



## Hilliard City School District

John Marschhausen, Ph.D., Superintendent • Brian W. Wilson, Treasurer/CFO

### ***Plan for the Identification of Students Who Are Gifted***

#### **IDENTIFICATION PROCESS**

In the case of students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students, at least two opportunities a year for assessment regardless of the grade levels where gifted services are offered. A student's initial assessment shall be completed within ninety days of referral.

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

<b>Type of Assessment</b>	<b>Identification Area(s)</b>	<b>Grade Level(s)</b>
Whole-grade tests	Superior Cognitive, Creative Thinking	1, 4
	Reading, Math	2, 6
	Reading, Math, Science	11
Individually-administered and small group tests	Superior Cognitive, Reading, Math, Science, Social Studies, Creative Thinking	K-12 upon referral
Audition, performance	Performing Arts	K-12 upon referral
Display of work	Visual Art	K-12 upon referral
Checklists	Creative Thinking, Visual and Performing Arts	K-12 upon referral

#### **Referral**

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

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Other (e.g., psychologist, community member, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this document; and
- Notify parents of results of screening or assessment and identification within 30 days of the district's receipt of results.

### Screening

The district ensures equal access to screening and further assessment of 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.

### Identification

When the screening assessment has been completed, if the 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 school experience.

### Re-assessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

### Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools 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 written request of the parent.

### Appeal Procedure

An appeal by the parent is the reconsideration of the result 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(s).

### DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

❖ **Superior Cognitive Ability**

**Assessments the district administers that provide for superior cognitive identification:**

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
Cognitive Abilities Test (CogAT), Form 7, VQN Composite	K-12	125 (gr. K-1) 126 (gr. 2-12)	127 (gr. K-1) 128 (gr. 2-12)
Cognitive Abilities Test (CogAT), Form 7, QN Composite (English learners and students with serious reading disabilities only)	3-12	126	128
Differential Ability Scales - 2nd Edition	K-12	124	126
Naglieri Nonverbal Ability Test - 2nd Edition (NNAT2) Group Administration	K-12	123	125
Naglieri Nonverbal Ability Test - 3rd Edition (NNAT3) Group Administration	K-12	Varies based on students age and grade level, per publishers instructions	126 (gr. K-4) 125 (gr. 5)
Otis Lennon School Ability Test - 8th Edition (OLSAT)	K-12	124	126
Universal Nonverbal Intelligence Test 2 (UNIT 2) Standard & Full Scale Battery	K-12	125	127
Wechsler Intelligence Scale for Children - 5th Edition (WISC-V)	K-12	FSIQ: 125 GAI: 124	FSIQ: 127 GAI: 126
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	K-12	125	127

❖ **Specific Academic Ability**

**Assessments the district administers that provide for specific academic identification:**

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
ACT Assessment Program (AAP)	6-9	Varies based on student grade level	
	10-12	94th %ile	95th %ile
Measure of Academic Progress (MAP) - Survey with Goals, Reading and Math only	2-12		
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	10-11		
Wechsler Individual Achievement Test (WIAT) - 3rd Edition	K-12		
Woodcock-Johnson, IV, Tests of Achievement	K-12		

❖ **Creative Thinking Ability**

Identification for Creative Thinking Ability involves a two-pronged process because the student is evaluated for cognitive abilities AND for creative characteristics.

**Assessments the district administers that provide for creative thinking identification:**

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
<b><i>Creative Characteristics Component</i></b>			
Gifted and Talented Evaluation Scales 2 (GATES 2) - Creative Thinking Section, Questions 21-30	K-12	65	83
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) - Part II Creativity	K-12	48	51
<b><i>Cognitive Abilities Component</i></b>			
<i>A cognitive abilities score that is one standard deviation above the mean minus the standard error of measure on any of the abovementioned superior cognitive ability assessments is utilized.</i>			

❖ **Visual and Performing Arts**

Identification for Visual and Performing Arts Ability involves a two-pronged process because the student is evaluated using both a checklist AND for performance component.

**Assessments the district administers that provide for visual and performing arts identification:**

Assessment Instrument	Grade Level	Screening Score	Gifted ID Score
<b><i>Checklist Component</i></b>			
Gifted and Talented Evaluation Scales 2 (GATES 2) - Artistic Talent Section, Questions 41-50	K-12	57	78
Gifted Rating Scales (GRS) Creativity Scale	K-12	Dance: 60	Dance: 66
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	3-12	Drama - Part VII: 54 Music - Part VI: 37 Visual - Part V: 59	Drama - Part VII: 57 Music - Part VI: 39 Visual - Part V: 61
<b><i>Performance Component</i></b>			
Ohio Department of Education Rubric	K-12	Dance: 20 Drama: 16 Music: 14 Visual: 16	Dance: 26 Drama: 20 Music: 18 Visual: 21

### IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please contact your building principal or  
Jennifer Lowery, Coordinator of Gifted Services at 614-921-6908