

 Tigard-Tualatin School District Talented and Gifted Program  
Historically Underrepresented Populations Referral

Name: \_\_\_\_\_ Grade \_\_\_\_

Teacher \_\_\_\_\_ ID # \_\_\_\_\_

BIRTHDAY \_\_\_\_\_

MATH State Assessment score \_\_\_\_ (\_\_\_\_%ile) Date: \_\_\_\_

RDG State Assessment score \_\_\_\_ (\_\_\_\_%ile) Date: \_\_\_\_

NNAT Score \_\_\_\_%ile Date: \_\_\_\_ ELPA Score: \_\_\_\_ Date: \_\_\_\_

REFERRAL SOURCE: NNAT STATE TEST TEACHER PARENT

\_\_\_\_\_ Contact teacher to discuss current observations

\_\_\_\_\_ Plan/Begin Enrichment Opportunities (collect progress data)

\_\_\_\_\_ Schedule parent meeting (incl. ELL and interpreter, if applicable.)

In parent meeting:

\_\_\_\_\_ Conduct Parent Interview (U-PI)

\_\_\_\_\_ Complete home SIGS (in context of own culture)

\_\_\_\_\_ Request Permission to Begin Evaluation. (P-GE/S)

Date Rec'd: \_\_\_\_\_ Date Due: \_\_\_\_\_

\_\_\_\_\_ Complete SIGS with teacher: Int \_\_\_\_ LA \_\_\_\_ Mth \_\_\_\_

\_\_\_\_\_ Complete Attributes Rating Scale with teacher (U-RS): Lang \_\_\_\_ Cult \_\_\_\_ Soc \_\_\_\_ Learn \_\_\_\_

\_\_\_\_\_ Conduct File Review (FR)

\_\_\_\_\_ Gather assessment/cohort data (ELPA/LAS, OAKS/SBAC, DIBELS, classroom assessments) (U-CS)

\_\_\_\_\_ Gather Work Samples (for student and cohort group for comparison)

\_\_\_\_\_ Conduct student observations (U-OP)

\_\_\_\_\_ Determine if assessment will be given (NOT 2<sup>nd</sup> if ELL, per district plan)

If so,:

\_\_\_\_\_ Administer assessment(s) - test \_\_\_\_\_

\_\_\_\_\_ Schedule TAG committee meeting

\_\_\_\_\_ Create DRAFT ID Profile (ID)

\_\_\_\_\_ Review evidence and scores in team mtg (U-EW)

\_\_\_\_\_ Decide on qualification in team mtg

If NO:

\_\_\_\_\_ Send Letter to Parents (phone call to parents) (IE-GE/S)

\_\_\_\_\_ Sticker on Cum. File with "DNQ"

\_\_\_\_\_ House Eval. File in cum. file

\_\_\_\_\_ Process Complete

If YES:

\_\_\_\_\_ Sign ID form (ID)

\_\_\_\_\_ Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (E-GE/S, PIE/S)

\_\_\_\_\_ Request Secretary to add ID in Synergy

\_\_\_\_\_ Sticker on Cum File

\_\_\_\_\_ Draft TAG plan with teacher (ITP-E/S)

\_\_\_\_\_ Send Draft TAG plan to parents (make changes if necessary)

\_\_\_\_\_ Finalize file and house in TAG file

\_\_\_\_\_ Process Complete





## Tigard-Tualatin School District TAG Program Parent Interview Questions for Historically Underrepresented Students

### Language

What do you remember about your child's early language development?

Do you remember when he/she started talking? Reading?

Tell us about the process of your child acquiring a new language.

Can you give some examples of how/when your child uses both languages?

What else can you tell us about your child's language skills?

### Learning

Tell us about your child's passions or interests in school and outside of school?  
(imaginative, creative, artistic)

How can you tell your child is interested in something?  
(highly motivated, self-driven, persistent)

Is your child curious? Do they ask a lot of questions? Give us some examples of questions your child has asked you.  
(highly observant, notes details)

What is it like for your child to learn something new?  
(memory retention, recall, connections, patterns, relationships, generalizations)

What can you tell us about your child's schoolwork and homework?

When something is hard or challenging, what does your child do?  
(problem-solving, logical reasoning, intuition)

What else can you tell us about your child's learning and thinking?



## Tigard-Tualatin School District TAG Program Parent Interview Questions for Historically Underrepresented Students

### Social

Is your child a leader? Can you give us some examples of his/her leadership?  
(shows leadership qualities, self confident, assumes responsibility)

Describe your child in social situations.  
(well-liked, respected by peers, gets along with others)

Describe how your child reacts when confronted with a new situation.  
(adapts easily, flexible, willing to take risks, problem solving)

Describe your child's emotions. Is he/she emotional?  
(empathetic, intense emotional response)

Is your child funny? Does he/she understand humor? Please provide some examples.

### Cultural

Tell us about your family's culture. What are some qualities that are valued or viewed as gifted in your culture?  
Does your child have any of these qualities?

Does your child understand that he/she is part of more than one culture?

How has the process of adapting to a new culture been for your child?

Does your child like to talk about or share his/her culture with his/her friends?



## Tigard-Tualatin School District TAG Program Parent Interview Questions for Historically Underrepresented Students

### Sources:

- Blocher, R. *Our most able learners from culturally and linguistically diverse backgrounds* [PowerPoint slides]. Retrieved from <http://www.ode.state.or.us/teachlearn/subjects/science/curriculum/ell-students-and-tag-id.pdf>
- Brulles, D., Castellano, J. A., & Laing, P. C. (2011). Identifying and enfranchising gifted English language learners. In J. A. Castellano & A. D. Frazier (Eds.), *Special populations in gifted education: Understanding our most able students from diverse backgrounds*. Waco, TX: Prufrock Press.
- Castellano, J. (1998). Identifying and assessing gifted and talented bilingual Hispanic students. Retrieved from [http://www.davidsongifted.org/db/Articles\\_id\\_10362.aspx](http://www.davidsongifted.org/db/Articles_id_10362.aspx)
- Castellano, J. A. (2003). The "browning" of American schools: Identifying and educating gifted Hispanic students. In J. A. Castellano (Ed.), *Special populations in gifted education: Working with diverse gifted learners*. Boston: Allyn and Bacon.
- Iowa Department of Education & Belin-Blank International Center for Gifted Education and Talent Development. (2008). *Identifying gifted and talented English language learners: Grades K-12*. Retrieved from <https://www.educateiowa.gov/documents/advanced-learning-opportunities/2013/03/identifying-gifted-and-talented-english-language>
- Portland Public Schools. *Attributes of talented and gifted English learners* [Word Document Matrix].
- Renzulli, J. S., Smith, L. H., White, A. J., Callahan, C. M., Hartman, R. K., Westberg, K. L., . . . Sytsma Reed, R. E. (2010). *Scales for rating the behavioral characteristics of superior students: Technical and administration manual* (3rd ed.). R. Tallaferró (Ed.). Waco, TX: Prufrock Press.
- The School District of Palm Beach County Exceptional Student Education. (2014). *Gifted characteristics checklist for underrepresented populations* [PDF file]. Retrieved from [www.palmbeachschools.org/Forms/Documents/1451.pdf](http://www.palmbeachschools.org/Forms/Documents/1451.pdf)
- Winebrenner, S., & Brulles, D. (2012). *Teaching gifted kids in today's classroom: Strategies and techniques every teacher can use* (3rd ed.). Minneapolis, MN: Free Spirit Publishing.



**Tigard-Tualatin School District**

**Attributes Rating Scale for Identifying Historically Underrepresented Talented and Gifted Students**

	Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
<b>Language</b>						
Advanced skills/fluency in native language	0	1	2	3	4	
acquires language rapidly	0	1	2	3	4	
translates/interprets between languages	0	1	2	3	4	
strong expressive language/verbal skills	0	1	2	3	4	
code switches easily	0	1	2	3	4	
large vocabulary	0	1	2	3	4	
<b>Total:</b>						<b>/6 = Average</b>

	Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
<b>Learning</b>						
exceptional memory, retention or recall	0	1	2	3	4	
highly motivated or self-driven, persistent	0	1	2	3	4	
pursues an intense interest	0	1	2	3	4	
curious, inquisitive, asks unusual or penetrating questions	0	1	2	3	4	
quick mastery of new skills or information	0	1	2	3	4	
analytical--finds meaning, makes connections, generalizes and finds relationships	0	1	2	3	4	
demonstrates high levels of logical reasoning, intuition and problem-solving abilities	0	1	2	3	4	
highly observant, notes details	0	1	2	3	4	
academic achievement and work completion at a high level (compared to cohort)	0	1	2	3	4	
discovers, applies and creates patterns	0	1	2	3	4	
impatient with repetition or routine	0	1	2	3	4	
imaginative, creative, original or novel ideas	0	1	2	3	4	
exceptional ability in the arts	0	1	2	3	4	
<b>Total:</b>						<b>/13 = Average</b>



## Tigard-Tualatin School District

### Attributes Rating Scale for Identifying Historically Underrepresented Talented and Gifted Students

	Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
<b>Social</b>						
displays leadership qualities	0	1	2	3	4	
assumes mature responsibilities	0	1	2	3	4	
adapts easily to new situations, flexible	0	1	2	3	4	
well-liked, respected and acknowledged by peers	0	1	2	3	4	
gets along well with adults and older students	0	1	2	3	4	
empathetic	0	1	2	3	4	
intense or unmutual emotional depth or responsiveness	0	1	2	3	4	
advanced sense of humor	0	1	2	3	4	
self-confident and/or willing to take risks	0	1	2	3	4	
intuitive grasp of situations	0	1	2	3	4	
sees/understands multiple perspectives	0	1	2	3	4	
high expectations of self and others	0	1	2	3	4	
skilled at problem-solving; solves problems in various or unique ways (including both academic and social/emotional problems)	0	1	2	3	4	
<b>Total:</b>	0	1	2	3	4	/13 = Average

	Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
<b>Cultural</b>						
mature sense of diverse cultures and languages	0	1	2	3	4	
respect for cultural differences	0	1	2	3	4	
navigates appropriate behaviors successfully in multiple cultures	0	1	2	3	4	
exceptional talent in areas specifically valued in culture of origin	0	1	2	3	4	
shows pride in cultural or ethnic background; is willing to share own culture or language	0	1	2	3	4	
<b>Total:</b>	0	1	2	3	4	/5 = Average



## Tigard-Tualatin School District Attributes Rating Scale for Identifying Historically Underrepresented Talented and Gifted Students

### Sources:

- Blocher, R. *Our most able learners from culturally and linguistically diverse backgrounds* [PowerPoint slides]. Retrieved from <http://www.ode.state.or.us/teachlearn/subjects/science/curriculum/eil-students-and-tag-id.pdf>
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**Tigard-Tualatin School District  
Talented and Gifted (TAG) Program  
Cohort Study Protocol**

Student name:  
DOB:

Date:  
Student ID:

TAG Specialist:  
Classroom Teacher:

**Area of Evaluation:**

- Language Acquisition
- Academic performance in Reading
- Academic performance in Math

**Testing that will be used:**

- ELPA
- DIBELS
- Smarter Balanced
- Classroom unit tests
- Other:

Find a minimum of 3-5 other students of similar demographics whose data will be compared. The students must be the same ethnicity and grade. They also must have entered the culture/school at around the same time. Remember what area you are evaluating, and try to make all other demographics the same.

Collect Cohort Data below or attach additional forms:

Assessment Used:			Assessment Used:		
Student	Date(s)	Data/Evidence	Student	Date(s)	Data/Evidence
Student 2			Student 2		
Student 3			Student 3		
Student 4			Student 4		
Student 5			Student 5		
Student 6			Student 6		

**Review / Observations:**

**Next Steps:**



**Tigard-Tualatin School District**  
**Observation Protocol for Historically Underrepresented Gifted Students**

<b>Language</b>	<b>Notes/Comments:</b>
Advanced skills/fluency in native language	
acquires language rapidly	
translates/interprets between languages	
strong expressive language/verbal skills	
code switches easily	
large vocabulary	
Other:	

<b>Learning</b>	<b>Notes/Comments:</b>
exceptional memory, retention or recall	
highly motivated or self-driven, persistent	
pursues an intense interest	
curious, inquisitive, asks unusual or penetrating questions	
quick mastery of new skills or information	
analytical--finds meaning, makes connections, generalizes and finds relationships	
demonstrates high levels of logical reasoning, intuition and problem-solving abilities	
highly observant, notes details	
academic achievement and work completion at a high level (compared to cohort)	
discovers, applies and creates patterns	
impatient with repetition or routine	
imaginative, creative, original or novel ideas	
exceptional ability in the arts	
Other:	



**Tigard-Tualatin School District**  
**Observation Protocol for Historically Underrepresented Gifted Students**

<b>Social</b>	<b>Notes/Comments:</b>
displays leadership qualities	
assumes mature responsibilities	
adapts easily to new situations, flexible	
well-liked, respected and acknowledged by peers	
gets along well with adults and older students	
empathetic	
intense or unusual emotional depth or responsiveness	
advanced sense of humor	
self-confident and/or willing to take risks	
intuitive grasp of situations	
sees/understands multiple perspectives	
high expectations of self and others	
various or unique ways (including both academic and social/emotional problems)	
Other:	

<b>Cultural</b>	<b>Notes/Comments:</b>
mature sense of diverse cultures and languages	
respect for cultural differences	
navigates appropriate behaviors successfully in multiple cultures	
exceptional talent in areas specifically valued in culture of origin	
shows pride in cultural or ethnic background; is willing to share own culture or language	
Other:	



## Tigard-Tualatin School District Observation Protocol for Historically Underrepresented Gifted Students

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- Blocher, R. *Our most able learners from culturally and linguistically diverse backgrounds* [PowerPoint slides]. Retrieved from <http://www.ode.state.or.us/teachlearn/subjects/science/curriculum/ell-students-and-fag-id.pdf>
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**Tigard-Tualatin School District  
Evidence Worksheet for Identifying Historically  
Underrepresented Talented and Gifted Students**

Areas to Consider	Possible Sources of Evidence Include:	Evidence Collected/considered by team:
<b>Social</b>	Attributes Rating Scale (Social Average Score):	
	Observation Protocol (Social Notes/Comments):	
	Data/Evidence from File Review:	
	Anecdotal Teacher Reports/Observations:	
	Evidence from Parent Interview:	
	Other:	
<b>Learning</b>	DIBELS Data (compare to cohort):	
	OAKS/SBAC Data (compare to cohort):	
	Classroom work samples and/or assessment data (compare to cohort):	
	Specific Instructional Enrichment Strategies/Opportunities Provided:	
	Growth data/Response to Enrichment/Progress Monitoring (compare to cohort or enrichment group):	
	Attributes Rating Scale (Learning Average Score):	
	Observation Protocol (Learning Notes/Comments):	
	Anecdotal Teacher Reports/Observations:	
	Report Card/Other Data from file review:	
	SIGS Percentiles (Home and/or School Rating Scales):	
	Evidence from Parent Interview:	
	Other:	



**Tigard-Tualatin School District  
Evidence Worksheet for Identifying Historically  
Underrepresented Talented and Gifted Students**

<b>Areas to Consider</b>	<b>Possible Sources of Evidence Include:</b>	<b>Evidence Collected/Considered by Team:</b>
<b>Language</b>	ELPA/LAS data (compare to cohort group):	
	Attributes Rating Scale (Language Average Score):	
	Observation Protocol (Language Notes/Comments):	
	Data/Evidence from File Review:	
	Anecdotal Teacher Reports/Observations:	
	Evidence from Parent Interview:	
	Other:	
<b>Cultural</b>	Attributes Rating Scale (Cultural Average Score):	
	Observation Protocol (Cultural Notes/Comments):	
	Data/Evidence from File Review:	
	Anecdotal Teacher Reports/Observations:	
	Evidence from Parent Interview:	
	Other:	



**Tigard-Tualatin School District**  
**Evidence Worksheet for Identifying Historically**  
**Underrepresented Talented and Gifted Students**

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