

Learning in Consultation (LinC)

Dothan City Schools

Enrichment Program

Resource Specialist Handbook

2019

Revised

VISION STATEMENT

Learning in Consultation (LinC) is designed to provide challenging educational opportunities that extend beyond the general education program. LinC's mission is to provide consultation between general education teachers and resource specialists to meet the needs of high-end learners in the general education classroom and improve education for all learners.

Resource Specialist Responsibilities

- Provide consultative services to general education teachers
- Conduct Second Grade Child Find
- Provide pull-out services
- Provide professional development
- Develop concept based curriculum
- Conduct standard referrals
- Collaborate with fellow resource specialists
- Coordinate and lead the Enrichment Referrals Screening Team

Please note: The ALSDE mandates the use of a form to verify:

- services across the system are comparable in quality and duration,
- teachers are serving overloads either in the case of total students served or individual class sizes
- Scheduling is blocked for maximum teaching impact.

Documentation of your time is vital. Keep a calendar and note the time you spend doing various activities unrelated to provide direct or indirect services

Resource specialists should also carefully document time you spend doing activities that are not directly defined as resource specialist's duties and responsibilities. For example, keeping another teacher's class for some reason, special programs not related to your curriculum, assigned duties, etc. The ALSDE monitors comparability in services for quality and duration.

Important Vocabulary

- LinC = Learning in Consultation
- Resource Consultation = Providing assistance to the general education teacher with ways to deepen the regular curriculum to meet the needs of high-end learners
- Service Delivery = Ways that the resource specialists provide service to high-end learners; both directly and indirectly
- Demonstration Lessons/Teaching = The resource specialist goes into the general education classroom and models how the lesson could be taught to meet the needs of high-level learners.
- Second Grade Child Find = A process mandated by the ALSDE that helps to identify potential high-end learners. All second graders in Alabama public schools are included in the child find process.
- Gifted/Talented/High-end Learner - **Alabama's Definition**: *“Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.”*
- Service Delivery -Ways that the resource specialists provide service to high-end learners; both directly and indirectly

SERVICE DELIVERY – Elementary

Direct Services:

- Resource Room Pullout program for grades 3-6 for 3 consecutive hours per week, minimum
- 15 students, maximum per pullout class
- Utilization of concept based curriculum

Indirect Services:

Consultative Services

- Provide demonstration lessons for curriculum extension upon teacher request.
- Develop differentiation ideas/curriculum for general education teacher use
- Provide resources to cluster teacher Co-plan with general education teachers
- Interest center/learning center/tiered lesson development

Criteria for Student Selection for Elementary Pull-out Services

To better meet the needs of high-end learners, LinC is designed to integrate collaborative services and a pull-out program. The ALSDE considers the pull-out program to be the first priority of the resource specialist. Students are selected to be pulled out of the general education classroom and participate in the resource classroom using the following process.

1. According to Alabama Code, all second grade students will be screened for enrichment services through second grade child find procedures.
2. Students in grades 3-6 must be referred (see appendix). Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's

abilities may refer a student (per the LEA). A one year time frame must be implemented for reevaluation for LinC services.

3. A matrix will be used to identify the students with the greatest need for enrichment program services from grades 3-6. A total score of 13 points or higher on the matrix is required for participation.

4. Permission to participate letters will be sent home for parental consent to be given. This will provide documentation that confirms parents acknowledge and consent to their child being pulled out of their homeroom classes for three hours per week.

Timeline for Second Grade Child Find and 2GCF Folder Requirements

- **August:** Resource Specialist meet with Second Grade Teachers to
 - provide professional development on the six required lessons
 - explanation of the specific behaviors on the TABS
 - instructions on completing the TABS
 - administration of the NNAT
 - scheduling of the lessons and to schedule the final meeting to complete the TABs and Quadrant forms.
 - Make a copy of the agenda along with the teacher's signatures and send to ESS office.

- **September to December:**
 - Resource Specialist will conduct the required six 2GCF lessons which will consist of at least three transformations, two writing activities, and a figural analogy.
 - More lessons can be given if needed.
 - The resource specialist will create a folder for each child to include scored products with attached rubrics in folders

- **January:**
 - Resource teachers will give and score the NNAT to each second grade student. Make a copy of the NNAT3 Scoring Report on **BLUE** copy paper, fill out and place in the student's cumulative folder.
 - Meet with the second grade teacher to finish TABS and to place students in the quadrants.
 - Students who are placed in the top two quadrants will be listed on the Second Grade Child Find School Report Form and that form will be sent to the ESS office.

- **March to May:**
 - Send Notification and Consent for Enrichment Screening along with the cover letter to parents (be sure to use Spanish copy for those needed)
 - Complete the Eligibility Matrix
 - Meet with Enrichment Team.

- **May:**
 - Send Permission to Participate or non-qualifying letter to parents.
 - Create a grid with 2GCF information of scores either in Microsoft Excel or Google Sheets.

2GCF Folder Requirements

- Record of Access sheet must be stapled or attached to the inside cover of folder.
 - This is to be signed whenever anyone has access to the folder.
- The 3 required transformations as indicated by the ALSDE along with attached rubrics.
- At least 2 writing samples along with attached rubrics.
- Figural Analogy product along with attached rubric.
- TABs Observation Form
- NNAT3 answer document
- A copy of the NNAT3 Score Record
 - A blue copy of this will be placed in the students cumulative folder

For the students referred as indicated in the two top quadrant boxes, the additional information is required.

- Notification and Consent for Enrichment Form signed and dated by the parents.
- The most recent completed state approved Matrix
- The signed permission to participate letter or indication of non-qualification letter.

Standard Referral all grades 3-8

- Notification and Consent for Enrichment Screening and Participation
- Parent letter to accompany Notification and Consent
- Notification of Referral Team Decision
- Aptitude – see Enrichment Eligibility Determination Form
- Characteristics – TABs or see Enrichment Eligibility Determination Form
- Achievement – Placed under indicators. see Enrichment Eligibility Determination Form
- Indicators – 1 writing sample (teacher choice), 1 figural analogy, 1 Draw Start
- Other Products
- Rubrics attached to work samples

Middle School Consultative and Collaborative Services

In middle school, the resource specialist serves in a consultative role by collaborating and assisting the general education teachers of high-end learners in differentiating instruction and by adding depth and breadth to the curriculum.

Indirect Service Delivery

A continuum of services for high-end learners should be provided within the school to support the needs of the student. Services may include the following:

- Cluster grouping, flexible skills grouping, individualized programs in Math/Reading (Accelerated Math)
- Tiered Centers, Tiered Assignments
- Lesson Compacting, Learning Contracts, Socratic Circles, Independent Study Projects
- Honors/Advanced Classes and Advanced Placement Classes.

In mixed ability classes (classes in which high-end learners are not grouped), the resource specialist will work with the general education teacher to provide differentiated activities, anchor activities and to demonstrate the use of high level questioning techniques ensuring that learners' needs are met within the classroom. The resource specialist's objective is to develop the strengths of high-end learners, not to work on weaknesses.

Direct Service Delivery

LinC is designed to integrate collaborative services with a pull-out program. The pull-out program is the first priority of the resource specialist. Students who qualify for LinC services are pulled out of the general education classroom to study Concept-based Curriculum Units; students may be grouped by interests. Competition based projects should not drive the program. Pull-out time in middle school should be 1.5 hours per week and classes should consist of no more than 15 students. The resource specialist must not be responsible for grading.

Student Referrals to the LinC program

1. Teachers, counselors, administrators, parents or guardians, peers, self or any other individuals with knowledge of the student's abilities may refer a student.
2. A permission to screen letter must be sent home for parental consent to be given before beginning the screening process. This will provide documentation that confirms parents' acknowledgement and consent to their child being pulled out of their classes for 1.5 hours per week.

3. A matrix is used to identify students from 7th and 8th grade with the greatest need for the enrichment program services. New students who are referred during the school year are subject to the criteria as outlined. Students who have been identified as gifted in Alabama (according to Alabama state guidelines) will be served through the LinC program. Students who have been identified out of state must meet the LinC criteria for the enrichment program services.
4. The ERST (Enrichment Referral Screening Team) should review all information to identify those students who are served in LinC and should document the decision of the team. The ERST team should include the resource specialist, an administrator, a counselor, a general educator and other faculty as deemed necessary.

Standard Referral all grades 3-8 Requirements

- Notification and Consent for Enrichment Screening and Participation
- Parent letter to accompany Notification and Consent
- Notification of Referral Team Decision
- Aptitude – see Enrichment Eligibility Determination Form
- Characteristics – TABs or see Enrichment Eligibility Determination Form
- Achievement – Placed under indicators. see Enrichment Eligibility Determination Form
- Indicators – 1 writing sample (teacher choice), 1 figural analogy, 1 Draw Start
- Other Products
- Rubrics attached to work samples

Professional Development

Resource Specialists are responsible for providing professional development for the faculty on the LinC program which includes:

- *Second Grade Child Find*-The Resource Specialist must meet with 2nd Grade Teachers in August of each year to inform teachers of the Second Grade Child Find process, including the characteristics of gifted/high-end learners and the paperwork needed for 2nd grade referrals.
- The LinC Program Resource Specialist will conduct training in August with the certified faculty members to familiarize them with the LinC program, the resource specialist's responsibilities, and the process for new referrals. A Google slides presentation is accessible in our team Google Drive.
- Nature and Needs/Social Emotional of Gifted and High-End Learners-This training is provided in conjunction with the above training. An online webinar on the nature and needs of gifted and high-end learners is available.

Resource Specialists are responsible for attending...

- Monthly LinC meetings
 - Each resource specialists will host a monthly meeting at their school. The contributions of each resource specialist (i.e. differentiation, curriculum compacting, field trips, etc.) and ideas concerning the program or LinC students will be discussed.
- Gifted Regional Training
 - This training is held at the start of the school year and is led by the gifted coordinator from the state department. The training is mandatory for all resource specialists.
- Gifted Network Meetings/AAGC conference (optional)
 - There are two gifted network meetings located in Troy in the Fall and Spring of each year. The AAGC conference is held in Birmingham in October of each year. Registration, travel, and food is covered by gifted funds.

Resource Specialist Orientation Responsibilities

- **Parents**

The resource specialist should conduct at least one parent orientation session at the beginning of each school year. This might be done at the first Parent Teacher Organization (PTO) meeting, at scheduled times in the room, etc. Parents should be informed of the components of LinC, selection criteria, etc.

- **Students**

The resource specialist should conduct orientation sessions for all LinC students in the school to inform them of what the program is, opportunities available within the program, selection process, etc.

- **Faculty**

The resource specialist is responsible for conducting orientation sessions for new 3-5 grade level teachers at their school. As part of the second grade screening process the elementary resource specialists will conduct annual orientations for second grade teachers prior to beginning the screening process.

The resource specialist should take a leadership role in providing information to faculty and staff about changes in LinC, strategies for better serving the needs of high-end and gifted learners within the school, etc. throughout the year. This role can be accomplished via professional development or orientation sessions, regular email or newsletter contact, etc.

The Duties of the Enrichment Referral Screening Team (ERST)

The Enrichment Referral Screening Team (ERST) receives and evaluates all referrals for enrichment services. The team should consist of at least three members. Members should be knowledgeable about the students being referred, the referral process and gifted education.

The ERST will consist of at least three individuals from the following list:

- Gifted/resource specialist
- Counselor
- Administrator
- General education teacher
- Psychometrist
- Special Area teachers (band, choral, etc)

The Duties and Responsibilities of this team are to:

- Receive all referrals.
- Collect all required information.
- Schedule meetings in a timely manner to review referrals.
- Notify parents when a student has been referred, obtain parental consent, and inform them of their rights.
- Evaluate data, understanding that, as a “rule of thumb,” a normal range of intelligence equates to 90-110 SAI.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- Make arrangements for any further assessments.
- Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- Document the decision of the committee.
- Notify parents of the team’s decision.

APPENDIX

ACTIVITIES, FORMS AND LETTERS

REFERRAL FORM FOR GIFTED/ ENRICHMENT SERVICES

School: _____ Teacher: _____
 Grade: _____

Complete the boxes below for each student referred (includes 2nd grade referrals and standard referrals).
 Date consent was sent home: _____ Date consent received: _____

Student's Legal Name: _____ Source of Referral _____

Date of Birth: _____ Race: _____ Gender: _____

Aptitude Test Selection

The purpose of this list is to assist the team in determining the appropriate assessments for this student. Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other disabilities are often underrepresented in programs for the gifted. Research suggests that this may be due to problems associated with standardized testing. To ensure that the abilities of students from underrepresented groups are accurately assessed, they should be evaluated with instruments that cover a broad range of aptitudes such as verbal, nonverbal, and creativity. Check all factors that apply to this student.

- _____ Limited developmental experiences or family unable to afford enrichment materials and/or experiences.
- _____ Transiency in elementary school (at least 3 moves) or irregular attendance (23% of the time during a grading period).
- _____ Geographic isolation.
- _____ Residence in a depressed economic area and/or low family income at a subsistence level.
- _____ Home responsibilities/necessary pupil employment interfering with learning activities.
- _____ Limited opportunity to acquire depth in English (English not spoken in home, transiency due to migrant employment of family, dialectical differences acting as a barrier to learning).
- _____ Disabling condition which adversely affects testing performance (e.g., clinically significant focusing difficulties, physical or sensory disability, any disability that interferes with educational performance).
- _____ Member of a group that is underrepresented in the gifted program (Note: in Alabama, African American and Hispanic students are underrepresented in the gifted program).
- _____ Other: _____

Check One:
 None of the above factors apply One or more of the factors above were checked therefore this student should have both verbal and nonverbal abilities assessed before determining him/her ineligible. (NOTE: Creativity should be assessed if there is compelling evidence that this is the student's strength area.)

Gather information for the matrix such as: Aptitude test scores (group or individual), achievement tests scores (Stanford, STAR tests, etc.), behavior rating scale, products/portfolios or work samples showing outstanding or above grade-level work.

SYSTEMS THAT DO NOT SCREEN STUDENTS BEFORE DOING FURTHER TESTING SHOULD SIGN BELOW AND THEN PROCEED TO THE ELIGIBILITY MATRIX.

SYSTEMS THAT SCREEN STUDENTS SHOULD PROCEED TO THE MATRIX AND PLOT THE DATA THEN CONTINUE BELOW

Plot the data on the matrix. Then record the team decision below:

- _____ The matrix score was less than 13 points therefore the student does not pass the screening. (Send the *Notification of Gifted Referral Screening Team Decision*)
- _____ The matrix score was 13 points or greater, therefore the eligibility matrix should be applied.

Signatures of team members:

(Three signatures required)

NAME

Date above decision was made: _____

POSITION

**NOTIFICATION AND CONSENT FOR GIFTED/ENRICHMENT
SCREENING and PARTICIPATION**

Student's Legal Name/First _____ Middle _____ Last _____

Student's Current Address _____ City _____ Zip _____

Date of Birth ____/____/____ Race _____ Home Phone # _____

Mother's Name _____ Work Phone # _____

Father's Name _____ Work Phone # _____

Language Spoken at Home _____ Does your child wear glasses? YES ___ NO ___

Has your child ever been referred or tested for gifted services? NO ___ YES ___

If yes, when and where? _____

Has your child ever been referred or tested for special education services? NO ___ YES ___

What type? _____

Please check the items that characterize your child.

- | | |
|---|--|
| <input type="checkbox"/> 1. Walked or talked earlier than most age mates | <input type="checkbox"/> 9. Has a wide range of interests |
| <input type="checkbox"/> 2. Has a well-developed sense of humor | <input type="checkbox"/> 10. Seeks logical, common sense answers |
| <input type="checkbox"/> 3. Displays a great deal of curiosity, asks many questions | <input type="checkbox"/> 11. Showed an early interest in reading or cause/effect |
| <input type="checkbox"/> 4. Enjoys the friendship of older children or adults | <input type="checkbox"/> 12. Showed an interest in how things work, mechanical |
| <input type="checkbox"/> 5. Shows a great deal of interest in moral/ethical choices | <input type="checkbox"/> 13. Is an alert observer, sees more in a story or film |
| <input type="checkbox"/> 6. Has a need to understand | <input type="checkbox"/> 14. Likes to organize and bring structure to things, people |
| <input type="checkbox"/> 7. Demands a high standard of personal achievement | <input type="checkbox"/> 15. Generates many ideas, solutions |
| <input type="checkbox"/> 8. Has an unusually large vocabulary | <input type="checkbox"/> 16. Has an unusual memory for past experiences |

On the back of this page please list any activities your child is involved in such as music/art/dance lessons, hobbies, etc. or any other information you think should be considered.

My signature indicates that:

_____ ***I give permission for my child to be screened for the enrichment program and participate if accepted.*** I understand that if my child does not pass screening, I will be informed in writing. If my child does pass screening but cannot be determined eligible with existing information, I give permission for further assessments.

_____ ***I do not give permission for my child to be screened for the LinC Enrichment Program.***

Parent/Guardian
Signature _____

Date _____

Dear Parent,

Your child has been referred to the Learning in Consultation (LinC) program. LinC includes enrichment services that Dothan City Schools provides for high-end learners. It is a three-hour (per week) pull-out program that focuses on higher order thinking skills . The referral is for your child to be screened for LinC. The results of the screening will determine whether your child is eligible for enrichment services. Please find a “Notification and Consent for Enrichment,” form attached to fill out and return to the school. This form gives permission to further screen your child and your consent for them to participate if they are eligible. You will be notified about the results. Please sign and return the attached form to his/her teacher.

Thank you,

LinC Teacher

DIRECTIONS FOR USING THE MATRIX

You will use 1 APTITUDE TEST (NNAT3 or Torrance) write in the NAI score they received on the NNAT3 or the Torrance and the corresponding points they earned on the matrix (i.e., 1-5). For the Characteristics, write in the TABS total and the corresponding points on the matrix (i.e. 1-5). You will use three (performance indicators) along with the aptitude test and the characteristics. The three products are your indicators and include transformations/draw starts, writing samples, and figural analogy.

Before placing TABS on the Matrix be certain it reflects the data collected from the NNAT and Transformation/Draw Starts. For example, be sure that if the NNAT3 scores is high that the TABS has high scores in the areas of reasoning and problem solving. If you have to adjust the TABS sub-scale score put your initial and then document by writing NNAT3 score or transformation/draw start score.

Choose the 3 highest performance indicators from different domains. Example: 1 transformation/draw start, 1 writing sample, figural analogy. Compare transformation/draw start to TABS also. High draw start scores should mean that the student has a high score on the subscale score for creativity on the TABS.

Remember your indicators do not weigh as much as your characteristics and aptitude scores.

To score everything add up your **indicator points** and **convert** those using the **Performance Point Conversion Chart on the side.** *It is important that you do this first so that you can add in the next column AFTER you have your points rounded from the conversion chart. Now you can add your Characteristics (TABS) matrix score (1-5) and your Aptitude (NNAT3) score back to your indicator points.*

Transformations

- 1 – incomplete
- 2 – incomplete in some way
- 3 – indicative of what a student at that grade level would do
- 4 – more advanced than the rest
- 5 – ideas that are more advanced or complex, advanced planning, unique or clever, detail that enriches or clarifies content

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Book One pgs. 148-151 (used with 2GCF or students who enter in 3rd from out of state)	4 th & 5 th Grade Book Two pgs. 134-138	6 th Grade Book 3 pgs. 236-237
E-8 C	E-1 C	D-10 G
E-9 C	E-2 D	D-11 E
E-10 B	E-3 C	D-12 C
E-11 A	E-4 D	D-13 I
E-12 C	E-5 C	D-14 H
E-13 B	E-6 D	D-15 A
E-14 C	E-7 D	D-16 A
E-15 B	E-8 B	D-17 B
E-16 A	E-9 B	D-18 A
E-17 D	E-10 C	D-19 B
E-18 C	E-11 A	D-20 E
	E-12 B	
	E-13 C	
	E-14 D	

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

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The Referral Team carefully spent many hours collecting and carefully reviewing the information about your child. Data was collected from a variety of sources in the areas of grades, characteristics and performance indicators, etc. According to the State Matrix Eligibility Form, your child **does not** meet the requirements at this time. We may monitor your child throughout the year to determine possible eligibility at a later date.

The fact that your child was referred for screening indicated that he/she is recognized as having potential.

If you have any questions or want to discuss the results of the screening, please contact.

Thank you,

Resource Specialist

(State 2GCF Procedures)

ENRICHMENT ELIGIBILITY DETERMINATION FORM

Name: _____ State Student ID Number: _____
 DOB: _____ GRADE: _____ Race: _____

Matrix Eligibility				Points Chart								
	TEST/SUBSCALE/ITEM	SCORE	POINTS EARNED	5	4	3	2	1	0			
APTITUDE	Instrument INDICATORS	_____	_____	APTITUDE								
				NNAT	129+-127	126-124	123-121	120-118	117-115	<115		
				K-BIT, Stoss000	145+	144-141	140-137	136-133	132-129	<129		
CHARACTERISTICS	INDICATORS	_____	_____	Torrance Test	96-5%ile	94-2%ile	91-0%ile	89-7%ile	86-5%ile	<85%ile		
				PERFORMANCE *Point Conversion Chart:	POINTS	ROUNDED POINTS:*	CHARACTERISTICS					
				Points Earned = Rounded Points	POINTS EARNED:*	TOTAL POINTS EARNED	Hawthorne (GES)	15+	14	13	12	11
PERFORMANCE	INDICATORS	_____	_____	GATES	121+	120-111	110-90	89-80	79-70	<70		
				Benzoni TABs	50-45	44-35	34-30	29-25	24-20	<20		
				ACHIEVEMENT								
PERFORMANCE	INDICATORS	_____	_____	Total Reading, Math, Science, Language, Social Studies, or Total Battery	99-97	96-94	93-91	90-88	87-85	<85		
						National %ile	Scores					
Referral Source: _____ Referral Date: _____				Date of Eligibility Meeting: _____								
ELIGIBILITY DECISION YES _____ NO _____ (Student is eligible with a total of 13 points)				Signatures of Team Members (Three signatures required)								
				Position								

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7:30 PM
1/6/2020