

## **GIFTED ELIGIBILITY TESTING GUIDANCE, 2020-21**

To minimize time out of class for testing this spring, schools are being asked to reduce the number of test sessions to three (3) no more than four (4). To ensure consistency and equity, the following guidelines are provided to assist you with logistical considerations.

### **The Assessments**

	<b>CREATIVITY</b>	<b>MENTAL ABILITY</b>			<b>ACHIEVEMENT</b>		<b>MOTIVATION</b>
	<i>Torrence Test of Creative Thinking</i>	<i>Cognitive Abilities Test</i>			<i>Measures of Academic Progress</i>		<i>Children's Academic Intrinsic Motivation Instrument</i>
	TTCT	CogAT			MAP MAP is an adaptive assessment. Time varies from student to student. Expect 60-90 minimum for each area.		CAIMI
		Verbal	Quantitative	NonVerbal	Math	Reading	
Parts	3-10 min. parts	3	3	3	Online		1 part
Assessment Time	30 mins.	30 mins.	30 mins.	30 mins.			20 mins.
Format	Paper/Pencil	Online	Online	Online			Paper/Pencil
Time needed to complete assessment. This includes time to distribute materials, read instructions, and on task time, device distribution.	45 mins.	40 mins.	40 mins.	40 mins.	60-90 mins.	60-90 mins.	30 mins.
		Connectivity/Network/Portal issues may impact/extend assessment time.					

### **Assessment Administration Suggestions**

- For optimal testing for students, gifted eligibility testing should be scheduled to occur in the first two hours of the school day
- Under normal circumstances gifted testing is completed in 6 different assessment sessions each lasting no more than 1 hour
- 2<sup>nd</sup>-11<sup>th</sup> Grades assessment groups of 10-15 students is ideal
- KK-1<sup>st</sup> Grades assessment groups of 8-10 students is ideal. If it is possible to combine younger students with older students, it creates a session where some students are more independent than others but also increases the management of the session
- Compacted assessment conditions extends session length and requires frequent breaks
- Time can be maximized by working in teacher pairs or a teacher and para
  - Someone to retrieve students while the other sets up the test area; It also helps to have the subsequent group ready and waiting when the prior group is finished
  - Shortens the time it takes to distribute devices, headphones, mice etc.
  - Shortens the time it takes to get students logged in/on to devices and portals
  - Allows one person to proctor the online management of the assessment and the other to proctor the physical environment
- Interruptions to instruction AND exposure to multiple staff can be reduced by allowing instructional staff to assist with GATE testing. With the exception of the TTCT, all other GATE assessments can be administered by certified staff. Using more staff across the allowable testing window would increase the likelihood of students having the preferred number of test sessions
- Assessing in the media center (if reserved without interruption) offers an opportunity to distance
- Assessing in the cafeteria offers an opportunity to distance. However, if a school has PK, the lunch hour often begins before a 60-90-minute assessment session could be completed

## Sample Schedules

Day 1	Day 2	Day 3	Day 4
<ul style="list-style-type: none"><li>• TTCT</li><li>• CogAT NonVerbal</li></ul>	<ul style="list-style-type: none"><li>• CogAT Verbal</li><li>• CogAT Quantitative</li></ul>	<ul style="list-style-type: none"><li>• MAP-R</li><li>• MAP-M</li></ul>	<ul style="list-style-type: none"><li>• CAIMI (MS)</li></ul>
60-90 mins.	60-90 mins.	90-115 mins.	30-45 mins.

\*\* if testing begins at 8:30 am, it is possible with assistance to assess 2 groups per day.

Day 1	Day 2	Day 3
<ul style="list-style-type: none"><li>• TTCT</li><li>• CogAT Verbal</li></ul>	<ul style="list-style-type: none"><li>• CogAT Non-Verbal</li><li>• CogAT Quantitative</li></ul>	<ul style="list-style-type: none"><li>• MAP-R</li><li>• MAP-M</li></ul>
60-90 mins.	60-90 mins.	90-120 mins.

\*\* if testing begins at 8:30 am, it is possible with assistance to assess 2 groups per day.

## Second Look Testing

\*Given the nature of this school year, we feel it is best to streamline first and second-look testing students together. Second-look students often re-take two alternative assessments, one of which may qualify them for gifted services. All web-based assessments (MAP, NNAT3, GRS (teacher instrument)) will be administered prior to any creativity assessment (Academic Product)

- Web-based assessments can be administered simultaneously. (Ex: a teacher could administer a CogAT and NNAT3 during the same test session.)
- Web-based assessments reduce the risk of physical contact with paper/pencil
- Web-based assessments provide results quicker than paper/pencil assessments
- Streamlining first and second look testing will reduce the overall gifted testing window

## Room and Equipment Needs

- Students must test on APS-issued devices; students must bring their own\* APS-issued device to a local school testing room for gifted eligibility testing
  - \*In grades K-2, if the local school has made arrangements for those students to use school-based Chromebook devices, those may also be used for gifted eligibility testing if available and sanitized properly
- The local school testing room must be set up to ensure appropriate CDC-recommended distancing, so the size of the testing group will depend on the size of the testing location
- Proctors and students will wear masks and PPE at all times during testing
- The only assessments given in paper and pencil form are the TTCT (MAR 1-12, 2021) and the Academic Product (Second Look Assessment)
  - Proctors will wear gloves to pass out and collect TTCT booklets and the product assessment
  - Proctors will hand out pencils from new boxes to students for TTCT completion; students will take those pencils away with them as they leave testing
  - The testing room should have a sanitizing station available for anyone desiring use
  - Expected sanitizing of surfaces should occur before and after testing
- The CogAT, MAP and NNAT assessments are each given through a web-based portal and are administered and scored online - Chromebooks only (MAR 15 – APR 2)

## Technology Integration (iPads)

- Students must use APS-issued devices (Chromebooks, iPads) for gifted testing.
- Testing applications are compatible with iPads; however, schools must test iPads from student view to explore functionality and feasibility

## Planning Logistics

- The gifted contact teacher at the local school (working with the school's gifted eligibility team where needed) will create a gifted testing plan to be approved by the school administration
- Students who choose to remain in a virtual instructional model will be invited to the assessment administration sessions at their local school – invitations for test sessions must be communicated in time for transportation arrangements to be made
  - Parents may transport their own children to and from school for gifted testing
  - APS transportation will transport students to and from schools using their normal bus routes
- The local school gifted contact teacher will receive emailed instructions from the district gifted office prior to each testing task to be sure each task is completed in a timely manner
- Creation of the test sessions is web-based and completed by the school gifted contact teacher - this setup may be done ahead of time even if a teacher is working virtually
- Proctoring of the test sessions may be by the school gifted contact teacher or any other certified teacher (except the TTCT, where it must be a gifted-endorsed teacher)
  - Proctoring manuals are provided for each assessment and the local school gifted contact teacher can train other certified teachers to proctor where necessary

## Recommendations for Holding Virtual Learners After Testing

- Based on staff availability, students will need to be monitored in large space/area until dismissal or until parents arrive to pick them up.

## Additional Considerations:

### ALL TESTING MUST OCCUR INSIDE OF THE LOCAL SCHOOL BUILDING

We recognize that there are circumstances that may impede a school's ability to adhere to the above guidelines. Please see additional considerations below:

## Testing Options for schools who are operating at 60% or more capacity:

Alternative Options for Test Administration	Personnel Implications	Transportation Implications	Building Implications	Technology Implications
<b>Saturday Administration</b>	<ul style="list-style-type: none"> <li>✓ *Test Proctors (Teachers)</li> <li>✓ Security</li> <li>✓ Nurse or other staff to implement COVID protocols</li> <li>✓ Administrator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents and/or guardians must transport students to and from the school</li> </ul>	<ul style="list-style-type: none"> <li>✓ School will have to designate an area of the building to conduct testing</li> <li>✓ School administration will have to open the building</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure students bring their APS-issued devices or use extra devices at the school</li> </ul>
<b>Before School Administration</b>	<ul style="list-style-type: none"> <li>✓ *Test Proctors (Teachers)</li> <li>✓ Security</li> <li>✓ Nurse or other staff to implement COVID protocols</li> <li>✓ Administrator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents and/or guardians must transport students to and from the school</li> </ul>	<ul style="list-style-type: none"> <li>✓ School will have to designate an area of the building to conduct testing</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure students bring their APS-issued devices or use extra devices at the school</li> </ul>
<b>After School Administration</b>	<ul style="list-style-type: none"> <li>✓ *Test Proctors (Teachers)</li> <li>✓ Security</li> <li>✓ Nurse or other staff to implement COVID protocols</li> <li>✓ Administrator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents and/or guardians must transport students to and from the school</li> </ul>	<ul style="list-style-type: none"> <li>✓ School will have to designate an area of the building to conduct testing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure students bring their APS-issued devices or use extra devices at the school</li> </ul>

**Note:** Personnel who are requested to work outside of their contracted hours must be compensated for the hours they work.

For parents who are uncomfortable with students returning to building, schools may offer the above options or have the parents contact the district-level gifted office for further information.