

# Grove City Area School District

## Gifted Screening Criteria 1 of 3

**Student** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

The Gifted Screening Criteria consists of numerous measures that assess characteristics using different modalities/methods, across several environments, and reported by several staff members. To pass the screening criteria and go on to individual cognitive testing, a student must pass a majority of the items.

### Classroom Data

**1. Grades:** List the grades over the previous four grading periods.  
(*Gifted range = GPA of 3.5 or higher*)

Subject	1	2	3	4	1	2	3	4
Reading								
Math								
Language								
Science								
S.S								

**GPA** \_\_\_\_\_ **Achieved** \_\_\_\_\_ **Not Achieved** \_\_\_\_\_

**2. Rates of Acquisition and Retention:** (*Gifted range = Acquisition – much faster or faster, Retention – much higher or higher, on a majority of subjects*)

<b>Rate of Acquisition</b>	<b>Reading</b>	<b>Math</b>	<b>Language</b>	<b>Science</b>	<b>Social Studies</b>
Much faster than peers					
Faster than peers					
Same as peers					
Slower than peers					
<b>Rate of Retention</b>	<b>Reading</b>	<b>Math</b>	<b>Language</b>	<b>Science</b>	<b>Social Studies</b>
Much higher than peers					
Higher than peers					
Same as peers					
Slower than peers					

Acquisition: rate at which the student acquires, understands and demonstrates competency or mastery of new learning\*

Retention: rate at which the student retains concepts and skills necessary for subsequent learning\*

\* As defined by Kenneth R. Chuska, Ed.D.

**Achieved** \_\_\_\_\_ **Not Achieved** \_\_\_\_\_

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## Gifted Screening Criteria 2 of 3

### Characteristics of Giftedness

**3. The Gifted Evaluation Scale – Second Edition (GES-2)** – The GES-2 is a rating scale that is completed by a student’s teacher and assesses the student in five areas: Intellectual, Creativity, Specific Academic Aptitude, Leadership Ability, and Performing and Visual Arts. Those five areas generate subscale scores that range from 1 to 19, with scores falling between 8 and 12 considered Average. Those scores are added together to generate a Quotient Score that provides an overall degree to which a student demonstrates those skills. The average Quotient Score is 100, which score between 90 and 110 considered within the Average range. (*Gifted range = A Quotient Score of 120 or higher*)

Subscales	Standard Scores
Intellectual	
Creativity	
Specific Academic Aptitude	
Leadership Ability	
Performing and Visual Arts	

**Quotient Score** \_\_\_\_\_ **Achieved** \_\_\_\_\_ **Not Achieved** \_\_\_\_\_

**4. Achievement Test Scores** – National percentiles provides an indication of how well the student scored relative to other students in the same grade across the nation. (*Gifted range = national percentile ranks of 90 or greater on a majority of the subtest*)

Name of Test \_\_\_\_\_

Subject \_\_\_\_\_ Percentile \_\_\_\_\_

Reading	
Math	
Language	

**Achieved** \_\_\_\_\_ **Not Achieved** \_\_\_\_\_

### **Tests of Cognitive Functioning**

The Kaufman Brief Intelligence Test, Second Edition (KBIT-2) and the Naglieri Nonverbal Ability Test – Individual Administration (NNAT-I) are brief, individually administered measures of verbal and nonverbal intelligence, which generates full-scale IQ scores. The average IQ score is 100, whereas the Average range is between 90 and 110. (*Gifted range = IQ composite of 125 or higher*)

### **5. Kaufman Brief Intelligence Test, Second Edition (KBIT-2)**

**Verbal Score** \_\_\_\_\_ **Nonverbal Score** \_\_\_\_\_

**IQ Score** \_\_\_\_\_ **Date Administered** \_\_\_\_\_

**Achieved** \_\_\_\_\_ **Not Achieved** \_\_\_\_\_

### **6. Naglieri Nonverbal Ability Test – Individual Administration (NNAT-I)**

**IQ Score** \_\_\_\_\_ **Date Administered** \_\_\_\_\_

**Achieved** \_\_\_\_\_ **Not Achieved** \_\_\_\_\_

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**Academic Achievement Data**

**7. AIMSweb® Reading Curriculum-Based Measurement (R-CBM) Standard Oral Reading Fluency Assessment Passages AIMSweb®.** AIMSweb® R-CBM probes are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of reading fluency skills. (*Gifted range = percentile ranks of 90 or greater*)

R-CBM Score \_\_\_\_\_ %ile \_\_\_\_\_ Achieved \_\_\_\_\_ Not Achieved \_\_\_\_\_

**8. AIMSweb® Maze Curriculum-Based Measurement Standard Reading Comprehension Assessment Passages.** AIMSweb® Maze is a multiple-choice cloze task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every seventh word is replaced with three words inside parenthesis. One of the words is the exact one from the original passage. Each student is asked to read the text and circle the word that best completes the sentence. This is a group-administered task in which students have three minutes to complete as many as possible. (*Gifted range = percentile ranks of 90 or greater*)

MAZE Score \_\_\_\_\_ %ile \_\_\_\_\_ Achieved \_\_\_\_\_ Not Achieved \_\_\_\_\_

**9. AIMSweb® Math-Curriculum-Based Measurement (M-CBM) Probes.** AIMSweb® M-CBM probes are mixed math computation problems which are administered for 2-4 minutes depending on the grade-level of the assessment materials. This is a group-administered assessment that determines the number of digits a student correctly answers with the time limit. (*Gifted range = percentile ranks of 90 or greater*)

M-CBM Score \_\_\_\_\_ %ile \_\_\_\_\_ Achieved \_\_\_\_\_ Not Achieved \_\_\_\_\_

**10. AIMSweb® Mathematics Concepts and Applications (M-CAP) Probes.** AIMSweb® (M-CAP) is a test of short duration (8–10 minutes) that assesses the general mathematics problem-solving skills expected in grades 2–8. (*Gifted range = percentile ranks of 90 or greater*)

M-CAP Score \_\_\_\_\_ %ile \_\_\_\_\_ Achieved \_\_\_\_\_ Not Achieved \_\_\_\_\_

Number of criteria achieved \_\_\_\_\_ out of \_\_\_\_\_

Conclusion: Qualify for addition assessment \_\_\_\_\_

Does not qualify for additional testing \_\_\_\_\_