Formal Identification for the Gifted and Talented Program
(It's All About the Numbers!)

The Screening Process
The GT coordinator works from IOWA Assessments, Cognitive Abilities Test, and teacher referrals to identify candidates for screening. These may or not be students who were previously part of Primary Talent Pool.

We screen with norm-referenced tests. **Norm-referenced** means that a <u>large number of students of many ages and geographic areas</u> are tested on a <u>wide range of items</u> as the tests are being developed. Tests are revised, repeated, and a lot of statistical data is collected. Items or directions may be discarded or re-written. Then everything goes through a final statistical analysis to become **standardized**. When students are screened, the results are reported with one or more of these numerical values:

Age percentiles are a statistical portion of the total number of test scores for the whole population of students who took the test as it was being developed. In age percentiles, the student's score is ranked with other student performances of children the same age in years-and-months. An age percentile of 84 for a student 8 years/3 months means that the student performed as well or better than 84% of the test-development children who were 8 years/3 months of age.

Grade percentiles are a similar statistical portion but based on scores of children who tested at the same point in the school year rather than being based on age. A grade percentile of 92 for a student in the ninth month of third grade did as well or better than 92% of the students in the test-development group who took the test in their ninth month of third grade.
Stanines are a statistical portion of the total number of test scores for the whole population of students who took the test as it was being developed. When your child tests, his/her score will "plug in" to one of those established performance portions:
7, 8, 9 above average   4, 5, 6 average   1,2,3 below average

Formal Identification
Formal identification is just that: "following the **forms**. We have forms to fill out and criteria to follow. Students are eligible for screening at 4th grade in one or more areas. The Kentucky Department of Education recognizes five areas for formal identification:

1. **General Intellectual (GI)**

   This is a predictive measure of high potential for learning in general. This is like the ACT or SAT in high school. All 3rd grade students who take the CogAT receive an aptitude score, a percentile rank (based on age and grade), and a stanine. A student must have <u>at or above the **ninth stanine** (or **96%**)</u> to qualify for gifted services. Teacher

recommendations, behavioral checklists, and collections of evidence from portfolios, or review committee recommendations may support the identification.

2. **Specific Academic (SA)**
   This is based on achievement for past work. The IOWA Assessment provides information on how well your child learned what was taught in the past school year. Students take this assessment in 3rd grade. Students are identified by specific subjects by looking at the reading total, math total, social studies, and science scores. Again, students qualify by scoring **9th stanine or 96%** in one or more subjects. Identification may be supported by teacher recommendations, behavioral checklists, questionnaires, collections of evidence from portfolios, MAP scores, or review committee recommendations.

3. **Creativity (CR)**
   These are extremely creative thinkers. They are flexible, fluent, elaborate, and original processors of information. Give them a start and they diverge into many trains of thought along the general topic. Teachers make referrals using a referral form and a behavioral checklist showing indicators of creative behavior. These students may be given the Williams CAP, which is norm-referenced and standardized. Students are then identified by the results of this assessment.

4. **Leadership (LDR)**
   These children have personality traits that encourage others to sit up and listen or participate. Teachers use a recommendation form and a behavioral checklist to refer these students. Screening is done by using the Renzulli Leadership Qualities Assessment. The responses are then scored with a norm-referenced table.

5. **Visual and Performing Arts (VPA)**
   Referral is made using a teacher recommendation and a behavioral checklist. Teacher questionnaires, portfolio evaluations, and auditions may be used to support the placement.

   Gifted Student Service Plan (GSSP)
   Options are stated on service plans that are sent home for input. Learning activities should extend beyond the standard curriculum. Flexible curricular experiences should relate to the student's needs, interests, and abilities. There should be a variety of options for grouping by ability, interest, and/or needs. The GSSP should be sent home to parents once each school year.

   Gifted Student Progress Report
   The Gifted Student Progress Report should be sent home at the end of the first and second semesters of the school year. This report should reflect the student's progress in meeting stated expectations in the identified areas of giftedness. If a student is not meeting expectations, suggestions to help the student should be included.