



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 at:

<http://www.cde.state.co.us/gt/identification>



Cognitive Assessments

Assessment	Content	Age	Time	Administration	Considerations	Contact
Batería III Woodcock Muñoz (Cognitive)	Measures general intellectual ability and specific cognitive abilities in Spanish speaking individuals	2:0 – 90+	Varies depending on test, approximately 5-10 minutes per test	Individually administered	Spanish version of the Woodcock Johnson III Tests of Cognitive Abilities; Summary report available in English and Spanish	Riverside Insights http://www.riversideinsights.com
Battelle Developmental Inventory, Second Edition (BDI-2)	Developmental assessment for early childhood; Personal-Social, Adaptive, Motor, Communication, and Cognitive ability	Birth to 7:11	Complete BDI-2: 1-2 hours; Screening Test: 10-30 minutes	Individually administered	Available in Spanish; The BDI-2 Spanish can be administered entirely in Spanish or English, or combinations of Structured items, completed by the child in either language, can be interspersed with the dominant language of the adult caregiver	Riverside Insights http://www.riversideinsights.com
Bilingual Verbal Abilities Test (BVAT)	Provides measure of overall verbal ability	5:0 – Adult	30 minutes	Individually administered	Assessment available in 17 languages; Any item that is skipped or answered incorrectly is administered in native language	Riverside Insights http://www.riversideinsights.com
Cognitive Abilities Test Full Battery Form 7 or 8 (CogAT)	Reasoning and Problem Solving using verbal, quantitative, nonverbal symbols	K-12	30-60 minutes per session depending on test level	Group administered	Research studies show sensitivity to ELL and minority students; The new Form (7) will include a Spanish Form	Riverside Insights http://www.riversideinsights.com



<p>Cognitive Abilities Test Screening Form (CogAT)</p>	<p>Reasoning and Problem Solving using verbal, quantitative, nonverbal symbols</p>	<p>K-12</p>	<p>30-45 minutes depending on test level</p>	<p>Group administered</p>	<p>The <i>CogAT</i> Screening Form was developed primarily to provide a quick(er), reliable estimate of general ability – particularly in cases where testing time is a concern. The Screening Form does not provide separate scores for V, Q, and N. The separate subtest scores are not sufficiently reliable to stand alone for high-stakes purposes. The Screening Form Total Composite score provides a solid estimate of general ability.</p>	<p>Riverside Insights http://www.riversideinsights.com</p>
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Assessment	Content	Age	Time	Administration	Considerations	Contact
Differential Ability Scales-II (DAS-II)	Measures verbal, nonverbal, and spatial reasoning abilities;	2:6-17:11	Core battery 45-60 minutes; Diagnostic subtests 30 minutes	Individually administered	Spanish supplement available; works well with twice-exceptional or potentially twice-exceptional students	Pearson http://www.pearsonclinical.com
Kaufman Assessment Battery for Children, Second Edition (KABC-II)	Various cognitive abilities based on CHC or Luria models	3:0-18	25 to 55 minutes (core battery, Luria model), 35 to 70 minutes (core battery, CHC model)	Individually administered	More culturally and linguistically responsive (although contains verbal administration items), Administration prompts translated into Spanish	Pearson http://www.pearsonclinical.com
Kaufman Brief Intelligence Test 2nd Edition (K-BIT2)	Measures verbal and nonverbal intelligence	4:0 -90:0	20 minutes	Individually administered	Correct responses in other languages are accepted, the Riddles subtest has Spanish answers printed on the form for easy scoring	Pearson http://www.pearsonclinical.com
Naglieri Nonverbal Ability Test, Second or Third Edition (NNAT2) (NNAT3)	Screens for general nonverbal ability	K-12	30 minutes	Group or individual administration	Reliable tool for screening individuals from diverse cultural and linguistic backgrounds	Pearson http://www.pearsonassessments.com/learningassessments
Screening Assessment for Gifted Elementary and Middle School Students (SAGES 2)	Measures aptitude and achievement – language arts, social studies, math, science, and nonverbal ability	Elementary and Middle School aged students	Each subtest requires approximately 20 minutes	Individual or group administration		Prufrock Press Inc, http://www.prufrock.com



Assessment	Content	Age	Time	Administration	Considerations	Contact
Stanford Binet Intelligence Scales, 5th Edition (SB 5)	Fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory	2 to 85 + years	Takes approximately 5 minutes per subtest	Individually administered		Riverside Insights http://www.riversideinsights.com
Test of Mathematical Abilities for Gifted Students (TOMAGS)*	The TOMAGS measures students' ability to use mathematical reasoning and mathematical problem solving.	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.	Prufrock Press Inc, http://www.prufrock.com
Test of Nonverbal Intelligence, Fourth Edition (TONI-4)	General cognitive ability	6:0 – 89:11	15 to 20 minutes	Individually administered	Completely language free or also has directions in Spanish, French, German, Chinese	Pearson http://www.pearsonclinical.com
Universal Nonverbal Intelligence Test Second Edition (UNIT2)	Measures general cognitive ability in a completely nonverbal manner	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 http://www.riversideinsights.com
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)	Measures a child's intellectual ability including visual spatial and fluid reasoning	6:0 – 16:11	Varies depending on age, between 1 hour and 1.5 hours	Individually administered	Complimentary subtests can also measure academic achievement in reading, writing and math	Pearson http://www.pearsonclinical.com



Assessment	Content	Age	Time	Administration	Considerations	Contact
Wechsler Preschool and Primary Scale of Intelligence, 4th Edition (WPPSI- IV)	General cognitive ability	2:6 – 7:3	Core subtests: Ages 2:6–3:11, 30–45 minutes; Ages 4:0–7:3, 45–60 minutes	Individually administered		Pearson http://www.pearsonclinic.com
Woodcock Johnson Tests of Cognitive Abilities Fourth Edition	Verbal Ability, Thinking Ability, and Cognitive Efficiency	2:0 – 90+	BIA testing time – 10-15 minutes	Individually administered	Spanish version (see Bateria)	Riverside Insights http://www.riversideinsights.com



Achievement Tests

Assessment	Content	Age	Time	Administration	Considerations	Contact
Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)	Reading, Lexile, Math, Language, Spelling, Listening, Social Science, Science	K-12	Testing time depends on grade/age	Individual administration or group. Multiple choice, untimed	Modeled after Stanford 10. Measures Spanish speaking students' abilities in their native language. Reports are available in English and Spanish	Pearson http://www.pearsonclinical.com
ACT	Consists of subject area tests in: English, Mathematics, Reading, Science and optional Writing	High School	Actual testing time is 2 hours and 55 minutes (plus 30 minutes if taking the ACT Plus Writing).	Group	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.	Registration online http://www.act.org/ Fee required
ACT Aspire Summative Assessment	Summative assessment measures math, English, reading, science and writing	3-High School	Full battery, 4-4.5 hours	Group Online or Paper-pencil	Vertically articulated, standards-based assessment linked to ACT	ACT Aspire https://www.discoveractaspire.org/
Acuity	Measures student growth and progress within and across grades.	Grades K-12	Less than one class period per Performance Task in English Language Arts and Math	Group		CTB/McGraw-Hill http://www.mheducation.com/prek-12/platforms/acuity.html



Assessment	Content	Age	Time	Administration	Considerations	Contact
Batería III Woodcock-Muñoz (achievement tests)	Measures academic achievement levels of Spanish speaking individuals	2 to 90+	Achievement Standard 11 tests (55–65 minutes)	Individual	Access to all the tests and interpretative options of the WJ III® for Spanish dominant individuals	Houghton Mifflin Harcourt http://www.hmhco.com/classroom/classroom-solutions/assessment
Colorado Measures of Academic Success (CMAS)	Standards-based summative assessment of English Language Arts (ELA), Mathematics, Social Studies and Science	Grades 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 http://www.cde.state.co.us/offices/assessmentunit
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.	K-12	Math, reading/English Language Arts, writing, science	Individual online		Assessment Technology Incorporated http://www.ati-online.com/



Assessment	Content	Age	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	Houghton Mifflin Harcourt http://www.hmhco.com/classroom/classroom-solutions/assessment
iReady Diagnostic* <i>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.</i>	Reading and math	Grades 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 http://www.curriculumassociates.com/products/iready/i-ready-standards-mastery.aspx
Iowa Assessments Form E	Comprehensive assessment of student progress in major content areas	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>	Houghton Mifflin Harcourt http://www.hmhco.com/classroom/classroom-solutions/assessment



Assessment	Content	Age	Time	Administration	Considerations	Contact
Kaufman Test of Educational Achievement, (KTEA-3) Third Edition	Measures academic achievement in reading, math, written and oral language	Ages 4-6 through 25-0	Pre-K: 30 minutes; Grades 1-2: 50 minutes; Grades 3: 80 minutes	Individual		Pearson http://www.pearsonclinic.com
NWEA-Measures of Academic Progress (MAP)	Computer adaptive interim assessment of Reading, Language Usage and Mathematics (additional Science test is available)	Grades 2-12	Untimed, but a typical student completes in under 60 minutes /subject area	Individually administered on computer	Spanish version for Math. If circumstances necessitate non-standard accommodations (such as an Individualized Education Plan, 504 plan, or English for Speakers of Other Languages program), the MAP test does not preclude districts from making those accommodations.	Northwest Evaluation Association https://www.nwea.org/
PSAT	The PSAT Subject Tests are designed to assess academic readiness for college in areas of Reading, Writing and Math	Grades 9-11 Grade 8 for Rocky Mountain Talent Search Grade 10 for state assessment	3 hours; Assigned dates by College Board	Group Colorado PSAT 10 is administered to all 10 th graders for state assessment	Documented disabilities may be eligible for accommodations	The College Board National Office https://www.collegeboard.org/?navId=aru-cb
Renaissance Learning STAR Assessments	Computerized screening and progress monitoring assessment of Reading and Math skills	K-12	20 minutes	Individually administered on the computer	Standards-based, adaptive assessment providing a national percentile ranking	Renaissance Learning https://www.renaissance.com/products/assessment/star-360/star-reading-skills/



Assessment	Content	Age	Time	Administration	Considerations	Contact
SAT	College placement test to assess critical reading, writing and math	Grades 11-12	3-4 hours	Group SAT is administered to all 11 th graders for state assessment	Documented disabilities may be eligible for accommodations	The College Board National Office 45 Columbus Avenue New York, NY 10023 Phone: 212-713-8000
Stanford 10	Reading, Lexile Measure, Mathematics, Language, Spelling, Listening, Science, Social Science	K-12	30 minutes per subtest, abbreviated version also available	Individual administration or group. Multiple choice, untimed	Modifications for LEP students report on website Available in Spanish	Pearson http://www.pearsonclinical.com
Scantron Performance Series	Online, adaptive assessment to measure achievement and growth in reading and math	Math K-12 Reading K-12 LA 2-8 Science 2-8	Adaptive 20 – 60 minutes	Group	Some items include audio support	Scantron http://www.scantron.com/
TerraNova, 3rd Edition	Reading, Math, Language, Science, Social Studies	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	DRC Assessment Solutions http://www.datarecognitioncorp.com/Pages/default.aspx



Assessment	Content	Age	Time	Administration	Considerations	Contact
Test of Early Mathematics Ability-Third Edition (TEMA)	Measures mathematics performance in multiple domains	Ages 3-0 through 8-11	40 minutes	Individual	Studies included show the absence of bias based on gender and ethnicity	PRO-ED, Inc., 8700 Shoal http://www.proedinc.com/customer/default.aspx
Test of Early Reading Ability-Third Edition (TERA-3)	Assesses mastery of early developing reading skills	Ages 3-6 through 8-6	30 minutes	Individual	Studies included show the absence of bias based on gender and ethnicity	PRO-ED, Inc., 8700 Shoal http://www.proedinc.com/customer/default.aspx
Test of Early Written Language (TEWL-3)	Two subtests measure Basic Writing and Contextual Writing	Ages 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, Inc., 8700 Shoal http://www.proedinc.com/customer/default.aspx
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	Ages 4-0 through 8-11 (Primary) Ages 8-0 through 17-11 (Inter. Edition)	30 -60 minutes	Individual		PRO-ED, Inc., 8700 Shoal http://www.proedinc.com/customer/default.aspx



Assessment	Content	Age	Time	Administration	Considerations	Contact
	identify students who are significantly below their age range in development and to progress monitor remedial instruction					
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	Ages 7-0 through 17-11	45 minutes or less	Individual		PRO-ED, Inc., 8700 Shoal http://www.proedinc.com/customer/default.aspx
Wechsler Individual Achievement Test - Third Edition	Paper and pencil or online achievement test identifies academic strengths and weaknesses in 16 subtests	PreK through grade 12, and for ages 4:0–50:11	Varies by grade level and number of subtests administered	Individual or group		Pearson http://www.pearsonclinical.com



Assessment	Content	Age	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	Ages 2 to 90+	Varies, about 5 minutes per test	Individual		Houghton Mifflin Harcourt http://www.hmhco.com/classroom/classroom-solutions/assessment



Norm-referenced Observation Scales

Assessment	Content	Age	Time	Administration	Considerations	Contact
Gifted Evaluation Scale, 3rd Edition (GES-3)	Scales measure intellect, creativity, specific academic aptitude, leadership ability, and performing and visual arts – the motivation scale is optional	5:0-18:0	15 minutes	Teacher rating form		Hawthorne Educational Services, Inc, https://www.hawthorne-ed.com/pages/gifted/g1.html
Gifted Rating Scales (GRS)	Scales designed measure general intellectual ability, language arts, mathematics, science, social studies, creativity; and leadership.	GRS-P: 4:0 through 6:11 years GRS-S: 6:0 through 13:11 years	5-10 minutes	Teacher rating form		Pearson http://www.pearsonclinical.com
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.	Ages 5 through 18		Home Rating Scale and Teacher Rating Form	Spanish version available	Prufrock Press Inc, http://www.prufrock.com



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	K - 12	45 minutes – one hour	Juried performance	The CDE assessment protocols may be used as qualifying evidence. Experts complete the CDE Talent rubrics to evaluate a performance.	Office of Gifted Education website for Talent ID https://www.cde.state.co.us/gt/talentpath
Arts Talent ID by Dr. Haroutounian	Dance, music, performing arts and visual arts	K - 12	15 – 30 minutes	Completed by a person knowledgeable of the content area who works directly with the student	The person who complete the scale needs to have a sophisticated understanding of the arts.	Royal Fireworks Press https://www.rfwp.com/



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 https://www.giamusic.com/store/resource/musical-aptitude-profile-complete-kit-g4304k
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, Inc., 8700 Shoal http://www.proedinc.com/customer/default.aspx
Torrance Tests of Creative Thinking (TTCT)	Overall measure of creativity; Figural and Verbal tests - examinees reflect on their life experiences	K-Adult	30 - 45 minutes depending on test	Individually administered	The Figural TTCT is available in Spanish Available in Spanish	Scholastic Testing Services http://ststesting.com/



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.	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.	Prufrock Press https://www.prufrock.com/Default.aspx
Kingore Observation Inventory 2nd Edition (KOI)	Identifies GT behaviors in students and provides differentiation instruction to teachers to properly educate their GT students	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, http://www.kingore.com/
Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior	14 scales identify students strengths in all academic and social learning areas	Grades 3-12	15-30 minutes	Teacher rating form		Prufrock Press, http://www.prufrock.com/



Assessment	Content	Age	Time	Administration	Considerations	Contact
Students						
Slocumb-Payne Teacher Perceptions Inventory	Allows teachers to rate their perceptions of a student, both positive and negative attributes.	K-12		Teacher rating form	This tool is designed to be used with students in low socio-economic populations.	aha! Process, Inc. http://www.ahaprocess.com/
TAB (Traits, Aptitude, Behavior) Dr. Mary M. Frasier	Teacher observation rating tool for observing core attributes of giftedness			Individually completed for each student		http://rda.aps.edu/RDADEV/SAT/docs/G04_Traits_apititudes_behavior_teachers.pdf
USTARS~Plus, TOPS (Teacher's Observation of Potential in Students)	A student observation tool to assist teachers in recognizing children with outstanding potential	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 https://www.cec.sped.org/Special-Education/Specialty-Areas/Gifted/U-STARS-PLUS