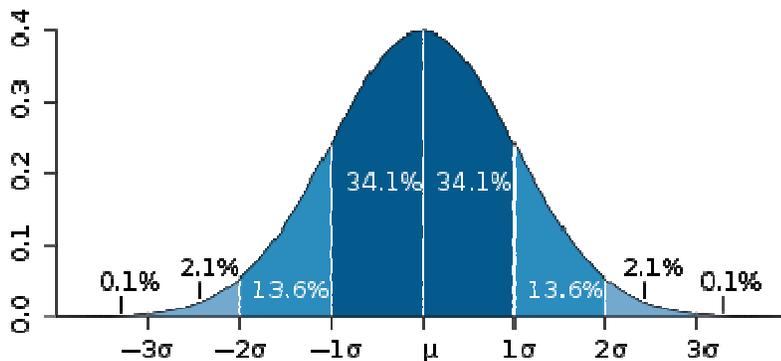


Identification methods



Many schools use a variety of measures of students' capability and potential when identifying gifted children.^[5] These may include portfolios of student work, classroom observations, achievement measures, and [intelligence](#) scores. Most educational professionals accept that no single measure can be used in isolation to accurately identify a gifted child.

One of the measures used in identification is the score derived from an intelligence measure. The general cutoff for many programs is often placed near the [sigma 2](#) level on a standardized [intelligence](#) test, children above this level being labeled 'gifted'.

Some IQ testers use these classifications to describe differing levels of giftedness.^{[6][7][7]} The following bands apply with a [standard deviation](#) of $\sigma = 15$ on a standardized [IQ](#) test (not the older "ratio IQ" tests). Each band represents a difference of one standard deviation from the [mean](#) of a [standard distribution](#).

- *Bright*: 115-129, or one in six (84th percentile)
- *Moderately gifted*: 130-144, or 1 in 50 (98th - 99.8th percentile)
- *Highly gifted*: 145-159, or 1 in 1000 (99.8th percentile)
- *Exceptionally gifted*: 160-174, or 1 in 30,000 (99.997th percentile)
- *Profoundly gifted*: 175+, or 1 in 3 million (99.9997th percentile)

Most [IQ](#) tests do not have the capacity to [discriminate accurately at higher IQ levels](#), and are perhaps only effective at determining whether a student is gifted rather than distinguishing among levels of giftedness. Although the [Wechsler](#) tests have a ceiling of about 160, their creator has admitted that they are intended to be used within the average range (between 70 and 130), and are not intended for use at the extreme ends of the population. The [Stanford-Binet](#) form L-M, currently outdated, was the only test that had a sufficient ceiling to identify the exceptionally and profoundly gifted. Because the instrument is outdated, some consider that current results derived from the instrument generate inflated and inaccurate scores.

However, the [Flynn Effect](#) demonstrates that scores at the extremes of IQ are not subject to the effects of population changes over time in the same way as scores closer to the norm. Many working in the field of the profoundly gifted consider still the Stanford Binet L-M a meaningful test to identify these children. The Stanford-Binet form V and the Wechsler Intelligence Scale for Children—Fourth Revision, both recently released, are currently being evaluated for this population. [Mensa](#) offers IQ testing but these are only suitable for persons over the age of ten and a half years. The IQ assessment of younger children remains debated. Also, those who are more gifted in areas such as the [arts](#) and [literature](#) tend to do poorly on IQ tests, which are generally verbal- and mathematical-skills related.

While many people believe giftedness is a strictly [quantitative](#) difference, measurable by IQ tests, a number of people have described giftedness as a fundamentally different way of perceiving the world, which in turn affects every experience had by the gifted individual. These differences do not disappear when gifted children become adults or leave school.

Gifted adults are seldom recognized as a special population, but some of them still have unique psychological, social, and emotional needs related to their high intelligence.^[8]