

SCREENING AND IDENTIFICATION SCORES

Superior Cognitive Ability:

Cognitive Abilities Test (Form 7) VQN Composite (CogAT):

Grades K-1: Screening 125 Identification 127
Grades 2-12: Screening 125 Identification 128

InView – A Measure of Cognitive Abilities: Screening 125 Identification 128

Naglieri Nonverbal Ability Test 2nd Ed.: Screening 123 Identification 126

Stanford-Binet Intelligence Scales 5th Edition (SBIS-5):

Screening 122 Identification 127

Wechsler Intelligence Scale for Children 5th Edition (WISC-V):

Screening 122 Identification 127

Specific Academic Ability:

Iowa Assessments: Screening 93rdile Identification 95thile

Measures of Academic Progress (MAP): Screening 93rdile Identification 95thile

Stanford 10 Achievement Test: Screening 93rdile Identification 95thile

Woodcock-Johnson Tests of Achievement – 4th Edition (WJ-IV):

Screening 93rdile Identification 95thile

Creative Thinking:

Gifted and Talented Evaluation Scales 2 (GATES 2)

Creative Thinking Checklist: Screening 77 Identification 80

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)

Creative Thinking Checklist: Screening 48 Identification 51

And

Cognitive Abilities Test: Identification 111 (Grades K-1) or 112 (Grades 2-12)

InView – A Measure of Cognitive Abilities: Identification 112

Naglieri Nonverbal Ability Test 2nd Ed.: Identification 111

Stanford-Binet Intelligence Scales 5th Edition (SBIS-5): Identification 112

Wechsler Intelligence Scale for Children 5th Edition (WISC-V): Identification 112

Visual / Performing Arts:

Display of Work, Audition or Performance: ODE Rubric

Art Display: Screening 20 Identification 21
Musical performance: Screening 17 Identification 18
Drama performance: Screening 19 Identification 20
Dance audition: Screening 25 Identification 26

And

Gifted and Talented Evaluation Scales 2 (GATES 2)

Artistic Talent Checklist: Screening 73 Identification 76

Scales for Rating the Behavior Characteristics of Superior Students

Art Checklist: Screening 59 Identification 61
Musical Checklist: Screening 37 Identification 39
Drama Checklist: Screening 54 Identification 57

**BLOOM-CARROLL LOCAL SCHOOLS
DISTRICT POLICY FOR THE
IDENTIFICATION AND SERVICE OF**

STUDENTS WHO ARE GIFTED

Information for Parents



2018-2019

Contacts:

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IDENTIFICATION

The district follows Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).

Student, teacher, parent, and peer referrals are accepted at all grade levels for individual screening. Referrals are taken for testing in both the fall and spring. Referral forms can be found in all school building main offices.

Whole grade testing is completed in grades 2 and 4. Other information that may be used to refer students for individual screening are student grades, portfolios, observations, review of student records, and outstanding products or performances. The district ensures equal access to screening and further assessment to all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. ESL students will be assessed in their native language if requested and students with physical and sensory needs will be assessed with appropriate modifications. Tests are administered by qualified educators. By using tests from the ODE approved list the district ensures that the tests are valid for all special populations. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Parents will receive written notice of all testing results.

Identification appeals may be directed to the district Superintendent.

SERVICES

The district serves students in Grades 3-4 identified in the areas of Superior Cognitive Ability, Reading, and Mathematics daily in cluster grouped classes with the Gifted Intervention Specialist (GIS) co-teaching with a regular classroom teacher. Students in Grades 5-8 who are identified in the areas of Superior Cognitive Ability, Math, Reading, Science, and/or Social Studies are served in classes with enriched instruction for gifted students, taught by a regular classroom teacher. In Grade 8, students identified in the areas of Superior Cognitive Ability and/or Mathematics have the opportunity to take Algebra I as an accelerated course. These students may then take Geometry during their 9th grade year at the high school. Honors and Advanced Placement courses are available at our high school with services available for identified gifted students. Students may be eligible for services through early entrance to kindergarten, subject, and whole-grade acceleration. Students are notified of placement into these courses by the first week of school. All regular classroom teachers receive guidance and professional development in gifted education per the requirements of the revised Gifted Operating Standards. Acceleration referrals are addressed following the district policy and the Iowa Acceleration Scale.

Withdrawal from the program is available with written parent request. Placement appeals may be directed to the district Superintendent.

WRITTEN EDUCATION PLANS

All students who receive gifted services will have a Written Education Plan. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments and review dates and deadlines for the next WEP. All services will match the areas of identification. Parents and all staff responsible for implementing services will receive copies of the WEP by the end of the first nine weeks. Corrections and additions will be made as needed and re-submitted to staff and parents.

WRITTEN ACCELERATION PLANS

~~When students are accelerated~~, such as early entrance to kindergarten or acceleration in middle school mathematics, a Written Acceleration Plan will be developed. This plan must specify the placement of the student in an accelerated setting as well as strategies to support a successful transition to the setting.

AREAS OF IDENTIFICATION

SUPERIOR COGNITIVE ABILITY

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: Scored at or above two standard deviations, on an approved individual standardized intelligence test administered by a licensed psychologist; **or** Scored at or above two standard deviations on an approved standardized group intelligence test **or** Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, **or** Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

SPECIFIC ACADEMIC ABILITY

A child 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 twenty-four months the child performs at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area: Math or Reading /Writing or Science or Social Studies

CREATIVE THINKING ABILITY

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child: Scored at or above one standard deviation on an approved individual or group intelligence test and also did either of the following: Attained a sufficient score, as established by the department education on an approved individual or group test of creative ability **or** Exhibited sufficient performance on an approved checklist of creative behaviors.

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area **and** exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.