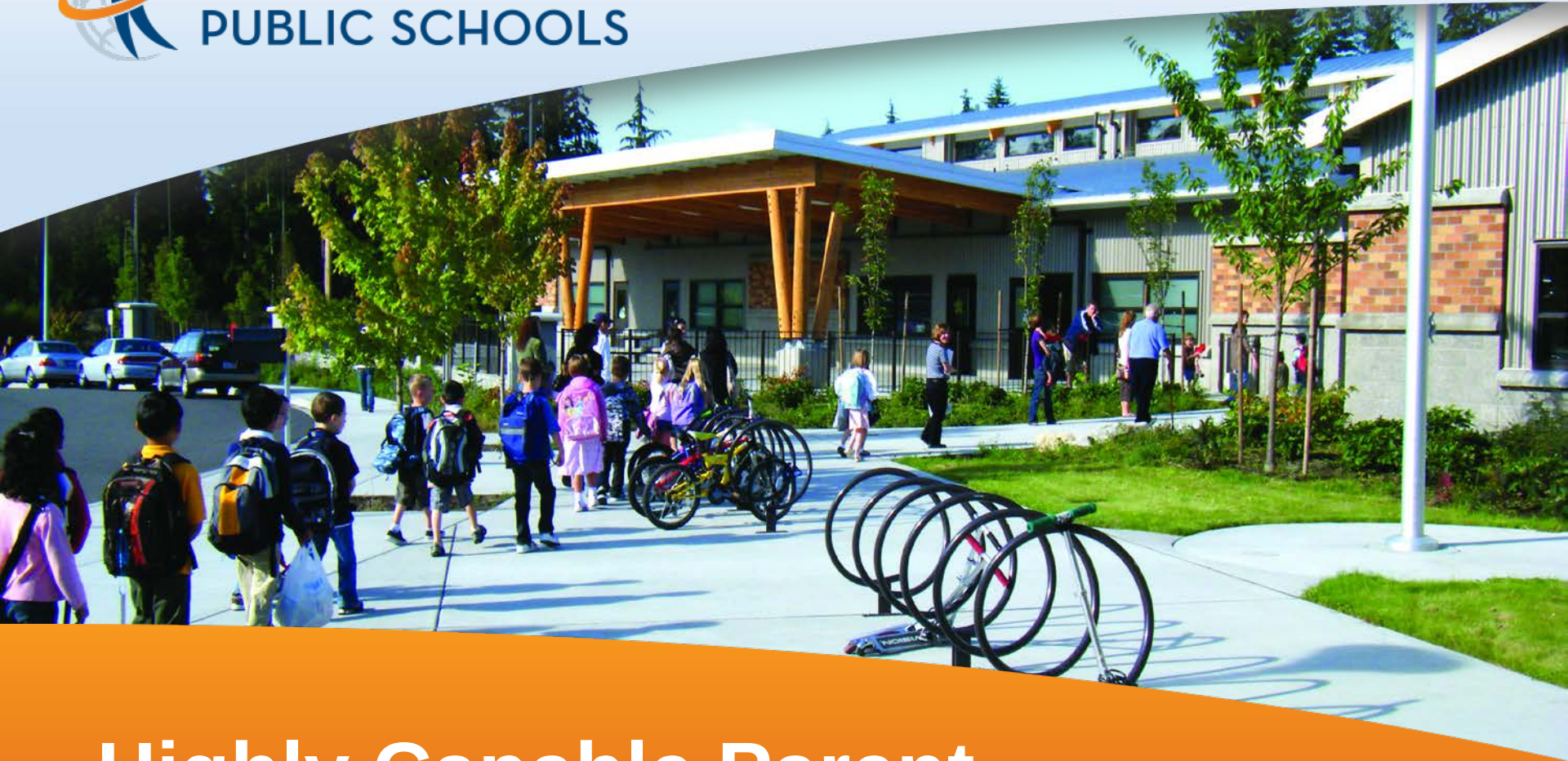




Highly Capable Parent Information Nights

November 6, 8, 27, & 29, 2018

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:

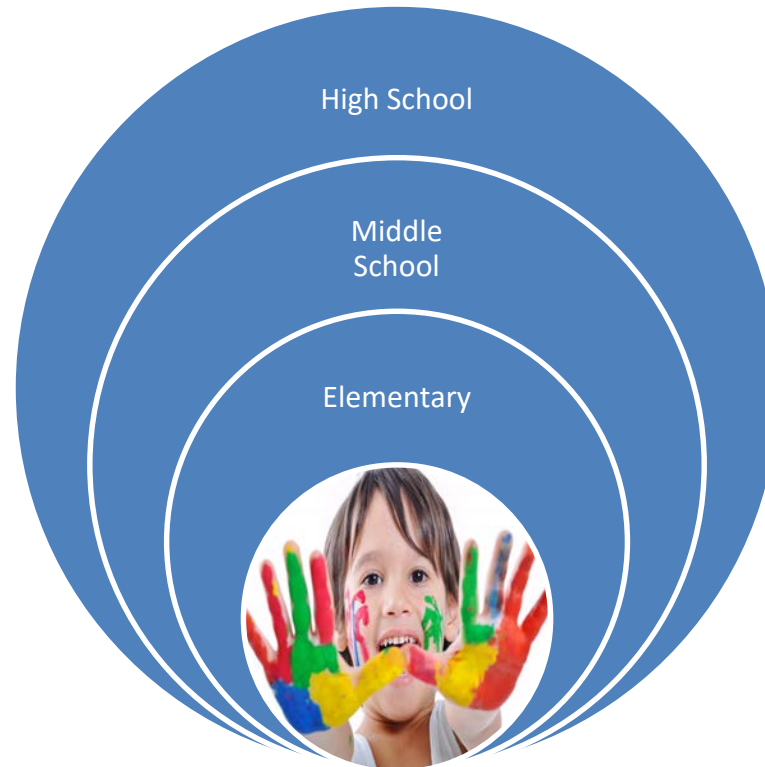
- Thinks up unusual ways to solve hard problems?
- Generates and comprehends complex and abstract ideas?
- Exhibits feelings and opinions from multiple perspectives?
- Thinks logically and wants things to make sense?
- Prefers the company of intellectual peers?
- Is an expert who abstracts beyond the 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. Curriculum is taken deeper not further or faster.
- Often project based. More homework such as a special project or if students do not finish work in class.
- 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

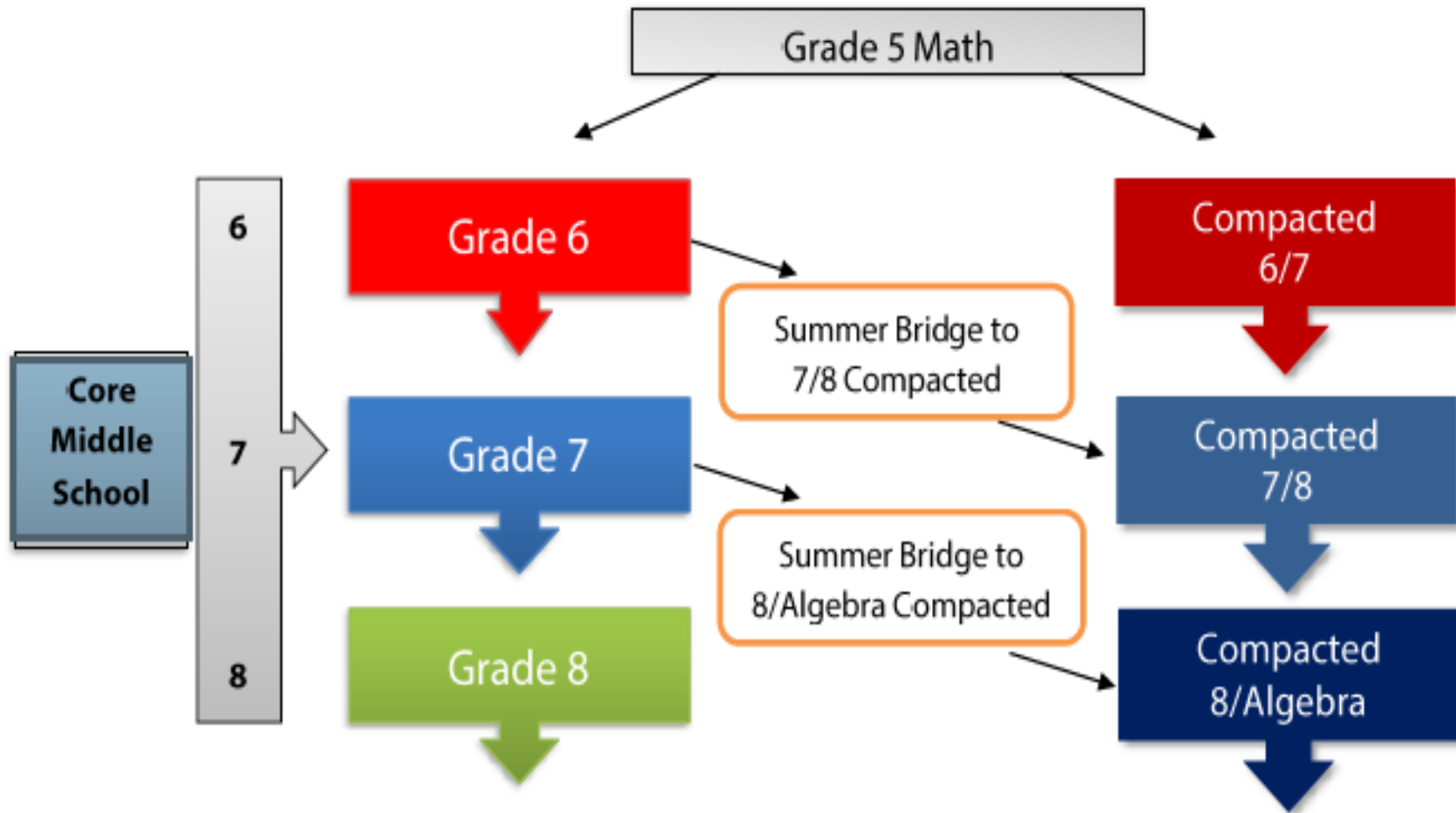
Penny Creek Monroe
Silver Lake Jefferson

View Ridge Emerson
Jackson Madison

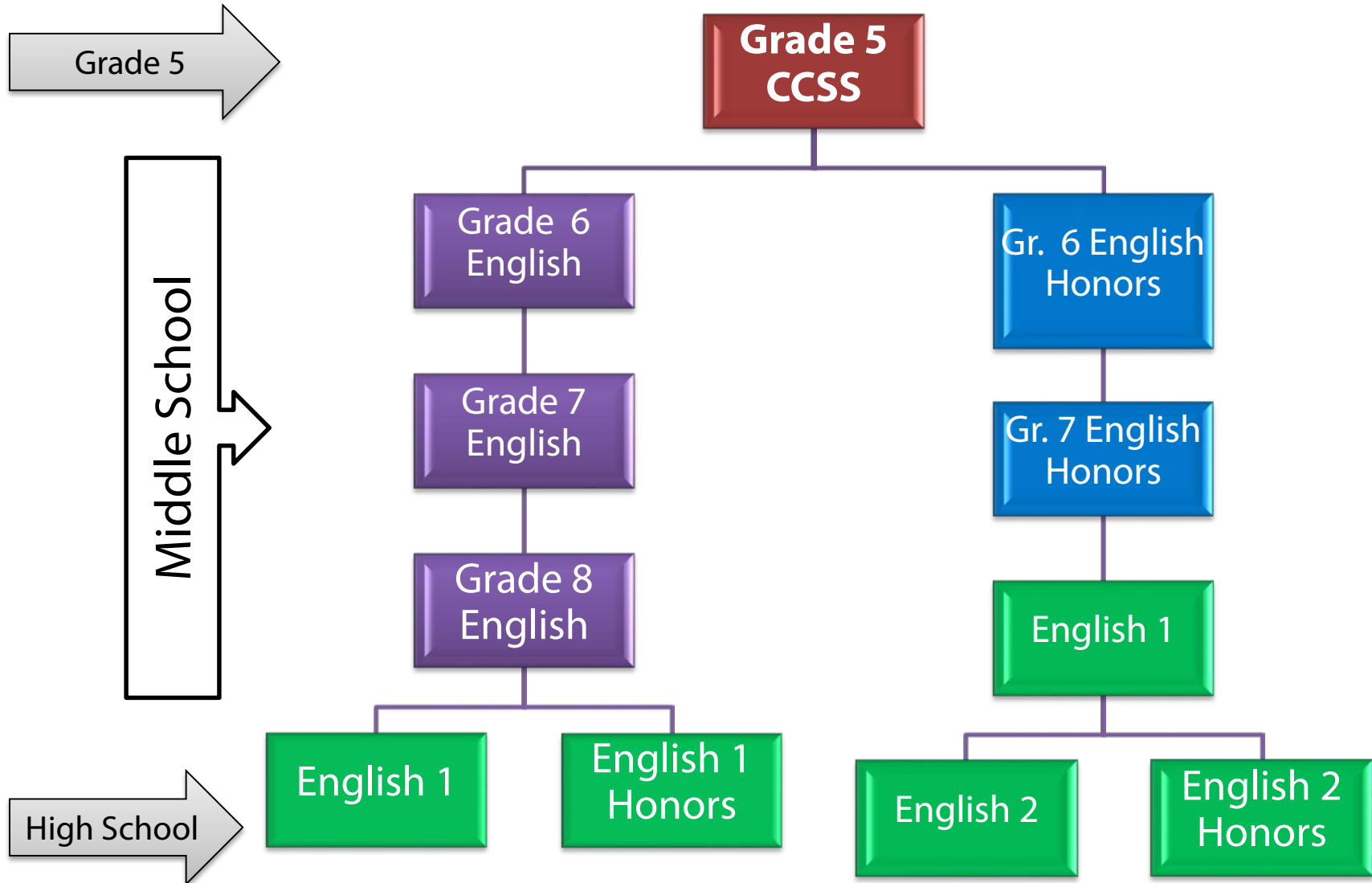
Forest View
Silver Firs

Whittier Hawthorne
Garfield Lowell

Secondary Mathematics Sequence



Middle School English Sequence





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.

Three Sections of the Cognitive Abilities Test



- Verbal Battery
- Quantitative Battery
- Nonverbal Battery

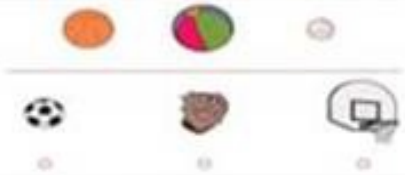


The types of questions in these three sections differ for the Primary Battery (for students currently in grades 1) compared to the Multilevel Battery (grades 2-4).

Verbal Battery



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

VERBAL BATTERY	Verbal Analogies	 Grade I	TV → watch : newspaper → J deliver K comics L read M magazine N listen
	Sentence Completion	"Which one swims in the ocean?" 	The fastest runner _____ the race. A loses B wins C watches D starts E makes
	Verbal Classification		apple orange pear A fruit B carrot C pea D lemon E onion



Quantitative Battery

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

QUANTITATIVE BATTERY	Number Analogies	 +   + ? 	Grade I	[1 → 2] [3 → 4] [5 → ?] A 2 B 4 C 6 D 8 E 12		
	Number Puzzles	     				[?] = 2 + 3 A 2 B 3 C 4 D 5 E 6
	Number Series	  			1 2 4 5 7 8 → A 7 B 8 C 9 D 10 E 11	

Non-Verbal Battery



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

		Grade 1	Grades 2-4
NONVERBAL BATTERY	Figure Matrices		
	Paper Folding		
	Figure Classification		



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 15 – December 3: Referral Window
 - Parents complete Referral For Testing/Permission Form
 - **Due December 3, 2018.**
 - Teachers complete Inventory Form. Our office will coordinate the submission of teacher forms.
- Saturday, February 2: 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 2, 2019

Where:

Students who attend:		Take tests at:
Cedar Wood Mill Creek Woodside		Mill Creek Elementary
Students who attend:		Take tests at:
Forest View	Jefferson	Penny Creek Elementary
Silver Firs	Monroe	
Silver Lake		
Penny Creek		
Students who attend:		Take tests at:
Emerson	Madison	View Ridge Elementary
Garfield	View Ridge	
Jackson	Whittier	
Lowell	Hawthorne	



Highly Capable Saturday Testing

When: Saturday, February 2, 2019

Time:

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

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

Questions?



Gifted is not about being "better." It's about having different learning needs and different wiring.

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