

Narrative Summary of Gifted Identification Process  
Lawrence County Board of Education

The District's second grade, gifted child find process begins with the gifted teachers visiting each second grade classroom to collect work products. Work products are scored on a scale of 1-5 using the following guide: 5 is the best in the class for the day; 4 shows creativity but not the best of the day; 3 is average second grade work; 2 is drawing something without following the prompt; and 1 is a blank paper. **All work products are scored against the student's second grade classroom only.** The work product scores are for the "Performance" section of the Gifted Eligibility Matrix ("Matrix"). Students receive "Performance" matrix points using the "Point Conversion Chart" in the bottom left corner of the matrix for work products.

Gifted teachers go into each second grade classroom four times during the school year to collect the following work products:

- 1<sup>st</sup> Classroom Visit – Creativity Work Product (a drawing)
- 2<sup>nd</sup> Classroom Visit – Creativity Work Product (two drawings) plus a story that goes along with the drawing (Communication Work Product)
- 3<sup>rd</sup> Classroom Visit – Creativity Work Product (four drawings) plus a story that goes along with the drawing (Communication Work Product).
- 4<sup>th</sup> Classroom Visit – Analogy Work Product

In addition to the work products gathered during the classroom visits, the gifted teachers may also consider and score other classroom work submitted by the classroom teacher. For the Performance Section, the Matrix only counts the students three best work product scores out of the work products collected by the gifted teachers. These scores are placed in the "Indicators" section of the Matrix (left, middle of Matrix). For example, if a student's scores three "5s" on the Work Product, the student would have 15 Performance Section points. These 15 points equal 10 Matrix points using the Performance Conversion Chart (bottom left corner of the Matrix).

The District's Gifted referral Screening Team (GRST) also collects data on gifted traits using the TABs. The TABs score counts in the Characteristics section of the Matrix. The TABs scores students on 10 traits of gifted. Students may receive a score of 1-5 in each of the 10 traits. Thus, the maximum score on the TABs is 50. **Students are scored against their classroom peers only.** Students receive Matrix points for the TABs using the following scale:

- 5 Matrix Points – TABs score of 45-50
- 4 Matrix Points – TABs score of 35-44
- 3 Matrix Points – TABs score of 25-34

In January of each year, all second-grade students are tested using the NNAT3 assessment. The NNAT3 assessment score earns Matrix points in the Aptitude section of the Matrix. Students can receive between 0-5 Matrix points depending on the NNAT3 score using the scale listed in the

Aptitude section of the Matrix. **For the NNAT3, students are scored against national norms**, as required by the Alabama State Department of Education.

Each student's Matrix points from the Performance, Characteristics, and Aptitude section are totaled. A student needs 14 Matrix Points to pass referral and receive additional testing. A student also passes referral and receives additional testing if he or she secures 4 or 5 Matrix points in the Aptitude or Characteristics section of the Matrix. To qualify for gifted, a student needs at least 17 Matrix Points. A student may also automatically qualify for gifted (see top left corner of matrix) with the following scores:

- Aptitude test score of 130+; or
- Score of 97% or higher on the Torrance Test of Creative Thinking.

For students with Matrix points close to 14 (12 or 13), the District will undertake additional actions to try and increase the student's Matrix score above 14 to pass referral and secure further testing. For example, gifted teachers may secure additional work products in an effort to increase the Performance section score. Additionally, the student's parents will be asked to complete a survey regarding the student that looks at other unique skills that may secure additional points. For example, the survey looks for music skills, athletic skills, and anecdotal data about the student. This survey information is used to award additional Matrix points in the Performance section of the Matrix.

For students that score at least 14 Matrix points but less than 17 Matrix points, the District undertakes additional testing. To determine next steps, the District reviews each student's Matrix profile and determines areas where the student has strengths and where the student could earn additional Matrix points. Most often, the District will start with giving a Slossan or KBIT3 (verbal test) since the NNAT3 is non-verbal. The District will also give the Torrance Figural Analogy Test and/or a full IQ test. The District works very hard to try and get as many students as possible to 17 Matrix points and gifted eligibility.

Ultimately, a student must get 17 Matrix points to qualify for gifted. For example, if a student has a perfect score of 5 in characteristics and a 10 for performance, then the student would qualify with 2 points in aptitude.

Here is an example:

Tommy received scores of five on the creativity and communication work products. Tommy also received 5's on both his writing samples. This means Tommy received 10 performance points using the Performance Point Conversion Chart. Tommy's NNAT3 score was only a 113 which did not give him any points on the matrix for Aptitude. However, the District noticed that Tommy had the highest NNAT3 score of his class. This was an indicator to the District that he was above average when compared to his peers. Next, the District gave Tommy the TABs and he received 4 points. This was enough to get Tommy to 14 points and enough to pass screening and receive

additional tests. The District agreed that his work products showed creativity. Thus, Tommy was given the Torrance Creativity Test. After scoring his test, Tommy received a 98th percentile ranking for his creativity. This gave Tommy enough points on the matrix to qualify for gifted services.

The bottom right portion of the “Points Chart” titled “Achievement” is used primarily for students in grades 3-5, but is sometimes used in second grade child find. This section allows students to earn “Performance points” (those listed under Indicators, maximum of 10) based on academic performance on the ACAP or classroom grades. This is primarily used when a student has low Performance score that is hindering a student’s ability to secure enough Matrix points to qualify or secure additional testing.