

TALENTED AND GIFTED IDENTIFICATION TESTING

Why a new plan?

The practice of administering a broad cognitive screen at 2nd grade is too late for some students and too early for others.

- “Early identification and appropriate programming can foster habits and attitudes towards learning and toward the self that may prevent the gifted child from becoming an underachiever,” (Karnes, 1983). Early identification also helps combat cultural and peer assimilation pressures that have been found to mask giftedness in “culturally different” and LEP students.
- Gifted potential is often unleashed via a catalyst, and does not follow typical stages of human development—in infancy, childhood, adolescence, adulthood, etc. “Developmental potential refers to the initial endowment that is different for each individual. The stronger the endowment, the greater the potential for advanced development. How it will be fulfilled depends on the life conditions that either assist or block personal growth.” (Daniels & Piechowski, 2009). If life conditions blocked a child’s growth potential early, and school is a vehicle to assist such growth, then a later cognitive screen could reveal more gifted potential missed by early assessments.

A teacher-led early identification measure builds awareness of gifted characteristics and academic needs, thus pairing necessary identification with teacher professional development.

Identification Measures

- **Gifted Characteristics** (Potential to Perform, Referral for formal testing)
 - Kingore Observation Inventory (KOI)
6 week observation protocol, with holistic rubric
 - Kingore Planned Experiences (KPE)
3-4 classroom activities with criterion scoring and holistic rubric
 - HSD Talented & Gifted checklists
includes anecdotal evidence to support checked items
 - Student Work Samples, *teacher evaluated*
 - Student Interview
- **Intellectually Gifted**, nationally normed
 - Cognitive Ability Test (CogAT7)—*Nonverbal domain*
 - Naglieri Non-Verbal Ability Test (NNAT2)
- **Academically Gifted**, nationally normed (Reading or Math)
 - Oregon Assessment of Knowledge and Skills (OAKS)
 - Woodcock Johnson Achievement
 - Kaufman Test of Educational Achievement (KTEA)
 - Cognitive Ability Test (CogAT7)
Verbal and Quantitative domains
- **Potential for Gifted Performance** (Potential to Perform)
All of the above measures, plus:
 - OAKS: *district subgroup percentile rankings*
 - easyCBM: *state normed*

2012-2014 Plan

The following indicates standard practices. Alternative actions may be made to meet individual student/case needs.

	KOI	KPE	CogAT	OAKS	Other
Kinder	first action after individual referral	when determined necessary via referral process			when determined necessary via referral process
1 st	whole grade level screen Sept-Oct	whole grade level screen Oct-Nov			
2 nd	first action after individual referral for new HSD students	when determined necessary via referral process	when determined necessary via referral process		
3 rd			Whole grade level screen Sept-Oct. CogAT7 Screener given to all students. Those scoring in the top 15 th percentile to be given complete CogAT7 assessment.		
4 th	first action after individual referral		when determined necessary via referral process	Whole grade level screen Sept-Oct	
5 th					
6 th					
7 th					
8 th					
9 th					
10 th					
11 th					
12 th					

2010-2011

- Eastwood pilot KOI and KPE in first grade for gifted identification

2011-2012

- Expanded KOI and KPE to 9 schools for first grade gifted identification
- Purchased KOI and KPE materials for 25 elementary schools as part of a Pacific University grant

2012-2013 Transition

- First grade KOI and KPE whole grade screen Oct-Dec
- No CogAT grade 3 administration. These students were screened with the CogAT as grade 2 students.

2012-2013 KOI and Planned Experiences PROFESSIONAL DEVELOPMENT

- Training and materials support
- 2 teachers per building
 - Grade 1 teacher
 - Grade 1 teacher or TAG Coordinator
- Training/Professional Development Plan
 - *Participants select one date/time option per training.*
 - *Except for KOI training, school team must attend the same date/time option.*

Date/Time	Training/PD Description
Wednesday, Oct. 24, 7:30-11:00am	<i>Kingore Observation Inventory</i> training: protocol, practice, classroom support activities,
Friday, Oct. 26, 12:00-3:30pm	
Tuesday, Oct. 23, 3:00-4:00pm	Refresher, if individual participated during 2011-2012 pilot.
Wednesday, Nov.28, 7:30-11:00am	<i>KOI follow-up.</i>
Friday, Nov. 30, 12:00-3:30pm	<i>Kingore Planned Experiences</i> training: administration guidelines, practice, activity calendar, materials prep
Tuesday, Nov. 27, 3:00-4:30pm	Team refresher, if entire team participated during 2011-2012 pilot.
Wednesday, Jan. 16, 7:30-11:00am	<i>KOI/KPE Scoring</i> , part 1
Friday, Jan. 18, 12:00-3:30pm	
Wednesday, Jan. 23, 7:30-11:00am	<i>KOI/KPE Scoring</i> , part 2
Friday, Jan. 25, 12:00-3:30pm	<i>Serving Gifted students in the classroom</i> : PEP forms, curriculum and instruction support.

Why KOI and KPE

- It is based on 28 years of research and 17 years of field testing, through 1990. National and international data since 1990 are part of a “construct validity study” conducted by the University of St. Thomas.
- It measures gifted characteristics not found in standard assessments.
- The Kingore assessment system
 - encourages teachers to be ‘kid watchers’ who respond to and extend what students try to do,
 - increases teachers’ insights about gifted potentials,
 - allows teachers to assess the process involved in students’ learning,
 - provides opportunities for minority, economically disadvantaged, bilingual, learning-disabled, and other special population students to exhibit advanced potentials,
 - increases the possibility that the identification process is useful for the entire class,
 - assesses students’ potentials over an extended period of time,
 - decreases the likelihood that assessment is overly influenced by test-taught behaviors or splinter skills, and
 - integrates well with other alternative assessment processes.
- “It’s easy to do and is eye-opening because it lets you see your students in a different light,” (Holly Peterson, 2012)