Lewis-Palmer School District #38

Early Access K-1 of High Ability Learners
How Do We Assess Early Entrance?

Identification of High Ability High Performing Students

Quantitative

- Individual Intelligence – IQ 140 – 97th Percentile, National Norms
- TEMA (Test of Early Mathematics Ability) - 97th Percentile, National Norms
- TERA (Test of Early Reading Ability) - 97th Percentile, National Norms

Qualitative

- Student portfolio with work samples
- Preschool recommendations
- Teacher observations
- Interviews of child and parent using a standard protocol
- Social and emotional maturity, including the student’s persistence and motivation
- Child’s physical health including size if competitive sports are considered
- KOI (Kingore Observation Inventory) K-3 Parent and Preschool Teacher

A combination of ALL of these elements is used to identify these students. Final decision for placement rests with the local school. The Iowa Acceleration Scale is used to gather additional information related to acceleration.
What Should I Know About Gifted Preschool Children?

Some preschool children stand out from the group. They are intense, sensitive, and seem to be more aware of the world around them than other children their age. Many times they are able to do "school work" long before they go to school. They may be intensely interested in some area: for example, Sarah may want to examine every rock she passes and can distinguish between igneous and metamorphic, or Seth may beg for yet another book about engines, recognizing the differences between steam engines, diesel, and internal combustion. These children often have a lot of unanswerable questions.

Gifted preschool children differ from bright children their age in some of the ways they think and feel. In most cases, their physical development is similar to other children’s. However, each child is an individual with an individual pattern of development. Characteristics include but are not limited to:

- The use of advanced vocabulary
- Development of early reading skills
- Keen observation and curiosity
- An unusual retention of information
- Periods of intense concentration
- Task commitment beyond same-age peers
- Ability to understand complex concepts
- Ability to perceive relationships
- Ability to think abstractly
- Concern with social and moral issues
- Knowledge advanced above age peers
- Problem identification and solving
- Productive thinking and original thought or expression
- Unusual sense of humor

Early Entrance
Assessments used
to Determine
Placement

- Kingore Observation Inventory (KOI) from preschool/kindergarten teacher
- Kingore Observation Inventory (KOI) from parent
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)
- Test of Early Reading Ability (TERA)
- Test of Early Mathematics Ability (TEMA)
- Iowa Acceleration Scale (IAS)

Request letter from parent received by the District Facilitator of Gifted Education No Later than March 1

Portfolio Guidelines

- District Facilitator provides parent with Early Access Process Flow Chart and Portfolio Guidelines
- Parent submits assembled portfolio no later than April 1
- Portfolio should include dated work samples including, but not limited to:
  o Examples of Number Sense (knowledge of)
  o Examples of Beginning Alphabet Sounds (knowledge of)
  o Examples of Colors (knowledge of)
  o Examples of Writing
  o Examples demonstrating student area(s) of interest
  o Examples of Drawings
  o Other items parent deems appropriate
- Parent contacts District Facilitator to schedule an appointment to discuss and review the completed portfolio
- District Facilitator, Building Facilitator, and Early Childhood Specialist discuss portfolio with parent
- Student is interviewed at time of portfolio review
- Determination is made by District Facilitator, Building Facilitator, and Early Childhood Specialist whether portfolio represents potential for early access and process follows Early Access Flow Chart for Highly Gifted Children
- Parent gives authorization for testing and observation at school site, either preschool or kindergarten
- Decisions of the school team are final and will apply to all schools within the District
- If parent selects to take testing results to an out-of-District school, a fee may be charged to cover the costs of administering the assessments
**STEP ONE**
- District Facilitator provides parent with Early Access K-1 of High Ability Learners and Acceleration Philosophy that include the Process Flow Chart and Portfolio Guidelines
- District Facilitator informs Principal and Building Facilitator at local school where parent wishes to enroll student of possible early entrant
- Parent submits assembled portfolio no later than April 1
- Parent contacts District Facilitator to schedule an appointment to discuss and review the completed portfolio
- District Facilitator, Building Gifted Facilitator, Principal, and Early Childhood Specialist discuss portfolio with parent
- Student and parent are interviewed at time of portfolio review

**Early Access is Appropriate**
- Student identified as gifted and classroom placement determined
- Teacher, Building Gifted Ed Facilitator, & parent develop ALP
- Ongoing support and monitoring with evaluation and adjustment of ALP as needed
- District notifies parent

**Early Access is Inappropriate**
- Student may qualify as gifted
- Teacher, Building Gifted Ed Facilitator, & parent develop ALP
- Ongoing support and monitoring
- District notifies parent

**STEP TWO**
- District Facilitator provides preschool /kindergarten teacher with KOI for behavior rating
- District Facilitator arranges for TEMA and TERA testing
- District Facilitator refers student to school psychologist for individual testing on WPPSI

**STEP THREE**
- District and Building Gifted Education Facilitators complete the Iowa Acceleration Scale (IAS) based on accumulated data
- Identification criteria at 97th percentile or above on standardized tests must be met
- District Facilitator schedules school team meeting including parents, Early Childhood Specialist, School Psychologist, Building Gifted Ed Facilitator, Classroom Teacher, Principal, and/or other appropriate personnel using LPD acceleration mapping protocol
- School team decides whether early access is appropriate using the LPD Mapping Protocol for Early Access K-1 of High Ability Learners—consensus must be reached
- Decision is final for schools throughout the District

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Mapping Protocol for
Academic Acceleration of High Ability Learners

**Purpose:** This Mapping Protocol is a tool that will assist the Placement Team in taking an objective look at student data, analyzing the major factors to be considered when making a decision about whole-grade acceleration, identifying student’s strengths and areas of concerns, and determining options for next steps for programming.

**Steps:**
1. **Getting started**
   a. District Facilitator of Gifted Education facilitates the meeting, briefly explains the protocol, and outlines the process the group will use to examine the data. Additionally, the District Facilitator of Gifted Education establishes group norms, such as:
      - Following the protocol
      - Listening for understanding
      - Getting all voices in the room
   b. Gifted facilitator has the assessment and school/home factors data on chart paper or whiteboard from Iowa Acceleration Scale

<table>
<thead>
<tr>
<th>Assessment</th>
<th>School/Home Factors</th>
<th>Strengths and Concerns</th>
<th>Needs and Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aptitude • Ability • Achievement • Classroom formative assessment • Kingoré Observation Inventory</td>
<td>• School and academic factors • Developmental factors • Interpersonal skills • Attitude and support</td>
<td>Academic Strength….Concern Social/Emotional Strength….Concern</td>
<td>Needs Options</td>
</tr>
</tbody>
</table>

2. Gifted Facilitator presents the data on assessment and school and home factors
   a. The team asks clarifying questions about the data which will be answered by the person familiar with the assessment
   b. This is not a time for discussion but clarification
3. In round-robin order, placement team members take turns identifying academic strengths and concerns AND social/emotional strengths and concerns from the data presented
   a. Responses are recorded on chart paper
   b. Discussion takes place after all ideas have been recorded
4. In round-robin order, the placement team members take turns identifying student needs and options for student placement
   a. Responses are recorded on chart paper
   b. Discussion takes place after all ideas have been recorded
5. The group works toward consensus
   a. Based on the information
   b. Trust the process, the decision is clear if the protocol is followed
6. Debriefs the protocol – How did the Mapping Protocol help the decision?