

Areas of Giftedness



Specific Academic Aptitudes

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- World Language

Specific Talent Aptitudes

- Visual Arts
- Performing Arts
- Musical Abilities
- Dance
- Creativity
- Leadership
- Psychomotor Abilities

General Intellectual Ability

General Intellectual Ability Pathway

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception**. A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas. Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional achievement data. When only cognitive ability assessment data meet criteria in a body of evidence (95th percentile or above), the review team **may** determine that the student is identified with general or specific intellectual ability. This meets portability requirements.

General Intellectual Ability	95th Percentile or above on one or more batteries on a cognitive measure	Consider: <ul style="list-style-type: none">• Observations• Performances• Interviews• Checklists• Inventories
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Academic Aptitude Pathways

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

ONE:

A student may score 95th percentile or above on one or more batteries of a **cognitive test** and demonstrate aptitude on **two (2)** specific academic measures.

	Criterion- or Norm-referenced Achievement Test	Norm-referenced Observation Scale	Performance Evaluation
Specific Academic Aptitude	<ul style="list-style-type: none"> • Exceeds Expectations on state assessment* • 95th Percentile or above on norm-referenced achievement test • 95th percentile or above on CDE Resource Bank or district bank of approved assessments for non-state tested standards 	<ul style="list-style-type: none"> • 95th percentile or above on a norm-referenced observation scale for specific content area 	<ul style="list-style-type: none"> • State or national academic contest - top ranking • Expert juried performance (Advanced or Distinguished) • Teacher/expert assessed portfolio review (Advanced/Distinguished/Above Grade Level)

*A performance level of Exceeds Expectations on the ELA state assessment is qualifying evidence for identification in **both** reading and writing. If a student has a qualifying ELA state assessment score and a cognitive score of a 95th percentile or above on one or more batteries of a cognitive assessment, **one** additional reading measure would be needed to make a determination for Specific Academic Aptitude in the content area of reading. Likewise, **one** additional writing measure would be needed for a writing determination.

TWO:

A student may not score 95th percentile or above on a cognitive test. However, a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content-specific measurement tools to meet criteria for identification should include at least **three (3)** or more measures from **two (2)** of the three areas below. Each measure used as qualifying data must be different. For example, if two teachers complete a norm-referenced observation scale, that can only be considered as one (1) measure.

	Criterion- or Norm-referenced Achievement Test	Norm-referenced Observation Scale	Performance Evaluation
Specific Academic Aptitude	<ul style="list-style-type: none"> • Exceeds Expectations on state assessment* • 95th Percentile or above on norm-referenced achievement test • 95th percentile or above on CDE Resource Bank or district bank of approved assessments for non-state tested standards 	<ul style="list-style-type: none"> • 95th percentile or above on a norm-referenced observation scale for specific content area 	<ul style="list-style-type: none"> • State or national academic contest - top ranking • Expert juried performance (Advanced or Distinguished) • Teacher/expert assessed portfolio review (Advanced/Distinguished/Above Grade Level)

Note:

When cognitive data do not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time. Using this pathway in the primary years requires caution and sufficient data from multiple data points. At any time when the team needs more time to make a determination, ongoing opportunities in the specific domain are needed to ensure the child's continued growth and engagement in the content area. Additionally, continued examination of multiple data points and trend data over time, three years or less, may be necessary.

Talent Aptitudes Pathway

Talent aptitudes include: Visual Arts, Performing Arts, Music, Dance, Psychomotor*, Creative or Productive Thinking and Leadership.

Identification in specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. It is important educators understand the unique and varied characteristics a student may demonstrate in the talent domains. Within these areas, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time. The student may require further development to build a body of evidence that supports formal gifted identification.

To meet criteria for portability, a student's body of evidence must contain **three (3)** qualifying data points for a gifted identification in a talent domain. Often criterion- or norm-referenced assessments are not available in these areas; therefore **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, **two (2)** or more indicators in the performance area may be used to meet identification criteria **along with** an exceptional rating on an **observation scale**. In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity.

Talent Aptitudes	Performance Evaluation	Observation Scale	Criterion- or Norm-referenced Test
	<ul style="list-style-type: none"> • State or national talent contest - top place or ranking • Expert juried performance (Advanced or Distinguished) • Portfolio Expert Review (Advanced or Distinguished) 	<ul style="list-style-type: none"> • 95th Percentile or above on a norm-referenced observation scale in creativity, leadership or motivation • Exceptional rating on an observation scale developed through analysis and research of the discipline 	<ul style="list-style-type: none"> • 95th Percentile or above on norm-referenced creativity test • Advanced/95th Percent or above on an approved criterion-referenced talent assessment • 95th Percentile of above on one or more batteries on a cognitive assessment

*Identification in the area of psychomotor is designated for state- or national-level elite athletes who have received this ranking from the sport's national governing body. These athletes may require a gifted determination to address the interventions necessary as a result of the amount of time the student is out of school or to earn credits for specific courses. Districts are **not** required to provide or financially support athletic coaching, training or competitions for students identified in this area.

The body of evidence for psychomotor identification would include **three** of the following four indicators:

- 95th percentile or above on the Gifted Evaluation Scale (GES) for motivation;
- Portfolio that chronicles the student's exceptional performance;
- Top state or national ranking as determined by the sport's national governing body;
- Student or team receiving a top placement or ranking in a multi-state or national competition.