

MARYLAND GIFTED & TALENTED EDUCATION

State Alignment Summary

Screen • Serve • Sustain

An overview of how Maryland's COMAR 13A.04.07 establishes minimum standards for gifted & talented identification, programs, services, professional learning, and reporting — anchored by Education Article §8-201 — and how Renzulli Learning aligns to those requirements.

OVERVIEW

Maryland (**COMAR 13A.04.07**, anchored by **Education Article §8-201**) sets minimum standards for G/T programs in every local school system. Districts must conduct **universal screening** no later than the end of grade 3 and again in grade bands 3–5 and 6–9, identify a **significant number of students in every school** (at least **10% systemwide**), and provide differentiated services from an **MSDE-approved list of programs and services**. The **EGATE School Awards** recognize exemplary aligned programs.

MARYLAND'S G/T FRAMEWORK IN CONTEXT

Maryland's framework is one of the more **structured and accountability-driven** in the Mid-Atlantic. Identification must be equitable across all populations, programs must be evidence-based and on the MSDE-approved list, and **annual reporting via the consolidated ESSA plan** creates ongoing transparency.

WHERE MD STANDS

- **COMAR 13A.04.07** — minimum G/T standards (state mandate)
- **Universal screening** by end of grade 3, plus 3–5 and 6–9 bands
- **10% identification minimum** (significant number per school)
- **MSDE-approved program list** — services must come from it
- **Multiple-criteria, equitable identification** required
- **EGATE School Awards** recognize exemplary programs
- **G/T Specialist certification** (COMAR 13A.12.03.12)
- **Annual ESSA reporting** on G/T identification & services

RENZULLI LEARNING FIT

- **Profiler + Learning Styles Inventory** for holistic profiles
- **CTC** — creativity assessment for multi-criteria identification
- **EFA + Leadership Assessment** — additional indicators
- **Enrichment Database** — 40,000+ above-level activities
- **SEM-based PBL** — accelerate, extend, enrich
- **PSP** — ESSA reporting evidence & growth documentation
- Aligned to **NAGC Programming Standards** referenced in COMAR

ALIGNMENT TO MARYLAND'S G/T REQUIREMENTS

How Renzulli Learning's instruments and content directly support each of Maryland's expectations for advanced learners:

MARYLAND REQUIREMENT	HOW RENZULLI LEARNING ALIGNS
Equitable Identification of At Least 10% Systemwide (COMAR .02)	Profiler reduces nomination bias; CTC reduces SES and language bias; EFA surfaces 2E learners — together helping districts identify the significant number COMAR requires across all populations.
Universal Screening (End of Grade 3, plus 3–5 and 6–9 Bands)	Profiler deploys as a strengths-based universal screener at any grade band; CTC and Leadership Assessment add multi-source evidence at the screening stage.
Multiple Indicators of Potential, Ability & Performance	Profiler + CTC + EFA + Leadership Assessment together deliver the multi-indicator evidence COMAR requires — strengths, interests, learning styles, creativity, executive function, and leadership.
Differentiated Services from MSDE-Approved Program List	Enrichment Database (40,000+ interest-matched activities) and SEM-based PBL deliver the accelerate / extend / enrich services COMAR .03 requires — research-based and aligned with NAGC standards.
Annual ESSA Plan Reporting (Identification, Numbers, Services)	PSP aggregates into program-level reports documenting which students were identified, what services they received, and what progress they made — directly supporting the consolidated ESSA plan reporting MD requires.
EGATE School Awards Alignment (Criteria for Excellence)	Platform features map to the Criteria for Excellence framework — equitable identification, evidence-based programs, professional learning support, and continuous improvement — that EGATE recognition requires.

KEY TAKEAWAY

For Maryland local school systems, Renzulli Learning is the unified platform that turns **COMAR 13A.04.07** from regulation into operational reality. The Profiler, CTC, EFA, and Leadership Assessment satisfy multi-indicator universal screening; the Enrichment Database and PBL deliver MSDE-approved differentiated services; and the PSP generates the ESSA reporting evidence MSDE expects — positioning programs for potential **EGATE School Award** recognition.

WANT THE FULL DETAILS?

This is a 2-page summary. Visit the complete Maryland G/T alignment page for the full statutory analysis, identification framework, and FAQs.

renzullilearning.com/en/G-T-Alignment-by-State/Maryland

REFERENCES AND SOURCES REVIEWED

- MSDE — Gifted & Talented Education Program Hub
- COMAR 13A.04.07 — Gifted and Talented Education (state regulation)
- Education Article §8-201, Annotated Code of Maryland — definition of gifted & talented student
- MSDE — Maryland's Model of Gifted and Talented Education (identification & implementation requirements)
- MSDE — Criteria for Excellence: Gifted and Talented Program Guidelines (EGATE basis)
- Source page summarized: renzullilearning.com/en/G-T-Alignment-by-State/Maryland