_\_\_ Audition #: \_\_\_\_\_

*Comments must deal with fundamental principles and be constructive.*

<b>Physical Performance</b> (realistic, physical coordination, vocal control)	
<b>Imagination</b> (original ideas, creative expression)	
<b>Characterization</b> (well-developed, believable)	
<b>Engagement</b> (energy, intensity, focus, commitment)	
<b>Technique</b>	
<b>Communication of Meaning</b> (voice, gesture, facial expression, body movement)	

**“WOW” FACTOR:**    0    1    2    3    *(circle one)*                      **Do you recommend this student for placement?**    Yes    No

**CIRCLE OVERALL RATING OF THIS PERFORMANCE:**

- SUPERIOR:**        **Represents a Superior Performance** – *All Basic Elements demonstrate an exceptional artistic level.*
- ABOVE AVERAGE:** **Represents an Excellent Performance That Is Outstanding in Some Respects** – *All Basic Elements demonstrate an adequate artistic level with limited, but noticeable and obvious, inconsistencies.*
- TYPICAL:**        **Represents a Good Performance but Not Outstanding** – *Areas within one or more of the Basic Elements are noticeably inconsistent and inadequate.*
- EMERGING:**     **Represents a Below Average Performance** – *Several areas within two or more Basic Elements are inadequately demonstrated, with several obvious technical inconsistencies.*

**Comments Substantiating Rating:** *(may include suggestions for improvement -- use back if necessary)*

\_\_\_\_\_  
 Evaluator’s Initials

(Adapted from KMEA rubric)

***Section 6:***  
***Primary Talent Pool***



# Primary Talent Pool - Identification Procedure

## Primary Talent Pool

Primary Talent Pool means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program. (704 KAR 3:285)

## Identification and Services

Everything for nomination and inclusion in the primary talent pool is subjective. Identification is based on multiple evidences. No student will be denied entrance to the Talent Pool based on only one criterion. Three criteria will be used for identification. If the student meets the criteria in (3) three areas the student will be informally identified. The areas are:

- Teacher Referral Form: The criterion is met if a teacher submits a recommendation form.
- Informal assessment: e.g. - portfolio entries, anecdotal records, checklists, interviews/questionnaires, test scores, other diagnostic formal and informal data.
- Samples of student work: The criterion is met if evidences of high potential learner are submitted.

*Special considerations such as environmental, language, cultural, and economic barriers may be included in the identification process.*

Primary students will receive gifted education services through collaboration and a consultative effort on the part of the gifted education teacher and the classroom teacher. Collaboration is a situation in which the gifted education teacher may model enrichment techniques for the classroom teacher. During collaboration when the gifted education teacher is modeling techniques or materials in a whole-class situation (once or twice per semester), the classroom teacher shall remain in the classroom and observe. Consultation means the gifted education teacher may provide instructional information and materials to the primary teacher so that the classroom teacher may provide appropriate and adequate services to the informally identified student in the regular classroom setting.

Service delivery options that may be available to students in the "Primary Pool" are:

Collaborative Teaching	Consultation Services	Enrichment Activities
Cluster Grouping	Learning Contracts	Interest/Learning Centers
Adjusting Questions	Differentiated Studies	Tiered Assignments
Subject/Content Acceleration	Grade Level Acceleration	

***Section 7:  
Appendix***

## **Gifted and Talented Students**

### **District Provides**

The District shall formally identify students in grades four through twelve (4-12) for participation in the Gifted Education Program. Students in the primary program (P1-P4) who display gifted or talented characteristics shall be selected through an informal process, placed in a talent pool, and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual ability; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704-KAR 003.285 shall be used in the operation of the District's programs for gifted and talented students.

### **Identification/Diagnosis and Eligibility**

In compliance with 704 KAR 003.285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for the gifted and talented program shall be based on the student's individual needs, interests and abilities. Consideration shall be given to contributing factors such as environmental and cultural factors, economic disadvantaged or underachievement, membership of identified disability as defined in KRS 157.200.

The District's plan for identifying gifted and talented students shall:

- Employ a multi-faceted approach and utilize on-going and long-term assessment;
- Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
- Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by the Gifted Education Coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for the gifted education program and the level of services to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

### **Services**

Gifted education students shall be provided with a gifted student services plan (GSSP) that meets requirements set forth by administrative regulation.

Each school shall adjust the curriculum to meet the needs of gifted and talented students. Identified students shall be served in a manner that:

- Extends learning beyond the standard curriculum;
- Provides flexible curricular experiences commensurate with the student's interests, needs and abilities; and
- Helps the student to attain, to a high degree, the goals established by statute and the Board.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest and/or need;
- Multiple service options reflecting continuous progress through a logical sequence of learning;
- Means of obtaining parental input for use in determining appropriate services;

- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options; and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program nor any grade level shall be served by only one (1) gifted education service option.

### **Personnel**

The Superintendent shall appoint a Gifted Education Coordinator who shall oversee the operation of the gifted education program and assist schools in implementing the provisions of this policy. The Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of the gifted program students shall meet requirements for certification endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall be provided opportunities to receive training on identifying and working with gifted and talented students.

### **Program Evaluation**

The Gifted Education Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

### **Grievances**

Students or parents who wish to file a grievance or appeal the following areas may do so under the process outlined in administrative procedures:

- The District's process for selecting students for talent pool services;
- The District's process for formal identification of gifted and talented students; or

- The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified gifted student services plan (GSSP).

This policy and the procedures to implement it shall be made available for public inspection.

**References:**

KRS 157.196; KRS 157.200; KRS 157.224; KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095

703 KAR 004:040; 704 KAR 003:285; 704 KAR 020:165; 704 KAR 020:280

*A framework to Provide Successful Learning Opportunities for Gifted and Talented Students*, Kentucky Department of Education

**RELATED POLICY:**

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 08/19/2002

Order #: 222

## **Gifted and Talented Students**

### **Selection for Services**

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

### **Curriculum**

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:

1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

### **Personnel/Funding**

The District shall submit an application to the state in which seventy five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a

classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

### **Program Evaluation**

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

### **District Appeals Procedure – Procedural Safeguards and Grievances**

Parents and/or students (Grades P-12) may petition for identification or may appeal non-identification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted Education Coordinator specifically why s/he believes screening results are not accurate or why service options in the Gifted Student Services Plan (GSSP) or talent pool services are not appropriate and why an exception should be made or reconsideration given.
2. The Gifted Education Coordinator shall compile student data and present that along with the petition or appeal to the District Gifted Education Committee. The information presented shall include the Coordinator's recommendation accompanied by available substantiating evidence.
3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the non-availability of appropriate services options, the Committee shall consult with the school council.
4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:



- a) The student may participate in the program as soon as the parent or guardian signs the required permission form.
  - b) A change in either the Gifted and Talented Student Services Plan (GSSP) or provision of services shall be made in a timely manner.
5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days after receipt of the appeal.
  6. Should the Superintendent uphold the decision of the District Gifted Education Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

Review/Revised: 8/24/2004

# Appendix C –GSSP Form

<b>School: PIKEVILLE HIGH SCHOOL</b> Generated on 09/07/2023 10:10 AM	<b>Gifted Student Service Plan</b> Page 1 of 1
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XXXXXXXXXX

Gender: F State ID: XXXXXXXX  
Race Ethnicity: White Grade/Homeroom: 09/Cd XXXXXXXX  
Birth Date: XXXXXXXX School Year: 23-24

### Gifted & Talented Status

Start Date	End Date	Year Identified	Gifted Category	Gifted Declined Services?
06/03/2021		2021	03: Psychosocial or Leadership Skills	No
<b>Service Delivery Options:</b>		Mentorships, Seminars, Enrichment Services (School Day)		

Start Date	End Date	Year Identified	Gifted Category	Gifted Declined Services?
11/21/2019		2020	06: Specific Academic Aptitude-Science	No
<b>Service Delivery Options:</b>		Differentiated Study Experiences in the Classroom (Differentiated for Cluster Groups), Resources Services (Pull-out Setting), Enrichment Services (School Day)		

Start Date	End Date	Year Identified	Gifted Category	Gifted Declined Services?
10/31/2018		2019	02: General Intellectual Ability	No
<b>Service Delivery Options:</b>		Differentiated Study Experiences in the Classroom (Differentiated for Cluster Groups), Resources Services (Pull-out Setting), Enrichment Services (School Day)		

*The GSSP can be accessed from Infinite Campus.*

### **Pikeville Elementary Acceleration Guidelines**

We at Pikeville Elementary believe that all children are entitled to an education that meets their particular needs. All students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners this opportunity for “continuous progress” can best be achieved through accelerated placement.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and for identifying students who should be 1) accelerated in one or more individual subject areas; or 2) promoted to a higher grade level than their same-age peers.

#### Referrals and Evaluation:

1. Students may be referred by a teacher, administrator, gifted education specialist, guidance counselor, parent or legal guardian for evaluation for possible accelerated placement.
2. The school shall obtain written permission from the student’s parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement.
3. A parent or guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.
4. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee’s decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent’s decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

#### Placement Options:

Research on accelerated placement indicates that the “least different” placement should be considered first. If it doesn’t adequately meet the needs of the student, an ascending list of options can be considered. Based on our research of acceleration “best practices”, Pikeville Elementary suggests placement options be considered in the following order:

## Appendix D - (Provided as a Gifted Education Program service option for qualifying students)

1. If the child is less than one full year above grade level or if there are several above level students in the same classroom, the following options will be considered:
  - a) Differentiate the regular classroom instruction, if possible (topical differentiation).
  - b) If the child/children's needs are far above level of peers, the regular classroom teacher does above level work with the child or cluster group.
2. If the child is one full year or more above grade level and there aren't enough of these above level students within the classroom to form a cluster group, the following options will be considered:
  - a) Differentiate the regular classroom instruction, if possible (topical differentiation).
  - b) Teachers share students within the same grade level to create a cluster group.
  - c) Content acceleration to the next grade level. – This is for an individual subject(s). The student returns to the regular classroom for everything else.
  - d) Radical acceleration trial period -- If the student's level of mastery is significantly different from peers, allow the child to travel with the next grade level for the entire day for x weeks as a trial period.
  - e) If the trial period is successful – official radical acceleration to that grade level. **Best practice recommends that radical acceleration should not be considered unless the child is performing at least two or more years above grade level. The Iowa Acceleration Scale or a similar evaluation tool should be administered as well.**

### Child Study Team:

1. The principal (or designee) shall convene a child study team to determine the most appropriate placement option for the referred student. The team shall be comprised of :
  - a) The principal or assistant principal
  - b) A current teacher of the referred student
  - c) A previous teacher of the referred student

**Appendix D** - (Provided as a Gifted Education Program service option for qualifying students)

- d) A teacher at the grade level to which the student may be accelerated
  - e) A gifted education coordinator and/or gifted education teacher
2. The child study team shall be charged with the following responsibilities:
- a) The child study team shall conduct a fair and thorough evaluation of the referred student.
    - i. Students considered for whole-grade (radical) acceleration and early entrance to Kindergarten shall be evaluated using “The Iowa Acceleration Scale” or a similar evaluation tool. Parent permission to test shall be obtained; then the evaluation shall be administered by the gifted education teacher or district designee. The child study team shall consider the student’s own thoughts on possible accelerated placement in their deliberations.
    - ii. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including state-assessment scores, diagnostic and specific content assessments, and consideration of the student’s maturity and desire for accelerated placement. Evidence collection shall be coordinated by the gifted education coordinator or designee. The child study team shall consider the student’s own thoughts on possible accelerated placement in their deliberations.
    - iii. When evidence collection is completed, the child study team shall meet with a parent or legal guardian of the student or a representative designated by the parent/guardian. Findings shall be shared and a decision made as to whether or not the student meets the criteria for accelerated placement.
  - b) The child study team and parent/guardian or legal representative shall jointly develop a written acceleration plan for each student admitted early to Kindergarten, whole-grade (radically) accelerated, or accelerated in one or more individual subject areas. The written acceleration plan shall specify:
    - i. Placement of the student in an accelerated setting
    - ii. Strategies to support a successful transition to the accelerated setting
    - iii. An appropriate transition period for accelerated placement

## **Appendix D - (Provided as a Gifted Education Program service option for qualifying students)**

- iv. If the student is radically accelerated and “skips” a state-assessed grade, the plan shall outline a procedure to ensure that tests for both the accelerated and the skipped grade are administered (per state law requirements). If a student is subject-accelerated, the grade level test in that subject is taken.
- c) The child study team shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

### Accelerated Placement:

1. The child study team shall specify an appropriate transition period for accelerated placement for early entrants to Kindergarten; grade-level accelerated students; and students accelerated in individual subject areas.
  - a) At any time during the transition period, a parent or legal guardian may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
  - b) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the child study team to consider other accelerative options and issue a decision within 30 days of receiving a request from the parent/guardian. If the student will be placed in an accelerative setting different from that initially recommended by the child study team, the student’s written acceleration plan shall be revised accordingly and a new transition period shall be specified.
  - c) At the end of the transition period, the child study team shall meet to assess the effectiveness of the accelerated placement. If the teacher feels the acceleration plan is not working, issues and documentation supporting the issues can be presented to the team for review and consideration. The child study team may choose to revise or discontinue the accelerated placement if there is sufficient evidence to support the change. The written acceleration plan shall be revised accordingly.
    - i) If behavior issues interfere with instruction for other students in the class or if the child is unable to adjust to the new environment, the accelerated placement will be terminated and the child will return to the

**Appendix D** - (Provided as a Gifted Education Program service option for qualifying students)

differentiated instruction that can be provided in his regular classroom. Recommendations for terminating placement shall be accompanied by documentation of the specific issues and strategies utilized to address the issue.

- d) If the child study team agrees that the accelerated placement is appropriate and appears to be benefitting the child, the placement shall become permanent. The student's records shall be modified accordingly, and the accelerated placement plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.
- e) The accelerated placement plan shall be updated annually. This will not require new collection of evidence and convening of a child study team unless there is documentation/evidence which indicates that the placement is no longer appropriate for the child.

### Pikeville Junior High Acceleration Policy

*Note: Placement in the gifted education program is NOT a prerequisite for consideration of acceleration as an educational intervention.*

#### Referrals and Evaluation:

5. Anyone may refer a student for evaluation for possible accelerated placement.
  - a. **Referral for acceleration will NOT be accepted if the student** is currently retained by parent request. (Possible exception: a student formally identified for the GT program. A GT student may be accelerated IF approved by the principal and GT coordinator as a GT service option.)
  
6. The school shall obtain written permission to evaluate from the student's parent(s) or legal guardian(s).

#### Appeals Process:

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent's decision shall be final.

#### Placement Options:

3. Subject-acceleration to the next grade level – This is for an individual subject(s). The student returns to the assigned grade level classroom for everything else.
  - a) This could include early entry into Honors, Advanced Placement or other high school courses.
  - b) The student must meet the same requirements as above-level grade students who take the same course.
  - c) Middle school accelerated students **must earn an 83% or higher for the average of their 1<sup>st</sup> and 2<sup>nd</sup> semester grades** to receive above level course credit and be allowed to advance to the next course in the content sequence.
  - d) High school courses completed in middle school will not count as one of the high school course credits required for graduation. State graduation requirements must be completed during high school years. (i.e. – 3 science courses must be taken during high school, even if a course was completed in junior high)
  - e) High school courses completed in middle school will not count toward the high school GPA or class rank. All GPA and class rankings begin with freshman year. **Junior High students do not receive weighted credit for honors courses.**



4. Radical (whole grade) acceleration –

*Note: Radical acceleration will seldom occur at the Junior High level. Qualifying students will usually be identified in early elementary. If there's a need to evaluate, the Pikeville Elementary acceleration guidelines will be used.*

Child Study Team:

1. Conduct a fair and thorough evaluation of the referred student.
  - a. Students considered for subject-acceleration shall be evaluated using a variety of data sources, including:
    1. Grade level standardized and state assessment scores
    2. Above-grade level assessments
    3. Diagnostic and specific content assessments
    4. Review of classroom performance and other pertinent data
    5. Consideration of regular classroom teacher, GT teacher, and parent recommendations
    6. Consideration of the student's maturity and desire for accelerated placement.
    7. Evidence collection shall be coordinated by the gifted education coordinator or designee.
    8. **See Appendices A&B** for specific Mathematics evaluation criteria.
2. Findings and the placement decision shall be shared with the parents/guardian.
  - a. **Students who do NOT meet the criteria for subject acceleration** will be given the option to give up their elective and take the requested accelerated course in its place, unless the class is full. They would still take the on-level course as well. (i.e. – The student takes 7<sup>th</sup> grade math and takes 8<sup>th</sup> grade math in place of their elective.)
3. Administer appropriate State Assessments:
  - a. If a student is subject-accelerated, the grade level test in that subject is taken. The student does **not** test at the accelerated level. (i.e. – A 7<sup>th</sup> grader accelerated into 8<sup>th</sup> for math will take only the 7<sup>th</sup> grade state math assessment) [*Exception: Student must take state-mandated End of Course exams.*]
4. Designate a school staff member to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement – Transition Period/Permanent Placement:

2. There shall be a 30 day transition period for accelerated students.
  - a) At any time during the transition period, a parent or legal guardian may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
  - b) If the teacher feels the acceleration plan is not working, issues and documentation supporting the issues can be presented for review and consideration. The school may choose to revise or discontinue the accelerated placement if there is sufficient evidence to support the change.
  - c) If behavior issues interfere with instruction for other students in the class or if the child is unable to adjust to the new environment, the accelerated placement will be terminated. Recommendations for terminating placement shall be accompanied by documentation of the specific issues and strategies utilized to address the issue.
  - d) At the end of the transition period, if the accelerated placement appears to be appropriate and benefitting the child, the placement shall become permanent. The student's records shall be modified accordingly, and the accelerated placement shall become part of the student's permanent record to facilitate continuous progress through the curriculum.
  - e) The accelerated placement shall be reviewed annually. This will not require new collection of evidence and convening of a child study team unless there is documentation/evidence which indicates that the placement is no longer appropriate for the child.

## **APPENDIX A**

### **Content-Specific Evaluation Criteria: Mathematics**

Student must meet the following assessment criteria, as well as other criteria outlined in the acceleration policy (see: Child Study Team, section 2-a-i).

#### **AVAILABLE OPTIONS:**

**“Doubling Up”:** If criteria 1 and 2 are met, the student will be given the option to “double up” and take both the current grade level and an above grade level math course in the same year. This would require the student to give up an elective course.

**7<sup>th</sup> Grade Math:** *Due to changes in Math standards and the number of critical foundation skills now taught in 7<sup>th</sup> grade, students will NOT be allowed to completely test out of the course. Doubling up will be the only acceleration option available.*

1. Administer to all students: Discovery Education online test – end of current grade
  - a. Student must score 90<sup>th</sup> percentile or higher
2. Administer only to students meeting criteria 1: Discovery Education – above-level (end of the grade that would be skipped)
  - a. Student must score 50<sup>th</sup> percentile or higher
3. Students who do NOT meet the criteria above may still request to double up if all qualifying students have been placed and the class still is not full.

**“Testing Out”:** The student must meet the criteria outlined in council policy A.10.06.15 – Performance Based Credit.

**Special Placement:** A student who appears to be profoundly gifted in an area, including 7<sup>th</sup> grade math, may be given individual assessments to determine appropriate placement.

## **APPENDIX B**

**8<sup>th</sup> Algebra I Honors:** Student must meet the following criteria, as well as other criteria outlined in the acceleration policy (see: Child Study Team, section 2-a-i).

Students must meet **1 or more** of the following standardized scores:

- Orleans Hannah Algebra Readiness Test (given to all exiting 7<sup>th</sup> graders)
  - Student must score 90<sup>th</sup> percentile or higher
  
- An on-level test (i.e. – ITBS, Woodcock Johnson, etc.)
  - Student must score 90<sup>th</sup> percentile
  
- An above-level test (i.e. – EXPLORE)
  - Student must score 50<sup>th</sup> percentile or higher on the above-level **and** no less than 60<sup>th</sup> percentile on an on-level standardized test

**Students who do NOT meet these criteria for subject acceleration will be given the option to double up, unless the class is full.** (i.e. – The student takes 8<sup>th</sup> grade math and takes Algebra I Honors in place of their elective.) **Students who do not earn a 76% or higher for the 1<sup>st</sup> semester of Algebra I Honors will be required to discontinue the class for that academic year.**

### **Advancement Criteria for 8<sup>th</sup> Algebra I Honors:**

Students who qualified for 8<sup>th</sup> Algebra 1 Honors who do NOT earn an 83% or higher for the average of their 1<sup>st</sup> and 2<sup>nd</sup> semester grades will be required to take Algebra 1 Honors or Algebra 1 their freshman year.

If students choose to double up, but do not meet the advancement criteria outline above, placement in their next math course will be based on performance in the on-level course.

Students who do not earn a 76% or higher for the 1<sup>st</sup> semester of Algebra I Honors will be required to discontinue the class and return to the grade level class for that academic year.