

THE STRENGTHENING GIFTED AND TALENTED EDUCATION ACT AND IDENTIFICATION BEST PRACTICE CONSIDERATIONS

1. **Identify student strengths in general intellectual ability, creativity, or specific academic areas.** Students with gifts and talents require services beyond the general curriculum. Students do not need to demonstrate strengths in every domain in order to receive services or modifications in their area of talent.
2. **On-going identification of students across all grade levels, K-12.** Identification measures must be appropriate for each of these age groups. Assessments will vary depending upon grade.
3. You must consider **all students, including ELL, those with IEPs and 504 plans.** Modifications to your criteria may be needed to identify these students.
4. **Districts must use multiple measures when identifying students.** Multiple measures should not be used as hurdles to jump over, but as various pathways to find students in need of services. No single assessment result should disqualify a student. Select assessments with a high ceiling or that are above grade level to ensure you are getting an accurate picture of abilities.
5. **Consider the White Papers, Position Statements, and Programming Standards of the National Association for Gifted Children when selecting criteria and identifying students.**
6. **Be transparent. Your criteria** (how specific assessments are weighted) **and detailed information must be posted on your website, including all applicable timelines.**
7. Ensure equity and access by universally **screening all students** and **using local norms** in selection decisions.
8. Use both **objective and subjective** criteria, consider both **quantitative and qualitative** data. Utilize teacher's rating scales as a "safety net" to catch students who may have been missed in the identification process; never use to exclude children from programming when objective measures indicate a need for services. Avoid reliance on nominations as a screening factor.
9. Utilize **alternate measures** when appropriate. If other data exist, such as WISC-V scores for special education students, consider these results when determining a need for gifted services. Portfolios, showcasing exceptional talent, are an additional tool that can be used in the identification process. Allow for flexibility in the decision making process by considering all relevant data, including scores from outside sources such as participation in talent searches (Johns Hopkins CTY, Duke TIP, etc.)
10. Understand the limitations of every measure used and **provide professional development** in how to analyze and interpret the data. Be aware of the difference between **potential** and **performance**, especially when twice exceptionality or underachievement may be present.

Below is a sample district's strategy for identifying students, in two phases

Washington Township Gifted Program Identification Rubric-Grade 3

VERBAL			QUANTITATIVE			NONVERBAL		
CogAT SAS (Standard Age Score) 130-135: 1 point 136-140: 2 points 141-145: 3 points >145: 4 points	Score <input type="text"/>	Points <input type="text"/>	CogAT SAS (Standard Age Score) 130-135: 1 point 136-140: 2 points 141-145: 3 points >145: 4 points	Score <input type="text"/>	Points <input type="text"/>	CogAT SAS (Standard Age Score) 130-135: 1 point 136-140: 2 points 141-145: 3 points >145: 4 points	Score <input type="text"/>	Points <input type="text"/>
2nd Grade MAP (for 3 rd Grade Identification Only) 95%-97%: 1 point 98%-99%: 2 points	Score <input type="text"/>	Points <input type="text"/>	2nd Grade MAP (for 3 rd Grade Identification Only) 95%-97%: 1 point 98%-99%: 2 points	Score <input type="text"/>	Points <input type="text"/>	National Science League (NSL) District Place 2nd/3rd Place: 1 point 1st Place: 2 points	Score <input type="text"/>	Points <input type="text"/>
District Writing Prompt 5: 1 point	Score <input type="text"/>	Points <input type="text"/>	Continental Math League (CML) District Place 2nd/3rd Place: 1 point 1st Place: 2 points	Score <input type="text"/>	Points <input type="text"/>	Teacher Portfolio Data Referred by teacher OR Strongly Agree on KOI 1 point	Score <input type="text"/>	Points <input type="text"/>
Teacher Portfolio Data Referred by teacher OR Strongly Agree on KOI 1 point	Score <input type="text"/>	Points <input type="text"/>	Teacher Portfolio Data Referred by teacher OR Strongly Agree on KOI 1 point	Score <input type="text"/>	Points <input type="text"/>	Phase 2 for NV: Rt 1: 1 pt above: Torrance Rt 2: >2 pts. NV CogAT-SAGES-2		
STATUS 4 pts on CogAT AND 6+ Total in any V area: IN 3+ in any V area: Phase 2 <3: DNQ	TOTAL <input type="text"/>	Status <input type="text"/>	STATUS 4 pts on CogAT AND 6+ Total in any Q area: IN 3+ in any Q area: Phase 2 <3: DNQ	TOTAL <input type="text"/>	Status <input type="text"/>	STATUS No Automatic IN See above box <1: DNQ	TOTAL <input type="text"/>	Status <input type="text"/>

PHASE 1

Phase 2

Name _____ School _____ Grade/Teacher _____ Date _____
 Testing Permission Form TKOI ___ PKOI Torrance SAGES-2 Phase 2 V Phase 2 Q Other: _____

POINTS FROM PHASE 1:			POINTS FROM PHASE 1:			POINTS FROM PHASE 1:		
Kingore Parent Observation Inventory	Score <input type="text"/>	Points <input type="text"/>	Kingore Parent Observation Inventory	Score <input type="text"/>	Points <input type="text"/>	Kingore Parent Observation Inventory	Score <input type="text"/>	Points <input type="text"/>
Phase 2 Independent Task INDEPENDENT TASK 50%-59%: 1 pt 60%-69%: 2 pts 70%-79%: 3 pts 80%+: 4 pts	Score <input type="text"/>	Points <input type="text"/>	Phase 2 Independent Task INDEPENDENT TASK 50%-59%: 1 pt 60%-69%: 2 pts 70%-79%: 3 pts 80%+: 4 pts	Score <input type="text"/>	Points <input type="text"/>	Sages 2: Reasoning Test 111-120: 1 point 121-130: 2 points 130-140: 3 points >140: 4 points Torrance Test of Creative Thinking 125-127: 1 pt 128-130: 2 pts 131-135: 3 pts >135: 4 pts	Score <input type="text"/>	Points <input type="text"/>
Alternate Measure	Score <input type="text"/>	Points <input type="text"/>	Alternate Measure	Score <input type="text"/>	Points <input type="text"/>	Alternate Measure	Score <input type="text"/>	Points <input type="text"/>
STATUS Total Points: 6+==IN <6= DNQ	TOTAL <input type="text"/>	V/DNQ <input type="text"/>	STATUS Total Points: 6+==IN <6= DNQ	TOTAL <input type="text"/>	Q/DNQ <input type="text"/>	STATUS Total Points: 6+==IN <6= DNQQ	TOTAL <input type="text"/>	NV/DNQ <input type="text"/>

PHASE 2