

NC AIG Standards

Standard 1: Student Identification

Identifying students for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Standard 2: Differentiated Curriculum and Instruction

Employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Standard 3: Personnel and Professional Development

Recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Standard 4: Comprehensive Programming within a Total School Community

Provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Standard 5: Partnerships

Ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong Partnerships

Standard 6: Program Accountability

Implements, monitors, and evaluates the local AIG program and plans to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

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WILSON COUNTY
SCHOOLS



**Academically/
Intellectually
Gifted (AIG)
Program**

North Carolina Definition

- Academically or Intellectually gifted (AIG) students perform or show the potential to perform at substantially higher levels of accomplishment when compared with others of their age, experience or environment.
- Academically or Intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields or in both intellectual areas and specific academic fields.
- Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular education programs. Outstanding abilities are present in students from all cultural groups and across all economic levels.

AIG Websites

North Carolina Department of Instruction AIG Program

<http://www.ncpublicschools.org/academicservices/gifted/>

North Carolina Association for the Gifted and Talented

<http://www.ncagt.org/>

Duke Talent Identification Program

<http://www.tip.duke.edu/>

National Association for Gifted Children

www.nagc.org

Screening for AIG Program

Student screening for the AIG program is based on two of the following: test scores (EOG, BOG, iReady, Read 3D, etc.), teacher recommendation, K-2 students who were nurtured through the program or parent request.

Testing for AIG Program

After a student has been screened, multiple criteria are used to identify the student as Academically Gifted. These include:

- **Achievement** - scores on Reading or Math test must be at or above 90th percentile. (Iowa Test of Basic Skills*)
- **Aptitude** - score must be at or above 85th percentile. (Otis-Lennon School Ability Test*)
- **Motivation** - behavior observation, portfolio of work, grades, extra-curricular activities.
- **Creativity** - checklist completed by teacher(s) to show areas of strength

Note: If the aptitude test score is below the 85th percentile, then the achievement score must be at or above the 95th percentile and creativity/motivation must both be strong. A portfolio of alternate test scores and student work samples can also be used to support identification. This portfolio may also be used to identify students in under-represented populations (i.e. ELL, EC, etc).

*Test scores are valid for 24 months.

After Testing

A letter is sent home to inform parents of the results of testing. The student results will be in one of the following categories:

AIG Identified - If a student meets all requirements, then the student is identified as Academically Gifted. If a student only has an aptitude score at the 99th percentile, but no other qualifying criteria, the student is identified as Intellectually Gifted (IG). A parent must sign the Differentiated Education Plan (DEP) before the student receives AIG services.

High Achiever - A student who does not meet the achievement or aptitude scores, but consistently makes As and Bs on his/her report card and is motivated to participate in academic extra-curricular activities, will be designated as a High Achiever and be included in selected AIG activities.

Not AIG Identified - A student may continue to be observed by the AIG Specialist for possible future retesting and identification or the student may not receive any further services based on testing.

AIG Services

The following options are available depending on the grade level of the student.

- General exploratory
- Pull-out enrichment
- Cluster grouping
- Push-In/Inclusion
- Subject Acceleration
- Grade acceleration
- Virtual learning