



Riverside Local Schools

**Gifted Identification Procedures
& District Service Plan**

Riverside Local School District
585 Riverside Drive
Painesville, OH 44077
Phone: (440) 352-0668

One Community, Pursuing Greatness, and Getting Better Everyday

Revised August 2025

Table of Contents

I. Definition ----- 4

II. Riverside Gifted Policy -----4

III. Referrals ----- 6

IV. Screening & Identification ----- 7

V. Special Populations ----- 8

VI. Retesting ----- 8

VII. Appeal Procedure ----- 8

VIII. Transfer Students -----8

XI. Parent Notification -----9

X. Assessment Instruments -----9

XI. Supports & Services ----- 11

Appendix -----13

I. Definition

Section 3324.01 of the Ohio Revised Code (ORC) defines **gifted** as “students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.” Students can be identified as gifted in the areas of superior cognitive ability (general intelligence), specific academic ability (reading, math, social studies, and/or science), creative thinking ability, and visual-performing arts ability.

II. Riverside Local Schools District Board Policy

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Operating Standards for Identifying and Serving Gifted Students* as specified in the District Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. The District shall annually provide opportunities for children who are gifted to be identified as such by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total educational program.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in one or more of the following content areas:
 1. Mathematics
 2. Science
 3. Reading, Writing, or a Combination of these skills
 4. Social Studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability.

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the *Chart of Approved Assessment Instruments for Gifted Screening and Identification*. The District shall select instruments from the approved list that will allow for appropriate screening and identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

The Board of Education shall adopt and the Superintendent shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas
- B. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
- C. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
- D. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
- E. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
- F. procedures for the assessment of children who transfer into the District

- G. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, or parents

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent shall:

- A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the District;
- B. implement a procedure for withdrawal of children from District services and for reassessment of children;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. inform parents of the contents of this policy as required by R.C. 3324.06;
- E. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for District services shall be in conformance with the District's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the Ohio Department of Education upon request.
- B. Written criteria provided by the District shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible District students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.
- C. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- D. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- E. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The Superintendent shall implement all policies and procedures in accordance with laws, rules and regulations, and follow the *Operating Standards for Identifying and Serving Gifted Students*.

The Superintendent shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Services specified in the plan may include such options as the following:

- A. a differentiated curriculum
- B. differentiated instruction
- C. cluster groupings
- D. mentorships/internships
- E. whole grade acceleration (see Policy [5410](#))
- F. subject acceleration (see Policy [5410](#))
- G. early entrance (see Policy [5112](#))
- H. early high school graduation (see Policy [5464](#))
- I. dual enrollment options including, but not limited to, the postsecondary enrollment option program
- J. advanced placement
- K. honors classes
- L. magnet schools
- M. self-contained classrooms
- N. resource rooms
- O. independent study/educational options
- P. advanced online courses and programs
- Q. internships
- R. other options identified in the rules of the Ohio Department of Education.

A Written Education Plan (WEP) will guide the gifted services based on the student's area(s) of identification and individual needs. The Written Education Plan shall:

- A. provide a description of the services to be provided;
- B. specify staff members responsible for providing that specific services are delivered;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the District policy detailed below;
- E. specify a date by which the WEP will be reviewed for possible revision.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine class work (worksheets, homework, etc.) assigned during absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special class work (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy will be detailed in the student's Written Education Plan.

The District shall report to parents and the Ohio Department of Education and Workforce that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.024(O)
A.C. 3301-51-15

Revised 01/25/00
Revised 2/24/09

III. Referrals

The District ensures that there are ample and appropriate scheduling procedures for assessment and re-testing using:

- Group ability/achievement tests,
- Individual ability/achievement tests,
- Audition, Performance
- Display of work; and
- Checklists

Children may be referred on an ongoing basis, based on the following:

- Performance on district-wide standardized tests of ability and achievement,
- Self-referral,
- Teacher recommendation,
- Parent/guardian request,
- Peer referral; and
- Others familiar with a student's potential or performance (e.g., psychologist, guidance counselor, principal, gifted coordinator, community member)

Referrals are available in all buildings (main office/guidance office). Please contact your building administrator if you are interested in making a referral. No referral is necessary if the test is administered to a whole grade level.

Upon receipt of a referral, the District will review available student data and determine if the student has met screening criteria. If screening criteria are met, the District will:

- Secure permission from the parent and/or guardian for testing (if additional testing is required),
- Schedule the student for assessment;
- Complete testing within 90 days of the referral; and
- Provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification, the District will:

- Notify parent and/or guardian about the results of any screening instrument within 30 days; and
- Notify the parent and/or guardian about the appeal procedure.

IV. Screening & Identification

The Riverside Local School District uses a three-part approach to screen and identify students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability and specific academic ability. Students can also be identified as gifted in Visual/Performing Arts and Creative Thinking ability; however, the District does not conduct screening in this area. Riverside Local Schools provides MAP Growth assessment opportunities three times during the school year (fall, winter, spring) in grades 2-8 to accommodate assessment referrals in the area of specific academic ability. Superior cognitive ability is assessed in 2nd and 5th grade.

Stage I: Pre-Assessment, Data Review, Screening

Pre-Assessment, data review, and screening involves gathering student data from a variety of sources, including teacher and parent; grades; group test scores; standardized tests; district approved assessments (MAP Growth); portfolios; observations; review of student records; and outstanding products or performances. All students are included in the pre-assessment, data review, and screening process. By using the pre-assessment, data review, and screening process, the District ensures equal access to screening and further assessment by all District students, including culturally-diverse students, students from low socioeconomic backgrounds, students with disabilities, and English Learners. Students move from this stage to the further evaluation stage if their scores are below the ninety-fifth percentile which is necessary for identification. Some students are identified at this stage.

Stage II: Further Evaluation

The screening stage examines the data gathered from the pre-assessment, data review, and screening stage and determines if additional assessment is necessary. In making decisions about additional assessments, existing test data is not the sole determining factor. The school will examine all available information and data to determine if there is evidence of possible giftedness and conducting additional assessments is necessary. District determined cut-off scores that move students from this stage to the assessment stage are lower than the scores necessary for identification. This approach helps to ensure that no potentially gifted student goes unidentified. This process aims to include, rather than exclude, students in the screening pool for identification. District determined cut-off scores are noted next to each test that is used for screening (see page 9). The District cut-off score is lower than the state identification score. Parents must be notified within 30 days of receipt of the results of the evaluation.

Assessment and reassessment is an ongoing process in the Riverside Local School District. Whole-grade screening for superior cognitive identification is conducted in second grade and fifth grade using the TerraNova InView Test. Whole-grade screening for specific academic identification is conducted three times per year, in second through eighth grade, using the NWEA MAP Growth Test.

All referrals received from the pre-assessment process for potential identification in creativity, creative thinking and/or visual/performing arts are automatically considered using the appropriate instruments/exhibits.

Stage III: Additional Assessment & Identification

Additional assessments include individual or group state approved testing. Once the additional assessments are completed, the data obtained throughout the stages of identification are evaluated and an identification decision is made. The student may be identified if they meet the criteria or may not be identified if the data does not meet criteria. Parents will be notified within 30 days of receipt of assessment results. Student's educational needs are determined.

Assessment is administered by a licensed or certified school psychologist or licensed psychologist. The Riverside Local School District may contract with any qualified public or private service provider to provide the assessment services. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student's educational needs and services are determined. The Riverside Local School District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or appropriately trained personnel outside the school District.

V. Special Populations

The Riverside Local School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Language Learners (ELL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ELL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need that accommodation. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current [Chart of Approved Gifted Identification/Screening Instruments](#) (Ohio Department of Education).

VI. Retesting

The Riverside Local School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from the second testing are still inconclusive. All parents, at any time, may have an outside trained examiner test a child using instruments approved by the State of Ohio, at the parents' expense.

Children who have requested assessment or who have been recommended for assessment by teachers or parents ~~or other children~~ are provided at least two opportunities a year for assessment. Once a student has been identified, that identification is permanent. An identified student will only be re-tested using an individual assessment in order to determine eligibility for services, if available. Per parent request, a student who has been individually tested and who meets the re-assessment criteria will be re-assessed.

To discuss retesting, please contact the Director of Student Services at (440) 358-8207.

VII. Appeal Procedure

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process. Parents/guardians may appeal any decision about the results of:

- Screening procedure or assessment instrument which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents/guardians should submit the Gifted Identification/Services Appeal Form to the Superintendent or Director of Student Services. The Superintendent or his/her designee will convene a meeting with the parent/guardian, which may include other school personnel. A written final decision will be issued within 30 days of the appeal and include the reasons for the decision.

VIII. Transfer Students

Any student transferring into the District will be screened within 90 days of the transfer, or assessed at the request of the parent. This request can be made in writing to either the building principal or Director of Student Services. Parents and/or guardians of transfer students who are assessed will receive results within 30 days of receipt of assessment results.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the Director of Student Services. Once a student has been identified, there is no need to re-identify a student. The district will accept the results of assessments conducted by another district or qualified practitioners, provided the assessment is on the *ODE Chart of Approved Assessments* and was administered by a qualified individual.

Parents and/or guardians are encouraged to share past Written Education Plans (WEP) and other pertinent records with the building. The Riverside Local School District accepts outside testing data that follows Ohio revised code 3324.01-.07.

Parents and/or guardians who have any questions about the transferring of a student to the Riverside Local School District should call the Director of Student Services.

IX. Parent Notification

The District Plan can be accessed at any time on the District website.

Additionally, the District will notify parents and/or guardians about:

- The results of any screening assessment within 30 days;
- The results of any individual assessment within 45 days; and
- The appeal procedure, following assessment.

X. Assessment Instruments

Riverside Local Schools only uses assessment instruments approved by the Ohio Department of Education for gifted screening and identification. The list of instruments used by the district includes assessments appropriate for students who are culturally diverse, students who are economically disadvantaged, students with disabilities, and students with limited English proficiency and/or English Learners. Assessments are administered by qualified personnel as required by each instrument.

Guidance for screening criteria:

If a student meets the screening criteria (but not the identification criteria), a second assessment in that area can be administered to determine if the student meets identification criteria. If a student does not meet identification criteria after two assessments, a third assessment is typically not conducted unless the team agrees that additional assessments may provide additional information.

ODE Criteria for Identification by Ability Area

Superior Cognitive Ability: Districts shall identify students as gifted in the area of superior cognitive ability when a student accomplishes any of the following: scores two standard deviations above the mean, minus the standard error of measurement, on an approved intelligence test; performs at or above the ninety-fifth percentile on an approved composite battery of a nationally normed achievement test; or attains an approved score on an approved nationally-normed above grade level achievement test.

Specific Academic Ability: Districts shall identify students as gifted in the area of specific academic ability when a student performs at or above the ninety-fifth percentile in a specific academic ability field on an approved nationally-normed achievement test.

Creative Thinking Ability: Districts shall identify students as gifted in the area of creative thinking ability when a student scores one standard deviation above the mean, minus the standard error of measure, on an approved intelligence test and also attains a qualifying score on an approved checklist of creative behaviors or creativity test. Whole grade screening for creative thinking ability has been eliminated in the revised operating standards (as of July 1, 2025). The identification of creative thinking ability is still required if a student is referred for testing.

Visual and Performing Arts Ability: Districts shall identify students as gifted in the area of visual and performing arts ability when a student demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition and a qualifying score on an approved checklist of behaviors related to a specific arts area.

Examples:

1. A student receives a CSI score of 127 on the InView and the team agrees to administer the WISC-V to determine if the student is gifted in the area of superior cognitive ability. Student receive a FSIQ of 125 on the WISC-V. Student is not identified as gifted and no additional testing for superior cognitive ability would be administered.
2. A student scores at the 94th percentile on the Fall administration of the MAP assessment in math. The team agrees to administer the WIAT-III in math. Student scores at the 94th percentile on the Mathematics composite. Student is not identified as gifted in specific academic ability in math and no additional assessments are recommended.
3. A student with Limited English Proficiency (LEP) scores in the 94th percentile on the MAP in Fall. The team agrees to conduct additional assessments. Due to the student's LEP, the team will conduct additional assessments while maintaining sensitivity to the nature of diverse populations. The team may administer nonverbal assessments, use a translator, etc.
4. Parent provides the district with testing information conducted outside of Riverside Local Schools (either privately or from a previous school district). Student met RLSD screening criteria on one or more assessment, but not identification criteria. The district agrees to conduct new assessments (with parent consent) to determine if the student meets identification criteria on the new assessment.

Below are tables outlining some of the commonly-used assessments utilized by Riverside Local Schools for the purposes of gifted evaluations, as well as the necessary scores required for screening and identification purposes.

SUPERIOR COGNITIVE ABILITY (screened in 2nd and 5th grade)

NAME OF INSTRUMENT	ADMINISTRATION	RLSD SCREENING CRITERIA	IDENTIFICATION CRITERIA
InView-A Measure of Cognitive Abilities	Group (administered in grades 2 and 5)	Cognitive Student Index (CSI)=127	CSI=128
Wechsler Intelligence Scale for Children 5th Edition (WISC-V)	Individual	Full Scale IQ (FSIQ)=126	FSIQ=127
Woodcock Johnson Tests of Cognitive Abilities 4th Edition	Individual	General Intellectual Ability (GIA)=126	GIA=127
Differential Ability Scales 2nd Edition (DAS-2)	Individual	General Cognitive Ability (GCA)=125	GCA=126
Universal Nonverbal Intelligence Test 2nd Edition (UNIT-2)	Individual	Full Scale IQ (FSIQ)=126	FSIQ=127

SUPERIOR ACADEMIC ABILITY (screened 3 times per year in grades 2-8)

NAME OF INSTRUMENT	ADMINISTRATION	RLSD SCREENING CRITERIA	IDENTIFICATION CRITERIA
Measures of Academic Progress (MAP) Growth Reading and Math	Group (2nd-8th grade) 3x/year (Fall, Winter, Spring)	94th Percentile	95th Percentile
Wechsler Individual Achievement Test 3rd Edition (WIAT-III) in Composite area of Total Reading or Mathematics	Individual	94th Percentile	95th Percentile
Woodcock Johnson Tests of Achievement 4th Edition (WJIV) Broad Math or Broad Reading	Individual	94th Percentile	95th Percentile
Kaufman Tests of Educational Achievement 3rd Edition (KTEA-3)	Individual	94th Percentile	95th percentile

CREATIVE THINKING ABILITY

Students must meet identification criteria under one cognitive assessment and one creative behavioral assessment to be identified as gifted in Creative Thinking Ability

1. Cognitive Assessment

NAME OF INSTRUMENT	ADMINISTRATION	TYPE	RLSD SCREENING CRITERIA	IDENTIFICATION CRITERIA
InView Measure of Cognitive Abilities	Group (grades 2 and 5)	Cognitive	CSI=111	CSI=112
Wechsler Intelligence Scale for Children 5th Edition (WISC-V)	Individual	Cognitive	FSIQ=111	FSIQ=112
Woodcock Johnson Tests of Cognitive Abilities 4th Edition	Individual	Cognitive	GIA=111	GIA=112
Differential Ability Scales 2nd Edition (DAS-2)	Individual	Cognitive	GCA=110	GCA=111

2. Creative Behavioral Assessment

NAME OF INSTRUMENT	ADMINISTRATION	TYPE	RLSD SCREENING CRITERIA	IDENTIFICATION CRITERIA
Gifted and Talented Evaluation Scales 2 (GATES-2) Creative Thinking Section Questions 21-30	Group or Individual	Creative Behavioral	SS=90-110	SS=111
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity	Group or Individual	Creative Behavioral	48-50	51

VISUAL AND/OR PERFORMING ARTS ABILITY

To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist and on a Display of Work portfolio evaluation.

NAME OF INSTRUMENT	RLSD SCREENING CRITERIA	IDENTIFICATION CRITERIA
Gifted and Talented Evaluation Scales 2 (GATES-2) Artistic Talent Section, Questions 41-50	SS=90-110	SS=111
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	Drama: 54-56 Music: 37-38 Visual Arts: 59-60	Drama: 57 Music: 39 Visual Arts: 61

XI. Supports and Services

According to guidelines set forth by the Ohio Department of Education, districts are required to identify gifted students. However, Ohio law does not mandate gifted services for students. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff.

It is recommended that districts provide a “continuum of services” to serve the diverse needs of gifted students. School districts may use a variety of approaches to address the unique learning needs of gifted students, including offering advanced courses, enrichment opportunities, acceleration, differentiated instruction in regular classrooms, and Advanced

Placement (AP) courses. Services and supports also may include individualized opportunities such as mentorships, internships and educational options. Districts that provide gifted services must provide equitable access to those services based on written criteria. For information about gifted service offerings and placement criteria, contact the school principal, director of pupil services, or district gifted coordinator.

All districts must provide opportunities for academic acceleration, including early entrance to kindergarten, whole grade acceleration (“grade skipping”), acceleration in individual subject areas, and early high school graduation. Parents considering acceleration should contact the district gifted coordinator or their child’s principal for information about referring the child for evaluation. Parents have the right to request screening and to participate in the evaluation process.

Riverside Local Schools currently provides the following supports and services for gifted students:

Grades K-5	<ul style="list-style-type: none"> ● Early entrance to kindergarten ● Single subject acceleration ● Whole grade acceleration ● Differentiation within the general education classroom provided by general education teacher
Grades 6-8	<ul style="list-style-type: none"> ● Honors courses ● Single Subject Acceleration ● Whole-grade acceleration ● Differentiation within the general education classroom provided by general education teacher
Grades 9-12	<ul style="list-style-type: none"> ● Advanced Placement (AP) courses ● Whole-grade acceleration ● Early High School graduation ● Honors courses ● College Credit Plus ● Credit flexibility ● Internships and Mentorships

Written Education Plan (WEP)

All gifted education services provided to a student are guided by a Written Education Plan (WEP). The WEP should describe the services to be provided to the student, identify who will provide these services, establish learning goals and evaluation methods, and set a date by which the WEP will be reviewed for possible revision. Districts are required to provide a current copy of the WEP to the gifted student’s parents and to designate on the WEP all staff providing gifted services to the student. Districts also are required to provide parents with periodic reports on the effectiveness of the services prescribed on the WEP. WEPs are made available to teachers in Infinite Campus. WEPs will be updated at least once annually.

Withdrawing from Services

Although a child may be identified as gifted, the decision to participate in any gifted service option always remains with the parent and/or guardian. Once a child has been identified, notification for services is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), s/he should contact the building principal or district gifted coordinator. If at any time a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing to the principal or district gifted coordinator.

Appendix

Contents:

Parent Brochure - - - - -	14
Gifted Referral - - - - -	16
Acceleration Referral - - - - -	19
Early Entrance Referral - - - - -	21
Consent Form - - - - -	24
Appeals Form - - - - -	25
Ohio Department of Education Resources - - - - -	26
Differentiating the Gifted Learners vs. the Bright Student - - - - -	27

www.oagc.com (OAGC)
The official website of Ohio
Association for Gifted
Children

www.nagc.org
The official website of
National Association for
Gifted Children.

www.hoagiesgifted.org
Resources and information on
many aspects of giftedness.

www.sengifted.org
Dedicated to the social
emotional needs of the gifted.

www.education.ohio.gov
Under parent resources, click
gifted education.

Additional Resources

District Plan

Gifted Identification
Procedures and District
Service Plan can be
accessed on the district
website under the parent
tab.

*One community pursuing greatness
and getting better every day!*

More Information

**Camille Ritt - Director of
Student Services**

440-358-8207

camille.ritt@riversideschools.net

**Julie Weber -
Gifted Coordinator**

440-352-3854

julie.weber@riversideschools.net

Website

www.riversidelocalschools.com
parent tab - gifted



**Gifted &
Acceleration
Guide**

**Riverside
Local
Schools**

What is Gifted?

The state of Ohio defines gifted as "students who perform or show potential for performing at high levels of accomplishment when compared to others of their age, experience, or environment." Students can be identified as gifted in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual-performing arts ability.

What is Acceleration?

Acceleration is an intervention that adjusts the pace of instruction to align more to the student's capabilities and provides appropriate levels of challenge. Acceleration aims to create an appropriate match between motivation and pace/level of instruction. There are four types of acceleration:

- early entrance to Kindergarten
- whole-grade acceleration
- individual subject acceleration
- early graduation

Evaluation Process

Riverside uses a three-part approach for screening and identification.

Stage I: Pre-Assessment, Data Review, Screening

Review of grades, group test scores, MAP, observations, etc.

Stage II: Further Evaluation

Upon review of information from Stage I, the school will determine if there is possible giftedness or if further assessment is necessary.

Stage III: Additional Assessment & Identification

Additional assessments may include individual or group state approved testing.

What is Differentiation?

Our classrooms are filled with learners that demonstrate a variety of needs. As educators, we consider the learner in where they begin their knowledge and where they need to go. Along this pathway, educators provide the appropriate guidance, encouragement, and support toward these goals. Differentiation can occur within the curriculum content, process of learning, product students create, or the environment in which they learn.

Implementation

When developing plans, educators clearly define content goals and consider what students should know, be able to do, and understand. They take into account learning preference and through the practice of analyzing assessment data, curriculum and instruction is adjusted for student learning.

OUR SERVICE

- Grades K-5
- Acceleration - early entrance, subject, & whole grade
- Differentiation within the classroom
- Grades 6-8
- Honors courses
- Acceleration - subject & whole-grade
- Differentiation within the classroom
- Grades 9-12
- Honors & AP courses
- Acceleration - whole-grade & early graduation
- College Credit Plus
- Credit Flexibility
- Internships/mentorships

Gifted Characteristics Checklist

Adapted from the Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students

Please complete the following checklist to provide additional information on the child you have referred for gifted assessment.

1= Rarely 2= Occasionally 3= Often 4= Most of the Time

Learning Characteristics	1	2	3	4
Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency				
Has a large amount of knowledge about a variety of topics, beyond the usual and typical interests of peers				
Has a good memory and can recall information quickly				
Can make connections between people, things, events, etc.				
Reads a great deal on his/her own; prefers above-level reading; does not avoid difficult materials				
Usually "sees more" or "gets more" out of story, film, or other experiences than others his/her age				
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions				

Motivational Characteristics	1	2	3	4
Becomes absorbed in tasks and activities; often goes beyond what is required				
Is easily bored with routine tasks				
Needs little external motivation to follow through with work that initially excites him/her				
Strives for perfection; is self-critical and not easily satisfied with his/her own speed or products				
Prefers to work independently; requires little direction from teachers				
Concerned with right/wrong, good/bad; often evaluates and passes judgment on events, people, and things				

Creativity Characteristics	1	2	3	4
Displays a great deal of curiosity about many things; asks questions about anything and everything				
Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses				
Is a risk taker				
Has an active imagination; manipulates ideas				
Has a sophisticated or keen sense of humor				

Leadership Characteristics	1	2	3	4
Responsible; can be counted on to do what he/she has promised				
Confident with other children of the same age and adults				
Appears well-liked by classmates				
Cooperative with teacher and classmates				
Adapts quickly and easily to new situations; not distressed when the normal routine is changed				
Enjoys being around other people; participates in social activities				
Tends to dominate others and directs the activity				
Shows emotional sensitivity				



Riverside Local Schools Referral for Acceleration

Student Name: _____ **Person making referral:** _____

Area of Acceleration:

Reading/Writing

Mathematics

Whole Grade

Reason(s) for referral:

Please explain specifically why this student is being referred.

Academics

Please describe the child's academic skills. Why do you think this child is academically ready to be advanced?

Social-Emotional Factors

Please describe the child's social skills with same-age peers and adults. Do you have any social or emotional concerns (e.g. attention span, frustration tolerance, conflict resolution, behavior)?

Testing may be required for acceleration purposes (*always required for whole grade acceleration and early entrance*). Testing will be conducted by designated school personnel and the information may be shared with your child's teachers, principals and other appropriate school personnel. The school district will inform you if your child qualifies for acceleration. No testing will be conducted until written parental permission is received.

Signature: _____ **Date:** _____

Considerations for Acceleration

Whole Grade Acceleration (student assigned full-time to a higher grade)

- Clearly demonstrates consistent high ability in almost all subject areas
- Clearly demonstrates accelerated performance in most subject areas when compared to his/her age-mates
- Full Scale IQ is at least one standard deviation above the mean (115), per *Iowa Acceleration Scale (IAS)*
- Socio-emotional adjustment concerns are minimal
- State test scores, if available, are consistently in the advanced category
- Siblings are either not in the proposed accelerated grade level or are two or more grades above or below the child
- Good school attendance
- Positive attitude toward school
- Healthy self-concept; neither overestimates or underestimates his/her ability
- Assignments are completed with care; motivated to do well; likes challenges
- Physical size of student is comparable with the proposed acceleration grade level
- Interpersonal skills with peers and adults are appropriate for his/her age
- Parents are supportive
- Several people who know the child are supportive of whole grade acceleration
- Good time management skills
- Acceleration is clearly a “need” and not a “want”
- The student has a support system in place to fill in possible learning gaps
- Pre-assessment information would indicate a high level of mastery of concepts not yet introduced

Individual Subject Acceleration (student placed in a higher grade level for instruction in a single subject area)

- Clearly demonstrated consistent high ability in one or two subject areas
- Clearly demonstrated accelerated performance in one or two subject areas when compared to his/her age-mates
- Socio-emotional adjustment concerns are minimal
- State test scores, if available, are consistently in the advanced category for the subject being considered for acceleration
- Siblings are either not in the proposed accelerated grade level or are two or more grades above or below the child
- Good school attendance
- Positive attitude toward school
- Health self-concept; neither overestimates or underestimates his/her ability
- Assignments are completed with care; motivated to do well; likes challenges
- Physical size of student is comparable with the proposed acceleration grade level
- Interpersonal skills with peers and adults are appropriate for his/her age
- Parents are supportive
- Several people who know the child are supportive of subject grade acceleration
- Good time management skills
- Acceleration is clearly a “need” and not a “want”
- Scheduling the subject acceleration will not pose a problem for other subject areas
- The student has a support system in place to fill in possible learning gaps
- Pre-assessment information would indicate a high level of mastery of concepts not yet introduced in the subject under consideration

How important are test scores?

A student who just qualifies is probably not the ideal candidate for acceleration. One must examine the potential for long-term achievement. Accelerated students should be expected to achieve, relative to their new grade peers, at a high level that is generally comparable to their performance in their previous grade. These students are typically in the top 10% in a class and one would expect them to remain in the top 10% throughout their academic career. Thus, test scores should be strong in order for acceleration to be successful. The *Iowa Acceleration Scale (IAS)* provides specific cut-scores for whole grade acceleration, including early entrance.



Riverside Local Schools Referral for Early Entrance Evaluation

Student Name: _____ DOB: _____

Parent/Guardian: _____

Address: _____

Phone: _____ Email: _____

Date of referral: _____ Person making referral: _____

Background

List the preschools, Head Start, special programs, and other day care programs attended. Include the teacher name(s), dates of attendance and phone number.

Name of School/Program	Teacher	Dates of Attendance	Phone Number

Why do you feel that your child would be ready for a kindergarten or first grade program?

Academics

Please describe the child's academic skills. Why do you think this child is academically ready to be advanced?

Social-Emotional Factors

Please describe the child's social skills with same-age peers and adults. Do you have any social or emotional concerns (e.g. attention span, frustration tolerance, conflict resolution, behavior)?



Kindergarten Readiness Checklist

The seven broad developmental dimensions provide the framework for the kindergarten instructional program. This checklist will help in determining your child's readiness for kindergarten. Please read each statement and indicate how you rate your child's abilities by checking the appropriate column (1, 2, 3).

1= Never 2= Sometimes 3= Often

Physical Well-Being & Motor Development	1	2	3
Performs self-help tasks independently (dressing, undressing, zipping, tying, toileting, eating)			
Uses eye/hand coordination to perform fine motor tasks (drawing, writing, and cutting)			
Uses balance and control to perform large motor tasks (walking, jumping and skipping)			
Personal & Social Development	1	2	3
Shows eagerness to learn (curious, likes to investigate)			
Follows rules and routines (cleans up at play time)			
Handles change and transition (dinnertime to bedtime)			
Interacts easily with one or more children			
Separates easily from parent			
The ability to listen (attend) for at least 10 minutes			
Language & Literacy	1	2	3
Listens for meaning in stories, discussions, and conversations			
Speaks clearly; able to share ideas and thoughts			
Can identify most letters (uppercase and lowercase)			
Can identify some beginning sounds			
Uses letters and words to write			
Mathematical Thinking	1	2	3
Can recognize numbers 0-20			
Can orally count forward to 20			
Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle, circle-triangle)			
Can recognize and duplicate basic shapes			
Scientific Thinking	1	2	3
Can describe and sort objects by one or more properties			
Uses the five senses to make observations about the natural world			

Social Studies	1	2	3
Recognizes self and other as having same and different characteristics			
Describes roles and responsibilities of people (Mom is a doctor, she helps sick people.)			
Recognizes the reasons for rules			
Art			
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about a drawing/painting			
Can recognize basic colors			

Testing may be required for acceleration purposes (*always required for whole grade acceleration and early entrance*). Testing will be conducted by designated school personnel and the information may be shared with your child's teachers, principals and other appropriate school personnel. The school district will inform you if your child qualifies for acceleration. No testing will be conducted until written parental permission is received.

Signature: _____ **Date:** _____

Consent Form



**Riverside Local Schools
Permission for Evaluation
(gifted identification / acceleration)**

Student Name: _____ DOB: _____

Grade: _____ Teacher: _____ School: _____

Parent/Guardian: _____

Phone: _____ Email: _____

Address: _____

Date of referral: _____ Person making referral: _____

Type of Evaluation:

- Superior Cognitive Ability
- Specific Academic Area: Reading/Writing
- Early Entrance
- Whole Grade Acceleration
- Specific Academic Area: Mathematics

In giving my permission, I understand that any or all of the following may occur:

- Administration of assessments (e.g. cognitive, achievement, aptitude, and any other appropriate measures to determine appropriate placement)
- Review of relevant records
- Observation(s) of my child
- Interview with caregiver and/or parent/guardian

I understand that if I grant permission, my child will receive assessment(s) by designated school personnel and that their information may be shared, as required, with teachers, principals, and other appropriate school personnel. I also understand that no assessment will be given without my written permission.

_____ I give my permission to evaluate my child, _____, for gifted/acceleration.

_____ I **do not** give my permission to evaluate my child, _____, for gifted/acceleration.

Signature: _____ **Date:** _____

Ohio Department of Education Resources

Gifted Education Portal:

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education>

Translated Documents:

<https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Translated-Documents-in-Gifted-Education>

Differentiating the Gifted Learner vs. the Bright Student

The Bright Child (High Achiever)	The Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas: unusual imagination
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences; thinks "outside the box"
Completes assignments	Initiates projects
Is receptive	Is intense; persistent; can concentrate on tasks of high interest for extended periods
Copies accurately	Creates new designs
Enjoys school	Enjoys learning; wide, diverse range of interests
Absorbs information	Manipulates information; creates new questions; ideas form existing knowledge
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical
Diligent worker	High energy level
Eager to please	Unusual emotional depth and intensity
Concerned with fairness in the present	Concerned with adult/moral issues; concerned with fairness and justice on a grander scale
Feels like one of the group	Feels isolated and different from others; independence in work and study; self-reliance; need for freedom of movement and action
Laughs at jokes; repeats them	Has a keen sense of humor; invents jokes