

GREENWICH PUBLIC SCHOOLS

ADVANCED LEARNING PROGRAM MIDDLE SCHOOL LANGUAGE ARTS PLACEMENT PROCEDURES

January 7, 2020

9:30 am Cos Cob Library

January 8, 2020

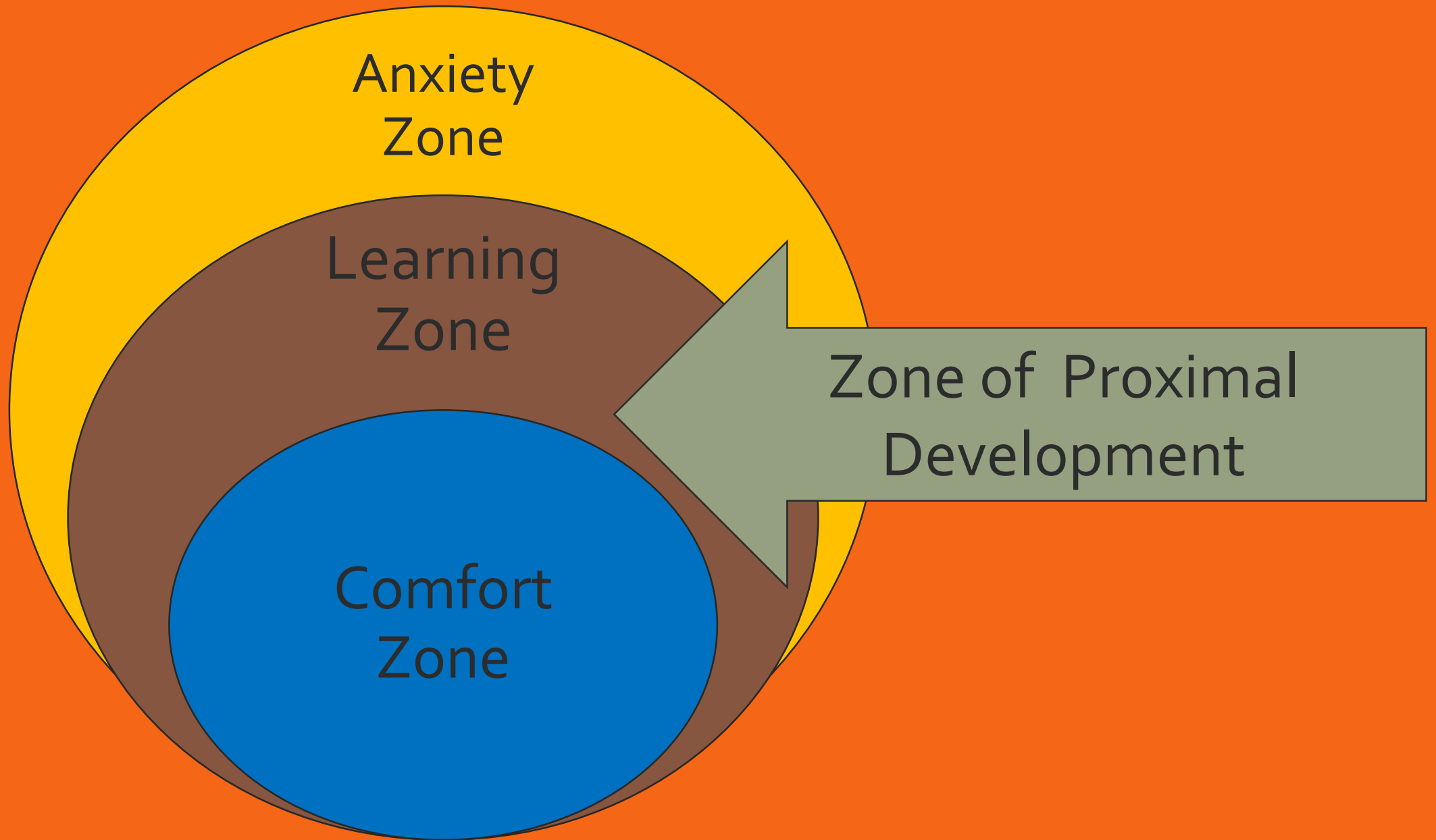
9:30 am Byram Library
7:00 pm Board of Education

Bonnie O'Regan
Advanced Learning Program Facilitator



“What is best for this child?”





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

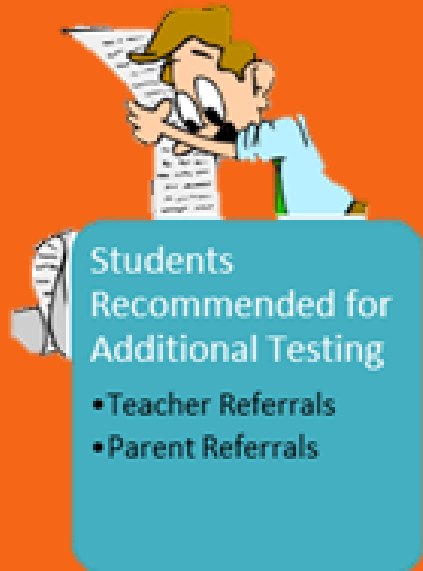
Teacher refers student for additional testing

- Students who scored at or above the 96th percentile on the STAR Reading (January STAR Reading Assessment)
- Students who have shown characteristics of underdeveloped potential

Parent refers student for additional testing

- Parents may refer their child
- Students may refer themselves
- Nomination forms available on the website

<https://www.greenwichschools.org/teaching-learning/academics/advanced-learning-program-alp>



All Forms are due to by January 17

Triangulation in ALP Placement Process

Valid and
Reliable picture
of student
achievement



No one score on any one measure determines placement.

ABILITY,
ACHIEVEMENT
AND
PERFORMANCE
ARE DIFFERENT
ASPECTS OF
COGNITIVE
DEVELOPMENT





Cognitive Abilities Test (CogAT)

- Comprehending problem situations
- Detecting similarities and differences
- Making inferences
- Making deductions
- Classifying and categorizing objects, events, and other stimuli
- Creating and adapting problem-solving strategies
- Using familiar concepts and skills in new contexts

Cognitive Abilities Test (CogAT)



Verbal Analogies

White → snow : black →

A brown B bronze C rain D coal E clouds

Sentence Completion

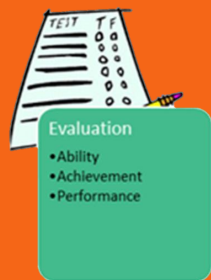
On the way home from school, Lashanda jumped in many _____ that the rain had left.

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



Assessment of reading comprehension and skills 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 Reading Enterprise™ Sample Assessment Item

Michael Delezo

3/34

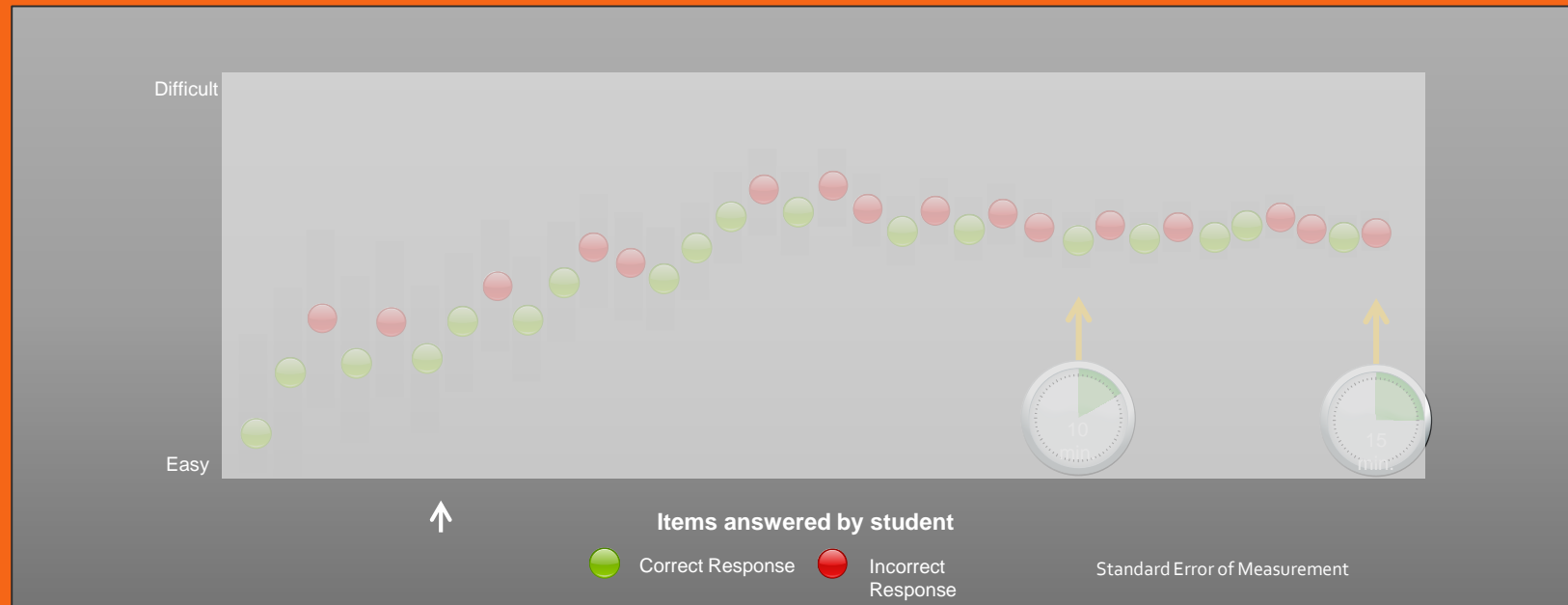
Weather is always around us. It is what happens from minute to minute. Rain and snow are examples of weather. Climate is quite different. It is the pattern of weather experienced over a long period of time in a certain area. A region that has high temperatures over many years has a hot climate. Knowing the weather can help you choose what to wear today. Knowing the climate can help a farmer choose what crops to plant.

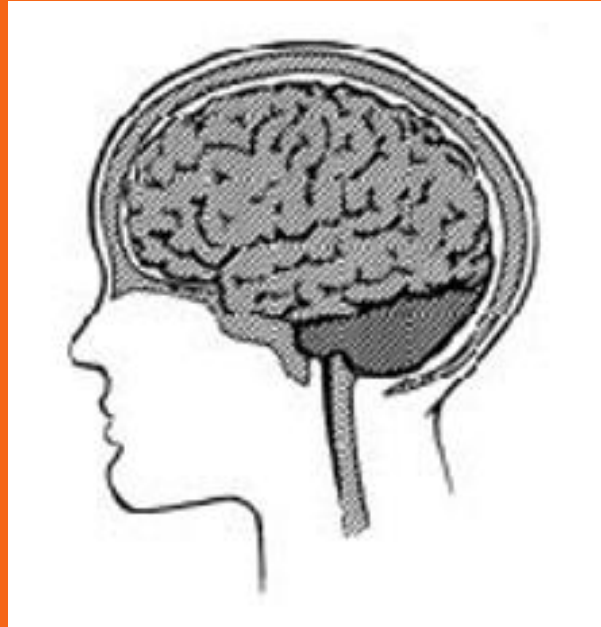
Which is **probably** true?

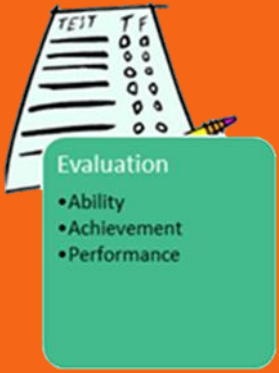
1. Weather can change quickly, but climate changes slowly.
2. If it is cold outside today, you live in a cold climate.
3. Climate makes it easy to predict the weather every day.

This item
measures: Extend
meaning or form
generalizations

THE SCIENCE OF STAR







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 Questions

In your own words, tell what the speaker mean by the lines, “But I have promises to keep./And miles to go before I sleep”

Use evidence to support your answer.

In your own words, tell what the speaker mean by the lines, “I took the road less traveled by, /And that has made all the difference.”

Use evidence to support your answer.

Performance Tasks

(Integration of Knowledge and Skills)

Reading Performance Task Sample Questions

As the poem develops, how is the author's attitude about choices revealed? What specific words or phrases does Frost use to convey his message about choices in this poem?

Use evidence to support your answer.

What is the theme of the poem and how is it developed over the course of the poem?

Use evidence to support your answer.

Performance Tasks
(Integration of Knowledge and Skills)

Reading Performance Task Sample Questions

How does the title contribute to the overall meaning of the poem?

Use evidence to support your answer.

What Gives Robert Frost's "The Road Not Taken" Its Power?

Use evidence to support your answer.

Performance Tasks (Integration of Knowledge and Skills)

Reading Performance Task Sample Questions

In "The Road Not Taken" and "Stopping by Woods on a Snowy Evening," how does Frost emphasize the importance of weighing and making choices? How are the two poems similar and different?

Use evidence from the poems to support your answer.

Reading Performance Task Sample Items

from For Good

Stephen Schwartz

I've heard it said
That people come into our lives for a reason
Bringing something we must learn
And we are led
To those who help us most to grow
If we let them
And we help them in return
Well, I don't know if I believe that's true
But I know I'm who I am today
Because I knew you...
Like a comet pulled from orbit
As it passes a sun
Like a stream that meets a boulder
Halfway through the wood
Who can say if I've been changed for the better?
But because I knew you
I have been changed for good



Listen

Performance Tasks

(Integration of Knowledge and Skills)

Reading Performance Task Sample Questions

How are the themes presented in “The Road Not Taken” and “For Good” similar?

Use evidence from the poems to support your answer.

RUBRIC FOR SCORING LA PERFORMANCE TASK RESPONSES

- | | |
|---|---|
| 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 |
| 4 | Offers insightful interpretations of the text with analysis that goes well beyond a literal level.
Develop ideas clearly, elaborate on specific textual evidence |

IN YOUR OWN WORDS, TELL WHAT THE SPEAKER MEAN BY THE LINES, "I TOOK THE ROAD LESS TRAVELED BY, /AND THAT HAS MADE ALL THE DIFFERENCE."

SAMPLE RESPONSE LEVEL 1

- The man went the way most people wouldn't go, and he might have discovered new things.

IN YOUR OWN WORDS, TELL WHAT THE SPEAKER MEAN BY THE LINES, "I TOOK THE ROAD LESS TRAVELED BY, /AND THAT HAS MADE ALL THE DIFFERENCE."

SAMPLE RESPONSE LEVEL 2

I think that the speaker means that he had different experiences in his life because of the choices he made. The roads represent paths in his life, not actual roads.

IN YOUR OWN WORDS, TELL WHAT THE SPEAKER MEAN BY THE LINES, "I TOOK THE ROAD LESS TRAVELED BY, / AND THAT HAS MADE ALL THE DIFFERENCE."

SAMPLE RESPONSE LEVEL 3

For the speaker, the decision that made the biggest difference in his life, was doing exactly what he wanted to do, even if it was the less obvious or safe choice. He is proud of his decision and believes that it was making this choice that allowed him to live his life as he had and be the person who he is.

IN YOUR OWN WORDS, TELL WHAT THE SPEAKER MEAN BY THE LINES, "I TOOK THE ROAD LESS TRAVELED BY, /AND THAT HAS MADE ALL THE DIFFERENCE."

SAMPLE RESPONSE LEVEL 4

This is the most telling stanza of the poem. It talks about how we rewrite our own histories. We tell stories and revise our memories as if decisions were made differently than they really were. "I shall be telling this with a sigh, Somewhere ages and ages hence" means someday, down the road, when I'm old and telling stories about my past, I'll sigh and say that I took the road less traveled by and that's what "made all the difference" in how my life turned out.

But we, the readers, know that it wasn't taking that road that made the difference. In fact, that road that I took, it wasn't any less traveled by than the first. We know that from the first and second stanzas. The roads were the same.

This poem is so much more complex than just "Hey, I took a road that most people don't take, and that has made my life better and that's why I got all the amazing results I got in my life." The message is far more like, "I took a road. It could've been another road. But this is the one I took. One day, I'll say that it was this choice, in this moment, to take this particular road that made my life better, but in fact, both roads weren't very different from one another, so my life might've been different if I'd taken the other road, but probably would've yielded other cool stuff."

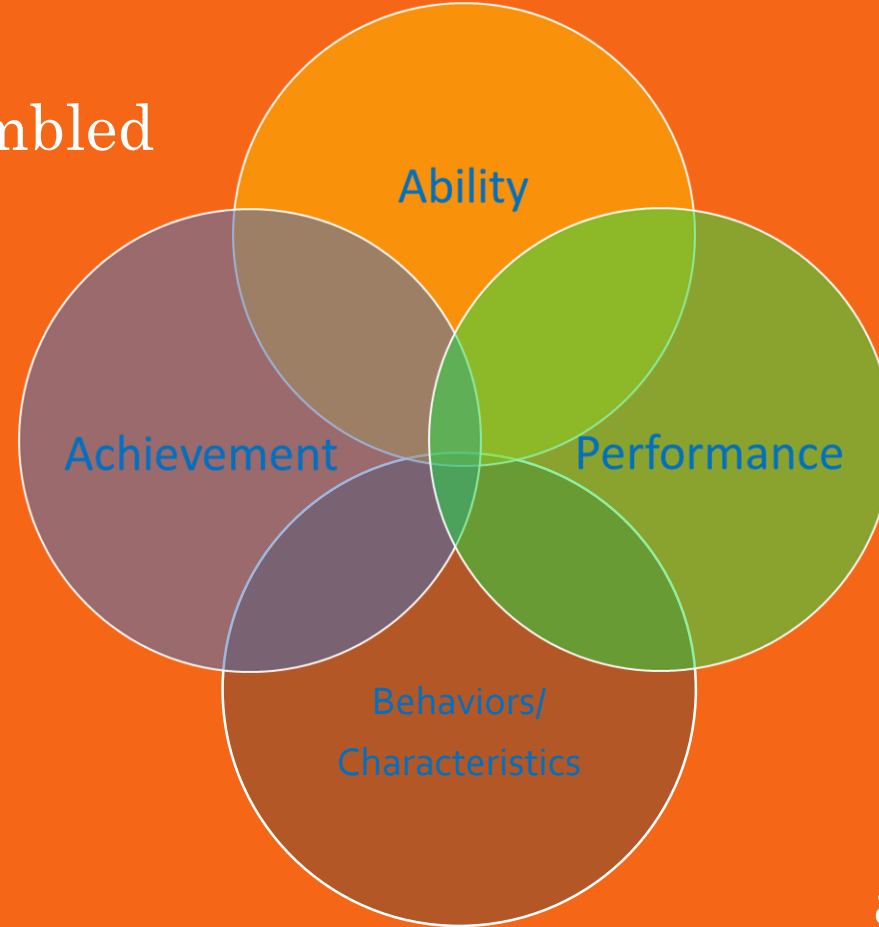
IN YOUR OWN WORDS, TELL WHAT THE SPEAKER MEAN BY THE LINES, "I TOOK THE ROAD LESS TRAVELED BY, /AND THAT HAS MADE ALL THE DIFFERENCE."

SAMPLE RESPONSE LEVEL 4

In the poem, "The Road Not Taken", the speaker has to make a big decision in his life. This poem talks about a person who comes across an intersection or a fork in the road and he has to choose which way to follow. The road is a metaphor of the choices we make in life. As the speaker ponders his choices, he feels strongly that whatever "road" he takes will be for good. So he must weigh his decision well in order to come up with the best choice and not end up regretting it. The speaker considers his thought wisely. He says, "And looked down as far as I could / To where it bent in the undergrowth", by giving it a proper thought he weighs his choices well and in the end, chooses to follow the road "less traveled". "The Road Not Taken" signifies a difficult choice in a person's life that could offer him an easy or hard way out. There is no assurance of what lies ahead; if there will be success or sorrows. But a person has to take risk making up his mind about which way to choose because this is the first step of heading into success or failure in life. At the end of the poem, the speaker says, "that has made all the difference", which shows choosing the harder path gives the speaker the fulfillment he sought.

By choosing the harder path, the speaker declares his rebellion against the popular opinion as represented by the other road. He decides not to conform to society and takes up a less popular choice. When considering his choices the speaker shows the typical human reaction. He considers taking both paths at first. He says, "Oh I kept the first for another day", but later confesses he "doubted if [he] should ever come back" (13-15). Thus the poem's significance lies in the speakers making a decision by choosing a road and moving on with his life. The act of choosing the road represents his uniqueness and the fact that he is always moving forward, even without stopping.

Portfolio Assembled



Valid and
Reliable
picture of
student
achievement

No one score on any one measure determines placement.

Building Advisory Committee



Classroom
Teacher

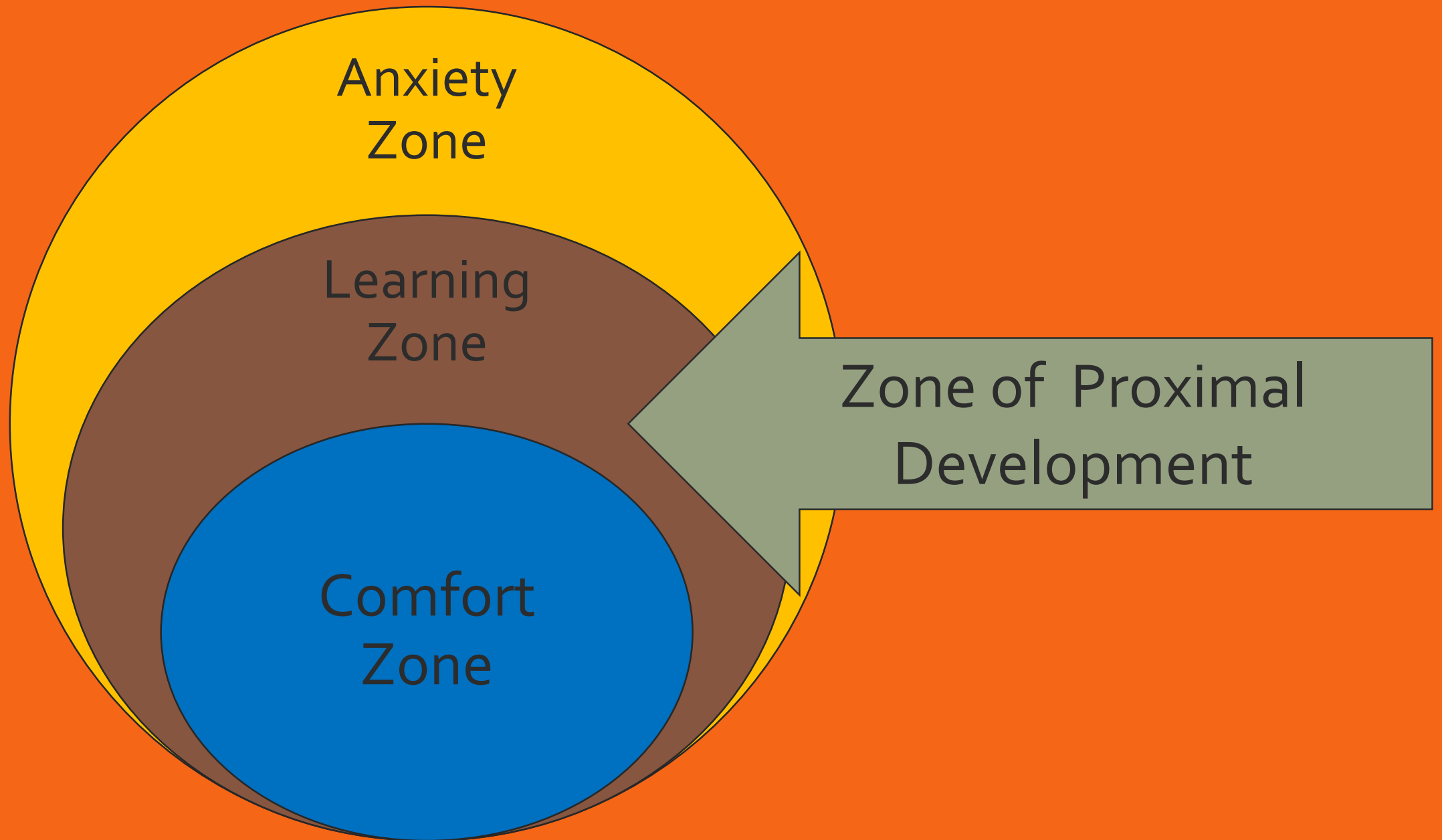
ALP Teacher(s)

ALP
Facilitator

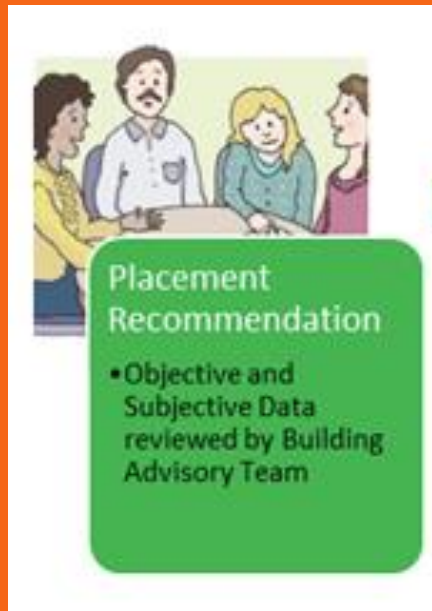


Building
Administrator(s)

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

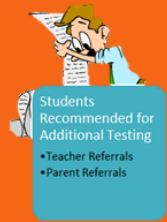


Placement Recommendations



- 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 January 17



Assessments will be administered between January 21 and February 7
Specific dates determined by building



Assessment Results and Placement Recommendations sent Friday,
March 6

Assessment Results Meetings
Tuesday, March 10

9:30 am Cos Cob Library

Thursday, March 12

7:00 pm Board of Education

HOW CAN I PREPARE MY CHILD FOR TESTING?

- Your child will do his/her best on tests if they:
 - Are encouraged to read, take the tests seriously and give his or her very best effort.
 - Get to bed early the night before in order to be well-rested on the days of the test.
 - Have a good breakfast on the morning of the test. Breakfast is critical for your child's performance.
 - Arrive to school on time so that he or she can relax and focus on the task ahead.

A_dvanced L_earning P_rogram

and

A_dvanced S_tudies

Placement Procedures
Handbook

www.greenwichschools.org/teaching-learning/academics/advanced-learning-program-alp

Bonnie_O'Regan@Greenwich.k12.ct.us
203-625-7422 or 203-625-7462