

CASA Criteria Checklist					
CASA Criteria	Indicator	Yes	No	Partial or NA	Comments/Action/Ideas
<b>COST</b>  <i>Cost savings may result in less access and sensitivity.</i>	I use valid and reliable tests already administered in my district to all as a screener (instead of a screener used exclusively for gifted).				
	We spend more money on services than identification.				
<b>ALIGNMENT</b>  <i>Identification systems are only as strong as the services provided and how these services are aligned to the assessments provided.</i>  <i>Alignment of INTENSITY or DOSE (i.e., frequency and level of service) and DOMAIN (i.e., content area/s)</i>	My programs and services are aligned with the identification measures used (i.e., math achievement test for math services).				
	The identification measures I use guide the domains of service to be addressed.				
	The identification measures I use guide the intensity or level of service the student needs.				
	I have specific services for each domain (content area) I identify.				
	If I use multiple pathways for identification, I have multiple pathways for services in domain and intensity.				
	The cut off scores that I use for identification match the level and intensity of services.				

	My identification system is aligned with my district's definition of giftedness.				
	I align services with student-identified strengths and needs within my local district and building context as well as nationally (e.g., local or building norms).				
<b>SENSITIVITY</b>  <i>Sensitivity determines to what extent the system accurately finds the students who need the required services.</i>  <i>It is impacted by various factors including but not limited to cut off scores, quality of the assessment, and assessment alignment at various phases.</i>	The assessments I use are reliable and valid for the intended purpose and group.				
	I know and can locate the technical adequacy information for the assessments that I use, understanding that the assessments have been normed on groups similar to my population.				
	The assessments I use find the students who need advanced levels in a particular area.				
	If I have a two-phased system, the screener cut off score is significantly lower to allow for inclusion of all students who may eventually be identified in Phase 2.				
	I have determined whether it is best to use an "or", "and", or "mean" rule for identifying students for the particular services in my district, based on documented needs.				
<b>ACCESS</b>	All students in my district have the equal access for consideration during the school day.				

<i>Access includes but is not limited to opportunities for all students to be considered for identification, proportionality, removal of barriers to talents being recognized, and strength-based opportunities for identifying talent.</i>	Students are considered for services at every grade.				
	I have removed system barriers within my control to allow for equitable access. Examples include establishing testing dates that do not interfere with religious holidays, testing dates during the school day, testing in one's local school, testing in one's most familiar language, communication to families about the purpose of the assessment and need for ongoing services.				
	I have considered how intersectionality affects assessments and outcomes.				
	I have established systems for closer examination of individual testing profiles to consider twice exceptionality, intersectionality, language and other factors that may not permit students to show their full potential in a testing situation. I have established referral processes for students who may need a closer review by a school psychologist.				
	I have established systems that prepare students for exposure prior to assessment.				
	I have established systems for ongoing talent scouting and strength-based approaches for capitalizing on strengths.				

	All families have information about identification opportunities in their most fluent language.				
<b>Example Interactions and Considerations Between CASA Criteria</b>					
<b>CASA Combination</b>	<b>Consideration</b>	<b>Example</b>			
<b>Sensitivity + Access</b>	What is an example of how sensitivity and access interact in your district's system?				
<b>Cost + Alignment</b>	How do you balance cost and alignment? What are the short and long term consequences of this balance on student needs?				
<b>Cost + Access</b>	What are the short and long term costs of not providing access?				
<b>Sensitivity + Alignment</b>	How do you know your system finds the students who will benefit from the services you provide?				
<b>Sensitivity + Cost</b>	How do I balance cost and sensitivity?				
<b>Access + Alignment</b>	How do I ensure that I have multiple ways for students to access services aligned to their specific strengths and talents?				
<b>Other:</b>					

From Stambaugh, T., Lee, L., Peters, S., Makel, M., & Johnson, K. (2023). How does your identification system measure up?