

**MARIETTA CITY SCHOOLS**

**GIFTED IDENTIFICATION  
AND SERVICES  
HANDBOOK**

# **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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## **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.

# **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.

## **Assessment Instruments used by the District For Identification of Gifted Children**

### **Section I: Superior Cognitive**

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:

Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; **or**

Accomplished any one of the following:

- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;
- Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

<b>Screen Score</b>	<b>ID Score</b>	<b>Name of Instrument</b>	<b>Grade Levels</b>
120	<b>Gr.2 -127 Gr.5 -129</b>	Cognitive Abilities Test (CogAT), Form 6	2 and 5
93%ile	95%ile <	Iowa Tests of Basic Skills (ITBS), Form A, B, or C, Complete Battery	K-9
120	<b>K-6 -125 7-12 -126</b>	Naglieri Nonverbal Ability Test- 1 <sup>st</sup> or 2 <sup>nd</sup> Edition	K - 12
95%ile	98%ile	Raven's Progressive Matrices (Standard and Advanced Form)	K - 12
124	127	Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)	K-12
		Wechsler Nonverbal Scale of Ability	
		Wechsler Preschool and Primary Scale of Intelligence- Third Edition	
91%ile - 94%ile	95%ile <	Woodcock-Johnson III (WJIII), Tests of Achievement (including NU edition)	K - 12

## Section II Specific Academic Ability

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

Screen Score	ID	Name of Instrument	Grade Levels
91% - 94%ile	95%ile<	Iowa Tests of Basic Skills (ITBS), Form A, B, or C	K-9
N/A	127<	Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition	K-12

## Section III: Creative Thinking Ability

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months; the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

1. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

1. .

Screen Score	ID Score	Name of Cognitive Tests	Grade Levels
111	127	Cognitive Abilities Test (CogAT), Form 6	2 and 5
		Raven's Progressive Matrices (Standard and Advanced Form)	
Score		Name of Tests of Creative Ability	Grade Levels
		Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV, Items 21-30; Visual or Performing Arts: Section IV, Items 41-50)	
		Gifted Rating Scales	
32	43	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Creativity: Part II, Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	K-12

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## Section IV: Visual or Performing Arts Ability

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

1. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
  2. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.
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<b>Screen Score</b>	<b>ID</b>	<b>Name of Behavior Checklist</b>	<b>Grade Levels</b>
		Gifted and Talented Evaluation Scales (GATES)	
40	53	Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Musical: Part VI, Dramatic: Part VII, Artistic: Part V)	K-12
<b>Screen Score</b>	<b>ID</b>	<b>Name of Performance Evaluation Instrument</b>	<b>Grade Levels</b>
16-20	20-24	ODE Rubrics for Scoring – <b>Art</b> - Audition / Performance	K-12
14-17	18-21	ODE Rubrics for Scoring - <b>Music</b> - Audition/ Performance	K-12
20-25	26-30	ODE Rubrics for Scoring - <b>Dance</b> - Audition / Performance	K-12
16-19	20-24	ODE Rubrics for Scoring – <b>Drama</b> - Audition/ Performance	K-12

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

**All selections are from the Ohio list of approved instruments:**

### **SUPERIOR COGNITIVE ABILITY**

**Cognitive Abilities Test, Form 5** (given in grades 2 and 5 district wide)

Screening - 120 composite

Identification: Grade 2 – 127, Grade 5 - 129 composite

**IOWA Tests of Basic Skills (ITBS) Form A, B, C, Complete Battery**

Screening – 93<sup>rd</sup>ile

Identification – 95<sup>th</sup>ile<

**Naglieri Nonverbal Ability Test – 1<sup>st</sup> Edition**

Screening – 120

Identification – K-6 – 125 – 7-12 - 126

**Raven Progressive Matrices- standard form**

Screening 95<sup>th</sup> percentile

Identification 98<sup>th</sup> percentile

**Wechsler Intelligence Scale for Children, 3<sup>rd</sup> ed. (WISC III)**

Screening 124 composite

Identification 127 composite

**Woodcock Johnson III, Tests of Achievement**

Screening – 91 – 94<sup>th</sup>ile

Identification – 95<sup>th</sup>ile<

### **SPECIFIC ACADEMIC ABILITY**

**Iowa Test of Basic Skills**

Screening 93<sup>rd</sup> percentile total in an academic area

Identification 95<sup>th</sup> percentile total in an academic area

**Woodcock Johnson Revised Achievement Battery**

Screening 91 - 94 Percentile total in an academic area

Identification 95<sup>th</sup> percentile total in an academic area

## **CREATIVE THINKING ABILITY**

### **Cognitive Abilities Test, Form 5**

Screening 111 Non-verbal

Identification 127 Non-verbal

### **Gifted and Talented Evaluation Scale (GATES)**

Creative Thinking: Section IV, Items 21-30

Screening 65 - Identification 83

## **VISUAL AND/OR PERFORMING ARTS**

### **Display of Work in Art, Music, Dance or Drama**

#### **ODE Rubrics for Scoring**

Art – Audition/Performance      Screening – 16-30      Identification – 20-24

Music - Audition/Performance      Screening – 14-17      Identification – 18-21

Dance - Audition/Performance      Screening – 20-25      Identification – 26-30

Drama - Audition/Performance      Screening – 16-19      Identification – 20-24

### **Scales for Rating the Behavior Characteristics of Superior Students- Art (V), Drama (VII), Music, (VI)**

Screening Art- 40, Music-25

Identification Art -53, Music-34

### **Gifted and Talented Evaluation Scale (GATES)**

Visual and Performing Arts: Section IV, Items 41 – 50

Screening 57

Identification 78

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.

# **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.

## **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.

Parents will be notified before students are placed in an accelerated class or placed in a cluster group with other able students. These students will receive differentiated instruction based on their identified areas of strength. The criteria for placement are available to any parent or district educator. The methods used to ensure equal access to each gifted service for all eligible students (including disadvantaged students, minority students, students with disabilities and ESL students). Students receive services in accordance with their area(s) of identification.

Marietta City Schools does not use subjective data such as teacher recommendations to exclude students from service in the superior cognitive and specific academic areas; all identified students are placed in accelerated classes.

### **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

The advanced language arts class is taught by a certified Gifted Intervention Specialist, instruction is differentiated by depth, breadth and pace. Materials are provided to the GIS to insure quality instruction.

Elementary teachers who are responsible for the cluster grouping have been trained in the past in differentiating lessons. Teachers are receiving professional development with the JAVITS, I Get Gifted modules throughout the year.

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

## Written Education Plans (WEPS)

All identified gifted students who are receiving services will have a Written Education Plan. The Written Education Plan (WEP) includes demographic information, identification information, including areas of identification and the date of identification, student's personal information is including on the cover page to clarify student's personal needs.

The WEP specifies annual goals that describe the knowledge, skills and/or behaviors a student is expected to be able to demonstrate during the time period for which the WEP is in effect. Each goal lists the area of differentiation, what program will be used to address the goal, students' progress, the service setting, and the person responsible for the service. Student's interests and learning style are provided on the WEP.

Copies of the WEP are provided for the Coordinator of Gifted Services, GIS, and parent. If modifications need to be made to the WEP all of the above will be involved in the decision making process.

## Personnel

### Gifted Intervention Specialist:

Marietta City Schools employs a Highly Qualified Teacher/Gifted Intervention Specialist who works 100% of her time with identified students. Students are served in a resource/pull-out room for Gifted Students, each day they are in class 45 minutes for Language Arts and once a week they are in Enrichment for 45 minutes. Students are rotated through Enrichment so that all have a chance to work directly with the GIS. Enrichment consists of getting ready for competitions, independent projects, and completing higher level thinking skills activities. Each student is with the GIS a total of 270 minutes each week. No more than 20 students are with the GIS at any given time. The GIS has a caseload of no more than 75 students.

### Coordinator of Gifted Services:

The Coordinator of Gifted Services develops, implements, and reviews appropriate methods of identification of talented and gifted students. He/she schedules and assists school personnel in the assessment and identification of talented and gifted students in grade K – 12 and those applying for underage admission. He or she records on identification and service, and provides EMIS data to district for submission of annual report as specified in ORC 3324.

The Coordinator attends ODE informational meetings and provide support to superintendent and administrators about compliance with state mandates regarding gifted education.

Provides in-services to parents on the methods of identification, the education program design and ongoing evaluation for continued placement or the reassignment to the regular classroom. Promotes a comprehensive educationally differentiated program within the state guidelines. He/she supports the TAG staff by providing individual and group in-services and encouraging professional growth.

The Coordinator supervises the ODE-mandated individual Written Educational Plans for each student served in the district. He/she assists counselors, psychologists and other support staff in their respective roles relative to the talented and gifted program. Maintains talented and gifted student profiles for recording progress in the TAG program.

He/she participates in curriculum studies, designing courses of study and selecting curriculum materials to meet the needs of the talented and gifted. Helps guide district in the development and evaluation of gifted service plans and policies – ORC 3324.03.

The Coordinator designs and coordinates in school and out of school activities for talented and gifted students using community resources; i.e., mentorship, seminars, speakers and summer programs, and coordinates and assists with enrichment programs such as Destination Imagination, Science Olympiad, Power of the Pen, Model United Nations, Regional Scholars....

Another duty of the Coordinator is to provide professional development and gifted educational resources for assisting teachers in differentiating the curricula for high achieving students. Supports gifted intervention specialists in the district.

Provides instruction and support to parents of gifted students about gifted issues and the characteristics, educational needs, and enrichment opportunities for their children.

The Coordinator maintains an instructional materials center, provides for community awareness of the talented and gifted program and utilizes the areas' resources.

Plans and coordinates system wide evaluation of all components of the talented and gifted program and compiles annual reports to the director of instruction and to the Ohio Department of Education.

Coordinates district compliance with the State Department of Education Standards for gifted education and assists district with the development of the mandated annual evaluation report – ORC 3324.07, “Self Report on Identification and Services to Children Who Are Gifted.”

Advocates for the needs of gifted students at the local, state, and national levels, and stays informed about issues in gifted. Continues professional development by attending and/or presenting at local, regional, state meetings, and national workshops and conference. Attends meetings and conferences relative to the talented and gifted.

## 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>