Research exercise: Identification of English Language Learners as Gifted Students

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Identification of English Language Learners as Gifted Students
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Research Question:
— What are appropriate assessments to accurately identify gifted and talented English Language Learners?
— What tests determine the placement of ELL?
— Are accommodations available to make tests fair?
— Can English Language Learners be successful in gifted programs?

Gifted and Talented Programs:
— Categories of Giftedness
— cognitive, academic, creative thinking, visual/performing arts (different areas of giftedness should require different forms of assessment), culturally dependent giftedness
— Issues in Placement
— underachievement, language barrier, imposed achievement, no bilingual/linguistic support, individual work, lack of instruction, lack of parent involvement, lack of communication between teachers

Role of Assessment:
— Home Language Survey, Proficiency Assessments, IQ Tests
— results determine native language (student and parents), cultural background, detect learning disabilities, language proficiency according to CCSS, and intellectual potential
— Overrepresentation in special needs education/Underrepresentation in gifted and talented programs

The Testing Bias:
— Cultural Bias/Examiner Bias
— cultural characteristics and differences, monolithic definitions, lack of cultural sensitivity, direct translations, ethnic stereotypes, teacher referrals (misinterpretation of language deficit for disability), IQ test results
— Accommodations and Solutions
— interpreters, dictionaries, collect data from observations, nonverbal and verbal assessment, communication with parents, resources from the state, training in cultural sensitivity