

cation setting. Appropriate options, such as curriculum compacting and a variety of extension activities, match individual student needs for differentiation. Differentiated course plans describe the course goals, content and evaluation. Services vary depending upon a student's level of service: moderate, strong or very strong.

**Moderate** - Students with a moderate need for differentiation receive services in the regular education classroom.

**Strong** - Students with a strong need for differentiation receive services in the regular education classroom and with the AIG teacher for a minimum of 45 minutes per identified area, per week.

**Very Strong** - Students with a very strong need for differentiation receive services in the regular education classroom and with the AIG teacher for a minimum of 45 minutes per identified area, per week.

## Grades 6-8

Services for identified 6th, 7th and 8th grade students include differentiated curriculum and instruction in language arts and/or mathematics within the general education setting. Push-in and pullout options, such as cluster and flexible skills grouping, curriculum compacting, and differentiated units, match individual student needs for differentiation. The AIG teacher consults with the classroom teacher regarding differentiated curriculum and instruction and is involved with a variety of learning experiences with push-in and/or pullout service delivery. Services vary depending upon course offerings and student performance. Differentiated course plans describe the course goals, content and evaluation.

## Grades 9-12

AIG and other high performing students in grades 9-12 may select courses which offer weighted credit in English

and mathematics. Accelerated high school students may select Honors, Advanced Placement, and International Baccalaureate courses, if available. Differentiated course plans describe the course goals, content and evaluation.

## Chain of Inquiry About Gifted Services

Parent inquiries about AIG service should begin at the school level.

*The following sequence is recommended:*

1. General Education Teacher(s)
2. AIG Teacher / Contact Person at the school
3. School Based Committee for Gifted Education (SBCGE)
4. Principal
5. Director of AIG Program at Central Services

---

# AiG

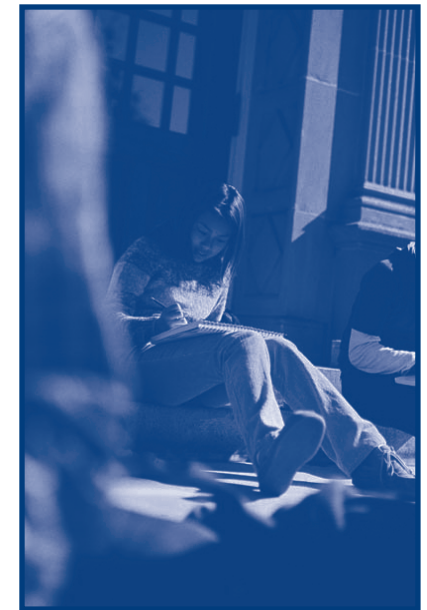
*Academically or Intellectually Gifted*

WAKE COUNTY PUBLIC SCHOOL SYSTEM  
3600 Wake Forest Road  
Raleigh, NC 27609  
www.wcpss.net

# AiG

*Academically or Intellectually Gifted*

**The Academically Intellectually Gifted (AIG) Program provides an appropriately challenging education for students who perform, or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Services for AIG students include differentiated curriculum and instruction that extends and enriches the North Carolina Standard Course of Study.**





## Identification Process

Gifted education is provided for students who consistently perform above grade level and demonstrate need for additional rigorous academic differentiation in kindergarten through grade twelve.

Multiple criteria are used for identification and include both formal and informal indicators.

*Formal Indicators include:* Norm referenced assessments in aptitude, i.e. Cognitive Abilities Test (CogAT) and achievement, i.e. Iowa Test of Basic Skills (ITBS).

*Informal Indicators may include:* Teacher and parent checklists and performance indicators, i.e. academic grades in reading/language arts and mathematics, writing samples, North Carolina End-of-Grade and North Carolina End-of-Course tests, Literacy Profiles, Math Profiles, portfolios, work samples, and projects, plus any other available anecdotal information.

## Nomination

The Wake County Public School System (WCPSS) administers the CogAT to all 3rd grade students. Students who attain a CogAT composite or subtest score at or above the 85th percentile will be eligible to take the ITBS. Students who score at the 92nd percentile on either the CogAT or ITBS will be considered for nomination to the School Based Committee for Gifted Education (SBCGE).

Prior to administration of the CogAT in 3rd Grade, students may be nominated for AIG service when they demonstrate consistent performance two or more grade levels above their current grade. The SBCGE will review available indicators for all nominations. Students in Kindergarten through 12th Grade may be nominated by a parent, teacher or other school personnel at any time.

## Referral

The SBCGE reviews formal and informal indicators for all nominations and determines which students should be referred for additional assessment. Students referred for additional assessment prior to their taking the CogAT in third grade will be evaluated by the AIG psychologist. Nominations for 3rd grade are reviewed once CogAT and ITBS scores are available. Students referred by the SBCGE in grades 4th – 12th grades are administered the CogAT during established testing windows. Contact the AIG teacher for testing window dates.

## Identification

*Prior to the 3rd Grade, students may be AIG identified if the following criteria are met:*

- Clear demonstration of need for differentiated service from the AIG Program that is two or more grade levels above the current grade level and
- **Cognitive/aptitude:** total score\* at the 98th percentile or higher and
- **Achievement:** total reading and/or mathematics score at the 98th percentile or higher.

*Following the 3rd Grade CogAT and ITBS, students may be AIG identified if the following criteria are met:*

- **Cognitive/aptitude:** total score\* at the 92nd percentile or higher and
- **Achievement:** total reading and/or mathematics score at the 92nd percentile or higher and
- Portfolio supported performance that is one or more grade levels above the current grade level

*Students identified for AIG services will begin receiving service in the first semester of their 4th grade year.*

*Students in 4th-12th grade may be AIG identified if the following criteria are met:*

- **Cognitive/aptitude:** total score\* at the 92nd percentile or higher and
- **Achievement:** total reading and/or mathematics score at the 92nd percentile or higher and

- Portfolio supported performance that is one or more grade levels above the current grade level

*Students identified for AIG services will begin receiving service at the beginning of the semester following their identification.*

*\*total score = score used based on individual student profile analysis.*

## Service Delivery

Students identified as Academically Intellectually Gifted receive differentiated services in all Wake County Public Schools. Magnet programs follow the North Carolina Standard Course of Study and offer enhancements to the curriculum based on a theme or an approach to learning. For additional information about Magnet Schools please contact The Magnet Resource Center: at [www.wcpss.net/magnet](http://www.wcpss.net/magnet).

Each school develops an AIG plan outlining service delivery, based upon WCPSS local AIG plan. Information on individual school plans is available for review in consultation with the school's AIG teacher.

## Grades K-3

Services for identified students in K– 3rd grade students are served as outlined in their Individualized Differentiated Education Plan (IDEP). The AIG teacher will consult with the classroom teacher regarding differentiated curriculum and instruction.

The 3rd grade Explorers Model provides an opportunity for the AIG resource teacher to collaborate with third grade teachers and provide a variety of in-class experiences. Students who demonstrate high performance will participate in small-group enrichment activities in language arts and/or mathematics with the AIG resource teacher.

## Grades 4-5

Services for identified 4th and 5th grade students include differentiated curriculum and instruction in language arts and/or mathematics within the general edu-