

Identification for TAG services is needed to find students who need modified curriculum and instruction. When the curriculum is inappropriate or instruction merely repeats what they already know, students quickly become disengaged.

When my children's grade school instituted a policy of testing all second graders, they were suddenly identifying more kids than before. TAG kids aren't obvious. My younger son was identified in first grade because I insisted on testing. His teacher told me not to be surprised if he wasn't identified - she didn't see TAG abilities or potential. We need consistent testing, not just going by a teacher's "gut" feelings.

There has been a lot of new research on sound identification practices and there should be a comprehensive review based on the best available information. In particular, there needs to be more awareness of potential, differing types of abilities, and a way to ensure that underrepresented groups are not overlooked.

By the way, that younger son whose teacher didn't think he would qualify was just accepted at an Ivy League university, and has written an app that is currently in use at four schools in Portland Public Schools district. He's a great example of why kids need actual evaluation.