

## High Ability Identification

The 2020-2021 academic school year has proven challenging. While this school year may look and feel quite different, all aspects of Indiana Codes [20-36-1-1](#), [20-36-2-2](#), and the [House Enrolled Act 1001: The Budget Bill](#) remain in place. The following is guidance on how to navigate the multifaceted high ability identification process required in Indiana code.

There are two ways the State of Indiana recognizes a high ability student. As per Indiana Code 20-36-1, a high ability student is defined as one who *performs at or shows the potential for performing at an outstanding level of accomplishment [...] when compared with other students of the same age, experience, or environment*. Because of these two paths to identification, the assessment process is multifaceted and requires at least two forms of assessment: a **measure of performance (adaptive formative assessment)** and a **measure of the potential to perform (verbal and quantitative reasoning assessment)**.

### Universal Screening for High Ability Potential

**All** students in grades K, 2, and 5 who are either enrolled in a traditional public school or in a public charter school accepting high ability program grant funds are to be **screened for high ability potential using a measure of verbal and quantitative reasoning**. This process of universally screening students as part of the multifaceted assessment process for identification is to ensure that *students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities* are provided **access to high ability programming**. The decision to assess students for high ability who are enrolled in grades that are not universally screened is not required and remains a local decision; however, a plan should be in place for assessment of any new students entering into grades not screened.

For the grade levels receiving the universal screening for high ability potential, the screening may need to wait until early spring 2021 to ensure accuracy. Please ensure this screening is completed this year as part of the multifaceted assessment process in order to ensure the most inclusive and equitable identification of high ability student potential occurs. Priority should be given to the screening of any cohort lacking a prior assessment of reasoning skill potential.

For the instructional time prior to assessment, *instruct with acceleration and enrichment* rather than remediation in mind. Provide **other measures of potential**, such as [Discover performance tasks](#), that would **allow students the opportunity to show their potential to perform at an outstanding level**. Additionally, watch for those students who are thriving in this model. Be prepared to **be flexible with student placement and programming**.

**Universal Screening by Instructional Platform: Spring Semester 2021****In-Person**

For students in each testing cohort (K, 2, 5) administer the screener based on your assessment calendar while following school, county, and state social distancing, personal protective equipment (PPE), and safety guidelines.

- Depending on score, continue with the multifaceted assessment process to collect further data toward identification.

**Hybrid**

Plan a time to administer the screener when students are on-site. Once on-site, administer the screener while following school, county, and state social distancing, personal protective equipment (PPE), and safety guidelines.

- Depending on score, continue with the multifaceted assessment process to collect further data toward identification.

**Virtual**

Offer an in-person, small-group setting to administer the screener while following school, county, and state social distancing, personal protective equipment (PPE), and safety guidelines.

- If a student or family declines this option, offer one-on-one, in-person proctoring.
  - If one-on-one proctoring is declined, prepare to proctor the screener remotely.  
\*\*Please note that data obtained from remotely proctored assessments **will be skewed**. The use of all levels of the multifaceted assessment process must be considered to ensure proper identification of students.
- Depending on score, continue with the multifaceted assessment process to collect further data toward identification.

**All Models**

- Priority should be given to screening any cohort lacking a prior assessment of reasoning skill potential.
- ***Instruct with acceleration and enrichment.***
- Provide **opportunities for students to show their potential to perform at an outstanding level** using performance tasks and open-ended inquiry.
- Be prepared to **be flexible with student placement and programming.**

### Students NOT Universally Screened in 2019-2020

For all students missed in the identification process due to unexpected school closures in spring of 2020, please *use any and all data available for each student* in order to make the best program placement until proper screening can take place.

- **Achievement test data**

- Data should be taken from norm-referenced adaptive formative or interim assessments and not from grade level benchmarks.

- **Observational data**

- Data should be used as a supplement to the quantitative data from ability and achievement and not used on its own unless the observational tool used has demonstrated validity for predicting high ability performance.

- **Performance tasks**

- Provide open-ended learning opportunities allowing students to show potential through performance.
- Observational inventories that provide performance tasks could be administered virtually.

### Multifaceted Assessments for HA ID in Remote Learning

Topic	Guidance	Considerations for Remote Learning
<b>On-site Proctoring</b>	Students who are participating in online learning could, following Centers for Disease Control and Prevention (CDC), health department, and school system guidelines, attend school to be assessed. With careful planning, assessments can be completed safely and with validity.	In-person testing can be completed using carefully designed safety measures and clearly communicated safety protocols to educators, students, and their families. In accordance with health department guidelines, it is advised examiners make modifications, such as: <ul style="list-style-type: none"> <li>● stagger schedules to minimize student interactions;</li> <li>● sanitize testing materials between students;</li> <li>● place a sneeze guard between examiner and examinee;</li> <li>● wear see-through masks;</li> <li>● provide a freshly sharpened pencil for each student to use and take home;</li> <li>● use a pointer to indicate items on a booklet.</li> </ul>

<p><b>Remote Proctoring</b></p>	<p>While individual assessments are the most reliable and valid, LEAs may decide that some assessments will be conducted online. Please understand that all remotely proctored assessments will present with skewed data. Careful planning should be done to ensure that telepractice procedures are equitable, reliable, and valid. Refer to assessment protocols provided by IDOE and assessment publishers. Document any non-standard assessment conditions, and include in the interpretation of the results whether any non-standard assessment conditions impacted the assessment results in any way.</p>	<p>The American Psychological Association is providing guidance on tele-assessment on their website. Pearson Associates have telepractice support on their website for the WISC-V, NNAT-3, and OLSAT-8. Contact Riverside via their website to learn more about CogAT remote administration resources. Contact all testing vendors to ensure remote proctoring is allowed, and receive vendor specific guidance on administration protocols.</p>
<p><b>Alternate Identification Plans</b></p>	<p>If an LEA is deviating from their identification plan because of a 100% distanced learning model, an Alternate Identification Plan (AIP) must be approved. Any alternative pathway a school system chooses to use must be approved by the IDOE’s Office of High Ability prior to implementation. The process for approval is to submit a plan electronically.</p>	<p>It is still the expectation, even with an Alternate Identification Plan (AIP), that LEAs continue administering a universal screener.</p> <p>Contact <a href="#">Whitney Coake</a> with any questions.</p>

**FAQ**

What is the guidance provided by IDOE for remote proctoring of commonly used assessments for identification?

Please review this [decision tree and accompanying powerpoint](#) (specifically page 2) with guidance on use of interim assessments (like NWEA) in a remote setting. The assessments of verbal and quantitative reasoning are diagnostic and not recommended for remote administration as per the [Guidance on Remote Proctoring](#).

Is aptitude testing required universally at K, 2, and 5 as opposed to recommended?

Yes. Please see the House Enrolled Act 1001 the State Budget Bill: In each fiscal year, \$500,000 shall be made available to school corporations and charter schools to purchase verbal and quantitative reasoning tests to be administered to all students within the corporation or charter school that are enrolled in kindergarten, second grade, and fifth grade.

### Indiana Code

#### High Ability Students as defined by Indiana Code 20-36-1:

**Chapter 1, 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.

#### High Ability Identification required as part of the High Ability Program Criteria under Indiana Code 20-36-2:

**Chapter 2, Sec. 2 (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.

#### Universal screening for high ability potential as per House Enrolled Act (HEA) 1001 The Budget Bill:

*In each fiscal year, \$500,000 shall be made available to school corporations and charter schools to purchase **verbal and quantitative reasoning tests** to be **administered to all students** within the corporation or charter school that are **enrolled in kindergarten, second grade, and fifth grade.***