



Matrix of Commonly Used Assessments for Gifted Identification

The Office of Gifted Education at CDE has developed a resource matrix describing the most common assessments used in Colorado for the purpose of gifted identification. ***It is important to note that the matrix is intended for informational purposes as CDE does not approve specific identification instruments.*** An AU must consider the purpose, reliability and validity of a specific test to guide appropriate instrument selection for the purpose of identification. The scope of the assessment should include items to measure exceptional ability and not just grade-level, foundational skills or behaviors. As a general rule of thumb, tests that are based on constructs associated with giftedness and/or normed on samples that include exceptional students working above grade-level are valid for identification. It is recommended to use the latest edition of an assessment.

Cognitive Measures

Most cognitive assessments may be used for gifted identification purposes as long as they claim to measure general intellectual ability (“g”) up to three standard deviations above the mean. If they are designed for a smaller range, many gifted children will “top out” on such tests. Also, Administrative Units and gifted educators should make sure that norms for the test are up-to-date. Norms older than 7-10 years do not reflect today’s demographics in their sampling.

Academic or Achievement Measures

Achievement tests that may be considered as qualifying evidence contain one or more of the following attributes:

- Provides a national percentile ranking (NPR) score from a large, normative sample population within the last 5 – 8 years;
- Questions that are adaptive in order to measure above, at or below grade-level abilities;
- Items that measure a broad range of skills and standards within a content domain; and/or
- Summative assessments that measure the mastery level of content skills/standards.

It is important to note that when identifying a student for a specific academic aptitude without a cognitive score, multiple assessment scores over **a period of time** are considered valid and reliable data. Examining trends over time, especially for primary students, is important when reviewing qualifying data for a specific academic aptitude identification.

Assessments used for grade-level benchmark screenings, to progress monitor a student’s attainment of a specific standard or diagnose a subject-area deficiency are defined as **diagnostic** or **inventory** instruments. Diagnostic assessments or skill inventories measure **proficiency** of grade-level foundational skills. Although these assessments may include an NPR, diagnostic and inventory assessments are not intended to measure exceptional abilities in a specific content area. Because of this narrow focus, these instruments are not used as qualifying data. An example of this type of assessment might include a diagnostic test to identify a reading deficiency or a skills inventory to measure how rapidly a student can compute math facts.



Formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments that are short, periodic and often informal measures of how a student is progressing through a specific lesson or content standard are not used as qualifying evidence.

State assessment data are used to measure student achievement and growth. The performance level of “Exceeds Expectations” is used as qualifying data for gifted identification for specific academic aptitudes in the content areas assessed. Growth or state percentile data are not used for identification purposes. A 95th state percentile is not the same as a 95th national percentile ranking. The state percentile means the student scored at the 95th percentile compared to other students in the state. This percentile may or may not equate to “exceeds expectations” depending on the scaled score for all participating students.

Observation Scales

Observation scales are **qualitative** measures that depend on the observation of and judgment about student behaviors by professionals who deal with the student on a regular basis and/or the student’s parents. Normed observation scales designed specifically to examine behaviors associated through research with giftedness may be used for identification. Observation scales that are designed to diagnose attention deficits and other specific conditions may not be used for identification. Observation scales that are not normed referenced, but provide informative data on exceptional abilities, such as the Kingore Observation Inventory (KOI), may be used as an indicator to move the student to the gifted identification assessment process. An exception to this standard is the use of research-based scales developed for Specific Talent Aptitudes. Talent scales developed through analysis and research of the discipline may be considered as qualifying evidence for dance, music, performing arts and visual arts. Two examples include the observation scales developed by Dr. Haroutounian or the CDE Talent Observation Scales created by content experts.

Identification Resources

When selecting nationally normed, standardized instruments for the identification of gifted and talented students, educators should consider the following questions:

- What is the purpose for the assessment?
- Is the assessment valid for its purpose?
- Is the assessment reliable?
- Does the assessment measure exceptionality?
- What is the age of the assessment?
- When was the assessment last normed?
- How large was the norming sample?

For additional information on Colorado guidelines for gifted identification, access the [Gifted Identification Handbook](#)



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Stanford Binet Intelligence Scales, 5th Edition (SB 5)	Fluid reasoning, knowledge, quantitative reasoning, visual- spatial processing, and working memory	Age 2 to 85 +	Takes approximately 5 minutes per subtest	Individually administered	NA	Riverside Insights
Test of Mathematical Abilities for Gifted Students (TOMAGS)*	The TOMAGS measures students' ability to use mathematical reasoning and mathematical problem solving.	Grade K-6	Not timed	Individual or group administration	*May also be used as a qualifier for math achievement for specific academic aptitude and count as qualifying evidence for a norm-referenced achievement test.	Pro-Ed Test of Mathematical Abilities for Gifted Students
Test of Nonverbal Intelligence, Fourth Edition (TONI-4)	General cognitive ability	Age 6:0 – 89:11	15 to 20 minutes	Individually administered	Completely language free or also has directions in Spanish, French, German, Chinese	Pearson Test of Nonverbal Intelligence, Fourth Edition
Universal Nonverbal Intelligence Test Second Edition (UNIT2)	Measures general cognitive ability in a completely nonverbal manner	Age 5:0 – 17:11	Depends on battery given – 10-45 minutes	Individually administered	Provides an assessment that neutralizes the impact of language on cognitive processes and abilities; Examiners use 8 universal hand gestures to explain tasks	Riverside Insights



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)	Measures a child's intellectual ability including visual spatial and fluid reasoning	Age 6:0 – 16:11	Varies depending on age, between 1hour and 1.5 hours	Individually administered	Complimentary subtests can also measure academic achievement in reading, writing and math	Pearson Wechsler Intelligence Scale for Children, 5th Edition
Wechsler Preschool and Primary Scale of Intelligence, 4 th Edition (WPPSI-IV)	General cognitive ability	Age 2:6 – 7:3	Core subtests: Ages 2:6–3:11, 30–45 minutes; Ages 4:0–7:3, 45–60 minutes	Individually administered	NA	Pearson Wechsler Preschool and Primary Scale of Intelligence, 4th Edition
Woodcock Johnson Tests of Cognitive Abilities Fourth Edition	Verbal Ability, Thinking Ability, and Cognitive Efficiency	Age 2:0 – 90+	BIA testing time – 10-15 minutes	Individually administered	Spanish version (see Bateria)	Riverside Insights



Achievement Tests

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
<p>Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)</p>	<p>Reading, Lexile, Math, Language, Spelling, Listening, Social Science, Science</p>	<p>Grade K-12</p>	<p>Testing time depends on grade/age</p>	<p>Individual administration or group. Multiple choice, untimed</p>	<p>Modeled after Stanford 10. Measures Spanish speaking students' abilities in their native language. Reports are available in English and Spanish</p>	<p>Pearson Aprenda: La prueba de logros en español, Tercera edición</p>
<p>ACT</p>	<p>Consists of subject area tests in: English, Mathematics, Reading, Science and optional Writing</p>	<p>High School</p>	<p>Actual testing time is 2 hours and 55 minutes (plus 30 minutes if taking the ACT Plus Writing).</p>	<p>Group</p>	<p>The test is offered in English only. Extended time testing is available only for students with diagnosed disabilities and is not available solely on the basis of limited English proficiency.</p>	<p>ACT Online Registration</p>
<p>ACT Aspire Summative Assessment</p>	<p>Summative assessment measures math, English, reading, science and writing</p>	<p>Grade 3-High School</p>	<p>Full battery, 4- 4.5 hours</p>	<p>Group Online or Paper-pencil</p>	<p>Vertically articulated, standards-based assessment linked to ACT</p>	<p>ACT Aspire</p>



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Batería IV (Spanish Parallel of Woodcock-Johnson IV)	Measures academic achievement levels of Spanish speaking individuals	Age 2 to 90+	Achievement Standard 11 tests (55–65 minutes)	Individual	Access to all the tests and interpretative options of the WJ IV® for Spanish dominant individuals	Riverside Insights Bateria IV
Colorado Measures of Academic Success (CMAS)	Standards-based summative assessment of English Language Arts (ELA), Mathematics, Social Studies and Science	Grade 3-10	55-80 minutes per section	Group administered	Accommodations available for students with IEP, 504 or NEP/LEP only, in U.S. 3-years of less	Colorado Department of Education Office of Assessment-CMAS
Galileo K-12 Online	K-8 online test to assess student progress in reading, math, writing and science. It provides a predictive analysis of student performance.	Grade K-12	Math, reading /English Language Arts, writing, science	Individual online	NA	Assessment Technology Incorporated Galileo K-12 Online



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Gates-MacGinitie, Forms S & T 4th Edition	Reading	K-Adult	Time varies depending on level administered , ranges from 55-100 minutes	Group administration. Teacher administered	Alternate Forms for pre and post testing	Riverside Insights Gates- MacGinitie, Forms S & T
iReady Diagnostic* . ¹	Reading and Math	Grade 2-8	Adaptive and user controlled	Group Online	*Use the iReady Comprehensive Diagnostic Test covering all strands of the content area. This test provides qualifying evidence when the student scores at the 95 th national percentile ranking (NPR) or above. When identifying a student for specific academic aptitude without a qualifying ability test score, look for a trend in qualifying NPR over time.	Curriculum Associates iReady Diagnostic
Iowa Assessments	Comprehensive assessment of student progress in major content areas	Grades K-High School (depending on content area)	Core: 2 hours, 35 minutes Complete: 3 hours, 55 minutes	Group, online or paper-pencil	Spanish language assessment <i>Logramos</i>	Riverside Insights Iowa Assessments

¹ Although assessment name states “diagnostic” this is an adaptive test that measures above grade-level performance and provides a national percentile ranking. Technology enhanced items for constructed response, open- ended response, and selected response.



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
TerraNova, 3rd Edition	Reading, Math, Language, Science, Social Studies	Grade K-12 (some subject areas are not available for all grade levels)	Time depends on subject and grade level, time limits apply	Group or Individual. Teacher administered	SUPERA is the Spanish version of the TerraNova series of assessments	TerraNova3
Test of Early Mathematics Ability-Third Edition (TEMA)	Measures mathematics performance in multiple domains	Age 3-0 through 8-11	40 minutes	Individual	Studies included show the absence of bias based on gender and ethnicity	Pro-Ed, Test of Early Mathematics Ability
Test of Early Reading Ability-Third Edition (TERA-4)	Assesses mastery of early developing reading skills	Age 3-6 through 8-6	30 minutes	Individual	Studies included show the absence of bias based on gender and ethnicity	Pro-Ed Test of Early Reading Ability
Test of Early Written Language (TEWL-3)	Two subtests measure Basic Writing and Contextual Writing	Age 4-0 through 11-11	30-50 minutes	Individual	Characteristics of the normative group correspond to those for the 2010 census data relative to geographic region, gender, ethnicity, Hispanic status, household income, educational attainment of parents, and exceptionality status.	Pro-Ed Test of Early Written Language



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Test of Language Development Primary Edition and Intermediate Edition (TOLD-P:4)	Measures semantics and grammar; listening, organizing, speaking; and overall language ability – Specifically designed to identify students who are significantly below their age range in development and to progress monitor remedial instruction	Age 4-0 through 8-11 (Primary) Age 8-0 through 17- 11 (Inter. Edition)	30 -60 minutes	Individual	NA	Pro-Ed Test of Language Development Primary Pro-Ed Test of Language Development Intermediate



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Test of Reading Comprehension (TORC-4)	Measures word identification and contextual meaning - Specifically designed to identify students who are significantly below their age range in development and to progress monitor remedial instruction	Age 7-0 through 17- 11	45 minutes or less	Individual	NA	Pro-Ed Test of Reading Comprehension
Wechsler Individual Achievement Test - Fourth Edition	Paper and pencil or online achievement test identifies academic strengths and weaknesses in 16 subtests	Grade PreK through grade 12, and for age 4:0– 50:11	Varies by grade level and number of subtests administered	Individual or group	NA	Pearson Wechsler Individual Achievement Test



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Woodcock-Johnson - IV	Standard Battery measures reading, writing and math, the Extended Battery includes reading, writing, math, science and social studies	Age 2 to 90+	Varies, about 5 minutes per test	Individual	NA	Riverside Insights Woodcock Johnson IV



Norm-referenced Observation Scales

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Gifted Evaluation Scale, Fourth Edition (GES-4)	Scales measure intellect, creativity, specific academic aptitude, leadership ability, and performing and visual arts – the motivation scale is optional	6 – 16 years	15 minutes	Teacher rating form	NA	Hawthorne Educational Services Gifted Evaluation Scale
Gifted Rating Scales (GRS)	Scales designed measure general intellectual ability, language arts, mathematics, science, social studies, creativity; and leadership.	GRS- Primary: 4:0 - 6:11 years GRS- Secondary: 6:0 - 13:11 years	5-10 minutes	Teacher rating form	NA	Pearson Gifted Rating Scales



Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Scales for Identifying Gifted Students (SIGS)	Home Rating Scale and School Rating Scale work together to measure general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership.	5 – 18 years	NA	Home Rating Scale and Teacher Rating Form	Spanish version available	Routledge Scales for Identifying Gifted Students

ACCESS (Achievement or Performance Assessment)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
ACCESS	English language proficiency assessment for English language learners	Grade K – 12	Up to 4 1/2 hours	Group	ACCESS scores may be used as qualifying evidence through any one of the following: Accelerated Achievement Accelerated Trajectory through ELD Program Growth Percentiles (SGP)	WIDA website



Research-based Performance Observation Scales for Talent Areas

Assessment	Content	Age	Time	Administration	Considerations	Contact
CDE Performance Assessments for Dance, Music, Performing Arts and Visual Arts	Dance, Music, Performing Arts and Visual Arts	Grade K – 12	45 – 60 minutes	Juried performance	The CDE assessment protocols may be used as qualifying evidence. Experts complete the CDE Talent rubrics to evaluate a performance.	Colorado Department of Education Office of Gifted Education website for Talent ID
Arts Talent ID by Dr. Haroutounian	Dance, music, performing arts and visual arts	Grade K – 12	15 – 30 minutes	Completed by a person knowledgeable of the content area who works directly with the student	The person who completes the scale needs to have a sophisticated understanding of the arts.	Royal Fireworks Press Arts Talent ID



Norm-referenced Assessments for Talent Aptitudes

Assessment	Content	Age	Time	Administration	Considerations	Contact
Musical Aptitude Test	Seven components: tonal imagery (melody and harmony), rhythm imagery (tempo and meter), and musical sensitivity (phrasing, balance, and style).	Grades 4 – 12	The entire test takes about 3.5 hours to administer (each battery takes about 50 minutes)	Individual or group	The test is hand scored and must have a CD player.	GIA Publications Musical Aptitude Test
Profile of Creative Abilities (PCA)	Measure of creative ability	Ages 5 – 14:11	30 – 40 minutes	Individual or group	Home rating scale is available Two subtests measure two aspects of divergent production	Pro-Ed Profile of Creative Abilities
Torrance Tests of Creative Thinking (TTCT)	Overall measure of creativity; Figural and Verbal tests - examinees reflect on their life experiences	Grades K – 12 and Adults	30 - 45 minutes depending on test	Individually administered	The Figural TTCT is available in Spanish Available in Spanish	Scholastic Testing Services Torrance Tests of Creative Thinking



Other supportive resources, but cannot be used as qualifying data

Assessment	Content	Age	Time	Administration	Considerations	Contact
HOPE Teacher Rating Scale	Teacher nomination instrument with 11 items that measure academic and social/affective components of giftedness. Invariant when used to identify students from low-income and culturally diverse families.	Grades K-12	5 – 10 minutes (more if hand scoring)	Paper-pencil or Online	Helpful information for screening students to move forward for gifted assessment. Data may be helpful for nominating students from underrepresented populations but are not used to qualify for formal identification.	Routledge HOPE Teacher Rating Scale
Kingore Observation Inventory 2nd Edition (KOI)	Identifies GT behaviors in students and provides differentiation instruction to teachers to properly educate their GT students	Grades K-8	Time depends on curriculum usage by teacher	Group administration (integrated into school curriculum, classroom activities, literature activities)	Has been used in the US, Canada, Australia, and Mexico to find students with potential	Professional Associates Publishing



Assessment	Content	Age	Time	Administration	Considerations	Contact
Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior Students	14 scales identify students strengths in all academic and social learning areas	Grades 3-12	15-30 minutes	Teacher rating form	NA	Routledge Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior Students
Slocumb-Payne Teacher Perceptions Inventory	Allows teachers to rate their perceptions of a student, both positive and negative attributes.	Grades K-12	NA	Teacher rating form	This tool is designed to be used with students in low socio-economic populations.	aha! Process Slocumb-Payne Teacher Perceptions Inventory
TABs (Traits, Aptitudes, Behaviors) Dr. Mary M. Frasier	Teacher observation rating tool for observing core attributes of giftedness	NA	NA	Individually completed for each student	NA	Panning for Gold TABs Descriptors Panning for Gold TABs Observation Sheet
USTARS~Plus , TOPS (Teacher's Observation of Potential in Students)	A student observation tool to assist teachers in recognizing children with outstanding potential	Grades K-3, but may be used at upper elementary grades.	To be used systematically over 3-6 weeks by all teachers observing all students.	Observations recorded for all initially and then continued for those students as needed, based on gifted potential.	This tool is designed to be used with students in underserved populations.	Council for Exceptional Children USTARS~Plus, TOPS