Pickerington Local School District Gifted Education

“Each person has the right to learn and to be challenged to learn at the most appropriate level where growth proceeds most effectively.”
– National Association for Gifted Children

Vision
Gifted students will have an opportunity to express their unique abilities in a learning environment that maximizes their potential and celebrates giftedness.

Mission
It is the mission of PLSD to provide a continuum of services to support the requirements of the range of aptitudes and needs of students who receive gifted education services.

• PLSD will ensure that gifted students realize learning success by developing and sustaining equitable educational experiences based on a deep and abiding respect for individuals and their unique learning needs and styles.

• We recognize that the unique characteristics of gifted children necessitate differentiated programming. Special characteristics may include precocious insightfulness, uniqueness of response, and the ability to integrate several levels of thinking and reasoning.

• PLSD will provide differentiated learning experiences for those children identified for gifted education services. These experiences may include the provision for quality time spent with peers of similar interest and abilities.

An Introduction to Giftedness
Definitions of giftedness vary widely, though all definitions support the central idea that gifted individuals are those who possess outstanding abilities or are capable of high performance. Most definitions also recognize that the abilities and talents are such that they require educational programs and services beyond the typical school offerings (Davis & Rimm, 2004).

Federal Definition:
The term “gifted and talented students” means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (PL 100-297, Sec. 4103. Definitions).

State of Ohio 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 (ORC, Sec. 3324.01).

*As defined by the Ohio Department of Education (these are: Superior Cognitive Ability; Specific Academic Ability in Language Arts, Mathematics, Science, or Social Studies; Creative Thinking; and Visual and Performing Arts in Art, Music, Drama, and Dance (ORC, Sec. 3324.03).
Goals and Objectives

The PLSD Gifted Education Program will provide a rich array of gifted education services and opportunities for students identified as gifted by meeting the following objectives.

- provide opportunities for students to pursue individual interests and develop talents;
- provide for the cognitive and academic development through challenging learning experiences;
- provide support for the social and emotional needs of gifted students.

PLSD Gifted Education department and teachers will serve as a resource for general education teachers in meeting the needs of gifted students through the following objectives.

- provide staff development and training in differentiation strategies for teachers;
- provide training for staff about the benefits and limitations of the characteristics of gifted students;
- provide training for staff about the educational needs of gifted students within the curriculum;
- collaborate with general education teachers in order to meet the cognitive, academic, social, and emotional needs of gifted students;
- communicate with parents of gifted students to provide individualized assistance and information about the gifted education program.
Characteristic of Gifted Learners
Webb, Meckstroth, and Tolan (1994) identified several common characteristics that may appear in gifted children:

Typical Intellectual Characteristics of Gifted Children

- Unusually large vocabularies for their age
- Ability to read earlier than most children, often before entering school
- Greater comprehension for the subtleties of language
- Longer attention span, persistence and intense concentration
- Ability to learn basic skills more quickly and with less practice
- Wide range of interests
- Interest in experimenting and doing things differently
- Tendency to put ideas or things together in ways that are unusual and not obvious (divergent thinking)
- Ability to retain a great deal of information
- Unusual sense of humor

Bright Students versus Gifted Students
The following comparison by Janice Szabos appeared in Challenge Magazine (1989):

<table>
<thead>
<tr>
<th>BRIGHT CHILD</th>
<th>GIFTED LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>3. Is attentive</td>
<td>Is mentally and physically involved</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around, yet tests well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feelings and opinions</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Enjoys straight forward sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
</tr>
</tbody>
</table>

Giftedness does not discriminate. Gifted children come from all races, ethnicities, socioeconomic classes, and backgrounds. Furthermore, giftedness may also be identified in students with a variety of disabilities. For example, gifted children may also have learning disabilities, autism or ADHD. Care must be taken to ensure that gifted children from special populations are not overlooked in the identification process (Davis & Rimm, 2004)
Identification for Services

Since 1984, schools districts in Ohio have been required to identify gifted children. In 1999, the law was revised to require that identification procedures be standardized across districts using assessment instruments identified and approved by the Ohio Department of Education. In addition, districts are required to notify parents if their children are identified as gifted (OAGC, 2000).

Children in the Pickerington Local School District are identified using a variety of instruments such as IQ tests, achievement tests, and curriculum based assessments. Because we recognize students’ abilities and needs change over time, the identification process is ongoing, and students are reviewed throughout their school careers for possible identification. PLSD’s plan follows all state regulations! Results from the Ohio Department of Education state and PARCC assessments are not approved by ODE for gifted education identification purposes.

Characteristics and Behaviors of Gifted Children

As with all children gifted students are complex individuals. Students are not necessarily gifted in all ways at all times. Students may come with challenges.

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

In accordance with Ohio rule and law pertaining to gifted education, the Pickerington Local School District use the Ohio Department of Education's three-part approach to screening, assessing, and identifying gifted students:

**Step One: Pre-Assessment Data Review and Referrals for Screening (all students)**

The pre-assessment part of the process involves gathering student data from a variety of sources that may include teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool. By using the pre-assessment process, the district ensures equal access to screening and further assessment by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. Opportunities exist for students to take these tests in their native language and for students with physical and sensory needs to take these tests with appropriate modifications.

**Step Two: Screening (some students)**

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessments. District-determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening. Group assessments are routinely administered to all students in designated grade levels. (Parental authorization is not required for group assessments; however, parents may opt out of their children's participation in group assessments by submitting a written request to the gifted intervention specialist or building principal. If small group or individual assessment is indicated, parental authorization must be obtained prior to test administration. Some students are identified at this point. Tests are administered by qualified educators. By using tests from the ODE approved list the district insures that the tests are valid for all special populations. The district insures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent.

Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Parents will receive notice of all testing results. Referrals are taken for testing in both the Fall and Spring. Referral forms can be obtained through the district’s website and by contacting the gifted coordinator. Appeals may be directed to the gifted coordinator.
**Step Three**: Individual Assessment (few students)

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code. Parent authorization must be obtained for individual assessments. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student’s educational needs are determined and parents are notified of the assessment results. Some students are identified at this point. **Referred individual assessment will only be administered during the district determined windows or opportunities.**

**After this initial testing, a few outcomes are possible:**

A student’s scores may be sufficiently high to clearly identify the student as gifted in one or more of the areas listed above. Identification does not necessary mean gifted services will be provided.

A student’s scores may be quite close to the identification criteria (on the bubble) and these students are eligible to undergo a second round of testing for possible gifted identification. This applies to whole group testing only.

A student’s scores may be distant from the gifted identification criteria, which would not prompt the district to suggest further testing.
# Identification

In accordance with law, we identify and notify the parents/guardians of students who meet state gifted identification criteria in the following areas:

<table>
<thead>
<tr>
<th>Identification Area</th>
<th>ID Criteria</th>
<th>Sample Assessment and Required Score</th>
</tr>
</thead>
</table>
| Superior Cognitive Ability   | Score two standard deviations above the mean (plus or minus the standard error of measurement) on an approved intelligence or ability assessment. | Otis-Lennon School Ability Test (8th edition)  
Screening: SAI Score = 125  
Identification: SAI Score = 126(+)  
In-View  
Identification: 128(+)  
Weschler Intelligence Scale for Children (WISC IV)  
Identification: 127(+)  
Das-Naglieri Cognitive Assessment Systems (CAS)  
Identification: SAI Score = 126(+) |
| Specific Academic Ability    |                                                                             |                                                                                                        |
| Mathematics                  | Score at or above the ninety-fifth percentile on an approved standardized assessment of academic achievement **within the specific subject area**  
(i.e. Total Math, Total Reading, etc.).  
*Students may be identified in more than one specific area.* | • Stanford Achievement Test Series - 10th edition  
Identification: 95th(+) percentile  
• Terra Nova - 3rd edition  
Screening: 93 percentile  
Identification: 95th(+) percentile  
• STAR  
*Screening: 98 percentile and request from parent, teacher, student, or other.  
Identification: N/A |
| Reading/Language             |                                                                             |                                                                                                        |
| Science                      |                                                                             |                                                                                                        |
| Social Studies               |                                                                             |                                                                                                        |

*Revised January 7, 2015*
<table>
<thead>
<tr>
<th>Identification Area</th>
<th>Sample Assessment and Required Score</th>
<th>Sample Assessment and Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>• Gifted and Talented Evaluation Scale</td>
<td>And</td>
</tr>
<tr>
<td></td>
<td>Creative Thinking Checklist</td>
<td>• Otis Lennon School Ability Test:</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 65-82</td>
<td><strong>Screening SAI:</strong> 109,</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 83</td>
<td><strong>Identification:</strong> 110</td>
</tr>
<tr>
<td></td>
<td>• Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 48-50</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 51</td>
<td></td>
</tr>
<tr>
<td><strong>Visual and Performing Arts</strong></td>
<td>• Display of Work, Audition or Performance: ODE Rubric</td>
<td>And</td>
</tr>
<tr>
<td></td>
<td>• Visual Display:</td>
<td>• Visual - Gifted and Talented Evaluation Scales (GATES) (Section V)</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 16 - 20</td>
<td><strong>Screening:</strong> 57 - 77</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 21 - 24</td>
<td><strong>Identification:</strong> 78</td>
</tr>
<tr>
<td></td>
<td>• Musical Performance:</td>
<td>• Visual - Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part V)</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 14 - 17</td>
<td><strong>Screening:</strong> 59 - 60</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 18 - 21</td>
<td><strong>Identification:</strong> 61</td>
</tr>
<tr>
<td></td>
<td>• Drama Performance:</td>
<td>• Art - Ohio Department of Education Rubric for Scoring Visual Art Display of Work (Grades K-12)</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 16 - 19</td>
<td><strong>Screening:</strong> 16 - 20</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 20 - 24</td>
<td><strong>Identification:</strong> 21 - 24</td>
</tr>
<tr>
<td></td>
<td>• Dance Audition:</td>
<td>• Musical - Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VI)</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 20 - 25</td>
<td><strong>Screening:</strong> 37 - 38</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 26 - 30</td>
<td><strong>Identification:</strong> 39</td>
</tr>
<tr>
<td></td>
<td>• Display of Work, Audition or Performance: ODE Rubric</td>
<td>• Drama - Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VII)</td>
</tr>
<tr>
<td></td>
<td>• Visual Display:</td>
<td><strong>Screening:</strong> 54 - 56</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 16 - 20</td>
<td><strong>Identification:</strong> 57</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 21 - 24</td>
<td>• Dance - Gifted and Talented Evaluation Scales (GATES) (Section V)</td>
</tr>
<tr>
<td></td>
<td>• Musical Performance:</td>
<td><strong>Screening:</strong> 57 - 77</td>
</tr>
<tr>
<td></td>
<td><strong>Screening:</strong> 14 - 17</td>
<td><strong>Identification:</strong> 78</td>
</tr>
<tr>
<td></td>
<td><strong>Identification:</strong> 18 - 21</td>
<td></td>
</tr>
</tbody>
</table>
The Pickerington Local School District uses the Otis Lennon and Stanford instruments for whole-grade testing. Other approved assessments results will be accepted according to the Ohio Department of Education policies. When necessary, alternative assessments are provided to ensure that all children have equal access to screening and further assessment, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a new language.
Once identified, students are matched with the most appropriate available services, based on their demonstrated needs. The needs of many gifted students are best addressed through differentiated instruction within the regular classroom, provided by the general education teacher. The Gifted Intervention Specialist may support differentiation within the classroom through collaboration/consultation with classroom teachers. This may include sharing resources, participating in collaborative planning of units and lessons, co-teaching, or cluster grouping activities. Students who meet service criteria may also participate in the following services:

<table>
<thead>
<tr>
<th>Available Service</th>
<th>Service Description Type</th>
<th>Service Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Enrichment, Grades 3</td>
<td>Qualify students will be clustered in a regular education classroom and receive differentiated learning opportunities. Qualifying students may also receive enrichment from a Gifted Intervention Specialists during specific scheduled times.</td>
<td>Eligibility for enrichment services will be based on assessment information and reviewed periodically. Students receiving enrichment services in grade 3 will not be guaranteed a place in MathPlus or Gateway in subsequent years.</td>
</tr>
</tbody>
</table>
| Math Plus, Grades 4 – 6 | The Pickerington Local School’s Math Plus Program is a program that services those students exhibiting superior abilities in intelligence and mathematics. The curriculum for Math Plus is compacted and accelerated to meets the learning demands of the selected students. | Has an IQ or SAI score of 122 or above  
-AND-  
Meet ID Criteria for Specific Academic Ability in Math |
| Gateway Academy, Grades 4 – 6 | Gateway Academy is a comprehensive gifted program that offers formal services in Math and English Language Arts. Students participating in the comprehensive program will also receive an enriched science and social studies curriculum through differentiated instruction. | Has an IQ or SAI score 2 Standard Deviations above the mean (minus one standard error)  
-AND-  
Meet ID Criteria for Specific Academic Ability in both Reading/Language and Math  
-OR-  
Has an IQ or SAI score 3 Standard Deviations above the mean |
<table>
<thead>
<tr>
<th>Available Service</th>
<th>Service Description Type</th>
<th>Service Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted English</td>
<td>Qualify students will be clustered or assigned to a self-contained classroom and receive</td>
<td>Has an IQ or SAI score of 122 or above and scores proficient or higher on the PARCC ELA assessment from the previous year. -AND-</td>
</tr>
<tr>
<td>Grade 7</td>
<td>differentiated learning opportunities.</td>
<td>Meet ID Criteria for Specific Academic Ability in Reading or Language</td>
</tr>
<tr>
<td>Gifted English</td>
<td>Qualify students will be assigned to a self-contained classroom and receive differentiated</td>
<td>Has an IQ or SAI score of 126 or above and scores proficient or higher on the PARCC ELA assessment from the previous year. -AND-</td>
</tr>
<tr>
<td>Grade 8 as an 8th Grader</td>
<td>learning opportunities.</td>
<td>Meet ID Criteria for Specific Academic Ability in Reading or Language</td>
</tr>
<tr>
<td>Gifted English</td>
<td>Gateway students will continue their coursework in a self-contained classroom and receive</td>
<td>Successful completion of Gateway Academy and the 7th Grade PARCC ELA Assessment.</td>
</tr>
<tr>
<td>Grades 8 as a 7th Grader</td>
<td>differentiated learning opportunities at their accelerated single subject grade level.</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Courses</td>
<td>Advanced Placement (AP) is a program in the United States created by the College Board,</td>
<td>Students may enroll in AP classes by contacting their high school counselors.</td>
</tr>
<tr>
<td></td>
<td>which offers college-level curricula and examinations to high school students. American</td>
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<tr>
<td></td>
<td>colleges and universities often grant placement and course credit to students who obtain</td>
<td></td>
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<tr>
<td></td>
<td>high scores on the examinations. The AP curriculum for each of the various subjects is</td>
<td></td>
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<tr>
<td></td>
<td>created for the College Board by a panel of experts and college-level educators in that</td>
<td></td>
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<tr>
<td></td>
<td>field of study. For college credit, a student must earn a 3 or higher once upon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>enrollment in a university institution.</td>
<td></td>
</tr>
<tr>
<td>College Credit Plus</td>
<td>Eligible students can take a course and earn high school and college credit that appears</td>
<td>To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment.</td>
</tr>
<tr>
<td></td>
<td>on both their high school and college transcripts. All courses offered through College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Plus (even courses offered in the high school) must be the same course that the</td>
<td></td>
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<tr>
<td></td>
<td>college offers. The course must apply to a degree or professional certificate. College</td>
<td></td>
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<tr>
<td></td>
<td>Credit Plus replaces the Post Secondary Education Option, also known as PSEO, and redefines</td>
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<td></td>
<td>“alternative dual enrollment” programs as advanced standing programs. There is no cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for the student to participate in College Credit Plus when the student is enrolled in a</td>
<td></td>
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<tr>
<td></td>
<td>public college or university. The high school and college or university share the cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for the course. Students choosing to enroll in a participating private college or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>university might incur costs.</td>
<td></td>
</tr>
</tbody>
</table>
A child shall be identified as exhibiting **specific academic ability** superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area.

**Specific Academic Ability** is evaluated through achievement tests, such as the Stanford Achievement Tests (SAT). These tests measure a student’s learned knowledge in particular curricular areas (math, science, social studies and language arts), and report how the child compares to national norms for students at his/her grade level. This score is expressed as a national percentile rank, which is sometimes indicated on a score report as Natl PR or NPR. Some score reports will also list a local percentile rank, but this is not relevant for gifted identification.

On achievement tests score reports parents will find results for a long list of subtests, but the figures used for gifted identification in specific academic areas are those indicated as total scores. When a total discipline score is in the 95th percentile or higher, Ohio identifies a student as gifted in that area.

The achievement tests may also give a core or composite score of a student’s results on the entire battery of tests, and this, too, is expressed as a percentile rank. If the composite score is in the 95th percentile or higher, Ohio designates the student as gifted in Superior Cognitive Ability.

**Superior Cognitive Ability** - A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: Scored at or above two standard deviations, on an approved individual standardized intelligence test administered by a licensed psychologist; or scored at or above two standard deviations on an approved standardized group intelligence test or performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, or attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

**Superior Cognitive Ability** is evaluated by ability tests, such as the Otis-Lennon School Ability Test (OLSAT). Ability tests assess more general aptitudes than achievement tests and are considered good predictors of future scholastic performance. Score reports from these instruments display some subtests (such as verbal and non-verbal), but it is the composite result that is used for gifted identification. This will be expressed as an SAS (standard age school) on the CogAT or an SAI (school ability index) on the Otis-Lennon. These scores are presented on a scale in which 100 represents the average score; therefore, scores below 100 would be considered below average and those above 100 are above average.
**Creative Thinking Ability** - A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child: Scored at or above one standard deviation on an approved individual or group intelligence test and also did either of the following: attained a sufficient score, as established by the department of education on an approved individual or group test of creative ability or exhibited sufficient performance on an approved checklist of creative behaviors.

**Visual and Performing Arts Ability** - A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.
Identification and Services

Once a student is identified as gifted in any area, the student is included on a district report to the state of Ohio, and the student’s family is notified. Families, then, want to know how the child’s educational program will be impacted by his/her gifted identification and what services will be provided to the student. It is important to note that, according to Ohio law, there is no next step required after gifted identification; our state does not mandate services for gifted students. But the Pickerington Local School District is committed to providing a spectrum of services to our gifted students. Some gifted students’ needs will be addressed in the regular classroom, and some students will also qualify for participation in additional programs.

Categories of giftedness and the criteria for gifted identification are established by the state of Ohio. Criteria for services may be somewhat different than those for state identification. For instance, the state identifies students as gifted in mathematics (specific academic ability) based solely upon achievement test scores, whereas the Pickerington Local School District currently uses both achievement and ability test scores to qualify students for gifted services. Thus the student who meets the state criterion for specific academic ability in math, but does not have the required ability score, would have his/her mathematical needs addressed in the regular classroom.

Written Education Plans

All students who receive gifted services will have a Written Education Plan. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments and review dates and deadlines for the next WEP. All services will match the areas of identification. Parents and all staff responsible for implementing services will receive copies of the WEP within 30 days of its completion.
PLSD Gifted Education Programming

Pickerington’s general classroom activities are enriched for all students with such features as field trips, hands-on activities, class projects, integrated content with extensive research, cross grade level experiences, specific content extensions, and technology supported teaching and learning.

Gifted Education curriculum is differentiated in expectations for cognitive performance, pacing, and depth-of-knowing. It provides for a deep and interconnected level of understanding of content, process, and conceptual framework. Learning is adapted to meet the needs of gifted students through depth and breadth of learning.

The Council for Exceptional Children states that gifted students benefit from learning together and tend to better understand, accept, and use their learning differences as assets when they are grouped together. The Gifted Education program will provide students extended time to spend with peers of similar needs and abilities. The National Association for Gifted Children reaffirmed the importance of grouping for instruction of gifted students. Grouping allows for more appropriate, rapid, and in-depth instruction, which matches the rapidly developing skills and capabilities of gifted students.

Grades K-3

Programming for young students can be developed on a student by student basis with parents, the school principal, classroom teachers, and other school personnel. Many types of content and performance differentiation are possible within the regular classroom. Generally, the gifted teacher does not provide direct services to K-3 students but may collaborate with teachers on an as-needed basis. Qualifying 3rd grade students may work with a gifted intervention specialist during enrichment and intervention times.

Grades 4-6

Qualify students will have the option to be clustered in a regular education classroom, receive Math Plus services, or be enrolled in the Pickerington Local School District’s Gifted School. Cluster grouping will occur in the regular education classroom and students will receive differentiated instruction from the general education teacher. Math Plus services will be delivered by a Gifted Intervention Specialist at the 4th grade level and by the general classroom teacher at grades 5 and 6. The curriculum for Math Plus is compacted and accelerated to provide the necessary enrichment for qualifying students. Students enrolled in the Gifted School Program will receive a compacted and accelerated curriculum in mathematics and English Language Arts. Students will also experience enrichment in science and social studies.
Grades 7-8
Qualifying students will have the opportunity to take algebra as a 7th grader and then continue their course of study by taking geometry as an 8th grader. Students qualifying for this rigorous course of study will be given an assessment prior to enrollment to determine eligibility.

Students who qualify for enrichment in English Language Arts will be enrolled in a gifted English Language Arts class.

Grades 9-12
At the high school level students have the option of addressing their unique strengths by participation in honors courses, and Advanced Placement courses.

Advanced Placement Testing
AP tests provide the opportunity for students to earn college credit by examination. Three-hour curricular-based exams are administered in various subject areas. Scores are reported on a scale from 1 - 5. Each college establishes its own policy regarding the awarding of credit and appropriate student placement as a result of each examination.

Post-Secondary Enrollment Options
(Senate Bill 140) - Students in grades 9 through 12 may enroll full or part time in post-secondary classes and have the credit earned in nonsectarian courses applied toward graduation from Pickerington High School North/Central, from post-secondary institutions, or both. Students are eligible for the Post-Secondary Enrollment Options if they have earned eight high school credits, spent two years in high school, and are accepted by a post-secondary institution. Please contact high school counselors for additional information and deadlines for this program.

(House Bill 487) - Renames the Post-Secondary Enrollment Options (PSEO) program as the College Credit Plus (CCP). This new programs open up services to students in grades 6 – 12.
PLSD’s Board of Education Policy for Identification and Provision of Service for Students Who are Gifted

The Pickerington Local School District Board of Education believes that every child has unique learning strengths and needs deserving a challenging and appropriate education. As an expression of its commitment to provide an appropriate education for every child, including those who are gifted, in accordance with state laws, rules and regulations, does hereby resolve to implement the following policies:

It shall be the policy of this school district that ongoing efforts will be made to locate, evaluate and identify children in grades kindergarten through twelve, who perform or show potential for performing at remarkably high levels of accomplishment in one or more areas as specified in Section 3324.03 and 3324.04(D) of The Ohio Revised Code: Superior Cognitive Ability; Specific Academic Ability in one or more of the following content areas: mathematics, science, social studies, reading, writing, or a combination of these skills; Creative Thinking Ability; Visual or Performing Arts Ability, such as drawing, painting, sculpting, music, dance, drama.

At the request of a parent transfer students will be screened and assessed within ninety (90) days of transfer. Identification information provided by other school districts which meets the requirements specified by the Ohio Department of Education will be accepted.
Referral Process

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using: group tests and individually administered tests. Referral forms are available in each of the schools upon request. Children may be referred on an ongoing basis, based on the following: child request (self-referral), teacher recommendation, parent/guardian request, child referral of peer; 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 the district plan and notify parents of the results of screening or assessment and identification. The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

All Pickerington Local School students will be academically screened in the third and fifth grades using standardized testing. State assessments are not permitted to be used to identify students. In the other grades, students will be assessed on an as-needed basis to determine gifted identification. A student may be individually referred for testing at any time by a teacher, parent, or self-request. Individual tests are scheduled at a minimum, twice a year. Visual and performing arts referrals can be made by the districts’ arts teachers, however can also be made by any teacher, parents or students as well.
Gateway Academy

The Pickerington Local School’s Gateway Academy is a comprehensive program that services those students exhibiting superior abilities in intelligence, mathematics and reading/language. The curriculum for Gateway Academy is compacted and accelerated to meet the learning demands of the selected students. Students will experience a compacted curriculum in mathematics and English Language Arts while receiving enrichment and integration in science and social studies.

Gifted Education curriculum is accelerated in expectations for cognitive performance, pacing, and depth-of-knowing. It provides for a deep and interconnected level of understanding of content, process, and conceptual framework. Learning is adapted to meet the needs of gifted students through depth and breadth of learning. Gateway Academy allows for students with like-abilities to work and learn with each other on a daily basis.

The Council for Exceptional Children states that gifted students benefit from learning together and tend to better understand, accept, and use their learning differences as assets when they are grouped together. The Gateway Academy program will provide students extended time to spend with peers of similar needs and abilities. The National Association for Gifted Children reaffirmed the importance of grouping for instruction of gifted students. Grouping allows for more appropriate, rapid, and in-depth instruction, which matches the rapidly developing skills and capabilities of gifted students.
Eligibility For Gateway Academy

Any child who meets ALL of the following requirements shall be eligible for consideration for selection to the gifted magnet school (from the Program Standards for School Foundation Units for Gifted Children 3301-51-15):

1. **School Ability Index (SAI) or Intelligence Quotient (IQ)** as measured by a standardized group intelligence test administered within 24 months prior to initial placement, with performance two standard deviations above the mean, minus the standard error of measurement.

   AND

2. **Specific academic ability in mathematics**, which is superior to that of children of similar age, as measured by a standardized group achievement test related to specific academic ability and administered within 24 months prior to initial placement with performance at or above the 95th national percentile.

   AND

3. **Specific academic ability in reading/language**, which is superior to that of children of similar age, as measured by a standardized group achievement test related to specific academic ability and administered within 24 months prior to initial placement with performance at or above the 95th national percentile.

   OR

1. **School Ability Index (SAI) or Intelligence Quotient (IQ)** as measured by a standardized group intelligence test administered within 24 months prior to initial placement, with performance three standard deviations above the mean.

There will be no exceptions made to this policy.
Selection for Gateway Academy

Selection of students for the Gateway Academy program shall be made based upon the procedures outlined in this section.

1. All students in designated grades as determined by the assessment committee will take a group test per the District’s testing program.

2. A list of students with performance two standard deviations above the mean, minus the standard error of measurement as measured by the SAI or IQ on a standardized group intelligence test administered within 24 months prior to initial placement, as well as having specific academic ability in math and reading/language arts will be included in this “pool”. This pool of students will be eligible for consideration for selection to initial entry into the Gateway Academy in grade 4 and for secondary entry into the Gateway Academy in grades 5 and 6 to join existing classes if open slots exist at these grade levels.

3. The overall scores for all students in the initial “pool” will be compiled in rank order, highest to lowest. The goal of the District is to select the top students district-wide to be placed in Gateway Academy. In the event that more qualified students exist for the program for initial entry in grade 4 than slots are available, students will be rank ordered and placed on a “wait list” for future slots to open up. Students in grades 5 and 6 who qualify through secondary entry when no open slots are available may also be put on a “wait list” for future slots to open up.

4. For initial entry into the program in grade 4 and for secondary entry in grades 5 and 6, if there are open slots available in the program after all students with all three gifted identification areas have been accepted, students who have superior cognitive ability as measured by the SAI or IQ on a standardized group intelligence test administered within 24 months prior to initial placement will be the next group evaluated for entrance into the program. Again, these students for initial entry in 4th grade and subsequent entry in grades 5 and 6 may be put on a “wait list” for future slots to open up.

5. For initial entry in 4th grade only if additional slots still remain, students with Superior Cognitive Ability, gifted identification in Math, and Reading percentiles of 93rd percentile or higher will be evaluated for entrance into the program. Students meeting this profile are not eligible for “wait list” status or secondary entry in grades 5 or 6.

6. The parents of those selected will be informed by letter or phone call of their child’s selection. The parents will be requested to give written permission for their child to be enrolled in the program.
7. Move-in students will be added during the year on a “space-is-available” basis. Move in students must be identified as having superior cognitive ability as measured by the SAI or IQ on a standardized group intelligence test administered within 24 months prior to initial placement and be gifted in both math and reading to enter the program midyear.

8. Parents, staff members and students may request, in writing, a review of the selection decision. The Gifted Coordinator or designee shall handle such requests.

9. Students already in the Pickerington Local School District shall not enter the program midyear due to new testing results. Entrance for currently enrolled students will be limited to beginning of the year to give all students an equal chance at the limited slots available in this program. The exception to this will be the “wait listed” students who were already on the “wait list” as of the first day of the academic school year who can be offered slots midyear if a student in the program moves out of district and a slot in the program opens up.
Identification Flowchart

Stage 1
Whole Group Testing in Grades 3 and 5
Intelligence and Aptitude

Stage 2
*Rank Qualifying Students

Stage 3
Notification of Selection

*If more students qualify than slots are available.
Academic and Behavioral Guidelines

Gateway Academy was developed to challenge and nurture highly able students. In order to maintain a high level of academic rigor and a productive learning environment, participation in this program requires a high level of academic and behavioral standards. Failure to meet the following requirement may constitute withdrawal from the program.

All Gateway Academy students must show adequate progress toward mastery on specific academic content. Gateway Academy students' academic performance will be monitored throughout the course of the year in order to intervene when necessary if students are not showing adequate progress. Students and parents will be notified if grade issues arise. After communications between teacher, student, and parent, students are expected to improve their grades.

Students in the Gateway Academy Program must maintain behaviors that contribute to a positive learning environment. Behavior will be monitored throughout the year and any issues will be reported to the students and parents.
Math Plus Program

The Pickerington Local School’s Math Plus Program is a program that services those students exhibiting superior abilities in intelligence and mathematics. The curriculum for Math Plus is compacted and accelerated to meet the learning demands of the selected students. Students will experience a compacted curriculum in mathematics.

Gifted Education curriculum is accelerated in expectations for cognitive performance, pacing, and depth-of-knowing. It provides for a deep and interconnected level of understanding of content, process, and conceptual framework. Learning is adapted to meet the needs of gifted students through depth and breadth of learning. The Math Plus program allows for students with like-abilities to work and learn with each other on a daily basis.

The Council for Exceptional Children states that gifted students benefit from learning together and tend to better understand, accept, and use their learning differences as assets when they are grouped together. The Math Plus program will provide students extended time to spend with peers of similar needs and abilities. The National Association for Gifted Children reaffirmed the importance of grouping for instruction of gifted students. Grouping allows for more appropriate, rapid, and in-depth instruction, which matches the rapidly developing skills and capabilities of gifted students.
**Eligibility For Math Plus**

Any child who meets ALL of the following requirements shall be eligible for consideration for selection to the Math Plus (from the Program Standards for School Foundation Units for Gifted Children 3301- 51-15):

1. **School Ability Index (SAI) or Intelligence Quotient (IQ)** as measured by a standardized group intelligence test administered within 24 months prior to initial placement with performance of 122 or higher.

   **AND**

2. Specific academic ability in mathematics, which is superior to that of children of similar age, as measured by a standardized group achievement test related to specific academic ability and administered within 24 months prior to initial placement with performance at or above the 95th national percentile.

   **OR**

2. **School Ability Index (SAI) or Intelligence Quotient (IQ)** as measured by a standardized group intelligence test administered within 24 months prior to initial placement, with performance three standard deviations above the mean.

There will be no exception made to this policy.
Selection for Math Plus

Selection of students for the Math Plus program shall be made based upon the procedures outlined in this section.

1. All students in designated grades as determined by the assessment committee will take a group test per the District’s testing program.

2. A list of students with performance of 122 or higher SAI or IQ on a standardized group intelligence test administered within 24 months prior to initial placement as well as having specific academic ability in math will be included in this “pool”. This pool of students will be eligible for consideration for selection to the Math Plus program.

3. The overall scores for all students in the initial “pool” will be compiled in rank order, highest to lowest. The goal of the District is to select the top students district-wide to be placed in the Math Plus program. In the event that more qualified students exist for the program than slots are available, students will be rank ordered and placed on a “wait list” for future slots to open up.

4. For initial entry into the program in 4th grade only, in the event that there are open slots available in the program after all students with the requirements have been accepted, students with superior cognitive ability as measured by the SAI or IQ on a standardized group intelligence test administered within 24 months prior to initial placement and math percentiles of 93rd percentile or higher will be evaluated for entrance into the program. No student for secondary entry into the program in 5th or 6th grade will be considered using this criterion. No students in any grade will be placed on a “wait list” using this criterion.

5. The parents of those selected will be informed by letter or phone call of their child’s selection. The parents will be requested to give written permission for their child to be enrolled in the program.

6. Move-in students will be added during the year on a “space-is-available” basis. Move in students with of 122 or higher SAI or IQ on a standardized group intelligence test administered within 24 months prior to initial placement as well as having specific academic ability in math may enter the program midyear.

7. Parents, staff members and students may request, in writing, a review of the selection decision. The Gifted Coordinator or designee shall handle such requests.

8. Students already in the Pickerington Local School District shall not enter the program midyear due to new testing results. Entrance for currently enrolled students will be limited to beginning of the year to give all students an equal chance at the limited slots available in this program. The exception to this will be the “wait listed” students who were already on the “wait list” as of the first day of the academic school year who can be offered slots midyear if a student in the program moves out of district and a slot in the program opens up.
Identification Flowchart

Stage 1
Whole Group Testing in Grade 3 and 5
Intelligence and Aptitude

Stage 2
*Rank Order Qualifying Students

Stage 3
Notification of Selection

*If more students qualify than slots are available.
Overview

While all children need a stimulating learning environment, it is recognized that gifted children differ from other children in their mode of learning, their rate of learning, and their desire for learning. They learn faster, have better retention skills, understand relationships at higher levels, and draw logical conclusions in greater depth. In recognizing this potential for development, gifted children should have learning experiences that differ in depth and methodology from the regular school curriculum.

An educational program for the gifted requires a differentiated instruction beyond that normally provided by the regular school curriculum and classroom structure. The purposes of this differentiated instruction are to:

1. present content that is related to broad-based issues, themes or problems;
2. integrate multiple disciplines into the area of study;
3. allow for the in-depth learning of a self-selected topic within the area of study;
4. develop productive, complex, abstract and/or higher level thinking skills;
5. develop independent or self-directed study skills;
6. develop research skills and methods;
7. encourage the development of products that challenge existing ideas and produce new ideas;
8. encourage the development of self-understanding.
Withdrawal

Any student/parent who indicates a desire to withdraw from the Gifted program, at any grade level, must indicate this desire, in writing, to the appropriate teacher or administrator.

Upon receipt of such a request, a conference between the parent(s), teacher, building principal and, when appropriate, the student will be arranged to fully discuss the reasons for the request.

Every effort should be made by the teacher, parent and student to specifically identify solutions that may improve the situation for the student. Specific plans should be agreed upon regarding what actions can/cannot be taken to attempt to do so. Time should be given to implement this plan.

Removal

Continued participation in the Gifted program is contingent upon: (a) the program meeting the needs of the student, and (b) the student assuming responsibility to contribute to the success of his/her program

If continued participation in the program is questioned by the teacher, be it in the best interest of the student or of others in the program, the following procedures will be followed:

1. A conference will be held with the parent, teacher, building principal, and, when appropriate, the student. To discuss the problem(s) and possible solutions other than removal.
2. If efforts to resolve the problem(s) are unsuccessful, the teacher and building principal will recommend removal of the student to the Gifted Coordinator or designee. All facets of the matter will be reviewed and a decision on the removal of the student will be made. All parties will be informed, in writing, of the decision.
3. The student/parent(s) may appeal the decision to the Superintendent within 10 calendar days. The decision of the Superintendent shall be final.
Appeal Process

Parents may appeal a decision by asking for the reconsideration of the results of any part of the identification process, which includes the following:

- The screening procedure or assessment instrument which results in identification
- The scheduling of children for assessment
- The placement of a student in any program
- The receipt of services

Parents who wish to appeal must submit a completed and submit an Appeal Form indicating the nature of and reasons for the appeal. A team, typically comprised of the building principal and other school personnel, will meet regarding the appeal. The principal or designee will issue a decision, providing notice of the team's reasons for that decision.
Frequently Asked Questions

1.) What if my child misses qualifying for gifted services by one point on the ability test?

Because state criteria consider the Standard Error of Measurement, there is typically a 3-5-point — benefit of the doubt — window below the qualifying score. To be excluded from service your child’s score would actually have to be below that extra window; the criteria have already allowed for close scores to qualify. (For further details on this, please see the section on Standard Error of Measurement.) Eligibility for service is determined by a student’s best scores over a 24-month period, which allows a child numerous opportunities to be tested and achieve qualifying scores. Please see the answer to the next question for additional information about re-testing and about learning opportunities in the regular classroom.

2.) My child does not meet the criteria for receiving gifted services, yet s/he is bored in the regular classroom. Is there a way that s/he can participate in the gifted classes? When should we consider outside testing for our child?

While we realize that relying on test scores to qualify students for gifted services is not a perfect system, it remains the best system for that purpose. It is always regrettable when the eligibility criteria eliminate a student who seems a good candidate for those services. Additional testing opportunities occur each school year, and these offer additional chances for a student’s abilities to be recognized.

Occasionally, though, there is a student who does not perform well on group tests, and yet everyone seems to know that this child is gifted. In such cases, some families have considered the option of outside one-on-one testing by a psychologist. There are a number of issues to consider when pursuing this option. One is cost; individual testing can run hundreds of dollars. Another issue is the emotional impact on the child; it is crucial that the youngster not be made to feel as if s/he has failed the standardized tests or that the individual testing is a do or die situation. Families considering the possibility of outside testing are welcome to discuss it with school counselors and should clarify ahead of time which tests are state-approved for the purpose of gifted identification.
Websites for Parents

The National Research Center on Gifted and Talented (NRC/GT), sponsored by the U.S. Department of Education, investigates, develops, and disseminates new methods for identifying and teaching gifted students. The NRC/GT, located at the University of Connecticut, is run collaboratively with the University of Virginia and Yale University, and works in conjunction with more than 300 public school district research study sites.

www.gifted.uconn.edu

The National Association for Gifted Children (NAGC) is an organization of parents, educators, other professionals and community leaders to address the unique needs of children and youth. Membership includes a subscription to Parenting for High Potential, a magazine with articles geared to the development of talent.

www.nagc.org

You can search State Resources for Gifted Education and Individual State Gifted Organizations on the NAGC website by clicking on the heading "Gifted By State."

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

www.cec.sped.org

The Association for the Gifted (TAG) organized in 1958 by The Council for Exceptional Children, helps professionals and parents work with gifted children.

www.ectag.org

The mission of National Society for the Gifted and Talented is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices.

www.nsgt.org
The Association for the Education of Gifted Underachieving Students (AEGUS) provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential.
www.aegus1.org

The Davidson Institute for Talent Development has extensive resources for highly gifted students (and their parents). You can access articles by selecting "Browse by Topic" or "Search GT-Cybersource" from the "Resources" header in the pull-down top bar menu bar.
www.davidsoninstitute.org

Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults (parents, educators, etc) in the lives of gifted children. SENG provides information on identification, guidance, and effective ways to live and work with gifted individuals.
www.SENGifted.org

Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to many gifted education resources available on the Internet.
www.hoagiesgifted.org

Gifted-Children.com: Identification, Encouragement, and Development (GCC) is an on-line parents' newsletter with networking and information dedicated to making a difference in the education of children with special talents and abilities.
www.gifted-children.com

Great Resources for Discovering and Encouraging Interests:
EduHound: Everything for Education K12: www.eduhound.com
Filamentality "Learning Web": www.kn.att.com/wired/fil
The Academy of Achievement: www.achievement.org
Interpreting Test Results

RAW SCORE: A raw score is the number of questions answered correctly for a subtest or total.

SCALED SCORE: Scaled scores represent approximately equal units on a continuous scale, numbers that range from 1 through 999. Scaled scores facilitate conversions to other score types and are suitable for studying change in performance over time. While scaled scores are equivalent across levels of the same subtest and domain total, they are not equivalent from one subtest to another.

NATIONAL PERCENTILE RANK: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm reference group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with a 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentages of students in the same grade obtaining the score equal to or less than that score.

NATIONAL STANINE: Stanines are scores that range from a low of 1 to a high of 9, with 5 designating average performance. National stanines, like national percentile ranks, indicate a student’s relative standing in the national norm group. However, since stanines represent approximately equal units of ability, they are particularly useful for comparing a student’s score across subtest in a stanine profile.

GRADE EQUIVALENTS: The Normal Curve Equivalent (NCE) is a standard score with a known mean and standard deviation, such that NCE scores of 1, 50, and 99 correspond to percentile ranks of 1, 50, and 99 respectively.

ACHIEVEMENT/ABILITY COMPARISON: An Achievement/Ability Comparison (AAC) is available when an achievement test and an ability test are administered concurrently. The AAC describes a students’ performance on each subtest and total score of the achievement test in comparison to other students earning the same grade stanine on the ability test. An AAC range of “High” (H) indicates the top 23% of the comparison group; “Low” (L), the lowest 235; and “Middle” (M), the middle 54%.
CLUSTER RANGES: The content and process cluster sores are achievement scores that are reported in ranges of stanine scores. Provide data by Number Possible (NP), Number Attempted (NA), and Number Correct (NC) for each content area. The student’s performance on content and process clusters is reported as Below Average, Average, or Above Average. This allows the teacher to identify relative strengths and weaknesses based on the norm group’s performance within each content area.

OLSAT: Total, Verbal, and Nonverbal scores are reported when OLSAT8 is processed in combination with Stanford 10. Up to five OLSAT8 scores may be selected from the following: Number Correct, Scaled Score, School Ability Index, Age Percentile Rank-Stanine, Age Normal Curve Equivalent, National Grade Percentile Rank-Stanine, National Grade Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and Local Grade Normal Curve Equivalent.

OLSAT: The student’s total OLSAT score is average, both in comparison with students of the same age and in comparison with students in the same grade. The verbal and nonverbal part scores are also in the average range.

The cluster analysis presents performance indicators for the student on each of the clusters on the OLSAT. These indicators, which are expressed as above average, average, and below average, describe the student’s performance relative to that of other students in the same grade.

VERBAL COMPREHENSION: Refers to the understanding of the structure of language, of relationships among words, and of subtle differences among similar words.

VERBAL REASONING: Refers to the ability to use language for such reasoning task as inferences, application, and classification,

FIGURAL REASONING: Involves geometric shapes rather than words. The skill is independent of language.

QUANTITATIVE REASONING: which is also independent of language, refers to the ability to reason with numbers and mathematical concepts.
SAI: School Ability Index
The average SAI range is 85-115
SAI Above 132 = approximately 2% of the population
SAI Below 68 = approximately 2% of the population
SAI of 150 is the maximum score