Assessments Approved for Gifted Identification and Prescreening



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Introduction

This document provides Ohio school districts and educators with information related to the selection and use of assessments approved for gifted identification and prescreening. It provides general information, such as considerations for use to help districts identify students who are gifted using approved assessments. For information related to specific testing scenarios, such as allowable testing accommodations, district personnel should refer to the assessment's technical manual or test administration manual. In addition, test publishers or vendors can also provide helpful information and assistance.

This document begins with a general overview of gifted identification requirements specific to Ohio's rules and laws. It also includes information on best practices related to the selection and use of assessments approved for gifted identification. In addition, the document explains the process for calculating qualifying scores on intelligence and cognitive ability assessments. Finally, it contains sections that describe the various types of assessments used for gifted identification in Ohio. Each of these sections includes a description of the assessment type and purpose for each of the following: intelligence tests, achievement tests, creativity tests, checklists of creative or artistic behaviors, performance evaluation tools, and assessments approved for prescreening only.

Please note that while this document does contain information related to gifted assessments, including those approved for gifted identification, it does not provide guidance or information related to other areas for which an assessment may also be approved for use, such as the Third Grade Reading Guarantee or principal and teacher evaluations. Districts should review the Department's List of Approved Assessments, which contains specific information about an assessment's approved uses. In addition, an assessment's vendor information form, linked to the List of Approved Assessments, has other information, such as approved grade levels, and cost estimates, vendor contact information, and other helpful information from vendors. The approved list is available on the Ohio Department of Education and Workforce website, keyword search: *List of Approved Assessments*.

Identifying Students Who are Gifted

Ohio law (Ohio Revised Code 3324.01) defines a student who is gifted as one who *"performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment."*

Ohio Revised Code 3324.03 and Ohio Administrative Code 3301-51-15 require public school districts (city, local, and exempted village) to provide opportunities to identify students who are gifted in grades K-12. This process is known as screening for gifted identification. Screening for gifted identification occurs when districts evaluate students for gifted identification. Screenings may be the result of a referral for gifted assessment or a whole-grade screening opportunity.

When a student is recommended for assessment, this is known as a referral. According to Ohio Revised Code 3324.04, districts must provide *"at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students."*

A whole-grade screening occurs when a district tests all students in a particular grade level for gifted identification. The *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) requires a district's Gifted Identification Plan to include provisions for whole-grade screening opportunities for all students at specific grade levels and for specific areas of gifted identification.

Considerations for Gifted Identification

It is the district's responsibility, when purchasing testing materials, to include in the order a copy of the technical or examiner's manual. An assessment's technical manual will contain information on the administration, scoring, and interpretation of that specific test. Districts use the technical manual to determine qualifying scores for gifted identification based on state law, accommodations, and the specific psychometric qualities of an approved assessment. In addition, the technical manual will provide information about evaluator qualifications and how to administer the test.

TESTING CONSIDERATIONS

It is important to remember that no single test instrument can appropriately assess all students, and there is no "one-size-fits-all" approach to gifted identification. To ensure an opportunity for all students, districts should carefully consider the assessments selected for gifted identification.

A district does not have to use the same assessment for every student during a whole grade screening or referral opportunity. Certain types of assessments might be more appropriate for some students and not for others. When selecting assessments for use, districts should consult with the assessment's technical manual, school psychologists, assessment publishers, and others with knowledge or expertise in assessment and the identification of

students who are gifted. Per Ohio Administrative Code 3301-51-15(B)(4)(e), tests should be *"selected and administered so as to best ensure that…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."*

Per Ohio Administrative Code 3301,51-15(B)(4)(d), for students with disabilities, districts must ensure students are administered assessments "*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 will be used.*" District personnel may need to review an assessment's administration manual and consult with school psychologists, special education personnel, and publishers of approved assessments related to the use of allowable accommodations. If a selected instrument does not allow the use of the required accommodation, the district should administer a comparable approved assessment that does allow for their use or that results in a score that accurately reflects a student's aptitude or achievement level.

For students whose primary language is not English, Ohio Administrative Code 3301-51-15(B)(4)(c) requires school districts to administer assessments *"in the student's primary language or communication modality if English is a barrier to the student's performance or if requested by the parent."* Districts should consult with publishers of approved assessments to determine if their tests are available in other languages.

Related to using translators, schools should only administer assessments according to the guidelines for administration established by the publisher of the assessment. For example, some assessments may allow directions to be translated into other languages, including sign language. However, districts should take care not to invalidate standardized assessments by administering tests in ways that deviate from the instructions and guidance provided by the publisher of the assessment.

USE OF ALTERNATE ALLOWABLE SCORE

Some assessments may include one or more groups of subtests that have been found to be technically sound and appropriate for use for gifted identification. These groups of subtests may be called a composite, battery, index, or something else.

The purpose of using these for gifted identification is to better determine an individual student's strengths, and in some cases, eliminate individual subtests or groups of subtests that may otherwise mask a student's ability or aptitude. While the Department approves instruments for use, it is a district's responsibility to appropriately use these instruments for gifted identification and in the manner recommended by the publisher. Districts should consult school psychologists, technical manuals, or other guidance and technical documentation provided by publishers on the appropriate use of an assessment's batteries, indexes, or subtests for gifted identification.

Calculating Qualifying Scores on Intelligence Tests

State law (Ohio Revised Code 3324.03) defines the criteria districts use to identify a student who is gifted. For superior cognitive ability and creative thinking ability, this includes calculating a qualifying score on an approved standardized individual or group intelligence test.

For the identification of Superior Cognitive Ability, state law requires school districts to use a score of *"two standard deviations above the mean, minus the standard error of measurement"* and a score of *"one standard deviation above the mean, minus the standard error of measurement"* for the intelligence test component for the identification of Creative Thinking Ability.

It is the district's responsibility to accurately calculate qualifying scores for gifted identification. Calculating accurate scores requires an understanding of the mean, standard deviation, and standard error of measurement of a test. Districts should consult the publisher's technical manual for information regarding the scoring of assessments.

MEAN AND STANDARD DEVIATION

Test publishers define the mean and standard deviation scores based on data collected during the validation of the instrument. These are standardized, norm-referenced assessments. The standardization process requires publishers to derive scores according to a normal bell curve. For most approved intelligence or cognitive abilities assessments, the mean score, or average, is 100.

Scores are also defined in terms of their distance from the mean or the standard deviation. Most approved assessments have a standard deviation of either 15 or 16. On a test with a mean of 100 and a standard deviation of 15, two standard deviations above would be a score of 130, and on a test with a standard deviation of 16, two standard deviations above would be a score of 132. This would be the starting point for calculating a qualifying score for superior cognitive ability. On a test with a mean of 100 and a standard deviation of 15, one standard deviation above would be 115, and on a test with a standard deviation of 16, one standard deviation above would be 116. This would be the starting point for calculating qualifying scores for the intelligence test component for creative thinking ability.

STANDARD ERROR OF MEASUREMENT

The next consideration when calculating a qualifying score on an intelligence test is the standard error of measurement. Calculating a "true" test score is difficult. Therefore, it is important to think of a score on any test as an *estimate* of ability. To increase confidence, scores take into account the estimate of expected error called the standard error of measurement. Many instruments will indicate a different standard error of measurement by age or grade level.

To determine the standard error of measurement when calculating a qualifying score,

the Department of Education and Workforce recommends that districts use an additive rounding system. This means any number beyond a whole number will round up. Using an additive rounding system promotes fairness and avoids underestimating error by widening the confidence interval around a test score.

For example, using this system, a standard error of measurement of 4.2 rounds to the next higher whole number because the additional .2 indicates additional error beyond 4.0. The next whole number, therefore, is 5.0. This is the standard error of measurement that should be subtracted to determine the qualifying score for identification.

EXAMPLE

The following provides an example of how to calculate the qualifying score for gifted identification using an intelligence assessment using the additive rounding system for the standard error of measurement.

> ***Scenario:*** *Joe Student is administered an intelligence assessment for gifted identification. The qualified individual who evaluated Joe Student read the technical manual and found that the test has a mean of 100, a standard deviation of 15, and a standard error of measurement of 3.2.*
>
> *The assessment administrator used the following method in the chart below to calculate the qualifying score for the intelligence test given to Joe Student.*

	Mean	**Standard Deviation**	**Standard Error of Measurement**	
Assessment Information	***100***	***15***	***3.2***	***Calculating the Qualifying Score***
Superior Cognitive Ability	**100**	(two standard deviations) **30**	(3.2 rounded up) **4.0**	100 + 30 = 130 130 - 4 = 126 **Qualifying Score: 126**
Creative Thinking Ability	**100**	(one standard deviation) **15**	(3.2 rounded up) **4.0**	100 + 15 = 115 115 - 4 = 111 **Qualifying Score: 111**

Therefore, the qualifying score for gifted identification using this test is 126 for Superior Cognitive Ability and 111 for the intelligence test component for Creative Thinking Ability. Please note that the intelligence test component *alone* does not qualify a student as gifted in the area of creative thinking ability.

Tips for Selecting Assessments

1. **Understand Your Students.** Know the areas of identification you wish to assess and make a list of the instruments that measure those constructs. Compare the data of the norming sample to your district profile. Look for norming samples that align with your district population. Also, remember that "fairness" does not necessarily mean using the same test with every student. A test that may be an excellent screening tool for most students may be inappropriate for some.

2. **Seek Expert Advice.** Consult with district school psychologists and other gifted coordinators. Investigate what other similar districts are using and determine if those tests are appropriate for your needs. Read critical reviews of tests from the Buros Institute, gifted education journals, and other sources. Seek advice from test publishers regarding questions about proper administration and scoring, but do not rely on marketing materials from publishers as your sole source of information for test selection.

3. **Read Technical Manuals of Tests You Use.** Understand any considerations for testing students. All accommodations on an individualized education program (IEP) or 504 plan must be followed during gifted screening and assessment, so it is critical to use assessments with protocols that allow the required accommodations to be provided. Determine if the test publishers recommend any specific considerations or recommendations for identifying students who are gifted.

4. **Be Informed.** The purpose of the identification process is to give students an opportunity to demonstrate their potential. Understand the connection between identification and services. No one test is appropriate for all situations or with all students. A fair and accurate assessment and identification system is a key ingredient in a high-quality, comprehensive continuum of gifted education services.

5. **Be Current.** Periodically review the district's gifted identification plan. District needs and assessments are constantly evolving, so plan to update the district's gifted identification plan and related resources every two to three years. Finally, include gifted identification in district professional development and communication efforts. Make sure that district staff are familiar with the district gifted identification plan and characteristics of students who are gifted. Also, help teachers, parents, and other stakeholders understand what test results say *and do not say* about students.

Intelligence Assessments

Intelligence assessments, sometimes referred to as cognitive ability tests, are standardized tests designed to provide a measure of a student's ability to think or reason. School districts in Ohio use intelligence assessments for the identification of Superior Cognitive Ability and as one of two components used to identify Creative Thinking Ability.

For the identification of Superior Cognitive Ability, using approved intelligence tests, state law (Ohio Revised Code 3324.03) requires school districts to use a score of *"two standard deviations above the mean, minus the standard error of measurement"* and a score of *"one standard deviation above the mean, minus the standard error of measurement"* for the intelligence test component for the identification of Creative Thinking Ability.

Districts calculate scores for standardized intelligence tests in accordance with state law and as described in the section on calculating qualifying scores on approved intelligence tests.

Assessment Name	Additional Information
Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de habilidades cognitivas (Bateria IV COG)	• Administration: Individual Only • Spanish language assessment
Cognitive Abilities Test (CogAT), Form 7 and Form 8, VQN Composite	• Administration: Group and Individual
Cognitive Abilities Test (CogAT), Form 7 and Form 8, QN Composite	• Administration: Group and Individual • Use when appropriate as specified in the technical manual and publisher guidance
Cognitive Abilities Test (CogAT), Form 7 and Form 8, VN Composite	• Administration: Group and Individual • Use when appropriate as specified in the technical manual and publisher guidance
Cognitive Abilities Test (CogAT), Form 7 and Form 8, VQ Composite	• Administration: Group and Individual • Use when appropriate as specified in the technical manual and publisher guidance
Cognitive Abilities Test (CogAT), Form 7 and Form 8, Nonverbal Composite	• Administration: Group and Individual • Use when appropriate as specified in the technical manual and publisher guidance
Differential Abilities Scales, 2nd Ed., Normative Update (DAS-II NU), School-Age	• Administration: Individual Only
Differential Abilities Scales, 2nd Ed., Normative Update (DAS-II NU), School-Age, Special Nonverbal Composite (SNC)	• Administration: Individual Only • Nonverbal Assessment
InView Cognitive Abilities Assessment	• Administration: Group and Individual
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels A-D	• Administration: Group and Individual • Nonverbal Assessment
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels E-G	• Administration: Group and Individual • Nonverbal Assessment

Assessment Name	Additional Information
Naglieri General Ability Tests, (NGAT) Verbal, Nonverbal, Quantitative Composite	• Administration: Group and Individual • Approved for Grades K-6
Naglieri General Ability Tests, (NGAT) Verbal and Quantitative Composite	• Administration: Group and Individual • Approved for Grades K-6
Naglieri General Ability Tests, (NGAT) Nonverbal and Quantitative Composite	• Administration: Group and Individual • Approved for Grades K-6
Naglieri General Ability Tests, (NGAT) Verbal and Nonverbal Composite	• Administration: Group and Individual • Approved for Grades K-6
Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2)	• Administration: Group and Individual • Nonverbal Assessment
Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V), Full-Scale IQ (FSIQ)	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance
Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V), General Ability Index (GAI)	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance
Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V), Nonverbal Index (NVI)	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance
Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V), Verbal Expanded Crystalized Index (VECI)	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance
Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V), Expanded Fluid Reasoning Index (EFI)	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance
Woodcock-Johnson IV (WJIV) Tests of Early Cognitive and Academic Development (ECAD)	• Administration: Individual Only
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities	• Administration: Individual Only
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Gf-Gc Composite	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance
Woodcock-Johnson V (WJV) Tests of Cognitive Abilities	• Administration: Individual Only
Woodcock-Johnson V (WJV) Tests of Cognitive Abilities, Gf-Gc Composites	• Administration: Individual Only • Use when appropriate as specified in the technical manual and publisher guidance

Achievement Assessments

Achievement assessments are tests designed to measure a student's acquired knowledge in specific academic fields. School districts in Ohio use these tests to identify Specific Academic Ability in math, reading and/or writing, science, and social studies. Some achievement tests are also approved for the identification of Superior Cognitive Ability.

State law, Ohio Revised Code 3324.03, defines the qualifying score as *"at or above the ninety-fifth percentile at the national level"* for Specific Academic Ability and as *"at or above the ninety-fifth percentile on an approved…basic or composite battery"* for Superior Cognitive Ability.

Assessment Name	Additional Information
Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de Aprovechamiento (Bateria IV APROV)	• Administration: Individual Only • Spanish language assessment • Use scores for Lectura Amplia (Broad Reading), Lenguaje Escrito Amplio (Broad Written Language), and Matematicas Amplias (Broad Math) • Math, reading, and writing only
Exact Path	• Administration: Group and Individual • Grades 3-8: approved for math and reading only
Fast Bridge	• Administration: Group and Individual • Math only
i-Ready Inform	• Administration: Group and Individual • Grades 2-8: approved for math and reading only
MAP Growth 2-5	• Administration: Group and Individual • Grades 2-10: approved for math and reading only
Map Growth 6+	• Administration: Group and Individual • Grades 2-10: approved for math and reading only
PSAT 8/9	• Administration: Group and Individual • Math, reading, and writing only
PSAT 10	• Administration: Group and Individual • Math, reading, and writing only
PSAT/ NMSQT	• Administration: Group and Individual • Math, reading, and writing only
SAT	• Administration: Group and Individual • Math, reading, and writing only
Stanford Achievement Test, Tenth Edition (SAT 10), Basic Battery	• Administration: Group and Individual • Math and reading only

Assessment Name	Additional Information
Stanford Achievement Test, Tenth Edition (SAT 10), Complete Battery	• Administration: Group and Individual • Grades K-3: approved for math and reading only • Grades 3-12: approved for math, reading, science, and social studies • Grades 3-12 use a complete battery for Superior Cognitive Ability
Star Math	• Administration: Group and Individual • Grades 1-12: approved for math only
Star Reading	• Administration: Group and Individual • Full Star Reading test only • Grades 3-12: approved for reading only
TerraNova Complete Battery, 3rd Edition	• Administration: Group and Individual • Kindergarten: approved for math and reading only • Grades 1-12: approved for math, reading, science, and social studies
TerraNova NEXT Form 2	• Administration: Group and Individual • Grades K-12: approved for math, reading, writing, science, and social studies
The ACT	• Administration: Group and Individual • Use scores for Math, reading, and science • Use national percentiles on the score report, not the comparison chart • Math, reading, and science only
The Iowa Assessments, Core Battery, Forms E and F	• Administration: Group and Individual • Use scores for Total Math (with or without math computation), Total ELA, and Total Reading • Math and reading only
The Iowa Assessments, Complete Battery, Forms E and F	• Administration: Group and Individual • Kindergarten: approved for math and reading only; use scores for Total Math (with or without math computation), Total ELA, and Total Reading • Grades 1-12: approved for math, reading, science, and social studies; use scores for Total Math (with or without math computation), Total ELA, Total Reading, Science, and Social Studies • Use Complete Composite Total Score for Superior Cognitive Ability
The Iowa Assessments, Core Battery, Form G	• Administration: Group and Individual • Math and reading only • Use scores for Total Math (with or without math computation), Total ELA, and Total Reading
The Iowa Assessments, Complete Battery, Form G	• Administration: Group and Individual • Kindergarten: approved for math and reading only; use scores for Total Math (with or without math computation), Total ELA, and Total Reading

Assessment Name	Additional Information
	• Grades 1-8: approved for math, reading, science, and social studies; use scores for Total Math (with or without math computation), Total ELA, Total Reading, Science, and Social Studies • Use Complete Composite Total Score for Superior Cognitive Ability
Woodcock-Johnson IV (WJIV) Tests of Achievement	• Administration: Individual Only • Use scores for Broad Reading, Broad Writing, and Broad Math • Math, reading, and writing only
Woodcock-Johnson V (WJV) Tests of Achievement	• Administration: Individual Only • Use scores for Brief Reading, Brief Math, and Brief Writing or Written Expression • Math, reading, and writing only
Woodcock-Munoz Language Survey III (WMLSIII)	• Administration: Individual Only • Use scores for Broad Reading and Broad Writing from either the English or Spanish forms • Reading and writing only

Creative Thinking Assessments

Creative thinking assessments are tests that measure a student's ability to think creatively (for example, divergent thinking). These assessments may be used as one component of the identification process for Creative Thinking Ability. Alternatively, districts may choose to use checklists of creative behaviors instead of tests of creative thinking ability. Along with qualifying scores on intelligence tests, school districts use qualifying scores on tests of creative thinking ability or checklists of creative behaviors to identify students who are gifted in Creative Thinking Ability. State law, Ohio Revised Code 3324.03, requires the Department of Education and Workforce to establish a sufficient score for gifted identification on approved creative ability tests.

Assessment Name	Additional Information
Cebeci Test of Creativity	• Administration: Group or Individual • Use Overall Creativity Score • Qualifying score for gifted identification: 95th percentile
Torrance Test of Creative Ability – Figural Forms A and B	• Administration: Individual Only • Use the Creativity Index • Qualifying score for gifted identification: 95th percentile • Approved for Creative Thinking Ability (test of creativity ability component)
Torrance Test of Creative Ability – Verbal Forms A and B	• Administration: Individual Only • Use the Creativity Index • Qualifying score for gifted identification: 95th percentile • Approved for Creative Thinking Ability (test of creativity ability component)

Checklists of Creative or Artistic Behaviors

Special types of behavioral checklists, or rating scales, are used as part of the identification process for Creative Thinking Ability and Visual or Performing Arts Ability. These checklists, or scales, are used to rate the extent to which a student demonstrates behavioral characteristics commonly displayed by those with advanced abilities or talents in a given area or field. Unlike other assessments administered to students, adults with knowledge of the child, such as classroom teachers, complete these instruments. It is important that individuals who are rating students for gifted identification using checklists have had sufficient time and opportunity to observe the extent to which a student displays a given set of behavioral characteristics.

For Creative Thinking Ability, districts may use checklists of creative behaviors as one component of the identification process. Alternatively, districts may choose to use creative thinking tests instead of checklists of creative behaviors. In addition to qualifying scores on intelligence tests, school districts in Ohio use qualifying scores on checklists of creative behaviors or tests of creative thinking ability to identify Creative Thinking Ability. State law, Ohio Revised Code 3324.03, requires the Department of Education and Workforce to establish sufficient performance for gifted identification on approved checklists for Creative Thinking Ability.

For the identification of Visual or Performing Arts Ability, qualifying scores on checklists of artistic behaviors are used as one component of the identification process. State law, Ohio Revised Code 3324.03, requires the Department of Education and Workforce to establish sufficient performance for gifted identification on approved checklists for Visual or Performing Arts Ability. In addition, students must also demonstrate to a trained individual superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition.

Assessment Name	Additional Information
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)	• Administration: Individual Only • Use Creativity checklist component for Creative Thinking Ability • Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, theatre, music, and visual arts • Use standard scores • Qualifying Score for reassessment: 90-110 • Qualifying Score for gifted identification: 111

Assessment Name	Additional Information
Gifted Rating Scales, 2nd Edition (GRS-2)	• Administration: Individual Only • Use Teacher-Preschool/Kindergarten (Teacher-P) and Teacher-School (Teacher-S) Forms • Use Creativity checklist component for Creative Thinking Ability • Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, theatre, music, and visual arts • Use T scores • Qualifying Score for reassessment: 60-65 • Qualifying Score for gifted identification: 66
Ohio Checklist of Artistic Behavior: Dance	• Administration: Individual Only • Use as the behavioral checklist component for Visual or Performing Arts Ability for dance only • Use raw scores • Qualifying Score for reassessment: 29-31 • Qualifying Score for gifted identification: 32

Assessments Approved for Prescreening Only

The Department of Education and Workforce's List of Approved Assessments has two areas of approval for gifted education. Some assessment instruments are approved for prescreening only, while others are approved for identification. Some assessments are approved for both identification and prescreening. Typically, these assessments may include a brief (survey) version or have specific batteries or grade levels that are approved for prescreening only.

Assessments approved for prescreening only typically require less time to administer and contain fewer items than assessments approved for gifted identification. However, these assessments are still technically sound and can provide a general indication of how a student might perform on more robust measures. While not required, districts may choose to use assessments approved for prescreening only to determine a pool of students for further testing with assessments approved for gifted identification. Some districts may also choose to use these assessments in grade levels without whole-grade screenings to expand opportunities for gifted identification to students beyond referrals. This allows districts to provide continued entry points into gifted education services offered by the district, which is important for all students, including students with disabilities or English learners, who may need additional time and opportunities to develop the academic skills or vocabulary often needed for traditional identification instruments.

Instruments approved for prescreening only are not approved for the identification of students who are gifted and are not approved for use in meeting whole-grade screening requirements or referral opportunity requirements described in Chapter 3324 of the Revised Code or in the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15).

Assessment Name	Additional Information
Cognitive Abilities Test (CogAT), Form 7 and 8, Quantitative Composite	• Administration: Group and Individual • Use for Superior Cognitive Ability, Creative Thinking Ability, and Specific Academic Ability
Cognitive Abilities Test (CogAT), Form 7 and 8, Verbal Composite	• Administration: Group and Individual • Use for Superior Cognitive Ability, Creative Thinking Ability, and Specific Academic Ability
Cognitive Abilities Test (CogAT), Form 7 and 8, Nonverbal Composite	• Administration: Group and Individual • Use for Superior Cognitive Ability, Creative Thinking Ability, and Specific Academic Ability • Nonverbal assessment • Grades K-1 and 8-12: approved for prescreening only

Assessment Name	Additional Information
Cognitive Abilities Test (CogAT), Form 7 and 8, QN Composite	• Administration: Group and Individual • Superior Cognitive Ability, Creative Thinking Ability, and Specific Academic Ability only • Grades K-1: approved for prescreening only
Cognitive Abilities Test (CogAT), Form 7 and 8, Screening Form	• Administration: Group and Individual • Superior Cognitive Ability, Creative Thinking Ability, and Specific Academic Ability only
Fast Bridge	• Administration: Group and Individual • Reading only
i-Ready Diagnostic	• Administration: Group and Individual • Math and reading only • Grades K-1: approved for prescreening only
Pre-ACT	• Administration: Group and Individual • Math, reading, writing, and science only
Pre-ACT 8/9	• Administration: Group and Individual • Math, reading, writing, and science only
Pre-ACT Secure	• Administration: Group and Individual • Math, reading, writing, and science only
Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2), Digital Short Form	• Administration: Group and Individual • Superior Cognitive Ability and Creative Thinking Ability only • Nonverbal assessment
Stanford Achievement Test Series, Tenth Edition (SAT 10), Abbreviated Battery	• Administration: Group and Individual • Math, reading, science, and social studies
Star Early Literacy	• Administration: Group and Individual • Reading only • Grades K-3: approved for prescreening only
TerraNova NEXT	• Administration: Group and Individual • Math and reading only • Grades K-8: approved for prescreening only
The Iowa Assessments, Survey Battery	• Administration: Group and Individual • Math and reading only