

## Descriptions of Changes to ALE Programs

### GATE:

#### A. Dual-Language GATE Assessment

The decision was made to use the CogAT 7 in Spanish and the Aprenda Verbal Academic Achievement Assessment in Spanish, along with the CogAT 7 Spatial and Math with directions given in Spanish. The testing for the different grade levels for ELL students is shown below.

<b>ELL K-2 students</b>	<b>ELL 3-7 Students</b>
CogAT 7 in Spanish (verbal, non-verbal, quantitative)	Aprenda Verbal in Spanish
Raven Assessment w/ Spanish directions	CogAt 7 in spatial and math w/ Spanish directions
	Raven Assessment w/ Spanish directions

#### B. GATE K-2 Assessments

Beginning in the 2014-2015 SY, the CogAT 7 will be administered for K-2 students using both English and Spanish directions. The Raven (non-verbal) assessment will continue to be used along with the CogAT but with the addition of Spanish directions.

### UHS:

Accountability and Research is completing an in-depth analysis of the recruitment efforts, including the Short Answer Essay, the CAIMI, and the 7<sup>th</sup> grade CogAT7 results. This analysis will be available in July 2014 and any necessary corrective action will be based on these results.

### AAC:

There were no changes to any testing or identification instruments for Advanced Academic Courses.

### USP V.F.1.h

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Helps differentiate motivation from achievement and ability factors.

## Children's Academic Intrinsic Motivation Inventory (CAIMI)

Adele E. Gottfried, PhD

**Purpose:** Measure motivation for learning in general and across specific learning areas

**Age range:** 9 to 14 years

**Admin:** Individual or group

**Admin time:** 20-30 minutes

**Scoring time:** 15 minutes

**Qualification level:** B

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## Rubric for UHS Admissions Short-Answer Responses

	<b>3</b>	<b>2</b>	<b>1</b>
<b>1. All students have an experience or story that is so central to their identity that they believe their application would be incomplete without it. Please share your experience or story.</b>	Provides a detailed response that effectively communicates information about experiences and draws clear connections between the story/background and its relation to personal development.	Provides a response that communicates experiences but may not draw connections between the story/background and/or its relation to personal development.	Provides a response that communicates facts but contains little or no information about experiences. Draws little or no connection between the story/background and/or its relation to personal development.
<b>2. Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?</b>	Openly describes a situation where success was not achieved with concrete example(s) of the lesson(s) learned from the experience. Narration demonstrates clear ability to draw and reflect from experience and reach broad conclusions.	Describes a situation where success was not achieved with minimal example(s) of the lesson(s) learned from the experience. Narration demonstrates some ability to draw and reflect from experience and/or reach broad conclusions.	Limited or no description of a situation where success was not achieved; limited or no example(s) of the lesson(s) learned from the experience; limited or no ability to draw and reflect from experience and/or reach broad conclusions.
<b>3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?</b>	Able to clearly articulate experience that relates to a personal vision or strongly held belief and demonstrates risk-taking and problem-solving. Clearly develops rationale for future actions.	Able to articulate response to a personal vision or belief but may not involve risk-taking, problem solving. Develops some rationale for future actions.	Provides little or no example(s) and little or no evidence of risk-taking and/or problem solving. Limited or no development of rationale for future actions.
<b>4. Why do you believe you should be at UHS?</b>	Student shares information candidly and exhibits a strong ability to self-reflect. Has a clear goal or vision. Recognizes personal strengths and possible weaknesses.	Student shares information and exhibits some ability to self-reflect. Has a goal or vision. Recognizes personal strengths and/or possible weaknesses.	Student shares information and exhibits limited or no ability to self-reflect. Has limited or no goal or vision. Limited or no recognition of personal strengths and/or possible weaknesses.

## Results for Appendix 54

### GATE:

#### A. Dual-Language GATE Assessment

1. Summary: Prior to 2013-14 SY, ELL students were tested for GATE services using the English version of the CogAT along with the Raven non-verbal assessment as either a screener or a placer, depending on the year.
2. Analysis: Because of the basic inequity of this policy, research was conducted in 2013-2014 SY by the Dual-Language GATE committee, consisting of Martha Taylor- Director of ALE, Ignacio Ruiz – Director of Language Acquisition, and Helen LePage – Interim GATE Coordinator. The decision was made to use the Raven only for assessment of these students for one year, since language is not a determining factor for the Raven assessment results. Qualified students were placed at either Hollinger K-8 or Pistor MS Dual-Language self-contained GATE programs. It was also decided to research options for an alternate cognitive assessment in Spanish that would be implemented for use during the 2014-15 SY to identify ELL students for the 2015-16 SY and thereafter.
3. GATE K-2 Assessments
  - a. Summary: To date, the OLSAT (Otis Lennon School Ability Test) and Raven have been used to identify K-2 students for placement in GATE programs. Both of these assessments were administered for all students, including ELL students, using English directions.
  - b. Analysis: Because research showed that the OLSAT did not do an adequate job of identifying African American and Latino students for gifted programs, its use for placement of K-2 students in gifted programs has been eliminated.

This information mirrors what is submitted in Appendix 53 because identification of UHS students is done through the admissions process, which is addressed in Appendix 53.

1. Summary: The district piloted the CAIMI motivational assessment with all 8<sup>th</sup> grade students, gave the CogAT7 to all 7<sup>th</sup> grade students, and piloted a Short-Answer Essay (SAE) component with targeted 8<sup>th</sup> grade applicants.

Analysis: Initial results from the recruitment efforts and admissions modifications appear to have had positive results

SAE Number	Q1 Score	Q2 Score	Q3 Score	Q4 Score	COMMENTS: Information you believe is relevant to the decision-making process

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## Rubric for UHS Admissions Short-Answer Responses

Probe	3	2	1
<b>1. Background or Story</b>	Provides detailed response to probe that effectively communicates information about own experiences <b>AND</b> draws clear connections between story/background and its relation to personal development	Provides a detailed response that effectively communicates own experiences but does not draw connections	Provides a narrative of background/story that contains little information about own experiences
<b>2. Incident or time when experienced failure. How were you affected? What did you learn?</b>	Openly describes a situation where success was not achieved with concrete example of the lessons learned from the experience. Narration demonstrates clear ability to draw and reflect from experience and reach broad conclusions	Openly describes situations but response does not contain reflection or broad conclusions	Cannot communicate failures and provides no clear examples. Unable to identify and/or draw conclusions from experience.
<b>3. Challenged a belief or idea. What motivated you to act? Would you make same decision</b>	Able to clearly articulate experience that relates to a personal vision or strongly held belief and demonstrates risk-taking and problem-solving. Strong ability to relate incident to personal learning (i.e. self-reflective)	Able to articulate response to vision or belief but does not involve risk-taking, problem solving, nor relate incident to person learning	Provides example but no evidence of risk-solving, problem solving or self-reflection. Unable to identify and/or draw conclusions from experience
<b>4. Why do you believe you should be at UHS?</b>	Student shares information about themselves candidly and exhibits ability to self-appraise. Has a clear goal or vision. Recognizes personal strengths and possible weaknesses and relates contributions to peers and to the school as a whole.	Student shares information candidately but exhibits limited ability to self-appraise. Does not extend beyond personal.	Student shares information but unable to self-appraise. Inconsistent or lack of goal setting. No recognition of weaknesses nor relationship to larger context.

COMMENTS: Information you believe is relevant to the decision-making process