

APPENDIX C: PATHWAY 3 SCREENING & ALTERNATIVE ASSESSMENT FORM

Student Name: _____ School: _____
 Date: _____ Sex: _____ Grade: _____ Race: _____

The purpose of this form is to assist the AIG referral team in determining if a student is a candidate for an assessment other than the traditional assessment and/or needs consideration via Pathway 3. Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other physical disabilities are often underrepresented in programs for the gifted. Research suggests that this may be due to test bias. To ensure that the abilities of students from underrepresented groups are accurately assessed, they should be evaluated with an instrument that is sensitive to cultural/linguistic/economic differences or is intended for students with documented physical, sensory, learning, and/or processing disabilities. Available records, interviews with parents, etc., may be used to obtain data.

- Considerations for students who have a documented physical, sensory, learning, and/or processing disability which may interfere with their educational performance, use the **first box** to indicate a documented disabling condition. Include a copy of the disability documentation for district level review. Students will need to meet the one criteria in this box for consideration..
- Considerations for students who have cultural, linguistic, and/or economic differences, which may interfere with their education performance, use the **second box** only. Students will need to meet three of the eight criteria in this box for consideration.
- Pathway 3 consideration may be applied for any student meeting the criteria of the boxes below.

FIRST BOX (one of one needed for consideration)

- ☐ Documented disabling condition which adversely affects testing performance.

OR

SECOND BOX (three of eight needed for consideration)

- ☐ Limited developmental experiences (e.g. cultural, social, and/or travel experiences).
- ☐ Irregular attendance.
- ☐ Transiency in elementary school (at least two moves).
- ☐ Home responsibilities/necessary pupil employment interferes with learning activities.
- ☐ Economically disadvantaged.
- ☐ Nonstandard English constitutes a barrier for learning (only a foreign language or the language of the home exhibits strong dialectical differences).
- ☐ Limited opportunity to acquire depth in English and/or English not spoken in the home, transiency due to migrant employment of family, dialectical differences acting as a barrier to learning).
- ☐ Other: (list specific examples in the space provided below)

AIG Team Recommendation:	Signatures:	Position:	Date
<input type="checkbox"/> Pathway 3 Consideration Needed	_____	Principal/Designee	_____
<input type="checkbox"/> Alternative Assessment Needed	_____	AIG Teacher	_____
<input type="checkbox"/> Alternative Aptitude	_____	Classroom Teacher	_____
	_____	Classroom Teacher	_____
<input type="checkbox"/> Alternative Achievement	_____	Counselor	_____
<input type="checkbox"/> Portfolio Assessment	_____		_____

After careful consideration of the information provided for this student by the school-site AIG Team, consideration for Pathway 3 and/or an alternative assessment is:

- ☐ Approved
☐ Not Approved

DISTRICT LEVEL REVIEW: _____ AIG DIRECTOR DATE: _____