

Screening Non-typical TAG Nominees

Some Supplemental Tools

Subjective data from a variety of sources must be considered in the screening process to identify students from non-typical populations. All of the suggested supplemental screening tools are presently available through the District Special Services Office or SOESD.

English Language Learners	Economically Disadvantaged, Ethnic Minority, Disabled, or Culturally Different
<ul style="list-style-type: none"> ▪ Native Language Standardized Tests (Spanish)* Language Assessment Scale (LAS) Academically Talented in Reading or Math Woodcock-Muñoz Academically Talented in Reading Bilingual Statewide Assessment in Math Academically Talented in Math ▪ Nonverbal Intelligence Tests Ravens Matrices UNIT ▪ Classroom Observation Instruments Kingore Observation Inventory (KOI) (K-8) Klamath Falls “Initial Screening Checklist” (includes non-typical characteristics) ▪ Individual Observation Inventories Behavioral Checklist (Grades 1-2) Purdue Academic Rating Scales (Grades 7-12) Peer and Student Self-Assessment Inventories ▪ Interviews with Student, Parent, and/or former Teachers “Creative Collaboration” Interview Forms 	<ul style="list-style-type: none"> ▪ Peer and Student Self-Assessment Inventories ▪ Alternative Intelligence Tests Ravens Matrices ▪ Classroom Observation Instruments Kingore Observation Inventory (KOI) (K-8) Klamath Falls “Initial Screening Checklist” (includes non-typical characteristics) ▪ Individual Observation Inventories Behavioral Checklist (Grades 1-2) Purdue Academic Rating Scales (Grades 7-12) ▪ Interviews with Student, Parent, and/or former Teachers “Creative Collaboration” Interview Forms

The above tools used to determine TAG eligibility should be considered in combination with more traditional screening tools. Students in the above non-typical categories should be given additional opportunities, above the traditional screening tools, to qualify as TAG when other factors indicate a reasonable chance of eligibility.

Bilingual students, those with a level of proficiency in both English and their native language, need *not* score at the 97th %ile on a reading test in *one* of their languages. These students often have some specialized vocabulary in one language, perhaps from English-language science classes, and some in their native language, perhaps words about family activities. If the combination of the two scores indicates a language gift, they may be identified as Academically Talented in Reading.

One way to determine this would be using the following chart to determine minimum scores for identification of bilingual students who have otherwise “normal” schooling histories (attending school consistently, appropriate placements, etc.):

Native Language Reading Test Score	English Language Reading Test Score	Native Language Reading Test Score	English Language Reading Test Score
<i>Above 95%ile</i>	<i>Any score</i>	<i>Any score</i>	<i>Above 95%ile</i>
<i>92%ile - 95%ile</i>	<i>Above 50%ile</i>	<i>Above 50%ile</i>	<i>92%ile - 95%ile</i>
<i>87%ile - 91%ile</i>	<i>Above 70%ile</i>	<i>Above 70%ile</i>	<i>87%ile - 91%ile</i>