

## *APS Multiple Criteria Gifted Identification Process* PROGRAM INFORMATION FOR PARENTS AND STAFF

It is the goal of the APS Program for the Gifted and Talented (*The Challenge Program*) to utilize a variety of identification procedures in an effort to identify all gifted and talented students. Under the *Georgia Multiple Criteria Gifted Identification Process*, local schools exercise greater control in the identification process. *Local School Gifted Eligibility Teams* assist in gathering supporting data, administering required assessment instruments, analyzing information, and making relevant decisions about appropriate student program placement. Emphasis is on recognizing that gifted students come in many packages, with varied talents and abilities which, when nurtured, can promote the development of academic and future life success.

Parental input plays a major role in the identification process. Parents are encouraged to meet with classroom teachers and local school administrators to submit relevant information that can aid in the eligibility decision. Increased reliance upon observational efforts such as the *TABs* (Traits, Attitudes, and Behaviors Instrument) enables the entire school population to contribute to the discovery of student gifts and talents.

The *APS Multiple Criteria Identification Process* assesses students in four areas and requires that students meet minimum score levels in any three of the four areas in order to gain admittance to the gifted program. The minimum scores requirements in the four assessment areas are:

- 1) **Mental Ability** – a score greater than or equal to the 96<sup>th</sup> percentile on a standardized test of mental ability. An APS mental ability assessment must be given. Outside psychological evaluations may also be considered as supporting data. Students must complete the entire APS identification process before any eligibility decisions are finalized.
- 2) **Achievement** - a score greater than or equal to the 90<sup>th</sup> percentile in reading or math on a standardized achievement test **or** a score of at least 90 on a student generated product or performance as judged by an approved, juried panel of experts.
- 3) **Creativity** – a score greater than or equal to the 90<sup>th</sup> percentile on a standardized creativity instrument **or** a superior rating on a student generated product or performance as judged by an approved juried panel of experts.
- 4) **Motivation** – a GPA greater than or equal to 3.5 (for students in grades 3-12), **or** a score of at least 90 on a scale of 1-100 on an approved jury rated product or performance.

Formal assessment on the *APS Multiple Criteria Gifted Identification Process* takes place twice each year. A calendar of important dates and deadlines is available at each school. System mental ability assessments are offered at every APS school. Grades 4, 5, 6, 7, 9, 10 and 11 are assessed in the fall. Grades K, 1, 2, 3, and 8 are assessed each winter. Required achievement testing usually takes place in the spring. Students deemed eligible may begin program services at any time during the school year. Use of the APS Multiple Criteria Process has greatly enhanced the identification of APS students for participation in our state funded gifted program. The APS Gifted Program also works with high achieving students who have not yet been identified to assure that all APS students receive instruction appropriate to their learning needs. We welcome parent participation in the identification process. If you would like specific information about the gifted program at your child's school please contact your local school principal or the program coordinator at the address below.

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