



*Highly Capable Program*

# TEACHER/STAFF

## Referral and Feedback Form

**DUE DATE: May 20, 2022**

Return pages 4-6 to:

*Tanya Randolph*


Highly Capable TOSA

Yakima School District

104 N. 4<sup>th</sup> Ave

Yakima, WA 98902

 [Randolph.Tanya@ykd7.org](mailto:Randolph.Tanya@ykd7.org)

 509.573.7084

## ***Overall Referral & Testing Timeline***



### ***Teacher Referral & Feedback Process***

- Please complete a Teacher Referral & Feedback form (beginning on page 4) for each student in your class being referred, whether initiated by you, the family, or the student. Families are told to contact the teachers to inform them of a pending referral.
- One copy of the Teacher Referral & Feedback Form is provided in this packet.
- **Page 4-6 are the only ones that need to be printed/completed for each referred student. Page 6 is optional and only if you feel the student falls into one of the categories listed at the top of that page.** The CLED scales are included in the packet as a way to provide more access and equity in our identification process, and prioritize identification of low-income and other underrepresented students. (WAC 392-170-030)
- **Teacher Referral & Feedback Forms are due to Tanya Randolph, Highly Capable TOSA, by May 20, 2022. There will be no exceptions to this date.**

*Note that Highly Capable does not necessarily mean High Achiever.* Highly Capable students are not always the highest performing. Highly Capable students:

- come from all socio-economic backgrounds
- come from all cultural/linguistic backgrounds
- can be Twice-Exceptional (struggling or on an IEP in one area, but gifted in another)
- can have attention issues, hypersensitivity, or other behaviors that sometimes “mask” their giftedness

### **Washington State definition of Highly Capable**

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. (RCW 392-170-035)

### **Assessments & Selection**

A Multidisciplinary Selection Committee (MSC) consisting of specialized teacher(s), district administrator(s) and coordinator(s), and school psychologist(s) trained in the interpretation of assessment results is convened to review all data and make final selection decisions based on multiple objective criteria. (RCW 392-170-070)

Data collected may include, but is not limited to:

- **Ability test scores:**
  - Cognitive Abilities Test (CogAT) 7
    - Verbal, Quantitative, Non-Verbal
    - Provided in student’s native language if possible
  - WISC-V or other tests used as part of an IEP process
- **Achievement test scores:**
  - istation scores
  - SBA data
  - Common grade level assessments

Items that can support placement in program, but cannot exclude a student (RCW 28A.300), may include but are not limited to:

- Rating scales, recommendations
- Report cards, student work samples
- Portfolio of evidence

**Yakima School District  
Highly Capable Program  
STAFF REFERRAL & FEEDBACK FORM**

DIRECTIONS: Please separate this form from the informational pre-referral packet, complete pages 5-7 as applicable, attach any additional evidence you may have, and return the completed forms to Tanya Randolph, Highly Capable TOSA, by **May 20, 2022**. No exceptions for late submissions

<b>Student Information</b>	
<b>Student Name:</b>	<b>Current Grade:</b>
<b>School:</b>	

<b>Teacher Information</b>	
<b>Teacher Name:</b>	<b>School:</b>
<b>Teacher Signature:</b>	<b>Date:</b>
CHECK ONE: <input type="checkbox"/> The Highly Capable Referral for this student was initiated by me. <input type="checkbox"/> The Highly Capable Referral for this student was initiated by someone else : _____	

**PART A: Free-Response**

Describe why you would recommend or not recommend this student for Highly Capable services (add additional comments or additional evidence of exceptional work/ability to this form if needed):

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Are there any constraining factors, which may influence performance on standardized assessments? (E.g. culturally or linguistically diverse, IEP, 504 Plan, heightened test anxiety, other). If so please explain:

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Additional information regarding exceptional ability, achievement and/or creativity may also be submitted.

## PART B: Characteristics Assessment

### Cognitive Traits

How often does the child...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
...demonstrate curiosity about many topics? (Asks "why", "how", and "what makes people tick?" type questions)						
...express a great sense of humor and is very funny?						
...demonstrate elaborate or detailed thinking?						
... generate a large number of ideas or solutions to problems or questions?						
...demonstrate being observant and aware of what is going on in his/her surroundings with great attention to details?						

### Academic Traits

How often does the child...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
...use advanced vocabulary?						
... prefer books/magazines/printed materials intended for older students or adults?						
... learn information quickly with little or no practice or repetition?						
... easily recall facts with details when answering questions?						
...find and memorize extensive facts on various topics?						

### Social/Emotional Traits

How often does the child...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
... enjoy talking to adults and older friends?						
... want everything to be perfect?						
... show great concern with right vs. wrong, good vs. bad?						
... react in a highly sensitive manner emotionally?						
... demonstrate a heightened awareness or intensity of any or all of the five senses?						

### Creative Traits

How often does the child...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
... have a vivid imagination? (vivid dreams/daydreams, visualizes the worst possibility in any situation)						
... have original ideas that cause them to invent things on their own with common materials?						
... express opinions about art, architecture, music, colors, etc? (May arrange toys and belongings by color)						

### Leadership Traits

How often does the child...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
... show leadership ability with peers and/or adults?						
... follow through and complete tasks well?						
... influence others to take part in activities?						

## Part C: CLED Scales

*These scales are particularly important to help identify students that come from **Culturally, Linguistically, and/or Economically Diverse** backgrounds.*

*If this doesn't apply, you can leave this page blank*

### High Potential Culturally and **Linguistically** Diverse Learner: Teacher Rating Scale

The student demonstrates...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. ...a strong sense of pride in his or her cultural background.						
2. ...a desire to teach peers words from his/her native language.						
3. ...eagerness to translate for peers and adults.						
4. ...a balance between appropriate behaviors expected of his/her native culture and the new culture.						
5. ...an ability to explain native dialect and idioms (e.g., play on words, slang).						
6. ...understanding of jokes and puns related to culture.						
7. ...ability to read above his or her grade level (either in English or his/her native language).						
8. ...above average English language proficiency growth.						
9. ...social maturity.						
10. ...ease in adapting to new environments.						

### High Potential Culturally and **Economically** Diverse Learner: Teacher Rating Scale

The student demonstrates...	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. ...effective communication through expressive speech rich with imagery.						
2. ... an interest in others from cultures different from his/her own.						
3. ...a high degree of emotional responsiveness (i.e., spontaneity, openness and ease in sharing feelings with others).						
4. ...awareness of his/her self as a capable learner.						
5. ...an independent nature.						
6. ...a strong sense of altruism (i.e. caring about others).						
7. ...a keen sense of justice.						
8. ...an ability to express emotions (not necessarily with words).						
9. ...richness in imagination through informal language.						
10. ...a questioning orientation (i.e. strong curiosity and a tendency to ask many questions).						

You are done! THANK YOU FOR COMPLETING THIS REFERRAL.

Please return pages 4-6 to Tanya Randolph, Highly Capable TOSA  
**NO LATER THAN May 20, 2022.**