

# Identification of English Language Learners as Gifted Students

Riley Weber, School of Education and Health Sciences

Advisor: Dr. Stephen Richards

## 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?



## 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



## 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

## 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

