



Gifted Identification Specific Academic Aptitude: Math, Reading, Writing, Science, Social Studies, and World Languages

The referral, screening and identification process for identifying students gifted for Specific Academic Aptitude (with Cognitive OR without Cognitive) 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.

Required Referral Forms

- *Referral Form*
- *Informal Gifted Indicators Checklist Parent and Teacher*
- Academic Data and Work Samples

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.

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

Identification in the domains of Specific Academic Aptitude (content areas include: reading, writing, math, science, social studies and world language) requires the use of a variety of instruments and various avenues to identification. Once permission to evaluate has been obtained, the evaluation process for identification in these areas involves collecting evidence of exceptionality.

There are two pathways for identification in this area: Specific Academic Aptitude (with Cognitive) and Specific Academic Aptitude (without Cognitive). As evidence is collected the pathway will be determined by the evaluation team.

Pathway #1: Specific Academic Aptitude with Cognitive Evaluation:

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

**Criterion must be reached in two measures from any area or combination of areas below.*

Norm-Referenced Observation Scale:

- 95th percentile or above on norm-referenced observation scale in area of academics completed by classroom teacher(s)

Criterion- or Norm-referenced Achievement Test

- Advanced/Distinguished/ Exceeds Standards on State Assessment (CMS, SAT, PSAT) and/or;
- 95th percentile or above on norm-referenced achievement test in content area or a trend of 95%ile and above on district benchmark assessments 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)

Pathway #2: Specific Academic Aptitude Without Cognitive

A student may not score 95th percentile or above on a cognitive assessment. However, the 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 listed above. When cognitive data does not meet gifted criteria, identification in a specific academic aptitude requires an examination of data and trends over time.

Note: Using this pathway in the early years, requires caution and sufficient data. Continued examination of multiple data points and trend data over time, three years or less, may be necessary.

Step 4: Determination of Giftedness

Once the Body of Evidence has been completed, the gifted education team reviews the evidence. The team will determine one of the following:

- The student meets criteria for identification in the area of Specific Academic Aptitude;
- 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.

References

Colorado Department of Education. *Gifted Identification Criteria: Specific Academic Aptitude with Cognitive*. Retrieved from <https://www.cde.state.co.us/gt/idcriteriaacademicaptitude-cognitive>

Colorado Department of Education. *Gifted Identification Criteria: Specific Academic Aptitude without Cognitive*. Retrieved from <https://www.cde.state.co.us/gt/idcriteriaacademicaptitudewithoutcognitive>

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