

Evaluation Procedure for TAG Placement

1. Grade Kindergarten and Grades One and Two – Academically Talented and Intellectually Gifted Identification
 - a. 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.
 - d. Using a case study model, a student's eligibility is determined by a team, including the student's teacher, building administrator and counselor or other building representative.
 - e. Students identified Academically Talented will receive TAG program information and be encouraged to participate in TAG programs and services.
 - f. 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.

2. Grades Three through Eight – Academically Talented Identification
 - a. Elementary school students may be placed into the evaluation process by parent, teacher, building administrator or TAG Coordinator recommendation.
 - b. Students in grades 3, 4, 5, 6, 7, 8 and 10 take the Oregon Statewide Assessment.
 - c. Students scoring at the 97th percentile or higher in the areas of Total Reading or Total Mathematics, will be considered 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 Liason arranges for additional testing.
 - g. Using a case study model, a student's eligibility is determined by a team, including the student's teacher, building administrator and counselor or other building representative.
 - h. Students identified Academically Talented will receive TAG program information and be encouraged to participate in TAG programs and services.
 - i. 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 take a Cognitive Ability Test.
 - b. Students scoring at or above the 97th percentile will be considered 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 Liason 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 and counselor 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 or by self-recommendation.
- b. Students in grade 10 will take the Oregon Statewide Assessment.
- c. Students scoring in the 97th percentile or higher in the areas of Total Reading or Total Math, will be considered 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. The TAG Liason 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 and counselor or other building representative.
- g. 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.