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Your Monthly Minute

NaglieriGiftedTests.com



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**Considerations from The
National Working Group on
Advanced Education and the
*Naglieri General Ability Tests***

The *Naglieri General Ability Tests* were developed to address the following questions:

- 1) Why are brown, black, and low-income students missing from our gifted and talented programs?
- 2) How can new tests be built to help identify students who are capable of advanced learning?
- 3) What needs to change in the way we service our high-ability learners?

Similar questions have also been considered by The National Working Group on Advanced Education, a leading group of experts in the field of gifted education. Co-author of the *Naglieri General Ability Tests*, Dr. Dina Brulles, is a member of The National Working Group on Advanced Education. These experts devised ways to address these (and other) questions and offered solutions to schools throughout the country who were trying to find ways to make gifted education more equitable.



Considerations from The National Working Group on Advanced Education and the Naglieri General Ability Tests

The National Working Group on Advanced Education, funded by Fordham Institute, recently released its final report titled, [Building a Wider, More Diverse Pipeline of Advanced Learners](#), in which they state, “For far too long, the United States has neglected and wasted an enormous amount of human potential—much of it among groups that have never been given the opportunities they deserve. We’re talking about bright students, advanced learners, striving pupils, and those with high but untapped potential—especially those who are Black, Hispanic, Native American, low-income, or from otherwise marginalized backgrounds—whose educational needs aren’t being satisfactorily met by our schools.” The report contains three dozen recommendations for how schools can expand identification and build a continuum of advanced learning opportunities.

Several of the working group’s recommendations speak directly to efforts and procedures used when we developed the *Naglieri General Ability Tests: Verbal, Nonverbal and Quantitative*. These recommendations include:

- Adopting universal screening to identify students with potential for high achievement.
- Using data from universally available assessments. That is, nonverbal assessments can help identify students whose learning has not caught up with their high potential due to language or cultural barriers.
- Using assessment data to identify additional students for advanced education services in every grade. This means that instead of relying on a single age-based screening point that would overlook late bloomers and/or exacerbate racial or socioeconomic disparities.
- Using local (i.e., school-based) norms, especially when students are young. This means identifying and serving high-potential students in every school (for example, students whose achievement levels are in the top 10 percent in each school)

We encourage you to download the full report and consider ways in which your schools can work toward increasing diversity, equity and inclusion in our nation’s programs for advanced learners and for all students who have the potential to achieve at accelerated rates. We also encourage you to consult our book [Understanding and Using the Naglieri General Ability Tests: A Call for Equity in Gifted Education](#) (Free Spirit Publishing, 2022).

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