Chart of Approved Assessments (Revised 9/2016)

Screening and Identification Requirements for Students who are Gifted

It is the responsibility of the gifted coordinator to verify any information used in making decisions about students in the district; mistakes on this list do not hold the user harmless.

For more information about this or any other issue related to gifted education,
contact: gifted@education.ohio.gov or 877-644-6338

I. *Superior Cognitive Ability*

The Ohio Revised Code 3324.01-.07 and Ohio Administrative Code 3301-51-15 define the requirements to identify gifted students in the area of Superior Cognitive Ability as follows:

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:

Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; OR accomplished any one of the following:

- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;
- Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

a. Intelligence Tests

Intelligence Test	Last Date to Use	Mean	SD	Grade Level	SEM	Score for Gifted ID	Admin Type	
							IND	GP
Bateria III Woodcock Munoz: Pruebas de habilidad cognitiva – Revisada		100	15	Age 2-90	2.0	128	X	
Cognitive Abilities Test (CogAT), Form 7 VQN Composite		100	16	Gr. K-1 Gr. 2-12	5.0 4.0	127 128	X	X
Cognitive Abilities Test (CogAT), Form 7 QN Composite (English learners and students with serious reading disabilities only)		100	16	Gr. 3-12	4.0	128	X	X

Cognitive Abilities Test (CogAT), Form 7 VN Composite (students with mathematical learning disabilities only)		100	16	Gr. K	6.0	126	X	X
				Gr. 1	5.0	127		
				Gr. 2-4	4.0	128		
				Gr.5	5.0	127		
				Gr. 6-7	4.0	128		
				Gr. 8-11	5.0	127		
				Gr.12	4.0	128		
Das-Naglieri Cognitive Assessment Systems (CAS)		100	15	Age 5-17.5	4.0	126	X	
Differential Ability Scales – 2nd Edition		100	15	Age 2.6-17.11	4.0	126	X	
InView – A Measure of Cognitive Abilities		100	16	Gr.2-12	4.0	128	X	X
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II)		100	15	MPI Scoring Gr.K-2	3.0	127	X	
				MPI Scoring Gr.3-12	4.0	126		
				FCI Scoring Gr.K-12	3.0	127		
Leiter International Performance Scale-Revised (Leiter-R)		100	15	Age 2-10	5.0	125	X	
				Age 11-20	4.0	126		
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration		100	16	Gr. Pre-K-12 Age 4-18	See Publisher's Instructions	See Publisher's Instructions		X
Naglieri Nonverbal Ability Test – Individual Administration		100	15	Age 5-11	5.0	125	X	
				Age 12-17	4.0	126		
Otis Lennon School Ability Test- 8th Edition		100	16	Gr. K-12	6.0	126	X	X
Raven's Progressive Matrices (Standard and Advanced Form)				Gr. 1-12	See Publisher's Instructions	See Publisher's Instructions	X	X
Stanford-Binet Intelligence Scales- 5th Edition		100	15	Age 2-85	3.0	127	X	
Test of Cognitive Skills, Second Edition (TCS/2)		100	16	Gr. 2-12	5.0	127	X	X
Universal Nonverbal Intelligence Test (UNIT) Standard & Extended Battery	6/30/2017	100	15	Age 5-17.11	4.0	126	X	
Universal Nonverbal Intelligence Test 2 (UNIT 2) Standard & Full Scale Battery		100	15	Ages 5-21.11	3.0	127	X	
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)		100	15	Age 16-90.11	3.0	127	X	
Wechsler Intelligence Scale for Children – 4th Edition, Spanish (WISC-IV Spanish)		100	15	Age 6-17	3.0	127	X	
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)		100	15	Age 6-16	FSIQ = 3.0 GAI = 3.0	FSIQ = 127 GAI = 127	X	
Wechsler Nonverbal Scale of Ability		100	15	Age 4-22	5.0	125	X	
Wechsler Preschool & Primary Scale of Intelligence – 4th Edition		100	15	Age 2.5-7	FSIQ = 3.0 GAI = 4.0	FSIQ = 127 GAI = 126	X	
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities		100	15	Age 2-90	3.0	127	X	
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (WJIV-ECAD)		100	15	Ages 2-4	3.0	127	X	
				Ages 5-7.11	4.0	126		

b. Achievement Tests

Achievement Tests	Last Date to Use	Grade Level	Score for Gifted ID	Admin Type	
				IND	GP
Iowa Assessments, Form E, Complete Battery		Gr. K-12	95th percentile	X	X
Iowa Tests of Basic Skills (ITBS), Form A, Complete Battery		Gr. K-8	95th percentile	X	X
Iowa Tests of Basic Skills (ITBS), Form C, Complete Battery		Gr. K-8	95th percentile	X	X
Iowa Tests of Educational Development (ITED), Form A, Complete Battery		Gr. 9-12	95th percentile	X	X
Stanford Achievement Test, 10th Edition, Complete Battery		Gr. K-12	95th percentile	X	X
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery		Gr. 9-12	95th percentile	X	X

II. *Specific Academic Ability*

The Ohio Revised Code 3324.01-.07 and Ohio Administrative Code 3301-51-15 define the requirements to identify gifted students in the area of Specific Academic Ability as follows:

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field, if, within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.

a. Achievement Tests

Achievement Tests	Last Date to Use	Grade Level	Score for Gifted ID	Admin Type	
				IND	GP
ACT Assessment Program (AAP		Gr. 6-12	95th percentile		X
Aprenda: La prueba de logros en Espanol – 3rd Edicion		Gr. K-8	95th percentile	X	X
Basic Achievement Skills Inventory – Comprehensive Version		Gr. 3-12	95th percentile	X	X
Bateria III Woodcock Munoz – NU Preubas de aprovechamiento		Ages 2-90	95th percentile	X	
Comprehensive Testing Program 4 (CTP4)		Gr. 1-11	95th percentile	X	X
Iowa Assessments, Form E, Complete Battery		Gr. K-12	95th percentile	X	X
Iowa Assessments, Form E, Core Battery (Reading and Math only)		Gr. 1-12	95th percentile	X	X
Iowa Tests of Basic Skills (ITBS), Form A, Complete Battery		Gr. K-8	95th percentile	X	X
Iowa Tests of Basic Skills (ITBS), Form A, Core Battery		Gr. K-8	95th percentile	X	X
Iowa Tests of Basic Skills (ITBS), Form C, Complete Battery		Gr. K-8		X	X
Iowa Tests of Basic Skills (ITBS), Form C, Core Battery		Gr. K-8	95th percentile	X	X
Iowa Tests of Educational Development (ITED), Form A, Complete Battery		Gr. 9-12	95th percentile	X	X
Iowa Tests of Educational Development (ITED), Form A, Core Battery		Gr. 9-12	95th percentile	X	X
Iowa Tests of Educational Development (ITED), Form C, Complete Battery		Gr. 9-12	95th percentile	X	X
Iowa Tests of Educational Development (ITED, Form C, Core Battery		Gr. 9-12	95th percentile	X	X
Kaufman Tests of Educational Achievement, 3rd Ed., (KTEA-III)		Age 4.5- Gr. 12	95th percentile	X	
Logramos		Gr. K-12	95th percentile	X	X
Measure of Academic Progress (MAP) for Primary Grades – Common Core State Standards Alignment, complete Reading and Math, Grades K-1 only		Gr. K-1	95th percentile	X	X
Measure of Academic Progress (MAP) for Primary Grades – Ohio Academic Standards Alignment, complete Reading and Math, Grades K-1 only		Gr. K-1	95th percentile	X	X

Measure of Academic Progress (MAP) – Common Core State Standards Alignment, Survey with Goals, Reading and Math only		Gr. 2-12	95th percentile	X	X
Measure of Academic Progress (MAP) – Ohio Academic Standards Alignment, Survey with Goals, Reading and Math only		Gr. 2-12	95th percentile	X	X
Preliminary SAT 10 (PSAT 10)		Gr. 10	95th percentile		X
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)		Gr. 10-11	95th percentile		X
SAT Test		Gr. 6-12	95th percentile		X
Stanford Achievement Test – 10th Edition – Basic		Gr. K-12	95th percentile	X	X
Stanford Achievement Test – 10th Edition - Complete		Gr. K-12	95th percentile	X	X
Terra Nova, Third Edition, Common Core		Gr. K-12	95th percentile	X	X
Terra Nova, Third Edition, Complete Battery		Gr. K-12	95th percentile	X	X
Terra Nova, Third Edition, Multiple Assessments		Gr. 1-12	95th percentile	X	X
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery		Gr. 9-12	95th percentile	X	X
Wechsler Individual Achievement Test (WIAT) – 3rd Edition		Ages 4-85	95th percentile	X	
Woodcock-Johnson III NU Tests of Achievement, Form C, Brief Battery		Ages 2-90	95th percentile	X	
Woodcock-Johnson, IV, Tests of Achievement		Ages 2-90	95th percentile	X	

b. Above-Grade Level Scores

ABOVE-GRADE LEVEL CUTOFF SCORE TABLES

The cutoff scores listed below are derived from data from the Midwest Talent Search, which allows large numbers of highly capable students to take tests designed for older students at an early age. The cutoff scores set are at or above the mean scores of students participating in the talent search. Because virtually all students participating in the Midwest Talent Search score at or above the 95th percentile on grade level standardized achievement tests, the cutoff scores listed set a standard at least equivalent to (and likely much higher than) the 95th percentile on other approved achievement tests given at the normal grade level.

ACT Test

Area of Gifted Identification	Grade 6	Grade 7	Grade 8	Grade 9
Reading/Writing	17 (English Subscore)	19 (English Subscore)	21 (English Subscore)	24 (English Subscore)
Reading/Writing	17 (Reading Subscore)	19 (Reading Subscore)	21 (Reading Subscore)	25 (Reading Subscore)
Mathematics	17 (Math Subscore)	18 (Math Subscore)	20 (Math Subscore)	24 (Math Subscore)
Science	17 (Science Subscore)	19 (Science Subscore)	21 (Science Subscore)	24 (Science Subscore)

III. *Creative Thinking Ability*

The Ohio Revised Code 3324.01-.07 and Ohio Administrative Code 3301-51-15 define the requirements to identify gifted students in the area of Creative Thinking Ability as follows:

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Identification for Creative Thinking Ability involves a two-pronged process because the student is evaluated for cognitive abilities and for creative characteristics. Evaluations of this kind can occur in conjunction with the referral/screening process for Superior Cognitive Abilities. Students who have scores above the Creative Thinking Ability cut-off of 1 Standard Deviation (SD) minus the Standard Error Measurement (SEM) should be further evaluated using a creativity checklist as described in Step 2 below. Students considered creative may be evaluated first with the creativity checklist and then their cognitive abilities may be considered.

a. Intelligence Test Component

Intelligence Test	Last Date to Use	Mean	SD	Grade Level	SEM	Score for Gifted ID	Admin Type	
							IND	GP
Bateria III Woodcock Munoz: Pruebas de habilidad cognitiva – Revisada		100	15	Age 2-90	2.0	113	X	
Cognitive Abilities Test (CogAT), Form 7 VQN Composite		100	16	Gr. K-1	5.0	111	X	X
				Gr. 2-12	4.0	112		
Cognitive Abilities Test (CogAT), Form 7 QN Composite (English learners and students with serious reading disabilities only)		100	16	Gr. 3-12	4.0	112	X	X
Cognitive Abilities Test (CogAT), Form 7 VN Composite (students with mathematical learning disabilities only)		100	16	Gr. K	6.0	110	X	X
				Gr. 1	5.0	111		
				Gr. 2-4	4.0	112		
				Gr.5	5.0	111		
				Gr. 6-7	4.0	112		
				Gr. 8-11	5.0	111		
				Gr.12	4.0	112		
Das-Naglieri Cognitive Assessment Systems (CAS)		100	15	Age 5-17.5	4.0	111	X	
Differential Ability Scales – 2nd Edition		100	15	Age 2.6-17.11	4.0	111	X	
InView – A Measure of Cognitive Abilities		100	16	Gr.2-12	4.0	112	X	X
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II)		100	15	MPI Scoring Gr.K-2	3.0	112	X	
				MPI Scoring Gr.3-12	4.0	111		
				FCI Scoring Gr.K-12	3.0	112		
Leiter International Performance Scale-Revised (Leiter-R)		100	15	Age 2-10	5.0	110	X	
				Age 11-20	4.0	111		
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration		100	16	Gr. Pre-K-12 Age 4-18	See Publisher's Instructions	See Publisher's Instructions		
Naglieri Nonverbal Ability Test – Individual Administration		100	15	Age 5-11	5.0	110	X	
				Age 12-17	4.0	111		
Otis Lennon School Ability Test- 8th Edition		100	16	Gr. K-12	6.0	110	X	X
Raven's Progressive Matrices (Standard and Advanced Form)				Gr. 1-12	See Publisher's Instructions	See Publisher's Instructions	X	X
Stanford-Binet Intelligence Scales- 5th Edition		100	15	Age 2-85	3.0	112	X	
Test of Cognitive Skills, Second Edition (TCS/2)		100	16	Gr. 2-12	5.0	111	X	X
Universal Nonverbal Intelligence Test (UNIT) Standard & Extended Battery	6/30/2017	100	15	Age 5-17.11	4.0	111	X	
Universal Nonverbal Intelligence Test 2 (UNIT 2) Standard & Full Scale Battery		100	15	Ages 5-21.11	3.0	112	X	
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)		100	15	Age 16-90.11	3.0	112	X	

Wechsler Intelligence Scale for Children – 4th Edition, Spanish (WISC-IV Spanish)		100	15	Age 6-17	3.0	112	X	
Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)		100	15	Age 6-16	FSIQ = 3.0 GAI = 3.0	FSIQ = 112 GAI = 112	X	
Wechsler Nonverbal Scale of Ability		100	15	Age 4-22	5.0	110	X	
Wechsler Preschool & Primary Scale of Intelligence – 4th Edition		100	15	Age 2.5-7	FSIQ = 3.0 GAI = 4.0	FSIQ = 112 GAI = 111	X	
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities		100	15	Age 2-90	3.0	112	X	
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (WJIV-ECAD)		100	15	Ages 2-4	3.0	112	X	
				Ages 5-7.11	4.0	111		

a. Creative Thinking Checklist Component

Scale	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Gifted and Talented Evaluation Scales (GATES) - Creative Thinking Section IV	6/30/2017	Ages 5-18	65-82	83	X	
Gifted and Talented Evaluation Scales 2 (GATES 2) - Creative Thinking Section, Questions 21-30		Ages 5-18	65-82	83	X	
Gifted Rating Scales (GRS) – Creativity Scales		Ages 4-13.11	60-65	66	X	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity		Gr: 3-12	48-50	51	X	X
Universal Multidimensional Abilities Scales (UMAS)		Ages 5-17.11	59-61	62	X	

b. Tests of Creative Ability

Tests of Creative Ability	Last Date to Use	Grade Level	Score for Gifted ID	Admin Type	
				IND	GP
Torance Tests of Creative Thinking Figural and Verbal Forms A & B (use the Creativity Index on either the figural or verbal portion)		Gr. K-12	95th percentile	X	X

Screening and identification in the area of creative thinking must be provided when students are referred regardless of whether or not there are specific services in the district for students identified in this area. Students identified as gifted in creative thinking will benefit from the exposure to a curriculum that is differentiated and includes higher order and creative thinking activities. Having information about the creative thinking abilities of gifted students will help the teacher to better plan instruction that meets the needs of students who are gifted in all areas. Districts are encouraged to identify students in this area and to consider the continuum of services available in the district to appropriately meet their needs.

IV. *Visual and Performing Arts*

The Ohio Revised Code 3324.01-.07 and the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15) specify that:

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

- Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

a. Performance Component

VISUAL	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Art Advanced Placement Scoring Guidelines		See Publisher's Instructions	4	5	X	
Clark's Drawing Ability Test		See Publisher's Instructions	6-8	9-10	X	
Ohio Department of Education Rubric		Gr. K-12	16-20	21-24	X	

DRAMA	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Theatre Arts Talent Assessment Process (TTAP)		Gr. K-12	See Publisher's Instructions	See Publisher's Instructions		X
Ohio Department of Education Rubric		Gr. K-12	16-19	20-24	X	

MUSIC	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Music Talent Assessment Process (MTAP)		Gr. K-12	See Publisher's Instructions	See Publisher's Instructions		X
Ohio Department of Education Rubric		Gr. K-12	14-17	18-21	X	

DANCE	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Dance Talent Assessment Process (DTAP)		Gr. K-12	See Publisher's Instructions	See Publisher's Instructions		X
Ohio Department of Education Rubric		Gr. K-12	20-25	26-30	X	

b. Checklist Component

Scale - VISUAL	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Gifted and Talented Evaluation Scales (GATES) Section V	6/30/2017	Age 5-18	57-77	78	X	
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50		Age 5-18	57-77	78	X	
Gifted Rating Scales (GRS) Creativity Scale		Age 4-13.11	60-65	66	X	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part V		Gr. 3-12	59-60	61	X	X

Scale - DRAMA	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Gifted and Talented Evaluation Scales (GATES) Section V	6/30/2017	Age 5-18	57-77	78	X	
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50		Age 5-18	57-77	78	X	
Gifted Rating Scales (GRS) Creativity Scale		Age 4-13.11	60-65	66	X	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII		Gr. 3-12	54-56	57	X	X

Scale - MUSIC	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Gifted and Talented Evaluation Scales (GATES) Section V	6/30/2017	Age 5-18	57-77	78	X	
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50		Age 5-18	57-77	78	X	
Gifted Rating Scales (GRS) Creativity Scale		Age 4-13.11	60-65	66	X	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI		Gr. 3-12	37-38	39	X	X

Scale - DANCE	Last Date to Use	Grade Level	Screening Score	Score for Gifted ID	Admin Type	
					IND	GP
Gifted and Talented Evaluation Scales (GATES) Section V	6/30/2017	Age 5-18	57-77	78	X	
Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50		Age 5-18	57-77	78	X	
Gifted Rating Scales (GRS) Creativity Scale		Age 4-13.11	60-65	66	X	

Calculating Identification Scores

It is the district's responsibility, when purchasing testing materials, to include in the order a copy of the technical or examiner's manual. The technical manual will contain information on the administration, scoring and interpretation of the specific test for which it is written. In addition to learning information about evaluator qualification and how to administer the test, Gifted Coordinators will use the technical manual to determine cut-off scores, accommodations or modifications with special populations and the specific psychometric qualities of the instrument that makes it appropriate for use with all gifted students, including those who come from diverse cultural backgrounds, are economically disadvantaged, who have a learning disability or for whom English is a second language. For the purposes of this factsheet, the discussion will be confined to the recommended practices on calculating the mean, standard deviation and standard error of measurement needed to create a cut-off score for identification.

The mean and standard deviation scores are defined by the test publisher based on the data collected during the validation of the instrument. Scores used for gifted screening and identification must come from standardized, norm referenced instruments. The very nature of the standardization process requires the scores to be derived according to the normal curve. Raw scores are converted to standard scores which are also defined in terms of their distance from the mean, or standard deviation (SD). There are two types of scores that are calculated from the raw scores. The first level of score is the subtest score which is generally calculated using z-scores that have a range of 1-19, mean of 10 and SD of ± 3. This tells us how well the individual scored in a specific area of the test. The subtest scores are then combined into index scores which result in deviation IQ scores with a mean of 100 and a test specific SD of 15 or 16. On a test with a mean of 100 and SD of 15, you would begin calculating a cutoff score at 130 but on a test with a SD of 16 it would be 132. The next consideration is that calculation is the standard error of measurement (SEM).

Calculating a "true" test score is difficult and the obtained score on any test should be considered an estimate of ability. To increase confidence in the obtained scores, it is recommended that said scores take into account the estimate of expected error called the standard error of measurement. The SEM is calculated using a formula that includes the standard deviation and reliability coefficient of the instrument. Therefore, large SEMs indicate a less precise measurement, and a small SEM indicates a more accurate measure because the error is reduced. Many instruments will indicate different SEM by age or grade level, and these should be considered when making a determination of the reliability of that instrument for a specific age or grade level. To aid in the calculation of schoolwide cut-off scores, it is recommended to use an average score when available. In addition, some test publishers have calculated separate SEM for exceptional or clinical populations. These should be used ONLY when gifted students are included in the definition of these populations provided by the publisher.

To determine the SEM for an instrument, apply an additive rounding system. This method defines a whole number as including any fraction of the previous number. For example, the number 4.2 would be rounded to the next higher number because the additional .2 indicates additional error beyond 4.0. The next round number therefore is 5.0. This is the SEM that should be subtracted from the score at 2 SD above the mean for the test to create a cut-off score for gifted identification.

V. *Tests Approved for Screening Only*

Name of Instrument	Last Date to Use	Grade Level	Ability Area	Instrument Type	Admin Type	
					IND	GP
Cognitive Abilities Test Form 7 Screening Form		K-12	SC, CT	INT	X	X
Comprehensive Testing Program, 4th Edition (CTP4)		1-11	SC, SA, CT	INT, ACH		X
Iowa Assessments, Form E, Survey Battery		1-8	SC, SA	ACH	X	X
Iowa Tests of Basic Skills, (ITBS), Form A, Survey Battery		K-9	SC, SA	ACH	X	X
Iowa Tests of Basic Skills, (ITBS), Form C, Survey Battery		K-8	SC, SA	ACH		X
Kaufman Assessment Battery for Children		Age 2.5-12	SC, CT	INT	X	
Kaufman Brief Intelligence Test, 2nd Ed. (KBIT II)		Age 4-Gr. 12	SC, CT	INT	X	
Kaufman Test of Educational Achievement, Brief Form, 2nd Ed. (KTEA-II Brief Form)		PreK-12	SC, SA	ACH	X	
Naglieri Nonverbal Ability Test 3 (NNAT 3)		K-12	SC, CT	INT	X	X
ReadiStep		8	SC, SA	ACH		X
Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (SAGES)		K-8	SC, SA, CT	INT, ACH	X	X
Stanford Achievement Test – 10th Ed. - Abbreviated		K-12	SC, SA	ACH	X	X
STAR Early Literacy Enterprise		K-2	SA	ACH	X	X
STAR Math Enterprise		K-12	SA	ACH	X	X
STAR Reading Enterprise		K-12	SA	ACH	X	X
Stoelting Brief Nonverbal Intelligence Test		1-12	SC, CT	INT	X	
Terra Nova Third Edition, Survey		2-12	SC, SA	ACH	X	X
Wechsler Abbreviated Scale of Intelligence (WASI)		K-12	SC, CT	INT	X	

Ability Area
SC = Superior Cognitive
SA = Specific Academic
CT = Creative Thinking

Instrument Type
INT = Intelligence Test
ACH = Achievement Test

Admin Type
IND = Individual
GP = Group