



# Gifted Evaluation

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# Kansas Definition of Gifted-KSDE

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KAR 91-40-1 (bb)

"Gifted" means performing or demonstrating the potential for performing **at significantly higher levels of accomplishment in one or more academic fields** due to intellectual ability, when compared to others of similar age, experience and environment.

# Kansas Eligibility-KSDE

Students must meet Prong 1 and 2

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## PRONG 1

One indicator from each numbered category.

1. Evidence-significantly higher levels of accomplishment in one or more academic fields.
2. Evidence due to intellectual ability
3. Evidence of when compared to others of similar age, experience and environment.

## PRONG 2

Does the child need special education [specially designed instruction] and related services?

# Gifted Referral Process

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## ➤ Parent

- School Psychologist talks with parent, educators working with student, and looks at data, consent to evaluate or Prior Written Notice declining evaluation. Parent Rights given.

## ➤ Building

- Educators who know the child will refer for evaluation from the PLC or SIT after general education interventions have been utilized for enrichment, 3-10 months.

## ➤ Move in with Gifted IEP from Kansas

- Accept IEP and check for comparable services

## ➤ Move in with Gifted IEP from another state

- Review to see if comparable services can be provided/and student meets criteria for Kansas per Lansing standard.
- Interstate Compact on Educational Opportunity for Military Children

## ➤ Move in with gifted services, no IEP

Review of records, then usually referred for evaluation to see if the student meets Kansas/Lansing standard.

Interstate Compact on Educational Opportunity for Military Children

# Prong 1 Part 1

Evidence of performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields

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Measures, record reviews, interviews, and/or observations indicate child demonstrates superior reasoning and problem-solving ability.

Progress monitoring indicates child's skill level in one or more academic areas is **much above that of peers**.

Grade Point Average, classroom assessments, portfolios, or rubrics indicate significant excellence in academics.

District, state, and national assessments indicate significant excellence in academics.

➤ **A rank of not less than the 95th percentile on national norms on a standardized, norm-referenced achievement test in one or more of the academic fields (mathematics, language arts (including reading), science, and social science),** or evidence that such test scores do not adequately reflect the child's excellence in academics. Consider things such as proficiency in English and in the child's native language, amount of time in the country, level of education in the child's native country, etc. Also consider whether the child's rate of learning is different from those of similar language background and educational experience.

College entrance exams indicate significant excellence in academics.

Pre-tests consistently indicate child has already mastered end of unit/curricular objectives prior to instruction

# Prong 1 Part 2

## Evidence of being due to intellectual ability

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Measures, record reviews, interviews, and/or observations indicate child shows persistent intellectual curiosity and asks searching questions.

Measures, record reviews, interviews, and/or observations indicate child shows initiative and originality in intellectual work.

Ease of task completion indicates a significantly high level of intellectual ability.

Rate of acquisition and retention indicate a significantly high level of intellectual ability.

Products from home or school indicate a significantly high level of intellectual ability.

- **A composite rank of not less than the 97th percentile on an individually administered, standardized, norm referenced test of intellectual ability, or evidence that the child's standardized, intelligence test score does not adequately reflect the child's high intellectual potential. Consider things such as proficiency in English and in the child's native language, amount of time in the country, level of education in the child's native country, etc. Also consider whether the child's rate of learning is different from those of similar language background and educational experience.**

# Prong 1 Part 3

Evidenced that when compared to others of similar age, experience and environment

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Multiple characteristics of giftedness exhibited when interventions provide adaptations, enrichment, or acceleration as compared to peers, with consideration given to cultural or linguistic differences.

Persistence to task and generalization of knowledge gained indicate a remarkably high level of accomplishment.

Coursework analysis indicates a significantly high level of intellectual ability and excellence in academics when provided with interventions.

**Performance significantly higher than peers in one or more areas on benchmark assessments, curricular objectives, or state assessments, with consideration given to cultural or linguistic differences.**

# Prong 2

Does the child need special education [special designed instruction] and related services?

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Progress monitoring data indicate intense or sustained resources needed in order for child to demonstrate appropriate progress.

Evidence of mastery of successive levels of instructional objectives or course requirements indicates the need for intensive adaptations or acceleration.

Progress monitoring data show that differentiated instruction and targeted interventions are insufficient for child to demonstrate appropriate progress.

Progress monitoring data of increasingly customized and individually tailored instruction and intervention indicate that the child needs specially designed instruction to access the general curriculum at appropriate levels of instruction.

Intensive changes or modifications needed in instruction, curriculum, grouping, assignments, etc. for the child to demonstrate appropriate progress.

Evidence of child's frustration with enriched instructional environments indicates the need for intensive adaptations or acceleration.

General education interventions such as alternative course selections or cross-age grouping are insufficient to support the child's progress.



# Measurement Instruments- Lansing

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1 IQ	First Choice	WISC V	Full Scale or GAI	Cut Off 97%
	Second Choice	Stanford Binet		Cut Off 97%
	Third Choice	Woodcock Johnson Cognitive		Cut Off 97%

## 2 Achievement

Either KTEA (K-12) one area at 95% or WJ Achievement (Reading or Math) 95%

## 3 Screeners (usually needed for students under 6 years of age)

GES-Gifted Evaluation Scale-Preassessment to classroom teachers

Fastbridge (A Reading and A Math)

# Measurement Instruments-Cont.

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## 4 Classroom Observations

On Task Engagement and General Impressions (Gifted Teachers)

Student Products

Student Performance Analysis

## 5 Review of Records

# Process

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- 1 Referral to School Psychologist
- 2 Building decision whether to evaluate (Prior Written Notice-PWN or Consent to Evaluate)
- 3 Parent Rights given
- 4 Student qualifies or doesn't qualify for gifted services
- 5 Student doesn't qualify-Parent has some choices moving forward
  - IEE – Independent Educational Evaluation at district expense following district guidelines
  - Wait 12 months and ask for another evaluation
  - Work with teachers to challenge the student in general education interventions

# Notes

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Gifted evaluations only allowed K-12. None done in early childhood.

Early evaluation in K-2 can be problematic as the student ages.

Gifted Education and High School Advanced Coursework