



DUNCANVILLE ISD
Advanced Academics

Gifted and Talented Identification

Advanced Academics
Spring 2017

Five Areas of Giftedness

(Approximately 2.5 -3% of the population is gifted and talented)

- Academic
- Artistic
- Leadership
- Creative
- Intellectual

People can be gifted in one or more areas. Different types of giftedness create different needs.

Bright Child vs. Gifted Learner

A Bright Child

- Knows the answers
- Is interested
- Pays attention
- Works hard
- Answers the questions
- Enjoys same-age peers
- Learns easily
- Is self-satisfied (when gets right answer)
- Is good at memorizing

A Gifted Child

- Asks the questions
- Is very curious
- Gets involved mentally and physically
- Can be inattentive and still get good grades and test scores
- Questions the answers
- Prefers adults or older children
- Often already knows the answers
- Is highly self-critical (perfectionists)
- Is good at guessing

Often Overlooked Characteristics of Gifted Children

- Bored with routine tasks; refuses to do homework
- Difficult to get him/her to move into another topic
- Is self-critical, impatient with failures
- Is critical of others, of teachers
- Often disagrees vocally with others, with teacher
- Makes jokes or puns at inappropriate times
- Emotionally sensitive- may overreact, get angry easily, ready to cry if things go wrong
- Not interested in details; turns in messy work
- Refuses to accept authority; nonconforming, stubborn
- Tends to dominate others

Identification Multiple Measures

(Cogat (cognitive) & Iowa Achievement)

Duncanville ISD's cut scores for both measures are relatively low compared to neighboring districts. With improved systems, we should increase in student performance.

Cogat Assessment

(measures cognitive abilities via analogies and problem solving in three categories: verbal quantitative and nonverbal)

Our students struggle **most** in this area. Prior to recommending students, we strongly suggest you review one of the links below to see the type of thinking and problem solving that is required. Feel free to incorporate these in your instructional practices as brain breaks, bell ringers, or extensions.

[Cognitive assessment practice](#)

[Cogat Practice Test](#)

Iowa Achievement

(Grades 1&2 are not timed. All other grades are timed)

Math

- Math concepts, math problems, math computation

ELAR

- vocabulary, word analysis, picture stories, reading stories, listening, spelling, usage and expression)

Cogat Assessment

(this assessment is timed)

Verbal

- Picture Analogies, sentence completion, picture classification

Quantitative

- Number analogies, number puzzles, number series

Number

Nonverbal

- Figure matrices, paper folding, figure classification

Sample questions

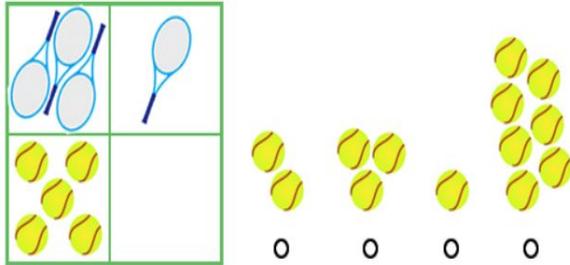
(Cogat (cognitive) & Iowa Achievement)

(unlike STAAR & EOC, students do not have 4 hours to complete one test—they have to process quickly to complete assessments in the time given)

Below is a sample question from Cogat's
Number Analogies section

Below is a sample question from a grade 5 IOWA
assessment

Begin by looking at the pictures in the top two boxes. They are related to each other mathematically. Now look at the pictures in the bottom box. Can you find an answer choice that is related to the picture on the bottom in the same way the two pictures on top are related?



5th and 6th Grade Level

9. $4,567 + 5,872$

- 10,432
- 10,439
- 10,232
- 11,234

10. What number is **B** in the equation $B \times 8 = 56$?

- 448
- 64
- 7
- 48

Identifying Gifted Students

Identifying Gifted and Talented students can sometimes be a particularly challenging task.

As you know, giftedness has a lot to do with intelligence, but some of your most successful students may not be considered gifted. Many gifted students can be difficult to spot because they may underachieve, be disruptive, and/or be at risk of failing in school. So, let's spend some time figuring out how to identify students to refer for Gifted and Talented testing.

Use the following slides to help guide you as you refer students for GATE testing.

The Successful Student

- Doesn't take risks and often sacrifices creativity to get a good grade
- Has perfectionist tendencies and fears failure
- Is an academic achiever who scores well on tests
- Is self-critical, but has a positive self-concept
- Needs extrinsic motivation in order to challenge themselves to accomplish something that might result in failure

The Challenging Student

- Has experienced boredom and frustration when work is not challenging or related to their interests
- Is usually the student who questions an assignment or asks, “Why?”
- Is creative and able to identify and solve problems in multiple unique ways
- Is usually impatient and unwilling to wait for results
- Lacks self-control, often makes poor decisions, and doesn’t understand delayed gratification

The Underground Student

- Is insecure and concerned about how others perceive them
- Wants to belong socially more than they want to be seen as smart, and will sacrifice their needs and desires to fit into a group, even if it means sabotaging their work in order to remain unnoticed
- Due to their desire to belong, they feel guilty when their gifts and strengths set them apart from their friends

The Angry/At-Risk Student

- Performs below their ability level and is rarely recognized as gifted
- Gets feedback from adults and peers that they aren't a good student
- Is often seen as a rebellious loner
- Is easily discouraged, struggles to complete tasks, and is regularly disruptive in class

The Twice-Exceptional Student

- In addition to being gifted, this student also has a learning disability (e.g., dyslexia, ADD, or speaks English as a second language)
- Is often supported in terms of their disability- not because of their giftedness- and therefore demonstrates inconsistent work
- Feels powerless and angry because their abilities often far exceed their performance
- Appears average or below average academically because their strengths are masked by disabilities
- Often has to work at a slower pace than their peers because of their disability, and develops low self-esteem

The Autonomous Student

- Is not afraid of taking risks and continues to work hard despite obstacles
- Is confident, secure, and has a positive self-concept
- Is intrinsically motivated and enthusiastic to learn without needing approval
- Is confident enough to work independently without teacher guidance

How to refer a student

To refer a student for Gifted and Talented testing:

1. Complete the [teacher rating scale](#) and submit it to your counselor's office by January 25, 2018. Be sure to include special program information (B/ESL, 504, SPED accommodations).
2. Send the [Parent observation survey](#) home for completion. The Spanish version of the parent observation can be found [here](#).
3. Turn in the completed parent observation survey to your counselor's office by January 25, 2018.

**Incomplete student referrals will be kept for Fall 2018 GATE testing.*

Teacher Rating Scale

The *HOPE Scale* is designed to measure two very broad categories: Social and Academic components of giftedness and talent. It is meant to serve as a tool with which to focus a classroom teacher's nomination and perceptions of his/her students onto behaviors that are often observable by a classroom teacher.

When combined with other measures of aptitude and achievement, the HOPE Scale can help to locate gifted and talented students from traditionally underrepresented populations.



Duncanville Independent School District Advanced Academics Teacher Observation Survey for Gifted and Talented Services

Student Information

Student Name: Roman Washington Birth Date: 02 / 28 / 10 Gender: Female Male
 Current Grade: 4 School: Merrifield ES
 Homeroom Teacher: Slaughter ID Number: 22815

Directions: When rating students on each item below please think about the student compared to other children similar in age, experience, and/or environment. Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1-11.

	1 = Never	2=Rarely	3= Sometimes	4= Often	5=Almost Always	6=Always
The student demonstrates...	1	2	3	4	5	6
1. Performs or shows potential for performing at remarkably high levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is sensitive to larger or deeper issues of human concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is self-aware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Shows compassion for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Is a leader within his/her group of peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Is eager to explore new concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Exhibits intellectual intensity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Effectively interacts with adults or older students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Uses alternative processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Thinks "outside the box."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Has intense interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Please indicate all content areas in which the student shows talent.	<input checked="" type="checkbox"/> Math <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Creative Writing <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Arts <input type="checkbox"/> Other: _____					

Please provide additional information concerning this student's potential: Roman always thinks outside of the box and has a great vocabulary.

Referrals

Referrals are due to your student's campus counselor by January 25th. Students may be referred by:

- Teacher, Counselor, Administrator
- Parents
- Self

Complete a [Teacher Referral Form](#) and submit it to your counselor's office

Duncanville ISD Spring 2018 GATE Testing

- Contact Advanced Academics for 504/Dyslexia Accommodations or questions
- Spanish testing decisions will be determined by B/ESL data in Skyward, STAAR & TELPAS data.

Referrals

Due 01-25-2018

[Teacher Referral Form](#)

Parents

Communication
will be sent on
January 8, 2018

Campus

Complete the
teacher form (any
campus professional
may complete this
form for referrals).

Assessment

*GT Strategists facilitates

Sat., Feb., 3, 2018

DHS

8:00 a.m. Grades 3-12

8:30 a.m. Grades 1-2

Kinder

February 3-March 6

Campus Based

Makeup testing

Campus based
February 5-16,
2018

Incomplete Applicants

from Fall 2017

Incomplete
referrals from the
fall cycle will be
tested. Requests
for missing
documents will be
submitted to the
campus counselor

Newly identified
students will be
coded &
supported by GT
Specialists at
the conclusion
of the cycle.