

MAGC TRAINING  
PERTAINING TO  
THE  
MS DEPARTMENT OF EDUCATION  
STANDARDS FOR THE GIFTED EDUCATION PROGRAMS  
2013 Edition  
STANDARD VII:  
STUDENT IDENTIFICATION AND ASSESSMENT

Description: Potentially gifted students must be assessed to determine appropriate educational services. In order to help districts accomplish this effectively, the following guiding principles have been established.

**Guiding Principle 1 – District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.**

*(Guiding principle 1.1, which does NOT meet MDE monitoring criteria – No information about referral and assessment for gifted students is disseminated to school staff members.)*

**Guiding principle 1.2 -**

Written information about the district’s gifted education program, including how to refer and identify students, is available to all school facility members and the community at large.

*(Suggestions – local brochure, post IMP online)*

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**Guiding principle 1.3 –**

IN ADDITION TO LEVEL 1.2, professional development on characteristics of giftedness is provided to school staff to encourage student referrals based on those characteristics.

*(Suggestions – PD on characteristics - handout included)*

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**Guiding principle 1.4 –**

IN ADDITION TO LEVEL 1.3, written information about the district’s gifted education program is provided to parents and the community at large.

*(Suggestions – local brochure, post IMP online)*

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**Guiding Principle 2 – Equitable consideration for gifted education services is given to all students through the screening process.**

*(Guiding principle 2.1, which does NOT meet MDE monitoring criteria – Only high performing students are screened for possible gifted education services.)*

**Guiding principle 2.2 -**

All students comprise the initial pool of potential recipients for gifted education services and universal screening for gifted education services occurs at one grade level.

*(Suggestion – Mass screening)*

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**Guiding principle 2.3 –**

IN ADDITION TO LEVEL 2.2, universal screening occurs at multiple grade levels annually.

*(Suggestion – mass screen at multiple grade levels)*

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**Guiding principle 2.4 – N/A**

**Guiding Principle 3 – Referrals for gifted screening are accepted from multiple sources.**

*(Guiding principle 3.1, which does NOT meet MDE monitoring criteria – Referrals are accepted from classroom teachers only.)*

**Guiding principle 3.2 -**

Referrals are accepted from anyone who believes the student might be eligible for gifted program services.

*(Self-explanatory!)*

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**Guiding principle 3.3 –**

IN ADDITION TO LEVEL 3.2, written procedures are in place for soliciting referrals from multiple sources and those procedures are distributed.

*(Suggestions – IMP, local brochure)*

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**Guiding principle 3.4 –**

IN ADDITION TO LEVEL 3.3, the local school board has approved a policy regarding the referral process for the gifted education program from multiple sources.

*(Suggestion – address the MDE Referral Process in your IMP then have your school board approve your IMP)*

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**Guiding Principle 4 – Information about characteristics of giftedness and gifted programming is provided to parents.**

*(Guiding principle 4.1, which does NOT meet MDE monitoring criteria – Information about characteristics of giftedness is NOT provided to parents.)*

**Guiding principle 4.2 -**

Parents are provided information regarding characteristics of giftedness and gifted programming options offered by the district.

*(Suggestions – parent meetings, PTA/PTO, Parent Centers)*

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**Guiding principle 4.3 –**

IN ADDITION TO LEVEL 4.2, school libraries or district parent centers provide parents with materials specifically related to giftedness and/or special needs of gifted students.

*(Suggestion – local brochure)*

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**Guiding principle 4.4 –**

IN ADDITION TO LEVEL 4.3, the district’s informational meeting about the diverse nature of giftedness and the meeting times are well publicized.

*(Suggestion – address online on school/district website)*

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**Guiding Principle 5 – All student identification procedures and instruments shall be based on best practices and research.**

*(Guiding principle 5.1, which does NOT meet MDE monitoring criteria – Instruments and identification procedures used are NOT based upon best practices and research.)*

**Guiding principle 5.2 -**

The student assessment process utilizes multiple assessment measures that include both objective and subjective instruments.

*(Self-explanatory!)*

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**Guiding principle 5.3 –**

IN ADDITION TO LEVEL 5.2, information is gathered from multiple sources and used to allow flexibility in selecting the most appropriate measures for assessment of each student.

*(Suggestion – provide psychometrist with ‘Information for Psychometrist’ form - Handout included)*

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**Guiding principle 5.4 –**

IN ADDITION TO LEVEL 5.3, the assessment and placement process is done in a timely manner.

*(Suggestion – Try to finish the process within one semester!)*

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**Guiding Principle 6 – Reliable and valid instruments are used for identifying gifted students.**

*(Guiding principle 6.1, which does NOT meet MDE monitoring criteria – Assessment instruments used are NOT reliable and valid for identifying gifted students.)*

**Guiding principle 6.2 -**

Written information about the district’s gifted education program, including how to refer and identify students, is available to all school facility members and the community at large.

*(Suggestions – local brochure, post IMP online)*

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**Guiding principle 6.3 –**

IN ADDITION TO LEVEL 6.2, professional development on characteristics of giftedness is provided to school staff to encourage student referrals based on those characteristics.

*(Suggestion – checklist of characteristics of giftedness – handout included)*

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**Guiding principle 6.4 –**

IN ADDITION TO LEVEL 6.3, written information about the district’s gifted education program is provided to parents and the community at large.

*(Suggestions – local brochure, post IMP online)*

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**Guiding Principle 7 – Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.**

*(Guiding principle 7.1, which does NOT meet MDE monitoring criteria - No written procedures for student identification exist.)*

**Guiding principle 7.2 -**

The district has written procedures for student identification, informed consent, notification of results, student reassessment, and student exiting.

*(Suggestion – address all in IMP)*

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**Guiding principle 7.3 –**

IN ADDITION TO LEVEL 7.2, the district provides parents with information regarding all phases of the referral and assessment process and results.

*(Suggestion – Parent meetings being well documented)*

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**Guiding principle 7.4 –**

IN ADDITION TO LEVEL 7.3, individual conferences are held with parents to review the assessment team report, the requirements for annual reassessment of the student’s progress in the program, and the process for students entering and exiting the program.

*(\*Difficult for us in JPS because we are so large. We absolutely provide every time when requested by a parent or under any special circumstances.)*

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**Guiding Principle 8 – The district has a policy in place for parent appeals.**

*(Guiding principle 8.1, which does NOT meet MDE monitoring criteria – No written guidelines exist for parent appeals.)*

**Guiding principle 8.2 -**

The district has written procedures and guidelines for parent appeals in policy.

*(Suggestion – address in IMP)*

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**Guiding principle 8.3 –**

IN ADDITION TO LEVEL 8.2, these guidelines are available to district personnel and the public, and are implemented on a consistent basis.

*(Suggestion – IMP posted online)*

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**Guiding principle 8.4 –**

IN ADDITION TO LEVEL 8.3, these guidelines are reviewed on an annual basis and revised as necessary.

*(Suggestion – Document that you do this! Form a local Advisory Committee that includes community members. Keep ‘minutes’ of all meetings!)*

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**Guiding Principle 9 – Student assessment and instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student. Included is a comprehensive student profile that takes into account multiple factors.**

*(Guiding principle 9.1, which does NOT meet MDE monitoring criteria – The assessment instruments selected do not make provisions for students with limited English proficiency, cultural differences, economic considerations, environmental factors, achievement levels, and disabilities.)*

**Guiding principle 9.2 -**

The assessment instruments selected by assessment personnel make provisions for students with limited English proficiency, cultural differences, economic considerations, environmental factors, achievement levels, and disabilities.

*(\*Must provide psychometrist with all referral information for review!)*

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**Guiding principle 9.3 –**

IN ADDITION TO LEVEL 9.2, the district provides assessment personnel with training in the use of a variety of appropriate instruments for possible use during the assessment process.

*(\*Attend MAGC Assessment Training each year then take that information back to your school district personnel)*

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**Guiding principle 9.4 –**

IN ADDITION TO LEVEL 9.3, the selection of instruments is based upon a comprehensive student profile for each student that takes into account multiple factors.

*(\*Must provide psychometrist with all referral information for review!)*

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**Guiding Principle 10 – Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.**

*(Guiding principle 10.1, which does NOT meet MDE monitoring criteria – No professional development is in place for personnel involved in the assessment and identification of potentially gifted students.)*

**Guiding principle 10.2 -**

The district provides professional development for all personnel involved in the assessment and identification of potentially gifted students.

*(\*Good justification for attending the MAGC PreConference!)*

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**Guiding principle 10.3 –**

IN ADDITION TO LEVEL 10.2, the district’s gifted contact person and licensed examiners have successfully completed training regarding the assessment and identification of potentially gifted students.

*(\*This is why you are here today!)*

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**Guiding principle 10.4 –**

IN ADDITION TO LEVEL 10.3, training occurs on an ongoing basis.

*(\*Attend the MAGC PreConference every year then go back to your school district and provide this training to other school personnel)*

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# Characteristics of Giftedness

## Positive Characteristics

- ✓ Independent
- ✓ Keen sense of humor
- ✓ Willing to take risks
- ✓ Enjoys learning
- ✓ A good tester
- ✓ 1-2 repetitions for mastery learning
- ✓ Prefers adult like conversation
  - ✓ Thrives on complexity
  - ✓ Creative
- ✓ Advanced knowledge/vocabulary for age
  - ✓ Attention to details
  - ✓ High self-concept

## Negative Characteristics

- ✓ Rebellious/Non-conforming
  - ✓ Stubborn
  - ✓ Forgetful
  - ✓ Careless
  - ✓ Disorganized
- ✓ Bossy/likes to be in charge of people or things
  - ✓ Low/no interest to details
  - ✓ Limited vocabulary
  - ✓ Wild, silly ideas or thoughts
- ✓ May have difficulty relating to others
  - ✓ Low self-concept

**If this sounds like a child you know, please talk with your local teacher of the gifted.**

**STUDENT INFORMATION  
PROVIDED FOR PSYCHOMETRIST**

Student's Name: \_\_\_\_\_

Student MSIS/SAM7 ID #: \_\_\_\_\_

Race/Sex: \_\_\_\_\_

School/Grade/Teacher: \_\_\_\_\_

Student's DOB: \_\_\_\_\_

Glasses? Yes/No                      Hearing Aids (H. Aids): Yes/No

Meds? Yes/No Condition: \_\_\_\_\_

Emerging Potential for Gifted? Yes/No

English Language Learner (ELL)? Yes/No

Speech/Language (S/L)? Yes/No Area: \_\_\_\_\_

Exceptional Ed? Yes/No Area: \_\_\_\_\_

RAVENS Date: \_\_\_\_\_ Percentile: \_\_\_\_\_

Mass screened-yes/no Examiner: \_\_\_\_\_

GRS - Date: \_\_\_\_\_

Examiner's FIRST & LAST name: \_\_\_\_\_

(This is NOT the name of the teacher of the gifted)

Intellectual score: \_\_\_\_\_ Academic score: \_\_\_\_\_

Creativity score : \_\_\_\_\_ Artistic score : \_\_\_\_\_

Leadership score: \_\_\_\_\_ Motivation score: \_\_\_\_\_

OLSAT - Date: \_\_\_\_\_

Percentiles: Total \_\_\_\_\_ Verbal \_\_\_\_\_ Nonverbal \_\_\_\_\_

Examiner: \_\_\_\_\_

For Psychometrist only -

Information reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_