

# Tools and Processes for Gifted Identification

San Luis Valley BOCES  
December 7, 2018

# Your Questions

- \* On file cards write the challenges or questions you are having about identification in your district – one per card
- \* Share your questions with the rest of the group
- \* When your question is answered during the presentation turn the card over

# Purpose of Identification

- \* Determine students' needs so that they can be met with proper programming !!!



# Starting the Process - Referral



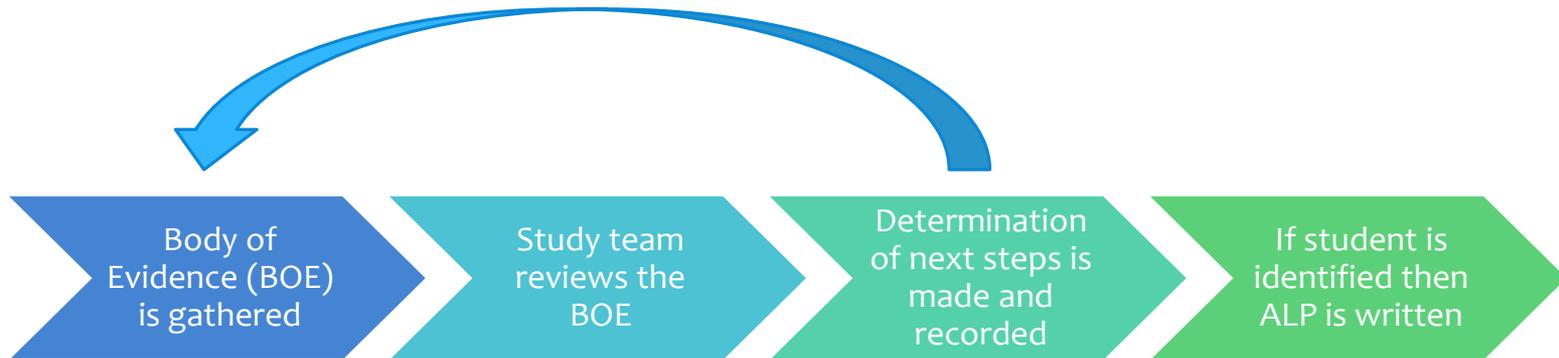
Documents for referrals, data profiles and letters of determination are available on the SLV BOCES website.

# Referrals

- \* Referrals can come from a variety of sources including parents and teachers
- \* ECEA Rules state an identification team has a timeline of no more than 30 **school** days after a referral is received to *determine whether a student will be formally identified or if more time is needed to continue with identification assessment*

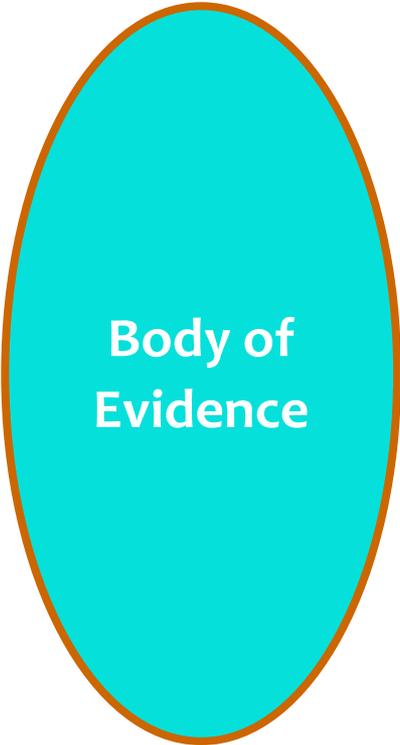
# Identification Process

More information is needed

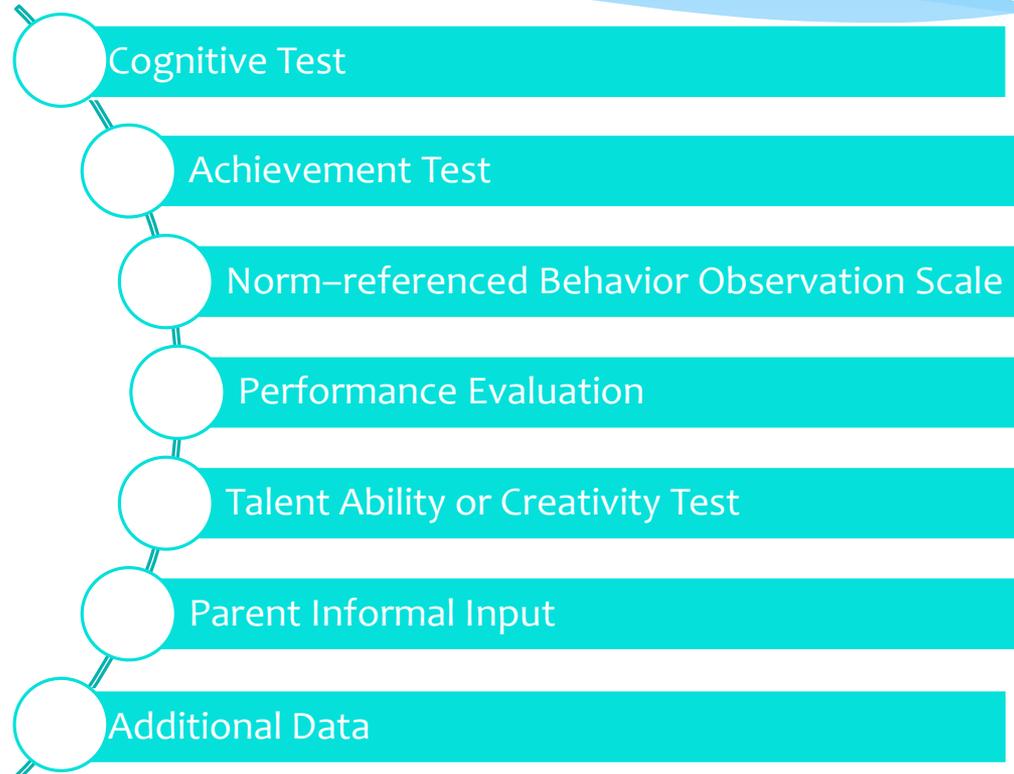


Talent pool,  
formal  
identification or  
no designation

# Data Sources



**Body of Evidence**



**Select tools from each category that will give the most information about the specific student**

# Types of Data

## BOE

### Qualifying Data

- Norm-referenced test
- Criterion-referenced test
- Norm-referenced observation scale
- Performance Evaluation

### Additional Data

- Anecdotal records
- Interview
- Informal Observation
- Checklist

# Matrix of Commonly Used Assessments

- \* During this workshop you will use a copy of the *Matrix of Commonly Used Assessments*
- \* Make notes on it of tools you want to remember
- \* Review it to see if any tools you use are not on it
- \* Notify us of any tools that seem promising that you think BOCES should investigate

# Normed Behavioral Scales

- \* Normed scales are used in identification as qualifying pieces of data to ensure portability in Colorado
- \* You have copies of all three of the scales (GES, GRS and SIGS) that have been given to each district
- \* With a partner review the scales and create a list of when you would be most likely to use each scale



# Normed Behavioral Scales

- \* Gifted Evaluation Scales (GES-3)
  - \* General Use
- \* Gifted Rating Scale (GRS-P and GRS-S)
  - \* Used in talent identification areas
- \* Scales for Identifying Gifted Students (SIGS)
  - \* Used for content areas
  - \* Has a home and school scale

# Other Behavioral Tools

- \* Kingore Observation Inventory
- \* Slocumb-Payne
- \* Interviews
- \* RtI/MTSS Information
- \* Hope Scale
  
- \* **These are all not normed tools and for now would *not be* qualifying information in Colorado because they are not considered portable.**

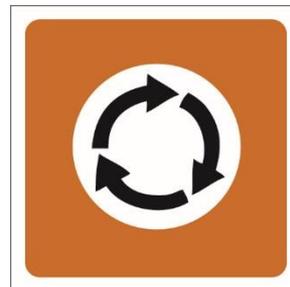
# What Would You Use?

- \* In an Rtl meeting Michael, a seventh grader, was described as being often off task in class. He was also described as having an extensive vocabulary, that he applied correctly to scientific topics and when discussing current events.
- \* Which observation scale would you use for Michael? Why?



# Achievement

- \* Look for achievement trends overtime for a student not just one high score – collect multiple data points
- \* This especially true if the student **does not** have a qualifying cognitive score or is in an early grade



# Achievement

- \* State Assessments - CMAS, PSAT and SAT
- \* District Assessments – NWEA, Galileo, Acuity, i-Ready (summative), STAR
- \* Results from Western Academic Talent Search – PSAT, SAT and ACT
- \* Other tools at BOCES
  - Kaufman Test of Achievement (KTEA)
  - Iowa Test of Basic Skills (ITBS)

# Achievement – Younger Students

- \* Test of Early Mathematical Ability (TEMA)
- \* Test of Early Reading Ability (TERA)
- \* Test of Early Written Language (TEWL)
  
- \* **You will need to know the child's age to determine if these tests can be used for the individual**
- \* These are the tools used for Early Access so BOCES has them all

# Your Turn

- \* Which achievement tool(s) would you use to find out more about Michael's achievement? Why?



# Cognitive

- \* Test of Cognitive Abilities (CogAT) used in **universal screening** at Grade 2 and in some districts again at Grade 6  
(verbal, quantitative and nonverbal sections)
- \* Naglieri Nonverbal Ability Test (NNAT) (all matrices)
- \* Kaufman Brief Test of Intelligence (K-BIT) (verbal and matrices)
- \* Tests of Mathematical Abilities for Gifted Students (TOMAGS)

# Cognitive – Psychologists Must Administer

- \* Kaufman Assessment Battery for Children (K-ABC)
- \* Stanford Binet Intelligence Scales (more verbal)
- \* Wechsler Intelligence Scale for Children (WISC)
  - (ages 6:0 to 16:11)
  - \* Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
    - (ages 2:6 to 7:3) - used for Early Access
- \* In SLV BOCES, psychologists do not routinely give these tests for gifted identification, this happens in special cases

# Back to Michael

- \* Which cognitive test would you give to Michael?  
Support your answer with reasons.



# Tests of Creative Thinking

- \* Used in identification for creative thinking and other talent areas
- \* Torrance Test of Creative Thinking (TTCT)  
two forms – pictures and words

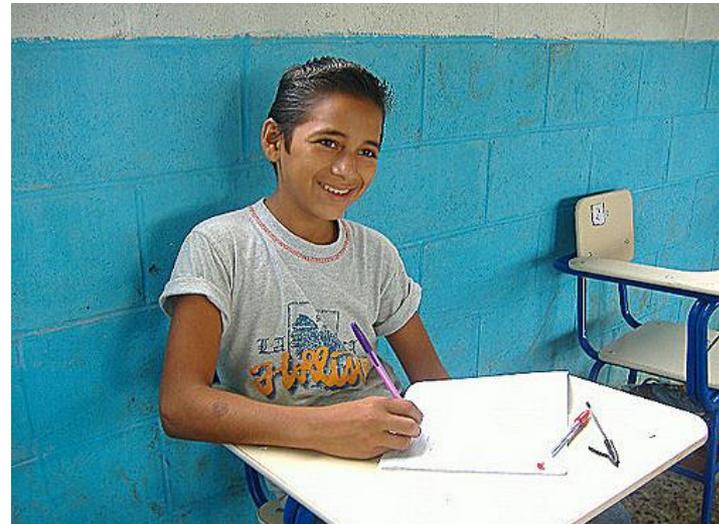


# Performance Evaluation

- \* State or National Contest – top ranking
- \* Expert Juried Performance
- \* Portfolio Review using Rubric
- \* Two grade level above review of district assessments

?????

- \* Would any performance evaluation be a tool to use to find out more about Michael?
- \* How would he get support on this evaluation in your district?



# Criteria

Criteria are the rules for evaluating a level of exceptionality for identification assessment. The 95<sup>th</sup> percentile ranking and above describe the rule for demonstration of exceptionality on a norm-referenced standardized test.

Distinguished/advanced performance levels describe exceptionality on qualitative tools, portfolios, performance assessment, and criterion-referenced tests.

**Criteria are not cut-off scores.**

What does the last sentence above, mean to you and your district?

# Pathways in Colorado

- \* Several pathways to identification exist in the Colorado Exceptional Children's Educational Act (ECEA) rules
- \* Refer to your folder for the charts you will use with the data you have brought today - BOCES website has charts posted describing the pathways and criteria

# Pathways to Identification

- \* Talent Areas

- \* Visual Arts
- \* Arts
- \* Music
- \* Dance
- \* Psychomotor
- \* Leadership
- \* Creative or Productive Thinking

- \* SLV BOCES has developed processes for these areas  
Coordinators have folders for the areas  
Performance evaluations for talent areas will start in January

# Pathways to Identification

- \* **Specific Academic Ability**

- \* **With Cognitive** - a score **in any one** of the subtests that meets the qualifying criteria is used for identification  
Remember the score is a g factor (general intelligence)  
and may not correlate with a specific content area

- \* **Without Cognitive** – look for multiple data points indicating achievement over time



# Pathways to Identification

## \* General Intellectual Ability

- \* 95<sup>th</sup> percentile or above on one or more batteries on an intellectual ability assessment
- \* Determination team **must collect and review** additional data for the Body of Evidence
- \* Gifted determination based solely on a cognitive assessment without any other qualifying data, is an **exception**
- \* Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional assessment data

# Considerations

- \* Pick the **appropriate** tools to use to find out the most reliable information about the student
- \* When any student is receiving testing that is not being conducted with all students obtain **written permission** first
- \* Teachers will need **training** to accurately complete observation scales
- \* Follow all **protocols** for administering tests and scales
- \* Parents of students for underrepresented populations may need **assistance** when providing information

# Your Turn Again

- \* In groups of two or three review the data about each student that you have brought today
- \* Using the pathway charts determine what the next steps would be for each student:
  - \* Move to identification – give specific identification
  - \* Place in talent pool for programming and observation
  - \* Further data needs to be collected – specify what is needed
  - \* Remove from process because evidence does not support identification

# Talent Pool



- A group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification
- Often students in a talent pool are provided advanced or gifted programming services
- After students experience challenge and increased rigor they may meet the criteria for gifted identification at a later date

# Unanswered Questions

- \* Return to your file cards
- \* What questions still remain unanswered?
- \* What new questions arose during your data reviews?



# Resources

- \* SLV BOCES website

<http://www.slvboces.org/District/Department/3-Gifted-Education>

- \* CDE website

<http://www.cde.state.co.us/gt/identification>

- \* Cheryl Franklin Rohr – SLV BOCES Gifted Coordinator

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