



NORM-REFERENCED OBSERVATION SCALES

GIFTED EDUCATION DIRECTORS' MEETING

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LINDA EICKHOFF, ESW GERC
eickhoff.linda@gmail.com

WHAT IS A NORM-REFERENCED SCALE?

- Norm-referenced observation scales are used to compare a specific person's behavior to a standardized sample of like individuals' behavior



VALIDITY AND RELIABILITY

- Norm-referenced observation scales have been evaluated for validity and reliability
 - Validity – measure the information that is desired to be measured
 - Reliability – repeated administrations of the instrument produce the same results

WHY USE A NORM-REFERENCED OBSERVATION SCALE?

- Provides a qualitative measure as part of the Body of Evidence for identification and programming
- Allows statistical comparison of students' behaviors

WHY USE A NORM-REFERENCED OBSERVATION SCALE?

- Helps teachers develop a broader understanding of the behaviors of gifted students



- Can be used to monitor students' progress

NON-NORMED SCALES

These instruments can provide a lot of information to use in **programming** for students but **DO NOT** allow the comparison of students to other students throughout the country. They are not standardized.

Examples include:

- Kingore Observation Inventory (KOI)
- Teacher's Observation of Potential in Students (TOPS)
- Scales for Rating the Behavior of Superior Students (Renzulli Scales)

LOCALLY NORMED SCALES

- **NOT** qualifying instruments in Colorado because they do not meet identification portability
- Take large and diverse populations for statistical accuracy when developing norms
- Take a large amount of time and effort to develop

CONSIDERATIONS FOR SELECTING A NORM-REFERENCED SCALE

- AU population compared to norming population
- Date of the most current norming process
- Domains of giftedness being observed
- Age of students
- Types of forms
- Other details



THREE MAIN SCALES USED IN COLORADO

- GES-3 (Gifted Evaluation Scale)
- GRS-S and GRS-P (Gifted Rating Scales)
- SIGS (Scales for Identifying Gifted Students)



Norm-referenced Observation Scales

Name and Publisher	Age of students	Evaluated Domains	Forms/Other Details	Year of Norming	Size of Norming Sample
<p>GES-3 (Gifted Evaluation Scale)</p> <p>Hawthorn Educational Services (http://hawthorne-ed.com/)</p>	5-18	<p>Intellectual Creativity Specific Academic Aptitude Leadership Ability, Performing and Visual Arts</p> <p>Separate Motivation scale is available</p>	<p>One form</p> <p>Supported by Gifted Intervention Manual</p> <p>Can be scored by computer</p>	2009	2,288
<p>GRS (Gifted Rating Scales)</p> <p>Pearson Assessments (www.pearsonclinical.com)</p>	<p>GRS-P (Preschool/Kindergarten) 4-6: 11 GRS-S (School) Grades 1-8 6.0-13: 11</p>	<p>GRS-P Intellectual Academic Readiness Motivation Creativity Artistic Talent</p> <p>GRS-S Intellectual Academic Motivation Creativity Leadership Artistic Ability</p>	<p>Two forms for different ages</p> <p>Can be administered by paper and pencil or using Q-global</p>	2003	<p>GRS-P 375 GRS-S 600</p>
<p>SIGS (Scales for Identifying Gifted Students)</p> <p>Prufrock Press (www.prufrock.com)</p>	5-18	<p>General Intellectual Ability Language Arts Mathematics Science Social Studies Creativity Leadership</p>	<p>SRS – School Rating Scale</p> <p>HRS – Home Rating Scale</p> <p>Has gifted norms also</p>	2004	3,561



CONSIDERATIONS FOR ADMINISTERING SCALES

- Read the manual for the specific instrument you choose and implement a protocol/process for your AU that ensures consistency among all locations
- Teachers will need training in completing the scales – some will have low expectations for certain populations or lack understanding or misinterpret behaviors of gifted students

(sample is posted for the GES-3 on the CDE GT website)



CONSIDERATIONS FOR ADMINISTERING SCALES

- Select which teachers will complete the form based on their familiarity with the student's behaviors
- Observations for the scales should occur **over time**

CONSIDERATIONS FOR ADMINISTERING SCALES

- If using parental input, parents may have no comparative experiences to use when completing these forms
- All raters using the scale need training to uniformly interpret the qualifiers of the scale



GRS and SIGS “in comparison to age peers”

GES “all of the time/consistently”

SCORING RATING SCALES

- When scoring the form look at specific domains not summary scores that might mask a strength
- Raw Score > Scaled Score > **Percentile**



BIG IDEAS

- Only norm-referenced observation scales provide data for portable identification in Colorado
- Raters (educators and parents) need training in how to complete the scales
- Provide useful information for programming for students