

## **ACE Prep Academy's High Ability Identification Process**

ACE Prep defines a high ability student as *one who 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 is characterized by exceptional gifts, talents, motivation, or interests.*

Determinations for identification are made by ACE Prep's High Ability Identification Committee using a multifaceted assessment plan based on:

- the results of the Cognitive Abilities Test (CogAT) as the norm-referenced measure of ability and potential
- the iReady Diagnostic Assessment for both Math and Reading as the norm-referenced adaptive measure of achievement and performance
- scholar work samples & teacher recommendations as qualitative indicators of achievement

### **ASSESSMENT INFORMATION**

#### **i-Ready**

The i-Ready Diagnostic Assessment is a nationally normed computer adaptive test that identifies students' strengths and weaknesses, measures growth, and supports data-driven differentiated instruction. It provides valid and reliable growth data and helps identify the specific skills each student needs to develop while also identifying each student's areas of strength. The Diagnostic provides comprehensive insight into student learning across multiple domains including Algebra and Algebraic Thinking, Measurement and Data, Number and Operations, and Geometry in Math and Phonological Awareness, Phonics, High Frequency Words, Vocabulary and Comprehension of Literature and Informational Text in Reading.

#### **CogAT**

CogAT measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.

The CogAT measures three different cognitive abilities. A composite score is a total score for all three batteries.

- **Verbal** - the ability to remember, transform, understand & make inferences with words
- **Quantitative** - assesses numerical reasoning skills & the ability to make number patterns
- **Non-verbal** – measures problem solving & reasoning through visual & spatial questions

### [Reading the CogAT Report](#)

#### **Age Scores**

The test uses national age and grade norms to calculate scores and compare students of the same age or grade. Students are grouped by age in one-month intervals.

- First column: Standard Age Score (SAS) scale is a normalized standard score scale for each battery and the composite. The SAS has a mean of 100 and a standard deviation of 16. It permits educators to compare the rate and level of cognitive development of an individual to other students in the same age group.
- Second Column: Age Percentile Rank for each section and the composite (once again the national percentile rank). A percentile rank indicates the percentage of students in the same age group whose scores fall below the score obtained by a particular student.
- Third column: Stanine Age Score is a normalized standard score scale consisting of nine broad levels ranging from a low of 1 to a high of 9. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development. A comparison of Stanines and Percentile Ranks are summarized in the table below:

Stanine	Percentile Rank	Description
9	96-99	Very High
8	89-95	Above Average
7	77-88	Above Average
6	60-76	Average
5	40-59	Average
4	23-39	Average
3	11-22	Below Average
2	4-10	Below Average
1	1-3	Very Low

## **APR Scores-Age Percentile Graph**

This section also relates to your student's Age scores. It is a graphic representation of your student's scores for each of the batteries and the composite. Scores for each section of the assessment are indicated by a diamond shape within a score band. The score band represents the confidence interval. The confidence interval is dependent upon individual error scores. Error scores represent the error of measurement for each student.

## **Raw Scores**

The Raw Scores tell you the number of test questions, number attempted, and the number correct in each test section.

## **Grade Scores**

Refers to the National Percentile Rank of students in the same grade level across nation.

## **Composite Score**

The Composite Score is a percentile for all three batteries combined and indicates where your child stands by comparison to others who took the test. A composite score of 98 means that a child did better on all three sections combined than 98% of other students in her age group.

## [Understanding Score Profiles](#)

The scores on the three batteries make up a student's score profile. CogAT score profiles identify both the level of the student's scores and the pattern of scores across the batteries. At the far right side of the chart, you'll see an "Ability Profile." You can input this information at [www.cogat.com](http://www.cogat.com) for further details about the test, your student's scores & their learning profile.

Generally, percentiles are a more descriptive way of understanding how your child did on the exam because they show how they ranked against their entire group of peers. Stanines are a little more confusing but correspond directly to the percentile score.

It is important to understand that the CogAT, like many cognitive tests administered to children, is an imperfect assessment measure that can vary greatly depending on a variety of external factors. Thus, while these scores can be important, they should not be taken as the sole measurement of your child's abilities and skills.

## Criteria Used to Identify Students as High Ability

ACE Prep has created the following procedures to guide decisions on how to identify and best meet the needs of scholars who meet the criteria for High Ability. To be identified as high ability, students must earn the required score on an achievement, ability, or qualitative assessment. Since no assessment can perfectly pinpoint a student's aptitude or achievement, all decisions of the identification committee take multiple data points and the "Standard Error of Measurement" into account, which indicates the degree to which a student's test score reflects their true ability.

**Math Identification:** *In accordance with guidance from the Indiana Department of Education, ACE Prep has established the following criteria for high ability identification:*

≥ 90th percentile on the Math subtest of a standardized norm-referenced achievement test (such as iReady Math diagnostic) <b>OR</b>
≥ 90th percentile on a norm-referenced test of Math reasoning ability test (such as CogAT) <b>OR</b>
Performed within the Standard Error of Measurement (SEM) on either the Math achievement test or the Math reasoning ability test <b>OR</b>
demonstrates outstanding potential or performance in Math on additional qualitative data (ex: classroom work portfolio, teacher recommendation) and is near the cut score on either the achievement or ability test

**English Language Arts Identification:** *In accordance with guidance from the Indiana Department of Education, ACE Prep has established the following criteria for high ability identification.*

≥ 90th percentile (K-5) on Reading subtest of a standardized norm-referenced achievement test (such as iReady Reading diagnostic) <b>OR</b>
≥ 90th percentile on a norm-referenced test of verbal reasoning ability test (such as CogAT) <b>OR</b>
Performed within the Standard Error of Measurement (SEM) on the reading achievement test or the verbal reasoning ability test <b>OR</b>
demonstrates outstanding potential or performance in English Language Arts on additional qualitative data (ex: classroom work portfolio, teacher recommendation) and is near the cut score on either the achievement or ability test

## Request for An Appeal

A request for a review of records can be made by a parent/guardian on behalf of a scholar who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by the review committee, such as scholar work samples, portfolio, outside testing, etc., that was not

available during the initial identification period. This supporting evidence is then reviewed by the identification committee which will make the final determination for placement for the school year.

Parents/guardians requesting an appeal should email Mrs. Sloat, Director of Scholar Services, at [lmcallen@aceprepacademy.org](mailto:lmcallen@aceprepacademy.org) within 10 days of receiving their child's score report and letter.