

Elementary School District 102 - Talent Development Program

Accelerated Class Service Identification for 2017-2018

11/14/17

General Notes:

- District 102 believes in an on-going student search/discovery for its accelerated classes (using multiple data points.)
- This document ONLY details the accelerated classes that have district-wide criteria.
- The standardized measures used for most accelerated mathematics are the Cognitive Abilities Test (CogAT)-Nonverbal & Quantitative score average & Measures of Academic Progress (MAP)-Mathematics (the protocol for 3rd grade trimester one is a bit different.)
- The standardized measures used for accelerated reading/language arts are Cognitive Abilities Test (CogAT)-Verbal & Measures of Academic Progress (MAP)-Reading.
- Although NOT required, results of the Academic Talent Search testing is considered to be a relevant data point in accelerated placements.
- Teacher ratings serve as information related to the demonstration of attributes typically exhibited by gifted and/or talented students. A favorable teacher rating is a score at or above the score of the talent pool at a specific grade level. These ratings relate to current classroom functioning AND provide vital information that complements other relevant data.
- Placements might consist of more than one pathway to be identified. District 102 strives to tap multiple sources of evidence to help determine the most appropriate placement. Results on the assessment of state standards and classroom performance on core curriculum and differentiated tasks are considered relevant pieces of information that are reviewed and considered.
- Research has shown that certain circumstances (e.g., language spoken at home, poverty, twice-exceptionality) can have a negative impact on students' achievement and their access to programs and services that target high ability students. D102 recognizes this fact and acknowledges that representation for these students may be unattainable because of chance and contextual factors and their negative effects on groups or individual students. In order to combat this, modifications to the identification protocols can be utilized to increase the discovery of students in these populations.
- In order to best facilitate quality discussions and student collaboration within the accelerated service, the target percentage per school is at least 10% of a specific grade level (where an accelerated class exists.)
- **Please note that differentiation is a component of District 102 classrooms and is typically based on classroom performance or student interest. There are many instances when opportunities are afforded for challenge and extension regardless of an accelerated class placement. In addition to individual teacher's ideas, several district-wide resources are available to challenge students.**

This document is for the current school year; it will be reevaluated each academic year.

For specific questions, please contact Randy Lange, PhD at langera@sd102

MATHEMATICS NOTES

1. During the 2014-2015 school year, mastery of basic facts was communicated as an expectation for an accelerated mathematics placement. Although we no longer assess this officially, students should show a high degree of automaticity of the basic math facts. A consultant for the Math Expressions resources suggested that a student should be able to generate a response to a basic math fact within 5-7 seconds. Many students in the accelerated mathematics classes know individual facts much faster than 5-7 seconds. As a student moves into advanced mathematics course (e.g., geometry, algebra II, calculus), struggling with basic facts can create barriers to success.

Concerted practice time (especially in the early elementary years) is crucial for the mastery of the basic math facts.

2. District 102 uses ALEKS as the source for on-line mathematics courses. **Any student recommended for the accelerated class in spring of grade 4 and beyond, MUST complete the on-line class.** The courses can be used for the purposes of review and/or preparation for transitioning into the accelerated mathematics strand. ALEKS may be used by students in the core or accelerated programs. More information is available about ALEKS at www.aleks.com.
3. Mathematics placement in MOST situations is evaluated in the spring of each school year. Because of the nature of a mathematics course and the possibility of creating gaps in students' understanding, District 102 does NOT typically move a student into an accelerated mathematics class during the school year.
4. Because of the required progression of mathematics classes at Lyons Township High School, a larger percentage of students are identified by grade 8 to hopefully better serve our student population. **If a student has difficulty with algebra in 8th grade, the teacher will recommend that he/she retake the course in grade 9.**
5. Discussions about individual student performance in mathematics (and the possibility of a placement review) should begin with his/her classroom teacher. The teacher will in turn contact Randy Lange.

Mathematics Strand– Grades 3-6 Accelerated Classes

Placement	Criteria	Notes
<p>Grade 3 Mathematical Investigations I</p> <p>Trimester 1</p> <p>There are three pathways to be identified in spring of second grade. Any student who fulfills the criteria for a pathway is recommended for the accelerated class for third grade.</p> <p>Note: Mastery of basic math facts is expected. Refer to page 2 of this document.</p>	<ul style="list-style-type: none"> • Student falls in the top 10% of the grade level on both MAP-mathematics administrations (grade 2) AND has a favorable teacher rating. • Student scores a 95th percentile rank nationally on a MAP-mathematics administration AND has a favorable teacher rating. • Student scores above the 90th percentile rank nationally on a MAP-mathematics administration, scores 22 or higher on the above level curriculum measure, AND has a favorable teacher rating. 	<ul style="list-style-type: none"> • In spring of second grade, MAP-mathematics scores are the standardized measures used. (In grade 3, select students will be administered the nonverbal and quantitative sections of the Cognitive Abilities Test.) • The above level measure is a curriculum-based test. It is recommended by the district that any student who scored an 88th percentile rank nationally or above on both MAP administrations were administered the above level measure AND rated. Teachers were given full latitude to administer this test to any other students they feel were not captured by the target score of 88th PR.
<p>Grade 3 Mathematical Investigations I</p> <p>Trimester 2</p> <p>There is one way to be identified.</p> <p>Note: Mastery of basic math facts is expected. Refer to page 2 of this document.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 10% of the grade level with a favorable teacher rating. 	<ul style="list-style-type: none"> • The 10% is based on local ranking not the national ranking. (Select students will be administered the nonverbal and quantitative sections of the Cognitive Abilities Test to determine the top 10%.) • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated.

*****All students in the 3rd grade core mathematics will be evaluated in the spring for possible placement at the start of 4th grade.**

Mathematics Strand- Grades 3-6 (Continued)

*****Please note that many students enter the accelerated mathematics strand AFTER 4th grade. This allows students to build a very solid foundation of arithmetic skills before becoming immersed in content that is a year above grade level.**

Placement	Criteria	Notes
Grade 4 Mathematics Investigations II There are 2 ways to be identified. Note: Mastery of basic math facts is expected. Refer to page 2 of this document.	<ul style="list-style-type: none"> • Standardized score performance at the top 13% of the grade level with a favorable teacher rating. • Placement review between core teacher and Talent Development Teacher. 	<ul style="list-style-type: none"> • The 13% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated. • On-line class is OPTIONAL in spring of 3rd grade.

Mathematics Strand– Grades 3-6 (Continued)

Placement	Criteria	Notes
<p>Grade 5 Algebraic Investigation I</p> <p>There are 3 ways to be identified.</p> <p>Note: Mastery of basic math facts is expected. Refer to page 2 of this document.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 16% of the grade level with a favorable teacher rating. • I-Excel mathematics score of 19 or above with a favorable teacher rating. • Placement Review/on-line mathematics class 	<ul style="list-style-type: none"> • The 16% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated. • On-line class is REQUIRED for newly identified students in spring of 4th grade.
<p>Grade 6 Algebraic Investigation II</p> <p>There are 3 ways to be identified.</p> <p>Note: Students are expected to have mastered the basic operations facts.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 20% of the grade level with a favorable teacher rating. • I-Excel mathematics score of 20 or above with a favorable teacher rating. • Placement Review/on-line mathematics class 	<ul style="list-style-type: none"> • The 20% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated. • On-line class is REQUIRED for newly identified students in spring of 5th grade.

Mathematics Strand– Grades 7-8 Accelerated Classes

Placement	Criteria	Notes
<p>Grade 7 Pre-Algebra</p> <p>There are 3 ways to be identified.</p> <p>Note: Students are expected to have mastered the basic operations facts.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 25% of the grade level with a favorable teacher rating. • I-Excel mathematics score of 20 or above with a favorable teacher rating. • Placement Review/on-line mathematics class 	<ul style="list-style-type: none"> • The 25% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated. • On-line class is REQUIRED for newly identified students in spring of 6th grade.
<p>Grade 7 Algebra Accelerated</p> <p>Note: Students are expected to have mastered the basic operations facts.</p>	<p>More detailed information on the identification for this class is included in this packet on page 7.</p>	<ul style="list-style-type: none"> • This is the same class offered at Lyons Township High School. • All students intending to algebra in 7th grade MUST take pre-algebra PRIOR to the start of grade 7.

ALGEBRA PLACEMENT IN GRADE 7

District 102 offers the Lyons Township High School (LTHS) course - Algebra Accelerated. The majority of our accelerated mathematics students take this course during grade 8 at Park Junior High.

The criteria are quite stringent for being placed into the double accelerated strand to increase the chance that these students will place into Honors Geometry in grade 8. Lyons Township High School only permits 8th grade students to take the honors level. Eighth graders **cannot** be placed into Accelerated Geometry.

Please keep in mind that the accelerated placement (pre-algebra) in grade 7 is intended to have extensions to accommodate high performing students.

To better ensure that we have a solid evidence base that students identified for algebra in grade 7 continue to be excellent in the future in mathematics (high school and beyond), the criteria are:

1. A combined Cognitive Abilities Test and Measures of Academic Progress score that places the student at the top 4% of the current sixth grade. Scores derived from the grade 6 administration will be used.
2. An Iowa Algebra Aptitude Test score that falls in the top 10% of the current accelerated 6th grade mathematics class.
3. A consistent history of superior mathematics achievement as evidenced by the Measures of Academic Progress. (Students need to have three of four MAP-mathematics scores starting Fall of Grade 4 at the 95PR nationally or above.)
4. A consistent history of curriculum-based and classroom achievement as evidenced by the grade 6 accelerated mathematics unit exams and teacher. (Teacher input will specifically target motivation for mathematics, independence skills, and responsibility toward one's learning.)

***Students **MUST** meet all four criteria to be placed into algebra in grade 7. If you have specific questions about your child's current mathematics performance, please contact his/her teacher.

Mathematics Strand– Grades 7-8 (Continued)

Placement	Criteria	Notes
<p>Grade 8 Algebra Accelerated</p> <p>There are 3 ways to be identified for this class.</p> <p>Note: Students are expected to have mastered the basic operations facts.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 25% of the grade level with a favorable teacher rating. • ACT mathematics score of 19 (or SAT mathematics score of 520) and a favorable teacher rating. • Placement Review/on-line mathematics class 	<ul style="list-style-type: none"> • This is the same class offered at LTHS. • Students are evaluated at the end of the year using LTHS criteria for the appropriate placement the following year as freshman. • The 25% is based on local ranking not the national ranking. • On-line class is REQUIRED for newly identified students in spring of 7th grade.
Grade 8 Geometry Honors	<p>The LTHS identification procedure is used.</p> <p>Eighth graders are ONLY permitted to take Honors Geometry at the high school.</p>	<ul style="list-style-type: none"> • Students must take Algebra Accelerated in grade 7 to be placed into this class. • Students are evaluated at the end of the year using LTHS criteria for the appropriate placement the following year as freshman.

LANGUAGE ARTS NOTES

1. Students in accelerated language arts are expected to show an aptitude for written expression. They should be fluent with idea generation and able to compose a coherent and cohesive paragraph.

The district writing assessments that target narrative, informative, and argumentative writing and classroom pieces will be used to assess individual student writing aptitude. A basic writing checklist is also used. (The basic writing checklist can be found on page 10 of this document.)

Foundational writing skills and their development is NOT a key focus of the accelerated ELA classes.

2. Language arts placement in MOST situations is evaluated in the spring of each school year. District 102 does NOT typically move a student into an accelerated language arts class during the school year. Grade 5 is an exception because there is an entry point after trimester 1.
3. Accelerated ELA placement in D102 is NOT required for advanced placements at Lyons Township High School (LTHS). Every year, we have several 8th grade students who were in the core ELA class at Park Junior High, but transition into either accelerated or honors ELA at LTHS.
4. Discussions about individual student performance in language arts (and the possibility of a placement review) should begin with his/her classroom teacher. The teacher will in turn contact Randy Lange.

Basic Skills of Writing Checklist

Students in the language strand of the Talent Development Program are expected to use their solid foundation of basic skills in writing to respond to challenging texts, demonstrate reasoning, and produce a variety of original written works. The target score that suggests a solid foundation of basic skills in writing is 15 (75% of the identified skills.)

- ___ An introduction, middle, and end to the paper is easily identifiable
 - ___ Purpose of paper is clearly established through an introduction or overview
 - ___ Paragraphs indicate a shift in thought
 - ___ Paragraphs have topic sentences and supporting details
 - ___ A conclusion exists that signals the piece is ending

- ___ Sentences are complete thoughts
 - ___ Sentences begin in a variety of ways
 - ___ Simple and complex sentences are used
 - ___ A variety of transitions are present (and are not simply stated first, second ..)

- ___ Words are used correctly and precisely
 - ___ Standard American English is present
 - ___ Proper verb usage (agreement with subject, tense, helping verb included)
 - ___ Articles used appropriately and plurals are used correctly
 - ___ Pronouns have clear referents

- ___ Capitalization is used correctly
 - ___ Spelling is correct, including complex and irregular words
 - ___ Commonly confused words are spelled correctly (there/their, to/too, accept/except)
 - ___ Paragraph indenting is apparent
 - ___ A range of punctuation is used (including commas, apostrophes, colons, and semicolons) accurately and effectively
 - ___ All sentences have ending punctuation

TOTAL CHECKLIST SCORE: _____

4/15/10

**Language Arts Strand- Grades 5-6
Accelerated Classes**

Placement	Criteria	Notes
Grade 5 Language Arts Investigation I Trimester 1 There is 1 way to be identified.	<ul style="list-style-type: none"> • Standardized score performance at the top 10% of the grade level with a favorable teacher rating. 	<ul style="list-style-type: none"> • The 10% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated.
Grade 5 Language Arts Investigation I Trimester 2 There are 2 ways to be identified.	<ul style="list-style-type: none"> • Standardized score performance at the top 13% of the grade level with a favorable teacher rating. • Placement review between core teacher and Talent Development Teacher. 	<ul style="list-style-type: none"> • The 13% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated.

*****There is no placement at the start of Trimester 3 for Grade 5.**

Language Arts Strand– Grades 5-6 (Continued)

The core class also has a component where the students work with published texts/novels at their instructional level.

<p>Grade 6 Language Arts Investigation II</p> <p>There are 3 ways to be identified.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 13% of the grade level with a favorable teacher rating. • I-Excel Reading score of 20 with a favorable teacher rating. • Placement Review. 	<ul style="list-style-type: none"> • The 13% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated.
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*****Students are typically not transitioned into the accelerated class in grade 6 once the school year begins.**

Language Arts Strand– Grades 7-8 Accelerated Classes

Placement	Criteria	Notes
<p>Grade 7 Humanities Connections I</p> <p>There are 3 ways to be identified.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 16% of the grade level and a favorable teacher rating. • I-Excel reading score of 22 (ACT reading score of 19 or SAT reading score of 520) and a favorable teacher rating. • Placement Review. 	<ul style="list-style-type: none"> • The 16% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated.
<p>Grade 8 Humanities Connections II</p> <p>There are 3 ways to be identified.</p>	<ul style="list-style-type: none"> • Standardized score performance at the top 20% of the grade level and a favorable teacher rating. • ACT reading score of 20 (or SAT reading score of 540) and a favorable teacher rating. • Placement Review. 	<ul style="list-style-type: none"> • The 20% is based on local ranking not the national ranking. • Current performance related to the core curriculum and differentiated tasks will be discussed and evaluated. • Students are evaluated at the end of the year using LTHS criteria for the appropriate placement the following year as freshman.



“To keep a lamp burning, you have to keep adding oil to it.”

-Mother Teresa