<table>
<thead>
<tr>
<th>Lexington City Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIG Plan Summary of</strong></td>
</tr>
<tr>
<td><strong>Determining Pathway Eligibility</strong></td>
</tr>
</tbody>
</table>

**Pathway 1 (must meet one criteria)**
- Standardized Aptitude Score or 98<sup>th</sup> percentile on a subtest or composite

**Pathway 2 (Must meet both criteria)**
- Standardized Aptitude Score of 85<sup>th</sup> percentile or greater on the Subtest or Composite
- Standardized Achievement Score of 85<sup>th</sup> percentile or greater in Reading and/or Math

**Pathway 3 (Must meet 4 of 6 criteria)**
- **Standardized Aptitude Score** 75<sup>th</sup> percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders)
- **Standardized Achievement Score** no more than 12 months old in Reading and/or Math at the 75<sup>th</sup> percentile or higher (includes NC End-of-Grade and End-of-Course Tests)
- Research-based, norm-referenced *Gifted Rating Scales/Checklists*
- Multiple *Diagnostic Benchmark Assessments* that demonstrate high ability and performance in reading and/or math
- **Student Portfolio** that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers
- **Teacher Observation/ Recommendation** that can include evidence as shown through exceptional grades, classroom behaviors, and interests

---

*In Pathway 3, the AIG-SBC should consider the overall performance of each student in the context of his/her environmental factors to make provisions for non-traditional and underrepresented students to demonstrate their gifted potential. This could include a *Student Interview, Teacher Perception Inventory, The Environmental Opportunities Profile*, or another measure determined as appropriate by the AIG-SBC.*