



Process for Highly Gifted Children to obtain Early Access into Kindergarten

Please submit all information regarding each child in a single packet, excluding the teacher forms. Consult with the teacher to ensure his/her form(s) are submitted to our office. All portfolios will be reviewed upon submission.

It is the responsibility of the parent/guardian to ensure that all portions of the portfolio are complete and submitted, including the teacher information, on or before February 28, 2022. Incomplete portfolios will prohibit students from moving through the evaluation process.

I	<ul style="list-style-type: none"> Obtain Early Access Portfolio Application documents from CILA or download off of website.
II	<ul style="list-style-type: none"> Deliver Preschool Teacher Checklist and Scales for Identifying Gifted Students (SIGS) School Rating Scale to current preschool teacher OR Deliver Kindergarten Reading, Writing and Communicating Form, Kindergarten Math Form and Scales for Identifying Gifted Students (SIGS) School Rating Scale to current teacher (you can get SIGS forms from the school). Begin collecting work samples at home in writing and math.
III	<ul style="list-style-type: none"> Complete Parent Questionnaire. Complete Scales for Identifying Gifted Students (SIGS) Home Rating Scale Form. Collect and submit artifacts indicating social emotional and behavioral readiness for Kindergarten or First Grade.
IV	<ul style="list-style-type: none"> Portfolio Packets may be submitted before or on due date: February 28, 2022 in the following ways: in person to school or via email (Emilie Frei - efrei@cilaschool.org)
V	<ul style="list-style-type: none"> Complete applications will be processed and screened to determine eligibility for testing and observation. If the application demonstrates a strong need for the child to enter Kindergarten or First Grade early as a highly gifted student, he/she will move to testing/evaluation as follows:
VI	<ul style="list-style-type: none"> Achievement Testing in Early Math and Literacy (Administered by a trained school employee). <ul style="list-style-type: none"> If the child performs at the 97th percentile or above, he/she will move to cognitive testing. Cognitive Testing (Administered by a school appointed private psychologist). <ul style="list-style-type: none"> Parents are responsible for paying for a portion of this testing fee (\$150). If the child performs at the 97th percentile or above, he/she will move to readiness observation. School Readiness, Social Behavior, and Motivation (Trained school employees will observe the child in his/her current school environment to determine readiness for Kindergarten or First Grade) <ul style="list-style-type: none"> If the child demonstrates readiness for Kindergarten or First Grade, a screening team will evaluate the complete portfolio and all testing/observation data.
VII	<ul style="list-style-type: none"> If the screening team determines the child needs early access to Kindergarten or First Grade in order to meet his/her academic and social emotional needs, he/she will be offered early access placement. Early Access determination letter will be mailed to families in a timely manner.



Portfolio Requirements Checklist

- Work samples from home in writing and math
(ie: journal writing, signs created, advanced writing beyond worksheets, drawings of number concepts, problem solving strategies)
- Work samples from preschool or current school in writing and math
(ie: journal writing, signs created, advanced writing beyond worksheets, drawings of number concepts, problem solving strategies, math benchmarks)
- Copies of reading assessments from preschool or current school
- Copies of other relevant assessments including all results and narrative
- Parent questionnaire
- Parent Observation Form (SIGS)
- If your child will be 4 years old at the beginning of the next school year and you are seeking Early Access to Kindergarten, give the Preschool Teacher Checklist and SIGS School Rating Scale to your child's preschool teacher (forms will be submitted by teacher directly to the school office).
- If your child will be 5 years old at the beginning of the next school year and you are seeking Early Access to First Grade, give the Kindergarten Reading, Writing, and Communicating Form; Kindergarten Math Form and SIGS School Rating Scale to your child's teacher (forms will be submitted by teacher directly to the school office).
- All portions of portfolio must be submitted by **February 28, 2022** in person to the school or via email (Emilie Frei - efrei@cilaschool.org).



Early Access Application

Student Name: _____ Date of Birth: __/__/__ Male__ Female__

Address: _____
City _____ Zip Code _____

Mother/Guardian: _____ email address: _____

Address: _____
City _____ Zip Code _____

Primary Phone: _____ (cell/home) Work Phone: _____

Father/Guardian: _____ email address: _____

Address: _____
City _____ Zip Code _____

Primary Phone: _____ (cell/home) Work Phone: _____

For what grade is early access being requested? Kindergarten ____ First Grade ____

The child considered for early access is currently:

____ Home schooled with no preschool experience

____ Home schooled with preschool experience

____ Attending Private Preschool - _____
(Name and phone number of Preschool & Teacher's Name)

____ Attending Daycare - _____
(Name and phone number of Daycare - Commercial or Private & Provider's Name)

My signature below indicates that I have read and understood the Early Access portfolio requirements. I give permission for my child to be tested and observed if s/he is selected to do so. I acknowledge that I have the right to withdraw my child from the Early Access process at any time. If I have further questions, I know to contact the school's gifted coordinator.

Parent Signature: _____ Date _____

The determination as to whether a student qualifies for the Early Access Program is solely within the discretion of Colorado International Language Academy Gifted Education Determination Team.



Parent Questionnaire - Page 1 of 2

Parent's Name: _____

Date: _____

Provide specific examples as you complete the following:

Is your child reading independently?

What is your child's favorite book?

Provide examples of books your child reads independently and examples of books your child enjoys having read to him/her.

What activities and games does your child enjoy?

Please describe your child's behavior:

In a group -

At play with family -

In a new setting -

Please describe your child's talents, hobbies, etc.

List any formal learning experiences your child may have had (e.g. preschool, Head Start, Colorado Preschool Program, etc.).



Preschool Teacher Checklist - Page 1 of 2

Preschool Teacher, please complete the following inventory and return by **(February 28, 2022)** to:

Emilie Frei
 Colorado International Language Academy
 303 Austin Bluffs Parkway
 Colorado Springs, CO 80918
 efrei@cilaschool.org

Student Name: _____ is being considered for Early Access to Kindergarten. Early access is designed for "highly advanced gifted" 4-year olds who have "exhausted the resources of preschool." Your input will go directly to the portfolio screening team.

Teacher Name: _____ Preschool Name: _____

	Mastered	Progress Shown	Not Mastered
A. Language/Literacy Skills			
Can recognize, write and identify letters (in or out of order) in first name and last name			
Understands rhyming words and sounds			
Demonstrates strong letter/sound recognition			
Can retell a story, poem or finger play			
Uses descriptive language			
Writes or scribbles words			
Reads books			
B. Math/Numeracy Skills			
Can count 15-20 objects			
Has the ability to estimate using number sense			
Can duplicate and describe simple patterns			
Creates own repeating patterns			
Understands spatial relationships			
Shows understanding of time, including past, present and future			
C. Fine and Gross Motor Skills			
Holds pencil correctly			
Uses scissors correctly			
Puts puzzles (10 or more pieces) together			
Runs, jumps, climbs			
Rides a tricycle			
Bounces a ball			



Preschool Teacher Checklist - Page 2 of 2

Student's Name: _____

	Mastered	Progress Shown	Not Mastered
D. Self Help Skills			
Uses bathroom independently			
Dresses self (buttons, zippers, snaps); can put on coat			
Ties shoes			
Knows his/her address and telephone number			
Knows parents'/guardians' first names			
Makes an effort to solve problems before seeking help from others			
Stays with an activity through completion			
E. Social Skills			
Waits his/her turn; shares			
Follows classroom rules			
Plays with other children			
Follows directions from adults			
Expresses feelings and needs (feeling vocabulary of 10+ words)			
Asks questions about things around him/her			
Can define what a problem is and can generate 2-3 possible solutions			
Separates easily and appropriately from parents/guardians			
Responds appropriately to the feelings, needs and opinions of others			
Shows self-motivation and persistence			
Understands that actions have both causes and effects			

Please add any additional observations or artifacts that may assist the screening team in making a decision regarding Early Access to Kindergarten:

Preschool Teacher Signature _____ **Date** _____



Kindergarten Form - Reading, Writing, and Communicating - Page 1 of 1

Student Name: _____ Teacher Name: _____

In order to determine student need for **early access to First Grade**, we must have information about the student's background in reading, writing, and communicating using the DCSD guaranteed and viable curriculum. While he or she certainly may not have mastered the **Kindergarten Outcomes** for reading, writing, and communicating it is very helpful to know which concepts have been introduced. If the student has a beginning understanding of a concept circle "B." If the student is proficient on the concept circle "P." If the student shows advanced thinking and work on the concept circle "A." Thank you for your time and input.

- Students Can:**
- Create meaning strategically in: reading, writing, speaking, and listening
 - Analyze how authors are strategic in creating meaning.
 - Evaluate evidence to distinguish relevant and non-relevant information to support a position

Learning to Read

Students Can:	B	P	A
<ul style="list-style-type: none"> • Make logical predictions prior to reading or read-aloud • Know and apply kindergarten phonics and phonemic awareness in decoding words • Use 1-1 correspondence when reading a simple sentence • Determine the pattern in repetitive text and uses pattern to decode • Describe relationships between illustrations and text • Compare and contrast character experiences in familiar stories as well as two texts 			

Learning to Write

Students Can:	B	P	A
<ul style="list-style-type: none"> • Use proper spaces in words • Write sentences with a subject and a verb • Spell simple words phonetically drawing on knowledge of letter-sound relationship • Write left to right • Capitalize the first word in a sentence and pronoun "I" • Use a period at the end of a correctly formed sentence 			

Reading Concept of Print

Students Can:	B	P	A
<ul style="list-style-type: none"> • With prompting and support, retell familiar stories including key details • Identify basic text features and types of text • Identify and manipulate sounds, syllables, onsets, and rhymes of simple words • Recognize Kindergarten high frequency words • Clarify meaning of unknown and multiple-meaning words based on kindergarten reading and content 			

Writing Concept of Print

Students Can:	B	P	A
<ul style="list-style-type: none"> • Correctly form upper and lower case letters • Recognize and name end punctuation • Begin to label drawings with one to two letters • Begin to label drawings with one word • Identify real-life connections between words and their use 			



Kindergarten Form - Reading, Writing, and Communicating - Page 1 of 2

Literacy Readiness			
Students Can:	B	P	A
<ul style="list-style-type: none"> • Distinguish the difference between a letter and a number • Identify and creates alliterations • Identify initial, medial and final phoneme of spoken words • Blend sounds orally to make one-syllable words • Segment one syllable words into sounds • Segment spoken words into onset and rime • Demonstrate concepts of print, spaces, left to right, top to bottom, upper, and lower case letters • Identify all letter sounds (sound-symbol relationship) including long and short vowels • Identify and create rhyming words • Draw a simple picture that carries meaning (not scribbling in an up/down circular motion) • Use correct pencil grip • Take turns with others • Listen actively, eyes on teacher • Work with partner(s) • Raise hand • Stay on topic • Participate in conversations with partners about Kindergarten topics and texts with peers and adults in small and larger groups • Recognize difference between questioning and story telling 			

Please provide work samples and any additional information that supports your feedback and would assist the screening team in making a decision regarding Early Access to **First Grade** (feel free to attach

Preschool Name _____

Preschool Teacher Signature _____

Date _____

Submit Materials To:

Emilie Frei
 Colorado International Language Academy
 303 Austin Bluffs Parkway
 Colorado Springs, CO 80918
 efrei@cilaschool.org

Completed packets must be submitted by (February 28, 2022)



Kindergarten Form - Mathematics

Page 1 of 2

Student Name: _____ Teacher Name: _____

In order to determine student need for **early access to First Grade**, we must have information about the student's background in mathematics using the DCSD guaranteed and viable curriculum. While he or she certainly may not have mastered the **Kindergarten Outcomes** for mathematics, it is very helpful to know which concepts have been introduced. If the student has a beginning understanding of a concept circle "B." If the student is proficient on the concept circle "P." If the student shows advanced thinking and work on the concept circle "A."

- Students Can:**
- Make sense of (interpret, evaluate, summarize, synthesize, etc.) problems and persevere in solving them.
 - Reason abstractly and quantitatively to analyze data and generate solutions.
 - Model and justify problems to communicate solutions for problems arising in everyday situations
 - Construct viable arguments and critique the reasoning of others to make informed decisions.
 - Discover and make use of relationships and patterns to solve problems and predict trends.
 - Select appropriate strategies and tools to develop understanding and increase efficiency.

Counting and Cardinality

Students Can:	B	P	A
<ul style="list-style-type: none"> • Instantly recognize, identify, and write numbers 0-20 • Increase flexibility with counting by extending to 100, counting by 10's, and starting with numbers other than one • Count to tell the number of objects • Compare numbers using greater than and less than language 			

Operations and Algebraic Thinking

Students Can:	B	P	A
<ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from • Represent addition and subtraction with objects, fingers, drawings to decompose numbers less than 10 in multiple ways • Create and extend patterns of numbers and objects 			

Number and Operations in Base Ten

Students Can:	B	P	A
<ul style="list-style-type: none"> • Compose and decompose (take apart and put together) numbers 11-19 to gain foundations for place value using objects and drawings 			

Geometry

Students Can:	B	P	A
<ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) and their relative positions (above, below, beside, in front of, etc.) • Analyze, compare, create, and compose shapes 			



Preschool Teacher: Kindergarten Form - Mathematics
Page 2 of 2

Measurement and Data

Students Can:

- Describe and compare measurable attributes (such as length or weight)
- Classify, count, and sort objects in categories

Please provide samples of student work and any additional information that supports your feedback and will assist the screening team in making a decision regarding Early Access to **First Grade**:

School Name _____

Teacher Signature _____ Date: _____

Submit Materials To:

Emilie Frei

Colorado International Language Academy

303 Austin Bluffs Parkway

Colorado Springs, CO 80918

efrei@cilaschool.org

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