

Southeastern Local School District

Assessment Instruments Used for Gifted Identification

Notice for Parents

Southeastern Local School District

2003 Lancaster Road, Chillicothe, Ohio 45601

Fax: 740-774-1673

District Contact Information:

Brian Marks, Gifted Teacher

740/774-2003

bmarks@mail.gsn.k12.oh.us

June Allred-Smith, Gifted Coordinator

740/702-3120

jasmith@mail.gsn.k12.oh.us

School website

www.sepanthers.k12.oh.us

Referrals

The District ensures that there are ample and appropriate scheduling procedures for assessment and re-testing using:

- group ability/achievement tests,
- individual ability/achievement tests,
- audition, performance,
- display of work; and
- checklists.

Children may be referred on an ongoing basis, based on the following:

- self-referral (student request),
- teacher recommendation,
- parent/guardian request,
- student referral of peer,
- others familiar with a student's potential or performance (e.g., psychologist, guidance counselor, principal, gifted coordinator, community member; and
- performance on district-wide standardized tests of ability and achievement.

Referrals are available in all buildings (main office/guidance office) and on the District website. Upon receipt of a referral, the District will:

- secure permission from the parent and/or guardian for testing,
- schedule the student for assessment; and
- provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

- notify parent and/or guardian about the results of any screening or assessment instrument within 30 days; and
- notify the parent and/or guardian about the appeal procedure.

Screening and Identification

The Southeastern Local Schools uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability, specific academic ability, creativity, and visual and/or

performing arts.

Stage I: Pre-Assessment

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the pre-assessment process. By using the pre-assessment process, the District ensures equal access to screening and further assessment by all district students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language.

Stage II: Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. District determined cut-off scores that move students from the screening stage to the assessment stage are lower than the scores necessary for identification. This approach, we believe, helps to insure that no potentially gifted student goes unidentified. This process aims to *include*, rather than *exclude*, students in the screening pool for identification. District determined cut-off scores are noted next to each test that is used for screening. The District cut-off score is lower than the state identification score. Parents must be notified within 30 days of receipt of the results of the screening. Assessment and reassessment is an ongoing process in the Southeastern Local Schools. Whole-grade screening for superior cognitive identification is done in third grade using the Cognitive Abilities Test (CoGAT). [Form 6] Whole grade screening for specific academic identification is completed in second grade using the Iowa Tests of Basic Skills (ITBS) [Form A-Complete Battery]. All referrals received from the pre-assessment stage for potential identification in creativity and/or visual/performing arts are automatically considered using the appropriate instruments/exhibits.

Stage III: Identification

Students who meet the state criteria for identification (per ORC 3324.03 see Appendix) are identified at the end of the screening process and no further testing is necessary.

Stage IV: Additional Assessments

When the results fall below the state criteria for identification but at or above the District score, the student moves to the next stage of the identification process which is called assessment (second testing).

Identification

The student is identified if she/he meets the state criteria for identification. Parents are notified within 30 days of receipt of the additional assessment results.

Does Not Qualify

The student is not identified if she/he fails to meet the state criteria for identification. Parents are notified within 30 days of receipt of the additional assessment results.

Assessment Instruments Used by the Southeastern Local School District for Gifted Identification

The Southeastern Local School District only uses assessment instruments (tests) for screening and identification approved by the Ohio Department of Education. These

assessments are only administered by qualified personnel. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language. Where necessary, tests are administered in a student's native language if interpreters are available.

The following tests are used in this District for screening and identification. Our District also acknowledges the *standard error of measurement (SEM)* on these tests in generating eligibility scores. Initial identification must be based on an identification instrument result no older than 24 months.

Superior Cognitive Ability

Group Intelligence Test:

Cognitive Abilities Test (CoGAT), Form 6, Level A
Screening Criteria - Composite SAS 120 or above
Identification Criteria – K-2 – 127
3-12 - 129

Individual Intelligence Test:

Otis Lennon School Ability Test, 8th ed.
Screening Criteria - Composite - 120 or above
Identification Criteria – K-12 – 126

Naglieri Nonverbal Ability Test – Individual Administration
Screening Criteria - 115
Identification Criteria – K-6 – 125
7-12 – 126

Specific Academic Ability

Group Achievement Test:

Iowa Test of Basic Skills, Form A., Complete Battery

Specific scores used: Reading Total, Math Total
Social Studies, Science
Screening Criteria – 90%
Identification Criteria – 95%

Individual Achievement Test:

Metropolitan Achievement Test :

**Specific scores used: Reading Total, Math Total, Social Studies, Science
Screening Criteria – 90%
Identification Criteria – 95%**

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:

- a) 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
- b) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

Note: The Ohio Department of Education’s Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

Instruments used:

Visual Arts Ability (examples: drawing, painting, sculpting):

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

Screening Criteria – 40 (Part V)

Identification Criteria – 53 (Part V)

Identification Criteria 53 (Part V)

Display of Work (Visual Art) (Ohio Department of Education Rubric)

Identification Criteria – 21

Drama/Theatre Identification:

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

Screening Criteria – 36 (Part VII)

Identification Criteria – 48 (Part VII)

Display of Work (Performance) (Ohio Department of Education Rubric)

Identification Criteria -20

Music Identification:

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

Screening Criteria – 25 (Part VI)
Identification Criteria – 34 (Part VI)
Display of Work (Performance) (Ohio Department of Education Rubric)
Identification Criteria - 18

Dance Identification:

Gifted and Talented Evaluation Scales (GATES)
Screening Criteria – 57 (Section 5, items 41-50)
Identification Criteria – 78 (Section 5, items 41-50)
Display of Work (Performance) (Ohio Department of Education Rubric)
Identification Criteria 26

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 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:

- a) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- b) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

Instruments used:

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

Screening Criteria – 32-42
Identification Criteria – 43 and above

Naglieri Nonverbal Ability Test – Individual Administration

Screening Criteria - 95
Identification Criteria – K-6 – 110
7-12 – 111

Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II)

Screening Criteria – 95
Identification Criteria – K-2 – 112
3-12 -111

Early Entrance to Kindergarten

A parent may request early entrance to kindergarten. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated for possible early admittance, if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

Any parent who is interested in having his or her child considered for Early Entrance to Kindergarten should contact the building principal or gifted coordinator.

Instruments used:

Individual Intelligence Tests

Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III)

The Iowa Acceleration Scale (IAS) is used as the guide for determining whether or not early entrance to kindergarten is appropriate. According to the Iowa Acceleration Scale, a student who meets the Critical Item (Section II) of one standard deviation above the mean (115) is a viable candidate for acceleration. Those students who meet that criteria, move on for the developmental screening and a possible classroom observation.

The *Ohio Department of Education* has on its website a checklist for kindergarten readiness. When looking at whether early entrance is appropriate for a child, the same readiness guidelines should be considered.

Transfer

Any student transferring into the district will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to either the building principal or gifted services coordinator. The Gifted Services Department shall send the parent and/or guardian a referral form as well as permission to test paperwork.

Parents and/or guardians of transfer students who are assessed will receive results within 30 days of receipt of assessment results.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the school or gifted coordinator. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with gifted personnel. Parents and/or guardians who have any questions about the transferring of a student to the Southeastern Local School District should call the Gifted coordinator at 740-702-3120 . All parents, at any time, may have an outside trained examiner test a child using instruments approved by the State of Ohio, at the parents' expense. Children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children are provided at least two opportunities a year for assessment. To discuss retesting, please contact the gifted teacher at 740-998-5293.

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process which would include:

- Screening procedure or assessment instrument which results in identification

- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the gifted coordinator, 475 Western Avenue, Suite E, Chillicothe, Ohio 45601, outlining the nature of the concern. The gifted coordinator will convene a meeting with the parent, which may include other school personnel.

A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

SERVICES

The District ensures equal opportunity for all students identified as gifted to receive services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services shall match the criteria used in determining eligibility. The Southeastern Local School District acknowledges that gifted students have diverse needs and strives to offer a continuum of services as appropriate for student.

SERVICES – provided if a student achieves one or more of the following:

Reading achievement score of 95% or higher

Qualifying composite score on a superior cognitive instrument

While the district does not offer specific services in the areas of creative thinking ability and the visual/performing arts, the gifted teacher and coordinator try to assist parents and students who have been identified with educational opportunities or information about special programs in the student's identified area.

Kindergarten through second grade students (K-2):

Setting: Regular classroom (note: grade acceleration, early entrance and/or subject acceleration is determined by acceleration teams as needed)..

Service: Direct, on-going services are not provided for K-2 students; however, the gifted teacher does serve as a resource to assist regular classroom teachers with differentiated instruction in the general education setting.

Third through sixth grade (3-6):

Setting: Gifted resource room

Service: differentiated enrichment services provided by the gifted teacher in the area of reading.

Curriculum is differentiated in one or more of the following ways:

A. providing access to appropriately advanced curriculum content, including replacement and extension of the regular curriculum, or

B. modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting.

Seventh through twelfth Grade (7-12):

Setting: Advanced English 11 and 12, AP English 12, post-secondary options and internship/mentorship opportunities as specified on the student's WEP.

Direct, on-going services are not provided for 7-12 students; however, the gifted teacher does serve as a resource to assist regular classroom teachers with differentiated instruction in the general education setting.

Written Education Plan

Each identified student who receives services begins with a Written Education Plan (WEP), which documents adjustments made to the curriculum in his/her area(s) of identification. WEP's are revised each spring, no later than by the end of the school year. In a conference, or by mail in some cases, the parent reviews the plan; and, if he/she agrees with the plan, he/she signs and then receives a copy of the plan. If a student identifies during the school year at a grade level which receives service, a WEP is written and reviewed by the parent no later than 30 days after the student is identified. Ohio's Academic Content Standards recognize that students develop at different rates and clearly state that if they can exceed grade level indicators, they must be afforded the opportunity to do so. This gives teachers the flexibility to modify or differentiate instruction for students in which the

- level is advanced to ensure challenge,
- pace is adjusted to accommodate faster learning rates,
- complexity requires students to analyze or integrate several ideas, and
- depth encourages students to explore a topic in more thoughtful detail.

WEP progress is shared with parents periodically during the school year, typically at conferences. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow procedures as outlined in federal law for special education.

The gifted teacher is responsible for the completion and sharing of the student WEP.

This packet should be used with:

Information for Parents: District Plan for the Identification of and Services for Children Who Are Gifted

**IDENTIFICATION OF CHILDREN WHO ARE GIFTED
ELIGIBILITY CRITERIA
EXCERPT FROM HB 282**

DEFINITIONS

Ohio Revised Code Section 3324.01

(B) "Gifted" means students who perform or show potential for performing at remarkable 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 Revised Code.

(C) "School district" does not include a joint vocational school district.

(D) "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
- * Visual and performing arts

IDENTIFICATION PLAN

Ohio Revised Code Section 3324.04

The Board of Education of each school district shall adopt a plan by January 1, 2000, for identifying gifted students. The plan shall be submitted to the Department of Education for approval. The Department shall approve the plan within 60 days if it contains all of the following:

(A) A description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify gifted students;

(B) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students. These procedures shall provide

* At least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students;

* Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and students for whom English is a second language;

* Assurance that any student transferring into the district will be assessed within 90 days of the transfer at the request of a parent.

(C) Procedures for notification of parents within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents 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 for receipt of services.

(D) A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the

assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.

IDENTIFICATION CRITERIA

Ohio Revised Code Section 3324.03

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

(A) A student shall be identified as exhibiting "superior cognitive ability" if the student did either 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;

- * Accomplished any one of the following:

- * 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.

(B) 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. A student may be identified as gifted in more than one specific academic ability field.

(C) 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.

(D) 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

Ohio Revised Code Section 3324.06

The Board of Education of each school district shall adopt a statement of its policy for the screening and identification of gifted students and shall distribute the policy statement to parents.

The policy statement shall specify;

(A) The criteria and methods the district uses to screen students and to select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas specified in Section 3324.03 of the Revised Code.

(B) The sources of assessment data the district uses to select students for further testing and an explanation for parents of the multiple assessment instrument required to identify gifted students under Section 3324.03 of the Revised Code;

(C) An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, children with disabilities, and students for whom English is a second language;

(D) Provisions to ensure equal opportunity for all district students identified as gifted to receive any services offered by the district;

(E) Provisions for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the district;

(F) Methods for resolving disagreements between parents and the district concerning identification and placement decisions.

APPEALS PROCEDURE

Ohio Revised Code Section 3324.03

(C) Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services. To appeal, contact your local building principal.

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OFFICE OF EXCEPTIONAL CHILDREN
25 S. FRONT STREET MAIL STOP 202
COLUMBUS, OHIO 43215-4183

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