

**Parent and Teacher Observations: Advocacy Information**



**2014-2015 IDPF** (Identification Process Form)

**ID#** \_\_\_\_\_

**PORTLAND PUBLIC SCHOOLS  
TALENTED AND GIFTED  
6433 NE Tillamook, Portland OR 97213**

School \_\_\_\_\_  
Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Room # \_\_\_\_\_

Please ensure that everything above "Test History" is complete before submitting.  
*Incomplete Forms* will be returned to the sender immediately for completion.  
*Outdated Forms*- not from the current school year- will be immediately returned for resubmission.

Student \_\_\_\_\_ Student D.O.B. \_\_\_\_\_ Phone # \_\_\_\_\_  
Please PRINT: Usual Last Name Usual First Name

Address \_\_\_\_\_ Zip Code \_\_\_\_\_

Parent Name \_\_\_\_\_ Parent Signature for permission to test \_\_\_\_\_ Date \_\_\_\_\_

**Correspondence Language** (Must Check at Least 1):  English  Spanish  Russian  Vietnamese  Chinese  Somali  Other

	Parents						Teachers					
	1	2	3	4	5	6	1	2	3	4	5	6
A. <b>Learning:</b> Retains and learns information easily; Uses complex language/large vocabulary; Shows strong memory, quick recall; Carries out complex instructions with ease	1	2	3	4	5	6	1	2	3	4	5	6
B. <b>Skills:</b> Reads/comprehends on an advanced level; Shows high level thinking; Expresses ideas well; Elaborates or questions	1	2	3	4	5	6	1	2	3	4	5	6
C. <b>Skills:</b> Uses advanced computations and/or complex math systems; Exhibits quick mastery of skills	1	2	3	4	5	6	1	2	3	4	5	6
D. <b>Interests:</b> Demonstrates unusual or advanced interests; Is considered an "expert" on certain topics; Displays academic/artistic creativity	1	2	3	4	5	6	1	2	3	4	5	6
E. <b>Reasoning/Problem Solving:</b> Recognizes patterns & connections; Is a keen observer; Makes mental connections; Devises strategies to solve problems; Has "out-of-the-box" ways to solve problems; Is a Nonconformist	1	2	3	4	5	6	1	2	3	4	5	6
F. <b>Motivation/Leadership:</b> Is a Self- or Independent starter; Is an independent worker; Does not follow the typical path; Self-confident; Well-liked; Demonstrates leadership	1	2	3	4	5	6	1	2	3	4	5	6

**Requested Area(s) For Assessment**

Intellectual  Math (English)  Reading (English)  
 Math (Spanish)  Reading (Spanish)

**Social and Emotional: to be completed by school**

Must Chose at least 1:  Not ELL  ELPA 1-2  ELPA 3+/Monitored/Exited

Special Education/504/Synergy "Alert": \_\_\_\_\_

Diverse culture: \_\_\_\_\_ Diverse Background: \_\_\_\_\_

Accommodation(s) for testing (Be specific): \_\_\_\_\_

**Previously TAG Identified in:**  
 (Must Choose at least 1):  
 Another District  
 Not Previously Identified as TAG  
 TAG Potential  
 Math  Reading  Intellectual

**Test history: Record any test scores you believe helpful. (i.e. OAKS, SAT-10, DRA, Easy CBM, out of district or State and/or private practitioner testing)**

Test name	Description	Date	Score/percentile

**Teacher: Evidence of Rate and Level- Work Samples in area of strength(s)**

1=Beginning 2=Emerging 3=Developing 4=Proficient 5=Strong 6=Exemplary

Content area	Assignment	Date	Circle Score
1			1 2 3 4 5 6
2			1 2 3 4 5 6

Student \_\_\_\_\_

*For School and District Use Only*

Standardized Test Results:			
Test Name	Test Date	Percentile (*B = Below the 50 <sup>th</sup> percentile)	
<input type="checkbox"/> <b>CogAT Screener</b>		_____ %ile CogAT Screener	
<input type="checkbox"/> <b>CogAT (Cognitive Abilities Test)</b>		_____ %ile Full Composite Intellectual	
<b>Other</b> _____		_____ %ile Intellectual	
<b>ITBS</b> (Iowa Basic Skills Test)- <b>Math and Reading</b> <input type="checkbox"/> <b>English Version</b> <input type="checkbox"/> Spanish Version		_____ %ile Math	_____ %ile Reading
<b>Other</b> _____		_____ %ile Math	_____ %ile Reading

**School TAG Team Review: Circle YES or NO for Each Criterion**

- |            |           |  |
|------------|-----------|--|
| <b>Yes</b> | <b>No</b> | Does the advocacy information indicate TAG? (Mostly 5's and 6's) |
| <b>Yes</b> | <b>No</b> | Are the work samples in area of strength rated at 5 or 6?        |
| <b>Yes</b> | <b>No</b> | Does the child have a standardized test score of 97% or higher?  |

Special Considerations or Comments: (Include Social/Emotional Factors from the front of this form)

**School Team Recommendation: (Check identification area/s below)**

- YES**, if the standardized test is at or above 97<sup>th</sup> percentile and at least one other criterion is **YES** or other Special Considerations apply (see that section above).  
**Check each area of identification below.**
- |   |   |  |
|---|---|--|
| <input type="checkbox"/> <b>Intellectually Gifted</b><br><small>*If NNAT is used, form must include Special Considerations or Comments above.</small> | <input type="checkbox"/> <b>Academic Math</b> | <input type="checkbox"/> <b>Academic Reading</b> |
|---|---|--|
- POTENTIAL**, if the standardized test is at a minimum of 95<sup>th</sup> percentile and at least one other criterion is **YES** or other Special Considerations apply (see that section above). Parents may appeal.
- NO**, if the standardized test is below 95<sup>th</sup> percentile with weak work samples, weak advocacy. Parents may appeal.

**TAG Facilitator:** \_\_\_\_\_ **Principal:** \_\_\_\_\_ (m)\_\_\_\_\_(d)\_\_\_\_\_(y)\_\_\_\_\_

**Team signatures:** \_\_\_\_\_

<b>PPS Team Decision:</b> (m)_____(d)_____(y)_____	<input type="checkbox"/> YES <input type="checkbox"/> Intellectually Gifted	<input type="checkbox"/> NO <input type="checkbox"/> Math- Academically Talented	<input type="checkbox"/> POTENTIAL <input type="checkbox"/> Reading- Academically Talented
<input type="checkbox"/> <b>Data entry</b>	<input type="checkbox"/> <b>Entered into Synergy</b>	<input type="checkbox"/> <b>Letter sent</b>	<input type="checkbox"/> <b>TAG Folder</b>

**Signatures:**