

Fairfield Public Schools
MILL HILL ELEMENTARY SCHOOL
635 Mill Hill Terrace · Southport, Connecticut 06890-1262
Kevin Chase, Principal · Telephone: 203-255-8320 · Fax: 203-255-8205

Dear Parents:

The Connecticut State Department of Education requires all Connecticut school districts to identify gifted children. In this effort, Fairfield Public Schools administered the Cognitive Abilities Test (CogAT) and the Naglieri Nonverbal Ability Test Second Edition (NNAT2) to your child in February 2014. The CogAT is a group administered test that is used to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal symbols. The NNAT2 is a brief, nonverbal measure of general ability that is administered to students in the classroom.

The results of the CogAT and the NNAT2 for your child are attached. If the CogAT Composite Standard Age Score or the Naglieri Ability Index is 135 or higher your child qualifies for gifted education services under Fairfield Public Schools' guidelines. All newly identified third-grade students will be included in gifted education starting in the 2014-2015 school year.

If your child did not qualify for gifted education services through this year's assessments and if your child's score is between 125 and 134 (on either the CogAT or NNAT2), you can submit a 'request for review' application with your child's gifted teacher. The application is available on your school's website along with the Fairfield Parent Questionnaire and the Parent Inventory for Finding Potential (PIP). These three documents are due to your school's gifted teacher by May 9. This will start a process to review additional performance data to consider your child for gifted education services. A district committee reviews all students under the request for review process and results will be shared with you by June 18. Please note that participating in the request for review process is not mandatory and is optional.

The Fairfield Public Schools Gifted Education Program guide can answer any questions you may have about identification criteria and programming. This guide can be found at the school district's Web site, www.fairfieldschools.org.

Please read through the CogAT and NNAT2 results and the Fairfield Public Schools Gifted Education Program guide carefully. If you have any further questions, please feel free to contact me or Teresa Samuelson, our Teacher of the Gifted.

Sincerely,



Principal



Anna Cutaia-Leonard

Director of
Elementary Education



Fairfield Public Schools
P.O. Box 320189
501 Kings Highway East
Fairfield, Connecticut 06825
(203) 255-8372 FAX (203) 255-8273

Request for Review for Gifted Education

PART ONE

School Name: _____

Student Name: _____

Teacher's Name: _____

Grade: _____

Birthdate: _____

Parent's Name: _____

Parent Phone Number: _____

Date of Request: _____

Parent Signature (if parent request): _____

Teacher Signature (if teacher request): _____

PART TWO

Fairfield Public Schools will initiate the following process:

- Request for Review Form is received
- Parent completes the Fairfield Parent Questionnaire (found on school website)
- Parent completes the Parent Inventory for Finding Potential (found on school website)
- Classroom Teacher completes Teacher Inventory of Learning Strengths
- Gifted Resource Teacher begins student portfolio data collection
- Gifted Resource Teacher gathers more information through classroom observations and/or student interview
- District Committee reviews all requests and makes determination of gifted eligibility
- Parent will be notified in writing by June 2014 of the determination

***This request is due to your school by May 9, 2014.

Parent Inventory for Finding Potential

Karen B. Rogers, 2000

Child _____
School _____

Age _____ **Grade** _____ **Gender** _____ **Date** _____
Parent Completing Form

Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.

Behavior or Characteristic	Seldom Or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. <i>Reflective</i> –when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <i>Connective</i> - makes connections with what is already known or tries to apply new information to other contexts				
3. <i>Focused</i> - stays attentive and alert when new or complex information is being given; long attention span				
4. <i>Retentive</i> -remembers information in vast quantities easily				
5. <i>Enjoys School</i> -loves attending school and even “plays” school at home				
6. <i>Enthusiastic</i> - enters into most activities with eagerness				
7. <i>Sensitive to Problems</i> - ready to question or change situations, sees inconsistencies, suggests improvements				
8. <i>Abstract Thinker</i> - makes generalizations and draws conclusions that summarize complex information easily				
9. <i>Persistent in Own Interests</i> - tries to follow through on self-initiated work				
10. <i>Curious</i> – pursues interests to satisfy own curiosity; wants to know why and how				
11. <i>Perceptive</i> – is alert, observant beyond years				
12. <i>Aesthetically Responsive</i> –responds to beauty in arts and nature				
13. <i>Independent Thinker</i> – follows own ideas, rather than others’				
14. <i>Sensitive to Others</i> - easily understands how others feel or think; easily hurt by others’ negative actions				
15. <i>Independence</i> – uses own set of values to dictate behavior; concerned with free expression of own ideas				
16. <i>Sensitive to Ideas, Stories</i> – upset with sad, negative, hurtful events related through some form of communication				
17. <i>Independent in Action</i> – plans, organizes activities; evaluates results				
18. <i>Processing Speed</i> – learns new information easily; recalls rote information rapidly				
19. <i>Verbal</i> – learned to speak and read considerably earlier than age mates; uses extensive vocabulary				
20. <i>Fair</i> – looks out for welfare of others; compassionate; concerned with justice and fairness				
21. <i>Sense of Humor</i> – can laugh at self; enjoys lighter moments, sensitive to hidden meaning, puns				

22. <i>Self-Accepting</i> – understands, accepts own feelings, thought, and how best to learn; views self realistically				
23. <i>Intense</i> – highly motivated and skilled in a specific subject area or domain				
24. <i>Self-Critical</i> – mistrusts own ability; lower self-concept than age mates; hard on self in self-evaluation				
25. <i>Achievement Need</i> – strong drive to be “the best,” be recognized as expert, master domain of knowledge or set of skills				
26. <i>Persistent in Assigned Tasks</i> –concerned with completion and follow through when given a task to do				
27. <i>Elaborative</i> – concerned with detail, complexity; involved with implications of situation				
28. <i>Dominant</i> – asserts self with influence in group situations				
29. <i>Uneven</i> –is not balanced in skills and abilities; very good in some things but not everything				
30. <i>Flexible</i> – approaches ideas from a number of perspectives; is adaptable				
31. <i>Structurer</i> – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
32. <i>Risk-Taker</i> – takes mental, emotional, and physical risks easily				
33. <i>Tolerant of Ambiguity</i> – comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve				
34. <i>Confident</i> – feels can produce at will; positive about own abilities				
35. <i>Inner Locus of Control</i> – attributes success and failure to own efforts and ability				
36. <i>Fluent</i> – produces large number of ideas easily				
37. <i>Original</i> – uses original methods; creates unusual, unique products				
38. <i>Imaginative</i> – freely responds to ideas, producing mental images, fanciful insights				
39. <i>Physically Expressive</i> – enjoys physical activities as a means for self-expression				
40. <i>Energy Level</i> –has available pep and vigor for carrying on most activities				
41. <i>Task Analytic</i> –breaks down tasks into sequential steps through backwards planning				
42. <i>Global Scanner</i> –scans complex information quickly to pick out important items				
43. <i>Perceptual Perspective Taker</i> – can orient self and figures in space easily				
44. <i>Popular</i> – others enjoy and want to be with this person				
45. <i>Accepting of Others</i> – relates to others with genuine interest, concern; seeks out others, is warm				
46. <i>Physically Able</i> – is coordinated, agile; participates well in organized games				
47. <i>Socially Mature</i> – able to work with others; can give and take; sensitive to others’ wants				
48. <i>Happy</i> – cheerful; has satisfied look on face most of the time				
49. <i>Emotionally Controlled</i> - expresses and displays emotions appropriately				
50. <i>Stable</i> –can cope with normal frustrations of living; adjusts easily to change				
51. <i>Associative</i> – finds similarities, differences between cognitive, verbal, and visual pairs easily				

Fairfield Public Schools

Fairfield Public Schools

Parent Questionnaire for Gifted Identification

Child's Name: _____

Date of Birth: _____

School: _____

Grade: _____

Teacher Name: _____

Directions: Please answer the questions below to help us get to know your child better. Include specific examples whenever possible.

1. What is your child's attitude toward learning and school?

2. What does your child like to do when he/she plays?

3. What are your child's special interests or hobbies?

4. What special talents or aptitude does your child demonstrate?

5. What is your child's attention span like?

Completed by: _____ Date: _____

