

Gifted Identification

A Parent's Guide
to the
Testing Gibberish



What a



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Gifted Defined by Ohio Administrative Code 3301-51-15

"*GIFTED*" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (a), (b), (c), or (d) of section 3324.03 of the Revised Code.

Identified as Cognitive Ability

- (a) Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test,
- (b) Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, or
- (c) Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

Identified as Specific Academic

- A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.

Enough with the GIBBERISH!



What does it mean to
you as the parent????

Iowa & CogAT Results

Understanding
The Results of Standardized Testing

Cognitive Ability

- Developmental process that begins at birth and continues throughout most of the individual's life.
- Rate of growth is strongly related to chronological age.
- Growth is more rapid between birth and age 3 than any other period; however, is more rapid between ages 3 to 14 than later.

Cognitive Test of Abilities (CogAT)

- Test provides info. on the level of development of general and specific cognitive skills of students.
- Primary purpose is to provide a description of student's own cognitive resources for learning that educators can use to help the student achieve instructional objectives.

Appropriate Purposes Cognitive Test of Abilities

- To help teachers adapt instructional methods, learning materials, and the pace of instruction to individual needs
- To identify strong areas of cognitive functioning that can be capitalized on when helping students to learn
- To help determine eligibility for g/t programs and identify students whose level and pattern of cognitive abilities indicate that they have a high risk of learning difficulties

Subtests of the CogAT

- Verbal
- Quantitative
- Nonverbal

CogAT Verbal Skills

- Verbal reasoning is the important mode of thinking in western cultures and plays a central role for accomplishing a wide range of learning tasks in an educational setting.
- Items appraise verbal inductive reasoning (generalizing), problem solving, and verbal comprehension
- Can be influenced by the culture of society from birth onward and schooling

CogAT Quantitative Skills

- Quantitative reasoning has a significant role in many abstract reasoning tasks.
- Items appraise general abstract reasoning skills, and specific mathematical reasoning skills.
- Performance has high positive connection with both reading and mathematical achievement.
- Can be influenced by the culture of society from birth onward and schooling

CogAT Nonverbal Skills

- The nonverbal test demonstrates tasks that use geometric shapes and figures to measure general abstract reasoning abilities that are less influenced by cultural factors and schooling than verbal and quantitative tasks.
- Items appraise inductive reasoning skills (generalizing.)

CogAT Test Items

- Test tasks on the Verbal and Quantitative batteries use general, not specialized, knowledge that individuals could have acquired from a broad variety of experiences in and out of school. Items are not intended to be a sampling of what is taught in any particular grade in school.
- Items on the Nonverbal require no outside fund of knowledge; the information itself is lodged in the item.

Using the Standard Age Score

- SAS permits one to compare the rate and level of cognitive development of a student to others in the same chronological age group
- SAS is a normalized standard score with a mean of 100
- SAS scores can be used to identify gifted students and to determine eligibility for all types of educational programs where it is necessary to make maximum discriminations among student at the highest and lowest extremes of the score range

SAS and Corresponding Percentile for the CogAT

Verbal Descriptions	SAS
Very High	128 and above
Above Average	112 through 120
Average	88 through 111

**Standard error or measure (SEM)=
16

Appropriate Purposes Iowa Test of Basic Skills

- Determine extent to which students have knowledge or skills
- Estimate general developmental level of student to adapt material to academic needs
- Establish baseline achievement info. so that the monitoring of year-to-year developmental changes may begin
- Identify areas of relative strengths and weaknesses in the performance of groups which may have implications for curriculum change as well as instructional procedures

Specific Academic

- "*specific academic ability field*" means one or more of the following areas of instruction:
 - (a) Mathematics;
 - (b) Science;
 - (c) Reading, writing, or a combination of these skills; and/or
 - (d) Social studies.

Percentile Ranks

- Score that tells the percent of students in a particular group that got a lower raw score on a test than the student did.
- Shows student's position or rank in a group of students who:
 - are in the same grade level.
 - who were tested at the same time of the year as the student.

ITBS Percentile Interpretation

Descriptors	Percentile
Very High	96 and above
Above Average	77 through 95
Average	39 through 60

“The parent information says,”

- “Your child’s reading grade equivalent is that of a sixth grade student in the third month.”
- Shouldn’t she/he grade skip from second to sixth grade?

Grade Equivalent Scores

- Describes a student's location on an achievement continuum
- The continuum is a number line that describes the lowest level to the highest level of development.
- The GE is a decimal number that describes performance in terms of grade level and months.
- The average yearly growth is 10 months, by definition.
- GE does not provide a prescription for grade placement.

Grade Equivalent

- If a first grade student obtains a GE of 3.4 on the vocabulary test, his score is like the one a student at the end of the fourth month of third grade would likely get on that same test.
- Additionally, for the Iowa Test of Basic Skills it is reasonable to say if a third grade student took the ITBS Level 8 Reading test and earned a grade-equivalent score of 5.6, the student scored as well on that same test as the typical student who has just finished the sixth month of grade five.

Still have
questions????

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