

GREENWICH PUBLIC SCHOOLS

ADVANCED LEARNING PROGRAM ELEMENTARY SCHOOL PLACEMENT PROCEDURES

October 30

9:30 am Byram Library

7:00 pm Greenwich Board of Education Building

Bonnie O'Regan

Advanced Learning Program Facilitator

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)

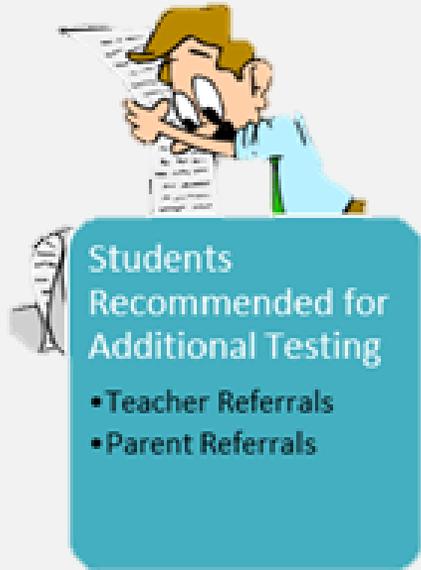
Placement Process



Referral Phase

Evaluation Phase

Placement Phase



STAR Reading and Math Data

- Scored at or above the 96th percentile
- Scored in top 10% of students in building

Cognitive Abilities Test Data

- Verbal Standard Age Score of 125 or above
- Quantitative Standard Age Score of 130 or above
- Scored in top 10% of students in building

Observational Data

Grade 2 Classroom and ALP teachers

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 November 8

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.

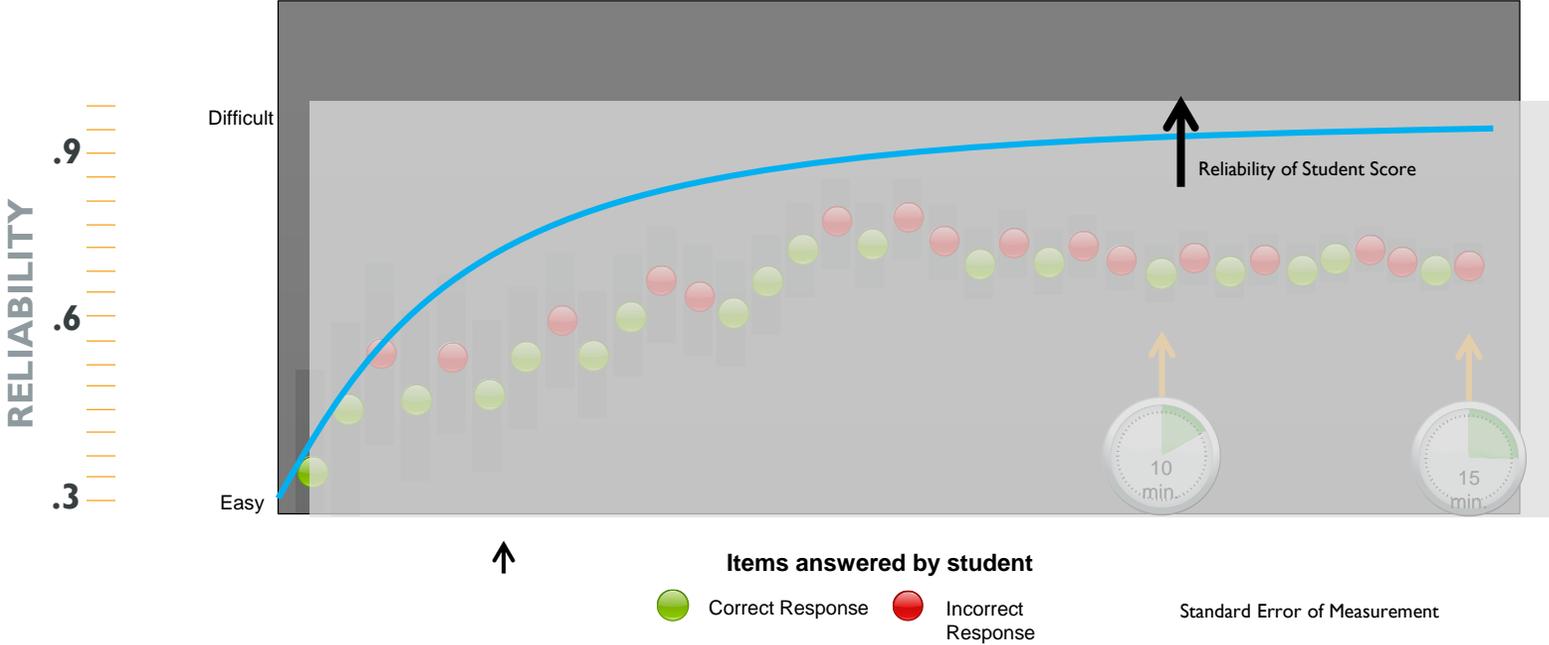
Performance

a student's ability to integrate knowledge and skills



- 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

THE SCIENCE OF STAR





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



Evaluation
•Ability
•Achievement
•Performance

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



Assessment of math achievement in four domains:

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

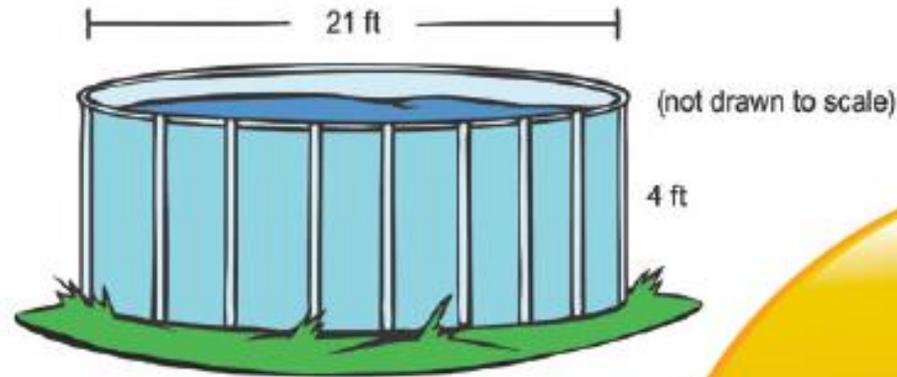


Evaluation
• Ability
• Achievement
• Performance

Jasmine Major

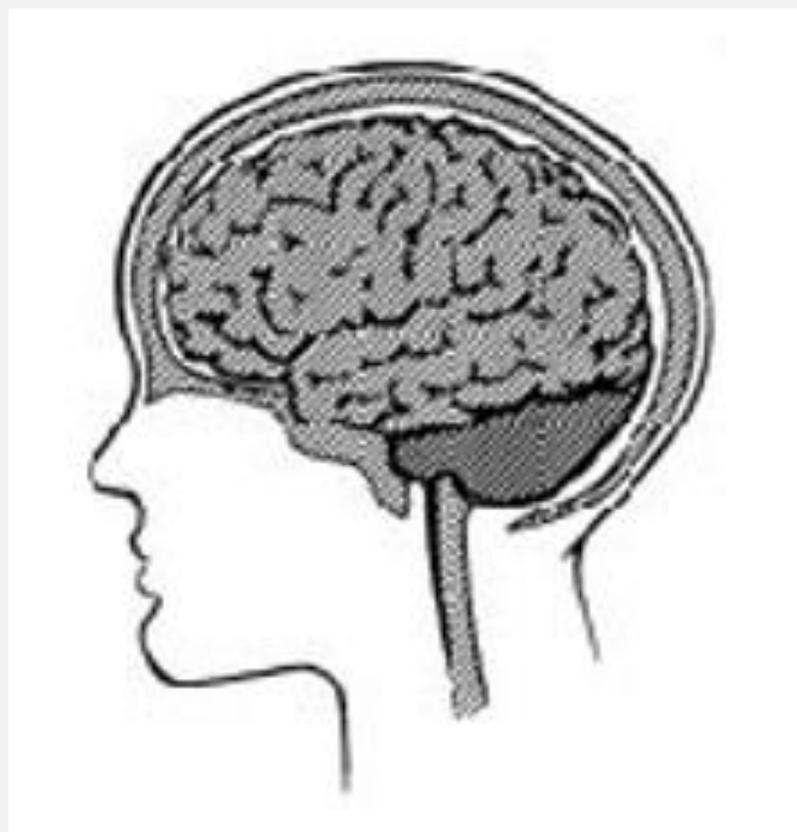
9/34

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

PERFORMANCE TASKS (INTEGRATION OF KNOWLEDGE AND SKILLS)

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 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 fable to support your answer.

READING PERFORMANCE TASK SAMPLE ITEMS

What does this fable tell you about friendship?

Use evidence from the fable to support your answer.

What is the moral of the story that Aesop wants us to know?

Use evidence from the fable 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 evidence from the fable 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

READING PERFORMANCE TASK SAMPLE RESPONSE

What does this fable tell you about friendship?

Use evidence from the fable 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

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

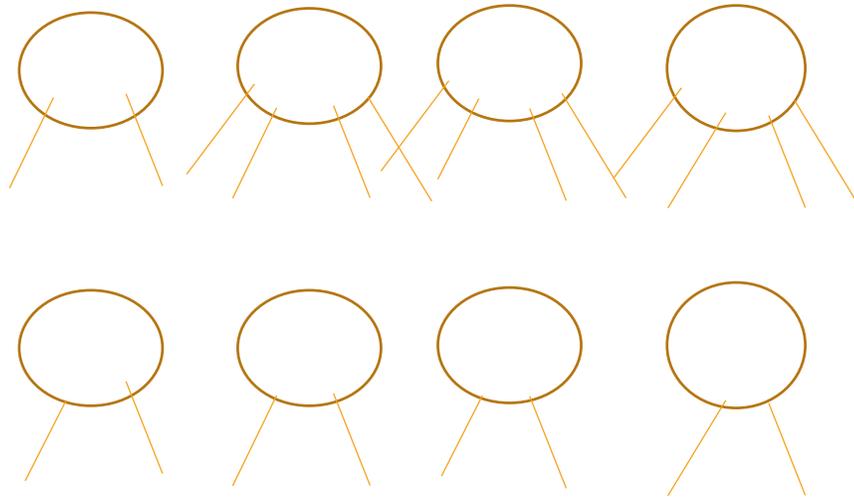
The only way that 10 can be written as the sum of 4 different counting numbers is $1 + 2 + 3 + 4$. In how many different ways can 15 be written as the sum of 4 different counting numbers?

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?

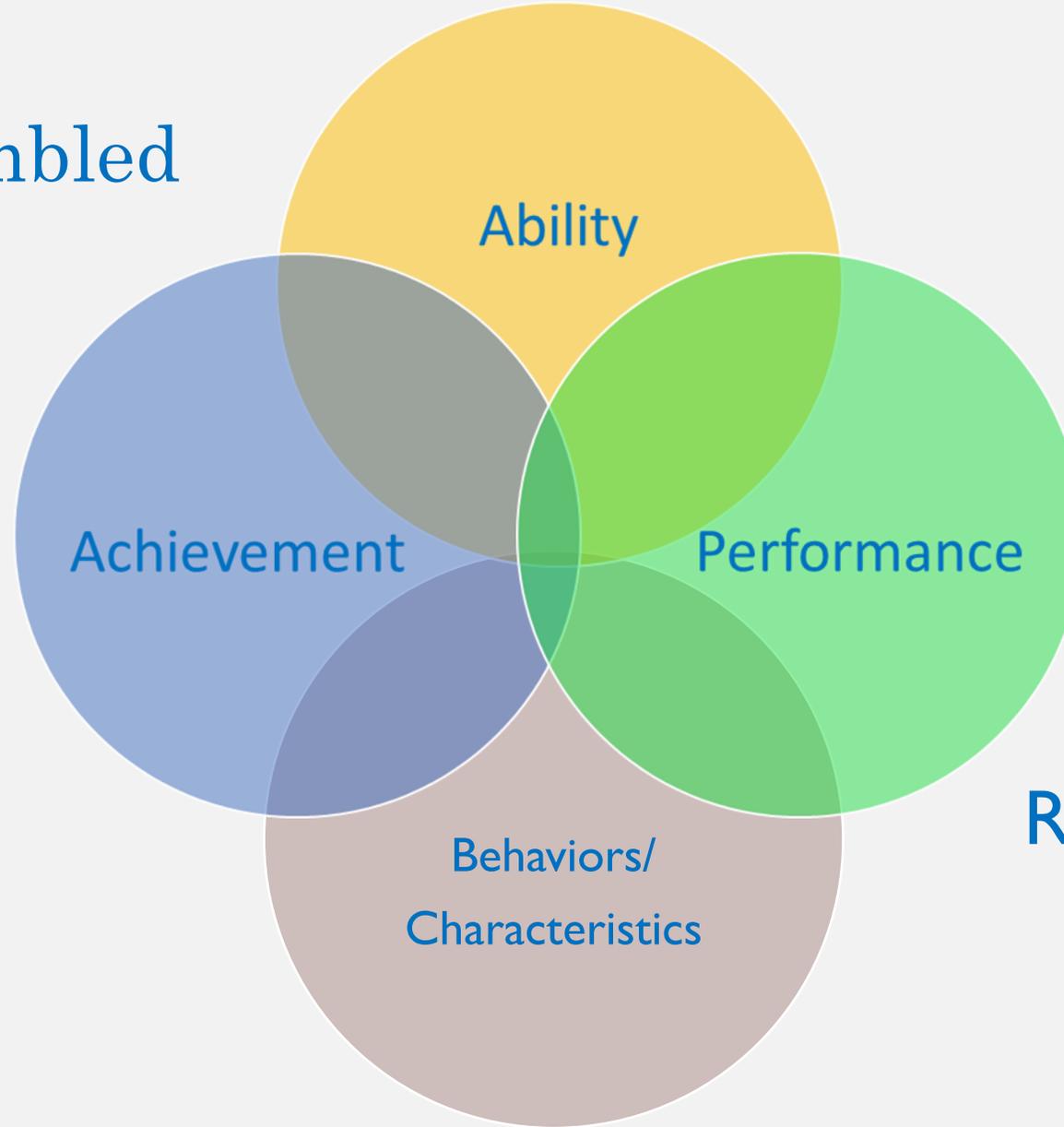
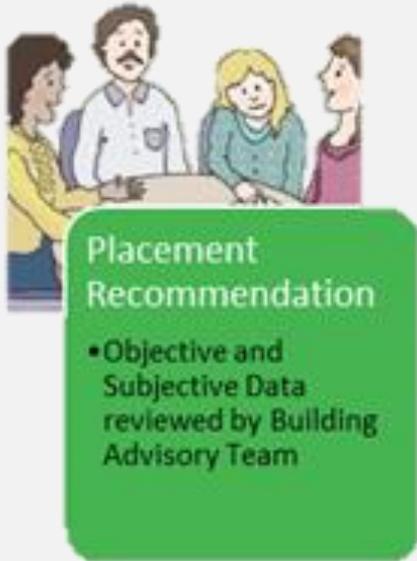
MATH PERFORMANCE TASK SAMPLE RESPONSE

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



5 Hens

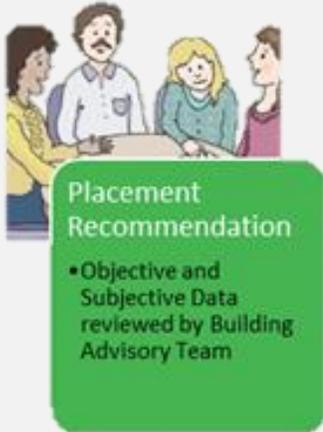
Portfolio Assembled



Valid and
Reliable picture
of student
achievement

No one score on any one measure determines placement.

Building Advisory Committee



Classroom Teacher

ALP Teacher(s)

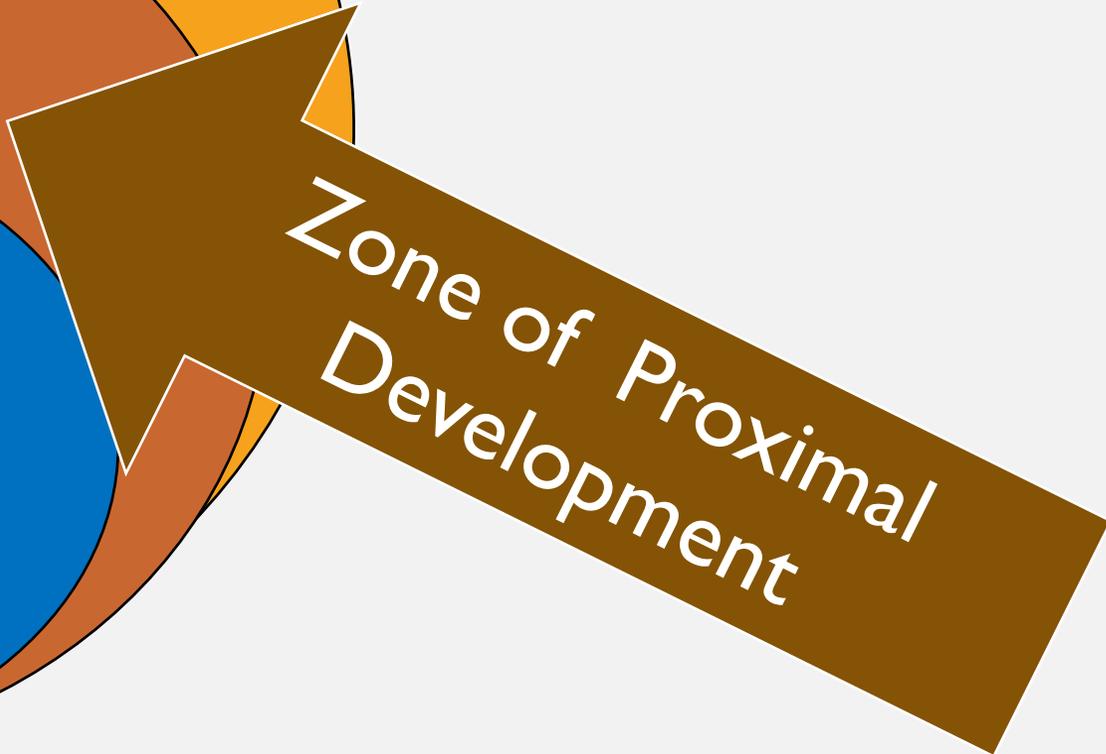
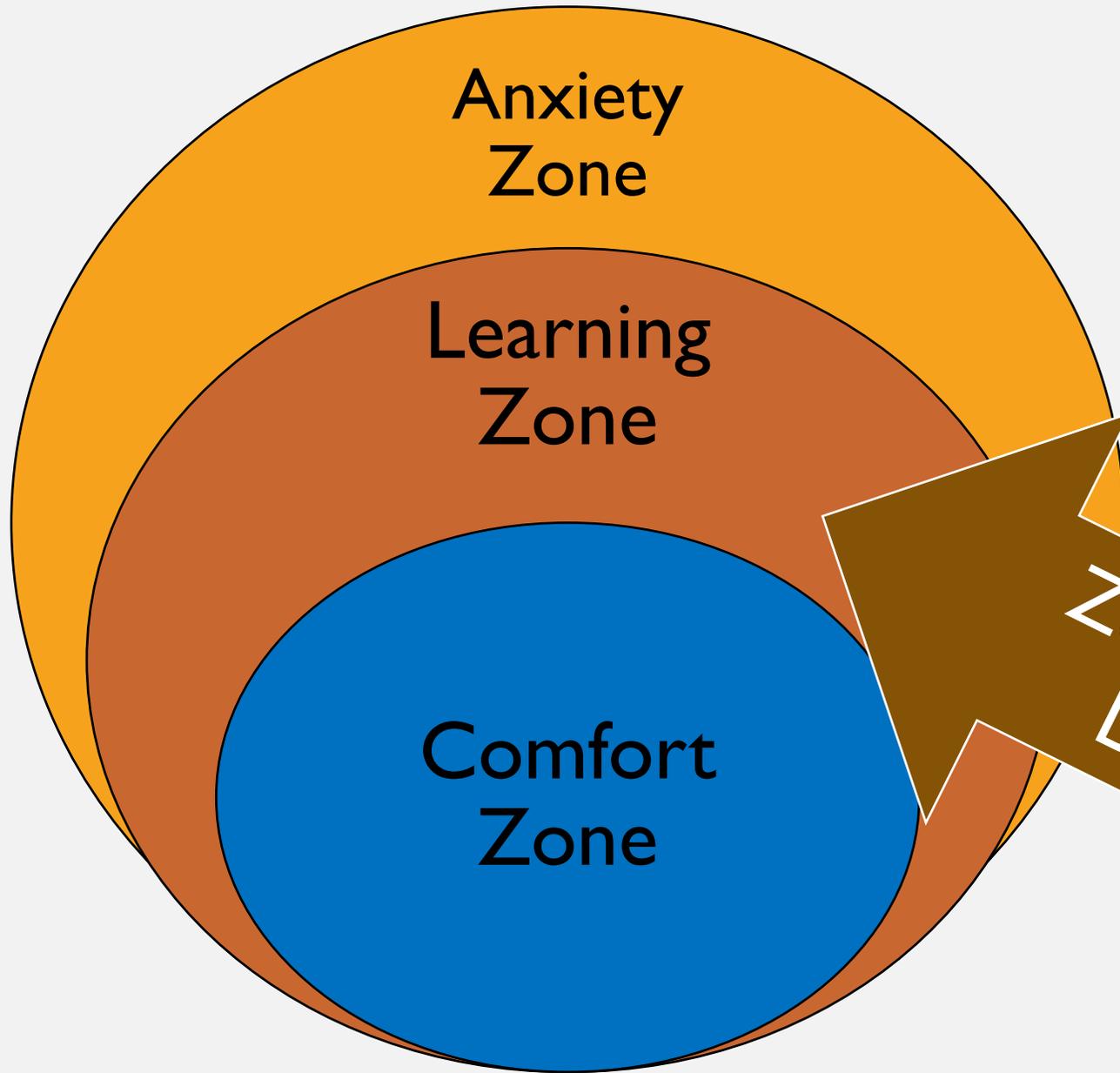
ALP Facilitator



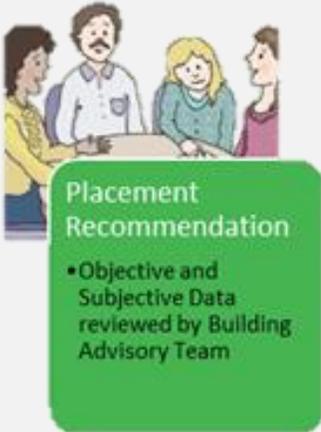
Building Administrator(s)

No one score on any one measure determines placement.

Discuss educational needs of every student



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 by November 8

Evaluation Phase



Assessments will be administered between
November 12 and 22
Specific dates determined by building

Placement Phase



Assessment Results and Placement Recommendations
emailed December 6

Meetings about Results

December 12

9:30 am Cos Cob Library

December 13

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.

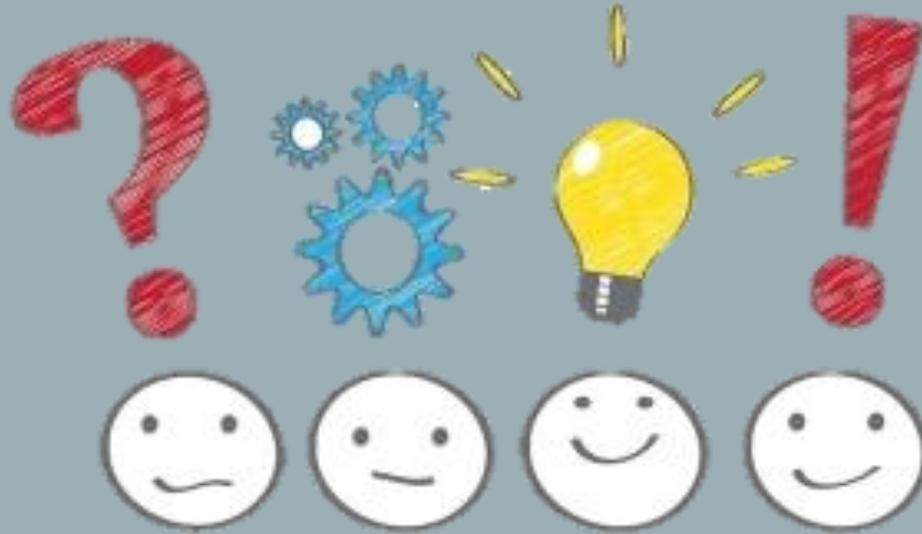
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and

A_{dvanced} S_{tudies}

Placement Procedures
Handbook

QUESTIONS



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

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