

**Baudson, T., & Preckel, F. (2013). Development and validation of the German Test for (Highly) Intelligent Kids—T(H)INK. *European Journal Of Psychological Assessment, 29(3)*, 171-181. doi:10.1027/1015-5759/a000142**

This article discusses the T(H)INK, The Test for (Highly) Intelligent Kids, a recently developed normed group intelligence test for primary school children. The instrument and study were both done in Germany, where the authors state there was a lack of such an intelligence test. A total of 1,629 children in grades 1 – 3 took the 36-item test. Cronbach's  $\alpha = .73 - .80$  for the full scale.

**Rapanta, C., Garcia-Mila, M., & Gilabert, S. (2013). What is meant by argumentative competence? An integrative review of methods of analysis and assessment in education. *Review of Educational Research, 83*, 483-520.**

This article is especially relevant to educators in the field of gifted education who are interested in expanding their knowledge about argumentation competence, especially given its relevance as an important life skill and its support for promoting learning and critical and higher-order thinking. The authors' analysis of 97 reviewed studies resulted in three levels of argumentative competence. These included metacognitive, metastrategic, and epistemological competence. Metacognitive competence included the length, complexity, clarity/coherence, conceptual quality, and knowledge of the epistemic quality of the argument. The metastrategic competence is measured by the use of discursive elements, use of different argument strategies, and awareness of

these strategies. Finally, epistemological competence refers to one's understanding of the characteristics of quality argumentation.

## Additional Articles

Havigerová, J., Juklová, K., & Haviger, J. (2013). When parents and teachers assess intellectual giftedness of preschool children. *New Educational Review, 34*, 188-197.

Johnsen, S. (2013). Resources for addressing assessment and accountability challenges in providing services to gifted students. *Gifted Child Today, 36(2)*, 81-82.

Kim, K. H., VanTassel-Baska, J., Bracken, B. A., Feng, A., & Stambaugh, T. (2014). Assessing science reasoning and conceptual understanding in the primary grades using standardized and performance-based assessments. *Journal of Advanced Academics, 25*, 47-66.

Dalia, N., Agné, B. (2013). The empirical validation of cognitive domain characteristics in the gifted screening checklist. *Gifted Education International, 29*, 199-210.

VanTassel-Baska, J. (2014). Performance-based assessment. *Gifted Child Today, 37(1)*, 41-47.

Warne, R. T. (2014). Using above-level testing to track growth in academic achievement in gifted students. *Gifted Child Quarterly, 58*, 3-23.