

# Programmatic: Gifted Testing

## WHAT IS THE DEFINITION AND PURPOSE?

Gifted testing is utilized to ensure fairness and equity in identifying students who are gifted. The purpose of gifted testing is to:

1. Identify which students are eligible to receive gifted services.

## WHEN IS THIS ASSESSMENT ADMINISTERED?

Testing is scheduled periodically throughout the school year. CogAT testing is offered once a month, 9 months out of the school year for incoming Kindergarten students through 7th grade students. In January all 2nd grade students are tested at their school sites. During this testing period we also offer testing at school sites for students in 3rd through 6th grade. NNAT testing will be administered at the kindergarten level at selected sites based on data.

## WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data in three different reasoning tasks which are verbal, quantitative, and nonverbal. Students who receive a score of 97th percentile or above in one or more of the three areas assessed or a composite score of 95th percentile or above are eligible for gifted services.

## WHAT GIFTED TEST DOES CUSD UTILIZE?

CUSD administers the state-approved [Cognitive Abilities Test \(CogAT\)](#) to all second-grade students. In an effort to develop equitable identification protocols, administer culturally sensitive assessments and offer early access to gifted services, as recommended by the National Association for Gifted Children, CUSD also administers the Naglieri Nonverbal Ability Test (NNAT) to kindergarten students at selected schools based on data. More details can be found on the [Arizona Department of Education's website](#).

## WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Family	Family involvement based on results brought home by the student or provided by the teacher	<ul style="list-style-type: none"> <li>• What are some ways we can personalize learning for my child?</li> <li>• Is my child eligible to receive gifted services in CUSD?</li> <li>• What gifted programming options are available?</li> <li>• Where can I learn more about what giftedness means?</li> <li>• What areas of reasoning does my child rely on when solving-problems?</li> </ul>
Teacher	Use data to identify cognitive abilities	<ul style="list-style-type: none"> <li>• What are the cognitive abilities of the students in my classroom?</li> <li>• Understand that students with high cognitive abilities often exhibit asynchrony. Do I have any students that exhibit asynchrony?</li> </ul>
	Differentiate curriculum and instruction	<ul style="list-style-type: none"> <li>• How can I differentiate in the classroom to capitalize on a child's cognitive strengths?</li> <li>• What are some strategies that help students capitalize on their high cognitive abilities?</li> <li>• How can I incorporate more opportunities for problem-solving and higher-level thinking?</li> <li>• How do I meet the needs of students exhibiting asynchrony in the classroom?</li> </ul>
Site Student Support Professionals (e.g., reading/math specialist)	Differentiate curriculum and instruction and/or support teachers in differentiation	<ul style="list-style-type: none"> <li>• How can I differentiate in the classroom to capitalize on a child's cognitive strengths?</li> <li>• What are some strategies that help students capitalize on their high cognitive abilities?</li> <li>• How can I incorporate more opportunities for problem-solving and higher-level thinking?</li> <li>• How do I meet the needs of students exhibiting asynchrony in the classroom?</li> </ul>



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### WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review end-of-year/course summative assessment data	<ul style="list-style-type: none"> <li>• What training/support do teachers need to address learning needs of students?</li> <li>• What additional resources are needed to support our students?</li> </ul>
Site Administration	Identify resources and strategies to support students with high cognitive abilities	<ul style="list-style-type: none"> <li>• What are some ways we can cluster students with like abilities to encourage collaboration and higher-level thinking?</li> <li>• How can I find ways to help equip my teachers with the information and tools necessary to meet the needs of high-ability learners?</li> </ul>
District Student Support Professionals (e.g., coaches/specialists)	Support teachers in meeting the needs of students with high cognitive abilities	<ul style="list-style-type: none"> <li>• What instructional strategies, curriculum and resources are beneficial to meet the needs of high-ability learners?</li> <li>• What professional development do teachers need to support students with high cognitive abilities?</li> <li>• What professional development do teachers need to obtain their gifted endorsement?</li> </ul>
	Support parents in meeting the needs of students with high cognitive abilities	<ul style="list-style-type: none"> <li>• Oversee various curricular options to meet the needs of students with high cognitive abilities.</li> </ul>

Who	Action	How
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> <li>• What district trends are evident in the data?</li> <li>• What school trends are evident in the data?</li> <li>• Which sites may need additional supports and/or resources to meet the needs of their students?</li> <li>• How can we support schools and staff to improve achievement?</li> </ul>