



**Deer Park  
Community  
City Schools**

# **PARENT GIFTED GUIDEBOOK**

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**K - 6**

*"To be what we are and to become what we are capable of becoming. . . ."*  
*-Robert Louis Stevenson-*

## TABLE OF CONTENTS

Acknowledgements .....	p 3
Purpose of the Guidebook .....	p 3
Vision, Mission, Purpose .....	p 3
Philosophy .....	p 3
Definition of Gifted .....	p 4
Difference between Gifted Students and High Achievers .....	p 5
Characteristics of Gifted .....	p 5
Identification of Gifted .....	p 6
Testing for Gifted Identification .....	p 8
Understanding Tests and Results .....	p 9
24 Month Rule .....	p 9
Referring a Student for Gifted Screening .....	p 11
New Students .....	p 11
Visual and Performing Arts Gifted Identification .....	p 12
Difference between Identification and Service .....	p 13
Continuum of Gifted Services .....	p 14
Appeal .....	p 14
Pull-Out Services for Gifted .....	p 15
Withdrawal Procedures.....	p 16
Written Education Plan .....	p 16
Acceleration .....	p 17
Resources / Websites .....	p 19
Appendix .....	p 20

Forms: New Student Gifted Checklist, Acceleration Request, Appeal, Withdrawal, Glossary of Terms

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## **PURPOSE OF THE GIFTED GUIDEBOOK**

This guidebook is provided to help families understand the various aspects of gifted identification and service in Deer Park Community City School District. The intent is to guide parents through the process, to explain our service plan in detail, and to answer questions they may have. However, no guidebook can fully answer every question about every situation that develops concerning the unique needs of a gifted child. This guidebook will be updated as necessary and posted on the district website. Parents are encouraged to visit the district website for more information about our identification and service.

## **BELIEFS OF THE DEER PARK COMMUNITY CITY SCHOOL DISTRICT**

***MISSION STATEMENT:*** Helping Our Students Succeed is the HEART of Education

What is the HEART of Education?

- Heart of Instruction
- Engaged Parents/Business Community
- Academic Achievement
- Responsive Learning Environment
- Taxes Well Spent

## **DEER PARK'S PHILOSOPHY OF GIFTED EDUCATION**

We believe that the gifted and talented program should provide special services to meet the individual needs of those students who possess unique learning abilities and talents. The program emphasizes the idea that giftedness is not a single dimension of ability but is a multi-dimensional concept. The program focuses on giving students the needed direction in helping them to recognize their specific abilities and take responsibility for their learning and educational growth.

**"GIFTED STUDENTS" DEFINITION: WHO IS GIFTED, WHAT IS GIFTED**

Gifted students are defined in the Ohio Revised Code (3324.01) as those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment. For legal and financial reasons the definition of gifted needs to be determined by objective criteria that are discussed on the next page concerning identification

The Ohio Revised Code tells us, “‘Gifted’ means children who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.” These abilities may exist in broad categories such as “creative thinking” or may be evidenced as exceptional aptitudes in specific areas such as a performing art or in a particular academic discipline (e.g., math).

While children each express gifts in a unique manner, many gifted children exhibit a number of the characteristics listed below.

Is observant	Learns rapidly	Has early comfort with abstract symbols (eg: numbers, written words)
Has a large vocabulary	Is creative and inventive	Generates original ideas
Generates original ideas	Experiences intense curiosity	Enjoys hypothesizing
Has a powerful memory	Is a perfectionist	Possesses a sense of justice
Is inquisitive	Displays advance comprehension	Is emotionally intense
Has a strong aesthetic sensitivity	Is inquisitive	Prefers older (perhaps adult) companions

Such checklists may lead us to believe that gifted children are a uniform group. Recognize, however, that giftedness may look different on each individual. Observing a classroom of children, there might be an assumption that the gifted student is completely focused and engaged; the one who turns in perfect paper every time; the one who offers insightful and articulate comments. However, on the other hand, the gifted student may be daydreaming, disruptive or uncooperative— perhaps because the student is engaged in another activity, or has long ago learned the topic the teacher is introducing and is impatient to learn something new.

Identifying gifted students poses a significant challenge. Educationally, this challenge has been addressed in a variety of ways. To provide a more consistent identification across the state, Ohio law recently set forth a series of standardized tests that may be used to identify students as gifted. Students who earn particularly high scores on these instruments are considered “gifted.” It would be useful to note that the state’s criteria are intended to provide students with numerous opportunities and venues to demonstrate their abilities, and that the testing structure seeks to recognize a student’s gifts in a wide variety of disciplines.

Still, the National Association for Gifted Children reminds us, “A person’s giftedness should not be confused with the means by which giftedness is observed or assessed. A parent’s, student’s or teacher’s recommendation, a high mark on an examination, a high IQ score is not giftedness; they may be a signal that giftedness exists.” While the state requirements for gifted identification tend to focus the district’s attention on numbers and test scores, we remain aware that scores are only a means to try to quantify the unique constellation of ability, talents and determination that make up a human being. Regardless of a student’s score, the district is committed to offering appropriate educational opportunities and challenges to all students.

## DIFFERENCES BETWEEN GIFTED STUDENTS AND HIGH ACHIEVERS

Janice Szabos (Apple Publications) created the following comparison between high achieving students and gifted students. These comparisons may be helpful in answering some tough questions about why a student who achieves all A's in his/her schoolwork may not be considered gifted.

BRIGHT CHILD		GIFTED CHILD	
Knows the answers	Is interested	Asks the questions	Is highly curious
Is attentive	Has good ideas	Is mentally and physically involved	Has wild, silly ideas
Works hard	Answers the questions	Plays around, yet tests well	Discusses in detail, elaborates
Top group	Listens with interest	Beyond the group	Shows strong feelings, opinions
Learns with ease	6-8 repetitions for mastery	Already knows	1-2 repetitions for mastery
Understands ideas	Enjoys peers	Constructs abstractions	Prefers adults
Grasps the meaning	Completes assignments	Draws inferences	Initiates projects
Is receptive	Copies accurately	Is intense	Creates a new design
Enjoys school	Absorbs information	Enjoys learning	Manipulates information
Technician	Good memorizer	Inventor	Good guesser
Enjoys straight forward, sequential presentation	Is alert	Thrives on complexity	Is keenly observant
Is pleased with own learning		Is highly self-critical	

## CHARACTERISTICS OF GIFTED STUDENTS

The following is a list of characteristics typical of gifted children, with both desirable and difficult behaviors that may flow from these characteristics. Depending on the situation, a student may express either the desirable or the more difficult behavior. The behaviors listed refer primarily to the school setting, but can easily be generalized to apply to a child's home life. The list is based on material from the Ohio Association for Gifted Children (OAGC), which developed it from a broad-based review of relevant research data.

CHARACTERISTIC	DESIRABLE BEHAVIOR	DIFFICULT BEHAVIOR
learns rapidly, easily	memorizes, masters basic facts quickly	gets bored easily, resists drill, disturbs others
reads intensively	reads many books, uses library on own	neglects other responsibilities
advanced vocabulary	communicates ideas well	shows off, invokes peer resentment
retains quantity of information	ready recall and responses	monopolizes discussion
long attention span	sticks with a task or project	resists class routine, balks at interruptions
curious, has a variety of interests	asks questions, gets excited about ideas	Goes on tangents, no follow through

works independently	creates and invents beyond assigned tasks	refuses to work with others
alert and observant	recognizes problems	impolitely corrects adults
has a good sense of humor	able to laugh at self	plays cruel jokes/tricks on others
comprehends, recognizes relationships	able to solve problems alone	Interferes in the affairs of others
high academic achievement	does school work well	brags, egotistical, impatient
fluent, verbal facility individualistic	forceful with words, leads peers in positive ways	leads others into negative behaviors
	asserts self and ideas, has sense of own uniqueness	has few friends, stubborn in beliefs
self-motivated, self-sufficient	requires minimal teacher direction or help	challenges authority, overly aggressive

## GIFTED IDENTIFICATION

Ohio legislators and the Ohio Department of Education accepted common objective criteria to identify giftedness in several areas: superior cognitive ability, specific academic aptitude in core subject areas, creative thinking ability, and visual and performing arts ability. All public schools, including Deer Park Community City School District, are required to provide testing opportunities to determine if a child is gifted according to objective criteria we are required to use.

Gifted identification is accomplished by using scores on approved performance assessments and nationally normed tests. The identification requirements as defined in state statute for each category are listed below:

<b>Superior Cognitive Ability</b>	<b>Specific Academic Ability</b>	<b>Creative Thinking Ability</b>	<b>Visual or Performing Arts Ability</b>
<p>Score two standard deviations above the mean minus the standard error of measurement on an intelligence test; perform at or above the 95th percentile on a basic or composite battery of a nationally-normed achievement test; or attain an approved score on an above grade-level standardized, nationally-normed test.</p> <p>In Deer Park, our group administered cognitive / intelligence tests are: <i>Inview</i> and <i>Otis Lennon School Ability Test (OLSAT)</i>, but we accept scores from any such test approved for use by the Ohio Department of Education.</p>	<p>Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.</p> <p>In Deer Park, we use the <i>Terra Nova</i> and/or the <i>Stanford Achievement Test</i>.</p>	<p>Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Ohio Department of Education (ODE), on a test of creative ability or a checklist of creative behavior.</p>	<p>Demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and attain a sufficient score, as established by ODE, on a checklist of behaviors related to a specific arts area.</p>

## OHIO CRITERIA FOR GIFTED IDENTIFICATION

Below is the state's criteria for identification as gifted in Superior Cognitive Ability and in Specific Academic Ability, as well as the qualifying scores on the tests most commonly used in the district. The section to follow provides more detailed information on understanding both the wording of the state criteria and the student's score reports. (List of state approved tests available on ODE site.)

### **SUPERIOR COGNITIVE ABILITY:**

Ohio Revised Code - "A child is identified as exhibiting 'superior cognitive ability' if the child has accomplished either of the following within the preceding 24 months:

- a. Scored 2 standard deviations above the mean minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist.
- b. Accomplished any one of the following:
  - 1) Scored at least 2 standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test; **or**
  - 2) Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; **or**
  - 3) Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

### **On Deer Park's commonly-used tests, the minimum scores meeting these identification criteria are:**

Ability score of 128 SAS on the Inview or a 126 SAI on the Otis-Lennon Student Achievement Test (OLSAT).

### **SPECIFIC ACADEMIC ABILITY:**

Ohio Revised Code - "A child is identified as exhibiting 'specific academic ability' superior to that of children of similar age in a specific academic ability field if, within the preceding 24 months, the child:

- a. Performs at or above the 95th percentile at the national level on an approved individual standardized test of specific academic ability in that field (math, science, reading, writing or a combination of both, And social studies).
- b. Performs at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

### **On Deer Park's commonly-used tests, the minimum scores meeting these identification criteria are:**

- Terra Nova: *95th national percentile rank on any of the following*-- Total Language, Total Reading, Total Math, Science or Social Studies

- Stanford Achievement Test: *95th national percentile rank on any of the following*-- Language, Total Reading, Total Math, Social Studies or Science

## TESTING FOR GIFTED IDENTIFICATION

The State of Ohio has designated a set of tests that may be used for gifted assessment and requires all school districts to perform testing to identify students who are gifted in the following:

- Superior Cognitive Ability
- Specific Academic Ability (in any of the following areas): Mathematics, Science, Social Studies, Reading, Writing,  
***or a combination of both***
- Creative Thinking
- Visual or Performing Arts

In accordance with state regulations, Deer Park City School District offer testing for gifted identification twice during the school year. Specifically:

- Identification for superior cognitive ability occurs in the fall and winter – Students in grades 2 and 5 will be screened school wide in the fall and parent requests are not necessary. For grades K - 1, 3 – 4, 6 -12, ability testing is facilitated through parent request and/or teacher recommendation. The second testing opportunity for all students is by parent request and/or teacher nomination. Notification (through building newsletters) is made of the opportunity for students to participate in the ability testing, and children will be tested if their family and/or student’s teacher(s) request(s). Parents should contact (in writing) their child’s building principal (K-6) or school counselor (7 – 12), if they wish for their child to participate in the district ability testing.
- Identification for Specific Academic gifted in the content areas of Reading, Math, Science, and/or Social Studies occurs in the winter and spring - Students in grades K – 6 participate in the district wide administration of the Terra Nova and parent requests are not needed. The second testing opportunity takes place in the spring and is by parent request only. Notification (through building newsletters) is made of the opportunity for students to participate in this second testing opportunity. Parents should contact (in writing) their child’s building principal (K-6) or school counselor (7 – 12), if they wish for their child to participate in the second achievement testing option.

### **POSSIBLE OUTCOMES FOLLOWING TESTING OPPORTUNITIES:**

- A student’s scores may be sufficiently high to clearly identify them as gifted in one or more of the areas listed above.
- A student’s scores may be close to the criteria— “on the bubble”— and these students are eligible to undergo a second round of testing for possible identification. Achievement testing will occur as a matter of course and parents will be contacted and/or receive a letter to notify them of the testing opportunity. At that time parents may elect to have the child re-tested, or they may decline further testing.
- A student’s scores may be distant from the identification criteria, the district would not suggest further testing. However, a family has the right to request that re-testing, no matter what scores were indicated on the first round of testing.

**Note:** Students who enter the district during the school year also are eligible for testing for possible identification. If students register with current, qualifying scores on any state-approved tests, these scores are used; and no further testing is necessary. If the student arrives in the district without identifying scores, a family may request that tests be administered, and the district must comply within 90 days. Ohio school districts also accept scores obtained through individual testing performed by licensed psychologists. These scores, too, must be on instruments approved by the state. In addition, Deer Park Community City School District also accepts scores obtained through individual testing



performed by licensed psychologists. Tests administered by outside providers must also be on the state approved gifted identification assessment list.

## THE “24 MONTH” RULE

The state identification criteria require that students be identified if they received qualifying scores within the preceding 24 months. So, even if students’ test scores drop in the school year after identification, it is not “taken away.” Qualifying in the state of Ohio for gifted identification does not automatically qualify a student to participate in gifted programming in the Deer Park Community City School District.

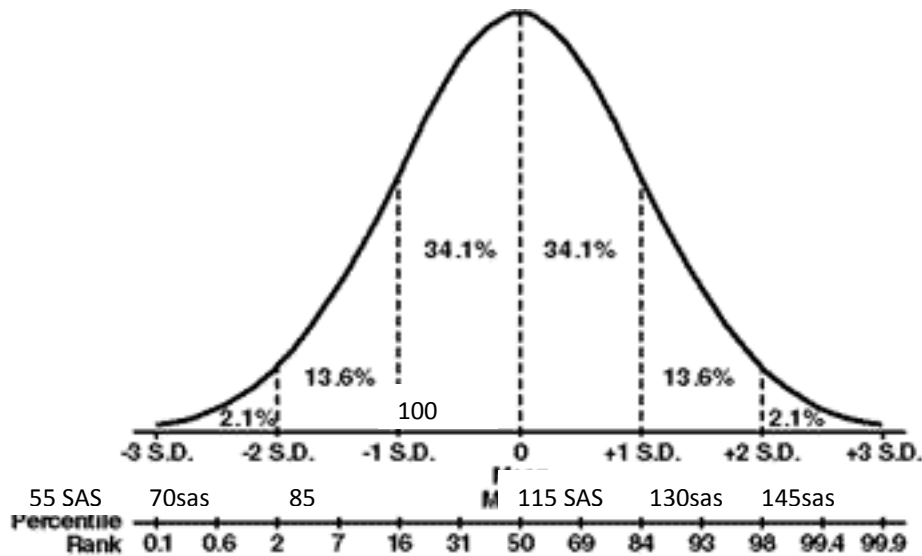
## UNDERSTANDING TESTS AND RESULTS

The Ohio Department of Education has established specific criteria for gifted identification but the definition and numbers can be confusing to someone who doesn’t work with them on a regular basis. This section is intended to help parents more fully understand the test results. Please know that any and all questions are welcome and we are here to help you. Please send questions via e-mail to [byrne.a@dpccsd.org](mailto:byrne.a@dpccsd.org) to have your questions addressed promptly.

### SUPERIOR COGNITIVE ABILITY

To determine identification as gifted with superior cognitive ability Deer Park Community City Schools administers cognitive tests, such as the *Inview* and *OLSAT*. These tests are *reasoning ability* tests that are unlike achievement tests and produce scores unlike achievement tests. Reasoning skills are associated with successful learning and have practical relevance for education at all levels. Cognitive ability tests are not IQ tests but they are cousins, so to speak, of such a test and they produce a score that is similar to an IQ. The mean score on these tests is 100 and they have standard deviations in 15 or 16-point segments. So, one standard deviation above the mean is 115/116.

The bell curve below shows the percentage of students who score at each level of cognitive tests. This shows that the majority of children across the country score in the 90-110 range. Any student who scores one standard deviation or more above the mean has strong reasoning ability and should do very well in an academic endeavor and would be considered high ability. As you can see, nationally, only about 2% to 2.5% of students score at or above 2 standard deviations above the mean.



If an individual scores two standard deviations below the mean it indicates the child likely has a learning disability or difficulty with learning and as such a series of services would be necessary and appropriate to help the child. Likewise, if a child scores two standard deviations or more above the mean it would indicate the child likely has a very high ability to learn and a series of services to help challenge the child to develop that ability would be necessary.

Ohio Revised Code states that a child is identified as exhibiting superior cognitive ability if the child scored two standard deviations above the mean minus the standard error of measurement, on an approved standardized individual or group intelligence test. An individual test, such as the WISC, must be administered by a licensed psychologist while group administered tests, such as the *Inview* and *OLSAT*, may be administered by a trained professional. The correlation of scores between an individual test and group administered test is strong.

The “standard error of measurement” (SEM) estimates how repeated administrations of the same test would yield a true score. In the case of the *Inview*, a standard deviation is 16 points, so two standard deviations is 32. The qualifying score, though, is 128 because repeated administrations of the test would likely yield scores in a 4-point range because the SEM is 4. In other words, if the child earned a 128 on the first test and we administered it again two weeks later, the second test is just as likely to produce a 124 as it is a 132. The 124 is not a gifted score, but we give the child the benefit of the doubt, which is why 128 is accepted. Different publishers use different SEMs. The *OLSAT* for instance uses 5 or 6 points rather than 4 and that is why the two tests have different qualifying scores.

Reasoning tests are incredibly accurate predictors of academic success. Various cognitive tests are aligned with certain achievement tests produced by the same publisher. The *Inview*, for instance, predicts the score on the *Terra Nova*, while the *OLSAT* predicts the score on the *Stanford Achievement Test*. Still, because the tests are similar it can simply be stated that a cognitive test is a predictor of academic success, or more directly, success on an achievement test.

The scores represent much more than just that, of course. Remember, cognitive tests indicate a child’s ability to reason. They test a student’s logic and ability to reason quickly, not if the student can spell or perform some other skill. The scores tell us we have a child in front of us who has very strong intellectual ability and knowing that we have a responsibility to nurture and develop that ability by challenging the student through thought-provoking lessons that can enhance the child’s critical thinking skills and develop his or her brain synapses. The important point is to recognize that there is a person behind the number and we need to focus on the person not the number, yet use the number to help guide our instruction and support for the child.

At times a student will have a high cognitive score but an average or low achievement test score. This is a strong indication that a child has ability but is underachieving. The reverse shows up occasionally as well when a child outperforms his or her apparent level of ability as noted on the cognitive test. These over-achievers are not typically identified as gifted but likely would earn straight “A’s” in class.

**Please note these scores do vary over time.** As noted in the definition, “gifted” is a comparative. It’s comparing one student’s performance on a test to other children across the nation of the same age. When a child takes a test in the first grade he or she is being compared to the norming pool of students who were in the first grade at the time the test was produced and norms were developed. When that same child takes a different level test, let’s say in grade 3, he or she is not being compared to the same students who took the test in the first grade. They are an entirely different pool of children. That pool has the same general makeup as the grade one pool and the score should be close but it is not necessarily going to be the same. There is a different test, a different norming pool, and we recognize that children develop at varying rates with some blossoming early and others later on. Reasoning abilities are static, and through experience and exercise can become easier, or harder if there is a lack of experience and exercise. *Typically, the younger the child, the less reliable the score, with greater variance from test to test.* It isn’t until about age 10 to 11 that these scores start to settle down and we get a fairly accurate and stable picture of a child’s cognitive ability. Typically, once we see a score indicating a child has high ability the child will perform at a high level throughout his or her academic career, but that does not mean the child will always be identified as gifted by definition.

## **ACHIEVEMENT TESTS**

An achievement test measures a student’s learned knowledge in a specific academic content area such as math or reading. The scores we report to parents are a national percentile rank, which compares how a child performed on a test relative to students in the same grade who took the test at the same time of year. To determine gifted identification in a specific academic area a nationally-normed achievement test is administered. Examples of such tests are the *terra Nova* and the *Stanford Achievement Test*. These tests are more familiar to most people because they address specific knowledge or skills that have typically been presented to a student in a formal manner.

Ohio Revised Code states a child is identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if, within the preceding 24 months, the child performs at or above the 95th national percentile rank on an approved individual or group standardized achievement test of specific academic ability in that field (mathematics, science, social studies, reading, writing or a combination of both.)

### **What does “percentile” mean?**

The percentile of a data value is the percentage of scores that fall below that data. Percentile is not a raw score percentage. Rather, it is a ranking that compares students in Mason who took the same test at the same time of year to students all over the country who took the test in the norming pool. If a student earns a score of the 80<sup>th</sup> national percentile it does not mean she got 8 out of 10 correct on the test. Rather, it means the student scored higher than 80% of the children in the same grade across the country who took the test at the same time of year. In order for student to be identified as gifted, he or she must earn a score at or above the 95<sup>th</sup> national percentile rank.

## REFERRING YOUR CHILD FOR GIFTED SCREENING AND ASSESSMENT

Parents have the right to request that their child be screened for possible gifted identification. This request is known as a referral. A child may be referred for gifted identification assessment by a parent, sibling, teacher, counselor, /psychologist, administrator, peer, or by self-referral. In Deer Park, we accept all referrals, offering two opportunities to be tested each year for superior cognitive service and specific academic service.

Deer Park Community City School District also honors qualifying scores on state-approved tests that were administered in a prior school setting to students who are new to our district. The district does not require a cognitive test score for opportunities offered at the middle school and high school.

If you have questions related to whether and/or when your child will participate in a gifted assessment, please contact your child's building principal or the district gifted specialist, Mrs. Laurie Stephenson ([stephenson.l@dpcsd.org](mailto:stephenson.l@dpcsd.org))

## STUDENTS WHO ARE NEW TO THE DISTRICT

In accordance with state law, students who are new to the district will be assessed for possible gifted identification within 90 days of the request. However, we strive to complete the tests within 2 to 3 weeks from the date of the request.

All parents of new students are provided with information about gifted testing at the time they register with the district. The registrar will provide parents with a "New Student Gifted Checklist" which can be completed at the time of registration. This form is very important as it will initiate contact from the gifted department to answer questions, discuss the service options, and schedule testing if necessary. A copy of the New Student Gifted Checklist is in the appendix section of this guidebook. If for some reason parents do not complete the New Student Gifted Checklist when registering, then it is important that parents contact the gifted intervention specialist or building principal directly to initiate the process and avoid any delays.

Our first step is to contact the previous school to obtain test records so that we may determine if qualifying scores already exist. Unfortunately, there is no consistent pattern as to how long this takes and in some cases it can take two months. Parents can help speed up the process by either providing copies of test records directly to the building principal or contact the previous school and request that they send the needed information to their child's new school.

Students who enter the district during the school year are also eligible for testing for possible gifted identification. If students enter the district with current, qualifying scores on any state-approved test, the student will be placed in gifted service at the earliest possible time.

If the student arrives in the district without qualifying scores, a family may request that tests be administered to the child, and the district will schedule testing at the earliest possible time. For new students we administer the *OLSAT* for superior cognitive service, the *Stanford Achievement Test* for math, reading, science, and/or social studies specific academic identification. Test results are mailed home within one week of completion of the test, or if a parent prefers to receive the results via e-mail we will be happy to accommodate the request and can send results as a pdf attachment.

## GIFTED IDENTIFICATION IN VISUAL AND PERFORMING ARTS

State law requires school districts to assess nominated students for possible gifted identification in grades K-12 in the visual and performing arts. A nomination is required to start the process. A student may self-nominate, or be nominated by an educator, parent, or peer. Upon receipt of the nomination, we immediately initiate a detailed process aligned with Ohio state law. A summary of the process for each area of identification follows.

**"Visual or performing arts ability"** means ability in areas such as drawing, painting, sculpting, music, dance, or drama.

A student shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the student has done both of the following:

- (1) Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
- (2) Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

The screening and identification process for identifying students gifted in the **visual arts** includes the following components:

1. Nomination of the student for screening/assessment
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student's Display of Work portfolio using an approved scoring rubric.

The screening and identification process for identifying students gifted in **theatre/drama** includes the following components:

1. Nomination of the student for screening/assessment.
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student on a performance evaluation using an approved scoring rubric.

The screening and identification process for identifying students gifted in **music** includes the following components:

1. Nomination of the student for screening/assessment.
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student on a performance evaluation using an approved scoring rubric.

The screening and identification process for identifying students gifted in **dance** includes the following components:

1. Nomination of the student for screening/assessment.
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student on a performance assessment using an approved scoring rubric.

Copies of the rubric used for visual and performing arts identification are available upon request.

## **THE DIFFERENCE BETWEEN “IDENTIFICATION” AND “SERVICE”**

Ohio Revised Code mandates that school districts provide opportunities to assess children for gifted identification. However, once a child is identified as gifted *there is no mandate for service*. The criteria for gifted identification are established by the state, but in accordance with state law, the criteria for qualifying for gifted services in Deer Park Community City School District are established by the district.

Gifted identification and gifted service criteria do not necessarily have to be the same. In Deer Park, once a student is identified as gifted and meets the service criteria, he or she will receive gifted service through grade 6 in the area of his or her identification and in line with our service plan.

Although service is not mandated, fortunately, Deer Park places a high value on meeting all students' needs and recognizes the importance of providing special services to its gifted students. This is why we offer a breadth of services, both in and outside of the general education classrooms, and have a district gifted specialist who works diligently to challenge these children to fulfill their potential.

The Ohio Department of Education has rules that govern the caseload and class size of a gifted specialist. In order to comply with the law we have at times found it necessary to seek waivers which have thus far been approved and this has allowed us to continue our current forms of service. However, waivers are increasingly difficult to get approved and we may at some point be forced to amend the service model or qualifying criteria in order to be in compliance with the law.

## **THE RIGHT OF APPEAL**

Ohio Revised Code establishes the right of parents to appeal test results for gifted identification. Parents may seek an appeal if they believe there was an anomaly that caused their child to not earn a qualifying score. An Appeal form is provided to the parents and they list the reasons for their appeal and send the completed form to the gifted coordinator or principal. The gifted coordinator investigates the appeal to determine if the appeal should be approved or denied. If a gifted identification test appeal is approved a retest is scheduled. If the appeal is not approved the result is final.

An acceleration committee decision may also be appealed by parents. Parents may seek an appeal if they disagree with a committee's decision not to accelerate. An Appeal form is provided to the parents and they list the reasons for their appeal and send the completed form to the gifted coordinator or superintendent's designee - the associate superintendent of curriculum and instruction. The appeal is reviewed objectively and a meeting with the parents is typically scheduled so that we can listen and discuss their concerns prior to making a final decision.

## **CONTINUUM OF SERVICES PROVIDED FOR GIFTED STUDENTS**

Ohio law requires school districts to offer opportunities for identification of gifted students. *However, school districts are not required to provide gifted education services*. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff.

Deer Park Community City School District places high value on gifted service and provides a “continuum of services” to serve the diverse needs of gifted students. We use a variety of approaches to address the unique learning needs of

gifted students, including: challenging units of instruction taught by a licensed gifted specialist in a resource room in grades 4- 6, advanced math courses; differentiated instruction in regular classrooms with support from a gifted intervention specialist; academic enrichment offerings, and Honors and Advanced Placement (AP) courses. We also recognize the unique social and emotional needs of gifted children and we infuse support for their affective needs into our units of study.

Once a child is identified as gifted and earns gifted service at any grade, he or she will continue to receive gifted service in the area of identification through grade 6 and there is no need to re-qualify.

The Deer Park Community City School District provides equitable access to all of our gifted services based on published criteria.

More details about the continuum of services are provided later in this guidebook. Additionally, a general outline of services is noted below:

- **Consultation, Grades K-6:** The Gifted Intervention Specialist (GIS) consults with classroom teachers regarding student needs, resources
- **Clustering, Grades 1 - 6:** Students identified as gifted are cluster grouped in regular education classrooms so appropriate instruction can be more effectively and efficiently provided.
- **Resource Room, Grades 4 - 6:** A resource room is available to students identified as superior cognitive gifted in grades 4 – 6 and meets during the building’s intervention block. Meeting approximately 40 minutes per day, this multi-grade level class focuses upon higher level critical and creative thinking skills, problem solving, and enrichment in the area of Reading/Language Arts.
- **Academic Enrichment, Grade 3:** Identified students are brought together to receive higher level Math enrichment and extension, focusing upon both on and above grade level Mathematics. Grade 3 students meet with the district Gifted Intervention Specialist (GIS) for approximately 3-4 hours per week.
- **Advanced Math, grades 4 - 6:** Students identified as gifted in Math are taught by the district gifted intervention specialist. The focus of the Advanced Math class is for the students at each grade level to demonstrate mastery related to both on grade level Math as well as the next grade level’s Math curriculum. Students meet during their class’s Math class and receive their grade from the gifted intervention specialist.
- **Advanced Placement, Grades 10 – 12:** The Advanced Placement is a program in the United States and Canada created by the College Board offering college-level curriculum and examinations to high school students. American colleges often grant placement and course credit to students who obtain high scores above a certain number on the examinations. Recognized by the Ohio Department of Education as a gifted service, Deer Park City Community Schools does report these classes to the state as a service and students who are identified as gifted in the area of the AP course and/or superior Cognitive do receive Written Education Plans (WEPs).

## CONTINUUM OF GIFTED SERVICES PROVIDED IN THE REGULAR CLASSROOM

Grades K - 6	Grades 7 – 8	Grades 9 - 12
Clustering Differentiation Flexible Grouping Subject/whole grade acceleration	Differentiation Flexible Grouping Honors Classes Single Subject Acceleration	Honors Classes AP Classes Dual Enrollment Post-Secondary Education Option

### DESCRIPTION OF GIFTED PULL-OUT SERVICES

#### **SPECIFIC ACADEMIC ADVANCED MATH SERVICE, GRADES 4 – 6**

This program is characterized by an advanced curriculum and a rapid pace of learning and serves as the student’s daily math class. In 4th through 6<sup>th</sup> grade accelerated math, classes are offered as pull-out programs, taught by the building gifted specialist and serve as the students’ daily math instruction. Students participate in the Advanced Math classes approximately 225 minutes per week in grades 4 – 5, 240 minutes per week in grade 6.

**MINIMUM ENTRANCE CRITERIA:**

- Within the past 24 months: Student must receive a 95th percentile total math achievement test score on the Terra Nova, the Stanford Achievement, or other ODE approved achievement assessment.

**CONTINUING ELIGIBILITY:** Students who enter this program in 4th grade are eligible to continue through grade 6 regardless of any changes to standardized Math scores.

#### **RESOURCE ROOM FOR STUDENTS IDENTIFIED AS SUPERIOR COGNITIVE GIFTED, GRADES 4 – 6**

This program is characterized by focusing on higher level critical and creative thinking skills, problem solving, and Reading/Language Arts enrichment/expansion. Students will consistently be challenged to take their learning to the next higher level, to develop study skills and strategies when facing challenging activities/tasks, and to approach new learning from a shared inquiry approach.

Students meet with the gifted intervention specialist in a multi-age classroom that meets during the building’s Intervention Bell.

**MINIMUM ENTRANCE CRITERIA:**

- Within the previous 24 months student must have received an ability score of 2 standard deviations above the mean minus the standard error of measure on a state approved ability assessment. Typically, Deer Park administers the Inview requiring a score of 128 or the OLSAT, requiring a score of 126.

**CONTINUING ELIGIBILITY:** Students who enter this program in 4th grade are eligible to continue through grade 6 regardless of any changes to standardized test scores unless the parents and the teacher determine otherwise.



## **ADDITIONAL INFORMATION RELATED TO ELEMENTARY GIFTED PULL-OUT GIFTED SERVICES:**

Students who participate in elementary gifted services learn among a group of students who share their high ability. Instruction is provided by the building gifted specialist. Students receiving these services are selected on the basis of achievement and/or ability tests.

Research documents that the opportunity for spending time in a group completely comprised of gifted students provides exciting academic opportunities and a high level of intellectual challenge. In addition, being with a group of academically and/or intellectually similar peers provides a significant level of social and emotional support.

## **WRITTEN EDUCATION PLANS**

Written Education Plans (WEPs) are required by the state of Ohio to document that the unique needs of the gifted students are being met. WEPs set the overall plan for the year, listing goals, concepts, and skills to be addressed. They are written in general terms, but also include specific activities and/or objectives related to the specific needs of individual students.

WEPs are distributed to the students' general education teachers and shared with the student and families. Copies of all WEPs are maintained in the student files in the main office. The GIS will have individual copies of student WEPs on file as well.

## **PROCEDURE FOR WITHDRAWAL FROM GIFTED PROGRAMS**

### **TEACHER INITIATED WITHDRAWAL:**

Any time a student is having difficulty in a gifted service/program, the gifted intervention specialist (GIS) will contact the parent to initiate discussion of the issues and possible solutions. Samples of work will be collected, an intervention process begun, and possible interventions identified with an implementation and timeline established by the student's education team. If withdrawal is a consideration, the summary of that meeting will be placed in writing for future reference/discussion. Documentation of the intervention meeting is to be maintained in the student's folder and/or a location designated by the student's building principal. If the difficulties continue after implementation of interventions, the recommendation may be made to withdraw the student from the receipt of services. The student may re-enter gifted services in the future if it is determined de/she is ready to participate.

### **PARENT INITIATED WITHDRAWAL:**

If parents request, students shall be withdrawn from the Deer Park Community City School District gifted programs according to the following procedures:

- Parents shall complete the Parent Withdrawal Request form and submit to building principal and district designated administrator in charge of overseeing gifted services.
- The building principal, GIS, and district designated administrator in charge of overseeing gifted services will review the request form and meet to discuss student's progress in the program.
- The GIS will discuss the situation with the classroom teacher.

- The building principal will convene a meeting with the parent, the GIS, the classroom teacher, and the student if family desires.
- If, after the conference, the parent chooses to withdraw the student, the parent will be asked to sign a Withdrawal Agreement form (see Appendix for form).
- The student is withdrawn from gifted services and rescheduled into the general education classroom.

## **ACCELERATION**

“Acceleration” is placement in an advanced level class or grade, or in other words, acceleration is skipping a grade. Parents of gifted students consider acceleration for a variety of reasons and the district does accelerate students when appropriate after a careful evaluation of the student’s level of performance and readiness.

There are four forms of acceleration, including; early entrance to kindergarten, whole-grade acceleration (“grade skipping”), acceleration in individual subject areas, referred to as single subject acceleration, and early high school graduation. Parents considering acceleration should contact the district gifted coordinator, Laurie Frank, or their child’s principal for information about referring the child for evaluation.

For whole-grade acceleration, the district uses the *Iowa Acceleration Scale*, an ability assessment and standardized achievement and aptitude tests, as a guide to evaluate a student. The IAS involves 3 main areas of testing: cognitive ability, academic achievement, and aptitude. The testing is extensive but skipping a grade literally affects a child and a family for the remainder of the child’s life, so we proceed openly and cautiously with great care to make sure the right decision is made for the child. Upon request for acceleration, a committee is formed and the IAS is initiated. The committee consists of the parents, principal or designee, classroom teachers involved with the child, gifted specialist, gifted coordinator, counselor, and anyone else who can provide valuable input. The gifted coordinator completes the IAS and shares the information with the committee so that an informed decision can be made. If a child is accelerated, it is best to evaluate at the end of a school year so the accelerated placement can begin in the fall when a new school year starts. However, acceleration is not limited to end of year evaluation.

Early entrance to kindergarten also involves the use of the *Iowa Acceleration Scale* and personnel also take great care to make certain a child is placed properly with the greatest chance of success.

Single-subject acceleration is most commonly done in math. Parents may request single-subject acceleration by first contacting the building principal to set up a meeting to discuss the reasons acceleration is being requested. Once the evaluation process begins a series of on-grade level and above-grade level tests are administered to determine if the student is ready to skip a grade of instruction. If approved, at times this can mean the student spends a part of a day in two buildings, but the district makes every effort to accommodate the student’s needs with minimal impact on the school day. An example of single-subject acceleration would be a sixth grader taking seventh grade honors math. The student would spend the bulk of her day with grade level peers but would go to a seventh grade classroom for math instruction.

All forms of acceleration include the use of a **Written Acceleration Plan (WAP)**. The WAP is similar to a WEP in that it is a detailed plan for how the district will support the student to place her/him in the most successful situation possible.

All cases of acceleration when approved involve a trial period, the length of which is determined by the principal or acceleration committee.

Testing begins with an intelligence test and it is recommended that a **WISC** be administered, but in the absence of that, an *InView* or *OLSAT* is acceptable. It should be noted, the *OLSAT* is not recommended for use because of its relative ease and its low cut score for gifted identification. Achievement testing involves completion of on-grade level achievement test. Achievement test results that are even one year old should not be used. Aptitude testing typically involves an achievement test 2 levels up. It is important to use two levels up because the IAS has questions that carry over from one level to the next and the idea of an aptitude test is to see how a child performs on a test covering material that has NOT been formally taught.

The testing process can take a month to complete.

Many gifted high school students can benefit from the Post-Secondary Enrollment Options Program (PSEO), which allows high school students to take courses from community colleges, as well as colleges and universities. Often, these students can simultaneously earn high school and college credit. School guidance counselors can provide more information about PSEO.

Know that we will listen to and work with you to help you make the best decision for your child.

## RESOURCES AND WEBSITES

There are countless book, websites, activities and apps available to help parents and children.  
Listed below are some of the key sites, books, movies, and apps.

### Books

[A Parent's Guide to Gifted Children](#)

Webb, Gore, Amend, and Devries

[Bright Not Broken: Gifted Kids, ADHD, and Autism](#)

Kennedy, Banks, and Grandin

[The Gifted Kids' Survival Guide](#)

Galbraith and Delisle

[Gifted Parent Groups: The SENG Model](#)

DeVries & Webb

[Living With Intensity](#)

Daniels and Piechowski

[Some of My Best Friends are Books](#)

Halsted

This book has many books for children nicely organized by topic or theme.

### Websites for Parents

Davidson Institute

<http://www.davidsongifted.org/>

Hoagies

<http://www.hoagiesgifted.org>

Johns Hopkins Center for Talented Youth

<http://cty.jhu.edu>

Ohio Association for Gifted Children

<http://oagc.com>

National Association for Gifted Children

<http://www.nagc.org>

Northwestern Center for Talent Development

[www.ctd.northwestern.edu](http://www.ctd.northwestern.edu)

SENG – Supporting Emotional Needs of the Gifted

<http://www.sengifted.org>

Sylvia Rimm

<http://www.sylviarimm.com>

### Website Lessons, Activities, and Games

Battleship

[www.dkmssoftware.com/yubotu.htm](http://www.dkmssoftware.com/yubotu.htm)

Brainy Toys for Kids

<http://www.mindware.com>

Grid Works

<http://www.puzzles.com/products/GridWorks/PlayOnline.htm>

Khan Academy

<http://www.khanacademy.org/>

Kids Geography

<http://www.kidsgeo.com>

<http://www.kidsgeo.com/geography-games/>

The Kidz Page

<http://thekidzpage.com/>

Lumosity

<http://www.lumosity.com>

Mastermind

<http://www.vtaide.com/png/lesol/games/mastermind/mastermind.html>

Math Activities for All Grades

<http://www.ixl.com/math/>

Othello

<http://www.vtaide.com/png/lesol/games/othello/othello.html>

Puzzles

<http://www.puzzles.com>

<http://www.puzzles.com/products/RushHour/RHfromMarkRiedel/Jam.html>

Set

<http://www.setgame.com>

Tower of Hanoi

<http://www.mazeworks.com/hanoi/index.htm>

U.S. Government for Kids

<http://bensguide.gpo.gov/>

### Apps

Art Studio

Dictionary

Evernote

LogiGrid Logic

Logic Puzzles

Lumosity

MathLands

Nations

Qwizful

Set

State Names

Ted

Think About It

This Day |

Wiki

### Movies

*Temple Grandin*

*Little Man Tate*

*Finding Forester*

*Searching for Bobby Fischer*

*Matilda*

## APPENDIX

- Forms
  - New Student Gifted Checklist
  - Acceleration Request Form
  - Appeal
  - Withdrawal from Gifted Services
  
- Glossary of Terms



**Deer Park  
Community  
City Schools**

**NEW STUDENT GIFTED CHECKLIST**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_

Grade Level \_\_\_\_\_ for school year \_\_\_\_\_ School \_\_\_\_\_

Parent(s)/Guardian(s) Name \_\_\_\_\_

Address \_\_\_\_\_

**E-mail** \_\_\_\_\_

Please check the following if applicable:

- \_\_\_\_\_ My child has previously been in a gifted program.
- \_\_\_\_\_ My child has taken a national achievement and/or ability test.
- \_\_\_\_\_ My child has had an Individual Intelligence Test.
- \_\_\_\_\_ I would like my child's records checked for identification/qualification for gifted services.
- \_\_\_\_\_ I would like my child to take the appropriate gifted identification tests.

\_\_\_\_\_  
Parent / Guardian Signature                      Date                      Daytime Phone Number

To request the administration of a test for gifted identification, please contact your child's school principal. If you have copies of records of tests administered we will review them to determine if your child already qualifies.

Thank You.



# Deer Park Community City Schools

## REQUEST: WHOLE-GRADE OR SINGLE SUBJECT ACCELERATION EVALUATION

Deer Park Community City School District Policy provides for the evaluation of requests for whole-grade and single subject acceleration. Requests for evaluation of acceleration must be made in writing and signed by a parent or legal guardian of the student.

This form may be used to present your request for evaluation of acceleration. Once the form is returned, the principal will hold a preliminary meeting with the parents. The district gifted specialist will gather data and schedule tests as necessary for evaluation. If the evaluation is to move forward the principal will schedule a meeting to review the request with some or all of the following people: parent(s)/guardian(s), principal, receiving principal when appropriate, district gifted administrative support person, curriculum leaders, current classroom teacher, possible receiving classroom teacher, gifted intervention specialist, school psychologist, counselor, and others as necessary.

Return the completed form to the building principal.

---

Student Name \_\_\_\_\_ ID \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Current Grade Level \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

Area of acceleration requested: \_\_\_\_\_ Whole-Grade \_\_\_\_\_ Single Subject (Subject : \_\_\_\_\_)

Parent(s)/Guardian(s) Name \_\_\_\_\_ Telephone: \_\_\_\_\_

Parent e-mail \_\_\_\_\_

Please summarize your reasons for the request below.



# Deer Park Community City Schools

## GIFTED IDENTIFICATION/SERVICES APPEAL

Ohio Revised Code 3324.04 requires districts to give parents the opportunity “to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services.”

This form may be used to present your appeal concerning gifted identification/services. Once the form is returned, the District designated Administrator in charge of gifted and the building principal will schedule a meeting to review the appeal with the some or all of the following people: Parent(s)/Guardian(s), Principal, Gifted Intervention Specialist, School Psychologist, Counselor, District designated Gifted Coordinator, and, if needed, the Classroom teacher.

If you have questions, please contact your building principal. Return the completed form to your child’s building principal or attach it to an e-mail.

Student Name:

Grade Level:

Parent Name:

School:

Homeroom Teacher:

Telephone:

e-mail address:

Please summarize your concerns below. Please be specific.

Signature \_\_\_\_\_ Date \_\_\_\_\_





**Deer Park  
Community  
City Schools**

**REQUEST FOR WITHDRAWAL/REFUSAL OF SERVICE**

Grade Level \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

This is a request to withdraw my child \_\_\_\_\_  
from gifted services.

Reason for withdrawal (optional):

Parent/Guardian Signature and Date

\_\_\_\_\_

Gifted Specialist and Date

\_\_\_\_\_

Gifted Coordinator and Date

\_\_\_\_\_

Note: If a student decides to withdraw, he or she may return to gifted services at a later date to be determined.

## GLOSSARY OF TERMS

**Ability Test:** A measure of intellectual potential commonly used to identify students for gifted services. The CogAT, OLSAT, and NNAT2 are examples of ability tests.

**Acceleration:** Also known as grade advancement. Skipping a grade. There are four forms of acceleration: early entrance to kindergarten, single-subject, whole-grade, and early graduation.

**Achievement Test:** A measure of knowledge and previous learning. Achievement tests measure what a person knows or has learned in a particular subject area, such as math, reading, history, etc. The Iowa, MAP, and Stanford are examples of nationally-normed achievement tests. An end of unit classroom test is an example of a criterion-referenced achievement test.

**Aptitude:** An inherent ability for learning. Aptitude is readiness to learn and perform well in a particular situation.

**Aptitude Test:** A measure used to predict achievement prior to instruction using a combination of native and acquired abilities. The *InView* is an aptitude test that predicts achievement on the Terra Nova. An aptitude test is also considered an above grade level test, such as a fifth grade student taking EXPLORE, which is typically taken in 8<sup>th</sup> grade.

**Bloom's Taxonomy:** a classification of learning objectives divided into three domains: cognitive, affective, and psychomotor, proposed by Benjamin Bloom and others in 1956 and updated in 2000. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at the lower levels. The cognitive domain has six levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

**Creative thinking:** Characterized by being original, imaginative, and innovative. Specific thought processes which improve the ability to be creative and generate new ideas. The ability to think of original, diverse, and elaborate ideas. It is a way of looking at problems or situations from a fresh perspective with unorthodox solutions. A series of mental actions which produce changes and developments of thought. The process of exploring multiple avenues of actions or thoughts. Creative thinking can be stimulated by brainstorming, divergent thinking, risk taking, and lateral thinking.

**Critical thinking:** Steven Lee, author of [What is Argument?](#) defines it as: "Critical thinking is reasoning. It involves seeking to establish whether claims are true by considering reasons that may show those claims to be true or to show how they are true. Reasons are themselves claims. Therefore, critical thinking involves considering various claims and determining how some of them may show others to be true." R.H. Ennis, a noted authority in gifted education has defined critical thinking as "Critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do." Critical thinking is the process of analyzing, synthesizing, and evaluating information. It is purposeful, reflective judgment about what to believe as true or not true. The main skills involved in critical thinking are identifying the reasoning of others, evaluating the reasons of others, and creating reasoning or arguments on your own. Students enhance their understanding of critical thinking by recognizing the meaning of concept, inference, analyzing, assumptions, making predictions, debating, classification, determining cause and effect, applying inductive and deductive thinking, and/or generalization to a

variety of complex issues or problems. One of the primary goals of the gifted department is to enhance the critical thinking skills of gifted students. This means we will challenge their opinions and assumptions to help them determine the reasoning for their thoughts.

**Differentiated Instruction:** Instruction that focuses on the abilities, strengths, and specific needs of individual learners. DI involves modifying curriculum and instructional strategies in content, pacing, and/or product to meet unique needs in the classroom. DI can/should be practiced in both the regular classroom and in a gifted resource room.

**Elaboration:** The process of filling in details, developing ideas, or bringing an abstract concept to life.

**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 division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

**National percentile rank:** A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, a test score of 75<sup>th</sup> NPR means a student scored higher than 75% of the students in the norming pool who took the same test at the same time of year. A student must score at or above the 95<sup>th</sup> national percentile rank on norm-referenced tests such as the Iowa to be identified as gifted in a specific academic area.

**Norm Group:** Also known as standardization group. It consists of students/people selected to be representative of specified populations.

**Norm-referenced assessment:** Refers to the process of comparing one test-taker to his or her peers. Comparing a student’s score with the scores of other students obtained on the same test. Examples are college entrance exams such as the SAT, as well as tests used for gifted identification such as the Terra Nova, the InView, OLSAT, etc.

**Problem solving;** a series of steps that identify and define a problem, explore options for solutions, carry out the planned solution, and evaluate the effects of the solution. An acronym created by Mike Eisenberg (Dean Emeritus and Professor - University of Washington Information School) Bob Berkowitz (School Library Media Specialist with the Wayne Central School District, Ontario Center, NY) . The Big6 is a six-stage process model of how people of all ages solve an information problem. It is a systematic approach to information problem-solving that relies upon critical thinking skills.

The Big6™ consists of six stages:

1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of Information
5. Synthesis
6. Evaluation

**Raw Score:** The number of questions answered correctly.

**Scaled Score:** The scaled score system links together all levels of a test, yielding a continuous scale that makes it possible to compare the performance of students taking different levels of the same test.

**Standard Age Score (SAS):** A normalized standard score scale produced by the CogAT that is similar to but not the same as an IQ. It permits educators to compare the rate and level of cognitive development of an individual to other students in the same age group. The mean score on the CogAT or any similar ability test is 100. To be identified as gifted, a student must earn a score at or above two standard deviations above the mean, minus a standard error of measurement. A standard deviation is 16 points and a standard error of measurement is 4 points on the CogAT. Therefore, the qualifying score to be identified as gifted via the CogAT is 128.

**Standard Deviation:** A measure of how much the data in a certain collection are scattered around the mean. A standard deviation on a cognitive test such as the CogAT is 16 points. A student is identified as gifted if he or she scores two standard deviations above the mean, which is 100, minus a standard error of measurement, which is 4 points in the case of the CogAT.

**Stanine:** The stanine scale is a normalized standard score scale consisting of nine broad levels designated by the numbers 1 through 9. The stanine score indicates a student's level of ability compared with other students of the same age. Stanine scores range from 1 to 9. The average is 5, while scores of 7, 8, or 9 are above average. The major advantage of stanines is that the broad groupings discourage over interpretation of small, insignificant differences among test scores.

**Social and Emotional:** Students enhance their understanding of social communication, developing an identity, building relationships, perfectionism, underachievement, empathy, self-efficacy, self-image, and self-esteem.

**Test Norms:** Statistical descriptions, such as score distributions, expressing the characteristic performance of a specified group or population with respect to a particular measure.

**Twice Exceptional:** Students who are identified as gifted in one or more areas of exceptionality and also identified with a disability as defined by federal/state criteria. An example would be a gifted student who is also autistic. The gifted department embraces the opportunity to serve twice exceptional students.

**Underachievement:** Students who do not achieve relative to their ability or IQ. It is difficult to precisely measure underachievement because some students who show no discrepancy between an ability test score and an achievement test score can still underachieve in the classroom if they earn poor grades. To quantify underachievement, though, if a student earns an achievement test score that is two stanines below his/her composite ability test score then the student would have underachieved on the achievement test. When using this formula the composite, not an individual battery score is used.