

# Greenwich Public Schools Advanced Learning Program

## Grade 2 Placement Procedures November 2021

**ALP Leadership Team**

**Tara Fogel, Dr. Benjamin Markus, Bonnie O'Regan, Mike Reid**

# ALP Leadership Team



Marc  
D'Amico

Dir Curriculum & Leadership K-8



Benjamin  
Markus

ELA & Social Studies Interim Coordinator



Michael  
Reid

Math Coordinator



Tara  
Fogel

Science Coordinator



Bonnie  
O'Regan

ALP Facilitator, Teacher Leader

## Director:

Team Support  
Liaison  
Superintendent  
BOE  
PTAC

## Administrator Coordinators:

Content Curriculum  
Support the Evaluation of Teachers  
Final Placement & Appeal Decisions

## Teacher-Leader Facilitator:

Student Evaluation, Analysis &  
Placement  
Best Practice & Professional Learning

[advancedlearning@greenwich.k12.ct.us](mailto:advancedlearning@greenwich.k12.ct.us)

# Goals

Overview of the Placement Process

Samples of Additional Assessments Take

Important Dates

## Overview: What is ALP?

### **Advanced Learning in Greenwich**

Mission: To teach students who give evidence of significantly high-performance capability

Overview: The Advanced Learning Program uses a content replacement and acceleration programming model

# Programming Overview: Grade 2

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## **Enrichment**

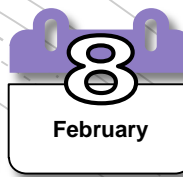
Not replacement

Enrichment in  
Reading and Math

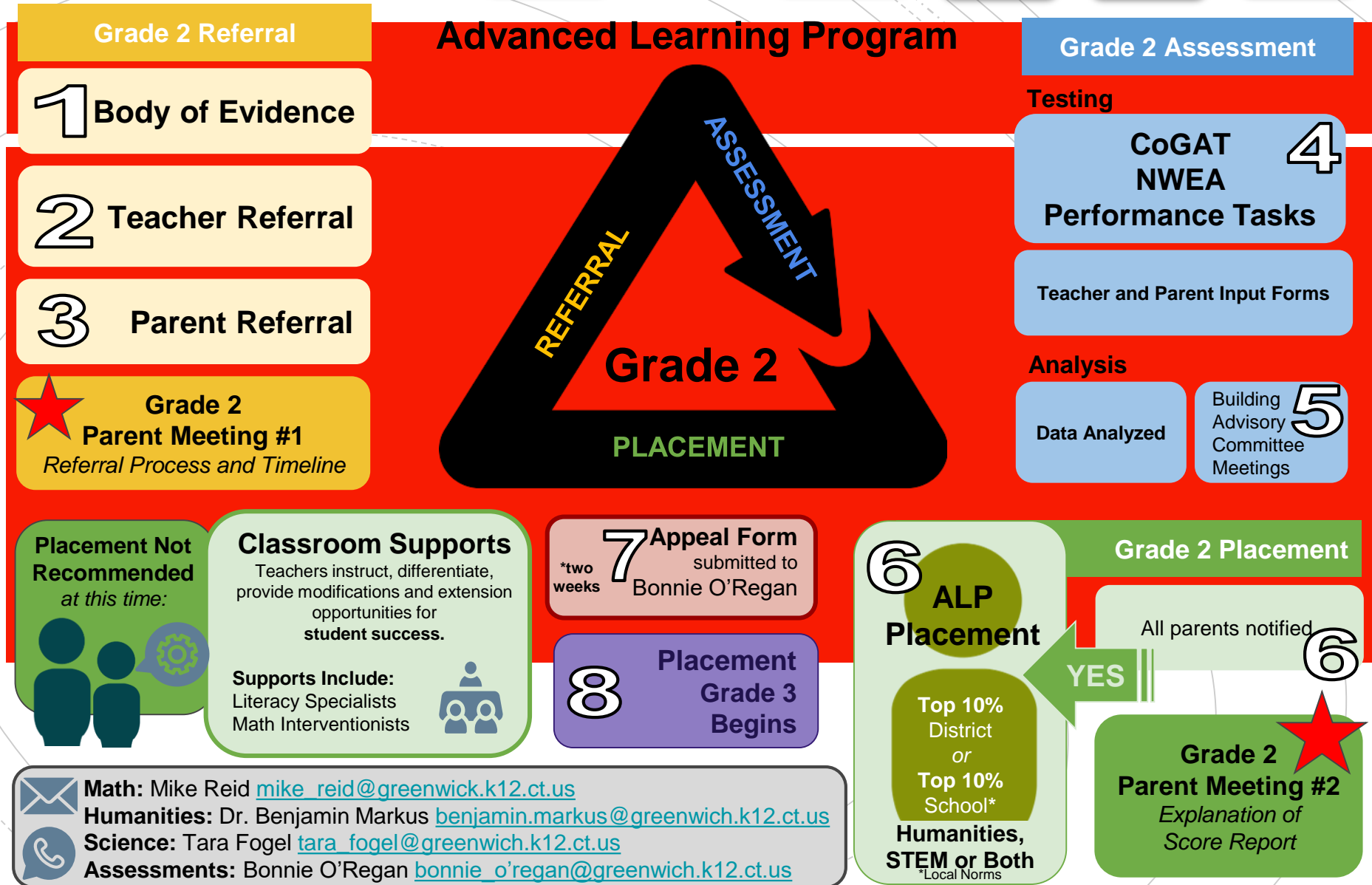
## **Pull Out Support**

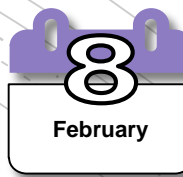
2 hours weekly

30 minute blocks



Placement process for Grade 3 ALP Begins:





Placement process for Grade 3 ALP Begins:



## Grade 2 Referral

**1** Body of Evidence

**2** Teacher Referral

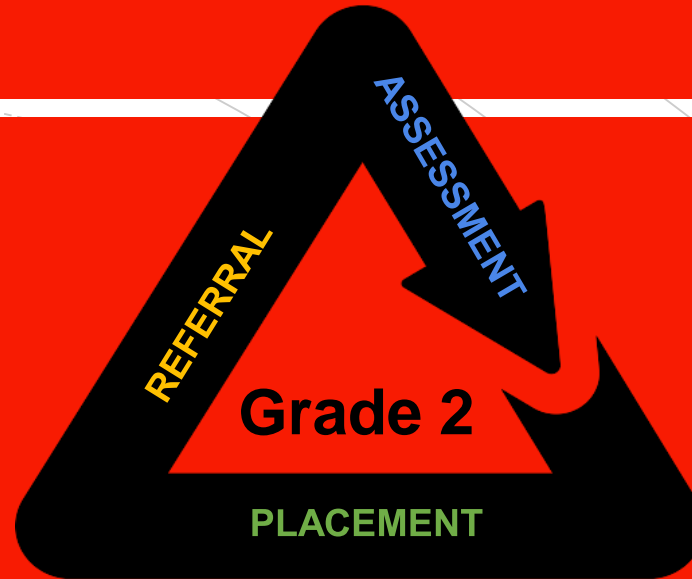
**3** Parent Referral



**Grade 2  
Parent Meeting #1**

*Referral Process and Timeline*

## Advanced Learning Program



# Grades 2-5: Referral



**Tier 1:**  
Academic Performance

**Tier 2:**  
Teacher Referral

**Tier 3:**  
Parent Referral



## Grades 2-5: Identification:

**Teacher input form completed**

**Indicators on the Google Form:**

**Gifted Behaviors Continuum**

After students have been referred,  
they will complete a **battery of  
secondary assessments** to determine  
**aptitude and ability.**



1

September



2

October



3

November



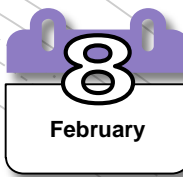
4

December



5

January



6

February

Placement process for Grade 3 ALP Begins:



March



April



May

## Advanced Learning Program

Grade 2 Assessment

Testing

CoGAT  
NWEA

Performance Tasks

Teacher and Parent Input Forms

4

REFERRAL

ASSESSMENT

Grade 2

PLACEMENT

## Grades 2-5: Identification Assessments

Math	Science	Reading	Notes
<b>CoGAT</b> Quantitative	<b>CoGAT</b> Composite	<b>CoGAT</b> Verbal	<b>Age-Normed</b> evaluate relationships systems thinking cognitive ability
<b>NWEA - MAP</b> Math	<b>NWEA - MAP</b> Science	<b>NWEA - MAP</b> Reading	<b>Grade Level Normed</b> Adaptive content and concepts at and above grade level
<b>Performance Task:</b> Math		<b>Performance Task:</b> Reading	<b>District Level Normed</b> Open-ended response application of content ability to reason.

# Cognitive Abilities Test (CogAT)

## Verbal Battery Sample Items

### Verbal Analogies

White → snow : black →

A brown   B bronze   C rain   D coal   E clouds

### Sentence Completion

On the way home from school, Lashanda jumped in many \_\_\_\_\_ that the rain had left.

A rivers   B puddles   C flowers   D holes   E lakes

### Verbal Classification

Apple   Orange   Pear

A fruit   B carrot   C pea   D lemon   E onion

# Cognitive Abilities Test (CogAT)

## Quantitative Battery Sample Items

### Number Analogies

$\{1 \rightarrow 2\}$        $\{3 \rightarrow 4\}$        $\{5 \rightarrow ?\}$   
A 2      B 4      C 6      D 8      E 12

### Number Puzzles

$? + \diamond = 9$   
 $\diamond = 4$   
A 3      B 4      C 5      D 6      E 14

### Number Series

4      3      5      4      6  
A 1      B 3      C 5      D 7      E 9



Measures of  
Academic Progress™  
(MAP)



## ■ Computer Adaptive Tests

- continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response
- MAP poses questions that are not always grade-level questions.
- Testing continues as long as child gets questions correct (out-of-level testing for gifted kids).

### Read the paragraph.

Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake. *(Passage continues.)*

### What does Gordon like to do best?

1. swim in the lake
2. fish for perch and trout
3. read books on the boat deck
- ✓ 4. steer the boat around the lake

### Read the passages.

#### Passage 1

Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods—or bolls—are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.

#### Passage 2

Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. *(Passage continues.)*

### What are both passages about?

1. clothes
- ✓ 2. cotton
3. flowers
4. plants



**Read the poem.**

**The Movie**

The movie theater  
is cool and dark.  
I can't wait  
for the movie to start. *(Poem continues.)*

**Which word tells how the theater sounds?**

- 1. cool
- 2. dark
- ✓ 3. loud
- 4. soft

**Read the passage.**

The best place to go on vacation is Florida.  
There are beautiful beaches, large hotels, good  
restaurants, and interesting shops.  
*(Passage continues.)*

**What is the author's opinion of Florida?**

- 1. Florida has no variety.
- 2. The weather is too hot.
- ✓ 3. Florida is a great place to visit.
- 4. Only boaters will enjoy Florida.

Use the sentences and the glossary to answer the question.

Dinah and her sister went to the **market**. They saw many kinds of **produce**. Dinah wanted peas. Her sister wanted strawberries.

---

#### Glossary

**market** a place to sell food

**produce** fruits and vegetables

What is another kind of produce?

- |             |          |
|-------------|----------|
| ✓ 1. apples | 3. money |
| 2. cookies  | 4. trees |

Read the sentences.

Jackie couldn't believe how much fun she had on the field trip. She kept replaying the day's events in her mind on the bus ride back to school.

In the word replaying, what does the prefix re- mean?

- 1. after
- ✓ 2. again
- 3. not
- 4. two

Use the picture to answer the question.



Sonja and Kai share the toys equally.  
How many toys will they each have?

A. 1

B. 2

✓C. 4

D. 8

Find the difference.

$$\begin{array}{r} 99 \\ - 56 \\ \hline \end{array}$$

A. 33

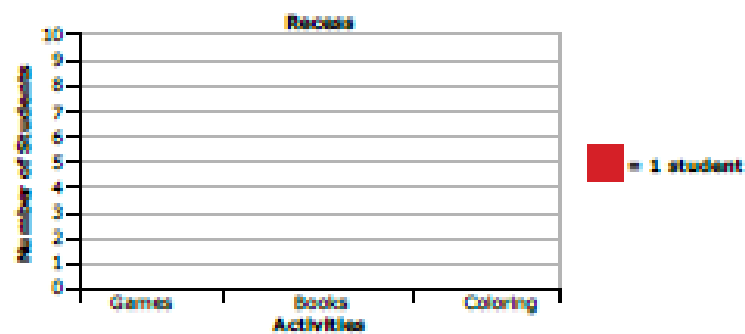
B. 34

✓C. 43

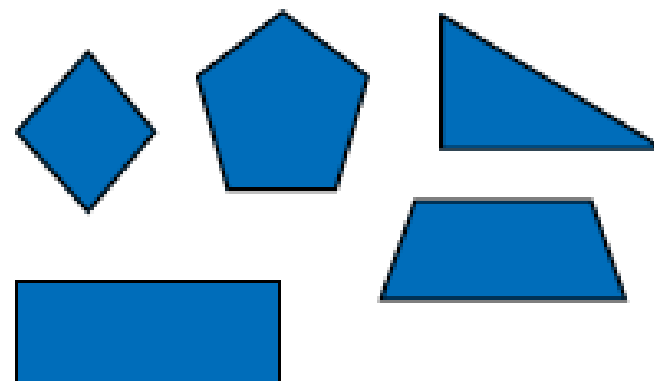
D. 44

During recess, 2 students played games, 3 students read books, and 2 students colored art pages.

Move the square to make a bar graph of the data.




Choose all the quadrilaterals.



# NWEA MAP

## Sample Test Questions

<https://practice.mapnwea.org>



Practice Test / Item Sampler

### Log in

Username Nombre de usuario

Password Contraseña

Select a practice test

2

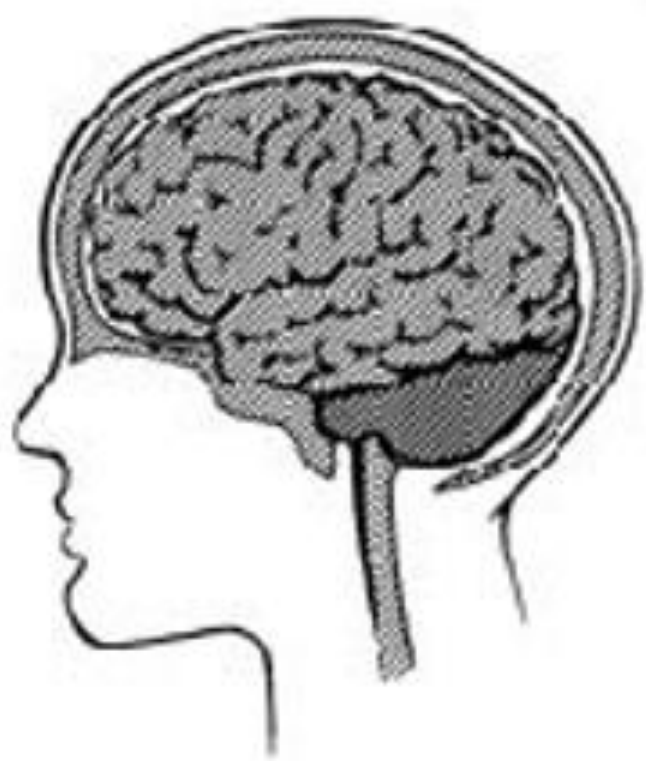
Reading

English

Practice Items: Reading

☐ Text-To-Speech [DETAILS](#)

Once at the site the user can select the grade, subject they would like to see. It is important to note that these are sample items. The user is **not actually taking an adaptive MAP Growth test**. The link provides and opportunity to view what MAP items look like



# 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.

# Reading Performance Task Sample Items

## Question Stems

- What does this fable tell you about friendship? Use details from the text to support your answer.
- What is the moral of the story that Aesop wants us to know? Use details from the text to support your answer.
- 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 details from the text to support your answer.



# Reading Performance Task Rubric

0	Conveys a confused or largely inaccurate understanding of the text, offers unclear interpretations. Provides no evidence of understanding and make no interpretations. Contain textual evidence that is vague, irrelevant, repetitive and/or unjustified
1	Conveys a partly accurate understanding of the text and offer few or superficial interpretations with a tendency to retell. Develops ideas briefly or partially, using some textual evidence but without much elaboration
2	Conveys an accurate although somewhat basic understanding of the text and offer partially explained and/or somewhat literal interpretations. Develops some ideas more fully than others, using relevant textual evidence
3	Offer accurate interpretations of the text with analysis that goes beyond a literal level. Develop ideas clearly, explain key textual evidence

# Reading Performance Task Rubric

## Sample Response

What does this fable tell you about friendship? Use details from the text to support your answer.

---

0 Don't laugh at your friends

1 The story tells me that friendship is good to have.

2 That friendship can help you when you are in danger because the mouse had so much friendship with the lion he was brave enough to save him

3 That you should let people have a chance to be your friend because it is nice and you can see how people help. I think that because in the story the lion forgave the mouse for waking him and the mouse freed the lion from the trap so he could be free. The mouse helps the lion and the lion helps the mouse and that is what friendship is all about.

# Math Performance Task Sample Items

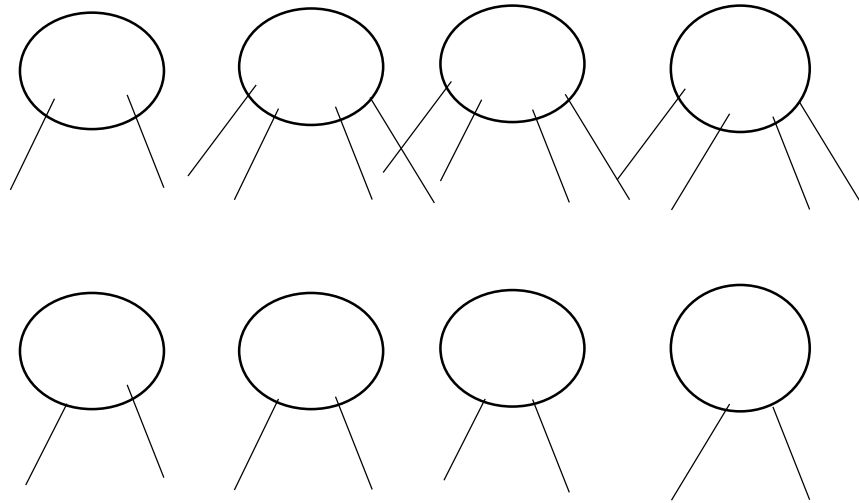
The only way that 10 can be written as the sum of 4 different counting numbers is  $1 + 2 + 3 + 4$ . In how many different ways can 15 be written as the sum of 4 different counting numbers?

On a farm there were some hens and sheep. Altogether there were 8 heads and 22 feet. How many hens were there?

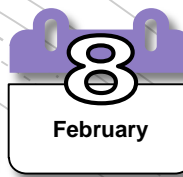
A bag of a dozen oranges was selling for \$3. The manager of the store decided to add some oranges to the bag, but not change the \$3 sticker price on the bag. Now the price of the oranges was actually \$2 a dozen. How many oranges were added to the bag?

# Math Performance Task Sample Response

On a farm there were some hens and sheep. Altogether there were 8 heads and 22 feet. How many hens were there?



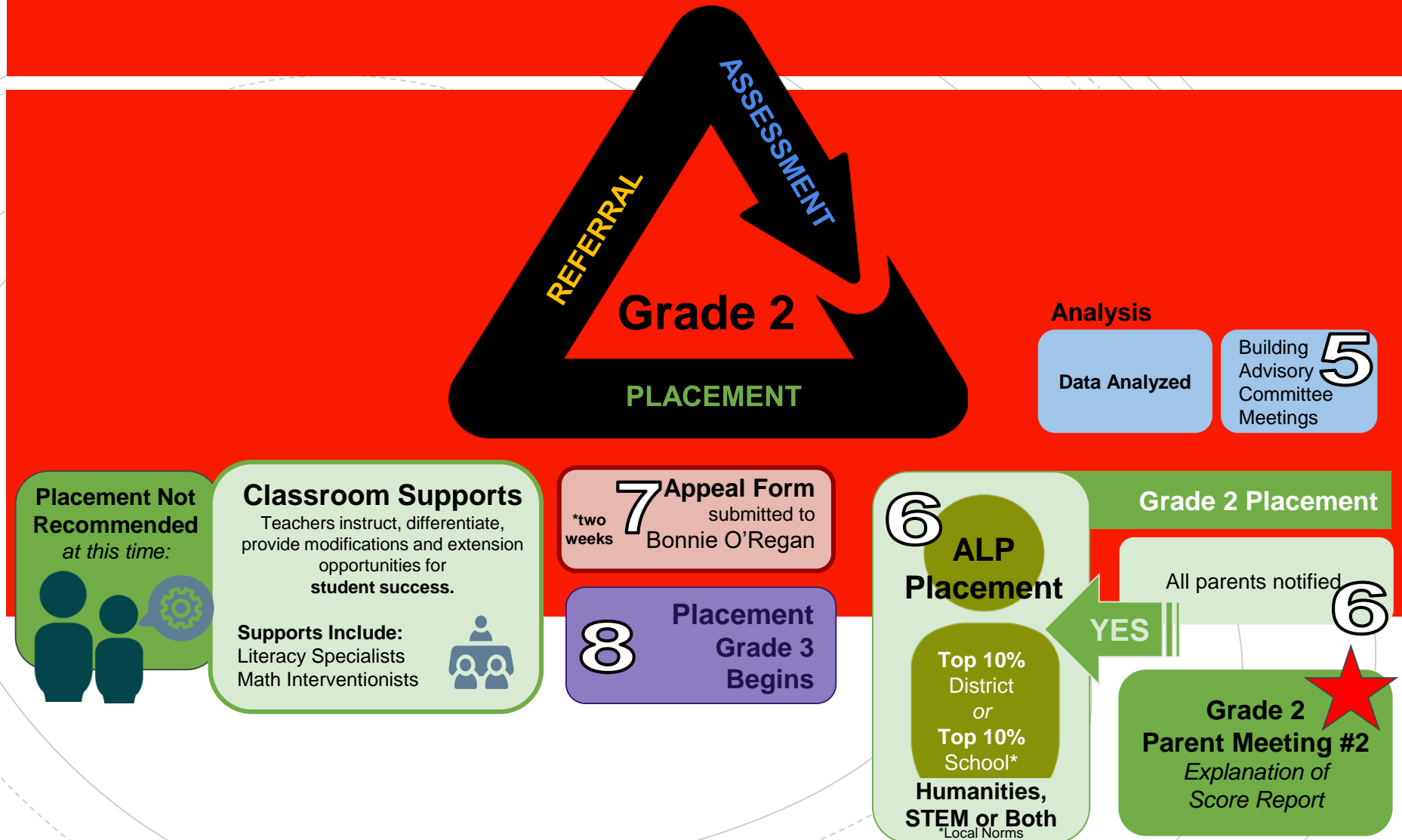
5 Hens



Placement process for Grade 3 ALP Begins:



## Advanced Learning Program



# Grades 2-5: Placement

## Score Analysis

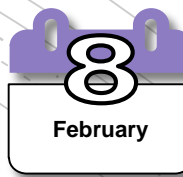
- Initial Testing Analyzed (ALP Facilitator)
- “Z-Score” Calculation
- Ranking



## Placement Requirements:

Top 10% of District Achievement  
Top 10% of Building Achievement

**Building Advisory  
Committee:**  
Score reports  
reviewed,  
recommendation  
made



Placement process for Grade 3 ALP Begins:



## Grade 2 Referral

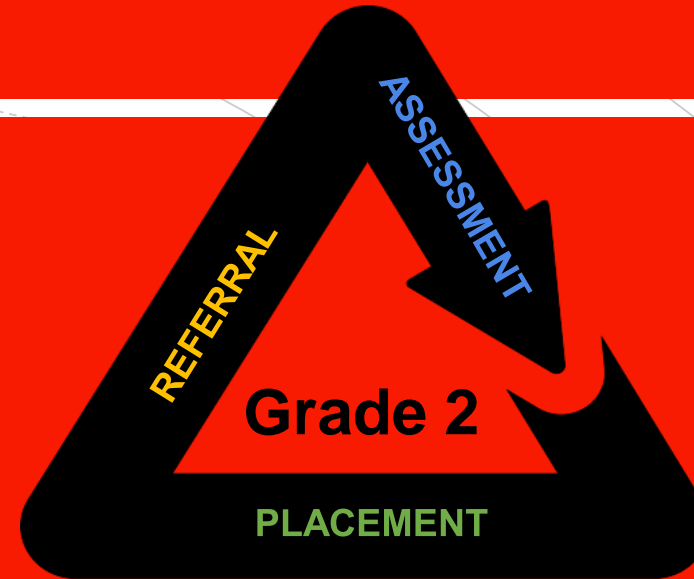
**1** Body of Evidence

**2** Teacher Referral

**3** Parent Referral

**★ Grade 2 Parent Meeting #1**  
*Referral Process and Timeline*

## Advanced Learning Program



## Grade 2 Assessment

### Testing

**CoGAT NWEA** **4**  
**Performance Tasks**

Teacher and Parent Input Forms

### Analysis

Data Analyzed

Building Advisory Committee Meetings **5**

**Placement Not Recommended at this time:**



### Classroom Supports

Teachers instruct, differentiate, provide modifications and extension opportunities for student success.

**Supports Include:**  
Literacy Specialists  
Math Interventionists



**7** Appeal Form submitted to Bonnie O'Regan  
*\*two weeks*

**8** Placement Grade 3 Begins

**6** **ALP Placement**

Top 10% District or Top 10% School\*

**Humanities, STEM or Both**  
\*Local Norms

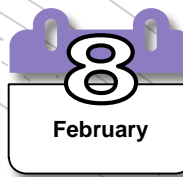
## Grade 2 Placement

All parents notified **6**

**YES**

**★ Grade 2 Parent Meeting #2**  
*Explanation of Score Report*

**Math:** Mike Reid [mike\\_reid@greenwich.k12.ct.us](mailto:mike_reid@greenwich.k12.ct.us)  
**Humanities:** Dr. Benjamin Markus [benjamin.markus@greenwich.k12.ct.us](mailto:benjamin.markus@greenwich.k12.ct.us)  
**Science:** Tara Fogel [tara\\_fogel@greenwich.k12.ct.us](mailto:tara_fogel@greenwich.k12.ct.us)  
**Assessments:** Bonnie O'Regan [bonnie\\_o'regan@greenwich.k12.ct.us](mailto:bonnie_o'regan@greenwich.k12.ct.us)



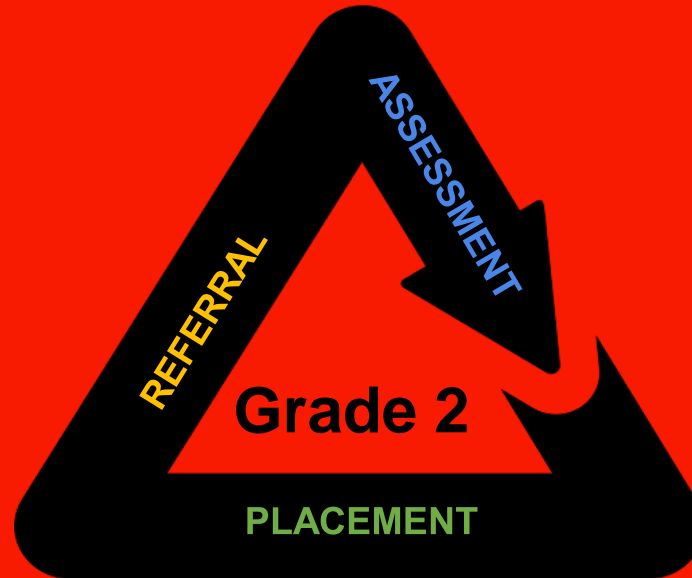
Placement process for Grade 3 ALP Begins:



# Important Dates

**3** Parent Referral / Input

Wednesday,  
November 10



CoGAT  
NWEA  
Performance Tasks **4**

November 15 –  
December 17

All parents  
notified. **6**

January 13





# Questions



**[advancedlearning@greenwich.k12.ct.us](mailto:advancedlearning@greenwich.k12.ct.us)**

**Math:** Mike Reid [mike\\_reid@greenwich.k12.ct.us](mailto:mike_reid@greenwich.k12.ct.us)

**Humanities:** Dr. Benjamin Markus [benjamin.markus@greenwich.k12.ct.us](mailto:benjamin.markus@greenwich.k12.ct.us)

**Science:** Tara Fogel [tara\\_fogel@greenwich.k12.ct.us](mailto:tara_fogel@greenwich.k12.ct.us)

**Assessments:** Bonnie O'Regan [bonnie\\_o'regan@greenwich.k12.ct.us](mailto:bonnie_o'regan@greenwich.k12.ct.us)