Springfield Local Schools

IRN: 048371

Plan and Procedures for the Identification and Service of Children who are Gifted 2026-2027

DEFINITION OF GIFTED

"Gifted" is defined 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 division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

DISTRICT IDENTIFICATION PLAN

The Springfield Local School District uses whole-grade screening in grades 2 and 6 for gifted identification. The district also 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. Springfield follows the 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.

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 Springfield 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 or 8 Online or paper administration Group and Individual	**VQN** Form 7 Grades K-1: 125 Grades 2, 4-12: 126 Grade 3: 127 Form 8 Grades K-1: 125 Grades 2-11: 126 Grade 12: 127	**VQN** Form 7 Grades K-1: 127 Grades 2, 4-12: 128 Grade 3: 129 Form 8 Grades K-1: 127 Grades 2-11: 128 Grade 12: 129	Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries, grades K-12.
	QN Form 7 Grades 2-12: 126	**QN** Form 7 Grades 2-12: 128	The CogAT QN composite (Quantitative – Nonverbal) is approved for identifying students in grades 2-12 for

	Form 8 Grades 2, 7, 11: 125 Grades 3-6, 8-10, 12: 126	Form 8 Grades 2, 7, 11: 127 Grades 3-6, 8-10, 12: 128	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.
	VN Form 7 Grade K: 124 Grades 1, 8-11: 125 Grades 2-7, 12: 126 Form 8 Grade K-1: 124 Grades 2, 5-8, 11: 125 Grades 3-4, 9-10, 12: 126	**VN** Form 7 Grade K: 126 Grades 1, 8-11: 127 Grades 2-7, 12: 128 Form 8 Grade K-1: 126 Grades 2, 5-8, 11: 127 Grades 3-4, 9-10, 12: 128	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 (dyscalculia).
	VQ Form 7 Grade K: 124 Grade 1: 125 Grades 2-12: 126 Form 8 Grades K-2: 124 Grades 3-4, 6-12: 126 Grade 5: 125	**VQ** Form 7 Grade K: 126 Grade 1: 127 Grades 2-12: 128 Form 8 Grades K-2: 126 Grades 3-4, 6-12: 128 Grade 5: 127	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.
	Nonverbal (N) Form 7 Grade 2: 125 Grades 3-7: 124 Form 8 Grades 2, 4-7: 124 Grade 3: 125	**Nonverbal (N)** Form 7 Grade 2: 127 Grades 3-7: 126 Form 8 Grades 2, 4-7: 126 Grade 3: 127	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.

Wechsler Intelligence Scale for Children (WISC-V), 5th edition Online or paper administration Individual Only	Full-Scale IQ Ages: 6-16: 125	Full-Scale IQ Ages: 6-16: 127	Use NVI, GAI, VECI, EFI when appropriate (as specified in the technical manual and publisher guidance)
Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Online or paper administration 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 (as specified in the technical manual and publisher guidance)
Woodcock-Johnson Tests of Cognitive Abilities (WJV) Online or paper administration Individual Only	Ages: 6: 125 7-18: 126	Ages: 6: 127 7-18: 128	Use Gf-Gc Composite when appropriate (as specified in the technical manual and publisher guidance)

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: At or above 95th percentile	Approved for Math only
STAR Reading	Grades 3-12: 93rd Percentile	Grades 3-12: At or above 95th Percentile	Approved for Reading only

Online Group and Individual			
The ACT Online Group and Individual	Grades 9-12: 94th Percentile	Grades 9-12: At or above 95th percentile	Approved for Math, Reading & Science scores only Use National Percentiles from the score report only
The Iowa Assessments: Complete Battery Forms E and F Online or paper administration Group and Individual	Grade: K: 93rd Percentile	Grade: K: At or above 95th percentile	Levels 5/6: Approved for Math & Reading only
	Grades 1-12: 93rd Percentile	Grades 1-12: At or above 95th percentile	**Complete Battery**: Approved for Math, Reading, Science & Social Studies
The Iowa Assessments: Core Battery Forms E and F Online or paper administration Group and Individual	Grades 1-12: 93rd Percentile	Grades 1-12: At or above 95th percentile	**Core Battery**: Approved for Math & Reading only
Woodcock-Johnson Tests of Achievement (WJIV) Online or paper administration Individual Only	Grades K-12: 93rd Percentile	Grades K-12: At or above 95th percentile	Approved for Math, Reading, and Writing only Use scores for Broad Reading, Broad Writing, and/or Broad Math scores only
Woodcock-Johnson Tests of Achievement	Grades K-12: 93rd Percentile	Grades K-12: At or above 95th percentile	Approved for Math, Reading, and Writing only

(WJV) Online administration Individual Only			Use scores for Brief Reading, Brief Math, and/or Brief Writing or Written Expression

Creative Thinking Ability Assessments Springfield 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 or 8 Online or paper administration Group and Individual	**VQN** Form 7 Grades K-1: 110 Grades 2, 4-12: 111 Grade 3: 112 Form 8 Grades K-1: 110 Grades 2-11: 111 Grade 12: 112	**VQN** Form 7 Grades K-1: 111 Grades 2, 4-12: 112 Grade 3: 113 Form 8 Grades K-1: 111 Grades 2-11: 112 Grade 12: 113	Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries Use when appropriate as specified in the technical manual and publisher guidance
	QN Form 7 Grades 2-12: 111 Form 8 Grades 2, 7, 11: 110 Grades 3-6, 8-10, 12: 111	**QN** Form 7 Grades 2-12: 112 Form 8 Grades 2, 7, 11: 111 Grades 3-6, 8-10, 12: 112	
	VN Form 7 Grade K: 109 Grades 1, 8-11: 110 Grades 2-7, 12: 111 Form 8 Grade K-1: 109 Grades 2, 5-8, 11: 110	**VN** Form 7 Grade K: 110 Grades 1, 8-11: 111 Grades 2-7, 12: 112 Form 8 Grade K-1: 110 Grades 2, 5-8, 11: 111	

	Grades 3-4, 9-10, 12: 111	Grades 3-4, 9-10, 12: 112	
	VQ Form 7 Grade K: 109 Grade 1: 110 Grades 2-12: 111 Form 8 Grades K-2: 109 Grades 3-4, 6-12: 111 Grade 5: 110	**VQ** Form 7 Grade K: 110 Grade 1: 111 Grades 2-12: 112 Form 8 Grades K-2: 110 Grades 3-4, 6-12: 112 Grade 5: 111	
	Nonverbal (N) Form 7 Grade 2: 110 Grades 3-7: 109 Form 8 Grades 2, 4-7: 109 Grade 3: 110	**Nonverbal (N)** Form 7 Grade 2: 111 Grades 3-7: 110 Form 8 Grades 2, 4-7: 110 Grade 3: 111	
Wechsler Intelligence Scale for Children (WISC-V), 5th edition Online or paper administration Individual Only	Full-Scale IQ Ages: 6-16: 111	Full-Scale IQ Ages: 6-16: 112	Use NVI, GAI, VECI, EFI when appropriate (as specified in the technical manual and publisher guidance)
Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Online or paper administration 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 (as specified in the technical manual and publisher guidance)

Woodcock-Johnson Tests of Cognitive Abilities (WJV) Online or paper administration Individual Only	Ages: 6: 111 7-18: 112	Ages: 6: 112 7-18: 113	Use Gf-Gc Composite when appropriate (as specified in the technical manual and publisher guidance)
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 Creativity 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 the **Artistic Talent** 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 the **Artistic Talent Checklist** component for Visual or Performing Arts Ability identification in Dance, Drama, Music, and Visual Arts.

Ohio Checklist of Artistic Behavior - DANCE Individual Only	Grades 9-12 Ages: 14 and older Score: 29-31	Grades 9-12 Ages: 14 and older Score: 32	Use 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 the **Artistic Talent** 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 the **Artistic Talent Checklist** component for Visual or Performing Arts Ability identification in Dance, Drama, Music, and Visual Arts.
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 the **Artistic Talent** 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 the **Artistic Talent Checklist** component for Visual or Performing Arts Ability identification in Dance, Drama, Music, and Visual Arts.
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 the **Artistic Talent** component for Visual or Performing Arts Ability in Dance, Drama, Music, and Visual Arts.
GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist	Grades K-12 T score: 60-65	Grades K-12 T score: 66	Use the **Artistic Talent Checklist** component for Visual or

Individual Only			Performing Arts Ability identification in Dance, Drama, Music, and Visual Arts.
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)	1-4
Whole-Grade Assessments	Reading (STAR Reading)	3-4
Whole-Grade Assessments	Math, Reading, and Science only	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 Visual & Performing Arts	K-12

Referrals

Children may be referred in writing on an ongoing basis (at least two assessment opportunities are provided each year for students requesting or referred for assessment) 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.
- ➔ The initial assessment will be completed within 90 days of referral.
- ➔ 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.

- ➔ Springfield uses placement criteria that ensure equal access and does not exclude students through subjective grades or teacher recommendations.

- ➔ 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 Minimum of three gifted students with similarly related identification areas,	General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel.

			unless an approved waiver applies.	
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.

Gifted Service Providers

General education teachers designated as gifted service providers will complete specialized training in gifted education as required by Ohio Administrative Code 3301-51-15, including ongoing training after the initial requirements are met. Providers will participate in regularly scheduled collaborative planning with an educator who holds gifted licensure or endorsement and will provide differentiated instruction aligned with each student's identified strengths, educational needs, and Written Education Plan (WEP).

Written Education Plans

Each student receiving gifted services will have a Written Education Plan (WEP) developed in collaboration with an educator who holds gifted licensure or endorsement. The WEP will include measurable goals aligned with Ohio's Learning Standards, services addressing the student's strengths and needs, progress measures and reporting schedules, responsible staff, applicable procedures for missed assignments and tests, and an annual review date. Parents and educators responsible for developing or implementing the WEP will receive a copy. Springfield will provide periodic progress reports and make reasonable attempts to obtain parent input and signatures when services begin and annually thereafter. Students will not be denied services because a parent signature is missing.

Students without Services

For each student identified as gifted who is not receiving gifted services consistent with Ohio Administrative Code 3301-51-15, Springfield will provide parents or guardians with a no-services letter clearly stating that the student is not receiving gifted services. The student's gifted identification will remain in effect regardless of whether services are provided.

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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