

GIFTED EVALUATION SCALE

Third Edition (GES-3)

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The *Gifted Evaluation Scale-Third Edition (GES-3)* was developed to aid in the identification and program planning for children and adolescents in our schools. The scale consists of 48 items. Each subscale is associated with one of the five characteristics identified in federal and state regulations, including the Gifted and Talented Children's Act of 1978 and the Jacob K. Javits Gifted and Talented Students Education Act of 1988. The **GES-3** subscales are

- *Intellectual*
- *Creativity*,
- *Specific Academic Aptitude*,
- *Leadership Ability*, and
- *Performing and Visual Arts*.

An optional subscale, *Motivation*, has been developed to accommodate those states which require documentation of this characteristic in the identification process of gifted/talented students.

During development, the **GES-3** was subjected to rigorous field testing by teachers from all grade levels (K-12) which resulted in the 48 items included in the final version of the scale. The **GES-3** was standardized on 2,288 students, 5 through 18 years of age. Demographic characteristics of the standardization sample approximate national percentages for gender, residence, ethnicity, geographic area, and educational attainment of parents.

Internal consistency of the **GES-3**, utilizing the coefficient alpha (Cronbach, 1951), was .99 for the total scale. Test-retest reliability yielded correlation coefficients exceeding .92 for each of the six subscales. Coefficients for inter-rater reliability for the subscales ranged from .94 to .98 for all age levels. Content validity was established through the initial development process. The scale was compared to the *Gifted Rating Scales-School Form (GRS-S)* and the *Gifted and Talented Evaluation Scales (GATES)* as a measure of concurrent criterion-related validity. All subscales on the **GES-3** correlated significantly with the GRS-S and GATES scales. The construct validity of the scale supports strong diagnostic validity. Item performance correlated positively with total score performance, further substantiating the internal cohesiveness of the scale as a measure of giftedness.

The **GES-3** uses frequency-referenced quantifiers. Each item on the **GES-3** is rated on a five point scale from (1) DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL to (5) DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY). Following administration, five types of scores may be obtained: frequency rating for each item (reflecting the degree of success in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), percentile (a measure for comparing the student's performance to the performance of other students), and a quotient score (a global index of all characteristics measured within the total scale). Using the subscale standard scores, a profile of the student's level of functioning across the five subscales may be constructed.

The **GES-3** takes approximately 20 minutes to complete and can be completed by anyone familiar with the student: the classroom teacher, clinical personnel, or other school personnel. The **GES-3** complete kit consists of a technical manual, rating forms, and the *Gifted Intervention Manual* which contains goals, objectives, and intervention/instructional strategies for the behaviors identified by the **GES-3**.

The **GES-3** is a valuable tool designed to assist school personnel in making diagnostic and program planning decisions for gifted and talented children and adolescents. Further, basing the **GES-3** on the most commonly used definition of giftedness, coupled with the measurability and specificity of the items, makes such decisions more defensible.



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