Programming Standard 2: Assessment

Introduction

Knowledge about different uses of assessment is essential for educators of students with gifts and talents. It is important to understand assessments when assessing abilities and achievement, designing services and identifying students in need of services, and assessing each student's learning progress. In order for assessment to yield useful information, the definition or operationalization of giftedness must align with the identification procedures, tools, and programming to be provided.

Educators need to create a classroom environment that encourages students to express their gifts and talents and collect multiple types of assessment information so that all students have equal access to the identification process. Educators' understanding of technically adequate and equitable approaches that minimize bias will enable them to select and use the assessment tools needed to identify students who represent diverse backgrounds. They also need to differentiate their curriculum and instruction by using data from pre- and post-, performance-based, product-based, and other assessments that measure student growth. As a result of each educator's use of ongoing assessments, students with gifts and talents are aware of their learning progress and demonstrate growth commensurate with their abilities.

<table>
<tr><td colspan="2" align="center">STANDARD 2: ASSESSMENT</td></tr>
<tr><td colspan="2">Description: Assessments provide information about identification and learning progress for students with gifts and talents.</td></tr>
<tr><td>Student Outcomes</td><td>Evidence-Based Practices</td></tr>
<tr><td rowspan="3"><i>2.1. Identification.</i> All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.</td><td>2.1.1. Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.</td></tr>
<tr><td>2.1.2. Educators provide parents/guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</td></tr>
<tr><td>2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.</td></tr>
<tr><td rowspan="4"><i>2.2. Identification.</i> Students with gifts and talents are identified for services that match their interests, strengths, and needs.</td><td>2.2.1. Educators establish comprehensive, cohesive, and ongoing policies and procedures for identifying and serving students with gifts and talents. These policies include referral, informed consent, the assessment process, review of all assessment information, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted programming and services.</td></tr>
<tr><td>2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.</td></tr>
<tr><td>2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.</td></tr>
<tr><td>2.2.4. Educators use assessments that provide information related to above-grade-level performance.</td></tr>
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(Cont'd) **2.2. Identification.** Students with gifts and talents are identified for services that match their interests, strengths, and needs.	2.2.5. Educators select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group.
	2.2.6. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning (i.e., dynamic assessment).
	2.2.7. Educators interpret multiple assessments in different domains, and understand the uses and limitations of the assessments in identifying the interests, strengths and needs of students with gifts and talents.
	2.2.8. Educators inform all parents/guardians about the identification process. Educators obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.3. Identification. Students with identified gifts and talents represent diverse backgrounds.	2.3.1. Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.
	2.3.2. Educators understand and implement district, state, and/or national policies designed to foster equity in gifted programming and services.
2.4. Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	2.4.1. Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.
	2.4.2. Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.
	2.4.3. Educators use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic progress of students with gifts and talents.
	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.
	2.4.5. Educators interpret and communicate assessment information to students with gifts and talents and their parents/guardians, and assure information is provided in their preferred language for communication.
2.5. Learning Progress. Students self-assess their learning progress.	2.5.1. Educators provide opportunities for students to set personal goals, keep records, and monitor their own learning progress.