GIFTED IDENTIFICATION

STATE Of the Local Talasmed

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Colorado's Exceptional Children's Educational Act (ECEA) requires a body of evidence with nationally normed data in the 16th+ percentile in order for a student to be identified as gifted. The following categories of data that are used toward identifications in General Intellectual Ability or a specific subject sees. Data is not required from all areas. Most identifications are process with two qualifying scores and robust anecdotal evidence The GT representative at your school can answer further questions about the process. Please see our website for Talent identification quidance.



- measures cognitive ability, not knowledge of a subject.
- 95th percentilex results in HGT magnet_school eligibility
- Universal screening of full grade levels is through cognitive testing
- commonly used cognitive assessments:
 - CogAT
 - NNATS
 - variety of others administered by a psychologist
- cognitive testing administered outside of DPS is reviewed on an individual basis



- measures knowledge in a specific subsect area
- 95th percentile+ on nationally normed assessment is considered qualifying, but is not used toward HGT magnet school eliability

HIEVEMEN

9

ACADEMIC

- commonly used achievement assessments:
 - CMAS: 5 in ELA, SLA, Moth or 4 in Science, Social Studies
 - lows Assessments.
 - Reodu
 - Logramos
 - PSAT/SAT
 - -STAR

OBSERVATION SCALES



- norm-referenced rating scale designed to assist in the identification of students as gifted
- 95th percentile+ is considered qualifying, but is not used toward HGT magnet school eligibility
- can be completed by any adult who knows the child well
- commonly used observation scales:
 - SIGS (Scoles for identifying Gifted Students)
 - GRS (Gifted Rating Scales)



3

- Anecdatal evidence is a specific, detailed factual claim relying only on personal observation, collected in a casual or non-systematic manner.
- provides descriptive information regarding the evidence of Giftedness
- We encourage families to review the Grited characteristics on our site and provide specific examples describing how one or more of the characteristics is displayed in their child.
- Can include any other evidence that family or educators believes a relevant

The Identification Of The Gifted And Talented

Scott Hunsaker

The Identification Of The Gifted And Talented:

<u>Identification of Students for Gifted and Talented Programs</u> Joseph S. Renzulli, Sally M. Reis, Series Editor, 2004-03-06 Focuses on one of the most widely debated topics in the field addressing the challenges educators face in attempting to accurately identify gifted and talented students

The Identification of the Gifted and Talented Ruth A. Martinson, 1974

Identifying Gifted Students Susan K. Johnsen, 2005 This publication provides directors and coordinators of programs for gifted and talented students with a specific step by step plan for developing an identification procedure in a school or school district While the sections of this publication are laid out sequentially according to the steps identification is an ongoing process The goal of identification is to ensure that every gifted and talented student who needs a program that is different from the general education curriculum receives one that is matched to his or her specific characteristics Perfect for anyone seeking a concise introduction to the identification of gifted students this book is designed to offer administrators teachers and parents an overview of the critical issues in building effective identification procedures This book overviews definitions and characteristics of gifted students qualitative and quantitative assessment using multiple assessments identification procedures and decision making about placement This is one of the books in Prufrock Press popular Practical Strategies Series in Gifted Education This series offers a unique collection of tightly focused books that provide a concise practical introduction to important topics concerning the education of gifted children The guides offer a perfect beginner s introduction to key information about gifted and talented education **Characteristics and Identification of Gifted and** Talented Students Frederick B. Tuttle, Laurence A. Becker, 1980 The document on characteristics and identification is the first book in a multimedia program Educating the Gifted and Talented a series designed to provide background information supplementary materials workshop activities and discussion questions for individuals and teachers who work or are preparing to work with gifted and talented students An initial section disucsses some of the characteristics of gifted and talented students by focusing on individual abilities interests and needs and by encouraging the reader to look closely at specific students Addressed are indicators of giftedness problems encountered by the gifted and the problems of definition Supplementary materials for this section include lists of characteristics of creative gifted children some general characteristics of gifted children and behaviors in six talent areas Five teacher activities are explained to help explore the underlying issues to be considered when examining characteristics of gifted individuals A second section introduces instruments and procedures for identification and contains sample identification instruments and materials scales teacher checklists questionnaires and inventories creativity measures sources of instruments and a list of references Among the instruments and materials cited are the Checklist for Culturally Disadvantaged Underachieving Mentally Gifted Minors and the Autobiographical Questionnaire Three teacher activities related to identification conclude the document SBH

Identification Scott Hunsaker, 2023-05-31 Editor Scott L Hunsaker's new volume sheds much needed light on the

process of identifying students for gifted education services a topic surrounded by controversy and confusion With contributions from leading experts in the field Identification takes an in depth look at the research and practice of identification of gifted and talented students Each of the four sections tackles an important aspect of the issue Theoretical Foundations Professional Foundations Identification Practice and Instrumentation The text presents multiple points of view and does not shy away from thorny issues such as the theory practice gap underrepresentation of diverse populations identification as status bestowal rather than assessment process rigidity in use of processes and instruments the search for the magic bullet test and the validity of nonverbal intelligence tests Whether you are an administrator teacher gifted education specialist professor or parent Identification will offer you insight presented nowhere else the Gifted and Talented Ruth A. Martinson, 1975 **Identifying Gifted Students** Susan K. Johnsen, 2021-09-09 This revision of Identifying Gifted Students A Practical Guide is aligned with both the updated National Association for Gifted Children NAGC Pre K Grade 12 Gifted Programming Standards and the NAGC and The Association for the Gifted Council for Exceptional Children CEC TAG professional development standards This book is relevant in any state or setting that intends to meet these national standards and uses multiple assessments to identify gifted students within an increasingly diverse population Designed for practicing professionals such as teachers counselors psychologists and administrators Identifying Gifted Students addresses definitions models and characteristics of gifted students qualitative and quantitative approaches to assessment culturally fair and nonbiased assessment and how to evaluate the effectiveness of identification procedures In addition the book provides an updated summary of all major assessment instruments including scoring information reliability **Assessment of Giftedness** Julie Lamb Milligan, 2007-09 What tests are used to identify giftedness How are and validity decisions made about placement and services after a battery of tests have been administered Beyond standardized testing how do students qualify for services A guide for parents teachers and university students seeking to identify and or work with the gifted It conveys a history of assessing and identifying giftedness traditional and non traditional measures for identifying the gifted procedures and test instruments used for appropriate and accurate assessment guidance for identifying giftedness among subpopulations methods for recognizing giftedness in the primary grades the importance of classroom teachers in the assessment process It also provides many practical classroom ideas and activities for nurturing potential giftedness an Activity Book for students and teachers for each chapter About the author Julie Lamb Milligan is an associate professor at Arkansas State University She was for eighteen years a teacher and administrator in school districts throughout Arkansas before becoming a professor of education at the university Dr Milligan's Ph D in gifted education and curriculum and instruction is from Kent State University In the past decade she has published numerous articles in professional journals and publications that concern themselves with educating the gifted **Identifying Gifted Students** Susan K. Johnsen, 2005 This publication provides directors and coordinators of programs for gifted and talented students with a specific step by step

plan for developing an identification procedure in a school or school district While the sections of this publication are laid out sequentially according to the steps identification is an ongoing process The goal of identification is to ensure that every gifted and talented student who needs a program that is different from the general education curriculum receives one that is matched to his or her specific characteristics Perfect for anyone seeking a concise introduction to the identification of gifted students this book is designed to offer administrators teachers and parents an overview of the critical issues in building effective identification procedures This book overviews definitions and characteristics of gifted students qualitative and quantitative assessment using multiple assessments identification procedures and decision making about placement This is one of the books in Prufrock Press popular Practical Strategies Series in Gifted Education This series offers a unique collection of tightly focused books that provide a concise practical introduction to important topics concerning the education of gifted children The guides offer a perfect beginner s introduction to key information about gifted and talented education

Young Gifted Children John T. Pardeck, John W. Murphy, 2018-09-03 First published in 1990 This study on special educational needs explores the identification of the gifted research on gifted children and programmes programming for young gifted children and the socio psychological implications of giftedness This title will be of great interest to student teachers of special educational needs and parents

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