

Dear Gifted and Talented Coordinators,

During the course of the 2014-15 and 2015-16 school years, the Kentucky Department of Education (KDE) received several requests for clarification regarding the use of Kentucky Performance Rating for Educational Progress (K-PREP) and other assessments used to identify students for gifted and talented services. As a result, The Office of Next Generation Learners', Division of Learning Services (DLS) has collaborated with the Office of Assessment and Accountability (OAA) to provide clarification.

It has been determined that Section A of the K-PREP in reading, math, and language arts can be utilized as a screeener only for gifted and talented specific academic aptitude identification. Because 704 KAR 3:285 requires *a composite score within the ninth stanine on one of more subject test scores of an achievement test*; the Stanford 10 norm-referenced test (NRT) found on these portions of the K-PREP does NOT meet the regulatory requirement. Additional norm referenced assessments must be utilized to determine a ninth stanine as required by the regulation.

Section A of KPREP Science and Social Studies sections provide a composite score as required by 704 KAR 3:285. Each of these areas may be utilized to confirm the ninth stanine required by the regulation.

In order to have a comprehensive view of a student who has been referred, the Gifted and Talented Selection and Placement Committee shall review a minimum of three evidences for each gifted area before identifying a student for gifted services. Although scoring at the ninth stanine is essential evidence for students being referred for Specific Academic Aptitude (SAA), the committee shall also review at least two other evidences from the gifted regulation 704 KAR 3:285 Section 3. These can include, but are not limited to:

- High performance on an additional individual or group test of academic aptitude;
- Student awards or critiques of performances;
- Off-level testing;
- Portfolio of high academic performances; or
- Student progress data.

The committee must also review special considerations that might mask a student's abilities. Special considerations include:

- Exceptional students
- Disadvantaged students
- Underachieving students
- Minority students
- Students with limited English Proficiency
- Students from a different cultural background than the general population

If you have further questions, please feel free to contact Leann Pickerill.

Thank you,

Leann Pickerill

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