Procedures for Identification of Children for Potential Inclusion in the Gifted and Talented Program

Identification

Use a team approach to provide consistent and continuous identification processes school-wide. The following four-step identification process ensures data-collection processes are reliable and valid.

The information gathered from the first two steps, below, is used to create a profile of the student. This profile is used to refer the student to the school support team. It informs decisions about how best to support the student's learning.

1. Teachers use current data from school-based screening and assessment	Teachers collect data on all students from school-based screening and assessment (as outlined below). Use data from a range of sources which show the student's current performance e.g. • screening tests • standardised tests • teacher created tests • NAPLAN (as an additional data source).
2. Teachers collect data using checklists for gifted and talented	Gather a range of evaluative judgments about the student by using checklists with parents, teachers, peers and the students themselves.
3. Learning Support Co-ordinator, School Counsellor and classroom teacher collect data using ability and academic assessments	Off-level testing – Learning Support Co-ordinator or classroom teacher: • applies standardised tests as in school-based screening (Step 1) but at a level above the current grade of the student • identifies the extent of a student's knowledge or skill in an area of giftedness or talent. Aptitude tests measure a student's potential to perform well academically. These tests assess performance in school-based tasks. Some aptitude tests can only be administered by School Counsellors.
4. Learning Support Co-ordinator with assistance from the School Counsellor collects data using cognitive assessments	IQ or cognitive assessment or other assessment as deemed necessary by the school counsellor to: • provide information on a student's potential to perform well academically • establish level of giftedness and talent for appropriate provision • determine suitability for accelerated or special placement.

Referring Students for Identification and Further Assessment

The Student Referral to Learning Support Team (Appendix A)

Identification Tools

- Standardised tests currently used: PAT-Maths, PAT- Comprehension, PAT-Vocab, South Australian Spelling Test, Running records, MTSonline Maths Testing, NAPLAN (as per Assessment and Reporting Overview)
- IQ testing (private psychologist/school counsellor), group IQ test (Raven's Progressive Matrices)
- Other: ICAS assessments
- Teacher nomination (checklists included)
- Parent Information

Criteria for possible inclusion in Gifted and Talented Program

Test/Instrument	Criteria for inclusion in talent pool
NAPLAN	Top band (Year 3: band 6, Year 5: band 8) in Numeracy or Literacy
IQ testing	IQ 120+ on group or individual test
SA spelling test	Spelling age in advance of 3 years of chronological age e.g., 10 year old with spelling age of 13 years.
PAT-Maths	Stanine 8 (10%) or 9 (top 2%)
PAT-Vocab	Stanine 8 (10%) or 9 (top 2%)
PAT- Comprehension	Stanine 8 (10%) or 9 (top 2%)
CARS (Comprehension and Reading Strategies)	Working significantly above class level
Torch Reading	Stanine 8 (10%) or 9 (top 2%)
MTSonline (Maths)	66-100% in above year level
BEST Start	Above year level cluster markers
PLAN	Data collation
ICAS results	Distinction or High Distinction
SENA 1 SENA 2	Level 5
Reading Level (K & 1)	Significantly above class level e.g., 20+ at end of K, 30+ at end of Year 1

Parent checklists

Micheal Sayler's "Things My Young Child Has Done" (Appendix B)
http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/cklpares1things.pdf

Nomination by Parent or Caregiver (included in the NSW Policy and Implementation Strategies for the Education of Gifted and Talented Students – Support Package – Identification located at:
www.curriculum**support**.education.**nsw**.gov.**au**/policies/.../polsuppid.pdf)

Teacher Checklists

Primary and Secondary Teacher Nomination Form (available from:
https://education.arts.unsw.edu.au/media/.../Module2_**PRIMARY**.pdf)

Nomination by Teacher (included in the NSW Policy and Implementation Strategies for the Education of Gifted and Talented Students – Support Package – Identification located at:
www.curriculum**support**.education.**nsw**.gov.**au**/policies/.../polsuppid.pdf)

Scales for Rating the Behavioural Characteristics of Superior Students – Reading, Mathematics, Science and Technology (samples included)
(Available for purchase from Prufrock Press at: http://www.prufrock.com/Scales-for-Rating-the-Behavioral-Characteristics-of-Superior-Students-Print-Version-100-Booklets-P1830.aspx)