MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN

ASSESSMENT OVERVIEW

This document contains a selection of tests for assessment personnel to consider when conducting evaluations for gifted eligibility in Mississippi. A peer review and update concerning this MAGC Assessment Overview will be conducted on an as-needed basis. The data presented in this document were obtained from test manuals, technical manuals, and research documents. This overview is <u>not</u> an all inclusive list and is neither mandated nor endorsed by the Mississippi Department of Education.

REVISED 2020

2009 MAGC ASSESSMENT PEER REVIEW COMMITTEE:

In 2009, MAGC formed a committee to develop a document that would include an overview of screening and assessment instruments most widely used in the Referral to Placement process concerning gifted eligibility in Mississippi. Joyce Youngblood, MAGC President, Donna Welborn, Teresa Mosley, Alice Laguay, Juliana Stolz, Carol Paola, Judy Ratcliff, Shawn Ladner, and Betty Merhundrew served on this committee with Donna Reynolds Welborn as Chair. These individuals had extensive experience concerning the gifted eligibility assessment process. This committee developed a document that includes objective and subjective assessments and screeners, suggestions for assessment personnel, and company contact information. The current Assessment Peer Review Committee updates this document on an 'as-needed' basis.

2020 MAGC ASSESSMENT PEER REVIEW COMMITTEE:

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DOCUMENT CONTENTS:

ASSESSMENT OF THE GIFTED STUDENT
IN THE STATE OF MISSISSIPPI

"*Assessing gifted children is similar to and different from assessing other types of children. Though areas to be assessed are similar for all, for gifted children, the assessment techniques and tests require special characteristics. While most professionals are trained to assess many kinds of children, few are specifically trained to assess in this particular area. The general perception is that these youngsters, with abilities and strengths in many areas, have no special needs, educational or otherwise, that merit serious clinical attention. For this reason, it is important that parents who suspect that their child may be gifted search for a professional with experience in working with this population...*"

Julia B. Osborn, <u>Assessing Gifted Children</u>

As per Mississippi Department of Education (MDE) <u>Regulations for the Gifted Education Programs in Mississippi</u>, the identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted program.   No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process must be followed to ensure a fair evaluation of each individual student. All instruments administered must have been validated for the specific purpose for which they are being used. Each school district determines the instruments that will best meet the needs of their students.

<u>Please note, as previously stated</u>: The data presented in this document were obtained from test manuals, technical manuals, and research documents. This overview is <u>NOT AN ALL INCLUSIVE LIST</u> and is neither mandated nor endorsed by the Mississippi Department of Education.

SCREENING INSTRUMENTS
FOR GIFTED REFERRAL ELIGIBILITY
INFORMATION FOR ASSESSMENT PERSONNEL

➢ **Qualifications for administering** Level B assessment instruments, such as screening instruments, require the administrator to have appropriate training and experience in the ethical and competent administration of screening instruments. This may include classroom teachers, teachers of the gifted, and school counselors who have been trained appropriately.

➢ **Subjective Measures:** As per the MDE Regulations for the Gifted Education Programs in Mississippi, the gifted identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted program. If district assessment personnel are using a normed checklist in order to meet the subjective requirement, a score at or above the **SUPERIOR** range on a normed characteristics of giftedness checklist, a normed measure of creativity, and/or a normed measure of leadership must be obtained for a student to satisfy minimal state criteria before moving forward in the process. Each normed checklist, such as the Gifted Evaluation Scale-Third Edition (GES-3), Gifted Rating Scales (GRS), Scales for Identifying Gifted Students (SIGS), has different criteria for meeting the Superior range. Please refer to the manual of the assessment being administered to obtain the correct scores to ensure that the child being referred has met the SUPERIOR range as required.

LIST OF SCREENING INSTRUMENTS
FOR GIFTED REFERRAL ELIGIBILITY

Cognitive Abilities Test (CogAT), Form 7 Screening Form

For educators who are in need of a fast but reliable and valid data point when determining eligibility for a gifted program, the CogAT 7 Screening Form is available. The Screening Form consists of the analogies portion of each Battery: Verbal/Picture analogies, Number analogies, and Figure Matrices.
Administration Time: Approximately 30 minutes
Age Range: K-12th grade
Verbal and Nonverbal Components
Objective Type Measure
Riverside Insights Product

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Cognitive Abilities Test (CogAT), Form 7 Complete

The CogAT measures a student's learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. The CogAT is well-suited to help educators make important student placement decisions such as selecting students for gifted programs.
Administration Time: Approximately 30 minutes
Age Range: K-12th grade
Verbal and Nonverbal Components
Objective Type Measure
Riverside Insights Product

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Gifted Evaluation Scale-Third Edition (GES-3)

The GES-3 is based on the most widely used definitions of gifted in federal and state regulations, including the Gifted and Talented Children's Act of 1978 and the Jacob K. Javits Gifted and Talented Students Education Act of 1988. The GES-3 provides a measure of Intellectual, Creativity, Specific Academic Ability, Leadership Ability, Performing and Visual Arts, and Motivation.
Please Note: *Only the Intellectual, Creativity, and Leadership Ability areas can be used to meet referral criteria for intellectually gifted in Mississippi according to Mississippi regulations. *Please note: The Gifted Evaluation Scale-Third Edition (GES-3) became available for purchase on April 25, 2009. The GES-2 should no longer be used.*

Administration Time: N/A
Age Range: Ages 5-18 years
Verbal and Nonverbal Components: N/A
Subjective Type Measure
Hawthorne Educational Services

Screening Instruments Continued…

Gifted Rating Scales (GRS)

The Gifted Rating Scales (GRS) are norm-referenced rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students. The GRS is designed to help identify children for placement in gifted and talented educational programs. Teachers complete the six brief scales on the School-Age GRS-S form. The six domains include: intellectual, academic, motivation, creativity, leadership, and artistic talent.
Please Note: Only the intellectual, leadership, and creativity domains can be used to meet referral criteria in Mississippi according to Mississippi regulations.

Administration Time: N/A
Age Range: 6.0 years – 13.11 years
Verbal and Nonverbal Components: N/A
Subjective Type Measure
Pearson Product

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Kaufman Brief Intelligence Test – Second Edition (KBIT-2)

The Kaufman Brief Intelligence Test – Second Edition (KBIT-2) is a brief, individually administered measure of verbal and nonverbal cognitive ability. The KBIT-2 yields three scores: Verbal, Nonverbal, and the IQ Composite. The Verbal score comprises two subtests (Verbal Knowledge and Riddles) and measures verbal, school-related skills by assessing a person's word knowledge, range of general information, verbal concept formation, and reasoning ability. The Nonverbal score (the Matrices subtest) measures the ability to perceive relationships and complete visual analogies. All Matrices items involve pictures or abstract designs rather than words.

Administration Time: 20 minutes
Age Range: Ages 4 through 90
Verbal and Nonverbal Components
Objective Type Measure
Pearson Product, WPS Product

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Naglieri Nonverbal Ability Test – Second Edition (NNAT2)
DISCONTINUED

Please Note*: *The NNAT3 was released during the spring of 2016. NNAT 2 materials were no longer available for purchase after December, 2016. The Mississippi Department of Education allows for the older version of an assessment instrument to be used for one year after it has been revised. The NNAT 3 has been required since the 2017-2018 school year and results from the NNAT2 are no longer accepted to meet gifted referral criteria.

Screening Instruments Continued…

Naglieri Nonverbal Ability Test – Third Edition (NNAT3)
The NNAT 3 is required as of the 2017-2018 school year and results from the NNAT2 are no longer accepted to meet gifted referral criteria.

The Naglieri Nonverbal Ability Test – Third Edition (NNAT3) is a nonverbal measure of general ability that yields a norm-based score, helping in identifying students in K-12 with the potential for advanced scholastic achievement. The NNAT3 test offers a total assessment solution with multiple-choice items, options for paper/pencil or online administration as well as choices for scoring and reporting to meet the needs of schools and districts. The NNAT3 provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with a diverse student population. With the use of progressive matrices across grade levels, this versatile test is well-suited for identifying gifted and talented students. The test features pictorial direction and requires no spoken or written language, making it particularly useful for assessing minority students and those who might be English language learners or who may have limited academic skills.

Administration Time: 30 minutes
Age Range: K through 12th grade
Nonverbal Components
Objective Type Measure
Pearson Product

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Otis-Lennon School Ability Test: Eighth Edition (OLSAT 8)

The Otis-Lesson School Ability Test: Eighth Edition (OLSAT 8), by evaluating a student's performance on a variety of tasks, assesses those abilities that are related to success in school. Tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies are included in the OLSAT 8 since they have been shown to be valid measures of an individual's ability to reason logically. To learn new things, students must be able to perceive accurately, to recognize and recall what has been perceived, to think logically, to perceive relationships, to abstract from a set of particulars, and to apply a generalization to new and different contexts. The OLSAT 8 has one form (Form 5) that consists of seven levels from Kindergarten through the twelfth grade. (Level A=Kindergarten, Level B=First grade, Level C=second grade, Level D=third grade, Level E=fourth and fifth grades, Level F=sixth, seventh, and eighth grades, and Level G=ninth, tenth, eleventh, and twelfth grades). Each level is ordered separately and contains separate directions.   The OLSAT 8 can be hand scored or machine scored.

Administration Time: Varies per level
Age Range: K through 12th grade
Verbal and Nonverbal Components
Objective Type Measure
Pearson Product

Screening Instruments Continued…

Raven's Standard Progressive Matrices (Raven's)

The Raven's measures visual perceptual skills and the ability to form perceptual relationships. It measures a student's ability to reason by analogy, which helps students to understand new material more readily. It also measures a student's ability to make sense of complex data. The Raven's was designed to be independent of language, culture, or formal school experience. This instrument is not timed. Students work at their own pace. Most students take approximately 45 minutes to complete this test.

Administration Time: Approximately 45 minutes although it is not timed!
Age Range: 6 years to Adult
Nonverbal Components Only
Objective Type Measure
Pearson Product

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Raven's Standard Progressive Matrices 2 (Raven's 2)

The Raven's 2 provides a measure of clear-thinking ability and intellectual capacity that minimizes the impacts of language skills and cultural differences. Standard scores, as well as percentile scores, are provided. The Raven's 2 can be administered fairly to everyone including those who are not language proficient or who have communication-related disabilities.

Administration Time: 30 minutes for ages 4 to 9 years; 45 minutes for ages 9 to 90 years
Age Range: 4 years to 90 years
Nonverbal Components only
Objective Type Measure
Pearson Product, WPS Product

Please Note: *The Raven's 2 will be required during the 2021-2022 school year and results from the original Raven's will no longer be accepted to meet gifted referral criteria at that time.*

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Scales for Identifying Gifted Students (SIGS)

The Scales for Identifying Gifted Students (SIGS) is a norm-referenced rating scale designed to assist school districts in the identification of students as gifted. The School Rating Scales (SRS) form is designed to be completed by a teacher, counselor, or other professional who has had an opportunity to observe the student for an extended period of time. The SIGS assesses seven areas: general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership.   The results of the SIGS can be interpreted with reference to two sets of national norms: General or Gifted. If the SIGS is gathered during the gifted referral process, the results should be interpreted with reference to the General norms.

Please Note: Only the general intellectual ability, creativity, and leadership areas can be used to meet referral criteria in Mississippi according to Mississippi regulations.

Administration Time: N/A
Age Range: Ages 5 through 18 years
Verbal and Nonverbal Components: N/A
Subjective Type Measure
Prufrock Press Product

Screening Instruments Continued…

Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES-3)

The SAGES 3 identifies students who are gifted and/or talented in general intellectual ability. The SAGES 3 indexes of the Nonverbal Reasoning and Verbal Reasoning subtests combine to form the Reasoning Ability composite. The Nonverbal Reasoning subtest measures the student's ability to solve problems by identifying relationships among figures and pictures. The Verbal Reasoning subtest measures the student's ability to solve problems by identifying the relationships between pairs of words.

Administration Time: Approximately 15 to 30 minutes
Age Range: Ages 5 through 14 years-11 months
Verbal and Nonverbal Components
Objective Type Measure
PAR, Inc. Product, Pro-Ed Inc. Product, Prufrock Press Product, WPS Product

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Slosson Intelligence Test 4 (SIT-4)

The SIT-4 is a verbal screening measure of cognitive ability that is ideal for those with visual impairments, reading disabilities, or other conditions.

Administration Time: Approximately 10 to 20 minutes
Age Range: Ages 4 to 65 years
Verbal Components Only
Objective Type Measure
PAR, Inc. Product, Stoelting Product, WPS Product

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Torrance Tests of Creative Thinking (TTCT)

The highly reliable TTCT are the most widely used tests of their kind since testing requires the examinee to only reflect upon their life experiences. These tests invite examinees to draw and give a title to their drawings or to write questions, reasons, consequences, and different uses for objects/words. These instruments have been used for identification of the creatively gifted, especially in multicultural settings.

Administration Time: 45 minutes
Age Range: Ages 6 to Adults
Verbal and Nonverbal Components
Objective Type Measure
Scholastic Testing Service, Inc. Product

LIST OF INDIVIDUAL INTELLIGENCE MEASURES
TO ASSESS GIFTED ELIGIBILITY

Qualifications for administering Level C assessment instruments, such as individual intelligence tests, require the administrator to have an advanced degree that provides appropriate training in the administration, interpretation, and ethical and competent use of psychological tests. In Mississippi this includes licensed examiners/psychometrists.
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Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2)

The CTONI-2, a norm-referenced test, uses nonverbal formats to measure general intelligence of children and adults whose performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities.   It includes new oral instructions for common non-English languages in the United States.
Administration Time: 1 hour
Age Range: 6 years to 89 years
Nonverbal Components Only
Objective Type Measure
PAR, Inc. Product, Pearson Product, Pro-Ed, Inc. Product, WPS Product

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Kaufman Assessment Battery for Children-II NU (KABC-II NU)

The KABC-II NU fairly assesses children of different backgrounds and with diverse problems with small score differences between ethnic groups. KABC-II customers do not need to order an entire new NU kit. The only new items needed are the KABC-II NU Manual Supplement and the KABC-II-NU Record Forms.

Administration Time: 1 hour to 1 hour and 30 minutes
Age Range: 2.5 years to 12.5 years
Verbal and Nonverbal Components
Objective Type Measure
Pearson Product, WPS Product

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Leiter International Performance Scale, Third Edition (Leiter-3)

The Leiter-3 is a nonverbal test. The Leiter-3 offers a completely nonverbal measure of intelligence that is ideal for use with those who are cognitively delayed, non-English speaking, hearing impaired, speech impaired, or on the autism spectrum. Format: Individually administered, game-like tasks assessing cognitive, attentional, and neuropsychological abilities. Norms: Based on a sample of 1600+ typical individuals reflecting the general population in terms of ethnicity/race, gender, and age.

Administration Time: 20-45 minutes
Age Range: 3 to 75+ years
Nonverbal Components Only
Objective Type Measure
PAR, Inc. Product, Stoelting Products, WPS Product

Individual Intelligence Measures Continued…

Naglieri Nonverbal Ability Test – Individual Administration (NNAT–Individual)

The NNAT-Individual is used to assess general reasoning ability in children and adolescents. The NNAT-Individual is a companion to the NNAT2-Multilevel form screener. The NNAT-Individual has quick and easy administration and measures nonverbal reasoning and general problem solving abilities. Because of the simplicity of directions and the minimal use of language required to solve the items, the NNAT-Individual is ideal for use with examinees from culturally and linguistically diverse backgrounds. In addition, the NNAT-Individual has minimal motor requirements.

Administration Time: 25-30 minutes
Age Range: 5.0 – 17.11
Nonverbal Components Only
Objective Type Measure
MHS Assessments Product

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Reynolds Intellectual Assessment Scales (RIAS)
(DISCONTINUE USE as of the 2018-2019 School Year)

<u>Please note</u>: The Mississippi Department of Education allows for the older version of an assessment instrument to be used for one year after is has been revised. The RIAS-2 has been required since the 2018-2019 school year and results from the RIAS are no longer accepted to meet gifted referral criteria.

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Reynolds Intellectual Assessment Scales - 2 (RIAS-2)

The RIAS-2 is an objective, comprehensive assessment of intelligence and its major components. The RIAS-2 Verbal Intelligence Index (VIX) provides a summary estimate of verbal intelligence as assessed by verbal reasoning and reflecting primarily crystalized intellectual functioning. The RIAS-2 Nonverbal Index (NIX) provides a summary estimate of nonverbal intelligence as assessed by nonverbal reasoning, and reflecting primarily fluid intellectual functions. The RIAS-2 Composite Intelligence Index (CIX) provides a summary estimate of global intelligence designed to estimate g, the general intelligence factor. The RIAS-2 indexes correlate highly with the original RIAS indexes, providing support for the consistency of item content and performance between the original measure and this revision.

*The RIAS-2 Verbal Intelligence Index (VIX), the RIAS-2 Nonverbal Intelligence Index (NIX), <u>OR</u> the RIAS-2 Composite Intelligence Index (CIX) may be used for gifted eligibility. As per the author of the RIAS-2, Dr. Cecil Reynolds, in addition to the RIAS-2 Composite Intelligence Index (CIX), the RIAS-2 Verbal Intelligence Index (VIX) and the Nonverbal Intelligence Index (NIX) are both normed so that either may be used as a stand-alone measure for eligibility. According to Dr. Reynolds, both the VIX and the NIX are normed to IQs up to 160, with gifted students being included in the norming sample; therefore, the VIX and the NIX have more than enough ceiling at school-age levels. The reliability coefficients for the VIX and the NIX are at or above .91 for every age level, exceeding most recommended standards for the reliability of an individual score for purposes of diagnosis or the making of placement decision. Both the VIX and the NIX have significant correlations with academic performance, although as one would expect, the VIX correlates more highly with academic skills.

Administration Time: 25-30 minutes
Age Range: 3 to 94 years
Verbal and Nonverbal Components
Objective Type Measure
PAR, Inc. Product, Pro-Ed Inc. Product, WPS Product

Individual Intelligence Measures Continued…

Stanford-Binet Intelligence Scale: Fifth Edition (SB-5)

The SB-5 provides a Full Scale IQ. In addition, it assesses the areas of Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, and Working Memory. The verbal portions of the SB-5 assume the individual being tested is familiar with the English language and its vocabulary, syntax, grammar, and functional usage. ***Mississippi regulations require that ONLY the Full Scale IQ can be used for eligibility.***

Administration Time: 45-75 minutes
Age Range: 2 to 85+ years
Verbal and Nonverbal Components
Objective Type Measure
PAR, Inc. Product, Pro-Ed Inc. Product, Riverside Insights Product, Stoelting Product, WPS Product

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Test of Nonverbal Intelligence – Fourth Edition (TONI-4)

The TONI-4 is an individually administered instrument created to assess intelligence. The TONI-4 is a norm referenced instrument that is ideal for those with language, hearing, or motor impairments or those not familiar with mainstream American culture. There are two administrations forms, Form A and Form B,

Administration Time: 15-20 minutes
Age Range: 6.0 to 89.11 years
Nonverbal Components Only
Objective Type Measure
PAR, Inc. Product, Pearson Product, ProEd. Inc. Product, WPS Product

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Universal Nonverbal Intelligence Test (UNIT)
(DISCONTINUE USE as of the 2017-18 school year)

<u>Please Note</u>: The UNIT2 was released in 2016. The Mississippi Department of Education allows for the older version of an assessment instrument to be used for one year after is has been revised; therefore, the UNIT2 has been required since the 2018-2019 school year and results from the UNIT are no longer accepted to meet gifted referral criteria.

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Universal Nonverbal Intelligence Test 2 (UNIT2)

The UNIT2 is an equitable assessment of general intelligence, which is measured nonverbally. The UNIT2 is designed to provide a fair assessment of intelligence for individuals who have speech, language, or hearing impairments; who have different cultural or language backgrounds; or who are verbally noncommunicative. The UNIT2 provides an entirely nonverbal stimulus-and-response administration format and incorporates full-color stimuli, manipulatives, and pointing response modes to engage examiners.

Administration Time: 30 minutes (Standard Battery)
Age Range: 5 to 21 years
Nonverbal Components Only
Objective Type Measure
PAR, Inc. Product, Pro-Ed Inc. Product, Stoelting Product, WPS Product

Individual Intelligence Measures Continued…

Wechsler Intelligence Scale for Children: Fifth Edition (WISC V)

The WISC V, the latest version of the WISC series, has been redesigned to give a truly comprehensive picture of a student's abilities. The WISC V increases construct coverage without increasing testing time while offering more interpretive power, updated psychometric properties, with updated studies. *Mississippi regulations require that ONLY the Full Scale IQ can be used for eligibility.*

Administration Time: 1 hour
Age Range: 6 years to 16 years, 11 months
Verbal and Nonverbal Components
Objective Type Measure
Pearson Product

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Wechsler Nonverbal Scale of Ability (WNV)

The WNV is an individual test that is well suited to measure the general ability of children who cannot be assessed with tests requiring knowledge and use of a particular language. In addition, the WNV is appropriate for individuals who may be limited in their ability to profit from verbal stimulation. The WNV may be particularly appropriate for English language learners, children with language disorders, children who come from culturally and linguistically diverse populations, those children who have developmental delays, instructional challenges, and/or environmental challenges. This test allows children to be assessed in a way that is minimally influenced by limited English skills. This instrument is appropriate to use with children who demonstrate particular strengths in nonverbal skills.

Administration Time: 30-45 minutes
Age Range: 4 years to 21 years, 11 months
Nonverbal Components Only
Objective Type Measure
Pearson Product

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Wide Range Intelligence Test (WRIT)

The WRIT is an individual test made up of four subtests that yields a Verbal Reasoning IQ, a Visual Reasoning IQ, and a Composite IQ. Two of the subtests assess verbal-crystallized abilities, which are individually more dependent on acquired knowledge. The other two subtests measure nonverbal-fluid abilities, which are environmentally and culturally reduced. Although it can be used in gifted assessments, it was co-normed with the Wide Range Achievement Test to aid in determining valid comparisons between intellectual and academic functioning. **Mississippi regulations require that ONLY the Composite IQ can be used for eligibility.*

Administration Time: Approximately 30 minutes
Age Range: 4 years to 85 years
Verbal and Nonverbal Components
Objective Type Measure
Pearson Product, Stoelting Product, WPS Product

Individual Intelligence Measures Continued…

Woodcock Johnson IV – Test of Cognitive Abilities (WJ-IV-COG)
GIA Standard Battery

The Woodcock-Johnson IV Tests of Cognitive Abilities is a battery that evaluates strengths and weaknesses among cognitive abilities. Tests and clusters are based on broad psychometric evidence and neuroscientific research. Emphasis has been placed on the most important cognitive abilities. The Standard Battery consists of Tests 1 through 10 and provides a comprehensive assessment of General ability (g) and the score is based on a weighted combination of tests that best represent a common ability underlying all intellectual performance.

Administration Time: 5 to 10 minutes per test in the Standard Battery of Tests 1 through 10
Age Range: 2 years to 90+ years
Verbal and Nonverbal Components
Objective Type Measure
Riverside Insights Product

ASSESSMENT EXAMPLES FOR CORROBORATING EMERGING POTENTIAL FOR GIFTED

Mississippi students who have satisfied criteria on the *Emerging Potential for Gifted Checklist* yet did not satisfy minimal acceptable criteria on an individual test of intelligence, but did *score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score*, may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile
2. A group intelligence measure with a minimal score at the 90th percentile, or
3. A district-developed matrix approved by the MDE. (Districts may choose to use the attached MDE sample as their matrix)

Examples of assessments that can be used to corroborate Emerging Potential for Gifted are as follows. This is a list of examples and is not all inclusive:

Test of Cognitive Abilities: **Cognitive Abilities Test (CogAT), Form 7 *Screening Form***

Test of Cognitive Abilities: **Cognitive Abilities Test (CogAT), Form 7 Complete**

Test of Cognitive Abilities: **Woodcock Johnson IV – Test of Cognitive Abilities (WJ-IV-COG)**
GIA Standard Battery

Group Intelligence Measure: **Otis-Lennon School Ability Test: Eighth Edition (OLSAT 8)**

Group Intelligence Measure: **Raven's Standard Progressive Matrices (Raven's)**

Group Intelligence Measure: **Raven's Standard Progressive Matrices 2 (Raven's 2)**

MDE approved matrix: If district assessment personnel uses a matrix to corroborate Emerging Potential for Gifted data, whatever matrix choice is used must be approved by MDE. Simply submit the choice via email to Jen Cornett, MDE Gifted Education Specialist, at JCornett@mdek12.org for MDE approval.

District assessment personnel may choose to use the following MDE sample as their matrix -

MDE SAMPLE
GIFTED IDENTIFICATION MATRIX
FOR CORROBORATING EMERGING POTENTIAL FOR GIFTED

To receive a gifted eligibility ruling, a student must score a minimum of 15 points.

Student's Name: _____ **School:** _____

		1 point	2 points	3 points	4 points	5 points
Group Intelligence Test: _____	**Date administered:** _____	80% - 84% _____	85% - 89% _____	90% - 93% _____	94% - 97% _____	98% & above _____
Normed Achievement Tests: _____	**Date administered:** _____	80% - 84% _____	85% - 89% _____	90% - 93% _____	94% - 97% _____	98% & above _____
General Characteristics Checklist: _____	**Date administered:** _____	80% - 84% _____	85% - 89% _____	90% - 93% _____	94% - 97% _____	98% & above _____
Creativity Checklist: _____	**Date administered:** _____	80% - 84% _____	85% - 89% _____	90% - 93% _____	94% - 97% _____	98% & above _____
Leadership Checklist: _____	**Date administered:** _____	80% - 84% _____	85% - 89% _____	90% - 93% _____	94% - 97% _____	98% & above _____
Total points for each column		_____	_____	_____	_____	_____
Total number of points _____						

Contact Information for Test Publishing Companies

This is not an all-inclusive list. To obtain current pricing information, please contact the test publisher, refer to a current company catalog, or visit the company website.

Hawthorne Educational Services, Inc.
800 Gray Oak Drive
Columbia, MO 65201
Phone: (800) 542-1673
Fax: (800) 442-9509
Website address: www.hawthorne-ed.com
Email address: info@hawthorne-ed.com

MHS Assessments
MHS Inc.
P.O. Box 950
North Tonawanda, NY 14120-0950
Phone: (800) 456-3003
Fax: (888) 540-4484
Website: www.mhs.com
Email address: customerservice@mhs.com

Pearson Assessments
When ordering any assessment item from Pearson, it is best to call to make sure that you are ordering from the correct department. If you order from the wrong department, your order will be delayed.
P.O. Box 599700, San Antonio, TX 78259
Phone: 1-800-627-7271   Fax: 1-800-232-1223
Website address: www.pearsonassessments.com
Customer Service email address: Customer.Service1@pearson.com
Physical Address: Pearson
19500 Bulverde Road
San Antonio, TX 78259

Contact Information for Test Publishing Companies continued…

Pro-Ed, Inc.
8700 Shoal Creek Boulevard
Austin, TX 78757-6897
Phone: 1-800-897-3202 / Fax: 1-800-397-7633
Website address: www.proedinc.com
Email address: info@proedinc.com

Prufrock Press, Inc.
P.O. Box 8813
Waco, TX 76714-8813
Phone: 1-800-998-2208 Ext. 1100, or 1101, or 1102/Fax: 1-800-240-0333
Website address: www.prufrock.com

Psychological Assessment Resources, Inc. (PAR, Inc.)
PAR, Inc.
16204 North Florida Avenue
Lutz, FL 33549
Toll-free telephone: 1-800-331-8378/Toll-free fax: 1-800-727-9329
Tech Support: 1-800-899-8378
www.parinc.com
Contact person: Darla Decarlo, LMHC, Psy.S.
Psychological Assessment Resources, Inc.
Clinical Assessment Consultant
Mobile: 813-352-6918
Fax: 813-969-0794
Email: ddecarlo@parinc.com

Riverside Insights
One Pierce Place, Suite 900W
Itasca, IL 60008
Phone: 1-800-323-9540
Fax: 630-467-7192
Website address: riversideinsights.com
Email address for orders: orders@riversideinsights.com
*Contact person: Rita Linnemann
Cell: 630-467-7097
Rita.Linnemann@riversideinsights.com

Contact Information for Test Publishing Companies continued…

<u>Scholastic Testing Services, Inc.</u>
4320 Green Ash Drive
Earth City, Missouri 63045
Phone: 1-800-642-6787 for ordering
Fax: 1-866-766-8054
Website address: www.ststesting.com

<u>Stoelting Company</u>
620 Wheat Lane
Wood Dale, Illinois 60191
Phone: 1-800-860-9775/Fax: 1-630-860-9775
Website address: www.stoeltingco.com
Email address: PsychTests@StoeltingCo.com

<u>WPS</u>
625 Alaska Avenue
Torrance, CA 90503-5124
Phone: 800-648-8857
Fax: 424-201-8800
Website address: www.wpspublish.com

EXAMPLE
STUDENT INFORMATION
PROVIDED FOR PSYCHOMETRIST/SCHOOL PSYCHOLOGIST

In order for a psychometrist/psychologist to provide the most valid and reliable assessment results possible, each psychometrist/psychologist should review all referral data in an attempt to choose the most appropriate intelligence test for each individual child. The psychometrist/psychologist should date and sign this form as documentation that they have reviewed the information.   Providing the psychometrist/psychologist with the referral data documented on an organized form which can be reviewed, dated, signed by the psychometrist/psychologist, and kept as documentation that the data was, in fact, reviewed would meet Standard VII: 4.2.2 when the district is monitored by MDE.

Student's Name: _____

Student MSIS ID #: _____

Race/Sex: _____

School/Grade/Teacher: _____

Student's DOB: _____

Glasses? Yes/No   Hearing Aids (H. Aids): Yes/No
Medications? Yes/No   Condition: _____
Culturally Disadvantaged (CD)? Yes/No
English Language Learner (ELL)? Yes/No
Speech/Language (S/L)? Yes/No   Area: _____
Special Education Ruling? Yes/No   Area: _____

NNAT3 - Date: _____   Percentile: _____
Mass screened-yes/no   Examiner: _____

GRS - Date: _____
        Examiner's FULL name: _____
        Intellectual score: _____   Academic score: _____
        Creativity score: _____   Artistic score: _____
        Leadership score: _____   Motivation score: _____

OLSAT - Date: _____ Mass screened – yes/no
Percentiles: Total _____ Verbal _____ Nonverbal _____
Examiner: _____

For Psychometrist/School Psychologist only -
Information reviewed by: _____ Date: _____