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# Academic Enrichment in WTPS

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A parent's guide to  
Gifted and Talented  
Offerings

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July 2016

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Wall Township Public Schools

[www.wall.k12.nj.us](http://www.wall.k12.nj.us)

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## Introduction

The Wall Township Public Schools recognizes that all students are individuals and that educational programs must be differentiated to meet the needs of all learners. Toward that end, the district has programs in place to meet the needs of struggling learners, students with disabilities, and students who demonstrate readiness for additional academic challenge or enrichment. Differentiated learning can take the form of accelerated or enriched learning opportunities within the classroom and teacher are expected to provide an appropriate level of challenge for all students. The district also recognizes that the needs of some children extend beyond the possibilities of a differentiated grade level classroom. Therefore, the following additional learning environments are also provided to eligible students:

- Enrichment (grades K-2)
- Gifted and Talented (grades 3-5)
- Advanced Classes (grades 6-8)
- Honors Classes (grades 9-12)
- Advanced Placement Classes (grades 9-12)

## Policies

The programs that are place in the district are grounded in several district policies and New Jersey Department of Education mandates and Administrative Code. These include:

- 2110 Philosophy of Education/District Mission Statement
- 2132 School District Goals and Objectives
- 2220 Adoption of Courses
- 2429 Advanced Placement Programs
- 2464 Gifted and Talented Pupils
- 5112 Entrance Age
- 5120 Assignment of Pupils
- 5410 Promotion and Retention
- 5460 High School Graduation
- 5465 Early Graduation

All relevant policies are available for review on the WTPS website (Go to Board of Education and then scroll down to Bylaws, Policies and Regulations). Due to its particular relevance to this topic, Policy 2464 (Gifted and Talented Pupils) is re-printed below:

*The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.*

*For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.*

*The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.*

*The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in Kindergarten and reviewed annually through grade twelve. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.*

*The educational program offered to gifted and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.*

*Programs for the gifted and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.*

*The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil's particular needs.*

## Enrichment Grades K-2

The Enrichment Program in Wall Township Public Schools is designed to address the needs of students in kindergarten through second grade who are deemed academically gifted and talented through multiple measures of performance outcomes. The district's vision for the program is to create a supplemental, academically enriched environment that cultivates rich philosophies yielding intellectual and creative results. The Enrichment Program is designed to foster an inquiry-based learning environment where students participate in divergent and analytical activities.

## Criteria

Students are identified through multiple measures including:

- Diagnostic Reading Assessment (DRA) must indicate that the student is reading above grade level
  - The DRA is a standardized reading test used to determine a student's instructional and independent level in reading. The DRA is administered individually to students by teachers and/or reading specialists in the schools. Students read a selection and then retell what they have read by the examiner. They are also asked comprehension and inference based questions on the selection. Proficient/independent scores for kindergarten, first grade and second grade are as follows [https://www.cde.state.co.us/uip/assessment\\_instrument\\_description\\_dra2\\_3\\_20\\_14](https://www.cde.state.co.us/uip/assessment_instrument_description_dra2_3_20_14)
    - Kindergarten: PreA (fall) through 3 (spring) is considered on grade level
    - 1<sup>st</sup> grade: 3 (fall) through 16 (spring) is considered on grade level
    - 2<sup>nd</sup> grade: 16 (fall) through 28 (spring) is considered on grade level
- Standardized Math Assessments: 95% or higher is required
  - Assessments are a combination of district and publisher created
- Screening Assessment for Gifted Elementary Students 2 (SAGES-2): Quotient of 121 or higher is required
  - The SAGES-2 is a multiple choice, norm-referenced test published by Prufrock Press and recognized as a resource for the identification of gifted students by the National Association for Gifted Children. The SAGES-2 measures both aptitude and achievement through the completion of three subtests: Mathematics/Science, Language Arts/Social Studies, and Reasoning. The research based guidelines identified by the creators of the

test for interpreting quotients obtained from the normal normative sample are as follows:

- Quotient greater than or equal to 130 is associated with a 'very likely' probability of giftedness
- Quotient between 121 and 130 is associated with a 'likely' probability of giftedness
- Quotient between 111 and 120 is associated with a 'possibly' probability of giftedness

## **Process**

The identification process is ongoing. However, all students in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade are evaluated during the DRA and Standardized Math Assessments as part of the assessment plan in WTPS. Students who meet the DRA and math criteria are invited to take the SAGES-2 in the fall and/or the spring. Students who achieve a quotient of 121 or higher on the SAGES-2 are included in the program and are scheduled for enrichment through the enrichment teacher. Students who do not achieve a quotient of 121 or higher continue to receive differentiated instruction from the classroom teacher.

Students who are included in the enrichment program continue in the program until the end of second grade without additional assessment as long as the student is making sufficient academic progress. At the end of second grade all students are evaluated for the Gifted and Talented Program in grades 3-5.

## **Description of the Program**

Students who are identified for academic enrichment receive 'pull-out' instruction with the Enrichment teacher once a week for a 40-minute period of time. An overview of the topics and activities that are included in the instruction is found at the end of this document. The Enrichment teacher also 'pushes-in' to first grade classes once a week to provide differentiated learning opportunities for all students who were evaluated for the Enrichment program but did not meet the criteria.

## Gifted and Talented Grades 3-5

The overall philosophy of the Gifted and Talented Program in grades 3-5 is consistent with the philosophy of enrichment at the early elementary grades. However, additional emphasis is placed on the student's ability to work independently, his/her level of intrinsic motivation and level of cognitive development.

### Criteria

Students are identified through multiple measures including:

- Language Arts-
  - DRA- must be above grade level
  - Reading Benchmark Scores- must be 95% or higher
  - Achieve 3000 Lexile Score-
    - must be above 420 in the spring of 2<sup>nd</sup> grade
    - must be above 820 in the spring of 3<sup>rd</sup> grade
    - must be above 940 in the spring of 4<sup>th</sup> grade
- Mathematics-
  - Benchmark average score must be 95% or higher

Students who meet the criteria for language arts and mathematics are invited to the Cognitive Abilities Test, Form 7 (CogAT 7). This assessment is a psychometrically sound and valid instrument for the identification of gifted and talent students developed by Dr. David F. Lohman, a professor in the department of Psychological and Quantitative Foundations in the College of Education at The University of Iowa. He is also the lead of author of test that is now published by Riverside Publishing.

The assessment is divided into three parts: Verbal Battery, Non-Verbal Battery, and Quantitative. A student's score in each section is ranked in a national percentile. The combine average from all three sections is used to determine participation in the program. Students must have a combined average of 95%.

### Process

All students are evaluated at the end of second grade using the DRA, Achieve 3000, and benchmark assessments in language arts literacy and mathematics. Student who meet the initial criteria are invited to take the CogAT-7. Students who meet the final criteria are scheduled for Gifted and Talented instruction with the Gifted and Talented teacher for third grade. Students who enter the district after

second grade are evaluated on an ongoing basis. The initial request for evaluation can come from the teacher or a parent. Newly enrolled students who have been involved in Gifted and Talented programs in a previous district are evaluated for G&T as soon as possible after enrollment. Meeting the criteria for a program in another district does not guarantee that a student will meet the WTPS criteria.

### **Description of the Program**

Students in 3<sup>rd</sup> through 5<sup>th</sup> grade who are in the Gifted and Talented program receive pull-out instruction on a twice weekly basis with the Gifted and Talented teacher. The curriculum has a project based, interdisciplinary approach that uses the grade level curriculum as a springboard for further, in-depth investigation, application of knowledge and skills, and discovery. Students expand their language arts literacy knowledge through author studies; learn financial literacy through the Stock Market Game, apply their mathematical and science knowledge through engineering and design projects, and cultivate their critical thinking and writing skills through historical and political analysis, cultural studies, current events and civics. Details about the units of study are provided at the end of this guide.

### **Accelerated Math Grades 3-5**

Beginning in third grade, students are assessed for possible acceleration in mathematics. Students who have an average mathematics benchmark score of 95% or higher in second grade are evaluated at the beginning of third grade using a standardized Common Core based assessment (MAP). Students must demonstrate computational fluency and conceptual understanding of the third grade curriculum and readiness to learn the fourth grade curriculum at the beginning of third grade in order to be accelerated. The minimum score that a student must earn on the Measure of Academic Progress (MAP) is a 202. This score is the median score for a 4<sup>th</sup> grade student at the beginning of the year. Students who score below 202 are not eligible for acceleration. If the student is eligible, he or she will attend math instruction each day in a fourth grade classroom. Students continue in the program and then are accelerated into 5<sup>th</sup> grade as 4<sup>th</sup> graders and into 6<sup>th</sup> grade as 5<sup>th</sup> graders as long as they maintain grades of B or higher. 5<sup>th</sup> grade students in the program receive their math instruction at Wall Intermediate School in the morning and are transported back to the elementary school after math class.

### **Advanced Classes Grades 6-8**

The Wall Intermediate School, students may be placed in advanced language arts literacy and/or advanced mathematics if the criteria are met in either or both of these content areas.

## Criteria

Students must meet the following subject specific criteria;

- Language Arts- students earn points on a rubric for each of the following areas
  - Average grade in reading and writing for marking periods 1, 2 and 3 of 5<sup>th</sup> grade determined by adding all six grades and then dividing by six (up to 5 points)
  - Score on the placement test which assesses reading comprehension, language usage skill, and writing ability (up to 10 points)
  - Lexile Score on the Achieve 3000 5<sup>th</sup> grade Spring Level Set (up to 5 points)
  - Teacher recommendation (up to 5 points)

# of points	Grade Average	Placement Test	Writing Prompt	Lexile Score	Teacher Recommendation
5	97-100	90-100	39-44	1010 or higher	Exceptional
4	93-96	80-89	28-38.5	970-1009	Commendable
3	89-92	70-79	22.5-27.5	920-969	Proficient
2	85-88	60-69	17-22	870-919	Limited
1	Below 85	Below 60	Below 17	Below 870	Minimal

Students who earn a minimum of 21 of 25 possible points qualify for 6<sup>th</sup> grade Advanced English Language Arts.

- Mathematics
  - Average grade in math for marking periods 1, 2 and 3 of 5<sup>th</sup> grade (up to 5 points)
  - Passing score on the placement test which assesses computational fluency as well as problem solving skills (up to 10 points)
  - Teacher recommendation (up to 5 points)

# of points	Grade Average	Placement Test	Teacher Recommendation
5	97-100	95-100 (10)	Exceptional
		92-94 (9)	
4	93-96	89-91 (8)	Commendable
		86-88 (7)	
3	89-92	83-85 (6)	Proficient
		80-82 (5)	
2	85-88	77-79 (4)	Limited
		74-76 (3)	
1	Below 85	70-73 (2)	Minimal
		Below 70 (1)	

Students who earn a minimum of 17 of 20 possible points qualify for 6<sup>th</sup> grade Pre-Algebra (advanced math).

### Process

Interested students are evaluated in the spring of 5<sup>th</sup> grade for consideration for placement into the advanced classes. Students who are not interested in pursuing advanced classes do not need to take the placement test(s). Students who enter the district after 5<sup>th</sup> grade testing are evaluated on an ongoing basis. The initial request for evaluation can come from the teacher or a parent.

### Honors Classes 9-12

In order to be placed into an honors level class at Wall High School in 9<sup>th</sup> grade a student must meet eligibility criteria. Multiple measures are considered to ensure that students are placed at an academic level that is both appropriate and challenging. Students who wish to be considered for Honors placement must take the departmentalized content area placement test for each intended honors course. Additionally, students must have a first semester average of an 80 to be eligible for testing. Honors level classes are available in English, history, mathematics, science, and world languages at each grade level. After ninth grade, students who are currently enrolled in an honors or advanced placement course are automatically enrolled in the next sequential course as long as the student earns a grade of B or higher. Any student who wishes to move from a college prep level course to an honors course must demonstrate success by having a Semester I average of 91 or above.

## **Advanced Placement Classes 9-12**

The Advanced Placement Program is a rigorous academic program built on the commitment, passion, and hard work of students and teachers. The program allows students to participate in a college level course and possibly earn college credit while still in high school. Advanced Placement courses are available to students in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades and require summer work in advance. All students enrolled in Advanced Placement courses are required to take the Advanced Placements Examinations in May each year.

## **Dual Enrollment Program (High School)**

The Dual Enrollment Program allows students to complete up to twelve credits at Brookdale Community College during their senior year of high school. Students are released from Wall High School for half a day to take courses at the Lincroft campus or at any of Brookdale's Higher Education Centers. The goal of this program is to give qualified high school students the opportunity to experience college courses and prepare for the academic rigor of college. This program is not available for English 12, which must be taken at Wall High School. To participate in the Dual Enrollment Program, students must:

- Earn a cumulative WHS GPA of a 3.0 or higher
- Submit a Brookdale Community College application
- Take ACCUPLACER (a placement test) and pass all sections or have the following SAT scores:
  - 530 or higher in Math
  - 540 or higher in Critical Reading

Students must maintain a minimum grade point average of 2.0 in Brookdale Community College courses to remain in the Dual Enrollment Program.

## **Middle College Program (High School)**

The Middle College Program gives college bound juniors and seniors the opportunity to experience university style learning before they graduate from high school. Students enrolled in pre-approved courses have the ability to earn college credit from Fairleigh Dickinson University.

## **Contact Information**

For additional information please contact Mrs. Cheryl Dyer, Superintendent or Mrs. Jill Dobrowansky, Director of Curriculum and Instruction.

<b>Marking Period</b>	<b>Pull-out Instruction: 1<sup>st</sup> Grade</b>	<b>Push-in Instruction: 1<sup>st</sup> Grade</b>	<b>Pull-out instruction: 2<sup>nd</sup> Grade</b>
First	<p>Magic Tree House Book Club Book Talk/Commercial Author Study Text to Text Connections Retelling Summarizing Oral Storytelling</p>	<p>Guided Reading Focusing on Non-fictions text Text features (photos, glossary, table of contents, captions)  How-To Reading &amp; Writing Sequential Words, Transitions, Steps in a Process</p>	<p>Fractured Fairytales fairy tale elements (moral, character, setting, problem, solution, magical elements) Publish/Present their own FFT on Google slides  STEM Building sturdy homes that could stand severe weather. Using Engineering Design Process.</p>
Second	<p>Research Extinct Animals based on prior knowledge of Magic Tree House characters. Project Based Learning Persuasive letter to adopt the animal. or Google Slide presentation on saving the animal.</p>	<p>Math-Data and Graphs Creating own M&amp;M graphs  Science- Water, sinkability/floatability, density</p>	<p>Planets-Models to scale Close Read-Nasa Kids Choice of: Comparing new/old info. Flat Stanley writing postcards using personal POV Button Scale of planets Distance, scale, and measurement Intro to Multiplication or Myth Writing- story creation Create your own constellation OCC Planetarium possible trip</p>
Third	<p>Create a habitat and shelter using Legos. Geometric Shapes Lines, angles, points</p>	<p>Writing/Guided Reading Persuasive Writing on adopting an exotic animal as a pet. Literature Circles using novel The One in the Middle is the Green Kangaroo</p>	<p>Cooperative Logic Financial Literacy using money problems Secret Numbers, Finding the pet/pizza using deductive reasoning and critical thinking</p>
Fourth	<p>Ants &amp; Insects Research based STEM Why do ants have amazing strength? How does an insect see?</p>	<p>Light Unit Absorption/Reflection/transmission of light experiments STEM Designing a lighting system Writing like scientists  Literature Circles using The Mouse and the Motorcycle</p>	<p>Basic Economics: Creating their own business. Grocery Store/Budget activity Learning about income, expenses, budget and profit School Store culminating Activity End of year auction</p>

<i>Marking Period</i>	<u>Grade Three</u>	<u>Grade Four</u>	<u>Grade Five</u>
<i>First</i>	<p><i>Literature Analysis:</i> Students closely examine, analyze, and compare elements found within several fairy tales. Students will create their own original tale, attempting to incorporate the language elements of the tales they studied. In addition, a STEM design project is incorporated to apply some of the force and motion concepts they learned in science class but with a fairy tale twist.</p>	<p><i>Literature Analysis:</i> Students will examine the works of Roald Dahl, independently choosing one novel in particular in order to develop literature circle discussion of character, motive, plot, theme, and underlying social and economic disparities found in Dahl's time period. Students will choose from a variety of final project offerings that best represent their style of learning and their understanding of the novel. A STEM project based on the work of one of Dahl's novel is also included in the unit.</p>	<p><i>Literature Analysis:</i> Students will complete an in depth study of Greek Mythology, examining several works. Through this examination, students will develop questions and guide one another through the universal themes, character representations, plot, and struggles found in all mythology. Students will have the opportunity to create their own myth utilizing the elements they have spent time studying. In addition, students will explore Greek architecture through a STEM project as well as explore art history before challenging themselves at the art of sculpture.</p>
<i>Second</i>	<p><i>Geometry, Currency, and Science, Oh My:</i> In this unit, students are tasked with the challenge of designing a zoo that can house 10 different types of animals using area and perimeter concepts. In addition to the animals, students will include other features found in zoos. Then they will conduct research to create a brochure for visitors including facts about the animals they chose to include in their facility. They will create a "newly discovered" animal about which they will include facts and paintings or drawings of this new species. Students will create a virtual tour of their zoo for their guests. In addition, students will conduct some research to find out the costs of running a zoo and feeding their animals.</p>	<p><i>Welcome to the Stock Market:</i> Students will be put in small teams to begin their exploration of financial literacy and understanding the global market. Students will learn about trading stocks, researching companies, and making decisions as a whole regarding smart, financial investments. In addition, students will read current financial reviews of companies and new products as well as watch the market trends based on events in the world that may help them better understand the ever fluctuating tendencies of the market.</p>	<p><i>Stock Market 2.0:</i> Having a year of collaboratively making decisions regarding their investments, students will now each get their own portfolio with which to work and compete with other "brokers" to see who can amass the most return on their investments. Students will be able to trade bonds this time as well as their initial stocks. Students will be better able to analyze trends in the market as well as create more diversified portfolios having had the experience the prior year. Students will use their knowledge of the market and consumer interests to design a company and product that they feel would do well. Then they decide to work as a team or individually to create a mock up of their product, a commercial or advertising strategy, and pitch the product in a "Shark Tank" type of demonstration.</p>
<i>Third</i>	<p><i>Tour a Foreign Country.</i> In order to explore social studies skills and concepts such as culture, map skills, and geography, students will choose a country to which they would like to travel. They will</p>	<p><i>Social Studies Connection: A Comparison of New Jersey Cities Then and Now to Create a New City of the Future.</i> Students will choose a founding city of New Jersey and examine its past and present, creating a slideshow to</p>	<p><i>Social Studies Connection: The Revolutionary War- Evaluating Important Events and Contributions that Influenced the World Today.</i> Students will examine the people, battles, and sentiments</p>

	<p>conduct research, gather images, facts, multimedia examples to create a virtual tour of this country. In addition, children can opt to choose from several independent projects such as attempting to learn some popular phrases in the language, create a replica of a famous structure, cook a traditional meal of that country, a collage of photos, etc. Students' interest level and talents can drive their project design in showcasing this culture.</p>	<p>educate their peers. Through their studies of the past and present, students will gain a better understanding into which cities of the future should go. Students will research new trends in environmentally friendly power supplies and techniques for keeping a city green in order that they will incorporate these ideas into their city of the future. Students will design and create a model city together from the ground up.</p>	<p>of the time period that led to our nation's independence. Students will create a diary from the perspective of one of the noteworthy people that played a part in the war. In this diary, they will show the inner conflict and difficult decisions that needed to be made. Students will also participate in a series of debates, acting as lawyers defending a position and using elements of argumentative writing in order to prove their point of view as well as demonstrating their opponents counter points. A STEM team design activity is also utilized to push their engineering skills.</p>
<p><i>Fourth</i></p>	<p><i>Logic, Spatial, Lateral Thinking:</i> In this mini unit, students will explore these three different and crucial ways of problem solving. Students will explore examples of each kind of these problems, followed by designing several for their peers. This type of mathematics boosts students' creative thinking.</p> <p><i>Design a Country:</i> To close out the year, and utilizing skills and ideas formulated in the 3rd marking period unit, students will work collaboratively to design a "perfect" country. Everything from its name, government and financial structures, to schools and housing must be agreed upon by members of the group. Students will create a constitution for their country, thereby examining their knowledge of our own branches of government and evaluating its strengths and weaknesses. Students will work together to create a presentation so the viewer can get a feeling for culture of this country.</p>	<p><i>Logic, Spatial, Lateral Thinking:</i> In this mini unit, students will explore these three different and crucial ways of problem solving. Students will explore examples of each kind of these problems, followed by designing several for their peers. This type of mathematics boosts students' creative thinking.</p> <p><i>Forensic Science:</i> Students will use the last weeks of the program to explore the science behind and importance of forensics in everyday life. Students will learn about the different roles in forensics from the investigative teams that collect fingerprints, hair, and tread samples at robberies to scientists in the labs that analyze blood samples to track down new viruses and create ways to stop them from infecting people. Students will be able to perform several investigations and work with interactive demonstrations and games online to further grasp understanding of this branch of science.</p>	<p><i>Logic, Spatial, Lateral Thinking:</i> In this mini unit, students will explore these three different and crucial ways of problem solving. Students will explore examples of each kind of these problems, followed by designing several for their peers. This type of mathematics boosts students' creative thinking.</p> <p><i>Global Awareness:</i> In this last unit of the program, students will examine climate change, pollution, population increase, etc., to gain a better understanding of the issues that face this planet and the importance that our decisions make on the future of life. Students will research a topic that most interests them and present their findings to the group as well as offer suggestions and plans for how they feel humanity should deal with the problem.</p>