

Middle School Gifted and Talented (G/T) Placement Process

**Howard County Public School System
2013 - 2014**

Why the Cognitive Abilities Test (CogAT)?

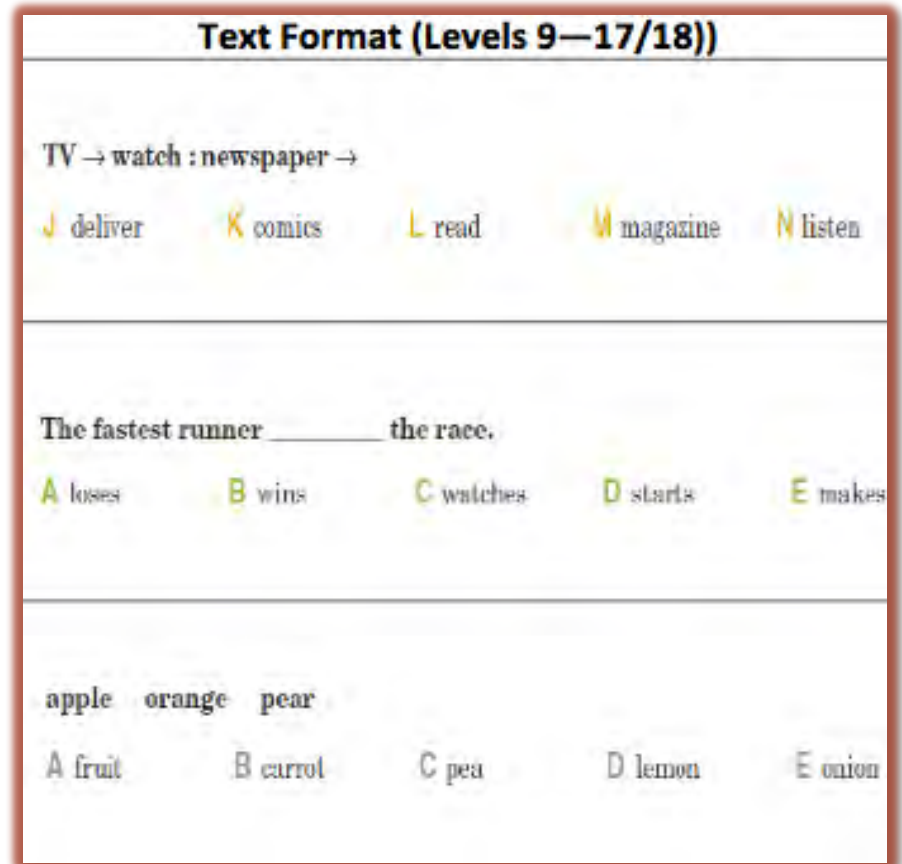
- Reflects recent norms using a large sample, representative of U.S. population.
- Provides an understanding of a student's cognitive strengths.
- Assists schools in proper placement of a student based on their abilities.
- Offers insight into how to instruct students based upon a student's "learning style" thereby helping each student achieve academic success.
- Conforms with requirements as outlined in COMAR Chapter 13A.04.07 Gifted and Talented Education.

Characteristics of CogAT

- Includes three independent batteries:
 - Verbal
 - Quantitative
 - Nonverbal.
- Measures the student's learned reasoning abilities in the three areas most closely related to school success.
- Includes three subtests in different formats for each battery.

Verbal Battery

Measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems.



These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.

Quantitative Battery

Measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols.

These reasoning skills are significantly related to problem solving in mathematics and other disciplines.

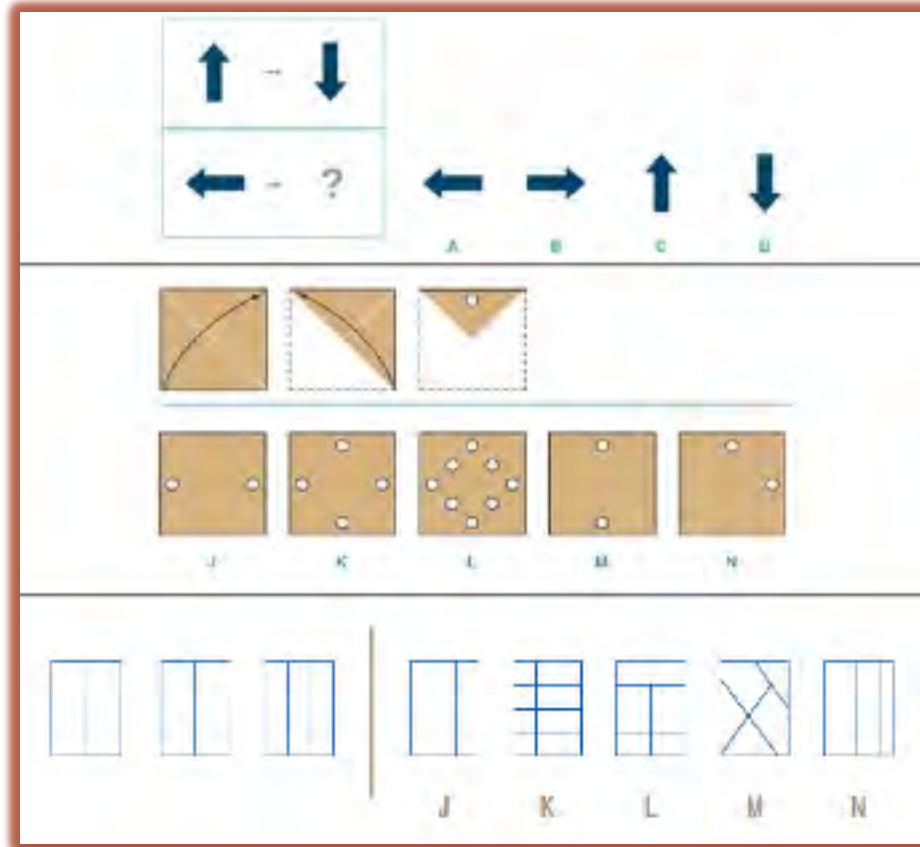
| | | | | |
|---------|---------|---------|-----|------|
| [1 → 2] | [3 → 4] | [5 → ?] | | |
| A 2 | B 4 | C 6 | D 8 | E 12 |

| | | | | |
|-------------|-----|-----|-----|-----|
| [?] = 2 + 3 | | | | |
| A 2 | B 3 | C 4 | D 5 | E 6 |

| | | | | | | | | |
|-----|-----|-----|------|------|---|---|--|--|
| 1 | 2 | 4 | 5 | 7 | 8 | → | | |
| A 7 | B 8 | C 9 | D 10 | E 11 | | | | |

Nonverbal Battery

Measures reasoning using geometric shapes and figures.



To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

5th/6th Grade G/T Placement Timeline 2013-2014

- **December - CogAT administered to all 5th grade students.**
- **Late Dec. – HCPSS sent student answer sheets to Riverside Publishing for scoring.**

5th/6th Grade G/T Placement Timeline 2013-2014

- **January - Riverside Publishing scores student answer sheets and returns test results to HCPSS.**
- **January/first week of February- HCPSS Assessment Office sends 5th grade test results to elementary schools.**

G/T Placement Process Procedures

- **G/T Resource Teachers meet with 5th grade teachers, school counselor, and administrators to make decisions about middle school G/T class placements.**
- **Criteria considered for all students:**
 - **Ability Measures**
 - CogAT scores
 - Previous SCAT scores
 - **Advanced-level Performance on Achievement Measures - MSA, Report Card grades, MAP scores, On-Demand Writing Tasks, current instructional levels, participation in CEU offerings, and participation in Instructional Seminars**

February 18th
Fifth-Grade Placement Letters
Mailed Home to Parents

Letter Indicating Placement in One or More G/T Content Area Classes

Dear Parent/Guardian of Sample 1,

All 5th grade students recently have taken the *Cognitive*...
explanation of the scores are enclosed.

The Gifted and Talented Education Program (G/T) will...
school G/T content classes.

A distinguishing characteristic of gifted education classes...
following ways:

- Challenging curriculum provides appropriate levels of rig...
- Instruction is at an accelerated pace with an expectation of increased s...ence.
- Classes focus on increased depth and complexity of content.

Your child's CogAT scores
relative to the eligibility ranges
for each G/T content area class.

The school's G/T Placement Committee reviewed the following CogAT Grade Percentile and Composite scores for your child:

| 81 | 94 | 92 | 88 |
|---|--|---|---|
| <u>CogAT</u> Math eligibility range: 92-99%ile Quantitative-Nonverbal Composite Score | <u>CogAT</u> English eligibility range: 90-99%ile Verbal Score | <u>CogAT</u> Social Studies eligibility range: 90-99%ile Verbal-Nonverbal Composite Score | <u>CogAT</u> Science eligibility range: 91-99%ile Verbal-Quantitative-Nonverbal Composite Score |

in G/T content area classes by the school's G/T Placement Committee. This committee has met to discuss multiple data points related to your child's performance, including...ent scores, student work samples, Instructional Seminar and Curriculum Extension U...
following

- G/T Math – Quantitative/Nonverbal Composite Score
- G/T English – Verbal Grade Percentile Score
- G/T Social Studies – Verbal/Nonverbal Composite Score
- G/T Science – Verbal/Quantitative/Nonverbal Composite Score

Letter Indicating Placement in One or More G/T Content Area Classes

Dear Parent/Guardian of Sample 1,

All 5th grade students recently have taken the *Cognitive Abilities Test (CogAT)*. Your child's test results and a brief explanation of the scores are enclosed.

The Gifted and Talented Education Program (G/T) will use the data from *CogAT* as one criterion for placement into middle school G/T content classes.

A distinguishing characteristic of gifted education classes is that the curriculum and instruction are differentiated in the following ways:

- Challenging curriculum
- Instruction is at an advanced level
- Classes focus on higher-level thinking
- Instructional strategies are differentiated

The school's G/T Placement Committee has reviewed your child's test results and has recommended placement in G/T content area classes. Your child's score is:

81

CogAT Math range: 92-99/100
Quantitative-Nonverbal Composite Score

In addition to those scores, the school's G/T Placement Committee has reviewed your child's performance, including additional assessment data, student work samples, Instructional Seminar and Curriculum Extension Unit participation, and report card grades.

This committee has met to discuss multiple data points related to your child's performance and has recommended placement in G/T content area classes.

Based upon G/T Placement Process, including the *CogAT* scores, your child has been recommended for participation in the following G/T content area classes:

| | | | |
|--|-------------|--------------------|-------------|
| | G/T English | G/T Social Studies | G/T Science |
|--|-------------|--------------------|-------------|

Placements recommended based upon the G/T Placement Committee's review of CogAT scores, as well as the student's advanced-level performance on multiple achievement measures.

Letter Indicating Placement in One or More G/T Content Area Classes

Dear Parent/Guardian of Sample 1,

All 5th grade students recently have taken the *Cognitive Abilities Test (CogAT)*. Your child's test results and a brief explanation of the scores are enclosed.

The Gifted and Talented Education Program (G/T) will use the data from *CogAT* as one criterion for placement into middle school G/T content classes.

A distinguishing characteristic of gifted education classes is that the curriculum and instruction are differentiated in the following ways:

- Challenging curriculum provides appropriate levels of rigor.
- Instruction is at an accelerated pace with an expectation of increased student independence.
- Classes focus on increased depth and complexity of content.
- Instructional strategies appropriate for the highly-able students are utilized.

The school's G/T Placement Committee reviewed the following *CogAT* Grade Percentile and Composite scores for your child:

| 81 | 94 | 92 | 88 |
|--|---|--|---|
| <i>CogAT</i> Math eligibility range: 90-99%ile; Quantitative-Nonverbal Composite Score | <i>CogAT</i> English eligibility range: 90-99%ile; Verbal Score | <i>CogAT</i> Social Studies eligibility range: 90-99%ile; Verbal-Nonverbal Composite Score | <i>CogAT</i> Science eligibility range: 90-99%ile; Quantitative-Nonverbal Composite Score |

In addition to those students whose scores fall within the eligibility range, students also may be recommended to the G/T program based on other criteria.

Please sign and return the bottom portion of this report to the G/T Resource Teacher.

I hereby give/withhold consent for my child, Sample 1, to participate in the following *G/T class(es)* for which he/she is eligible, as indicated in the letter above. I understand that this placement will be re-evaluated periodically and is contingent upon my child's successful performance in the *class(es)*. **Please circle classes to indicate your consent.**

G/T English

G/T Social Studies

G/T Science

Signature of Parent/Guardian

Parent indicates permission for child to participate in the classes for which he/she has been recommended.

CogAT Score Report

National Grade Percentile Rank (GPR) – HCPSS uses the national percentiles as part of the G/T Placement Process.

CogAT®

PROFILE NARRATIVE FOR [REDACTED]
Cognitive Abilities Test™ (CogAT®)

| Abilities | Raw Scores | | | Grade Scores | | Local Scores | |
|-----------------|-----------------|-------------|----------------|---------------|-----------------------|--------------|-----------------------|
| | Number of Items | Number Att. | Number Correct | Grade Stanine | Grade Percentile Rank | | Local Percentile Rank |
| Verbal | 64 | 64 | 46 | 8 | 92 | | 83 |
| Quantitative | 52 | 47 | 44 | 9 | 98 | | 89 |
| Nonverbal | 60 | 58 | 43 | 9 | 98 | | 96 |
| Composite (VQN) | | | | 9 | 98 | | 93 |

The Local Percentile Rank shares how your child performed in comparison with other students in Howard County Public Schools.

- The Grade Scores section compares his performance to students across the nation who are also in grade 5.

Letter Indicating a Student Is Not Eligible for G/T Classes at This Time

In addition to those students whose scores fall within the CogAT eligibility ranges, students also may be recommended to participate in G/T content area classes by the school's G/T Placement Committee. This committee has met to discuss multiple data points related to your child's performance, including additional assessment scores, student work samples, Instructional Seminar and Curriculum Extension Unit participation, and report card grades.

Based upon the G/T Placement Process, the committee believes that placement in G/T content area classes is not appropriate for your child at this time.

As a parent, you may request that the school conduct a placement review with additional information that you provide. **In order to do so, please submit a written letter with attached documentation supporting your child's strengths and advanced-level achievement to your school's Gifted and Talented Resource Teacher by _____.**

Your supporting documentation of advanced-level achievement might include:

- Journals, stories, plays, poetry or articles written by the student outside of school
- Experiments or models designed by the student
- Evidence of participation in advanced-level extracurricular activities
- Evaluations from consultants and test data from standardized tests administered outside the school system.

G/T Placement Review Process

- **February 19-25 - Parents of fifth grade students not eligible by the placement process can request a placement review by contacting the elementary G/T Resource Teacher.**
- **Supplemental work samples of advanced-level achievement, supplied by the parents, should accompany the request.**
- **G/T Resource teacher, administration, and classroom teachers meet to review parent requests and make final placements.**

G/T Parent Information Nights

Middle School G/T Parent Information Nights 2013-2014

| School Name | Date of Information Night | Time of Information Night | Location of Information Night |
|------------------|---------------------------|---------------------------|-------------------------------|
| Bonnie Branch | February 25, 2014 | 6:00 - 7:00 p.m. | Cafeteria |
| Burleigh Manor | February 20, 2014 | 7:00 - 8:30 p.m. | Media Center |
| Clarksville | February 20, 2014 | 5:30 - 6:15 p.m. | Cafeteria |
| Dunloggin | February 27, 2014 | 7:00 - 8:00 p.m. | Media Center |
| Elkridge Landing | February 20, 2014 | 7:00 - 8:00 p.m. | Media Center |
| Ellicott Mills | February 20, 2014 | 7:00 - 8:00 p.m. | Cafeteria |
| Folly Quarter | February 26, 2014 | 7:00 - 8:00 p.m. | Cafeteria |
| Glenwood | February 27, 2014 | 6:00 - 7:00 p.m. | Media Center |
| Hammond | February 26, 2014 | 6:00 - 7:00 p.m. | Cafeteria |
| Haper's Choice | February 25, 2014 | 6:00 - 6:45 p.m. | Media Center |
| Lake Elkhorn | February 27, 2014 | 7:15 - 8:00 p.m. | Cafeteria |
| Lime Kiln | February 25, 2014 | 6:00 - 6:45 p.m. | Cafeteria |
| Mayfield Woods | February 27, 2014 | 7:00 - 8:00 p.m. | Cafeteria |
| Mount View | February 19, 2014 | 7:00 - 8:00 p.m. | Cafeteria |
| Murray Hill | February 27, 2014 | 7:15 - 8:00 p.m. | Media Center |
| Oakland Mills | February 25, 2014 | 6:00 - 6:45 p.m. | To be announced |
| Patapsco | February 18, 2014 | 7:15 - 8:00 p.m. | Cafeteria |
| Patuxent Valley | February 27, 2014 | 5:30 - 6:30 p.m. | Cafeteria |
| Wilde Lake | February 20, 2014 | 6:00 - 6:45 p.m. | Cafeteria |

Questions

