Identification and Assessment of Gifted Learners

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Identification and Assessment of Gifted Students

Presented by
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GT Specialist
Nance Elementary School

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@marissablattner
Agenda for the Course

• Face-to-face:
  – Review of *The Texas State Plan for the Education of Gifted/Talented Students*
  – Identification of Gifted/Talented Students
  – Assessment of Gifted/Talented Students
    • Quantitative Assessments
    • Qualitative Assessments

• Online:
  – Assessments for the classroom
Our Core Beliefs

We believe that . . .

1. Kids come first.
2. Continuous improvement is critical for success of the Northwest Independent School District.
3. The success of each student is a shared responsibility of the students, families, schools, and communities.

Northwest ISD Profile of a Graduate
Norms

- Listen attentively.
- Respect & appreciate the various opinions & thoughts of your colleagues.
- Actively participate.
- Take care of yourself – enjoy your lunch and take breaks as needed.
- Please put your cell phones on vibrate; please step outside to make/receive calls.
- Utilize the Parking Lot - Parking Lot
The Process
Pre-assessment

Kahoot.it

Code 452520
Explain the difference between objective and subjective measures. When would you use a subjective measure and when would you use an objective measure?
Texas State Plan for the Education of Gifted/Talented Students
1990  The State Plan for the Education of Gifted/Talented Students was adopted by the Texas State Board of Education
1996  Revised
2000  Revised
2009  Revised
Sections of the State Plan

Section 1  Student Assessment
Section 2  Service Design
Section 3  Curriculum & Instruction
Section 4  Professional Development
Section 5  Family/Community Involvement
# Texas State Plan for the Education of Gifted/Talented Students

## Section 1

### Student Assessment

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities.

<table>
<thead>
<tr>
<th>In Compliance</th>
<th>Recommended</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1C</td>
<td>Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §99.1).</td>
<td>1.1.1E</td>
</tr>
<tr>
<td>1.1.1R</td>
<td>Nomination/referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided.</td>
<td>1.1.2E</td>
</tr>
<tr>
<td>1.1.2R</td>
<td>Nomination/referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided.</td>
<td>1.1.3E</td>
</tr>
<tr>
<td>1.1.3R</td>
<td>Families and staff are informed of student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</td>
<td>1.2E</td>
</tr>
<tr>
<td>1.2C</td>
<td>Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).</td>
<td>1.2.1R</td>
</tr>
</tbody>
</table>

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).
Principles of Effective Identification

• Using tools that are reflective of the district’s program.
• Using multiple criteria - a balance of both subjective and objective measures.
• Ensuring that the tools are reliable and valid
Categories of Identification Measures

• **Quantitative** (Objective) - standardized tests of ability and/or achievement.
• **Qualitative** (Subjective) - allows judgments to be made on the basis of structured observations of the student.
NISD Identification Process
Nomination Form
Quantitative Measures
Can you?

- Stand and stretch!
- Who can...
  - Raise one eyebrow?
  - Lick your own elbow?
  - Twitch your nose?
  - Wiggle your ears?
  - Touch your nose/chin with your tongue?
  - Sneeze with your eyes open?
  - BONUS – Paralyzed finger trick and Drawing the Number 6 (I'll explain!)
Quantitative Measures

• Different objective measures give us specific information about a student’s ability to achieve well in the school context.
• The measure may show you either a student’s potential to achieve or his current level of achievement.
• It is important to note that it is quite possible for a student to score at a lower level than her ability.
• However, it is unlikely to achieve beyond one’s true ability, if it is administered in the manner prescribed. There are exceptions, of course.
Criterion-Referenced Test

Score Compared to a Performance Standard

criterion

**Criterion-Referenced Testing**: An assessment that compares a student’s test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students. Example - Minimum passing score
**Norm-Referenced Testing**: An assessment that compares an individual’s results with a large group of individuals who have taken the same assessment (who are referred to as the “norming group”).

**Examples**: SAT and Iowa Tests of Basic Skills (ITBS)
Criterion or Normed Assessment?

List several assessments that you commonly use in your classroom.

Create a double bubble map:
- Bubble 1 - criterion-referenced
- Bubble 2 - norm-referenced
Intellectual / Cognitive Ability

- Aptitude tests measure a student’s potential to perform well at school.
- Aptitude tests give us a good understanding of a student’s reasoning potential.
Aptitude / Intellectual Tests

• Cognitive Abilities Test (CogAT)
• Otis Lennon School Abilities Test (OL)
• Wechsler Intelligence Scale for Children (WISC-R)
• Stanford-Binet Intelligence Scale
• Naglieri Nonverbal Abilities Test (NNAT2)
• Test of Nonverbal Intelligence (TONI-4)
The dimensions contained in the evaluation are measured by the Stanine System. This system of measurement incorporates a line broken into nine standard sections. The nine standardized sections can be compared to the Bell Curve of the general population, as shown in the illustration below. A score in the 1-3 stanine range equates to the bottom one-third of the population on the curve; a score in the 4-6 range equates to the mid-range of the population on the curve, and a score in the 7-9 range equates to the upper one-third of the population on the curve.
NISD Profile
Cognitive Ability Test (CogAT)

- Measures both general and specific reasoning abilities.
- The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction.
Areas Tested

• **Verbal Reasoning** - verbal classification, sentence completion, verbal analogies

• **Quantitative Reasoning** - relational concepts, quantitative concepts, quantitative relations, number series, equation building

• **Figural (nonverbal) Reasoning** - figure classification, figure analysis, figural analogies
Specific Academic/Achievement

• Achievement tests measure a student’s performance or current level of achievement.
• Tests achievement in a specific learning or subject area.
• Students are compared with other students in the same grade.
The dimensions contained in the evaluation are measured by the Stanine System. This system of measurement incorporates a line broken into nine standard sections. The nine Standardized sections can be compared to the Bell Curve of the general population, as shown in the illustration below. A score in the 1-3 stanine range equates to the bottom one-third of the population on the curve; a score in the 4-6 range equates to the mid-range of the population on the curve, and a score in the 7-9 range equates to the upper one-third of the population on the curve.
Achievement Tests

- California Achievement Test (CAT)
- Iowa Test of Basic Skills (ITBS)
- Stanford Achievement Test (SAT)
- Logramos (Spanish achievement)
Iowa Test of Basic Skills

- Vocabulary
- Word analysis (primary)
- Listening (primary)
- Reading comprehension
- Language
- Math
  - Math concepts
  - Problems / data interpretations
- Grade Percentile Rank
- Age Percentile Rank
- Stanine
- Standard Score
Interactive Profile Interpretation System

http://www.riverpub.com/products/cogAt
Naglieri Nonverbal Abilities Test (NNAT)

- Pattern completion - completion of a pattern or design
- Reasoning by analogy - logical relationships
- Serial reasoning - completion of a series using designs
- Spatial visualization - mentally combining shapes
A look at test results
<table>
<thead>
<tr>
<th>Date</th>
<th>Raw</th>
<th>Score</th>
<th>Grade Score</th>
<th>RAW Scores</th>
<th>Social</th>
<th>Academic</th>
<th>IQ Total</th>
<th>Full Scale</th>
<th>Full Scale Extended</th>
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<tr>
<td>12/07 7</td>
<td>160</td>
<td>170</td>
<td>166</td>
<td>196</td>
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<td>172</td>
<td>186</td>
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<tr>
<td>07/10 E</td>
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<td>173</td>
<td>175</td>
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<td>178</td>
<td>169</td>
<td>173</td>
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<tr>
<td>Verbal</td>
<td>54</td>
<td>54</td>
<td>47</td>
<td>123 68 86</td>
<td>52</td>
<td>80</td>
<td>67</td>
<td>41</td>
<td>33</td>
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<tr>
<td>Quantitative</td>
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<td>40</td>
<td>129 69 89</td>
<td>52</td>
<td>80</td>
<td>67</td>
<td>41</td>
<td>33</td>
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<tr>
<td>Nonverbal</td>
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<td>52</td>
<td>43</td>
<td>121 81 89</td>
<td>52</td>
<td>80</td>
<td>67</td>
<td>41</td>
<td>33</td>
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<tr>
<td>Composite (WYMT)</td>
<td>136 93 86</td>
<td>136</td>
<td>93</td>
<td>86</td>
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<td>7.0</td>
<td>7.0</td>
<td>6.0</td>
<td>8.0</td>
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</tr>
</tbody>
</table>
Qualitative Measures
Points to ponder –

– What factors can influence perception?
– What factors cause perceptions to shift?
– Other thoughts on perception, perspective . . .
Qualitative Measures

• Qualitative measures enable us to collect observations of student behaviors.

• These measures, when used in schools, often focus on strategies that students use during the learning process.

• They often rely upon judgments by professionals, parents, peers, and/or self.
Qualitative Measures

- Teacher Input
  - Kingore Observation Inventory (KOI)
  - Gifted and Talented Evaluation Scales (GATES)
  - Slocumb-Payne

- Parent Input
  - Confidential Parent Inventory
  - Slocumb-Payne
Kingore Observation Inventory (KOI)
Gifted and Talented Evaluation Scales (GATES)

• A behavioral checklist used to identify persons who are gifted and talented.

• Contains 5 independent scales based on the federal and state definition of gifted and talented.

• Each scale has 10 items describing behaviors and/or characteristics of gifted and talented students.
Five Independent Scales

- **Intellectual Ability** - Evaluates general intellectual aptitude.
- **Academic Skills** - Measures a person’s academic aptitude.
- **Creativity** - Evaluates creative and productive thinking.
- **Leadership** - Measures the student’s ability to lead and influence others.
- **Artistic Talent** - Evaluates the student’s performance in the visual and performing arts.
Making the Ratings

- Each item of the GATES is rated on a 9-point Likert-type scale.
- The rater reads the item descriptor and thinks of average students in relation to the item.
- Then the rater decides if the student being evaluated is average, below average, or above average in terms of the item descriptor.
- Next, the rater decides if the student is low for this broadband (if so, mark 1, 4, or 7) or midway (if so, mark 2, 5, or 8) or high (if so, mark 3, 6, or 9).
Examples in Leadership

• “Compared to average students her age, Kathy is below average in leadership among her peers. She doesn’t get chosen as a leader very often. She doesn’t try to lead either. I rate her a 2.”
• “Compared to average students her age, Kathy is average in being liked by her peers. So I rate her a 5.”
• Compared to average students her age, Kathy is below average in motivating others to become involved. I think she tries to get others involved but her peers do not listen to her. I rate her a 3.”
• “Compared to average students her age, Kathy is above average in getting along with others. I think she is not the highest though. I rate her 8.”
• “Compared to average students her age, Kathy is above average in actively participating in group decision making. She participates more than most students I have ever worked with. I rate her a 9.”
Slocumb-Payne
Parent Inventory
Parent Inventory

• Aligned with the GATES.
• Contains 5 independent scales based on the federal and state definition of gifted and talented.
• Each scale has 5 items describing behaviors and/or characteristics of gifted and talented students.
• Responses are weighted to produce congruent results with GATES.
Qualitative Analysis FFOE

• Brainstorm as many careers as you can that deal with subjectivity or qualitative data.
• What is one question a detective might have after viewing a student’s test scores?
• Draw a picture showing the difference between quantitative and qualitative measures.
• Add your views on this quote: If the words don’t add up, it’s usually because the truth wasn’t included in the equation.
Some thoughts on creativity…

• But the person who scored well on an SAT will not necessarily be the best doctor or the best lawyer or the best businessman. These tests do not measure character, leadership, creativity, perseverance.  
  William J. Wilson

• Creativity involves breaking out of established patterns in order to look at things in a different way.  
  Edward de Bono

• The chief enemy of creativity is "good" sense.  
  Pablo Picasso

• The secret to creativity is knowing how to hide your sources.  
  Albert Einstein
Creativity

- Destination Imagination
- Makers’ Space
- Genius Hour / Passion Project
- Performing Arts
- Visual Arts
- AMAT
- Culinary Academy
- STEM
Einstein was four years old before he could speak and seven before he could read.

Isaac Newton did poorly in elementary school.

A newspaper editor fired Walt Disney because he had "No good ideas"

Caruso's music teacher told him "You can't sing, you have no voice at all."

Leo Tolstoy flunked out of college.

Admiral Richard E. Byrd had been retired from the navy, as, "Unfit for service" until he flew over both poles.

Louis Pasteur was rated as mediocre in chemistry when he attended the Royal College.

Abraham Lincoln entered The Black Hawk War as a captain and came out a private.

Fred Waring was once rejected from high school chorus.

Winston Churchill failed the sixth grade.
Gifted or Goof-Off?

Gifted or Goof Off?
Fact & Fiction of the Famous

By Nancy Polette

Cover art by John Scalzi
Gifted?

Bill Gates 160
Bobby Fischer 187
Andy Warhol 86
James Woods 180
Jodie Foster 132
Quentin Tarantino 160
Reggie Jackson 160
Shakira 140
Steve Martin 142
Marilyn Vos Savant 228

The Calculated IQ Estimates of 301 Historical Geniuses by Catherine Cox Miles
Gifted?

- Read the student profiles.
- Would you recommend the student for services? Why or why not? What is their strength area?
Review: Agenda for the week

- Review of *The Texas State Plan for the Education of Gifted/Talented Students*
- Identification of Gifted/Talented Students
- Assessment of Gifted/Talented Students
  - Quantitative Assessments
  - Qualitative Assessments
Online - Assessments for the Classroom

• Please click here for the remaining online portion of this training.

Please complete by ________
We Want Your Feedback

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- Click the Feedback button. This will take you to a Google Form.
- Please complete the form.