|  |  |  |  |
| --- | --- | --- | --- |
| Universal Layer | Literacy | Math | Cut-Offs/Thresholds |
|  | DIBELS PSF (Kindergarten) or DORF (1-3) at 90th %ile or above and DAZE where available (Grade 3)  Developmental Spelling Inventory or something similar administered on grade level –90% Accuracy  Most Recent Unit Test – 90% accuracy of better | 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.  EDM –Beg or Mid (70% accuracy or higher) | 3/3 Data Points in literacy for Grades K-2, 4/4 for Grade 3  or  2/2 Data Points in Math |
| Screening Layer | Assessment(s) | Person Responsible | Cut-Offs/Thresholds |
| Gifted Screener (Diagnostic) | Gifted Screener  WASI II  98Th 130 ↑– 4  95-97th 124-129 = 3 points  92-94th 121-123=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 (Formative) | 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  \*\*K, 1, 2 - Phonological Awareness Test – for information purposes only  K-2-Comprehension – GRADE  3-Classroom Diagnostic Tool  For Reading  Math  K,1, 2 – Everyday Math Diagnostic  3-Classroom Diagnostic | Reading Specialist  Classroom Teacher  Classroom Teacher  Classroom teacher |
| An observed or measured high rate of acquisition/ retention | \_\_\_\_\_\_\_Teacher Input |  |
| 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 | \_\_\_\_\_\_Expanded 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. | \_\_\_\_\_\_Expanded 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 |
| GRADE (K-2)/Rate of Acquisition and Retention | Scoring 120-130 one year above grade level\* | Scoring 110-119 one year above grade level | Scoring 90-109 one year above grade level | Scoring 89-↓ one year above Grade Level |  |
| Reading CDT(3)/ 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 |  |
| GMADE (K-2)/Rate of Acquisition and Retention | Scoring 120-130 one year above grade level\* | Scoring 110-119 one year above grade level | Scoring 90-109 one year above grade level | Scoring 89-↓ one year above Grade Level |  |
| Math CDT(3)/ 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 | | | |  |  |

* 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).