

POLICY FOR SCREENING, REFERRING, EVALUATING, AND
IDENTIFYING STUDENTS WHO ARE MENTALLY GIFTED

Muhlenberg School District is committed to providing appropriate educational services for mentally gifted students that are consistent with their individual needs, outstanding abilities, and potential for performing at high levels of accomplishment. The Board of Education hereby authorizes the Superintendent to establish procedures for the identification of students who are mentally gifted and in need of specially designed instruction according to the guidelines established by *Title 22 of the Pennsylvania Code, Chapter 16, Special Education for Gifted Students*.

Policy: 3.21
Adopted: 4/9/2003
Amended: 4/11/2007

POLICY FOR SCREENING, REFERRING, EVALUATING, AND
IDENTIFYING STUDENTS WHO ARE MENTALLY GIFTED

I. Authority

- A. According to *Title 22 Pennsylvania Code, Chapter 16, Section 16.21d*: “Each school district shall establish procedures to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. 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. Determination of mentally gifted shall include an assessment by a certified school psychologist.”
- B. Those students who are referred by teachers, guidance counselors, or parents will be evaluated using multiple criteria.
- C. Eligibility for individual psychological evaluation will begin with the screening process.
- D. A student will receive gifted support services if identified as mentally gifted and in need of specially designed instruction as determined by the Gifted Multidisciplinary Team (GMDT).

II. Screening/Identification Procedure

- A. The screening/identification procedure emphasizes the use of multiple criteria as a means of determining eligibility for the Gifted Support program.
- B. The screening process seeks input from multiple sources: teacher recommendation; curriculum-based assessment; individual or group ability and achievement scores; and parent recommendation.
- C. Students are referred for a Gifted Multidisciplinary Evaluation (GMDE) after meeting specific Screening Criteria (see Attachment A)
- D. Specific written procedures for Level I and Level II screening have been established and will be reviewed and revised as necessary by the Gifted Screening Procedures Committee consisting of the school psychologist, a guidance counselor, a gifted support teacher, a regular education teacher, an English as a Second Language teacher, the Supervisor of Special Education and the parent of a student who has been identified as gifted.
- E. Procedures as established in II, D will be discussed at faculty meetings no less than every other school year and shall include information about the characteristics of students who are gifted and consideration of intervening factors for the identification of students who are gifted including limited English proficiency, disabilities and diverse cultural backgrounds.

III. Level I Screening

- A. Level I screening is based on one of the following:

1. Group standardized achievement, group cognitive ability tests, student grades, and teacher recommendation.
 2. Pennsylvania state assessment results, student grades, and teacher recommendations.
 3. A student's accumulation of points will be recorded on a gifted screening profile worksheet as established by the Gifted Screening Procedures Committee.
- B. Upon recommendation of the guidance counselor, in collaboration with the classroom teacher, a student may move directly to Level II screening.
- C. Those students who have met the criteria for Level I screening will move to Level II Screening.

IV. Level II Screening

- A. Level II screening is based on the results of the following:
1. An individual assessment conducted by a guidance counselor and further teacher and parent recommendations based on formal rating scales.
 2. A student's accumulation of points will be recorded on a gifted screening profile worksheet as established by the Gifted Screening Procedures Committee.
- B. Students who have met the criteria for Level I screening and have been assessed twice at Level II or Level III but have not qualified for Gifted Support will only move to Level II or Level III in subsequent years upon written parent request.
- C. Upon recommendation of the guidance counselor, a student may move directly to a Level III evaluation.
- D. Those students who have met Level II screening criteria move to Level III.

V. Level III Evaluation

- A. The Level III evaluation is conducted by the Gifted Multidisciplinary Evaluation (GMDE) team as specified in *Title 22 Pennsylvania Code, Chapter 16*.
- B. A child may not be referred for a GMDE more than one time during a calendar year.

VI. Parent Requests

- A. The requirements defined by *Title 22 Pennsylvania Code, Chapter 16* will be followed when a parent submits a request in writing for a GMDE to determine eligibility as a student who is gifted.

Procedures for the Screening, Referring, Evaluating, and Identifying Students Who Are Mentally Gifted

Screening Criteria

I. Level I

- A. The guidance counselor identifies students who meet minimum screening criteria on either the group standardized ability and group achievement measure OR the Pennsylvania state assessment results and cumulative grade point average (GPA) from the previous school year.
- B. The teacher completes a teacher recommendation form for each student identified in I, A and returns it to the guidance counselor for scoring.
- C. Teachers may complete a teacher recommendation form for students who have not met the criteria in I, A, but whom the teacher believes to be gifted.
- D. Students who meet one of the following criteria for Level I screening will progress to Level II screening:
 - 1. Have obtained the criteria as documented on the gifted screening profile worksheet as developed by the Gifted Screening Procedures Committee and includes points from scores on a group standardized ability measure, group standardized achievement measure, student grades, and teacher recommendation form.
 - 2. Have obtained the criteria as documented on the gifted screening profile worksheet developed by the Gifted Screening Procedures Committee and includes points from the Pennsylvania state assessment results, student grades and a teacher recommendation form.
 - 3. Have obtained a score of 135 or more on the group standardized ability measure.
 - 4. Are recommended by guidance counselors after collaborating with teachers, from I, C above.

II. Level II

- A. The guidance counselor administers an individual, abbreviated cognitive ability measure.
- B. The guidance counselor administers an individual, abbreviated achievement measure.
- C. Parent completes a parent rating scale and returns it to the guidance counselor for scoring.
- D. The classroom teacher completes a gifted rating scale and returns it to the guidance counselor for scoring.
- E. Students are referred for a GMDE and individual psychological examination after earning the criteria as documented on the gifted screening profile worksheet as developed by the Gifted Screening Procedures Committee and includes points from scores on a brief standardized ability and achievement measures, and teacher and parent rating scales OR when they have scored 130 or above on the individual ability measure.
- F. Guidance counselors may recommend students for Level III evaluations who have not met the criteria in II, E, but whom the guidance counselor in collaboration with the teacher believes to be gifted.

III. Level III

The Level III evaluation is conducted by the GMDE team as specified in *Title 22 Pennsylvania Code, Chapter 16*.

Muhlenberg School District
Laureldale, PA 19605

Level II Gifted Screening Profile

Date _____

_____ Student Name _____ Date of Birth _____ Teacher/Grade

<u>Ability Measure:</u>	<u>Student Score</u>	<u>Points</u>
130 and above	Automatic -> Level III Evaluation	
127 - 129	_____	_____
124 - 126		
121 - 123		
118 - 120		

Achievement Measure: (Standard Scores)

130 and above	5 points		
125 - 129	4 points	(Reading)	_____
122 - 124	3 points		
119 - 121	2 points	(Math)	_____
116 - 118	1 point		

SIGS - School Rating Scale: (Sum of Standard Scores)

883 and above	5 points	_____	_____
855 - 882	4 points		
834 - 854	3 points		
813 - 833	2 points		
798 - 812	1 points		

SIGS - Home Rating Scale: (Sum of Standard Scores)

883 and above	3 pts	_____	_____
834 - 882	2 pts		
798 - 833	1 pt		

Total Points _____

_____ Student has received 16 or more points.
Refer for Level III screening.

_____ Student has received less than 16 points.
Not recommended for Level III screening.

_____ Student has 130+ mental ability score
Refer for Level III screening

_____ Student is recommended by counselor

Muhlenberg School District Laureldale, PA 19605

Teacher Recommendation Form Level I Gifted Screening

Student: _____ Date: _____ Grade: _____

Teacher(s): _____

This form has been designed to obtain teacher input in the screening of students for consideration for evaluation for the Gifted Support Program. Teacher recommendation is one of the criteria to be examined in the identification process.

	Never	Sometimes	Frequently	Always
Demonstrates advanced reasoning skills	0	1	2	3
Learns new information quickly	0	1	2	3
Understands complex information or abstract ideas	0	1	2	3
Applies prior knowledge to solving problems	0	1	2	3
Completes academic work unassisted	0	1	2	3
Excels in one or more subject areas	0	1	2	3
Demonstrates extensive knowledge in one or more academic areas	0	1	2	3
Connects ideas or materials in unique but relevant ways	0	1	2	3
Demonstrates an inventive or innovative approach to situations/problems	0	1	2	3
Generates unique or creative ideas to solve a problem	0	1	2	3
Demonstrates a heightened attention to detail	0	1	2	3
Performs or produces artwork marked by detail, complexity and sophistication	0	1	2	3
Demonstrates good social judgment	0	1	2	3
Takes charge, assumes a leadership role in group situations	0	1	2	3
Takes on new and difficult tasks or projects	0	1	2	3
Persists on tasks even when initial efforts are not successful	0	1	2	3
Attempts tasks that are above current skill level	0	1	2	3
Total Score _____				