

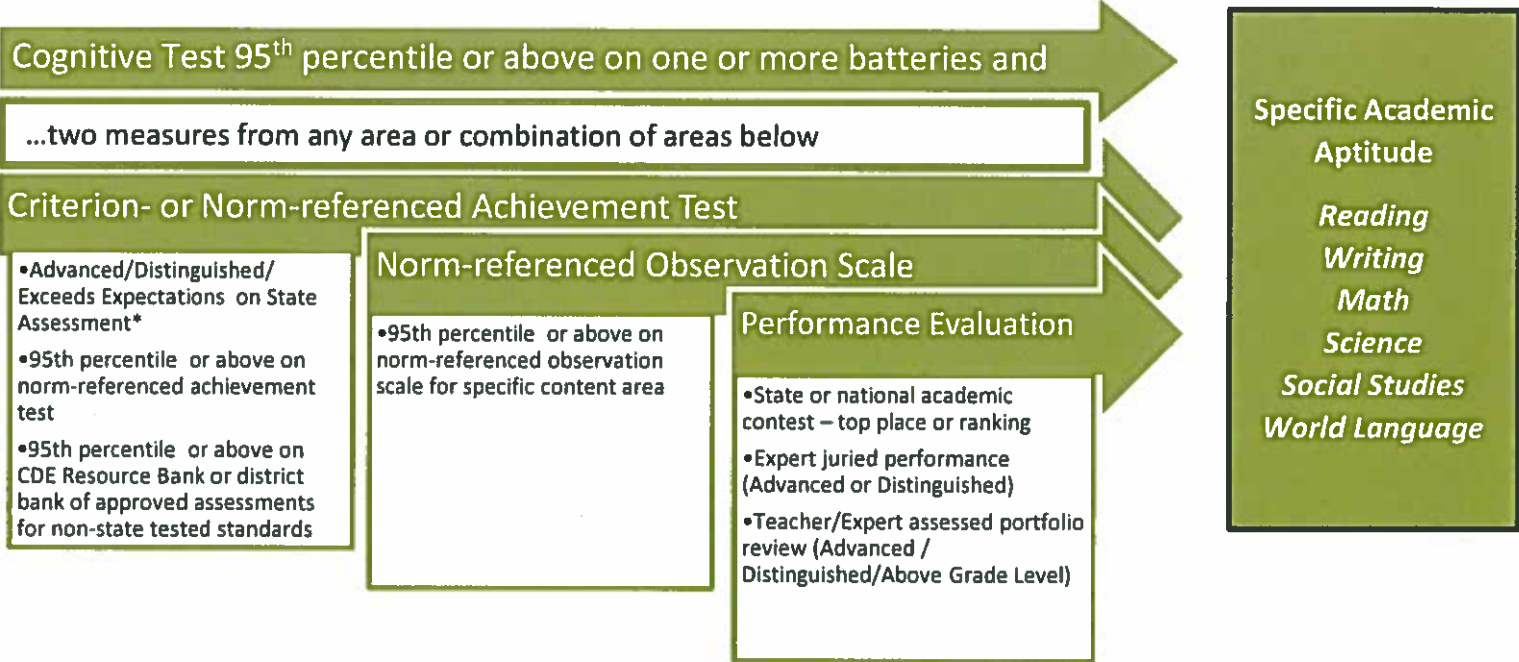
Gifted Identification Criteria

Multiple pathways can lead to a determination of giftedness. The following models represent the criteria utilized to determine an area (domain) of gifted identification. While some qualitative and quantitative data are used as qualifying measures, additional data within the body of evidence are utilized to develop a student’s learning profile of strengths and interests. This profile leads to the development of the ALP and ICAP.

Area of Giftedness: Specific Academic Aptitude

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language. **Two pathways may lead to identification in the area of specific academic aptitude.**

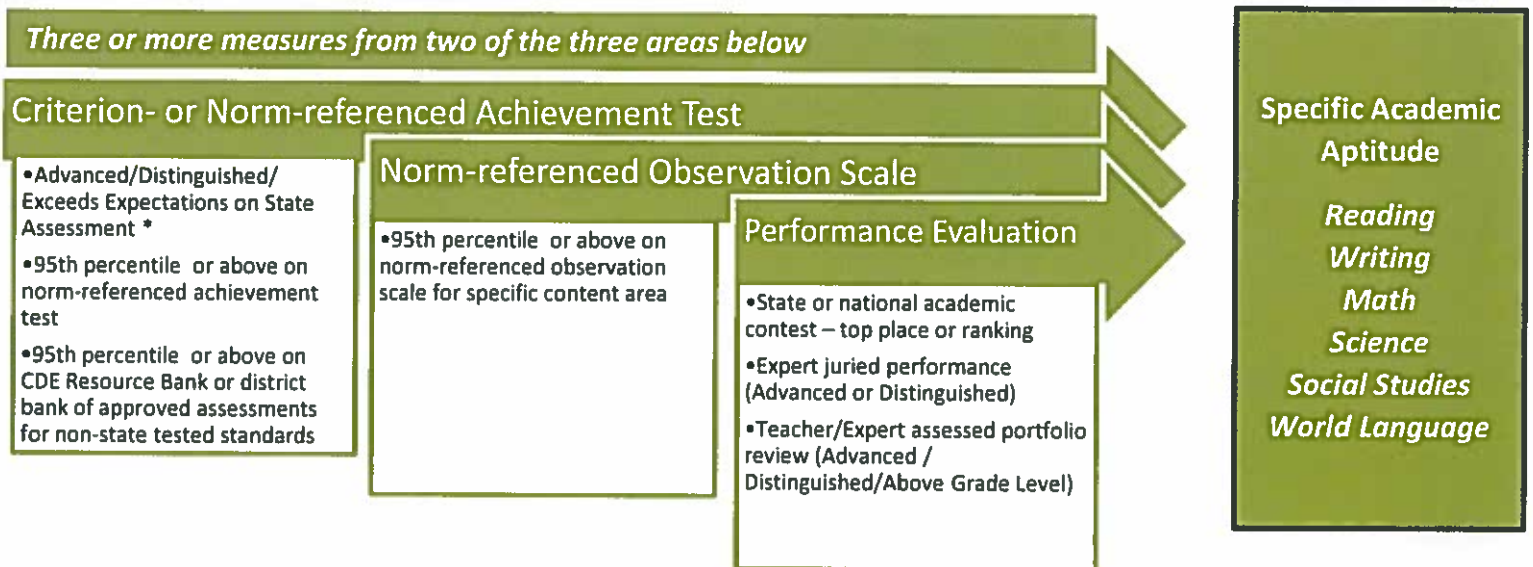
First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures.



*A performance level of Exceeds Expectations on the ELA state assessment is qualifying evidence for identification in both reading and writing. If a student has a qualifying ELA state assessment score and a cognitive score of a 95th percentile or above on one or more batteries of a cognitive assessment, one additional reading measure would be needed to make a determination for Specific Academic Aptitude in the content area of reading. Likewise, one additional writing measure would be needed for a writing determination.

Second, a student may not score 95th percentile or above on a cognitive test. However, a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content-specific measurement tools to meet criteria for identification should include at least three or more measures from two of the three areas below. When cognitive data do not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.

Using this pathway in the primary years requires caution and sufficient data from multiple data points. At any time when the team needs more time to make a determination, ongoing opportunities in the specific domain are needed to ensure the child’s continued growth and engagement in the content area. Additionally, continued examination of multiple data points and trend data over time, three years or less, may be necessary. (See page 21.) High-performing districts that have a significant percentage of their students identified as gifted in the area of specific academic aptitude may determine Tier II programming can be provided within the regular classroom because the curriculum exceeds grade-level standards. Tier III programming would then include targeted, specific, independent projects or activities to meet the needs of the profoundly gifted student whose needs cannot be met with typical course placement options available at the school.



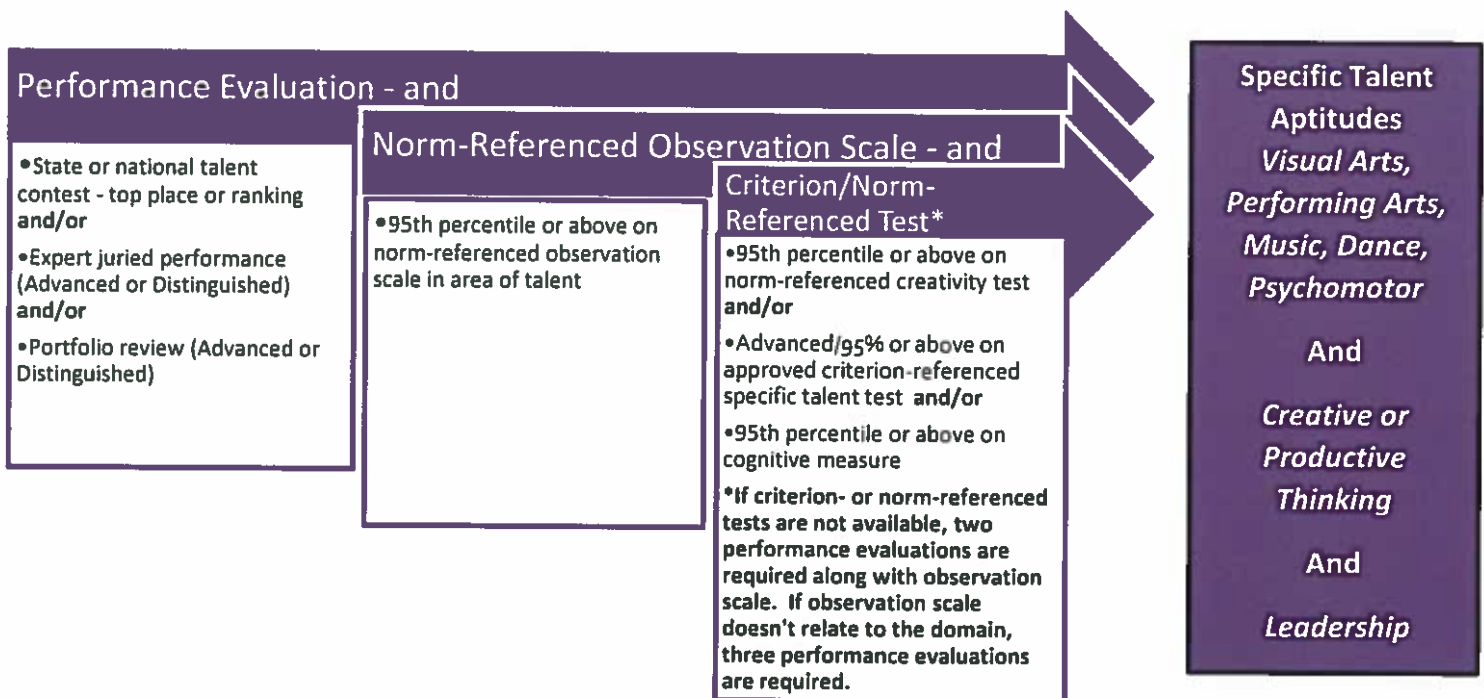
*A performance level of Exceeds Expectations on the ELA state assessment is qualifying evidence for identification in **both** reading and writing. If a student has a qualifying ELA state assessment score and does not have a qualifying cognitive score, **two** additional reading measures would be required to make a determination for Specific Academic Aptitude in the content area of reading. Likewise, **two** additional writing measures would be needed for a writing determination.

Area of Giftedness: Creative or Productive Thinking, Leadership and Specific Talent Aptitudes

Identification in creative and productive thinking, leadership and specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. Talent domains include visual arts, performing arts, music, dance and psychomotor. Often criterion- or norm-referenced assessments are not available in these areas; therefore **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale. Identification in the area of psychomotor is designated for state- or national-level elite athletes who have received this ranking from the sport's national governing body. These athletes may require a gifted determination to address the interventions necessary as a result of the amount of time the student is out of school or to earn credits for specific courses. Districts are **not** required to provide or financially support athletic coaching, training or competitions for students identified in this area.

The body of evidence for psychomotor identification would include three of the following four indicators:

- 95th percentile or above on the Motivation section of Gifted Rating Scales (GRS) or Gifted Evaluation Scale (GES);
- Portfolio that chronicles the student's exceptional performance;
- Top state or national ranking as determined by the sport's national governing body;
- Student or team receiving a top placement or ranking in a multi-state or national competition.



Area of Giftedness: General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the exception. A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas. Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional achievement data. When only cognitive ability assessment data meet criteria in a body of evidence (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. This meets portability requirements.

