

# Elementary TAG Services and Programs

## District Services

### Lending Library

Teachers/Principals may check out resource materials using the online TAG Lending Library (accessible through the Sioux City Community School District's website, [siouxcityschools.org](http://siouxcityschools.org), Departments: TAG). Items such as professional books, classroom books, enrichment materials, learning centers, and educational games are available.

### Differentiation Cadre

In collaboration with the Professional Development Coordinator and the Curriculum Director, the TAG Department staff facilitates Cadres for the schools focused on Differentiated Learning in their Comprehensive School Improvement Plans. Each Building Leadership Team is provided resources and materials to assist in planning for building level professional development.

## Student Programs

### Mentor Programs

- a. Verbal Mentoring for 4<sup>th</sup> grade students identified for their high level of verbal reasoning ability and academic achievement.
- b. Quantitative Mentoring for 4<sup>th</sup> and 5<sup>th</sup> grade students identified for their high level of quantitative reasoning ability and academic achievement.

**Important to Note**-Due to the individualized nature of the mentor program(s), only 2-3% of the total grade's population may qualify. Therefore, each program serves approximately 25-35 students per grade *throughout the district*.

**Mentor Identification Process**- All 3<sup>rd</sup> grade students are screened for possible placement in these programs near the end of the 3<sup>rd</sup> grade school year. To begin the process, the TAG Department reviews each student's scores from the Cognitive Abilities Test (CogAT/CAT), the ITBS achievement tests, and the NWEA Levels Tests. {Each grade level in our district has approximately 1,000 students}. The scores of above average students {typically 10-15% of the total grade's population} are then placed on a weighted matrix and total points are calculated.

\*The subtest scores placed on the Verbal Matrix include: CogAT Verbal SAS and CogAT Composite SAS, ITBS Vocabulary NPR and ITBS Reading Total NPR, as well as taking the Levels Reading RIT/Percentile into consideration.

\*The subtest scores placed on the Quantitative Matrix include: CogAT Quantitative SAS and CogAT NonVerbal SAS, ITBS Math Problems/Data and ITBS Math Total (w/o computation), as well as taking the Levels Math RIT/Percentile into consideration.

The students with the highest overall Verbal matrix points, *2-3% of the total 4<sup>th</sup> grade population*, are selected for the Verbal Mentor Program and the students with the highest overall Quantitative matrix points, *2-3% of the total 4<sup>th</sup> grade population*, are selected for the Quantitative Mentor Program. {Each program serves approximately 25-35 students per grade *throughout the district*}.

**Important to Note** – The students identified for participation in the Verbal Mentor Program during 4<sup>th</sup> grade will then qualify to participate in the 5<sup>th</sup> grade TAG Pull-Out Program – *rather than receive individual mentoring*. The students in the Quantitative Mentor Program *will continue to receive individual mentoring* during their 5<sup>th</sup> grade year.

**5<sup>th</sup> Grade Pull-out Program** – Although the 5<sup>th</sup> grade pull-out program is designed for a larger percentage of students (6-8%), the identification process is similar. **All** 4<sup>th</sup> grade students' scores are reviewed (CogAT, 3<sup>rd</sup> & 4<sup>th</sup> grade ITBS, and 3<sup>rd</sup> & 4<sup>th</sup> grade NWEA Levels) as well as the results from the Peer & Teacher Nomination Activity. The scores of all above average students and students from the nominations {typically 25% of the total grade's population} are placed on the 5<sup>th</sup> grade matrix and the points are subtotaled. Then, to gather additional data on behavioral characteristics and creative thinking, those 200-250 students are given the Torrance Test of Creative Thinking and the classroom teacher completes a Motivation Checklist. With all scores on the matrix, the points are totaled and the students with the highest overall matrix points (6-8%, typically *75 to 80 students throughout the district*) qualify for participation.

**Important to note** – The ID process is designed to select students who may benefit from the specific type of programming offered. It is not intended to label a student 'gifted' or exclude those students who possess different academic talents.