



**PHOENIX ELEMENTARY SCHOOL DISTRICT NO. 1**  
**Accelerated Learning Procedures**  
Monterey Park Learning Center 2301 North Third Street Phoenix, Arizona 85004 Phone 257-6342

**Nomination for Gifted Testing**  
**Teacher Information Packet**

**Procedure**

1. Read *Differences Between Bright Child and Gifted Learner*.
2. Complete the *Teacher's Class Screening Form for Nominating Students for Gifted Testing* for you class.
3. Complete a *Referral Form* for each student being considered for gifted testing.
4. Send *Parental Permission to Test Form* home for parent signature for those students who you consider to be candidates for gifted testing
5. Submit your **Referral Form** and **Parental Permission to Test Form** to your school's Social Worker.

2014-2015 ALPS Assessment Schedule	
First Trimester-September	Mass Screening ( <i>new students</i> )
Second Trimester	Nov. 12-February 20 • Referrals Due : October 31
Third Trimester	March 9 -May 8 • Referral Due: February 27

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### DIFFERENCES IN CHARACTERISTICS

#### Bright Child

Knows the answers

Is interested

Pays attention

Works hard

Answers the questions

Enjoys same-age peers

Learns easily

Is self-satisfied (when gets right answer)

Is good at memorizing

#### Gifted Learner

Asks the questions

Is very curious

Gets involved mentally and physically

Can be inattentive and still get good grades and test scores

Questions the answers

Prefers adults or older children

Often already knows the answers

Is highly self-critical (perfectionists)

Is good at guessing

Bright Child Gifted Learner by Janice Szabos Challenge, 1989

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### Teacher's Class Screening Form For Nominating Students for Gifted Testing

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Please use this form to identify students who are strong candidates for gifted services in the Phoenix Elementary School District. For each description, write the first and last names of **up to 3 students** who **first** come to mind. The same student may be listed multiple times. You need not fill in every space if no students, or fewer than three, come to mind for a particular quality. Complete a "Referral form" for those students whose names appear 6 or more times on this "Class Screening."

1. Learns rapidly and easily

\_\_\_\_\_

2. Offers original, imaginative responses

\_\_\_\_\_

3. Is widely informed on many topics

\_\_\_\_\_

4. Is self-directed and has a long attention span

\_\_\_\_\_

5. Is inquisitive; skeptical

\_\_\_\_\_

6. Has an extensive vocabulary

\_\_\_\_\_

7. Constantly asks questions

\_\_\_\_\_

8. Seeks out challenging work

\_\_\_\_\_

9. Associates often with other smart children

\_\_\_\_\_

10. Has an advanced sense of humor

\_\_\_\_\_

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### Teacher's Class Screening Form for Nominating Students for Gifted Testing (cont'd)

11. Is easily bored

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12. Has intense emotions

---

13. Understands concepts readily

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14. Challenges the teacher's knowledge base

---

15. Does not accept things at "face value"

---

16. Dislikes arbitrary decisions

---

17. Is seen by other children as "smart"

---

18. Produces original ideas and projects

---

19. Uses logic to solve problems

---

20. Is intrigued by abstract ideas

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### REFERRAL FORM

SY 2014-2015

(To be completed by Teacher)

#### Please Print

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Room #/Phone Ext. \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_  
Last Name First Name

Name of Referring Party: \_\_\_\_\_

Relationship to Student: Teacher Parent/Guardian Self Other School Personnel

Has student been evaluated for this program before? Yes No School Year Last Evaluated \_\_\_\_\_

**AIMS: Math:** (label) \_\_\_\_\_ (score) \_\_\_\_\_ **Reading:** (label) \_\_\_\_\_ (score) \_\_\_\_\_ **Writing:** (label) \_\_\_\_\_ (score) \_\_\_\_\_

**Galileo: Math:** (label) \_\_\_\_\_ (score) \_\_\_\_\_ **Reading:** (label) \_\_\_\_\_ (score) \_\_\_\_\_

**AIMSWeb: Benchmark** \_\_\_\_\_ **Strategic** \_\_\_\_\_ **Intensive** \_\_\_\_\_

Does student currently have a \_\_\_\_\_ IEP or \_\_\_\_\_ 504 on file (so that the tester makes appropriate accommodations)? If so, please include a copy with this Permission to Test form.

Look for these common characteristics. Please circle **only** the **numbers** that apply to your student:

- |  |   |
|--|---|
| 1. Has high energy and motivation                        | 11. Intellectually playful                                      |
| 2. Conceptualizes and processes complex information      | 12. Good judgment, logical                                      |
| 3. Has high interest and abilities in various topics     | 13. Learns easily and quickly                                   |
| 4. Is creative, original and inventive                   | 14. Resists routine and drill                                   |
| 5. Has ability to work independently                     | 15. Inquisitive, skeptical, curious about knowing the how & why |
| 6. Is individualistic, self-confident, not easily swayed | 16. Thinks of unusual ways to solve problems                    |
| 7. Has good memory                                       | 17. Abilities in the arts                                       |
| 8. Keen sense of humor                                   | 18. Thinks of unusual ways to solve problems                    |
| 9. Is analytical   | 19. Shows unusual insights                                      |
| 10. Creates a new design                                 | 20. Prefers adults  |

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### PARENTAL PERMISSION TO TEST

Your child has been nominated to be tested for Gifted Services. To qualify for gifted services, your child must meet the state-mandated criteria. PVUSD follows the gifted identification criteria set by the Arizona Department of Education. Your child qualifies if for ALPS services if a score of 94% or above is achieved in *verbal / quantitative* or 97% in *nonverbal* on any one of the tests included on the Arizona Department of Education State Approved Gifted Test List

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Male \_\_\_ / Female \_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone Number: Home \_\_\_\_\_ Other: \_\_\_\_\_

Has your child ever been tested for the ALPS program? Yes \_\_\_ No \_\_\_ If yes, when? \_\_\_\_\_

Primary Home Language \_\_\_\_\_

Please indicate if your child has the following: \_\_\_ IEP (*Individual Educational Plan*) \_\_\_ 504 *Student Accommodation Plan*

New Student to District: Y N

Formerly Identified as Gifted: Y N

Name of Former Gifted Program: \_\_\_\_\_ District: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

I give permission for my child to be tested for the Phoenix Elementary Gifted and Talented Program screening and identification process.

I do not give permission for the screening and testing to be conducted.

*I understand that I will receive a written notification regarding my child's status following evaluation within 30 days.*

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Please return the form to your child's teacher prior to testing.**

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**A child may not be tested using the same test within a calendar year.**

Although there is not an easy formula for identifying a gifted child, certain characteristics appear to differentiate the gifted child from his/her classmates. Gifted children are likely to possess some or all of the following abilities. While this is in no way a complete list, please help us know your child by marking the attributes you see them demonstrate.

- \_\_\_\_\_ Early ability to read, understands nuances in language, and use of advanced vocabulary  
(for example, the ability to read a chapter book in kindergarten)
- \_\_\_\_\_ Early ability in mathematics and number manipulation (for example, understanding and use of multiplication in first grade)
- \_\_\_\_\_ Retention of a variety of information (for example, remembers or comprehends something after only one or two repetitions)
- \_\_\_\_\_ Ability to think abstractly
- \_\_\_\_\_ Strong critical thinking skills
- \_\_\_\_\_ Creativity and inventiveness

\*\*\*\*\*

*Phoenix Elementary uses one of two tests to identify gifted students. Information about each test is listed below.*

### ***Cognitive Abilities Test Information***

Phoenix Elementary School District uses the Cognitive abilities Test as one of the evaluation instruments for identifying students who are eligible for gifted education services. Since this test assesses a wide range of abilities, it is helpful for identifying children who may be gifted in one or a variety of areas. This test is organized into three separate batteries: Verbal, Quantitative, and Nonverbal.

**\*Verbal Battery.** The Verbal Battery consists of three subtests: Verbal Classification, Sentence Completion, and Verbal Analogies. This battery provides a reliable measure of verbal abstract reasoning and problem solving skills.

**\*Quantitative Battery.** The Quantitative Battery is also composed of three subtests: Quantitative Relations, Number Series, and Equation Building. A high level of performance on the Quantitative Battery demands some knowledge of mathematical conventions. To a large extent however, a student's performance on this test is dependent upon flexibility in using quantitative concepts.

**\*Nonverbal Battery.** The three subtests in this battery are Figure Classification, Figure Analogies, and Figure Analysis. The items in these subtests involve neither words nor numbers, and the directions can be translated into any language. This portion of the test provides an opportunity for students who process information in a holistic way to show how well they can reason.

### ***Naglieri Nonverbal Ability Test (NNAT) Information***

Phoenix Elementary School District uses the Naglieri Nonverbal Ability Test as one of the evaluation instruments for identifying students who are eligible for gifted education services. The Naglieri (NNAT) is a brief nonverbal measure of general ability. The NNAT fairly measures ability for children from many different cultural and linguistic backgrounds.

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### AUTORIZACIÓN DE LOS PADRES DE FAMILIA/GUARDIÁN PARA LA EVALUACIÓN 2014-2015

Su hijo ha sido nominado para ser probado para servicios dotados. Para calificar para servicios dotados, su niño debe cumplir los criterios impuestas por el estado. PVUSD sigue el criterio de identificación superdotados establecido por el Departamento de Educación de Arizona. Su hijo califica para servicios de Alpes si se logra una puntuación de 94% o superior en verbal / cuantitativa o 97% en no verbal en cualquier una de las pruebas incluidas en el Arizona Departamento de educación estatal aprobado dotados lista de pruebas

Estudiante: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_ Niño\_\_/Niña\_\_

Grado: \_\_\_\_\_ Escuela: \_\_\_\_\_ Maestro: \_\_\_\_\_

Padre/Guardiano: \_\_\_\_\_

Domicilio: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Código postal: \_\_\_\_\_

Teléfono:( la casa) \_\_\_\_\_ (celular) \_\_\_\_\_ (trabajar) \_\_\_\_\_

dirección de correo electrónico/email: \_\_\_\_\_

Su niño tomó pruebas para el Programa de ALPS: Sí\_\_\_\_ No\_\_\_\_

Si la respuesta es sí, cuando? \_\_\_\_\_

Por favor indique si su niño esta en los siguientes programas: \_\_\_\_\_IEP(*Plan Educacional Individual*) \_\_\_\_\_504 *Plan de Acomodación*

Estudiante nuevo al Distrito: Sí \_\_\_\_ No \_\_\_\_ Anteriormente identificado dotado: Sí \_\_\_\_ No \_\_\_\_

Nombre de la escuela: \_\_\_\_\_ Nombre del programa: \_\_\_\_\_ Distrito: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Estado: \_\_\_\_\_ Código postal: \_\_\_\_\_

**Doy** permiso para que mi niño tome la prueba del programa de niños dotados y talentosos del Distrito Escolar #1 de Phoenix.

**No doy** permiso para que mi niño tome la prueba.

*Entiendo que recibiré una notificación escrita cerca la califrcación de mi niño entre 30 días.*

\_\_\_\_\_  
Firma de Padre/Guardián

\_\_\_\_\_  
Fecha

**Por favor regrese la forma al maestro de su niño antes de tomar la prueba.**

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### No se permite que un niño tome el miso examen dentro un año escolar

Aunque no hay ninguna fórmula sencilla para identificar a un niño, ciertas características aparecen para diferenciar el niño dotado de sus compañeros de escuela. Niños dotados son probables de poseer algunos o todos de las siguientes aptitudes. Mientras que esta lista no esta en ningún modo completa, favor de ayudarnos conocer a su niño por marcar los atributos que ellos demuestran:

- \_\_\_\_\_ La habilidad de leer a temprana edad, entender matices en el lenguaje; entender y usar vocabulario avanzado (por ejemplo, la habilidad de leer un libro de capítulos en kindergarten)
- \_\_\_\_\_ Habilidad a temprana edad en matemáticas y manipulación de números (por ejemplo, comprendiendo el uso de multiplicación en primer año)
- \_\_\_\_\_ Retención de una variedad de información (por ejemplo, se acuerda o comprende algo después de solamente una o dos repeticiones)
- \_\_\_\_\_ Habilidad de pensar abstractamente
- \_\_\_\_\_ Habilidades fuertes en pensar críticamente
- \_\_\_\_\_ Creativo e inventivo

\*\*\*\*\*

**DISTRITO ESCOLAR #1 DE PHOENIX USA UNA DE LAS DOS PRUEBAS PARA IDENTIFICAR NIÑOS DOTADOS. INFORMACIÓN DE CADA PRUEBA ESTA NOTADA ABAJO.**

#### ***Prueba de Abilidades Cognoscitivas:***

Distrito Escolar #1 De Phoenix usa la Prueba de Habilidades Cognoscitivas como uno de los instrumentos de evaluación par identificar los niños que son elegible para los servicios educativos dotados.

Porque este examen evalúa un marco amplio de habilidades, es útil para identificar niños que posiblemente sean dotados en una o varios ramos. Esta prueba esta organizada en tres partes: Verbal, Cuantitativo, y Nonverbal (la habilidad de organizar figuras geométricas)

**\*Batería Verbal.** La Batería Verbal consiste de tres subpruebas: Clasificación Verbal, Terminación de Oraciones, y Analogías Verbales. Este conjunto de pruebas ofrece una medida segura de razonamiento abstracto y resolución de problemas.

**\*Batería Cuantitativa:** La Batería Cuantitativa también esta compuesta de tres subpruebas: Relaciones Cuantitativas, Series Numerales y Organizando Ecuaciones. Un alto nivel de desempeño en la prueba cuantitativa requiere algo de conocimiento de prácticas de matemáticas. Hasta cierto punto, sin embargo, el desempeño del estudiante en esta prueba depende en ser flexible en usando conceptos cuantitativos.

**\*Batería Nonverbal:** Las tres subpruebas en esta batería son Clasificación de Figuras, Analogías de Figuras, y Análisis de Figuras. Los artículos en estas tres subpruebas no tienen palabras ni números, y las instrucciones pueden ser traducidas a cualquier idioma. Esta parte de la prueba da una oportunidad a los estudiantes que procesan información en un modo holístico para enseñar lo bien que razonan.

#### ***Prueba Naglieri Nonverbal:***

El Distrito Escolar #1 de Phoenix usa la Prueba Naglieri como una de las evaluaciones para identificar estudiantes que son elegibles para los servicios educativos de estudiantes dotados. Esta prueba es una breve medida nonverbal de habilidad general. Esa prueba mide una habilidad justa para niños de diferentes culturas y antecedentes lingüísticos.

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