

**RULES  
OF  
THE TENNESSEE DEPARTMENT OF  
EDUCATION THE STATE BOARD OF  
EDUCATION**

**CHAPTER 0520-01-02  
ADMINISTRATIVE RULES AND REGULATIONS**

**0520-01-02-.03 EMPLOYMENT STANDARDS.**

- (1) A teacher or principal shall hold a valid Tennessee teacher license with an endorsement covering the work assignment as provided in T.C.A. Title 49, Chapter 5.
- (2) A teacher may teach up to two (2) sections of one (1) course outside the area of endorsement. For a teacher to teach more than one (1) course or more than two (2) sections of one (1) course outside the area of endorsement, an employment standard waiver must be requested and approved. Teachers assigned two (2) or more sections of a course outside the area of endorsement before June 30, 1976 may continue to teach those courses until a new assignment is made by the local school officials.
- (3) Districts and schools may exercise the following endorsement flexibility for educators:
  - (a) A classroom teacher with an endorsement in elementary education or early childhood education is eligible to teach any subject, including art, music, and physical education in the grades covered by the endorsement as part of the teacher's regular classroom assignment.
  - (b) A teacher with a professional license may teach Algebra I at any grade level if they have:
    1. An endorsement to teach at least through grade eight (8);
    2. A passing score on the middle school math PRAXIS; and
    3. Successful completion of a state-approved training OR a passing score on a supplemental test in the content area approved for this purpose by the department of education.
  - (c) The department of education may provide additional endorsement flexibility as appropriate.
- (4) A teacher in grades kindergarten through eight (8) who teaches art, music, or physical education the major portion of the day shall be endorsed in art, music, or physical education respectively. However, a teacher endorsed in elementary education who was assigned to teach music, art, or physical education the major portion of the day during the 1990-91 school year may continue to teach the specific course until such time as a new assignment is made by the local school officials.
- (5) Principals.
  - (a) Assistant principals, teaching principals, or dual assignment personnel with more than fifty percent (50%) of their responsibilities involved in instructional leadership must be properly licensed or be enrolled in a State Board approved instructional leadership preparation program.
  - (b) A principal shall hold one of the following endorsements: instructional leader or professional administrator license.
  - (c) A principal, with the approval of the superintendent, shall establish and implement an annual plan for personal professional development in accordance with guidelines established by the State Board of Education.

(Rule 0520-01-02-.03, continued)

- (d) A principal of a school with less than 225 students shall not be required to meet the requirements of (b).

(6) Teaching Personnel in Gifted Education

- (a) A classroom teacher in special or general education providing direct instruction to students identified by state criteria as intellectually gifted students shall meet the following employment standards:

1. The teacher shall be endorsed in the appropriate general education area or must hold the appropriate special education endorsement; and
2. The teacher shall meet one of the following standards:
  - (i) The teacher shall work in consultation with a teacher who meets the standards for consulting teachers listed in (b); or
  - (ii) The teacher shall have completed six (6) semester hours of college or university course work or the equivalent contact hours in teaching gifted students approved by the Department of Education; or
  - (iii) The teacher shall hold an endorsement in gifted education.

- (b) A consulting teacher in special or general education who works with other teachers or who teaches classes especially designed for gifted students in grades pre-kindergarten through twelve (12) shall meet the following employment standards:

1. The consulting teacher shall be endorsed in the appropriate general education area or must hold the appropriate special education endorsement; and
2. The consulting teacher shall meet one of the following standards:
  - (i) The consulting teacher shall have completed six (6) semester hours of college or university coursework or the equivalent contact hours in teaching gifted students approved by the Department of Education; or
  - (ii) The consulting teacher shall hold an endorsement in gifted education.

- (c) An individual who serves as a gifted education coordinator in special or general education shall meet one of the following employment standards:

1. The individual shall hold an educator license with an endorsement in gifted education; or
2. The individual shall hold an educator license and shall have completed six (6) semester hours of college or university coursework or the equivalent contact hours in teaching gifted students approved by the Department of Education; or
3. The individual shall hold a license endorsed in one of the following, instructional leader or professional administrator license.

A classroom teacher who was endorsed in special education prior to September 1, 1989 and who served gifted students prior to July 1, 1988, may continue to teach eligible intellectually gifted students, provided that they have completed an in-service training program approved by the Department of Education.

# TN K-12 Intellectually Gifted Assessment Scoring Grid

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ School System \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

The Comprehensive Evaluation must include assessments in each of the three Assessment Categories. Record the highest score obtained in each Assessment Category. Record the single highest score for each Assessment Category in Category Points and calculate a Total Score. The assessment criteria for Intellectually Gifted are met if the student has an overall Total Score of 50 or more points which must include: a) Scoring in the Second or Third Range on at least one Target Instrument from any Assessment Category, and b) Scoring in at least the first possible Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition Categories.

Assessment Category	Assessment Options	Scoring	First Range 10 Points	Second Range 20 Points	Third Range 30 Points	Target Instrument	Category Points
<b>Educational Performance</b>	(1) Standardized Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJ-IV) (2) College Entrance Exams (e.g., ACT, SAT) (3) TN Supplementary Gifted Performance Checklist (TnSup) (Do not use TnSup if TnTOC or TnTOC+ used in Creativity/Characteristics of Gifted Category)	Area or Cluster Scores Area Scores or Full Scale or Total Battery Total Score TN Supplementary Gifted Performance Checklist Current GPA	<input type="checkbox"/> 1 Area $\geq 85\%$ ile or <input type="checkbox"/> 2 Areas $\geq 90\%$ ile <input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile  <input type="checkbox"/> 7/12  <input type="checkbox"/> $\geq$ top 6%  <input type="checkbox"/> 1 school district  <input type="checkbox"/> Score total $\geq 27$	<input type="checkbox"/> 2 Areas $\geq 95\%$ ile or <input type="checkbox"/> 3 Areas $\geq 90\%$ ile <input type="checkbox"/> $\geq 94\%$ ile – $\leq 97\%$ ile  <input type="checkbox"/> 8/12  <input type="checkbox"/> $\geq$ top 4%  <input type="checkbox"/> 2 school district or <input type="checkbox"/> 1 in-state regional  <input type="checkbox"/> Score total $\geq 30$	<input type="checkbox"/> 3 Areas $\geq 95\%$ ile or <input type="checkbox"/> 4 Areas $\geq 90\%$ ile <input type="checkbox"/> $\geq 98\%$ ile  <input type="checkbox"/> 9/12  <input type="checkbox"/> $\geq$ top 2% <input type="checkbox"/> 3 school district or <input type="checkbox"/> 2 in-state regional or <input type="checkbox"/> 1 national/multi-state/ or statewide  <input type="checkbox"/> Score total $\geq 33$	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Educational Performance
	Academic Awards: K–12 TN Academic Product or Portfolio	Evaluation score TTCI-Figural/Verbal Williams CAP PCA	<input type="checkbox"/> $\geq 84\%$ ile – $\leq 89\%$ ile  <input type="checkbox"/> 1 SD = 60  <input type="checkbox"/> CI $\geq 115$ – $\leq 122$ and HRS or SRS $\geq 115$ – $\leq 122$  <input type="checkbox"/> Score total $\geq 27$	<input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile  <input type="checkbox"/> 1 ½ SD = 70  <input type="checkbox"/> CI $\geq 123$ – $\leq 129$ and HRS or SRS $\geq 123$ – $\leq 129$  <input type="checkbox"/> Score total $\geq 30$	<input type="checkbox"/> $\geq 94\%$ ile  <input type="checkbox"/> 2 SDs = 80  <input type="checkbox"/> CI $\geq 130$ and HRS or SRS $\geq 130$  <input type="checkbox"/> Score total $\geq 33$	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Creativity/ Characteristics of Gifted
	TN Creative Product or Portfolio TN Creative Thinking Rating Scale (TnCreat)	Evaluation score Refer to instrument manual for scoring	<input type="checkbox"/> Score total $\geq 27$ <input type="checkbox"/> 40 <input type="checkbox"/> GES-3 Quotient: 115–122  <input type="checkbox"/> GRS-3 T-Scores $\geq 60$ (2 from IA, AA, or C)  <input type="checkbox"/> 16 (TnTOC) <input type="checkbox"/> 21 (TnTOC+)  <input type="checkbox"/> Score $\geq +1$ SD N/A	<input type="checkbox"/> Score total $\geq 30$ <input type="checkbox"/> 45 <input type="checkbox"/> GES-3 Quotient: 123–129  <input type="checkbox"/> GRS-3 T-Scores $\geq 65$ (2 from IA, AA, or C)  <input type="checkbox"/> 19 (TnTOC) <input type="checkbox"/> 25 (TnTOC+)  <input type="checkbox"/> Score $\geq +1.5$ SD <input type="checkbox"/> $\geq 123$ – $\leq 129$	<input type="checkbox"/> Score total $\geq 33$ <input type="checkbox"/> 50 <input type="checkbox"/> GES-3 Quotient: $\geq 130$  <input type="checkbox"/> GRS-3 T-Scores $\geq 70$ (2 from IA, AA, or C)  <input type="checkbox"/> 22 (TnTOC) <input type="checkbox"/> 29 (TnTOC+)  <input type="checkbox"/> Score $\geq +2$ SD <input type="checkbox"/> $\geq 130$	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Cognition
<b>Cognition</b>	Locally Administered Test of Intelligence or Cognition When assessing traditionally underrepresented youth, consider alternate cognitive measures that reduce potential cultural and linguistic bias (e.g., nonverbal assessments, general ability index).	Based on local norms approved by SDE Full Scale Allowable Alternate	N/A	<input type="checkbox"/> $\geq 123$ – $\leq 129$  <input type="checkbox"/> Standard Error of Measure at the 90 <sup>th</sup> percent confidence interval	<input type="checkbox"/> Primary Cluster Score $\geq 130$ with 1.5 SD Discrepancy  <input type="checkbox"/> $\geq 130$	<input type="checkbox"/> 2nd/3rd Range	<b>POINTS</b> Cognition

▶ Check the box which indicates the Target Instrument Assessment Category.

Educational Performance     2nd Range     3rd Range

Creativity/Characteristics of Gifted     2nd Range     3rd Range

Cognition     2nd Range     3rd Range

**TOTAL SCORE**

**IN K-12 Intellectually Gifted Assessment Scoring Guide**

(See the K-12 Intellectually Gifted Manual for approved tests and detailed instructions)

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ School System \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Previously Grade Skipped?  Y  N Race/Ethnicity (Check One):  White (Not Hispanic)  Black (Not Hispanic)  Hispanic  Asian/Pacific Islander  American Indian/Alaska

Category	Assessment Option	Results/Notes
Educational Performance	Standardized Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJ-IV)	Record Highest Composite Academic Area Scores: 1) Reading or Reading/Language Arts 2) Language 3) Written Language (standardized, individual test only) 4) Mathematics 6) Social Studies 7) Science 8) Academic Knowledge (WJ-IV only, use this composite for Social studies or Science) 9) Total Achievement Battery Score 1) Area: _____ Test: _____ DOT: _____ / _____ / _____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade 2) Area: _____ Test: _____ DOT: _____ / _____ / _____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade 3) Area: _____ Test: _____ DOT: _____ / _____ / _____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade 4) Area: _____ Test: _____ DOT: _____ / _____ / _____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade Area, Cluster, Composite, ( scores from more than one instrument or type of instrument (Group or Individual) may be used, but only one score from any academic area (e.g., TCAP Reading/Language Arts OR WJIII NU Brief Reading) may be used for scoring. The TCAP Writing Assessment may not be used. Districts must provide previously grade-skipped students with a nationally normed test if they are disqualified by a criterion-referenced test. The use of percentile conversion scores from CRTs other than the TCAP must be approved by SDE. Test: _____ DOT: _____ Student's Grade Level _____ Out of Level? <input type="checkbox"/> Y <input type="checkbox"/> N List Academic Area or Full-Scale/Battery Percentile Scores _____ Using the TN Assessment Instrument Selection Form (TnAISF) the Gifted Assessment Team documented that the TN Supplementary Gifted Performance Checklist (TnSup) is appropriate for this student: <input type="checkbox"/> Y <input type="checkbox"/> N TnSup Score _____ Date _____ / _____ / _____ if the TnTOC or TnTOC+ is used to meet criteria in the Creativity/Characteristics of Gifted Category, the TnSup cannot be used to meet criteria in the Educational Performance Category. GPA Rank _____ GPA Percentile: _____ Method: <input type="checkbox"/> School Ranking <input type="checkbox"/> Lottery The "Lottery Scholarship" method must be used in High School if rank is available. Award 1 _____ Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____ Date _____ / _____ / _____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National Award 2 _____ Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____ Date _____ / _____ / _____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National Award 3 _____ Placement (1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> ) _____ Date _____ / _____ / _____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National
	College Entrance Exams (e.g., ACT, SAT)	Product Title _____ Score _____ / _____ / _____ Date _____ / _____ / _____ May use an Academic or Creative Product or Portfolio, but not both.
	TN Supplementary Gifted Performance Checklist (TnSup)	Test: _____   DOT: _____ / _____ / _____   Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade Percentile Score (Torrance Verbal) _____   Percentile Score (Torrance Visual) _____ Standard Deviation (Williams CAP) _____ Standard Deviation (Profile of Creative Abilities) Creativity Index SS _____, Home Rating Scale SS _____, School Rating Scale SS _____
	Grade Point Average (GPA) Middle School and High School	Product Title _____ Score _____ / _____ / _____ Date _____ / _____ / _____ May use a Creative or Academic Product or Portfolio, but not both. Score _____ Date _____ / _____ / _____
Creativity/Characteristics of Gifted	Academic Awards: K-12	Instrument: _____   DOT: _____ / _____ / _____   Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade   Score _____ Use the following scale (Refer to instrument manual for specific guidelines) GRS-3 Quotient Score _____ GRS-S (School-age) or GRS-P (Pre-school/Kindergarten) Domain Scores Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M) Three domain T-Scores $\geq 60$ – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C) Three domain T-Scores $\geq 65$ – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C) Three domain T-Scores $\geq 70$ – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)
	TN Academic Product or Portfolio	TnTOC Score _____ TnTOC + Score _____ Date _____ / _____ / _____ (Scoring Guide may be requested from the SDE) The TnTOC and TnTOC+ scores are also used for scoring of Supplementary Gifted Performance Checklist (TnSup).
	Nationally Normed Standardized Test of Creativity (TTCT Verbal or Figural, Williams Creative Assessment Packet, PCA)	Instrument Used _____ DOT _____ / _____ / _____ Score Percentile _____ Local norms must be approved by the SDE.
	TN Creative Product or Portfolio	Test: _____ DOT _____ / _____ / _____ Composite, Global, or Full Scale Score _____ (90 <sup>th</sup> Confidence Interval SEM range _____) (Document the reason for using the SEM in the evaluation report) Split Discrepancy Highest Cluster Score (e.g., 3 or more subtests) is $\geq 1.5$ SDs lower than the Highest Score. Highest Cluster Component Score _____ Lowest Cluster Component Score _____ Component Area _____
Cognition	TN Creative Thinking Rating Scale (TnCreat)	Test: _____ DOT _____ / _____ / _____ Composite, Global, or Full Scale Score _____ (90 <sup>th</sup> Confidence Interval SEM range _____) (Document the reason for using the SEM in the evaluation report)
	Nationally Normed Gifted Characteristics Checklist	Test: _____ DOT _____ / _____ / _____ Composite, Global, or Full Scale Score _____ (90 <sup>th</sup> Confidence Interval SEM range _____) (Document the reason for using the SEM in the evaluation report)



Dear Parent/Guardian/Surrogate:

On \_\_\_/\_\_\_/\_\_\_ (date), \_\_\_\_\_ was referred for a comprehensive assessment for determination of eligibility and need of special educational services. This referral is based upon a review of current classroom performance, past educational records, and/or screening information. We are requesting permission to assess you child in order to provide additional information to help us plan a more effective educational program. Also, as the parent of a child who may be eligible for special education, the *Notice of Procedural Safeguards* brochure is being provided for your information.

The reason(s) to request your permission to assess your child is (are):

- child is working  above grade level or  below grade level in one or more basic skills
- child's behavior is inconsistent with that expected for children of student's age
- child's rate of progress has  increased  decreased
- child's speech/language skills are inconsistent with those expected for children of student's age
- child has entered our school system with an out of date and/or incomplete evaluation
- parent preschool referral

The areas/ procedures to be considered for your child's assessment are checked below. The extent of the assessment will depend upon the severity of the problem.

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Vision/Hearing Screening     | <input type="checkbox"/> 10. Audiological Evaluation         |
| <input type="checkbox"/> 2. Classroom Observation        | <input type="checkbox"/> 11. Functional Vision Assessment    |
| <input type="checkbox"/> 3. Academic Achievement         | <input type="checkbox"/> 12. Personality Assessment          |
| <input type="checkbox"/> 4. Intellectual Functioning     | <input type="checkbox"/> 13. Vocational Assessment           |
| <input type="checkbox"/> 5. Speech/Language Skills       | <input type="checkbox"/> 14. Assistive Technology Assessment |
| <input type="checkbox"/> 6. Gross/Fine Motor Skills      | <input type="checkbox"/> 15. Self-Help/Adaptive Behavior     |
| <input type="checkbox"/> 7. Visual/Auditory Skills       | <input type="checkbox"/> 16. Functional Behavior Assessment  |
| <input type="checkbox"/> 8. School and/or Home Behaviors | <input type="checkbox"/> 17. Other _____                     |
| <input type="checkbox"/> 9. Early Childhood Development  | <input type="checkbox"/> 18. Other _____                     |

Please sign this form and return it to the school. Your signature shall not be construed as consent for placement in any special education program. When the assessment has been completed, you will be invited to an IEP team meeting in order to discuss the findings, determine your child's eligibility for special education services and, if need, plan an appropriate educational program for your child. If you have any information you would like to share pertaining to your child's assessment, please forward it to the person named below or bring it to the meeting.

I HAVE REVIEWED THE BROCHURE CONCERNING *THE NOTICE OF PROCEDURAL SAFEGUARDS*

- Yes  No

Please check one of the following:

- I give permission for an individual assessment.
- I do not give permission for an individual assessment.

Date \_\_\_/\_\_\_/\_\_\_ Signature of Parent or Guardian \_\_\_\_\_  
 Phone \_\_\_\_\_ Address \_\_\_\_\_

If you have any questions, you may contact one of the following:

Name	Department/Position	Telephone Number

School _____	Teacher _____
Date Received From Parent ___/___/___	Grade _____

# Appendix A: TN Assessment Instrument Selection Form (TnAISE)

This form should be completed for all students screened or referred for a disability evaluation.

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

The assessment team must consider the strengths and weaknesses of each student, the student's educational history, and the school and home environment. The Tennessee Department of Education (TDOE) does not recommend a single "standard" assessment instrument when conducting evaluations. Instead, members of the assessment team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of assessment instruments to measure accurately and fairly the student's true ability.

CONSIDERATIONS FOR ASSESSMENT																										
THIS SECTION COMPLETED BY GIFTED ASSESSMENT TEAM	<table border="1"> <tr> <td rowspan="2">LANGUAGE</td> <td><input type="checkbox"/> Dominant, first-acquired language spoken in the home is other than English</td> </tr> <tr> <td><input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)</td> </tr> <tr> <td rowspan="3">ECONOMIC</td> <td><input type="checkbox"/> Residence in a depressed economic area and/or homeless</td> </tr> <tr> <td><input type="checkbox"/> Low family income (qualifies or could qualify for free/reduced lunch)</td> </tr> <tr> <td><input type="checkbox"/> Necessary employment or home responsibilities interfere with learning</td> </tr> <tr> <td rowspan="2">ACHIEVEMENT</td> <td><input type="checkbox"/> Student peer group devalues academic achievement</td> </tr> <tr> <td><input type="checkbox"/> Consistently poor grades with little motivation to succeed</td> </tr> <tr> <td rowspan="4">SCHOOL</td> <td><input type="checkbox"/> Irregular attendance (excessive absences during current or most recent grading period)</td> </tr> <tr> <td><input type="checkbox"/> Attends low-performing school</td> </tr> <tr> <td><input type="checkbox"/> Transience in elementary school (at least 3 moves)</td> </tr> <tr> <td><input type="checkbox"/> Limited opportunities for exposure to developmental experiences for which the student may be ready</td> </tr> <tr> <td rowspan="4">ENVIRONMENT</td> <td><input type="checkbox"/> Limited experiences outside the home</td> </tr> <tr> <td><input type="checkbox"/> Family unable to provide enrichment materials and/or experiences</td> </tr> <tr> <td><input type="checkbox"/> Geographic isolation</td> </tr> <tr> <td><input type="checkbox"/> No school-related extra-curricular learning activities in student's area of strength/interest</td> </tr> <tr> <td rowspan="2">OTHER</td> <td><input type="checkbox"/> Disabling condition which adversely affects testing performance (e.g., language or speech impairment, clinically significant focusing difficulties, motor deficits, vision or auditory deficits/sensory disability)</td> </tr> <tr> <td><input type="checkbox"/> Member of a group that is typically over- or underrepresented in the disability category</td> </tr> <tr> <td colspan="2"> <b>OTHER CONSIDERATIONS FOR ASSESSMENT</b>  <input type="checkbox"/> May have problems writing answers due to age, training, language, or fine motor skills  <input type="checkbox"/> May have attention deficits or focusing/concentration problems  <input type="checkbox"/> Student's scores may be impacted by assessment ceiling and basal effects  <input type="checkbox"/> Gifted evaluations: high ability displayed in focused area: _____  <input type="checkbox"/> Performs poorly on timed tests or is a highly reflective thinker and does not provide quick answers to questions  <input type="checkbox"/> Is extremely shy or introverted when around strangers or classmates  <input type="checkbox"/> Entered kindergarten early or was grade skipped _____ year(s) in _____ grade(s)  <input type="checkbox"/> May have another deficit or disability that interferes with educational performance or assessment                 </td> </tr> </table>	LANGUAGE	<input type="checkbox"/> Dominant, first-acquired language spoken in the home is other than English	<input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)	ECONOMIC	<input type="checkbox"/> Residence in a depressed economic area and/or homeless	<input type="checkbox"/> Low family income (qualifies or could qualify for free/reduced lunch)	<input type="checkbox"/> Necessary employment or home responsibilities interfere with learning	ACHIEVEMENT	<input type="checkbox"/> Student peer group devalues academic 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### SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for intellectual giftedness, assessment instruments should be selected that most accurately measure a student's true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student's abilities may not be accurately measured by traditionally used instruments. Then, record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

Assessment Category/Measure:	Assessment Category/Measure:	Assessment Category/Measure:

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_