

Automatic Screening Data Guidelines 2020-21

The following five scenarios generate an automatic screening for students for the FCS gifted program:

- **AUTOMATIC SCENARIO A:** Non-gifted identified students in grades K-12 already enrolled in Fulton County Schools are screened once a year, generally in the fall, using standardized data available to all students at that grade level
- **AUTOMATIC SCENARIO B:** Students whose parents elect to have a mental ability test administered by a licensed school or clinical psychologist and the submit it to the school (note: the state license number of the evaluator must be provided on the evaluation report)
- **AUTOMATIC SCENARIO C:** Students new to Fulton County for whom there is evidence that they previously received gifted services at another Georgia Public school
- **AUTOMATIC SCENARIO D:** Students new to Fulton County for whom there is evidence that they previously received gifted services in an out-of-state gifted program
- **AUTOMATIC SCENARIO E:** Students new to Fulton County who bring evidence of nationally-normed Achievement Scores (current within two years)

If a student falls into one of the above categories, collect the relevant data and use the chart below to determine next steps.

Automatic Screening Scenario	Grade Level	Automatic Screening Criteria	Supporting Data:
Automatic Scenario A All non-gifted identified students are screened using these data criteria.	K-5	Students must score $\geq 90^{\text{th}}$ percentile on the Fall 2020 administration of the system's iReady assessment for Reading OR Mathematics.	<ul style="list-style-type: none"> • One or more pieces of current (within two years) supporting data are needed for a referral for gifted testing • The data used as a child's supporting data cannot be the exact same piece of data used to determine the child met the screening requirements. <i>(For example, if the student scored 92nd percentile on iReady Reading, that would be the screening criteria. But if that same student scored 95th percentile on iReady math, that could be used as the supporting data.)</i>
	6	Students must score $\geq 90^{\text{th}}$ percentile on the Fall 2020 administration of the system's iReady assessment for Reading OR Mathematics.	<ul style="list-style-type: none"> • Advanced or accelerated placement in Reading/Language Arts OR Mathematics according to Fulton County's Continuous Achievement Process • Score $\geq 90^{\text{th}}$ percentile on iReady assessment for Reading OR Mathematics <i>(The data used as a child's supporting data cannot be the exact same piece of data used to determine the child met the screening requirements.)</i> • Outstanding work products/performance within 2 years (see specifics below this chart) • Five or more checks from most recent CISS screening • A score of $\geq 90^{\text{th}}$ percentile in Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. • Score of $\geq 90^{\text{th}}$ percentile on previous GRS-M • Score of $\geq 90^{\text{th}}$ percentile on previous TTCT or Product • A previous mental ability score of $\geq 96^{\text{th}}$ percentile (may be older than 2 years)

	7	<p>Students must score $\geq 90^{\text{th}}$ percentile on the Fall 2020 administration of the system's iReady assessment for Reading OR Mathematics.</p>	<ul style="list-style-type: none"> • Middle school advanced class(es) with an average grade ≥ 90 • Outstanding work products/performance within 2 years (see specifics below this chart) • Score $\geq 90^{\text{th}}$ percentile on iReady assessment for Reading OR Mathematics (<i>The data used as a child's supporting data cannot be the exact same piece of data used to determine the child met the screening requirements.</i>) • A score of $\geq 90^{\text{th}}$ percentile in Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. • Score of $\geq 90^{\text{th}}$ percentile on previous TTCT or Product • A previous mental ability score of $\geq 96^{\text{th}}$ percentile (may be older than 2 years)
	8-9	<p>Students must score $\geq 90^{\text{th}}$ percentile on the Fall 2020 administration of the system's iReady assessment for Reading OR Mathematics.</p>	<ul style="list-style-type: none"> • Middle school advanced class(es) with an average grade ≥ 90 (excluding World Language) • Two-year cumulative average in the core courses ≥ 85 (in middle school) • Outstanding work products/performance within 2 years (see specifics below this chart) • Score $\geq 90^{\text{th}}$ percentile on iReady assessment for Reading OR Mathematics (<i>The data used as a child's supporting data cannot be the exact same piece of data used to determine the child met the screening requirements.</i>) • A score of $\geq 90^{\text{th}}$ percentile in Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. • Score of $\geq 90^{\text{th}}$ percentile on previous TTCT or Product • A previous mental ability score of $\geq 96^{\text{th}}$ percentile (may be older than 2 years)
	10	<ul style="list-style-type: none"> • Students must score in the 90^{th} percentile or greater on the Fall 2020 administration of the system's iReady assessment for Reading OR Mathematics. <p>OR</p> <ul style="list-style-type: none"> • Students must have an overall high school cumulative average ≥ 95 (out of 100) <p>OR</p> <ul style="list-style-type: none"> • Students must score $\geq 90^{\text{th}}$ percentile on the critical reading section OR the mathematics section of the October administration of the PSAT 	<ul style="list-style-type: none"> • Two year cumulative average in the core courses ≥ 85 • HS Honors/AP courses with an average grade of ≥ 85 • Outstanding work products/performance within 2 years (see specifics below this chart) • Score $\geq 90^{\text{th}}$ percentile on iReady assessment for Reading OR Mathematics (<i>The data used as a child's supporting data cannot be the exact same piece of data used to determine the child met the screening requirements.</i>) • A score of $\geq 90^{\text{th}}$ percentile in Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. • Score of $\geq 90^{\text{th}}$ percentile on previous TTCT • A previous mental ability score of $\geq 96^{\text{th}}$ percentile (may be older than 2 years)
	11-12	<ul style="list-style-type: none"> • Students must meet the scaled score cutoff for Mathematics or Reading as set by the county. This cutoff is based on the 90^{th} percentile or higher of scaled scores at 11^{th} and 12^{th} grades for the Fall 2020 iReady administration. <p>OR</p> <ul style="list-style-type: none"> • Students must have an overall high school cumulative average ≥ 95 (out of 100) <p>OR</p> <ul style="list-style-type: none"> • Students must score $\geq 90^{\text{th}}$ percentile on the critical reading section OR the mathematics section of the October administration of the PSAT 	<ul style="list-style-type: none"> • Two year cumulative average in the core courses ≥ 85 • HS Honors/AP courses with an average grade of ≥ 85 • Outstanding work products/performance within 2 years (see specifics below this chart) • Students must meet the scaled score cutoff for Mathematics or Reading as set by the county. This cutoff is based on the 90^{th} percentile or higher of scaled scores at 11^{th} and 12^{th} grades for the Fall 2020 iReady administration. (<i>The data used as a child's supporting data cannot be the exact same piece of data used to determine the child met the screening requirements.</i>) • A score of $\geq 90^{\text{th}}$ percentile in Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. • Score of $\geq 90^{\text{th}}$ percentile on previous TTCT • A previous mental ability score of $\geq 96^{\text{th}}$ percentile (may be older than 2 years)

Outstanding Work Products/Performance Details: Individual, first-place winner of a district, state, or national academic competition (participation in each of the below events is dependent on the student's grade level):

- Media Festival
- Science Fair
- Social Science Fair
- Geography Bee
- Spelling Bee
- Technology Fair
- Future Problem Solving (FPS)
- Odyssey of the Mind (OM)
- Model United Nations (UN) Outstanding Delegate
- Young Georgia Authors Writing Competition
- Selected to attend Duke Talent Identification Program (TIP) Summer Institute
- Selected to attend Governor's Honors Program (GHP)
- Material accepted by an editor or executive of a national publication or corporation

Contact the TAG Department to determine if a product or performance not listed above can be used to determine eligibility. Please note that a PTA Reflections Competition (or its PTO equivalent) cannot be used, nor can Academic Bowl wins

CISS Screening and Referral Procedures 2020-21

1. Work with your school’s administration to select a two-week window for the schoolwide CISS Screening.
2. Provide training to all staff members on the [Characteristics Instrument for Screening Students \(CISS\)](#) and how to use it effectively.
3. Provide a separate, more in-depth training to new teachers on the CISS Instrument and how to use it effectively.
4. Prepare a spreadsheet that lists the names of all students in the building who are not yet gifted identified. *(We are working on adding a report in Infinite Campus that will pull these names. More information will be provided closer to the CISS Screening time.)*
5. Ensure that every teacher marks all appropriate “x”s on the spreadsheet for any non-gifted identified students they currently teach by the end of the two-week CISS observation window.
6. Compile a list of students who have five or more checks.
7. Determine if supporting data is available for each child with five or more checks, by using the “CISS Screening Data Guidelines” chart below.

CISS Screening Data Guidelines 2020-21

GL	CISS Screening Criteria	Supporting Data: One or more pieces of current (within two years) supporting data are needed for a referral for gifted testing	Supporting Data can be used at the following grade levels:													
			K	1	2	3	4	5	6	7	8	9	10	11		
K-11	A minimum of 5 out of 10 categories documents on the CISS form.	Nationally normed achievement score ≥ 90 th percentile in Total Reading, Total Math, or Complete Composite	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Outstanding work products/performance (see below this chart for details)	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		A previous mental ability score ≥ 96 th percentile (may be more than two years old)	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		A score of ≥ 90 th percentile on the most recent administration of iReady Reading or iReady Math	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		A score of ≥ 90 th percentile on TTCT	x	x	x	x	x	x	x	x	x	x	x	x	x	x
		Advanced or accelerated placement in reading/language arts or mathematics according to the FCS Continuous Achievement guidelines	x	x	x	x	x	x								
		A score of ≥ 90 th percentile on a creativity product (completed in elementary school)	x	x	x	x	x	x	x	x						
		Advanced or accelerated class with an average of ≥ 90 (excludes World Language)								x	x	x				
		Two year cumulative average in the core courses ≥ 85										x	x	x	x	x
		Honors/AP course with average grade ≥ 85 out of 100											x	x	x	x
		One achievement score of ≥ 90 th percentile on critical reading or math on PSAT or SAT											x	x	x	x

Outstanding Work Products/Performance Details: Individual, first place winner of a district, state, or national academic competition

(participation in each of the below events is dependent on the student’s grade level):

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- Social Science Fair
- Geography Bee
- Spelling Bee
- Technology Fair
- Future Problem Solving (FPS)
- Odyssey of the Mind (OM)
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CISS Instrument: Characteristics Instrument for Screening Students

<p>DIRECTIONS FOR TEACHERS (Grades K-11):</p> <ul style="list-style-type: none"> You will spend the next two weeks observing each student you currently teach who has not yet been identified as gifted. Review the 10 characteristics on the CISS instrument so you know what to focus on as you observe. For each student, mark an “X” on the CISS spreadsheet if you see that this student exhibits these qualities in an exceptional way. (If another teacher has already marked an “X” in an area, you do not need to mark a second “X” there. Just put an “X” in any additional areas where you see these qualities in an exceptional way.) 		<p style="text-align: center;"><u>MOTIVATION</u></p> <ul style="list-style-type: none"> Evidences an intense desire to achieve Strives to satisfy a need or attain set goals <p>The student may:</p> <ul style="list-style-type: none"> Be persistent in pursuing/ completing self-selected tasks Be a self-starter Be an enthusiastic learner Aspire to be somebody/do something
<p style="text-align: center;"><u>INTERESTS</u></p> <ul style="list-style-type: none"> Intense (unusual interests) Activities, avocations, objects, etc., have special worth or significance <p>The student may:</p> <ul style="list-style-type: none"> Demonstrate unusual or advanced interests in a topic or activity Be beyond age group Pursue an activity unceasingly Demonstrate perseverance in pursuit of an interest 	<p style="text-align: center;"><u>COMMUNICATION SKILLS</u></p> <ul style="list-style-type: none"> Highly expressive and effective use of words, numbers, or symbols <p>The student may:</p> <ul style="list-style-type: none"> Demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically) Use particularly clever examples, illustrations or elaborations 	<p style="text-align: center;"><u>PROBLEM-SOLVING ABILITY</u></p> <ul style="list-style-type: none"> Effective, inventive strategies for recognizing and solving problems <p>The student may:</p> <ul style="list-style-type: none"> Devise or adapt a systematic strategy for solving problems or change the strategy if it is not working Create a new design, invent Understand what questions to ask to solve the problems
<p style="text-align: center;"><u>MEMORY</u></p> <ul style="list-style-type: none"> Large storehouse of information Innate ability to retain and retrieve information <p>The student may:</p> <ul style="list-style-type: none"> Need only 1-2 repetitions for mastery Have a wealth of information Pay attention to details Manipulate information Remember experiences from the past (e.g., “When I was one...”) 	<p style="text-align: center;"><u>INQUIRY</u></p> <ul style="list-style-type: none"> Questions, experiments, explores Seeks in-depth knowledge, understanding, or information <p>The student may:</p> <ul style="list-style-type: none"> Ask unusual questions for age Play around with ideas Demonstrate extensive exploratory behaviors 	<p style="text-align: center;"><u>INSIGHT</u></p> <ul style="list-style-type: none"> Quickly grasps new concepts and makes connections Sudden discovery of the correct solution following incorrect attempts <p>The student may:</p> <ul style="list-style-type: none"> Demonstrate exceptional ability to draw inferences Appear to be a good guesser Be a keen observer Possess capacity for seeing unusual and diverse relationships Integrate ideas and disciplines
<p style="text-align: center;"><u>REASONING</u></p> <ul style="list-style-type: none"> Logical approaches to figuring out solutions Forward-looking, goal oriented thought <p>The student may:</p> <ul style="list-style-type: none"> Make generalizations Use metaphors and analogies Think things through logically Think critically Be an excellent planner 	<p style="text-align: center;"><u>CREATIVITY</u></p> <ul style="list-style-type: none"> Inventiveness Problem solving through non-traditional patterns of thinking <p>The student may:</p> <ul style="list-style-type: none"> Show ingenuity in using everyday materials Exhibit wild, seemingly silly ideas Produce ideas fluently/flexibly Be curious 	<p style="text-align: center;"><u>HUMOR</u></p> <ul style="list-style-type: none"> Conveys and picks up on humor Ability to synthesize key ideas or problems in complex situations in humorous ways <p>The student may:</p> <ul style="list-style-type: none"> Exhibit a keen sense of humor—gentle or hostile See relationships and create jokes or puns Have an extreme sense of fairness Be sensitive to feelings of others Use inappropriate humor (class clown)