

Greenwich Public Schools

Advanced Learning Program Middle School Language Arts Placement Assessment Scores:

What do they tell me about my child?

MARCH 13, 2019
7:00 PM BOARD OF EDUCATION

MARCH 15, 2019
9:30 AM BYRAM LIBRARY

Bonnie O'Regan
Advanced Learning Program Facilitator

Frequently Asked Questions

How can my child be above the 95th percentile compared to their grade and still not be placed in ALP?

What do these results mean and what are our next steps?

My child is in the highest reading level in his class, why isn't he/she placed in ALP?

What is the minimum score to be considered for LA ALP?

How did the committee determine placement in ALP?

Can we review the tests to see how my child responded to the questions?

Should I submit an Appeal?

What happens if I submit an Appeal?

What can I do to help my child?

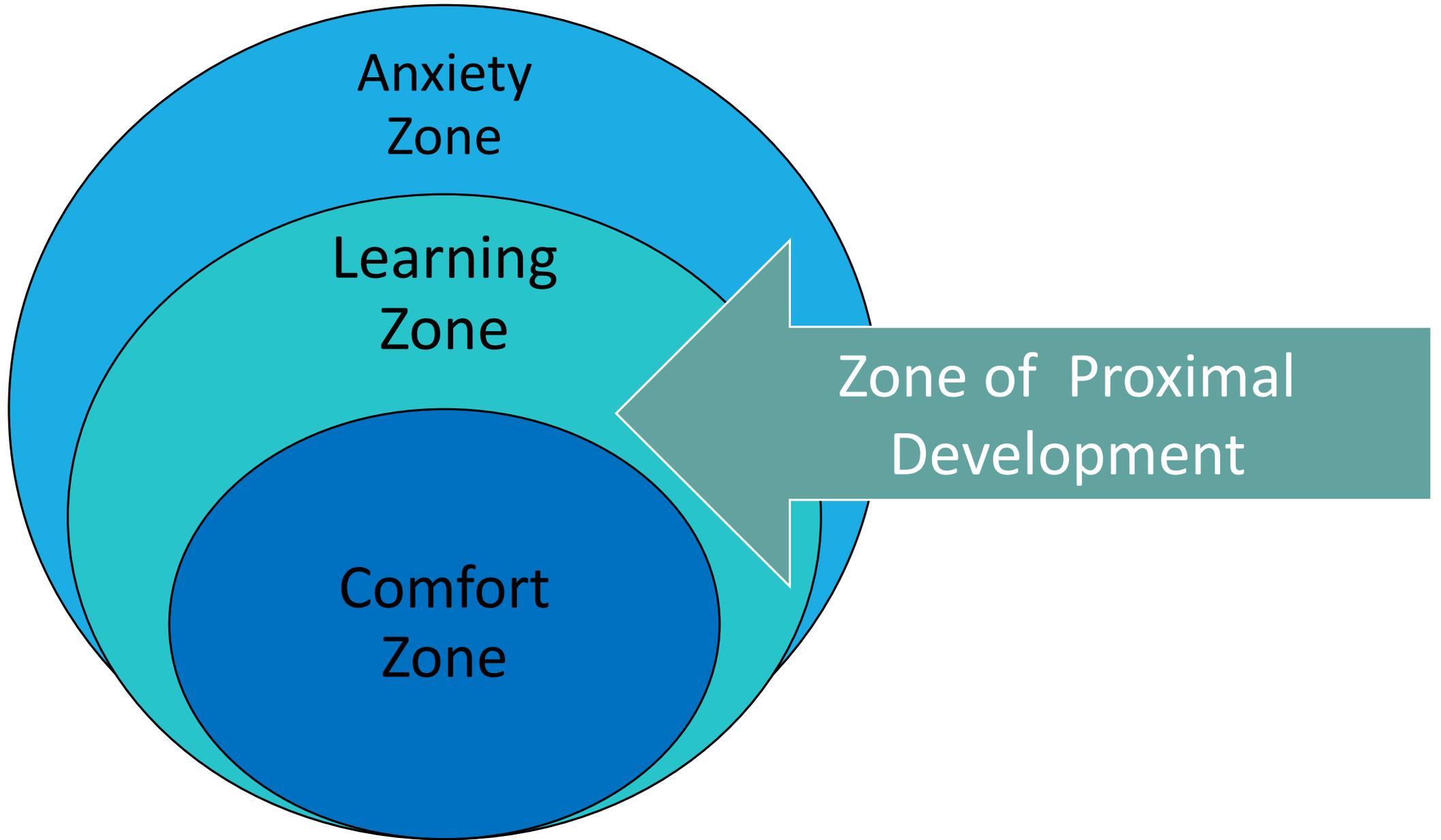


“What is best for this child?”

“What is best for this child?”

“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

**Middle School
Advanced Academics
overseen by program
administrators**

- Math
- Science
- Foreign Language

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.

Seminar

It is good to rub and polish our brain against that of others. *Michel de Montaigne*

Students examine the question, “What does it mean to be human?”

6th grade: Humanity is curious about its origins.

Human ideas evolve.

7th grade: Humanity seeks to dominate

Humanity seeks fairness & justice.

Truth emerges when all points of view have a voice.

8th grade: Humanity is fearful when faced with the unknown.

Humanity is self-serving.

Humanity is generous and seeks fairness.

Placement Process



Referral Phase

Evaluation Phase

Placement Phase

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



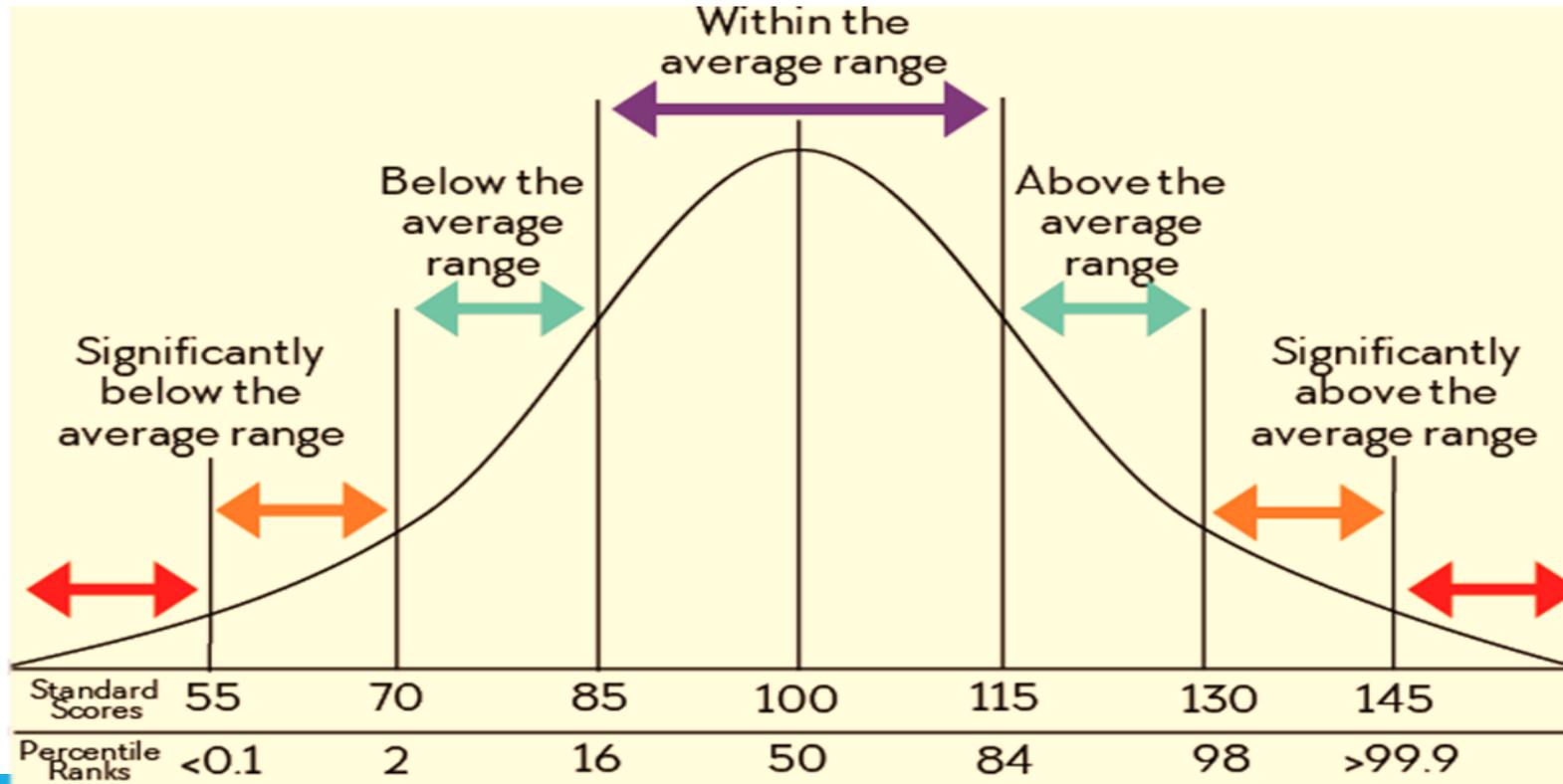
Cognitive Abilities Test (CogAT)

(general cognitive abilities and reasoning skills)

- 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

Standard Age Score (SAS)

The CogAT allows comparisons of the performance of students with the performance of other students in the nation of the same age who took the same test.

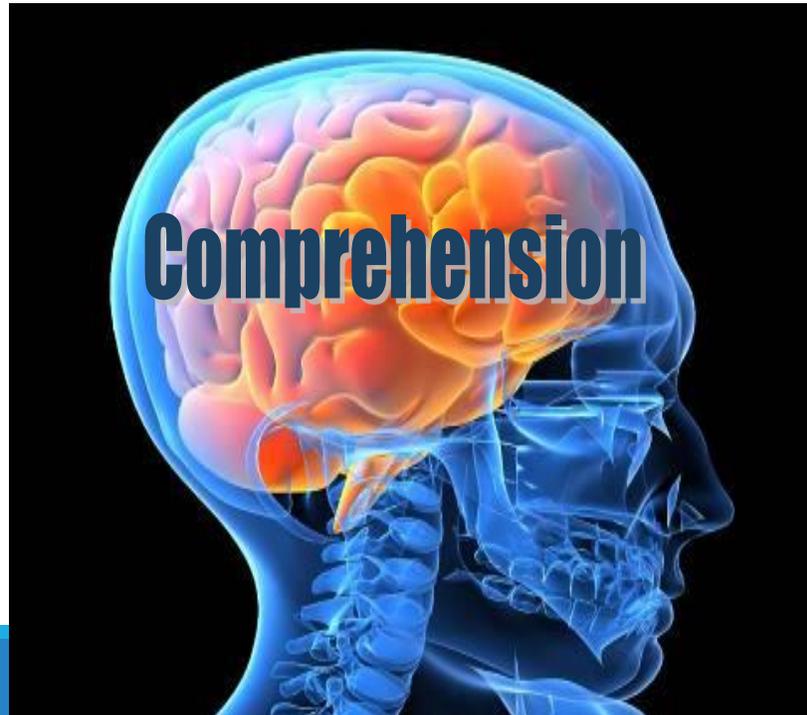
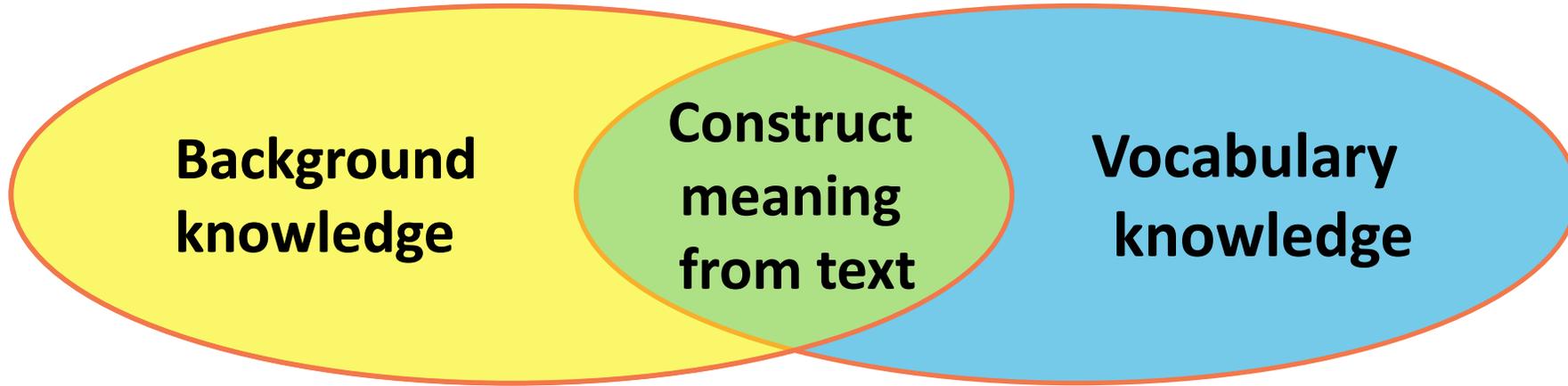




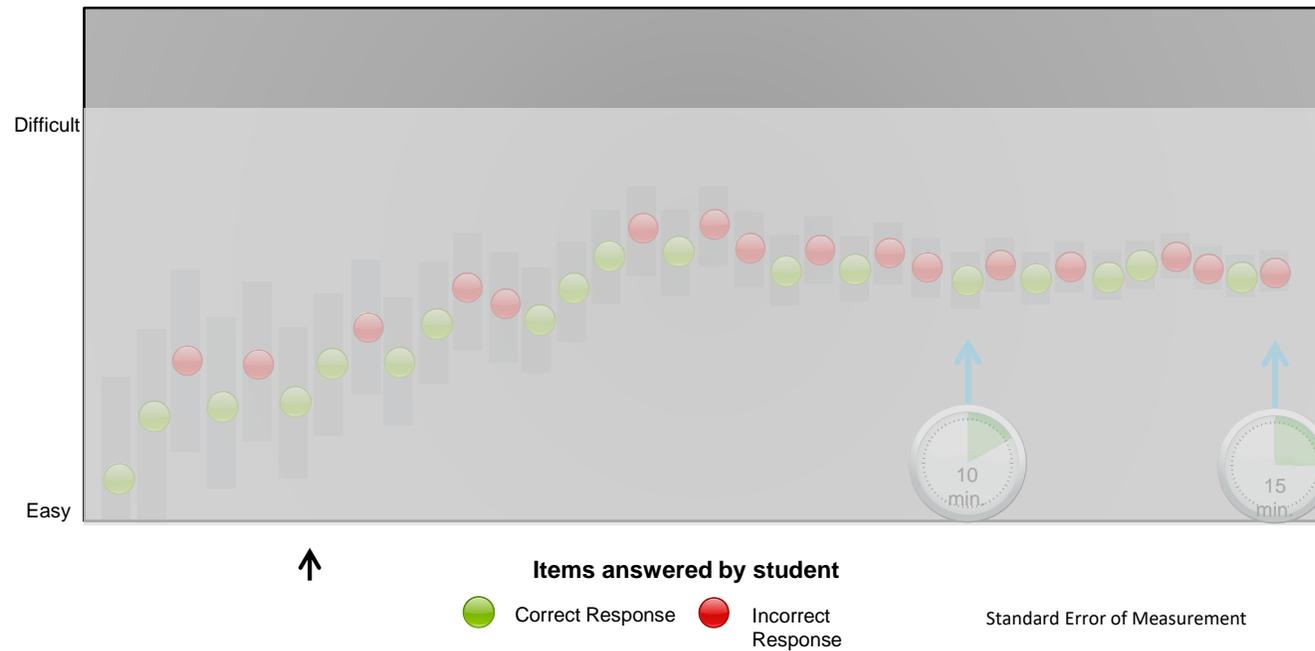
Assessment of reading comprehension and skills in five domains:

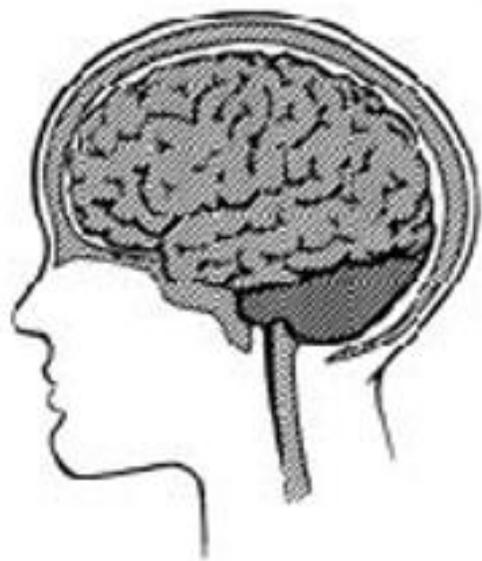
- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument and Evaluating Text

STAR Reading



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

Reading Performance Task Sample Items

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I-
I took the one less traveled by,
And that has made all the difference.

Reading Performance Task Sample Items

Stopping by Woods on a Snowy Evening

by Robert Frost

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

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.”

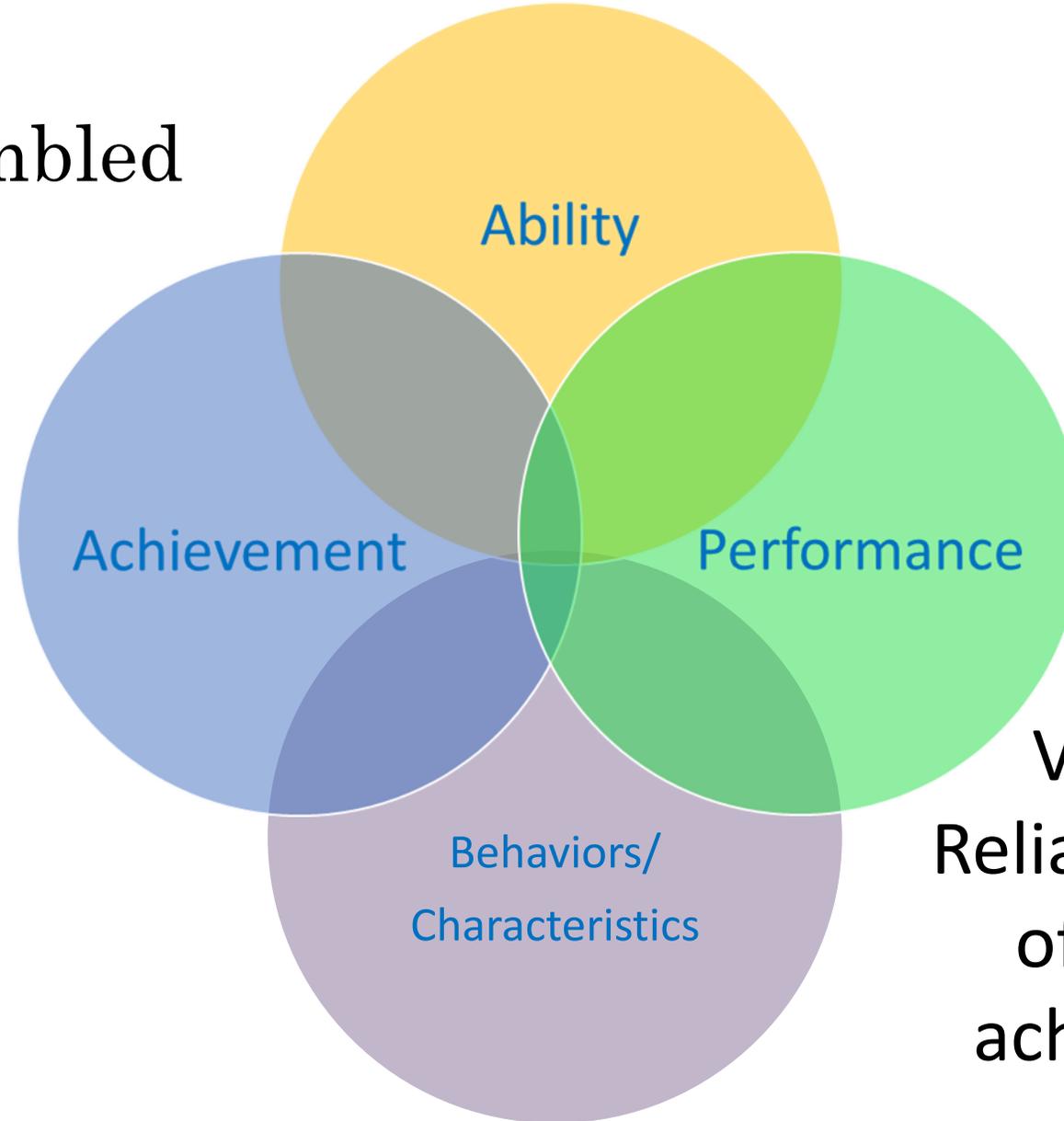
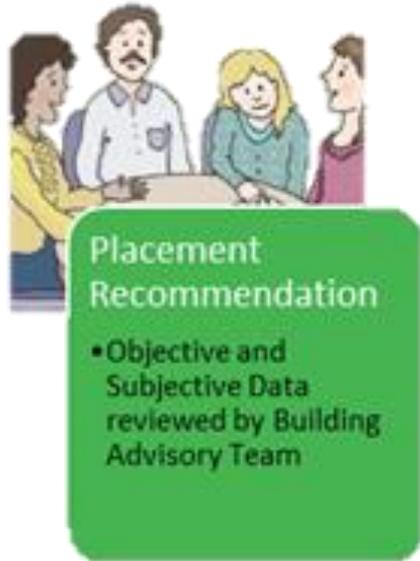
In your own words, tell what the speaker mean by the lines, “I took the road less traveled by, /And that has made all the difference.”

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.

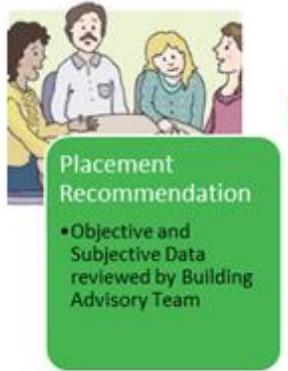
Portfolio Assembled



Valid and
Reliable picture
of student
achievement

No one score on any one measure determines placement.

Building Advisory Committee



Classroom
Teacher

ALP Teacher(s)

Humanities
Coordinator

ALP
Facilitator



Guidance
Counselors

Building
Administrator(s)

Discuss educational needs of every student

No one score on any one measure determines placement.

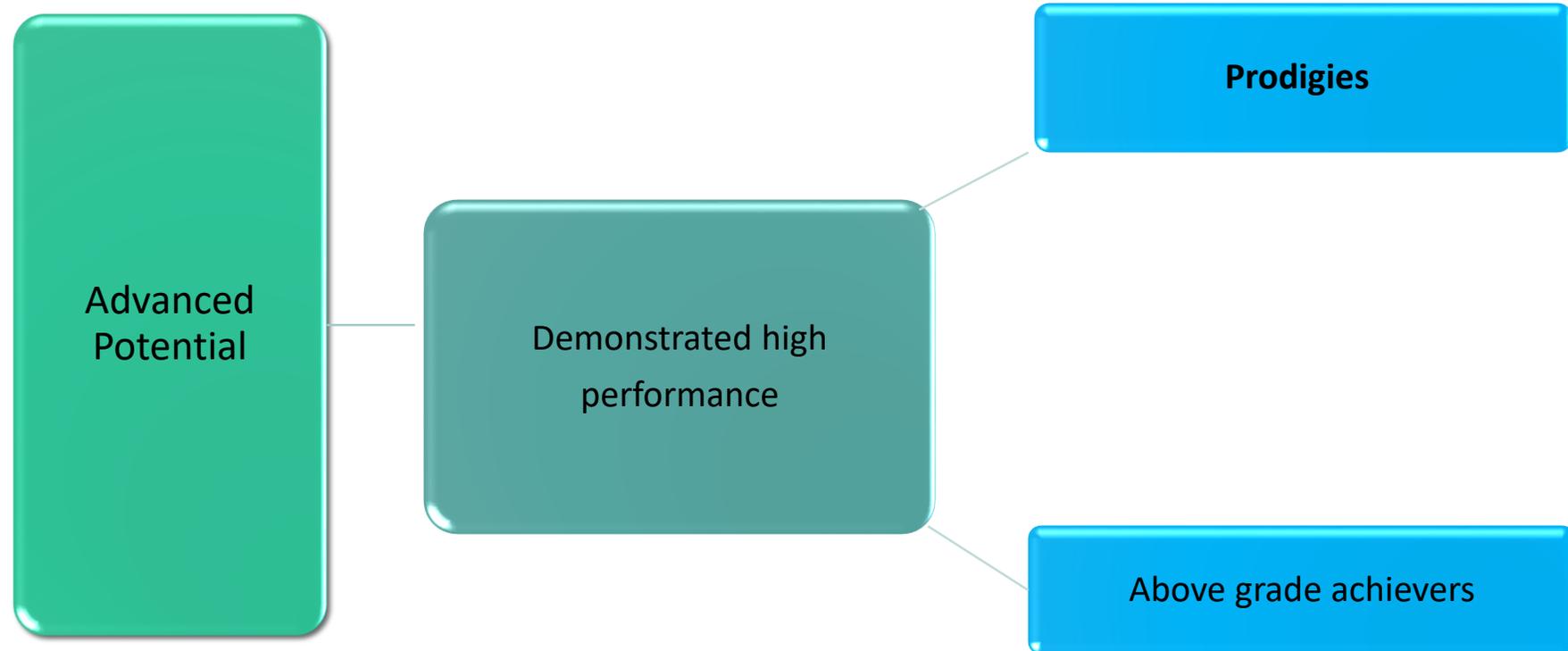
Advanced **L**earning **P**rogram

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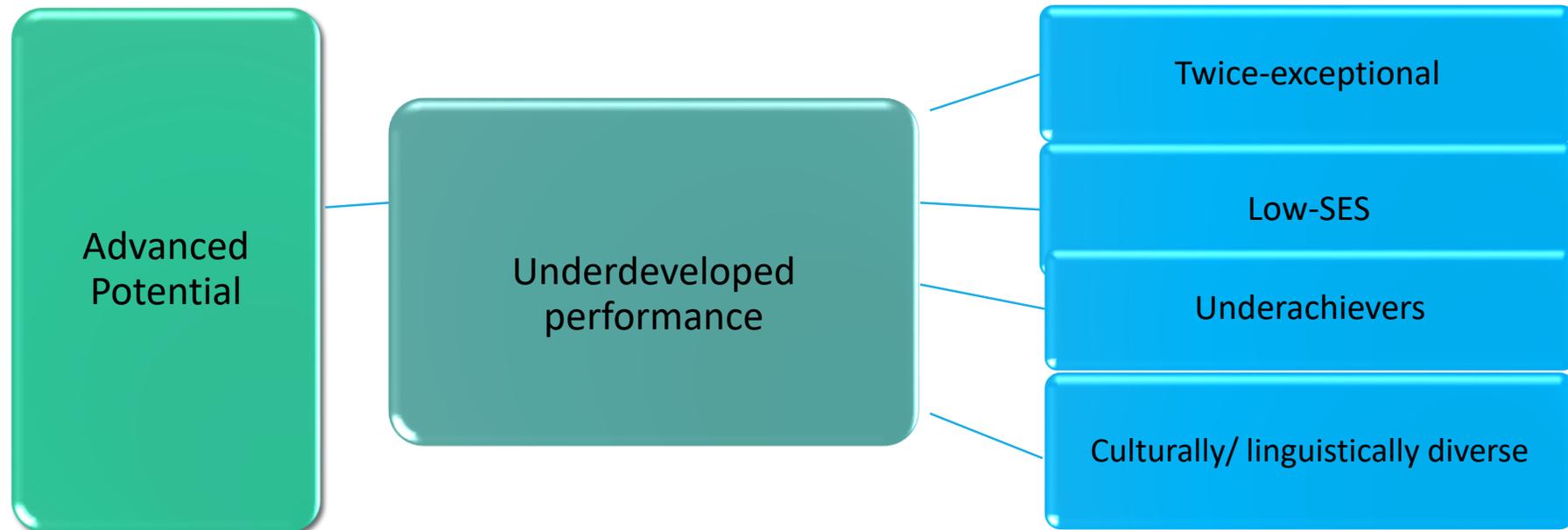
Advanced **S**tudies

Placement Procedures
Handbook

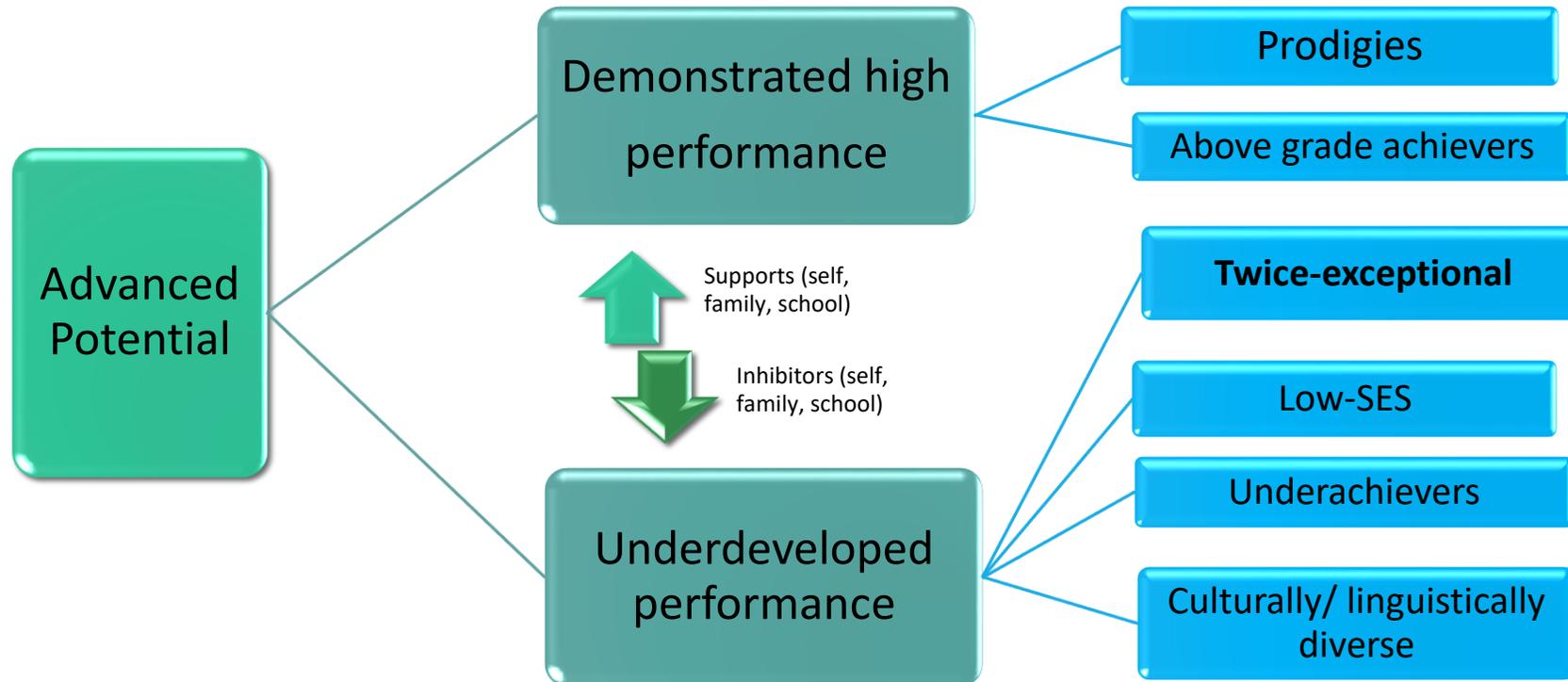
Learners with Advanced Potential



Learners with Advanced Potential



Learners with Advanced Potential



Placement recommendation

- The goal is the most appropriate academic placement possible to ensure success for your child's educational experience in the Greenwich Public School District.
- The team does *not* determine if a student is “gifted” or “not gifted.”
- The key consideration is whether or not the child with superior intellectual ability has unmet educational needs relative to what is available in the general education program in a particular subject.

Demonstrated high performance for placement in advanced classes is defined as earning half of the possible points for Ability, Achievement and Performance Tasks (or a combined total point score of 15/30 points)

How points are determined for ALP Placement

Ability

CogAT Verbal		CogAT Quantitative	
Standard Age Score (SAS)	Points	Standard Age Score (SAS)	Points
124-127	2	129-132	2
128-131	4	133-136	4
132-135	6	137-140	6
136-139	8	141-144	8
140+	10	145+	10

Performance

LA Performance Task		Math Performance Task		Science Performance Task	
Score	Points	Score	Points	Score	Points
9	2	1-2	2	4	2
10	4	3-4	4	5	4
11	6	5-6	6	6	6
12-13	8	7	8	7	8
14+	10	8	10	8+	10

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

Percentile Rank	STAR Reading					STAR Math					Points
	Scale Score (Sept)	Scale Score (Nov)	Scale Score (Jan)	Scale Score (Mar)	Scale Score (May)	Scale Score (Sept)	Scale Score (Nov)	Scale Score (Jan)	Scale Score (Mar)	Scale Score (May)	
96	1015-1079		1133-1171		1214-1231	808-816					2
97	1074-1161		1172-1216		1232-1265	817-829					4
98	1223		1271		1308	830-850					6
99	1234-1278		1272-1308		1309-1321	851-878					8
Gr 7-90	1279+		1309+		1322+	879+					10

Percentile Rank	STAR Reading				Points
	Scale Score (Sept)	Scale Score (Jan)	Scale Score (May)	Scale Score (Sept)	
96	1232-1255	1285-1303	1314-1320		2
97	1256-1292	1304-1317	1321-1327		4
98	1293-1317	1318-1328	1328-1330		6
99	1318-1341	1329-1343	1345		8
Gr 8-95	1342+	1344+	1346+		10

Percentile Rank	STAR Reading				Points
	Scale Score (Sept)	Scale Score (Jan)	Scale Score (May)	Scale Score (Sept)	
96	1322-1327	1330-1335	1340-1342		2
97	1328-1333	1336-1341	1343-1344		4
98	1334-1342	1342-1344	1345		6
99	1343-1345	1345	1346		8
Gr 9-95	1346+	1346+	1347+		10

Percentile Rank	STAR Reading				Points
	Scale Score (Sept)	Scale Score (Jan)	Scale Score (May)	Scale Score (Sept)	
96	1344				2
97	1345				4
98	1346				6
99	1347				8
Gr 10-95	1348+				10

Grade	Iowa Science	
	Percentile Rank (2 grades above)	Points
Grade 2 Spring, Grade 3, Grade 4, Grade 5 Fall	70-74	2
	75-79	4
	80-84	6
	85-89	8
	90+	10

Ability

CogAT Verbal	
Standard Age Score (SAS)	Points
124-127	2
128-131	4
132-135	6
136-139	8
140+	10

Achievement

STAR Reading		
Scale Score (Fall)	Scale Score (Winter)	Points
1023-1071	1133-1117	2
1072-1149	1172-1216	4
1150-1222	1217-1271	6
1223-1316	1272-1308	8
1317+	1309+	10

Performance

LA Performance Task	
Score	Points
9	2
10	4
11	6
12-13	8
14+	10

Behaviors/ Characteristics

Achievement

STAR Reading		
Scale Score (Fall)	Scale Score (Winter)	Points
1243-1246	1285-1303	2
1274-1308	1304-1317	4
1309-1328	1318-1328	6
1329-1346	1329-1343	8
1347+	1344+	10

Performance

LA Performance Task	
Score	Points
9	2
10	4
11	6
12-13	8
14+	10

**Behaviors/
Characteristics**

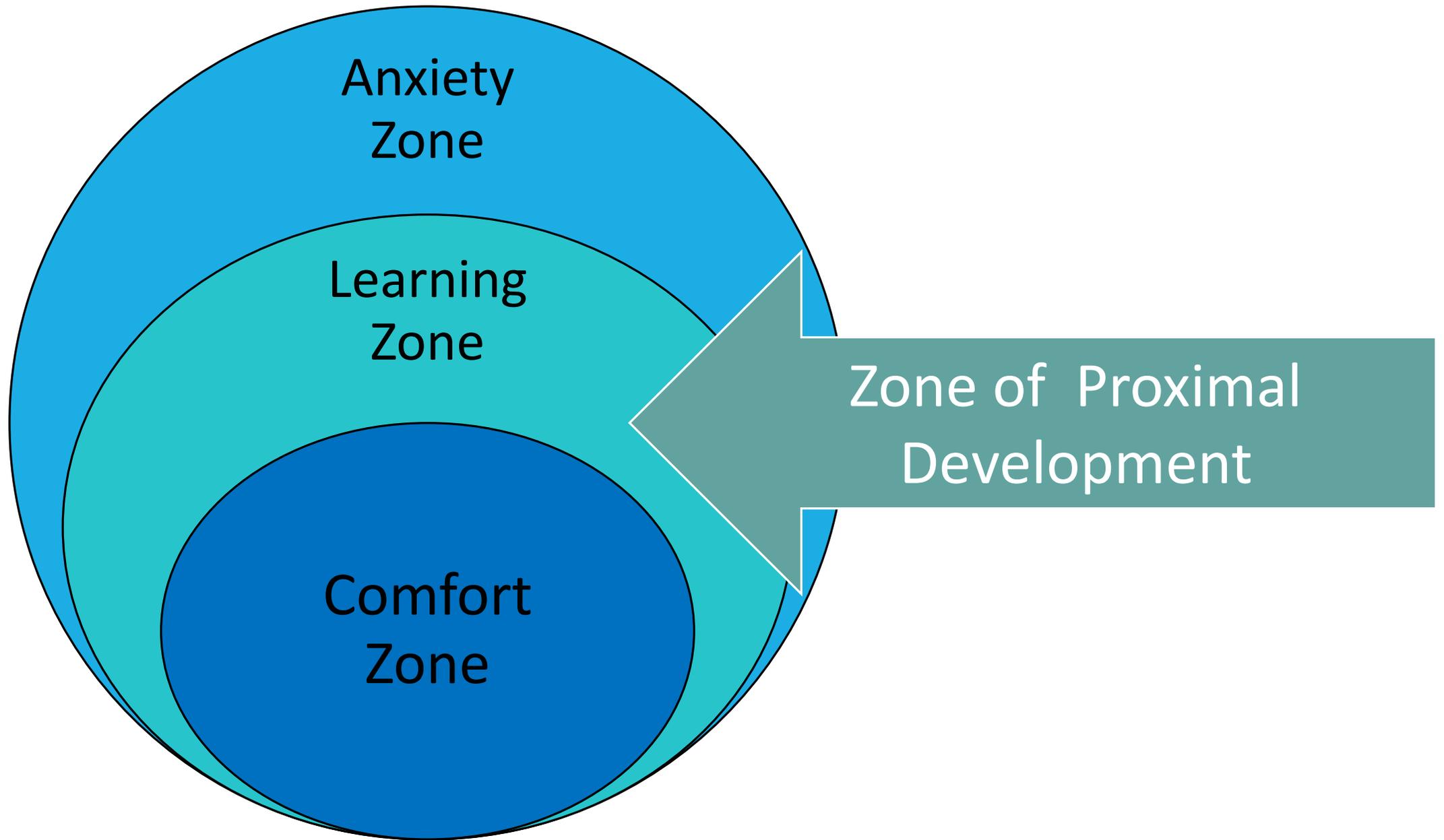
Achievement

STAR Reading		
Scale Score (Fall)	Scale Score (Winter)	Points
1325-1331	1330-1335	2
1332-1339	1346-1341	4
1340-1345	1342-1344	6
1346-1350	1345	8
1351+	1346+	10

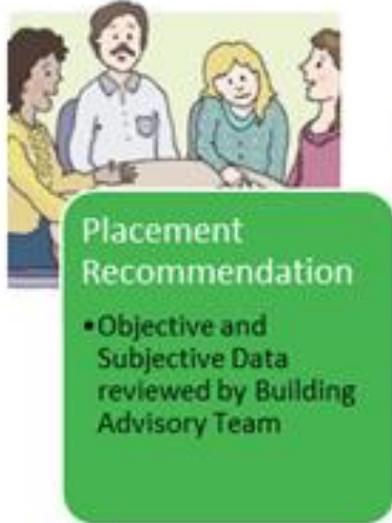
Performance

LA Performance Task	
Score	Points
9	2
10	4
11	6
12-13	8
14+	10

**Behaviors/
Characteristics**



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)



Appeal Process

A parent of a student may make request for an appeal.

- The Committee is looking for additional information that was not available to them at the time of the Building Advisory Committee meeting.

The application for appeal is available on the Forms tab of the district Advanced Learning Program portion of the website

The application for appeal can be completed online by March 20, 2019

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Appeal Process

The Appeals committee will consist of teachers, ALP Facilitator, STEM Coordinator and building principal or designee.

All submitted documents are closely and carefully reviewed. The Committee is looking for additional information that was not available to them at the time of the Building Advisory Committee meeting.

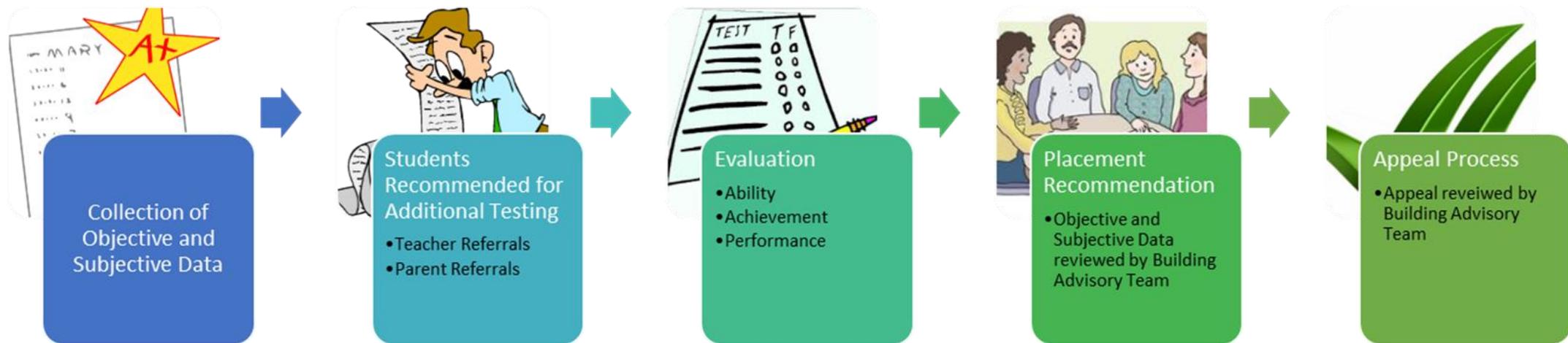
The possible appeal committee recommendations are

- Placement is accurate: there is no evidence to indicate incorrect placement.
- There is reason to believe that further testing is necessary. This option means that the student will be invited to test in August for the 2019-20 school year.
- On the basis of accompanying documentation and new information gleaned during the appeal process, the student will be placed in the advanced course.

Parents will be notified in writing of the final placement decision for appeals by April 12, 2019.

The appeals decision will be final for the 2019-20 school year.

Placement Process



Test Security



Placement Tests are **SECURE** materials.

No tests are to be retained at the district or school level.

For security reasons, tests may be viewed on only two occasions:

1. When students are taking an assessment
2. When educators are reviewing Item Analysis Reports

Questions?

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

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