

Verona G&T Identification Criteria 1-4
Effective for the 2015-16 School Year

Below are the Gifted and Talented Identification Criteria for students in grades 1 to 4 that Verona will be using for the 2015-16 school year.

| | <i>Step #1</i> | <i>Step #2</i> | <i>Step #3</i> |
|--------------------|--|--|---|
| Grade Level | CogAT | Math | ELA |
| 1 | Verbal, Quantitative, Nonverbal, and Composite of Verbal, Quantitative, and Nonverbal <ul style="list-style-type: none"> • Administered in the spring 2015 | Math Assessment <ul style="list-style-type: none"> • Administered in grade 1 in the fall 2015 | DRA2 <ul style="list-style-type: none"> • Administered in the fall 2015 |
| 2 | Verbal, Quantitative, Nonverbal, and Composite of Verbal, Quantitative, and Nonverbal <ul style="list-style-type: none"> • Administered in the spring 2015 | Math Assessment <ul style="list-style-type: none"> • Administered in the spring 2015 (grade 1) | DRA2 <ul style="list-style-type: none"> • Administer in the fall 2015 |
| 3 | Verbal, Quantitative, Nonverbal, and Composite of Verbal, Quantitative, and Nonverbal <ul style="list-style-type: none"> • Administered in the spring 2015 | Math Assessment <ul style="list-style-type: none"> • Administered in the spring 2015 (grade 2) | DRA2 <ul style="list-style-type: none"> • Administer in the fall 2015 |
| 4 | Not administered in grade 4 | Math Assessment <ul style="list-style-type: none"> • Administered in the spring 2015 (grade 3) | DRA2 <ul style="list-style-type: none"> • Administer in the fall 2015 |

English Language Arts (ELA) Gifted & Talented Identification

- We average the results of the Verbal battery section of the CogAT and the DRA2. Students whose score fall in the top 15% are identified as gifted and talented in ELA.

Mathematics Gifted & Talented Identification

- We average the results of the Non-Verbal and Quantitative batteries and the Cumulative Math Assessment. Students whose score falls in the top 15% are identified as gifted and talented in mathematics.

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Division of syllabus within CogAT

The reasoning abilities of the student are the critical for independency of academics. The three sections are: Verbal, Quantitative and Nonverbal test, all of which give a predicted score of the student through the analyses of his stated answer to questions of psychological importance. The central idea is not to get the IQ checked but rather having the reasoning ability of the student examined with advance techniques.

1. Verbal battery section

The ability to analyze the relationship between words and acquire instantaneous vocabulary is associated with verbal battery tests in CogAT. It involves assessment of ideas with regard to presented problems and how efficiently the candidate is able to solve them. Many subjects require this quality in order to succeed with high scores. The verbal score is ascertained through the subtests. The candidate is allowed 10 minutes to complete each subtest of 20 questions.

2. Non-Verbal Battery section

The most challenging section, according to majority student reviews is the Non-Verbal Battery section, which includes illustrations, and geometrical shapes with the most original problems students have to face. The tests are made up of 15-25 questions with a given time of 10 minutes per each part.

3. Quantitative Battery section

The abstract reasoning and quantitative intellect of the student is expressed in the Quantitative Battery. The primary goal of this section is to take out the perceptive abilities of the student and review them for score predictions in the future. In the three tests of quantitative battery, the first part includes 25 questions with 8 minutes deadline, the second comprises of 20 questions with 10 minutes deadline and the last part is made up of 15 questions with 12-minute deadline.

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| | Fountas/Pinnell (Guided reading) | DRA | Lexile Range |
|---------------------|-------------------------------------|-------|-----------------|
| Kindergarten | A | A-1 | BR-100 |
| | B | 2 | |
| | C | 3-4 | |
| | D | 6 | |
| First Grade | A | A-1 | 200-400 |
| | B | 2 | |
| | C | 3-4 | |
| | D | 6 | |
| | E | 8 | |
| | F | 10 | |
| | G | 12 | |
| | H | 14 | |
| | I | 16 | |
| Second Grade | E | 8 | 300-600 |
| | F | 10 | |
| | G | 12 | |
| | H | 14 | |
| | I | 16 | |
| | J-K | 16-18 | |
| | L-M | 20-24 | |
| | N | 28-30 | |
| Third Grade | J-K | 16-18 | 500-750 |
| | L-M | 20-24 | |
| | N | 28-30 | |
| | O-P | 34-38 | |
| | Q | 40 | |
| Fourth Grade | M | 20-24 | 600-900 |
| | N | 28-30 | |
| | O-P | 34-38 | |
| | Q-R | 40 | |
| | S-T | 40-50 | |
| Fifth Grade | Q-R | 40 | 700-1000 |
| | S-V | 40-50 | |
| | W | 60 | |
| Sixth Grade | T-V | 50 | 800-1050 |
| | W-Y | 60 | |
| | Z | 70 | |

The above chart was obtained at
http://teacher.scholastic.com/products/guidedreading/leveling_chart.htm