



# QuEST Handbook

*For Parents, Students and Staff*

## Program Guide K-12 High Ability Programs

2020-2021

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# Plainfield Community School Corporation – “QuEST” (Quaker Exemplary Student Track)

**The PCSC QuEST Program Overview:** The QuEST Track has a menu of services for academically advanced students in grades K-12. Various components of the program have a specific emphasis based upon the age of the student and the appropriate service level for the age group.

**District Mission Statement:** Through the efforts of students, parents and staff, Plainfield Community School Corporation will provide the academic, social and emotional skills necessary for students to become productive citizens and life-long learners.

**QuEST Mission Statement:** PCSC high ability students will be provided opportunities for accelerated and enriched experiences that will cultivate sustained higher achievement through the implementation of a rigorous, relevant and differentiated K-12 curriculum.

**Definition:** “High Ability Student” is one who: “performs at, or shows the potential for performing at an outstanding level of accomplishment in either or both verbal and quantitative domains when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests” in these areas.

## **Belief Statements:**

1. We believe high ability students should be identified from diverse populations and can be recognized across all areas of the curriculum, including the arts.
2. We believe high ability students need qualitatively different experiences apart from the general curriculum which engage them in meaningful and rigorous work resulting in significant learning.
3. We believe appropriate and challenging education experiences are fundamental responsibilities of the school, not “privileges” or special activities.

## **Program Goals:**

**Goal 1:** High ability students in grades K-12 will be identified regardless of gender, race, age or socioeconomic background.

## **Objectives:**

- a. To have an identification committee to determine high ability students and to share identification procedures with teachers and parents.
- b. To use subgroup norms to find high ability students in all racial and socioeconomic subgroups.
- c. To make early identification of high ability students a priority by screening all K-2 students.

**Goal 2:** To provide challenging, differentiated curriculum and instruction for high ability students.

Objectives:

- a. To implement best practices for differentiated teaching and learning (such as using tiered lessons, ability grouping, flexible grouping, and acceleration).
- b. To adapt, modify, or replace the regular classroom curriculum with more in-depth and accelerated content to maximize potential and meet the advanced learning needs of high ability students.
- c. To document, with evidence, all high ability learners' academic performance.



# The QuEST Program

## Grades K-2 QuEST:

The program is offered at all PCSC elementary schools. Identified students are placed in appropriate small cluster groups with advanced skill instruction and expectations. Language Arts high ability students are identified and placed in advanced guided reading groups for instruction.

**English Language Arts (ELA):** Teachers use leveled reading texts geared toward the reading ability of the student. Students are challenged with advanced literature and small group literacy circles. (Students will have opportunity to participate in the Navigator reading program designed by William and Mary Center for Gifted Education and the IDOE designed novel units for high ability students.) Students are exposed to advanced vocabulary word sets and additional writing experiences.

**Math:** Identified students are grouped in clusters of high ability students who receive exposure to advanced problem solving and critical thinking.

## Grades 3-5 QuEST:

The QuEST Track for students in grades 3-5 consists of a high ability curriculum map for ELA & Math that is used throughout the district for all 3<sup>rd</sup> – 5<sup>th</sup> grade identified students.

**English Language Arts (ELA):** Students will access advanced ELA instruction through leveled reading texts and Navigator developed book studies. Students are challenged with designed tasks centered on higher level of Bloom's Taxonomy. (Identified students will also work with advanced vocabulary curriculum through the Caesar's English program, IDOE novel units prepared specifically for advanced learners, as well as classical novel study.) Students will also participate in writing tiered experiences and challenging thinking activities in small group settings.

**Math:** Third grade students identified for the math QuEST program will access the general 3<sup>rd</sup> grade math curriculum with exposure to limited 4<sup>th</sup> grade standards. Students will also be expected to master and excel in critical thinking and advanced problem solving sessions. Identified 4<sup>th</sup> and 5<sup>th</sup> grade students will be clustered into accelerated math classes. Accelerated 4<sup>th</sup> grade students will be exposed to both the 4<sup>th</sup> and 5<sup>th</sup> grade math curriculum with the expectation of mastering two years of math curriculum in one year. Identified accelerated 5<sup>th</sup> grade math students will be exposed to both the 6<sup>th</sup> and part of 7<sup>th</sup> grade.

Students are exposed to advanced problem solving exercises in small group settings and have opportunity to participate in flexible learning groups for advanced math instruction.

## **Grades 6-8 QuEST:**

The QuEST Track at Plainfield Community Middle School for grades 6-8 allows students to be identified and participate in Advanced classes in ELA, Mathematics, and Science. Student academic needs are also met through differentiated and tiered instructional methods.

**English Language Arts (ELA):** Identified 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will participate in the core Amplify Curriculum with the expectation to work at a faster pace, read additional novels, and participate in advanced writing exercises.

### **ELA:**

- Advanced 6<sup>th</sup> ELA
- Advanced 7<sup>th</sup> ELA
- Advanced 8<sup>th</sup> ELA

### **Math:**

- 6<sup>th</sup> Grade Pre-Algebra
- Pre-Algebra
- Algebra I
- Geometry I

### **Science:**

- 7<sup>th</sup> Grade Advanced Science
- Biology

### **Social Studies:**

- 7<sup>th</sup>/8<sup>th</sup> Enriched Social Studies

**Grades 9-12 QuEST:**

The QuEST Track at Plainfield High School offers a menu of advanced coursework on an elective basis; students must meet prerequisites for placement in these classes. Students can elect to take AP classes in ELA, Math, the Arts, Social Studies and Science. Counselors assist students with potential to enroll in the courses that will challenge them. To achieve at high levels, there are summer assignments to prepare students for advanced coursework in interest areas. Other students may elect to enroll in Honors Classes in ELA, Math, Sciences and Social Studies. Talented students may also enroll in the many Fine Arts offerings where advanced coursework is available. Students may earn college credit in dual credit courses designated in the Pathfinder. Most AP classes offer elective dual credit options for successful completion of the AP exam.

Plainfield High School’s **cumulative GPA** weighting system identifies courses that will add points to the cumulative GPA. The add-on formula used to calculate the points added to the cumulative GPA takes into account the number of grade-weighted credits earned per semesters the student has completed. The points added will change each semester as more weighted credits are earned and more semesters toward graduation are complete.

**Class of 2021 and beyond**

The formula for these graduations cohorts has two levels of courses with each one receiving different amounts of weight, rewarding students more for taking rigorous courses, especially those culminating with an AP test.

- Tier 1 – All Current weighted classes would receive the current 0.167 per course taken.
- Tier 2 – All AP courses taken at PHS with a completed AP Test would receive .217 per course/test completed
  - If a student took an online AP class, or an AP class at PHS but not the AP test, then they would receive Tier 1 weighting (0.167).

$$(0.167) \times \text{Tier 1 credits earned} + (.217 \text{ Tier 2 credits earned})$$

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Semesters Completed

= POINTS ADDED TO CUM. GPA

Grade-weighted courses offered at Plainfield High School for the 2020-2021 school year are listed below:

**BUSINESS EDUCATION**

**ENGINEERING & TECHNOLOGY EDUCATION**



Principles of Marketing  
Principles of Marketing/MKTG101 IVY (DC)

PLTW: Principles of Engineering/DESN104 IVY (DC)  
PLTW: Civil Engineering & Architecture/DESN105 IVY (DC)  
PLTW: Digital Electronics/DESNXXX IVY (DC)  
PLTW: Engineering Design & Development  
PLTW: Aerospace Engineering

## **ENGLISH**

English 9 Honors  
English 10 Honors  
English 11 Honors – CHAP  
AP Language & Composition+  
AP Literature & Composition+  
Adv Speech/COLL155 IU (ACP)  
Adv Composition/ENGW131 IU (ACP)  
AP Seminar

## **MATH**

Algebra II Honors  
Pre-Calculus/Trigonometry Honors  
College Algebra/MATH102 VU (DC)  
Trigonometry/MATH104 VU (DC)  
Finite Math/MATH111 VU (DC)  
Calculus I/MATHM211 IU (ACP)  
AP Calculus AB+  
AP Calculus BC+  
AP Statistics+

## **WORLD LANGUAGES**

French IV  
German IV  
Spanish IV

## **FINE ARTS**

AP Music Theory+  
AP Studio Art – Drawing Portfolio+  
AP Studio Art – 2D Design Portfolio+

## **SCIENCE**

Anatomy & Physiology Honors  
Chemistry I Honors  
AP Chemistry+  
Physics I Honors  
AP Physics 1: Algebra-Based+  
AP Physics 2: Algebra-Based+  
AP Biology+  
PLTW: Human Body Systems  
PLTW: Medical Interventions

## **SOCIAL STUDIES**

AP World History+  
US History/HIST102 IVY (DC)  
US History Honors-CHAP/HIST102 IVY (DC)  
US Government Honors: “We the People”+  
AP US Government & Politics+  
AP Microeconomics+  
AdvSSCC: Psychology/PSY101 IVY (DC)  
AdvSSCC: Sociology/SOCI111 IVY (DC)  
AdvSSCC: Criminal Justice I/CRIM101 IVY (DC)

## **Multi-Faceted Student Assessment for Identification:**



Students are assessed for identification to QuEST Track placement through the use of standardized tests, teacher recommendations, checklists, writing samples and rubrics, grades and prerequisite courses. **(See Appendix A for a complete list of assessments used in the QuEST program and services.)**

### **K-2 QuEST:**

High ability students in grade K-2 participate in accelerated language arts activities designed in connection with the building-level differentiated reading and language arts block. Students are identified for placement in advanced guided reading groups based upon their achievement on the Phelps, Cognitive Abilities Test (CogAT), NWEA, and teacher recommendation. Students identified for advanced literacy lessons proceed in a continuous improvement model in grades 1 and 2 unless they are not making adequate advanced progress. If a student needs to be flexibly grouped in a typical grade level reading group rather than the advanced guided reading group; students will be placed where they are challenged and successful. Students who qualify at 96% and above on the NWEA math assessment will be identified for math enrichment curriculum grounded in advanced problem solving and critical thinking.

### **Grades 3-5 QuEST:**

PCSC elementary students in grades 3-5 are identified through the Cognitive Abilities Test (CogAT) as well as results from NWEA, math and writing samples.

Identified students in grades 3-5 are placed in cluster grouped classes for Language Arts and Math. Accelerated math and language arts curricula partnered with problem-solving activities and higher levels of thinking are promoted. The curriculum is rigorous and requires additional readings and more advanced homework.

### **Grades 6-8 QuEST:**

Academically talented PCSC middle school students who have successfully completed the 5<sup>th</sup> grade ELA QuEST program are placed in Advanced 6<sup>th</sup> grade ELA. Any other 6<sup>th</sup> grade student whose scores on NWEA indicated that an additional challenge is needed, may be placed in the Advanced ELA class after teacher or parent recommendation for possible identification is submitted.

In Math, all 5<sup>th</sup> grade students who show ability and interest in taking Algebra I are assessed with the Orleans Hanna Algebra Prognosis test. Students in grade 6 who qualify through standardized test scores, grades, and teacher recommendation will be placed in 7<sup>th</sup> grade Algebra I. They will complete Algebra I as a 7<sup>th</sup> grader and Geometry as an 8<sup>th</sup> grader and receive high school credit for successful

completion of the Core 40 standards. Students must maintain expectations and grades in order to progress from one level to the next.

In Science, 6<sup>th</sup> grade students will be scrutinized for Math, ELA and Science proficiencies using scores from ILEARN, NWEA, Science and teacher recommendation.

Advanced classes in grades 7 and 8 utilize self-contained classes with a differentiated curriculum that is advanced in content and expectations. Once a student has been identified for an advanced class, he/she must maintain a minimum of a B average at the end of each grading period to remain in the classes.

### **Grades 9-12 QuEST:**

Academically advanced students at PHS participate in AP coursework. The Advanced Placement (AP) Program is sponsored by the *College Board*, a non-profit membership organization. The AP Program gives students an opportunity to experience college-level courses and exams while they are still in high school. The AP tests are scored on a 1-5 scale. Through this program, students may earn college credit, accelerated placement, or both for college. Because AP courses are equivalent to a college level course, students who take AP courses should expect to spend a considerable amount of time outside the classroom devoted to this rigorous coursework. As a general rule, expect to spend one hour of work per day outside the class per period. Book rental fees are usually higher for AP courses because students must purchase their own college textbook.

Counselors may review ILEARN results and NWEA scores for grade 8 students who wish to enroll in Grade 9 Honors classes. \*Individual student GPA (grade point average) may be used for reference.

Prerequisites are required for placement in upper lever Honors and AP classes and the prerequisites may be found in the PathFinder, available at the high school.

## Teacher or Parent Appeals (K-8)

Teachers may recommend students for high ability services at any time. Teachers may elect to complete a recommendation packet for a student who moves in or may request additional testing for a student. If the student does not meet identification requirements, a teacher may complete a checklist of attributes *(see Appendix C & Form C-2)* for each student to be considered for further assessments and possible placement.

K-8 parents may appeal the committee's decision by completing an appropriate appeal form *(see appendix C and Form C-1)* to have their children participate in the second level of screening should they not be selected in the first level of screening. This appeal must be in writing and include reasons why the student should be reconsidered. The appeal must be submitted within 30 days after receiving communication from the school committee.

At the middle school, the criteria for appeal for placement in the Advanced ELA classes will include:

1. Teacher Recommendation *(Appendix B-6)*
2. Test results from ILEARN or equivalent and NWEA or equivalent
3. Writing prompt selected by the teacher

A committee of school administrators and teachers will review the appeal and any additional pertinent information to make a final decision for further testing. A reply will be mailed or a parent contact made after the committee considers the appeal for possible placement.

Parents of students identified for the QuEST Program are invited to attend a parent orientation meeting at the end of the school year for elementary students in grades 3-5 new to the QuEST Program placement in order to discuss the program expectations and for parents to ask questions regarding the curriculum, the materials and the expectations of the program.



## Program Placement and Withdrawal

It is expected that students will continue in the QuEST Track for the entire year. If, however, the program is found to be an inappropriate education placement for the child and the child returns to the regular classroom, a withdrawal form will be completed. *(See Appendix D and Form D-1).*

Students may be recommended for possible placement in the QuEST Program at any time. However, students are normally placed, if they qualify, at the beginning of a semester. Students new to the district will be tested prior to placement if the parent requests placement. Students who have been identified for gifted programming in another school district will be considered for placement only after completing similar testing to those assessments required by students locally enrolled in the high ability classes.

Plainfield High School advanced coursework requires prerequisites:

- Some courses have certain criteria that must be met, such as minimum test scores on the PSAT, SAT, ACT or ACCUPLACER exams. Prerequisites and testing requirements can be found below. Students must meet entry requirements and take the course for college credit to receive any grade weighting.
- Some courses may transfer as college credit, but do not transfer as the identical course at another university. This is known as “undistributed credit.” But, in most cases, a class will transfer into the accepting university. Students should visit [www.transferIN.net](http://www.transferIN.net) to see how available dual credits and ACP courses can transfer to Indiana colleges and universities.
- Tuition cost per credit hour is set by the university and subject to change; textbooks for dual credit courses are dictated by the universities and are an additional cost for taking the course.



## TESTING and PREREQUISITES for DC & ACP COURSES

The chart below outlines the testing and prerequisite requirements for Dual Credit and Advanced College Project courses offered at Plainfield High School. Where testing requirements are mandatory in reading, writing or math, only one qualifying test score is needed in each category.

Course Name	College	Credit Hours	Minimum Critical Reading Subscores		Minimum Reading Scores		Minimum Writing Skills Subscores		Minimum English/ Writing Scores		Minimum Math Test Scores			
			PSAT	SAT	ACT	ACC	PSAT	SAT	ACT English	ACC Writing	PSAT	SAT	ACT	ACC
Psychology/PSYC101	IVY	3	25	25	18	76	26	27	17	80				
AdvSSCC: Sociology/SOCI111	IVY	3	25	25	18	76	26	27	17	80				
CrimeJustice/CRIM101	IVY	3	25	25	18	76	26	27	17	80				
PrincBusMgmt/BUSN101	IVY	3	25	25	18	76	26	27	17	80	24.5	500	18	40
PrincMktg/MKTG101	IVY	3	25	25	18	76	26	27	17	80	24.5	500	18	40
StrategicMarketing/MKTG230	IVY	3	25	25	18	76	26	27	17	80	24.5	500	18	40
Finite Math/MATH111	IVY	3	25	25	18	76	26	27	17	80	24.5	500	18	40
College Algebra/MATH102	VU	3												70
Trigonometry/MATH104	VU	3												70
AdvBusCC: IntroAcct/ACCT100	VU	3								Application only				
AdvAccounting/ACCT100	VU	3								Application only				
PLTW: IED/DESN101	IVY	3								Application only				
PLTW: POE/DESN104	IVY	3								Application only				
PLTW: CEA/DESN105	IVY	3								Application only				
PLTW: DE/EECT112	IVY	3								Application only				
AdvancedSpeech/COLL155	IU	3								2.7 or higher cumulative GPA				
Adv Comp/ENGW131	IU	3								2.7 or higher cumulative GPA				
US History/HIST105-106	IU	3								2.7 or higher cumulative GPA				
US History Hon-CHAP/HIST105-106	IU	3								2.7 or higher cumulative GPA				
Calculus/MathM211	IU	4								2.7 or higher cumulative GPA				

## Exiting Procedures

### Exiting Procedures for QuEST at any PCSC Elementary and/or Middle School

Occasionally, students are placed in programs and services that do not serve their needs. As a result, parents, teachers and/or students can request withdrawal from the QuEST Program and services. A procedure for withdrawal from QuEST will include:

1. Communication (phone calls, parent-teacher conferences, and written statements) regarding concerns of student placement in the high ability program should occur first at the building level. The student, parent, and/or school personnel may initiate this communication.
2. If the above means of communication has not produced a satisfactory resolution to the stated concern(s), a formal exit conference will be scheduled. The teacher, parent, student (if believed advisable by the teacher and/or parent), and a school administrator will attend this conference. If desired, the school's QuEST coordinator or counselor may be invited to attend this conference. At this conference, all issues will be examined and resolution sought. A period of "probation" may be considered, if needed. This probation period will extend through an agreed-upon time frame. At the conclusion of the pre-stated time frame, a determination will be made to continue or exit the student from the program or class. The parent will be notified.

### Exiting Procedures for QuEST Track at Plainfield High School

Students wishing to withdraw from advanced coursework must follow Plainfield High School dropping course procedures. He/she must complete a *Schedule Change Request Form* which includes the student's name, grade level, course to drop, as well as the student's and parent/guardian's signature. These changes must be approved by the Academic Review Committee.

### Academic Review Committee

The Academic Review Committee is charged with overseeing petitions for academic exceptions to school policy and procedure at Plainfield High School. The committee is comprised of at least one classroom teacher, one guidance counselor and one administrator. The committee meets periodically, and as needed, in order to review petitions holistically and provide a collective judgement on said petitions while maintaining the integrity of school policy and procedure.

**Guidance and Counseling:** Middle and high school counselors assist students in making their course selections as well as with other academic issues. Elementary students are provided with guidance and counseling support through their teachers and principals. In all cases, staff is committed to assisting students as they engage in challenging activities with confidence and success.



**All identified students K-8:** A specialized social/emotional curriculum is used by all elementary home-school advisors and middle school counselors. High ability elementary students are seen by their home school advisors quarterly to participate in experiences that address: understanding self and others, perfectionism, underachievement, peer relationships and bullying. Students also have opportunity to see their home school advisor regarding any high ability topic when requested. Middle school students receive counseling through their counselor on an as need basis.

**Professional Development:** Professional development is offered to staff members who work with high-ability students. The teacher evaluation system has identified differentiation as an area of concentration. Training is accomplished in a variety of ways:

- a. Elementary teachers in K-2 receive training including differentiation of reading assignments that challenge students. They receive training in the delivery of IDOE novel units designed for high ability students. They also meet at varying times of the school year to create STEM activities that promote advanced critical thinking.
- b. Elementary teachers in the QuEST classes in grades 3-5 meet periodically throughout the year to share ideas and write curriculum.
- c. Middle School and High School teachers meet both separately and together to collaborate and/or received training in higher order questioning strategies.
- d. All teachers receive training in differentiated instruction.
- e. Advanced Placement training is offered to secondary teachers.
- f. Multiple other professional opportunities are available for staff to attend, as needed, at state meetings and workshops.

**Program Assessment Plan:** A variety of methods are used to assess PCSC school programs and services for high ability students. One of the responsibilities of the QuEST committee, in collaboration with additional stakeholders, is the assessment of programs and services for high ability students. Annually NWEA, ILEARN scores, and AP test scores are disaggregated for identified students and are used to assess programming. It is expected that all of the programs and services will yield a full year of growth over time in grades K-12 in ELA and Math.

## Test Definitions and Descriptions

### **Phelps Kindergarten Readiness Scale Test (PKRS)**

The Phelps Kindergarten Readiness Scale assesses the academic readiness of children preparing to enroll in kindergarten. The PKRS is designed to evaluate three areas or domains (verbal, perceptual and auditory) predictive of later school achievement.

### **Cognitive Abilities Test (CogAT) (Measure of Potential to Learn at High Levels.)**

The cognitive abilities test has reliability measures of thinking skills and abilities. There are five subjects: Verbal Comprehension, Verbal Reasoning, Pictorial Reasoning, Figural Reasoning and Quantitative Reasoning. The scores can measure above grade level ability. This test is used as a wide screening instrument from grade K-2 and above with appeals.

### **NWEA**

These are achievement tests administered to students in grades K-10 that can range to above and below grade level items, depending upon the students' achievement level. They measure achievement in reading and math. The test is administered to students in scheduled test sessions two or three times a year.

### **Orleans-Hanna Algebra Prognosis Test**

This test indicates a student's ability to study and understand Algebra. A student does not need to have taken Pre-Algebra or Algebra to score well on this test. The test is administered to all students in the high ability math program in grade 5.

### **Writing Samples from classroom assignments**

Locally developed writing prompts are used to determine students' skills in writing development and grammar and usage. The Indiana Writing Rubrics for writing development and language conventions are used to score the writing samples in grades 2-8. In addition, at the high school level form Advanced Placement writing prompts and AP rubrics are used to score sample writings.



## Student Expectations for Elementary QuEST programs:

For Grade 3 through Grade 5

By the end of Grade 3, 4 and 5 the QuEST student will:

1. Achieve an average of 90% accuracy on Math tests.
2. Receive all report card grades at the average of a "B" or higher.
3. Read all assigned books with comprehension and complete all assigned projects.

*Failure to maintain one or more of these expectations may result in a formal Exit Conference.
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The QuEST program is based upon enriched and accelerated curriculum, which is rigorous and challenging and requires student commitment and discipline to ensure academic success. Please read over the above expectations and discuss them with your parents. You may wish to make a copy of this form to keep on file at home.

---

*I have read and understand these expectations.*

\_\_\_\_\_  
*Student Signature:*

\_\_\_\_\_  
*Parent Signature:*

*Date:* \_\_\_\_\_

*Grade Level:* \_\_\_\_\_

## **Student Expectations for Middle School QuEST programs:**

For Grade 6 through Grade 8

Prerequisite for all courses is a "B" or higher in the previous class.

Students must maintain a "B" average or higher for each quarter.

\*Failure to maintain one or more of these expectations may result in a formal Exit Conference.

The QuEST program is based upon enriched and accelerated curriculum, which is rigorous and challenging and requires student commitment and discipline to ensure academic success. Please read the above expectations and discuss this. You may wish to make a copy of this form to keep on file at home.

---

*I have read and understand these expectations.*

\_\_\_\_\_  
*Student Signature:*

\_\_\_\_\_  
*Parent Signature:*

*Date:*\_\_\_\_\_

*Grade Level:*\_\_\_\_\_

Plainfield Community School Corporation  
Identification Processes in Place – Elementary  
Identification Measures to Review and Include

Measures for Identification	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Ability Tests	CogAT Phelps (All Kindergarten students)	CogAT (New students) STAR360 Reading and math	CogAT	CogAT in spring of grade 2 125 + for the “Identification pool” for further assessments	Successful completion of prior year  CogAT – New Students	Successful completion of prior year  CogAT - Given to all 5 <sup>th</sup> Graders in the spring
Achievement Tests	NWEA ELA 96% + and Math 96% + and Mastery of Academic Standards	NWEA ELA 96% + and Math 96% + and Mastery of Academic Standards	NWEA ELA 96% + and Math 96% + and Mastery of Academic Standards	NWEA ELA 96% + and Math 96% + Semester Grades ISTEP Pass + ELA/Math	NWEA ELA 96% + and Math 96% + Semester Grades ISTEP Pass + ELA/Math	NWEA ELA 96% + and Math 96% + Semester Grades ISTEP Pass + ELA/Math
Teacher Recommendation and/or checklist	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation
Student products		Writing Samples	Writing Samples	Writing Prompt	Writing Prompt	Writing Prompt
Other	Collect data in spring	Collect data in spring	Collect data in spring	Collect data in spring	Collect data in spring	Collect data in spring

CogAT = Cognitive Abilities Test  
NWEA

# Appendix A-3

## Plainfield Community School Corporation Identification Processes in Place – Secondary Identification Measures to Review and Include

Measures for Identification	Grade 6 Pre-Algebra	Grade 7 Honors Algebra 1 High School Credit	Grade 8 Honors Geometry	Grade 9 Honors Algebra II	Grade 10 Honors Pre- Calculus	Grade 11 Pre-Calculus Calculus AB AP Stats	Grade 12 Calculus BC AP Stats	Comments: Students may also take:
Ability Tests	Successful completion of Accelerated 5 <sup>th</sup> Grade Curriculum Incoming CogAT Scores from 5 <sup>th</sup> Grade	Successful completion of prior grade	Successful completed of prior grade	Successful completion of Algebra I in Grade 7 and Geometry in Grade 8	Successful completion of prerequisites	Successful completion of prerequisites PSAT Potential Score Grade 10	Successful completion of prerequisites PSAT Potential Score Grade 10 or Grade 11	Statistics & Probability and Discrete Math after successful complete of Algebra II
Achievement Tests	NWEA with 96% or above and ILEARN (Pass Plus) Math	NWEA with 96% and Hanna Orleans given to all 6 <sup>th</sup> graders with 90% or better in spring STAR360 with 96% or above and ILEARN (Pass Plus) Math	NWEA with 96% or above and ILEARN (Pass Plus) Math	NWEA With 96% or above and ILEARN (Pass Plus) Math	NWEA With 96% or above and ISTEP+ (Pass Plus) Math	NWEA With 96% or above and ISTEP+ (Pass Plus) Math	NWEA With 96% or above and ISTEP+ (Pass Plus) Math	Finite Math College Algebra and Trig
Teacher Recommendation and/or checklist	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	
Grades as prescribed in prerequisite classes	Grades in Math Passing grade of B or better	Grades in Math Passing grade of B or better	Grades in Math Passing grade of B or better	Grades in Math Passing grade of B or better in Algebra I and Geometry	Grades in Math Passing grade of B or better in Algebra II	Grades in Math Passing grade of B or better in Honors Pre-Calculus		

Orleans Hanna = Orleans Hanna Algebra Prognosis Test



# Appendix A-3

## Plainfield Community School Corporation Identification Processes in Place – Secondary Identification Measures to Review and Include

Measures for Identification	Grade 6 Advanced ELA	Grade 7 Advanced ELA	Grade 8 English Honors 8	Grade 9 English Honors 9	Grade 10 English Honors 10	Grade 11 English AP Literature or Language, AP Seminar	Grade 12 English AP Literature or Language, AP Seminar	Comments: Students may also take:
Ability Tests	Successful completion of Accelerated 5 <sup>th</sup> Grade HA Curriculum & Successful Writing Sample	Successful completion 6 <sup>th</sup> Grade Advanced ELA	Successful completion 7 <sup>th</sup> Grade Advanced ELA	Successful completion 8 <sup>th</sup> Grade Advanced ELA	Successful completion of English Honors 9	PSAT Potential Score in Grade 10 AP Language and CHAP	Successful completion of AP Literature	ACP Speech or Etymology
Achievement Tests	NWEA with 96% or above and ILEARN (Pass Plus)	NWEA with 96% or above and ILEARN (Pass Plus)	NWEA with 96% or above and ILEARN (Pass Plus)	NWEA with 96% or above and ILEARN (Pass Plus)	NWEA with 96% or above and ILEARN (Pass Plus)	PSAT Potential Score in Grade 10	PSAT Potential Score in Grade 10 or Grade 11	
Teacher Recommendation and/or checklist	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	
Grades as prescribed in prerequisite classes	Passing Grade of B or better	Passing Grade of B or better	Passing Grade of B or better	Passing Grade of B or better	Passing Grade of B or better	Passing Grade of B or better	Passing Grade of B or better	

PSAT = Preliminary Scholastic Aptitude Test (College Readiness Test)

## **Plainfield Community School Corporation (Late Placement)**

If a student moves into the district and parents or teachers want the student considered for high ability placement, the following process will be implemented:

1. The students name will be submitted to the building level principal for consideration
2. Data will be accumulated by the teachers and submitted to the building identification committee for review. Data to be accumulated for program placement will be:
  - a. Standardized Tests of Achievements for
    1. Reading
    2. Math
  - b. Ability Test
    1. CogAT (Group Test)
    2. Naglieri for appeals (culture free or back up for appeals)
  - c. Sample of student writing
    1. Writing development (5 or 6)
    2. Writing Conventions (3 or 4)
  - d. Teacher Recommendation Rubric will be complete
  - e. Samples of student work
1. All student data entered on summary sheet and coded for Identification Committee.
2. High Ability Identification Committee meets to consider placement.
3. Building level principal will notify the parents, teachers and child of final status.

## Identification for QuEST Programs for High Ability Students

The Identification Committee for the QuEST program for High Ability students would like for you to help us identify potential candidates from your class who would benefit from our QuEST Track. Please complete the following information for us and return it to your building level administrator.

Teachers are asked to submit a copy of the student's NWEA results for Reading and Math. Also, they will submit a sample of student writing from the enclosed prompt. (Students get 30 minutes for this activity.)

- ☐ 1. NWEA % Rank for ELA and Math
- ☐ 2. Student 30 minute writing sample

All data will be compiled for use by the selection committee. Student names will appear on the Scale; only a number will be assigned to the student.

Please use the list of the following characteristics when you are trying to select students for the QuEST program. Potential students may not exhibit all characteristics, but many of those listed.

### CHARACTERISTICS OF HIGH ABILITY STUDENT

1. Has unusually advanced vocabulary
2. Has ideas which are often very original and imaginative in one or more areas
3. Has an unusually good memory
4. Is alert and keenly observant; responds quickly
5. Has a long attention span when interested in the topic
6. Uses longer sentences than peers
7. Reasons things out; thinks clearly; recognizes relationships; comprehends meanings
8. Is curious about places outside immediate environment
9. Is informed about a variety of areas
10. Shows a high level of sensitivity and empathy
11. Has a keen sense of humor
12. Is an independent worker when interested in the topic
13. Has a variety of interests
14. Is a leader in several kinds of activities; is able to influence others towards favorable goals
15. Has outstanding talent in a specific area

**Plainfield Community School Corporation**  
QuEST Track for High Ability Students



(See the School Counselor for application)

The Advanced, Honors, and AP (Advanced Placement) ELA have been developed for grades 6-12. The program has been specifically designed to fit the needs of students who are academically skilled in ELA.

**Major goals are:**

1. To enhance the quantity, quality, and variety of materials read
2. To promote writing skills as well as ease of fluency of writing
3. To improve vocabulary and word skills
4. To increase comprehension of materials
5. To advance perception of thought and form in literature

**Other goals are to help students:**

1. Develop critical taste in reference to what is heard, read, and viewed.
2. Learn to express one's views in both oral and written form.
3. Recognize that knowledge is a necessary basis for expressing one's opinion.
4. Learn the tools for gathering, analyzing, synthesizing and evaluating knowledge and information.
5. Gain effectiveness in independent study and work.

The goals apply to all levels of Advanced, Honor, and AP ELA Courses.

# PCSC Math Continuum

Appendix B-4

Grade Level	AP/Dual Credit	Accelerated Track	College Prep
3	Math 3 Enrichment	Math 3 Enrichment	Math 3
4	Accelerated 4 <sup>th</sup> and 5 <sup>th</sup>	Math 4/Enriched	Math 4
5	Accelerated 6 <sup>th</sup> and 6/7	Math 5/Enriched	Math 5
6	Pre-Algebra 7/8	Math 6/7	Math 6
7	Algebra 1	Pre- Algebra 7/8	Math 7
8	Geometry	Algebra 1	Math 8
9	Honors Algebra 2	Geometry	Algebra 1
10	Honors Pre-Calculus	Honors Algebra 2 or Algebra 2	Geometry
11	First Semester College Calculus and AP Statistics	Honors Pre-Calculus or College Algebra/Trig	Algebra 2
12	Second Semester College Calculus and/or AP Statistics and Probability	First Semester College Calculus and/or AP Statistics and Probability	College Algebra and Trigonometry



# PCSC ELA Continuum

Appendix B-5

Grade Level	Advanced Placement	College Prep	Career Prep
3	HA ELA 3	ELA 3	ELA3
4	HA ELA 4	ELA4	ELA 4
5	HA ELA 5	ELA 5	ELA 5
6	Advanced ELA 6	ELA 6	ELA 6
7	Advanced ELA 7	ELA 7	ELA 7
8	Advanced ELA 8	ELA 8	ELA 8
9	English 9 Honors	English 9 Honors (Must have Advanced ELA in 8 <sup>th</sup> Grade)	English 9
10	English 10 Honors	English 10 Honors	English 10
11	CHAP (English 11 Honors) AP Language or AP Seminar	CHAP or ELA Interest Courses	ELA Interest Courses
12	AP Literature or AP Seminar	ACP Speech, ACP Comp or ELA Interest Course	ELA Interest Courses
HS Electives	Etymology	Etymology	



## Teacher Recommendation

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Trait:	Rating:
<u>Quality of Work</u> (0 is low quality of work to 5 of high quality)  Self-reflective in own assignments or students products and works cooperatively in a group	Rating: Poss. 5
<u>Overall Work Ethic</u> (0 is for poor work ethic to 5 for excellent work ethic)  Shows task commitment, perseveres on difficult assignments, works through to finish a project, completes homework on time, works independently, produces quality work, and keeps on task in groups	Rating: Poss. 5
<u>Enthusiasm toward Subject Matter:</u> (0 for low level of interest to 5 for demonstrating a high level of enthusiasm)  Appears to enjoy reading, voluntarily talks to others about books read, appears to enjoy writing, and enjoys interaction with other students in this class about current class topics.	Rating: Poss. 5
<u>Teacher Overall Recommendations:</u> (0 points for low level ability to succeed in Advanced classes, to 3 for possible candidate to succeed, to 5 points for students who are predicted to be a good candidate to succeed in Advanced classes.)  Based upon teacher judgement as observed in classes.	Rating: Poss. 5
Total Score: (Add points in each rating box) Possible 20 Points	

**Plainfield Community School Corporation**  
**QuEST Track (Grades 3-8)**

**Parent Appeal Request**

At times a student does not qualify for placement in High Ability Programs and Services by the standard criteria. If a parent or student feels that they need to be considered for placement by alternate assessments, they need to formally alert teachers and administrators that they want to be considered for advanced coursework.

Parents and students should fill out the following forms and return them immediately to the appropriate administrator:

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Name of individual making the appeal: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Phone: \_\_\_\_\_

Best time to be reached: \_\_\_\_\_

Address: \_\_\_\_\_

## Parent Appeal Request Form

Form C-1

Grade Level: \_\_\_\_\_ Teacher to Contact: \_\_\_\_\_

Subject Area: \* \_\_\_\_\_

\*Grades 3-8

The following items are possible reasons for requesting an additional review of this student's application for the QuEST program. Read these carefully and indicate which reasons you believe apply in this situation. Explain why the choice(s) selected are applicable. Include a copy of any additional information.

1. We have additional test information.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. This student has recently received special recognition.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The previous test results are invalid.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Special circumstances exist which cause this student to (a) test poorly, (b) receive an inappropriate score, (c) rate a low recommendation, (d) have low grades.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. An area of learning or extra-curricular activities absorb most of this student's time.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Please include samples of your child's school work as evidence of his/her capability.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Please include a letter from a current teacher stating your child should be reconsidered for the program and why.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# **ELEMENTARY TEACHER APPEALS ASSESSMENT RUBRIC**

**Student Name:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Teacher/Team(s) Name:** \_\_\_\_\_

	5	4	3	2	1
<b>General Intellectual Ability</b>	Almost always displays curiosity about objects, situations, or events and a willingness to accept complexity	Frequently displays curiosity about objects, situations, or events and a willingness to accept complexity	Occasionally displays curiosity about objects, situations, or events and a willingness to accept complexity	Rarely displays curiosity about objects, situations, or events and a willingness to accept complexity	Never displays curiosity about objects, situations, or events and a willingness to accept complexity
<b>Specific Academic Aptitude</b>	Almost always learns rapidly and easily with little repetition and additional prompting	Frequently learns rapidly and easily with little repetition and additional prompting	Learns at a moderate pace with some repetition and additional prompting	Learns at a slower pace with needed repetition and additional prompting	Learns very slowly with needed repetition and a great deal of additional prompting
<b>Creative Thinking and Production</b>	Almost always produces and elaborates on ideas and asks higher level questions	Frequently produces and elaborates on ideas and asks higher level questions	Occasionally produces and elaborates on ideas and asks higher level questions	Rarely produces and elaborates on ideas and asks higher level questions	Never produces and elaborates on ideas and asks higher level questions
<b>Team Work</b>	Almost always works well with others and assumes an organizational role within the group	Frequently works well with others and can assume an organizational role within the group	Occasionally works well with others and receives input from their peers	Rarely works well with others or receives input from their peers	Never works well with others.

**TOTAL SCORE:** \_\_\_\_\_

**20**

## **QuEST Elementary Student Withdrawal Guidelines**

1. Either the teacher or parent may request a conference at any time if there appears to be a concern with the student's ability to function in the class or program.
2. If the student is performing below average for the QuEST classes K-6, the teacher will notify the parent(s) so that a progress conference can be arranged.
3. An exit conference may then be requested by the student, the parent(s) or the teacher if the student's performance continues to be below expectations.
  - a. The exit conference will be attended by the teacher, the parent(s), a general education teacher (when appropriate) and an administrator.
  - b. In the exit conference, a formal contract will be made with the expectations and timelines for student improvement. If the contract is not fulfilled, the student will be removed in the best interest of the student.
  - c. If the parent does not choose to attend the exit conference, the student's educational placement will be made in the best interest of the student.
  - d. The parent will be notified of the decision in writing.

Child's name

[illegible]

High Ability Coordinator's Signature



## Websites for Information about High Ability and Gifted:

The following sites are all recommended at [Http://www.iag-online.org/weblinks.htm](http://www.iag-online.org/weblinks.htm)

Hoagies' Gifted Education Page

Lots of information about gifted kids and gifted education. Links to a variety of other sites.

<http://www.hoagiesgifted.org>

Kidsource.com

Another site with a great deal of helpful information about gifted children.

<http://www.kidsource.com>

GT-World

An on-line support community for parents of Gifted and Talented children.

<http://www.gtworld.org>

TAG Families of the Talented & Gifted

One of the original great sites to establish a community for gifted families.

<http://www.tagfam.org>

Gifted Development Center

Dr. Linda Silverman's center in Denver, Colorado

<http://www.gifteddevelopment.com>

Davidson Institute for Talented Development

This institute supports profoundly gifted young people.

<http://www.davidson-institute.org>

## **PARENTING TIPS**

Appendix F

### **Handling questions**

1. Do you answer your child's questions with patience and good humor?
2. Do you take advantage of the child's questions and expressions of interest to guide him/her into further learning and explorations?

### **Developing Physical and Social Skills**

1. Do you help your child develop physical and social skills as carefully as you encourage mental growth?
2. Do you help him/her to learn how to get along with children of all levels of intellectual ability?
3. Do you avoid over-stressing intellectual achievement?
4. Do you avoid pushing him/her by not being unreasonably demanding about after school lessons and activities?
5. Do you teach him/her to use their gifts for the benefit of society as well as for themselves?

### **Teaching Decision Making**

1. Do you set reasonable standards of behavior for your child and then see that he/she meets them?
2. Do you provide early opportunities for decision making by your child, with follow-up of learning to evaluate decisions after carrying out whatever action was taken?
3. Do you teach your child how to budget time, organize his/her work, and improve on study habits?
4. Do you help your child make his/her own plans and decisions?
5. Do you give your child increasing independence as his/her ability to handle responsibility increases?
6. Do you encourage your child to set high educational and vocational goals?
7. Do you refrain from trying to pick a vocation for your child, but try to help him learn about as many occupations as possible?
8. Do you allow your child to fail? Do you then help your child learn to handle failure when it occurs?

### **Encouraging Activities**

1. Do you help your child find worthwhile and challenging reading materials and television programs?
2. Do you provide hobby materials and books?
3. Do you find places where the child can study and work at hobbies?
4. Do you provide a place to display his work?
5. Do you let the child learn about and share in some of your hobbies and interests?
6. Do you take the child on trips to points of interest?
7. Do you enable your child to take advantage of lessons and activities offered by private groups or community organizations?

### **Being a Model**

1. Do your expressions of attitude and your behavior set the example you want your child to follow?
2. Do you model correct speech patterns?
3. Do you as parents/guardians, read and demonstrate an interest in continued learning?

### Facing Giftedness

1. Do you try to find something specific to praise when your child shows you his/her work? (A generalized compliment means little to gifted children.)
2. Do you resist the impulse to show the child off?
3. Do you resist any temptation to exploit your child?
4. Do you avoid comparing him with his brothers, sisters, or friends?
5. Do you deal effectively with the perfectionism that *your* child may exhibit?



### **SUGGESTIONS FOR PARENTS**

- They are children. They need love, but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.
- Consistency of parental value systems is important for a child's optimum development. This means that there should not be wide disagreements over values between parents.
- Parental involvement in early task demands, such as training the child to perform tasks themselves, to count, tell time use correct vocabulary and pronunciation, locate themselves and get around their neighborhood, do errands, and be responsible are all important.
- Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry, and music are all valuable. Parents should read to children. There should be an emphasis by parents on doing well in school.
- Growing up in a happy, healthy home is an important factor in a child's emotional stability. Undue tension, unhappiness, and stress should be consciously eliminated.
- Since G/T children often have vague awareness of adult problems, such as death, sickness, finances, war, etc., which their lack of experience makes them unable to solve, they may need reassurance in these areas.
- The role of good books, magazines and other aids to home learning, such as encyclopedias, charts, collections, etc., is important.
- There's a difference between pushing and intellectual stimulation. Parents should avoid "pushing" a child into reading, "exhibiting" him before others, or courting undue publicity about him. On the other hand, parents should seek in every way to stimulate and widen the child's mind, through suitable experiences in books, recreation, travel, and arts.
- The gifted child usually has a wide and versatile range of interests, but he may be somewhat less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them, to plan and strive for creditable performance and for real mastery, rather than "going through" a lot of hobbies or collections in a short time.
- Parents should avoid direct, indirect, or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates, or out-of-the-ordinary mental process on the part of the

child are bad, "different" or to be discouraged. Instead of laughing at the child, laugh with him and seek to develop the child's sense of humor.

- Parents should avoid over structuring children's lives so that they don't have any free time.
- Don't expect your gifted child to live up to your unfulfilled aspirations. You may dream of "my son or daughter, the doctor" but he or she may have other heroes.
- Don't compare your gifted child to other children. It places on the gifted one the responsibility to be gifted all the time, and it certainly is not fair to whoever comes off second best. Every child is unique and special in some way.
- Enjoy your child. Of all the problems children have, giftedness is the best one. Your gifted child may try your stamina and endurance at times, but enthusiasm and lust for learning will more than make up for the pace. Your argumentative youngster may be practicing to become a great trial lawyer, and the artwork taped to your refrigerator may promise competition to Rembrandt in spite of the fact that you cannot tell which way is "up". Relax and enjoy the excitement.