



# Interpreting the Gifted Rating Scales™ Second Edition



**The Gifted Rating Scales™ Second Edition (GRS™ 2) plays an important role in the standardized identification of aspects of giftedness when used as part of a gifted assessment battery.**

Determination of a student's eligibility for a gifted classification or a gifted program should never be based solely on any one test score, including the GRS 2. All GRS 2 scale scores should be interpreted within the context of other corroborating data and information.

The following case study is intended to serve as an example and to illustrate how to interpret GRS 2 results. This case study reflects best practices in identifying and assessing students using the GRS 2, showcasing best practices in identifying and evaluating gifted and high-ability students (Pfeiffer, 2015). The case study provided is intended to inform those interpreting the results on how to apply the GRS 2 in a systematic, precise, and thoughtful manner, as one should approach the interpretation of any psychological test (Pfeiffer, 2015). This example illustrates how specific scenarios are addressed and is not intended to be a strict guide for what to do in all settings as interpretation and tailored instruction will be different for all cases.



# Case Study: Rayna

At the time of the gifted assessment, Rayna was seven years old and in first grade. Early in the school year, her parents contacted the classroom teacher and asked that their daughter be considered for the gifted and talented program in the local school district. Their two older children had participated in the same gifted program and found it to be a very beneficial experience. Rayna’s parents viewed her as the brightest of their three children. She started reading at age three and found much of her classroom work boring and “mind-numbing.” Rayna’s teacher endorsed the parent referral. The school psychologist asked her teacher to complete the GRS 2 Teacher–School (Teacher-S) and one of her parents to complete the GRS 2 Parent. Rayna was administered the Otis-Lennon School Ability Test 8th Edition (OLSAT-8). The results of the GRS 2 are presented in Tables 1 and 2.

**TABLE 1. GRS 2 TEACHER RESULTS FOR CASE STUDY: RAYNA**

Scale	Comparison to Norm Sample					Within-Profile Comparison	
	Raw Score	T-score	90% CI	Percentile	Classification	Difference from Their Average T-score (60.4)	Relative Strength (p < .05)
<b>Gifted Classification</b>							
Intellectual Ability	85	70	68-72	95th	Very Likely	9.6	Relative Strength
Academic Ability	85	70	68-72	95th	Very Likely	9.6	Relative Strength
Creativity	68	56	53-59	72nd	Unlikely	-4.4	—
Artistic Talent	56	50	48-52	52nd	Very Unlikely	-10.4	—
Leadership	70	56	53-59	71st	Unlikely	-4.4	—
<b>Level of Motivation</b>							
Motivation	60	50	48-52	49th	Average		

**NOTE. CI = CONFIDENCE INTERVAL. - = NOT IDENTIFIED AS A RELATIVE STRENGTH.**

**TABLE 2. GRS 2 PARENT RATINGS RESULTS FOR CASE STUDY: RAYNA**

Scale	Comparison to Norm Sample					Within-Profile Comparison	
	Raw Score	T-score	90% CI	Percentile	Classification	Difference from Their Average T-score (62.0)	Relative Strength (p < .05)
<b>Gifted Classification</b>							
Cognitive Ability	41	70	65-75	94th	Very Likely	8.0	Relative Strength
Creative/Artistic Ability	35	54	49-59	65th	Very Unlikely	-8.0	—
<b>Level of Resiliency &amp; Social Competency</b>							
Resiliency & Social Competency	39	61	56-66	87th	Above Average		

**NOTE. CI = CONFIDENCE INTERVAL. - = NOT IDENTIFIED AS A RELATIVE STRENGTH.**



# Case Study: Rayna

## STEP 1: EXAMINE RESPONSE STYLE PATTERNS

No items were omitted on either the Parent or Teacher Form. There was also no flag for identical ratings on the items. Scores on the Inconsistency Index (0 for both raters) indicated that neither Rayna's parent nor teacher responded inconsistently. The results of the Response Style Analysis revealed no concerns about the validity of the responses.

## STEP 2: INTERPRET SCALE SCORES

Results from the GRS 2 Parent indicated that Rayna's parent perceived her as displaying precocious, highly advanced cognitive and academic ability and well-developed resilience and social competence. On the other hand, her parent did not perceive Rayna as demonstrating advanced creative/artistic skills.

Teacher comments to the school psychologist and ratings from the GRS 2 Teacher-S corroborated the parent's ratings. Rayna's teacher indicated that Rayna exhibits behaviors and skills associated with a well-adjusted, intellectually, and academically gifted first grader. Rayna's exceptionally high *T*-scores on Intellectual Ability and Academic Ability are corroborated by an equally impressive performance on the OLSAT-8 (Rayna had a School Ability Index of 132 and a Percentile Rank of 98 for both the verbal and non-verbal scales of the OLSAT-8). Teacher ratings did not indicate that Rayna has exceptional artistic talent, creative, or leadership ability when compared to her same-age peers.

Scores regarding Rayna's motivation fell within the Average range. This result indicates that motivation is not a problem area but also suggests the possibility that Rayna might not be appropriately challenged in her current classroom. This hypothesis is supported by Rayna's comment that she finds schoolwork "mind-numbing." High-ability students like Rayna often benefit from accelerated learning experiences, enrichment, and a modified, higher-order curriculum (Chowkase, 2022; Shaunessy-Dedrick, 2018).

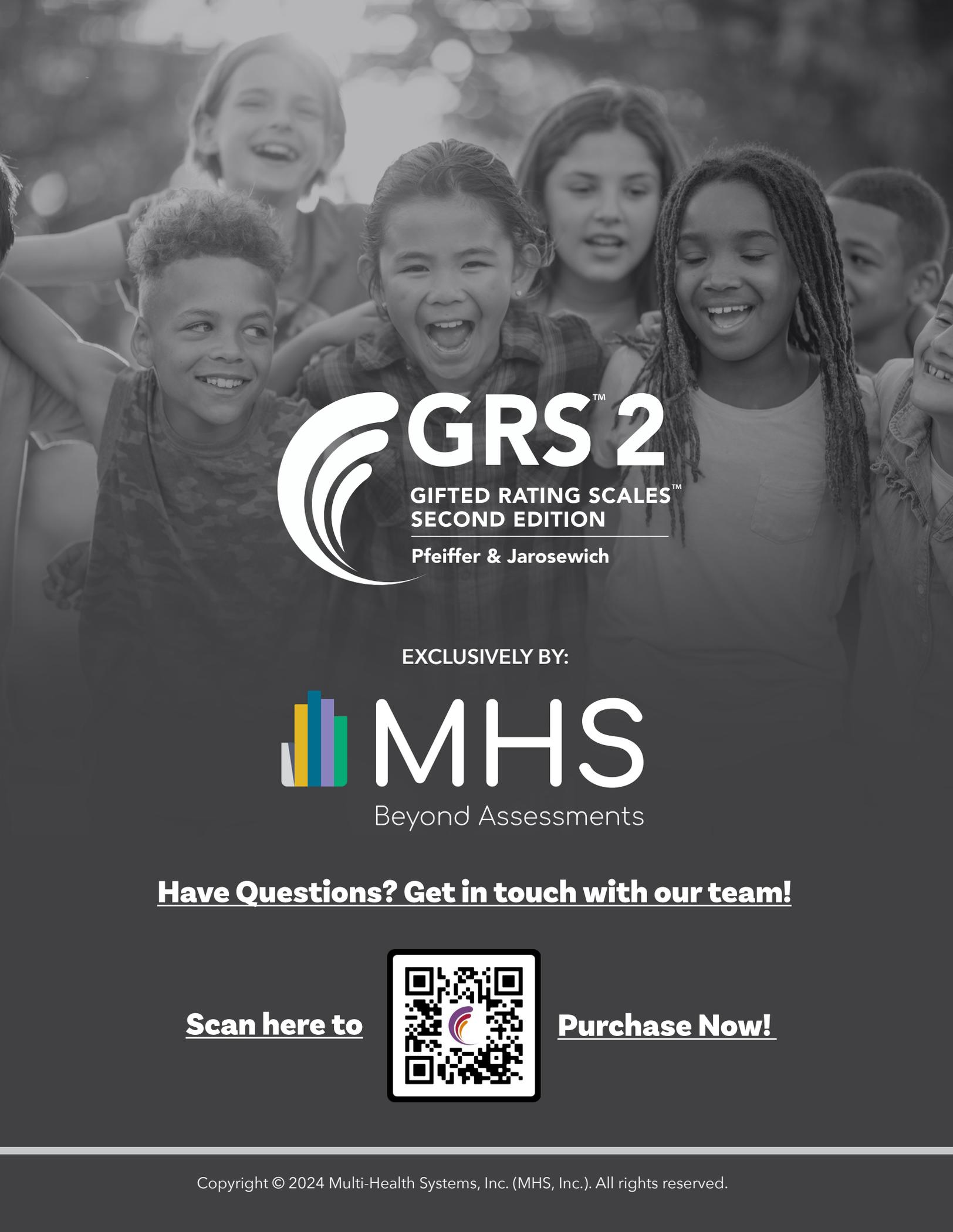
## STEP 3: COMPARE SCALE SCORES

Based on results from the Within-Profile Comparison, Rayna's *T*-scores on the GRS 2 Teacher-S Intellectual Ability and Academic Ability scales are significantly higher than her average score across all scales, identifying these scales as relative strengths. A similar relative strength is observed on the GRS 2 Parent Cognitive Ability scale.

## STEP 4: COMPARE RESULTS ACROSS RATERS

Similarities between ratings by Rayna's teacher and parent suggest that Rayna's abilities are perceived to be consistent across the classroom and home environments.

Overall, ratings on the GRS 2 and OLSAT-8 performance all corroborated the finding that Rayna excels in the Intellectual and Academic domains, both in the classroom context and home environment, and that she demonstrates high nonverbal and verbal ability. Rayna's assessment results suggest advanced cognitive skills both in comparison to peers her age and in relation to her overall average score across the GRS 2 domains. These results were combined with other information that was required by the district, and she was selected for participation in the gifted and talented program.



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