

AHCCS Gifted Ed. Screening Matrix & Procedure (2024-2025)

1. The Gifted Program Coordinator (GPC) will track Classroom Diagnostic Tool (CDT) and/or IXL Diagnostic Testing completion as part of our 'child find' universal screening assessment, where we look at each student to determine potential for giftedness. The GPC will analyze the data to flag eligible students based on established score criteria indicative of potential giftedness and obtain parent/guardian permission for potential further evaluation through a signed Permission to Evaluate (PTE) consent form.
2. Once parent consent is received, the Gifted Multidisciplinary Team (GMDT) will be asked to provide data and input as outlined in the AHCCS Gifted Matrix to determine student eligibility for a full gifted evaluation with a licensed school psychologist.
3. GMDT Team – *one person can fulfill multiple roles below*
 - i. Parent(s) and/or Guardian(s)
 - ii. School Psychologist
 - iii. Gifted Program Coordinator (GPC)
 - iv. Person familiar with student's educational experience/performance
 - v. One or more current teachers
 - vi. People trained in assessment techniques
 - vii. People familiar with student's cultural background, when possible
4. Upon completion of the AHCCS Gifted Matrix, a decision will be made using the established points rubric to determine if the student should stop the evaluation process due to a lack of data supporting potential giftedness or if they should continue to a full gifted evaluation with a licensed school psychologist.
 1. Parents have the option of [requesting a full gifted evaluation](#), regardless of performance on the gifted matrix, up to once per school year for 3 years in a row.
5. If a student is referred to a licensed school psychologist by the GMDT, the psychologist will conduct necessary testing for a full gifted evaluation and generate a Gifted Written Report (GWR) indicating the gifted identification status of the student and what programming needs they require, if any.
6. If the GWR indicates a need for a Gifted Individualized Education Plan (GIEP) for the student, an AHCCS compliance special education teacher will be assigned to complete the Invitation, GIEP, and Notice of Recommended Assignment (NORA). The GMDT will notify the Director of Special Education. The Director of Special Education will equally cycle between the compliance teachers for the development of the GIEP draft and facilitation of the GIEP meeting.
7. GIEP Team must include the following:

1. Chairperson/Local Education Agency Representative (LEA) – district rep with authority to commit school resources.
2. Parent(s) and/or Guardian(s)
3. Gifted resource teacher (GRT)
4. Student, with permission of parent(s) and/or guardian(s)
5. One or more current teacher for that student – All teachers on the student's current course load, for the subjects they are identified as gifted in, will be invited to the GIEP meeting.
6. Other people at the discretion of AHCCS or parent – All school counselors, mentors, and special education teachers (if applicable) will be invited as optional guests to attend the GIEP meeting.

**One person can fulfill more than one role listed above*

8. After the completion of the GIEP meeting and receipt of signed NORA, the compliance teacher will notify regular education staff of GIEP/Specially Designed Instruction (SDI) and copies the Gifted Resource Teacher (GRT).
9. GRT will monitor the GIEP and check for compliance with SDI. The GRT will also assist the regular education staff with SDI implementation questions. The GRT will also serve as a gifted student's homeroom coach.

AHCCS Gifted Screening Matrix

Student Name: _____ Grade: _____

Referral Source:

- Teacher/Staff
- CDT and/or IXL Universal Screening Assessment
- Parent: Oral / Written Date of Request: _____

Parent(s)/Guardian(s) Permission to Evaluate (PTE) Form Date Received: _____

The parent and/or guardian must select approval, date, and sign, for the team to proceed with the Gifted Screening Matrix.

Quantitative Measures to Consider – attach score summaries			
	2	1	0

<p>CDT – Classroom Diagnostic Tool – use best subject area scores. Only award one set of points for all CDT subject tests.</p> <p><i>(substitute IXL assessment if student not offered CDT)</i></p>	<p>CDT: Blue Score Range Overall & in All Subsections</p> <p><i>IXL: 2 grade levels above</i></p>	<p>CDT: Blue Score Range Overall & No More Than 1 Green Subsection</p> <p><i>IXL: 1 grade level above</i></p>	<p>CDT: Blue Score Range With 2 or More Green Subsections, Green Overall Score Range, or Red Score Range</p> <p><i>IXL: On grade level or below</i></p>
Achieve 3000 Lexile Score	Exceeds	Meets	Approached or Falls Far Below
PSSA- use best subject area scores. Only award one set of points for all PSSA scores. Use only the most recently taken PSSA tests.	Advanced	Proficient	Basic or Below Basic
Keystone- use best subject area scores. Only award one set of points for all Keystone scores.	Advanced	Proficient	Basic or Below Basic
Qualitative Measures to Consider			
	2	1	0
<p>Chuska Scales for Acquisition</p> <p><i>(completed by 2 teachers in areas of strength, take highest scoring for matrix, attach both)</i></p>	10+ checks for high rate of acquisition	Less than 10 checks for high rate of acquisition, but more checks for high rate of acquisition compared to low rate of acquisition	Less than 10 checks for high rate of acquisition and less checks for high rate of acquisition compared to low rate of acquisition

Chuska Scales for Retention (<i>completed by 2 teachers in areas of strength, take highest scoring for matrix, attach both</i>)	14+ checks for high rate of retention	6-13 checks for high rate of retention	5 or fewer checks for high rate of retention
Work Sample/CBA Portfolio – (attach below) <i>Collect relevant work samples and Curriculum Based Assessments from math, ELA, Science, Social Studies, and/or other subject areas as appropriate. Use provided rubric to score for matrix points.</i>	7+ points from the Work Sample Rubric	4-6 points from the Work Sample Rubric	3 or fewer points from the Work Sample Rubric

Additional Items to Attach for Consideration
<ul style="list-style-type: none"> ● Parental Input Form ● Student Input Form ● Teacher Input Forms ● Current Grades ● Any other relevant items to consider that may indicated giftedness

Recommendation

<p>€ Proceed to Testing (one check needed below)</p> <p>€ Individualized Standardized Ability Test score of 130+ on verbal, nonverbal, or composite</p>
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€ 10 or more matrix points. TOTAL SCORE _____
€ Other intervening factors if 6-9 matrix points with school team recommendation (briefly explain below)
€ Do Not Proceed to Testing

Instructions for Gifted Screening

The gifted screening process can be initiated by teachers/staff, parent request, or through a universal screening assessment (CDT and/or IXL). When the process is initiated, a Permission to Evaluate (PTE) form must be issued to the parent so that the school can begin to collect additional necessary data.

Assessment	Who Can Administer
CDT and/or IXL	PA Certified Educator
Sample Work Portfolio	PA Certified Educator
Achieve 3000 Lexile Score	PA Certified Educator
Work Sample/CBA Portfolio	PA Certified Educator
Chuska Scale for Rate of Acquisition	Teacher/school staff member familiar with student performance
Chuska Scale for Determining Rate of Retention	Teacher/school staff member familiar with student performance
Reynolds Intellectual Assessment Scales (RIAS) 2-Remote or other IQ/cognitive assessment used for purpose of determining giftedness	Certified School Psychologist

Works Cited

1. National Association for Gifted Children (n.d.). "Identifying Gifted Children from Diverse Populations." National Association for Gifted Children, <https://www.nagc.org>.
2. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students*. Pennsylvania Code & Bulletin. <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>