ENRICHMENT-EXPLORE

For INDIVIDUAL EXCELLENCE the K-4 School Experience

Abstract Thinking Skills

Compacting

All Children

All Children

Enrichment

Curriculum

This handbook is designed so that staff and parents will have a clear understanding of the procedures for the K-4 Enrichment and Explore programs. It is also designed to provide staff and administrators with answers to commonly asked questions about these programs.

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EXPLORE DEFINITION

Student – The gifted child possesses an early aptitude for abstract thinking. These children tend to demonstrate high level thought processes, i.e., the ability to see patterns, identify and consider multiple solutions, make valid generalizations, share insightful observations, in addition to drawing logical conclusions. The demonstration of academic potential appears in a multitude of areas, which allows the gifted child to consistently take in complex information and conceptual data beyond grade level expectations. These children are intuitive learners who need little or no explanation, but seem to learn effortlessly.

Purpose – To provide a sufficient academic challenge in order to require growth.

D67 PHILOSPHY FOR ENRICHMENT-EXPLORE PROGRAMMING

District 67 is committed to an educational vision that recognizes the value, needs, and talents of each child and strives to assist the child in reaching his/her full potential. The Enrichment-Explore Program embraces this vision and is an integral part of this commitment.

District 67 recognizes the diverse academic and social/emotional needs of the gifted child. In response to these needs, Enrichment-Explore provides a curriculum which is differentiated in pace, depth and content level, and in which both enrichment and acceleration are the norm. Through the curriculum, academic environment, and various support services, Enrichment-Explore works to foster within students a desire for academic excellence, the confidence to take risks, a sense of responsibility, and a healthy self-concept. The program challenges students to translate potential into performance.

What do the terms "Gifted and Talented" mean?

National Association for Gifted Students:
Students who have cognitive abilities significantly above the norm and or who have demonstrated an exceptional aptitude or talent are considered gifted and or talented. They thrive on complexity and depth and need the abstract thinking approach to learning used in gifted education classes.

Here are some additional references that have been used in the gifted community at large: August 1971 Congressional Report Gifted and talented children are those identified by professionally qualified people who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

The Explore and Quest programs in District 67 identify and serve children with gifted intellectual ability (High level thought processes, divergent and abstract thinking) and highly exceptional ability in Math and or Language Arts. Children who excel in creativity and the arts are well served with differentiation within the district curriculum.

The students are identified using a matrix and through final determination by the Quest committee. For more information regarding the specifics of the matrix or procedures for admittance into the program please contact Colleen Brueggeman at 1-847-235-9665.

RATIONALE FOR A SEPARATE EXPLORE CURRICULUM

If success as an adult is dependent on the ability to put forth effort, to be persistent, be organized, goal oriented, and a problem solver, then…

- We must consider that these traits are only developed when the answers are not easily accessible
- To the degree that Explore students are different from their peers, they need a different set of interventions to get them to work and grow academically
- The Explore curriculum is not designed to give some students an advantage, but to provide an equal opportunity to develop potential and skills for success

BELIEFS FOR EXPLORE CURRICULUM

- Learning occurs at a different pace, depth and style for children, including gifted students.
- A curriculum modified in level of content, depth, and pace is necessary for gifted students in their area(s) of strength.
- Abstract ideas and complex issues are consistently grasped and extended by gifted students in a deeper, broader manner than by their age-mates.
- Gifted students need opportunities to learn with other gifted students as well as with other age-mates.
- There is a need for support services to assist with the social/emotional development of gifted students.
- Students need to have their gifts recognized, supported, and properly challenged as early as demonstrated.
- Gifted students are often asynchronous in the development or demonstration of their abilities and require appropriate modification to challenge and grow academically.
- Gifted students need teachers trained in gifted education and approved by the State of Illinois as teachers of the gifted.
- All staff needs on-going staff development in the area of gifted education.

PROGRAM SERVICES

- Daily curriculum in language arts, and/or math for identified students in third and fourth grades at least one to two years beyond grade level
- Collaboration on curriculum modifications for students in grades 3-4, as needed
- Collaboration on methods and materials for the teaching of thinking skills to all students
- Staff trained in gifted education will be employed by the Explore Program to teach identified students

CURRICULUM DESIGNING PROCESS

Our work in curriculum consists of:

- Analyzing learner characteristics
- Analyzing the standard curriculum
- Reviewing Best Practices for the Gifted Learner
- Modifying learner objectives relative to content, product, process, and environment
- Documenting student growth
- Developing content and performance outcomes by grade level and subject
- Designing assessment that will document academic success relative to outcomes
- Reviewing the standard curriculum as it changes through the district's committee processes
- Refining goals and objectives based on student performance and updated standard curriculum
- Utilizing summer curriculum work as a team to consistently update parts of the curriculum

ELEMENTS OF DIFFERENTIATION FOR EXPLORE

- Global view of curriculum – includes rationale, the "big picture", and a universal theme
- Pace is quicker – less time on drill and practice; use of compacting
- Thinking is more demanding – more analysis, synthesis, evaluation
- Content is complex, based on issues, problems, and/or themes
- Level of content needs to be challenging for the student in order to require growth
- Classroom environment assures psychological safety by having similar students grouped together with teachers trained in gifted education
- Psychological safety provides an arena where students are not embarrassed to excel, to have unusual perspective, or not get it right the first time

EXPLORE PROGRAM GOALS FOR IDENTIFIED STUDENTS

1. As a result of participation in the Explore or Enrichment programs, students will demonstrate growth in achievement in their area(s) of strength.
2. The Explore and Enrichment programs require students to grow in academic effort, persistence, organizational skills, academic risk-taking, independence, interpersonal skills, and tolerance for ambiguity and behaviors of critical and creative thinking skills.

Program Impact on all students:

1. Through assistance and encouragement from Explore-Enrichment staff, all students will have opportunities to explore talent and develop thinking skills.
2. Explore-Enrichment staff will be available to collaborate with classroom teachers in providing appropriate academic challenge for all children through differentiation strategies.

BELIEFS ABOUT TESTING AND IDENTIFICATION

1. Since aptitude testing is normed based on age, older children at a grade level do not have an advantage, and younger children are not penalized.
2. **Numbers or percentages of our population do not drive our program, but by students who fit the program definition and demonstrate the need for a differentiated curriculum.**
3. Classroom modifications for all children (i.e., enrichment, thinking skills instruction, compacting) are determined by individual student performance, not the identification process.
4. No child is placed in our program without objective data and professional judgment that support the placement.
5. Placement in Explore should be based on evidence of need and potential. We do not recommend children for Explore on a trial basis.

IDENTIFICATION IS BASED ON:

PROFESSIONAL JUDGEMENT is used with classroom evidence to support that the student demonstrates key elements of our definition. When professional judgment and test data are not congruent, the Quest Review Committee makes the placement decision.

TEST DATA includes the CogAT scores and NWEA reading/math score normed one grade level above. If CogAT scores are unavailable a WISC for LA and math will be used, which is individually administered by a school psychologist.

PERFORMANCE TASKS are a series of activities that allow students to demonstrate the qualities we are looking for according to the definition. These have been normed by grade level Explore expectations and are administered by a trained Explore staff member.

IDENTIFICATION/PLACEMENT

Those students entering third or fourth grade, who meet both objective and professional criteria, will be placed in either the daily language arts or math programs, or both. If professional criteria and objective data are not congruent, the Review Committee will make the placement decision.

EXIT CRITERIA AND PROCEDURES

If an Explore student is at the frustration level in the program, grades are consistently low; the following steps will be taken:

1. Teacher will already have been in contact with the parents explaining the concerns for the child. The teacher will have already tried many interventions with the child.
2. Teacher will notify the Director and principal about the concerns for the child.
3. Teacher will meet with the parents to explain the standards that need to be achieved for success in the program and the problems the child is currently having in meeting those standards. Teacher will explain interventions that have already been tried with this student.
4. A written plan will be created to help the child succeed in meeting the standards. The student, parent, and teacher will sign the plan. The student will be given 4 – 6 weeks to meet the standards.
5. If after this 4 – 6 week period the child is still at the frustration level, and has not met the criteria for success in the Quest Program, parents will be notified. The child will be exited from the program into the level of instruction that is more appropriate for his/her learning needs.

SCREENING PROCEDURES – ELEMENTARY

District 67 teachers do a wonderful job differentiating instruction in the regular classroom. Most children's needs are met with differentiation in the classroom. When students' abstract thinking abilities are superior to their classmates, and their performance is well above grade level, screening may be appropriate.

Note: Students new to the district can be screened during any time of the school year. Students who have been screened previously must wait for one year to elapse before another screening can occur.

If a classroom teacher in grades 2-4 wishes to recommend a child for placement, He/she must consult the Enrichment-Explore Teacher(s) at that grade level.
The classroom teacher will complete the Professional Judgment Form for Language Arts (Verbal) and/or Mathematics to share with the Explore -Enrichment teachers and then send it to the K-8 Director. Student work, which was completed entirely in class, and demonstrates the qualities we are looking for, is to be attached to the Professional Judgment Form when appropriate.

The Explore Teacher and/or the Enrichment Teacher will enter the correct tests scores on the screening MATRIX for Language Arts and/or Mathematics. The NWEA MAP Math and/or Reading Comprehension test information must include norms data for the student's a year advanced.

Any parent whose child is in grades 2-4 may fill out a parent request for screening. We will review that document and screen the student during screening time.

The classroom teacher must consult with the Explore-Enrichment teachers regarding the student's abilities. The Enrichment-Explore teachers need to contact the K-8 Director to determine if the student was screened before. The classroom teacher must fill out a professional judgment form and send it to the K-8 Director. The K-8 Director or the Explore teacher will start a matrix and determine if further testing is warranted. The Director will contact the parents if further testing is warranted.

Students at the elementary level must have a minimum of 12 points on the matrix BEFORE ANY OFF-LEVEL TESTING IS ADMINISTERED. Once the information is compiled by the K-8 Director, the student's name will be placed on a master list. If necessary, off-level tasks and/or further testing by a school psychologist will be assigned by the K-8 Director. If the student does not receive the required points, the K-8 Director will notify the parent, as well as the classroom teacher and the school principal.

An Explore Teacher who has been trained in the administration of the off- level tasks will administer these tasks for students. This data will be shared with the K-8 Director.

Once all data pieces are received, the K-8 Director will have screening meetings in all of the elementary buildings.

The classroom teacher(s), Explore/Quest staff, and the principal will be invited and encouraged to attend the Quest Review Committee meeting where we will determine final placements.

The Quest Review Committee will discuss the performance data for each child being considered, with input from the classroom teacher(s), Explore-Enrichment team member(s) or other staff members. Only the Quest Review Committee has the authority to place a student in Explore based on recommendations and data.

After the Quest Review Committee meets, the Explore Director will inform the student's parents, building principal, classroom teacher(s), and Explore-Quest staff of the decision.

Enrichment Resource Teachers

Enrichment Resource Teachers (ERTs) collaborate with your child's classroom teacher to teach thinking skills and extend the district curriculum. ERTs do not have a set curriculum, but follow guiding principles in creating lessons for all grades. We focus on three areas: critical thinking, creative thinking, and problem solving.

Critical Thinking: Critical thinking is making judgments. It includes using criteria to make decisions, supporting a position with evidence, identifying attributes for classification, drawing conclusions based on logic, identifying cause and effect relationships, inferring information from evidence, sequencing events or information, predicting outcomes based on patterns, and making appropriate generalizations.

Creative Thinking: Creative thinking is creating new ideas. It includes designing unique and relevant products, creating alternatives, having an original perspective, elaborating or adding detail, expressing novel answers, creating new combinations, being driven by curiosity, hypothesizing, and tolerating ambiguity.

Problem Solving: Problem Solving uses critical and creative thinking. In solving any kind of problem, we use critical thinking to analyze its components and creative thinking to generate good solutions.

Enrichment teachers apply these principles to teaching children in language arts, math, and other subject areas. The children learn metacognition -- to think about their thinking. They recognize they need to remember information, understand and explain concepts, make connections and applications, be analytical and logical, evaluate and make inferences from information, and create new products.

Enrichment teachers use overarching generalizations or "big ideas" as they teach across content areas. These include ideas like: change, systems, patterns, structures, community, and exploration.

In mathematics, we emphasize problem-solving strategies so that children connect thinking skills and math concepts to multi-step problems. These strategies include: using logical thinking, finding a pattern, making a table, finding all possible combinations, making a picture or diagram, working backwards from key information, guessing and checking using logic, simplifying a complex problem, and brainstorming new approaches.

We teach mathematical concepts using big ideas from algebra: representation, proportional reasoning, balance, variable, function, and inductive and deductive reasoning. We connect skills to essential mathematical concepts.

In language arts, we focus on high-level comprehension, vocabulary development, and thinking skills. The children learn the importance of deep reading and making connections within literature and other subjects, their lives and the world. They learn to: preview, question, predict, infer, connect ideas, summarize, and evaluate. They learn to justify their opinions on evidence from their reading. The children learn the logical techniques of creative problem solving, applying the steps to issues raised through literature and also in their lives. They learn to: analyze problems, find relevant facts, find the real problem in a complicated situation, think of creative solutions, evaluate them, and create a plan of action.

These are some of the principles ERTs apply to meet children's needs for intellectual growth in their classrooms and in enrichment groups. ERTs also guide children as they delve into research topics and areas of high interest and talent. The children we work with most often thrive on depth and complexity. These children need to work together with peers who share their strengths and abilities. They come together to work in a "thinking seminar," where they learn metacognition, make connections, express their ideas, and explain their thinking.

How Enrichment Groups Are Formed

The K-4 enrichment program is flexible and based on gifted education principles. In District 67, students naturally experience an enriched environment within their classrooms. Providing an appropriate challenge is part of the nature of differentiated teaching. Enrichment is a team effort, with the ERT working with your child's classroom teacher as a resource.

Children demonstrate their affinity for the thinking skills approach to learning that the ERTs use in enrichment groups. Their performance in the classroom and in enrichment groups guides teachers and ERTs in forming flexible groups. The ERT works most with children who have the greatest need for services, in accelerated groups made up primarily of children who thrive on abstract-conceptual learning. The ERT also works with groups of children who need moderate pacing and modifications. Some children are deep thinkers who are acquiring skills in divergent ways, while others show high levels of readiness in academic skills. Teachers and ERTs work to accommodate a range of high level learning needs.

Students might work with an enrichment teacher all year and other students might work with an enrichment teacher for a period of time. These groups are flexible and change due to the needs of the students.

Teachers and ERTs meet to reflect on children's learning style, performance, and potential in forming enrichment groups. We form academic and interest groups that work together for varying amounts of time, throughout the school year.

Enrichment students receive most of their instruction within the given subject area from the classroom teacher so the enrichment teacher seldom assigns homework. This flexible, informal and interactive approach is an important tool educators use to respond to children's changing learning needs.

Children working together in enrichment groups will not necessarily meet the criteria the district has established for the Explore program in mathematics and language arts in 3rd and 4th grades. Classroom teachers and ERTs meet high level learning needs in all grades. District 67 provides a variety of opportunities to meet the needs of high-level learners.

A Note on the Third Grade Enrichment And Explore Program

Third grade is a transitional year for the Enrichment and Explore programs. At the end of 2nd grade, District 67 uses a matrix and a review committee to determine children who meet criteria for placement in the 3rd grade Explore program. The matrix is a tool, which uses standardized test scores and performance assessments in the classroom and in enrichment groups. Children who have high scores on the matrix qualify for the Explore program in 3rd grade.

Knowing this, please understand that a child might have had enrichment for years previously, but now can qualify for the Explore program or have his/her needs met in the regular classroom. Classroom teachers have pre-tests in grade 3 that they give per unit in math and students are appropriately placed in groups within their team structures. For the language arts portion, guided reading (leveled reading groups) occurs naturally in the classroom.

Explore Language Arts in 3rd grade is flexible. A core group of children with high matrix scores in language arts works with the Explore teacher on a regular basis. A few other children who have high level skills, scores and potential in language arts may work in novel study groups with the Explore teacher on a flexible basis.

The Enrichment Resource Teacher (ERT) also works with flexible higher- level language arts groups in 3rd grade, meeting with groups. The ERT also works with interest and research groups. All other children work in differentiated reading groups in their classrooms.

In mathematics, the Explore teacher works with the group identified through the district's formal process. Classroom teachers teach differentiated groups in their classrooms. Children also work across the classrooms in leveled math problem solving groups, with the ERT as part of the team, working with a group on logical thinking in math.

The Explore teacher and the ERT collaborate with the 3rd grade team in language arts and math. Together, they reflect on children's performance in the classroom and in groups and provide them with many opportunities to work and grow together.

Should you have additional questions about the programs outlined here please contact Colleen Brueggeman, K-8 Gifted Director, at cbrueggeman@lfschools.net

APPENDIX A

LANGUAGE ARTS
CHARACTERISTICS AS THEY RELATE TO CURRICULUM DESIGN

Specific Learner Characteristics	Curriculum Modifications that Match the student
Engages in abstract thinking.	Exposures to materials that require inferences, judgments, supporting position, intuition and predictions.
Sees relationships, patterns and makes generalizations about a large storehouse of information.	Exposure to a wide variety of reading and writing experiences.
Makes insightful observations.	Exposure to literature and writing that uses symbolism, satire and other subtleties.
Asks complex questions, generates new alternatives and answers.	Environments that foster inquiry and psychological safety for the pursuit of answers and expression of self.
Uses high level of language development in reading and writing.	Encounters with increasingly difficult vocabulary and rules of language for further analysis.
Senses consequences and can explain inconsistencies and subtle injustices.	Exposure to thought provoking literature dealing with moral dilemmas, injustices and difficult social issues.
Speaks with an adult-like vocabulary and sophisticated language structure.	Opportunities to discuss issues with others with like abilities.
Follows complex oral or written directions.	Opportunities to work more independently

APPENDIX B

MATH
CHARACTERISTICS AS THEY RELATE TO CURRICULUM DESIGN

Specific Learner Characteristics	Curriculum Modifications that Match the student
Understands complex processes and concepts.	Opportunities to explore underlying ideas, and conceptual frameworks beyond the facts.
Sees discrepancies, probes for more data.	Encounters with teachers
Applies math to daily problem solving has a logical approach.	Exposures to real life situations where math can be applied and logic is needed.
Performs difficult math problems intuitively.	Opportunities to learn math through problem solving at a challenging level.
Thinks and learns at an accelerated pace compared to peers.	Opportunities to learn math at a pace that keeps even the brightest students involved.
Sees patterns, makes generalizations, draws conclusions.	Exposures to situations that require inductive/deductive reasoning.
Generates alternatives, discovers new approaches.	Exposures to inquiry method, and opportunities for discovery.
Explains math, has good reasoning and number sense.	Opportunities to talk about math and demonstrate answers.

APPENDIX C

Frequently Asked Questions Regarding Gifted Education K-4

What is the District Philosophy regarding Gifted Education?
District 67 recognizes the diverse academic and social-emotional needs of our gifted students. Explore and Quest services provide a Language Arts and Mathematics curriculum, which is differentiated in pace, depth, complexity and content level. Through the curriculum, academic environment and through various support services, Explore and Quest work to foster within students a desire for academic excellence, the confidence to take risks, a sense of responsibility and a healthy self-concept. This program challenges students to translate potential into performance. The board approved policy explaining some of the guidelines can be found on our district website.

What is the District Rationale for Enrichment and Explore?
Learning occurs at a different pace, depth, and style for all children including gifted students. A curriculum changed in the level of content, depth and pace is necessary. The curriculum is not designed to give some students an advantage, but to provide an equal opportunity to develop potential and success. All students should be properly challenged and growing in their learning. Students need to have their strengths recognized as early as they are demonstrated.

What are Replacement Services?
Replacement services are just that a replacement. Students who receive replacement services in Explore follow a different depth, pace and rigor than students placed in the classroom. Students have their replacement Explore Language Arts and or Math class at the same time Language Arts and or Math is being taught in the homeroom. If your child receives replacement math services in Explore your child will not have additional math instruction with the classroom teacher.

What are Explore Services?
These are replacement services for our identified gifted students in grades three and four in Math and in Language Arts. A teacher who has a background in gifted education teaches these Explore classes. In third grade we also have students who have not been identified for Language Arts, but through their higher scores on the matrix and through recommendations they also join the Explore Language Arts Class on a flexible basis. These students demonstrate strength in conceptual thinking in Language Arts. These services are five days a week and they are replacement services.

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What are Enrichment Services?
We have enrichment resource teachers who have their background in gifted education. Students who are not identified for the Explore replacement classes, but who have exhibited high potential via matrix for grades 3-4, classroom teacher input as well as enrichment teacher input are seen in these groups with like peers for support primarily in Language Arts and/or Math. In grades K-2, the ERTs work mostly with students who demonstrate a high level abstract thinking ability. These enrichment teachers also assist the classroom teachers to provide them with curricular support and they help make programming decisions for the students when they are in third and fourth grade.

If my child is identified as gifted will that change throughout the years?
No. If a child is truly gifted that will not change as he/she grows up. With that being said there are many factors that could contribute to the child needing different programs/placements at different times. As a district, we are committed to helping all children learn to the best of their ability and we will work with parents to share determinations and ways to support each child.

As a district parent when should I attend the meetings regarding gifted instruction?
All parents are encouraged to attend our district meetings. We strive to develop partnerships that assist us moving forward to best help all of our students. We want to make sure that the meetings will share information that will be helpful for you regardless of your child's placement. We will take care at planning our meetings to have topics, resources and discussions that will help all students.

When does identification occur?
Formal identification begins at the end of 2nd grade for third grade placement in Explore Math. Students for Language Arts are also identified, but additional students not placing in the program are also added per teacher recommendation. Each elementary school also has an Enrichment Resource Teacher to support students. The Explore curriculum is implemented in grades three and four. The Quest curriculum is implemented in grades five through eight.

Can I have my child tested outside the district?
It is important to work with the school district so that the tests to determine placement are completed with our evaluators. Many of the tests that are used for placement in our programs cannot be given again for several years. To provide testing consistency, we have our evaluators administer the tests determined by the Quest committee. If you have any questions regarding this, please call Colleen Brueggeman at 1-847-235-9665.

Is there a cut off amount of students that are seen for Enrichment and or for the Explore programs?
No. Enrollment into the Enrichment or Explore program not driven by numbers or percentages of our population, but by guidelines that are set up by our district. Services are to best support students with additional needs.

APPENDIX D

CogAT Parent Information

Frequently Asked Questions about the CogAT

What is the CogAT?
The CogAT is the Cognitive Abilities Test, which measures both general and specific cognitive abilities. The general reasoning abilities measured by the test show the cognitive process and strategies that help a student learn new tasks or solve problems. This test measures developed abilities, not innate abilities. The CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. The verbal section has three subtests, which focus on reasoning skills, flexibility and fluency. The quantitative section tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics.

The non-verbal section uses geometric shapes and figures. This section helps us see how students look for shapes and patterns. A separate score is reported for each of these three areas. A composite, or total, abstract reasoning score is also reported. Reasoning abilities have substantial correlations with learning and problem solving, both in and out of school. This is a multiple-choice test.

Is the CogAT a measure of achievement?
No. It is a measure of reasoning ability in specific aptitude areas.

What does the Verbal CogAT measure?
It is a measure of verbal abilities. It includes sub tests on verbal classification, sentence completion and verbal analogies. We look at the verbal CogAT score when considering students for our Language Arts Gifted programs.

What does the Quantitative CogAT measure?
It is a measure of math abilities. It includes sub tests on quantitative relations, number series, and equation building. The equation-building test looks at a students' ability to organize, structure and give meaning to an unordered set of numerals and mathematical symbols. We look at the quantitative CogAT score when considering students for our Math Gifted programs.

What is an SAS?
SAS stands for Standard Age Score. The CogAT is scored based on the child's age (Not grade level). The SAS compares your child to other children based on age. The highest SAS that a child can score on the CogAT is 150. 100 is considered to be an average SAS.

Note: Most children who qualify for Explore, Advanced Plus or Quest programs score significantly above the mean, in addition to having a very strong MAP score when compared to students who are one grade level above. Teachers also have professional judgment forms that they fill out sharing that the child works at an abstract level.

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Why do we use the CogAT as part of our Gifted Identification Process?
The high ceiling on CogAT, its ability to make reliable discriminations among the top ten percent of scores in all age groups, and its broad sampling of cognitive skills make this a great assessment to use for our Gifted Programs.

Is there a sample test that students can take?
Yes. We give students a sample test before they take the actual CogAT test so they are familiar with the types of questions that will be asked and with the format of the test.

Will I get the results of this test?
Yes. The results will be mailed home to you with an explanation sheet of how to understand the scores.

Verbal CogAT Sample Questions:

Verbal Classification:

white yellow red

a) marker b) crayon c) black d) book e) color

The correct answer is c because it shares a color like the other ones listed.

Sentence Completion:

The farmer went to the _____ to enter his prize pig.

a) fair b) zoo c) supermarket d) mall e) barn

The correct answer is a because the farmer is entering his pig in a contest and you can only do that at the fair.

Verbal Analogies:
In is to out as up is to:

a) On b) over c) top d) down e) side
The correct answer is down. Up is the opposite of down like in is the opposite of out.

Frequently Asked Questions About the WISC (Wechsler Intelligence Scale for Children)

What is the purpose of using the WISC in our district?
Purpose: The WISC is among the most widely used Children's intellectual ability assessment used today. There are ten required subtests that yield a full scale IQ score and four composite scores that are: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. The verbal Comprehension is an indicator of Giftedness, which is the score we use in our district.

How and why was it developed?
The WISC is the first published intelligence test by Wechsler. A revised edition (WISC-R) in 1974 as the WISC-R, and the third edition, the WISC-III in 1991. The current version, the WISC-IV, was produced in 2003. Each version has renormed the test to compensate for the Flynn effect; refined questions to make them less biased against minorities and females, and updated materials to make them more useful in the administration of the test. This test was developed to measure intelligence.

Why should I trust this test?
Like all IQ tests, it gives a score of intelligence where the average score is 100. 130 is considered gifted (And MENSA level.) The WISC test gives two different scores, verbal and performance. Verbal IQ indicates how the student works with language, including the language of numbers. It also includes factual knowledge. Performance IQ indicates how the student deals with written and picture patterns. WISC scores how well your child did on the test with a number score (IQ) and a percentile (how good that is compared to other students). Since this has been around since 1974 and each version has been renormed, the results can be trusted. It is still the widely used test given to assess giftedness.

Who will administer this test?
In our district we believe that a trained psychologist should only administer this test. We have two psychologists that have been trained to administer the WISC, so that is who we have administer this test to provide consistency and validity.

How is this test administered?
This test is administered one on one with one of our psychologists. This test takes approximately 45-60 minutes depending on the child's age. The psychologist calls the parent to set up an agreed upon time and place to administer this test.

What are the Verbal Subtests Given?
The first WISC subtest is Information. This measures long-term memory. Students are given questions that they should be able to recall such as how many dimes are in a dollar. The next test is similarities. This measures logical and abstract reasoning. The student has to share similarities between two items. Some of the items are concrete and some of the items are abstract. Arithmetic is the next area looked at. This area measures math reasoning. The student works with the psychologist to complete oral problem solving problems. Next, vocabulary is measured. The student is asked to define words. This

measures expressive vocabulary. Comprehension is the next area assessed. Students are asked what he/she would do in particular situations. This area looks for knowledge of appropriate social behaviors and for judgment.

How will I know how my child did on the test?
The psychologist who administered the test will send you a full report via mail. This report will also be given to the gifted department so that they can use the results for discussion of possible placement into the Gifted program.

Here is what the report will look like with all the areas filled in specific to your child and what happened during testing:

Lake Forest School District #67

300 S. Waukegan Rd.
Lake Forest, Illinois 60045-2153
(847) 234-6010
www.lg67.org
Confidential Psycho-educational Evaluation Report

Name:
Date of Birth:
Age:
Sex: Female
Date of Evaluation:

District of Residence: 67
School Attending:
Grade:
Handedness:

Reason for Referral:
Student y was referred for testing at the request of his academic team. The purpose of the evaluation was to help determine if Explore/Quest placement and/or programming would be appropriate for student y.

Background Information:
Information is given about the student's learning and family background.

Current Procedures:
Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) – *selected subtests*
Testing Observations
Student Interview

Testing Observations:
All testing observations are shared here. If there was anything atypical that occurred it would be noted here. Also, the psychologist will end with a comment if he/she believes the final score is an accurate picture of the student's IQ.

Frequently Asked Questions About the WISC - page 3

Cognitive Findings SAMPLE:
Please note that throughout the report, test scores will be reported as standard scores and percentile ranks. The following scores show how well student y performed relative to a normative group of students the same age from across the United States.

Wechsler Intelligence Scale for Children - Fourth Edition – *selected subtests*

SAMPLE

Verbal Comprehension Subtests	Scaled Score	%tile
Similarities	14	91
Vocabulary	16	98
Comprehension	13	84

Scores 8 - 12 considered average

	IQ/Index	Range	Percentile
Verbal Comprehension	126	Superior	96

[95% Confidence Interval 118-131]

With a chronological age of eight years, four months, student y attained a composite score for Verbal Comprehension (126) score in the Superior range of measured intelligence. The Verbal Comprehension Index is a measurement of an individual's verbal reasoning and concept formation. He showed a strong performance in the Vocabulary subtest, which assesses a student's ability to verbally define words in isolation and demonstrate their word knowledge. The subtest also reflects early learning and the fund of information available to the student. His Similarities subtest was above average, as was his Comprehension score. The Similarities subtest has the student abstractly verbally reason by verbally creating relationships between selected items. The Comprehension subtest has the student articulate social mores, and verbalize his/her problem-solving ability.

Discussion:
In this section any overall comments will be shared and next steps will be documented.

Certified School Psychologist
Quest/Explore Committee

Sites for kids:

www.playkidsgames.com

www.funbrain.com

www.aaamath.com

www.primarygames.com/reading.htm

www.eduplace.com/math/brain

www.mathplayground.com

www.aplusmath.com

www.resources.kaboose.com

Sites for Parents:

www.sengifted.org

www.chicago.us.mensa.org

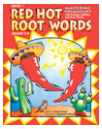
www.hoagiesgifted.org

www.giftsforlearning.com

www.thegiftedchild.net

Companies that Sell Gifted Items for Students:

www.mindware.com



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SAMPLE FORM

(Obtain the current official form from your school secretary)

Please return this form to:

Your child's current mathematics teacher

MATHEMATICS

PARENT REQUEST TO SCREEN FOR
Explore/Advanced Plus/Quest

Transfer Students:

If your child is transferring into District 67, please attach copies of tests reports.

Student_____Grade_____

Present School_____Room_____Teacher_____

Res. Tel._____ Bus. Tel._____ Cell_____

Please list the name and contact information of any teacher, or other professional, who has worked with your child and could support your observations.

_____

_____

_____

_____

Signature_____ Date_____

SAMPLE FORM

(Obtain current official form from your school office secretary)

Please return this form to:

Your child's current language arts teacher

LANGUAGE ARTS

PARENT REQUEST TO SCREEN FOR
Explore/Advanced/Quest

Transfer Students:

If your child is transferring into District 67, please attach copies of tests reports.

Student_____Grade_____

Present School_____Room_____Teacher_____

Res. Tel._____ Bus. Tel._____ Cell_____

Please list the name and contact information of any teacher, or other professional, who has worked with your child and could support your observations.

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Signature_____ Date_____