

New York City Gifted & Talented Program Test Information 2008-2009



**For students
born in 2002**

Please note: for students born in 2002, there are very limited seats.

<p>يمكن الاطلاع على النسخ المترجمة لهذا المنشور، معلومات حول اختبار برنامج المتفوقين والموهوبين لسنة 2008-2009 للتلاميذ مواليد سنة 2002، على شبكة الانترنت في الموقع الالكتروني أدناه .</p>	<p>2002년에 태어난 학생들을 위한 2008-2009 학년도 뉴욕시 영재 프로그램 평가 정보 번역본을 다음 웹사이트에서 검색하실 수 있습니다.</p>
<p>যেসব শিক্ষার্থী ২০০২ সালে জন্মগ্রহণ করেছে, তাদের জন্য 'নিউ ইয়র্ক সিটি গিফটেড অ্যান্ড ট্যালেন্টেড প্রোগ্রাম টেস্ট ইনফরমেশন ২০০৮ - ২০০৯' প্রকাশনার অনূদিত সংস্করণ নিচে উল্লিখিত ওয়েব সাইটে পাওয়া যাবে।</p>	<p>С переводом этой публикации, "Информации о тестировании в 2008-2009 учебном году в программы г. Нью-Йорка для одарённых и талантливых учащихся, родившихся в 2002 г.", можно ознакомиться на нижеуказанном вебсайте.</p>
<p>針對 2002 年出生之學生的出版物《2008 - 2009 學年紐約市資優課程測驗資訊》(New York City Gifted & Talented Program Test Information 2008 - 2009) 的翻譯版本可在下列網站上找到。</p>	<p>En el sitio web que figura a continuación, se pueden encontrar las versiones traducidas de la publicación, Información para el examen del Programa de la Ciudad de Nueva York para estudiantes con aptitudes y talentos avanzados de 2008-2009, nacidos en 2002:</p>
<p>Ou ka jwenn bibliyasyon Enfòmasyon sou tèspou pou pwogram <i>Gifted & Talented</i> (G&T) 2008-2009 pou elèv ki fèt an 2002 yo nan lòt lang si w ale sou sit wèb ki pi ba a.</p>	<p>اس اشاعت کا ترجمہ شدہ متن، نیو یارک شہر 2009-2008 کے گفٹڈ اینڈ تیلینٹڈ پروگرام کے امتحان کی معلومات کے ان طلبا کے لیے جو کہ 2002 میں پیدا ہوئے ہوں مندرجہ ذیل ویب سائٹ پر حاصل کی جا سکتی ہے۔</p>
<p>Translated versions of this publication, <i>New York City Gifted & Talented Program Test Information 2008 - 2009 For students born in 2002</i>, can be found at the website listed below.</p> <p>http://schools.nyc.gov/Academics/GiftedandTalented/EligibilityApplications.</p>	



Joel I. Klein
Chancellor

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OVERVIEW

Gifted & Talented Programs are provided for students identified as gifted and talented by assessments that are administered by the New York City Department of Education (DOE). This handbook provides information about the assessments, the process for requesting testing and what parents can do to help their children prepare for the tests. The DOE provides testing for all pre-Kindergarten through Grade 2 students who are current New York City residents and wish to be considered for self-contained Gifted & Talented Programs.

In a self-contained classroom, gifted and talented students are grouped together for the entire day and receive appropriate instruction in all content areas. The term "G&T program" refers to this self-contained classroom model where children who have met the established criteria are grouped as a class for daily instruction. The DOE identifies gifted students as those children who perform at or above the 90th percentile on the assessments administered. Students scoring at or above the 90th percentile are eligible for district G&T programs. Students who score at or above the 97th percentile are eligible for placement to citywide G&T programs.

The department's recommendation is for teachers of children identified as gifted to differentiate instruction, provide appropriate enrichment opportunities, compact the curriculum and/or accelerate the content.

OPERATIONAL CALENDARS FOR THE 2008-2009 SCHOOL YEAR

Applicants who were born in 2004 & 2003 (for K & 1 placement in the 2009-2010 school year)

2008:

Beginning October 29: G&T Program Test Information handbooks available to schools (with Request for Testing Forms and OLSAT practice test)

November 1 – November 19: Request for Testing forms (RFT) due

2009:

January 5 – February 13: OLSAT/BSRA testing at school sites for public school students

January 10, 11, 24, 25 & 31 and February 1, 7, 8, 14 & 15: OLSAT/BSRA testing at selected sites for non-public school children

By early April: Score reports and applications with available G&T sites mailed to eligible students

By late April: Applications due with program choices

By late May: Placement conducted and offers mailed

By early June: Parents accept/decline placement offer to Office of Student Enrollment

Applicants who were born in 2002 & 2001 (for 2 & 3 placement in the 2009-2010 school year)

2008:

Beginning October 29: G&T Program Test Information handbooks available to schools (with Request for Testing Forms and OLSAT practice test)

November 1 – November 19: Request for Testing forms (RFT) due

2009:

February 23 – March 23: OLSAT/BSRA testing at school sites for public school students

March 14 & 15: OLSAT/BSRA testing at selected sites for non-public school students

By early May: Score reports and applications with available G&T sites mailed to eligible students

By mid May: Applications due with program choices

By late June: Placement conducted and offers mailed

By mid July: Parents accept/decline placement offer to Office of Student Enrollment

REQUEST FOR TESTING INFORMATION

1. Parents must first complete a Request for Testing Form (RFT). **The RFT form is included in this handbook before the sample test.** Additional forms are available at public schools, at all Borough Enrollment Offices and online at the DOE G&T website:
<http://schools.nyc.gov/Academics/GiftedandTalented/EligibilityApplications>
2. Students will only be tested if a Request for Testing Form has been completed and returned to the DOE on or before Wednesday, November 19, 2008.
 - Parents of students already enrolled in New York City Public Schools should return the form to their children’s current school. These students will be tested in their own schools (see page i for the possible dates).
 - Parents of students not currently enrolled in New York City Public Schools – i.e., in private or parochial school or enrolled in a Community-Based Organization (CBO) Pre-Kindergarten program or Charter School – should return the completed form to a Borough Enrollment Office (locations listed below). These students will be tested by trained DOE teachers on weekends in January, February and March of 2009 (see page i for the possible dates).
3. After tests have been administered and scored, only those students who score at or above the 90th percentile will receive a G&T Program application by mail. All students will receive a score report by mail.

It is extremely important that your address is recorded accurately and kept up-to-date throughout this process. For public school students, it is necessary to inform your school of any change in address.

Borough Enrollment Office Locations are listed below:

Borough	Borough Enrollment Office	Districts Served
Bronx	1 Fordham Plaza, 7th Floor Bronx, NY 10458 Phone: 718-741-8495	7, 9, 10
Bronx	1230 Zerega Avenue Bronx, NY 10462 Phone: 718-828-2975	8, 11, 12
Brooklyn	1780 Ocean Avenue Brooklyn, NY 11230 Phone: 718-758-7687	17, 18, 22
Brooklyn	415 89th Street Brooklyn, NY 11209 Phone: 718-759-4914	20, 21
Brooklyn	29 Fort Greene Place Brooklyn, NY 11217 Phone: 646-596-1814	13, 14, 15, 16
Brooklyn	1665 St. Mark’s Avenue Brooklyn, NY 11233 Phone: 718-240-3600	19, 23, 32

Borough	Borough Enrollment Office	Districts Served
Manhattan	333 Seventh Avenue, 12th Floor New York, NY 10001 Phone: 212-356-3700	1, 2, 4
Manhattan	388 West 125th Street, 7th Floor New York, NY 10027 Phone: 212-342-8300	3, 5, 6
Queens	28-11 Queens Plaza North Long Island City, NY 11101 Phone: 718-391-8386	24, 30
Queens	30-48 Linden Place Flushing, NY 11354 Phone: 718-281-3791	25, 26
Queens	82-01 Rockaway Boulevard Ozone Park, NY 11416 Phone: 718-348-2929	27
Queens	90-27 Sutphin Boulevard Jamaica, NY 11435 Phone: 718-557-2774	28, 29
Staten Island	715 Ocean Terrace, Building A Staten Island, NY 10301 Phone: 718-420-5629	31

How will students be informed of the date when they will be tested?

- If your child is currently enrolled in a New York City public school, your child’s school will inform you of the test date.
- If your child is not currently enrolled in a New York City public school, you will be informed of the scheduled test date and time by USPS mail.

ASSESSMENT INFORMATION

What assessments will be used?

The DOE will utilize two assessment instruments that have been used nationally in many districts. The *Otis-Lennon School Ability Test* (OLSAT) and the *Bracken School Readiness Assessment* (BSRA) will be used in combination to provide a thorough and balanced look at each child's intellectual abilities and to identify students who will benefit from participation in a self-contained G&T program.

When will children be tested (BSRA and OLSAT)?

	Children born in 2004 & 2003	Children born in 2002 & 2001
New York City public school students	School days: January 5, 2009 through February 13, 2009	School days: February 23, 2009 through March 23, 2009
Non-public school children currently living in New York City	Weekend days: January 10, 11, 24, 25 & 31 and February 1, 7, 8, 14 & 15, 2009	Weekend days: March 14 & 15, 2009

Why does the DOE consider multiple criteria for admissions?

Multiple criteria are considered so that many areas of ability will be measured and more than one assessment instrument will determine a child's placement in a G&T program.

What does the OLSAT measure?

The OLSAT is designed to measure verbal, quantitative and figural reasoning skills that are most closely related to scholastic achievement. Tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems and completing analogies are included because they have been shown to be valid measures of an individual's ability to reason logically.

The OLSAT measures the cognitive abilities related to a child's aptitude. This test assesses children's thinking skills (abstract thinking and reasoning) and provides an understanding of children's relative strengths and weaknesses in performing a variety of reasoning tasks.

On the OLSAT, children will be tested in four clusters: Verbal Comprehension, Verbal Reasoning, Pictorial Reasoning and Figural Reasoning. Verbal reasoning does not correspond to speaking ability. All questions are presented in a multiple-choice format.

What is the difference between the verbal and non-verbal sections of the assessment?

Verbal items assess a student's receptive language skills (their ability to listen carefully, follow directions and understand the vocabulary spoken by the test administrator). Non-verbal items assess a student's visual, spatial and arithmetic understandings. There are four content clusters, two clusters are verbal and two are non-verbal:

1. Verbal Comprehension (verbal): Measures the ability to manipulate or respond to information through listening to language, i.e. following directions.
2. Verbal Reasoning (verbal): Measures the ability to discover patterns or relationships and to solve problems through the use of language such as aural reasoning and arithmetic reasoning.
3. Pictorial Reasoning (non-verbal): Assesses the ability to reason using pictorial representations such as picture classification, picture analogies and pictures in a series.
4. Figural Reasoning (non-verbal): Assesses reasoning skills independent of language, i.e. figural classification, figural analogies, pattern matrices and figures in a series.

2008 – 2009 New York City Gifted and Talented Testing Program
Otis-Lennon School Ability Test®, Eighth Edition (OLSAT 8)*

***Tests are administered based on the birth year of the child,
not current grade level.**

Year of Birth	OLSAT
Children born in 2004	OLSAT 8, Form 6, Level A, Questions 1-40
Children born in 2003	OLSAT 8, Form 6, Level A, Questions 1-60
Children born in 2002	OLSAT 8, Form 6, Level B, Questions 1-60
Children born in 2001	OLSAT 8, Form 6, Level C, Questions 1-60

What specifically does the BSRA measure?

The BSRA is designed to assess a child’s concept knowledge and receptive language skills for school readiness. The BSRA contains the first six subtests of the *Bracken Basic Concept Scale* (BBCS). Since a high correlation exists between total scores on the BBCS (11 subtests) and the BSRA (six subtests), the DOE will administer the shorter BSRA in conjunction with the OLSAT.

What specifically does each section or subtest of the BSRA measure?

There are 6 sections, defined below:

1. Colors: Measures a child’s knowledge and recognition of colors.
2. Letters: Measures a child’s knowledge of upper and lowercase letters.
3. Numbers/Counting: Measures a child’s recognition of single and double digit numerals and samples the child’s ability to assign a number value to a set of objects.
4. Sizes: Measures a child’s knowledge and recognition of terms such as tall, long, short, big, small and thick.
5. Comparisons: Measures a child’s ability to match and/or differentiate objects based on one or more of their characteristics.
6. Shapes: Measures a child’s understanding of one, two and three dimensional shapes.

How do parents know that the OLSAT and BSRA use high standards to measure student ability?

Each test question on the OLSAT has been rigorously reviewed by educators, measurement specialists and psychologists to ensure that it is of high quality and without bias toward any subgroup, including gender and ethnic/racial categories. The questions were reviewed for clarity, appropriateness of content, accuracy of correct answers, plausibility of answer options, appropriateness of vocabulary, absence of stereotyping or bias of any kind and general overall quality.

All items on the BSRA have been statistically analyzed and evaluated for difficulty, reliability, fit, bias and effectiveness across each age group and for each subtest.

Reliability and validity studies have been conducted and both tests have demonstrated good evidence of reliability and validity. Reliability refers to the accuracy and precision of the test scores. Validity refers to the extent to which the test measures what it is intended to measure.

Will the assessments be offered in languages other than English?

Materials related to the New York City DOE assessment program will be available to students with limited English proficiency, including speakers of Arabic, Bengali, Chinese (Cantonese and Mandarin), Haitian Creole, Korean, Russian, Spanish and Urdu.

Who will score the tests?

The OLSAT and BSRA materials, which are administered by trained educators, will be returned to Pearson Assessment for scanning and scoring.

How will the scores be calculated?

The scores of the OLSAT and BSRA will be combined to generate a total percentile score. The OLSAT score will be weighted 75% and the BSRA score will be weighted 25% to generate a total G&T score.

What is a percentile rank?

A percentile rank shows a student's relative standing in comparison to other students of the same age. A percentile is not the same as percent correct. Percentile ranks are useful in showing the students' standing within a group, but should not be used in describing differences between the scores of two or more students.

Is the percentile rank based on the child's grade or age?

The percentile rank is generated based on the child's age; each child is compared to others within the same three-month age band. Therefore, all percentile ranks show the student's standing in comparison to other students of the same age, not grade.

When will results be available?

Results/score reports will be mailed to the student's home – please check page i for more specific information. It is very important that parents provide us with current and complete addresses and contact information. *If your address changes after the Request for Testing Form is filed, make sure you provide your child's current school with the updated address.* If your child is currently enrolled in a New York City public school, be sure that your current address is listed in the school's database of information. If your child is not currently enrolled in a New York City public school and your child's address and/or biographical information changes after submitting the RFT form, please contact a Borough Enrollment Office in your borough of residence and have them update the information.

How can parents help their children prepare?

There are several things parents can do to help their children prepare for the G&T assessments. Parents should make sure children get adequate sleep and eat a nutritionally balanced meal prior to taking the OLSAT and BSRA. Parents can also aid children's performance by helping to ease their minds about the test. Reassurance from parents about the test can positively impact a child's test scores. Before the actual OLSAT administration, parents should review the OLSAT practice materials with their child. This practice test may be used to familiarize students with test items and the test structure. Parents can also review basic concepts that students are likely to encounter on the BSRA. Parents should read and review any and all information they receive regarding the testing experience. Parents should also encourage their children to do their best, while reminding them that they are not expected to know the answer to every question.

While the OLSAT Practice Test is provided, it is only meant to be used to familiarize young children with the test experience and some test items. Please remember that young children (4-year-olds born in 2004) are not expected to bubble in their responses. The test administrator will record the responses.

APPEALS PROCESS FOR THE TEST ADMINISTRATION

Is there an appeals process for the test administration?

If parents wish to report a problem with any test administration, **the problem must be reported within 48 hours** of the test administration. Problems must be reported to the Office of Accountability within 48 hours of test administration via letter or email:

Office of Accountability, G&T Test Administration
52 Chambers Street, Room 309
New York, NY 10007
OAServicedesk@schools.nyc.gov

For additional questions regarding the Assessments, please contact
The Office of Accountability Service Desk at 212-374-6646.

ELIGIBILITY AND PLACEMENT

What does my child need to be eligible for a district G&T program?

1. Your child needs to score at the 90th percentile or above.
2. Your child must be zoned to a district that has district G&T programs. We attempt to have a minimum of one G&T program in each district. However, if there are not enough children to open a G&T class in a specific district, we will offer those qualifying students placement in a neighboring district.

What does my child need to be eligible for a citywide G&T program?

1. Your child must currently live in New York City.
2. Your child needs to score at the 97th percentile or above.

Students who score at or above the 97th percentile are eligible for citywide programs and for their district programs, should their district have a G&T program. The citywide G&T schools serve eligible students from all five boroughs. However, there is no guarantee that a student will receive a placement offer to a citywide G&T program.

If my child is eligible, how will placement be determined?

Placement is based on meeting qualification cut-offs, sibling priority, family preferences (ranked program choices) and remaining available seats.

For entrance into a district G&T program, students must score at the 90th percentile or above. For entrance into the citywide programs, students must score at the 97th percentile or above.

All younger siblings who make the qualification cut-offs (90th percentile or above for district programs and 97th percentile or above for citywide programs) will receive placements at the older sibling's school, as long as:

- there are enough seats for all eligible sibling applicants (there may be more eligible siblings than available seats),
- the older sibling is presently in grades K-4,
- and the applicant lists the sibling's school as his or her **first choice**.

After siblings are placed, all other eligible applicants will be rank-ordered from highest percentile to lowest eligible percentile. Students will only be placed in schools that have declared they have available seats.

What happens when many students have the same percentile rank and want a seat at the same program?

When there are eligible applicants with the same percentile and not enough available seats for these applicants, all applicants with that same percentile will be offered placement in a random order. All offers are final and there are no wait lists.

My older child attends a G&T program. I would like my younger child to be in the same school, but he or she did not make the qualification cut-off. What can I do?

If a younger sibling does not make the qualification cut off for his or her older sibling’s G&T program, he or she may file a placement exception request (PER) to attend the general education program offered in the same school, provided there are available seats. You can file a PER at your local Borough Enrollment Office.

I have two children testing for entrance into a G&T program for the 2009-2010 school year. I would like them both to be in the same school, but only one of them made the qualification cut-off for a G&T program. What can I do?

You may file a placement exception request, as explained in the answer directly above.

What does a guaranteed placement offer mean?

All eligible students are guaranteed a placement offer to a district program **only if all district choices are ranked**. There is no guarantee for a placement offer to a citywide program.

If I receive a placement offer and decline that placement, can I still be considered for a placement later if there are available seats?

All G&T placement offers are final. If you are offered a placement and you decline that placement, no other placement offer will be made. There are no wait lists.

If my child receives placement to a G&T program, will transportation be provided?

Placement to a G&T program does not guarantee school bus service. Transportation for G&T programs follows the same rules as for the rest of general education. In particular, if the program your child attends is in a different district than where you live, school bus transportation will NOT be available (but DOE will provide you with a MetroCard). If the program your child attends is in the district where you live, DOE will first use the table below to determine, based on your child’s grade and distance from the school, whether or not she or he gets free transportation.

GRADE LEVEL	WALKING DISTANCE FROM CHILD’S HOME TO SCHOOL			
	Less than ½ mile	½ mile or more, but less than 1 mile	1 mile or more but less than 1½ miles	1 ½ miles or more
K-2	Half fare MTA bus pass	Either Yellow Bus or MetroCard	Either Yellow Bus or MetroCard	Either Yellow Bus or MetroCard
3-6	No transportation is provided	Half fare MTA bus pass	Either Yellow Bus or MetroCard	Either Yellow Bus or MetroCard

If your child’s grade and distance from school falls into a box above for “Either Yellow Bus or MetroCard,” your child will get a yellow school bus if (a) The school has applied to OPT for yellow bus service, (b) the student lives in the same district as the school **and** (c) we can reach the student and at least 10 other students on a bus route that does not exceed 5 miles in length. Eligible students that do not meet these criteria get a MetroCard. This means that an eligible kindergartener will get a Metro Card if s/he goes to school in another district or is the only person at her/his school who lives south of the building so that we can’t create an 11 person / 5 mile bus route.

For information about current bus stops at specific schools, please contact the school directly. For additional general information about eligibility please visit:

<http://schools.nyc.gov/Offices/Transportation/ParentResources/GeneralEducationEligibility>.

There is an exception for the students who attend the three citywide G&T programs – The Anderson School (PS 334M), NEST+ m (PS 539M) and TAG Young Scholars (PS 12M). These students do not have to live in the same district as their school to be considered eligible for transportation; they must live in the same borough, Manhattan, and all other eligibility rules apply.

ADDITIONAL INFORMATION

After the period to submit the Request for Testing form concludes on Wednesday, November 19, 2008, additional information will be made available through your child's school and online at the G&T website: <http://schools.nyc.gov/Academics/GiftedandTalented>

If my child is already in a district G&T program, does he or she need to be retested?

Children already enrolled in a district G&T program should NOT complete the Request for Testing (RFT) form unless they want to be considered for placement at a citywide G&T program, which includes The Anderson School (PS 334M), NEST+ m (PS 539M) and TAG Young Scholars (PS 12M).

Students already in a district G&T program do not retest for another district G&T program as we **do not** transfer students from one district G&T program to another. In the event that a family moves to a different district and there is a G&T program in the new district of residence, a transfer will be considered provided there is a seat available in the new district of residence.

If a parent requests their district G&T student be tested for one of the citywide G&T programs listed above and the student is found not eligible for the citywide G&T programs, this score will have no impact on the student's current status in a district G&T program.

I do not currently live in New York City, but my family is moving after the deadline to submit the RFT. Can my child still be considered for the program?

You may **not** complete an application and test prior to your permanent residency in New York City. Application to our program may not be completed until the point in time your children show up to register in a New York City public school.

Once you have established permanent residency in New York City, please visit a Borough Enrollment Office. A placement officer there should be able to advise you. There will be a summer administration for students new to New York City (those who arrived after the established testing period).

2008 REQUEST FOR TESTING FORM
for Gifted & Talented Programs in the 2009–2010 school year
For Students Born in 2002

OPEN ONLY TO CURRENT NEW YORK CITY RESIDENTS

To be eligible to take the tests required for consideration for the District-based and Citywide Gifted & Talented Programs in the 2009–2010 school year, you must complete this form for your child.

- If your child is currently enrolled in a New York City Public School, submit this form to his/her school on or before **Wednesday, November 19, 2008**
 - If your child is a resident of New York City but not currently enrolled in a New York City Public School, submit this form to one of the **Borough Enrollment Offices** listed on the back of this form on or before **Wednesday, November 19, 2008**

2009 Test dates for children BORN IN 2002

Note that there will be very limited seats available for students entering grades 2 and 3 for the 2009-2010 school year

New York City PUBLIC SCHOOL STUDENTS will be tested at their current school, during the school day:
Monday, February 23, 2009 – Monday, March 23, 2009

NON-PUBLIC SCHOOL STUDENTS living in New York City will be tested on a weekend day
and will be notified of the test date and location: March 14 & 15, 2009

STUDENT INFORMATION – Please print clearly in ink.

STUDENT LAST NAME	STUDENT FIRST NAME	CURRENT GRADE
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DATE OF BIRTH (MM / DD / YY)	OSIS # / STUDENT ID # (if available)
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CURRENT ADDRESS (House #, Street, Apt. #, City, State and Zip Code)

CURRENT SCHOOL or PROGRAM NAME & ADDRESS	ZONED COMMUNITY SCHOOL DISTRICT (CSD) DISTRICT <input type="text"/>
Child is currently enrolled in which of the following? (Please check all that apply): NYC Public School, NON-G&T Program <input type="checkbox"/> NYC Public School, G&T Program <input type="checkbox"/> Parochial/Private School <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Charter School <input type="checkbox"/> NONE <input type="checkbox"/>	

SPECIAL TESTING SERVICES (if applicable) Is your child currently entitled to testing modifications under a 504 Plan or Individualized Education Program (IEP)? Yes <input type="checkbox"/> No <input type="checkbox"/> IF YES, please attach the 504 Plan or IEP. Would you like your child to be tested in a language other than English? Yes <input type="checkbox"/> No <input type="checkbox"/> IF YES, in which language would you like your child to be tested? (Please check one box only) Arabic <input type="checkbox"/> Bengali <input type="checkbox"/> Cantonese <input type="checkbox"/> Mandarin <input type="checkbox"/> Haitian Creole <input type="checkbox"/> Korean <input type="checkbox"/> Russian <input type="checkbox"/> Spanish <input type="checkbox"/> Urdu <input type="checkbox"/>

PARENT/GUARDIAN INFORMATION – Please print clearly in ink.

PARENT/GUARDIAN LAST NAME	PARENT/GUARDIAN FIRST NAME
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PARENT/GUARDIAN TELEPHONE # (home)	PARENT/GUARDIAN TELEPHONE # (cell)	PARENT/GUARDIAN E-MAIL
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SIGNATURE – Please complete clearly in ink.

I would like my child evaluated to be considered for Gifted & Talented (G&T) placement. I have read the *Gifted & Talented Test Information* handbook and I understand the timeline, assessment, criteria, eligibility and placement. The information I have provided is accurate and truthful.

PRINT Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

REMINDER:

If your child currently attends a New York City Public School, please submit this form to his/her school on or before **Wednesday, November 19, 2008**.

If your child is a resident of New York City but not currently enrolled in a New York City Public School, submit this form to one of offices listed below on or before **Wednesday, November 19, 2008**:

Borough	Borough Enrollment Office Address	Phone	Districts Served
Bronx	1 Fordham Plaza, 7th Floor Bronx, NY 10458	718-741-8495	7, 9, 10
Bronx	1230 Zerega Avenue Bronx, NY 10462	718-828-2975	8, 11, 12
Brooklyn	1780 Ocean Avenue Brooklyn, NY 11230	718-758-7687	17, 18, 22
Brooklyn	415 89th Street Brooklyn, NY 11209	718-759-4914	20, 21
Brooklyn	29 Fort Greene Place Brooklyn, NY 11217	646-596-1814	13, 14, 15, 16
Brooklyn	1665 St. Mark's Avenue Brooklyn, NY 11233	718-240-3600	19, 23, 32
Manhattan	333 Seventh Avenue, 12th Floor New York, NY 10001	212-356-3700	1, 2, 4
Manhattan	388 West 125th Street, 7th Floor New York, NY 10027	212-342-8300	3, 5, 6
Queens	28-11 Queens Plaza North Long Island City, NY 11101	718-391-8386	24, 30
Queens	30-48 Linden Place Flushing, NY 11354	718-281-3791	25, 26
Queens	82-01 Rockaway Boulevard Ozone Park, NY 11416	718-348-2929	27
Queens	90-27 Sutphin Boulevard Jamaica, NY 11435	718-557-2774	28, 29
Staten Island	715 Ocean Terrace, Building A Staten Island, NY 10301	718-420-5629	31

Borough Enrollment Offices are generally open from 8:00am until 3:00pm.

OTIS-LENNON SCHOOL ABILITY TEST PRACTICE TEST

Dear Parents/Guardians,

Enclosed is the Otis-Lennon School Ability Test: Seventh Edition (OLSAT) Practice Test. You may use this practice test to familiarize your child with the types of questions they will encounter on the actual test. The practice tests for the OLSAT are highly secure. It is your responsibility to protect the security of the practice test by agreeing to the following:

- Not to share or discuss the contents of the test, generally or specifically, with anyone;
- Not to copy any part of the test or the directions;
- Only those children whose parents/guardians have completed an application to take the assessment for admission to a NYC Department of Education Gifted and Talented Program may use the practice materials.

For parents of Pre-K children: Please note that students are not expected to bubble in answers in the test booklet; however, they must be able to clearly indicate with a pencil their answer choice for each item.

OLSAT

Otis-Lennon School Ability Test Seventh Edition

Arthur S. Otis • Roger T. Lennon

Directions for Administering Practice Test Level B



0158610318



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Directions for Administering Practice Test

The purpose of this Practice Test is to prepare students for taking the *Otis-Lennon School Ability Test* (OLSAT), so that they will be familiar with the types of questions that appear on the test. They will learn to recognize row-finders, to follow a row across the page from left to right, to mark their answers properly, and to change their answers when necessary.

Practice Tests help students understand what to expect on the real test, thus reducing anxiety.

The Practice Test is not scored. Therefore, students should be given as much help as they need to complete the questions successfully. For most effective use, the Practice Test should be administered approximately one week before the regular test administration. For your convenience, correct responses to the questions are printed on page 11.

Specific Directions for Administering

All directions to be read to the child are in **bold** type. Directions to the parent (not to be read aloud) are in regular type. If you make a mistake in reading a question during the test, stop and say, “No, that is wrong. Listen again.” Then read the question or direction correctly.

SAY

Today we are going to do some interesting activities that are like puzzles. I am going to give you a booklet. Leave your booklet closed until I tell you what to do.

Bold-face directions make it easy to dictate questions to students.

Distribute the Practice Test booklet, with the front cover facing up. Be sure your child gets a booklet, a pencil, and an eraser.

SAY

Open your booklet to page 3. Now look at the first row, where you see a little fish at the beginning of the row. Put your finger on the fish.

Make sure that your child has opened the booklet correctly and has page 3 showing.

SAY

1 When pictures go across the page like this, we say they are in a row.

Demonstrate by moving your finger across the page from left to right.

SAY

In this row, you see a hand writing numbers on a chalkboard, drawing a picture, holding an eraser, writing a word on a chalkboard, and writing a letter. One of these pictures shows something that does not belong because it is not like the other pictures. Let’s figure out together which picture does not belong. All the pictures in this row show a hand doing something. Can you tell me what makes one of these pictures different from the others?

Pause for reply.

SAY

Yes, that’s right. The hand holding the eraser is the one that is different, isn’t it? All the other pictures show a hand writing or drawing something. The hand holding the eraser does not belong with the other pictures in this row.

Now I will show you how to mark your answer. Do you see the little circles under the pictures? We call these answer spaces. Since the eraser does not belong with the other pictures in this row, you will fill in the space under the third picture. This is how you mark.

Show students how to mark the answer space by drawing an answer circle and filling it in. Your child need not keep the marks completely within the answer circles, and all the space within the circles does not have to be filled in. Show your child how to erase an answer they might want to change. Make sure that the directions are being followed correctly.

Young children benefit from being shown how to mark an answer space.

SAY

***2** Now put your finger on the row with the doll. Be sure you can see the answer spaces. In this row, you see some boxes with groups of shapes in them. One of these groups of shapes does not belong with the others. Which group of shapes does not belong?

Pause for reply.

SAY

Yes, that's right. The fourth group of shapes does not belong with the others, does it? This group does not belong with the others because it is the only group with the large shape first. In the other groups, the large shape is in between the small shapes. You should mark the space under the fourth group of shapes. Is there anybody who does not understand what to do?

Careful explanations help students to understand why wrong answers are wrong.

Answer any questions. Make sure your child is filling in the answer space correctly. Then go on to question 3.

SAY

3 Now move your finger to the next row, the one with the chair. Be sure you can see the answer spaces. In this row, you see some pictures. Mark the space under the picture that does not belong with the others.

Pause while your child marks the answer.

SAY

Which space did you mark?

Pause for reply.

SAY

Yes, you should have marked the space under the second picture. All the other pictures show leaves, but the second picture shows a flower. Do you understand why the second picture is the right answer?

Be sure your child understands question 3. Explain further if necessary. Then go on to question 4.

SAY

4 Now move your finger down and put it on the row with the shoe. In this row, you see some boxes that have dark circles in one of the parts. Mark the space under the box that does not belong with the others.

Pause while your child marks the answer.

SAY

Which space did you mark?

Pause for reply.

SAY

Yes, the last answer is the correct one, isn't it? The last box does not belong because the dark circles are in the small part of the box. Do you understand?

Answer all questions.

SAY

If you marked the space under a different box, erase your mark and then mark the space under the last box in the row.

Pause to give your child time to erase and mark the correct answer.

SAY

Now turn the page. You should see a leaf at the beginning of the first row.

Each format change in the test is explained carefully to students.

5 Put your finger on the first row, the one with the leaf. Next to the leaf, you see four boxes. In the first box on top, there is a picture of a button. In the box next to it, there is a picture of a shirt. These pictures go together in a certain way. In the first box at the bottom, there is a picture of a zipper. The other box is empty. Now look at the row of pictures next to the boxes and think about what should be in the empty box. What goes with the zipper in the same way that the button goes with the shirt? Mark the space under your answer.

Pause while your child marks the answer.

SAY

Did you find the answer?

Pause for reply.

The Practice Test allows unlimited time for making sure students understand the process.

SAY

You should have marked the space under the third answer, the pants. Let's see why. The zipper is used to close the pants just like the button is used to close the shirt. Look at the other pictures. They don't go with a zipper in the same way that a shirt goes with a button. Do you understand why the third answer is the right one?

Be sure that your child understands question 5. Repeat the explanation, if necessary.

SAY

6 Now put your finger on the next row where you see a bird. Look at the shapes in the two boxes on top. These shapes go together in a certain way. Think about how these two shapes go together.

Pause.

SAY

How do the two boxes on top go together?

Pause for reply.

SAY

That's right. The first box has a figure made of a white triangle on top of a dark square, and the second box has the same figure turned upside down. Now look at the picture in the first box on the bottom. Here you see a white circle on top of a dark circle. Now look at the pairs of circles in the next part of the row. Think about what should be in the empty box. Mark the space under your answer.

Pause while your child marks the answer.

SAY

Which pair of circles goes with the circles in the first box on the bottom in the same way that the figure in the second box on top goes with the first box on top?

Pause for reply.

SAY

Yes, the fourth answer is correct. The fourth answer shows the pair of circles turned upside down, doesn't it? If you marked the space under a different answer, erase your mark and then mark the space under the fourth answer.

Students are encouraged to become comfortable with erasing answers and changing them.

Pause for your child to erase and mark the answer correctly.

SAY

Do you understand what we just did?

Answer any questions your child has. Then go on to question 7.

SAY

7 Put your finger on the next row, the one with the pencil. In the first box on top, there is a book with many pages. In the box next to it, there is a page from the book. In the first box at the bottom, there is a birthday cake with many candles. The other box is empty. Now look at the row of pictures next to the boxes and think about what should be in the empty box. What picture goes with the cake in the same way that the book and the page in the top row go together? Mark the space under your answer.

Pause while your child marks the answer.

SAY

Did you find the answer?

Pause for reply.

SAY

You should have marked the space under the second answer, the one with the candle. Do you understand why the second answer is the correct one?

Be sure that your child understands question 7. Repeat the explanation, if necessary.

SAY

8 Now put your finger on the last row, where you see the monkey. Look at the shapes in the two boxes on top. These shapes go together in a certain way. Now look at the shapes in the first box on the bottom. Think about what should be in the empty box next to it. Then find your answer in the row next to the boxes and mark the space under it.

Pause.

SAY

You should have marked the answer space under the fourth picture. Now let's see why. The first box on top shows a circle made up of five pie shapes. The second box on top shows one of the pie shapes. The first picture on the bottom shows a shape made up of five little circles. So the empty box should have one little circle. Are there any questions?

Answer any questions your child may have.

SAY

Now go to the top of the next page. You should see a kitten at the beginning of the page.

All of the skills assessed in OLSAT are included in the Practice Test.

9 Move your finger to the first row, where you see the kitten. Listen. Philip found the shells you see in the box at the beginning of the row. He gave half of the shells to his friend, Jeffrey. In the next part of the row, mark under the picture that shows how many shells Philip has left.

Pause while your child marks the answer.

SAY

Which space did you mark?

Pause for reply.

SAY

Yes, the last answer is the correct one, isn't it? If Philip had eight shells and gave half of them to his friend, then he would have four shells left. Do you understand why Philip would have four shells left?

Answer any questions.

SAY

If you did not mark the space under the last picture, erase your mark and mark the space under the last picture.

Pause for your child to erase and mark the answer correctly.

SAY

10 Move your finger to the next row, where you see the hammer. Be sure you can see the answer spaces. Listen: All white circles are serks. All shaded circles are kols. All dotted circles are dibs. Mark under the picture that shows serks and dibs but no kols. Listen again. All white circles are serks. All shaded circles are kols. All dotted circles are dibs. Mark under the picture that shows serks and dibs but no kols.

The Practice Test includes questions at all difficulty levels, so that students learn what to expect on the real test.

Pause for your child to mark the answer.

SAY

You should have marked under the second picture. Kols are the shaded circles, and there are no shaded circles in the second picture. Do you see why the second answer is correct?

Answer any questions, explaining further, if necessary. Then go on to number 11.

SAY

11 Now put your finger on the row with the book. Look at the shapes in the squares at the beginning of the row. Listen to what happens. Each shape moves to the corner square closest to it. In the next part of the row, mark under the picture that shows how the shapes look now.

Pause while your child marks the answer.

SAY

Which space did you mark?

Pause for reply.

SAY

Yes, you should have marked the answer space under the third picture. The third picture is the only one that shows each shape moved to the nearest corner square. Are there any questions?

Answer any questions your child may have.

SAY

12 Put your finger on the last row, where you see a butterfly. Look at the pictures in the box next to the butterfly. These pictures go together in a certain way. Something belongs in the empty space. Let's figure out together what belongs in that space. In the top row of the box, there is a circle that is half shaded, then the circle is turned so that the shaded half is on the bottom and then it turns again so that the shaded half is on the other side. In the next row of the box, there is a triangle that is half shaded, then the triangle is turned so that the shaded part is on the bottom, and then it turns again so that the shaded part is on the other side. In the last row, there is a square that is half shaded, then the square is turned so that the shaded half is on the bottom. What belongs in the empty space?

Pause for reply.

SAY

That's right, the empty space should have a square with the shaded half on the other side. You should mark under the second answer. Do you understand why the second answer is the correct one?

Answer any questions, explaining further if necessary.

SAY

13 Now turn the page. You should see a little cup at the beginning of the first row. Put your finger on that row. Mark under the group of shapes where all four shapes are different.

Pause while your child marks the answer.

SAY

Which space did you mark?

Pause for reply.

SAY

Yes, you should have marked the space under the fourth picture, because it is the only group in which the four shapes are all different. Do you understand why on the fourth picture is correct?

Answer any questions.

SAY

If you did not mark the answer space under the fourth picture, erase your mark and mark the answer space under the fourth picture.

Pause for your child to erase and mark the answer correctly.

SAY

14 Now move your finger to the next row where you see the little egg. Listen. Amanda has five kittens. Only two of the kittens are gray. Mark under the picture that shows all of Amanda's kittens.

Pause.

SAY

Which picture did you mark?

Pause for reply.

SAY

Yes, the first picture is correct, isn't it? It is the only picture that shows two gray kittens in a group of five kittens. The other pictures show the wrong number of kittens or too many gray kittens. Do you understand why the first answer is the correct one?

Answer any questions.

SAY

15 Move your finger to the next row, where you see the duck. Look at the pictures in the boxes at the beginning of the row. These pictures go together in a certain way. Something belongs in the empty box. In the next part of the row, mark under the picture that shows what belongs in that box.

Pause for your child to mark the answer.

SAY

Did you mark the third answer? Let's see why it is correct. In the boxes at the beginning of the row, you see figures with arrows inside them. In the first figure, the arrow is pointing straight up at the little circle. In the next circle, the arrow is moved to the next little circle. Then, the arrow is moved to the next little circle and then to the next one. Do you see how the arrow moves to the next little circle in each picture? Now look at the pictures in the row next to the boxes. The third picture is the only one that shows the arrow moved to the next little circle. The other pictures show the arrow moved to a wrong little circle. Do you understand why the third answer is the correct one?

Answer any questions, explaining further, if necessary.

SAY

16 Now move your marker to the last row, the one with the turtle. Mark under the picture that shows this: The biggest truck is first in line, and the smallest truck is in the middle.

Engaging art makes the testing process less of a chore for your child.

Pause while your child marks the answer.

SAY

Which picture did you mark?

Pause for reply.

SAY

Yes, the second answer is the only one with the biggest truck at the front of the line and the smallest truck in the middle. The other pictures show the biggest truck in the wrong place or the smallest truck in the wrong place. Do you have any questions?

Answer any questions, making sure your child understands why the second answer is correct.

SAY

That is all we will do now. Put your pencil down. In a few days, we will be doing some more problems like these. They will seem familiar to you, because you will remember how they work. Close your booklet so that the front cover is on top.

Demonstrate. Then collect the test booklet. This concludes the Practice Test.

List of Correct Responses

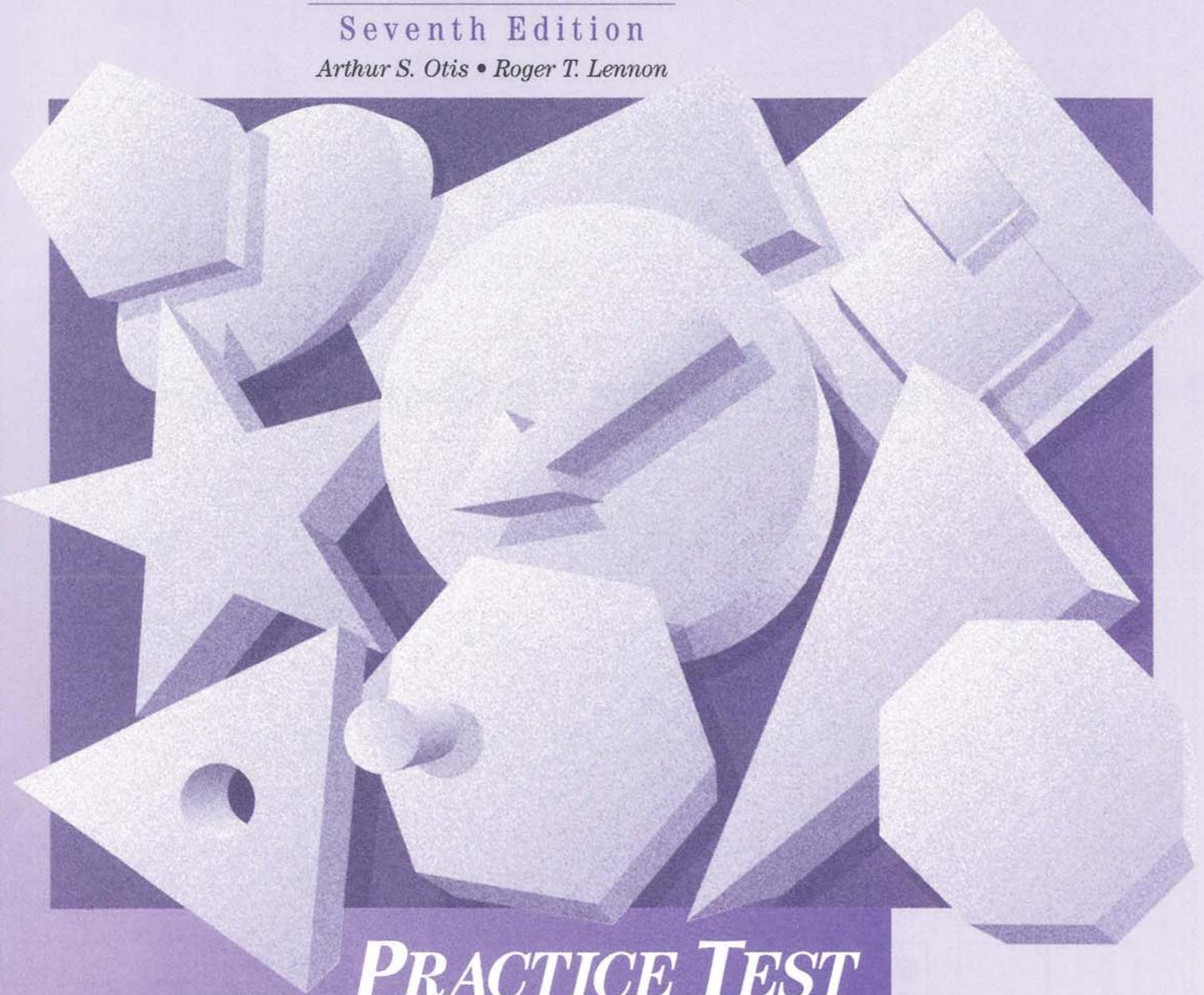
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15	3
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OISAT

Otis-Lennon School Ability Test

Seventh Edition

Arthur S. Otis • Roger T. Lennon



PRACTICE TEST

HARCOURT® Educational
BRACE Measurement

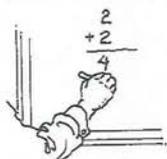
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Orlando • Boston • New York • Chicago • San Francisco • Atlanta • Dallas
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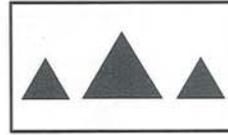
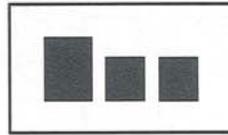
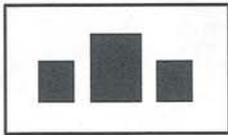
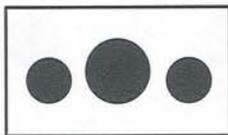
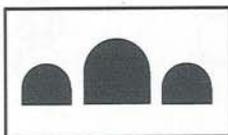


Practice Test Level B

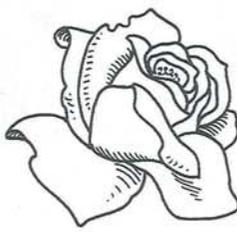
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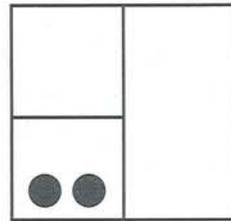
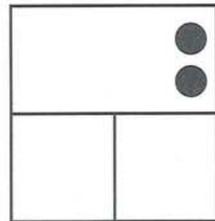
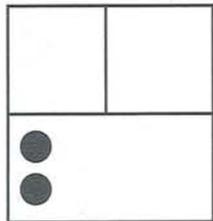
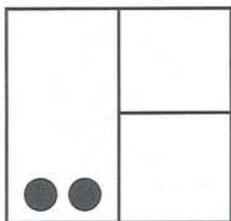
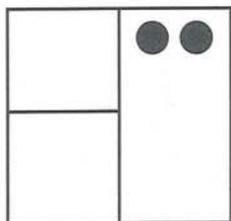
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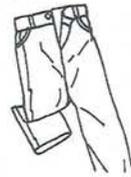


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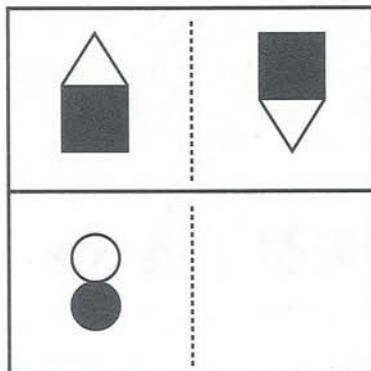




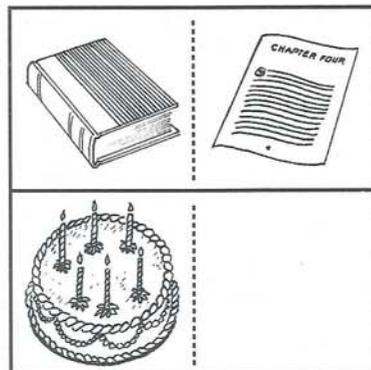
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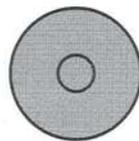
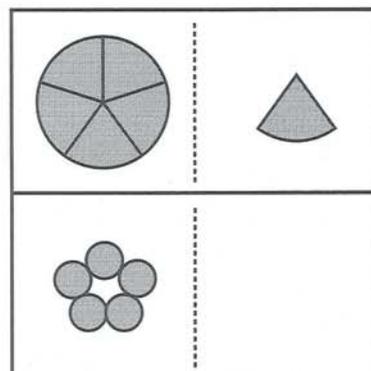
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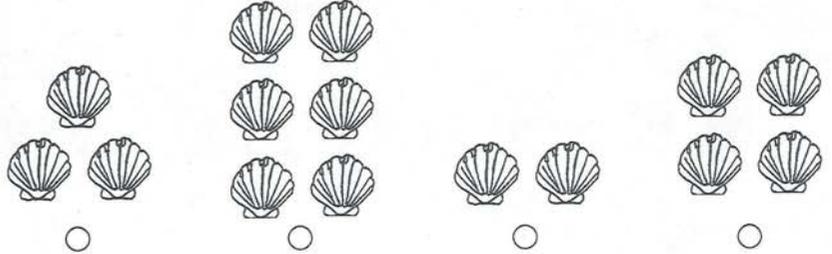
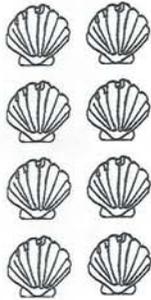


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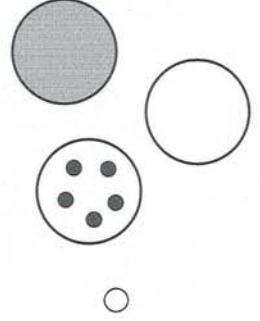
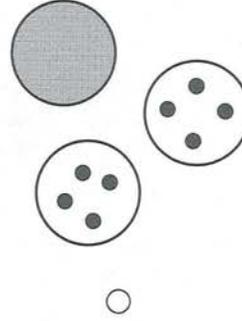
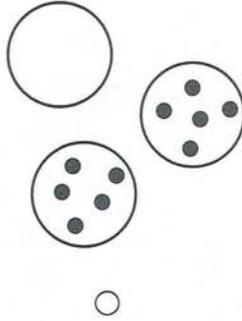
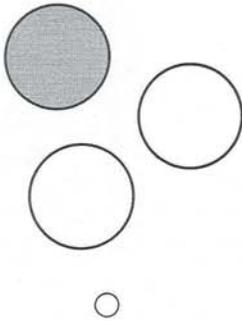




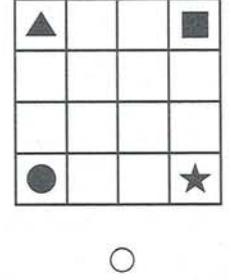
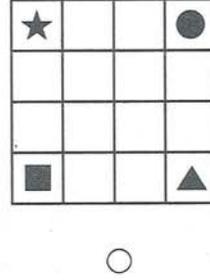
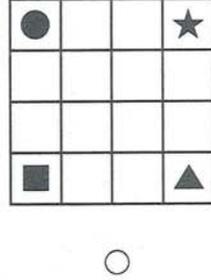
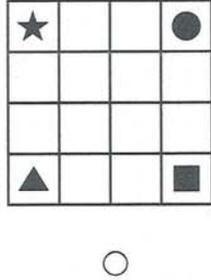
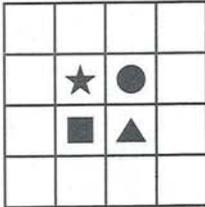
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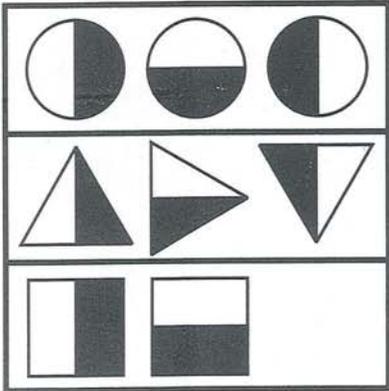
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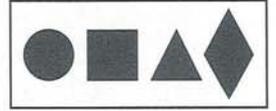
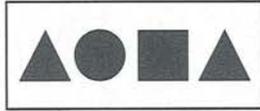


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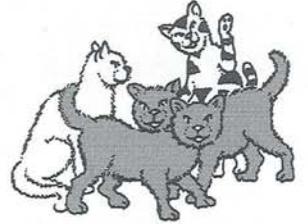
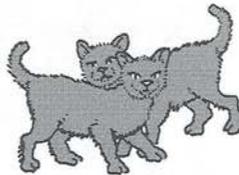
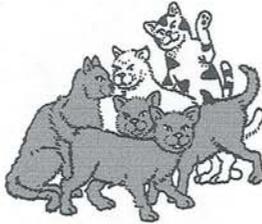




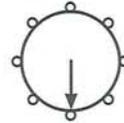
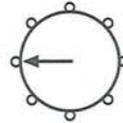
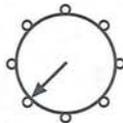
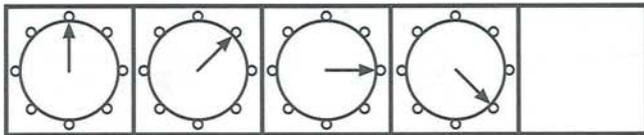
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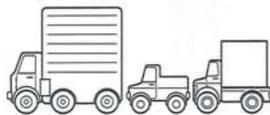
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