

Fairfax County Public Schools
Instructional Services Department
Gifted and Talented Programs Section

Parent Information Packet

Gifted and Talented (GT) Center Screening, Testing, and Identification

This packet contains information regarding screening, testing, and identification procedures for Fairfax County Public Schools (FCPS) Gifted and Talented (GT) center programs. Parents/guardians who request GT center screening should follow the procedures and time lines enclosed. Screening information is also included for any Fairfax County resident whose child is **not** currently enrolled in and attending FCPS. Students do not need to be registered in FCPS in order to be screened.

Information may also be obtained about FCPS school-based gifted services by contacting the elementary GT resource teacher and/or administrator at the local elementary school. At the middle school, contact the administrator, the director of student services, or the guidance counselor.

Gifted and Talented Programs Office
Lacey Instructional Center
3705 Crest Drive
Annandale, VA 22003

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

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Gifted and Talented (GT) Programs Testing Time Line

Schools administer tests to all FCPS students in 2nd grade (and 3rd – 7th grade students who are missing an ability test score).

September 22 – 26, 2008 Naglieri Nonverbal Test
October 20 – 29, 2008 Cognitive Abilities Test
February 23 – 27, 2009 Make up **only** for FCPS students enrolled after October/November 2008

Additional optional testing is available at Geoge Mason University; go to psyclinic.gmu.edu or call 703-993-4200.

Parent Information Nights

Thursday, October 2, 2008 McLean High School ([1633 Davidson Rd. McLean VA 22101](http://1633DavidsonRd.McLeanVA22101))
Wednesday, October 15, 2008 Oakton High School ([2900 Sutton Rd. Vienna VA 22181](http://2900SuttonRd.ViennaVA22181))
Wednesday, October 22, 2008 Annandale High School ([4700 Medford Dr. Annandale VA 22003](http://4700MedfordDr.AnnandaleVA22003))

Meetings will be held in the auditorium from 7:30 to 9 p.m. and are open to the public; no registration is required. Directions are available at <http://www.mapquest.com/>.

GT Center Identification Time Line

FALL 2008 (For FCPS students enrolled and attending after January 2008 and students **not** enrolled in FCPS.)

October 31, 2008 GT Center Referral forms for **new** FCPS students due to local school.
November 11-13, 2008 Parents of students **not** attending FCPS submit screening files (8:30 – 4:30 p.m.).*
November 14, 2008 Schools submit screening files for (new) FCPS student referrals (8:30 – 11:00 a.m.).*
December 2008 Central Selection Committee meets.
January 2009 Eligibility decisions mailed. Eligible students may attend GT centers grades 3-8.
January 16, 2009 Appeals due to GT Programs office.

SPRING 2009

February 3-6, 2009 Parents of students **not** attending FCPS submit screening files (8:30 – 4:30 p.m.).*
February 6, 2009 GT Center Referral forms for FCPS students due to local school.
February 13, 2009 Optional screening file materials due to local school (according to guidelines).
March/April 2009 Central Selection Committee meets.
End of April 2009 Eligibility decisions mailed.
May 2009 GT center orientations held at GT centers (May 4 – 15, 2009).
June 1, 2009 Appeals due to GT Programs office.
Fall 2009 Eligible students may attend GT centers grades 3-8.

School-Based Services Identification Time Line

January/February Schools complete class grids with *Gifted Behaviors Rating Scale* ratings.
March 2009 Schools complete spreadsheet for 6th grade students and forward to DIT.
May/June 2009 GT Resource Teacher prepares school-based spreadsheet.
May/June 2009 Schools conduct local screening meeting to determine eligibility for school-based services.
June 2009 Schools send permission forms to parents and guardians of eligible students.

*All screening files are delivered in person to the Gifted and Talented Programs office at Lacey Instructional Center, 3705 Crest Drive, Annandale, during the designated times.

FCPS Statement of Philosophy for Education of the Gifted

Every child has the basic right to an education that promotes the development of his or her potential. Each child has a unique profile of strengths and abilities. Fairfax County Public Schools (FCPS) is committed to providing challenging learning experiences for all learners that build on their individual strengths and optimize their abilities.

Children who have been identified as gifted and talented have the potential to achieve high levels of accomplishment, and this potential needs to be recognized and addressed. These students exhibit unusual performance capability in intellectual, creative, and/or artistic endeavors. They may also demonstrate exceptional leadership capacity and may excel in specific academic areas. In order to meet their needs and develop their abilities, these highly able learners require a differentiated curriculum that provides advanced learning opportunities.

Overview of the Gifted and Talented Center Program

The GT center program for students in grades 3 through 8 offers identified students a highly challenging instructional program that follows the FCPS Program of Studies. Differentiation in the depth, breadth, and pace of instruction with a strong emphasis on higher level thinking skills is designed to meet the needs of advanced learners. In order to provide an appropriate level of challenge for gifted learners, adaptations are made to the curriculum with a strong emphasis on critical and creative thinking, problem solving, and decision-making. Students participate with the entire student body in school-based activities such as student government, physical education, band and strings, chorus, and other electives.

The GT center environment allows students to explore and express their ideas with other highly able peers. Teachers develop and implement units of study that lead to an understanding of the concepts, themes, and issues that are fundamental to the disciplines and that lead to an appreciation for relationships within and among disciplines. Students pursue independent investigations and ongoing research appropriate to the disciplines. They have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.

FAIRFAX COUNTY PUBLIC SCHOOLS

Gifted and Talented Programs K-8

A Continuum of Gifted Services



Fairfax County Public Schools (FCPS) offers a continuum of gifted services that provides all students with opportunities to engage in complex subject matter and helps prepare them for more challenging and rigorous classes as they advance in grade level. Teachers, administrators, and specialists work together to make decisions that will provide the level of service that is most appropriate for each learner, preparing students to move to another level when they are ready.

Level I Services

Grades K-2 Response Lessons

The gifted and talented (GT) resource teacher provides each classroom teacher with a collection of model Response Lessons that may be used throughout the school year. These lessons are designed to develop critical and creative thinking skills in all students. The lessons also serve as a useful tool for identifying students with advanced academic potential.

Grades 3-6 Model Thinking Lessons

These lessons are connected to the Program of Studies (POS) and are designed to teach all students higher order thinking skills. The GT resource teacher models these lessons and provides the classroom teacher with a collection of lessons that enrich and extend the POS for each core subject area at each grade level.

Level II Services

Grades K-8 Differentiated Services

Differentiated Services are offered to students who have specific academic strengths. The GT resource teacher collaborates with classroom teachers to support differentiated instruction and to provide additional challenges within the general education program. Middle school students who take one or two honors classes are receiving Level II services.

Grades K-8 Young Scholars (YS) Model

The Young Scholars model is designed to find and nurture gifted potential in students from historically underrepresented populations beginning in kindergarten. The GT resource teacher works with classroom teachers to strengthen basic skills and to develop gifted potential in young learners.

Level III Services

Grades 3-6 School-Based Services

Each year a local GT screening committee screens all students in grades 3-6 for possible participation in GT school-based services. The GT resource teacher provides direct services for these students. Students who receive GT school-based services are challenged through lessons, models, and strategies designed to extend and enrich the POS in the four core subject areas.

Grades 7-8 School-Based Honors

The grades 7-8 school-based program offers students who demonstrate previous high achievement in specific areas of academic strength the opportunity to experience an extended POS at greater levels of depth and complexity. All sixth grade students are considered for Honors classes. Students may qualify for up to three Honors classes.

Level IV Services

Grades 3-8 Center-Based Services or Full Honors

The GT center program provides full-time academic placement for highly gifted students. Teachers follow a curriculum framework to differentiate the depth, breadth, and pace of instruction based on the POS. Students work with academic peers in all core subject areas. GT center eligibility is determined by the central selection committee. At the middle school level students who take full Honors receive Level IV services.

All second grade students and students in grades 3-7 who are missing ability test scores take the Cognitive Abilities Test (CogAT) and/or the Naglieri Nonverbal Ability Test (NNAT) in the fall. A second grade screening pool is established using these test results. Parents and guardians of students not in the second grade screening pool may refer students for GT center screening by completing and submitting a [Gifted and Talented Center Referral Form](#) to the local school. The [Gifted Behaviors Rating Scale \(GBRS\)](#), ability and achievement test data, student progress reports, and other academic information are used to determine eligibility.

For additional information contact:

Local FCPS elementary or middle school

GT Programs Office at 703-846-8670

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

GT Center Screening Procedures for FCPS Enrolled Students (Level IV)

IDENTIFICATION

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 and guardians the test results. These scores are used to establish the screening pool of candidates for possible gifted and talented (GT) center placement. Parents and guardians of students who score at or above the benchmark score are notified in writing. All pool candidates are automatically screened for possible GT center placement unless parents submit a written request that their child not be screened.

Grades 2- 8 Referrals

Second grade students not in the screening pool and all 3rd through 7th grade students may be considered for GT center placement by referral. Teachers, administrators, and/or parents and guardians may complete a *GT Center Referral* form. The completed form is submitted to the local school principal who acknowledges, in writing, receipt of the referral. Parents and guardians are notified if the Local School Screening Committee does not refer the student to the central selection committee. If parents or guardians appeal the decision of the local screening committee, the file is forwarded to the central selection committee.

Testing

In order to be considered for GT center 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

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

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 and guardians of students attending FCPS may request **one** re-test in grades 3 through 7 during the regularly scheduled October/November CogAT/NNAT testing cycle. Requests need to be made at the student's attending school. Additional testing is available at GMU by calling 703-993-4200 or on their web site at <http://psyclinic.gmu.edu/>.

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 GT resource teacher, a school 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 2nd grade pool candidates as well as referrals.

Screening File Documents

The local school screening committee prepares and submits completed gifted and talented (GT) screening files for currently enrolled and attending Fairfax County Public Schools (FCPS) students to the GT Programs office at Lacey Center for evaluation by the countywide central selection committee. Multiple sources of information are reviewed to determine GT center eligibility.

Files must contain all **required** data:

- At least one ability test score from the approved list (additional testing, if available).
- *Gifted Behaviors Rating Scale with Commentary* (GBRSw/C).
- Progress reports for at least 1½ years.

Additional **optional** materials may be submitted according to guidelines:

- *Parent/Guardian Questionnaire*
- 5 pages of work samples and 5 pages of certificates, awards, honors, etc.

Guidelines

A maximum of **5 single-sided 8½" x 11" pages** of student work:

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 **5 single-sided 8½" x 11" pages** of certificates, awards, honors, accomplishments, letters of commendation, report of participation in GT 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. The appropriate input for FCPS personnel is the GBRSw/C. Therefore, letters from FCPS staff at the student's current school may not be submitted. Materials will not be returned.

Submitting Screening Files

The **original** screening packet is brought to the GT Programs office at Lacey Center. Second grade screening pool files and referral files are submitted separately according to the time line. A **copy** of the screening file is kept at the local school and may be shared with parents or guardians upon request.

Central Selection Committee

The countywide GT central selection committee is composed of administrators, counselors, principals, teachers, school psychologists, and program specialists. To determine student eligibility for GT center 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 ineligible decisions. The committee monitors the consistency of the selection committee and may identify additional students who have a profile similar to the profile of those selected.

NOTIFICATION

Announcement of the process, including the identification time line, is disseminated through local school communications, news releases, the GT web site, and community meetings presented by the GT Programs office. State regulations require that parents or guardians of students who are undergoing screening for GT center placement be notified prior to collecting additional data for screening.

The local school mails parents and guardians test results and the *Second Grade Screening Pool Letter*.

Local schools are notified of all eligible decisions. The GT Programs office mails eligibility decisions and a *Permission for Placement Form* to parents and guardians of **eligible** students. Eligible students are invited to attend an orientation at their assigned GT centers in May. The GT Programs office also mails letters to parents and guardians of **ineligible** students. This letter contains appeal information. Decisions will **not** be released by phone, fax, e-mail, or in person.

PLACEMENT

GT center placement is available for all students found eligible. Written permission from parent(s) or legal guardian(s) is required for placement. Transportation is provided by FCPS to the assigned GT center.

Students retain GT center eligibility through eighth grade. If parents or guardians defer eligibility at the time of notification, they may reactivate eligibility by submitting the *GT Center Reactivation Form* (available at www.fcps.edu/DIS/gt/forms.htm) to the GT Programs office. A copy of the eligibility letter should be included in the request.

Ineligible students may be considered for school-based gifted services at the local school. Parents or guardians of ineligible students may also refer their child for GT center screening the following year according to the published time line.

APPEAL PROCEDURES

Only parents or guardians may submit an appeal. Appeal information is contained in the ineligibility letter. Appeals must contain new information not contained in the original screening file. Parents or guardians of an FCPS student may obtain a copy of the screening file from the local school GT resource teacher. The new information along with the *GT Center Appeal Form*, available at www.fcps.edu/DIS/gt/forms.htm, is submitted to the coordinator, GT Programs, according to the time line.

The GT Programs office notifies the parents or guardians and the local school of the appeals committee decision. This decision is final. GT center placement is offered to **eligible** students. **Ineligible** students may be considered for school-based gifted services at the local school. Parents or guardians of ineligible students may also refer their child for GT center screening the following year according to the published time line.

Specific Information Regarding Fall Screening

Fall GT center screening is available for **FCPS** students **newly** enrolled and attending (after January) and students not enrolled in FCPS. Eligible students may attend the appropriate GT center 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 consideration and possible GT center placement in the following school year.

Parents and guardians of FCPS students requesting fall screening must communicate with the local school to ensure that all required materials are available. In addition to submitting the *GT Center Referral Form*, parents or guardians should also supply a *Gifted Behaviors Rating Scale with Commentary* (completed by the previous year's teacher(s) if possible), report cards for at least 1½ years including teacher comments (if not included in the student's academic file already received by the local FCPS school), and achievement test results (if available). Other information may be submitted according to guidelines.

FCPS students 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.

Parents and guardians of students not attending FCPS are to prepare and submit a completed screening file following procedures in this packet (see page 11).

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. 5 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 5 pages.

 Parent/Guardian Signature

 Date

Additional Information for Fairfax County Residents Not Attending FCPS

Students whose parents/guardians are residents of Fairfax County but who are not attending Fairfax County Public Schools (FCPS) may be considered for gifted and talented (GT) center placement. These students do not need to be registered in FCPS to be screened during the regularly scheduled fall or spring central selection committee meetings.

Only complete files will be accepted and no later than the deadline. 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.

DIRECTIONS FOR PREPARING AND SUBMITTING A GT CENTER SCREENING FILE

1. Prepare a screening file by labeling the tab of an 8½"x 11" standard manila file folder for each child.

Format

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

2. Place the following materials in the screening file folder in order:

REQUIRED:

- *GT Screening Summary Sheet* (fill in top and middle sections, test results and "File prepared by").
- One *Gifted and Talented Center Referral* form (must be completed and signed by parent/guardian).
- One *Gifted Behaviors Rating Scale with Commentary (GBRSwC)* completed by the teacher(s) who works with the student. See letter of instructions for completing the GBRSwC on page 14.
- Testing report with scores for at least one FCPS approved ability test. Approved group ability tests include the Cognitive Abilities Test (CogAt), the Naglieri Nonverbal Ability Test (NNAT), and the Otis-Lennon School Ability Test (OLSAT). Approved individually administered tests include the Stanford-Binet Intelligence Scale, the Wechsler Intelligence Scale for Children (WISC IV), the Cognitive Assessment System (CAS), and the Kaufman Assessment Battery. Additional ability and/or achievement test scores should also be included.
- Student's progress reports for at least 1½ years.

TESTING NOTES: Test scores must be documented from the source that administered the test. Only group ability test results from George Mason University (GMU), FCPS, and/or other schools 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 accompanied by a copy of the psychologist's state license. Test results need to be in standard age format as well as percentage(s).

OPTIONAL:

- *Parent/Guardian Questionnaire*
 - A maximum of 5 single-sided 8½" x 11" pages of student work.
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 5 single-sided 8½" x 11" pages of certificates, awards, honors, accomplishments, letters of commendation, report of participation in GT 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. Materials will not be returned.
3. Retain a copy of the screening file; submitted files are not returned.
 4. Files must be submitted in person to the GT Programs Office at Lacey Center, 3705 Crest Drive, Annandale, VA 22003, according to the time line. Proof of Fairfax County residency is required as well as a \$50 processing fee. Please make check payable to Fairfax County Public Schools (no cash or credit).

GT 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>GT 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>Circle current English proficiency level or status: VDOE LEP Level 1 2 3 4 or Monitor Status</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 FCPS Test Data Sheet)</p> <p>Arrange materials in the following order:</p> <p>____ <i>GT Screening Summary Sheet</i></p> <p>____ <i>GT Center 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 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>____ Other optional information (according to guidelines)</p> <p>File prepared by _____</p> <p>File checked by _____</p> <p>SIGNATURES REQUIRED (GTS, 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 one CogAT and any one NNAT.</p> <p>Verbal _____</p> <p>Quantitative _____</p> <p>Nonverbal _____</p> <p>Achievement Test Use national percentile or 3 digit SOL score.</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

ETHNIC CODE TABLE

1	White
2	Black
3	Hispanic
4	American Indian/Alaskan Native
5	Asian/Pacific Islander
6	Undesignated
7	Multiracial
8	Native Hawaiian

Instructions for Completing

The Gifted Behaviors Rating Scale with Commentary

The gifted and talented (GT) center program in Fairfax County Public Schools (FCPS) is a full-time 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 the GT center program, 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.

Please use the following information 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 four should be given to a student who is consistently strong in a particular category. A rating of two 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*. 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 GT center placement or other gifted services.
- All screening file documents including the *GBRSw/C* are available to parents or guardians. The *GBRSw/C* is a required component of the screening process and may be given to parents or 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 or guardians may not add to, edit, delete, or in any way alter the ratings or comments on the document. The appropriate documents for parent or guardian input are the *GT Center Referral* form and the *Parent/Guardian Questionnaire*.

**Fairfax County Public Schools
 Gifted and Talented 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 GT center 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**

LOCAL FCPS SCHOOL – GT 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 GT services.

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
- Readily learns and adapts to new cultures
- Learns quickly and easily
- Is acquiring 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
- Easily generates new ideas / new uses / new solutions
- 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
- Independently explores, researches, questions topics / ideas / issues
- 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

