NNAT2 Data Interpretation: Part Three

Presented by:
Misty Sprague, M.A., Ed.S, NCSP
Manager of Learning Assessments and Early Childhood Professional Development
misty.sprague@pearson.com

Agenda:
✓ BRIEF review of ability
✓ What is the NNAT 2
✓ Available scores
✓ What the scores mean
✓ How can you use the scores
✓ Q and A

WHY DO YOU USE THE NNAT2
What is Ability?

- Brain-based skills we need to carry out any task
- Simplest to the most complex
- Mechanisms of how we learn, remember, problem-solve, and pay attention rather than with any actual knowledge

How Are Ability Assessments used in G/T Determination?

- Group/ Screen
- Individually/ Referral

Provide important information on how students approach problem solving, thinking, reasoning etc.; and properly interpreted, intelligence testing help educators develop appropriate specially designed instruction and educational strategies for students.

Naglieri Nonverbal Ability Test- Second Edition
NNAT-2

- Gather general ability in the entire student population
- Students of limited English skills from diverse cultural backgrounds
  - Gifted and talented students
  - Non-English speakers
  - Students with limited motor skills, hearing impairment, and minimal color-vision impairment
  - Students whose economic or social circumstances have limited their acquisition of knowledge and verbal skills

AVAILABLE SCORES

- Raw Score
- Scaled Score
- Stanines
- Percentile Rank
- Normal Curve Equivalent (NCE)
- Naglieri Ability Index (NAI)
**Scores: A Deeper Look**

- **Raw score** ~ total number of correct answers
- **Scaled score** ~ Conversion of a raw score to a consistent scale
- **Stanines** ~ a scoring range of 1-9 with a mean of 5
- **Percentile Rank** ~ to compare/rank with a standardized group of same-aged peers
- **NCE** ~ Normal Curved Equivalence - based on percentiles 1-99, with a mean score of 50
- **Naglieri Ability Index** ~ A student’s overall ability score compared to other students who took the test at the same time

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**Things to Consider...**

- This is one data point at one point in time
- Evaluate this data with other information as part of a “body of evidence” for each learner
- Be sure to allow yourself enough time to become very familiar with the data and what it is telling you
Tools for Identification

Ability Assessments  Referrals
Questionaires  Grades
Portfolios  Classroom Performance

Identification of Giftedness

- A test score above 130, two or more standard deviations above the norm, or the top 2.5%.
- A gifted child works 2 or more grade levels above his or her age.
- Adult-level work while chronologically a child.

How Many Gifted Children are there?

NAGC estimates that there are approximately 3 million academically gifted children in grades K-12 in the U.S - approximately 6% of the student population.
WHAT INFORMATION DO NNAT 2 REPORTS PROVIDE?

Report Types

• Home Report
  – English
  – Spanish
• Student Report
• Group Report
• Master List Summary

NNAT2 Individual Reports provide...

• An understanding of each student’s General Ability
• A breakdown of scores: Raw Score, Scaled Score, Stanine, NAI and Percentile
• An easy to understand parent overview, available in Spanish and English
NNAT 2 Group reports provide...

- an overall picture of how the class or school performs in General Ability
- class/school averages for Raw Score, Scales Scores, Percentiles, NAI and NCE's
Top Mistakes Made in Sharing Data

- Using jargon that is confusing for parents.
- Not understanding the data well enough to explain it to parents.
- Trying to cover up weaknesses in the class or with the student.
- Not sharing the data with parents at all.
Using Scores

• Determine the purpose behind using the scores
  – Gifted Screener
  – Gifted Identification
  – Other purposes

• Determine what your cut score will be
  – <130, two or more standard deviations above the norm, or the top 2.5%

• Determine if you are comparing scores over time
  – NCE
Angela~1st Grade Student

Raw Score is 30

Do we have enough information?

Brenan~3rd Grade Student

NCE is 97 and Stanine 9
Do we have enough information?

Jax~6th grade Student

NAI is 144
Percentile rank is 95
Do we have enough information?
INSTRUCTION

Teaching Gifted Students Identified with NNAT2

Chapter 4

Teaching Strategies Useful for Gifted Students

Anna is a collector of antique keys. She owns hundreds of keys, which she keeps in time capsules lining the walls of her bedroom. Each key has a history. Anna has researched each key and documented intricate details about almost every key in her vast collection. She knows where each key was made, what it was used for, the key's history in some cases, and even addresses for some of the places the keys were used. Anna's hobbies led her to research how keys have changed over the years, and the keys she's collected are from various countries during different time periods. While researching her keys, Anna had a passion for learning about some of the historical buildings that existed in the times the keys were made, Anna has found thousands of pictures, which she has found in old...
Helping All Gifted Children Learn

Using Multiple Learning Modalities

| Impulsive | Task-Oriented | Supportive | Engaged | Intuitive | Multicultural
|-----------|--------------|------------|---------|----------|-----------------|
| Visual | Sequential | Auditory | Kinesthetic | Tactile | Social

Skills Involved:
- Listening
- Speaking
- Reading
- Writing
- Understanding
- Problem Solving
- Performance
- Critical Thinking
- Planning
- Analyzing
- Performing
- Reflecting
- Evaluating
- Physical Coordination
- Discovering

Figure 1: Teaching Through Different Learning Modalities

Definitions of Teaching Strategies

<table>
<thead>
<tr>
<th>Teaching Strategies</th>
<th>Definition</th>
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<tr>
<td>Compacting</td>
<td>The process of adjusting instruction to account for prior student mastery of learning objectives. Compacting involves a four-stage process: (1) Pre-assess to determine the student’s level of knowledge pertaining to specific material; (2) Create plans for what the student will need to know, and excuse the student from studying what has already been mastered; (3) Develop plans for needed-up time to be spent in on-demand or accelerated study.</td>
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<td>Learning Centers, Interest Centers, and Interest Groups</td>
<td>Learning centers and interest centers typically used with younger students and interest groups developed with older students are setups to direct learning experiences toward a specific learner-interest. Learning and interest centers and interest groups can reinforce student achievement and enhance student engagement.</td>
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<tr>
<td>Flexible Grouping</td>
<td>Flexible grouping allows students to work together or specific tasks or content. Flexible groups are temporary in their structure; they are formed according to specific learning needs, readiness levels related to specific material, and students’ interests. Groups can be determined by the teacher or chosen by the student. This strategy allows students to work with a range of peers and can prevent labeling students as &quot;advanced&quot; or &quot;struggling.&quot; Using various groupings encourages children to work with all of their classmates at intense points throughout the year. This interaction builds critical interpersonal skills and creates a sense of community within the classroom.</td>
</tr>
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Helping All Gifted Children Learn

Chapter 5: Activities for Learning in the Content Areas

Language Arts

Teaching Strategies

Differentiated Learning Activities

Contests, Competitions

Resources

Games

Social Studies Teaching Activities

Learning Activities

Contests, Competitions

Many Gifted Children Have....

• A wide range of interests
• Highly developed curiosity and a limitless supply of questions
• Interest in experimenting and doing things differently
• Tendency to put ideas of things together in ways that are unusual and not obvious
• Unusual interest in justice, ethics, and morality
• Ability to retain a great deal of information
Look to develop gifted programs that enfranchises all gifted students…

- Creatively gifted people
- Gifted Perfectionists
- Culturally and linguistically diverse gifted students
- Twice-exceptional gifted students
- Non-productive gifted students

Thank you for attending!

For questions and/or a certificate of participation, please email:

misty.sprague@pearson.com

For sales contact:
(800) 328-5999