

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.

Text Format (Levels 9—17/18))

TV → watch : newspaper →

J deliver K comics L read M magazine N listen

The fastest runner _____ the race.

A loses B wins C watches D starts E makes

apple orange pear

A fruit B carrot C pea D lemon E onion

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.

The image shows three sample questions from a Quantitative Battery test, each with five multiple-choice options (A-E).

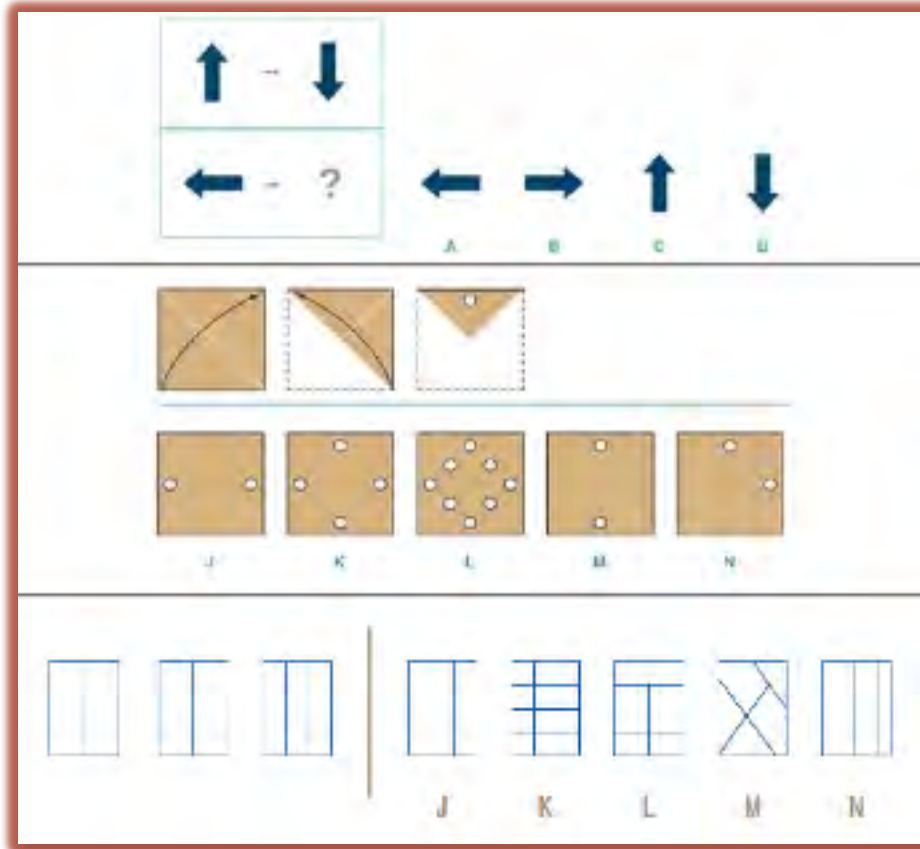
Question 1: [1 → 2] [3 → 4] [5 → ?]
A 2 B 4 C 6 D 8 E 12

Question 2: [?] = 2 + 3
A 2 B 3 C 4 D 5 E 6

Question 3: 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... e.
- 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... scores, student work samples, Instructional Seminar and Curriculum Extension U...
 E... information in the
 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 scores and has recommended placement in the following G/T content area classes:

81
<small>WVVA Math registry range: 92-99/101-108 Quantitative-Nonverbal Composite Score</small>

In addition to those recommended, your child is also recommended for participation 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 data, student work samples, Instructional Seminar and Curriculum Extension Unit participation, and report card grades.

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
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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
<small>CogAT Math eligibility range: 91-99%ile; Quantitative-Nonverbal Composite Score</small>	<small>CogAT English eligibility range: 90-99%ile; Verbal Score</small>	<small>CogAT Social Studies eligibility range: 91-99%ile; Verbal-Nonverbal Composite Score</small>	<small>CogAT Science eligibility range: 91-99%ile; Quantitative-Nonverbal Composite Score</small>

In addition to those students whose scores fall within the eligibility range, students also may be recommended to

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

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

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

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 ██████████
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

Notes:

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

