

## SCREENING, TESTING, AND PLACEMENT PROCEDURES

**SCREENING:** Potential participation in the gifted program shall be screened on the basis of one or more of the following:

1. State Achievement test scores
2. Staff recommendation
3. Parent recommendation
4. Student self-referral
5. Participation in a gifted program in another district

**TESTING:** Testing criteria is as follows:

1. Testing will be available 3 times a year for students K-8. They will be given either the state approved Cognitive Abilities Test (CoGAT) or Naglieri Test. To ensure the validity of the test, there will be a two year interval before the test can be retaken.
2. Students not identified with the annual test administration may include
  - Those from divergent social or linguistic backgrounds
  - The disabled
  - Underachievers

These students may be identified through an alternative measures that are appropriate for the individual needs of the child.

3. Parents will be notified of testing dates through school communication.

Parents will be given advanced notice of the week that their child will be tested.

Parents will be informed by letter of the test results within 30 school days of the test. Parent may request further explanation of the test results from the campus gifted coordinator.

Parents will sign authorization for the student to be tested. Parents also have the right to withhold permission for testing.

4. Parental permission will be required for placement or withdrawal from the program.

### **PLACEMENT QUALIFICATIONS:**

Students in grades K-8 scoring at or above the 97%ile in any area of the Cognitive Abilities Test will qualify for the gifted program.

## **Students are tested in 3 areas:**

### **Verbal Battery**

The verbal battery is made up of three tests: Verbal Classification, Sentence Completion, and Verbal Analogies. All of these require individuals to use verbal concepts that he or she has acquired from experience both in and out of school, to solve a verbal task that has not been taught in school. The items on the Verbal Classification test require the individual to abstract the common element among three of four verbal stimuli and then select the word that goes with them. The items on the Sentence Completion test require that an individual comprehend the thought or idea expressed in a sentence and then select the word or phrase that best completes the sentence. The last, Verbal Analogies test, requires the individual to discover the relationship between a pair of words and then, given a third word which is the first word of a second pair, to complete the analogy. All three of the tests measure inductive reasoning and verbal abstract reasoning.

Since the curriculum in most schools is largely verbal and tends to become more verbal and more abstract as one progresses from grade to grade, scores on the verbal battery are significantly correlated with success in school.

### **Quantitative Battery**

The Quantitative Battery consists of three tests: Quantitative Relations, Number Series, and Equation Building. All of these tests require the individual to use quantitative concepts that he or she has acquired from experience in and out of school to solve quantitative problems that have not been directly taught in school. The *Quantitative Relations* test requires the individual to make judgments about the relative sizes or amounts of quantitative materials. The items are based on materials that relate to common experiences of children and young adults. The *Number Series* test requires the individual to discover the rule or principle that underlies a series of numbers and then to choose the number that comes next in the series. This test is primarily a test of inductive reasoning. The last test in the battery, *Equation Building*, is an unusual type of test. Each item presents numbers and mathematical signs that the individual must arrange and combine to produce an equation that will give one of the answer choices. Successful performance on the test appears to depend upon flexibility in using quantitative concepts although knowledge of mathematical conventions also influences performance. This test is primarily a test of abstract reasoning.

Like the Verbal Battery, the Quantitative Battery is a good predictor of academic success.

### **Nonverbal Battery**

The Nonverbal Battery consists of three (3) tests: Figure Classification, Figure Analogies, and Figure Analysis. The items in these tests involve neither words nor numbers. The geometric shapes and figures used in these items have little direct relationship to formal school instruction. The geometric and spatial concepts that are required to solve the items are acquired largely from out-of-school experiences. The *Figure Classification* test requires the individual to abstract the common element from three or four geometric figures and then to select the figure that goes with them. The *Figure Analogies* test requires the individual to discover the relationship between a pair of figures and then, given a third figure which is the first figure of a second pair, to select the figure that completes the analogy. The *Figure Analysis* test requires the examinee to reconstruct a design from a sequence of cues. These three tests, like the ones in the other batteries, measure inductive and abstract reasoning.

Since the Nonverbal Battery uses neither words nor numbers, the correlations between scores on this battery and academic success, although substantial, are slightly lower than those between scores on the Verbal and Quantitative Batteries and school success. However, scores on the Nonverbal Battery are significantly correlated with success in secondary and higher level mathematics, in the physical sciences, and in certain specialized fields such as architecture and engineering.