

2018-2019 | K-12



PINE-RICHLAND  
SCHOOL DISTRICT



# GIFTED EDUCATION PLAN

FOCUSED ON LEARNING FOR  
*EVERY* STUDENT *EVERY* DAY

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## Mission Statement

The mission of the [Pine-Richland School District](#) is to **focus on learning for every student every day**.

## Vision Statement

The vision of the Pine-Richland School District is a picture developed by a student that captures the mission and provides a vivid reminder of the challenge and opportunity of our schools.

In narrative language, the image conveys the following:

Learning is our primary purpose.  
 Learning occurs inside and outside the classroom.  
 Learning is measured as BOTH achievement AND growth.  
 Learning happens differently for different people so flexibility and variation is needed in the approach.  
 Learning requires effort and persistence.  
 Learning is for all of us and requires the support of everyone (e.g., student, staff, and parents).



## Shared Values

The values that guide our actions are based on the PRIDE acronym:

- P** - Personal Growth
- R** - Resiliency
- I** - Innovation
- D** - Diverse Opportunities
- E** - Engagement

**Personal growth** represents a belief in the whole child and development through the years at Pine-Richland. In addition to academic growth, this value is meant to represent social, emotional, and physical growth as well. Personal growth can also be applied to the staff.

**Resiliency** is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths". It was adapted from the American Psychological Association. We believe that students must be equipped to handle success and adversity in their lives.

**Innovation** represents breakthrough change. Innovation also signals an emphasis on problem solving and critical thinking. These skills are important for post-high school success.

**Diverse opportunities** capture the importance of a wide range of choices in academics, athletics, arts and activities. It acknowledges the fact that students have varied interests. Exposure to a wide variety of opportunities helps them achieve personal growth and potential areas of future interest.

**Engagement** reflects the degree to which students, staff, parents, and community are part of the school district. It reflects engagement in the classroom for students as well as their connection to other aspects of student life. For our staff and community, engagement is a critical element of achieving our goals.

## **Philosophy of Gifted Education**

The Pine-Richland School District is committed to being **focused on learning for every student every day**. Inherent in that commitment is the recognition of the unique abilities, talents, interests, and needs of intellectually-gifted students which require special educational considerations. Educating the gifted student is the shared responsibility of all educators, the student's parents, and the student.

## **Gifted Guidelines from the Pennsylvania Department of Education, May 2014**

Programs for gifted children fit into the array of special programs available for all exceptional children. These programs reflect individual differences, equal educational opportunity and desire for the optimal development of each child. Programs that are based on sound philosophical, theoretical and empirical foundations are those most likely to benefit students identified as gifted.

The guiding principles for planning and implementing programs for the gifted include the following:

- The local school district is primarily responsible for identifying all “children with exceptionalities” who are “children of school age who have a disability or who are gifted and who, by reason thereof, need specially designed instruction exceptional children and developing educational programs to meet their needs.” (24 P.S. §13-1371(1)) Pennsylvania School Law includes students identified as gifted as “children with exceptionalities” who need specially designed instruction.
- The student is thought to be gifted because the school district’s screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom. (22 Pa. Code §16.22)
- A Gifted Individualized Education Plan (GIEP) is a written plan describing the education to be provided to a gifted student. The initial GIEP must be based on and responsive to the results of the evaluation and be developed and implemented in accordance with Chapter 16 regulations. (22 Pa. Code §16.22 and §16.32)
- The GIEP team shall base educational placement decisions on the gifted student’s needs to enable the provision of appropriate specially designed instruction based on the student’s need and ability and to ensure that the student is able to benefit meaningfully from the rate, level and manner of instruction. (22 Pa. Code §16.41)
- Provide opportunities to participate in acceleration or enrichment, or both, as appropriate for the student’s needs. These opportunities must go beyond the program that the student would receive as part of a general education. (22 Pa. Code §16.41)
- Districts may use administrative and instructional strategies and techniques in the provision of gifted education for identified students which may include categorical grouping of students. (22 Pa. Code §16.41)
- Gifted education programming must be an integral part of the instructional school day.

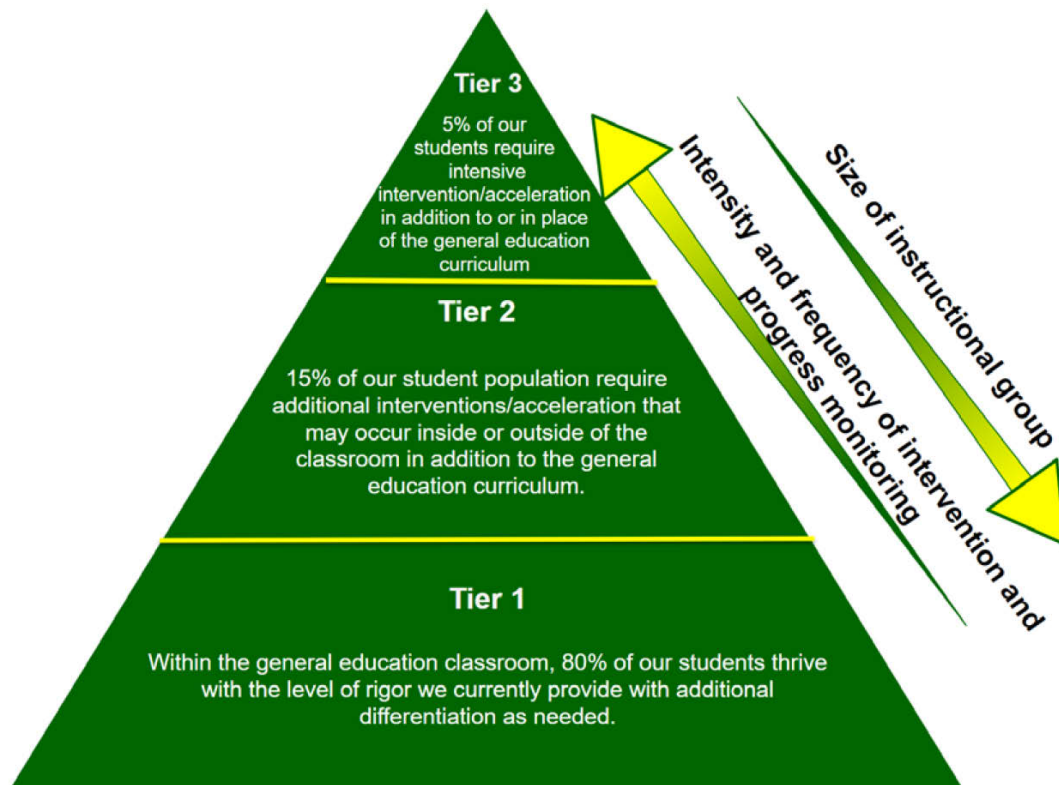
## **Gifted Education Continuum of Services Model**

The Multi-Tiered System of Support (MTSS) model is used as a decision-making process guide for determining and then implementing the most appropriate instructional strategies and interventions for meeting the needs of all students. The MTSS model is a guide for supporting all levels of learners. It aligns with state regulations in Chapter 16: Special Education for Gifted Learners. For students with academic strengths, a tiered system of supports is used to meet their learning needs. The instructional strategies provided in each tier increase in intensity and frequency as the level of student need increases. The number of students receiving the tiered support decreases as the intensity and frequency increases. Supports and services used to meet the needs of gifted learners vary from one tier to the next.



Interventions and instructional responses identified to support student needs are aligned to program standards and Pine-Richland School District curriculum.

This model is fluid, allowing students to move up and down tiers based upon academic, social, and developmental needs.



(Figure #1) PRSD Multi-Tiered System of Support

## **Gifted Program Standards from the National Association for Gifted Children (NAGC)**

The National Association for Gifted Children (NAGC) developed and released the Pre-K- Grade 12 Gifted Program Standards in 2010 to assist school districts in examining the quality of their programming for gifted learners. The framework has informed the program areas of Gifted Education that Pine-Richland School District addresses. The standard areas and best practices guiding Gifted Education at Pine-Richland include:

### **The Six Gifted Education Programming Standards**

1. [Learning and Development](#)
2. [Assessment](#)
3. [Curriculum & Instruction](#)
4. [Learning Environments](#)
5. [Programming](#)
6. [Professional Development](#)

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## Program Design/Curriculum and Instruction

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Curriculum and instruction for students identified as gifted is based on the identified strengths of the gifted student as well as the school's local resources, student demographics, and faculty strengths and creativity. Teachers work collaboratively to take advantage of their resources in order to create meaningful, high-level and creative opportunities for students to develop their gifts. When making decisions about differentiation, students' interests and learning styles are considered to provide enriched, challenging learning. Student data is used to cluster students, flexibly group students, or ability group students at all grade levels. Student data is also used to identify appropriate student placements and to give consideration to acceleration. Gifted programming is structured to enable a full continuum of services determined by regular and routine collaboration between gifted and general education teachers, parents/guardians, and students.

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## Student Identification

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### Determining Gifted Eligibility

Mentally gifted is defined by the PA Gifted Education Guidelines (2014) 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." A child may be eligible for gifted education if he/she:

- Is a year or more above grade achievement level for the normal age group in one or more subjects.
- Demonstrates an observed or measured rate of mastering new academic content or skills that reflect gifted ability.
- Demonstrates achievement, performance, or expertise in one or more academic areas.
- Shows early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude, or technology expertise.
- Has documented, observed, validated, or assessed evidence that intervening factors are masking gifted ability. For instance, it is possible to have a student receiving services through Chapter 14 or 15, become identified as having gifted needs as well (See Dual Identification below).

The National Association for Gifted Children (2010) states, "students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved."

### Screening and Evaluation Overview

The term mentally gifted includes a person who has an IQ of 130 or higher or other factors that indicate gifted ability. Gifted ability cannot be based on an IQ score alone. If the IQ score is lower than 130, a child may be identified as gifted through multiple criteria and/or other conditions that strongly indicate gifted ability. The other factors to be considered may include: achievement test scores that are a year or more above level; observed or measured acquisition/retention rates that reflect gifted ability; achievement, performance, or expertise in one or more academic areas that demonstrates a high level of accomplishment; higher level thinking skills; and documented evidence that intervening factors are masking gifted ability. Determination of mental giftedness must be conducted by a certified school psychologist.

### Screening Process

The Pine-Richland School District has established procedures whereby the Multi-Tiered Systems of Support (MTSS) Team reviews student performance throughout the school year. A general overview of the identification process across all grades levels is as follows:

The building-based teams will review results of student assessments such as the STAR 360, Cognitive Abilities Test (CogAT), PSSA, Keystone Exams, or other district-identified assessments based upon the child's individual needs. Depending on these results, the team will determine the need for a Gifted Multidisciplinary Evaluation (GMDE).

A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school year. When the District receives the request, the parents or guardians will receive a Permission to Evaluate form within 10 calendar days of the written request. The District must receive a parent's or guardian's signature on the Permission to Evaluate form in order to proceed with the evaluation by the certified school psychologist.

### **Gifted Multidisciplinary Evaluation (GMDE) and Gifted Multidisciplinary Team (GMDT)**

A Gifted Multidisciplinary Evaluation (GMDE) is a process to gather the information that will be used to determine if a child qualifies for gifted education and, if so, the types of programs and services the student needs. Part of this process includes an evaluation by a certified school psychologist.

The Gifted Multidisciplinary Team (GMDT) includes a certified school psychologist, the principal or district representative, the classroom teacher(s), the building school counselor and the parent(s) or guardian(s). The GMDT will conduct an 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 the child's giftedness and educational needs. At any point, the parent(s) or guardian(s) can rescind the permission to evaluate and this must be done in writing by the parent(s) or guardians.

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

As a result of the GMDT, the school psychologist prepares a Gifted Written Report (GWR) that brings together the findings from the evaluation process which recommends whether a child is gifted and needs specially designed instruction. As a member of the Gifted Multidisciplinary Team (GMDT), a parent or guardian may present written information for consideration. The GWR must include the reasons for the recommendations and list the names and positions of everyone who was part of the team. The entire GMDT process must be completed within 60 calendar days, excluding summer vacation, from the date the school district receives the parent's or guardian's written permission on the Permission to Evaluate form.

### **Gifted Multidisciplinary Reevaluation**

Identified students must be reevaluated before a change in educational placement is recommended and may be reevaluated at any time under recommendations by the GIEP team. All reevaluations must be developed in accordance with the requirements concerning evaluations in Chapter 16. The reevaluation must include a review of the student's GIEP, a determination of which instructional activities have been successful and recommendations for the revision of the GIEP. The reevaluation must be completed within 60 calendar days, excluding summer vacation, from the date the school district receives the parent's/guardian's written permission on the Permission to Reevaluate form.

### **Special Education and Gifted: Dual Identification**

If a student is determined to qualify for both gifted and special education services, the procedures in Chapter 14 pertaining to special education take precedence.

For a student who has a current Gifted Individualized Education Plan (GIEP) and is eligible for special education services, it is not necessary to conduct separate screening and evaluations or use separate procedural safeguards processes to provide for a student's needs as a student in need of both a gifted and special education services.

For a student who currently received special education services and is thought to be in need of gifted education services as well, the procedures in Chapter 14 pertaining to a reevaluation will be followed.

A single Individual Education Plan (IEP) is developed under Chapter 14 and implemented, revised and modified in accordance with Chapter 16 and Chapter 14 regulations and addresses both the disability needs and gifted needs for that student.

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

If the GMDT team decides the student is gifted and in need of gifted education, the Gifted Individualized Education Plan (GIEP) team writes the GIEP at a meeting within 30 calendar days from the date of the GWR. The GIEP is based on the unique needs of the gifted student and enables the gifted student to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to the student's intellectual and academic abilities and needs.

Parents/guardians will be invited to participate on the team and to attend the GIEP team meeting. Parents/guardians and others who will be attending will be notified of the meeting at least 10 calendar days in advance. The GIEP team includes the student's parent(s) or guardian(s), one or more regular education teachers, the gifted teacher, the student (if appropriate), and an administrator who will represent the Learning Education Agency (LEA).

The GIEP of each gifted student is based on the GMDT's written report and contains the following:

- **Present Levels of Educational Performance:** Establish the extent of gifted potential, academic functioning levels, the child's rates of acquisition/retention, and performance levels. Information would include the child's intellectual/academic assessments, grades, aptitudes and abilities, strengths, interests, and needs.
- **Annual Goals:** Are developed from the present levels of educational performance and are reasonably calculated to yield meaningful educational benefit and student progress within one year's time.
- **Short-term Learning Outcomes:** Designate 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 for achieving the goals. 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, project, or subject.
- **Specially Designed Instruction:** Identifies 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:** Specify support services that ensure the student benefits from or gains access to the gifted education program.
- **Dates:** Indicate when the services will begin and their anticipated duration, based on one year of the services.

The following timelines, as outlined in Chapter 16, pertain to GIEPs:

- The GIEP must be developed within 30 calendar days from the date/issuance of the GWR to parents/guardians.
- The GIEP must be implemented no more than 10 school days after it is signed or at the start of the following school year (if completed less than 30 calendar days before the last day of scheduled classes (16.62 (5))).
- The GIEP team must convene at least annually, or more frequently if conditions warrant. This meeting must take place at least one day before the previous year's GIEP meeting date.
- A GIEP team meeting must also convene if requested by a GIEP team member, the parent/guardian, the student or the school district.
- A copy of the GIEP must be provided to the parents/guardians, along with the Notice of Parental Rights.

### **Notice of Recommended Assignment (NORA)**



Upon completion of the GIEP, the parent/guardian will receive a Notice of Recommended Assignment (NORA) and a Notice of Parental Rights for Gifted Children. The NORA will indicate the educational placement for the student and requires parent/guardian approval before the school district will begin implementation of the GIEP. The Notice of Parental Rights for Gifted Children describes parental rights and procedures that safeguard these rights.

## **Parental Rights**

At all times, a parent/guardian has certain rights with all gifted education services received by their child. These rights include:

- The right to be notified about a child's program and progress, and any changes that take place
- The right to approve or reject programs and testing
- The right to privacy and confidentiality
- The right to make a formal complaint

# Appendices

**Pine-Richland School District  
Multiple Criteria-based Screening for Giftedness  
Grades K-3**

**Demographics:**

<b>Student:</b>		<b>Data File Review Date:</b>	
<b>Parent's Name:</b>		<b>Grade:</b>	
<b>Address:</b>		<b>Birth Date: (mm/dd/yy)</b>	
		<b>Chronological Age:</b>	
<b>Phone:</b>		<b>Teacher:</b>	
<b>School:</b>		<b>Completed by:</b>	

The gifted matrix is completed under two conditions. First, the MTSS Team reviews all students for those meeting Level 1 and 2 criteria with teacher recommendations and makes the request with parent/guardian approval. Second, the parent/ guardian requests an evaluation to determine a need for Gifted Support. For both, the School Counselor completes Level 1 and 2.

Parent Referral?      YES                  NO

**Level 1: Universal Child Find for All Kindergarten students** (To be completed by School Counselor) **The test results should be the most recent and no more than one year old.** Only award 1 point for this section.

Star 360 ELA (includes Early Numeracy)	Most Recent
Percentile Rank	>=95
Point	1

**Level 1: Universal Child Find for All Grade 1 - 2 Students** (To be completed by School Counselor) **The test results should be the most recent and no more than one year old.** Only award 1 point for this section.

Star 360 Math	Most Recent
Percentile Rank	>=95
Point	1

**OR**

Star 360 Reading	Most Recent
Percentile Rank	>=95
Point	1

**Level 2: Building Screening:** Completed by School Counselor. Consult with Psychological Services for students with special circumstances (ie. visually impaired, English Language Learners, hearing impaired, etc...). **The test results should be the most recent and no more than one year old.**

CogAt Abilities Test or K-BIT	Standard Score	125	126-129	130+
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CogAt Screening Form Score or K-BIT Score and points		1	2	3
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☐ Check box if student receives a score of 1 or lower. MTSS team should suggest to parent/guardian that further evaluation is not recommended at this time. Team may recommend enrichment opportunities and/or differentiating instruction in areas of strength.

☐ Check box if student receives a score of 2 or higher. School counselor presents data to MTSS Team. MTSS team should suggest to parent/guardian that further evaluation is recommended at this time. Proceed to Level 3.

**Level 3: Full Evaluation.** School counselor sends Referral Form, STAR 360 scores (printed out), and K-BIT or CogAt results to Psychological Services. Psychological Services issues Permission to Evaluate, teacher rating scales, and parent rating scales.

**Level 3A: Parent and Teacher Ratings** (To be **completed** by Psychological Services)

Distribute Scales for Identifying Gifted Students (SIGS) to teacher and parent/guardian.

	Home		School	
	Standard Score	Percentile	Standard Score	Percentile
General Intellectual Ability				
Language Arts				
Mathematics				
Science				
Social Studies				
Creativity				
Leadership				

Summary

	0 Area ≥ 95%ile	1 Area ≥ 95%ile	2 Areas ≥ 95%ile	3 Areas ≥ 95%ile	4+ Areas ≥ 95%ile
SIGS Home	0	1	2	3	4
SIGS School	0	1	2	3	4

**Level 3B: Individual Intellectual and Achievement Evaluation** (Administered by a School Psychologist)

Report both Full Scale IQ (FSIQ) and General Ability Index (GAI)

	Standard Score	Percentile	Range
Full Scale IQ (FSIQ)			
General Ability Index (GAI)			

Summary (changes listed in parentheses)

	<125	125	126	127	128	129	130+
FSIQ or GAI	0	1	2	3	4	6	8

Achievement Testing

Wechsler Individual	Standard	Percentile	<124	124-126	127-129	130+
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Achievement Test - Third Edition (WIAT-III)	Score	e				
WIAT-III Reading Comprehension			0	1	2	3
WIAT-III Math Reasoning			0	1	2	3

Total Cumulative Points: \_\_\_\_\_

**Kindergarten – Grade 3:**

A cumulative score of **16** out of **26** or Intellectual Assessment score of **8** is required for placement in gifted support. This student received a total of \_\_\_\_\_ points and Intellectual score of \_\_\_\_\_. The student is therefore ( ) **eligible** ( ) **not eligible** for placement in gifted support.

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**Eligible: Evaluation forwarded to GIEP Case Manager for GIEP Development****Not Eligible: Evaluation forwarded to School Counselor. Schedule MTSS Team meeting to review results and determine recommended enrichment and/or differentiated instruction in areas of strength.**



**Pine-Richland School District  
Multiple Criteria-based Screening for Giftedness  
Grades 4-6**

**Demographics:**

<b>Student:</b>		<b>Data File Review Date:</b>	
<b>Parent's Name:</b>		<b>Grade:</b>	
<b>Address:</b>		<b>Birth Date: (mm/dd/yy)</b>	
		<b>Chronological Age:</b>	
<b>Phone:</b>		<b>Teacher:</b>	
<b>School:</b>		<b>Completed by:</b>	

The gifted matrix is completed under two conditions. First, the MTSS Team reviews all students for those meeting Level 1 and 2 criteria with teacher recommendations and makes the request with parent/guardian approval. Second, the parent/ guardian requests an evaluation to determine a need for Gifted Support. For both, the School Counselor completes Level 1 and 2.

Parent Referral?      YES              NO

**Level 1A: Universal Child Find for All Students** (To be completed by School Counselor) **The test results should be the most recent and no more than one year old.** Only award 1 point for this section.

<b>Star 360 Math</b>	<b>Most Recent</b>
Percentile Rank	>=95

**AND**

<b>Star 360 Reading</b>	<b>Most Recent</b>
Percentile Rank	>=95
Point	1

**Level 1B: Universal Child Find for All Students** (To be completed by School Counselor) **The test results should be the most recent and no more than one year old.** If student moves to district from out-of-state, review out of district assessments. Only award 1 point for this section.

<b>PSSA- ELA</b>	<b>Most Recent</b>
Category	Advanced

**AND**

<b>PSSA - Math</b>	<b>Most Recent</b>
Category	Advanced
Points	1

**Level 2: Universal Child Find for All Students or Building Screening When Not Available:** Scores reviewed by MTSS Team for students who have been administered the CogAT. For parent/guardian referrals, School Counselor administers the CogAT or K-BIT. Consult with Psychological Services for students with special circumstances (ie. visually impaired, English Language Learners, hearing impaired, etc...)

CogAt Abilities Test or K-BIT	Standard Score	125	126-129	130+
CogAt Screening Form Score or K-BIT Score and points		1	2	3

☐ Check box if student receives a score of 2 or lower. MTSS team should suggest to parent/guardian that further evaluation is not recommended at this time. Team may recommend enrichment opportunities and/or differentiating instruction in areas of strength.

☐ Check box if student receives a score of 3 or higher. School counselor presents data to MTSS team. The MTSS team should suggest to parent/guardian that further evaluation is recommended at this time. Proceed to Level 3.

**Level 3: Full Evaluation.** School counselor sends Referral Form, STAR 360 scores (printed out), PSSA scores, and CogAT scores (printed out) or K-BIT results to Psychological Services. Psychological Services issues Permission to Evaluate, teacher rating scales, and parent/guardian rating scales.

**Level 3A: Parent and Teacher Ratings** (To be **completed** by Psychological Services)

Distribute Scales for Identifying Gifted Students (SIGS) to teacher and parent/guardian..

	Home		School	
	Standard Score	Percentile	Standard Score	Percentile
General Intellectual Ability				
Language Arts				
Mathematics				
Science				
Social Studies				
Creativity				
Leadership				

Summary

	0 Area ≥ 95%ile	1 Area ≥ 95%ile	2 Areas ≥ 95%ile	3 Areas ≥ 95%ile	4+ Areas ≥ 95%ile
SIGS Home	0	1	2	3	4
SIGS School	0	1	2	3	4

**Level 3B: Individual Intellectual and Achievement Evaluation** (Administered by a School Psychologist)

Report both Full Scale IQ (FSIQ) and General Ability Index (GAI)

	Standard Score	Percentile	Range
Full Scale IQ (FSIQ)			

General Ability Index (GAI)			
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## Summary

	<125	125	126	127	128	129	130+
FSIQ or GAI	0	1	2	3	4	6	8

## Achievement Testing

<b>Wechsler Individual Achievement Test - Third Edition (WIAT-III)</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>121-123</b>	<b>124-126</b>	<b>127-129</b>	<b>130+</b>
WIAT-III Reading Comprehension			0	1	2	3
WIAT-III Math Reasoning			0	1	2	3

Total Cumulative Points: \_\_\_\_\_

**Grade Level 4-6:**

A cumulative score of **16** out of **27** or Intellectual Assessment score of **8** is required for placement in gifted support. This student received a total of \_\_\_\_\_ points and Intellectual score of \_\_\_\_\_. The student is therefore ( ) **eligible** ( ) **not eligible** for placement in gifted support.

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**Eligible:** Evaluation forwarded to GIEP Case Manager for GIEP Development

**Not Eligible:** Evaluation forwarded to School Counselor. Schedule MTSS Team meeting to review results and determine recommended enrichment and/or differentiated instruction in areas of strength.

**Pine-Richland School District  
Multiple Criteria-based Screening for Giftedness  
Grades 7-12**

**Demographics:**

<b>Student:</b>		<b>Data File Review Date:</b>	
<b>Parent's Name:</b>		<b>Grade:</b>	
<b>Address:</b>		<b>Birth Date: (mm/dd/yy)</b>	
		<b>Chronological Age:</b>	
<b>Phone:</b>		<b>Teacher:</b>	
<b>School:</b>		<b>Completed by:</b>	

The gifted matrix is completed under two conditions. First, the MTSS Team reviews all students for those meeting Level 1 and 2 criteria with teacher recommendations and makes the request with parent/guardian approval. Second, the parent/ guardian requests an evaluation to determine a need for Gifted Support. For both, the School Counselor completes Level 1 and 2.

**Parent Referral?**      YES              NO

**Level 1A: Universal Child Find for All Students** (To be completed by School Counselor using Performance Plus) **The test results should be the most recent and no more than one year old.** If student moves to district from out-of-state, review the out of district assessments. Only award 1 point for this section.

**PSSA (or equivalent): Use only most recent scores**

	Score	Range Descriptor
PSSA Total ELA		
PSSA Total Mathematics		
PSSA Science		
Award 1 point if all Advanced		

**OR**

**Keystone Exams (or equivalent): Use only most recent scores**

	Score	Range Descriptor
Algebra I		
Biology		
Literature		
Award 1 Point if all Advanced		

**Level 1B: Universal Child Find for All Students** (To be completed by School Counselor) **The test results should be the most recent and no more than one year old.** Only award 1 point for this section.

**Grades:**

Subject	Course Name	Grade Percentage
Math		
English		
Science		
Social Studies		
World Language/Culture		
Award 1 point if =>98% in 3 Core Subjects		

**Level 2: Universal Child Find for All Students or Building Screening When Not Available:** Scores reviewed by MTSS Team for students who have been administered the CogAT. For parent/guardian referrals, School Counselor administers the CogAT or K-BIT. Consult with Psychological Services for students with special circumstances (ie. visually impaired, English Language Learners, hearing impaired, etc...)

<b>CogAt Abilities Test or K-BIT</b>	<b>Standard Score</b>	<b>125</b>	<b>126-129</b>	<b>130+</b>
CogAt Screening Form Score or K-BIT Score and points		1	2	3

☐ Check box if student receives a score of 2 or lower. MTSS team should suggest to parent/guardian that further evaluation is not recommended at this time. Team may recommend enrichment opportunities and/or differentiating instruction in areas of strength.

☐ Check box if student receives a score of 3 or higher. School counselor presents data to MTSS team. The MTSS team should suggest to parent/guardian that further evaluation is recommended at this time. Proceed to Level 3.

**Level 3A: Parent and Teacher Ratings** (To be **completed** by Psychological Service)

Distribute Scales for Identifying Gifted Students (SIGS) to teacher and parents.

	<b>Home</b>		<b>School</b>	
	<b>Standard Score</b>	<b>Percentile</b>	<b>Standard Score</b>	<b>Percentile</b>
General Intellectual Ability				
Language Arts				
Mathematics				
Science				
Social Studies				
Creativity				
Leadership				

Summary

	<b>0 Area ≥ 95%ile</b>	<b>1 Area ≥ 95%ile</b>	<b>2 Areas ≥ 95%ile</b>	<b>3 Areas ≥ 95%ile</b>	<b>4+ Areas ≥ 95%ile</b>
SIGS Home	0	1	2	3	4
SIGS School	0	1	2	3	4

**Level 3B: Individual Intellectual and Achievement Evaluation** (Administered by a School Psychologist)

Report both Full Scale IQ (FSIQ) and General Ability Index (GAI)

	<b>Standard Score</b>	<b>Percentile</b>	<b>Range</b>
Full Scale IQ (FSIQ)			
General Ability Index (GAI)			



## Summary

	<b>&lt;125</b>	<b>125</b>	<b>126</b>	<b>127</b>	<b>128</b>	<b>129</b>	<b>130+</b>
FSIQ or GAI	0	1	2	3	4	6	8

## Achievement Testing

<b>Wechsler Individual Achievement Test - Third Edition (WIAT-III)</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>&lt;124</b>	<b>124-126</b>	<b>127-129</b>	<b>130+</b>
WIAT-III Reading Comprehension			0	1	2	3
WIAT-III Math Reasoning			0	1	2	3

Total Cumulative Points: \_\_\_\_\_

**Grade Level 7-12:**

A cumulative score of **16** out of **27** or Intellectual Assessment score of **8** is required for placement in gifted support.

This student received a total of \_\_\_\_\_ points and Intellectual score of \_\_\_\_\_. The student is therefore

( ) **eligible** ( ) **not eligible** for placement in gifted support.

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**Eligible:** Evaluation forwarded to GIEP Case Manager for GIEP Development

**Not Eligible:** Evaluation forwarded to School Counselor. Schedule MTSS Team meeting to review results and determine recommended enrichment and/or differentiated instruction in areas of strength.