



Nomination and Selection Process

There are several nomination tools and processes used to identify a pool of potential candidates for entry into the Intellectually Gifted Program. This identification process ensures a fair and accurate pool of candidates.

Students are given scores for several nomination tools that have been proven to provide an accurate reflection of giftedness within elementary and middle school students. These nomination scores are weighted and a total weighted score of 90 or more denotes eligibility for placement into the program. Students are/can be nominated by the following individuals: building principal, Intellectually Gifted teacher(s), classroom/specialist teacher(s), Child Study Team, parents, peers, or self.

Nomination Instruments:

1. Standardized tests
2. Weighted scores for exemplary student academic grades
3. Nominations (from the forms below):
 - a. Teacher Nomination
 - i. Renzulli Form (Grades 2-6)
 - ii. Teacher Checklist- First & Second Grade Provisional Placement
 - iii. Anecdotal Information
 - b. Peer/Self Nomination
 - c. Parent Nomination
4. Guilford Assessment (as needed)

The Nomination Process:

The nomination process enables a test pool to be developed. Phase One of the selection process includes student's grades, student state test scores (grades 3-8) falling within the 80th percentile range or having a score of 750 or above in three subjects: English Language Arts, Mathematics and Science (Grades 5th and 8th) on their standardized NJSLA tests. This phase is weighted with a score of 40-50 depending on the proficiency of test scores.

Phase Two of the selection process includes the results of the Teacher Nomination Form (Renzulli based form,) the Parent Nomination Form, weighted academic grades, and the

Peer/Student Nomination results. A total weighted score of 40 or more on the above nomination instruments denotes eligibility within this phase.

Final Nomination (if required) Process:

The Guilford Assessment is the testing instrument utilized to finalize the selection process. This test is designed to assess students from diverse populations. This assessment is an alternative-uses creativity test that has the examinee list as many possible uses for common items. Scores are compiled based on originality, fluency, flexibility, and elaboration. Higher scores indicate creativity, which in turn is an important indicator of divergent thinking. Creativity is an important facet of giftedness. Creativity is, however, very difficult to define and measure. Divergent thinking tests are often used, though of course they really just *estimate the potential* for creative thought. The questions on the assessment link intelligence to IQ scores.

The Selection Process:

The results of the state tests are combined with the weighted score of the four nomination instruments as indicated above. An example of the formula is below:

NJSLA test results = 40-50% (of total score)

Weighted Scores of the nomination Instruments (combined weight) = 50% (of total score)

Selection Criteria:

A total weighted score of 90-100 denotes full eligibility for participation in the program. A total weighted score of 85-89 denotes provisional participation in the program. This is for students in the second through eighth grade. The procedure for first grade provisional placement begins in early June when the IG teacher determines a pool of possible candidates by looking at the present kindergarten grades/ELA/Math benchmark scores.

A kindergarten checklist is given to the student's present kindergarten teacher. The teacher completes the form and returns it to the IG teacher in the building. If the student receives eleven responses out of a possible fifteen, that student is then placed provisionally in the program for the upcoming school year. At the end of first grade the student undergoes the selection process for permanent placement in the program. This would include the previous procedures for selection. If the student meets the requirements, he/she is then placed permanently in the program. All first grade students are placed provisionally. Any student who participates provisionally must undergo the more rigorous selection process for grades 2 and beyond.

Nomination and Selection Scales

Weighting Criteria

(by points)

Grades 2, 3, 4, 5, 6, 7, 8

40%	30%	10%	10%	10%
<u>NJSLA</u>	<u>Renzulli</u>	<u>Peer/Self</u>	<u>Parent</u>	<u>Grades</u>
750-760=40	30-32=20	8+ =10	8+ =10	A's =2 points each
761 or Higher=50	27-29=18	7 =9	7 =9	B's =1 point each
	24-26=16	6 =8	6 =8	
	20-23=14	5 =7	5 =7	
	17-19=12	4 =6	4 =6	
	14-16=10	1-3 =5	1-3 =5	
	0-15=0	0 =0	0 =0	

Extra points, if needed, will be taken from the **Guilford Assessment**, to be given to students by the Gifted teacher as soon as possible (prior to the start of the instructional year). Each creative response on the assessment will be **worth 2 possible points** (per 5 pictures) **for a total of 10 points**. Pictures are graded on creativity, flexibility, fluency, and elaboration.

The nomination score is made up of the following scores/results: NJSLA, Renzulli form, Peer/Self Nomination, Parent Nomination, and student Grades. The Guilford Assessment will be administered to students needing 1-10 extra points (bonus points) in order to meet eligibility requirements.

A total weight of 90 or above points is the basis for participation in the program. A total weight of eighty-five to eighty-nine (85-89) points is the basis for provisional participation in the program.

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Procedure for Provisional Placement of First Grade Students

For First Grade Placement:

During the end of Spring (May/June) of the student's kindergarten year, the Intellectually Gifted (I.G.) teacher in the building and the classroom teacher determine a pool of possible candidates for the first grade I. G. Program by seeking nominations from classroom teachers. A kindergarten checklist is then given to the student's present kindergarten teacher. The teacher completes the form and returns it to the I.G. teacher in the building. If the student receives 12 positive responses out of a possible 15, that student is then placed *provisionally* in the I. G. Program for the ensuing school year.

At the end of first grade the student undergoes the selection process for *permanent* placement in the program. This includes teacher input, parental input, student/peer nominations, and student grades. If the student meets the requirements, he/she is then placed officially in the Intellectually Gifted Program. All first grade placements are provisional. Students who participate provisionally in the Intellectually Gifted Program undergo a more rigorous selection process for permanent placement at the beginning of the second grade year.

Participation Guidelines

Acceptance

Upon acceptance into the Intellectually Gifted Program, parents are notified via an acceptance letter. A student profile is completed and placed in the student's cumulative folder. Principals and participating classroom teachers will receive a list of students placed in the program. Students are scheduled into the program in October of each school year by the assigned Intellectually Gifted teacher .

Students who do not meet the criteria for participation **may be** re-tested two years after the first nomination/testing experience. Students may be audited and provisionally placed the following year if they are re-nominated by their teacher during the June nomination process.

Provisional

A provisional acceptance into the program is based on the selection criteria. Students who are provisionally accepted will participate in the program for one year. A review of the

student's progress and performance is conducted by the Intellectually Gifted teacher. Successful completion of the contracted program goals will establish the student's full acceptance status for the following school years.

Administrative

In the event a student has not met the necessary criteria to be placed into the Intellectually Gifted program an appeal may be filed with the Office of Curriculum and Instruction by the student's parent(s). The appeal will be reviewed and a decision made accordingly. Notification will then be given to all appropriate parties.

Withdrawal

Students may be withdrawn from the program by their parents, the Intellectually Gifted teacher, or by themselves (**with** parental approval). Parents must send in a written request for withdrawal from the program, stating reason(s) for withdrawal, to the Gifted teacher. A copy will be submitted to the building principal, Office of Curriculum and Instruction and placed in the student's cumulative folder.

Termination

A student may be terminated from the program when his/her classroom grades fall below average for two consecutive quarters, if their classroom requirements have not been met or if he/she fails to meet their Gifted student contractual obligations (see student administrative forms). The classroom teacher must notify the teacher via conference or letter as to his/her concerns. The classroom teacher and Intellectually Gifted teacher will then meet with students to discuss their concerns and the Intellectually Gifted teacher will then explain the probation procedures to both the teacher and student. A *Probationary letter* (see bottom Probation) will then be mailed to the parent and a copy given to the classroom teacher(s).

A student may not be a participant in the Basic Skills Instruction Program (BSIP) and participate in the Intellectually Gifted Program. If a student is placed into the BSIP the student must then wait **two** school years after exiting the BSIP before they can be re- tested for the Intellectually Gifted Program.

The teacher may request a conference (in writing) with the student and their parent/guardian when he/she meets any of the above mentioned criteria. The student will then offer suggestions and options to remedy the problem and a new contract will be established, agreed upon, and signed by all parties in attendance. The student has six weeks to show improvement. Permanent termination will then occur, if the contract is not met again.

Probation

Students are placed on probation for two nine week periods when they are not showing progress with all of their contractual obligations. Parents, classroom teachers, and building principals are notified of the student's probationary status via the *Probationary Letter* form. Students will then be permanently terminated from the Intellectually Gifted Program, if they fail to meet their probationary contract, and will have to wait two years before being considered for the program once again.

