

EQUITABLE IDENTIFICATION: 8 HARD TO DEFEND PRACTICES



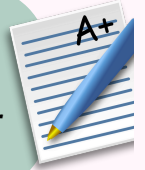
Limited Referral Sources

When districts only consider students who are referred by a teacher or single test score for gifted services, students who are not traditionally “good students” may be missed. **Accepting referrals from teachers, parents, students and administering universal screeners will cast a wider net.**

Considering Achievement Scores Only

Achievement tests measure a learner’s acquired knowledge and skills. Considering these measures *only* may limit access for students who are 2E or ML who may not perform as well on these tests.

Aptitude or cognitive ability assessments measure potential and will provide opportunities for students who have advanced cognitive abilities that could be nurtured in gifted programs.

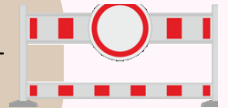


Measures That Don’t Align to Services

Using assessments in the identification process that don’t actually measure the skills or knowledge necessary for a student to be successful or benefit from a gifted service or program may limit student access. **Use math measures to identify for a math program, creativity measures for services that are focused on creative production, etc.**

Gate Keepers

When districts require a minimum score on a single assessment before any other measures are considered, that measure is a gatekeeper. For example, when districts consider multiple measures *only* for students who score above the 95th percentile on a screening assessment, this is gatekeeping. **The scores for *all* measures should be considered for *all* referred students.**



Composite Scores

Many gifted learners are not advanced across disciplines. When composite scores are applied in the data analysis step in the identification process, many students who are advanced in one core subject may be denied access to the services they need. **Subtests on standardized achievement and aptitude tests should always be considered separately and should be used to match students to services in their advanced ability areas.**

Using National Norms

National norms on assessment measures compare students to all of the students in the country. This limits access for historically under-represented students who would benefit from comparisons with local peers. **Local norms, district and/or building norms, will increase access to opportunity for most students.**



Single Score Analysis

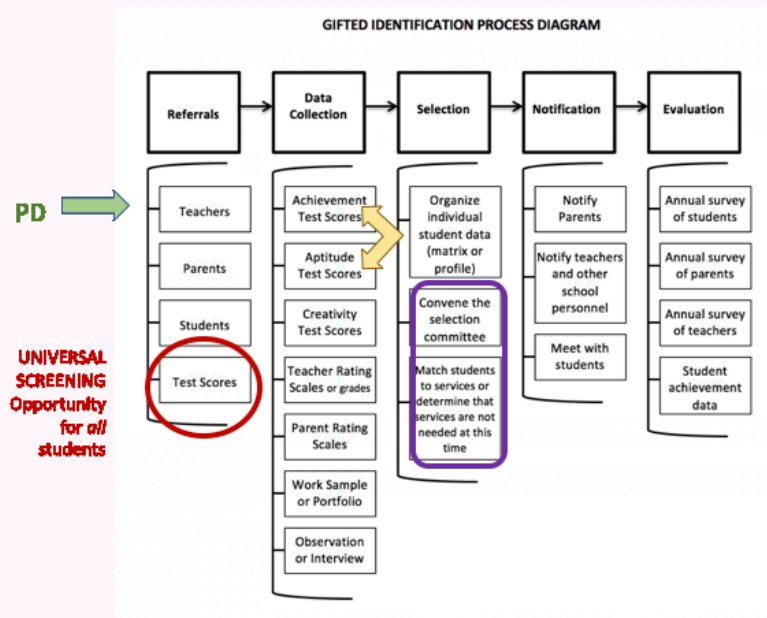
Distilling a gifted learner’s abilities into a single score can lead to identification decisions that do not match a learner to services in their areas of advanced ability. Consider how a matrix adds up scores to represent a single score and parents are told “your child missed ‘it’ by a point.” This is hard to defend. **Identification score analysis practices that consider a student’s specific talents in a profile format lead to a better match of services to student need.**

Quotas

Districts sometimes have limited ‘seats’ in their gifted programs. With a set number of seats, districts often set quotas for the number of students identified. This leads to some students being excluded because they landed just below the “cut-line” even though they may need gifted services. **Districts should consider building a wider continuum of services to include any student who might benefit in talent development and gifted education services.**



Administrators' Role in the Identification Process



- Facilitate referral collection
- Facilitate universal screener administration
- Assign personnel to collect data
- Schedule time for data collection and analysis
- Assign personnel to selection committee
- Consider your own participation
- Send notification of services to parents
- Inform teachers/staff
- Develop/distribute/collect surveys for school or district
- Collect student achievement data
- Assign personnel to analyze
- Communicate findings to stakeholders