

Fairfax County Public Schools
Instructional Services Department
Advanced Academic Programs
2014-15

Parent Information Packet

Advanced Academic Programs Testing, Screening, and Identification for Students Attending Fairfax County Public Schools

This packet contains information regarding screening, testing, and identification procedures for Fairfax County Public Schools (FCPS) full-time Advanced Academic Programs (AAP). Parents or guardians of an FCPS student who would like their child screened for full-time AAP Level IV placement should contact the advanced academic resource teacher (AART) at the local school. This packet explains the screening process and provides the deadlines for submission.

Additional information about FCPS full-time and part-time advanced academic services may be obtained by visiting the AAP website or by contacting the elementary AART or administrator at the local elementary school. At the middle school, contact the director of student services or the guidance counselor.

[Information regarding screening for Fairfax County residents whose children are **not** currently attending FCPS may be found in the *Parent Information Packet: Advanced Academic Programs Testing, Screening, and Identification for Students Not Enrolled in FCPS.*]

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Advanced Academic Programs
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Advanced Academic Programs website: <http://www.fcps.edu/is/aap>

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Instructional Services

Advanced Academic Programs: A Continuum of Services

Fairfax County Public Schools (FCPS) Advanced Academic Programs (AAP) provide challenging learning experiences that are designed to meet the unique learning profile of a broad range of advanced learners. Through a continuum of opportunities, students engage in complex subject matter, preparing them for more challenging and rigorous classes as they advance in grade level. Children

identified for FCPS advanced academic services exhibit exceptional performance capability in academic, intellectual, and creative endeavors. In order to meet their needs and develop to their potential, these learners require a differentiated curriculum.

Elementary School Opportunities

Young Scholars, K-12

Young Scholars is designed to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the advanced academic resource teacher. As students progress through elementary and secondary school, continuing support and opportunities for accessing rigorous coursework are provided by school staff.

Critical and Creative Thinking Strategies, Grades K-6 (Level I)

The advanced academic resource teacher and classroom teachers teach nine higher order thinking strategies across all subject areas and grade levels. The strategies are embedded in lessons that incorporate 21st Century thinking skills and extend and enrich the Program of Studies (POS) for all learners. Student responses to the lessons are also used to collect evidence of advanced academic potential in order to ensure equity and increase access to advanced academic programs.

Differentiated Lessons in Areas of Academic Strength, Grades K-6 (Level II)

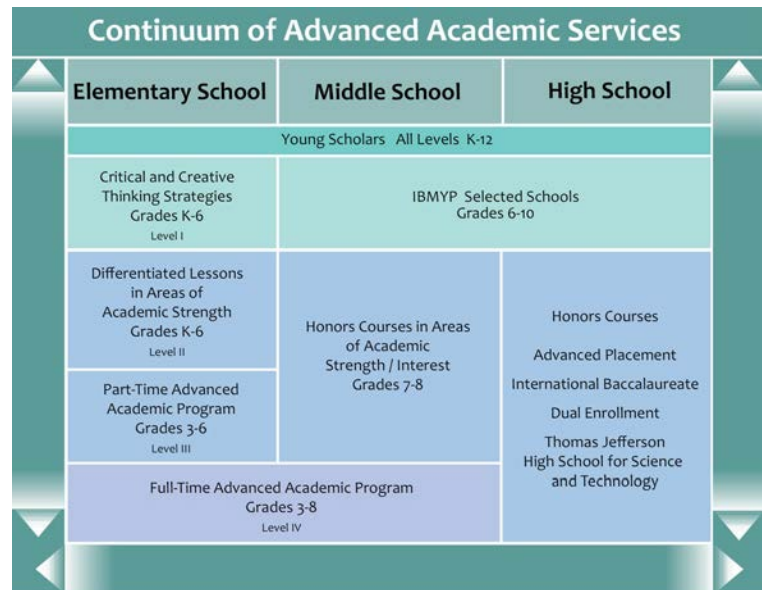
Differentiated lessons are offered to students in areas of specific academic strength. The advanced academic resource teacher collaborates with classroom teachers to provide additional challenge through resources that extend and enrich the FCPS Program of Studies.

Part-Time Advanced Academic Program, Grades 3-6 (Level III)

Students identified by a local school screening committee for advanced academic services (Level III) are challenged through models and strategies designed to extend and enrich the POS in the four core subject areas. Students receive direct instruction from the advanced academic resource teacher in one or more areas of academic strength at their local schools.

Full-Time Advanced Academic Program, Grades 3-8 (Level IV)

Students found eligible for placement in a full-time Advanced Academic Program Level IV through a central selection process receive a highly challenging instructional program in the four core subject areas. The Level IV program is designed to meet the needs of advanced learners with a strong emphasis on higher level thinking, problem-solving, and decision-making. Students have ongoing opportunities for reflection and self-assessment that develop an understanding of the characteristics, demands, and responsibilities of advanced intellectual development.



Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.



Middle School Opportunities

International Baccalaureate Middle Years Program (IBMYP): Selected Schools, Grades 6-10

The IBMYP is designed for students ages 11-16. The program helps students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The curriculum is supported by the fundamental concepts of intercultural awareness, holistic learning, and communication.

Honors, Grades 7-8

Honors classes in middle school are open to all students who seek academic rigor. Students may enroll in Honors classes in any of the four core academic subject areas. Honors classes use a curriculum that extends the POS in depth and complexity. Honors classes, which are available in all middle schools, seek to provide opportunities to build on individual student strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school. Students eligible for full-time Level IV placement have the option to take full Honors at the local middle school.

For additional information about the screening process or advanced academic opportunities at your child's school, contact the principal or advanced academic resource teacher at your local school. For information on countywide services for advanced learners, visit the Advanced Academic Programs website at www.fcps.edu/is/aap or call the Advanced Academic Programs office at 571-423-4740.

High School Opportunities

Advanced academic courses in high school are open to all students who seek academic rigor. Students have the opportunity to enroll in courses as underclassmen and continue in Advanced

Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Students may earn college credits based on the results of their examinations (AP and IB) or course grade (dual enrollment).



Advanced Placement (AP)

The AP program provides rigorous academic college preparatory coursework in the major subject fields. Individual AP classes are designed to emulate introductory college courses.

International Baccalaureate (IB)

The IB program provides a comprehensive rigorous education emphasizing analytical thinking, reading and writing skills with an international perspective. Students may choose to pursue the IB diploma or receive individual certificates in IB courses.

Dual Enrollment

Dual enrollment courses are offered in conjunction with local universities in a few select schools. These college-level courses include English, government, multivariable calculus, and matrix algebra.

Thomas Jefferson High School for Science and Technology (TJHSST)

TJHSST provides an innovative, specialized learning environment for highly motivated students who have a genuine interest in the biological, physical, mathematical, and computer sciences. Designated as the Governor's Regional School in Northern Virginia, TJHSST offers a comprehensive college preparatory program with additional required courses in science, mathematics, and technology.

Testing and Identification Timeline for Students Attending FCPS Advanced Academic Programs

Part-Time Advanced Academic Services (Level II and III)

All decisions regarding advanced academic part-time school-based services are made at the local school. Parents or guardians who would like their child considered for part-time school-based services should submit an *Advanced Academic Programs Part-Time School-Based Services Levels II-III Referral Form* to the advanced academic resource teacher (AART) at the local school. Students must be attending Fairfax County Public Schools in order to be considered for advanced academic part-time school-based services.

Full-Time Advanced Academic Placement (Level IV)

All decisions regarding full-time placement in Advanced Academic Programs are made by a central selection committee. A screening pool is created based on scores from FCPS administered ability tests given to students in grades 1 – 2. Parents or guardians may refer students in grade 2 who are not in the screening pool, and students in grades 3 – 7 by submitting the *Advanced Academic Programs Level IV Referral Form* (available in all schools and on the AAP website: <http://www.fcps.edu/is/aap/>) according to the identification schedule below.

Testing Schedule

Schools administer tests to all FCPS students in grade 1 and 2 according to the timeline below, and also to students in grades 3 - 7 who are missing ability test scores according to the timeline below. Parents or guardians may request **one** retest in grades 3 - 7 during the fall testing cycle. Students must be enrolled in and attending FCPS in order to be tested. **An ability test score is required for the screening process.**

October 15-24, 2014	Fairfax County Public Schools CogAT-Custom Form grade 2 Test (administered to all students in grade 2) and Cognitive Abilities Test (administered to specific students grades 3-7)
November 17-21, 2014	Naglieri Nonverbal Test (administered to specific students in grade 2-7)
February 3- 13, 2015	Make up (only for FCPS students enrolled after October 2014 who will go through spring screening)
March 9-13, 2015	Naglieri Nonverbal Test (administered to all students in grade 1)

Identification Schedule

FALL 2014	(For FCPS students, newly enrolled in FCPS and attending <u>after</u> January 2014, and students not enrolled in FCPS)
October 24, 2014	Advanced Academic Programs Level IV Referral Form for new FCPS students due to advanced academic resource teacher at attending elementary school or school counselor at the middle school.
December 2014	Central Selection Committee meets
January 2015	Eligibility decisions mailed
January 16, 2015	Appeals due to AAP Office
February 3, 2015	Eligible students grades 3-8 may attend full-time AAP (Level IV) Center beginning 2 nd semester
SPRING 2015	
February 3, 2015	Advanced Academic Programs Level IV Referral Form and optional materials for students in grade 2 who are not in pool and students in grades 3 – 7 due to advanced academic resource teacher at attending elementary school or school counselor at the middle school.
March 2015	Central Selection Committee meets
End of April 2015	Eligibility decisions mailed
May 4-15, 2015	Full-time AAP orientations held at Level IV sites
May 29, 2015	Appeals due to AAP Office
Fall 2015	Eligible students grades 3-8 may attend full-time Level IV AAP Center beginning 1 st semester

Documents Needed for Screening File	Source for FCPS-enrolled students
<input type="checkbox"/> <i>Advanced Academic Programs Level IV Referral Form</i>	Parents/Guardians/Teacher/Student (if student not in 2 nd grade pool)
<input type="checkbox"/> <i>Advanced Academic Programs Level IV Screening Summary Sheet</i>	School
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary</i>	School
<input type="checkbox"/> <i>Ability Test Scores</i>	School, GMU http://cap.gmu.edu/ or call 703-993-4200 or state licensed psychologist
<input type="checkbox"/> <i>Report Cards</i>	School
<input type="checkbox"/> <i>Achievement Test Scores (optional)</i>	School
<input type="checkbox"/> <i>Parent Questionnaire (optional)</i>	Parents or guardians
<input type="checkbox"/> <i>Student Work Samples – limit 6 (optional)</i>	Parents/Guardians (submit up to 4 - optional) School (submits minimum 1 work sample and 1 response to a critical and creative thinking lesson)
<input type="checkbox"/> <i>Student Awards or Commendations – limit 5 (optional)</i>	Parents or guardians

For additional information about the screening process or advanced academic opportunities at your child's school, contact the principal or AART at your child's school. For information on countywide services for advanced learners, visit the Advanced Academic Programs website at <http://www.fcps.edu/is/aap> or call the Advanced Academic Programs office at 571-423-4740.

Full-Time Advanced Academic Programs Level IV Screening Procedures for Students Attending Fairfax County Public Schools

ANNOUNCEMENT OF THE PROCESS

Information—including the identification timeline—regarding the process for identifying students for full-time placement in advanced academic programs (AAP) Level IV is disseminated through local school communications, news releases, the AAP website: <http://www.fcps.edu/is/aap/>, and parent meetings presented at your local school. State regulations require that parents or guardians of students who are undergoing screening for full-time AAP Level IV placement be notified prior to collecting additional data for screening.

IDENTIFICATION OF STUDENTS FOR SCREENING

Testing

In order to be considered for full-time AAP placement, students must have results from at least **one** ability test (using the most recent form/edition) on the following approved list:

Group Tests	Individually Administered Tests
FCPS CogAT Custom Form, grade 2 test Cognitive Abilities Test (CogAT) Naglieri Nonverbal Ability Test (NNAT) Otis-Lennon School Ability Test (OLSAT)	Wechsler Intelligence Scale for Children (WISC IV) Cognitive Assessment System (CAS) Differential Ability Scale (DAS) Kaufman Assessment Battery Stanford-Binet Intelligence Scale In-View Cognitive Abilities Assessment

Only group ability test results from FCPS, George Mason University (GMU), or other school districts will be accepted. Individual intelligence assessments administered by private psychologists will also be accepted if conducted by a state-licensed psychologist, and the report is accompanied by a copy of the license. Test results need to be reported in ability index format as well as percentage(s).

Parents or guardians of FCPS students may request **one** retest in grades 2–7 during the regularly scheduled October/November CogAT/NNAT testing cycle. Additional testing is available at GMU by calling 703-993-4200 or on their website at <http://cap.gmu.edu/>.

The local school mails the results of tests administered by FCPS to parents or guardians.

Grade 2 Screening Pool

All first grade students attending FCPS are administered the Naglieri Nonverbal Ability Test (NNAT). All second grade students attending FCPS are administered the Fairfax County Public Schools CogAT-Custom Form, grade 2 Test. The second grade pool is determined through a review of the first grade NNAT results and the second grade FCPS CogAT Custom Form, grade 2 Test results. Each year the benchmark score varies slightly. Parents or guardians of students who score at or above the benchmark score are notified in writing that their student will be automatically screened as part of the second grade pool. All pool candidates are screened for possible full-time AAP Level IV placement unless parents submit a written request that their child not be screened.

Grades 2-7 Referrals

Second grade students not in the screening pool and students in third through seventh grade may be screened by referral. Administrators, teachers, parents or guardians, students or peers, or other adults who know of a child's advanced potential may submit an *Advanced Academic Level IV Referral* form. The completed form is submitted to the local school principal or advanced academic resource teacher who acknowledges, in writing, receipt of the referral. **Do not wait for test scores before submitting a referral for your student in grades 2-7 as there will be no referrals for level IV screening accepted past the February 3, 2015 deadline.** If you are waiting for test scores and would like your student screened for level IV, submit the referral by the published deadline even if you do not yet have scores for your student.

PREPARATION FOR SCREENING

Local School Screening Committee

The local school screening committee consists of a teacher who works with the student, the advanced academic resource teacher, and an administrator. Other school staff may serve on the committee or be consulted for input on the GBRs w/C. The local school committee completes the *GBRSw/C* and prepares screening files for all second grade pool and referral candidates. Parents or guardians are notified if the local school screening committee does not refer the student to the central selection committee. If parents or guardians appeal the decision of the local screening committee, the file is forwarded for central selection committee review.

Screening File Documents

The local school screening committee prepares and submits completed AAP screening files for students currently enrolled and attending Fairfax County Public Schools to be evaluated by the countywide central selection committee. Multiple sources of information are reviewed to determine eligibility for placement in a full-time Advanced Academic Programs Level IV. Documents included in the screening file are listed below. Parents or guardians are responsible only for those documents specifically noted.

Documents Needed for Screening File	Source
<input type="checkbox"/> <i>Advanced Academic Programs Level IV Referral Form* Attachment 4-A</i>	Parents or guardians, (if student is not in grade 2 pool)
<input type="checkbox"/> <i>Advanced Academic Programs Level IV Screening Summary Sheet** Attachment 4-B</i>	School
<input type="checkbox"/> <i>Gifted Behaviors Rating Scale with Commentary** Attachment 4-C</i>	School
<input type="checkbox"/> <i>Ability Test Scores</i>	School, GMU, or licensed clinical psychologist
<input type="checkbox"/> <i>Report Cards</i>	School
<input type="checkbox"/> Achievement Test Scores (optional)	School
<input type="checkbox"/> <i>Parent /Guardian Questionnaire (optional)* Attachment 4-D</i>	Parents or guardians
<input type="checkbox"/> Student Work Samples – limit 6 total (2 required from school/4 optional from parents or guardians)*	Parent or Guardians (submit up to 4 - optional) School (submits minimum one work sample and one response to a critical and creative thinking lesson)
<input type="checkbox"/> Student Awards or Commendations – limit 5 (optional)*	Parents or guardians (see guidelines below)

* Parents or guardians send or deliver document(s) to advanced academic resource teacher at the local school by deadline (see forms attached or on website).

** Sample form provided for your information only (see attached copy).

Guidelines

A maximum of **four** additional pages of student work samples, single-sided 8½” x 11” pages of student work (the school will include two work samples that were produced at school.)

Original stories, artwork, and other student work may be submitted in black and white or in color, reduced or enlarged from the original, but must be on standard 8½” x 11” writing, copying, photographic, or bond paper. Large/oversize pages, small pages, cardboard, tag board, or construction paper may not be submitted. Larger/smaller pages, projects, and photographs may be photocopied onto standard paper. Videos, DVDs, three-dimensional art, spiral paper, notebooks, pocket folders, and two-sided pages may not be submitted. Work will not be returned.

A maximum of **five** single-sided 8½” x 11” pages of certificates, awards, honors, accomplishments, letters of commendation, report of previous participation in advanced academic programs, and academic extracurricular activities.

Letters of commendation may be handwritten or typed from adults who know the student, including parents or other relatives, music or art teacher, coach, etc. The appropriate input for FCPS personnel is the GBRs w/C. **Therefore, letters from FCPS staff members may not be submitted.** Materials will not be returned.

Submitting Screening Files

The **original** screening packet is submitted to the central selection committee. A **copy** of the screening file is kept at the local school. A copy of the file may be provided by the local school to parents or guardians by request after the file has been completed.

SCREENING FOR FULL-TIME ELIGIBILITY

Central Selection Committee

The countywide advanced academic central selection committee is composed of administrators, counselors, principals, teachers, school psychologists, and program specialists. To determine student eligibility for full-time AAP (Level IV) placement, the committee evaluates all available data using a holistic approach and looks for compelling evidence that a child's needs cannot be met in a general education classroom. No specific score on any one measure determines eligibility. The committee does not produce individual eligibility reports.

Oversight Committee

The oversight committee reviews all ineligibility decisions. The committee monitors the consistency of the selection committee and may identify additional students who have profiles similar to the profiles of those found eligible.

PARENT OR GUARDIAN NOTIFICATION

Local schools are notified of all eligible decisions. The Advanced Academic Programs office mails eligibility decisions and an AAP (Level IV) *Permission for Placement Form* to parents or guardians of **eligible** students. Eligible students are invited to attend an orientation at their assigned AAP (Level IV) site in May. The AAP office also mails letters to parents or guardians of **ineligible** students. This letter contains appeal information. Decisions are **not** released by phone, fax, e-mail, or in person.

PLACEMENT OF FULL-TIME ELIGIBLE STUDENTS

Full-time AAP Level IV placement is available for all students found eligible. Written permission from parents or guardians is required for placement. Transportation is provided by FCPS to the assigned full-time AAP (Level IV) site.

Students retain full-time eligibility through eighth grade. If parents or guardians defer eligibility at the time of notification, eligibility may be reactivated by submitting an *AAP Level IV Reactivation Form* <http://www.fcps.edu/is/aap/forms.shtml> to the AAP office. A copy of the eligibility letter should be included with the request.

Students who are found **ineligible** may be considered for part-time school-based advanced academic services at the local school. Parents or guardians of ineligible students may also refer their child for full-time AAP Level IV screening the following year according to the published time line.

APPEALS FOR STUDENTS FOUND INELIGIBLE

Only parents or guardians may submit an appeal. Appeal information is contained in the ineligibility letter. Appeals may only be from the most recent screening cycle and must contain new information not contained in the original screening file. Parents or guardians of a FCPS student may obtain a copy of the screening file from the local school. The new information along with the *AAP Level IV Appeal Form*, available at <http://www.fcps.edu/is/aap/forms.shtml>, is submitted to the Advanced Academic Programs Office according to the deadline in the ineligibility letter.

The Advanced Academic Programs office convenes a screening appeals committee to review appeal packets submitted by the deadline. Appeals committee decisions are final. The AAP office notifies parents or guardians and the local school of the appeals committee decisions. Full-time Advanced Academic Program (Level IV) placement is offered to **eligible** students. Students found ineligible upon appeal may be considered for part-time school-based advanced academic services at the local school. Parents or guardians of these students may also refer their children for full-time AAP (Level IV) screening the following year according to the published time line.

Specific Information Regarding Fall Screening

Fall screening for full-time Advanced Academic Programs Level IV is available for **FCPS** students **newly** enrolled and attending after January of the previous school year and students not enrolled in FCPS. Eligible students may attend the appropriate AAP Level IV program beginning second semester or defer placement until a later date. Ineligible students may be considered for school-based services and may also be referred by the February deadline for screening and possible full-time AAP Level IV placement for the following year.

Parents or guardians of FCPS students requesting fall screening communicate with the local school to ensure that all required materials are available. In addition to submitting the *Advanced Academic Programs Level IV Referral Form*, parents or guardians should also supply a *Gifted Behaviors Rating Scale with Commentary* (completed by the previous year's teacher(s)) if possible, report cards for at least 1½ years including teacher comments (if not included in the student's academic file already received by the local FCPS school), and achievement test results (if available). Other information may be submitted according to guidelines.

FCPS students will be tested at the local school during the regularly scheduled fall testing cycle. Test results will be added to the screening file by FCPS when they become available. Screening files are compiled by the local school according to guidelines and submitted according to the time line.

Advanced Academic Programs Level IV Referral Form

Fillable forms are available at <http://www.fcps.edu/is/aap/forms.shtml> or responses may be typed and pasted onto this form. Please print clearly or type; the referral form may not be retyped. Responses must fit on this form; attachments may not be submitted. Additional information may be submitted as part of the five pages of additional information.

Student's Last Name	First Name	Classroom Teacher's Name
Date of Birth	Gender	Grade
Parents/Guardians		
School Currently Attending	Telephone #	Home Address
Fairfax County Public Schools Student ID # OR Private School Address	Telephone Mother (H) Mother (C)	Mother (W)
FCPS Advanced Academic Resource Teacher or Middle School Counselor <u>OR</u> Private School Teacher	Telephone Father (H) Father (C)	Father (W)
Language(s) spoken in the home		
Screening for advanced academic school-based services (Levels II-III) takes place at all FCPS elementary and middle schools. Contact the local school principal and/or Advanced Academic Resource Teacher for information.		
In the space provided below, please explain why the child should be considered for full-time AAP (Level IV) placement.		
_____ Signature of Referral Source	_____ Relationship to Student	_____ Date of Referral

ADVANCED ACADEMIC PROGRAMS (AAP) LEVEL IV SCREENING SUMMARY SHEET

School Year _____ Date _____

STUDENT INFORMATION	STUDENT ACADEMIC RECORD INFORMATION
<p>_____</p> <p>STUDENT LAST NAME FIRST NAME MI</p> <p>Student's FCPS ID# _____</p> <p>Date of Birth _____ Current Grade ____ Gender ____</p> <p>Attending School _____</p> <p>_____ School ID # _____</p> <p>Local FCPS Neighborhood School (if different from attending school) _____</p> <p>_____ School ID # _____</p> <p>Private School _____</p> <p>Parents/Guardians _____</p> <p>Address _____</p> <p>_____</p> <p>Contact Numbers:</p> <p>Home: _____</p> <p>Work: _____</p> <p>Cell: _____</p>	<p>AAP Code (for FCPS students if applicable) _____</p> <p>Young Scholar _____</p> <p>Is the student a Language Minority student? (Answer "yes" if there is a language other than or in addition to English spoken in the home and mentioned anywhere on the Home Language Survey (HLS))</p> <p>_____ If yes, specify language: _____</p> <p><u>English Speakers of Other Languages (ESOL):</u></p> <p>Ever enrolled in ESOL? _____</p> <p>Currently enrolled in ESOL? _____</p> <p>WIDA LEP Level: _____</p> <p>DRA Level: _____</p> <p><u>Gifted Behavior Rating Scale (GBRS) Rating:</u></p>

FOR OFFICE USE ONLY

<u>Central Selection Committee Decision</u>	<u>Appeals Committee Decision</u>
<p>Date _____</p> <p>Eligible _____ Ineligible _____</p>	<p>Date _____</p> <p>Eligible _____ Ineligible _____</p>

ADVANCED ACADEMIC PROGRAMS (AAP) LEVEL IV SCREENING TEST DATA SHEET

School Year _____ Current Grade _____ Date _____

ABILITY TEST INFORMATION		ACHIEVEMENT TEST INFORMATION				
(one ability test required)	Score	(optional)	Score			
Naglieri Nonverbal Ability Test (NNAT)	NAI: _____	Grade 3 SOL	Total Reading: _____ Total Mathematics: _____ Total Science: _____ Total Social Studies: _____			
Cognitive Abilities Test (CogAT)	Verbal SAS: _____ Quantitative SAS: _____ Nonverbal SAS: _____					
FCPS CogAT, Custom Form (from Fall 2012-2013 administration to 2nd grade students)	% Verbal: _____ % Quantitative: _____ % Nonverbal: _____ % Total VQN: _____					
Wechsler Intelligence Scale for Children IV (WISC IV)	Full Scale Index: _____ GAI: _____ Verbal: _____ Working Memory: _____ Perceptual Reasoning: _____	Grade 4 SOL	Total Social Studies: _____			
Stanford Binet	Fluid Reasoning: _____ Knowledge: _____ Quantitative: _____ Visual Spatial: _____ Working Memory: _____	Grade 5 SOL	Total Reading: _____ Total Mathematics: _____ Total Science: _____			
			Grade 6 SOL	Total Mathematics: _____		
				Other Achievement Testing: (include a copy of full testing report in file)	Name of Test: _____ Given by: _____ Grade: _____ Highest Score: _____	
					Cognitive Assessment System (CAS)	Planning: _____ Attention: _____ Simultaneous: _____ Successive: _____ Full Scale: _____
						Differential Ability Scale (DAS)
Kaufman Assessment Battery	FCI: _____					
Otis-Lennon School Ability Test (OLSAT)	Verbal: _____ Nonverbal: _____					

For all non-FCPS testing, a full copy of test reports must be included. For all non-FCPS/non-GMU ability tests, a copy of the psychologist's license must be included. Psychologist Name: _____ License: _____y/n_____

Instructions for Completing

Gifted Behaviors Rating Scale with Commentary for FCPS Students

The full-time Advanced Academic Program (AAP) (Level IV) in Fairfax County Public Schools (FCPS) is an instructional program for high achieving students. Curriculum differentiation in the depth, breadth, and pace of instruction is designed to meet the needs of high-ability learners. When determining whether a student needs the services provided by full-time AAP (Level IV) placement, the FCPS central selection committee uses a holistic approach. No one score on any one measure determines eligibility. The committee considers all data in the screening file, including the child's educational history, progress reports, test data, and observations of the student's classroom behaviors. The *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is one of the **required** instruments used in the screening process. It should be completed by a local school committee including at least one teacher who has recently worked with the student, the advanced academic resource teacher, and an administrator.

Please use the following guidelines in completing the *GBRSw/C*:

- The *GBRSw/C* should be completed by assigning a single whole number from 1-4 to each category. A rating of 4 should be given to a student who is consistently strong in a particular category. A rating of 2 describes a child who occasionally demonstrates the behaviors that are listed in a particular category. The total score is the sum of the numbers assigned to each of the four categories. **Fractions, decimals, and/or split numbers may not be used.**
- If more than one teacher works with the student, teachers should come to consensus in each category and merge the observations onto a **single** *GBRSw/C* form. Only **one** completed *GBRSw/C* may be submitted.
- A student working above grade level in reading consistently accesses reading materials suited for one or more grade levels above the current grade level. A student working above grade level in mathematics works consistently above grade level as determined by the Elementary Mathematics Instruction Sequence (EMIS).
- In the Comments/Summary section, list examples, observations, and/or descriptions of observed behaviors. These may include instructional modifications, inclusion in special programs, or additional information profiling the student's strengths. The comments should support categorical ratings with specific examples illustrating the behaviors.
- The *GBRSw/C* is a record of **observable classroom behaviors**. It is **not** a recommendation or favorable support for or against full-time AAP placement or for other advanced academic services.
- All screening file documents including the *GBRSw/C* are available to parents or guardians. The *GBRSw/C* is a required component of the screening process.

The *GBRSw/C* is a school document and will list the professional(s) completing it and be signed by the school administrator. Parents or guardians may not add to, edit, delete, or in any way alter the ratings or comments on the document. The appropriate documents for parent or guardian input are the *AAP (Level IV) Referral* form and the optional *Parent/Guardian Questionnaire*.

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

Fillable forms are available at <http://www.fcps.edu/is/aap/forms.shtml> or the commentary may be typed and pasted onto this form.

Student Name **Grade** **Date**

School **School Phone**

A completed *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for each full-time Advanced Academic Programs (AAP) Level IV candidate.

Review each category and the list of descriptors. Assign an overall rating using the scale below. Add the four scores and place in the total box.

The ratings range from 1 (rarely) to 4 (consistently).

- 1 = rarely**
- 2 = occasionally**
- 3 = frequently**
- 4 = consistently**

FCPS LOCAL SCHOOL SCREENING COMMITTEE MEMBERS:
(Only one Gifted Behaviors Rating Scale per student may be submitted.)

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Principal's Signature _____		Date _____	

OR

PERSONNEL OTHER THAN FAIRFAX COUNTY PUBLIC SCHOOLS:
(Only one Gifted Behaviors Rating Scale per student may be submitted.)

Name(s) of Rater(s) _____

Relationship to Child _____

Telephone (H) _____ (W) _____ (C) _____

Signature _____ Date _____

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

A *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for screening for full-time Advanced Academic Programs (AAP) Level IV placement.

Review each category and the list of descriptors. Assign an overall rating using the scale below.

Add the four scores and place the sum in the total box.

Behaviors Demonstrated:

- 1 = rarely
- 2 = occasionally
- 3 = frequently
- 4 = consistently

TOTAL

1. Exceptional Ability to Learn

- Exhibits exceptional memory
- Demonstrates in-depth knowledge
- Displays persistent, intense focus on one or more topics
- Is highly reflective and/or sensitive to his/her environment
- Learns and adapts readily to new cultures
- Learns quickly and easily
- Acquires language at a rapid pace
- Learns skills independently and makes connections without formal instruction

2. Exceptional Application of Knowledge

- Demonstrates highly developed reasoning
- Employs complex problem-solving strategies
- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Understands, applies, transfers abstract concepts
- Uses technology in advanced applications
- Acts as an interpreter, translator, and/or facilitator to help others
- Makes advanced connections and transfers learning to other subjects, situations, cultures
- Communicates learned concepts through role playing and/or detailed artwork

3. Exceptional Creative/Productive Thinking

- Sees the familiar in unusual ways / Does not conform to typical ways of thinking or perceiving
- Is highly creative and/or inventive
- Demonstrates unusual fluency and flexibility in thinking and problem-solving
- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Displays keen sense of humor
- Is highly curious
- Generates new ideas, new uses, new solutions easily
- Perceives and manipulates patterns, colors, and/or symbols

4. Exceptional Motivation to Succeed

- Demonstrates ability to lead large and/or small groups
- Meets exceptional personal and/or academic challenges
- Explores, researches, questions topics, ideas, issues independently
- Is poised with adults and engages them in adult conversations
- Exhibits a strong sense of loyalty and responsibility
- Demonstrates exceptional ability to adapt to new experiences
- Strives to achieve high standards especially in areas of strength and/or interest
- Shows initiative, self-direction, and/or high level of confidence

GBRS Rating completed by a school committee for FCPS students

Student Name _____ **Grade** _____ **Date** _____

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

Accommodations provided for the student (check where applicable):	
Working at advanced level	Mathematics
	Reading
Current Status for AAP Level of Service Received (for FCPS students)	

COMMENTARY

In a bullet format, please provide a profile of the student's academic strengths and abilities, citing specific examples. If not using the fillable form, please type and paste responses or use black ink pen.

Commentary should include specific examples to support the GBRS ratings.

****GBRS Rating completed by a school committee for FCPS students****

Parent/Guardian Questionnaire

OPTIONAL

Student _____ School Currently Attending _____ School Year _____ Grade Level _____

Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. Five pages of additional information may be submitted according to the guidelines. Fillable forms are available at www.fcps.edu/is/aap/forms.shtml.

Check the appropriate box: occasionally, frequently, consistently.

Occasionally

Frequently

Consistently

Give an example for each.

My child surprises me with his/her knowledge.

My child comes up with imaginative and/or unusual ways of doing things.

My child is intellectually curious and asks thoughtful questions.

My child finds humor in situations or events unusual for his/her age.

My child can focus on a particular topic for an unusually long period of time.

Does your child have a special need that you want to communicate to the committee? NO YES
If YES, please explain (such as a learning disability). Additional information may also be submitted as part of the five pages.

Parent/Guardian Signature

Date