

National Association of Gifted Children (2001)
Gifted Education Programming Criterion: Student Identification

Minimum Standards	Seattle Public Schools Practice 05-06 Testing Cycle	Exemplary Standards	Seattle Public Schools Practice 05-06 Testing Cycle
Guiding Principle 1: A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.			
1.0m Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members.	1.0m Teacher-input form e-mailed to all elementary and middle school teachers, administrators and Education Directors.	1.0e The school district should provide information annually, in a variety of languages, regarding the process for nominating students for gifted education programming services.	1.0e Applications and related information is translated into the 10 primary languages, packets are provided to schools, and information is posted on the website.
1.1m All students must comprise the initial screening pool of potential recipients of gifted education services.	1.1m We no longer conduct universal screening but by accepting referrals from anyone familiar with the student, we work to meet this standard.	1.1e The nomination process should be ongoing and screening of any student should occur at anytime.	1.1e We only accept referrals from June to October given our limited resources.
1.2m Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.).	1.2m This practice is in place and required by the WAC.	1.2e Nomination procedures and forms should be available in a variety of languages.	1.2e See 1.0e above
1.3m Parents must be provided information regarding an understanding of giftedness and student characteristics	1.3m We are providing a parent characteristic list as part of the informational packet.	1.3e Parents should be provided with special workshops or seminars to get a full meaning of giftedness.	1.3e We have not provided parent workshops to date.
Guiding Principle 2: Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.			
2.0m Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available.	2.0m All tests are administered in English. The nonverbal portion of the CogAT is administered to all students.	2.0e Assessments should be provided in a language in which the student is most fluent, if available.	2.0e All tests are currently administered in English.
2.1m Assessments must be culturally fair.	2.1m Assessments used are nationally normed and demonstrate appropriate technical adequacy and address issue of culturally fairness.	2.1e Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.	2.1e Assessment instruments and strategies conform to professional standards of practice.
2.2m The purpose(s) of student assessments must be consistently articulated across all grade levels.	2.2m This information is provided in the referral packet and online.	2.2e Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.	2.2e We test students grades kindergarten – 7th.
2.3m Student assessments must be sensitive to the current stage of talent development.	2.3m Assessment tools used meet this standard.	2.3e Student assessments should be sensitive to all stages of talent development.	2.3e Assessment tools used meet this standard.

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Guiding Principle 3: A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.			
3.0m An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services.	3.0m The Eligibility Review Committee looks at all scores and teacher-input information to develop a profile of the student.	3.0e Individual assessment plans should be developed for all gifted learners who need gifted education.	3.0e We have not yet developed individualized assessment plans.
3.1m An assessment profile must reflect the unique learning characteristics and potential and performance levels	3.1m This is accomplished by the Eligibility Review Committee.	3.1e An assessment profile should reflect the gifted learner’s interests, learning style, and educational needs	3.1e Our assessment profiles do not, at this point, include survey/interview-based input from students.
Guiding Principle 4: All student identification procedures and instruments must be based on current theory and research.			
4.0m No single assessment instrument or its results must deny student eligibility for gifted programming services.	4.0m We do not allow results from one instrument to automatically exclude a student who warrants closer examination. That is why we consider two out of the three areas in the CogAT, achievement, and teacher-input. The use of thresholds, not cut-offs, and the development of student profiles, rather than a matrix analysis format, supports our meeting of this standard.	4.0e Student assessment data should come from multiple sources and include multiple assessment methods.	4.0e We use multiple sources and assessment methods: academic achievement, teacher-input, and cognitive ability testing in three areas.
4.1m All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.	4.1m Assessment tools used meet these criteria	4.1e Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.	4.1e Criteria are met through use of reliable and valid quantitative measures (i.e., CogAT and nationally-normed achievement tests) and qualitative measures (i.e., teacher-input form).
Guiding Principle 5: Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.			
5.0m District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels.	5.0m Students may be assessed annually during their elementary and middle school years. We do not have a process in place for assessing at the secondary level.	5.0e Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.	5.0e Criteria are met through use of reliable and valid quantitative measures (i.e., CogAT and nationally-normed achievement tests) and qualitative measures (i.e., teacher-input form).
5.1m District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.	5.1m We are developing and will be implementing reevaluation procedures at the fifth grade for the APP and Spectrum programs that require parent involvement.	5.1e District guidelines and procedures should be reviewed and revised when necessary.	5.1e This has been an on-going effort.