

Methods of Acquiring Student Data

Category One: Mental Ability

The CogAT (with verbal, quantitative and nonverbal components) will be the primary assessment administered to students in grades K-12 who are referred for testing. In order to establish eligibility, either the composite score or component scores may be utilized. Scores should be determined by the gifted program teacher or authorized party using norms current within ten years and by establishing the student's percentile ranking **by age**. The test should be administered in a group setting and the appropriate test level should be determined using established guidelines.

Any student who does not meet criteria but scores at a minimum of the 90th percentile on either the composite or a component test may be administered a secondary assessment, if additional testing is recommended by the Eligibility Team. In order to determine the appropriate secondary assessment, the highest component score should be considered.

- If the verbal component score is highest, the WISC may be administered by the school system psychologist **if** all other assessments have been administered and a qualifying score would establish gifted education program eligibility. All other categories of student data must be established and criterion met before a WISC referral can be made. Referrals can be made through the Gifted Coordinator or Central Office using the WISC referral form.
- If the quantitative component score is highest, the WISC may be administered by the school system psychologist **if** all other assessments have been administered and a qualifying score would establish gifted education program eligibility. All other categories of student data must be established and criterion met before a WISC referral can be made. Referrals can be made through the Gifted Coordinator or Central Office using the WISC referral form.
- If the nonverbal component score is highest, the Naglieri Nonverbal Ability Test (NNAT) may be administered to a group of students by the gifted program teacher or authorized party. The Naglieri may also be utilized as the primary assessment if the Eligibility Team determines that a student's lack of English language proficiency could negatively impact test performance or if its administration is recommended based upon other data reviewed.

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Category Two: Achievement

The ITBS will be the primary assessment administered to students in grades K-8 to assess achievement. In order to establish eligibility, the total battery (composite) score, reading total or math total may be utilized. The gifted education teacher or authorized party will administer the tests to a group, score the tests using norms current within ten years and establish the student's percentile ranking **by grade**. Fall norms should be used until December 1st, midyear norms from December 1st to February 29th, and spring norms should be used from March 1st until the end of the year.

The Stanford TASK will be the primary assessment administered to students in grades 9-12 to assess achievement.

The Stanford Achievement Test can be utilized as a secondary achievement measure in grades K-8, if additional testing is recommended by the Eligibility Team, and the Woodcock Johnson can be utilized as this measure in grades 9-12. In most cases, the ITBS(K-8) or Stanford (9-12) score would be the best indicator of the student's instructional needs, but there may be cases in which the team determines that this score does not accurately reflect the student's achievement. In this case, the gifted education teacher or authorized party will administer and score the tests using norms current within ten years and by establishing the student's percentile ranking **by grade**.

Category Three: Creativity

The Torrance Test of Creativity (Figural or Verbal) TTCT will be the primary assessment administered to students in grades K-8 to assess creativity. The gifted education teacher or authorized party will administer the assessment. In this case, the gifted education teacher or authorized party will administer and score the TTCT using norms current within ten years and by establishing the student's percentile ranking **by age**.

The creativity score of the GRS can be used if GRS is not utilized as a qualifying score for motivation.

Category Four: Motivation

The Gifted Rating Scales will be the primary assessment used for motivation in grades K-6.

Students in grades 7-12 may meet criteria in the area of motivation through achieving an overall average at or above 3.5 over the two years prior to evaluation in core subject areas. These areas include: Mathematics, Language Arts/Reading, Science, Social Studies and Foreign Language (if applicable). Numerical grades will be averaged with the average computer and rounded to the second decimal place. Weighted averages will not be

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