George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning Program

EDCI 624.6H2
Assessment, Identification, and Evaluation of Gifted Learners
3 credits, Fall 2020
Mondays, 4:15pm-7:30pm
August 24 – December 16, 2020

Faculty
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For COVID-19 procedures in Fall 2020: Be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Prerequisites/Corequisites
None; Registration restricted to teachers in Prince William County Schools

University Catalog Course Description
Examines broad understandings of intelligence and assessment. Provides techniques to identify gifted students. Develops specific understandings of assessment techniques and awareness of the influences of language, culture, ethnicity, gender, and exceptionality on recognition and subsequent identification of giftedness.

Course Overview
EDCI 624 is the fourth in a series of four courses required to obtain the Gifted Child Education licensure endorsement by the Commonwealth of Virginia. This course is designed to examine broad understandings about assessment, evaluation and identification of gifted learners; to provide strategies for identifying gifted students; and to develop specific understandings of informal and formal assessment techniques. Furthermore, this course is designed to make students aware of the influences of language, culture, ethnicity, gender, age and exceptionality on the recognition and subsequent identification of giftedness and assessment of gifted learners.

Course Delivery Method
This course will be delivered online using a **synchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. This course may transition to in-person sessions during the semester if PWCS eases social distancing requirements.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  - To get a list of supported operation systems on different devices see:
    https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on Mondays, the day that our synchronous meetings take place, as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is

the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

A. Demonstrate their understanding of the salient local, state, and national issues in assessment and identification of gifted learners *(ASTL Learning Outcomes 2, 4; NAGC-CEC Stand. 4.1, 6.1; VA Endorsement Comp. 7.a, 7.b);*

B. Apply their understanding of identification and assessment of gifted learners to their own practice *(ASTL Learning Outcomes 1, 2, 3, 4; NAGC-CEC Stand. 1.2, 3.3, 5.1, 5.2; VA Endorsement Comp. 3.a, 3.c, 3.d);*

C. Utilize a variety of assessments to identify gifted potential in students, particularly students from culturally, linguistically, economically, and academically diverse backgrounds *(ASTL Learning Outcomes 3, 6; NAGC-CEC Stand. 3.3, 4.1, 4.2, 4.3, 4.4, 5.2; VA Endorsement Comp. 3.b, 3.c, 3.d, 3.e, 3.f);*

D. Evaluate the implications of using current identification and assessment procedures to evaluate students from a variety of backgrounds for gifted services *(ASTL Learning Outcomes 6, 7; NAGC-CEC Stand. 6.5, 7.3; VA Endorsement Comp. 3.g, 3.h)*

Professional Standards

Virginia Department of Education: Gifted Education Endorsement (2018) Alignment

- Competencies 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g: Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including: a) the selection, use, and evaluation of multiple standardized, norm-referenced aptitude and achievement assessment instruments; b) the selection, use, and evaluation of multiple identification criteria and strategies; c) the use of both formal and informal nonbiased measures to provide relevant information regarding the aptitude and ability or achievement of potentially gifted students; d) the use of authentic assessment tools such as portfolios to determine performance, motivation, interest, and other characteristics of potentially gifted students; e) the use and interpretation of reliable rating scales, checklists, and questionnaires by parents, teachers, and others; f) the evaluation of data collected from student records such as grades, honors, and awards; g) the use of case study reports providing information regarding exceptional conditions; and h) the roles and

responsibilities of the identification and placement committee
- Competencies 7.a, 7.b: Understanding of contemporary issues and research in gifted education, including: a) the systematic gathering, analyzing, and reporting of formative and summative data from local, state, and national perspectives; and, b) current local, state, and national policies, trends, and issues
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

NAGC-CEC Teacher Preparation Standards (2013) Alignment
The content of EDCI 624, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
  - 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 2: Learning Environments
  - 2.1 create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being
- Standard 3: Curricular Content Knowledge
  - 3.3 use assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents
- Standard 4: Assessment
  - 4.1 understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services
  - 4.2 use knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents
  - 4.3 collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making
  - 4.4 use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity
  - 4.5 engage individuals with gifts and talents in assessing the quality of their own learning and performance and in setting future goals and objectives
- Standard 5: Instructional Planning & Strategies
  - 5.1 know principles of evidence-based, differentiated, and accelerated practices and possess a repertoire of instructional strategies to enhance the critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents
  - 5.2 apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Standard 6: Professional Learning & Ethical Practice

- o 6.1 use professional ethical principles and specialized program standards to guide their practice
- o 6.3 model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services
- o 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
- o 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- Standard 7: Collaboration
  - o 7.1 apply elements of effective collaboration
  - o 7.2 serve as a collaborative resource to colleagues
  - o 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

NBPTS & ASTL Alignment

The Gifted Child Education certificate and M.Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. *(ASTL Learning Outcome 1)*;
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. *(ASTL Learning Outcome 2)*;
- Proposition 3: Teachers are responsible for managing and monitoring student learning. *(ASTL Learning Outcome 3)*;
- Proposition 4: Teachers think systematically about their practice and learn from experience. *(ASTL Learning Outcome 4)*; and
- Proposition 5: Teachers are members of learning communities. *(ASTL Learning Outcome 5)*

EDCI 624 is also aligned with the three additional outcomes of ASTL:
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. *(ASTL Learning Outcome 6)*;
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. *(ASTL Learning Outcome 7)*; and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. *(ASTL Learning Outcome 8)*

Required Texts
- Hunsaker, S. (2012). *Identification: The theory and practice of identifying students for gifted and talented education services*. Prufrock Press.
- VanTassel-Baska, J. (2008). *Alternative assessments with gifted and talented students*. Prufrock Press.
- *Other readings will be available on Blackboard.*

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, VIA, hard copy).

Assignments and/or Examinations
Detailed assignment rubrics are included at the end of the syllabus.

Assignment	*Percent of final grade*	*Outcomes addressed*	*Due date*
A. Student Screening Portfolio (PBA)	40%	a, b, c	December 14
B. Critical Reading Responses	45% (15% per response)	a, b, c, d	Response #1: October 4 Response #2: November 1 Response #3: November 29
C. Course Engagement	15%	a, b, c, d	Weekly

A. *Performance-Based Assessment: Student Screening Portfolio (40%)*

Each participant will create an authentic screening portfolio for a student in their classroom or school from an underrepresented population in gifted programs. The purpose of this portfolio would be to recommend a student to receive gifted services. The portfolio should consist of a detailed referral form explaining why the student should be identified for a gifted program, ratings and teacher commentary on the student's gifted behaviors using a rating scale pertinent to the school district in which the student is enrolled, and completed student work samples (with teacher annotations) that show evidence of higher-level and/or critical and creative thinking.

A complete description of this portfolio is included at the end of the syllabus, along with the rubric on which it will be assessed. This portfolio will be worth 40% of your final grade.

The performance-based assessment (Student Screening Portfolio) MUST be uploaded and submitted to VIA via Blackboard for evaluation when the assignment is due. Only PBAs posted to VIA via Blackboard will be graded. Failure to submit the assignment to VIA via Blackboard by its due date will result in the instructor recording a zero (0) for the assignment.

B. *Critical Reading Responses (45%)*

Each participant will write three critical reading responses (3-4 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (7th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 15% (for a total of 45%) of your final grade.

C. *Course Engagement (15%)*

It is expected that you will regularly contribute to and engage in discussions, as well as to genuinely listen to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion by citing readings and material, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings.

Other Requirements
- All assignments are due no later than **11:59 PM EST** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Blackboard course site.
  - **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. Late submissions cannot be accepted after the course end date.**
  - Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because mastery learning is our program's goal, I may ask (or *require)* you to redo an assignment that is far below expectations.
- *Please Note: All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA-style (7th edition), as well as be double-spaced, with 1" margins, and 12-point font (Times New Roman).
- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Announcements link in Blackboard.
- It is also expected that you will monitor your participation to remain timely and responsive and be able to complete all tasks on time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well

Grading
Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	Grading	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Session # (date)	Topics	To Do This Week
1 8/24/20 (no class meeting)	Reading Week	For next class (8/31), read • Course syllabus • Hunsaker – Ch. 9 • VanTassel-Baska – Ch. 1 • Any additional readings on Blackboard
2 8/31/20	Welcome & Course Overview: • Syllabus Review • Stages of Gifted Identification	For next class (9/14), read • Hunsaker – Ch. 5 and 6 • NAGC Gifted Education Programming Standard 2: Assessment • NAGC Position Paper – The Role of Assessment in Identification • Virginia State Gifted Regulations on Identification • Any additional readings on Blackboard
3 9/7/20	LABOR DAY No class	
4 9/14/20	• History of Identifying Giftedness • Political & Social Issues in Identification	For next class (9/21), read • Hunsaker – Ch. 12 • VanTassel-Baska – Ch. 4 and 10 • Any additional readings on Blackboard
5 9/21/20	Using Assessments of Intelligence in Identification	For next class (9/28), read • Hunsaker – Ch. 3 • VanTassel-Baska – Ch. 3, 6, and 7 • Any additional readings on Blackboard
6 9/28/20	Identification of Special Populations	For next class (10/5), read • VanTassel-Baska – Ch. 8 and 11 • Any additional readings on Blackboard Critical Reading Response #1 due by 10/4/20

7 10/5/10	• Identification of Young Students •Talent Development	For next class (10/12), read • Hunsaker – Ch. 4 • VanTassel-Baska – Ch. 2, 9 • Any additional readings on Blackboard
8 10/12/20	Alternative Models of Identification	For next class (10/19), read • A Nation Deceived, vol. 1 • High-Achieving Students in an Era of NCLB • Mind the (Other) Gap • Any additional readings on Blackboard
9 10/19/20	Conclusion & Synthesis of Identification	For next class (10/26), read • Hunsaker – Ch. 7 and 8 • Any additional readings on Blackboard
10 10/26/20	Overview of Assessment of Gifted Learners	For next class (11/2), read • Hunsaker – Ch. 14 • VanTassel-Baska – Ch. 12 and 13 • Any additional readings on Blackboard Critical Reading Response #2 due by 11/1/20
11 11/2/20	• Portfolio Assessment • Teacher Rating Scales	For next class (11/9), read • Hunsaker – Ch. 15 • VanTassel-Baska – Ch. 14 • Any additional readings on Blackboard
12 11/9/20	Performance-Based Assessment	For next class (11/16), read • Hunsaker – Ch. 13 • Any additional readings on Blackboard
13 11/16/20	Assessing Creativity, Behaviors, & Social and Emotional Development	For next class (11/30), read • VanTassel-Baska – Ch. 15 • Any additional readings on Blackboard
14 11/23/20	Thanksgiving Week NO CLASS	Critical Reading Response #3 due by 11/29/20

15 11/30/20	Creating Sound Assessment Systems Collaboration & Peer Review	No additional readings Provide feedback to Critical Friends Group
16 12/7/20	Integrating & Reflecting • Work on final projects • Seek additional feedback, as necessary	<mark>Student Screening Portfolio (PBA) Due on12/14/20</mark>

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessment/. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator

per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

EDCI 624
Guidelines for the Performance-Based Assessment:
Student Screening Portfolio

This screening portfolio will serve as the performance-based assessment (PBA) for this course. Each participant will prepare an authentic gifted screening portfolio for one student in their classroom or school who is from a population currently underrepresented in gifted programs. Ideally, this can serve as an authentic assessment, and the next step would be to submit this portfolio to the school or district-level gifted screening committee for placement consideration.

The minimum requirement for this PBA will be for a prepared portfolio that includes the following items:

I. A detailed **referral form** that outlines:
    a. A clear rationale for recommending the student for gifted services
    b. Specific academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s)
    c. An explanation for how the student's inclusion in the gifted program would better meet their academic (and perhaps even socio-emotional) needs
II. **Ratings and teacher commentary** on student's gifted behaviors using a rating scale pertinent to the school district in which the student is enrolled. Comprehensively completed rating scales would include:
    a. Written commentary using strengths-based language that provides specific evidence or examples individual to the student (e.g., avoid using deficit-based language or making general statements pertinent to many students)
    b. A rating of the student in several categories of gifted behaviors
III. **Completed student work samples** demonstrating evidence of higher-level, critical, or creative thinking **with teacher annotations that allow a screener to more fully understand the evidence of gifted potential provided by the sample**. Factors impacting selection of samples to include should be:
    a. Pertinence to the gifted program for which the student is being recommended (e.g., if the gifted program provides service in all four content areas, an ideal set of samples would demonstrate evidence of gifted potential in at least three of those four areas)
    b. Student's successful demonstration of critical and/or creative thinking
    c. Graded or scored work (in other words, do not include samples that do not clearly show typical scoring/feedback provided by the teacher)

In addition to the student screening portfolio, each participant will also need to submit a separate **reflection** that uses course readings, as well as the broader gifted education literature*, to addresses the following guiding questions:
1. How did this course and the preparation of this student screening portfolio impact your outlook on assessment and identification of underrepresented groups in gifted programs?
2. What were some challenges you encountered in preparing this screening portfolio, and how did you overcome these issues?
3. What did you learn about the screening process within your school or school district? How does this process align with your beliefs about identification and assessment of gifted learners in general, and of underrepresented groups specifically?

*Be sure to include in-text citations, as well as a reference list, in APA format

See the PBA rubric at the end of the syllabus for complete details on how this project will be assessed.

EDCI 624
Performance-Based Assessment (PBA) Rubric:
Student Screening Portfolio

	Does Not Meet Standard (Little or no evidence)	**Approaches Standard** (Some evidence)	**Meets Standard** (Clear evidence)	**Exceeds Standard** (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Referral Form *NAGC-CEC Stand. 1.2, 4.3, 4.4, 5.1, 6.5*	• Does not provide a rationale for recommending the student for gifted services • Does not outline academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s) • Does not explain how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs	• Provides an unclear or unrelated rationale for recommending the student for gifted services • Outlines academic behaviors the student demonstrates that may or may not be relevant to the academic areas serviced by the gifted program(s) • May or may not explain how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs	• Provides a rationale for recommending the student for gifted services • Outlines academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s) • Explains how the student's inclusion in the gifted program would better meet their academic (and perhaps even socioemotional) needs	• Provides a clear rationale for recommending the student for gifted services • Outlines specific academic behaviors the student demonstrates relevant to the academic areas serviced by the gifted program(s) • Clearly explains how the student's inclusion in the gifted program would better meet their academic needs (and perhaps even socioemotional) needs
Ratings & Commentary *NAGC-CEC Stand. 4.1, 4.2, 4.3, 4.4*	• Does not supply written commentary, or supplies written commentary using mostly deficit-based language • Provides little or no evidence or examples • Does not include a rating of the student in terms of categories of gifted behaviors	• Supplies written commentary that may use some deficit-based language • Provides general evidence or examples • Includes a rating of the student in *a few* categories of gifted behaviors	• Supplies written commentary using strengths-based language • Provides specific evidence or examples individual to the student • Includes a rating of the student in *some* categories of gifted behaviors	• Supplies clear written commentary using strengths-based language • Provides clear and specific evidence or examples individual to the student • Includes a rating of the student in several categories of gifted behaviors
Student Work Samples with Teacher Annotations *NAGC-CEC Stand. 3.3, 4.1, 4.2, 4.3, 5.1*	Includes none of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work	Includes one of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work	Includes two of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work	Includes all three of the following: • Pertinence to the gifted program for which the student is being recommended • Student's successful demonstration of critical and/or creative thinking • Graded or scored work
Reflection *NAGC-CEC Stand. 6.1, 6.3, 6.4*	• Does not include reflection, or includes a cursory reflection that may be bulleted • APA-style (7th ed.) is not used	• Includes reflection, but does not address all 3 required questions, or may lack detail or thoughtful connections • May or may not use course readings to support	• Includes reflection that addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts	• Includes reflection that addresses the 3 required questions thoroughly and thoughtfully • Uses course readings to support points/thoughts

		points/thoughts and/or generally follows APA-style (7th ed.) for headings, citations, and references, but with multiple and recurring errors	• Follows APA-style (7th ed.) for headings, citations, and references, with a few minor errors	• Follows APA-style (7th ed.) for headings, citations, and references with no errors

EDCI 624
Critical Reading Response Rubric

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Discussion	• Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. • May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content	• Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content	• Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. • Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings	• May not discuss how these readings apply to your professional context in gifted education • May not address how these course readings advance thinking and/or the field	• May discuss how these readings apply to your professional context in gifted education • Explains how these course readings have served to either advance your thinking or the field	• Discusses how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field	• Elaborates on how these readings apply to your professional context in gifted education • Explains how these course readings have served to advance your thinking and the field
Connections to Course Content & the Broader Literature	• Includes a representation of one or no references from EDCI 624 readings, as well as one or no readings outside the scope of the course • References selected are weakly connected to reflection prompt • APA-style (7th ed.) used inconsistently or not at all	• Includes a representation of two references from EDCI 624 readings, as well as at least one reading outside the scope of the course • References selected are mostly connected to reflection prompt • APA-style (7th ed.) used inconsistently throughout	• Includes a representation of two references from EDCI 624 readings, as well as at least two reading outside the scope of the course • References selected are connected to reflection prompt • APA-style (7th ed.) used consistently throughout	• Includes a representation of at least three references from EDCI 624 readings, as well as at least two readings outside the scope of the course • References selected are meaningful and explicitly connected to reflection prompt • APA-style (7th ed.) used consistently throughout

EDCI 624
Course Engagement

	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	**1**	**2**	**3**
Participation and Professionalism *20 pts.*	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is often unprepared for class; Student does not actively participate in discussions; The student's communications with professor and peers is usually unprofessional	The student may be late or miss class more than once; follows outlined procedures in case of absence; Student may be unprepared for class more than once; Student participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking; Student may occasionally demonstrate unprofessionalism in communications with professor and peers	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; demonstrates professionalism in all communications with professor and peers	The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; demonstrates professionalism in all communications with professor and peers