

Assessments Approved for Gifted Identification and Prescreening



Office of Academic Success

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**Department of
Education &
Workforce**

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Introduction

This document provides Ohio school districts and educators with guidance related to the selection and use of assessments approved for gifted identification and prescreening. It provides general guidance, such as qualifying scores, approved grade levels, considerations for use, tips for selecting approved assessments, and other pertinent information that will help districts identify students who are gifted using approved assessments. For guidance related to specific testing scenarios, such as allowable accommodations, refer to the assessment’s technical manual or test administration manual. In addition, test publishers or vendors also can provide assistance.

This document begins with a general overview of gifted identification criteria and other various testing and identification requirements specific to Ohio’s rules and laws. It also includes guidance related to using assessments approved for gifted identification, including special considerations and tips for selecting instruments for use. Finally, it contains sections based upon assessment type, including intelligence tests, achievement tests, creativity tests, checklists of creative or artistic behaviors, performance evaluation tools and assessments approved for prescreening only. Each of these sections includes a description of the assessment type and purpose, as well as guidance for specific approved assessment. The final section of the document contains frequently asked questions related to gifted assessments.

Please note that while this document does contain guidance from the Ohio Department of Education and Workforce related to assessments approved for gifted identification, this document does not provide guidance or information related to other areas outside of gifted identification for which an assessment also may be approved for use, such as the Third Grade Reading Guarantee or principal and teacher evaluations. Districts should review the List of Approved Assessments, which contains specific information about an assessment’s approved uses. In addition, an assessment’s vendor information form, linked to the List of Approved Assessments, has other information, such as cost estimates, vendor contact information and other information from vendors. The approved list is available on the Ohio Department of Education and Workforce website, keyword search: *List of Approved Assessments*.

Identifying Students Who are Gifted

Ohio defines a student who is gifted as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (Ohio Revised Code 3324.01).

Public school districts (city, local and exempted village) must provide opportunities for the evaluation of students in grades K-12 for gifted identification. Ohio law¹ defines the criteria school districts must use for gifted identification. Below is an overview of the criteria students must meet for each area of identification recognized by Ohio law.

Superior Cognitive Ability

Districts identify students as gifted in Superior Cognitive Ability if, within the previous 24 months, a student accomplishes any of the following:

Scores two standard deviations above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test;

- Performs at or above the 95th percentile on an approved basic or composite battery of a nationally normed achievement test; or
- Attains an approved score on one or more above grade-level standardized, nationally normed approved tests.

Specific Academic Ability

Districts identify students as gifted in specific academic ability if, within the previous 24 months, a student performs at or above the 95th percentile at the national level in a specific academic ability field on an approved individual or group standardized achievement test.

Creative Thinking Ability

Districts shall identify students as gifted in Creative Thinking Ability if, within the previous 24 months, a student does both of the following:

- Scores one standard deviation above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test; and
- Exhibits sufficient performance on either of the following:
 - An approved individual or group test of creative ability; or
 - A checklist of creative behaviors.

¹ [Ohio Revised Code 3324.03](#)

Visual or Performing Arts Ability

Districts identify students as gifted in Visual or Performing Arts Ability when a student does both of the following:

- Demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition; and Exhibits sufficient performance on an approved checklist of behaviors related to a specific arts area.

Once identified as gifted, a student retains that identification regardless of subsequent testing or classroom performance.

Approved Assessments

State law requires the Ohio Department of Education and Workforce to maintain lists of assessments approved for various purposes, including gifted identification and prescreening. When identifying students who are gifted, school districts must use approved assessments and, likewise, recognize qualifying scores from assessments approved for gifted identification.

Gifted Identification Plans

The school board of education for each school district adopts a plan for the identification of students who are gifted. Districts select approved assessments for inclusion in their district gifted identification plans. These plans also include other important information about gifted identification opportunities including, but not limited to scheduling procedures for gifted assessment.

Referrals and Whole-Grade Screenings

Screening for gifted identification occurs when districts evaluate students using an instrument approved for gifted identification. Typically, these screenings are the result of a referral for evaluation or whole-grade screening opportunity.

Districts must provide at least two opportunities per year for the evaluation of students referred for gifted identification. Parents, guardians, teachers or peers may refer district students in grades K-12 for gifted identification. Students may also refer themselves for evaluation. Districts must administer assessments approved for gifted identification to meet referral opportunities.

A whole-grade screening occurs when a district tests all students in a particular grade level for gifted identification. The *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15) requires districts to provide whole-grade screenings in specified areas of identification to all students once during the K-2 grade band and once again during the 3-6 grade band. Districts must use assessments approved for gifted identification to meet this requirement.

Considerations for Gifted Identification

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. Districts use the technical manual to determine cut-off scores based on state law, accommodations or modifications for special populations, and the specific psychometric qualities of the approved assessment that makes it appropriate for use with all students, including students with economic disadvantage, minority students, students with disabilities, or English learners. In addition, the technical manual will provide information about evaluator qualifications and how to administer the test.

Recognizing Qualifying Scores

Districts cannot establish additional criteria or requirements for gifted identification beyond what is described in Ohio law. This includes but is not limited to requiring a student to receive a qualifying score more than once on an approved assessment or not recognizing qualifying scores from an approved assessment.

Districts must recognize qualifying scores for gifted identification from approved assessments not listed on the district's identification plan. This includes approved assessments administered by the district for other purposes, such as those administered as part of evaluations for special education, college admissions, or other purposes. This also includes recognizing qualifying scores on approved assessments obtained outside of the district, such as through psychological evaluation with a private psychologist or in the case of transfer students.

Calculating Qualifying Scores

Calculating qualifying scores on intelligence or cognitive ability tests requires an understanding of the mean, standard deviation, and standard error of measurement of a test. Test publishers define the mean and standard deviation scores based on data collected during the validation of the instrument. Qualifying scores used for gifted identification must come from standardized, norm-referenced assessments. The standardization process requires publishers to derive scores according to a normal bell curve. For most approved assessments, the mean score, or average, is 100.

Scores are also defined in terms of their distance from the mean, or the standard deviation. Most approved assessments have a standard deviation of either 15 or 16. On a test with a mean of 100 and a standard deviation of 15, two standard deviations above would be a score of 130 and on a test with a standard deviation of 16, two standard deviations above would be a score of 132. This would be the starting point for calculating a qualifying score for superior cognitive ability. On a test with a mean of 100 and a standard deviation of 15, one standard deviation above would be 115, and on a test with a standard deviation of 16, one standard deviation above would be 116. This would be the starting point for calculating qualifying scores for the intelligence test component for creative thinking ability.

The next consideration in the calculation of a qualifying score on an intelligence test or cognitive ability test is the standard error of measurement. Calculating a "true" test score is difficult. Therefore, it is important to think of a score on any test as an *estimate* of ability. To increase confidence, the recommendation is that scores take into account the estimate of expected error called the standard

error of measurement. A large standard error of measurement indicates a less precise measurement, and a small standard error of measurement indicates a more accurate measurement. Many instruments will indicate a different standard error of measurement 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 determine the standard error of measurement to calculate a qualifying score, apply an additive rounding system. This means any number beyond a whole number will round up. For example, using this system, the number 4.2 rounds to the next higher whole number because the additional .2 indicates additional error beyond 4.0. The next whole number therefore is 5.0. This is the standard error of measurement that should be subtracted to determine the qualifying score for identification.

The chart below provides an example of how to calculate the qualifying score for gifted identification using an intelligence assessment.

	Mean	Standard Deviation	Standard Error of Measurement	
Assessment Information	100	15	3.2	Calculating the Qualifying Score
Superior Cognitive Ability	100	(two standard deviations) 30	(3.2 rounded up) 4.0	$100 + 30 = 130$ $130 - 4 = 126$ Qualifying Score: 126
Creative Thinking Ability	100	(one standard deviation) 15	(3.2 rounded up) 4.0	$100 + 15 = 115$ $115 - 4 = 111$ Qualifying Score: 111

While this guidance document includes calculated scores for gifted identification, it is the responsibility of the user to ensure qualifying scores are accurate. Errors in this document do not hold the user harmless.

Scores for Reassessment

Sometimes, a student may obtain a score in the reassessment range on an assessment approved for gifted identification. When this occurs, the district will evaluate the student again using an assessment approved for gifted identification. Reassessment scores for most approved assessments are determined by the school district, unless otherwise specified in this guidance document, and must be a minimum of one point below the qualifying score for identification. However, a district may choose to establish a score for reassessment that is several points below the qualifying score to broaden the pool of students evaluated for gifted identification. This helps to ensure the district is casting a wide net for gifted identification.

Equitable Testing Considerations

Districts must ensure equal access to screening and further assessment opportunities for all district students, including students with economic disadvantage, minority students, English learners, and students

with disabilities. It is important to remember that no single test instrument can appropriately assess all students and there is no “one-size-fits-all” approach to gifted identification. To ensure an equal opportunity for all students, districts should carefully consider the assessments selected for gifted identification.

A district does not have to use the same assessment for every student during a whole grade screening or referral opportunities. It is possible that certain types of assessments might be more appropriate for some students and not for others. This is especially critical when evaluating students from diverse populations, such as English learners and students with disabilities, among others. When selecting assessments for use, districts should consult with the assessment’s technical manual, school psychologists, assessment publishers and others with knowledge or expertise in assessment and the identification of students who are gifted. Tests should be selected and administered to best ensure that the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting a student's disability, English proficiency, or other factors.

For students with disabilities, districts must use allowable accommodations required by students’ individualized education programs (IEPs) and 504 plans. District personnel may need to review an assessment’s administration manual and consult with school psychologists, special education personnel and publishers of approved assessments related to the use of allowable accommodations. If a selected instrument does not allow the use of a required accommodation, the district should administer a comparable approved assessment that does allow for their use or that results in a score that accurately reflects a student’s ability or achievement and not the student’s disability.


For students whose primary language isn’t English, Ohio Administrative Code 3301-51-15 requires school districts to administer tests in a student’s primary language if English is a barrier to identification or upon request by a parent or guardian. Districts should consult with publishers of approved assessments to determine if their tests are available in other languages.

Related to using translators, schools should only administer assessments according to the guidelines for administration established by the publisher of the assessment. For example, some assessments may allow directions to be translated into other languages, including sign language. However, districts should take care not to invalidate standardized assessments by administering tests in ways that deviate from the instructions and guidance provided by the publisher of the assessment.

Use of Alternate Allowable Scores

Some approved assessments may include one or more groups of subtests that have been submitted by publishers for review by the Department. Approved groups of subtests listed in this document have been found to be technically sound and appropriate for use for gifted identification. These approved groups of subtests result in alternate allowable scores that may be called a composite, battery, index, or something else.

The purpose for using alternate allowable scores for gifted identification is to better determine an individual student’s strengths, and in some cases, eliminate individual subtests or groups of subtests that may otherwise mask a student’s ability or aptitude. Therefore, these alternate allowable scores may be particularly useful when evaluating students from diverse populations, including students with disabilities, English learners, and others.



While the Department approves instruments for use, it is a district's responsibility to appropriately use these instruments for gifted identification and in the manner recommended by the publisher. Districts should consult school psychologists, technical manuals, or other guidance and technical documentation provided by publishers on the appropriate use of these alternate allowable scores.

If a student is identified as gifted using an alternate allowable score, that student will retain their identification even if they transfer to another district that has not included the use of those alternate allowable scores in their gifted identification plan.

Tips for Selecting Assessments

- 1. Understand Your Students.** Know the areas of identification you wish to assess and make a list of the instruments that measure those constructs. Compare the demographic data of the norming sample to your district profile. Look for norming samples that align with your district population in terms of gender, economic status, race, and disability factors. Also, remember that “fairness” does not necessarily mean using the same test with every student. A test that may be an excellent screening tool for most students may be inappropriate for some.
- 2. Seek Expert Advice.** Consult with district school psychologists and other gifted coordinators. Investigate what other similar districts are using and determine if those tests are appropriate for your needs. Read critical reviews of tests from the Buros Institute, gifted education journals, and other non-biased sources. Seek advice from test publishers regarding questions about proper administration and scoring, but do not rely on marketing materials from publishers as your sole source of information for test selection.
- 3. Read Technical Manuals of Tests You Use.** Understand any special considerations for testing students with disabilities or for students with limited English proficiency. All accommodations on an individualized education program (IEP) or 504 plan must be followed during gifted screening and assessment, so it is critical to use assessments with protocols that allow the required accommodations to be provided. Determine if the test publishers recommend any specific considerations or recommendations for identifying students who are gifted.
- 4. Be Informed.** The purpose of the identification process is to give students an opportunity to demonstrate their potential. Understand the connection between identification and services. No one test is appropriate for all situations or with all students. A fair and accurate assessment and identification system is a key ingredient in a high-quality, comprehensive continuum of gifted education services.
- 5. Be Current.** Periodically review the district gifted identification plan. District needs and assessments are constantly evolving, so plan to update the district gifted identification plan and related resources every two to three years. Finally, include gifted identification in district professional development and communication efforts. Make sure that district staff are familiar with the district gifted identification plan and characteristics of students who are gifted, including students from diverse backgrounds. Also, help teachers, parents, and other stakeholders understand what test results say *and do not say* about students.

Approved Intelligence Assessments

Intelligence assessments, sometimes referred to as cognitive ability tests, are standardized tests designed to provide a measure of a student’s ability to think or reason. School districts in Ohio use intelligence assessments for the identification of Superior Cognitive Ability and as one of two components used to identify Creative Thinking Ability.

Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de habilidades cognitivas (Bateria IV COG)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 2-90	112	127	<ul style="list-style-type: none"> Spanish language assessment

Cognitive Abilities Test (CogAT), Form 7, VQN Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	111	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6
Group and Individual	Grade: 1	111	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 7
Group and Individual	Grade: 2	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 8
Group and Individual	Grade: 3	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 9
Group and Individual	Grades: 4-6	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Levels 10-12
Group and Individual	Grades: 7-12	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Levels 13/14-17/18

Cognitive Abilities Test (CogAT), Form 7, QN Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				manual and publisher guidance
Group and Individual	Grade: 1	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 7 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 2-4	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Levels 8-10 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 5	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 11 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 6	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 12 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 7-12	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Levels 13/14-17/18 Use when appropriate as specified in the technical manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 7, VN Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	110	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				manual and publisher guidance
Group and Individual	Grade: 1	111	125	<ul style="list-style-type: none"> Qualifying scores are for test Level 7 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 2	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 8 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 3	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 9 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 4-6	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Levels 10-12 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 7-10	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Levels 13/14-15/16 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 11-12	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 17/18 Use when appropriate as specified in the technical manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 7, VQ Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	110	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 1	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 7 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 2-8	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Levels 8-13/14 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 9-10	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 15/16 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 11-12	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 17/18 Use when appropriate as specified in the technical manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 7, Nonverbal Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	109	127	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				manual and publisher guidance
Group and Individual	Grade: 1	109	125	<ul style="list-style-type: none"> • Nonverbal assessment • Qualifying scores are for test Level 7 • Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 2	111	126	<ul style="list-style-type: none"> • Nonverbal assessment • Qualifying scores are for test Level 8 • Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 3	110	125	<ul style="list-style-type: none"> • Nonverbal assessment • Qualifying scores are for test Level 9 • Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 4-6	110	126	<ul style="list-style-type: none"> • Nonverbal assessment • Qualifying scores are for test Levels 10-12 • Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 7-12	110	125	<ul style="list-style-type: none"> • Nonverbal assessment • Qualifying scores are for test Levels 13/14-17/18 • Use when appropriate as specified in the technical manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 8, VQN Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6
Group and Individual	Grade: 1	110	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 7
Group and Individual	Grade: 2	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 8
Group and Individual	Grade: 3	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 9
Group and Individual	Grade: 4	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 10
Group and Individual	Grade: 5	112	129	<ul style="list-style-type: none"> Qualifying scores are for test Level 11
Group and Individual	Grade: 6	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 12
Group and Individual	Grades: 7-8	112	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 13/14
Group and Individual	Grades: 9-10	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 15/16
Group and Individual	Grades: 11-12	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 17/18

Cognitive Abilities Test (CogAT), Form 8, QN Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (Intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	110	122	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 1	110	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 7 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 2	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 8

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (Intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				<ul style="list-style-type: none"> Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 3	111	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 9 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 4	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 10 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 5	112	129	<ul style="list-style-type: none"> Qualifying scores are for test Level 11 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 6	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 12 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 7-8	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 13/14 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 9-10	111	129	<ul style="list-style-type: none"> Qualifying scores are for test Level 15/16 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 11-12	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 17/18 Use when appropriate as specified in the technical

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (Intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 8, VN Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	110	129	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 1	110	124	<ul style="list-style-type: none"> Qualifying scores are for test Level 7 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 2	110	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 8 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 3	111	125	<ul style="list-style-type: none"> Qualifying scores are for test Level 9 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 4	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 10 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 5	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 11 Use when appropriate as specified in the technical

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				manual and publisher guidance
Group and Individual	Grades: 6-8	111	125	<ul style="list-style-type: none"> Qualifying scores are for test Levels 12-13/14 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 9-10	111	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 15/16 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 11-12	111	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 17/18 Use when appropriate as specified in the technical manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 8, VQ Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	110	122	<ul style="list-style-type: none"> Qualifying scores are for test Level 5/6 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grade: 1	110	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 7 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 2-5	111	128	<ul style="list-style-type: none"> Qualifying scores are for test Levels 8-11 Use when appropriate as specified in the technical

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				manual and publisher guidance
Group and Individual	Grade: 6	112	128	<ul style="list-style-type: none"> Qualifying scores are for test Level 12 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 7-8	112	126	<ul style="list-style-type: none"> Qualifying scores are for test Level 13/14 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 9-10	112	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 15/16 Use when appropriate as specified in the technical manual and publisher guidance
Group and Individual	Grades: 11-12	111	127	<ul style="list-style-type: none"> Qualifying scores are for test Level 17/18 Use when appropriate as specified in the technical manual and publisher guidance

Cognitive Abilities Test (CogAT), Form 8, Nonverbal Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grade: K	108	127	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Levels 5/6
Group and Individual	Grade: 1	108	124	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Level 7
Group and Individual	Grades: 2-3	109	124	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Levels 8-9
Group and Individual	Grades: 4-5	110	125	<ul style="list-style-type: none"> Nonverbal assessment

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
				<ul style="list-style-type: none"> Qualifying scores are for test Levels 10-11
Group and Individual	Grade: 6	110	124	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Level 12
Group and Individual	Grades: 7-8	110	125	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Level 13/14
Group and Individual	Grades: 9-12	109	126	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for test Levels 15/16-17/18

Differential Abilities Scales, 2nd Ed., Normative Update (DAS-II NU), School-Age

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 5.0-17.11	112	127	

Differential Abilities Scales, 2nd Ed., Normative Update (DAS-II NU), School-Age - Special Nonverbal Composite (SNC)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 5.0-17.11	112	127	<ul style="list-style-type: none"> Nonverbal assessment

InView Cognitive Abilities Assessment

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: 2-12	112	128	

Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels A-D

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: K-4 Ages: 4-11	110	126	<ul style="list-style-type: none"> Nonverbal assessment

Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3), Levels E-G

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: 5-7 Ages: 9.6-17.11	109	125	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for Levels E-F
Group and Individual	Grades: 8-10 Ages: 9.6-17.11	110	126	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for Levels F-G
Group and Individual	Grades: 11-12 Ages: 9.6-17.11	111	127	<ul style="list-style-type: none"> Nonverbal assessment Qualifying scores are for Level G

Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Group and Individual	Grades: K-12 Ages: 4.0-16.11	109	124	<ul style="list-style-type: none"> Nonverbal assessment
Group and Individual	Grades: K-12 Ages: 17.0-20.11	110	125	<ul style="list-style-type: none"> Nonverbal assessment

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Full-Scale IQ (FSIQ)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	112	127	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), General Ability Index (GAI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing (2015)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Nonverbal Index (NVI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #2 Testing Children Who are Deaf or Hard of Hearing (2015)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Verbal Expanded Crystallized Index (VECI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1, Expanded Index Scores (2015)

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Expanded Fluid Reasoning Index (EFI)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 6.0-16.11	111	126	<ul style="list-style-type: none"> Use when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1, Expanded Index Scores (2015)

Woodcock-Johnson IV (WJIV) Tests of Early Cognitive and Academic Development (ECAD)

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-2 Ages: 2.0-7.11	112	127	

Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 2.0-90	112	127	

Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities, Gf-Gc Composite

Administration	Grade Levels	Qualifying Score for Creative Thinking Ability (intelligence test component)	Qualifying Score for Superior Cognitive Ability	Additional Information
Individual Only	Grades: K-12 Ages: 2.0-90	112	127	<ul style="list-style-type: none"> • Use when appropriate as specified in the technical manual and publisher guidance

Approved Achievement Assessments

Achievement assessments are tests designed to measure a student’s acquired knowledge in specific academic fields. School districts in Ohio use these tests to identify Specific Academic Ability in math, reading and/or writing, science and social studies. Some achievement tests also are approved for identification of Superior Cognitive Ability.

Bateria IV Woodcock-Munoz (Bateria IV) Pruebas de Aprovechamiento (Bateria IV APROV)

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12 Ages: 2.0-90	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Spanish language assessment Use Lectura Amplia (Broad Reading), Lenguaje Escrito Amplio (Broad Written Language), and Matematicas Amplias (Broad Math)

Exact Path

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 3-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

Fast Bridge

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math only

i-Ready Diagnostic

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 2-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

MAP Growth 2-5

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 2-5	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

MAP Growth 6+

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 6-10	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> Math and reading only

Stanford Achievement Test, Tenth Edition (SAT 10), Basic Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Levels: SESAT 1 – TASK 3

Stanford Achievement Test, Tenth Edition (SAT 10), Complete Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: K-3	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Levels: SESAT 1 – Primary 2
Group and Individual	Grades: 3-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math, reading, science and social studies • Levels: Primary 3 – TASK 3
Group and Individual	Grades: 3-12	Superior Cognitive Ability	95 th Percentile	<ul style="list-style-type: none"> • Use complete battery for Superior Cognitive Ability • Levels: Primary 3 – TASK 3

Star Reading

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 3-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Full Star Reading test only

Terra Nova Achievement Tests, College and Career Ready

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 3-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Form 1: Math and reading only • Form 2: Math, reading, science and social studies only

TerraNova, 3rd Edition, Complete Battery

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math, reading, science and social studies

TerraNova, 3rd Edition, Multiple Assessments

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math, reading, science and social studies

The ACT

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 11-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Use scores for English, math, reading, science and writing • Use national percentiles on the score report, not the comparison chart

The Iowa Assessments, Core Battery: Forms E and F

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading

The Iowa Assessments, Complete Battery: Forms E and F

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Level 5/6 • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Levels 7-18 • Math, reading, science and social studies • Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies
Group and Individual	Grades: 1-12	Superior Cognitive Ability	95 th Percentile	<ul style="list-style-type: none"> • Levels 7-18 • Use Complete Composite Total Score

The Iowa Assessments, Core Battery: Form G

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Math and reading only • Use Total Math (with or without math computation), Total ELA or Total Reading

The Iowa Assessments, Complete Battery: Form G

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Group and Individual	Grade: K	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Level 5/6 • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading
Group and Individual	Grades: 1-8	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Levels 7-14 • Math, reading, science and social studies • Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies
Group and Individual	Grades: 1-8	Superior Cognitive Ability	95 th Percentile	<ul style="list-style-type: none"> • Use Complete Composite Total Score

Woodcock-Johnson IV (WJ IV) Tests of Achievement

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12 Ages: 2.0-90.11	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Use scores for Broad Reading, Broad Writing and Broad Math

Woodcock-Munoz Language Survey III (WMLS III)

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12 Ages: 3.0-22.11	Specific Academic Ability	95 th Percentile	<ul style="list-style-type: none"> • Use score for Broad Reading and Broad Writing from either the English or Spanish forms

Approved Creative Thinking Ability Assessments

Creative thinking ability assessments are tests that measure a student’s ability to think creatively (for example, divergent thinking). These assessments may be used as one component of the identification process for Creative Thinking Ability. Alternatively, districts may choose to use checklists of creative behaviors instead of tests of creative thinking ability. Along with qualifying scores on intelligence tests, school districts use qualifying scores on tests of creative thinking ability or checklists of creative behaviors to identify students who are gifted in Creative Thinking Ability.

Torrance Test of Creative Ability – Figural Forms A and B

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: K-12	Creative Thinking Ability (test of creative ability component)	95 th Percentile	<ul style="list-style-type: none"> • Use the Creativity Index

Torrance Test of Creative Ability – Verbal Forms A and B

Administration	Grade Levels	Area of Identification	Qualifying Score	Additional Information
Individual Only	Grades: 1-12	Creative Thinking Ability (test of creative ability component)	95 th Percentile	<ul style="list-style-type: none"> • Use the Creativity Index

Approved Checklists of Creative or Artistic Behaviors

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. It is important that these individuals have had sufficient time and opportunity to observe the extent with which a student displays a given set of behavioral characteristics.

For Creative Thinking Ability, districts may use checklists of creative behaviors as one component of the identification process. Alternatively, districts may choose to use creative thinking tests instead of checklists of creative behaviors. In addition to qualifying scores on intelligence tests, school districts in Ohio use qualifying scores on checklists of creative behaviors or tests of creative thinking ability to identify Creative Thinking Ability.

For Visual or Performing Arts Ability, qualifying scores on checklists of artistic behaviors are used as one component of the identification process. In addition, districts must use qualifying scores on approved performance evaluation tools to identify Visual or Performing Arts Ability.

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12 Ages: 5.0-18.11	90-110	111	<ul style="list-style-type: none"> • Use standard scores • Use Creativity checklist component for Creative Thinking Ability • Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts.

Gifted Rating Scales, 2nd Edition (GRS-2)

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12 Ages: 4.0-18.11	60-65	66	<ul style="list-style-type: none"> • Use T scores • Use Teacher-Preschool/Kindergarten (Teacher-P) and Teacher-School (Teacher-S) Form • Use for behavioral checklist component for Creative Thinking Ability and Visual or Performing Arts Ability identification in dance, drama, music,

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
				and visual arts the Creativity Index

Ohio Checklist of Artistic Behavior – Dance

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12 Ages: 14.0- 18.11	29-31	32	<ul style="list-style-type: none"> • Use raw scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only

Approved Performance Evaluation Tools

Performance evaluation tools are instruments such as rubrics or other tools that allow trained individuals to determine if a student demonstrates through a display of work, audition, or other performance or exhibition, superior ability in a visual or performing arts field. Qualifying scores on these instruments, along with qualifying scores on checklists of artistic behaviors, are used to identify Visual or Performing Arts Ability.

Ohio Visual and Performing Arts Performance Evaluation Rubric: Dance

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	20-25 points	26 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Ohio Visual and Performing Arts Performance Evaluation Rubric: Drama

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	16-19 points	20 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Ohio Visual and Performing Arts Performance Evaluation Rubric: Music

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	14-17 points	18 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification

Ohio Visual and Performing Arts Performance Evaluation Rubric: Visual Arts

Administration	Grade Levels	Qualifying Score for Reassessment	Qualifying Score for Identification	Additional Information
Individual Only	Grades: K-12	16-20 points	21 points	<ul style="list-style-type: none"> Use for performance evaluation tool component for Visual or Performing Arts Ability identification.

Assessments Approved for Prescreening Only

Districts may use the following instruments for prescreening ONLY. Districts may use instruments approved for prescreening to select students who potentially are gifted for further assessment with instruments approved for identification. Instruments approved for prescreening only are NOT approved for the identification of students who are gifted and are NOT approved for use in meeting whole-grade screening requirements or referral opportunity requirements described in the *Operating Standards for Identifying and Serving Students Who are Gifted* (Ohio Administrative Code 3301-51-15).

These assessments typically require less time to administer and contain fewer items than assessments approved for gifted identification. However, these assessments still are technically sound and can provide a general indication of how a student might perform on more robust measures. While not required, districts may choose to use assessments approved for prescreening to determine a pool of students for further testing with assessments approved for gifted identification. Some districts may also choose to use these assessments in grade levels without whole-grade screenings to expand opportunities for gifted identification to students beyond referrals. This also allows the district to provide continued entry points into any gifted education services offered by the district, which is particularly important for certain populations of students, such as English learners, who might need additional time and opportunities to develop the academic skills or vocabulary often needed for traditional identification instruments.

Cognitive Abilities Test (CogAT), Form 7 and 8, Quantitative Composite

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-12	Superior Cognitive Ability Creative Thinking Ability Specific Academic Ability	Intelligence Test	

Cognitive Abilities Test (CogAT), Forms 7 and 8, Verbal Composite

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-12	Superior Cognitive Ability Creative Thinking Ability Specific Academic Ability	Intelligence Test	

Fast Bridge

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: K-12	Specific Academic Ability	Achievement Test	• Reading only

i-Ready Diagnostic

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-1	Specific Academic Ability	Achievement Test	• Math and reading only

Pre-ACT

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grade: 10	Specific Academic Ability	Achievement Test	• Math, reading/writing and science only

Pre-ACT 8/9

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 8-9	Specific Academic Ability	Achievement Test	• Math, reading/writing and science only

Pre-ACT Secure

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 9-11	Specific Academic Ability	Achievement Test	• Math, reading/writing and science only

Raven's 2 Progressive Matrices 2, Clinical Edition (Raven's 2), Digital Short Form

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-12	Superior Cognitive Ability Creative Thinking Ability	Intelligence Test	• Nonverbal assessment

Stanford Achievement Test Series, Tenth Edition (SAT 10), Abbreviated Battery

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability Superior Cognitive Ability	Achievement Test	• Math, reading, science and social studies • Levels: Primary 1-TASK 3

Star Early Literacy

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: K-3	Specific Academic Ability	Achievement Test	• Reading only

Star Reading

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-2	Specific Academic Ability	Achievement Test	• Reading only

Star Math

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-12	Specific Academic Ability	Achievement Test	• Math only

The Iowa Assessments, Survey Battery

Administration	Grade Levels	Area of Identification	Assessment Type	Additional Information
Group and Individual	Grades: 1-8	Specific Academic Ability	Achievement Test	• Math and reading

Frequently Asked Questions

- 1. Can districts use a follow-up administration of an approved assessment designed for multiple administrations (for example, MAP Growth) to retest students who score within the reassessment range established by the district?** With most tests, it often is not appropriate to use the same test within a short time frame for reassessment because increased familiarity with test items may result in invalid scores. However, some assessments are designed for multiple administrations during the same school year and include a large test item bank to reduce student familiarity with specific items. Therefore, districts may use tests such as these as follow-up testing opportunities for students who fall within the district's established score range for reassessment. Similarly, some assessments also have alternate or parallel forms that are designed for reassessment purposes. It is important to remember, however, that no single test instrument can appropriately assess all students, therefore a district may consider offering a different assessment for retesting. To ensure a fair opportunity for all students, a district should carefully consider the assessment offered for any reassessment opportunity.
- 2. Are there specific guidelines for identifying retained students?** Since guidance can vary for any given test, the Department recommends districts reach out to publishers of tests for guidance on appropriately identifying retained students using their assessments.
- 3. Must districts use assessments approved for gifted identification when evaluating a student for acceleration or early entrance to kindergarten?** No. Districts are not required to use assessments approved for gifted identification when evaluating students referred for acceleration. Gifted identification is not required for academic acceleration.
- 4. Are districts allowed to use older norms if more recent ones are available?** Per Ethical Testing Practices, districts should use the most recent norms available for an assessment.
- 5. Should districts use grade or age norms?** Age norms generally are more appropriate for ability measurement and grade norms generally are 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.
- 6. Can districts use language arts scores for identification of writing?** For identification of writing ability, language arts scores must include actual writing. It is important to note that some language arts assessment batteries are more grammar-based and do not include any actual writing and, therefore, cannot be used to determine gifted ability in writing.