



## **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)).*

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

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

In the Imagine Environmental Charter School, 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:

Measurement	Child Find Benchmark	Grade Level Administered
Stanford-10 (STAT-10)	90% or higher on majority of subtests in reading or math	All grades
Pennsylvania System of School Assessment (PSSA)	Advanced score in either reading or math	As available
Curriculum Based Assessments (CBA)	90% or higher in reading or math OR 3 out of 4 on rubrics in reading or math	As available
Grades	QPA of 3.75 or higher	Grades 3 and above
Portfolio/Product Review	Scores of 3 or 4	Grades 1-2
Teacher Checklist of Gifted Characteristics	Majority of characteristics checked	Grades K-5 in May, use previous year’s checklist as appropriate
Acceleration in reading or math		All grades

### **B. Teacher Referral**

When a teacher makes a referral for a GMDE, parents will be sent a permission slip for a Kaufman Brief Intelligence Test assessment. Parents will be issued a formal *Permission to Evaluate* form if the child’s score meets or exceeds 120 points on the assessment. 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 slip for a Kaufman Brief Intelligence Test assessment. Parents will be issued a formal *Permission to Evaluate* form if the child's score meets or exceeds 120 points. 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: Kaufman Assessment Battery for Children, Second Edition
- 2) Individual Achievement test: Kaufman Test of Educational Achievement, Second Edition
- 3) CBA: Curriculum Based Assessments in Reading, Language Arts and Math
- 4) Parent and Teacher Input

*"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 (KABC-II)**

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 (KABC-II)** 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) KTEA-II criteria must be met.

When no CBA data are available, then the *Reading Composite* of the Kaufman Test of Educational Achievement-II will be utilized. Criterion is met with a score of 130 or higher on the *Reading Composite*.

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

CBA: 93% or higher

CBA: rubric score of 3 or 4

**And**

Beginning in 4th 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) Kaufman Test of Educational Achievement, Second Edition: Criterion is met with a *Reading Composite* score of 130 or higher.

ii) **Math**

Either a) CBA criteria **or** b) KTEA-II criteria must be met.

When no CBA data are available, then the *Math Composite* of the Kaufman Test of Educational Achievement II will be given. Criterion is met with a score of 130 or higher on the *Math Composite*.

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 assessment rubric

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

85% or higher on the skills test **and**

3 out of 4 on the assessment rubric

b) Kaufman Test of Educational Achievement, Second Edition: 130 or higher on the *Math Composite*.

iii) Both the CBA and the KTEA-II data will be used to determine the appropriate educational program.

2) **IQ 125-129 on an individual IQ test (KABC-II)** 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. (Note: The IQ score may be achieved using the full scale or general ability index)

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

When no CBA data are available, then the *Reading Composite* score from the Kaufman Test of Educational Achievement, Second Edition, will be given. Criterion is met with a score of 130 or higher on the *Reading Composite*.

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

93% or higher on the skills test **and**  
3 out of 4 on the assessment rubric

**and**

Stanford-10 Assessment Total Reading score in the 9<sup>th</sup> Stanine

**and**

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

**and**

Beginning in 4th 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

**or**

b) Kaufman Test of Educational Achievement, Second Edition: Criterion is met with a score of 130 or higher on the *Reading Composite*.

**and**

*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 *Math Composite* of the Kaufman Test of Educational Achievement, Second Edition will be given. Criterion is met with a score of 130 or higher on the *Math Composite*.

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 assessment rubric

When instruction is **above** grade level:  
85% or higher on the skills test **and**  
3 out of 4 on the assessment rubric

Stanford-10 Assessment Total Math score in the 9<sup>th</sup> Stanine

**and**

b) Kaufman Test of Educational Achievement, Second Edition:  
Criterion is met with a score of 130 or higher on *Math Composite*.

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

iii) Both the CBA and KTEA-II data will be used to determine the appropriate educational program.

3) **IQ <125 on an individual IQ test** (KABC-II) – Student is not eligible for gifted identification. (Note: The IQ score may be achieved using the full scale or general ability index)

## **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

### **F. The Fox Chapel School District**

[www.fcasd.edu](http://www.fcasd.edu)