



ADVANCED PLACEMENT TO FIRST GRADE APPLICATION PACKET (CONFIDENTIAL)

The application forms must be completed in full for a child to be considered for an advanced placement into first grade evaluation. Each child for whom you are completing an application must be 5 years old prior to September 1st and enrolled in Kindergarten in SAISD. Upon completion of this packet, the packet will be reviewed and those students who are approved will be assessed no later than 2 weeks after the first day of kindergarten instruction. The information and test results will be kept confidential with the sole purpose of consideration for advanced placement into first grade.

There are two options for submitting the forms once they have been completed:

1. Save them as a document on your computer and return them as an email attachment to your child's campus counselor/principal.
2. Turn them into your campus counselor/principal. Please ask for a copy of the documents before you leave the campus.

Once a decision is made, you will be notified, in writing, by the campus principal about the final decision for placement. All decisions are final. There are absolutely no retests.

Thank you for your cooperation. A denial for advanced placement in first grade will mean that your child will remain in kindergarten. Assessments will be scored as soon as possible.

Steps to be Completed

Name of Child for Whom Application is being made:	
Student Date of Birth:	Student ID:
Packet Information is Complete	
	Will the student be 5 years old by Sept. 1?
	Parent Information Profile
	Teacher Information Profile and Recommendation
	Signed Understanding of Assessment Process
	Signed Information Regarding Assessment for Advanced Placement to First Grade

Date Returned: _____ Verified by: _____

Campus: _____ Principal Signature: _____

Internal use only:

____ Circle Scores

Attach scores to packet before submitting to the committee for review

Should you consider first grade advanced placement for your child?

Things to Consider

- Your child's special abilities may be appropriately met in kindergarten.
- Successful candidates of early entrance are often quick learners, independent and motivated, developmentally advanced, and socially mature compared to same age peers.
- Young children are emotionally vulnerable and may become stressed or anxious when adult expectations for their performance exceeds their developmental capabilities.
- Children learn best when they are provided challenges that are appropriately matched to their ability and readiness level.
- Young children learn best through structured and self-directed play. The quality and quantity of the time spent playing is later demonstrated in their ability to think creatively, make decisions, and cope with stressful situations.
- Entering school early is a decision that will have long-term effects on your child. The potential social, emotional, and cognitive impact on your child as he/she progresses through elementary, middle, high school, and beyond is not foreseeable.
- How will your family respond when your child's new peer group reaches adolescence and is old enough to date, drive, and assume other adult prerogatives?
- Results from longitudinal studies indicate that carefully selected, advanced young learners tend to do very well academically and socially when provided advanced placement.

Although rare, exceptions to the age of entrance policy are granted by SAISD when it is clearly evident the five-year-old child will be served more effectively in the first grade rather than in kindergarten. A child with exceptional abilities may be considered for advanced placement to the first grade upon the request of a parent/guardian, recommendation of a committee including the (principal, teacher(s), Gifted and Talented Campus Coordinator), and completion of the Application for Advanced Placement to First Grade Packet. Some characteristics of exceptional ability in young children are as follows:

- Advanced, sophisticated vocabulary
- Early reading skills (not memorization)
- Advanced memory
- Long attention span, able to persevere on tasks that interest them
- Reasoning skills— early understanding of cause and effect, ability to see connections between ideas and events

Procedure for advanced placement in the first grade

- For a child to be eligible for advanced placement to first grade, the child must be enrolled in kindergarten in SAISD; consideration and testing will take place during the first two weeks of instruction.
- Obtain an Advanced Placement into First Grade packet from your child's school and complete a Parent Information Profile and other forms.
- Return the packet to your child's counselor/principal for consideration, all information must be complete with parent/guardian signatures.
- The application process begins once enrolled in kindergarten in SAISD.
- If eligible, the assessments will be administered in the first 2 weeks of the kindergarten school year.
- After reviewing the information provided, a committee will make a decision to honor or decline the request and notify the family. All information will be kept in the student's permanent file.
- If you wish to pursue advanced placement for your child, after a committee meets to determine readiness, if eligible (s)he will be given a reading assessment. The campus will contact the parent/guardian to schedule the assessment.
- For advanced placement consideration, your child must score at least 138 on the assessment.

Assessments are administered by the campus testing coordinator or designee without parent or guardian presence and last approximately 2 hours. A child may be assessed only once for advanced placement determination.

- If advanced placement is recommended, the principal or designee of the attendance school will schedule a conference with the parent/guardian to discuss the request. Be prepared to talk about your child's previous group experiences and special strengths and needs as you have described them on the Parent Information Profile.
- If acceptance into first grade is recommended, all relevant school policies and procedures will apply, including daily school attendance. However, if the child is denied advanced placement into first grade, the child will remain in kindergarten.
- All placements into first grade will be monitored to ensure the best fit has been chosen for student success. In the unlikely event that a student/parent/teacher believes that it is not a best fit, a parent/teacher conference will be called to assess the situation.

REMEMBER...the intent of this procedure is to make the first-grade program available to younger students who are capable of working in a classroom setting with children a year older. The standards for advanced placement in first grade are demanding to ensure that children are not frustrated by the advanced placement.

IF YOU WOULD LIKE MORE INFORMATION... contact the principal of your child's school or the SAISD Curriculum Department at 210-554-2528.



Advanced Placement for First Grade PARENT INFORMATION PROFILE

This profile must be completed in full by a parent or guardian before the child will be considered for advanced placement for first grade. Remember to include the teacher information profile and recommendation from the child's physician, nursery schoolteacher, or other person qualified to judge his or her development and capabilities. If the child attended preschool or prekindergarten, a letter of recommendation is required from your child's teacher. (If your child attended an SAISD preschool program, the principal will obtain a copy of the recommendation from the preschool teacher.)

Child's Name:	Date of Birth:
Name of Parent/ Guardian Completing This Form:	
Address:	Phone Number:
City/State/Zip:	Cell:
E-mail Address:	
School:	Date:

Directions: Please answer each question below. If additional space is needed, write on the back of this form. If assistance is needed with this form, notify the campus principal or counselor.

1. Why do you want your child considered for advanced placement for first grade?
2. Is your child always asking questions? What type of questions does your child ask?
3. How does your child respond to being given directions? In what ways does your child want to be creative?
4. What responsibilities does your child have at home? What do you do when your child does not follow through?
5. How does your child respond when s(he) tries but cannot do something?

6. Does your child have a sense of humor? Please share a story as an example of his/her sense of humor.

7. Is your child sensitive to criticism? Please share a story about a time that is an example of this sensitivity.

8. What types of reading activities is your child engaged in at home?

9. What does your child know about numbers, shapes, and puzzles?

10. About how long will your child persist with a play activity? Academic activity? Read a book?

11. Can your child button, snap and zipper to dress him- or herself?

12. What group experiences has your child had, for example, day care, Head Start, Pre-k or nursery school? How often did your child attend?

13. Does your child prefer to work with others or independently? What types of activities do they like to do alone? What types of activities do they enjoy doing with others?

14. Could there be a negative impact for your child due to their developmental immaturity in the classroom?



UNDERSTANDING THE ASSESSMENT PROCESS For Advanced Placement to First Grade

Having an extremely precocious child can be a very rewarding experience. Children who have the ability to read books and parts of the newspaper and to perform mathematical problems at a young age are indeed a wonder to behold. Entrance into formal education will enable the child to capture and focus the child's ability to continue the learning process.

If eligible, the assessment that is given to your child for advanced placement into first grade is a Reading IOWA standardized assessment designed to measure the skills that the child has for performance in first grade. The assessment is focused on Reading. A score of 138 on the reading assessment is the expected score to be eligible for advanced placement. Parents should be aware that the test is very difficult.

The assessor will conduct the test with the child without the parent present. The test consists of measuring standards and indicators which identifies the predictability of success in first grade. The test can be approximately two hours in length.

The assessor will quickly develop a relationship with the child. Children will be expected to respond from their own knowledge base and not be prompted for responses. Prior to the assessment, parents can assist in assuring the child that no answer they give is wrong and should be comfortable with talking to the assessor.

The assessor will not continue with the test if the child becomes overly frustrated or distracted which is an indication that the child is not ready for first grade. It is the assessor's responsibility to keep the child on track and not allow the child to become frustrated or upset. The assessor will NOT give you an indication of how the child scored. Scoring of the test will be completed within 5 days of the assessment.

If the child is accepted for advanced placement to first grade as a result of teacher recommendations, socio-emotional consideration, the assessment and committee recommendation; the child will be placed in the first grade.

By signing below, you understand this is the appeal process for your child. Children not scoring 138 on the IOWA Reading Section will not be retested. The decision letter with your child's scores is the final step in the process for advanced placement in first grade.

By entering my name in this box, I acknowledge that the information above is true and accurate, and that this electronic signature has the same meaning as my handwritten signature.

Parent Signature

Date



INFORMATION REGARDING TESTING ADVANCED PLACEMENT TO FIRST GRADE

Children develop at different levels.

On the TEA website you will find the standards for grades PK through grade 12.

Children will be tested on the curriculum standards set by TEA. You must keep in mind that these are the minimum expectations set by TEA. Since you are applying for early entrance/advanced placement, your child is required to achieve a 138 score on the IOWA Reading Section for consideration.

By signing below, you understand this process for your child. Children not scoring 138 on the assessment will not be retested. The decision letter with scores is the final step in the process for advanced placement in first grade.

By entering my name in this box, I acknowledge that the information above is true and accurate, and that this electronic signature has the same meaning as my handwritten signature.

Parent Signature

Date



**Advanced Placement for First Grade
TEACHER INFORMATION PROFILE & RECOMMENDATION
(to be completed independently from Parent Information Profile)**

This profile must be completed in full by the child's pre-K teacher/principal before the child will be considered for advanced placement for first grade. If the child attended preschool or prekindergarten, this completed form is required from your child's teacher. (If your child attended an SAISD preschool program, the principal will obtain a copy of this form from the preschool teacher.)

Child's Name:	Date of Birth:
Name of Person Completing This Form:	
Title:	Phone Number:
City/State/Zip:	Cell:
E-mail Address:	
School:	Date:

Directions: Please answer each question below. If additional space is needed, write on the back of this form. If assistance is needed with this form, notify the campus principal or counselor.

1. Is this child always asking questions? What type of questions does the child ask?
2. How does your child respond to being given directions/rules for a task? In what ways does your child want to be creative?
3. What responsibilities does this child have in the classroom? What do you do when this child does not follow through? How does the child respond?
4. How does this child respond when s(he) tries but cannot do something?
5. Does this child have a sense of humor? Please share a story that demonstrates the child's sense of humor.

6. Is this child sensitive to criticism? Please share a story about a time the child responded to criticism.
7. What types of reading activities is this child engaged in at school?
8. What does this child know about numbers, shapes, and puzzles?
9. About how long will this child persist with a play activity? Academic activity? Reading a book?
10. Can this child button, snap, and zipper to dress him- or herself?
11. How often did this child attend pre-K? Did the student have a lot of absences?
12. Does this child prefer to work with others or independently? What types of activities does the child prefer to do alone? Which types of activities does the child prefer to do with others?
13. Could there be a negative impact for this child due to their developmental immaturity in the classroom if they are accelerated to first grade?
14. Do you recommend this child be considered for advanced placement for first grade?

