

Identification 2.0: Identification Strategies that Work – with Lisa Van Gemert



Let's connect!

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Ideas for Best Practice:

NAGC Identification Standards bit.ly/NAGC-ID

- Cast a _____ net.
- Have clear _____. How do we handle:
 - Appeals
 - Referrals
 - Furloughs
 - Exiting
 - Acceleration
 - Social/Emotional disconnect from cognitive skill
 - Outside evaluations
 - Inter-district transfers
 - Retesting (with same instrument? with different?)
- Use _____ assessments.
- Classrooms can't be an ID _____.
- Share characteristics with _____. (Find fairly comprehensive lists in Chapter 1 of *Identifying Gifted Students: A Practical Guide*)
- Are you serving _____ or _____?
- Are you looking for:
 - Latent?
 - Emerging?
 - Manifest?
 - A combo?

ID TOOLBOX

Note: You must decide if you are going to _____.

Possible tools:

1. Performance
[If we're going to use portfolios, we need to include _____.]
2. Observations [not okay alone]
 - a. KOI [bit.ly/KOI-3rd]
 - b. Jot-downs [bit.ly/jot-downs]
 - c. SIGS [bit.ly/SIGS-gifted]

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d. GRS [bit.ly/GRS-scales]

3. Interviews

4. Behavioral Characteristics [bit.ly/behavior-scales – see a sample at bit.ly/Renzulli-sample]

5. Iowa Acceleration Scale [accelerationinstitute.org/Resources/IAS.aspx]

6. Cum folder [look for patterns that are _____ & _____.

7. Formal assessment

A Closer Look at Formal Assessment

Lam's 5 Assumptions

1. Test takers have no _____ (or differences) that inhibit their performance on tests.
2. The content of the test at any particular level is _____ and of nearly equal _____ for test takers.
3. Test developers assume that test takers are _____ with or have the test _____ for taking standardized tests.
4. Test takers are properly _____ to do well on the test.
5. Test takers do not have strong _____ reactions to testing.

Assessments [norm v. criterion; achievement v. aptitude]

1. COGAT [bit.ly/COGAT7]
2. OLSAT [bit.ly/OLSAT8]
3. NNAT [bit.ly/NNAT-2]
4. C-TONI-2 [bit.ly/CTONI2]
5. WISC/WPPSI/SB/WJIII – FSIQs - \$\$\$

Score Stability

- Level
- Age
- Subtest similarity
- Correlation with parent observation
- Major life changes

Identify to SERVE.