

Marion Local Schools  
District Gifted Education Policy

**DISTRICT IDENTIFICATION PLAN**

The district 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. The district must follow 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.

**Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

| <b>Cognitive Abilities Test (CogAT) Form 7, 8; VQN Composite</b>                 |                      |              |
|--|----------------------|--------------|
| Grade Level  | Identification Score | Screen Score |
| Kindergarten, 3rd & 7-12   | 127                  | 126          |
| 1-2 & 4-6  | 128                  | 127          |
| <b>InView Cognitive Abilities Assessment</b>                                     |                      |              |
| Grade Level  | Identification Score | Screen Score |
| 2-12   | 128                  | 127          |
| <b>Naglieri Nonverbal Ability Test – Third Edition (NNAT 3)</b>                  |                      |              |
| Grade Level  | Identification Score | Screen Score |
| K-4 & 8-10   | 126                  | 125          |
| 5-7  | 125                  | 124          |
| 11-12  | 127                  | 126          |
| <b>Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC-V)</b> |                      |              |
| Grade Level  | Identification Score | Screen Score |
| K-12   | 127                  | 126          |
| <b>Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities</b>                 |                      |              |
| Grade Level  | Identification Score | Screen Score |
| preK-12  | 127                  | 126          |

Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

| <b>Stanford Achievement Test - 10th Edition, Basic and Complete Battery - Math and Reading Only</b> |                      |              |
|---|----------------------|--------------|
| Grade Level   | Identification Score | Screen Score |
| K-12  | 95                   | 94           |
| <b>TerraNova Achievement Tests Complete Battery</b>   |                      |              |
| Grade Level   | Identification Score | Screen Score |
| K-12  | 95                   | 94           |
| <b>The ACT - Math, Science, and Reading</b>   |                      |              |
| Grade Level   | Identification Score | Screen Score |
| 11-12   | 95                   | 94           |
| <b>The Iowa Assessments Core and Complete Battery Forms E, F, and G</b>                             |                      |              |
| Grade Level   | Identification Score | Screen Score |
| K-12  | 95                   | 94           |
| <b>Woodcock-Johnson IV, Tests of Achievement</b>  |                      |              |
| Grade Level   | Identification Score | Screen Score |
| PreK-12   | 95                   | 94           |
| <b>Star Reading (Full Star Reading Test Only)</b>   |                      |              |
| Grade Level   | Identification Score | Screen Score |
| 3-12  | 95                   | 94           |

Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

| <b>Cognitive Abilities Test (CogAT) Form 7, 8; VQN Composite</b> |                      |              |
|--|----------------------|--------------|
| Grade Level  | Identification Score | Screen Score |
| K-1  | 111                  | 110          |
| 2-12   | 112                  | 111          |
| <b>InView – A Measure of Cognitive Abilities</b>                 |                      |              |

| Grade Level   | Identification Score | Screen Score         |
|---|----------------------|----------------------|
| 2-12  | 112                  | 111                  |
| <b>Naglieri Nonverbal Ability Test – Third Edition (NNAT 3)</b>                     |                      |                      |
| Grade Level   | Identification Score | Screen Score         |
| K-4 & 8-10  | 110                  | 109                  |
| 5-7   | 109                  | 108                  |
| 11-12   | 111                  | 110                  |
| <b>Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition (WISC-V)</b>    |                      |                      |
| Grade Level   | Identification Score | Screen Score         |
| K-12  | 112                  | 111                  |
| <b>Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities</b>                    |                      |                      |
| Grade Level   | Identification Score | Screen Score         |
| preK-12   | 112                  | 111                  |
| <b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)</b> |                      |                      |
| Grade Level   | Identification Score | Screen Score         |
| K-12  | 51                   | 48-50                |
| <b>Gifted Rating Scales (GRS) (Creativity Scale)</b>                                |                      |                      |
| Grade Level   | Identification Score | Screen Score         |
| K-8   | <i>T</i> Score 66    | <i>T</i> Score 60-65 |

Visual and Performing Arts

Assessments the district administers that provides for visual and performing arts identification:

| <b>Gifted Rating Scales (GRS) (Artistic Scale)</b>  |                      |                      |
|---|----------------------|----------------------|
| Grade Level   | Identification Score | Screen Score         |
| K-8   | <i>T</i> Score 66    | <i>T</i> Score 60-65 |
| <b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Visual, Part V; Music, Part VI; Drama, Part VII)</b> |                      |                      |

| Grade Level  | Identification Score  | Screen Score                     |
|--|---|----------------------------------|
| K-12   | Visual: 61<br>Music: 39<br>Drama: 57                          | 59-60<br>37-38<br>54-56          |
| <b>Gifted and Talented Evaluation Scale - Second Edition</b> |   |                                  |
| Grade Level  | Identification Score  | Screen Score                     |
| 9-12   | Dance: 111  | 90-110                           |
| <b>Ohio Checklist of Artistic Behavior - Dance</b>           |   |                                  |
| Grade Level  | Identification Score  | Screen Score                     |
| 9-12   | 32-35   | 31                               |
| <b>Performance Rubrics for Visual and Performing Arts</b>    |   |                                  |
| Grade Level  | Identification Score  | Screen Score                     |
| K-12   | Visual: 21-24<br>Music: 18-21<br>Drama: 20-24<br>Dance: 26-30 | 16-20<br>16-19<br>14-17<br>20-25 |

**IDENTIFICATION PROCESS**

The district shall provide 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.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

| Type of Assessment              | Content Area(s)  | Grade Level(s) |
|---------------------------------|--|----------------|
| Whole-grade tests               | IQ, Math, Reading & Creative Thinking<br>Math, Reading & Science | 2 & 4<br>11    |
| Individually-administered tests | IQ, Math, Reading, Science and Social Studies                    | K-12           |
| Audition, performance           | Music, Dance, Drama  | K-12           |
| Display of work                 | Art  | K-12           |
| Exhibition                      | Art, Music, Dance, Drama   | K-12           |
| Checklists                      | Creativity, Art, Music, Dance, Drama                             | K-12           |

## Referral

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.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment and identification within 30 days.

Students referred with permission on file by September 30 will be tested between October 1 and October 31.

Students referred with permission on file by February 28 will be tested between March 1 and March 31.

Students referred after March 1 will be tested the following fall.

## Screening

The district 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 department of education 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.

## Transfer

The district 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.

## Appeal Procedure

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).

**Gifted Services in Marion Local Schools**

Marion Local Schools recognizes the importance of ensuring that gifted students are served by qualified teachers who understand their needs. In addition to collaborating with staff on affective and academic strategies and supports for gifted-identified and high ability students, Gifted Intervention Specialists (GIS) provide services directly to gifted students in accordance with requirements determined by the Ohio Department of Education and outlined in the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15). The following services are currently available to students meeting specific criteria in certain grade levels:

| <b>Grade</b> | <b>Formal Services Offered</b>   |
|--------------|--|
| <b>3</b>     | <p><b>Enrichment:</b> Students identified as gifted in the areas of superior cognitive ability will receive gifted services through placement in the gifted classroom. A gifted intervention specialist is the class teacher.</p> <p><b>Criteria:</b> Identified superior cognitive</p> <p><b>Setting:</b> Resource Room with a Gifted Intervention Specialist</p>   |
| <b>4-6</b>   | <p><b>“TAG Math”:</b> Students identified as gifted in the areas of superior cognitive ability and/or math will receive gifted services through placement in the gifted classroom. A gifted intervention specialist is the class teacher.</p> <p><b>Criteria:</b> Identified superior cognitive &amp; Identified in math with a cognitive score of 120 or higher</p> |
| <b>4-8</b>   | <p><b>Cluster Grouped in the Regular Classroom:</b> Students identified with specific academic ability in math will be cluster grouped in the general education classroom for math service.</p> <p><b>Criteria:</b> Identified in math</p>   |
| <b>3-8</b>   | <p><b>Cluster Grouped in the Regular Classroom:</b> Students identified with specific academic ability in reading will be cluster grouped in the general education classroom for reading service.</p> <p><b>Criteria:</b> Identified in reading</p>  |
| <b>7-8</b>   | <p>Services are available for students identified in math through participation in Pre-Algebra as a 7th-grade student and Algebra as an 8th-grade student.</p>   |

**Eligibility**

Written criteria for determining eligibility for placement in a gifted service are updated annually and shall be provided to any parent/guardian upon request. Current gifted services require gifted identification in the content area in which differentiated instruction is occurring and/or superior cognitive ability. All district students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive those services. In cases where the services are at capacity, students with the highest cognitive scores will be given preference. Subjective criteria such as teacher recommendations are not used to exclude a student from services in the

superior cognitive and specific academic areas if the student is otherwise eligible. Services shall be differentiated and consistent with requirements as determined by the Ohio Department of Education and outlined in the Operating Standards for Identifying and Serving Gifted Students, (Ohio Administrative Code 3301-51-15).

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

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  
**WENDI MOORMAN MERCER COUNTY ESC GIFTED COORDINATOR**  
at 419-586-6628.