Findlay City Schools Gifted Identification Plan

2026 - 2027

Mission Statement

Unlocking the dreams of all students through academic **excellence**, diverse **opportunities**, and true **belonging**.

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Definition of Gifted

Findlay City Schools follows the identification eligibility criteria as specified in Ohio law and identifies gifted students in kindergarten through grade 12. Ohio Revised Code Section 3324.01 (2025) defines gifted as "...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 (A), (B), (C), or (D) of section 3324.03 of the Revised Code."

Assessments and Qualifying Scores

Findlay City Schools administers assessments that are approved by the Ohio Department of Education and Workforce. The assessments are used for whole-grade screening and evaluating students who have been referred for gifted identification evaluation.

The following pages include tables that list the assessment area, names of the assessments used by Findlay City Schools, and the scores required for identification or reassessment. Findlay City Schools accepts scores from assessment instruments administered by other school districts and/or trained personnel outside the district, provided that the assessments are approved for use by the Ohio Department of Education and Workforce.

Assessment Area	Assessments and Qualifying Scores
Superior Cognitive Ability	*Cognitive Abilities Test, Form 8, Verbal, Quantitative, Nonverbal Complete* • Grades Kindergarten-1: Identification Score 127 or above, Reassess Range 124-126 • Grades 2-11: Identification Score 128 or above, Reassess Range 125-127 • Grade 12: Identification Score 129 or above, Reassess Range 126-128 *InView Cognitive Abilities Assessment* • Grades 2-12: Identification Score 128 or above, Reassess Range 125-127 *Naglieri Nonverbal Abilities Test, Third Edition (NNAT3)* • Grades Kindergarten-5, 8-10: Identification Score 126, Reassess Range 123-125 • Grades 6-7: Identification Score 125, Reassess Range 122-124 • Grades 11-12: Identification Score 127, Reassess Range 124-126 *Raven's Progressive Matrices 2, Clinical Edition* • Ages 5.0-10.11: Identification Score 124 or above, Reassess Range 121-123 • Ages 11.0-21.11: Identification Score 125 or above, Reassess Range 122-124 *The Iowa Assessments, Complete Battery: Forms E & F Complete Composite* • Grades 1-12: Complete Composite Total: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery: Form G Complete Composite* • Grades 1-8: Complete Composite Total: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *Wechsler Intelligence Scale for Children, Fifth Edition, Full-Scale IQ* • Ages 6.0-16.11: Identification Score 127 or above, Reassess Range 124-126

Assessment Area	Assessments and Qualifying Scores
Creative Thinking Ability	Creative Thinking Ability gifted identification is a two-part process. The students must meet the qualifying score for one of the assessments in Part 1 and one of the assessments in Part 2. Part 1 *Cognitive Abilities Test, Form 8* • Grades Kindergarten-1: Qualifying Score 111 or above • Grades 2-11: Qualifying Score 112 or above • Grade 12: Qualifying Score 113 or above *InView Cognitive Abilities Assessment* • Grades 2-12: Qualifying Score 112 or above *Naglieri Nonverbal Abilities Test, Third Edition (NNAT3)* • Grades Kindergarten-5, 8-10: Identification Score 110 • Grades 6-7: Identification Score 109 • Grades 11-12: Identification Score 111 *Raven's Progressive Matrices 2* • Ages 5.0-10.11: Qualifying Score 109 or above • Ages 17.0-21.11: Qualifying Score 110 or above *Wechsler Intelligence Scale for Children, Fifth Edition, Full-Scale IQ* • Ages 6.0-16.11: Qualifying Score 112 or above Part 2 *Gifted and Talented Evaluation Scales - 2nd Edition (GATES 2), Creativity Checklist* • Grades Kindergarten-12: Qualifying Score 111 or above, Reassess Range 90-110

Assessment Area	Assessments and Qualifying Scores
Specific Academic Ability: Mathematics	*Star Math* • Grades 1-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *Terra Nova, 3rd Edition, Math* • Grades Kindergarten-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The ACT, Math* • Grades 11-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery, Forms E & F, Total Math* • Grades Kindergarten-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery, Form G, Total Math* • Grades Kindergarten-8: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *Woodcock-Johnson IV Tests of Achievement, Broad Math* • Grades Kindergarten-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile
Specific Academic Ability: Reading and/or Writing	*Star Reading* • Grades 3-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *Terra Nova, 3rd Edition, Reading* • Grades Kindergarten-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The ACT, Reading* • Grades 11-12: Identification 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Forms E & F, Complete Battery, Total Reading & Total English Language Arts* • Grades Kindergarten-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Form G, Complete Battery, Total Reading & Total English Language Arts* • Grades Kindergarten-8: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *Woodcock-Johnson IV Tests of Achievement, Broad Reading* • Grades Kindergarten-12: Identification 95th Percentile or above, Reassess Range 92nd-94th Percentile

Assessment Area	Assessments and Qualifying Scores
Specific Academic Ability: Social Studies	*Terra Nova, 3rd Edition, Social Studies* • Grades 1-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery, Forms E & F, Social Studies* • Grades 1-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery, Form G, Social Studies* • Grades 1-8: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile
Specific Academic Ability: Science	*Terra Nova, 3rd Edition, Science* • Grades 1-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The ACT, Science* • Grades 11-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery, Forms E & F, Science* • Grades 1-12: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile *The Iowa Assessments, Complete Battery, Form G, Science* • Grades 1-8: Identification Score 95th Percentile or above, Reassess Range 92nd-94th Percentile

Assessment Area	Assessments and Qualifying Scores
Visual and Performing Arts	Visual and Performing Arts gifted identification is a two-part process. The students must meet the qualifying score for one of the assessments in Part 1 and one of the assessments in Part 2. Part 1 *Gifted and Talented Evaluation Scales, Second Edition (GATES 2), Artistic Talent Checklist* • Grades Kindergarten-12: Qualifying Score 111 or above, Reassess Range 90-110 *Ohio Checklist of Artistic Behavior - Dance* • Grades 9-12: Qualifying Score 32 points or above, Reassess Range 29-31 points Part 2 *Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Dance* • Grades 9-12: Qualifying Score 26 points or above, Reassess Range 20-25 *points*

Whole-Grade Screening

The *2025 Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) states that Ohio school districts are required to provide whole-grade screenings in the areas of Superior Cognitive Ability, specific academic ability reading and/or writing and specific academic ability mathematics once during the kindergarten through Grade 2 band and once again during the Grade 3 through Grade 6 band. Districts must use assessments approved for gifted identification to meet this requirement.

Findlay City Schools uses assessments approved by the Ohio Department of Education and Workforce for gifted identification for whole-grade screenings in the areas of Superior Cognitive Ability and specific academic abilities (reading and/or writing, mathematics, social studies, and science) in Grades 2 and 5. Grade 2 falls in the Ohio Department of Education and Workforce's required screening in the kindergarten through Grade 2 band, and Grade 5 falls in the Grade 3 through Grade 6 band. Findlay City Schools uses the *Naglieri Nonverbal Ability Test, the Iowa Assessments*, *Star Reading*, and *Star Math* for whole-grade screenings. The table below shows the grade level, assessment, and screening areas for whole-grade screening.

Grade	Assessments	Screening Areas
1	• *Star Math*	• Specific Academic Ability: Mathematics
2	• *Naglieri Nonverbal Ability Test (NNAT3)* • *The Iowa Assessments* • *Star Math*	• Superior Cognitive Ability • Specific Academic Ability: (Reading and/or Writing, Mathematics, Social Studies, and Science)
3	• *Star Reading* • *Star Math*	• Specific Academic Ability: Reading • Specific Academic Ability: Mathematics
4	• *Star Reading* • *Star Math*	• Specific Academic Ability: Reading • Specific Academic Ability: Mathematics
5	• *Naglieri Nonverbal Ability Test (NNAT3)* • The Iowa Assessments • *Star Reading* • *Star Math*	• Superior Cognitive Ability • Specific Academic Ability (Reading and/or Writing, Mathematics, Social Studies, and Science)
6 - 9	• *Star Reading* • *Star Math*	• Specific Academic Ability: Reading • Specific Academic Ability: Mathematics
10	• Star Reading	• Specific Academic Ability: Reading
11	• *The ACT*	• Specific Academic Ability: Reading, Mathematics, and Science

Scheduling Procedures for Screening and Assessing Students for Gifted Identification

The 2025 *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15), states that Ohio school districts must provide at least two opportunities per year for assessment when a student requests testing or is recommended by teachers, families, or other students. The initial assessment is made within 90 days of the request being made to the school. Whole-grade screening does count as one of the required gifted testing opportunities for students.

Findlay City Schools offers ongoing gifted assessment opportunities throughout the academic year, from September through May.

1. A student, teacher, family, or other students make a referral to the gifted office. A referral form is located on the Findlay City School website, https://www.fcs.org/departments/student-services/gifted-services.

2. Upon receipt of a referral, parents/guardians receive a permission to assess form to complete.

3. The permission to assess form is signed by the student's parents/guardians and returned to the gifted office.

4. The student is added to the testing list and scheduled for testing.

5. Students are assessed within 90 days of the referral date. The gifted coordinator, teacher, trained professional, or school psychologist assesses referred students individually or in small groups using tests on the Ohio Department of Education and Workforce *List of Approved Assessments*. Findlay City Schools may contract with a qualified public or private service provider to screen or assess students.

6. Results are sent to the student's parents/guardians within 30 days of the district receiving the assessment results. Also at this time, parents/guardians are notified if a student qualifies for reassessment, and parent/guardian permission for reassessment is requested.

Equitable Testing Practices

All students participate in whole-grade screenings unless a student's parent/guardian opts their child out of testing. Findlay City Schools include minority and disadvantaged students, students with disabilities, and English language learners in whole-grade screenings and assessments (Ohio Revised Code, Section 3324.02).

Findlay City Schools utilizes the *Naglieri Nonverbal Abilities Test, Third Edition (NNAT3),* a nonverbal, culturally neutral assessment, for whole-grade and individual screening. Our school psychologists are also available to administer the non-verbal component in the *Wechsler Intelligence Scale for Children, Fifth Edition,* to students with physical and/or sensory disabilities.

At Findlay City Schools, students with a 504 Plan, Individualized Education Plan, or English Language Learner Plan are provided with allowable accommodations on gifted assessments.

Students Transferring into Findlay City Schools

Findlay City Schools ensures that any student transferring into the district is assessed within 90 days of the transfer at the request of the parent/guardian, teachers, student, or other students. Families share gifted information with the Welcome Center, principal, or gifted coordinator during the new student registration process. If testing is required, the same procedures are followed as outlined in *Scheduling Procedures for Screening and Assessing Students for Gifted Identification*.

Findlay City Schools accepts scores from assessment instruments administered by other school districts and/or trained personnel outside the district, provided that the assessments are approved for use by the Ohio Department of Education and Workforce.

Notification Procedure

Screening and assessment results are sent to families within 30 days of the district's receipt of the student's results. If the screening results identify a student as gifted, a letter is included to provide information to the families, as well as a copy of the Findlay City Schools *Policy and Procedures for the Identification and Services for Gifted Students*. If a student's score falls into the reassessment range outlined in the *Assessments and Qualifying Scores* section of this document, a permission to reassess form for the student is included with the results.

Opportunity for Family to Appeal

An appeal by the parent/guardian is the reconsideration of the results of any part of the student identification process. This includes any aspect of the screening procedure or assessment instrument, scheduling of a student for assessment, placement of a student in any program, and/or receipt of services. To appeal a decision, parents/guardians should submit a letter to the Assistant Superintendent outlining the nature of the concern. The Assistant Superintendent may convene a meeting with the parent/guardian, which may include other school personnel. The Assistant Superintendent will issue a written final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision.

Board of Education Policies and Other Resources

Board of Education policies that pertain to gifted education are listed below. The Ohio Department of Education and Workforce also has useful information on its website. Below are some links with information about gifted education.

Policy	Board of Education Policy
IGBB	*Programs for Students Who Are Gifted*
IKEB	*Acceleration, Policy*
JB	*Equal Educational Opportunities*
JEB	*Entrance Age, Policy*
JEBA	*Early Entrance to Kindergarten*

Ohio Department of Education and Workforce Links
Gifted Screening and Identification https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification Rules, Regulations, and Policies for Gifted Education https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio

Contact Information

If you have questions, feel free to email Dr. Kelly Wohlgamuth, Coordinator of Gifted and English Language Learner Services at kwohlgamuth@findlaycityschools.org.