Screening

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| Universal Layer | Literacy | Math | Cut-Offs/Thresholds |
| Benchmark | (4-8) PSSA Reading %ile (90th percentile and above)  (4-8)PVAAS Projection %ile to Reading – 85%ile or Higher  (4-5)DIBELS Next DORF %ile – 90th or Higher  (4-5)DIBELS Next DAZE %ile – 90th %ile or Higher  (6-8)Reading CDT- If a student is working above grade level (blue) overall (even if one or more of the reporting categories is within the green range) | (4-8)PSSA Math %ile (90th and Above)  (4-8)PVAAS Projection %ile to Math – 85%ile or Higher  (4-5)EDM –If student scores at least a 93% on Part A, then Part B will be scored and a student will need to meet the cut-off of  90% or Above when calculating the average for Part A and B together.  (4-5)EDM – BOY, Mid, (70% accuracy or higher)  (6-8)Math CDT- If a student is working above grade level (blue) overall (even if one or more of the reporting categories is within the green range) | Grades 4-5  3 / 4 Data Points for Literacy  Or  3 / 4 Math Data Points for Math  Grades 6-8  2/3 Data Points for Literacy  Or  4 / 5 Math Data Points for Math |
| Screening Layer | Assessment(s) | Person Responsible | Cut-Offs/Thresholds |
| Gifted Screening Tool | Gifted Screener  WASI II  98Th 130 ↑– 4  95-97th 125-129 = 3 points  92-95 121-124=2 points  91st 120=1 point | Psychologists will administer unless counselors have training in psychometrics. | To move on to Evaluation, students will need a minimum of 4 points. |
| Teacher Input | Teacher Rating Scale –  4 points (>33)  3 points (30-32)  2 point (26-29)  1 points (22-25)  Masking Traits - +1 |  |

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| Evaluation | Assessment(s) | Who is responsible? |
| IQ | Wisc-IV | \_\_\_\_\_\_School Psychologist |
| A year or more above grade achievement level | Literacy  Classroom Diagnostic  Math  Classroom Diagnostic | Reading Specialist  Classroom Teacher |
| An observed or measured high rate of acquisition/ retention | \_\_\_\_\_\_\_Teacher Input  \_\_\_\_\_\_Parent Input Form |  |
| Demonstrated achievement, performance or expertise in one or more academic  areas as evidenced by excellence of products, portfolio or research, as well as criterion referenced  team judgment | \_\_\_\_\_\_ Teacher Input form  \_\_\_\_\_\_Parent Input Form  \_\_\_\_\_\_Student Input Form |  |
| Early and measured use of high level thinking skills, academic creativity,  leadership skills, intense academic interest areas, communications skills, foreign  language aptitude or technology expertise. | \_\_\_\_\_\_ Teacher Input form  \_\_\_\_\_\_Parent Input Form  \_\_\_\_\_\_Student Input Form |  |
| Documented, observed, validated or assessed evidence that intervening factors are masking gifted ability | \_\_\_\_\_Parent Input  \_\_\_\_\_Teacher Input  \_\_\_\_\_Psychological | \_\_\_\_\_\_School Psychologist |

Matrix for Gifted Evaluation

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| --- | --- | --- | --- | --- | --- |
| Measure | 3 points | 2 Points | 1 points | 0 Points | +1 (PMT) |
| WISC-IV | 130  *98th-↑ %ile* | 124-129  *95-97th%ile* | 121-123  *92-94th%ile* | 120-↓  91st %ile and ↓ | Due to statistically significant scatter among the index scores |
| Reading CDT/ Rate of Acquisition and Retention | Score Blue two or more years above grade level | Score Blue a year above grade level | Score Green two years above grade level | Score Green one year above grade level |  |
| Math CDT/ Rate of Acquisition and Retention | Score Blue two or more years above grade level | Score Blue a year above grade level | Score Green two years above grade level | Score Green one year above grade level |  |
| Teacher Input Form | (>33) | 30-32 | 26-29 | 22-25 | Evidence of documented potential masking trait |
| Parent Input | (>33) | 30-32 | 26-29 | 22-25 | Evidence of documented potential masking trait |
| Total | | | |  |  |

If a student scores 11 or higher, the student meets the first prong of eligibility. The Team will convene to review the data, as well as consider the second prong (in need of specially designed instruction).