

Universal Screening and Norming Practices

Topic Overview Video (link) 



Why:

Recommendations for equitable gifted identification almost always include universal screening and localized norms. Universal screening involves administering an assessment to all students in a group (i.e., school, grade, or district).

The results from a universal screening provide the data needed to determine the local norms for any specific group, giving the opportunity for every student, regardless of background or level of preparation and home support, to demonstrate their capabilities and abilities.

Instructional Implications:

- ☉ More equitable representation of all student groups and decrease achievement and excellence gaps over time
- ☉ Increase growth for high-achieving/high-ability students
- ☉ Understand all students' potential, not just the students who take the test, through normed group characteristics

Guiding Questions:

- What are the gifted representation indices for our district's student groups? Where are we not identifying and servicing gifted or advanced students in a way that mirrors the district population?
- How do we serve all advanced learners?
- In what grades would universal screening be appropriate and provide the most useful *CogAT data*?
- How will the assessments be funded?
- When will we administer the tests? Who will administer them? How will we administer them?
- What methodology is best for determining localized norms?
- What challenges may we face in communicating this system to our community?
- Does the universal assessment tool align with advanced learning services?
- How can the assessment be used for instructional decision making for all students?

3 Best Practices:

1

Utilize multiple layers of local norm practices (district and/or campus level) to identify a more diverse and equitable group of students

2

Universally screen with with CogAT to benchmark your students' cognitive ability

3

Use CogAT to reduce the opportunity-to-learn gap with CLED students

Resources:

Gentry, M., Gray, A., Whiting, G.W., Maeda, Y., & Pereira, N. (2019). Gifted Education in the United States: Laws, access, equity, and missingness across the country by locale, Title I schools status, and race. Authors. <https://education.purdue.edu/geri/new-publications/gifted-education-in-the-united-states/>

Johnson, S.K., Simonds, M., & Voss, M. (2021). *Implementing evidence-based practices in gifted education: Professional learning modules on universal screening, grouping, acceleration, and equity in gifted programs*. Prufrock Press.

Peters, S. J., Makel, M. C., & Rambo-Hernandez, K. E. (2020). Local Norms for Gifted and Talented Student Identification: Everything you Need to Know. <https://doi.org/10.1177/1076217520985181>

Peters, S., Rambo-Hernandez, K., Makel, M., Matthews, M., & Plucker, J. (2019). Local norms improve equity in gifted identification. *National Association for Gifted Children*. <https://dev.nagc.org/blog/local-norms-improve-equity-gifted-identification>

Peters, S. J., Rambo-Hernandez, K. E., Makel, M. C., Matthews, M. S., & Plucker, J. A. (2020). Reflections on the Registered Report Process for “Effect of Local Norms on Racial and Ethnic Representation in Gifted Education.” *AERA Open*, 6(2). <https://doi.org/10.1177/2332858420919054>

Riverside Insights. (2022). Why universal screening is a more equitable identifier of gifted and talented students. *Riverside Insights*. <https://blog.riversideinsights.com/universal-screening-equity-gifted-placement>

Riverside Insights. [Riverside Insights]. (2021, September 17). *Universal screening: More important now than ever before* [Video]. Vimeo. <https://vimeo.com/607565672>

Riverside Insights. [Riverside Insights]. (2021, October 18). *Hear from the experts: best practices in using local norms* [Video]. Vimeo. <https://vimeo.com/635460440>

Scott J. Peters, Ph.D. site of Gifted Identification Resources (<https://sites.google.com/uww.edu/peterss/gifted-identification-resources>)

Texas Education Agency. (2021). District or Campus G/T Equity Representation. *Texas Education Agency*. <https://gtequity.tea.texas.gov/sites/gtequity.tea.texas.gov/files/2021-08/GT%20Representation%20Index%20%281%29.pdf>

The National Working Group on Advanced Education. (2023). Building a wider, more diverse pipeline of advanced learners. *Thomas B. Fordham Institute*. <https://fordhaminstitute.org/national/research/building-wider-more-diverse-pipeline-advanced-learners>

Universal Screening and Norming Practices Worksheet

Directions: Use these guiding questions to determine needs for universal screening and local norms.

1

Identify the gifted identification indices:

By campus

By grade

By student population

2

By student population

3

Consider options for universal screening for gifted identification

Which grades are options for universal screening?

How can we find the funding for universal screening?

How can we use the universal screening assessment data to support instructional differentiation?

Think about the implementation plan for universal screening:

When

Where

Grades

Who will administer

4

What methodology is best for determining localized norms?

5

Can we anticipate any challenges in moving to a universal screening identification process and / or using local norms? How can we mitigate these challenges?

