Gifted & Talented
Program Manual
Gifted and Talented

Mission
Identified students who participate in G/T will demonstrate skills in self-directed learning, thinking, research, and communication. They will develop innovative products and sophisticated performances that reflect individuality and creativity and are advanced in relation to students or similar age, experience, or environment.

Primary Program Model
Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)). Students in Kindergarten, first, and second grade participate in GT instruction through content-based inclusion. Students in grades 3-6 receive supplemental instruction and participate in a GT Expo at the end of the year. All GT students review TEKS-based research during the first semester, and pursue more-advanced projects during the second semester.

Nomination/Referral
Transfer students in grades K-6 may participate in GT services, but in-district students may only be nominated for GT beginning in second grade. Nominations are ongoing from teachers or parents and forms can be obtained from the campus director’s office.

Screening Windows
2nd 9 weeks of school – screening/assessment of transfer students and current year referrals. **ongoing screening as needed**

Parental Consent
Written parental consent must be obtained before any assessment can be administered.

Screening/Selection
Referred students will be assessed and identified by a selection committee composed of at least 3 professional educators who have received training in the nature and needs of gifted students.

Assessments
Quantitative and Qualitative assessments shall be conducted, including: Achievement tests, ability/intelligence tests, behavioral checklists, classroom observations, student work products, assessments of creative thinking/leadership factors.

Notification
Parents and students shall be notified in writing upon identification for the gifted program. Written parental consent must be obtained before placement.

Reassessment
Reassessment may be conducted at any time deemed appropriate by the campus selection committee.

Furlough
A student may be furloughed for a specific period of time deemed appropriate by the selection committee. Re-entry, further furlough or exit may be considered after reassessment. Students that consistently fail to participate in the program may be referred for program dismissal by the selection committee.

Appeals
Parents or students may appeal a campus decision regarding selection or removal from the program.

Program Evaluation
The gifted program shall be evaluated annually in order to modify district and campus improvement plans.
GT Dates and Personnel 2023-2024
Alicia Hernandez, Program Coordinator

Campus Representatives:
Maribel Cummings, Brighton location
Jayci Ray, Spring Woods location
Nacol Hicks, Cypress Trails location

Annual Timelines
Fall Nominations, last week of school in November
Fall Program Enrollment, last week of school in December
Campus Fall Projects, December
Spring Nominations, first week of school in May
Spring Program Enrollment, last week of school in May
Campus Spring Projects, May
GIFTED AND TALENTED NOMINATION FORM

Date ___________________________ Grade ___________________________

I believe that ________________________________ at the ________________________________ location exhibits exceptional ability or the potential to excel in one or more of the following areas:

Specific Academic Aptitude:

_______ Language Arts  _________ Mathematics

_______ Social Science/ Humanities  _________ Science

_______ Leadership  _________ Creativity

Statement of Evidence Observed in Student:
(Statement may include superior to very superior academic strengths observed in the classroom performance, home/community, or hobbies related to the person's gifts and talents.)

_____________________________________________________________________

_____________________________________________________________________

Describe Academic Achievement (BAS level, Benchmarks, etc):

Report Card Scores (circle): 1  2  3  4

_____________________________________________________________________

Signature of Person Nominating

Person Nominating (Please Print)

Title or Relationship to Student

Date
GIFTED AND TALENTED CHARACTERISTICS

Although wide variations exist among the areas of giftedness, the following lists are characteristics or traits that a gifted and talented individual may possess within each area. Please keep these characteristics in mind when nominating students for gifted and talented services.

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>SOCIAL SCIENCE/HUMANITIES</th>
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<tbody>
<tr>
<td>Extensive vocabulary</td>
<td>Possesses a large storehouse of information about a variety of topics</td>
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<tr>
<td>Keen power of observation</td>
<td>Quick mastery and recall of factual information</td>
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<tr>
<td>Good memory</td>
<td>Rapid insight into cause-effect relationships</td>
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<tr>
<td>Perceives abstract ideas rapidly</td>
<td>Ready grasp of underlying principles-quickly makes valid generalizations</td>
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<tr>
<td>Ability to portray to others feelings, actions, personalities, situations</td>
<td>Keen and alert observer</td>
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<tr>
<td>Possesses creativity and inventiveness</td>
<td>Becomes absorbed and involved in certain topics or problems</td>
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<tr>
<td>Has varied interests</td>
<td>Prefers to work independently-requires little attention from teacher</td>
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<tr>
<td>Demonstrates an intellectual playfulness with words</td>
<td>Interested in many “adult” problems</td>
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<tr>
<td>Writes fluently with insight and strong personal voice</td>
<td>Likes to organize and bring structure to things, people, and situations</td>
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<tr>
<td>Sees relationships among apparently unrelated ideas</td>
<td>Quite concerned with right/wrong, good/bad</td>
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<tr>
<td>Reads avidly</td>
<td>Great deal of curiosity about many things</td>
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<td></td>
<td>Generates a large number of ideas or solutions to problems and questions</td>
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<td></td>
<td>Uninhibited in expressions of opinion</td>
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<td></td>
<td>Keen sense of humor</td>
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<td></td>
<td>Willingly tries out different media</td>
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<td></td>
<td>Elaborates on ideas from other people</td>
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<thead>
<tr>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
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<tr>
<td>Solves problems, yet sometimes not able to explain procedures</td>
<td>Questions critically</td>
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<tr>
<td>Performs computations easily and accurately, but resists extensive calculating</td>
<td>Visualizes mentally</td>
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<tr>
<td>Hypothesizes frequently</td>
<td>Thinks critically-abstraction, conceptualization, and synthesis</td>
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<td>Works a long time on challenging problems although there may be no solution</td>
<td>Attends to details related to the task at hand Is persistent in the pursuit of answers and solutions</td>
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<td>Works easily with technology</td>
<td>Sees alternatives and offers several solutions</td>
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<td>Is preoccupied with scales, statistics, records, almanacs, globes, maps</td>
<td>Makes generalizations</td>
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<tr>
<td>Devises own languages, codes, number systems</td>
<td>Ability to use resources with the intent to find answers</td>
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<td>Is sensitive to patterns in shapes</td>
<td>Ready grasp of underlying principles and quickly makes valid deductions</td>
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<td>Ability to translate unfamiliar abstraction into a familiar form</td>
<td>Keen and alert observer</td>
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<tr>
<td>Can translate the familiar into an abstraction</td>
<td>Tries to understand complicated material</td>
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<tr>
<td>Intuitively solve seemingly difficult problems mentally</td>
<td>Reasons things out for him/herself</td>
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<td>Computes answers in a non-traditional manner</td>
<td>Sees logical/common sense answers</td>
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<td>Uses unusual techniques in problem solving</td>
<td>Is easily bored with mundane or routine</td>
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<td></td>
<td>Is a self-starter-intrinsically motivated</td>
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<td></td>
<td>Shows an interest in science</td>
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GT Parent/Teacher Inventory for Finding Potential (PIP)

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<tr>
<th>Behavior or Characteristic</th>
<th>Seldom Or Never (1)</th>
<th>Sometimes (2)</th>
<th>Regularly (3)</th>
<th>Almost Always (4)</th>
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<tbody>
<tr>
<td>1. Reflective- when asked a complex question or given a new task, tends to take time to think before jumping in</td>
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<td>2. Connective-makes connections with what is already known or tries to apply new information to other contexts</td>
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<td>3. Focused-stays attentive and alert when new or complex information is being given; long attention span</td>
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<td>4. Retentive-remembers information in vast quantities easily</td>
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<td>5. Enjoys School-loves attending school and even “plays” school at home</td>
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<td>6. Enthusiastic-enters into most activities with eagerness</td>
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<td>7. Sensitive to Problems-ready to question or change situations, see inconsistencies, suggest improvements</td>
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<td>8. Abstract Thinker-makes generalizations and draws conclusions that summarize complex information easily</td>
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<td>9. Persistent in Own Interests-tries to follow through on self-initiated work</td>
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<td>10. Curious-pursues interest to satisfy own curiosity; wants to know why and how</td>
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<td>11. Perceptive-is alert, observant beyond years</td>
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<td>12. Aesthetically Responsive-responds to beauty in arts and nature</td>
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<td>13. Independent Thinker-follows own ideas, rather than others’</td>
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<td>14. Sensitive to others-easily understands how others feel or think; easily hurt by others’ negative actions</td>
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<td>Behavior or Characteristic</td>
<td>Seldom Or Never (1)</td>
<td>Sometimes (2)</td>
<td>Regularly (3)</td>
<td>Almost Always (4)</td>
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<tr>
<td>15. Independence—uses own set of values to dictate behavior; concerned with free expression of own ideas</td>
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<td>16. Sensitive to Ideas, Stories—upset with sad, negative, hurtful events related through some form of communication</td>
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<td>17. Independent in Action—plans, organizes activities; evaluates results</td>
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<td>18. Processing Speed—learns new information easily; recalls rote information rapidly</td>
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<td>19. Verbal—learned to speak and read considerably earlier than agemates; uses extensive vocabulary</td>
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<td>20. Fair—looks out for welfare of others; compassionate; concerned with justice and fairness</td>
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<td>21. Sense of Humor—can laugh at self; enjoys lighter moments, sensitive to hidden meanings, puns</td>
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<td>22. Self-Accepting—understands, accepts own feelings, thoughts, and how best to learn; views self realistically</td>
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<td>23. Intense—highly motivated and skilled in a specific subject area or domain</td>
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<td>24. Self-Critical—mistrusts own ability; lower self-concept than agemates; hard on self in self-evaluation</td>
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<tr>
<td>25. Achievement Need—strong drive to be “the best,” be recognized as expert, master domain of knowledge or set of skills</td>
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<td>26. Persistent in Assigned Tasks—concerned with completion and follow through when given a task to do</td>
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<td>27. Elaborative—concerned with detail, complexity; involved with implications of situation</td>
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<td>28. Dominant—asserts self with influence in group situations</td>
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<td>29. Uneven—is not balanced in skills and abilities; very good in some things but not everything</td>
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<td>30. Flexible—approaches ideas from a number of perspectives; is adaptable</td>
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<tr>
<td>Behavior or Characteristic</td>
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<tr>
<td>31. Structurer-shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests</td>
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<td>32. Risk-Taker-takes mental, emotional, and physical risks easily</td>
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<td>33. Tolerant of Ambiguity-comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve</td>
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<td>34. Confident-feels can produce at will; positive about own abilities</td>
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<td>35. Inner Locus of Control-attributes success and failure to own efforts and ability</td>
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<td>36. Fluent-produces large number of ideas easily</td>
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<td>37. Original-uses original methods; creates unusual, unique products</td>
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<td>38. Imaginative-freely responds to ideas, producing mental images, fanciful insights</td>
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<td>39. Physically Expressive-enjoys physical activities as means for self-expression</td>
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<td>40. Energy Level-has available pep and vigor for carrying on most activities</td>
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<tr>
<td>41. Task Analytic-breaks down tasks into sequential steps through backwards planning</td>
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<tr>
<td>42. Global Scanner-scans complex information quickly to pick out important items</td>
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<tr>
<td>43. Perceptual Perspective Taker-can orient self and figures in space easily</td>
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<td>44. Popular-others enjoy and want to be with this person</td>
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<tr>
<td>45. Accepting of Others-relates to others with genuine interest, concern; seeks out others, is warm</td>
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<tr>
<td>46. Physically Able-is coordinated, agile; participates well in organized games</td>
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<tr>
<td>47. Socially Mature-able to work with others; can give and take; sensitive to others’ wants</td>
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<tr>
<td>48. Happy-cheerful; has satisfied look on face most of the time</td>
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</table>
Parent Consent:

*I understand my child is undergoing screening for Gifted and Talented enrollment consideration. I give my consent for my child to be tested for GT.*

______________________________
Student Name

______________________________
Date

______________________________
Parent Name

______________________________
Parent Signature
GT Student Interview

Student_________________________ D.O.B.__________ Grade level________

Teacher_________________________ School_________________________

Interviewer______________________ Date of interview______________

OVERALL RATING: 1  2  3  4

1. ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. ____________________________________________________________________________
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This rubric can be used to evaluate the student responses to the Slocumb Interview. It is intended to be used informally as a guideline when determining if the student is showing the potential for giftedness.

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Not able to discuss; confusing manner</td>
<td>Needs prompting to explain or discuss; lacks focus</td>
<td>Adequate explanation of discussion; appropriate vocabulary</td>
<td>Explains independently, clearly and confidently; precise vocabulary</td>
</tr>
<tr>
<td>Constructs Meanings</td>
<td>Needs clarity and focus; undeveloped</td>
<td>Attempts to construct meaning but rambles; unclear</td>
<td>Information is generally clear and understandable</td>
<td>Meaningful; clearly focused; precise; in-depth analysis</td>
</tr>
<tr>
<td>Content Depth</td>
<td>Needs more information</td>
<td>Valid content but little depth or elaboration</td>
<td>Accurate content; covers topic effectively; well developed</td>
<td>Precise data; extended depth; complex content</td>
</tr>
<tr>
<td>Knowledge of Text</td>
<td>Little knowledge evident; lacks key ideas</td>
<td>Limited familiarity of textual concepts or key ideas</td>
<td>Familiar with most major ideas and concepts; support with appropriate references</td>
<td>Substantial knowledge of major concepts; in-depth content; relevant references</td>
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<tr>
<td>Organization</td>
<td>Unclear; lacks organization</td>
<td>Attempts to organize and sequence but hard to follow</td>
<td>Related ideas organized effectively; a clear sequence; well structured</td>
<td>Clearly planned logically presented and organized; sequenced to communicate well</td>
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</table>
Gifted and Talented Committee Action

NAME OF STUDENT: ____________________________ GRADE: ____________________________

CAMPUS: ______________________________________

After review of the above student, we believe that this student □ DOES  □ DOES NOT exhibit educational need to receive Gifted and Talented services.

DATE OF DECISION: ____________________________

COMMITTEE MEMBERS:

PRINT NAME SIGNATURE

__________________________________________ __________________________________________

__________________________________________ __________________________________________

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May 22, 2019

To Parents of Students evaluated for Gifted and Talented program enrollment:

Please see your child’s results after his/her nomination and consideration for GT enrollment. In order to qualify for the SHSU Charter School Gifted and Talented program, a student must demonstrate above average achievement in four of the five areas of evaluation. A check indicates and area in which your child meets this requirement.

_______ Academic Achievement: Student is reading on or above grade level and receives mostly 3s and 4s on report card objectives.

_______ Teacher Survey: Student demonstrates above average aptitude (3s and 4s) for behaviors and characteristics detailed in the teacher survey.

_______ Parent Survey: Student demonstrates above average aptitude (3s and 4s) for behaviors and characteristics detailed in the parent survey.

_______ NNAT 3: Student scored above average in the Naglieri Nonverbal Ability Test nonverbal measure of general ability. Score requirements differ by grade, please see the attached NNAT3 student report.

_______ Student Interview: Student must demonstrate high performance capability in an intellectual, creative, or artistic manner (3 or 4 interviewer rating).

Based on these criteria, the Gifted and Talented Committee has determined that your child:

_______ DOES NOT exhibit educational need for Gifted and Talented services at this time.

_______ DOES exhibit educational need for Gifted and Talented services at this time, and we have determined that his/her area of aptitude is:

________________________________________________________________________________

He/she will begin receiving GT instruction at the beginning of the 2019-2020 school year.

If you have any questions about your child’s individual evaluation samples, or the GT selection process, please contact Mrs. Hernandez at afh013@shsu.edu.

Thank you,

Alicia Hernandez
SHSU Charter School Principal
Purpose
The Naglieri Nonverbal Ability Test® – Third Edition is a brief nonverbal measure of general ability. The test questions are made of familiar abstract shapes. The instructions are straightforward and brief and can be given in different languages. The NNAT3 measures ability fairly for students from many different cultural and linguistic backgrounds.

Intended Use
- As a nonverbal measure of general ability
- As a measure that evaluates ability of students from diverse populations who may use different languages or come from different cultures
- For the identification of gifted individuals, especially gifted students who come from culturally and linguistically diverse groups
- For the evaluation of students who are hearing impaired

Additional Scores
- Raw Score (Maximum = 48): 31
- Scaled Score: 1636
- NCE: 51
- Stanine: 5

Student Report

This student was recently administered the Naglieri Nonverbal Ability Test® – Third Edition (NNAT3). This report contains an explanation of the NNAT3 and how this student performed.

**Naglieri Ability Index (NAI)**

This student’s score has been placed on the graph to show how it relates to the scores of other students of the same age. Most children’s scores will fall between 90 and 110. Scores in this range are considered to be average. Fewer children will have scores that fall between 70 and 89, or between 111 and 130, and an extremely small number of children will have scores that fall below 70 or above 130. Use the Description on the graph to help you understand where this student’s score falls.

**Percentile Rank**

Percentile Ranks range from a low of 1 to a high of 99. This score is used to compare this student’s performance to that of a national sample of students of the same age. For example, if a child who is six years old has a Percentile Rank of 75, this means the student scored as well as or higher than 75 percent of six-year-old students who were tested. Please note that Percentile Rank and percent correct represent two different performance measurements and have different interpretations.

For Explanation of Scores, visit the Support section of the Platform.