

# GIFTED EVALUATION SCALE

## Third Edition (GES-3)

Stephen B. McCarney, Ed.D.

&

Tamara J. Arthaud, Ph.D.

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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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Phone: (800) 542-1673 FAX: (800) 442-9509

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## COVER SHEET

### RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the student's performance of the behavior.
- If the rater does not have first-hand knowledge and is unsure how to rate an item, it is appropriate for the rater to consult with other personnel to get information about the student's ability in order to complete a rating of the student's skills.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is not necessary to complete the rating of a student in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 6 as an example, the rater would first read "Does not demonstrate short- and long-term memory skills," then "Is developing short- and long-term memory skills," then "Demonstrates short- and long-term memory skills inconsistently," then "Demonstrates short- and long-term memory skills most of the time," and finally "Demonstrates short- and long-term memory skills at all times (consistently)."
- If the student does not possess the behavior or skill, or does not demonstrate the behavior or skill; the rating should be **1**  
DOES NOT DEMONSTRATE THE BEHAVIOR OR SKILL.
- If the student is beginning to develop or demonstrate the behavior or skill but has not yet mastered it, the rating should be **2**  
IS DEVELOPING THE BEHAVIOR OR SKILL.
- If the student has developed the behavior or skill but does not demonstrate it on a regular basis, the rating should be **3**  
DEMONSTRATES THE BEHAVIOR OR SKILL INCONSISTENTLY.
- If the student has the ability to demonstrate the behavior or skill and performs it successfully except in a few instances, the rating should be **4**  
DEMONSTRATES THE BEHAVIOR OR SKILL MOST OF THE TIME.
- If the student consistently demonstrates the behavior or skill successfully in all situations, the rating should be **5**  
DEMONSTRATES THE BEHAVIOR OR SKILL AT ALL TIMES (CONSISTENTLY).

IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT

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**TO RATER: Rate every item using the quantifiers (1-5) provided.  
Every item must be rated. Do not leave any boxes blank.**

**DOES NOT  
DEMONSTRATE THE  
BEHAVIOR OR SKILL**

1

**IS DEVELOPING THE  
BEHAVIOR OR SKILL**

2

**DEMONSTRATES THE  
BEHAVIOR OR SKILL  
INCONSISTENTLY**

3

**DEMONSTRATES THE  
BEHAVIOR OR SKILL  
MOST OF THE TIME**

4

**DEMONSTRATES THE  
BEHAVIOR OR SKILL  
AT ALL TIMES  
(CONSISTENTLY)**

5

**SUBSCALE 1**

- 1 1. Scores high on intelligence tests (130 I.Q. or above) and/or nationally standardized achievement tests (95th-99th percentile), state testing program (e.g., Missouri Assessment Program)
- 1 2. Demonstrates superior academic performance (e.g., receives the highest score possible or the highest score in the class on quizzes, tests, etc.)
- 2 3. Uses an extensive and accurate vocabulary to convey thoughts, report experiences, express needs, etc.
- 2 4. Easily comprehends what he/she sees, hears, reads, etc. (e.g., understands directions, explanations, and instructions upon receiving them the first time; scores high on reading comprehension tasks; etc.)
- 2 5. Is an independent learner (e.g., will use the library to learn more about a particular subject, will research or pursue questions or areas of interest which are discussed during class activities, etc.)
- 2 6. Demonstrates short- and long-term memory skills (e.g., can repeat lengthy sequences of numerals, recalls detailed information learned in previous grade levels, etc.)
- 2 7. Demonstrates the ability to maintain concentration on a particular activity for extended periods of time (e.g., works through a difficult math problem to completion)
- 2 8. Expresses thoughts clearly and thoroughly in verbal and written form (e.g., accurately reports current events to the class, writes a detailed explanation of events leading up to the Civil War, etc.)
- 1 9. Demonstrates a superior ability to understand abstract concepts (e.g., mathematics, science, foreign languages, etc.)
- 2 10. Is a high achiever who sets personal goals and strives to achieve them
- 2 11. Applies information learned in one situation to a new situation which may be either similar or different
- 2 12. Makes the most appropriate decisions or choices based on information available and a consideration of probable outcomes (e.g., uses study time at school to complete assignments in order to be able to do the things he/she enjoys in the evening, is successful in simulated problem-solving activities in the classroom, etc.)

4

- 13. Understands complex concepts and perceives relationships (e.g., understands arithmetic concepts and their relationship to money, understands politics and its relationship to governmental affairs, understands analogies, etc.)

**25**

Raw Score

**SUBSCALE 2**

3

- 14. Combines information or ideas already learned to form unique and original ideas (e.g., is successful in creative writing, designing plans, solving problems, etc.)

3

- 15. Develops creative and original ideas which are unique (e.g., solves math problems using operations which are different from those provided through instruction, suggests a novel method of teaching an abstract concept to a group of students, etc.)

4

- 16. Engages in self-initiated activities (e.g., reads, writes, paints, draws, entertains self through imagination, etc.)

3

- 17. Is curious and interested in learning about those aspects of the environment which are new or different to him/her (e.g., asks questions about anything out of the ordinary; wants to know more about new discoveries in space, science, etc.)

4

- 18. Demonstrates a wide variety of interests (e.g., likes to play different sports and games, draw, read, conduct science experiments, solve math problems, etc.)

3

- 19. Recognizes errors, mistakes, or oversights in or around the educational environment (e.g., catches the teacher making a spelling error on the chalkboard, finds an error in a textbook, etc.)

3

- 20. Views situations, problems, or issues from different perspectives (e.g., accepts negative consequences because they are necessary, even though he/she finds them unpleasant; can successfully argue both sides of an issue; etc.)

3

- 21. Spontaneously uses language and vocabulary to articulate thoughts and ideas (e.g., can readily find words to express thoughts, can quickly respond verbally to questions or problems, etc.)

3

- 22. Creates or produces elaborate detail in recreation or academic activities (e.g., creates an entire village with streets, houses, and stores for toy or imaginary characters; writes elaborate fictional short stories or detailed research papers for classes; etc.)

- 2** 14. Has many projects or activities going on at the same time at home and school (e.g., is involved in a wide variety of interests including projects, hobbies, collections, memberships, etc.)

31 Raw Score

**SUBSCALE 3**

- 2** 24. Excels in subjects requiring abstract thinking (e.g., mathematics, the sciences, philosophy, foreign languages, etc.)
- 3** 25. Succeeds with little effort in specific subject areas (e.g., mathematics, the sciences, language arts, etc.)
- 3** 26. Asks in-depth questions regarding subject areas studied or related areas of interest (e.g., "What makes lightning bugs light up?" "Why is war used as a means of solving disagreements?" etc.)
- 1** 27. Scores high (95th-99th percentile) on specific areas of nationally standardized achievement tests (e.g., mathematics, sciences, language arts, etc.)
- 1** 28. Demonstrates significant knowledge of a specific academic area (e.g., knows more about the subject than his/her peers, knows more than the information contained in textbooks on his/her grade level, etc.)
- 1** 29. Enjoys intellectually challenging activities (e.g., difficult math problems, creative writing, problem solving, editing a school newspaper, etc.)
- 2** 30. Is highly critical of his/her academic success (e.g., is disappointed by anything less than perfection)

13 Raw Score

**SUBSCALE 4**

- 1** 31. Takes a leadership role in school and/or community group activities (e.g., volunteers, is looked upon or chosen by others as a leader, etc.)
- 3** 32. Enjoys working toward goals, getting things accomplished, working on projects, etc. (e.g., takes responsibility for a bulletin board, organizes a mock election, etc.)
- 2** 33. Demonstrates character and integrity by expecting and practicing qualities of honesty, fairness, hard work, etc. (e.g., suggests a set of rules or code of conduct for the class, participates in the drafting of a student honor code, insists on fairness and sharing, etc.)
- 1** 34. Takes an active role in elected offices for groups or organizations (e.g., class, student council, clubs, church groups, etc.)
- 1** 35. Facilitates group dynamics or group activities (e.g., offers suggestions during group activities, reminds the group of its goals, suggests appropriate solutions for problems encountered by the group, etc.)

- 3** 36. Uses speech and language to present ideas, clarify information, influence others, etc. (e.g., offers suggestions for a play, skit, or theme for a school activity; explains options available in a group problem-solving activity; verbalizes his/her position well enough in an argument to get others to agree; etc.)

- 2** 37. Facilitates positive interpersonal relations within a group (e.g., is friendly and positive during group activities, asks everyone's opinion, can get individuals with different points of view to compromise on decisions or ideas, etc.)
- 1** 38. Organizes and leads groups (e.g., forms a group for the purpose of having a school dance or picnic, organizes a computer club or science club, leads small groups in play or social activities, etc.)
- 1** 39. Is chosen or elected to a leadership position by peers (e.g., chosen as a team captain in a sport, chosen as a team leader in a spelling bee, elected as a class officer, etc.)
- 1** 40. Naturally assumes leadership roles in academic, social, political, sports, etc., situations (e.g., peer tutor, prom coordinator, class officer, team captain, etc.)

16 Raw Score

**SUBSCALE 5**

- 3** 41. Excels in natural physical ability skills such as balance, movement, and body control (e.g., jumping, skipping, running, changing movements and directions, etc.)
- 4** 42. Demonstrates superior manipulative skills in art, music, or sports (e.g., when using art materials such as brushes and pens; musical instruments; sports equipment such as bats, rackets, balls, etc.)
- 3** 43. Demonstrates superior artistic abilities (e.g., is creative and successful in an art medium such as sculpting, drawing, painting, designing, photography, etc.)
- 1** 44. Excels in musical ability (e.g., singing, playing an instrument(s), writing music, writing musical lyrics, etc.)
- 2** 45. Is successful in acting and performing for audiences (e.g., school plays, skits, debates, comedy routines, dancing, etc.)
- 1** 46. Demonstrates superior writing abilities (e.g., short stories, plays, essays, term papers, reporting experiences or events, etc.)
- 4** 47. Excels in an area(s) of athletics (e.g., gymnastics, football, tennis, baseball, swimming, etc.)
- 2** 48. Demonstrates original talent in art, music, writing, dancing, acting, etc. (e.g., creates original paintings, develops musical variations, writes creative stories, develops creative dance steps, delivers original acting performances, etc.)

21 Raw Score

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: Thomas Andrews Gender: M

School: Midvale

Class: Math Grade: 8

City: Midvale State: PA

Date of rating: 2008 7 16  
(year) (month) (day)

Date of birth: 1995 8 11  
(year) (month) (day)

Age at rating: 12 11 5  
(years) (months) (days)

Rated by (observer's name): M. Jackson

Dates during which observation of student occurred:  
From 1/08 To 7/16/08

Amount of time spent with student:  
Per day 50 min. Per week 250 min

SUMMARY OF SCORES				
Subscales	Raw Score	Standard Score (Appx A)	Percentile (Appx C)	Standard Score SEM (Appx E)
1. Intellectual	<b>25</b>	<b>8</b>	<b>27</b>	<b>1.47</b>
2. Creativity	<b>31</b>	<b>11</b>	<b>55</b>	<b>1.65</b>
3. Specific Academic Aptitude	<b>13</b>	<b>9</b>	<b>35</b>	<b>1.83</b>
4. Leadership Ability	<b>16</b>	<b>8</b>	<b>28</b>	<b>1.55</b>
5. Performing and Visual Arts	<b>21</b>	<b>11</b>	<b>65</b>	<b>2.76</b>

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appx B)	Percentile (Appx B)	Quotient SEM (Appx E)	Confidence Interval
<b>47</b>	<b>97</b>	<b>44</b>	<b>4.75</b>	<b>99 %</b>

Standard Scores	SUBSCALES					Quotients	Quotient	Percentiles	Percentile Rank
	Intellectual	Creativity	Specific Academic Aptitude	Leadership Ability	Performing and Visual Arts				
20	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	55	•	5	•
	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled Rating Guidelines on page one.

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# Motivation Scoring Form

Item No.	Rating
5.	2
10.	2
12.	2
16.	4
17.	3
22.	3
23.	2
26.	3
30.	2
31.	1
32.	3
34.	1
38.	1
48.	2
<b>Raw Score</b>	<b>31</b>



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# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## Motivation Profile

Name of student: Thomas Andrews

Raw Score	Quotient (Appx D)	Percentile (Appx D)	Motivation Quotient SEM (Appx E)	Confidence Interval
31	95	38	7.64	99 %

Quotient	Motivation Subscale	Percentiles	Percentile Rank
150	•	≥99	•
145	•	95	•
140	•	90	•
135	•	85	•
130	•	80	•
125	•	75	•
120	•	70	•
115	•	65	•
110	•	60	•
105	•	55	•
100	•	50	•
95	•	45	•
90	•	40	•
85	•	35	•
80	•	30	•
75	•	25	•
70	•	20	•
65	•	15	•
60	•	10	•
55	•	5	•
50	•	≤1	•

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# 1 Scores high on intelligence tests, achievement tests, etc.

## Goals:

1. The student will be trained in the higher order thinking levels of analysis, synthesis and evaluation.
2. The student will be trained in process skills.
3. The student will develop problem solving skills.
4. The student will routinely and independently engage in exercises and use materials that require accurate and logical thinking.

## Objectives:

1. The student will complete \_\_\_\_\_ tasks per week requiring analysis (i.e., to take apart, identify a problem, etc.).
2. The student will complete \_\_\_\_\_ tasks per week requiring synthesis (i.e., to create something new, unique or original).
3. The student will complete \_\_\_\_\_ tasks per week requiring evaluation (i.e., to judge, decide, choose, etc.).
4. The student will develop process skills by completing \_\_\_\_\_ activities per month that require independent investigation techniques (e.g., surveying, interviewing, researching, etc.).
5. The student will engage in the creative problem solving process (e.g., recognizing a problem, representing the problem in its parameters, devising a solution plan, executing the plan and evaluating the solution) \_\_\_\_\_ times per month.
6. The student will evaluate the differences between convergent and divergent questions with \_\_\_\_\_% accuracy (i.e., decide which questions call for a single correct answer and which are more open-ended by accepting many answers or opinions).
7. The student will develop flexible thinking by completing \_\_\_\_\_ activities per week that require fluency, flexibility, originality and elaboration (e.g., activities that call for a large number of responses, categorizing, uniqueness and/or detailed explanations).
8. The student will become more confident in his/her ability to think logically by independently engaging in exercises and using materials that require accurate logical thinking \_\_\_\_\_ times per week.
9. The student will choose an interest area for further independent study after exploring interest center options.

## Interventions:

**1.** Require the student to investigate (by reading) historical, literary, scientific, and/or political leaders of the past to analyze personality traits common to leaders:

(a) Have the student make a chart to display information learned.

(b) Ask the student to judge which personality traits are most necessary for survival and/or success in today's society.

**2.** Introduce the student to great historical philosophers (e.g., Aristotle, Socrates, Thoreau, etc.) and more contemporary philosophers (e.g., Ghandi, Martin Luther King Jr., Isaac Asimov, etc.).

**3.** Frequently permit the student to answer riddles, brain twisters, picture puzzles, etc., that require logical thinking.

**4.** Have the student write and/or design riddles, brain twisters, picture puzzles, etc., that require logical thinking.

**5.** Reinforce creative thinking and creative answers intrinsically (e.g., with verbal praise, a smile, etc.) or with tangible rewards (e.g., choice of activity, free time, no homework, candy, etc.).

**6.** Encourage the student to join Mensa International if he/she desires corresponding with others who have a high level of intelligence, to promote self-understanding.

**7.** Encourage the student to join groups or clubs based on a single interest of the student (e.g., an after-school chess or computer club, etc.).