|  |  |  |  |
| --- | --- | --- | --- |
| Universal Layer | Literacy | Math | Cut-Offs/Thresholds |
|  | DORF at 90th %ile or aboveDAZE - 90th %ile or aboveIntermediate Spelling Inventory–Advanced per the Words their Way Feature Point Break Down.4Sight – 90th%ileWith full credit for Open Ended Response | 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 of90% or Above when calculating the average for Part A and B together.4Sight – 90th%ileWith full credit for Open Ended Response | 3/4 Data Points for LiteracyOr2/2 Data Points in Math |
| Screening Layer  | Assessment(s) | Person Responsible | Cut-Offs/Thresholds |
| Gifted Screener (Diagnostic) | Gifted Screener WASI II98Th 130 ↑– 495-97th 124-129 = 3 points92-94th 121-123=2 points91st 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 (Formative) | Teacher Rating Scale – 4 points (>33)3 points (30-32)2 point (26-29)1 points (22-25)Masking Traits - +1 |  |

|  |  |  |
| --- | --- | --- |
| For Evaluation | Literacy | Math |
| Guidance Finding Instructional levels | 1. Classroom Diagnostic Tool2. Out of Level Benchmark (use San Diego Quick Check to find a starting place, then administer full battery of DIBELS Measures or Out of Level 4 Sight)3. Teacher Anecdotal ObservationsUse the three data points combined to determine Reading Comprehension level. \*\*If child is also exhibiting precocious writing, collect three samples of cold write in each genre and using the standards or grade level rubrics, determine writing level. | 1. Classroom Diagnostic Tool2. Out of Level Benchmark EDM and/or 4 Sight3. Teacher Anecdotal Observations (collection of classroom Data) |

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  |
| Literacy Instructional Level | Score two or more years above grade level  | Score one to two years above grade level | Score within a year above grade level | Score at or below grade level |  |
| Math Instructional Level | Score two or more years above grade level  | Score one to two years above grade level | Score within a year above grade level | Score at or below 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 |  |  |

* For eligibility purposes, assessment would stop here. If the student becomes eligible, further assessment to find instructional level will be necessary.

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).