

TESTING, IDENTIFICATION AND
SERVICES BROCHURE FOR
GIFTED STUDENTS



Innovate Collaborate Inspire

Diane Mankins, Superintendent
Jonathan Langhals, Assistant Superintendent

SERVICE PLAN

Ohio Revised Code Section 3324.07

- (A) The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code.
- Unless otherwise required by law, rule, or as a condition for receipt of funds, school boards may implement the plans developed under Division (A) of this section, but shall not be required to do so until further action by the General Assembly or the State Superintendent of Public Instruction.

SERVICE PLACEMENT PROCEDURES

All students who meet the following identification requirements are offered these services:

Elementary Level:

In grades K-4, classroom teachers are responsible for enriching and differentiating the curriculum. Students identified in grades 3 and 4 with superior cognitive and/or achievement scores at the 95th percentile in the areas of reading/language arts or mathematics are clustered in classrooms so the regular classroom teachers can focus on the academic and social/emotional needs of these advanced learners.

Intermediate Level:

In grades 5 and 6, students who are identified as gifted in the specific areas of reading/language arts or mathematics are clustered on grade level teams, so the regular classroom teachers can focus on the academic and social/emotional needs of these advanced learners.

Middle School Level:

In grades 7 and 8, students with superior cognitive identification and those identified in the specific academic area of reading/language arts are clustered in the advanced language arts classes. Identified mathematics students are clustered into advanced math classes.

High School Level:

In grades 9-12, students are encouraged to concentrate on the rigorous subject matter available through Honors, Advanced Placement, Post-Secondary Option and Dual Enrollment classes. The Credit Flex Option or College Credit Plus is also recommended for acceleration purposes. Academic enrichment opportunities include Mock Trial, Destination Imagination, Robotics and, visual/performing arts activities.

WRITTEN EDUCATION PLAN

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP). The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP. The WEP includes:

1. a description of the services provided, including goals for the student in each service specified and instructional strategies that will be used to meet the established goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted, but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

ADVANCED PLACEMENT

When assessment results, classroom performance, and level of academic maturity demonstrate that a student would benefit from placement at an advanced level, these options are available to gifted students: early entrance to kindergarten, subject acceleration, whole grade acceleration, and early graduation. The Iowa Acceleration Scale, 3rd edition, is used to record and evaluate student eligibility criteria for accelerated placement. A Written Acceleration Plan (WAP) is developed for accelerated students.

IDENTIFICATION CRITERIA

The district uses criteria established by the Ohio Revised Code (Section 3324.03) to identify gifted students in grades K-12:

SUPERIOR COGNITIVE ABILITY

A student shall be identified as exhibiting "superior cognitive ability" if the student accomplished any one of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist
- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test
- Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally-normed achievement test
- Attained an approved score on one or more above-grade level standardized, nationally-normed approved tests.

SPECIFIC ACADEMIC ABILITY

A student shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. "Specific academic ability field" means one or more of the following areas of

instruction:

- Mathematics
- Science
- Reading, writing, or a combination of these skills
- Social studies

CREATIVE THINKING ABILITY

A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors

VISUAL OR PERFORMING ARTS

A student shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area

SCREENING AND IDENTIFICATION

The district uses procedures and criteria established by Ohio Revised Code (Section 3324.06) to screen and identify gifted students. All students in grade 2 are assessed in the spring with instruments approved for use in identifying gifted children. Students whose scores meet Ohio eligibility criteria are identified as gifted and their parents and teachers are notified. Students whose scores fall with the screening range, just below the minimum score required for gifted identification, are retested in the fall of grade 3.

This process is repeated in the fall of grade 4, when all students are assessed again and students whose scores fall within the screening range are retested. In addition to these two district-wide testing opportunities, parents and school personnel at other grade levels may refer a student for small group or individual testing. Specific tests used by the district for screening and identification, along with the scores required for gifted identification in Ohio, are described in the following section.

Transfer students’ testing history will be evaluated upon parent request. Test results and gifted identification from other Ohio school districts will be accepted, assuming that the tests administered are approved for use in gifted identification in Ohio. If further testing needs to be done in order to complete an identification process that was underway in the prior district, and/or to determine the student’s appropriate placement or instructional program, the testing will be conducted in a timely manner.

To ensure equal access to screening and assessment by all district students, including minority students, disadvantaged students, children with disabilities, and students for whom English is a second language, all students are tested at grades 2 and 4 with instruments approved by the Ohio Department of Education for use in gifted identification. The tests are administered by qualified personnel, and test results of all students are reviewed to determine eligibility for gifted identification.

ASSESSMENT INSTRUMENTS

The district uses tests for screening and assessment that are approved by the Ohio Department of Education for the identification of gifted students.

Superior Cognitive Ability

InView: Screen 127; ID 128

Cognitive Abilities Test (Form 7): ID 127 (Gr. K-1); 128 (Gr. 2-12)

Woodcock Johnson III (Test of Cognitive Abilities): ID 127

WISC IV: ID 127

Specific Academic Ability

i-Ready Diagnostic, Terra Nova Assessments; Screen 94th percentile; ID 95th percentile

Stanford Achievement Tests (10th ed.): Screen 94rd percentile; ID 95th percentile

Woodcock Johnson III (Tests of Achievement): ID 95th percentile

Creative Thinking Ability

InView: ID 112

Woodcock Johnson III (Test of Cognitive Abilities): ID 112

Gifted & Talented Evaluation Scale (GATES): Screen 80; ID 83

Scales for Rating the Characteristics of Superior Students: Screen 49; ID 51

Visual and Performing Arts

Scales for Rating the Characteristics of Superior Students:

Visual Art, Part V: Screen 59; ID 61

Music, Part VI: Screen 37; ID 39

Drama, Part VII: Screen 55; ID 57 Gifted and Talented Evaluation Scale (GATES): Screen 75; ID 78

Clark’s Drawing Test

Display of work or audition

Carol Lentz

Raymond Elementary Principal/Coordinator of Gifted Services, K-12
(937) 578-7200

OR

Jonathan Langhals

Assistant Superintendent
(937) 578-6100

 **MARYSVILLE**

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