

Criteria for Gifted and Talented Services

Specific Academic Ability: Reading

These criteria are to be used by GT Building Level Teams when determining GT services for Tiers 2 or 3. It is important for each team to consider the learning needs of each child.

1. **Recommended:** These criteria are important indicators that GT services are needed in reading. Exceptions to the recommended criteria can only be made by Building Level GT Teams consisting of three or more members and must be approved by the Director of Student Services.
2. **Required:** These criteria are required for identification in the reading area.*
3. When determining a need for Tier 2-3 services, the student's data profile must meet multiple criteria.

Assessment	Selected (Tier 2) Criteria		Intensive (Tier 3) Criteria	
General Ability Tests				
Cognitive Abilities Test (CogAT) (K-5) [If the CogAT is not available for the grade level or if specified by GT Building Level Teams, the WISC-IV or WIPPSI-III may be used]	One of these is recommended	Verbal Battery Score of 97+ (Percentile Rank [PR])	One of these is required	Verbal Battery Score of 97+ (Percentile Rank [PR])
Wechsler Intelligence Scale for Children (WISC-IV) (Ages 6-16) or Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III) (Ages 3-5) [Administer only when recommended by GT Building Level Team]		Verbal Score of 130+		Verbal Score of 130+
Achievement Tests				
Measures of Academic Performance (MAP) (K-8)	One of these is required	CSD Norms: 97-98.9 %tile - Tier 2 score on most recent MAP Gifted & Talented Placement Guidelines in <u>reading</u>	Required	CSD Norms: 99 + %tile - Consistently high performance over time (Tier 2 and 3 scores on MAP Gifted & Talented Placement Guidelines) in <u>reading</u>
Qualitative Reading Inventory (QRI) – Only used as an alternate and when MAP scores are not available or used as a confirmatory measure.		Instructional reading level at least two grade levels above current grade level (both narrative and expository)		Recommended
WI Forward Exam (When available, per grade level administration.)	Required	Consistently high performance (96-97%) in the reading domain area.	Required	Consistently high performance (98% and higher) in the reading domain area.
Common Summative Classroom Assessments				
Portfolio of Common Summative Classroom Assessments (K-12)	Recommended	Consistently high performance (95-97%) in reading on grade level and above-grade-level knowledge and skills	Required	Consistently high performance (98%+) in reading on grade level and above-grade-level knowledge and skills
Rating Scales and Others				

Scales for Identifying Gifted Students (SIGS) for <u>School or Home</u> (K-12)	Required Data	A percentile rank of 95+ on the language arts section (use the general norm sample)	Required Data	A percentile rank of 98+ on the language arts section (use the general norm sample)
Parent /Teacher / Student Nomination Forms or Unmet Needs Analysis Documentation	Required	Parent /Teacher / Student Nomination Forms or Unmet Needs Analysis Documentation	Required	Parent /Teacher / Student Nomination Forms or Unmet Needs Analysis Documentation

**All exceptions to the criteria must be approved by the Building Principal and the Director of Student Services. Examples of reasons for exceptions may include students who are homeless or live in poverty, learners of English, students with disabilities or cultural barriers, etc.*