IDENTIFICATION OF + SERVICES FOR STUDENTS WHO ARE GIFTED

Information for Parents and Educators

MARIEMONT City Schools

Work Smart. Create Experience. Embrace Growth.

IDENTIFICATION OF GIFTED + TALENTED STUDENTS

The Mariemont City School District follows the Ohio Department of Education's definition of gifted and uses their identification criteria for the different categories of gifted. "Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under the criteria established in the Ohio Revised Code. There are four categories: *superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts.*

FOUR CATEGORIES

1 Superior Cognitive Ability

The student must score two standard deviations above the mean (minus the standard error of measurement) on an approved standardized group intelligence test or perform at or above the 95th percentile on an approved standardized achievement test. Or the student can score two standard deviations above the mean (minus the standard error of measure) on an approved individual standardized intelligence test.

2 Specific Academic Ability

The student must score at the 95th percentile or above in math, reading, science or social studies on an approved standardized achievement test.

3 Creative Thinking

The student must score one standard deviation above the mean (minus the standard error of measurement) on an approved standardized intelligence test and attain a sufficient score on an approved test of creative ability or a checklist of creative behaviors.

4 Visual or Performing Arts Ability

The student must attain a sufficient score on an approved checklist of a specific arts area and demonstrate superior ability through a display of work, audition or other performance.

GIFTED IDENTIFICATION

ASSESSMENT INSTRUMENTS

Students are tested for gifted identification through a screening or referral process depending on what grade they are in:

Superior Cognitive Ability

Cognitive Abilities Test (CogAT 8)
- Given to all 2nd and 4th grade students
- Identification - VQN score 127

Iowa Assessments Complete Battery, Forms E, F, G
- Given during 2nd opportunity in August or by referral
- Identification - 95th percentile

Stanford Achievement Test (SAT), 10th Edition Complete
- Given to all 1st and 6th-grade students
- Identification - 95th percentile

Specific Academic Ability

Stanford Achievement Test (SAT), 10th Edition Complete
- Given to all 1st and 6th-grade students
- Identification - 95th percentile

Iowa Assessments Core Battery, Forms E, F, G
- Given during 2nd opportunity in August or by referral
- Identification - 95th percentile

Creative Thinking Ability

Cognitive Abilities Test (CogAT 8)
- Given to all 2nd and 4th-grade students
- Identification score 112

AND

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) Part II, Creativity Characteristics
- Identification 51

Visual and/or Performing Arts Ability

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)
- Art: Part V, identification 61
- Music: Part VI, identification 39
- Drama: Part VII, identification 57

Gifted and Talented Evaluation Scales (GATES)
- Dance: Section 5, identification 78

AND

Ohio Department of Education Visual and Performing Arts Performance Rubric
- Art, identification 21-24
- Music, identification 18-21
- Drama, identification 20-24
- Dance, identification 26-30

Ohio Checklist of Artistic Behavior - Dance grades 9-12, identification 32-35

Schedule for Testing

District testing for grades 2 and 4 (CogAT), and grade 6 (SAT) occurs in the fall of the school year. Testing for grade 1 (SAT) occurs in the spring. When testing results come back, parents are notified of their child's results. An August assessment is available for students requiring a second testing opportunity.

Visual and Performing Arts identification is not screened at a specific time or grade level, referrals come from students, parents, or teachers.

Referrals

Referral forms are available in the school office and should be returned to the building principal. Referrals will be accepted for all four categories of gifted identification. Parents may appeal any decision regarding the results of any gifted screening/identification procedure or assessment. To appeal they would need to contact the building principal, Gifted Coordinator, or Director of Student Services.

Outside Testing

The district accepts scores on assessment instruments administered by other school districts or trained and qualified personnel outside the district. The assessment instruments used must be in accordance with the Ohio Department of Education's *Chart of Approved Gifted Identification/Screening Instruments*, and be less than 24 months old to be considered valid.

Transfer Students

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, student, or district staff member. Parents, students, or staff should contact the building principal to request an assessment. If the student comes with current, qualifying scores on any state-approved test, these scores may be used, and no further testing would be necessary.

Assessment Information

The assessments used by the district are on the state-approved list and valid for special populations. By screening all students through grade-level testing or referrals, the district ensures equal access to students including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. Every effort is made to administer the most appropriate assessment for every student.

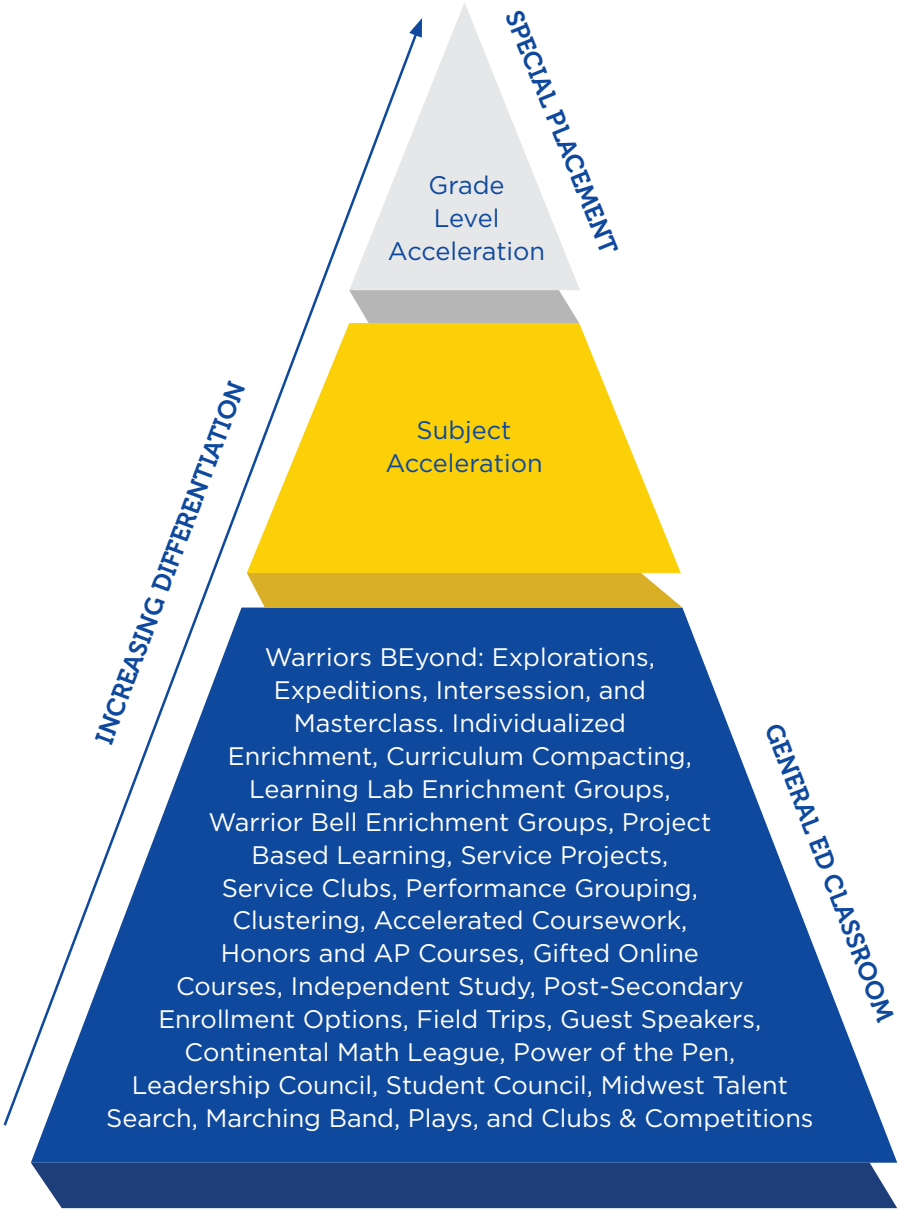
Written Education Plans (WEPs)

Students that are identified gifted and are participating in gifted opportunities will have a Written Education Plan (WEP). The goals written in the plans are based on the district curriculum. Student progress is reported through quarterly report cards and assessment results. WEPs are reviewed annually.

Parent Support

Parents can contact Colleen Herking, Gifted Intervention Specialist and Coordinator (cherking@mariemontschools.org) for any questions or concerns they may have about their child's test scores, progress, services, etc.

OPPORTUNITIES FOR GIFTED STUDENTS



It is common to misinterpret high achieving students as gifted learners. This chart may be helpful in answering questions about the different kinds of learners.

HIGH-ACHIEVING STUDENTS	GIFTED STUDENTS	CREATIVE THINKERS
• Remembers the answers • Is interested • Is attentive • Generates advanced ideas • Works hard to achieve • Answers the questions in detail • Performs at the top of the group • Responds with interest and opinions • Learns with ease • Needs 6 to 8 repetitions to master • Comprehends at a high level • Enjoys the company of age peers • Understands complex, abstract humor • Grasps the meaning • Completes assignments on time • Is receptive • Is accurate and complete • Enjoys school often • Absorbs information • Is a technician with expertise in a field • Memorizes well • Is high alert and observant • Is pleased with own learning • Gets As • Is able	• Poses unforseen questions • Is curious • Is selectively mentally engaged • Generates complex, abstract ideas • Knows without working hard • Ponders with depth and multiple perspectives • Is beyond the group • Exhibits feelings and opinions from multiple perspectives • Needs 1 to 3 repetitions to master • Comprehends in-depth, complex ideas • Prefers the company of intellectual peers • Creates complex, abstract humor • Infers and connects concepts • Initiates projects and extensions of assignments • Is intense • Is original and continually developing • Enjoys self-directed learning • Manipulates infromation • Is an expert who abstracts beyond the field • Guesses and infers well • Anticipates and relates observations • Is self-critical • May not be motivated by grades • Is intellectual	• Sees exceptions • Wonders • Daydreams; may seem off task • Overflows with ideas, many of which will never be developed • Plays with ideas and concepts • Injects new possibilities • Is in own group • Shares bizarre, sometimes conflicting opinions • Questions: What if... • Questions the need for mastery • Comprehends in-depth, complex ideas • Prefers the company of creative peers but often works alone • Relishes wild, off-the-wall humor • Makes mental leaps: Aha! • Initiates more projects that will never be completed • Is independent and unconventional • Is original and continually developing • Enjoys creating • Improvises • Is an inventor and idea generator • Creates and brainstorms well • Is intuitive • Is never finished with possibilities • May not be motivated by grades • Is Idiosyncratic

References: Szabos, J. (1989). Bright child, gifted learner. Challenge, 34. Good Apple.

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