

## Gifted Identification

The district uses tests for screening and gifted identification that are approved by the Ohio Department of Education and Workforce.

### Superior Cognitive Ability

- Cognitive Abilities Test
- Naglieri Nonverbal Ability Test (\*\*Administered in the fall to all students in grades 2 and 5)
- Raven Progressive Matrices
- Woodcock Johnson Test of Ability

*Required scores are set by the state and vary according to the assessment and child's age.*

### Specific Academic Ability

- MAP Growth (\*\*Grades 2-10 only)
- Iowa Assessments
- Woodcock Johnson Test of Achievement
- PSAT, SAT, and ACT

*The state has set gifted identification with a score of 95th percentile compared to national norms.*

### Creative Thinking

- The cognitive ability assessments listed above
- Scales for Rating the Behavioral Characteristics of Superior Students
- Gifted and Talented Evaluation Scales
- Gifted Rating Scales

*Required scores are set by the state and vary according to the assessment and child's age.*

### Visual and Performing Arts (VPA)

- Scales for Rating the Behavioral Characteristics of Superior Students
- Gifted Rating Scales
- Gifted and Talented Evaluation Scales
- ODE Performance Rubrics

*Required scores are set by the state and vary according to the arts domain, assessment, and child's age.*

*Referrals for testing of students in grades K-12 are accepted August 1 to September 10 for fall testing and January 1 to April 10 for spring testing. VPA referrals are accepted in November for winter/spring evaluations. Students who are new to GJPS may be tested within 90 days of enrollment at the family's request. Referrals are not accepted for testing in reading and math for students in grades 2-11 due to existing group testing at those levels.*

## Gifted Services

Ohio law requires districts to identify students who are gifted but does not require districts to serve all students with gifted identification with special programming. GJPS provides services to students in grades 3 and up depending on areas of identification and other factors described here.

GJPS will send an annual notice each winter/spring to families of all identified gifted students regarding any service eligibility for the following school year. In accordance with Ohio Administrative Code, these notices are sent even if a student is not eligible for formal gifted services.

All regular classroom teachers who provide services to gifted students are required to receive professional development in eight gifted competencies.

## Written Education Plans

Written Education Plans (WEP) are created for students receiving formal, state-recognized gifted services as described in this document. These plans are created by teachers each fall and distributed to families around the end of the first quarter. Each plan includes the service provided, the area of gifted identification served, plus one or two goals related to the area of giftedness and the type of service provided. Progress is reported throughout each semester via paper or electronic means. WEPs written for students with multiple areas of identification will only include goals and progress measures for identification areas specifically aligned to the service provided.

## Elementary School Services

GATE is offered at Goshen Lane Elementary and High Point Elementary.

Tier II services are offered at all elementary schools.

- *GATE Math* - Grades 3-5. Requires superior cognitive ability *and* math identification. Students leave their homeroom for instruction that is provided by a Gifted Intervention Specialist (GIS) in an alternate setting. The curriculum will be compacted and accelerated. By the end of fifth grade they will have learned more than half of the regular seventh grade material.
- *GATE Reading* - Grades 4-5. Requires superior cognitive ability identification. Students receive supplemental reading instruction provided by a Gifted Intervention Specialist (GIS) in a resource room setting. Curriculum is enriched and/or extended as appropriate.
- *Tier II Math* - Grades 4-5. Requires superior cognitive ability *or* math identification. Students are specifically clustered with other Tier II Math students in a regular classroom setting. A regular classroom teacher delivers the instruction that is differentiated and enriched as needed. A gifted specialist supports the classroom teacher as needed.
- *Tier II Reading* - Grades 4-5. Requires superior cognitive ability *or* reading identification. Students are specifically clustered with other Tier II Reading students in a regular classroom setting. A regular classroom teacher delivers the instruction that is differentiated and enriched as needed. A gifted specialist supports the classroom teacher as needed.

## Middle School Services *(all middle schools)*

- **ACE Math** - Grades 6-7. These accelerated courses are taught by a regular classroom teacher. ACE 6/7 covers all of 6th grade and most of 7th grade math. ACE 7/8 covers the rest of 7th grade and all of 8th grade math.
  - Rising 6th grade students must meet one of the following criteria:
    - 85th percentile math MAP test average from past 1 year
    - 85th percentile math MAP test average from past 2 years
    - 80th percentile math MAP test average from past 1 year AND cognitive score of 110 or higher
    - 80th percentile math MAP test average from past 2 years AND cognitive score of 110 or higher
    - 75th percentile math MAP test average from past 1 year AND cognitive score of 115 or higher
    - 75th percentile math MAP test average from past 2 years AND cognitive score of 115 or higher
  - Students must be tested through the acceleration process to enter in 7th grade.
  - **Progression of MS/HS Math Classes**
    - ACE 6/7 math
    - ACE 7/8 math
    - Honors Algebra I (Students can enter in 9th grade if they did not take ACE Math in MS)
    - Honors Geometry
    - Honors Algebra II
    - Honors Pre-Calculus
    - AP Calculus AB
    - AP Calculus BC
- **ACE ELA** - Grades 6-8. Requires superior cognitive ability *or* reading identification (grade 6 only, grade 7/8 open to anyone interested). A regular classroom teacher delivers instruction that is differentiated and enriched as needed.

## High School Services

- **Advanced Placement** - Grades 9-12. Open to all students, this counts as a gifted service for superior cognitive ability or the subject area of the class. Year-long classes using College Board curriculum equivalent to freshman college level courses. Students have the potential to earn college credit based on scores on an end of year exam.
- **College Credit Plus** - Grades 9-12. Open to all students, counts as a gifted service for superior cognitive ability or the subject area of the class. True college courses taken with local universities.

### Opting Out or Withdrawing From Service

Students will automatically be placed in the gifted services for which they are eligible. However, families may decline gifted services if they choose. Families who wish to either decline or withdraw their student from gifted services must submit a signed gifted service withdrawal form to [gjpsgifted@gjps.org](mailto:gjpsgifted@gjps.org). Families are strongly encouraged to work with school staff to develop a plan of support and intervention for the student prior to withdrawal. Once a student declines or withdraws from a gifted service for the year, they may not return to that service that same year. However, the student may participate in any service for which they are eligible the next school year.

### Resources

- Ohio Association for Gifted Children - [www.oagc.com](http://www.oagc.com)
- Supporting Emotional Needs of Gifted - [www.sengifted.org](http://www.sengifted.org)

## Gahanna-Jefferson Public Schools Gifted and Talented Department



***Gahanna-Jefferson Public Schools is dedicated to the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential. GJPS recognizes that a number of students in our schools have capabilities that far exceed those of their peers' age and the district encourages, fosters, and supports educational efforts to meet the educational and social emotional needs of the gifted and talented population.***

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