

Greenwich Public Schools

Advanced Learning Program Elementary School Placement Procedures

FEBRUARY 19

9:30 A.M. COS COB LIBRARY

7:00 P.M. BOARD OF EDUCATION

FEBRUARY 22

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

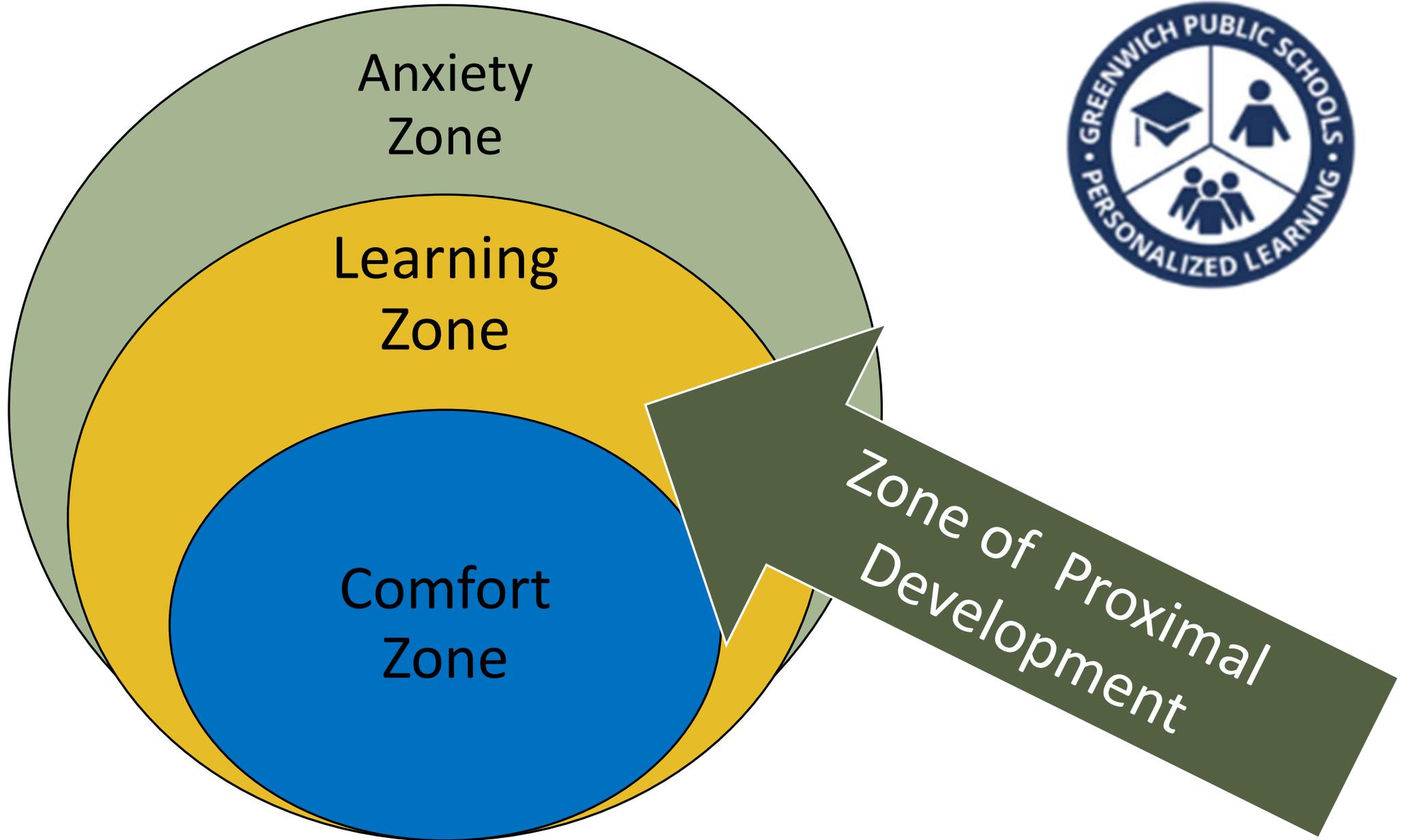
Interpersonal Capacities



- 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

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

ALP and classroom teachers will collaborate and co-create learner experiences to implement the NGSS aligned curriculum enabling all students to experience a challenging, experiential and personalized curriculum. Flexible grouping will be used to best serve the individual or group of learners allowing them to move at their own pace to master the NGSS standards with the benefit of a co-taught environment.

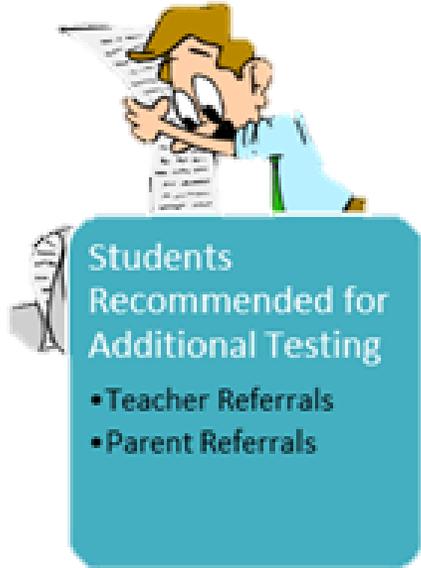
Placement Process



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 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 1

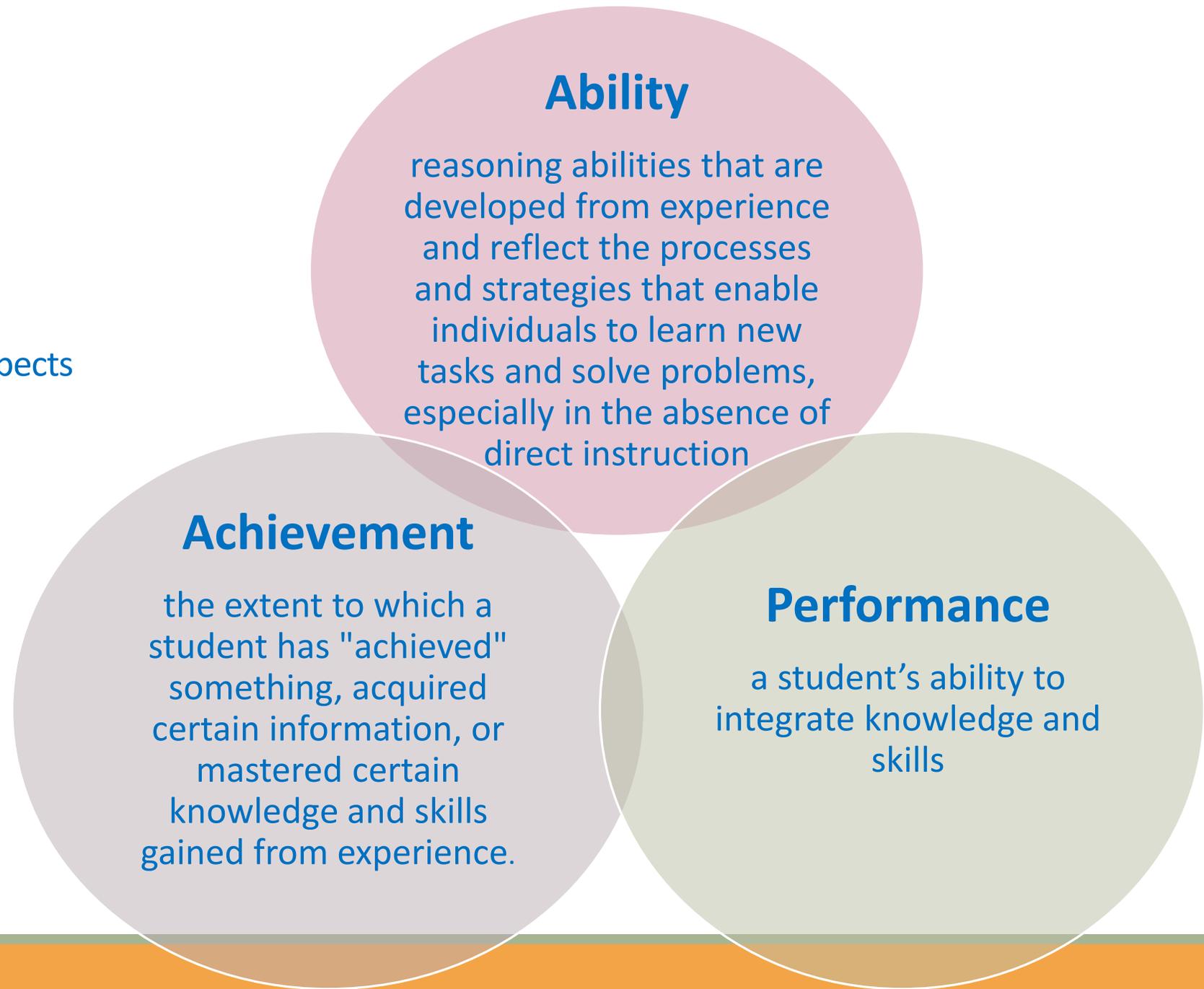
Triangulation in ALP Placement Process

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

$$\{1 \rightarrow 2\} \quad \{3 \rightarrow 4\} \quad \{5 \rightarrow ?\}$$

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



Computer Adaptive Tests

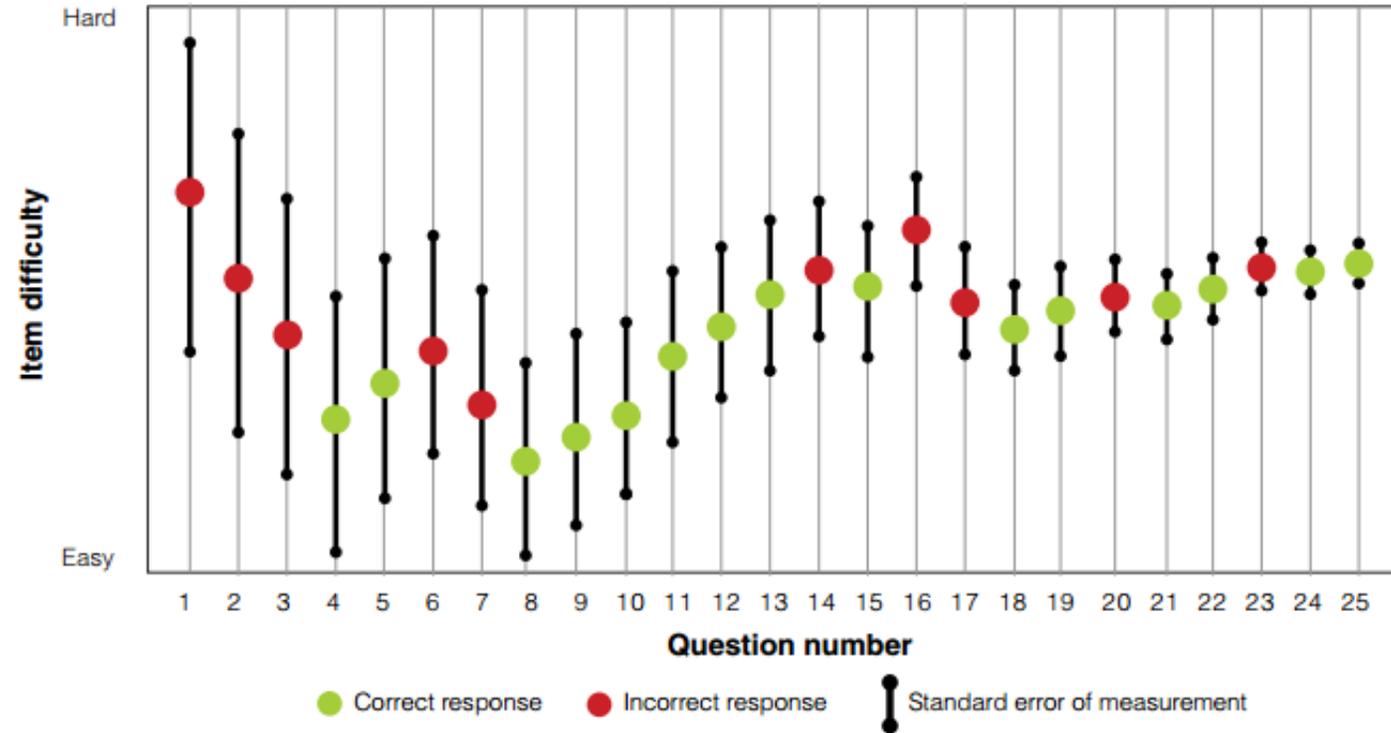
- continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response

Designed to be as efficient as possible

- Test in about 20-25 minutes



Figure 5: How Computer-Adaptive Technology Works





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

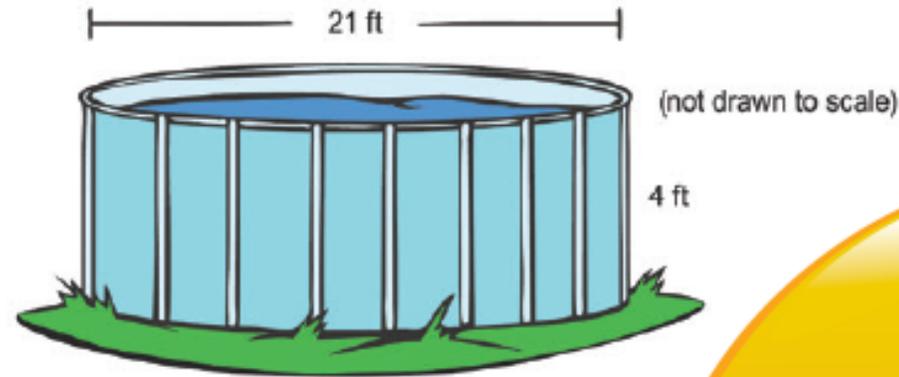


Evaluation
• Ability
• Achievement
• Performance

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 π .



- (A) 5,539 ft³ (B) 692
- (C) 132 ft³ (D) 1,3

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





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

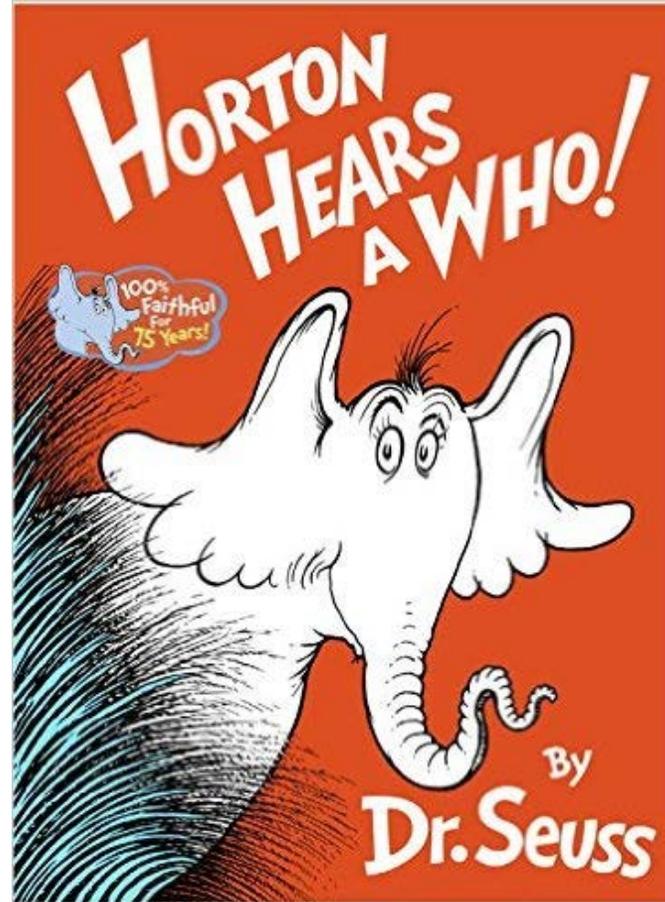
Question Stems

- 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.

Rubric for Scoring LA Performance Task Responses

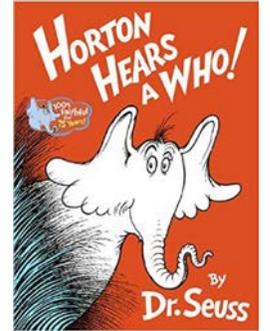
- 0 Conveys a confused or largely inaccurate understanding of the text, offers unclear interpretations. Provides no evidence of understanding and make no interpretations. Contain textual evidence that is vague, irrelevant, repetitive and/or unjustified
- 1 Conveys a partly accurate understanding of the 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
-



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.



- 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 the 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

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.

$$\begin{array}{r} 2 \quad 7 \quad 4 \\ + \quad 5 \quad A \\ \hline B \quad B \quad B \end{array}$$

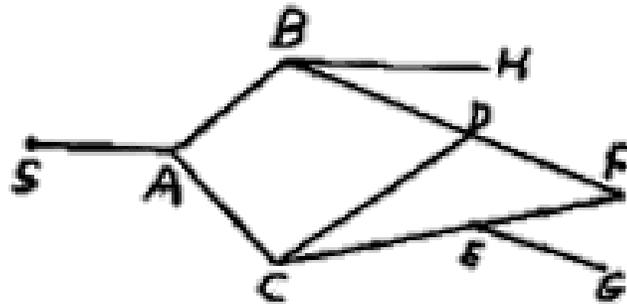
“Widgets” cost \$9 each and “gidgets” cost \$6 each. Kiaera and Jahleel each spent \$75 for “widgets” and “gidgets”. Kiaera bought the most “widgets” and the fewest “gidgets” possible. Jahleel bought the most “gidgets” and fewest “widgets” possible. Kiaera bought _____ more widgets than Jahleel.

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?



Math Performance Task Sample Items



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.

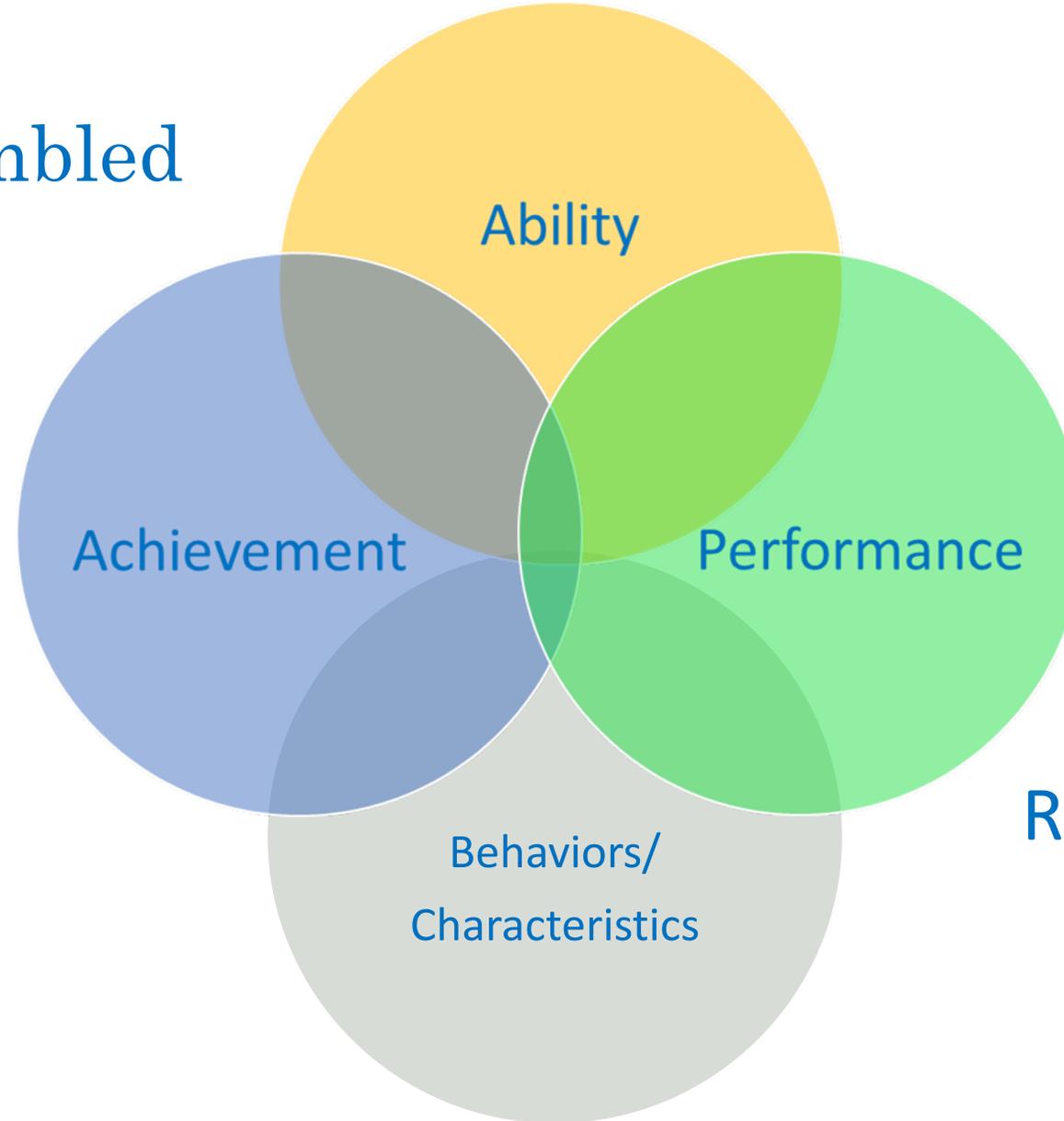
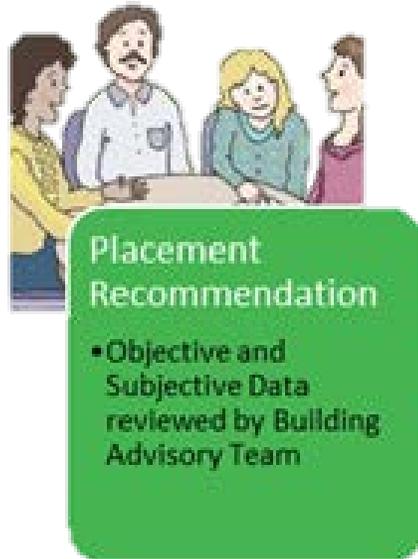
$$\begin{array}{r} 274 \\ + 5A \\ \hline B B B \end{array}$$

$$\begin{array}{r} 274 \\ + 51 \\ \hline 325 \end{array}$$

$$\begin{array}{r} 274 \\ + 59 \\ \hline 333 \end{array}$$

12

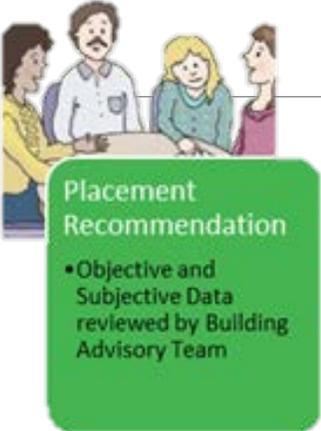
Portfolio Assembled



Valid and
Reliable picture
of student
achievement

No one score on any one measure determines placement.

Building Advisory Committee



Classroom Teacher

ALP Teacher(s)

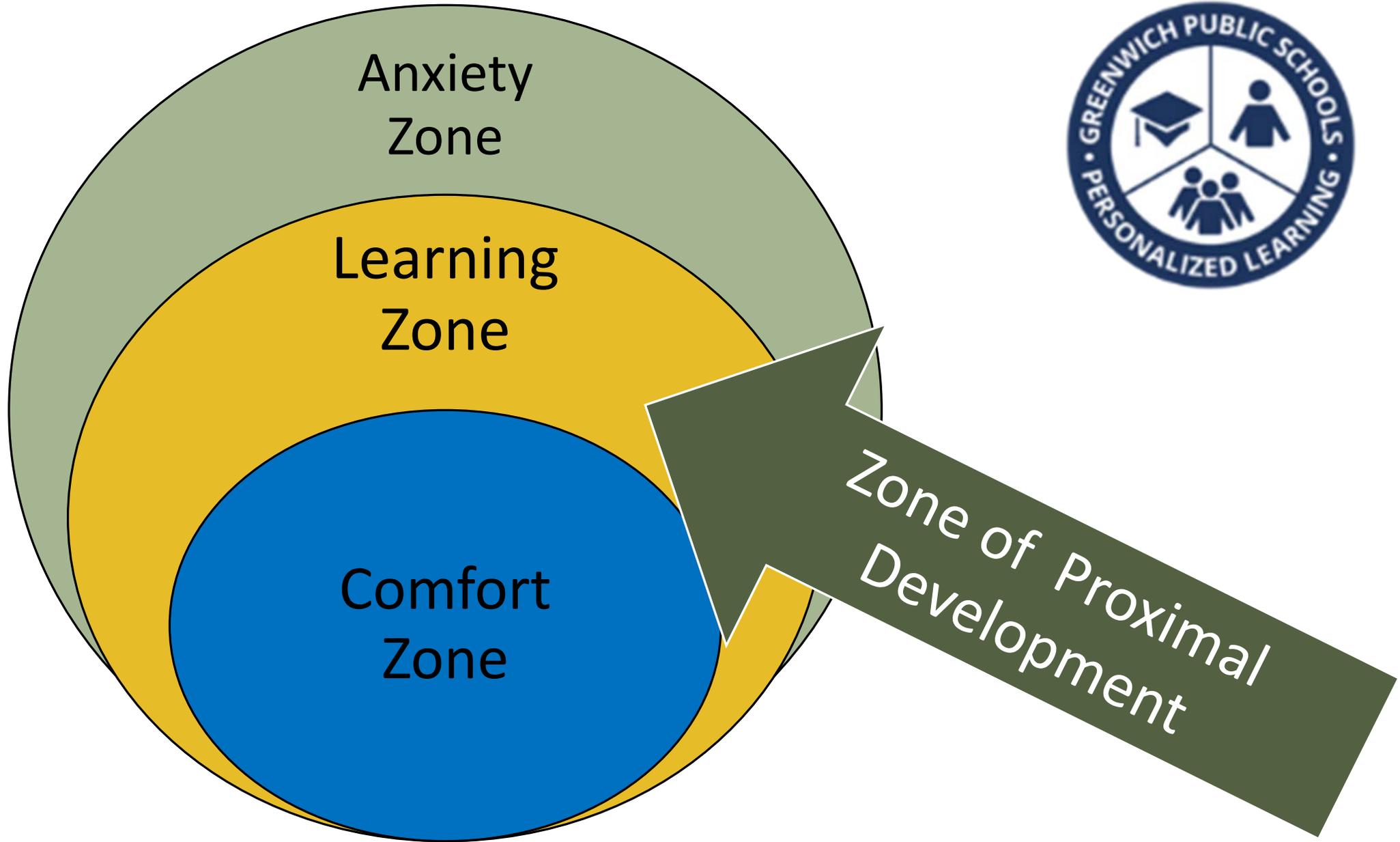
ALP Facilitator



Building Administrator(s)

No one score on any one measure determines placement.

Discuss educational needs of every student



Anxiety
Zone

Learning
Zone

Comfort
Zone

Zone of Proximal
Development

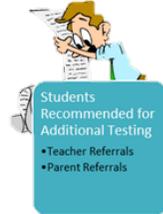
Placement Recommendations



- 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 1

Evaluation Phase



Assessments will be administered between March 4 and March 29
Specific dates determined by building

Placement Phase



Assessment Results and Placement Recommendations emailed April 26

Meetings about Results April 30
9:30 am Cos Cob Library, 7:00 pm Board of Education Building

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.

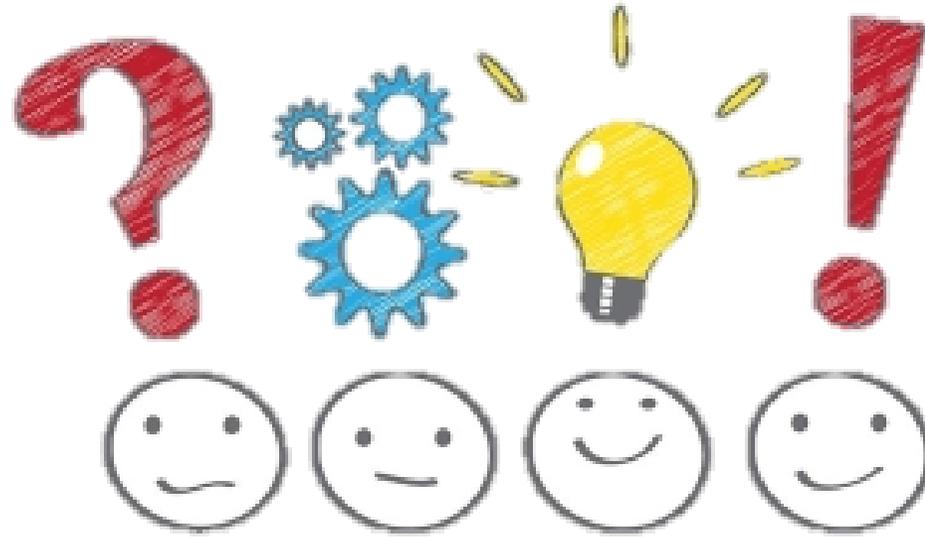
A_dvanced L_earning P_rogram

and

A_dvanced S_tudies

Placement Procedures
Handbook

Questions



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

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