Gifted Identification and Testing FAQ

December, 2012

May we use the ELA score on the Iowa Assessments Form E for identification in reading? Districts using Iowa Assessments Form E for screening and identification should use the ELA score for identifying students as gifted in reading. While the language scores on most tests typically are not able to be used for reading/writing identification, this particular test includes reading in the ELA score, and therefore it should be used. However, the Extended ELA score would not be used for identification.

As always, when selecting a test for use with your students, be sure to consider the students being tested. While this test is likely appropriate for most students, a student with a significant difference in reading ability and grammar scores might earn an ELA score that is not a precise picture of the presence or absence of giftedness in reading.

Can we use the Woodcock-Johnson III NU Complete Battery? Yes. Both the cognitive and achievement portions of this test are included on the list of approved tests. It is also possible to purchase all of the components as the Complete Battery.

Which Woodcock Johnson III achievement scores may be used for gifted identification? Woodcock Johnson III NU Achievement Forms A, B and Brief Form C are approved for use for gifted identification in reading, writing, and math.

- The Broad Reading score may be used for reading identification.
- The Broad Writing score may be used for writing identification.
- The Broad Math score may be used for math identification.

The Brief Reading, Brief Writing and Brief Math scores (usually based on 2 subtests not including the subject fluency test) obtained on any of the approved tests may NOT be used for gifted identification. Additionally, Academic Knowledge and Academic Skills are not approved for gifted identification in any area.

March, 2012

Can a follow up administration of the MAP or MAP Primary test be used to retest students who meet the screening criteria on the MAP/MAP Primary test? With most tests, the same test cannot be used within a short time frame because the results would be invalid due to increased familiarity with the test items. However, the MAP and MAP Primary tests are designed to be administered multiple times in the same school year and include a large test item bank to reduce familiarity with specific items. Therefore, the test can be used as follow-up testing for students in the screening range. It is also important to remember, though, that no single test instrument can appropriately assess all students. In order to ensure a fair opportunity for students who meet the screening criteria but who may be more accurately assessed using a different test, a district might consider offering a retesting opportunity at the end of the year using a different achievement test for any students who met the screening range on one or

more administrations of the MAP/MAP Primary but did not meet the identification criteria on a later MAP/MAP Primary test. This final testing opportunity would also allow for retesting students who met the screening criteria on the last administration of MAP/MAP Primary in a school year since there would not be another opportunity to take the MAP/MAP Primary test.

What is included in the English/language arts total score on the Iowa E? This test's English/language arts total, which is the score used for reading/writing ID, does not have a separate reading total score; the reading sub score is only comprehension and no vocabulary is included. The ELA total is a combined reading and language score.

December, 2011

Iowa B which is going off the test list in 2012 has 2003 norms but Iowa A has 2001 norms. Why did we keep the test with the oldest norms? The Iowa A now has 2005 norms that should be used when administering this test.

Why do we use a SEM of 6 rather than 5 on the OLSAT 8? We round all numbers up to maximize identification.

What are the differences in the Terra Nova Tests? Terra Nova Basic includes only reading, math, and language subtests. Terra Nova Multiple Assessments includes all four subjects with extended responses. Terra Nova Complete includes all subjects in a multiple choice format. All versions of the tests report a total score that only includes the reading, math, and language subtests.

Can the Woodcock Johnson Test of Achievement, 3rd Edition NU or Terra Nova be used for superior cognitive identification? No, these have been removed from superior cognitive identification because they do not include all four core areas as well as some reasoning component.

Can the fluency piece on the WJ III be disregarded when tabulating the overall reading scores? No.

Can we use the language arts score on the Terra Nova for identification in reading? No. The language arts score of any achievement test may not be used for reading/writing identification unless it includes actual writing. The Woodcock Johnson Test of Achievement and SAT Writing are examples of such tests.

How do we determine whether a student has achieved the 95th percentile when using the CTP 4? Convert the subtest percentiles to NCEs. Then, average the NCEs from the two subtest scales. Convert the average NCE back to a percentile using the table enclosed with the CTP 4 materials.

For quick reference, you can use the table below to determine if a student's subject score is in the gifted range without following the steps above. This table defines the lowest "qualifying" percentile given the higher of the two percentiles. For example, if the subtest with the higher percentile is 98, the student qualifies as gifted in that subject area if the subtest with the lower percentile is at least 88.

If higher percentile is:	Lower percentile must be at least:
99	81
98	88
97	91
96	93
95	94

December, 2010

Will the cut score for the Renzulli (SCRBSS) be changed? No; the cut score of 51 is 95%.

Can the GAI be used to identify students who take the WISC IV? The district may use the GAI in a number of clinical situations, including the following:

- a significant and unusual discrepancy exists between VCI and PSI;
- a significant and unusual discrepancy exists between VCI and WMI;
- a significant and unusual discrepancy exists between PRI and WMI
- a significant and unusual discrepancy exists between PRI and PSI;
- a significant and unusual discrepancy exists between WMI and PSI; or
- a significant and unusual intersubtest scatter exists within WMI and/or PSI.

To review index discrepancies, consult the discrepancy comparison critical value and base rate tables B.1–B.6 of the *WISC–IV Administration and Scoring Manual* (Wechsler, 2003) using the procedures outlined in chapter 2 of the manual. The Analysis Page of the WISC–IV Record Form provides space for these pairwise discrepancy comparisons in the Discrepancy Comparisons table. A statistically significant difference between index scores, however, may not indicate that there is a clinically significant difference: The frequency of occurrence in the standardization sample (base rate), not just the critical value, should be considered. Consult Table B.2 in the *WISC–IV Administration and Scoring Manual* (Wechsler, 2003) to obtain the base rate for a given discrepancy. Sattler (2001) suggests that differences between scores that occur in less than 10% to 15% of the standardization sample should be judged as unusual. Subtest scatter can be examined within the FSIQ, and within the VCI and PRI, using Table B.6 of the *WISC–IV Administration and Scoring Manual* (Wechsler, 2003).

The test administrator may want to read Technical Report #4 for the WISC IV available at: http://www.pearsonassessments.com/hai/Images/pdf/wisciv/WISCIVTechReport4.pdf

Are districts required to use grade or age norms? Age norms are generally more appropriate for ability measurement and grade norms are generally more appropriate for achievement measurement. When a student's age is typical for the group, the student's age and grade scores will be identical or nearly so. However, if individuals are very young for the grade, their age scores will be higher than their grade scores. If individuals are much older than the typical student in the grade, their grade scores will be higher than their age scores. For individuals who are younger or older than the typical student in a grade, grade norms, rather than age norms, are more appropriate to use when trying to understand the student's academic performance.

Should a district use raw or standard scores on the GATES? Raw scores are used.

Can anyone administer a screening test? No; all tests must be administered according to the guidance in the technical manual.

Who can administer the WISC IV? It may only be administered by a licensed or certified school psychologist or a licensed psychologist.

What is the score for arts identification on the Gifted Rating Scales? T score of 66.

Which tests have components that lead to a writing identification? Woodcock Johnson III, SAT and WIAT II have writing tests. Actual writing samples are required for identification in writing.

Can the language score on the Iowa be used to identify in writing? No, actual writing scores are required. For a writing identification, students must be asked to write.

What scores are necessary in math when we use the Iowa? Total math, with or without computation, may be used.

Can a core battery be used for superior cognitive identification? A core battery score derived only from the reading, mathematics and language tests may not be used for superior cognitive identification. Any battery score on an achievement test that does not include all four content areas and the thinking skills subtest may not be used to identify students in the superior cognitive category.

Can older norms be used on any assessment? According to the Standards for Ethical Use of Tests, OAC 3301-7-7, the most recent norms must be used.

Are there two different identification scores for two forms of the Gifted Rating Scale, GRS-P and GRS-S? No, the scores may be applied across age bands and GRS forms.

Can the nonverbal score from the CogAT be used for superior cognitive identification for special populations? Yes. Note that use of the nonverbal score applies ONLY to the CogAT and not to other tests.

How do we know when tests will be removed from the list? The removal date will be listed next to the test name. The test cannot be used after that date.

Do we need to use the fluency subtests on the Woodcock Johnson III? The WJ III Brief Battery, approved for gifted identification in 2010, does not include the fluency subtests.

Can we use the Woodcock-Johnson III NU Complete Battery? Yes. Each part of this test is included the list of approved tests. It is also possible to purchase all of the components as the Complete Battery.

Is the Terra Nova Online a test for identification? No, it is the survey version approved for screening only.

Do we need to use scores from the SAT and ACT for gifted identification? Yes. Scores from any test a student takes that is approved for gifted identification should be used to identify.

NOTE: The scores for CogAT were revised by the test committee. See Factsheets 001 and 003 for identification scores. These scores are to be used going forward. **No student's prior identification will be changed based on the new scores.**