Matrix of Commonly Used Assessments for Gifted Identification

The Office of Gifted Education at CDE has developed a resource matrix describing the most common assessments used in Colorado for the purpose of gifted identification. ***It is important to note that the matrix is intended for informational purposes as CDE does <u>not approve</u> specific identification instruments.*** An AU must consider the purpose, reliability and validity of a specific test to guide appropriate instrument selection for the purpose of identification. The scope of the assessment should include items to measure exceptional ability and not just grade-level, foundational skills or behaviors. As a general rule of thumb, tests that are based on constructs associated with giftedness and/or normed on samples that include exceptional students working above grade-level are valid for identification. It is recommended to use the latest edition of an assessment.

Cognitive Measures

Most cognitive assessments may be used for gifted identification purposes as long as they claim to measure general intellectual ability ("*g*") up to three standard deviations above the mean. If they are designed for a smaller range, many gifted children will "top out" on such tests. Also, Administrative Units and gifted educators should make sure that norms for the test are up-to-date. Norms older than 7-10 years do not reflect today's demographics in their sampling.

Academic or Achievement Measures

Achievement tests that may be considered as qualifying evidence contain one or more of the following attributes:
- Provides a national percentile ranking (NPR) score from a large, normative sample population within the last 5 – 8 years;
- Questions that are adaptive in order to measure above, at or below grade-level abilities;
- Items that measure a broad range of skills and standards within a content domain; and/or
- Summative assessments that measure the mastery level of content skills/standards.

It is important to note that when identifying a student for a specific academic aptitude <u>without</u> a cognitive score, multiple assessment scores over **a period of time** are considered valid and reliable data. Examining trends over time, especially for primary students, is important when reviewing qualifying data for a specific academic aptitude identification.

Assessments used for grade-level benchmark screenings, to progress monitor a student's attainment of a specific standard or diagnose a subject-area deficiency are defined as **diagnostic** or **inventory** instruments. Diagnostic assessments or skill inventories measure **proficiency** of grade-level foundational skills. Although these assessments may include an NPR, diagnostic and inventory assessments are not intended to measure exceptional abilities in a specific content area. Because of this narrow focus, these instruments are <u>not</u> used as qualifying data. An example of this type of assessment might include a diagnostic test to identify a reading deficiency or a skills inventory to measure how rapidly a student can compute math facts.

Formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments that are short, periodic and often informal measures of how a student is progressing through a specific lesson or content standard are <u>not</u> used as qualifying evidence.

State assessment data are used to measure student achievement and growth. The performance level of "Exceeds Expectations" is used as qualifying data for gifted identification for specific academic aptitudes in the content areas assessed. Growth or state percentile data are <u>not</u> used for identification purposes. A 95th state percentile is not the same as a 95th national percentile ranking. The state percentile means the student scored at the 95th percentile compared to other students in the state. This percentile may or may not equate to "exceeds expectations" depending on the scaled score for all participating students.

Observation Scales

Observation scales are **qualitative** measures that depend on the observation of and judgment about student behaviors by professionals who deal with the student on a regular basis and/or the student's parents. Normed observation scales designed specifically to examine behaviors associated through research with giftedness may be used for identification. Observation scales that are designed to diagnose attention deficits and other specific conditions may <u>not</u> be used for identification. Observation scales that are <u>not</u> normed referenced, but provide informative data on exceptional abilities, such as the Kingore Observation Inventory (KOI), may be used as an indicator to move the student to the gifted identification assessment process. An exception to this standard is the use of research-based scales developed for Specific Talent Aptitudes. Talent scales developed through analysis and research of the discipline may be considered as qualifying evidence for dance, music, performing arts and visual arts. Two examples include the observation scales developed by Dr. Haroutounian or the CDE Talent Observation Scales created by content experts.

Identification Resources

When selecting nationally normed, standardized instruments for the identification of gifted and talented students, educators should consider the following questions:
- What is the purpose for the assessment?
- Is the assessment valid for its purpose?
- Is the assessment reliable?
- Does the assessment measure exceptionality?
- What is the age of the assessment?
- When was the assessment last normed?
- How large was the norming sample?

For additional information on Colorado guidelines for gifted identification, access the [Gifted Identification Handbook](#)

Cognitive Assessments

	Content	Age or Grade	Time	Administration	Considerations	Contact
Batería III Woodcock Muñoz (Cognitive)	Measures general intellectual ability and specific cognitive abilities in Spanish speaking individuals	2:0 – 90+	Varies depending on test, approximately 5-10 minutes per test	Individually administered	Spanish version of the Woodcock Johnson III Tests of Cognitive Abilities; Summary report available in English and Spanish	Riverside Insights
Battelle Developmental Inventory, Second Edition (BDI-2)	Developmental assessment for early childhood; Personal-Social, Adaptive, Motor, Communication, and Cognitive ability	Birth to 7:11	Complete BDI-2: 1-2 hours; Screening Test: 10-30 minutes	Individually administered	Available in Spanish; The BDI-2 Spanish can be administered entirely in Spanish or English, or combinations of Structured items, completed by the child in either language, can be interspersed with the dominant language of the adult caregiver	Riverside Insights
Bilingual Verbal Abilities Test (BVAT)	Provides measure of overall verbal ability	5:0 – Adult	30 minutes	Individually administered	Assessment available in 17 languages; Any item that is skipped or answered incorrectly is administered in heritage language	Riverside Insights
Cognitive Abilities Test Full Battery Form 7 or 8 (CogAT)	Reasoning and Problem-Solving using verbal, quantitative, nonverbal symbols	K-12	30-60 minutes per session depending on test level	Group administered	Research studies show sensitivity to ELL and minority students; The new Form (7) will include a Spanish Form	Riverside Insights

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Cognitive Abilities Test Screening Form (CogAT)	Reasoning and Problem-Solving using verbal, quantitative, nonverbal symbols	Grades K-12	30-45 minutes depending on test level	Group administered	The *CogAT* Screening Form was developed primarily to provide a quick(er), reliable estimate of general ability – particularly in cases where testing time is a concern. The Screening Form does not provide separate scores for V, Q, and N. The separate subtest scores are not sufficiently reliable to stand alone for high-stakes purposes. The Screening Form Total Composite score provides a solid estimate of general ability.	[Riverside Insights](#)
Naglieri General Ability Test	Measures general ability using verbal, quantitative, and nonverbal test questions	Ages 4 to 18	3 tests at 30 minutes each	Group Administered	The Naglieri General Ability Tests include a verbal and quantitative component in order to have a more diverse approach to measuring general ability.	[Naglieri General Ability Test](#)
Differential Ability Scales-II (DAS-II)	Measures verbal, nonverbal, and spatial reasoning abilities;	Ages 2:6-17:11	Core battery 45 - 60 minutes. Diagnostic subtests 30 minutes	Individually administered	Spanish supplement available; works well with twice-exceptional or potentially twice-exceptional students	[Pearson DAS-II](#)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Kaufman Assessment Battery for Children, Second Edition (KABC-II)	Various cognitive abilities based on CHC or Luria models	Ages 3 - 18	25 - 55 minutes (core battery, Luria model), 35 to 70 minutes (core battery, CHC model)	Individually administered	More culturally and linguistically responsive (although contains verbal administration items), Administration prompts translated into Spanish	Pearson KABC-II
Kaufman Brief Intelligence Test 2nd Edition (K-BIT2)	Measures intellectual ability	Age 4:0 - 90:0	20 minutes	Individually administered	Cultural fairness is reflected in norming procedures and item selection. Correct responses in other languages are accepted.	Pearson K-BIT2
Naglieri Nonverbal Ability Test, Second or Third Edition (NNAT3)	Screens for general ability	Grade K-12	30 minutes	Group or individual administration	Reliable tool for screening individuals from diverse cultural and linguistic backgrounds	Pearson NNAT3
Screening Assessment for Gifted Elementary and Middle School Students (SAGES 3)	Measures aptitude and achievement – language arts, social studies, math, science, and nonverbal ability	Elementary and Middle School aged students	Each subtest requires approximately 20 minutes	Individual or group administration	NA	Pro-Ed SAGES-3

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Stanford Binet Intelligence Scales, 5th Edition (SB 5)	Fluid reasoning, knowledge, quantitative reasoning, visual- spatial processing, and working memory	Age 2 to 85 +	Takes approximately 5 minutes per subtest	Individually administered	NA	[Riverside Insights](#)
Test of Mathematical Abilities for Gifted Students (TOMAGS)*	The TOMAGS measures students' ability to use mathematical reasoning and mathematical problem solving.	Grade K-6	Not timed	Individual or group administration	*May also be used as a qualifier for math **achievement** for specific academic aptitude and count as qualifying evidence for a norm-referenced achievement test.	[Pro-Ed Test of Mathematical Abilities for Gifted Students](#)
Test of Nonverbal Intelligence, Fourth Edition (TONI-4)	General cognitive ability	Age 6:0 – 89:11	15 to 20 minutes	Individually administered	Completely language free or also has directions in Spanish, French, German, Chinese	[Pearson Test of Nonverbal Intelligence, Fourth Edition](#)
Universal Nonverbal Intelligence Test Second Edition (UNIT2)	Measures general cognitive ability in a completely nonverbal manner	Age 5:0 – 17:11	Depends on battery given – 10-45 minutes	Individually administered	Provides an assessment that neutralizes the impact of language on cognitive processes and abilities; Examiners use 8 universal hand gestures to explain tasks	[Riverside Insights](#)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)	Measures a child's intellectual ability including visual spatial and fluid reasoning	Age 6:0 – 16:11	Varies depending on age, between 1hour and 1.5 hours	Individually administered	Complimentary subtests can also measure academic achievement in reading, writing and math	[Pearson Wechsler Intelligence Scale for Children, 5th Edition](#)
Wechsler Preschool and Primary Scale of Intelligence, 4th Edition (WPPSI-IV)	General cognitive ability	Age 2:6 – 7:3	Core subtests: Ages 2:6–3:11, 30–45 minutes; Ages 4:0–7:3, 45–60 minutes	Individually administered	NA	[Pearson Wechsler Preschool and Primary Scale of Intelligence, 4th Edition](#)
Woodcock Johnson Tests of Cognitive Abilities Fourth Edition	Verbal Ability, Thinking Ability, and Cognitive Efficiency	Age 2:0 – 90+	BIA testing time – 10-15 minutes	Individually administered	Spanish version (see Bateria)	[Riverside Insights](#)

Achievement Tests

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Aprenda: La prueba de logros en espanol, Tercera edicion (Aprenda 3)	Reading, Lexile, Math, Language, Spelling, Listening, Social Science, Science	Grade K-12	Testing time depends on grade/age	Individual administration or group. Multiple choice, untimed	Modeled after Stanford 10. Measures Spanish speaking students' abilities in their native language. Reports are available in English and Spanish	Pearson Aprenda: La prueba de logros en espanol, Tercera edicion
ACT	Consists of subject area tests in: English, Mathematics, Reading, Science and optional Writing	High School	Actual testing time is 2 hours and 55 minutes (plus 30 minutes if taking the ACT Plus Writing).	Group	The test is offered in English only. Extended time testing is available only for students with diagnosed disabilities and is not available solely on the basis of limited English proficiency.	ACT Online Registration
ACT Aspire Summative Assessment	Summative assessment measures math, English, reading, science and writing	Grade 3-High School	Full battery, 4- 4.5 hours	Group Online or Paper-pencil	Vertically articulated, standards-based assessment linked to ACT	ACT Aspire

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Batería IV (Spanish Parallel of Woodcock-Johnson IV)	Measures academic achievement levels of Spanish speaking individuals	Age 2 to 90+	Achievement Standard 11 tests (55–65 minutes)	Individual	Access to all the tests and interpretative options of the WJ IV® for Spanish dominant individuals	[Riverside Insights Bateria IV](#)
Colorado Measures of Academic Success (CMAS)	Standards-based summative assessment of English Language Arts (ELA), Mathematics, Social Studies and Science	Grade 3-10	55-80 minutes per section	Group administered	Accommodations available for students with IEP, 504 or NEP/LEP only, in U.S. 3-years of less	[Colorado Department of Education Office of Assessment-CMAS](#)
Galileo K-12 Online	K-8 online test to assess student progress in reading, math, writing and science. It provides a predictive analysis of student performance.	Grade K-12	Math, reading /English Language Arts, writing, science	Individual online	NA	[Assessment Technology Incorporated Galileo K-12 Online](#)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Gates-MacGinitie, Forms S & T 4th Edition	Reading	K-Adult	Time varies depending on level administered, ranges from 55-100 minutes	Group administration. Teacher administered	Alternate Forms for pre and post testing	[Riverside Insights Gates- MacGinitie, Forms S & T](#)
iReady Diagnostic* ,[1]	Reading and Math	Grade 2-8	Adaptive and user controlled	Group Online	*Use the iReady Comprehensive Diagnostic Test covering **all strands** of the content area.This test provides qualifying evidence when the student scores at the 95th national percentile ranking (NPR) or above. When identifying a student for specific academic aptitude without a qualifying ability test score, look for a trend in qualifying NPR over time.	[Curriculum Associates iReady Diagnostic](#)
Iowa Assessments	Comprehensive assessment of student progress in major content areas	Grades K-High School (depending on content area)	Core: 2 hours, 35 minutes Complete: 3 hours, 55 minutes	Group, online or paper-pencil	Spanish language assessment *Logramos*	[Riverside Insights Iowa Assessments](#)

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[1] *Although assessment name states "diagnostic" this is an adaptive test that measures above grade-level performance and provides a national percentile ranking. Technology enhanced items for constructed response, open- ended response, and selected response.*

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Kaufman Test of Educational Achievement, (KTEA-3) Third Edition	Measures academic achievement in reading, math, written and oral language	Age 4-6 through 25-0	Pre-K: 30 minutes; Grades 1-2: 50 minutes; Grades 3: 80 minutes	Individual	NA	Pearson Kaufman Test of Educational Achievement
NWEA-Measures of Academic Progress (MAP)	Computer adaptive interim assessment of Reading, Language Usage and Mathematics (additional Science test is available)	Grade 2-12	Untimed, but a typical student completes in under 60 minutes /subject area	Individually administered on computer	Spanish version for Math. If circumstances necessitate non- standard accommodations (such as an Individualized Education Plan, 504 plan, or English for Speakers of Other Languages program), the MAP test does not preclude districts from making those accommodations.	Northwest Evaluation Association Measures of Academic Progress
PSAT	The PSAT Subject Tests are designed to assess academic readiness for college in areas of Reading, Writing and Math	Grades 9-11 Grade 8 for Rocky Mountain Talent Search Grade 10 for state assessment	3 hours; Assigned dates by College Board	Group Colorado PSAT 10 is administered to all 10th graders for state assessment	Documented disabilities may be eligible for accommodations	The College Board National Office-PSAT

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Renaissance Learning STAR Assessments	Computerized screening and progress monitoring assessment of Reading and Math skills	Grade K – 12	20 minutes	Individually administered on the computer	Standards-based, adaptive assessment providing a national percentile ranking	Renaissance Learning STAR Assessments
SAT	College placement test to assess critical reading, writing and math	Grade 11-12	3-4 hours	Group SAT is administered to all 11th graders for state assessment	Documented disabilities may be eligible for accommodations	The College Board National Office- SAT
Stanford 10	Reading, Lexile Measure, Mathematics, Language, Spelling, Listening, Science, Social Science	Grade K-12	30 minutes per subtest, abbreviated version also available	Individual administration or group. Multiple choice, untimed	Modifications for LEP students report on website Available in Spanish	Pearson Stanford 10
Scantron Performance Series	Online, adaptive assessment to measure achievement and growth in reading and math	Math Grade K-12 Reading Grade K-12 LA Grade 2-8 Science Grade 2-8	Adaptive 20 – 60 minutes	Group	Some items include audio support	Scantron

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
TerraNova, 3rd Edition	Reading, Math, Language, Science, Social Studies	Grade K-12 (some subject areas are not available for all grade levels)	Time depends on subject and grade level, time limits apply	Group or Individual. Teacher administered	SUPERA is the Spanish version of the TerraNova series of assessments	TerraNova3
Test of Early Mathematics Ability-Third Edition (TEMA)	Measures mathematics performance in multiple domains	Age 3-0 through 8-11	40 minutes	Individual	Studies included show the absence of bias based on gender and ethnicity	Pro-Ed, Test of Early Mathematics Ability
Test of Early Reading Ability-Third Edition (TERA-4)	Assesses mastery of early developing reading skills	Age 3-6 through 8-6	30 minutes	Individual	Studies included show the absence of bias based on gender and ethnicity	Pro-Ed Test of Early Reading Ability
Test of Early Written Language (TEWL-3)	Two subtests measure Basic Writing and Contextual Writing	Age 4-0 through 11-11	30-50 minutes	Individual	Characteristics of the normative group correspond to those for the 2010 census data relative to geographic region, gender, ethnicity, Hispanic status, household income, educational attainment of parents, and exceptionality status.	Pro-Ed Test of Early Written Language

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Test of Language Development Primary Edition and Intermediate Edition (TOLD-P:4)	Measures semantics and grammar; listening, organizing, speaking; and overall language ability – Specifically designed to identify students who are significantly below their age range in development and to progress monitor remedial instruction	Age 4-0 through 8-11 (Primary) Age 8-0 through 17- 11 (Inter. Edition)	30 -60 minutes	Individual	NA	Pro-Ed Test of Language Development Primary Pro-Ed Test of Language Development Intermediate

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Test of Reading Comprehension (TORC-4)	Measures word identification and contextual meaning - Specifically designed to identify students who are significantly below their age range in development and to progress monitor remedial instruction	Age 7-0 through 17- 11	45 minutes or less	Individual	NA	[Pro-Ed Test of Reading Comprehension](#)
Wechsler Individual Achievement Test - Fourth Edition	Paper and pencil or online achievement test identifies academic strengths and weaknesses in 16 subtests	Grade PreK through grade 12, and for age 4:0–50:11	Varies by grade level and number of subtests administered	Individual or group	NA	[Pearson Wechsler Individual Achievement Test](#)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Woodcock-Johnson - IV	Standard Battery measures reading, writing and math, the Extended Battery includes reading, writing, math, science and social studies	Age 2 to 90+	Varies, about 5 minutes per test	Individual	NA	Riverside Insights Woodcock Johnson IV

Norm-referenced Observation Scales

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Gifted Evaluation Scale, Fourth Edition (GES-4)	Scales measure intellect, creativity, specific academic aptitude, leadership ability, and performing and visual arts – the motivation scale is optional	6 – 16 years	15 minutes	Teacher rating form	NA	[Hawthorne Educational Services Gifted Evaluation Scale](#)
Gifted Rating Scales (GRS)	Scales designed measure general intellectual ability, language arts, mathematics, science, social studies, creativity; and leadership.	GRS-Primary: 4:0 - 6:11 years GRS-Secondary: 6:0 - 13:11 years	5-10 minutes	Teacher rating form	NA	[Pearson Gifted Rating Scales](#)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
Scales for Identifying Gifted Students (SIGS)	Home Rating Scale and School Rating Scale work together to measure general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership.	5 – 18 years	NA	Home Rating Scale and Teacher Rating Form	Spanish version available	[Routledge Scales for Identifying Gifted Students](#)

ACCESS (Achievement or Performance Assessment)

Assessment	Content	Age or Grade	Time	Administration	Considerations	Contact
ACCESS	English language proficiency assessment for English language learners	Grade K – 12	Up to 4 1/2 hours	Group	ACCESS scores may be used as qualifying evidence through any one of the following: Accelerated Achievement Accelerated Trajectory through ELD Program Growth Percentiles (SGP)	[WIDA website](#)

Research-based Performance Observation Scales for Talent Areas

Assessment	Content	Age	Time	Administration	Considerations	Contact
CDE Performance Assessments for Dance, Music, Performing Arts and Visual Arts	Dance, Music, Performing Arts and Visual Arts	Grade K – 12	45 – 60 minutes	Juried performance	The CDE assessment protocols may be used as qualifying evidence. Experts complete the CDE Talent rubrics to evaluate a performance.	Colorado Department of Education Office of Gifted Education website for Talent ID
Arts Talent ID by Dr. Haroutounian	Dance, music, performing arts and visual arts	Grade K – 12	15 – 30 minutes	Completed by a person knowledge able of the content area who works directly with the student	The person who completes the scale needs to have a sophisticated understanding of the arts.	Royal Fireworks Press Arts Talent ID

Norm-referenced Assessments for Talent Aptitudes

Assessment	Content	Age	Time	Administration	Considerations	Contact
Musical Aptitude Test	Seven components: tonal imagery (melody and harmony), rhythm imagery (tempo and meter), and musical sensitivity (phrasing, balance, and style).	Grades 4 – 12	The entire test takes about 3.5 hours to administer (each battery takes about 50 minutes)	Individual or group	The test is hand scored and must have a CD player.	GIA Publications Musical Aptitude Test
Profile of Creative Abilities (PCA)	Measure of creative ability	Ages 5 – 14:11	30 – 40 minutes	Individual or group	Home rating scale is available Two subtests measure two aspects of divergent production	Pro-Ed Profile of Creative Abilities
Torrance Tests of Creative Thinking (TTCT)	Overall measure of creativity; Figural and Verbal tests - examinees reflect on their life experiences	Grades K – 12 and Adults	30 - 45 minutes depending on test	Individually administered	The Figural TTCT is available in Spanish Available in Spanish	Scholastic Testing Services Torrance Tests of Creative Thinking

Other supportive resources, but cannot be used as qualifying data

Assessment	Content	Age	Time	Administration	Considerations	Contact
HOPE Teacher Rating Scale	Teacher nomination instrument with 11 items that measure academic and social/affective components of giftedness. Invariant when used to identify students from low-income and culturally diverse families.	Grades K-12	5 – 10 minutes (more if hand scoring)	Paper-pencil or Online	Helpful information for screening students to move forward for gifted assessment. Data may be helpful for nominating students from underrepresented populations but are not used to qualify for formal identification.	Routledge HOPE Teacher Rating Scale
Kingore Observation Inventory 2nd Edition (KOI)	Identifies GT behaviors in students and provides differentiation instruction to teachers to properly educate their GT students	Grades K-8	Time depends on curriculum usage by teacher	Group administration (integrated into school curriculum, classroom activities, literature activities)	Has been used in the US, Canada, Australia, and Mexico to find students with potential	Professional Associates Publishing

Assessment	Content	Age	Time	Administration	Considerations	Contact
Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior Students	14 scales identify students strengths in all academic and social learning areas	Grades 3-12	15-30 minutes	Teacher rating form	NA	[Routledge Renzulli Hartman Scales for Rating the Behavior Characteristics of Superior Students](#)
Slocumb-Payne Teacher Perceptions Inventory	Allows teachers to rate their perceptions of a student, both positive and negative attributes.	Grades K-12	NA	Teacher rating form	This tool is designed to be used with students in low socio-economic populations.	[aha! Process Slocumb-Payne Teacher Perceptions Inventory](#)
TABs (Traits, Aptitudes, Behaviors) Dr. Mary M. Frasier	Teacher observation rating tool for observing core attributes of giftedness	NA	NA	Individually completed for each student	NA	[Panning for Gold TABs Descriptors Panning for Gold TABs Observation Sheet](#)
USTARS~Plus, TOPS (Teacher's Observation of Potential in Students)	A student observation tool to assist teachers in recognizing children with outstanding potential	Grades K-3, but may be used at upper elementary grades.	To be used systematically over 3-6 weeks by all teachers observing all students.	Observations recorded for all initially and then continued for those students as needed, based on gifted potential.	This tool is designed to be used with students in underserved populations.	[Council for Exceptional Children USTARS~Plus, TOPS](#)