

Blair Community Schools High-ability Learner Identification Criteria



High-ability Learner Program - According to the Nebraska Revised Statute Sec. 79-1107 (3)

“Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields, and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.”

At this time, the Blair Community Schools identifies learners with high ability as students who show evidence of high performance ability in intellectual and academic areas. Initial screening of all students takes place during Grade 3 and continues yearly through the 8th grade. Instruments that may be used to identify high-ability students in our district are outlined below.

Nomination for the High Ability Learner Program

The Blair Community Schools recognizes five different paths for nomination of a student for further review of criteria and for potential identification for the high-ability program:

- ✓ Scholastic aptitude measures
- ✓ Standardized achievement tests
- ✓ School achievement records
- ✓ Teacher nomination
- ✓ Participation in a gifted program in another school district

Identification for the High Ability Learner Program

The Blair Community Schools utilizes the following multiple criteria for identification of intellectually and academically gifted high-ability learners. Nominated students must meet three (3) of the following four (4) criteria to be officially identified:

1. Norm Referenced Standardized Achievement Test:

- On a group achievement test, score at or above the 95th percentile in Math and at or above the 95th percentile in either Reading or Language Usage using NWEA MAP testing given in grades 3 – 8.

2. Ability Measure:

- On the ability measurement OLSAT-8, administered independently or in small groups by the HAL Coordinator in grades 3 - 8, achieve a score at the 98th percentile in one of the primary areas or achieve scores at the 96th percentile or above in two of the primary areas (verbal, nonverbal, composite).
- On the group ability measurement CogAT (Cognitive Abilities Test) administered at the 3rd grade (prior to 2015-16), achieve a score at the 98th percentile in one of the primary areas (verbal, nonverbal, quantitative, composite) or achieve scores at the 96th percentile in two of the primary areas (verbal, nonverbal, quantitative, composite).
- If an Ability Measure score is not available for a potential candidate, parents have the option to hire a professional, certified psychologist who can administer the Wechsler Intelligence Scale for Children (WISC-IV). A score of Superior or Very Superior would qualify as meeting this criteria requirement. Parents must pay for this IQ testing.

3. Academic Performance:

Grades 6-8:

- Consistent high past performance as demonstrated by report card grades with a Cumulative GPA of 4.0. Consistent high past performance is defined as the 4.0 GPA being maintained for two (2) consecutive semesters.

Or

Grades 3-8:

- Achieve a score at or above the 90th percentile on two of three categories of the SAGES2 Screening Assessment for Gifted and Middle School Students

4. Gifted Behavioral Characteristics Rating:

- Achieve scores at or above the 90th percentile on the SIGS (Scales for Identifying Gifted Students Ages 5 through 18) in all core areas completed by teachers.

Or

- Achieve scores at or above the 90th percentile on the Renzulli “Scale for Rating the Behavioral Characteristics of Superior Students” completed by teachers.