

**MARIETTA CITY SCHOOLS POLICY AND PLAN  
FOR THE IDENTIFICATION AND SERVICE  
OF CHILDREN WHO ARE GIFTED**

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), or (D) of section 3324.03 of the Ohio Revised Code.

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 (provide at least two for assessment and reassessment purposes):**

Naglieri Nonverbal Ability Test - 1st or 2nd Edition Ind.	ID Gr. K-6 = 125 Screen 120 ID Gr. 7-12 = 126 Screen 120
Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV)	ID Gr. K-10 = 127 Screen 120
Wechsler Preschool and Primary Scale of Intelligence, 3rd ED	ID ages 2.5-7 = 127 Screen 120
Stanford Binet Intelligence Scale 5th ED	ID Gr. K-12 = 127 Screen 120
Woodcock Johnson III NU Tests of Cognitive Abilities	ID Gr. K-12 = 127 Screen 120
Kaufman Assessment Battery for Children, 2nd Ed (KABC-II)	ID Gr. K-12 = 127 Screen 120
Differential Ability Scales (DAS)	ID 126 Screen 120

➤ **Specific Academic Ability**

**Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):**

Iowa Tests of Basic Skills, Form A Complete Battery	ID Gr K-9 95 <sup>th</sup> percentile SCREEN 90 <sup>th</sup> percentile
Woodcock Johnson III NU Tests of Achievement	ID Gr K-12 95 <sup>th</sup> percentile SCREEN 90 <sup>th</sup> percentile
Terra Nova 3 <sup>rd</sup> Ed, Multiple Assessments	ID Gr 1-12 95 <sup>th</sup> percentile SCREEN 90 <sup>th</sup> percentile
Wechsler Individual Assessment Test, 3 <sup>rd</sup> Ed. 95 <sup>th</sup> percentile	ID ages 4-Gr12  SCREEN 90th percentile
Stanford Achievement Test, 10 <sup>th</sup> Ed.	ID Gr. K-12 95 <sup>th</sup> percentile SCREEN 90 <sup>th</sup> percentile
ACT Test	
Reading/Writing (English subscore)	
Gr 6- ID 17, SCREEN 15; Gr 7- ID 19, SCREEN 17; Gr 8- ID 21, SCREEN 19; Gr 9- ID 24, SCREEN 22	
Reading/Writing (Reading subscore)	
Gr 6- ID 17, SCREEN 15; Gr 7- ID 19, SCREEN 17; Gr 8- ID 21, SCREEN 19; Gr 9- ID 25, SCREEN 23	
Mathematics (Math subscore)	
Gr 6- ID 17, SCREEN 15; Gr 7- ID 18, SCREEN 16; Gr 8- ID 20, SCREEN 18; Gr 9- ID 24, SCREEN 22	
Science (Science sub score)	
Gr 6- ID 17, SCREEN 15; Gr 7- ID 19, SCREEN 17; Gr 8- ID 21, SCREEN 19; Gr 9- ID 24, SCREEN 22	
SAT Test	
Reading (Critical Reading sub score)	
Gr 6- ID 410, SCREEN 400; Gr 7- ID 450, SCREEN 440; Gr 8- ID 490, SCREEN 480	
Writing (Writing sub score)	
Gr 6- ID 400, SCREEN 390; Gr 7- ID 440, SCREEN 430; Gr 8- ID 480, SCREEN 470	
Mathematics (Math sub score)	
Gr 6- ID 430, SCREEN 420; Gr 7- ID 470, SCREEN 460; Gr 8- ID 510, SCREEN 500	
EXPLORE Test	
Reading/Writing (English sub score)	
Gr 3- ID 13, SCREEN 11; Gr 4- ID 15, SCREEN 13; Gr 5- ID 16, SCREEN 14; Gr 6- ID 18, SCREEN 16	
Reading/Writing (Reading sub score)	
Gr 3- ID 12, SCREEN 10; Gr 4- ID 14, SCREEN 12; Gr 5- ID 15, SCREEN 13; Gr 6- ID 16, SCREEN 14	
Mathematics (Math sub score)	
Gr 3- ID 12, SCREEN 10; Gr 4- ID 14, SCREEN 12; Gr 5- ID 15, SCREEN 13; Gr 6- ID 17, SCREEN 15	
Science (Science sub score)	
Gr 3- ID 15, SCREEN 13; Gr 5- ID 16, SCREEN 14; Gr 5- ID 17, SCREEN 15;	

➤ **Creative Thinking Ability**

**Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):**

Naglieri Nonverbal Ability Test 1st or 2nd Edition Ind.	ID Gr. K-6=110 ID Gr. 7-12=111	Screen 105 Screen 107
Wechsler Intelligence Scale for Children 4th Edition (WISC-IV)	ID Gr. K-10=112	Screen 110
Wechsler Preschool and Primary Scale of Intelligence, 3 <sup>rd</sup> Ed	ID ages 2.5-7=112	Screen 112
Stanford Binet Intelligence Scales 5 <sup>th</sup> Ed	ID Gr. K-12 11	SCREEN 110
Woodcock Johnson III NU Tests of Cognitive Abilities	ID Gr. K-12 112	SCREEN 110
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 2004 Version Creativity: Part II	ID 51	SCREEN 48
Gifted and Talented Evaluation Scale (GATES) Creative Thinking: Section IV, items 21-30	ID 83	SCREEN 65

➤ **Visual and Performing Arts**

**Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):**

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 2004 version		
Visual Art, Part V	ID 61	SCREEN 59
Music, Part VI	ID 39	SCREEN 37
Drama, Part VII	ID 57	SCREEN 54
Gifted and Talented Evaluation Scale (GATES)		
Visual Art, items 41-50	ID 78	SCREEN 57
Music, items 41-50	ID 78	SCREEN 57
Drama, items 41-50	ID 78	SCREEN 57
Dance, items 41-50	ID 78	SCREEN 57
Display of work, audition, or performance: ODE rubric		
Visual Art	ID 21	SCREEN 16
Music	ID 18	SCREEN 14
Drama	ID 20	SCREEN 16
Dance	ID 26	SCREEN 20

# Marietta City Schools 044321

## 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	Reading Math Science Social Studies	2 2 2, 3, 4, 6, 7, 8 2-8
• Individually-administered tests	Superior cognitive ability; reading/writing, social studies, math, science, 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, VPA	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.

## Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic 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 department of education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

## Reassessment

# Marietta City Schools 044321

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

The district accepts scores, completed within the preceding 24 months 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).

## 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. **(Include all formal services provided by the district.)**

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
	<b>Guidance Services</b>			
	<b>Regular Classroom Cluster Group</b>			
	<b>Regular Classroom with Acceleration</b>			
	<b>Regular Classroom AP</b>			
	<b>Regular Classroom PSEO</b>			
	<b>Regular Classroom Honors</b>			
	<b>Educational Options</b>			
	<b>Co-teaching Guidance Services</b>			
	<b>Co-teaching</b>			

	<b>Cluster Group</b>			
	<b>Co-teaching Acceleration</b>			
	<b>Co-teaching AP</b>			
	<b>Resource Room/Pull Out</b>			
	<b>Co-teaching Honors</b>			
	<b>Educational Options with GIS</b>			
	<b>Self-Contained Classroom (Whole Grade)</b>			
	<b>Self-Contained Classroom (Single Subject)</b>			
	<b>Other (Use of this option should be rare and is likely to generate a request for additional information.)</b>			

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.

DIST9098473RICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

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.

If you have questions, please call your building principal or  
Connie Wasco  
at 740-376-2468 ext. 14