



Highly Capable Program Information Video

Updated for the 2022-23 school year

Agenda



- Characteristics of students in the Highly Capable (“HC”) Program
- Overview Highly Capable Program Continuum
- Overview of the Selection Process and Measures
- Understanding Your Options
- HC Testing Details
- Additional Resources



Characteristics of Students in the Highly Capable Program

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**.

Do you know a student who:



- Thinks up unusual ways to solve hard problems?
- Generates and comprehends complex and abstract ideas?
- Expresses 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 disengaged, 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

Concern for Advanced Learners...



PRAISE



VS



A STUDY BY CAROL DWECK

Concern for Advanced Learners...



Carol Dweck - A Study on Praise and Mindsets

Watch later Share

DON'T PRAISE

INTELLIGENCE
OR
ABILITIES

DO PRAISE

THE PROCESS
AND
EFFORT

MORE VIDEOS

4:16 / 4:51

CC Settings YouTube

Highly Capable Program General Attributes



Registrar's Office

Academic Calendar

Guide Me ▼

COVID-19

REGISTRATION
& ACADEMICS

GRADUATION

TRANSCRIPTS
& RECORDS

CLASSES,
GRADES &
EVALUATIONS

CLASSROOMS

First year grading

Flexible P/NR Grading Option

+ Experimental Grading Policy

Sophomore Exploratory Option

Junior-Senior P/D/F Option

Graduate P/D/F Option

Advanced Standing Exam grades

IAP grading

Repeating a subject

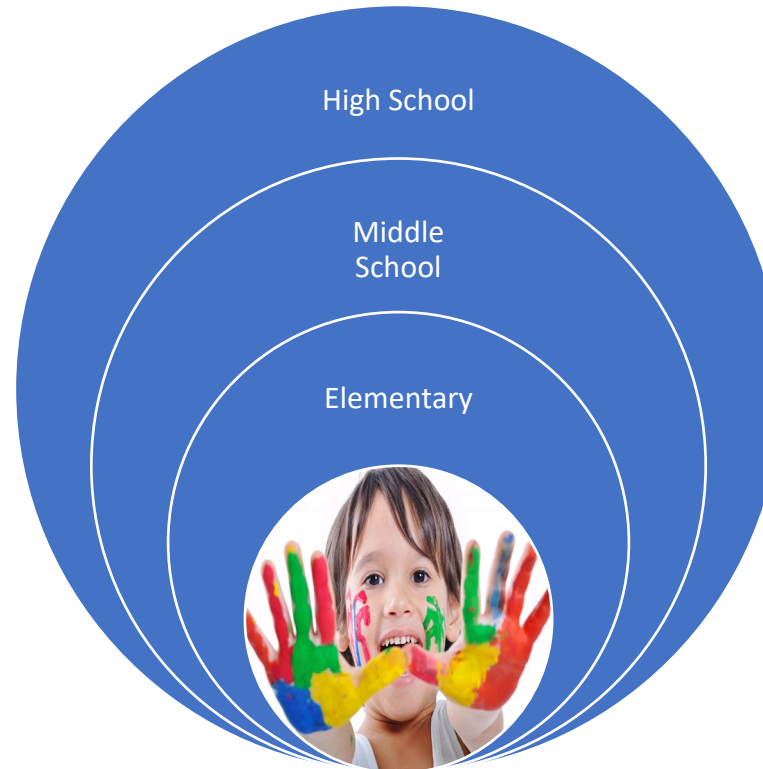
Fall and IAP terms

- You will receive a grade of Pass or No Record in all subjects. P (passing) indicates a C- or better performance. No Record (NR) indicates a D or F.
- Instructors still submit standard letter grades online to the Registrar's Office. These "hidden" grades are available on WebSIS and used for advising purposes only.
- Subjects receiving a P grade will appear on both your [grade report](#) and [transcript](#).
- Subjects with a grade of No Record, O, or OX are only reported internally. They appear on your grade report (indicated by an NR), but not on your transcript.
- You will earn no credit for subjects receiving a No Record grade.

Spring term

- In the spring semester, you are graded on an A, B, C, or No Record (D or F) basis.
- You will earn no credit for subjects receiving a No Record grade.

Highly Capable Program General Attributes



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 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



Middle School *Math* Progression

Leaving

Elementary
School

General Education Progression

Grade 5
Math

Highly Capable Progression

Compacted
6/7

During

Middle School

General Education
Progression

Grade 6
Math

Grade 7
Math

Grade 8
Math

Advanced Pathway
Progression

Compacted
6/7

Compacted
7/8

Compacted
8/Algebra 1
** HS Credit

Highly Capable
Progression

Compacted
7/8

Compacted
8/Algebra 1
** HS Credit

Geometry
** HS Credit

Entering

High School

General Education

Algebra 1

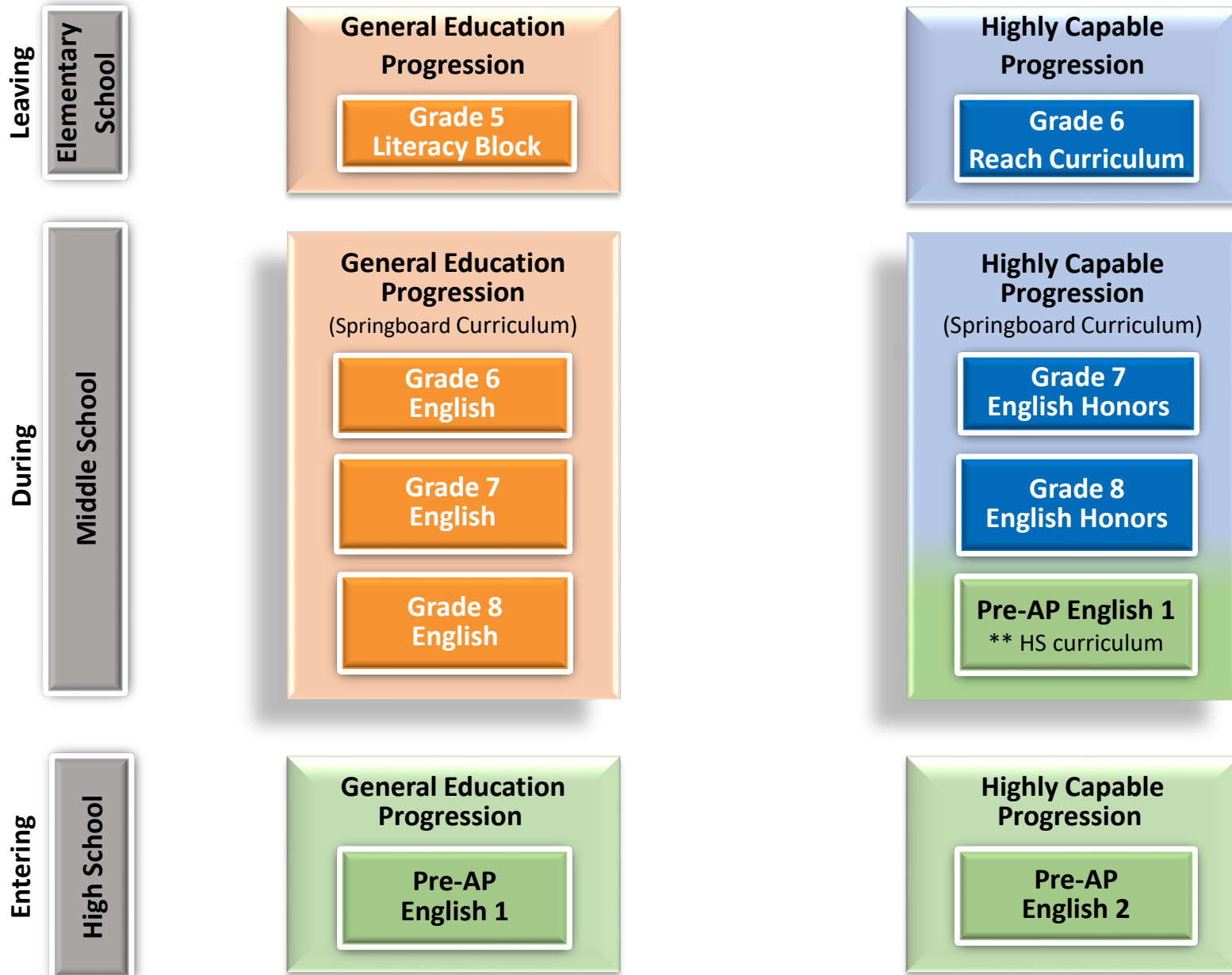
Advanced Pathway

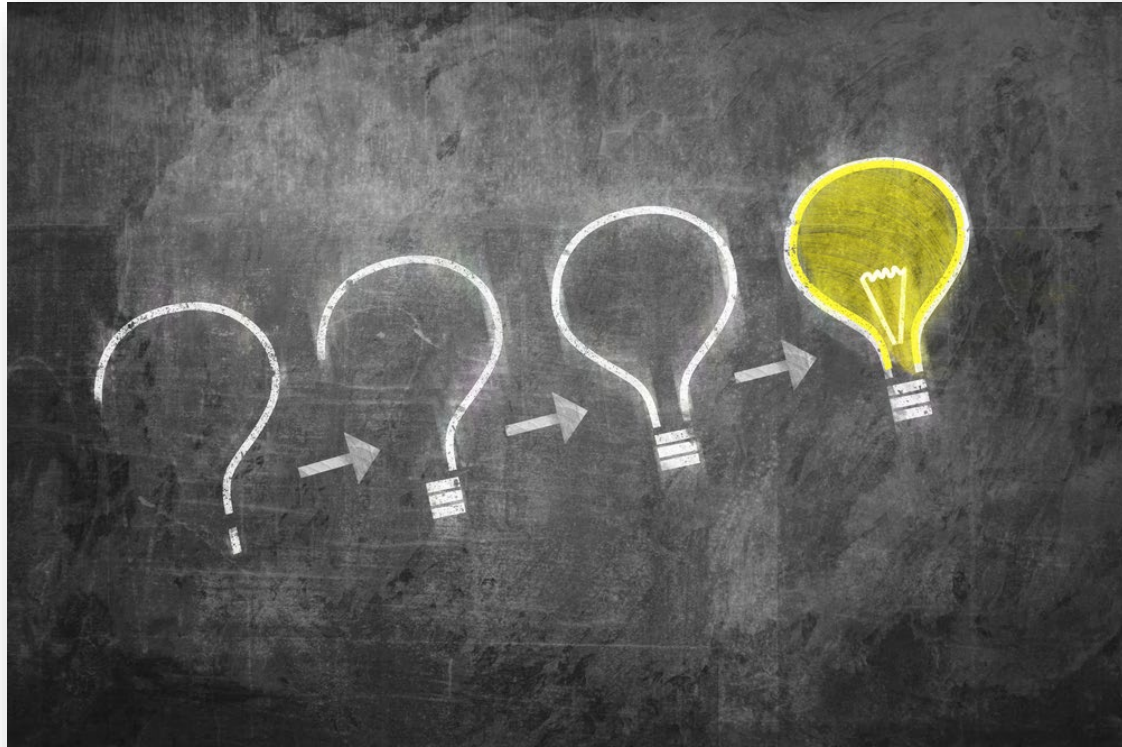
Geometry

Highly Capable

Algebra 2

Middle School *English* Progression





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)

For students
currently in
grade 1:

- The subtests are not timed.
- Six sections total, 24 questions each
- All parts of the test are read to the students.

For students
currently in
grade 2-4:

- All parts are timed.
- Each test contains 3 sections, 15 to 25 questions
- Students read all parts of the test themselves.

For all
students
grades 1-4:

- Students answer questions on Chromebooks
- 92nd percentile in each area.



Verbal Section

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

Picture format (Grade 1)

Text/Standard Format (Grades 2-4)

VERBAL BATTERY	Picture/Verbal Analogies	Text/Standard Format (Grades 2-4)
		<p>TV → watch : newspaper →</p> <p>J deliver K comics L read M magazine N listen</p>
	<p>"Which one swims in the ocean?"</p>	<p>The fastest runner _____ the race.</p> <p>A loses B wins C watches D starts E makes</p>
Picture/Verbal Classification		<p>apple orange pear</p> <p>A fruit B carrot C pea D lemon E onion</p>

Quantitative Section



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

Picture format (Grade I)

Text/Standard Format (Grades 2-4)

QUANTITATIVE BATTERY	Number Analogies	
		<p>[1 → 2] [3 → 4] [5 → ?]</p> <p>A 2 B 4 C 6 D 8 E 12</p>
		<p>$[\text{?}] = 2 + 3$</p> <p>A 2 B 3 C 4 D 5 E 6</p>
Number Series		<p>1 2 4 5 7 8 →</p> <p>A 7 B 8 C 9 D 10 E 11</p>



Non-Verbal Section

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

Picture format (Grade I)

Text/Standard Format (Grades 2-4)

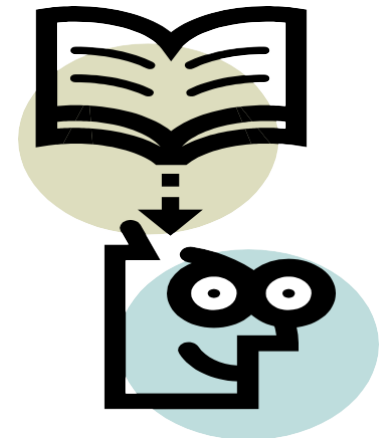
NONVERBAL BATTERY	Figure Matrices		
	Paper Folding		
	Figure Classification		

Iowa Test of Basic Skills (ITBS)



Academic Achievement

- 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





Additional Measures for Consideration

- Teacher Referral
- iReady Scores
- SBA Scores



*Evidence of Exceptional Creativity,
Learning Characteristics,
Motivational Characteristics*



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 meets the highly capable criteria and would benefit from highly capable services



Understanding Your Options



Referral Process

- November 1 – December 16: Referral Window
 - Parents complete Referral for Testing Form
 - **Due December 16, 2023**
 - Teachers complete Referral Form. Our office will coordinate the submission of teacher forms.
- During February & March 2023: Highly Capable Testing at students' current school.
- Mid-April 2023: Selection Committee reviews Inventories and Test scores to place students.
- May 2023: 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
- ❖ Recognize that gifted children's behavior can be perceived in various ways

If my child does not qualify, what are my options?



You can have your child take the HC 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 academic concerns with staff at your school – teacher, counselor, principal. Be specific about concerns.
- Consider providing your student learning enrichment activities or camps



Highly Capable Testing

When: February thru March 2023

Location: At your student's current school

Day: Varies by location. You will receive a testing schedule in advance.

Time: During the school day

Helpful Tips

- Be sure your child gets plenty of rest the night before testing.
- Arrive on time so they can be taken to the room where they will be tested and so the test can start on time. Once the testing begins, students who arrive late are unfortunately not able to take the test.
- We'll build in time for stretch breaks. You can help them feel confident and relaxed for the day.

HOME

OUR DISTRICT

ACADEMICS

DEPARTMENTS

PROGRAMS

STUDENTS

PARENTS

COMMUNITY

EMPLOYMENT

Programs Overview

Homeless - KIT Program

Challenging Options


P-5 Instruction & Early Learning


Multilingual Learner


Section 504


Health Services


Title I/LAP


BUS ROUTES


ENROLLMENT


GRADES

MENUS

PAYMENTS

REPORT/ASSISTANCE

TECHNOLOGY

CALENDAR

Home » Programs » Challenging Options » Highly Capable Program (Grades 2-5)

CHALLENGING
OPTIONS

Overview

Calendar

LEAP (Grades K-1)

Highly Capable Program (Grades 2-5)

Referral


Screening


Evaluation


Participation


Highly Capable Program
identification process

The Highly Capable Program is an alternative placement for **grades 2-5 students** who require additional and accelerated experiences.

Referral

Screening

Evaluation

Participation

The Highly Capable program in Everett Public Schools is designed to meet learning needs and challenge students who have advanced thinking and academic abilities. "HC" classes, as they are often referred to, are open to students in second, third, fourth and fifth grade.

HC students learn and study in self-contained classrooms with a fast-paced curriculum that encourages and inspires them to develop higher-level thinking skills. HC classrooms are held in specific schools in the district, based upon qualified enrollment. The district provides transportation to students in HC classes.

Contact



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- ❖ HC Website: www.everettsd.org/Page/6668

Questions?

*Being gifted is not
about being "better."*

*It's about having
different learning needs.*