

LMSD Multiple Data Considerations for Screening of Students for Gifted Education (Attachment A from Administrative Regulations #114-3)

This Attachment is part of Administrative Regulations #114-3 and is not intended to stand alone.

Screening is the systematic determination of whether or not a student should be evaluated for gifted education. The screening process is informed by multiple sources of data, including, an ability test, achievement and curriculum-based assessments, other educational criteria and consideration of intervening factors that may mask gifted abilities.

This attachment lists examples of data sources and guiding performance criteria that building achievement teams may review and consider when determining whether there is compelling evidence of a need for evaluation. Given the complexity of intelligence, no strict formula is established (e.g. performance at or above guiding criteria on every assessment listed below).

I. Cognitive Ability Assessment [at the 95th percentile or above]

II. Examples of Achievement and Curriculum-Based Assessments [results from most recent administered assessments]

Reading:

- **Degrees of Reading Power (DRP)** [national percentile total score at or above the 95th percentile]
- **Fountas and Pinnel Independent Guided Reading Level** [one or more years above grade level]
- **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** [above level in all assessed areas]
- **Curriculum-Based Reading Assessments** [advanced performance on two or more consecutive assessments]
- **PSSA English Language Arts (ELA) Scale Score** [advanced performance level]
- **Literature Keystone Exam Scale Score** [advanced performance level]

Writing:

- **Curriculum-Based Assessments** [advanced performance on two or more consecutive assessments]

Math:

- **Curriculum-Based Assessments** [advanced performance on two or more consecutive assessments]
- **PSSA Math Scale Score** [advanced performance level]
- **Algebra 1 Keystone Exam Scale Score** [advanced performance level]

Science:

- **Curriculum-Based Assessments** [advanced performance on two or more consecutive assessments]
- **PSSA Science Scale Score(s)** [advanced performance level]

- **Biology Keystone Exam Scale Score** [advanced performance level]

III. Examples of Other Educational Criteria [early and measured use of characteristics observed over time in student work samples or in student interactions]

- **High Level Thinking Skills, or**
- **Academic Creativity, or**
- **Leadership Skills, or**
- **Intense Academic Interests, or**
- **Communication Skills, or**
- **Foreign Language Aptitude, or**
- **Technology Expertise**

IV. Examples of Intervening Factors That May Mask Gifted Abilities [consider whether documented, observed, validated or assessed factors as identified within Chapter 16 of the Pennsylvania School Code may be impacting performance]

- **English as a Second Language**
- **Presence of a Disability**
- **Gender or Race Bias**
- **Socio/Cultural Deprivation**