GREENWICH PUBLIC SCHOOLS

ADVANCED LEARNING PROGRAM

ELEMENTARY SCHOOL PLACEMENT PROCEDURES

February 20
7:00 P.M. BOARD OF EDUCATION

February 22
9:30 A.M. COS COB LIBRARY

February 23
9:30 A.M. BYRAM LIBRARY

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?
Anxiety Zone
Learning Zone
Comfort Zone

Zone of Proximal Development
ADVANCED LEARNING PROGRAM OVERVIEW

GRADE 2
Enrichment
• Reading
• Math

GRADE 3-5
Advanced Academics
• Reading
• Math
Enrichment
• Science

Grades 6-8
Advanced Academics
• Language Arts
Enrichment
• Seminar

<table>
<thead>
<tr>
<th>ALP Classes</th>
<th>Programming Model</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>Grades 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Replacement</td>
<td>5</td>
</tr>
<tr>
<td>Math</td>
<td>Replacement</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>Enrichment</td>
<td>1.5</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Writing</td>
<td>Replacement</td>
<td>10</td>
</tr>
<tr>
<td>Seminar</td>
<td>Enrichment</td>
<td>2.5 (one semester)</td>
</tr>
</tbody>
</table>
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
- Collection of Objective and Subjective Data
- Students Recommended for Additional Testing
  - Teacher Referrals
  - Parent Referrals

Evaluation Phase
- Evaluation
  - Ability
  - Achievement
  - Performance

Placement Phase
- Placement Recommendation
  - Objective and Subjective Data reviewed by Building Advisory Team

Appeal Process
- Appeal reviewed by Building Advisory Team
Teacher refers student for additional testing
  ➢ Students who scored at or above the 96th 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.greenwichschools.org/teaching-learning/academics/advanced-learning-program-alp

All Forms are due to school offices by March 2
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

**Ability**
reasoning abilities that are developed from experience and reflect the processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction.

**Achievement**
the extent to which a student has "achieved" something, acquired certain information, or mastered certain knowledge and skills gained from experience.

**Performance**
a student’s ability to integrate knowledge and skills.
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\} \quad \{3 \rightarrow 4\} \quad \{5 \rightarrow \ ?\}

A 2  B 4  C 6  D 8  E 12

Number Puzzles

? + ◊ = 9

◊ = 4

A 3  B 4  C 5  D 6  E 14

Number Series

\[4 \quad 3 \quad 5 \quad 4 \quad 6\]

A 1  B 3  C 5  D 7  E 9
• 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
  – Test in about 20-25 minutes
Figure 5: How Computer-Adaptive Technology Works

- Correct response
- Incorrect response
- Standard error of measurement
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
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
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 $\pi$.

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.
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.

<table>
<thead>
<tr>
<th>Plant #</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Light and water</td>
</tr>
<tr>
<td>#2</td>
<td>Light and no water</td>
</tr>
<tr>
<td>#3</td>
<td>Water and no light</td>
</tr>
<tr>
<td>#4</td>
<td>No light and no water</td>
</tr>
</tbody>
</table>

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?
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.

<table>
<thead>
<tr>
<th>Plant #1</th>
<th>Light and water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant #2</td>
<td>Light and no water</td>
</tr>
<tr>
<td>Plant #3</td>
<td>Water and no light</td>
</tr>
<tr>
<td>Plant #4</td>
<td>No light and no water</td>
</tr>
</tbody>
</table>

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
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.
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
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
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.
# Rubric for Scoring LA Performance Task Responses

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>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</td>
</tr>
<tr>
<td>1</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>Offer accurate interpretations of the text with analysis that goes beyond a literal level. Develop ideas clearly, explain key textual evidence</td>
</tr>
<tr>
<td>4</td>
<td>Offers insightful interpretations of the text with analysis that goes well beyond a literal level. Develop ideas clearly, elaborate on specific textual evidence</td>
</tr>
</tbody>
</table>
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.

0 Kids should be able to do what they want because they are people too.

1 If a person is small they are still a person

2 It means everyone is a human being and has feelings and stuff no matter how important they are or how intelligent or old. And- it has nothing to do with height.

3 Horton is saying this about the Whos in defense of not destroying their world. It means, size doesn't matter; it's your humanity that counts!

4 In the story the kangaroos and the Wickershams realize their mistake of treating the Whos like they're unreal or not important and are ready to protect them instead of trying to kill them. So Dr. Seuss probably meant "small" not in a physical way. Probably just they way they are perceived by others... So even though one might seem unimportant (or "small") they are still important to the world as a human being.
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
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.

```
274
+5A
```

“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.
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 loan 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?
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.

```
2 7 4
+ 5 1
3 2 5
```

```
2 7 4
+ 5 9
3 3 3
```

```
  2 7 4
+ 5 A
  B B B
```

12
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
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.
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.

I don’t think bees are attracted to diets, just to regular. For example: Coke, Sprite, Dr. Pepper

Materials: Bee, diet cola, container

Description of what I would do: Take one can of diet cola and pour about 1 cup of it into a dish, bowl, etc. Then release a bee about a foot away and see if it moves toward the diet cola. If it does—you know bees like diet cola, but if it moves away for the diet cola, or doesn’t respond to it you know bees don’t like diet cola. When you are done with your experiment carefully release you bee, pour out your soda, and put back the way you found them.

What will you record: If bees are attracted to the diet cola or if they are attracted to the non diet liquids.

Data Table:

<table>
<thead>
<tr>
<th>Tries:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Anxiety Zone
Learning Zone
Comfort Zone
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 2

Evaluation Phase
- Assessments will be administered between March 6 and March 29
  Specific dates determined by building

Placement Phase
- Assessment Results and Placement Recommendations sent May 4
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.
Advanced Learning Program
and
Advanced Studies

Placement Procedures
Handbook
QUESTIONS

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

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