

**Miami-Dade County Public Schools**  
**Plan B: District Plan to Increase the Participation of**  
**Underrepresented Students in the Program for Gifted Students**  
**2012-2013**

**Gifted State Board Rule**

State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, defines a gifted student as one who has superior intellectual development and is capable of high performance. The criteria for eligibility under this rule requires that students meet the criteria under paragraph (a) or (b) of this rule.

(a) The student demonstrates:

1. Need for a special program.
2. A majority of characteristics of gifted students according to a standard scale or checklist, and
3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. For the purpose of this rule, under-represented groups are defined as groups:

- Who are limited English proficient, or
- Who are from a low socio-economic status family.

**District Plan**

Miami-Dade County Public Schools' vision of gifted education is to provide access to excellence. Through the Division of Advanced Academic Programs, the mission is to nurture academically talented students through programs that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative. The goal of the *District Plan to Increase the Participation of Underrepresented Students in the Gifted Program* is to reflect a proportionate participation of limited English proficient students and students from low socio-economic status families, as measured by students' eligibility for the government-subsidized free and reduced lunch program, by ensuring equal and equitable access for these students to gifted programs and educational services.

**Gifted Plan B Matrix**

Miami-Dade County Public Schools' *District Plan to Increase the Participation of Underrepresented Students in the Gifted Program* (Gifted Plan B Matrix) utilizes four indicators of giftedness to determine eligibility for students in underrepresented groups:

- The Gifted Characteristics Checklist is used to determine students' verbal, learning, motivational, and social/leadership abilities. The Gifted Characteristic Checklists used in M-DCPS are developmentally appropriate for K-12 students based on current research and scored using a Likert-scale. The M-DCPS Gifted Characteristic

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Checklists (FM 7051) are available through the Employee Portal under *Records and Forms*.

- A variety of standardized academic achievement test data is used in the M-DCPS Gifted Plan B Matrix depending on the student's grade level. For students in Kindergarten, the District will consider student performance on the Reading Comprehension or Mathematics Applications/Concepts and Problem Solving subtests of the *Iowa Tests of Basic Skills – Form C* (ITBS). For students in grades one (1) through 3 (three), the District will consider student performance on the Reading Comprehension or Mathematics Applications/Concepts and Problem Solving subtests of the *Stanford Achievement Test-Tenth Edition* (SAT-10) or the *Iowa Tests of Basic Skills – Form C* (ITBS). Spanish-speaking LEP students in K-12 can be administered the *Apranda II* Spanish language achievement test.

For students in grades four (4) through twelve (12), the District will consider student performance on the Reading or Mathematics subtests of the *Florida Comprehensive Assessment Test 2.0* (FCAT-2.0) based on the grade-level Developmental Scale Score. Additionally, with the implementation of the End of Course (EOC) exams, new Matrix scales have been developed to correlate to the Plan B percentiles for academic achievement.

- To determine the intellectual development of a potentially gifted student, a licensed psychologist will administer an individualized test of intelligence, including, but not limited to the *Wechsler Intelligence Scale for Children-Fourth Edition* (WISC-IV), *Stanford-Binet Intelligence Scale-Fifth Edition* (SB), *Differential Ability Scales-Second Edition* (DAS), *Kaufman Assessment Battery for Children-Second Edition* (KABC), *Reynolds Intellectual Assessment Scale* (RIAS), *Universal Nonverbal Intelligence Test* (UNIT), and the *Wechsler Nonverbal Scale of Ability* (WNV).
- The *Williams Creativity Scale* is used to determine creativity. The *Williams Creativity Scale* is an assessment of creativity completed by the student's teacher. It contains 48-items assessing originality, fluency, flexibility, elaboration, curiosity, imagination, complexity, and risk taking.

Additionally, all students must display a need for a special program and a majority of the characteristics of gifted children as measured by the *Gifted Characteristics Checklist* in order to be determined eligible for gifted programs.

**Eligibility Criteria**

To meet eligibility under the *District Plan to Increase the Participation of Underrepresented Students in the Gifted Program* (Plan B), a student must obtain a total of nine points in three of the four categories on the matrix scoring system with a minimum score of 112 in the Intelligence Quotient category. Attached are the forms

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titled *Gifted Eligibility Determination Form for Use with Underrepresented Students*. Due to the unique grade-level data available, there is one form for Kindergarten (FM 7083), one form for grades 1-3 (FM 7082), and one form for grades 4-12 utilizing percentile scores on academic achievement tests (FM 7081). With the discontinuation of the FCAT SSS, the District developed a substitute for judging student's academic achievement utilizing the FCAT 2.0 and EOC scores. A detailed explanation and evaluation for substituting FCAT 2.0 and EOC scores for FCAT SSS scores in the District's Plan B Matrix Scoring System is described in the *Research Note* developed by the M-DCPS Research Services, Office of Assessment, Research, and Data Analysis (Vol. 1201, August 2012). This *Research Note* is available at: <http://drs.dadeschools.net/ResearchNotes/RN.asp> Grade-level specific Plan B Matrix forms have been developed to reflect the new range scores of the FCAT 2.0 Developmental Scale Scores and End of Course exams (FM 7009, 7010, 7013, 7014, 7017, 7019, 7049, 7349). These new forms are available through the Employee Portal under *Records and Forms* and are also attached.

**Instructional Program Modifications and/or Adaptations**

To address the unique academic needs of underrepresented students, curriculum in the gifted program is designed to:

- Encourage students to understand their learning process, particularly for higher-level cognitive tasks such as problem-solving, critical thinking, and creativity;
- Utilize interactive strategies and materials to enhance language skills with special emphasis on LEP students;
- Nurture curiosity and interest by encouraging students to gather information on a variety of topics.

The process used to identify students in need of gifted services in M-DCPS is on-going, reliant on a variety of assessment measures, free of bias, and non-exclusionary. Strategies are employed to identify students from groups traditionally underrepresented in gifted programs.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN KINDERGARTEN**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____
Date _____	Region Center _____	School _____	Gifted Determination Date _____	
(Form is completed)				
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____		
Check one: <input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	LEA Representative _____	(Signature) _____	

- I. Documented NEED FOR A SPECIAL PROGRAM**..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_\_
- III. ACHIEVEMENT PERCENTILE SCORE** Indicate test administered.
- \_\_\_\_ Iowa Tests of Basic Skills-Form C (ITBS)
- \_\_\_\_ Apenda II
- \_\_\_\_ Other Test Administered \_\_\_\_\_
- A. Reading Comprehension..... Percentile \_\_\_\_\_
- B. Mathematics Applications/Concepts and Problem Solving.....Percentile \_\_\_\_\_
- IV. INTELLECTUAL QUOTIENT:** Indicate test administered.
- Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_
- Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/Nonverbal \_\_\_\_\_ SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 points	0 points	= enter score
Gifted Characteristics Checklist	25-23 (4)	22-20 (3)	19-17 (2)	16-13 (1)	Below 13 (0)	=
Achievement %ile Score *	99 - 95 (4)	94 - 90 (3)	89 - 85 (2)	84 - 80 (1)	Below 80 (0)	=
Intellectual Quotient**(IQ)	124 > or = (4)	123 - 119 (3)	118 - 116 (2)	115 - 112 (1)	Below 112 (0)	=
Creativity Measure Score	96 - 91 (4)	90 - 86 (3)	85 - 81 (2)	80 - 77 (1)	Below 77 (0)	=

\* Highest percentile in Reading Comprehension or Mathematics Applications/Concepts and Problem Solving.

\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE** \_\_\_\_\_



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN FIRST, SECOND, AND THIRD GRADE**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____
Date _____	Region Center _____	School _____	Gifted Determination Date _____	
(Form is completed)				
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____		
Check one: <input type="checkbox"/> Eligible	<input type="checkbox"/> Ineligible	LEA Representative _____	(Signature) _____	

- I. Documented NEED FOR A SPECIAL PROGRAM..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST .....Number of items at a 3 or 4 \_\_\_\_\_
- III. ACHIEVEMENT PERCENTILE SCORE Indicate test administered.  
 \_\_\_\_\_ Iowa Tests of Basic Skills-Form C (ITBS)  
 \_\_\_\_\_ Stanford Achievement Test-Tenth Edition (SAT-10)  
 \_\_\_\_\_ Apenda II  
 \_\_\_\_\_ Other Test Administered \_\_\_\_\_
- A. Reading Comprehension..... Percentile \_\_\_\_\_
- B. Mathematics Applications/Concepts and Problem Solving.....Percentile \_\_\_\_\_
- IV. INTELLECTUAL QUOTIENT: Indicate test administered.  
 Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
 Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/Nonverbal \_\_\_\_\_ SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale).....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM: Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 16 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 points	0 points	= enter score
Gifted Characteristics Checklist	30-28 (4)	27-24 (3)	23-20 (2)	19-16 (1)	Below 16 (0)	=
Achievement %ile Score *	99 - 95 (4)	94 - 90 (3)	89 - 85 (2)	84 - 80 (1)	Below 80 (0)	=
Intellectual Quotient**(IQ)	124 > or = (4)	123 - 119 (3)	118 - 116 (2)	115 - 112 (1)	Below 112 (0)	=
Creativity Measure Score	96 - 91 (4)	90 - 86 (3)	85 - 81 (2)	80 - 77 (1)	Below 77 (0)	=

\* Highest percentile in Reading Comprehension or Mathematics Applications/Concepts and Problem Solving.

\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE** \_\_\_\_\_



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN FOURTH THROUGH TWELFTH GRADE  
UTILIZING PERCENTILE SCORES**

Student _____ ID # _____ DOB _____ Race/Ethnicity _____ Sex _____
Date _____ Region Center _____ School _____ Gifted Determination Date _____
<small>(Form is completed)</small>
ESOL Entry Date _____ ESOL Exit Date _____ ESOL Level _____
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible LEA Representative _____ (Signature) _____

**I. Documented NEED FOR A SPECIAL PROGRAM**..... Yes or No

**II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_\_

**III. ACHIEVEMENT PERCENTILE SCORE** Indicate test administered.

\_\_\_\_\_ *Aprenda II*  
\_\_\_\_\_ *Other* Test Administered \_\_\_\_\_

**A.** Reading Comprehension..... Percentile \_\_\_\_\_

**B.** Mathematics Applications/Concepts and Problem Solving.....Percentile \_\_\_\_\_

**IV. INTELLECTUAL QUOTIENT:** Indicate test administered.

Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_

Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/Nonverbal \_\_\_\_\_ SNVC \_\_\_\_\_

**V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_

**VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 points	0 points	= enter score
<b>Gifted Characteristics Checklist</b>	25-23 (4)	22-20 (3)	19-17 (2)	16-13 (1)	Below 13 (0)	=
<b>Achievement %ile Score *</b>	99 - 95 (4)	94 - 90 (3)	89 - 85 (2)	84 - 80 (1)	Below 80 (0)	=
<b>Intellectual Quotient**(IQ)</b>	124 > or = (4)	123 - 119 (3)	118 - 116 (2)	115 - 112 (1)	Below 112 (0)	=
<b>Creativity Measure Score</b>	96 - 91 (4)	90 - 86 (3)	85 - 81 (2)	80 - 77 (1)	Below 77 (0)	=

\* Highest percentile in Reading Comprehension or Mathematics Applications/Concepts and Problem Solving.

\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE FOUR**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____ ID # _____ DOB _____ Race/Ethnicity _____ Sex _____ Date _____
Regional Center _____ School _____ Gifted Determination Date _____ (Form is completed)
ESOL Entry Date _____ ESOL Exit Date _____ ESOL Level _____
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible LEA Representative _____ (Signature)

**I. Documented NEED FOR A SPECIAL PROGRAM.....** Yes or No

**II. GIFTED CHARACTERISTICS CHECKLIST.....** Number of items at a 3 or 4 \_\_\_\_\_

**III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 3)**

\_\_\_\_ Reading (R)  
\_\_\_\_ Mathematics (M)

**IV. INTELLECTUAL QUOTIENT:** Indicate test administered.

Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal \_\_\_\_\_ SNVC \_\_\_\_\_

**V. CREATIVITY MEASURE (Williams Scale).....** Score \_\_\_\_\_

**VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
Gifted Characteristics Checklist	25-23 (4)	22-20 (3)	19-17 (2)	16-13 (1)	Below 13 (0)	=
FCAT 2.0 Developmental Scale Score*	R Above 228 M Above 229 (4)	R 228-219 M 229-221 (3)	R 218-214 M 220-216 (2)	R 213-209 M 215-212 (1)	R Below 209 M Below 212 (0)	=
Intellectual Quotient**(IQ)	124 > or = (4)	123 - 119 (3)	118 - 116 (2)	115 - 112 (1)	Below 112 (0)	=
Creativity Measure Score	96 - 91 (4)	90 - 86 (3)	85 - 81 (2)	80 - 77 (1)	Below 77 (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Mathematics.  
\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE FIVE**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
_____ Regional Center _____	School _____	Gifted Determination Date _____			
<small>(Form is completed)</small>					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible	LEA Representative _____ <span style="float:right">(Signature)</span>				

- I. Documented NEED FOR A SPECIAL PROGRAM** ..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_\_
- III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 4)**  
 \_\_\_\_\_ Reading (R)  
 \_\_\_\_\_ Mathematics (M)
- IV. INTELLECTUAL QUOTIENT:** Indicate test administered.  
 Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
 Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal  
 SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
<b>Gifted Characteristics Checklist</b>	<b>25-23</b> (4)	<b>22-20</b> (3)	<b>19-17</b> (2)	<b>16-13</b> (1)	<b>Below 13</b> (0)	=
<b>FCAT 2.0 Developmental Scale Score*</b>	<b>R Above 239</b> <b>M Above 243</b> (4)	<b>R 239-231</b> <b>M 243-235</b> (3)	<b>R 230-227</b> <b>M 234-229</b> (2)	<b>R 226-222</b> <b>M 228-225</b> (1)	<b>R Below 222</b> <b>M Below 225</b> (0)	=
<b>Intellectual Quotient**(IQ)</b>	<b>124 &gt; or =</b> (4)	<b>123 - 119</b> (3)	<b>118 - 116</b> (2)	<b>115 - 112</b> (1)	<b>Below 112</b> (0)	=
<b>Creativity Measure Score</b>	<b>96 - 91</b> (4)	<b>90 - 86</b> (3)	<b>85 - 81</b> (2)	<b>80 - 77</b> (1)	<b>Below 77</b> (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Mathematics.  
 \*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**





**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE SIX**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
Regional Center _____		School _____	Gifted Determination Date _____		
<small>(Form is completed)</small>					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible		LEA Representative _____ <span style="float:right"><small>(Signature)</small></span>			

- I. Documented NEED FOR A SPECIAL PROGRAM** ..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_\_
- III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 5)**  
     \_\_\_\_\_ Reading (R)  
     \_\_\_\_\_ Mathematics (M)
- IV. INTELLECTUAL QUOTIENT:** Indicate test administered.  
 Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
 Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal  
 SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
<b>Gifted Characteristics Checklist</b>	<b>25-23</b> (4)	<b>22-20</b> (3)	<b>19-17</b> (2)	<b>16-13</b> (1)	<b>Below 13</b> (0)	=
<b>FCAT 2.0 Developmental Scale Score*</b>	<b>R Above 249</b> <b>M Above 248</b> (4)	<b>R 249-240</b> <b>M 248-241</b> (3)	<b>R 239-236</b> <b>M 240-236</b> (2)	<b>R 235-231</b> <b>M 235-232</b> (1)	<b>R Below 231</b> <b>M Below 232</b> (0)	=
<b>Intellectual Quotient**(IQ)</b>	<b>124 &gt; or =</b> (4)	<b>123 - 119</b> (3)	<b>118 - 116</b> (2)	<b>115 - 112</b> (1)	<b>Below 112</b> (0)	=
<b>Creativity Measure Score</b>	<b>96 - 91</b> (4)	<b>90 - 86</b> (3)	<b>85 - 81</b> (2)	<b>80 - 77</b> (1)	<b>Below 77</b> (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Mathematics.  
 \*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE SEVEN**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
_____ Regional Center _____	School _____	Gifted Determination Date _____			
<small>(Form is completed)</small>					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible			LEA Representative _____ <span style="float:right;"><small>(Signature)</small></span>		

- I. Documented NEED FOR A SPECIAL PROGRAM** ..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_
- III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 6)**  
 \_\_\_\_\_ Reading (R)  
 \_\_\_\_\_ Mathematics (M)
- IV. INTELLECTUAL QUOTIENT:** Indicate test administered.  
 Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
 Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal  
 SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
<b>Gifted Characteristics Checklist</b>	<b>25-23</b> (4)	<b>22-20</b> (3)	<b>19-17</b> (2)	<b>16-13</b> (1)	<b>Below 13</b> (0)	=
<b>FCAT 2.0 Developmental Scale Score*</b>	<b>R Above 251</b> <b>M Above 251</b> (4)	<b>R 251-242</b> <b>M 251-245</b> (3)	<b>R 241-238</b> <b>M 244-240</b> (2)	<b>R 237-233</b> <b>M 239-236</b> (1)	<b>R Below 233</b> <b>M Below 236</b> (0)	=
<b>Intellectual Quotient**(IQ)</b>	<b>124 &gt; or =</b> (4)	<b>123 - 119</b> (3)	<b>118 - 116</b> (2)	<b>115 - 112</b> (1)	<b>Below 112</b> (0)	=
<b>Creativity Measure Score</b>	<b>96 - 91</b> (4)	<b>90 - 86</b> (3)	<b>85 - 81</b> (2)	<b>80 - 77</b> (1)	<b>Below 77</b> (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Mathematics.  
 \*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE EIGHT**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
_____ Regional Center _____	School _____	Gifted Determination Date _____			
<small>(Form is completed)</small>					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible			LEA Representative _____ <span style="float:right;"><small>(Signature)</small></span>		

**I. Documented NEED FOR A SPECIAL PROGRAM** ..... Yes or No

**II. GIFTED CHARACTERISTICS CHECKLIST** ..... Number of items at a 3 or 4 \_\_\_\_\_

**III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 7)**

\_\_\_\_\_ Reading (R)  
\_\_\_\_\_ Mathematics (M)

**IV. INTELLECTUAL QUOTIENT:** Indicate test administered.

Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal  
SNVC \_\_\_\_\_

**V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_

**VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
Gifted Characteristics Checklist	25-23 (4)	22-20 (3)	19-17 (2)	16-13 (1)	Below 13 (0)	=
FCAT 2.0 Developmental Scale Score*	R Above 258 M Above 259 (4)	R 258-248 M 259-253 (3)	R 247-244 M 252-248 (2)	R 243-239 M 247-244 (1)	R Below 239 M Below 244 (0)	=
Intellectual Quotient**(IQ)	124 > or = (4)	123 - 119 (3)	118 - 116 (2)	115 - 112 (1)	Below 112 (0)	=
Creativity Measure Score	96 - 91 (4)	90 - 86 (3)	85 - 81 (2)	80 - 77 (1)	Below 77 (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Mathematics.  
\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE NINE**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
_____ Regional Center _____	School _____	Gifted Determination Date _____			
<small>(Form is completed)</small>					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible			LEA Representative _____		
<small>(Signature)</small>					

- I. Documented NEED FOR A SPECIAL PROGRAM ..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST .....Number of items at a 3 or 4 \_\_\_\_
- III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 8)
- \_\_\_\_ Reading (R)
- \_\_\_\_ Mathematics (M)
- IV. INTELLECTUAL QUOTIENT: Indicate test administered.
- Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_
- Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale).....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM: Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
Gifted Characteristics Checklist	25-23 (4)	22-20 (3)	19-17 (2)	16-13 (1)	Below 13 (0)	=
FCAT 2.0 Developmental Scale Score*	R Above 266 M Above 267 (4)	R 266-256 M 267-260 (3)	R 255-251 M 259-256 (2)	R 250-246 M 255-252 (1)	R Below 246 M Below 252 (0)	=
Intellectual Quotient**(IQ)	124 > or = (4)	123 - 119 (3)	118 - 116 (2)	115 - 112 (1)	Below 112 (0)	=
Creativity Measure Score	96 - 91 (4)	90 - 86 (3)	85 - 81 (2)	80 - 77 (1)	Below 77 (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Mathematics.

\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE TEN**

**UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
_____	Regional Center _____	School _____	Gifted Determination Date _____		
<small>(Form is completed)</small>					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible		LEA Representative _____			
					<small>(Signature)</small>

**I. Documented NEED FOR A SPECIAL PROGRAM** ..... Yes or No

**II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_\_

**III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 9)**

\_\_\_\_\_ Reading (R)  
\_\_\_\_\_ Algebra 1 End of Course Exam (M)

**IV. INTELLECTUAL QUOTIENT:** Indicate test administered.

Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal  
SNVC \_\_\_\_\_

**V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_

**VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
<b>Gifted Characteristics Checklist</b>	<b>25-23</b> (4)	<b>22-20</b> (3)	<b>19-17</b> (2)	<b>16-13</b> (1)	<b>Below 13</b> (0)	=
<b>FCAT 2.0 DSS and Algebra 1 EOC*</b>	<b>R Above 265</b> <b>M Above 424</b> (4)	<b>R 265-256</b> <b>M 424-416</b> (3)	<b>R 255-252</b> <b>M 415-411</b> (2)	<b>R 251-248</b> <b>M 410-407</b> (1)	<b>R Below 248</b> <b>M Below 407</b> (0)	=
<b>Intellectual Quotient**(IQ)</b>	<b>124 &gt; or =</b> (4)	<b>123 - 119</b> (3)	<b>118 - 116</b> (2)	<b>115 - 112</b> (1)	<b>Below 112</b> (0)	=
<b>Creativity Measure Score</b>	<b>96 - 91</b> (4)	<b>90 - 86</b> (3)	<b>85 - 81</b> (2)	<b>80 - 77</b> (1)	<b>Below 77</b> (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Algebra 1 End of Course exam.

\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
GIFTED ELIGIBILITY DETERMINATION FORM  
FOR USE WITH UNDERREPRESENTED STUDENTS  
IN GRADE ELEVEN AND TWELVE  
UTILIZING FCAT 2.0 DEVELOPMENTAL SCALE SCORES (DSS)**

Student _____	ID # _____	DOB _____	Race/Ethnicity _____	Sex _____	Date _____
_____ Regional Center _____	School _____	Gifted Determination Date _____			
(Form is completed)					
ESOL Entry Date _____	ESOL Exit Date _____	ESOL Level _____			
Check one: <input type="checkbox"/> Eligible <input type="checkbox"/> Ineligible		LEA Representative _____ <span style="float: right;">(Signature)</span>			

- I. Documented NEED FOR A SPECIAL PROGRAM** ..... Yes or No
- II. GIFTED CHARACTERISTICS CHECKLIST** .....Number of items at a 3 or 4 \_\_\_\_\_
- III. DEVELOPMENTAL SCALE SCORE ON FCAT 2.0 (administered in Grade 10)**  
 \_\_\_\_\_ Reading (R)  
 \_\_\_\_\_ Geometry End of Course Exam (M)
- IV. INTELLECTUAL QUOTIENT:** Indicate test administered.  
 Weschler \_\_\_\_\_ SB \_\_\_\_\_ DAS \_\_\_\_\_ KABC \_\_\_\_\_ RIAS \_\_\_\_\_ UNIT \_\_\_\_\_ Other \_\_\_\_\_  
 Indicate IQ scores: Full Scale \_\_\_\_\_ Verbal \_\_\_\_\_ Perceptual Reasoning/ Nonverbal  
 SNVC \_\_\_\_\_
- V. CREATIVITY MEASURE (Williams Scale)**.....Score \_\_\_\_\_
- VI. MATRIX SCORING SYSTEM:** Enter the number of points earned in the three highest categories and calculate the total number of points. If there is a documented need for a special program, a score of 13 or more items at a 3 or 4 on the Gifted Characteristics Checklist, a score of nine (9) points or more on the Matrix, and a minimum score of one (1) in the category of intellectual abilities, the student may be considered eligible for gifted.

Categories	4 points	3 points	2 points	1 point	0 points	= enter score
<b>Gifted Characteristics Checklist</b>	<b>25-23</b> (4)	<b>22-20</b> (3)	<b>19-17</b> (2)	<b>16-13</b> (1)	<b>Below 13</b> (0)	=
<b>FCAT 2.0 DSS and Geometry EOC*</b>	<b>R Above 270</b> <b>M Above 57</b> (4)	<b>R 270-261</b> <b>M 57-55</b> (3)	<b>R 260-257</b> <b>M 54-52</b> (2)	<b>R 256-252</b> <b>M 51-50</b> (1)	<b>R Below 252</b> <b>M Below 50</b> (0)	=
<b>Intellectual Quotient**(IQ)</b>	<b>124 &gt; or =</b> (4)	<b>123 - 119</b> (3)	<b>118 - 116</b> (2)	<b>115 - 112</b> (1)	<b>Below 112</b> (0)	=
<b>Creativity Measure Score</b>	<b>96 - 91</b> (4)	<b>90 - 86</b> (3)	<b>85 - 81</b> (2)	<b>80 - 77</b> (1)	<b>Below 77</b> (0)	=

\* Use the highest points in FACT 2.0 Developmental Scale Scores for Reading or Geometry End of Course exam.

\*\* Use the highest part or composite score (partial scores are acceptable from Weschler or DAS Scales only) as outlined in technical assistance paper #FY1996-6. A minimum IQ score of 112 (a score of one point in the category of intellectual ability) is required for eligibility under the Matrix Scoring System of the District's Plan B.

**TOTAL SCORE**