# WCASD

#  Gifted Screening Form

# *(Do not use the “Enter” key. “Tab” from field to field)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** |       |  | **Grade:** |     | **Teacher:** |       |
| **Referral Source: *(check one)*** |  | **Referral Date:** |       |
|  | [ ]  School - Teacher or Naglieri |       |  |
|  | [ ]  Parent - Oral/written; Date of Request: |       |  |
|  |

|  |
| --- |
|  |
| **CURRICULUM BASED ASSESSMENTS** |
|       |       |       |
|       |       |       |
|       |       |       |
|  |
| **SCREENING MATRIX** | **3** | **1** | **0** |
| **TOMAGS** | (standard score-regular norms) |       |  | 135 or higher **\***(95th %tile) | [ ]  | 130 **\***(90th %tile) | [ ]  | 129 or below **\*** | [ ]  |
| **NAGLIERI** | (2nd grade group screen only) |       |  | 130 or higher **\***(95th %tile) | [ ]  | 125 **\***(90th %tile) | [ ]  | 124 or below **\*** | [ ]  |
| **CRI** | Instructional level - |       | grade | 2 grade levelsabove | [ ]  | 1 grade levelabove | [ ]  | On grade level | [ ]  |
| **\****WCASD Local Norms* |
|  |
| **SCREENING MATRIX** | **2** | **1** | **0** |
| **Teacher Rating Screenings (SIGS or GES)** *(attach summary)* | 130+ in GIA, LA or Math OR 120+ in 2 areas | [ ]  | 120+ in 1 area | [ ]  | No areas at120 or above | [ ]  |
| **Gifted Observation/Activity/Portfolio** *(attach summary)* | Very Strong | [ ]  | Above Average | [ ]  | Average | [ ]  |
| **Total Score** |       |  |
|  |
| **[ ]  RATES OF ACQUISITION AND RETENTION CHECKLISTS** *(attach)* |

**OPTIONAL ­ Individualized Standardized Ability Test (example: Naglieri, K­BIT, or other)**

|  |  |  |
| --- | --- | --- |
| **Test:** |       |  |
| **Record any standard scores that are available for the test given:** |
|  | **Verbal** |       | **Nonverbal** |       | **Composite** |       | **Other** |       |
|  |  |  |  |  |  |  |  |

**RECOMMENDATION**

|  |  |
| --- | --- |
| [ ]  | **Proceed to testing (one check needed)** |
|  | **[ ]**  | Individual Standardized Ability Test score of 130 or higher on verbal, nonverbal, or composite |
| [ ]  | 7 or more matrix points |
| [ ]  | Other intervening factors if 4-6 matrix points with school team recommendation (briefly explain below) |
|       |
| [ ]  | **Do not proceed to testing**  |

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# INSTRUCTIONS FOR GIFTED SCREENING

The gifted screening process can be initiated by one of several sources: teacher or parent recommendation or 2nd grade screening assessments (Naglieri or TOMAGS). *When the process is initiated, a Permission to Assess form should be issued to the parent so the school can begin gathering data. Data should be collected and a decision made within 3 weeks of the receipt of the signed Permission to Assess form.*

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Who can administer** | **Data use on matrix** |
|  K­BIT |  Psychologist |  Use highest score from verbal, nonverbal or composite |
|  TOMAGS |  Assessment Team Member\* |  Use standard score compared to age level peers |
|  CRI |  Reading Specialist |  Report instructional level |
|  Teacher Rating Screenings  (SIGS or GES)  |  Classroom Teacher |  If the General Intellectual Ability, Language Arts, or  Mathematics score is 130 or higher, student receives 2  points on the matrix; otherwise, look at the the two highest  of any of the scores to determine points |
|  Gifted Observation/Activity/Portfolio  |  Gifted Resource Teacher  and Classroom Teacher |  Include information from variety of sources that may  indicate gifted potential: thinking skills lessons, KOI  planned experiences, information from ELL teacher, other  checklists (i.e. underachievement), work samples |

\* Assessment team members can include: guidance counselor, instructional coach, gifted resource teacher, psychologist.

# MAKING A RECOMMENDATION

There are a number of situations in which a child might proceed automatically to Level 2 (Testing). These situations are listed on the gifted screening form.

When matrix points are within the 4­6 range, a team meeting will be held to discuss the whole child and his/her needs. At this meeting, the team will decide whether testing is warranted or whether differentiation in the classroom will best meet student’s needs.

**NOTE:** *If a student enters the district having been identified as gifted in another state, incoming data should be considered. If the student has had an individually administered IQ test that would qualify them in Pennsylvania, a PTE should be issued and a GWR written. Otherwise, the team should consider incoming data with regards to our matrix. Like­assessment substitutions may be made (i.e. Otis Lennon for K­BIT, MAP reading for running record).*

 *ko 12.22.15; 9.15.16; 1.3.17; 10.4.17*

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