We are now accepting nominations for the Gifted Child Quarterly Paper of the Year award for Volume 66! Please submit your nomination at https://forms.gle/udczkVgim4afC6EUA. Nominations are due no later than April 15, 2023. Details about the process are below.

Nominations for articles for the GCQ Paper of the Year are being solicited by the Editor from members of the NAGC Publications Committee, the pool of GCQ reviewers, as well as past editors of GCQ and the chair of the Research and Evaluation Network. We also solicit nominations from the NAGC general membership. Note that self-nominations are limited to the first author of the article. All articles must have been published in Volume 66. Those published OnlineFirst but not yet in print are not eligible.

The 4 to 6 papers most frequently nominated will be considered for the award.

A GCQ Paper of the Year award committee will be appointed by the Editor, in consultation with the Association Editor. Each committee member will rank the papers based on the rubric below, and the Editor will use the reviewers’ ratings to identify the GCQ Paper of the Year.

NOTE: The following criteria are to be used for the evaluation of papers that are under consideration for the GCQ Paper of the Year Award. Please note that for each topic area, benchmark criteria are provided that should be used for your evaluation. In some cases, scale ratings have not been defined so as to allow for the situations where the paper does not fully meet the provided criteria.

Topic Relevance and Importance (1-5 Scale):

5: The article topic is relevant and important to a broad range of the GCQ readership. The article provides findings that significantly impact the field of gifted and talented education and/or the development of gifted students. That is, the findings can be immediately built upon, i.e., implemented immediately in practice, basic research, or policy implementation.

3: The article topic is important and relevant but to a limited GCQ readership. The article’s findings may potentially impact the field, but additional study of the area is warranted.

1: The article topic is limited in terms of its importance and relevance to the GCQ readership. The findings of the article will likely have little to no impact for the field of gifted and talented education and/or the development of gifted students.
Innovation (1-3 Scale):

3: The article provides new, unique, or alternative understandings of the topic, with the potential for furthering thought and/or research within the field of gifted and talented education.

2: The article provides important extension of the findings on a topic to other populations or in other contexts that enhance the generalizability or further understandings.

1: The article verifies current understandings of the topic but does not provide new insights on or generalizations about the topic.

Validity of Idea (1-3 Scale):

3: The article supports the intellectual quality of its focus by providing a convincing rationale supported by (1) current (and/or seminal if appropriate) theory and research and (2) relevant literature within and/or outside the field of gifted and talented education.

1: The article is built upon a rationale supportive of its focus with only limited literature within and/or outside the field of gifted and talented education

Methodology (1-3 Scale):

3: The research design and all procedures implemented are appropriate relative to the research question(s) posited, thus the findings provide for rigorous evidence for the topic under study, ruling out alternative explanations for the results (where applicable). All procedures relative to participants (where applicable), data collection (where applicable), and data analysis are appropriate given the question(s) posed, thus providing findings that have generalizability. The authors use the most sophisticated, yet appropriate, data analysis techniques.

1: The research design and procedures implemented are closely aligned with the research question(s) posited, although more sophisticated analysis techniques could have been applied. Or, there are threats (e.g., extraneous variables, weak instrumentation, limited sample) not fully accounted for that limit the generalizability or transferability of findings.

Quality of Writing (1-3 Scale):

3: The writing style of the article is engaging and appropriate for the topic and the GCQ readership using language that takes readers to a new level of understanding. The writing is clearly focused, purposeful and leads to key points or conclusions. The article is technically sound, but results and discussion are accessible to a broad range of GCQ readers. Language and style make the article more elegant than one would normally expect.

2: The writing style of the article is appropriate for the topic and the GCQ readership. The article is readable, concise, and cohesive.
1: The writing style conveys critical information but is either too verbose and/or complex for interpretation by most readers or it does not provide enough detail or explanation to make the results easily interpretable.

The following articles in Volume 66 are eligible for nomination (all accepted under the editorship of Jill Adelson and Michael Matthews):

**GCQ Volume 66**  
**Issue 1, January**

- Are Gifted Students Adapting Their Self-Regulated Learning Processes When Experiencing Challenging Tasks?  
  Lisa M. Ridgley; Lisa DaVia Rubenstein; Gregory L. Callan  
  [https://doi.org/10.1177/00169862211025452](https://doi.org/10.1177/00169862211025452)

- Validity Evidence of The HOPE Scale in Korea: Identifying Gifted Students From Low-Income and Multicultural Families  
  Hyeseong Lee; Marcia Gentry; Yukiko Maeda  
  [https://doi.org/10.1177/00169862211024590](https://doi.org/10.1177/00169862211024590)

- A Bioecological Systems View of School Experiences of High-Ability Students From Rural India  
  Aakash A. Chowkase  
  [https://doi.org/10.1177/00169862211030311](https://doi.org/10.1177/00169862211030311)

- Attitudes Toward the Past, Present, and Future: Associations With Self-Reported Academic Outcomes in Academically Talented Adolescents  
  James R. Andretta; Frank C. Worrell  
  [https://doi.org/10.1177/00169862211019425](https://doi.org/10.1177/00169862211019425)

**Issue 2, April**  
**Special Issue: Equity in Gifted Education**  
**Guest Editors: Frank C. Worrell & Dante D. Dixson**

- *The Challenges of Achieving Equity Within Public School Gifted and Talented Programs*  
  Scott J. Peters  
  [https://doi.org/10.1177/00169862211002535](https://doi.org/10.1177/00169862211002535)

  *Only peer-reviewed article in issue*

**Issue 3, July**  
**Topical Issue: Social and Emotional Well-Being of Gifted Students**

- Giftedness, Gender Identities, and Self-Acceptance: A Retrospective Study on LGBTQ+ Postsecondary Students  
  C. Owen Lo; Shun-Fu Hu; Hasan Sungur; Ching-Hui Lin  
  [https://doi.org/10.1177/00169862211029681](https://doi.org/10.1177/00169862211029681)
- Psychological Well-Being of Intellectually and Academically Gifted Students in Self-Contained and Pull-Out Gifted Programs
  Trent N. Cash; Tzu-Jung Lin
  https://doi.org/10.1177/00169862211032987

- Emotional Response to Testing in Gifted and Highly Gifted Children
  Cesare Cornoldi; David Giofrè; Irene Cristina Mammarella; Enrico Toffalini
  https://doi.org/10.1177/00169862211042901

- “You Are so Smart!”: The Role of Giftedness, Parental Feedback, and Parents’ Mindsets in Predicting Students’ Mindsets
  Michiel Boncquet; Jeroen Lavrijsen; Maarten Vansteenkiste; Karine Verschueren; Bart Soenens
  https://doi.org/10.1177/0016986221084238

**Issue 4, October**

- Consequences of Implementing Curricular-Aligned Strategies for Identifying Rural Gifted Students
  Carolyn M. Callahan; Amy Azano; Sunhee Park; Annalissa V. Brodersen; Melanie Caughey; Svetlana Dmitrieva
  https://doi.org/10.1177/0016986221082064

- A Systematic Review of the Research on Gifted Individuals With Autism Spectrum Disorder
  Nicholas W. Gelbar; Alexandra A. Cascio; Joseph W. Madaus; Sally M. Reis
  https://doi.org/10.1177/0016986221082064

- The Two Sides of Cognitive Masking: A Three-Level Bayesian Meta-Analysis on Twice-Exceptionality
  Furkan Atmaca; Mustafa Baloğlu
  https://doi.org/10.1177/0016986221082064

- Gifted Education on Reddit: A Social Media Sentiment Analysis
  Jaret Hodges; Mary Simonsen; Jessica K. Ottwein
  https://doi.org/10.1177/0016986221082064

- Simulation Evaluating Disproportionality-Based Indicators of Inequitable Selection Practices Into Advanced Academic Programming
  Peter Boedeker; Kristen N. Lamb; Todd Kettler
  https://doi.org/10.1177/0016986221106463