

# Illinois Association for Gifted Children

## 5 Key Considerations for Developing a Fair and Equitable Identification/Placement Plan for Advanced Programming in Times of Remote Learning

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- 1. Continue to ensure that multiple, valid, reliable measures are used to identify children from all district demographic populations for gifted/advanced programs.**
  - Review any available aptitude, achievement, and ability testing data that was collected during the 2019–20 school year and 1–2 preceding years.
  - Provide opportunities for students to demonstrate academic strengths/capabilities through remote learning as an additional measure.
    - High level writing prompts (e.g. questions for analyzing a challenging passage in one or more content areas; creative writing)
    - Multi-step problem solving tasks
    - Portfolio of work from remote learning
- 2. When possible, allow time for comprehensive evaluation for final placement decisions when students return to school:**
  - Schedule summer/early fall placement assessment and review when practical.
  - Until placement data is available, consider providing “push in” support for differentiation, student observation, and learning needs assessment.
  - Collaborate with gifted specialists to develop learning activities for the grade level classroom that are open-ended, target higher level thinking, and allow for performance-based assessment.
  - Establish an additional placement entry point during the 2020–21 school year.
- 3. Be proactive with communication to stakeholders:**
  - Share information with families before summer break and provide updates as needed.
  - Provide placement timelines and clear entry/criteria with rationale.
  - Invite parent input (e.g. valid and reliable survey of needs/observations).
  - Cite additional differentiation support in the grade level classroom and/or online during the identification period.
- 4. Provide professional learning for grade level classroom teachers for differentiation/identifying advanced students:**
  - Explore strategies to add rigor and “raise the ceiling” in the classroom and with online learning that offers space for choice, depth, and complexity.
  - Provide practical tools for classroom differentiation (e.g. learning contracts, choice boards, inquiry projects).
  - Help teachers to recognize characteristics of children from all cultures and backgrounds with potential for advanced learning.
- 5. Address inequities that impede access to advanced programs:**
  - Offer and encourage summer independent learning to fill learning gaps.
  - Carefully review progress for students on free and reduced lunch.
  - Review placement, using local norms, for culturally, economically, and linguistically diverse students in light of potential remote learning challenges.
  - Consider students who may lack access or be less adept with technology.

### ADDITIONAL RESOURCES:

#### Evidenced-Based Practices :

[National Association for Gifted Children Programming Standards](#)

#### Acceleration Policy:

[Accelerated Placement Act](#)  
Public Act 100–0421; ILCS 105 Section 5/Article 14A.  
Effective July 1, 2018.  
Illinois.

[Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject. Iowa City: Iowa](#), (S. Assouline, Ph. D., W. A. Behrens, M.A., Ed., & A. Lupkowski-Shoplik, Ph.D., Institute for Research and Policy on Acceleration, the National Association for Gifted Children, & the Council of State Directors of Programs for the Gifted, November 2018).

[ISBE Fact Sheet](#) on the Accelerated Placement Act

[Illinois Association for Gifted Children Model Policy](#)

#### Differentiation:

[Differentiation for Gifted Learners](#), (D. Heacox and R. Cash, 2019)

#### Equity and Inclusion:

[Is There a Gifted Gap? Gifted Education in High Poverty Schools Report](#)  
(Fordham Institute, 2018)