



## **Plan for the Identification and Service of Students Who are Gifted in Columbus City Schools**

### **Gifted & Talented Division**

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Revised 2025

#### **Gifted & Talented Purpose Statement**

Identify and nurture gifted scholars through a continuum of services delivered in appropriate and challenging learning environments with rigor and individualization to foster creativity, leadership, and social-emotional well-being.

#### **Vision**

Rigorous, student-centered learning experiences and social-emotional supports delivered by collaborative teams.

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*Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.*  
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## **Definition**

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

## **Equity**

Columbus City Schools ensures equal opportunity for all district students identified as gifted to receive appropriate services offered by the district.

## **Screening and Assessment**

*Whole Grade Screening* - All students in grades 2-8 are screened for gifted identification in Reading and Math two to three times each year using the i-Ready test. In addition, students in grade 2 take the Naglieri Nonverbal Ability Test and students in grade 5 take the Cognitive Ability Test (CogAT) to screen for superior cognitive ability. Students who earn a qualifying score on the ability tests will be further screened for creative thinking ability.

*Students in Kindergarten and 1st grade* - Students in grade K who score at or above the 95th percentile on the i-Ready during the winter administration will be offered an opportunity to be tested for gifted identification. Gifted identification assessment for kindergarten students will not be available after the fall or winter administration of the i-Ready due to a lack of testing norms from the test publishers. The publisher will release the norms in March. Students in grade 1 who score at or above the 95th percentile on any of the i-Ready administrations will be offered the opportunity for further gifted testing. Parents will be notified of all new gifted identifications.

## **Alternative Testing**

Any student in grades K-12 may be referred for individual testing from a parent, teacher, principal, peer or self in the areas of superior cognitive ability, a specific academic ability and/or creative thinking ability for up to two opportunities per year (including whole grade testing). There are two windows of opportunity for submitting referrals each year. The first opportunity will occur in fall and the second will occur in late winter/early spring. Any referral received after the deadline may be screened and assessed in the following testing window which may be during the next school year. Students must have a parent permission form on file before testing will occur. Test results are mailed home within 30 days of receipt of the scores in the Gifted & Talented office. The referral link to request testing is available on the Gifted & Talented Department website.

## **Visual and Performing Arts Assessment**

Columbus City Schools follows the State of Ohio mandate for gifted identification in the visual and performing arts in five areas: Visual art, vocal music, instrumental music, dance, drama/theater. Assessment for Visual and Performing Arts is a multi-step process that is offered twice per school year for students K-12. The fall process involves referring talented students to be screened in the arts by mid-September. Any referrals received after this deadline will be added to the list for the Winter/Spring arts gifted screening process. The Winter/Spring referral window is open from the end of November through mid-January.

## Transfer Students

Gifted identification in another Ohio public school district will be recognized by Columbus City Schools. Families should provide evidence of the identification by way of a letter from the previous district or other documentation. Students identified as gifted by a district outside of Ohio may be identified in Ohio if the tests used are less than 24 months old and are on the Ohio Department of Education's approved list of instruments. If the testing does not meet that criteria, the student may be referred for testing within 90 days of enrollment at parent request.

## Appeals Procedures

In the event of a question or concern, parents should contact the Director of Gifted & Talented. If a concern remains, an appeal must be submitted in writing within 30 days. Appeals should be mailed to the Executive Director of the Office of Accelerated and Extended Learning, 737 E. Hudson St., Columbus, Ohio 43211. The Executive Director will issue a written final decision within 30 days of the appeal.

## Assessment Instruments Used by the District for Gifted Identification

The district uses the following state-approved assessment instruments for screening and identification. Students scoring one percentile point or a standard score below identification in any subject will be eligible for rescreening upon request. The screening criteria are listed below.

### Specific Academic Ability

Assessment Name	Grade Level	Qualifying Score for Specific Academic Ability	Rescreening Score
ACT	Grades 11-12	95th percentile	N/A
Iowa Assessments Forms	Grades K-12	95th percentile	94th percentile
i-Ready Diagnostic	Grades 2-8	95th percentile	94th percentile
PSAT 8/9	Grades 8-9	95th percentile	N/A
PSAT/NMSQT, PSAT 10	Grades 10-11	95th percentile	N/A
SAT	Grades 11-12	95th percentile	N/A
Woodcock Johnson Tests of Achievement IV	Grades PreK-12	95th percentile	94th percentile

## Superior Cognitive Ability

Assessment Name	Grade Level	Qualifying Score for Superior Cognitive Ability	Rescreening Score
<b>Cognitive Ability Test (CogAT - VQN Composite)</b>	Grade K Grade 3 Grades 7-12	127	126
<b>Cognitive Ability Test (CogAT - VQN Composite)</b>	Grade 1 Grade 2 Grades 4-6	128	127
<b>Naglieri Nonverbal Abilities Test (NNAT)</b>	Grades K-4 Grades 8-10	126	125
<b>Naglieri Nonverbal Abilities Test (NNAT)</b>	Grades 5-7	125	124
<b>Naglieri Nonverbal Abilities (NNAT)</b>	Grades 11-12	127	126
<b>Wechsler Intelligence Scale for Children, fifth edition (WISC-V, FSIQ)</b>	Grades K-12	127	126
<b>Woodcock Johnson IV Tests of Early Cognitive and Academic Development (ECAD)</b>	Grades PreK-2	127	126
<b>Woodcock Johnson IV Tests of Cognitive Abilities (WJIV)</b>	Grades PreK-12	127	126

## Creative Thinking Ability

A qualifying score on a cognitive test in conjunction with a qualifying checklist score is required to be identified as gifted in Creative Thinking Ability.

Assessment Name	Grade level(s)	Qualifying Score for Creative Thinking Ability	Rescreening Score
<b>Cognitive Ability Test Forms 7 &amp; 8 VQN</b>	Grade K & 1 Grades 2-12	111 112	110 111
<b>Naglieri Nonverbal Ability Test (NNAT-3)</b>	Grades K-4 Grades 5-7 Grades 8-10 Grades 11-12	110 109 110 111	109 108 109 110
<b>Wechsler Intelligence Scale for Children (WISC-V - FSIQ)</b>	Grades K-12	112	111
<b>Woodcock-Johnson Cognitive Ability Test (ECAD)</b>	Grades PreK-12	112	111
<b>Gifted &amp; Talented Evaluation Scales (Creativity)</b>	Grades K-8	66	60-65
<b>Gifted Rating Scales (Behavioral Characteristics of Superior Students)</b>	Grades K-12	51	48-50

## Visual and/or Performing Arts Ability

A qualifying score on a checklist and a qualifying score on a rubric evaluating a display of talent is required for gifted identification in any area of the visual and performing arts.

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.

Assessment Name	Grade level(s)	Qualifying Score for Creative Thinking Ability	Rescreening Score
<b>Gifted Rating Scales (Artistic)</b>	Grades K-8	66	60-65
<b>Gifted &amp; Talented Evaluation Scales (Section 5 - Artistic Talent)</b>	Grades 9-12	111	90-110
<b>Scales for Rating the Behavior Characteristics of Superior Students</b>	Grades K-12	Part V - Artistic 61 Part VI - Musical 39 Part VII - Dramatics 57	Artistic 59-60 Musical 37-38 Dramatics 54-56
<b>Performance Rubrics for Visual &amp; Performing Arts</b>	Grades K-12	Art 21 Music 18 Drama 20	Art 16-20 Music 14-17 Drama 16-19
<b>Ohio Checklist of Artistic Behavior - Dance</b>	Grades K-12	26	20-25

## **Gifted Services in Columbus City Schools**

### **Cluster Grouping in grades 1-10**

Students in grades 1-10 identified as gifted are placed in the same classroom as other identified students in the same grade level. Teachers differentiate instruction based on student needs. Gifted specialists can provide resources to teachers to assist with planning and instruction.

### **Elementary School Gifted Services**

#### ***Primary Education Thinking Skills Program***

Primary enrichment specialists teach lessons on thinking and problem-solving skills to whole classes and small groups of students. This is a program in 40 elementary schools for all K-2 students in the selected schools.

#### ***Literacy Enrichment, K-2***

All elementary schools have a literacy enrichment resource program for grades K-2. These students will meet with the gifted specialist 225 minutes per week. Students identified as gifted in superior cognitive ability, reading, and/or creative thinking will be served. Upon identification, students can begin to receive this service at the next natural break in instruction (after a unit, a quarter or semester). Those with a creative thinking identification **only** must score at the 85th percentile or higher on the i-Ready reading benchmark assessment at the beginning of the year to participate in this pull-out service. If a student's i-Ready scores fall below the 85th percentile, the student support team will come together to discuss additional supports for the student. Any K-2 students identified during the fourth quarter will begin service the following year.

#### ***Gifted Reading & Math in Grades 3-5***

Select elementary schools have gifted reading and math classes for grades 3-5. Students identified as gifted in that subject area, superior cognitive ability, or in creative thinking with a score of 85<sup>th</sup> percentile or higher on a nationally-normed achievement test in that subject may participate. Elementary students meet with the gifted specialist at least 45 minutes per day for reading and/or 45 minutes per day for math. Transportation is provided to these buildings in accordance with district transportation rules.

#### ***Gifted Support at Language Immersion Schools***

Students identified as gifted in superior cognitive ability, reading, and/or math in grades 3-5 will interact with a gifted specialist 225 minutes per week in a pullout or co-teaching setting at Ecole Kenwood French Immersion School and Columbus Spanish Immersion Academy.

#### ***Columbus Gifted Academy***

Students in grades 3 through 8 are enrolled in their home school but attend class all day at the Columbus Gifted Academy. Mastery learning allows students to learn at their own pace, and problem-based learning helps students apply what they learn to new contexts. Unified Arts instruction is provided, and students may access sports teams through their home school. Students must be identified as gifted in superior

cognitive ability or in both reading and math to be enrolled in this program. Transportation is provided in accordance with district transportation rules.

## **Middle School Gifted Services**

### ***Gifted Reading & Math in Grades 6-8***

Gifted students will be grouped in the regular classroom at each grade level (cluster grouping) and the classroom teacher will provide the service and differentiate instruction with support from a gifted specialist part-time. Students identified as gifted in that subject area, superior cognitive ability, or in creative thinking with a score of 85<sup>th</sup> percentile or higher on the most recent nationally-normed achievement test in that subject may participate. Transportation is provided to these buildings in accordance with district transportation rules.

### ***Advanced Math Pathway***

During 6<sup>th</sup> grade, students who are gifted or high achieving in math may opt for access to advanced math courses through a placement test in the spring. Eligible students may take 7<sup>th</sup> and 8<sup>th</sup> grade math together during 7<sup>th</sup> grade and Algebra I during 8<sup>th</sup> grade.

### ***Arts Impact Middle School/Fort Hayes Arts & Academic High School***

Students identified as gifted in the visual or performing arts who attend Arts Impact Middle School or Fort Hayes High School have the arts embedded into the daily instructional program. Students may also access unique arts courses taught by qualified arts instructors.

### ***Columbus Gifted Academy***

Students in grades 3 through 8 are enrolled in their home school but attend class all day at the Columbus Gifted Academy. Mastery learning allows students to learn at their own pace, and problem-based learning helps students apply what they learn to new contexts. Unified Arts instruction is provided, and students may access sports teams through their home school. Students must be identified as gifted in superior cognitive ability or in both reading and math to be enrolled in this program. Transportation is provided in accordance with district transportation rules.

## **High School Opportunities**

### ***Honors/Accelerated***

Schools across the district may offer the honors/accelerated ELA 9 and 10 courses. The course is open to all students, but it is considered a gifted service for students identified as gifted in superior cognitive ability, creative thinking ability, or reading.

### ***9-10 Gifted Support Course***

This online elective course is open to 9<sup>th</sup> and 10<sup>th</sup> grade students identified as gifted in any area. This course is designed to provide social-emotional support with issues related to giftedness. It will also provide a period of enrichment in the skills and literacies needed in preparation for future advanced level coursework.



### ***Advanced Placement (AP)***

Schools across the district offer an array of Advanced Placement courses. The Gifted & Talented division coordinates compliance with College Board rules for these courses. Students may earn college credit as a result of spring AP exams. The courses are open to all students, but they are considered a gifted service for students identified as gifted in superior cognitive ability, creative thinking ability, or the subject area of the course.

### ***High School Seminars***

Gifted students may elect to participate in a one-day seminar offered each semester. These seminars may include topics such as research skills, creative thinking, problem-solving, or other topics that extend student thinking. Information will be shared prior to each event.

### ***International Baccalaureate (IB)***

IB college level courses and credit and IB diplomas are offered at Columbus Alternative HS. This program is an interdisciplinary, specialized diploma program based on an international approach to education. The courses are open to all students, but they are considered a gifted service for students identified as gifted in superior cognitive ability, creative thinking ability, or the subject area of the course.

### ***College Credit Plus***

Students may apply to take college courses at local universities while still in high school. Please contact the school's counselor for more information. The courses are open to all students, but they are considered a gifted service for students identified as gifted in superior cognitive ability, creative thinking ability, or the subject area of the course.

## **Other Services**

### ***Academic Acceleration***

Students who are significantly advanced in one or more subject areas may be referred for acceleration to the next level in a particular subject area or next grade level overall. Referrals must be made at least 60 days prior to the start of the semester. Student placement will be determined in accordance with the district's acceleration policy.

### ***Credit Flexibility***

High school students may earn credit for high school coursework through alternative methods, such as independent study, outside courses, online learning programs, or testing out of the course. Students must file a plan with the district in accordance with district guidelines. Please visit the school's counselor or the district's credit flexibility webpage for more details. The courses are open to all students, but they may be considered a gifted service or acceleration for students identified as gifted in superior cognitive ability, creative thinking ability, or the subject area of the course.

### ***Enrichment Opportunities***

Examples of the many enrichment opportunities are Debate, Chess, Invention Convention, Math Showcase, Power of the Pen, Spelling Bee, and STEM opportunities. Principals are informed of these options and work with staff to make select options

available to students.

### ***Midwest Academic Talent Search***

Students in grades 3-8 may take PSAT, SAT, or ACT through Northwestern University's talent search program. Visit [SAT and above-grade level testing](#) for information.

### ***Summer Opportunities***

In the spring, an abbreviated list of summer opportunities can be found on the Gifted & Talented website at [CCS Gifted & Talented website](#). Scholarships are available to eligible families through Support for Talented Students at [Support for Talented Students website](#).

## **Communications**

### ***Written Education Plans***

Students who receive formal gifted services require a Written Education Plan (WEP). The purpose of the WEP is to facilitate communication between gifted specialists, classroom teachers and parents about the gifted service a child is receiving. The gifted service should match the child's areas(s) of identification. Progress toward WEP goals will be reported at the end of each semester. WEPs are available for parents to review.

### ***Withdrawal***

If a student wishes to withdraw from gifted programs or services, a written request is necessary. This will begin a process that includes a conference with the teacher. The request must be signed by the parent and addressed to the Director of Gifted & Talented. Service will continue unless the director receives a parent's written signed notification.

## **Parent-support Organizations**

### ***P.A.C.E.***

(Parents for Academic Challenge and Enrichment) meets during the school year. This is a group focused on gifted services in CCS.

### ***Ohio Association for Gifted Children***

This is the state advocacy and educational group for families and educators of gifted learners. For more information, visit [www.oagc.com](http://www.oagc.com).

### ***National Association for Gifted Children***

NAGC is the nation's leading organization focused on the needs of gifted and talented children. Dedicated to uplifting and empowering those who support children with advanced abilities, NAGC provides energizing professional learning, impactful research, and inspiring advocacy to ensure all children have equitable opportunities and support to develop their gifts and talents. For more information, visit <https://nagc.org/default.aspx>.