

District Policy and Plan for the  
Identification  
and Service of Children  
Who are Gifted



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Union Local School District

**District Contact Information**

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### Definition of Gifted:

A child who is gifted demonstrates advanced ability or performance in one or more areas when compared to others their age.

### District Identification Plan and Process:

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 require districts to provide yearly whole-grade gifted testing in grade bands K-2 and 3-6 and offer testing based on referrals for any gifted area: superior cognitive, creative thinking, math, reading, science, social studies, visual and performing arts at least twice per year.

- Whole-grade gifted testing is completed in December for second and fifth grade students.
- Referrals are taken on an ongoing basis at any time of the year.
- Transfer students will be assessed at the request of the parent.
- Testing for referrals and transfer students are completed within 90 days of receiving the referral form or request from the parent.

These rules also specify that assessment instruments must come from the list approved by the Ohio Department of Education Assessments provided are as follows:

Assessments for Gifted Identification:

Assessments the district may administer that provide for superior cognitive identification: (Or any on the state list of approved assessments.)

Intelligence Tests for Superior Cognitive Ability Identification:

**Cognitive Abilities Test Form 7 or 8 VQN Composite**

<b>Group and Individual Testing</b>	Grade K	Screen = 125, ID = 127
<b>Group and Individual Testing</b>	Grades 1 & 2	Screen = 126, ID = 128
<b>Group and Individual Testing</b>	Grade 3	Screen = 125, ID = 127
<b>Group and Individual Testing</b>	Grades 4-6	Screen = 126, ID = 128
<b>Group and Individual Testing</b>	Grades 7-12	Screen = 125, ID = 127

**Cognitive Abilities Test Form 7 or 8 QN Composite- used for special circumstances**

<b>Group and Individual Testing</b>	Grades 3-4	Screen = 126, ID = 128
<b>Group and Individual Testing</b>	Grade 5	Screen = 125, ID = 127
<b>Group and Individual Testing</b>	Grade 6	Screen = 126, ID = 128
<b>Group and Individual Testing</b>	Grades 7-12	Screen = 125, ID = 127

**Cognitive Abilities Test Form 7 or 8 VN Composite- used for special circumstances**

<b>Group and Individual Testing</b>	Grade K	Screen = 124, ID = 126
<b>Group and Individual Testing</b>	Grade 1	Screen = 123, ID = 125
<b>Group and Individual Testing</b>	Grade 2	Screen = 125, ID = 127
<b>Group and Individual Testing</b>	Grade 3	Screen = 124, ID = 126
<b>Group and Individual Testing</b>	Grades 4-6	Screen = 125, ID = 127
<b>Group and Individual Testing</b>	Grades 7-10	Screen = 124, ID = 126
<b>Group and Individual Testing</b>	Grades 11-12	Screen = 125, ID = 127

**Cognitive Abilities Test Form 7 or 8 Nonverbal Battery- used for special circumstances**

Group and Individual Testing	Grade 2	Screen = 124, ID = 126
Group and Individual Testing	Grade 3	Screen = 123, ID = 125
Group and Individual Testing	Grade 4	Screen = 124, ID = 126
Group and Individual Testing	Grade 5	Screen = 124, ID = 126

**Wechsler Intelligence Scale for Children Fifth Edition (WISC-V), Full Scale IQ (FSIQ)**

Individual	Grades K-12	Screen = 125, ID = 127
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**Wechsler Intelligence Scale for Children Fifth Edition (WISC-V), General Ability Index (GAI) use for special circumstances only**

Individual	Grades K-12	Screen = 124, ID = 126
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**Wechsler Intelligence Scale for Children Fifth Edition (WISC-V), Nonverbal Index (NVI) use for special circumstances only**

Individual	Grades K-12	Screen = 124, ID = 126
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**Wechsler Intelligence Scale for Children Fifth Edition (WISC-V), Verbal Expanded Crystallized Index (VECI) use for special circumstances only**

Individual	Grades K-12	Screen = 124, ID = 126
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**Wechsler Intelligence Scale for Children Fifth Edition (WISC-V), Expanded Fluid Reasoning Index (EFI) use for special circumstances only**

Individual	Grades K-12	Screen = 124, ID = 126
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**Raven's Progressive Matrices (Raven's 2)**

Individual	Ages 4-16	Screen = 122, ID = 124
	Ages 17-20	Screen = 123, ID = 125

Specific Academic Ability

Assessments the district administers that provide for specific academic identification:  
(Or any on the state list of approved assessments.)

**SAT**

Group and Individual	Grades 11-12	Screen = 93rd percentile ID = 95th percentile	Reading/Writing and Mathematics
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## ACT

<b>Group and Individual</b>	Grades 11-12	Screen = 93rd percentile ID = 95th percentile	English, Math, Reading, Science and Social Studies
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## Woodcock Johnson, IV, Tests of Achievement

<b>Individual</b>	Grades Pre-K-12	Screen = 93rd percentile ID = 95th percentile	Use Broad Reading, Broad Writing, and Broad Math Scores
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## Star Reading

<b>Group and Individual</b>	Grades 3-12	Screen = 93rd percentile ID = 95th percentile	Full Star Reading Test Only
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## Star Reading (PreScreening)

<b>Group and Individual</b>	Grades 1-2	Screen = 93rd percentile Further Testing Indicated for ID	Reading Only Achievement Test
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## Star Math (PreScreening)

<b>Group and Individual</b>	Grades 1-12	Screen = 93rd percentile Further Testing Indicated for ID	Math Only Achievement Test
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## Creative Thinking Ability

Screening and Assessment Tools the district administers that provide for creative thinking identification: (or any on the state list of approved assessments.)

There are two parts for Creative Thinking Ability Identification:

- Part One - qualifying score from an intelligence test;
- Part Two - qualifying score from an approved checklist or creative thinking assessment

<b>Part 1: Cognitive Abilities Test, (CogAT), Form 7 or 8 VQN</b>	Grades K-1 Grades 2-12	K-1 Reassessment Score = 109 K-1 Qualifying Score = 111+ 2-12 Reassessment Score = 110 2-12 Qualifying Score = 112+
<b>CogAT (qualitative and nonverbal) Composite</b>	Grades 3-12	Reassessment Score = 110 Qualifying Score = 112+

<b>CogAT VN (verbal and nonverbal) Composite</b>	Grade K Grades 1-12	K Reassessment Score = 108 K Qualifying Score = 110+ 1-12 Reassessment Score = 109 1-12 Qualifying Score = 111+
<b>CogAT N (nonverbal) Composite</b>	Grade 2 Grades 3-5	Grade 2 Reassessment Score = 108 Grade 2 Qualifying Score = 110+ 3-5 Reassessment Score = 109 3-5 Qualifying Score = 110+
<b>Part 1: Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V) FSIQ- Full Scale IQ</b>	Grades K-12	Reassessment Score = 110 Qualifying Score = 112+
<b>Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V) GAI- General Ability Index</b>	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
<b>Continued on Next Page Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V) NVI- Nonverbal Index</b>	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
<b>Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V) VECI- Verbal Expanded Crystallized Index</b>	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
<b>Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V) EFI- Expanded Fluid Reasoning Index</b>	Grades K-12	Reassessment Score = 109 Qualifying Score = 111+
<b>Part 1: Raven's 2 Progressive Matrices 2</b>	Ages 4-16 Ages 17-20	Ages 4-16 Reassessment Score = 107 Qualifying Score = 109+ Ages 17-20 Reassessment Score = 108 Qualifying Score = 110+
<b>Part 2: SRBCSS- Scales for Rating the Behavioral Characteristics of Superior Students (3rd Edition) Part II Creativity Characteristics</b>	Grades K-12	Reassessment Score = 48 ID Score = 51
<b>Part 2: Gifted Rating Scale (GRS)</b>	Grade K-8 Ages 4.0-13.11	Reassessment = T Score 60-65 Qualifying = T Score 66

## Visual and Performing Arts

Assessments the district administers that provide for visual and performing arts identification: (Or any on the state list of approved assessments.)

### **Visual Arts**

ODE Visual Performing Arts Performance Evaluation Rubric: Visual Art	Grades K-12 Screen = 16-20 ID ≥ 21 Found on page 21
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (V)	Grades K-12 Screen = 59-60 ID ≥ 61 Found on page 19

### **Performing Arts**

ODE Visual Performing Arts Performance Evaluation Rubric: Music	Grades K-12 Screen = 14-17 ID ≥ 18 Found on page 21
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (VI)	Grades K-12 Screen = 37-38 ID ≥ 39 Found on page 19

### **Drama**

ODE Visual Performing Arts Performance Evaluation Rubric: Drama/Theatre	Grades K-12 Screen = 16-19 ID ≥ 20
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (VII)	Grades K-12 Screen = 54-56 ID ≥ 57

### **Dance**

Ohio Checklist of Artistic Behavior- Dance	Grades 9-12 Screen = 29-31 ID ≥ 32
ODE Visual Performing Arts Performance Evaluation Rubric: Dance	Grades K-12 Screen = 20-25 ID ≥ 26

Gifted and Talented Evaluation Scales 2 (GATES 2)- VPA Dance Only	Grades 9-12 Screen = 90-110 ID ≥ 111
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### Identification Process

The district shall provide at least two opportunities each year, fall and spring, for assessments based on referrals.

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

Type of Assessment	Content Area(s)	Grade Level(s)
<ul style="list-style-type: none"> <li>Whole-Grade Level Testing December Testing for 2nd and 5th Grades</li> </ul>	Superior Cognitive and Creative Thinking	2nd and 5th Grades
<ul style="list-style-type: none"> <li>Group and Individual</li> </ul>	All	Available to all
<ul style="list-style-type: none"> <li>Audition, performance</li> </ul>	All VPA	Available to all
<ul style="list-style-type: none"> <li>Display of work</li> </ul>	All VPA	Available to all
<ul style="list-style-type: none"> <li>Exhibition</li> </ul>	All VPA	Available to all
<ul style="list-style-type: none"> <li>Checklists</li> </ul>	All VPA & CT	Available to all

### Referral

Children may be referred, in writing, for gifted testing twice per year; Fall semester and Spring semester.

(See District Identification Plan and Process on page 1), based upon the following:

- Child Request (peer or self-referral)
- Teacher recommendation
- Parent/Guardian referral
- Other (e.g, principal, gifted coordinator, etc.)

Upon receipt of the initial referral in an gifted area, the district will:

- Assess the student within 90 days
- Notify parents of screening or assessment and identification within 30 days.

### Screening

To ensure equal access to gifted testing, the district:

- Provides alternative assessments for culturally or linguistically diverse children and children from low socioeconomic backgrounds
- Provides alternative assessments with accommodations in accordance with a student's Individual Education Plan or 504 plan.
- Provides assessments in the student's native language.
- Uses the Cognitive Abilities Tests: Nonverbal, Quantitative, and Verbal subtests for superior cognitive and creative thinking abilities; The Iowa Assessments for specific subject areas in compliance with Individual Education Plans and 504



plans. (See pages 1-5 in this document for more detailed information on the assessments used.)

As previously stated, whole-grade screening is provided each year in grades 2 and 5. Individual screening is provided in all areas based on referrals.

Parents are notified through a Letter of Notification within 30 days of testing. The letter includes a score report with an explanation for gifted identification. If the student meets identification requirements, the area(s) of gifted identification and placement for gifted services are included.

### **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 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**

A student will be reassessed for possible identification if their initial score falls within the screening range. (See pages 1-5 for specific screen scores)

### **Out-of-District Scores**

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

### **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).

### **Written Education Plan**

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. WEPs will include all state mandated information.

### **Withdrawal**

If at any time a student wishes to withdraw from gifted programs or services, the request should be submitted to the building administrator. The administrator will notify parents and begin the withdrawal process.

### **Identification and Service Plan Approval**

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

# District Service Plan

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. If at any time a student wishes to withdraw from gifted programs or services, the request should be submitted to the building principal or school counselor. The principal and school counselor will notify parents and begin the withdrawal process.

Key:

Advanced Placement (AP): college level classes that can lead to college credit

College Credit Plus (CCP): college classes that can be taken at a college or university that leads to college credit

Honors Classes: more rigorous than regular courses

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Regular Classroom	<b>Regular Classroom Cluster Group</b>	K - 12	G/T Identification in: Specific academic area(s), superior cognitive, and/or creative thinking	Reg. Ed Teacher
Subject or Whole Grade Acceleration	<b>Regular Classroom with Acceleration</b>	K-12	In accordance with acceleration process	Reg. Ed Teacher or CCP Teacher
College Credit Plus (CCP)	<b>Regular Classroom College Credit Plus College Setting Online</b>	MS/HS	District/Higher Ed Criteria determined by each college, university or district	Higher Ed Teacher
Honors	<b>Regular Classroom Honors</b>	8 - 12	Identification in that subject	Reg. Ed. Teacher
Visual/ Performing Arts	<b>Regular Classroom</b>	K-12	Visual and/or Performing Arts Identification	Fine Arts Teacher