

Policy and Procedures for Identifying High Ability Students

Eastern Greene Schools

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Eastern Greene Schools follows the recommendations of the Indiana Department of Education to identify students with high abilities. According to the IDOE, Indiana Schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction core content areas, K-12 (refer to IC-20-36-2-2). The primary focus of the identification process is Language Arts and Mathematics. However, the identification process may be expanded to include science, social studies, and the Arts in some circumstances.

The Indiana Code defines a student with high abilities as one who:

- Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-26-1-3).

In a typical annual assessment cycle, all students in Kindergarten, 2nd, 5th, and 8th will be administered the nationally normed CogAT. 2nd, 5th and 8th grade students will complete the CogAT in the fall of the school year, while Kindergarten students will complete theirs in late winter/early spring. Clear and deliberate steps are then followed to analyze the students' performance data and to take further actions in the identification process. There are several pathways available for students to be identified as high ability.

Identification tools to be administered:

Cognitive Abilities Test (CogAT)

Scales for Identifying Gifted Students (SIGS)

Iowa Assessment

1. On the CogAT, for students who score in 96-99%ile in Verbal (reasoning with language) and/or Quantitative (mathematical reasoning), they are automatically identified as high ability in one or both of the domains.
2. For students who score in the 94-95%ile in either or both areas on the CogAT, a SIGS rating scale is completed by the student's teacher(s). For students whose ratings are outstanding and fall in the 96-99%ile level on the SIGS assessment, they are automatically identified as high ability in either or both areas. Social studies, science, and the Arts may also be assessed at this identification level.
3. For students who score in the 80-95%ile on the CogAT in one or both Verbal/Quantitative domain(s), they will be administered the nationally normed Iowa Assessment of Achievement in reading and/or math. For those students who score in the 96-99%ile on the Iowa assessment, they will be identified as high ability in one or both academic domains. Once again, if their score is in the 94-95%ile on the Iowa, the SIGS will be completed by the students' teacher(s). A SIGS score of 96-99%ile leads to being identified as a student with high ability(ies).