

## R 2464 GIFTED AND TALENTED STUDENTS

### A. Identification Processes

1. Classroom teachers in grades K-8 will use the Gifted and Talented Identification Matrix form for identifying gifted and talented students.

Classroom teachers will be familiar with the criteria for identifying gifted and talented students and will be alert to students who exhibit those criteria. The identification methodology will be developmentally appropriate, nondiscriminatory, and related to the programs and services offered by the District.

2. The Guidance Department will review the cumulative files of all students in grades 10-12 against the criteria for identifying gifted and talented students. The Gifted and Talented teachers in the Elementary and Middle Schools will review the files for students in grades K-8.
3. The Gifted Committee, comprised of selected administrators, gifted teachers and high school guidance counselors will select those students who should participate in the program for the gifted and talented.
4. Parents can recommend their child in grades K-4 or a 5-8 grade student can submit a completed application with a passion project.

### B. Identification Criteria

Students in the West Deptford Public School system will be evaluated yearly for acceptance into the Gifted and Talented Program. If a current Gifted and Talented student does not qualify, during the yearly review they will be placed on a one-year academic probation. Students will be considered for participation in the Gifted and Talented Program when compared to their peers within the District. All new students entering West Deptford Public Schools will be considered for placement in the Gifted and Talented Program. Student records will be used to obtain proficiency scores.

#### Grades K-2 Criteria

All K-2 students will be considered for gifted enrichment opportunities 3 times a year using a teacher survey which assesses gifted criteria and traits. Students receiving a recommendation will meet with the gifted and talented teacher at least once to complete an activity-based assessment. Internal academic scores will be utilized to ensure selected students are performing at or above grade level.



Students identified would benefit from a differentiated curriculum. This curriculum is already established in the current West Deptford Math and Literacy programs. The regular classroom teacher will utilize these existing enrichment strategies to provide additional opportunities for these identified students.

Additionally, all qualifying K-2 students will participate in monthly enrichment mini-courses provided by the Elementary Gifted and Talented teacher. The participating students will be part of an on-going evaluation and will participate in the activities the district team believes best meet their academic needs.

### Grades 3-9

A student will be considered for participation in the Gifted and Talented program if the student has a total matrix composite score of at least 10 points. The matrix will assess the student using the following scores: IQ, Literacy, Math and Classroom Teacher Survey.

### **The 3rd Grade Identification Matrix is as follows:**

#### **IQ - Otis-Lennon SAI**

- 6 points = 135+
- 5 points = 134-132
- 4 points = 131-129
- 3 points = 128-126
- 2 points = 125-123
- 1 point = 122-120

A student's percentile ranking is determined in comparison with his/her chronological peers in the West Deptford School District.

#### **LinkIt! – Literacy:**

- 3 points = top 5th percentile
- 2 points = between the 6th – 7th percentile
- 1 point = between the 8th – 10th percentile

#### **LinkIt!- Mathematics:**

- 3 points = top 5th percentile
- 2 points = between the 6th – 7th percentile
- 1 point = between the 8th – 10th percentile

#### **Teacher Assessment - Teacher Survey Scores**

- 3 possible points



### **Project Based Assessment**

2 points = top 5th percentile

1 point = between the 6th – 10th percentile

### **Ability Assessment – \*Qualification Needed**

*(Students who score in the top 10% of the LinkIt Form B ELA and/or Math are eligible to complete the Ability Assessment.)*

2 possible points for Math Evaluation

2 possible points for Information Writing Sample

### **The 4th - 9th Grade Identification Matrix is as follows:**

#### **IQ - Otis-Lennon SAI**

6 points = 135+

5 points = 134-132

4 points = 131-129

3 points = 128-126

2 points = 125-123

1 point = 122-120

A student's percentile ranking is determined in comparison with his/her chronological peers in the West Deptford School District.

#### **NJSLA - Literacy:**

3 points = top 5th percentile

2 points = between the 6th – 7th percentile

1 point = between the 8th – 10th percentile

#### **NJSLA - Mathematics:**

3 points = top 5th percentile

2 points = between the 6th – 7th percentile

1 point = between the 8th – 10th percentile

#### **LinkIt! – Literacy:**

3 points = top 5th percentile

2 points = between the 6th – 7th percentile

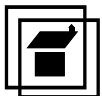
1 point = between the 8th – 10th percentile

#### **LinkIt!- Mathematics:**

3 points = top 5th percentile

2 points = between the 6th – 7th percentile

1 point = between the 8th – 10th percentile



## **Teacher Assessment - Teacher Survey Scores**

3 points - 36-34

2 points - 33-31

1 point - 30-28

\*In the event that less than 3% of the grade level population qualifies, the next nearest composite score will be considered for program evaluation.

## **Grades 10-12**

A student will be considered for participation in the Gifted and Talented program if the student:

1. Has an IQ of 135 points or higher, OR
2. Has a qualifying matrix score. The 9th grade students will be evaluated using the Middle School matrix. Students in 10th, 11th, and 12th grades will be evaluated with a matrix that will assess the student using the following scores: IQ, Literacy and Math proficiency scores. Students are eligible to participate in the Gifted and Talented program if they score 10 or more points on their identification matrix.

The 10-12th Grade Identification Matrix is as follows:

The NJSLA scores are used for the Literacy and Math components of the matrix.

## **IQ - Otis-Lennon SAI**

135+ = Automatic Entrance into the program

6 points - 134-132

5 points - 131-129

4 points - 128-126

3 points - 125-124

2 points - 123-122

1 point - 121-120

0 points - 119-below

## **Literacy (ELA 9, ELA10, ELA11)**

5 points – 794-850

4 points – 750-793

3 points – 725-749

2 points – 700-724

1 point – 650-699

0 points - 649-below



**ONLY ONE MATH SCORE from the 3 tests below will be included in the overall total points for each student.**

**Math (Algebra I)**

5 points – 805-850  
4 points – 750-804  
3 points – 725-749  
2 points – 700-724  
1 point – 650-699  
0 points - 649-below

**Math (Geometry)**

5 points – 783-850  
4 points – 750-782  
3 points – 725-749  
2 points – 700-724  
1 point – 650-699  
0 points - 649-below

**Math (Algebra II)**

5 points – 808-850  
4 points – 750-807  
3 points – 725-749  
2 points – 700-724  
1 point – 650-699  
0 points - 649-below

**C. Program**

When a pupil has been identified as gifted or talented, the counselors 9-12/Gifted Talented teachers K-8:

1. Confer with the student's parent(s) or legal guardian(s) on the goals of the student's program and secure the parent(s) or legal guardian(s) cooperation and permission for the student's participation in the program.
2. Students identified as G&T in K-2 are in a more fluidly evolving program that changes and flows as they age and more data becomes available. The identified students' teachers will be notified of the students potential and will utilize curriculum to differentiate learning within their classroom. Our G&T teacher will organize individual and small group activities for identified students as well as provide additional opportunities for observation and assessment through whole class visits.



3. Students identified as G&T at the 3-4 level will have the opportunity to: participate in a full day student centered, project-based pullout program. Additional opportunities include - an enrichment trivia challenge and an enrichment literacy group based on student strengths and interests. Identified students are also challenged within their classroom with differentiated instruction.
4. The enrichment needs of gifted and talented students can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed for gifted students and the program will address appropriate content, process, products and learning environment.
5. Each program will seek to involve the student in subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
6. No enrichment program will replace the basic instructional program appropriate to the student's grade level.
7. The enriched educational program for a gifted or talented student may consist of:
  - a. Additional classroom studies, assignments, and activities;
  - b. Special classes in appropriate studies;
  - c. Sessions with the gifted teacher;
  - d. General information, as well as content-specific information, as provided for in the curriculum frameworks developed by the New Jersey Department of Education.
8. A classroom teacher may provide for the needs of gifted and talented students by:
  - a. Presenting content material that is related to broad-based issues, themes, or problems;
  - b. Integrating multiple disciplines into the study area;
  - c. Allowing for in-depth learning of a topic selected by the student within the study area;
  - d. Developing the student's independent and self-directed study skills;
  - e. Developing research skills and methods;
  - f. Integrating higher level thinking skills into the curriculum;



- g. Focusing on open-ended tasks;
  - h. Using new techniques, materials, and forms;
  - i. Encouraging the development of self-understanding; and
  - j. Encouraging self-appraisal and evaluation.
9. Gifted and Talented Students at the HS level should take a minimum of two Honors/AP level courses as a part of their enriched educational experience.

#### D. Exit Procedures

1. The student may be withdrawn from the gifted and talented program when:
  - a. The student wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal; or
  - b. The student's parent(s) or legal guardian(s) requests withdrawal.
  - c. The Gifted and Talented Committee reviews the performance of an individual student and deems it appropriate to remove the student from the program.

Issued: 16 April 2001  
Revised: 08 October 2001  
Revised: 12 August 2002  
Revised: 16 June 2003  
Revised: 12 November 2007  
Revised: 24 August 2009  
Revised: 18 July 2016  
Revised: 28 November 2016  
Revised: 16 July 2018  
Revised: 19 January 2021  
Revised: 18 July 2022

