|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yes** | **No** | **Inc\*** | **Category** | **Notes** |
|  |  |  | **INITIAL INFORMATION** |  |
|  |  |  | * Is the reason for the referral included? |  |
|  |  |  | **SUMMARY OF FINDINGS/INTERPRETATION OF ASSESSMENT RESULTS** |  |
|  |  |  | **I. Information Gathered** |  |
|  |  |  | * Was information gathered from the parents? |  |
|  |  |  | * Was information from others who have interaction with the student on a regular basis included? (non-academic teachers, or professionals)? |  |
|  |  |  | * Was information gathered from the student (if appropriate)? |  |
|  |  |  | **II. Assessment of Academic Functioning Relevant to the Student’s Suspected Giftedness** |  |
|  |  |  | Ability and Achievement Test Scores |  |
|  |  |  | * Is enough information provided to determine the grade/course level at which the child is presently functioning in math and literacy, or other course levels depending on the age of the student? |  |
|  |  |  | * Does the information provided include formative, summative, benchmark and diagnostic data? |  |
|  |  |  | * Is information provided for all major academic areas of study? |  |
|  |  |  | * Is information provided to determine if the child requires acceleration, enrichment, or a combination of both? |  |
|  |  |  | Rates of Acquisition and Retention |  |
|  |  |  | * Does the information provided indicate the speed and number of presentations needed for the students to acquire new information and skills? |  |
|  |  |  | * Is there anecdotal or empirical evidence to support the speed and number of presentation mentioned above? |  |
|  |  |  | Achievement, Performance, Expertise in One or More Academic Areas … |  |
| **YES** | **NO** | **INC\*** | **CATEGORY** | **Notes** |
|  |  |  | * Is there information other than assessment data (portfolio or work samples, project based assessments, etc.) provided to indicate strength areas and guide the GIEP team in creating goals and STLO’s? |  |
|  |  |  | **III. Learning Strengths Including Specialized Skills, Interests and Aptitudes Relevant…** |  |
|  |  |  | * Is information included for any/all of the following (as it applies to this student): higher level thinking skills, **academic** creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise? |  |
|  |  |  | **IV. Educational Needs Relevant to the Student’s Suspected Giftedness** |  |
|  |  |  | Differentiated Instruction |  |
|  |  |  | * Has the team already made instructional adjustments for the child’s core instruction, if so provide details on what that looks like? |  |
|  |  |  | * If the team as made instructional adjustments, how has the child responded? |  |
|  |  |  | * Is enough information provided to assist the GIEP team in determining SDI for the child? |  |
|  |  |  | Intervening Factors Which May Mask Gifted Abilities … |  |
|  |  |  | * Have team members been asked about potential masking traits related to potential learning disabilities, English as a second language, Socio-economic or gender bias factors? |  |
|  |  |  | * Is evidence provided to indicate SDI, support services, or further evaluation is necessary to consider what the student may need to mitigate the masking trait? |  |
|  |  |  | **IV. Conclusions and Recommendations for SDI to GIEP Team** |  |
|  |  |  | * Is information included to indicate the need for acceleration, enrichment, or a combination of both and in what academic strength area(s)? |  |
|  |  |  | * Have the grade level or course level standards been identified that should guide the goal making process for the GIEP Team? |  |
|  |  |  | * If identification and need are not present, has the team provided specific instructional recommendations to the general education teacher for the child. |  |

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| **YES** | **NO** | **INC\*** | **CATEGORY** | **Notes** |
| **Overall Process** | | | | |
|  |  |  | * Did the parents have an opportunity to ask questions about the report and participate in the eligibility decision? |  |
|  |  |  | * Did the other GMDE team members have an opportunity to ask questions about the report and participate in the eligibility decision? |  |
|  |  |  | * Has the complete report been provided to the parents with 60 calendar days of receiving the permission to Evaluate or (for reevaluation) within 60 calendar days of Notifying the Parents of and Intent to Reevaluate? |  |
| **Notice of Recommended Assignment** | | | | |
|  |  |  | * Has the district identified the action that will or won’t be taken? |  |
|  |  |  | * Has the district clearly identified placement? (General Education, Gifted Education: Enrichment, Acceleration, and/or Combination in an academic area at a specific level) |  |
|  |  |  | * Has the district provided a data based rationale as to why the placement was considered? |  |
|  |  |  | * Has the district provided a data based rationale as to why other placement(s) were rejected? |  |
|  |  |  | * Has the district presented the Notice of Recommended Assignment to the parents in person or by mail within the required five calendar days? |  |