New York City Gifted & Talented Program Test Information Handbook 2009-2010

For students born in 2003

Please note: for students born in 2003, there are very limited seats.

NYC Department of Education

يمكن الاطلاع على النسخ المترجمة لهذا المنشور، معلومات حول اختبار برنامج المتفوقين والموهوبين لسنة 2009-2010 للتلاميذ مواليد سنة 2003، على شبكة الانترنت في الموقع الالكتروني أدناه.	2003 년에 태어난 학생들을 위한 2009-2010 학년도 뉴욕시 영재 프로그램 평가 정보 번역본을 다음 웹사이트에서 검색하실 수 있습니다.
যেসব শিক্ষার্থী ২০০৩ সালে জন্মগ্রহণ করেছে, তাদের জন্য 'নিউ ইয়র্ক সিটি গিফটেড অ্যান্ড ট্যালেন্টড প্রোগ্রাম টেস্ট ইনফরমেশন ২০০৯ - ২০১০' প্রকাশনার অনূদিত সংস্করণ নিচে উল্লিখিত ওয়েব সাইটে পাওয়া যাবে।	С переводом этой публикации, "Информации о тестировании в 2009-2010 учебном году в программы г. Нью-Йорка для одарённых и талантливых учащихся, родившихся в 2003 г.", можно ознакомиться на нижеуказанном вебсайте.
針對 2003 年出生之學生的出版物《2009 - 2010 學年紐約市資優課程測驗資訊》的翻譯版本可在下列網站上找到。	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 2009-2010, nacidos en 2003:
Ou ka jwenn piblikasyon Enfòmasyon sou tès pou pwogram *Gifted & Talented* (G&T) 2009-2010 pou elèv ki fèt an 2003 yo nan lòt lang si w ale sou sit wèb ki pi ba a.	اس اشاعت کا ترجمہ شدہ متن، نیو یارک شہر2010-2009 کے گفٹڈ اینڈ تیلینٹڈ پروگرام کے امتحان کی معلومات ان طلبا کے لیے جو کہ 2003 میں پیدا ہوئے ہوں مندرجہ ذیل ویب سائٹ پر حاصل کی جا سکتی ہے۔
Translated versions of this publication, *New York City Gifted & Talented Program Test Information 2009 – 2010 For students born in 2003*, can be found at the website listed below. **http://schools.nyc.gov/Academics/GiftedandTalented/EligibilityApplications.**	

Department of Education

Joel I. Klein
Chancellor

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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 of children identified as gifted 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 identifies gifted students as those children who perform at or above the 90th percentile on these assessments. Students scoring at or above the 90th percentile are eligible for district G&T programs. Students scoring at or above the 97th percentile are eligible for placement to district G&T programs as well as to citywide G&T programs.

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

IMPORTANT DATES FOR THE 2009-2010 SCHOOL YEAR

Applicants who were born in 2005, 2004, 2003 & 2002

(Please note: For K, 1st, 2nd, & 3rd grade placement in the 2010 - 2011 school year)

October 7, 2009: Gifted & Talented Test Information handbooks available online

October 7 – November 6, 2009: Window for submitting the Request For Testing (RFT) forms open

October 13, 2009: Gifted & Talented Test Information handbooks available at schools (with Request For Testing forms and OLSAT practice test included)

October 13 – October 23, 2009: Community Information Sessions

January 4 – February 26, 2010: OLSAT/BSRA testing at school sites for public school students

January 9, 10, 23, 24, 30 & 31 and February 6 & 7, 2010: OLSAT/BSRA testing at selected sites for non-public school children

Early April, 2010: Score reports and applications with available G&T sites communicated to eligible students

Late April, 2010: Applications due

June 2010: Placement offers communicated to parents

June 2010: Parents accept/decline placement offer

Request For Testing Information

1. Parents interested in having their child attend a NYC public school G&T program must first complete a Request For Testing (RFT) form. Parents can complete the RFT form either online or by completing the form included in this handbook and submitting the form to their child's DOE public school or local Borough Enrollment Office. Parents should submit only one RFT form; please do not submit duplicate forms.

   Families can access the online RFT at: http://schools.nyc.gov/ChoicesEnrollment/applyonline. The online RFT form only takes a few minutes to complete. Families who apply online will receive an 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.

   Families wishing to submit the paper RFT form should return the completed form to their child's school (if the child is a current NYCDOE public school student) or to their local Borough Enrollment Office (if the child is not a current NYCDOE public school student).

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

2. Students will only be tested if an RFT form is submitted by the deadline, Friday, November 6, 2009.

3. 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 site, date, and time by DOE via email and by USPS mail if you submit the RFT form online, and by USPS mail only if you submit the paper application.

Assessment Information

When will children be tested?

New York City public school students	January 4, 2010 through February 26, 2010
Non-public school children currently living in New York City	Weekends: January, 9, 10, 16, 17, 23, 24, 30 & 31 and February 6 & 7, 2010

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 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 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 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.

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. 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. Reassurance from parents 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. 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 2005) are not expected to bubble in their responses. The test administrator will record the responses.

If, in the judgment of the 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 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 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.

When will results be available?
After tests have been administered and scored, parents 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. It is very important that parents provide us with current and complete addresses and contact information. Please check our website periodically for specific information and dates regarding student score reports and program applications.

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 ES_Enrollment@schools.nyc.gov to have your information updated in the database.

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 in writing within 48 hours** of the test administration. Problems must be reported to the Division of Accountability & Achievement Resources within 48 hours of test administration via letter or email to:

DAAR, 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 <u>district</u> 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.

What criteria does my child need to meet in order to be eligible for a <u>citywide</u> 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 <u>citywide</u> programs and for their <u>district</u> 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 their 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 want a seat at the same program?
Within any priority group, if there are more students applying than there are available seats, students will be randomly assigned within that priority group.

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 may 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?
There are many children who score at the 99th percentile. As a result of the large number of children who score at the 99th percentile, historically, the most preferred G&T programs only fill with eligible siblings and/or children who score at the 99th percentile. Therefore, many families with children who score at the 99th percentile, but who choose to list only a few schools 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 zoned school has a G&T program. Do I get a priority or guaranteed offer to that program?
No. District G&T programs are meant to serve all students in the district.

Do I have to rank all of the programs for which my child is eligible?
No. 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 by eligible children, and offers will be determined 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, 2010. 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, 2010 (born in 2004), then the child is required to attend school and is eligible for 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. I would like them both to be in the same school, but only one of them made the eligibility cut-off for a G&T program. What can I do?
You may file a Placement Exception Request (PER) for the non-qualifying student 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.

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.

2009-2010 Schools with G&T Classes by Grade

If my child is eligible, what G&T programs are available?
Below is a list of current schools with G&T programs by grade. The X indicates that there is a G&T program at the school for the grade shown in 2009-2010. Please note: not all schools with G&T programs in 2009-2010 will have a G&T program next year, and some schools not listed may start new G&T classes in 2010-2011.

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	01	01M110	P.S. 110 Florence Nightingale	X	X	X	X	X	X
M	01	01M539*	New Explorations into Science, Technology and Math School (NEST+M)*	X	X	X	X	X	X
M	02	02M011	P.S. 011 William T. Harris	X	X	X	X	X	X
M	02	02M033	P.S. 033 Chelsea Prep	X					
M	02	02M077	P.S. 77 Lower Lab School	X	X	X	X	X	X
M	02	02M116	P.S. 116 Mary Lindley Murray		X	X	X	X	X
M	02	02M124	P.S. 124 Yung Wing	X	X	X	X	X	X
M	02	02M130	P.S. 130 Hernando De Soto	X	X	X	X	X	X
M	02	02M217	P.S./I.S. 217 Roosevelt Island	X					
M	03	03M009	P.S. 009 Sarah Anderson	X	X	X	X	X	X
M	03	03M145	P.S. 145, The Bloomingdale School	X		X		X	X
M	03	03M163	P.S. 163 Alfred E. Smith	X	X	X	X	X	X
M	03	03M165	P.S. 165 Robert E. Simon			X	X	X	X
M	03	03M166	P.S. 166 The Richard Rodgers School of The Arts and Technology	X	X	X	X	X	X
M	03	03M191	P.S. 191 Amsterdam		X	X	X	X	X
M	03	03M334*	The Anderson School *	X	X	X	X	X	X
M	04	04M012*	TAG Young Scholars *	X	X	X	X	X	X
M	05	05M046	P.S. 046 Arthur Tappan			X	X	X	X
M	05	05M129	P.S. 129 John H. Finley	X	X	X	X	X	
M	05	05M154	P.S. 154 Harriet Tubman		X		X	X	
M	06	06M098	P.S. 098 Shorac Kappock		X	X	X		X
M	06	06M152	P.S. 152 Dyckman Valley			X	X	X	X
M	06	06M153	P.S. 153 Adam Clayton Powell	X	X	X	X	X	
X	07	07X005	P.S. 005 Port Morris				X		
X	08	08X182	P.S. 182	X	X		X	X	
X	09	09X053	P.S. 053 Basheer Quisim				X		
X	09	09X109	P.S. 109 Sedgwick				X		
X	10	10X007	P.S. 007 Kingsbridge	X	X				
X	10	10X024	P.S. 024 Spuyten Duyvil	X	X	X	X		
X	11	11X121	P.S. 121 Throop	X	X	X	X		
X	11	11X153	P.S. 153 Hellen Keller		X	X	X	X	X
X	12	12X214	P.S. 214	X	X	X	X	X	X
K	13	13K003	P.S. 003 The Bedford Village	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	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			
K	14	14K297	P.S. 297 Abraham Stockton				X		

Boro	District	School Code (DBN)	School Name	K	1st	2nd	3rd	4th	5th
K	15	15K001	P.S. 001 The Bergen			X	X	X	X
K	15	15K010	Magnet School of Math, Science and Design Technology	X	X				
K	15	15K038	P.S. 038 The Pacific			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	X
K	17	17K375	P.S. 375 Jackie-Robinson School				X	X	X
K	18	18K114	P.S. 114 Ryder Elementary			X	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	X
K	18	18K233	P.S. 233 Langston Hughes		X	X	X	X	X
K	18	18K276	P.S. 276 Louis Marshall			X	X	X	X
K	18	18K279	P.S. 279 Herman Schreiber				X	X	
K	19	19K159	P.S. 159 Isaac Pitkin			X	X	X	X
K	19	19K202	P.S. 202 Ernest S. Jenkyns			X	X	X	X
K	19	19K273	P.S. 273 Wortman			X	X	X	X
K	19	19K346	P.S. 346 Abe Stark			X	X	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	X
K	20	20K105	P.S. 105 The Blythebourne			X	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	X
K	20	20K185	P.S. 185 Walter Kassenbrock		X	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	20K503	PS 503: The School of Discovery					X	X
K	20	20K686*	The Brooklyn School of Inquiry *	X	X				
K	21	21K095	P.S. 095 The Gravesend	X					
K	21	21K099	P.S. 099 Isaac Asimov	X	X	X	X	X	X
K	21	21K188	P.S. 188 Michael E. Berdy		X	X	X	X	X
K	21	21K212	P.S. 212 Lady Deborah Moody			X	X	X	X
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	X
K	22	22K052	P.S. 052 Sheepshead Bay	X	X	X	X	X	X
K	22	22K109	P.S. 109			X	X	X	X
K	22	22K119	P.S. 119 Amersfort				X	X	X
K	22	22K134	P.S. K134			X	X	X	X
K	22	22K139	P.S. 139 Alexine A. Fenty			X	X	X	X
K	22	22K152	School of Science & Technology		X	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	X	X
K	22	22K195	P.S. 195 Manhattan Beach		X	X	X	X	X
K	22	22K197	P.S. 197 Brooklyn			X	X	X	X
K	22	22K198	P.S. 198 Brooklyn			X	X	X	X
K	22	22K203	P.S. 203 Floyd Bennett			X	X	X	X
K	22	22K206	P.S. 206 Joseph F Lamb	X	X	X	X	X	X
K	22	22K207	P.S. 207 Elizabeth G. Leary	X	X		X	X	X
K	22	22K217	P.S. 217 Colonel David Marcus School		X	X	X	X	X

Boro	District	School Code (DBN)	School Name	K	1st	2nd	3rd	4th	5th
K	22	22K236	P.S. 236 Mill Basin	X	X	X	X	X	X
K	22	22K251	P.S. 251 Paerdegat			X	X	X	X
K	22	22K254	P.S. 254 Dag Hammarskjold			X	X	X	X
K	22	22K255	P.S. 255 Barbara Reing School			X	X	X	X
K	22	22K269	P.S. 269 Nostrand					X	
K	22	22K277	P.S. 277 Gerritsen Beach			X	X	X	X
K	22	22K312	P.S. 312 Bergen Beach		X	X	X	X	X
K	22	22K315	P.S. K315		X	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			
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	25	25Q021	P.S. 021 Edward Hart	X	X	X			
Q	25	25Q032	P.S. 032 State Street	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
Q	25	25Q209	P.S. 209 Clearview Gardens	X	X	X	X	X	X
Q	26	26Q018	P.S. 018 Winchester			X	X	X	X
Q	26	26Q115	P.S. 115 Glen Oaks		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			
Q	27	27Q056	P.S. 056 Harry Eichler				X	X	X
Q	27	27Q106	P.S. 106			X	X	X	X
Q	27	27Q108	P.S. 108 Captain Vincent G. Fowler	X	X	X	X		
Q	27	27Q124	P.S. 124 Osmond A Church			X	X	X	X
Q	27	27Q183	P.S. 183 Dr. Richard R. Green			X	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	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			
Q	28	28Q174	P.S. 174 William Sidney Mount	X	X	X			
Q	28	28Q220	P.S. 220 Edward Mandel	X	X				
Q	29	29Q135	The Bellaire School			X	X	X	X
Q	29	29Q176	P.S. 176 Cambria Heights	X	X	X	X		
Q	30	30Q085*	STEM* / P.S. 085 Judge Charles Vallone	X	X	X			
Q	30	30Q122	P.S. 122 Mamie Fay	X	X		X	X	X
Q	30	30Q150	P.S. 150 Queens	X	X	X	X	X	X
R	31	31R003	P.S. 003 The Margaret Gioiosa School	X	X	X			
R	31	31R029	P.S. 029 Bardwell	X	X	X			
R	31	31R031	P.S. 031 William T. Davis				X	X	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	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	

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 6, 2009, updates regarding the admissions process will be posted online on 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.

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. 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.

OAServicedesk@schools.nyc.gov

NYC Department of Education

G&T REQUEST FOR TESTING FORM

Entry into Gifted & Talented Programs for the 2010 - 2011 School Year (for Kindergarten to Third Grade)

Directions:
You may **either** complete this paper form, or you may visit **www.nyc.gov/schools/ChoiceEnrollment/ApplyOnline** to complete an online form.
Please note that 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.

- If your child is currently enrolled in a New York City Public School, submit this form to his/her **school** on or before **Friday, November 6, 2009**.
- If your child is 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 **Friday, November 6, 2009**.

2010 Test Date Information

PUBLIC SCHOOL STUDENTS: Public school students (not including charter schools) will be tested at their current school. The testing administration window is Monday, January 4, 2010 to Friday, February 26, 2010. Your school will notify you of the exact test date.

NON-PUBLIC SCHOOL STUDENTS: Non-public and charter school students will be tested on a weekend day. Testing will occur on one of the following days: January 9, 10, 23, 24, 30 & 31 and February 6 & 7, 2010. You will be notified of the exact test site and date by the Office of Gifted and Talented Programs.

STUDENT INFORMATION

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

OSIS # / STUDENT ID # (if applicable) | CURRENT GRADE | GRADE IN 2010-2011 | GENDER (optional)

HOUSE NUMBER | STREET NAME | APT #

CITY | BOROUGH | STATE | ZIP CODE

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

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

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

PARENT/GUARDIAN INFORMATION

PARENT/GUARDIAN LAST NAME | PARENT/GUARDIAN FIRST NAME

PRIMARY PHONE NUMBER | OTHER 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 2010-2011 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 **Friday, November 6, 2009**.
- If your child is not currently enrolled in a New York City Public School, submit this form to one of the **Borough Enrollment Offices** listed below on or before **Friday, November 6, 2009**.

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, Monday through Friday.

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

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

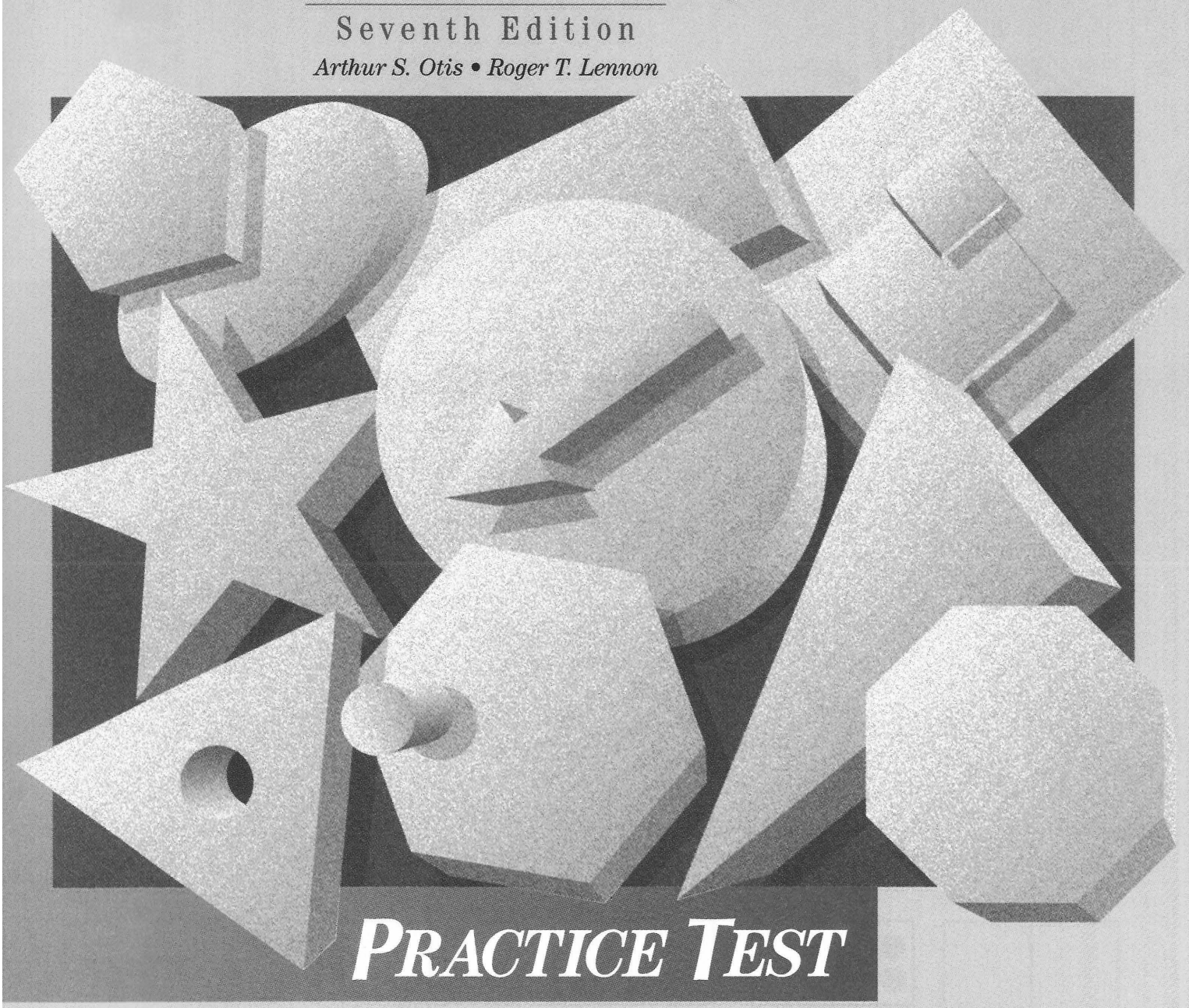
Level B

OLSAT

Otis-Lennon School Ability Test

Seventh Edition

Arthur S. Otis • Roger T. Lennon



PRACTICE TEST

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Practice Test
Level B

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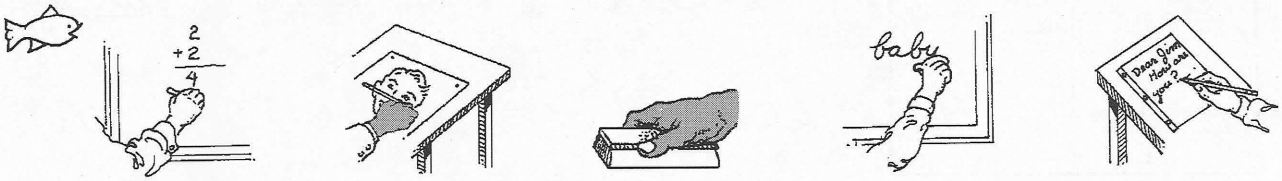

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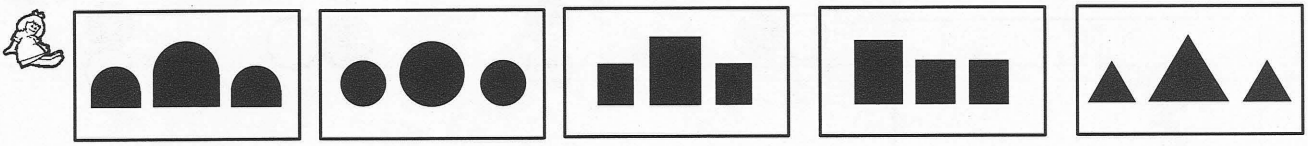

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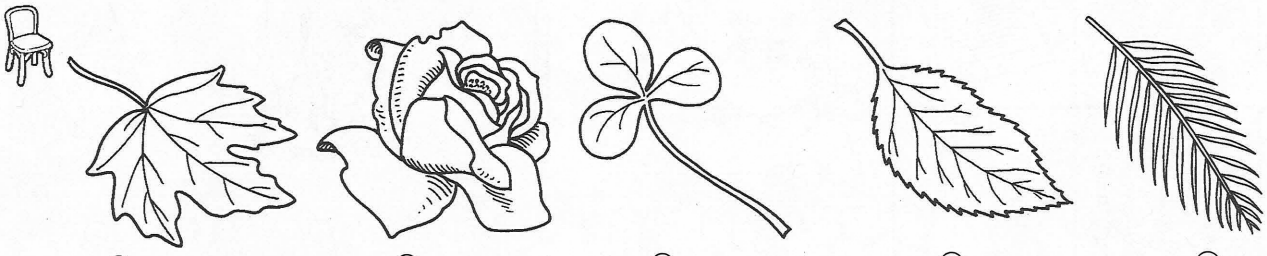

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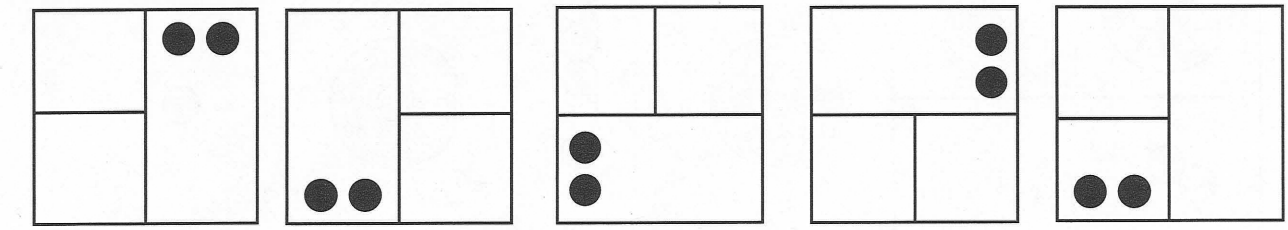

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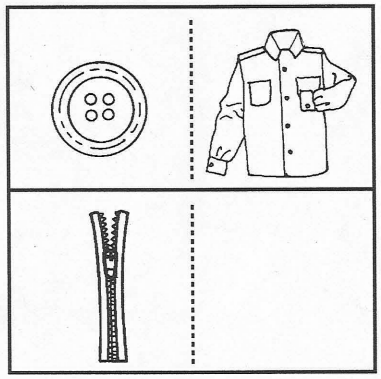

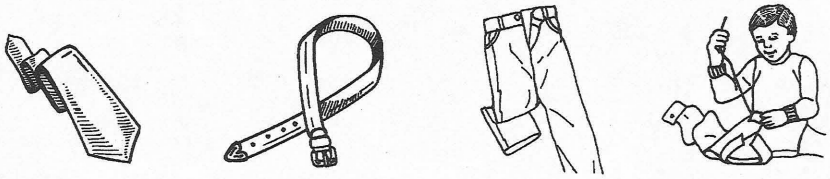

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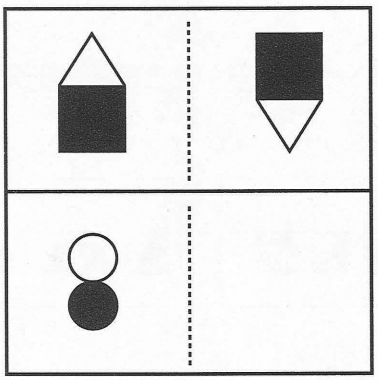

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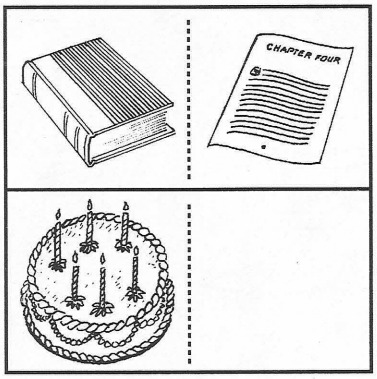

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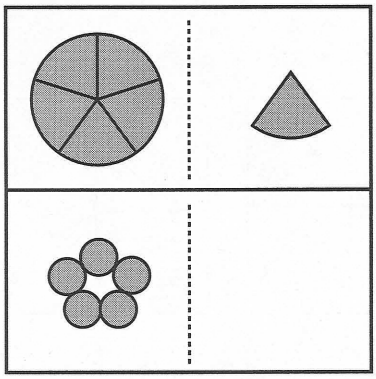

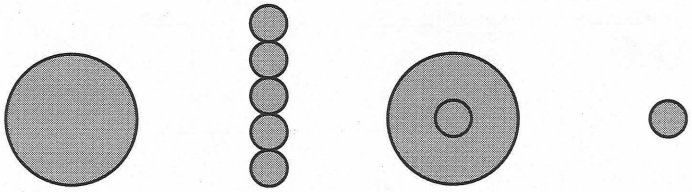

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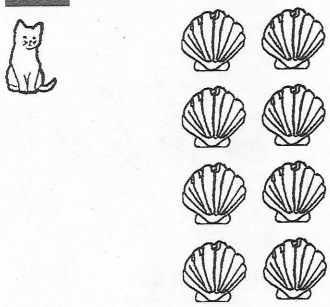

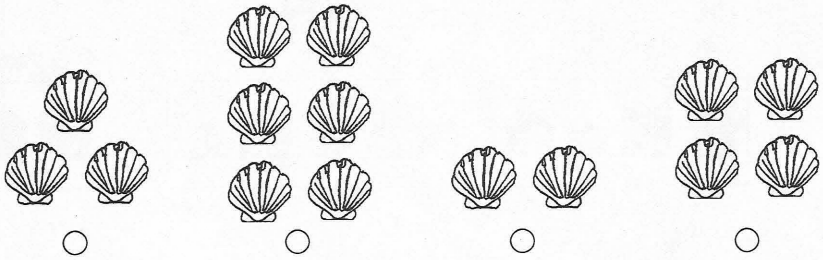

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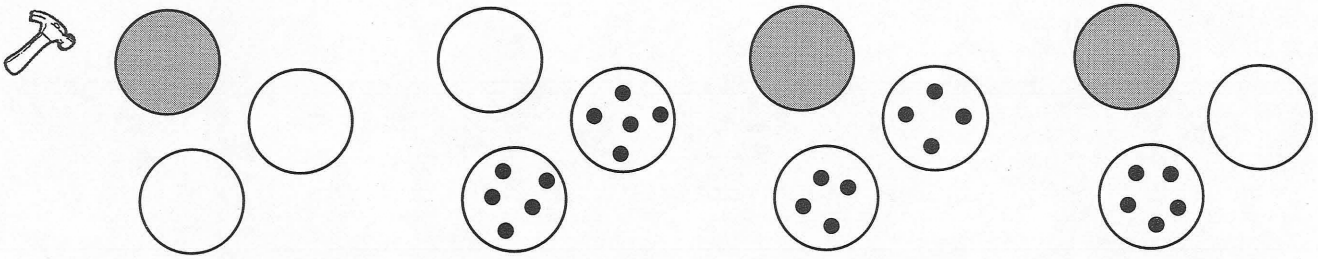

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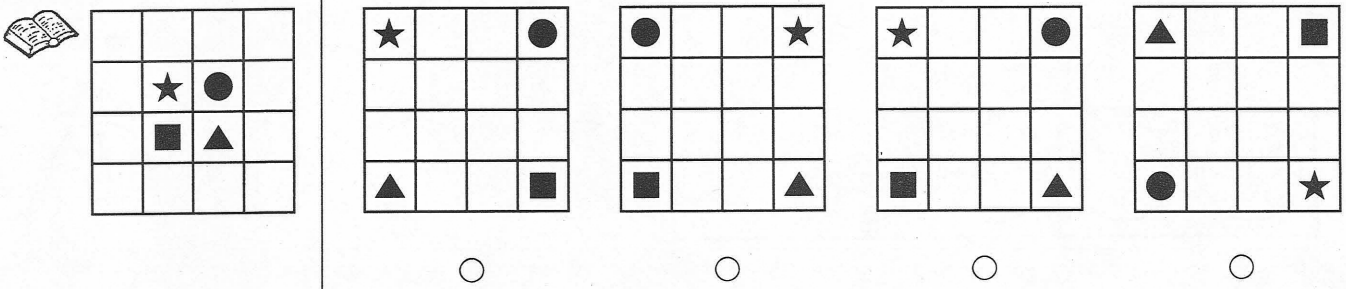

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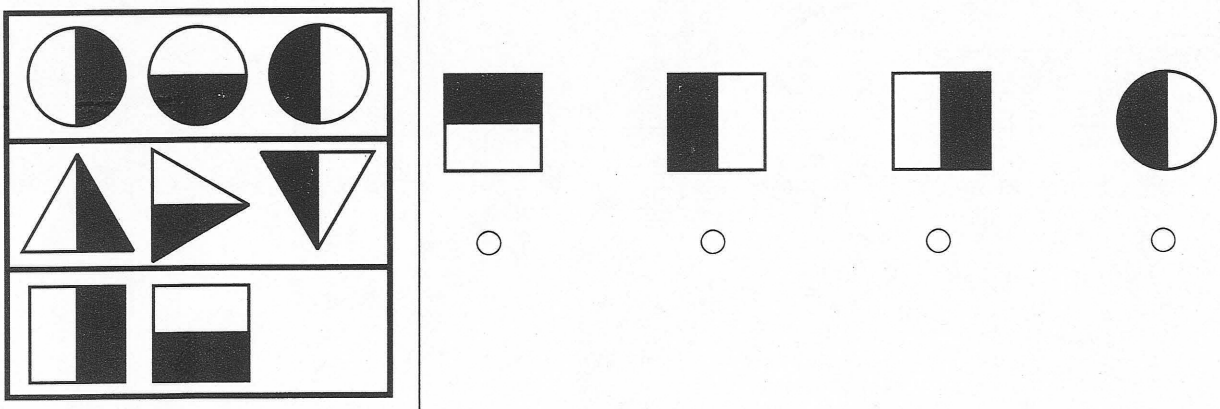

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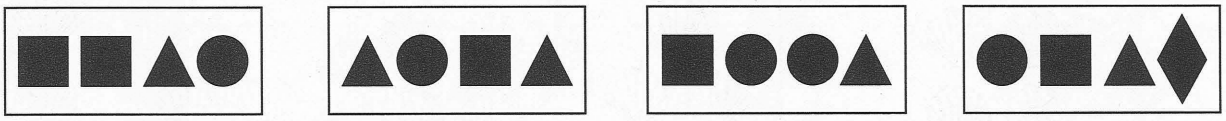

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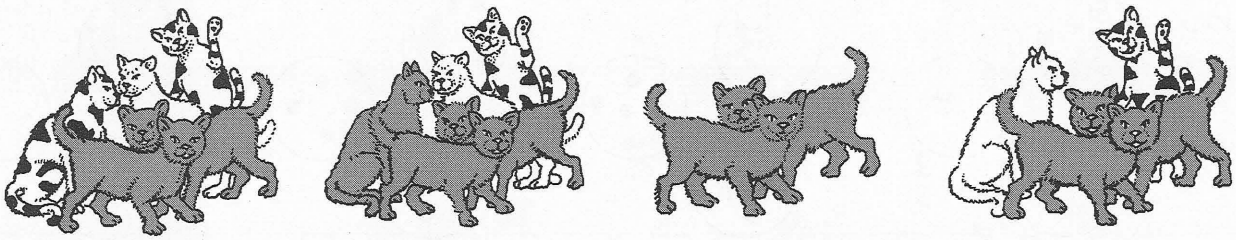

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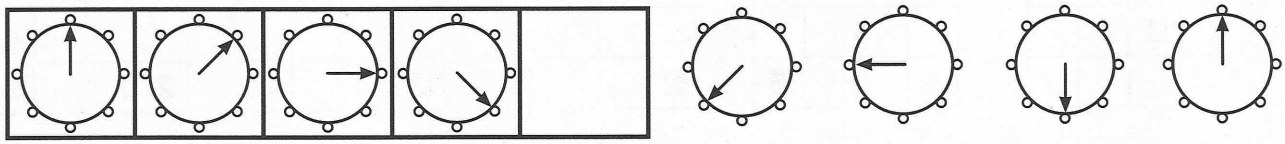

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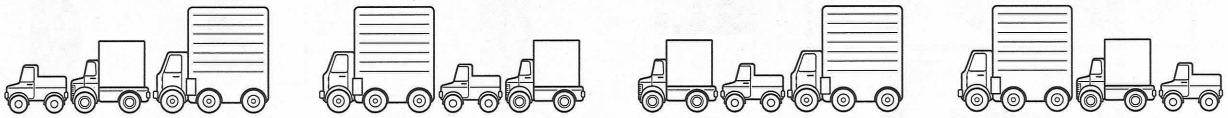

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