

Jacob K. Javits Gifted and Talented Students Education Act of 1988

The term “gifted and talented,” when used in respect to students, children or youth, means those who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

Poway Unified School District GIFTED AND TALENTED EDUCATION

Goal

To identify cognitively gifted students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that ensure the highest levels of academic achievement

Giftedness in Poway Unified

- **Students identified based on exceptional cognitive aptitude rather than academic achievement – achievement is the *goal* rather than the *criteria* for identification.**
- **Characteristics and marked cognitive differences require a modified, differentiated curriculum to ensure school growth and academic success.**

PUSD GATE Services

- **Identified students are clustered in grades 3-8, with the option to request homogeneous placement in humanities classes, grades 6-8.**
- **Differentiated Instruction is utilized as a means to meet the cognitive needs of identified students, as required by California State Law.**

Cognitive Aptitude

- Each student administered either the Otis Lennon School Ability Test (OLSAT) or the Naglieri Non-Verbal Ability Test (NNAT).
- Standardized, norm-referenced, group administered, by grade level.
- Results are compared to those of other students, by age.

Otis-Lennon School Ability Test (OLSAT)

- **Abstract Reasoning**
 - understanding relationships through pictures and geometric figures
- **Critical Reasoning**
 - discovering patterns and relationships; understanding details and main ideas
- **Critical Analysis**
 - evaluating objects for similarities and differences
- **Logical Reasoning**
 - examining sequences, patterns; predicting outcomes

Otis-Lennon School Ability Test (OLSAT)

Designed to predict student ability to:

- **perceive accurately**
- **recognize and recall what has been perceived**
- **think logically**
- **understand relationships**
- **understand abstracts**
- **apply generalizations to new and different contexts**

Naglieri Nonverbal Ability Test (NNAT)

- **Language-free test, for students for whom English is a second language**
- **Based on *progressive matrices***
- **Culture-fair measure for evaluating students from diverse cultural and linguistic groups**

Naglieri Nonverbal Ability Test (NNAT)

- **Pattern Completion**
 - discovering patterns and relationships
- **Reasoning by Analogy**
 - understanding relationships through pictures and geometric figures
- **Serial Reasoning**
 - discovering sequences of shapes and changes in those sequence
- **Spatial Visualization**
 - identifying how two or more designs would look when combined

GATE Eligibility

Multiple Factor, Matrix Evaluation

- **Academic Aptitude (OLSAT or NNAT)**
- **Teacher Questionnaire**
- **Parent Questionnaire**
 - Questionnaires contain same questions, are equally weighted, probe for frequency of observed behaviors, allow opportunity for narrative response
- **Other Factors**

Re-Testing Guidelines

If not identified:

- **May test again, no sooner than one calendar year after first administration**
- **Two test administrations with similar results are reliable**
- **A third test administration may provide clarification for two divergent scores**

Supporting Your Child

After the test:

- Allow your child to discuss his test experience with you if he/she expresses a desire to do so.
- Remind your child that the test is one way to show school personnel what his/her needs are.
- Help your child put the testing situation in perspective - a one time event, looking for possible needs.