

Evaluation Procedure for TAG Placement

1. Grade Kindergarten and One - Academically Talented and Intellectually Gifted Identification
 - a. Kindergarten students may be placed into the evaluation process by parent, teacher, building administrator, TAG coordinator/administrator recommendation.
 - b. Students may be given the Weschler Preschool and Primary Scale of Intelligence or another nationally norm-referenced test of intellectual ability.
 - c. Students may be given the Woodcock-Johnson Tests of Achievement or another nationally norm-referenced test of achievement.

2. Grades Two through Eight - Academically Talented Identification
 - a. Elementary school students may be placed into the evaluation process by parent, teacher, building administrator, TAG Coordinator recommendation.
 - b. Students in grades 3, 4, 5, 6, 7, 8, and 10 will take the Oregon Statewide Assessment.
 - c. Students scoring at the 97th percentile or higher, or within one standard error of measurement, in the areas of Total Reading or Total Mathematics, will be nominated for possible identification as Academically Talented.
 - d. A case study will be initiated. Additional behavioral information will be collected from teachers, parents, and the student, if appropriate.
 - e. Additional testing may be recommended if insufficient data is available.
 - f. The TAG Coordinator will arrange for additional testing.
 - g. Using a case study model, a student's eligibility will be determined by a team, including the student's teacher, building administrator, counselor, or other building representative.
 - h. Students identified Academically Talented will receive all TAG program information and be encouraged to participate in TAG programs and services.
 - i. If a student's achievement scores fall below the 95th percentile for two consecutive years, a case review may be initiated.
 - j. Transfer students must meet the district eligibility criteria. There is no guarantee that a student who has been identified in another district will qualify for services in the district.

3. Grades Two and Six - Intellectually Gifted Identification
 - a. Students in grade two and six will take the Cognitive Ability Test.
 - b. Students scoring at or above the 97th percentile, or within one standard error of measurement, will be nominated for possible identification as Intellectually Gifted.
 - c. A case study will be initiated. Additional behavioral information will be collected from teachers, parents, and the student, if appropriate.
 - d. Additional testing may be recommended if insufficient data is available. The TAG Coordinator will arrange for additional testing.

- e. Using a case study model, a student's eligibility will be determined by a team, including the student's teacher, building administrator, or other building representative.
- f. Students will remain identified intellectually gifted as long as he/she remains in the district.
- g. Transfer students must meet the district eligibility criteria to be identified intellectually gifted. There is no guarantee that a student who has been identified in another district will qualify for services in the district.

4. Grades Nine, Ten and Eleven

Academically Talented and Intellectually Gifted Identification

- a. Students at the secondary level may be placed into the evaluation process by parent, teacher, building administrator, TAG coordinator, by self-recommendation.
- b. Students in grade 10 will take the Oregon Statewide Assessment.
- c. Students scoring in the 97th percentile or higher, or within one standard error of measurement, in the areas of Total Reading or Total Math, will be nominated for possible identification as Academically Talented.
- d. A case study will be initiated. Additional behavioral information will be collected from teachers, parents, and the student.
- e. Additional testing may be recommended if insufficient data is available. Students may be recommended to take the Wechsler Intelligence Scales for Children-Third Edition (WISC-III) at any time to determine possible intellectual giftedness. The TAG coordinator will arrange for additional testing.
- f. Using a case study model, a student's eligibility will be determined by a team, including the student's teacher from the area of possible identification (i.e., math teacher for math identification, language arts teacher for reading), building administrator, counselor, or other building representative.
- g. If a student's achievement scores fall below the 95th percentile for two consecutive years, the case may be reviewed.
- h. Transfer students must meet the district eligibility criteria. There is no guarantee that a student who has been identified in another district will qualify for services in the district.