



GIFTED SERVICES FAQs

What does it mean to be gifted?

The Ohio Department of Education defines a student who is gifted as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (Ohio Revised Code 3324.01).

A student can be identified as gifted in any of following areas:

Superior Cognitive Ability refers to what is often called *intellectual giftedness*. *Superior Cognitive Ability* is not directed toward specific academic areas, rather is defined as general, overall intelligence. A student is identified as gifted in the area of *Superior Cognitive Ability* by attaining a cognitive score of 128+ on an approved intelligence test.

Specific Academic Ability refers to the content areas: reading/writing, math, science, and social studies. A student is identified as gifted in the area of *Specific Academic Ability* by scoring at or above the 95th percentile in any of the content areas on an approved nationally-normed achievement test.

Creative Thinking Ability refers to the process of developing new, uncommon, or unique ideas (nagc.org). A student is identified as gifted in the area of *Creative Thinking Ability* by scoring 112+ on an approved intelligence test and attaining a qualifying score on an approved checklist of creative behaviors or creativity test.

Visual and Performing Arts Ability refers to visual arts, drama/theatre, music, and dance. A student is identified as gifted in the area of *Visual and Performing Arts* through a display of work, an audition, or other performance or exhibition, in addition to a qualifying score on an approved checklist of behaviors related to a specific arts area.

How often are students tested for gifted services? In what areas are they tested? What assessment instruments are used?

Whole grade testing is administered in grades 2, 4, and 6 for cognitive ability and creative thinking ability. Students are tested in reading/writing and math in grades 2 through 8 through i-Ready testing which occurs multiple times per year. Students are tested in other grades by teacher and parent referral. Science and social studies testing are offered by recommendation only. For the whole grade screenings, students are administered the i-Ready and *InView* tests. Other instruments that may be used for identification include the CogAT, Iowa Test of Basic Skills, and the Naglieri Nonverbal Ability Test. An assessment for visual and performing arts ability is offered yearly for students who are referred.

Can I request additional gifted testing for my child?

Yes. Parents, guardians, teachers, or peers may refer students for a gifted identification evaluation. Students may also refer themselves. Public school districts must evaluate a student within ninety days of an initial referral for gifted identification. Districts are required to provide two opportunities per year for the evaluation of students in grades K-12 who are referred for identification in any area of gifted ability.

How are gifted students serviced in Hudson?

Gifted students are serviced using a tiered model:

Tier I services superior cognitive gifted learners with a Cognitive Skills Index (CSI) of 137+ OR a CSI of 132-136 and a gifted reading identification (95th percentile or higher). These students receive direct services in Reading/Language Arts from a Gifted Intervention Specialist in grades 3-8. This teacher serves as the teacher of record for reading in grades 3-5 and as the English teacher for these students in grades 6-8.

Tier II services superior cognitive gifted learners with a CSI of 128-131 OR a CSI of 132-136 but no gifted reading identification. These students are clustered together with teachers who receive ongoing professional development on the social-emotional and academic needs of gifted learners. Tier II is not a pull-out service. Students are serviced in their regular classroom(s).

Tier III services gifted learners who are identified in reading and/or math, but do not have a superior cognitive identification. These students are also clustered together with teachers who receive ongoing professional development on the social-emotional and academic needs of gifted learners.

There are opportunities for advanced programming in grades 9-12 through Advanced Placement and honors courses and College Credit Plus options.

My child is gifted in reading. Why isn't (s)he receiving Tier I pull-out services?

Although our Tier I students are being serviced through language arts, it is their superior cognitive ability that is being addressed. Students who are gifted in this area can be serviced through any content area. Our students are serviced through language arts because of the flexibility the content area offers, that may not necessarily be available in math or science. Social and emotional needs can also be addressed through literature and writing more than the other content areas.

What is cluster grouping?

Cluster grouping is when a group of gifted students with similar needs and abilities are intentionally placed together in the same regular heterogeneous classroom. This allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students. Tier II and Tier III clusters can be in the same classroom.

What is acceleration?

Acceleration means that a student is progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a 6th grade student taking 7th grade math).

Are all gifted students accelerated?

No. Students are accelerated when they demonstrate mastery of the content they will be skipping. A gifted student is performing at a higher level than 95% of his/her peers on the grade-level content. This does not necessarily mean that he/she is prepared to skip the content all together. There are gifted students who are not accelerated. Likewise, there are students who are accelerated who are not gifted.

What are WEPs and WAPs? Are they the same thing?

All school districts in Ohio reporting services to gifted students must have on file a copy of a Written Education Plan (WEP) for each student served. Similarly, students what are accelerated must have on file a copy of a Written Acceleration Plan (WAP). The WEP outlines the learning goal(s) for these students in their areas of identification, in addition to the instructional strategies that will be used to meet the goal(s). Teachers review WEPs annually with parents and make modifications as necessary. The WAP outlines strategies to ensure students' successful transition and continuous progress in their advanced academic setting, in addition to outlining future coursed, if applicable. Unlike a WEP, students are only provided a WAP for the first year of their acceleration. After the first year, students are considered to be on track.

Can my child be moved to a lower tier or dismissed from services because of low test scores?

No. Students are serviced based on their highest test scores, not their most recent.

Where can I find resources to support my gifted child?

[The Hudson Gifted Services Program Page](#), [OAGC Parent Division Homepage](#), and the [NAGC Resource Page](#) each provide helpful resources for supporting gifted learners.