SCREENING AND IDENTIFICATION SCORES

Superior Cognitive Ability:
Cognitive Abilities Test (Form 7) VQN Composite (CogAT):
Grades 3, 7-12: Screening 124 Identification 127
Grades K-2, 4-6: Screening 125 Identification 128
Naglieri Nonverbal Ability Test 3rd Ed.:
Grades K-4, 8-10: Screening 123 Identification 126
Grade 5-7: Screening 122 Identification 125
Grades 11-12: Screening 124 Identification 127
Wechsler Intelligence Scale for Children 5th Edition (WISC-V):
Grades K-12 FSIQ: Screening 122 Identification 127
Grades K-12 GAI: Screening 121 Identification 126

Specific Academic Ability:
The ACT (10-12): Screening 93%ile Identification 95%ile
Iowa Assessments (K-12): Screening 93%ile Identification 95%ile
Stanford 10 Achievement Test (K-12):
Screening 93%ile Identification 95%ile
iReady Math (1-8): Screening 93%ile Identification 95%ile
iReady Reading (2-8): Screening 93%ile Identification 95%ile
Terra Nova Achievement Test 3rd Edition (Grades 5-8):
Screening 93%ile Identification 95%ile
Woodcock-Johnson Tests of Achievement – 4th Edition (WJ-IV) (K-12):
Screening 93%ile Identification 95%ile

Creative Thinking:
Gifted Rating Scales - 2nd Edition (GRS-2)
Creative Thinking Checklist: Screening 60-65 Identification 66 **And**
Cognitive Abilities Test: Identification 111 (Grades K-1) or 112 (Grades 2-12)
Naglieri Nonverbal Ability Test 3rd Ed.:
Grades K-4, 8-10: Identification 110
Grades 5-7: Identification 109
Grades 11-12: Identification 111
Wechsler Intelligence Scale for Children 5th Edition (WISC-V): FSIQ 112 GAI 111

Visual / Performing Arts:
Display of Work, Audition or Performance: ODEW Rubric
Art Display: Screening 16 Identification 21 Musical performance: Screening 14 Identification 18 Drama performance: Screening 16 Identification 20 Dance audition: Screening 20 Identification 26
And
Gifted Rating Scales - 2nd Edition (GRS-2)
Creative Thinking Checklist: Screening 60-65 Identification 66

AMANDA-CLEARCREEK LOCAL SCHOOLS DISTRICT POLICY FOR THE IDENTIFICATION AND SERVICE OF STUDENTS WHO ARE GIFTED

Information for Parents

2026-2027

Contact:
Hannah Underwood – Gifted Coordinator
hunderwood@fairfieldesc.org

IDENTIFICATION

The district follows Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).

Student, teacher, parent, and peer referrals are accepted at all grade levels for individual screening. Referrals are taken for testing in both the fall and spring. Referral forms can be found in all school building main offices and on the district website..

Whole grade screening for Superior Cognitive Ability, Reading, Math, and Creative Thinking Ability will take place in Grade 2. Additional whole grade screening will take place in Grade 5 (Superior Cognitive Ability, Reading, Math, Science, Social Studies, and Creative Thinking Ability). The district ensures equal access to screening and further assessment to all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and English Learners. EL students will be assessed in their native language where possible in accordance with the technical manual, and students with physical and sensory needs will be assessed with appropriate modifications. Tests are administered by qualified educators. By using tests from the ODEW approved list the district ensures that the tests are valid for all special populations. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer if requested by the parent. Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Parents will receive written notice of all testing results.

Identification appeals may be directed to the district Superintendent.

SERVICES

The district serves students in Grades 2-5 who are identified as gifted in the area(s) of Superior Cognitive Ability, Math, and/or Reading within a cluster group in the regular classroom, taught by the regular classroom teacher, on a daily basis. Students in Grades 6-8 who are identified in the areas of Superior Cognitive Ability, Reading, Science, Social Studies, and/or Creative Thinking are served within a cluster group, taught by the regular classroom teacher. Honors Math is available in Grades 6-8 for students identified in Math. Eligible Grade 6 students may take Pre-Algebra as an accelerated course. In Grade 7, eligible students may take Algebra I as an accelerated course, and in Grade 8, students may take either Algebra I or Geometry as an accelerated course. Honors, Advanced Placement, and College Credit Plus courses are available at our high school with services available for gifted students. Students may be eligible for services through early entrance, subject and whole-grade acceleration, or early graduation. All regular classroom teachers receive guidance and professional development in gifted education per the requirements of the revised Gifted Operating Standards. Acceleration referrals are addressed following the district policy using the Iowa Acceleration Scale.

Withdrawal from the program is available with a written parent request. Placement appeals may be directed to the district Superintendent.

WRITTEN EDUCATION PLANS

All students who receive gifted services will have a Written Education Plan annually. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments and review dates and deadlines for the next WEP, as well as opportunity for parent input. All services will match the areas of identification. Parents and all staff responsible for implementing services will receive copies of the WEP by the end of the first nine weeks. Corrections and additions will be made as needed and re-submitted to staff and parents.

WRITTEN ACCELERATION PLANS

When students are accelerated, such as early entrance to kindergarten or acceleration in middle school mathematics, a Written Acceleration Plan will be developed. This plan must specify the placement of the student in an accelerated setting as well as strategies to support a successful transition to the setting within the transition period.

AREAS OF IDENTIFICATION

SUPERIOR COGNITIVE ABILITY

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: Scored at or above two standard deviations, on an approved individual standardized intelligence test administered by a licensed psychologist; ***or*** Scored at or above two standard deviations on an approved standardized group intelligence test ***or*** Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, ***or*** Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

SPECIFIC ACADEMIC ABILITY

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area: Math or Reading /Writing or Science or Social Studies

CREATIVE THINKING ABILITY

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age based on the two criteria: **1)** Within the preceding twenty-four months, the child scored at or above one standard deviation on an approved individual or group intelligence test; **and 2)** Either attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability**; or** exhibited sufficient performance on an approved checklist of creative behaviors.

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: Demonstrated 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*** exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.