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# Greenwich Public Schools Advanced Learning Program Elementary Placement Scores June 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](mailto:advancedlearning@greenwich.k12.ct.us)

# Goals

Overview of Scoring  
Placement Process  
Next Steps

## Overview: What is ALP?

### Advanced Learning in Greenwich

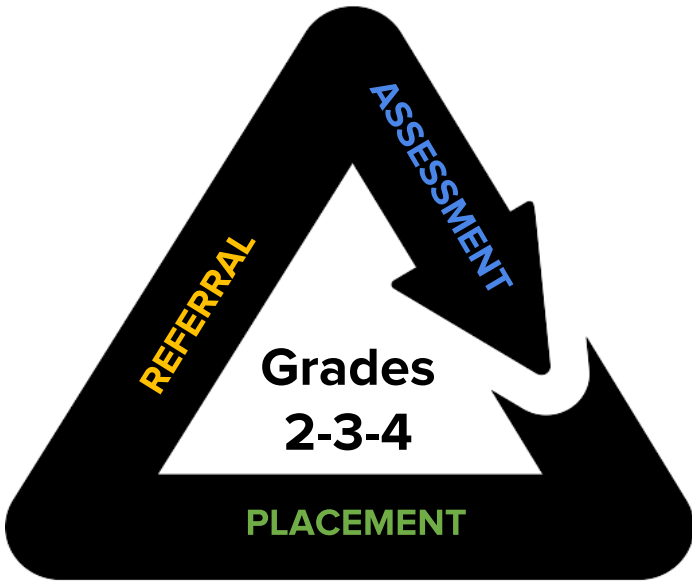
Mission: To teach students who give evidence of significantly high-performance capability

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



- 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 Performance Tasks 4
- Teacher and Parent Input Forms
- Analysis
- Data Analyzed
- Building Advisory Committee Meetings 5

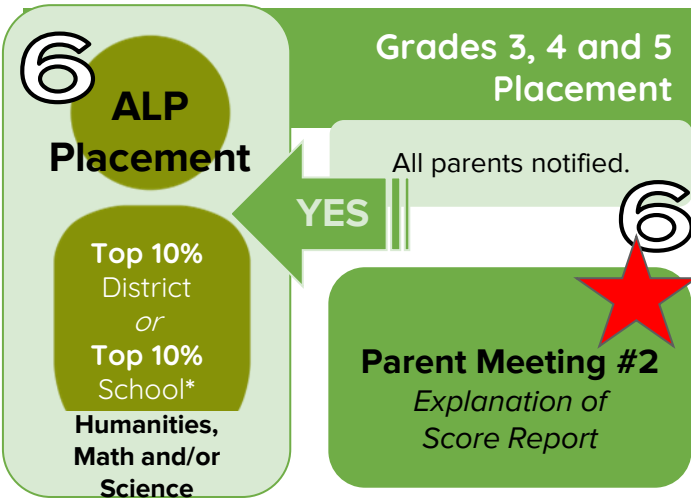
**Placement Not Recommended at this time:**

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

**Supports Include:**  
Literacy Specialists  
Math Interventionists

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

8 Students Begin ALP Courses the following school year



**Math:** Mike Reid [mike\\_reid@greenwich.k12.ct.us](mailto:mike_reid@greenwich.k12.ct.us)  
**Humanities:** Dr. Benjamin Markus [benjamin.markus@greenwich.k12.ct.us](mailto:benjamin.markus@greenwich.k12.ct.us)  
**Science:** Tara Fogel [tara\\_fogel@greenwich.k12.ct.us](mailto:tara_fogel@greenwich.k12.ct.us)  
**Assessments:** Bonnie O'Regan [bonnie\\_o'regan@greenwich.k12.ct.us](mailto:bonnie_o'regan@greenwich.k12.ct.us)



Grades 2, 3 and 4  
Referral

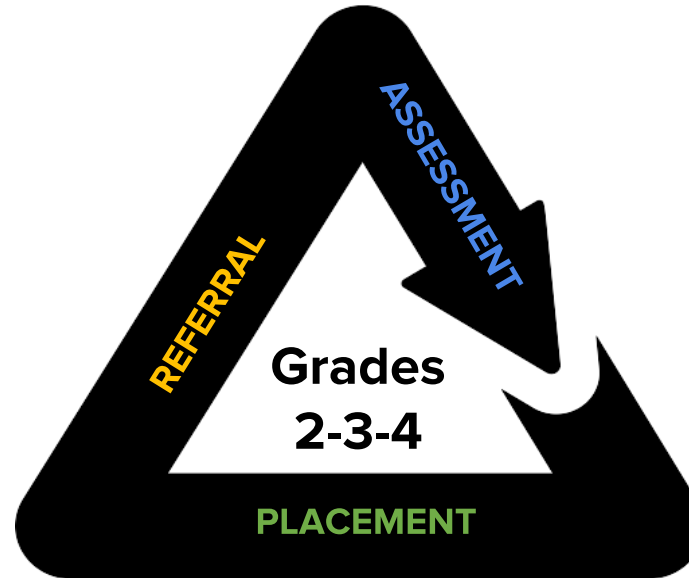
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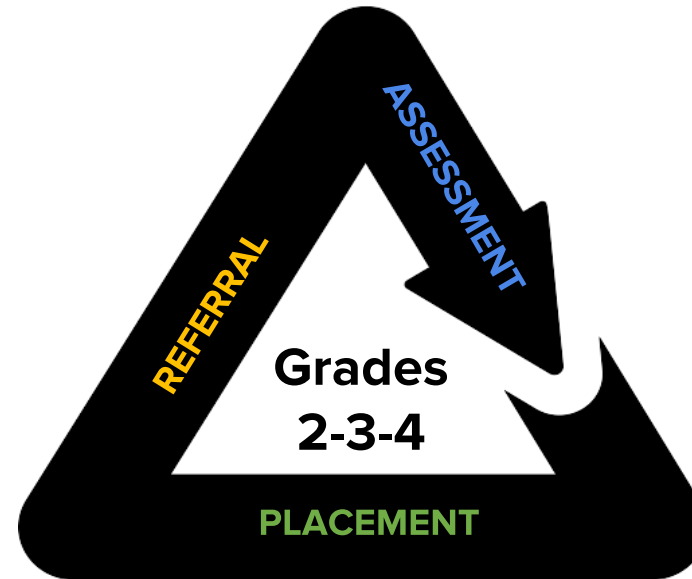
## Advanced Learning Program



# Referral Phase



## 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
<b>CoGAT</b> Quantitative	<b>CoGAT</b> Composite	<b>CoGAT</b> Verbal	<b>Age-Normed</b> evaluate relationships systems thinking cognitive ability
<b>NWEA - MAP</b> Math	<b>NWEA - MAP</b> Science	<b>NWEA - MAP</b> Reading	<b>Grade Level Normed</b> Adaptive content and concepts at and above grade level
<b>Performance Task:</b> Math		<b>Performance Task:</b> Reading	<b>District Level Normed</b> 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.

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

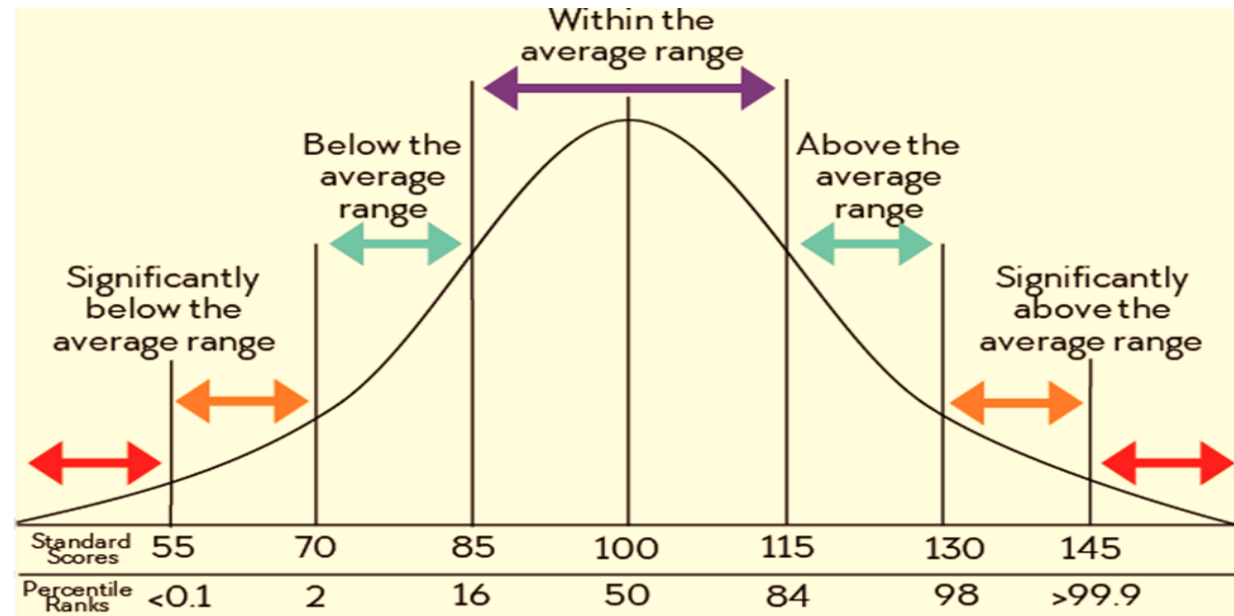
### Number Series

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.

The Verbal/Quantitative Composite is derived from results from the Verbal and Quantitative, batteries, estimates the level of a student's overall reasoning skills.



# 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 passage.

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

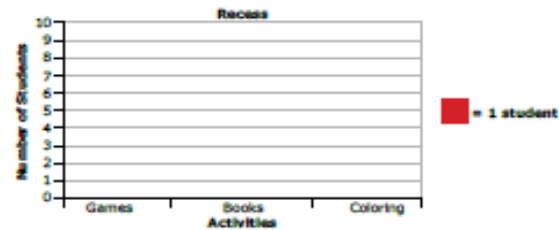
What is the author's opinion of Florida?

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.

## Math

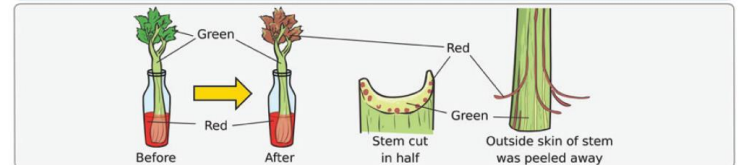
During recess, 2 students played games, 3 students read books, and 2 students colored art pages.

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



## Science

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.

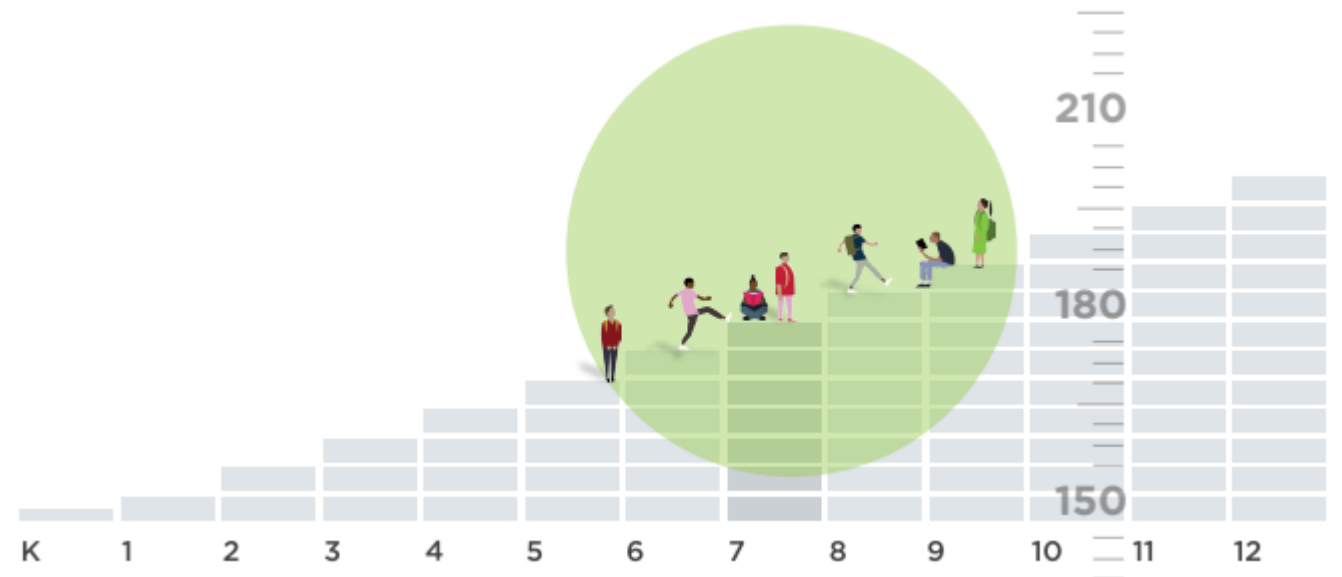
What is the evidence?

(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.

**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

What do you think Dr. Seuss meant when he said a person is a person no matter how small?

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

What is Dr. Seuss’ message in the story?

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

### Math

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.

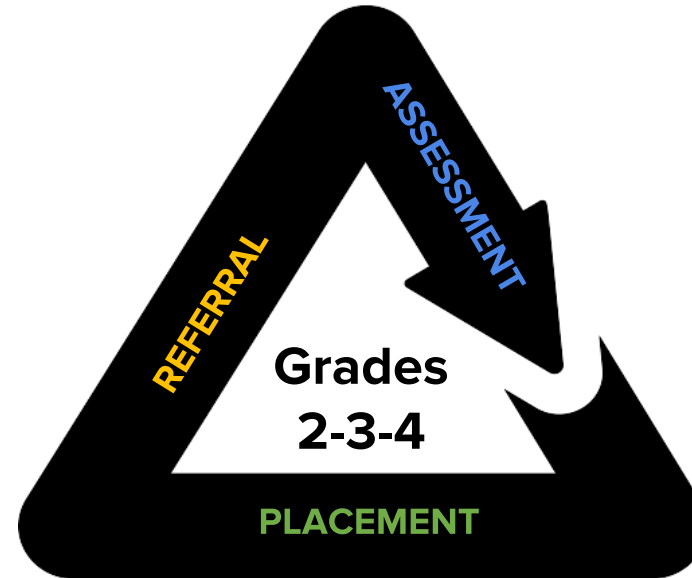
2	7	4
+	5	A
<hr/>		
B	B	B

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?

“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.



## Advanced Learning Program

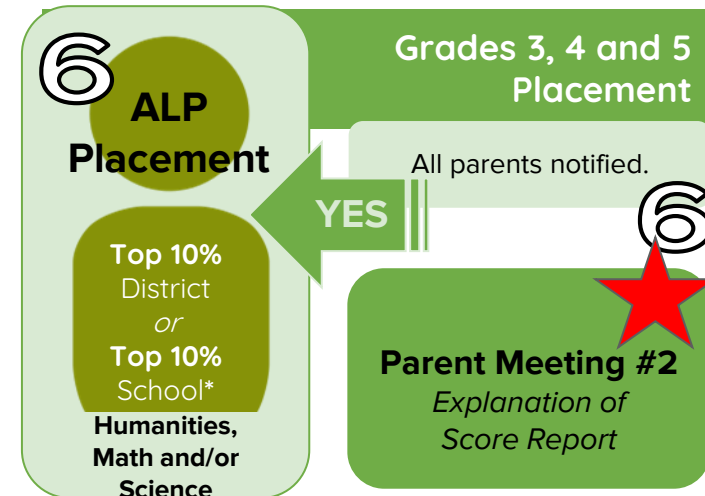


### Analysis

Data Analyzed

Building  
Advisory  
Committee  
Meetings **5**

# Placement Phase



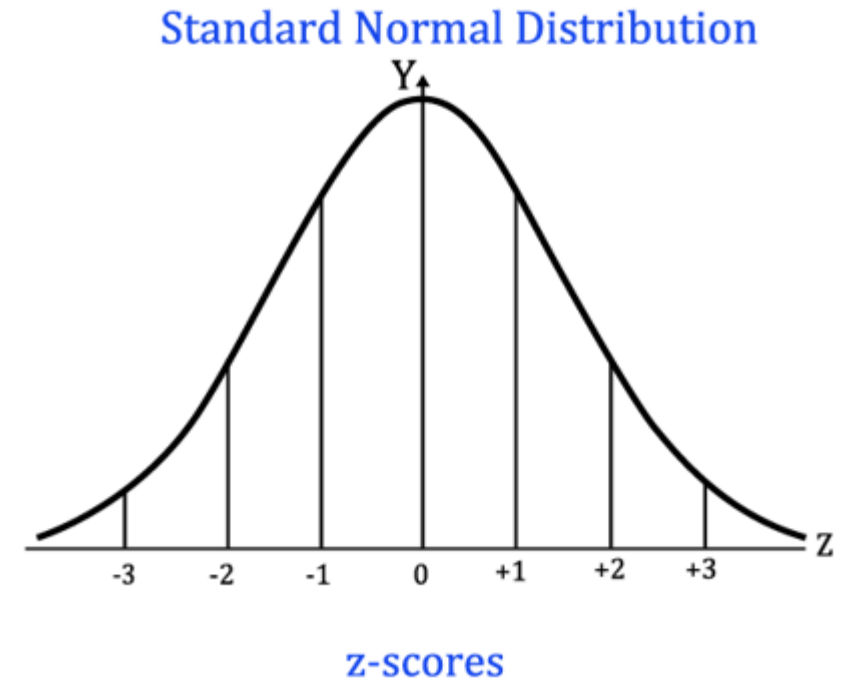
# Grades 2-5: Placement

## **Score Analysis**

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

# 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  $\mu$  SD  $\sigma$

# 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

## Science

### Averaged Z-scores

- CogAT Composite
- NWEA Science

# Grades 2-5: Placement

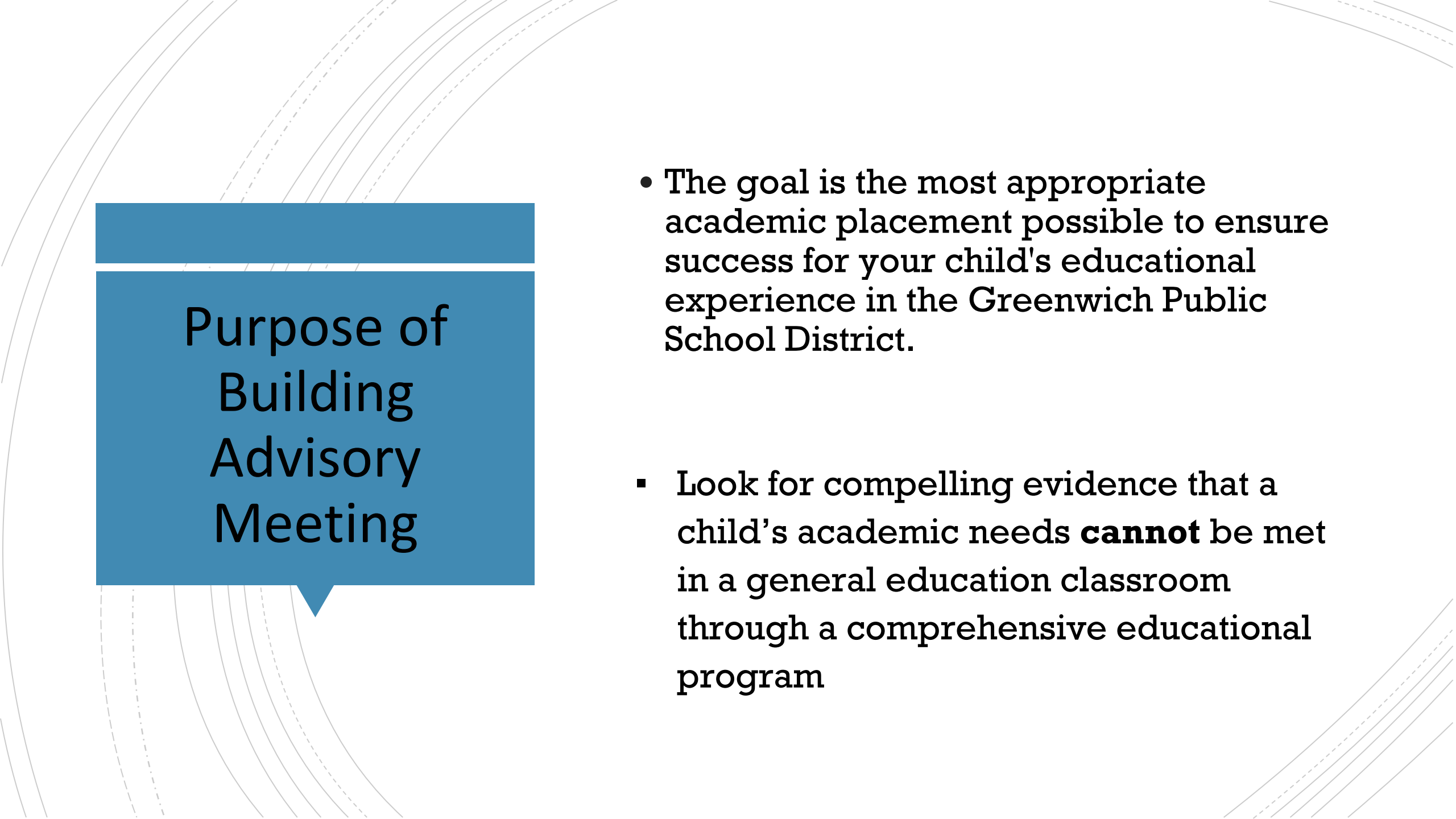
## Score Analysis

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



### **Building Advisory Committee:**

Score reports  
reviewed,  
recommendation  
made

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## 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

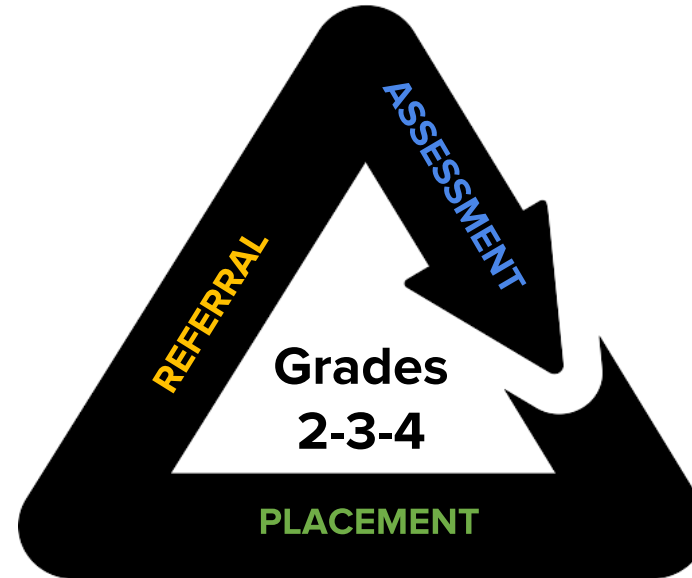
- High oral language skills and comprehension
- Excels in reading or writing
- Struggles with basic literacy skills despite strong oral and listening skills
- Interacts orally with adults
- Strong verbal reasoning skills
- Verbally precocious
- Avoids written work despite strong oral language or reading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






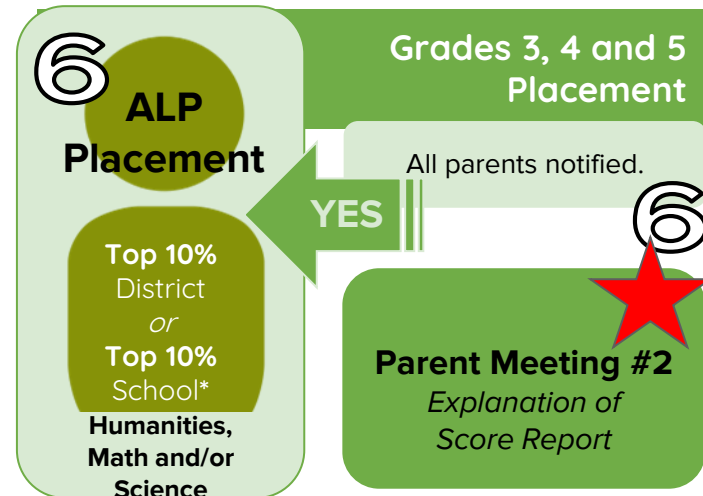
## Advanced Learning Program



**Placement Not Recommended at this time:**

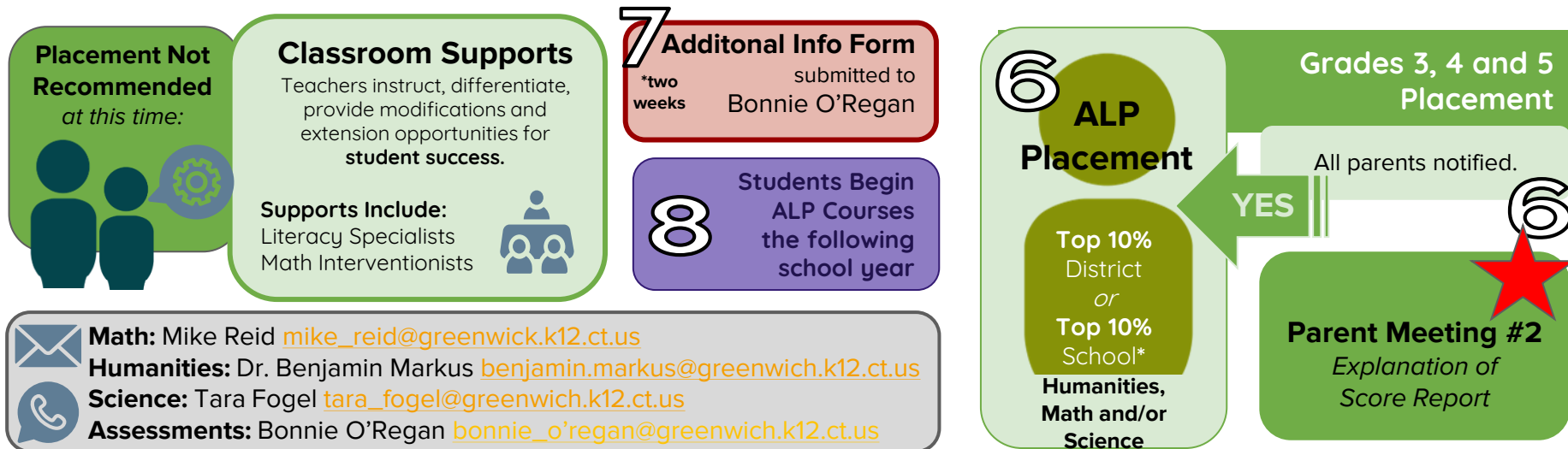
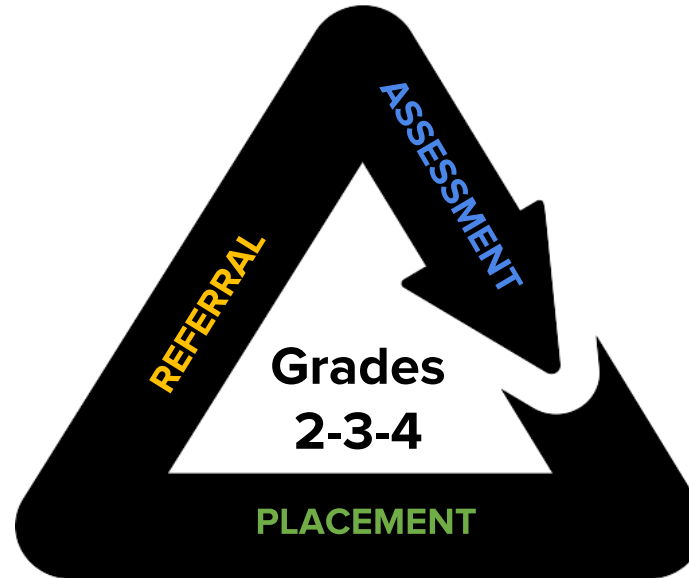


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**Assessments:** Bonnie O'Regan [bonnie\\_o'regan@greenwich.k12.ct.us](mailto:bonnie_o'regan@greenwich.k12.ct.us)





## Advanced Learning Program





Grades 2, 3 and 4 Referral

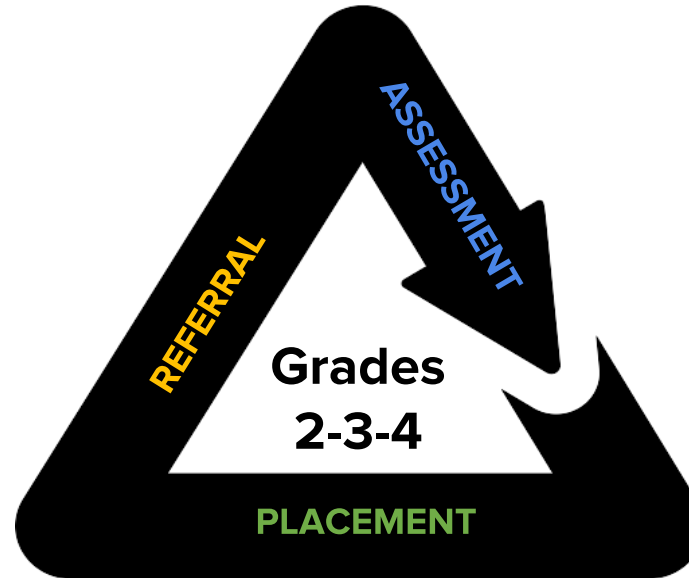
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## Advanced Learning Program



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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

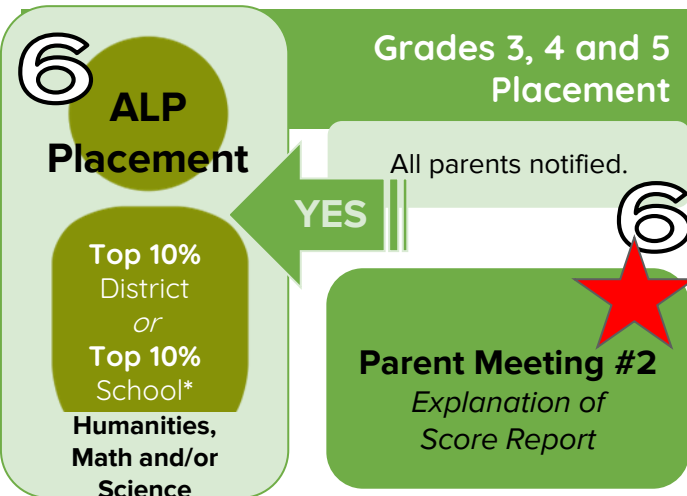
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\*two weeks submitted to  
Bonnie O'Regan

**8** Students Begin  
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**Assessments:** Bonnie O'Regan [bonnie\\_o'regan@greenwich.k12.ct.us](mailto:bonnie_o'regan@greenwich.k12.ct.us)



# Questions



## Inquiry Form

**<https://forms.gle/kLYRdqMDLTZQ1eq1A>**

**advancedlearning@greenwich.k12.ct.us**

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# 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

