

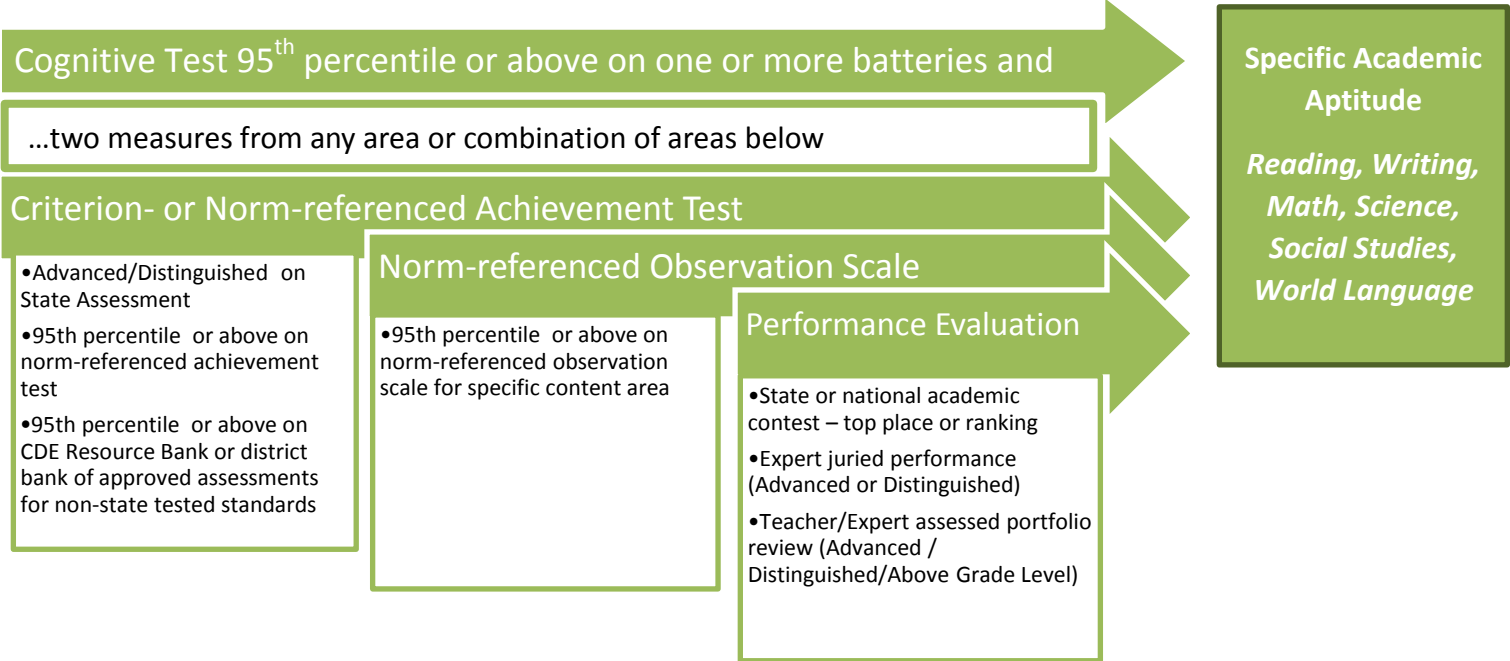
Gifted Identification Criteria

Multiple pathways can lead to a determination of giftedness. The following models represent the criteria utilized to determine an area (domain) of gifted identification. While some qualitative and quantitative data are used as qualifying measures, additional data within the body of evidence are utilized to develop a student’s learning profile of strengths and interests. This profile leads to the development of the ALP and ICAP.

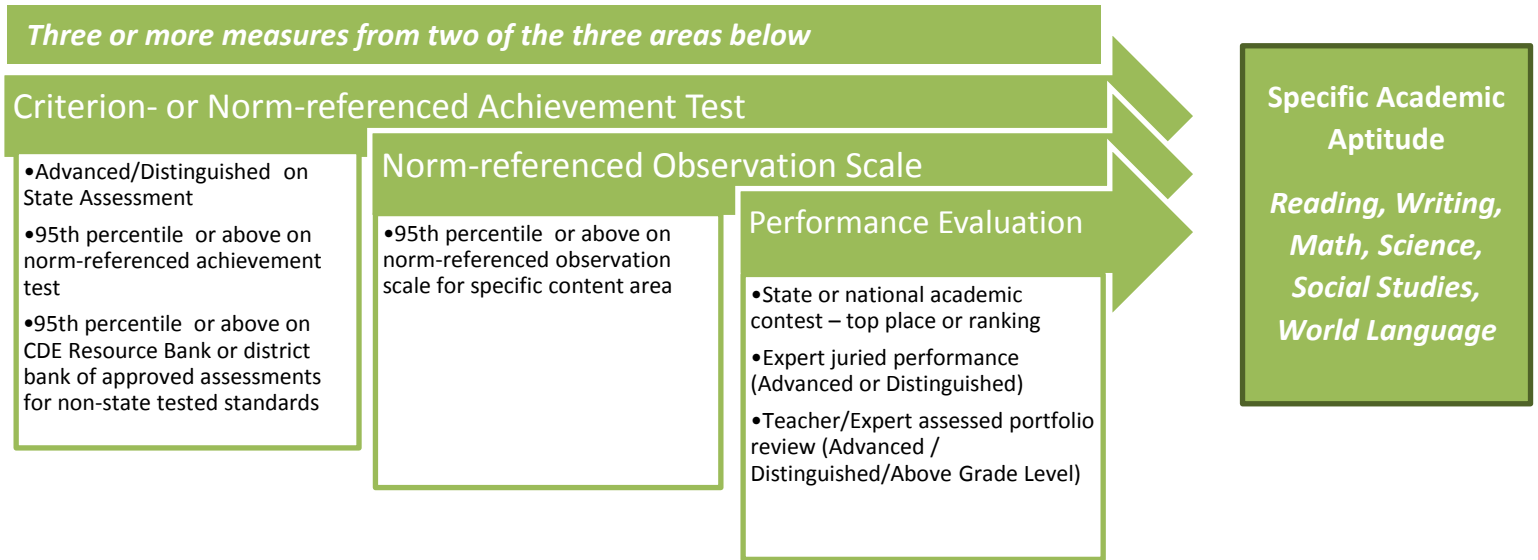
Area of Giftedness: Specific Academic Aptitude

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language. **Two pathways may lead to identification in the area of specific academic aptitude.**

First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures.

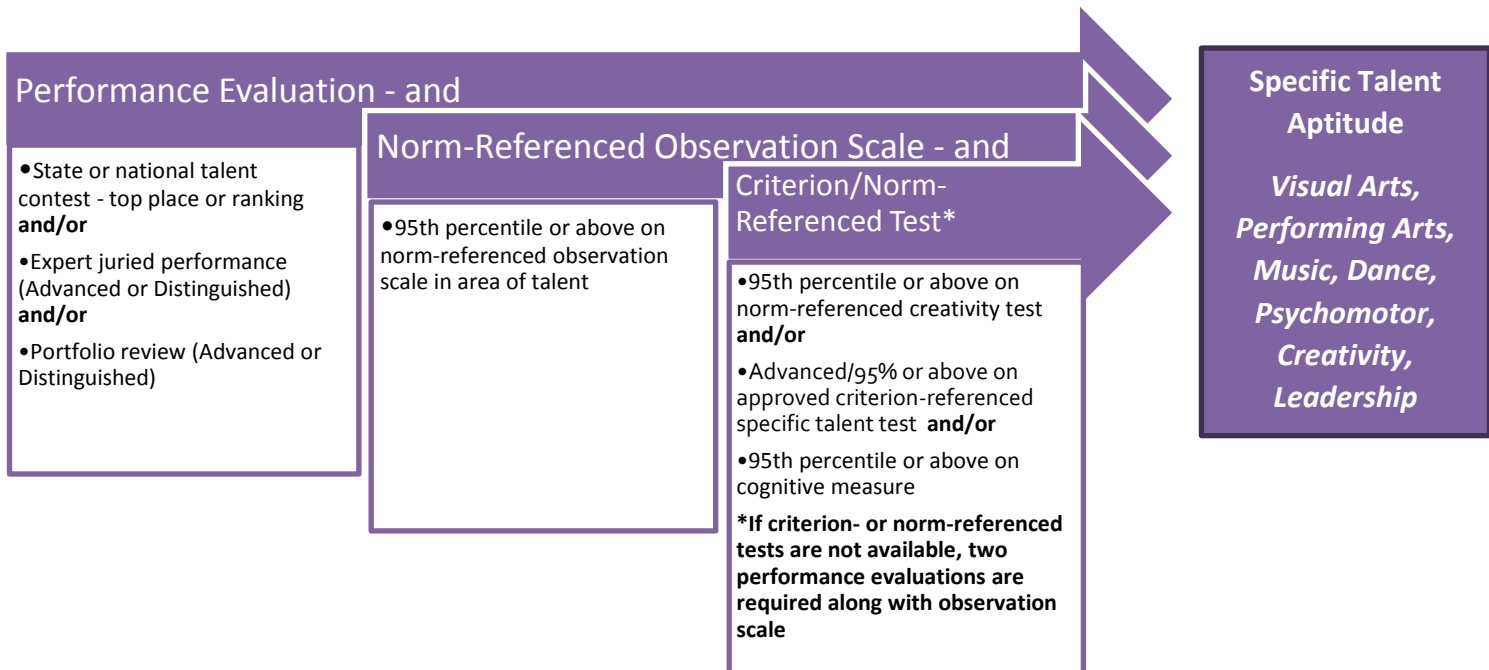


Second, a student may not score 95th percentile or above on a cognitive test. However, a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content-specific measurement tools to meet criteria for identification should include at least three or more measures from two of the three areas below. When cognitive data do not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.



Area of Giftedness: Specific Talent Aptitude

Identification in the talent domains requires the examination of a variety of instruments and multiple pathways that lead to identification. Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership. Often criterion- or norm-referenced assessments are not available in a talent area; therefore performance evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on a norm-referenced observation scale. Identification in the area of psychomotor is designated for national-level athletes who require programming accommodations to address the number of school days that might be missed during training and/or competitions. Districts are not required to provide or financially support athletic coaching, training or competitions for students identified in this area.



Area of Giftedness: General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception**. A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas. Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional achievement data. When only cognitive ability assessment data meet criteria in a body of evidence (95th percentile or above), the review team **may** determine that the student is identified with general or specific intellectual ability. This meets portability requirements.

