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# Defensible and Doable: A Practical, Multiple-Criteria Gifted Program Identification System

**Joseph S. Renzulli**
**Sally M. Reis**

**The National Research Center on the Gifted and Talented**
**University of Connecticut**

## Introduction

In his classic work, *Diffusion of Innovations*, Everett Rogers (1962) detailed how new ideas and technologies come to be adopted within an organization or social system. In the first two stages, a decision-maker gains initial awareness of an innovation and then is persuaded to actively seek more information about the innovation. In the third stage, the decision-maker chooses to accept or reject the innovation. If the decision-maker accepts the innovation, she proceeds to the fourth stage—implementation. Once the innovation has been implemented, the decision-maker can observe the outcomes and determine whether she will continue or discontinue using the innovation (see Figure 1).

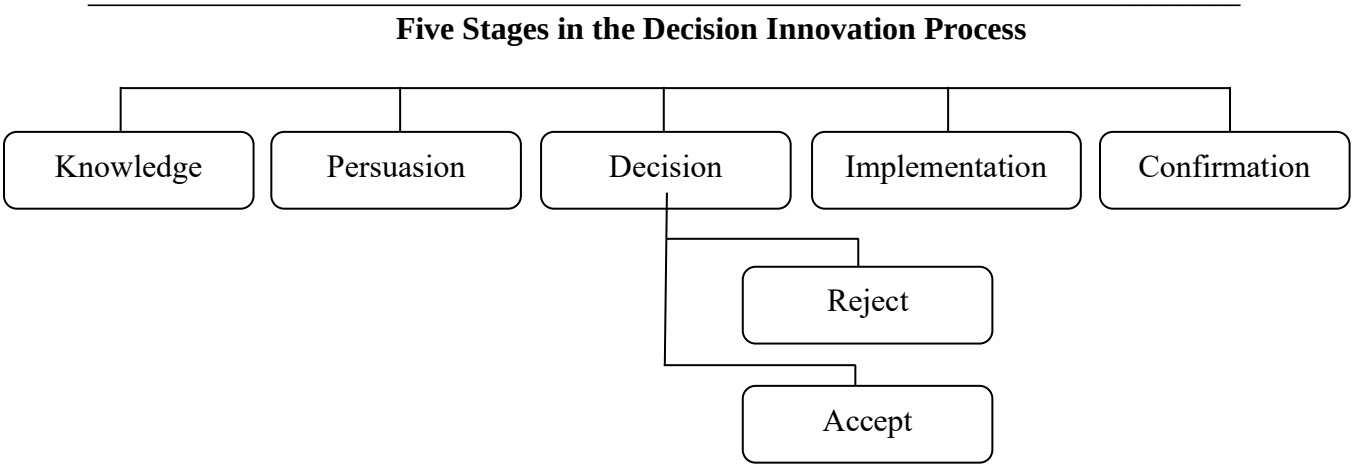


**Figure 1.** Steps in the innovation process.

This chapter provides decision-makers with knowledge that will facilitate the implementation of a multiple-criteria identification system for gifted programs and poses two key questions:

1. Why is a multiple-criteria identification system preferable to a traditional test-score based identification system?
2. How can my school system implement a multiple-criteria identification system in an efficient and practically feasible manner?

Answers to the first question endeavor to persuade decision-makers that the current state of research on human potential requires a transition in the systems we use to identify children and adolescents for special programming in schools. After making the decision to accept this innovation, decision-makers can utilize this article's answers to the second question as a roadmap for both a practical and efficient implementation of multiple-criteria identification systems.

This chapter presents an identification system that addresses issues of excellence, equity, and economy in gifted education programs. It is supported by decades of thorough research concerning its underlying theories (Reis & Renzulli, 2004; Renzulli & Reis, 1994). It is designed to be economical in terms of the time and paperwork required for identification, to provide access to special services for both traditionally high scoring students and those students whose potential may only be recognized through the use of a more flexible range of identification criteria. It is versatile enough to accommodate talent potentials in different domains, and it respects regulations made by district policy makers and state departments of education (especially important since these entities often provide much needed financial assistance).

The first order of business for anyone wishing to identify and serve high potential youngsters is to decide on the conception or definition of giftedness adopted by a particular school or school system. The identification system described in this chapter is based on the Three-Ring Conception of Giftedness, a definition developed from research that indicates three interlocking clusters of ability characterize highly creative and productive people, as seen in Figure 2. These three clusters are (1) well-above average (not necessarily superior) ability, (2) task commitment, and (3) creativity. These clusters of ability are brought to bear on specific performance areas. The Three-Ring Conception additionally posits that there are two kinds of giftedness: academic giftedness, and creative-productive giftedness. Both of these types of giftedness are important and often interact, and both should be encouraged in special programs.

Further, this identification system is firmly based on the assumption that there should be congruence between the criteria used in the identification process and the goals and types of services that constitute the day-to-day gifted program's activities in which students will be involved. It therefore also is linked to a broad range of services and teaching practices that are specifically designed to develop a variety of talents in young people.

Another critical consideration in developing this identification system is our firm belief that we should label the services rather than the students. Instead of labeling a student as "gifted" or "not gifted" this identification system enables teachers to document specific strengths and use this information to make decisions about the types of activities and the levels of challenge that should be made available. This system provides for the identification of students who would benefit from services that recognize both academic as well as creative-productive giftedness. It

also recognizes students with potential and provides opportunities to develop their talents through an integrated continuum of special services.

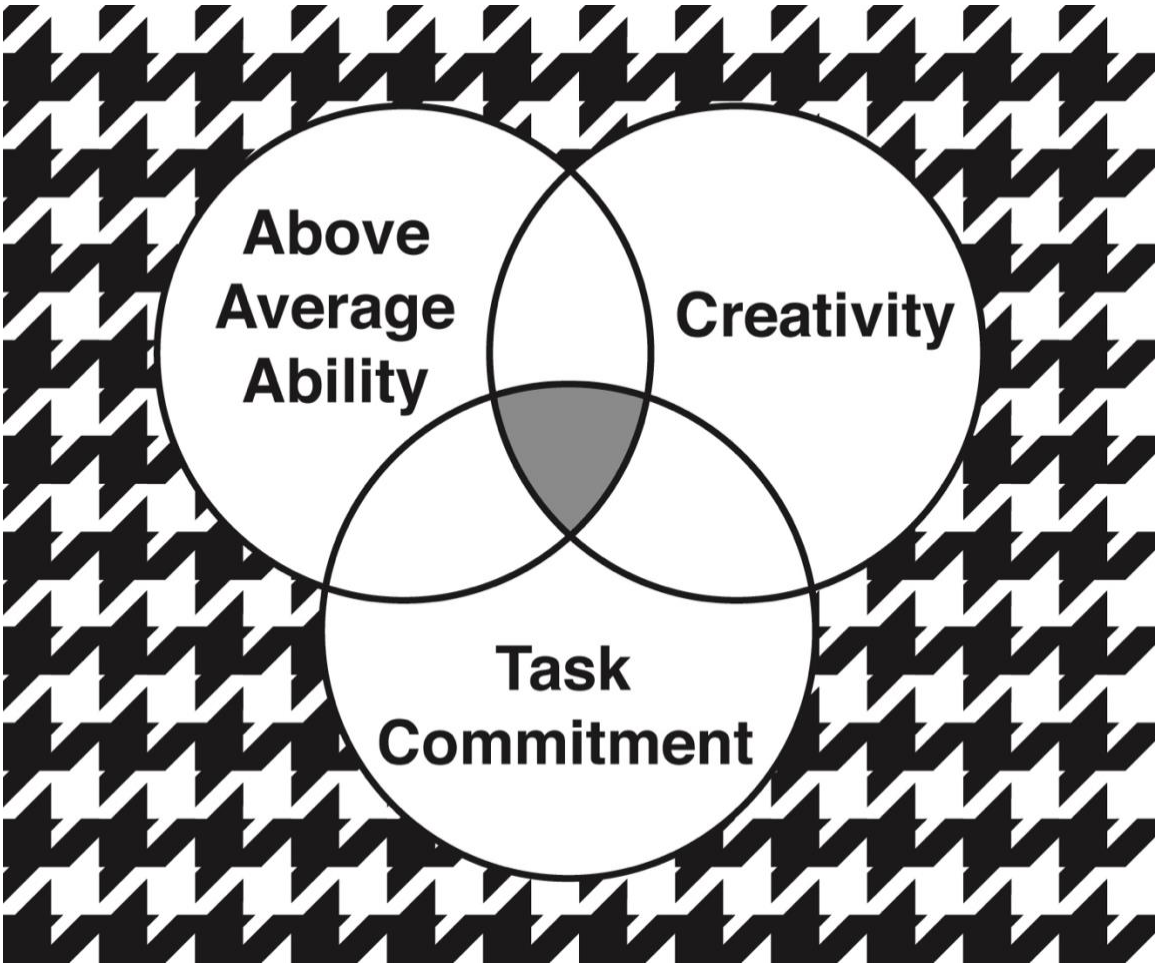


**Figure 2.** The three-ring conception of giftedness.

A key feature of this identification system is the formation of a Talent Pool that includes students who have been identified by both test and non-test criteria. The system includes students who earn high scores on traditional measures, but also leaves room for students who show their potentials in other ways or those who have high academic potential but underachieve in school.

In districts where this system has been implemented, students, parents, teachers, and administrators have expressed high degrees of satisfaction with this approach. By eliminating many of the problems usually associated with the identification of gifted students, we gain support from teachers and administrators, and by expanding services to students below the top few percentile levels usually admitted into special programs and those students who gain entrance by non-test criteria, we eliminate sometimes justifiable criticism of persons who know that we are denying entrance to students who are in need of special opportunities, resources, and encouragement. This identification system is not as tidy as using cut off scores, but it is a more flexible approach to identifying and serving young people with great potential, and one that can be completed in much less time than more traditional approaches.

## Persuasion: Why Multiple-Criteria?

As scientific study advances our understanding of how human potential develops over the course of a lifetime, the systems created to enhance that potential (i.e., the education system) should also change to reflect contemporary theories. In the field of gifted education during the past three decades, research has supported a broadened, expanded conception of giftedness (Gardner, 1983; Renzulli, 1978; Sternberg, 1985). A thorough review of this research is beyond the scope of this chapter (see, for example Dai, 2010; Sternberg & Davidson, 2005), but to simplify a complex and active debate, very few researchers and theorists continue to accept an isolated IQ or achievement test score as a valid measure of a child's capacity for producing notable accomplishments over the course of the lifetime. This does not mean that IQ or achievement scores should not be included as *one of a number of criteria*, only that they should not form *the entire basis* for decision making in identification for gifted and enrichment programs. Despite these developments, the administrative tidiness of using a single IQ or achievement score in the identification process has persisted in America's schools.

## Considerations in Developing Identification Systems

Districts just starting to develop gifted and talented programs and those with programs already in place both benefit from considering (or reconsidering) how to analyze the appropriateness of identification systems designed to select student for participation in those programs. The following questions constitute a starting point for reflection on the practical, political, and psychometric complexities of the issue:

1. Will this identification system be applicable to diverse school populations and groups of students that have been traditionally underrepresented in programs for the gifted?
2. How will we "label" students identified for these programs?
3. Will the system be economical in terms of the personnel time, group and individual testing costs, and other resources necessary to identify our students?
4. How much individual testing by school psychology staff will be required?
5. Will the system be flexible enough to accommodate talent potentials across different domains such as music, art, drama, technology, and other non-verbal or mathematical talent areas?
6. Will it be flexible enough to make changes if student performance warrants a reexamination of selection or rejection decisions?
7. How will the system fit in with regulations of state departments of education (especially in those cases where some level of financial reimbursement is provided by state agencies for each identified gifted student)?
8. How will the system help us avoid parental dissatisfaction or legal challenges?

In any plan to identify gifted and talented students, six important considerations should be kept in mind. Any number of identification approaches exists in our field, including some based on various theories and research about the development of human potential, and others based on beliefs and school district traditions and policies about the types of educational services that develop high levels of performance. An examination of these considerations may guide how

decision makers respond to the aforementioned recurring and problematic questions that occur in any discussion of how we identify students for special programs and services.

### *Consideration 1: There Is No Such Thing as a Perfect Identification System!*

There is no perfect way to identify who is or is not gifted, just as there is no single best way to develop giftedness and/or talent potentials in special program candidates. Every identification system is a trade-off between the instruments and criteria selected, the ways we make decisions about any and all types of information we collect, and how much weight we give each type of information in the decision-making process. Because so many different conceptions of giftedness that can be found in the theoretical and research literature, the first and most important decision that should be made regarding practical procedures for identification is the conception or definition of giftedness adopted by a particular school or school system. In some cases where state reimbursement is provided, state regulations mandate the definitions that must guide identification and the number or proportion of students that can be served. There are programs, however, where additional students with high potential may be served if supported by local funds; and in such cases, this group may be designated by a label that is different from the state certified group designated as "the gifted" (e.g., Talent Pool, Advanced Learners, High Potential). Local circumstances notwithstanding, the conceptions or definition issue should be consistent with the types of services for which students are being identified, as discussed in Consideration 6.

A number of excellent resources exist that decision makers can consult in order to reach agreement on a conception/definition decision. Appendix A presents a selected bibliography of the best resources to guide in this decision-making process, and we recommend that decision makers examine and discuss these references to reach consensus before selecting or designing an identification system.

### *Consideration 2: The Objective vs. Subjective Trade-Off*

Tests of cognitive ability and/or academic achievement are the most frequently used type of identification information. These types of tests are considered objective because they rely on student performance rather than the judgment of others. Some people might question the objectivity of these tests because the decision to use them is, in and of itself, a subjective act (e.g., imagine, for example, using an IQ test to select students for an advanced music or drama program). Others might question the objectivity of such tests because of concerns about whether or not a one-hour "glimpse" into a young person's overall potential can be considered an objective appraisal of a student's total capacity for high-level performance.

Almost all other criteria (e.g., teacher, parent, peer, or self-ratings; portfolio or writing-sample assessments; or grades earned in school subjects) are considered to be subjective as their use implies personal judgments that may be open to personal bias, an idiosyncratic view of giftedness, or inconsistent grading standards. Many argue that these types of criteria enable us to see other signs of potential such as motivation, creativity, leadership and executive functions (initiation, execution, and completion of tasks), and intense interest in a topic that is not reflected in more objective cognitive ability tests. If we view some of these non-cognitive skills as

important, then we need to examine the degree to which we are willing to make trade-offs between objective and subjective information.

### *Consideration 3: People, Not Instruments, Make Decisions*

Regardless of the number or types of instruments used in a multi-criteria identification system, instruments only provide selected sources of information; they do not make decisions! Therefore, it is important to specify reasons for selecting which members (e.g. teachers, program coordinators, school psychologists, district liaisons) who will be involved in the information-processing and decision-making team. In addition, we must provide these team members with the level of orientation and training they need to become well-informed evaluators. Members from different areas of the school community may need different levels of training. Protocols for resolving differences of opinion that will invariably emerge can be structured in advance, reducing the need for ad hoc solutions to team member disagreements.

How much "weight" will be given to the various instruments or decision-making criteria should also be determined before implementing the identification system. For example, if a decision is made to use two or three cognitive ability measures (e.g., aptitude test, achievement test, and course grades[1]), and only one measure of creativity (e.g., a creativity test or a teacher rating), there will be triple weighting cognitive ability and single weighting of the creativity criterion. The relative emphasis on different sources of information should be aligned with the overall intent of the program. This consideration is important in both the design of the identification system and the interpretation of the information provided to the committee who will review students' records and subsequently make decisions.

### *Consideration 4: Avoid the Multiple-Criteria Smokescreen*

Most identification systems utilize a traditional nomination/screening/selection approach, and at least part of any multiple-criteria screening process is usually based on non-test information (e.g., teacher nominations and/or ratings). A problem arises, however, if the nomination or screening process only determines which students will be eligible to take an individual IQ test or a more advanced cognitive ability test. In such cases, the test still remains the ultimate "gatekeeper" for which students enter or do not enter the program. Unselected students are often those who were nominated for screening on the basis of one or more non-test criteria, but who did not make the cut after taking a cognitive ability test. In other words, a teacher nomination or high ratings is only used as a "ticket" to take an individual or a group ability test, but in most cases, the test score is the deciding factor. Any highly positive attributes that might have been the basis for a teacher nomination, or favorable information discovered in the screening process, are totally ignored when it comes to the final selection decision. The danger here is, of course, that we may be systematically excluding high-potential students from culturally diverse backgrounds or students who have shown signs of high potential in other than the high verbal, mathematical, or analytic skills measured by standardized tests. What appears to be a multiple-criteria approach ends up being a smoke screen for a more traditional cut-off score approach.

[1] Course grades are not as precise as test scores, but they are reflections of cognitive ability so far as school performance is concerned. One should, however, be cautious of varying grading standards displayed by different teachers.

The multiple-criteria smokescreen has other unintended side effects. Often, attempts to give the *impression* of a more flexible approach result in so much paperwork that it becomes inordinately time consuming, expensive, and unwieldy. In other cases, the smokescreen could be used to give the *appearance* of concerns for equity when such concerns don't really exist.

***Consideration 5: What Will We Call Selected Students?***

A fifth consideration emerges from some of the considerations discussed above and relates to the degree of specificity that we are attempting to achieve in the identification process. The tradition has been simply to label all selected students as "the gifted," thereby relegating all others to a non-gifted category. In recent years, however, a large body of research has argued very forcefully against such a broad stroke labeling process (Gardner, 1983; Frasier, García, & Passow, 1995; Renzulli & Reis, 1997; Sternberg, 1985; Winner 1996) and in some cases recommendations have been made to do away with any labeling altogether (Borland, 2004). A more current trend is to document specific student strengths by preparing an electronic multiple-criteria profile (Field, 2009; Renzulli & Reis, 1997). This strength-based profile can be used for making more personalized decisions about the types of resources and activities recommended for talent development.

It would be nice to think that we can do away with any kind of labeling, but the reality is that we can't make accommodations for students if we don't recognize individual strength areas. Experience has shown that far too many teachers claiming to differentiate for all students have, in reality, provided minimal or no advanced level opportunities for high potential students. Behavioral definitions (i.e., targeting specific strengths) are important because, if we know and can document particular strengths, there is a greater likelihood that schools will attempt to cultivate these strengths in targeted students. This approach also helps to introduce an element of accountability into programming and it gives direction to efforts that schools should take in evaluating their programs (Delcourt, Dewey, & Goldberg, 2007).

In recent years an approach that has gained in popularity is *to label the service rather than the student* (Renzulli & Reis, 1994, 1997). For example, in a school utilizing the Schoolwide Enrichment Model, a special service offered to all students called an "enrichment cluster" enabled any interested students to participate in a class entitled "Statistical Techniques for Young Researchers." This class was specifically designed for upper elementary students with strong aptitudes and interests in mathematics. Without needing to be labeled, students benefit from material that was much more advanced than the math being covered in their sixth-, seventh-, and eighth-grade math classes.

Another example of a labeled service is Curriculum Compacting (Reis & Purcell, 1993; Reis & Renzulli, 2005; Reis, Westberg, Kulikowich, & Purcell, 1998). Teachers use Curriculum Compacting in the regular classroom with students who have already mastered the concepts and skills to be taught in a given unit of instruction, and/or who are capable of covering the regular material at a faster pace and higher level of comprehension than their class mates. The process involves specific procedures for identifying particular strength areas, documenting these competencies in a systematic fashion, and providing advanced-level enrichment and/or

acceleration opportunities with the time gained from eliminating already mastered material. Students are identified for the service, but there is no need to label them.

### *Consideration 6: The Relationship Between Identification and Programming*

Our final consideration addresses the congruence between the criteria used in the identification process and the goals and types of services that constitute the daily activities of students in a special program. Congruence between identification and programming is so important that it might be viewed as "the golden rule" of gifted education! For example, identification for advanced courses in a content area such as math is best accomplished through *math* testing, examination of previous *math* grades, teacher recommendations or ratings on *mathematical* skills, and perhaps even estimates of a student's motivation to work hard *in math*.

A problem arises, however, when we expect an "all purpose" gifted program to develop strengths that are unique to each child. If a general gifted program has a curriculum, or if individual teachers in the program decide most of the activities (e.g., the teacher's favorite Rain Forest Unit or play production), then little room exists for variations in students' interests, learning styles, or preferred modes of expression. In other words, the materials covered in the general gifted program may be different from the regular curriculum, but the prescriptive nature of what is to be learned uses essentially the same approach to teaching used in regular classrooms. Therefore, a related decision in developing an identification system is the selection of a *pedagogical* programming model that will be used to guide direct and indirect services to students regardless of how they are grouped or organized for special program services. In this case, we are not discussing organizational models, but rather what the teaching/learning process looks like within any predetermined organizational arrangement.

Again, there are numerous programming models recommended for serving this population, and these programming models can be divided into two categories. Organizational or administrative models address how we group students and move them from one activity to another (e.g., full-time classes, pull out programs, centers where students go for a given period of time each week, regular class inclusion approaches, to mention only a few). Theoretical or pedagogical models focus on the kind and quality of learning experiences that are offered within any grouping or organizational arrangement. The Enrichment Triad Model (Renzulli, 1977), the Autonomous Learner Model (Betts & Kercher, 2009), and a variety of acceleration, problem-based learning, and Socratic-reasoning approaches are examples of theoretical or pedagogical models. The importance of this consideration in guiding the identification process suggests that program planners review the continuum of learning theories from which all pedagogy is derived, as seen in Figure 3. (An excellent resource for examining the range of programming options can be found in *Systems and Models for Developing Programs for the Gifted and Talented* (Renzulli, Gubbins, McMillen, Eckhart, & Little, 2009).)

By way of summary, the six considerations discussed above point out the "landscape" surrounding the always complicated and frequently controversial topic of identifying gifted and talented students for services in special programs. This discussion of the issues will not provide ready-made answers to the many challenges of identification system design, but it does provide an understanding of some historically encountered problems that may be helpful in avoiding the

pitfalls encountered by so many persons who have set out on the journey of creating an efficient, effective, and equitable plan for identification.

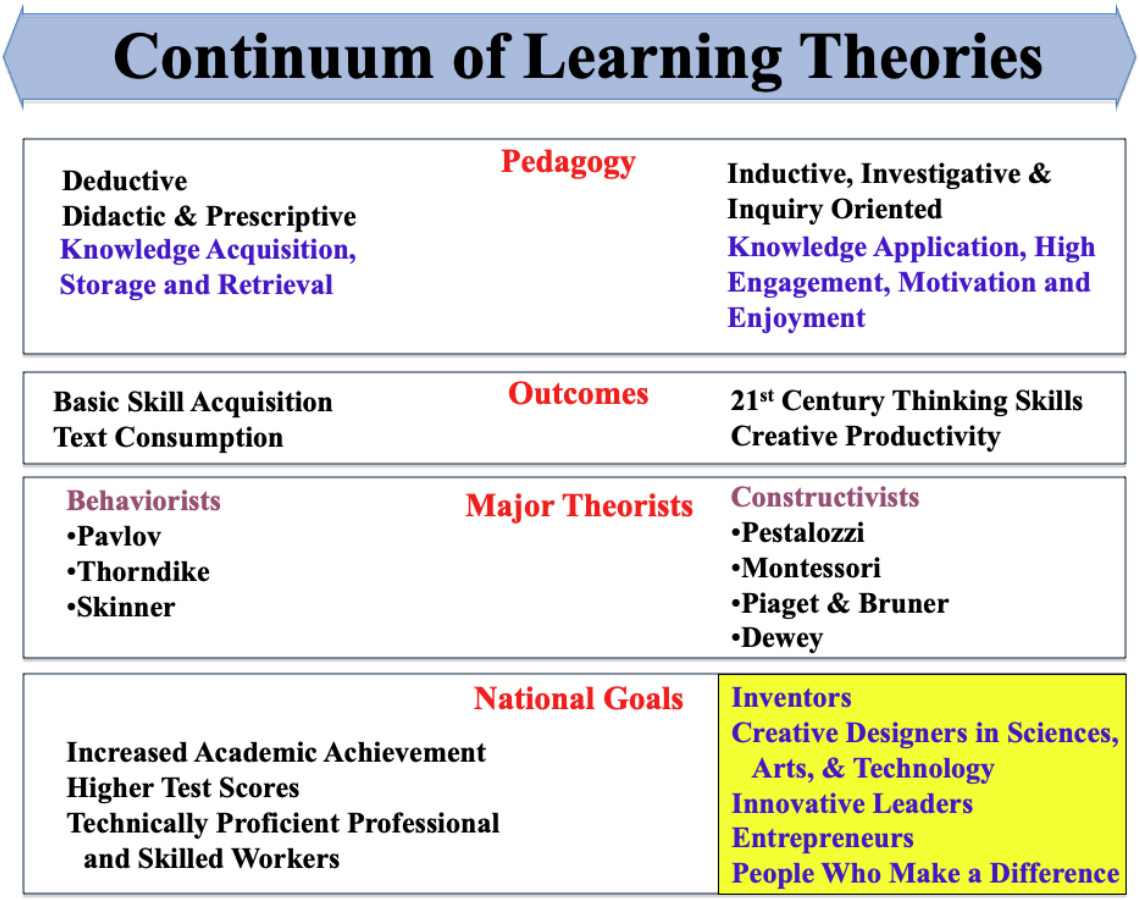


**Figure 3.** The continuum of learning theories.

## Implementation: The Nuts and Bolts of the Renzulli Identification System for Gifted Program Services (RIS/GPS)

Now that we have reviewed the research, presented the evidence, and introduced the key considerations, we hope that you agree that a multiple-criteria identification system is preferable to a traditional system. What next? The following section will outline a pragmatic approach to implementing such an identification system. The diagram in Figure 4 forms the basis for the step-by-step process to select students for services based on multiple sources. After following the steps in the Renzulli Identification System, identification team members can assemble a "Talent Pool" comprised of the students who have been identified through multiple ability/achievement scores, teacher ratings, parent ratings, peer ratings, and self-nominations.

### Decisions About Talent Pool Size

Deciding on the size of the talent pool is a function of two major decisions. The first is the number of special program personnel assigned to the program and the number of students that these personnel can provide adequate services to each week in such a manner that it makes a

difference in the accomplishment of program goals. The second decision is the nature and extent of an expanded range of services that will be made available to targeted students by classroom teachers (e.g., Curriculum Compacting, Enrichment Clusters, Mentorship Programs for advanced students). Services such as Robotics Club, History Day Competition, Math League, Music, Art, and Drama clubs, or any other organized interest-based grouping that focuses on a specific talent area falls within the scope of most special program goals. These types of opportunities reflect a total school talent development perspective, and they are especially valuable for a student or small group that has a high degree of potential, but only in a particular area of interest. It is important to convey to parents that this expanded range of services is, in fact, part of the special program opportunities that fall under the purview of the gifted program.

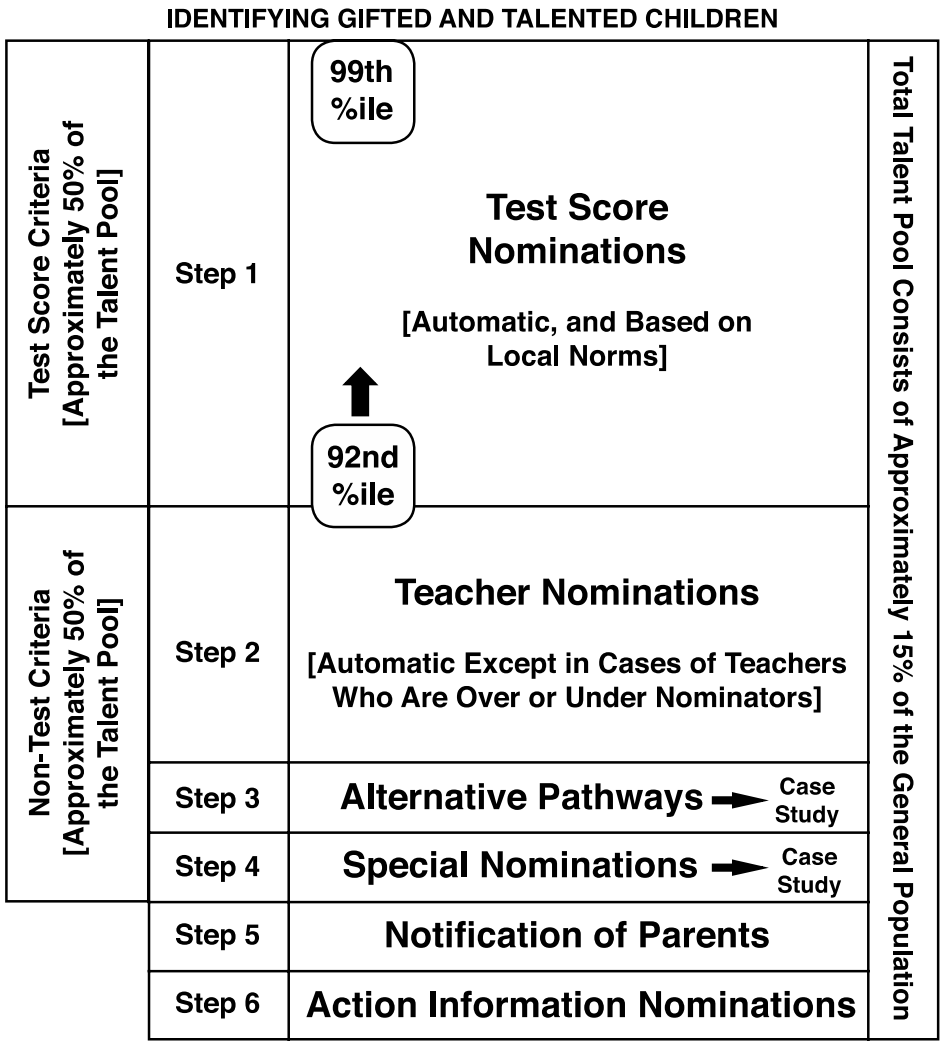


**Figure 4.** The Renzulli Identification System for Gifted Program Services (RIS/GPS).

This second decision about an expanded range of services also has implications for special program administrative personnel. If we expect classroom teachers to participate in the services mentioned above, and if we hope to offer a robust range of extra-curricular activities geared toward talent development, it is essential to have a program coordinator that plans and "grows" such services, monitors the effectiveness of the services, maintains student records, and

communicates talent development progress with parents. All teachers involved in the expanded range of services should believe they are an integral part of the program rather than a random provider of an extracurricular activity. They should be aware of the program mission and goals, participate in staff development that focuses on talent development, and attend "gifted program" meetings. Their accomplishments should be described in program brochures, reported in program announcements and newsletters, and recognized in special events about program activities. The program coordinator helps to create an expanded range of services that are an essential part of a total talent development program.

The RIS/GPS respects and includes students who earn high scores on traditional measures of cognitive ability, but a major variation from traditional identification practices is that this system leaves some room in the Talent Pool for students who show their potentials in other ways. The percentage of total students in the Talent Pool and the corresponding proportions of students identified through test and non-test criteria can and should be modified based on the resources and goals of the individual program involved.

## Steps in Forming the Talent Pool

A team of school personnel including teacher(s) of the gifted, classroom teachers, administrators, and pupil personnel specialists (e.g., counselor, school psychologist, social worker) should be responsible for managing the Talent Pool selection process. This group can be thought of as the Review and Selection Team. Any and all information related to the selection process should be made available to all members of the team and a case study approach should be used to review each set of student records. On some occasions, it will be necessary to seek supplementary information about a student and to request that non-team members meet with the team to provide supplementary information. It is important for all persons on the team (and parents and the general faculty as well) to understand that ***instruments provide information but people make decisions!*** A multiple-criteria approach means that simply setting arbitrary cut-off points or adding up points from various instruments cannot make decisions. Informed human judgment is crucial for an identification system that: (1) seeks to develop diverse talent potentials in diverse segments of the school population; and (2) is geared toward services that place a premium on developing creative productivity rather than merely advanced lesson learning.

### *Step 1: Academic Performance and Test Score Nominations*

Academic performance based on end-of-year grades for the past two years and the most recent total verbal and total numerical scores from district-wide achievement tests are the first two criteria used in forming the Talent Pool. In a 15% Talent Pool example, students who score at or above the 92nd percentile on either verbal or numerical sections of the achievement test should automatically be placed in the Talent Pool. In schools that serve diverse populations it is also recommended that a non-verbal cognitive ability test be used in addition to standard achievement tests or aptitude tests. A very big caution, however, is in order here! There is a good deal of controversy about the effectiveness of non-verbal tests for increasing the proportion of minority students in programs for the gifted (Lohman, 2005; Naglieri & Ford, 2003, 2005). Until more definitive studies are conducted, we should treat non-verbal test scores as another piece of

information in the overall decision-making process rather than a substitute for regular cognitive ability tests and school performance. Lohman has argued forcefully that:

> (1) admission to programs for the gifted should be guided by evidence of aptitude for the particular types of advanced instruction that can be offered by schools; (2) the primary aptitudes for development of academic competence are current knowledge and skill in a domain, the ability to reason in the symbol systems used to communicate new knowledge in the domain, interest in the domain, and persistence; (3) inferences about aptitude are most defensible when made by comparing a student's behavior to the behavior of other students who have had similar opportunities to acquire the skills measured by the aptitude tests; however, (4) educational programming and placement should be based primarily on evidence of current accomplishment (Lohman, in press, p. 1).

Lohman further argues that comparisons should only be made between students who share similar learning opportunities or background characteristics. It is for this reason that this identification system recommends the use of *local norms* (i.e., calculated by school and grade level). Our goal is to identify the most promising students in *each* school and at *each* grade level who are the best candidates for supplementary services. Since we are not admitting students from other school districts or states, it does not make sense to engage in national comparisons. The use of national norms invariably results in the under representation of minorities and students whose potentials may be manifested in non-traditional ways.

Students who score below the 92nd percentile, but who have demonstrated "straight A" academic performance in their end-of-year grades should also be considered eligible for gifted program services unless the selection team notes unusual discrepancies between test scores and grades. Or there may be cases where high scoring students do not have high grades due to underachievement or personal or social issues. In such cases, before determining which services are appropriate, additional *individual* assessment and record review should be carried out to determine if factors such as underachievement, a learning disability, personal or family problems, or difficulty with timed group tests is giving an inaccurate picture of the student's potential. Individual intelligence tests administered by a qualified examiner are needed when discrepancy information is found in the types of assessment mentioned above. This approach will help to control the expensive and time-consuming use of individualized testing, thereby meeting the economy goal of this identification system.

Scores from the most recent regularly administered standardized achievement or aptitude test can be used for this purpose; however, we recommend that admission to the Talent Pool be granted on the basis of either a high verbal *or* a high mathematics score. This approach will enable students who are high in verbal or mathematical ability (but not necessarily both) to gain admission. Programs that focus on special talent areas such as music, art, drama, or leadership should use non-test criteria (see Step 2) as major indicators of above average ability in a particular talent area. In a similar fashion, whenever test scores are not available, or we have some question as to their validity, the non-test criteria recommended in the following steps should be used. This approach is especially important when considering primary age students, disadvantaged populations, or culturally and linguistically different groups.

The conclusion of Step 1 should be the creation of a list of names with an approximately equivalent number of students selected from each grade level. Through team discussions and negotiations, this list should represent approximately one-half of the predetermined number of "slots" in the Talent Pool.

***Step 2: Teacher Nominations***

If we were using nothing but test scores to identify a 15% Talent Pool, the task would be ever so simple. Any child who scores above the 85th percentile (using local norms) would be placed in the Talent Pool. In this identification system, however, we have made a commitment to "leave some room" for students whose potentials may not be reflected in standardized tests. This approach guarantees that all traditionally bright youngsters will automatically be selected, and they will account for approximately 50% of our Talent Pool. This process also guarantees admission to bright underachievers.

In order to minimize paperwork on the parts of classroom teachers, the first activity in Step 2 is to provide classroom teachers with a list of the names of students from their class who have already been selected for the Talent Pool in Step 1. After being provided with a brief training activity on the use of teacher rating forms (see Appendix B), teachers are asked to complete ratings on *other* students (i.e., other than those already selected in Step 1) whom they might consider for admission to the Talent Pool. In other words, teachers should be informed about all students who have gained entrance through test score nominations so that they will not have to complete ratings for students who have already been admitted. Step 2 allows teachers to nominate students who display characteristics that are not easily determined by tests (e.g., high levels of creativity, task commitment, unusual interests, talents, or special areas of superior performance or potential).

The instrument recommended for teacher ratings is the *Scales for Rating the Behavioral Characteristics of Superior Students* (SRBCSS; Renzulli et al., 2010). These scales are the most thoroughly researched and widely used teacher-rating instrument in the world (Renzulli, Reis, Gavin, & Systma Reed, 2009). The scales are now available in an online version (https://www.renzulliscales.com), which allows for ease of rating, and more importantly (because this system recommends the use of local norms[2]), the online version automatically calculates local norms as well as individual student profiles. Local norms should be calculated on a broad achievement range of students across the grade levels targeted to be identified before the scales are used to nominate high potential and gifted students.

Most schools use the three main scales corresponding to the Three-Ring Conception of Giftedness (Learning, Motivation, and Creativity); however, employing one or a combination of the other scales (Leadership, Reading, Mathematics, Science, Technology, Music, Art, Drama,

[2] National norms for SCBCESS-III are not offered because we do not believe the national information is meaningful or appropriate since student populations differ from school district to school district and even between and among schools in the same district. Accordingly, we believe that local norms should be calculated for a broad achievement range of students across the grade levels targeted to be identified. The step-by-step procedure for calculating local norms (percentile ranks) is outlined in Appendix E of the manual for SRBCSS (Renzulli et al., 2010) or, if you are using the online version of the Scales, it is calculated for you.

Communication: Precision, Communication: Expression, and Planning) may be appropriate for programs focusing on special areas of talent of for categorical programs such a Future Problem Solving, Web Quest, or MathCounts. Table 1 includes examples of how these rating scales may be used to nominate students for special topic programs by matching program goals and targeted skills to relevant rating scales. Once again, local norms based on school and grade-level ratings are used rather than state, regional, or national norms; and each scale is considered a categorical data point. *In other words, scores from the scales should never be added together or averaged.*

With the exception of teachers who are over-nominators or under-nominators, nominations from *teachers who have received training in this process* are accepted into the Talent Pool on a par value with test score nominations. We do not refer to students nominated by test scores as the "truly gifted," and the students nominated by teachers as the moderately or potentially gifted. Nor do we make any distinctions in the opportunities, resources, or services provided, other than the normal individualization that should be a part of any program that attempts to meet unique needs and potentials. Thus, for example, if a student gains entrance on the basis of teacher nomination because he or she has shown advanced potential for creative writing, we would not expect this student to compete on an equal basis in an advanced math class with a student who scored at or above the 92nd percentile on a math test. Nor should we arrange program experiences that would place the student with talents in creative writing in an advanced math cluster group. *Special programs should first and foremost respect and reflect the individual characteristics that brought students to our attention in the first place.*

In cases of teachers who are over-nominators, the selection team can and should request that teachers rank order their nominations for review (i.e., place the scales in a pile from high to low) and return them to the selection team. Procedures for dealing with under-nominators or non-nominators will be described in Step 4.

### *Step 3: Alternate Pathways*

Most schools using this identification system make use of test scores and teacher nominations, and in most cases, the majority of the Talent Pool will come from these two criteria.

**Table 1.** Matching SRBCSS scales to program goals.

| Program | Program Goals | Rating Scales to Use |
|---|---|---|
| Future Problem Solving (FPS) | • Increase creative thinking abilities<br>• Improve analytical thinking skills<br>• Stimulate an interactive interest in the future<br>• Extend perceptions of the real world<br>• Explore complex societal issues<br>• Refine communication skills—written, verbal and technical<br>• Promote research<br>• Integrate problem-solving into the curriculum<br>• Encourage cooperative, responsible group membership<br>• Offer authentic assessment | • Creativity<br>• Motivation<br>• Leadership |
| WebQuest | To develop the following skills:<br>• Comparing<br>• Classifying<br>• Inducing<br>• Deducing<br>• Analyzing errors<br>• Constructing support<br>• Abstraction<br>• Analyzing perspectives | • Technology<br>• Planning<br>• Learning<br>• Reading |
| MathCounts | • Challenge students' math skills<br>• Develop their self-confidence<br>• Reward them for their achievements | • Mathematics<br>• Motivation<br>• Communication: Precision |
| National History Day | • Engages students in the process of discovery and interpretation of historical topics<br>• Combine creativity and scholarship | • Learning<br>• Motivation<br>• Creativity<br>• Planning<br>• Communication: Precision<br>• Communication: Expressive |

Alternate pathways are optional, locally determined by individual schools, and pursued in varying degrees by individual school districts. Alternate pathways generally include parent nominations, peer nominations, self-nominations, specialized tests (e.g., creative writing, spatial or mechanical ability), product evaluations, or virtually any other procedure that might lead to *initial* consideration by a selection team. A large number of instruments for gathering alternate

pathway information are available in the identification literature. (A good source of information about traditional testing instruments can be found in *Assessment of Children: Cognitive Applications* [Sattler, 2001] and reviews of instruments specifically related to gifted programs can be found in *Instruments Used in the Identification of Gifted and talented Students* [Callahan, Hunsaker, Adams, Moore, & Bland, 2005].) A few examples of instruments that can be used for parent, peer, and product evaluation are included in Appendix C. The language of the cover letter for "Things My Child Likes to Do" is written in a way that seeks parent input about particular strength areas, but it does not place the parent in the awkward position of favoring or jeopardizing their child's designation as a "gifted" student. It is, of course, important and ethically responsible for teachers to make use of the findings resulting from the use of this instrument (described in the cover letter), whether or not the child is placed in the Talent Pool. This information should always be shared with classroom teachers and periodically monitored to determine if appropriate attention is given to information about special interests or activities.

Sensitive issues need to be addressed whenever we open the door to parent input. Objectivity is always a concern when parents are asked to rate their own child, and it is for this reason that the parent rating scale mentioned above is not characterized as a "gifted instrument." Examples of representative behaviors associated with each scale item are included so that we can avoid, at least to some extent, the surplus interpretation that parents may bring to the ratings.

There are even more important issues related to parent input, the main one being school districts that allow scores obtained through private testing to be submitted for consideration in the identification process. Assuming that reputable psychologists are administering the tests,[3] there is the issue of parents who are wealthy enough to afford private testing; and even in cases where private testing may be underwritten by the school district, there is the issue of parent savvy—simply knowing that the service is available and making the arrangements to have one's child tested. Since private testing is frequently a function of program history that has become accepted tradition, or even school board policy, the only way we can guard against unfair advantage it to make certain that (1) all parents are made aware of and have access to equivalent testing offered by or supported by the school; (2) inferences about test results are only made by comparing a student's behavior to the behavior of other students who have had similar opportunities to acquire the skills measured by the test; and (3) no single piece of identification information be used as the sole gatekeeper for admission decisions. The major difference between alternate pathways on one hand (Step 3), and test score and teacher nomination on the other (Steps 1 and 2), is that alternate pathways are not automatic. In other words, students nominated through one or more alternate pathways will become the subjects of a case study by the Review and Selection Team, after which a selection decision will be made. In most cases the team carries out a case study that includes examination of all previous school records, interviews with students, teachers, and parents, and the administration of individual assessments (as needed) that may be recommended by the team. In some cases, students recommended on the basis of one or more alternate pathways can be placed in the Talent Pool on a trial basis.

A local planning committee or the Review and Selection Team should make decisions about which alternative pathways might be used. Some consideration should also be given to

[3] We are reminded of a newspaper article that made reference to a local psychologist who was popularly known as "Dr. 130!" For the right fee, he would automatically make a child gifted by giving him or her an IQ if 130 or higher.

variations in grade level. For example, self-nomination is more appropriate for students who may be considering advanced classes at the secondary level. Peer nomination is particularly useful for program services that focus on particular talent areas such as technology, music, or drama; and students themselves are sometimes better at revealing which students have natural or "street smart" leadership potential.

***Step 4: Special Nominations (Safety Valve No. 1)***

Special nominations represent the first of two "safety valves" in this identification system. This procedure involves preparing grade level lists of all students who have been nominated through one of the procedures in Steps 1 through 3 and circulating these lists to all previous year teachers. The directions sent with the lists are as follow:

> These lists contain the names of all students who have been nominated for the Talent Pool for the forthcoming year. Will you please review the lists and send us the names of any students you have previously taught that are not on the lists, but that you think should be considered for Talent Pool membership.

Teachers should *not* be required to give a reason for their special nominations at this time. Busy schedules may discourage teachers from preparing justifications "on the spot." A later meeting or request that teachers complete a set of rating scales can also help to insure that invitations for special nominations are not ignored by busy teachers.

This procedure allows previous year teachers to nominate students who have not been recommended by their present teacher, and it also allows gifted education teachers to make recommendations based on their own previous experience with students who have already been in the Talent Pool, or students they may have encountered as part of enrichment experiences that have been offered in regular classrooms. This process also allows special topic teachers (e.g., music, art, physical education) or teachers who have had responsibilities for special programs (e.g., Future Problem Solving, National History Day, etc.) to have opportunities for input into the nomination process. These teachers often observe students in non-traditional learning environments, and therefore they are excellent talent scouts for a variety of creative, practical, and motivational strengths. Faculty orientation about such opportunities is, of course, very important for gaining such input.

The Special Nomination step allows for a final review of the total school population, and is designed to circumvent the opinions of present year teachers who may not have an appreciation for the abilities, styles, or even the personality of a particular student. This one last "sweep" through the population also helps to pick up students that may have "turned-off" to school or developed patterns of underachievement as a result of personal or family problems. This step also helps to overcome the general biases of any given teacher who is an under-nominator or a non-nominator. As with the case of alternate pathways, special nominations are not automatic. Rather, a case study is carried out and the final decision rests with the selection team.

### *Step 5: Notification and Orientation of Parents*

A letter of notification and a comprehensive description of the program should be forwarded to the parents of all Talent Pool students indicating that their youngster has been placed in the Talent Pool for the year. The letter does not indicate that a child has been certified as "gifted," but rather explains the nature of the program and extends an invitation to parents for an orientation meeting. At this meeting, a description of the Three-Ring Conception of Giftedness should be provided, as well as an explanation of the differences between "high achieving giftedness" and "creative productive giftedness." It is important to emphasize that both types of giftedness are important and will be addressed in the program. What should also be emphasized is that creative productive giftedness is the type that represents the way that the larger society has recognized persons of significant accomplishment (Treffinger & Renzulli, 1986).

The meeting with parents should also provide an explanation of all program policies, procedures, and activities. Parents are informed about how admission to the Talent Pool is determined; that selection is carried out on an annual basis, and that changes in Talent Pool membership might take place during the year as a result of evaluations of student participation and progress. Parents are also invited to make individual appointments whenever they feel additional information about the program in general, or their own child, is required. A similar orientation session should be provided for students, with emphasis once again being placed on the services and activities being provided. Parents are *not* told that their children are "the gifted," but through a discussion of the Three-Ring Conception and the procedures for developing general and specific potentials, they come to understand that the development of gifted behaviors is a program goal as well as part of their own responsibility.

### *Step 6: Action Information Nominations (Safety Valve No. 2)*

In spite of our best efforts, this system will occasionally overlook highly creative students or students talented in a specific area, who, for one reason or another, are not selected (but should have been) for Talent Pool membership. To help overcome this problem, a process called Action Information Nomination is used and all teachers are provided with an orientation related to spotting unusually favorable high-interest topics in the regular curriculum.

*Action information* can best be defined as the dynamic interactions that occur when a student becomes extremely interested in or excited about a particular topic, area of study, issue, idea or event that takes place in school or the non-school environment. It is derived from the concept of performance-based assessment, and it serves as the second safety valve in this identification system. The transmission of an Action Information Message (see Appendix D) does not mean that a student will automatically be placed in the Talent Pool. It does, however, serve as the basis for a careful review of the situation to determine if any types of special services are warranted. Action information messages are also used within Talent Pool settings (i.e., pull-out groups, advanced classes, cluster groups) to make determinations about the pursuit of individual or small group investigations (Type III Enrichment in the Triad Model). In order for the Special Nomination process to work effectively, all school personnel should be provided with an orientation to "talent spotting" situations where the initiation and transmission of an

Action Information Message may be warranted. Transmission to the Review and Selection Team or to someone in the school and/or community that might provide guidance, serve as a mentor, or help the student to follow up in his or her area of interest are obligations that accompany the use of Action Information Messages in our effort to leave no stone unturned is helping young people develop their potential talents. In programs based on the Schoolwide Enrichment Model (Renzulli & Reis, 1997), we also provide a wide variety of in-class enrichment experiences that might result in recommendations for special services through the Action Information process. This process is facilitated through the use of a teacher training activity that can be used to orient teachers in the use of the Action Information Message (Renzulli & Reis, 1997).

## Processing Identification Information: Keeping it Organized and Communication-Friendly

Despite our initial admonitions against emphasizing administrative "tidiness" at the expense of multiple sources of data identifying young people's talents, it is nonetheless important to keep all sources organized in a coherent manner that enhances communication among stakeholders. We recommend placing a summary sheet, such as the one presented in Figure 5, at the very top of each student's file. This allows a concise condensation of the multiple measures used in the identification process that is clearly visible to anyone who accesses the information.

Another possible way to summarize multiple-criteria into a meaningful format for decision-making is to use the following steps, developed by Lohman and Renzulli. This process incorporates verbal, quantitative, and non-verbal CogAT scores, math and reading achievement scores, and SRBCSS Learning Ability, Creativity, and Motivation scales in the review and selection process.

### Seven Step Identification System (Lohman & Renzulli, 2007)

1. Enter percentile ranks (PRs) from the three CogAT batteries (Verbal, Quantitative, and Nonverbal) in the first column of the following worksheet in Figure 6.
2. Convert Percentile Ranks (PRs) to points (Standard Age Scores) using Table 2. Enter these points into the worksheet.
3. Average the points for the Quantitative and Nonverbal batteries. Enter this value on the worksheet in the **QN Avg** space.
4. Sum the points for CogAT Verbal and Reading Total and enter this value in the **V-RT Sum** space on the worksheet.
5. Sum the points for the CogAT Quant-Nonverbal Composite (from step 3) and Mathematics Total and enter this value in the **QN-M Sum** space on the worksheet.
6. Take the **higher value** of **V-RT** and **QN-M** and enter it on the **Max** space of the worksheet.
7. Enter ratings for the three SRBCSS scales.
8. Compute the average teacher rating on each of the three SRBCSS scale for the group of students who were nominated for the program.

## Renzulli Identification System: Information Summary Form

Name:_____ Date:_____

School:_____ Grade:_____

**I. Academic Performance**

A. Achievement Test Scores (Most Recent Achievement Test Scores)

| | **Test** | **Date** | **Standard Score** | **Local %ile** |
|---|---|---|---|---|
| **Verbal** | | | | |
| **Numerical** | | | | |
| **Non-verbal** | | | | |

B. End of Year Grades for Past 2 Years

| **Subject** | **Year 1** | **Year 2** | **Subject** | **Year 1** | **Year 2** |
|---|---|---|---|---|---|
| Reading | | | Music | | |
| Mathematics | | | Art | | |
| Language Arts/English | | | Foreign Language | | |
| Social Studies | | | Other: | | |
| Science | | | Other: | | |

**II. Teacher Ratings** [*Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)*]

| **Scale** | **Score** | **Group Mean** | **Scale** | **Score** | **Group Mean** |
|---|---|---|---|---|---|
| Learning | | | Technology | | |
| Motivation | | | Artistic | | |
| Creativity | | | Musical | | |
| Leadership | | | Dramatic | | |
| Reading | | | Communication I | | |
| Mathematics | | | Communication II | | |
| Science | | | Planning | | |

**III. Alternative Pathways**

| | **Scale** | **Summary of Strengths** |
|---|---|---|
| **Parent Rating** | | |
| **Peer Rating** | | |
| **Product Rating** | | |

**IV. Special Nominations**

Teacher:_____ Grade:_____

Attach a brief description from the nominating teacher about why this student was nominated and enter the SRBCSS ratings in Part II above.

**Figure 5.** Summary information sheet for review and selection process.

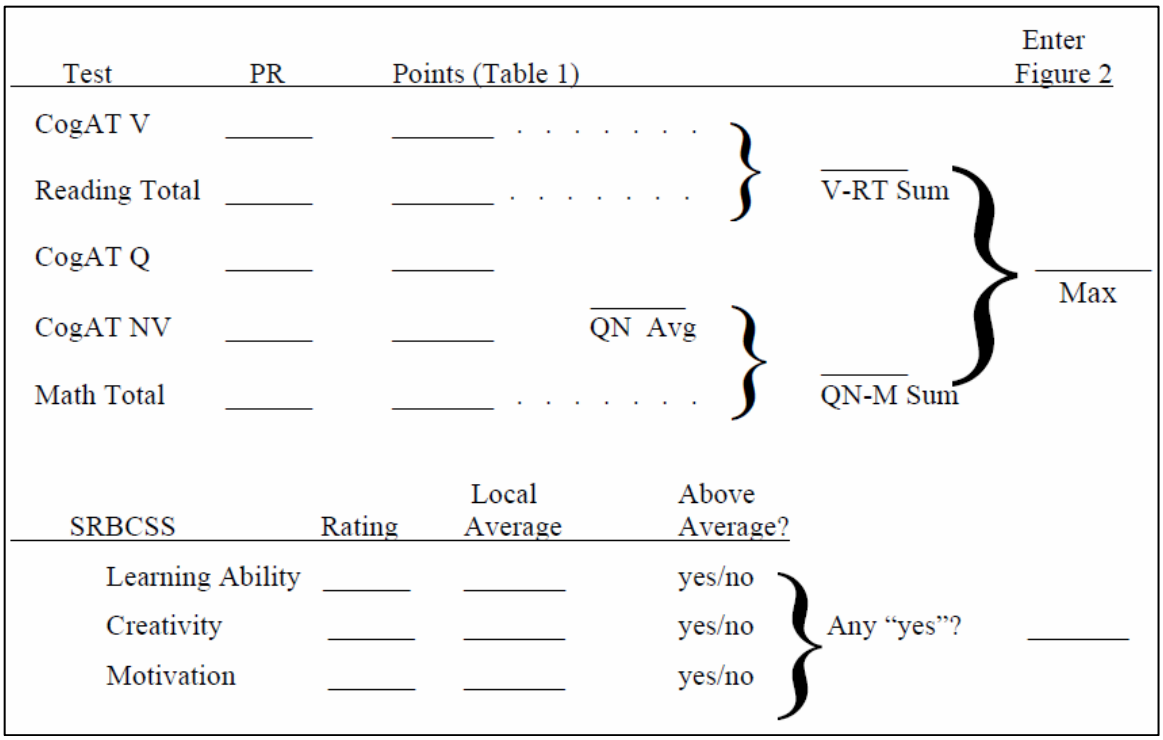


**Figure 6.** Lohman/Renzulli worksheet.

**Table 2.** Conversion chart for CogAT scores.

Use to convert PR from any test or CogAT SAS scores to points

| Points | PR | SAS |
|---|---|---|
| 1 | 80-83 | 113-115 |
| 2 | 84-88 | 116-119 |
| 3 | 89-92 | 120-123 |
| 4 | 93-95 | 124-127 |
| 5 | 96-97 | 128-131 |
| 6 | 98 | 132-135 |
| 7 | 99 | 136-139 |
| 8 | 99+ | 140+ |

The point totals for the composite verbal/reading total and the composite quant/nonverbal/mathematics total can now be used to identify students. Figure 7 assumes that cut points are set at the 80th and 96th PRs.

Category I: Superior reasoning and achievement. Rated as highly capable, motivated, or creative by their teachers

Category II: Superior reasoning and achievement. Not rated as highly by their teachers on any one of the three major scales of the SRBCSS

Category III: Somewhat lower but strong reasoning abilities (between 80th and 96th PR) on one of the ability-achievement composites. Rated as highly capable, motivated, or creative by their teachers

Category IV: Good but not exceptional abilities (between 80th and 96th PR). Not rated as unusually capable, motivated, or creative by their teachers

| | | **Teacher Rating on Learning, Motivation, or Creativity** | |
|---|---|---|---|
| | | Below average teacher ratings | Above average teacher ratings |
| **CogAT Verbal + Reading T. OR CogAT QN + Math T.** | 8 or more points (≥96th PR) | II | I |
| | 2 – 7 points (80th – 95th PR) | IV | III |

**Figure 7.** Using CogAT, achievement test scores, and teacher ratings.

For a more detailed description of this system of multiple-criteria identification and appropriate educational services for children who fall under the four categories mentioned above, see Chapter 10.

## Closing Thoughts

The most important factor that should be addressed when considering any identification system is the consistency that should exist between and among (1) the conception/definition of giftedness selected by a school or district, (2) the congruence between the conception/definition and the criteria used in the identification process, and (3) the goals and types of services that constitute the day-to-day activities that students will pursue in a special program. The consistency or "flow" between conception, identification, and programming is so important that it might be viewed as "the golden rule" of gifted education! The material covered in any special program should reflect the purposes or mission of gifted education and the characteristics that brought particular students to our attention through a systematic identification process. Intimately related to the development of an identification system is the selection of one or more organizational models that determine how we group students and move them around a pedagogical model that will guide instructional practices regardless of how students are grouped or organized for special program services.

Finally, we would like to close by again pointing out that simplistic single-score identification systems cannot provide us with the rich information necessary in making decisions on how to best provide services to develop children's unique talents and gifts. Choosing to implement a multiple-criteria identification system harnesses the best theoretical evidence about talent development across the lifespan. It also provides avenues for traditionally under-represented student populations to participate in special programming, enhancing social equity. The chapter details how implementing such a system is not only desirable, but practically feasible as well. As educators move to the implementation stage of any decision innovation process, we hope this chapter has provided a practical roadmap as well as resources to guide a

successful implementation of a flexible and fair identification system in their school or school system. We believe that the focus of tradition and expediency that has characterized gifted program identification must give way to expanded conceptions and innovative approaches to identification. These expanded approaches may not be as "tidy" or expedient as past practices, but they will help our field fulfill the promise of developing outstanding talent in more young people and increasing society's reservoir of creative and productive adults.

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## Appendix A
## A Bibliography of Resources for Conceptions and Definition of Giftedness and Talent Development


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## Appendix B
## SRBCSS Training Activity for Teachers

## MATHEMATICS CHARACTERISTICS

**TASK No. 1:** Individually, select the letter of a key concept that you believe most closely matches each item.
**TASK No. 2:** In a small group, discuss specific examples of when you have observed each behavior in a student.

### Key Concepts

A. Multiple illustrations
B. Finds challenge pleasurable
C. Organizer
D. Numeracy
E. Mental manipulation
F. Diverges from the ordinary
G. Variety of methods
H. Readily absorbs
I. Strives to understand
J. Seeks solutions

The student . . .

1. is eager to solve challenging math problems (A problem is defined as a task for which the solution is not known in advance). _____
2. organizes data and information to discover mathematical patterns. _____
3. enjoys challenging math puzzles, games, and logic problems. _____
4. understands new math concepts and processes more easily than other students. _____
5. has creative (unusual and divergent) ways of solving math problems. _____
6. displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately). _____
7. frequently solves math problems abstractly, without the need for manipulatives or concrete materials _____
8. has an interest in analyzing the mathematical structure of a problem. _____
9. when solving a math problem, can switch strategies easily, if appropriate or necessary. _____
10. regularly uses a variety of representations to explain math concepts (written explanations, pictorial, graphic, equations, etc.). _____

Answer Key

| | | |
|---|---|---|
| 1. J | 5. F | 9. G |
| 2. C | 6. D | 10. A |
| 3. B | 7. E | |
| 4. H | 8. I | |

## Appendix C
## Examples of Special Nomination Forms to Use for Multiple Criteria Identification

"Things My Child Likes To Do"

Cover Letter

To: Parent/Guardian of _____

From:

Subject: Things My Child Like To Do

One of the major goals of our overall school program is to provide each child with an opportunity to develop his or her individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In other words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children.

Although the work that your child does in school gives us many opportunities to observe his or her strengths and areas of interest, the activities that your children pursues at home can also help is to find ways for enriching his or her overall school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attached questionnaire contains 14 items. Each of the items deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the results of school assignments, extracurricular, club activities such as Girl Scouts or 4-H Club projects or other activities in which your child has developed an interest. It will, of course, be very helpful if you can jot down specific examples of your child's interests or activities in the right-hand column of the questionnaire.

If you should have any questions about this questionnaire, please contact the person whose contact information is listed below. We very much appreciate your assistance is helping us to provide the very best possible educational program for your child.

"Things My Child Likes To Do"

Your Name_____ Child's Name _____

Child's Age _____ Child's School _____ Today's Date_____

| | Seldom or Never | Sometimes | Quite Often | Almost Always | Example from your own child's life |
|---|---|---|---|---|---|
| 1. My child will spend more time and energy than his/her age-mates on a topics of his/her interest. | | | | | |
| 2. My child is a "self-starter" who works well alone, needing few directions and little supervision. | | | | | |
| 3. My child sets high personal goals and expects to see results from his/her work. | | | | | |
| 4. My child gets so involved with a project that (s)he gives up other pleasures in order to work on it. | | | | | |
| 5. My child continues to work on a project even when faced with temporary defeats and slow results. | | | | | |
| 6. While working on a project (and when it is finished) my child knows which parts are good and which parts need of improvement. | | | | | |
| 7. My child is a "do-er" who begins a project and shows finished products of his/her work. | | | | | |
| 8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. | | | | | |
| 9. When my child tells about something that is very unusual, (s)he expresses himself/herself by elaborate gestures, pictures, or words. | | | | | |

| | Seldom or Never | Sometimes | Quite Often | Almost Always | Example from your own child's life |
|---|---|---|---|---|---|
| 10. My child uses common material in ways not typically expected. | | | | | |
| 11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. | | | | | |
| 12. My child likes to "play with ideas," often making up situations that probably will not occur. | | | | | |
| 13. My child finds humor in situations or events that are not obviously funny to most children his/her age. | | | | | |
| 14. My child prefers working or playing alone rather than doing something "just to go along with the group." | | | | | |

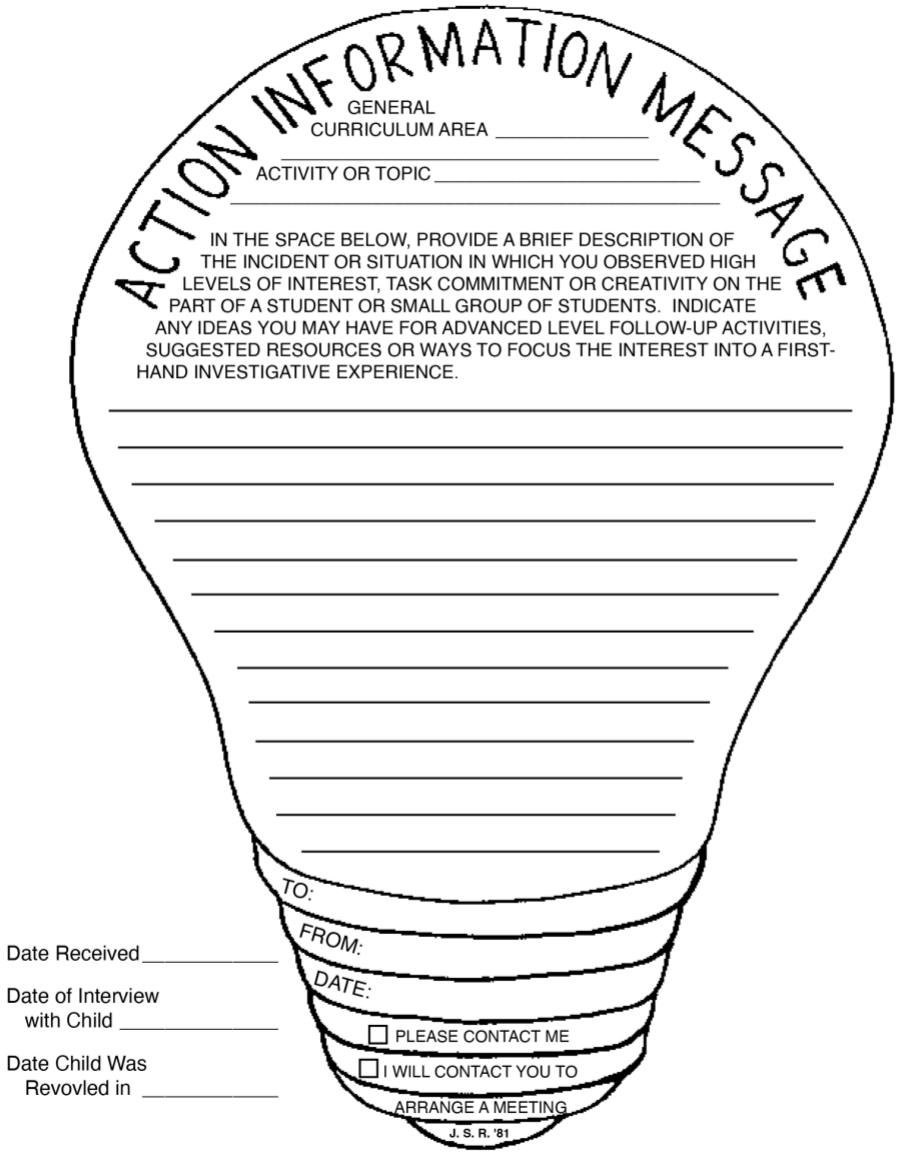
Peer Referral Form – Anne Udall, copyright pending

Teacher's Name _____

I'm going to ask you to think of your classmates in a different way than you usually do. Read the questions below and try to think of which child in your class fits best each question. Think of the boys and girls, quiet kids and noisy kids, best friends and those with whom you don't usually play. You may only put down one name for each question. You may leave a space blank. You can use the same name for more than one question. You may not use your teacher's name or names of other adults. Please use first and last name. You do not have to put your name down on this form, so you can be completely honest.

1. What boy OR girl learning quickly, but doesn't speak up in class very often?
   _____
2. What girl OR boy will get interest in a project and spend extra time and take pride in his or her work?
   _____
3. What boy OR girl is smart in school, but doesn't show off about it?
   _____
4. What girl OR boy is really good at making up dances?
   _____
5. What boy OR girl is really good at making up games?
   _____
6. What girl OR boy is really good at making up music?
   _____
7. What boy or girl is really good at making up stories?
   _____
8. What girl OR boy is really good at making up pictures?
   _____
9. What boy OR girl would you ask first if you needed any kind of help at school?
   _____
10. What girl OR boy would you ask to come to your house to help you work on a project? (Pretend that there would be someone to drive that person to your house).
    _____

## Appendix D
## Action Information Message Form




Renzulli, J. S., & Reis, S. M. (1997). *The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence.* Mansfield Center: CT; Creative Learning Press.