Talawanda School District

Gifted Handbook

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Vision, Mission, Purpose

The gifted department believes in and is part of the Talawanda School District's vision, mission and purpose.

Vision - Achieving Excellence Together

Mission - Challenging all students to achieve their fullest potential

Purpose - Our purpose is to meet the needs of gifted children, to challenge them and help them develop their intellectual abilities to their fullest potential. We must inspire and challenge students to help them develop their high ability and special interests. We must also meet their social and emotional needs so that they are not inhibited and can grow more fully and blossom into the person they want to be and live life as they so desire.

Purpose of the Gifted Handbook

This guidebook is provided to help families, teachers, students, etc. understand the various aspects of gifted identification and service in the Talawanda School District. The intent is to guide parents through the process, to explain our service plan in detail, and to answer questions they may have. However, no guidebook can fully answer every question about every situation that develops concerning the unique needs of a gifted child. This guidebook will be updated as necessary and posted on the district website.

Parents are encouraged to visit the district website for more information about our identification and service.
http://www.talawanda.org/gifted

Parents are also encouraged to contact our Gifted Coordinator, Jessica Maggard, via e-mail at maggardj@talawanda.org to ask any questions. A prompt reply will follow.

For test registration, send an email to:
maggardj@talawanda.org and provide:
Name, ID, grade, date of birth, address, phone, email, and name of home room teacher. Each test registration will be confirmed via email or mail.

Talawanda School District

Gifted Department Staff

Jessica Maggard	Gifted Coordinator	maggardj@talawanda.org	273-3124	Nelson Morrow Building	
Joe Heilman	Gifted Intervention Specialist	heilmanj@talawanda.org	273-3555	Kramer	Grades 3, 4, 5
Heidi Sebald	Gifted Intervention Specialist	sebaldh@talawanda.org	273-3446 (Bogan) 273-3617 (Marshall)	Bogan & Marshall	Grades 3, 4, 5
Sarah Evans	Language Arts	evanss@talawanda.org	273-3325	TMS	6th grade gifted language arts
Lori Garver	Language Arts	garverl@talawanda.org	273-3338	TMS	7th grade gifted language arts
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Mary Ruppert	Language Arts	ruppertm@talawanda.org	273-3368	TMS	7th grade gifted science and 8th grade gifted social studies
Lori Gloeckner	Gifted Math	gloecknerl@talawanda.org	273-3321	TMS	6th grade gifted math

“Gifted Students” Definition

Gifted students are defined in the Ohio Revised Code (3324.01) 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. For legal and financial reasons the definition of gifted needs to be determined by objective criteria that are discussed on the next page concerning identification.

While each child will express his/her gifts in a unique manner, many gifted children exhibit a number of the characteristics listed below. Often, a gifted child…

- is observant
- learns rapidly
- has a large vocabulary
- is creative and inventive
- generates original ideas
- experiences intense curiosity
- has a powerful memory
- enjoys hypothesizing
- possesses a sense of justice
- is a perfectionist
- is inquisitive
- displays advanced comprehension
- is emotionally intense
- has a strong aesthetic sensitivity
- has early comfort with abstract symbols (e.g., numbers, written words)
- prefers older (perhaps adult) companions

Many of these characteristics are common to all children and can be subjective observations, but in a gifted child these characteristics may be more intense than what one might expect of a child of a particular age. This list is provided so parents may know what to observe but it should not be considered all-encompassing or as a certainty that a child is gifted if these characteristics are noticed. It is very difficult for parents, teachers, and other school personnel to identify a gifted child based on subjective observations. However, such observations are very valuable when determining if a child should be considered for possible formal identification as gifted and then provided with subsequent service by licensed or trained personnel.

GIfted Identification

Ohio legislators and the Ohio Department of Education accepted common objective criteria to identify giftedness in several areas: superior cognitive ability, specific academic aptitude in core subject areas, creative thinking ability, and visual and performing arts ability. All public schools, including Talawanda, are required to provide testing opportunities to determine if a child is gifted according to objective criteria we are required to use.

Gifted identification is accomplished by using scores on approved performance assessments and nationally normed tests. The identification requirements as defined in state statute for each category are listed below:

Superior Cognitive Ability	Specific Academic	Creative Thinking	Visual or Performing Arts
Score two standard deviations above the mean minus the standard error of measurement on an intelligence test; perform at or above the 95th percentile on a basic or composite battery of a nationally-normed achievement test; or attain an approved score on an above grade-level standardized, nationally-normed test. In Talawanda, our group administered cognitive / intelligence tests are: *Naglieri Nonverbal Abilities Test (NNAT2); Cognitive Abilities Test (CogAT*) and *Otis Lennon School Ability Test (OLSAT)* but we accept scores from any such test approved for use by the Ohio Department of Education. Wechsler Intelligence Scale for Children (WISC) is also used for identification and the Kaufman Brief Intelligence Test (K-Bit) is used for screening.	Perform at or above the 95th percentile at the national level on a 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. In Talawanda, we use the *Iowa Test of Basic Skills (ITBS)* and the *Stanford Achievement Test*	Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Ohio Department of Education (ODE), on a test of creative ability or a checklist of creative behavior. Instruments used for Identification: Scales for Rating the Behavioral Characteristics of Superior Students - Creativity Cognitive Abilities Test (CogAT) or Wechsler Intelligence Scale for Children	Demonstrate 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 attain a sufficient score, as established by ODE, on a checklist of behaviors related to a specific arts area. Gifted and Talented Evaluation Scales (GATES) section 5, items #41-50 Scales for Rating the Behavior Characteristics of Superior Students (Art (V), Music (VI) Drama (VII)). Display of Work, Audition or Performances (Observation or Evaluation)

		(WISC) Gifted & Talented Evaluation Scale (Creativity #21-30)	

Differences between Gifted Students and Bright Students

Janice Szabos (Apple Publications) created the following comparison between high achieving students

and gifted students. These comparisons may be helpful in answering questions about why a student who achieves all A's in his/her schoolwork may not be considered gifted.

Bright Child	Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discussed in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers Adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Characteristics of Gifted Children

The Ohio Association of Gifted Children (OAGC) used a broad-based review of relevant research data to develop a list of characteristics that are common among gifted children, with both desirable and difficult behaviors that may flow from those characteristics.

CHARACTERISTIC	DESIRABLE BEHAVIOR	DIFFICULT BEHAVIOR
learns rapidly, easily	memorizes, masters basic facts quickly	gets bored easily, resists drill, disturbs others
reads intensively	reads many books, uses library on own	neglects other responsibilities
advanced vocabulary	communicates ideas well	shows off, invokes peer resentment
retains quantity of information	ready recall and responses	monopolizes discussion
long attention span	sticks with a task or project	resists class routine, balks at interruptions
curious, has a variety of interests	asks questions, gets excited about ideas	goes on tangents, no follow through
works independently	creates and invents beyond assigned tasks	refuses to work with others
alert and observant	recognizes problems	impolitely corrects adults
has a good sense of humor	able to laugh at self	plays cruel jokes/tricks on others
comprehends, recognizes relationships	able to solve problems alone	interferes in the affairs of others
high academic achievement	does school work well	brags, egotistical, impatient
fluent, verbal facility	forceful with words, leads peers in positive ways	leads others into negative behaviors
individualistic	asserts self and ideas, has sense of own uniqueness	has few friends, stubborn in beliefs
self-motivated, self-sufficient	requires minimal teacher direction or help	challenges authority, overly aggressive

Please be careful when reviewing information about bright vs. gifted children and characteristics of gifted children. Many of these characteristics apply to all children; however, with gifted children these characteristics can have a higher level of intensity or severity.

Myths About Gifted Children

There are many myths which have been associated with giftedness. Many parents are faced with having to

defend their child(ren) against these myths. The following list summarizes some of the facts and fallacies related to gifted children (GC).

Myth	Fact
GC will achieve without guidance	Without guidance and support, GC may lose motivation
GC should be given larger quantity of work at average grade level	GC need a high degree of educational challenge, not more of the average level
GC are "teacher pleasers"	GC can be demanding and/or discipline problem
GC will make straight A's	GC will not always achieve, especially if unmotivated
GC are nearly always from upper middle class professional families	GC are from diverse racial, ethnic, and socio-economic backgrounds
GC are often socially popular with their peers	GC are often ostracized socially, especially at the secondary level
Most GC are failures in their adult life	Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness nurtured
Teachers love GC	Many teachers resent GC for very human reasons, including impatience with an unusual child and an assumption that the gifted are the favored elite. Often the teacher's natural tendency is to give extra effort and attention to the children who learn more slowly.
Extra help for GC fosters snobbery and is likely to lead to an elitist class	Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Referring Your Child for Gifted Screening and Assessment

Parents have the right to request that their child be screened for possible gifted identification. This request is known as a **referral**. A child may be referred for gifted identification assessment by a parent,

sibling, teacher, counselor/psychologist, administrator, peer, or by self-referral. In Talawanda, we accept all referrals and we offer two opportunities to be tested each year. Presently, we offer gifted identification testing each year in October/November and again in April/ May.

Talawanda Schools also honors qualifying scores on state-approved tests that were administered in a prior school setting to students who are new to our district.

Registration for tests is simple. Just send an email to: maggardj@talawanda.org and provide: Name, ID, Grade, if kindergarten – a.m. or p.m., Date of birth, Home room teacher, Address, Phone, e-mail.

If you are uncertain that your child should be tested or have any questions or concerns, please send an e-mail to the Coordinator of Gifted Services, Jessica Maggard, at maggardj@talawanda.org

Testing for Gifted Identification

The Ohio Department of Education (ODE) requires all school districts to offer two opportunities per year (fall and spring) to parents to have their children assessed for possible gifted identification. All referrals for gifted assessment are accepted and the district does not discriminate in any way.

The Ohio Department of Education (ODE) published an approved list of tests that may be used for gifted assessment. Talawanda Schools uses various approved tests for both superior cognitive and specific academic achievement assessment. For superior cognitive gifted assessment we typically use the *NNAT2*, the *CogAT,* and the *OLSAT.* For specific academic gifted assessment the district typically uses the *Iowa* and *Stanford.* Details about these tests are offered later in this guidebook.

Registration for tests is simple. Just send an email to: maggardj@talawanda.org and provide: Name, ID, Grade, Date of birth, Home room teacher, Address, Phone, email.

Registration for the October/November tests may be made any day from the first day of school until one week prior to the test (check September newsletter for request deadline). We ask that parents understand that we have to schedule rooms, proctors, materials, etc and that the earlier a parent registers the better it is for everyone. Late referrals are placed on a list for the next testing round. Registration for the April/May tests may be made any day from the first day of school after winter break until one week prior to the test (check March newsletters for request deadline).

The following table shows the tests we use:

Name	Description	Qualifying Score	Date offered	Note
NNAT2	Cognitive Ability	127	Fall & Spring	
OLSAT	Cognitive Ability	127	Fall & Spring	
CogAT	Cognitive Ability	128	Fall & Spring	
Stanford	Specific Academic	95th national percentile	Fall & Spring	
ITBS	Specific Academic	95th national percentile	Fall & Spring	

CogAT: *Cognitive Abilities Test*, a cognitive or reasoning test
NNAT2: *Naglieri Nonverbal Aptitude Test*, a nonverbal cognitive or reasoning test
OLSAT: *Otis Lennon School Ability Test*, a cognitive or reasoning test
ITBS: *Iowa Test of Basic Skills*, an academic achievement test
Stanford: *Stanford Achievement Test*, an academic achievement test

Note: The middle school does offer courses that require a gifted identification score. We offer gifted language arts courses in grade 6, 7 and 8. We also offer a gifted science course in 7th grade and a gifted social studies course in 8th grade.

Note: The high school does not require qualifying scores in order for a student to participate in honors or advanced placement classes (there are other criteria, please check with your child's counselor). However, if a parent would like to have his or her child assessed for cognitive ability we will be happy to schedule a test with the understanding the identification would yield no additional service. To request a test simply follow the same instructions noted earlier.

The Talawanda School District also accepts scores obtained through individual testing performed by licensed psychologists, as long as the tests are on the ODE approved list.

If a child does not qualify for gifted service after two attempts and parents would like a third opportunity they may do so by scheduling a test with a licensed private psychologist at their own expense and have the results sent to the gifted coordinator for review.

Students Who Are New to the District

In accordance with state law, students who are new to the district will be assessed for possible

gifted identification within 90 days of the request. However, we strive to complete the tests within 2 to 3 weeks from the date of the request.

On the back side of the student enrollment form there is a spot to indicate “gifted” under special education services. Please mark this box so the office of gifted services will be alerted.

If your child was receiving gifted services at a previous school we will need to verify their gifted identification. Our first step is to contact the previous school to obtain test records so that we may determine if qualifying scores already exist. Unfortunately, there is no consistent pattern as to how long this takes and in some cases it can take two months. Parents can help speed up the process by either providing copies of test records directly to the gifted coordinator or contacting the previous school and requesting that they send them directly to the gifted coordinator.

Typically, records are sent via email as a .pdf attachment or via fax to 513-273-3122, attention Jessica Maggard, Coordinator of Gifted Services. Upon receipt and review of the records, parents will be informed if a child qualifies or if testing is necessary.

If testing is necessary we offer parents testing one week prior to school starting in the summer. We will try our best to help work around a parent’s schedule. A new student is tested once for service in the upcoming school year.

Students who enter the district during the school year are also eligible for testing for possible gifted identification. If students enter the district with current, qualifying scores on any state-approved test, the student will be placed in gifted service at the earliest possible time.

If the student arrives in the district without qualifying scores, a family may request that tests be administered to the child, and the child will be placed on the list for the next testing round. Test results are mailed home within two weeks of completion of the test, or if a parent prefers to receive the results via e-mail we will be happy to accommodate the request and can send results as a .pdf attachment.

Services for Gifted Students

Ohio law requires school districts to offer opportunities for identification of gifted students.

However, school districts are not required to provide gifted education services*.* Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff.

The Talawanda School District places a very high value on gifted service and we provide a "continuum of services" to serve the diverse needs of gifted students. We use a variety of approaches to address the unique learning needs of gifted students, including: challenging units of instruction taught by licensed gifted specialists in a resource room in grades 3 through 5, offering gifted courses at the middle school, and Honors and Advanced Placement (AP) courses. We also recognize the unique social and emotional needs of gifted children and we infuse support for their affective needs into our units of study and we have trained counselors who understand the special needs of gifted children.

Once a child is identified as gifted and earns gifted service at any grade, he or she will continue to receive gifted service, there is no need to re-qualify. However, children can be removed from the program by their parents or if they are not maintaining grades or have poor attendance.

The Talawanda School District provides equitable access to all of our gifted services based on published criteria.

Talawanda Schools has a unique intervention period built into the daily schedule of students in elementary school. It is during the intervention time of the day that students who are identified as gifted (grades 3-5) go to the resource room to work with the gifted specialist. This approach is very effective because students do not miss any classroom instruction in order to go to their gifted class.

Continuum of Services

Grade	Type of Identification	Service days per week	Length of Service & Location

3	Superior Cognitive	5	All year long, 45 minutes per day with a gifted specialist in a resource room
3	Reading ID	5	First semester, 45 minutes per day with a gifted specialist in a resource room
3	Mathematics ID	5	Second semester, 45 minutes per day with a gifted specialist in a resource room
4	Superior Cognitive	5	All year long, 45 minutes per day with a gifted specialist in a resource room
4	Reading ID	5	First semester, 45 minutes per day with a gifted specialist in a resource room
4	Mathematics ID	5	Second semester, 45 minutes per day with a gifted specialist in a resource room
5	Superior Cognitive	5	All year long, 45 minutes per day with a gifted specialist in a resource room
5	Reading ID	5	First semester, 45 minutes per day with a gifted specialist in a resource room
5	Mathematics ID	5	Second semester, 45 minutes per day with a gifted specialist in a resource room
Middle School	Reading ID &/or Superior Cognitive	5	All year long, 1.5 bells per day with more challenging curriculum. Multiple clubs and activities are also offered.
Middle School	Math ID &/or Superior Cognitive		Gifted enrichment and challenge opportunities include: a 6th grade gifted math course, high school level courses, multiple clubs and activities and differentiated instruction in the classroom.
Middle School	Science	5	One trimester course offered to 7th graders with a gifted identification
Middle School	Social Studies	5	One trimester course offered to 8th graders with a social studies identification
High School	Superior Cognitive and/or Specific academic	5	Gifted enrichment and challenge opportunities include: extensive list of Advanced Placement courses, Honors courses and multiple clubs and activities.

Elementary ETC Program - Gifted intervention specialists provide enrichment in the resource room for identified students each day. All students must be identified superior cognitive according to the state criteria to qualify for this year-long service. Those students identified gifted in reading are also invited to participate 1st semester when the focus is on reading. Those identified gifted in math may join 2nd

semester when the focus becomes math based.

6th Grade Gifted Math - This is a replacement class for regular 6th grade mathematics. All students identified gifted according to state gifted criteria in either the superior cognitive area or in mathematics will qualify for this class.

Gifted Language Arts (grades 6-8) - This is a replacement class for regular language arts. All students identified gifted according to state gifted criteria in either the superior cognitive area or in reading will qualify for this class.

Science Discoveries - This is a science enrichment class. All students identified gifted according to state gifted criteria in either the superior cognitive area or in science/math are eligible for this class.

Social Studies Explorations - This is a social studies enrichment class. All students identified gifted according to state gifted criteria in either the superior cognitive area or in social studies/reading are eligible for this class.

About the Advanced Placement Program® - The Advanced Placement Program (AP) program is a set of college-level courses taught by our high school teachers. The course content and syllabus are written by the College Board (university professors and AP teachers) to provide the academic rigor and challenge of a Freshman college course. Many state universities accept a score of "3" or above out of a 5-point scale on the AP exam in May as evidence that the student has met the requirements for a college course. This allows students to earn college credits while still in high school. Most four-year colleges and universities in the United States grant credit, advanced placement or both on the basis of successful AP Exam scores — more than 3,600 institutions worldwide annually receive AP scores. Colleges and universities look favorably upon students who take rigorous courses of study.

Credit Flexibility - Credit flexibility shifts the focus from "seat time" to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

College Credit Plus - The College Credit Plus program has been established to permit middle & high school students in grades 7 through 12 to earn college and high school graduation credit through successful completion of college courses. The program is intended to provide expanded opportunities for appropriately qualified middle/high school students to experience work at the college or university level. Contact your child's school counselor for more information.
http://education.ohio.gov/Topics/School-Choice/College-Credit-Plus

Written Education Plan (WEP)

All gifted education services provided are guided by a Written Education Plan (WEP). The WEP

is an individual gifted student's planning document based on need. The WEP establishes learning goals and evaluation methods for each student, the services to be provided to the student, identifies who will provide these services, and sets a date by which the WEP will be reviewed for possible revision. The WEP drives instruction and is a "fluid document" that is revised as necessary. The WEP is also used to measure the effectiveness of the services provided.

The WEP is also a communication tool between students, parents, and teachers. Talawanda Schools provides a current copy of the WEP to the gifted student's parents and also provides parents with semester reports on the effectiveness of the services prescribed on the WEP.

An example of a WEP is in the Appendix section of this guidebook.

Acceleration

"Acceleration" is placement in an advanced level class or grade, or in other words, acceleration is skipping a grade. Parents of gifted students consider acceleration for a variety of reasons and the district does accelerate students when appropriate after a careful evaluation of the student's level of performance and readiness.

There are four forms of acceleration, including; early entrance to kindergarten, whole-grade acceleration ("grade skipping"), acceleration in individual subject areas, referred to as single subject acceleration, and early high school graduation. Parents considering acceleration should contact the district gifted coordinator, Jessica Maggard, or their child's principal for information about referring the child for evaluation.

For whole-grade acceleration, the district uses the *Iowa Acceleration Scale* and a Talawanda Schools developed math test as a guide to evaluate a student. The IAS involves 3 main areas of testing: cognitive ability, academic achievement, and aptitude. The testing is extensive but skipping a grade literally affects a child and a family for the remainder of the child's life, so we proceed openly and cautiously with great care to make sure the right decision is made for the child. Upon request of acceleration a committee is formed and the IAS is initiated. The committee consists of the parents, principal or designee, classroom teachers involved with the child, gifted specialist, gifted coordinator, counselor, and anyone else who can provide valuable input. The gifted coordinator completes the IAS and shares the information with the committee so that an informed decision can be made. If a child is accelerated, it is best to evaluate at the end of a school year so the accelerated placement can begin in the fall when a new school year starts. However, acceleration is not limited to end of year evaluation.

Early entrance to kindergarten also involves the use of the *Iowa Acceleration Scale* and the Talawanda personnel also take great care to make certain a child is placed properly with the greatest chance of success.

Single-subject acceleration is most commonly done in math. Parents may request single-subject

acceleration by first contacting the building principal to set up a meeting to discuss the reasons acceleration is being requested. Once the evaluation process begins a series of on-grade level and above- grade level tests are administered to determine if the student is ready to skip a grade of instruction. If approved, at times this can mean spending part of a day in two buildings, but the district makes every effort to accommodate the student's needs with minimal impact on the school day. An example of single- subject acceleration would be a sixth grader taking seventh grade math. The student would spend the bulk of her day with grade level peers but would go to a sixth grade classroom for her math instruction.

All forms of acceleration include the use of a Written Acceleration Plan (WAP). The WAP is similar to a WEP in that it is a detailed plan for how the district will support the student to place her/him in the most successful situation possible.

All cases of acceleration when approved involve a trial period, the length of which is determined by the principal or acceleration committee.

Testing begins with an intelligence test and it is recommended that a WISC be administered but in the absence of that a *CogAT* is acceptable. The *OLSAT* is not recommended for use because of its relative ease and its low cut score for gifted identification. Achievement testing involves completion of on-grade level Iowa tests. Iowa test results that are even one year old should not be used. Aptitude testing typically involves an Iowa test 2 levels up. It is important to use two levels up because the Iowa has questions that carry over from one level to the next and the idea of an aptitude test is to see how a child performs on a test covering material that has NOT been formally taught.

The testing process can take a month to complete.

Many gifted high school students can benefit from the Post-Secondary Enrollment Options Program (PSEO), which allows high school students to take courses from community colleges, as well as colleges and universities. Often, these students can simultaneously earn high school and college credit. School guidance counselors can provide more information about PSEO.

Know that we will listen to and work with you to help you make the best decision for your child.

Understanding Tests and Results

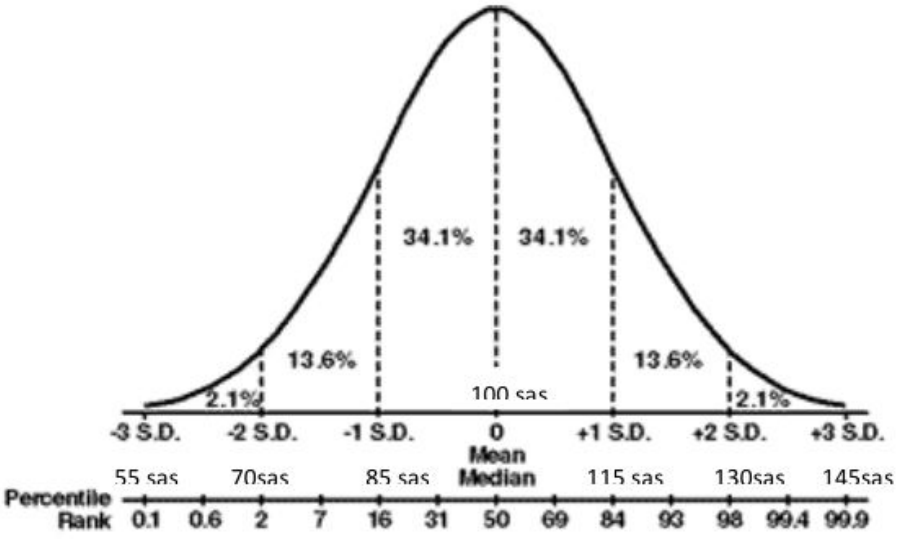
The Ohio Department of Education has established specific criteria for gifted identification but the definition and numbers can be confusing to someone who doesn't work with them on a regular basis. This section is intended to help parents more fully understand the test results.

Please know that any and all questions are welcome and we are here to help you. Please send questions via e-mail to maggardj@talawanda.org and I will answer your questions promptly.

Superior Cognitive Ability

To determine identification as gifted with superior cognitive ability Talawanda Schools administers cognitive tests, such as the *NNAT2, CogAT* and *OLSAT*. These tests are *reasoning ability* tests that are unlike achievement tests and produce scores unlike achievement tests. Reasoning skills are associated with successful learning and have practical relevance for education at all levels. Cognitive ability tests are not IQ tests but they are cousins, so to speak, of such a test and they produce a score that is similar to an IQ. The *CogAT* produces a Standard Age Score (SAS) and the *OLSAT* produces a School Ability Index (SAI). Both scores are similar to but not the same as an IQ. The mean score on these tests is 100 and they have standard deviations in 15 or 16-point segments. So, one standard deviation above the mean is 115/116.

The bell curve below shows the percentage of students who score at each level of cognitive tests. This shows that the majority of children across the country score in the 90-110 range. Any student who scores one standard deviation or more above the mean has strong reasoning ability and should do very well in an academic endeavor and would be considered high ability. As you can see, nationally, only about 2% to 2.5% of students score at or above 2 standard deviations above the mean. In Talawanda, it is a far different story as we have over 10% of our children who score at the gifted level.



If an individual scores two standard deviations below the mean it indicates the child likely has a

learning disability or difficulty with learning and as such a series of services would be necessary and appropriate to help the child. Likewise, if a child scores two standard deviations or more above the mean it would indicate the child likely has a very high ability to learn and a series of services to help challenge the child to develop that ability would be necessary.

Ohio Revised Code states that a child is identified as exhibiting superior cognitive ability if the child scored two standard deviations above the mean minus the standard error of measurement, on an approved standardized individual or group intelligence test. An individual test, such as the WISC, must be administered by a licensed psychologist while group administered tests, such as the *CogAT* and *OLSAT*, may be administered by a trained professional. The correlation of scores between an individual test and group administered test is strong.

The “standard error of measurement” (SEM) estimates how repeated administrations of the same test would yield a true score. In the case of the *CogAT,* a standard deviation is 16 points, so two standard deviations is 132. The qualifying score, though, is 128 because repeated administrations of the test would likely yield scores in a 4-point range because the SEM is 4. In other words, if the child earned a 128 on the first test and we administered it again two weeks later, the second test is just as likely to produce a 124 as it is a 132. The 124 is not a gifted score, but we give the child the benefit of the doubt, which is why 128 is accepted. Different publishers use different SEMs. The *OLSAT* for instance uses 5 or 6 points rather than 4 and that is why the two tests have different qualifying scores.

Reasoning tests are incredibly accurate predictors of academic success. Various cognitive tests are aligned with certain achievement tests produced by the same publisher. The *CogAT*, for instance, predicts the score on the *Iowa*, while the *OLSAT* predicts the score on the *Stanford Achievement Test*. Still, because the tests are similar it can simply be stated that a cognitive test is a predictor of academic success, or more directly, success on an achievement test.

The scores represent much more than just that, of course. Remember, cognitive tests indicate a child’s ability to reason. They test a student’s logic and ability to reason quickly, not if the student can spell or perform some other skill. The scores tell us we have a child in front of us who has very strong intellectual ability and knowing that we have a responsibility to nurture and develop that ability by challenging the student through thought-provoking lessons that can enhance the child’s critical thinking skills and develop his or her brain synapses. The important point is to recognize that there is a person behind the number and we need to focus on the person not the number, yet use the number to help guide our instruction and support for the child.

At times a student will have a high cognitive score but an average or low achievement test score. This is a strong indication that a child has ability but is underachieving. The reverse shows up occasionally as well when a child outperforms his or her apparent level of ability as

noted on the cognitive test. These overachievers are not typically identified as gifted but likely would earn straight “A’s” in class.

These scores do vary over time. As noted in the definition, “gifted” is a comparative. It’s comparing one student’s performance on a test to other children across the nation of the same age. When a child takes a test in the first grade he or she is being compared to the norming pool of students who were in the first grade at the time the test was produced and norms were developed. When that same child takes a different level test, let’s say in grade 3, he or she is not being compared to the same students who took the test in the first grade. They are an entirely different pool of children. That pool has the same general makeup as the grade one pool and the score should be close but it is not necessarily going to be the same. There is a different test, a different norming pool, and we recognize that children develop at varying rates with some blossoming early and others later on. Reasoning abilities are static, and through experience and exercise can become easier, or harder if there is a lack of experience and exercise. *Typically, the younger the child, the less reliable the score, with greater variance from test to test.* It isn’t until about age 10 to 11 that these scores start to settle down and we get a fairly accurate and stable picture of a child’s cognitive ability. Typically, once we see a score indicating a child has high ability the child will perform at a high level throughout his or her academic career, but that does not mean the child will always be identified as gifted by definition.

Achievement Test

An achievement test measures a student’s learned knowledge in a specific academic content area such as math or reading. The scores we report to parents are a national percentile rank, which compares how a child performed on a test relative to students in the same grade who took the test at the same time of year. To determine gifted identification in a specific academic area a nationally-normed achievement test is administered. Examples of such tests are the *, Iowa Test of Basic Skills (ITBS)* and the *Stanford Achievement Test*. These tests are more familiar to most people because they address specific knowledge or skills that have typically been presented to a student in a formal manner.

Ohio Revised Code states a child is identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if, within the preceding 24 months, the child performs at or above the 95th national percentile rank on an approved individual or group standardized achievement test of specific academic ability in that field (mathematics, science, social studies, reading, writing or a combination of both.)

What does “percentile” mean?

The percentile of a data value is the percentage of scores that fall below that data. Percentile is not a raw score percentage. Rather, it is a ranking that compares students in Talawanda who

took the same test at the same time of year to students all over the country who took the test in the norming pool. If a student earns a score of the 80th national percentile it does not mean she got 8 out of 10 correct on the test. Rather, it means the student scored higher than 80% of the children in the same grade across the country who took the test at the same time of year. In order for a student to be identified as gifted, he or she must earn a score at or above the 95th national percentile rank.

Summary of Tests

Note: The publishers of each test provided the following information.

Cognitive Abilities Test (CogAT)

We use CogAT Form 7. Copied below is a description of each battery and subtest for form 7, level 8.
Grade 1– Level 8; Grade 3 – Level 9 (per the recommendation of the publisher.)
Grade 4 – Level 10; Grade 5 – Level 11

The Cognitive Abilities Test (CogAT) appraises a cluster of general abstract reasoning abilities that research has consistently shown are required for successful learning and problem solving.

The CogAT consists of 3 batteries: verbal, quantitative, and nonverbal, and each battery consists of 3 subtests. All 3 batteries assess inductive and deductive reasoning skills. The reasoning abilities assessed by the CogAT are those abilities shown to have significant positive correlations with important educational criteria.

Each battery has subtests that make use of three different test formats.

The use of picture-based items in the verbal and quantitative batteries helps accurately measure ability for different cultural groups of students.

The CogAT is the most widely used group abilities test in the U.S. and abroad.

Fairness: A fair test is one in which test takers have an unobstructed opportunity to demonstrate their abilities. The test, then, does not advantage or disadvantage students because of characteristics that are irrelevant to the abilities being measured. A panel of professional educators who represent a diverse range of ethnic, racial, regional, and gender groups evaluated the CogAT for fairness prior to its publication and questionable content was removed.

Battery/Test	Description	Estimated Testing Time (Minutes)
Verbal Battery		
Test 1: Picture Analogies	Each question shows a 2 x 2 matrix with three pictures and one empty cell. Students examine the two pictures in the top row to determine how they are related. Then they apply this relationship to the picture in the bottom row and choose the answer that generates a second pair of pictures related to each other in the same way as the first pair.	13
Test 2: Sentence Completion	Students listen to a sentence or a question the teacher reads [ ] and then select the picture that best completes the sentence or answers the question.	13
Test 3: Picture Classification	In each question, students examine three pictures and think of ways in which the pictures are alike. Then the students select the answer picture that belongs in the same group.	12
Quantitative Battery		
Test 4: Number Analogies	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies test, but it uses quantitative concepts rather than verbal concepts.	13
Test 5: Number Puzzles	Each question presents two trains. Students select the answer picture that makes the second train carry the same number of objects as the first train.	11
Test 6: Number Series	Each question shows several strings of beads. The beads make a pattern. Students must discover the pattern and then select the string of beads that comes next in the sequence.	13
Nonverbal Battery		
Test 7: Figure Matrices	Each question shows a 2 x 2 matrix and requires the same processes as the Number Analogies and Picture Analogies tests, but uses spatial forms.	11
Test 8: Paper Folding	Students must imagine what happens to a piece of paper that is folded, usually cut in some way, and then unfolded.	10
Test 9: Figure Classification	As on the Picture Classification test, students must infer how three figures are similar and then select the picture that is most like the target set.	11

Otis Lennon School Ability Test

The OLSAT is an aptitude test that measures cognitive abilities that relate to a student's academic success in school. By assessing a student's verbal, nonverbal, and quantitative ability, OLSAT 8 supplies educators with valuable information to enhance the insights gained from traditional achievement tests.

The OLSAT evaluates a student's performance on a variety of tasks, including detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies.

Aptitude tests such at the OLSAT are intended to measure general intellectual skills, and are often timed as speed is a factor in ability.

Features & Benefits
Content clusters and item types include verbal, nonverbal, and quantitative.

Fairness: Specialized statistical procedures and comprehensive review of all test items by minority-group educators help minimize ethnic, gender, cultural, and regional bias.

Naglieri Nonverbal Ability Test

Naglieri Nonverbal Ability Test (second edition)—NNAT2 uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture or socioeconomic background.

NNAT2 fosters a normative understanding of general ability without reliance on shared concepts, language, culture, and institutionalized curriculum.

NNAT2 Features:

- Utilize culturally neutral shapes and designs
- Isolates and evaluates fundamental reasoning, mathematics and problem-solving ability
- Unbiased for a culturally diverse student population
- Unbiased for hearing-impaired students
- Unbiased for students with minimal color-vision impairment
- Designed to require minimal motor skills
- Designed to require no receptive and/or expressive language
- Provide a graduating range of difficulty for identifying and recognizing gifted and talented and advanced students

Iowa Test of Basic Skills (ITBS)

Summary

The Iowa Tests of Basic Skills are nationally normed achievement tests. The Iowa is a diagnostic look at how students are progressing in key academic areas, and it offers diagnostic data that can be used to create intervention groups and to drive curricular decisions. In order for a student to be identified as gifted, he or she must earn a score at or above the 95th national percentile rank on the Iowa or a similar nationally-normed test.

Vocabulary□The Vocabulary test assesses students' breadth of vocabulary and is a useful indicator of overall verbal ability. At Levels 10, grade 4, and 11, grade 5, each question presents a word in the context of a short phrase or sentence. Students select the answer that has the same meaning as the target word. Words tested represent general vocabulary rather than the specialized vocabulary used in subject matter areas.

Reading Comprehension □At Levels 10 and 11, each test consists of reading passages of varying length and difficulty. At each test level, there is at least one narrative, a poem, and one passage about a science and social studies topic. Fiction, folk tales, an essay, biographical sketches, a "how-to" piece, an editorial, and expository nonfiction round out the selections.

Variety in the test materials makes it possible for students' scores to be generalized over a broad range of reading purposes and content.

Test items assess three types of understanding. Factual questions tap students' literal understanding of what is stated in the text. Inferential/interpretive questions require students to read between the lines to demonstrate their understanding of what is implied. Analysis and generalization questions require students to generalize about a passage's main points or ideas or to analyze aspects of the author's viewpoint or use of language.

Math □In accordance with the Curriculum and Evaluation Standards for School Mathematics of the National Council of Teachers of Mathematics (NCTM), the Math tests at all levels do much more than assess skill in solving numerical problems. The tests emphasize the ability to do quantitative reasoning and to think mathematically in a wide variety of contexts.

In Levels 10 and 11 there are three separate tests. The first is called Math Concepts and Estimation. This test requires students to demonstrate their understanding of fundamental ideas in the areas of number properties and operations, geometry, measurement, algebra, probability and statistics, and estimation. The separately timed Estimation section tests mental arithmetic, number sense, and various estimation skills such as rounding.

The second test, called Math Problems includes word problems that require one or more steps to solve. In many cases, students select an appropriate method or approach, rather than compute an answer. Several real-world "stories" form the basis for sets of three to four problems, each requiring somewhat different skills to solve. Also included are data displays such as tables and graphs. Students use them to obtain information, compare quantities, and determine trends or relationships.

Each problem in the third test, Math Computation, requires one arithmetic operation — addition, subtraction, multiplication, or division. The problems require operations with whole numbers, fractions, decimals, and various combinations of these, depending on the test level.

Stanford Achievement Test

In brief, the Stanford and the Iowa are very similar. The following information is from the

Stanford website:

Reading

The Reading Comprehension subtest measures students' comprehension within the framework of three types of materials or purposes for reading: literary, informational, and functional text. Within each type of text, questions measure achievement in four modes of comprehension: initial understanding, interpretation, critical analysis, and awareness and usage of reading strategies.

Math

Mathematics subtests measure content and processes adapted from the new National Council of Teachers of Mathematics Principles and Standards for School Mathematics (PSSM) and state standards.

Mathematics Problem Solving measures the skills and knowledge necessary to solve problems in mathematics. Mathematics Procedures measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.

The Difference between “Identification” and “Service”

Ohio Revised Code mandates that school districts provide opportunities to assess children for gifted identification. However, once a child is identified as gifted *there is no mandate for service.* The criteria for gifted identification are established by the state, but in accordance with state law the criteria for qualifying for gifted service in Talawanda are established by the district.

Gifted identification and gifted service criteria do not necessarily have to be the same. In Talawanda, once a student is identified as gifted and meets the service criteria, he or she will

receive gifted service through grade 6.

Although service is not mandated, fortunately, Talawanda places a very high value on gifted education and recognizes the importance of providing special services to its gifted students. This is why we have such a breadth of services and gifted specialists who work diligently to challenge these children to fulfill their potential.

The Ohio Department of Education has rules that govern the caseload and class size of a gifted specialist. In order to comply with the law we have at times found it necessary to seek waivers which have thus far been approved and this has allowed us to continue our current forms of service. However, waivers are increasingly difficult to get approved and we may at some point be forced to amend the service model or qualifying criteria in order to be in compliance with the law.

Gifted Identification in Visual and Performing Arts

State law requires school districts to assess nominated students for possible gifted identification in grades K-12 in the visual and performing arts. A nomination is required to start the process. A student may self-nominate, or be nominated by an educator, parent, or peer. Upon receipt of the nomination, we immediately initiate a detailed process aligned with Ohio state law. A summary of the process for each area of identification follows.

"Visual or performing arts ability" means ability in areas such as drawing, painting, sculpting,

music, dance, or drama.
A student shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has done both of the following:

(1) Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
(2) Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

The screening and identification process for identifying students gifted in the visual arts includes the following components:

1. Nomination of the student for screening/assessment
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student’s Display of Work portfolio using an approved scoring rubric.

The screening and identification process for identifying students gifted in theatre/drama includes the following components:

1. Nomination of the student for screening/assessment.
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student on a performance evaluation using an approved scoring rubric.

The screening and identification process for identifying students gifted in music includes the following components:

1. Nomination of the student for screening/assessment.
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student on a performance evaluation using an approved scoring rubric.

The screening and identification process for identifying students gifted in dance includes the following components:

1. Nomination of the student for screening/assessment.
2. Evaluation of the student using an approved behavioral checklist, after parent approval.
3. An evaluation of the student on a performance assessment using an approved scoring rubric.

Copies of the rubric used for visual and performing arts identification are available upon request.

24 Month Rule

The guidelines established by the Ohio Department of Education indicate that a score on a test for gifted identification is valid for 24 months. This is important to keep in mind as a child advances through school. Our service model is, “once a child is identified as gifted and earns gifted service, he or she will receive service through grade 6 and does not need to re-qualify” and we do not remove children from gifted service even though their score may be more than 24 months old. The point is that if a child earns a qualifying score in kindergarten or first grade and

a family moves to another district in Ohio or elsewhere when the child is in 4th or 5th grade, parents would have to understand the receiving school would not necessarily provide service based on such an old score. The scores on cognitive tests do vary over time. The tallest child in grade 1 is not necessarily the tallest child in high school. If your gifted child is not performing at a high level in middle school or high school it might be informative to get a current cognitive test score rather than relying on one that is 7 or 8 years old. Once a child is identified as gifted he or she is always reported to the Ohio Department of Education as being gifted and we will always serve the child, but that does not mean the child will always score in the gifted range on a cognitive test.

Appeal

Ohio Revised Code establishes the right of parents to appeal test results for gifted identification. Parents may seek an appeal if they believe there was an anomaly that caused their child to not earn a qualifying score. Parents should submit a letter to the gifted coordinator or superintendent outlining the nature of the concern. The gifted coordinator investigates the appeal to determine if the appeal should be approved or denied. If a gifted identification test appeal is approved a retest is scheduled. If the appeal is not approved the result is final.

An acceleration committee decision may also be appealed by parents. Parents may seek an appeal if they disagree with a committee's decision not to accelerate. Parents should submit a letter to the gifted coordinator or superintendent outlining the nature of the concern. The appeal is reviewed objectively and a meeting with the parents/guardians and any other necessary school personnel is typically scheduled so that we can listen and discuss their concerns prior to making a final decision. 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).

Glossary of Terms

Ability Test: A measure of intellectual potential commonly used to identify students for gifted services. The CogAT, OLSAT, and NNAT2 are examples of ability tests.

Acceleration: Also known as grade advancement. Skipping a grade. There are four forms of acceleration: early entrance to kindergarten, single-subject, whole-grade, and early graduation.

Achievement Test: A measure of knowledge and previous learning. Achievement tests measure what a person knows or has learned in a particular subject area, such as math, reading, history, etc. The Iowa and Stanford are examples of nationally-normed achievement tests. An end of unit classroom test is an example of a criterion-referenced achievement test.

Aptitude: An inherent ability for learning. Aptitude is readiness to learn and perform well in a particular situation.

Aptitude Test: A measure used to predict achievement prior to instruction using a combination of native and acquired abilities. The CogAT is an aptitude test that predicts achievement on the Iowa Test of Basic Skills. An aptitude test is also considered an above grade level test.

Argument: An argument is an instance of critical thinking or reasoning. It is an effort to show that some claim is true by giving reasons that support the claim. The claim that is supported by the reasons is the conclusion of the argument.

Asynchronous Development: Disparate rates of intellectual, emotional, and physical growth or achievement often displayed by gifted children.

Bloom's Taxonomy: a classification of learning objectives divided into three domains: cognitive, affective, and psychomotor, proposed by Benjamin Bloom and others in 1956 and updated in 2000. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at the lower levels. The cognitive domain has six levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Brainstorming: Process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre. Analysis, discussion, or criticism of the aired ideas is allowed only when the brainstorming session is over and the evaluation session begins.

Convergent Thinking: Generally means the ability to give the "correct" answer to standard questions that do not require significant creativity, for instance in most tasks in school and on standardized multiple-choice tests for intelligence. It follows a particular set of logical steps to arrive at one solution, which in some cases is a "correct" solution. It is the opposite of divergent thinking.

Creative thinking: Characterized by being original, imaginative, and innovative. Specific thought processes which improve the ability to be creative and generate new ideas. The ability to think of original, diverse, and elaborate ideas. It is a way of looking at problems or situations from a fresh perspective with unorthodox solutions. A series of mental actions which produce changes and developments of thought. The process of exploring multiple avenues of actions or

thoughts. Creative thinking can be stimulated by brainstorming, divergent thinking, risk taking, and lateral thinking.

Criterion-referenced assessment: In a criterion-referenced assessment, the score shows how well the test takers performed on a given task, but not how that compares to other test takers. The test taker is compared to his/her previous performance. Examples of criterion-referenced tests are Ohio state achievement tests, classroom spelling tests, etc.

Critical thinking: Steven Lee, author of What is Argument? defines it as: “Critical thinking is reasoning. It involves seeking to establish whether claims are true by considering reasons that may show those claims to be true or to show how they are true. Reasons are themselves claims. Therefore, critical thinking involves considering various claims and determining how some of them may show others to be true.” R.H. Ennis, a noted authority in gifted education has defined critical thinking as “Critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do.” Critical thinking is the process of analyzing, synthesizing, and evaluating information. It is purposeful, reflective judgment about what to believe as true or not true. The main skills involved in critical thinking are identifying the reasoning of others, evaluating the reasons of others, and creating reasoning or arguments on your own. Students enhance their understanding of critical thinking by recognizing the meaning of concept, inference, analyzing, assumptions, making predictions, debating, classification, determining cause and effect, applying inductive and deductive thinking, and/or generalization to a variety of complex issues or problems. One of the primary goals of the gifted department is to enhance the critical thinking skills of gifted students. This means we will challenge their opinions and assumptions to help them determine the reasoning for their thoughts.

Deductive thinking: the process of reasoning from one or more general statements regarding what is known to reach a logically certain conclusion.[1] Deductive reasoning involves using given true premises to reach a conclusion that is also true. Deductive reasoning contrasts with inductive reasoning in that a specific conclusion is arrived at from a general principle.

An example of a deductive argument:

1. All men are mortal.
2. Socrates is a man.
3. Therefore, Socrates is mortal.

Differentiated Instruction: Instruction that focuses on the abilities, strengths, and specific needs of individual learners. DI involves modifying curriculum and instructional strategies in content, pacing, and/or product to meet unique needs in the classroom. DI can/should be practiced in both the regular classroom and in a gifted resource room.

Divergent Thinking: A thought process or method used to generate creative ideas by exploring

many possible solutions. It is often used in conjunction with convergent thinking which follows a particular set of logical steps to arrive at one solution, which in some cases is a "correct" solution. Divergent thinking typically occurs in a spontaneous, free-flowing manner, such that many ideas are generated in an emergent cognitive fashion. Many possible solutions are explored in a short amount of time, and unexpected connections are drawn. After the process of divergent thinking has been completed, ideas and information are organized and structured using convergent thinking. Activities which promote divergent thinking include creating lists of questions, setting aside time for thinking and meditation, brainstorming, subject mapping / "bubble mapping", keeping a journal, creating artwork, and free writing. In free writing, a person will focus on one particular topic and write non-stop about it for a short period of time, in a stream of consciousness fashion.

Elaboration: The process of filling in details, developing ideas, or bringing an abstract concept to life.

English Language Learner (ELL): Students whose primary language is not English.

Enrichment: The curriculum is modified to provide greater depth and breadth than is generally provided, resulting in a richer more varied educational experience.

Fluency: The skill of being able to recall or think of a number of ideas or problems for a specific stimulus situation. It is developing capacities for flexible and original thinking. One is able to relate new information to information acquired in the past.

Gifted: “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 Revised Code.

Inductive thinking: The generalization or conclusion proceeds from the specific examples or samples provided. Inductive reasoning is making conclusions based on patterns you observe. The conclusion you reach is called a conjecture. While deductive reasoning goes from general to specific, inductive reasoning goes from specific to general. In simple words, it is a form of reasoning which begins with a specific argument and arrives at a general logical conclusion. In many cases, induction is termed as 'strong' and 'weak' on the basis of the credibility of the argument put forth.

An example of an inductive argument:

All the tigers observed in a particular region have yellow black stripes, therefore all the tigers native to this region have yellow stripes.
Note: Although the existence of a tiger with white and black stripes cannot be ruled out, the

chances of coming across a white tiger are rare, so we can accept this argument as a strong example of induction. A week example would be: I always jump red lights; therefore, everyone jumps red lights.

Lateral Thinking: Idea generation and problem-solving technique in which new concepts are created by looking at things in novel ways. Whereas the logical ('vertical') thinking carries a chosen idea forward, the sideways ('lateral') thinking provokes fresh ideas or changes the frame of reference. While vertical thinking tries to overcome problems by meeting them head-on, lateral thinking tries to bypass them through a radically different approach. The term was coined by Dr. Edward de Bono in his 1970 book Lateral Thinking.

Multiple Intelligences: Theory put forth by Howard Gardner focusing on the nature and pluralization of intelligence. Gardner's theory includes 8 forms of intelligence: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist. Existential and moral intelligence may be included.

National percentile rank: A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, a test score of 75th NPR means a student scored higher than 75% of the students in the norming pool who took the same test at the same time of year. A student must score at or above the 95th national percentile rank on norm-referenced tests such as the Iowa to be identified as gifted in a specific academic area.

Norm Group: Also known as standardization group. It consists of students/people selected to be representative of specified populations.

Norm-referenced assessment: Refers to the process of comparing one test-taker to his or her peers. Comparing a student's score with the scores of other students obtained on the same test. Examples are college entrance exams such as the SAT, as well as tests used for gifted identification such as the Iowa Test of Basic Skills, CogAT, etc.

Problem solving; a series of steps that identify and define a problem, explore options for solutions, carry out the planned solution, and evaluate the effects of the solution. created by Bransford and Stein (1984) is commonly used: IDEAL:

I – Identify a problem or potential problems
D – Define, delineate, or clarify the problem.
E – Explore options or approaches to solving the problem(s).
A – Act or carry out the planned solution activities.
L – Look at the effects and evaluate the solution.

Pull-out Program: program in which students are pulled out of the regular classroom on a

scheduled basis to go to a resource room staffed by a gifted intervention specialist.

Raw Score: The number of questions answered correctly.

Resource Room: a special classroom or area set up for advanced learning or enrichment opportunities.

Scaled Score: The scaled score system links together all levels of a test, yielding a continuous scale that makes it possible to compare the performance of students taking different levels of the same test.

Standard Age Score (SAS): A normalized standard score scale produced by the CogAT that is similar to but not the same as an IQ. It permits educators to compare the rate and level of cognitive development of an individual to other students in the same age group. The mean score on the CogAT or any similar ability test is 100. To be identified as gifted, a student must earn a score at or above two standard deviations above the mean, minus a standard error of measurement. A standard deviation is 16 points and a standard error of measurement is 4 points on the CogAT. Therefore, the qualifying score to be identified as gifted via the CogAT is 128.

Standard Deviation: A measure of how much the data in a certain collection are scattered around the mean. A standard deviation on a cognitive test such as the CogAT is 16 points. A student is identified as gifted if he or she scores two standard deviations above the mean, which is 100, minus a standard error of measurement, which is 4 points in the case of the CogAT.

Stanine: The stanine scale is a normalized standard score scale consisting of nine broad levels designated by the numbers 1 through 9. The stanine score indicates a student's level of ability compared with other students of the same age. Stanine scores range from 1 to 9. The average is 5, while scores of 7, 8, or 9 are above average. The major advantage of stanines is that the broad groupings discourage overinterpretation of small, insignificant differences among test scores.

Social and Emotional: Students enhance their understanding of social communication, developing an identity, building relationships, perfectionism, underachievement, empathy, self-efficacy, self-image, and self-esteem.

Test Norms: Statistical descriptions, such as score distributions, expressing the characteristic performance of a specified group or population with respect to a particular measure.

Twice Exceptional: Students who are identified as gifted in one or more areas of exceptionality and also identified with a disability as defined by federal/state criteria. An example would be a gifted student who is also autistic. The gifted department embraces the opportunity to serve

twice exceptional students.

Underachievement: Students who do not achieve relative to their ability or IQ. It is difficult to precisely measure underachievement because some students who show no discrepancy between an ability test score and an achievement test score can still underachieve in the classroom if they earn poor grades. To quantify underachievement, though, if a student earns an achievement test score that is two stanines below his/her composite ability test score then the student would have underachieved on the achievement test. When using this formula the composite, not an individual battery score is used.

Resources and Websites

There are countless book, websites, activities and apps available to help parents and children. Listed below are some of the key sites, books, movies, and apps.

Books	Websites for Parents	Website Lessons, Activities, and Games
A Parent's Guide to Gifted	Davidson Institute	

Children
Webb, Gore, Amend, and Devries

Bright Not Broken: Gifted Kids, ADHD, and Autism
Kennedy, Banks, and Grandin

The Gifted Kids' Survival Guide
Galbraith and Delisle

Gifted Parent Groups: The SENG Model
DeVries & Webb

Living With Intensity Daniels and Piechowski

Some of My Best Friends are Books
Halsted
This book has many books for children nicely organized by topic or theme.

Movies

Temple Grandin
Little Man Tate
Finding Forester
Searching for Bobby Fischer
Matilda

http://www.davidsongifted.org/

Hoagies
http://www.hoagiesgifted.org

Johns Hopkins Center for Talented Youth http://cty.jhu.edu

Ohio Association for Gifted Children
http://oagc.com

National Association for Gifted Children
http://www.nagc.org

Northwestern Center for Talent Development
www.ctd.northwestern.edu

SENG – Supporting Emotional Needs of the Gifted
http://www.sengifted.org

Sylvia Rimm
http://www.sylviarimm.com

Apps
Art Studio
Dictionary
Evernote
LogiGrid Logic
Logic Puzzles
Lumosity
MathLands
Nations
Qwizful
Set
State Names
Ted
Think About It
This Day
Wiki

Battleship
www.dkmsoftware.com/yubotu.htm

Brainy Toys for Kids
http://www.mindware.com

Grid Works
http://www.puzzles.com/products/GridWorks /PlayOnline.htm

Khan Academy
http://www.khanacademy.org/

Kids Geography
http://www.kidsgeo.com
http://www.kidsgeo.com/geography-games/

The Kidz Page
http://thekidzpage.com/

Lumosity
http://www.lumosity.com

Mastermind
http://www.vtaide.com/png/lesol/games/mas termind/mastermind.html

Math Activities for All Grades
http://www.ixl.com/math/

Othello
http://www.vtaide.com/png/lesol/games/othe llo/othello.html

Puzzles
http://www.puzzles.com
http://www.puzzles.com/products/RushHour/ RHfromMarkRiedel/Jam.html

Set
http://www.setgame.com

Tower of Hanoi
http://www.mazeworks.com/hanoi/index.htm

U.S. Government for Kids
http://bensguide.gpo.gov/

Permission for Assessment
Sample WEP
Sample WAP
ETC Report Card - Elementary
Gifted Grade Contract (sample - middle school ELA)
Learning Style Survey

FURLOUGH Furloughs are intended to help students who need a temporary break from the program, not to remove non-performing students. The campus G/T committee may grant a furlough when it is deemed to be in the best interest of the student. A furlough may not exceed one academic year. Students new to the district who enroll in the fall will be assessed for the GT program as requested by parents. Referral forms are due by 5:00 Friday of the first week of school. Assessments will be administered during the 2nd week. For new students who qualify, services will begin the 3rd week.10 At the end of the furlough period, the student will be re-evaluated by the campus G/T committee to determine if he/she should continue in or be exited from the program.

EXIT PROCEDURES Elementary students in the Gifted and Talented Program may be exited under the following conditions: 1 Refusal of G/T services request from the parent/guardian. 2 Decision of the campus Gifted and Talented Committee based upon a review of a recommendation of the parent, G/T teacher, counselor, or principal that this student is not progressing satisfactorily. The parent/guardian must be invited to discuss these issues before the exit decision is final. A furlough period may be provided to offer a break prior to an exit decision. In each of these circumstances, the parent/guardian will be notified and a conference will be arranged with the G/T teacher and any other appropriate personnel requested by either party. Data gathered will be presented to the campus G/T committee. An Exit Report will be completed, signed, and forwarded to the CISD G/T Coordinator. Any exited student seeking reentry must be reevaluated using current program criteria. Note: A secondary student may end participation in an accelerated class but retain the gifted classification if he/she is served in a different content area for the gifted.