

NEBOCES Gifted and Talented Assessments

					<u>Quantitative</u>		<u>Qualita- tive</u>
<u>Assessment</u>	<u>Description</u>	<u>Ages</u>	<u>Length of time to administer test</u>	<u>Administrator</u>	<u>Cognitive</u>	<u>Achieve- ment</u>	<u>Behavior</u>
TOMAGS-2 Test of Mathematical Abilities for Gifted Students	Factors to help determine WHEN to give TOMAGS-2: <ul style="list-style-type: none"> • Student has a qualifying cognitive score, but not consistent achievement with NWEA or CMAS (need to determine area of strength) • Younger students who have only taken K-2 NWEA • Help to determine where a student is performing to assist with placement decisions (what are they ready for)? 	1st to 6th grade (normed starting at age 6)	20-45 minutes (untimed)	Paula McGuire	X	X	
TTCT - Verbal Torrance Test of Creative Thinking - Verbal	Factors to help determine WHEN to give Torrance-Verbal: <ul style="list-style-type: none"> • Student does very well with creating stories, creative writing, etc.; may have strong NWEA Reading Scores and higher cognitive scores but not necessarily qualifying • Student has verbal storytelling abilities that seem well beyond his/her years 	K-90+	45 minutes	Paula McGuire or Christie Daugherty	X		X

	<ul style="list-style-type: none"> Student has inconsistent achievement data, but has shown high achievement (some potentially qualifying) in past 						
TTCT - Figural Torrance Test of Creative Thinking - Verbal	Factors to help determine WHEN to give Torrance-Figural: <ul style="list-style-type: none"> Student has no qualifying cognitive score, but teachers continue to comment on unusual or interesting conceptual understanding Student has tendencies to react to school completely different than others (i.e., behavior, disconnected), but still shows understanding and can receive adequate score on tests (75th or above) High achievement scores in one area, but nothing else that supports gifted identification (especially in combination with one of above) 	K-90+	45 minutes	Paula McGuire or Christie Daugherty	X		X
KBIT-2 Kaufman Brief Intelligence Test - 2	Factors to help determine WHEN to give KBIT: <ul style="list-style-type: none"> Student has high (maybe qualifying) achievement scores but no qualifying cognitive score from a CogAT Student is a mid-year transfer or teacher referral that should be 	4-90+	20-45 minutes (untimed)	Paula McGuire	X		

	<p>addressed sooner than the next CogAT window</p> <ul style="list-style-type: none"> Families and teacher(s) are both referring student but both achievement and/or cognitive scores on file are not qualifying 						
TORC-4 Test of Reading Comprehension	Factors to help determine WHEN to give TORC-4: <ul style="list-style-type: none"> Student has a qualifying cognitive score, but not consistent achievement scores with NWEA or CMAS (need to determine area of strength) Younger students who have only taken K-2 NWEA Help to determine where a student is performing to assist with placement decisions (what are they ready for)? 	7-17	45-90 minutes (varies by student performance)	Paula McGuire		X	
PCA Profile of Creative Abilities	Factors to help determine WHEN to give PCA: <ul style="list-style-type: none"> Student has no qualifying cognitive score, but teachers continue to comment on unusual or interesting conceptual understandings Student may not do well on a timed test (the Torrance is timed, but also a Creativity Assessment) 	5-14	20-45 minutes (untimed)	Christie Daugherty	X		X

	<ul style="list-style-type: none"> Student has tendencies to react to school completely different than others (i.e., behavior, disconnected), but still shows understanding and can receive adequate score on tests (75th or above) 						
TEMA-3 Test of Early Mathematical Abilities	Factors to help determine WHEN to give TEMA: <ul style="list-style-type: none"> Kindergarten or 1st grade students with very strong number sense in classroom Student has not yet been exposed to traditional subtraction concepts (given age) but shows awareness of operations Cautionary note: students doing very well on this assessment will likely need a follow up TOMAGS to understand placement and knowledge 	3-8	20-45 minutes (untimed)	Paula McGuire	X		
SAGES-3 Screening Assessment for Gifted Elementary and Middle School Students	Factors to help determine WHEN to give SAGES-3: <ul style="list-style-type: none"> You have a group of 2-10 students who need a cognitive score (SAGES has a verbal and nonverbal cognitive test), as this assessment allows for group testing Student has inconsistent achievement data (English/Social Studies is a 	K-8 (Split into two levels of K-3 and 4-8)		Paula McGuire or Christie Daugherty	X	X	

	combined test for SAGES and Math/Science is a combined test)						
ITBS Iowa Test of Basic Skills	Factors to help determine WHEN to give ITBS: <ul style="list-style-type: none"> • Student has inconsistent or no achievement data to support cognitive score • Progress monitoring for already identified student (will take assessment one grade level above current grade level) • Science NWEA is not given or is inconsistent, so we need to back up data • Social Studies information is needed 	K-8	Depends on the assessment being given (Varies between 10 minutes and 50 minutes depending on the battery and form)	Building coordinator, Christie Daugherty, or Paula McGuire		X	
MAP Musical Aptitude Profile	Factors to help determine WHEN to give MAP: <ul style="list-style-type: none"> • Student is being considered for a music identification and needs additional quantitative data • Student has performance data, but no aptitude data • 	Grades 5-12	Approximately 3.5 hours total Tests can be split up for time, but entire assessment needs to be given for score	Classroom/ music teacher, building coordinator	X		
Renzulli Scales	Factors to help determine WHEN to use Renzulli Scales:	Grades K-12	untimed	Student, teacher, building			X

	<ul style="list-style-type: none"> • More qualitative data is needed to support an identification • Progress monitoring student on goals (teacher completion) • Self-evaluation/progress monitoring on goals (student completion) 			coordinator			
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