

# SKAMANIA SCHOOL DISTRICT

## *Highly Capable Programs*

### Teacher

#### Pre-Referral and Referral Packet

***DUE DATE: October 13, 2023***

Skamania School District  
Highly Capable Program  
122 Butler Loop Rd  
Stevenson, WA 98648  
509-427-8239

Superintendent  
Milt Dennison

Head Teacher  
Katie Chavarria

## ***Overall Referral & Testing Process***

<b>1</b>	<ul style="list-style-type: none"> <li>• Student is referred for Highly Capable Testing.</li> <li>• Referral can be initiated by parents, teachers, school/district staff, community, other family, or self.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• A completed referral must contain both packets: _____</li> <li>*Teacher Feedback Form (if teacher did not initiate).</li> <li>*Parent Permission (Referral form) (If parent did not initiate) .</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Referred students are tested using the CogAT test: _____</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Families are notified of placement via mail and school _____</li> </ul>

## ***Teacher Referral & Feedback Process***

<b>STEP ONE:</b>	<i>Complete the Pre-Referral process.</i>
<b>STEP TWO:</b>	<i>View the “Characteristics of Gifted Children” page and determine students for highly capable testing referral.</i>
<b>STEP THREE:</b>	<i>Complete the Teacher Referral &amp; Feedback Form for each student that you are referring or that has been referred by another individual.</i>

**Completed forms are due by October 13 to Katie Chavarria.**

## STEP ONE: TEACHER PRE-REFERRAL PROCESS

**Directions:** Think about the students in your classroom as you read each of the following sections. For each section, list the student(s) who come(s) to mind. This form need not be turned in.

**ADVANCED LANGUAGE:** Displays an advanced vocabulary and an ability to use more complex language effectively in a variety of situations. Some possible behaviors may include: uses similes, metaphors or analogies; modifies language for less mature children, uses language to teach other children, unassumingly uses multi-syllable words, uses verbal skills to handle conflicts or to influence behavior of others; expresses similarities and difference between unrelated objects; uses time concepts.

Names of students that come to mind: \_\_\_\_\_

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**ANALYTICAL THINKING:** Demonstrates an ability to discern components of a whole. The student may not be organized, yet enjoys organizing and planning events/procedures. Some possible behaviors may include: analyzes classroom tasks; is unusually attentive to details in environment; sees cause and effect relationships; takes apart and reassembles things/ideas; expresses relationship between past/present experiences; makes up or expands stories, songs, riddles about learning experiences; organizes collections of things. Names of students that come to mind: \_\_\_\_\_

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**MOTIVATED:** Shows curiosity and inner drive for thorough, independent understanding. Some possible behaviors may include: asks penetrating questions; is curious, asks *how*, *why*, and *what if*; keeps at an issue until it makes sense; displays unexpected depth of knowledge in one or more areas; remembers; has accelerated task commitment and energy when learning; wants to do things on own; independent.

Names of students that come to mind: \_\_\_\_\_

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**PERSPECTIVE:** Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, and/or art. Some possible behaviors may include: seeing another's point of view; creates interesting shapes and patterns; sees the "big picture" in a variety of situations. Names of students that come to mind: \_\_\_\_\_

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**SENSE OF HUMOR:** Demonstrates understanding of higher levels of humor and a finely developed sense of humor. Some possible behaviors may include: catches an adult's subtle humor; uses figurative language for humorous effect; understands and uses puns and riddles; plays with language; says or does something to indicate a finely developed sense of humor.

Names of students that come to mind: \_\_\_\_\_

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**SENSITIVITY:** Intensely sensitive to the needs and motivation of others. Some possible behaviors may include: uses empathic statements; has a strong sense of justice; has high expectations of self and others; spontaneously takes action to help someone in need.

Names of students that come to mind: \_\_\_\_\_

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**ACCELERATED LEARNING:** Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typically expected for age group. Some possible behaviors may include: rapidly accelerates learning after onset; has unusual ability to comprehend symbols (musical, numeral, alphabet, maps); reads consecutive passages at an advanced reading level and explains meaning of what is read; has unexpected mastery of numbers; has unexpected understanding of mathematical concepts. Names of students that come to mind: \_\_\_\_\_

Grade	Criteria
K -1	If teacher/parent/community/student referred: Give CogAT screening Criteria for placement: <ul style="list-style-type: none"> <li>● 9th stanine on CogAT screening automatically qualify.</li> <li>● 7th/8th stanine on CogAT screening - teacher fills out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form. Multidisciplinary team will make decision regarding placement.</li> </ul>
2 & 5	All students are screened with CogAT 7 in the Fall Criteria for placement: <ul style="list-style-type: none"> <li>● 9th stanine on CogAT screening automatically qualify.</li> <li>● 7th/8th stanine on CogAT screening - teacher fills out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form. Multidisciplinary team will make decision regarding placement.</li> </ul>
3 - 4 6 - 8	New students who are nominated will be screened using CogAT 7 or teacher/parent/community/student referred: Give CogAT screening Criteria for placement: <ul style="list-style-type: none"> <li>● 9th stanine on CogAT screening automatically qualify.</li> <li>● 7th/8th stanine on CogAT screening - teacher fills out the 3 scales (motivation, creativity, leadership), parent completes referral form and permission form. Multidisciplinary team will make decision regarding placement.</li> </ul>

**STEP TWO:** Look over the names of the students you have listed in the previous pages. Is there a name that appears in more than one category? Consider if this might be a student that is highly capable and should be referred for testing. Next, review the "Characteristics of Gifted Children".

### *Bright Child vs. Gifted Learner*

Observing gifted characteristics is often difficult when we are dealing with obviously bright children. The chart below is helpful in seeing the subtle differences between the bright child and the gifted learner.

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understand ideas	Constructs abstractions
Grasps the meaning	Draws inferences
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

#### What Does Highly Capable Mean?

Being Highly Capable (gifted learner) means having extraordinary ability or potential in intellect, academic aptitude or creative thinking.

Some examples include:

- \* Advanced vocabulary
- \* Curiosity (asks endless questions)
- \* Sophisticated sense of humor
- \* Experiments with ideas
- \* Advanced creativity

**STEP THREE:** Complete the *Teacher Referral & Feedback Form* for each student that you are referring or that has been referred by another person. **Completed forms are due to Katie Chavarria by October 13.**

**Skamania School District  
Highly Capable Program Descriptions**

**Definition:** Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general population, but are present within all protected classes. To be identified for highly capable services in Skamania School District, a student must obtain a stanine score of 9 (a stanine is a reporting scheme or a way of ranking student performance on a test, based on an equal interval of 1 to 9) or above on a standardized IQ assessment (CogAT). Use of multiple objective assessments measures will be used for those at stanine scores of 7 or 8.

**Grades Served: K-8**

**Brief Description**

- Differentiated instruction within the classroom
- Optional subject-specific grade level acceleration
- Utilization of technology for accelerated tasks
- STEM-based activities specific to student interests
- Inquiry and project based learning

***Referral Process***

***Who can initially refer students to highly capable testing?***

Anyone may refer a student for testing for the Highly Capable Program. Referrals can come from parents, teachers, school specialists, friends, family, community members, or even the student themselves. These forms are attached to this document and available at [www.skamianaschooldistrict.org](http://www.skamianaschooldistrict.org).

***Referral Timeline***

The referral forms (attached) for the 2022-23 school year placements are available on line or in the school office.

***Parent Referral Forms and Permissions***

All parents (if not the originator of the referral form) must complete a Referral Form and give permission for the student to be tested and potentially receive services in Highly Capable Programs. The form is attached to this handout and available on-line at [www.skamianaschooldistrict.org](http://www.skamianaschooldistrict.org).

***Teacher Referrals & Feedback Forms***

Teachers complete a *Teacher Referral & Feedback Form* for every one of their students that have been referred for testing. These are available online at [www.skamianaschooldistrict.org](http://www.skamianaschooldistrict.org) or in the school office.

**All referral forms, parent permissions and teacher referral forms are due to the school office by \_\_\_\_\_ for this school year.**

## *Screening, Assessments & Selection Process*

**Screening:** Students nominated for highly capable programs use one or more of the following:

➤ **Achievement Test Scores**

• **Grades K-2:**

CogAT Screener

DIBELS

iReady

• **Grades 3-8:**

CogAT Screener

District and Statewide assessments: students must meet or exceed standard.

DIBELS

iReady

- **Creativity:** Creativity is assessed via Renzulli-Hartman scale that is completed as part of the teacher feedback form.
- **Leadership:** Leadership is assessed via Renzulli-Hartman scale that is completed as part of the teacher feedback form.
- **Motivation:** Motivation is assessed via Renzulli-Hartman scale that is completed as part of the teacher feedback form.

**Assessment:** Students identified during the screening process may participate in the CogAT 7 Assessment, based on multidisciplinary teams' decisions.

**Cognitive Abilities Test (CogAT 7):** To be automatically identified for highly capable services in Skamania School District, a student must obtain a stanine score of 9 (A stanine is a reporting scheme or a way of ranking student performance on a test, based on an equal interval of 1 to 9). Use of multiple objective assessments measures will be used for those at a stanine score of 7 or 8.

**Selection:** A *Multi--Disciplinary Team* consisting of teachers, coordinators, and school administration is convened to review the above mentioned data and make final selection decisions.

## *Testing Process & Testing Dates*

### *2023-24 School Year*

**Grade K-8:** Testing will take place at school on October 23.

#### *Notification*

Student's work on the CogAT will be submitted on the day of testing. Once results arrive in the district, the **Multi-disciplinary Team** must meet to review results and make placement decisions. Schools and parents are tentatively scheduled to be **notified via mail by November 15, 2023**. Once a student has qualified for highly capable programs, they do not need to test again. If parents have any questions about placement, they are directed to call Katie Chavarria at 509-427-8239.

#### *Appeals*

**Appeals:** Appeals are considered annually for students who did not meet the criteria. The **Multi-disciplinary Team** will examine provided evidence of high ability and need for program placement. Parents must contact the school at 509-427-8239 to receive an appeal form. **The deadline for appeals is 3 weeks after receipt of the placement notification letter.**

**Outside testing:** Private testing as well as testing from other districts is accepted for appeal review.

*Skamania School District Highly Capable Program*  
**TEACHER REFERRAL & FEEDBACK FORM**

***Student Information:***

<b>Student Name:</b>	<b>Current Grade:</b>
<b>School:</b>	<b>Teacher:</b>

***Information:***

<b>Name:</b>	<b>Phone #:</b>
<b>Position:</b>	<b>Date:</b>

**PART A: Renzulli-Hartman Scale**

Please read the statements carefully and use the scale below to place an X in the appropriate checkbox. Each item in the scale should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

- SCALE: 1. SELDOM to NEVER observed the characteristic.**  
**2. Observed this characteristic OCCASIONALLY.**  
**3. Observed this characteristic to a CONSIDERABLE degree.**  
**4. Observed this characteristic ALMOST ALL OF THE TIME.**

**SECTION 1**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.				
2.	Is an individual; does not fear being different.				
3.	Is sensitive to beauty; attends to aesthetic characteristics of things.				
4.	Is uninhibited and tends to hold strongly to expression of opinions and emotions. (sometimes radical and spirited disagreement)				
5.	Is unusually aware of his/her impulses and open to the irrational in him/herself; shows emotional sensitivity.				
6.	Displays a keen sense of humor and sees humor in situations reflective of own cultural background. (May see humor where others do not)				
7.	Is a high risk taker, is adventurous and speculative. (Sometimes has different criteria for success)				

8.	Is unwilling to accept authoritarian pronouncements without own critical examination.				
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**SECTION 1**

		1	2	3	4
9.	Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses. (Sometimes offers unbelievable or "way out" responses.)				
10.	Displays a good deal of intellectual playfulness, fantasizes, manipulates (i.e. changes, elaborates, adapts, improves, modifies) ideas, objects or systems.				
<b>ADD TOTALS OF EACH COLUMN 1-4.</b> Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for that column.)					
<b>TOTALS SUM</b> Provide the combined sum of the columns in the box to the right.					

**SECTION 2**

		1	2	3	4
11.	Likes to organize and bring structure to things, people or situations.				
12.	Needs little external motivation to follow through on topics or problems that excite him/her. Takes advantage of opportunities to learn and enjoys challenge.				
13.	Is interested more than usual of age level in many adult issues such as religion, politics, environmental control, etc.				
14.	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic).				
15.	Requires little drill to grasp concepts; is easily bored with routine tasks. (Needs to know reasons for activity)				
16.	Is quite concerned with right and wrong, good and bad; often evaluates and passes on judgment on events people and things.				
17.	Often is self-assertive (Sometimes even aggressive)				
18.	Prefers to work independently, requires minimal directions from teachers (or resists directions)				
19.	Is self-critical and strives for perfection; is not easily satisfied with own speed or products. (Sometimes critical of others and not of self)				
<b>ADD TOTALS OF EACH COLUMN 1-4.</b> Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for that column.)					
<b>TOTALS SUM:</b> Provide the combined sum of the columns in the box to the right.					

**SECTION 3**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
20.	Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers; looks for similarities and differences in events, people, and things.				
21.	Possesses a large storehouse of information beyond the usual interest of age of peers about a variety of topics or interests.				
22.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick". (Can be an annoyance in persisting to ask questions.)				
23.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc.				
24.	Reads a great deal on his/her own; does not avoid difficult or adult-level material; shows a preference for biographies autobiographies, encyclopedias, atlases, travel, folk lore, poetry, science, history, and drama.				
25.	Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people, or things. (Sometimes is skeptical.)				
26.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, imagery, elaboration, fluency in any language. (Sometimes rambles on and on, or talks too much.)				
27.	Catches on quickly; retains and uses new ideas and information.				
<b>ADD TOTALS OF EACH COLUMN 1-4.</b> Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for that column.)					
<b>TOTALS SUM:</b> Provide the combined sum of the columns in the box to the right.					

**PART B: FREE-RESPONSE**

Describe why you would recommend or not recommend this student for a highly capable program. (Add additional comments on the back of the form if needed):

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Are

there any constraining factors that may influence performance on standardized assessment? (e.g.: culturally or linguistically diverse, IEP, 504 Plan, ELL, other). If so, please explain. (Add additional comments on the back of the form if needed):

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You are done! Please give completed form (make sure to include all pages) to Mrs. Chavarria by \_\_\_\_\_.