

(PowerPoint is found in the dropbox link provided.)

# **Developing Identification Plans for Highly Capable Students**

Institutes on Identification and Program  
Development in Spokane, Seattle, & Vancouver

*Sponsored by Whitworth University*

*Spokane, Washington*

Karen L. Westberg, Ph. D.

University of St. Thomas

Minneapolis, MN

**I would be here....**



# Who Are We?

# The disclaimer...

**There is no perfect method  
for identifying highly capable  
students for services!**

# Indefensible Practices (Horror Stories...)

A district in the West...

**WISC-R RECORD FORM**

Weschler Intelligence Scale  
for Children - Revised

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_ SEX: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
PARENT'S NAME: \_\_\_\_\_  
SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_  
PLACE OF TESTING: \_\_\_\_\_ ROOM NO.: \_\_\_\_\_  
REFERRED BY: \_\_\_\_\_

**Gifted**

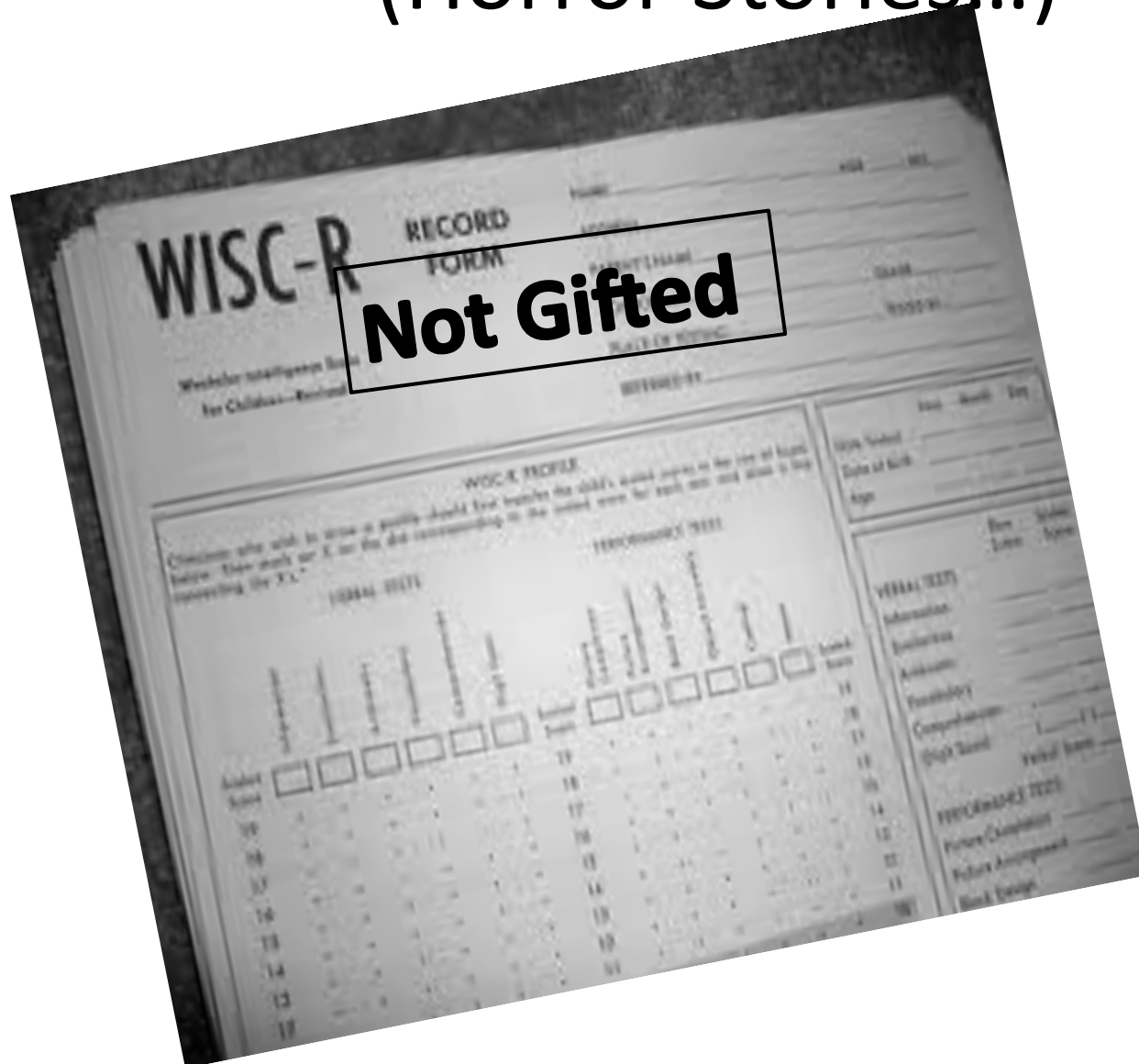
**WISC-R PROFILE**  
Checkmarks which will be drawn in pencil should first transfer the child's scaled scores to the row of boxes below. Then mark an X in the dot corresponding to the scaled score for each test and also a box connecting the X's.

Scaled Score	VERBAL TESTS						Total Score	PERFORMANCE TESTS						Total Score
	Vocabulary	Block Design	Picture Vocabulary	Picture Arrangement	Object Assembly	Digit Span		Block Design	Picture Arrangement	Object Assembly	Digit Span	Picture Copy	Stimulus	
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70

**WISC-R TESTS**

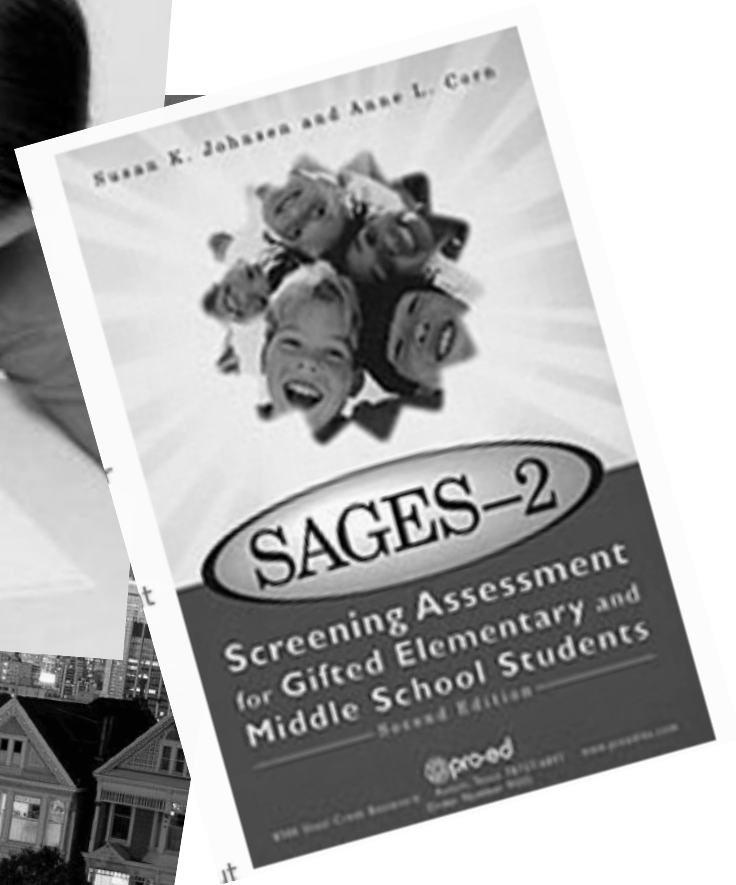
Block Design \_\_\_\_\_  
Picture Arrangement \_\_\_\_\_  
Picture Copy \_\_\_\_\_  
Stimulus \_\_\_\_\_  
Digit Span \_\_\_\_\_  
Object Assembly \_\_\_\_\_  
Picture Vocabulary \_\_\_\_\_  
Vocabulary \_\_\_\_\_  
Block Design (Verbal) \_\_\_\_\_  
Picture Arrangement (Verbal) \_\_\_\_\_  
Picture Copy (Verbal) \_\_\_\_\_  
Stimulus (Verbal) \_\_\_\_\_  
Digit Span (Verbal) \_\_\_\_\_  
Object Assembly (Verbal) \_\_\_\_\_  
Picture Vocabulary (Verbal) \_\_\_\_\_  
Vocabulary (Verbal) \_\_\_\_\_

# Indefensible Practices (Horror Stories...)



# Indefensible Practices (Horror Stories...)

A district in the East...



A district in the Midwest....

# Indefensible Practices (Horror Stories...)

*Naglieri Nonverbal Ability Test (NNAT)*

*Cognitive Abilities Test*

(Verbal, Quantitative, Nonverbal, Composite)

*NWEAs (Reading, Mathematics, Language Arts)*

*MN Comprehensive Assessments*

5- item teacher checklist

*Stanford Achievement Test*

*Wechsler Intelligence Scale for Children, IV*

Some hand scored, reassessed ever 1-2 years



What are some ongoing issues or concerns about “selection” (identification) you have wondered or wonder about??

Think to yourself--what are two issues that come to mind?

Discuss with your seatmates....

# Sample Identification Protocols

What do you notice about the identification practices in each protocol?



Note, even though we are talking about identification right now, it is not the first step in program planning!  
We first must know the services and needs for which we are identifying students!

# Ongoing Issues?

1. Most effective or appropriate tools
2. Measurement issues
3. Efficient procedures
4. Underrepresented groups
5. Who should be involved in the identification process?

# Standards and Guidelines for Identification

[www.nagc.org](http://www.nagc.org)

# Ongoing Issues?

## 1. Most effective or appropriate tools

- Multiple sources of information...  
and no lip service!
- Use as designed
- Tools with research support!  
*(Would you use a homemade test?)*  
For example, teacher judgment scales/  
checklists...

# Teacher Nomination Instruments

- ***SRBCSS-R***
  - Scales (Learning, etc.) (N =14)
  - Teacher Training Exercises (N =14)
  - Administration Procedures
- ***Scales for Identifying Gifted Students (SIGS)***
  - Teacher and Home Scales (7 subscales)
- ***Gifted Rating Scales (GRS)***
  - *GRS-P* (five domains), *GRS-S* (6 domains)

# SRBCSS-R

## SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman / Karen L. Westberg

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, and planning. The items are derived from the research literature dealing with characteristics of gifted and creative individuals. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore the scales are likely to vary a great deal. Each item in the scales should be considered separately and not as a part of a total score. If you have observed the presence or absence of each characteristic, the scores obtained from the separate scales are likely to vary a great deal.

### LEARNING CHARACTERISTICS

The student demonstrates . . .

Never    Very Rarely    Rarely    Occasionally    Frequently    Always

I. advanced vocabulary for his or her age or grade level.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- III Motivation Characteristics
- IV Leadership Characteristics
- V Artistic Characteristics
- VI Musical Characteristics
- VII Dramatics Characteristics
- VIII Communication Characteristics (Precision)
- IX Communication Characteristics (Expressiveness)
- X Planning Characteristics



# SRBCSS-R

## SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman / Karen L. Westberg

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, and planning. The items are derived from the research literature dealing with characteristics of gifted and creative individuals. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and for the profiles to which you have observed the presence or absence of each characteristic. Since the ten different sets of behaviors, the scores obtained from the separate

### MATHEMATICS CHARACTERISTICS

© 2003 M. Katherine Gavin

The student . . .

Never    Very Rarely    Rarely    Occasionally    Frequently    Always

1. is eager to solve challenging math problems (A problem is defined as a task for which the solution is not known in advance).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- VI Musical Characteristics
- VII Dramatics Characteristics
- VIII Communication Characteristics (Precision)
- IX Communication Characteristics (Expressiveness)
- X Planning Characteristics

# SRBCSS Teacher Training Ex.

**Teacher Training Exercise for Completing the  
Scales for Rating the Behavioral Characteristics of Superior Students-III  
(SRBCSS-III)**

## LEARNING CHARACTERISTICS

**TASK No. 1:** Individually, select the letter of a key concept that you believe most closely matches each item.

**TASK No. 2:** In a small group, discuss specific examples of when you have observed each behavior in a student.

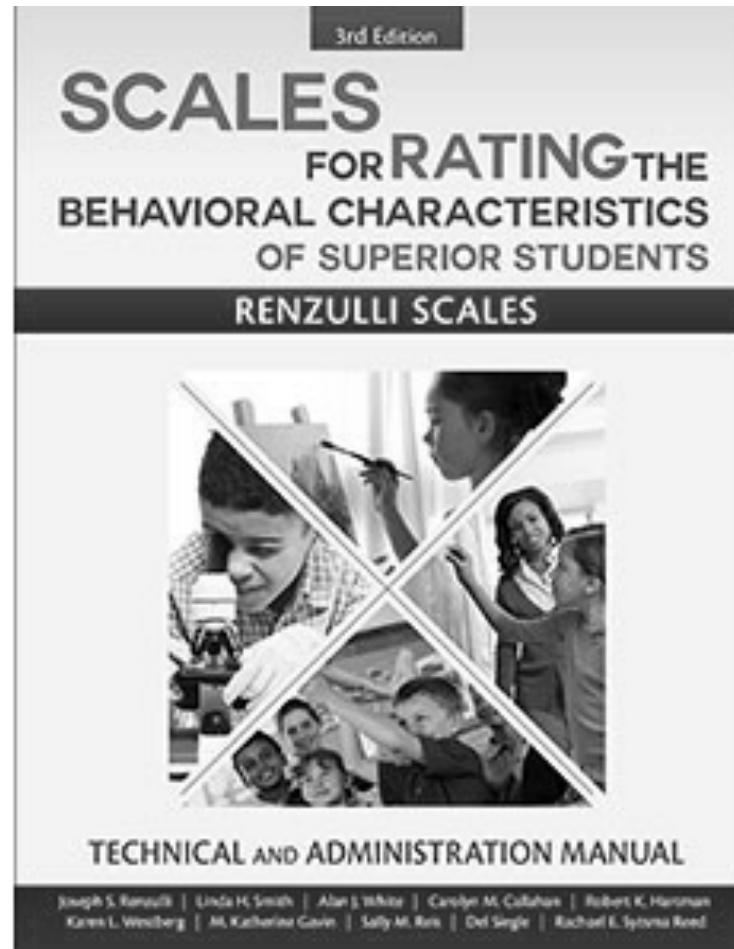
### Key Concepts

- |                     |                             |               |
|---------------------|-----------------------------|---------------|
| A. Analytical       | E. Conceptual Understanding | I. Inductive  |
| B. Knowledgeable    | F. Widely Knowledgeable     | J. Articulate |
| C. Applied Thinking | G. Reasoning Ability        | K. Insightful |
| D. Memory           | H. Abstract Thinking        |               |

The student demonstrates . . .

1. advanced vocabulary for his or her age or grade level. \_\_\_\_\_
2. the ability to make generalizations about events, people, and things. \_\_\_\_\_
3. a large storehouse of information about a specific topic. \_\_\_\_\_

# *Technical and Administration Manual*




Distributed by Prufrock Press

# SIGs

Ages 5- 18, national norms

25 Home Rating



**SIGs**  
Scales for Identifying Gifted Students

Child's Name \_\_\_\_\_

Date of Rating \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

Date of Birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
YEAR MONTH DAY

Age in Years \_\_\_\_\_

Grade  K  1  2  3  4  5  6  
 7  8  9  10  11  12

Rater's Name \_\_\_\_\_

Relationship to Child \_\_\_\_\_

**Areas Rated**

General Intellectual Ability  
 Language Arts  
 Mathematics  
 Science  
 Social Studies  
 Creativity  
 Leadership

**Directions**

Read each statement and decide whether your child exhibits each behavior. As you respond to all statements, circle the number that best describes the degree to which your child exhibits each behavior when compared with his or her age peers.

0 = Never exhibits the behavior or her age peers  
1 = Rarely exhibits the behavior or her age peers  
2 = Exhibits the behavior about average peers  
3 = Exhibits the behavior somewhat more than his or her age peers  
4 = Exhibits the behavior much more than his or her age peers

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

**Summary of Scores**

7 Scales

	Raw Score	Standard Score	Percentile Rank
General Intellectual Ability			
Language Arts			
Mathematics			
Science			
Social Studies			
Creativity			
Leadership			

Norms Used:  General  Gifted

Additional copies of this form (218) may be purchased from Pro-Ed, Inc., P.O. Box 8813, Waco, TX 76714-8813; Phone 800-541-9311; Internet www.proed.com

© 2004 Pro-Ed Press Inc.

BEHAVIOR	RATING				
MY CHILD	Never	Rarely	Some	Somewhat More	Much More
<b>Scale 1: General Intellectual Ability</b>					
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	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>A few of the items</i>					
<b>Examples (if six or more 4s):</b> _____					
<b>Scale 2: Language Arts</b>					
<i>Note:</i> For items relating to expressive language, the statement refers to both spoken and written language. For example: "Has an advanced vocabulary" can refer to an advanced spoken vocabulary or an advanced written vocabulary.					
1. Has an advanced vocabulary.	0	1	2	3	4
2. Reads competently and often.	0	1	2	3	4
3. Uses sophisticated syntax (i.e., the way in which words are put together).	0	1	2	3	4
4. Enjoys talking about ideas or feelings generated by what is read or what is read to him or her.	0	1	2	3	4
5. Prefers advanced-level books; enjoys difficult reading material.	0	1	2	3	4
6. Explains precisely and clearly.	0	1	2	3	4
7. Reads or speaks with expression to create meaning.	0	1	2	3	4
8. Uses language in unusual or novel ways.	0	1	2	3	4
9. Reads critically (i.e., reads with careful judgment and evaluation).	0	1	2	3	4
10. Uses mature themes and vocabulary.	0	1	2	3	4

Section 1. To be completed by the teacher/rater

**Student Information**

Name \_\_\_\_\_ Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
 Male  Female

**Teacher Information**

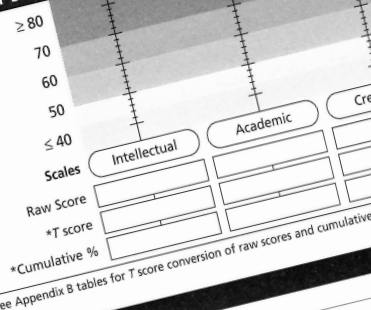
Name \_\_\_\_\_  
Contact Number \_\_\_\_\_  
School \_\_\_\_\_  
School Address \_\_\_\_\_

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)**



**Results**

Strengths \_\_\_\_\_

National norms (T Scores))

**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 \_\_\_\_\_

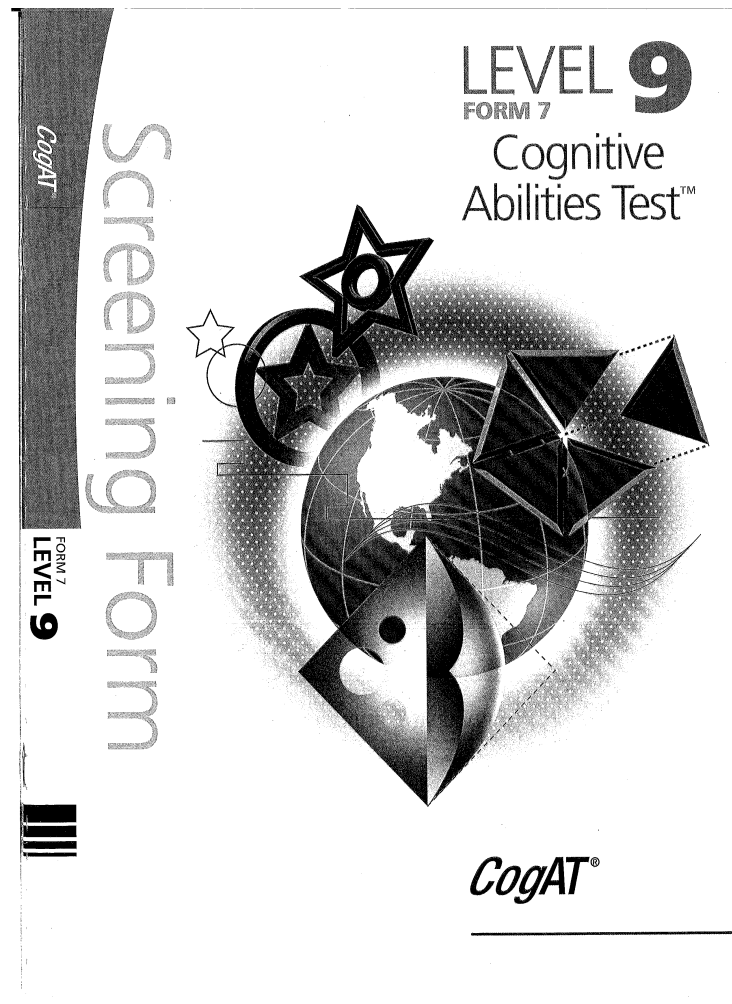
**Artistic Talent**

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 \_\_\_\_\_

# The NEW CogAt 7 Screening Form



# The NEW CogAt 7 Screening Form

The Screening Form contains 3 parts:

- Verbal Analogies
- Number Analogies
- Figure Matrices

**Test 3: Figure Matrices**

Directions

Look at the figures in the top row of the first sample question.

↑ → ↓

---

← → ?

←  
A

→  
B

↑  
C

↓  
D

The arrow pointing up goes with the arrow pointing down. They point in opposite directions.

Now look at the bottom row of the puzzle. The arrow points to the left. The missing arrow must point in the opposite direction. Which answer choice shows this?

Find the area on your answer sheet for **Test 3: Figure Matrices**. Now find row **S1** for the first sample question. Fill in circle **B** in row **S1** to show that **the arrow pointing to the right** is the correct answer.

**Example in the Directions Section  
In Level 9**

PAGE 16

**Test 3: Figure Matrices**

Now try the second sample question on your own.

△ → ◻

---

◻ → ?

◻  
J

◻  
K

◻  
L

◻  
M

◻  
N

How do the pictures in the top row go together?

Both pictures have a triangle and a circle. In the first picture, the circle is inside the triangle. In the second picture the circle is outside the triangle.

Now look at the picture in the bottom row of the puzzle. It shows a diamond inside a square. What should the missing picture look like?

The answer should have a diamond outside a square. Find row **S2** on your answer sheet. Fill in circle **L** to show that **the diamond outside of the square** is the correct answer.

To answer the questions in this test, first decide how the figures in the top row go together. Then make the figures in the bottom row of the puzzle go together in the same way.

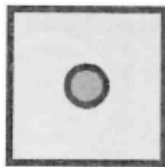
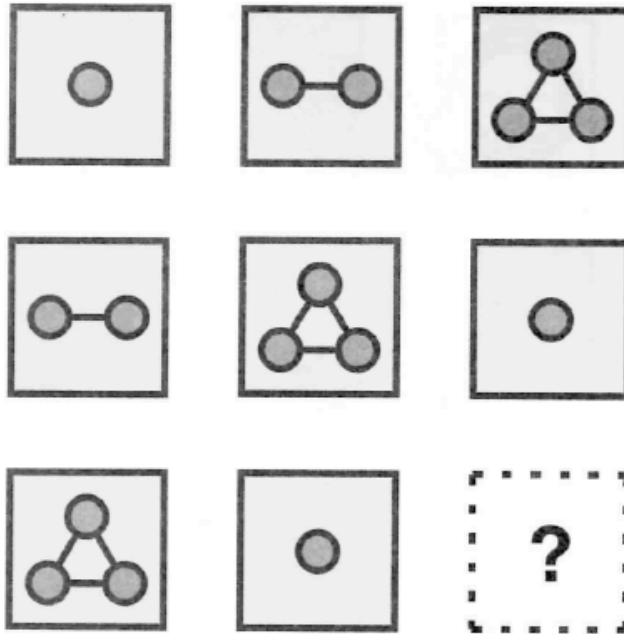
Mark your answers on your answer sheet.

You will have ten minutes to work on this test. Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped.

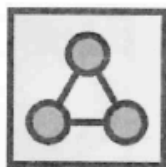
PAGE 17

# Naglieri Nonverbal Ability Test (NNAT)

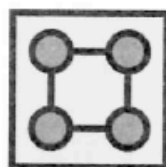
16



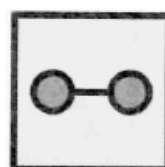
①



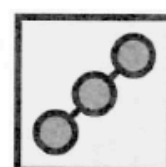
②



③



④



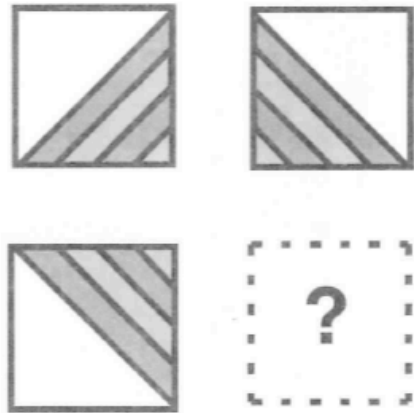
⑤

Level B (Gr. 1 Item)



# Naglieri Nonverbal Ability Test (NNAT)

30



①



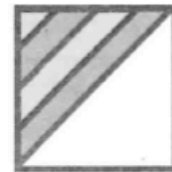
②



③



④



⑤

Level B (Gr. 1 Item)

# Ongoing Issues?

## 2. Measurement issues

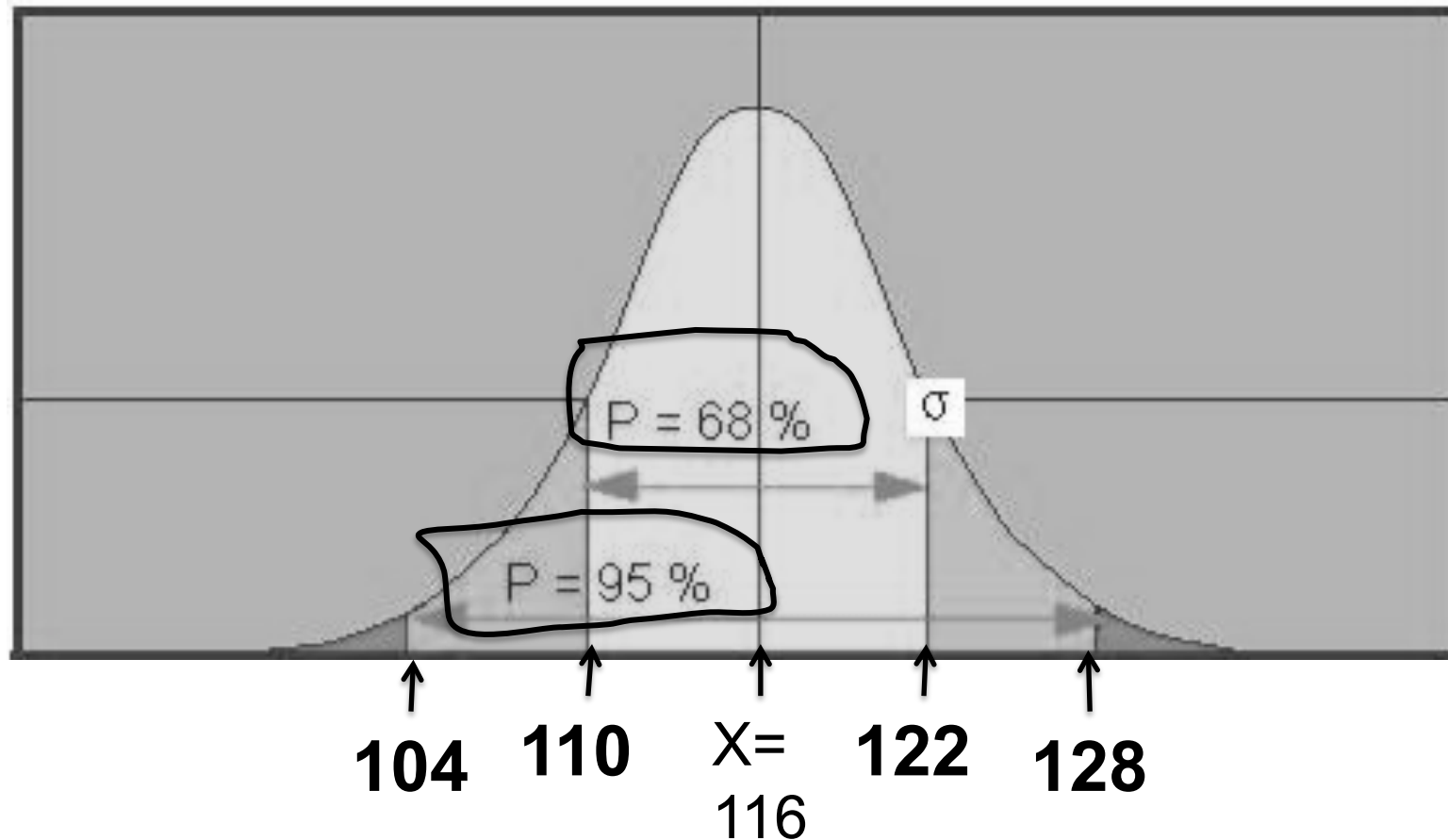
- **Validity and Reliability**
  - Validity...what are you trying to predict?
  - Reliability...are the scores consistent?
- **Standard Error of Measurement**

# Ongoing Issues?

- **Standard Error of Measurement:**  
an estimate of the error in an individual's test score

**We can never really know a person's "TRUE" test score.**

# Standard Error of Measurement



For example,  $SEm = 6$  pts.

# Ongoing Issues?

- **Standard Error of Measurement:**  
**We can never really know a person's "TRUE" test score.**

$$SEM = SD \sqrt{1 - r}$$

## Sample Standard Errors of Measurement for Individual & Group Tests

	WISC-IV	SB-V	OLSAT-8	NNAT	CogAT Full Scale (L. 12)	CogAT Screening Form (L. 12)
Verbal	3.9	3.6	5.7		4.8	
NonVerbal	4.2	3.9	5.8	6.1	5.2	
Quantitative	4.5	5.3	5.7		4.0	
Full/Composite	2.8	2.8	5.7		3.1	4.4

# WISC-IV and GAI

Position Statement  
3/2010 (revised)  
USE OF THE WISC-IV FOR GIFTED IDENTIFICATION

School districts use various approaches to identify gifted students. Some states and districts employ IQ tests as one of several identifiers. The most popular of these is the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV) (Lubin, Wallis, & Wallis, 2004). The WISC-IV is not used in student selection, and some states deny a child services. Also, for two children, the WISC-IV is used in identifying the child's giftedness. The Full Scale IQ is used in the Gifted and Talented Identification process.

**TECHNICAL REPORT #4**

**wisc-iv**  
WECHSLER INTELLIGENCE SCALE  
FOR CHILDREN®- FOURTH EDITION

**General Ability Index**  
January 2005

Susan E. Raiford, Ph.D. Lawrence G. Weiss, Ph.D. Eric Rolfhus, Ph.D. Diane Coalson, Ph.D.

OVERVIEW

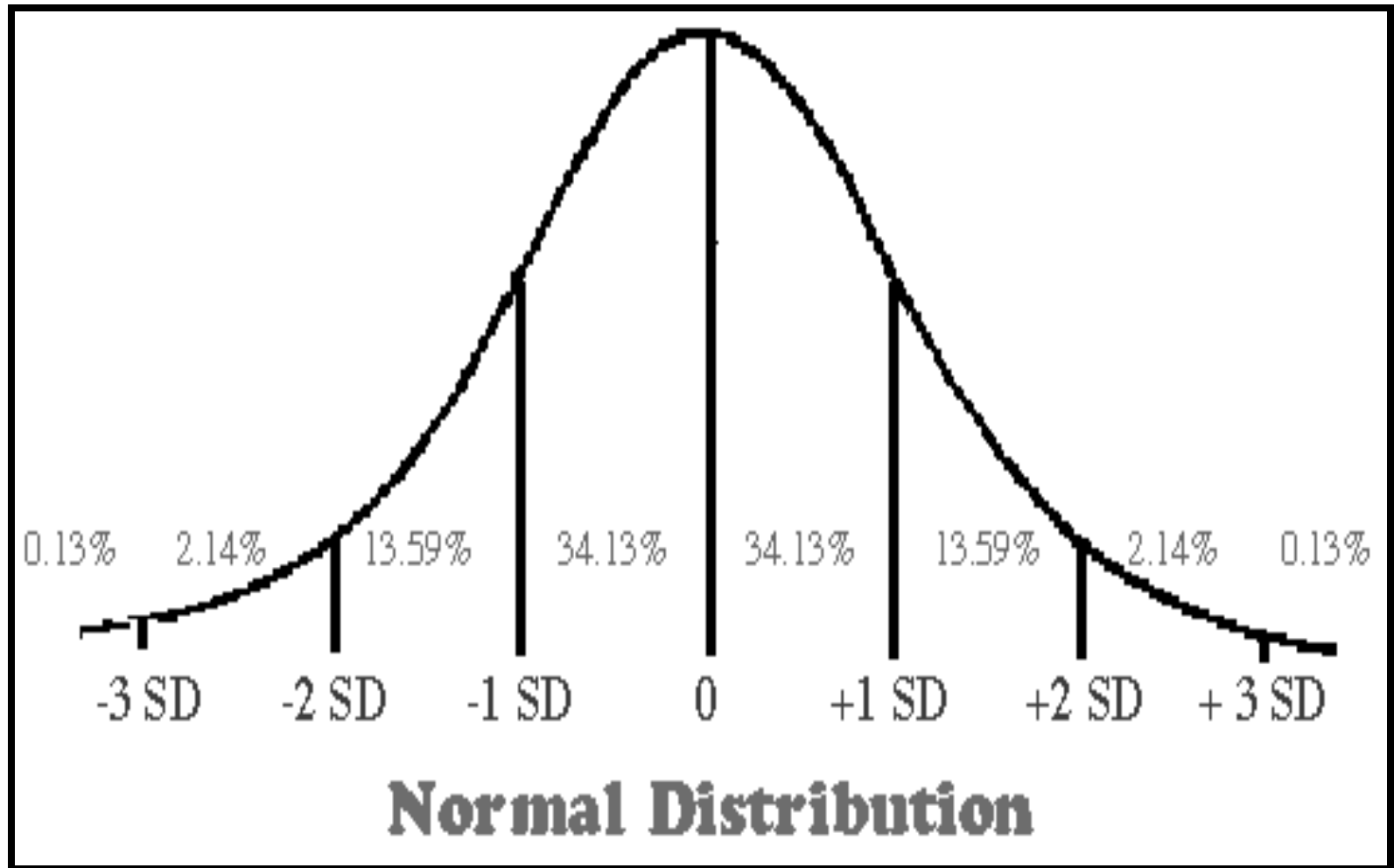
<http://www.nagc.org/index.aspx?id=375>

# Handouts on Norm Scores...

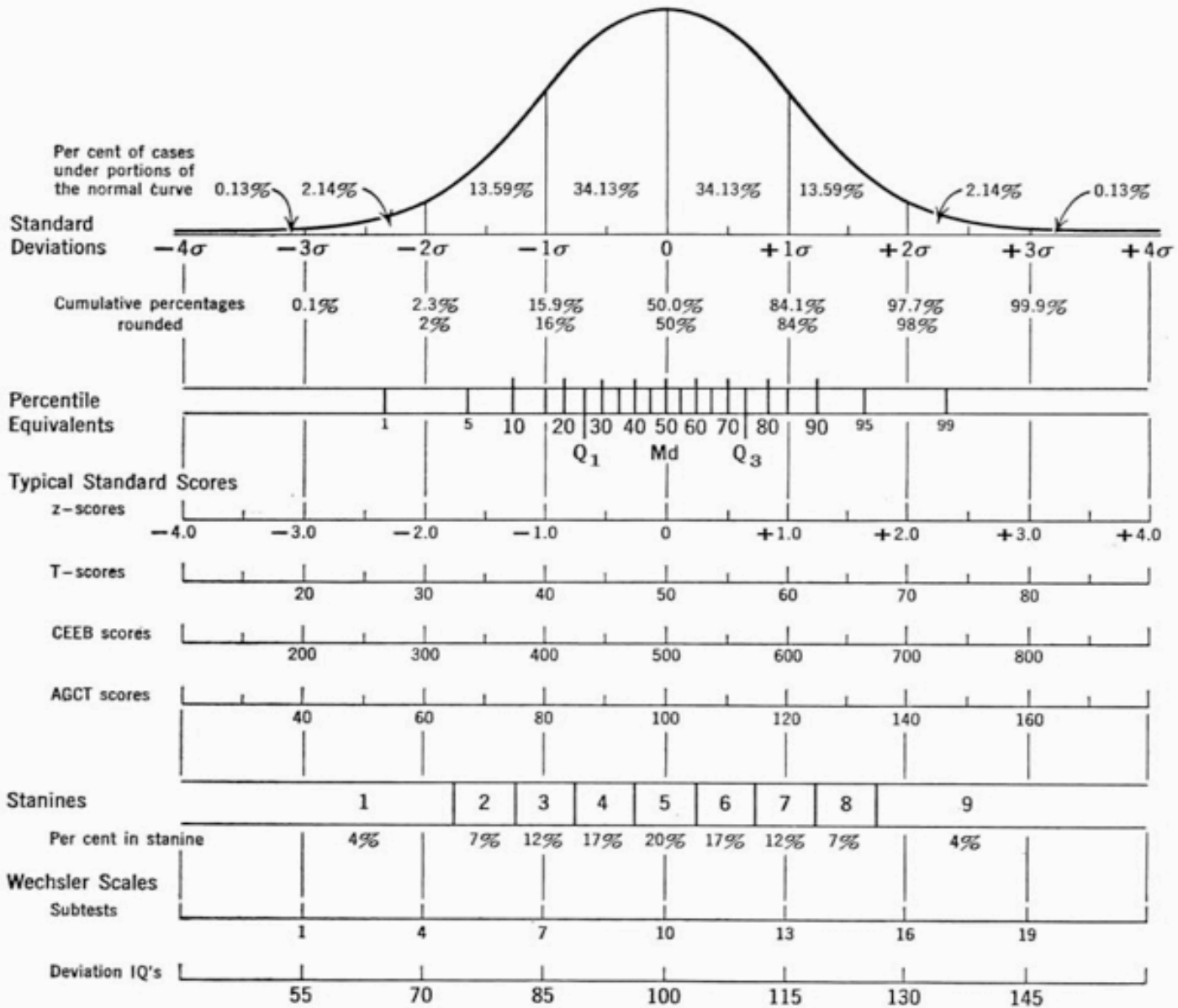
A norm score is one way of interpreting one score relative to other scores.



## Properties of the Normal Distribution

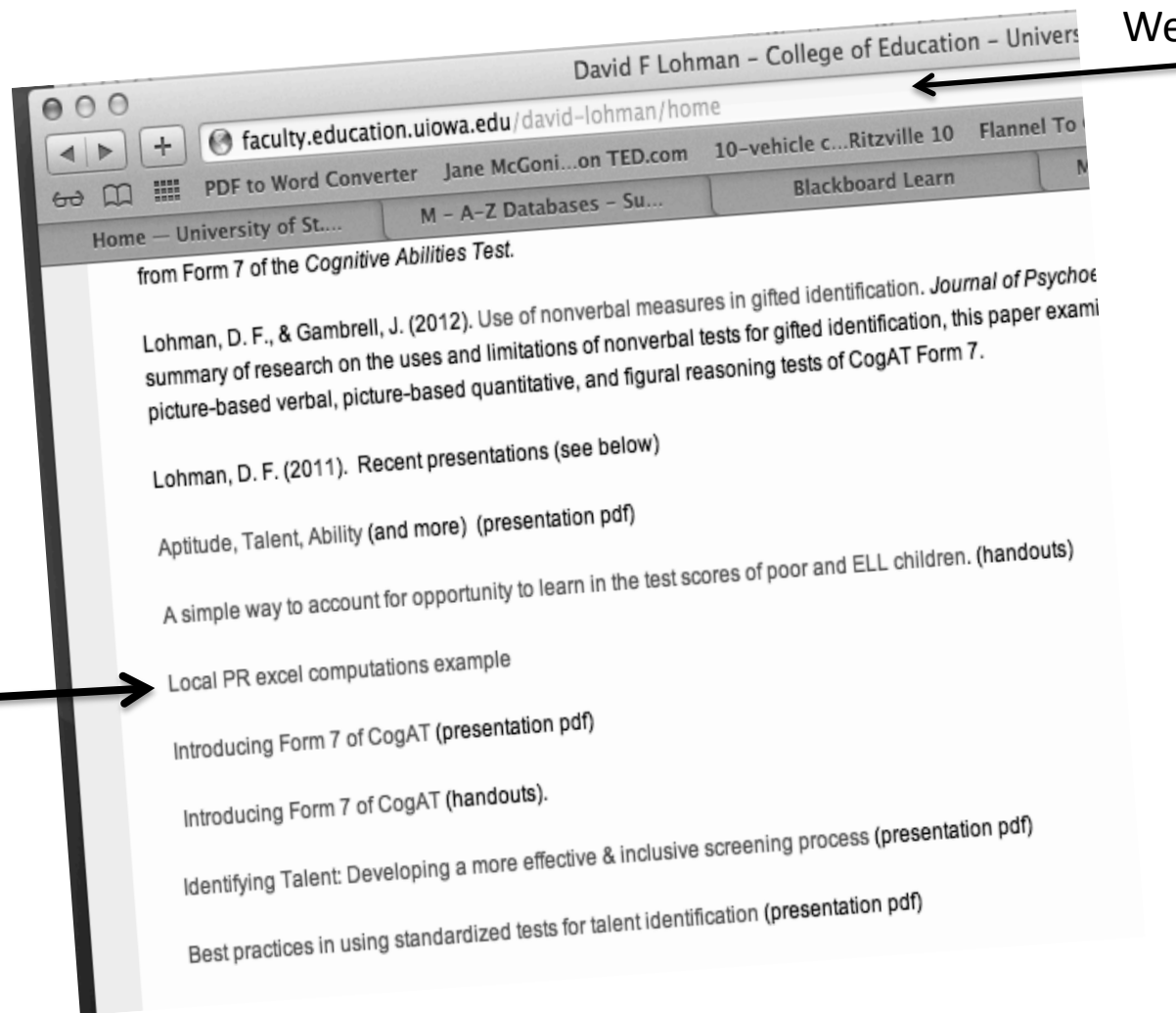


## NORMS AND UNITS FOR MEASUREMENT



# Using Local Norms

David Lohman's Website



Why?  
How?

# Normal Curve Equivalents (NCEs)

- Note, last page of my handout

# Ongoing Issues?

## **3. Effective Procedures**

- Matrix or Not?

# Ongoing Issues?

## 3. Effective Procedures

- Matrix or Not?

**Avoid the BIG BAD BLUNDER!**

Remember, percentiles should NOT be used in a matrix, use standard scores (such as a z scores) instead.

## Ongoing Issues?

### 3. Avoid the BIG BAD BLUNDER!

ABILITY SCORE Percentile Rank	MATRIX POINTS	ACHIEVEMENT SCORE Percentile Rank	MATRIX POINTS
99, 98	5	99, 98	5
97, 96	4	97, 96	4
95, 94	3	95, 94	3
93, 92	2	93, 92	2
91, 90	1	91, 90	1
89 and below	0	89 and below	0

# Ongoing Issues

## **4. Underrepresented Groups?**

- Nonverbal Tests are not the panacea
- Talent Development Programs/Young Scholars
- Case Study/Performance Assessments



## United States Office of Civil Rights 1970 OCR Memorandum-

Identification of Discrimination and Denial of Services on the Basis of National Origin declares, “Students may not be excluded from effective participation in school because of their inability to speak and understand the language of instruction.”

# *Young Scholars Program*

Fairfax, VA

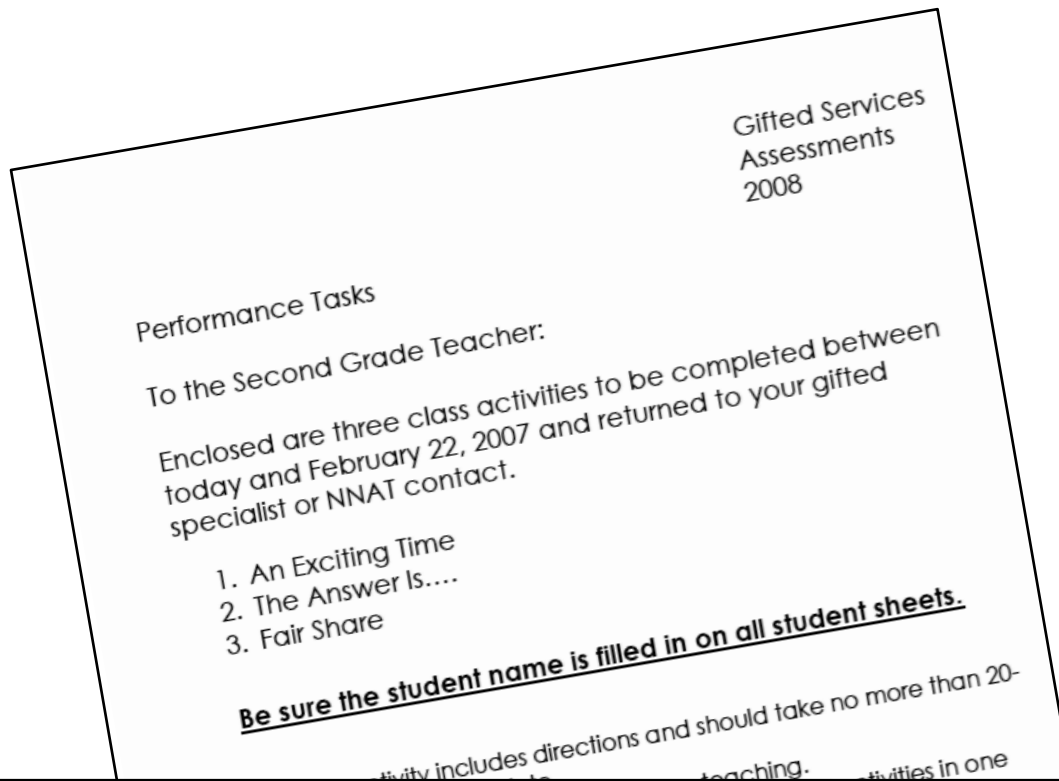
<http://www.fcps.edu/is/aap/ys.shtml>

Apple Valley, MN

<http://www.district196.org/District/Departments/giftedtalented/YoungScholars.cfm>

**ETC.**

# Case Study/Performance Assessments



**Performance tasks may also showcase a student who you want to include in the portfolio process or provide services for who may not have scored at a high level on the NNAT but who shows exceptional ability based on the tasks and/or classroom performance.**

# Maggie Smith's ELL and Low SES Scales

If interested in participating in the pilot, contact  
Maggie Smith [Margaret.Smith@mpls.k12.mn.us](mailto:Margaret.Smith@mpls.k12.mn.us)

**Teacher Rating Scale for Economically Disadvantaged Student for Student #1:**

The student **must qualify** for a **free or reduced lunch plan** (or equivalent).  
Is this student identified as gifted? (Remember, we need both identified and non-identified for the study): Yes No

	1- Never	2- Very Rarely	3- Rarely	4- Occasionally	5- Frequently	6- Always
1. The student demonstrates effective communication through expressive speech and language rich with imagery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates an interest in and enjoyment of others from cultures different from his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates a high degree of emotional responsiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Ongoing Issues

**5. Who should be involved in the process?**

**- a team, a selection committee**



# Standards and Guidelines for Identification

[www.nagc.org](http://www.nagc.org)

# NAGC Program Standard: Assessment (New in 2010)

## **Standard 2.1. Identification.**

48

### **Student Outcome:**

**All students in grade PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.**



NAGC Program Standard: Assessment  
**Standard 2.1. Identification.**

**Evidenced-based Practices for 2.1:**

- 49 **2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.**
- 2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.**

# NAGC Program Standard: Assessment

## Standard 2.2. Identification.

<sup>50</sup>  
**Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.**

# NAGC Program Standard: Assessment

## **Standard 2.2. Identification.**

### **Evidenced-based Practices for 2.2:**

**2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.**

**2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.**

**2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.**

# NAGC Program Standard: Assessment

## **Standard 2.2. Identification.**

### **Evidenced-based Practices for 2.2:**

**2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.**

**2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.**

**2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.**

# NAGC Program Standard: Assessment

## Standard 2.3. Identification.

<sup>53</sup>**Students with identified needs represent diverse backgrounds and reflect the total student population of the district.**

## NAGC Program Standard: Assessment

### **Standard 2.3. Identification.**

#### **Evidenced-based Practices for 2.3:**

**2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.**

**2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.**

**2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.**

# A Self-Rating Sheet...

- 2.1.1 \_\_\_\_\_
- 2.1.2 \_\_\_\_\_
- 2.2.1 \_\_\_\_\_
- 2.2.2 \_\_\_\_\_
- 2.2.3 \_\_\_\_\_
- 2.2.4 \_\_\_\_\_
- 2.2.5 \_\_\_\_\_
- 2.2.6 \_\_\_\_\_
- 3.3.1 \_\_\_\_\_
- 2.3.2 \_\_\_\_\_
- 2.3.3 \_\_\_\_\_

To what extent does your school or district address these?

On a 5-point scale, with 5 being the highest...

Accept it

**There is no perfect method  
for identifying highly capable  
students for services!**



Something to remember...

**We should service the “gift” that brought the child to our attention in the first place.**

**–Del Siegle**