



HIGHLY CAPABLE REFERRAL & PERMISSION TO TEST -
FALL 2023

(THIS SIGNED REFERRAL FORM IS REQUIRED PRIOR TO TESTING.)
Students must be at least 5 years old by 8/31/2023 to test.

Form with fields for Student Name, Date of Birth, Gender, Home Address, School Attending, Race/Ethnicity, Parent/Guardian Information, etc.

\*If your child is not currently enrolled in a Tumwater School District school, you must attach proof of residency, (i.e., PUD, gas, or garbage bill; homeowner's statement or insurance policy; lease or renter's statement or receipt of payment; renter's or homeowner's insurance policy) to this document.

Prior to submitting this referral:

- 1. Complete this entire document, including parent signature and the attached Parent Reflection Form for your child.
2. Remove the Teacher Inventory Form from the back of this packet, complete the Student Identification Section at the top of the page, and then give it to your child's teacher.
3. If your student is homeschooled or attends a school other than a Tumwater School District school, attach any standardized testing such as Stanford, CAT, ITBS, MAP, etc.

I give permission for my child to be assessed for the Tumwater School District Highly Capable Program. The assessment process begins with the Cognitive Abilities Test, which is up to three hours long; (I understand that my child will be required to sit calmly and follow directions for up to three hours with minimal breaks.) All available data will be considered by the Multidisciplinary Team for identification and placement of students who have the greatest need for highly capable services. The Multidisciplinary Team's decision is final.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Must be received in the Highly Capable Program office no later than 4:30 p.m. on November 30, 2023.
Mail, email, fax, or deliver to the above address along with any supporting documentation, (i.e. test scores, proof of residency).

### **Identification and Placement in the Highly Capable Program**

The Multidisciplinary Team (MDT) uses multiple criteria and reviews the performance data for all tested students. Students identified for Highly Capable will have a preponderance of evidence from multiple criteria that shows the student is amongst the most highly capable, has evidence of clear need for highly capable services, and would benefit the most from inclusion in the Highly Capable Program. The MDT is assisted by the Student Learning Office to compile and understand the student's assessment profile. District assessment records, academic achievement data, parent and teacher referral information, other district's test scores, plus any other pertinent information available will be considered in the process. Students will not be affected in a negative way if there is a missing test score or other data.

### **Highly Capable Programming**

At the elementary level, identified students in grades 3-5 are served through a full-time, self-contained program housed at Michael T. Simmons Elementary School. In addition, students in the elementary and middle schools are served through differentiation in the regular classroom. In the high school, there are opportunities for enhancement and enrichment through AP classes, Running Start, New Market Skills Center and Honors classes.

### **Appeal Process**

Decisions of the Multidisciplinary Team (MDT) can be appealed following receipt of scores. Appeals may only be made based upon one of the following conditions:

1. An extraordinary circumstance occurred during testing that may have negatively affected the validity of the test results (i.e., traumatic event or an illness preventing completion of the test).
2. A misapplication or miscalculation of the assessment data by the selection committee due to an incorrect birthdate or grade level used in calculating the student's score.

The following procedures are in place for an appeal:

1. An appeal form is available through the Student Learning office or website.
2. All completed appeal forms and supporting evidence must be submitted to the Student Learning office by the specified appeals deadline. Outside cognitive testing or evaluations will not be accepted as supporting documentation for the appeals process.
3. The appeal will be initially reviewed by the MDT shortly after the appeals deadline. At that time, the MDT will render a decision either to deny the appeal or approve retesting of the student based on the evidence provided. A written summary of the initial review and decision will be sent to the person filing the appeal, and a copy of the summary will also be included in the student's highly capable testing file.
4. Students retesting will have their results reviewed by the MDT within two weeks after close of the retesting window.

The Multidisciplinary Team (MDT) appeal decision is final.

### **Exit Highly Capable Programming**

Parents may request that their student no longer take part in Highly Capable Programming at any time. Any student that is exited from the program and then chooses to re-enter in the future may need to complete the selection process again.

Students who are not successful in Highly Capable will be re-evaluated as needed by the MDT. Prior to any decision to change student placement, parents will be notified and meetings with the teacher, principal, counselor, and district Highly Capable administrator to discuss possible changes will be held.



# HIGHLY CAPABLE PROGRAM

## PARENT/GUARDIAN REFLECTION FORM

(STUDENT LEARNING, MOTIVATION, CREATIVITY CHARACTERISTICS)

Name of Student	Date of Birth (MM/DD/YYYY)	Grade	Date
School	Teacher		

**Directions:** Please read the statements below carefully and rate your student according to the following scale. Please be as accurate as possible. Provide only one check mark per question that best reflects your student. **This survey will be kept at the district's Student Learning office.**

- If you have **rarely** observed this characteristic (less than 10% of the time)
- If you have **sometimes** observed this characteristic (approximately 25% of the time)
- If you have **often** observed this characteristic (approximately 50% of the time)
- If you have observed this characteristic **most of the time** (75% to 100% of the time)

<b>LEARNING CHARACTERISTICS</b> – (one score per question)	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age or grade level.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of students his/her age).				
3. Has quick recall and mastery of factual information.				
4. Has quick insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick."				
5. Has ready grasp of underlying principles and can quickly make valid generalizations about people, events, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.				
7. Reads a great deal on his/her own; prefers adult or books for much older students; does not avoid difficult material.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.				

<b>MOTIVATIONAL CHARACTERISTICS</b> – (one score per question)	Rarely	Sometimes	Often	Most of the Time
1. Becomes absorbed and involved in certain topics or problems; Persistent in seeking task completion.				
2. Is easily bored with routine tasks.				
3. Needs very little if any external motivation to follow through in work that initially excites him/her.				
4. Strives toward perfection; is self-critical; is not easily satisfied with their own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" topics and issues such as religion, politics, and/or ethical issues – more than usual for age level.				
7. Often is self-assertive (sometimes aggressive); stubborn in his/her beliefs.				
8. Likes to organize and bring structure to things, people, and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				

<b>CREATIVITY – (one score per question)</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the Time</b>
1. Is curious about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, and clever responses.				
3. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression; fantasizes and imagines (“I wonder what would happen if...”); manipulates ideas and improvises commonplace materials.				
6. Has a keen sense of humor and may see humor in situations that may not appear humorous to others.				
7. Responds emotionally to stories, events and the needs of others.				
8. Is individualistic and is not afraid to be different.				
9. Criticizes constructively; is unwilling to accept rules without reasons or critical examination.				



# HIGHLY CAPABLE PROGRAM TEACHER INVENTORY FORM

(STUDENT LEARNING, MOTIVATION, CREATIVITY CHARACTERISTICS)

**(Student Identification Section)**

Name of Student		Date of Birth (MM/DD/YYYY)	Grade	Date
School	Teacher	IEP: ___Yes___No 504 Plan: ___Yes___No Other:		ELL: ___Yes___No TITLE I/LAP: ___Yes___No

**Teacher Directions:** Please read the statements below carefully and rate your student according to the following scale. Provide only one check mark per question that best reflects your student.

**This survey will be kept at the district's Student Learning office. Copies WILL NOT be placed in the student's CUM file.**

- If you have **rarely** observed this characteristic (less than 10% of the time)
- If you have **sometimes** observed this characteristic (approximately 25% of the time)
- If you have **often** observed this characteristic (approximately 50% of the time)
- If you have observed this characteristic **most of the time** (75% to 100% of the time)

<b>LEARNING CHARACTERISTICS</b> – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age or grade level.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of students his/her age).				
3. Has quick recall and mastery of factual information.				
4. Has quick insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick".				
5. Has ready grasp of underlying principles and can quickly make valid generalizations about people, events or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.				
7. Reads a great deal on his/her own; prefers adult level books; does not avoid difficult material.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.				

<b>MOTIVATIONAL CHARACTERISTICS</b> – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Becomes absorbed and involved in certain topics or problems; Persistent in seeking task completion.				
2. Is easily bored with routine tasks.				
3. Needs very little if any external motivation to follow through in work that initially excites him/her.				
4. Strives toward perfection; is self-critical; is not easily satisfied with their own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" topics and issues such as religion, politics, and/or ethical issues – more than usual for age level.				
7. Often is self-assertive (sometimes aggressive); stubborn in his/her beliefs.				
8. Likes to organize and bring structure to things, people and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				

<b>CREATIVITY</b> – (one score per question)	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the Time</b>
1. Is curious about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, and clever responses.				
3. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression; fantasizes and imagines (“I wonder what would happen if...”); manipulates ideas and improvises common-place materials.				
6. Has a keen sense of humor and may see humor in situations that may not appear humorous to others.				
7. Responds emotionally to stories, events and the needs of others.				
8. Is individualistic and is not afraid to be different.				
9. Criticizes constructively; is unwilling to accept rules without reasons or critical examination.				

The Highly Capable classrooms are designed for students who are academically advanced or demonstrate high intellectual capability. Successful candidates are often independent learners who thrive on progressively challenging opportunities, utilize advanced problem-solving skills, and an in-depth study of curriculum matched to their demonstrated skills and capabilities. Using the National Association for Gifted Children Standards, the curriculum, instruction, and pacing is considerably more advanced and at a higher level than a regular classroom.

**TEACHER'S RECOMMENDATION:**

Based on the above-described nature of the program and your knowledge of this student, please give your overall recommendation by selecting one of the following:

- 4** - I strongly believe this program is a **great fit** for this student.
- 3** - I believe this program is a **good fit** for this student.
- 2** - I believe this program could be a good fit but **have reservations**.
- 1** - I strongly believe this program is **not** a good fit for this student.

Please include specific comments that you believe would be helpful for the selection committee:


<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> TEACHER SIGNATURE	DATE	<b>Teachers: Please return this completed form directly to the Student Learning Office.</b> <b>Due by: November 30th</b> Tumwater School District 621 Linwood Avenue SW, Tumwater, WA 98512 <a href="mailto:angie.gourley@tumwater.k12.wa.us">angie.gourley@tumwater.k12.wa.us</a> 360.709.7032 Fax
Teacher Rating Scale updated 7/27/2022		