

***DISTRICT POLICY
FOR THE IDENTIFICATION OF AND SERVICES FOR
STUDENTS WHO ARE GIFTED***

Information for Parents



**Northwest Local School
IRN 049635
November 2009**

**Services and Assessments, revised Sept. 16, 2015 and October 2020
Written Education Plans revised November 17, 2016, August 2021
Reviewed December 2017, May 2022, March 2024**

District Contact Information

Heather Thompson

Director of Curriculum, Instruction, and School Improvement

Northwest Local School District

740-259-8557

heather.thompson@nwmohawks.org

www.nwmohawks.org

Gifted Coordinator Services provided by:

South Central Ohio Educational Service Center—Kara Copeland

IDENTIFICATION

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted in District must be provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. Mass and whole group screeners will be administered by certified teachers. Individual tests will be administered by certified School Psychologists. Our district testing/identification will take place in October of every school year and upon request by parent, teacher or student recommendation. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the *Ohio Rule for the Identification and Services for Children Who are Gifted as specified in the Plan*.

1. The District shall identify children of the District, in grades kindergarten through 12, who may be gifted in one or more of the following area and upon request by parent, teacher and student recommendation:

A. Superior Cognitive Ability

B. Specific Academic Ability in one or more of the following content areas:

- 1) mathematics
- 2) science
- 3) reading
- 4) social studies

C. Creative Thinking Ability

D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama

2. The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted as provided in the *Chart of Approved Gifted Identification/Screening Instruments*. By using the Ohio Department of Education list of approved instruments, we will ensure tests are valid for special populations. Our District Screen Score, ID Score, Instrument and Grade Levels Tested are detailed in Attachment #1. "District Screening and Identification Worksheet". All students within grade tested area and upon parent, teacher or student recommendation will be included in administered in student's native language and we will enforce the same standards used in the administration of Ohio Assessments when testing/screening for Gifted. Students with Individualized Education Plans (IEP) and 504 Plans will be followed with accommodations during the Gifted/Screening process.

3. The district shall accept scores on assessment instruments approved for use by the Ohio Department of Education and Workforce provided by other school districts and trained personnel outside the school district provided the assessment instruments are on the list approved by the Department of Education and Workforce under Section 3324.02 of the Revised Code. The Guidance Department of each school will review the transcripts of transfer students new to our district to determine the placement of student in appropriate programs and services. At the request of a parent, any student transferring into the district will be assessed within 90 days of the transfer.

Assessment result reports will be provided to parents upon receipt from testing company. The District Curriculum Director along with Gifted Teacher and Guidance Department of each school will coordinate the testing and ensure parents are notified of results within 30 days of testing. (See attachments #2 & #3 for sample letters). EMIS Coordinator will be provided with testing company score reports and enter the individual student scores in EMIS.

Parents/Guardians are provided the opportunity to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services by contacting the school Principal. All Gifted forms as well as the Gifted Plan and Services are available in the Guidance Department Office of each building.

The District Curriculum Director along with Superintendent, Gifted Teacher(s), Guidance Department, Building Principals and Educational Service Center Gifted Coordinator will annually review plan and update accordingly then submit to Ohio Department of Education and Workforce for approval. The approved Gifted Plan will be made available annually in Building Handbooks and posted on District Website.

SERVICES

Current Service Model:

Students identified as gifted in grade 8 have the opportunity to participate in accelerated coursework for Algebra I. Students are taught by a gifted certified teacher. Instruction is based on the identified needs of students and a written education plan.

Other Gifted services may include:

Differentiation—varying content, process and/or product (strategies may include: curriculum compacting interest/learning centers, contracts, tiered assignments and independent study).

Additional Gifted options include:

*Cluster Grouping

-Grade acceleration

-Early entrance into kindergarten

-Early graduation

-Subject acceleration

-Online Advance Placement Courses, available upon request for Reading and Math.

*Locally provided Advance Placement Courses at High School

-Dual enrollment including post-secondary

-Optional advanced math course at middle school

Appeals process is an option available to parents. Parents may contact the building principal to discuss concerns.

*WEP was written for served students.

Withdrawal process is an option available to parents. Withdrawal form is available from building guidance department and must be signed by parent, building principal and gifted teacher. (See attachment #5) Signed withdrawal form will be placed in student permanent record folder.

WRITTEN EDUCATION PLANS

Gifted services for students being served in Grade 8 Accelerated Courses will be provided in a cluster group setting by gifted teacher. Policies regarding waiver of assignments are not necessary. Students receiving services in other ways will follow the same process.

The certified Gifted teacher or teacher providing services in consultation with Gifted Coordinator will complete a "Written Education Plan" (WEP) for each student receiving service. The WEP goals will be reviewed two times per year by gifted teacher. (See attachment #4 for sample WEP). Methods used for evaluating WEP include, but not limited to: Short Cycle Assessment Results of 80% and placement of Advanced or Accelerated on Ohio Assessments. A copy of the WEP will be provided to parents and classroom teachers.

For students participating in "Accelerated Courses" a Written Acceleration Plan will be developed for the student.

Assessment Instruments Used for Gifted Identification



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The district uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07

Grades 2 & 4 Cognitive Abilities Test (CogAT) Forms 7 & 8, Levels 8 and 10, VQN Composite, (Screen = 128, ID = 128)

Optional test, by parent request InView, upon parent, teacher & student recommendation, (Screen = 128)

ACT—30 or above, 95th percentile

Creative Thinking Ability

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2), upon parent, teacher or student recommendation, (Screen—90-110, ID = 111)

Specific Academic Ability

Grades 2 and 4 The Iowa Flex Assessments, Complete Battery: Forms E and F (Screen = 94 percentile, ID = 95th percentile)

Optional test, by parent request Stanford Achievement Test—10th Edition, Grades 2 and upon parent, teacher or student recommendation, (Screen = 94th percentile, ID = 95 percentile)

Superior Cognitive Ability

CogAT, Forms 7 and 8, VQN Composite

112 qualifying score in combination GRS scales

Gifted Ratings Scales (GRS), ID = 66

Optional test, by parent request InView, upon parent, teacher or student recommendation, (Screen 112, ID = 120)

Optional test, by parent request Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V), upon parent, teacher or student recommendation, (Screen = 50, ID = 51 and above)

Gifted and Talented Evaluation Scales, (GATES), upon parent teacher or student recommendation. Also use in combination with Otis Lennon ID score (Screen—90-110, ID = 111)

ODE Rubrics for Scoring (Dance, Drama, Art or Music) Audition/Performance, upon parent, teacher or student recommendation, (Screen Drama = 19, ID Drama = 20), (Screen Dance = 25, ID Dance = 26), (Screen Visual = 20, ID Visual = 21), (Screen Music = 18)

Assessments Approved for Gifted Identification and Prescreening



Office for Learning and
Instructional Strategies

January 2024



**Department of
Education &
Workforce**

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Introduction

This document provides Ohio school districts and educators with guidance related to assessments approved for gifted identification and prescreening. It provides general guidance, such as qualifying scores, approved grade levels and other pertinent information that will help districts identify students who are gifted using approved assessments. For guidance related to specific testing scenarios, such as allowable accommodations, refer to the assessment's technical manual or test administration manual. In addition, test publishers or vendors also can provide assistance.

This document begins with a general overview of gifted identification criteria and other various testing and identification requirements specific to Ohio's rules and laws. It then contains sections based upon assessment type, including intelligence tests, achievement tests, creativity tests, checklists of creative and/or artistic behaviors, performance evaluation tools and assessments approved for prescreening only. Each section includes a description of the assessment type and purpose, as well as detailed guidance for each approved assessment. The final section of the document contains frequently asked questions related to gifted assessments.

Please note that while this document does contain guidance from the Ohio Department of Education related to assessments approved for gifted identification, this document does not provide guidance or information related to other areas outside of gifted identification for which an assessment also may be approved for use, such as the Third Grade Reading Guarantee or principal and teacher evaluations. Districts should review the List of Approved Assessments, which contains specific information about an assessment's approved uses. In addition, the vendor information form, linked to the List of Approved Assessments, has other information, such as cost estimates, vendor contact information and other information from vendors. The approved list is available on the Ohio Department of Education website, keyword search: *List of Approved Assessments*.

Identifying Students Who are Gifted

Ohio defines a student who is gifted as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (Ohio Revised Code 3324.01).

Public school districts (city, local and exempted village) must provide opportunities for the evaluation of students in grades K-12 for gifted identification. Ohio law¹ defines the criteria school districts must use for gifted identification. Below is an overview of the criteria students must meet for each area of identification recognized by Ohio law.

Superior Cognitive Ability: Districts identify students as gifted in Superior Cognitive Ability if, within the previous 24 months, a student accomplishes any of the following:

- Scores two standard deviations above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test;
- Performs at or above the 95th percentile on an approved basic or composite battery of a nationally normed achievement test; or
- Attains an approved score on one or more above grade-level standardized, nationally normed approved tests.

Specific Academic Ability: Districts identify students as gifted in specific academic ability if, within the previous 24 months, a student performs at or above the 95th percentile at the national level in a specific academic ability field on an approved individual or group standardized achievement test.

Creative Thinking Ability: Districts shall identify students as gifted in Creative Thinking Ability if, within the previous 24 months, a student does both of the following:

- Scores one standard deviation above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test; and
- Exhibits sufficient performance on either of the following:
 - An approved individual or group test of creative ability; or
 - A checklist of creative behaviors.

Visual or Performing Arts Ability: Districts identify students as gifted in Visual or Performing Arts Ability when a student does both of the following:

- Demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition; and
- Exhibits sufficient performance on an approved checklist of behaviors related to a specific arts area.

Approved Assessments

State law requires the Ohio Department of Education to maintain lists of assessments approved for various purposes, including gifted identification and prescreening. When identifying students who are gifted, school districts must use approved assessments and, likewise, recognize qualifying scores from assessments approved for gifted identification.

¹ Ohio Revised Code 3324.03

Referrals and Whole-Grade Screenings

Screening for gifted identification occurs when districts evaluate students using an instrument approved for gifted identification. Typically, these screenings are the result of a referral for evaluation or whole-grade screening opportunity.

Districts must provide at least two opportunities per year for the evaluation of students referred for gifted identification. Parents, guardians, teachers or peers may refer district students in grades K-12 for gifted identification. Students also may refer themselves. After an initial referral for gifted identification, school districts must evaluate the student within 90 days.

A whole-grade screening occurs when a district tests all students in a particular grade level for gifted identification. The *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) requires districts to provide whole-grade screenings in the areas of superior cognitive ability, specific academic ability reading/writing, specific academic ability mathematics, and creative thinking ability once during the K-2 grade band and once again during the 3-6 grade band. Districts must use assessments approved for gifted identification to meet this requirement.

Equitable Testing Procedures

Districts must ensure the fair and equitable testing of students for gifted identification. This includes selecting appropriate instruments and allowing for identification of all students, including those from populations traditionally underrepresented in gifted education. Districts must use allowable accommodations required by students' individualized education programs (IEPs) and 504 plans.

Some assessments approved for gifted identification have batteries, indexes or composite scores that also are approved for gifted identification. Districts should consider carefully which assessments they administer to students, as there is no "one-size-fits-all" approach. It is possible that certain types of assessments might be more appropriate for some students and not for others. This is especially critical when evaluating students from diverse populations, such as English learners and students with disabilities, among others. When selecting assessments for use, districts should consult with the assessment's technical manual, school psychologists, assessment publishers and others with knowledge or expertise in assessment and the identification of students who are gifted.

Approved Intelligence Assessments

Intelligence assessments, sometimes referred to as cognitive ability tests, are standardized tests designed to provide a measure of a student’s ability to think or reason. School districts in Ohio use intelligence assessments for the identification of Superior Cognitive Ability and as one of two components used to identify Creative Thinking Ability.

Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de habilidades cognitivas (Bateria IV COG)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 2-90	112	127	<ul style="list-style-type: none"> Spanish language assessment

* Cognitive Abilities Test (CogAT), Forms 7 and 8 * Administered in Grades 2 and 4

For qualifying identification and prescreening scores for the Cognitive Abilities Test (CogAT) districts should refer to the 2022-2023 school year guidance, [available here](#).

* InView Cognitive Abilities Assessment * Optional

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: 2-12	112	128	

Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels A-D

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: K-4 Ages: 4-11	110	126	<ul style="list-style-type: none"> Nonverbal assessment

Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels E-G

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: 5-7 Ages: 9.6-17.11	109	125	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for Levels E-F
Group and Individual	Grades: 8-10 Ages: 9.6-17.11	110	126	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for Levels F-G
Group and Individual	Grades: 11-12	111	127	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for Level G

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
	Ages: 9.6-17.11			

Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2), Digital Long Form and Paper Form

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: K-12 Ages: 4.0-16.11	109	124	<ul style="list-style-type: none"> • Nonverbal assessment
Group and Individual	Grades: K-12 Ages: 17.0-20.11	110	125	<ul style="list-style-type: none"> • Nonverbal assessment

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Full-Scale IQ (FSIQ)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	112	127	<ul style="list-style-type: none"> • Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), General Ability Index (GAI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> • Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing (2015)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Nonverbal Index (NVI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> • Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				Children Who are Deaf or Hard of Hearing (2015)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Verbal Expanded Crystallized Index (VECI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1, Expanded Index Scores (2015)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Expanded Fluid Reasoning Index (EFI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1, Expanded Index Scores (2015)

Woodcock-Johnson IV (WJIV) Tests of Early Cognitive and Academic Development (ECAD)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: PreK-2 Ages: 2.0-7.11	112	127	

Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: PreK-12 Ages: 2.0-90	112	127	

Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Gf-Gc Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: PreK-12 Ages: 2.0-90	112	127	<ul style="list-style-type: none">• Use for students who exhibit score discrepancies as specified in the technical manual.

Approved Achievement Assessments

Achievement assessments are tests designed to measure a student's acquired knowledge in specific academic fields. School districts in Ohio use these tests to identify Specific Academic Ability in math, reading and/or writing, science and social studies. Some achievement tests also are approved for identification of Superior Cognitive Ability.

Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de Aprovechamiento (Bateria IV APROV)

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12 Ages: 2.0-90	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Spanish language assessment Use Lectura Amplia (Broad Reading), Lenguaje Escrito Amplio (Broad Written Language), and Matematicas Amplias (Broad Math)

Exact Path

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: 3-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

Fast Bridge

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math only

i-Ready Diagnostic

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 2-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

MAP Growth 2-5

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 2-5	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

MAP Growth 6+

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 6-10	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

* Stanford Achievement Test, Tenth Edition (SAT 10), Basic Battery * Optional

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only SESAT 1 – TASK 3

Stanford Achievement Test, Tenth Edition (SAT 10), Complete Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-3	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Guidance is for SESAT 1 – Primary 2
Group and Individual	Grades: 3-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math, reading, science and social studies • Guidance is for Primary 3 – TASK 3
Group and Individual	Grades: 3-12	Superior Cognitive Ability	95 th Percentile	<ul style="list-style-type: none"> • Use complete battery for Superior Cognitive Ability • Guidance is for Primary 3 – TASK 3

Star Reading

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: 3-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Full Star Reading test only

Terra Nova Achievement Tests, College and Career Ready

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: 3-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Form 1: Math and reading only • Form 2: Math, reading, science and social studies only

Terra Nova Achievement Tests, Complete Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math, reading, science and social studies

Terra Nova Achievement Tests, Multiple Assessments

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math, reading, science and social studies

The ACT

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 11-12	Specific Academic Ability	95 th Percentile <i>30 and Above</i>	<ul style="list-style-type: none"> • Use scores for English, math, reading, science and writing • Use national percentiles on the score report, not the comparison chart

The Iowa Assessments, Core Battery: Forms E and F Administered in Grades 2 and 4

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading

The Iowa Assessments, Complete Battery: Forms E and F

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Level 5/6 • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Levels 7-18 • Math, reading, science and social studies • Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies
Group and Individual	Grades: 1-12	Superior Cognitive Ability	95 th Percentile	<ul style="list-style-type: none"> • Levels 7-18 • Use Complete Composite Total Score

The Iowa Assessments, Core Battery: Form G

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Use Total Math (with or without math computation), Total ELA or Total Reading

The Iowa Assessments, Complete Battery: Form G

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Level 5/6 • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading
Group and Individual	Grades: 1-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Levels 7-14 • Math, reading, science and social studies • Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies
Group and Individual	Grades: 1-8	Superior Cognitive Ability	95 th Percentile	<ul style="list-style-type: none"> • Use Complete Composite Total Score

Woodcock-Johnson IV (WJ IV) Tests of Achievement

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: PreK-12 Ages: 2-90	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Use scores for Broad Reading, Broad Writing and Broad Math

Woodcock-Munoz Language Survey III (WMLS III)

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: PreK-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Use score for Broad Reading and Broad Writing from either the English or Spanish forms

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
	Ages: 3.0 - 22.11			

Approved Creative Thinking Ability Assessments

Creative thinking ability assessments are tests that measure a student’s ability to think creatively (for example, divergent thinking). These assessments may be used as one component of the identification process for Creative Thinking Ability. Alternatively, districts may choose to use checklists of creative behaviors instead of tests of creative thinking ability. Along with qualifying scores on intelligence tests, school districts use qualifying scores on tests of creative thinking ability or checklists of creative behaviors to identify students who are gifted in Creative Thinking Ability.

Torrance Test of Creative Ability – Figural Forms A and B

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12	Creative Thinking Ability (test of creative ability component)	95 th Percentile	<ul style="list-style-type: none"> Use the Creativity Index

Torrance Test of Creative Ability – Verbal Forms A and B

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: 1-12	Creative Thinking Ability (test of creative ability component)	95 th Percentile	<ul style="list-style-type: none"> Use the Creativity Index

Approved Checklists of Creative or Artistic Behaviors

Special types of behavioral checklists, or rating scales, are used as part of the identification process for two areas of gifted ability in Ohio: Creative Thinking Ability and Visual or Performing Arts Ability. These checklists or scales are used to rate the extent to which a student demonstrates behavioral characteristics commonly displayed by those with advanced abilities or talents in a given area or field. Unlike other assessments administered to students, adults with knowledge of the child, such as classroom teachers, complete these instruments. It is important that these individuals have had sufficient time and opportunity to observe the extent with which a student displays a given set of behavioral characteristics.

For Creative Thinking Ability, districts may use checklists of creative behaviors as one component of the identification process. Alternatively, districts may choose to use creative thinking tests instead of checklists of creative behaviors. In addition to qualifying scores on intelligence tests, school districts in Ohio use qualifying scores on checklists of creative behaviors or tests of creative thinking ability to identify Creative Thinking Ability.

For Visual or Performing Arts Ability, qualifying scores on checklists of artistic behaviors are used as one component of the identification process. In addition, districts must use qualifying scores on approved performance evaluation tools to identify Visual or Performing Arts Ability.

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) – Artistic Talent

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: 9-12 Ages: 14 and up	90-110	111	<ul style="list-style-type: none"> • Use standard scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only

* Gifted Rating Scales (GRS) – Creativity Scales *

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-8 Ages: 4.0 – 13.11	60-65	66	<ul style="list-style-type: none"> • Use T scores • Use for behavioral checklist component for Creative Thinking Ability identification

Gifted Rating Scales (GRS) – Artistic Scales

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-8 Ages: 4.0 – 13.11	60-65	66	<ul style="list-style-type: none"> • Use T scores • Use for behavioral checklist component for Visual or Performing Arts identification – dance, drama, music and visual arts

***Ohio Checklist of Artistic Behavior - Dance ***

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: 9-12 Ages: 14 and older	29-31 points	32 points	<ul style="list-style-type: none"> • Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only

Scales for Identifying Gifted Students (SIGS)

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	110-119	120	<ul style="list-style-type: none"> • Use standard scores • Use for behavioral checklist component for Creative Thinking Ability identification • Use the school rating scales • Use the general norm sample

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	48-50 points	51 points	<ul style="list-style-type: none"> • Use raw scores • Use for behavioral checklist component for Creative Thinking Ability identification

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part V Artistic Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	59-60 points	61 points	<ul style="list-style-type: none"> • Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – visual arts

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part VI Musical Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	37-38 points	39 points	<ul style="list-style-type: none"> • Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – music

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part VII Dramatics Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	54-56 points	57 points	<ul style="list-style-type: none"> • Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – drama

Approved Performance Evaluation Tools

Performance evaluation tools are instruments such as rubrics or other tools that allow trained individuals to determine if a student demonstrates through a display of work, audition, or other performance or exhibition, superior ability in a visual or performing arts field. Qualifying scores on these instruments, along with qualifying scores on checklists of artistic behaviors, are used to identify Visual or Performing Arts Ability.

* Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Dance *

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	20-25 points	26 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification

* Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Drama/Theatre *

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	16-19 points	20 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification

* Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Music *

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	14-17 points	18 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification

* Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Visual Arts *

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	16-20 points	21 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification.

Assessments Approved for Prescreening Only

Districts may use the following instruments for prescreening ONLY. Districts may use instruments approved for prescreening to select students who potentially are gifted for further assessment with instruments approved for identification. Instruments approved for prescreening only are NOT approved for the identification of students who are gifted and are NOT approved for use in meeting whole-grade screening requirements or referral opportunity requirements described in the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15).

Fast Bridge

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: K-12	Specific Academic Ability	Achievement Test	• Reading only

i-Ready Diagnostic

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-1	Specific Academic Ability	Achievement Test	• Math and reading only

Pre-ACT

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: 10	Specific Academic Ability	Achievement Test	• Math, reading/writing and science only

Pre-ACT 8/9

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: 8-9	Specific Academic Ability	Achievement Test	• Math, reading/writing and science only

Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2), Digital Short Form

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: PreK-12	Superior Cognitive Ability Creative Thinking Ability	Intelligence Test	• Nonverbal assessment

Stanford Achievement Test Series, Tenth Edition (SAT 10), Abbreviated Battery

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability Superior Cognitive Ability	Achievement Test	• Math, reading, science and social studies • Levels: Primary 1-TASK 3

Star Early Literacy

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-3	Specific Academic Ability	Achievement Test	• Reading only

Star Reading

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
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Group and Individual	Grades: 1-2	Specific Academic Ability	Achievement Test	• Reading only
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Star Math

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	Achievement Test	• Math only

TerraNova Achievement Tests, Third Edition, Survey

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 2-12	Specific Academic Ability	Achievement Test	• Math, reading, science and social studies

The Iowa Assessments, Survey Battery

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-8	Specific Academic Ability	Achievement Test	• Math and reading

Frequently Asked Questions

- 1. Who can administer assessments for gifted identification?** This depends on the assessment. Some assessments require a licensed or certified school psychologist or a licensed psychologist to administer them. Other assessments may be administered by those who have had specialized training or meet other requirements. A test's administration manual typically contains this information.
- 2. Must districts recognize identification scores from assessments not listed on a district's identification plan or other district documents?** Yes. Districts must recognize any qualifying scores from any assessment approved for gifted identification. This includes approved assessments administered for other purposes, such as those administered as part of evaluations for special education, college admissions (for example, the ACT) and other purposes, such as MAP Growth and other similar assessments.
- 3. Must students qualify for gifted identification every 24 months?** No. In Ohio, once a student is identified gifted, he or she retains that identification regardless of subsequent testing or classroom performance.
- 4. Can districts establish additional requirements for identification, such as requiring a student to receive two qualifying scores on an approved achievement test?** No. Ohio law (ORC 3324) defines the criteria districts must use for identifying students who are gifted, and districts cannot alter these criteria. If a student meets the criteria for identification as described in Ohio law, the district must identify the student as gifted.
- 5. If a student is identified gifted using one approved instrument and later is tested again using a different instrument but does not receive a qualifying score, is the student still identified as gifted?** Yes. In Ohio, once a student is identified gifted, he or she retains that identification regardless of subsequent testing or classroom performance.
- 6. Are districts allowed to use testing accommodations when evaluating a student for gifted identification?** Districts must use allowable accommodations required by students' individualized education programs (IEPs) and 504 plans. If unable to do so, the district should administer a comparable assessment that does allow for the use of required accommodations or results in a score that accurately reflects a student's ability and not the student's disability or impairment.
- 7. Can districts use a follow-up administration of an approved assessment designed for multiple administrations (for example, MAP Growth) to retest students who score within the reassessment range established by the district?** With most tests, it often is not appropriate to use the same test within a short time frame for reassessment because increased familiarity with test items may result in invalid scores. However, some assessments are designed for multiple administrations during the same school year and include a large test item bank to reduce student familiarity with specific items. Therefore, districts may use tests such as these as follow-up testing opportunities for students who fall within the district's established score range for reassessment. Similarly, some assessments also have alternate or parallel forms that are designed for reassessment purposes. It is important to remember, however, that no single test instrument can appropriately assess all students. To ensure a fair opportunity for all students, a district might consider offering a retesting opportunity using a different assessment.

- 8. Are there specific guidelines for identifying retained students?** Since guidance can vary for any given test, the Department recommends districts reach out to publishers of tests for guidance on appropriately identifying retained students using their assessments.
- 9. Must districts use assessments approved for gifted identification when evaluating a student for acceleration or early entrance to kindergarten?** No. Districts are not required to use assessments approved for gifted identification when evaluating students referred for acceleration. Gifted identification is not required for academic acceleration.
- 10. What is the score for reassessment for intelligence tests, achievement tests and creativity tests?** School districts establish the scores for reassessment for most assessments, unless specified in this guidance document. Scores for automatic reassessment must be at least one point below the qualifying score for identification. However, a district might choose to establish a score several points below the qualifying score to broaden the pool of students reevaluated for gifted identification.
- 11. Can districts use an assessment approved for prescreening to meet whole-grade screening or referral opportunities?** No. Districts must use instruments approved for gifted identification to meet whole-grade screening and referral opportunities.
- 12. What is the purpose of assessments approved for prescreening only?** Often these assessments require less time to administer and contain fewer items than assessments approved for gifted identification. However, these assessments still are technically sound and can provide a general indication of how a student might perform on more robust measures. While not required, districts may choose to use assessments approved for prescreening to determine a pool of students for further testing with assessments approved for gifted identification. Some districts also may choose to use these assessments in grade levels without whole-grade screenings to expand opportunities for gifted identification to students beyond referrals. This also allows the district to provide continued entry points into any gifted education services offered by the district, which is particularly important for certain populations of students (such as English learners) who might need additional time and opportunities to develop the academic skills or vocabulary often needed for traditional identification instruments.
- 13. Are districts allowed to use older norms if more recent ones are available?** In accordance with Ethical Testing Practices, district should use the most recent norms available for an assessment.
- 14. Should districts use grade or age norms?** Age norms generally are more appropriate for ability measurement and grade norms generally are more appropriate for achievement measurement. When a student's age is typical for the group, the student's age and grade scores will be identical or nearly so. However, if individuals are very young for the grade, their age scores will be higher than their grade scores. If individuals are much older than the typical student in the grade, their grade scores will be higher than their age scores. For individuals who are younger or older than the typical student in a grade, grade norms, rather than age norms, are more appropriate to use when trying to understand the student's academic performance.
- 15. Can districts use language arts scores for identification of writing?** For identification of writing ability, language arts scores must include actual writing. It is important to note that some language arts assessment batteries are more grammar based and do not include any actual writing and, therefore, cannot be used to determine gifted ability in writing.

- 16. Can assessments, such as the ACT, be used to identify students out of grade level?** The above grade-level scores for the ACT that previously were calculated and posted to the Ohio Department of Education website no longer apply for gifted identification. However, generally speaking, a 10th grade student (to use one example) who takes the ACT can be identified as gifted if he or she achieves a qualifying score based on the standard norms established by the publisher.
- 17. Can districts translate assessments to test students in their native languages?** Ohio Administrative Code 3301-51-15 requires school districts to administer tests in a student's native language if English is a barrier to identification or upon request by a parent or guardian. There are many ways a school can provide a student with a testing opportunity in the student's native language. The Department recommends districts consult the List of Approved Assessments, as several Spanish language assessments already are approved for use. Districts also should consult with publishers of approved assessments to determine if their assessments are available in other languages. Related to using translators, schools should only administer assessments according to the guidelines for administration established by the publisher of the assessment. For example, some assessments may allow directions to be translated into other languages, including sign language. However, districts should take care not to invalidate standardized assessments by administering tests in ways that deviate from the instructions and guidance provided by the publisher of the assessment.
- 18. What should a district do if it is determined a Braille version of an assessment is needed?** Districts should consult with publishers of approved assessments to determine which assessments are available in Braille and at what grade levels these versions are available.
- 19. Does a district have to use the same test for every student for whole grade screening opportunities?** It is important to remember that no single test instrument can appropriately assess all students. To ensure a fair opportunity for all students, districts should carefully consider the assessments selected for identification purposes. This is especially true for students with disabilities, English learners and other student populations who are underrepresented. Tests should be selected and administered so as to best ensure that the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or English proficiency.

NORTHWEST LOCAL SCHOOL DISTRICT
McDermott, Ohio



**PARENT NOTIFICATION
OF
ASSESSMENT RESULTS**

Date: _____

Dear _____ :
[parent/guardian]

Recently, your child, _____, was assessed for possible Gifted Identification. The results of the assessment(s) are:

- Your child's assessment results indicate the necessity for additional assessment(s) to determine whether your child meets the State of Ohio criteria to be identified as gifted.
- Your child's assessment results meet the State of Ohio criteria to be identified as gifted.

Your child has been identified in the area(s) of:

_____	_____
_____	_____
_____	_____

Your child's teacher(s) will be informed of these results and he/she may use this information to help provide appropriate educational experiences.

If you have any questions, please contact your building principal.

If you disagree with any of the above information, you may appeal the decision by contacting your child's building principal.

DEFINITION

"Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.



NORTHWEST LOCAL SCHOOL DISTRICT
McDermott, Ohio



**PARENT NOTIFICATION
REGARDING ADDITIONAL ASSESSMENT(S)**

Date: _____

Dear _____ :
[parent/guardian]

The results of previous test scores indicated the necessity for additional assessment(s) to determine whether your child meets the State of Ohio criteria to be identified as a gifted student. *Further assessment(s) does require the consent of a parent or guardian.*

CONSENT FOR ASSESSMENT(S)

I, _____ hereby **GRANT PERMISSION** for my child to be further assessed for identification as a gifted student.

SIGNATURE: Parent/Guardian

Date



REFUSAL OF CONSENT FOR ASSESSMENT(S)

I, _____ hereby **DECLINE CONSENT** for my child to be further assessed for identification as a gifted student.

SIGNATURE: Parent/Guardian

Date

Your child's teacher will be informed of your permission or decline of consent to further assessment.

If you have any questions, please contact Terri Freeman, Northwest Local School District, at 740-259-5558, ext. 4110.

Sincerely,

Northwest Local School District

WEP Written Education Plan

Northwest Local

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

Written Education Plan (WEP)

Student Name: _____ Date of Birth: _____ Grade Level: _____ Male Female
Student Id Number: _____ Student Address: _____
District of Residence: _____ District of Service: _____
Meeting Date: _____ Does student have Written Acceleration Plan? _____
Target graduation date: _____

Area(s) and date(s) of Identification:
 Superior Cognitive Ability: _____
 Creative Thinking Ability: _____
Specific Academic Ability:
 Reading/Writing/Combination: _____ Mathematics: _____ Science: _____
 Social Studies: _____
Visual Performing Arts:
 Drama: _____ Dance: _____ Music: _____
 Visual Arts: _____

Student interests and learning styles:

Present levels of academic and social/emotional functioning:

WEP Written Education Plan

Northwest Local

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

**Written Education Plan (WEP)
Annual Goal Page**

Annual Goal: _____ Goal #: 1 ___ of 2 ___

Content area(s) to be addressed by this goal:

Area of identification associated with this goal:

- Superior Cognitive Ability
- Specific Academic Ability: _____
- Creative Thinking Ability
- Visual Performing Arts: _____

What specific program components or curricular interventions will assist in accomplishing this goal? Consider the differentiation concepts of acceleration, complexity, depth, challenge, abstractness, and/or cognitive creativity.

State the policy for waiver of assignments and scheduling of tests.

Student Progress Measures (How will this student prove mastery of this goal?)

Service Setting for this goal/objective:

- Gifted Resource Room Gifted Self-Contained Class Regular Education Class (GIS)
- Regular Education Class (Gen. Ed. Teacher) Acceleration Placement Arts Classroom (specify): _____
- Internship/Mentorship Advanced Placement Educational Options Dual Enrollment Including PSEO

Personnel Responsible for Service:

- Gifted Intervention Specialist General Education Teacher Arts Specialist Gifted Coordinator
- Other: _____

WEP Written Education Plan

Northwest Local

CHILD'S NAME: _____ ID NUMBER: _____ DATE OF BIRTH: _____

**Written Education Plan (WEP)
Signature Page**

WEP effective dates from _____ to _____ Date of Next Review: _____

WEP Team Meeting Participants (choose all that apply)

Check one of the following: This WEP team meeting was a

- Face to face meeting Video conference Telephone Conference/Conf. Call Mail Correspondence

Student: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Parent: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused
Gifted Intervention Specialist: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Parent: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused
Gifted Coordinator: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Principal/Administrator: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused
General Education Teacher: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Other: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused
General Education Teacher: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Other: (signature)	<input type="radio"/> Participated <input type="radio"/> Excused

Reporting Periods 1st Date: _____ 2nd Date: _____ 3rd Date: _____
4th Date: _____

Initial WEP
 I give consent to initiate gifted education and related services specified in this WEP.
 I give consent to initiate gifted education and related services specified in this WEP except for _____
 I do not give consent for gifted education at this time.

 Parent Signature: _____
 Date: _____

Parent Notice of District Service Options/Copy of the WEP
 I have received a copy of the Identification Procedures for the District
 I have received a copy of the District Service Options
 I have received a copy of this WEP

 Parent Signature: _____
 Date: _____

NORTHWEST LOCAL SCHOOL DISTRICT
McDermott, Ohio

**PARENT REQUEST
FOR
STUDENT WITHDRAWAL
FROM
GIFTED SERVICES**

- Northwest Elementary School Northwest Middle School Northwest High School

Date: _____

Dear Building Principal:

This is to advise you that I wish to withdraw my child, _____,
from participation in "Gifted Services" provided by the Northwest Local School District for the
20____ - 20____ school year.

I will contact you if I want to request that my child be re-evaluated for services.

SIGNATURE: *Parent/Guardian*

Date



ACKNOWLEDGEMENTS

SIGNATURE: *Gifted Educator*

Date

SIGNATURE: *Building Principal*

Date