



Student Name:

Race/ Ethnicity:

Grade:

IEP or 504 Plan: Yes No

Gender:

Heritage Language:

Identification Team Members:

<i>Name</i>	<i>Role</i>	<i>Place a check next to the team member trained or endorsed in gifted</i>
1.		
2.		
3.		
4.		
5.		

Learner Profile

What are the learner's observed academic, non-academic (talent and/or affective), school-based, and non-school based strengths?

Student	Family	Teacher	Other

What are the learner's interests (school-based, not school-based, etc...)?

Student	Family	Teacher	Other

What additional factors need to be considered for this learner when selecting appropriate assessments and reviewing the body of evidence?

Assessment Selection Criteria

Which strength area is being considered for gifted identification? (If multiple areas of strength are being considered, please ensure that assessment selection aligns to each strength area and for each strength area you have identified multiple types and sources of data.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> World Language | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Visual Arts | <input type="checkbox"/> Creative/Productive Thinking |
| <input type="checkbox"/> Math | <input type="checkbox"/> Performing Arts | <input type="checkbox"/> General Intellectual Ability |
| <input type="checkbox"/> Science | <input type="checkbox"/> Musical | <input type="checkbox"/> Psychomotor |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Dance | |

Levels of Performance

Review of assessment results gathered/conducted for gifted determination.

Body of Evidence Assessment Results & Source of Information	Type of Assessment	Norming Information	What evidence does this provide about the student's need for gifted services? (Academic and Affective)
	<input type="checkbox"/> Ability <input type="checkbox"/> Achievement <input type="checkbox"/> Grade Level <input type="checkbox"/> Off Grade Level <input type="checkbox"/> Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other:	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Subgroup <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Qualitative Data	
	<input type="checkbox"/> Ability <input type="checkbox"/> Achievement <input type="checkbox"/> Grade Level <input type="checkbox"/> Off Grade Level <input type="checkbox"/> Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other:	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Subgroup <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Qualitative Data	
	<input type="checkbox"/> Ability <input type="checkbox"/> Achievement <input type="checkbox"/> Grade Level <input type="checkbox"/> Off Grade Level <input type="checkbox"/> Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other:	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Subgroup <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Qualitative Data	

	<input type="checkbox"/> Ability <input type="checkbox"/> Achievement <input type="checkbox"/> Grade Level <input type="checkbox"/> Off Grade Level <input type="checkbox"/> Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other:	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Subgroup <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Qualitative Data	
	<input type="checkbox"/> Ability <input type="checkbox"/> Achievement <input type="checkbox"/> Grade Level <input type="checkbox"/> Off Grade Level <input type="checkbox"/> Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other:	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Subgroup <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Qualitative Data	
	<input type="checkbox"/> Ability <input type="checkbox"/> Achievement <input type="checkbox"/> Grade Level <input type="checkbox"/> Off Grade Level <input type="checkbox"/> Observation <input type="checkbox"/> Performance <input type="checkbox"/> Other:	<input type="checkbox"/> Norm Referenced <input type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Subgroup <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Qualitative Data	

Review present levels of social emotional need- including the student's strengths and challenges.

Describe how the student's abilities and social emotional needs affect their involvement in the general education curriculum/classroom.

After reviewing academic baseline data and affective data does everyone agree that this body of evidence accurately describes the students' strengths? If no, document why not.

- Yes
- No, please document

Does this body of evidence provide information to identify specific programming needs?

- Yes
- No

If no, explain what additional data is needed to be able to determine programming needs. This must be added to the body of evidence.

Determination Decision

After reviewing academic and affective data, do we have enough information to make a determination for the need for gifted services and identify programming needs?

- Yes, the student's body of evidence supports gifted identification.

Explanation of decision to identify

Document the specific programming needs as evidenced within the BOE

- Additional information needed prior to a determination being made.

Please list what additional information is needed and establish a timeline for the ID team to review the updated body of evidence once additional information is gathered.

- No, the student's body of evidence does not support identification at this time.

Identified area(s) of strength:

- Reading
- Writing
- Math
- Science
- Social Studies

- World Language
- Visual Arts
- Performing Arts
- Musical
- Dance

- Leadership
- Creative/Productive Thinking
- General Intellectual Ability
- Psychomotor

Family Communication:

Date:

Attach a Copy of the Determination Letter

Date of Initial Advanced Learning Plan (ALP) Meeting: