

Elementary Highly Capable Program 2018-19

Highly Capable (HiCap) Definition:

Highly capable (HiCap) 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. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, unique leadership capacity, and/or creative productivities.

Highly Capable (HiCap) Descriptors:

- Learns rapidly and easily
- Offers original, imaginative responses
- Is widely informed on many topics
- Is self-directed and has a long attention span
- Is inquisitive, skeptical
- Uses an extensive vocabulary
- Constantly asks questions; is curious about many things
- Seeks out challenging work or changes simple tasks into more complex tasks
- Associates with intellectual peers, regardless of age
- Has an advanced sense of humor; understands adult humor
- Is easily bored; argues that she/he does not need to do some of the assigned work
- Has intense emotions; cries easily when frustrated; is empathetic to people and events
- Understands concepts easily and quickly
- Challenges the teacher's knowledge base
- Does not accept things at "face value"
- Dislikes arbitrary decisions
- Often seen as an academic resource by others
- Produces original ideas and projects
- Uses logic to solve problems
- Is intrigued by abstract ideas

La Center Highly Capable (HiCap) Program Model Basics:

- Cluster Model: We cluster all HiCap students in one or two classrooms per grade level, depending on number of HiCap students. All designated HiCap teachers have been trained in effectively supporting the learning of HiCap students.
 - Inquiry-Based: We will include inquiry-based learning, which starts by posing questions, problems or scenarios, rather than simply always presenting established facts or portraying a smooth path to knowledge.
 - Math Options: We strive to utilize the inquiry-based model with math learning, yet understand that given such things as the numerous discreet math skills learned and the varying needs of each learner, the classroom teacher will choose one of the three following learning approaches for each student:
 - Inquiry-based math learning using the standard math program in the classroom
 - Math learning using standard math program from an upper grade level in the home classroom
 - Math learning where the student attends an upper grade level math program and classroom
-

- We plan to challenge our HiCap students' learning through such efforts as two specialized learning projects and such after-school opportunities as participating on our Science Olympiad and Math is Cool! teams.

La Center Elementary Highly Capable Screening and Identification Process:

The goal of the screening and identification process is to have at least one qualitative measure and one quantitative measure that show a need for access to services for students with high capability.

Step 1: Universal Screening

All students will be part of the universal screening process. A student who meets the criteria for any one of the screeners will move on to Step 2. Any student not placed in Step 2 through screening may be put in Step 2 by Parent or Teacher Nomination.

MAP Test (grades 1-5): Reading or Math score in the 90th to 99th percentile of local norms

WaKIDS (kindergarten): A score of 8 or above in math or reading

Drawing Starts Activity (squiggle test): According to rubric, selected by grade level team

Teacher Questionnaires

Parent or Teacher Nomination

Step 2: Identify Candidates

In Step 2, the goal is to verify that we have a qualitative and quantitative measure for each student that might continue to placement.

Rating Scales: All students in Step 2 will be rated by their teacher according to the Slocumb and Payne Rating Scale.

CogAT: Students who were not screened-in through their MAP score will take the CogAT in order for that to count as their quantitative measure.

Interview: Students who were solely screened through their MAP scores or parent nomination may be considered for an interview or performance in order to provide their qualitative measure.

Step 3: Placement in Program

In Step 3, all students who have a qualifying qualitative and quantitative measure will be placed in the program.

La Center Elementary Highly Capable Screening and Identification Process

The goal of the screening and identification process is to have at least one qualitative measure and one quantitative measure that show a need for access to services for students with high capability.

Step 1: Universal Screening

All students will be part of the universal screening process. A student who meets the criteria for any one of the screeners will move on to Step 2. Any student not placed in Step 2 through screening may be put in Step 2 by Parent or Teacher Nomination.

MAP Test (grades 1-5): Reading or Math score in the 90th to 99th percentile of local norms

WaKIDS (kindergarten): A score of 7 or 8 in any area

Drawing Starts Activity (squiggle test): According to rubric, selected by grade level team

Teacher/Student Questionnaires

Alternative: Parent or Teacher Nomination

Step 2: Identify Candidates

In Step 2, the goal is to verify that we have a qualitative and quantitative measure for each student that might continue to placement.

Rating Scales: All students in Step 2 will be rated by their teacher according to the Slocumb and Payne Rating Scale or the Renzulli Rating Scale, depending on their anticipated areas of high capability.

CogAT: Students who were not screened-in through their MAP score will take the CogAT in order for that to count as their quantitative measure.

Interview: Students who were solely screened through their MAP scores or parent nomination may be considered for an interview or performance in order to provide their qualitative measure.

Step 3: Placement in Program

In Step 3, all students who have a qualifying qualitative and quantitative measure will be placed in the program.