

# Assessments Approved for Gifted Identification and Prescreening



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# Introduction

This document provides Ohio school districts and educators with guidance related to assessments approved for gifted identification and prescreening. It provides general guidance, such as qualifying scores, approved grade levels and other pertinent information that will help districts identify students who are gifted using approved assessments. For guidance related to specific testing scenarios, such as allowable accommodations, refer to the assessment’s technical manual or test administration manual. In addition, test publishers or vendors also can provide assistance.

This document begins with a general overview of gifted identification criteria and other various testing and identification requirements specific to Ohio’s rules and laws. It then contains sections based upon assessment type, including intelligence tests, achievement tests, creativity tests, checklists of creative and/or artistic behaviors, performance evaluation tools and assessments approved for prescreening only. Each section includes a description of the assessment type and purpose, as well as detailed guidance for each approved assessment. The final section of the document contains frequently asked questions related to gifted assessments.

Please note that while this document does contain guidance from the Ohio Department of Education related to assessments approved for gifted identification, this document does not provide guidance or information related to other areas outside of gifted identification for which an assessment also may be approved for use, such as the Third Grade Reading Guarantee or principal and teacher evaluations. Districts should review the List of Approved Assessments, which contains specific information about an assessment’s approved uses. In addition, the vendor information form, linked to the List of Approved Assessments, has other information, such as cost estimates, vendor contact information and other information from vendors. The approved list is available on the Ohio Department of Education website, keyword search: *List of Approved Assessments*.

# Identifying Students Who are Gifted

Ohio defines a student who is gifted as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (Ohio Revised Code 3324.01).

Public school districts (city, local and exempted village) must provide opportunities for the evaluation of students in grades K-12 for gifted identification. Ohio law<sup>1</sup> defines the criteria school districts must use for gifted identification. Below is an overview of the criteria students must meet for each area of identification recognized by Ohio law.

**Superior Cognitive Ability:** Districts identify students as gifted in Superior Cognitive Ability if, within the previous 24 months, a student accomplishes any of the following:

- Scores two standard deviations above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test;
- Performs at or above the 95<sup>th</sup> percentile on an approved basic or composite battery of a nationally normed achievement test; or
- Attains an approved score on one or more above grade-level standardized, nationally normed approved tests.

**Specific Academic Ability:** Districts identify students as gifted in specific academic ability if, within the previous 24 months, a student performs at or above the 95<sup>th</sup> percentile at the national level in a specific academic ability field on an approved individual or group standardized achievement test.

**Creative Thinking Ability:** Districts shall identify students as gifted in Creative Thinking Ability if, within the previous 24 months, a student does both of the following:

- Scores one standard deviation above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test; and
- Exhibits sufficient performance on either of the following:
  - An approved individual or group test of creative ability; or
  - A checklist of creative behaviors.

**Visual or Performing Arts Ability:** Districts identify students as gifted in Visual or Performing Arts Ability when a student does both of the following:

- Demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition; and
- Exhibits sufficient performance on an approved checklist of behaviors related to a specific arts area.

## Approved Assessments

State law requires the Ohio Department of Education to maintain lists of assessments approved for various purposes, including gifted identification and prescreening. When identifying students who are gifted, school districts must use approved assessments and, likewise, recognize qualifying scores from assessments approved for gifted identification.

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<sup>1</sup> Ohio Revised Code 3324.03



## Referrals and Whole-Grade Screenings

Screening for gifted identification occurs when districts evaluate students using an instrument approved for gifted identification. Typically, these screenings are the result of a referral for evaluation or whole-grade screening opportunity.

Districts must provide at least two opportunities per year for the evaluation of students referred for gifted identification. Parents, guardians, teachers or peers may refer district students in grades K-12 for gifted identification. Students also may refer themselves. After an initial referral for gifted identification, school districts must evaluate the student within 90 days.

A whole-grade screening occurs when a district tests all students in a particular grade level for gifted identification. The *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) requires districts to provide whole-grade screenings in the areas of superior cognitive ability, specific academic ability reading/writing, specific academic ability mathematics, and creative thinking ability once during the K-2 grade band and once again during the 3-6 grade band. Districts must use assessments approved for gifted identification to meet this requirement.

## Equitable Testing Procedures

Districts must ensure the fair and equitable testing of students for gifted identification. This includes selecting appropriate instruments and allowing for identification of all students, including those from populations traditionally underrepresented in gifted education. Districts must use allowable accommodations required by students' individualized education programs (IEPs) and 504 plans.

Some assessments approved for gifted identification have batteries, indexes or composite scores that also are approved for gifted identification. Districts should consider carefully which assessments they administer to students, as there is no "one-size-fits-all" approach. It is possible that certain types of assessments might be more appropriate for some students and not for others. This is especially critical when evaluating students from diverse populations, such as English learners and students with disabilities, among others. When selecting assessments for use, districts should consult with the assessment's technical manual, school psychologists, assessment publishers and others with knowledge or expertise in assessment and the identification of students who are gifted.

# Approved Intelligence Assessments

Intelligence assessments, sometimes referred to as cognitive ability tests, are standardized tests designed to provide a measure of a student’s ability to think or reason. School districts in Ohio use intelligence assessments for the identification of Superior Cognitive Ability and as one of two components used to identify Creative Thinking Ability.

## Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de habilidades cognitivas (Bateria IV COG)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 2-90	112	127	<ul style="list-style-type: none"> <li>Spanish language assessment</li> </ul>

## Cognitive Abilities Test (CogAT), Forms 7 and 8

For qualifying identification and prescreening scores for the Cognitive Abilities Test (CogAT) districts should refer to the 2022-2023 school year guidance, [available here](#).

## InView Cognitive Abilities Assessment

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: 2-12	112	128	

## Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels A-D

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: K-4 Ages: 4-11	110	126	<ul style="list-style-type: none"> <li>Nonverbal assessment</li> </ul>

## Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels E-G

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: 5-7 Ages: 9.6-17.11	109	125	<ul style="list-style-type: none"> <li>Nonverbal assessment</li> <li>Qualifying scores are for Levels E-F</li> </ul>
Group and Individual	Grades: 8-10 Ages: 9.6-17.11	110	126	<ul style="list-style-type: none"> <li>Nonverbal assessment</li> <li>Qualifying scores are for Levels F-G</li> </ul>
Group and Individual	Grades: 11-12	111	127	<ul style="list-style-type: none"> <li>Nonverbal assessment</li> <li>Qualifying scores are for Level G</li> </ul>

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
	Ages: 9.6-17.11			

### Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2), Digital Long Form and Paper Form

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: K-12 Ages: 4.0-16.11	109	124	<ul style="list-style-type: none"> <li>• Nonverbal assessment</li> </ul>
Group and Individual	Grades: K-12 Ages: 17.0-20.11	110	125	<ul style="list-style-type: none"> <li>• Nonverbal assessment</li> </ul>

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

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	112	127	<ul style="list-style-type: none"> <li>• Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing</li> </ul>

### Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), General Ability Index (GAI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> <li>• Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing (2015)</li> </ul>

### Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Nonverbal Index (NVI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> <li>• Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing</li> </ul>



Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				Children Who are Deaf or Hard of Hearing (2015)

**Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Verbal Expanded Crystallized Index (VECI)**

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> <li>Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1, Expanded Index Scores (2015)</li> </ul>

**Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Expanded Fluid Reasoning Index (EFI)**

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> <li>Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1, Expanded Index Scores (2015)</li> </ul>

**Woodcock-Johnson IV (WJIV) Tests of Early Cognitive and Academic Development (ECAD)**

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: PreK-2 Ages: 2.0-7.11	112	127	

**Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities**

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: PreK-12 Ages: 2.0-90	112	127	

## Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Gf-Gc Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: PreK-12 Ages: 2.0-90	112	127	<ul style="list-style-type: none"><li>• Use for students who exhibit score discrepancies as specified in the technical manual.</li></ul>

# Approved Achievement Assessments

Achievement assessments are tests designed to measure a student’s acquired knowledge in specific academic fields. School districts in Ohio use these tests to identify Specific Academic Ability in math, reading and/or writing, science and social studies. Some achievement tests also are approved for identification of Superior Cognitive Ability.

## Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de Aprovechamiento (Bateria IV APROV)

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12 Ages: 2.0-90	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Spanish language assessment</li> <li>Use Lectura Amplia (Broad Reading), Lenguaje Escrito Amplio (Broad Written Language), and Matematicas Amplias (Broad Math)</li> </ul>

## Exact Path

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: 3-8	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Math and reading only</li> </ul>

## Fast Bridge

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Math only</li> </ul>

## i-Ready Diagnostic

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 2-8	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Math and reading only</li> </ul>

## MAP Growth 2-5

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 2-5	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Math and reading only</li> </ul>

## MAP Growth 6+

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 6-10	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Math and reading only</li> </ul>

## Stanford Achievement Test, Tenth Edition (SAT 10), Basic Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>Math and reading only</li> <li>SESAT 1 – TASK 3</li> </ul>

## Stanford Achievement Test, Tenth Edition (SAT 10), Complete Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-3	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math and reading only</li> <li>• Guidance is for SESAT 1 – Primary 2</li> </ul>
Group and Individual	Grades: 3-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math, reading, science and social studies</li> <li>• Guidance is for Primary 3 – TASK 3</li> </ul>
Group and Individual	Grades: 3-12	Superior Cognitive Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use complete battery for Superior Cognitive Ability</li> <li>• Guidance is for Primary 3 – TASK 3</li> </ul>

## Star Reading

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: 3-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Full Star Reading test only</li> </ul>

## Terra Nova Achievement Tests, College and Career Ready

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: 3-8	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Form 1: Math and reading only</li> <li>• Form 2: Math, reading, science and social studies only</li> </ul>

## Terra Nova Achievement Tests, Complete Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math and reading only</li> </ul>
Group and Individual	Grades: 1-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math, reading, science and social studies</li> </ul>

## Terra Nova Achievement Tests, Multiple Assessments

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math, reading, science and social studies</li> </ul>

## The ACT

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 11-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use scores for English, math, reading, science and writing</li> <li>• Use national percentiles on the score report, not the comparison chart</li> </ul>

## The Iowa Assessments, Core Battery: Forms E and F

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math and reading only</li> <li>• Use Total Math (with or without math computation), Total ELA and Total Reading</li> </ul>

## The Iowa Assessments, Complete Battery: Forms E and F

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Level 5/6</li> <li>• Math and reading only</li> <li>• Use Total Math (with or without math computation), Total ELA and Total Reading</li> </ul>
Group and Individual	Grades: 1-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Levels 7-18</li> <li>• Math, reading, science and social studies</li> <li>• Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies</li> </ul>
Group and Individual	Grades: 1-12	Superior Cognitive Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Levels 7-18</li> <li>• Use Complete Composite Total Score</li> </ul>

## The Iowa Assessments, Core Battery: Form G

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Math and reading only</li> <li>• Use Total Math (with or without math computation), Total ELA or Total Reading</li> </ul>

## The Iowa Assessments, Complete Battery: Form G

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Level 5/6</li> <li>• Math and reading only</li> <li>• Use Total Math (with or without math computation), Total ELA and Total Reading</li> </ul>
Group and Individual	Grades: 1-8	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Levels 7-14</li> <li>• Math, reading, science and social studies</li> <li>• Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies</li> </ul>
Group and Individual	Grades: 1-8	Superior Cognitive Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use Complete Composite Total Score</li> </ul>

## Woodcock-Johnson IV (WJ IV) Tests of Achievement

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: PreK-12 Ages: 2-90	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use scores for Broad Reading, Broad Writing and Broad Math</li> </ul>

## Woodcock-Munoz Language Survey III (WMLS III)

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: PreK-12	Specific Academic Ability	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use score for Broad Reading and Broad Writing from either the English or Spanish forms</li> </ul>

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
	Ages: 3.0 - 22.11			



# Approved Creative Thinking Ability Assessments

Creative thinking ability assessments are tests that measure a student’s ability to think creatively (for example, divergent thinking). These assessments may be used as one component of the identification process for Creative Thinking Ability. Alternatively, districts may choose to use checklists of creative behaviors instead of tests of creative thinking ability. Along with qualifying scores on intelligence tests, school districts use qualifying scores on tests of creative thinking ability or checklists of creative behaviors to identify students who are gifted in Creative Thinking Ability.

## Torrance Test of Creative Ability – Figural Forms A and B

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12	Creative Thinking Ability (test of creative ability component)	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use the Creativity Index</li> </ul>

## Torrance Test of Creative Ability – Verbal Forms A and B

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: 1-12	Creative Thinking Ability (test of creative ability component)	95 <sup>th</sup> Percentile	<ul style="list-style-type: none"> <li>• Use the Creativity Index</li> </ul>

# Approved Checklists of Creative or Artistic Behaviors

Special types of behavioral checklists, or rating scales, are used as part of the identification process for two areas of gifted ability in Ohio: Creative Thinking Ability and Visual or Performing Arts Ability. These checklists or scales are used to rate the extent to which a student demonstrates behavioral characteristics commonly displayed by those with advanced abilities or talents in a given area or field. Unlike other assessments administered to students, adults with knowledge of the child, such as classroom teachers, complete these instruments. It is important that these individuals have had sufficient time and opportunity to observe the extent with which a student displays a given set of behavioral characteristics.

For Creative Thinking Ability, districts may use checklists of creative behaviors as one component of the identification process. Alternatively, districts may choose to use creative thinking tests instead of checklists of creative behaviors. In addition to qualifying scores on intelligence tests, school districts in Ohio use qualifying scores on checklists of creative behaviors or tests of creative thinking ability to identify Creative Thinking Ability.

For Visual or Performing Arts Ability, qualifying scores on checklists of artistic behaviors are used as one component of the identification process. In addition, districts must use qualifying scores on approved performance evaluation tools to identify Visual or Performing Arts Ability.

## Gifted and Talented Evaluation Scales, 2<sup>nd</sup> Edition (GATES 2) – Artistic Talent

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: 9-12 Ages: 14 and up	90-110	111	<ul style="list-style-type: none"> <li>• Use standard scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only</li> </ul>

## Gifted Rating Scales (GRS) – Creativity Scales

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-8 Ages: 4.0 – 13.11	60-65	66	<ul style="list-style-type: none"> <li>• Use T scores</li> <li>• Use for behavioral checklist component for Creative Thinking Ability identification</li> </ul>

## Gifted Rating Scales (GRS) – Artistic Scales

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-8 Ages: 4.0 – 13.11	60-65	66	<ul style="list-style-type: none"> <li>• Use T scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts identification – dance, drama, music and visual arts</li> </ul>

## Ohio Checklist of Artistic Behavior - Dance

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: 9-12 Ages: 14 and older	29-31 points	32 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only</li> </ul>

## Scales for Identifying Gifted Students (SIGS)

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	110-119	120	<ul style="list-style-type: none"> <li>• Use standard scores</li> <li>• Use for behavioral checklist component for Creative Thinking Ability identification</li> <li>• Use the school rating scales</li> <li>• Use the general norm sample</li> </ul>

## Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	48-50 points	51 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Creative Thinking Ability identification</li> </ul>

## Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part V Artistic Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	59-60 points	61 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – visual arts</li> </ul>

## Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part VI Musical Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	37-38 points	39 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – music</li> </ul>

## Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part VII Dramatics Characteristics

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	54-56 points	57 points	<ul style="list-style-type: none"> <li>• Use raw scores</li> <li>• Use for behavioral checklist component for Visual or Performing Arts Ability identification – drama</li> </ul>

# Approved Performance Evaluation Tools

Performance evaluation tools are instruments such as rubrics or other tools that allow trained individuals to determine if a student demonstrates through a display of work, audition, or other performance or exhibition, superior ability in a visual or performing arts field. Qualifying scores on these instruments, along with qualifying scores on checklists of artistic behaviors, are used to identify Visual or Performing Arts Ability.

## Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Dance

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	20-25 points	26 points	<ul style="list-style-type: none"> <li>Use for performance evaluation tool component for Visual or Performing Arts Ability identification</li> </ul>

## Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Drama/Theatre

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	16-19 points	20 points	<ul style="list-style-type: none"> <li>Use for performance evaluation tool component for Visual or Performing Arts Ability identification</li> </ul>

## Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Music

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	14-17 points	18 points	<ul style="list-style-type: none"> <li>Use for performance evaluation tool component for Visual or Performing Arts Ability identification</li> </ul>

## Ohio Department of Education Visual and Performing Arts Performance Evaluation Rubric: Visual Arts

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	16-20 points	21 points	<ul style="list-style-type: none"> <li>Use for performance evaluation tool component for Visual or Performing Arts Ability identification.</li> </ul>

# Assessments Approved for Prescreening Only

Districts may use the following instruments for prescreening ONLY. Districts may use instruments approved for prescreening to select students who potentially are gifted for further assessment with instruments approved for identification. Instruments approved for prescreening only are NOT approved for the identification of students who are gifted and are NOT approved for use in meeting whole-grade screening requirements or referral opportunity requirements described in the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15).

## Fast Bridge

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: K-12	Specific Academic Ability	Achievement Test	<ul style="list-style-type: none"> <li>Reading only</li> </ul>

## i-Ready Diagnostic

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-1	Specific Academic Ability	Achievement Test	<ul style="list-style-type: none"> <li>Math and reading only</li> </ul>

## Pre-ACT

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: 10	Specific Academic Ability	Achievement Test	<ul style="list-style-type: none"> <li>Math, reading/writing and science only</li> </ul>

## Pre-ACT 8/9

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: 8-9	Specific Academic Ability	Achievement Test	<ul style="list-style-type: none"> <li>Math, reading/writing and science only</li> </ul>

## Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2), Digital Short Form

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: PreK-12	Superior Cognitive Ability Creative Thinking Ability	Intelligence Test	<ul style="list-style-type: none"> <li>Nonverbal assessment</li> </ul>

## Stanford Achievement Test Series, Tenth Edition (SAT 10), Abbreviated Battery

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability Superior Cognitive Ability	Achievement Test	<ul style="list-style-type: none"> <li>Math, reading, science and social studies</li> <li>Levels: Primary 1-TASK 3</li> </ul>

## Star Early Literacy

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-3	Specific Academic Ability	Achievement Test	<ul style="list-style-type: none"> <li>Reading only</li> </ul>

## Star Reading

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information



Group and Individual	Grades: 1-2	Specific Academic Ability	Achievement Test	• Reading only
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### Star Math

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	Achievement Test	• Math only

### TerraNova Achievement Tests, Third Edition, Survey

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 2-12	Specific Academic Ability	Achievement Test	• Math, reading, science and social studies

### The Iowa Assessments, Survey Battery

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-8	Specific Academic Ability	Achievement Test	• Math and reading

# Frequently Asked Questions

- 1. Who can administer assessments for gifted identification?** This depends on the assessment. Some assessments require a licensed or certified school psychologist or a licensed psychologist to administer them. Other assessments may be administered by those who have had specialized training or meet other requirements. A test's administration manual typically contains this information.
- 2. Must districts recognize identification scores from assessments not listed on a district's identification plan or other district documents?** Yes. Districts must recognize any qualifying scores from any assessment approved for gifted identification. This includes approved assessments administered for other purposes, such as those administered as part of evaluations for special education, college admissions (for example, the ACT) and other purposes, such as MAP Growth and other similar assessments.
- 3. Must students qualify for gifted identification every 24 months?** No. In Ohio, once a student is identified gifted, he or she retains that identification regardless of subsequent testing or classroom performance.
- 4. Can districts establish additional requirements for identification, such as requiring a student to receive two qualifying scores on an approved achievement test?** No. Ohio law (ORC 3324) defines the criteria districts must use for identifying students who are gifted, and districts cannot alter these criteria. If a student meets the criteria for identification as described in Ohio law, the district must identify the student as gifted.
- 5. If a student is identified gifted using one approved instrument and later is tested again using a different instrument but does not receive a qualifying score, is the student still identified as gifted?** Yes. In Ohio, once a student is identified gifted, he or she retains that identification regardless of subsequent testing or classroom performance.
- 6. Are districts allowed to use testing accommodations when evaluating a student for gifted identification?** Districts must use allowable accommodations required by students' individualized education programs (IEPs) and 504 plans. If unable to do so, the district should administer a comparable assessment that does allow for the use of required accommodations or results in a score that accurately reflects a student's ability and not the student's disability or impairment.
- 7. Can districts use a follow-up administration of an approved assessment designed for multiple administrations (for example, MAP Growth) to retest students who score within the reassessment range established by the district?** With most tests, it often is not appropriate to use the same test within a short time frame for reassessment because increased familiarity with test items may result in invalid scores. However, some assessments are designed for multiple administrations during the same school year and include a large test item bank to reduce student familiarity with specific items. Therefore, districts may use tests such as these as follow-up testing opportunities for students who fall within the district's established score range for reassessment. Similarly, some assessments also have alternate or parallel forms that are designed for reassessment purposes. It is important to remember, however, that no single test instrument can appropriately assess all students. To ensure a fair opportunity for all students, a district might consider offering a retesting opportunity using a different assessment.

- 8. Are there specific guidelines for identifying retained students?** Since guidance can vary for any given test, the Department recommends districts reach out to publishers of tests for guidance on appropriately identifying retained students using their assessments.
- 9. Must districts use assessments approved for gifted identification when evaluating a student for acceleration or early entrance to kindergarten?** No. Districts are not required to use assessments approved for gifted identification when evaluating students referred for acceleration. Gifted identification is not required for academic acceleration.
- 10. What is the score for reassessment for intelligence tests, achievement tests and creativity tests?** School districts establish the scores for reassessment for most assessments, unless specified in this guidance document. Scores for automatic reassessment must be at least one point below the qualifying score for identification. However, a district might choose to establish a score several points below the qualifying score to broaden the pool of students reevaluated for gifted identification.
- 11. Can districts use an assessment approved for prescreening to meet whole-grade screening or referral opportunities?** No. Districts must use instruments approved for gifted identification to meet whole-grade screening and referral opportunities.
- 12. What is the purpose of assessments approved for prescreening only?** Often these assessments require less time to administer and contain fewer items than assessments approved for gifted identification. However, these assessments still are technically sound and can provide a general indication of how a student might perform on more robust measures. While not required, districts may choose to use assessments approved for prescreening to determine a pool of students for further testing with assessments approved for gifted identification. Some districts also may choose to use these assessments in grade levels without whole-grade screenings to expand opportunities for gifted identification to students beyond referrals. This also allows the district to provide continued entry points into any gifted education services offered by the district, which is particularly important for certain populations of students (such as English learners) who might need additional time and opportunities to develop the academic skills or vocabulary often needed for traditional identification instruments.
- 13. Are districts allowed to use older norms if more recent ones are available?** In accordance with Ethical Testing Practices, district should use the most recent norms available for an assessment.
- 14. Should districts use grade or age norms?** Age norms generally are more appropriate for ability measurement and grade norms generally are more appropriate for achievement measurement. When a student's age is typical for the group, the student's age and grade scores will be identical or nearly so. However, if individuals are very young for the grade, their age scores will be higher than their grade scores. If individuals are much older than the typical student in the grade, their grade scores will be higher than their age scores. For individuals who are younger or older than the typical student in a grade, grade norms, rather than age norms, are more appropriate to use when trying to understand the student's academic performance.
- 15. Can districts use language arts scores for identification of writing?** For identification of writing ability, language arts scores must include actual writing. It is important to note that some language arts assessment batteries are more grammar based and do not include any actual writing and, therefore, cannot be used to determine gifted ability in writing.

**16. Can assessments, such as the ACT, be used to identify students out of grade level?** The above grade-level scores for the ACT that previously were calculated and posted to the Ohio Department of Education website no longer apply for gifted identification. However, generally speaking, a 10<sup>th</sup> grade student (to use one example) who takes the ACT can be identified as gifted if he or she achieves a qualifying score based on the standard norms established by the publisher.

**17. Can districts translate assessments to test students in their native languages?** Ohio Administrative Code 3301-51-15 requires school districts to administer tests in a student's native language if English is a barrier to identification or upon request by a parent or guardian. There are many ways a school can provide a student with a testing opportunity in the student's native language. The Department recommends districts consult the List of Approved Assessments, as several Spanish language assessments already are approved for use. Districts also should consult with publishers of approved assessments to determine if their assessments are available in other languages. Related to using translators, schools should only administer assessments according to the guidelines for administration established by the publisher of the assessment. For example, some assessments may allow directions to be translated into other languages, including sign language. However, districts should take care not to invalidate standardized assessments by administering tests in ways that deviate from the instructions and guidance provided by the publisher of the assessment.

**18. What should a district do if it is determined a Braille version of an assessment is needed?** Districts should consult with publishers of approved assessments to determine which assessments are available in Braille and at what grade levels these versions are available.

**19. Does a district have to use the same test for every student for whole grade screening opportunities?** It is important to remember that no single test instrument can appropriately assess all students. To ensure a fair opportunity for all students, districts should carefully consider the assessments selected for identification purposes. This is especially true for students with disabilities, English learners and other student populations who are underrepresented. Tests should be selected and administered so as to best ensure that the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or English proficiency.