Ongoing Issues in Identification: How Should We Address Them?

WAETAG Pre-Conference
Friday, October 18th
Tacoma, WA

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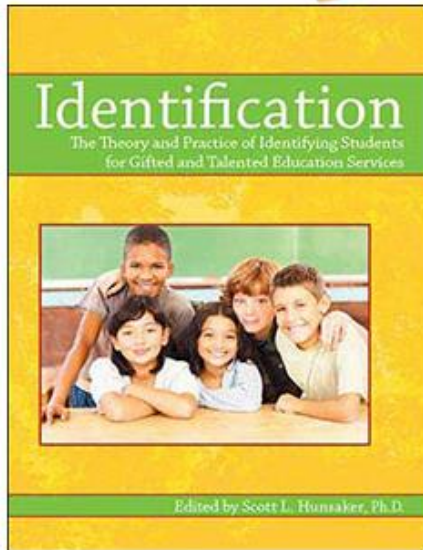**Spokane, Washington**
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jleppien@mt.net

ADDITIONAL SLIDES added

Various Sources

ACCESS Whitworth Univ. Center for Gifted drop box, Seminar Feb. 21-22, 2013

- https://www.dropbox.com/sh/9s13g9pe558gtll/1RbQ3w7PAi?n=4095170

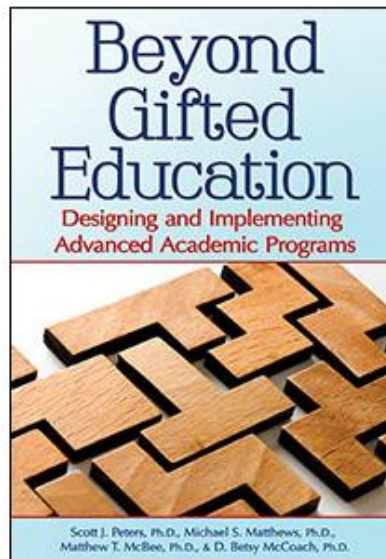- Also see NAGC Standard 2: Assessment. It's ALL there!

Among the Topics for Today…

- Identification Practices and Procedures with Reference to the changes in WACs
- Identification Phases
- Multi-Criteria Assessment
- Testing and Measurement Concepts (A Few)
- Identification Plans
- Identification with Underserved Populations
- Poor Practices—Good Practices

Peters, S.J., Matthews, M.S., McBee, M.T, & McCoach, B. (2014). Beyond gifted education: Designing and implementing advanced academic programs. Waco, TX: Prufrock Press.
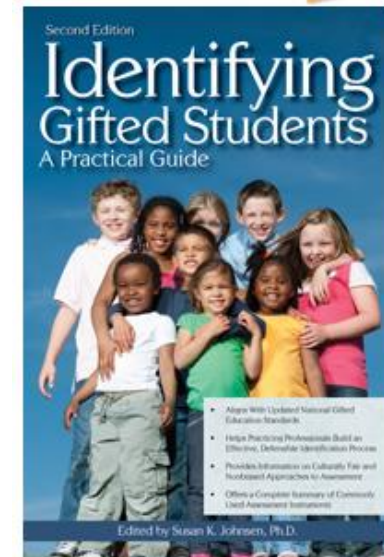
Hunsaker, S.L (2012). *Identification: The theory and practice of identifying students for gifted and talented education services*. Waco, TX: Prufrock Press.
http://www.prufrock.com

Johnsen, S. K. (2011). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press.
http://www.prufrock.com

There is NO PERFECT Identification process !!!

IDENTIFICATION STARTS WITH… Washington State Definition

- Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.

- Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain.

WAC 392-170-035

Definition DECISIONS…..

HOW to MEASURE with reliability and validity?

- **GENERAL INTELLECTUAL APTITUDE**
  - Which symbol systems?

    (Verbal, Quantitative, Non-Verbal-STEM kids….)
  - Which tests or indicators?

- **ACADEMIC ACHIEVEMENT**
  - Which domains?
  - Which tests, data?

- **CREATIVITY WITHIN A DOMAIN**
  - Which domains?
  - How manifested?

Potential vs. Performance

- **Consider forming <u>two groups </u>of identified students:**
  - 1) Evidence of high performance (95-99%)
  - 2) Potential for high performance (90-94%)
    - K. Westburg

- Some districts identify only MOST highly capable but keep a **<u>"monitoring" or "watch list" </u>**of those with potential.

- **How can "potential" be determined?**
  - <u>LOCAL NORMS</u>: compare with others of like environments and opportunities to learn.
  - <u>Case Study</u>: qualitative data, portfolio

PURPOSE OF IDENTIFICATION:
Two points-of-view

TRADITIONAL: High Stakes Selectivity for Life

- "Truly gifted" = 130++ IQ on an individually administered intelligence test.

- One-time identification often in primary years.

- Qualitative distinctions between groups of children.

- Must demonstrate promise in ALL DOMAINS.

- Permanent segregation in special classrooms or special schools.

- Very HIGH STAKES assessment.

NEW PARADIGM: Talent Development

- Ongoing identification process. Direct link between ID and curriculum activities.

- Expects that students will cycle in/out as they mature and level of support that they need changes. (Revolving Door)

- Multidimensional identification model. Use of local and sub-group norms.

- Students expected to excel in 1-2 domains but not all.

- Educational programming guided by current levels of talent development, regardless of background. (Differentiation, flexible grouping)

PURPOSE OF ID: TO REVEAL INFERRED or DEMONSTRATED Learning Characteristics

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with **unusual depth of understanding**, to **retain what has been learned,** and to **transfer learning to new situations;**

2. Capacity and willingness to **deal with increasing levels of abstraction and complexity** earlier than their chronological peers;

3. Creative ability to **make unusual connections** among ideas and concepts;

4. Ability to **learn quickly in their area(s) of intellectual strength**; and

5. Capacity for **intense concentration and/or focus.**

WAC 392-170-036

STEPS IN THE ID PROCESS
RCW Addressing Identification Procedures (**28A.185.030**)

- Implement <u>procedures for nomination, assessment, and selection</u> of their **most** highly capable students.
  - Nomination
  - Assessment
  - Selection / non-selection ("watch" or "monitor"—optional)

- <u>Nominations based upon data from……..</u>
  - <u>teachers, other staff,</u>
  - <u>parents, guardians</u>
  - <u>students, (peers) and</u>
  - <u>members of the community</u>.

CONSIDER…

- How will identified students be "labeled"?

- Will the ID system embrace diversity?

- Will the ID process be economical in terms of time, testing costs, and other resources?

- Will the ID system be flexible enough to accommodate talent potentials across various domains such as the arts, technology, engineering?

- Will the system be flexible enough to make changes if student performance warrants reexamination of selection decision?

- How will the system avoid parental dissatisfaction or legal challenges?

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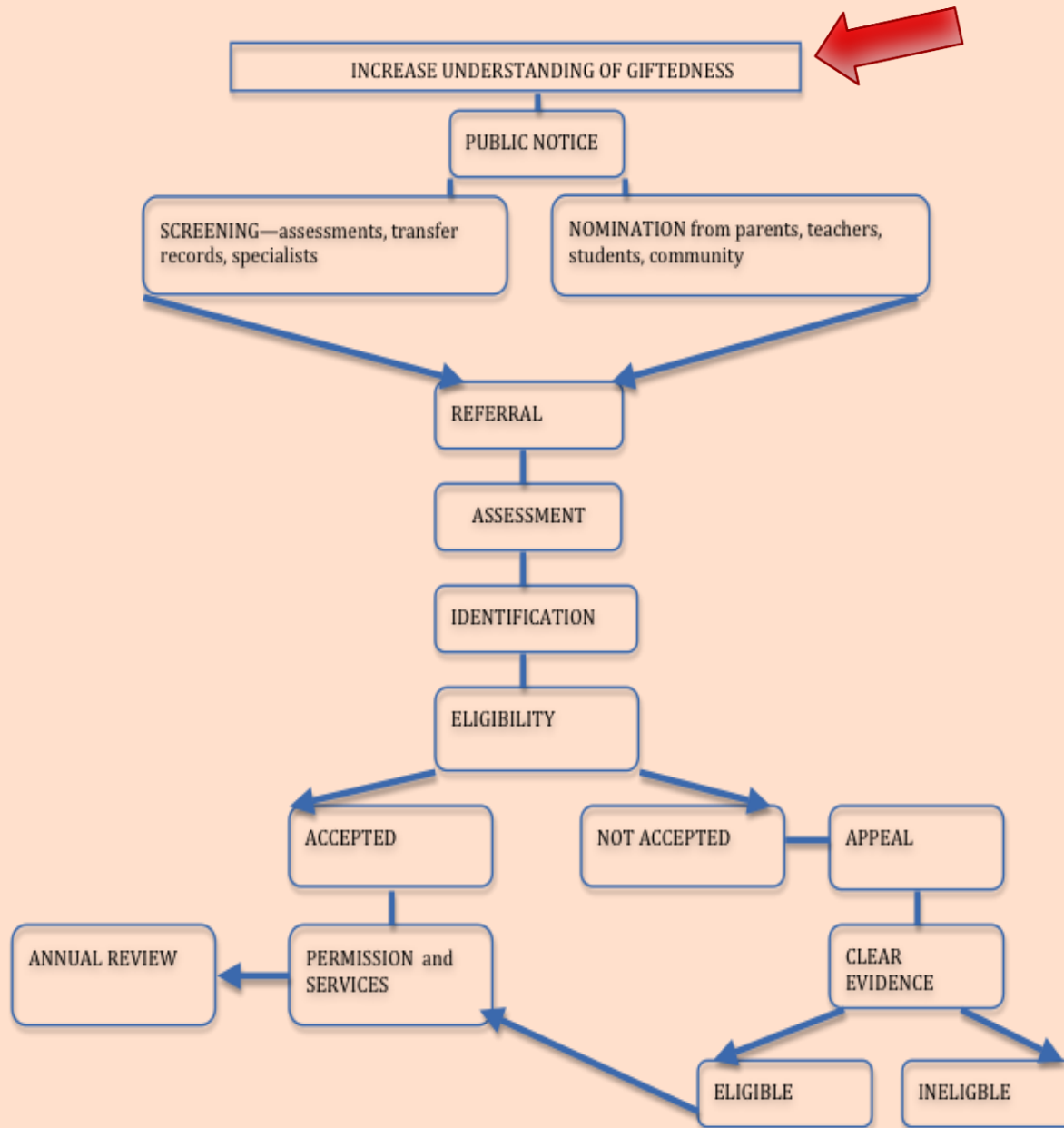
ONE WAY:

Without Separate Elimination via Screening

★ INCREASE UNDERSTANDING OF "HIGHLY CAPABLE"

AUDIENCES

- Administrators

- Teachers, Specialists, Staff

- Parents, Guardians, Community/Youth leaders

- Multi-disciplinary Selection Committee

- Cluster Teachers, AP Teachers, etc.

- Hi-Cap Program Resource Teacher and/or Coordinator

CONTENT

- Learning characteristics (Unique brain/learning styles and asynchronous development)

- Equity of access: underrepresented populations

- Learning needs (peers, pace, adequate challenge, choice, independence)

- Programming options

- Learning goals

- Organizational models to promote goal attainment (e.g, grouping practices)

- School/Home/Community connection

Pro-D: For Educators

- **Learning Communities: Reading Group/Book Club**

- **Trainer of Trainers**

- **Conferences and Institutes**
  - NWESD189 –3 one-day courses in early summer
  - WAETAG Fall Conference   www.waetag.net
  - EDUFEST (Idaho week-long Summer Institute)
  http://www.edufest.org

  - Whitworth University
    - MA in Gifted
    - Specialty Endorsement
    - Summer Workshops such as…..
      - June 25-27, 9-3:30 Institute-- Differentiation and Technology
      - Summer on-line courses—differentiation, cluster grouping developing curriculum, ID
      - Summer Institute: Advanced Placement

PRO-D: For Educators

Discussion of Articles and Landmark Studies

- NAGC www.nagc.org
- Davidson Institute www.davidsongifted.org.

  ERIC and journal documents under "resources"
- National Research Center on the Gifted and Talented (NRC/GT) http://www.gifted.uconn.edu/nrcgt

WEBINARS

- SENG   http://www.sengifted.org
- NAGC "Wow" http://www.nagc.org/wow.aspy

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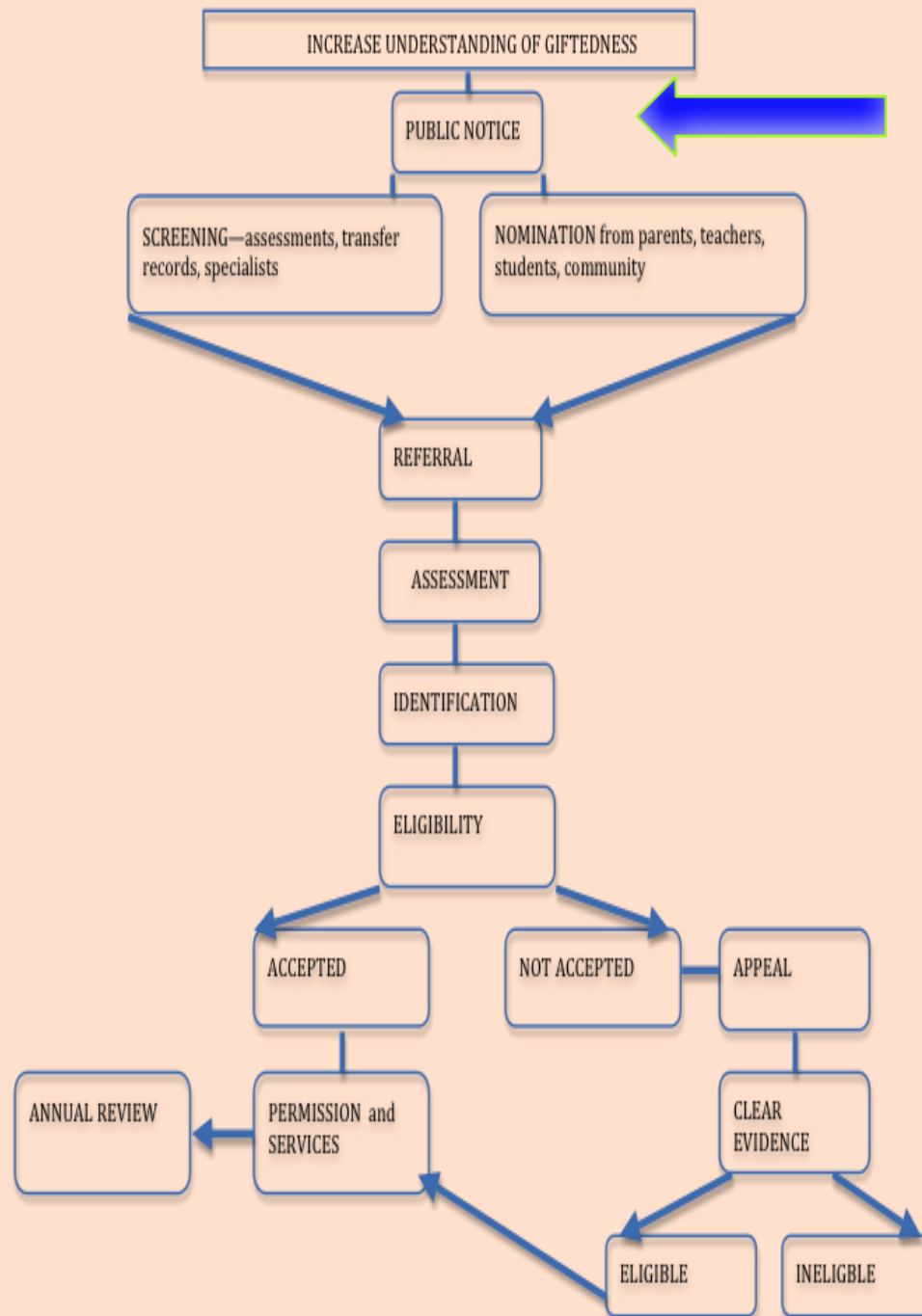
PUBLIC NOTICE

- Public Notice welcoming nominations of students possibly in need of Hi-Cap services:

- Disseminate in advance of ID process

- In languages of the represented communities

- Request nominations from educators, parents, community members, students.

- Wide scope: Specialists (social workers, ELL, SPED, counselors), community youth centers, etc.

- Indicate where to obtain necessary forms.

NOMINATION PHASE

INCREASE UNDERSTANDING OF GIFTEDNESS

PUBLIC NOTICE

SCREENING—assessments, transfer records, specialists

NOMINATION from parents, teachers, students, community

REFERRAL

ASSESSMENT

IDENTIFICATION

ELIGIBILITY

ACCEPTED

NOT ACCEPTED

APPEAL

ANNUAL REVIEW

PERMISSION and SERVICES

CLEAR EVIDENCE

ELIGIBLE

INELIGBLE
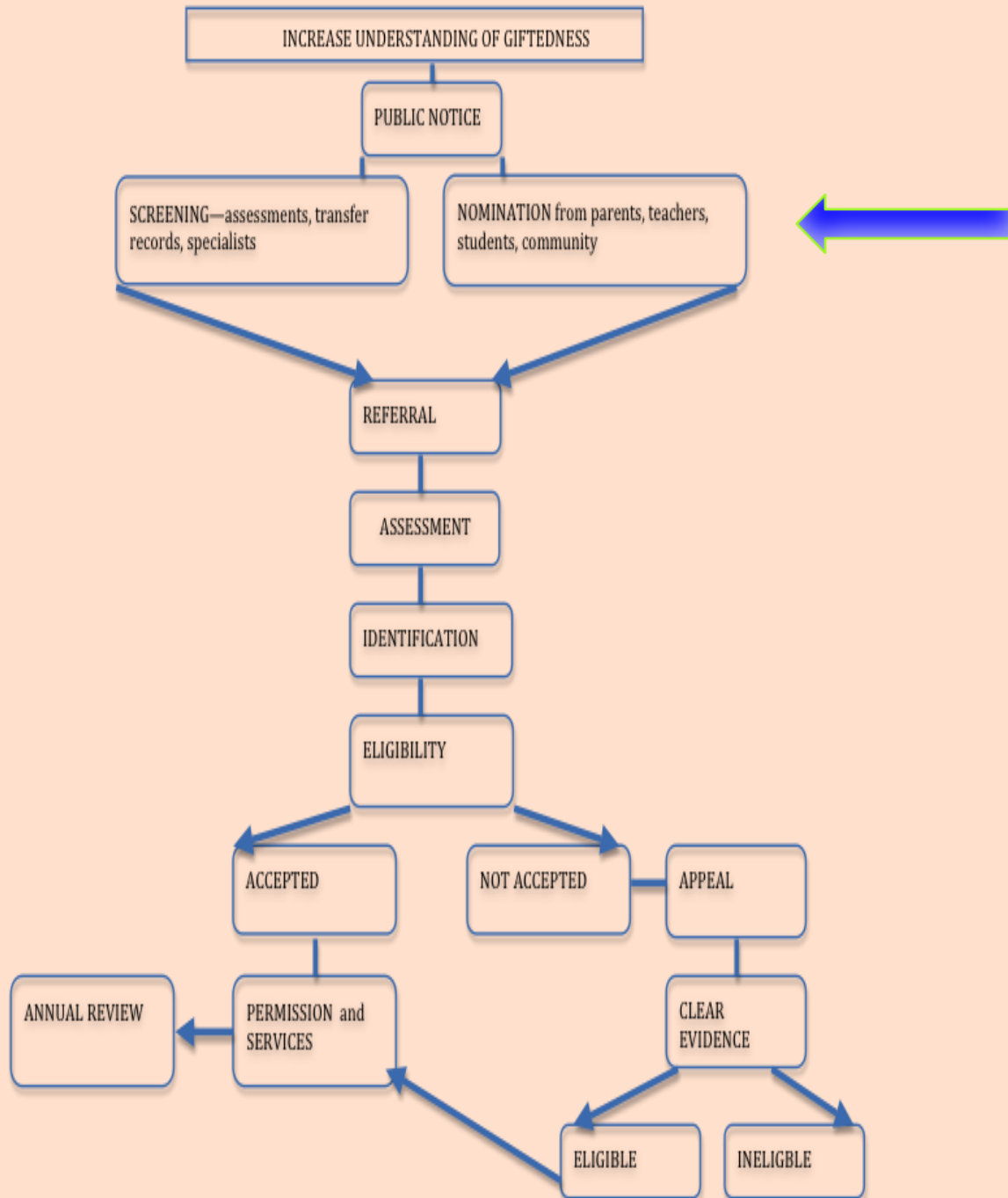
Identification Procedure That Ensures Equal Access to the Identification Procedure

1. Nomination Phase

- Annual public **notification** of parents and students shall be made <u>before any major identification activity.</u> The notice shall be <u>published or announced in multiple ways</u> in <u>appropriate languages</u> to each community in school and district publications or other media, with circulation **adequate to notify parents and students throughout the district**.

- <u>Nomination Phase</u>-during this phase, nominations are solicited from a variety of sources. Nominations are based upon data from teachers, other staff, parents, students, and members of the community. (**28A.185.030**)
  - Purpose is **to ensure** that all students who might have potential in the areas that are served by the district are nominated.
  - Particular attention to students with disabilities, culturally diverse, or lower income backgrounds.
  - **Professional development** are key elements in the process. Research suggests that teachers identify more children when trained (Gear, 1978).
  - At the end of the nomination phase, the school should have **a large pool of applicants, who will proceed to the second phase of identification, which is assessment.**

NOMINATIONS from PEOPLE

- **SCHOOL**
  - Teachers
  - Administrators
  - Counselors
  - Information Specialists
  - Other specialists
    - ELL
    - SPED
    - Arts

- **SELF-NOMINATION ?**

- **PEER NOMINATION ?**

- **HOME**
  - Parents/Guardians
  - Tutor/Caretakers

- **COMMUNITY**
  - Leaders of Community Groups involving children and youth.
  - Scouting
  - Boys and Girls Clubs
  - Ethnic Comm. Centers
  - Etc.

NOMINATIONS FROM DATA

TRANSFER RECORDS

- Prior Identification and/or participation in a Gifted Program

- Qualifying scores on standardized achievement or aptitude tests.

- Exemplary grades/teacher comments.

- Achievements/Honors

REVIEW of AVAILABLE

- Periodic scan
  - Statewide testing
  - Reading tests
  - Math Pre-assessments
  - Curriculum based assessments (CBA)
  - End of course tests (EOC)
  - MAP
  - MSP
  - ETC.

Under-represented populations…..

CHILD FIND

Under-represented Populations

RANGE

- HIGHLY gifted (140+ IQ)

- Primary Gifted,
  Pre-Kinder through grade 2

SUB GROUPS

- Economic Subgroup

- Underachievers

- Ethnically/ Culturally diverse

- English Language Learners

- Special Education
  - Health Impaired (e.g.ADHD)
  - Aspergers
  - Emotional
  - Learning Impaired
  - Visual/Auditory

Parent/Legal Guardian Permission
(**392-170-055**)

Parental permission shall be obtained in writing before:

1. Conducting assessments to determine eligibility for participation in programs for highly capable students;

2. Placement in the district's highly capable program before any special services and programs are started for an identified highly capable student;

Parental permission notice shall include:

a) A full explanation of the procedures for identification of a student for entrance into the highly capable program;

b)   An explanation of the appeals process (**392-170-076**);

c) An explanation of the procedures to exit a student from the program; and

d) Information on the district's program and the options that will be available to identified students.

NOMINATION PACKETS

- **Nomination procedures (who, when, how)**
  - Nomination Form
  - Rating Scales or way of providing evidence
  - If Parent Nomination, permission signature required
  - Who to call for further information

- **ALSO INCLUDE:**
  - Explanation of Identification Procedures and Process
  - Appeals Process
  - Exiting Procedures
  - Information About the Program and Options Available to Identified Student

Examples of Nomination/Referral Forms

The pdf forms at this website are examples to guide your thinking. Please create your own based on the continuum of services you are going to provide based on student need.
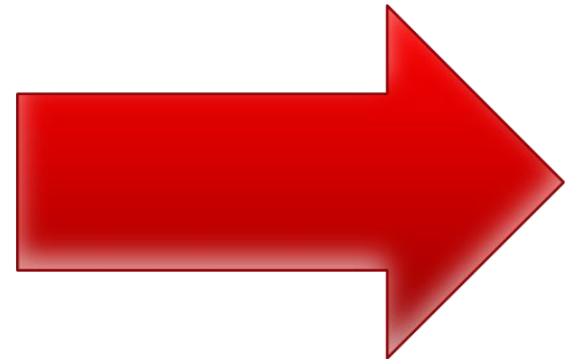
Jann H. Leppein's Forms Examples are located at….

- http://tinyurl.com/ngazjmo

- CAUTION: The forms are not prescriptions. Rather they are for use as a guide to your thinking.

ASSESSMENT PHASE

INCREASE UNDERSTANDING OF GIFTEDNESS

PUBLIC NOTICE

SCREENING—assessments, transfer records, specialists

NOMINATION from parents, teachers, students, community

REFERRAL

ASSESSMENT

IDENTIFICATION

ELIGIBILITY

ACCEPTED

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APPEAL

ANNUAL REVIEW

PERMISSION and SERVICES

CLEAR EVIDENCE

ELIGIBLE

INELIGBLE
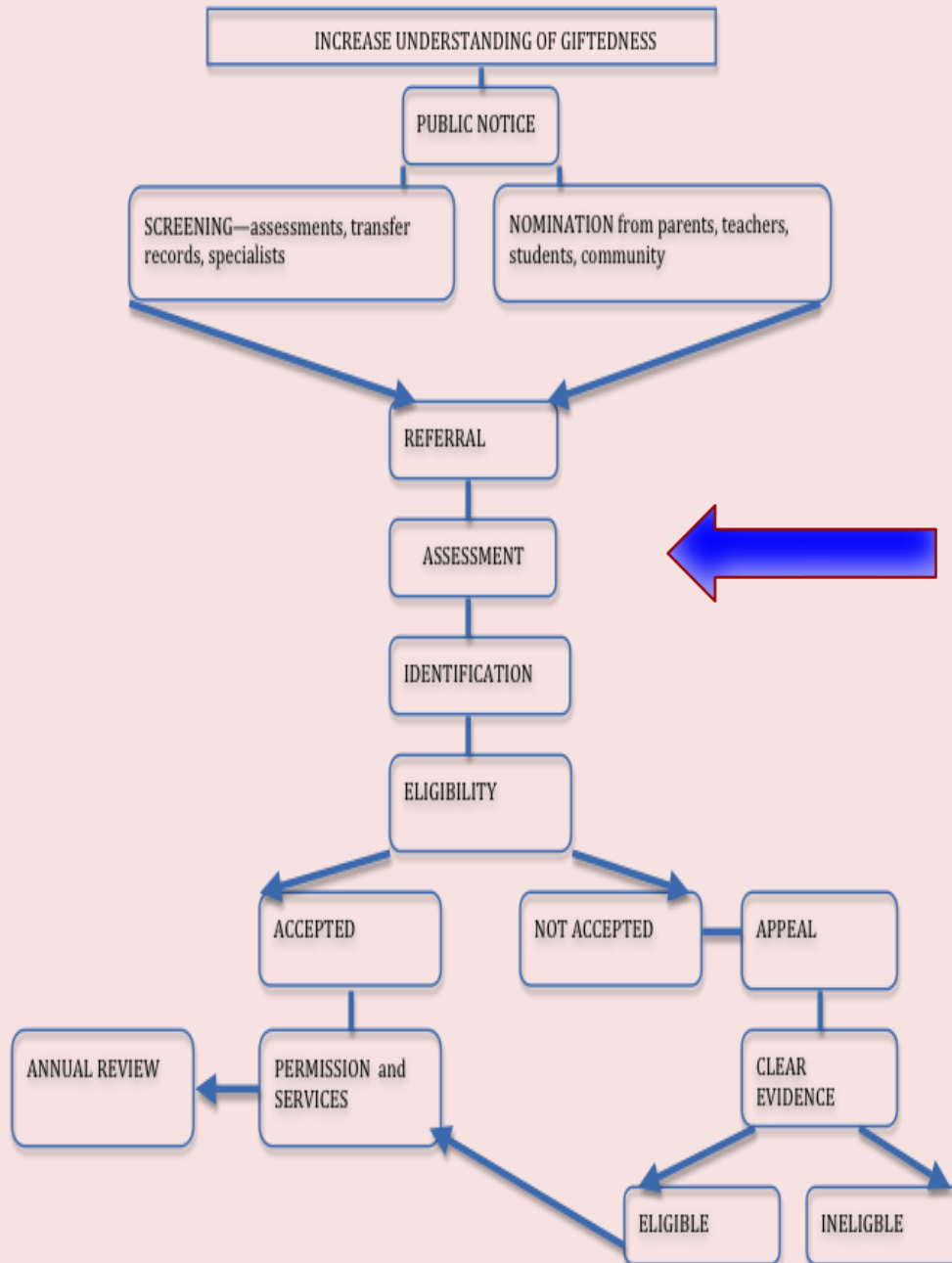
Procedure Ensures Equal Access ID Process

2. Assessment Phase

During this phase, specific assessment instruments are administered that match the gifted program area(s) addressed and the personal characteristics of the learner.

- Reading-
  - •Verbal Reasoning
  - •Reading Achievement
  - •Writing skills
  - •Interests in reading, writing.
- Math-
  - •Quantitative/Non-Verbal Reasoning
  - • Math Achievement
  - •General interest in mathematics

ASSESSMENTS….

- Assessment shall be based upon a
    - review of each student's capability
    - as shown by multiple criteria intended to reveal,
    - from a wide variety of sources and data, each student's unique needs and capabilities.

- Selection shall be made by a broadly-based committee of professionals, after consideration of the results of the multiple criteria assessment.

- A district's nomination procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055

Assessment Process for Selection of Highly Capable Student (392-170-055)

1. Students nominated for selection as a highly capable student, unless eliminated through screening as provided in WAC 392-170-045, shall be assessed by qualified district personnel;

1. Districts shall use multiple objective criteria for identification of students who are among the **most highly capable**. There is **no single prescribed method** for identification of students among the most highly capable; and

1. Districts shall have a clearly defined and written assessment process.

INCREASE UNDERSTANDING OD GIFTEDNESS

PUBLIC NOTICE

NOMINATION

YES — SCREEN — NO

REFERRAL

ASSESSMENT

IDENTIFICATION

ELIGIBILITY

ACCEPTED — NOT ACCEPTED

PERMISSION and SERVICES — REGULAR REVIEW

DENIAL — CLEAR EVIDENCE

APPEAL

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TWO-STEP

SCREENING PROCESS

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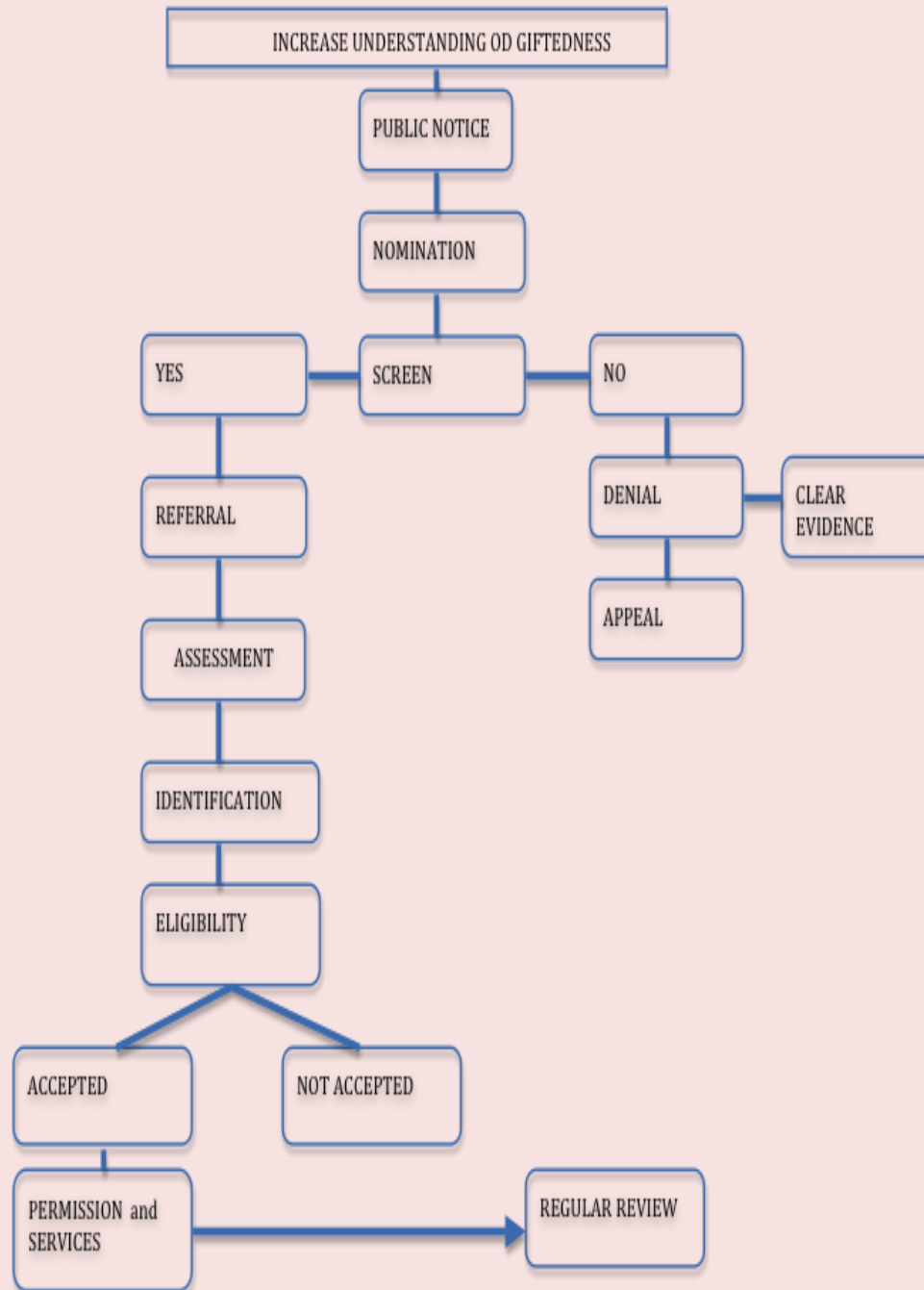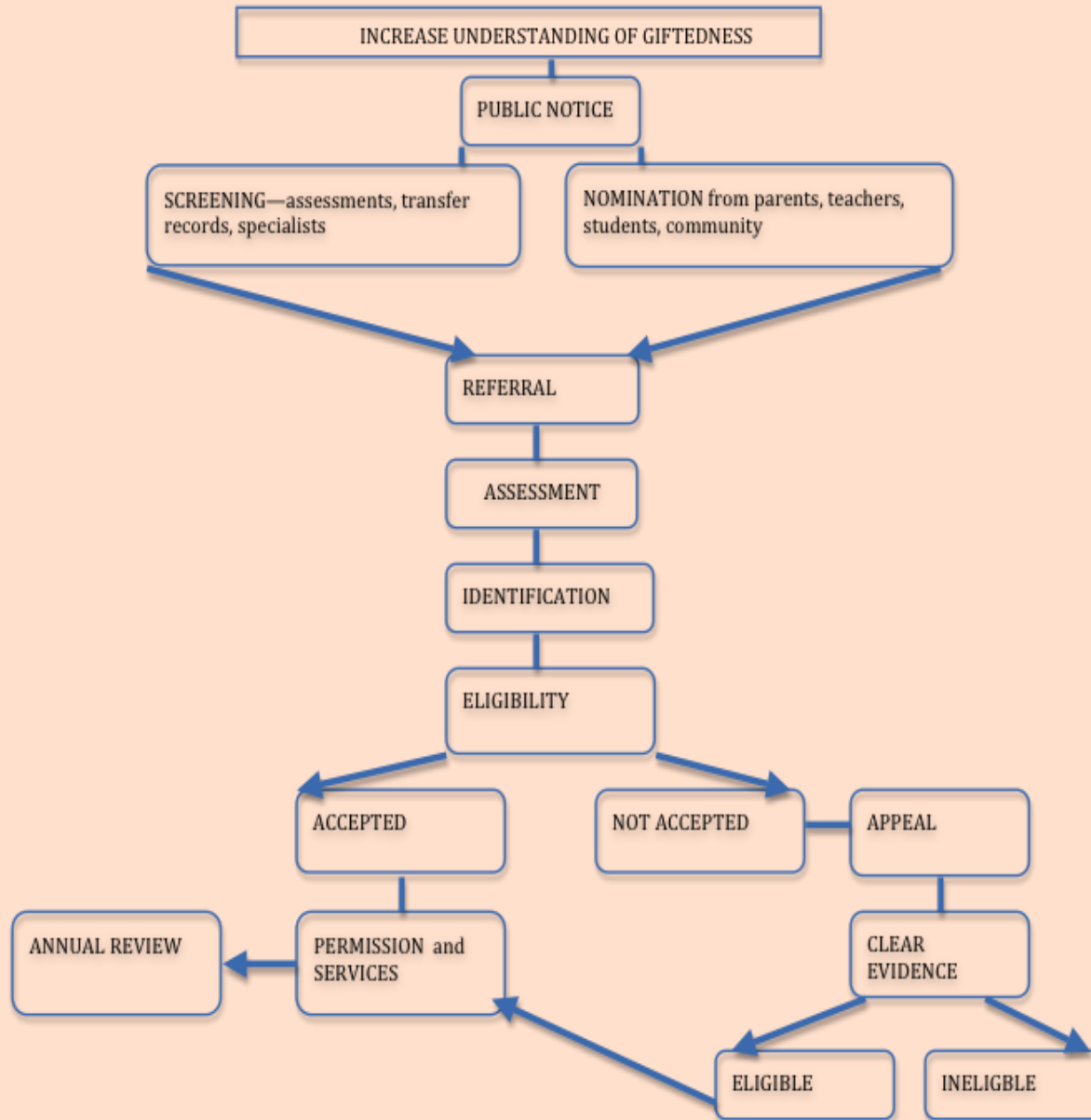
ONE WAY:

Without Elimination Separate Elimination via Screening

Assessment Tools for the Identification of Highly Capable Students

Intelligence Tests	Non-Verbal Ability Tests
Aptitude Tests (Domain Specific)	**Creativity Tests**
Achievement Tests	Student Portfolios/Performance by Audition/Creative Productivity
Grades	Performance-based assessments or tasks
Teacher Recommendations	**Parent, Student, Peer, Community Nominations**

Non-Negotiables….

■ "….measures of <u>general reasoning abilities</u> in different symbol systems; <u>academic achievement</u> in reading, mathematics, and particular content domains; and the <u>ratings of trained observers</u> should always form the bedrock for selection decisions."

• --Lohman

Creativity Measures

- **TESTS**
  - Torrance Test of Creative Thinking

- **OBSERVATIONAL SCALES**
  - Creative Behaviors—Rating Scales

- **PRODUCTS**
  - Domain-specific
  - Culturally influenced
  - Compare to similar population

BEHAVIORAL CHARACTERISTICS (some)

- Tolerance for ambiguity
- Adaptable; flexible thinking
- Synthesizes; sees patterns
- Multiple perspectives; divergent thinking
- Lots of ideas; fluent
- Possibility thinker
- Takes risks; non-conformist
- Imaginative; playfulness of mind

Teacher Rating Scales

- Teacher ratings provide additional and different information about the characteristics and behaviors we associate with giftedness.

- Select Rating Scales that have been **normed or validated.**

- Then, **do not alter them**!

Why Involve Teachers?
(Teacher=any member of staff including specialists)

- **Can help "catch" students missed by traditional means** (testing)-especially traditionally underrepresented students.
  - Students with low SES
  - Ethnically/racially diverse
  - Underachiever
  - SPED

- Teachers are better nominators when they have received **professional development** in how to use the teacher rating scales

- Teachers can be good nominators of talent, IF **given specific behaviors for which to look**

Teacher Rating Scales

- **SRBCSS-***3rd edition* **K-12**
  - – Scales (4 core subscales + 10 others)
  - – Teacher Training Exercises
  - – Administration Procedures

- **Scales for Identifying Gifted Students (SIGS)** *ages 5-18*
  - –Teacher and Home Scales (7 subscales)

- **Gifted Rating Scales (GRS)** *ages 4.0-13.11*
  - – *GRS-P* (five domains), *GRS-S* (6 domains)

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS-3rd edition)

TEACHERS rate K-12
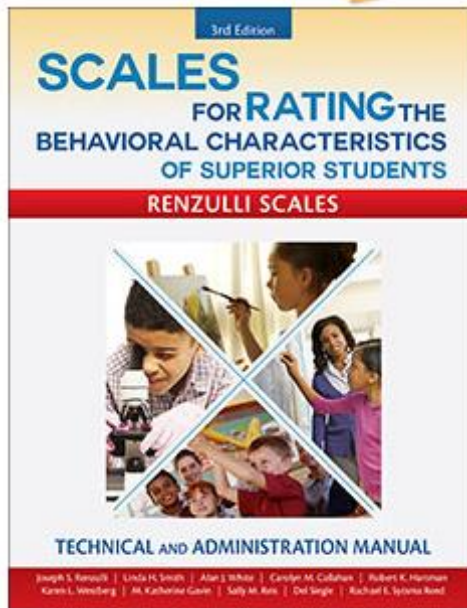
Teacher Training Exercises Included Grades K-12 with the exception of Math, Reading, Technology and Science Grades 3-8

The **RENZULLI SCALES** are designed to obtain teacher estimates of a student's characteristics in the following areas:

- Learning Characteristics
- Creativity Characteristics
- Motivation Characteristics
- Leadership Characteristics
- Artistic Characteristics
- Musical Characteristics
- Dramatics Characteristics
- Communication Characteristics (Precision)
- Communication Characteristics (Expressiveness)
- Planning Characteristics
- Mathematics Characteristics
- Reading Characteristics
- Technology Characteristics
- Science Characteristics

The manual features extensive appendices that include reproducible teacher training activities to help teachers understand how to use the scales and rate students, easy-to-follow instructions on how to establish local norms in a school or district, and a practical plan for identifying students for gifted and talented programs.

Joseph S. Renzulli | Linda H. Smith | Alan J. White | Carolyn M. Callahan | Robert K. Hartman
Karen L. Westberg | M. Katherine Gavin | Sally M. Reis | Del Siegle | Rachael E. Sytsma Reed

http://www.prufrock.com/Scales-for-Rating-the-Behavioral-Characteristics-of-Superior-Students-Technical-and-Administration-Manual-3rd-ed-P1823.aspx

Scales for Identifying Gifted Students (SIGS)

Ryser & McConnell, 2004

BEHAVIOR	RATING				
MY CHILD	Never	Rarely	Same	Somewhat More	Much More
Scale 1: General Intellectual Ability					
1. Has excellent reasoning ability.	0	1	2	3	4
2. Establishes cause—effect relationships easily.	0	1	2	3	4
3. Can analyze an issue from many points of view.	0	1	2	3	4
4. Is able to reach good conclusions based on evidence.	0	1	2	3	4
5. Is curious and seeks answers to questions.	0	1	2	3	4
6. Is an excellent planner and decision maker.	0	1	2	3	4
7. Gathers information to make sense of a situation.	0	1	2	3	4
8. Demonstrates a healthy skepticism and curiosity.	0	1	2	3	4
9. Asks complex questions about a topic.	0	1	2	3	4
10. Is able to rapidly understand novel tasks.	0	1	2	3	4
11. Is able to figure out what is needed to solve a problem.	0	1	2	3	4
12. Can easily relate new information to old information.	0	1	2	3	4

Total ☐ = 0 + ☐ + ☐ + ☐ + ☐

Examples (If six or more 4s): _____

Home and School Version   Ages 5-18

7 Scales-(general intellectual ability, language arts, math, science, social studies, creativity, and leadership.

http://www.prufrock.com/SIGS-Complete-Kit-Scales-for-Identifying-Gifted-Students-P123.aspx

Directions

Read each statement and decide how often your child exhibits each behavior. As you respond, ask yourself, "To what degree does my child exhibit the behavior listed when compared with his or her age peers?" Please respond to **all** statements, circling one number for each.

0 = Never exhibits the behavior in comparison to his or her age peers

1 = Rarely exhibits the behavior in comparison to his or her age peers

2 = Exhibits the behavior about the same as his or her age peers

3 = Exhibits the behavior somewhat more in comparison to his or her age peers

4 = Exhibits the behavior much more in comparison to his or her age peers

If your child is rated with six or more 4s, please provide examples that demonstrate his or her strength in that area in the space provided below the scale.

Gifted Rating Scales (GRS)

Gifted Rating Scales (GRS)

Author(s): Steven Pfeiffer, Ph.D. and Tania Jarosewich, Ph.D.

Designed to help identify children for placement in gifted and talented educational programs.

TEACHERS only

Administration: 5-10 minutes
Level/Publication Date: 2003

Ages/Grades: GRS-P: 4.0 through 6.11 years
GRS-S: 6.0 through 13.11 years

6 Scales: intellectual, academic, creativity, artistic, leadership, and motivation

http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8130-502

GRS
GIFTED RATING SCALES
PFEIFFER & JAROSEWICH

Section 1. To be completed by the teacher/rater

Student Information

Name _____
Today's Date __/__/__
Date of Birth __/__/__   Age: _____
Grade: _____
☐ Male ☐ Female

Teacher Information

Name _____
Contact Number _____
School _____
School Address _____

How long have you known this child in a teaching capacity?
☐ 1–3 months
☐ 4–6 months
☐ 7–12 months
☐ >1 year

In general, how well do you feel you know this child?
☐ Not Well
☐ Fairly Well
☐ Very Well

Section 2. To be completed by the examiner. See scoring instructions in the Manual.

Profile of Scale Scores (T Score)

≥ 80
70
60
50
≤ 40

Scales: Intellectual | Academic | Creativity
Raw Score
*T score
*Cumulative %
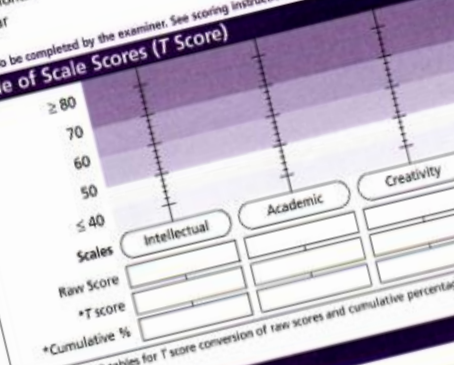
* See Appendix B tables for T score conversion of raw scores and cumulative percentages

Results
Strengths _____

Additional Information

Academic Ability

Academic Ability refers to the child's skill in dealing with factual and/or school related material. Advanced readiness for and/or proficiency in reading, math, and other aspects of the early childhood curriculum are indicative of Academic Ability.

Rate how well this child performs the following, compared to other children of the same age:	Below Average			Average			Above Average		
1. Demonstrates knowledge about current events.	1	2	3	4	5	6	7	8	9
2. Completes academic work correctly.	1	2	3	4	5	6	7	8	9
3. Completes academic work unassisted.	1	2	3	4	5	6	7	8	9
4. Contributes to academic discussions.	1	2	3	4	5	6	7	8	9
5. Learns academic material with little instruction.	1	2	3	4	5	6	7	8	9
6. Excels in one or more subject areas.	1	2	3	4	5	6	7	8	9
7. Understands complicated academic material.	1	2	3	4	5	6	7	8	9
8. Performs well on achievement and/or classroom tests.	1	2	3	4	5	6	7	8	9
9. Demonstrates advanced reading, writing, and/or math skills.	1	2	3	4	5	6	7	8	9
10. Asks relevant questions to learn more about a topic.	1	2	3	4	5	6	7	8	9
11. Demonstrates extensive knowledge in one or more academic areas.	1	2	3	4	5	6	7	8	9
12. Demonstrates knowledge of facts in one or more academic areas.	1	2	3	4	5	6	7	8	9

Academic Ability Raw Score Total _____

Creativity

Creativity refers to the child's ability to think, act, and/or produce unique, original, novel or innovative thoughts or products. Creativity can be expressed in a variety of ways: how a child solves problems, experiments with new ideas, and/or plays imaginatively.

Rate how well this child performs the following, compared to other children of the same age:	Below Average			Average			Above Average		
1. Displays an active imagination, thinks or acts imaginatively.	1	2	3	4	5	6	7	8	9
2. Approaches the world "as a scientist" or explorer.	1	2	3	4	5	6	7	8	9
3. Connects or puts together ideas or materials in unusual but relevant ways.	1	2	3	4	5	6	7	8	9
4. Demonstrates an inventive or innovative approach to situations or problems.	1	2	3	4	5	6	7	8	9
5. Generates ideas to "what if" questions that don't have one correct solution.	1	2	3	4	5	6	7	8	9
6. Generates unique or creative ideas to solve a problem or issue.	1	2	3	4	5	6	7	8	9
7. Thinks or acts in novel ways, such as proposing original activities or games.	1	2	3	4	5	6	7	8	9
8. Experiments with ideas in new or imaginative ways.	1	2	3	4	5	6	7	8	9
9. Demonstrates original thinking.	1	2	3	4	5	6	7	8	9
10. Creates original skits, stories, poems, and/or songs.	1	2	3	4	5	6	7	8	9
11. Takes creative risks, comfortable not having the correct answer.	1	2	3	4	5	6	7	8	9
12. Constructs jokes, ironic observations, and/or clever plays on words.	1	2	3	4	5	6	7	8	9

Creativity Raw Score Total _____

Artistic Talent

Artistic Talent refers to the child's potential for, or evidence of, ability in drama, music, dance, drawing, painting, sculpture, singing, playing a musical instrument, and/or acting. Artistic Talent can be expressed in a variety of ways: how a child approaches play activities, completes assignments, and/or works with art supplies or artistic media.

Rate how well this child performs the following, compared to other children of the same age:	Below Average			Average			Above Average		
1. Produces imaginative and/or original art.	1	2	3	4	5	6	7	8	9
2. Learns artistic techniques quickly.	1	2	3	4	5	6	7	8	9
3. Appreciates subtle distinctions or variations in artistic products or performances.	1	2	3	4	5	6	7	8	9
4. Exhibits advanced artistic technique and/or performance.	1	2	3	4	5	6	7	8	9
5. Demonstrates knowledge in the arts.	1	2	3	4	5	6	7	8	9
6. Performs or produces art marked by detail, complexity, sophistication, and/or richness.	1	2	3	4	5	6	7	8	9
7. Applies principles such as rhythm, melody, and/or timing to artistic endeavors.	1	2	3	4	5	6	7	8	9
8. Provides detail and/or elaboration in artistic work.	1	2	3	4	5	6	7	8	9
9. Demonstrates heightened attention to detail, color, shape, pitch, rhythm, and/or movement.	1	2	3	4	5	6	7	8	9
10. Expresses emotions effectively in artwork.	1	2	3	4	5	6	7	8	9
11. Communicates creative interpretations via the arts.	1	2	3	4	5	6	7	8	9
12. Communicates meaning effectively via artistic media.	1	2	3	4	5	6	7	8	9

Artistic Talent Raw Score Total _____

Peer and Parent Instruments

- *Muffs*

  (published by Royal Fireworks)

- *Peer Questionnaire (see handout)*

- *Things My Child Likes To Do*

  (free pdf download at:
  http://www.gifted.uconn.edu/sem/semisf.html)

Types of Standardized Norm-Referenced Tests

- **Achievement Tests**—Measure what a child knows or understands about a content area (i.e., math). Commonly administered achievement tests include: Iowa Test of Basic Skills (ITBS); California Achievement Test (CAT); and the Stanford Achievement Test (SAT). The ACT Assessment used for college entrance falls under the category of an achievement test.

- **Aptitude Tests**—Predict future performance in a particular domain. Examples of such tests include: Cognitive Abilities Test CogAT 7, and screening form, OLSAT 8, SAT Reasoning Test (SAT); InView Ability Test, and the Differential Aptitude Test (DAT).

- **Intelligence Tests**—Samples behavior already learned in an attempt to predict future learning. The Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV); the Stanford-Binet Intelligence Scales-Fifth Edition (SB-V); and the Naglieri Nonverbal Ability Test (NNAT2) are examples of IQ measures.

WHAT INSTRUMENTS SHOULD WE USE?

- VERY useful list of approved tests and assessments for identifying gifted students in ARIZONA.

https://www.azed.gov/**gifted**.../state-board-approved-test-list-for-the- identification-of-**gifted**-students-in-arizona.pdf

Individually administered vs group intelligence tests

Nondiscrimination in the Use of Tests
392-170-060

All tests and other evaluation materials used in the **assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure.**

If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement. This professional judgment shall be documented in writing. Keep Minutes

What to Look for in a Test

Reliability-the consistency of the instrument

- Stability: Are the test results consistent over time?
- Equivalence: Are the test results similar with different forms of the test?
- Internal Consistency: Are the items in the test homogeneous?
- Reliability Coefficient Range from 0-1.0
- Higher the better, in general should be .80 or higher

What to Look for in a Test

Validity-Does the test measure what it says it does?

- Is a matter of degree.
- Refers to the appropriateness of the interpretation of the results.
- Asks the question "how do we know this test measures what it's supposed to measure?

What to Look for in a Test

- <u>Age-</u>how long ago was the instrument developed or updated (Norms)? Even 2000 is too old…

- <u>Appropriate</u>-What is the instrument's purpose?

- <u>Application</u>-How are you supposed to use the results? (Local vs. National Norms)

- <u>Analysis</u>
  - Who made up the development sample? Was it representative of your population/school?
  - What research has been done on the instrument?
  - Is reliability and validity evidence available?

Some Important Information on Testing

- Code of Fair Testing Practices in Education (http://www.apa.org/science/fairtestcode.html)
  - Specific items for test users:
    - Purpose of the test
    - Specific content being assessed
    - Evidence of textual quality
    - Check that the test has been used has been evaluated for use with diverse groups of students
    - Avoid using tests for purposes other than those for which they are explicitly stated
    - Avoid using a single score on ANY test as the determining factor for anything

Where to Find Information on Tests

- Buros Mental Measurement Yearbook
  http://buros.org/mental-measurements-yearbook

Standard Error of Measure (SEM)
You just have to know about it!

- SEM is the estimate of the amount of variation in the test scores (due to random fluctuation) if you were to give the same test to the same student over and over again.

- WARNING!! SEM on group tests becomes larger the younger the child.

- **If the SEM is small, we have greater confidence that the score we obtained is dependable**.

- This has <u>MAJOR implications</u> for cut scores.

- If your student's score is within the SEM of the area's cut score, you cannot say if the student is actually above or below that cut score. So for those students scoring close to this cut score do further investigation.

Standard Error of Measure (SEM)

Testing and Measurements Concepts
(What You Need to Know But You Might Be Afraid to Ask)

- Descriptive Statistics

- Norm Scores

- Reliability and Validity

- Standard Error of Measurement

Properties of the Normal Distribution

Normal Distribution
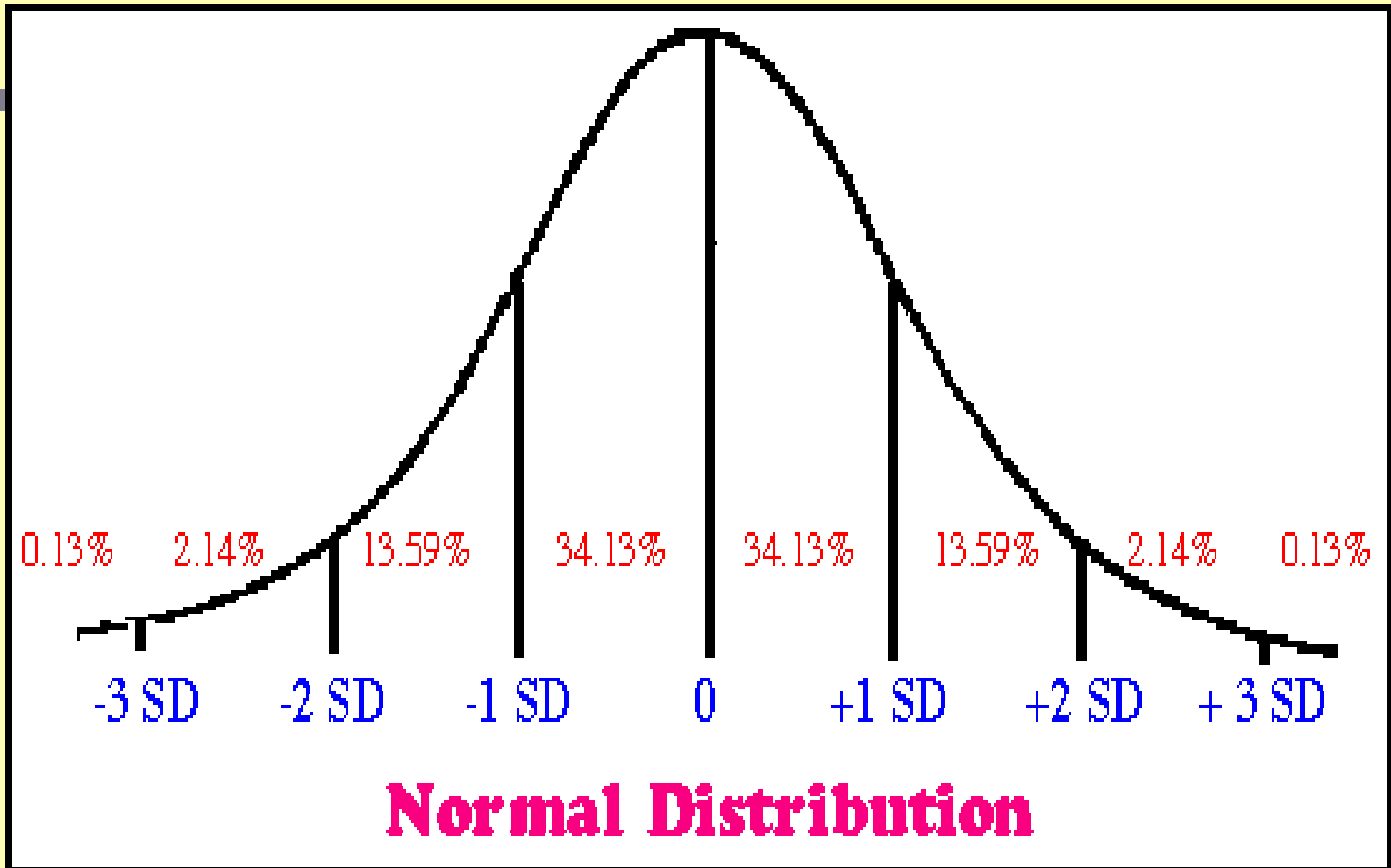
NORMS AND UNITS FOR MEASUREMENT

Per cent of cases under portions of the normal curve: 0.13%, 2.14%, 13.59%, 34.13%, 34.13%, 13.59%, 2.14%, 0.13%

Standard Deviations: -4σ, -3σ, -2σ, -1σ, 0, $+1\sigma$, $+2\sigma$, $+3\sigma$, $+4\sigma$

Cumulative percentages rounded: 0.1%, 2.3% (2%), 15.9% (16%), 50.0% (50%), 84.1% (84%), 97.7% (98%), 99.9%

Percentile Equivalents: 1, 5, 10, 20, 30, 40, 50, 60, 70, 80, 90, 95, 99 — Q_1, Md, Q_3

Typical Standard Scores

z-scores: -4.0, -3.0, -2.0, -1.0, 0, $+1.0$, $+2.0$, $+3.0$, $+4.0$

T-scores: 20, 30, 40, 50, 60, 70, 80

CEEB scores: 200, 300, 400, 500, 600, 700, 800

AGCT scores: 40, 60, 80, 100, 120, 140, 160

Stanines: 1, 2, 3, 4, 5, 6, 7, 8, 9

Per cent in stanine: 4%, 7%, 12%, 17%, 20%, 17%, 12%, 7%, 4%

Stanine 9 = 4%

Wechsler Scales Subtests: 1, 4, 7, 10, 13, 16, 19

Deviation IQ's: 55, 70, 85, 100, 115, 130, 145

4%

The Importance of the Norm Group

- Giftedness is a **relative**, not an absolute, concept. **Whether a particular score is consider unusual depends on the norm group.**

- For example if one compares a student's score on an intelligence test to the score the student would obtain if a few months older or younger, the IQ easily fluctuates ten points. **Score using age-norms.**

- If one uses 1965 norms rather than 2000 norms (for either an ability or an achievement test), the examinee's rank changes markedly. **Use recent scores from most currently normed tests.**

- Decisions about acceleration are best made by local norms.

Why Do Norms Matter?

"Inferences about academic talent are most defensible when made by comparing a student's behavior to the behavior of other students who have had similar opportunities to acquire the knowledge and skills measured by the test"

(Lohman, 2006, ix).

What are Norms?

- Who is in the comparison group?

- Allison scored in the 60th percentile
  - ✓ Compared to all 5th grade students in US?
  - ✓ Compared to all 5th grade students in Washington?
  - ✓ Compared to all 5th grade students in same school district?
  - ✓ Compared to all K-12 students?
  - ✓ Compared international levels of performance?

Why Do Norms Matter?

- If a 5th grade ELL student learns English twice as fast as other ELL students, **that student likely has a talent with regard to language**

- When compared to ALL 5th grade students, this student might be seen as average AT BEST

- If a student from poverty achieves at the 80th percentile (compared to all) this might be at the 95th percentile compared to all students from poverty

District #191 Enrichment in Bldngs.

District #191

Enrichment Screening Record Sheet

2007-2008

School _____ Grade _____ Date _____

IdenNo.	Gender	Race/Ethnicity	ITBSRdng	ITBSMath	CoGAT V	CoGAT NV	CoGAT Q	CoGAT Comp	Learning	Creativity	Motivation	Peer Rtg.
Sample 1	Male	Caucasian	95	89	94	88	89	90	57	52	63	24
Sample 2	Female	HispanicAmerican	88	94	91	90	94	92	55	55	55	36

Note: Sample No. 1 was included on this screening record sheet to illustrate at least one score at or above the 95th percentile. Sample No. 2 was included to illustrate a teacher nomination. This record-keeping sheet is used for screeening students who may or may not be selected for enrichment services.

Identifying Traditionally Underserved Populations
(Issues, Procedures, & Promising Practices)

1. Culturally, Linguistically, Economically Diverse (CLED)
2. Twice Exceptional (SPED)
3. Economic Sub-Group--poverty

HOW TO IDENTIFY ACADEMICALLY GIFTED MINORITY STUDENTS
Dr. David Lohman, The University of Iowa
An update on Ability Measurement with CogAT ®
Volume #3 • WINTER Issue • 2005

Identification of aptitude should be made within groups who have had similar opportunities to learn the knowledge and develop the skills being measured.

Nonverbal (figural) reasoning abilities are less important and show lower correlations with school achievement.

Many talented minority students fall in the high-potential group because they have not had opportunities to develop academic excellence.

Identifying Traditionally Underserved Populations
Methods/Procedures for
Culturally/Ethnically/Linguistically Diverse (CLED)?

- **Apprenda (Stanford Achievement Test in Spanish)**

- **Aptitude tests that include Non-verbal Tests (CogAT 7, CogAT Form 7 Screening Form)**
  http://www.riversidepublishing.com/products/cogAT7/screening.html

- **Case Study Approach Including Portfolios**

- **Talent Development Approach**
  e.g., Fairfax County, VA
  http://www.fcps.edu/is/aap/ys.shtml

- **Teacher Awareness Procedures**

- **Potentially, the *HOPE* Scale**
- **Other?**

Identification of Underrepresented Groups

- High Accomplishment vs high-potential students

- Many talented under-represented students fall in the high-potential group because they have not had opportunities to develop academic excellence

Better Policy to Use

- **Make decisions about potential by using the most valid and reliable aptitude tests and compare each student's scores to those who share similar learning opportunities or background characteristics**. (i.e. local norms)

Steps in Identification-Local Norms

Steps in Identification – Local Norms

1. Decide which measures predict success in the program

2. Measure ability, achievement, and interest

3. Put all scores on the same scale (z-score)

4. Sort data by composite measure

5. Make within-group comparisons for identification

6. Make placements using local-norm rank

7. Reassess at regular intervals

- **(Lohman, 2006, p. 46)**

http://faculty.education.uiowa.edu/david-lohman/home

Implication for School Leaders

- Professional development on the identification and assessment protocols used in the Highly Capable Program

- Longitudinal data collection on learning gains across years for all groups.

- Focus on lower SES schools to find overlooked students

Summary of Assessment Considerations

1. Obtain the most **reliable and valid measures** of domain-specific aptitude for all students.

2. Provide and document **appropriate procedures for test takers with disabilities** who need special accommodations or those with diverse linguistics backgrounds.

3. Provide **adequate training to scorers** and ensure and monitor the accuracy of the scoring process. (Same conditions for everyone)

Summary of Assessment Considerations

5. Establish a policy for **achieving more equitable representation of underrepresented groups** in programs. **Consider grouping students by opportunity to learn and selecting the highest-scoring students within groups**

6. Make better use of **local norms** when identifying students whose accomplishments in particular academic domains are well above their classmates.

7. Emphasize that the attainment of excellence requires the same level of **commitment by students**, their families, and their schools as the development of high levels of competence in any domain.
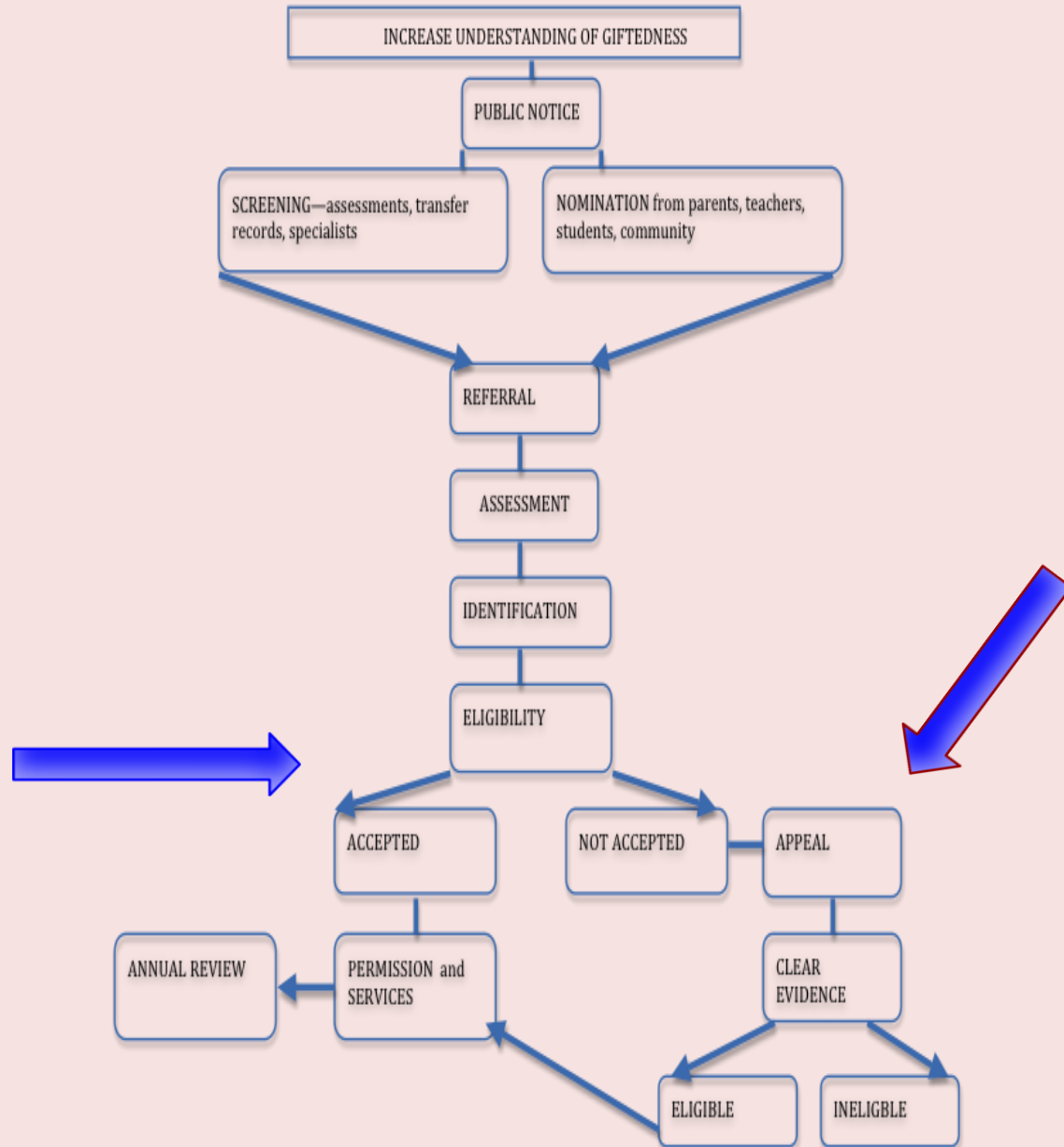
Great Quote to Consider

"Programs would do a better job of identifying talented children if they started with a clear understanding of the types of expertise that they seek to develop and the kinds of instruction that they can offer

(Lohman, 2006. p. 46-47)

SELECTION PHASE

Developing an Identification Procedure That Ensures Equal Access

3. Selection Phase

- During this phase the multidisciplinary team will meet to select those students who will benefit from the program options.

  - ★ All data from nomination and screening phases should be considered.

  - ★ Initially, you may want to identify students by number only to ensure objectivity.

  - ★ The committee will want to note the strengths of the student in order to consider the continuum of services that will be provided.

Selection of Most Highly Capable (**392-170-075**)

Each school *district's board of directors shall adopt policies and procedures for the selection of the most highly capable* students by the multidisciplinary selection committee. Such policies and selection procedures:

(1) <u>Shall not violate federal and state civil</u> rights laws including, without limitation, chapters <u>28A.640</u> and <u>28A.642</u> RCW;

(2) Shall be based on <u>professional judgment as to which students</u> will benefit the most from inclusion in the district's program; and

(3) Shall be <u>based on a selection system that determines which students are the most highly capable as defined under</u> WAC <u>392-170-055</u>, and other data collected in the assessment process.

Multidisciplinary Selection Committee (**392-170-070**)

The <u>multidisciplinary selection committee</u> for the final selection of the most highly capable students for participation in the district's program for highly capable students shall consist of the following professionals:

1. A **special teacher:** Provided, that if a special teacher is not available, **a classroom teacher shall be appointed;**
2. A **psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results**;
3. A **certificated coordinator/administrator with responsibility for the supervision of the district's program for highly capable students**; and
4. Such **additional professionals**, if any, the district deems desirable. (SPED, ELL, Counselor)

Special Teacher

A special teacher is a teacher who has **training, experience, advanced skills, and knowledge in the education of highly capable students**. Areas of competence should include knowledge of the following: **Identification procedures, academic, social and emotional characteristics, program design and delivery, instructional practices, student assessment, and program evaluation.**

WAC 392-170-038

Selection Considerations

1. **Match the aptitudes** measured to the **types of instruction offered** and **program goals.** (e.g.Math aptitude to find math talent; measure of problem solving if goal is to improve problem solving.)

2. **Avoid basing selection on composite scores.**

3. Assess students **relative to peers** who have had similar backgrounds and learning opportunities

District #191 Enrichment in Bldngs.

District #191 Enrichment Screening Record Sheet 2007-2008

School _____ Grade _____ Date _____

IdenNo.	Gender	Race/Ethnicity	ITBSRdng	ITBSMath	CoGAT V	CoGAT NV	CoGAT Q	CoGAT Com	Learning	Creativity	Motivation	Peer Rtg.
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Note: Sample No. 1 was included on this screening record sheet to illustrate at least one score at or above the 95th percentile.
Sample No. 2 was included to illustrate a teacher nomination. This record-keeping sheet is used for screeening students who may
or may not be selected for enrichment services.

Report and Interpret Results Correctly

- Interpret the meaning of the test results, taking into account the nature of the content, norms or comparison groups, other technical evidence, and benefits and limitations of test results

- Avoid using tests for purposes other than those recommended by the test developer unless there is evidence to support the intended use or interpretation.

- Avoid grouping test results for purposes not specifically recommended by the test developer unless evidence is obtained to support the intended use.

- **Avoid using a single test score as the sole determinant of decisions about test takers. Interpret test scores in conjunction with other information about individuals.**

When Looking at Test Results

DO NOT

- Place data on a matrices and assign extra points to the various scores and instrument type

- Try to add the scores together as they are reported

- Do not try to compare these test results with each other before you convert them to a standard score (commonly called z-scores)

  - A common statistical way of standardizing data on one scale so a comparison can take place is using a z-score. The z-score is like a common yard stick for all types of data.

The standard score of a raw score x [1] is

$$z = \frac{x - \mu}{\sigma}$$

where:

μ is the mean of the population;

σ is the standard deviation of the population.

The Rule Is…

- **No single test should be used to identify** a Highly Capable Student

- Stay away from adding the test scores, or simply using the composite score for your final selection of students because you lose valuable data that makes this student unique in their characteristics and learning profile.

- For example, if you see uneven profiles in the scores of a student, this may warrant a further investigation to see if the ability is masked by a disability, language familiarity, etc.

The Fallacy of Common Cut Scores

- **The use of a common cut score reinforces the tendency to interpret tests as measuring innate abilities.**

- If test scores depend on background and education, then one should take these factors into account when interpreting the scores.

- **Evaluating tests by the extent to which they achieve the goal of proportional representation leads to far shorter and less reliable tests over longer and more reliable tests.**

- **Group tests are "rough estimates" and scores are not to be used in high-stakes decisions. (Lohman)**

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Developing or Revising Your Identification Plan?

Jot down some ideas for what you might do in YOUR district.

You can download this presentation and forms from:
http://tinyurl.com/ngazjmo

EVALUATING SAMPLE
Identification Plans

Caution

The examples that I provide for you in this PowerPoint are to guide your thinking about how to write an appeal's process, how to design a webpage to inform parents of the nomination process, etc. They are examples and do not necessarily fit the type of services you will offer so use them as guides only as you consider how you will write your identification procedures, etc.

Public Notice Examples

Gifted Education Information

Gifted services are available in Virginia Beach City Public Schools at all levels through both site-based and city-wide programs. A teacher, a parent/guardian, a peer, the student support team, the student, or any person who has knowledge of the student's abilities may initiate a referral for gifted services.

Referral forms are available in all schools from the gifted resource teacher and the guidance department and may be submitted at any time during the academic year at the individual school. A Parent Information Referral is also available. Referrals are reviewed periodically throughout the year. In addition, the division screens all first and fifth graders to ensure consideration for gifted services. Parents or guardians will be notified by mail of the screening results.

http://www.vbschools.com/curriculum/gifted/

Public Notice Examples

Screening and Placement

Once a student has been tested, data is compiled and forwarded to an identification and placement committee that determines eligibility for gifted services. Criteria for selection include a combination of:

Academic achievement
Achievement test scores
Teacher recommendations
Parent checklist of behaviors
Ability test scores
Audition or portfolio (visual and performing arts programs)

Parents or guardians are notified of the committee's decision by letter.

Public Notice Examples

Appeals Process

Parents or guardians may appeal the decision of the Gifted Identification and Placement Committee when there is additional, pertinent information. An appeal form may be obtained from the Gifted Testing Office.

All appeal requests must be submitted to the director of the Office of Gifted Education and Curriculum Development by the deadline provided within the letter communicating the decision of the Gifted Identification and Placement Committee. The parents or guardians will be notified by letter of the director's receipt of the appeal.

At the initial meeting of the appeals committee, all data collected including additional, pertinent information submitted in the appeal, are reviewed. The committee will decide if additional assessment data are needed. Any additional assessments must be initiated by the committee and administered by Virginia Beach City Public Schools. Assessments not conducted by VBCPS will not be considered by the committee.

Public Notice Examples

Change in Program Placement

Parents/guardians, teachers, or counselors may initiate the process for the consideration of a change in program placement. The evaluation committee considers the criteria previously used for program placement and any additional information that may be available such as performance in gifted program activities and classes. After the committee reviews all information it will recommend continued placement, change in placement or exit from the program.

The committee chair notifies parents or guardians at the initiation of the reevaluation process and of the committee's decision.

Contact Information
Dr. Susan Smith Program Coordinator Email: _____

Phone: _____

Public Notice Examples

Appeals Process (Continued)

The committee's decision may include:

- Upholding the original decision of the Identification and Placement Committee;

- Reversing the decision of the Identification and Placement Committee; or

- Gathering additional or updated data.

The parents or guardians will be informed of the appeals committee's decision by letter. Requests for appeals for admission to Old Donation Center are first addressed by the principal of Old Donation Center.

http://www.vbschools.com/curriculum/gifted/appeals.asp

Appeals Process

Academy and Advanced Academic Programs

Parents or guardians may appeal the decision of an **academy or advanced academic program selection** committee when there is additional pertinent information. Appeals must be submitted to the coordinator (middle and high school programs) or principal (elementary programs) of the **academy or advanced academic program** in writing via letter or electronic communication and must include the additional pertinent information.

Deadline Dates for Appeals

- March 25, 2014: All high school academy programs and advanced academic programs.
- April 21, 2014: Middle Years Program at Plaza Middle School.

All data initially gathered in the application process will be reviewed by the appeals committee and may not be revised, updated, or in any other way modified. This includes, but is not limited to student applications and recommendations, testing, auditions, and portfolios. If any portion of the original student application was not included in the application, it may not be added at the time of appeal. The coordinator of middle and high **academy or advanced academic programs** or principal of elementary academy programs will form an appeals committee. At the meeting of the appeals committee, all application data that has been collected in the application process, including additional, pertinent information submitted in the appeal will be reviewed.

The committee's decision regarding a student not selected for the program and not placed on the waiting list may include one of the following:

- Uphold the original decision of the selection committee
- Reverse the decision of the selection committee moving the student to the accepted list of students
- Reverse the decision of the selection committee moving the student to the waiting list of students

The committee's decision regarding a student not selected for the program, but placed on the waiting list may include one of the following:

- Uphold the original decision of the selection committee
- Reverse the decision of the selection committee moving the student from the waiting list to the list of accepted student

The parents or guardians will be informed of the appeals committee's decision by letter. If the parents/guardians do not agree

Public Notice Examples

Who can refer students?

A teacher, a parent/guardian, students, and members of the community who has knowledge of the student's abilities may initiate a referral. Referral forms can be obtained from the gifted resource teacher at the school.

Public Notice Examples

What are the steps in the referral process?

- The classroom teacher or parent/guardian obtains a **Referral Form** from the gifted resource teacher in school.

- A classroom teacher completes the Teacher Information Form. The gifted resource teacher attaches a copy of the student's current report   card.

- A Parent Letter and Parent Information Form is sent home to be completed, signed, and returned to the classroom teacher.

- All forms are compiled by the school's gifted resource teacher who forwards them to the Gifted Testing Office located at the School Administration Building.

http://www.vbschools.com/curriculum/gifted/referral.asp

Public Notice Examples

What are the steps in the referral process?

- Parents/guardians are notified of the date that the assessment specialist administers the tests.

- The Multidisciplinary Selection Committee reviews all information, and makes eligibility decisions.

- Parents/guardians and/or the referral source receive notification of the decision by mail within ten working days.

- Confidentiality is maintained during all steps in the process.

If you have a question about the Referral Process, please email **leeann.murray@vbschools.com** or call 757.263.1405.

Public Notice Examples

Eligibility/Identification

Student eligibility for citywide gifted services is determined through the use of multiple criteria. Students must demonstrate potential for exceptional performance and academic needs that cannot be met through general education curriculum. VBCPS identifies students in the areas of:

> *General Intellectual Aptitude (advanced aptitudes demonstrated by skills and creative expression in general intellectual ability); and*

> *Visual and Performing Arts Aptitude (specific aptitudes in selected visual or performing arts demonstrated by skills and creative expression and excelling consistently in the development of a product or performance in any of the visual and/or performing arts).*

Example of an Exit Policy

- **Exit Policy**

  We will closely monitor students' progress in the Highly Capable Program to be sure that this is the most appropriate educational placement. Prior to exiting a student from the program, parents will be notified, the Multidisciplinary Selection Committee will document concerns and action steps necessary for improvement. If the student does not make adequate progress toward satisfying those requirements, he or she may be exited from the gifted and talented program.

Example of an Exit Policy

CENTRAL KITSAP SCHOOL DISTRICT
GIFTED SERVICES
NOMINATION, SCREENING AND PLACEMENT PROCESS

Exit Procedure

When considering exiting a student from the Elementary Gifted Self-Contained or Junior High Gifted Magnet program, the emphasis is on meeting the social, emotional, and academic needs of the student. A recommendation for discontinuation of services should be based on proper documentation such as unsatisfactory class work, demonstration of a lack of motivation and/or task commitment, or evidence that the student is not working to his/her potential. Often during the first year in the Self-Contained and Magnet program, students need time to get accustomed to the rigor and pace of the accelerated program. Research and experience supports a commitment of a minimum of one year to maximize student success.

Process for parents to request exit of child:
1. Parents meet with the teacher(s) to discuss concerns and set measurable goals for the student. The building administrator and/or counselor will be notified of goals and timeline.
2. A follow-up meeting/communication will take place to discuss student progress on goals.
3. If at the end of the second communication, the parent decides that Self-Contained or Magnet is not the best placement for the student, the student exits the program (preferably at end of school year) and parent and teacher complete a *Program Withdrawal Form* to provide data for program evaluation.
4. Should the student wish to re-enter the Self-Contained or Magnet program in the future, the request will be considered by the district placement committee to determine what identification procedures are necessary.

Process for teachers to recommend exit of child:
1. Teacher(s) meet with the parent(s) to discuss concerns and set measurable goals for the student. The building administrator will be notified of goals and timeline. If the concerns remain after the designated time, a follow-up meeting should be held to revise the goals or go on to step two.
2. A Student Success Team (SST) meeting will be held with parent, teacher, building principal, learning specialist/counselor, district gifted education specialist and other professionals as requested. This meeting will review concerns and revise measurable goals for the student with a timeline. If concerns remain after the designated time – go on to step three.
3. A follow-up meeting/communication will take place to discuss student progress on goals.
4. After reviewing SST goals and timeline, if the team recommends that Self-Contained or Magnet is not the best placement the student exits the program (preferably at end of school year) and parent and teacher complete a *Program Withdrawal Form* to provide data for program evaluation.
5. Should the student wish to re-enter the Self-Contained or Magnet program in the future, the request will be considered by the district placement committee to determine what identification procedures are necessary.

Central Kitsap School District