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.