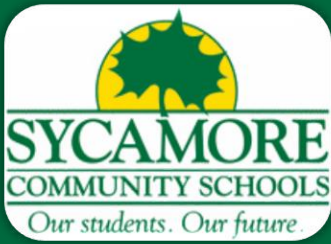
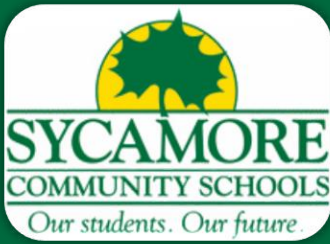


# Sycamore Community Schools Gifted Information

Sycamore Community Schools



Introduction .....	3
State Requirements for the Identification of Gifted Students .....	4,5
Gifted Screening and Assessment Procedures .....	5
Screening and Assessment Instruments Used.....	6
Gifted Screening & Assessment Procedures.....	7,8
Gifted Testing Opportunities .....	9,10,11
Family Notification of Assessment Results .....	12
Continuum and Delivery of Services for Sycamore Gifted Students .....	13-21
Characteristics & Traits of Giftedness.....	22
List of Characteristics of Gifted Learners.....	23
Characteristics of Various Areas of Giftedness.....	24
The Differences Between the Bright & Gifted Learner.....	25
WEB Resources .....	26



# Introduction

## Introduction

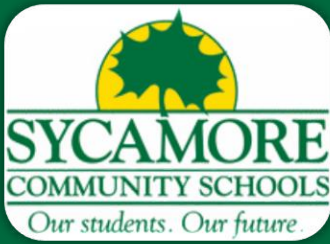
Sycamore Community Schools' mission and vision is to create a culture of academic excellence through inclusive and innovative learning opportunities for the whole child. To empower all learners to reach their full potential in a globally competitive world. Sycamore values academic excellence, diversity and inclusion, community, character, and collaboration. To meet these principles Sycamore has developed a continuum of supports and service for gifted identified students. With nearly 47% of students at Sycamore Community Schools identified as gifted, this continuum of gifted supports and services are available to provide rich opportunities for all students who are gifted while cultivating students' strengths and talents to transform students' with potential and promise.

Sycamore Community Schools understands that all students have a special contribution to make to society and deserve equal access to educational opportunities. Gifted students are different from their chronological peers because of advanced and unique cognitive and psychosocial development. The district is committed to meeting the appropriate educational needs of its students by offering a broad spectrum of specific opportunities to meet the needs of students with exceptional abilities.

To meet the needs of gifted learners, Sycamore teachers know the unique needs and developmental characteristics of gifted learners, understand the differences between high achieving and gifted learners, and are knowledgeable about the continuum of services the district provides for gifted learners, are informed about the State requirements for the identification of gifted learners, are versed in the resources and personnel available in the District for support and guidance in educating and meeting the academic and social and emotional needs of the gifted learner. This handbook will provide relevant information on all things gifted at Sycamore.

For additional clarification or for further information regarding any of the topics addressed in this text, please contact the Supervisor of Gifted Programming.

Jamie Jackson at [jacksonja@sycamoreschools.org](mailto:jacksonja@sycamoreschools.org)



## State Requirements for Identification of Gifted Students

### State Requirements for Identification of Gifted Students

Refer to the Ohio Revised Code for information on gifted students <https://codes.ohio.gov/ohio-revised-code/chapter-3324>

#### Ohio Department of Education

The state of Ohio defines a gifted student 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.” In Ohio, a student may be assessed in grades K-12 for **gifted identification** in the following areas:

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

The state’s criteria for identification as gifted in Superior Cognitive Ability and in Specific Academic Ability is included in this section. Qualifying scores for the CogAT (Cognitive Abilities Test) to identify a gifted learner as displaying superior cognitive ability and qualifying scores for the MAP (Measures of Academic Progress) are most commonly used in Sycamore to identify a gifted learner as displaying superior cognitive ability and/or specific academic ability in mathematics or reading.

State gifted identification **does not require** a learner’s placement in a gifted resource or pull-out program but does require all State identified gifted learners to be reported to the Ohio Department of Education in an annual child count report. The law also requires that schools notify parents when their children have met the State criteria for gifted identification.

#### Superior Cognitive Ability

Ohio Revised Code - A child is identified as exhibiting ‘superior cognitive ability’ if the child has accomplished either of the following within the preceding 24 months. Districts shall identify students as gifted in the area of superior cognitive ability when a student accomplishes any of the following:

- Score 2 standard deviations (SD) above the mean minus the standard error of measurement (SEM) on an intelligence test,
- Perform at or above the 95th percentile on a composite battery of a nationally normed achievement test,
- Attain an approved score on an above grade-level standardized, nationally normed test.



## State Requirements for Identification of Gifted Students cont.

### Specific Academic Ability:

*Ohio Revised Code* - A child is identified as exhibiting 'specific academic ability' superior to that of children of similar age in a specific academic field if, within the preceding 24 months, the child:

- Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field.
- Students may be identified as gifted in more than one specific academic ability field

### Approved Assessments for Identification

State law requires the [Ohio Department of Education](#) 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.

### The "24 Month" Rule

The [state identification criteria](#) require that students be identified if they receive qualifying scores within the preceding 24 months. If students' test scores drop in the school year after identification, the student maintains the gifted identification attained. Qualifying in the state of Ohio for gifted identification does not automatically qualify a student to participate in programming in the Sycamore Community Schools.

***Once a gifted learner is identified gifted they will always be identified as gifted!***



# Screening & Assessment Instruments

## Screening & Assessment Instruments

Please refer to the [Ohio Department of Education](#) website for a full list of approved assessments for gifted identification.

### **Sycamore's Commonly Used Assessments for Identification**

#### **Superior Cognitive Ability**

CogAT 7/8 - Cognitive Abilities Assessment, Form 7 or 8

- Assesses superior cognitive ability
- Minimum ability score to meet identification criteria is 128 SAS (Standard Age Score)

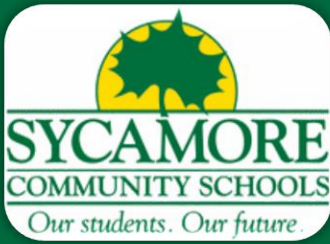
#### **Specific Academic Ability**

MAP - Measures of Academic Progress (2-5, 6+)

- Assesses specific academic ability in reading and mathematics
- Minimum score of 95th percentile rank to meet identification criteria on either one or both academic fields
- Note - MAP assessments in kindergarten and first grade are not on the approved list of assessments for identification.

#### **Alternative Assessments**

- Scores obtained through individual testing performed by licensed psychologists, as long as the scores are from a state-approved test.
- Minimum scores vary depending on the [ODE Approved Assessments](#) minimum score requirement.
- Assessment scores less than 24 months old are considered valid.

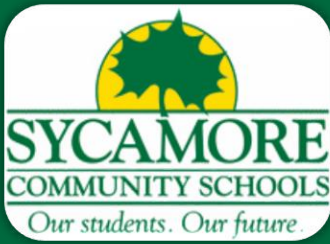


## Gifted Screening & Assessment Procedures

### Gifted Screening and Assessment Procedures

Sycamore Community Schools ensures that all learners are provided equal opportunity to be screened for potential giftedness. The district employs the following procedures:

- In each area of gifted identification, the district uses qualified employees when screening learners. These employees are trained in the use of the assessment(s) and have access to personnel licensed in gifted.
- The District is aware of the unique assessment needs of diverse learners. Every effort is made to administer the most appropriate assessment to every student; this includes individual tests, tests with non-verbal components, tests in the learner's native language when available, additional follow-up assessments, as well as tests valid for special populations. District personnel consult the instrument's technical manual for assurance of use with diverse populations.
- A list of the assessments used within the district is found on the following page. The complete list of approved instruments can be found on the Ohio Department of Education website.
- The district provides parents with written notification of any assessment results as soon as possible but within 30 days of the **receipt of the district results**. Additionally, District personnel providing regular classroom instruction and/or services to identified learners are notified of the learners' areas of giftedness.
- Parents may appeal in writing the assessment results, the scheduling of their learner for assessment, or the placement of their student in any service. Those appeals must be received within 30 days of the district's notification of results. Appeals are sent to the Supervisor of gifted Programming. The district will work with the parents to resolve those appeals; however, District timelines for screening as well as criteria for service will be followed.
- The district reviews the cumulative records of all students transferring into the district. Those learners meeting the criteria for gifted identification and/or service are notified. Additionally, parents of transfer students may request gifted testing, and the student will be assessed during the next testing round or within 90 days of that referral.
- Upon submission, the district accepts scores from approved instruments provided by other school districts or trained personnel outside the school district; this includes but is not limited to private schools, talent search organizations, and testing facilities. Assessment scores obtained outside of a school district must be enclosed within professional reports and/or certified by evaluators in writing. Assessment scores less than 24 months old are considered valid for identification purposes. Assessments less than twelve months will be reviewed for service requirements.



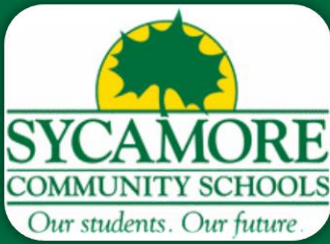
## Gifted Screening & Assessment Procedures cont.

- Any student who has an individualized education plan (IEP) or a 504 Plan will have testing accommodations detailed in his/her plan. Students for whom English is a Second Language (ESL) and is considered an English Learner (EL) will have testing accommodations detailed in his/her plan.
- Eligibility Requirements for identification and services

In Sycamore Community Schools, students are tested regularly throughout the school year and their scores may fluctuate. In certain situations, a student's score may "drop" below the eligibility criteria for gifted identification and services.

- In the event that a student's test score drops below the eligibility criteria for gifted identification, acceleration, and/or services the following will occur:
- In the state of Ohio, once a student has been identified as gifted they are always considered gifted regardless of future test scores.
- Sycamore Community Schools has no desire to remove students from the enrichment program for cognitively gifted students and will not remove them from gifted services due to a drop in test scores.
- Sycamore Community Schools has no desire to remove accelerated students and will not remove them from whole grade or single-subject acceleration due to a drop in test scores.
- It is possible that a student may be withdrawn from an accelerated placement and/or enrichment program if the gifted service is having a negative impact on the student. In this situation, the school team, along with the parents, would meet to discuss the best options for the student to determine if he/she should remain in the enrichment program and/or accelerated program.





## Gifted Testing Opportunities at Sycamore

# Gifted Testing Opportunities at Sycamore

According to Gifted Operating Standards, Sycamore Community Schools provides at least two opportunities per year for gifted identification testing when K-12 students request assessment or when parents, teachers, or other students recommend them for testing.

Sycamore provides whole-grade screenings in the areas of superior cognitive ability, specific academic ability reading/writing, and specific academic ability mathematics.

### **Cognitive Ability Testing**

The CogAT is an computerized administered assessment.

CogAT measures students' learned reasoning abilities in the three cognitive domains most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal reasoning.

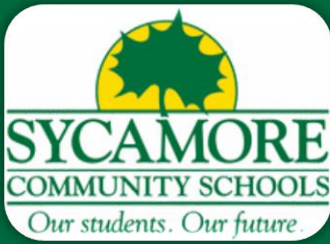
CogAT consists of the following three batteries:

- The Verbal Battery assesses students' abilities to use search, retrieval, and comparison processes that are essential for verbal reasoning.
- The Quantitative Battery assesses students' abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.
- The Nonverbal Battery assesses students' abilities to reason with somewhat more novel questions that use spatial and figural content.

***CogAT Whole Grade Level Testing:*** Sycamore Community Schools assess every student in 2nd and 4th and 6th grades in the areas of Superior Cognitive Ability in the winter.

***New to the District Testing:*** For new to district families an optional fall opportunity is available. New to district testing information will come from the district office. The Supervisor of Gifted Programming will notify new families through email with a registration link to a Google Form. Testing will be conducted during the regular school day. Students will be pulled from their general education classroom, and will not follow their typical schedule during testing time.

***CogAT Optional Testing for Elementary Students (K - 4):*** In the winter optional testing is available for grades K, 1,3, 5, 7, and 8. In the spring optional testing is available for grades K - 8. An optional sign up form will be placed in the building communication prior to each testing window that includes testing location, registration



## Gifted Testing Opportunities at Sycamore cont.

deadline, registration requirements, building testing times, and a registration link to a Google Form to sign your child up. Optional testing for grades K, 1, 3 are administered before the school day begins. The testing takes place for three consecutive days. Families drop the student off at the elementary building designated time. After the students complete the testing they report to their classroom for the school day. On testing days students must attend all three days and families are responsible for transportation.

***CogAT Optional Testing for Intermediate and Junior High:*** For grades 5 -8 testing details are provided by the Greene School and Sycamore Junior High. Testing will be conducted during the regular school day.

### ***CogAT & the ELL Student***

Students for whom English is a Second Language (ESL) and is considered an English Language Learner (ELL) will have testing accommodations that include: K - 2 students will be exempt from the sentence completion subtest that is part of the verbal battery. 3rd - 5th grade students will be exempt from the verbal battery test. They will complete the quantitative and nonverbal portions. Directions to the assessment may be provided in their native language if it is available.

In order to have appropriate staffing and test materials, we must adhere to the registration deadline. **We will not be able to accept late registrations for any reason.**

### **Specific Academic Ability Testing**

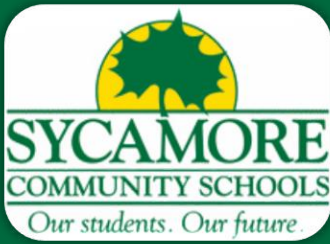
MAP is an achievement assessment. MAP Growth is a nationally normed, standardized achievement test which measures what students know and informs what they're ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student.

All students in grades 2 - 8 undergo testing for specific academic math ability and specific academic reading ability using the Measures of Academic Progress (MAP).

Students in grades 2 - 8 are administered the assessment in the general education classroom in the fall, winter, and spring.

Once testing is complete, including makeup testing, the district will desegregate the data and identify newly gifted qualified students. A family notification will be sent via email to provide the families with the areas of identification, possible services, and when the services will begin.

After the initial screening, a few outcomes are possible:



## Gifted Testing Opportunities at Sycamore cont.

- A student obtains a score that meets Ohio's eligibility criteria for being gifted.
- A student's score may be close to the eligibility criteria and would be a good candidate to sign up for the next optional round of gifted testing for possible gifted identification.
- A student's score may be distant from the gifted identification criteria, which would not prompt the district to suggest further optional testing. However, a family has the right to request that any student be re-tested, no matter what scores were indicated on the testing. The family would need to sign up for the optional testing window in the winter or spring.
- Optional testing opportunities are communicated through building newsletters, and parents may contact the school counselor or principal to request further evaluation of their child.

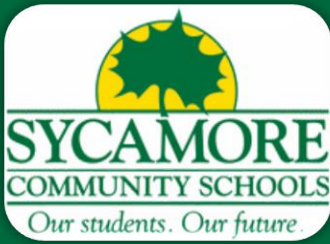


## Family Notification of Assessment Results

### Family Notification of Assessment Results

The district provides parents with written notification of any assessment results as soon as possible but within 30 days of the **receipt of the district results**, meaning all students have completed the assessment, including make up test. The results are desegregated by the supervisor of gifted programming and the district data person for identification of new qualifiers for reading or math.

Parents will receive identification and explanation of services information after winter and spring administration of ability and achievement testing are compared to the criteria for gifted identification and services. New to district families will receive a parent notification in the fall as well. Results will come from the district office Supervisor of Gifted Programming in the form of an email. Email addresses come from the email address parents provide in [Final Forms](#). Please update Final Forms if necessary. New qualifiers will receive services the following school year in most instances.



## Continuum and Delivery of *Services* for Gifted Students

### Continuum and Delivery of *Services* for Gifted Students

Ohio law requires school districts to identify gifted students, but it does not require that service be provided. The Sycamore Community School District gifted service model provides formal gifted services to gifted identified students in grades 3 through 12. All students who meet the written criteria for gifted service are provided an equal opportunity to receive that service. While Gifted Services are not mandated in Ohio, Sycamore believes in providing a quality and rigorous education that challenges all students. Through a large menu of opportunities, advanced students may be identified as gifted and participate in a wide continuum of programs or services designed to meet their unique learning needs, including:

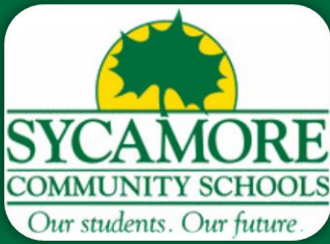
- An advanced curriculum;
- Use of differentiated instructional strategies;
- Placement in specific gifted programs;
- Subject or whole grade acceleration or advancement;
- Honors courses for junior high students;
- Honors and advanced placement classes for secondary students; or
- Early Entrance to Kindergarten
- Early graduation.

#### **K -2 Students**

*Sycamore does not provide formal gifted services until 3rd grade.*

Any optional testing that identifies a student as having superior cognitive ability will be recorded in the students gifted record, but no formal services will be provided. For specific academic ability the Measures of Academic Progress is not an approved assessment by the Ohio Department of Education. If a student is identified as gifted in 2nd grade by the MAP assessment in math or reading the gifted record will be updated. Formal services will begin in 3rd grade if the student meets the criteria for services.

K -2 students are presented whole class lessons on creative and critical thinking within the general education classroom by a district Gifted Intervention Specialist. Through consultation between the classroom teacher and the Gifted Intervention Specialist students may be chosen to attend small group lessons with the GIS. The enrichment and extension activities presented use challenging materials and activities that allow students to thinking critically in the areas of mathematics skills, reasoning and problem solving. No testing or gifted identification is required for participation.

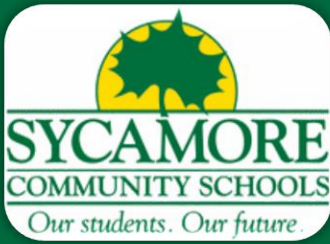


## Continuum and Delivery of *Services* for Gifted Students cont.

### Elementary Continuum of Support

#### *Third Grade*

- Gifted Services (3rd Grade Enrichment ***Pull-Out Program***): Sycamore Community Schools is determined to provide a continuum of services in grade 3 for cognitively identified students that emphasizes developing thinking skills, creativity, problem-solving, divergent and creative thinking, all the while building upon Ohio's Learning Standards.
  - ***ALL*** students with a superior cognitive score of 128 or higher will receive services
  - Students with a superior cognitive ability score will receive additional enrichment with a gifted intervention specialist. This will happen during "no new instructional" time, so that students do not miss any core instruction time or specials. A gifted interventional specialist will design and deliver enrichment to enhance a student's unique abilities in critical and creative thinking, problem-solving, and independent learning.
- Gifted Service (3rd Grade Specific Academic Ability in READING ***Cluster in the General Education Classroom***): Sycamore Community Schools is committed to providing a continuum of services in grade 3 for student identified with specific academic ability in reading.
  - ***ALL*** students with a reading-specific academic ability score of 95% or higher will receive services.
  - Students identified as gifted in reading through the 95th percentile or above on MAP testing will be offered on grade-level rigorous learning opportunities within the general education English Language Arts classroom, including differentiated instructional approaches for reading and writing. Gifted students will also be placed in a cluster group with other gifted students for ELA.
  - Third-grade general education reading teachers will receive highly qualified professional development focused on the academic, social, and emotional needs of gifted children, the unique needs and developmental characteristics of gifted learners, the difference between a high-achieving student and a gifted learner, and how to implement a differentiated and enriched curriculum within instructional practices.
  - English Language Arts meets daily for 90-minutes per day.
  - Gifted Service (3rd Grade Specific Academic Ability in MATH ***Pull-Out Program***): Sycamore Community Schools is devoted to providing a continuum of services in grade 3 for students identified with specific academic ability in mathematics.
    - ***All*** students identified as gifted in math with a 95th percentile or above on MAP ***AND*** an ability score of 128 or above on CogAT will receive services with the gifted intervention specialist during a pull-out math class.

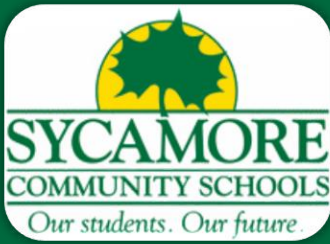


## Continuum and Delivery of *Services* for Gifted Students cont.

- Third-grade accelerated math students will receive an above grade level compacted curriculum by a gifted intervention specialist. 3rd graders will master 4th grade curriculum.
- Accelerated math students learn at a quicker pace, need less repetition with skills, decreased repeated practice to master a skill, and demand complexity when problem
- The Accelerated Math class meets for one hour, five days a week during the scheduled math time. Students will not miss any core instructional time.
- The GIS is the teacher of record and is responsible for math grades.
- Summer support is not necessary for 3rd grade accelerated math.

### ***Fourth Grade***

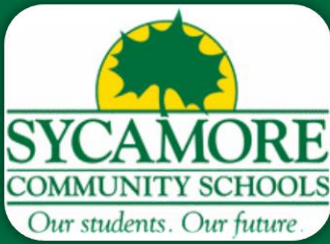
- Gifted Service (4th Grade Specific Academic Ability in READING ***Pull-Out Program***): Sycamore Community Schools is committed to providing a continuum of services in grade 4 for student identified with specific academic ability in reading.
  - **All** students identified as gifted in reading with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services with the gifted intervention specialist during a pull-out on-grade level course reading class.
  - Advanced Language Arts (ALA) class is an on grade level course developed to provide an adapted and differentiated high level language arts curriculum that effectively meets and advances the academic progress of the high ability students. Specifically, the ALA program: incorporates a higher level of expectation and rigor in respect to content, process, and concept demands, utilizes the following differentiation strategies: curricular extension, acceleration, depth, complexity, challenge, and creativity, provides a diagnostic-prescriptive approach to instruction that allows students to move at a fast pace and to not repeat instruction in skills already learned, utilizes high level materials that support a rigorous and challenging curriculum, provides carefully differentiated projects, activities, and tasks that meet the criteria of creativity.
  - Advanced language arts meets daily for 90-minutes per day during the student's English Language Arts class.



## Continuum and Delivery of *Services* for Gifted Students cont.

- Gifted Service (4th Grade Specific Academic Ability in MATH ***Pull-Out Program***): Sycamore Community Schools is devoted to providing a continuum of services in grade 4 for students identified with specific academic ability in mathematics.
  - Accelerated math students learn at a quicker pace, need less repetition with skills, decreased repeated practice to master a skill, and demand complexity when problem
  - **All Single Accelerated** students identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services with the gifted intervention specialist during a pull-out math class.
    - Single Accelerated 4th Grade Students will receive an above grade level curriculum by a gifted intervention specialist. 4th graders will master 5th grade curriculum.
    - The Accelerated Math class meets for one hour, five days a week during the scheduled math time. Students will not miss any core instructional time.
    - The GIS is the teacher of record and is responsible for math grades.
    - Summer Support is optional and is not a prerequisite for entering the course.
  - **All Double Accelerated** students identified as gifted in math with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services with the gifted intervention specialist
    - Double Accelerated 4th Grade Students will receive an above grade level curriculum by a gifted intervention specialist. 4th graders will master 6th grade curriculum.
    - The Double Accelerated Math class meets for one hour, five days a week during first period at E.H. Greene Intermediate.
    - Double Accelerated students ride the bus with E.H. Greene students from their pick up locations in the morning. After the class students are transported to the home elementary building for the remainder of the school day. Parents have the option to drop students off at E.H. Greene in the morning.
    - The GIS is the teacher of record and is responsible for math grades.
    - Summer Support is optional and is not a prerequisite for entering the course.

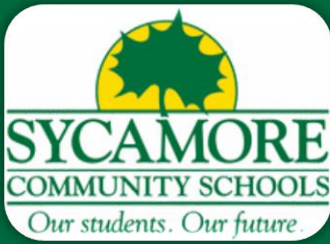




## Continuum and Delivery of *Services* for Gifted Students cont.

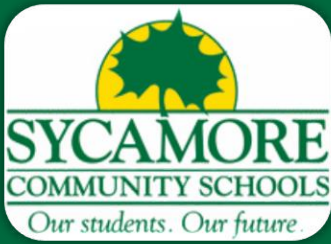
### ***Fifth & Sixth Grade***

- Gifted Service (5th and 6th Grade Specific Academic Ability in **READING**): Sycamore Community Schools is committed to providing a continuum of services in grade 5 and 6 for students identified with specific academic ability in reading.
  - **All** students identified as gifted in reading with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services within the grade level team assignment.
  - Advanced Language Arts (ALA) class is an on grade level course developed to provide an adapted and differentiated high level language arts curriculum that effectively meets and advances the academic progress of the high ability students. Specifically, the ALA program: incorporates a higher level of expectation and rigor in respect to content, process, and concept demands, utilizes the following differentiation strategies: curricular extension, acceleration, depth, complexity, challenge, and creativity, provides a diagnostic-prescriptive approach to instruction that allows students to move at a fast pace and to not repeat instruction in skills already learned, utilizes high level materials that support a rigorous and challenging curriculum, provides carefully differentiated projects, activities, and tasks that meet the criteria of creativity.
  - Advanced language arts meets daily during the student's reading class.
- Gifted Service (5th and 6th Grade Specific Academic Ability in **MATH**): Sycamore Community Schools is devoted to providing a continuum of services in 5th and 6th grade for students identified with specific academic ability in mathematics.
  - Accelerated math students learn at a quicker pace, need less repetition with skills, decreased repeated practice to master a skill, and demand complexity when problem solving.
  - **All Single Accelerated** students identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services within the grade level team assignment.
    - Single Accelerated 5th Grade Students will receive an above grade level curriculum. 5th grade students will master 6th grade curriculum. 6th grade students will master 7th grade curriculum.
    - The Accelerated Math class meets for one class period a week during the scheduled math time. Students will not miss any core instructional time.
    - The district [math matrix](#) is an additional set of criteria used for eligibility in grades 5 - 8 for entrance into single accelerated math.



## Continuum and Delivery of *Services* for Gifted Students cont.

- Summer Support is optional and is not a prerequisite for entering the course.
- **All Double Accelerated** students identified as gifted in math with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services with the gifted intervention specialist
  - Double Accelerated 5th and 6th Grade students will receive an above grade level curriculum by a gifted intervention specialist. 5th grade double accelerated students will master 7th grade curriculum. 6th grade double accelerated students will master Algebra I curriculum.
  - The Double Accelerated Math class meets for one hour, five days a week.
  - The district math matrix does not apply for entrance into double accelerated math in grades 5 - 8.
  - Summer Support is optional and is not a prerequisite for entering the course.



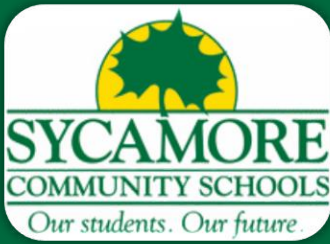
## Continuum and Delivery of *Services* for Gifted Students cont.

### Continuum of Services for Middle Grades

#### *Seventh & Eighth Grade*

Students will be provided with differentiation in the classroom, authentic learning experiences, real-world problem-solving skills, curricular extensions and enrichment activities.

- Gifted Service (7th and 8th Grade Specific Academic Ability in **READING**): Sycamore Community Schools is committed to providing a continuum of services in grade 7 and 8 for students identified with specific academic ability in reading.
  - **All** students identified as gifted in reading with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services.
  - Administrators, counselors, general education teachers, student, and families collaborate to make the best decision for student placement.
  - Language Art Honors 7 and 8 is an on grade level course designed with increased rigor to provide more in-depth instruction in reading, writing, and critical thinking. It demands high cognitive ability as well as an interest in language arts. It requires task management skills to complete concurrent, short- and long-term reading and writing assignments. The students will have multiple opportunities for a wide range of speaking, listening, and viewing activities, as well as varied multi-paragraph and multi-faceted writing assignments.
  - Language Art Honors 7 and 8 meets daily during the student's reading class.
- Gifted Service (7th and 8th Grade Specific Academic Ability in **MATH**): Sycamore Community Schools is devoted to providing a continuum of services in 7th and 8th grade for students identified with specific academic ability in mathematics.
  - Accelerated math students learn at a quicker pace, need less repetition with skills, decreased repeated practice to master a skill, and demand complexity when problem solving.
  - Administrators, counselors, general education teachers, student, and families collaborate to make the best decision for student placement.
  - Math 7 Accelerated students who have met gifted identification criteria may be eligible for an accelerated math course. Curriculum is based on Ohio's Learning Standards for Mathematics. There will be a constant focus on real-world-based problems.
    - **All** students identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services.



## Continuum and Delivery of *Services* for Gifted Students cont.

- The district [math matrix](#) is an additional set of criteria used for eligibility in grades 5 - 8 for entrance into some accelerated math courses.
- Algebra I Accelerated 7th or 8th grade math students who have met gifted identification criteria may be eligible for an accelerated math course. This is an advanced, accredited high school algebra I course. It is theoretical in nature and contains complex examples that can be applied to physics and other science subjects. This course will emphasize Ohio's Learning Standards for Mathematics with an emphasis on deeper levels of understanding and application of the content to real-life situations such as physics and geometry.
  - 7th Grade Criteria -**All** students identified as gifted in reading with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services.
  - 8th Grade Criteria -**All** students identified as gifted in reading with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services.
  - The district [math matrix](#) is an additional set of criteria used for eligibility in grades 5 - 8 for entrance into some accelerated math courses.
- Geometry Accelerated 8th grade math students who have met gifted identification criteria may be eligible for an accelerated math course. This is an advanced high school-level course and accredited approach to the study of Euclidean geometry in which deduction and logic are used to build a mathematical system. Rigorous proofs are emphasized to gain an understanding of plane, solid, coordinate, and transformational geometry. This course follows Ohio's Learning Standards for Mathematics in Geometry with a heavy emphasis on higher-order thinking and the application of mathematical concepts.
- **All** students identified as gifted in reading with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services.
- Summer Support is optional and is not a prerequisite for entering the course.



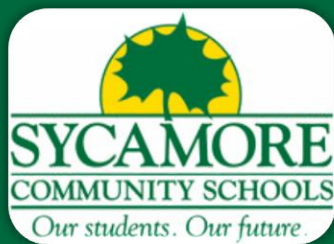
## Continuum and Delivery of *Services* for Gifted Students cont.

### Continuum of Services for High School

#### ***Ninth - Twelfth Grade***

Sycamore Community Schools provides gifted service options for students who are identified in math, reading, and cognitive ability. Gifted identified students in ninth through twelfth grade may potentially be served through advanced placement course.

- English 9 Accelerated
- English 10 Accelerated
- AP Language & Composition
- AP Literature & Composition
- Geometry Accelerated
- Algebra II Accelerated
- Pre Calculus/Calculus
- AP AB Calculus
- AP BC Calculus
- Multivariable Calculus
- AP Statistics



## Characteristics & Traits

### Characteristics & Traits of Giftedness

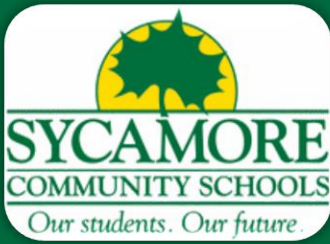
Sycamore Community School recognizes that no gifted individual is exactly the same. Gifted students possess unique patterns and traits. The following chart shows the traits that gifted learners may have in common. Gifted learners may not fit into every category. Additionally, a list of characteristics are included as well a graphic of the various areas of giftedness.

**Traits of a Gifted Learner**

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction Interest in problem-solving and applying concepts Voracious and early reader Large vocabulary Intellectual curiosity Power of critical thinking, skepticism, self-criticism Persistent, goal-directed behavior Independence in work and study Diversity of interests and abilities	Creativeness and inventiveness Keen sense of humor Ability for fantasy Openness to stimuli, wide interests Intuitiveness Flexibility Independence in attitude and social behavior Self-acceptance and unconcern for social norms Radicalism Aesthetic and moral commitment to self-selected work	Unusual emotional depth and intensity Sensitivity or empathy to the feelings of others High expectations of self and others, often leading to feelings of frustration Heightened self-awareness, accompanied by feelings of being different Easily wounded, need for emotional support Need for consistency between abstract values and personal actions Advanced levels of moral judgment Idealism and sense of justice	Spontaneity Boundless enthusiasm Intensely focused on passions—resists changing activities when engrossed in own interests Highly energetic—needs little sleep or down time Constantly questions Insatiable curiosity Impulsive, eager and spirited Perseverance—strong determination in areas of importance High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others) Volatile temper, especially related to perceptions of failure Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted* (7<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson Prentice Hall.

- See more at: <http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits#sthash.1uUwLhuw.dpuf>



# List of Characteristics of Gifted Learners

## List of Characteristics of Gifted Learners

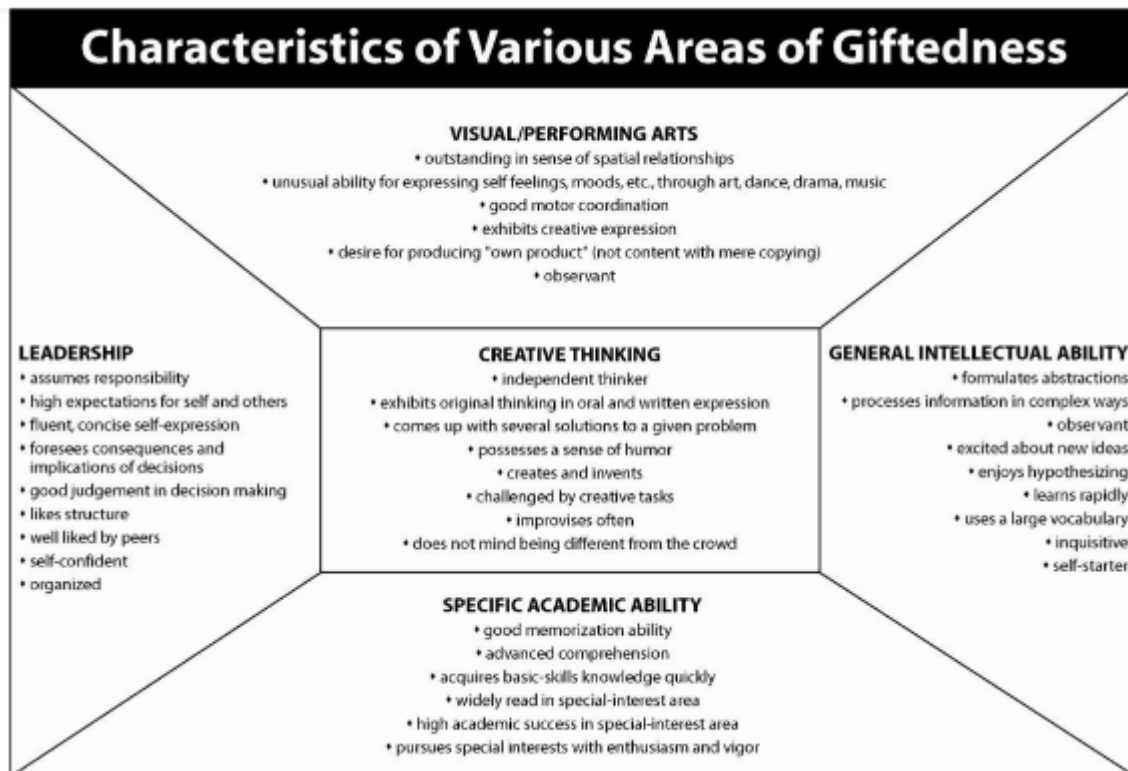
The following is a list of characteristics typical of gifted children with positive and negative behaviors that may be exhibited. This list was developed from a broad base of research reviewed by the Ohio Association for Gifted Children, <http://OAGC>. (Used with permission.) A child will probably exhibit both the positive and negative behaviors of a characteristic depending on the environment.

Characteristic	Positive Behavior	Negative Behavior
<ul style="list-style-type: none"> <li>▪ Learns rapidly/easily</li> <li>▪ Reads intensively</li> <li>▪ Advanced vocabulary</li> <li>▪ Retains a quantity of information</li> <li>▪ Long attention span</li> <li>▪ Curious, has a variety of interests</li> <li>▪ Works independently</li> <li>▪ Alert and observant</li> <li>▪ Has a good sense of humor</li> <li>▪ Comprehends, recognizes relationships</li> <li>▪ High academic achievement</li> <li>▪ Fluent, verbal facility</li> <li>▪ Individualistic</li> <li>▪ Self-motivated, self-sufficient</li> </ul>	<ul style="list-style-type: none"> <li>▪ Memorizes and masters basic facts quickly</li> <li>▪ Reads many books and uses library on their own</li> <li>▪ Communicates ideas well</li> <li>▪ Ready recall and responses</li> <li>▪ Sticks with a task or project</li> <li>▪ Asks questions, gets excited about ideas</li> <li>▪ Creates and invents beyond assigned tasks</li> <li>▪ Recognizes problems</li> <li>▪ Able to laugh at self</li> <li>▪ Able to solve social problems alone</li> <li>▪ Does school work well</li> <li>▪ Forceful with words, numbers</li> <li>▪ Leads peers in positive ways</li> <li>▪ Asserts self and ideas, has sense of own uniqueness</li> <li>▪ Requires minimum teacher direction or help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gets bored easily, resists drill, disturbs others</li> <li>▪ Neglects other responsibilities</li> <li>▪ Shows off, invokes peer resentment</li> <li>▪ Monopolizes discussions</li> <li>▪ Resists class routine, dislikes interruptions</li> <li>▪ Goes on tangents, no follow-through</li> <li>▪ Refuses to work with others</li> <li>▪ Impolitely corrects adults</li> <li>▪ Plays cruel jokes or tricks on others</li> <li>▪ Brags, egotistical, impatient with others</li> <li>▪ Leads others into negative behaviors</li> <li>▪ Has few friends, stubborn in beliefs</li> <li>▪ Is overly aggressive, challenges authority</li> </ul>

## Characteristics of Various Areas of Giftedness

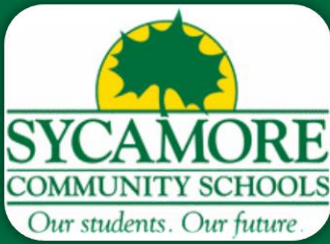
As we teach and serve a diverse population of gifted learners from many different backgrounds, it is imperative to understand characteristics in various areas of giftedness. The graphic below spotlights five main areas: Leadership, Specific Academic Ability, General Intellectual Ability, Visual and Performing Arts, and Creative thinking.

### Characteristics of Various Areas of Giftedness



Copyright National Association of Gifted Children (<http://www.nagc.org/ParentInfo/index.html>) Used with permission.





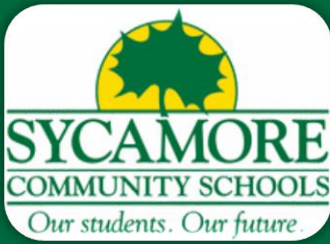
## The Differences Between the Bright & Gifted Learner

### The Differences Between the Bright & Gifted Learner

Bertie Kingore created the following comparison between bright learners, gifted learners, and creative learners. (Copyright: Kingore, B. (Spring 2003). *High Achiever, Gifted Learner, Creative Learner*.

**Understanding Our Gifted.-In Press. Used with permission.)** These comparisons may be helpful in answering some tough questions about why a student who achieves all A's in his or her schoolwork may not be considered gifted.

A High Achiever...	A Gifted Learner...	A Creative Learner...
<ul style="list-style-type: none"> <li>• Remembers the answers.</li> <li>• Is interested.</li> <li>• Is attentive.</li> <li>• Generates advanced ideas.</li> <li>• Works hard to achieve.</li> <li>• Answer the questions in detail.</li> <li>• Performs at the top of the group.</li> <li>• Responds with interest and opinions.</li> <li>• Learns with ease.</li> <li>• Needs 6 to 8 repetitions to master.</li> <li>• Comprehends at a high level.</li> <li>• Enjoys the company of age peers.</li> <li>• Understands complex, abstract humor.</li> <li>• Grasps the meaning.</li> <li>• Completes assignments on time.</li> <li>• Is receptive.</li> <li>• Is accurate and complete.</li> <li>• Enjoys school often.</li> <li>• Absorbs information.</li> <li>• Is a technician with expertise in a field.</li> <li>• Memorizes well.</li> <li>• Is highly alert and observant.</li> <li>• Is pleased with own learning.</li> <li>• Gets A's.</li> <li>• Is able.</li> </ul>	<ul style="list-style-type: none"> <li>• Poses unforeseen questions.</li> <li>• Is curious.</li> <li>• Is selectively mentally engaged.</li> <li>• Generates complex, abstract ideas.</li> <li>• Knows without working hard.</li> <li>• Ponders with depth and multiple perspectives.</li> <li>• Is beyond the group.</li> <li>• Exhibits feelings and opinions from multiple perspectives.</li> <li>• Already knows.</li> <li>• Needs 1 to 3 repetitions to master.</li> <li>• Comprehends in-depth, complex ideas.</li> <li>• Prefers the company of intellectual peers.</li> <li>• Creates complex, abstract humor.</li> <li>• Infers and connects concepts.</li> <li>• Initiates projects and extensions of assignments.</li> <li>• Is intense.</li> <li>• Is original and continually developing.</li> <li>• Enjoys self-directed learning.</li> <li>• Manipulates information.</li> <li>• Is an expert who abstracts beyond the field.</li> <li>• Guesses and infers well.</li> <li>• Anticipates and relates observations.</li> <li>• Is self-critical.</li> <li>• May not be motivated by grades.</li> <li>• Is intellectual.</li> </ul>	<ul style="list-style-type: none"> <li>• Sees exceptions.</li> <li>• Wonders.</li> <li>• Daydreams; may seem off task.</li> <li>• Overflows with ideas, many of which will never be developed.</li> <li>• Plays with ideas and concepts.</li> <li>• Injects new possibilities.</li> <li>• Is in own group.</li> <li>• Shares bizarre, sometimes conflicting opinions.</li> <li>• Questions: What if...</li> <li>• Questions the need for mastery.</li> <li>• Comprehends in-depth, complex ideas.</li> <li>• Prefers the company of creative peers but often works alone.</li> <li>• Relishes wild, off-the-wall humor.</li> <li>• Makes mental leaps: Aha!</li> <li>• Initiates more projects that will ever be completed.</li> <li>• Is independent and unconventional.</li> <li>• Is original and continually developing.</li> <li>• Enjoys creating.</li> <li>• Improvises.</li> <li>• Is an inventor and idea generator.</li> <li>• Creates and brainstorms well.</li> <li>• Is intuitive.</li> <li>• Is never finished with possibilities.</li> <li>• May not be motivated by grades.</li> <li>• Is idiosyncratic.</li> </ul>



# Characteristics of Young Gifted Children

## Characteristics of Young Gifted Children

The following characteristics are from the Queensland Association for Gifted and Talented Children, Inc. (Used with permission).

- Advanced development
- Early intellectual ability
- A thirst for knowledge
- A very high level of activity
- Caution
- Sensitivity
- Uneven development
- The early ability to distinguish between reality and fantasy
- An early insight into social/moral issues
- Greater reasoning power and manipulation
- Social skills
- Individuality
- Understanding of the importance of adults
- Perfectionism

## Internet Resources

- [Hoagies' Gifted Education Page](#). Exceptionally comprehensive, this site is outstanding for finding the latest research on educating and parenting gifted children. The Gifted 101 section clearly covers all of the common concerns and definitions relating to gifted education. Great ideas, great resources! Hoagie is also the webmistress for Hollingworth Center for Highly Gifted Children
- [SENG \(Supporting the Emotional Needs of the Gifted\)](#).
- [National Association for Gifted Children](#). NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy,
- [Ohio Association for Gifted Children](#) Since 1952, The Ohio Association for Gifted Children has been working with families and educators to promote the best interest of gifted children.
- It is the only organization in Ohio dedicated to gifted education advocacy.