Screening Assessment for Gifted Elementary and Middle School Students, Second Edition
(SAGES-2)

**Publisher/Date:**

**Purpose:**
- Individual- or group-administered, norm-referenced measure used to identify students (ages 5 through 14; Kindergarten-8th grade) who are gifted in targeted academic areas and reasoning.

**Provides:**
- Three scores are obtained: Mathematics/Science, Language Arts/Social Studies, and Reasoning. Quotient scores obtained include normative comparison to the general population, and normative comparison to the “gifted-identified” normative sample.

**Standardization Issues:**
- Final items were normed on a total of 5,313 students from 28 states. 3,023 students comprised the “normal” group, while 2,290 students comprised the “gifted” norming group. Demographics by gender, race, SES, geographic locale, and disability-status were reported by age-group in the manual for the grade-levels of K-3 and 4-8. The Gifted sample group only provides basic, “overall” demographic information (not specified in individual age cells). From the demographic data provided regarding the two sample groups (Normal and Gifted), there appear to be some inconsistencies with general 1997 US Census data for school-age students (*see last bullet in Additional Points below).

**Reliability and Validity Issues:**
- Technical data on reliability suggest good internal consistency (.77-.96, with the higher-estimates found in the Gifted sampling). Inter-rater reliability estimates were .91+. Test-retest estimates ranged from .78 (4-8 Reasoning) to .97. Test-retest estimates were only based on 60 students and from very restricted demographic pool. Validity evidence is provided in the manual, though no formal factor-analytic study has been done to support the test’s constructs.

**Additional Points:**
- The test is not intended to identify talents in creative, artistic, or leadership areas.
• The Second Edition represents both a revision and a combination of two previous tests (SAGES and SAGES-Primary).
• Examiners who are doing group administrations need to be aware that the same scoring rules (stopping point) apply as when administering the test individually. This may not be clearly specified in the manual.
• The authors give rationale for combining Mathematics/Science because of their inherent logical and technical foundations. No specific rationale is given for combining Language Arts/Social Studies areas.
• The Reasoning subtest measures only one aspect of intellectual ability (nonverbal analogical reasoning).
• In the revision, items not meeting “pre-set” criteria for inclusion based on item difficulty or discrimination indices were discarded. However, the authors may not provide clear specifics regarding this process.
• Separate norms are not provided for African American or low-SES children. Analysis for detection of bias was conducted and resulted in elimination of some items. However, 3 items remained—representing 10% of the Language Arts/Social Studies subtest—which still showed differential performance between African American children and the non-African American sample.
• The norms are broken down into 6-month intervals, and the number of students in each cell may be less-than-recommended to form the basis for reliable conversion to standard scores.
• Details specifying the determination of the “Gifted” normative sample group were not clearly defined beyond (unspecified) local school procedures of identification. As a result, comparisons to that group should be cautiously interpreted.
• The authors and mean-differences between groups reported indicate a 1-standard deviation difference criterion between the normal and gifted sample performance. “Traditional” criterion for identification of giftedness typically falls +2 standard deviations.
• With regard to the Normal sample’s demographic composition: K-3 sample slightly under-represents Asian and Native American children, middle-income children are over-represented in both K-3 and 4-8 samples, and students from upper-income/advanced-degreed parents are underrepresented. For the Gifted sample’s demographic composition: African-American and Hispanic children are under-represented in both K-3 and 4-8 samples, and again, the K-3 and 4-8 samples appear over-represented with middle-income families.