



Greenwich Public Schools Advanced Learning Program

Elementary Placement Procedures

March 2022

ALP Leadership Team

Tara Fogel, Dr. Benjamin Markus, Bonnie O'Regan, Mike Reid

ALP Leadership Team



Marc
D'Amico

Dir Curriculum & Leadership K-8



Benjamin
Markus

ELA & Social Studies Interim Coordinator



Michael
Reid

Math Coordinator



Tara
Fogel

Science Coordinator



Bonnie
O'Regan

ALP Facilitator, Teacher Leader

Director:

Team Support
Liaison
Superintendent
BOE
PTAC

Administrator Coordinators:

Content Curriculum
Support the Evaluation of
Teachers
Final Placement & Appeal
Decisions

Teacher-Leader Facilitator:

Student Evaluation, Analysis &
Placement
Best Practice & Professional
Learning

advancedlearning@greenwich.k12.ct.us

Goals

Overview of the Placement Process

Samples of Additional Assessments Take

Important Dates

Overview: What is ALP?

Advanced Learning in Greenwich

Mission: To teach students who give evidence of significantly high-performance capability

Overview: The Advanced Learning Program uses a content replacement and acceleration programming model



Grades 2, 3 and 4
Referral

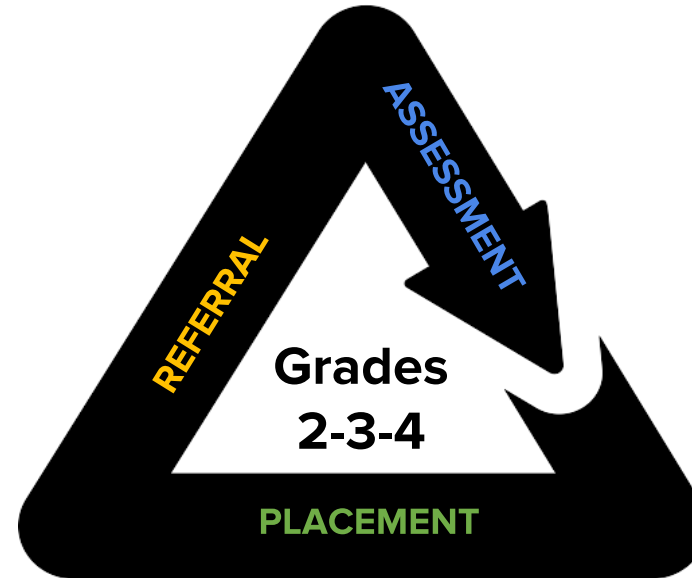
1 Body of Evidence

2 Teacher Referral

3 Parent Referral

★ Parent Meeting #1
Referral Process and Timeline

Advanced Learning Program



Grades 2, 3, and 4 Assessment

Testing

CoGAT NWEA **4**
Performance Tasks

Teacher and Parent Input Forms

Analysis

Data Analyzed

Building Advisory Committee Meetings **5**

Placement Not Recommended at this time:



Classroom Supports

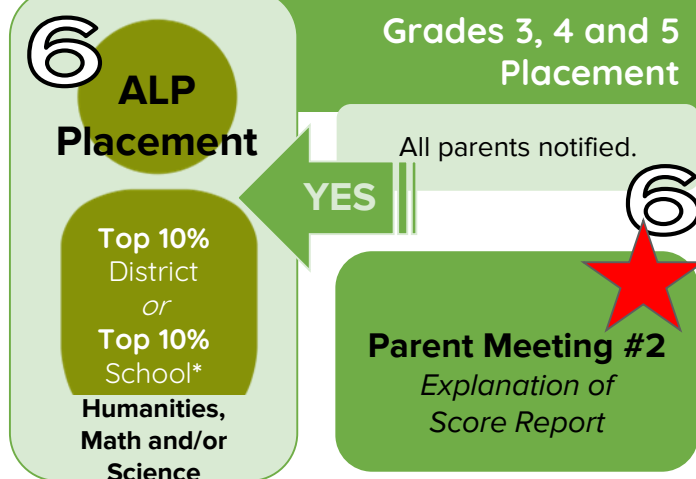
Teachers instruct, differentiate, provide modifications and extension opportunities for student success.

Supports Include:
Literacy Specialists
Math Interventionists



7 Additional Info Form
*two weeks submitted to Bonnie O'Regan

8 Students Begin ALP Courses the following school year



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Humanities: Dr. Benjamin Markus benjamin.markus@greenwich.k12.ct.us
Science: Tara Fogel tara_fogel@greenwich.k12.ct.us
Assessments: Bonnie O'Regan bonnie_o'regan@greenwich.k12.ct.us



Grades 2, 3 and 4
Referral

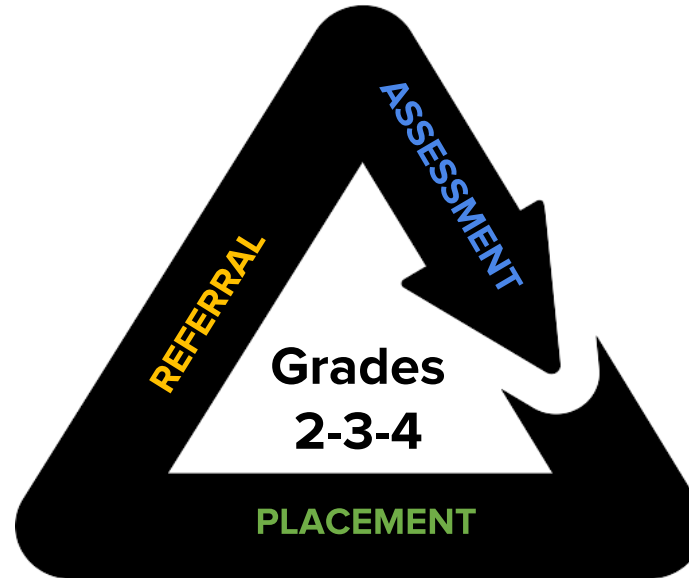
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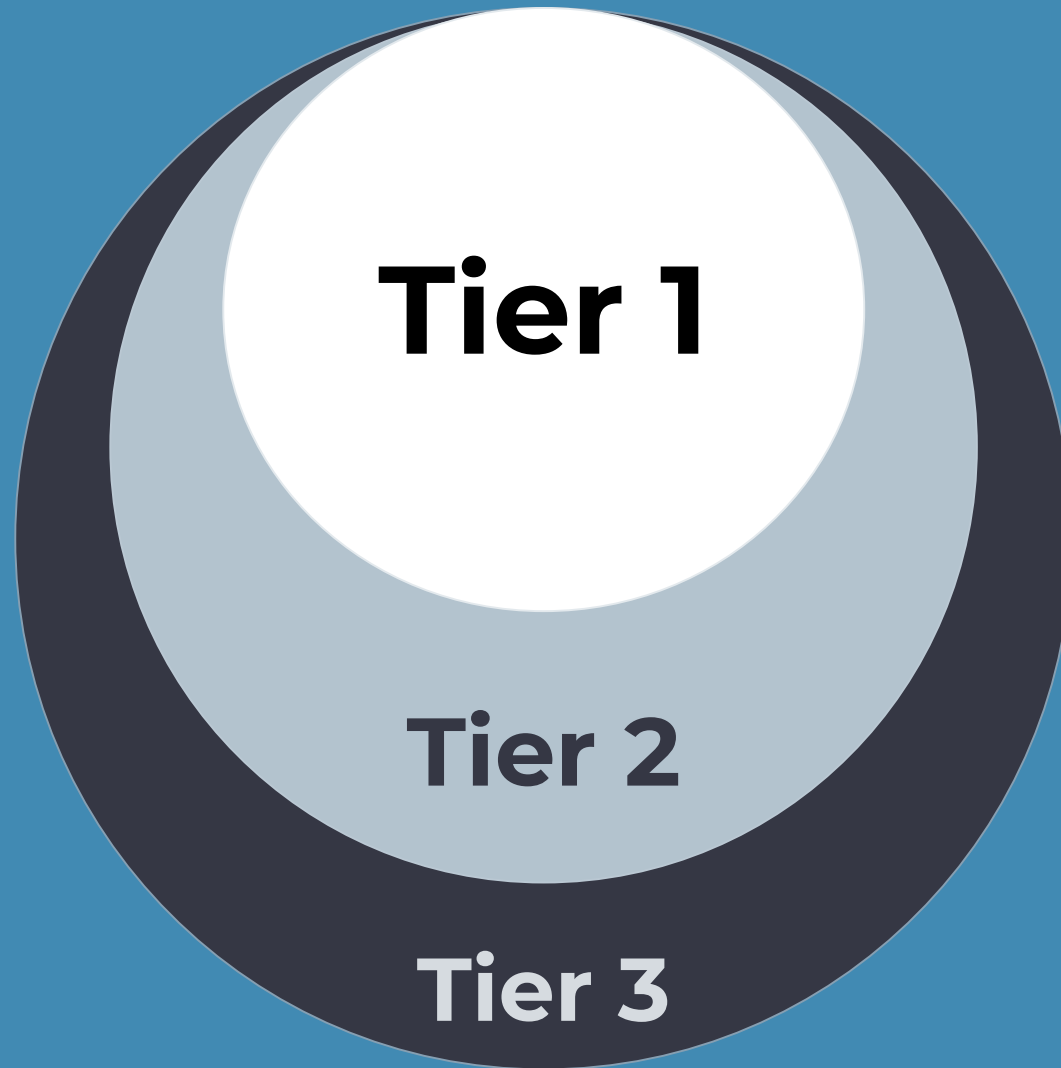
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Referral Phase

Grades 2-5: Referral



Tier 1:

Academic Performance

Tier 2:

Teacher Referral

Tier 3:

Parent Referral

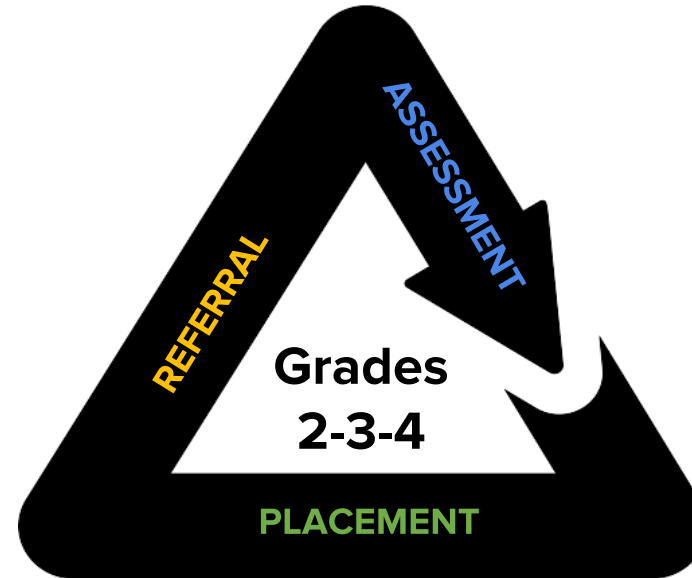
Grades 2-5: Identification:

Parent input forms **Indicators on the Google Form:** Gifted Behaviors Continuum

After students have been referred,
they will complete a **battery of
secondary assessments** to determine
aptitude and ability.



Advanced Learning Program



Grades 2, 3, and 4 Assessment

Testing

CoGAT
NWEA
Performance Tasks

4

Teacher and Parent Input Forms

Evaluation Phase

Grades 2-5: Identification Assessments

Math	Science	Reading	Notes
CoGAT Quantitative	CoGAT Composite	CoGAT Verbal	Age-Normed evaluate relationships systems thinking cognitive ability
NWEA - MAP Math	NWEA - MAP Science	NWEA - MAP Reading	Grade Level Normed Adaptive content and concepts at and above grade level
Performance Task: Math		Performance Task: Reading	District Level Normed Open-ended response application of content ability to reason.

Ability Assessments



- Are tests of thinking and abstract reasoning ability
 - Reasoning abilities are those higher-level cognitive processes that reflect general aptitude for thought—strategies such as inferring, analyzing, and problem solving.
- Examine innate learning ability rather than school-based learning

Verbal Battery	Quantitative Battery
Measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems.	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.
Tests a student's vocabulary, as well as his/her comprehension of ideas, efficiency and verbal memory, and ability to discover word relationships	Tests the student's quantitative reasoning and problem solving ability and provides an appraisal of the student's general level of abstract reasoning in mathematics and other disciplines

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 Sample Items

Number Analogies

$\left\{ \begin{array}{l} 1 \rightarrow 2 \end{array} \right\}$	$\left\{ \begin{array}{l} 3 \rightarrow 4 \end{array} \right\}$	$\left\{ \begin{array}{l} 5 \rightarrow ? \end{array} \right\}$		
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



Measures of Academic Progress™ (MAP)

Achievement Assessments

- Are heavily dependent on formal learning acquired in school or at home
- Measure what a student has learned over a certain period of time, particularly in math or reading
- Do not measure how a student thinks or a student's potential



■ Computer Adaptive Tests

- continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response
- MAP poses questions that are not always grade-level questions.
- Testing continues as long as child gets questions correct (out-of-level testing for gifted kids).

Read the paragraph.

Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake. *(Passage continues.)*

What does Gordon like to do best?

1. swim in the lake
2. fish for perch and trout
3. read books on the boat deck
- ✓ 4. steer the boat around the lake

Read the passages.

Passage 1

Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods—or bolls—are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.

Passage 2

Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. *(Passage continues.)*

What are both passages about?

1. clothes
- ✓ 2. cotton
3. flowers
4. plants

Read the poem.

The Movie

The movie theater
is cool and dark.
I can't wait
for the movie to start. *(Poem continues.)*

Which word tells how the theater sounds?

- 1. cool
- 2. dark
- ✓ 3. loud
- 4. soft

Read the passage.

The best place to go on vacation is Florida.
There are beautiful beaches, large hotels, good
restaurants, and interesting shops.
(Passage continues.)

What is the author's opinion of Florida?

- 1. Florida has no variety.
- 2. The weather is too hot.
- ✓ 3. Florida is a great place to visit.
- 4. Only boaters will enjoy Florida.

Use the sentences and the glossary to answer the question.

Dinah and her sister went to the **market**. They saw many kinds of **produce**. Dinah wanted peas. Her sister wanted strawberries.

Glossary

market a place to sell food

produce fruits and vegetables

What is another kind of produce?

- | | |
|-------------|----------|
| ✓ 1. apples | 3. money |
| 2. cookies | 4. trees |

Read the sentences.

Jackie couldn't believe how much fun she had on the field trip. She kept replaying the day's events in her mind on the bus ride back to school.

In the word replaying, what does the prefix re- mean?

- 1. after
- ✓ 2. again
- 3. not
- 4. two

Use the picture to answer the question.



Sonja and Kai share the toys equally.
How many toys will they each have?

- A. 1
- B. 2
- ✓ C. 4
- D. 8

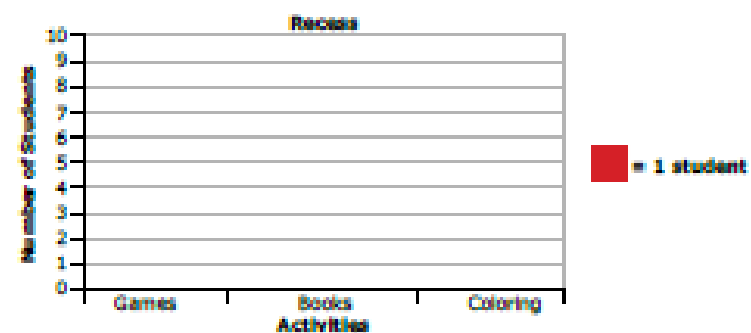
Find the difference.

$$\begin{array}{r} 99 \\ - 56 \\ \hline \end{array}$$

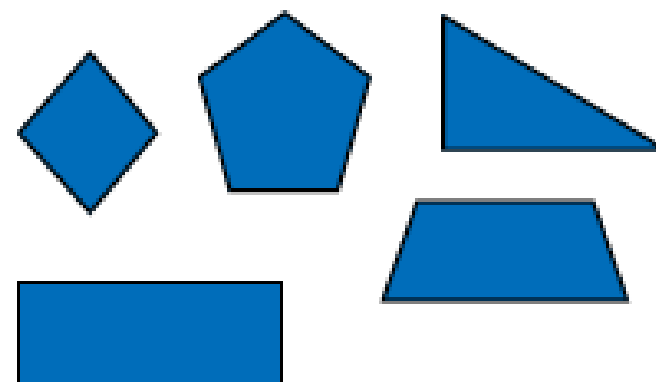
- A. 33
- B. 34
- ✓ C. 43
- D. 44

During recess, 2 students played games, 3 students read books, and 2 students colored art pages.

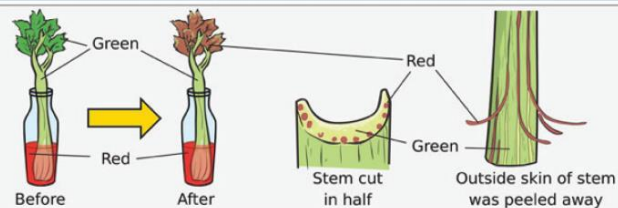
Move the square to make a bar graph of the data.



Choose all the quadrilaterals.



A student put water and red food coloring into a glass. He put a stem of celery into the glass. The next day he drew pictures of what he saw.



Use evidence to explain how plant leaves get water.
Click on the answers to the questions.

How do plant leaves get water?

Leaves get water from the air.

Leaves get water through the whole stem.

Leaves get water through small tubes in the stem.

What is the evidence?
(Click on all the evidence that helps your explanation.)

The leaves turned red.

The outside of the stem is green.

The inside of the cut stem is green with red dots.

There are red lines under the outside skin of the stem.

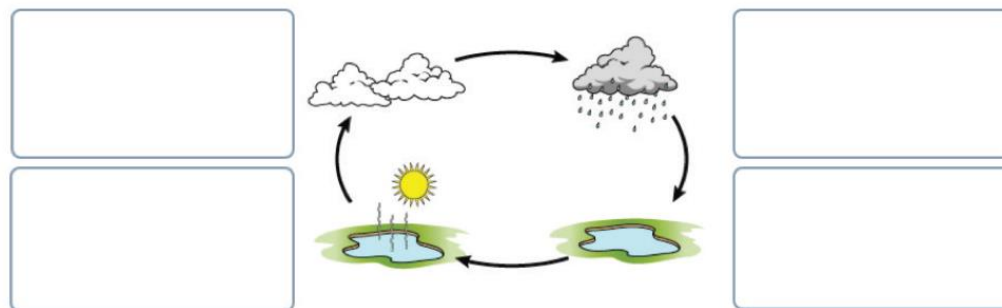
The celery is 15 cm tall.

Kayla weighed out 500 g of chocolate chips. She put the chocolate chips into a pot on the stove, and the chocolate chips melted.

How much should the chocolate weigh after it melts?

- ☐ A. It will weigh about 400 g because melted chocolate is hot.
- ☐ B. It will weigh about 450 g because melted chocolate takes up less space.
- ☒ C. It will weigh about 500 g because the solid chocolate only changed form.
- ☐ D. It will weigh about 550 g because solid chocolate has a lot of air pockets.

Use the model to describe how the systems of Earth interact. Place all the options into the boxes.



Liquid water is collected from the hydrosphere and stored in the geosphere.

Water vapor from the hydrosphere is cooled and condenses into clouds in the atmosphere.


Water in the hydrosphere is heated by the Sun and evaporates into the atmosphere.

Liquid water in the atmosphere falls as precipitation to the geosphere.

NWEA MAP

Sample Test Questions

<https://practice.mapnwea.org>



Practice Test / Item Sampler

Log in

Username Nombre de usuario

Password Contraseña

Select a practice test

2

Reading

English

Practice Items: Reading

☐ Text-To-Speech [DETAILS](#)

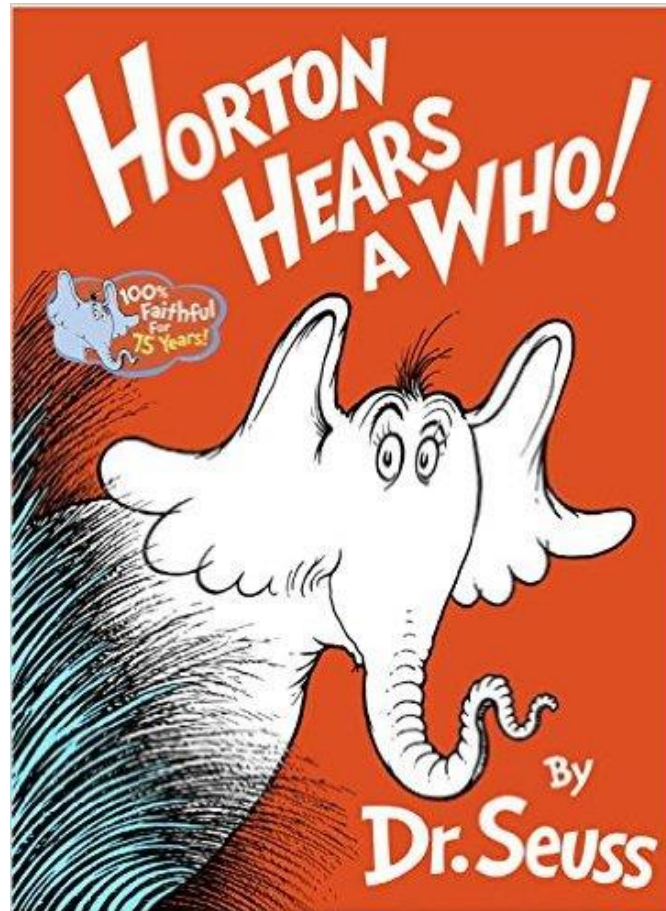
Once at the site the user can select the grade, subject they would like to see. It is important to note that these are sample items. The user is **not actually taking an adaptive MAP Growth test**. The link provides an opportunity to view what MAP items look like

Performance Assessments

- Measure a student's ability to integrate knowledge and skills across multiple standards and requires a student to create, manipulate or re-work intellectual academic content in a practical and authentic performance that demonstrates student learning.
- Require students to demonstrate their knowledge, skills, and strategies by creating a response or a product.



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?

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!’”?

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

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

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?

What is Dr. Seuss’ message in the story?

Use evidence from the story to support your answer.

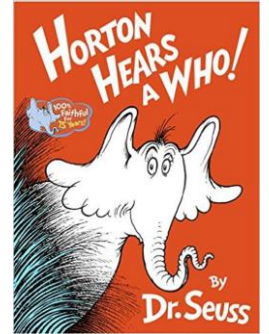
Reading Performance Task Rubric

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 Scoring

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 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.

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

$$\begin{array}{r} 2 \ 7 \ 4 \\ + \ 5 \ 9 \\ \hline 3 \ 3 \ 3 \end{array}$$

12

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 loan officer. Who was the loan officer?

Mrs. Wallace must be the teller (Mrs. Thomas and Mrs. Ramariz have been with the bank for many years)

Since Mrs. Thomas earned more than the loan officer, she is not the loan officer.

Mrs. Ramariz is the loan officer.

Math Performance Task Sample Items

“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.

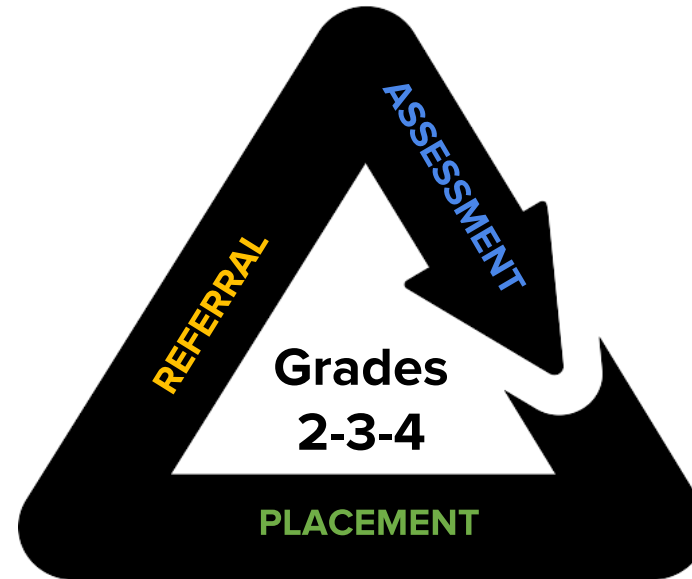
Kiaera: To find the most widgets: The total cost of the widgets must be a multiple of 9 so the greatest multiple of 9 closest to 75 is 63 so if she bought the most widgets she would buy 7 widget at \$9 each and 2 gidgets at \$6 each.

Jahleel: To find the most gidgets: The total cost of the gidgets must be a multiple of 6 so the greatest multiple of 6 closest to 75 is 66 so if she bought the most gidgets she would buy 11 gidgets at \$6 each and 1 widget

Kiaera bought 6 more widgets than Jahleel



Advanced Learning Program



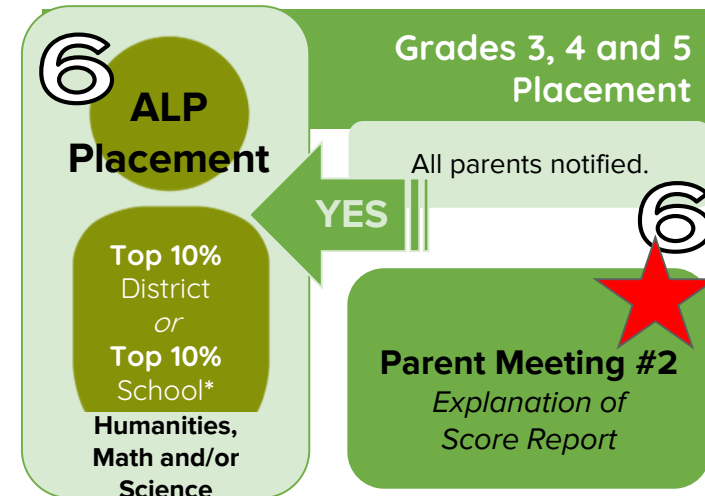
Analysis

Data Analyzed

Building
Advisory
Committee
Meetings

5

Placement Phase



Grades 2-5: Placement

Score Analysis

- Initial Testing Analyzed (ALP Facilitator)
- “Z-Score” Calculation
- Ranking



Placement Requirements:

Top 10% of District Achievement
Top 10% of Building Achievement

Building Advisory Committee:

Score reports
reviewed,
recommendation
made



Grades 2, 3 and 4
Referral

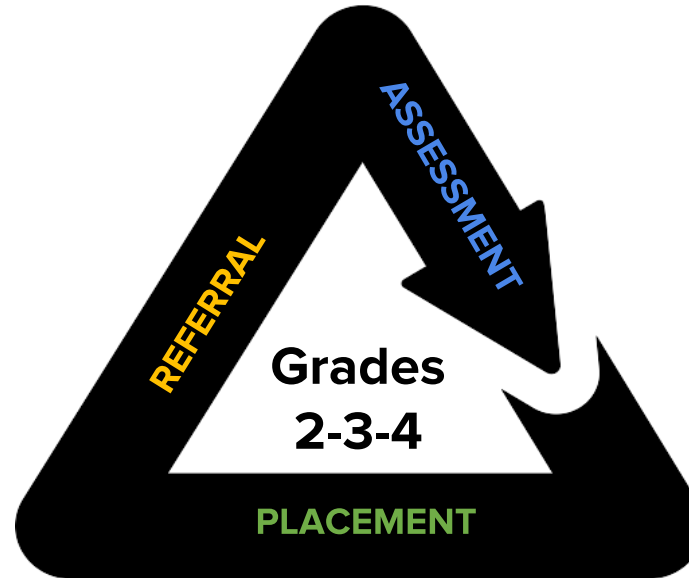
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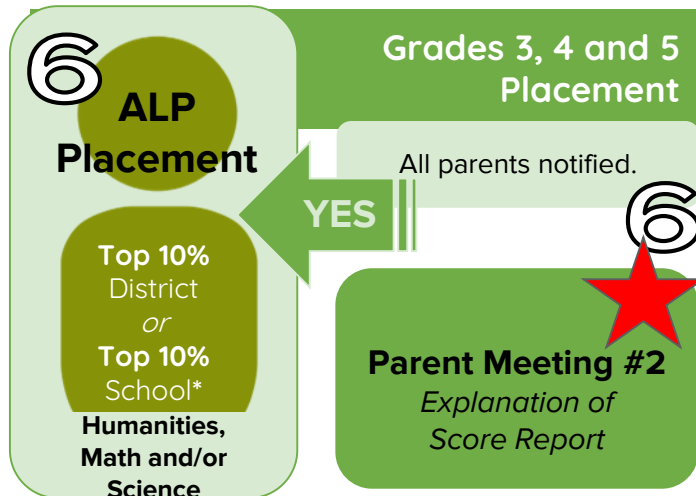
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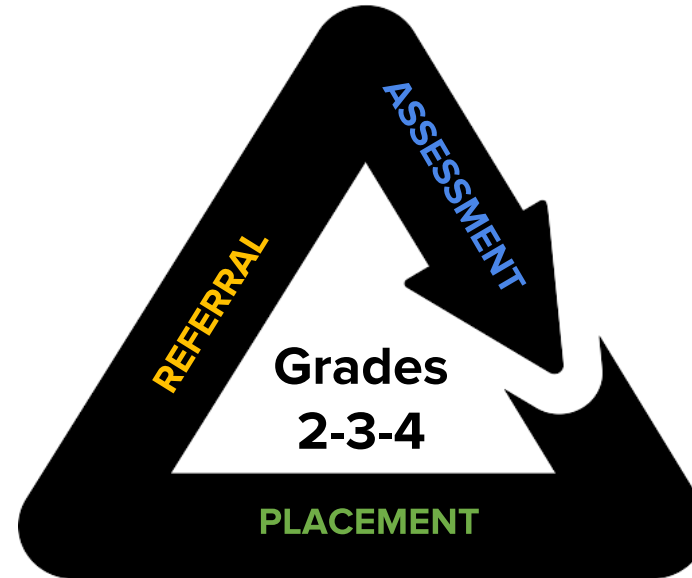
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Advanced Learning Program

Parent
Referral / Input

Wednesday, March 23



CoGAT
NWEA
Performance Tasks

April 4 – May 13

All parents
notified.

June 9

Important Dates



Questions



advancedlearning@greenwich.k12.ct.us

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