



**Ottewell School**

9435 - 73 Street, Edmonton, Alberta T6B 2A9 Telephone: (780) 466-7331 Fax: (780) 465-5674

2017 - 2018

# Academic Challenge Program Information Package

Please complete this package and submit it on or before the day of the Standardized Entrance Testing. To ensure that your information package is complete, use this checklist:

- Most recent report card
- Parent Questionnaire – both sides completed
- Parental Consent for Challenge Program Assessment  
– signed and witnessed
- Application for Academic Challenge Program

**\*\*Teacher questionnaire must be presented to your child's current teacher, who should fill it out and email it to [tina.andriachuk@epsb.ca](mailto:tina.andriachuk@epsb.ca) or fax it to Ottewell School, attention Mrs. Andriachuk (780-465-5674) by Thursday, March 16, 2017.**

Finally, please note that no completed packages will be accepted by the school until the day of our Open House. As well, no Shadow Days or other such inquiries will be arranged until after April 18, 2017.



## **PROGRAM GOAL**

Students will achieve academically by mastering challenging, enriched curriculum at an appropriate pace.

## **PROGRAM FEATURES**

High achieving students are clustered for their core subjects while participating in option classes according to their personal choices. Teachers of these students build a differentiated classroom that includes elements specifically tailored to meeting the needs of a range of high ability learners. Our Academic Challenge Program will adhere to a standard set of expectations including key program elements and student goals. Programming directions are based on current research and literature in the area of gifted education.

## **STUDENT CHARACTERISTICS**

The Academic Challenge Program assists high-ability, high-achieving students. Eligible students tend to remember with little practice, work and learn quickly, see abstract relationships, generate ideas, show curiosity and strong interests. They may also appear self-directed and/or highly perceptive, sensitive or perfectionistic. Students demonstrate appropriate behaviour and consistent attendance.

## **ACADEMIC CLASSES AT OTTEWELL**

Currently there are two Grade 7 Academic Challenge classes at Ottewell. We guarantee at least one class each year, but will open extra classes as required, depending on the number of qualifying students.

## PROGRAM DESCRIPTION

Key Elements		Student Goals
<p>Students with similar educational needs are grouped together.</p> <p>A classroom climate is purposefully cultivated to foster social/emotional and academic growth of bright high achieving students.</p> <p>Students work within an environment where respect, tolerance, value, safety, responsibility, and contribution are valued and expected.</p> <p>A stimulating open environment encourages risk taking, exploration, diversity and creativity.</p>	<p><b>Learning Environment</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• grow in awareness and ability to understand self and others, recognizing and appreciating human differences. <ul style="list-style-type: none"> <li>○ Explore their own expectations and those of others.</li> <li>○ Become aware of and practice coping strategies that assist in their growth and development.</li> </ul> </li> <li>• show a willingness to challenge and extend learning. <ul style="list-style-type: none"> <li>○ Take risks and see mistakes as learning opportunities.</li> </ul> </li> <li>• have opportunities to practice leadership and service within school and community.</li> </ul>
<p>Students have enhanced opportunities for thinking and learning, not just more work.</p> <p>An appropriate pace or rate of learning is facilitated. Curriculum is compacted and enriched at the class level.</p> <p>Topics are explored in-depth, through lateral enrichment and/or interdisciplinary study. Emphasis is on skill development and demonstration of conceptual understanding.</p>	<p><b>Content</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore enriched, in-depth learning experiences at an appropriate pace.</li> <li>• demonstrate willingness to challenge and master the curriculum.</li> <li>• demonstrate growth in concept and skill development.</li> </ul>
<p>Instruction tasks and activities are designed to feature higher order, critical and creative thinking. There is a focus on facilitation of problem-solving, research and inquiry skills.</p> <p>Choice, collaboration and challenge are part of the learning process.</p> <p>Students reflect, set goals and self-evaluate throughout learning experiences.</p>	<p><b>Process</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use higher order, critical and creative thinking skills.</li> <li>• develop problem solving, research and inquiry skills.</li> <li>• demonstrate responsibility for learning, making choices, setting goals, and engaging in self-assessment.</li> <li>• develop effective study and organizational strategies.</li> <li>• practice collaborative and cooperative skills.</li> </ul>
<p>Students explore different ways to demonstrate their learning and thinking.</p> <p>Students are an integral part of the assessment process.</p>	<p><b>Product</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore different ways to demonstrate learning and thinking.</li> <li>• use organization and time management skills in the development of projects and products.</li> <li>• engage in the assessment process.</li> </ul>

# Ottewell School Academic Challenge Program

## Criteria

- Previous identification by Edmonton Public Schools as Gifted/Talented or Academic Challenge or Challenge in elementary school.  
**OR ALL OF THE FOLLOWING**
- Academic performance at or above the level of excellence (80%) in the academic core subjects on the most recent report card.
- Parent and Teacher Feedback:
  - submission of Parent Questionnaire, and
  - submission of Grade 6 Teacher Information Checklist.
- Standardized Entrance Testing at Ottewell School on **Saturday, March 11** from 9:00 am to 12:30 pm.
  - Mathematics
  - Reading and Writing
  - Cognitive Abilities Test (Intellectual)

**Standardized entrance testing** for the Challenge Program is required for Grade 6 students **NOT** previously tested and identified as Gifted/Talented by Edmonton Public Schools.

**If your child requires standardized testing for application to the Challenge Program at Ottewell School, please call or register your child in person for the testing date. Spaces are limited.**

## Registration Timeline

<b>Available Now Online</b>	<b>Academic Challenge Program Information Package available.</b>
<b>Tuesday, March 7</b>	<b>Ottewell Open House</b> (6:00 to 8:00 pm): In addition to a general session at 6:00 pm regarding all programs at our school, a special session for interested students and parents about the Academic Challenge Program will follow in the library at <b>6:30 pm</b> and again at <b>7:30 pm</b> .
<b>Saturday, March 11</b> <b>9:00 am – 12:30 pm</b>	<b>Testing</b> for students requiring standardized entrance testing. Please submit the following (contained in this package) <b>on the testing day</b> : <ul style="list-style-type: none"><li>- Parental Consent</li><li>- Challenge Application Form</li><li>- Parent Questionnaire</li><li>- Most recent Grade 6 report card</li></ul>
<b>Thursday, March 16</b>	<b>Deadline for submission of all Challenge application materials.</b>
<b>April 3 – April 7</b>	<b>Parents will be contacted</b> by telephone or e-mail regarding acceptance or waiting list placement for the Ottewell Academic Challenge Program.
<b>Tuesday, April 18</b>	<b>Deadline for submission</b> of the Ottewell registration form and the Edmonton Public Schools Enrolment Passport <u>or</u> Edmonton Public Schools Registration Form to the Ottewell School office.

## Standardized Entrance Testing Information

There is no student preparation required for the entrance tests and we do not provide examples of the tests to students or parents.

Marked tests are not returned to students and, due to the number of students who write, we are not able to discuss test results until after the Academic Challenge Program candidates have been decided.

### Start times:

- for those attending on **Saturday, March 11**, testing will commence at **9:00 am**.
- students should arrive 10-15 minutes early and wait in the library.

### Completion times:

- students writing these tests may be picked up at **12:30 pm on Saturday**.

### Please bring:

- two HB pencils and an eraser.
- application materials (contained in this package):
  - Parental Consent for Challenge Program Assessment.
  - Challenge Application Form.
  - Parent Questionnaire.
  - Most recent Grade 6 report card.
- water or juice to drink during the testing.

Note: We will provide a mid-session snack. Students with particular dietary needs may wish to bring their own snack.

### Testing components:

The Standardized Entrance Testing consists of several smaller tests within the larger test:

- The Mathematics tests (2) will take about 30 minutes.
- The Cognitive Abilities Tests (9) will take about 90 minutes.
- Students new to Edmonton Public Schools may be required to complete the Reading Test, which takes up to 60 minutes. The most recent HLAT Reading score will be used for students attending Edmonton Public Schools for grades 5 and 6.
- The Writing component will be based on the most recent HLAT writing score for students attending Edmonton Public Schools for grades 5 and 6. The grade 6 teacher's estimate for Writing ability will be used for students new to Edmonton Public Schools.

**The deadline for the submission of all application materials is Thursday, March 16, 2017.** This includes the Grade 6 Teacher Information Checklist, forwarded to Ottewell School by your child's teacher. Please note that due to the large number of applicants; please send your child's complete application package at one time (with the exception of the teacher checklist).

## PARENT QUESTIONNAIRE – Page 1 of 2

GIFTED & TALENTED Code 91 for School Year \_\_\_\_\_

Student's Name \_\_\_\_\_ Student EPSB # \_\_\_\_\_  
*Last*
*First*
*Middle Initial*

School Name \_\_\_\_\_ Current Grade \_\_\_\_\_

Parent's Name \_\_\_\_\_

Date \_\_\_\_\_

**✓ Check one phrase in Each Horizontal Row that most closely describes your child most of the time.**

<input type="checkbox"/> Retells	<input type="checkbox"/> Answers questions clearly and well	<input type="checkbox"/> Asks questions about almost everything
<input type="checkbox"/> Notices	<input type="checkbox"/> Alert and observant	<input type="checkbox"/> Alert and keenly observant ( <i>beyond his/her years</i> )
<input type="checkbox"/> Can be engaged	<input type="checkbox"/> Is interested	<input type="checkbox"/> Is intensely curious
<input type="checkbox"/> Has good ideas	<input type="checkbox"/> Has original ideas	<input type="checkbox"/> Has unique, wild (even silly) ideas
<input type="checkbox"/> Solves problems with support	<input type="checkbox"/> Understands and solves problems	<input type="checkbox"/> Is aware of problems others do not see, or uses unusual ways to solve problems
<input type="checkbox"/> Corrects mistakes with guidance	<input type="checkbox"/> Corrects own mistakes when they are brought to his/her attention	<input type="checkbox"/> Often finds or correct own mistakes, has high standards
<input type="checkbox"/> Expresses ideas	<input type="checkbox"/> Elaborately expresses ideas	<input type="checkbox"/> Expresses strong feelings about ideas. States opinions without inhibition
<input type="checkbox"/> Learns with some repetition	<input type="checkbox"/> Learns with ease	<input type="checkbox"/> Already knows
<input type="checkbox"/> Solves problems with support	<input type="checkbox"/> Likes solving problems	<input type="checkbox"/> Seeks difficult problems over simple ones
<input type="checkbox"/> Enjoys peers	<input type="checkbox"/> Relates with peers	<input type="checkbox"/> Prefers company and activities of older peers or adults
<input type="checkbox"/> Reads at grade level	<input type="checkbox"/> Very proficient reader	<input type="checkbox"/> Avid reader, or was reading before entering school
<input type="checkbox"/> Completes projects	<input type="checkbox"/> Completes projects with ease	<input type="checkbox"/> Is immersed in self-chosen activities
<input type="checkbox"/> Gains interest in new ideas	<input type="checkbox"/> Is receptive of and open to new ideas	<input type="checkbox"/> Is intense or emotional with regard to new ideas
<input type="checkbox"/> Copies adequately	<input type="checkbox"/> Copies or reproduces accurately	<input type="checkbox"/> Creates new design
<input type="checkbox"/> Enjoys school	<input type="checkbox"/> Enjoys academic activities	<input type="checkbox"/> Enjoys learning

**Forward to Pinpoint  
Do not file in paper student record**

## PARENT QUESTIONNAIRE – Page 2 of 2

GIFTED & TALENTED Code 91 for School Year \_\_\_\_\_ — *continued*

Student's Name \_\_\_\_\_ Student EPSB # \_\_\_\_\_  
*Last* *First* *Middle Initial*

School Name \_\_\_\_\_ Current Grade \_\_\_\_\_

Parent's Name \_\_\_\_\_

Date \_\_\_\_\_

✓ **Check one phrase in Each Horizontal Row that most closely describes your child most of the time.**

<input type="checkbox"/> Apprentice	<input type="checkbox"/> Technician	<input type="checkbox"/> Inventor
<input type="checkbox"/> Learns with repetition	<input type="checkbox"/> Good memorizer	<input type="checkbox"/> Good guesser
<input type="checkbox"/> Benefits from straightforward explicit instruction	<input type="checkbox"/> Appreciates logical, sequential information or presentation	<input type="checkbox"/> Thrives on complexity
<input type="checkbox"/> Is pleased with own accomplishments	<input type="checkbox"/> Is confident and pleased with own learning	<input type="checkbox"/> Appears highly critical of projects or learning, or strives for perfection
<input type="checkbox"/> Average vocabulary	<input type="checkbox"/> Good vocabulary	<input type="checkbox"/> Extensive, extremely expressive vocabulary
<input type="checkbox"/> Laughs at jokes	<input type="checkbox"/> Appreciates humor	<input type="checkbox"/> Produces original humor
<input type="checkbox"/> Follows rules	<input type="checkbox"/> Engages by the rules	<input type="checkbox"/> Seems concerned with justice and fairness
<input type="checkbox"/> Listens	<input type="checkbox"/> Listens with interest	<input type="checkbox"/> Shows strong feelings and states opinions freely
<input type="checkbox"/> Perceptive	<input type="checkbox"/> Very perceptive	<input type="checkbox"/> Heightened perception and sensitivity
<input type="checkbox"/> Gains knowledge with support	<input type="checkbox"/> Absorbs information	<input type="checkbox"/> Compares and contrasts information effortlessly

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_



**PARENTAL CONSENT FOR CHALLENGE PROGRAM ASSESSMENT**

As the parent or legal guardian of \_\_\_\_\_, birth date \_\_\_\_\_, I hereby give consent to Edmonton Public Schools staff to conduct group standardized assessments in respect of this student. I understand that these assessments may be used to assist in (a) planning programming; (b) determining Challenge eligibility and/or placement; and (c) development of an Individualized Program Plan.

The assessment process involves group assessments, review of the student’s record and school documentation for students currently attending Kindergarten through grade 9. Information gathered throughout the assessment process is confidential and will not be released to any person or organization outside of Edmonton Public Schools without written parental permission. Information may be shared with other Edmonton Public Schools staff as necessary. Exceptions to confidentiality include situations where Edmonton Public Schools’ staff is required, by law or professional obligation, to release information or to intervene. These exceptions include (a) possible child abuse/neglect; (b) probable harm to the student, (c) imminent harm to another person, or (d) records subpoenaed by court.

Following completion of group administered standardized assessments; results will be documented in the student’s record. Parents may request to review these results. Parents have the right to provide input in any decision-making process resulting from assessments.

My signature(s) below indicate(s) that I understand the information presented in this form and that I freely consent to have my child participate in the above-mentioned assessments. Questions may be directed to the principal of my child’s school or staff assigned to complete assessments. I understand that my consent is valid to the end of the current school year (August 31). Consent is voluntary and can be withdrawn by me, in writing, at any time.

Parent/Guardian: \_\_\_\_\_  
(Please print) (Signature) (Relationship to student)

Parent/Guardian: \_\_\_\_\_  
(Please print) (Signature) (Relationship to student)

Name of Witness: \_\_\_\_\_  
(Please print) (Signature)

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

**FOR OFFICE USE ONLY:**

Filed at: \_\_\_\_\_ on: \_\_\_\_\_  
(School) (Date)



# APPLICATION FOR THE OTTEWELL SCHOOL ACADEMIC CHALLENGE PROGRAM 2017 – 2018

Legal Surname (last name)	Legal Given Names (first & middle names)	
Address	Postal Code	Phone
Last School Attended	Name of Grade 6 Teacher	
Full Name of Parent(s)	Parent Business Phone	
E-Mail Address		

**STUDENT INPUT**

Please explain why you would like to be in the Academic Challenge Program

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Please indicate which ONE of the following applies to your child:

- My child has been previously identified by Edmonton Public Schools as Challenge, Academic Challenge or Gifted/Talented and does not require the Standardized Entrance Testing. The Grade 6 Teacher Information Checklist is also not required to be submitted.
- My child will be writing the Standardized Entrance Tests on **Saturday, March 11, 2017.**

**Note:**  
All Challenge application materials/packages are due by **4:00 p.m. on Thursday, March 16, 2017.**



## Teacher Information Checklist

G & T Challenge Program – Grades 1 – 9, Code 91, level 1

2016 – 2017

Student's name \_\_\_\_\_

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

✓ Select one phrase in Each Horizontal Row that most closely describes this student *most of the time*.

<input type="checkbox"/> Retells	<input type="checkbox"/> Knows answers	<input type="checkbox"/> Gives elaborate answers or asks questions
<input type="checkbox"/> Good memory	<input type="checkbox"/> Excellent memory	<input type="checkbox"/> Outstanding memory
<input type="checkbox"/> Can be engaged	<input type="checkbox"/> Is interested	<input type="checkbox"/> Is highly curious
<input type="checkbox"/> Has good ideas	<input type="checkbox"/> Has original ideas	<input type="checkbox"/> Has unique, wild (even silly) ideas
<input type="checkbox"/> Average group	<input type="checkbox"/> Top group	<input type="checkbox"/> Beyond the top group
<input type="checkbox"/> Listens	<input type="checkbox"/> Listens with interest	<input type="checkbox"/> Shows strong feelings and states opinions freely
<input type="checkbox"/> Learns with some repetition	<input type="checkbox"/> Learns with ease	<input type="checkbox"/> Already knows
<input type="checkbox"/> Understands, with guidance	<input type="checkbox"/> Understands ideas and/or valid generalizations	<input type="checkbox"/> Constructs abstractions
<input type="checkbox"/> Enjoys peers	<input type="checkbox"/> Relates with peers	<input type="checkbox"/> Relates with older peers or adults
<input type="checkbox"/> Gains meaning with support	<input type="checkbox"/> Grasps the meaning	<input type="checkbox"/> Draws inferences
<input type="checkbox"/> Completes assignments in time	<input type="checkbox"/> Completes assignments with ease	<input type="checkbox"/> Initiates or goes beyond allotted projects
<input type="checkbox"/> Gains interest	<input type="checkbox"/> Is receptive and interested	<input type="checkbox"/> Is intense
<input type="checkbox"/> Copies adequately	<input type="checkbox"/> Copies or reproduces accurately	<input type="checkbox"/> Creates new design
<input type="checkbox"/> Enjoys school	<input type="checkbox"/> Enjoys academic activities	<input type="checkbox"/> Enjoys learning
<input type="checkbox"/> Gains knowledge with repetition	<input type="checkbox"/> Absorbs information	<input type="checkbox"/> Manipulates information
<input type="checkbox"/> Apprentice	<input type="checkbox"/> Technician	<input type="checkbox"/> Inventor
<input type="checkbox"/> Learns with repetition	<input type="checkbox"/> Good memorizer	<input type="checkbox"/> Good guesser
<input type="checkbox"/> Benefits from straightforward, explicit presentation	<input type="checkbox"/> Enjoys logical, sequential instruction	<input type="checkbox"/> Thrives on complexity
<input type="checkbox"/> Is pleased with school accomplishments	<input type="checkbox"/> Is confident and independent as a learner	<input type="checkbox"/> Appears to be highly critical of projects or learning, or strives for perfection
<input type="checkbox"/> Average vocabulary	<input type="checkbox"/> Good vocabulary	<input type="checkbox"/> Extensive vocabulary
<input type="checkbox"/> Laughs at jokes	<input type="checkbox"/> Appreciates humor	<input type="checkbox"/> Produces original humor
<input type="checkbox"/> Follows rules	<input type="checkbox"/> Engages by the rules	<input type="checkbox"/> Concerned with justice and fairness
<input type="checkbox"/> Perceptive	<input type="checkbox"/> Very perceptive	<input type="checkbox"/> Heightened perception and sensitivity
<input type="checkbox"/> With support, recognizes cause and effect	<input type="checkbox"/> Recognizes cause and effect	<input type="checkbox"/> Foresees consequences or results
<input type="checkbox"/> Completes project	<input type="checkbox"/> Perseveres with project	<input type="checkbox"/> Perseveres in self-chosen project

Please fill-out this 2-page questionnaire, and email to [tina.andriachuk@epsb.ca](mailto:tina.andriachuk@epsb.ca) or fax to Ottewell School, attention: Mrs. Andriachuk (780-465-5674) by **March 16, 2017**.

## Teacher Information Checklist (page 2)

Would you recommend this student for the Academic Challenge Program?

YES

NO

Did this student write the HLAT in Grade 5? Yes \_\_\_\_ No \_\_\_\_

If YES, what was the

HLAT Reading **RAW** Score \_\_\_\_\_

HLAT Writing Grade Level \_\_\_\_\_

HLAT Writing Performance Level \_\_\_\_\_

\_\_\_ Excellent      \_\_\_ Proficient      \_\_\_ Adequate

If NO, what level of writing performance does this student typically demonstrate?

\_\_\_ Excellent      \_\_\_ Proficient      \_\_\_ Adequate

**Comments (optional)**

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