



# ***Rootstown Local Schools Overview of Gifted Identification and Services Parent Brochure***

## **Identification of Children Who are Gifted Eligibility Criteria Excerpt from HB282**

### **Definitions:**

Ohio Revised Code Section 3324.01

(B) "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 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
- Creative thinking ability
- 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 the following:

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

B. Acceptable scheduling procedures for screening and 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 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, 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.

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

### **Identification Criteria:**

Ohio Revised Code Section 3324.03

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 group intelligence test;
- 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 test(s).

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.

**Identification of Children Who are Gifted ..... page 1**

**District Policy and Plan .....page 2**

**Parent Guidelines .....page 2 and 3**

**Assessment Instruments .....page 3 and 4**

## **Superintendent**

**Andrew Hawkins**

330.325.9911

## **Director of Teaching and Learning**

**Robert Campbell**

330.325.2014

## **Gifted Coordinator**

**Jean Pauna**

330.945.5600

Continued from page 1

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.

The Board of Education of each school district shall adopt a statement of its policy for the screening

**Screening & Identification**  
Ohio Revised Code Section 3324.06

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 poten-

tial 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 instruments 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 disadvantage students, students 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.

C. Parents have an opportunity to appeal any decision about the results of any screening procedure, of the scheduling of children for assessment, or the placement of a student in any program for the receipt of services.

**Appeal Procedure**  
Ohio Revised Code Section 3324.06

*To appeal, contact your local building principal.*

A. The Board of Education of each school 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. Services specified in

the plan developed by each board may include such options as the

**Service Plan**  
Ohio Revised Code Section 3324.07

following:

- A differentiated curriculum/ Differentiated Instruction
- Cluster grouping
- Mentorships/internships
- Whole grade acceleration (Policy 5410)
- Subject acceleration (see Policy 5410)
- Early entrance (see Policy 5464)
- The post-secondary enrollment option program under Chapter 3365 of the Revised Code
- Advanced placement
- Honors classes
- Magnet schools
- Self-contained classrooms
- Resource rooms
- Other options identified in rules adopted by the Department of Education

B. Each board shall file the plan developed under Division (A) of this section with the Department of Education by December 15, 2000. The Department of Education shall review and analyze each plan to determine if it is adequate and to make funding estimates.

C. 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 are not required to do so.

**Stage 1: Pre-Assessment**

The pre-assessment part of the process involves gathering student data from a variety of sources: teacher, parent, and peer nominations; grades, portfolios; observations; review of student records; outstanding products or performances; etc. All students are involved in the pre-assessment pool.

By using the pre-assessment process, the district ensures equal access to screening and further assessment by 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.

The screening stage examines the data

**Stage 2: Assessment for Screening**

gathered from the pre-assessment stage and determines if additional assessment is necessary.

In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if any evidence of possible giftedness exists for that student and conduct necessary additional assessment.

District-determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within 30 days of the results of screening.

Assessment strategies provide additional data necessary for an identifica-

**Stage 3: Assessment for Identification**

tion decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in the *Identification Plan* (page 1).

Once additional assessment has been completed, the data obtained throughout the stages of identification is evaluated, the identification decision is made, and the student’s educational needs are determined.

**District Policy and Plan for the Identification of Children Who Are Gifted**  
*Information for Parents*



“Gifted” means students who per-

**Definition**

form 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 Revised Code.

The district uses a three-part approach to screen students who

**Screening & Assessing**

perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking and visual and/or performing arts.

## Referral

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

- Group tests
- Individually administered tests
- Audition, performance
- Display of work
- Exhibition
- Checklists

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

- Child request (self-referral)
- Teacher recommendation
- Parent/Guardian request
- Child referral of peer
- Other (community member, psychologist, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure, and
- Notify parents of results of screening, of assessment and identification.
- Testing for referrals received after April 13 will be conducted the following school year.

## General

The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, and other children.

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

## Transfer

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. Parents shall contact the building principal.

## Services

The district ensures equal opportunity for all district students identified as gifted to receive services offered by the district.

## Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

## Appeal Procedure

An appeal by the parent is the re-consideration 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 children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision. If you have questions, you should contact your building principal, director, or your gifted coordinator.

# Assessment Instruments Used by the District for Gifted Identification

The district uses the following assessment instruments for screening and identification, but the testing instruments are limited to those approved by the Ohio Department of Education.

The screening criteria is included. For identification criteria, see *Identification of Children Who are Gifted*.

"√" indicates the instrument is used for this purpose.

## Superior Cognitive

### Cognitive Abilities Test, Form 7—Grades K-12

- √ Screening Criteria 126/\*125
- √ Identification Criteria 128/\*127

\*Grades K, 3, 7-12

### InView Cognitive Abilities Assessment

- √ Screening Criteria 126
- √ Identification Criteria 128

### Wechsler Intelligence Scale for Children, 5th Ed.

- √ Screening Criteria 125
- √ Identification Criteria 127

### Woodcock Johnson IV, Test of Cognitive Abilities (form A or B)

- √ Screening Criteria 125
- √ Identification Criteria 127

## Specific Academic

### Iowa Assessment, Form E

- √ Screening Criteria 93%
- √ Identification Criteria 95%

### Wechsler Individual Achievement Test (WIAT), 3rd edition

- √ Screening Criteria 93%
- √ Identification Criteria 95%

### Woodcock Johnson IV, Tests of Achievement (form A or B)

- √ Screening Criteria 93%
- √ Identification Criteria 95%

### Stanford Achievement Test, 10th Ed.

- √ Screening Criteria 93%
- √ Identification Criteria 95%

### MAP Growth

- √ Screening Criteria 93%
- √ Identification Criteria 95%

\*Grades 3-8

## Creative Thinking

Identification for Creative Thinking Ability involves a two-pronged process because the student is evaluated for cognitive abilities and for creative characteristics. Evaluations of this kind can occur in conjunction with the referral/screening process for Superior Cognitive Abilities.

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

### Cognitive Abilities Test, Form 7

- √ Screening Criteria 110
- √ Identification Criteria 112

### InView Cognitive Abilities Assessment

- √ Screening Criteria 110
- √ Identification Criteria 112

### Wechsler Intelligence Scale for Children, 4th Ed.

- √ Screening Criteria 110
- √ Identification Criteria 112

### Woodcock Johnson IV, Test of Cognitive Abilities (form A or B)

- √ Screening Criteria 110
- √ Identification Criteria 112

### Gifted Rating Scales (GRS)

- √ Screening Criteria 60-65
- √ Identification Criteria 66

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

- √ Screening Criteria 48-50
- √ Identification Criteria 51+

# Assessment Instruments Used by the District for Gifted Identification (continued from page 3)

## Visual and Performing Arts

Requires two types of assessments; a Scale and an Audition or Display.

### Gifted and Talented Evaluation Scale (GATES 2)

Visual Art, Drama, Music and Dance

✓ Screening Criteria 90-110

✓ Identification Criteria 111+

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

Visual Art Part V

✓ Screening Criteria 59-60

✓ Identification Criteria 61+

Drama Part VII

✓ Screening Criteria 54-56

✓ Identification Criteria 57+

Music Part VI

✓ Screening Criteria 37-38

✓ Identification Criteria 39+

### Audition or Performance in dance, drama, or music

#### ODE Rubric

✓ Screening

Dance Criteria 20-25

Drama Criteria 16-19

Music Criteria 14-17

✓ Identification

Dance Criteria 26-30

Drama Criteria 20-24

Music Criteria 18-21

### Display of Work in Visual Art

✓ Screening Criteria 16-20

✓ Identification Criteria 21-24

### Gifted Rating Scales (GRS)

#### Artistic Scales—Dance, Drama, Music, and Visual Arts

✓ Screening Criteria 60-65

✓ Identification Criteria 66+

## Flow Chart of the Identification Process

### Referrals

From self, parents, teachers, peers, or community members



### Pre-Assessment

Systematic gathering of information pertaining to the referred child. Observations, grades, portfolios, products, and student records may be reviewed.



### Screening

A screening instrument is used to determine whether or not the child should move on to the next step.



### Identification

Additional assessments are completed and the data obtained is used to make identification decisions and student educational needs are determined.

**Under Ohio law, schools are required to assess students for gifted identification.**

**However, the State does not require schools to offer services for gifted students at this time.**

## Gifted Services Provided by the Rootstown Local Schools

As of the 2011-2012 school year, Rootstown Local Schools has provided gifted services through the regular classroom teacher. In grades 3-5, students identified as superior cognitive are cluster grouped together. In grades 6-8, students are offered advanced course options in math and language arts. In grades 9-12, the district provides a variety of advanced options appropriate for gifted students, including Advanced Placement (AP) courses, credit flexibility options, Post-Secondary Enrollment Option (PSEO), and honors classes. Early entrance to kindergarten, subject- and whole-grade acceleration, and early graduation are also options for students in Pre-K-12.

## Characteristics of Gifted Children

The following is a list of some characteristics typical of gifted children including positive and negative behaviors which may be exhibited by your child. A child could exhibit both positive and negative behaviors of a characteristic depending on the environment. This is not an exhaustive list of characteristics; for more information about characteristics of gifted students, please contact your curriculum director or gifted coordinator. If your child exhibits many of these characteristics, please read the section *Information for Parents* on page 2.

<u>Characteristics</u>	<u>Positive Behavior</u>	<u>Negative Behavior</u>
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others
Reads intensively	Reads many books and uses library on own	Neglects other responsibilities
Advanced vocabulary	Communicates ideas well	Shows off, evokes peer resentment
Retains a quantity of information	Ready recall and responses	Monopolizes discussion
Long attention span	Sticks with a task or project	Resists class routine, dislikes interruptions
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others