I. DIRECTIONS FOR COMPLETING REFERRAL FORM FOR GIFTED SERVICES

1. The Referral Form for Gifted Services was designed to reflect the actual referral process. The items included on the form are in the order that they should occur during the referral process. The first box on the form reminds you to send home Notification and Consent for Gifted Screening and a copy of the Rights in Gifted Education form. In this box you record the date that you send it to the parent. You should not proceed with this referral until the Notification and Consent for Gifted Screening form is returned to you.

NOTE: There is only one Notification and Consent for Gifted Screening form, which MUST not be changed or modified. This same form is used for systems that screen and for systems that DO NOT screen. When parents sign this form, consent is received to administer a screening test and, if appropriate, an individually administered aptitude (IQ) test.

Definition of Screening
The way we define screening is as follows: The Gifted Referral Team decides if there is enough compelling information to continue the referral. If there is not enough compelling evidence as determined by the screening matrix, students are screened out without the benefit of an individually administered IQ test. In other words, for systems that screen, those referrals with compelling evidence will be passed to a psychometrist for further testing. Those without compelling evidence will not continue (Do Not Pass Screening).

NOTE: Screening, as defined here, is not to be confused with the Second Grade Child Find procedures where all second grade students are observed for potential gifted behaviors.

2. Back to the Referral Form: The second box on the form provides a line for you to enter the date that the parents return the Notification and Consent for Gifted Screening form. This is the date that begins the 90-day timeline for standard referrals. (Remember, we give you more time for second grade referrals). If parents return this form indicating that they wish for their child to be referred, you may now progress to step number 4. If parents return this form indicating that they do NOT wish for their child to be referred, progress to step number 3.

3. Check the box that states “Check Here if Consent Denied.” Then proceed to step number 10 to complete the form and the process.

4. The next section on the form is for demographic information about the student. This information should already be present in your school system database and will, therefore, self-generate.

5. The next section is entitled Aptitude Test Selection. The committee should complete this part of the form. Remember to check “Member of a group that is underrepresented in the gifted program” if the student is African American or Hispanic.

NOTE: The options at the end of this section will self-populate depending on the whether any of the items have been selected.

6. The next box reminds you of the various types of information that you need to collect for screening/eligibility (i.e., aptitude scores, behavior rating scale, performance indicators). Remember, although grades can be a performance indicator, we do not recommend them for the primary grades (K-3). We also do not recommend using the behavior rating scale more than once, if at all, in the Performance Section. Achievement scores can be used but are not required. Products and/or work samples are the preferred choices. You may use more than one product or work sample as long as each represents different domains or areas of strength.

7. Systems that DO NOT Screen: This box states, “Systems that DO NOT screen students before doing further testing should date and sign this form and then proceed to the Gifted Eligibility/Screening Determination Form.” Continue to step number 10.
8. **If you are a system that DOES screen**, do not sign the Referral Form at this time. You should proceed to the Gifted Eligibility/Screening Determination Form (section IV on page 4) to determine if the student passes screening (see below). Then return to the Referral Form to check the appropriate selection (see number 10 below), and print the Referral Form for signatures.

9. **Systems that Screen:** This box directs you to plot the data you have gathered on the Gifted Screening/Eligibility Determination Form.

**NOTE:** Each LEA determines how many points are required for a student to pass screening and submits it as part of the LEA Plan for Gifted. The Alabama State Department of Education (ALSDE) must approve the LEA Plan or changes to the Plan before the practices are implemented.

If the student does not earn the required points for passing screening, you will check and complete the statement:
“_____ The matrix score was less than ___ points therefore the student does not pass screening.”

If the student does earn enough points to pass screening, check and complete the statement:
“_____ The matrix score fell between ___ points and 16 points (inclusive). The following additional information is needed to reconsider eligibility.” You will then indicate whether additional work samples will be collected, additional input on the behavior rating scale will be solicited, or if an individually administered (by psychometrist) aptitude or creativity test will be given by checking the appropriate statement.

**NOTE:** The Torrance Test of Creative Thinking does not have to be administered or scored by a psychometrist. Anyone who has received training can administer and score this creativity test.

Finally, if the student has earned 17 points, the following statement will be checked:
“__ The matrix score was 17 points or greater, therefore the eligibility matrix should be applied.”

If professional judgment is used to pass a student through screening, be sure to:
- Check “____ The matrix score fell between ____ points and 16 points.”
- Check “____ An individually administered aptitude test:
  ______ verbal ______ nonverbal ______ creativity
- Check “____ Other” and provide an explanation.

10. Complete the statement: “Date above decision was made ____________________.” Please type the names and positions of the Gifted Referral Screening Team (GRST), on the blanks under the Name and Position columns. Then complete and close the form. If you have not already done so, print this form and obtain signatures from the GRST. You must complete the form before obtaining signatures. The watermark “DRAFT” must not be on signed forms. Place this signed form in the student’s referral/testing folder.

- This form cannot be modified, or changed, and MUST be completed in STISETS.
- This form cannot be completed and closed without the “Date above Decision was Made” and the “Date the Parents Returned the Notification Form” entered on the blanks.
- The “Date above Decision was Made” cannot be before the “Date the Parents Returned the Notification Form.”
- Print the form for signatures and place in the student’s referral/testing folder.

**NOTE:** To complete the Referral Form for Gifted Services when a parent denies consent, enter the date the parent returned the Notification form, enter the date on the “Date above Decision was Made,” and add the names and positions of the GRST. Then print the form and have the GRST sign the form. When a parent does not respond to the Notification form, document your attempts. Use the date of the last attempt, as the date the Notification form was received and continue to follow the above directions.
II. **NOTIFICATION AND CONSENT FOR GIFTED SCREENING FORM DIRECTIONS**

1. Systems that screen and systems that do not screen will use the *Notification and Consent for Gifted Screening* form.

2. When parents sign this form they are giving permission for any assessments that may be needed, including IQ/aptitude tests.

3. You will need to fill in the information in the top box indicating to whom they should return the form and whom they should call if they have any questions concerning the evaluation or their rights. You will then print this form and send it to parents along with a copy of the *Rights in Gifted Education*. **Be sure to send home a copy of the Rights in Gifted Education with this form.** You only have to send home one copy of the *Rights* because when the parents sign the *Notification and Consent for Gifted Screening* form they are also indicating that they have received a copy of their *Rights in Gifted Education*. **Do not** place a signed copy of the *Rights in Gifted Education* in the referral/testing or GEP folder.

4. The next three sections are for parents to complete. The first section asks for demographic information and other data that may be helpful to you in completing the referral process. The second section is a checklist so that the parents can provide input concerning their child’s traits and aptitudes. The third section requires them to check whether or not they give permission for the child to be screened for the gifted program.

5. Parents may also list on the back of the *Notification and Consent for Gifted Screening* form any activities in which their child is involved, such as music/art/dance lessons, hobbies, etc., or any other information they think should be considered. Review this information for interests and strengths of the student when you collect work samples and products.

6. Remember: Do not proceed to collect other information on the student until you have this signed *Notification and Consent for Gifted Screening* form back from the parents.

**NOTE:** This form may be modified; therefore, other information you would like to collect from parents may be added. One modification recommendation is to copy this form on school or district letterhead.

III. **NOTIFICATION OF GIFTED REFERRAL SCREENING TEAM DECISION**

This form should be printed and sent home to parents if a student DOES NOT pass screening. If your system does not screen, you will not use this form. This form may be modified. One modification recommendation is to copy this form on school or district letterhead.

IV. **GIFTED ELIGIBILITY/SCREENING DETERMINATION FORM DIRECTIONS**

**NOTE:** Information does NOT automatically populate the *Notification and Consent for Gifted Screening* form. Parents will need to complete the middle section with demographic information and other data. If contact information changes, please share the new information with your school office to keep all records updated.

1. The various boxes have been rearranged and the *Gifted Eligibility/Screening Determination Form* (Matrix) is to be used for screening and eligibility. The first line along the top of the form includes the student’s name, state student ID number, date of birth, grade and race. These fields populate the form automatically.
GIFTED ELIGIBILITY/SCREENING DETERMINATION FORM DIRECTIONS Continued

Note: Although the date and results of vision and hearing screenings are not on the form, there should be evidence in the student’s hard copy folder if this screening was completed. The purpose of vision and hearing screening is to ensure that test results are not affected by poor vision or hearing, and is required if an individually administered IQ/aptitude test is given. If a student is eligible with the score from the screening test, vision and hearing screenings are not required, but “best practice” is to administer them.

2. Beginning with Aptitude Tests Administered section located at the top right of the form, you may list up to three tests and corresponding scores. You do NOT have to administer three assessments. If you have administered more than three assessments, be sure to record tests that demonstrate verbal and nonverbal abilities. Also, report tests that yielded the highest scores. There are ten boxes to record scores because the SB-5 test yields up to ten usable factor scores.

Students who are administered more than one test should have all scores, except Memory Speed or Processing Speed, recorded under the Tests Used column (see below). The number of tests recorded determines the number of times the student is listed on the tracking log. The Gifted Screening/Eligibility Determination Form will not complete and close without at least one test and score(s) entered into the Aptitude Tests Administered Section.

3. Then proceed to Section I (see number 4) or Section II (see number 5) of the form depending on the testing information you have available.

NOTE: If the student has aptitude scores from a screener that are sufficiently high to earn enough points for eligibility on the matrix, then no individual test is needed.

4. Section I is for Automatic Eligibility. Only a Full Scale or Composite score that is two standard deviations above the mean may be used for automatic eligibility. This assessment must be an individual test of intelligence administered by a psychometrist to be considered appropriate for making placement decisions (as opposed to screening instruments like the OLSAT, CogAT, NNAT2, K-BIT, and Slosson). Also, the standard error of measurement score cannot be considered for automatic eligibility, only the obtained score. A student may also meet Automatic Eligibility criteria with a Verbal Average Standard Score or a Figural Creativity Index at or above the 97th national percentile on the Torrance Test of Creative Thinking.

NOTE: Anyone trained to do so may administer and score the Torrance Test for Creative Thinking.

5. Section II is the box for Matrix Eligibility. This is used for students who do not need an individually administered (by psychometrist) I.Q. test or for individually administered test scores that did not meet the Automatic Eligibility criteria. The matrix requires information in all three areas. The highest applicable score should be used in each area.

6. For the Aptitude Section on the Matrix you may use group tests, screeners, the Torrance Test of Creative Thinking, or individually administered I.Q. tests. Use the Points Chart to the right of the Matrix to determine Points Earned.

REMEMBER: Only total scores on group tests or screeners (OLSAT, CogAT, K-BIT2, NNAT2, Slosson-SIT-R3, etc.) can be used on the Matrix for eligibility. A full-scale or composite score or next-level sub-composite or factor score (Verbal Comprehension, Perceptual Reasoning, etc.) can be used for individually administered IQ tests, such as the RIAS, SBV, WISC-IV, etc. The highest appropriate score should be used on the Matrix.
NOTE: Memory factor scores cannot be used from any test, nor can Processing Speed from the WISC-IV. The acceptable factor scores for IQ tests are listed in the chart on page 7.

7. In the Characteristics Section of the Matrix you may use any subscale score from the behavior rating scale that was administered but the “best practice” is to use the TOTAL score, especially from the TABs. However, whatever sub-scale score you use cannot be used again in the Performance Section. Use the Points Chart to the right of the Matrix to determine points earned. Use the following codes in the Characteristics Section under Instrument if you can’t select or type in the entire word:

(F) Gates  (H) GES  (O) Other  (R) Renzulli  (T) TABs

Use the following codes in the Characteristics Section under Subscale if you can’t select or type in the entire word:

(A) Artistic  (AA) Academic Aptitude  (C) Creativity  (CS) Communication Skills
(H) Humor  (I) Intellectual  (L) Leadership  (M) Motivation
(N) Interests  (PS) Problem–solving Ability  (O) Other  (Q) Inquiry
(R) Reasoning  (S) Super-sensitivity  (TL) Total  (VP) Visual & Performing Arts

NOTE: This list represents subscales from all of the behavior rating scales. You may only use the subscales that appear on the gifted behavior scale used in your school system.

8. In the Performance Section of the Matrix you must choose three indicators with a score of at least one point. Zero point items are not allowed to be used in the Performance Area.

Products: Up to three Products or Work Samples may be used as long as they demonstrate different abilities. For example, two creative writing samples would not be appropriate, but one creative writing sample and one creativity transformation would be acceptable. Appropriate rubrics should be used to score products and work samples. These rubrics must be attached to the products used for eligibility and placed in the hard copy folder.

REMEMBER: Work samples must reflect above-grade level work.

Grades: You may use grades as an indicator, in Grades 4-12. Do not use them for students in Grades K-3. Only grades from one full semester from the major subjects should be averaged (A=5 pts., B=4 pts., etc.) together to compute points earned.

REMEMBER: Although grades can be a performance indicator, do not use them for the primary grades (K-3).

Achievement Test Scores: Only one Achievement Test Score can be used from any standardized achievement test, group or individually administered, (i.e., SAT10, ARMT+ Reading, ARMT+ Math, ARMT+ Science, STAR Reading, STAR Math, or KTEA2). Acceptable scores are from any major academic area tested (i.e. reading, math, science, social studies, language arts). Use the Points Chart to determine points earned.

REMEMBER: Achievement test scores are NOT required.

NOTE: If using one ARMT+ score for achievement, “4” is the highest possible matrix points earned.

Behavior Rating Scales: Any subscale from a behavior rating scale can be used except for Intellectual and Specific Academic Aptitude. However, if a subscale has already been used in the Characteristics Section, it may NOT be used again in the Performance Section. No more than one behavior rating scale score may be used in this section, if you use one at all. Use the Points Chart to determine points earned.

Use the following codes in the Performance Section of the Matrix:

(A) Achievement  (AC) Artistic  (C) Creativity  (CS) Communication Skills  (G) Grades
(H) Humor  (I) Intellectual  (L) Leadership  (M) Motivation  (N) Interests  (O) Other
(P) Product  (Q) Inquiry  (R) Reasoning  (S) Super-sensitivity
(VP) Visual & Performing Arts  (W) Work Sample

9. The box on the next page details where to enter the scores in the Aptitude Tests Administered Section on the top right hand side of the form.
APTITUDE CODES

SCREENERS

NOTE: For screening purposes only, the Verbal, Nonverbal, or Total from the OLSAT or CogAT and the Vocabulary, Matrices or Total from the K-BIT2 can be used. For eligibility purposes, only the Total (S10) score must be used. These screeners are usually administered by classroom teacher or gifted specialist.

(OS) OLSAT  Verbal (S1)  Nonverbal (S2)  Total (S10)
(CogAT) CogAT  Verbal (S1)  Nonverbal (S2)  Quantitative (S8)  Total (S10)
(B) K-BIT2  Vocabulary (S1)  Matrices (S2)  Total (S10)
(NNAT2) NNAT2  NAI (S10)
(S) Slosson (SIT-R3)  SAI (S10)

PLACEMENT TESTS

NOTE: Memory factor scores must NOT be used from any test or Processing Speed from the WISC-IV to determine eligibility. The acceptable factor scores for IQ tests are listed in the chart below. These tests are usually administered by a psychometrist. The ONLY exception is the Torrance Test of Creative Thinking, which may be administered and scored by someone who has received training.

(WIV) WISC IV  Verbal Comprehension (S1)  Perceptual Reasoning (S2)  Full Scale (S10)
(SB5) SB-5  Verbal IQ (S1)  Nonverbal IQ (S2)  ABIQ (S3)  Experimental Composite (S4)  Experimental Composite Nonverbal (S5)  Knowledge (S6)  Fluid Reasoning (S7)  Quantitative (S8)  Visual Spatial Processing (S9)  Full Scale IQ (S10)
(RIAS) RIAS  Verbal –VIX (S1)  Nonverbal -NIX (S2)  Composite-CIX (S10)
(BVAT) BVAT  Overall Score (S10)
(WAIS) WAIS  Verbal-VIX (S1)  Performance-PIX (S2)  Full-Scale (S10)
(N-I) NNAT-I  Total Score- NAI (S10)
(U) UNIT  Symbolic (S1)  Nonsymbolic (S2)  Reasoning (S3)  Composite (S10)
(A2) KABC-2  Knowledge/Crystallized Ability (S1)  Simultaneous/Visual Processing (S2)  Planning/Fluid Reasoning (S3)  Nonverbal Index (S4)  MPI (S5)  FCI (S10)
(CT) C-TONI-2  Pictorial (S1)  Geometric (S2)  Nonverbal IQ (S10)
(K) KAIT  Crystalized (S1)  Fluid (S2)  Composite (S10)
(TF) Torrance Figural  National Creativity Index Percentile (S10)
(TV) Torrance Verbal  Verbal Average Standard Score (S10)
(O) Other  Your STI administrator can add any other test that you may be using. Please check with the ALSDE before adding any tests to make sure it is an approved assessment.
GIFTED ELIGIBILITY/SCREENING DETERMINATION FORM DIRECTIONS Continued

10. Points earned for the Performance Area Rounded Points section of the matrix are calculated by STISETS. To ensure accuracy, refer to the Performance Conversion Chart to the right of the matrix.

STISETS will calculate the Performance Area Points and the Total Points Earned.

STISETS

11. The next box reminds you that a student can be eligible with a total of 17 or more points or by meeting the Automatic Eligibility criteria.

12. In the next box you will record the Referral Source and the Referral Date. This data is also entered on the Referral Form for Gifted Services. Both forms must contain the same Referral Source and Referral Date.

NOTE: The Referral Date is the date the LEA received the signed consent from the parent for the gifted referral. This date starts the 90 day timeline.

Referral Source and Referral Date MUST be recorded on the Eligibility/Screening Determination Form to be included on the TRACKING LOG. This form will not complete and close without the Referral Source and Referral Date entered. This data is also entered on the Referral Form for Gifted Services. Both forms must contain the same data.

13. The next line, “SCREENING DECISION,” is only for systems that screen. Select “Yes” if the student passed screening or “No” if the student did not pass screening.

This information MUST be checked for it to be included on the TRACKING LOG.

STISETS

DO NOT COMPLETE this box if your system DOES NOT SCREEN.
DO NOT COMPLETE the Eligibility Box if a student DOES NOT PASS screening.

14. On the next line you will indicate that the student is Eligible or Not Eligible. Select Yes if the student is eligible. Select No if the student is not eligible. Remember to complete the “E” column of the Aptitude Test Selection section located on the top, right side of this form (step number 15).

NOTE: “A student may not be determined ineligible without having an individually administered aptitude test.” This is to remind you that you can determine a student eligible with a group test or screener, but you cannot determine a student ineligible with a group test or screener.

If the student did not pass screening, the eligibility boxes SHOULD NOT be checked.

STISETS

15. Once eligibility has been determined, return to the Aptitude Tests Administered section of the form. The “E” box should be used to identify only the one aptitude test that was used to determine the student’s eligibility. This test would be listed under Section I Automatic Eligibility or Section II Matrix Eligibility. A “Y” is used to show the one aptitude test that was used to determine the child is eligible for gifted services or an “N” is used to show the one aptitude test that was used to determine the child is Not Eligible for gifted services. Only one aptitude test in the Aptitude Tests Administered section must have a “Y” OR an “N” in the “E” column. See the example below the STISETS reminders.

NOTE: This will be the test with the highest total score or subtest score in the case of individually administered aptitude tests (i.e., Stanford-Binet V, WISC IV, C- TONI, etc.) or the total score in the case of screeners (i.e., OLSAT, NNAT, CogAT, etc.) or the test used to determine automatic eligibility.
GIFTED ELIGIBILITY/SCREENING DETERMINATION FORM DIRECTIONS Continued

FOR SYSTEMS THAT SCREEN: If the student did not pass screening, the “E” column must remain blank. The Gifted Screening/Eligibility Determination Form will not close if there is an item in the column.

To complete the “E” Column of the Aptitude Tests Administered, select a “Y” next to the one aptitude test used to determine the student is eligible for gifted services or select an “N” next to the one aptitude test used to determine the student is not eligible for gifted services. Only one letter should be in the column. There should only be one test with either a “Y” or an “N” to show which one test was used for eligibility determination. The form will not close if there is more than one letter in the “E” column.

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<th>Tests Used</th>
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<th>S1</th>
<th>S2</th>
<th>S3</th>
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<td></td>
</tr>
</tbody>
</table>

16. Enter the date that this form was completed, print the form and obtain signatures from the Eligibility Determination Team (EDT) sign. Include the names and positions of the EDT on the form. Be sure to enter the date before printing this form. You must complete the form before obtaining signatures. The watermark “DRAFT” must not be on signed forms.

NOTE: The GEP must be developed and signed within 30 days of this eligibility date.

The Date of Eligibility Meeting date is NOT used for screening. It is applicable to eligibility only.

The Gifted Screening/Eligibility Determination Form cannot be modified, or changed, and MUST be completed in STISETS.

V. NOTIFICATION OF ELIGIBILITY DETERMINATION TEAM DECISION

Once the Gifted Eligibility/Screening Determination Form is completed the parents must be notified of eligibility. If the child is eligible, the Notification of Eligibility and Placement form should be completed, printed, and sent home. If the child is not eligible, the Notification of Eligibility Determination Team Decision form should be completed, printed, and sent home. Both forms can be modified.

VI. GIFTED EDUCATION PLAN FORM DIRECTIONS

1. The Gifted Education Plan is a one-page document (unless the Accommodations Page is included). Use the Notice of Proposed Meeting for Gifted to invite parents to attend the GEP meeting.

NOTE: The GEP includes Implementation Grades and not dates. You will list the grade levels the GEP will cover. Remember that GEPs can cover up to three years. If service hours or location of service changes, a new GEP must be written.
2. The **Placement Options for Gifted Services** section lists different placement options. You will [X] all that apply. If you [X] general education classroom, cluster grouping in the general education classroom, or advanced class(es) taught by general education teacher(s), then the general education teacher should be included in the GEP meeting. You will also need to refer to the next section “Curricular Options for General Education Classroom If Applicable” box and [X] all that apply here (what is actually going on in the general education classroom). If you [X] resource room pullout program or content area class taught by gifted specialist, you will need to refer to the “Program Description For Gifted Classroom If Applicable” section and type in a program description which describes what you are actually doing in your gifted classroom.

NOTE: When checking options for the general education classroom, you need to consult with the classroom teacher(s) and receive assurance that these strategies will truly be implemented for the duration of the document (which can be up to 3 years). The classroom teacher(s) can initial the “Curricular Options For General Education Classroom if Applicable” section or the Accommodations Page may be completed annually to outline what differentiation strategies will be used for each subject area.

3. You will then print this form(s) and obtain signatures. Remember, if parents are unable to attend a meeting, you may hold the meeting with the classroom teacher, another gifted specialist, and/or the student, if appropriate. This form can be modified.

NOTE: You have 30 days from the date of eligibility on the **Gifted Eligibility Determination Form** to develop the GEP and meet with parents to obtain signatures. Gifted services may begin after the signed **Notification of Eligibility Determination and Placement** form has been received and before the GEP has been signed by parents.

**VII. ACCOMMODATIONS PAGE FORM DIRECTIONS**

1. The first section explains the rationale for **NOT** requiring gifted students to make up missed work. If the general education teacher agrees to this, then this form is not needed. If the teacher does not agree, then this form should be completed, signed and placed in the student’s file.

2. The second section provides two options. The first option states that the student will simply complete shortened assignments. The second option allows for you and the general education teacher to type in what will be required.

3. The third section is for accommodations that will be made **in** the general education classroom to meet the needs of high-end learners all day, every day. Print this page and obtain signatures. This form can be modified.

**VII. GENERAL INFORMATION**

1. The only forms that **must be completed** in STISETS, which cannot be modified or changed, are the **Referral Form for Gifted Services** and the **Gifted Screening/Eligibility Determination Form**. All other forms can be modified and photocopied as needed.


**APTITUDE SCORE PLACEMENT**

**SCREENERS**

**NOTE:** For screening purposes the Verbal, Nonverbal, or Total from the OLSAT or CogAT, and the Vocabulary, Matrices or Total from the K-BIT2 can be used. For eligibility purposes, only the Total (S10) score must be used. These screeners are usually administered by classroom teacher or gifted specialist.

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<th>S3</th>
<th>S4</th>
<th>S5</th>
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<td>Nonverbal</td>
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**PLACEMENT TESTS**

**NOTE:** Memory factor scores cannot be used from any test, nor can Processing Speed from the WISC-IV. The acceptable factor scores for IQ tests are listed in the chart below. These aptitude tests must be administered by a licensed psychometrist. The ONLY exception is the Torrance Test of Creative Thinking, which may be administered and scored by someone who has received training.

<table>
<thead>
<tr>
<th>Placement Test Name</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>S7</th>
<th>S8</th>
<th>S9</th>
<th>S10</th>
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<tbody>
<tr>
<td>(A2) KABC-2</td>
<td>Knowledge/ Crystallized Ability</td>
<td>Simultaneous/ Visual Processing</td>
<td>Planning/Fluid Reasoning</td>
<td>Nonverbal Index</td>
<td>MPI</td>
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<td>FCI</td>
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<td>Pictorial</td>
<td>Geometric</td>
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<td>Nonverbal IQ</td>
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<td>Fluid</td>
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<td>NAI</td>
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<td>Nonverbal IQ</td>
<td>ABIQ</td>
<td>Experimental Composite</td>
<td>Experimental Composite nonverbal</td>
<td>Knowledge</td>
<td>Fluid Reasoning</td>
<td>Quantitative</td>
<td>Visual Spatial Processing</td>
<td>Full Scale</td>
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<td>National Creativity Index Percentile</td>
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<td>Full Scale or GAI</td>
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**OTHER** Your STI administrator can add any other test that you may be using. Please check with the ALSDE before adding any tests to make sure they are approved assessments.