

CARLYNTON SCHOOL DISTRICT



COMMUNITY-CHARACTER-EXCELLENCE

GIFTED SUPPORT PROGRAM **GUIDELINES AND PROCEDURES**

Carlynton School District Gifted Support Program

Mission Statement

The Carlynton School District recognizing the shared responsibility of the educators, students, and families of this culturally diverse community will provide a challenging educational program for all students within a safe, nurturing environment which will enable them to function as productive, ethical, and responsible global citizens.

Vision Statement

Responsive and innovative staff will partner with the community to inspire a passion for learning, a commitment to excellence, and a respect for the diversity of individuals to prepare our students for the ever-increasing demands of a changing global society.

- Our schools are student-centered, safe, healthy, respectful, and intellectually stimulating environments where students can focus on the future.
- The successes and challenges of our students are used as a catalyst for future growth, change, and improvement of curriculum, instruction and assessment to ensure alignment with academic standards and the use of best instructional and assessment practices.
- The district utilizes state-of-the-art technology to make learning opportunities available and accessible to all members of the learning community.
- Personnel demonstrate a passion for teaching and learning, a commitment to personal growth and a respect for individuals.
- The district provides facilities and resources that support educational programming, Pre-K through adult so that parents, schools, and the community work together to provide well-rounded educational opportunities.

Shared Values

The Carlynton School District believes the following regarding:

Students and Learning

- All students can be successful learners, given appropriate and supportive environments.
- Learners need to feel safe, secure, and included.
- All students are unique individuals with varied interests and talents requiring differentiated approaches to teaching and learning.
- Student growth and achievement take place not only in the academic arena but also in social, physical, and emotional contexts.

Teachers and Teaching

- Classroom instruction must be engaging, challenging, purposeful, and relevant.
- Effective educators employ best practices and nurture a culture conducive to student learning and continuous growth.
- Student assessment data drives instructional decisions.
- The educational program must strive to meet the needs of all learners

Learning Communities

- Every individual has worth and deserves to be treated with dignity and respect.
- A positive learning environment is necessary for learning to occur.
- Education is enhanced when there is collaboration, open communication, and shared responsibility among stakeholders; students, parents, faculty, staff, administrators, school board, and community members.
- Teachers must model learning themselves to their students
- Parents are a valuable partner in the education of the student

Philosophy of Gifted Education

Carlynton's Gifted Education program is comprised of various goals and objectives to address the areas of strength and need of a student as acknowledged in the Gifted Written Report and Gifted Individualized Education Plan (GIEP). These programs reflect individual differences, equal educational opportunity and a desire for the optimal development of every child. Students may have the opportunity to select differentiated options within the core curriculum, competitions, career exploration, and Advanced Placement classes.

Gifted students receive the conceptual framework of continuous progress through the district's mainstream curriculum. This curriculum includes alternatives to provide opportunities for different types of learning styles. The central consideration for the education of gifted students is to provide appropriate educational opportunities commensurate with capabilities. A high level of challenge is provided in the classroom environment. This system of delivery meets the needs of gifted learners and also addresses the learning needs of high achieving students who attend our schools.

Definition of Mentally Gifted

The Pennsylvania Department of Education (PDE) Special Education Rules and Regulations under Chapter 16 defines Mentally Gifted as the outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. (22 Pa. Code §16.1) Intellectual ability is not equated with an IQ score alone. Intellectual ability is and should be a reflection of a range of assessments including a student's performance and potential. This term includes a person who has an IQ of 130 or higher or when multiple criteria, as set forth in Chapter 16 and in Department Guidelines, indicate gifted ability. Determination of gifted ability will not be based on IQ score

alone. The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d)) A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. If a student's IQ is less than 130, other factors, such as academic performance, demonstrated achievement or other observed skills must strongly indicate gifted ability in order for that student to be identified as gifted and admitted to a gifted program. Because disabilities and bias factors may mask gifted abilities, districts are required to examine discrepancies between ability assessment results and academic achievement or demonstrated skills, and discrepancies among ability subtests.

The Carlynton School District engages in identification procedures to ensure that eligible students receive an appropriate educational program consisting of gifted education, individualized to meet the student needs. At no cost to the parents, these services are provided in compliance with state regulations and are reasonably calculated to yield meaningful educational benefit and student progress.

Screening (School Age)

Chapter 16 applies "gifted student" status to those students who are of "school age" which is defined under 22 Pa. Code §11.12 as "the period of a child's life from the earliest admission age to a school district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of 21 years, whichever occurs first." Screening, identification and education for gifted students commence where the school program begins. To identify students who may be eligible for gifted education, various screening activities are conducted annually. This systematic screening process fulfills the District's obligation to conduct child find activities for students who may need services or instruction not ordinarily provided in the general education curriculum. The review considers information about academic and cognitive abilities collected on all students at a given grade level. After receiving the results of the group achievement assessments, the District will conduct a review of screening information for students enrolled in grades 3 through 6 each school year. The screening procedures generate data from a variety of sources and this data is compared to predetermine multiple criteria for gifted potential/performance.

Gifted Multi-Disciplinary Evaluation (GMDE)

When the District's screening process indicates that a student has potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom or a parent(s) suspects their child is gifted and requests an evaluation in writing, the District will initiate a Gifted Multidisciplinary Evaluation (GMDE) as specified in Title 22 Pennsylvania Code, Chapter 16 to be conducted by the Gifted Multi-Disciplinary Team (GMDT). The GMDE must be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, and educational needs.

The Gifted Multi-Disciplinary Team (GMDT)

The Gifted Multi-Disciplinary Team (GMDT) includes a certified school psychologist, the principal or District representative, the classroom teacher(s), a school counselor, and the parent(s)/guardian(s). The GMDT conducts a comprehensive evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, rates of acquisition and retention, intervening factors that may mask giftedness, and educational needs. If at any time, the parent(s) decides to rescind permission to evaluate, the evaluation process will be stopped as long as the parent's request is in writing.

“The GMDT has the responsibility of contributing information to the GMDE that:

- Assures that comprehensive data has been collected on the student to indicate academic instructional levels, thinking skills and other learning skill levels, rate of acquisition/retention for mastery of new content/skills, academic interests/strengths, and, as appropriate, developmental levels (young students) and career goals.
- Provides clarifying information about the ability of children who score below IQ 130 (within the standard of measurement for the test) and have strong indications of gifted performance.
- Determines if additional assessment, such as out-of-level academic testing, is needed. When normed and validated individualized standardized testing is used, a clear explanation of subtest results should be part of the Gifted Written Report.
- Recommends whether a student is gifted and in need of specially designed instruction.
- Recommends appropriate integrated programming for a student if there is more than one area of exceptionalality.
- Provides information about the student's adaptive and social behavior if this is appropriate.

The GWR should be compiled based on a complete evaluation and carry the recommendations of all individuals participating, whether or not the individuals are in concurrence. The determination of giftedness, i.e., eligibility under Chapter 16, resides with the GMDT, which includes the parents.” (Pennsylvania Department of Education Gifted Guidelines August 2014)

Tools for Evaluation

The following data may be considered by the GMDT:

1. Individual Achievement test
2. Standardized Assessments
3. Gifted Rating Scale
4. Parent(s)/Guardian(s) Input
5. Teacher(s) Input
6. Other Educational Records

Gifted Written Report (GWR)

As a result of the GMDT, the school psychologist prepares a Gifted Written Report (GWR) that brings together the findings from the evaluation process and recommends whether a child is gifted and needs specially designed instruction. As a member of the Gifted Multidisciplinary Team (GMDT), a parent or guardian may present written information for consideration. “The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, indicate the basis of those recommendations, include recommendation for the student’s programming, and indicate the names and positions of the members of the GMDT.” (22 PA. Code § 16.22(h)). The entire GMDT process must be completed within 60 calendar days, excluding summer vacation, from the date the school district receives the parent’s or guardian’s written permission on the Permission to Evaluate form.

Gifted Identification

During the evaluation process, the Permission to Evaluate (PTE) form will be issued to provide parental consent to administer one or more of the following instruments: individual cognitive ability test, individual achievement test, standardized assessments in reading and mathematics and/or gifted rating scale. Gifted rating scales are norm-referenced rating scales based on current theories of giftedness. A minimum of one teacher who has known the student for at least one month will complete the scale. In addition, parent and teacher input will be obtained and an educational records review conducted.

The term “gifted” includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 and in Department Guidelines indicate gifted ability and demonstrate a need for specially designed instruction. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. The determination of mentally gifted must include an assessment by a certified school psychologist (22 Pa. Code §16.21(d)). A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability utilizing the following multiple criteria below:

Achievement

A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas (22 Pa. Code §16.21(e) (1)).

Rate of Acquisition, Rate of Retention

An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability (22 Pa. Code §16.21(e) (2)).

Rates of acquisition and retention data are obtained by direct observation and reporting from teachers, special area teachers, and/or administrators and supervisors. Rate of Acquisition is defined as the rate at which a student acquires, understands, and demonstrates competency and/or mastery of new learning. Rate of Retention is defined as the rate at which a student retains concepts and skills necessary for subsequent learning. Areas observed/measured include English/Language Arts, math, social studies, and science. A student must demonstrate a high rate of acquisition and retention to be considered under this criterion.

Demonstrated Achievement

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 (22 Pa. Code §16.21(e) (3)).

Demonstrated achievement includes performance-based skills or expertise that shows a high-level of accomplishment, and indicates exceptional interest and motivation in specific areas. Demonstrated achievement is determined by teacher evaluation and observation of a student's performance above and beyond local curricular expectations and standards. This may include work samples, summative assessments, end-of-year assessments, and formative assessments of which indicates needs beyond what can be offered through the continuum of services provided within the general education program.

A recommendation from the team that includes specific documentation of academic acceleration and enrichment, when applicable, has proven to be insufficient in providing an appropriate education for the student.

Early Skill Development

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 are sign of early skill development (22 Pa. Code §16.21(e) (4)). A standardized, norm-referenced gifted rating scale that helps identify gifted and talented students will be completed by the student's teacher(s). The scale, when utilized, complies with both the research literature and current definitions of giftedness, and measures early skill development including intellectual ability, creativity, leadership, and academic interests and skills.

Intervening Factors Masking Giftedness

Documented, observed, validated, or assessed evidence that intervening factors, such as English as a Second Language, disabilities defined in 34 CFR 300.8 (relating to a child with a disability), gender or race bias, or socio/cultural deprivation may mask gifted abilities. The GMDE team is

cautioned to examine the discrepancies between ability assessment results and academic achievement or demonstrated skills, and discrepancies among ability subtests.

If a student does not meet the definition of mentally gifted or multiple criteria and does not demonstrate the need for specially designed instruction, the student will not be admitted to the gifted education program.

Carlynton School District's Gifted Evaluation

The Carlynton School District's Gifted Evaluation Matrix is based upon the following criteria:

Criterion 1: In order to evaluate a student's overall cognitive ability, the district's gifted evaluation matrix indicates that a student's Full Scale IQ must be in the range of 125 to 130 or above (a score of 130 or above is required to receive maximum points). Students can earn a total of 4 points on this criterion. An additional two points may be obtained for verbal comprehension score or fluid reasoning scores falling at or above a score of 130.

Criterion 2: To earn points on the district's gifted evaluation matrix, a student must earn a score of 125 or higher on the reading, mathematics, and written expression subtests in order to obtain points (scores of 130 are required to obtain maximum points). Student can earn up to 4 points on this criterion.

Criterion 3 (Kindergarten to 3rd Grade): To earn points on the district's gifted evaluation matrix, a student must earn a score between the 90th-99th percentile on the academic achievement screener in math and reading (a percentile rank of 99 or higher is required for maximum points). The student can earn a score of 0-4 points in the area of reading, as well as a score of 0-4 points in the area of math.

Criterion 3 (4th Grade to 12th Grade): In order to earn points on the district's gifted evaluation matrix, a student must earn a score between the 90-99th percentile on standardized assessments of math and reading. Students earning scores between the 90-94th percentiles earn 2 points, 95th to 98th percentiles earn 3 points, and 99th percentile and above earn 4 points. The highest score within two years is considered on the Gifted Evaluation Matrix.

Criterion 4: In order for a student to receive points on the Carlynton School District Gifted Matrix's grade criterion, a student must achieve a GPA above a 3.3. Student's with a GPA between 3.3- 3.59 earn 1 point, 3.6-3.74 earn 2 points, 3.75- 3.99 earn 3 points and students with a 4.0 earn 4 points.

Criterion 5: In order to earn points on the Gifted Matrix for teacher ratings on the GES a student must earn a total scaled score of 13 or higher to receive points. Students can earn up to 4 points (a total score of 16 or above is required for maximum points).

Criterion 6: In order to receive an additional point on the Gifted Matrix the student's teacher must indicate current modifications being made are not sufficient. Student can earn an additional point on this criterion.

Gifted Multidisciplinary Reevaluation

Identified students must be reevaluated before a change in educational placement is recommended and may be reevaluated at any time under recommendations by the GIEP team. All reevaluations must be developed in accordance with the requirements concerning evaluations in Chapter 16. The reevaluation must include a review of the student's GIEP, a determination of which instructional activities have been successful and recommendations for the revision of the GIEP. The reevaluation must be completed within 60 calendar days, excluding summer vacation, from the date the school district receives the parent's/guardian's written permission on the Permission to Reevaluate form.

Special Education and Gifted: Dual Identification

If a student is determined to qualify for both gifted and special education services, the procedures in Chapter 14 pertaining to special education take precedence. For a student who has a current Gifted Individualized Education Plan (GIEP) and is eligible for special education services, it is not necessary to conduct separate screening and evaluations or use separate procedural safeguards processes to provide for a student's needs as a student in need of both a gifted and special education services. For a student who currently received special education services and is thought to be in need of gifted education services as well, the procedures in Chapter 14 pertaining to a reevaluation will be followed.

Gifted Individualized Education Plan (GIEP)

The Gifted Individualized Education Plan (GIEP) is the framework of a student's program and should consist of information that is useful in providing appropriate programming and support services. The GIEP is a yearly summary document that includes all curricular areas in which a gifted child is to receive education that is adapted and modified to provide opportunities to participate in acceleration or enrichment, or both, as appropriate for the student's individual needs. The options must enable them to learn at different rates, to learn difficult material earlier, and to think at a level different from their classmates.

A GIEP meeting must be held at least annually. In addition, a GIEP meeting must be held when a parent(s)/guardian(s) or teacher requests a meeting to develop, review, or revise a student's individualized education plan. The GIEP Team includes the parent(s)/guardian(s); the student if 16 years of age or older (or younger if the parent(s)/guardian(s) chooses to have the student participate); a representative of the District who serves as the chairperson of the GIEP Team, who is knowledgeable about the availability of resources of the District and is authorized by the District to commit those resources; one or more of the student's current teachers; and/or other individuals at the discretion of either the parent(s)/guardian(s) or the District.

The District will take steps to ensure that one or both of the parent(s)/guardian(s) of the student attend the GIEP meeting or have the opportunity to participate. An invitation to the GIEP meeting must be provided to the parents at least 10 calendar days in advance of the meeting. The meeting will be scheduled at a mutually agreed upon time and place.

The GIEP of each gifted student is based on the GMDT's written report and contains the following:

- **Present Levels of Educational Performance:** Establish the extent of gifted potential, academic functioning levels, the child's rates of acquisition/retention, and performance levels. Information would include the child's intellectual/academic assessments, grades, aptitudes and abilities, strengths, interests, and needs.
- **Annual Goals:** Are developed from the present levels of educational performance and are reasonably calculated to yield meaningful educational benefit and student progress within one year's time.
- **Short-term Learning Outcomes:** Designate the actions and activities that will help the child reach the annual goals, evaluation criteria to determine when the child has achieved the annual goals, and the timelines for achieving the goals. They should include what the student will produce, how he/she will apply the skills, or what real outcome will be achieved as a result of their engaging in a study, activity, project, or subject.
- **Specially Designed Instruction:** Identifies the adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum. Specially designed instruction consists of planning and implementing varied approaches to content, process and product modification in response to the student's interests, ability levels, readiness, and learning needs.
- **Support Services:** Specify support services that ensure the student benefits from or gains access to the gifted education program.
- **Dates:** Indicate when the services will begin and their anticipated duration, based on one year of the services.

The following timelines, as outlined in Chapter 16, pertain to GIEPs:

- The GIEP must be developed within 30 calendar days from the date/issuance of the GWR to parents/guardians.
- The GIEP must be implemented no more than 10 school days after it is signed or at the start of the following school year (if completed less than 30 calendar days before the last day of scheduled classes (16.62 (5))).
- The GIEP team must convene at least annually, or more frequently if conditions warrant. This meeting must take place at least one day before the previous year's GIEP meeting date.
- A GIEP team meeting must also convene if requested by a GIEP team member, the parent/guardian, the student or the school district.
- A copy of the GIEP must be provided to the parents/guardians, along with the Notice of Parental Rights.

Notice of Recommended Assignment (NORA)

Upon completion of the GIEP meeting, the parent/guardian will receive a Notice of Recommended Assignment (NORA) and a Notice of Parental Rights for Gifted Children. The NORA will indicate the educational placement for the student and requires parent/guardian approval before the school district will begin implementation of the GIEP. A NORA provides the parents with formal opportunity to agree or disagree with the identification, evaluation, educational placement, or the provision of gifted education as written in the GIEP. The Notice of Parental Rights for Gifted Children describes parental rights and procedures that safeguard these rights.

Parental Rights

At all times, a parent/guardian has certain rights with all gifted education services received by their child. These rights include:

- The right to be notified about a child's program and progress, and any changes that take place
- The right to approve or reject programs and testing
- The right to privacy and confidentiality
- The right to make a formal complaint

Service Delivery Options

A variety of educational program options are appropriate for gifted children. Common program options include:

- **Resource Room/Area:** A special classroom or area is set up for advanced learning or enrichment opportunities.
- **Enrichment:** Curriculum is modified to provide greater depth and breadth
- **Field Experiences:** Out-of-school educational experiences such as trips, workshops, and extracurricular activities. Examples: Calc-U-Solve, Shakespeare Festival, History Bowl.
- **Tiered Assignments:** Adjusting the same lesson or concept to accommodate high, middle, and low readiness levels
- **Curriculum Compacting:** Standard curriculum is compressed into a shorter period of time, allowing the gifted student to study related material while classmates master standard content.
- **Grade and/or Subject Acceleration:** Progressing through an educational program at rates faster or ages younger than is conventional
- **Honors Classes:** Regular curriculum covered at a faster pace with greater depth, abstraction or complexity.

- **Advanced Placement:** Acceleration in which students have AP classes in high school and take AP exams. AP classes alone at high school may not be adequate gifted education for many students.
- **College in High School:** Provides students with the opportunity to take college courses while earning both high school and college credit (Duel Enrollment)

Gifted Education Continuum of Services Model

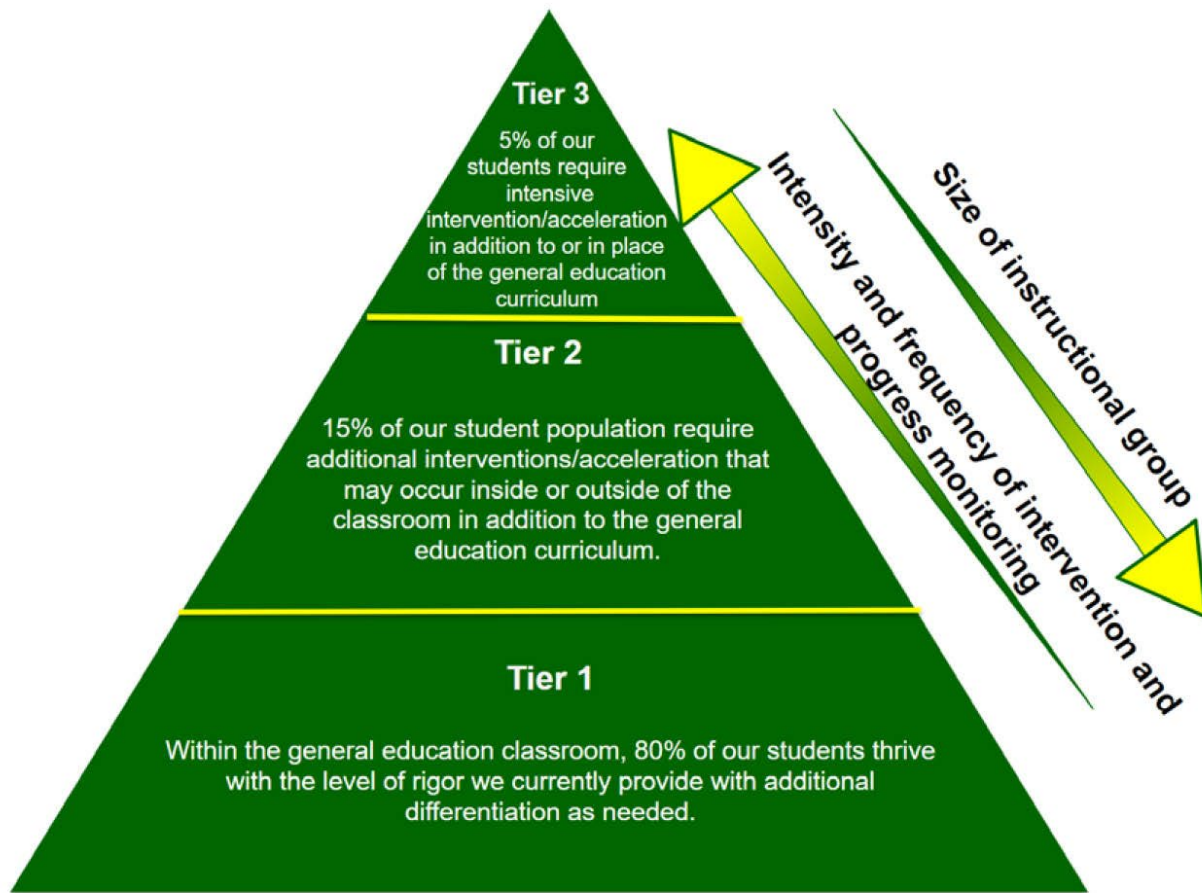
Multi-Tiered System of Support (MTSS) is a framework that organizes resources to address student needs. This is an evidence based model of instruction, that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. The Multi-Tiered System of Support (MTSS) model is fluid, allowing students to move up and down tiers based upon academic, social, and developmental needs.

The Multi-Tiered System of Support (MTSS) model is used as a decision-making process guide for determining and then implementing the most appropriate instructional strategies and interventions for meeting the needs of all students. The MTSS model is a guide for supporting all levels of learners. It aligns with state regulations in Chapter 16: Special Education for Gifted Learners. For students with academic strengths, a tiered system of supports is used to meet their particular learning needs. The instructional strategies provided in each tier increase in intensity and frequency as the level of student need increases. The number of students receiving the tiered support decreases as the intensity and frequency increases. Supports and services used to meet the needs of gifted learners vary from one tier to the next.

Interventions and instructional responses identified to support student needs are aligned to program standards and Carlynton School District curriculum.

Tier 1 Enrichment

- Differentiated instruction should be provided to accelerate learning for high-ability students and maximize student achievement.
- Opportunities for flexible instructional grouping of students within the classroom setting.
- Pacing, depth and complexity of instruction are varied as needed.
- Universal screenings and continuous progress monitoring.
- Outcomes measurements: Requires measurements that look at progress within and outside of the curriculum.
- Students are given multiple opportunities to explore, develop, and demonstrate their strengths and interests.
- May include compacted (further) curriculum units and learning centers.
- Assignments may be differentiated by content, process, or product that replace general classroom assignments.



(Figure #1) Carlynton School District Multi-Tiered System of Support

Tier 2 Enrichment

- This tier includes some strategic targeted instruction, provided individually or in small groups.
- Small and flexible grouping. Students are placed in small groups with peers of similar strengths and interest needs, when possible.
- Supplemental curriculum that aligns with core and standards.
- More frequent/ in depth assessments and progress monitoring.
- This tier contains differentiated instruction and enrichment opportunities to access curriculum at an accelerated pace or in greater depth.
- At this stage, there may be an individualized change of pace and or content.
- Students may be exposed to activities that can take them inside or outside of their classroom setting.
- Advanced skill group instruction can occur at this tier with some advanced course material.

Tier 3 Enrichment

- Interventions for students whose academic and intellectual needs are not being met by Tier I or Tier II supplemental, targeted instruction.
- Students require a curriculum that differs in pace, level, and complexity from their peers.
- Students may be referred or Identified for further forms of specialized programming within this tier.
- Possible interventions within this tier include acceleration and consultation with the gifted support teacher.
- Acceleration in one or more class or content areas.
- Student continues to receive Tier I and Tier II interventions

Glossary

Ability Grouping - Arranging students by ability to meet various instructional purposes. These groups are specific to the educational goal to be achieved and can be flexibly formed and reformed as needed. Ability grouping is NOT synonymous with “tracking.”

Above Level Testing - Also called out-of-level testing – Administering a test level that is designed for an older student. For example, a 5th grader might take chapter tests from the 6th or even 7th grade placement tests to demonstrate knowledge.

Acceleration - Access to higher level learning activities and skill development than typically provided in regular education to students of the same age. The pacing, complexity and depth of planned coursework is modified as indicated by individual needs. Acceleration may include: planned course compacting/telescoping, subject acceleration, specially designed instruction, credit by examination or performance, interdisciplinary planned courses, distance learning courses, higher education level courses, independent or self-directed study.

Achievement Test - An objective assessment that measures educationally relevant skills or knowledge about academic subjects.

Adaptations - Using the curriculum and adjusting it to meet the needs of the student.

Advanced Placement Courses - Planned courses of study in which secondary regular education students may gain college credit and/or advanced college placement. These courses are normally available only at the 11th and 12th grade level. Credit is earned by successfully meeting criteria established by higher education institutions on a nationally given and scored advanced placement examination.

Assessment - In psychology, it means comparing the tested measures of a student’s mental characteristics (e.g., intelligence, personality, self-esteem) to a norm, or average.

Authentic Assessment - A student evaluation technique using student products or performance instead of traditional standardized tests. It allows for greater focus on student individuality and creativity in the learning process.

Ceiling Effect - If a student correctly answers all or almost all of the items on the test, and the test is too easy for the student, the student has reached the “ceiling” of the test. The test does not measure the extent of the student’s abilities. It is important to give a student a test that is difficult enough so that you can see a spread and where strengths are.

Chapter 4 - State Board of Education regulations for academic standards and assessments.

Chapter 14 - State Board of Education regulations for special education of students with disabilities (22 Pa. Code Chapter 14).

Chapter 16 - State Board of Education regulations for special education of gifted students (22 Pa. Code Chapter 16).

Cluster Grouping - Ability grouping within a heterogeneous classroom.

Compacting - Elimination of content that the student has already mastered allowing a faster paced learning progression based on the student's rate of acquisition/retention of new materials and skills.

Content - The specific information that is to be taught in the unit or course of instruction.

Continuous Progress - Students receive appropriate instruction regularly and move ahead as they master content and skills.

Cooperative Learning Groups - Grouping students with varying ability levels often reflecting the full range of student achievement and aptitude to complete a common task and/or project. Misuse of the process occurs when some children are constantly assigned to help others learn rather than being allowed to advance at their own pace and/or the common task/project provides neither little or no challenge nor learning opportunity appropriate to each child's abilities.

Credit by Examination - Students receives credit for a course upon satisfactory completion of a comprehensive examination.

Curriculum Based Assessment (CBA) - Assessment that is tied directly to the curriculum. Procedures for determining the instructional needs of the student based upon the student's ongoing performance within existing course content.

Diagnostic Test - An in-depth evaluation process to determine the specific abilities or learning needs of individual students.

Differentiation - An organized, yet flexible way of proactively adjusting teaching content, process, product or environment to meet students where they are and help them to achieve maximum growth as learners.

Distance Learning - Distance learning format provides for communication via video technology, synchronously (at the same time), from one to many delivery points. The best practice use of distance learning is interactive live broadcasting.

Educational Placement - The overall educational environment in which gifted education is provided to a gifted student.

Enrichment - In-depth learning experiences that provide interaction with new ideas, skills and topics that enhance the curriculum. These experiences are based upon individual student strengths, interests and needs.

Flexible Grouping – Arranging students by interest and/or need.

Flexible Pacing - Provisions that place students at an appropriate instructional level and allows them to move forward in the curriculum as they achieve mastery of content and skills

Gifted Individualized Education Plan (GIEP) - A yearly written plan describing the education to be provided to a gifted student.

Gifted Multidisciplinary Evaluation (GMDE) – A systematic process of testing, assessment, other evaluative processes and information that describes a student’s academic functioning, learning strengths, learning problems and educational needs and used by the Gifted Individualized Education Plan team to make a determination about whether or not a student is gifted and needs specially designed instruction.

Gifted Written Report (GWR) – A written report that brings together the information and findings from the evaluation concerning the student’s educational needs and strengths.

Gifted Education - Specially designed instruction to meet the needs of a gifted student that is conducted in an instructional setting, provided in an instructional or skill area, provided at no cost to the parents, provided under the authority of a school district, directly, by referral or by contract, provided by an agency, individualized to meet the educational needs of the student, reasonably calculated to yield meaningful educational benefit and student progress and provided in conformity with a Gifted Individualized Education Plan.

Gifted Student - A student who is exceptional under section 1371 of the School Code (24 P.S. § 13-1371) because the student meets the definition of "mentally gifted" and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment). This term applies only to students who are of "school age" as defined under §11.12 (relating to school age).

Group Investigation - Students working in small groups on multi-step projects such as: Future Problem Solving, History Day and Odyssey of the Mind.

Heterogeneous Grouping - Grouping by chronological age level and without regard for the diverse needs of students, their learning styles or their interests.

Higher Level Questioning Strategies - Questions and activities using analysis, synthesis, evaluation or other critical thinking skills.

Homogeneous Grouping - Grouping by common criteria such as the student's interests, special needs or academic abilities.

Honors Course - A secondary level planned course designed to be advanced in content, process and product and usually requiring regular education students to meet prerequisite criteria before course entry.

Inclusion - Refers to the education of each student in the least restrictive environment to the maximum extent appropriate.

Independent Study - Allowing students to follow individual or self-selected areas of interest by designing and implementing their own study plans. Also called Guided Independent Study or Self-Directed Study.

Individualized Instruction - Content and pacing of instruction geared toward the student's strengths, abilities, needs and goals.

Informal Test - A non-standardized assessment that is designed to give an approximate index of a student's present level.

Instructional Setting - A classroom or other place in which students are receiving education.

Intelligence Quotient (I.Q.) - A measure of intellectual aptitude at a given point in time based on comparison of children of the same chronological age. It is one of the many ways to measure a student's academic potential.

Interdisciplinary Units - Instruction tied together by a key concept or idea. Information and activities are integrated from a variety of disciplines or courses that study a broad topic or concept by gathering and relating information and ideas from multiple subject areas and disciplines.

Interest Centers or Interest Groups - A means of providing students with meaningful study when basic assignments are completed.

Internships – See mentorships.

Learning Contract - Student and teacher jointly develop a plan for the accomplishment of learning goal(s), which both sign and follow.

Learning Environment - The environment where learning is taking place including physical location and/or student grouping.

Mentally Gifted - Outstanding intellectual and creative ability the development of which requires specially designed instruction, programs or support services, or both, not ordinarily provided in the regular education program.

Mentorships - Matching a student on a one-to-one basis with an adult member of the community who can provide expertise and or advice in a field of study or other community endeavor. Both mentor and student have predetermined goals and outcomes. This process is especially effective where portfolio/performance assessment is in place.

Modifications - Changing the objectives within the curriculum to meet the needs of the student.

Norm-Referenced or Standardized Test - A test used to determine a student's status with respect to the performance of other students on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a

test may be based on national, state or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

On-line Learning - A form of distance learning that uses computer-networking technology to provide interaction of teacher to learner.

Pace - The speed at which content is presented and instruction delivered. Pacing which matches the student's rate of learning is optimal.

Planned Course - The common knowledge and skills in a subject area to be learned by all regular education students of a particular age/grade/level as determined and approved by a local school district within the state mandate.

Portfolio Assessment - A collection of student products used to measure student progress and achievement. Such assessment allows for the demonstration of a wide variety of abilities and talents that do not lend themselves to traditional measures.

Pre-test - A test given before instruction to determine current level of performance in a specific skill area.

Process - How the student will acquire the content information.

Product - How the student will demonstrate their understanding of the content.

Skills Inventory – An instrument used to describe the student's aptitudes in areas such as leadership, creativity, communication, etc.

Specially Designed Instruction - Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum.

Standardized Test - A form of measurement that has been normed against a specific population.

Support Services - Services as required under §16.33 (relating to support services) that assist a gifted student to benefit from gifted education. Examples of the term include: psychological services, parent counseling and education, counseling services, and/or transportation to and from gifted programs to classrooms in buildings operated by the district.

Tiered Instruction (also called scaffolding) - Use of varied level of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth within the same unit, lesson or theme of instruction.

Tracking - Fixed groups that are rigidly maintained over time, often kindergarten through 12th grade. This term is not a synonym for grouping that is flexible and changeable, task-to-task.



CARLYNTON SCHOOL DISTRICT
Gifted Evaluation Matrix

Student: _____ Date: _____ Grade: _____

<u>Criteria</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>	<u>4 Points</u>	<u>Total</u>	
Intelligence Test (Individually Administered) Full Scale I.Q. Score or GAI	125	126-127	128-129	≥ 130		
Achievement Test (Individually Administered) Reading Comprehension, Math Problem-Solving, or Written Expression subtests	125	126-127	128-129	≥ 130		
Academic Achievement Screener (Individually Administered)	<u>Reading</u> →	X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced	
	<u>Math</u> →	X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced	
Percentage of concepts mastered on the kindergarten report card	X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced		
Gifted Evaluation Scale (GES-3) Total Standard Score	13	14	15	≥ 16		
Add 1 point for standard scores of 130 or above on:						
					<u>Verbal</u> →	
					<u>Nonverbal</u> →	
Add 1 point if teacher(s) indicates that modifications are being made and are not sufficient.						
<u>REQUIRED TOTAL FOR ELIGIBILITY:</u>					Qualify →	
Grades K: 20 out of 27					Do Not Qualify →	



CARLYNTON SCHOOL DISTRICT
Gifted Evaluation Matrix

Student: _____ Date: _____ Grade: _____

<u>Criteria</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>	<u>4 Points</u>	<u>Total</u>	
Intelligence Test (Individually Administered) Full Scale I.Q. Score or GAI	125	126-127	128-129	≥ 130		
Achievement Test (Individually Administered) Reading Comprehension, Math Problem-Solving, or Written Expression subtests	125	126-127	128-129	≥ 130		
Academic Achievement Screener (Individually Administered)	<u>Reading</u> →	X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced	
	<u>Math</u> →	X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced	
GPA	3.3-3.59	3.6-3.74	3.75-3.99	≥ 4.0		
Gifted Evaluation Scale (GES-3) Total Standard Score	13	14	15	≥ 16		
Add 1 point for standard scores of 130 or above on:						
					<u>Verbal</u> →	
					<u>Nonverbal</u> →	
Add 1 point if teacher(s) indicates that modifications are being made and are not sufficient.						
<u>REQUIRED TOTAL FOR ELIGIBILITY:</u>					Qualify →	
Grades 1-2: 20 out of 27					Do Not Qualify →	



CARLYNTON SCHOOL DISTRICT
Gifted Evaluation Matrix

Student: _____ Date: _____ Grade: _____

<u>Criteria</u>	<u>1 Point</u>	<u>2 Points</u>	<u>3 Points</u>	<u>4 Points</u>	<u>Total</u>
Intelligence Test (Individually Administered) Full Scale I.Q. Score or GAI	125	126-127	128-129	≥ 130	
Achievement Test (Individually Administered) Reading Comprehension, Math Problem-Solving, or Written Expression subtests	125	126-127	128-129	≥ 130	
Group Achievement Test Given in Grades 3-8 & 11 (PSSA and/or Terra Nova National Percentile Rank) *HIGHEST SCORE WITHIN 2 YEARS*	<u>Reading</u> → X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced	
	<u>Math</u> → X	90-94% Advanced	95-98% Advanced	≥ 99% Advanced	
For High School Use: QPA For Elementary School Use: GPA	3.3-3.59	3.6-3.74	3.75-3.99	≥ 4.0	
Gifted Evaluation Scale (GES-3) Total Standard Score	13	14	15	≥ 16	
Add 1 point for standard scores of 130 or above on: <u>Verbal</u> →					
<u>Nonverbal</u> →					
Add 1 point if teacher(s) indicates that modifications are being made and are not sufficient.					
<u>REQUIRED TOTAL FOR ELIGIBILITY:</u>					
Grades 3-12: 20 out of 27					Qualify →
					Do Not Qualify →