Identification

Integration of RtI

Data are collected from a variety of sources.

Family Partnerships

Parents/families are part of the initial screening and identification process.

Underrepresented Populations

Culturally and linguistically fair assessments and translated forms are used whenever possible to ensure an equitable identification process.

Description:

Identification of gifted students, students with exceptional potential, is a systematic, ongoing process that can occur in the areas of:

- **General or Specific Intellectual Ability**

  Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

- **Specific Academic Aptitude**

  Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, etc.). All academic areas should be considered.

- **Creative or Productive Thinking**

  Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

- **Leadership Abilities**

  Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability,

communication skills, problem solving, inter- and intra-personal skills, and a sense of responsibility, etc.).

- **Visual Arts, Performing Arts, Musical or Psychomotor Abilities**

  Visual arts, performing arts, musical or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills, etc.).

Purpose for Identifying Giftedness

The purpose of identification is to ensure that appropriate programming meets the needs of identified gifted students.

Critieria for Identification

In order to be formally identified, students need a body of evidence (BOE) that complies with the following:

- three or more pieces of qualifying evidence
- data from more than one source
- all data points aligned to one or more areas of strength
- both quantitative and qualitative data
- all assessments and instruments reliable and valid
- all assessments and instruments culturally fair

The final determination of formal identification should be a team decision. This might mean the Response to Intervention (RtI) team, or a team created for gifted education (more than one person). Parents should be involved and included in communication about identification from the first step.

The Identification Process

The identification process is investigative in nature, but should result in an action decision: to identify the student or to continue to monitor and collect additional evidence. Whether the student is formally identified at the time of the initial referral or screening, or placed on a "Watch List" or in a Talent Pool, it is important to meet the student' academic and social-emotiional needs with appropriate programming.

Parents, teachers, and administrators who are aware of the needs and characteristics of gifted students are the first step in the process. As students are referred to the Gifted Education and/or RtI teams based on their characteristics and needs, appropriate interventions matched to student strengths are implemented. Documentation of implementation practices results in data points that are added to a growing body of evidence that is based on defensible measurement practices:

- Select psychometrically sound assessments to identify strengths and talents in order to respond to student needs.

- Ensure that qualified individuals administer and interpret assessments.

- Apply decisions regarding gifted program placement in an ethical and conscientious manner (NAGC, 2008).

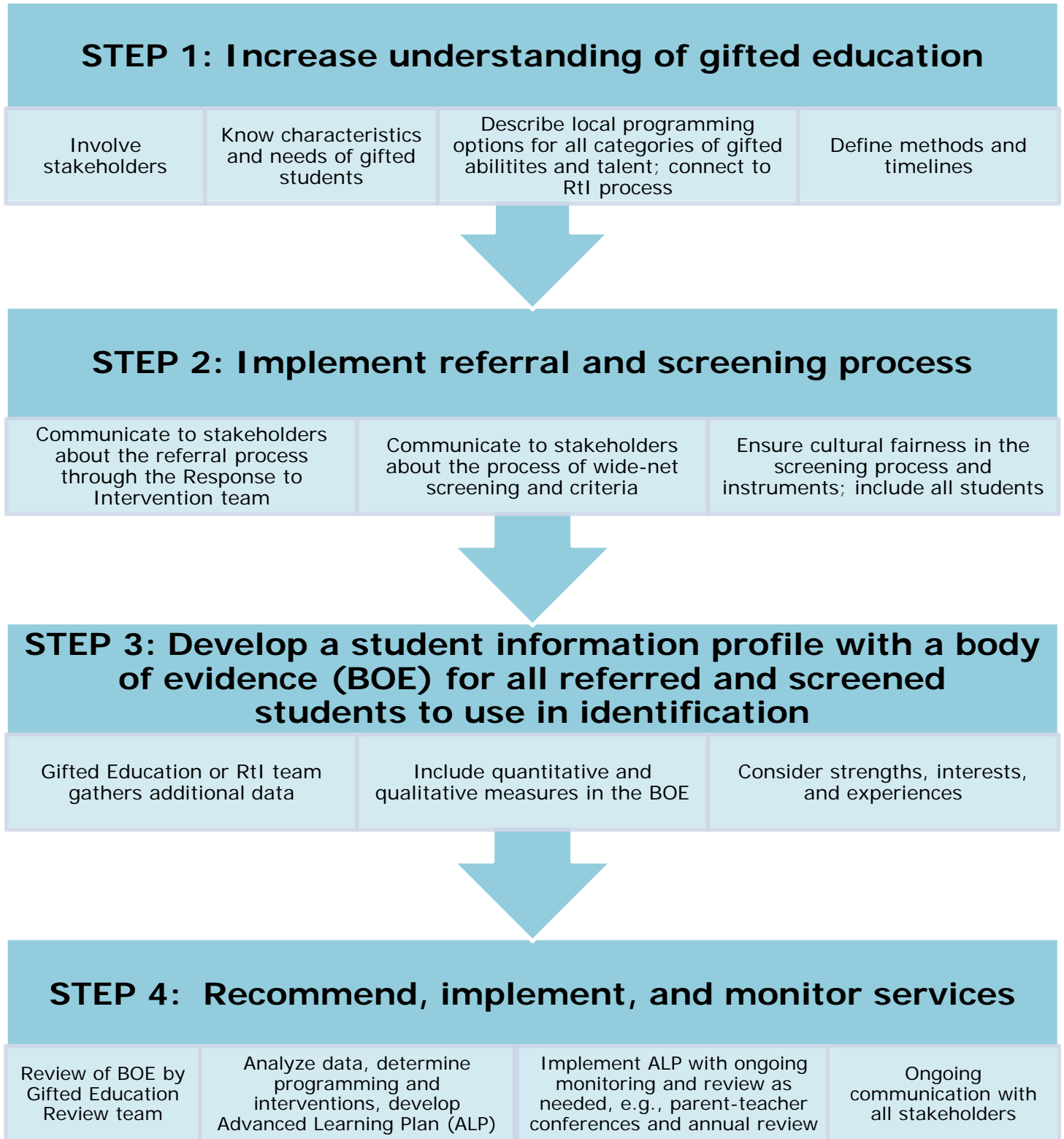If the BOE leads to formal identification, services are implemented as established by the Advanced Learning Plan (ALP). The ALP bridges identification to programming. The ALP is written as a result of identification, and provides documentation of gifted student programming matched to strengths.
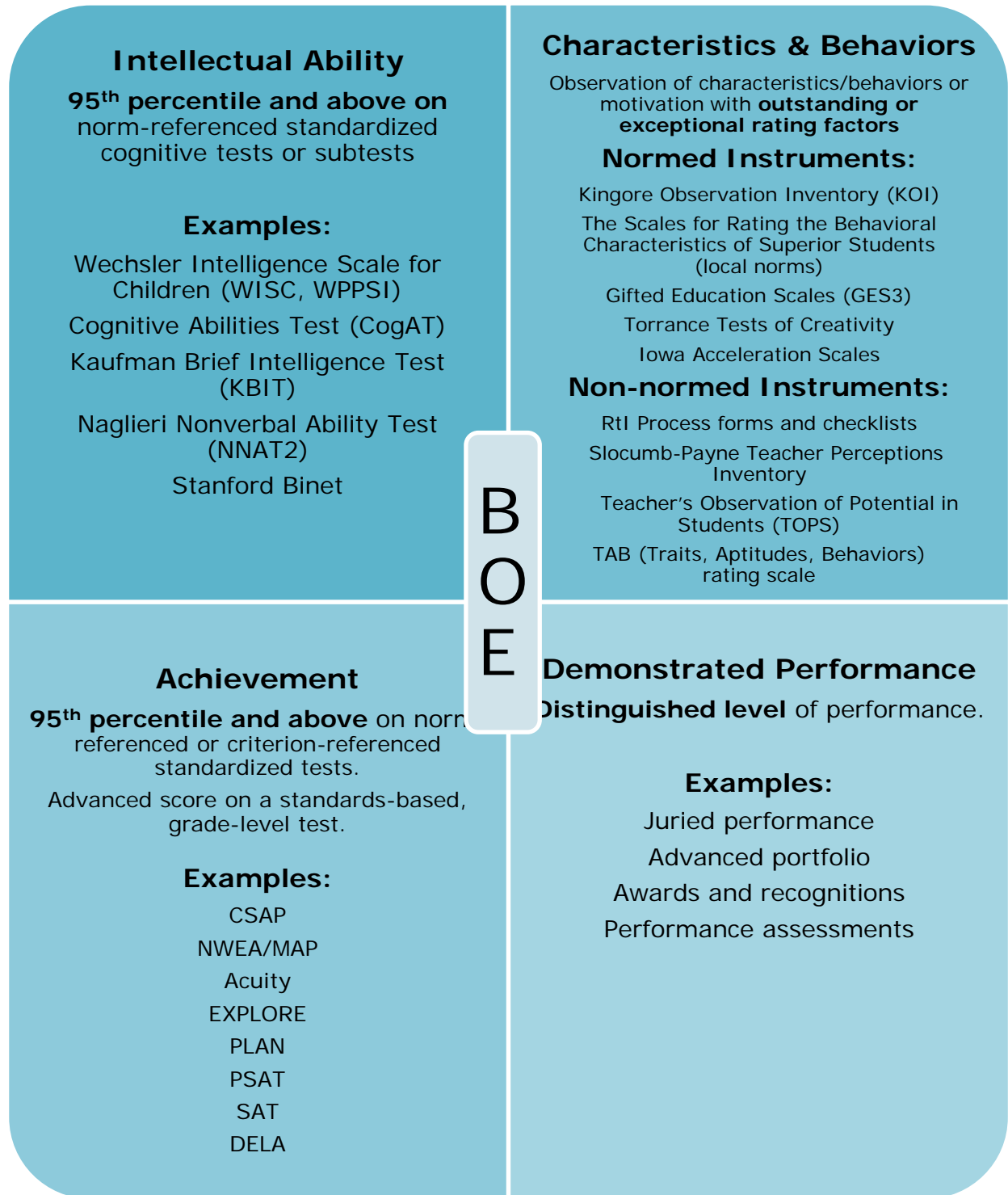

Figure 3: Advanced Learning Plan is a bridge between gifted student identification and programming.

Identification Process

The following flowchart outlines the steps and implications necessary for effective GT identification. These steps may be repeated, as needed, to ensure students' needs and strengths are being addressed consistently and at all grade levels.

STEP 1: Increase understanding of gifted education

Involve stakeholders	Know characteristics and needs of gifted students	Describe local programming options for all categories of gifted abilities and talent; connect to RtI process	Define methods and timelines

STEP 2: Implement referral and screening process

Communicate to stakeholders about the referral process through the Response to Intervention team	Communicate to stakeholders about the process of wide-net screening and criteria	Ensure cultural fairness in the screening process and instruments; include all students

STEP 3: Develop a student information profile with a body of evidence (BOE) for all referred and screened students to use in identification

Gifted Education or RtI team gathers additional data	Include quantitative and qualitative measures in the BOE	Consider strengths, interests, and experiences

STEP 4: Recommend, implement, and monitor services

Review of BOE by Gifted Education Review team	Analyze data, determine programming and interventions, develop Advanced Learning Plan (ALP)	Implement ALP with ongoing monitoring and review as needed, e.g., parent-teacher conferences and annual review	Ongoing communication with all stakeholders

Body of Evidence (BOE) Used in the Identification of Gifted Potential
General Cognitive Abilities, Visual Arts, Performing Arts, Music, Creativity, Leadership and Specific Academic Strengths

Intellectual Ability

95th percentile and above on norm-referenced standardized cognitive tests or subtests

Examples:

Wechsler Intelligence Scale for Children (WISC, WPPSI)

Cognitive Abilities Test (CogAT)

Kaufman Brief Intelligence Test (KBIT)

Naglieri Nonverbal Ability Test (NNAT2)

Stanford Binet

Characteristics & Behaviors

Observation of characteristics/behaviors or motivation with **outstanding or exceptional rating factors**

Normed Instruments:

Kingore Observation Inventory (KOI)

The Scales for Rating the Behavioral Characteristics of Superior Students (local norms)

Gifted Education Scales (GES3)

Torrance Tests of Creativity

Iowa Acceleration Scales

Non-normed Instruments:

RtI Process forms and checklists

Slocumb-Payne Teacher Perceptions Inventory

Teacher's Observation of Potential in Students (TOPS)

TAB (Traits, Aptitudes, Behaviors) rating scale

B O E

Achievement

95th percentile and above on norm-referenced or criterion-referenced standardized tests.

Advanced score on a standards-based, grade-level test.

Examples:

CSAP

NWEA/MAP

Acuity

EXPLORE

PLAN

PSAT

SAT

DELA

Demonstrated Performance

Distinguished level of performance.

Examples:

Juried performance

Advanced portfolio

Awards and recognitions

Performance assessments

Screening

The purpose of screening is to cast a wide net by testing or observing all students within a specific population. This is often done at specific grade levels using any of the following methods:

- o Aptitude and achievement test data for all students may provide initial indication of giftedness; however, additional sources are needed to consider all areas of giftedness and for all student populations.

- o Parent/teacher referrals.

- o Teacher observations.

Students who score within a certain referral range comprise a potential "pool." This cohort will then go through further data collection procedures to assemble a body of evidence (BOE).

A BOE is used to determine appropriate placement and services in a gifted program. The BOE should include quantitative measures indicating advanced potential at the 95th percentile in the area(s) of exceptionality on a normed and/or standardized measure. In addition, qualitative measures should indicate an exceptional level of performance or expertise within specific realms. All data in the Body of Evidence should point to the same area or areas of strength.

Current data suggests that students who are of low socio-economic status (SES), English Language Learners (ELL), and/or students with disabilities continue to remain underrepresented in gifted programs (Castellano & Frazier, 2011). In such instances, a disability, unfamiliarity with the English language, or differing cultural norms and customs may mask potential gifts. Other students who may be overlooked include those from rural populations, young children (pre-K–2nd grade), and those who fall within gender-specific populations. In this case, it is imperative that members of the RtI team or Gifted Education team are sensitive to and knowledgeable about the way in which student strengths may be manifested. In all cases, additional evidence specific to areas of strength should be considered in the identification process.

Figure 1: Example of data points for a body of evidence to identify creativity and leadership in gifted students.

BOE
Creativity and Leadership

| Normed and Non-normed Assessments and Inventories | Creative Product and/or Performance Evaluations / Leadership Portfolio Rubric | Characteristics & Behaviors |

BOE
Visual and Performing Arts

| Demonstrated Performance — Distinguished level of Advanced Portfolio or Performance (solo, small group, or ensemble) | Competition Winner — District, State, National | Characteristics & Behaviors |

Figure 2: Example of data points for a body of evidence to identify visual and performing arts strengths in gifted students.

Response to Intervention (RtI)

The goal of the RtI process is to make programming adjustments that create conditions for student strengths to be supported and maximized.

This process may start as a result of wide-net (gifted) screening, early recognition (Pre-K and K), and/or specific referrals regarding observed or potential student strengths. The intention of the initial consultation that includes staff members and family is to determine how to systematically support recognized strength(s) or to investigate why a student may not be performing at potential in school. As data on a student is collected over time, through consultation and problem-solving, team members discuss their findings in order to adjust current programming and/or to complete a formal referral. The RtI process may be reiterative as new data is collected that reflects the impact of the intervention(s) and/or adjustments within a curriculum.

When data analysis and a body of evidence indicate advanced performance, consideration and planning for advanced-level gifted services should occur.

RtI Interventions Pyramid for the Gifted Student *

Tier III Intensive Interventions are those which offer a student highly individualized instruction in an area of assessed strength.

Tier II Targeted Interventions are generally smaller group interventions designed to meet the specific strengths of a student and peers with similar strengths.

Universal Tier I Interventions are those provided to all students in the classroom, regardless of individual needs.
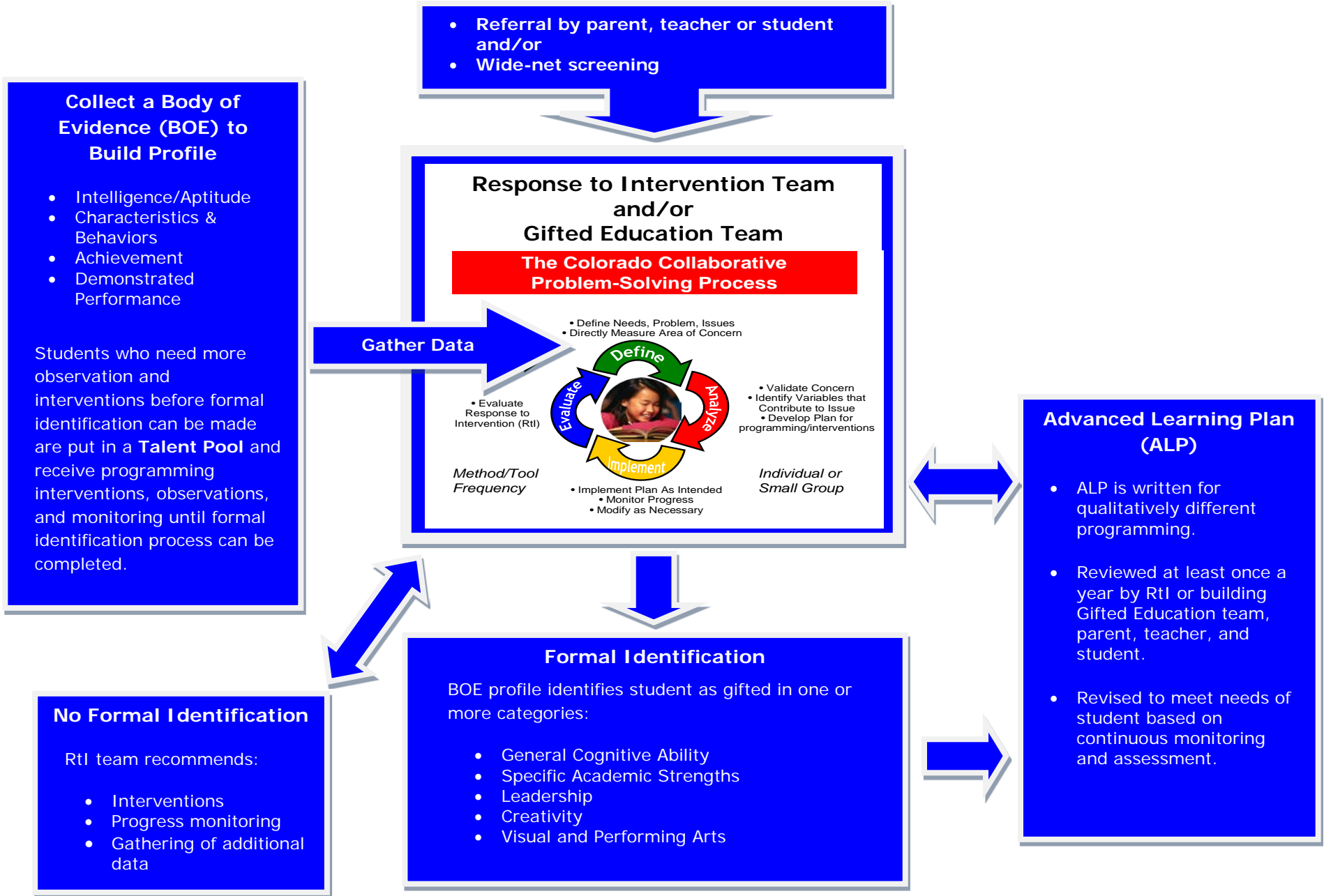
Response to Intervention: IF — THEN Chart

RtI Level*	If	Then
Universal Tier I Interventions are those provided to all students in the classroom, regardless of individual needs.	RtI Universal Tier I Interventions are not producing the specified outcomes, and/or data and a body of evidence indicates advanced performance . . .	• Advanced-level Tier II Targeted Intervention and/or Tier III Intensive Intervention gifted programming should be considered. • Formal Identification occurs and an ALP is established. *In all cases, the RtI team should be assessing progress monitoring data for decision-making purposes.*
Tier II Targeted Interventions are generally smaller group interventions designed to meet the specific strengths of a student and peers with similar strengths.	Advanced-level Tier II Targeted Interventions are not producing the specified outcomes . . .	• Tier III Intensive Intervention gifted programming should be considered. *In all cases, the RtI team should be assessing progress monitoring data for decision-making purposes.*
Tier III Intensive Interventions are those which offer a student highly individualized instruction in an area of assessed strength.	Tier III Intensive Interventions for gifted programming are not producing the specified outcomes . . .	• RtI team reconvenes to consider need for additional data collection, gather stakeholder input, and revisit ALP goals and programming options. *In all cases, the RtI team should be assessing progress monitoring data for decision-making purposes.*

It is assumed that the expertise of the teachers/individuals responsible for programming and interventions are highly qualified in the specific content area. Additional consideration/attention should also include the monitoring of social-emotional needs of each gifted student.

*Note: Some school districts use a separate RtI tiered intervention system for identified gifted students that begins with prescribed Tier I interventions, not Universal Tier I programming.

Gifted Education Integrated With Response to Intervention (RtI)

- **Referral by parent, teacher or student and/or**
- **Wide-net screening**

Collect a Body of Evidence (BOE) to Build Profile

- Intelligence/Aptitude
- Characteristics & Behaviors
- Achievement
- Demonstrated Performance

Students who need more observation and interventions before formal identification can be made are put in a **Talent Pool** and receive programming interventions, observations, and monitoring until formal identification process can be completed.

Gather Data

Response to Intervention Team and/or Gifted Education Team

The Colorado Collaborative Problem-Solving Process

- Define Needs, Problem, Issues
- Directly Measure Area of Concern

Define

- Validate Concern
- Identify Variables that Contribute to Issue
- Develop Plan for programming/interventions

Analyze

- Evaluate Response to Intervention (RtI)

Evaluate

Implement

- Implement Plan As Intended
- Monitor Progress
- Modify as Necessary

Method/Tool Frequency

Individual or Small Group

Advanced Learning Plan (ALP)

- ALP is written for qualitatively different programming.

- Reviewed at least once a year by RtI or building Gifted Education team, parent, teacher, and student.

- Revised to meet needs of student based on continuous monitoring and assessment.

No Formal Identification

RtI team recommends:

- Interventions
- Progress monitoring
- Gathering of additional data

Formal Identification

BOE profile identifies student as gifted in one or more categories:

- General Cognitive Ability
- Specific Academic Strengths
- Leadership
- Creativity
- Visual and Performing Arts

Identification Indicators		
Distinguished	**On Target**	**Developing**
Referral	**Referral**	**Referral**
Information is provided annually to teaching staff, parents, and community, in a variety of languages, regarding the process for referring students for gifted education programming. Referral forms are available in a variety of languages.	Information regarding the characteristics and needs of gifted students is annually disseminated to all appropriate staff members and parents.	District is building understanding about giftedness, characteristics, and needs with staff, parents, and community.
Referral for identification is accepted from any source (teachers, parents, community members, peers, self, etc.) and referral is actively sought through examination of student performance data.	Referral for identification is accepted from any source (teachers, parents, community members, peers, self, etc.).	Referral for identification is accepted from limited sources.
All students are considered in the initial screening of potential recipients of gifted education programming including but not limited to gender, ethnicity, ESL, and socio-economic levels; effort is made to seek referrals that lead to equitable representation in the gifted population when compared to district demographics.	All students are considered in the initial screening of potential recipients of gifted education programming including but not limited to gender, ethnicity, ESL, and socio-economic levels.	No screening process is in place to ensure equity.
Referral process is ongoing and screening of any student occurs at any time when it is needed.	There is a written process for screening by grade or classroom.	Process for referral is unclear or no written schedule exists for collection of referrals.

Distinguished	On Target	Developing
Procedures	**Procedures**	**Procedures**
Information on identification procedures is distributed annually to parents, educators, students, and other community members; procedures and guidelines are reviewed and revised periodically.	Information on identification procedures is distributed to parents, educators, students, and other community members.	District is developing clearly written district-wide procedures which include: 1. provisions for informed consent 2. multiple referral sources 3. student retention 4. student reassessment 5. student exiting 6. appeals procedures
District gifted identification guidelines contain specific procedures for assessment of students with outstanding exceptionality pre-K-2; widespread identification occurs in middle elementary grades, middle, and high school.	Identification occurs as appropriate in early grades (K-2); identification is conducted through widespread event in mid-elementary years.	Identification procedures are not fully implemented.
District personnel recognize and respond to strengths for building a body of evidence toward formal identification, including the student's response to intervention over time.	Student data is collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.	No procedure for data collection exists and/or only quantitative or qualitative data is used.
Assessment Tools	**Assessment Tools**	**Assessment Tools**
Assessments are provided in a student's primary language; if not available, non-verbal and rating scales are used.	Assessment tools are provided in a student's primary language.	Assessment tools are provided in the primary language of the largest percentage of the district's overall population.
Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.	Assessments are culturally fair.	Assessments are biased against some populations with no alternatives available.

Distinguished	On Target	Developing
Assessment tools are utilized to identify students in all defined areas of giftedness consistently across grade levels.	Assessment processes are sensitive to the fact that not all gifted student potential is demonstrated in academics, but may exist in other defined areas.	The assessment process is designed to reveal potential in limited areas as defined in statute.
Student assessment data comes from multiple sources and includes multiple assessment methods.	No single assessment or its results denies a student from eligibility.	Instruments used lack reliability and validity and/or instruments are being used for a purpose other than that for which they were designed.
Assessment Profile	**Assessment Profile**	**Assessment Profile**
Adequate data points are collected through the use of a variety of tools to allow a comprehensive profile of a student's potential and to ensure that gifted potential in underserved populations is identified.	Adequate data points are collected through the use of a variety of tools to allow a comprehensive profile of a student's potential.	Data collected includes only achievement data and/or only one tool is used, thus providing limited data.
The assessment profile is ongoing and flexible to reflect a student's response to intervention through progress monitoring, which may ultimately lead to gifted identification; profile data is used to make programming decisions and utilized in the development of the advanced learning plan.	The assessment profile is used to make programming decisions and utilized in the development of the advanced learning plan.	Assessment profile information influences identification decision only.

Colorado Department of Education, January 2008

Models:

- **Using Science Talents and Abilities to Recognize Students (USTARS)**

  A science and literacy learning-based model, **USTARS** uses embedded differentiated instruction that may lead to early identification of exceptional talent (K-3) in underrepresented populations.

- **Schoolwide Enrichment Model (SEM)**

  Schoolwide Enrichment Model provides programming opportunities for all students using gifted pedagogy to develop strengths and talents that can be observed and documented to include in the body of evidence for gifted identification.   This is especially useful in identifying underrepresented populations and talent pool students.

- **Frasier Model**

  The **Frasier Model** (Frasier Talent Assessment Profile, or F-TAP) is used in the identification of underrepresented populations through the use of a system that facilitates the collection, display, and interpretation of data from a variety of sources.

- **Talent Search Model**

  The **Talent Search Model** identifies students in grades 3-9 using standardized achievement test scores of 95th percentile and higher along with the SAT, ACT, and EXPLORE tests to determine levels of mathematical and verbal ability.

Best Practices:

- **NAGC Five Non-Negotiable Identification Processes**

  1. The choice of assessment tools must match the definition of giftedness that has been determined by the state, district, or school.

2. Identification of gifted and talented students should not be based on a single assessment: multiple pieces of evidence should be collected that measure different constructs and characteristics aligned to the gifted program's definition, goals, and objectives (Callahan, Tomlinson, & Pizzat, 1993), ideally including a variety of format types (e.g., paper-and-pencil; performance assessment).

3. The assessment conditions should mimic as closely as possible a natural setting in which the student can fully demonstrate his or her knowledge, skills, and abilities.

4. School system personnel have the responsibility to be well-informed consumers regarding the technical documentation of each assessment used for identification (Joint Committee on Testing Practices, 2004).

5. School system personnel have the responsibility to ensure that persons who administer and score assessments used for identification are appropriately trained and that placement decisions are driven by defensible data and not based on personal relationships, political associations, or parental pressure (NAGC, 2008).

Standards:

- **NAGC Pre-K-Grade 12 Gifted Program Standards**

Gifted students must be assessed to determine appropriate educational programming.

- **Guiding Principles from NAGC:**

1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education programming.

2. Instruments used for student assessment to determine eligibility for gifted education programming must measure diverse abilities, talents,

strengths, and needs in order to provide students an opportunity to demonstrate any strengths.

3. A student assessement profile of individual strengths and needs must be developed to plan appropriate intervention.

4. All student identification procedures and instruments must be based on current theory and research.

5. Written procedures for student identification must include, at the very least, provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures (NAGC, 2000).

Appendices:

- **Best Practice Quick Tips for Identification**
- **Identification Assessment Matrix**
- **Identification of Creativity Example**
- **Identification of Dance Example**
- **Identification of Drama Example**
- **Identification of Leadership Example**
- **Identification of Music Example**
- **Identification of Visual Arts Example**