

Greenwich Public Schools Advanced Learning Program

Grade 2 Placement Scores January 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 Scoring

Placement Process

Next Steps

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

Programming Overview: Grade 2

Enrichment

**Pull Out
Support**

Not replacement

2 hours weekly

Enrichment in
Reading and Math

30 minute blocks



1

September



2

October



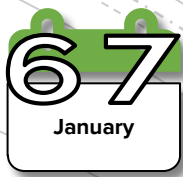
3

November



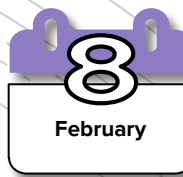
4 5

December



6 7

January



8

February

Placement process for Grade 3 ALP Begins:



March



April



May

Grade 2 Referral

1 Body of Evidence

2 Teacher Referral

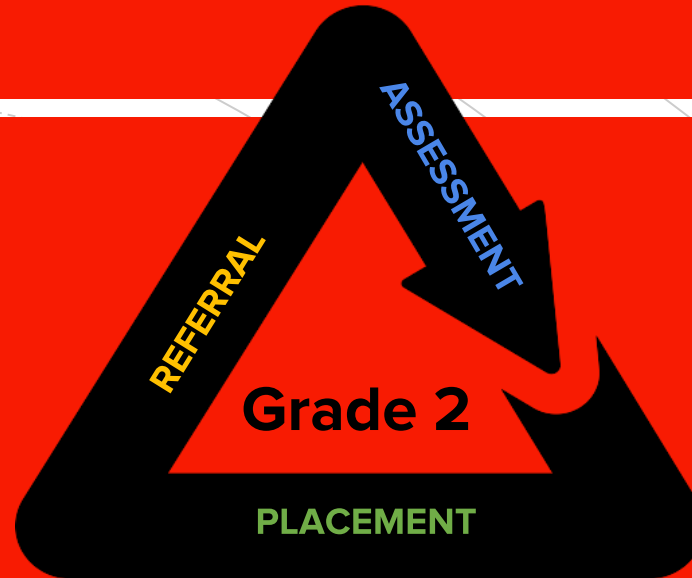
3 Parent Referral



Grade 2
Parent Meeting #1

Referral Process and Timeline

Advanced Learning Program



Grade 2 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



*two
weeks

7 Appeal Form
submitted to
Bonnie O'Regan

8

Placement
Grade 3
Begins

6
ALP
Placement

Top 10%
District
or
Top 10%
School*

Humanities,
STEM or Both
*Local Norms

Grade 2 Placement

All parents notified

6

YES

Grade 2
Parent Meeting #2
*Explanation of
Score Report*



Math: Mike Reid mike_reid@greenwich.k12.ct.us

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



1

September



2

October



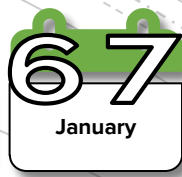
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November



4 5

December



6 7

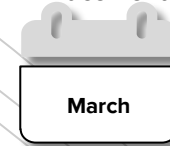
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Grade 2 Referral

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Body of Evidence

2

Teacher Referral

3

Parent Referral

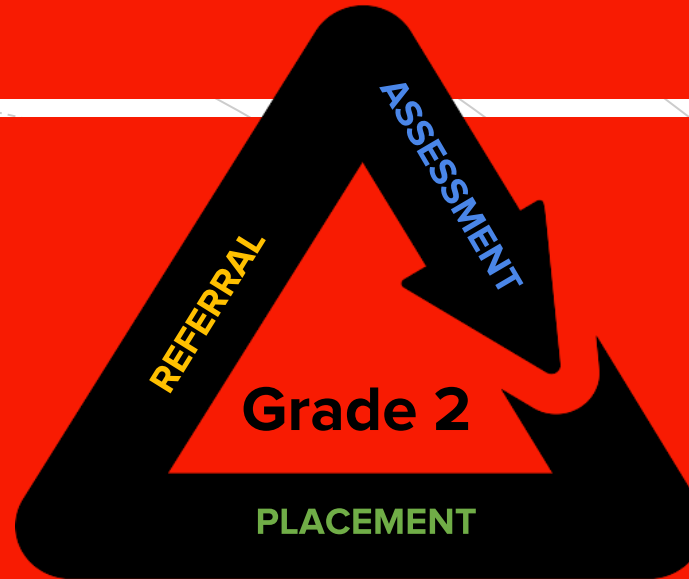


Grade 2

Parent Meeting #1

Referral Process and Timeline

Advanced Learning Program



1
September

2
October

3
November

4
December

5
January

6
February

Placement process for Grade 3 ALP Begins:

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April

May

Advanced Learning Program

Grade 2 Assessment

Testing

CoGAT
NWEA
Performance Tasks

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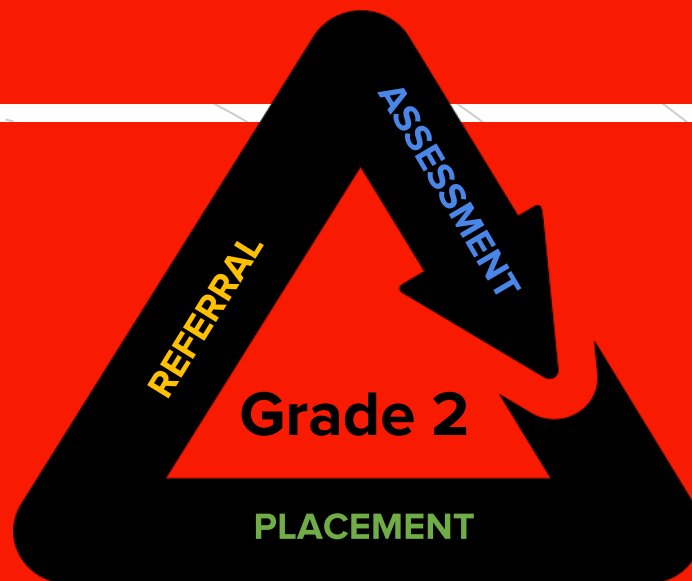
Teacher and Parent Input Forms

Analysis

Data Analyzed

Building
Advisory
Committee
Meetings

5



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) Sample Items

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

Quantitative Battery Sample Items

Number Analogies

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

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

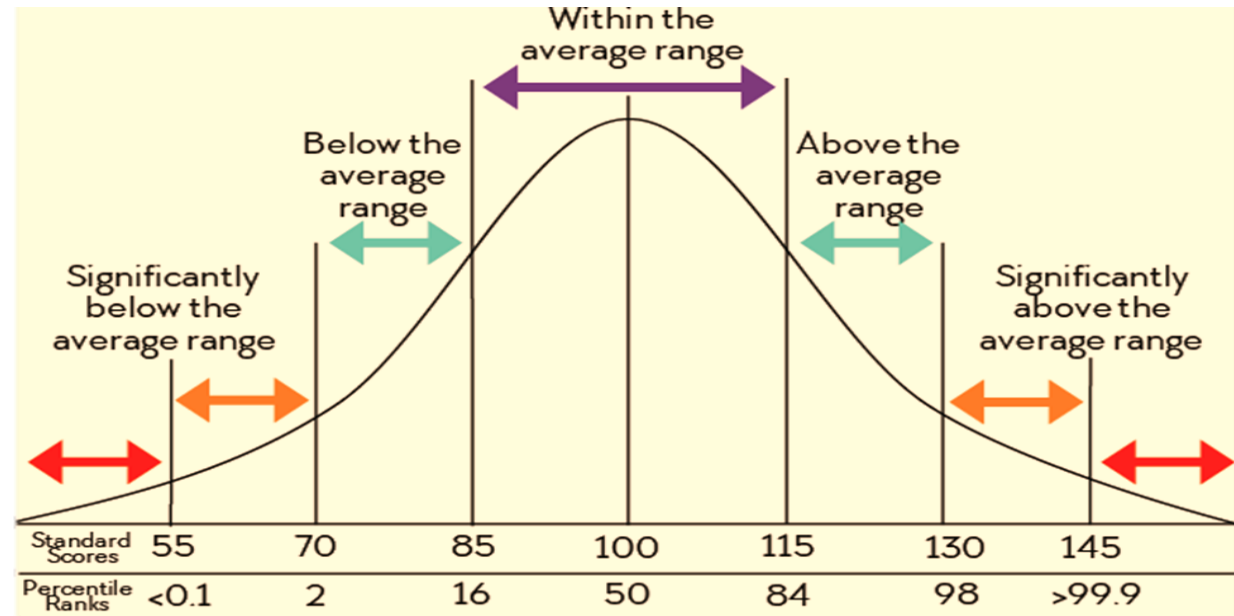
Number Series

4 3 5 4 6

A 1 B 3 C 5 D 7 E 9

CogAT Score

Standard Age Score



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.



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).

NWEA MAP Sample Items

Reading

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 passage.

He lived on the bank of a mighty river, broad and deep, which was always silently rolling on to a vast undiscovered ocean. It had rolled on, ever since the world began. It had changed its course sometimes, and turned into new channels, leaving its old ways dry and barren. *(Passage continues.)*

(from "Nobody's Story" by Charles Dickens)

What is a central idea of this passage?

1. It is hard to swim against the tide.
2. The river supports life on its banks.
3. Earth will continue to circle around the Sun.
- ✓ 4. The flow of the river to the ocean is unchanging.

Math

Use the picture to answer the question.



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

- | | |
|------|--------|
| A. 1 | ✓ C. 4 |
| B. 2 | D. 8 |

Jorge wants to buy enough hot dog buns for 50 hot dogs. The buns come in packages of 8. He uses this number sentence to find the number of packages he will need.

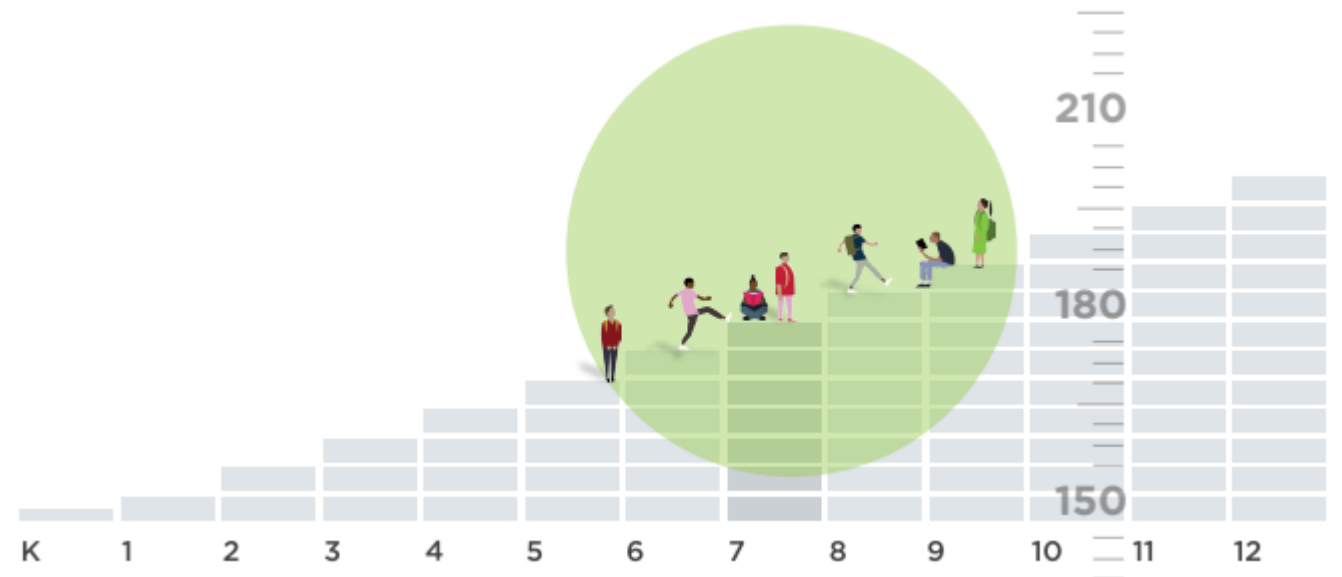
$$50 \div 8 = 6 \text{ r}2$$

What is the LEAST number of packages needed?

- A. 6
- ✓ B. 7
- C. 8
- D. 9

NWEA Score

RIT (Rasch Unit)



A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

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.



Performance Task Sample Items

Reading

Question Stems

- What does this fable tell you about friendship? Use details from the text to support your answer.
- What is the moral of the story that Aesop wants us to know? Use details from the text 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 details from the text to support your answer.

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

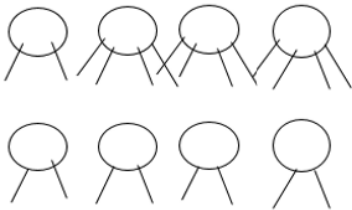
Math

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?

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



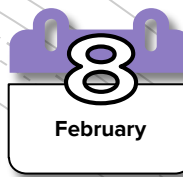
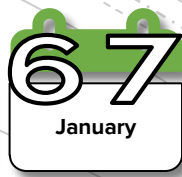
5 Hens

Reading Performance Score

**Total Rubric
Score**

Math Performance Score

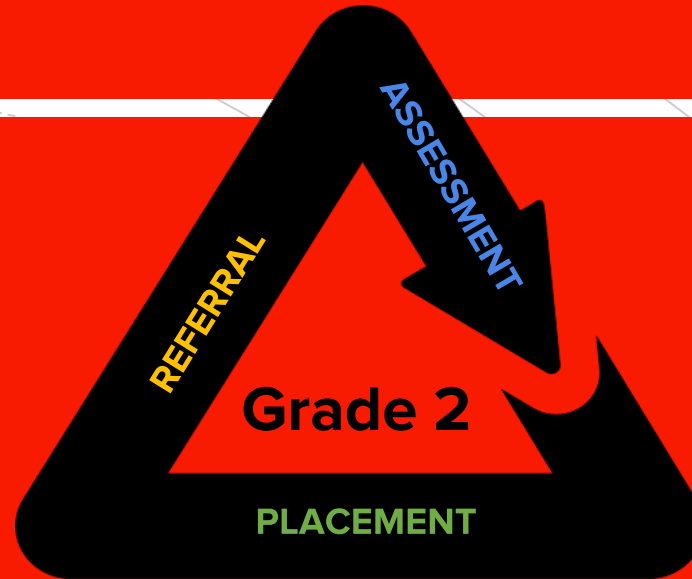
Number correct



Placement process for Grade 3 ALP Begins:



Advanced Learning Program



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 Appeal Form submitted to Bonnie O'Regan
*two weeks

8 Placement Grade 3 Begins

6 ALP Placement

Top 10% District or Top 10% School*
Humanities, STEM or Both
*Local Norms

Grade 2 Placement

All parents notified

YES

Grade 2 Parent Meeting #2
Explanation of Score Report

6



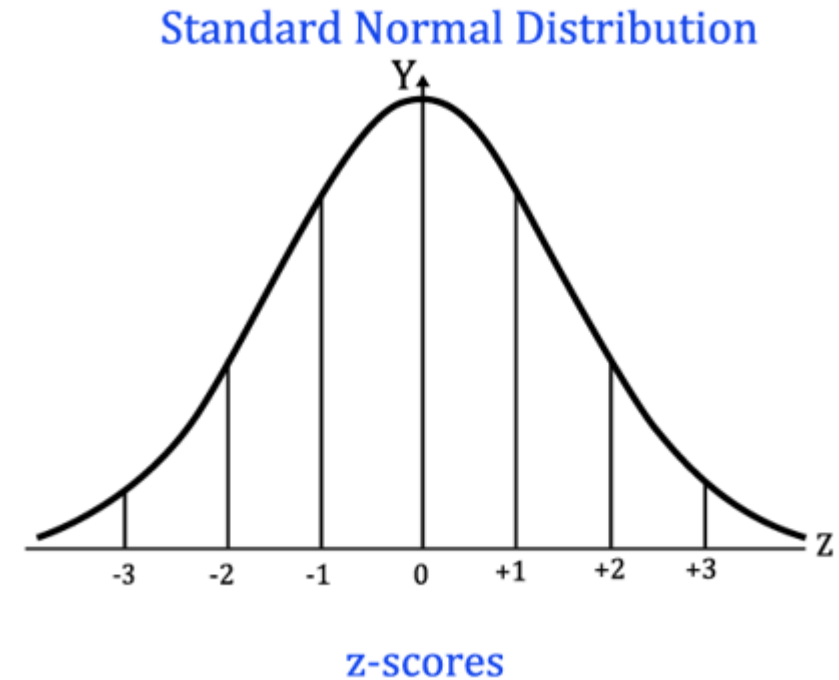
Grades 2-5: Placement

Score Analysis

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

Z- Scores

- What does the z-score tell you?
- Why are z-scores important?
- How do you interpret a z-score?



$$Z = \frac{x - \mu}{\sigma}$$

Score x Mean μ SD σ

Analysis using Z-scores

Reading

- Averaged Z-scores
 - CogAT Verbal
 - NWEA Reading
 - Literature Task

Math

- Averaged Z-scores
 - CogAT Quantitative
 - NWEA Math
 - Problem Solving Task

Grades 2-5: Placement

Score Analysis

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



**Building Advisory
Committee:**
Score reports
reviewed,
recommendation
made

The background of the slide features a series of thin, curved, concentric lines in a light gray color, creating a sense of motion or a ripple effect. These lines are more prominent on the left side and fade towards the right.

Purpose of Building Advisory Meeting

- The goal is the most appropriate academic placement possible to ensure success for your child's educational experience in the Greenwich Public School District.
- Look for compelling evidence that a child's academic needs **cannot** be met in a general education classroom through a comprehensive educational program

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

Parent Input

Likert Scale from 0 (never observed) to 2 (frequently observed)

Examples requested for each item

My child:

- surprises me with his/her knowledge
- comes up with imaginative and/or unusual ways of doing things
- finds humor in situations or events unusual for his/her age
- can focus on a particular topic for an unusually long period of time
- is intellectually curious and asks thoughtful questions

Teacher Input

Exceptional Ability to Learn

- Perceptive
 - Transfers patterns and relationships to new situations; looks beyond the obvious to notice verbal and nonverbal subtleties
- Strategic
 - Analyzes and researches potential solutions, tests theories, and verifies multiple conclusions to complex problems

Exceptional Creative/ Productive Thinking

- Creative
 - Demonstrates innovative ideas to show new relationships and uses
- Curious
 - Asks complex questions to explore, test, and evaluate sustained investigations

Exceptional Application of Knowledge

- Communicative
 - Initiates and elaborates on complex ideas; providing examples, counter-examples, and inferred characteristics
- Resourceful
 - Draws from experiences and transfers understandings to new situations; inventive

Exceptional Motivation to Succeed

- Leadership
 - Organizes groups in various settings to implement plans of action, seeing complex tasks through to completion
- Resilient
 - Exudes strength in times of personal hardship and maintains integrity

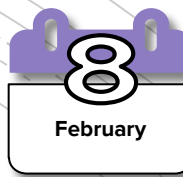
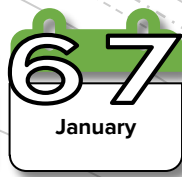
Teacher Input: Twice Exceptional Students

Verbal

- High oral language skills and comprehension
- Excels in reading or writing
- Struggles with basic literacy skills despite strong oral and listening skills
- Interacts orally with adults
- Strong verbal reasoning skills
- Verbally precocious
- Avoids written work despite strong oral language or reading skills
- Visual-motor problems

Quantitative

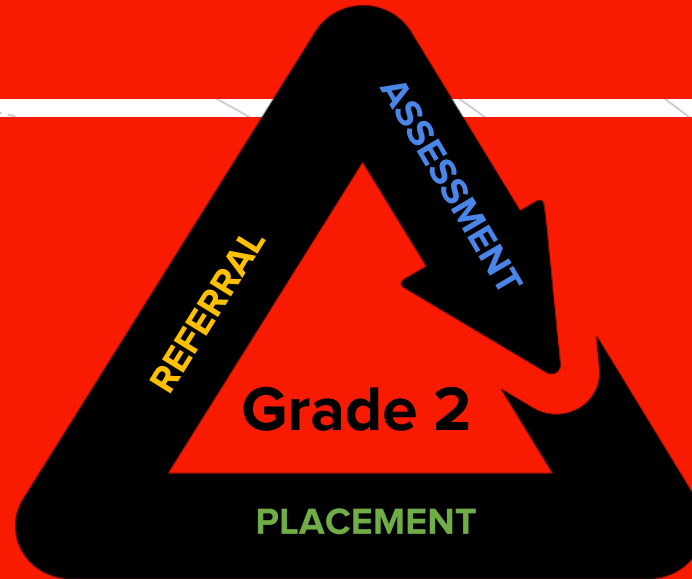
- Intuitively grasps math concepts
- Learns math facts and operations quickly
- Strong math abilities despite struggles with language or literacy
- Strong math problem-solving or concepts despite difficulties learning math facts
- Automatism with numbers
- Impatience with repetition
- Nontraditional computation methods
- Patterning abilities
- NOT a flexible thinker



Placement process for Grade 3 ALP Begins:



Advanced Learning Program



**Placement Not
Recommended
at this time:**



6
**ALP
Placement**

Top 10%
District
or
Top 10%
School*

**Humanities,
STEM or Both**
*Local Norms

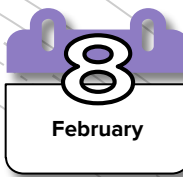
Grade 2 Placement

All parents notified

6

**Grade 2
Parent Meeting #2**
*Explanation of
Score Report*

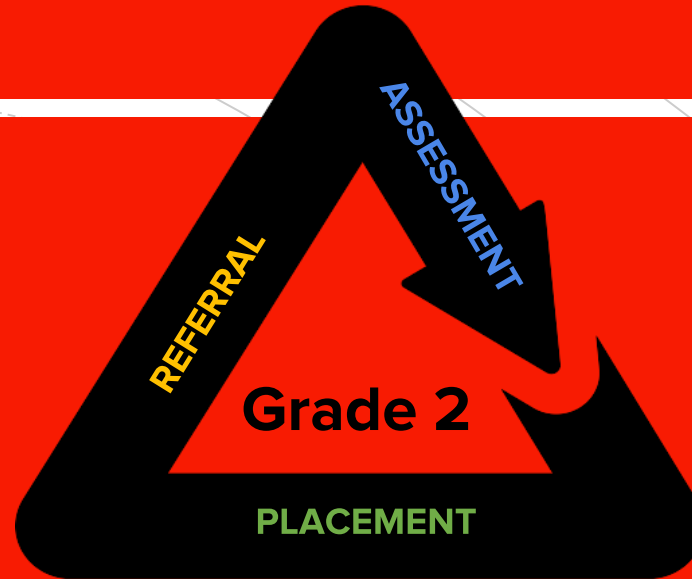




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Placement Grade 3 Begins

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Humanities, STEM or Both
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Grade 2 Parent Meeting #2
Explanation of Score Report





Questions



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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

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

