

BLACKHAWK SCHOOL DISTRICT

Descriptions of Gifted Multidisciplinary Evaluation (GMDE) Criteria

The following descriptions of multiple criteria that indicate giftedness are taken directly from Chapter 16 Regulations

COGNITIVE FUNCTIONING: Individually-administered test of cognitive ability

- ☐ Full Scale IQ Score of 130 or higher
plus demonstrates a need for specially designed instruction for gifted support services
- ☐ Full Scale IQ Score of 125-129
plus meets all multiple criteria
plus demonstrates a need for specially designed instruction for gifted support services
- ☐ Score of 125 or above on both verbal/nonverbal indexes
plus meets all multiple criteria
plus demonstrates a need for specially designed instruction for gifted support services
- ☐ Full Scale IQ Score of 120- 124 and all of the following met
plus meets all multiple criteria
plus requires individual modifications of depth and pacing in reading and math
plus significantly higher and significantly faster rates of acquisition and retention
plus parent indication of “early and measured use...” via parent input form
plus demonstrates a need for specially designed instruction for gifted support services
- ☐ Student does not meet any of the above

MULTIPLE CRITERIA

1. A year or more above grade achievement level for normal age group in one or more subjects on nationally normed and validated achievement tests able to accurately reflect gifted performance

1.1. Achievement in reading and math at the next grade level

* to meet criterion: Reading or Math achievement at the next grade level is at the 50th percentile or higher when compared to norms that are one grade level higher

1. 2. Achievement in reading and math at the current grade level

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* to meet criterion: Reading or Math achievement at the current grade level is at the 95th percentile or higher when compared to norms of the current grade level

1.3 Achievement in reading and math on state assessments

*to meet criterion: Advanced on any PSSA area/Elementary BAS one grade level above

1. 4. Grades

*to meet criterion: At least 95% in at least three out of five core academic classes (reading, math, English/language arts, science, and social studies)

2. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability

2. 1. Rates of acquisition and retention

Rates of acquisition and retention, as defined by the Pennsylvania Department of Education in the Gifted Guidelines are as follows:

Rate of acquisition is the rapidity or speed at which the student is able to acquire, understand, and demonstrate competency or mastery of new learning.

Rate of retention is how many repetitions the student needs before the student masters new information/skills and can use the information/skills appropriately any time thereafter.

*to meet criterion: Rates are 90% or above on Acquisition and Retention scale

3. Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment

3.1 Teacher input

*to meet criterion: Teacher must indicate at least three of the areas as measured by the SIGS

Also must consider Intervening Factors: These are laid out in Chapter 16 Regulations as documented, observed, validated, or assessed evidence that intervening factors, such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities

*in order to rule out intervening factors, parent(s), teacher(s), school nurse, and the examiner must not indicate any significant factors masking gifted abilities

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