

Glascock County Consolidated Schools

Gifted Education Manual

2026 - 2027



“Panthers pursuing our highest potential.”

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Mission Statement

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The Glascock County School System believes that gifted education is not simply about identifying students who perform at high levels; it is about recognizing potential and intentionally developing it into talent. Gifted learners possess unique strengths, interests, and ways of thinking that require meaningful challenge and opportunities for continued growth.

GCCS recognizes that gifted potential exists within all ethnic, geographic, socioeconomic, and ability groups, including students with disabilities, and may be demonstrated in different ways. The district is committed to equitable identification and learning opportunities that allow students to demonstrate and develop their strengths.

Through differentiation, inquiry, creativity, problem solving, and authentic learning experiences, gifted students are challenged to think deeply, develop resilience and independence, pursue their interests, and use their abilities purposefully.

Ultimately, GCCS seeks to discover, develop, and refine student potential so that learners are empowered to make a meaningful impact. Together, we are Panthers Pursuing Our Highest Potential.

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Program Goals

1. Advanced Academic Growth

Provide differentiated instruction aligned with the Georgia Standards of Excellence and the Georgia Program Standards for Gifted Learners that extends beyond grade-level expectations to promote advanced learning, problem-solving, and high levels of academic achievement.

2. Critical and Creative Thinking

Develop students' ability to think critically and creatively by engaging them in complex, open-ended tasks that require analysis, evaluation, and innovation.

3. Independent and Lifelong Learning

Foster self-directed learners who set goals, conduct research, and apply knowledge to real-world situations with increasing independence.

4. Collaboration and Leadership

Promote communication, collaboration, and leadership skills through meaningful group work and opportunities to lead and contribute.

5. Equity and Access

Ensure equitable identification and access to gifted services for students from all backgrounds, including students with disabilities and those from underrepresented populations.

6. Whole Child Development

Support the intellectual, social, and emotional development of gifted learners by fostering an environment that promotes self-awareness, confidence, and resilience.

7. Strategic Use of Technology

Integrate technology to enhance learning, support research, and enable students to create, communicate, and apply knowledge in meaningful ways.

8. Continuous Program Improvement

Use data and ongoing evaluation to monitor student growth, refine instructional practices, and improve the effectiveness of gifted services.

Diversity

Diversity Statement

The Glascock County School System is committed to ensuring equitable access to gifted identification and services for all students. The district recognizes that gifted learners exist within all ethnic, geographic, socioeconomic, and ability groups, including students with disabilities, and strives to identify students whose potential may not be immediately evident through traditional measures.

To support this commitment, the district utilizes a multi-criteria identification process that includes a variety of assessments in the areas of mental ability, achievement, creativity, and motivation. Multiple data sources are used to provide students with opportunities to demonstrate gifted potential across different domains.

When a student demonstrates high performance or potential but does not initially meet established eligibility thresholds, additional assessments may be administered to ensure a comprehensive and equitable evaluation of the student's abilities.

Equitable Identification and Required Data Collection

The Glascock County School System is committed to monitoring equitable access to gifted identification and services. Universal screening, open referral, multiple criteria, and appropriate assessment measures are used to provide students from diverse backgrounds with opportunities to demonstrate gifted potential.

In accordance with Georgia State Board of Education Rule 160-4-2-.38, the district shall collect and maintain statistical data regarding:

- students referred for gifted evaluation;
- students determined eligible for gifted education services; and
- students receiving gifted education services.

Required data shall be maintained by applicable student subgroups, including at least grade level, gender, and ethnic group, in accordance with Georgia Department of Education requirements.

The Gifted Coordinator may review identification and participation data to identify potential barriers to equitable access and to inform improvements to district gifted procedures.

The district shall evaluate its gifted education program at least once every three years using applicable Georgia Department of Education criteria.

Gifted Identification Plan

The Glascock County School System utilizes a systematic, equitable, and data-driven process to identify students who demonstrate gifted potential. The identification process is designed to provide multiple opportunities for students to demonstrate gifted characteristics while ensuring compliance with Georgia Department of Education Rule 160-4-2-.38. Students may enter the identification process through universal screening, referral, or transfer into the district.

Phase I – Entry into the Gifted Identification Process

Entry Point 1 – Universal Screening

The Glascock County School System conducts universal screening to provide all students with equitable opportunities to demonstrate gifted potential. Universal screening is one entry point into the district's gifted identification process and does not, by itself, determine gifted eligibility.

All students in grades 1–8 participate in universal achievement screening through the i-Ready Diagnostic, which is administered three times each school year. In addition, all students in second grade participate annually in universal cognitive ability screening through the CogAT.

Automatic Referral Criteria

Students shall automatically be referred for gifted consideration when they meet either of the following district-established screening criteria:

- a national percentile rank at or above the 90th percentile in Reading or Mathematics on the i-Ready Diagnostic; or
- a national percentile rank at or above the 96th percentile on an approved CogAT composite or component score.

Following each screening administration, the Gifted Coordinator shall review available data to identify students who meet the automatic referral criteria. The Gifted Coordinator may also refer students who demonstrate exceptional academic growth or other objective evidence of gifted potential, even when an automatic referral threshold has not been met.

Students referred through universal screening shall proceed to Phase II – Initial Data Review. An automatic referral initiates the gifted identification process but does not automatically result in formal testing or gifted eligibility.

Students who are not referred shall continue participating in universal screening and remain eligible for referral at any time through the district's Open Referral Process.

Entry Point 2 - Open Referral

The Glascock County School System recognizes that gifted potential may not always be identified through universal screening alone. Therefore, referrals for gifted evaluation may be initiated at any time during the school year by individuals who have knowledge of a student's demonstrated abilities or potential.

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The district maintains an open referral process to ensure equitable access to gifted identification for all students.

Referral Sources

A referral for gifted evaluation may be submitted by:

- Parent or guardian
- Teacher
- School administrator
- School counselor
- Student (self-referral)
- Other individual with knowledge of the student's demonstrated abilities or potential

Initiating a Referral

All referrals shall be submitted to the Gifted Coordinator using the district's gifted referral procedures. A referral may be initiated regardless of previous screening results when objective educational evidence suggests that a student demonstrates gifted potential.

Referral to the gifted identification process does not guarantee eligibility for gifted services. Rather, it initiates a review of existing student data to determine whether formal evaluation is warranted.

Referral Timeline

The Glascock County School System accepts gifted referrals throughout the school year. Upon receipt of a referral, the Gifted Coordinator shall review available educational data to determine the appropriate course of action.

The district's primary gifted evaluation window occurs during the spring semester. However, students meeting district-established criteria for immediate evaluation, transfer students requiring additional assessment, or students requiring make-up testing may be evaluated outside the primary evaluation window. Students who do not meet the criteria for immediate evaluation shall remain eligible for consideration during the district's annual spring gifted evaluation cycle.

Review of Referral

Upon receipt of a referral, the Gifted Coordinator shall:

- acknowledge receipt of the referral;
- review available educational records and existing assessment data;
- determine whether sufficient evidence exists to support formal evaluation

Students referred through the open referral process proceed to Phase II – Initial Data Review, where existing data are reviewed, and additional assessments are planned as needed.

Entry Point 3 - Transfer Student Review

Transfer Student Procedures

Students enrolling in the Glascock County School System shall have their educational records reviewed to determine whether gifted placement, reciprocity, or additional evaluation is appropriate. The district is committed to ensuring that transfer students receive timely consideration for gifted services and are not required to wait for the annual screening process.

Gifted Reciprocity

A student who meets Georgia's eligibility requirements for gifted education in one local education agency (LEA) shall be considered eligible for gifted education services in any Georgia LEA.

Students transferring to Glascock County School District from another Georgia LEA must meet the district's established criteria for the continuation of gifted services, as outlined in the *Georgia Department of Education Resource Manual for Gifted Education Services*.

Georgia does not require reciprocity for gifted eligibility granted by another state. However, an eligible child of a military family protected by the Interstate Compact on Educational Opportunity for Military Children shall initially be placed in a gifted or comparable educational program based on current educational assessments or participation and placement in a similar program at the sending school. When the same program is unavailable, the district shall provide the most comparable appropriate service available. The district may subsequently evaluate the student to ensure appropriate placement.

The Gifted Coordinator shall review:

- previous gifted eligibility documentation;
- current eligibility reports;
- gifted service records;
- existing eligibility data; and
- current academic records.

Transfer students with valid gifted eligibility shall be placed in gifted services as soon as reasonably possible following verification of eligibility.

Out-of-State Transfer Students

Students transferring from another state or educational system shall have available records reviewed to determine whether existing assessment data satisfy Georgia eligibility requirements.

The review may include:

- previous gifted identification records;
- standardized assessment results;
- cognitive ability assessments;

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- achievement assessments;
- creativity and motivation measures;
- current classroom performance.

When existing records do not provide sufficient evidence to determine eligibility under Georgia Department of Education Rule 160-4-2-.38, the student may proceed through the district's gifted evaluation process.

Phase II – Initial Data Review

Students entering the gifted identification process through universal screening, open referral, or transfer student review shall have available educational records reviewed by the Gifted Coordinator prior to formal assessment.

The review may include:

- universal screening results;
- previous standardized assessment results;
- existing valid gifted assessment data;
- classroom achievement and performance;
- previous gifted evaluations;
- transfer records; and
- other relevant objective educational information.

Assessment Determination

Based on the Initial Data Review, the Gifted Coordinator shall determine which, if any, additional assessments are necessary to complete the gifted eligibility process.

Existing valid assessment data shall be used when appropriate to avoid unnecessary or duplicate testing. Assessment selection shall consider the student's demonstrated areas of strength and individual needs.

Outcome

Following the Initial Data Review, one of the following actions shall occur:

- proceed to Phase III – Parent Consent and Formal Evaluation;
- request additional educational records or information; or
- refer the available information to the Gifted Eligibility Committee to determine whether formal evaluation is warranted.

A decision not to proceed with formal evaluation shall be based on available objective educational data and documented by the Gifted Eligibility Committee. The parent, guardian, or referring party shall be notified of the decision.

Phase III – Parent Consent and Formal Evaluation

Parental Consent

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Written parental consent shall be obtained prior to beginning the student's formal gifted evaluation. Consent shall apply to assessments administered as part of the current evaluation cycle, including additional or second measures administered in accordance with district procedures, unless separate consent is otherwise required.

Assessment Selection

The Gifted Coordinator shall administer only those assessments necessary to complete the student's eligibility evaluation. Assessments used for gifted eligibility shall meet current Georgia Department of Education requirements.

Assessment selection shall be based on the student's Initial Data Review conducted during Phase II and the district's established assessment procedures. Existing valid assessment data shall be used when appropriate to avoid unnecessary duplicate testing.

The assessments identified in the District Assessment and Second Measure Matrix (Table A) represent the district's standard assessment pathway. When warranted by a student's documented needs or demonstrated area of strength, the Gifted Coordinator may select another Georgia Department of Education-approved assessment within the same eligibility area.

Alternative assessment selection may be considered when individual administration, language, accessibility, attention, disability-related needs, or the student's demonstrated area of strength makes another approved measure more appropriate.

All assessments shall be administered and scored in accordance with publisher requirements and applicable Georgia Department of Education guidance. Any accommodation provided shall not invalidate the assessment's national norms.

Second Measures

When a student does not meet the state-established qualifying criterion on the district's primary measure but meets the district-established second-measure criteria for that eligibility area, one approved second measure shall be administered within the same eligibility area.

Eligibility for a second measure shall be determined independently within each eligibility area. Performance in another eligibility area shall not prevent a student from receiving a second measure for which the student otherwise meets district-established criteria.

For example, a nonqualifying score in motivation or creativity shall not prevent a student who meets the district's second-measure criteria in mental ability or achievement from receiving the designated second measure in that area.

Second measures shall be administered in accordance with the district's Second Measure Protocol and current Georgia Department of Education requirements.

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Table A. District Assessment and Second Measure Matrix

Eligibility Area	Primary Measure	Qualifying Score	Second-Measure Trigger	Second Measures
Mental Ability – Verbal	CogAT Verbal	96th percentile or higher	85th percentile or higher but below qualifying	NGAT-Verbal or KBIT-2 Revised Verbal
Mental Ability – Quantitative	CogAT Quantitative	96th percentile or higher	85th percentile or higher but below qualifying	NGAT-Quantitative
Mental Ability – Nonverbal	CogAT Nonverbal	96th percentile or higher	85th percentile or higher but below qualifying	NGAT-Nonverbal or KBIT-2 Revised Nonverbal
Achievement – Reading	i-Ready Reading	90th percentile or higher	85th–89th percentile	Iowa Total Reading
Achievement – Mathematics	i-Ready Mathematics	90th percentile or higher	85th–89th percentile	Iowa Total Math
Creativity	Renzulli Cebeci Test of Creativity (CTC)	90th percentile or higher	85th–89th percentile	Torrance Test of Creative Thinking (TTCT)
Motivation	Gifted Rating Scale-2 (GRS-2)	90th percentile or higher	85th–89th percentile	Gifted Rating Scales–Second Edition - Motivation Scale

Note: The mental-ability qualifying scores shown in Table A apply to Option B. Under Option A, students must meet the applicable composite or full-scale mental-ability criterion shown in Table B.

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Evaluation Timeline

The Glascock County School System maintains established gifted evaluation windows to provide a consistent and timely process for students entering gifted evaluation.

Open Referrals

Referrals for gifted evaluation may be submitted at any time during the school year. Students entering the identification process through open referral shall have their referral and existing educational data reviewed upon receipt. Formal assessment for students proceeding through the open referral process will generally occur during the district's Spring Gifted Testing Event.

Transfer Students

Newly enrolled students shall have available educational records reviewed upon enrollment to determine whether existing gifted eligibility, assessment data, or other evidence warrants further evaluation. When additional formal assessment is indicated:

- Students enrolled and registered by the beginning of the school year shall be evaluated during the Fall Gifted Testing Event.
- Students enrolling during the first semester shall be reviewed upon enrollment and, when assessment data meet district-established referral criteria, evaluated during the Winter Gifted Testing Event.
- Students enrolling during the second semester shall be reviewed upon enrollment and, when further evaluation is warranted, evaluated during the Spring Gifted Testing Event.

Automatic Referrals from Universal Screening

Students meeting district-established automatic referral criteria through a universal screener shall proceed to Phase II – Initial Data Review. When additional formal assessment is indicated, testing shall generally occur during the district testing event following administration of the universal screener.

Scheduling Flexibility

When student needs, testing conditions, scheduling considerations, or available resources warrant, formal assessment may be completed outside the district's established testing events when determined appropriate by the Gifted Coordinator and consistent with Georgia Department of Education and assessment-administration requirements.

Completion of Evaluation

Upon completion of all required assessments, the Gifted Coordinator shall compile the evaluation results and prepare the student's eligibility file for eligibility determination.

Students then proceed to Phase IV – Eligibility Determination.

Phase IV - Eligibility Determination

Upon completion of the formal evaluation, the Gifted Eligibility Committee shall review all valid assessment data and supporting documentation to determine whether the student meets the eligibility requirements established by the Georgia Department of Education under State Board Rule 160-4-2-.38.

The Gifted Eligibility Committee shall consist of the Gifted Coordinator, gifted education teacher(s), a school administrator, and other qualified school personnel as appropriate.

Eligibility Criteria

A student may be determined eligible for gifted education services by meeting either Option A or Option B, as established in Georgia State Board of Education Rule 160-4-2-.38.

Option A – Mental Ability and Achievement

A student qualifies under Option A by meeting both of the following criteria:

- Mental Ability: A qualifying composite or full-scale score at or above the 99th percentile for students in grades K–2 or at or above the 96th percentile for students in grades 3–12 on an approved nationally normed mental-ability assessment; and
- Achievement: A qualifying score at or above the 90th percentile in Total Reading, Total Mathematics, or a state-approved total or composite score on an approved nationally normed achievement assessment.

Option B – Multiple Criteria

A student qualifies under Option B by meeting the state-established criterion in at least three of the following four areas:

- Mental Ability: At or above the 96th percentile on an approved composite, full-scale, or component score;
- Achievement: At or above the 90th percentile on an approved achievement score;
- Creativity: At or above the 90th percentile on an approved creativity assessment or rating scale, or a qualifying product or performance evaluated according to Georgia requirements; and
- Motivation: At or above the 90th percentile on an approved motivation rating scale or other qualifying evidence permitted by Georgia requirements.

Under Option B, at least one of the three qualifying areas must be established by a qualifying score on a GaDOE-approved nationally normed assessment.

Information shall be gathered in all four eligibility areas. The same assessment data shall not be used to establish eligibility in more than one area. When a rating scale is used to establish eligibility in creativity, a rating scale shall not also be used to establish eligibility in motivation, and vice versa. All assessment data used to establish eligibility must be current within two calendar years.

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Review for Completion

Before making a final eligibility determination, the Gifted Eligibility Committee shall verify that all required assessments, including any applicable second measures, have been completed and that the evaluation contains sufficient valid data to determine eligibility.

If additional assessment is needed, the evaluation shall return to Phase III – Parent Consent and Formal Evaluation before a final determination is made.

Eligibility Decision

After reviewing all required assessment data, the Gifted Eligibility Committee shall determine that the student is:

- eligible for gifted education services; or
- not eligible for gifted education services.

Eligibility shall be determined according to applicable Georgia Department of Education requirements using valid assessment data obtained through the district's gifted identification procedures.

Documentation

The Gifted Coordinator shall maintain documentation of the assessment results, eligibility criteria considered, final determination, and parent or guardian notification.

Students determined eligible shall proceed to Phase V – Parent Notification and Gifted Services.

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Table B. Georgia Gifted Eligibility Criteria Reference

Rule 160-4-2-.38 Education Programs for Gifted Students Evaluation and Eligibility Chart SECTION III GIFTED EDUCATION ELIGIBILITY CHART		
• In option A and B, information shall be gathered in each of the four categories. • At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test. • Any data used to establish eligibility in one category shall not be used to establish eligibility in another category. • If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity. • Any piece of information used to establish eligibility shall be current within two years. • Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.		
Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	➤ Grades K-2 99th% percentile composite score on a nationally age normed mental ability test ➤ Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test	➤ Grades K- 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test ➤ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	➤ Evaluation data required	➤ Grades K-12 ≥ 90th percentile on composite score on a nationally normed creativity test ➤ Grades K-12 Rating scales used to qualify student creativity must equate to the 90th percentile ➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Motivation	➤ Evaluation data required	➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 32-33 for additional information) ➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile ➤ Grades K – 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Source: Georgia Department of Education, Rule 160-4-2-.38, Education Programs for Gifted Students Evaluation and Eligibility Chart.

<https://lor2.gadoe.org/gadoe/file/c88ae63a-f81b-4672-ad4e-5b20bc5505b2/1/GIFTED%20EVALUATION%20and%20ELIGIBILITY%20CHART.pdf>

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Phase V – Parent Notification and Gifted Services

Parent Notification

Parents or guardians shall be notified in writing of the eligibility determination following the completion of the district's review process.

Notification shall include:

- the eligibility determination;
- a summary of the assessment results;
- information regarding gifted services, when applicable; and
- information regarding the district's appeal procedures.

Students Determined Eligible

Students determined eligible for gifted education services shall begin receiving services as soon as reasonably practicable following parent notification and completion of all required district procedures.

Gifted services shall be provided in accordance with the student's assigned service model and the district's approved Gifted Education Program.

Students Not Determined Eligible

Students who do not meet Georgia eligibility requirements shall continue participating in the district's instructional program and remain eligible for future consideration through:

- universal screening;
- open referral;
- transfer student review; or
- additional evaluation when appropriate.

A determination of ineligibility does not prevent future consideration for gifted services.

Appeal Process

A parent or guardian who disagrees with an eligibility determination may submit a written appeal to the Superintendent or designee within 30 calendar days of receiving written notification. The appeal should identify the basis for the request and include any additional information the parent or guardian wishes the district to consider.

The Superintendent or designee shall review the eligibility record, applicable district procedures, and any additional information submitted. The parent or guardian shall receive written notification of the district's decision following completion of the review.

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An appeal may address whether appropriate procedures were followed and whether all valid information was accurately considered. An appeal shall not be used to waive or alter Georgia's gifted eligibility requirements.

Phase VI – Ongoing Identification Procedures

The Glascock County School System recognizes that a student's gifted identification process may extend beyond a single evaluation cycle. Ongoing identification procedures are designed to preserve valid qualifying data, prevent unnecessary repeated testing, and provide students with appropriate opportunities for future evaluation.

Validity of Assessment Data

Assessment data used to determine gifted eligibility shall remain valid for two calendar years from the date of administration, in accordance with Georgia Department of Education requirements.

Valid qualifying assessment results may be combined with subsequently obtained assessment data when determining eligibility. Previously qualifying assessments shall not be repeated while those results remain valid unless retesting is required by applicable assessment guidelines or Georgia Department of Education requirements.

Partial Eligibility

A student who obtains a qualifying score in one or more eligibility areas but does not yet meet the requirements for gifted eligibility shall retain those qualifying results for the duration of the applicable two-year validity period.

During that period:

- qualifying assessment results shall be preserved;
- additional evaluation shall focus on the eligibility area or areas still needed to establish eligibility; and
- a qualifying assessment shall not be repeated solely because the student has not yet met full gifted eligibility requirements.

Partial eligibility does not constitute gifted eligibility and does not, by itself, result in gifted services.

Additional Evaluation and Retesting

Students shall not be routinely retested simply because qualifying assessment data remain valid.

Additional evaluation during the two-year validity period may occur when:

- the student has not yet been evaluated in an eligibility area needed to establish eligibility;
- the student meets the district-established criteria for a second measure;

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- new objective educational data indicate that additional evaluation in a nonqualifying eligibility area is warranted; or
- qualifying assessment data are approaching expiration and additional evaluation is necessary to complete the eligibility process.

When additional evaluation constitutes a new gifted evaluation cycle rather than completion of an existing evaluation, new written parental consent shall be obtained before formal assessment begins.

Expiration of Qualifying Assessment Data

When a previously qualifying assessment result reaches the end of its two-year validity period before the student has met full gifted eligibility requirements, that result may no longer be used to establish eligibility.

If the student's identification process continues, reevaluation shall focus on the expired eligibility area and any other areas still requiring qualifying evidence. Valid qualifying results in other eligibility areas shall continue to be used until their individual expiration dates.

Students Missing Scheduled Evaluations

Students for whom written parental consent has been obtained but who are unable to participate in a scheduled gifted testing event shall be provided an opportunity to complete the planned evaluation during the next available testing opportunity.

Existing parental consent shall remain applicable to the current gifted evaluation cycle, including make-up testing and any second measures required under district procedures, unless consent is withdrawn by the parent or guardian or additional consent is otherwise required.

A student shall not lose consideration for gifted services solely because the student was unable to participate in the originally scheduled testing session.

Gifted Assessment Procedures

Approved Assessments

The Glascock County School System shall use assessment instruments approved by the Georgia Department of Education for gifted eligibility determination. Assessments shall be selected and administered in accordance with current Georgia Department of Education requirements and publisher guidelines.

The district's standard assessment pathway is identified in Table A – District Assessment and Second Measure Matrix. The district may utilize the following approved assessment instruments:

- **Mental Ability:** Cognitive Abilities Test (CogAT), Naglieri General Ability Tests (NGAT), Kaufman Brief Intelligence Test–Second Edition Revised (KBIT-2 Revised), and Naglieri Nonverbal Ability Test–Third Edition (NNAT3).

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- **Achievement:** i-Ready Diagnostic, Iowa Assessments, and Kaufman Test of Educational Achievement—Third Edition Brief (KTEA-3 Brief).
- **Creativity:** Renzulli Cebeci Test of Creativity (CTC), Torrance Tests of Creative Thinking (TTCT), and approved creativity rating scales or product/performance measures when appropriate.
- **Motivation:** Gifted Rating Scales—Second Edition (GRS-2), Gifted Evaluation Scale—Fourth Edition (GES-IV), and grade point average (GPA) for students in grades 6–12 when used in accordance with Georgia eligibility requirements.

The district is not limited to the assessments listed above. When appropriate based on student needs, demonstrated areas of strength, assessment availability, or other relevant educational considerations, the Gifted Coordinator may select another assessment approved by the Georgia Department of Education for the applicable eligibility area.

Any alternative assessment shall be administered and interpreted in accordance with Georgia Department of Education requirements and publisher guidelines.

Score Interpretation and Norms

Assessment results used for gifted eligibility shall be interpreted in accordance with current Georgia Department of Education requirements and the scoring and norming procedures established by the assessment publisher.

National Norms

When a nationally normed assessment is used for gifted eligibility, the appropriate national percentile rank or other state-approved score shall be used to determine whether the student meets the applicable eligibility criterion.

Local norms, classroom rankings, and district performance comparisons may provide useful educational information but shall not substitute for nationally normed scores when national norms are required for gifted eligibility.

Age and Grade Norms

Age-based or grade-based norms shall be used according to the requirements established by the Georgia Department of Education for the specific assessment and eligibility area.

When Georgia specifies the type of norm required for an assessment, the district shall use that norm for gifted eligibility determination.

Approved Scores

Only scores approved by the Georgia Department of Education for the applicable assessment and eligibility area shall be used to establish gifted eligibility.

When an assessment provides multiple composites, batteries, subtests, or component scores, the Gifted Coordinator shall use only those scores authorized for gifted eligibility under current

◆ ——— A.C.E. PROGRAM ——— ◆

Georgia Department of Education guidance.

Interpretation of Results

Assessment results shall be considered within the eligibility area for which the assessment is approved. A score obtained in one eligibility area shall not be substituted for a required score in another eligibility area.

Assessment results shall be interpreted using the student's performance at the time of assessment and shall not be adjusted, increased, or decreased based on subjective judgment.

External and Private Evaluation Data

Assessment data obtained from a source outside the Glascock County School System shall be considered as part of the gifted referral and evaluation process in accordance with Georgia Department of Education requirements.

External evaluation data may provide relevant evidence regarding a student's abilities and may be considered when determining the need for additional assessment or when reviewing eligibility data. External evaluation data shall not substitute for, or serve as the sole source of, data generated by the district during the initial gifted eligibility process.

To be considered for gifted eligibility, external assessment data must meet applicable Georgia Department of Education requirements, including requirements related to the assessment instrument, qualifying score, administration, scoring, norms, validity period, and evaluation for potential bias.

The Gifted Coordinator shall review submitted external evaluation data to determine whether the information meets applicable requirements and how it may appropriately be considered within the gifted identification process.

Second Measure Protocol

The Glascock County School System provides second-measure opportunities to ensure that students who demonstrate significant potential on an initial assessment have an additional opportunity to demonstrate qualifying performance within the same eligibility area.

Administration of Second Measures

A second measure shall be administered when a student:

- does not meet the state-established qualifying criterion on the district's primary measure; and
- meets the district-established second-measure trigger identified in Table A – District Assessment and Second Measure Matrix.

Second-measure eligibility shall be determined separately within each eligibility area.

Performance in another eligibility area shall not prevent administration of a second measure for which the student meets the established trigger.

Selection of the Second Measure

The standard second measure identified in Table A shall generally be administered.

When the standard second measure is not appropriate because of a student's documented needs, demonstrated area of strength, accessibility needs, or assessment-administration considerations, another Georgia Department of Education-approved measure within the same eligibility area may be selected.

The selected assessment must meet applicable Georgia Department of Education and publisher requirements.

Use of Second-Measure Results

Results from an approved second measure shall be considered independently according to the qualifying criterion applicable to that assessment.

A student shall not be required to meet the qualifying criterion on both the primary and second measure. When the second measure produces a qualifying result, that result may be used as evidence of qualification in the applicable eligibility area in accordance with Georgia Department of Education requirements.

Limits on Second Measures

Administration of a second measure does not guarantee gifted eligibility. The result becomes part of the student's gifted evaluation and shall be considered with all other valid eligibility data.

A student shall not receive repeated assessments within the same eligibility area solely for the purpose of obtaining a qualifying score. Additional assessment beyond the district's established second-measure procedure shall occur only when warranted by new objective educational information, assessment validity considerations, or applicable Georgia Department of Education requirements.

Assessment Administration and Accommodations

All assessments used for gifted eligibility shall be administered in accordance with Georgia Department of Education requirements and the standardized administration procedures established by the assessment publisher.

Standardized Administration

Assessments shall be administered by personnel who meet applicable qualification and training requirements for the selected instrument.

Testing conditions shall be appropriate for the assessment and designed to provide students with a reasonable opportunity to demonstrate their abilities. Directions, timing, materials, scoring procedures, and other standardized testing requirements shall be followed as specified by the assessment publisher.

Student Needs and Accommodations

◆ ——— A.C.E. PROGRAM ——— ◆

The district recognizes that students with disabilities, attention-related needs, communication differences, or other documented learning needs may require accommodations or alternative assessment conditions to access gifted evaluation appropriately.

When permitted by the assessment publisher and Georgia Department of Education requirements, accommodations documented in a student's IEP, Section 504 Plan, or other applicable educational plan may be provided during gifted assessment.

An accommodation shall not be used when it changes the construct being measured or invalidates the assessment's norms or resulting score for gifted eligibility purposes.

Selection of an Appropriate Assessment

When a student's needs may significantly interfere with valid administration of the district's standard assessment, the Gifted Coordinator may select another Georgia Department of Education-approved assessment within the same eligibility area when appropriate.

Consideration may include the need for:

- individual rather than group administration;
- reduced-distraction testing conditions;
- allowable breaks;
- accessibility supports permitted by the assessment; or
- an assessment format better suited to the student's documented needs or demonstrated area of strength.

The use of an alternative assessment shall not lower or alter the eligibility criterion required by the Georgia Department of Education.

Testing Conditions Affecting Validity

If illness, significant emotional distress, technology failure, interruption, administration error, or another circumstance substantially interferes with a student's ability to complete an assessment under valid testing conditions, the Gifted Coordinator shall determine the appropriate action in accordance with publisher requirements and Georgia Department of Education guidance.

An assessment result known to be invalid shall not be used to determine gifted eligibility.

Documentation

Accommodations or significant testing irregularities that may affect interpretation of assessment results shall be documented in the student's gifted evaluation record when appropriate.

Assessment Validity and Security

The Glascock County School System shall maintain the validity, security, and confidentiality of assessments used in the gifted identification process.

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Validity of Assessment Results

Assessment results used for gifted eligibility shall be obtained through valid administration and scoring procedures consistent with Georgia Department of Education requirements and publisher guidelines.

Assessment data shall remain valid for the period established by the Georgia Department of Education. Procedures regarding the use, expiration, and preservation of qualifying assessment data are addressed in Phase VI – Ongoing Identification Procedures.

Scores obtained under conditions that invalidate the assessment shall not be used to establish gifted eligibility.

Assessment Security

Secure assessment materials shall be stored, administered, reproduced, accessed, and disposed of in accordance with publisher requirements, district testing procedures, and applicable Georgia Department of Education guidance.

Personnel shall not reproduce, photograph, distribute, publicly display, or otherwise disclose secure assessment content except as specifically permitted by the assessment publisher.

Students, parents, and other unauthorized individuals shall not be provided access to secure test items, scoring materials, or other protected assessment content.

Confidentiality of Student Assessment Records

Gifted assessment results and eligibility records shall be maintained as confidential educational records in accordance with applicable federal and state requirements and district procedures.

Assessment information shall be shared only with the student's parent or guardian and school personnel with a legitimate educational interest, or as otherwise permitted by law.

Maintenance of Records

The Gifted Coordinator shall maintain documentation necessary to support gifted eligibility determinations, including applicable assessment results, eligibility documentation, and required parent notifications.

Records shall be maintained in accordance with district record-retention procedures and applicable state and federal requirements.

Testing Irregularities and Make-Up Procedures

The Glascock County School System shall take reasonable steps to ensure that gifted assessments are administered under conditions that support valid and reliable results.

Testing Irregularities

◆ ——— A.C.E. PROGRAM ——— ◆

A testing irregularity may include circumstances such as:

- illness or significant distress during testing;
- technology or equipment failure;
- unexpected interruption or disruption;
- administration or timing error;
- use of an unauthorized accommodation;
- incomplete assessment; or
- another circumstance that may affect the validity of the assessment result.

When a testing irregularity occurs, the Gifted Coordinator shall document the circumstances and determine the appropriate course of action in accordance with assessment publisher requirements and applicable Georgia Department of Education guidance.

When an assessment result is determined to be invalid, the invalid result shall not be used in determining gifted eligibility.

Make-Up Testing

Students who are absent or otherwise unable to participate in a scheduled assessment shall be provided an opportunity to complete the assessment during the next reasonable testing opportunity.

Make-up testing may occur during the same testing event, during a designated make-up session, or at another appropriate time consistent with district procedures and assessment requirements.

Interrupted or Incomplete Assessments

When an assessment is interrupted or cannot be completed, the Gifted Coordinator shall follow the assessment publisher's procedures for resuming, restarting, or readministering the assessment.

A student shall not be penalized in the gifted identification process because of circumstances outside the student's control that prevented valid completion of an assessment.

Retesting Following an Invalid Administration

When an assessment must be readministered because the original administration was invalid, the readministration shall not be considered a second measure under the district's Second Measure Protocol.

Any required waiting period, alternate form requirement, or other readministration procedure established by the assessment publisher shall be followed.

Gifted Services and Continuation Procedures

Placement and Initiation of Gifted Services

Students who meet Georgia eligibility requirements for gifted education shall be provided gifted services in accordance with Georgia Department of Education requirements and the service models approved by the Glascock County School System.

Gifted placement shall be based on the student's identified educational needs, grade level, instructional setting, and available district service models. Gifted services shall begin as soon as reasonably practicable following completion of the eligibility process, parent notification, and any required district placement procedures.

Parent Participation

Parents or guardians shall be informed of the gifted services available to the student following eligibility determination. Written parental consent for placement in gifted education services shall be obtained prior to the initiation of services in accordance with Georgia Department of Education requirements.

Placement

The specific gifted service provided may vary according to the student's grade level, educational needs, scheduling, staffing, and available district programming. A student's gifted eligibility is not dependent upon participation in a particular class, teacher, schedule, or service model.

Continuation of Gifted Services

The Glascock County Board of Education shall maintain a continuation policy for students identified as eligible for gifted education services. The progress of each student receiving gifted education services shall be reviewed at least annually.

A student shall continue receiving gifted education services provided the student demonstrates satisfactory performance in the gifted education class, course, content area, or service in which the student is enrolled.

Continuation criteria shall reflect the rigor and relevance of the gifted education curriculum and standards appropriate for the advanced cognitive, creative, and motivational strengths of gifted learners. Continuation decisions shall be based on the student's performance within the gifted education class, course, content area, or service under review.

Performance in regular education classes, behavior, attendance, participation, organization, work habits, executive-function difficulties, or disability-related needs shall not independently determine continued participation in gifted education. These factors may be considered when identifying the causes of inadequate performance and selecting appropriate supports.

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Continuation Criteria

GCCS gifted education services are evaluated on a Pass/Fail basis. Satisfactory performance means earning a **Pass** in the gifted class or service.

A Pass shall be based on documented evidence of the student's progress and performance within the gifted curriculum. Evidence shall be reviewed using the district's gifted progress rubric at midyear and annually.

Only performance within the gifted class or service shall be used in making continuation decisions. Performance in regular education classes and concerns related solely to behavior, attendance, participation, organization, work habits, executive functioning, or disability shall not independently result in probation or discontinuation of gifted services.

When sufficient evidence is unavailable, the student shall be provided an appropriate opportunity to demonstrate progress before probation is initiated.

Probationary Period

A student who fails to maintain satisfactory performance in a gifted education class, course, content area, or service shall be placed on probation for one academic semester before services in the affected area may be discontinued.

The student shall continue receiving gifted education services during the probationary period. The parent or guardian shall be notified in writing that the student's continued participation in the affected gifted education service is in jeopardy.

A written probation plan shall identify:

- the gifted class, course, content area, or service under review;
- the continuation criteria the student has not met;
- the evidence of inadequate performance;
- the reasons or factors contributing to the inadequate performance;
- the goals the student must meet;
- the strategies, supports, or interventions that will be provided;
- how the student's progress will be monitored; and
- the date of the final review.

Strategies, supports, and interventions shall be selected based on the factors contributing to the student's inadequate performance. These may include instructional adjustments, additional guidance or feedback, organizational or executive-function supports, implementation of IEP or Section 504 accommodations, parent or guardian communication, or other appropriate educational interventions.

The district shall document the student's progress, the supports provided, and the student's response during the probationary period.

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Final Review

At the conclusion of the probationary period, a review team shall examine the student's progress and determine whether the continuation criteria and goals identified in the probation plan have been met.

The review team may include the Gifted Coordinator, gifted education teacher, classroom or content-area teacher, administrator, counselor, special education personnel, parent or guardian, and other appropriate personnel.

Following the final review:

- if the student has met the continuation criteria and prescribed goals, placement in the gifted education class, course, content area, or service shall continue; or
- if the student has not met the continuation criteria and prescribed goals despite the strategies, supports, and interventions provided, gifted education services may be discontinued in the affected class, course, or content area.

A final review shall occur before gifted education services are discontinued. The parent or guardian shall receive written notice of the final decision. If services are discontinued, the notice shall identify the specific criteria or conditions the student must meet to resume services in the affected area.

Discontinuation of gifted education services does not remove or rescind the student's gifted eligibility.

Resumption of Gifted Education Services

An eligible student whose gifted education services were discontinued because of performance, parent or guardian request, attendance at a private school or home-study program, transfer, scheduling, medical needs, or another interruption shall not be required to complete the gifted eligibility process again.

When resumption is requested, the Gifted Coordinator shall review the student's current educational information, the criteria established at the time of discontinuation when applicable, and the gifted service options currently available.

Assessments may be administered when necessary to determine the appropriate level or type of gifted course or service placement, but shall not be used to redetermine the student's gifted eligibility.

The service provided upon return may differ from the student's previous placement based on the student's current grade level, educational needs, schedule, and available district service models.

Gifted Service Records and Progress Reporting

◇ ——— A.C.E. PROGRAM ——— ◇

The Glascock County School System shall maintain appropriate educational records documenting a student's gifted eligibility and participation in gifted education services.

Gifted Eligibility Records

Documentation of gifted eligibility shall be maintained as part of the student's educational record in accordance with district procedures and applicable state and federal requirements.

Progress Reporting

Student progress in gifted education shall be communicated through the district's established reporting practices and may include grades, progress reports, instructional feedback, conferences, or other appropriate methods based on the service model provided.

Program Transitions

When students transition between grade levels, schools, or gifted service models within the district, relevant gifted eligibility and service information shall be made available to appropriate educational personnel to support continuity of services.

Gifted Program Service Delivery

Glascock County School System provides gifted education services through Georgia Department of Education-approved delivery models. The models used may vary by grade level, student need, staffing, and course availability.

Elementary School

Resource Class/Pull-Out—WIN and Passion Pursuit

Identified gifted students in grades K–5 may receive direct gifted education services through WIN and Passion Pursuit. These gifted-only classes operate under the Resource Class Model and are taught by an appropriately qualified gifted education teacher.

Instruction is differentiated for the advanced learning needs of gifted students and may include interdisciplinary study, inquiry, research, advanced problem-solving, creativity, independent investigation, and the development of products or performances.

Innovative Model—ACE/Honors

Students in grades 3–5 may receive advanced, differentiated instruction through ACE/Honors. These classes may include identified gifted students and other high-potential students and are implemented in accordance with the district's Georgia Department of Education-approved Innovative Model plan.

Only identified gifted students who meet the applicable service and reporting requirements are reported for gifted FTE funding.

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Cluster Grouping

Identified gifted students may be intentionally grouped within an otherwise heterogeneous general education classroom. Gifted students receive differentiated learning experiences appropriate to their demonstrated strengths and advanced learning needs.

SPARK—K–2 Talent Development

SPARK is a K–2 talent-development and enrichment program that provides opportunities for advanced thinking, creativity, inquiry, problem-solving, and the development of student strengths.

SPARK may provide information that supports universal screening, gifted referral, and service planning. SPARK is not, by itself, a gifted education service-delivery model, and participation in SPARK does not indicate gifted eligibility.

Middle School

Resource Class/Pull-Out—ACE

Identified gifted students in grades 6–8 may receive direct gifted education services through gifted-only ACE classes operating under the Resource Class Model.

Instruction is differentiated for gifted learners and may include advanced content, interdisciplinary learning, inquiry, research, problem-solving, project-based learning, and independent study.

Innovative Model—ACE/Honors

Identified gifted students and other high-potential students may receive advanced, differentiated instruction together through ACE/Honors classes implemented under the district’s Georgia Department of Education-approved Innovative Model plan.

Only identified gifted students who meet the applicable service and reporting requirements are reported for gifted FTE funding.

Cluster Grouping

Identified gifted students may be intentionally grouped within an otherwise heterogeneous general education classroom. Gifted students receive differentiated learning experiences appropriate to their demonstrated strengths and advanced learning needs.

High School

Cluster Grouping

Identified gifted students may receive gifted education services through the Cluster Grouping Model. Gifted students are intentionally grouped within an otherwise heterogeneous classroom and receive differentiated instruction designed to provide appropriate depth, complexity, pace, and challenge. Teachers providing gifted services through this model shall meet applicable Georgia Department of Education qualification and training requirements.

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Postsecondary Opportunities

High-school gifted students may also participate in postsecondary opportunities, including dual enrollment, that allow them to pursue advanced coursework and earn eligible high-school and college credit. Participation in dual enrollment does not, by itself, constitute a gifted education service-delivery model or qualify a student for gifted FTE reporting.

Implementation

Gifted service assignments and schedules may vary according to grade level, student needs, staffing, enrollment, and available courses. Services shall be implemented in accordance with current Georgia Department of Education requirements for the applicable model, including curriculum differentiation, teacher qualifications, class composition, scheduling, documentation, and FTE reporting. Only eligible gifted students receiving services through an approved delivery model shall be reported for gifted FTE funding.

Across service models, instruction may include advanced content, critical and creative thinking, inquiry, research, problem-solving, communication, independent study, and the development of purposeful products or performances.

Gifted Curriculum and Differentiation

Gifted education services shall provide learning experiences that are appropriately differentiated in content, process, product, and learning environment to address the advanced abilities, interests, and learning needs of gifted students.

Gifted instruction shall extend beyond simply assigning additional work or increasing the quantity of grade-level tasks. Differentiation should provide increased depth, complexity, challenge, pace, and opportunities for advanced application when appropriate.

Curriculum and Instruction

Gifted learning experiences may include:

- advanced or accelerated content;
- complex and open-ended problem solving;
- critical and creative thinking;
- inquiry and research;
- interdisciplinary learning;
- authentic and real-world applications;
- independent investigation;
- innovation, design, and creation;
- advanced communication and collaboration; and
- opportunities for student choice and development of individual strengths and interests.

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Instructional Responsiveness

Instruction shall be responsive to students' demonstrated readiness, strengths, interests, and learning needs. Gifted students may require different levels or types of challenge within the same instructional setting, and differentiation may vary accordingly.

Talent Development

Gifted services should provide opportunities for students not only to demonstrate existing strengths but also to intentionally develop those strengths into increasingly advanced competencies, independence, creativity, and productive achievement.

Whole-Child Development

Gifted instruction may also address skills that support students' long-term development as learners, including resilience, self-awareness, goal setting, self-regulation, collaboration, leadership, and responsible use of their abilities.

Instructional Expectations and Personnel

Gifted education services shall be provided by appropriately qualified personnel in accordance with Georgia Department of Education requirements and applicable certification requirements.

Gifted Instruction

Teachers providing gifted services shall plan and implement instruction that reflects the advanced learning needs of gifted students and provides appropriate opportunities for depth, complexity, challenge, creativity, and higher-level thinking.

Instruction should emphasize meaningful learning and intellectual growth rather than simply increasing the quantity of work assigned.

Collaboration

Gifted education personnel may collaborate with classroom teachers, administrators, counselors, special education personnel, and other educational staff when appropriate to support the academic and developmental needs of gifted learners.

Twice-Exceptional and Diverse Learners

Gifted eligibility and services shall recognize that advanced ability may coexist with disabilities, learning differences, attention or executive-function needs, language differences, or other educational needs. Appropriate supports should be provided without unnecessarily reducing access to advanced learning opportunities.

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Professional Learning

Personnel responsible for gifted instruction should participate in professional learning appropriate to their roles and consistent with applicable state and district requirements.

Program Evaluation and Continuous Improvement

The Glascock County School System shall periodically review its gifted education program to support effective implementation, equitable access, and continuous improvement.

Public Review and Access to Program Information

The Glascock County School System Gifted Education Manual and information about the district's gifted education program are available to the public on the district website. Parents, students, educators, and other interested stakeholders may provide input through surveys, meetings, program evaluations, or other opportunities offered by the district. Stakeholder input may be considered in the ongoing evaluation and improvement of gifted education policies, procedures, curriculum, and services.

Use of Findings

Information obtained through program review shall be used, as appropriate, to identify strengths, areas for improvement, instructional needs, resource priorities, and potential changes to gifted programming.

Annual Curriculum Review

In accordance with Georgia Department of Education requirements, the district shall review its gifted curriculum at least annually and make revisions when needed to ensure continued alignment with applicable standards and the advanced learning needs of gifted students.

Ongoing Improvement

Gifted education procedures, instructional practices, and service models may be revised as district needs, student needs, available resources, and state requirements change.

FORMS

PARENT/GUARDIAN GIFTED REFERRAL FORM

Student Information

Student Name: _____

Grade: _____ **Date of Birth:** _____

School: _____

Parent/Guardian Name: _____

Relationship to Student: _____

Phone/Email: _____

Date of Referral: _____

Purpose of Referral

The Glascock County School System recognizes that gifted potential may be demonstrated in many different ways. Parents and guardians often observe strengths, interests, behaviors, and abilities that may not always be evident in the school setting.

Please provide information that may help the district understand your child's strengths and determine whether additional gifted evaluation is appropriate.

Parent/Guardian Questions

1. What strengths or advanced abilities have you noticed in your child?

2. What topics, activities, or ideas does your child become especially interested in or curious about?

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3. Does your child seem to learn certain things more quickly, deeply, or differently than other children of a similar age? If so, please describe.

4. Describe something your child has created, solved, built, researched, figured out, or taught themselves that stood out to you.

5. How does your child typically respond when something is difficult, challenging, or requires persistence?

6. Are there circumstances that you believe may make your child's abilities difficult to recognize at school?

Examples might include shyness, attention or executive-function needs, disability, language differences, anxiety, inconsistent performance, difficulty demonstrating knowledge in traditional ways, or other factors.

7. Is there anything else you would like the Gifted Coordinator to know when reviewing your child's referral?

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Characteristics You Have Observed

Check any that you have frequently observed. You do not need to check every item for your child to be referred.

- ☐ Learns new information quickly
- ☐ Understands ideas beyond typical age expectations
- ☐ Uses advanced vocabulary or expresses complex ideas
- ☐ Has an unusually strong memory
- ☐ Asks complex, unusual, or thought-provoking questions
- ☐ Demonstrates intense curiosity
- ☐ Makes connections between ideas that others may not notice
- ☐ Solves problems in unusual or unexpected ways
- ☐ Develops original or creative ideas
- ☐ Shows advanced reasoning or logical thinking
- ☐ Becomes deeply absorbed in particular interests
- ☐ Teaches themselves new skills or information
- ☐ Creates, builds, designs, writes, draws, or invents at an advanced level
- ☐ Shows leadership or positively influences others
- ☐ Demonstrates an advanced talent in a particular area
- ☐ Becomes frustrated with repetition or work already mastered
- ☐ Performance varies significantly depending on the task, subject, or setting
- ☐ Demonstrates abilities that may sometimes be masked by attention, learning, behavioral, communication, or other needs
- ☐ Other: _____

Referral Acknowledgment

I am requesting that the Glascock County School System review available educational information regarding my child to determine whether further gifted evaluation is appropriate.

I understand that **submission of a referral does not automatically result in formal gifted testing or gifted eligibility**. The Gifted Coordinator will review available educational data in accordance with the district's gifted identification procedures.

Parent/Guardian Signature: _____

Date: _____

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SCHOOL PERSONNEL GIFTED REFERRAL FORM

Student Information

Student Name: _____

Grade: _____ **Date of Birth:** _____

School: _____

Referring Staff Member: _____

Position/Relationship to Student: _____

Date of Referral: _____

Purpose of Referral

The Glascock County School System recognizes that gifted potential may be demonstrated in different ways and may not always be reflected by grades or traditional academic performance.

School personnel may refer a student when observations, performance, work products, assessment data, or other educational evidence suggest advanced ability or gifted potential.

Please provide information that will help the Gifted Coordinator review the student's strengths and determine whether additional gifted evaluation is appropriate.

Areas of Observed Strength

Check all areas in which you have observed significant strength or potential.

- ☐ Reading/Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☐ Verbal Reasoning
- ☐ Quantitative Reasoning
- ☐ Nonverbal/Visual-Spatial Reasoning
- ☐ Creativity/Original Thinking
- ☐ Problem Solving
- ☐ Leadership
- ☐ Motivation/Task Commitment
- ☐ Technology/Engineering/Design
- ☐ Other: _____

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Characteristics Observed

Check characteristics you have frequently observed in the school setting.

- ☐ Learns new information or skills quickly
- ☐ Demonstrates advanced understanding of concepts
- ☐ Requires little repetition to master new material
- ☐ Uses advanced vocabulary or communicates complex ideas
- ☐ Demonstrates unusually strong memory
- ☐ Asks complex, insightful, or unusual questions
- ☐ Makes connections across topics or subject areas
- ☐ Demonstrates advanced reasoning or logical thinking
- ☐ Solves problems using unusual or sophisticated approaches
- ☐ Generates original or creative ideas
- ☐ Demonstrates strong visual-spatial reasoning
- ☐ Shows intense curiosity or desire to understand how things work
- ☐ Pursues topics beyond what is required
- ☐ Demonstrates unusually advanced knowledge in a particular area
- ☐ Produces work that demonstrates unusual depth, complexity, or originality
- ☐ Demonstrates leadership or positively influences peers
- ☐ Becomes frustrated with repetition or material already mastered
- ☐ Performance varies significantly according to task, subject, or setting
- ☐ Demonstrates advanced ability that may be masked by attention, executive-function, learning, behavioral, communication, or other needs
- ☐ Other: _____

Evidence of Advanced Potential

1. What specific strengths or advanced abilities have you observed in this student?

2. Describe a specific example of something the student has said, written, created, solved, demonstrated, or accomplished that contributed to this referral.

3. How does this student approach new, complex, or challenging learning?

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4. Are there factors that may make this student's abilities difficult to recognize through typical classroom performance or assessment?

5. Is there any additional information you believe would be helpful when reviewing this student for gifted evaluation?

Supporting Information

Supporting documentation **may** be attached when available but is not required to submit a referral.

Examples may include:

- ☐ Student work sample
- ☐ Assessment or screening data
- ☐ Project or performance sample
- ☐ Other relevant educational information
- ☐ No additional documentation attached

Referral Acknowledgment

I am referring this student for review through the Glascock County School System gifted identification process. I understand that a referral initiates a review of available educational information and **does not automatically result in formal gifted testing or gifted eligibility.**

Referring Staff Member Signature: _____

Date: _____

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STUDENT SELF REFERRAL FORM

Student Name: _____ **Grade:** _____

Sometimes students recognize strengths, interests, or ways of thinking that other people may not always see. If you believe you may benefit from gifted education services, you may ask to be considered.

There are no “right” answers. Tell us about yourself in your own words.

1. Why would you like to be considered for gifted education services?

2. What are you especially good at or interested in?

3. Tell us about something you have learned, created, built, solved, researched, or accomplished that you are proud of.

4. Is there something about the way you think or learn that teachers might not always see?

5. Is there anything else you would like us to know about you?

FOR SCHOOL USE

Submission of a student self-referral begins a review through the Glascock County School System gifted identification procedures. **A self-referral does not automatically result in formal gifted evaluation, gifted eligibility, or placement in the A.C.E. Honors Program.**

Date Received: _____ **Received By:** _____

PARENT/GUARDIAN CONSENT FOR GIFTED EVALUATION

(Consent for Spring Testing)

Student Name: _____ **Grade:** _____

Dear Parent/Guardian,

Your child has been referred for further evaluation to determine possible eligibility for gifted education services through the Glascock County School System.

Georgia considers student performance in four areas when determining gifted eligibility: **Mental Ability, Achievement, Creativity, and Motivation**. Your child may not require additional assessment in every area. Existing valid assessment results will be used when appropriate, and only the assessments needed to complete your child's gifted evaluation will be administered.

Spring Testing Schedule

Your child is scheduled to participate in gifted evaluation on the following day(s):

Date	Time	Testing Location
_____	_____	_____
_____	_____	_____
_____	_____	_____

Because these assessments require specific administration procedures and testing time, please make every effort for your child to be present on each scheduled testing day.

If your child is unable to attend a scheduled session because of illness, emergency, or another unavoidable circumstance, please contact me as soon as possible. A make-up opportunity will be provided when appropriate.

Testing will occur during the regular school day and may take place in multiple sessions. We will make every effort to minimize disruption to your child's regular classroom instruction.

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After all necessary assessments have been completed, you will receive written notification of your child's gifted eligibility determination and a summary of the evaluation results.

PARENT/GUARDIAN CONSENT

☐ **YES**, I give permission for my child to participate in the assessments necessary to complete the current gifted eligibility evaluation, including any necessary make-up testing or second measures administered in accordance with district procedures.

☐ **NO**, I do not give permission for my child to participate in gifted evaluation at this time.

Parent/Guardian Signature: _____

Date: _____

Please return this form by: _____

Sincerely,

Rebecca Johnson

Gifted and Talented Education Coordinator/Teacher
Glascok County School System
rjohnson@glascok.k12.ga.us

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PARENT/GUARDIAN CONSENT FOR GIFTED EVALUATION (A)

(Automatic i-Ready)

Dear Parent/Guardian of _____,

Your child recently scored at or above the 90th percentile on the i-Ready assessment:

Content Area: Math or Reading **Percentile Score:** _____

This strong performance indicates that your child may benefit from further evaluation. We would like your permission to conduct additional testing to determine whether your child meets the eligibility requirements for gifted education services. A score at or above the 90th percentile does not automatically qualify your child for gifted services or mean that your child has been placed in the A.C.E. Honors Program. You will be notified of your child's eligibility results and any applicable gifted service options after the evaluation process is complete.

Testing will occur during the regular school year and may take place in short sessions on different days. We will make every effort to limit disruptions to classroom instruction.

Please indicate your decision below and return this form to school.

PARENT/GUARDIAN CONSENT

_____ **YES**, I give permission for my child, _____, to participate in further testing to determine possible eligibility for gifted education services.

_____ **NO**, I do not give permission for my child to participate in further testing for gifted education services at this time.

Parent/Guardian Signature: _____ Date: _____

Sincerely,

Rebecca Johnson

Gifted and Talented Education Coordinator/Teacher

Glascok County Consolidated School

rjohnson@glascock.k12.ga.us

◆ ————— A.C.E. PROGRAM ————— ◆

PARENT/GUARDIAN CONSENT FOR GIFTED EVALUATION (B)

(Automatic CogAT)

Student: _____ **Grade:** _____

Dear Parent/Guardian,

Your child recently demonstrated strong performance on the **Cognitive Abilities Test (CogAT)**, which Glascock County School System uses as a universal screener to identify students who may demonstrate gifted potential.

CogAT Area: ☐ Verbal ☐ Quantitative ☐ Nonverbal ☐ Composite **Percentile Score:**

Your child's CogAT score meets the district's criteria for an automatic referral for gifted consideration. We are requesting your permission to conduct additional evaluation to determine whether your child meets Georgia eligibility requirements for gifted education services. An automatic referral does not mean that your child is gifted eligible or has been placed in the A.C.E. Honors Program. You will be notified of your child's eligibility results and any applicable gifted service options after the evaluation process is complete.

Testing will occur during the regular school year and may take place in short sessions on different days. Only assessments needed to complete the evaluation will be administered, and we will make every effort to limit disruptions to classroom instruction.

PARENT/GUARDIAN CONSENT

☐ **YES**, I give permission for my child to participate in further evaluation to determine possible eligibility for gifted education services.

☐ **NO**, I do not give permission for my child to participate in further evaluation for gifted education services at this time.

Parent/Guardian Signature: _____ **Date:** _____

Sincerely,

Rebecca Johnson

Gifted and Talented Education Coordinator/Teacher

◇ ————— A.C.E. PROGRAM ————— ◇

Glascock County School System
rjohnson@glascock.k12.ga.us

NOTIFICATION OF GIFTED ELIGIBILITY

Dear Parent or Guardian of _____,

We are pleased to inform you that your child has completed the gifted evaluation process and meets the Georgia Department of Education eligibility requirements for gifted education services.

A summary of your child's evaluation results is provided with this notification. Because your child has been determined eligible, your child may now receive gifted education services through the Glascock County School System. The specific services provided may vary based on grade level, educational needs, scheduling, staffing, and available district service models.

Gifted eligibility and participation in the A.C.E. Honors Program are not the same thing. Gifted eligibility identifies your child as eligible to receive gifted education services. The specific instructional setting or program through which those services are provided may vary.

Written parent/guardian consent is required before gifted education services begin. Please indicate your decision below.

Sincerely,

Rebecca Johnson

Gifted and Talented Education Coordinator/Teacher
Glascock County Consolidated School
(e) rjohnson@glascock.k12.ga.us

Student's Name _____ Date _____

_____ Yes, I give permission for my child to receive gifted education services through the Glascock County School System.

_____ No, I do not give permission for my child to receive gifted education services at this time.

System Gifted Coordinator Signature _____

Parent/Guardian Signature _____

NOTIFICATION OF GIFTED ELIGIBILITY DETERMINATION

Date: _____

Dear Parent/Guardian,

School records indicate that your child was previously identified or placed in a gifted education program. Glascock County School System will review your child's records to verify the previous identification or placement and determine the appropriate gifted services available within our district.

If your child was identified as gifted by another Georgia public school system, Glascock County School System will recognize the student's Georgia gifted eligibility in accordance with state requirements. The specific services provided may differ from those offered by the previous school or district.

If your child was identified by a school outside Georgia and is an eligible child protected by the Interstate Compact on Educational Opportunity for Military Children, Glascock County School System will initially honor the student's placement in a gifted or comparable educational program based on current educational assessments or participation and placement in a similar program at the sending school. When the same program is not available, the district will provide the most comparable appropriate service available. The district may subsequently review the student's educational needs and placement, but the student will not be required to reestablish gifted eligibility solely because the original identification or placement occurred in another state.

For students identified outside Georgia who are not protected by the Interstate Compact, available records will be reviewed to determine whether the student meets Georgia gifted eligibility requirements and whether additional information or evaluation is needed.

After the review is completed, the district will document the determination below. Please contact me if you have questions or would like to provide additional records.

Sincerely,

Rebecca Johnson
Gifted and Talented Education Coordinator/Teacher

◇ ————— A.C.E. PROGRAM ————— ◇

Glascock County School System
rjohnson@glascock.k12.ga.us

PREVIOUSLY IDENTIFIED GIFTED STUDENT

Transfer Student Review and Parent/Guardian Consent for Gifted Services

Student Name: _____ Date: _____

Dear Parent/Guardian,

School records indicate that your child was previously identified or placed in a gifted education program. Glascock County School System will review your child's records to verify the previous identification or placement and determine the appropriate gifted services available within our district.

If your child was identified as gifted by another Georgia public school system, Glascock County School System will recognize the student's Georgia gifted eligibility in accordance with state requirements. The specific services provided may differ from those offered by the previous school or district.

If your child was identified by a school outside Georgia and is an eligible child protected by the Interstate Compact on Educational Opportunity for Military Children, Glascock County School System will initially honor the student's placement in a gifted or comparable educational program based on current educational assessments or participation and placement in a similar program at the sending school. When the same program is not available, the district will provide the most comparable appropriate service available. The district may subsequently review the student's educational needs and placement, but the student will not be required to reestablish gifted eligibility solely because the original identification or placement occurred in another state.

For students identified outside Georgia who are not protected by the Interstate Compact, available records will be reviewed to determine whether the student meets Georgia gifted eligibility requirements and whether additional information or evaluation is needed.

After the review is completed, the district will document the determination below. Please contact me if you have questions or would like to provide additional records.

Sincerely,

Rebecca Johnson

Gifted and Talented Education Coordinator/Teacher
Glascock County Consolidated School
(e) rjohnson@glascock.k12.ga.us

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TRANSFER STUDENT GIFTED REVIEW

Student: _____ **Grade:** _____

Previous School/District: _____ **State:** _____

Date Reviewed: _____

District Determination

- ☐ Georgia eligibility verified through official records from another Georgia public school system.
- ☐ Military Interstate Compact status verified. The student's previous gifted or comparable placement will be initially honored.
- ☐ Georgia eligibility established through record review. Available out-of-state assessment data satisfy Georgia gifted eligibility requirements.
- ☐ Additional information or evaluation is needed before a determination can be made.
- ☐ Georgia eligibility was not established through the available records. The student may be considered through the district's referral and evaluation procedures.

Approved Gifted Service/Placement:

Start Date: _____

Gifted Coordinator Signature: _____

Date: _____

PARENT/GUARDIAN CONSENT FOR GIFTED SERVICES

The district has completed its review and determined that my child may receive the gifted service identified above.

- ☐ **YES**, I give permission for my child to receive gifted education services through Glascock County School System.

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☐ **NO**, I do not give permission for my child to receive gifted education services at this time.

Parent/Guardian Signature: _____ **Date:** _____

GIFTED SERVICES PROBATION NOTIFICATION

Student Name: _____ **Grade:** _____

Dear Parent/Guardian,

Your child is currently receiving gifted education services through the Glascock County School System. Based on documented evidence of performance within the gifted class or service identified above, your child has not earned a Pass under the district's continuation criteria.

In accordance with district procedures, your child will be placed on gifted services probation for one academic semester. Your child will continue receiving gifted education services in the identified class, course, content area, or service throughout the probationary period.

A written Probation and Support Plan accompanies this notice. The plan identifies:

- the continuation criterion that has not been met;
- the evidence used in making the probation decision;
- the gifted curriculum goals or expectations that must be demonstrated;
- factors that may be contributing to the student's performance;
- the strategies, supports, accommodations, or interventions that will be provided;
- the evidence that will be collected to monitor progress; and
- the date of the final review.

During the probationary period, school personnel will provide appropriate supports, monitor your child's progress, and collect evidence of performance in the identified gifted service. At the conclusion of the semester, a review team will determine whether the continuation criterion and goals in the Probation and Support Plan have been met. If they have been met, services will continue; if they have not been met despite the supports and opportunities provided, services in the affected area may be discontinued. Discontinuation of services does not remove your child's gifted eligibility.

Please contact me with questions about the probation decision, support plan, or gifted services.

Sincerely,

◇ ————— A.C.E. PROGRAM ————— ◇

Rebecca Johnson

Gifted and Talented Education Coordinator/Teacher

Glascock County School System

rjohnson@glascock.k12.ga.us

Student Name: _____ **Grade:** _____

Gifted Class, Course, Content Area, or Service Under Review:

Probation Begins: _____

Final Review By: _____

Parent/Guardian Acknowledgment

I acknowledge that I have received the Gifted Services Probation Notification and accompanying Probation and Support Plan. My signature confirms receipt and does not necessarily indicate agreement with the probation decision.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Gifted Coordinator Signature: _____

Date: _____

GIFTED SERVICES PROBATION SUPPORT PLAN

Student Name: _____

Grade: _____ **Date:** _____

Gifted Class, Course, Content Area, or Service Under Review:

Probation Begins: _____

Final Review By: _____

This plan documents the performance concern, goals, supports, and progress-monitoring procedures that will be used during the probationary period.

Basis for Probation

Continuation criterion not met:

The student did not earn a Pass in the identified gifted class or service during the most recent semester.

Evidence considered:

- ☐ Midyear gifted progress review
- ☐ Annual gifted progress review
- ☐ Gifted projects, products, or performance tasks
- ☐ Portfolio or work samples
- ☐ Other evidence from the gifted service: _____

Gifted curriculum goals or expectations not yet demonstrated:

Factors that may be contributing to the student's performance:

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Probationary Goals

During the probationary period, the student will work toward the following goals:

1.

2.

3.

Supports and Interventions

The following supports will be provided:

- ☐ Individual conference or check-ins
- ☐ Clarification of gifted curriculum expectations
- ☐ Additional instruction, guidance, or feedback
- ☐ Organization or planning support
- ☐ Adjustments to pacing, workload, or assignment structure
- ☐ Alternative method of demonstrating learning
- ☐ Opportunities to complete, revise, or resubmit work
- ☐ Increased communication with the parent or guardian
- ☐ Collaboration with teachers or other school personnel
- ☐ IEP or Section 504 accommodations, when applicable
- ☐ Adjustment to the gifted schedule or service setting
- ☐ Other: _____

Additional details:

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Progress Monitoring

Progress will be monitored using documented evidence from the gifted class or service under review.

Evidence that will be collected:

- ☐ Gifted progress review
- ☐ Project, product, or performance task
- ☐ Portfolio or work samples
- ☐ Demonstration of identified gifted curriculum goals
- ☐ Other: _____

Progress-review date(s): _____

Behavior, attendance, participation, organization, work habits, executive-function difficulties, disability-related needs, and performance in regular education classes may be reviewed only to identify barriers, contributing factors, and appropriate supports. These factors shall not be scored as continuation criteria or used as evidence that a student has failed gifted services. The probation outcome shall be based on documented evidence of the student's performance in relation to the gifted curriculum goals identified in this plan.

Acknowledgment

The student will continue receiving gifted education services during the probationary period. A final review will be conducted by the date identified above.

Gifted Coordinator Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

The parent or guardian's signature acknowledges receipt of this plan and does not necessarily indicate agreement with its contents.

GIFTED SERVICES PROBATION — FINAL REVIEW

Date: _____

Student Name: _____

Grade: _____

Gifted Class, Course, Content Area, or Service Reviewed:

Probation Began: _____

Final Review Date: _____

Dear Parent/Guardian,

Your child has completed the gifted services probationary period identified above. The review team examined the goals, supports, progress-monitoring information, and documented evidence identified in the Gifted Services Probation and Support Plan. The following determination applies only to the gifted class, course, content area, or service identified above.

Final Determination

☐ **Gifted Services Will Continue**

The student has met the probationary goals and earned a Pass in the identified gifted class or service. The probationary period is complete, and services in the identified area will continue.

☐ **Additional Evidence Is Needed**

The available evidence is insufficient or inconclusive. Gifted services will continue while the student receives an additional opportunity and an appropriate method to demonstrate performance.

Additional review date: _____

☐ **Services in the Identified Gifted Area Will Be Discontinued**

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The student has not met the probationary goals or earned a Pass in the identified gifted class or service despite the supports, interventions, accommodations, feedback, and opportunities provided during the probationary period.

Services in the identified class, course, content area, or service will be discontinued effective _____.

Evidence Reviewed

- ☐ Gifted Services Probation and Support Plan
- ☐ Gifted progress review
- ☐ Gifted projects, products, or performance tasks
- ☐ Portfolio or work samples
- ☐ Progress-monitoring documentation
- ☐ Documentation of supports and interventions
- ☐ Other evidence from the gifted service: _____

Summary of Final Review

Criteria for Resuming Services

Complete this section only if services are discontinued.

The student may resume services in the affected gifted class, course, content area, or service when the following criteria or conditions are met:

Discontinuation of a gifted service does not remove or rescind the student's gifted eligibility. The student will not be required to repeat the gifted eligibility process.

Please contact me if you have questions about this determination or the procedures for resuming gifted education services.

◆ ——— A.C.E. PROGRAM ——— ◆

Sincerely,

Rebecca Johnson
Gifted and Talented Education Coordinator/Teacher
Glascok County School System
rjohnson@glascok.k12.ga.us

Review Team Documentation

Gifted Coordinator: _____

Other Review-Team Members:

Gifted Coordinator Signature: _____ Date: _____

Parent/Guardian Acknowledgment

I acknowledge that I have received this written notification of the final probation review and determination. My signature confirms receipt and does not necessarily indicate agreement with the determination.

Parent/Guardian Signature: _____ Date: _____

◇ ——— A.C.E. PROGRAM ——— ◇

PARENT/GUARDIAN REQUEST TO DISCONTINUE GIFTED SERVICES

Student Name: _____

Grade: _____ **Date:** _____

I am requesting that my child discontinue participation in gifted education services through the Glascock County School System.

I understand that this request **does not remove or rescind my child's gifted eligibility**. If I later request that gifted services resume, the Gifted Coordinator will review my child's current educational needs and available service options. My child will not be required to repeat the gifted eligibility process solely because I requested that services be discontinued.

Requested Effective Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

For School Use:

Date Received: _____ Gifted Coordinator Initials: _____

◇ ————— A.C.E. PROGRAM ————— ◇

GCCS ELEMENTARY GIFTED PROGRESS RUBRIC

Student: _____ **Grade:** _____

Gifted Teacher: _____

Review Period: ☐ Midyear ☐ Annual **Date:** _____

Rating Key

- **E — Exceeds Expectations:** Demonstrates the skill independently with notable depth, complexity, or originality.
- **M — Meets Expectations:** Demonstrates the skill at the expected level for the elementary gifted service.
- **D — Developing:** Demonstrates partial progress and needs additional instruction, support, or opportunity.
- **IE — Insufficient Evidence:** Not enough evidence is available to assign a rating.

FORGE Performance Area	E	M	D	IE
DISCOVER—Inquiry and Connections: Asks thoughtful questions, explores interests, notices patterns, and connects new learning to other ideas or experiences.	☐	☐	☐	☐
DEVELOP—Advanced Thinking and Problem-Solving: Uses information, reasoning, observations, research, or more than one strategy to investigate a question or solve an appropriately challenging problem.	☐	☐	☐	☐
REFINE—Improvement and Growth: Uses feedback, testing, evidence, or reflection to revise and improve an idea, solution, project, product, or performance.	☐	☐	☐	☐
IMPACT—Purposeful and Responsible Application: Explains, shares, or applies learning through an age-appropriate product, performance, solution, creation, or contribution that demonstrates purpose and responsible decision-making.	☐	☐	☐	☐

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Overall Determination

☐ **PASS**

The student received Meets Expectations or Exceeds Expectations in at least three of the four FORGE performance areas. The student has demonstrated satisfactory performance and will continue receiving gifted education services.

☐ **INSUFFICIENT EVIDENCE**

An overall determination cannot be made because one or more performance areas lack sufficient evidence. The student will continue receiving gifted services and will receive an additional opportunity and an appropriate method to demonstrate performance before a continuation decision is made.

☐ **PROBATION AND SUPPORT PLAN REQUIRED**

The student received **Meets Expectations** or **Exceeds Expectations** in fewer than three of the four FORGE performance areas. The student has not met the district's satisfactory-performance criterion and will enter a one-semester probationary period.

The student will continue receiving gifted education services during probation. A written Gifted Services Probation and Support Plan will identify the performance areas requiring improvement, the supports to be provided, the evidence to be collected, and the date of the final review.

Student Strengths

Supports or Next Steps

◇ ————— A.C.E. PROGRAM ————— ◇

GCCS MIDDLE SCHOOL GIFTED PROGRESS RUBRIC

Student: _____ **Grade:** _____

Gifted Teacher: _____

Review Period: ☐ Midyear ☐ Annual **Date:** _____

Rating Key

- **E — Exceeds Expectations:** Demonstrates learning with notable depth, complexity, originality, independence, or application beyond the expectation for the middle school gifted service.
- **M — Meets Expectations:** Demonstrates the expected level of performance with appropriate instruction, supports, and accommodations.
- **D — Developing:** Demonstrates partial progress but needs additional instruction, feedback, support, or opportunity.
- **IE — Insufficient Evidence:** Has not yet had an adequate opportunity or appropriate method to demonstrate the expected learning.

FORGE Performance Area	E	M	D	IE
DISCOVER—Inquiry and Connections: Develops meaningful questions, explores areas of interest, recognizes patterns, and makes relevant connections across ideas, disciplines, experiences, or real-world issues.	☐	☐	☐	☐
DEVELOP—Advanced Thinking and Problem-Solving: Locates and evaluates information, uses evidence and reasoning, considers multiple perspectives or strategies, and develops responses to appropriately complex questions or problems.	☐	☐	☐	☐
REFINE—Improvement and Growth: Uses feedback, testing, evidence, reflection, or evaluation criteria to revise and improve ideas, methods, solutions, projects, products, or performances.	☐	☐	☐	☐

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IMPACT—Purposeful and Responsible Application: Communicates and applies learning through a purposeful product, performance, solution, design, or contribution while considering audience, consequences, responsibility, and ethical use of information and technology.	☐	☐	☐	☐
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Overall Determination

☐ **PASS**

The student received Meets Expectations or Exceeds Expectations in at least three of the four FORGE performance areas. The student has demonstrated satisfactory performance and will continue receiving gifted education services.

☐ **INSUFFICIENT EVIDENCE**

An overall determination cannot be made because one or more performance areas lack sufficient evidence. The student will continue receiving gifted services and will receive an additional opportunity and an appropriate method to demonstrate performance before a continuation decision is made.

☐ **PROBATION AND SUPPORT PLAN REQUIRED**

The student received **Meets Expectations** or **Exceeds Expectations** in fewer than three of the four FORGE performance areas. The student has not met the district's satisfactory-performance criterion and will enter a one-semester probationary period.

The student will continue receiving gifted education services during probation. A written Gifted Services Probation and Support Plan will identify the performance areas requiring improvement, the supports to be provided, the evidence to be collected, and the date of the final review.

Student Strengths

Supports or Next Steps

◆ ——— A.C.E. PROGRAM ——— ◆
