

Fairfax County Public Schools  
Instructional Services Department  
Advanced Academic Programs (AAP)  
2009 – 2010

# Parent Information Packet

## Advanced Academic Programs Testing, Screening, and Identification For Students Attending FCPS

This packet contains information regarding screening, testing, and identification procedures for Fairfax County Public Schools (FCPS) full-time Advanced Academic Programs (AAP). Parents/guardians of a student who is attending FCPS and want to request screening for full-time AAP (Level IV) placement should contact the Advanced Academic Resource Teacher (AART) at the local school. This packet explains the screening process and provides the deadlines to be met.

Additional information about FCPS full-time and school-based advanced academic services may be obtained by visiting the AAP web site or by contacting the elementary AART or administrator at the local elementary school. At the middle school, contact the administrator, the director of student services, or the guidance counselor.

[Information regarding screening for Fairfax County residents whose children are **not** currently attending FCPS may be found in the *Parent Information Packet: Advanced Academic Programs Testing Screening, and Identification for Students Not Enrolled in FCPS*. Students do not need to be registered in FCPS in order to be screened.]

Advanced Academic Programs Office  
Lacey Instructional Center  
3705 Crest Drive  
Annandale, VA 22003

AAP web site: <http://www.fcps.edu/DIS/gt/>

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## FCPS Advanced Academic Programs: A Continuum of Services

Fairfax County Public Schools (FCPS) Advanced Academic Programs provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Children identified for FCPS advanced academic services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum.

### Elementary School Opportunities

#### Young Scholars, K-12 (All Levels)

YS is designed to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Advanced Academic Resource Teacher. As students progress through elementary and secondary school, continuing support and opportunities for accessing rigorous coursework are provided by school staff.

#### Critical and Creative Thinking Strategies, Grades K-6 (Level I)

The Advanced Academic Resource Teacher and classroom teachers teach nine higher order thinking strategies across all subject areas and grade levels. The strategies are embedded in lessons that incorporate 21<sup>st</sup> Century thinking skills and extend and enrich the Program of Studies (POS) for all learners. Student responses to the lessons are also used to collect evidence of advanced academic potential in order to ensure equity and increase access to Advanced Academic Programs.

#### Differentiated Lessons in Areas of Academic Strength, Grades K-6 (Level II)

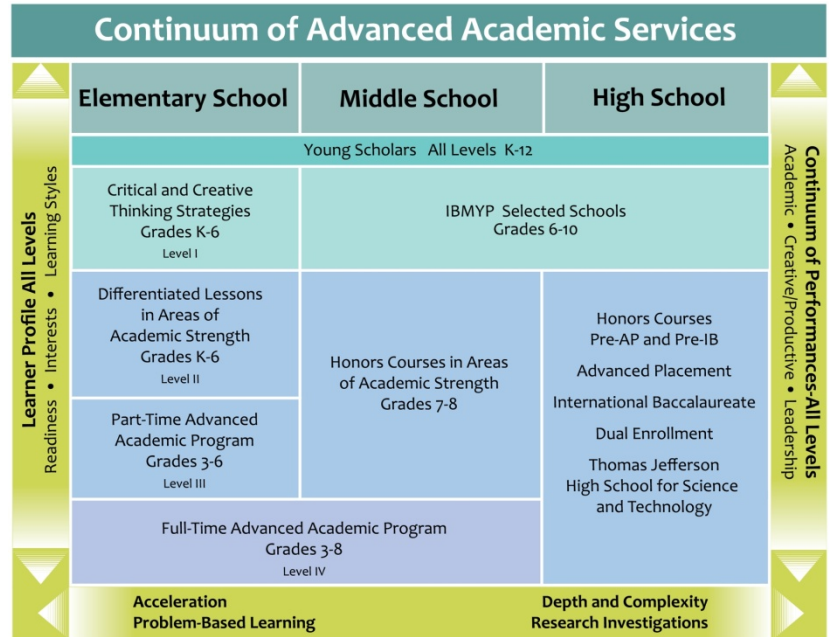
Differentiated lessons are offered to students in areas of specific academic strength. The Advanced Academic Resource Teacher collaborates with classroom teachers to provide additional challenges and resources within the general education program.

#### Part-Time Advanced Academic Program, Grades 3-6 (Level III)

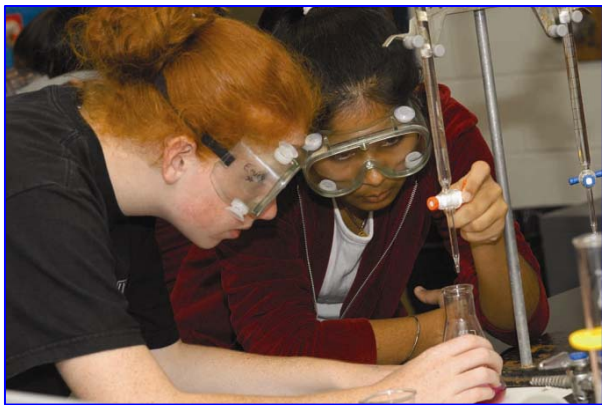
Students identified by a local school screening committee for advanced academic services (Level III) are challenged through models and strategies designed to extend and enrich the POS in the four core subject areas. Students receive direct instruction from the Advanced Academic Resource Teacher in their local schools.

#### Full-Time Advanced Academic Program, Grades 3-8 (Level IV)

Students found eligible for placement in a full-time Advanced Academic Program (Level IV) through a central selection process receive a highly challenging instructional program in the four core subject areas. The Level IV program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.



Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.



## ***Middle School Opportunities***

### **IBMYP: Selected Schools, Grades 6-10**

The International Baccalaureate Middle Years Program is designed for students ages 11-16. The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication.

### **Honors, Grades 7-8**

Students who demonstrate high achievement in one or more areas of academic strength may participate in honors courses in any of the four core academic subject areas. Honors classes use a curriculum that extends the POS in depth and complexity. Honors classes, which are available in all middle schools, seek to provide opportunities to build on the individual student strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school. Students eligible for full-time Level IV placement have the option to take full honors at their local middle school.

**For additional information about the screening process or advanced academic opportunities at your child's school, contact the principal or Advanced Academic Resource Teacher at your local school. For information on countywide services for advanced learners, visit the Advanced Academic Opportunities web site at [www.fcps.edu/DIS/gt](http://www.fcps.edu/DIS/gt) or call the Advanced Academic Programs Office at 703-846-8670.**

## ***High School Opportunities***

Advanced academic courses in high school are open to all students who seek academic rigor. Students have the opportunity to enroll in honors (Pre-AP and Pre-IB) courses as underclassmen and continue in Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Students may earn college credits based on the results of their examinations (AP and IB) or course grade (dual enrollment).

### **Advanced Placement (AP)**

The AP program provides rigorous academic college preparatory coursework in the major subject fields. Individual AP classes are designed to emulate introductory college courses.



### **International Baccalaureate (IB)**

The IB program provides a comprehensive rigorous education emphasizing analytical thinking, reading and writing skills with an international perspective. Students may choose to pursue the IB diploma or take individual certificates in IB courses.

### **Dual Enrollment**

Dual enrollment courses are offered in conjunction with local universities in a few select schools. These college-level courses include English, government, multivariable calculus, and matrix algebra.

### **Thomas Jefferson High School for Science and Technology (TJHSST)**

TJHSST provides an innovative, specialized learning environment for highly motivated students who have a genuine interest in the biological, physical, mathematical, and computer sciences. Designated as the Governor's Regional School in Northern Virginia, TJHSST offers a comprehensive college preparatory program with additional required courses in science, mathematics, and technology.

Fairfax County Public Schools (FCPS)  
Advanced Academic Programs (AAP)  
Testing and Identification Time Line for Students Attending FCPS

### School-Based Advanced Academic Services (**Level II and III**)

All decisions regarding advanced academic school-based services are made at the local school. Parents/guardians who would like their child considered for school-based services should submit an *AAP School-Based (Levels II-III) Referral Form* to the Advanced Academic Resource Teacher at the local school. Students must be attending FCPS in order to be considered for advanced academic school-based services.

### Full-Time Advanced Academic Placement (**Level IV**)

All decisions regarding full-time placement in Advanced Academic Programs are made by a central selection committee. Based on 2<sup>nd</sup> grade test scores, a screening pool is created. Parents/guardians may refer 2<sup>nd</sup> grade students who are not in the screening pool, and students in grades 3 through 7, by submitting the *AAP Level IV Referral Form* (available in all schools and on the AAP web site: [www.fcps.edu/DIS/gt](http://www.fcps.edu/DIS/gt) according to the identification schedule below.

### Testing Schedule

Schools administer tests to all FCPS students in 2<sup>nd</sup> grade and to students in 3<sup>rd</sup> through 7<sup>th</sup> grades who are missing ability test scores. Parents/guardians may request **one** retest in grades 3 through 7 during the fall testing cycle. Students must be enrolled in and attending FCPS in order to be tested. **An ability test score is required for the screening process.**

September 22–25, 2009 Naglieri Nonverbal Test  
October 19–30, 2009 Cognitive Abilities Test  
February 22–26, 2010 Make up **only** for FCPS students enrolled after October/November 2009

Additional optional testing is available at George Mason University; go to the GMU web site at [psyclinic.gmu.edu](http://psyclinic.gmu.edu) or call 703-993-4200.

### Identification Schedule

FALL 2009 (For FCPS students enrolled and attending after January 2009 and students **not** enrolled in FCPS)

**October 30, 2009** *AAP Level IV Referral* forms and optional materials for **new** FCPS students due to local school\*

December 2009 Central Selection Committee meets

January 2010 Eligibility decisions mailed

January 15, 2010 Appeals due to AAP Office

February 2010 Eligible students grades 3-8 may attend full-time AAPs beginning 2<sup>nd</sup> semester 2009-10

SPRING 2010

**February 5, 2010** *AAP Level IV Referrals due*—2<sup>nd</sup> graders not in pool and 3<sup>rd</sup> – 7<sup>th</sup> graders\*

February 12, 2010 Additional screening materials due to local school according to guidelines

March-April 2010 Central Selection Committee meets

End of April 2010 Eligibility decisions mailed

May 3-14, 2010 Full-time AAP orientations held at Level IV sites

June 1, 2010 Appeals due to AAP Office

Fall 2010 Eligible students grades 3-8 may attend full-time AAPs beginning 1<sup>st</sup> semester 2010-11

Documents Needed for Screening File	Source
<input type="checkbox"/> <i>AAP Level IV Referral Form</i> *	Parents/Guardians (if student not in 2 <sup>nd</sup> grade pool)
<input type="checkbox"/> <i>AAP Summary Sheet</i>	School
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary</i>	School
<input type="checkbox"/> Ability Test Scores	School, GMU, or licensed psychologist
<input type="checkbox"/> Report Cards	School
<input type="checkbox"/> Achievement Test Scores (optional)	School
<input type="checkbox"/> Parent Questionnaire (optional)*	Parents/Guardians
<input type="checkbox"/> Student Work Samples – limit 5 (optional)*	Parents/Guardians
<input type="checkbox"/> Student Awards or Commendations – limit 5 (optional)*	Parents/Guardians

\* **Parents/guardians** send or deliver documents to Advanced Academic Resource Teacher at local school by this deadline.

For additional information about the screening process or advanced academic opportunities at your child's school, contact the principal or Advanced Academic Resource Teacher at your child's school. For information on countywide services for advanced learners, visit the Advanced Academic Programs web site at [www.fcps.edu/DIS/gt](http://www.fcps.edu/DIS/gt) or call the Advanced Academic Programs Office at 703-846-8670.

# FULL-TIME ADVANCED ACADEMIC PROGRAMS (LEVEL IV) SCREENING PROCEDURES FOR STUDENTS ATTENDING FCPS

## ANNOUNCEMENT OF THE PROCESS

Information—including the identification time line—regarding the process for identifying students for full-time placement in Advanced Academic Programs (AAP) (Level IV) is disseminated through local school communications, news releases, the Advanced Academic Programs web site, community meetings, and parent information nights presented by the Advanced Academic Programs Office. State regulations require that parents/guardians of students who are undergoing screening for full-time advanced academic placement be notified prior to collecting additional data for screening.

## IDENTIFICATION OF STUDENTS FOR SCREENING

### Testing

In order to be considered for full-time AAP (Level IV) placement, students must have results from at least **one** ability test (using the most recent form/edition) on the following approved list:

#### **Group Tests**

Cognitive Abilities Test (CogAT) Form 6  
Naglieri Nonverbal Ability Test (NNAT)  
Otis-Lennon School Ability Test (OLSAT) (7<sup>th</sup> Edition)

#### **Individually Administered Tests**

Cognitive Assessment System (CAS)  
Wechsler Intelligence Scale for Children (WISC IV)  
Kaufman Assessment Battery  
Stanford-Binet Intelligence Scale

Only group ability test results from George Mason University (GMU), FCPS, and/or other school districts will be accepted. Individual intelligence assessments administered by private psychologists will also be accepted if conducted by a state-licensed psychologist and the report is accompanied by a copy of the license. Test results need to be in standard age format as well as percentage(s).

Parents/guardians of FCPS students may request **one** retest in grades 3 through 7 during the regularly scheduled September/October CogAT/NNAT testing cycle. Additional testing is available at GMU by calling 703-993-4200 or by visiting their web site at [psyclinic.gmu.edu](http://psyclinic.gmu.edu).

The local school mails the results of tests administered by FCPS to parents/guardians.

### **Grade 2 Screening Pool**

All second grade students attending Fairfax County Public Schools (FCPS) are administered the Cognitive Abilities Test (CogAT) and/or the Naglieri Nonverbal Ability Test (NNAT). The local school sends all parents/guardians the test results. These scores are used to establish the screening pool of candidates for possible full-time AAP (Level IV) placement. Parents/guardians of students who score at or above the benchmark score are notified in writing. All pool candidates are automatically screened for possible full-time AAP (Level IV) placement unless parents/guardians submit a written request that their child not be screened.

### **Grades 2-8 Referrals**

Second grade students not in the screening pool and all third through seventh grade students may be considered for full-time AAP (Level IV) placement by referral. Teachers, administrators, and/or parents/guardians may complete a *AAP (Level IV) Referral* form. The completed form is submitted to the local school principal or Advanced Academic Resource Teacher who acknowledges, in writing, receipt of the referral.

# PREPARATION FOR SCREENING

## Local School Screening Committee

The local school screening committee consists of at least three of the following: a teacher who works with the student, the Advanced Academic Resource Teacher, an administrator, English for Speakers of Other Languages (ESOL) teacher, and other specialists as needed. The local school committee completes the *Gifted Behaviors Rating Scale with Commentary* and prepares screening files for all second grade pool candidates, as well as referrals. Parents/guardians are notified if the local school screening committee does not refer the student to the central selection committee. If parents/guardians appeal the decision of the local screening committee, the file is forwarded for central selection committee review.

### Screening File Documents

The local school screening committee prepares and submits completed AAP screening files for students currently enrolled and attending Fairfax County Public Schools (FCPS) to be evaluated by the countywide central selection committee. Multiple sources of information are reviewed to determine eligibility for placement in a full-time Advanced Academic Program (Level IV). Documents included in the screening file are listed below. Parents/guardians are responsible only for those documents specifically noted.

Documents Needed for Screening File	Source
<input type="checkbox"/> AAP Level IV Referral Form *	Parents/Guardians, (if student not in 2 <sup>nd</sup> grade pool)
<input type="checkbox"/> AAP Summary Sheet**	School
<input type="checkbox"/> Gifted Behaviors Rating Scale with Commentary**	School
<input type="checkbox"/> Ability Test Scores	School, GMU, or licensed psychologist
<input type="checkbox"/> Report Cards	School
<input type="checkbox"/> Achievement Test Scores (optional)	School
<input type="checkbox"/> Parent Questionnaire (optional) *	Parents/Guardians
<input type="checkbox"/> Student Work Samples – limit 5 (optional) *	Parents/Guardians (see guidelines below)
<input type="checkbox"/> Student Awards or Commendations – limit 5 (optional) *	Parents/Guardians (see guidelines below)

\* Parents/guardians send or deliver document(s) to Advanced Academic Resource Teacher at local school by deadline (see forms attached or on web site).

\*\* Sample form provided for your information only (see attached copy).

#### Guidelines

A maximum of **five single-sided, 8 ½” by 11” pages** of student work (at least one work sample produced at school):

Original stories, artwork, and other student work may be submitted in black and white or in color, reduced or enlarged from the original, but must be on 8 ½” x 11” writing, copying, photographic, or bond paper. Large/oversize pages, small pages, cardboard, tag board, or construction paper may not be submitted. A minimum of one of the five pages must be labeled as “produced at school.” Larger/smaller pages, projects, and photographs may be photocopied onto standard paper. Videos, DVDs, three-dimensional art, spiral paper, notebooks, pocket folders, and two-sided pages may not be submitted. Work samples will not be returned.

A maximum of **five single-sided, 8 ½” x 11” pages** of certificates, awards, honors, accomplishments, letters of commendation, report of previous participation in Advanced Academic Programs, and academic extracurricular activities:

Letters of commendations may be hand-written or typed from adults who know the student, including parents or other relatives, music or art teacher, coach, etc. The appropriate input for FCPS personnel is the GBRS w/ Commentary. **Therefore, letters from FCPS staff members at the student’s current school may not be submitted.** Materials will not be returned.

## Submitting Screening Files

The **original** screening packet is submitted to the central selection committee. A **copy** of the screening file is kept at the local school to be shared with parents/guardians upon request.

## SCREENING FOR FULL-TIME ELIGIBILITY

### Central Selection Committee

The countywide advanced academic central selection committee is composed of administrators, counselors, principals, teachers, school psychologists, and program specialists. To determine student eligibility for full-time AAP (Level IV) placement, the committee evaluates all available data using a holistic approach and looks for compelling evidence that a child's needs cannot be met in a general education classroom. No specific score on any one measure determines eligibility. The committee does not produce individual eligibility reports.

### Oversight Committee

The oversight committee reviews all ineligibility decisions. The committee monitors the consistency of the selection committee and may identify additional students who have profiles similar to the profiles of those found eligible.

## PARENT/GUARDIAN NOTIFICATION

The Advanced Academic Programs Office mails eligibility decisions and a *Permission for Placement Form* to parents/guardians of **eligible** students. Eligible students are invited to attend an orientation at their assigned full-time AAP (Level IV) sites in May. The Advanced Academic Programs Office also mails letters to parents/guardians of **ineligible** students, including appeal information. Decisions are **not** released by phone, fax, e-mail, or in person.

## PLACEMENT OF FULL-TIME ELIGIBLE STUDENTS

Full-time AAP (Level IV) placement is available for all students found eligible. Written permission from parents/guardians is required for placement. Transportation is provided by FCPS to the assigned full-time AAP (Level IV) site.

Students retain full-time eligibility through eighth grade. If parents/guardians defer eligibility at the time of notification, eligibility may be reactivated by submitting an *AAP Level IV Reactivation Form* [www.fcps.edu/DIS/gt/forms.htm](http://www.fcps.edu/DIS/gt/forms.htm) to the Advanced Academic Programs Office. A copy of the eligibility letter should be included with the request.

Students who are found **ineligible** may be considered for school-based advanced academic services at the local school. Parents/guardians of ineligible students may also refer their child for full-time AAP (Level IV) screening the following year according to the published time line.

## APPEALS FOR STUDENTS FOUND INELIGIBLE

Only parents/guardians may submit an appeal. Appeal information is contained in the ineligibility letter. An *AAP (Level IV) Appeal Form* (see [www.fcps.edu/DIS/gt/forms.htm](http://www.fcps.edu/DIS/gt/forms.htm)) is submitted to the Advanced Academic Programs coordinator according to the time line. Appeals must contain **new** information not contained in the original screening file. (The appeal form describes new information that may be submitted.) The appropriate input for FCPS personnel is the GBRS w/ Commentary which is in the original file. **Therefore, letters from FCPS staff members at the student's current school may not be submitted as part of the appeal.**

Parents/guardians of an FCPS student may obtain a copy of the screening file from the local school.

The Advanced Academic Programs Office convenes a screening appeals committee to review appeals packets submitted by the deadline. Appeals committee decisions are final. The Advanced Academic Programs Office notifies parents/guardians and the local school of the appeals committee decisions. Full-time Advanced Academic Program (Level IV) placement is offered to **eligible** students. Students found ineligible upon appeal may be considered for school-based advanced academic services at the local school. Parents/guardians of these students may also refer their children for full-time AAP (Level IV) screening the following year according to the published time line.

## Specific Information Regarding Fall Screening

Fall screening for full-time Advanced Academic Placement (Level IV) is available for **FCPS** students **newly** enrolled (after January) and attending FCPS and for students not enrolled in FCPS. Students found eligible in the fall may attend the appropriate full-time AAP (Level IV) site beginning second semester or defer placement until a later date. Ineligible students may be considered for school-based services and may also be referred by the February deadline for screening and possible full-time AAP (Level IV) placement in the following year.

Parents/guardians of FCPS students who would like their child screened in the fall should complete an *AAP (Level IV) Referral* form by the October deadline. The completed form is submitted to the local school principal or Advanced Academic Resource Teacher who acknowledges, in writing, receipt of the referral. Parents/guardians may also submit optional materials by the October deadline.

New FCPS students who need an ability test will be tested at the local school during the regularly scheduled September/October testing cycle. Test results will be added to the screening file by FCPS when they become available. Screening files are compiled by the local school according to guidelines and submitted according to the time line.

Fairfax County Public Schools  
**Advanced Academic Programs Level IV Referral Form**

Fillable forms are available at [www.fcps.edu/DIS/gt](http://www.fcps.edu/DIS/gt) or responses may be typed and pasted onto this form. Please print clearly or type; referral form may not be retyped. Responses must fit on this form; attachments may not be submitted. Additional information may be submitted as part of the five pages of additional information.

Student's Last Name	First Name	Parents/Guardians
Date of Birth	Gender	Grade
Home Address		
School Currently Attending	Telephone #	City/State/Zip
Fairfax County Public Schools Student ID # OR Private School Address		Telephone
	Mother (H)	Mother (W)      Mother (C)
FCPS Advanced Academic Resource Teacher or Middle School Counselor OR Private School Teacher		Telephone
	Father (H)	Father (W)      Father (C)

Language(s) spoken in the home \_\_\_\_\_

Screening for Advanced Academic Programs school-based (Levels II-III) services takes place at all FCPS elementary and middle schools. Contact the local school principal and/or Advanced Academic Resource Teacher for information.

In the space provided below, please explain why the child should be considered for full-time AAP (Level IV) placement.

\_\_\_\_\_  
 Signature of Referral Source  
**REQUIRED**

\_\_\_\_\_  
 Relationship to Student

\_\_\_\_\_  
 Date of Referral

# ADVANCED ACADEMIC PROGRAMS (AAP) LEVEL IV SCREENING SUMMARY SHEET

<p>STUDENT'S LAST NAME _____ FIRST NAME _____ MI _____</p> <p>Student's FCPS ID # _____</p> <p>Date of birth _____</p> <p>Attending school _____ School ID # _____</p> <p>Local FCPS neighborhood school (if different from attending school) _____ School ID # _____</p> <p>Private school _____</p> <p>Parents/guardians _____</p> <p>Address _____ _____</p> <p>Home phone number _____</p> <p>Work phone number(s) _____</p> <p>Cell phone number _____</p> <p>AAP code (for FCPS students if applicable) _____</p> <p>Young Scholar _____</p>	<p style="text-align: center;">(Mailing labels may NOT be used in this section.)</p> <p>School Year _____</p> <p>Current grade _____ Gender _____</p> <p>Ethnic code _____</p> <ol style="list-style-type: none"> <li>_____ 1. White</li> <li>_____ 2. Black</li> <li>_____ 3. Hispanic</li> <li>_____ 4. American Indian/Alaskan Native</li> <li>_____ 5. Asian/Pacific Islander</li> <li>_____ 6. Undesignated</li> <li>_____ 7. Multiracial</li> <li>_____ 8. Native Hawaiian</li> </ol> <p>Is the student a <b>language minority</b> student? (Answer "yes" if there is a language <b>other than or in addition</b> to English spoken in the home and mentioned anywhere on the Home Language Survey (HLS).)</p> <p>_____ yes _____ no If yes, specify language _____</p> <p><u>English for Speakers of Other Languages (ESOL):</u></p> <p>Ever enrolled in ESOL? _____ yes _____ no</p> <p>Currently enrolled in ESOL? _____ yes _____ no</p> <p>WIDA ELP Level _____</p>
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<p>First column initialed by file preparer, second initialed by checker.</p> <p><b><u>FILE CHECKLIST</u></b></p> <p>_____ <b>VERIFY STUDENT ADDRESS</b> from assignment on School Assignment tab on AAP web site and address on FCPS test data sheet</p> <p>Arrange materials in the following order:</p> <p>_____ <i>AAP Screening Summary Sheet</i></p> <p>_____ <i>AAP Level IV Referral Form</i> (unless second grade pool candidate)</p> <p>_____ <i>GBRS w/ Commentary</i> (Rating: _____)</p> <p>_____ Ability Test Results (Test Data Sheet for <u>all</u> FCPS students)</p> <p>_____ Additional optional test results</p> <p>_____ Progress Reports (1½ years)</p> <p>_____ <i>Parent/Guardian Questionnaire</i> (optional)</p> <p>_____ At least 1 work sample from school (FCPS students)</p> <p>_____ Other optional information (according to guidelines)</p> <p>File prepared by _____</p> <p>File checked by _____</p> <p>SIGNATURES REQUIRED (AART, FCPS Administrator, MS Director, or parent for non-FCPS students)</p>	<table style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;"><b>Cognitive Abilities Test (CogAT)</b></td> <td style="text-align: center; width: 50%;"><b>Naglieri Nonverbal Test (NNAT)</b></td> </tr> </table> <p>Do NOT use percentiles. For CogAT use <u>SAS</u> score, for NNAT use <u>NAI</u> score. Enter highest subscores from any <u>one</u> CogAT and any <u>one</u> NNAT.</p> <p>Verbal _____</p> <p>Quantitative _____</p> <p>Nonverbal _____</p> <p><b>Achievement Test</b> Use national <u>percentile</u> or three digit <u>SOL score</u>.</p> <p>Test _____ Grade _____</p> <p>Total Reading _____ Total Mathematics _____</p> <p><b>Additional Test Data</b> WISC _____ CAS _____ Stanford-Binet _____</p> <p>Index Scores : Verbal Comprehension _____ Perceptual Reasoning _____</p> <p>Working Memory _____ Processing Speed _____</p> <p>Index Scale: Planning Processing _____ Simultaneous Processing _____</p> <p>Attention _____ Successive Processing _____</p> <p>Other _____ Copy of private psychologist's license _____</p>	<b>Cognitive Abilities Test (CogAT)</b>	<b>Naglieri Nonverbal Test (NNAT)</b>
<b>Cognitive Abilities Test (CogAT)</b>	<b>Naglieri Nonverbal Test (NNAT)</b>		

## FOR OFFICE USE ONLY

<b><u>Central Selection Committee Decision</u></b>	<b><u>Appeals Committee Decision</u></b>
Date _____	Date _____
Eligible _____ Ineligible _____	Eligible _____ Ineligible _____

**Fairfax County Public Schools  
Advanced Academic Programs Office  
Instructional Services Department**

Fillable forms are available at [www.fcps.edu/DIS/gt](http://www.fcps.edu/DIS/gt) or the commentary may be typed and pasted onto this form.

**GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY**

**Student Name** ..... **Grade** ..... **Date** .....

**School** ..... **School Phone** .....

A completed *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for each full-time Advanced Academic Programs (AAP) (Level IV) candidate.

Review each category and the list of descriptors. Assign an overall rating using the scale below. Add the four scores and place in the total box.

The ratings range from 1 (rarely) to 4 (consistently).

- 1 = rarely**
- 2 = occasionally**
- 3 = frequently**
- 4 = consistently**

**FCPS LOCAL SCHOOL SCREENING COMMITTEE MEMBERS:**  
(Only one Gifted Behaviors Rating Scale per student may be submitted.)

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**OR**

**PERSONNEL OTHER THAN FAIRFAX COUNTY PUBLIC SCHOOLS:**  
(Only one Gifted Behaviors Rating Scale per student may be submitted.)

Name(s) of Rater(s) \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Telephone (H) \_\_\_\_\_ (W) \_\_\_\_\_ (C) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Fairfax County Public Schools  
**GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY**

A *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for screening for full-time Advanced Academic Programs (AAP) (Level IV) placement.

Review each category and the list of descriptors. Assign an overall rating using the scale below.

Add the four scores and place the sum in the total box.

**Behaviors Demonstrated:**

- 1 = rarely
- 2 = occasionally
- 3 = frequently
- 4 = consistently

**TOTAL**

**1. Exceptional Ability to Learn**

- Exhibits exceptional memory
- Demonstrates in-depth knowledge
- Displays persistent, intense focus on one or more topics
- Is highly reflective and/or sensitive to his/her environment
- Learns and adapts readily to new cultures
- Learns quickly and easily
- Acquires language at a rapid pace
- Learns skills independently and makes connections without formal instruction

**2. Exceptional Application of Knowledge**

- Demonstrates highly developed reasoning
- Employs complex problem-solving strategies
- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Understands, applies, transfers abstract concepts
- Uses technology in advanced applications
- Acts as an interpreter, translator, and/or facilitator to help others
- Makes advanced connections and transfers learning to other subjects, situations, cultures
- Communicates learned concepts through role playing and/or detailed artwork

**3. Exceptional Creative/Productive Thinking**

- Sees the familiar in unusual ways / Does not conform to typical ways of thinking or perceiving
- Is highly creative and/or inventive
- Demonstrates unusual fluency and flexibility in thinking and problem-solving
- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Displays keen sense of humor
- Is highly curious
- Generates new ideas, new uses, new solutions easily
- Perceives and manipulates patterns, colors, and/or symbols

**4. Exceptional Motivation to Succeed**

- Demonstrates ability to lead large and/or small groups
- Meets exceptional personal and/or academic challenges
- Explores, researches, questions topics, ideas, issues independently
- Is poised with adults and engages them in adult conversations
- Exhibits a strong sense of loyalty and responsibility
- Demonstrates exceptional ability to adapt to new experiences
- Strives to achieve high standards especially in areas of strength and/or interest
- Shows initiative, self-direction, and/or high level of confidence



Fairfax County Public Schools  
**Parent/Guardian Questionnaire**  
**OPTIONAL**

Student \_\_\_\_\_ School Currently Attending \_\_\_\_\_ School Year \_\_\_\_\_ Grade Level \_\_\_\_\_

Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. Five pages of additional information may be submitted according to the guidelines. Fillable forms are available at [www.fcps.edu/DIS/gt/forms](http://www.fcps.edu/DIS/gt/forms).

Check the appropriate box: occasionally, frequently, consistently.  
 Give an example for each.

occasionally

frequently

consistently

My child surprises me with his/her knowledge.




My child comes up with imaginative and/or unusual ways of doing things.




My child is intellectually curious and asks thoughtful questions.




My child finds humor in situations or events unusual for his/her age.




My child can focus on a particular topic for an unusually long period of time.




Does your child have a special need that you want to communicate to the committee? NO      YES  
 If YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.

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

\_\_\_\_\_  
 Date