



## **Gifted Identification 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 gifted education team will collect and review additional data for the body of evidence to develop the student's learning profile.

The referral, screening and identification process for identifying students gifted for General Intellectual Aptitude includes the following:

1. Referral nomination of the student
2. Screening
3. Evaluation of the student using the approved tools for identification
4. Determination of Giftedness
5. Eligibility and development of an Advanced Learning Plan (ALP)

### **Step 1: The Referral Process**

A child may be referred for a gifted evaluation by a teacher, parent, the student, a peer, or community member. To refer a child, a referral nomination form is submitted to the district's Gifted Coordinator.

If other than the parent/guardian is the referral source, the district's gifted coordinator will inform the parent and the student of the referral nomination and identification process used by the BOCES.

#### Required Referral Forms

- *Referral Nomination Form*
- *Informal Checklist of Gifted Characteristics-Teacher*
- *Informal Checklist of Gifted Characteristics-Parent*
- Samples of Academic Performance, when available

### **Step 2: Screening**

Once the forms have been submitted to the district's gifted coordinator, the gifted education team (assistant director of gifted education, district gifted coordinator, building principal, and teacher(s)) will review the documents and determine, within 30 days, if the referral will move to a request for a gifted evaluation. The team will make one of three decisions:

1. Request for an Evaluation from the parent/guardian
2. Decline to Evaluate
3. Place student on Watch: Rtl or MTSS strength-based plan to develop skills and re-evaluate at a determined time



### **Step 3: Evaluation**

#### **Cognitive Evaluation:**

- Cognitive Assessment-95th percentile on one or two subtests

Other assessments may be administered in order to develop a full profile on the student. The gifted education team will determine the assessment tools for the evaluation. These assessment tools may include:

#### **Norm-Referenced Observation Scale (required):**

- 95th percentile or above on norm-referenced observation scale completed by the child's teacher(s)

**Criterion- or Norm-referenced Achievement Test-***The 95 percentile for academic achievement is not a criterion for identification under General Intellectual Ability. It is used to build a student profile.*

- Advanced/Distinguished/ Exceeds Standards on State Assessment (CMAS, SAT, PSAT) and/or;
- 95th percentile or above on norm-referenced achievement test or a trend of 95th percentile and/or;
- 95th percentile or above on CDE Resource Bank or district bank of approved assessments for non-state tested standards

#### **Performance Evaluation**

- State or national academic contest – top place or ranking
- Expert juried performance (Advanced or Distinguished)
- Teacher/Expert assessed portfolio review (Advanced / Distinguished/Above Grade Level by at least 2 years)

### **Step 4: Determination of Giftedness**

Once the BOE has been completed, the gifted education team meets to review the evidence. The team will determine one of the following:

- The student meets criteria for identification in the area of General Intellectual Ability;
- The student does not meet the criteria for identification in the areas no further recommendations are given;
- The student will be placed on Watch status. A strength-based intervention will be developed for a specific time period. In consultation with the general education teacher, the district's gifted coordinator will review progress with the intervention and share with the gifted education team. The team may, at any time after reviewing progress with the intervention, recommend the student to be re-evaluated for identification in a selected area or areas.

### **Step 5: Eligibility and the Advanced Learning Plan (ALP)**

An eligibility meeting will be scheduled with the parent/guardian, student, teacher, district gifted coordinator, administrator, and the assistant director of gifted education to review the body of evidence, obtain parent consent for services, and outline an Advanced Learning Plan (ALP). The ALP will be developed and locked within two weeks of the gifted eligibility meeting.



**Mt. Evans BOCES**

Clear Creek RE1 - Gilpin RE1- Platte Canyon #1

*Strong Partnerships Ensuring Success for Exceptional Students*

## References

Colorado Department of Education. *Gifted Identification Criteria: General Intellectual Ability*. Retrieved from <https://www.cde.state.co.us/gt/idcriteriageneralintellectual>

Colorado Department of Education *Gifted Identification Guidebook*, Colorado Department of Education. Denver, CO. Retrieved from <https://www.cde.state.co.us/gt/idguidebook>