

Name: _____

GIFTED

Date: _____

KAR 91-40-1: “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.

INDICATORS: (KEY: RR=record review; I=interview; O=observation; T=test)

Opportunities to Learn	Gen Ed	RR	I	O	T
▪ less intense interventions did not produce sufficient growth					
▪ general education interventions conducted in a previous setting show the need for intense or sustained resources					
▪ coursework analysis indicates significantly high level of intellectual ability and excellence in academics when provided with intense or sustained interventions					
▪ multiple characteristics of giftedness exhibited when interventions provide adaptations enrichment, or acceleration					
▪ general education interventions and accommodations, including alternative course selections, cross-age grouping, and modifications in instruction and curriculum made in an attempt to support learning did not produce sufficient growth					

Critical Indicators	Gen Ed	RR	I	O	T
▪ has a rank of not less than the 95th percentile on national norms on a standardized, norm-referenced achievement test on one or more of the following academic fields: math, language arts (including reading), science and social studies, or evidence that such scores do not adequately reflect the student’s abilities					
▪ college entrance exams indicate a significantly high level of intellectual ability and excellence in academics					
▪ district, state and national assessments indicate a significantly high level of intellectual ability and excellence in academics					

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Critical Indicators -continued	Gen Ed	RR	I	O	T
▪ composite score is at the 97 th percentile on an individually administered, standardized, norm-referenced test of intellectual ability or evidence that score does not adequately reflect high intellectual potential					
▪ achievement is markedly superior in quality and quantity of work in reading, math, written language, or other content areas					
▪ severe discrepancy between the student's performance and that of peers in one or more academic fields					

Supporting Indicators	Gen Ed	RR	I	O	T
▪ has already mastered end of unit/curricular objectives prior to instruction					
▪ has mastered succeeding levels of instruction or curricular requirements resulting in a need for substantial adaptation or acceleration					
▪ GPA, classroom portfolio or rubrics indicate a significantly high level of intellectual ability and excellence in academics, when provided with intense and sustained interventions					
▪ ease of task completion indicates significantly high level of intellectual ability and excellence in academics					
▪ shows initiative and originality in intellectual work					
▪ shows flexibility in thinking and considers problems from a number of viewpoints					
▪ shows persistent intellectual curiosity and asks searching questions					
▪ learns quickly and easily and retains what is learned					
▪ develops one or more interests to considerable depth					
▪ shows superior reasoning and problem-solving ability					
▪ rewards and recognitions indicate high level of academic achievement					
▪ student shows frustration due to a need for adaptation and acceleration					

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Requires Special Education Services	Gen Ed	RR	I	O	T
▪ intense or sustained resources beyond those available through general education and other resources are needed in order to demonstrate appropriate progress					
▪ intensive changes or modifications are needed in instruction, curriculum, grouping, assignments, etc. for student to demonstrate sufficient progress require resources beyond general education					
▪ has unmet educational need as result of outstanding abilities and performance					

Eligibility Determination Questions	Yes	No
• Does the child exhibit an exceptionality?		
• Does the child need special education?		