

Materials Checklist

1

Reference Materials

- ☐ The Texas State Plan for the Education of Gifted/Talented Students
- ☐ District Gifted/Talented Program Manual
- ☐ Board Policies: EHBB local and legal
 - ☐ District Policy for Transfer Students
 - ☐ District Policy for Reassessment of Students
 - ☐ Appeals Policy

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Required Materials

- ☐ Referral Forms
- ☐ Assessment/Placement Results Letter for Families
- ☐ List of Assessments used for each grade band
 - ☐ All necessary staff training components for each assessment are listed
 - ☐ All necessary implementation components for each assessment are listed
 - ☐ List of assessment options for students that need accommodations (special education, bilingual, etc.)

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Optional Materials

- ☐ Previous Year's Communication with Families and Community related to Referral Process
- ☐ Previous Year's Agenda for Awareness Session
- ☐ Previous Year's Assessment Calendar or Schedule
- ☐ Placement Committee Materials
 - ☐ Training Materials used to align selection decisions
 - ☐ Assessment requirements used by the district (cut scores, matrices, etc.)
 - ☐ List of Placement Committee members with credentials related to Gifted and Talented program requirements
- ☐ Kindergarten Consideration Checklist
- ☐ List of Assessments used to identify the areas of "leadership, artistic, and creative areas"



Communication Checklist

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Staff Communication

- ☐ Schedule staff communication to go out district-wide describing the identification process. Include verbiage encouraging staff to refer students and list specific campus contacts available to answer staff and parent questions.
- ☐ Send out communication to any staff member who has a role in the process to notify them of their expectations during the process. This includes:
 - ☐ Campus Contact (Administrator or Counselor that oversees campus program)
 - ☐ Testing Proctors (staff used to implement assessments with students)
 - ☐ Placement Committee Members
- ☐ Train testing proctors

2

Family Communication

- ☐ Post an announcement on the Gifted/Talented page of your website
- ☐ Schedule any other needed communications to go out to families. This may include:
 - ☐ Additional ads on the district and/or campus websites
 - ☐ Fliers that go out to parents
 - ☐ Updates in the district newsletter
- ☐ Schedule and present a Family Awareness Session
 - ☐ Prepare an overview of the Gifted/Talented program
 - ☐ Share relevant documents supporting families, including where the district manual is located, a list of campus contacts, referral packets, etc.



Referral Checklist

1

Prepare Referral Packets

- ☐ Packets may include:
 - ☐ Permission to Assess Students
 - ☐ Staff/Parent/Student surveys
 - ☐ Information related to student portfolio requirements (if applicable)
 - ☐ Outline of Testing Schedule
 - ☐ List of Campus Contacts
- ☐ For reference, share referral packets with campus coordinators and staff involved in the identification process.
- ☐ Post access to packets in a public space such as a website link, and physical copies on each campus available to families/staff.

2

Collect Necessary Documents

- ☐ Collect "Permission to Assess" documents for all students who are referred.
- ☐ Prepare a list of students in each grade level to be assessed, including homeroom teacher information for scheduling purposes.
- ☐ Kindergarten Considerations should take place with all kindergarten students. "Considerations" can include the following: Note that students who do not meet these criteria can still be referred for testing.
 - ☐ Checklists are used by staff with all students to look for characteristics of giftedness.
 - ☐ Identify students for referral based on their performance on grade-level norm-based assessment (universal screener, etc.).

3

Create a Testing Schedule

- ☐ Create an outline of the testing schedule that includes:
 - ☐ Referral window
 - ☐ Testing dates by grade level or grade band
 - ☐ Makeup dates for testing
 - ☐ Placement committee meeting date(s)
 - ☐ Start date for services



Assessment Process Checklist

1

Prior to Assessments

- ☐ Schedule specific dates/times for assessments by grade level or grand band.
- ☐ Communicate assessment details with all campus coordinators
 - ☐ Name of staff member proctoring the assessment(s)
 - ☐ Date/time scheduled
 - ☐ Students that will be involved, homeroom teacher
 - ☐ Any materials students need to bring
 - ☐ Any specific testing procedures (practice tests, written or computerized testing, small group or individual, etc.)
 - ☐ Scoring information for assessments
 - ☐ Makeup testing information

2

During Assessments

- ☐ Pull students for assessments
 - ☐ Note student's assessment abnormalities (if needed)
 - ☐ Note students that will participate in makeup test dates

3

After Assessments

- ☐ Score assessments
 - ☐ Score surveys on a district or vendor-approved rubric
 - ☐ Collect and score student portfolio items on a district-approved rubric
 - ☐ Hand-score any other assessments as needed
- ☐ Prepare Student Data
 - ☐ Use a student portfolio or data matrix to record the assessment scores for each student.
 - ☐ Optionally include additional considerations at the bottom of your portfolio or matrix that identifies:
 - ☐ Language Needs (EL, Bilingual, ESL)
 - ☐ Special Education support
 - ☐ Students from specific populations (Low SES, Migrant, Homeless, etc.)



Identification Process Checklist

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Placement Committee

- ☐ Schedule specific date(s)/times for placement committee(s) to meet
- ☐ Send out information related to scheduled sessions and requirements for staff participation
 - ☐ Materials to bring to the meeting
 - ☐ Training materials they should review in advance of the meeting
 - ☐ Notice of nondisclosure related to assessments and student data
- ☐ Prepare Placement Committee Training materials
 - ☐ Slides or information related to assessments used and criteria for services
 - ☐ Slides and examples to set expectations for selection decisions
 - ☐ Slides to explain requests for “additional assessment information” when the committee cannot come to an agreement or sees a need for further testing
- ☐ When multiple committees are used, group student data sheets together to prepare them for review by the appropriate committee
- ☐ Train Placement Committee(s)
- ☐ List all Placement Committee decisions

2

Communicate Results

- ☐ Communicate results with families and staff
 - ☐ Students who will begin services should receive a letter informing them when the services start and advising them of any schedule adjustments needed.
 - ☐ Students who have not been identified as needing services will be informed that a decision has been made and who to contact if they have questions related to the decision. Include information related to the ability to appeal the committee decision.
 - ☐ Provide necessary staff with a list of identified students and any schedule adjustments that will take place.

3

Prepare for Services to Begin

- ☐ All Kinder students that are identified should start services no later than March 1 of the year they are identified.
- ☐ All other students should be scheduled to start services following your district expectations.
 - ☐ Provide necessary staff with a list of identified students and any schedule adjustments that will take place.
 - ☐ If services begin the following year, then document the intent to begin services following your district protocols.

