



Gifted Identification Letter FAQ

(Frequently Asked Questions)

- **Why did I receive the enclosed letter?**

You received this letter because your student recently qualified by guidelines set by the state of Ohio, in one or more areas to be identified as gifted.

- **What does it mean to be 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) are required to identify students in grades K-12 for gifted identification in the following areas:

- Superior cognitive ability;
- Specific academic ability: mathematics, reading/writing, science, and social studies;
- Creative thinking ability; and
- Visual or performing arts ability: dance, drama, music, and visual arts.

- **What area(s) is my student identified as gifted?**

In reading the enclosed letter, each area of gifted identification is listed with a “yes” or “no” preceding the area description. The “yes” area(s) are the area(s) in which your student is identified as gifted.

- **My student had previously been identified as gifted in at least one area. Why did I receive another letter?**

Receiving another letter means there is a new area of gifted identification for your student. The letter will show all areas in which your student has ever been identified and includes the new area(s). Once identified, always considered identified in that area.

- **What test(s) did my student take for this identification?**

It depends on the time of year and your student’s grade level.

Specific Academic Ability (Math and Reading Identifications):

Three times a year students in grades K-10 take the NWEA MAP assessment. Students in grades 2-10 who take either the MAP Growth 2-5 or MAP Growth 6+ assessment, and achieve a score in the 95th percentile or above in math and or reading are identified as gifted.

Assessments takes place:

Late August/Early September, early to mid-December, and early to mid-March

Superior Cognitive Ability

Student in grades 2 and 5 take the Cognitive Abilities Test. Those scoring at 128 are identified with superior cognitive ability. Those scoring from 125-127 will have permission letters sent home requesting further testing.

Assessment takes place: Mid-October

Creative Thinking Ability

Students in grades 2 and 5 who scored at 112 or above on the CogAT will be screened for creative thinking ability. Teachers complete the creative thinking assessment, students do not have an additional assessment.

Assessment takes place: January-March

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- **Now that my student is identified as gifted, what happens at school?**

Grade 2: At this time, we do not formally offer service to grade 2 students. Teachers are supported by the district Gifted Intervention Instructional Specialist to help them differentiate and meet student needs.

Grades 3, 4, and 5: Students with identification(s) in superior cognitive ability, math or reading are clustered in one or two classes, depending on the size of the school.

Those who are newly identified during the school year in math or reading, and whom were not previously clustered are not moved out of their current class. However, all students receive differentiated instruction in math and reading. All Math and ELA Teachers in grades 3, 4, and 5 receive High Quality Professional Development in working with gifted students. Teachers and students are additionally supported by the district Gifted Intervention Instructional Specialist.

Students receiving service in grades 3, 4 & 5 receive a Written Education Plan (WEP).

Grades 6, 7, 8: Students identified with superior cognitive ability are clustered in ELA with a licensed gifted intervention specialist.

Students receiving service in grades 6, 7 & 8 receive a Written Education Plan (WEP).

High School: At this time, we do not formally offer service to high school students. Cuyahoga Falls High School offers numerous Advanced Placement (AP), Honors and College Credit Plus (CCP) classes to readily meet the needs of gifted students.

- **What is a Written Education Plan (WEP)?**

All school districts in Ohio reporting services to gifted students must have on file a copy of a Written Education Plan (WEP) for each student served. Ohio Administrative Code 3301-51-15 outlines the specific points that must be included on the WEP. WEPs include goals in a student's identified areas to further help challenge and grow their learning.

Identified students who receive services will receive their WEP within the first semester each school year. Students who are identified but not receiving service will not receive a WEP.

- **What should I do with the WEP?**

Two copies of the WEP will be sent home. Please read the WEP, sign both copies, keep one for your records and send one back to school. If you have questions about the WEP you can ask your student's teacher or contact Mrs. Julie Leeson, the district Gifted Intervention Instructional Specialist at cf_leesonj@cfalls.org or 330.926.3800 x502031, or Dr. Rachael Seifert, Curriculum Director K-5/Gifted Coordinator at cf_seifertr@cfalls.org or 330.926.3800 x502043.

- **How can I learn more about parenting a gifted child?**

There are plenty of wonderful resources readily available. Our district website has information and links: <https://www.cfalls.org/> click on Departments, then Gifted and Talented. Some other sites are:

<http://www.nagc.org/resources-publications/resources-parents>

<http://www.oagc.com/parents.asp>

<https://www.hoagiesgifted.org/parents.htm>

Additionally, please feel free to contact Mrs. Julie Leeson, the district Gifted Intervention Instructional Specialist or Dr. Rachael Seifert Curriculum Director K-5/Gifted Coordinator as listed above.