


**Assessing and Identifying Gifted Students**

Presented by: Judy O'Neal  
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**I am Gifted...**



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**Introduction**



- Classroom Teacher of the Gifted
- G/T Campus Facilitator for the Gifted Gifted
- Campus Administrator
- ESC G/T Specialist
- Retired
- Consultant



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### Review G/T Characteristics

- Gifted
- Intense
- Focused
- Tenacious
- Emotional
- Different



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### Word Acrostics

- GIFTED
- TALENTED

Think of a word that begins with each letter of the word Gifted or Talented, each word describing a characteristic of giftedness...

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### Why do we identify gifted children?



Gifted children are at risk of not reaching their full potential.

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**Law**

- ★ Assessment
- Service Design
- Professional Development
- Curriculum and Instruction
- Family Community Involvement




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**Who identifies the gifted in public schools?**

Committee of \_\_\_\_\_ local educators who have had \_\_\_\_\_ hours of training in \_\_\_\_\_.




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**G/T Selection Committee**

- You have about ten to fifteen minutes to decide which students will qualify for the G/T Program here at the National Gifted Academy. Serving students from ages 5 to 18.
- Serve:
  - Academic Needs
  - Visual and Performing Arts
  - Leadership
  - Creativity

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Questions? Concerns?






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Simulation Results

Student #	Name	Area(s) of Achievement
101		
102		
103		
104		
105		
106		
107		
108		

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Five E Model

- Engage
- Explore
- Explain
- Elaborate
- Evaluate

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### Agenda for Today

- Discover the state required process for G/T identification.
- Take a closer look at the qualitative tools for measurement used in identification.
- Investigate the barriers to identification of underrepresented populations.
- Take a closer look at the quantitative tools for measurement used in identification.

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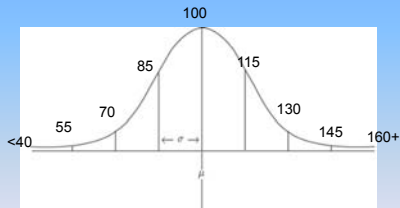
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### Gifted Distribution




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### Gagné's Model

- Proposes that "gifts are natural abilities but they must be developed into talents which emerge through the systematic learning training and practicing of skills characteristic of a particular field of human activity or performance".

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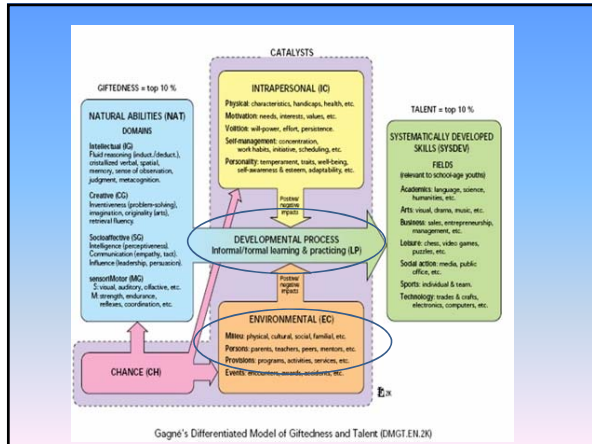
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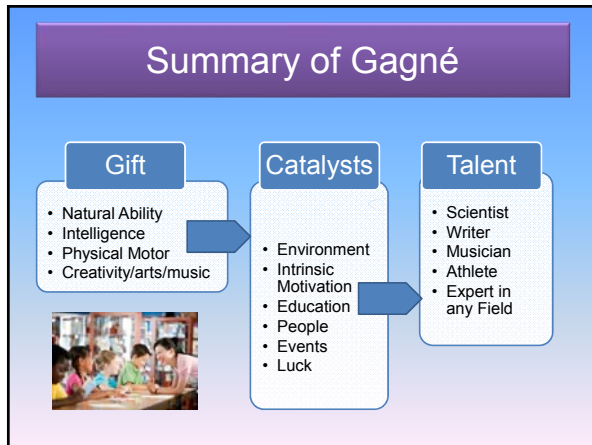
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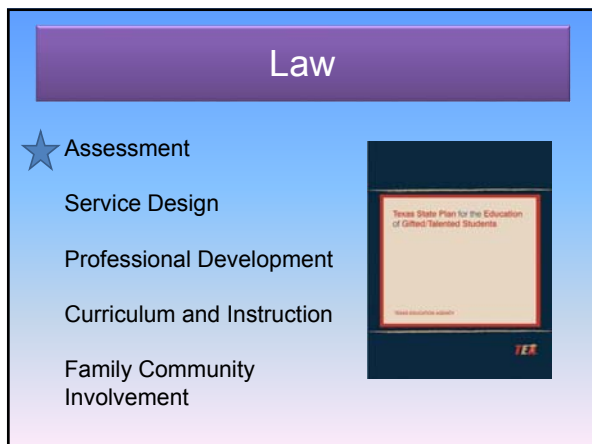
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## Big Ideas in the Law

- All students K-12 should be given the opportunity to screen at least once a year.
- All policies and procedures must be written down and approved by the school board.
- Multiple criteria in the student's primary language must be collected for screening. (Qualitative and Quantitative)
- Placement decisions are done by selection committee made up of at least 3 educators that have had Nature and Needs training.

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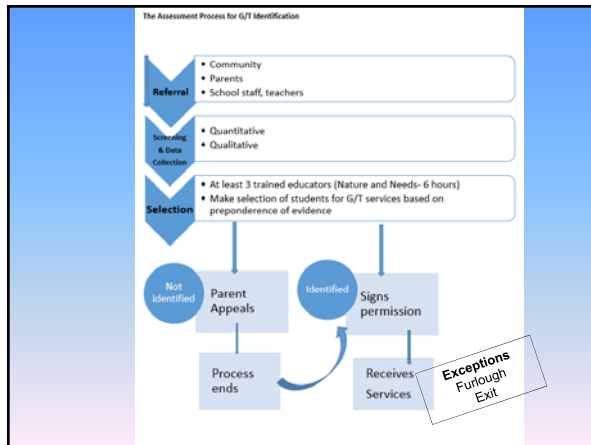
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## Types of Assessment Measures

### Qualitative:

- Portfolios**
  - Student-centered products, planned activities
- Observations**
  - Teacher or parent rating scales, classroom observations
- Student Interviews**

### Quantitative:

- School Ability (IQ) tests
- Achievement tests
- Divergent thinking/creativity tests
- State mandated skills assessments

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## Examples of Qualitative Measures

Note: This list offers examples of instruments only. It in no way implies the endorsement of products by TEA. For a more complete list of assessment measures, visit *Equity in Gifted Education* at [http://www.gifted.org/docs/op/stand\\_assessment.pdf](http://www.gifted.org/docs/op/stand_assessment.pdf).

Portfolios/ Products	Teacher Rating Scales	Parent Rating Scales	Interviews
Planned experiences	The Gifted and Talented Evaluation Scale (GATES)	The Gifted and Talented Evaluation Scale (GATES)	Environmental Opportunities Profile interview
	Kingore Observation Inventory (KOI)		
Student work and/or writing samples	Renzulli-Hartman Rating Scales	Scales for Identifying Gifted Students (SIGS)	Locally developed interviews
	Purdue Academic Rating Scales		
Authentic assessments (performance-based) TPSP	Slocumb-Payne Teacher Perception Inventory	Locally developed parent questionnaires	Jacob B. Javits Student Interview 3 <sup>rd</sup> -5 <sup>th</sup> Grade

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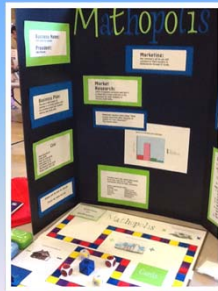
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## Qualitative Measurements

- Portfolios
  - Planned Experiences
  - Student Product
  - Student Work




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## Planned Experiences

“Planned experiences are sets of high-level, open-ended activities designed specifically to elicit and diagnose gifted behaviors ...”

- Bertie Kingore, Portfolio (1993)

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## Kingore Observation Inventory

- Bertie Kingore refers to Planned Experiences.  
Examples-  
Tomorrow's Alphabet\*\*\*  
Ten Black Dots  
Math Story Problems  
Science Venn Diagrams  
Draw Starts

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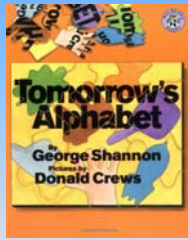
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## Tomorrow's Alphabet



A is for seed, tomorrow's apple.

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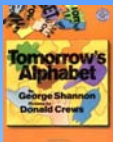
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157 GRADE BOY

1 H is for bees  
tomorrow's Honey.

2 B is for seed  
tomorrow's blueberries

3 L is for  
father tomorrow's  
lickle.

4 R is  
for colors  
tomorrow's rain-  
bow.

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## Looking for Indicators of

- Content
- Materials
- Organization
- Divergence
- Elaboration
- Significantly beyond age level

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## Texas Portfolio

Student Portfolio Score					
Student's name(s):		Click, hold, drag to select text		Average (2015):	
				Score Average (2015):	
1	Work advanced beyond grade level	Complete and accurate presentation of a problem or idea	In-depth understanding of a problem or idea	Successful and clear use of materials	Evidence of high-level performance
2	Work advanced beyond grade level	Complete and accurate presentation of a problem or idea	Understanding of a problem or idea	Successful and clear use of materials	Evidence of high-level performance
3	Work advanced beyond grade level	Complete and accurate presentation of a problem or idea	Understanding of a problem or idea	Successful and clear use of materials	Evidence of high-level performance
4	Work advanced beyond grade level	Complete and accurate presentation of a problem or idea	Understanding of a problem or idea	Successful and clear use of materials	Evidence of high-level performance
5	Work advanced beyond grade level	Complete and accurate presentation of a problem or idea	Understanding of a problem or idea	Successful and clear use of materials	Evidence of high-level performance

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## Observations




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Question That ?

- Today's answer \_\_\_\_\_ 19 \_\_\_\_\_ .

Constraints-

- Use three steps
- Use a decimal point.
- Use a square root.

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Question That?

- Today's answer \_\_\_\_\_ Thomas Jefferson \_\_\_\_\_ .



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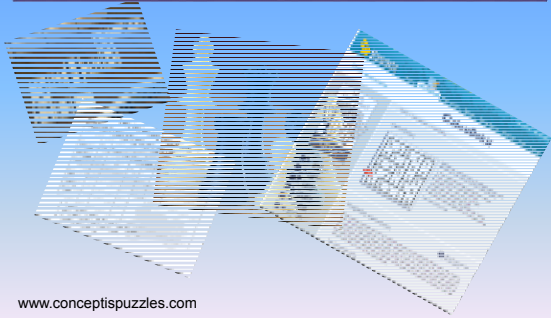
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Logic and Reasoning



[www.conceptispuzzles.com](http://www.conceptispuzzles.com)  
[www.hoagiesgifted.org/brain\\_teasers.htm#logic](http://www.hoagiesgifted.org/brain_teasers.htm#logic)

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### Let's Get Moving

**Let's Get Moving Logic Puzzle**

Three people are going to the beach, each using a different mode of transportation in a different color. Who's using what?

	Car	Motorcycle	Boat	Blue	Orange	Green
Calamity			X	X	O	X
Dorothea						
Finch						
Blue						
Orange						
Green						

1. Calamity loves orange, but she hates the water.
2. Finch did not use the green vehicle.
3. Dorothea drove the car.

[www.hoagiesgifted.org/brain\\_teasers.htm#logic](http://www.hoagiesgifted.org/brain_teasers.htm#logic)

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	Car	Motorcycle	Boat	Blue	Orange	Green
Calamity	X	O	X	X	O	X
Dorothea	O	X	X	X	X	O
Finch	X	X	O	O	X	X
Blue				O		
Orange		O				
Green	O					

1. Calamity loves orange, but she hates the water.
2. Finch did not use the green vehicle.
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### Calcu-Doku

4	3	1	6	2	4	4
3	1	7	3	4	5	2
2	4	1	1	3		
6	4	4	3	1		
4	2	2	3	1		

<http://www.conceptspuzzles.com>

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### Calcu-Doku

The Calcu-Doku puzzle grid is 5x5. Row 1: 6, empty, 5, 4, empty. Row 2: 10, empty, empty, 20, 6. Row 3: 3, 4, empty, empty, empty. Row 4: empty, 20, 6, 15, empty. Row 5: 4, empty, empty, 2, empty.

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### Task Sample

The Task Sample image shows several objects: a stack of white plates, a stack of colorful sticky notes, a pile of multi-colored rubber bands, a ball of toothpicks, a pile of multi-colored beads, and a set of four colorful paper clips.

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### Kingore Observation Inventory

**The Kingore Observation Inventory (KOO) - Grades 4 through 8**

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

**ADVANCED LANGUAGE**

- Is verbally proficient, extensive vocabulary
- Uses rich imagery, unusually descriptive
- Uses analogies, metaphors, or analogies to express insights
- Makes language for less experienced students
- Displays verbal skills when resolving others, handling conflicts, or influencing others positively
- Expresses confidence and differences
- Uses the precise language of a discipline

**ANALYTICAL THINKING**

- Abstracts, conceptualizes, generalizes
- Observes intently, interprets observations
- Thinks clearly, logically, and completely
- Thinks critically, well laid out discipline
- Recognizes relationships or patterns between diverse ideas or experiences
- Enjoys studying and solving more difficult problems
- Enjoys planning and organizing

**MEANING MOTIVATION**

- Is philosophical, probes source, stretch of, agreement
- Is curious, asks provocative, thoughtful questions, non-acquiescently
- Experimentally

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### Characteristics of Gifted Children

- Advanced Language
- Analytical Thinking
- Meaning Motivation
- Perspective
- Sense of Humor
- Sensitivity
- Accelerated Learning

Kingore, B (2016) The Kingore Observation Inventory 3<sup>rd</sup> Edition

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### Other Instruments for Data Collection

- Formal Observation Tool
  - KOI
- Parent Inventories
- Teacher Inventories

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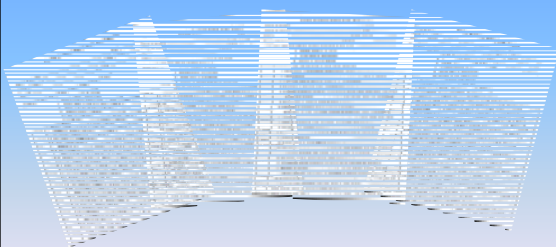
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### Purdue Rating Scale




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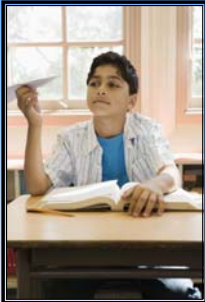
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**Interviews**




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**Discussing Barriers to Identification**

Read Articles: Looking For Needles in a Haystack

Make Notes

Text coding- ! Need to remember  
 ? Concerns or questions  
 = Reminds me of....

Be Prepared to Discuss Key Points

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**Team Discussion**

- What was the article all about?
- Share some of your text coding notes.
- Describe what deficit-based paradigm means to you.
- What is the difference between test bias and selective referral?
- After reading the article, how will it help you next year in your classroom?

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**Twice Exceptional Gifted**

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**www.gtequity.org**

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**Quantitative Criteria**



- Testing Terms
  - Standard score
  - Percentile Rank
  - Grade Equivalent
  - Ceiling
  - Out of Level Testing

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### Quantitative Criteria

- Achievement Tests/Criterion Referenced
- Ability Tests
- Core Content Area Tests

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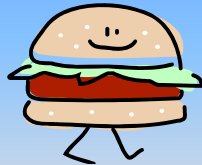
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### Verbal

- A. Ratatouille
- B. Frankfurters
- C. Turkey-Burgers
- D. Osso Bucco
- E. Goulash



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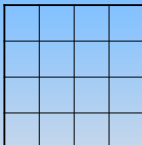
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### Non-verbal



How many squares can you find?

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### The Committee's Final Selection

- Profile
  - Measures a broader overall picture of the student
  
- Matrix
  - Measures students using an assigned number for criteria using a cut off score

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### Fictitious Data from Ima Smart

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Ability Score(IQ)<br/>129</li> <li>• Achievement Score           <ul style="list-style-type: none"> <li>– Math/Science<br/>95</li> <li>– Reading/ELA/SS<br/>99</li> <li>– Creativity<br/>130</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Inventory           <ul style="list-style-type: none"> <li>– Learning 26</li> <li>– Motivation 14</li> <li>– Creativity 16</li> <li>– Leadership 15</li> </ul> </li> <li>• Parent Survey 62</li> <li>• Student Portfolio 3</li> </ul> |
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### Identified...now what?



**Serve these children with what they need...**

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www.cosenzaassociates.com



To retrieve a copy of the pdf handout of power point slides, go to Professional Development/ Advanced Academics.

Code for this training handout is:

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