

Promising Practices for Identifying Gifted Students from Special Populations

PRACTICES	DESCRIPTION
New constructs of giftedness	Extending definitions of giftedness to include specific cultural perspectives in a holistic context
Dynamic Assessment	Using in-class, continuous tasks and activities to examine learning strengths and using this information to generate future tasks
Using a multiple-measure/ multiple-criteria approach	Creating a matrix that includes variables relevant to categories of diversity. (Baldwin, Frasier, SOMPA)
Describing absolute and specific interests and behaviors	Using self-reported interests and abilities in narratives or teacher checklists
Using appropriate instruments that include non-verbal measures designed to include underserved populations; examining subtest scores on standardized measures	Instruments such as Raven's Progressive Matrices; Wechsler Intelligence Scale for Children WISC-IV(subtests); the UNIT, the Naglieri
Identifying cultural and contextual behaviors and traits that may influence manifestations of talent	Identify cultural strengths valued in the ethnic population and develop a checklist according to these strengths (Castellano)
Performance-based assessment through learning opportunities	Design enrichment activities that allow students to demonstrate their abilities and assess through guided observation using worksheets and assessment summaries (Maker: Discover)
Authentic assessment in real world contexts	Looking for manifestations of talent potential, alternative behaviors, situations, and interpretations using portfolios, reflections, products
Tests that measure qualities of divergent thinking and creativity	Kranz Talent Identification Instrument; Gardner; Sternberg Triarchic Theory Model; Torrance Tests of Creative Thinking; Wallace & Adams Thinking Actively in a Social Context (TASC)
Experimental Programs	Complete a needs assessment of a special population and design a gifted program based on these needs with pre- and post-testing
Probationary Status in Program	
Case Studies and Interviews	

References:

Kranz Talent Identification Instrument; Gardner; Sternberg Triarchic Theory Model
 Torrance Tests of Creative Thinking; Wallace & Adams Thinking Actively in a Social Context (TASC)
 Raven's Progressive Matrices; Wechsler Intelligence Scale for Children WISC-R; (Baldwin, Frasier, SOMPA) Maker: Discover