**PRIMARY IDENTIFICATION**

**Barriers to accuracy (Smutney):**

* Asynchronous development—physical, social, cognitive development is rapid and variable in young children.
* Cognitive and motor skills come suddenly, therefore testing may work in one instance but not in another. Tests provide limited view.
* Development may limit test-taking skills.

**Recommendations (Smutney, NAGC):**

Collect information over TIME and in a VARIETY of situations.

* Observe verbal skills and behavior in different classroom settings. (USE PRIMARY SCREENING TOOL)
* Collect anecdotal information from parents, 80% of parent population can identify their child’s giftedness by ages 4 or 5. (USE STRUCTURED INTERVIEW OF QUESTIONNAIRE)
* Create a portfolio collection (authentic assessment) of child products (artwork, diagrams, inventions, lego buildings, stories written or told). Evidence can be work products, photographs of products, recordings, etc.. Examples can come from home, school, community. Portfolios can be used for IDENTIFICATION and GROWTH.

Focus teacher observations on a range of behaviors that occur in daily conversations, activities, responses to learning opportunities in and around the classroom. Adopt a list of characteristics. (SEE SMUTNEY)

Teachers provide higher level lessons and learning centers so that students have opportunities and permission to demonstrate abilities. (e.g. Don’t restrict number of sentences, etc.)

**Recommendations from experience (Bonzon, Christensen)**

K Screening: ACHIEVEMENT ASSESSMENT + ABOVE INFORMATION

If WaKids levels 8 or 9, then assess literacy and numeracy skills along the standards continuum. If mastered grade level skills, provide single-subject acceleration options, advanced learning centers and other forms of differentiated instruction.

Solicit parent input via questionnaires with narratives, surveys, interviews, T/P conferences, student portfolio, forms from Smutney “About My Child,” “Checklist of my Child’s Strength,”

Pay close attention to the social-emotional development of the child within the context of the classroom, interactions with other students, interactions with older students and/or adults.

Solicit input from counselors and other building specialists, e.g. librarian, music/arts/technology. Be sensitive to cultural, linguistic abilities of children. Look for rapid rate of learning and significant growth.

K-1 STANDARDIZED ASSESSMENT of ACHIEVEMENT

If student is reading, assess fluency, vocabulary, comprehension, etc. by means of Dibbles, BAS, DRA, lexile or other tools. Preferably report scores as stanines or percentiles and look for exceptional performance or potential (stanine 9, top 10%)

If student has strong numeracy skills, determine skills level along the standards continuum, problem-solving skills, concept development. Look for exceptional performance or potential (Stanine 9, top 10%)

If student is writing, provide many OPEN-ENDED opportunities for the student to write in a variety of styles, for a variety of purposes. Against a 6-trait rubric, assess for IDEAS, sentence fluency, organization, mechanics, sentence variety and voice. Compare to exemplars. (See NWREL. <http://educationnorthwest.org/traits/traits-rubrics>)

1-2 STANDARDIZED ASSESSMENT OF COGNTIVE ABIITY used TOGETHER WITH ACHIEVEMENT INFORMATION ABOVE

Ability Testing: examine norms tables. As PART of the assessment process, may ability test if student’s age can be located on the norming tables. Test 1-2 grade levels above, score by AGE.

Consider Standard Error of Measurement which is usually very wide.

Provide PRACTICE TEST to all students being assessed as practice tests raise scores.