

Nnat Raw Score

Handbook of Nonverbal Assessment Alternative Assessments With Gifted and Talented Students Identification Encyclopedia of Giftedness, Creativity, and Talent The Performance of a Multi-lingual South African Sample on Two Measures of Nonverbal Assessment Psychological Testing and Assessment The Special Education Almanac Concurrent and Predictive Validity of the Universal Nonverbal Intelligence Test-Group Ability Test R. Steve McCallum Joyce VanTassel-Baska Scott Hunsaker Barbara Kerr Andrew Martin Lewis R. Aiken Elaine Fletcher-Janzen

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psychologists educators and related health care professionals spend an enormous amount of time and energy evaluating the abilities of children and adults they serve assessment may be tailored to determine cognitive strengths and weaknesses academic progress the effects of central nervous system trauma personality and so on for many children and adults traditional verbally laden instruments cannot be used for example individuals who have speech and or language deficits hearing impairments emotional problems and those from other cultures cannot be evaluated with tests that rely on standard english our culture is becoming increasingly diverse as a result schools and mental health professionals are required to serve an increasingly large community of nontraditional learners because many of these individuals cannot be evaluated fairly by language loaded tests there is a need to use techniques and tools that are language free or can be adapted or modified to minimize the effect of language for these individuals language is a barrier to assessment rather than a vehicle the primary goal for the contributors to the handbook of nonverbal assessment is to describe the most current assessment strategies and related best practices to professionals who serve individuals from diverse cultures or those who have difficulty using the english language such professionals include school psychologists special educators speech and hearing specialists rehabilitation coun and so

on

alternative assessments with gifted and talented students provides a concise and thorough introduction to methods for identifying gifted students in the school setting including overviews of assessment tools and alternative methods of assessment as well as pertinent discussions concerning the need to identify gifted and talented students this book combines research and experience from top scholars in the field of gifted education in a convenient guide for teachers administrators and gifted education program directors topics covered include the need for nonverbal testing with traditionally unidentified students the identification of students from minority populations the value of using traditional assessments with students the role of creativity tools as a measure of giftedness and the use of portfolios products and performance based assessment to document learning among others this handy guide to assessing and identifying gifted students is a necessity for anyone serving and working with this population a service publication of the national association for gifted children washington dc this designation indicates that this book has been jointly developed with nagc and that this book passes the highest standards of scholarship research and practice

editor scott l hunsaker s new volume sheds much needed light on the process of identifying students for gifted education services a topic surrounded by controversy and confusion with contributions from leading experts in the field identification takes an in depth look at the research and practice of identification of gifted and talented students each of the four sections tackles an important aspect of the issue theoretical foundations professional foundations identification practice and instrumentation the text presents multiple points of view and does not shy away from thorny issues such as the theory practice gap underrepresentation of diverse populations identification as status bestowal rather than assessment process rigidity in use of processes and instruments the search for the magic bullet test and the validity of nonverbal intelligence tests whether you are an administrator teacher gifted education specialist professor or parent identification will offer you insight presented nowhere else

library journal best reference 2009 educators have begun to recognize that identifying and accommodating students who are slower to learn may leave behind those who learn rapidly and think creatively the nature of intelligence the sources of innovation and the ways to nurture special abilities are now topics of great interest to scholars in a wide variety of disciplines and to the general public policymakers ranging from school board members to leaders of nations must also make practical decisions about how communities and societies will treat their brightest most promising students with more than 400 entries these two volumes review research findings on giftedness talent and creativity and their effect on education training science and the arts government policy and everyday life the encyclopedia of giftedness

creativity and talent provides a balanced objective assessment of the various perspectives on the nature of intelligence innovation and optimal states this state of the art resource covers all major facets of the field including achievement motivation artistic ability creative personality emotional intelligence gender differences genius intelligence testing learning styles minority underrepresentation multiple intelligences musical ability prodigies scientists self actualization thinking skills and more key themes assessment and identification creativity studies cultural issues education eminent people exceptionalities intelligence neuroscience and genetics populations programs and interventions psychological issues talent domains theories and models key features provides a balanced and critical discussion of the controversies that have animated research and theory making clarifies which grouping and instructional strategies promote the best outcomes in achievement and social emotional development of gifted children helps educators make informed decisions about the identification strategies and the curriculum models that best meet their students needs contains thousands of pertinent facts from the fields of education psychology sociology and the arts evaluates policies that have hindered gifted children and makes a persuasive case for appropriately challenging and differentiated education examines how giftedness creativity and talent were defined in the past and how current meanings have emerged

a proven classic in the field psychological testing and assessment has been completely updated offering extensive coverage of new tests inventories and scales and the methods used in constructing administering scoring and interpreting these psychometric instruments revisions in the content and format of college entrance examinations new editions of various tests and renewed interest in the politics of intelligence testing drive aiken s eleventh edition greater attention has also been given to adaptive testing item response theory the use of computers in psychological testing neuropsychological and developmental testing and applications of tests in various contexts this is an essential text for any student who is planning to construct administer and make decisions based on test scores in clinical or educational settings

the special education almanac serves as a practical comprehensive reference that supports the everyday needs of professionals working in the field written by recognised experts from various areas of special education this handy resource puts up to date information covering a wide range of special education topics and applications into a single highly accessible toolbox filled with summaries tips examples best practices and references to the latest research cover

in order to determine the concurrent and predictive validity of the universal nonverbal intelligence test group ability test unit gat mccallum bracken in press the unit gat and the naglieri nonverbal ability test nnat naglieri 1997a were administered in counter balanced order to 93 students in addition 40 students were rated on the universal nonverbal intelligence gifted screening scales unit gss mccallum bracken in press the correlation coefficient of $r = .36$ between the unitgat total raw score and the nnat was

statistically significant at the p

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