

## **GIFTED IDENTIFICATION PROCESS**

### **I. Identification of Mentally Gifted**

In Pennsylvania mentally gifted is defined as “...*outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.*” (22 Pa. Code §16.1)

*“The term “mentally gifted” includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone...The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d)) “Intellectual ability is not equated with an IQ score alone. Intellectual ability is and should be a reflection of a range of assessments including a student’s performance and potential” (Pennsylvania Department of Education Gifted Guidelines 2004).*

Multiple criteria, other than IQ score, that are indicative of giftedness are listed in the *Gifted Guidelines*. These include but are not limited to: Achievement Tests, Rates of Acquisition/Retention, Demonstrated Achievement, Early Skill Development, and Intervening Factors Masking Giftedness.

*“Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.” (22 Pa. Code § 16.21(a)). See: Gifted Identification Process Flow Chart and Gifted Identification Process Components.*

### **II. Referral for Evaluation**

#### **A. District Child Find**

In the Fox Chapel Area School District, screening data from a variety of sources will be reviewed annually. This systematic screening process fulfills the district’s obligation to conduct child find activities for students who may need instruction not ordinarily provided in the general education curriculum. The review considers information about academic and cognitive abilities collected on all students at a given grade level. In the fall of each year, after receiving the results of the state assessments, the district will conduct a review of the screening information for students in each building. When the majority of a student’s data fall within a range expected for students who need gifted education, the student will be referred by the district for further assessment.

When the district’s screening process indicates that a student has potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom, the district will make a referral for a GMDE.

Data available at each grade level will vary; however, these generally include the following:

<b>Measurement</b>	<b>Child Find Benchmark</b>	<b>Grade Level Administered</b> (Data is relevant for 12 months after the test is administered)
Cognitive Abilities Test (CogATs)	130 or higher on 2 out of 3 subtests	Grades 1, 4, 7 (end of school year)
Iowa Test of Basic Skills (ITBS)	90% or higher on majority of subtests in reading <b>or</b> math	Grade 2 (end of school year)
IOWA Tests of Educational Development (ITED)	90% or higher on majority of subtests in reading <b>or</b> math	Grades 9 and 10
Pennsylvania System of School Assessment (PSSA)	Advanced score in either reading <b>or</b> math	As available
Curriculum Based Assessments (CBA)	90% or higher in reading <b>or</b> math  <b>OR</b> 3 out of 4 on rubrics in reading <b>or</b> math	As available
Grades	QPA of 3.75 or higher (grades from accelerated courses will be weighted)	Grades 3-12 (average of last 4 grading periods)
Portfolio/Product Review	20 out of 25	Grades K-2
Teacher Checklist of Gifted Characteristics	Majority of characteristics checked	Grades K-5 in May, use previous year's checklist
Acceleration in reading <b>or</b> math		All grades

### **B. Teacher Referral**

When a teacher makes a referral for a GMDE, parents will be sent a *Permission to Evaluate* form. The district **MUST** receive a parent's signature on the form in order to continue with the evaluation process. Parents will also be asked to provide information that will be included in the evaluation process.

### **C. Parent Referral**

When parents suspect their child is gifted, they may request a GMDE at any time, with the limit of one request per school year. The request must be in writing. When the district receives the written request, the parents will be sent a *Permission to Evaluate* form. The district MUST receive a parent's signature on the form in order to continue with the evaluation process. Parents will also be asked to provide information that will be included in the evaluation.

### **III. Gifted Multidisciplinary Evaluation (GMDE)**

When the district's screening process indicates that a student has potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom, a teacher makes a referral, or parents suspect their child is gifted and request an evaluation in writing, the district will initiate a Gifted Multidisciplinary Evaluation (GMDE) to be conducted by the Gifted Multidisciplinary Team (GMDT).

#### **A. The Gifted Multidisciplinary Team (GMDT)**

The Gifted Multidisciplinary Team (GMDT) includes the gifted support teacher, a school psychologist, the principal or district representative, the classroom teacher(s), and the parent(s) or guardian(s). If at any time, the parent(s) decide to rescind permission to evaluate, the evaluation process can be stopped as long as the parent's request is in writing. The GMDT generates a Gifted Written Report (GWR) of its findings.

*"The GMDT may find it useful to convene a team meeting at one or more points in the evaluation process to clarify the purpose of the evaluation and discuss details. Individuals participating in the assessment process may conclude that the student is not a gifted student (even before the end of formal testing). The termination of the consideration should not occur based on any one individual's participation in the evaluation process. The GWR should be compiled based on a complete evaluation and carry the recommendations of all individuals participating, whether or not the individuals are in concurrence. The final decision remains with the GIEP Team and its decision should be reached based on review of a complete evaluation."* (Pennsylvania Department of Education Gifted Guidelines 2004, page 13)

*"The evaluation process must take into consideration any Intervening Factors Masking Giftedness. "Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio-cultural deprivation are masking gifted abilities." (22 Pa. Code §16.21(e) (5))*

#### **B. Tools for Evaluation**

The following data will be considered by the GMDT in a Gifted Written Report (GWR):

- 1) Individual IQ test: Stanford Binet V
- 2) Woodcock Johnson Tests of Achievement III
- 3) Modified Chuska Scale for Rates of Acquisition/Retention

- 4) CBA: Curriculum Based Assessments in Reading, Language Arts and Math
- 5) Gifted Evaluation Scale

*"The multidisciplinary evaluation shall include information from the parents or others who interact with the student on a regular basis, and may include information from the student if appropriate."* (22 Pa. Code §16.22(f))

Independent evaluations by a certified school psychologist may be obtained by parents at their own expense. The district is obligated to consider this information when making decisions regarding eligibility for gifted education. This information will be incorporated into the Gifted Written Report (GWR) in order to be considered by the Gifted Individual Education Program (GIEP) Team.

### **C. Gifted Written Report (GWR)**

The GMDT prepares a written report that includes information and findings from the evaluation regarding a student's strengths and needs. *"The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, must indicate the basis of those recommendations, and must indicate the names and positions of the members of the GMDT."* (22 Pa. Code §16.22(h))

## **IV. Gifted Identification Decision**

### **A. Gifted Individual Education Program (GIEP) Team**

It is ultimately the responsibility of the Gifted Individual Education Program (GIEP) Team to determine whether or not a student is gifted, based on a review of the complete evaluation in the GWR. Once the GWR is completed, a GIEP Conference will be scheduled and parents will receive an invitation to attend. The GIEP Team includes one or both parents; the student if 16 years of age or older (or younger and the parents choose to have student participate); a representative of the district who serves as the chairperson of the GIEP Team, who is knowledgeable about the availability of resources of the district, and who is authorized by the district to commit those resources; one or more of the student's current teachers; other individuals at the discretion of either the parents or the district.

*"The GIEP Team... is not bound to the recommendations put before them via the evaluation report. Rather, the GIEP Team should be advised of its duty to make the determination as to whether the student is or is not mentally gifted, based on the evaluation data and taking into consideration the recommendations described in the written report (i.e., GWR) and information presented at the GIEP Team meeting. (Pennsylvania Department of Education Gifted Guidelines 2004, page 18)*

The evaluation process must take into consideration any Intervening Factors Masking Giftedness. *"Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio-cultural deprivation are masking gifted abilities."* (22Pa.Code §16.21 (e) (5))

## **B. Gifted Identification\***

1) **IQ 140 or higher on an individual IQ test** (Stanford Binet V)

All other criteria will be waived and all screening and evaluation data will be collected and used to determine appropriate placement and program planning within the district's curriculum.

2) **IQ score of 130-139 on an individual IQ test** (Stanford Binet V) and a demonstrated significant strength in at least one academic area (reading **or** math). At the secondary level, other academic areas will be considered.

i) **Reading:**

Either a) CBA criteria **or** b) Woodcock Johnson criteria must be met. When no CBA data are available, then the *Broad Reading Cluster* of the Woodcock Johnson Tests of Achievement III will be given. Criterion is met with a score of 130 or higher on the *Broad Reading Cluster*.

a) Scores on 2 out of 3 of the most recent CBAs on each assessment, where available:

CBA: 3<sup>rd</sup> or 4<sup>th</sup> quartile on *Oral Fluency* –**and**

CBA: 93% or higher on *Reading and Language Skills Test* **and**

CBA: 92% or higher on the *Reading Section of the Holistic Test*  
**and**

Beginning in 4<sup>th</sup> grade the *Writing Sample* score will be at a 3 or 4 on the grade level rubric on the 2 most recent samples where available. If one of the writing samples is the *PSSA Writing Assessment*, then a score of “Proficient” or “Advanced” is expected

b) Woodcock Johnson Tests of Achievement III: Criterion is met with a score of 130 or higher on the *Passage Comprehension* Subtest.

ii) **Math**

Either a) CBA criteria **or** b) Woodcock Johnson criteria must be met. When no CBA data are available, then the *Broad Math Cluster* of the Woodcock Johnson Tests of Achievement III will be given. Criterion is met with a score of 130 or higher on the *Broad Math Cluster*.

a) CBA: Scores on 2 out of 3 of the most recent CBAs on each assessment where available:

When instruction is **on** grade level, CBA: Criteria scores are:

93% or higher on the *Skills Test* **and**

3 out of 4 on the *Performance Test*

When instruction is **above** grade level, criteria scores are:

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\* For GIEP Planning, the Parent Questionnaire and the Gifted Evaluation Scale (GES) will be considered

85% or higher on the *Skills Test*     **and**  
3 out of 4 on the *Performance Test*

- b) Woodcock Johnson Tests of Achievement III: 130 or higher on the *Applied Problems* subtest.
  - iii) Both the CBA and the Woodcock Johnson data will be used to determine the appropriate educational program.
- 2) **IQ 125-129 on an individual IQ test** (Stanford Binet V) A student must demonstrate a significant strength in at least one academic area (reading **or** math). At the secondary level, other academic areas will be considered.

- i) **Reading:** (all of the following must be met)

When no CBA data are available, then the *Broad Reading Cluster* of the Woodcock Johnson Tests of Achievement III will be given. Criterion is met with a score of 130 or higher on the *Broad Reading Cluster*.

- a) CBA Scores on 2 out of 3 most recent CBAs on each assessment where available:

CBA: 3<sup>rd</sup> or 4<sup>th</sup> quartile on *Oral Fluency*, **and**

CBA: 93% or higher on the *Reading and Language Skills Test* **and**

CBA: 92% or higher on the *Reading Section of the Holistic Test* **and**

Beginning in 4<sup>th</sup> grade the *Writing Sample* score will be at a 3 or 4 on the grade level rubric on the 2 most recent samples where available. If one of the writing samples is the *PSSA Writing Assessment*, then a score of “Proficient” or “Advanced” is expected **and**

- b) Woodcock Johnson Tests of Achievement III: Criterion is met with a score of 130 or higher on the *Passage Comprehension* subtest.

- c) Modified Chuska Scale for Rates of Acquisition and Retention – Expected scores for reading: 18/21 on the *Rate of Acquisition* section **and** 10/13 on the *Rate of Retention* section **or**

*The Gifted Evaluation Scale* – 120 or higher, Grades K-8

- ii) **Math:** (all of the following must be met)

When no CBA data are available, then the *Broad Math Cluster* of the Woodcock Johnson Tests of Achievement III will be given. Criterion is met with a score of 130 or higher on the *Broad Math Cluster*.

a) CBA Scores on 2 out of 3 most recent CBAs on each assessment where available

When instruction is **on** grade level:

93% or higher on the *Skills Test* **and**

3 out of 4 on the *Performance Test*

When instruction is **above** grade level:

85% or higher on the *Skills Test* **and**

3 out of 4 on the *Performance Test*

**and**

b) Woodcock Johnson Tests of Achievement III: Criterion is met with a score of 130 or higher on *Applied Problems*.

c) Modified Chuska Scale for Rates of Acquisition and Retention – Expected score for reading: 18/21 on the *Rate of Acquisition* section **and** 10/13 on the *Rate of Retention* section. **or**

*The Gifted Evaluation Scale* –Criterion is met with a score of 120 or higher. (Used for Grades K-8)

iii) Both the CBA and Woodcock Johnson data will be used to determine the appropriate educational program.

3) **IQ <125 on an individual IQ test** (Stanford Binet V) – Student is not eligible for gifted identification.

## **V. Resources**

### **A. Pennsylvania Department of Education Gifted Guidelines 2004**

- B. [http://www.pde.state.pa.us/gifted\\_ed/lib/gifted\\_ed/Gifted\\_Guidelines.3.pdf](http://www.pde.state.pa.us/gifted_ed/lib/gifted_ed/Gifted_Guidelines.3.pdf)  
<http://www.pagiftededucation.info/pdf/GiftedGuidelines.pdf>

### **C. The Pennsylvania School Code, Chapter 16, Special Education for Gifted Students**

- <http://www.pacode.com/secure/data/022/chapter16/chap16toc.html> or  
<http://www.pagiftededucation.info/pdf/Ch16rulesregs.pdf>

### **D. Pennsylvania Association for Gifted Education**

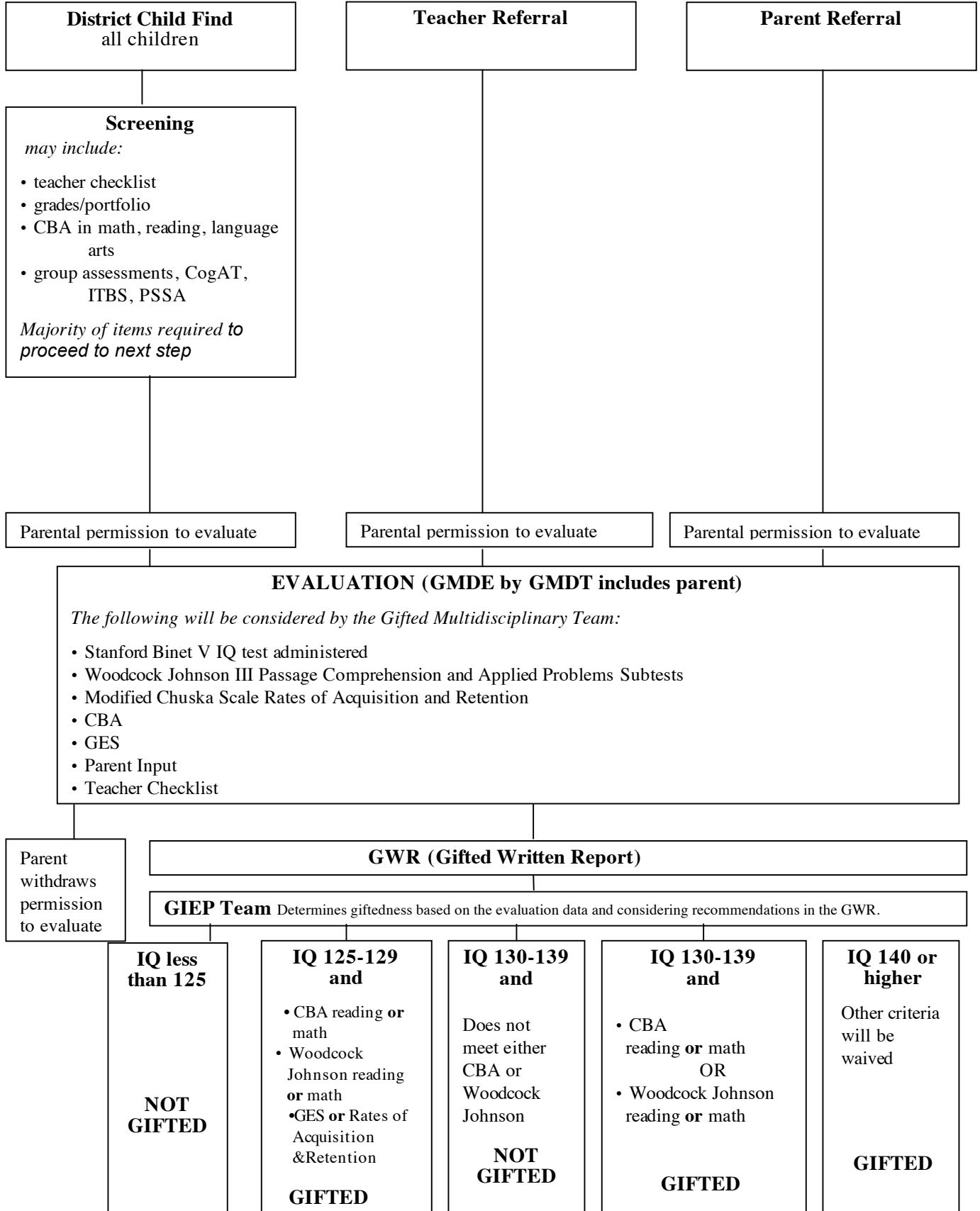
<http://www.penngifted.org>

### **E. Other Gifted Resources**

<http://www.pagiftededucation.info/resources.htm>  
Fox Chapel Area Association for Gifted Education - FCAPAGE

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GIFTED IDENTIFICATION PROCESS



## GIFTED IDENTIFICATION PROCESS COMPONENTS

### SCREENING DATA:

The following data may be collected in grades in which they are available. A majority of these data found in a district Child Find search will generate a letter for parental permission for further Child Find testing on the Woodcock Johnson III Subtests Passage Comprehension and Applied Problems in grades K-5 and the Broad Reading and Broad Math Subtests in grades 6-12 when CBAs are not available.

**Group Assessment Tests** – These may include COGATS, IOWAS and PSSA.

**PSSA** – Pennsylvania System of School Assessment.

*Advanced Proficiency in one area of strength, either reading or math*

**COGAT** –

Cognitive Ability Test. Given in grades 1, 4, and 7 these test results will be used in grades 2, 5, and 8

**ITBS** –

Iowa Test of Basic Skills. Given in grade 2, results will be used in grade 3.

**CBA** – Curriculum Based Assessments

**GRADES/PORTFOLIO** –

Grades will be reviewed for the previous 4 quarters. In grades K-2 where there are no grades, portfolios will be reviewed.

**TEACHER CHECKLIST** –

Will be filled out in November and May on all children in class who may show above average ability or potential. Teacher Checklists may be filled out at any other time of the year as needed.

### EVALUATION CRITERIA:

**CBA** --

Curriculum Based Assessments in reading, math and language arts. These tests are not teacher made, but are created by the publishers and may include writing samples taken from PSSA released tests.

**Woodcock Johnson III** --

Subtests in Passage Comprehension and Applied Problems will be given in grades K-5.

Broad Reading and Broad Math Subtests will be given in grades 6-12 when CBAs are not available.

**Modified Chuska Scale of Rate of Acquisition and Rate of Retention** –

Checklist for teachers to complete to identify rates of acquisition and retention of material for a student relative to the other students in the class.

**GES** –

Gifted Evaluation Scale, filled out by a team of teachers.

**Intervening Factors** -- In evaluating students for giftedness the following must be taken into consideration. “Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.” *Chapter 16.21(e)(5)*

## PROCEDURES:

**GMDE:** Gifted Multidisciplinary Evaluation, conducted by the GMDT.

**GMDT:** “Gifted Multidisciplinary Team shall be formed on the basis of a student’s needs and shall be comprised of the student’s parents, a certified school psychologist, persons familiar with the student’s educational experience and performance, one or more of the student’s current teachers, persons trained in the appropriate evaluation techniques and, when possible, person’s familiar with the student’s cultural background. A single member of the GMDT may meet two or more of the qualifications specified”  
*Chapter 16.22 (d)*

**Reevaluations of Intellectual Functioning:** *Chapter 16: Special Education of Gifted Students* states that "Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term." The law does not require that an intellectual/cognitive ability test (IQ test) be administered for each evaluation (beyond the initial evaluation). For children given an IQ test before the age of eight, the district will consider administering another IQ test at the age of eight (if more than a calendar year has passed between the original IQ test and the parent request for another evaluation). If the child is eight years of age or older, the district may determine that it is not necessary to give another IQ test when the previous IQ test data is believed to be a valid and accurate measurement of the student's intellectual functioning at that time.

**GWR:** A Gifted Written Report shall be prepared by the GMDT. This report “brings together information and findings for the evaluation...concerning the student’s educational needs and strengths. This report shall make recommendations as to whether the student is gifted and in need of specially designed instruction, shall indicate the bases for those recommendations, and shall indicate the names and positions of the members of the GMDT” *Chapter 16.22 (h)*

**GIEP:** Gifted Individual Education Program “is a written plan describing the education to be provided to a gifted student. The initial GIEP shall be based on and be responsive to the results of the evaluation...” *Chapter 16.31 (a)*

This document will be used as a guide to gifted identification in the Fox Chapel Area School District from May 2006 through April 2007. In April 2007 the committee will meet to discuss and consider possible revisions to the guidelines.