

**Marietta City Schools  
Gifted Services**

**Parent Handbook**

**Screening, Testing, and  
Identification**

This Packet contains information regarding screening, testing, and identification procedures for Marietta City Schools Gifted Services.

Parents/guardians who request gifted screening should follow the procedure enclosed.

# **Academically Gifted Services Handbook**

## **Introduction:**

The Marietta City School District is committed to addressing the needs of students whose educational requirements may not be fully covered within the standard curriculum. In accordance with the gifted plan as approved by the Ohio Department of Education, Marietta City Schools identifies students who meet the requirements to be considered gifted. The district employs qualified teachers and a coordinator who assists district personnel in identification and instruction for gifted students in grades K – 12.

This handbook is a compilation of policies, procedures, and other information that may be helpful to members of the school community as they strive to meet the needs of our most able students. As Gifted Services in our district expand and standards change, occasional changes in forms, policies, and procedures will be updated as needed. Any questions should be addressed to the district coordinator.

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## **CHARACTERISTICS OF THE GIFTED AND TALENTED CHILD**

The gifted child is one whose high potential and psychological differences result in the need for a range and type of study different from what most pupils require. These are not the elite students of the school, but a unique group whose needs are not entirely met by the regular classroom program. Differences often exhibited by gifted children include these factors.

1. Extreme Curiosity: These children have the need to know about a lot of things.
2. Outstanding Creative/Cognitive Ability: Gifted children often are able to think of things in ways that are quite different from most children.
3. Leadership Ability: Many gifted children are able to organize groups and work with them efficiently while causing little or no friction.
4. Independent: Gifted children may have the ability to direct their own investigations into areas of interest and be able to work without adult supervision.
5. Perceptive/Sensitive: Gifted children often are very much in tune with the feelings of other persons in their environment and can identify others' needs or wants. Their own personal feelings may be deep and they may exhibit greater extremes of emotion.
6. Self-Expressive: Gifted children tend to express themselves well from very early ages. However, with all their interests and abilities, they need many different ways to present their thoughts, feelings, and inspirations. They need many avenues to the outside world.
7. Rapid Learning Pace: Some gifted children can move through various school subjects or interest areas at a very rapid pace.

## Gifted Services Testing Time Line

Cognitive Abilities Test - October 19 – 23, 2009

Woodcock Johnson III – Ongoing throughout the year

- Used for referrals – all results to parents in 30 days

IOWA Tests of Basic Skills – December – February

- Testing for Specific Academic – after Cog AT

## Parent Information Nights

October 2010

Elementary Schools

October 2010

Marietta Middle School

October 2010

Marietta High School

Meetings will be held in the high school auditorium from 7:00 – 8:30 and are open to the public; no registration is required.

## Gifted Services Identification Time Line

FALL 2010

October 2010

Referral forms for new MCS students due to building principals

November 2010

Referral forms due to Gifted Services office

November 2010

Permission letters to parents

December 2010

Results letter to parents

January 2011

Appeals due to Gifted Services

SPRING 2011

February 2011

Referral forms for new MCS students due to building principals

February 2011

Referral forms due to Gifted Services office

February 2011

Permission letters to parents

End of April 2011

Results letter to parents

June 1, 2011

Appeals due to Gifted Services

## School-Based Service Identification Time Line

February/March

Ongoing testing to identify students for 2010/2011

April 2011

Elementary Schools complete referrals for sixth graders

May 2011

Testing from referrals

## **Identification of Gifted Children Marietta City School's Gifted Services**

Ohio's House Bill 282 defined "gifted" students as those 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 Revised Code. That section of law discusses standards for identifying students who have Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability, or exceptional abilities in the area of Visual and Performing Arts.

Ohio law requires the identification of gifted students, but there is no mandate for school districts to provide services for these children. The Marietta City School District provides many opportunities for gifted students through differentiated curriculum, enrichment activities, and competitions. The district's plan for the identification of children who are gifted was submitted to and approved by the Ohio Department of Education in September 2002. Yearly updates continue. The plan includes pre-assessment measures to insure equal access for all children in grades K – 12 to screening and further assessment that may lead to identification in one of the four areas described above. Appropriately trained school personnel review test scores and other available information during the screening process and then make decisions about the necessity for additional assessment. The district uses group tests and assessment tools that have been approved by the Ohio Department of Education for the purpose of identifying gifted students. Parent permission is obtained before any assessments are given and parents receive the results of any screening and/or assessment.

Additional assessments that may be conducted after parental permission has been granted include activities such as individually administered tests of achievement or ability, auditions or performances, or the completion of checklists and student inventories. Identified students in grade K – 12 may participate in a variety of activities designed to enhance their learning. Children may be referred on an ongoing basis, based on the following: child request (self-referral), teacher recommendation, parent/guardian request, child referral of peer, or other (e.g., psychologist, community member, principal, or Coordinator of Gifted Services, etc.).

Tangie Rumbold is the Coordinator of Gifted Services. She may be reached at the Student Services Center at 376-2468, ext. 14. She works closely with our Gifted Intervention Specialist at the middle school, and with teachers at the elementary level and at the high school.

## **Marietta City School's Gifted Services**

### **Kindergarten – Fifth Grade**

Students in K – 5 who have been identified as gifted are placed in cluster groups within the regular classroom and receive service through their classroom teachers. Teachers differentiate lessons and materials for these students in their strength areas. Teachers provide enrichment opportunities for students with superior cognitive or specific academic abilities in the regular classroom. In addition to differentiated instruction, students may participate in other enrichment opportunities; i.e. Junior Great Books, Future Problem Solving, National Olympiads, or other activities when available. The district encourages participation in school and community events that involve creativity, higher-level thinking, and talent in the visual and performing arts.

### **Marietta Middle School Grades sixth through eighth grades**

Services for identified gifted students at Marietta Middle School include Accelerated Language Arts in all three grades. Accelerated Science is offered in sixth and seventh grade, with Earth Science, normally a ninth grade course, offered in the eighth grade. Accelerated Math is available in sixth and seventh grade, with Algebra I offered in the eighth grade. Students may participate in Future Problem Solving, Power of the Pen, Model UN, Science Olympiad, National Olympiads, History Day, and/or Ohio Mathematics League.

### **Marietta High School Grades ninth through twelfth grades**

Students identified under superior cognitive or specific academic ability guidelines are given opportunities to apply and integrate the high thinking, problem solving, research, and communication skills they have developed with appropriate coursework. Marietta High School provides honors or advanced placement classes in English, Foreign Languages, Science, Mathematics, and Social Studies. Students are encouraged to accept the challenge of Honors Classes, Advanced Placement classes, or Post Secondary Education Options (PSEO). Detailed course descriptions and objectives for these courses may be found in the approved course of study in the appropriate curriculum area.

## **DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF GIFTED STUDENTS**

### **DEFINITION**

**“GIFTED” means 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, D of section 3324.03 of the Revised Code.**

**CODE MANDATES THAT STUDENTS BE IDENTIFIED. HOWEVER, CODE DOES NOT MANDATE SERVICES FOR GIFTED STUDENTS.**

### **SCREENING AND ASSESSING**

**The district uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.**

#### ***Stage 1: Pre Assessment***

**The pre-assessment part of the process involves gathering student data from a variety of sources including parent, teacher and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.**

**By using the pre-assessment process, the district ensures equal access to screening and further assessment by 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.**

#### ***Stage 2- Assessment for Screening***

**The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment.**

**District determined cut off scores, to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening.**

### *Stage 3- Assessment for Identification*

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in this handbook.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student's educational needs are determined.

### **REFERRALS**

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

- Group Tests;
- Individually- administered Tests;
- Audition, Performance;
- Display of Work;
- Exhibition;
- Checklist

Children may be referred on an ongoing basis, based on the following:

- Child Request (self-referral)
- Teacher recommendation
- Parent/Guardian Request
- Child referral of peer
- Other (e.g., psychologist, community member, principal, Coordinator of Gifted Services, etc.)

Referral forms are available from the Coordinator of Gifted Services or the main office of any school building.

The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

Upon receipt of a referral, the Coordinator of Gifted Services will seek written parent/guardian permission to perform further assessment of the student. After permission is granted, the Coordinator of Gifted Services will make arrangements with the student's school to perform the assessment. Parents and appropriate school personnel will be informed of the results in writing within thirty days.

# INSTRUMENTS USED BY THE DISTRICT FOR SCREENING/IDENTIFICATION OF GIFTED STUDENTS

## Superior Cognitive Ability

### **Cognitive Abilities Test™ (CogAT®), Form 5**

- Screening Criteria - 120 composite
- Identification Criteria – Grades 2 -4 – 127
- Identification Criteria - Grades 5-12 - 129

### **Naglieri Nonverbal Ability Test™, Second Edition (NNAT2)**

- Screening Criteria - 115
- Identification Criteria – K-6 – 125
- Identification Criteria - 7-12 - 126

### **Raven’s Progressive Matrices – (Standard Form)**

- Screening Criteria - 124
- Identification Criteria - 128

### **Wechsler Intelligence Scale for Children, (WISC IV)**

- Screening Criteria -123
- Identification Criteria - 127

### **Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI)**

- Screening Criteria -123
- Identification Criteria - 127

### **Woodcock-Johnson Tests of Cognitive Ability (WJ III®)**

- Screening Criteria – 123
- Identification Criteria - 127

## Specific Academic

### **Iowa Test of Basic Skills, Form A, Complete**

- Screening Criteria - 91%ile
- Identification Criteria - 95%ile and above

### **Wechsler Individual Achievement Test (WIAT)**

- Screening Criteria – 93%ile
- Identification Criteria – 95%ile

### **Woodcock-Johnson Tests of Achievement (WJ III®)**

- Screening Criteria - 123
- Identification Criteria – 127

## Creative Thinking Ability

### **Cognitive Abilities Test™ (CogAT®), Form 5**

- Screening Criteria - 110
- Identification Criteria - 111 Grades K-2
- Identification Criteria – 113 Grade 3 and over

**Gifted and Talented Evaluation Scale (GATES) – Section IV,  
Items #21-30**

- Screening Criteria - 65
- Identification Criteria - 83

**Raven’s Progressive Matrices – (Standard Form)**

- Screening Criteria - 113
- Identification Criteria -

**Scales for Rating the Behavior Characteristics of Superior  
Students (SRBCS) – Section II, Creativity**

- Screening Criteria - 32
- Identification Criteria – 43

**Visual and Performing Arts Ability**

**Gifted & Talented Evaluation Scale (GATES), Section V,  
Items #41-50**

- Screening Criteria – 57-77
- Identification Criteria – 78+

**Scales for Rating the Behavior Characteristics of Superior  
Students – Section V: Artistic and/or Section VI: Musical, and/or  
Section VII: Dramatic**

- ART - Screening Criteria 40 Identification Criteria - 53
- MUSIC – Screening Criteria 25 Identification Criteria - 34

**ODE Rubrics for Scoring**

- ART - Audition/Performance Screening 16-20 ID 20-24
- MUSIC – Audition/Performance Screening 14-17 ID 18-21
- DANCE - Audition/Performance Screening 20-25 ID 26-30
- DRAMA - Audition/Performance Screening 16-19 ID 20-24

**The district accepts scores on assessment instruments approved for the use by the state of Ohio Department of Education provided by other school districts and/or trained personnel outside school district.**

**The district ensures that any child transferring into the district will be assessed within ninety days of the transfer at the request of the parent. Parents should contact the building principal or the Coordinator of Gifted Services for information.**

**The district ensures an equal opportunity for all district students identified as gifted to receive services offered by the district.**

## **SERVICES**

The district offers several options to service gifted students. Some services are standard and offered regularly, while others can be scheduled under special circumstances based on need.

### **Standard Services**

Students in grades K-5 are cluster-grouped with teachers who are trained in differentiated instruction. Classroom teachers offer enrichment activities and higher level thinking activities for students. Through cluster grouping we are addressing the intellectual, social, and emotional needs of the gifted students.

In grades 7-8, approximately 60 identified students are served through our accelerated language arts classes. Students spend each day with the gifted and talented resource room teacher working with other able peers on higher-level curriculum.

Student placement in the 7-8 advanced language arts class program are prioritized in the following manner:

- **Students with Superior Cognitive Identification**
- **Students with multiple Specific Academic Area Identification with Language Arts**

Numerous special activities are used in addition to curriculum to enhance the learning of gifted and talented students. Academic competitions, clubs, and student organizations can also meet the needs of gifted students:

**Math Counts**  
**Model United Nations**  
**Future Problem Solving**  
**Mid-West Academic Talent Search**  
**Ohio Math League**  
**Power of the Pen**  
**Regional Scholars**  
**Martin Essex**  
**Junior National Honor Society**  
**National Honor Society**  
**Services by Special Arrangement**  
**Independent Study**  
**Mentorship**  
**Grade or Subject Acceleration**

## RESOURCES

**The Gifted Kids Survival Guide** by Judy Galbraith  
Free Spirit Publishing, Minneapolis MN  
1983

**National Association for Gifted Children (NAGC)**  
[www.nagc.org](http://www.nagc.org)

**Ohio Association for Gifted Children (OAGC)**  
[www.oagc.com](http://www.oagc.com)

**Parenting for High Potential magazine**  
Published by NAGC subscription available online

**Understanding the Gifted Adolescent**  
Edited by Marlene Bireley and Judy Genshaft  
Teachers College Press, New York, NY  
1991

**What to Expect When You're Raising a Gifted Child**  
Published by OAGC available online

**SENG: Supporting Emotional Needs of Gifted Children**  
[www.sengifted.org](http://www.sengifted.org)

**Gifted Child Society**  
[www.gifted.org](http://www.gifted.org)

**American Association for Gifted Students (Duke University)**  
[www.aagc.org](http://www.aagc.org)

**Hoagies' Gifted Education Page**  
<http://www.hoagiesgifted.org>