Highly Capable Parent Information Nights
November 14, 18, 21, & December 2, 2019
Agenda

- Characteristics of Highly Capable Students
- Overview Highly Capable Program Continuum
- Overview of the Selection Process and Measures
- Understanding Your Options
- Saturday HC Testing Day Details
- General Questions
Characteristics of Highly Capable Students
Highly Capable Students

Highly Capable Students are defined as students who:

- Perform or show potential for performing at **significantly advanced academic levels** when compared with others of their age, experiences, or environments.
- Demonstrate **outstanding** abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities.

Common Characteristics of Highly Capable Students include:

- Demonstrate capacity to learn with **unusual** depth of understanding, to retain what has been learned, and to transfer learning to new situations.
- Demonstrate capacity and willingness to deal with increasing levels of abstraction and complexity **earlier** than their chronological peers.
- Demonstrate creative ability to make **unusual** connections among ideas and concepts.
- Demonstrate ability to learn **quickly** in their area(s) of intellectual strength.
- Demonstrate capacity for **intense** concentration and/or focus.

WAC 392-170-035; WAC 392-170
Do you know a student who:

• Thinks up unusual ways to solve hard problems?

• Generates and comprehends complex and abstract ideas?

• Exhibits feelings and opinions from multiple perspectives?

• Thinks logically and wants things to make sense?

• Prefers the company of intellectual peers?

• Is an expert who abstracts beyond the field?
Concern for Advanced Learners…

- May become mentally lazy, even though they do well in school
- May become “hooked” on the trappings of success
- May become perfectionists
- May fail to develop a sense of self efficacy
- May fail to develop study and coping skills

Carol Ann Tomlinson
Highly Capable Program Continuum
Highly Capable Program General Attributes

• Different pace, complexity, and instruction with emphasis on higher level thinking and problem solving skills necessary for identified highly capable students to reach their full potential. The curriculum is presented at an accelerated learning pace and focuses on grade-level expectations that are above the student’s assigned grade level with an advanced level of complexity and depth.

• Often project based. May have more homework such as a special project or if students do not finish work in class. However, HC is not about “more of the same.”

• Not a private school/not a self-paced program. Class numbers are the same as regular education.

• All types of students are in gifted classes, including those with special needs of learning and behavior.
Highly Capable Centers

- Cedar Wood
  - Woodside
- Mill Creek
- Penny Creek
  - Monroe
  - Silver Lake
  - Jefferson
- View Ridge
  - Emerson
  - Jackson
  - Madison
- Forest View
  - Silver Firs
- Whittier
  - Hawthorne
  - Garfield
  - Lowell
- Tambark Creek
Selection Process and Measures
The Cognitive Abilities Test (CogAT)

- Commonly used and accepted assessment for use in Highly Capable Student identification

- Provides information on the level of development of general and specific cognitive skills of students from Kindergarten through Grade 12.

- Measures students’ learned reasoning abilities in the three areas most linked to academic success in school:
  - Verbal Reasoning
  - Quantitative Reasoning
  - Nonverbal Reasoning

*Cognitive Abilities Test is published by Riverside Publishing for grades K-12, by David F. Lohman and Elizabeth P. Hagen. For more information, visit www.riversidepublishing.com*
## The Cognitive Abilities Test (CogAT)

<table>
<thead>
<tr>
<th>For students currently in grade 1:</th>
<th>For students currently in grade 2-4:</th>
<th>For all students grades 1-4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o The subtests are not timed.</td>
<td>o All parts are timed.</td>
<td>o Students answer questions on chromebooks</td>
</tr>
<tr>
<td>o Six sections total, 24 questions each</td>
<td>o Each test contains 3 sections, 15 to 25 questions</td>
<td>o 92nd percentile in each area.</td>
</tr>
<tr>
<td>o All parts of the test are read to the students.</td>
<td>o Students read all parts of the test themselves.</td>
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</table>

- Students answer questions on chromebooks
- 92nd percentile in each area.
Three Sections of the Cognitive Abilities Test

- Verbal Battery
- Quantitative Battery
- Nonverbal Battery

The types of questions in these three sections differ for the Primary Battery (for students currently in grades 1) compared to the Multilevel Battery (grades 2-4).
Verbal Battery

- Measure Verbal Reasoning Processes
- Consists of 3 subtests: Verbal Analogies, Sentence Completion, and Verbal Classification
Quantitative Battery

- Measures Quantitative Reasoning Processes
- Consists of 3 subtests: Number Analogies, Number Puzzles, and Number Series

Grade 1

Grades 2-4
Non-Verbal Battery

- Measures Reasoning Processes using Geometric Shapes and Figures
- Consists of 3 subtests: Figure Matrices, Figure Classification, and Paper Folding

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grades 2-4</th>
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<tbody>
<tr>
<td><strong>Figure Matrices</strong></td>
<td><img src="image1" alt="Figure Matrices" /></td>
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<tr>
<td><strong>Figure Classification</strong></td>
<td><img src="image2" alt="Figure Classification" /></td>
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<tr>
<td><strong>Paper Folding</strong></td>
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Additional Measures

Academic Achievement – Iowa Test of Basic Skills (ITBS)

- 2 Tests: Reading, Math
- Grades 1 & 2 – Untimed, approximately 30 minutes each test
- Grades 3 & 4 – Timed, 30 minutes each test
- Math includes timed computation
- 90th Percentile in each area

Exceptional creativity, Learning Characteristics, Motivational Characteristics

- Teacher Inventory
- Parent Inventory
Highly Capable Selection Committee

- Includes highly capable program teachers, a psychologist, Director of Assessment, Director of Highly Capable program, and two principals from schools with HC Centers.

- Emphasis is on preponderance of evidence from multiple matrix measures and supplemental information that the student is among the most highly capable and needs highly capable services.
Understanding Your Options
Referral Process

• **October 28 – December 18:** Referral Window
  − Parents complete Referral For Testing/Permission Form
    - **Due December 18, 2019.**
    − Teachers complete Inventory Form. Our office will coordinate the submission of teacher forms.

• **Saturday, February 1:** Highly Capable Testing

• **Early March:** Selection Committee reviews Inventories and Test scores to place students.

• **Mid-March:** Parents Notified by Letter
Should I refer my child?

- Think about whether your child demonstrates the Highly Capable Characteristics

- Talk to your child’s current teacher

- Realize that gifted children’s behavior can be perceived in varying ways
My Child did not qualify, what are my options?

You Can Have Your Student take the CogAT test again another year *
  • Allows for more maturation
  • Allows for more time to develop as a student and build skills and knowledge

Some Practical Suggestions for Parents:
  ▪ Discuss classroom concerns with staff at your school—teacher, counselor, principal. Be specific about concerns.

  ▪ Consider enrichment activities such as Destination Imagination, arts activities, camps.
Highly Capable Saturday Testing

When: Saturday, February 1, 2020

Where:

<table>
<thead>
<tr>
<th>Students who attend:</th>
<th>Take tests at:</th>
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<tbody>
<tr>
<td>Cedar Wood</td>
<td>Mill Creek Elementary</td>
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Highly Capable Saturday Testing

When: Saturday, February 1, 2020

Time:

- First Grade - Arrive at 8:30 a.m.
  - Testing begins: 9:00 a.m.

- 2nd through 4th Grades - Arrive at 9:00 a.m.
  - Testing begins: 9:30 a.m.

- Pick-up: between 1:30 and 3:00 p.m. You will receive a call to come to testing location and pick up your child when his or her class is finishing up the test.

- Send snacks, water bottle, and a sack lunch with your child.
Contact

- Becky Ballbach, Director, Student Support Services
  E-mail: rballbach@everettsd.org

- Roxann Howe, Administrative Assistant
  E-mail: rhowe@everettsd.org

- Highly Capable Office: 425-385-4134

- Website: www.everettsd.org/Page/6668
Gifted is not about being “better.” It’s about having different learning needs and different wiring.