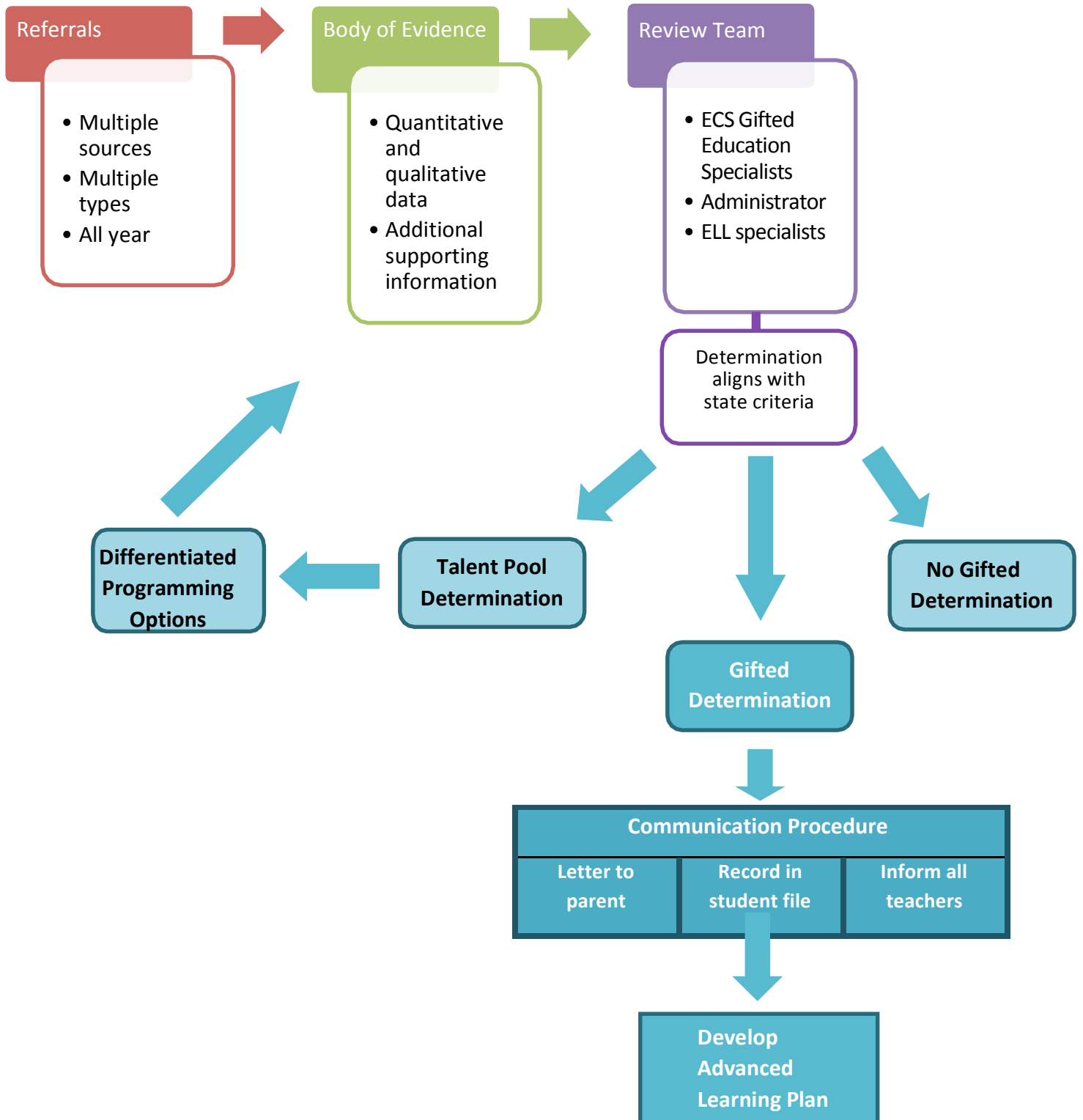


# Gifted Identification Assessment Process



# Body of Evidence

A body of evidence consists of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification **and** to build a student profile of strengths and interests.

Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified.

Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances.

Quantitative	Qualitative
<ul style="list-style-type: none"><li>• Norm-referenced test (e.g., cognitive and achievement)</li><li>• Criterion-referenced test (e.g., state assessment and curriculum based measures)</li></ul>	<ul style="list-style-type: none"><li>• Rubric</li><li>• Performance</li><li>• Observation</li><li>• Checklist</li><li>• Interview</li></ul>

While some of the data in a body of evidence will be used to meet the **criteria** for gifted identification, other data or information may be used to build a learner profile for the purpose of developing appropriate programming options.

- The 95<sup>th</sup> percentile ranking and above describes the rule for demonstration of exceptionalism on a standardized, nationally normed test or observation tool.
- A performance assessment that indicates exceptionalism compared to age mates includes a rating that exceeds expectations or demonstrates distinguished/advanced command.

**A comprehensive body of evidence is collected and examined to determine a student's strength area, affective needs and appropriate programming options.**

## Gifted Determination

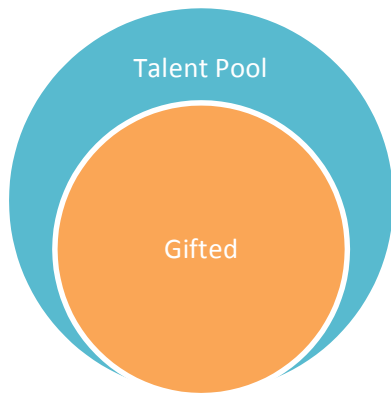
The gifted identification assessment process recognizes a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach.

**Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.**

## Talent Pool

The body of evidence for some students may not lead to formal gifted identification, but data may demonstrate the student should be included in a “talent pool.”

A **talent pool** is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may or may not meet the criteria for gifted identification at a later date.



Some students identified gifted in one domain may be part of a talent pool for a different domain. For example, a student who demonstrates a specific academic aptitude in reading as an elementary student may be included in a talent pool for mathematics. Over time, data are reevaluated to determine if this student meets the criteria for specific academic aptitude identification in the area of mathematics.

Students within the talent pool receive appropriate differentiated programming options and/or interventions to address their strength or potential areas, and promote achievement and growth. A review team may also consider if additional assessments need to be administered to collect additional data and/or continue to review the student’s data over time to determine if gifted identification is appropriate at a later date. Gifted identification is not just a moment in time during the educational path of a student. Identification is fluid and continuous throughout the school years.

**Not all students will stay in the talent pool for the same amount of time.**