



2023-2024 Nutley Gifted and Talented Identification Rubric

Grades K-3

In grades K-3, criteria such as assessment data (DIBELS, Benchmark Assessments, Reading Level) and informal teacher observation are used to identify students who may need the curriculum enriched or extended to meet their needs. In these cases, with input from the gifted and talented specialist, a classroom teacher may provide for the needs of gifted and talented students by:

- a. Presenting content material that is related to broad-based issues, themes, or problems,
- b. Integrating multiple disciplines into the study area,
- c. Allowing for in-depth learning of a topic selected by the student within the study area,
- d. Developing the student's independent and self-directed study skills,
- e. Developing research skills and methods,
- f. Integrating higher level thinking skills into the curriculum,
- g. Focusing on open-ended tasks,
- h. Using new techniques, materials, and forms,
- i. Encouraging the development of self-understanding, and
- j. Encouraging self-appraisal and evaluation.

(NPS Policy, Regulation 2464)

Grades 4-6

In addition to the services offered above, students are invited into the small group pull-out part of the Gifted and Talented program according to the following guidelines. A total of 12 points is required for entry into the program.

The Gifted and Talented Specialist will review data for all 4th and 5th grade students (and students new to the district) each fall to determine eligibility.

Assessment/Data Source	4	3	2	1	0
Reading Level (June 3rd grade) OR Reading Level (June 4th grade)	R or above T or above	P, Q S	O Q/R	N O/P	M or below N or below
NJSLA Scores- 3rd grade	810-850	750 - 809	725 - 749	700- 724	Below 700
Local Percentage Score- CogAT Screening	85%-100%	80% - 84%	79%-75%	74%-70%	Below 70%

In limited cases, some students scoring 11 points on the above rubric, may be assessed using the following rubric:

Teacher Renzulli Scale Rubric	n/a	n/a	n/a	61-72	Below 60
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*In cases where there is strong evidence of high levels of engagement with specific interests; high levels of leadership, performance, and creativity, along with a student work portfolio, the Director of Curriculum and the Gifted and Talented Specialist will review cases that do not meet the minimum entry level.