



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# Identifying Students with High Abilities in Indiana

DRAFT COPY 1/7/10

**Aligning Indiana Code Requirements with  
Best Practice in Identifying Students with High Ability**

**NOTE:** The information contained here was originally published in 2003 in a multi-colored flip chart; revisions resulted in a 2nd edition in 2007 and 3rd edition in 2008. This set of revisions will be published as the 4<sup>th</sup> edition after review is complete. This will become available soon on the IDOE website.

## **Document Preparation**

### **4<sup>th</sup> Edition 2010**

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## Introduction & Rationale

Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2). Specific identification processes remain a local decision and will vary according to district size and demographics. There are, however, best practices for identification; this document is based upon those and is meant to be used by districts as a guide in identifying high ability students for services in the general intellectual and specific academic domains. The term “high ability” is used in Indiana; in this guide sometimes the term “gifted” is used. When that occurs, the related information may have come from the field of gifted education and may reference a somewhat narrower definition of this group of students.

The Indiana Code defines a student with high abilities as one who:

- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- (2) is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

High level performance results from a complex interaction of human qualities - intellectual, emotional, family and culture relationships, and educational strategies and methods. It is the relationship between an individual with various potentials and a world with various possibilities that may either lead to high level performance, or to undeveloped and under-used potentials. The challenge is to find an equitable way to allow all children with high abilities the opportunity to participate in experiences designed to maximize the development of their potential. Well-designed curriculum and well-prepared teachers are essential to providing appropriate educational experiences.

## Definitions

These definitions of high ability are to be used to identify students who require higher level content and/or a faster pace of instruction during regular school hours for language arts, mathematics, and/or all areas of core curriculum in order to develop their potential. Districts will meet the educational needs of identified students through differentiated curriculum and differentiated instruction. It is best practice to also use differentiated programming options such as cluster grouping, ability grouping (between classes or within class), and/or self-contained classes. Grouping high ability learners and providing them with appropriately differentiated curriculum and instruction produces the greatest achievement gains for those learners.

Indiana school districts may develop their own definitions of high ability and their own programs for serving students with high abilities based upon those definitions as long as those definitions are consistent with the Indiana requirements. It is important that those definitions and protocols follow the principles of identification outlined elsewhere in this document. Those programs may serve additional students or domains of high ability beyond the definitions and identification criteria outlined here. Six domains of high ability are included in Indiana Administrative Code, and schools may identify and serve students with high abilities in those domains; however, it is mandated that schools identify and serve students with high ability in the general intellectual and specific academic domains. **The following represents the minimum level of identification to be present in all Indiana schools.**

## Domain: “High Ability – General Intellectual”

A High Ability – General Intellectual student performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level core curriculum and/or instruction.

In all districts a student should have the “High Ability – General Intellectual” designation on the Student Test Number (STN) if the child meets these criteria; these identified students must also receive services for high ability students.

- Any student who:
  - Scored at the 96<sup>th</sup> percentile (with consideration for the test’s standard error of measurement) on
    - The composite score of an individual standardized test of verbal and quantitative reasoning ability administered by a licensed psychologist, or
    - The composite score of a standardized norm-referenced group test of verbal and quantitative reasoning ability.

OR:

  - Scored at the 96<sup>th</sup> percentile (with consideration for the test’s standard error of measurement) on
    - The composite or total battery of an individual standardized achievement test administered by a licensed psychologist or
    - A standardized norm-referenced group achievement test (within the past 24 months)

- In addition, any student who:
  - Performs or shows the potential to perform at an outstanding level within the population of students with the “same experience or environment” in that district. Students may be identified by
    - Outstanding potential or performance according to district criteria and local norms on a qualitative measure, such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment.
    - Scoring at the 96<sup>th</sup> percentile (with consideration for the test’s standard error of measurement) on a standardized achievement or aptitude test according to local, subgroup norms.

### **Domain: “High Ability – Language Arts”**

A High Ability Language Arts student (L-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through typical grade level curriculum and/or instruction in language arts.

In all districts, a student should be L-HA if the child is designated “High Ability - General Intellectual.” Additionally, any other student should have this designation on the STN if the child has met these criteria within the last 24 months; these students must receive services for high ability students in the area of language arts.

- Performs or shows the potential to perform at an outstanding level in language arts within the population of students with the “same experience or environment” in that district.
- OR:
- Performed at or above the 96<sup>th</sup> percentile on the Reading, English, or Language Arts portion of an individual or group standardized norm-referenced achievement test.
- OR:
- Demonstrates outstanding potential or performance in language arts according to district criteria on a qualitative measure of assessment, such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment

### **Domain: “High Ability – Math”**

A High Ability Mathematics student (M-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment.

In all districts, a student should be M-HA if the child is designated “High Ability - General Intellectual.” Additionally, any other student should have this designation on the STN if the child has met these criteria within the last 24 months; these students must receive services for high ability students in the area of mathematics.

- Performs or shows the potential to perform at an outstanding level in math within the population of students with the “same experience or environment” in that district.
- OR:
- Performed at or above the 96<sup>th</sup> percentile on the Math Reasoning or Problem Solving or Math Composite portion of an individual or group standardized norm-referenced achievement test.
- OR:
- Demonstrates outstanding potential or performance in math according to district criteria on a qualitative measure of assessment, such as: product or portfolio assessment, rating or observation scales, interviews, or performance assessment

## Characteristics of Students with High Abilities

A child with high abilities may exhibit some or many of these or other characteristics; these characteristics are found more frequently among those later identified as students with high abilities. The characteristic may or may not be manifested in problematic behavior. Characteristics may vary with culture, socio-economic opportunities, disability, gender, area of ability, conditions, or interest.

### Characteristics and Behaviors Associated with High Ability that May Be Problematic in School

Characteristic	Possibly Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resist doing worksheets, and insist on reading own material which is years above grade level.
Learns new things quickly and easily	May exhibit boredom and frustration with repetition and not being allowed to move on or do something else.
Has extensive vocabulary, background knowledge or memory	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; enjoys logic and puzzles	May resist doing repetitive computation drill needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, be sloppy out of boredom, refuse to do homework, and incorrectly assume all will be easy. May work problems in unconventional ways.
Has a more intense energy level, activity level, or ability to concentrate; may talk fast	May seek active inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn or uncooperative with poor self-regulation.
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to teacher becoming upset.
Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. May be a day dreamer. May ask tangential questions and seem off track. May question authority.
Great sense of humor	May be the class clown or use humor sarcastically.
Curious, observant	May be off task and have difficulty disengaging to change activities.
Perfectionistic	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children or adults. (May also prefer to play with younger children whom he/she can organize into activities.)
Sensitive to environment	May object to loud noises, bright lights, certain textures, odors, or have many allergies.

## Multi-Faceted Assessment

A multi-faceted plan to identify students for high ability services should include both quantitative measures of ability and of achievement (a quantitative measure usually has a score) and qualitative measures (may have a narrative description and evaluate performance or behavior). A combination of both types of assessments will yield a more holistic understanding of a student's capability to perform. Care should be given to reduce assessment biases.

Since both potential (ability) and performance (achievement) are being measured, and another form of assessment should be included beyond quantitative measures, at least three measures should be available for each student. At least one of these should be qualitative, so there is additional evidence beyond just test scores to help determine if a child needs services.

When establishing an identification procedure for a school corporation,

- consider the characteristics and needs of students with high general intellectual ability and/or high ability in the specific academic domains as required
- consider the placement or programming options you can make available in your district.
- select multiple instruments or assessments that match these characteristics and service options.
- develop your identification plan.

### Features of the Identification Plan

- The purpose of an identification plan is to initially include all possible candidates for high ability identification.
- The data gathering phase may or may not have a screening process depending on the assessments and resources available to the district.
- One-Step Process: A screening measure is not needed if the district already tests all students with a measure with strong enough technical properties to accurately identify high ability students. Please review the list of instruments provided in this document to determine whether or not an instrument is appropriate for screening only or for the identification of high ability.
- Two-Step Process: Districts that do NOT already routinely test all students with a measure that has strong enough technical properties (e.g. reliability and validity) to identify children as high ability based on achievement and/or ability, may use a screening process. This process would narrow the pool of students requiring the longer, more in-depth assessments needed for reliable and valid identification. Using the results of the screening measure, a second, more in-depth, valid, and reliable measure would be given to only those students scoring among the top 20 - 25% of the student population on the screening measure and to any others nominated for consideration.
- Note: The identification process needs to include both measures of performance (achievement) and measures of potential (ability). A two-step process with a screening measure may not be necessary in one of these areas if the school district tests all students with a valid and reliable measure (e.g. administering the NWEA to all students to measure performance), but it may be necessary for the other area (e.g. administering the KBIT as a screener, then administering the CoGAT to the top 25% of scorers on the KBIT to find students with potential).

### Cautions:

- When organizing assessment information, remember that a student need only to achieve at a high level OR to have the ability to achieve at a high level. It is not defensible in light of the Indiana definition to sum the scores from achievement and ability tests thereby requiring that a

student do well on both types of assessment (plus additional qualitative data) in order to be identified as needing services.

- Take care not to allow one individual to provide more than one piece of the information considered (e.g. a teacher nomination and a portfolio graded by the same teacher).
- Be careful to compare scores on different measures for the same student on the same scale (e.g. both using percentiles) and consider the standard error of measurement (amount of error associated with each assessment and reported in the technical manual). Remember that the highest score a student achieves is most often the best indicator of potential and be sure to consider more than performance on tests for a more complete view of the student.

## Steps for Implementing an Identification Plan

1. Define high ability in your district to include High Ability-General Intellectual, High Ability-Math and High Ability-Language Arts and other core content areas supported by services.
2. Consider multiple sources of information when nominating, screening, and identifying students. Use both quantitative and qualitative measures.
3. Develop a district wide calendar for identification procedures.
4. Inform all staff members of the necessity to consider all students initially.
5. Administer assessments designed to be valid and reliable for identifying students with high ability or high academic achievement. These assessments should be able to measure above grade level performance.
6. Provide professional development for teachers to recognize characteristics of students with high abilities. Accept teacher nominations for consideration.
7. Provide all parents with a list of characteristics of students with high abilities. Accept parent nominations for consideration.
8. Find students for the screening pool through disaggregated data by using subgroup norms (e.g., free/reduced lunch, LEP) Use a committee to find students to include in the initial screening pool for consideration.
9. After finding a pool of possible candidates (the screening pool), give students in the screening pool additional identification assessments if necessary.
10. After additional identification measures have been administered to those in the screening pool, construct a preliminary list of students who may be high ability in general intellectual or specific academic domains.
11. Consider that different children on your list may need different or multiple placement options.
12. If students are to be placed in service options that require them to be in a classroom only for high ability students, or to be placed in a classroom with students from a higher grade level, it is advisable (but not required by the state) to gain parental permission prior to placement.
13. It is good practice to notify the parents of students with high abilities of the school's placement in services designed to provide the student with appropriately differentiated curriculum and instruction designed to meet their advanced academic needs.
14. Develop defensible exit procedures.
15. Continue to identify students needing services. Identify in Kindergarten, again in the elementary grades, and prior to transition to different building or service levels.
16. Provide additional testing for those who request it due to appeals, illness, and/or moving from a different school or district.

## **Selection and Use of Qualitative Measures**

- The instrument needs to match the definition of high ability used by the corporation. (For example, when identifying for high ability in math, the data gathered should reflect math tasks and behaviors.) The instrument should add information useful for making programming decisions.
- The personnel completing and /or interpreting these instruments need to be trained in their use. If not trained, teachers often overlook qualified students for high ability programs.
- When using portfolios, work samples should include indicators of best performance as well as student reflections on their work. Rubrics for evaluating the portfolio should be determined in advance, and raters need to be trained in order to develop reliable evaluations.
- Because many qualitative measures are not norm-referenced, school corporations may want to develop their own local norms.

## **Examples of Qualitative Measures**

### **Standardized Rating Scale**

- Scales for Identifying Gifted Students

### **Alternative Methods of Assessing Student Potential or Performance**

- Portfolios
- Observation Scales
- Rating Scales
- Product Assessment
- Teacher Nomination
- Peer Nomination
- Self or Parent Nomination
- Interviews
- ISTAR Supplemental Assessment (IN Standard Tool for Alternative Reporting)

## Selection and Use of Quantitative Measures

- A norm-referenced test is used to determine an individual's status with respect to the performance of other individuals on that test.
- Criterion-referenced achievement tests are used to determine the individual's mastery of specific skills or knowledge. These are usually measures based on grade level standards and may be used for screening (e.g. ISTEP), but have limited utility in identifying high ability students because they do not provide opportunity to demonstrate advanced abilities or performance or show what students know compared to others. Grade level achievement tests do not have a high enough ceiling for identifying high ability students; off-grade level forms of the tests should be administered.
- Criterion-referenced achievement measures administered off level, i.e. given above grade level, may be used to see what students may have mastered in content above their current grade placement. These have some utility in determining instructional level, but may also have limits for very high performing students.
- Norm-referenced tests are appropriate for identification of high ability students. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms reported in the testing manual. The norm group may be national, state, or local. At every level of test usage, it is important to match the scope of the test with the purpose that the test is supposed to perform.
- Achievement tests measure acquired information and therefore will likely not be good predictors of high ability for K-2 students living in impoverished environments.
- Refrain from using a particular instrument just because it is used in another corporation as it may not be useful for your program/definition. Tests and other tools do not determine who is high ability; people determine who is high ability based on a set of established criteria for that particular school corporation. For information on whether a specific test is appropriate for your district, please consult with a professional trained in tests and measurements for high ability learners.
- Non-verbal measures, such as Raven's or Naglieri (NNAT), should *not* be used as a stand-alone measure of general intellectual ability. Strong nonverbal scores should qualify students for high ability services **only if** the scores are accompanied by a) evidence of reasonably high accomplishment in the academic domain in which accelerated instruction or enrichment is offered or by b) evidence that the student's verbal or quantitative reasoning abilities are high **relative to other students who have had similar opportunities to develop their abilities.** (David Lohman – see <http://faculty.education.uiowa.edu/dlohman/>)

## Examples of Quantitative Measures

### Mental Ability

#### Screen Only

- Wechsler **Abbreviated** Scale of Intelligence (WASI)
- Woodcock-Johnson III-NU Test of Cognitive Abilities **Brief** Intellectual Ability Scale
- Kaufman **Brief** Intelligence Test Second Edition (KBIT 2)
- Stanford-Binet Intelligence Test **Abbreviated** (5<sup>th</sup> ed).

#### Identification

- Cognitive Abilities Test (6<sup>th</sup> ed) (CogAT)
- InView or Primary Test of Cognitive Skills (K-1)
- Otis-Lennon School Ability Test (8<sup>th</sup> ed) (OLSAT)
- Test of Mathematical Abilities for Gifted Students (TOMAGS)
- SAGES-2 (Reasoning subtest only)
- Orleans-Hanna Algebra Prognosis Test
- Wechsler Intelligence Scale for Children (WISC)
- Woodcock-Johnson III NU Test of Cognitive Abilities
- Kaufman Assessment Battery for Children (2<sup>nd</sup> ed) (K-ABC-II)
- Stanford-Binet Intelligence Test (5<sup>th</sup> ed)

### Achievement

#### Screen Only

- Iowa Test of Basic Skills **Survey** Battery
- Wechsler Individual Achievement Test II **Abbreviated**
- Kaufman Test of Educational Achievement 2: **Brief** Form (KTEA 2-Brief)
- Stanford Achievement Test **Abbreviated** (10<sup>th</sup> ed)
- Terra Nova (2<sup>nd</sup> ed) **Survey** Battery
- ISTEP

#### Identification

- Iowa Tests of Basic Skills Complete Battery
- Terra Nova (2<sup>nd</sup> ed)
- Stanford Achievement Test (10<sup>th</sup> ed)
- Metropolitan Achievement Test (8<sup>th</sup> ed)
- Northwest Evaluation Association Tests (NWEA)
- SAGES-2 (Mathematics/Science and Language Arts/Social Studies subtests)
- Wechsler Individual Achievement Test (2<sup>nd</sup> ed)
- Woodcock-Johnson III NU Tests of Achievement
- Kaufman Test of Educational Achievement (2<sup>nd</sup> ed) (KTEA-2)

**Note:** Non-verbal tests should not be used as a stand-alone indicator of general intellectual ability. They are best used in conjunction with another measure of reasoning ability or achievement in the specific domain(s) in which the student will receive services.

## Service Options

Regardless of where it occurs, the instruction of a student with high abilities must be differentiated. Alternative placement options (self-contained, multi-age, magnet school, between class grouping), program (accelerated, extended), curriculum and instruction (methodology, content) will be needed.

Placement Options	Acceleration Options	Instructional Differentiation
Cluster Grouping Between-Class Grouping Cross-Grade Grouping Magnet School Mentorship Pull-out Program Fulltime Classroom for Students with High Abilities - also called "self-contained" class – could have more than one grade level Ability Grouping	Subject Skipping Advanced Placement Dual/Concurrent Enrollment Early Graduation Early Entrance Grade Skipping Honors Classes International Baccalaureate Individualized Education Plan	Enrichment Compacting Acceleration Problem-based Learning Extension of content Products demonstrate higher level understanding Above-Grade Level Materials Individualized Instruction Independent Inquiry Critical and Creative Thinking Development of habits of experts in the field

After districts have identified high ability students in the general intellectual and specific academic domains, the identification committee will determine the most appropriate way to meet each high ability student's needs. There should be a range of options available for consideration either singly or in combination, including various placement, acceleration, and programming options. Instructional options occur within placement or acceleration options in order for the student to experience maximum benefit from the district's comprehensive and articulated program of services from grade to grade. For example, if a student has been placed in a cluster group of high ability learners, he or she should experience differentiated curriculum and instruction within that cluster group.

## Examples of Instruments

### Requirements to Qualify for Test Purchase

All Levels: Completed Qualifications/ Accreditation form

Level A: No additional requirements

Level B: Verification of a Master's level degree in psychology or education or the equivalent in a related field with relevant training in assessment

Level C: Verification of a Ph.D. level degree in psychology or education or the equivalent in a related field with relevant training in assessment

**Note: These are not recommendations, rather a list of tests with current norms, strong reliability coefficients, and validity studies indicating their appropriate use for measuring these constructs.**

### Contact Information for Test Publishers

American Guidance Service  
4201 Woodland Road  
Circle Pines, Minnesota 55014  
Phone: 800-328-2560  
[www.ags.net](http://www.ags.net)

Creative Learning Press  
P. O. Box 320  
Mansfield, CT 06250  
Phone: 888-518-8004  
Fax: 860-429-7783  
Website:  
[www.creativelearningpress.com](http://www.creativelearningpress.com)

CTB-McGraw Hill  
20 Ryan Ranch Road  
Monterey, CA 93940  
Phone: 800-538-9547  
Fax: 831-393-0700  
Website: [www.ctb.com](http://www.ctb.com)

Great Potential Press  
P. O. Box 5057  
Scottsdale, AZ 85261  
Phone: 877-954-4200  
Fax: 602-954-0185  
Website: [www.giftedbooks.com](http://www.giftedbooks.com)

Harcourt Assessment, Inc.  
Attn: Customer Service  
P.O. Box 599700  
San Antonio, TX 78259  
Phone: 800-211-8378  
Fax: 800-232-1223  
Website:  
[www.harcourtassessment.com](http://www.harcourtassessment.com)

Hawthorne Educational Services  
800 Gray Oak Dr.  
Columbia, MO 65201  
Phone: 800-542-1673  
Fax: 800-442-9509  
Website: [www.hes-inc.com](http://www.hes-inc.com)

Northwest Evaluation Association  
12909 SW 68<sup>th</sup> Parkway, Suite 400  
Portland, OR 97223  
1-503-624-1951  
[www.nwea.org](http://www.nwea.org)

Pearson Assessments  
Address: varies, depending on inquiry. See website  
Phone: 800-627-7271  
Fax: 800-632-9011  
Website:  
[www.pearsonassessments.com](http://www.pearsonassessments.com)

Pro-Ed  
8700 Shoal Creek Boulevard  
Austin, TX 78757-6897  
Phone: 800-897-3202  
Fax: 800-397-7633  
Website: [www.proedinc.com](http://www.proedinc.com)

Prufrock Press  
P.O. Box 8813  
Waco, TX 76714-8813  
Phone: 1-800-998-2208  
Fax: 800-240-0333  
Website: [www.prufrock.com](http://www.prufrock.com)

Riverside Publishing  
3800 Gulf Road, Suite 100  
Rolling Meadows, IL 60008  
Phone: 800-323-9540  
Fax: 630-467-7000  
Website: [www.riverpub.com](http://www.riverpub.com)

**Test Purpose: A test purpose listed in the chart that follows as "Screening" is not sufficient to use for purposes of final Identification. It may be used in a preliminary way to narrow the pool of students who should be given an Identification instrument. If all students are given an Identification measure, then a Screening instrument is not needed.**

**Caution: When considering test purchases, contact the publisher for test specifics before making a decision. The information listed below is believed to be accurate, but specifics change with publisher revisions.**

Name of Assessment; Administration; Qualification; Publisher	Type; Grade Levels	Scores	Time	Purpose
<b>Cognitive Ability Test (CogAT), Form 6; Group; B Qualification</b>  Riverside	Mental Ability; K-12	Verbal Quantitative Non-verbal Composite	6 sessions of less than 30 minutes each - Level K; 3 sessions of about 40 minutes each - Levels 1 and 2; 3 sessions of 48 minutes Levels A-H	Identification
<b>InView (2-12) &amp; Primary Test of Cognitive Skills (K-1); Group; A</b> CTB McGraw Hill	Mental Ability; grades K - 12	PTCS: Verbal, Spatial, Memory, Concepts, Cognitive Skills Index InView (2-12) NonverbalVerbal Quantitative Composite	PTCS: 4 subtests of 30 minutes InView: 5 subtests for total of 95 minutes	Identification
<b>Kaufman Assessment Battery for Children II (KABC II); Individual; C</b>  Pearson	Mental Ability; PK - 12	Fluid Crystalized; Non-verbal	25-50 minutes each for 5 subtests	Identification
<b>Kaufman Brief Intelligence Test(2nd ed). (KBIT-2); Individual; B</b>  Pearson	Mental Ability; PK-12	Verbal Non-verbal Composite	15-30 minutes	Screening only
<b>Orleans-Hanna Algebra Prognosis Test (3rd ed); Group; B</b>  Harcourt	Mental Ability; 7-12	Algebra Readiness	50-60 minutes	Identification

<p><b>Otis-Lennon School Ability Test (8th ed) (OLSAT 8); Group; B</b></p> <p>Harcourt</p>	<p>Mental Ability; K-12</p>	<p>Verbal (K-12) Non-verbal (K-12) Quantitative Reasoning (grades 3-12 only) Composite</p>	<p>3 sections totaling about 75 minutes</p>	<p>Identification</p>
<p><b>Screen Assessment for Gifted Elementary Students (2nd ed) (SAGES-2); Group; B</b></p> <p>Pro-Ed</p>	<p>Achievement/ Mental Ability combined; K-8</p>	<p>Math/Science Lang/Social Studies Reasoning</p>	<p>3 subtests of 30 - 45 minutes each; total 1.5-2.25 hours</p>	<p>Identification</p>
<p><b>Stanford Binet Intelligence Test (5th ed) (SB 5) /SB 5 Abbreviated Form; Individual; C</b></p> <p>Riverside</p>	<p>Mental Ability; PK-12</p>	<p>Verbal; Abstract/Visual; Quantitative; Short Term Memory</p>	<p>60-90 minutes</p>	<p>Full Battery = Identification; Abbreviated Form = Screening</p>
<p><b>Test of Mathematical Abilities for Gifted Students (TOMAGS); Group; B</b></p> <p>Pro-Ed</p>	<p>Mental Ability; K-6</p>	<p>Composite Math</p>	<p>30-60 Minutes</p>	<p>Identify Math only</p>

<b>Wechsler Abbreviated Scale of Intelligence (WASI); Individual; C</b>  Harcourt	Mental Ability; K-12	Verbal; Performance; Full Scale	30-35 minutes	Screening Only
<b>Wechsler Intelligence Scale for Children IV (WISC IV); Individual; C</b>  Harcourt	Mental Ability; K-12	Verbal Comprehension; Perceptual Reasoning; Short Term Memory; Processing Speed	50-85 minutes	Identification
<b>Woodcock Johnson III NU Test of Cognitive Abilities (WJ III NU/WJ III NU Brief); Individual; C</b>  Riverside	Mental Ability; PK - 12	General Intellectual Ability	35-40 minutes	Complete = Identification; Brief = Screening

<p><b>Iowa Tests of Basic Skills (ITBS); Iowa Tests of Educational Development (ITED) (2001-7); Group; A</b></p> <p>Riverside</p>	<p>Achievement; K-12</p>	<p>K-1 (Test levels 5 &amp; 6) = Vocabulary, Word Analysis, Mathematics, Reading, Listening 1-3 (Test levels 7 &amp; 8) = Vocabulary, Word Analysis, Reading, Listening, Lang., Word Concepts, Math Problems, Math computation, Social Studies, Science, Sources of Information; 3-8 (Test Levels 9-14) = Vocabulary, Reading Comp., Lang., Math, Social Studies, Science, Sources of Information</p>	<p>30 minutes/ subtest</p>	<p>Complete = Identification; Survey = Screening</p>
<p><b>Kaufman Test of Educational Achievement 2 (KTEA 2) /KTEA 2 Brief Form; Individual; B</b></p> <p>AGS</p>	<p>Achievement; PK - 12</p>	<p>Reading, Math, Written Lang., Oral Lang., Comprehensive</p>	<p>Comprehensive = 30-80 minutes, depending on grade; Brief = 15-45 minutes</p>	<p>Comprehensive = Identification; Brief = Screening</p>
<p><b>Metropolitan Ach. Test (8th ed) (MAT 8); Group; B</b></p> <p>Harcourt</p>	<p>Achievement; K-12</p>	<p>Reading, Lang. Arts Math</p>	<p>Untimed with guidelines (approx. 30 minutes for each subtest)</p>	<p>Identification</p>

<b>Northwest Evaluation Association (NWEA); Individual (computer); A</b> NWEA	Achievement; Primary=K-2; MAP= 2-10	K-2: Reading and math; 3 and up: reading, language math	Not timed; approx. 1 hr/test	Identification
<b>Screening Assessment for Gifted Elementary Students (2nd ed) (SAGES-2); Group; B</b> Pro-Ed	Achievement/ Mental Ability; K-8	Math/Science Lang/Social Studies Reasoning	3 subtests of approximately 20 minutes each	Identification
<b>Stanford Achievement Test (10th ed) (SAT 10)/ SAT 10 Abbreviated; Group; A</b> Harcourt	Achievement; K-12	Reading, Lexile, Lang, Math, Spelling, Listening, Science, Social Studies	Untimed; flexible guidelines (approx. 30 minutes for each subtest)	Complete = Identification; Abbreviated Form = Screening
<b>TerraNova Cat Complete Battery (3rd ed) /Terra Nova Survey; Group; A</b> CTB McGraw Hill	Achievement; K-12	K=Reading Language Math Composite Grades 1-12= Reading Language Math Composite (R,L,M) Science Social Studies	K=1.35 hrs 1 = 2.4 hrs 2=3.05 hrs	Complete = Identification; Survey = Screening
<b>Wechsler Individual Achievement Test II (WIAT-II); Individual; C</b> Harcourt	Achievement; PK - 12	Composite scores for Reading, Math, Written Lang., Oral Lang.	Pre-K and K = 45 Minutes; Grades 1-6 90 minutes; Grades 6-16 1.5- 2 hours	Identification; Publisher states not appropriate for identifying GT in adolescence

<b>Gifted and Talented Evaluation Scales (GATES)</b> Prufrock Press	Rating Scale; K-12	Intellectual Ability, Academic Skills, Creativity, Leadership, Artistic Talent	N/A	Screening Only
<b>Gifted Evaluation Scales (2nd ed) (GES-2)</b> Hawthorne Educational Services	Rating Scale:	Intellectual Ability, Creativity, Specific Academic Aptitude, Leadership, Ability, Performing and Visual Arts, and Motivation	N/A	Screening Only
<b>Scales for Identifying Gifted Students (SIGS)</b> Prufrock Press	Rating Scale; K-12	General Intellectual Ability, Language Arts, Mathematics, Science, Social Studies, Creativity, Leadership (School and Home Rating Scales)	N/A	Identification - Must be used in conjunction with other measures
<b>Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS)</b> Creative Learning Press	Rating Scale; 3 - 12	Learning, Motivation, Creativity, Leadership, Art, Music, Dramatics, Planning, Communication, Mathematics, Reading, Science, Technology	N/A	Screening Only
<b>Iowa Acceleration Scale</b> Great Potential Press	Rating Scale for Acceleration; K-8	Readiness for Acceleration	N/A	Identify for Acceleration

## Indiana Code for High Ability Programs

### IC 20-36

#### ARTICLE 36. HIGH ABILITY STUDENTS

### IC 20-36-1

#### Chapter 1. Definitions

### IC 20-36-1-1

#### Application

Sec. 1. The definitions in this chapter apply throughout this article.

*As added by P.L.1-2005, SEC.20.*

### IC 20-36-1-2

#### "Domain"

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

*As added by P.L.1-2005, SEC.20.*

### IC 20-36-1-3

#### "High ability student"

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

*As added by P.L.1-2005, SEC.20.*

### IC 20-36-2

#### Chapter 2. Programs for High Ability Students

### IC 20-36-2-1

#### State resources program; grants for high ability programs

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
  - (A) Information and materials resource centers.
  - (B) Professional development plan and programs.
  - (C) Research and development services.
  - (D) Technical assistance that includes the following:
    - (i) Student assessment.
    - (ii) Program assessment.
    - (iii) Program development and implementation.
  - (E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.

- (b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools

within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

- (1) The programs for which the grant is used.
- (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

*As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.2.*

### **IC 20-36-2-2**

#### **School corporation high ability programs; criteria**

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

- (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.

*As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.3.*

### **Related Code**

#### **IC 20-31-2-6**

#### **"Exceptional learner"**

Sec. 6. "Exceptional learner" refers to the following:

- (1) A child with a disability (as defined in IC 20-35-1-2).
- (2) A high ability student (as defined in IC 20-36-1-3).

*As added by P.L.1-2005, SEC.15.*

### **ALLOWABLE USES OF THE ACADEMIC HONORS DIPLOMA AWARDS**

#### **IC 21-3-1.7-9.8 Version b Computation and use of honors diploma award**

Sec. 9.8. (a) In addition to the distributions under section 8.2 of this chapter, a school corporation is eligible for an honors diploma award in the amount determined under STEP TWO of the following formula:

STEP ONE: Determine the number of the school corporation's eligible pupils who successfully completed an academic honors diploma program in the school year ending in the previous calendar year.

STEP TWO: Multiply the STEP ONE amount by nine hundred dollars (\$900).

(b) An amount received by a school corporation as an honors diploma award may be used only for:

- (1) any:
  - (A) staff training;
  - (B) program development;
  - (C) equipment and supply expenditures; or
  - (D) other expenses; directly related to the school corporation's academic honors diploma program; and
- (2) the school corporation's program for high ability students.

(c) A governing body that does not comply with this section for a school year is not eligible to receive an award under this section for the following school year. *As added by P.L.260-1997(ss), SEC.86. Amended by P.L.34-*

1998, SEC.3; P.L.273-1999, SEC.141; P.L.291-2001, SEC.98; P.L.224-2003, SEC.166; P.L.97-2004, SEC.81; P.L.246-2005, SEC.201.

**ALTERNATE MEANS OF EARNING CREDIT AND EARLY MATRICULATION IC 20-36-5 - Chapter 5.**

Alternate Methods of Earning High School Academic Credit

**IC 20-36-5-1 - Receiving credits by demonstrating proficiency; methods** Sec. 1. A student shall receive credits toward graduation or an academic honors diploma by demonstrating the student's proficiency in a course or subject area required for graduation or the academic honors diploma, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods: (1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions. (2) Receiving a high proficiency level score on an end of course assessment for a course without taking the course. (3) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 21-43-4. (4) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area. (5) Other methods approved by the state board. *As added by P.L.64-2006, SEC.1. Amended by P.L.2-2007, SEC.238.*

**IC 20-36-5-2 Waiver of minimum number of semesters for graduation or academic honors diploma** Sec. 2. A student who demonstrates proficiency in one (1) or more courses or subject areas under section 1 of this chapter may not be required to complete a minimum number of semesters to graduate or to receive an academic honors diploma. *As added by P.L.64-2006, SEC.1.*

**Administrative Code:**

TITLE 511 INDIANA STATE BOARD OF EDUCATION

Final Rule

Rule 9.1. Waiver of Curriculum and Graduation Rules for Programs for High Ability Students

**511 IAC 6-9.1-1 Definitions**

Authority: IC 20-19-2-8; IC 20-31-4-7

Affected: IC 20-31-4; IC 20-36-1

**Sec. 1. (a) The definitions in this section apply throughout this rule.**

(b) "Broad-based planning committee" means a diverse group with representation from:

- (1) educators;
  - (2) parents;
  - (3) students;
  - (4) community members; and
  - (5) other stakeholders;
- organized for the purposes of planning and development of programs.

(c) "Differentiated" means providing tiered levels of services for all educational needs.

(d) "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

(e) "General creative" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities, such as:

- (1) problem finding;
- (2) divergent thinking;
- (3) flexibility;
- (4) elaboration; and
- (5) originality.

(f) "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

- (g) “Governing body” means the township trustee and township board of a school township, the board of school commissioners, board of school trustees, or any other board charged by law with the responsibility of administering the affairs of a school corporation.
- (h) “High ability student” means a student who:
- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and
  - (2) is characterized by exceptional gifts, talents, motivation, or interests.
- (i) “Interpersonal” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas, such as:
- (1) leadership;
  - (2) mediation;
  - (3) counseling; and
  - (4) communication.
- (j) “Multifaceted assessment” means collecting and analyzing data to identify the educational needs of high ability students through the following:
- (1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as the following:
    - (A) Rating scales.
    - (B) Observation or interviews.
    - (C) Portfolios.
    - (D) Structured observations or interviews.
  - (2) Potential-based assessment, which includes evaluating the potential performance of high ability students through the use of instruments, such as the following:
    - (A) Standardized intelligence tests.
    - (B) Standardized achievement tests.
    - (C) Behavior rating scales.
  - (3) Other forms of assessment, which includes using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students.
- (k) “Program” means educational services differentiated in depth and breadth designed to meet the needs of one or more high ability students through activities such as compacting, acceleration, enrichment, problem solving, and creative thinking.
- (l) “Levels of services program” means an educational program differentiated in depth and breadth designed to meet the needs of high ability students through activities, such as:
- (1) compacting;
  - (2) acceleration;
  - (3) enrichment;
  - (4) problem solving; and
  - (5) creative thinking.
- (m) “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as:
- (1) English language arts;
  - (2) social studies;
  - (3) foreign languages;
  - (4) mathematics; and
  - (5) sciences.
- (n) “Technical and practical arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
- (1) vocational-technical education;
  - (2) business technology education;
  - (3) family and consumer sciences; and
  - (4) technology education.
- (o) “Visual and performing arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:

- (1) art;
- (2) dance;
- (3) music; and
- (4) theater arts.

*(Indiana State Board of Education; 511 IAC 6-9.1-1)*

### **511 IAC 6-9.1-2 Program requirements**

Authority: IC 20-19-2-8; IC 20-31-4-17

Affected: IC 20-31-4; IC 20-36-1

Sec. 2. (a) To qualify as a program for high ability students under this rule, each school corporation shall meet all of the criteria in this section.

(b) The school corporation shall develop and periodically update a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible level at every stage of development.

(c) The differentiated program for high ability students must include the following:

(1) A multifaceted student assessment plan, including the following:

- (A) Performance-based assessment.
- (B) Potential-based assessment.
- (C) Alternative assessment.

(2) A curriculum and instructional strategies plan.

(3) A counseling and guidance plan.

(4) A systematic program assessment plan.

(5) A professional development plan.

(d) Educational experiences offered outside the school day may be used to supplement, but not to supplant, the levels of services provided for high ability students offered during the school day.

(e) The governing body shall create a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services program for high ability students.

(f) The program must be approved by the governing body.

(g) The plans described in subsection (c) must be available for public inspection and filed with the department.

*(Indiana State Board of Education; 511 IAC 6-9.1-2)*

## Glossary of Terms

Parts of the following glossary were adapted from the Indiana Association for the Gifted (IAG), *Resource Guide for Indiana Parents & Teachers, 2<sup>nd</sup> Edition*. It was based upon a similar glossary published by the California Association for the Gifted. The Glossary originally appeared in their publication: *The Challenge of Raising Your Gifted Child (1998)*.

**Ability Grouping** Grouping students by ability or readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is NOT synonymous with "tracking."

**Academic Excellence** Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school. Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.

**Accelerated Learning** Pacing students through the curriculum at a rate commensurate with their advanced ability. Students may or may not be formally identified as high ability to participate in some forms of accelerated learning.

**Achievement Test** A test that measures the extent to which a student has mastered the skills and knowledge of a particular area.

**Advanced Placement (AP)** Any of the approximately 35 classes endorsed by the College Board in which a secondary student can earn college credit by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s). AP Scores are in the range of 1-5, with scores of 3, 4, or 5 being highly correlated with college graduation.

**Affective Learning** Incorporating into the curriculum opportunities for students to address socio-emotional issues, attitudes, and appreciations of self and others.

**At-Risk** Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

**Alternative Assessment** Procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students. Also referred to as *other forms of assessment*.

**Authentic Assessment** Process of evaluating student learning using student products or performance instead of traditional standardized tests. It allows students to be evaluated with regard to their individuality and creativity.

**Behavioral Rating Scale/Checklist** A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics. Caution: When using these for identification, it is important that the items on the scale or checklist be related to the services to be provided.

**Broad-Based Planning Committee (BBPC)** In Indiana Administrative Code, "Broad-based planning committee" means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students of high ability.

**Cluster Grouping** A method for organizing services for high ability students by purposefully assigning students with similar readiness levels and/or abilities to the same classroom with a licensed high ability teacher.

**Core Curriculum** The common knowledge and skills to be learned by all students of a particular grade; reading, writing, mathematics, history-social studies, and science usually make up core curriculum.

**Credit by Examination** The student is awarded advanced standing credit (e.g., in high school or college) by successfully completing some form of mastery test or activity.

**Criterion-Referenced Test** A test to determine whether the student has achieved specific skills or concepts. Each individual is compared with a preset standard for acceptable achievement, not compared to other students.

**Cross-Grade Grouping** Students from two or more grade levels with similar readiness levels and/or abilities are placed together in a classroom.

**Curriculum Compacting** A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to "buy time" which can be used to accelerate content or to pursue alternate content or activities while the unit is being taught to other students.

**Curriculum & Instructional Strategies Plan** One of the five written levels of service program plans required for Indiana school corporations according to Administrative Code. The plan details how the curriculum and instruction are differentiated in breadth or depth of content to meet the needs of one or more high ability students within the corporation through activities such as compacting, acceleration, enrichment, and problem solving. It also indicates how the curriculum for high ability students is differentiated from the general education curriculum to promote such things as higher order thinking, decision making, creative problem solving, and effective researching. Ideally this will include a Scope and Sequence or Curriculum Map to show the K-12 articulation of the curriculum for high ability students.

**Differentiation** Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students. In Indiana Administrative Code, "Differentiated" means providing tiered levels of services for all educational needs.

**Disaggregated** Data that is separated by ethnicity, free/reduced lunch, language proficiency, gender, presence of an IEP, or accommodations.

**Domain** As used in Indiana Code, "domain" includes the following areas of aptitude and talent: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, interpersonal. While all domains are important, identification of students with high ability in the general intellectual and specific academic domains are the only domains required by law. See definitions for each of the domains in this glossary.

**Dual/Concurrent Enrollment** Students earn credit at two levels while enrolled on one course. While this is usually college credit and high school credit while enrolled in a course of study, it could also apply to receiving high school credit for a course taken while in an earlier grade.

**Early Entrance** Students begin their elementary school or college education prior to the designated chronological age of entrance.

**Enrichment** Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom. Enrichment, along with acceleration, are elements of a good curriculum for high ability students

**General Intellectual** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “General intellectual” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

**Gifted and Talented** There is no single definition of “gifted” or “talented.” In Indiana, each school corporation may determine the identification criteria used to determine who will participate in programs it designs to serve students of high ability.

**Grade Skipping** Students progress through grade level instruction skipping one or more grades.

**Heterogeneous/Homogeneous Grouping** Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students. Homogeneous grouping is based on common criteria such as the students' needs, or academic abilities.

**High Ability Student** (IC 20-36-3) means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

**Honors Class** Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated. Traditionally, students who meet prerequisite criteria are accepted into these courses. These courses may include students other than those identified as high ability by the school district.

**Independent Study or Self-Directed Study** Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study.

**Individualization** Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

**Intelligence Quotient (I.Q.)** A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts I.Q. as one of the many ways to measure a student's academic potential.

**International Baccalaureate (IB)** A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization.

**ICAN and ISTAR** ICAN stands for Individualized Classroom Accountability Network and is a web-based software system that manages individualized curriculum, assessment, and analysis through standards-based accountability. ISTAR stands for Indiana Standards Tool for Alternate Reporting. Some features ICAN offers include standards lists, curriculum manuals, lesson plan books, project planners, skills checklists, assignment/assessment reports, electronic portfolios, term report cards, permanent progress records, and graphs/charts to analyze progress. This software can be linked to

ISTAR which is used to assist teachers in assessing student knowledge beyond grade-level standards as well as to facilitate student groupings according to the Indiana Curriculum Standards.

**Indiana Code** The state statutes created by the Indiana General Assembly. After passing a statute, the legislature may delegate authority to a state agency (such as the IDOE) or board to develop further rules (regulations) to carry out and implement the law. IC citation references are for the Indiana Code.

**Levels of Services Program Plan** The plans developed outlining the educational programming differentiated in depth and breadth to meet the needs of one or more high ability student through activities such as

- Compacting
- Acceleration
- Enrichment
- Problem-Solving
- Creative Thinking

**Magnet School or Magnet Program** Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as high ability students. Since space is usually limited, special entrance requirements may apply.

**Mandated Program** A legally required program or action authorized by law.

**Mentor** An adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor when matched with a student on a one-to-one basis.

**Multifaceted Assessment** means collecting and analyzing data to identify the educational needs of high ability students through the following:

Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities usually through the use of achievement tests.

Potential-based assessment, which includes assessing verbal, quantitative, and nonverbal reasoning to evaluate the potential performance of high ability students. This evaluation can be through the use of instruments, such as standardized intelligence or cognitive ability tests.

Other forms of assessment, which include using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students. Qualitative measures such as rating scales, portfolios, structured observations or interviews can provide important information about advanced performance or advanced ability.

**Multifaceted Assessment Plan** One of the five written levels of service program plans required for Indiana corporations. . It outlines the instruments used to identify the needs of high ability students and measure their progress and must include at least one performance-based measure, one potential-based measure, and one other form of assessment.

**Nomination** A referral process for consideration of a student into a specialized program.

**Norm-Referenced Test** A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based

on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

**Off-Grade Level Tests** A test one or more grade, or age, level(s) above the student's actual grade placement or age used to assess a student's ability or achievement.

**Other Forms of Assessment** Procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students. Also referred to as *alternative assessment*. Qualitative measures such as rating scales, portfolios, structured observations or interviews can provide important information about advanced performance or advanced ability.

**Performance-Based Assessment** Evaluating the performance of students involved in complex learning opportunities through the usually through the use of standardized achievement tests.

**Portfolio Assessment** A collection of student products used to measure student progress and achievement. A collection of student products is often used to evaluate abilities to determine the appropriateness of placement in a program such as visual and performing arts. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected. (See also Authentic Assessment).

**Potential-Based Assessment** Evaluating the potential performance of high ability students usually through the use of intelligence or cognitive ability tests that test reasoning abilities: verbal, quantitative and nonverbal.

**Program for High Ability Students.** Under IAC 6-9.1--(k) "program" means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more high ability students through activities, such as compacting, acceleration, enrichment, problem solving, and creative thinking.

**Pull-out Program** Students with similar readiness levels, interests, and /or learning styles are pulled from their classrooms on a regular basis to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences.

**Screening Measure** A brief, less reliable instrument used to find the top 20-25% of each demographic subgroup that will take a longer identification measure.

**Self-Contained Classroom** A programmatic term defining a homogeneous setting of students with common needs and/or abilities. The class can include multiple grades or ages.

**Specific Academic** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, "Specific academic" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as English language arts, social studies, foreign languages, mathematics, and sciences.

**Standardized Test** A standardized test is one that is administered under standardized or controlled conditions that specify where, when, how, and for how long children may respond to the test items. Standardized tests should meet acceptable [standards for technical qualities](#) in construction, administration, and use.

**Twice-Exceptional** Students with needs and characteristics of more than one special population, e.g. gifted and learning disabled.

**Underachieving** A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/or academic.

**Validity** The degree to which a test/assessment measures what it purports to measure.



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