NORM-REFERENCED OBSERVATION SCALES

GIFTED EDUCATION DIRECTORS’ MEETING
SEPTEMBER 18, 2015
LINDA EICKHOFF, ESW GERC
eickhoff.linda@gmail.com
WHAT IS A NORM-REFERENCED SCALE?

• Norm-referenced observation scales are used to compare a specific person’s behavior to a standardized sample of like individuals’ behavior.
VALIDITY AND RELIABILITY

- Norm-referenced observation scales have been evaluated for validity and reliability
  - Validity – measure the information that is desired to be measured
  - Reliability – repeated administrations of the instrument produce the same results
WHY USE A NORM-REFERENCED OBSERVATION SCALE?

- Provides a qualitative measure as part of the Body of Evidence for identification and programming

- Allows statistical comparison of students’ behaviors
WHY USE A NORM-REFERENCED OBSERVATION SCALE?

• Helps teachers develop a broader understanding of the behaviors of gifted students

• Can be used to monitor students’ progress
NON-NORMED SCALES

These instruments can provide a lot of information to use in programming for students but **DO NOT** allow the comparison of students to other students throughout the country. They are not standardized.

Examples include:
- Kingore Observation Inventory (KOI)
- Teacher’s Observation of Potential in Students (TOPS)
- Scales for Rating the Behavior of Superior Students (Renzulli Scales)
LOCALLY NORMED SCALES

• **NOT** qualifying instruments in Colorado because they do not meet identification portability

• Take large and diverse populations for statistical accuracy when developing norms

• Take a large amount of time and effort to develop
CONSIDERATIONS FOR SELECTING A NORM-REFERENCED SCALE

- AU population compared to norming population
- Date of the most current norming process
- Domains of giftedness being observed
- Age of students
- Types of forms
- Other details
THREE MAIN SCALES USED IN COLORADO

• GES-3 (Gifted Evaluation Scale)
• GRS-S and GRS-P (Gifted Rating Scales)
• SIGS (Scales for Identifying Gifted Students)
<table>
<thead>
<tr>
<th>Name and Publisher</th>
<th>Age of students</th>
<th>Evaluated Domains</th>
<th>Forms/Other Details</th>
<th>Year of Norming</th>
<th>Size of Norming Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRS</strong> (Gifted Rating Scales) Pearson Assessments (<a href="http://www.pearsonclinical.com">www.pearsonclinical.com</a>)</td>
<td><strong>GRS-P</strong> (Preschool/Kindergarten) 4-6:11 <strong>GRS-S</strong> (School) Grades 1-8 6.0-13:11</td>
<td>GRS-P Intellectual Academic Readiness Motivation Creativity Artistic Talent <strong>GRS-S</strong> Intellectual Academic Motivation Creativity Leadership Artistic Ability</td>
<td>Two forms for different ages Can be administered by paper and pencil or using Q-global</td>
<td>2003</td>
<td><strong>GRS-P</strong> 375 <strong>GRS-S</strong> 600</td>
</tr>
<tr>
<td><strong>SIGS</strong> (Scales for Identifying Gifted Students) Prufrock Press (<a href="http://www.prufrock.com">www.prufrock.com</a>)</td>
<td>5-18</td>
<td>General Intellectual Ability Language Arts Mathematics Science Social Studies Creativity Leadership</td>
<td>SRS – School Rating Scale HRS – Home Rating Scale Has gifted norms also</td>
<td>2004</td>
<td>3,561</td>
</tr>
</tbody>
</table>
CONSIDERATIONS FOR ADMINISTERING SCALES

• Read the manual for the specific instrument you choose and implement a protocol/process for your AU that ensures consistency among all locations.

• Teachers will need training in completing the scales – some will have low expectations for certain populations or lack understanding or misinterpret behaviors of gifted students.

(sample is posted for the GES-3 on the CDE GT website)
CONSIDERATIONS FOR ADMINISTERING SCALES

• Select which teachers will complete the form based on their familiarity with the student’s behaviors

• Observations for the scales should occur over time
CONSIDERATIONS FOR ADMINISTERING SCALES

• If using parental input, parents may have no comparative experiences to use when completing these forms

• All raters using the scale need training to uniformly interpret the qualifiers of the scale

GRS and SIGS “in comparison to age peers”
GES “all of the time/consistently”
SCORING RATING SCALES

• When scoring the form look at specific domains not summary scores that might mask a strength

• Raw Score >Scaled Score> Percentile
BIG IDEAS

• Only norm-referenced observation scales provide data for portable identification in Colorado

• Raters (educators and parents) need training in how to complete the scales

• Provide useful information for programming for students