



CAPROCK ACADEMY

CHARACTER. ACCOUNTABILITY. ACADEMICS.

Process for Early Access for Highly Advanced Gifted Children

Please submit all information regarding each child in a single packet with a \$25 enrollment fee per student (fee may be waived upon determination of economic survey), excluding the teacher forms. Consult with the teacher to ensure his/her form(s) are submitted to our office. A portfolio will not be considered complete until all required materials are received. Incomplete portfolios will prohibit students from moving through the evaluation process.

Step One

Obtain Early Access Portfolio Application documents from the registrar or at caprockacademy.org by clicking on the menu and then perspective families.

Portfolio packets must be completed and received by March 31, 2026.

Step Two

If your child will be 4-years-old by August 31, deliver **Preschool Teacher Checklist and Scales for Identifying Gifted Students (SIGS-2)** School Rating Scales to current preschool teacher.

If your child will be 5-years-old by August 31, deliver **Kindergarten Reading, Writing and Communicating Form, Kindergarten Math Form and Scales for Identifying Gifted Students (SIGS-2)** to current teacher.

Begin collecting work samples at home in writing and math.

Step Three

Complete **Parent Questionnaire and Cover Sheet.**

Complete **Scales for Identifying Gifted Students (SIGS-2) Home Rating Scales.**

Complete **Economic Survey**

Collect and submit artifacts indicating social emotional and behavioral readiness for Kindergarten or First Grade.

Step Four

Portfolio Packets with \$25 enrollment fee may be submitted to:

(fee may be waived upon determination of economic survey)

Caprock Academy school office between 7:00 a.m. and 4:00 p.m. Monday through Thursday



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Step Five (Additional \$100 fee for testing and evaluation for this step) (fee may be waived upon determination of economic survey)

Complete applications will be processed and screened to determine eligibility for testing and observation. If the application demonstrates a strong need for the child to enter Kindergarten or First Grade early as a highly gifted student, he/she will move to testing/evaluation as follows:

Achievement Testing in Early Math and Literacy

- Administered by a trained school employee.
- If the child performs at the 97th percentile or above, he/she will move to cognitive testing.

Cognitive Testing

- Administered by a school appointed gifted determination team member.
- If the child performs at the 97th percentile or above, he/she will move to readiness observation.

School Readiness, Social Behavior, and Motivation

- Trained school employees will observe the child in his/her current school environment to determine readiness for Kindergarten or First Grade
- If the child demonstrates readiness for Kindergarten or First Grade, a screening team will evaluate all testing/observation data.

A fee of \$100 will be charged for the testing process and evaluation. (fee may be waived upon determination of economic survey)

Step Six

If the screening team determines the child needs early access to Kindergarten or First Grade in order to meet his/her academic and social/emotional needs, he/she will be offered early access placement. This will be determined within 60 days of receipt of the complete portfolio. This is separate from Kindergarten enrollment and lottery. You may fill out an intent to enroll form for Kindergarten and participate in the lottery without having a determination for Early Access. If you are chosen in the lottery, we will hold your slot for Kindergarten contingent on the determination of the Early Access team.

It is the responsibility of the parent/guardian to ensure that all portions of the portfolio are complete and submitted, including the teacher information, on or before March 31. All materials must be received no later than March 31. All portfolios will be reviewed upon submission. Letters outlining the team's determination and next steps will be emailed to parents upon review of the portfolio.



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Early Access for Highly Advanced Gifted Children

Portfolio Requirements Checklist

- Work samples from home in writing and math
(ie: journal writing, signs created, advanced writing beyond worksheets, drawings of number concepts, problem solving strategies)
- Work samples from preschool or current school in writing and math
(ie: journal writing, signs created, advanced writing beyond worksheets, drawings of number concepts, problem solving strategies, math benchmarks)
- Copies of reading assessments from preschool or current school
- Copies of other relevant assessments including all results and narrative
- Parent questionnaire and cover sheet
- Home Rating Scales (SIGS-2)
- Enrollment fee of \$25 (fee may be waived upon determination of economic survey)
- If your child will be 4 years old by August 31, and you are seeking Early Access to Kindergarten, give the Preschool Teacher Checklist and Scales for Identifying Gifted Students-School Rates Scales (SIGS-2) to your child's preschool teacher (forms will be submitted by teacher directly to the school office).
- If your child will be 5 years old by August 31, and you are seeking Early Access to First Grade, give the Kindergarten Reading, Writing, and Communicating Form; Kindergarten Math Form and Scales for Identifying Gifted Students- School Rating Scales (SIGS-2) to your child's teacher (forms will be submitted by teacher directly to the school office).
- All portions of portfolio must be submitted in person by **March 31** to:
Caprock Academy school office
714 24 ½ Road
Grand Junction, CO
7:00 a.m. to 4:00 p.m.

Caprock Academy Early Access Application Cover Sheet

Current date: _____

Student Name	Date of Birth
Address	
City	Zip Code
Parents:	
E-mail	Phone

For what grade is early access being requested?

Kindergarten

First grade

The child being considered for early access is currently:

Home-schooled with no preschool experience

Home-schooled with preschool experience

_____ (Name and phone number of preschool & preschool teacher's name)

Attending preschool program

_____ (Name and phone number of preschool & preschool teacher's name)

Attending private home daycare

_____ (Name and phone number of daycare & daycare provider' name)

Attending commercial daycare

_____ (Name and phone number of daycare & daycare provider' name)

My signature below indicates that I have read and understood the Early Access portfolio requirements. I give permission for my child to be tested and observed if s/he is selected to do so. I acknowledge that I have the right to withdraw my child from the Early Access process at any time. If I have further questions, I know to contact the school's gifted coordinator.

Parent Signature: _____

Date: _____

The determination as to whether a student qualifies for the Early Access Program is solely within the discretion of Caprock Academy's Gifted Education Determination Team.

For School Use Only

Date received:

Portfolio Complete? Y N

Screening date:

Screened by:

Move forward with Assessment? Y N

Date parent informed of next steps:

Parent Questionnaire

Provide specific examples as you complete the following:

Is your child reading independently?
What is your child’s favorite book?
Provide examples of books your child reads independently and examples of books your child enjoys having read to him/her.
What activities and games does your child enjoy?
Please describe your child’s behavior: In a group – At play with family – In a new setting –
Please describe your child’s talents, hobbies, etc.
List any formal learning experiences your child may have had (e.g. preschool, Head Start, Colorado Preschool Program, etc.).

Preschool Teacher Checklist – Page 1 of 2

Preschool Teacher, please complete the following inventory and return by **March 31** to:

Deliver to Caprock Academy school office between 7:00 a.m. and 4:00 p.m.

Or

Fax: 970-243-3612

Student Name: _____ is being considered for **early access to Kindergarten**. Early access is designed for “highly advanced gifted” 4-year-olds who have “exhausted the resources of preschool.” Your input will go directly to the portfolio screening team.

Teacher Name: _____ Preschool Name: _____

	Mastered	Progress Shown	Not Mastered
A. Language/Literacy Skills			
Can recognize, write and identify letters (in or out of order) in first name and last name	?	?	?
Understands rhyming words and sounds	?	?	?
Demonstrates strong letter/sound recognition	?	?	?
Can retell a story, poem or finger play	?	?	?
Uses descriptive language	?	?	?
Writes or scribbles words	?	?	?
Reads books	?	?	?
B. Math/Numeracy Skills			
Can count 15-20 objects	?	?	?
Has the ability to estimate using number sense	?	?	?
Can duplicate and describe simple patterns	?	?	?
Creates own repeating patterns	?	?	?
Understands spatial relationships	?	?	?
Shows understanding of time, including past, present and future	?	?	?
C. Fine and Gross Motor Skills			
Holds pencil correctly	?	?	?
Uses scissors correctly	?	?	?
Puts puzzles (10 or more pieces) together	?	?	?
Runs, jumps, climbs	?	?	?
Rides a tricycle	?	?	?
Bounces a ball	?	?	?

Preschool Teacher Checklist – Page 2 of 2

Student's Name: _____

	Mastered	Progress Shown	Not Mastered
D. Self Help Skills			
Uses bathroom independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dresses self (buttons, zippers, snaps); can put on coat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ties shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows his/her address and telephone number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows parents'/guardians' first names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes an effort to solve problems before seeking help from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays with an activity through completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Social Skills			
Waits his/her turn; shares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows classroom rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions from adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses feelings and needs (feeling vocabulary of 10+ words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions about things around him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can define what a problem is and can generate 2-3 possible solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separates easily and appropriately from parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to the feelings, needs and opinions of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows self-motivation and persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands that actions have both causes and effects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any additional observations or artifacts that may assist the screening team in making a decision regarding Early Access to Kindergarten:

Preschool Teacher Signature _____ **Date** _____

Kindergarten Form – Reading, Writing, and Communicating

Preschool Teacher, please complete the following inventory and return by **March 31** to:

Deliver to Caprock Academy school office between 7:00 a.m. and 4:00 p.m.

Or

Fax: 970-243-3612

Student Name: _____ **Teacher Name:** _____

In order to determine student need for **early access to First Grade**, we must have information about the student's background in reading, writing, and communicating using the viable curriculum. While he or she certainly may not have mastered the **Kindergarten Outcomes** for reading, writing, and communicating, it is very helpful to know which concepts have been introduced. If the student has a beginning understanding of a concept circle "B." If the student is proficient on the concept circle "P." If the student shows advanced thinking and work on the concept circle "A." Thank you for your time and input.

Students Can:

- Create meaning strategically in: reading, writing, speaking, and listening
- Analyze how authors are strategic in creating meaning.
- Evaluate evidence to distinguish relevant and non-relevant information to support a position

Learning to Read

Students Can:	B	P	A
<ul style="list-style-type: none"> • Make logical predictions prior to reading or read-aloud • Know and apply kindergarten phonics and phonemic awareness in decoding words • Use 1-1 correspondence when reading a simple sentence • Determine the pattern in repetitive text and uses pattern to decode • Describe relationships between illustrations and text • Compare and contrast character experiences in familiar stories as well as two texts on the same 			

Learning to Write

Students Can:	B	P	A
<ul style="list-style-type: none"> • Use proper spaces in words • Write sentences with a subject and a verb • Spell simple words phonetically, drawing on knowledge of letter-sound relationship • Write left to right • Capitalize the first word in a sentence and pronoun "I" • Use a period at the end of a correctly formed sentence 			

Reading Concept of Print

Students Can:	B	P	A
<ul style="list-style-type: none"> • With prompting and support, retell familiar stories including key details • Identify basic text features and types of text • Identify and manipulate sounds, syllables, onsets, and rhymes of simple words • Recognize Kindergarten high frequency words • Clarify meaning of unknown and multiple-meaning words based on kindergarten reading and content 			

Writing Readiness			
Students Can:	B	P	A
<ul style="list-style-type: none"> • Correctly form upper and lower case letters • Recognize and name end punctuation • Begin to label drawings with one to two letters • Begin to label drawings with one word • Identify real-life connections between words and their use 			
Literacy Readiness			
Students Can:	B	P	A
<ul style="list-style-type: none"> • Distinguish the difference between a letter and a number • Identify and creates alliterations • Identify initial, medial and final phoneme of spoken words • Blend sounds orally to make one-syllable words • Segment one syllable words into sounds • Segment spoken words into onset and rime • Demonstrate concepts of print, spaces, left to right, top to bottom, upper, and lower case letters • Identify all letter sounds (sound-symbol relationship) including long and short vowels • Identify and create rhyming words • Draw a simple picture that carries meaning (not scribbling in an up/down circular motion) • Use correct pencil grip • Take turns with others • Listen actively, eyes on teacher • Work with partner(s) • Raise hand • Stay on topic • Participate in conversations with partners about Kindergarten topics and texts with peers and adults in small and larger groups • Recognize difference between questioning and story telling 			

Please provide work samples and any additional information that supports your feedback and would assist the screening team in making a decision regarding Early Access to **First Grade** (feel free to attach additional page):

Preschool Name _____

Preschool Teacher Signature _____

Date _____

Please submit to Caprock Academy by March 31.

Kindergarten Form – Mathematics

Student Name: _____ **Teacher Name:** _____

In order to determine student need for **early access to First Grade**, we must have information about the student’s background in mathematics using the viable curriculum. While he or she certainly may not have mastered the **Kindergarten Outcomes** for mathematics, it is very helpful to know which concepts have been introduced. If the student has a beginning understanding of a concept circle “**B.**” If the student is proficient on the concept circle “**P.**” If the student shows advanced thinking and work on the concept circle “**A.**”

Thank you for your time and input.

Students Can:

- Make sense of (interpret, evaluate, summarize, synthesize, etc.) problems and persevere in solving them.
- Reason abstractly and quantitatively to analyze data and generate solutions.
- Model and justify problems to communicate solutions for problems arising in everyday situations
- Construct viable arguments and critique the reasoning of others to make informed decisions.
- Discover and make use of relationships and patterns to solve problems and predict trends.
- Select appropriate strategies and tools to develop understanding and increase efficiency.

Counting and Cardinality

<i>Students Can:</i>	B	P	A
<ul style="list-style-type: none"> • Instantly recognize, identify, and write numbers 0-20 • Increase flexibility with counting by extending to 100, counting by 10’s, and starting with numbers other than one • Count to tell the number of objects • Compare numbers using greater than and less than language 			

Operations and Algebraic Thinking

<i>Students Can:</i>	B	P	A
<ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from • Represent addition and subtraction with objects, fingers, drawings to decompose numbers less than 10 in multiple ways • Create and extend patterns of numbers and objects 			

Number and Operations in Base Ten

<i>Students Can:</i>	B	P	A
<ul style="list-style-type: none"> • Compose and decompose (take apart and put together) numbers 11-19 to gain foundations for place value using objects and drawings 			

Geometry

<i>Students Can:</i>	B	P	A
<ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) and their relative positions (above, below, beside, in front of, etc.) • Analyze, compare, create, and compose shapes 			

Measurement and Data			
Students Can:	B	P	A
<ul style="list-style-type: none"> • Describe and compare measurable attributes (such as length or weight) • Classify, count, and sort objects in categories 			

Please provide samples of student work and any additional information that supports your feedback and will assist the screening team in making a decision regarding Early Access to **First Grade**:

School Name _____

Teacher Signature : _____ Date: _____

Submit Materials To: Caprock Academy
Completed packets must be submitted by March 31