

Greenwich Public Schools

Advanced Learning Program Placement Procedures

November 7, 2016

9:30 am Byram Library

November 9, 2016

9:30 am Cos Cob Library

7:00 pm Board of Education

Bonnie O'Regan
Cognitive Abilities Test District Facilitator

Advanced Learning Program Overview

Grade 2

Enrichment

- ▶ Reading
- ▶ Math

Grades 3-5

Advanced Academics

- ▶ Reading
- ▶ Math

Enrichment

- ▶ Science

Grades 6-8

Advanced Academics

- Language Arts

Enrichment

- Seminar

**Middle School
Advanced Academics
overseen by program
administrators**

- Math
- Science
- Foreign Language

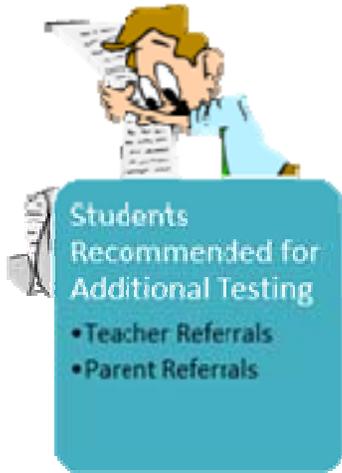
Placement Process



Referral Phase

Evaluation Phase

Placement Phase



Teacher refers student for additional testing

- Students who scored one standard deviation above the district mean on the CogAT
- Students who scored at or above the 95th percentile on the STAR Reading or Math Assessment
- Students who have shown characteristics of underdeveloped potential

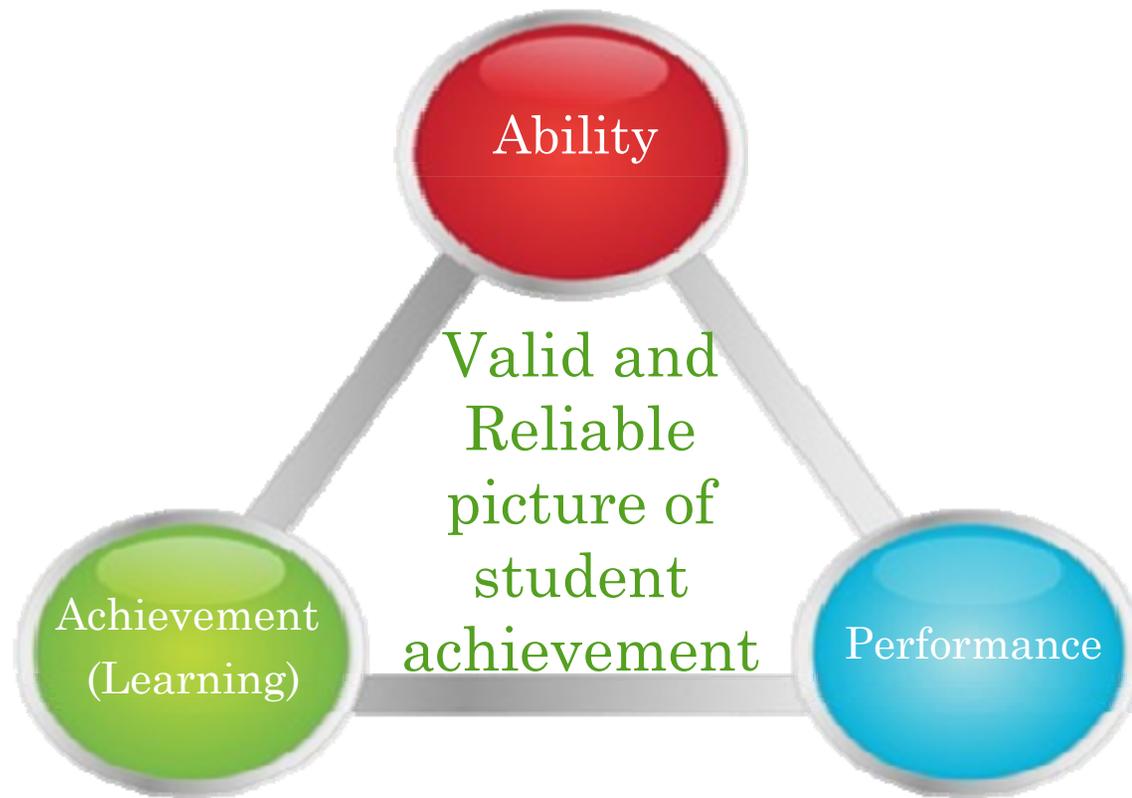
Parent refers student for additional testing

- Parents may nominate their child
- Nomination forms available on the website

<https://www.greenwickschools.org/teaching-learning/academics/advanced-learning-program-als>

All Forms are due to school offices by
November 14

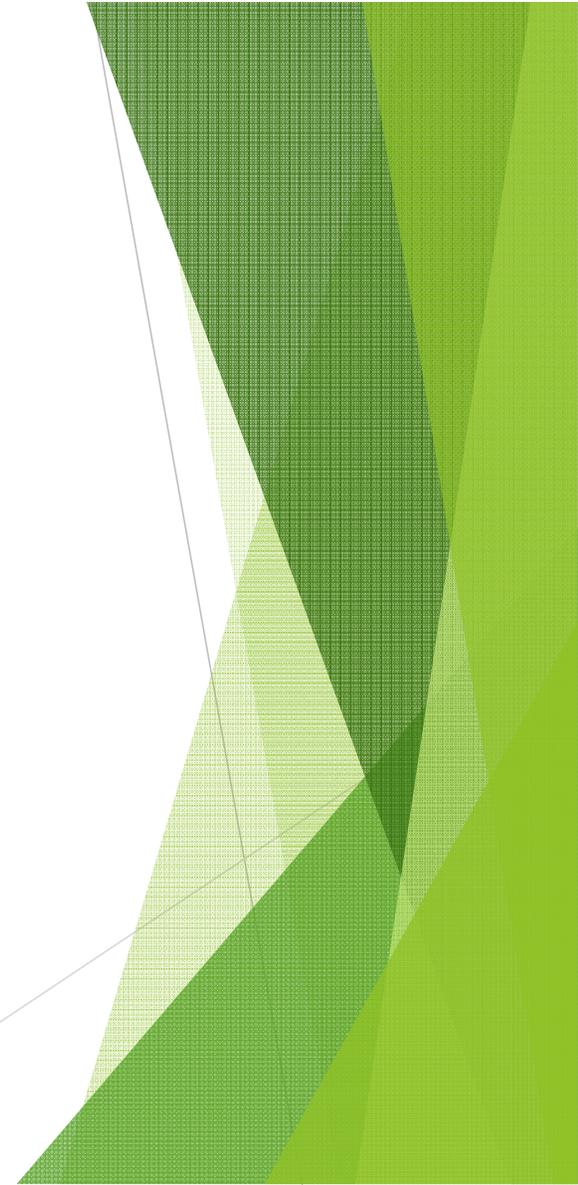
Triangulation in ALP Placement Process



No one score on any one measure determines placement.

Ability, Achievement and Performance are different aspects of cognitive development

- ▶ Ability – reasoning abilities that are developed indirectly through instruction that challenges students to think in new ways (fluid reasoning abilities)
- ▶ Achievement – knowledge and skills specifically taught in schools (crystallized abilities)
- ▶ Performance – a student's ability to integrate knowledge and skills





- ▶ Computer Adaptive Tests
 - ▶ continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response
- ▶ Designed to be as efficient as possible
 - ▶ STAR Reading Enterprise test in about 15 minutes
 - ▶ STAR Math Enterprise test in about 20 minutes



STAR Reading Enterprise™ is an assessment of reading comprehension and skills for independent readers through grade 12. STAR Reading Enterprise tracks development in five domains:

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument and Evaluating Text



STAR Math Enterprise™ is an assessment of math achievement for students in grades 1-12. STAR Math Enterprise tracks development in four domains:

- Numbers and Operations
- Algebra
- Geometry and Measurement
- Data Analysis, Statistics, and Probability



How can I help my child prepare for a STAR assessment?

The teacher who gives the test uses pre-test instructions to explain the test to your child. It is important for you to encourage your child to try their best on the assessment.

Since STAR is a general measure of student ability in math or reading, students perform best on the assessment in the same way they perform best in school—when they have had plenty of rest, attend school regularly, and have eaten.

Performance Tasks

(integration of knowledge and skills)

Tasks require students demonstrate their knowledge, skills, and strategies to generate their own responses.



Performance Tasks

(Integration of Knowledge and Skills)

Reading performance task

Questions require students to:

- ▶ Use more complex thought processes in interpreting text
- ▶ Read between the lines
- ▶ Use critical thinking in judging, evaluating, or analyzing text or in integrating ideas within and beyond the text

Performance Tasks (Integration of Knowledge and Skills)

Reading Performance Task Sample Items

The Lion and The Mouse *By Aesop*

Once a lion was lying asleep in the long grass near a river. A mouse, who was hurrying home, didn't notice him. The mouse brushed against the lion's whiskers and ran across his paw. The lion was a light sleeper. He was always ready to attack, even while sleeping. At the stirring of his whiskers, he awakened and caught the mouse with his other paw. He was about to make an end of the tiny creature who had disturbed him. However, he heard the mouse speak to him respectfully. "O King, forgive me. I didn't mean to disturb your rest. I was hurrying so I didn't notice where I was going," said the mouse.

"And why should I care? You were careless and there are no second chances in the jungle," answered the lion.

"O King," answered the mouse, "if you let me go, I shall be grateful forever. Perhaps one day I will be able to help you." The lion was so surprised at the mouse's reply that he roared with laughter. "You help me! A tiny mouse help the King of the Jungle! Impossible! But what you say is so funny that I'll let you go," and the lion lifted his paw and allowed the mouse to continue home.

A few weeks later the mouse was again returning home, when he heard a noise in the bushes. He was surprised to hear the lion roaring in pain. He inched closer to the sound and soon saw the reason. The lion was caught in a net set by hunters. The ropes surrounded him and each time he moved they were drawn tighter. "Lion, O King, don't move. You're only making it worse. I'll be right there." The lion heard the mouse and looked ashamed at how careless he had been.

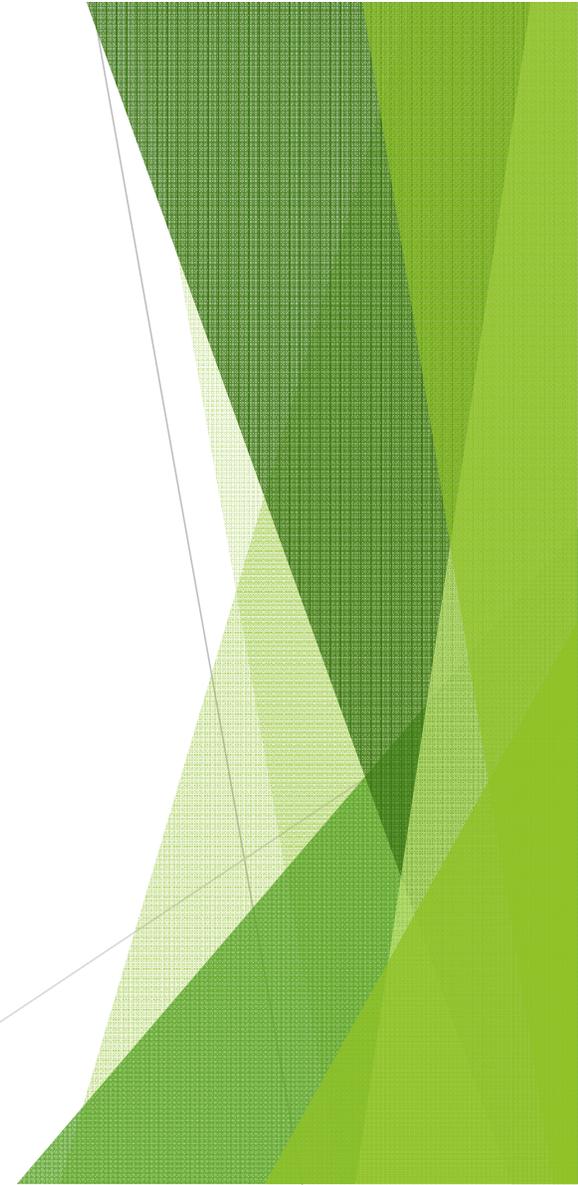
"Now is your chance to laugh at me," said the King of the Beasts.

The mouse replied, "Lion, you once saved my life. I am forever grateful to you." At that the mouse began to chew away at the ropes and before long was able to cut through the net. The lion was amazed to see how clever the little creature was. When the hole was large enough to escape, the lion jumped forward and then paused in front of the mouse. "Thank you mouse. You really were able to help me," he said, as he looked at his tiny helper and then leapt into the forest.

Performance Tasks
(Integration of Knowledge and Skills)

Reading Performance Task Sample Items

After reading, think about the change that the lion goes through in the fable. Explain how the lion changed from the beginning of the fable to the end. Also explain why he changes. Use evidence from the fable to support your answer.



Performance Tasks
(Integration of Knowledge and Skills)

Reading Performance Task Sample Items

What is the moral of the story that Aesop wants us to know?

Use evidence from the fable to support your answer.

Performance Tasks
(Integration of Knowledge and Skills)

Reading Performance Task Sample Items

What does this fable tell you about friendship?

Use evidence from the fable to support your answer.



Performance Tasks (Integration of Knowledge and Skills)

Reading Performance Task Sample Items

Question Stems

- What lesson does the author want the reader to learn? Use details from the text to support your answer.
- What does the author mean by...?
- How does the character change in the story?
- What prediction do you have for the next event in the story?
- Why do you think the character acted that way?
- How does the author help you understand the message?

Use evidence from the fable to support your answer.

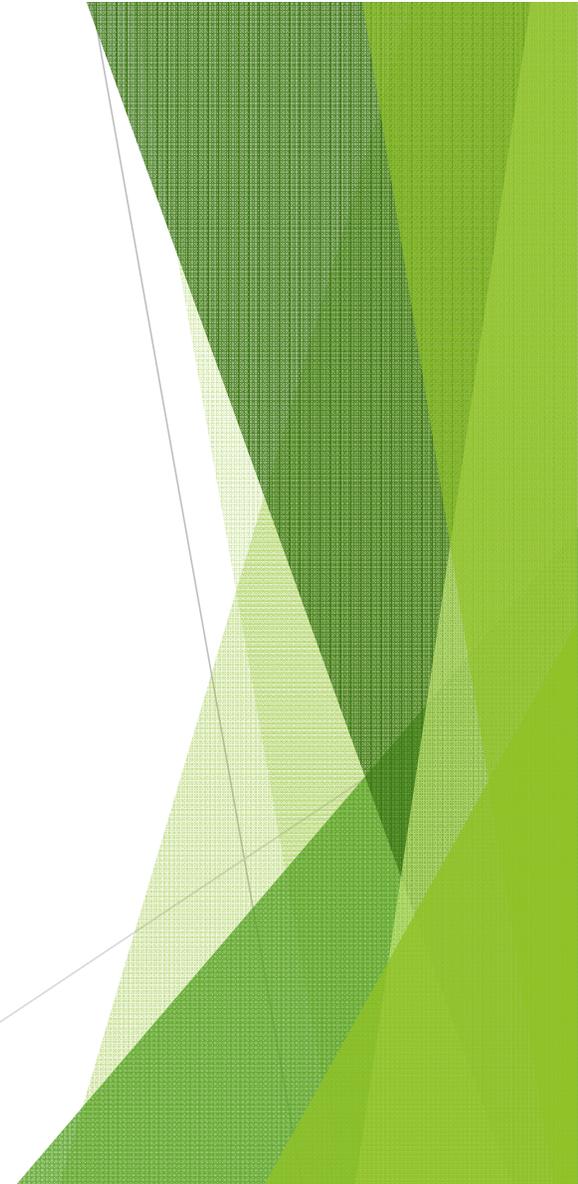
Performance Tasks

(Integration of Knowledge and Skills)

Math performance task

Questions require students to:

- ▶ Combine skills and concepts in order to deal with specific mathematical situations
- ▶ Use reasoning, use planning, draw conclusions, or cite evidence to solve a problem
- ▶ Develop a strategy to connect and relate ideas to solve problems while using multiple step procedures and a variety of skills



Performance Tasks
(Integration of Knowledge and Skills)

Math Performance Task Sample Items

The only way that 10 can be written as the sum of 4 different counting numbers is $1 + 2 + 3 + 4$. In how many different ways can 15 be written as the sum of 4 different counting numbers?



Performance Tasks
(Integration of Knowledge and Skills)

Math Performance Task Sample Items

A bag of a dozen oranges was selling for \$3. The manager of the store decided to add some oranges to the bag, but not change the \$3 sticker price on the bag. Now the price of the oranges was actually \$2 a dozen. How many oranges were added to the bag?

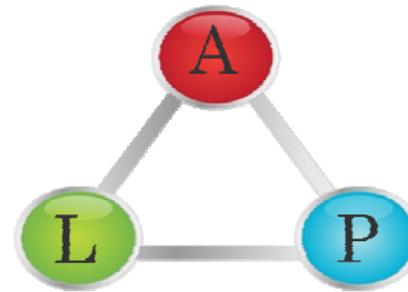
Portfolio Assembled



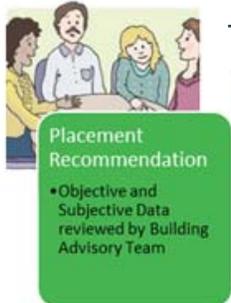
Placement Recommendation

- Objective and Subjective Data reviewed by Building Advisory Team

- Ability
- Achievement
- Performance
- Behaviors/
Characteristics



Building Advisory Committee



Classroom
Teacher

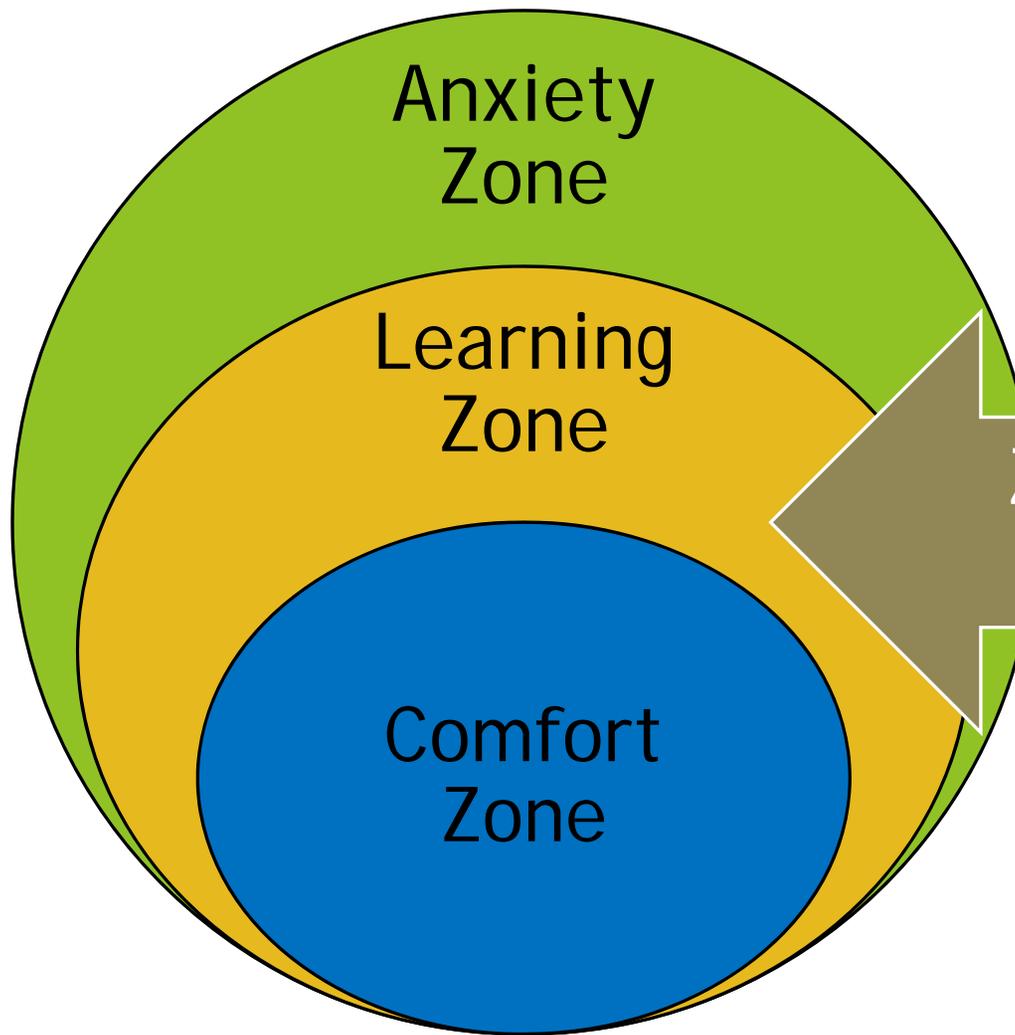
ALP Teacher(s)



ALP
Facilitator

Building
Administrator(s)

Discuss educational needs of every student
No one score on any one measure determines placement.



Zone of Proximal Development

Placement Recommendations



- Is recommended for ALP Class
 - Parents can decline placement
- Is not recommended for ALP Class
 - Parents can request student be re-considered via the appeal process (written request required)

Important Dates



Permission and Nomination Forms
due to school offices by November 14



Assessments will be administered between
November 15 and 22
Specific dates determined by building



Assessment Results and Placement
Recommendations mailed December 2, 2016