

Grades 6-8 (Middle School) Guidelines

STEP 1: REFERRAL

Teachers, principals, counselors, or parents may refer pupils in the five (5) areas of giftedness: general intellectual, specific academic, creativity, leadership and/or visual and performing arts.

The law states that the “procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:”

(a) A valid and reliable combination of formal and informal measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options.

(b) The person(s) nominating must fill out a referral form and include three (3) or more of the following recognized or acceptable assessment options for identification and diagnosis:

- collection of evidence demonstrating student performance
- behavioral checklists
- diagnostic data
- continuous progress data
- anecdotal records
- parent interview or questionnaire
- previous formal test data
- supporting narrative

STEP 2: PERMISSION

Every school shall forward to the parent or guardian of each student nominated for the gifted and talented a permission slip requesting authorization for diagnosis of strengths and talents including any additional testing which may be necessary. The permission slip must be signed by the parent or guardian and returned to the school.

STEP 3: IDENTIFICATION/FORMAL & INFORMAL MEASURES

To qualify as a gifted and talented student in grades 6-8, the following criteria shall be met in one (1) of these gifted and talented categories:

(a) General intellectual ability shall be determined by a student score within the ninth stanine on a full scale comprehensive test of intellectual ability. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

(b) Specific academic aptitude shall be determined by scores in the ninth stanine on one or more subject test scores of a standardized, norm-referenced achievement test (e.g., Explore Test). Supporting evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude (e.g., MAP Testing, K-Prep Testing).
2. Student awards or critiques of performances
3. Off-level testing
4. Portfolio of high academic performances; or
5. Student progress data

(c) Creativity shall be determined by committee through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability also may include:

1. Creative writing samples
2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.)
3. Behavioral checklists or observations specific to creative behavior; or
4. Observation of original ideas, products or problem-solving

(d) Leadership or psychosocial abilities shall be determined by committee through a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics)
2. Peer recommendations
3. Behavioral checklists or observations specific to leadership behavior
4. Portfolio entries which display leadership qualities; or
5. Offices held by student in extracurricular activities and class government

(e) Visual and performing arts talent shall be determined by committee through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or
2. Portfolio of visual or performing arts ability

STEP 4: MULTIPLE SERVICE OPTIONS

According to 704 KAR 3:285 each identified sixth through eighth grade student shall be provided multiple service delivery options that specifically meet the needs of the student with no single service option existing alone. In grades 6-8 multiple service options may be offered from the following list:

- accelerated classroom (Identified GI and/or Specific Academic G/T students clustered at each gr. level)

- various acceleration options: early exit primary, grade skipping, subject area higher grade level, content higher level
- collaborative and consultation services
- competitions
- counseling services
- differentiated study experiences
- enrichment services
- independent study
- mentorships
- pull-out services
- resource services