



PORT TOWNSEND

School District

LEARNING THROUGH A SENSE OF PLACE

Highly Capable Program (HCP) Referral Packet

Referral window: All HCP Referral forms must be submitted to the school office by **March 31st**.

Which students should be referred for Highly Capable Program (HCP) services?

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments (WAC 392-170-035). A student who is highly capable might possess a number of learning characteristics, some of which are:

(1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations. (2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers. (3) Creative ability to make unusual connections among ideas and concepts. (4) Ability to learn quickly in their area(s) of intellectual strength. (5) Capacity for intense concentration and/or focus.

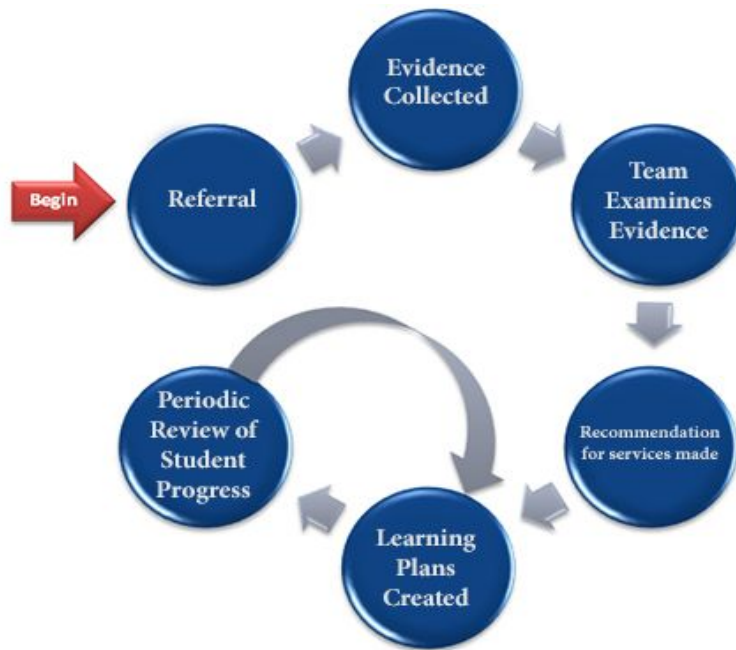
Identification Process Forms

The required forms include:

- The Referral Form is for anyone to refer a student, and for parents to give permission for their students to be screened for HCP services and permission to further determine student eligibility using the COgAT test.
- The Parent Inventory is for parents to provide student information for the selection committee to consider in their screening process.
- The Teacher Rating Scale. Each referred student will have a teacher rating scale completed. The scale will be provided to the teacher by the school district.

Additional forms can be found on the school district website.

Referral Process:



Teachers, parents or community members may refer any Port Townsend School District student in grades K-11 for assessment by completing the Highly Capable Program services referral form and submitting it to the school office. At the secondary level, students may also self-refer. (WAC 392-170-045). Students may be referred for HCP services once per 12 month period.

A committee of teachers, administrators, and an educational psychologist will review the following evidence:

- Student Work Samples
- Teacher Rating Scales
- Parent Checklists
- Assessment Information
- Cognitive Abilities Test, COgAT Version 7
- Other pieces of applicable evidence for making eligibility decisions

Once the forms are completed and submitted by March 31st, the information will be screened. If the results indicate that a student is likely to be among the most highly capable students, he or she will be scheduled for a COgAT test. After all the COgAT assessments for referred students are completed, the HCP committee will meet to analyze results. Parents /Guardians will receive a letter stating the outcome of the HCP committee's review of the body of evidence (WAC 392-170-070).



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What is the COgAT?

After referral materials and forms have been received, the materials will be screened to determine if a student is likely eligible for HCP services. Likely eligible students will be tested using the COgAT. The COgAT results will be used as further information to determine a student's eligibility for HCP services.

What does CogAT measure?

CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime, and at different rates for different individuals. CogAT does not measure such factors as effort, attention, motivation, and work habits, which contribute to school achievement as well.

Why is the CogAT administered?

State statute requires the use of multiple objective criteria to identify the most highly capable students (WAC 392-170-055). The CogAT assessment is used for this purpose and the results are one of the factors used when determining if a student is among the most highly capable.

How do the three batteries of CogAT differ?

- The **Verbal Battery** measures a child's ability to remember and transform sequences of English words, to understand them, and to make inferences and judgments about them.
- The **Quantitative Battery** tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics. Tasks measure both the understanding of relational concepts and the student's ability to discover relationships and to figure out a rule or principle that explains them.
- The **Nonverbal Battery** measures reasoning using pictures and geometric shapes. This reduces the impact of language on the student's score. The Nonverbal Battery also appraises the student's ability to use her/his cognitive resources in new situations.

What is the student's relative standing on the CogAT?

Because CogAT is nationally normed, the test performance of one child can be compared with the test performances of other children throughout the nation who are the same age. The **Standard Age Score** gives a national age percentile rank for your student and is a general statement of this student's reasoning ability.



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Dear Parent, Guardian, or Student Advocate:

Port Townsend School District offers HCP services to students who have been identified as highly capable, defined as those students who perform or show potential for performing at significantly advanced academic levels.

Services are provided for students in grades K-12. Students new to the district or referred outside the annual selection process may be screened during the school year for possible assessment and identification. referrals are accepted for students in grades K-11 who have not taken the cognitive assessment used by Port Townsend School District in the past 12 months. This completed form with at least three pieces of supporting evidence should be submitted to the child’s school counselor. Supporting evidence may include standardized test scores, work samples, grades, parent inventory, prior teacher checklist, and/or professional evaluations.

The student’s current teacher/s will also be asked to complete the “Teacher Checklist for Identifying Gifted Behaviors.” The HCP Committee will screen the student’s referral packet of supporting evidence to determine if the child is eligible for cognitive (CogAT-7) testing. Parents will be notified of the Committee’s decision prior to testing. Participation in CogAT-7 testing is required as part of the identification process as a Highly Capable student. Eligibility for HCP services is dependent upon the HCP Committee’s final identification decision.

If you would like to refer a student, please fill out the form below and return it with a completed inventory and supporting evidence to your School Counselor by March 31 of the current academic year.

Highly Capable Program Referral Form

I wish to refer (print full student name) _____ in grade _____

at (name of school) _____ to be considered for Highly Capable services.

Name of Person Nominating student _____

Signature _____ Relationship to student _____

I give permission for my child to be screened for Highly Capable services. If my child is determined to be a potential candidate for HCP services I give my permission for the district to further assess my child's eligibility through testing on the Cognitive Abilities Test TM (CogAT®).

Parent/Guardian Name: _____ Signature: _____

E-mail: _____ Phone: _____

Attach a completed parent inventory and all supporting evidence for the HCP Committee to consider.

**Port Townsend School District Highly Capable Services (HCP)
Parent Inventory of Student Learning, Motivation, Creativity**

**Return this form with Referral Form
to the School Counselor at your Child's School by March 31, of current academic year.**

Name of Student _____

Grade _____

School _____

LEARNING CHARACTERISTICS- (Check only ONE box per question)

1. Has unusually advanced vocabulary for age/grade. Reads advanced level books outside of school.
2. Knows about a variety of topics beyond the usual interests of age peers.
3. Has quick recall & mastery of information. Catches on quickly.
4. Asks many questions; tries to discover the how and why of things. Asks for reasons.
5. Has ready grasp of underlying principles. Can quickly make valid generalizations about people, events or things.
6. Is a keen and alert observer. Usually "sees more" or "gets more" out of a story, film, than others.
7. Independent in work and is self-directed. Works well independently. Looks for opportunities to learn and enjoys challenge.
8. Reasons things out and sees logical and common sense answers.

| Rarely | Some-times | Often | Most of the Time |
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MOTIVATIONAL CHARACTERISTICS – (Check only ONE box per question)

1. Becomes involved in certain topics or problems.
2. Is able and/or willing to concentrate on an activity or task for unusual periods of time; persistent in task completion
3. Works to ability level, enjoys being challenged and looks for opportunities to learn.
4. Has high expectations; may be critical of own efforts.
5. Works cooperatively in group settings, respects the learning environment of all students.
6. Is interested in "adult" topics.
7. Is self-assertive and may be unwilling to change ideas.
8. Likes to organize people, things and situations.
9. Is concerned with right and wrong, good and bad.

| Rarely | Some-times | Often | Most of the Time |
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CREATIVITY- (Check only ONE box per question)

1. Is curious about many things, constantly asking questions.
2. Can think of many ideas or solutions to problems and questions.
3. Makes predictions.
4. Is uninhibited in expression of opinion; tenacious.
5. Is a high risk-taker; is adventurous and speculative.
6. Creates stories, plays, written expression.
7. Fantasizes, imagines & builds on ideas.
8. Has a keen sense of humor.
9. Responds emotionally to stories, events and needs of others.
10. Demonstrates artistic appreciation and understanding. Has unusual ability in fine arts, such as painting, drama and music.
11. Is individualistic and is not afraid to be different.
12. Criticizes constructively; unwilling to accept rules without reasons.

| Rarely | Some-times | Often | Most of the Time |
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Please comment briefly on the following and provide examples where applicable:

Child's hobbies, interests, unusual accomplishments;

Academic areas where child demonstrates excellence;

Parent/Guardian's Name *(please print)* _____ **Date** _____

Parent/Guardian's Signature _____