

	<p>Form 8 Grades 2, 7, 11: 125 Grades 3-6, 8-10, 12: 126</p>	<p>Form 8 Grades 2, 7, 11: 127 Grades 3-6, 8-10, 12: 128</p>	<p>Superior Cognitive Ability. This score is most appropriate for English Learners and/or students with serious reading disabilities (Dyslexia) when administering test levels 9-17/18.</p>
	<p style="text-align: center;">VN</p> <p>Form 7 Grade K: 124 Grades 1, 5, 8-11: 125 Grades 2-4, 6-7, 12: 126</p> <p>Form 8 Grade K-1: 124 Grades 2, 5-8, 11: 125 Grades 3-4, 9-10, 12: 126</p>	<p style="text-align: center;">VN</p> <p>Form 7 Grade K: 126 Grades 1, 5, 8-11: 127 Grades 2-4, 6-7, 12: 128</p> <p>Form 8 Grade K-1: 126 Grades 2, 5-8, 11: 127 Grades 3-4, 9-10, 12: 128</p>	<p>The CogAT VN composite (Verbal – Nonverbal) is approved for identifying students for Superior Cognitive Ability in grades K-12. This score is most appropriate for use when identifying students with serious mathematics learning disabilities (dysgraphia).</p>
	<p style="text-align: center;">VQ</p> <p>Form 7 Grade K: 124 Grade 1: 125 Grades 2-12: 126</p> <p>Form 8 Grades K-2: 124 Grades 3-4, 6-12: 126 Grade 5: 125</p>	<p style="text-align: center;">VQ</p> <p>Form 7 Grade K: 126 Grade 1: 127 Grades 2-12: 128</p> <p>Form 8 Grades K-2: 126 Grades 3-4, 6-12: 128 Grade 5: 127</p>	<p>The CogAT VQ composite (Verbal – Quantitative) is approved for identifying students for Superior Cognitive Ability in grades K-12. This score is most appropriate for use when identifying students with nonverbal learning disabilities.</p>
	<p style="text-align: center;">Nonverbal (N)</p> <p>Form 7 Grade 2: 125 Grades 3-7: 124</p> <p>Form 8 Grades 2, 4-7: 124 Grade 3: 125</p>	<p style="text-align: center;">Nonverbal (N)</p> <p>Form 7 Grade 2: 127 Grades 3-7: 126</p> <p>Form 8 Grades 2, 4-7: 126 Grade 3: 127</p>	<p>The CogAT Nonverbal battery score (N) is approved for identifying students for Superior Cognitive Ability in grades 2-7 (Test Levels 8-13/14). This score is most appropriate for use when identifying English Learners and students with serious mathematical and/or reading disabilities.</p>

Wechsler Intelligence Scale for Children (WISC-V), 5th Edition Individual Only	Full-Scale IQ Ages: 6-16: 125	Full-Scale IQ Ages: 6-16: 127	Use NVI, GAI, VEI, EFI when appropriate
Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Individual Only	Ages: 5-10 & 13-18: 125 11-12: 124	Ages: 5-10 & 13-18: 127 11-12: 126	Use Gf-Gc Composite when appropriate

Specific Academic Ability
Assessments Springfield administers that provide for specific academic ability identification
(provide at least two for assessment and reassessment purposes)

Assessment	Screen Score	ID Score	Additional Information
Star Math Online Group and Individual	Grades 1-12 93rd percentile	Grades 1-12 95th percentile	
STAR Reading Online Group and Individual	Grades 3-12: 93rd Percentile	Grades 3-12: 95th Percentile	
The ACT Online Group and Individual	Grades 11-12: 94th Percentile	Grades 11-12: 95th Percentile	Use scores for English, Math, Reading, Science and Writing National Percentiles from the score report only
The Iowa Assessments Forms E and F	Grade: K: 93rd Percentile	Grade: K: 95th Percentile	Math & Reading only

<p>Complete Battery</p> <p>Online or paper administration</p> <p>Group and Individual</p>	<p>Grades 1-12: 93rd Percentile</p>	<p>Grades 1-12: 95th Percentile</p>	<p>Math, Reading, Science & Social Studies</p>
<p>Woodcock-Johnson Tests of Achievement (WJ IV)</p> <p>Online or paper administration</p> <p>Individual Only</p>	<p>Grades K-12: 93rd Percentile</p>	<p>Grades K-12: 95th Percentile</p>	<p>Use scores for Broad Reading, Broad Writing, and/or Broad Math</p>

<p align="center">Creative Thinking Ability</p> <p align="center">Assessments Springfield administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes)</p>			
Assessment	Screen Score	ID Score	Additional Information
<p>Cognitive Abilities Test (CogAT)</p> <p>Form 7 or 8</p> <p>Online or paper administration</p> <p>Group and Individual</p>	<p>VQN</p> <p>Form 7 Grades K-1: 110 Grades 2, 4-12: 111 Grade 3: 112</p>	<p>VQN</p> <p>Form 7 Grades K-1: 111 Grades 2, 4-12: 112 Grade 3: 113</p>	<p>Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries</p> <p>Use when appropriate as specified in the technical manual and publisher guidance</p>
	<p>QN</p> <p>Form 7 Grades 2-12: 111</p>	<p>QN</p> <p>Form 7 Grades 2-12: 112</p>	
	<p>Form 8</p>	<p>Form 8</p>	

	<p>Grades 2, 7, 11: 110 Grades 3-6, 8-10, 12: 111</p>	<p>Grades 2, 7, 11: 111 Grades 3-6, 8-10, 12: 112</p>	
	<p style="text-align: center;">VN</p> <p>Form 7 Grade K: 109 Grades 1, 5, 8-11: 110 Grades 2-4, 6-7, 12: 111</p> <p>Form 8 Grade K-1: 109 Grades 2, 5-8, 11: 110 Grades 3-4, 9-10, 12: 111</p>	<p style="text-align: center;">VN</p> <p>Form 7 Grade K: 110 Grades 1, 5, 8-11: 111 Grades 2-4, 6-7, 12: 112</p> <p>Form 8 Grade K-1: 110 Grades 2, 5-8, 11: 111 Grades 3-4, 9-10, 12: 112</p>	
	<p style="text-align: center;">VQ</p> <p>Form 7 Grade K: 109 Grade 1: 110 Grades 2-12: 111</p> <p>Form 8 Grades K-2: 109 Grades 3-4, 6-12: 111 Grade 5: 110</p>	<p style="text-align: center;">VQ</p> <p>Form 7 Grade K: 110 Grade 1: 111 Grades 2-12: 112</p> <p>Form 8 Grades K-2: 110 Grades 3-4, 6-12: 112 Grade 5: 111</p>	
	<p style="text-align: center;">Nonverbal (N)</p> <p>Form 7 Grade 2: 110 Grades 3-7: 109</p> <p>Form 8 Grades 2, 4-7: 109 Grade 3: 110</p>	<p style="text-align: center;">Nonverbal (N)</p> <p>Form 7 Grade 2: 111 Grades 3-7: 110</p> <p>Form 8 Grades 2, 4-7: 110 Grade 3: 111</p>	
<p>Wechsler Intelligence Scale for Children (WISC-V), 5th Edition</p> <p>Individual Only</p>	<p>Full-Scale IQ Ages: 6-16: 111</p>	<p>Full-Scale IQ Ages: 6-16: 112</p>	<p>Use NVI, GAI, VEI, EFI when appropriate</p>

Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Individual Only	Ages: 5-10 & 13-18: 111 11-12: 110	Ages: 5-10 & 13-18: 112 11-12: 111	Use Gf-Gc Composite when appropriate
AND			
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Creativity checklist component for Creative Thinking Ability
OR			
Gifted Rating Scales, 2nd Edition (GRS-2) Individual Only	Grades K-12 T Score of 60-65	Grades K-12 T Score of 66	Use for behavioral checklist component for Creative Thinking Ability

**Visual and Performing Arts Ability:
DANCE**

Assessments Springfield administers that provide for visual and performing arts in Dance identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.

Ohio Checklist of Artistic Behavior - DANCE Individual Only	Grades 9-12 Ages: 14.0-18.11 Score: 29-31	Grades 9-12 Ages: 14.0-18.11 Score: 32	Use for behavioral checklist component for Visual or Performing Arts Ability identification - Dance Only
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Dance Individual Only	Grades: K-12 20-25	Grades: K-12 26	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

**Visual and Performing Arts Ability:
DRAMA**

Assessments Springfield administers that provide for visual and performing arts in Drama identification
(provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent Checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Drama/Theatre Individual Only	Grades: K-12 16 -19	Grades: K-12 20	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

**Visual and Performing Arts Ability:
MUSIC (INSTRUMENTAL AND/OR VOCAL)**

Assessments Springfield administers that provide for visual and performing arts in Music identification
(provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Music Individual Only	Grades: K-12 14-17	Grades: K-12 18	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

**Visual and Performing Arts Ability
VISUAL ARTS**

Assessments Springfield administers that provide for visual and performing arts in Visual Arts identification
(provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.
GRS-2 (Gifted Rating Scales,	Grades K-12	Grades K-12	Use for behavioral checklist

2nd Ed.) - Checklist Individual Only	T score: 60-65	T score: 66	component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
AND (if the student has a qualifying score above)			
Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Visual Art Individual Only	Grades: K-12 16-20	Grades: K-12 21	Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Whole Grade Screenings		
Type of Assessment	Content Area(s)	Grade Level(s)
Whole-Grade Assessments	Superior Cognitive Creative Thinking Math Reading	2, 6
Whole-Grade Assessments	Math (STAR Math)	3-4
Whole-Grade Assessments	Reading (STAR Reading)	3-4
Whole-Grade Assessments	English, Math, Reading, Science & Writing	11
Individually-administered (or small group) Assessments (based on referrals)	Superior Cognitive, Specific Academic: Reading, Math, Science, Social Studies, Creative Thinking	K-12
Audition, performance	Visual & Performing Arts	K-12
Display of work	Visual & Performing Arts	K-12
Exhibition	Visual & Performing Arts	K-12
Checklists	Creative Thinking	K-12

	Visual & Performing Arts	
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Referrals

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 members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the Springfield will:

- Follow the process as outlined in Springfield’s Gifted Education Plan and
- Notify parents of screening or assessment results and identification within 30 days.

Scheduling Procedures for Administering Assessments

Springfield notifies parents for/of:

- Scheduling of assessments, including whole-grade screenings
- Assessment results (within 30 days of receipt)
- Appeals procedures related to assessments and results

Screening

Springfield 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 the cut-off scores specified in the Department of Education and Workforce guidance, the identification decision is made, and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student’s K-12 school experience.

Reassessment

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

Springfield accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education & Workforce, provided by other schools and/or trained personnel outside the school district.

Transfer

Springfield ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Assigned district personnel review incoming student permanent records for the following:

- Gifted Identification/Testing Records – If assessments or scores used are not approved by the Ohio Department of Education & Workforce, then the parent will be contacted.
- Assessment results approved for use by the Ohio Department of Education & Workforce to identify giftedness in students.
- Placement of the student in services that match, if applicable, the child's identified area.

Appeal Procedures

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).

Equitable Practices

Springfield 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.

- Assessments are administered using the accommodations in a student’s Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test’s allowable accommodations, a comparable approved assessment instrument shall be used; and
 - ◆ are selected and administered to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student’s disability or impaired sensory, manual or speaking skills.
 - ◆ are provided and administered in the student’s native language or other modes of communication if English is a barrier to the student’s performance or if requested by the parent;
- Springfield uses or eliminates subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Springfield selects instruments that allow for equitable identification of underrepresented populations (Minority students, economically disadvantaged students, students with disabilities, and English learners).
- Springfield does not alter identification criteria other than those established in the Ohio Revised Code and Ohio Administrative Code.
- Assessments are administered by a trained individual in conformance with the instructions provided by their publisher.
- Assessments have been validated for the specific purpose and populations for which they are used and measure the specific area(s) of gifted ability.
- Allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners.

Gifted Education Services

District Name for Service	Service Setting	Grade Level(s)	Criteria for Service	Service Provider
Gifted Service Language Arts Math	Regular Classroom Cluster Grouping EMIS Code: 205062	2-12	Superior Cognitive ID and/or Reading ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.

Gifted Services Language Arts Math	Honors Classes EMIS Code: 205075	9-12	Superior Cognitive ID and/or Reading ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services Language Arts Math	Advanced Placement EMIS Code: 205065	11-12	Superior Cognitive and/or Reading ID and/or Math ID	AP Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services	College Credit Plus (CCP) course(s) EMIS Code: 205070	7-12	Superior Cognitive and/or Reading ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel. Local college/ university
Gifted Services (Year #1)	Regular classroom with early entrance to kindergarten EMIS Code: 205055	K	Superior Cognitive, &/or Related Content ID, Iowa Acceleration Scales, Team Decision	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services (Year #1)	Regular classroom with whole-grade acceleration EMIS Code: 205050	K-12	Superior Cognitive, &/or Related Content ID, Iowa Acceleration Scales, Team Decision	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services (Year #1)	Regular classroom with subject acceleration EMIS Code: 205052	K-12	Superior Cognitive, &/or Related Content ID, Iowa Acceleration Scales, Team Decision	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education and Workforce as served, they must have a Written Education Plan in compliance with the Operating Standards for Identifying and Serving Gifted Students.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

If you have questions, please call your building principal or
Dr. Laura McBride, Director of Special Services & District Gifted

Contact

(330) 542-2929

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