

Identification and Assessment



of



Gifted and Talented Students

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The Texas State Plan for the Education of Gifted/Talented Students defines a gifted/talented student as...

“...a student who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who...

...exhibits high performance capability in an intellectual; or...excels in a specific academic field.”

Statistically...

**...between 3% and 5% of
the student population is
*gifted/talented.***

Purpose of Identification

- **To diagnose educational needs**
- **To correlate educational services to a student's individual needs**
- **NOT to label**



**Success isn't about labels; it's
about learning.**

Mindset

Carol S. Dweck, Ph.D.

Identification Procedures

Parent, Self, Community Referral



REFERRAL



School Staff
Referral



Test Score
Referral

Assessment/Screening

Parent Permission to Screen

A minimum of three measures must be used.

Some measures must be qualitative and some must be quantitative.

Qualitative

Quantitative

Subjective
sources

Objective
sources

Common Identification Measures

Quantitative

Standardized Tests

Norm Referenced

vs.

Criteria Referenced

Aptitude – IQ

Cognitive Abilities

Qualitative

Portfolios

Classroom Observations

Teacher Recommendations

Parent Recommendations

Peer Recommendations

Grades

Interviews

CISD Identification Measures

Quantitative

**Naglieri Non-verbal Ability Test
(NNAT 2)**

**Cognitive Abilities Test
(CogAT)**

**Verbal
Non-verbal
Qualitative**

Qualitative

**Traits, Aptitudes, and Behaviors Rating
Scale
(TABS)**

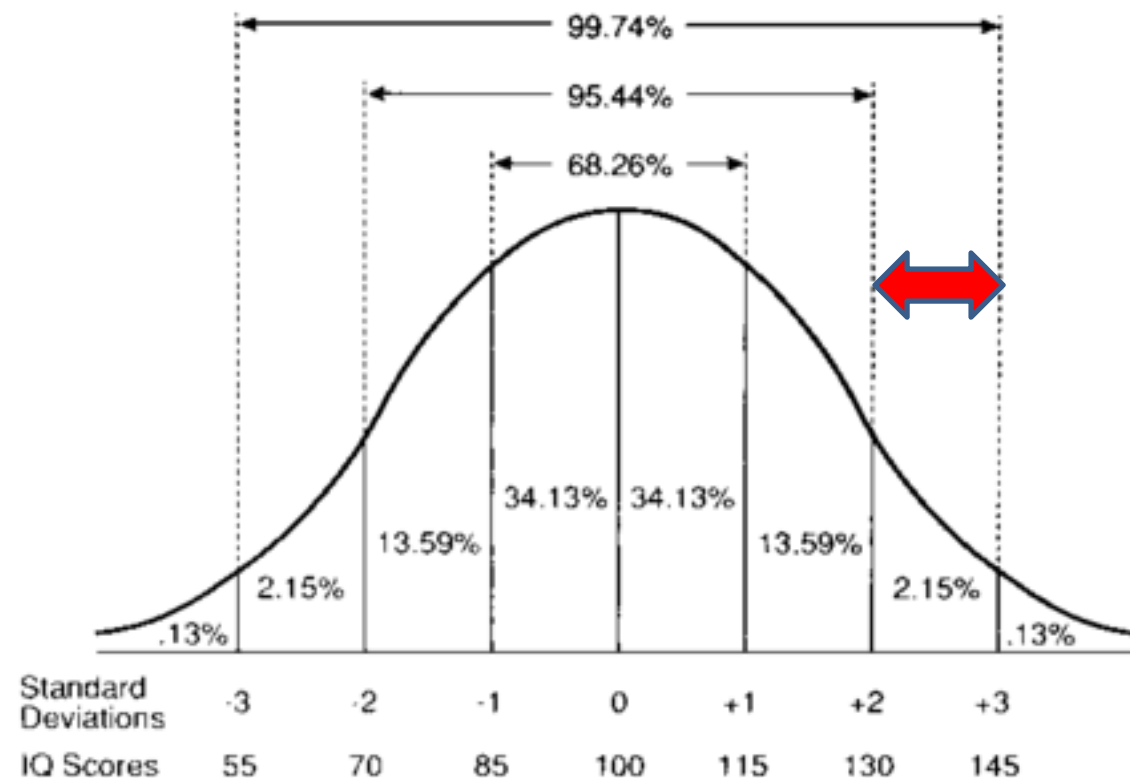
KOI Portfolio Assessment

In the Quantitative category, a qualifying score is 130 in any one of the areas tested.

In the Qualitative category, students must have a qualifying teacher score (TABS) or two or more qualifying portfolio scores.

Students must qualify in BOTH the Quantitative and the Qualitative categories.

Distribution of IQ Scores



"SENSE AND NONSENSE ABOUT IQ"

Charles LOCURTO - Ed. Praeger (NY) 1991 - Page 5

Average range: 85 - 115

Roughly 70% of scores fall between one standard deviation above or below average.

Mildly gifted: 115 - 130

Roughly 25% of scores fall between two standard deviations above or below average.

Moderately gifted: 130 - 145

Roughly 3% of scores fall within three standard deviations above or below average.

Highly gifted: 145 - 160

Roughly 1% of scores fall within four standard deviations above average.

Exceptionally gifted: 160 - 180

Profoundly gifted: Above 180

Roughly 1% of scores fall within these ranges.

Placement

Placement is made by committee. GT Placement Committee members must be comprised of at least three local, district or campus educators who have received training in the nature and needs of gifted/talented students.

The Placement Committee makes a decision for placement based on the DATA collected. (Matrix, profiles, test scores, etc.)

Not placed at this time



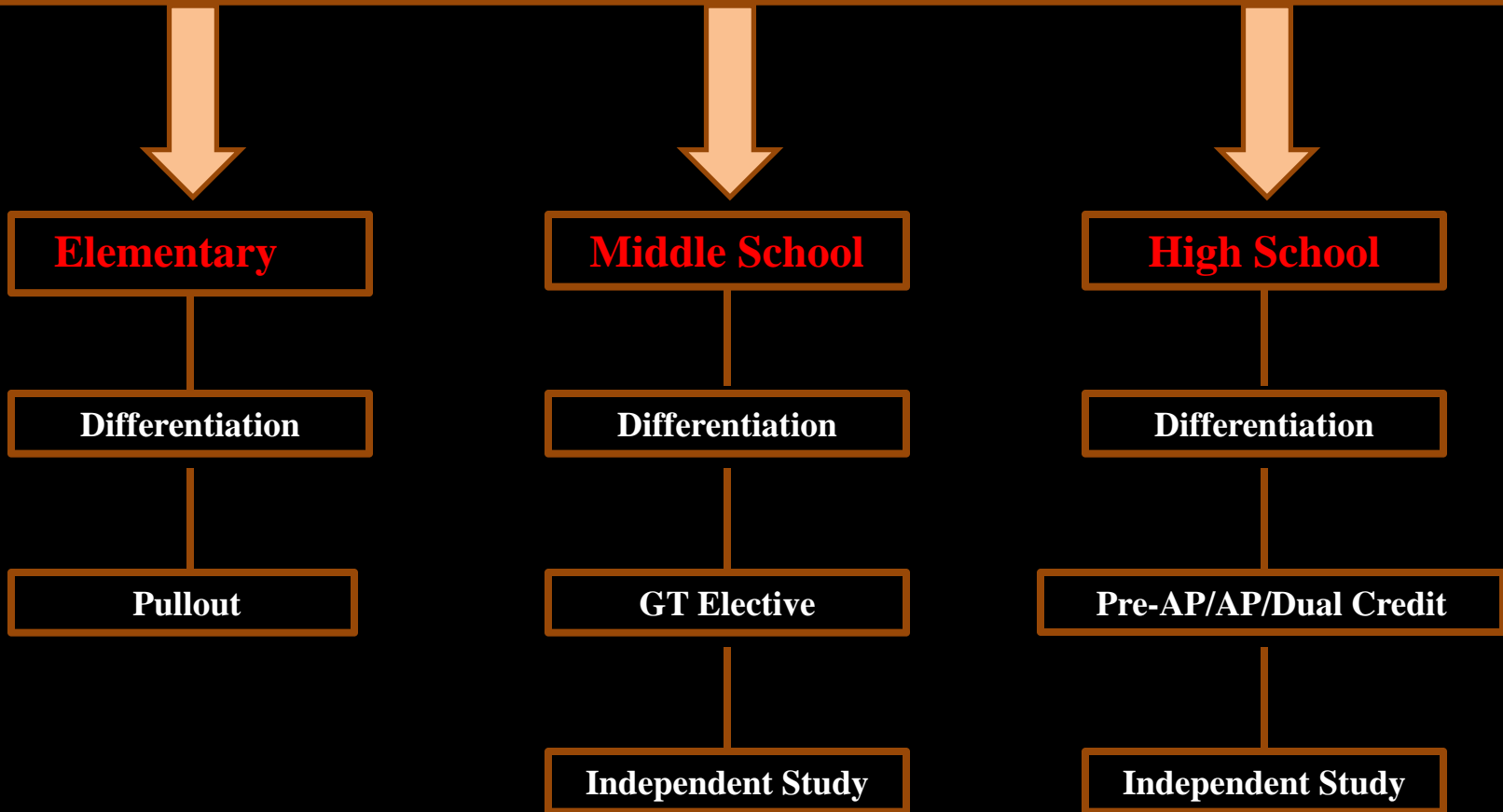
**Option
to
Appeal**

Placed



Parent permission to participate

Participation



Examples of Assessment Items

3rd Grade CogAT

Verbal analogy: ring → finger : watch →

- a. time b. gold c. hands d. clock e. wrist

Quantitative Relations:

- | | |
|--------------------------------------|--------------------------|
| I. The number of sides of a triangle | A. I is greater than II. |
| II. The number of sides of a square | B. I is less than II. |
| | C. I is equal to II. |

Examples of Assessment Items

3rd Grade CogAT

Sentence Completion:

The town kept its special records at the library in acid-free folders that _____ the paper from rotting.

- a. covered
- b. prevented
- c. removed
- d. contained
- e. maintained

Examples of Assessment Items

3rd Grade CogAT

Number Series: 2 3 5 6 8 →

- a. 7 b. 8 c. 9 d. 10 e. 11

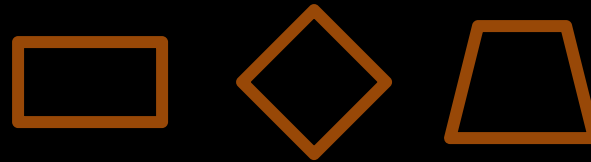
Equation Building: 1 2 3 + -

- a. 1 b. 3 c. 4 d. 5 e. 7

Examples of Assessment Items

3rd Grade CogAT

Figure Classification:



Who Are the Gifted?



What Do they Look Like?

Profiles of Giftedness

from G. Betts and M. Neihart

Type I: *The Successful Student*



School is easy for *Successful Students*.

They know how to work the system.

They may secretly crave challenge, but they seldom seek it.

They accomplish what they need to accomplish.

They are grade conscious.

They are at risk for not achieving their potential.

As adults, they are often unfulfilled in their work.

The majority of students identified in elementary school are *Successful Students*.

Profiles of Giftedness

from G. Betts and M. Neihart

Type II: *The Challenging Student*



Challenging Students typically are not identified in elementary school.

They don't work the system; instead, they rebel against it.

The system doesn't meet their needs.

They are frustrated, even resentful.

They think divergently.

They often use their intelligence as a weapon.

They can be the teacher's worst nightmare.

They openly challenge assumptions and processes.

They don't care about grades, but they do enjoy learning.

They are at risk for dropping out of school.

Six Profiles of Giftedness

from G. Betts and M. Neihart

Type III: ***The Underground Student***



***Underground Students* hide their gifts and talents.**

They tend to be girls.

They tend to be insecure.

They need to fit in and have friends.

They tend to see their intelligence as a liability.

Adult pressure often backfires with these students.

They choose popularity over academic success.

Six Profiles of Giftedness

from G. Betts and M. Neihart

Type IV: *The Dropout Student*



***Dropout Students* were probably Type II students in middle school.**

Their gifts/talents often exist outside the system.

They didn't receive support within the system.

They see school as irrelevant and a waste of time.

Some find their niche later in life; however, most do not.

Six Profiles of Giftedness

from G. Betts and M. Neihart

Type V: *The Double-Labeled Student*



With *Double-Labeled Students*, their difficulty with auditory processing may hide their extraordinary ability to visualize systems.

They may become frustrated, exhibit Type II behavior, and/or drop out.

Profiles of Giftedness

from G. Betts and M. Neihart

Type VI: *The Autonomous Student*



Autonomous Students understand how the system works.

They don't use the system. They work within it to create opportunities for themselves.

They are intrinsically motivated.

They are independent and self-directed.

They demonstrate leadership.

They often succeed at extraordinary levels in adult life.

**When you're given a positive label,
you're afraid of losing it, and
when you're hit with a negative
label, you're afraid of deserving
it.”**

Mindset

Carol S. Dweck, Ph.D.

Important Dates/Deadlines

December 12, 2011: REFERRAL Deadline for Kindergarten

January 2 – February 16, 2012: Kindergarten testing

January 30, 2012: REFERRAL Deadline for Grade 1- Grade 11

March 1 – April 26, 2012: Grade 1 – Grade 11 testing

Contact Information

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