New York City Gifted & Talented Program Test Information Handbook 2010-2011

For students born in 2006

NYC Department of Education

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www.nyc.gov/schools/Academics/GiftedAndTalented/EligibilityApplications	

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Department of Education

Joel I. Klein
Chancellor

Overview

The New York City Department of Education (DOE) provides Gifted & Talented (G&T) programs for students who have met established eligibility criteria. In these programs, students are grouped together in a self-contained classroom for the entire school day and receive appropriate instruction in all content areas. The Department's recommendation is for teachers assigned to G&T programs to differentiate instruction, provide appropriate enrichment opportunities, compact the curriculum, and/or accelerate the content.

The DOE administers testing to determine eligible students for G&T programs. Testing is available for all pre-kindergarten through grade 2 students who are current New York City residents and wish to be considered for self-contained G&T programs. The DOE assesses and identifies students who perform at or above the 90th percentile as eligible for placement to G&T district programs. Students scoring at or above the 97th percentile are eligible for placement to district G&T programs and to citywide G&T programs.

This handbook provides information about the process for requesting testing, the assessments, eligibility and placement, and what families can do to help their children prepare for the tests.

Important Dates for the 2010-2011 School Year

Applicants who were born in 2006, 2005, 2004 & 2003
(Applying for K, 1st, 2nd, & 3rd grade placement, respectively, in the 2011-2012 school year)

October 12, 2010	Families can begin submitting the Request for Testing (RFT) forms
November 17, 2010	Deadline to submit Request for Testing (RFT) forms
October 18 – October 29, 2010	Community Information Sessions
January 10 – March 4, 2011	OLSAT/BSRA testing at school sites for public school students
January 8, 9, 22, 23, 29 & 30 February 5, 6, 12, & 13, 2011	OLSAT/BSRA testing at selected sites for non-public school children
May 2011	Score reports and applications with available G&T sites communicated to eligible students
Late May 2011	Applications due
June 2011	Placement offers communicated to families; families accept/decline placement offers

REQUEST FOR TESTING INFORMATION

1. Families interested in having their child attend a NYC public school G&T program must first complete a Request For Testing (RFT) form. Families can complete the RFT form either online or by using the form included in this handbook and submitting the completed form to their child's public school or local Borough Enrollment Office. Families should submit only **one** RFT form. Please do not submit more than one form for a child.

   - **Online RFT:** The online Request For Testing form only takes a few minutes to complete and is available at http://schools.nyc.gov/ChoicesEnrollment/applyonline. Families who apply online will receive email notification that their request has been submitted. It is recommended that families save or print the confirmation email for their records. Families that do not have access to a computer at home and wish to complete an online RFT can do so at one of the many New York City Public Library locations. Call 311 to find a library in your area.

   - **Paper RFT:** Families wishing to submit the paper RFT form should return the completed form to their child's school (if the child is a current NYC public school student) or to their local Borough Enrollment Office (if the child is not a current NYC public school student). The Borough Enrollment Office will provide families with a receipt. It is recommended that families of public school students request to have the school sign and date the G&T Handbook once the RFT has been submitted.

     Borough Enrollment Office locations are listed below. Offices are generally open from 8:00am-3:00pm, Monday-Friday. For other questions about the Borough Enrollment Offices, please call 718-935-2009.

Borough	Borough Enrollment Office
Bronx	1 Fordham Plaza, 7th Floor Bronx, NY 10458
	1230 Zerega Avenue Bronx, NY 10462
Brooklyn	1780 Ocean Avenue Brooklyn, NY 11230
	415 89th Street Brooklyn, NY 11209
	29 Fort Greene Place Brooklyn, NY 11217
	1665 St. Mark's Avenue Brooklyn, NY 11233

Borough	Borough Enrollment Office
Manhattan	333 Seventh Avenue, 12th Floor New York, NY 10001
	388 West 125th Street, 7th Floor New York, NY 10027
Queens	28-11 Queens Plaza North Long Island City, NY 11101
	30-48 Linden Place Flushing, NY 11354
	82-01 Rockaway Boulevard Ozone Park, NY 11416
	90-27 Sutphin Boulevard Jamaica, NY 11435
Staten Island	715 Ocean Terrace, Building A Staten Island, NY 10301

2. Students will only be tested if an RFT form is submitted by the deadline, **Wednesday, November 17, 2010**.

3. If your child is currently enrolled in a NYC public school, your child's school will inform you of the test date. Testing will take place either in school (during the school day) or on the weekend. Each elementary school will decide on the specific testing schedule they will use within the above-mentioned guidelines. If your child is not currently enrolled in a New York City public school, you will be informed of the scheduled test site, date, and time by DOE via email and by USPS mail if you submit the RFT form online, or by USPS mail only if you submit the paper application.

ASSESSMENT INFORMATION

When will children be tested?

New York City public school students	January 10 – March 4, 2011
Non-public school children currently living in New York City	Weekends: January 8, 9, 22, 23, 29 & 30 and February 5, 6, 12, & 13, 2011

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.

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 children'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 items on the OLSAT do 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 OLSAT?

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 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.

What 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 (6 subtests), the DOE will administer the shorter BSRA in conjunction with the OLSAT.

What specifically does each section 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.

What standards are used by the OLSAT and BSRA publishers?

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 and 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.

How can families help their children prepare?

There are several things families can do to help their children prepare for the G&T assessments. Families should make sure children get adequate sleep and eat a nutritionally balanced meal prior to taking the OLSAT and BSRA. Families can also aid children's performance by helping to ease their minds about the test. Families should also encourage their children to do their best, while reminding them that they are not expected to know the answer to every question. Reassurance from families can positively impact a child's test scores.

Before the actual OLSAT administration, families 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. Families can also review basic concepts that students are likely to encounter on the BSRA. Families should read and review any and all information they receive regarding the testing experience. While an 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 2006) are **not** expected to bubble in their responses. The test administrator will record the responses.

If, in the judgment of the test administrator, principal or the site supervisor, a student has had prior exposure to the test or has given aid to or obtained aid from another person during the test, the principal or site supervisor must follow the NYCDOE disciplinary procedure for student cheating and invalidate the student's test. Invalidated tests may not be submitted for scoring.

Will the assessments be offered in languages other than English?

Yes, materials related to the New York City DOE assessment program will be available to pre-kindergarten students born in 2006 and all K-2 students with limited English proficiency (LEP) who are receiving mandated LEP services. Alternate language assessments are available in Arabic, Bengali, Chinese (Cantonese and Mandarin), French, 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 rank. The OLSAT score will be weighted 75% and the BSRA score will be weighted 25% to generate a total G&T percentile rank.

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.

How will results be communicated to families?

After tests have been administered and scored, families will receive a score report by mail. Only those students who score at or above the 90th percentile will receive an application for G&T programs. It is very important that families provide the NYCDOE with current and complete addresses and contact information. Please check the G&T website periodically for specific information and dates regarding student score reports and program applications (http://schools.nyc.gov/ChoicesEnrollment/GTAdmissions).

If your address changes after the Request For Testing form is submitted, make sure you update your home address information:

1. If your child is currently enrolled in a New York City public school, make sure that your new address is updated by your child's school.
2. If your child is not currently enrolled in a New York City public school and you submitted an online RFT form, you may update your information online, at any time.
3. If your child is not currently enrolled in a New York City public school and you submitted a paper RFT form, please contact the Office of Gifted and Talented Programs at 718-935-2009 to have your information updated in the database.

Appeals Process for the Test Administration

If families wish to report a problem with any test administration, **the problem must be reported in writing within 48 hours** of the test administration.

Problems must be reported to the Division of Performance & Accountability Resources within 48 hours of test administration via letter or email to:

DPA, 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 Accountability Service Desk at 212-374-6646.

Eligibility and Placement

What criteria does my child need to meet in order 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 eligible children to open a G&T class in a specific district, we will offer those qualifying students placement in a neighboring district
3. Your child must currently live in New York City.

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

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

Students who score at or above the 97th percentile are eligible for citywide programs and for their district programs. The citywide G&T programs 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 sibling priority, score (percentile rank), family preferences (ranked program choices), and available seats. Students will only be placed in schools that have declared they have available seats.

All younger siblings who make the eligibility 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:

1. There are enough seats for all eligible sibling applicants (there may be more eligible siblings than available seats)
2. The older sibling is presently in Grades K-4

Note: If your top priority is for your child to be placed in the G&T program in his/her sibling's school, then we encourage you to list the sibling's school as your first choice. If you rank another G&T program as a higher choice above the sibling's school, your child may be placed in a school other than the sibling's school.

What happens when students have the same placement priority and request a seat at the same program?

If there are more students applying than there are available seats within a priority group, there will be a random assignment process for the available seats.

If my child scores at or above the 90th percentile, is my child guaranteed a G&T offer?

The only applicants who are guaranteed a G&T program offer are students applying for a **kindergarten or grade 1 seat who rank every district option** listed on their application. These applicants are then guaranteed an offer to a district G&T program, though they could get an offer to a citywide G&T program if they are eligible and rank it as one of their choices. **There is no guaranteed offer to any citywide G&T program.**

Is my child guaranteed a G&T offer because he/she scored at the 99th percentile?

If your child scored at the 99th percentile he/she is guaranteed an offer to a kindergarten or first grade district program if all district program options are ranked. However, he/she is not guaranteed an offer to a citywide program because he/she scored at the 99th percentile. There are many children who score at the 99th percentile and as a result, the most preferred G&T programs fill with eligible siblings and children who score at the 99th percentile before all students with a 99th percentile can be placed. Therefore, many families with children who score at the 99th percentile, but who choose to rank only a few schools, rather than all programs available to them, may likely receive no offer.

If my child scored at the 97th percentile or above and did not receive an offer to a citywide program but to a district program, will he/she have to re-test to be considered for a citywide placement next year?

Yes. Your child would need to re-test to be considered for a citywide program placement for next year.

My child's current school or zoned school has a G&T program. Do I get a priority or a guaranteed offer to that program?

No. The fact that a G&T program is located in your child's current school or in your child's zoned school does not give you a priority for placement. District G&T programs serve all students in the district and all eligible students are placed using standard criteria: sibling priority, score (percentile rank), family preference and seat availability.

Do I have to rank all of the programs for which my child is eligible?

No you do not. You should only list the programs you are interested in having your child attend. However, keep in mind that if your child is entering kindergarten or grade 1 and you want a guaranteed offer to a G&T program in your district, then you must rank all the district options for which your child is eligible.

What happens if my child does not receive a G&T offer or if I decline an offer I receive this year?

In rare cases, some Gifted and Talented programs may have a few seats that become available due to unexpected attrition. These seats will be filled through an attrition round that takes place after initial placement offers are made. Placement offers for the attrition round will be made to eligible children who either have not received an offer or who declined an initial offer. Placement will be based on the same criteria as the initial placements; i.e., sibling priority, score (percentile rank), family preferences (ranked program choices), and available seats.

My child will be 6 years old prior to December 31, 2011. Will he/she be eligible for a Kindergarten G&T class?

A child's date of birth determines the grade placement in a NYC public school. If a child will be six years old by December 31, 2011 (born in 2005), then the child is required to attend school and is eligible for a first grade G&T placement and **not** a Kindergarten G&T seat.

If I have two or more eligible children applying to G&T programs, how do I indicate that I want them in the same school?

If you prefer to have your children attend the same school, you must complete an application for each child and rank the same schools in the same choice order on both of their applications. You must also provide the sibling's information in the "Siblings" section of the application.

I have two children testing for entrance into a G&T program. I would like them both to be in the same school, but only one of them is eligible for a G&T program. What can I do?

You may file a Placement Exception Request (PER) for the child who is not eligible for G&T to attend the general education program in the same school, provided there are available seats. You can file a PER at your local Borough Enrollment Office (listed on page 2).

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 eligibility 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 may file a PER at your local Borough Enrollment Office (listed on page 2).

What happens if my child scores in the 99th percentile, receives and accepts an offer to a district program, and then seats become available at a citywide program that I preferred?

In the event that seats become available at citywide programs due to unexpected attrition, there will be an attrition round of placement. All students eligible for citywide programs who did not receive an offer to a citywide program will be included in the citywide attrition placement round.

2010-2011 Schools with G&T Classes

If my child is eligible, what G&T programs are available?

Below is a list of schools with G&T programs. The X indicates that there is a G&T program at the school for the grade shown in 2010-2011. Please note: not all schools with G&T programs in 2010-2011 will have a G&T program next year, and some schools not listed may start new G&T classes in 2011-2012.

Every year, the DOE determines the number of programs needed by district based on the number of students who meet the eligibility requirements. A complete list of programs available to your child will be included in the G&T application.

Boro	District	School Code (DBN)	School Name	K	1st	2nd	3rd	4th	5th
M	1	01M110	P.S. 110 Florence Nightingale	X	X	X	X	X	X
M	1	01M539*	New Explorations into Science, Technology and Math School (NEST+M)*	X	X	X	X	X	X
M	2	02M011	P.S. 011 William T. Harris	X	X	X	X	X	X
M	2	02M033	P.S. 033 Chelsea Prep	X	X	X			
M	2	02M077	P.S. 77 Lower Lab School	X	X	X	X	X	X
M	2	02M116	P.S. 116 Mary Lindley Murray			X	X	X	X
M	2	02M124	P.S. 124 Yung Wing	X	X	X	X	X	X
M	2	02M130	P.S. 130 Hernando De Soto	X	X	X	X	X	X
M	2	02M198	P.S. 198 Isador & Ida Straus	X					
M	2	02M217	P.S./I.S. 217 Roosevelt Island	X	X				
M	3	03M009	P.S. 009 Sarah Anderson	X	X	X	X	X	X
M	3	03M145	P.S. 145, The Bloomingdale School					X	X
M	3	03M163	P.S. 163 Alfred E. Smith	X	X	X	X	X	X
M	3	03M165	P.S. 165 Robert E. Simon				X	X	X
M	3	03M166	P.S. 166 The Richard Rodgers School of The Arts and Technology	X	X	X	X	X	X
M	3	03M191	P.S. 191 Amsterdam			X	X	X	X
M	3	03M334*	The Anderson School *	X	X	X	X	X	X
M	4	04M012*	TAG Young Scholars *	X	X	X	X	X	X
M	5	05M046	P.S. 046 Arthur Tappan				X	X	X
M	5	05M129	P.S. 129 John H. Finley	X	X	X	X	X	X
M	5	05M154	P.S. 154 Harriet Tubman			X		X	X
M	6	06M098	P.S. 098 Shorac Kappock			X		X	X
M	6	06M152	P.S. 152 Dyckman Valley				X	X	X
M	6	06M153	P.S. 153 Adam Clayton Powell	X	X	X	X	X	X
X	7	07X005	P.S. 005 Port Morris						X
X	8	08X182	P.S. 182	X	X	X	X	X	X
X	9	09X053	P.S. 053 Basheer Quisim					X	
X	9	09X109	P.S. 109 Sedgwick					X	
X	10	10X007	P.S. 007 Kingsbridge	X	X	X			
X	10	10X024	P.S. 024 Spuyten Duyvil	X	X	X	X	X	
X	11	11X121	P.S. 121 Throop	X	X	X	X	X	
X	11	11X153	P.S. 153 Helen Keller	X	X	X	X	X	X
X	12	12X214	P.S. 214		X	X	X	X	X

* denotes current citywide program

Boro	District	School Code (DBN)	School Name	K	1st	2nd	3rd	4th	5th
K	13	13K003	P.S. 003 The Bedford Village	X	X	X	X	X	X
K	13	13K009	P.S. 009 Teunis G. Bergen	X	X	X	X	X	X
K	13	13K020	P.S. 020 Clinton Hill				X	X	X
K	13	13K282	P.S. 282 Park Slope	X	X	X	X	X	X
K	14	14K132	P.S. 132 The Conselyea School	X	X	X	X		
K	14	14K250	P.S. 250 George H. Lindsay	X					
K	15	15K001	P.S. 001 The Bergen				X	X	X
K	15	15K010	Magnet School of Math, Science and Design Technology	X	X	X			
K	15	15K038	P.S. 038 The Pacific	X	X	X	X	X	X
K	15	15K230	P.S. 230 Doris L. Cohen	X	X	X	X	X	X
K	16	16K040	P.S. 040 George W. Carver			X	X	X	
K	17	17K138	P.S. 138 Brooklyn			X	X		X
K	17	17K161	P.S. 161 The Crown	X	X	X	X	X	X
K	17	17K189	P.S. 189 Lincoln Terrace				X	X	X
K	17	17K375	P.S. 375 Jackie-Robinson School					X	X
K	18	18K114	P.S. 114 Ryder Elementary				X	X	X
K	18	18K115	P.S. 115 Daniel Mucatel School	X	X	X	X	X	X
K	18	18K208	P.S. 208 Elsa Ebeling				X	X	X
K	18	18K233	P.S. 233 Langston Hughes			X	X	X	X
K	18	18K276	P.S. 276 Louis Marshall				X	X	X
K	18	18K279	P.S. 279 Herman Schreiber					X	X
K	19	19K159	P.S. 159 Isaac Pitkin				X	X	X
K	19	19K202	P.S. 202 Ernest S. Jenkyns				X	X	X
K	19	19K273	P.S. 273 Wortman				X	X	X
K	19	19K677	East New York School of Excellence	X	X				
K	20	20K102	P.S. 102 The Bayview	X	X	X	X	X	X
K	20	20K104	P.S./I.S. 104 The Fort Hamilton School				X	X	X
K	20	20K176	P.S. 176 Ovington	X	X	X	X	X	X
K	20	20K180	The SEEALL Academy				X	X	X
K	20	20K185	P.S. 185 Walter Kassenbrock			X	X	X	X
K	20	20K200	P.S. 200 Benson School	X	X	X	X	X	X
K	20	20K204	P.S. 204 Vince Lombardi	X	X	X	X	X	X
K	20	20K229	P.S. 229 Dyker	X	X	X	X	X	X
K	20	20K686*	The Brooklyn School of Inquiry *	X	X	X			
K	20	20K748	Brooklyn School for Global Scholars	X	X				
K	21	21K095	P.S. 095 The Gravesend	X	X	X	X	X	X
K	21	21K099	P.S. 099 Isaac Asimov	X	X	X	X		
K	21	21K188	P.S. 188 Michael E. Berdy			X	X	X	X
K	21	21K212	P.S. 212 Lady Deborah Moody				X	X	X

* denotes current citywide program

Boro	District	School Code (DBN)	School Name	K	1st	2nd	3rd	4th	5th
K	21	21K215	P.S. 215 Morris H. Weiss	X	X	X	X	X	X
K	21	21K329	P.S. 329 Surfside				X	X	X
K	22	22K052	P.S. 052 Sheepshead Bay	X	X	X	X	X	X
K	22	22K109	P.S. 109				X	X	X
K	22	22K119	P.S. 119 Amersfort					X	X
K	22	22K134	P.S. K134				X	X	X
K	22	22K139	P.S. 139 Alexine A. Fenty				X	X	X
K	22	22K152	School of Science & Technology			X	X	X	X
K	22	22K193	P.S. 193 Gil Hodges	X	X	X	X	X	X
K	22	22K194	P.S. 194 Raoul Wallenberg					X	X
K	22	22K195	P.S. 195 Manhattan Beach	X	X	X	X	X	X
K	22	22K197	P.S. 197 Brooklyn				X	X	X
K	22	22K198	P.S. 198 Brooklyn				X	X	X
K	22	22K203	P.S. 203 Floyd Bennett				X		
K	22	22K206	P.S. 206 Joseph F Lamb		X	X	X	X	X
K	22	22K207	P.S. 207 Elizabeth G. Leary	X	X	X	X	X	X
K	22	22K236	P.S. 236 Mill Basin	X	X	X	X	X	X
K	22	22K251	P.S. 251 Paerdegat				X	X	X
K	22	22K254	P.S. 254 Dag Hammarskjold				X	X	X
K	22	22K255	P.S. 255 Barbara Reing School				X	X	X
K	22	22K269	P.S. 269 Nostrand						X
K	22	22K277	P.S. 277 Gerritsen Beach				X	X	X
K	22	22K312	P.S. 312 Bergen Beach			X	X	X	X
K	22	22K315	P.S. K315			X	X	X	X
K	22	22K326	P.S. 326				X		
K	23	23K041	P.S. 041 Francis White					X	X
K	23	23K323	P.S./I.S. 323				X		
K	32	32K376	P.S. 376		X	X	X	X	X
Q	24	24Q016	P.S. Q016	X	X	X	X	X	X
Q	24	24Q091	P.S. 091 Richard Arkwright					X	X
Q	24	24Q153	P.S. 153 Maspeth Elem		X	X	X	X	X
Q	24	24Q229	Emanuel Kaplan		X				
Q	24	24Q290	P.S. 290	X					
Q	25	25Q021	P.S. 021 Edward Hart	X	X	X	X		
Q	25	25Q032	P.S. 032 State Street	X	X	X	X		
Q	25	25Q079	P.S. 079 Francis Lewis		X				X
Q	25	25Q165	P.S. 165 Edith K. Bergtraum	X	X	X	X	X	X
Q	25	25Q209	P.S. 209 Clearview Gardens	X	X	X	X	X	X
Q	26	26Q018	P.S. 018 Winchester				X	X	X
Q	26	26Q115	P.S. 115 Glen Oaks	X	X	X	X		
Q	26	26Q188	P.S. 188 Kingsbury	X	X	X	X	X	X
Q	26	26Q203	P.S. 203 Oakland Gardens	X	X	X	X		
Q	27	27Q056	P.S. 056 Harry Eichler					X	X
Q	27	27Q106	P.S. 106				X	X	X

* denotes current citywide program

Boro	District	School Code (DBN)	School Name	K	1st	2nd	3rd	4th	5th
Q	27	27Q108	P.S. 108 Captain Vincent G. Fowler	X	X	X	X	X	
Q	27	27Q124	P.S. 124 Osmond A Church				X	X	X
Q	27	27Q183	P.S. 183 Dr. Richard R. Green				X	X	X
Q	27	27Q232	P.S. 232 Lindenwood	X	X	X	X	X	X
Q	27	27Q333	Goldie Maple Academy				X	X	X
Q	28	28Q050	P.S. 050 Talfourd Lawn Elementary School					X	
Q	28	28Q099	P.S. 099 Kew Gardens					X	
Q	28	28Q101	P.S. 101 School in the Gardens				X		
Q	28	28Q144	P.S. 144 Col Jeromus Remsen	X	X	X	X		
Q	28	28Q174	P.S. 174 William Sidney Mount	X	X	X	X		
Q	28	28Q220	P.S. 220 Edward Mandel	X	X	X			
Q	29	29Q135	The Bellaire School				X	X	X
Q	29	29Q176	P.S. 176 Cambria Heights	X	X	X	X	X	
Q	30	30Q085*	STEM* / P.S. 085 Judge Charles Vallone	X	X	X	X		
Q	30	30Q122	P.S. 122 Mamie Fay	X	X	X	X	X	X
Q	30	30Q150	P.S. 150 Queens	X	X	X	X	X	X
Q	30	30Q166	P.S. 166 Henry Gradstein		X				
R	31	31R003	P.S. 003 The Margaret Gioiosa School	X	X	X	X		
R	31	31R029	P.S. 029 Bardwell	X	X	X	X		
R	31	31R031	P.S. 031 William T. Davis					X	X
R	31	31R036	P.S. 036 JC Drumgoole		X				
R	31	31R050	P.S. 050 Frank Hankinson	X	X	X	X	X	X
R	31	31R069	P.S. 069 Daniel D. Tompkins	X	X	X	X	X	X
K	32	32K376	P.S. 376		X	X	X	X	X

* denotes current citywide program

Note: G&T Programs are subject to change.

TRANSPORTATION

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 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 the DOE will provide your child with a MetroCard. If the program your child attends is in the district where you live, the DOE will use the table below to determine whether or not your child 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
K-2	Half fare MTA bus pass	Either Yellow Bus or MetroCard	Either Yellow Bus or MetroCard
3-4	No transportation is provided	Half fare MTA bus pass	Either Yellow Bus or MetroCard

(continued)

If your child's grade and distance from school falls into a box above for "Either Yellow Bus or MetroCard" category, your child will get a yellow school bus if:

1. The school has applied to the Office of Pupil Transportation for yellow bus service,
2. The student lives in the same district as the school, **and**
3. The DOE can reach the student and at least 10 other students on a bus route that does not exceed 5 miles in length.

Eligible students who do not meet these criteria get a MetroCard. This means that an eligible Kindergartener will get a Metro Card if he/she goes to school in another district or is the only person at her/his school who lives far enough from the school such that the DOE cannot create an 11-person / 5-mile bus route.

There is one transportation exception. Students who attend the citywide G&T programs 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. All other eligibility rules apply.

For information about current bus stops at specific schools, please contact the school directly.

For additional information about transportation eligibility, please visit:
http://schools.nyc.gov/Offices/Transportation/ParentResources/GeneralEducationEligibility.

Additional Information

After the period to submit the RFT form concludes on November 17, 2010, updates regarding the admissions process will be posted online on the G&T website: http://schools.nyc.gov/ChoicesEnrollment/GTAdmissions.

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.

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, and the student may remain in his/her current 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 (listed on page 2). 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).

For additional questions regarding the Assessments, please contact the Accountability Service Desk at 212-374-6646 or OAServicedesk@schools.nyc.gov.

NYC Department of Education

G&T REQUEST FOR TESTING FORM

Entry into Gifted & Talented Programs for the 2011-2012 School Year
(for Kindergarten to Third Grade)

Directions:

You may either complete an online form at www.nyc.gov/schools/ChoiceEnrollment/ApplyOnline or complete this paper form.

Only Parents/Guardians who are current New York City residents may submit a Request For Testing form for their child.

If you chose to complete a paper request for testing form, please print clearly in blue or black ink only.

INSTRUCTIONS AND TEST DATE INFORMATION

PUBLIC SCHOOL STUDENTS: Public school students (not including charter schools) must submit this form to their school on or before Wednesday, November 17, 2010 . Students will be tested at their current school between Monday, January 10, 2011 and Friday, March 4, 2011. Your school will notify you of the exact test date.

NON-PUBLIC SCHOOL STUDENTS: Non-public and charter school students must submit this form to one of the Borough Enrollment Offices listed on the back of this form on or before Wednesday, November 17, 2010.

Non-public school students will be tested on one of the following weekend days: January 8, 9, 22, 23, 29, 30 or February 5, 6, 12, 13, 2011. You will be notified of the exact test site and date by the Office of Gifted and Talented Programs.

STUDENT INFORMATION

STUDENT FIRST NAME | STUDENT LAST NAME | STUDENT MIDDLE INITIAL | DATE OF BIRTH (mm/dd/yyyy)

OSIS # / STUDENT ID # (if applicable) | CURRENT GRADE | GRADE IN 2011-2012 | GENDER (optional)

CURRENT GRADE: ❒ Not Enrolled ❒ PK ❒ K ❒ 1 ❒ 2

GRADE IN 2011-2012: ❒ K ❒ 1 ❒ 2 ❒ 3

GENDER: ❒ M ❒ F

HOUSE NUMBER | STREET NAME | APT #

CITY | STATE | ZIP CODE | BOROUGH

STATE: NY

BOROUGH: ❒ Bronx ❒ Brooklyn ❒ Manhattan ❒ Queens ❒ Staten Island

CURRENT SCHOOL STATUS (Child is currently enrolled in which of the following? Select one only.)

❒ NYC public school (non-charter) ❒ NYC charter school ❒Community-based organization (CBO) program ❒ Private/parochial school ❒ Not enrolled in school

CURRENT SCHOOL NAME | SCHOOL DBN (if known)

TESTING SERVICES INFORMATION

In which language would you like your child to be tested? (Select one only.)

❒ English ❒ Arabic ❒ Bengali ❒ Cantonese ❒ Mandarin ❒ Haitian Creole ❒ Korean ❒ Russian ❒ Spanish ❒Urdu ❒French

Does your child have a visual impairment which requires a large print book for assessment? ❒ Yes ❒ No

Does your child have a hearing impairment which requires the use of an FM unit for assessment? ❒ Yes ❒ No

SIBLING INFORMATION

Does this applicant have a sibling with the same birth year as the applicant who is also requesting testing for Gifted & Talented programs?
If yes, you must submit an application for each child, and list each of these siblings below.

Sibling	Sibling First Name	Sibling Last Name	Sibling Middle Initial	Date of Birth (mm/dd/yyy)
1				
2				

PARENT/GUARDIAN INFORMATION

PARENT/GUARDIAN FIRST NAME | PARENT/GUARDIAN LAST NAME

PRIMARY PHONE NUMBER | ALTERNATE PHONE NUMBER | E-MAIL ADDRESS

SIGNATURE

I would like my child to be tested for placement consideration into a Gifted & Talented (G&T) program for the 2011-2012 School Year. I have read the *Gifted & Talented Program Test Information* handbook and I understand the timeline, assessment, eligibility, and placement criteria pertaining to the Gifted and Talented process. The information I have provided is accurate and truthful. I agree to have my child present on the date of their test administration.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

REMINDER:

If you chose to complete a paper request for test form, please do the following:

- 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 17, 2010**.

- If your child is not currently enrolled in a New York City Public School, submit this form to one of the following **Borough Enrollment Offices** on or before **Wednesday, November 17, 2010**.

  Borough Enrollment Offices are generally open from 8:00am-3:00pm, Monday-Friday. If you have any other questions about the Borough Enrollment Offices, call 718-935-2009.

Borough	Borough Enrollment Office
Bronx	1 Fordham Plaza, 7th Floor Bronx, NY 10458
Bronx	1230 Zerega Avenue Bronx, NY 10462
Brooklyn	1780 Ocean Avenue Brooklyn, NY 11230
Brooklyn	415 89th Street Brooklyn, NY 11209
Brooklyn	29 Fort Greene Place Brooklyn, NY 11217
Brooklyn	1665 St. Mark's Avenue Brooklyn, NY 11233

Borough	Borough Enrollment Office
Manhattan	333 Seventh Avenue, 12th Floor New York, NY 10001
Manhattan	388 West 125th Street, 7th Floor New York, NY 10027
Queens	28-11 Queens Plaza North Long Island City, NY 11101
Queens	30-48 Linden Place Flushing, NY 11354
Queens	82-01 Rockaway Boulevard Ozone Park, NY 11416
Queens	90-27 Sutphin Boulevard Jamaica, NY 11435
Staten Island	715 Ocean Terrace, Building A Staten Island, NY 10301

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 A

015861030X

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Directions for Administering Practice Test

The purpose of this Practice Test is to prepare your child 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 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, your child should be given as much help as needed 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 10.

Specific Directions for Administering

All directions to be read to your 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 your child

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 star at the beginning of the row. Put your finger on the star.

Make sure that your child has opened their 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 girl playing a piano, a girl drawing, a boy playing a harmonica, a boy playing a trumpet, and a girl playing a violin. 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 children doing something. Can you tell me what makes one of these children different from the others?

Pause for reply.

SAY
Yes, that’s right. The picture that shows a girl drawing is different, isn’t it? All the other children are playing an instrument. The girl drawing 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 a girl drawing does not belong with the other pictures in this row, you will fill in the space under the girl drawing. This is how you mark.

Show your child how to mark the answer space by drawing an answer circle and filling it in. Your child need not keep their 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. After you begin to administer the test, 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 umbrella. In this row, you see some shapes with little circles. One of these shapes does not belong with the others. Which shape does not belong?**

Pause for reply.

SAY
Yes, that's right. The last answer is the correct one, isn't it? This shape does not belong with the others because it is the only one that has a white circle in the dark area. All of the others have dark circles in the white area. Mark the space under the last shape. Do you understand what to do?

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

SAY
3 Put your finger on the next row, the one with the heart. Be sure you can see the answer spaces. In this row, you see some pictures of children doing different things. 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 first picture—the one with the boy climbing the ladder— because all the other pictures show children jumping. Do you understand why the first 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 crayon. Be sure you can see the answer spaces. In this row, you see some circles with arrows in them. Mark the space under the circle 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 third circle does not belong, does it? The third circle has arrows pointing in opposite directions from each other. The other circles have arrows pointing in different directions but only in the third circle are arrows pointing in opposite directions. Do you understand?

Answer all questions.

SAY
If you marked the space under a different circle, erase your mark and then mark the space under the third circle.

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

SAY
Now turn the page. You should see a little ruler at the beginning of the first row.

5 Put your finger on the first row, the one with the ruler. Next to the ruler, you see four boxes. In the first box on top, there is a picture of a road. In the box next to it, there is a car. The road and the car go together in a certain way. In the first box at the bottom, there is a train track. 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 train track in the same way that the car goes with the road? Mark the space under your answer.

Each format change in the test is explained carefully to your child.

Pause while your child marks the answer.

SAY
Did you find the answer?

Pause for reply.

SAY
Yes, the train should go in the empty box. The train goes with the train track just like the car goes with the road. The other answer choices—a station, a truck, and an engineer—do not go with the train track in the same way that a car goes with a road. Do you understand why the train is the right answer?

The Practice Test allows unlimited time for making sure your child understands the process.

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 the tree. In the two boxes on top, you see a large dark triangle and a small white triangle. These triangles go together in a certain way. In the first box on the bottom, there is a large dark square. Now look at the row of shapes next to the boxes. Which shape should be in the empty box? Which shape goes with a large dark square in the same way that a small white triangle goes with a large dark triangle?

Pause for reply.

SAY
That's right, the small white square should go in the empty box. You should mark the space under the small white square to show that it is the right answer. Do you understand why?

Answer all questions. Explain further, if necessary.

SAY
7 Now put your finger on the next row, where you see a hammer. Look at the pictures in the two boxes on top. These pictures go together in a certain way. Think about how these two pictures go together.

Pause.

SAY
How do the two pictures on top go together?

Pause for reply.

SAY
Yes, the first picture is a jar and the second picture is a lid to a jar. Now look at the picture on the bottom. Here you see a carton. Think about what should be in the empty space next to the carton. Mark the space under your answer.

Pause while your child marks the answer.

SAY
What goes with the carton in the same way that the lid to a jar goes with the jar?

Pause for reply.

SAY
Yes, a lid for the carton goes with a carton in the same way that a lid to a jar goes with a jar. If you marked the space under a different answer, erase your mark and then mark the space under the lid to a carton.

Your child is 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 8.

SAY
8 Put your finger on the last row, the one with the sock. 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 under it.

Pause while your child marks the answer.

SAY
You should have marked the answer space under the third picture. The two little circles go with the three little circles in the same what that the two little rectangles in the top row go with the three little rectangles. Do you understand why the third answer is the correct one?

Answer all questions. Repeat the explanation, if necessary.

SAY
Now look at the top of the next page. You should see a little chair at the beginning of the first row.

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 chair. Be sure you can see the answer spaces. Look at the building blocks next to the little chair. Find the number that is right below a heart. In the next part of the row, mark under that number.

Pause while your child marks the answer.

SAY
What number is right below a heart?

Pause for reply.

SAY
Yes, the number 2 is the only number that is right below a heart. The number 3 is next to a heart but it is not under one. The number 5 is above a heart, and the number 6 is next to a heart. Do you understand why the number 2 is the correct answer? Raise your hand if you do not understand what we just did.

Answer any questions. Then go on to question 10.

SAY
10 Put your marker under the next row, where you see the scissors. Mark the space under the picture that shows this: A girl is sitting between a dog and a cat and watching a TV show. A lamp is in the back of the TV.

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

Pause while your child marks the answer.

SAY
Did you mark under the first picture? The first picture is the only one that shows a girl between a cat and a dog, with a lamp behind the TV.

Answer any questions. Explain further, if necessary.

SAY
11 Now move your finger to the next row, where you see the boat. 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 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 third picture. In the boxes at the beginning of the row, the pictures show a puppy growing bigger and bigger. The third picture shows the puppy grown up, so it belongs in the empty box. Do you understand why only the third picture is correct?

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

Answer any questions. Explain further, if necessary.

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

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

SAY
12 Now put your finger on the last row, the one with the rainbow. Look at the box next to the rainbow. The box has circles and letters in it. In the next part of the row, mark under the letter that is inside both circles.

Pause.

SAY
Which space did you mark?

Pause for reply.

SAY
Yes, the third answer is the correct one, isn't it? Only the letter C is inside both circles. The letters B and D are each inside only one circle, and the letter A is outside both circles. If you marked the space under a different letter, erase your mark and mark the space under the letter C. Are there any questions?

Answer any questions your child may have.

SAY
Now turn the page. You should see a little hand at the beginning of the first row.

Make sure your child is looking at the top of page 6.

SAY
13 Look at the pictures in the box next to the hand. 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 white circle followed by a dark circle and then another white circle. In the next row of the box, there is a white square followed by a dark square and then another white square. In the last row, there is a white triangle followed by a dark triangle. What belongs in the empty space?

Pause for reply.

SAY
That's right, there should be a white triangle in the empty space. You should mark under the white triangle to show that it is the correct answer. Do you understand what we just did?

Explain further, if necessary, so that your child understands.

SAY
14 Now move your finger to the next row, the one with the kite. Mark under the box where there is a triangle next to a square that has a circle inside it.

Pause while your child marks the answers.

SAY
Did you mark the first answer? It is the only one that has a triangle next to a square that has a circle inside it. Do you understand why the other answers are wrong?

Make sure that your child understands question 14.

SAY
Move down to the next row, where you see a little table.

15 Listen. Peter ate the two slices of pizza you see at the beginning of the row. David ate exactly as many slices as Peter. In the next part of the row, mark under the picture that shows how many slices of pizza David ate.

Pause.

SAY
Did you mark under the second answer, two slices of pizza? Peter ate two slices, and if David ate exactly as many, then he ate two slices. Do you understand?

Explain further, if necessary.

SAY
16 Now move your finger to the last row, where you see the egg. Mark under the picture that shows this: In a store window, there are two things to wear and one thing to play with.

Pause while your child marks the answer.

SAY
Which picture did you mark?

Pause for reply.

SAY
Yes, the fourth picture is the only one that shows two things to wear and one thing to play with. Do you understand why the fourth picture is the correct answer?

Make sure that your child understands question 16.

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

1	2
2	5
3	1
4	3
5	2
6	3
7	2
8	3
9	1
10	1
11	3
12	3
13	4
14	1
15	2
16	4

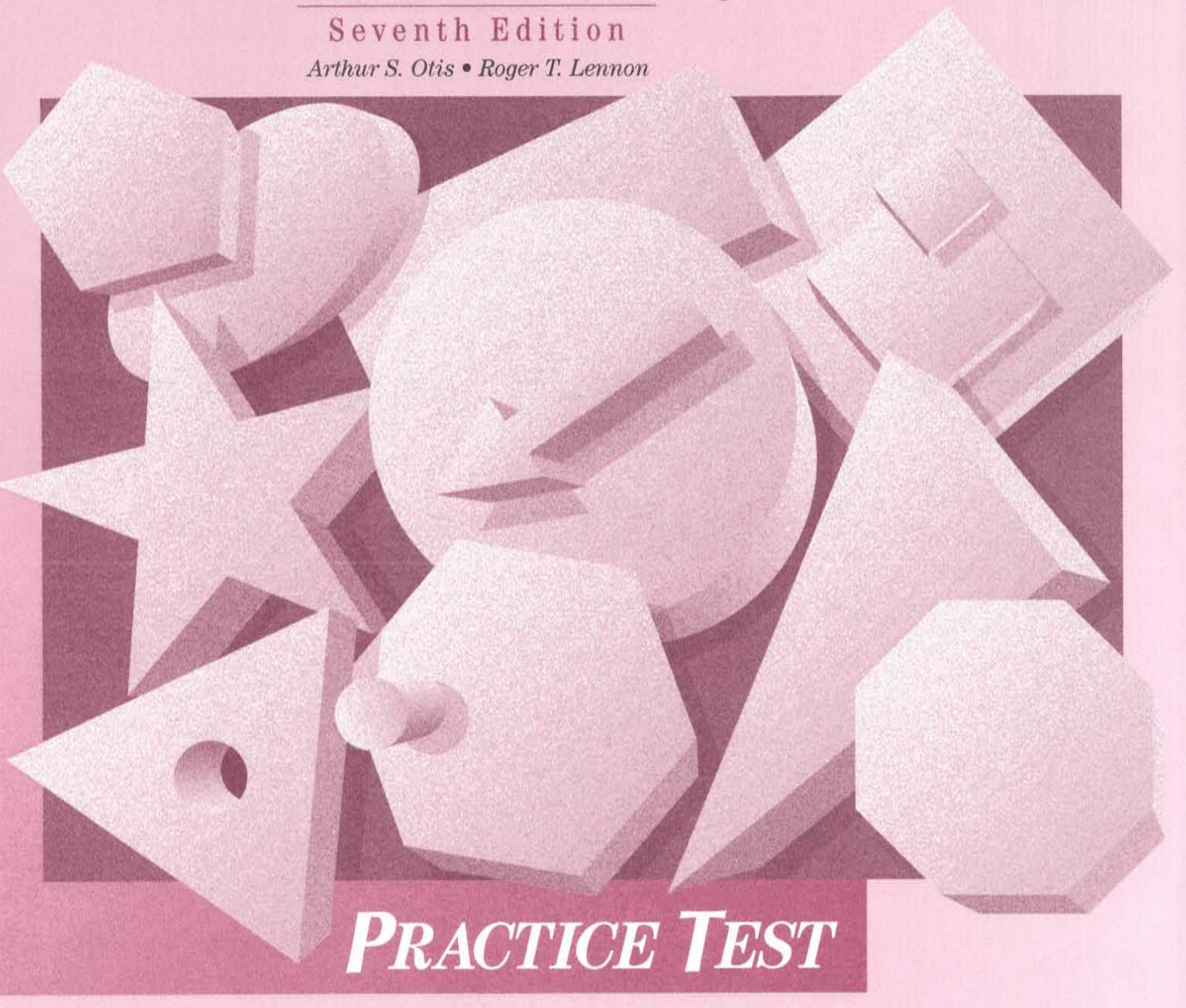
Level

OLSAT

Otis-Lennon School Ability Test

Seventh Edition

Arthur S. Otis • Roger T. Lennon



PRACTICE TEST

Harcourt Educational Measurement

A Harcourt Assessment Company

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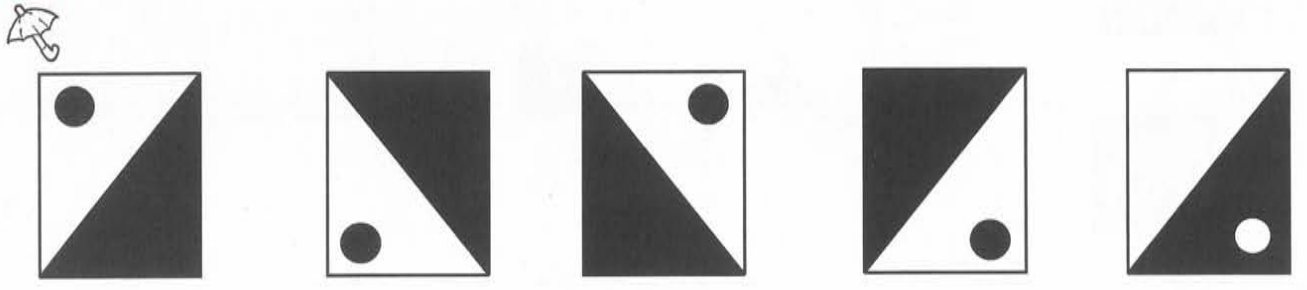
Practice Test
Level A

1

2



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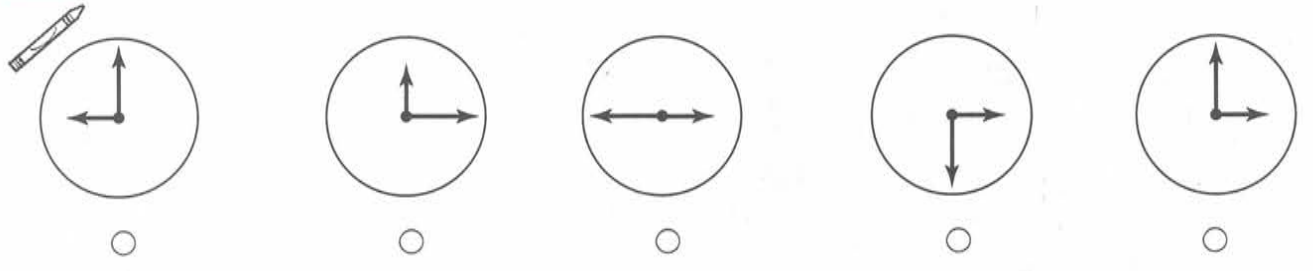

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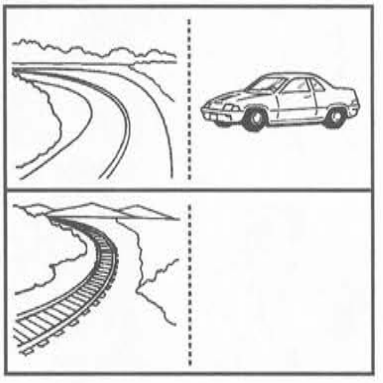

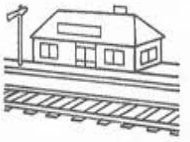

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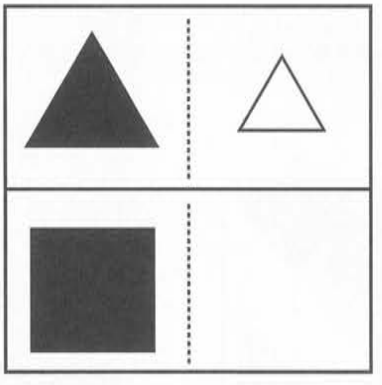

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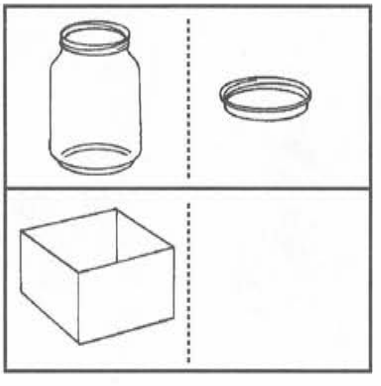

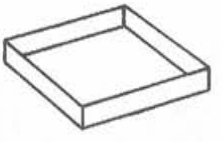

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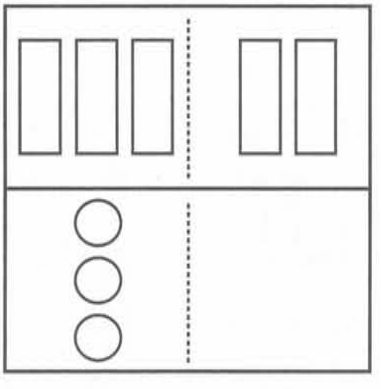

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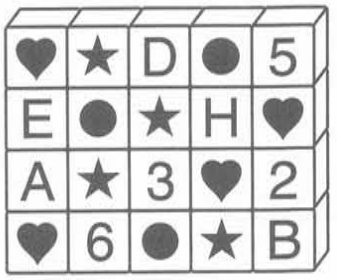

2 ○ 3 ○ 5 ○ 6 ○

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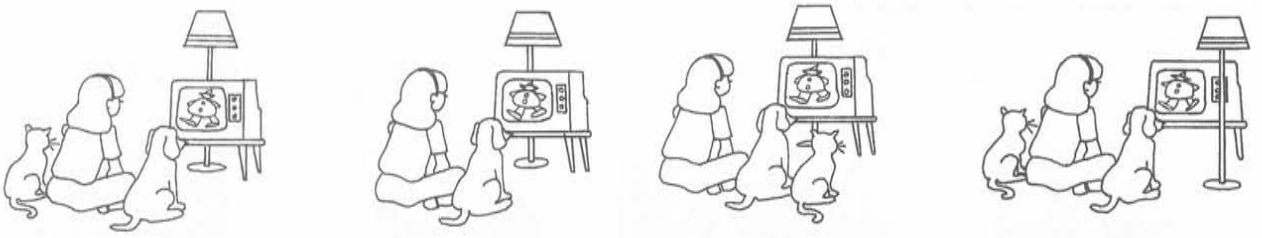

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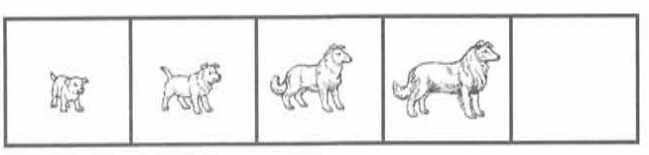

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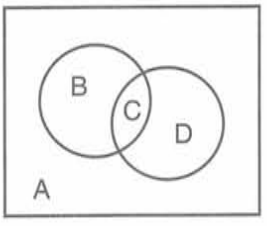
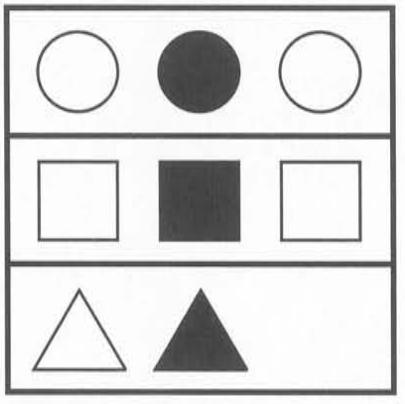
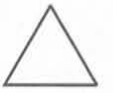


A ○ B ○ C ○ D ○

13





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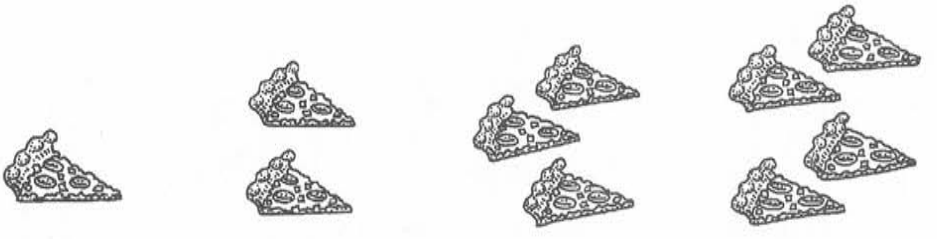

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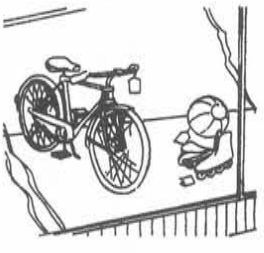

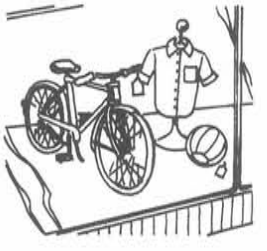

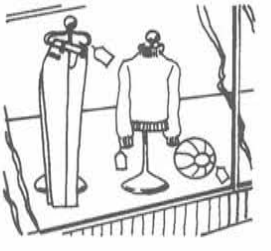

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