



# Highly Capable Parent Information Nights

November 18 & December 3, 2020

**10:00**  
Stop

# 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 – *please use the Q&A feature*



## **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 392-170-036



## 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 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...



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

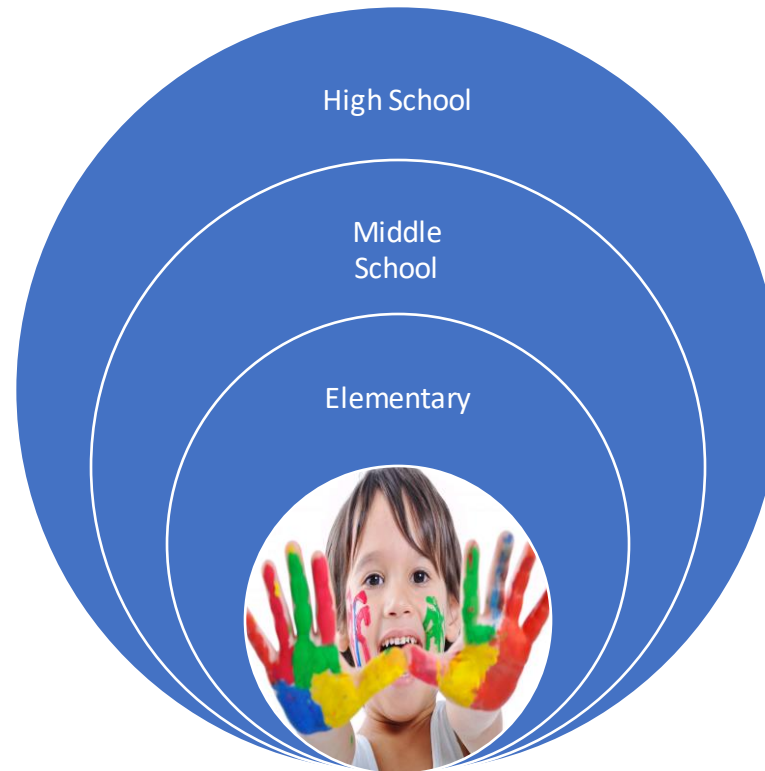
## Fall and IAP terms

- 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 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

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*Cedar Wood*  
Woodside

*Mill Creek*

*Penny Creek* Monroe  
Silver Lake Jefferson

*View Ridge* Emerson  
Jackson Madison

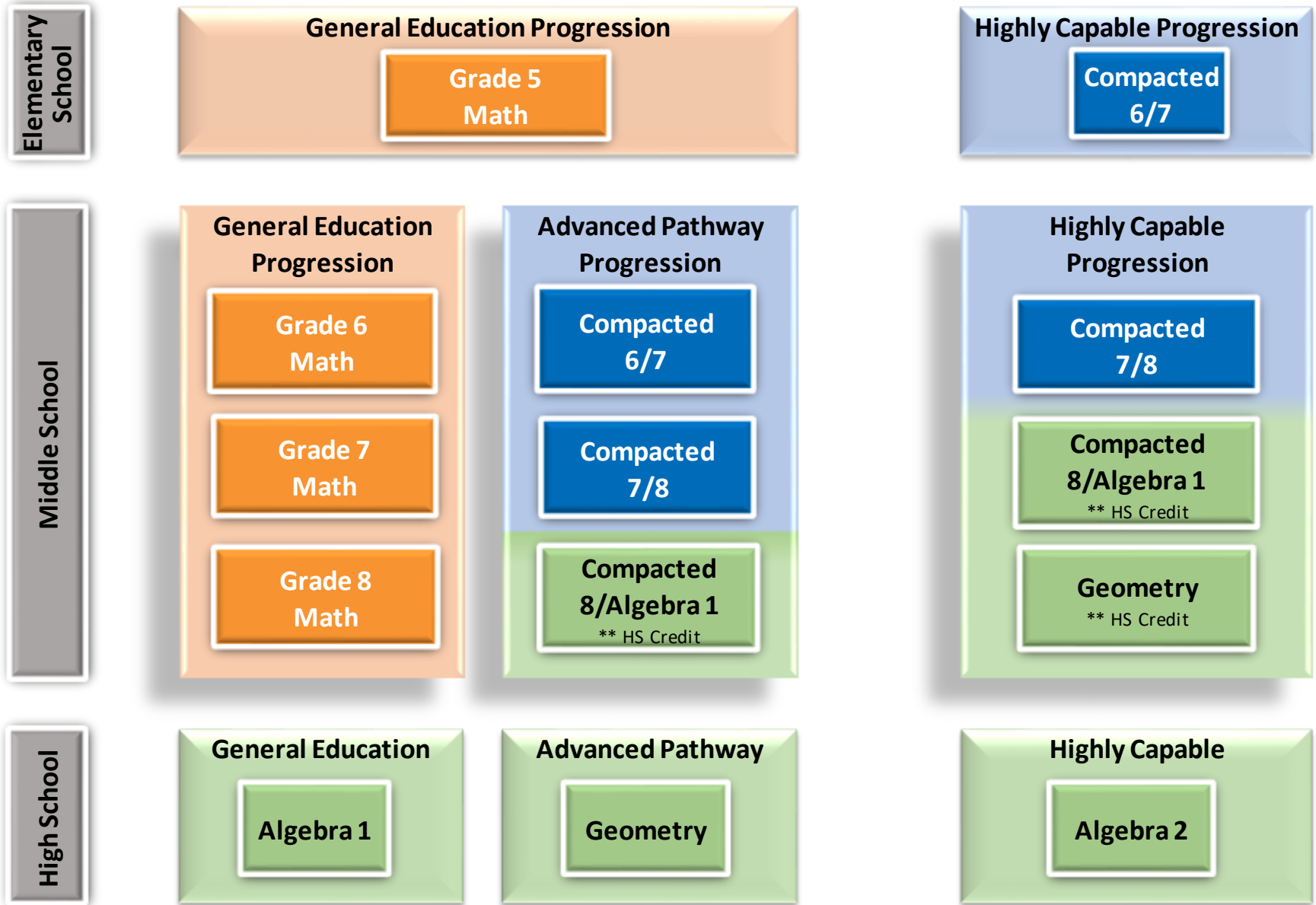
*Forest View*  
Silver Firs

*Whittier* Hawthorne  
Garfield Lowell

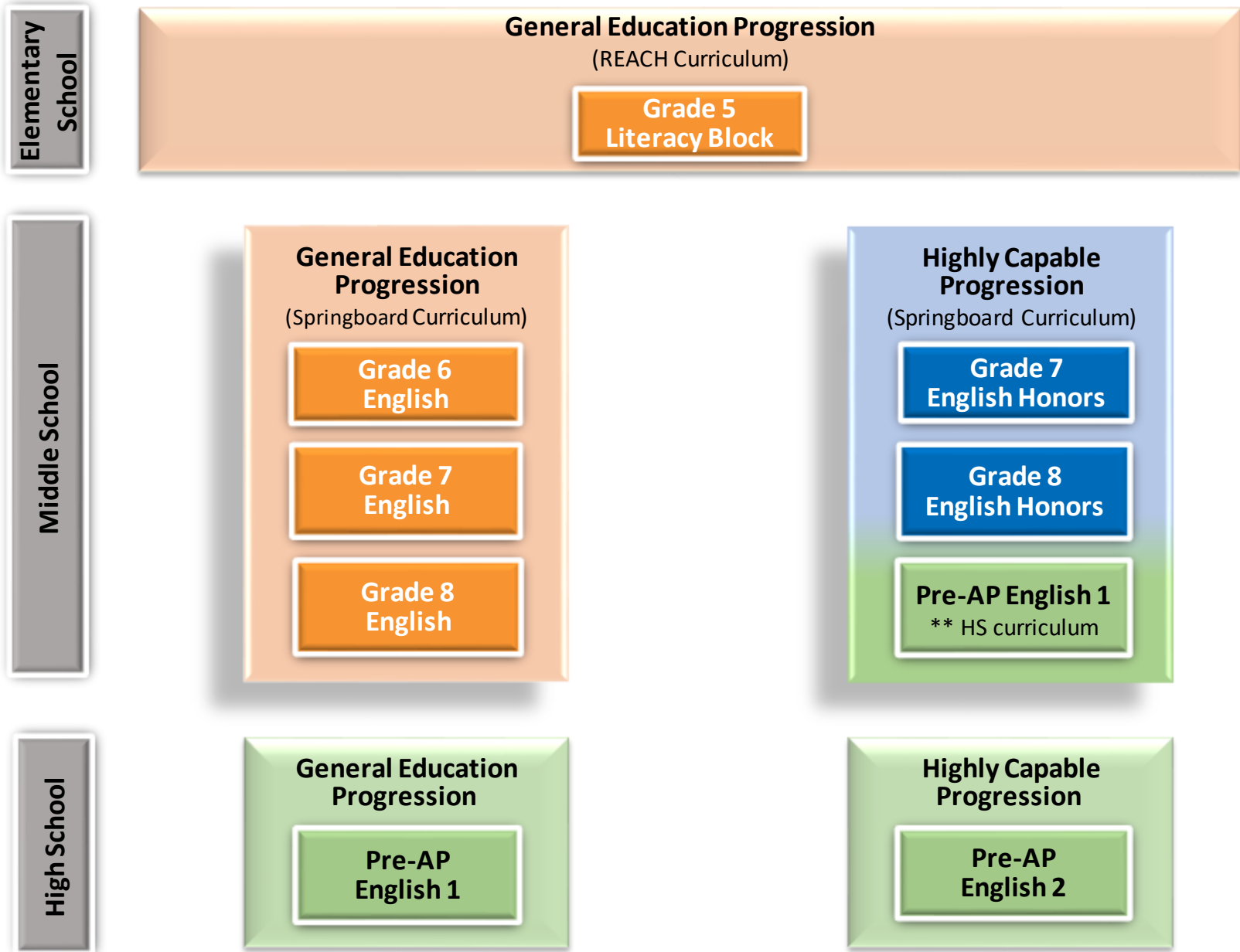
*Tambark Creek*

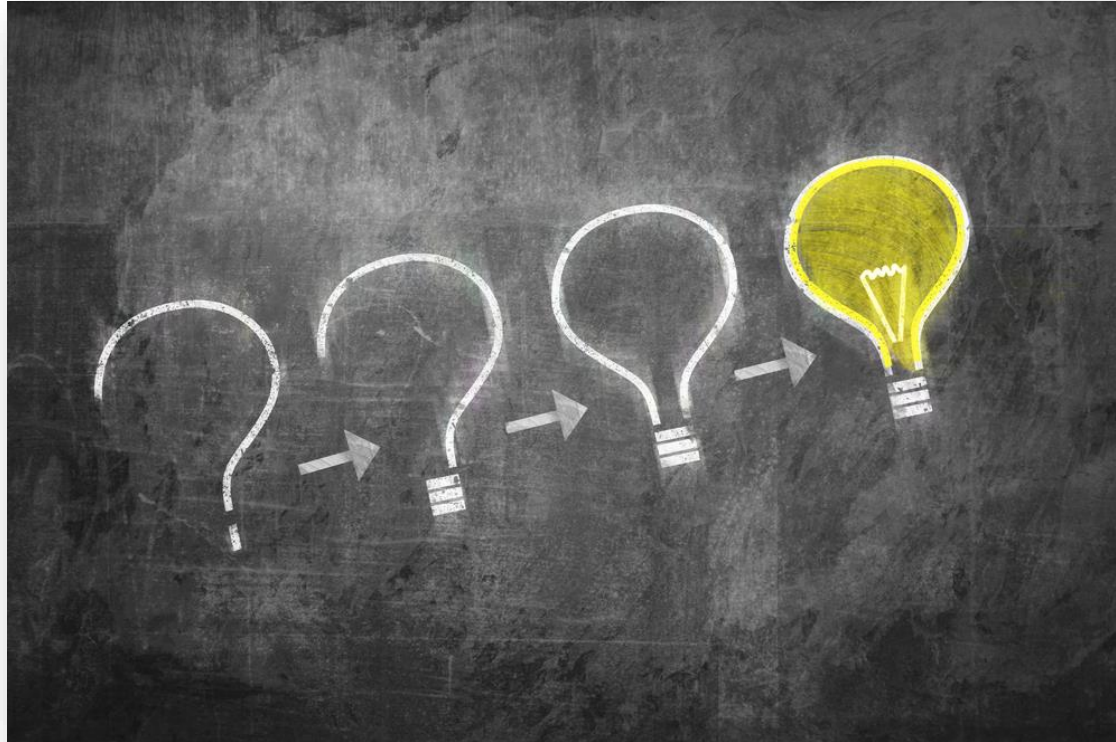


# Middle School *Math* Progression



# 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](http://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:**

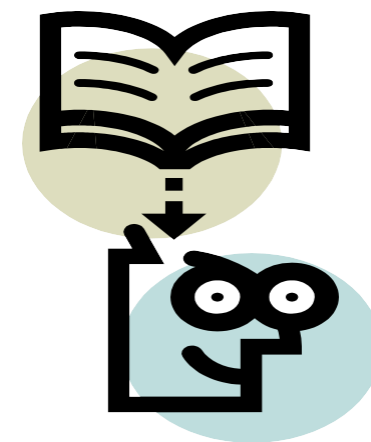
- Students answer questions on Chromebooks
- 92nd percentile in each area.



# 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

Picture format (Grade 1)

Text/Standard Format (Grades 2-4)

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



# Quantitative Battery

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

Picture format (Grade 1)

Text/Standard Format (Grades 2-4)

QUANTITATIVE BATTERY	Picture format (Grade 1)		Text/Standard Format (Grades 2-4)					
	Number Analogies			[1 → 2]	[3 → 4]	[5 → ?]		
			A 2	B 4	C 6	D 8	E 12	
Number Puzzles			$[\text{?}] = 2 + 3$					
		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

Picture format (Grade 1)

Text/Standard Format (Grades 2-4)

NONVERBAL BATTERY	Figure Matrices	Figure Matrices



# 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
- 90<sup>th</sup> 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

- November 3 – December 18: Referral Window
  - Parents complete Referral for Testing Form
    - **Due December 18, 2020**
  - Teachers complete Inventory Form. Our office will coordinate the submission of teacher forms.
- Saturday, February 6 : Highly Capable Testing
- Early March: Selection Committee reviews Inventories and Test scores to place students.
- Mid-April: 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

# If my child does 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: February 2021**

**Time:**

- First Grade -Arrive at 8:30 a.m.  
-Testing begins: 9:00 a.m.
- 2<sup>nd</sup> 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



- ❖ Dave Peters, Director of Student Support Services  
E-mail: [dpeters@everettsd.org](mailto:dpeters@everettsd.org)
- ❖ Roxann Howe, Administrative Assistant  
E-mail: [rhowe@everettsd.org](mailto:rhowe@everettsd.org)
- ❖ Highly Capable Office: 425-385-4033
- ❖ Website: [www.everettsd.org/Page/6668](http://www.everettsd.org/Page/6668)

# Questions?

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

*It's about having  
different learning needs.*