

Systematizing High Ability Programming at Lakeland School Corporation (revised 2-10-20)

1. In grades K-2, all students will be considered “watch” for high ability potential. NWEA Scores will be monitored with the 98th percentile being an indicator of high ability potential in Kindergarten. In grades 1 and 2, the 96th percentile will be an indicator of high ability potential. Indiana recommends CogAT 5/6 to be administered in Kindergarten. We will eventually transition to that. CogAT 8 will be administered late in 2nd grade.
2. The full CogAT 8 battery will be administered to all 2nd graders.

96th -99th percentile in Language Arts and/or Math = High Ability

94th-95th percentile in either →96th+ on NWEA? = High Ability

→SIGS (Scales for Identifying Gifted Students) = High Ability

80th-94th percentile in either →96th+ on NWEA = High Ability

→94th-95th on NWEA + SIGS + other qualitative = High Ability

Similar to administration of CogAT 5/6 in Kindergarten, purchase and use of SIGS will be added In the future.

3. Continue use of NWEA Math and Reading in Kindergarten and 1st Grade, adding Language Usage after 2nd Grade through 9th grade. As measures to validate identification or determine exit.
4. The full CogAT 12 battery will be administered to all 6th graders. Determinations outlined in #2 will be used.
5. PSAT scores based on National Merit Scholarship with an overall score of 1420 (97th percentile) or above being considered High Ability and 1230 (85th percentile) indicating “watch” status. These percentiles would equate to 710 / 630 for EBRW score and 730 / 620 for Math.
6. Teacher input based on behavioral traits to provide qualitative data supporting quantitative indicators listed above along with input on students who may show High Ability in areas other than academics. Traits include:
 - Curious and motivated
 - Asks many questions
 - Has a good memory
 - Quickly retains information
 - Masters reading skills early
 - Demonstrates strong math skills
 - Thinks independently
 - Expresses unique, original opinions

- Possesses higher level thinking skills (analysis, synthesis, evaluation) and problem-solving skills
- Has a strong sense of justice and likes to debate current issues and real-life problems

Students who are not having needs met, may also exhibit traits including:

- Easily goes off task or off topic
- Impatient when not called upon in class
- Gets bored easily
- Resists repetitive work
- Takes on too much work
- Doesn't work well in groups
- Critical of others and themselves