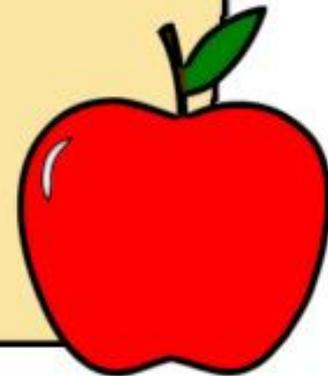




*The ELC Screening Process  
2014-2015*

*February 3, 2015  
Erin Perkins  
Mary Fredrickson*



# The ELC program is.....

- A program for students who demonstrate academic talent and high cognitive reasoning ability.
- An enrichment program designed to broaden and deepen students' academic experience.
- One day a week pull out program emphasizing independent research skills, collaborative learning strategies and high levels of discourse.

# Identifying students (Who)

Students with the ability to.....

- Process information quickly
- Display persistence in an area of interest
- Unusually well developed memory
- Demonstrates outstanding level of aptitude defined as an exceptional ability to reason and learn
- Documented performance or achievement in the top 10% or higher

(Van Tassel-Baska)

# Identifying students (**How**)

NAGC believes that **the process of identifying students for gifted and talented programs must be based on defensible measurement practices**, including the process of selecting psychometrically sound assessments aligned with a program's goals and objectives; the administration and interpretation of the assessments by individuals with appropriate credentials or training; and the ethical application of decisions regarding gifted program placement.

(NAGC, *The Role of Assessment in the Identification of Gifted Students*)



# Selecting Assessments

NAGC believes that **assessments selected for use in the identification of gifted students** must be sensitive to and appropriate for the characteristics of the students being assessed and **must aim to be inclusive of students from different cultures, races, and economic circumstances.**



# Selecting Assessments

NAGC believes that because the use of assessments is an integral part of the identification process, **test users have a responsibility to ensure that all testing is conducted in a fair and ethical manner**. Such practices include the appropriate storing of testing materials before, during, and after testing; training all personnel involved with the administration and/or scoring of assessments; utilizing assessments that are developmentally appropriate and for only the purposes for which they were developed; interpreting assessment results to the appropriate audiences; and maintaining the confidentiality of students at all times.



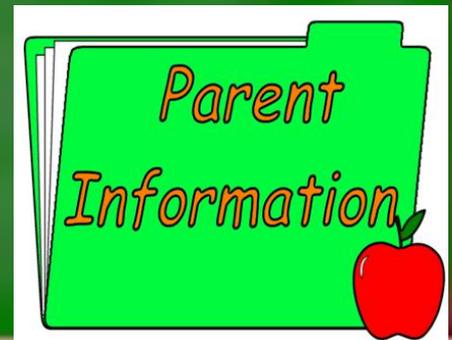
# Selecting Assessments

Program Administrators are responsible for ensuring that... there is a process in place whereby **the identification process is periodically evaluated to ensure that it is reflective of best practices in the identification of gifted students.**



# Step 1

- Top 20% of grade 4 students district wide, based upon a combined score on the MCAS English Language Arts and Mathematics Assessment, will be identified for Screening.



# *Advanced Achievement – English Language Arts MCAS*

	<b>Advanced On MCAS, a student at this level:</b>
<b>Language/ Vocabulary</b>	<ul style="list-style-type: none"> <li>• demonstrates a comprehensive reading vocabulary and in-depth understanding of word parts and word relationships (e.g., prefixes, roots, suffixes, synonyms, antonyms)</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• demonstrates an in-depth understanding of concrete and abstract ideas and complex meanings in grade-appropriate texts</li> <li>• connects complex ideas within texts and provides well-reasoned and well-supported arguments</li> </ul>
<b>Text Elements and Techniques</b>	<ul style="list-style-type: none"> <li>• critically evaluates how structure and elements of genre support the author's purpose or theme</li> <li>• identifies and critically evaluates techniques authors use in a wide variety of texts (e.g., repetition, exaggeration, and figurative language)</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• writes well-organized, richly developed compositions with ideas that are clearly expressed and supported by extensive detail</li> <li>• provokes and sustains the reader's interest through effective and precise language, sentence structure, and vocabulary</li> </ul>
<b>Writing Conventions</b>	<ul style="list-style-type: none"> <li>• writes compositions with sophisticated control of the standard English conventions of grammar, spelling, punctuation, and usage</li> </ul>



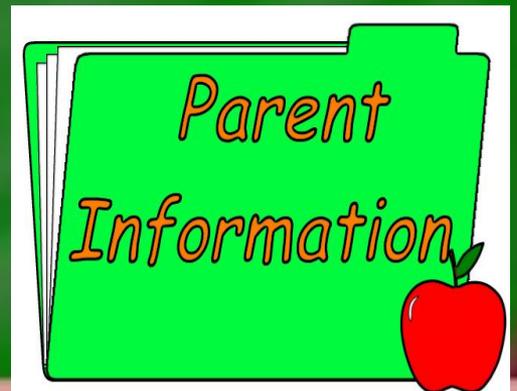
# *Advanced Achievement – Mathematics MCAS*

	<b>Advanced On MCAS, a student at this level:</b>
<b>Conceptual Understanding and Procedural Knowledge</b>	<ul style="list-style-type: none"><li>• connects concepts from various areas of mathematics, and uses concepts to develop generalizations</li><li>• performs complex calculations and estimations</li><li>• selects the best representations for a given set of data and purpose</li></ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"><li>• generates unique strategies and procedures to solve non-routine problems</li></ul>
<b>Mathematical Reasoning</b>	<ul style="list-style-type: none"><li>• uses multiple reasoning methods to solve complex problems</li><li>• justifies strategies and solutions</li></ul>
<b>Mathematical Communication</b>	<ul style="list-style-type: none"><li>• uses various forms of representation (e.g., text, graphs, symbols) to justify solutions and solution strategies</li></ul>



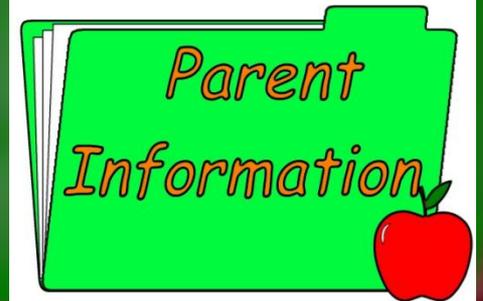
# Step 2

- Students identified for screening will be administered a Reasoning (Cognitive Ability) test in their home school.



# Step 3

- Admissions decisions will be based upon both documented academic achievement (MCAS) and cognitive reasoning assessment results.



# The steps in review

**Step 1:** Students who document academic achievement in the top 20% of Grade 4 district-wide, based on a combined ELA and Mathematics MCAS score, are identified.

**Step 2:** Students identified in Step 1 participate in a Reasoning (Cognitive Ability) test in their home school.

**Step 3:** Students are admitted to the ELC Program based upon a review of documented academic achievement (MCAS) and cognitive reasoning ability.



# ELC TIMELINE

	Benchmark	Action	Action steps	Location	Notes	Comple
<b>PLANNING</b>	December/January	Review school achievement (MCAS) results	Members of the screening team will review school achievement (MCAS) results to identify students who have displayed high academic achievement.	Coddington	Members of the Screening Team reviewed the current 3rd grade results and identified those students scoring in the top 20% based on a combine ELA and Mathematics score.	x
	Feb. 2nd, 2015	Teaching and Learning Presentation	Members of the Curriculum and Assessment Team will present the 2014-2015 ELC screening process during a Teaching and Learning subcommittee of the school committee	Coddington		
	Feb. 3rd, 2015	General letter to all grade 4 parents will be distributed	A general letter describing the ELC program and the screening process will be sent to all grade 4 parents.	Site-based		
	Feb. 9th, 2015	Screening letter and permission slip mailed to eligible students	A letter will be mailed to students who have been identified for screening based on their grade 3 MCAS scores. Included with the letter will be a permission slip to participate in the screening assessment	Coddington		
<b>IMPLEMENTATION</b>	Feb. 24th, 2015	Identified students participate in a cognitive reasoning ability screening.	Identified students participate in a cognitive ability screening given in their home school.	Site-based		
	March 3rd, 2015	Identified students participate in a cognitive reasoning ability screening.	Identified students participate in a cognitive ability screening given in their home school.	Site-based		
	March 9th-27th, 2015	Scoring of cognitive reasoning assessments	Qualified personnel will complete scoring of the cognitive reasoning assessment	Coddington		
	March/April	Results of both the cognitive reasoning assessment and MCAS results will be reviewed.	The screening team will review the results of both the cognitive reasoning assessment and MCAS results for each student assessed.	Coddington		
	April 20th, 2015	Acceptance letters will be mailed to parents	Acceptance letters will be mailed to parents and principals will be informed of students who have been accepted into the ELC program for 2015-2016.	Coddington		