

## **IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS**

### **Referral**

A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. District personnel shall collect the data required to satisfy the district's referral criteria. Accordingly, while grades and/or achievement test scores might be an indicator of giftedness, neither grades nor achievement test scores shall eliminate a student from the identification process for the intellectually gifted program. Grades and/or achievement test scores are more appropriately an indicator of academic giftedness. Many intellectually gifted students are not going to be high achieving, teacher pleasing students. All measures collected throughout the identification process shall be selected based upon the strengths of the individual student being considered.

### **Phase I Assessment Criteria**

1. A full scale score at or above the 90<sup>th</sup> percentile on a normed group measure of intelligence.
2. A score at or above the superior range on a normed characteristics of giftedness checklist.
3. A score at or above the superior range on a normed measure of creativity.
4. A score in the superior range on a normed measure of leadership.
5. A score at or above the 90<sup>th</sup> percentile on a normed measure of cognitive abilities.
6. A score at or above the 90<sup>th</sup> percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test.

A student who has satisfied the minimal acceptable criteria on any three of the above measures shall move forward to the individual test of intelligence.

### **Phase II Assessment Criteria**

Once it has been determined that a student has satisfied minimal criteria on three measures from Phase I of assessment, the student shall move forward to the second phase of assessment, the individual test of intelligence. All individual tests of intelligence shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. No more than one individual test of intelligence shall be administered to the student without an appropriate waiting period between administrations. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91<sup>st</sup> percentile composite/full scale or the 91<sup>st</sup> percentile on approved subtests in order to satisfy eligibility criteria.

### **Potentially Twice-Exceptional Students**

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy the minimal acceptable criteria on the individual test of intelligence shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 90<sup>th</sup> percentile on the nonverbal scale, or who in the opinion of the reviewing committee would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

## **Potentially Disadvantaged**

Students who have satisfied criteria on the Potentially Disadvantaged Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least the 85<sup>th</sup> percentile, may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90<sup>th</sup> percentile,
2. A group intelligence measure with a minimal score at the 90<sup>th</sup> percentile,
3. Place existing scores from the assessment stage into a matrix that the local district has had approved by the MDE.

## **Programming**

Students shall be enrolled in the gifted program for a minimum of 5 hours each week. This program is not a privilege/reward, nor is removal from it to be used as a means of discipline. No child who qualifies for gifted program services shall be denied access to them at the daily discretion of the teacher. Regular classroom teachers are not to withhold students from the SharpShooter's program for disciplinary reasons, including failure to do homework or class work. Likewise, students are not to be sent back to the regular education class for disciplinary reasons.

No child may be penalized for participating in the SharpShooter's program. Tests in the regular program of instruction should not be scheduled during the time that gifted students are scheduled to attend the Sharp Shooter's program. Gifted students should not be required to make up work missed while in the gifted class especially in the case of drill and practice work, if they can demonstrate proficiency in the desired skill and/or mastery of the desired concept. In order to provide appropriate instruction for intellectually gifted children in all settings, the gifted teacher is encouraged to collaborate with regular education teachers.

## **Re-Assessment**

The annual reassessment is based on the student's performance in the gifted program. The student should remain in the program as long as he/she is being successful in the Sharp Shooter's Program. Grades and/or success in the regular education program are the responsibility of the regular classroom teacher and should not be considered as a reason for removal from the gifted program. Should the committee determine the student should exit the program due to lack of progress in the program and/or unsatisfactory progress in the program, the student's parent should be notified and be given the opportunity to discuss the decision with the committee before the student is removed.

## **Appeals**

Parents may appeal an ineligible ruling in writing within 10 days of the ineligible determination and the LSC has 30 days to review the data and make a determination if additional evaluation measures are appropriate. If additional testing is done, the LSC will hold another meeting with the parent after the evaluation is complete.

Appeals for the early exit of a student due to the annual re-assessment can be made to the assessment team in writing. After the appeal is received, the re-assessment team shall gather additional data or parent may submit data for re-consideration. The appeals process should be complete with-in 30 days of the written appeal.