

Edgewood School District's Gifted Identification Procedure and Service Information

The Ohio Administrative Code 3301-51-15, an amended Substitute House Bill 282, passed by the 123rd General Assembly requires that school districts in Ohio identify gifted students in grades K-12 and write service plans to accommodate their needs. Areas to be identified and served are Cognitive Ability, Creative Ability, Academic Ability in Reading/Language Arts, Math, Social Studies, and Science, and Visual or Performing Arts Ability. Below are Edgewood School District's Identification Procedure and types of services offered to gifted students.

Pre-Screening

Teacher, Parent, or Peer Referrals for Cognitive or Academic Testing and/or Visual or Performing Arts Evaluation are accepted by Gifted Services at any time.

Academic and Cognitive Pre-Screening:

Achievement Tests results are checked for advanced scores in any of the academic areas. Third, Fifth, and Seventh Grade Cognitive Tests results are checked for advanced scores. Standardized scores taken within 24 months may be used for identification purposes.

Teachers of students receiving advanced scores on Achievement Tests are asked for recommendations to test.

Parents of students receiving advanced scores on Achievement or standardized tests are asked for permission to test.

Visual and Performing Arts Pre-Screening:

Nominations are taken from parents, teachers, peers or students themselves. The state has provided Visual and Performing Arts teachers with a process for screening and identification.

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Screening

Students may be identified as gifted from this level with a 127 composite for Cognitive Ability or 95% in any of the academic areas for Academic Ability. Visual and Performing Arts gifted can not be identified in this phase. *Achievement Tests may not be used for identification.*

Cognitive and Academic Screening:

Pre-screened students are given the CogAT or ITBS standardized tests by the Gifted Coordinator or trained designee.

A composite of 115 and a state approved teacher checklist (or a creativity test) can identify Creative Ability

If the composite score is 120-126 or 111-114 on CogAT, a student will continue to the assessment phase and be given another type of cognitive ability test as a retest for Cognitive Ability or Creative Ability respectively .

If score is 90-94 on the ITBS, the student will continue to the assessment phase and another test must be used to retest for academics abilities.

Visual and Performing Arts Screening:

Once the student is referred (see pre-screening above), a checklist of gifted characteristics (Scales for Evaluating Superior Characteristic in Gifted Students or Gifted and Talented Evaluation Skills) is sent to the teacher. If the student receives a specified numerical rating, evaluation is continued.

Assessment

This is the final phase for the identification of a gifted student.

Cognitive, Creative, and Academic Assessment:

Identification can come from the first round of testing (Screening) or the second round (Assessment). To be identified, a student must have 127 for Cognitive Ability, 115 for Creative Ability, or 95% for Academic Ability (Reading/Writing, Math, Science, Social Studies). The Cognitive Abilities Test (Forms A or M--Riverside) or Test of Cognitive Skills (McGraw Hill) are used when identifying Cognitive Ability and Creative Ability. The addition of the Ravens Test of Creativity is added for Creative Ability. The Iowa Test of Basic Skills (Riverside) and the Terra Nova Comprehensive Tests of Basic Skills (McGraw Hill), or the Woodcock Johnson Test of Academic Skills are used when identifying Academic Ability.

Visual and Performing Arts Assessment:

Trained teachers in visual art must examine a portfolio containing five artistic samples (any medium) with attached response questionnaires and fill out an observation sheet for each. Rubrics filled out by the teachers must show a specified score for identification.

Trained teachers (or other trained professionals) of drama must attend three different performances (public, a school activity, or private) in order to fill out observation rubrics. All three observations must show specified scores for gifted identification.

Instructors (or other trained professionals) experienced with dance must use rubrics to evaluate the student in four dance sessions and two formal or informal choreographed dances. Specified scores on the rubrics must be met for identification.

Instructors (or other trained professionals) experienced in vocal or instrumental music will use rubrics to evaluate the student's three performances (at least one formal and one informal). Specified scores on the rubrics must be met for identification

Service

Elementary third, fourth, and fifth grade students are serviced in Language Arts by two Gifted Intervention Specialists. Regular Classroom teachers fill out Written Education Plans for students identified in math, social studies and science.

Math and Language Arts Honors classes are begun in the Middle School. Those students who are cognitively gifted are attached to one or both of these honors classes if they have shown advanced performance in math or language arts during fifth grade. No other honors classes exist at this time.

Honors classes in English, math, social studies and science and Advanced Placement classes in Biology, English, and Calculus serve gifted academic abilities at the high school. Although gifted Visual and Performing Arts students continue to be identified, no classes exist to serve them at this time.