

Materials Checklist

1

Reference Materials

- The Texas State Plan for the Education of Gifted/Talented Students
- District Gifted/Talented Program Manual
- Board Policies: EHBB local and legal
 - District Policy for Transfer Students
 - District Policy for Reassessment of Students
 - Appeals Policy

2

Required Materials

- Referral Forms
- Assessment/Placement Results Letter for Families
- List of Assessments used for each grade band
 - All necessary staff training components for each assessment are listed
 - All necessary implementation components for each assessment are listed
 - List of assessment options for students that need accommodations (special education, bilingual, etc.)

3

Optional Materials

- Previous Year's Communication with Families and Community related to Referral Process
- Previous Year's Agenda for Awareness Session
- Previous Year's Assessment Calendar or Schedule
- Selection Committee Materials
 - Training Materials used to align selection decisions
 - Assessment requirements used by the district (cut scores, matrices, etc.)
 - List of Selection Committee members with credentials related to Gifted and Talented program requirements
- Kindergarten Consideration Checklist
- List of Assessments used to identify the areas of "leadership, artistic, and creative areas"

Communication Checklist

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Staff Communication

- Schedule staff communication to go out district-wide describing the identification process. Include verbiage encouraging staff to refer students and list specific campus contacts available to answer staff and parent questions.
- Send out communication to any staff member who has a role in the process to notify them of their expectations during the process. This includes:
 - Campus Contact (Administrator or Counselor that oversees campus program)
 - Testing Proctors (staff used to implement assessments with students)
 - Selection Committee Members
- Train testing proctors

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Family Communication

- Post an announcement on the Gifted/Talented page of your website
- Schedule any other needed communications to go out to families. This may include:
 - Additional ads on the district and/or campus websites
 - Fliers that go out to parents
 - Updates in the district newsletter
- Schedule and present a Family Awareness Session
 - Prepare an overview of the Gifted/Talented program
 - Share relevant documents supporting families, including where the district manual is located, a list of campus contacts, referral packets, etc.

Referral Checklist

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Prepare Referral Packets

- Packets may include:
 - Permission to Assess Students
 - Staff/Parent/Student surveys
 - Information related to student portfolio requirements (if applicable)
 - Outline of Testing Schedule
 - List of Campus Contacts
- For reference, share referral packets with campus coordinators and staff involved in the identification process.
- Post access to packets in a public space such as a website link, and physical copies on each campus available to families/staff.

2

Collect Necessary Documents

- Collect "Permission to Assess" documents for all students who are referred.
- Prepare a list of students in each grade level to be assessed, including homeroom teacher information for scheduling purposes.
- Kindergarten Considerations should take place with all kindergarten students. "Considerations" can include the following: Note that students who do not meet these criteria can still be referred for testing.
 - Checklists are used by staff with all students to look for characteristics of giftedness.
 - Identify students for referral based on their performance on grade-level norm-based assessment (universal screener, etc.).

3

Create a Testing Schedule

- Create an outline of the testing schedule that includes:
 - Referral window
 - Testing dates by grade level or grade band
 - Makeup dates for testing
 - Selection committee meeting date(s)
 - Start date for services



Assessment Process Checklist

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Prior to Assessments

- Schedule specific dates/times for assessments by grade level or grand band.
- Communicate assessment details with all campus coordinators
 - Name of staff member proctoring the assessment(s)
 - Date/time scheduled
 - Students that will be involved, homeroom teacher
 - Any materials students need to bring
 - Any specific testing procedures (practice tests, written or computerized testing, small group or individual, etc.)
 - Scoring information for assessments
 - Makeup testing information

2

During Assessments

- Pull students for assessments
 - Note student's assessment abnormalities (if needed)
 - Note students that will participate in makeup test dates

3

After Assessments

- Score assessments
 - Score surveys on a district or vendor-approved rubric
 - Collect and score student portfolio items on a district-approved rubric
 - Hand-score any other assessments as needed
- Prepare Student Data
 - Use a student portfolio or data matrix to record the assessment scores for each student.
 - Optionally include additional considerations at the bottom of your portfolio or matrix that identifies:
 - Language Needs (EL, Bilingual, ESL)
 - Special Education support
 - Students from specific populations (Low SES, Migrant, Homeless, etc.)

Identification Process Checklist

1

Selection Committee

- ❑ Schedule specific date(s)/times for selection committee(s) to meet
- ❑ Send out information related to scheduled sessions and requirements for staff participation
 - ❑ Materials to bring to the meeting
 - ❑ Training materials they should review in advance of the meeting
 - ❑ Notice of nondisclosure related to assessments and student data
- ❑ Prepare Selection Committee Training materials
 - ❑ Slides or information related to assessments used and criteria for services
 - ❑ Slides and examples to set expectations for selection decisions
 - ❑ Slides to explain requests for “additional assessment information” when the committee cannot come to an agreement or sees a need for further testing
- ❑ When multiple committees are used, group student data sheets together to prepare them for review by the appropriate committee
- ❑ Train Selection Committee(s)
- ❑ List all selection committee decisions

2

Communicate Results

- ❑ Communicate results with families and staff
 - ❑ Students who will begin services should receive a letter informing them when the services start and advising them of any schedule adjustments needed.
 - ❑ Students who have not been identified as needing services will be informed that a decision has been made and who to contact if they have questions related to the decision. Include information related to the ability to appeal the committee decision.
 - ❑ Provide necessary staff with a list of identified students and any schedule adjustments that will take place.

3

Prepare for Services to Begin

- ❑ All Kinder students that are identified should start services no later than March 1 of the year they are identified.
- ❑ All other students should be scheduled to start services following your district expectations.
 - ❑ Provide necessary staff with a list of identified students and any schedule adjustments that will take place.
 - ❑ If services begin the following year, then document the intent to begin services following your district protocols.