

# **Tests and Assessments Of gifted child**

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# Tests & Assessments

## Objective

Tests are common assessment tools for **identification**, but should not serve as the sole source of identification.

An identification strategy that includes multiple assessments—both objective and subjective—is **the best way to ensure no gifted learner is overlooked**.

## Types

The variety of characteristics within the federal definition—intellectual, creative, artistic, leadership, and specific academic fields—require more than one assessment to identify.

# How can gifted and talented students be identified?

- Classroom environments which encourage creative, divergent and higher-level thinking and an open-ended approach to learning will foster the emergence of gifts and talents.
- **Identification processes should be inclusive** to ensure gifted and talented students are not disadvantaged on the basis of gender, racial, cultural or socioeconomic backgrounds, physical or sensory disability or geographic location.
- **Identification should be a flexible, continuous process** to allow for the recognition of gifts and talents that may not be apparent at first.

**Information which will help the teacher identify a student's strengths, talents and socio-emotional needs can be gleaned from:**

- Parents - particularly in early identification of gifted and talented students.
- IQ tests (verbal and non-verbal).
- Standardised tests.
- School records, achievement tests (eg reading, mathematics).
- Anecdotal records - Interviews (parent/child/community members/previous teacher/school psychologist).
- Identification checklists.
- Rating scales.
- Interpreters, translators (for students from culturally and linguistically diverse backgrounds).

## Ability Tests

Intelligence quotient (IQ) or cognitive abilities test scores are also used to identify gifted and talented students. While these tests provide information for the intellectual domain, these tests are not as helpful in identifying someone with creative, leadership, or other abilities.

## Individual

*Stanford Binet (L-M)*

*Wescher Intelligence Scale for Children, 4th Edition.* Read NAGC's position paper [Use of the WISC-IV in Gifted Education.](#)

Woodcock Johnson

Nonverbal tests, such as the *Naglieri Nonverbal Ability Test* or the *Test of Nonverbal Intelligence*, may be more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers.

## Group

CogAT

Otis-Lennon

Hemmon-Nelson

Ravens Progressive Matrices

Matrix Analogies Test