

Assessing Underrepresented Groups for Gifted Services

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Definition of Assessment

Standards for Educational & Psychological Testing
(AERA, APA, & NCME, 2014):

- “Any systematic method of obtaining information, used to draw inferences about characteristics of people, objects, or programs.”
- “A process that integrates test information with information from other sources.”

Assessment and Test Bias

The Glossary of Educational Reform (Great Schools Partnership, 2015):

- “Educational tests are considered biased if a test design, or the way results are interpreted and used, systematically disadvantages certain groups of students over others.”

Applied Educational Assessment (Payne, 2003):

- “Any assessment can be biased.”

Underrepresentation in Gifted

The Underrepresentation in Minority Students in Gifted Education (Ford, 1998):

- “Concerns have ... persisted for several decades.”

2014-2015 State of the States in Gifted Education (NAGC & CSDGP, 2015):

- “Most states indicate identifying and serving students from historically underrepresented populations as an area in need of attention.”

Identifying the Underrepresented

Identifying Gifted Children from Diverse Populations
(NAGC, 2019):

- “While many districts and states have made improvements in identifying and serving a broader range of advanced students, there remains much to be done to ensure that all high-ability students receive appropriate gifted education services.”

A Story of One School

- Exclusively for Gifted Students
- State-of-the-Art Building



Getting Into the School

- Application Criteria

1. Parent Form
2. Teacher Form
3. Report Card
4. Test Scores



- Student Selection Committee Procedures

Comparative Data

Economically Disadvantaged

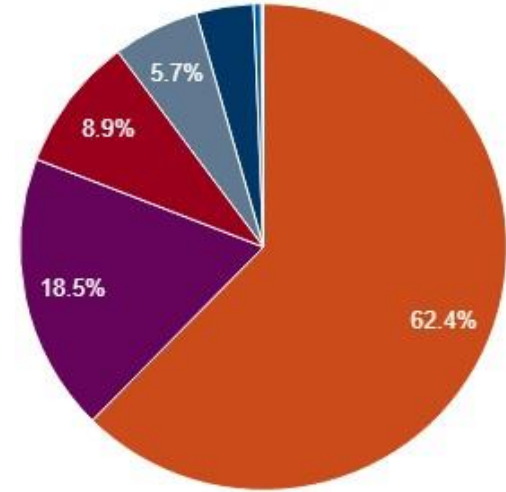
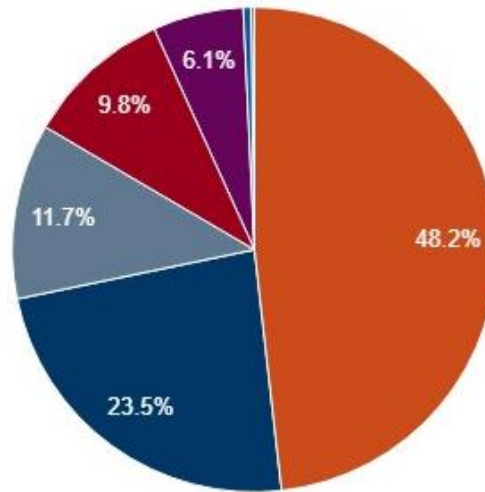
District

39.9%

School

9.6%

2018 Student Membership by Race/Ethnicity



■ Black ■ Hispanic ■ White ■ Asian ■ Two or more races ■ American Indian ■ Native Hawaiian

Admission Criteria

- Parent Information Form
- Teacher Information Form
- Report Card
- Test Scores



Parent Information Form

Pros:

- Parent's knowledge of child
- Extracurricular profile

Cons:

- Quality of form
- Subjectivity/honesty
- Priority/time required
- Parent's writing ability

PARENT INFORMATION FORM

Student's Name:

Parent: School:

We value your input and will carefully review your evaluation. Please refer to Student Data Sheet for due dates.

My child is an intense learner. This is demonstrated through:	Almost Always	Often	Occasionally	Rarely	Not Observed
determination to complete assignments and projects successfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using advanced vocabulary, incorporating it into conversation or writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
possessing a large amount of factual knowledge used accurately, reading extensively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social awareness, concern for fairness, prejudice, and equity issues beyond age level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is an analytical thinker. This is demonstrated through:	Almost Always	Often	Occasionally	Rarely	Not Observed
an understanding of ideas and complex concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning new skills and concepts quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an awareness of relationships, using metaphors or analogies, making causal connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments: Please be as specific as possible in commenting on any characteristics, abilities, and/or aptitudes of your child that you feel should be brought to the attention of the Selection Committee. 5,000 character limit. Attachments not accepted. **PLEASE DO NOT USE STUDENT NAME IN COMMENTS.**

Teacher Information Form

Pros:

- Teacher's expertise
- Familiarity with child

Cons:

- Quality of form
- Teacher's view of gifted
- Favoritism
- Excessive paperwork

Student's Name:

Teacher: School Grade:

Teacher Signature: Date:

We value your input and will carefully review your evaluation.

The student is an intense learner. This is demonstrated through:	Almost Always	Often	Occasionally	Rarely	Not Observed
determination to complete assignments and projects successfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using advanced vocabulary, incorporating it into conversation or writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
possessing a large amount of factual knowledge used accurately, reading extensively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social awareness, concern for fairness, prejudice, and equity issues beyond age level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student is an analytical thinker. This is demonstrated through:	Almost Always	Often	Occasionally	Rarely	Not Observed
an understanding of ideas and complex concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learning new skills and concepts quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an awareness of relationships, using metaphors or analogies, making mental connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments/Interview Questions: Please be as specific as possible in commenting on any characteristics, abilities, and/or aptitudes of the student that you feel should be brought to the attention of the Selection Committee. 5,000 character limit. PLEASE DO NOT USE STUDENT NAME IN COMMENTS.

Please ask the applicant the following Interview Questions:

1. Describe what you see are your talents and strengths.
2. How have your talents and strengths helped you to achieve?
3. Describe your goals for the future.

Report Cards

Pros:

- Academic standing
- Objective evaluation

Cons:

- Subjectivity still exists
- Numerical cutoffs
- Conduct/behavior

CITIZENSHIP Teacher	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
Listens and follows rules, procedures, and directions				
Exhibits self-control and resolves conflicts effectively				
Is a respectful and contributing citizen in the school community				

PARTICIPATION AND COLLABORATION Teacher	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
Works effectively within a group, including leadership roles				
Actively participates and offers ideas				
Encourages others to participate by listening and building off the ideas of others				

PRODUCTIVITY Teacher	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
Identifies, pursues, and reflects on goals				
Puts forth best effort when completing work				
Completes and turns in work on time				
Perseveres even when work is difficult				

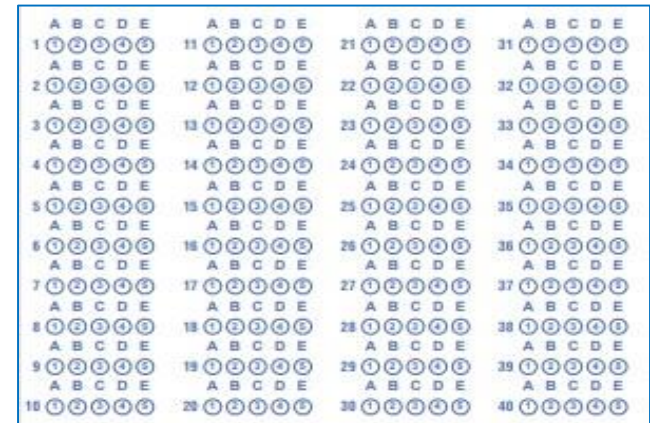
Standardized Test Scores

Pros:

- Measures ability/achievement
- Reliability and validity

Cons:

- Alignment with standards
- Representative norms
- Inequitable test prep
- Correlation with SES
- Other factors



CogAT [®]			PROFILE NARRATIVE FOR [REDACTED] Cognitive Abilities Test™				
Abilities	Age Scores			APR Graph			
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75
Verbal	108	6	86				
Quantitative	96	4	35				
Nonverbal	94	4	31				
Composite (VQN)	99	5	44				
Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank	Local Stanine	Local Percentile Rank
Verbal	62	62	52	6	69	6	75
Quantitative	52	52	32	4	38	5	44
Nonverbal	56	56	36	4	34	4	40
Composite (VQN)				5	47	5	53

More About Standardized Tests



Norm-Referenced
Test: Performance
relative to group

Criterion-Referenced
Test: Performance
relative to criterion



Penn. System of School Assessment

PSSA Technical Report (PDE, 2018):

- “The intended uses of the PSSA are to:
 1. Provide information for use in school and district accountability systems.
 2. Improve curricular and instructional practices in order to help students reach proficiency in the Pennsylvania Core Standards ... or the Pennsylvania Academic Standards.”

What is an IQ Test?

Individually Administered Tests:

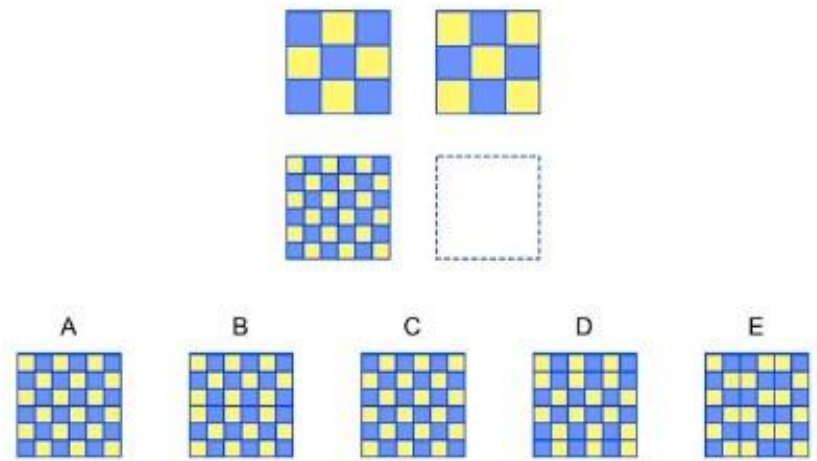
- *Stanford-Binet (SB5)*
“measures cognitive ability”
- *Woodcock-Johnson (WJ-IV)*
“measures general intelligence”
- *Wechsler Intelligence Scale for Children (WISC-V)*
“comprehensive intellectual ability assessment”
- *Test of Nonverbal Intelligence (TONI-4)*
“assesses reasoning and problem solving”



What is an IQ Test? (continued)

Nonverbal Group-Administered Tests:

- *Matrix Analogies Test* - 1985
led to the Naglieri Nonverbal Ability Test
- *Naglieri Nonverbal Ability Test (NNAT-2)*
“provides a culturally neutral assessment of general ability”



What is an IQ Test? (continued)

Additional Group-Administered Tests:

- *Cognitive Abilities Test (CogAT-7)*
“measures reasoning and problem-solving skills in three different areas”
- *Otis-Lennon School Ability Test (OLSAT8)*
“measures cognitive abilities that relate to a student's academic success in school”
- *Henmon-Nelson Tests of Mental Ability*
copyright 1961 - obsolete

Recommendations

- Use of ESSA Title II funds
- Universal screening
- Local norms
- Level the playing field
- Other types of assessment
 - Performance tasks
 - Measures of deeper learning



Final Thought

Discrimination in Gifted Education Must End
(Levy, 2017):

“The best way to break the cycle of poverty from one generation to the next is to open the doors to equal educational opportunities for all students.”