**References**

Joint Committee on Testing Practices. (2004). *Code of fair testing practices in education.* Washington, DC: American Psychological Association. Retrieved from <http://www.apa.org/science/programs/testing/fair-code.aspx>

Assouline, S. G., Nicpon, M. F., & Whiteman, C. (2010). Cognitive and psychosocial characteristics of gifted students with written language disability. *Gifted Child Quarterly, 54*, 102-115.

Callahan, C. M., Hunsaker, S. L., Adams, C. A., Moore, S. D., & Bland, L.C. (1995). *Instruments used in the identification of gifted and talented students* (Research Monograph 95130). Storrs: University of Connecticut: The National Research Center on the Gifted and Talented.

Callahan, C. M. (2005). Identifying gifted students from underrepresented populations. *Theory into Practice, 44*, 98-104.

Callahan, C. M., Renzulli, J. S., Delcourt, M. A. B., & Hertberg-Davis, H. L. (2013). Considerations for identification of gifted and talented students: An introduction to identification. In C. M. Callahan & H. L. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp. 83-91). New York: Routledge, Taylor and Francis Group.

Colangelo, N., Assouline, S. G., Marron, M. A., Castellano, J. A., Clinkenbeard, P. R., Rogers, K., et al. (2010). Guidelines for developing an academic acceleration policy. *Journal of Advanced Academics, 21*, 180-203.

Delcourt, M. A. B. (2007). The effects of programming arrangements on the achievement and self-concept of gifted elementary school students. *Gifted Child Quarterly, 54*, 350-381.

Field, G. B. (2009). The effects of the use of Renzulli Learning on student achievement in reading comprehension, reading fluency, social studies, and science: An investigation of technology and learning in grades 3-8. *International Journal of Emerging Technologies in Learning, 4*, 29-39.

Frasier, M. M., Garcia, J. H., & Passow, A. H. (1995). *A review of assessment issues in gifted education and their implications for identifying gifted minority students.* (Research Monograph 95204). Storrs: The National Research Center on the Gifted and Talented, University of Connecticut.

Gardner, H. (1983). *Frames of mind: The theories of multiple intelligences*. New York: Basic Books.

Gear, G. (1978). Effects of training on teachers’ accuracy in identifying gifted students. *Gifted Child Quarterly, 22*, 90–97.

Hunsaker, S. L., Finley, V. S., & Frank, E. L. (1997). An analysis of teacher nominations and student performance in gifted programs. *Gifted Child Quarterly, 41*, 19–23.

Hunsaker, S. L. (Ed.). (2012). *Identification: The theory and practice of identifying students for gifted and talented education services*. Waco, TX: Prufrock Press.

Kalbfleisch, M. L., & Iguchi, C. M. (2008). Twice-exceptional learners. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: What the research says* (pp. 707-719). Waco, TX: Prufrock Press.

Johnsen, S. K. (2011). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press.

Lakin, J. M., Lohman, D. F. (2011). The predictive accuracy of verbal, qualitative, and nonverbal reasoning tests: Consequences for talent identification and program diversity. *Journal for the Education of the Gifted, 34*, 595-623.

Lohman, D. F. (2005, Winter). How to identify academically gifted minority students. *Cognitively Speaking, 3*, 1-7. Retrieved from <https://faculty.education.uiowa.edu/david-lohman/home>

Lohman, D. F. (2006). *Identifying academically talented minority students* (Research Monograph RM05216). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut. Retrieved from <http://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm05216.pdf>

Lohman, D. F. (2013). Identifying gifted students: Nontraditional uses of traditional measures. In C. M. Callahan & H. L. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp. 112-127). New York: Routledge, Taylor and Francis Group.

Lohman, D. L., & Lakin, J. (2007). Nonverbal test scores as one component of an identification system: Integrating ability, achievement, and teacher ratings. In J. Van Tassel Baska (Ed.), *Alternative assessments for identifying gifted and talented students* (pp. 41–66). Waco, TX: Prufrock Press.

Moon, T. R. (2013). Uses and misuses of matrices in identifying gifted students. In C. M. Callahan & H. L. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp.128-134). New York: Routledge, Taylor and Francis Group.

National Association for Gifted Children. (2008). *The role of assessments in the identification of gifted students (position statement).*  Washington, DC: NAGC Retrieved from <http://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf>

National Association for Gifted Children and Council for Exceptional Youth. (2013). *NAGC-CEC teacher preparation standards in gifted education. Washington, DC: NAGC*. Retrieved from <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/nagc-cec-teacher-0>

Pfeiffer, S. I., & Jarosewich, T. (2003). GRS: Gifted Rating Scales [published instrument]. San Antonio, TX: Pearson.

Peters, S. J., Matthews, M. S., McBee, M. T, & McCoach, B. (2014). *Beyond gifted education: Designing and implementing advanced academic programs*. Waco, TX: Prufrock Press.

Renzulli, J. S., & Reis, S. M. (1997). *The Schoolwide Enrichment Model: A how-to guide for educational excellence* (2nd ed.). Waco, TX: Prufrock Press.

Renzullii, J. S., Reis, S. M. (2007). A technology based program that matches enrichment resources with student strengths. *International* *Journal of Emerging Technologies in Learning, 2*. Retrieved from <http://online-journals.org/ijet/article/viewArticle/126>.

Renzulli, J. S., Smith, L. H., White, A. J., Callahan, C. M. Hartman, R. K., Westberg, K. W., Gavin, M. K., Reis, S. M., Siegle, D., & Sytsma Reed, R. E. (2010). Scales for Rating the Behavioral Characteristics of Superior Students (3rd ed.) [published instrument]. Waco, TX: Prufrock Press.

Robinson, N. M. (2005). In defense of a psychometric approach to the definition of academic giftedness: A conservative view from a die-hard liberal. In R. J. Sternberg, & J. E. Davidson (Eds.), *Conceptions of giftedness* (2nd ed., pp. 417-435). Boston: Cambridge University Press.

Ryan, S. (2011). *Normalizing data for identification of gifted students*. Unionville, NY: Royal Fireworks.

Ryser, G. R., & McConnell, K. (2004). SIGS complete kit: Scales for Identifying Gifted Students [published instrument]. Waco, TX: Prufrock Press.

Siegle, D., & Powell, T. (2004). Exploring teacher biases when nominating students for gifted programs. *Gifted Child Quarterly, 48*(1), 21-29.

Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. New York: Cambridge University Press.

VanTassel-Baska, J., Feng, A. X., & de Brux, E. (2007). A study of identification and achievement profiles of performance task-identified gifted students over 6 years. *Journal for the Education of the Gifted, 31*, 7-34.

Westberg, K. L. (2011, May). Standard error of measurement: A concept that every gifted education specialist must understand. *MEGT Voice Newsletter*, pp. 9-10.

Westberg, K. L. (2012). Using teacher rating scales in the identification for gifted students. In S. L. Hunsaker, (Ed.)., *Identification: The theory and practice of identifying students for gifted and talented education services (pp. 363-379)*. Mansfield Center, CT: Creative Learning Press, Inc.

Winner, E. (1996). *Gifted children: Myths and realities*. New York: Basic Books.