



PARENT FORM

Single-Rater Report

Steven Pfeiffer, Ph.D., ABPP, & Tania Jarosewich, Ph.D.

STUDENT

Name/ID: Dongmei (Alice) Xu
 Date of Birth: July 12, 2016
 Age: 7
 Grade: 2
 Gender: Female
 School: Capitol School

PARENT

Name/ID: Haoyu Xu
 What is your relationship to the child? Biological Parent

ADMINISTRATION DETAILS

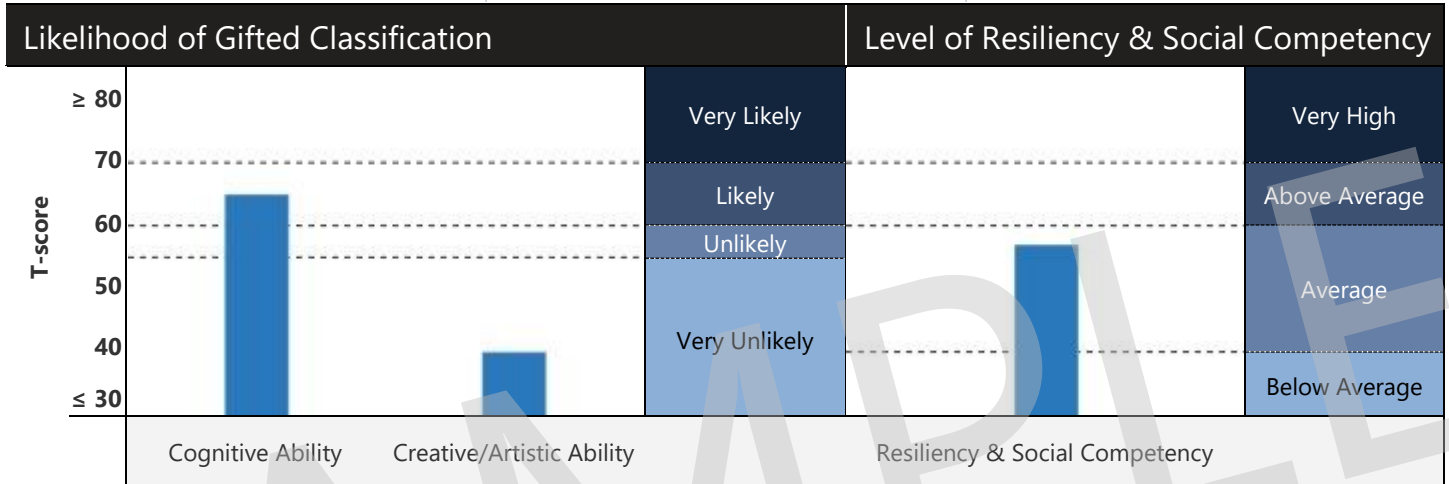
Completion Time: 4 minute(s), 1 second(s)
 Administration Date: January 5, 2024
 Normative Age Group: 7:0–9:11 years
 Assessment Language: English
 Additional Information: High achieving student

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					
0	Omitted Item(s)	14	>> Inconsistency Index Raw Score	No	Identical Ratings for All Items
No items were omitted.		The Inconsistency Index score suggests inconsistent responding.		Identical ratings were not provided for all items, which is typical of how parents respond to these items.	



		Comparison to Norm Sample					Within-Profile Comparison	
	Scale	Raw Score	T-score	90% CI	Percentile	Classification	Difference from Their Average T-score (52.5)	Relative Strength (p < .05)
Gifted Classification	Cognitive Ability	40	65	60-70	91st	Likely	12.5	Relative strength
	Creative/Artistic Ability	25	40	35-45	15th	Very Unlikely	-12.5	-
Level of Resiliency & Social Competency	Resiliency & Social Competency	37	57	52-62	75th	Average		

Note(s). CI = Confidence Interval.

- = Not identified as a relative strength.

Additional Comments

No additional comments were noted by the parent/guardian.

SAMPLE

ITEM RESPONSES

Response Key:

1	2	3	4	5	6
Never	Rarely	Sometimes	Often	Very Often	Always

?	n/a
Omitted	Not Administered

CA=Cognitive Ability, CAA=Creative/Artistic Ability, RSC=Resiliency & Social Competency

Item #	Rating	Item #	Rating	Item #	Rating
CA1	6	CAA1	6	RSC1	6
CA2	6	CAA2	1	RSC2	3
CA3	6	CAA3	6	RSC3	5
CA4	4	CAA4	3	RSC4	6
CA5	6	CAA5	3	RSC5	6
CA6	6	CAA6	5	RSC6	5
CA7	6	CAA7	1	RSC7	6

SAMPLE

GLOSSARY

This glossary summarizes content, scores, and interpretive guidelines for the GRS 2 Parent 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 parent’s/guardian’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 parent/guardian.	Items may be omitted by the parent/guardian 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 7 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 parent’s/guardian’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 parent/guardian 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 three GRS 2 scales capture information about key areas that are often used when identifying gifted and talented students.

Scale	Description	Interpretation Guidelines
Cognitive Ability	Reflects the student's academic skills, problem solving, reasoning, memory, and ability to learn. It encompasses verbal and nonverbal mental skills, capabilities, intellectual competence, mental speed, and skill in dealing with factual and school-related material.	<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
Creative/Artistic Ability	Reflects the student's ability to think, act, or produce unique, original, novel, or innovative thoughts or products. Creative/Artistic Ability can be expressed in a variety of ways: how a student solves problems, experiments with new ideas, formulates a solution to a group project, and uses imagination through such mediums as art, acting, singing, music, writing, and dance.	<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 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>
Resiliency & Social Competency	Reflects the student's ability to get along with others, handle stress well, stay calm in difficult situations, and be motivated and enthusiastic. The Resiliency & Social Competency scale is not viewed as a type of giftedness; rather, it is a measure of a student's social skills/competence and emotional intelligence/resilience. Resiliency & Social Competency can be observed in a variety of contexts, such as when working on challenging academic tasks, artistic endeavors, or engaging in a group environment.	<p>The GRS 2 provides an index of the student's level of resiliency and social competency.</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 Resiliency & Social Competency 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 Resiliency & Social Competency scale score provides an indication of how a parent/guardian views their child's social skills and competence, as well as their emotional intelligence and resilience. This interpretation applies to both students who are identified as gifted and those who are not.</p>