



MAP Data → Local Norms→

Gifted Education!

June 18, 2009

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Response to Intervention

OR

Responsive Instruction

Goals:

1. Screen & validate services for high potential kids
2. Using Growth targets and data
3. Underserved populations in gifted education are often hampered by test bias



Who is Underserved?

- Children and youth from
 - *culturally
 - *linguistically
 - *economically
 - *diverse backgrounds
- Underachievers
- Twice exceptional; GT and LD or EBD



Progress Monitoring

1. Pretest (MAP)
2. Formative assessments (classroom)
3. Frequency
4. Informative, immediate feedback

Local Norms – What is *that*?

- *"Consider grouping students by opportunity to learn and selecting the highest-scoring students within groups."*
- Professor **David F. Lohman** Psychological & Quantitative Foundations College of Education The **University of Iowa**

What does that look like?

9th Grade MAP Math scores – Highest Distribution

221-230	231-240	241-250	251-260	261-270	271+
59	83	71	41	8	

Highest-scoring African American 9th Graders

221-230	231-240	241-250	251-260	261-270
59	83	71	41	8
1	4			
		6		
2				
3	5			

Local Norm Group

- Encouraged to participate
 - Offered options with support
 - Scaffolding skill development
- Good for all kids? Sure!
- ★ We have a social responsibility to ensure high performance from all.