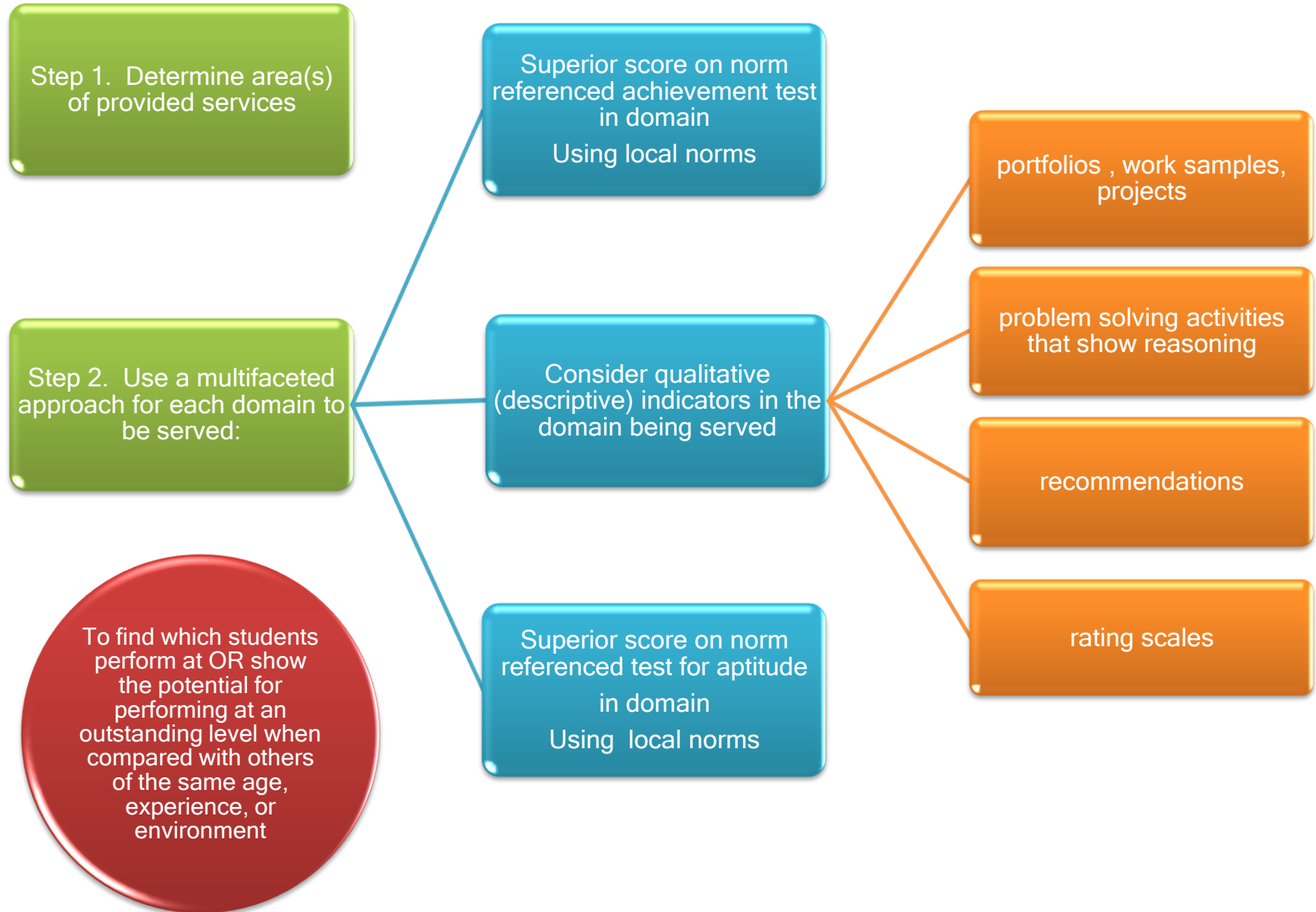


# Identification Process



## **Steps in Identification Process**

- Begin with deciding in what domains advanced services will be provided.
- Construct a multifaceted identification scheme to identify not only students who are already high achieving in the domain but also those with potential but underdeveloped achievement.
- Look for students who have outstanding performance or potential for outstanding performance when compared to others of the same age, experience, or environment. Using local and subgroup norms will ensure that underrepresented populations are included.
  - Multifaceted identification scheme should include:
    - Norm-referenced measure of achievement in each domain for which advanced services will be provided. Interpret scores using local norms.
    - Norm-referenced measure of aptitude for reasoning in each of the domains for which services will be provided (for example, verbal reasoning scores considered for placement into language arts services and quantitative reasoning scores for placement into mathematics). Interpret scores using local norms.
    - Include qualitative measures that add descriptive information about students' performance or potential in the domains for which services are provided. Qualitative measures may include portfolios of work samples, problem solving activities that demonstrate reasoning, and parent or teacher rating scales (note: teacher ratings may lack validity unless training is provided).
  - Consider the standard error of measurement; refrain from strict cut-off scores
  - When looking for students with underdeveloped performance and to meet individual needs, a range of services is needed. Avoid a one-size-fits-all program.