

Challenge Program
Broad Based Planning Team
Agenda
October 29, 2003

I. Introductions

II. Minutes- March 26, 2003

III. Old Business

- A. High School - update on new AP courses offered
- B. National Association of Gifted Children (NAG-C)
 - 1. Indianapolis, Friday, November 14 - Sunday, November 16
 - 2. Parent Day, Saturday, November 15
- C. Middle School - use of letters to parents to define expectations for program participation

IV. New Business

- A. "Presents of Mind Show", November 6
- B. Appeal for funds - \$950.00 to date
- C. ACT/SAT Information
- D. Ideas for upcoming meetings

V. Open forum

**Challenge Program
Broadbased Planning Team
October 29,2003**

Attended by:

Dr. Vicki L. Vaughn, Challenge Program Coordinator, Edgelea Elementary Principal
Mr. Glade Montgomery, Associate Principal for Curriculum and Instruction, Jeff High School
Mr. Jim Lilley, Counselor, Challenge Program Building Coordinator, Sunnyside Middle School
Mrs. Mary Margaret Foreman, Counselor, Challenge Program Building Coordinator,
Tecumseh Middle School
Ms. Donna Osborn, Honors Algebra 3& 4, Jeff High School

Dr. Vaughn welcomed those attending. No introductions were needed. Minutes from the March 26, meeting will be mailed to those in attendance. Glade Montgomery distributed a listing of the Honor/AP classes presently offered at Jeff High School for the 2003-2004 academic year. (See attached) Several new classes have been added and are so noted on the listing. There was some discussion as to equal honor credit given to class that are differentiated throughout the entire course versus classes that have an elected honors component if additional projects/products are completed. How and who approves the class status was questioned. Glade said the path for course approval was 1.) The course department 2.) The Instruction/Leadership Team (the department chairs) 3.) Curriculum Council (K-12 representatives from all curricular areas, teachers and administrators). The possibility of adding an AP Statistics course was mentioned. Glade also informed the team that the freshmen coming in the fall of '04 will begin under the new Academy concept. This will be discussed at the Honors Orientation for parents and students to be held January 28, 2004. Mary Margaret asked for clarification as to the path for Grade 8 Excel Humanities students. The concern is that the course, Grade 8 Excel Humanities, is at level of difficulty that Grade 9 English H is not a progressive step for these students. Discussion about what defines the course level; what standards are taught; and who can grant high school credit ensued. These questions and concerns would be researched. Dr. Vaughn said that there is state legislation presently under consideration that would allow identified students to waive or test out of some requirements for high school credit and graduate early if desired.

Dr. Vaughn distributed information about the National Association for Gifted Children Annual Conference that will be in Indianapolis this November 14-16. She also emphasized the opportunity this conference presents is due to the number of renowned speakers. Several of the Jeff Challenge Art students are participating in the Art Display at the Indiana Convention Center on Saturday, November 14.

Dr. Vaughn asked the middle schools to reflect on the effectiveness of the revised letters to the identified student's parents outlining the expectations for program participation. Mary Margaret Foreman related that when two students were recently recommended for placement in Challenge level classes from the Excel level the parents were supportive. Jim Lilley felt the outlined expectations did send the message to both student and parent that there is a minimum standard of performance and a standard of commitment. Both counselors agreed that early communication from the teacher to the parent is paramount to making such a transition successful and beneficial for the student.

Dr. Vaughn distributed flyers and information about the “Presents of Mind Show”, at the Indianapolis Museum on November 6. She also reported that the appeal for funds from Andy Hughes, Challenge Program Parents Group Chairperson, has yielded \$955.00 to date. These donations have been used to register four of the program’s teachers at the NAGC Conference. Any additional funds that may come to the program will be used for classroom materials. These additional monies are greatly appreciated. Thank you letters have been mailed to the donors.

Dr. Vaughn also distributed ACT/SAT information she had received through an e-mail. This packet is very informative as to what each test is and who uses the test information. Donna Osborn added that the students often confuse the tests and which ones they may have already taken. Hopefully this information can be made available on the Challenge Program website. Donna Osborn also emphasized the need to enlighten students and parents about the new aspects i.e. writing component, on the new SAT Test.

Dr. Vaughn inquired if anyone had concerns, ideas, etc. that might be used as topics for future meetings. Jim Lilley mentioned an interest in attrition review at upcoming meetings. Since Math texts are to be adopted this year, this might be a prudent time to review the curriculum mapping for math specifically grade 5 through 12. The intent would be to confirm where the grade level standards are taught and the subject standards for Algebra and Geometry. It is very important that neither grade level nor subjects standards be neglected.

Dr. Vaughn thanked those in attendance and it was noted that attendance at this evening time slot is not as good as the after school meeting. Several in attendance expressed the preference for after school meetings. The next meeting for the Broad Based Planning Team is scheduled for January 22, 2004 in the Board Room at Hiatt Administration Center.
Meeting adjourned.

Jefferson High School

Honors/AP Courses

2003-2004

Art

Two Dimensional Challenge Art I-IV (Summer only)

English

English 9-11 Honors

English 12 Honors/AP

Mathematics

Honors Geometry

Honors Algebra II

Honors Precalculus

Calculus Honors/AP

Science

Biology AP

Chemistry AP

Honors Physics

Science Projects and Techniques-Honors

Social Studies

*Economics Honors/AP

*Psychology Honors/AP

*U.S. Government Honors/AP

U.S. History Honors/AP

*World History Honors/AP

*New Honors/AP Course for 2003-2004

22nd Annual Presents of Mind Resource Show



A Festival of Learning
Lots to see and do in one place!

for families, youth groups, teachers and children* of all ages
(*Supervision ratio requires 1 adult to 8 children for youth under 18 years)

Free Admission
Thursday, November 6, 2003
5 - 8 p.m. at
The Children's Museum of Indianapolis
3000 North Meridian

Local, state, national resources, multi-disciplinary activities, demonstrations and performances

This hands-on expo open to the public is brought to you by the

Indiana Association for the Gifted

Indiana Department of Education

The Children's Museum of Indianapolis

Need information? Call: Jill (317) 844-3920 or email jmeisenheimer@msn.com

Tia (317) 882-3198, Virginia (317) 923-9640, Jan (317) 733-3537

To reserve space for school or youth groups RSVP to Karen Gardner at (317) 334-3809

Learning is a Great Gift!

Check out our website www.iag-online.org Click on "Presents of Mind"

22nd Presents of Mind Resource Show

A Festival of Learning

Lively Learning**Becoming Independent*Getting Along*Making a Difference*Family Fitness*

FREE night at The Children's Museum of Indianapolis
Thursday, November 6, 2003
5:00 to 8:00 p.m.

Experience the fun! Plan a family outing or organize a field trip with your school or youth group for this FREE night at The Children's Museum of Indianapolis. Excitement and discovery are everywhere with performances and hands-on activities for adults and supervised children of all ages, preschool to high school.

This event is a community service sponsored by the Indiana Association for the Gifted, Indiana Department of Education, and The Children's Museum of Indianapolis.

30 PERFORMANCES & DEMONSTRATIONS

Selected performances will be interpreted for hearing-impaired visitors.

- * **Science demonstrations:** "Traveling Physics FunFest" - Purdue University Physics on the Road. "Chemistry is a Blast!" - Eli Lilly Scientists. "Build a Bird Habitat" - Wild Birds Unlimited. "Health, Nutrition and Drug Jeopardy Game" - Ruth Lilly Health Center.
- * **Music:** "Family Sing-a-long" - Music Together, Brenda Iococa. "Music & Movement, Birth to 4 Years" - The Music Playhouse. "Drums & Poetry" - United States of Mind. Freetown Village Children's Ensemble. Brownsburg Junior High Jazz Bands I & II.
- * **Dance & Fitness:** "Stay in Bounds" - NCAA. The Moving Company of IUPUI. Village Dance Studio. "Chinese Lion Dance" - Indiana Association of Chinese-Americans. "Japanese Friendship Dance" - Indianapolis Minyo Dancers, Inc. "Medieval Dancing & Martial Arts Demonstration" - Society for Creative Anachronism. Family Fitness - Indy in Motion. "Introduction to Yoga" - Sarah Kopy. Kick Boxing Demo - Sarah Titzer.
- * **Storytelling & Magic:** "Medal of Honor" - Andrew Bowman. "Harriet Tubman" - Virginia Wesley & Annamaria Crider. Griot Drums, Inc. - Khabir the Storyteller. "Magic of Youth Magic Show" - Society for Young Magicians. "African-American History Brought to Life by Guinea Blue Farnsworth" - Freetown Village.
- * **Problem Solving Room:** "Take a Challenge" - Indiana Destination Imagination. "Peers Helping Peers" - Peer Information Center for Teens. Restorative Justice Project. Act out OPTIONS' role-plays written Hamilton County Juvenile Detention Center residents.

Registration is not necessary. For information regarding this event contact Jill (317) 844-3920, Virginia (317) 923-9640, Jan (317) 733-3537 or Tia (317) 882-3198 or email jmeisenheimer@msn.com Check out our website at www.iag-online.org. Click on Presents of Mind to read a 2002 review, facts, photos, and guide.

70 ACTIVITY LEARNING CENTERS

Local, state and national organizations present artifacts, books, historical characters, contests, crafts, videos, music, games, safety, service opportunities, and information about gifted education. Check out books. Strategize a math game. Play water jeopardy. Learn about Buffalo Soldiers and the Underground Railroad. Stamp Adinkra art. Make a card for Riley Hospital patients. Type a name in Braille. Participate in an "arthritis" simulation while doing a craft. Explore healthy choices. Play musical instruments. Make a Ghost Copter. Learn dance steps. Try a pedometer. Select a Peacemaker's portrait. Become an advocate for youth. Examine a Civil War Kit. Collect information about parenting and volunteering. See service learning projects. Build a food pyramid. Put together "Removable Organ Dude." Do tangrams. Meet Bearemy®. Make Oobleck.

THEMES BY FLOORS

LEVEL 5-Science & Math: Girl Scouts of Hoosier Capital Council; Girl's, Inc.; IUPUI Community Learning Network, Teachers' Resource Center; Kumon Math; Mad Science of N. Central Indiana; Math Flashcard Factory; Pentathlon Institute; Ruth Lilly Health Center.

LEVEL 4-History, Toys & Art: Buffalo Soldiers-IPS #42; Discovery Toys; Freetown Village; Geography Educators' Network of Indiana; Indiana Historical Society; Indiana State Museum; The President Benjamin Harrison Home; X-pressions Book Store & Gallery.

LEVEL 3-Exploration & Education: Indiana Academy of Science, Math & Humanities; Indiana Home Education Network; Indianapolis Museum of Art; Indy's Child; Project Citizen; Strategic Response Technologies, Inc.; United States of Mind; Usborne Books at Home; WFYI TV.

-Family Fitness: Contours; Gymboree; Methodist Hospital Outreach; Clarion Health Promotions; Echelon Fitness; Girl's Inc.; Indy Parks; Marion Co. Health Department; Music Together; NCAA, NIFS, YMCA, Yoga.

-Music, Culture, Safety, Service Learning: Camp Invention; Dare to Be Square; Greenbriar Elementary School; Indiana American Indian Theatre Company; Indianapolis Police Department; Indianapolis Symphony Orchestra; La Voz de Indiana; Monart Drawing School; Marion County Commission on Youth-MCCOY; Pan Asian Activities; Prevail, Inc.; The Music Playhouse; Youth As Resources.

LEVEL 2-Make a Difference: The Children's Museum of Indianapolis; Civilian Corps of Indiana; Covering Kids Coalition; Indiana Association for the Gifted; Indiana Department of Education; Indiana Project WET; Indiana Youth Institute; Indianapolis Ambassadors; Peace Learning Center; Shared Information Services.

LEVEL 1-Special Needs & Special Talents: Joy's House; Indiana School for the Blind; Indianapolis Civic Theatre; Riley Foundation, Camp, Hospital and J.W. Riley Home Museum.

ADDITIONAL PARTICIPATING ORGANIZATIONS

Build-A-Bear Workshop; Heartland Church; Hooks Discovery & Learning Center (Handouts: Barnes & Noble, Carmel Lutheran Church Fine Arts Academy; Child Care Answers; Domestic Violence Network of IN; Gail Eastburn; IUPUI University Library; The Julian Center; Operation Send-A-Hug; Patria Press)

All youth under the age of 18 years must be supervised by adults with the ratio of 1 adult to 8 children. To reserve a parking space for school or youth groups RSVP to Karen Gardner at The Children's Museum of Indianapolis (317) 334-3809.

MEMORANDUM

TO: Indiana High School Principals
Indiana School Superintendents
Indiana High School Counselors

FROM: Dr. Suellen Reed, Superintendent of Public Instruction
Stan Jones, Commissioner for Higher Education

DATE: October 22, 2003

RE: SAT/ACT Fact Sheet

Over the last several years, Indiana's SAT and ACT scores have continued a slow and steady rise even as the number of students taking these tests has increased. These rising SAT and ACT participation rates reflect the fact that more and more of our students are recognizing the importance of pursuing higher education. Currently, 60 percent of Hoosier students go directly to college after graduating from high school – ranking our state 17th.

This progress is encouraging, but as you know, just as taking the SAT and ACT does not guarantee a high score, simply sending more students to college does not guarantee that they will succeed once they get there. Providing our students with a strong academic foundation is critical to improving our students' chances for success in both respects.

Students that take rigorous Core 40 and Academic Honors courses in high school will not only perform better on the SAT and ACT, but more importantly, they will perform better in college and the workplace as well. Research demonstrates that a rigorous academic curriculum is the single-most significant factor in determining a student's success in college, regardless of socioeconomic status or family background.

In addition to taking rigorous courses, there are other resources and information that can assist your students in preparing for the SAT and ACT. Toward that end, the attached "fact sheet" is designed to summarize many of these preparation strategies and test-taking tips for your students, so they know what to expect from these tests and are prepared to do their best.

Please make this SAT/ACT fact sheet available to your students. We thank you for your commitment to better preparing our students for the future.

The SAT®/ACT™ Fact Sheet*

What is the SAT®?

- A 3-hour exam that measures two skill areas: verbal and mathematical reasoning.
- Exam consists of seven sections: three verbal reasoning, three mathematical reasoning, and one variable section (of either type) that is not graded. Each subject is divided into two, 30-minute sections and one, 15-minute section. The variable section consists of one, 30-minute section.
- The maximum possible combined score for the exam is 1600, 800 verbal and 800 mathematics.

What is the ACT™?

- A 3-hour exam covering four skill areas: English, mathematics, reading, and science reasoning.
- The exam consists of 215 multiple-choice questions.
- The maximum possible score is 36.

How do the SAT® and ACT™ differ?

- There are many differences between the two exams, including:
 - They are administered by different organizations. The College Board administers the SAT® while ACT, Inc. administers the ACT™.
 - The SAT® tests general verbal and mathematical reasoning skills while the ACT™ is more closely tied with high school curricula.
 - The ACT™ contains only multiple-choice questions, while the SAT® contains some mathematical questions requiring students to generate their own responses. These questions measure a student's ability to solve problems, and are designed to test at a level that would require students to have taken a year of algebra along with some geometry.

When do students take the SAT®/ACT™?

- High school students take the exam generally during their junior spring semester or senior fall semester. Nearly half of students taking these exams choose to take the exam more than once.
- If the ACT™ is taken more than once, the student decides which score to report to the colleges they have selected.
- If the SAT® is taken more than once, *all scores* are reported to the colleges the student has selected. Colleges vary on the policy of determining which scores, or combination of scores, they use in admissions decisions. For example, one college may use the highest score where as another college may use an average of all of the scores received for a particular student.
- The SAT® is administered seven Saturdays each year (October, November, December, January, March, May, and June). A calendar of SAT testing dates is available at www.collegeboard.com/student/testing/sat/calenfees.html.
- The ACT™ is administered six Saturdays each year (September, October, December, February, April, and June). A calendar of ACT™ testing dates is available at www.act.org/aap/regist/actdates.html.

* Sources: (1) www.collegeboard.com and www.act.org. (2) The College Board "Q&A: The Complete, Total, All-Purpose Guide to the College Board's SAT®"

How do the SAT and ACT compare?

Indicator	SAT®	ACT™
Time Length of Exam:	3 hour exam	3 hour exam
Skills Measured:	Mathematics & Verbal Reasoning	English, Reading, Mathematics, and Science Reasoning
Highest Possible Score:	800 verbal, 800 math	36
Average Score: ¹	507 verbal, 519 math	20.8
# of Times Offered per Academic year:	7	6
Cost of Exam:	\$28.50	\$26
Avg. # of times students take exam:	2	2
Recommended time to take exam:	Spring of Jr. year or Fall of Sr. year	Spring of Jr. year or Fall of Sr. year
Scores reported to colleges*:	All scores reported	Student selects which scores to report

*If exam is taken more than once

Which test is more difficult?

- The two tests measure somewhat different things. The SAT® tests general verbal and mathematical reasoning skills, while the ACT™ exam is somewhat more closely tied to high school curricula. Whether one test seems easier, harder, or about the same as the other will vary from student to student. However, most students will perform similarly on both tests.²

What is the best way to prepare for the SAT®/ACT™?

- Taking rigorous and challenging academic courses in high school, like the Core 40 and Academic Honors Diploma curricula, is the best way to prepare for either test.
- Familiarize yourself with the organization and content of the tests while refreshing knowledge and skills in certain content areas.³
- The College Board offers a variety of test-prep materials for the SAT®. These include a free practice test provided in the registration booklet; "PrepPacks" for each section, interactive software, and a book containing practice tests for additional costs. These materials can be ordered directly from the College Board's Web site at: www.collegeboard.com.
- ACT, Inc. also offers a variety of test-prep materials. These include a free practice test with scoring key provided in the registration booklet, interactive software, and several books offering practice tests for additional costs. These materials can be ordered directly from the ACT Assessment® Web site at: www.act.org.

¹ Source: The College Board, 2003; ACT, Inc., 2003.

² Source: The College Board "Q&A: The Complete, Total, All-Purpose Guide to the College Board's SAT®"

³ Source: The College Board "Q&A: The Complete, Total, All-Purpose Guide to the College Board's SAT®" and the ACT™ website at www.act.org/aap/testprep/index.html.

Is there a formal preparation exam for either the SAT®/ACT™?

- Yes, the College Board offers the PSAT™, which includes the same types of verbal and math questions as the SAT® plus writing skills questions like those on the SAT II: Subject Test in Writing. Because the questions are the same level of difficulty, PSAT™ practice questions can help you prepare for the SAT®. Students generally take this exam during their sophomore and/or junior year, and the state of Indiana pays the test fee for Indiana students.
- ACT, Inc. offers the PLAN® exam for sophomores to provide a midpoint review of a student's progress in high school.⁴ This exam is also paid for by the state of Indiana for Indiana students.

Should students take the PSAT™ or PLAN®?

- Yes. Both the PSAT™ and PLAN® will help you become more comfortable with the SAT® and ACT™, respectively, in terms of timing, content, types of questions, etc. Studies generally show that students taking these preparatory exams receive higher scores on the SAT® and ACT™.

How important is the SAT®/ACT™ in the admissions process?

- Colleges report that the single most important factor to be weighed in admissions decisions is the student's transcript, demonstrating grade point average, and the rigor of courses taken. The ACT™/SAT® are intended to supplement the student's overall admission application (including recommendations, extracurricular activities, etc.).
- Nearly every college or university requires a standardized admissions test, generally either the SAT® or ACT™.

Which test do colleges prefer?

- Equal consideration for college admission is given regardless of which test you take. According to the admissions policies at all Indiana public universities requiring such an exam, there is no preference given to either test.⁵

⁴ Source: College Admissions Assessment: Debunking Myths and Misrepresentations, ACT, Inc.

⁵ Source: Admission websites of Indiana University, Purdue University, Indiana State University, University of Southern Indiana, and Ball State University.

SAT® Tip Sheet

- ✓ The College Board Web site at www.collegeboard.com contains a variety of helpful information and test preparation hints, such as:
 - × **Take the PSAT™.** It has the same kinds of questions as the SAT, but it's a shorter test. Taking the PSAT as a sophomore or junior is a good way to practice and get feedback as you start planning for college and prepare for the SAT.
 - × **Study the test directions for each question type ahead of time.** Use the time you save to answer questions. Be sure to look over the answer sheet beforehand as well. The answer sheet has four pages and you will need to know what answers go in which section. See *Taking the SAT I: Reasoning Test* for a sample answer sheet.
 - × **Answer easy questions first.** You earn just as many points for an easy question as you do for a hard question. Questions of the same type are grouped together. Except for the critical reading questions, the easier questions are at the beginning of the section and the harder questions are at the end.
 - × **Know how the test is scored.** On the multiple-choice questions, you earn one point for each correct answer and lose a fraction of a point for a wrong answer, but you don't gain or lose points if you do not answer a question. You don't have to answer every question correctly to get a good score. You can get an average score by answering about half of the questions correctly and omitting the remaining questions.
 - × **Guess smart.** If you can rule out one or more answer choices for a multiple-choice question as definitely wrong, your chances of guessing the right answer improve. For math questions without answer choices, fill in your best guess since no points are subtracted for wrong answers as they are in all the other question types.

- ✓ There are several SAT preparation materials available through the College Board, including⁶:

Publications:

- × ***Taking the SAT I: Reasoning Test:*** Free booklet containing examples of each type of question, explanations of sample questions, helpful test-taking tips and strategies, a complete SAT practice test, scoring instructions, and a calendar of test dates. (*Available in your school's guidance or principal's office or online at www.collegeboard.com*)
- × ***10 Real SATs:*** This book offers test-taking tips, strategies, practice questions, and 10 full-length actual SATs.

Online Resources (www.collegeboard.com):

- × ***Practice Questions:*** Free review questions and explanations, including a full-length test. Be sure to take the practice exam under time-simulated conditions to decrease test anxiety and improve test-taking skills.
- × ***Mini-SAT:*** Free, timed online evaluation offering students real test questions with feedback on their performance, a predicted score, and a personal study plan.
- × ***SAT PrepPacks:*** sets of at least 25 real test questions in both Verbal and Math, with 6 packs for each section containing hints and analysis of test questions.

CD-ROM:

- × ***One-on-One with the SAT:*** comprehensive SAT software program that includes a pre-test, full-length real SAT, post-test, and explanations for every answer.

⁶ Source: www.collegeboard.com/student/testing/sat/prep_one/prep_one.html

ACT™ Tip Sheet

- ✓ Familiarize yourself with the content of the ACT™ exam: 1) English, 2) Reading, 3) Mathematics, and 4) Science.
- ✓ Take the PLAN exam. This exam mirrors the ACT and provides a good practice experience to better prepare you for the ACT.
- ✓ The ACT Assessment's Web site at www.act.org provides numerous test-taking tips, such as⁷:
 - × **Carefully read the instructions on the cover of the test booklet.**
 - × **Read the directions for each test carefully.** The English, Reading, and Science Reasoning Tests ask for the best answer. Read and consider all of the answer choices before you choose the one that best responds to the question. The Mathematics Test asks for the correct answer. Read each of the questions carefully to make sure you understand the type of answer required.
 - × **Pace yourself.** The test time limits give nearly everyone enough time to answer all the questions. However, because some tests include reading passages, don't spend too much time on a single passage or on any one question.
 - × **Answer the easy questions first.** After you answer all of the easy questions, go back and answer the more difficult ones.
 - × **Answer every question.** Your ACT scores are based on the number of questions you answer correctly. There is no penalty for guessing, so it is to your advantage to answer every question during the time allowed for that test.
- ✓ There are several preparation materials available through ACT, including⁸:

Publications:

- × ***Preparing for the ACT Assessment:*** A free booklet available through most high schools and colleges that includes valuable information about the test and a full practice test with scoring key.
- × ***Getting Into the ACT:*** An authoritative book featuring two complete exams with detailed analyses.
- × ***Sample ACT Assessment Test Booklets:*** complete tests for practice.

Online Resources:

- × ***ACT Assessment@ Sample Test Questions:*** Free sample questions for each section of the ACT are available at www.act.org/aap/testprep/index.html. Explanations of both correct and incorrect answers are given with the correct choices.

CD-ROM:

- × ***ACTive Prep@:*** This CD-ROM software guides students through a personalized test preparation program using real ACT tests.

⁷ Source: www.act.org/aap/taking/tips.html

⁸ Source: www.act.org/aap/testprep/index.html