

# Greenwich Public Schools

## Advanced Learning Program Elementary School Placement Procedures

**February 22, 2017**

6:30 pm

**February 23, 2017**

9:30 am

Board of Education

**Bonnie O'Regan**

**Advanced Learning Program Facilitator**



It is the ***Mission*** of the Greenwich Public Schools

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- to prepare them to become productive, responsible, ethical, creative and compassionate members of society.



# Vision of the Graduate



## Academic Capacities

- Master a core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products



## Personal Capacities

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience

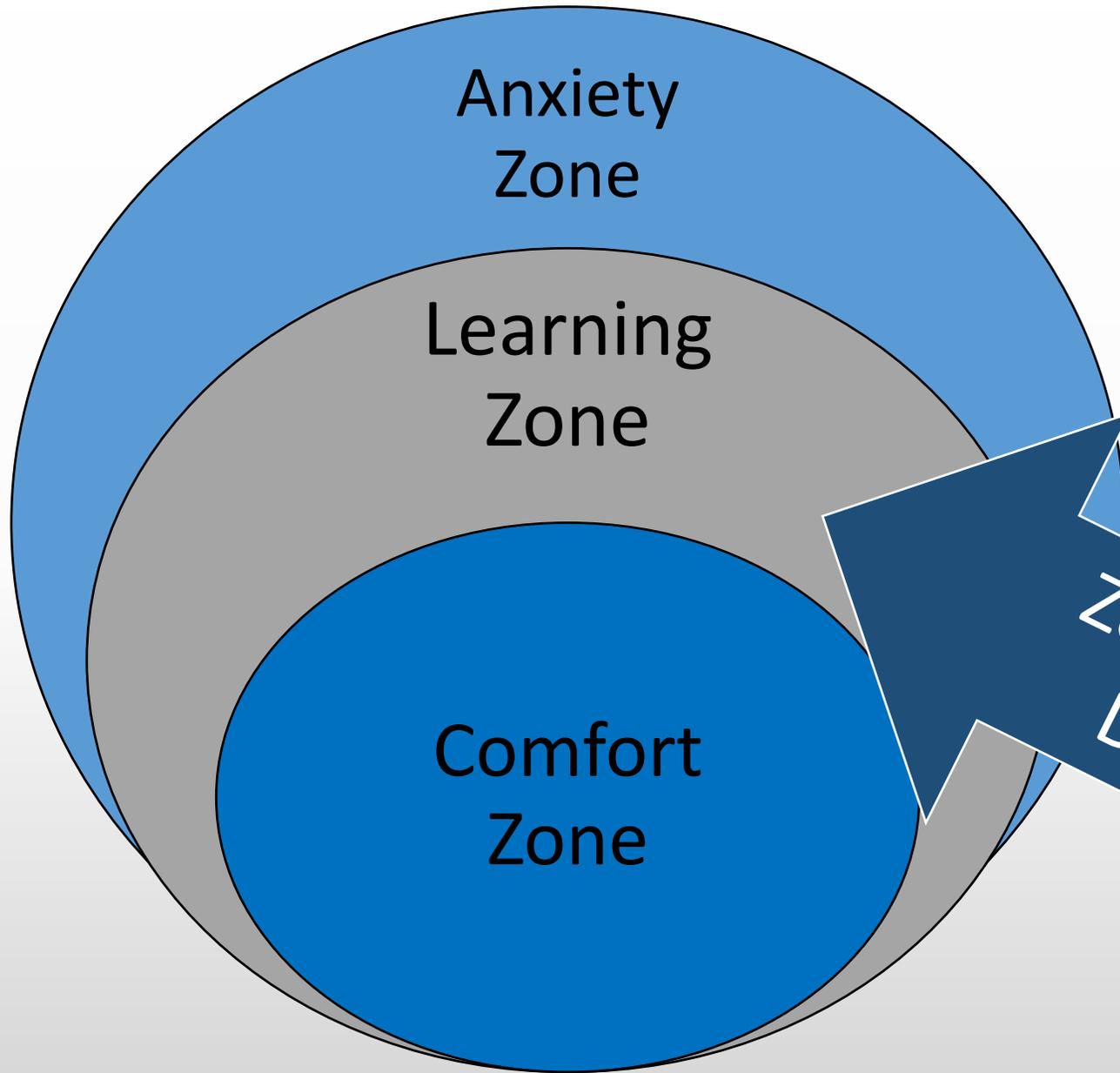


## Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership



What is best  
for this child?



Zone of Proximal Development



# 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

ALP Classes	Programming Model	Hours per week
Grade 2		
Reading	Enrichment	2
Math	Enrichment	2
Grades 3-5		
Reading	Replacement	5
Math	Replacement	5
Science	Enrichment	1.5
Grades 6-8		
English/Writing	Replacement	10
Seminar	Enrichment	2.5 (one semester)

# Advanced Learning Program Overview

## Reading

*Language is not just the expression; it is the essence of understanding.*

Students extend their understanding of language beyond the literal and inferential into the realm of evaluative analysis.

## Mathematics

*Advanced students require a mathematics curriculum that not only challenges their current abilities but also pushes them into new realms of understanding.*

In addition to demonstrating mastery of standards, students are provided with **rich challenging problems** that require the use of **analytical reasoning**.

## Science

*Science is a way of knowing, a process for gaining knowledge and understanding of the natural world.*

The problem-based learning format encourages students to develop scientific habits of mind while actively involved in acquiring significant science content through solving a “real world” problem.

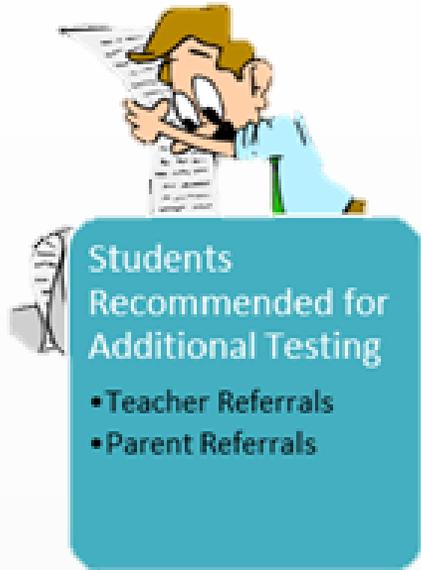
# Placement Process



Referral Phase

Evaluation Phase

Placement Phase



## Teacher refers student for additional testing

- Students who scored at or above the 96<sup>th</sup> percentile on the STAR Reading or Math
- 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-alp>

All Forms are due to school offices by March 3

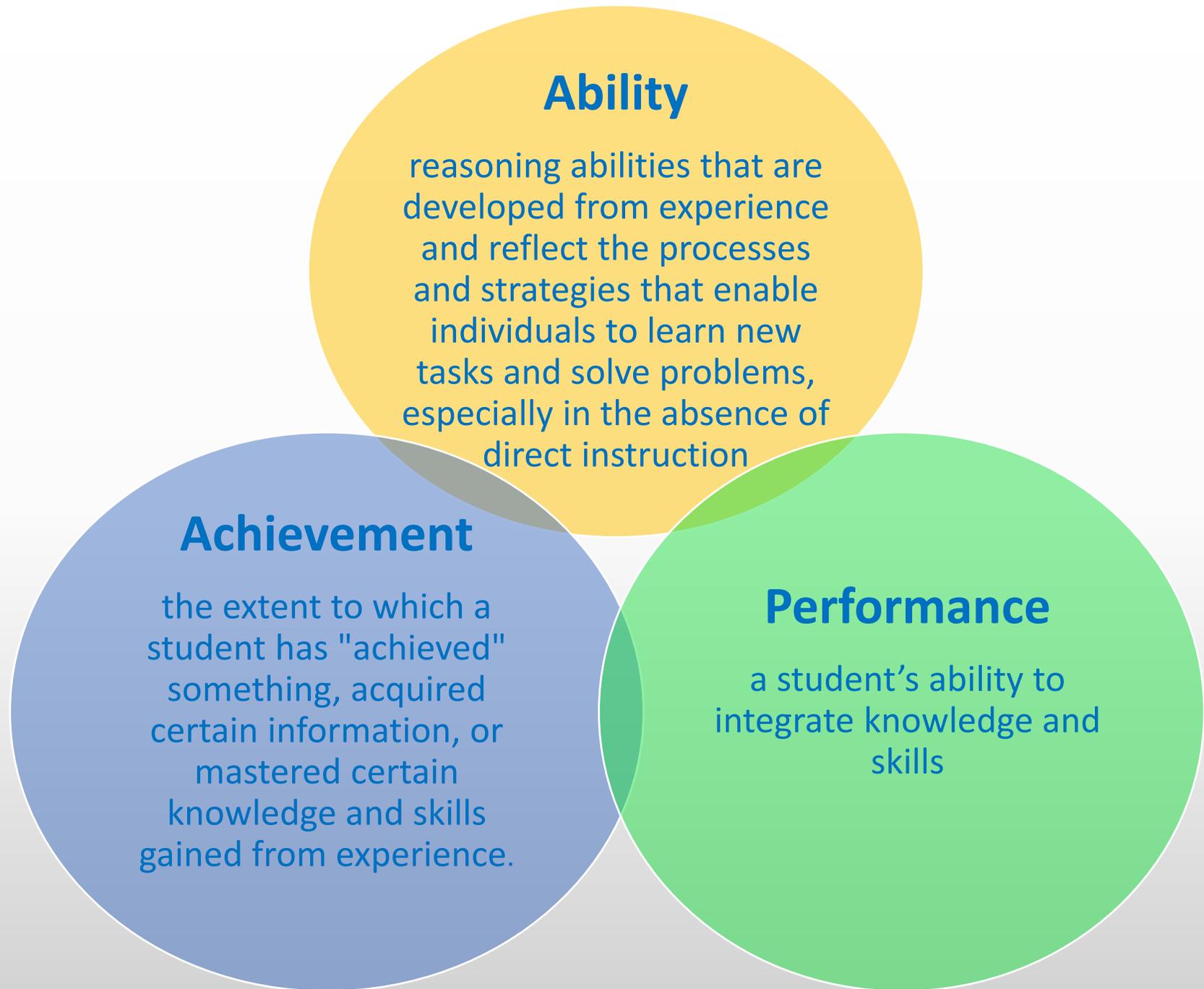
# Triangulation in ALP Placement Process

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)

### Verbal Battery

Measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems



# 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

Measures flexibility and fluency in working with quantitative symbols and concepts and the student's ability to discover relationships and to figure out a rule or principle that explains them



# 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



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

Evaluation  
•Ability  
•Achievement  
•Performance

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



Assessment of math achievement in four domains:

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

# STAR Math Enterprise™ Sample Assessment Item

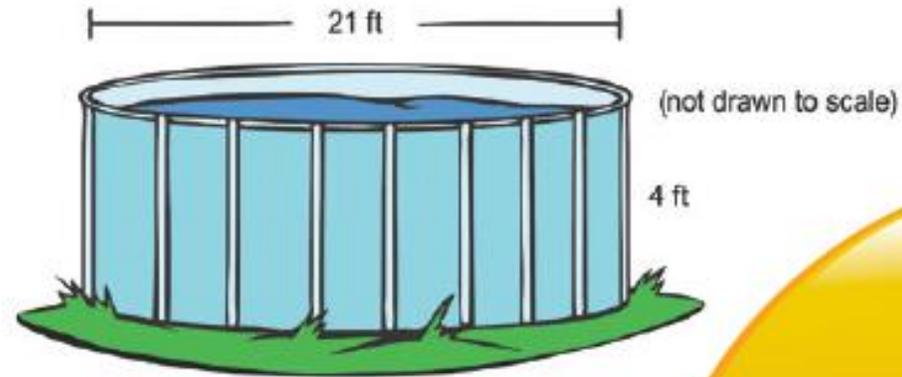


Evaluation  
• Ability  
• Achievement  
• Performance

Jasmine Major

9/34

Charles is filling his round aboveground pool. The pool is 21 feet in diameter, and it will be 4 feet deep when filled. By noon, the pool is filled halfway. To the nearest cubic foot, how much water is in the pool at noon? Use 3.14 for  $\pi$ .



- (A) 5,539 ft<sup>3</sup>      (B) 692  
(C) 132 ft<sup>3</sup>      (D) 1,3

This item  
measures: Solve a  
problem involving  
the surface area  
or volume  
of a solid



# Iowa Assessments

## Science Subtest

Includes both stimulus based and discrete items

Material is drawn from the areas of

- Life Science
- Earth & Space Science
- Physical Science

Scientific inquiry embedded throughout the test



# Iowa Assessments

## Science Subtest Sample Questions

A student designed an experiment as shown in the table below using identical plants with green leaves. The student observed the plants every day for one week.

Plant #1	Light and water
Plant #2	Light and no water
Plant #3	Water and no light
Plant #4	No light and no water

What question was the student most likely testing?

- A How much light do the plants need to grow well?
- B How much water do the plants need to grow well?
- C Do the plants need light and water to grow well?
- D Do the plants need light and soil to grow well?



# Iowa Assessments

## Science Subtest Sample Questions

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Plant #1	Light and water
Plant #2	Light and no water
Plant #3	Water and no light
Plant #4	No light and no water

Which plant most likely grew the best?

- A #1
- B #2
- C #3
- D #4

Which process is used by plants to make food?

- A Metamorphosis
- B Evaporation
- C Pollination
- D Photosynthesis



# Iowa Assessments

## Science Subtest Sample Questions

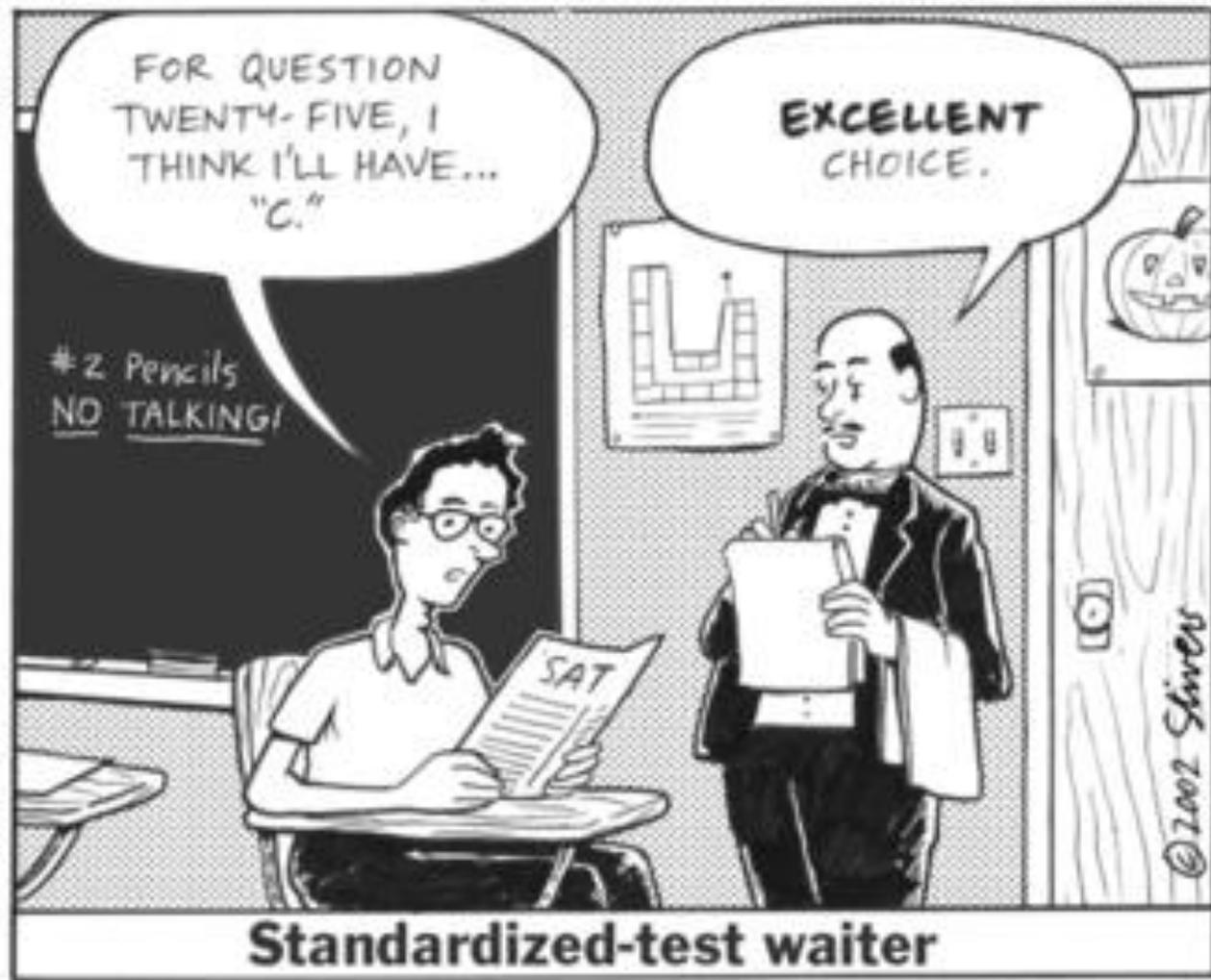
When sugar is dissolved in water, the mass of the resulting liquid is equal to?

- A the mass of the sugar.
- B the mass of the water minus the mass of the sugar.
- C the mass of the water.
- D the mass of the water plus the mass of the sugar.



Evaluation

- Ability
- Achievement
- Performance





## 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



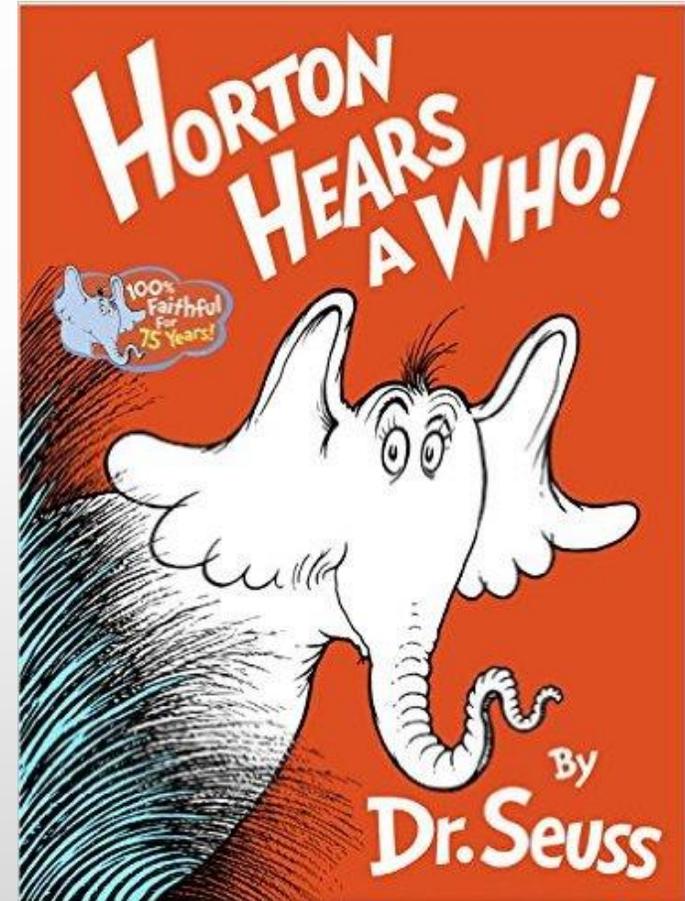
# Reading Performance Task Sample Items

## 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 story to support your answer.

# Reading Performance Task Sample Items





# Reading Performance Task Sample Items

What do you think Dr. Seuss meant when he said a person is a person no matter how small?

Use evidence from the story to support your answer.

What do you know about Horton when he says, “I’ll find it ‘I’ll find it or bust! I SHALL find my friends on my small speck of dust!”?”

Use evidence from the story to support your answer.

Why do you think Horton was so determined to help the Whos even though the other animals were making fun of him?

Use evidence from the story to support your answer.

What difference did Jojo’s voice make for the Whos? What do you think this shows about community?

Use evidence from the story to support your answer.

The Whos are finally heard. Is hearing believing? Do you have to hear, or see, or feel something to believe it or know it’s true?

Use evidence from the story to support your answer.

What is Dr. Seuss’ message in the story?

Use evidence from the story to support your answer.



# 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

# Math Performance Task Sample Items



Steve and Juwan were playing handball. Steve won 5 games and Juwan won 6 more games than Steve. If there were 4 tie games, how many games of handball did they play?

In the addition problem at the right, find the sum of the digits represented by A and B. Different letters represent different digits. Each time the same letter appears it represents the same digit.

$$\begin{array}{r} 274 \\ + \quad 5A \\ \hline B B B \end{array}$$

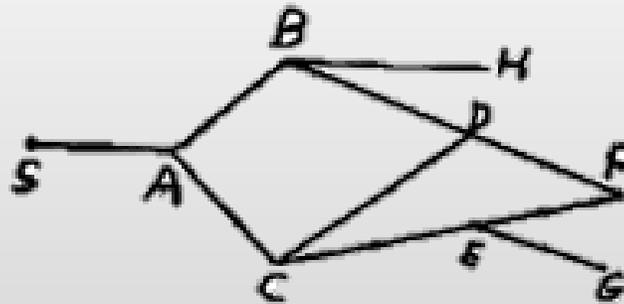
“Widgets” cost \$9 each and “gidgets” cost \$6 each. Kiaera and Jahleel each spent \$75 for “widgets” and “gidgets”. Kiaera bought the most “widgets” and the fewest “gidgets” possible. Jahleel bought the most “gidgets” and fewest “widgets” possible. Kiaera bought \_\_\_\_\_ more widgets than Jahleel.

# Math Performance Task Sample Items



In a bank, Mrs. Wallace, Mrs. Thomas and Mrs. Ramariz held the positions of bank teller, loan officer and branch manager, but not necessarily in that order. The teller, who just began working that year, earned the least. Mrs. Thomas and Mrs. Ramariz worked for the bank for many years. Mrs. Thomas earned more than the load officer. Who was the loan officer?

Marbles are released through this network from S and continue flowing to the right. At each of the junctions, half the marbles flow in each direction. If 120 marbles are released through the network, how many of the 120 marbles do not reach F?





# Science Performance Task

Task requires students to:

- Apply their content knowledge in a real world scenario
- Engage in the "Scientific Practices" of real scientists and engineers:
  - Observing
  - Predicting
  - Classifying
  - Designing
  - Hypothesizing
  - Investigating
  - Drawing conclusions

# Science Performance Task Sample Item



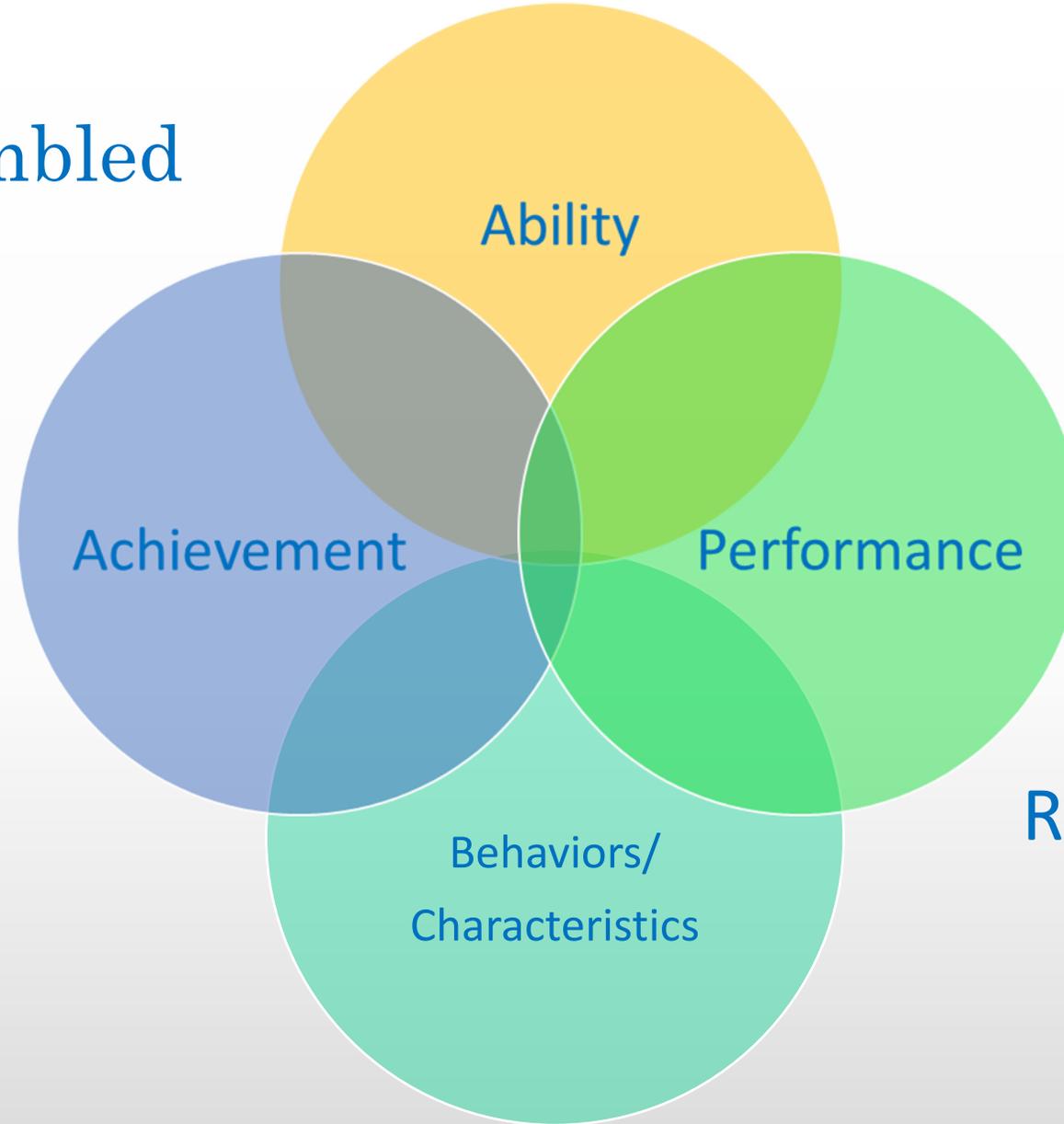
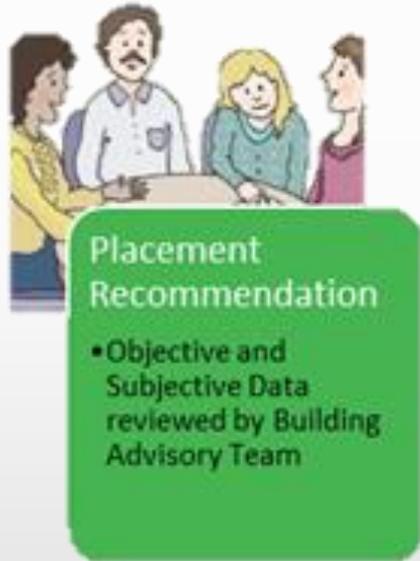
Are bees attracted to diet cola? In other words, do bees like diet cola? Tell how you would test this question. Be as scientific as you can as you write about your test.

Write down the steps you would take to find out if bees like diet cola.

Making your own bubble solution is fun, but sometimes the bubbles don't seem to work as well as the solutions you buy in the store. If you add other things, such as corn syrup or glycerin, to improve the bubbles. Which solution will create the best bubbles? Tell how you would test this question. Be as scientific as you can as you write about your test.

Write down the steps you would take to find out which solution will create the best bubbles.

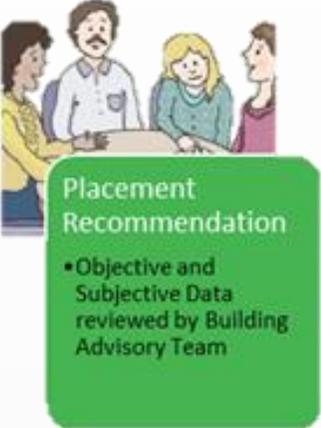
# Portfolio Assembled



Valid and  
Reliable picture  
of student  
achievement

**No one score on any one measure determines placement.**

# Building Advisory Committee



Classroom Teacher

ALP Teacher(s)

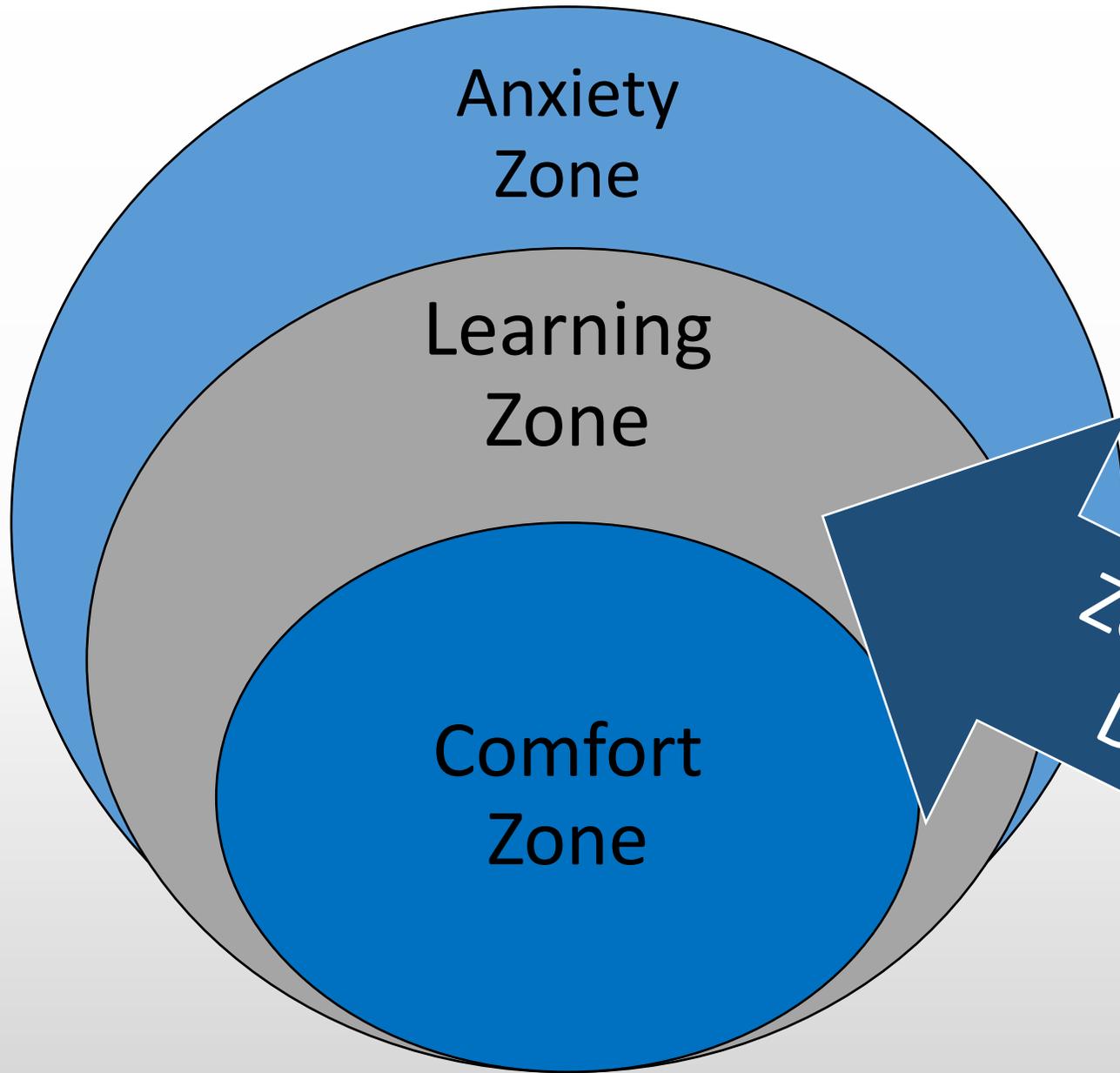
ALP Facilitator



Building Administrator(s)

No one score on any one measure determines placement.

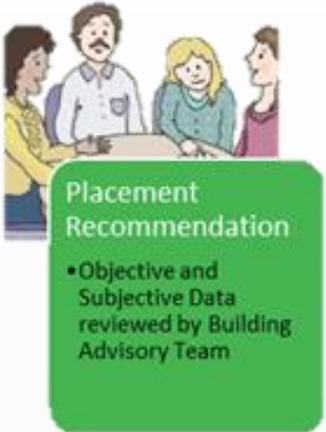
Discuss educational needs of every student



Zone of Proximal Development



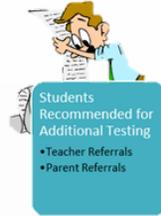
# Placement Recommendations



- 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

## Referral Phase



Permission and Nomination Forms  
due to school offices by March 3

## Evaluation Phase



Assessments will be administered between  
March 6 and March 31  
Specific dates determined by building

## Placement Phase



Assessment Results and Placement  
Recommendations sent May 5

# Questions



[www.greenwickschools.org/teaching-learning/academics/advanced-learning-program-alp](http://www.greenwickschools.org/teaching-learning/academics/advanced-learning-program-alp)

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