

**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**

Most of the students will take the Cognitive Abilities Test which is an aptitude test. Students will take the verbal and quantitative tests. The only students that won't take the aptitude tests are the students that were previously identified as high ability.

**December**

**Step 3: Achievement Testing**

Students will take the NWEA test or tests if they:

- attained a percentile score of 70%ile or higher on the CogAT quantitative test
- attained a percentile score of 70%ile or higher on the CogAT verbal test
- qualified through a parent nomination or teacher nomination
- were previously identified as high ability (We are progress monitoring these students.)

Note-If a student scores in the 95%ile or higher on the CogAT test, they will be identified as high ability in that subject area based on aptitude and will not take the achievement test for that subject area.

**February**

**Step 4: Committee Identification**

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

**March**

**Step 5: Participation Invitation**

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

**March/April**

**Step 6: Application Review/Decision**

If parents 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 for further testing.

**April**

