

**Gifted Education Factsheet #003:
Identification of Students Who are Gifted in Creative Thinking Ability**

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

“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:

(a) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or

(b) 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.

General Cognitive Ability

The following table contains cut-off scores for tests that appear on the Chart of Approved Instruments to be used to satisfy the cognitive ability requirement.

Instrument	Mean	SD	SEM	ID Cut-off
Cognitive Abilities Test (CogAT), Form 6	100	16	Gr. K-2 = 5 Gr. 3-12 = 3	Gr. K-2 = 111 Gr. 3-12 = 113
Das-Naglieri Cognitive Assessment Systems (CAS)	100	15	4.0	111
Differential Ability Scales – 1 st or 2 nd Edition	100	15	4.0	111
InView – A Measure of Cognitive Abilities	100	16	4.0	112
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II)	100	15	MPI Scoring Gr. K-2 = 3.0 Gr. 3-12 = 4.0	MPI Scoring Gr. K-2=112 Gr. 3-12 =111
			FCI Scoring Gr. K-12 =3.0	FCI Scoring Gr. K-12 =112
Leiter International Performance Scale-Revised (Leiter-R)	100	15	Age 2-10 = 5.0 Age 11-20 = 4.0	Age 2-10 = 110 Age 11-20 = 111
Naglieri Nonverbal Ability Test- 1 st or 2 nd Edition Group Administration	100	15	6.0	109

Naglieri Nonverbal Ability Test – 1 st or 2 nd Edition Individual Administration	100	15	Gr. K-6 = 5 Gr. 7-12 = 4	Gr. K-6 = 110 Gr. 7-12 = 111
Otis Lennon School Ability Test- 8 th or 7 th Edition	100	16	6.0	110
Pruebas de Habilidad Cognitiva – Revisada	100	15	2.0	113
Stanford-Binet Intelligence Scales- 5th Edition	100	15	3.0	112
Test of Cognitive Skills, Second Edition (TCS/2)	100	16	5	111
Universal Nonverbal Intelligence Test (UNIT) Standard & Extended Battery	100	15	4.0	111
Wechsler Intelligence Scale for Children , 4 th Edition, Spanish (WISC-IV Spanish)	100	15	3.0	112
Wechsler Intelligence Scale for Children, 4 th Edition (WISC-IV)	100	15	3.0	112
Wechsler Nonverbal Scale of Ability	100	15	5.0	110
Wechsler Preschool & Primary Scale of Intelligence, 3 rd Edition	100	15	3.0	112
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition)	100	15	3.0	112

Creative Thinking Checklist

There are three checklists approved for identifying students as gifted in Creative Thinking Ability. The scores to use for this purpose come from the specific scale pertaining to creativity and NOT the entire instrument. The following table contains the screening and identification scores for each subscale on the instruments.

Scale	Screening Score	Identification Score
Gifted and Talented Evaluation Scales (GATES) (Creative Thinking Section IV)	65 – 82	83 and above
Gifted Rating Scales (GRS) (Creativity Scale)	60 - 65	66 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)	32 – 42	43 and above

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.

For more information about this or any other issue related to gifted education, contact: gifted@ode.state.oh.us or (614) 466-2650