

# Chart of Approved Assessments

Revised September 2017

## Identification Requirements for Students Who are Gifted\*

### 1. SUPERIOR COGNITIVE ABILITY

The Ohio Revised Code 3324 and the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) define the requirements to identify students as gifted in the area of Superior Cognitive Ability as follows:

*A student shall be identified as exhibiting "superior cognitive ability" if the student did either of the following within the preceding twenty-four months:*

1. *Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or*
2. *Accomplished any one of the following:*
  - a. *Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;*
  - b. *Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;*
  - c. *Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.*

Intelligence Tests for Superior Cognitive Ability Identification	Grade Level	Mean	Standard Deviation	Standard Error of Measure	Score for Identification	Administration
Bateria III Woodcock Munoz: Pruebas de habilidad cognitiva – Revisada	Ages: 2-90	100	15	2.0	128	Individual Only
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	Grades: K-1	100	16	5.0	127	Group and Individual
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	Grades: 2-12	100	16	4.0	128	Group and Individual
Cognitive Abilities Test (CogAT), Form 7 QN Composite (English learners and students with serious reading disabilities only)	Grades: 3-12	100	16	4.0	128	Group and Individual
Cognitive Abilities Test (CogAT), Form 7 VN Composite (students with mathematical learning disabilities only)	Grades: K-12	100	16	See Publisher's Instructions	See Publisher's Instructions	Group and Individual
Das-Naglieri Cognitive Assessment Systems (CAS)	Ages: 5-17.5	100	15	4.0	126	Individual Only
Differential Ability Scales – 2nd Edition	Ages: 2.6-17.11	100	15	4.0	126	Individual Only
InView – A Measure of Cognitive Abilities	Grades: 2-12	100	16	4.0	128	Group and Individual
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) MPI Scoring	Grades: K-2	100	15	3.0	127	Individual Only
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) MPI Scoring	Grades: 3-12	100	15	4.0	126	Individual Only
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) FCI Scoring	Grades: K-12	100	15	3.0	127	Individual Only

\* It is the district's responsibility to verify any information used in the identification of students. Mistakes on this list do not hold the user harmless.

<b>Intelligence Tests for Superior Cognitive Ability Identification</b>	<b>Grade Level</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Standard Error of Measure</b>	<b>Score for Identification</b>	<b>Administration</b>
Leiter International Performance Scale-Revised (Leiter-R)	Ages: 2-10	100	15	5.0	125	Individual Only
Leiter International Performance Scale-Revised (Leiter-R)	Ages: 11-20	100	15	4.0	126	Individual Only
Naglieri Nonverbal Ability Test – Individual Administration	Ages: 5-11	100	15	5.0	125	Individual Only
Naglieri Nonverbal Ability Test – Individual Administration	Ages: 12-17	100	15	4.0	126	Individual Only
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration	Grades: PreK-12 Ages: 4-18	100	16	See Publisher's Instructions	See Publisher's Instructions	Group Only
Otis Lennon School Ability Test- 8th Edition	Grades: K-12	100	16	6.0	126	Group and Individual
Raven's Progressive Matrices (Standard and Advanced Form)	Grades: 1-12			See Publisher's Instructions	See Publisher's Instructions	Group and Individual
Stanford-Binet Intelligence Scales- 5th Edition	Ages: 2-85	100	15	3.0	127	Individual Only
Test of Cognitive Skills, Second Edition (TCS/2)	Grades: 2-12	100	16	5.0	127	Group and Individual
Universal Nonverbal Intelligence Test 2 (UNIT 2) Standard & Full Scale Battery	Ages: 5-21.11	100	15	3.0	127	Individual Only
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)	Ages: 16-90.11	100	15	3.0	127	Individual Only
Wechsler Intelligence Scale for Children – 4th Edition, Spanish (WISC-IV Spanish)	Ages: 6-17	100	15	3.0	127	Individual Only
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) Full Scale IQ	Ages 6-16	100	15	3.0	127	Individual Only
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) General Ability Index	Ages: 6-16	100	15	3.0	127	Individual Only
Wechsler Nonverbal Scale of Ability	Ages: 4-22	100	15	5.0	125	Individual Only
Wechsler Preschool & Primary Scale of Intelligence – 4th Edition FSIQ	Ages: 2.5-7	100	15	3.0	127	Individual Only
Wechsler Preschool & Primary Scale of Intelligence – 4th Edition GAI (where appropriate per publisher's instructions)	Ages: 2.5-7	100	15	4.0	126	Individual Only
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities	Ages: 2-90	100	15	3.0	127	Individual Only
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (WJIV-ECAD)	Ages: 2-4	100	15	3.0	127	Individual Only
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (WJIV-ECAD)	Ages: 5-7.11	100	15	4.0	126	Individual Only

<b>Achievement Assessments for Superior Cognitive Ability Identification</b>	<b>Grade Level</b>	<b>Score for Identification</b>	<b>Administration</b>
Iowa Assessments, Form E, Complete Battery	Grades: K-12	95th percentile	Group and Individual
Iowa Tests of Basic Skills (ITBS), Form A, Complete Battery	Grades: K-8	95th percentile	Group and Individual
Iowa Tests of Basic Skills (ITBS), Form C, Complete Battery	Grades: K-8	95th percentile	Group and Individual
Iowa Tests of Educational Development (ITED), Form A, Complete Battery	Grades: 9-12	95th percentile	Group and Individual
Stanford Achievement Test, 10th Edition, Complete Battery	Grades: K-12	95th percentile	Group and Individual
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	Grades: 9-12	95th percentile	Group and Individual

## 2. SPECIFIC ACADEMIC ABILITY

The Ohio Revised Code 3324 and the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) define the requirements to identify students as gifted in the area of Specific Academic Ability as follow:

*A student shall be identified as exhibiting "specific academic ability" superior to that of students of similar age in a specific academic ability field, if, within the preceding twenty-four months the student performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.*

<b>Achievement Assessments for Specific Academic Ability Identification</b>	<b>Grade Level</b>	<b>Score for Identification</b>	<b>Administration</b>
ACT Assessment Program (AAP)	Grades: 6-12	95th percentile	Group Only
Aprenda: La prueba de logros en Espanol – 3rd Edicion	Grades: K-8	95th percentile	Group and Individual
Basic Achievement Skills Inventory – Comprehensive Version	Grades: 3-12	95th percentile	Group and Individual
Bateria III Woodcock Munoz – NU Preubas de aprovechamiento	Ages: 2-90	95th percentile	Individual Only
Comprehensive Testing Program 4 (CTP4)	Grades: 1-11	95th percentile	Group and Individual
Iowa Assessments, Form E, Complete Battery	Grades: K-12	95th percentile	Group and Individual
Iowa Assessments, Form E, Core Battery (Reading and Math only)	Grades: 1-12	95th percentile	Group and Individual
Iowa Tests of Basic Skills (ITBS), Form A, Complete Battery	Grades: K-8	95th percentile	Group and Individual
Iowa Tests of Basic Skills (ITBS), Form A, Core Battery	Grades: K-8	95th percentile	Group and Individual
Iowa Tests of Basic Skills (ITBS), Form C, Complete Battery	Grades: K-8	95th percentile	Group and Individual
Iowa Tests of Basic Skills (ITBS), Form C, Core Battery	Grades: K-8	95th percentile	Group and Individual
Iowa Tests of Educational Development (ITED), Form A, Complete Battery	Grades: 9-12	95th percentile	Group and Individual
Iowa Tests of Educational Development (ITED), Form A, Core Battery	Grades: 9-12	95th percentile	Group and Individual
Iowa Tests of Educational Development (ITED), Form C, Complete Battery	Grades: 9-12	95th percentile	Group and Individual
Iowa Tests of Educational Development (ITED), Form C, Core Battery	Grades: 9-12	95th percentile	Group and Individual
Kaufman Tests of Educational Achievement, 3 <sup>rd</sup> Ed., (KTEA-III)	Age 4.5-Grade 12	95th percentile	Group and Individual
Logramos (Last Date to Use: 6/30/2018)	Grades: K-12	95th percentile	Group and Individual
Logramos, 3 <sup>rd</sup> Edicion	Grades: K-12	95th percentile	Group and Individual
Measure of Academic Progress (MAP) for Primary Grades – Common Core State Standards Alignment, complete Reading and Math	Grades: K-1	95th percentile	Group and Individual
Measure of Academic Progress (MAP) for Primary Grades – Ohio Academic Standards Alignment, complete Reading and Math	Grades: K-1	95th percentile	Group and Individual
Measure of Academic Progress (MAP) – Common Core State Standards Alignment, Survey with Goals, Reading and Math only	Grades: 2-12	95th percentile	Group and Individual
Measure of Academic Progress (MAP) – Ohio Academic Standards Alignment, Survey with Goals, Reading and Math only	Grades: 2-12	95th percentile	Group and Individual
Preliminary SAT 10 (PSAT 10)	Grade: 10	95th percentile	Group Only
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Grades: 10-11	95th percentile	Group Only
SAT Test	Grades: 6-12	95th percentile	Group Only
Stanford Achievement Test – 10th Edition – Basic	Grades: K-12	95th percentile	Group and Individual
Stanford Achievement Test – 10th Edition - Complete	Grades: K-12	95th percentile	Group and Individual
Terra Nova, Third Edition, Common Core	Grades: K-12	95th percentile	Group and Individual
Terra Nova, Third Edition, Complete Battery	Grades: K-12	95th percentile	Group and Individual
Terra Nova, Third Edition, Multiple Assessments	Grades: 1-12	95th percentile	Group and Individual
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	Grades: 9-12	95th percentile	Group and Individual
Wechsler Individual Achievement Test (WIAT) – 3rd Edition	Ages: 4-85	95th percentile	Individual Only
Woodcock-Johnson III NU Tests of Achievement, Form C, Brief Battery	Ages: 2-90	95th percentile	Individual Only
Woodcock-Johnson, IV, Tests of Achievement	Ages: 2-90	95th percentile	Individual Only

## ABOVE-GRADE LEVEL CUTOFF SCORE TABLES

Using data derived from the Midwest Talent Search, the Ohio Department of Education established the cutoff scores listed below. The Midwest Talent Search allows large numbers of highly capable students to take tests designed for older students at an early age. The cutoff scores set are at or above the mean scores of students participating in the talent search. Because virtually all students participating in the Midwest Talent Search score at or above the 95th percentile on grade level standardized achievement tests, the cutoff scores listed set a standard at least equivalent to (and likely much higher than) the 95th percentile on other approved achievement tests given at the normal grade level.

Above-Grade Assessments	Identification Area	Grade 6	Grade 7	Grade 8	Grade 9
ACT Test	Reading/Writing	English Subscore: 17	English Subscore: 19	English Subscore:20	English Subscore: 24
ACT Test	Reading/Writing	Reading Subscore: 17	Reading Subscore:19	Reading Subscore:20	Reading Subscore: 25
ACT Test	Mathematics	Math Subscore: 17	Math Subscore:18	Math Subscore: 21	Math Subscore: 24
ACT Test	Science	Science Subscore: 17	Science Subscore: 19	Science Subscore:20	Science Subscore 24

### 3. CREATIVE THINKING ABILITY

The Ohio Revised Code 3324 and the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) define the requirements to identify students as gifted in the area of Creative Thinking Ability as follows:

*A student shall be identified as exhibiting “creative thinking ability” superior to students of a similar age, if within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:*

- 1. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or*
- 2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.*

Identification for Creative Thinking Ability involves a two-pronged process because districts evaluate students for cognitive abilities and for creative behavioral characteristics. Evaluations of this kind can occur in conjunction with the referral/screening process for Superior Cognitive Abilities.

Students who score above the Creative Thinking Ability cut-off of one standard deviation above the mean minus the standard error measurement on an intelligence test should be further evaluated using a creativity checklist or assessment as described in the corresponding charts below.

Districts may evaluate students considered creative first with a creativity checklist or assessment. If the student receives a qualifying score on the creativity checklist or assessment, then the district should evaluate the student’s cognitive abilities.

Intelligence Tests for Creative Thinking Ability Identification	Grade Level	Mean	Standard Deviation	Standard Error of Measure	Score for Identification	Administration
Bateria III Woodcock Munoz: Pruebas de habilidad cognitiva – Revisada	Ages: 2-90	100	15	2.0	113	Individual Only
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	Grades: K-1	100	16	5.0	111	Group and Individual
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	Grades: 2-12	100	16	4.0	112	Group and Individual
Cognitive Abilities Test (CogAT), Form 7 QN Composite (English learners and students with serious reading disabilities only)	Grades: 3-12	100	16	4.0	112	Group and Individual
Cognitive Abilities Test (CogAT), Form 7 VN Composite (students with mathematical learning disabilities only)	Grades: K-12	100	16	See Publisher’s Instructions	See Publisher’s Instructions	Group and Individual
Das-Naglieri Cognitive Assessment Systems (CAS)	Ages: 5-17.5	100	15	4.0	111	Individual Only
Differential Ability Scales – 2nd Edition	Ages: 2.6-17.11	100	15	4.0	111	Individual Only
InView – A Measure of Cognitive Abilities	Grades: 2-12	100	16	4.0	112	Group and Individual

<b>Intelligence Tests for Creative Thinking Ability Identification</b>	<b>Grade Level</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Standard Error of Measure</b>	<b>Score for Identification</b>	<b>Administration</b>
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) MPI Scoring	Grades: K-2	100	15	3.0	112	Individual Only
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) MPI Scoring	Grades: 3-12	100	15	4.0	111	Individual Only
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) FCI Scoring	Grades: K-12	100	15	3.0	112	Individual Only
Leiter International Performance Scale-Revised (Leiter-R)	Ages: 2-10	100	15	5.0	110	Individual Only
Leiter International Performance Scale-Revised (Leiter-R)	Ages: 11-20	100	15	4.0	111	Individual Only
Naglieri Nonverbal Ability Test – Individual Administration	Ages: 5-11	100	15	5.0	110	Individual Only
Naglieri Nonverbal Ability Test – Individual Administration	Ages: 12-17	100	15	4.0	111	Individual Only
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration	Grades: PreK-12 Ages: 4-18	100	16	See Publisher's Instructions	See Publisher's Instructions	Group Only
Otis Lennon School Ability Test- 8th Edition	Grades: K-12	100	16	6.0	110	Group and Individual
Raven's Progressive Matrices (Standard and Advanced Form)	Grades: 1-12			See Publisher's Instructions	See Publisher's Instructions	Group and Individual
Stanford-Binet Intelligence Scales- 5th Edition	Ages: 2-85	100	15	3.0	112	Individual Only
Test of Cognitive Skills, Second Edition (TCS/2)	Grades: 2-12	100	16	5.0	111	Group and Individual
Universal Nonverbal Intelligence Test 2 (UNIT 2) Standard & Full Scale Battery	Ages: 5-21.11	100	15	3.0	112	Individual Only
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)	Ages: 16-90.11	100	15	3.0	112	Individual Only
Wechsler Intelligence Scale for Children – 4th Edition, Spanish (WISC-IV Spanish)	Ages: 6-17	100	15	3.0	112	Individual Only
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) Full Scale IQ	Ages 6-16	100	15	3.0	112	Individual Only
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) GAI (where appropriate per publisher's instructions)	Ages: 6-16	100	15	3.0	112	Individual Only
Wechsler Nonverbal Scale of Ability	Ages: 4-22	100	15	5.0	110	Individual Only
Wechsler Preschool & Primary Scale of Intelligence – 4th Edition Full Scale IQ	Ages: 2.5-7	100	15	3.0	112	Individual Only
Wechsler Preschool & Primary Scale of Intelligence – 4th Edition GAI (where appropriate per publisher's instructions)	Ages: 2.5-7	100	15	4.0	111	Individual Only
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities	Ages: 2-90	100	15	3.0	112	Individual Only
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (WJIV-ECAD)	Ages: 2-4	100	15	3.0	112	Individual Only
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (WJIV-ECAD)	Ages: 5-7.11	100	15	4.0	111	Individual Only

<b>Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification</b>	<b>Grade Level</b>	<b>Score for Reassessment</b>	<b>Score for Identification</b>	<b>Administration</b>
Gifted and Talented Evaluation Scales 2 (GATES 2) - Creative Thinking Section, Questions 21-30	Ages: 5-18	Standard Score of 90-110	Standard Score of 111	Individual Only
Gifted Rating Scales (GRS) – Creativity Scales	Ages: 4-13.11	60-65	66	Individual Only
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity	Grades: K-12	48-50	51	Group and Individual
Universal Multidimensional Abilities Scales (UMAS)	Ages: 5-17.11	59-61	62	Individual Only

Tests of Creative Ability for Creative Thinking Identification	Grade Level	Score for Identification	Administration
Torance Tests of Creative Thinking Figural and Verbal Forms A & B (use the Creativity Index on either the figural or verbal portion)	Grades: K-12	95th percentile	Group and Individual

#### 4. VISUAL AND PERFORMING ARTS

The Ohio Revised Code 3324 and the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) define the requirements to identify students as gifted in the area of Visual and Performing Arts Ability as follows:

*A student shall be identified as exhibiting "visual or performing arts ability" superior to that of students of similar age if the student has done both of the following:*

- 1. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and*
- 2. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.*

Performance Rubrics and Scales for Visual and Performing Arts Ability Identification: Dance	Grade Level	Score for Reassessment	Score for Identification	Administration
Dance Talent Assessment Process (DTAP)	Grades: K-12	See Publisher's Instructions	See Publisher's Instructions	Group Only
Ohio Department of Education Rubric	Grades: K-12	20-25	26-30	Individual Only

Performance Rubrics and Scales for Visual and Performing Arts Ability Identification: Drama	Grade Level	Score for Reassessment	Score for Identification	Administration
Theatre Arts Talent Assessment Process (TTAP)	Grades: K-12	See Publisher's Instructions	See Publisher's Instructions	Group Only
Ohio Department of Education Rubric	Grades: K-12	16-19	20-24	Individual Only

Performance Rubrics and Scales for Visual and Performing Arts Ability Identification: Music	Grade Level	Score for Reassessment	Score for Identification	Administration
Music Talent Assessment Process (MTAP)	Grades: K-12	See Publisher's Instructions	See Publisher's Instructions	Group Only
Ohio Department of Education Rubric	Ages: 4-13.11	14-17	18-21	Individual Only

Performance Rubrics and Scales for Visual and Performing Arts Ability Identification: Visual Arts	Grade Level	Score for Reassessment	Score for Identification	Administration
Art Advanced Placement Scoring Guidelines	See Publisher's Instructions	4	5	Individual Only
Clark's Drawing Ability Test	See Publisher's Instructions	6-8	9-10	Individual Only
Ohio Department of Education Rubric	Grades: K-12	48-50	51	Individual Only

Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Dance	Grade Level	Score for Reassessment	Score for Identification	Administration
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50	Ages: 5-18	Standard Score of 90-110	Standard Score of 111	Individual Only
Gifted Rating Scales (GRS) – Artistic Talent	Ages: 4-13.11	60-65	66	Individual Only

<b>Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Drama</b>	<b>Grade Level</b>	<b>Score for Reassessment</b>	<b>Score for Identification</b>	<b>Administration</b>
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50	Ages: 5-18	Standard Score of 90-110	Standard Score of 111	Individual Only
Gifted Rating Scales (GRS) – Artistic Talent	Ages: 4-13.11	60-65	66	Individual Only
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII	Grades: K-12	54-56	57	Group and Individual

<b>Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Music</b>	<b>Grade Level</b>	<b>Score for Reassessment</b>	<b>Score for Identification</b>	<b>Administration</b>
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50	Ages: 5-18	Standard Score of 90-110	Standard Score of 111	Individual Only
Gifted Rating Scales (GRS) – Artistic Talent	Ages: 4-13.11	60-65	66	Individual Only
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI	Grades: K-12	37-38	39	Group and Individual

<b>Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability Identification: Visual Arts</b>	<b>Grade Level</b>	<b>Score for Reassessment</b>	<b>Score for Identification</b>	<b>Administration</b>
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50	Ages: 5-18	Standard Score of 90-110	Standard Score of 111	Individual Only
Gifted Rating Scales (GRS) – Artistic Talent	Ages: 4-13.11	60-65	66	Individual Only
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part V	Grades: K-12	59-60	61	Group and Individual

## 5. CALCULATING IDENTIFICATION SCORES

It is the district's responsibility, when purchasing testing materials, to include in the order a copy of the technical or examiner's manual. An assessment's technical manual will contain information on the administration, scoring and interpretation of that specific test. Gifted Coordinators use the technical manual to determine cut-off scores, accommodations or modifications for special populations and the specific psychometric qualities of the instrument that makes it appropriate for use with all gifted students, including those who come from diverse cultural backgrounds, are economically disadvantaged, who have a learning disability or for students who are English learners. In addition, the technical manual will provide information about evaluator qualifications and how to administer the test.

Test publishers define the mean and standard deviation scores based on data collected during the validation of the instrument. Scores used for gifted screening and identification must come from standardized, norm referenced instruments. The very nature of the standardization process requires publishers to derive scores according to the normal curve. Raw scores are converted to standard scores which are also defined in terms of their distance from the mean, or standard deviation (SD). There are two types of scores calculated from raw scores. The first level of score is the subtest score which is generally calculated using z-scores that have a range of 1-19, mean of 10 and SD of  $\pm 3$ . This tells how well the individual scored in a specific area of the test. The subtest scores are then combined into index scores which result in deviation IQ scores with a mean of 100 and a test specific SD of 15 or 16. On a test with a mean of 100 and SD of 15, begin calculating a cutoff score at 130 and on a test with a SD of 16 begin calculating at 132. The next consideration in the calculation of a cutoff score is the standard error of measurement.

Calculating a "true" test score is difficult. Therefore, consider an obtained score on any test an estimate of ability. To increase confidence in an obtained score, the recommendation is that said scores take into account the estimate of expected error called the standard error of measurement (SEM). When calculating the SEM, A formula that includes the standard deviation and reliability coefficient of the instrument is used. Therefore, a large SEM indicates a less precise measurement and a small SEM indicates a more accurate measurement. Many instruments will indicate a different SEM by age or grade level. Consider these differences when making a determination of the reliability of an instrument for a specific age or grade level. To aid in the calculation of schoolwide cut-off scores, use an average score when available. In addition, some test publishers calculate a separate SEM for exceptional or clinical populations. ONLY use these when gifted students are included in the definition provided by the publisher for these populations.

To determine the SEM for an instrument, apply an additive rounding system. This method defines a whole number as including any fraction of the previous number. For example, the number 4.2 rounds to the next higher number because the additional .2 indicates additional error beyond 4.0. The next round number therefore is 5.0. This is the SEM that should be subtracted from the score at 2 SD above the mean for the test to create a cut-off score for gifted identification.

## 6. ASSESSMENTS APPROVED FOR PRE-SCREENING ONLY

The following tests are ONLY approved as pre-screening instruments for use by districts in selecting students who are potentially gifted for further assessment with instruments listed above in sections one through four. These tests are NOT approved for the identification of students who are gifted and are NOT approved for use in meeting the two whole-grade screening requirements or the referral opportunity requirements as described in the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15).

Assessments for Pre-Screening ONLY	Grade Level	Ability Area	Assessment Type	Administration
Cognitive Abilities Test (CogAT) Form 7 Screening Form	Grades: K-12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Group and Individual
Cognitive Abilities Test (CogAT) Form 7 Nonverbal Battery	Grades: K-12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Group and Individual
Comprehensive Testing Program, 4th Edition (CTP4)	Grades: 1-11	Superior Cognitive Ability; Creative Thinking Ability; Specific Academic Ability	Intelligence Test; Achievement Test	Group Only
i-Ready Diagnostic	Grades: K-8	Specific Academic Ability	Achievement Test	Group and Individual
Iowa Assessments, Form E, Survey Battery	Grades: 1-8	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Group and Individual
Iowa Tests of Basic Skills, (ITBS), Form A, Survey Battery	Grades: K-9	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Group and Individual
Iowa Tests of Basic Skills, (ITBS), Form C, Survey Battery	Grades: K-8	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Group Only
Kaufman Assessment Battery for Children	Ages: 2.5-12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Individual Only
Kaufman Brief Intelligence Test, 2nd Ed. (KBIT II)	Age 4-Grade 12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Individual Only
Kaufman Test of Educational Achievement, Brief Form, 2nd Ed. (KTEA-II Brief Form)	Grades: PreK-12	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Individual Only
Naglieri Nonverbal Ability Test 3 (NNAT 3)	Grades: K-12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Group and Individual
ReadiStep	Grade 8	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Group Only
Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES)	Grades: K-8	Superior Cognitive Ability; Creative Thinking Ability; Specific Academic Ability	Intelligence Test; Achievement Test	Group and Individual
Stanford Achievement Test – 10th Ed. - Abbreviated	Grades: K-12	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Group and Individual
STAR Early Literacy Enterprise	Grades: K-2	Specific Academic Ability	Achievement Test	Group and Individual
STAR Math Enterprise	Grades: K-12	Specific Academic Ability	Achievement Test	Group and Individual
STAR Reading Enterprise	Grades: K-12	Specific Academic Ability	Achievement Test	Group and Individual
Stoelting Brief Nonverbal Intelligence Test	Grades: 1-12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Individual Only
Terra Nova Third Edition, Survey	Grades: 2-12	Superior Cognitive Ability; Specific Academic Ability	Achievement Test	Group and Individual
Wechsler Abbreviated Scale of Intelligence (WASI)	Grades: K-12	Superior Cognitive Ability; Creative Thinking Ability	Intelligence Test	Individual Only