

MISSISSIPPI ASSOCIATION
FOR GIFTED CHILDREN
(MAGC)

ASSESSMENT OVERVIEW

This document contains a selection of tests for assessment personnel to consider when conducting evaluations for gifted eligibility. A peer review and update concerning this MAGC Assessment Overview will be conducted on an annual basis.

Original distribution August, 2009
Updated May, 2010

MAGC Assessment Peer Review Committee:

MAGC formed a committee to develop a document that would include an overview of screening and assessment instruments used in the Referral to Placement process concerning gifted eligibility in Mississippi. Joyce Youngblood, President of MAGC, Donna Welborn, Teresa Mosley, Alice Laguay, Juliana Stolz, Carol Paola, Judy Ratcliff, Shawn Ladner, and Betty Merhundrew served on this committee with Donna Welborn as Chair. Each of these individuals has extensive experience concerning the gifted eligibility assessment process. The committee has developed a document that includes objective and subjective assessments and screeners, suggestions for assessment personnel, and company contact information.

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ASSESSMENT OF THE GIFTED STUDENT IN THE STATE OF MISSISSIPPI

“Few experiences are more fascinating than testing a gifted child. From the first moments of meeting the child, a picture of that child’s pattern of abilities and perhaps, relative weaknesses, become apparent. Amidst the enjoyment of getting to know the child, the pieces of the puzzle are being put into place and the final puzzle is always unique from all others.”
(Gilman, 2003)

“While most professionals are trained to assess many kinds of children, few are specifically trained to assess gifted children. The general perception is that these students, with abilities and strengths in many areas, have no special needs, educational or otherwise, that merit special attention. For this reason, it is so important that children referred for a gifted evaluation be evaluated by a professional with experience in working with this population”.
(Osborn, 2005)

As per Mississippi Department of Education (MDE) Regulations for the Gifted Education Programs in Mississippi, the identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted program. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process must be followed to insure a fair evaluation of each individual student. All instruments administered must have been validated for the specific purpose for which they are being used. Each school district determines the instruments that will best meet the needs of their students.

The data presented in this document were obtained from test manuals, technical manuals, and research documents. The following information is not an all-inclusive list. The list is neither mandated nor approved by the Mississippi Department of Education.

LIST OF SCREENING INSTRUMENTS FOR GIFTED REFERRAL ELIGIBILITY:

(*Qualifications for administering Level B assessment instruments, such as screening instruments, require the administrator to have appropriate training and experience in the ethical and competent administration of screening instruments. This may include classroom teachers, teachers of the gifted, and school counselors who have been trained appropriately.)

Recommended DISCONTINUED use of the: Eby Gifted Behavior Index (EGBI/EBY)

The Mississippi Department of Education (MDE), through the Office of Curriculum and Instruction, is recommending districts **discontinue** using the Eby Gifted Behavior Index for gifted screening, monitoring, and evaluation. The index is no longer published, is not well normed, and is a poor psychometric indicator of gifted potentiality in students, according to the *Buros Mental Measurement Yearbook (12th edition)*, which provides test reviews by different professionals.

*The actual MDE Memorandum dated May 13, 2010 that addresses the Eby Gifted Behavior Index follows the MAGC Assessment Overview.

Gifted Evaluation Scale-Third Edition (GES-3)

The GES-3 is based on the most widely used definitions of gifted in federal and state regulations, including the Gifted and Talented Children's Act of 1978 and the Jacob K. Javits Gifted and Talented Students Education Act of 1988. The GES-3 provides a measure of Intellectual, Creativity, Specific Academic Ability, Leadership Ability, Performing and Visual Arts, and Motivation. ***Only the Intellectual, Creativity, and Leadership Ability areas can be used to meet referral criteria for intellectually gifted in Mississippi according to Mississippi regulations.***

Age range: Ages 5 through 18

(Hawthorne Educational Services product) (Subjective type measure)

****Please note: The Gifted Evaluation Scale-Third Edition (GES-3) became available for purchase on April 25, 2009. The GES-2 should no longer be used..***

Gifted Rating Scales (GRS)

The Gifted Rating Scales (GRS) are norm-referenced rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students. The GRS is designed to help identify children for placement in gifted and talented educational programs. Teachers complete the six brief scales on the School-Age GRS-S form. The six domains include: intellectual, academic, motivation, creativity, leadership, and artistic talent. ***ONLY the intellectual, leadership, and creativity domains can be used to meet referral criteria in Mississippi according to Mississippi regulations.***

Age range: 6.0 through 13.11

(Pearson product) (Subjective type measure)

Kaufman Brief Intelligence Test – Second Edition (KBIT-2)

The Kaufman Brief Intelligence Test – Second Edition (KBIT-2) is a brief, individually administered measure of verbal and nonverbal cognitive ability. The KBIT-2 yields three scores: Verbal, Nonverbal, and the IQ Composite. The Verbal score comprises two subtests (Verbal Knowledge and Riddles) and measures verbal, school-related skills by assessing a person's word knowledge, range of general information, verbal concept formation, and reasoning ability. The Nonverbal score (the Matrices subtest) measures the ability to perceive relationships and complete visual analogies. All Matrices items involve pictures or abstract designs rather than words.

Administration time: 20 minutes Age range: 4 through 90

**This assessment instrument contains verbal and nonverbal components.*

(PAR, Inc. product) (Pro-Ed product) (Objective type measure)

Naglieri Nonverbal Ability Test – Second Edition (NNAT2)

The Naglieri Nonverbal Ability Test – Second Edition (NNAT2) uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture, or socioeconomic background. The format of the NNAT2 is very similar to the Raven's. The NNAT2 correlates very well with the Wechsler Nonverbal Scale of Ability.

Administration time: 30 minutes Age range: Kindergarten through twelfth grade

**This assessment instrument contains nonverbal components only.*

(Pearson product) (Objective type measure)

PLEASE NOTE: The NNAT2 may be used as a screener OR as the final intelligence measure but it may not be used as BOTH.

Otis-Lennon School Ability Test: Eighth Edition (OLSAT 8)

The Otis-Lesson School Ability Test: Eighth Edition (OLSAT 8), by evaluating a student's performance on a variety of tasks, assesses those abilities that are related to success in school. Tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies are included in the OLSAT 8 since they have been shown to be valid measures of an individual's ability to reason logically. To learn new things, students must be able to perceive accurately, to recognize and recall what has been perceived, to think logically, to perceive relationships, to abstract from a set of particulars, and to apply a generalization to new and different contexts. The OLSAT 8 has one form (Form 5) that consists of seven levels from Kindergarten through the twelfth grade

(Level A=Kindergarten, Level B=First grade, Level C=second grade, Level D=third grade, Level E=fourth and fifth grades, Level F=sixth, seventh, and eighth grades, and Level G=ninth, tenth, eleventh, and twelfth grades). Each level is ordered separately and contains separate directions. The OLSAT 8 can be hand scored or machine scored.

Administration time: Varies per level Age range: Kindergarten through twelfth grade

**This assessment instrument contains verbal and nonverbal components.*

(Pearson product) (Objective type measure)

Raven's Standard Progressive Matrices (Raven's)

The Raven's measures visual perceptual skills and the ability to form perceptual relationships. It measures a student's ability to reason by analogy, which helps students to understand new material more readily. It also measures a student's ability to make sense of complex data. The Raven's was designed to be independent of language, culture, or formal school experience.

Administration time: This instrument is not timed. Students work at their own pace.

Most students take approximately 45 minutes to complete this test.

Age range: 6 years to adult

**This assessment instrument contains nonverbal components only.*

(Pearson product) (Objective type measure)

Scales for Identifying Gifted Students (SIGS)

The Scales for Identifying Gifted Students (SIGS) is a norm-referenced rating scale designed to assist school districts in the identification of students as gifted. The School Rating Scales (SRS) form is designed to be completed by a teacher, counselor, or other professional who has had an opportunity to observe the student for an extended period of time. The SIGS assesses seven areas: general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership. ***ONLY the general intellectual ability, creativity, and leadership areas can be used to meet referral criteria in Mississippi according to Mississippi regulations.*** The results of the SIGS can be interpreted with reference to two sets of national norms: General or Gifted. If the SIGS is gathered during the gifted referral process, the results should be interpreted with reference to the General norms.

Age range: 5 through 18

(Prufrock Press product) (Subjective type measure)

Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES-2)

The Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES-2) measures both aptitude and achievement. Aptitude is measured via the reasoning subtest. The child is asked to solve analogical problems by identifying relationships among pictures and figures. The other two subtests assess achievement. On one of these subtests, the child answers questions about language arts and social studies; on the other, he or she answers questions about mathematics and science. The child selects answers from a series of pictures, symbols, or words. The subtests can be used to examine the relationships between aptitude and achievement. The SAGES-2 offers easy, group administration by school personnel. The SAGES-2 also offers stand-alone subtests for language arts and social studies, math and science, and nonverbal reasoning. While untimed, each subtest requires approximately 20 minutes to administer. All of the SAGES-2 subtests can be administered in small groups or individually.

Age range: Kindergarten through eighth grade

(PAR, Inc. product) (Pro-Ed product) (Objective type measure)

Woodcock-Johnson III NU Tests of Cognitive Abilities (WJ III NU)

The WJ III NU Tests of Cognitive Abilities measures general intellectual ability and specific cognitive abilities.

Administration time: About five minutes per test;

Cognitive Standard, seven tests, 35-45 minutes;

Achievement Standard, eleven tests, 55-65 minutes.

Age range: 2 to 90+ years

PLEASE NOTE: The WJ III NU Tests of Cognitive Abilities may be used as a screener OR as an instrument to determine eligibility for Culturally Disadvantaged.

(Riverside product) (Objective type measure)

LIST OF INDIVIDUAL INTELLIGENCE TESTS TO ASSESS GIFTED

ELIGIBILITY:

(*Qualifications for administering Level C assessment instruments, such as individual intelligence tests, require the administrator to have an advanced degree that provides appropriate training in the administration, interpretation, and ethical and competent use of psychological tests. In Mississippi this includes licensed examiners/psychometrists.)

Comprehensive Test of Nonverbal Intelligence, 2nd Ed. (CTONI-2):

The CTONI-2, a norm-referenced test, uses nonverbal formats to measure general intelligence of children and adults whose performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities. It includes new oral instructions for common non-English languages in the United States.

Administration time: One hour

Age range: 6 years to 89 years

**This assessment instrument contains nonverbal components.*

(PAR, Inc. product) (Pro-Ed, Inc. product) (Stoelting product) (Objective type measure)

Kaufman Assessment Battery for Children-II (KABC-II):

The KABC-II is designed to assess cognitive development. It gives special attention to certain emerging test needs, such as use with handicapped individuals, learning disabilities, and the appropriateness for cultural and linguistic minorities.

Administration time: 1 hour to 1 hour 30 minutes

Age range: 2 ½ years to 12 ½ years

**This assessment instrument contains verbal and nonverbal components.*

(Pearson product) (Stoelting product) (Objective type measure)

Leiter International Performance Scale: Revised (Leiter-R):

The Leiter-R is a nonverbal test. It can be administered completely without the use of oral language, even with instructions. It only measures nonverbal intelligence. Because it excludes language, it appears to be more accurate when assessing children who have language deficits. It is appropriate to use with children who have autism, Asperger's syndrome, hearing impairment, and those children who seem to think "outside the box".

Administration time: 30-45 minutes

Age range: 2 years to 20 years

**This assessment instrument contains nonverbal components only.*

(PAR, Inc. product) (Stoelting product) (Objective type measure)

Reynolds Intellectual Assessment Scales (RIAS):

The RIAS is an individual test designed to measure general intelligence, while eliminating dependence on motor coordination, visual-motor speed, and reading skills. The RIAS yields a Verbal Intelligence Index (VIX) that assesses verbal intelligence by measuring verbal problem solving and verbal reasoning where acquired knowledge and skills are important. In addition, it assesses verbal-analytical reasoning with fewer vocabulary and general knowledge demands than the other subtest. The Nonverbal Intelligence Index (NIX) measures nonverbal reasoning skills that require the use of spatial ability and visual imagery. In addition, it measures nonverbal reasoning, which requires conceptualization of a picture, analysis of its gestalt, and deduction of what essential element is missing. The Composite Intelligence Index (CIX) is a summary estimate of global intelligence.

Mississippi regulations require that ONLY the Composite Index can be used for eligibility.

Administration time: Approximately 30 minutes

Age range: 3 years to 94 years

**This assessment instrument contains verbal and nonverbal components.*

(PAR, Inc. product) (Stoelting product) (Objective type measure)

Stanford-Binet Intelligence Scale: Fifth Edition (SB-5):

The SB-5 provides a Full Scale IQ. In addition, it assesses the areas of Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, and Working Memory. The verbal portions of the SB-5 assume the individual being tested is familiar with the English language and its vocabulary, syntax, grammar, and functional usage.

Mississippi regulations require that ONLY the Full Scale IQ can be used for eligibility.

Administration time: 45-75 minutes

Age range: 2 years to 85+ years

**This assessment instrument contains verbal and nonverbal components.*

(Riverside Publishing product) (Stoelting product) (Objective type measure)

Universal Nonverbal Intelligence Test (UNIT):

The UNIT can be used with children who may be disadvantaged on tests that depend, primarily, on language skills. The UNIT has a totally nonverbal administration and response style. It uses pantomime to deliver instructions incorporating eight hand and body gestures.

Administration time: 30-40 minutes

Age range: 5 years to 17 years

**This assessment instrument contains nonverbal components only.*

(Riverside Publishing product) (Stoelting product) (Objective type measure)

Wechsler Intelligence Scale for Children: Fourth Edition (WISC IV):

The WISC IV provides a measure of general intelligence. It yields five index scores: Full Scale IQ, Verbal Comprehension Index (VCI), Perceptual Reasoning Index (PRI), Working Memory Index (WMI), and Processing Speed Index (PSI). The WISC IV provides measures of verbal intelligence, fluid intelligence, working memory, and processing speed. The Full Scale IQ is obtained by using the ten core subtests.

Mississippi regulations require that ONLY the Full Scale IQ can be used for eligibility.

Administration time: 1 hour to 1 hour 30 minutes

Age range: 6 years to 16 years 11 months

**This assessment instrument contains verbal and nonverbal components.*

(Pearson product) (Objective type measure)

Wechsler Nonverbal Scale of Ability (WNV):

The WNV is an individual test that is well suited to measure the general ability of children who cannot be assessed with tests requiring knowledge and use of a particular language. In addition, the WNV is appropriate for individuals who may be limited in their ability to profit from verbal stimulation. The WNV may be particularly appropriate for English language learners, children with language disorders, children who come from culturally and linguistically diverse populations, those children who have developmental delays, instructional challenges, and/or environmental challenges. This test allows children to be assessed in a way that is minimally influenced by limited English skills. This instrument is appropriate to use with children who demonstrate particular strengths in nonverbal skills.

Administration time: 30-45 minutes

Age range: 4 years to 21 years, 11 months

**This assessment instrument contains nonverbal components only.*

(Pearson product) (Objective type measure)

Wide Range Intelligence Test (WRIT):

The WRIT is an individual test made up of four subtests that yields a Verbal Reasoning IQ, a Visual Reasoning IQ, and a Composite IQ. Two of the subtests assess verbal-crystallized abilities, which are individually more dependent on acquired knowledge. The other two subtests measure nonverbal-fluid abilities, which are environmentally and culturally reduced. Although it can be used in gifted assessments, it was co-normed with the Wide Range Achievement Test to aid in determining valid comparisons between intellectual and academic functioning.

Mississippi regulations require that ONLY the Composite IQ can be used for eligibility.

Administration time: Approximately 30 minutes

Age range: 4 years to 85 years

**This assessment instrument contains verbal and nonverbal components.*

(PAR, Inc. product) (Stoelting product) (Objective type measure)

ACHIEVEMENT TEST CHOICES FOR CULTURALLY DISADVANTAGED:

Kaufman Test of Educational Achievement, Second Edition (KTEA-II)

The KTEA-II is an individually administered battery that gives a flexible, thorough assessment of the key academic skills in reading, math, written language, and oral language.

The KTEA-II Comprehensive Form lets you select between computer and hand scoring.

An ASSIST™ computer scoring program quickly converts raw scores to derived scores.

Administration time for grades 1 and 2: 50 minutes

Administration time for grades 3+: 80 minutes

Age range: 4 to 90 years

(Pearson product) (Objective type measure)

Peabody Individual Achievement Test – Revised-Normative Update (PIAT-R/NU)

The PIAT-R/NU is an efficient individual measure of academic achievement. Reading, mathematics, and spelling are assessed in a simple, nonthreatening format that requires only a pointing response for most items. This multiple-choice format makes the PIAT-R/NU ideal for individuals with limited expressive abilities. The PIAT-R/NU offers six subtests: General Information, Reading Recognition, Reading Comprehension, Written Expression, Mathematics, and Spelling.

Administration time: Untimed

Age range: 5-0 to 22-11

(Pearson product) (Objective type measure)

Wechsler Individual Achievement Test – Second Edition (WIAT-II)

The WIAT-II is a rich and reliable source of information about an individual's academic skills and problem-solving abilities. It is a comprehensive yet flexible measurement tool useful for achievement skills assessment.

Administration time for grades 1 through 6: 90 minutes

Administration time for grades 7 through 16: 1.5 – 2 hours

Age range: 4 to 85 years

(Pearson product) (Objective type measure)

Woodcock-Johnson III (WJ III)

The WJ III provides a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement. Scoring software eliminates hand scoring. The Broad Reading and/or Broad Math scores may be used for support of eligibility in Culturally Disadvantaged cases.

Administration time for the Achievement Standard eleven tests: 55-65 minutes

Age range: 2 to 90+ years

(Riverside product) (Objective type measure)

Contact information for various assessment companies:

To obtain current pricing information, please contact the test publisher or refer to a current company catalog or visit the company website.

Hawthorne Educational Services, Inc.

800 Gray Oak Drive

Columbia, MO 65201

Phone: (573) 874-1710 or (800) 542-1673

Fax: (573) 442-9509 or (800) 442-9509

Website address: www.hes-inc.com

Email address: info@hes-inc.com

*Hawthorne does not have a contact person representing specifically the Mississippi area.

Pearson

P.O. Box 599700

San Antonio, TX 78259

Phone: 1-800-211-8378 or 1-210-339-8190

Fax: 1-800-232-1223

Website address: www.pearsonassessments.com

Customer Service email address: Customer.Service1@pearson.com

Physical Address: Pearson

19500 Bulverde Road

San Antonio, TX 78259

*Contact Person: Vicki Gray

Pearson/Education Assessment

Arkansas, Louisiana, and Mississippi

107 Country Oaks

Malvern, AR 72104

Office: 1-501-332-8476

Cell: 1-501-337-6875

Fax: 1-501-332-3095

Vicki.gray@pearson.com

www.vickigrayonline.com

www.Ed.PearsonAssessments.com

*Pearson now owns the Harcourt and American Guidance Services (AGS) companies.

Pro-Ed, Inc.

8700 Shoal Creek Boulevard

Austin, TX 78757-6897

Phone: 1-800-897-3202

Fax: 1-800-397-7633

Website address: www.proedinc.com

* Pro-Ed, Inc. does not have a contact person representing specifically the Mississippi area.

Prufrock Press, Inc.

P.O. Box 8813

Waco, TX 76714-8813

Phone: 1-800-998-2208

Fax: 1-800-240-0333

Website address: www.prufrock.com

*Prufrock does not have a contact person representing specifically the Mississippi area.

Psychological Assessment Resources, Inc. (PAR)

PAR, Inc.

16204 North Florida Avenue

Lutz, FL 33549

Toll-free telephone: 1-800-331-8378

Toll-free fax: 1-800-727-9329

Tech Support: 1-800-899-8378

www.parinc.com

*Contact Person: Mary Lisa Laches, MS CCC

Clinical Sales Specialist

Psychological Assessment Resources, Inc.

Phone: 1-866-253-4050 (Ext. 5)

Fax: 1-813-969-0794

mlaches@parinc.com

Riverside Publishing

3800 Golf Road, Suite 100
Rolling Meadows, IL 60008
Phone: 1-800-323-9540
Fax: 1-630-467-7192

Website address: www.riverpub.com

Webmaster: rpcwebmaster@hmco.com

Software support: rpcsupport@hmco.com

*Contact person: Mickey Pounders

Riverside Assessment Consultant

Louisiana, Mississippi, and Alabama

Cell: 1-225-921-0613

Voice Mail: 1-800-323-9540 Extension 6928

Mickey.pounders@hmhpub.com

Stoelting Company

620 Wheat Lane
Wood Dale, Illinois 60191
Phone: 1-630-860-9700
Fax: 1-630-860-9775

Website address: info@StoeltingCo.com

*Contact person: Dr. Jamie Martin, Product Manager

Phone: 630-860-9700, Ext. 220

Jamie@steoltingco.com

In order for a psychometrist/psychologist to provide the most valid and reliable assessment results possible, each psychometrist/psychologist should review all referral data in an attempt to choose the most appropriate intelligence test for each individual child. The psychometrist/psychologist should date and sign the test selection data used by their program as documentation that they have reviewed the information or provide some type of written documentation that a review was conducted. Some gifted program coordinators are providing the psychometrist/psychologist with the referral data documented on an organized form which can be reviewed, dated, signed by the psychometrist/psychologist and kept as documentation that the data was, in fact, reviewed.

*A sample form is included in this document. Please remember...this is just a sample for reference!!!!

STUDENT INFORMATION
PROVIDED FOR PSYCHOMETRIST/SCHOOL PSYCHOLOGIST

Student's Name: _____

Student MSIS ID #: _____

Race/Sex: _____

School/Grade/Teacher: _____

Student's DOB: _____

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

Meds? Yes/No Condition: _____

Culturally Disadvantaged (CD)? Yes/No

English Language Learner (ELL)? Yes/No

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

Special Education Ruling? Yes/No Area: _____

RAVEN'S Date: _____ Percentile: _____

Mass screened-yes/no Examiner: _____

GRS - Date: _____

Examiner's FULL name: _____

Intellectual score: _____ Academic score: _____

Creativity score : _____ Artistic score : _____

Leadership score: _____ Motivation score: _____

OLSAT - Date: _____

Percentiles: Total _____ Verbal _____ Nonverbal _____

Examiner: _____

For Psychometrist/School Psychologist only -

Information reviewed by: _____ Date: _____



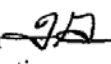
Mississippi Department of Education
Tom Burnham Ed. D. • State Superintendent of Education

Lynn J. House, Ph. D. • Deputy State Superintendent
Office of Instructional Enhancement and Internal Operations

Office of Curriculum and Instruction
Trecina Green • Director • 601-359-2586 • FAX: 601-359-2040

MEMORANDUM

To: Gifted Contact Persons

From: Trecina Green, Bureau Director 
Office of Curriculum and Instruction

Date: May 13, 2010

Subject: Eby Gifted Behavior Index

The Mississippi Department of Education (MDE), through the Office of Curriculum and Instruction, is recommending districts discontinue using the Eby Gifted Behavior Index (EGBI or "Eby") for gifted screening, monitoring, and evaluation. The index is no longer published, is not well normed, and is a poor psychometric indicator of gifted potentiality in students, according to the *Buros Mental Measurement Yearbook (12th edition)*, which provides test reviews by different professionals.

The EGBI was published in 1989 and has not been revised. Criterion-related validity for the measure was established in a study that used only a 20-student sample, which is an unacceptable sample size to establish criterion-related validity. One reviewer of the measure noted, "this instrument fails to provide a psychometrically sound instrument for identifying giftedness...because of its weak psychometric properties, the EGBI would be an inappropriate tool for screening eligibility decisions, or evaluation of gifted students." Another reviewer indicated there was, "no reliability data of any type presented for the scales...technical data provided are quite inadequate; therefore it is not possible to recommend this measure for use in schools". Additionally, the status of the publisher is unknown and the measure is considered to be out of print.

As per MDE regulations, the identification process shall consist of a combination of objective and subjective measures to determine eligibility for the gifted program. All instruments must have been validated for the specific purpose for which they are used. Each school district determines the instruments that will best meet the needs of its students.

Please refer any questions to Chauncey Spears at 601-359-2586 or crspears@mde.k12.ms.us.