

**Penn-Harris-Madison**  
**Second Grade High Ability Identification Process: Mathematics and Language Arts**

**Step 1: Continuation of Services**

Students who have been previously identified and serviced as High Ability will continue with that identification.

**Step 2: Whole Class Assessment**

All of the students will take the NWEA: MAP reading and math tests. Previously identified students will take the NWEA tests for progress monitoring.

**November/December**

**Step 3: Aptitude Testing**

Students will take an off level aptitude test **unless** the student

- scored in the 95<sup>th</sup>ile or higher on a NWEA test in 2<sup>nd</sup> grade. The student will be identified as high ability in that subject area based on achievement and will not take the aptitude test for that subject area.
- was identified as high ability previously (in kindergarten or first grade) in that subject area.

**January/February**

**Step 4: Committee Identification**

A committee will meet to examine the data and determine which students will be identified as high ability.

**February/March**

**Step 5: Participation Invitation**

A letter through the mail will notify the parents of the students who were identified as high ability students.

**April**

**Step 6: Application Review/Decision**

If a parent would like to appeal the decision that was made by the committee, they may complete an appeal application. They may also provide samples of their child's work. After these items are submitted to the principal of the school, the selection committee will meet to review the materials to determine whether the child qualifies.

**April**