Campbell City Schools Gifted Identification Plan

IRN 043703

1. **Names of approved tests, behavioral checklists, and rubrics administered to students to determine giftedness in all areas of identification recognized under Ohio law;**

Superior Cognitive Ability

Assessments Campbell administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Cognitive Abilities Test (CogAT), Form 7	VQN: Grades K-1: 125 Grades 2, 4-12: 126 Grade 3: 127 QN: Grades 2-12: 126 VN: Grade K: 124 Grades 1, 5, 8-11: 125 Grades 2-4, 6-7, 12: 126 VQ: Grade K: 124 Grade 1: 125 Grades 2-12: 126 N: Grade 2: 125 Grades 3-7: 124	VQN: Grades K-1: 127 Grades 2, 4-12: 128 Grade 3: 129 QN: Grades 2-12: 128 VN: Grade K: 126 Grades 1, 5, 8-11: 127 Grades 2-4, 6-7, 12: 128 VQ: Grade K: 126 Grade 1: 127 Grades 2-12: 128 N: Grade 2: 127 Grades 3-7: 126	Online or Paper Individual or Group Use when appropriate as specified in the technical manual and publisher guidance
InView Cognitive Abilities Test	Grades 2-12: 126	Grades 2-12: 128	Online or paper administration Group and individual
Wechsler Intelligence Scale for Children (WISC-V), 5th edition	Full-Scale IQ Ages 6-16: 125	Full-Scale IQ Ages 6-16: 127	Online or paper administration Individual Only Use NVI, GAI, VECI, EFI when appropriate
Woodcock-Johnson IV (WJIV) Tests of Early Cognitive and Academic Development (ECAD)	Grades K-2 : 125 Ages 2-8	Grades K-2: 127 Ages 2-8	Individual Only

Superior Cognitive Ability (continued)

Assessments Campbell administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Woodcock-Johnson Tests of Cognitive Abilities (WJIV)	Ages: 5-10 & 13-18: 125 11-12: 124	Ages: 5-10 & 13-18: 127 11-12: 126	Online or paper administration Individual Only Use Gf-Gc Composite when appropriate

Specific Academic Ability

Assessments Campbell administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Stanford Achievement Test, 10th Edition, Complete Battery	Grades K-12 93rd percentile	Grades K-12 95th percentile	Online or paper administration Group and Individual Grades K-3 math and reading only Grades 3-12 math, reading, science, and social studies
Iowa Assessments, Complete Battery, Form E	Grades K-12 93rd percentile	Grades K-12 95th percentile	Online or paper administration Grade K: Reading and Math Only
i-Ready	Grades 2-8 93rd percentile	Grades 2-8 95th percentile	Online Reading and Math only
The ACT	Grades 10-12 93rd percentile	Grades 10-12 95th percentile	Online or paper administration Math, Reading, and/or Science
Woodcock-Johnson IV (WJ IV) Tests of Achievement	Grades K-12 93rd percentile	Grades K-12 95th percentile	Individual only Broad Reading, Broad Writing and Broad Math

Creative Thinking Ability

Assessments Campbell administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Cognitive Abilities Test (CogAT), Form 7	VQN: Grades K-1: 109 Grades 2, 4-12: 110 Grade 3: 111 QN: Grades 2-12: 110 VN: Grade K: 108 Grades 1, 5, 8-11: 109 Grades 2-4, 6-7, 12: 110 VQ: Grade K: 108 Grade 1: 109 Grades 2-12: 110 N: Grade 2: 109 Grades 3-7: 108	VQN: Grades K-1: 111 Grades 2, 4-12: 112 Grade 3: 113 QN: Grades 2-12: 112 VN: Grade K: 110 Grades 1, 5, 8-11: 111 Grades 2-4, 6-7, 12: 112 VQ: Grade K: 110 Grade 1: 111 Grades 2-12: 112 N: Grade 2: 111 Grades 3-7: 110	Online or paper Group or individual Use when appropriate as specified in the technical manual and publisher guidance
InView Cognitive Abilities Assessment	Grades 2-12: 110	Grades 2-12: 112	Online or paper
Wechsler Intelligence Scale for Children (WISC-V), 5th Edition	Full-Scale IQ Ages 6-16: 110	Full-Scale IQ Ages 6-16: 112	Individual Only Use Full Scale IQ (FSIQ) Use GAI, NVI, VECI, EFI
Woodcock-Johnson IV Test of Cognitive Abilities (WJIV)	Grades K-12 110	Grades K-12 112	Individual only
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Gf-Gc Composite	Ages: 5-10 & 13-18: 111 11-12: 110	Ages: 5-10 & 13-18: 112 11-12: 111	Individual only Use when appropriate as specified in the technical manual and publisher guidance
AND			
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Individual Only; Use Creativity checklist component for Creative Thinking Ability
Gifted Rating Scales, 2nd Edition (GRS-2)	Grades K-12 T Score of 60-65	Grades K-12 T Score of 66	Individual Only; Use for behavioral checklist component for Creative Thinking Ability

Visual and Performing Arts

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

VPA: Dance

Assessment	Screen Score	ID Score	Additional Information
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Creative Thinking Ability and Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	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. Individual Administration Only
AND (if student has a qualifying score above)			
Ohio Department of Education and Workforce Visual and Performing Arts Evaluation Rubric: Dance	Grades 9-12 Ages: 14 & up Score: 29-31	Grades 9-12 Ages: 14 & up Score: 32	Grades 9-12: Dance only

VPA: Drama

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

Visual and Performing Arts (continued)

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

VPA: Music (Instrumental and/or Vocal)

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

VPA: Visual Art

Assessment	Screen Score	ID Score	Additional Information
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Creative Thinking Ability and Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	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.
AND (if student has a qualifying score above)			
Ohio Department of Education and Workforce Visual and Performing Arts Evaluation Rubric: Visual Art	Grades: K-12 16-20	Grades: K-12 21	

2. The grade levels and areas for which districts administer required whole-grade screenings;

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-Grade Assessments	SC, R, M, and/or CT	2, 5

3. Scheduling procedures for administering assessments for the identification of students who are gifted to include students referred for testing (including transfer students) and equitable testing practices to ensure inclusion of students from traditionally underrepresented populations; and

Scheduling Procedures for Administering Assessments

Campbell notifies parents of:

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

Equitable Testing Guidance

- Campbell uses allowable student IEP and 504 accommodations. If a particular test does not allow for their use, Campbell does select a comparable approved test.
- Campbell uses or eliminates subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Campbell selects instruments that allow for equitable identification of underrepresented populations (Minority students, economically disadvantaged students, Students with disabilities, and English learners).
- Campbell does not alter identification criteria other than those established in the Ohio Revised Code and Ohio Administrative Code.

4. Assurances that districts will accept qualifying scores from approved assessments obtained from outside of the district.

Out of District Scores

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

Campbell City Schools Gifted Education Policy

IRN 043703

1. The district's process for assessing students for gifted education, including:

a. The criteria and methods the district uses to screen and select students for further assessment for gifted identification;

Campbell accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. Campbell follows policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education and Workforce.

b. The names of the test instruments that are used for assessment in each area.

Superior Cognitive Ability

Assessments Campbell administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
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InView Cognitive Abilities Test	Grades 2-12: 126	Grades 2-12: 128	Online or paper administration Group and individual
Wechsler Intelligence Scale for Children (WISC-V), 5th edition	Full-Scale IQ Ages 6-16: 125	Full-Scale IQ Ages 6-16: 127	Online or paper administration Individual Only Use NVI, GAI, VECI, EFI when appropriate

Superior Cognitive Ability (continued)

Assessments Campbell administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
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Woodcock-Johnson Tests of Cognitive Abilities (WJIV)	Ages: 5-10 & 13-18: 125 11-12: 124	Ages: 5-10 & 13-18: 127 11-12: 126	Online or paper administration Individual Only Use Gf-Gc Composite when appropriate

Specific Academic Ability

Assessments Campbell administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Stanford Achievement Test, 10th Edition, Complete Battery	Grades K-12 93rd percentile	Grades K-12 95th percentile	Online or paper administration Group and Individual Grades K-3 math and reading only Grades 3-12 math, reading, science, and social studies
Iowa Assessments, Complete Battery, Form E	Grades K-12 93rd percentile	Grades K-12 95th percentile	Online or paper administration Grade K: Reading and Math Only
i-Ready	Grades 2-8 93rd percentile	Grades 2-8 95th percentile	Online Reading and Math only
The ACT	Grades 10-12 93rd percentile	Grades 10-12 95th percentile	Online or paper administration Math, Reading, and/or Science
Woodcock-Johnson IV (WJ IV) Tests of Achievement	Grades K-12 93rd percentile	Grades K-12 95th percentile	Individual only Broad Reading, Broad Writing and Broad Math

Creative Thinking Ability

Assessments Campbell administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Assessment	Screen Score	ID Score	Additional Information
Cognitive Abilities Test (CogAT), Form 7	VQN: Grades K-1: 109 Grades 2, 4-12: 110 Grade 3: 111 QN: Grades 2-12: 110 VN: Grade K: 108 Grades 1, 5, 8-11: 109 Grades 2-4, 6-7, 12: 110 VQ: Grade K: 108 Grade 1: 109 Grades 2-12: 110 N: Grade 2: 109 Grades 3-7: 108	VQN: Grades K-1: 111 Grades 2, 4-12: 112 Grade 3: 113 QN: Grades 2-12: 112 VN: Grade K: 110 Grades 1, 5, 8-11: 111 Grades 2-4, 6-7, 12: 112 VQ: Grade K: 110 Grade 1: 111 Grades 2-12: 112 N: Grade 2: 111 Grades 3-7: 110	Online or paper Group or individual Use when appropriate as specified in the technical manual and publisher guidance
InView Cognitive Abilities Assessment	Grades 2-12: 110	Grades 2-12: 112	Online or paper
Wechsler Intelligence Scale for Children (WISC-V), 5th Edition	Full-Scale IQ Ages 6-16: 110	Full-Scale IQ Ages 6-16: 112	Individual Only Use Full Scale IQ (FSIQ) Use GAI, NVI, VECI, EFI
Woodcock-Johnson IV Test of Cognitive Abilities (WJIV)	Grades K-12 110	Grades K-12 112	Individual only
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Gf-Gc Composite	Ages: 5-10 & 13-18: 111 11-12: 110	Ages: 5-10 & 13-18: 112 11-12: 111	Individual only Use when appropriate as specified in the technical manual and publisher guidance
AND			
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)	Grades: K-12 Standard Score of 90-110	Gr: K-12 Standard Score of 111	Individual Only; Use Creativity checklist component for Creative Thinking Ability
Gifted Rating Scales, 2nd Edition (GRS-2)	Grades K-12 T Score of 60-65	Grades K-12 T Score of 66	Individual Only; Use for behavioral checklist component for Creative Thinking Ability

Visual and Performing Arts

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

VPA: Dance

Assessment	Screen Score	ID Score	Additional Information
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Creative Thinking Ability and Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	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. Individual Administration Only
Ohio Checklist of Artistic Behavior - DANCE	Grades 9-12 Ages: 14 & up Score: 29-31	Grades 9-12 Ages: 14 & up Score: 32	Grades 9-12: Dance only
AND (if student has a qualifying score above)			
Ohio Department of Education and Workforce Visual and Performing Arts Evaluation Rubric: Dance	Grades: K-12 20-25	Grades: K-12 26	

VPA: Drama

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

Visual and Performing Arts (continued)

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

VPA: Music (Instrumental and/or Vocal)

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

VPA: Visual Art

Assessment	Screen Score	ID Score	Additional Information
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use for behavioral checklist component for Creative Thinking Ability and Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index.
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	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.
AND (if student has a qualifying score above)			
Ohio Department of Education and Workforce Visual and Performing Arts Evaluation Rubric: Visual Art	Grades: K-12 16-20	Grades: K-12 21	

c. The grade levels at which whole-grade screenings are done;

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-Grade Assessments	SC, R, M, and/or CT	2, 5

d. The process for making a referral, includes who can refer students for gifted identification assessment; and
Campbell provides at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

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.)

e. The process for assessment based upon referrals.
Upon receipt of a referral, Campbell will:

- Follow the process as outlined in Campbell's Gifted Education Policy and
- Notify parents of the results of screening or assessment and identification within 30 days.

Screening
Campbell 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 cut-off scores specified in the Ohio Department of Education and Workforce guidance, the identification decision is made and 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.

2. District procedures to ensure that all students have equal access to screening and further assessment for gifted identification, including

a. A general statement of inclusion; and
Campbell 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.

b. Steps the district takes to ensure equity for traditionally underrepresented populations, particularly:
i. Minority students;
ii. Students who are economically disadvantaged;
iii. Students with disabilities; and
iv. English learners.

Campbell ensures that assessments instruments:

- Are administered by a trained individual in conformance with the instructions provided by their publisher;
- 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;
- Are provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent;
- Are provided and 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 so as 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.

3. Procedures ensuring equal access for all students identified as gifted to receive any available gifted services.
Campbell ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria.

Students cannot be excluded from services due to:

- Outside scores
- Specific named test
- Specific named grade level
- Most recent test scores

4. The process for students to refuse or withdraw from gifted programs and services.
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.

5. The district-determined scores for reassessment and the process for re-assessing students who meet these scores.
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.

Superior Cognitive Reassessment Scores

- Cognitive Abilities Test (CogAT), Form 7

VQN: Grades K-1: 125 Grades 2, 4-12: 126 Grade 3: 127	QN: Grades 2-12: 126	VN: Grade K: 124 Grades 1, 5, 8-11: 125 Grades 2-4, 6-7, 12: 126
VQ: Grade K: 124 Grade 1: 125 Grades 2-12: 126 Grades 11-12: 125-126	N: Grade 2: 125 Grades 3-7: 124	

Superior Cognitive Reassessment Scores

- InView Cognitive Abilities Test, **126-127**
- WISC-V, FULL-SCALE IQ, **125-126**
- WISC-V, GAI/NVI/VECI/EFI, **124-125**
- WJ-IV ECAD**, 125-126**
- WJ-IV TEST OF COGNITIVE ABILITIES/Gf-Gc, **125-126**

Achievement Reassessment Scores

American College Test (ACT) Grades 10-12 Reading, Math, Science	**93rd-94th percentile**
Iowa Assessment, Form E, Complete Battery Grade K: Reading and Math only Grades 1-12: Reading, Math, Science, Social Studies	
i-Ready Grades 2-5, MAP 2-5: Reading and Math Only Grades 6-10, MAP Growth 6+: Reading and Math Only	
Stanford Achievement Test, 10th Ed. Grades K-3: Reading and Math Only Grades 3-12: Reading, Math, Science, Social Studies	
Woodcock-Johnson IV (WJ IV) Tests of Achievement Grades K-12: Broad Reading, Broad Writing and Broad Math	

Creative Thinking Ability Reassessment Scores

Cognitive Abilities Test (CogAT), Form 7

VQN: Grades K-1: 109 Grades 2, 4-12: 110 Grade 3: 111	QN: Grades 2-12: 110	VN: Grade K: 108 Grades 1, 5, 8-11: 109 Grades 2-4, 6-7, 12: 110
VQ: Grade K: 108 Grade 1: 109 Grades 2-12: 110	N: Grade 2: 109 Grades 3-7: 108	

- InView Cognitive Abilities Test, **110-111**
- WISC-V, FULL SCALE IQ, **110-111**
- WISC-V, GAI/NVI/VECI/EFI, **110-111**
- WJ-IV ECAD**, 110-111**
- WJ-IV TEST OF COGNITIVE ABILITIES/Gf-Gc, **110-111**

AND	
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)	Grades: K-12 Standard Score of 90-110
Gifted Rating Scales, 2nd Edition (GRS-2)	Grades K-12 T Score of 60-65

Visual and Performing Arts Reassessment Scores

VPA: Dance

Assessment	Screen Score
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	Grades: K-12 Standard Score of 90-110
Ohio Checklist of Artistic Behavior - DANCE	Grades 9-12 Ages: 14 & up Score: 29-31
Ohio Visual and Performing Arts Evaluation Rubric: Dance	Grades: K-12 20-25

VPA: Drama

Assessment	Screen Score
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	Grades: K-12 Standard Score of 90-110
Ohio Visual and Performing Arts Evaluation Rubric: Drama/Theatre	Grades: K-12 16 -19

VPA: Music (Instrumental and/or Vocal)

Assessment	Screen Score
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65
Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	Grades: K-12 Standard Score of 90-110
Ohio Visual and Performing Arts Evaluation Rubric: Music	Grades: K-12 14-17

VPA: Visual Art

Assessment	Screen Score
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65

Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist	Grades: K-12 Standard Score of 90-110
Ohio Visual and Performing Arts Evaluation Rubric: Visual Arts	Grades: K-12 16-20

6. The process for students transferring into the district to receive services.

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

7. A list of district gifted education services offered to students identified as gifted. Please include information about identification areas and grade levels served, as well as the settings where service takes place.

Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Gifted Services	Regular Classroom Cluster Grouping EMIS Code: 205062	K-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	Other Service EMIS Code: 205085 This service would be provided to an identified gifted student who is the only child in a classroom.	K-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	Honors course(s) EMIS Code: 205075	9-12	Superior Cognitive and/or Reading ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
Gifted Services	College Credit Plus (CCP) course(s) EMIS Code: 205070	9-12	Superior Cognitive and/or Reading ID and/or Math ID	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.
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.

8. Methods used for resolving disagreements between parents and the district concerning identification and service placement decisions.

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).