

Gifted Screening and Identification

The state of Ohio 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).

Greenville City School District identifies students in grades K-12 for gifted identification in the following areas:

- Superior cognitive ability;
- Specific academic ability: reading/writing, mathematics, science, and social studies;
- Creative thinking ability; and
- Visual and performing arts ability: dance, drama, music, and visual arts.

Criteria for Identification by Ability Area

Superior Cognitive Ability: Greenville City Schools identifies students as gifted in the area of superior cognitive ability when a student accomplishes any of the following: scores two standard deviations above the mean, minus the standard error of measurement, on an approved intelligence test; performs at or above the ninety-fifth percentile on an approved composite battery of a nationally normed achievement test; or attains an approved score on an approved nationally-normed above grade level achievement test.

Specific Academic Ability: Greenville City Schools identifies students as gifted in the area of specific academic ability when a student performs at or above the ninety-fifth percentile in a specific academic ability field on an approved nationally-normed achievement test.

Creative Thinking Ability: Greenville City Schools identifies students as gifted in the area of creative thinking ability when a student scores one standard deviation above the mean, minus the standard error of measure, on an approved intelligence test and also attains a qualifying score on an approved checklist of creative behaviors or creativity test.

Visual and Performing Arts Ability: Greenville City Schools identifies students as gifted in the area of visual and performing arts ability when a student demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition and a qualifying score on an approved checklist of behaviors related to a specific arts area.



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Vicky Warner
Gifted & Talented Coordinator

Referrals and Whole Grade Screenings for Identification

A student is considered screened for gifted identification when he or she is evaluated using an instrument approved for gifted identification. Greenville City Schools evaluates students referred or recommended for gifted identification and provide opportunities for evaluation during whole grade screenings.

Referrals: Parents, teacher, other school personnel, community members, or peers may refer students for gifted identification evaluation. Students may also refer themselves. Once a referral or recommendation for the evaluation of a student is received by the School District, we test within ninety days of the referral. Greenville City Schools 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.

Whole Grade Screenings: Whole-grade screenings in the areas of superior cognitive ability, specific academic ability reading/writing, specific academic ability mathematics, and creative thinking ability are provided once during the K-2 grade band and once again during the 3-6 grade band. Assessments approved for gifted identification are used in order to meet this requirement.

Myths about Gifted Students

Myth: Gifted children will achieve without guidance.

Fact: Without appropriate guidance and support, gifted children may lose motivation or underachieve.

Myth: Gifted students are best served when tutoring others or when given larger quantities of work at average grade level.

Fact: When gifted students consistently tutor others, often they are not learning anything new. This can cause unhealthy self-esteem issues for both the tutored and the gifted student. Gifted children need a high degree of educational challenge, not more of an average level.

Myth: Gifted students are 'teacher pleasers,' are easy to teach, and will always make straight "A's."

Fact: In order for gifted students to maintain high levels of achievement, teachers must make curricular adjustments, not just give 'more' work. Without appropriate modifications, gifted students may develop behavior problems. Gifted students will not always achieve, especially if unmotivated.

Knowing the Student: Other Considerations about Gifted Learners

Gifted students may experience specific social and emotional considerations:

- Asynchronous development
- Underachievement
- Perfectionism
- Twice-Exceptionality



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Modify Instruction and Assessment

There are three ways to differentiate standards for gifted students: teaching advanced skills and using high quality, grade-appropriate content; teaching grade-level skills and using above-grade level content; and teaching advanced skills and using above-grade level content.

A Written Education Plan (WEP) is written for students receiving gifted services. The WEP provides:

- Strategies
- Acceleration
- Concept Maps
- Compacting
- Problem-Based Learning
- Tiered Assignments/Stations

GCS Process for Identifying and Serving Gifted Learners

Identification

When the screening assessment has been completed, data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 experience.

DISTRICT SERVICE PLAN

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Greenville City	Guidance Services	K-12	Referral	Guidance Counselor
Greenville City	Regular Classroom Cluster Group	K, 1, 2, 3, 4, 5, 6, 7, 8	Identified Gifted: Cognitive, Math, Reading/Writing Science, Social Studies	Teacher of Record: K, 1, 2, 3, 4, 5, 6
	Regular Classroom Cluster Group	9	Identified Gifted: Reading/Writing, Cognitive	Teacher of Record: 9
	Regular Classroom Cluster Group	9-12	Visual Art: Identified Gifted ID Score+: Ability tests 95%+ Academic content area tests Visual Art: ID Criteria	9-12



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Greenville City	Regular Classroom with Acceleration	8	Student sign-up Gifted identification	Teacher of Record
Greenville City	Regular Classroom AP	9-12	Student sign-up Gifted identification	AP Trained Teachers
Greenville City	Regular Classroom CCP	7-12	Student sign-up Gifted Identification	CC Plus Trained Teachers, Edison and Sinclair CC+

Written Education Plans

Students identified as gifted are reported to parents and the Ohio Department of Education as served, they will have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

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.

Referral Process

Teacher/Parent/Student → Building Principal → Vicky Warner, Gifted Coordinator →
School Psychologist → Vicky Warner, Gifted Coordinator → Edwinna Thomas (GES),
Vicky Warner (GMS), Libby Langston (GHS) → Parents & Teachers notified of results →
WEP initiated, if identified as gifted

