

We are now accepting nominations for the *Gifted Child Quarterly* Paper of the Year award! Please email your nominations to GCQuarterly@gmail.com. Nominations are due no later than January 31. Details about the process are below.

Nominations for articles for the *GCQ* Paper of the Year are being solicited by the Editors from members of the NAGC Publications Committee, the pool of *GCQ* reviewers, as well as past editors of *GCQ* and the chair of the Research and Evaluation Network. We also solicit nominations from the NAGC general membership. Note that self-nominations are limited to the first author of the article.

The 4 to 6 papers most frequently nominated will be considered for the award.

A *GCQ* Paper of the Year award committee will be appointed by the Editors, in consultation with the Association Editor. Each committee member will rank the papers based on the rubric below, and the Editors will use the reviewers' ratings to identify the *GCQ* Paper of the Year.

NOTE: The following criteria are to be used for the evaluation of papers that are under consideration for the *GCQ* Paper of the Year Award. Please note that for each topic area, benchmark criteria are provided that should be used for your evaluation. In some cases, scale ratings have not been defined so as to allow for the situations where the paper does not fully meet the provided criteria.

Topic Relevance and Importance (1- 5 Scale):

- 5: The article topic is relevant and important to a broad range of the *GCQ* readership. The article provides findings that significantly impact the field of gifted and talented education and/or the development of gifted students. That is, the findings can be immediately built upon, i.e., implemented immediately in practice, basic research, or policy implementation.
- 3: The article topic is important and relevant but to a limited *GCQ* readership. The article's findings may potentially impact the field, but additional study of the area is warranted.
- 1: The article topic is limited in terms of its importance and relevance to the *GCQ* readership. The findings of the article will likely have little to no impact for the field of gifted and talented education and/or the development of gifted students.

Innovation (1-3 Scale):

- 3: The article provides new, unique, or alternative understandings of the topic, with the potential for furthering thought and/or research within the field of gifted and talented education.

2. The article provides important extension of the findings on a topic to other populations or in other contexts that enhance the generalizability or further understandings.

1: The article verifies current understandings of the topic but does not provide new insights on or generalizations about the topic.

Validity of Idea (1-3 Scale):

3: The article supports the intellectual quality of its focus by providing a convincing rationale supported by (1) current (and/or seminal if appropriate) theory and research and (2) relevant literature within and/or outside the field of gifted and talented education.

1: The article is built upon a rationale supportive of its focus with only limited literature within and/or outside the field of gifted and talented education

Methodology (1-3 Scale):

3: The research design and all procedures implemented are appropriate relative to the research question(s) posited, thus the findings provide for rigorous evidence for the topic under study, ruling out alternative explanations for the results (where applicable). All procedures relative to participants (where applicable), data collection (where applicable), and data analysis are appropriate given the question(s) posed, thus providing findings that have generalizability. The authors use the most sophisticated, yet appropriate, data analysis techniques.

1: The research design and procedures implemented are closely aligned with the research question(s) posited, although more sophisticated analysis techniques could have been applied. Or, there are threats (e.g., extraneous variables, weak instrumentation, limited sample) not fully accounted for that limit the generalizability or transferability of findings.

Quality of Writing (1-3 Scale):

3: The writing style of the article is engaging and appropriate for the topic and the *GCQ* readership using language that takes readers to a new level of understanding. The writing is clearly focused, purposeful and leads to key points or conclusions. The article is technically sound, but results and discussion are accessible to a broad range of *GCQ* readers. Language and style make the article more elegant than one would normally expect.

2: The writing style of the article is appropriate for the topic and the *GCQ* readership. The article is readable, concise, and cohesive.

1: The writing style conveys critical information but is either too verbose and/or complex for interpretation by most readers or it does not provide enough detail or explanation to make the results easily interpretable.

The following articles in *Volume 62* are eligible for nomination (all accepted under the editorship of Del Siegle and D. Betsy McCoach):

January 2018, Volume 62, Issue 1 (Special Issue on Gifted Students from Low-Income Households)

Introduction to the Special Issue on Gifted Students from Low-Income Households by *Joyce VanTassel-Baska, Tamra Stambaugh*

Disentangling the Roles of Institutional and Individual Poverty in the Identification of Gifted Students by *Rashea Hamilton, D. Betsy McCoach, M. Shane Tutwiler, Del Siegle, E. Jean Gubbins, Carolyn M. Callahan, Annalissa V. Brodersen, Rachel U. Mun*

Investigating the Intersection of Poverty and Race in Gifted Education Journals: A 15-Year Analysis by *Ramon B. Goings, Donna Y. Ford*

Poverty, Academic Achievement, and Giftedness: A Literature Review by *Paula Olszewski-Kubilius, Susan Corwith*

Closing Poverty-Based Excellence Gaps: Conceptual, Measurement, and Educational Issues by *Jonathan A. Plucker, Scott J. Peters*

Achievement Unlocked: Effective Curriculum Interventions with Low-Income Students by *Joyce VanTassel-Baska*

Early Opportunities to Strengthen Academic Readiness: Effects of Summer Learning on Mathematics Achievement by *Catherine A. Little, Jill L. Adelson, Kelly L. Kearney, Kathleen Cash, Rebecca O'Brien*

An Examination of High-Achieving First-Generation College Students from Low-Income Backgrounds by *Thomas P. Hébert*

A Comparison of Perceptions of Barriers to Academic Success among High-Ability Students From High- and Low-Income Groups: Exposing Poverty of a Different Kind by *Jennifer Riedl Cross, Andrea Dawn Frazier, Mihyeon Kim, Tracy L. Cross*

A Talent for Tinkering: Developing Talents in Children from Low-Income Households Through Engineering Curriculum by *Ann Robinson, Jill L. Adelson, Kristy A. Kidd, Christine M. Cunningham*

April 2018, Volume 62, Issue 2

A Meta-Analysis of Gifted and Talented Identification Practices by *Jaret Hodges, Juliana Tay, Yukiko Maeda, Marcia Gentry*

The Identification of Students Who Are Gifted and Have a Learning Disability: A Comparison of Different Diagnostic Criteria by *Danika L. S. Maddocks*



Using the Cognitive Abilities Test (CogAT) 7 Nonverbal Battery to Identify the Gifted/Talented: An Investigation of Demographic Effects and Norming Plans *by Carol A. Carman, Christine A. P. Walther, Robert A. Bartsch*

Making the Cut in Gifted Selection: Score Combination Rules and Their Impact on Program Diversity *by Joni M. Lakin*

ASD Screening Measures for High-Ability Youth With ASD: Examining the ASSQ and SRS *by Charles D. Cederberg, Lianne C. Gann, Megan Foley-Nicpon, Zachary Sussman*

Linking Teacher and Parent Ratings of Teacher-Nominated Gifted Elementary School Students to Each Other and to School Grades *by Sandra Rothenbusch, Thamar Voss, Jessika Golle, Ingo Zettler*

July 2018, Volume 62, Issue 3

Comparing Metacognition Assessments of Mathematics in Academically Talented Students *by Adena E. Young, Frank C. Worrell*

Structured Observation Instruments Assessing Instructional Practices With Gifted and Talented Students: A Review of the Literature *by Yara N. Farah, Kimberley L. Chandler*

Environmental Perceptions of Gifted Secondary School Students Engaged in an Evidence-Based Enrichment Practice *by Carla B. Brigandi, Jennie M. Weiner, Del Siegle, E. Jean Gubbins, Catherine A. Little*

“Nothing Fits Exactly”: Experiences of Asian American Parents of Twice-Exceptional Children *by Soeun Park, Megan Foley-Nicpon, Alyssa Choate, Mallory Bolenbaugh*

October 2018, Volume 62, Issue 4

Mindset Misconception? Comparing Mindsets, Perfectionism, and Attitudes of Achievement in Gifted, Advanced, and Typical Students *by Emily L. Mofield, Megan Parker Peters*

Predictors of Success Among High School Students in Advanced Placement and International Baccalaureate Programs *by Shannon M. Suldo, Elizabeth Shaunessy-Dedrick, John Ferron, Robert F. Dedrick*

A Call for Open Science in Giftedness Research *by Matthew T. McBee, Matthew C. Makel, Scott J. Peters, Michael S. Matthews*

