



TEACHER–PRESCHOOL/ KINDERGARTEN FORM

Single-Rater Report

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STUDENT

Name/ID: Sean Price/961721882
Date of Birth: March 17, 2019
Age: 4
Grade: Kindergarten
Gender: Male
School: Brownsville School

TEACHER

Name/ID: Bernadette Smith
How long has the teacher known the student? 4 to 6 months
How well does the teacher know the student? Fairly Well
Class(es) Taught: Kindergarten

ADMINISTRATION DETAILS

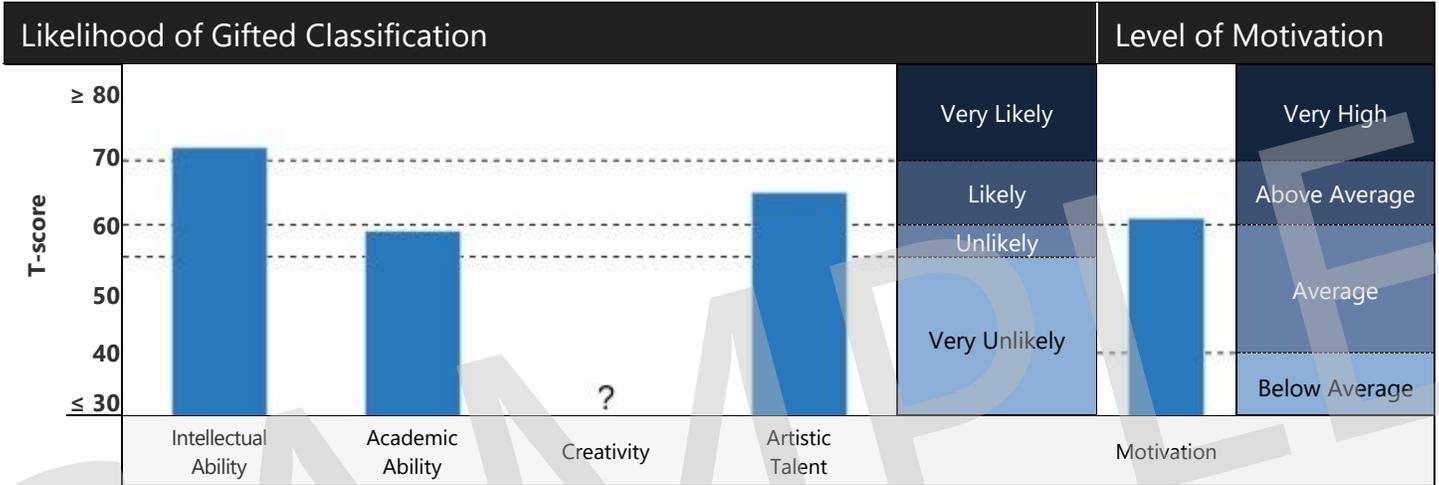
Completion Time: 2 minute(s), 15 second(s)
Administration Date: January 5, 2024
Normative Age Group: 4:0–4:11 years
Assessment Language: English
Additional Information: Student is talkative

This computerized report is an interpretive aid intended for use by qualified professionals only. It should not be used as the sole criterion for gifted identification or intervention. GRS 2 results should be combined with information gathered from other psychometric measures, interviews, observations, and review of available records. This report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Responses to specific items should be reviewed to ensure that these typical interpretations apply to the person being described. **Parts of this report contain copyrighted material, including test items. If it is necessary to provide a copy of this report to anyone other than the examiner, sections containing copyrighted material must be removed.**

OVERVIEW

>> Follow-Up ? Could Not Be Scored

Response Style Analysis					
5	>> Omitted Item(s)	0	Inconsistency Index Raw Score	?	Identical Ratings for All Items
Scores were not calculated for 1 scale(s) due to omitted items. Prorated scores were calculated for 2 scale(s) due to omitted item(s).		The Inconsistency Index score does not suggest inconsistent responding.		Could not be scored due to omitted items.	



Note. ? = Could not be scored due to omitted items.

	Comparison to Norm Sample						Within-Profile Comparison	
	Scale	Raw Score	T-score	95% CI	Percentile	Classification	Difference from Their Average T-score (65.3)	Relative Strength (p < .05)
Gifted Classification	Intellectual Ability	84	72	69-75	99th	Very Likely	6.7	Relative strength
	Academic Ability**	66	59	56-62	87th	Unlikely	-6.3	-
	Creativity	?	?	?	?	?	?	?
	Artistic Talent**	70	65	62-68	96th	Likely	-0.3	-
Level of Motivation	Motivation	70	61	58-64	92nd	Above Average		

Note(s). CI = Confidence Interval.

**Scores were prorated due to omitted item(s).

? = Could not be scored due to omitted item(s).

- = Not identified as a relative strength.

Additional Comments

Sean is a very bright student with excellent potential. He can be sometimes distracted but is very attentive when he is interested in a particular topic.

SAMPLE

ITEM RESPONSES

Response Key:

1	2	3	4	5	6	7	8	9
Below Average			Average			Above Average		

?	n/a
Omitted	Not Administered

IA=Intellectual Ability, AA=Academic Ability, C=Creativity, AT=Artistic Talent, M=Motivation

Item #	Rating	Item #	Rating	Item #	Rating
IA1	8	C1	8	M1	8
IA2	9	C2	?	M2	8
IA3	8	C3	?	M3	7
IA4	9	C4	8	M4	7
IA5	9	C5	7	M5	7
IA6	9	C6	7	M6	7
IA7	8	C7	?	M7	7
IA8	8	C8	7	M8	6
IA9	9	C9	7	M9	7
IA10	7	C10	7	M10	6
AA1	6	AT1	7		
AA2	6	AT2	?		
AA3	7	AT3	7		
AA4	7	AT4	8		
AA5	6	AT5	7		
AA6	7	AT6	6		
AA7	7	AT7	7		
AA8	?	AT8	7		
AA9	7	AT9	7		
AA10	6	AT10	7		

GLOSSARY

This glossary summarizes content, scores, and interpretive guidelines for the GRS 2 Teacher–Preschool/Kindergarten Form. Please refer to the GRS 2 Manual for more information about interpretation and the development of these scores.

Response Style Analysis

This section includes a set of indicators that describe a teacher’s response style. If any of these indicators are flagged on the report, further exploration is needed to consider any possible concerns and to use this information to guide the interpretation of the results.

Indicator	Description	Interpretation Guidelines
Omitted Items	Provides the total number of items omitted by the teacher.	Items may be omitted by the teacher for a variety of reasons; for example, this omission may reflect avoidance of particular content, careless responding due to low levels of motivation, or a misunderstanding of the directions to complete all items, among other reasons. You may want to review the omitted items and consider whether they are randomly distributed or reflect one or more common themes.
Inconsistency Index	Describes inconsistent response patterns.	Scores of 10 or higher warrant follow-up. Review the Items by Scale section of the report and other sources of information to determine if this score reflects inconsistent, careless, or random responding; comprehension difficulties; or the teacher’s interpretation of subtle wording differences within an item-pair. Note that this response style indicator will only be provided when all scales have been administered.
Identical Ratings	Denotes when the same response was provided for all items.	When all items on the GRS 2 have identical ratings, follow-up is warranted. Providing identical ratings to all items is an unusual response style that may have been due to careless responding, difficulty comprehending the items, or an attempt to provide a more favorable/less favorable presentation of the student’s abilities in cases where the ratings are identical and extreme (highest possible rating or lowest possible rating). Identical ratings for all items are extremely uncommon; thus, this issue should be discussed with the teacher to explore reasons why identical ratings were provided for all items. Note that this response style indicator will only be provided when all scales have been administered and all items have been answered.

GRS 2 Scales

The five GRS 2 scales capture information about key areas that are often used when identifying gifted and talented students.

Scale	Description	Interpretation Guidelines
Intellectual Ability	Reflects the student's verbal and nonverbal mental skills, capabilities, and competence. Aspects of intelligence measured by this scale include abstract learning, problem solving, reasoning, mental speed, and memory.	<p>The Likelihood of Gifted Classification is an easy-to-use and empirically supported guideline that classifies the degree to which a student's score on each applicable GRS 2 scale falls within one of four classifications, thereby indicating how likely the score represents gifted status within that domain.</p> <ul style="list-style-type: none"> • Very Likely: T-score ≥ 70 • Likely: T-score = 60–69 • Unlikely: T-score = 55–59 • Very Unlikely: T-score < 55 <p>The GRS 2 does not view any one scale as representing a primary ability or higher order of ability. Similarly, the GRS 2 does not assume that a student with scores within the "Likely" or "Very Likely" range on two or more GRS 2 scales is more gifted than a student with a similarly elevated score on only one scale. A profile with more than one elevated score signifies that, compared to other students of the same age, the student is likely gifted in multiple areas.</p> <p>Decisions about gifted and talented classification and placement should take into consideration the school district and state/provincial criteria for defining giftedness, as well as the availability of specific resources and programs for different types (and levels) of giftedness. For example, if legislation mandates consideration of multiple areas of giftedness, this guideline needs to be taken into consideration. The GRS 2 can serve as one important piece of evidence when making these types of high-stakes decisions, and additional corroborating information is recommended.</p> <p>The GRS 2 Teacher provides an index of the student's level of motivation, which varies considerably among students, gifted or not gifted.</p> <ul style="list-style-type: none"> • Very High: T-score ≥ 70 • Above Average: T-score = 60–69 • Average: T-score = 40–59 • Below Average: T-score < 40 <p>The Motivation scale score should not be used to determine gifted classification or exclude a student from eligibility for a gifted and talented program or for special gifted resources. The Motivation scale score provides an indication of a teacher's perception of the student's drive and energy level to better understand a student's pattern of engagement in classroom activities. This interpretation applies to both students who are identified as gifted and those who are not.</p>
Academic Ability	Reflects the student's skill in dealing with factual and school-related material. Advanced readiness for and proficiency in reading, math, and other aspects of the curriculum are indicative of Academic Ability.	
Creativity	Reflects the student's ability to think, act, or produce unique, original, novel, or innovative thoughts or products. Creativity can be expressed in a variety of ways, including how a student solves problems, experiments with new ideas, formulates a solution to a group project, and uses imagination.	
Artistic Talent	Reflects the student's potential for, or evidence of, ability in drama, music, dance, drawing, painting, sculpture, singing, playing a musical instrument, or acting.	
Motivation	Reflects the student's drive or persistence, desire to succeed, tendency to enjoy challenging tasks, and ability to work well without encouragement or reinforcement. Motivation is not viewed as a type of giftedness, rather, motivation is the energy that drives or impels a student to achieve.	