



Maryland Model of Gifted and Talented Education

Gifted and Talented Definitions and Implementation Guidelines

Gifted and Talented students are those identified by local school systems according to COMAR 13A.04.07.02 (Identification of Gifted and Talented Students) and receiving services according to COMAR 13A.04.07.03 (Programs and Services).

Education Article §8-201: “Gifted and talented student” means an elementary or secondary student who professionally qualified individuals identify as:

- (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
- (2) Exhibiting high-performance capability in intellectual, creative, or artistic areas;
- (3) Possessing an unusual leadership capacity; or
- (4) Excelling in specific academic fields.

[An. Code 1957, art. 77, § 106F; 1978, ch. 22, § 2; 1997, ch. 109; 2003, ch. 418.]

Identification of Gifted and Talented (GT) Students

Each local school system must submit its identification process to the Maryland State Department of Education (MSDE) for approval in the annual Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan.

Identification Requirements in COMAR 13A.04.07.02:

- Equitable process.
- Identification pool encompasses all students.
- Use of universal screening.
- Use multiple indicators of potential, ability, and achievement from the MSDE list of approved assessments and checklists below.
- Identify students as early as possible, but no later than Grade 3.
- Additional identification at the 3-5 and 6-9 grade bands.
- Document early evidence of advanced learning behaviors, PreK-2.
- Identify a significant number of students in every school and at least 10 percent of every local school system.
- Local school system Superintendents may exempt specific schools from identifying a significant number of GT students. However, the rationale for doing so must be provided to MSDE.
- Develop and implement equitable identification policies, including appeals, stated in writing and accessible to the public.
- Review the effectiveness of the identification process.
- Provide ongoing professional learning for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of GT students.



Identification Recommendations:

- School systems are encouraged to use available State-mandated achievement assessments as one of their multiple measures of identification.
- All universal screening and assessment results should be documented in writing and kept as part of the student’s educational records.
- Deadlines for all parties for screening, additional assessments, appeals, and parent notification should be published for public view.
- Early identification of students and the use of local norms and group-specific norms will address Maryland’s commitment to identify and provide services and programs to traditionally underrepresented students.

If a local school system’s identification process is not submitted to or approved by MSDE, the school system must use the Maryland Gifted and Talented Student Identification Model.

MARYLAND GIFTED AND TALENTED STUDENT IDENTIFICATION MODEL

- Identify 10 percent of all Grade 3 students in the school system.
- Identify the top 5 percent of Grade 3 students in every school in the system based upon the State-mandated assessments in mathematics and English language arts.
- Use documentation of advanced learning behaviors PreK-2 and multiple measures from the list of MSDE Approved Assessments and Checklists to identify additional students.

MSDE APPROVED ASSESSMENTS AND CHECKLISTS

Cognitive Ability Assessments	Aptitude and Achievement Assessments	Alternate Assessments
<p>Group Administered</p> <ul style="list-style-type: none"> • Cognitive Abilities Test (CogAT) • Naglieri Nonverbal Assessment (NNAT) • Otis-Lennon School Ability Assessment (OLSAT) • Terra Nova InView of Cognitive Skills <p>Individually Administered</p> <ul style="list-style-type: none"> • Stanford/Binet • Wechsler Preschool Primary Scale of Intelligence (WPPSI) • Woodcock-Johnson Test of Cognitive Ability • Wechsler Intelligence Scale for Children (WISC) 	<ul style="list-style-type: none"> • ACT • PSAT/SAT • School and College Ability (SCAT) Test • i-Ready Mathematics and Reading Achievement Assessments • Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) Reading or Mathematics • Partnership for Assessment and Readiness for College Careers (PARCC) Exam • Performance Series: Reading and Mathematics • Stanford Achievement Test Series • Test of Mathematical Abilities for Gifted Students (TOMAGS) • Screening Assessment for Gifted Elementary and Middle School Students (SAGES) • Woodcock-Johnson Individual Achievement Tests • Maryland Comprehensive Achievement Program (MCAP) • Amplify ELA • mCLASS: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • mCLASS: Text Reading Comprehension (TRC) • Electronic Ready Inventory (ERI) 	<ul style="list-style-type: none"> • Torrance Test of Creativity • ACCESS for ELLs • Clarks Drawing Ability Test (CDAT) • Profile of Creative Abilities (PCA) • Cebeci Test of Creativity (CTC)



Behavioral Checklists	Supplemental Information
<ul style="list-style-type: none"> ● Gifted Evaluation Scale (GES -3) ● Slocomb Payne Teacher Perception Inventory ● Renzulli Scales ● Teacher Observation of Potential in Students (TOPS) ● HOPE Teacher Rating Scale ● Gifted and Talented Evaluation Scales (GATES) ● Kingore Observation Inventory (KOI) 	<ul style="list-style-type: none"> ● Student Interviews ● Student portfolios (including rough drafts, planning sketches, to record idea development) ● Primary Talent Development (PTD) portfolios ● Student auditions, exhibits, shows for media, and fine and performing arts ● Nominations ● Districtwide Local Performance Assessments

Services and Programs

Local school systems must provide a continuum of services and programs beyond those normally provided by the regular school program for GT students as required by COMAR 13A.04.07.03:

- Include appropriately differentiated curricula.
- Utilize evidence-based academic programs and services in PreK-12.
- Accelerate, extend, and/or enrich instructional content, strategies, and products to demonstrate and apply learning.
- Provide adequate instructional time during the regular school day.
- Support the social and emotional growth of GT students.
- Include parent/guardian education and involvement.
- Review effectiveness.
- Found in the MSDE approved list of services and programs below.

GT services and programs must be reported to MSDE in the annual Local ESSA Consolidated Strategic Plan as required by COMAR 13A.04.07.06

MSDE APPROVED SERVICES AND PROGRAMS

- Services Provided by a Resource Teacher or Specialist
 - Full-time, self-contained classrooms
 - Single-subject self-contained classrooms
 - Co-teaching in cluster-group classrooms
 - Resource room or Pull-out
- Services Provided by General Education Teacher
 - Grouping
 - Ability grouping/regrouping for specific instruction
 - Cluster grouping
 - Within-class/flexible grouping
 - Between-class grouping
 - Grouping by interest, as in the practice of enrichment clusters
 - Co-teaching in a cluster group classrooms
 - Honors or Advanced Academics classes
 - Advanced Placement™ classrooms
 - International Baccalaureate™ classrooms



- Other Approved Service Options and Strategies
 - Individualized Learning Plans (ILPs)
 - Services provided by a trained arts instructor
 - Acceleration
 - Early admission to Kindergarten
 - Grade-skipping (or whole-grade acceleration)
 - Continuous progress
 - Self-paced instruction
 - Subject-matter acceleration/partial acceleration (or content-based acceleration)
 - Combined classes
 - Pull-out program
 - Curriculum compacting
 - Telescoping curriculum
 - Mentoring
 - Extracurricular programs
 - Distance learning or online learning courses
 - Concurrent/Dual enrollment
 - Advanced Placement™
 - International Baccalaureate™ program
 - Accelerated/honors high school or residential high school on a college campus
 - Credit by examination
 - Early entrance into middle school, high school, or college
 - Acceleration in college
 - Early graduation from high school or college
 - Specialized classes or schools
 - Magnet classes, programs, or schools
 - Dual-enrollment or other cooperative programs providing opportunities for students to earn college credit while enrolled in public school
 - Online or distance-learning opportunities (courses must be on the MSDE approved list)
 - Mentorship, internships, and externships
 - Afterschool, Saturday, or summer programs
 - Expert-in-Residence programs
 - Enrichment Programs (e.g., Science Fairs, Destination Imagination, Odyssey of the Mind, National History Day, Science Olympiad, end others)
 - Socratic Seminars
 - Shared-Inquiry Discussions
 - Research-based curricular resources for gifted students

It is recommended that services and programs be aligned to the National Association for Gifted Children's (NAGC) [“Pre-K-Grade 12 Gifted Programming Standards.”](#)