The purpose of this research study is to determine if the DIBELS assessments and the TRC assessments can accurately identify students into a gifted language arts program. The results of this study demonstrate that DIBELS and TRC neither could accurately place students into a gifted program that uses a sound, researched identification process. One DIBELS subtest, Letter Naming Fluency (LNF) did show some promise, but even that subtest would not be effective enough to use for this purpose.