

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

Parent Information Packet

Advanced Academic Programs Testing, Screening, and Identification For Students Not Enrolled in FCPS

This packet contains information regarding screening, testing, and identification procedures is for parents/guardians of students who are not enrolled in FCPS and who would like their child screened for full-time Advanced Academic Programs (AAP) (Level IV). 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.

[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.]

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 21st 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)

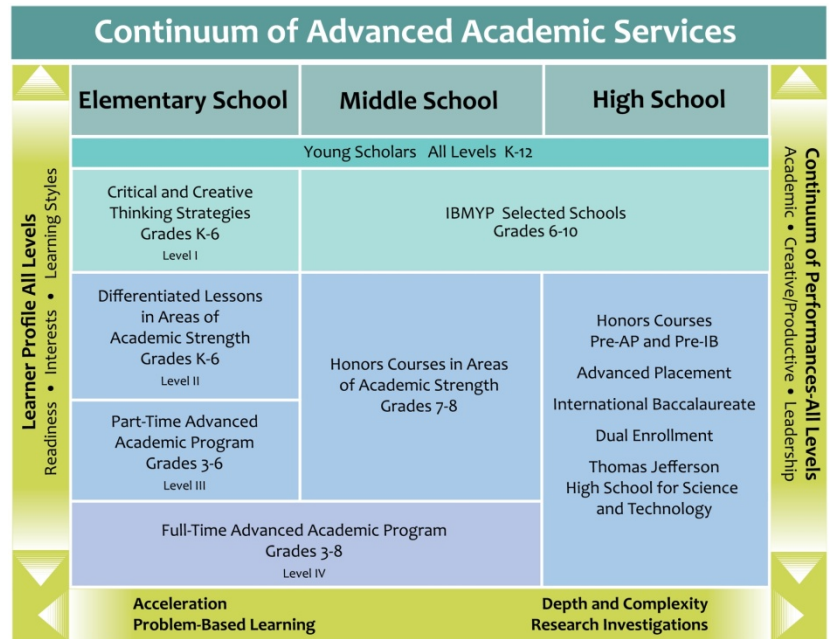
Differentiated lessons are offered to students in areas of specific academic strength. The Advanced Academic Resource Teacher collaborates with classroom teachers to provide additional challenges and resources within the general education program.

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 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, multi-variable 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.

**Advanced Academic Programs (AAP)
Identification Time Line for Students Not Enrolled in 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 (Level 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. Parents/guardians of a student who resides in Fairfax County but is not attending FCPS have two opportunities during the school year to have their child screened for eligibility for a full-time Advanced Academic Program. The time line and documents to be included in the screening file are listed below.

FALL 2009

- November 10-12, 2009 Parents of students **not** attending FCPS submit screening files (8:30–4:00 p.m.)*
- 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 AAP sites beginning 2nd semester 2009-10

SPRING 2010

- February 2-5, 2010 Parents of students **not** attending FCPS submit screening files (8:30–4:00 p.m.)*
- 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 AAP sites beginning 1st semester 2010-11

Checklist of documents needed for screening file:

Documents Needed for Screening File	Source
<input type="checkbox"/> Proof of Residency (driver's license, lease, phone bill, etc.)	Parents/Guardians
<input type="checkbox"/> <i>AAP Summary Sheet</i>	Parents/Guardians
<input type="checkbox"/> <i>AAP Level IV Referral Form</i>	Parents/Guardians
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary</i>	Teacher(s) from 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
<input type="checkbox"/> \$50 Check (made out to FCPS)	Parents/Guardians

* All screening files must be delivered in person to the Advanced Academic Programs Office at Lacey Instructional Center, 3705 Crest Drive, Annandale, during the designated times.

** For home-schooled students, the *Gifted Behaviors Rating Scale with Commentary* may be completed by a tutor, coach, or the parent/guardian.

*** **All screening files must include an ability test score.** If your child does not have an ability test score, please contact a private psychologist or George Mason University by phone: 703-993-4200 or web site: psyclinic.gmu.edu.

FULL-TIME ADVANCED ACADEMIC PROGRAMS (LEVEL IV) SCREENING PROCEDURES FOR STUDENTS NOT 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) (7th Edition)

Individually Administered Tests

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

Only group ability test results from George Mason University (GMU), FCPS, and/or other school districts will be accepted. Individual test results from GMU, other universities, FCPS, and/or other school districts may be submitted. 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). Testing from GMU is available by calling 703-993-4200 or by visiting their web site at psyclinic.gmu.edu.

PREPARATION FOR SCREENING

Screening File Documents

Multiple sources of information are reviewed to determine eligibility for placement in a full-time Advanced Academic Program (Level IV). A screening file must be prepared for evaluation by the countywide central selection committee. A checklist of screening file documents is listed below. **Parents/guardians of students NOT attending FCPS are responsible for compiling the screening file.** An explanation of file preparation and document compilation follows the checklist.

Documents Needed for Screening File	Source
<input type="checkbox"/> Proof of Residency (driver's license, lease, phone bill, etc.)	Parents/Guardians
<input type="checkbox"/> <i>AAP Summary Sheet</i>	Parents/Guardians
<input type="checkbox"/> <i>AAP Level IV Referral Form</i>	Parents/Guardians
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary</i>	Teacher(s) from Current School
<input type="checkbox"/> Ability Test Scores	Current School, GMU, or licensed psychologist
<input type="checkbox"/> Report Cards	Current School
<input type="checkbox"/> Achievement Test Scores (optional)	Current School
<input type="checkbox"/> <i>Parent Questionnaire</i> (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)
<input type="checkbox"/> \$50 Check (payable to FCPS)	Parents/Guardians

PREPARING AN AAP SCREENING FILE

Parents/guardians are responsible for obtaining all documents prior to the due date. Scheduling, testing, and obtaining individual and group test results and school records may take several weeks. Partial files may not be submitted, and time line extensions are not available in order to obtain required documents. Materials may not be faxed, mailed, or submitted electronically. Once screening files are submitted, additional materials cannot be added.

1. Prepare a screening file by labeling the tab of an 8½" x 11" standard manila file folder as follows.

Format

Student's LAST NAME	FIRST	MI
Current Grade	Attending School	Local FCPS Base School

2. Place the materials listed in the above checklist (detailed below) in the screening file folder in order. Copies of forms listed in italics are attached and electronically fillable copies are available on the web site.

REQUIRED:

- *AAP Screening Summary Sheet* (fill in top and middle sections, test results, and "File prepared by"). A language code guide is attached.
- One *AAP Level IV Referral* form (must be completed and signed by parents/guardians).
- One *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* completed by the teacher(s) who works with the student. (See instructions for completing the *GBRSw/C* also attached.)
- Testing report with scores for at least one FCPS approved ability test (see list on previous page). Additional ability and/or achievement test scores should also be included if available.
- Student's progress reports for at least 1½ years.

OPTIONAL:

- *Parent/Guardian Questionnaire*.
 - A maximum of **five single-sided, 8½" x 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 standard 8½" x 11" writing, copying, photographic, or bond paper. Large/oversize pages, small pages, cardboard, tag board, or construction paper may not be submitted. 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 will not be returned.
 - A maximum of **five single-sided, 8½" x 11"** pages of certificates, awards, honors, accomplishments, letters of commendation, report of participation in advanced academic programs, and academic extracurricular activities.
 - Letters of commendation may be hand-written or typed from adults who know the student, including parents or other relatives, music or art teacher, coach, etc.
3. Retain a copy of the screening file; submitted files are not returned.

Submitting Screening Files

Parents/guardians must hand-deliver the **original** screening packet to the Advanced Academic Programs Office at Lacey Center, 3705 Crest Drive, Annandale, VA 22003, according to the time line. Proof of Fairfax County residency is required at time of submission, as well as a \$50 processing fee. Please make checks payable to Fairfax County Public Schools (no cash or credit). The file will be checked for completion at the time of delivery and a receipt provided.

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 NOTIFICATION

The Advanced Academic Programs Office mails eligibility decisions and an *AAP Level IV 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* (see 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 when enrolled in FCPS. 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. A *AAP (Level IV) Appeal Form* (see 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 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 when enrolled in FCPS. 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

Parents/guardians of a student who resides in Fairfax County but is not attending FCPS have two opportunities during the school year to have their child screened for eligibility for a full-time Advanced Academic Program.

Fall screening for full-time AAP (Level IV) placement is available for students not enrolled in FCPS and for FCPS students newly enrolled (after January) and attending 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, upon enrolling in FCPS, and may also be referred by the February deadline for screening and possible full-time AAP (Level IV) placement the following year.

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"> 1. White 2. Black 3. Hispanic 4. American Indian/Alaskan Native 5. Asian/Pacific Islander 6. Undesignated 7. Multiracial 8. Native Hawaiian <p>Is the student a language minority student? (Answer "yes" if there is a language other than or in addition 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 style="text-align: center;"><u>FILE CHECKLIST</u></p> <p>_____ VERIFY STUDENT ADDRESS 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 (Rating: _____)</i></p> <p>_____ Ability Test Results (Test Data Sheet for all 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;">Cognitive Abilities Test (CogAT)</td> <td style="text-align: center;">Naglieri Nonverbal Test (NNAT)</td> </tr> </table> <p>Do NOT use percentiles. For CogAT use SAS score, for NNAT use NAI 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>Achievement Test Use national <u>percentile</u> or three digit <u>SOL score</u>.</p> <p>Test _____ Grade _____</p> <p>Total Reading _____ Total Mathematics _____</p> <p>Additional Test Data 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>	Cognitive Abilities Test (CogAT)	Naglieri Nonverbal Test (NNAT)
Cognitive Abilities Test (CogAT)	Naglieri Nonverbal Test (NNAT)		

FOR OFFICE USE ONLY

<p><u>Central Selection Committee Decision</u></p> <p>Date _____</p> <p>Eligible _____ Ineligible _____</p>	<p><u>Appeals Committee Decision</u></p> <p>Date _____</p> <p>Eligible _____ Ineligible _____</p>
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LANGUAGE CODE TABLE

Code	Code Description	Code	Code Description	Code	Code Description
01	English	34	Japanese	67	Turkish
02	Albanian	35	Kanarese/Kannada	68	Ukrainian
03	Amharic	36	Kongo	69	Urdu
04	Arabic	37	Korean	70	Vietnamese
05	Armenian	38	Kurdish	71	Visayan
06	Bengali/Bangla	39	Lao	72	Yoruba
07	Berber	40	Lingala/Losengo	73	Zulu
08	Bihari	41	Malay	74	Other (DISCONTINUED)
09	Bulgarian	42	Marathi	75	Afrikaans
10	Burmese	43	Navajo	76	Bikol
11	Cambodian/Khmer	44	Nepali	77	Cantonese
12	Chinese/Mandarin	45	Norwegian	78	Chamorro
13	Creole (Haitian)	46	Farsi/Persian	79	Dari
14	Czech	47	Filipino (Prior to 8/99)	80	Ewe
15	Danish	48	Polish	81	Fuchan
16	Dutch/Flemish	49	Portuguese	82	Ga
17	Finnish	50	Punjabi	83	Georgian
18	Flemish (Prior to 8/99)	51	Pashtu (Pushtu)	84	Kashmiri
19	French	52	Rumanian	85	Krio
20	Fulani	53	Russian	86	Lithuanian
21	German	54	Samoan	87	Macedonian
22	Greek	55	Serbo-Croatian	88	Malayalam
23	Gujarati	56	Sindhi	89	Manchu
24	Hausa	57	Slovak	90	Mende
25	Hebrew	58	Slovene	91	Oromo
26	Hindi	59	Spanish	92	Rwanda
27	Hungarian	60	Swahili	93	Sinhalese/Sinhala
28	Ibo/Igobo	61	Swedish	94	Somali
29	Icelandic	62	Tagalog/Pilipino	95	Sudanese
30	Ilocano	63	Tamil	96	Temne
31	Indonesian (or Bahasa)	64	Telugu	97	Tibetan
32	Italian	65	Thai	98	Tigrinia
33	Jamaican Patois	66	Trinidadian Patois	99	Twi

Fairfax County Public Schools
Advanced Academic Programs Level IV Referral Form

Fillable forms are available at 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 school-based services (Levels II-III) takes place at 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

Instructions for Completing

The Gifted Behaviors Rating Scale with Commentary

The full-time Advanced Academic Program (AAP) (Level IV) in Fairfax County Public Schools (FCPS) is an instructional program for the highly gifted. Curriculum differentiation in the depth, breadth, and pace of instruction is designed to meet the needs of high-ability learners. When determining whether a student needs the services provided by full-time AAP (Level IV) placement, the FCPS central selection committee uses a holistic approach. No one score on any one measure determines eligibility. The committee considers all data in the screening file, including the child's educational history, progress reports, test data, and observations of the student's classroom behaviors. The *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is one of the **required** instruments used in the screening process. It should be completed by a teacher who has recently worked with the student.

Please use the following guidelines in completing the *GBRSw/C*:

- The *GBRSw/C* should be completed by assigning a single whole number from 1-4 to each category. A rating of 4 should be given to a student who is consistently strong in a particular category. A rating of 2 describes a child who occasionally demonstrates the behaviors that are listed in a particular category. The total score is the sum of the numbers assigned to each of the four categories. **Fractions, decimals, and/or split numbers may not be used.**
- If more than one teacher works with the student, teachers should come to consensus in each category and merge the observations onto a **single** *GBRSw/C* form. Only **one** completed *GBRSw/C* may be submitted.
- In the Comments/Summary section, list examples, observations, and/or descriptions of observed behaviors. These may include instructional modifications, inclusion in special programs, or additional information profiling the student's strengths.
- The *GBRSw/C* is a record of **observable classroom behaviors**. It is **not** a recommendation or favorable support for full-time AAP (Level IV) placement or for other advanced academic services.
- All screening file documents including the *GBRSw/C* are available to parents/guardians. The *GBRSw/C* is a required component of the screening process and may be given to parents/guardians to be included in the screening file.

The *GBRSw/C* is a school document and must be signed by the professional(s) completing it. Parents/guardians may not add to, edit, delete, or in any way alter the ratings or comments on the document. The appropriate documents for parent/guardian input are the *AAP (Level IV) Referral form* and the optional *Parent/Guardian Questionnaire*.

In the case of home-schooled students, the parent/guardian may complete the *GBRSw/C* if there is no other teacher, tutor, or coach who has enough knowledge of the student to complete the form.

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

Fillable forms are available at 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) _____

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.

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