

LEVEL IV SERVICES: CENTRAL SCREENING AND SELECTION

for FCPS Families Grades 2-7

Mrs. Mary Keane

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Kings Park Elementary (W, Th, Fri AM) &
Shreviewood Elementary (M, Tu, Fri PM)

Advanced Academic Programs

<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>

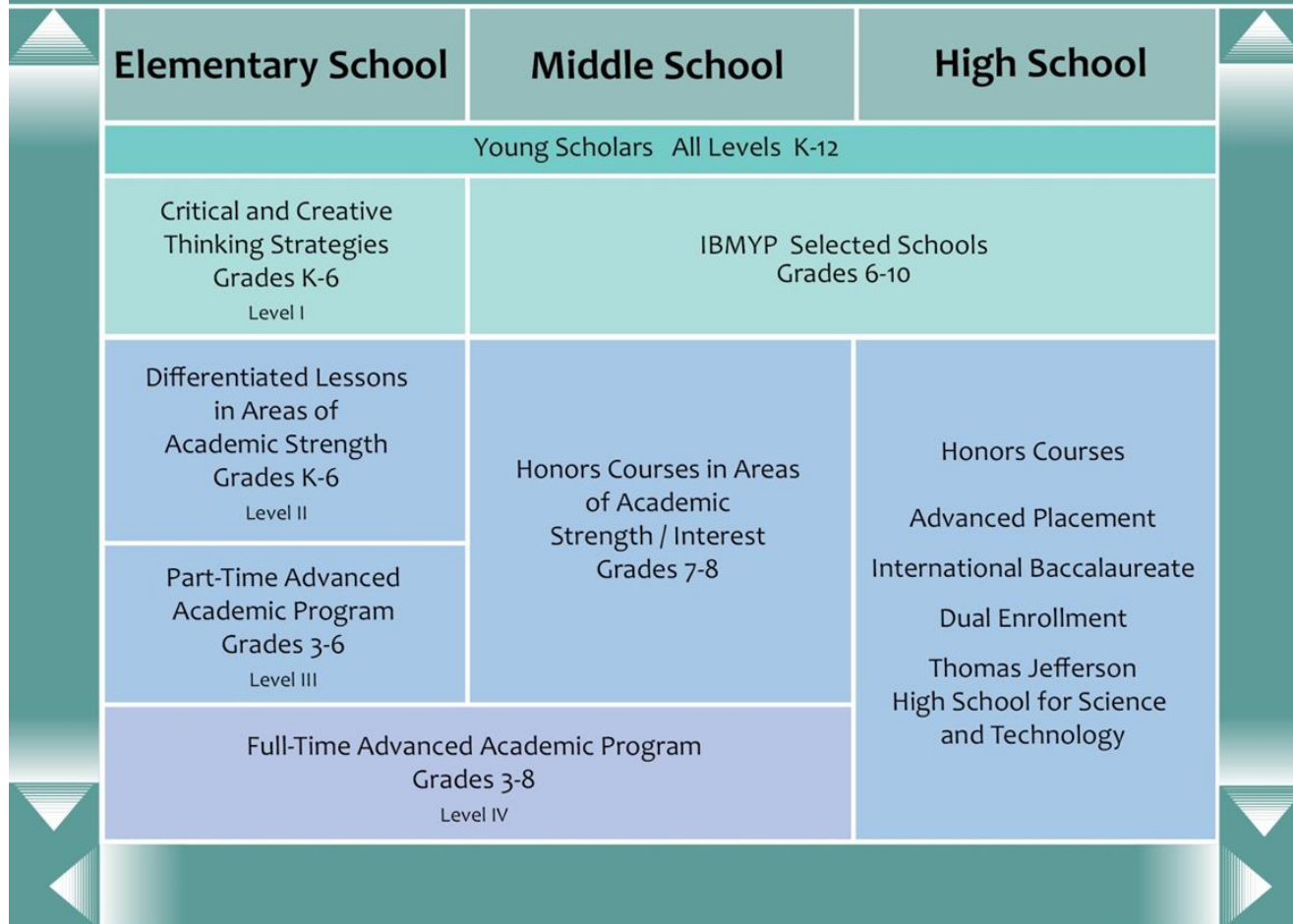


Agenda

- What is done in AAP?
- What goes into a Level IV screening file?
- What is the committee looking for in the work samples?
- What is the timeline for this process?
- Questions



Continuum of Advanced Academic Services



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

We label services, not children.

What do
students do in
the **Advanced
Academic
Programs?**



Level I: Critical and Creative Thinking Skills for all students



Levels II-IV: Curriculum Frameworks, K-6

Fairfax County Public Schools	
Curriculum and Resources to Support the Differentiated Framework Advanced Academic Programs (Levels II, III, and IV) Grade 3: 2017-2018	
Professional development for use of these resources is provided throughout the year by the Advanced Academics Program Office.	
Level IV Teachers: Please use the Level IV AAP Guides as a reference for implementing the Essential Curriculum on this framework.	
Mathematics	
Essential	Where to Order or Access (ISBN/ product number in parenthesis)
Level IV Teaching Guide – A Companion Piece to the Elementary Mathematics Pacing Guide	ES Advanced Academic Programs 24/7 site
Project M ³ Mentoring Mathematical Minds	www.kendallhunt.com MoLi Stone- Place Value & Numeration <ul style="list-style-type: none"> • Student Journal: (978-1-4652-6197-7) • Teacher Guide: (978-1-4652-8075-6) Awesome Algebra- Patterns & Generalizations <ul style="list-style-type: none"> • Student Journal: (978-1-4652-6201-1) • Teacher Guide: (978-1-4652-8076-3) Digging for Data- Analyzing Data <ul style="list-style-type: none"> • Student Journal: (978-1-4652-6209-7) • Teacher Guide: (978-1-4652-6210-3) How Big is Big?- Understanding & Using Large Numbers <ul style="list-style-type: none"> • Teacher Guide: (978-1-4652-8078-7) • Student Journal: (978-1-4652-6222-5) In Search of the Yeti: Measuring Up, Down- Measurement <ul style="list-style-type: none"> • Student Journal: (978-1-4652-7037-5) • Teacher Guide: (978-1-4652-8090-9)
Additional	Where to Order or Access (ISBN/ product number in parenthesis)

Fairfax County Public Schools	
Curriculum and Resources to Support the Differentiated Framework Advanced Academic Programs Kindergarten: 2017-2018	
Professional development for use of these resources is provided throughout the year by the Advanced Academics Program Office.	
Mathematics	
Materials	Where to Order or Access (ISBN/ product number in parenthesis)
Critical and Creative Thinking Lessons	eCART
M2: Mentoring Young Mathematicians	www.kendallhunt.com Exploring Shapes in Space: Geometry with the Frognauts- <ul style="list-style-type: none"> • Teacher Guide: (978-1-4652-0864-4) • Student Guide: (978-1-4652-0861-3) Sizing up the Lily Pad Space Station: Measuring with the Frognauts- <ul style="list-style-type: none"> • Teacher Guide: (978-0-7575-9956-9) • Student Guide: (978-0-7575-9945-3)
William and Mary Units	http://www.purprock.com/ Splash: (978-1-59363-970-9)
Patterns, Patterns Everywhere	ES Advanced Academic Programs 24/7 site
Marcy Cook Math	http://www.marcycookmath.com/
Activities Integrating Math and Science	Various topics- please see this site for K-2 Resources: http://store.aimsedu.org/aims_store/books/math-activity-books-k-2/
Fundamentals	https://www.origoeducation.com/product/fundamentals-computation-games-and-strategies-grades-1-5/
Social Studies	
Materials	Where to Order or Access (ISBN/ product number in parenthesis)
Critical and Creative Thinking Lessons	eCART
Parallel Curriculum Model: <i>Your Story, My Story</i>	ES Advanced Academic Programs 24/7 site
Teaching With Primary Sources Library of Congress	http://www.loc.gov/teachers/tps/
Language Arts	
Materials	Where to Order or Access (ISBN/ product number in parenthesis)
Critical and Creative Thinking Lessons	eCART

Best Practices in Identification



*Best practices indicate that **multiple measures** and **valid indicators from multiple sources** must be used to assess and serve gifted students. Information should be gathered from multiple sources, in different ways and in different contexts”*
- NAGC, 1997

Screening File Contents

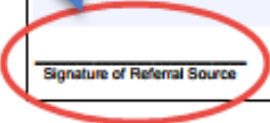
1. Summary Sheet
2. Referral Form
3. Gifted Behaviors Rating Scale with Commentary
4. Ability Test Results
5. Additional Optional Test Results
6. Progress Reports (1 ½ years)
7. Parent/Guardian Questionnaire (optional)
8. Student Work Samples
9. Awards, letters of recommendation (optional)

Referral Form

Advanced Academic Programs Level IV Referral Form

Please print clearly or type; 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.

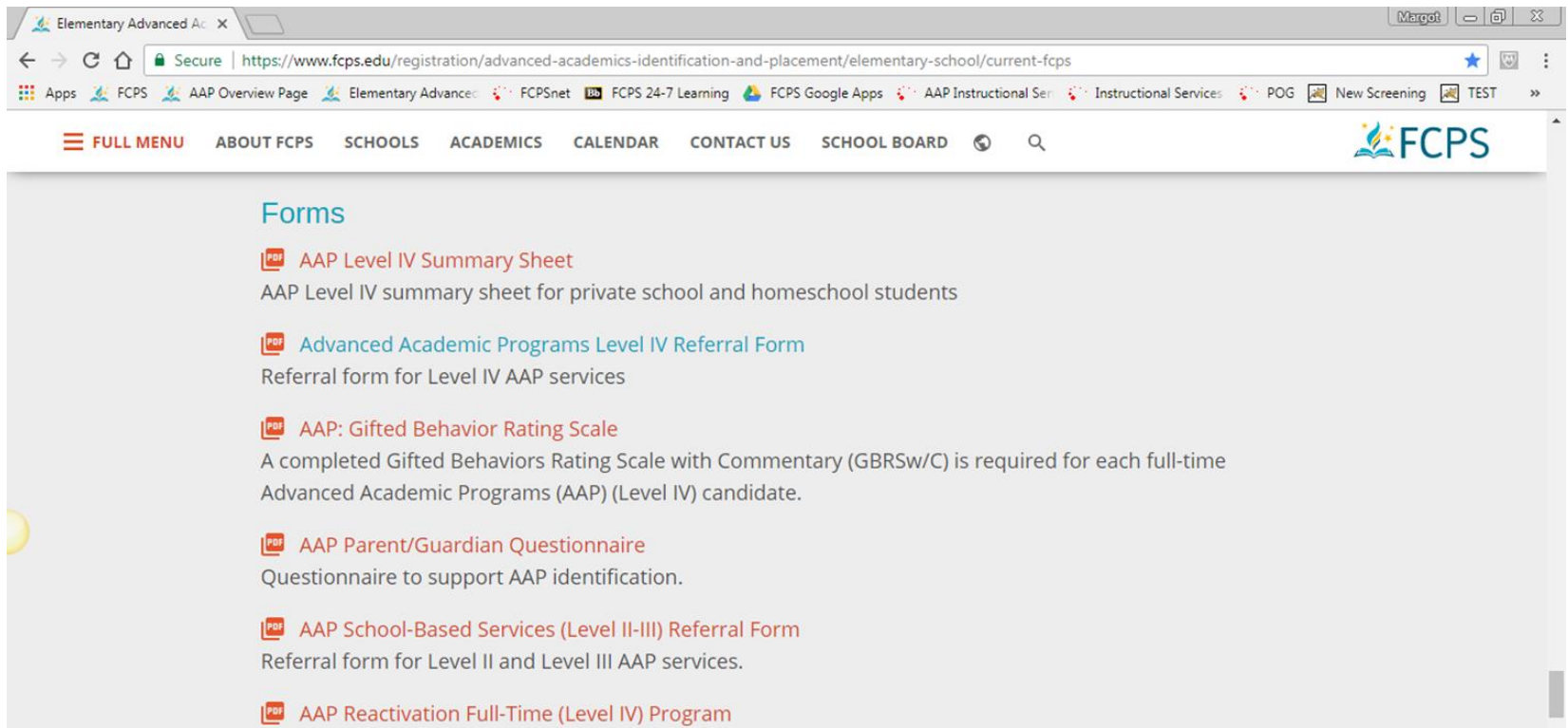
Student's Last Name		First Name	Parents/Guardians	
Date of Birth	Gender	Grade	Home Address	
School Currently Attending		Telephone #	City/State/Cp	
Fairfax County Public Schools Student ID # OR Private School Address			Telephone	Mother (W)
FCPS Advanced Academic Resource Teacher or Middle School Counselor OR Private School Teacher			Father (F)	Mother (C)
			Father (F)	Father (W)
			Father (C)	
Language(s) spoken in the home _____				
Screening for advanced academic school-based services (Levels II-III) takes place at 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	



Forms on Public Web

Level IV Referral Deadline: JANUARY 12, 2018
Parents of student in grades 2-7 may refer for full time placement.

**Identification and
Placement Forms**









Elementary Advanced Ac x Margot

Secure | <https://www.fcps.edu/registration/advanced-academics-identification-and-placement/elementary-school/current-fcps>

Apps FCPS AAP Overview Page Elementary Advanced FCPSnet FCPS 24-7 Learning FCPS Google Apps AAP Instructional Services Instructional Services POG New Screening TEST

FULL MENU ABOUT FCPS SCHOOLS ACADEMICS CALENDAR CONTACT US SCHOOL BOARD FCPS

Forms

-  [AAP Level IV Summary Sheet](#)
AAP Level IV summary sheet for private school and homeschool students
-  [Advanced Academic Programs Level IV Referral Form](#)
Referral form for Level IV AAP services
-  [AAP: Gifted Behavior Rating Scale](#)
A completed Gifted Behaviors Rating Scale with Commentary (GBRSw/C) is required for each full-time Advanced Academic Programs (AAP) (Level IV) candidate.
-  [AAP Parent/Guardian Questionnaire](#)
Questionnaire to support AAP identification.
-  [AAP School-Based Services \(Level II-III\) Referral Form](#)
Referral form for Level II and Level III AAP services.
-  [AAP Reactivation Full-Time \(Level IV\) Program](#)

Ability Testing

FCPS Testing:

- **NNAT** (Naglieri Nonverbal Ability Test) administered February/March of Grade 1
- **CogAT** (Cognitive Abilities Test) administered October of grade 2
 - Students must have one abilities test score on file to be screened
 - The screening pool benchmark (Grade 2 students only) is determined through analysis the Grade 1 NNAT and Grade 2 CogAT

Private Ability Tests

- A parent/guardian may seek private testing through a licensed clinical psychologist or through **George Mason University** (GMU).
- If GMU is not used, a copy of the licensed clinical psychologist's license must be included with the test results.

List of Approved Ability Tests

Group Tests

Cognitive Abilities Test (CogAT)
Naglieri Nonverbal Ability Test
Otis-Lennon School Ability Test (OLSAT)

Individually Administered Tests

Stanford-Binet Intelligence Scale
Wechsler Intelligence Scale for Children (WISC IV, WISC V)
Cognitive Assessment System (CAS)
Kaufman Assessment Battery
Differential Ability Scale (DAS)

Gifted Behavior Rating Scale (GBRS)

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

Student Name _____ Grade _____

School _____ School Phone _____

A completed Gifted Behaviors Rating Scale with Commentary (GBRSwC) is an Advanced Academic Programs (AAP) (Level IV) candidate.

Review each category and the list of descriptors. Assign an overall rating. 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.)

Name	Position	Name
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 _____

Student Name _____ Grade _____

GIFTED BEHAVIORS RATING SCALE WITH COMMENTARY

A Gifted Behaviors Rating Scale with Commentary (GBRSwC) is an Advanced Academic Programs (AAP) (Level IV) placement.

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

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 music
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
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
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

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 (FCPS)		_____

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 rating.

Parent Guardian Questionnaire

Fairfax County Public Schools

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.

Check the appropriate box: occasionally, frequently, consistently.
Give an example for each.

	occasionally	frequently	consistently
My child surprises me with higher knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is intellectually curious and asks thoughtful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child finds humor in situations or events unusual for higher age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can focus on a particular topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your child have a special need that you want to contribute to the committee?
If YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.

NO YES

_____ _____
 Parent/Guardian Signature Date

Parent Guardian Questionnaire: 2e Learners

A student in grades K through 12 who demonstrate high performance ability or academic potential and who have a cognitive, physical, behavioral, or emotional disability that requires accommodations in order for their potential to be realized.

Fairfax County Public Schools 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.			
Check the appropriate box: occasionally, frequently, consistently. Give an example for each.	occasionally	frequently	consistently
My child surprises me with his/her knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child comes up with imaginative and/or unusual ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is intellectually curious and asks thoughtful questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child finds humor in situations or events unusual for his/her age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child can focus on a particular topic for an unusually long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child have a special need that you want to communicate to the committee? If YES, please explain (such as learning disability). Additional information may also be submitted as part of the five pages.			
			<input type="radio"/> NO <input type="radio"/> YES
Parent/Guardian Signature _____			Date _____

Work Samples



Guidelines

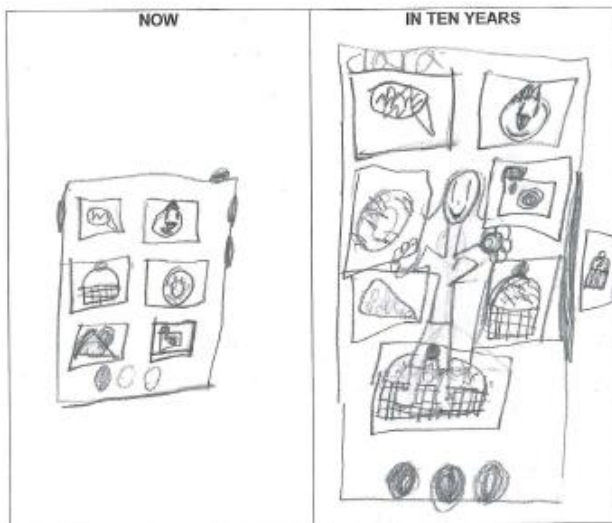
Minimum **2 pages** submitted by the school

- **1 sample must be:**
 - a) The result of the student working with one of the 9 critical and creative thinking strategies –OR–
 - b) The result of working with a resource from the AAP Curriculum Framework for levels II-IV (Clarion, M³, Jacob's Ladder, Document Based Questions, etc.)
- **The second sample may be:**
 - a) Another work sample related to critical and creative thinking or problem solving
 - b) A writing sample
 - c) A sample showing student strengths

The other four pages of work samples may be submitted by the **school** or by the **parent**.

They should showcase student strengths in a variety of subject areas.

Changes over Time



Explain the changes you think will take place with this product over the next ten years.

The phone is really big + can print out pickers and the pickers will turn into real things

Name _____

Birthday Balloons!

Ashley and Anne are having a joint birthday party in February! They are inviting 20 children and 14 adults. They want to serve pizza at the party. Each pizza has 8 slices in it. How many pizza pies should they buy so each person gets 1 slice? 5

Explain your thinking with numbers, pictures, and words.

$$20 + 14 = 34$$

$$\begin{array}{r} 8 \\ 16 \\ 24 \\ 32 \\ 40 \end{array}$$
 With
 ↓ 5 pizzas, everybody can have size and there will be 6 slices left over.

25 slices

Produced at School

$$\begin{array}{r} 20 \\ 14 \\ \hline 34 \end{array}$$

$$\begin{array}{r} 9 \\ \hline 72 \end{array}$$
 9 pizzas

because then there will be 4 slices leftover.

Guidelines (continued)

Pages must be single-sided, 8 ½ x 11”.

Pages must be 2-dimensional only; However, a photograph of a 3D work sample is acceptable.

Multiple pages may be copied to one page as long as it is large enough to read. Or, a single page from a multi-page work sample may be included.

Copies or originals are acceptable (work samples will not be returned)

It is helpful to write a brief sentence or two that highlights what the committee should notice about the sample

Math Sample from Mentoring Young Mathematicians (M²)

DEEPLY

2. Jasper asked if the secret number was even, and the answer was "yes." What are two additional questions that Jasper should **not** ask next based on what he already knows?


Why not?

1. "Is it odd" because he already knows it an even number. ✓

2. "Is it divisible by 2" because numbers divisible by two are all even and he knows the number is even. ✓

2+2=4, 4+2=6, 6+2=8, 8+2=10 etc.
(divisible by two)
(all even) ✓

A "think deeply" question explained in December 2012.

 Your Thoughts and Questions

Use the back!

Need more room?

Math Non-Sample

Name _____ Date 10-11

-O Beautiful work!

More Work with Division

Class Practice

1. Divide and check.

a. $4 \overline{) 324}$ 81

b. $6 \overline{) 471}$ $78 \overline{) 471}$

c. $5 \overline{) 256}$

2. Find the products.

a. 407×43 b. $9,501 \times 93$ c. $8,792 \times 58$ d. $1,947 \times 81$ e. $6,832 \times 6$

3. Solve these measurement equations!

a. $3 \text{ lb.} = 48 \text{ oz.}$ b. $10 \text{ yd.} = 30 \text{ ft.}$ c. $9 \text{ ft.} + 3 \text{ in.} = 41 \text{ in.}$

$48 \text{ oz.} = 48 \text{ oz.}$ $30 \text{ ft.} = 30 \text{ ft.}$ $48 \text{ in.} + 3 \text{ in.} = 41 \text{ in.}$

4. Number each column from smallest to largest.

a. 2 foot 3 ton 1 ft.

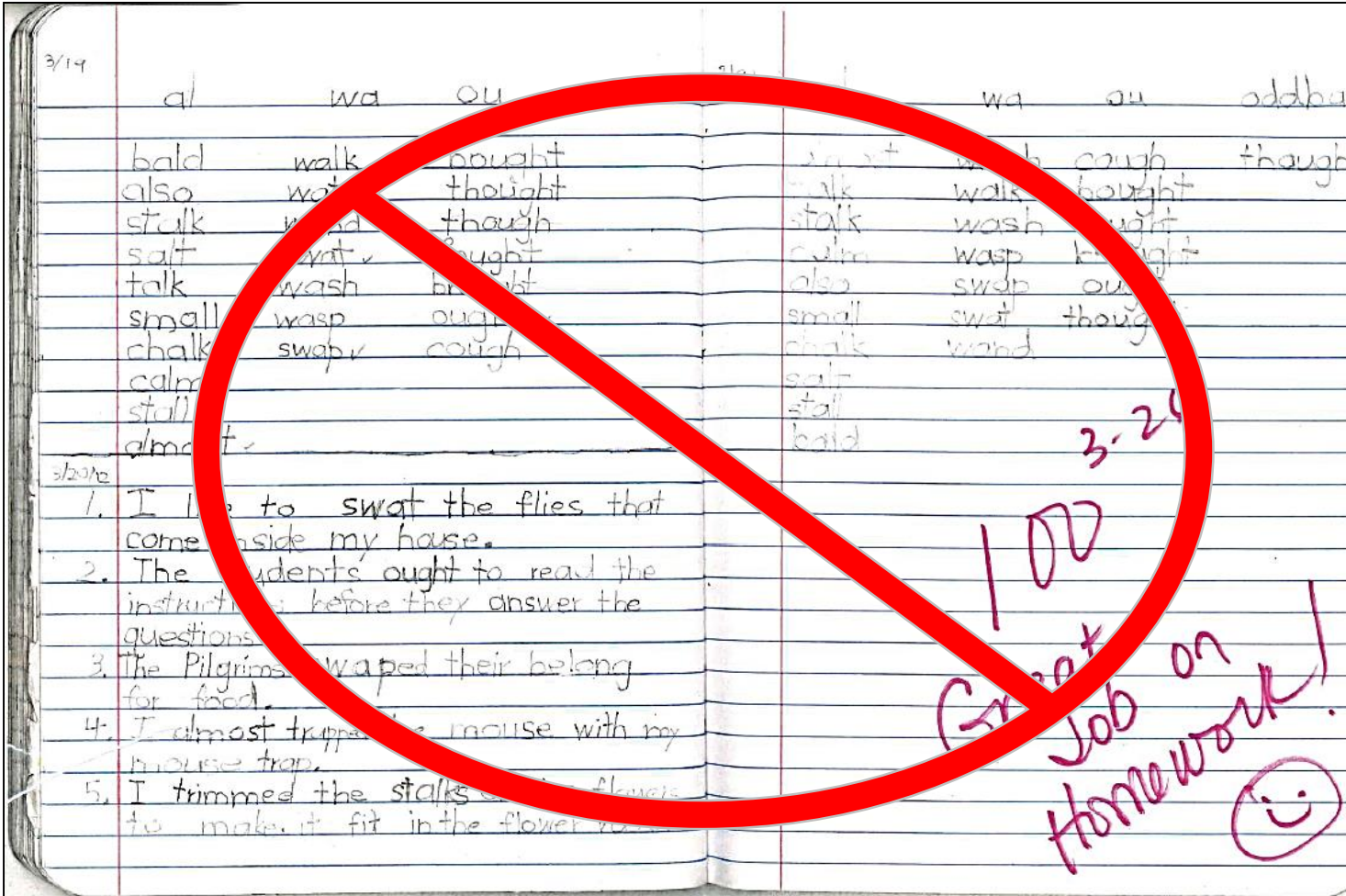
1 inch 1 ounce 3 yd.

3 yard 3 pound 1 yd.

Language Arts: Encapsulation



Language Arts *Non-Sample*



3/19

al	wa	ou	wa	ou	oddba	
bald	walk	bought	swat	wash	cough	though
also	wat	thought	walk	wals	bought	
stalk	wad	though	stalk	wash	ought	
salt	swat	ought	calm	wasp	ought	
talk	wash	bought	also	swap	ou	
small	wasp	ought	small	swat	though	
chalk	swap	cough	chalk	wand		
calm			salt			
stall			stall			
almost			bald			

3/20/20

1. I like to swat the flies that come inside my house.
2. The students ought to read the instructions before they answer the questions.
3. The Pilgrims wiped their belongings for food.
4. I almost trapped the mouse with my mouse trap.
5. I trimmed the stalks of the flowers to make it fit in the flower vase.

3-20
100
Great Job on Homework!
😊

Social Studies: Johnoglyphics

Johnoglyphics by John



Examples:

The baby sleeps in a crib.

The farmer grows corn.

The bird flies in the sky.

The children play ball on the beach.


This is Johnoglyphics. This is my way of teaching toddlers how to read. It is based on Egyptian hieroglyphics and cuniform. The toddler can look at the pictures and know what the sentence means.

Social Studies *Non-Sample*

The United States Government

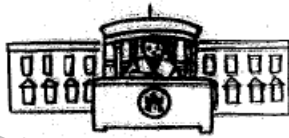
The United States government runs the country. It has three parts.

1. The Legislative




Congress makes laws.

2. The Executive



The President makes sure laws are carried out.

3. The Judicial



Justices of the Supreme Court

The Supreme Court settles questions about the laws.

Fill in the circle beside the correct answer.

- Who runs the United States of America?

(a) the Congress (b) the United States government (c) the President
- Who settles questions about the laws?

(a) the President (b) the Congress (c) the Judicial Branch Supreme Court
- Who makes sure the laws are carried out?

(a) the Congress (b) the President (c) the Supreme Court
- Who makes the laws?

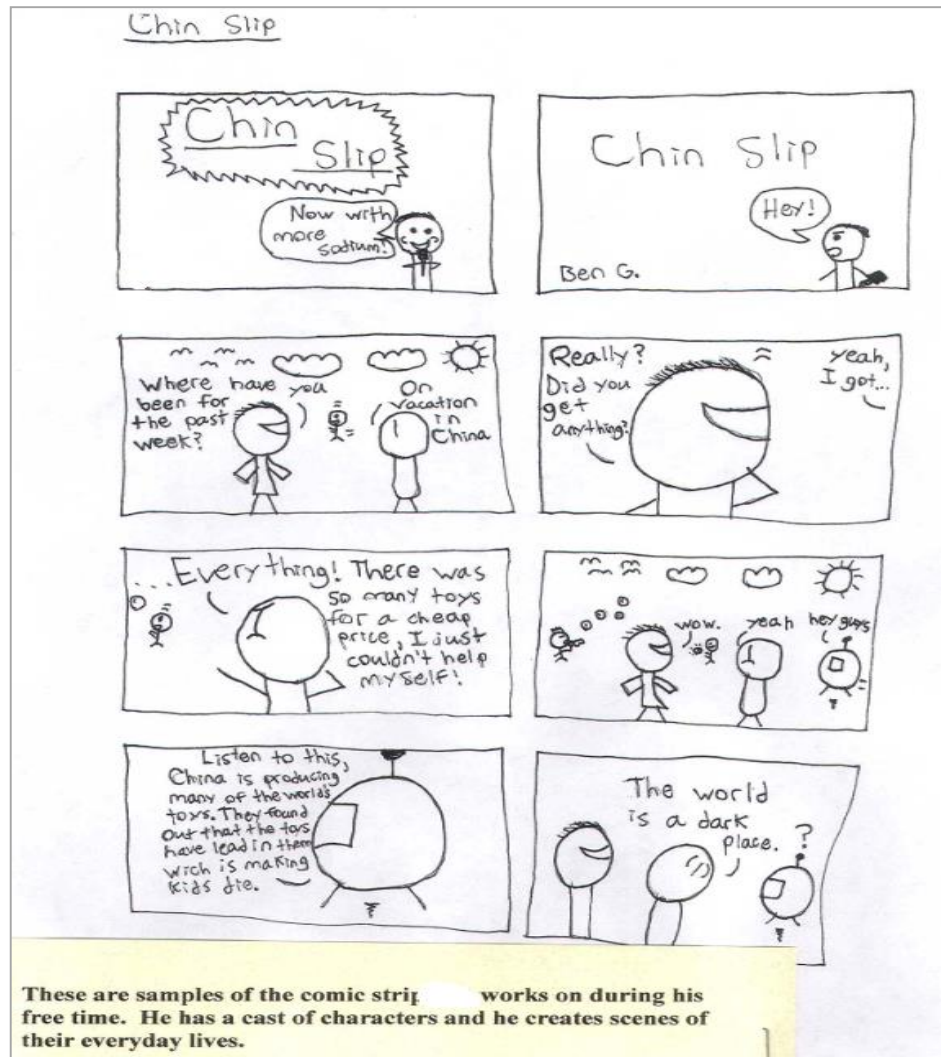
(a) the Supreme Court (b) the President (c) the Congress
- What are the names of the three parts of the government?

a. The Judicial - SCOT

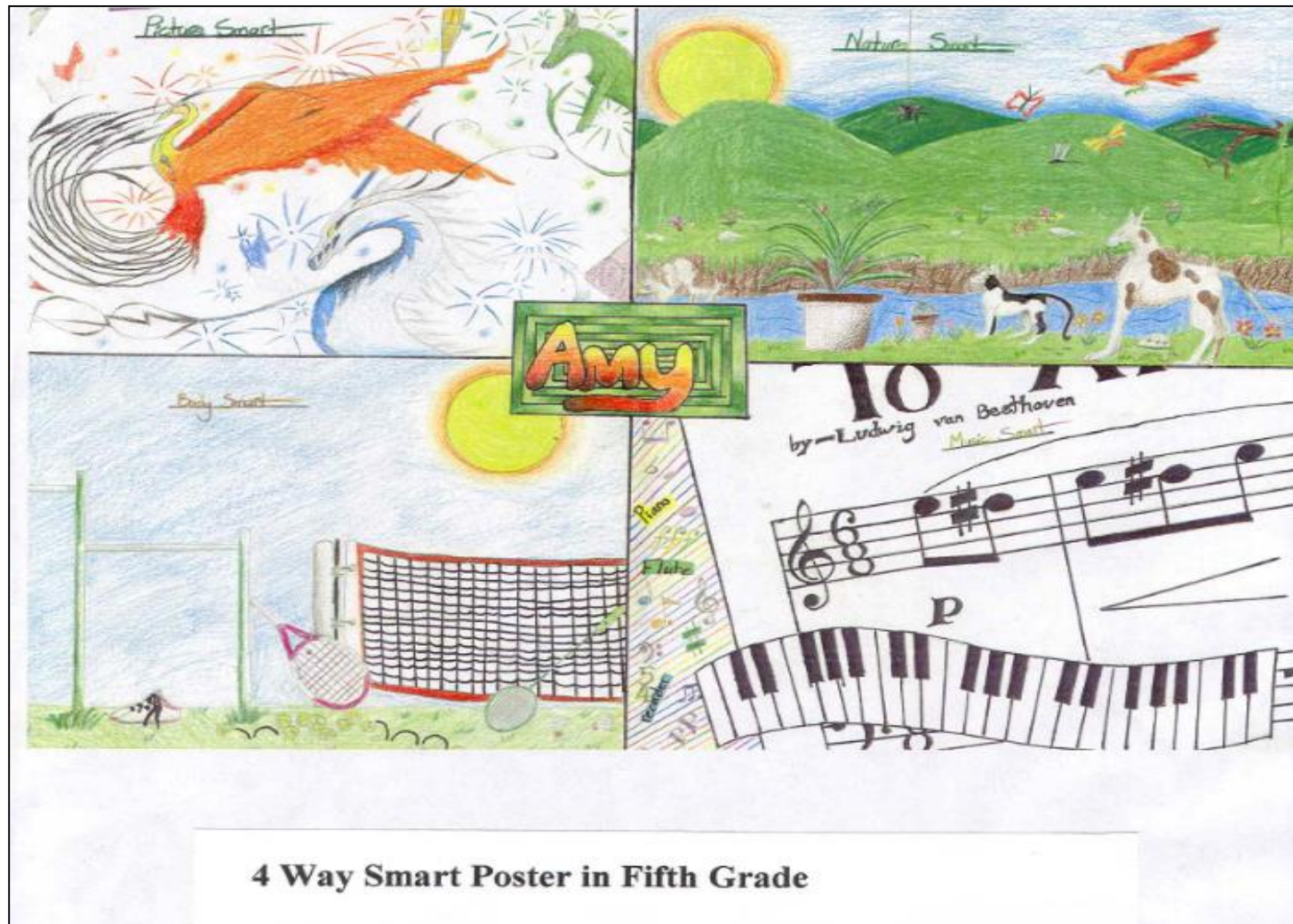
b. The Executive - President

c. The Legislative - Congress

Other Work Samples



Other Work Samples

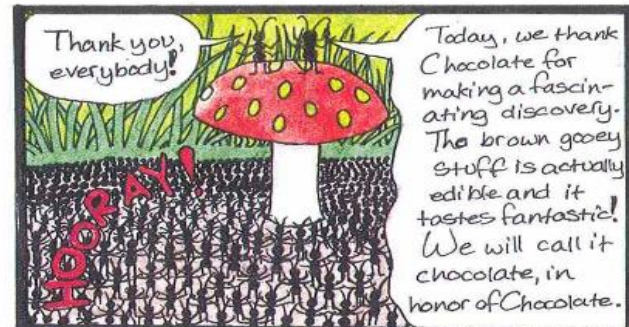
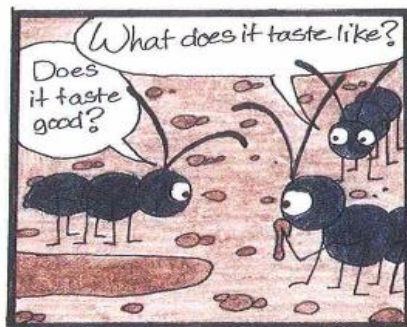
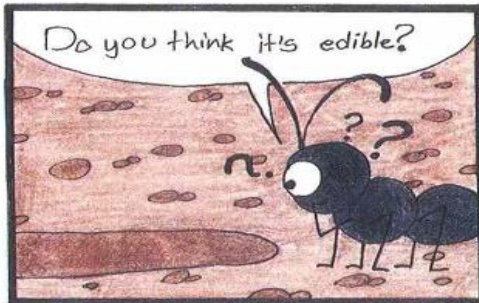


4 Way Smart Poster in Fifth Grade

Other Work Sample

Spelling Activity / Comic Strip

CHOCOLATE



The Timeline



Step 1

Second grade parents are notified of pool the beginning of January.

Referrals for students grades 2-7 are due by **January 12th – submit to **AART** or administrator at local school.**

Optional materials are due for Pool or Referral students by **January 12th**

Submit to AART

Step 2

School Based Committee meets to complete **GBRS with Commentary and assemble screening files**

Central Selection Committee meets

Central selection for spring screening cycle is March 2018

Step 3

Eligibility decisions are mailed to families early April 2018

Reasons for decisions are not provided.
If a student is ineligible, directions for appeals are included in the mailing.

Step 4

Orientations for Eligible Students

And

Accepting Placement

Eligibility Letters will contain:

- Date for Level IV orientation
- Form for accepting placement that is returned to the AAP office

Form for accepting placement must be returned by May 4th

Step 5

Appeals are due May 11, 2018

New information must be provided in an appeal. The original file will be pulled out and considered side-by-side with new information. Parents submit the appeal directly to the AAP office via U.S. Mail. The school is not involved in the appeal process.

Step 6

**Appeals decisions are
mailed by June 1st.**

**The decision of the appeals
committee is final.**



Connections for
Student Success

<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>

Mrs. Mary Keane
makeane@fcps.edu

Student Success
Connections for



www.fcps.edu