Identification of Gifted Students Using the Naglieri Ability Tests (Slide Key Take-Aways)

Not based on what the student has to know to complete the tasks (prior knowledge) but rather how does a student have to think in order to complete the task.

Premise is that "nonverbal" tests work best for students without prior knowledge (uneducated populations, lack of exposure) and those whose primary language is not English.

NNAT measures nonverbal general ability using geometric shapes

Test potentially identifies students who may **not** have good grades, academic skills, or are English learners however they are very smart.

"These children become very talented given the opportunity to learn"

2000 study suggests that NNAT gives an unbiased assessment of White, African American, Hispanic, and Asian children's ability as opposed to other IQ tests such as the WISC-IV (at that time), SB-IV, WJ-III. All groups scored similarly.

2004 study suggests unbiased assessment of Hispanic children with and without Limited English Proficiency.

2005 study did not reveal any significant differences between gender performance on NNAT.

New:
Naglieri Tests of General Ability (Naglieri, Brulles, & Lansdowne, 2021)
NAT Nonverbal (Naglieri)) items are fresh and different from the original
NAT Verbal (Naglieri & Brulles); looks at associative relationships between pictures not sure if words will be included?
NAT Quantitative (Naglieri & Lansdowne); relationships and patterns between numbers

The focus is on Equitable assessment for ALL students.
These tests are currently in the norming phase**.**

All tests provide animated instructional directions (very little verbal directions), interactive practice questions

Pilot study promising for gender, race/ethnicity, parent education level differences.
*So far, small sample size 2,482

2013 Judge Robert Gettlemen decision that District U-46 intentionally discriminated against Hispanic students in their gifted programming placement. Found school gifted procedures discriminatory towards Hispanic and Black students. CogAT verbal and Quantitative require English. Weighted matrix for decision focused on achievement and CogAT. Too little reliance on nonverbal test such as NNAT.

How to Equitably Identify Gifted Students
Do universal screening with ability tests that do not require knowledge of English (NNAT)
New Naglieri tests that add Verbal and Quantitative tests that do not require knowledge of English will potentially identify underserved populations

From slides: We can do Better!

Notes from Video
Equitable Identification of Gifted Students in the Era of BLM:

Traditional cognitive ability tests used to identify gifted and talented students are too language and prior knowledge dependent. Language is typically involved in the test directions and there is often a verbal expression component. As a result, these test instruments fail to acknowledge students who come from low income families, kids from culturally and linguistically diverse environments, and English language learners.

Naglieri expresses the need for more fair and equitable assessments especially when dealing with under-represented populations.

Most tests are confounded by knowledge.

Differentiates between "Gifted" and "Talented"

Gifted: Those kids who are very smart, may not be very good at reading, may not get good grades
The story of Devion Ross. December 2013 Standard Score of 141 on NNAT*

Talented: Those kids who have a lot of knowledge (attended great preschools, read to, educated parents, etc.) Most cognitive tests will lean towards those kids. **Prior knowledge

Most districts use CogAT and WISC to identify gifted students (again these tests are often based on prior knowledge and are too language dependent.

54% of districts use CogAT to identify talented and gifted. 66% of CogAT requires prior knowledge/knowledge required. WISC is the next widely used assessment with 40% of districts using this measurement. 40% of this test requires use of prior knowledge. Too much achievement. No knowledge requirement on Naglieri.

**Teacher referral is not always the best way to determined who is Gifted and Talented; some biases may be present towards a student or group of students.

We should be measuring thinking, not knowing.

Traditional cognitive tests are similar to achievement tests (similar tasks); hence requiring prior knowledge; hence defeats the purpose.

"It's not what you know, it's how you think!"

"There's a way to do it better-find it" Thomas Edison

Nonverbal test of general ability.

General ability

Cog At has one page of directions; confounds of getting accurate scores
Can measure general ability using the V, NV, Q approach with reduced verbal knowledge requirement

New assessments address Equity in identifying Gifted students

No words just pictures, nonverbal video used for instructions

3,600 in pilot study of nonverbal test
Quantitative: relationships and patterns involving numbers; analogies
2,800 students no gender, race, or parental education level differences; reliability across all grade levels.

These tests will be released in the summer of 2021

How would we use these tests:
Universal Screening: Use general ability measure
Don't want filters that would get in the way.

Illinois School District U-46
42% Hispanic, 2% of Hispanic in the gifted program
Parents sued the school district
Whenever you use cognitive tests that require knowledge, you become vulnerable

IDENTIFICATION AND TESTING SUBCOMMITTEE REPORT

ACTION: *The subcommittee will report on the CogAT and the Naglieri tests currently used by ACPS to identify students for the TAG program. We will also provide recommendations regarding the implementation of local norms.*

OVERVIEW:

IMPACT:

REFERENCES:

Summary of Naglieri Presentation:

Summary of Local Norms Video (Naglieri website):

Summary of Equitable Identification Video (Naglieri website):

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3/23 - We started the meeting at 7 pm. TAGAC committee members Julia Egy and Daphney Denerville-Davis were in attendance. We discussed the procedures going forward. The subcommittee will watch the videos and review the presentation materials for the Naglieri in preparation for the next meeting. We will move on to the CogAT after that. We are going to try and meet again on April 6, 2021. ACPS will confirm whether that day and time are available.

https://jacknaglieri.com/webinars-%26-videos#9dfac5d1-2175-4f57-ba65-d162257db77e

4/6 - We started the meeting at 7 pm. TAGAC committee members Julia Egy, Asha Mede, and Daphney Denerville-Davis were in attendance.