

### Identification-Kindergarten

Kindergarten students, in the second semester, take **CogAT**, a nationally normed test of aptitude designed to measure students' learned reasoning abilities in the three areas most linked to academic success in school: verbal, quantitative and nonverbal. In addition, students will be taking the NWEA MAP tests in Reading and Math three times yearly. The scores obtained during the winter assessment window will be used, along with the CogAT scores to identify students' potential placement. Students scoring at the 96<sup>th</sup> percentile or above (the 96<sup>th</sup> percentile is recommended by the Indiana Department of Education and correlates to the 9<sup>th</sup> stanine—the highest tier of performance) on the verbal and/or quantitative portions of CogAT as well as scoring at the 97<sup>th</sup> percentile on NWEA Reading and/or the 96<sup>th</sup> percentile on NWEA Math will be placed on a “monitor” status as a potential high ability student in language arts, mathematics or both content areas. It is important to note, especially in the youngest grades (K-2), cognitive growth can be inconsistent and placement may not be permanent. All students will be progress monitored utilizing NWEA MAP testing three times during the year. In the event that a student makes significant gains during the school year, his or her classroom teacher will be able to provide differentiated instruction to meet the child's academic needs.

Students who score between the 90<sup>th</sup> and 96<sup>th</sup> percentile on the NWEA Reading subtest and between the 90<sup>th</sup> and 95<sup>th</sup> percentile on the NWEA Math subtest along with CogAT scores between the 90<sup>th</sup> and 95<sup>th</sup> percentile, will be screened further using SIGS (Scales for Identifying Gifted Students). Prior to the end of the kindergarten year, a committee consisting of elementary high ability teachers, elementary building principals, elementary cluster teachers and the Assistant Superintendent for Curriculum and Instruction will meet to review assessment data for all students in the district. Students meeting the eligibility requirements will be cluster grouped in one or more classrooms in each elementary school for the following school year (Appendix C). Placement decisions are determined by committee and are based on quantitative and qualitative assessment measures. In order to avoid bias, the reviews are done blindly; no student names are shared with the committee until after placement decisions have been made.