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Your Monthly Minute

NaglieriGiftedTests.com



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**National Norms for the
*Naglieri General Ability
Tests: A Closer Look***

Welcome back to your Monthly Minute! We are excited to announce the release of the national norms for the *Naglieri General Ability Tests; Verbal, Nonverbal and Quantitative*. These norms are scheduled to be released in October 2023 and we couldn't be more excited about it. In this installment of your **Monthly Minute** we will focus on norms— on their significance and how they can be used in the identification of gifted students.

We use local and national norms in gifted identification to compare students to their peers of the same age or grade on a local and/or national level. Norms are essential for ensuring fair and accurate assessment of a student's ability; they play a crucial role in the process of identifying gifted individuals.





What is the difference between National and Local Norms?

National Norms

A national norm is established using a large sample of students who match the country's demographics, including age, gender, race, ethnicity, region, and socioeconomic status. These norms are used and research demonstrates their effectiveness in schools which reflect national diversity.

When to use National Norms

1. Your district represents the national demographic.
2. You successfully identify the top percent of the students in your school who need specialized services.
3. You are testing students using a universal testing program.
4. A student is new to the school or district and was unable to be tested with their grade-peers as part of a local norm sample.

Local Norms

Local norms calibrate a student's performance in relation to their fellow students within the same building or district. This approach ensures that the scores are based on a comparison group that aligns closely with the local community and its unique demographics. Local norms have shown to be an effective approach for identifying students who have been underrepresented in gifted education.

When to use Local Norms

1. In school settings that are not representative of the US population
2. When universal testing of all students in a particular grade level in the district is conducted
3. When norming by school building, (i.e. all students in a school or particular grade level) is desired.
4. When norming by a specific group (i.e. students are from a specific demographic) is desired.

Final Thoughts

With both national norms and local norming processes available, administrators of gifted programs can better identify those students who would benefit from advanced educational services resulting in increased equity in gifted identification. The option of using either national norms and/or local norms expands schools' ability to identify potential.

More information about local and national norms and instructional planning can be found in the book, "[Understanding and Using the Naglieri General Ability Tests: A Call for EQUITY in Gifted Education](#)," designed for use with the *Naglieri General Ability Tests*. This companion guide helps you support students who have taken or will take the tests.

See you next month!
JN, DB, & KL