

**KEY QUESTION 10:**

*How should the impact of the recommendations for  
Gifted and Talented Education be evaluated?*

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**RECOMMENDATION 10.1.**

**STATE REPORT CARD**

*The State Report Card should include data that provides  
information on the achievement of the most able students in the  
state.*

RECOMMENDATIONS

Key Question Ten: *How should the impact of the recommendations for gifted and talented education be evaluated?*

STATE REPORT CARD

*RECOMMENDATION 10.1: The State Report Card should include data that provides information on the achievement of the most able students in the state.*

**PERSPECTIVE:** "The Maryland State Department of Education, as well as local school systems, must develop and implement internal and external vehicles for evaluating services and programs. In particular, the state should develop strategies for evaluating the levels at which the most able students in the state are achieving."

**RATIONALE:** A mechanism should be in place to evaluate the impact of the recommendations finally adopted. As a first step in developing this mechanism, the State Report Card should include data that provides an assessment and evaluation of the achievement levels of the state's most able students. The following data should be considered for inclusion on the State Report Card since it will provide an objective evaluation against a common standard:

Percentage of students in a school or school system taking Advanced Placement courses or other college-level courses while in high school.

Percentage of students in a school or system who score 3, 4, or 5 on Advanced Placement examinations.

Percentage of students in a school or system who take the PSAT and/or the SAT.

Percentage of students in a school or system who score at or above the national mean for college-bound seniors on the verbal or mathematics section of the SAT.

Percentage of students in a school or system who score a 1 on the MSPAP in grades 3, 5, and 8.

Percentage of students in a school or system who score at or above the 90th percentile on the CTBS.

Number of students in a school or system participating in academic programs outside of school (e.g., Maryland Summer Centers, Center for Talented Youth Summer Program, science camps).

Number of students participating in state, national, and international academic competitions; as well as number receiving awards or recognition.

At the present time, there is little data reported on the Maryland Report Card that provides an indication of the achievement levels of the most able students in the state. Maryland is at the forefront in educational reforms for measuring students' achievement for the purpose of providing baseline data that can be used

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## Renewing Our Commitment

# R E C O M M E N D A T I O N S

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for school improvement planning. As we move forward with these reforms, it is critical that we make sure that this information not only allows us to plan for the typical child, but for all special populations, including the gifted and talented. To do this, we must be able to assess adequately whether all subgroups of students are achieving at high levels and consistent with their ability level.

The first step in this process is to include data on the Maryland School Report Card that reflects the performance of our most able students on a variety of standardized measures, as well as the MSPAP.

Because standardized assessments are not the only measure of students' performance and growth, the next step will be for local school systems with the help of state and national models to develop evaluation plans that fit with their local goals and available data. In order to assist locals as they develop their evaluation process, the Maryland State Department of Education should develop standards and measures that account for the fact that gifted and talented students often score off the scale of most commonly used tests. MSDE should also make available evaluation models that have been successfully implemented.

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*"At a minimum, states should set standards for evaluation and assessment to create systems of accountability that will ensure that local school districts are meeting the needs of all children, including those with outstanding talent potential."*

Passow and Rudnitski

*State Policies Regarding Education of the Gifted as Reflected in Legislation and Regulation*