

SCREENING AND IDENTIFICATION SCORES

Superior Cognitive Ability:

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

Grades K, 3, 7-12:	Screening 124	Identification 127
Grades 1-2, 4-6:	Screening 125	Identification 128

InView – A Measure of Cognitive Abilities:

Grades 2-12:	Screening 125	Identification 128
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Naglieri Nonverbal Ability Test 3rd Ed.:

Grades K-4, 8-10:	Screening 123	Identification 126
Grade 5-7:	Screening 122	Identification 125
Grades 11-12:	Screening 124	Identification 127

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

Grades K-12 FSIQ:	Screening 122	Identification 127
Grades K-12 GAI:	Screening 121	Identification 126

Specific Academic Ability:

The ACT/SAT (11-12): Screening 93%ile Identification 95%ile

Iowa Assessments (K-12): Screening 93%ile Identification 95%ile

Measures of Academic Progress (MAP) Growth (2-5):

Screening 93%ile Identification 95%ile

Stanford 10 Achievement Test (K-12):

Screening 93%ile Identification 95%ile

Terra Nova Achievement Test (Grades 5-8):

Screening 93%ile Identification 95%ile

Woodcock-Johnson Tests of Achievement – 4th Edition (WJ-IV) (K-12):

Screening 93%ile Identification 95%ile

Creative Thinking:

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

Creative Thinking Checklist: Screening 48 Identification 51

AND

Cognitive Abilities Test: Grades K-1: 111, Grades 2-12: 112

InView – A Measure of Cognitive Abilities: Grades 2-12: 112

Naglieri Nonverbal Ability Test 3rd Ed.:

Grades K-4, 8-10: 110, Grades 5-7: 109, Grades 11-12: 111

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

Grades K-12: FSIQ 112, GAI 111

Visual / Performing Arts:

Display of Work, Audition or Performance: ODE Rubric

Art Display:	Screening 16	Identification 21
Musical performance:	Screening 14	Identification 18
Drama performance:	Screening 16	Identification 20
Dance audition:	Screening 20	Identification 26

AND

Scales for Rating the Behavior Characteristics of Superior Students (K-12):

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 Families



2023-2024

Contact:

Caitlin Hughes – Gifted Coordinator
chughes@fairfieldesc.org

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 and on the district website.

Whole grade testing is completed in grades 2 and 5. 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 English Learners. English Learners 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 in accordance with guidelines specified in the technical manual provided by each publisher. 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/guardian. 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/guardians will receive written notice of all testing results. Identification appeals may be directed to the district Superintendent.

SERVICES

The district serves students in Grades 3-8 who are identified in the areas of Superior Cognitive Ability, Math, and Reading in classes with enriched instruction for gifted students, taught by a regular classroom teacher. Students in Grades 6-8 who are identified in the areas of Science and 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. In Grade 9, students identified in the areas of Superior Cognitive Ability and/or Science have the opportunity to take Biology as an accelerated course. These students may then take Chemistry during their 10th grade year. Honors, College Credit Plus, 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 gifted services is available with written parent/guardian 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. Families 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 families.

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.