



**PENN • HARRIS • MADISON**  
— SCHOOL CORPORATION —

# High Ability

Identification

Second Grade Flowchart

[PHM High Ability Website](#)



# Second Grade

## High Ability Identification Process – Mathematics & Language Arts

### August

#### *Continuation of Services*

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



### November

#### *Aptitude Assessment*

Most students will complete the Cognitive Abilities Test (CogAT), an aptitude assessment. Students take the verbal (reading) and quantitative (math) tests. The only students who do not participate are the students who were previously identified as High Ability. If a student is identified as High Ability in one subject, they will take the CogAT assessment for the subject in which they are not already identified as High Ability. A student who scores in the 99%ile or higher is identified as High Ability.



### January

#### *Achievement Assessment*

Students will complete the NWEA test or tests if they: attained a score between 70%-98% on the CogAT (verbal and/or quantitative) test or qualified through a teacher nomination. Students who score in the 99%ile or higher on the reading assessment are identified as High Ability in Language Arts. Students who score in the 99%ile or higher on the math assessment are identified as High Ability in Mathematics.



### April

#### *Notification & Invitation*

A letter will be shared with the parents of the students who were newly identified as High Ability in one or both subjects.



### May

#### *Reviews & Appeals*

If parents would like to appeal the decision or test results, they may complete an appeal application. They will need to provide samples of their child’s work. After these items are submitted to the principal of the school, a committee will meet to review the materials to determine whether further NWEA testing is needed. The due date for parent appeals will be posted on the PHM High Ability website.