


STREAM


“Gifted Program Identification Matrix”

The matrix is designed to give equal weight to academic achievement and cognitive ability. “The best prediction of subsequent success in schools....is (an) appropriate combination of the two.” This system is well grounded in research on talent development.”

(Lohman, D. & Renzulli , J. (2007). A simple procedure for combining ability test scores, and achievement test scores to identify academically talented children.)

Matrix Components

Step 1: Enter Standard Age Scores from the three Cognitive Abilities Test batteries in the red boxes 

Step 2: Enter Percentile Rank from the ITBS Reading and Math Totals in the blue boxes 

| | Sample Student | Student Tested |
|--------------------|--|--|
| Test | Standard Age Scores / Percentile Ranks | Standard Age Scores / Percentile Ranks |
| CogAT Verbal | 127 | |
| ITBS Reading Total | 96 | |
| CogAT Quantitative | 141 | |
| CogAT Non-Verbal | 139 | |
| ITBS Math Total | 98 | |

Matrix Components

Step 3: Enter point values assigned from the table in the purple boxes

| | Sample Student | Student Tested | Sample Student | Student Tested | Standard Age Scores | Percentile Ranks | Points* |
|--------------------|----------------|----------------|----------------|----------------|---------------------|------------------|---------|
| CogAT Verbal | 127 | | 4 | | 140+ | 99+ | 8 |
| ITBS Reading Total | 96 | | 5 | | 136-139 | 99 | 7 |
| CogAT Quantitative | 141 | | 8 | | 132-135 | 98 | 6 |
| CogAT Non-Verbal | 139 | | 7 | | 128-131 | 96-97 | 5 |
| ITBS Math Total | 98 | | 6 | | 124-127 | 93-95 | 4 |
| | | | | | 120-123 | 89-92 | 3 |
| | | | | | 116-119 | 84-88 | 2 |
| | | | | | 113-115 | 80-83 | 1 |

* Point values were assigned to Standard Age Scores in equal score ranges; percentile rank equivalents reflect the standard curve.

Matrix Components

Step 4: Average the CogAT Quantitative and Non-Verbal Standard Age Score point values to equalize the weight of the achievement and ability scores in the green box

| | Sample Student | Student Tested | Sample Student | Student Tested | Sample Student | Student Tested |
|--------------------|----------------|----------------|----------------|----------------|---|----------------|
| CogAT Verbal | 127 | | 4 | | | |
| ITBS Reading Total | 96 | | 5 | | | |
| CogAT Quantitative | 141 | | 8 | | Quantitative + Non-Verbal ÷ 2 7.5 | |
| CogAT Non-Verbal | 139 | | 7 | | | |
| ITBS Math Total | 98 | | 6 | | | |

Matrix Components

Step 5: Add the point values of each academic domain together in the teal box

| | Sample Student | Student Tested | Sample Student | Student Tested | Sample Student | Student Tested |
|--------------------|--|--|----------------|----------------|---|------------------------|
| Test | Standard Age Scores / Percentile Ranks | Standard Age Scores / Percentile Ranks | Points | Points | Combined Domain Points | Combined Domain Points |
| CogAT Verbal | 127 | | 4 | | 9 | |
| ITBS Reading Total | 96 | | 5 | | | |
| CogAT Quantitative | 141 | | 8 | | Averaged Quantitative & Non-Verbal (from previous page) + Math 7.5 + 6 = 13.5 | |
| CogAT Non-Verbal | 139 | | 7 | | | |
| ITBS Math Total | 98 | | 6 | | | |

Qualifying Criteria

A student qualifies for STREAM if he or she has a score of "10" (the 98th percentile) or higher in one domain and "9" (the 97th percentile) or higher in the other domain. See arrows below.

| Domain Scores | Percentile Equivalents |
|---------------|------------------------|
| 14 | 100 |
| 13 | 100 |
| 12 | 99 |
| 11 | 99 |
| → 10 | 98 ← |
| → 9 | 97 ← |
| 8 | 96 |
| 7 | 94 |
| 6 | 92 |
| 5 | 90 |
| 4 | 87 |
| 3 | 84 |
| 2 | 80 |
| 1 | 75 |
| 0 | 72 |

Cluster Group Classroom:

Those students that have a domain score of a “10”, or higher in ***one domain only***, and do not meet **STREAM** placement requirements will be placed in a cluster group classroom.

What does it mean to place students in a cluster group classroom?

A group of students that are identified as gifted in one area only will be cluster grouped into a mixed-ability classroom with a teacher that is provided resources and training to help differentiate instruction to help meet the needs of identified students.

Below is a sample of resources that are often used in cluster grouped classrooms.

MATH

Envision (Enrichment)

Beast Academy (Art of Problem Solving)

English Language Arts

ReadyGen - Enrichment