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.
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 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.

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  • Kaufman Brief Intelligence Test – Second Edition (KBIT-2)
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“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, Assessing Gifted Children

As per Mississippi Department of Education (MDE) Regulations for the Gifted Education Programs in Mississippi, 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.

Please note: The data presented in this document were obtained from test manuals, technical manuals, and research documents. This overview is not an all-inclusive list, 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.

- **Required DISCONTINUED use of the:** Eby Gifted Behavior Index (EGBI/EBY) The Mississippi Department of Education (MDE), through the Office of Curriculum and Instruction, is recommending districts discontinue using the Eby Gifted Behavior Index for gifted screening, monitoring, and evaluation. The index is no longer published, is not well normed, and is a poor psychometric indicator of gifted potentiality in students, according to the Buros Mental Measurement Yearbook (12th edition), which provides test reviews by different professionals. *The actual MDE Memorandum dated May 13, 2010 that addresses the Eby Gifted Behavior Index follows the MAGC Assessment Overview.*
# 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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 30 minutes</td>
<td>K-12&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td></td>
<td>Riverside Publishing</td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies depending on number of batteries administered</td>
<td>K-12&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td></td>
<td>Riverside Publishing</td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Subjective Type Measure</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Ages 5-18 years</td>
<td>N/A</td>
<td>Hawthorne Educational Services</td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Subjective Type Measure</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>6.0 years – 13.11 years</td>
<td>N/A</td>
<td>Pearson Product</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Administration Time: 20 minutes</th>
<th>Age Range: Ages 4 through 90</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>PAR, Inc. Product Pro-Ed Product</th>
</tr>
</thead>
</table>

Naglieri Nonverbal Ability Test – Second Edition (NNAT2)

The Naglieri Nonverbal Ability Test – Second Edition (NNAT2) uses progressive matrices to allow for a culturally neutral evaluation of students’ nonverbal reasoning and general problem-solving ability regardless of the individual student’s primary language, education, culture, or socio-economic background. The format of the NNAT2 is very similar to the Raven’s. The NNAT-2 is based on seven levels, kindergarten through twelfth grade, which foster a normative understanding of general ability. The online version of the NNAT2 allows for automated capture, real time reporting and scoring, real time normative analysis, and no physical commitment on the part of school personnel to store, distribute, organize, and ship booklets. The NNAT2 correlates very well with the Wechsler Nonverbal Scale of Ability.

*Please Note: The NNAT3 was released during the spring of 2016. NNAT 2 materials will no longer be 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 will be required during the 2017-2018 school year and results from the NNAT2 will no longer be accepted to meet gifted referral criteria at that time.*

<table>
<thead>
<tr>
<th>Administration Time: 30 minutes</th>
<th>Age Range: K-12th grade</th>
<th>Nonverbal Component Only</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>
Otis-Lennon School Ability Test: Eighth Edition (OLSAT 8)

The Otis-Lennon 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.

<table>
<thead>
<tr>
<th>Administration Time: Varies per level</th>
<th>Age Range: K-12th Grade</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Administration Time: Approximately 45 minutes. Not timed.</th>
<th>Age Range: 6 years to adult</th>
<th>Nonverbal Components only.</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>

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.*

<table>
<thead>
<tr>
<th>Administration Time: N/A</th>
<th>Age Range: Ages 5 through 18 years</th>
<th>Subjective Type Measurement</th>
<th>Prufrock Press Product</th>
</tr>
</thead>
</table>
**Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES-2)**

The Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES-2) measures both aptitude and achievement. Aptitude is measured via the reasoning subtest. The child is asked to solve analogical problems by identifying relationships among pictures and figures. The other two subtests assess achievement. On one of these subtests, the child answers questions about language arts and social studies; on the other, he or she answers questions about mathematics and science. The child selects answers from a series of pictures, symbols, or words. The subtests can be used to examine the relationships between aptitude and achievement. The SAGES-2 offers easy, group administration by school personnel. The SAGES-2 also offers stand-alone subtests for language arts and social studies, math and science, and nonverbal reasoning. While untimed, each subtest requires approximately 20 minutes to administer. All of the SAGES-2 subtests can be administered in small groups or individually.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range</th>
<th>Nonverbal Components</th>
<th>Objective Type Measurement</th>
<th>PAR, Inc. Product Pro-Ed Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 20 minutes. Untimed.</td>
<td>K - 8th grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Slosson Intelligence Test Revised 3 (SIT-R3)**

The SIT-R3 is a quick and reliable individual screening test of verbal intelligence.
- Facilitates screening by providing a tentative diagnosis or confirmation of other test results to assist in proper placement or remediation.
- Includes score sheets adapted for scanning/electronic readers and a Manual Supplement for the Visually Impaired and the Blind.

Because test questions and norms are the same as those in the original, you may continue to use the 1998 Calibrated Norms Table and simply order the manual supplement for testing special populations.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Verbal Component Only</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20 minutes</td>
<td>4 years to 65 years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Scholastic Testing Service, Inc. Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td>6 years to adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Woodcock-Johnson III NU Tests of Cognitive Abilities (WJ III NU)

The WJ III NU Tests of Cognitive Abilities measures general intellectual ability and specific cognitive abilities.

**Please Note:** The WJ III NU Tests of Cognitive Abilities may be used as:
1. A screener in the referral process before the individual intelligence test is administered
2. An instrument to corroborate the Emerging Potential for Gifted information for eligibility purposes, after the individual intelligence test has been administered.

| Administration Time: Approximately 5 minutes per test; Cognitive Standard, seven tests, 35-45 minutes | Age Range: 2 years to 90+ years | Verbal and Nonverbal Components | Objective Type Measure | Riverside Product |
**LIST OF INDIVIDUAL INTELLIGENCE TESTS 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.

<table>
<thead>
<tr>
<th><strong>Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Administration Time: 1 Hour</td>
<td>Age Range: 6 years to 89 years</td>
</tr>
<tr>
<td>Nonverbal Components Only</td>
<td>Objective Type Measure</td>
</tr>
<tr>
<td>PAR, Inc. Product</td>
<td>Pro-Ed, Inc. Product</td>
</tr>
<tr>
<td>Stoelting Product</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kaufman Assessment Battery for Children-II (KABC-II)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The KABC-II is designed to assess cognitive development. It gives special attention to certain emerging test needs, such as use with handicapped individuals, learning disabilities, and the appropriateness for cultural and linguistic minorities.</td>
<td></td>
</tr>
<tr>
<td>Administration Time: 1 hour to 1 hour 30 minutes</td>
<td>Age Range: 2.5 years to 12.5 years</td>
</tr>
<tr>
<td>Verbal and Nonverbal Components</td>
<td>Objective Type Measure</td>
</tr>
<tr>
<td>Pearson Product</td>
<td>Stoelting Product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leiter International Performance Scale, Third Edition (Leiter-3)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Administration Time: 20-45 minutes</td>
<td>Age Range: 3 to 75+ years</td>
</tr>
<tr>
<td>Nonverbal Components Only</td>
<td>Objective Type Measure</td>
</tr>
<tr>
<td>PAR, Inc. Product</td>
<td>Stoelting Product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Naglieri Nonverbal Ability Test – Individual Administration (NNAT-Individual)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Administration Time: 25-30 minutes</td>
<td>Age Range: 5.0 – 17.11</td>
</tr>
<tr>
<td>Nonverbal Components Only</td>
<td>Objective Type Measure</td>
</tr>
<tr>
<td>Pearson Product</td>
<td></td>
</tr>
</tbody>
</table>
The RIAS is an individual test designed to measure general intelligence, while eliminating dependence on motor coordination, visual-motor speed, and reading skills. The RIAS Verbal Intelligence Index (VIX) assesses verbal intelligence by measuring verbal problem solving and verbal reasoning where acquired knowledge and skills are important. In addition, it assesses verbal-analytical reasoning with fewer vocabulary and general knowledge demands than the other subtest. The RIAS Nonverbal Intelligence Index (NIX) measures nonverbal reasoning skills that require the use of spatial ability and visual imagery. In addition, it measures nonverbal reasoning, which requires conceptualization of a picture, analysis of its gestalt, and deduction of what essential element is missing. The RIAS Composite Intelligence Index (CIX) is a summary estimate of global intelligence.

*The RIAS Verbal Intelligence Index (VIX), the RIAS Nonverbal Intelligence Index (NIX), OR the RIAS Composite Intelligence Index (CIX) may be used for gifted eligibility. As per the author of the RIAS, Dr. Cecil Reynolds, in addition to the RIAS Composite Intelligence Index (CIX), the RIAS 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.

Please note: The RIAS-2 was released during Oct.2015 but the digital platform was not available until mid-2016; therefore, exclusive future use of the RIAS-2 will be based on the 2016 date. 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 RIAS-2 will be required during the 2018-2019 school year and results from the RIAS will no longer be accepted to meet gifted referral criteria at that time.

| Administration Time: Approximately 30 minutes | Age Range: 3 years to 94 years | Verbal and Nonverbal Components | Objective Type Measure | PAR, Inc. Product Stoelting Product |
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), OR 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.

Please note: The RIAS-2 was released during Oct.2015 but the digital platform was not available until mid-2016; therefore, exclusive future use of the RIAS-2 will be based on the 2016 date. 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; therefore, the RIAS-2 will be required during the 2018-2019 school year and results from the RIAS will no longer be accepted to meet gifted referral criteria at that time.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>25-30 minutes</th>
<th>Age Range:</th>
<th>3-94 years</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>PAR, Inc. Product</th>
</tr>
</thead>
</table>

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.*

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>45-75 minutes</th>
<th>Age Range:</th>
<th>2 to 85+ years</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Riverside Publishing Stoelting Product</th>
</tr>
</thead>
</table>
**Universal Nonverbal Intelligence Test (UNIT)**

The UNIT can be used with children who may be disadvantaged on tests that depend, primarily, on language skills. The UNIT has a totally nonverbal administration and response style. It uses pantomime to deliver instructions incorporating eight hand and body gestures.

*Please Note:* 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 will be required during the 2018-2019 school year and results from the UNIT will no longer be accepted to meet gifted referral criteria at that time.

<table>
<thead>
<tr>
<th>Administration Time: 30-40 minutes</th>
<th>Age Range: 5 – 17 years</th>
<th>Nonverbal Components Only</th>
<th>Objective Type Measure</th>
<th>Riverside Publishing Stoelting Product</th>
</tr>
</thead>
</table>

**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.

*Please Note:* 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 it has been revised; therefore, the UNIT2 will be required during the 2018-2019 school year and results from the UNIT will no longer be accepted to meet gifted referral criteria at that time.

<table>
<thead>
<tr>
<th>Administration Time: 30 minutes (Standard Battery)</th>
<th>Age Range: 5-21 years</th>
<th>Nonverbal Components Only</th>
<th>Objective Type Measure</th>
<th>PAR, Inc. Product</th>
</tr>
</thead>
</table>

**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.*

<table>
<thead>
<tr>
<th>Administration Time: 1 hour</th>
<th>Age Range: 6 years to 16 years, 11 months</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Administration Time: 30-45 minutes</th>
<th>Age Range: 4 years to 21 years 11 months</th>
<th>Nonverbal Components Only.</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>

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.*

<table>
<thead>
<tr>
<th>Administration Time: Approximately 30 minutes</th>
<th>Age Range: 4 years to 85 years</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>PAR, Inc. Product Stoelting Product</th>
</tr>
</thead>
</table>
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.

### Test of Cognitive Abilities:
**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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Riverside Publishing Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 30 minutes</td>
<td>K-12th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The CogAT measures students’ 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.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Measure</th>
<th>Riverside Publishing Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies based on number of batteries administered</td>
<td>K-12th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Test of Cognitive Abilities:
**Woodcock-Johnson III NU Tests of Cognitive Abilities (WJ III NU)**

The WJ III NU Tests of Cognitive Abilities measures general intellectual ability and specific cognitive abilities.

*Please Note: The WJ III NU Tests of Cognitive Abilities may be used as:*

1. A screener in the referral process before the individual intelligence test is administered
   **OR**
2. An instrument to corroborate the Emerging Potential for Gifted information for eligibility purposes, after the individual intelligence test has been administered.

<table>
<thead>
<tr>
<th>Administration Time:</th>
<th>Age Range:</th>
<th>Objective Type Measure</th>
<th>Riverside Publishing Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 5 minutes per test; Cognitive Standard, 7 tests, 35-45 minutes</td>
<td>2 years to 90+ years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAGC ASSESSMENT OVERVIEW      REVISED 2017
The Otis-Lennon 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.

<table>
<thead>
<tr>
<th>Administration Time: Varies per level</th>
<th>Age Range: K – 12th grade</th>
<th>Verbal and Nonverbal Components</th>
<th>Objective Type Product</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>

**Group Intelligence Measure:**
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.

<table>
<thead>
<tr>
<th>Administration Time: This instrument is not timed. Students work at their own pace. Most students take approximately 45 minutes to complete.</th>
<th>Age Range: 6 years to adult</th>
<th>Nonverbal Components Only</th>
<th>Objective Type Measure</th>
<th>Pearson Product</th>
</tr>
</thead>
</table>
A district-developed matrix must be approved by 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: _______________________

<table>
<thead>
<tr>
<th></th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Intelligence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date administered:</td>
<td>80% - 84%</td>
<td>85% - 89%</td>
<td>90% - 93%</td>
<td>94% - 97%</td>
<td>98% &amp; above</td>
</tr>
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<td></td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td><strong>Normed Achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date administered:</td>
<td>80% - 84%</td>
<td>85% - 89%</td>
<td>90% - 93%</td>
<td>94% - 97%</td>
<td>98% &amp; above</td>
</tr>
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<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td><strong>General Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checklist:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date administered:</td>
<td>80% - 84%</td>
<td>85% - 89%</td>
<td>90% - 93%</td>
<td>94% - 97%</td>
<td>98% &amp; above</td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td><strong>Creativity Checklist:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date administered:</td>
<td>80% - 84%</td>
<td>85% - 89%</td>
<td>90% - 93%</td>
<td>94% - 97%</td>
<td>98% &amp; above</td>
</tr>
<tr>
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<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td><strong>Leadership Checklist:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date administered:</td>
<td>80% - 84%</td>
<td>85% - 89%</td>
<td>90% - 93%</td>
<td>94% - 97%</td>
<td>98% &amp; above</td>
</tr>
<tr>
<td></td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Total points for each column**

<table>
<thead>
<tr>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Total number of points**

<table>
<thead>
<tr>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

Please remember: A district-developed matrix must be approved by the MDE.
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: (573) 874-1710 or (800) 542-1673
Fax: (573) 442-9509 or (800) 442-9509
Website address: www.hes-inc.com
Email address: info@hes-inc.com
*Hawthorne does not have a contact person representing specifically the Mississippi area.

Pearson/Clinical Dept. (specifically for ordering GRS type assessment instruments)
*GRS type assessment instruments must be ordered from the Pearson Clinical Dept. and OLSAT type assessment instruments from the Pearson Educational Dept. 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
*Pearson now owns the Harcourt and American Guidance Services (AGS) companies.

Pearson/Educational Dept. (specifically for ordering OLSAT type assessment instruments)
*OLSAT type assessment instruments must be ordered from the Pearson Educational Dept. and GRS type assessment instruments from the Pearson Clinical Dept. 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 599704, San Antonio, TX 78259
Phone: 1-800-328-5999  Fax: 1-800-556-2103
Website address: www.pearsonassessments.com
Customer Service email address: Customer.Service1@pearson.com
Physical Address: Pearson
19500 Bulverde Road
San Antonio, TX 78259
*Pearson now owns the Harcourt and American Guidance Services (AGS) companies.
**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](http://www.proedinc.com)
*Pro-Ed, Inc. does not have a contact person representing specifically the Mississippi area.*

**Prufrock Press, Inc.**
P.O. Box 8813
Waco, TX 76714-8813
Phone: 1-800-998-2208/Fax: 1-800-240-0333
Website address: [www.prufrock.com](http://www.prufrock.com)
*Prufrock does not have a contact person representing specifically the Mississippi area.*

**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](http://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 Publishing**
3800 Golf Road, Suite 100
Rolling Meadows, IL 60008
Phone: 1-800-323-9540/Fax: 1-630-467-7192
Website address: [www.riverpub.com](http://www.riverpub.com)
*Contact person: Mickey Pounders
Riverside Assessment Consultant
Louisiana, Mississippi, and Alabama
Cell: 1-225-921-0613
Mickey.pounders@hmhco.com*
Scholastic Testing Services, Inc.
480 Meyer Road
Bensenville, Illinois 60106
Earth City, Missouri
Online Store:
1-630-766-7150
1-800-642-6787 for ordering
1-855-532-0787 for scoring information
Website address: www.ststesting.com

Stoelting Company
620 Wheat Lane
Wood Dale, Illinois 60191
Phone: 1-800-860-9775/Fax: 1-630-860-9775
Website address: info@StoeltingCo.com
*Contact person: Dr. Katy Genseka, Product Manager
  Phone: 800-860-9775, Ext. 220
  Katy@stoeltingco.com
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: _________________________

RAVEN’S 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: ________________________________________________
Percentiles: Total _____ Verbal _____ Nonverbal _____
Examiner: __________________________________________________

For Psychometrist/School Psychologist only -
Information reviewed by: _______________________________ Date: _________________
MEMORANDUM

To: Gifted Contact Persons

From: Trecina Green, Bureau Director
Office of Curriculum and Instruction

Date: May 13, 2010

Subject: Eby Gifted Behavior Index

The Mississippi Department of Education (MDE), through the Office of Curriculum and Instruction, is recommending districts discontinue using the Eby Gifted Behavior Index (EBGI or "Eby") for gifted screening, monitoring, and evaluation. The index is no longer published, is not well normed, and is a poor psychometric indicator of gifted potentiality in students, according to the *Buros Mental Measurement Yearbook (12th edition)*, which provides test reviews by different professionals.

The EGBI was published in 1989 and has not been revised. Criterion-related validity for the measure was established in a study that used only a 20-student sample, which is an unacceptable sample size to establish criterion-related validity. One reviewer of the measure noted, "this instrument fails to provide a psychometrically sound instrument for identifying giftedness...because of its weak psychometric properties, the EGBI would be an inappropriate tool for screening eligibility decisions, or evaluation of gifted students." Another reviewer indicated there was, "no reliability data of any type presented for the scales...technical data provided are quite inadequate; therefore it is not possible to recommend this measure for use in schools". Additionally, the status of the publisher is unknown and the measure is considered to be out of print.

As per MDE regulations, the identification process shall consist of a combination of objective and subjective measures to determine eligibility for the gifted program. All instruments must have been validated for the specific purpose for which they are used. Each school district determines the instruments that will best meet the needs of its students.

Please refer any questions to Chauncey Spears at 601-359-2586 or csppears@mde.k12.ms.us.

Central High School Building • 359 North West Street • P. O. Box 771 • Jackson, MS 39205-0771