



The information in this document encompasses those questions most frequently asked of the Ohio Association for Gifted Children (OAGC) and its governing board members. Answers are based on information provided in the Gifted Operating Standards, technical assistance documents from the Ohio Department of Education (ODE), and conversations with representatives from ODE. Official technical guidance or clarification of answers provided below should be obtained by contacting the Gifted Consultants at the Ohio Department of Education.

### **General Questions**

- 1. My district still has a number of tests that are on the 2017-2018 approved list but not the 2018-2019 approved list. Can we use those tests?**

Yes. The 2017-2018 list is still valid until June 30, 2019.

- 2. My district decided last spring to use an assessment for this year that has just been added to the 2018-2019 approved list, but the district did not plan to use it for gifted identification when they decided to purchase it. Do we have to identify students as gifted using that test?**

Yes. Any time a student scores in the gifted range using an instrument on the approved test list, the district must identify the student as gifted.

- 3. My district planned to administer one of the assessments on the approved list as a learning center rotation. Is this an issue?**

Any assessment on the list must be administered according to the standardized administration directions developed by the test publisher. This typically means the testing environment should be free of distractions so the student can work independently without disruption. Refer to the administration manual for specifics to the test.

- 4. Do we still have to identify students as gifted if they earn a qualifying score on the 2017-2018 Approved Gifted Assessment list if the test is not on the 2018-2019 approved list?**

Yes. The 2017-2018 list is still valid until June 30, 2019.

- 5. There are no instruments on the 2018-2019 approved test list that can be used for creative thinking screening, visual or performing arts identification, high school identification, or twice-exceptional identification. What do we do?**

Districts may still use any instrument on the 2017-2018 approved list. That list will still be valid until June 30, 2019.

- 6. If a student comes with a gifted identification from another district but does not meet qualifying scores within our district, must we honor that identification?**

If the student was identified in Ohio, then yes. Once a student has been identified as gifted by an Ohio public school district, the student remains identified as gifted regardless of future scores. If the student was identified by a district outside of the state of Ohio, the student should be identified if they have test scores from within the past 24 months that meet identification criteria on an ODE-approved test.

**7. Do we provide assessment modifications outlines in an IEP or 504 plan?**

Any assessment on the list must be administered according to the standardized administration directions developed by the test publisher. Those administration directions will specify which, if any, accommodations may be provided. Refer to the administration manual for specifics to the test. Accommodations or modifications should not be made unless they are outlined in BOTH the administration manual and the 504 or IEP. Consider an alternative assessment from the approved list for a student if a necessary accommodation cannot be made on the originally selected assessment and it may hinder the student's performance on that test.

**8. Can we have a translator translate directions or test items for a test administered to an English Language Learner?**

No. Translations typically are not part of standardized administration procedures established by a test publisher. Translations can sometimes change the meaning of directions or items or result in a shift in what is being assessed due to differences in languages. Select an approved test that is published in the student's native language or use a non-verbal test.

**9. How do we handle identification of students who have been retained?**

If the student took the same paper-pencil test form of a gifted assessment after being retained, the second assessment should be invalidated and not used for gifted identification. Because the student previously saw the test, there is a chance the results did not accurately reflect their true ability or skills. If the student has been retained and is taking a computer-adaptive test that is administered multiple times during the year (such as MAP or iReady), the score should be re-normed for the grade level in which the student would be enrolled if not retained. For example, a student who was in 3<sup>rd</sup> grade last year and is repeating 3<sup>rd</sup> grade this year should have this year's MAP/iReady scores renormed for 4<sup>th</sup> grade before determining identification. (Norm charts can be obtained from the publisher.) If the score is within the gifted identification range, the student should be identified as gifted. If the re-normed score does not meet the gifted identification threshold, the student should not be identified as gifted.

**10. We have found multiple norms for a test we administer. Which norms do we use?**

Always use the most recent set of norms from a publisher. Once a publisher releases new norms, discard any old norms, as they are no longer valid. (Per OAC-3301-7-7, Standards for Ethical Use of Tests.) Additionally, when selecting a test, be wary of any assessment with norms older than ten years.

**11. Should districts use age norms or grade norms?**

Age norms are generally more appropriate for ability measurement and grade norms are generally more appropriate for achievement measurement. When a student's age is typical for the group, the student's age and grade scores will be identical or nearly so. However, if individuals are very young for the grade, their age scores will be higher than their grade scores. If individuals are much older than the typical student in the grade, their grade scores will be higher than their age scores. For individuals who are younger or older than the typical student in a grade, grade norms, rather than age norms, are more appropriate to use when trying to understand the student's academic performance.

**12. Can language scores be used to identify students as gifted in writing?**

No. Actual writing test scores should be used for identifying students as gifted in writing. However, see information in the next section about English Language Arts (ELA) total scores on Iowa Forms E, F, and G.

**13. How does a district use scores from an instrument approved for pre-screening only?**

Districts may set their own criteria for deciding when to retest students based on outcomes from an instrument approved to pre-screening only. Tests approved for pre-screening only may not be used to meet the whole-grade screening requirement in the Gifted Operating Standards.

**14. When is it appropriate to invalidate a score on an assessment used for gifted identification?**

A test administration should be deemed invalid in rare cases and only when clear evidence supports doing so. This occurs when a test is not administered according to the publisher's standardized procedures or there was some significant factor that would influence the student's performance on the test. Some examples include, but are not limited to, the following:

- The student has taken the exact same test form within the past two years (this may occur if a student was retained in a year of whole grade screening or if individually tested using the same test)
- Use of non-standard accommodations (such as reading text of a reading test aloud, reducing the number of items administered on a test, allowing extended time on a cognitive test if not permitted by the publisher, translating into a different language, providing assistance with manipulating a mouse or other means of reporting answers, teacher or other individual providing assistance with answers)
- Disruptive test setting (such as fire drill mid-test, student gets ill, testing occurs within a loud classroom)

Declaring a test administration as invalid can only be done by the district administering the test; another district may not invalidate a past district's administration/identification of a student. If there is reason to invalidate a test score, districts are strongly recommended to document such a situation with the same protocols used when documenting testing irregularities for state testing. Additionally, this invalidation must occur before the student's family is notified that the student is identified as gifted based on that score and before such an identification is reported to the state. Once the student is identified as gifted, that identification cannot be reversed due to later concerns about test administration validity.

## **Test-Specific Questions from the 2018-2019 Approved List**

### **15. What grade levels and test forms of Measure of Academic Progress (MAP) can be used for gifted identification?**

The 2018-2019 list includes approval for MAP Growth 2-5 and MAP Growth 6+ to be used for gifted identification of students in grades 2 through 10. MAP Growth Primary has not been approved for use on the 2018-2019 list. However, districts who use MAP should still identify students in grades K and 1 as gifted using MAP Growth Primary since it is on the 2017-2018 list, which is still valid through June 30, 2019.

### **16. What grade levels and test forms of iReady can be used for gifted identification?**

The 2018-2019 list includes approval for the iReady Diagnostic Assessment to be used for gifted identification of students in grades 2 through 8.

### **17. Can we use the Reading Total from Iowa Form E, F, or G for identification?**

Yes, districts can use both the Reading Total and the ELA Total scores available from the publisher on the Data Disk or online in the Data Plus package for identification. The Extended ELA total should not be used due to its heavy emphasis on the language arts skills over reading skills.

### **18. When should the Gf-Gc score be used instead of the GIA on the Woodcock Johnson Cognitive Assessment?**

The GIA should be used should be used to determine gifted identification for most students. The Gf-Gc score should be used when significant discrepancies exist as described in the technical manual as per documentation from ODE. Upon review of the *Assessment Bulletin #3*, the guidance found from Riverside Publishing is as follows:

*In some cases, the WJ IV COG GIA cluster score or a full- scale intelligence score obtained from another battery may not provide the best description of attained intellectual level for an individual suspected of having a specific learning disability (SLD). This is particularly true when a significant limitation is present in one of the basic cognitive processes, storage and processing functions, or mechanisms of cognitive efficiency. Although these abilities often contribute to a general intellectual ability or full- scale intelligence score, they also can be identified as possible contributors to the disability itself. In such cases, the Gf-Gc Composite may be the preferred measure of intellectual development because it does not include the psychological processing abilities that might underlie an SLD. The removal of processing mechanisms from the measure of intellectual development can help professionals isolate the specific cognitive limitations that may be related to learning difficulties and, thus, may be important in identifying the nature of the SLD itself. (Schrank, McGrew, & Mather, 2015, p. 9)*

Based on this wording, it would appear the Gf-Gc score would be used instead of the GIA if the score report for this assessment indicates a weakness (>1 SD below predicted) in any of the following categories of the Intra-Cognitive Variations:

- S-Term Working Memory (Gwm)
- Auditory Process (Ga)
- L-Term Retrieval (Glr)
- Visual Processing (Gv)
- Perceptual Speed

*\*\*Please refer to the technical manual for full description of these subscores.*

**19. When should the QN composite or VN composite be used for identification on the CogAT instead of the VQN?**

The VQN composite should be used to determine gifted identification for most students. The QN composite should be used for students in grades 3 through 12 who are English Learners or for students with a specific learning disability in reading. The VN composite should be used for students in any grade with a specific learning disability in math.

*\*\*Please refer to the technical manual for full description of these subscores.*

**Test-Specific Questions from the 2017-2018 Approved List (from ODE's former FAQ)**

**20. What scores do we use for Woodcock-Johnson IV Tests of Achievement?**

Broad Mathematics, Broad Reading, Broad Written Language. Do not use "Reading," "Mathematics," or "Written Language."

**21. Can the GAI be used to identify students who take the WISC V or WPPSI-IV?**

The district may use the GAI in a number of clinical situations, including the following:

- a significant and unusual discrepancy exists between VCI and PSI;
- a significant and unusual discrepancy exists between VCI and WMI;
- a significant and unusual discrepancy exists between PRI and WMI
- a significant and unusual discrepancy exists between PRI and PSI;
- a significant and unusual discrepancy exists between WMI and PSI; or
- a significant and unusual intersubtest scatter exists within WMI and/or PSI.

To review index discrepancies, consult the discrepancy comparison critical value and base rate tables of the *WISC-V Administration and Scoring Manual* using the procedures outlined in the manual. The Analysis Page of the WISC-V Record Form provides space for these pairwise discrepancy comparisons in the Discrepancy Comparisons table. A statistically significant difference between index scores, however, may not indicate that there is a clinically significant difference: The frequency of occurrence in the standardization sample (base rate), not just the critical value, should be considered. Consult the appropriate table in the *WISC-V Administration and Scoring Manual* to obtain the base rate for a given discrepancy. Sattler (2001) suggests that differences between scores that occur in less than 10% to 15% of the standardization sample should be judged as unusual.

*\*\*Please refer to the technical manual for full description of these subscores.*

**22. What grade levels can use the Gifted Rating Scales (GRS)?**

The GRS can be used with students up through age 13 years 11 months per the publisher's directions.

## Screening, Assessment, and Identification Flow Chart

