

**Darien Public Schools
District #61
7414 Cass Avenue
Darien, Illinois 60561**

GIFTED EDUCATION IDENTIFICATION PROCESS:

Kindergarten through grade 2:

Kindergarten through second grade students who show gifted potential will be evaluated using both objective assessment and professional judgment to identify special needs of the student. Those students considered to be highly gifted, who demonstrate a need for special programming, may have an individual plan developed by the classroom teacher and the resource teacher. At K-2 levels, assessment includes observation, teacher checklist, aptitude assessment, and/or talent assessment including achievement tests when available.

Grades 3-5:

Students will be evaluated for specific aptitudes in the fundamental areas of learning using a combination of the Stanford Achievement Test sub scores (>95), Otis Lennon Ability Index (>125), teacher checklist of observed behaviors, and/or observed talent. Specific needs of identified students will be met using differentiation in the classroom, cluster grouping, acceleration, and/or an individual plan consistent with the needs of the student (s).

Discovery Program, grades 3-5:

The Discovery Program is an interdisciplinary pull out program for students identified on the basis of general intellectual ability. Selection criteria to be considered for the initial talent pool include the following:

1. Stanford Achievement Test (>95) in the areas of reading, mathematics, and total battery.
2. Otis Lennon Ability Scores (>125) in the areas of Verbal, Nonverbal, and Total Battery.
3. Talent evaluation instrument completed by the classroom teacher.

These scores are transferred to a weighted matrix on which a student receives a matrix score. A committee of professionals reviews the above information. The committee determines if further evaluation needs to be completed and finalizes the selection process.

Grades 6-8:

Specific aptitude identification is used to determine the students who are eligible for gifted classes in the following areas:

Grade 6:

Reading/Language Arts
Math

Grade 7-8:

Reading/Language Arts
Math
Science
Social Studies

Stanford Achievement Test sub scores related to the specific subject areas (>95), Otis Lennon Ability Test sub scores (>125), and the results of the teacher checklist of specific attributes (Including Writing Rubric scores) are placed on a weighted matrix. The matrix score is combined with the thinking skills sub score, performance assessment, and other indicators such as Talent Search. For mathematics placement, the results of the Orleans Hanna Test of Algebra Prognosis is reviewed, as well as the Glencoe Placement Test for 6th grade. These criteria are considered by a committee of professionals. Students are rank ordered and final placement is determined.

Exit Criteria: Students in the sixth, seventh, and eighth grade gifted classes who do not maintain a C average or above, fall below the 95%ile Stanford Achievement Test sub score in the related subject areas, along with a teacher recommendation for removal from the class, may be exited from the gifted class after a conference with the student and his/her parents.

In order to meet the complex and unique needs of the gifted learner, it is important to focus on students who most need differentiated provisions.. Therefore, the temptation to include large segments of the population should be resisted since it results in diminished attention to those who most need stimulation at higher levels and creates frustration for children who do not have the same exceptional needs.

-revised 9/03

-on file with State of Illinois; Comprehensive Plan for Gifted Programs