

TESTING AND IDENTIFICATION

How are Students Identified?

Students are identified as Gifted and Talented through the use of state-approved assessments. We are currently identifying students in the areas of a) superior cognitive ability, b) specific academic ability c) visual and performing arts and d) creative thinking.

Superior Cognitive Ability and Creative Thinking:

The district administers the InView test to all students in grades 2 and 4 for both areas of identification. Superior Cognitive Ability is defined as general intellectual ability that is consistently superior to same age peers. The required InView score for identification is 128. The CogAt is an optional individual alternative test. An InView score of 112 or a score in the 95th percentile on the Torrance Test of Creative Thinking is required for identification in the area of creative thinking. Individual testing can occur throughout the year, based on referral.

Specific Academic Ability:

This refers to a child's achievement in a specific subject area that is consistently superior to the achievement of same grade peers. The district uses the MAP assessments which are administered to all students in grades K-5. A student must score in the 95th percentile or higher to be identified as gifted. Optional individual alternative tests may include the IOWA Test of Basic Skills or the ACT for grades 6-9. Specific academic areas include reading, math, social studies and science

Visual and Performing Arts:

Children who demonstrate consistent outstanding aesthetic production in visual art, or music can be identified as gifted in the arts. The first phase occurs

when the fine arts' specialists or parents recommend students as potentially gifted in the area of music or art. A behavioral checklist is completed, in addition to a performance assessment. Individual referrals are accepted between August and December 31. Students must audition (music) or display a portfolio of their work (art) in the spring. Final identification is based on an ODE rubric, completed by a panel of specialists.

Referral Process and Timeline:

All students in grades 2 and 4 will be given the InView tests in the fall. All K-5 students will be given the MAP assessments three times a year which provides ample opportunity for reassessment. Any student in grades K-12 may be referred by a student, parent or teacher for testing in superior cognitive, specific academic, the arts or creative thinking. Referral forms are on the district webpage or may be provided upon request. Students referred with permission on file will be tested within 90 days of the referral. Scores will be mailed home as soon as test results are received.

Additional Policies:

Transfer Students: Students new to the district may be referred during the regular timeline.

Identification from Other Districts: Gifted identification in another Ohio public school district will be recognized by Black River. Families should provide evidence of the identification by way of letter or other documentation from the previous district. Students identified by a district outside Ohio may be identified in Ohio if tests used are less than 24 months old and are on the ODE approved list of assessments. Appeals of results must be submitted in writing to the district office within 30 days of parent notification of results.

BLACK RIVER LOCAL SCHOOLS

GIFTED and TALENTED GUIDELINES & OPPORTUNITIES

Black River Local Schools
257 A Co. Rd. 40
Sullivan, OH 44880

Phones: 419-736-3300 (Board Office)
419-736-2161 (Elementary)
419-736-3304 (Middle School)
419-736-3303 (High School)

Equity: Black River Schools has established a range of services to ensure equity for all students, including minority, economically disadvantaged, twice exceptional and English learners.

Withdrawing from Services: If, at any time, a student wishes to withdraw from gifted services, the request should be written by the parent or child to the district gifted teacher or gifted coordinator. If children request to withdraw, parents will be notified.

Academic Opportunities

ELEMENTARY:

Cluster Grouping in the Regular Classroom

Students identified as gifted superior cognitive ability and/or in the areas of reading and/or math are clustered into the same homeroom class as other students with similar areas of gifted identification. The classroom teacher provides gifted services by adapting daily lessons to the academic needs of the identified students.

Academic Acceleration

Students who are significantly advanced in one or more areas (reading or math) may be referred for acceleration to the next grade level in one subject or the 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 acceleration policy.

MIDDLE SCHOOL:

Cluster Grouping in the Regular Classroom

Students identified as gifted superior cognitive ability and/or in the areas of reading and/or math are clustered into the same academic class as other students with similar areas of gifted identification. The classroom teacher provides gifted services by adapting daily lessons to the academic needs of the identified students.

Advanced Math Pathway:

Students who are gifted or high achieving in math may be screened for possible advanced math coursework. Eligible students may then be advanced to the next grade level math option (including algebra and geometry for high school credit). A similar option is being explored in the area of language arts and will be shared when available.

College Credit Plus:

Qualifying students may apply to take college courses at local universities while still in middle school. Please contact the guidance counselor for additional information

HIGH SCHOOL:

Advanced Placement (AP):

Students may earn college credit as a result of spring AP exams in several different subject areas at the high school. These courses follow College Board rules.

Post-Secondary Options/College Credit Plus:

Students may apply to take college courses at local universities while still in high school. See the guidance counselor for more information.

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 a course. Students must file a plan with the district in accordance with district guidelines. See the guidance counselor or the district's credit flexibility webpage for more details.

College Credit Plus:

In partnership with the University of Akron, qualifying students can earn between 30-40 college credit hours during their high school years. Classes are held at the high school and students receive both high school and college credit. These credit hours are transferable to all public universities and most private institutions in the state of Ohio.