OKLAHOMA STATE DEPARTMENT OF EDUCATION

Office of English Language Proficiency

Office of Curriculum and Instruction

APPROPRIATE IDENTIFICATION PRACTICES AND SUPPORT FOR GIFTED AND TALENTED ENGLISH LEARNERS

Updated July 2023

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Purpose

In 1993, the *U.S. Department of Education* stated that "Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor". In addition, research has indicated that bilingualism and biliteracy expand students' cognitive abilities (Thomas & Collier, 1997). Inclusive approaches are required to equitably and effectively identify potential GT students so that schools can actively recruit and encompass the academic, Cultural, and linguistic assets of Gifted and Talented English Learners (GTELs).

Additionally, inclusive approaches are necessary to comply with federal requirements. It is a legal obligation that public schools ensure that ELs can participate meaningfully and equally in educational programs, including GT programs. These legal obligations are outlined in Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA) and in Oklahoma State Statute 70 § 1210.301.

English learners continue to be underrepresented in Gifted and Talented programs. In 2014, the U.S. Department of Education's Office for Civil Rights reported that 2% of English Learners were enrolled in GT programs compared to 7% of non-English learners. As of the 2020-2021 school year, English Learners accounted for nearly 9% of all Oklahoma PK-12 public school students but constituted only 3% of those students identified to receive supplemental Gifted and Talented (GT) services. Compared with a state identification rate of 14% for their native English-speaking peers, an English Learner in Oklahoma is significantly less likely to be identified as GT. These state-level percentages align closely with observed national trends. Across the United States, roughly 10% of students are identified English Learners and a similar 3% are served in GT programs.

Interestingly, while state-level data show a significant disparity in GT identification rates between EL and native English-speaking students, there also exists a nearly equal disparity between native English-speaking students and Former English Learners (FELs). FELs are those students who have demonstrated English language proficiency

Native English Speaking and English Learner Student Gifted and Talented Identification Rates: School Years 2017-2021 (Aggregated)

■ Percentage of Students Not Identified as G&T   ■ Percentage of Students Identified as G&T

English Learner Students: 3%, 97%

Native English Speaking Students: 14%, 86%
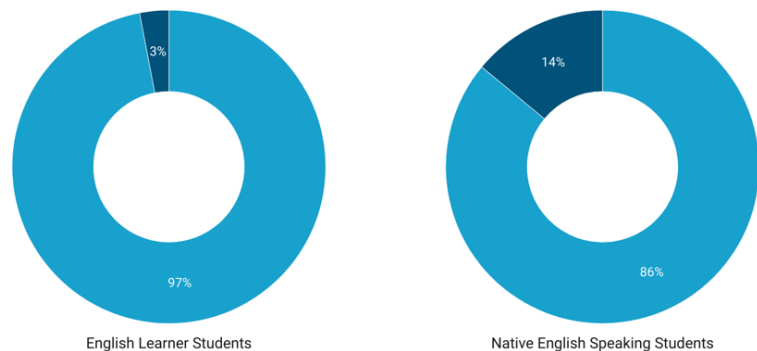
Percentages derived from student identification data submitted to the Wave across the indicated reporting years.

through the state-mandated English language proficiency assessment (WIDA ACCESS for ELLs) and who no longer receive supplemental EL services and supports. As a group, FELs have consistently been identified as Gifted and Talented at significantly higher rates than those seen among their native English-speaking peers.

Acknowledging that significant variability exists among state LEAs in the provision of EL services and in local GT identification processes, the data highlight two important points:

Percentage of Student Group Also Identified as Gifted and Talented: School Years 2017 to 2021

■ 2017 ■ 2018 ■ 2019 ■ 2020 ■ 2021
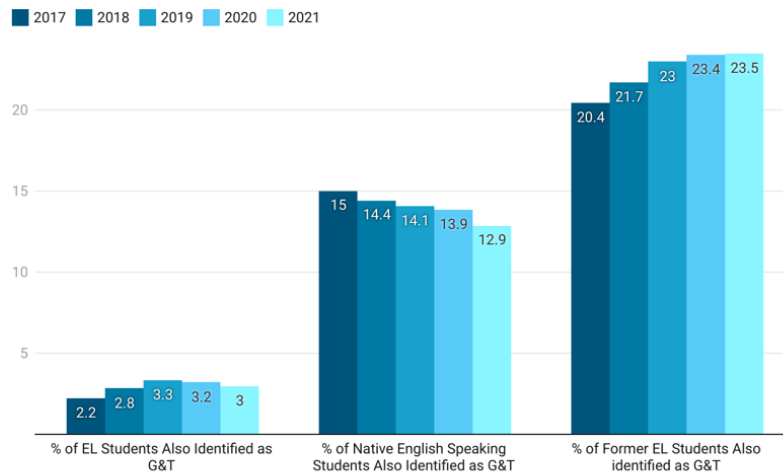
Percentages derived from aggregated state student group counts reported to the Wave in a given reporting year.

1. Compared to their native English-speaking peers, EL students are identified as GT at a significantly lower rate before reaching English language proficiency and at a significantly higher rate after reaching English language proficiency. This suggests that a significant variable in the disparity between GT identification rates is a student's level of English language proficiency at the time of GT screening. Further, it suggests that many LEAs have historically relied on screening processes and/or assessments that require a student to possess a minimum level of English language proficiency in order to be identified as GT.

2. There exists a massive disparity in GT identification rates between ELs and FELs. This disparity suggests that:
   - A significant number of current EL students will qualify for GT status after reaching English language proficiency.
   - A significant number of current EL students would be identified as GT if screened through a process less dependent on their current level of English language proficiency.
   - Many of the local screening processes currently in use across the state appear to struggle in accurately identifying GT students among diverse student groups.

Based on the above data, disparities are apparent both nationally and locally. The traditional ways of identifying GT students were developed for Western/North American/Caucasian students and may not be sufficient for identifying linguistically, culturally, and ethnically diverse students. Therefore, this data further validates the need for more inclusive approaches in the identification of potential GTELs in Oklahoma.

The objective of this guidance document is to provide school districts with evidence-based recommendations to improve inclusive approaches for nominating, identifying, screening, selecting, placing, and serving Oklahoma's ELs in GT programming.

What Are the Main Considerations of Identifying Potential GTELs?

Oklahoma serves approximately 60,000 ELs who speak more than 160 different languages and have differing immigration statuses, ethnicities, socio-economic levels, prior educational experiences, and cultural values. Representation of ELs in GT programming can be impeded by the challenges of identifying such a diverse population of learners. Language and cultural differences can guise exceptional English learners, but language acquisition should not impact placement into GT programming. In order to move toward more inclusive approaches, it is important to recognize some of the primary considerations associated with identifying potential GTELs. In addition, it is crucial to understand evidence and research-based methods for providing equitable identification and programming procedures. Cultural dimensions, cultural adjustment and language acquisition, academic achievement assumption, cultural competency, and culturally and linguistically biased assessments will be explored in this section. Additionally, along with guidance on policies and practices that districts might implement to ensure GTEL students are effectively and equitably identified and served.

Cultural Dimensions

English learners and their families have their own unique cultural values and beliefs which deeply shape their identities and behaviors. The lack of awareness of these cultural differences may contribute to the under identification of GTELs. Although ELs and their environments are not homogenous, it is critical to consider some cultural dimensions of the [Hofstede Model](#) (Hofstede, 2011). These cultural dimensions may enlighten educators in understanding cultural influences and how gifts and talents can appear differently within various cultural contexts.

Individualism vs. Collectivism-Individualist societies value independence and autonomy while collectivist societies value social harmony and relationships.

Power Distance- Communities with high power distance assume there is limited social mobility; however, low power distance communities believe in a more fluid social hierarchy.

Uncertainty Avoidance-Strong uncertainty avoidance cultures prefer predictable routines and strict behavioral norms; whereas weak uncertainty avoidance cultures are more versatile and tend to take more risks.

Orientation to Time-Future oriented societies set long-term goals, and short-term oriented societies tend to focus on the present.

Gender Egalitarianism- Low gender egalitarian cultures have rigid socially constructed gender roles which usually limit opportunities for girls and women, whereas high gender egalitarian cultures have more equal participation and shifting gender roles.

Assertiveness-High assertive communities are direct and competitive, and low assertive communities are indirect, concerned with "saving face", and view assertiveness as socially unacceptable (Hofstede, 2011).

It is essential for educators to understand how these cultural variations and behaviors might contrast with those valued in American environment and education and how they might manifest in various learning situations (Parrish & Linder-VanBerschot, 2010). Conduct that teachers might consider as attributes of potential GT students such as asking questions and contributing to class discussion may not be culturally appropriate for some ELs. A cultural frame of reference should be applied in determining GT status and recognizing how students display potential within their own cultural context. For this reason, understanding the characteristics of potential GTELs and incorporating a matrix of multi-criteria are essential to providing inclusive approaches in all GT programs.

Cultural Adjustment and Language Acquisition

In addition to cultural differences, there are other variables related to cultural adjustment and language acquisition that could impact the identification of exceptionalism. ELs who immigrate to the U.S. usually experience Culture Shock due to new social, cultural, and educational differences. This is an emotional time with stages that include the honeymoon stage, rejection, integration, and eventual adaptation (Brown, 2020).

Moreover, when ELs are beginning to learn English, they typically go through a Silent Period or the preproduction stage of language acquisition in which, through exposure, ELs notice and understand more than they can produce. The silent period can last up to 6 months (Krashen, 1983).

In addition, ELs must learn Basic Interpersonal Communication Skills (BICS) which is social language consisting of tier 1 and tier 2 everyday survival and high frequency vocabulary. It takes six months to two years to develop BICS. While ELs are acquiring BICS, they are simultaneously developing Cognitive Academic Language Proficiency (CALP) which is academic language consisting of tier 2 and tier 3 vocabulary. It takes five to seven years to develop CALP (Cummins, 1984).

These stages of language acquisition and cultural adaptation may conceal ELs' gifts and talents, so it is essential to provide GT assessment options that are nonverbal or given in the student's native language. To reiterate, GT programming should not necessarily require verbal ability for all service options.

Academic Achievement Assumption

Academic achievement is not necessarily a presumption of giftedness. Research confirms that GT students in general may not necessarily display academic achievement; likewise, students who show academic achievement may not necessarily exhibit traits of GT students (Flemming & Ruiz de Castillo, 2017). This is particularly important to understand when it comes to identifying potential GTELs who are developing proficiency in English and striving toward academic achievement.

Furthermore, giftedness is valued and exhibited differently from culture to culture. Teachers who are trained to identify the strengths of EL students are better able to refer them for potential GT programming. Likewise, GT identification should not be solely based on academic achievement but rather on a variety of criteria including observable characteristics through a matrix that allows for multiple access points.

Screening Processes and Best Practices for Identification

Referrals and nominations are not generally recommended due to culturally and linguistically diverse students receiving fewer referrals than their peers (Mun et al., 2016). However, universal screening (testing all students of a grade level) is often not feasible. Therefore, using a nomination form or inventory checklist that a parent, teacher, and/or student can fill out to identify traits, aptitudes, and behaviors observed in the potentially gifted student, when used carefully, can be an important way to view the strengths of the EL student that go beyond language ability and see to the skills, abilities, and interests of the EL student.

Referral/Checklist/Nomination forms that are inclusive of EL students consider the strengths of students' traits, aptitudes, and behaviors in some or all of these listed areas (derived from the *National Research Center on the Gifted and Talented* A New Window for Looking at Gifted Children).

- Interests
- Motivation
- Humor
- Problem-Solving
- Ability
- Memory
- Imagination
- Creativity
- Insight
- Communication

Multi-Criteria Evaluation

Giftedness is not "one-size-fits-all," so identifying students for GT programming should not be based on a single assessment but rather emphasize inclusion and varied avenues to entry (NAGC, 2008).

The use of a multi-criteria approach includes both quantitative, qualitative, and dynamic assessments to allow ELs (and others) access to GT programming. As the *National Association for Gifted Children* (NAGC) states, "qualitative and quantitative information gathered from families, teachers, and students should be part of the evaluative process. All instruments used for screening and identification (e.g., checklists, referral forms, work samples, assessments) should be valid, reliable, and culturally and linguistically sensitive" (2011). One way to utilize these instruments is through a matrix which scores

students holistically using a variety of assessments to determine strengths, abilities, and interests. The goal of the multicriteria approach is to provide students with ample opportunities to prove giftedness that are not dependent on environment, ethnicity, English proficiency, or socio-economic status.

It is important to remember that collaboration of multiple stakeholders is important in the equitable identification of EL students for GT programming. NAGC states that it "is best to implement defensible assessment practices" that include "multiple pieces of evidence" to gather a comprehensive and more accurate picture of the student (2008). NAGC recommends a variety of assessment types including objective-type instruments, performance assessments, and rating scales/interviews all of which can be used as part of a matrix. Check with your local school district to verify their matrix.

Universal Screening and Nonverbal Assessments

It is recommended that school districts utilize a universal screening method consistently to equitably identify and assess students for GT programming (210:15-23-1). Oklahoma statutory authority says that assessments for GT identification must be "uniform" and "consistent" throughout grades 1-12. Research shows that universal screening greatly increases the inclusion of minority, disadvantaged, low-income, and English language learner populations (Gosner, 2020). Universal screening, especially if using a nonverbal screener, helps to identify qualifying GTs as well as a pool of potential GT students from which a school district can then use more quantitative, qualitative, or dynamic assessments to fully evaluate the students for possible GT placement. This talent pool of potential GT students is then monitored over the next few years and re-assessed as needed. Because an EL can move into districts at various times in a student's educational career, it is suggested that universal screening be conducted at least once in elementary, middle, and high school, so English learners are not excluded from GT services by missing screening options if only provided once in early elementary school.

Nonverbal assessments are one way to identify EL students for GT placement using national norms, known in Oklahoma as Category 1, according to Title 70 O.S. § 1210.301. For many EL students, however, assessing on national norms may be problematic due to cultural and linguistic biases. Therefore, a school district should develop a matrix of multi-criteria, colloquially known in Oklahoma as Category 2, according to Title 70 O.S. § 1210.301. This matrix can use nonverbal Tests and Assessments, as well as multiple qualitative assessments such as referrals, nomination forms, checklists, portfolios, observation profiles, etc. to fully and equitably evaluate the abilities, interests, and strengths of students, including EL students. As part of Category 2 assessment, potential GTEL students should be measured against local norms. To do this, GT specialists should focus on the highest scores in ethnic and/or EL subgroups. Data can be further sorted and compared using age, time in country, initial English language proficiency level, and background. This should include former ELs who have exited for up to 4 years.

As a reminder of best practices, when ELs are given nonverbal screening assessments in English, there are some accommodations that should be provided. Timed tests

should be avoided. If a translator is available, he/she can read directions out loud and answer or clarify questions. If a translator is unavailable, then ELs should be equipped with a bilingual dictionary. If a nonverbal screener isn't available, a verbal screener could be given in a student's native language.

Although the State Department of Education cannot recommend or endorse any one specific test or testing company, some examples are listed below:

Examples of Ability Tests to Be Administered to a Group
• The Otis-Lennon School Ability Test-Pearson
• Raven's Progressive Matrices-Pearson
• Cognitive Abilities Test (CogAT)-Riverside Publishing
• Naglieri Nonverbal Ability Test- Pearson
• Multilevel (NNAT) (previously called Matrix Analogies)

Examples of Ability Tests to Be Administered Individually
• The Stanford-Binet Intelligence Scale, Fourth Edition-Riverside Publishing
• The Stanford-Binet Intelligence Scale L-M-Riverside Publishing
• Wechsler Intelligence Scale for Children-Pearson
• The Wechsler Intelligence Scale-III-Pearson
• Wechsler Preschool and Primary Scale of Intelligence-Pearson
• The Slosson Intelligence Test-Revised-Slosson Publications
• Kaufman Brief Intelligence Test (KBIT-2)-American Guidance
▪ Test of Nonverbal Intelligence (TONI-3)-American Guidance
▪ The Woodcock-Johnson Psychoeducational Battery-Riverside Publishing

Parental Communication

By law and administrative rule, it is critical to keep parents or guardians informed at every stage of the GT identification process. This includes GT programming goals and expectations, the identification process, and characteristics of potential GTELs. If possible, this communication should be in the native language of the student and caregivers. In addition to written communication, workshops can be conducted to keep parents informed and serve as a platform for schools to answer questions, address apprehensions, and receive input and referrals from parents or guardians. Targeted outreach to potential candidates' families through school websites, social media, phone calls, or other communication platforms are practices that can increase parental communication and involvement.

Teacher Training

Teachers have the most interaction with students to recognize an ELs potential for giftedness. Therefore, it is imperative that all teachers, including regular education teachers, be trained on how to recognize potential giftedness and the district procedures for identification into GT programming. Furthermore, GT teachers and

coordinators should know how to look for potentially gifted ELs and how to utilize assessments that would best match identification and service options.

Teachers should also be trained in understanding that English learners do not need proficient English language skills in order to be gifted and to receive gifted services. Many teachers worry that GT might put too much pressure on GTEL students because of the verbal capacity needed for some programming options; however, effective GT programming provides student services based on student needs and abilities. Thus, teachers should recommend ELs for GT programming because they demonstrate the need for GT programming not prevent EL students from participation due to their lack of English proficiency.

In addition, the *National Association of Gifted Children* (NAGC) specifically identifies that "general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations" since GT students spend much of their time in general education classrooms (NAGC, n.d.). It is, then, imperative for all teachers within a school to have professional development in regard to inclusive approaches for GT and EL students to be effective in nominating, identifying, and assessing gifted EL students effectively.

Traits, Aptitudes, and Behaviors (TABs)

One way to increase equitable representation for EL students is through the use of a referral/nomination form that looks at various aspects of a student that may or may not be seen within a classroom atmosphere. Family members or community stakeholders can play an important role in the identification of GTEL students by completing a referral/nomination form that may highlight the potential Traits, Aptitudes, and Behaviors (TABs) of students who may demonstrate such characteristics within a comfortable environment. The ten TABs Descriptors help to provide a holistic view of the student beyond academic abilities. Teachers, counselors, community members, or family members could complete a TABs Screening/Referral Form or other referral form as outlined in a district's GT plan.

The following table is to be used as a guide. Students may present many, some, or none of these characteristics, and therefore should not be used as a sole diagnostic tool.

Common Characteristics of Potential Gifted and Talented English Learners

Academic Traits	Personality Traits
- Acquire English language at advanced rates when compared to English Learner peers - Code switch and translate at advanced levels; think in both languages - Demonstrate advanced literacy skills in native language; read above grade level - Present advanced awareness of American expression and ability to understand humor - Manifest an advanced awareness of diverse culture and languages - Display high aptitude in mathematics - Utilize knowledge to problem solve in non-conforming ways (creative thinking) - Retain an expansive memory - Exhibit innovative, creative, imaginative, and/or artistic qualities - Show motivation to learn; inquisitive - Maintain strong sense of observation and insight - Apply logical approach to reasoning - Grasp new information quickly - Able to see connections; transfer knowledge to new situations - Utilize analogy to reason - Possess exceptional talents in areas valued by their culture. - Present distinguished "street smarts"	- Lead and work well with others in multiple settings; prefer collaboration - Exhibit effective communication skills - Integrate into American culture - Negotiate and navigate between two cultures successfully - Possess intense or unusual interests and curiosity - Retain strong sense of idealism, justice, and moral responsibility - Take responsibility seriously; often have adult obligations - Hold strong family ties - Demonstrate high expectations for self and others as well as strong will, pride, and self-efficacy - Share culture environment

WIDA ACCESS

Every spring ELs participate in the WIDA ACCESS for ELLS English language proficiency summative assessment. When students initially take the ACCESS, their baseline composite scores and corresponding English language proficiency levels are determined.

WIDA ACCESS for ELLs Levels		
Level	Descriptor	Score Range
1	Entering	1.0 – 1.9
2	Emerging	2.0 – 2.9
3	Developing	3.0 – 3.9
4	Expanding	4.0 – 4.9
5	Bridging	5.0 – 5.9
6	Reaching	6.0

Depending on their proficiency levels, their years to exit are established which are inclusive of the baseline year:

Level 1- 5 years to exit

Level 2- 4 years to exit

Level 3- 3 years to exit

Level 4- 2 years to exit

Through WIDA ACCESS scores, GT specialists can determine a student's level of English language proficiency as well as the rate of English acquisition for comparison with other EL subgroups. Suggestions for utilizing the WIDA ACCESS for potential GTEL identification include:

1. **Accelerated Achievement:** If a student increases Literacy or Overall composite score by 1.5-2.0 or more from one year to the next (e.g. 1.0 to 2.5 or higher)
2. **Accelerated Trajectory:** If a student exits EL services at an accelerated pace (e.g. 3 years vs. 5 years)
   The recommendation is to use the first four years of WIDA ACCESS data. A gifted student would likely move to monitor status (re-designated English proficient) by their third or fourth year as measured by the WIDA ACCESS. The fourth year of data is used only to verify the student has moved to monitor status.
3. **Growth Percentiles:** If a student demonstrates growth above the average growth of EL peers and that growth shows a sustained trend.

Recommended Data Collection

The following table shows the key WIDA ACCESS data involved in the identification of gifted English Learners. Please collaborate with your EL director or coordinator to gather and understand this data.

Accelerated Achievement WIDA ACCESS Data: Literacy Composite Score & Overall Composite Score (an increase of 1.5-2.0 or more from one year to the next)	EL Trajectory (exiting at an accelerated pace)	Growth (growth above the average growth of EL peers)
Year 1 scores	Anticipated years to exit	
Year 2 scores	Years to exit	Year 1 to 2
Year 3 scores	Years to exit	Year 2 to 3
Year 4 scores	Years to exit/Monitoring Status	Year 3 to 4

What Are Best Practices for Selecting Potential Gifted and Talented English Learners?

Forming a Selection Committee

It is recommended that sites or districts form a Gifted and Talented Selection Committee with diverse staff. The committee should consist of a variety of educators, such as counselors, administrators, certified GT teachers and specialists, EL teachers, and educators with similar cultural and linguistic backgrounds of ELs who are trained in

adopted inclusive approaches. Having a variety of educational professionals on a committee can increase equitable identification of potential GTELs and other subgroups.

Parental Approval

After GT identification and selection, parents or guardians must give permission for their child to participate in GT programming as per [Oklahoma State Statute 70 § 1210.301](). If parents and guardians are kept apprised throughout the GT identification and screening process in the families' native language as suggested, most of their questions should have been addressed. However, caregivers may have additional concerns about GT programming interfering with the student's English Language Development (ELD) and/or family responsibilities. Sites should remind families that English language development instruction is already a part of an EL student's daily schedule and that GT services take place during the regular school day and should not interfere with family obligations. They may also have apprehensions if GTELs will have to change classrooms or leave their home school, so GT specialists should take this into consideration when choosing programming options.

Additional Resources

- [English Learner Guidebook: Changing Educational Outcomes for English Learners]()
- [WIDA's English Language Development Standards]()
- [(SIOP) Sheltered Instruction Observation Protocol]()
- [National Association of Gifted Children (NAGC)]()
- [NAGC's Gifted Programing Standards]()

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Thank you for serving and supporting Oklahoma's Gifted and Talented English Learners!

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Appendices

Glossary

English Learner (EL)- a student whose Home Language Survey indicated a language other than English on any or all of the three language questions and who did not show proficiency when subsequently assessed using a WIDA or state screening tool.

Gifted- "designates the possession and use of biologically anchored and informally developed outstanding natural abilities or aptitudes, in at least one domain, to a degree that places an individual at least among the top 10% of age peers" (Rinn, Makel, Plucker, 2017, p. 152)

Talented- "designates the outstanding mastery of systematically developed competencies (knowledge and skills) in at least one field of human activity to a degree that places an individual at least among the top 10% of "learning peers" (Rinn, Makel, Plucker, 2017, p. 152).

Gifted and Talented (GT)- children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high-performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high-performance capability" means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:

a.   Creative thinking ability
b.   Leadership ability
c.   Visual performing arts ability, and
d.   Specific academic ability

Category 1- students who score in the top 3% on any national standardized assessment of intellectual ability. The 97th percentile is a strict cut off for Category 1 students. Students identified under Category 1 are fully funded.

Category 2- students who excel in one or more of the following areas: creative thinking, leadership, visual or performing arts and specific academic ability as identified through a multi-criteria process. LEAs can identify Category 2 students using local norming practices, different cut off scores, or different assessments (achievement tests, multicriteria assessments, etc.). Funding for Category 2 students caps at 8%.

Gifted and Talented English Learner (GTEL)- a student who is identified as GT based on either a category 1 or category 2 identification and is also identified as an English learner based on Home Language Survey responses and the WIDA or state screening tool.

For more information about definitions pertaining to Gifted and Talented, please visit **[Oklahoma Gifted Law -- Education of Gifted and Talented Children Act](#)** **-- 70 O.S. § 1210.301 - 1210.308**

Appendix A. Recommended Inclusive Approaches for GT Identification and Programming

Steps in GT Identification Process	Inclusive Approaches
Pre-Identification	• Promote teacher, parent, or self-referral nomination forms • Utilize TABs or checklists
Teacher Education/Professional Development	• Train teachers on understanding Cultural dimensions and identifying Characteristics of Potential GTELs • Provide professional development on understanding English language proficiency, integrating content and English language development, culturally responsive and sustaining teaching practices, and differentiating instruction
Communication with Parents and Students	• Communicate with parents and students in native languages • Inform parents and students of GT programming goals and expectations, the identification process, and Characteristics of Potential GTELs • Conduct outreach through meetings, school website, social media, phone calls, or other communication platforms
Screening	• Utilize the Multi Criteria Matrix Quantitative • Institute talent development programs • Conduct universal screening • Offer nonverbal assessments with appropriate accommodations or administer intelligence test in student's native language • Analyze WIDA ACCESS results • Use local rather than national norms. Compare scores of ethnic and/or EL subgroups. Sort and compare using age, time in country, initial English Language Proficiency (ELP) level, and background. Include former ELs who have exited for up to 4 years. Qualitative • Evaluate portfolios with exceptional work samples and projects in English and/or native languages

	- Organize parents, teachers, and Cultural group interviews - Observe potential students in class, home, and community - Incorporate dynamic assessment
Selection and Placement	- Form GT selection committee with diverse staff: counselors, administrators, GT certified teachers and specialists, EL teachers, educators with similar cultural and linguistic backgrounds of ELs, etc. - Obtain parental approval - Choose placement options that specifically match EL academic needs to GT programming options

Appendix B. Characteristics of Gifted and Talented English Learners

Characteristics of Potential Gifted and Talented English Learners	
Academic Traits	**Personality Traits**
- Acquire English language at advanced rates when compared to English Learner peers - Code switch and translate at advanced levels; think in both languages - Demonstrate advanced literacy skills in native language; read above grade level - Present advanced awareness of American expression and ability to understand humor - Manifest an advanced awareness of diverse cultures and languages - Display high aptitude in mathematics - Utilize knowledge to problem solve in non-conforming ways (creative thinking) - Retain an expansive memory - Exhibit innovative, creative, imaginative, and/or artistic qualities - Show motivation to learn; inquisitive - Maintain strong sense of observation and insight - Apply logical approach to reasoning - Grasp new information quickly - Able to see connections; transfer knowledge to new situations - Utilize analogy to reason - Possess exceptional talents in areas valued by their culture - Present distinguished "street" smarts	- Lead and work well with others in multiple settings; prefer collaboration - Exhibit effective communication skills - Integrate into American cultural rapidly - Negotiate and navigate between two cultures successfully - Possess intense or unusual interests and curiosity - Retain strong sense of idealism, justice, and moral responsibility - Take responsibility seriously; often has adult obligations - Hold strong family ties - Demonstrate high expectations for self and others as well as strong will, pride, and self-efficacy - Share culture eagerly; displays strong interest in environment

Gifted and Talented

Multicriteria Sample Identification Matrix

An Overview of the Matrix

This Identification Matrix is to be used as a guide for districts to use for multicriteria identification as described by 70 O.S. § 1210.301. The goal of this matrix is to align identification with each district's gifted and talented programming options; therefore, each district can determine scores and weight each category in a way that best represents programming offered.

Below is a brief explanation of each Assessment Area which has been labeled with a letter that corresponds with the explanation (e.g. A = Cognitive Test, as shown below). The information provided can be used as suggestions on which assessments align with each category and how to use each line item.

Because each student population is unique, please use this Matrix as a guiding document and feel free to adjust and make changes as you see fit for your student population. As always, if you have questions, please reach out to Leah Murphy, Director of Gifted Programs at leah.murphy@sde.ok.gov.

How to Use Each Assessment Area

A. **Cognitive Test:** This is an age and nationally normed assessment of cognitive ability. Also known as an "ability" test. Common assessments are (but not limited to):
   o The Otis-Lennon School Ability Test Pearson
   o Raven's Progressive Matrices Pearson
   o Cognitive Abilities Test (CoGAT) Riverside Publishing
   o Naglieri Nonverbal Ability Test- Pearson
   o Multilevel (NNAT) (previously called Matrix Analogies)

Please consult the guide that comes with each assessment for scoring practices. **Students who score in the 97th percentile will automatically qualify for gifted and talented services.** Below 97th percentile aligns with points marked in the above columns.

B. **Achievement Test:** This is a grade-normed assessment. Districts can also use local norm practices for achievement test purposes (comparing students to the district averages rather than national averages). Common Achievement tests include (but not limited to):
   o Metropolitan Achievement Tests
   o SRA Achievement Series
   o California Test of Basic Skills

- Stanford Achievement Test
- California Achievement Test
- Iowa Tests of Basic Skills
- Comprehensive Test of Basic Skills

In terms of "weight" for achievement tests, it is recommended to start with 8 points (out of 12 needed for GT qualification) for achievement scores averaging over the 94 percentile. However, districts can norm students and decide percentiles and points associated. 84 and 94 is solely a guideline.

C. **Assessment of Creativity:** Districts should choose a formal or informal way to assess creativity. Districts should consider how creativity is served in the gifted and talented classroom and align the assessment and subsequent scoring with programming offered. Creativity can be assessed through a portfolio and committee or formal assessment such as:
- Torrance Test of Creative Thinking
- Alternate Uses Task
- Kaufman Domains of Creativity

D. **Leadership Assessment:** Districts can use a formal or informal assessment of leadership ability as support for identification of giftedness. Districts who provide leadership programming can determine scores based on the programming offered. This can be a district created scale that aligns with the district's views of gifted leadership, or a formal assessment listed below:
- Roets Rating Scale for Leadership
- Student Leadership Practices Inventory
- District Created Scales of Leadership

E. **Visual/Performing Arts:** A committee of three qualified* educators (with at least one fine arts teacher) could individually score student performance in their talent skill. The average score should be calculated (districts can choose to remove outliers), and GT points scored appropriately.
- *Qualified teachers could be classroom teachers with backgrounds in the domains being assessed (i.e. an English teacher with a dance background, a second-grade teacher who minored in art, etc.)

F. **Parent and Teacher Ratings:**
- Gifted Evaluation Scale
- HOPE Teacher Rating Scale
- Renzulli Scales

G. **Additional Student Considerations:** Districts can choose to consider other factors such as:
- Socioeconomic Status/Opportunities for education compared to peers
- Age, culture, experiences, environment
- Language (Districts can use WIDA or other language proficiency exams)
- Previous Proficiency-Based Promotion

The Matrix Table

Student Name: _____ Grade: _____

School: _____ Date: _____

97% on a Nationally Recognized Test of Cognitive Ability will result in automatic placement.

Assessment Area	2	4	6	8	10	12
A. Cognitive Test	87%	89%	91%	93%	95%	97%
Nationally Recognized Test of Intellectual Ability (Includes Standard Error of Measurement) Test: _____ Date: _____ Score: _____						Automatic Placement
Or: Talent/Leadership Nomination Form (Cat 2)						
Points Earned						

B. "Achievement" Tests or Oklahoma State Assessments		Proficient/>84%		Advanced/>94%		
Math or Alg. 1 Date: _____						
Reading or Eng. II Date: _____						
Science / Date: _____						
History / Date: _____						
Points Earned						

C. Creativity Measurement						
Test: _____						
Points Earned						

D. Leadership Measurement						
Measure: _____						
Points Earned						

E. Visual/Performing Arts						
Mean Score: _____						
Points Earned						

F. Parent/Teacher Ratings						
Parent_____						
Teacher_____						
Points Earned						

G. Considerations= 1pt. for each. If 2 or more, give 5 pts. total						
	1	1	1	1		

An overall total of 12 or greater recommends placement.   **Total: _____**

___ Qualified with Top 3% criteria (based solely on test of intellectual ability at or above 97%)

___ Qualified with Multi-Criteria, i.e., specific capability area: academic, visual/performing arts, creative thinking, leadership

___ Did not qualify