Student Testing Information for Channels of Challenge

(Spring Eligibility Process for Current 3rd-7th Graders)

Updated 11/21/24

Please note that the evaluation process in a review and these criteria will change for the 25-26 evaluation process.

Channels of Challenge (C of C) is an accelerated replacement program for math and reading in grades 3-5 and math and language arts in grades 6-8. Students who are enrolled in 3rd-5th grade C of C leave their general education classroom when reading and/or math occur, and go to their Channels of Challenge teacher's classroom. Eligible middle school students will be scheduled into Channels of Challenge classes. Students *may be* eligible to test for both reading and math or one subject area. Once a child enters Channels of Challenge, they do not need to test for the program again. Progress is continually monitored and students who are able to learn well at the rigor and pace of the C of C program remain in the program through eighth grade.

Universal Screening

The eligibility process begins with the universal screening of third through seventh graders' **winter and spring** MAP scores. Students qualify for further eligibility testing by meeting the MAP minimum screening criteria of 92nd national percentile in reading (current grades 3-7) and/or 94th national percentile in math (current grades 3-6).

In addition to academic achievement on MAP, Channels of Challenge eligibility is determined by considering a student's reasoning ability and learning behaviors. Students meeting the winter or spring MAP minimum criteria will be eligible to take the Cognitive Abilities Test (CogAT) in spring for the ability portion of the eligibility process. Renzulli Scales are completed for students meeting the minimum CogAT standard age score of 120. Z-scores are calculated for all three areas: ability, achievement, and learning characteristics following our established z-score calculation. Students earning 10 points qualify for the Channels of Challenge Math and/or Reading programs.

District 64 Math Pathways

The table below shows District 64's three main pathways for math:

- **Channels of Challenge Math:** a radical acceleration program, where students work two years ahead of their grade level's curriculum
- **Accelerated Math**: begins in sixth grade, students work one year beyond the grade level
- **Grade Level:** teachers in the grade level classrooms differentiate with the help of formative assessments, flexibly grouped math classes and guided math groups, enrichment, and intervention block time

District 64 Math Progression

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Maine South/ Maine East HS
Grade Level Math	3rd Grade Math	4th Grade Math	5th Grade Math	Course 1 Math	Course 2 Math	Course 3 Math	Integrated Math 1
Accelerated Math	Differentiated Instruction in the Classroom			Course 2 Math	Course 3 Math	Integrated Math 1	Integrated Math 2

Channels of Challenge	4th/5th Grade Math	Course 1 Math	Course 2 Math	Course 3 Math	Integrated Math 1	Integrated Math 2	Integrated Math 3

Frequently Asked Questions Regarding Testing

When will I be notified if my child is eligible to take the CogAT test? Families of students meeting the minimum screening criteria (94% math for current grades 3-6 or 92% reading for current grades 3-7) will be notified about the option to take the Cognitive Abilities Test (CogAT) for Channels of Challenge eligibility by the end of May.

Are there any other methods for academic acceleration or enrichment for District 64 students?
District 64 offers many options for differentiation and acceleration to meet students' needs. In addition to our gifted and special education services, instruction is differentiated to meet the diverse learning needs of our students. Differentiation may occur in the content of what students learn, the process or pace of instruction, or the products that students are asked to complete. All reading classrooms use *Units of Study* (K-5) and *Schoolwide* (6-8) for English Language Arts (ELA) reading instruction. Both programs use a workshop model where reading is tailored to the reading level, interest, and needs of each student. Many kindergarten through fifth grade students have opportunities for enrichment through guided math groups, flexibly grouped math classes, and flexibly grouped instruction during the intervention block. Emerson and Lincoln middle schools also have an accelerated level of math in addition to Channels of Challenge Math. Students placed in these advanced classes will end eighth grade by completing the freshman year of high school math.

How should I prepare my child for the CogAT Test?
Students should be well rested, eat a good breakfast, and be assured that this is not a test that they can study for or fail. If a student is not feeling well on the day of the test, please contact the Channels of Challenge office to reschedule testing.

How can I find the 92nd national percentile score (reading) or 94th national percentile score (math) my child has to achieve to participate in this year's testing process?
Below is a sample MAP report. The bold middle percentile is the score used in determining whether a child is eligible to move further in the Channels of Challenge testing process. Students having scores below the 92nd national percentile in reading or 94th percentile in math have not yet demonstrated a need for differentiation beyond the District 64 core curriculum.

Sample Student Report→

***The percentile score considered is the **bold** middle value found on a student's MAP report.*

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA18	6	243-**246**-249			95-**97**-98
SP18	5	241-**244**-247	3	9	88-**92**-94
WI18	5	232-**235**-238			83-**88**-91
FA17	5	236-**241**-246			96-**98**-99
SP17	4	228-**231**-234	10	12	84-**88**-91
WI17	4	223-**226**-229			84-**89**-92
FA16	4	218-**221**-224			89-**93**-95
SP16	3	218-**221**-224	22	13	86-**90**-93
WI16	3	209-**212**-215			79-**85**-90
FA15	3	196-**199**-202			70-**77**-83
WI15	2	184-**187**-190			43-**52**-61