

# MULTI-CRITERIA SCREENING AND IDENTIFICATION PROCESSES OF GIFTED STUDENTS

## **North Allegheny Gifted Support Program Philosophy Statement**

*North Allegheny's Gifted Education Program reflects and extends our mission statement to appropriately challenge and prepare our advanced learners to live productively in our changing society. While providing enrichment and a broad spectrum of educational opportunities, the gifted education program encourages the individual learner to develop personal responsibility, task commitment, self-discipline, independent learning skills, respectful conduct, and social/emotional balance. The development of critical thinking, problem solving, communication skills and creativity is shared collaboratively among the gifted learner, the parents, and the North Allegheny educational community.*

### **Mentally Gifted:**

The definition of giftedness comes from the Pennsylvania Department of Education (PDE) Special Education Rules and Regulations under Chapter 16 and states that a student who is mentally gifted demonstrates 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. This term includes a person who has an IQ of 130 or higher or when multiple criteria, as set forth in Chapter 16 and in Department Guidelines, indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by intellectual ability subtests, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include a full assessment by a certified school psychologist.

The North Allegheny School District engages in identification procedures to ensure that eligible students receive an appropriate educational program consisting of gifted education, individualized to meet the student needs. At no cost to the parents, these services are provided in compliance with state regulations and are reasonably calculated to yield meaningful educational benefit and student progress.

### **Screening:**

To identify students who may be eligible for gifted education, various screening activities are conducted annually. This systematic screening process fulfills the District's obligation to conduct child find activities for students who may need services or 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. After receiving the results of the group achievement assessments, the District will conduct a review of screening information for students enrolled in grades 1 in January and grades 2 and 3 in May during each school

year. After receiving the results of the state assessments (PSSA and Keystone Exams), the District will conduct a review of screening information for students enrolled in grades 4 through 5 in February of each school year.

**Procedures:**

- A. **District Child Find:** The North Allegheny School District has established procedures whereby the classroom teacher and/or school counselor will review student performance data in January through May of each school year. The review considers information about academic abilities collected on all students at a given grade level. After receiving the results of the group ability assessment, the school counselor will conduct a review of the screening information for students in each building by completing the appropriate level on the *Multiple Criteria-based Screening for Giftedness* form. Once a student meets the specific screening requirements on the *Multiple Criteria-based Screening for Giftedness* form, the District will make a referral for a Gifted Multi-Disciplinary Evaluation (GMDE). Data available at each grade level will vary; however, these generally include the following:

Measurement	Child Find Benchmark	Grade Level Administered
Kaufman Brief Intelligence Test – 2 <sup>nd</sup> Edition (K-BIT2) *	130 or higher	Grades K, 1, 3, 5, 6, 8, 9, 10, 11, or 12
Iowa Test of Basic Skills (ITBS)*	97% National Percentile Rank (NPR) or higher on one of the following subtests: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading Total</li> <li>• Mathematics</li> <li>• Mathematic Total</li> </ul>	Grades 2 through 7
Pennsylvania System of School Assessment (PSSA)*	97 <sup>th</sup> percentile score in either reading or math	Grades 3, 4, 5, 6, 7, or 8
Keystone Algebra I Exam *	97 <sup>th</sup> percentile score	As available
Keystone Literature Exam *	97 <sup>th</sup> percentile score	As available
Keystone Biology Exam *	97 <sup>th</sup> percentile score	As available
English Language Arts Plus	Met qualification criteria	Grades 1 through 5
Advanced Academic Math Program	Met qualification criteria	Grades 2 through 5
Math Grade Acceleration	Met qualification criteria	Grades 4 and 5
Grades	98% or higher in three out of five core classes (grades from AP level courses will be weighted)	Grades 6 through 12

*\*Tests results are within one school year.*

- B. Teacher Referral:** A teacher referral for a gifted multi-disciplinary evaluation occurs when the student, regardless of any disability, is suspected of being gifted due to the student demonstrating characteristics consistent with the definition of mentally gifted; or a performance level which exceeds that of other students in the general education classroom. After receiving the request, the school counselor will conduct a review of the screening information for the student by completing the appropriate *Multiple Criteria-based Screening for Giftedness* form. Once a student meets the specific screening requirements on the *Multiple Criteria-based Screening for Giftedness* form, the District will make a referral for a Gifted Multi-Disciplinary Evaluation (GMDE).
- C. Parent Referral:** When parents suspect their child is gifted, they may request in writing an evaluation at any time, with the limit of one request per school year. As per 22 PA. Code § 16.22 (c), if a parent makes the request for an evaluation verbally, the school district must inform them to put their request in writing. When the District receives the written request, the parents will receive a *Permission to Evaluate* form within 10 calendar days of the written request. 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.

### **Gifted Multi-Disciplinary 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 or a parent(s) suspects their child is gifted and requests an evaluation in writing, the District will initiate a Gifted Multidisciplinary Evaluation (GMDE) as specified in *Title 22 Pennsylvania Code, Chapter 16* to be conducted by the Gifted Multi-Disciplinary Team (GMDT). The GMDE must be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, and educational needs.

#### **A. The Gifted Multi-Disciplinary Team (GMDT)**

The Gifted Multi-Disciplinary Team (GMDT) includes a certified school psychologist, the principal or District representative, the classroom teacher(s), a school counselor, and the parent(s)/guardian(s). The GMDT conducts a comprehensive evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, rates of acquisition and retention, intervening factors that may mask giftedness, and educational needs. If at any time, the parent(s) decides to rescind permission to evaluate, the evaluation process will be stopped as long as the parent's request is in writing.

*"The GMDT has the responsibility of contributing information to the GMDE that:*

- *Assures that comprehensive data has been collected on the student to indicate academic instructional levels, thinking skills and other learning skill levels, rate of acquisition/retention for mastery of new content/skills, academic interests/strengths, and, as appropriate, developmental levels (young students) and career goals.*
- *Provides clarifying information about the ability of children who score below IQ 130 (within the standard of measurement for the test) and have strong indications of gifted performance.*
- *Determines if additional assessment, such as out-of-level academic testing, is needed. When normed and validated individualized standardized testing is used, a clear explanation of subtest results should be part of the Gifted Written Report. Such explanation may include:*
  - *Mastery level*

- *Functional/instructional level and frustration level*
- *Grade level equivalencies*
- *District performance criteria for competency*
- *Mastery and excellence of output*
- *Comprehensive developmental levels in subtests*
- *Implications in the learning process of the student*
- *Recommends whether a student is gifted and in need of specially designed instruction.*
- *Recommends appropriate integrated programming for a student if there is more than one area of exceptionality.*
- *Provides information about the student's adaptive and social behavior if this is appropriate.*

*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 determination of giftedness, i.e., eligibility under Chapter 16, resides with the GMDT, which includes the parents.”* (Pennsylvania Department of Education Gifted Guidelines August 2010, pages 13-14)

*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:

1. Individual Achievement test
2. Curriculum-Based Assessments (CBA) in Reading and Mathematics
3. Gifted Rating Scale
4. Parent(s)/Guardian(s) Input
5. Teacher(s) Input
6. Other Educational Records

*The GMDE must 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))

## **C. Gifted Written Report**

The Gifted Written Report (GWR) brings together the findings from the evaluation or reevaluation concerning the student’s educational needs (strengths). *“The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, indicate the basis of those recommendations, include recommendation for the student’s programming, and indicate the names and positions of the members of the GMDT.”* (22 PA. Code § 16.22(h)).

## **D. Gifted Identification**

During the evaluation process, the *Permission to Evaluate (PTE)* form will be issued to provide parental consent to administer one or more of the following instruments: individual cognitive ability test, individual achievement test, curriculum-based assessments (CBA) in reading and mathematics and/or gifted rating scale. Gifted rating scales are norm-referenced rating scales based on current theories of giftedness. A minimum of one teacher will complete the scale who has known the student for at least

one month. In addition, parent and teacher input will be obtained and an educational records review conducted.

The term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in this chapter and in Department Guidelines indicate gifted ability and demonstrate a need for specially designed instruction. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. The determination of mentally gifted must include an assessment by a certified school psychologist (22 Pa. Code §16.21(d)). A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability utilizing the following multiple criteria below:

- **Intellectual ability score of 127 or higher on an individual cognitive ability test. A general ability index will also be considered to mitigate the effects of memory and processing speed. No one test or measure is sufficient to determine giftedness.**

#### Achievement

A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas (22 Pa. Code §16.21(e) (1)).

- **Individual Achievement test with a score at the 97<sup>th</sup> national percentile rank or higher on the *Reading Comprehension* subtest, *Reading Composite*, *Math Problem-Solving* subtest, and/or *Math Composite*.**

#### Rate of Acquisition, Rate of Retention

An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability (22 Pa. Code §16.21(e) (2)).

- **Rates of acquisition and retention data are obtained by direct observation and reporting from teachers, special area teachers, and/or administrators and supervisors. *Rate of Acquisition* is defined as the rate at which a student acquires, understands, and demonstrates competency and/or mastery of new learning. *Rate of Retention* is defined as the rate at which a student retains concepts and skills necessary for subsequent learning. Areas observed/measured include English/Language Arts, Math, Social Studies, and Science. A student must demonstrate a high rate of acquisition and retention to be considered under this criterion.**

### Demonstrated Achievement

Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment (22 Pa. Code §16.21(e) (3)).

- **Demonstrated achievement includes performance-based skills or expertise that shows a high-level of accomplishment, and indicates exceptional interest and motivation in specific areas. Demonstrated achievement is determined by teacher evaluation and observation of a student's performance above and beyond local curricular expectations and standards. This may include work samples, summative assessments, end-of-year assessments, and formative assessments of which indicates needs beyond what can be offered through the continuum of services provided within the general education program.**
- **A recommendation from the team that includes specific documentation of academic acceleration and enrichment, when applicable, which have proven to be insufficient in providing an appropriate education for the student.**

### Early Skill Development

Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise (22 Pa. Code §16.21(e) (4)).

- **A standardized, norm-referenced gifted rating scale that helps identify gifted and talented students will be completed by the student's teacher(s). The 77th percentile is the minimum qualifying score in at least one area of skill development. The scale utilized complies with both the research literature and current definitions of giftedness, and measures early skill development including intellectual ability, creativity, leadership, and academic interests and skills.**

### Intervening Factors Masking Giftedness

Documented, observed, validated, or assessed evidence that intervening factors, such as English as a Second Language, disabilities defined in 34 CFR 300.8 (relating to a child with a disability), gender or race bias, or socio/cultural deprivation may mask gifted abilities. The GMDE team is cautioned to examine the discrepancies between ability assessment results and academic achievement or demonstrated skills, and discrepancies among ability subtests.

If a student does not meet the definition of mentally gifted or multiple criteria and does not demonstrate the need for specially designed instruction, the student will not be admitted to the gifted education program.

## **E. Gifted Individualized Education Plan (GIEP)**

The Gifted Individualized Education Plan (GIEP) is the framework of a student's program and should consist of information that is useful in providing appropriate programming and support services. The GIEP is a yearly summary document that includes all curricular areas in which a gifted child is to receive education that is adapted and modified to provide opportunities to participate in acceleration or enrichment, or both, as appropriate for the student's individual needs. The options must enable them to learn at different rates, to learn difficult material earlier, and to think at a level different from their classmates.

A GIEP meeting must be held at least annually. In addition, a GIEP meeting must be held when a parent(s)/guardian(s) or teacher requests a meeting to develop, review, or revise a student's individualized education plan. The GIEP Team includes the parent(s)/guardian(s); the student if 16 years of age or older (or younger if the parent(s)/guardian(s) chooses to have the 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 is authorized by the District to commit those resources; one or more of the student's current teachers; and/or other individuals at the discretion of either the parent(s)/guardian(s) or the District.

The District will take steps to ensure that one or both of the parent(s)/guardian(s) of the student attend the GIEP meeting or have the opportunity to participate. An invitation to the GIEP meeting must be provided to the parents at least 10 calendar days in advance of the meeting. The meeting will be scheduled at a mutually agreed upon time and place.

Components of the GIEP include:

- **Present Levels of Educational Performance** which establish the extent of gifted potential, academic functioning levels, the child's rates of acquisition/retention, and performance levels. Information would include: Academic/Cognitive Strengths, Achievement Results (aligned to grade/course level standards to indicate instructional level), Progress on Goals (for annual review only), Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas, and Grades/Classroom Performance as Indicated by Subject Area Teachers.
- **Annual Goals** are to be developed from the present levels of educational performance and be reasonably calculated to yield meaningful educational benefit and student progress within one year's time.
- **Short-term Learning Outcomes** are the actions and activities that will help the child reach the annual goals, evaluation criteria to determine when the child has achieved the annual goals, and the timelines. They should include what the student will produce, how he/she will apply the skills, or what real outcome will be achieved as a result of their engaging in a study, activity, or subject.
- **Specially Designed Instruction** are the adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum. Specially designed instruction consists of planning and implementing varied approaches to content, process and product modification in response to the student's interests, ability levels, readiness, and learning needs.

- **Support Services** could include, but are not limited to the following: career guidance, counseling, affective education, transportation, technology education, and flexible grouping.
- **Dates** indicate when the services will begin and the anticipated duration, based on one year, of the services.

**F. Notice of Recommended Assignment (NORA)**

At the conclusion of the GIEP meeting, a Notice of Recommended Assignment (NORA) is issued. A NORA provides the parents with formal opportunity to agree or disagree with the identification, evaluation, educational placement, or the provision of gifted education as written in the GIEP.



# Appendix A

## **Glossary of Terms:**

<b>Ability Grouping</b>	Arranging students by ability to meet various instructional purposes. These groups are specific to the educational goal to be achieved and can be flexibly formed and reformed as needed. Ability grouping is not synonymous with tracking.
<b>Above Level Testing</b>	Also called out-of-level testing – Administering a test level that is designed for an older student. For example, a 5 <sup>th</sup> grader might take chapter tests from the 6 <sup>th</sup> or even 7 <sup>th</sup> grade placement tests to demonstrate knowledge.
<b>Acceleration</b>	Access to higher level learning activities and skill development that typically is not provided in regular education to students of the same age. The pacing, complexity and depth of planned coursework are modified as indicated by individual needs. Acceleration may include: planned course compacting/telescoping, subject acceleration, specially designed instruction, credit by examination or performance, interdisciplinary planned courses, distance learning courses, higher education level courses, independence or self-directed study.
<b>Accountability</b>	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
<b>Achievement Test</b>	An objective assessment that measures educationally relevant skills or knowledge about academic subjects.
<b>Adaptations</b>	Using the curriculum and adjusting it to meet the needs of the student.
<b>Advanced Placement (AP) Course</b>	Planned courses of study in which secondary regular education students may gain college credit and/or advanced college placement. These courses are normally available at the 11 <sup>th</sup> and 12 <sup>th</sup> grade level. Credit is earned by successfully meeting criteria established by higher education institutions on a nationally given and scored advanced placement examination.
<b>Aptitude</b>	An inclination to excel in the performance of a certain skill.
<b>Assessment</b>	In psychology, it means comparing the tested measures of a student's mental characteristics (e.g., intelligence, personality, self-esteem) to a norm or average.
<b>Asynchrony</b>	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.
<b>Authentic Assessment</b>	Student evaluation techniques using student products or performance instead of traditional standardized tests. It allows for greater focus on student individuality and creativity in the learning process.
<b>At-Risk</b>	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.
<b>Bloom's Taxonomy</b>	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.

<b>Brainstorming</b>	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
<b>Ceiling Effect</b>	If a student correctly answers all or almost all of the items on the test, and the test is too easy for the student, the student has reached the “ceiling” of the test. The test does not measure the extent of the student’s abilities. It is important to give a student a test that is difficult enough so that you can see a spread and identify strengths.
<b>Chapter 4 Regulations</b>	State Board of Education regulations for academic standards and assessments.
<b>Chapter 14 Regulations</b>	State Board of Education regulations for special education of students with disabilities (22 Pa. Code Chapter 14).
<b>Chapter 16 Regulations</b>	State Board of Education regulations for special education of gifted students (22 Pa. Code Chapter 16).
<b>Cluster Grouping</b>	Ability grouping within a heterogeneous classroom.
<b>Compacting</b>	Elimination of content that the student has already mastered allowing a faster paced learning progression based on the student’s rate of acquisition/retention of new materials and skills.
<b>Content</b>	The specific information that is to be taught in the unit or course of instruction.
<b>Continuous Progress</b>	Students receive appropriate instruction regularly and move ahead as they master content and skills.
<b>Cooperative Learning Groups</b>	Grouping students with varying ability levels often reflecting the full range of student achievement and aptitude to complete a common task and/or project. Misuse of the process occurs when some children are constantly assigned to help others learn rather than being allowed to advance at their own pace and/or the common task/project provides little or no challenge or learning opportunity appropriate to each child’s abilities.
<b>Creativity</b>	The process of developing new, uncommon, or unique ideas; the federal definition of giftedness identifies creativity as a specific component of giftedness.
<b>Criterion-Referenced Testing</b>	An assessment that compares a student’s test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
<b>Curriculum-based Assessment (CBA)</b>	Assessment that is tied directly to the curriculum. Procedures for determining the instructional needs of the student based upon the student’s on-going performance within existing course content.
<b>Curriculum Compacting</b>	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
<b>Diagnostic Test</b>	An in-depth evaluation process to determine the specific abilities or learning needs of individual students.
<b>Differentiation</b>	An organized, yet flexible way of proactively adjusting teaching content, process, product or environment to meet students where they are and help them to achieve maximum growth as learners.

<b>Educational Placement</b>	The overall educational environment in which gifted education is provided to a gifted student.
<b>Enrichment</b>	In-depth learning experiences that provide interaction with new ideas, skills and topics that enhance the curriculum. These experiences are based upon individual strengths, interests and needs.
<b>Flexible Grouping</b>	Arranging students by interest and/or need.
<b>Flexible Pacing</b>	Provisions that place students at an appropriate instructional level and allow them to move forward in the curriculum as they achieve mastery of content and skills.
<b>Gifted and Talented Students</b>	The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.
<b>Gifted Education</b>	Specially designed instruction to meet the needs of a gifted student that is conducted in an instructional setting, provided in an instructional or skill area, provided at no cost to the parents, provided under the authority of a school district, directly, by referral or by contract, provided by an agency, individualized to meet the educational needs of the student, reasonably calculated to yield meaningful educational benefit and student progress and provided in conformity with a GIEP.
<b>Gifted Individualized Education Plan (GIEP)</b>	A yearly written plan describing the education to be provided to a gifted student.
<b>Gifted Multi-Disciplinary Evaluation(GMDE)</b>	A systematic process of testing, assessment other evaluative processes and information that describes a student’s academic functioning, learning strengths, learning problems and educational needs and used by the GIEP team to make a determination about whether or not a student is gifted and needs specially designed instruction.
<b>Gifted Student</b>	A student who is exceptional under section 1371 of the School Code (24 P.S. § 13-1371) because the student meets the definition of “mentally gifted” and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment). The term applies only to students who are of “school age” as defined under §11.12 (relating to school age).
<b>Gifted Written Report (GWR)</b>	A written report that brings together the information and findings from the evaluation concerning the student’s educational needs and strengths.
<b>Group Investigation</b>	Students working in small groups on multi-step projects such as: Future Problem Solving, History Day and Odyssey of the Mind.
<b>Heterogeneous Grouping</b>	Grouping by chronological age level and without regard for the diverse needs of students, their learning styles, or their interests.
<b>Higher Level Questioning Strategies</b>	Questions and activities using analysis, synthesis, evaluation or other critical thinking skills.
<b>Homogeneous Grouping</b>	Grouping by common criteria such as the student’s interest, special needs or academic abilities.

<b>Honors Course</b>	A secondary level planned course designed to be advanced in content, process and product and usually requiring regular education students to meet prerequisite criteria before course entry.
<b>Inclusion</b>	Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.
<b>Individualized Instruction</b>	Content and pacing of instruction geared toward the student's strengths, abilities, needs and goals.
<b>Independent Study</b>	Allowing students to follow individual or self-selected areas of interest by designing and implementing their own study plans; also called Guided Independent Study or Self-directed Study.
<b>Informal Test</b>	A non-standardized assessment that is designed to give an appropriate index of a student's present level.
<b>Instructional Setting</b>	A classroom or other place in which students are receiving education.
<b>Intelligence</b>	The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
<b>Intelligence Quotient (IQ)</b>	A measure of intellectual aptitude at a given point in time based on comparison of children of the same chronological age. It is one of the many ways to measure a student's academic potential.
<b>Interdisciplinary Units</b>	Instruction tied together by a key concept or idea. Information and activities are integrated from a variety of disciplines or courses that study a broad topic or concept by gathering and relating information and ideas from multiple subject areas and disciplines.
<b>Interest Centers or Interest Groups</b>	A means of providing students with meaningful study when basic assignments are completed.
<b>Internship</b>	See Mentorship.
<b>International Baccalaureate (IB) Program</b>	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.
<b>Learning Styles</b>	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.
<b>Magnet Schools</b>	A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.
<b>Mentally Gifted</b>	Outstanding intellectual and creative ability, the development of which requires specially designed instruction, programs or support services, or both, not ordinarily provided in the general education program.

<b>Mentorship</b>	Matching a student on a one-on-one basis with an adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor. Both mentor and student have predetermined goals and outcomes. This process is especially effective when portfolio/performance assessment is in place.
<b>Modifications</b>	Changing the objectives within the curriculum to meet the needs of the student.
<b>Norm-Referenced or Standardized Test</b>	A test used to determine a student's status with respect to the performance of other students on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national, state or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.
<b>Parallel Curriculum Model</b>	A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum of Practice, and the Curriculum of Identify.
<b>Pace</b>	The speed at which content is presented and instruction delivered. Pacing which matches the student's rate of learning is optimal.
<b>Planned Course</b>	The common knowledge and skills in a subject area to be learned by all regular education students of a particular age/grade/level as determined and approved by a local school district within the state mandate.
<b>Portfolio Assessment</b>	A collection of student products used to measure student progress and achievement. Such assessment allows for the demonstration of a wide variety of abilities and talents that do not lend themselves to traditional measures. Many of the elements found in portfolios cannot be captured by a standardized test.
<b>Pre-test</b>	A test given before instruction to determine current level of performance in a specific skill area.
<b>Process</b>	How the student will acquire the content information.
<b>Product</b>	How the student will demonstrate their understanding of the content.
<b>Pull-out Program</b>	A program which takes a student out of the regular classroom during the school day for special programming.
<b>Rubric</b>	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
<b>Skills Inventory</b>	An instrument used to describe the student's aptitudes in areas such as leadership, creativity, communication, etc.
<b>Specially Designed Instruction</b>	Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum not ordinarily provided in the general education program to meet gifted needs.
<b>Standardized Test</b>	A form of measurement that has been normed against a specific population.
<b>Support Services</b>	Services as required under §16.33 (relating to support services) that assist a gifted student to benefit from gifted education. Examples of the term include:

psychological services, parent counseling and education, counseling services, and/or transportation to and from gifted programs to classrooms in building operated by the district.

<b>Social-Emotional Needs</b>	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
<b>Talent Development</b>	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
<b>Telescope</b>	To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
<b>Tiered Instruction</b>	(Also called scaffolding) – Use of varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth within the same unit, lesson or theme of instruction.
<b>Tracking</b>	Fixed groups that are rigidly maintained over time, often kindergarten through 12 <sup>th</sup> grade. This term is not a synonym for grouping that is flexible and changeable, task-to-task.
<b>Twice Exceptional</b>	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
<b>Underachieving or Underachievement</b>	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.

# Appendix B



# North Allegheny School District

## Multiple Criteria-based Screening for Giftedness

### Grades 6 through 12

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

✓ if criterion met:

- |   |                          |
|---|--------------------------|
| 1. Aptitude/Ability (Test results no more than one year old)  | <input type="checkbox"/> |
| a. K-Bit2: 130 or higher _____  |                          |
| 2. Academic Achievement (Standardized test results no more than one year old)   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• IOWA Assessments Reading (<b>Grades 6-7</b>) subtest(s)               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> NPR or higher <i>Reading</i> _____</li> <li>○ 97<sup>th</sup> NPR or higher <i>Total Reading</i> _____</li> </ul> </li> <li>• IOWA Assessments Mathematics (<b>Grades 6-7</b>) subtest(s)               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> NPR or higher <i>Mathematics</i> _____</li> <li>○ 97<sup>th</sup> NPR or higher <i>Total Mathematics</i> _____</li> </ul> </li> <li>• PSSA Reading Advanced Level or               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> percentile or higher (<b>Grades 5-8</b>) _____</li> </ul> </li> <li>• PSSA Mathematics Advanced Level               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> percentile or higher (<b>Grades 5-8</b>) _____</li> </ul> </li> <li>• Keystone Algebra I Advanced Level               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> percentile or higher _____</li> </ul> </li> <li>• Keystone Biology Advanced Level               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> percentile or higher _____</li> </ul> </li> <li>• Keystone Literature Advanced Level               <ul style="list-style-type: none"> <li>○ 97<sup>th</sup> percentile or higher _____</li> </ul> </li> </ul> |                          |

\* (A student must score the 97<sup>th</sup> NPR on one or more to mark this section.)

- |   |                          |
|---|--------------------------|
| 3. Grades (Final average 98% or above in at least three of the core academic classes)   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Reading _____</li> <li>• Math _____</li> <li>• English/Language Arts _____</li> <li>• Science _____</li> <li>• Social Studies _____</li> </ul> |                          |
| 4. Phase IV Mathematics (M4 or higher) _____  | <input type="checkbox"/> |

Student meets the majority of criteria (3 out of 4):

Yes

No

**If yes, please forward a completed Gifted Referral Cover Page and referral for a gifted multi-disciplinary evaluation to the GOAL Office at CAO.**

**Referral Sent:** \_\_\_\_\_ (Date)

**North Allegheny School District**  
**Multiple Criteria-based Fall Screening for Giftedness**  
**Grades 4 and 5 - February**

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

✓  **criterion met:**

- 1. English Language Arts Plus **OR** M4: Qualifying Scores
- 2. AIMSweb Reading OR AIMSweb Math Composites: Dark Blue/91% +
- 3. Academic Achievement (Standardized test results no more than one year old)\* 
  - IOWA Assessments Reading subtest(s)
    - 90<sup>th</sup> LPR or higher *Reading* \_\_\_\_\_
    - 90<sup>th</sup> LPR or higher *Total Reading* \_\_\_\_\_
  - IOWA Assessments Mathematics subtest(s)
    - 90<sup>th</sup> LPR or higher *Mathematics* \_\_\_\_\_
    - 90<sup>th</sup> LPR or higher *Total Mathematics* \_\_\_\_\_

\* (A student must score the 90<sup>th</sup> LPR on one or more of the IOWA Assessment subtests to mark this section.)

- 4. Ability Screening (No more than one year old)   
 Group or Individual Administration: 130 or higher \_\_\_\_\_

Student meets the majority of criteria (3 out of 4): Yes  No

**If yes, please forward a completed Gifted Referral Cover Page and referral for a gifted multi-disciplinary evaluation to the GOAL Office at CAO.**

**Referral Sent:** \_\_\_\_\_ (Date)

# North Allegheny School District

## Multiple Criteria-based Spring Screening for Giftedness

### Grade 2 and 3 - May

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

- |  | ✓ <b>criterion met:</b>  |
|--|--------------------------|
| 5. English Language Arts Plus <b>OR</b> M4: Qualifying Scores  | <input type="checkbox"/> |
| 6. AIMSweb Reading <b>OR</b> AIMSweb Math Composites: Dark Blue /91% +   | <input type="checkbox"/> |
| 7. Academic Achievement (Standardized test results no more than one year old)*   | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• IOWA Assessments Reading subtest(s)               <ul style="list-style-type: none"> <li>○ 90<sup>th</sup> LPR or higher <i>Reading</i> _____</li> <li>○ 90<sup>th</sup> LPR or higher <i>Total Reading</i> _____</li> </ul> </li> <li>• IOWA Assessments Mathematics subtest(s)               <ul style="list-style-type: none"> <li>○ 90<sup>th</sup> LPR or higher <i>Mathematics</i> _____</li> <li>○ 90<sup>th</sup> LPR or higher <i>Total Mathematics</i> _____</li> </ul> </li> </ul> |                          |
| * (A student must score the 90 <sup>th</sup> LPR on <u>one</u> or more of the IOWA Assessment subtests to mark this section.)  |                          |
| 8. Ability Screening (No more than one year old)   | <input type="checkbox"/> |
| Group or Individual Administration: 130 or higher _____  |                          |

Student meets the majority of criteria (3 out of 4):	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

**If yes, please forward a completed Gifted Referral Cover Page and referral for a gifted multi-disciplinary evaluation to the GOAL Office at CAO.**

**Referral Sent:** \_\_\_\_\_ (Date)

**North Allegheny School District**  
**Multiple Criteria-based Screening for Giftedness**  
**Grade 1 - January**

Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

✓ **criterion met:**

1. GoMath: Review of data from Chapter Tests at mid-point of school year. \_\_\_\_\_ 
  - If Chapter Tests indicate an average of 98% or higher
2. GoMath End-of-Year test at mid-point of school year. (80% or higher) \_\_\_\_\_
3. ELAP screening results (Meet part "C" criteria) \_\_\_\_\_
4. AIMSweb Composite: Mid-year administration. (Dark Blue/90% +) \_\_\_\_\_
5. Ability Screening (No more than one year old)   
Group or Individual Administration: 130 or higher \_\_\_\_\_

---

Meets the majority of criteria (3 out of 5):

Yes

No

**If yes, please forward a completed Gifted Referral Cover Page and referral for a gifted multi-disciplinary evaluation to the GOAL Office at CAO.**

**Referral Sent:** \_\_\_\_\_ *(Date)*

## Gifted Program Screening and Eligibility Process TEACHER INPUT FORM

---

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** PLEASE RETURN COMPLETE FORM TO SCHOOL COUNSELOR. THANK YOU.

1. How well does this student acquire information as compared to the majority of students in the classroom?

Subject	Communication Arts	Math	Social Studies	Science
Rate of Acquisition:				
Much faster than other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faster than other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the same as other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slower than other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How well does this student retain information as compared to the majority of students in the classroom?

Subject	Communication Arts	Math	Social Studies	Science
Rate of Retention:				
Much faster than other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faster than other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the same as other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slower than other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In which area of academics does this student excel? Describe this student's achievement, performance and expertise in this area.
  
4. What specialized skills, interests or aptitudes has this student demonstrated? (i.e., higher level thinking skills, academic creativity, intense academic interests, exceptional communication skills, leadership skills, computer skills, etc.)
  
5. Are there any intervening factors which mask this student's gifted abilities (i.e., English as a second language, presence of a learning disability, presence of an emotional disability, poor test-taking abilities, social/cultural, etc.)
  
6. Attach pieces of the student's work to substantiate intellectual giftedness.
  
7. Provide additional information that you believe is relevant.

Check one box per row.

- | <b><u>Very Bright Student</u></b>  | <b><u>Gifted Student</u></b>                                 |
|--|--|
| <input type="checkbox"/> Knows the answer                                | <input type="checkbox"/> Asks questions                      |
| <input type="checkbox"/> Is interested                                   | <input type="checkbox"/> Is highly curious                   |
| <input type="checkbox"/> Is attentive                                    | <input type="checkbox"/> Is mentally and physically involved |
| <input type="checkbox"/> Has good ideas                                  | <input type="checkbox"/> Has wild, silly ideas               |
| <input type="checkbox"/> Works hard                                      | <input type="checkbox"/> Plays around, yet tests well        |
| <input type="checkbox"/> Answers the questions                           | <input type="checkbox"/> Discusses in detail, elaborates     |
| <input type="checkbox"/> Top group                                       | <input type="checkbox"/> Beyond the group                    |
| <input type="checkbox"/> Listens with interest                           | <input type="checkbox"/> Shows strong feelings and opinions  |
| <input type="checkbox"/> Learns with ease                                | <input type="checkbox"/> Already knows                       |
| <input type="checkbox"/> 6-8 repetitions                                 | <input type="checkbox"/> 1-2 repetitions for mastery         |
| <input type="checkbox"/> Understands ideas                               | <input type="checkbox"/> Constructs abstractions             |
| <input type="checkbox"/> Enjoys peers                                    | <input type="checkbox"/> Prefers adults                      |
| <input type="checkbox"/> Grasps the meaning                              | <input type="checkbox"/> Draws inferences                    |
| <input type="checkbox"/> Completes assignments                           | <input type="checkbox"/> Initiates projects                  |
| <input type="checkbox"/> Is receptive                                    | <input type="checkbox"/> Is intense                          |
| <input type="checkbox"/> Copies accurately                               | <input type="checkbox"/> Creates own design                  |
| <input type="checkbox"/> Enjoys school                                   | <input type="checkbox"/> Enjoys learning                     |
| <input type="checkbox"/> Absorbs information                             | <input type="checkbox"/> Manipulates information             |
| <input type="checkbox"/> Technician                                      | <input type="checkbox"/> Inventor                            |
| <input type="checkbox"/> Good memorizer                                  | <input type="checkbox"/> Good guesser                        |
| <input type="checkbox"/> Enjoys straightforward, sequential presentation | <input type="checkbox"/> Thrives on complexity               |
| <input type="checkbox"/> Is alert  | <input type="checkbox"/> Is keenly observant                 |
| <input type="checkbox"/> Is pleased with own learning                    | <input type="checkbox"/> Is highly self-critical             |

Check all that apply.

- The student possesses ability above regular class curricula.
- The student's social maturity is above classmates.
- The student has interest far advanced of regular classwork.
- The student needs stimulation that can be provided by an advanced program.

# Appendix C



## **Resources**

Pennsylvania Department of Education Gifted Guidelines, August 2010

The Pennsylvania School Code, Chapter 16, Special Education for Gifted Students

Pennsylvania Association for Gifted Education