Identification and Assessment of Gifted and Talented Students

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Welcome
The *Texas State Plan for the Education of Gifted/Talented Students* defines a gifted/talented student as…

“…a student who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who…

…exhibits high performance capability in an intellectual; or… excels in a specific academic field.”
Statistically…

...between 3% and 5% of the student population is gifted/talented.
Purpose of Identification

- To diagnose educational needs
- To correlate educational services to a student’s individual needs
- NOT to label

STUDENT’S NEEDS

DISTRICT’S SERVICES
Success isn’t about labels; it’s about learning.

Dr. Carole S. Dweck - *Mindset*
Identification Procedures

Parent, Self, Community Referral

REFERRAL

School Staff Referral
Test Score Referral
Assessment/Screening

Parent Permission to Screen

A minimum of three measures must be used.
Some measures must be qualitative and some must be quantitative.

Qualitative
Subjective sources

Quantitative
Objective sources
CISD Identification Measures

Quantitative

Naglieri Non-verbal Ability Test (NNAT 2)

Cognitive Abilities Test (CogAT)

Verbal
Non-verbal
Qualitative

Students must qualify in BOTH the Quantitative and the Qualitative categories.

Qualitative

Traits, Aptitudes, and Behaviors Rating Scale (TABS)

KOI Portfolio Assessment

In the Quantitative category, a qualifying score is 130 in any one of the areas tested.

In the Qualitative category, students must have a qualifying teacher score (TABS) or two or more qualifying portfolio scores.
Average range: 85 - 115
Roughly 70% of scores fall between one standard deviation above or below average.

Mildly gifted: 115 – 130
Roughly 25% of scores fall between two standard deviations above or below average.

Moderately gifted: 130 – 145
Roughly 3% of scores fall within three standard deviations above or below average.

Highly gifted: 145 – 160
Roughly 1% of scores fall within four standard deviations above average.

Exceptionally gifted: 160 – 180
Profoundly gifted: Above 180
Roughly 1% of scores fall within these ranges.
Placement

Placement is made by committee. GT Placement Committee members must be comprised of at least three local, district or campus educators who have received training in the nature and needs of gifted/talented students.

The Placement Committee makes a decision for placement based on the DATA collected. (Matrix, profiles, test scores, etc.)

Not placed at this time

Option to Appeal

Placed

Parent permission to participate
Participation

Elementary
- Differentiation
  - Pullout

Middle School
- Differentiation
  - GT Elective
  - Independent Study

High School
- Differentiation
  - Pre-AP/AP/Dual Credit
  - Independent Study
Examples of Assessment Items

3rd Grade CogAT

Verbal analogy: ring \rightarrow\text{finger} : \text{watch} \rightarrow

a. time  b. gold  c. hands  d. clock  e. wrist

Quantitative Relations:

I. The number of sides of a triangle
   A. I is greater than II.
II. The number of sides of a square
   B. I is less than II.
   C. I is equal to II.
Examples of Assessment Items

3rd Grade CogAT

Sentence Completion: The town kept its special records at the library in acid-free folders that _________ the paper from rotting.

a. covered  
b. prevented  
c. removed  
d. contained  
e. maintained
3rd Grade CogAT

Number Series: 2 3 5 6 8 →

a. 7  b. 8  c. 9  d. 10  e. 11

Equation Building: 1 2 3 + -

a. 1  b. 3  c. 4  d. 5  e. 7
Examples of Assessment Items

3rd Grade CogAT

Figure Classification:

A. B. C. D. E.
Who Are the Gifted?

What Do they Look Like?
Profiles of Giftedness
from G. Betts and M. Neihart

Type I:
The Successful Student

Successful Students are most often identified early.

- They are liked by adults and peers.
- School is easy for Successful Students.
- They know how to work the system.
- They may secretly crave challenge, but they seldom seek it.
- They accomplish what they need to accomplish.
- They are grade conscious.
- They are at risk for not achieving their potential.
- As adults, they are often unfulfilled in their work.
- The majority of students identified in elementary school are Successful Students.
Type II: The *Challenging Student*

*Challenging Students* tend to appear in middle school.

*Challenging Students* typically are not identified in elementary school.

- They don’t work the system; instead, they rebel against it.
- The system doesn’t meet their needs.
- They are frustrated, even resentful.
- They think divergently.
- They often use their intelligence as a weapon.
- They can be the teacher’s worst nightmare.
- They openly challenge assumptions and processes.
- They don’t care about grades, but they do enjoy learning.
- They are at risk for dropping out of school.
Six Profiles of Giftedness

Type III: The *Underground Student*

*Underground Students* hide their gifts and talents.

- They tend to be girls.
- They tend to be insecure.
- They need to fit in and have friends.
- They tend to see their intelligence as a liability.
- Adult pressure often backfires with these students.
- They choose popularity over academic success.
Six Profiles of Giftedness
from G. Betts and M. Neihart

Type IV:
The Dropout Student

Dropout Students were probably Type II students in middle school.

Their gifts/talents often exist outside the system.
They didn’t receive support within the system.
They see school as irrelevant and a waste of time.
Some find their niche later in life; however, most do not.
Type V: *The Double-Labeled Student*

*Double-Labeled* students may be camouflaged by learning disabilities.

With *Double-Labeled Students*, their difficulty with auditory processing may hide their extraordinary ability to visualize systems.

They may become frustrated, exhibit Type II behavior, and/or drop out.
Type VI: The Autonomous Student

*Autonomous Students* understand how the system works.

They don’t use the system. They work within it to create opportunities for themselves.
They are intrinsically motivated.
They are independent and self-directed.
They demonstrate leadership.
They often succeed at extraordinary levels in adult life.
Important Dates/Deadlines

December 17, 2012

REFERRAL Deadline for Kindergarten

January and February 2013 - Kindergarten testing

March 1, 2013 – Kindergarten services begin
Important Dates/Deadlines

February 15, 2013

REFERRAL Deadline for Grades 1- Grade 11

March and April 2013 - Grade 1 through Grade 11 testing

Fall 2013 Grade 1 through Grade 11 services begin
Important Information
Sources

- Campus GT Facilitator
- Gifted/Talented Program Webpage
- Gifted/Talented Program Coordinator
Contact Information

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THANK YOU SO MUCH!