

Lake County School District 7

Code: **IGBB-AR(1)**
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Orig. Code(s): IGBB-Appendix A-F

TAG Identification/Placement Forms

Policy IGBB
Appendix A

(to be eliminated when printed on letterhead)

Sample Letter (for letterhead)

Date: _____

Address: _____

Dear _____,

Your child, _____, is being considered for the district Talented and Gifted (TAG) program. The purpose of the program is to provide a more challenging curriculum for students who are capable of performing at or above the 97th percentile on a test of total reading or total mathematics from a nationally standardized reading or mathematics test or meet the RIT-Score cut points on the Oregon Statewide Assessment or Oregon + test, or score at or above the 97th percentile on a nationally standardized test of mental ability, and who have supporting behavioral, learning or performance information. In your child's case, we have insufficient data on file and would welcome some additional information to assist us with this decision. If you feel your child qualifies for this program, please fill out the enclosed nomination form and attach any additional comments of your choice.

Lake County School District 7 uses a case study approach for identification of students and a variety of information is considered. Programs and/or services may be adapted for TAG students, if a need exists. You will be notified if it is determined that this designation is appropriate for your child.

Please return the nomination form by _____.

If you have any questions, please contact me at (541) 947- _____.

Sincerely,

[Name]

[Title]

TAG Nomination Form

Student name _____ School/Grade _____

Nominated by _____ Date _____

Please check any of the following items which you most closely identify with the student when comparing the student with others of the same age.

- 1. Is exceptionally able to retrieve information from both short and long term memory.
- 2. Exhibits a variety of learning strategies and is able to adapt learning approaches appropriately.
- 3. Is unusually adept at connecting new learning to previously learned material to make it meaningful.
- 4. Exhibits exceptional ability in detecting relationships, similarities and differences.
- 5. Is able to process information quickly.
- 6. Demonstrates a much wider range of vocabulary usage and is more precise in the use of words and uses of complex sentence structure.
- 7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
- 8. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
- 9. Demonstrates a high level of understanding through concise elaborate words or products; is able to translate verbal information into visual representations (charts, graphs, illustrations).
- 10. Exhibits special skills unusual for age.
- 11. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
- 12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
- 13. Has the ability to devise or adopt a systematic strategy for solving problems and is able to change or adapt the problem solving strategy in some way if the original approach is not working.
- 14. Exhibits a wide range of knowledge and has a depth of information in one or more specific areas.
- 15. Exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
- 16. Completes only part of an assignment or project before taking a new direction.
- 17. Becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.
- 18. Exhibits intense and purposeful exploratory behavior on topics of interest.
- 19. Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
- 20. Becomes impatient and overly critical if work is not perfect.
- 21. Prefers to work on projects that provide a challenge.
- 22. Exhibits concern about social or political problems unusual for others; is concerned about right and wrong.
- 23. Exhibits a zany sense of humor; enjoys word play and the use of puns.
- 24. Is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.

- 25. Can produce reasons which may be elaborate and/or highly creative for not doing things in the way originally presented.
- 26. Likes to organize or bring structure to things and/or people.

Student Strength

What special intellectual and/or academic strengths suggest that the student may need to have their regular program modified? Please elaborate.

Program Coordination

In which, if any, academic area does the present classroom instruction seem to be well below his/her ability? Please elaborate.

After completing this form, please attach any additional information concerning the student that you feel will be helpful.

Permission to Evaluate for the TAG Program

Test to be administered is: _____

I understand and agree to the above described individual testing. I understand that the granting of consent is voluntary and may be revoked at any time. I also understand that consideration of my child does not guarantee a final identification as intellectually gifted or academically talented.

_____ Permission form must be returned by _____ in order for the evaluation process to continue.

_____ Permission is given to conduct an evaluation.

_____ Permission is denied to conduct an evaluation.

Student's name

Parent/Guardian

Date

TAG Eligibility Worksheet

Student _____ School _____
Birthdate _____ Age _____ Grade _____
Referred by _____ Date _____
Reason for referral _____

Team member names/position _____

Assessment Data

Present academic performance level _____

Tests administered and/or on file:

- | | | | | |
|----|-------|----------|------------|-------------|
| 1. | _____ | by _____ | date _____ | Score _____ |
| 2. | _____ | by _____ | date _____ | Score _____ |
| 3. | _____ | by _____ | date _____ | Score _____ |
| 4. | _____ | by _____ | date _____ | Score _____ |

Achievement test performance history _____

Is additional testing necessary? _____

If yes, what type? _____

Is the student in the non-typical population? _____

If yes, which non-typical population? _____

Analysis

Intellectual giftedness is indicated by date? Yes No

Student shows ability to perform at the 97th percentile? Yes No

Student is academically gifted in the following areas? _____

Action to be taken if student is determined to be intellectually or academically gifted.

Signatures

Concurring: _____
Name/Date

Dissenting: _____
Name/Date

Reasons for dissenting opinion(s) _____

Notes on review of placement _____

Sample Letter (for letterhead)

Date: _____

Address: _____

Dear _____,

Your child, _____, was nominated for the [school name] TAG program. The eligibility committee has reviewed his/her test scores and educational information. At this time, the committee would like to admit your child to our TAG program to provide a more challenging alternative curriculum.

If you agree with this placement, please sign this letter and return it to the school. Otherwise, we will assume you do not want your child to be provided with a TAG program.

Lake County School District 7, [school name], provides an individualized program for its talented and gifted students. We would like your input in developing your child's program.

A planning meeting is scheduled on _____ at _____. We would appreciate your attendance. Please contact [principal's name] if you do not plan to attend.

Sincerely,

[Principal]

Yes, I wish to have my child participate in the TAG program at [school name].

Parent/guardian signature

Date

Sample Letter (for letterhead)

Date: _____

Address: _____

Dear _____,

Your child, _____, was nominated for the [school name] TAG program. The eligibility committee has reviewed his/her test scores and educational information. At this time, the committee does not think that the TAG program is appropriate for your child.

If you have any questions or comments, please feel free to contact me.

Sincerely,

[Principal]