

2020 NYC GIFTED & TALENTED ADMISSIONS GUIDE



**For Students Born in 2015, 2014, 2013, and 2012
Entering Gifted & Talented Programs in September 2020**

Register your child for the G&T test by **November 12, 2019**
with MySchools ( [MySchools.nyc](https://www.myschools.nyc.gov)).

Learn More

 schools.nyc.gov/GT

 **718-935-2009**

 ESEnrollment@schools.nyc.gov

WELCOME

TO GIFTED & TALENTED ADMISSIONS

To participate in Gifted & Talented (G&T) admissions, register your child to take the G&T test by **November 12, 2019**. Students who get a high enough score can then apply to G&T programs.

FIND OUT MORE

-  schools.nyc.gov/GT | Get the latest G&T updates and event information.
-  schools.nyc.gov/Connect | Sign up for our G&T email list.
-  **2020 NYC Gifted & Talented Admissions Guide** | Use this guide to learn how to register and prepare for the G&T test, how to apply to G&T programs if your child is eligible, and what to do if you get an offer. View all of NYC's G&T programs on one map. Then visit MySchools to learn more about them.

REGISTER FOR THE GIFTED & TALENTED TEST

 **MySchools.nyc** | Visit MySchools to register for the G&T test, explore elementary schools, and learn about G&T programs. Be sure to register by the **November 12, 2019** deadline!

Register
for the G&T
test by:

November		2019				
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Receive your
child's G&T
score in:

2020
APRIL

GET HELP

Admissions Questions

-  schools.nyc.gov/WelcomeCenters
-  718-935-2009
-  ESEnrollment@schools.nyc.gov

Testing Questions

-  212-374-6646
-  ServiceCenter@schools.nyc.gov

 Was your child born in 2015? If so, flip this guide over to learn about applying to kindergarten.



ABOUT THE COVER

Student: Angel Feng | **Teacher:** Janice Edelman | **Principal:** Manuel Ureña

Each year, the NYC Department of Education and Cooper Hewitt, Smithsonian Design Museum partner on a cover design competition for public high school students. This admissions guide's cover was designed by Angel Feng, a student at the High School of Art and Design. Angel Feng's design was inspired by the way a child grows along with their world when they leap into a new school.

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**For Students Born in 2015, 2014, 2013, and 2012
Entering Gifted & Talented Programs in September 2020**

The information in this guide is accurate at the time of publication but may be subject to change. For the most up-to-date information, contact schools directly, visit [MySchools.nyc](https://www.schools.nyc.gov), or refer to our Enrollment website (schools.nyc.gov/Enrollment).

It is the policy of the New York City Department of Education to provide equal educational opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender, or weight and to maintain an environment free of harassment on the basis of any of the above protected classifications, including sexual harassment and retaliation.

Inquiries regarding compliance with this policy may be directed to: Director, Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201. Telephone 718-935-3320 / Toll-free: 877-332-4845.



English

Translations of this admissions guide are available at schools and Family Welcome Centers.

Arabic

تتوفر النسخ المترجمة لدليل القبول هذا في المدارس ومراكز استقبال العائلات.

Bengali/Bangla

এই অ্যাডমিশনস্ গাইডের অনুবাদ স্কুলে এবং ফ্যামিলি ওয়েলকাম সেন্টারে পাওয়া যাবে।

Chinese

本入學指南的翻譯版本在各學校和家庭歡迎中心供大家索取。

French

Les traductions de ce guide des admissions sont disponibles dans les écoles et les Centres d'accueil pour les familles.

Haitian Creole

Vèsyon gid sa a disponib an kreyòl nan lekòl ak nan Sant byenveni pou fanmi.

Korean

이 입학전형 안내서의 번역본은 학교 및 패밀리 웰컴 센터에서 제공될 수 있습니다.

Russian

За переводом Руководства для поступающих обращайтесь в школы и Семейные центры.

Spanish

En las escuelas y en los Centros de Bienvenida a las Familias se pueden encontrar copias traducidas de esta guía de admisión.

Urdu

داخلوں کے اس رہنما کتابچے کے ترجمے اسکولوں اور خاندانی استقبالیہ مراکز میں دستیاب ہیں۔

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GIFTED & TALENTED ACTION CHECKLIST

OCTOBER–NOVEMBER

- Use this guide and MySchools ( [MySchools.nyc](https://www.myschools.nyc.gov)) to learn about Gifted & Talented (G&T) admissions.
- Attend an elementary admissions event near you—find locations, dates, and times at schools.nyc.gov/GT.
- Use MySchools ( [MySchools.nyc](https://www.myschools.nyc.gov)) or the paper form provided in **Section 2.0** of this guide to schedule your child's G&T test by **November 12, 2019**. To apply for G&T programs in the spring, your child must get a qualifying score on this test.
- Familiarize your child with the G&T test by reviewing the sample test questions in this guide. Be sure to use the sample test questions created for students born in your child's year of birth.

DECEMBER

- Confirm your child's test date and location.
 - Current public school students in grades K-2:** Get your child's G&T test date from their current school in December or January.
 - Current pre-K, charter, or non-public school students:** You will receive your child's G&T test date and location from the Department of Education in mid-December. You can express a preference for specific dates and locations when you register.

Continue to familiarize your child with the G&T test. We do not recommend formal test prep, but using the sample test questions in the back of this book can help your child get used to the testing experience.

JANUARY

- Current public school students in grades K-2:** Your child will take the G&T test at their current school during a regular school day.
- Current pre-K, charter, or non-public school students:** Your child will take the G&T test on Saturday or Sunday, at a designated testing site.

APRIL–MAY

- Receive your child's G&T score report. If your child gets an eligible score, you will also get a G&T application.
- Attend school tours for G&T programs—find open house information at schools.nyc.gov/GT or by contacting schools directly.
- Submit your G&T application by the deadline provided.

JUNE

- Receive your G&T application results.
- Accept or decline your child's G&T offer. Pre-register at the school in person.  Flip this book over to **Section 6.1** of the Kindergarten Admissions Guide to learn which documents to bring when you pre-register; you can also learn about transportation options for G&T students in **Section 6.4**.

 Was your child born in 2015? If so, you'll also be applying to kindergarten this winter. Flip this book over to learn about kindergarten admissions.

WE WELCOME AND SERVE ALL STUDENTS

Students Learning English | schools.nyc.gov/Multilingual-Learners

No school may deny admission, registration, or enrollment to a student based on the student's proficiency or perceived proficiency in English. The NYC Department of Education provides a range of supports and services for Multilingual Learners/English Language Learners to develop their English language proficiency and prepare them for success in school, college, and/or careers. Your child can take the G&T test in languages other than English; learn which ones in **Section 3.4**.

Students with Disabilities | schools.nyc.gov/SpecialEducation

Every elementary school participating in Gifted & Talented admissions is expected to welcome and serve students with disabilities in accordance with their Individualized Education Programs (IEPs), Individualized Education Services Programs (IESPs), or 504 Accommodation Plans. Students with disabilities participating in G&T admissions may be eligible for testing accommodations on the G&T test. Learn more in **Section 3.3** and on our website.

Students with Accessibility Needs | schools.nyc.gov/BuildingAccessibility

The NYC Department of Education is committed to providing students with accessibility needs with an elementary school placement that allows the student to access all relevant programs and services. Accessible schools or programs are located in a fully accessible building or a partially accessible building where an individual with accessibility needs may enter and access all relevant programs and services, including the science laboratory, library, cafeteria, and gymnasium, and at least one accessible restroom; in some cases, school programs may need to be relocated to accommodate access.

For the most up-to-date information on school building accessibility, contact schools directly or visit them in person.

Students in Temporary Housing | schools.nyc.gov/STH

Families with students in temporary housing should apply to Gifted & Talented programs even if their housing situation is uncertain.

- Students in temporary housing, as defined by The McKinney Vento Homeless Assistance Act, are not required to submit documentation (including address, proof of date of birth, and immunization records) in order to participate in an admissions process or enroll in school.
- Some students in temporary housing or with families facing extreme hardship may have needs that require special consideration in order to take the G&T test, such as changing a testing date.

LGBTQ Students and Families | schools.nyc.gov/LGBTQ

All of our schools welcome and support lesbian, gay, bisexual, transgender, and queer or questioning students, family, and staff.

Immigrant Families | schools.nyc.gov/SupportingImmigrantFamilies

Every child in New York City has a right to a public school education, regardless of immigration status. By law, children may not be asked to present documentation of immigration status, nor can they be denied admission, registration, or enrollment in school based on immigration status. DOE employees will not ask about a family's status, and if they do learn about immigration status, they must keep it confidential. Public schools are at the center of our democracy and remain safe places for all students, families, and educators. NYCDOE does not consent to non-local law enforcement, including Immigration and Customs Enforcement, accessing our school facilities.

1.0 Learn About Gifted & Talented

Gifted & Talented (G&T) programs offer accelerated instruction to eligible New York City students. Children entering kindergarten through third grade can qualify to participate in G&T admissions by taking the G&T test.

If you would like to have your child tested, register them to take the G&T test. Register by scheduling the test online, in person at a Family Welcome Center, or, if applicable, through your child's current DOE public school. The deadline for scheduling the test is **November 12, 2019**. Students will take the test in **January 2020**. In April, you will get your child's G&T score report. If their score is high enough, you will be able to access the G&T application. Submit this application by the deadline listed on your score report. In June, you will get your child's G&T results. If these results include an offer, accept or decline that offer by pre-registering by the deadline on your results letter.

1.1 Who Can Take the G&T Test?

Your child must be a current New York City resident who is currently in pre-K through second grade. G&T admissions is open to students in public district or charter schools, students in private or parochial schools, students with disabilities, students with accessibility needs, and Multilingual/English Language Learners (MLL/ELL). Students with disabilities are encouraged to take the G&T test. All G&T programs are expected to welcome and support all students in accordance with their Individualized Education Programs (IEP).

 If your child was born in 2015, they will also apply to kindergarten for fall 2020. Flip this book over to view the Kindergarten Admissions Guide.

1.2 Why Take the G&T Test?

There is no harm in having your child tested. The results of the G&T test are confidential to you and will not be shared with current or future schools—these scores are used only to determine eligibility to apply for G&T programs. G&T programs are in very high demand. There are usually more eligible applicants than available seats in most G&T programs. **Even if a child gets the highest score possible on the G&T test, placement is not guaranteed**—there are more applicants with scores of 99 than seats in some G&T programs. This table shows how many students took the G&T test, got eligible scores, applied to G&T programs, and got offers in 2019. Note that there are fewer available seats in the upper grades, as students typically enter a G&T program in kindergarten and remain in the program.

Grade	Tested	Eligible	Applicants	Offers
Kindergarten	15,185	3,690	2,871	2,222
First Grade	7,514	1,716	1,227	861
Second Grade	5,877	1,558	987	381
Third Grade	4,312	999	664	255
Total	32,888	7,963	5,749	3,719

1.3 Types of G&T Programs

There are two types of Gifted & Talented programs:

● District G&T programs

- These programs give an admissions priority to students who live in a particular district.
- They are offered within district elementary schools, beginning in kindergarten and ending in fifth grade.

Score needed to apply: Students who get an overall score of 90 or above on the G&T test are eligible to apply to district G&T programs.

○ Citywide G&T programs

- These programs accept students from all boroughs and give no admissions priority for any district of residence.
- They are located in schools where every student is enrolled in a schoolwide G&T program.

Score needed to apply: Students who get an overall score of 97 or above on the G&T test are eligible to apply to both district and citywide G&T programs. Each year there are more eligible applicants than seats available at these programs.



Tip:

Learn more about admissions priorities for district and citywide G&T programs in **Section 5.0**. Applicants have a higher chance of getting an offer to district G&T programs in the district where they live.

1.4 Current G&T Students

Students currently enrolled in a G&T program do not need to test to continue attending their current G&T program. If your child is a current district G&T student, you may schedule your child to be tested for eligibility to apply to citywide G&T programs. If your child's score does not qualify them to apply for citywide G&T programs, it will not affect their current placement; your child may remain in their district G&T program.

- Students currently attending district G&T programs are not eligible to apply to other district G&T programs.
- Students currently attending citywide G&T programs are not eligible to test for a different G&T placement.

2.0 Schedule the G&T Test

The deadline to register your child to take the G&T test is **November 12, 2019**.

2.1 How to Register for the G&T Test

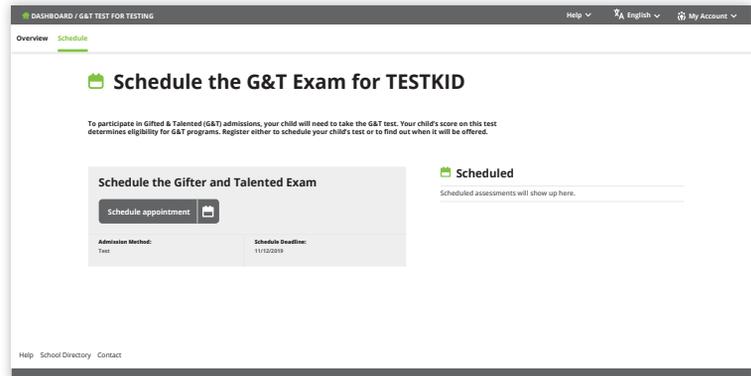
You can register your child to take the test one of two ways:

Recommended!

Online at MySchools.nyc

Use MySchools to register your child to take the G&T test—click on the **Schedule** tab to register.

Follow the prompts to schedule your appointment and select your time. Be sure to click on the  button.



- **If your child currently attends kindergarten through second grade at a public school**, “scheduling” really means registering to take the test at their current school—if you register, your child’s school will let you know their testing date in January.
- **If your child currently attends either pre-K or a charter, private, or is not enrolled**, “scheduling” means requesting a test date and location from the options provided—we will confirm your test date and location by mid-December.

In person

If you are unable to use MySchools, tear out and complete the form on the page after **Section 2.6**.

- **If your child is currently enrolled in a DOE public district school**, bring the form to your child’s current school.
- **If your child is currently enrolled in either a pre-K center, NYC Early Education Center, charter, private, or parochial school**, bring the form to a Family Welcome Center.

 Find Family Welcome Center locations by flipping this book over to the Kindergarten Admission Guide, **Section 5.2**.

You cannot register to test by mail or phone. Be sure to register by **November 12, 2019**.



Tip:

When you register your child to take the test, check carefully that your contact information in MySchools () or on the paper form is up-to-date so you don’t miss any important mail during G&T admissions.

The G&T test is untimed. Students have as much time as they need in the testing room, but most families should expect to spend approximately one to two hours at the testing site.

2.2 Current DOE Public School Students in Grades K-2

If your child is currently enrolled in kindergarten through second grade in a DOE public school and you register them to take the test by the **November 12** deadline, your child’s current school will notify you of your test date between December and early January. Each elementary school chooses its own testing schedule between **January 3** and **January 17, 2020**.

2.3 Current Pre-K Students, and All Charter and Non-Public School Students

If your child is a current pre-K student, or attends a charter school or non-public school, they will take the test on one of the following Saturdays or Sundays:

January							2020
S	M	T	W	T	F	S	
29	30	31	1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31	1	

When you schedule your child's test in MySchools ([MySchools.nyc](https://www.myschools.nyc.gov)), you can choose one of these dates. Then you will get a confirmation for your child's test date and location in mid-December. This confirmation will include information about what to do and expect the day of the test.

2.4 Families with Multiple Children

If you have more than one child who will be testing for G&T, schedule each test separately. You are responsible for ensuring that their appointments are at the same location and on the same date. If you are unable to find appointments at the same location and time, call the DOE Office of Assessment at **212-374-6646**.

2.5 Students in Temporary Housing

Some students in temporary housing may have needs that require special consideration in order to take the G&T test, such as changing a testing date. If this applies to your family, call the DOE Office of Assessment at **212-374-6646**.

2.6 Students Who Need to Reschedule Due to Illness

Current Public School Students in Grades K-2

If your child is currently in kindergarten through second grade and is sick on the day of the G&T test, your child's school will reschedule their test for another day within the testing window. The new test date will be scheduled by the school, and it is possible that a student who is absent on the date of the test may be tested on the day they return to school without additional notification of the testing date.

Current Pre-K Students and All Charter and Non-Public School Students

If your child is sick on the day of the test, the testing site will work with you to reschedule for a different weekend as appointments become available. Email the testing site using the email address provided on your appointment letter to reschedule. If you do not have access to email, call **212-374-6646** on the Monday after the scheduled exam and provide the name of the school where your child was scheduled to take the exam. The testing site coordinator will contact you to find a new exam date as soon as possible.



Gifted & Talented (G&T) Request for Testing Form

Request to determine eligibility to apply for G&T programs for the 2020-2021 school year
For placement in kindergarten through third grade

Only parents/guardians who are current New York City residents may request G&T testing for their child to determine eligibility to apply for placement into a Gifted & Talented (G&T) program. You must either schedule the test online or complete this paper form. If you are requesting testing for more than one child, you must submit a separate request for each child. Please follow the submission instructions below.

The deadline to submit this form is Tuesday, November 12, 2019.

Submission Instructions

Submit Online: All families are encouraged to submit the request online at: [MySchools.nyc](https://www.myschools.nyc.gov).

Submit a Paper Request: Requests submitted to the Department of Education by mail will not be accepted.

Current Public School Students in Grades Pre-K - 2 (not including charter schools, NYC Early Education Centers, and Pre-K Centers) must submit this form to their school by the deadline noted above.

Current non-public, charter, NYC Early Education Center, and Pre-K Center students must submit this form by the **November 12** deadline to one of the Family Welcome Centers listed in **Section 5.2** of the *2020 Kindergarten Admissions Guide* and at schools.nyc.gov/WelcomedCenters. If you are a current non-public, charter, or pre-K student and you cannot test during one of the first three weekends in January 2020, please contact 212-374-6646 or email ServiceCenter@schools.nyc.gov.

Student Information Please print clearly in blue or black ink only.

Student First Name	Student Last Name	Student Middle Initial	Date of Birth (mm/dd/yyyy)

OSIS #/Student ID # (if applicable)	Student Current Grade	Grade in 2020-2021	Gender (optional)
	<input type="checkbox"/> Not enrolled <input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> M <input type="checkbox"/> F

House #	Street Name	Apartment #	Borough	State	Zip Code
			<input type="checkbox"/> Bronx <input type="checkbox"/> Brooklyn <input type="checkbox"/> Manhattan <input type="checkbox"/> Queens <input type="checkbox"/> Staten Island	NY	

Current School Status Child is currently enrolled in which of the following? (Select one only.)

- NYC public school (non-charter)
 NYC charter school
 New York City Early Education Center pre-K program
 Private/parochial school
 Not enrolled in school

Current School Name	6-Digit DBN or School Code (if known)

Testing Services Information

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

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

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

Does your child require any other testing accommodations? Yes No

Parent/Guardian Information

Parent/Guardian First Name	Parent/Guardian Last Name	Email Address
Primary Phone Number	Alternate Phone Number	

I would like my child to be tested in order to determine eligibility to apply to a Gifted & Talented (G&T) program for the 2020-2021 school year. I have read the *Gifted & Talented Admissions Guide* and I understand the timeline, assessment, eligibility, placement and transportation criteria pertaining to the Gifted & Talented process (find elementary school transportation information by flipping the book over and reading Section 6.2 of the *Kindergarten Admissions Guide*). The information I have provided is accurate and truthful. I will use my best efforts to ensure that my child attends the assigned test administration.

Parent/Guardian Signature: _____ Date: _____

3.0 Prepare for the G&T Test

The G&T test uses two assessments to determine if a child is eligible to apply for a G&T program:

- Nonverbal test items from the Naglieri Nonverbal Ability Test (NNAT)
- Verbal test items from the Otis-Lennon School Ability Test (OLSAT)

The G&T test is administered by New York State-certified New York City teachers who are trained to administer both assessments. The nonverbal assessment is administered first, followed by the verbal assessment. All questions are presented in multiple-choice format.

Sample test questions are included in this handbook. Review the sample test questions with your child to learn about the types of questions they may see on the test and to help prepare them for the test-taking experience. There is a set of directions and a set of sample test questions for each year of birth: 2015, 2014, 2013, and 2012. Test level is by year of birth, regardless of the student's current grade level. The sample test questions in this handbook are not representative of all of the types of questions or the level of difficulty of all of the questions on the actual test.

Students with certain documented visual impairments may need large print materials. You can request a large print version of these sample test questions by contacting the Office of Assessment at ServiceCenter@schools.nyc.gov or **212-374-6646**.

3.1 The Nonverbal Assessment

The nonverbal G&T assessment (NNAT) measures reasoning skills without the use of spoken language. Children perform tasks such as completing patterns, sequencing, and connecting ideas in order to demonstrate an understanding of relationships and an ability to solve problems.

There are four types of nonverbal test questions: Pattern Completion, Reasoning by Analogy, Serial Reasoning, and Spatial Visualization.

Nonverbal Question Type	Definition
Pattern Completion	Measures the ability to visually perceive design patterns and identify the correct missing portions
Reasoning by Analogy	Measures the ability to recognize relationships among geometric shapes
Serial Reasoning	Measures the ability to recognize sequences among shapes
Spatial Visualization	Measures the ability to recognize how two or more objects would look if combined

3.2 The Verbal Assessment

The verbal G&T assessment (OLSAT) measures reasoning and comprehension skills that require children to pay close attention and listen carefully to oral instructions. The assessment includes tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, establishing sequence, and solving arithmetic problems.

There are two types of verbal test questions: Verbal Comprehension and Verbal Reasoning.

Verbal Content Cluster	Definition
Verbal Comprehension	Measures the ability to manipulate or respond to information through listening to language; e.g., following directions
Verbal Reasoning	Measures the ability to discover patterns or relationships and solve problems through the use of language such as aural reasoning and arithmetic reasoning

3.3 Testing Accommodations

Students who have Individualized Education Programs (IEPs), Individualized Education Services Programs (IESPs), or 504 Accommodation Plans may be eligible to get certain accommodations for the G&T test. Families must indicate the need for accommodations when they schedule their child's test. If a student with an IEP, IESP, or 504 Plan requires other accommodations not listed on the IEP, IESP, or 504 Plan, families must contact us at **212-374-6646** or **ServiceCenter@schools.nyc.gov**.

Families should contact students' IEP or 504 teams if they have questions or concerns about the testing accommodations listed on the IEP, IESP, or 504 Plan.

The most commonly requested testing accommodations are:

- Large print test materials for students with visual impairments;
- Frequency Modulation (FM) units for students with hearing impairments;
- Scribes for students with fine or gross motor impairments (note that responses are recorded by the test administrator for all pre-K students unless families request otherwise);
- Separate location and/or 1:1 test administration (note that all pre-K students are tested 1:1); and
- Alternate language test forms for eligible students.

Testing accommodation policies for the G&T test were created in alignment with New York State regulations and guidance. Certain testing accommodations are not provided on the G&T test either because they are unnecessary or because they change what the tests measure. Testing accommodations that are not provided include:

- **Extended time.** Both assessments are untimed, which makes requests for extended time unnecessary. All children work at their own pace, provided they actively work on completing the test.
- **Test questions or directions read more than the standard number of times.** This accommodation interferes with the assessment of receptive language skills, which the verbal assessment (OLSAT) measures. Every child who takes the verbal assessment (OLSAT) hears each question one time only. This accommodation is not necessary for the nonverbal assessment (NNAT) because the test is nonverbal in nature.
- **Test questions or directions explained.** This accommodation is not provided because test administrators are not permitted to change any part of the scripted test questions or directions, as they are specifically designed to assess children's reasoning and thinking abilities. This ensures test administration procedures remain consistent for all students.

If you indicate the need for testing accommodations but your child does not have an IEP or 504 Plan, we will contact you and ask you to submit a description of the needed accommodation along with documentation supporting this need. Documentation may include a note from the child's health-care provider.

3.4 Testing in Languages Other Than English

Assessments in other languages are available for public school students in kindergarten through second grade who have been identified as Multilingual/English Language Learners (MLL/ELL). All pre-K, charter school, and non-public school students are eligible to take the tests in other languages. The G&T test is available in English, Spanish, Chinese (Cantonese and Mandarin), Bengali, Russian, Arabic, Urdu, Haitian Creole, Korean, and French. You can contact us at **212-374-6646** or **ServiceCenter@schools.nyc.gov** with questions about testing in languages other than English.

If you are thinking about requesting alternate language testing for your child, you should carefully consider which language your child is most comfortable with, in order to demonstrate their abilities in a school setting. Once test administration with an alternate language has begun, the test administrator will use only that language to administer the test, and your child will not be able to retest in English. To request alternate language testing, you must indicate the requested language when you schedule your child's G&T test. To request a change of language once your G&T test has been scheduled, families of public school students currently in kindergarten through second grade should contact their child's school, and families of charter school and non-public school students should contact us at **212-374-6646** or **ServiceCenter@schools.nyc.gov**.

3.5 Test Readiness

You can help your child prepare for the G&T test by doing the following:

- Make sure your child gets a good night of sleep and eats a healthy meal before taking the test. Ease your child's mind about the test. Encourage them to do their best and remind them that they are not expected to know the answer to every question.
- Review the sample test questions in the back of this handbook to familiarize your child with the testing experience. Please note that we do not recommend formal test prep for the G&T test.
- Prepare your child for the test during everyday interactions. Use a variety of everyday vocabulary to describe the position of items, look for patterns, discuss quantitative concepts like more and less, and imagine what an object would look like if it were turned upside-down or sideways. These are some activities that may help children to prepare for the kind of thinking they will need to do on test day.

Also note:

- During the test, children will hear each question on the verbal test only one time.
- Children born in 2012-2014 are responsible for bubbling in their own responses on the test. Exceptions may be made at the discretion of the test administrator.
- Children are allowed to write in their test booklets.
- All testing materials are provided—families are not required to bring pencils or anything else needed for testing to the testing site.

If in the judgment of the test administrator, principal, testing site supervisor, or the Office of Assessment a student has had prior exposure to the test or has gotten aid from another person during the test, the principal or site supervisor must follow our disciplinary procedure for cheating and invalidate the student's test. Invalidated tests are not submitted for scoring. In these instances, families will get communication from us with further information.

3.6 Appeals Process for the Test Administration

We work hard to ensure that the G&T test is administered in a fair, consistent manner to all students. If, however, you feel that there was a problem with your child's test administration, you must raise that concern as an appeal to us. You may submit your appeal in one of the following ways:

- Email us at **ServiceCenter@schools.nyc.gov**
- Send a letter to: **Office of Assessment, G&T Test Administration, 44-36 Vernon Boulevard, Room 209, Long Island City, NY 11101**

This email or letter must be sent to us no later than five school days following your child's test date, and should include your child's name and date of birth, as well as the following:

- The date and location of the G&T test administration
- A description of the circumstance that interfered with the G&T test administration
- Your preferred method for return communication (such as your phone number and/or email address)

If after receiving your child's score report, it comes to your attention that there was a problem with your child's test administration, you may submit an appeal to us. This appeal must be submitted following the process described above no later than five school days after receiving the score report. The appeals process applies to concerns regarding test administration; however, families needing to correct the birthdate or test date used to calculate the score must also do so within five school days of receiving the score report.

After we get your appeal:

1. We will review the test documentation and investigate the concerns raised in the appeal.
2. We will contact you if further information is needed.
3. We will make our best attempts to notify you of the result of the appeal within three weeks. You will get notification of the result via the email or phone number you provide in your initial appeal.

If we determine that the circumstances of the test administration interfered with your child's ability to perform on the G&T test, you will be offered the opportunity for your child to take the test again, using different test forms of the NNAT and OLSAT. If your child retests, the scores of the first test will be canceled and will not be used for placement.

If you have any questions regarding the G&T test and test administration, email us at **ServiceCenter@schools.nyc.gov** or call us at **212-374-6646**.



Tip:

Additional Remedy: If you are unsatisfied with our response to your appeal, you may appeal the NYCDOE's decision to the Commissioner of the New York State Education Department as stated in New York Education Law 310. Learn how to pursue such an appeal on the Commissioner's website at **[counsel.nysed.gov/appeals](https://www.counsel.nysed.gov/appeals)**.

3.7 Assessment Reliability and Validity

Reliability refers to the accuracy and precision of test scores, and validity refers to the extent to which the test actually measures the skills and abilities it is intended to measure.

Each test question on the verbal and nonverbal tests was statistically analyzed and evaluated for difficulty, reliability, validity, fit, and effectiveness across each age group. All of the items were rigorously reviewed by educators, measurement specialists, and psychologists to ensure that the test is of high quality and free of bias toward any subgroup, including gender and ethnic/racial subgroups. The items were also reviewed for clarity, appropriateness of content, accuracy of correct answers, plausibility of answer options, and appropriateness of vocabulary.

3.8 Assessment Scoring

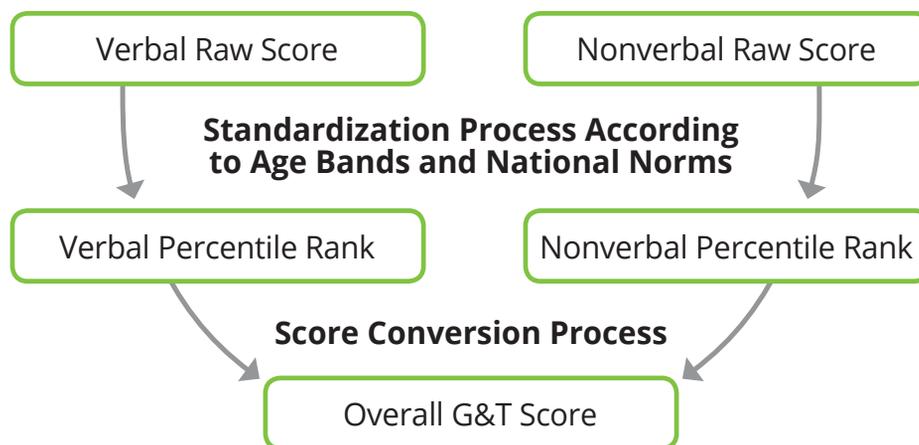
Students' eligibility is based on their scores on both sections of the G&T test (verbal and nonverbal). Each student will get an overall G&T score that combines the scores from the two tests using a multi-step process:

- Calculate raw scores for each test
- Determine percentile ranks for each test, based on age and national norms
- Convert percentile ranks for each assessment to normal curve equivalents (NCEs)
- Calculate the average of the NCEs and convert the combination into the overall G&T score

A raw score is the total number of questions answered correctly on each test. The highest possible raw score for the verbal test is 30 (out of 30 items). The highest possible raw score for the nonverbal test is 48 (out of 48 items).

Percentile ranks are numbers between 1 and 99 that represent how a student performed on each test, compared to their similarly-aged peers. Percentile ranks for each test are determined based on students' raw scores and their age at the time of testing. Score reports show a percentile rank for each test.

The overall G&T score is a combination of the scores on the two tests arrived at through the conversion process reflected in graphic below. The overall G&T score is between 1 and 99 and is used to determine eligibility.



Learn more about the G&T test scoring process at: www.schools.nyc.gov/GT-Testing.

4.0 Get Your G&T Score Report

After your child takes the G&T test, you will get their score report by mail, as well as by email if you scheduled the test through MySchools ([MySchools.nyc](https://www.myschools.nyc.gov)). Provide your current email address and complete contact information in MySchools or on your paper form to avoid delays in receiving your child's score report.

4.1 Results

All students who take the G&T test will get a score report.

- If your child gets an overall G&T score of 90 or above, they can apply to G&T programs, and you will be able to get a G&T application. (Students with a G&T score of 97 and above can apply to citywide G&T programs; learn more in **Section 1.3**.)
- If your child gets an overall G&T score of 89 or below, they are not eligible to apply for placement at G&T programs. However, they will still be guaranteed a seat in a DOE public elementary school. It is likely that you have a zoned school where your child has priority to attend—call **311** or enter your address at schools.nyc.gov/Find-a-School to find out if you have a zoned school. Then visit MySchools ([MySchools.nyc](https://www.myschools.nyc.gov)) to learn about this school and other options.



Tip:

If you have questions about understanding your child's score report, call the DOE Office of Assessment at **212-374-6646** or email us at ServiceCenter@schools.nyc.gov.

4.2 Eligibility

If your child has an eligible G&T score, they can apply to G&T programs. However, the two types of G&T programs have different eligible G&T scores.

- **Eligibility for district G&T programs:** Your child must get an overall G&T score of 90 or above.
- **Eligibility for citywide G&T programs:** Your child must get an overall G&T score of 97 or above. Students with a G&T score between 90 and 96 can apply to district but not citywide G&T programs.

To be eligible for placement in any G&T programs, your child must be living in New York City throughout the G&T admissions process, from the time you schedule their test to the time they get a G&T offer.



Tip:

If an eligible student does not get or accept a G&T offer for the 2020-2021 school year and wishes to apply in a future year, they must retest for eligibility.

5.0 Apply to G&T Programs

5.1 G&T Application

As noted in **Section 4.1**, all children who get a score of 90 or above are eligible to apply to G&T. The online G&T application in MySchools will include an up-to-date list of G&T program options for the 2020-2021 school year.

See the **G&T Program Map** in **Section 7.0** of this guide to see which schools offered G&T programs during the 2019-2020 school year. Programs may open or change from year to year.

On your G&T application, add the G&T programs that interest you, and place them in your true order of preference, with your first choice at the top as #1. The order you place programs on the application will be used if your child is eligible for offers from more than one program. In such cases, your child would only get an offer to the program you placed higher on the application. Submit your G&T application by the deadline included with your child's score report.

5.2 Admissions Priorities for G&T Programs

Admissions priorities determine the order in which applicants are considered for G&T offers. Children have priority to attend certain G&T programs based on the following:

- **Sibling priority** – for G&T programs at schools where a child's sibling is a current student
- **District priority** – for district G&T programs in the district where a child lives
- **Diversity priority** – for select programs, for students who qualify for free or reduced lunch (FRL), students in temporary housing, English Language Learners, and other groups

Learn more about your child's admissions priorities to attend particular G&T programs in **Sections 5.3-5.5**. If anything happens that might affect your child's priority to a program, email **ESEnrollment@schools.nyc.gov** right away. Your child's priority to programs might change if:

- Their sibling is accepted to a G&T program or school with a G&T program, or
- Your family moves to a different district.

5.3 Sibling Priority for G&T Programs

If your child applies to a G&T program at a school where their sibling is currently enrolled, they have an admissions priority to attend that program, too. In order for your child to get sibling priority, their sibling must be pre-registered or enrolled at the school or a District 75 program in the same building and be entering kindergarten through grade 12 in September 2020. Get sibling priority by providing the sibling's information in the "Siblings" section of the G&T application. If your first choice is for your child to attend the G&T program at their sibling's school, add the sibling's school as your first choice on the G&T application.

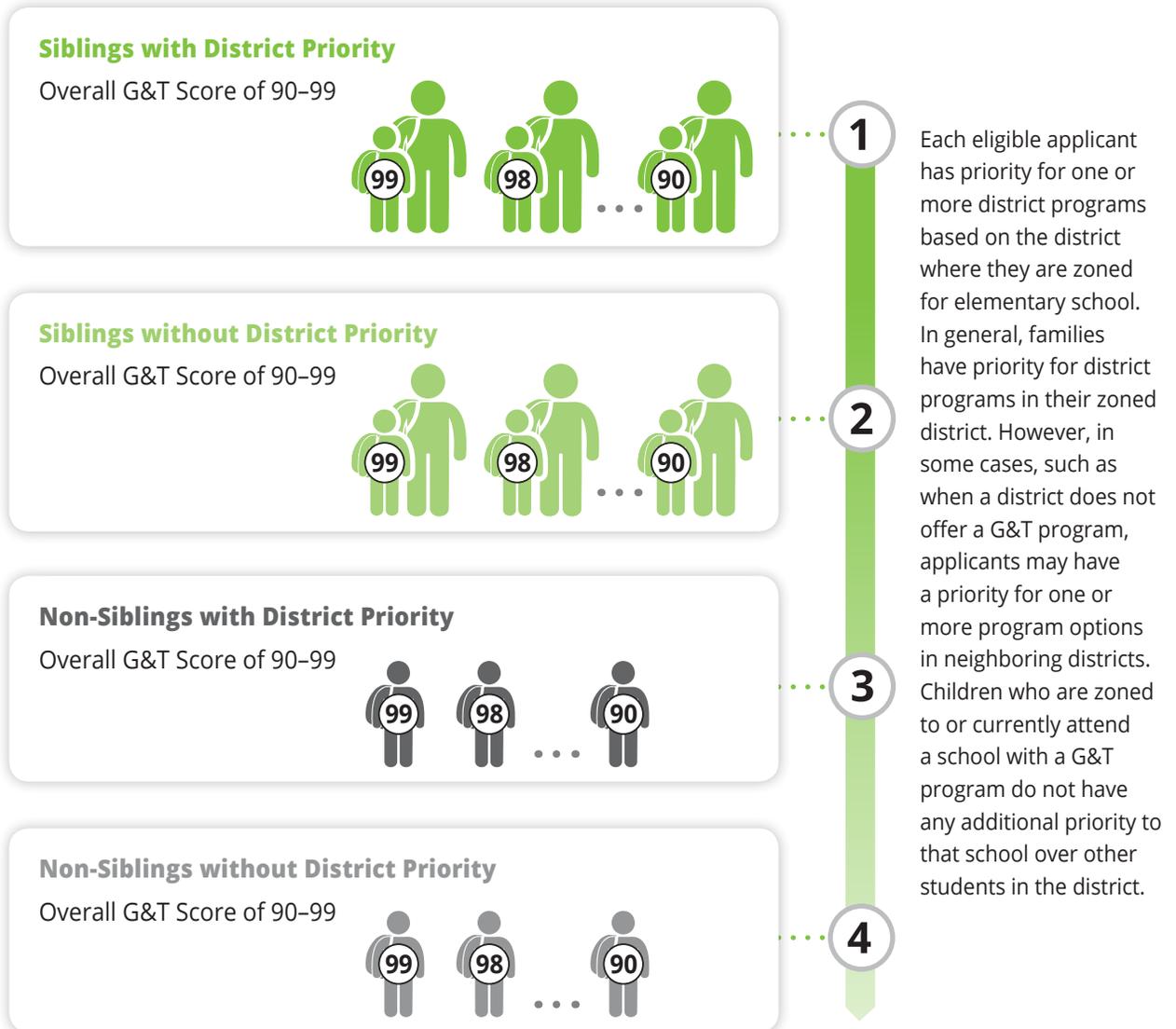
Families with siblings applying at the same time must submit a separate application for each child. Each sibling is treated as an individual applicant. However, twins and other multiples will be placed together in the same G&T program if each child is eligible for that program.

- The twin with the higher test score is considered for placement through the process described in **Sections 5.4** and **5.5**.
- If the twin with the lower score on the assessment is eligible for placement at the same program, both twins are offered placement together whenever possible.

5.4 Admissions Priorities for District G&T Programs

District G&T programs give first priority to sibling applicants who get an overall G&T score of 90 or above. After all eligible siblings are placed, non-sibling applicants are placed by overall G&T score. Eligible students may apply to any program in any district across the city, but applicants with district priority to a given program will get priority. The following figure shows the order in which applicants are considered for district G&T programs. When there are multiple students with the same priority and score, offers are randomly assigned.

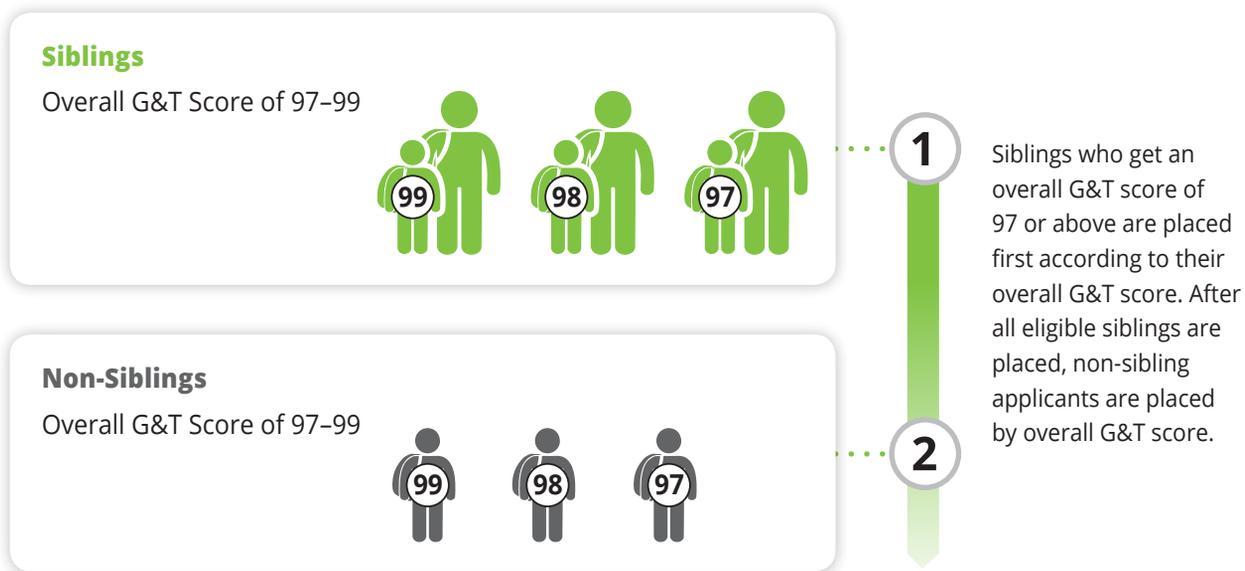
HOW STUDENTS GET OFFERS TO DISTRICT G&T PROGRAMS



5.5 Admissions Priorities for Citywide Programs

Citywide G&T programs accept students from all boroughs and do not use district admissions priorities. The following figure shows the order in which applicants are placed in citywide G&T programs. When there are multiple students with the same priority and score, offers are randomly assigned.

HOW STUDENTS GET OFFERS TO CITYWIDE G&T PROGRAMS



5.6 Diversity in Admissions

Elementary schools across the city are participating in an effort to increase diversity in G&T programs by giving admissions priorities to students who qualify for free and reduced lunch (FRL), students in temporary housing, English Language Learners, and other groups. The current list of G&T programs participating in diversity pilots is available on our website—learn more at schools.nyc.gov/DiversityAdmissions.

6.0 Get Your G&T Application Results

If you submitted a G&T application, you will get your G&T application results in **June 2020**. These results may or may not include an offer for your child to attend a G&T program.

6.1 G&T Offers

Students will only get offers to G&T programs with available seats. There is no guarantee that a student will get an offer to a G&T program, regardless of their G&T test score. The number of eligible students typically exceeds the number of seats available.

If your child gets a G&T offer, accept or decline the offer at the school. Your results letter will tell you what to bring when you pre-register. The deadline to accept offers will be in **June 2020**.

6.2 Grade-Level Placement

A child's date of birth determines grade placement for students born in 2014 and 2015. Students born in 2015 are eligible for kindergarten placement only. Students born in 2014 are eligible for first grade placement only. Students born before 2014 are placed based on the last grade they completed.

6.3 Waitlist G&T Offers

In some cases, G&T programs may have seats that become available after offers are sent to families in June. Applicants who do not get an offer from their first-choice program will be added to the waitlists of all the programs they listed higher on their application than the program where they got an offer (or of all the programs they applied to if they got no offers). Offers from the waitlist are made based on the same admissions priorities as the initial offers—learn more in **Section 5.0**. Schools will contact waitlisted families directly if they are able to offer them a seat; no additional action is required of families at this point in the placement process.

6.4 If You Don't Get a G&T Offer

If your child does not get an offer to a G&T program and will be starting kindergarten, first grade, or second grade in the 2020-2021 school year, they can take the G&T test again next year. **Section 2.0** provides information on scheduling G&T test appointments for students in kindergarten through second grade at public and non-public schools.

If your child got an eligible G&T score this year but declined or did not get an offer, they must take the G&T test again and get an eligible score any year they wish to apply to G&T programs.

Students starting third grade in the 2020-2021 school year cannot test again to apply to elementary school G&T programs.

 Learn about applying to kindergarten by flipping this book over and reading the 2020 Kindergarten Admissions Guide.

New York City Gifted & Talented Program Map

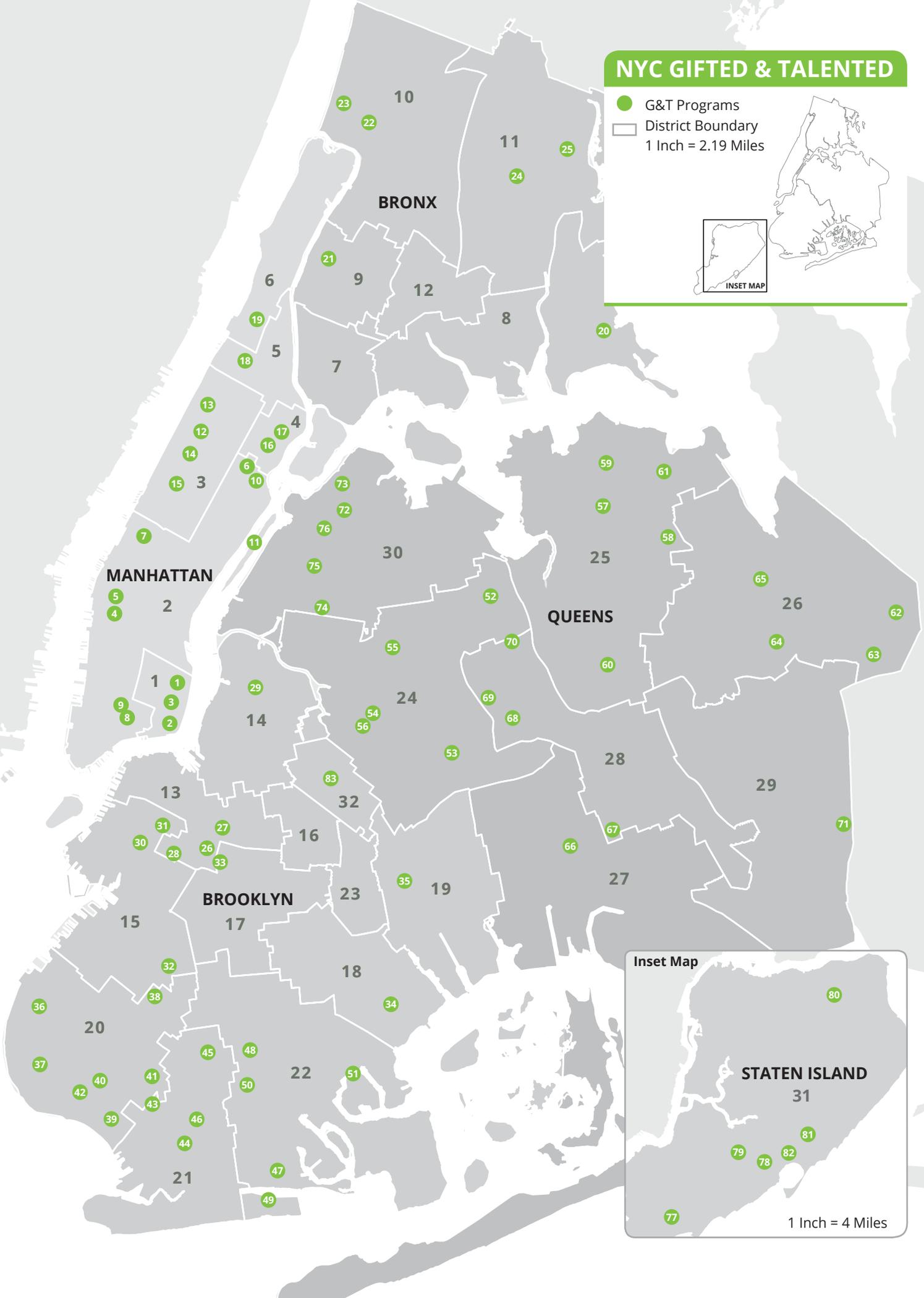
Below is a list of schools with G&T programs from the 2019-2020 school year. Please note that not all of these schools may have G&T programs in the 2020-2021 school year and that some districts may offer new G&T programs. A complete list of programs available to eligible children will be included with the G&T application. **Learn more about these programs at [MySchools.nyc](https://www.myschools.nyc.gov).**

#	School Name DBN	Grades	#	School Name DBN	Grades
1	P.S. 015 Roberto Clemente 01M015	K-5	42	P.S. 229 Dyker 20K229	K-5
2	P.S. 110 Florence Nightingale 01M110	K-5	43	Brooklyn School of Inquiry 20K686 *	K-5
3	New Explorations into Science, Technology and Math 01M539 *	K-5	44	P.S. 095 The Gravesend 21K095	K-5
4	P.S. 011 William T. Harris 02M011	K-5	45	P.S. 099 Isaac Asimov 21K099	K-5
5	P.S. 033 Chelsea Prep 02M033	K-5	46	P.S. 215 Morris H. Weiss 21K215	K-5
6	P.S. 77 Lower Lab School 02M077	K-5	47	P.S. 052 Sheepshead Bay 22K052	K-5
7	P.S. 111 Adolph S. Ochs 02M111	K-5	48	P.S. 193 Gil Hodges 22K193	K-5
8	P.S. 124 Yung Wing 02M124	K-5	49	P.S. 195 Manhattan Beach 22K195	K-5
9	P.S. 130 Hernando De Soto 02M130	K-5	50	P.S. 197 - The Kings Highway Academy 22K197	K-5
10	P.S. 198 Isador E. Ida Straus 02M198	K-5	51	P.S. 236 Mill Basin 22K236	K-5
11	P.S./I.S. 217 Roosevelt Island 02M217	K-5	52	P.S. Q016 The Nancy DeBenedittis School 24Q016	3-4
12	P.S. 163 Alfred E. Smith 03M163	K-5	53	P.S./I.S. 119 The Glendale 24Q119	K-5
13	P.S. 165 Robert E. Simon 03M165	K-5	54	P.S. 153 Maspeth Elem 24Q153	K-5
14	P.S. 166 The Richard Rodgers School of The Arts and Technology 03M166	K-5	55	P.S. 229 Emanuel Kaplan 24Q229	K-5
15	The Anderson School 03M334 *	K-5	56	A.C.E. Academy for Scholars at the Geraldine Ferraro Campus 24Q290	K-5
16	Tag Young Scholars 04M012 *	K-5	57	P.S. 021 Edward Hart 25Q021	K-5
17	P.S. 102 Jacques Cartier 04M102	K-5	58	P.S. 032 State Street 25Q032	K-5
18	P.S. 129 John H. Finley 05M129	K-5	59	P.S. 079 Francis Lewis 25Q079	K-5
19	P.S. 153 Adam Clayton Powell 06M153	K-5	60	P.S. 165 Edith K. Bergtraum 25Q165	K-5
20	P.S. 072 Dr. William Dorney 08X072	K-3	61	P.S. 209 Clearview Gardens 25Q209	K-5
21	P.S. 199X - The Shakespeare School 09X199	K-5	62	The James J. Ambrose School 26Q115	K-5
22	Milton Fein School 10X007	K-5	63	P.S. 133 Queens 26Q133	K-5
23	P.S. 024 Spuyten Duyvil 10X024	K-5	64	P.S. 188 Kingsbury 26Q188	K-5
24	P.S. 121 Throop 11X121	K-5	65	P.S. 203 Oakland Gardens 26Q203	K-5
25	P.S. 153 Helen Keller 11X153	K-5	66	P.S. 108 Captain Vincent G. Fowler 27Q108	K-5
26	P.S. 009 Teunis G. Bergen 13K009	K-5	67	P.S. 121 Queens 28Q121	K-5
27	P.S. 056 Lewis H. Latimer 13K056	K-5	68	P.S. 144 Col Jeromus Remsen 28Q144	K-5
28	P.S. 282 Park Slope 13K282	K-5	69	P.S. 174 William Sidney Mount 28Q174	K-5
29	P.S. 132 The Conselyea School 14K132	K-5	70	P.S. 220 Edward Mandel 28Q220	K-5
30	P.S. 032 Samuel Mills Sprole 15K032	K-5	71	P.S. 176 Cambria Heights 29Q176	K-5
31	P.S. 038 The Pacific 15K038	K-5	72	P.S. 085 Judge Charles Vallone 30Q085	K-5
32	P.S. 230 Doris L. Cohen 15K230	K-5	73	P.S. 122 Mamie Fay 30Q122	K-5
33	P.S. 316 Elijah Stroud 17K316	K-5	74	P.S. 150 Queens 30Q150	K-5
34	P.S. 115 Daniel Mucatel School 18K115	K-5	75	P.S. 166 Henry Gradstein 30Q166	K-5
35	P.S. 149 Danny Kaye 19K149	K-5	76	The 30th Avenue School (G&T Citywide) 30Q300 *	K-5
36	P.S. 102 The Bayview 20K102	K-5	77	P.S. 003 The Margaret Gioiosa School 31R003	K-5
37	P.S./I.S. 104 The Fort Hamilton School 20K104	K-5	78	P.S. 8 Shirlee Solomon 31R008	K-5
38	P.S. 164 Caesar Rodney 20K164	K-5	79	P.S. 042 Eltingville 31R042	K-5
39	P.S. 200 Benson School 20K200	K-5	80	P.S. 045 John Tyler 31R045	K-3
40	P.S. 204 Vince Lombardi 20K204	3-5	81	P.S. 050 Frank Hankinson 31R050	K-5
41	P.S. 205 Clarion 20K205	K-5	82	The Barbara Esselborn School 31R053	K-5
			83	P.S. 376 32K376	K-5

Key = Partially accessible = Fully accessible * This school has a Citywide G&T program

NYC GIFTED & TALENTED

- G&T Programs
- District Boundary
- 1 Inch = 2.19 Miles



1 Inch = 4 Miles

GIFTED & TALENTED SAMPLE TEST QUESTIONS

FOR STUDENTS BORN IN 2015

Directions for Administration	23
Sample Test Questions	32

FOR STUDENTS BORN IN 2014

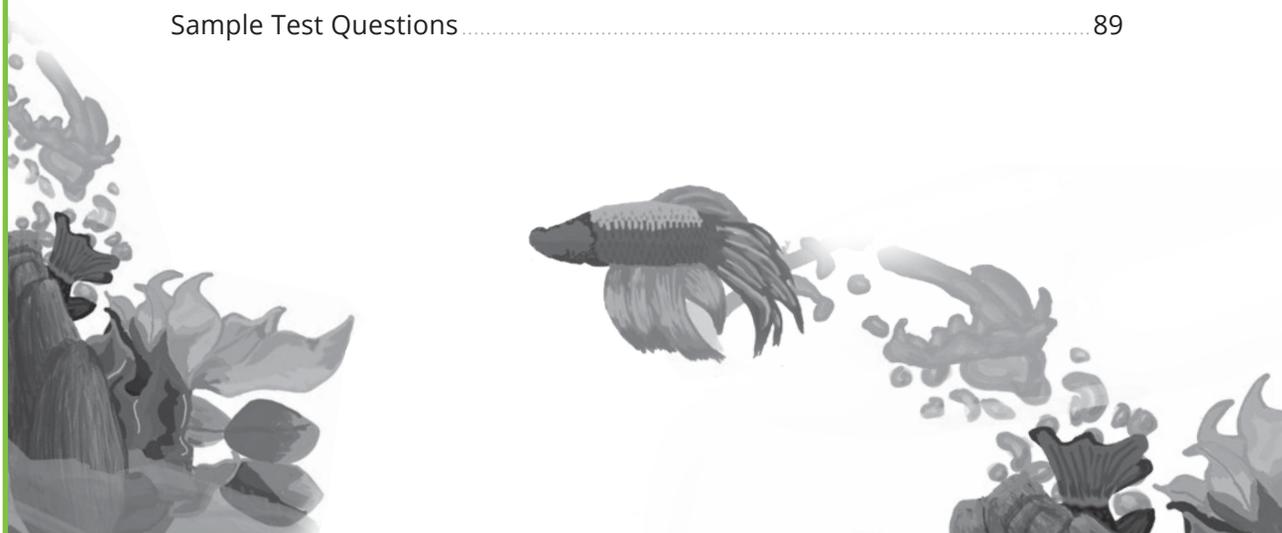
Directions for Administration	42
Sample Test Questions	51

FOR STUDENTS BORN IN 2013

Directions for Administration	61
Sample Test Questions	70

FOR STUDENTS BORN IN 2012

Directions for Administration	80
Sample Test Questions	89





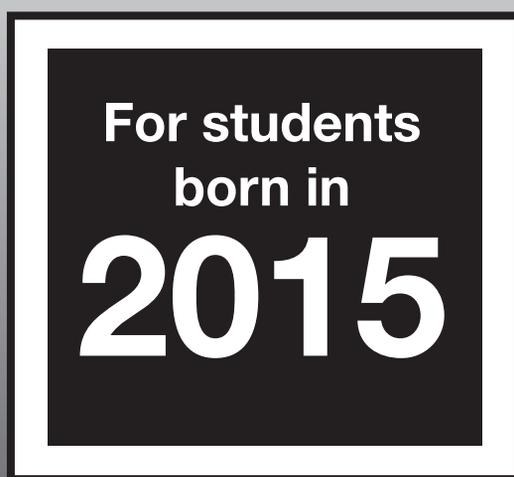
Gifted & Talented

Assessment Program (GTAP)

Sample Test Questions

Directions For Administering

2019—2020



Part 1

Nonverbal Sample Test Questions Directions For Administering

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Specific Directions for Administering

Beginning the Sample Test Questions

1. Ensure the following:
 - a. The desk or table is cleared of books and other materials not related to the Sample Test Questions.
 - b. Your child is comfortably seated.
 - c. Your child has two No. 2 soft-lead pencils with erasers.
2. Hand your child the New York City Gifted and Talented Sample Test Questions.
3. Read the following boldface instructions exactly as they are written. If necessary, you may supplement the directions with your own explanations. The text that is not bold is further instruction for you and should not be read aloud.
4. For your convenience, correct responses to the questions are printed at the back of these directions.

Administering the Nonverbal Sample Test Questions:

Say **Open your test booklet to page 1 and look at the pictures.**

Hold up the test booklet with the first pages visible.

Say **Look at what the boy is doing.**

Give your child about 10–15 seconds to look at the pictorial direction.

Say **He is looking for the answer.**

Answer any questions about what the boy is doing.

Say **Number 2 is the answer because it is a blue square. He is filling in the circle under that answer.**

Point to the answer location.

Say **In this booklet there are some questions to answer. Look at each one carefully and find the missing piece that belongs in the box with the question mark. Do not spend too much time on any one picture. Do as many as you can. If you want to change your answer, erase the mark you made and fill in the circle for your new answer. When you come to the "Stop" sign, do not go any further. Are there any questions?**

Answer all questions.

Say **You may begin.**

Provide as much help as needed so that your child becomes familiar with the different types of items. Do not write down start or stop times or announce them to your child.

When your child has finished the nonverbal Sample Test Questions,

Say **Stop. Put down your pencil and close your test booklet.**

Let your child take a short break before beginning the verbal Sample Test Questions.

Part 2

Verbal Sample Test Questions Directions For Administering

Directions for Administering the Verbal Sample Test Questions

The purpose of the Sample Test Questions is to prepare your child to take the New York City Gifted and Talented verbal assessment and become familiar with the types of questions that appear on the test. Your child will learn to recognize linefinders, to follow a row across the page from left to right, to mark answers properly, and to change answers when necessary.

The Sample Test Questions are not scored. Therefore, your child should be given as much help as needed to complete the questions successfully. For most effective use, the Sample Test Questions should be administered approximately one week before the regular test administration. For your convenience, correct responses to the questions are printed at the back of these directions.

Specific Directions for Administering

All directions to be read to your child are in bold type. Directions to the parent (not to be read aloud) are in regular type. If you make a mistake in reading a question during the test, stop and say, “No, that is wrong. Listen again.” Then read the question or direction correctly.

Say **Now we are going to do some interesting activities that are like puzzles. Leave your booklet closed until I tell you what to do.**

Say **Open your booklet to the first page of the next part of the test. Now look at the first row, where you see a little chair at the beginning of the row. Put your finger on the chair.**

Make sure that your child has opened the booklet correctly and has the first page of the verbal Sample Test Questions 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 **Be sure you can see the answer spaces. Look at the building blocks next to the little chair. Find the number that is right below a heart. In the next part of the row, mark under that number.**

Pause while your child marks the answer.

Say **What number is right below a heart?**

Pause for reply.

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

Answer any questions. Then go on to question 2.

Say

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

Pause while your child marks the answer.

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

Answer any questions. Explain further, if necessary.

Say

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

Pause.

Say **Which space did you mark?**

Pause for reply.

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

Answer any questions your child may have.

Say

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

Pause while your child marks the answers.

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

Make sure that your child understands question 4.

Say **Now turn the page. You should see a little table at the beginning of the first row.**

Make sure your child is looking at page 2 of the verbal Sample Test Questions.

Say

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

Pause.

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

Explain further, if necessary.

Say

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

Pause while your child marks the answer.

Say **Which picture did you mark?**

Pause for reply.

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

Make sure that your child understands question 6.

Say **That is all we will do now. Put your pencil down. In a few days, you 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 Sample Test Questions.

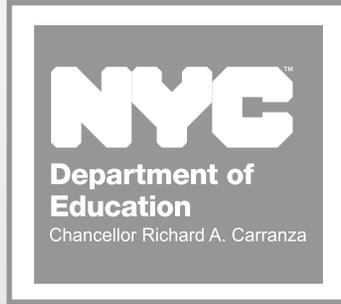
List of Correct Responses

Nonverbal Sample Test Questions

1	3
2	1
3	3
4	1
5	4
6	4
7	4
8	5

Verbal Sample Test Questions

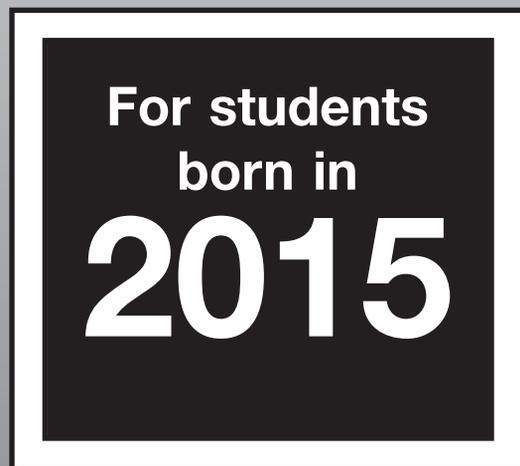
1	1
2	1
3	3
4	1
5	2
6	4



Gifted & Talented

Assessment Program (GTAP) Sample Test Questions

2019–2020



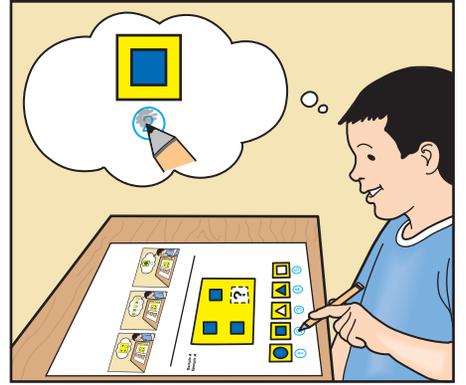
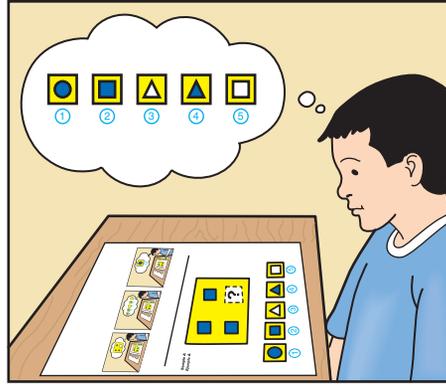
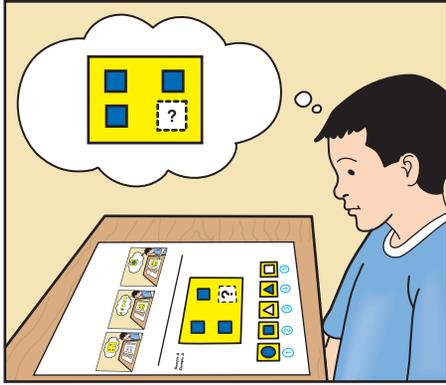
Part 1

Nonverbal Sample Test Questions

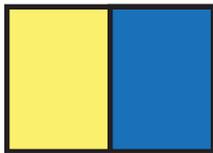
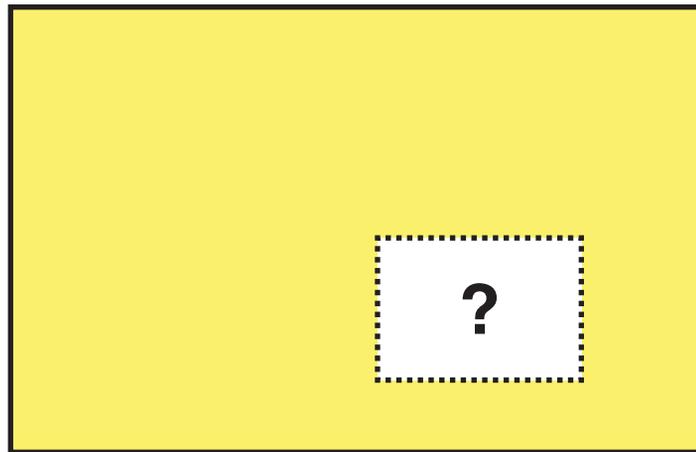
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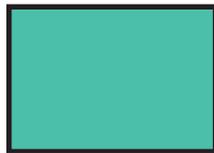
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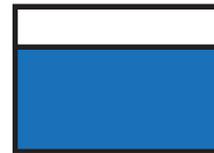
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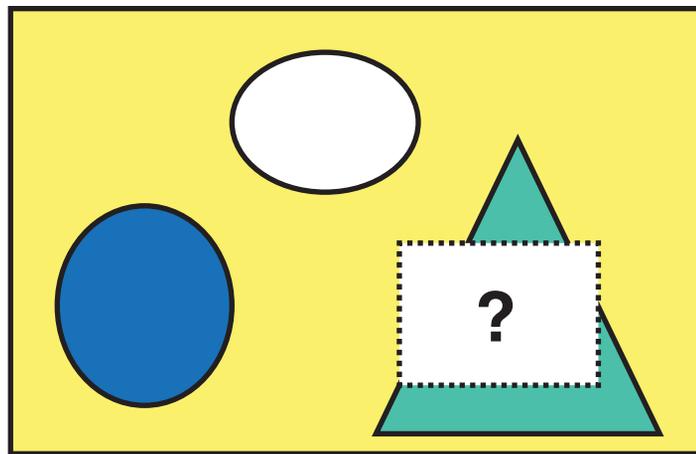


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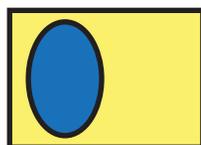


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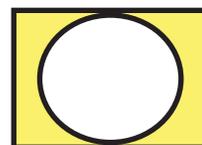
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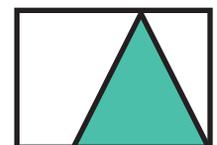
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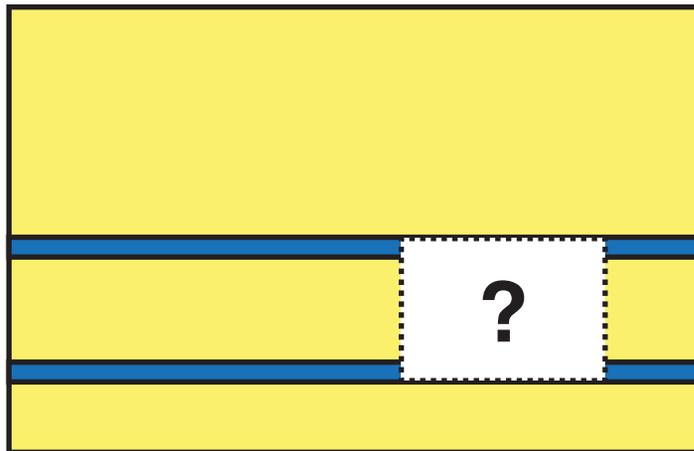


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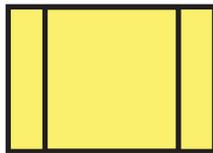


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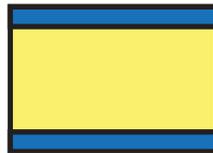
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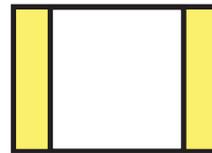
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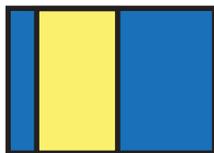
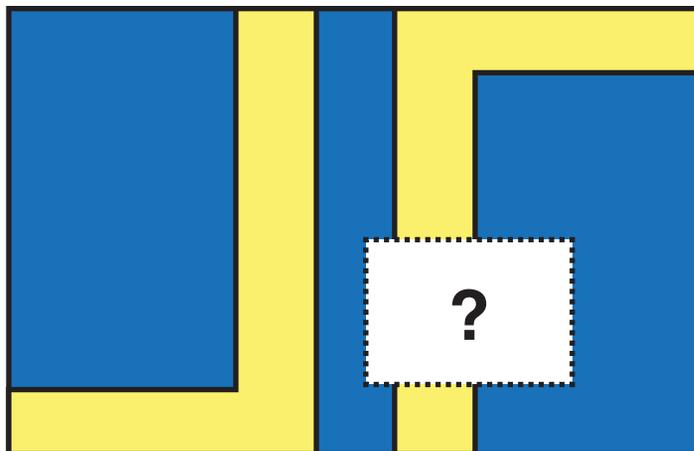


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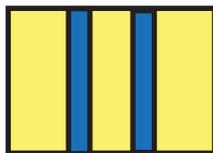


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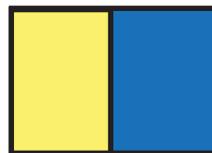
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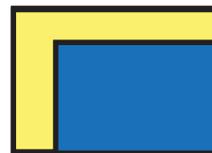
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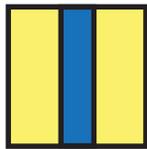
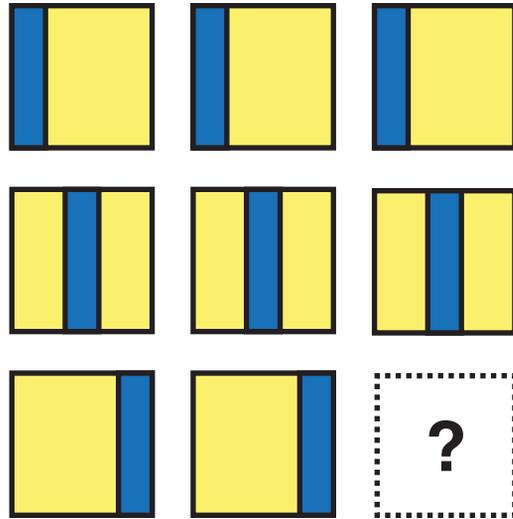


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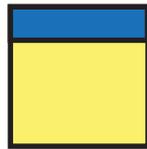


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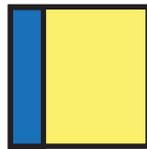
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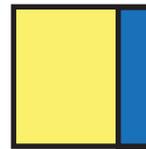
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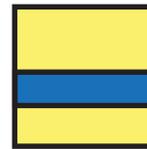
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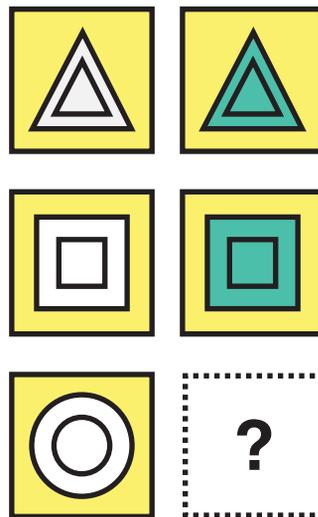


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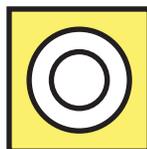
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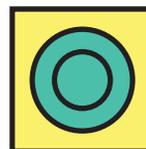
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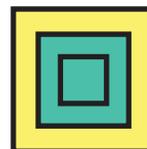
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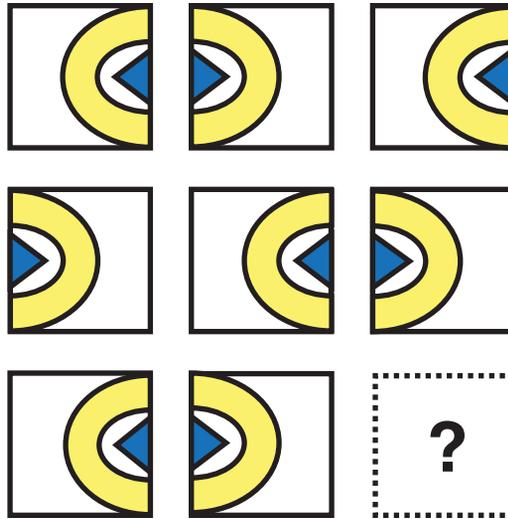


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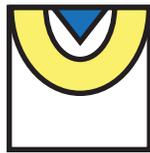


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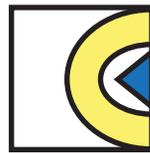
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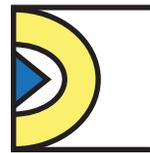
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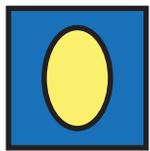
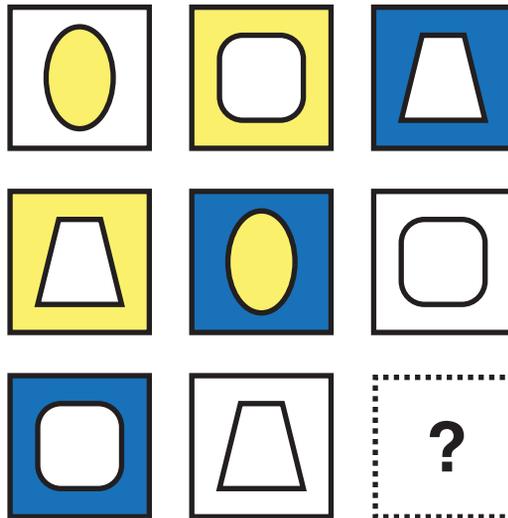


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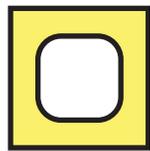


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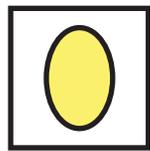
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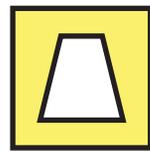
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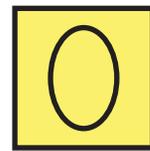
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Part 2

Verbal Sample Test Questions



1



♥	★	D	●	5
E	●	★	H	♥
A	★	3	♥	2
♥	6	●	★	B

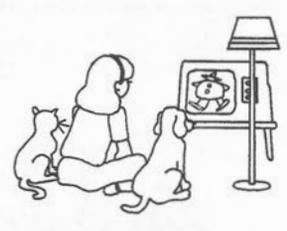
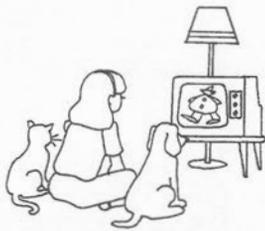
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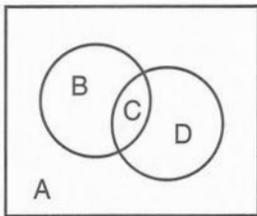
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6

2



3



A

B

C

D

4

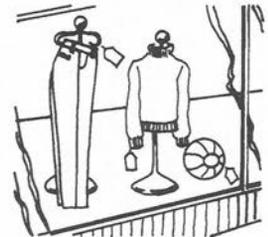
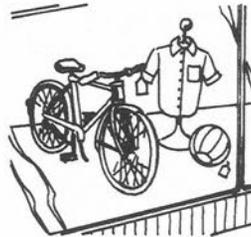
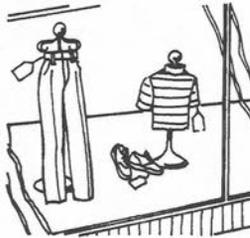
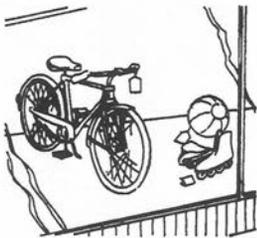




5



6



STOP





Gifted & Talented

Assessment Program (GTAP)
Sample Test Questions
Directions For Administering

2019—2020



Part 1

Nonverbal Sample Test Questions Directions For Administering

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Specific Directions for Administering

Beginning the Sample Test Questions

1. Ensure the following:
 - a. The desk or table is cleared of books and other materials not related to the Sample Test Questions.
 - b. Your child is comfortably seated.
 - c. Your child has two No. 2 soft-lead pencils with erasers.
2. Hand your child the New York City Gifted and Talented Sample Test Questions.
3. Read the following boldface instructions exactly as they are written. If necessary, you may supplement the directions with your own explanations. The text that is not bold is further instruction for you and should not be read aloud.
4. For your convenience, correct responses to the questions are printed at the back of these directions.

Administering the Nonverbal Sample Test Questions:

Say **Open your test booklet to page 1 and look at the pictures.**

Hold up the test booklet with the first pages visible.

Say **Look at what the boy is doing.**

Give your child about 10–15 seconds to look at the pictorial direction.

Say **He is looking for the answer.**

Answer any questions about what the boy is doing.

Say **Number 2 is the answer because it is a blue square. He is filling in the circle under that answer.**

Point to the answer location.

Say **In this booklet there are some questions to answer. Look at each one carefully and find the missing piece that belongs in the box with the question mark. Do not spend too much time on any one picture. Do as many as you can. If you want to change your answer, erase the mark you made and fill in the circle for your new answer. When you come to the "Stop" sign, do not go any further. Are there any questions?**

Answer all questions.

Say **You may begin.**

Provide as much help as needed so that your child becomes familiar with the different types of items. Do not write down start or stop times or announce them to your child.

When your child has finished the nonverbal Sample Test Questions,

Say **Stop. Put down your pencil and close your test booklet.**

Let your child take a short break before beginning the verbal Sample Test Questions.

Part 2

Verbal Sample Test Questions Directions For Administering

Directions for Administering the Verbal Sample Test Questions

The purpose of the Sample Test Questions is to prepare your child to take the New York City Gifted and Talented verbal assessment and become familiar with the types of questions that appear on the test. Your child will learn to recognize linefinders, to follow a row across the page from left to right, to mark answers properly, and to change answers when necessary.

The Sample Test Questions are not scored. Therefore, your child should be given as much help as needed to complete the questions successfully. For most effective use, the Sample Test Questions should be administered approximately one week before the regular test administration. For your convenience, correct responses to the questions are printed at the back of these directions.

Specific Directions for Administering

All directions to be read to your child are in bold type. Directions to the parent (not to be read aloud) are in regular type. If you make a mistake in reading a question during the test, stop and say, “No, that is wrong. Listen again.” Then read the question or direction correctly.

Say **Now we are going to do some interesting activities that are like puzzles. Leave your booklet closed until I tell you what to do.**

Say **Open your booklet to the first page of the next part of the test. Now look at the first row, where you see a little chair at the beginning of the row. Put your finger on the chair.**

Make sure that your child has opened the booklet correctly and has the first page of the verbal Sample Test Questions 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 **Be sure you can see the answer spaces. Look at the building blocks next to the little chair. Find the number that is right below a heart. In the next part of the row, mark under that number.**

Pause while your child marks the answer.

Say **What number is right below a heart?**

Pause for reply.

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

Answer any questions. Then go on to question 2.

Say

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

Pause while your child marks the answer.

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

Answer any questions. Explain further, if necessary.

Say

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

Pause.

Say **Which space did you mark?**

Pause for reply.

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

Answer any questions your child may have.

Say

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

Pause while your child marks the answers.

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

Make sure that your child understands question 4.

Say **Now turn the page. You should see a little table at the beginning of the first row.**

Make sure your child is looking at page 2 of the verbal Sample Test Questions.

Say

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

Pause.

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

Explain further, if necessary.

Say

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

Pause while your child marks the answer.

Say **Which picture did you mark?**

Pause for reply.

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

Make sure that your child understands question 6.

Say **That is all we will do now. Put your pencil down. In a few days, you 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 Sample Test Questions.

List of Correct Responses

Nonverbal Sample Test Questions

1	3
2	1
3	3
4	1
5	4
6	4
7	4
8	5

Verbal Sample Test Questions

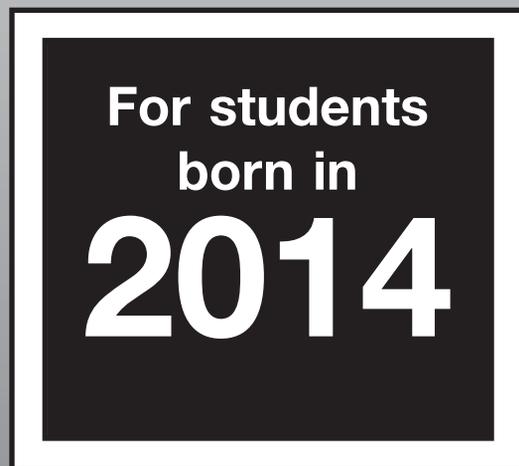
1	1
2	1
3	3
4	1
5	2
6	4



Gifted & Talented

Assessment Program (GTAP) Sample Test Questions

2019–2020



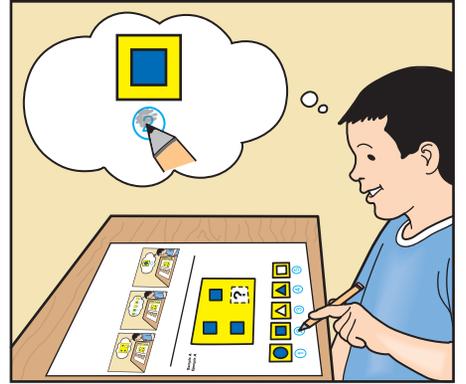
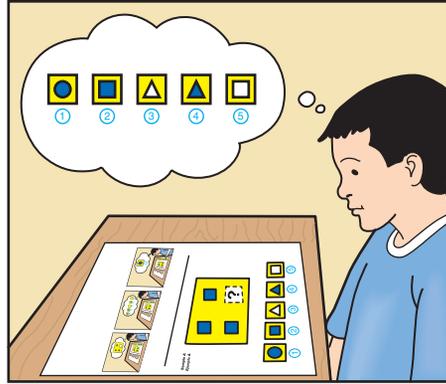
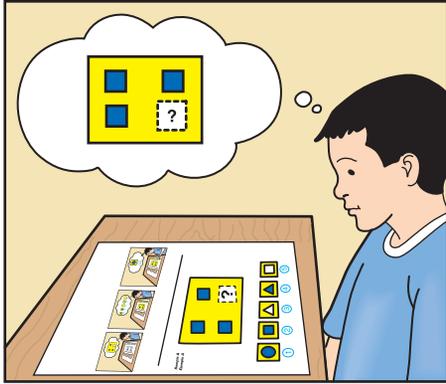
Part 1

Nonverbal Sample Test Questions

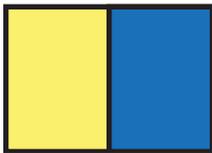
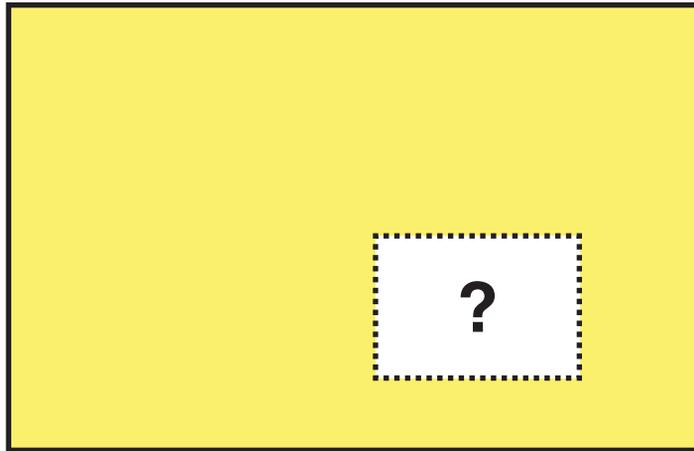
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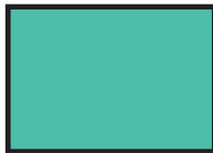
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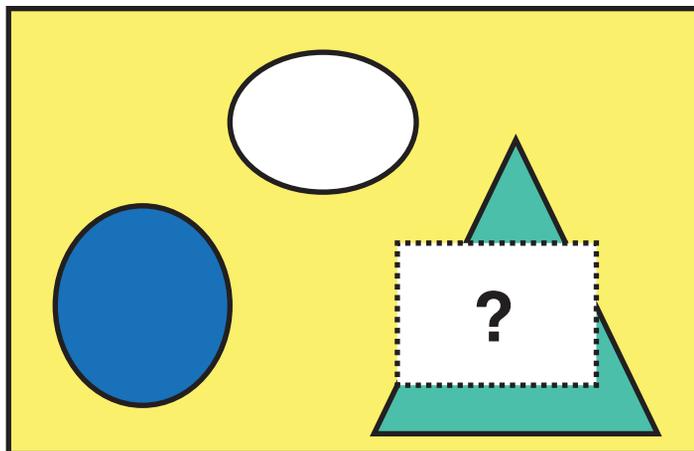


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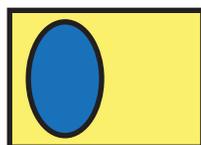


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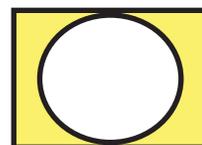
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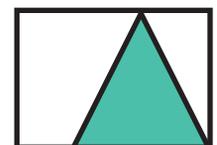
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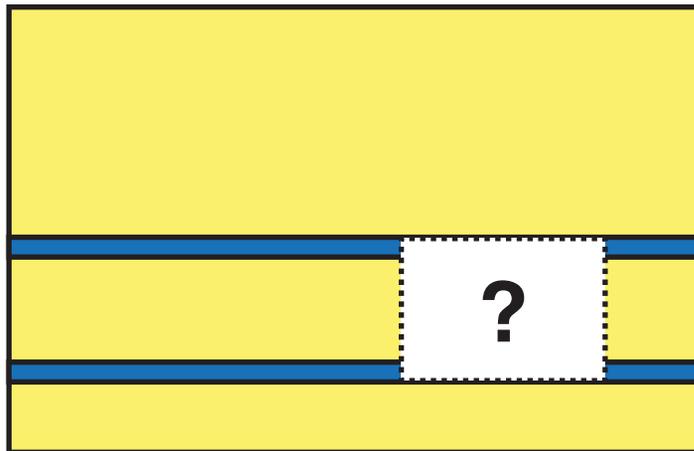


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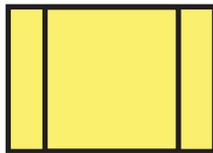


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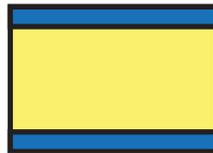
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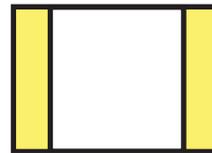
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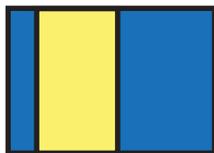
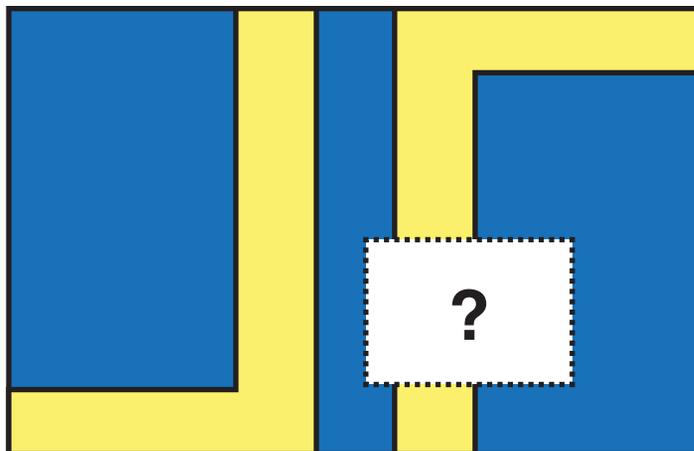


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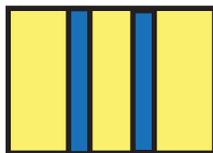


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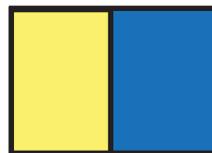
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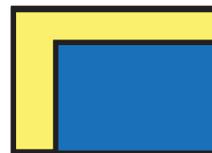
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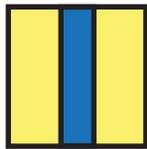
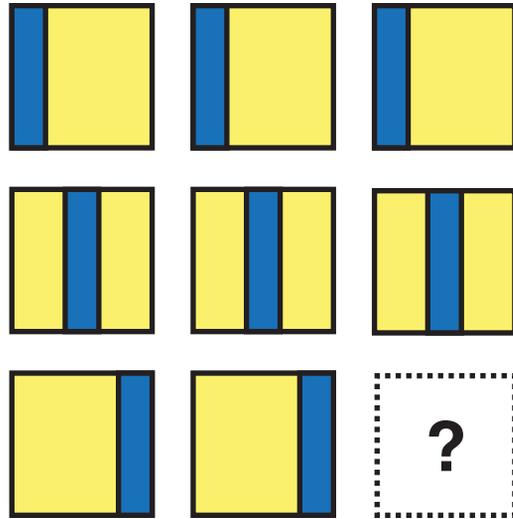


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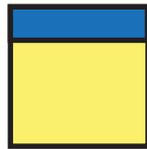


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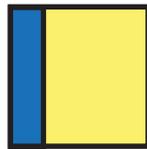
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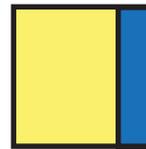
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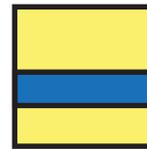
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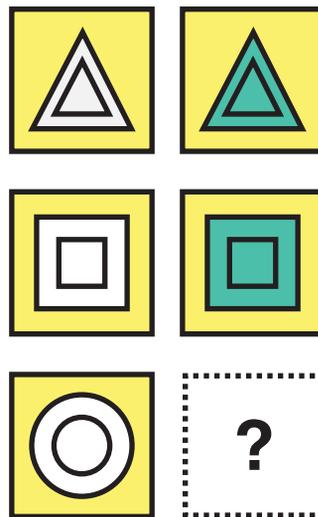


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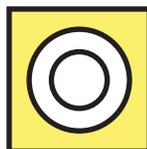
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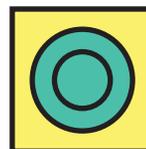
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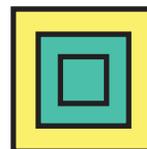
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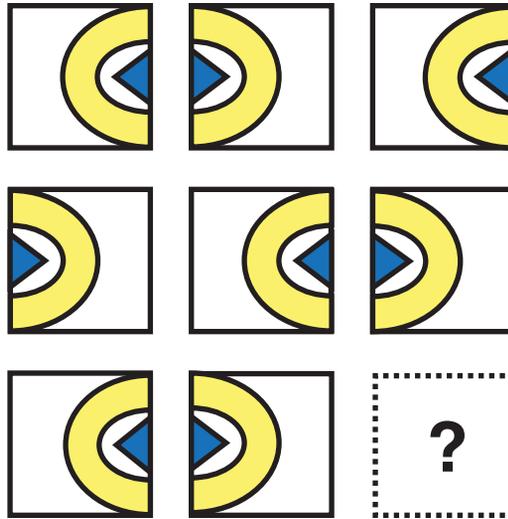


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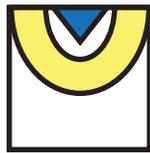


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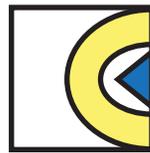
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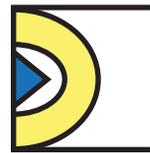
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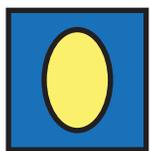
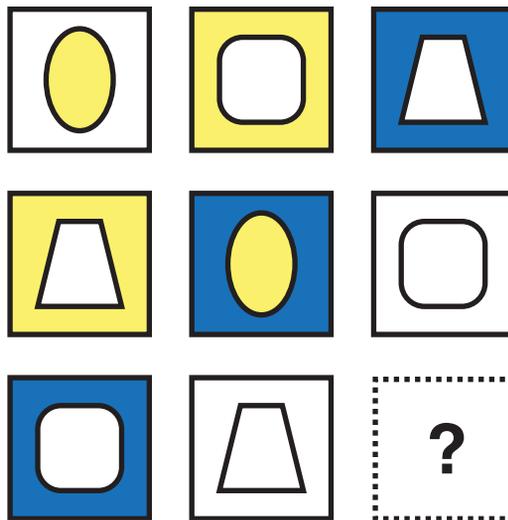


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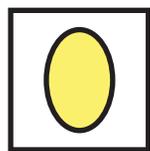
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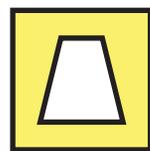
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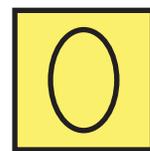
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Part 2

Verbal Sample Test Questions



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♥	★	D	●	5
E	●	★	H	♥
A	★	3	♥	2
♥	6	●	★	B

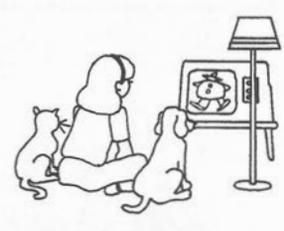
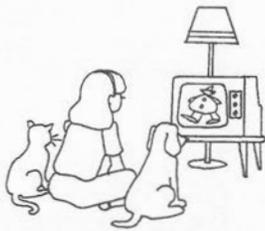
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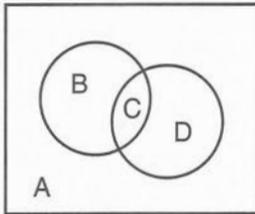
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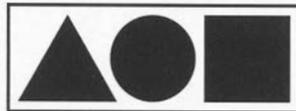
A

B

C

D

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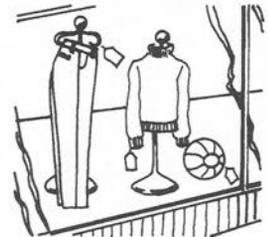
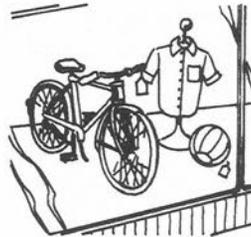
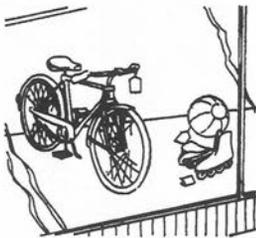




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STOP





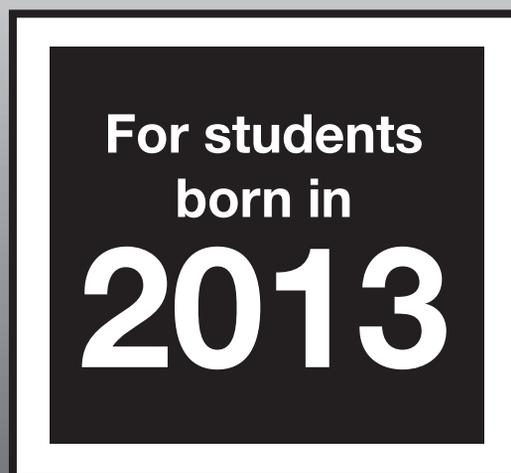
Gifted & Talented

Assessment Program (GTAP)

Sample Test Questions

Directions For Administering

2019—2020



Part 1

Nonverbal Sample Test Questions Directions For Administering

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Specific Directions for Administering

Beginning the Sample Test Questions

1. Ensure the following:
 - a. The desk or table is cleared of books and other materials not related to the Sample Test Questions.
 - b. Your child is comfortably seated.
 - c. Your child has two No. 2 soft-lead pencils with erasers.
2. Hand your child the New York City Gifted and Talented Sample Test Questions.
3. Read the following boldface instructions exactly as they are written. If necessary, you may supplement the directions with your own explanations. The text that is not bold is further instruction for you and should not be read aloud.
4. For your convenience, correct responses to the questions are printed at the back of these directions.

Administering the Nonverbal Sample Test Questions:

Say **Open your test booklet to page 1 and look at the pictures.**

Hold up the test booklet with the first pages visible.

Say **Look at what the boy is doing.**

Give your child about 10–15 seconds to look at the pictorial direction.

Say **He is looking for the answer.**

Answer any questions about what the boy is doing.

Say **Number 2 is the answer because it is a blue square. He is filling in the circle under that answer.**

Point to the answer location.

Say **In this booklet there are some questions to answer. Look at each one carefully and find the missing piece that belongs in the box with the question mark. Do not spend too much time on any one picture. Do as many as you can. If you want to change your answer, erase the mark you made and fill in the circle for your new answer. When you come to the "Stop" sign, do not go any further. Are there any questions?**

Answer all questions.

Say **You may begin.**

Provide as much help as needed so that your child becomes familiar with the different types of items. Do not write down start or stop times or announce them to your child.

When your child has finished the nonverbal Sample Test Questions,

Say **Stop. Put down your pencil and close your test booklet.**

Let your child take a short break before beginning the verbal Sample Test Questions.

Part 2

Verbal Sample Test Questions Directions For Administering

Directions for Administering the Verbal Sample Test Questions

The purpose of the Sample Test Questions is to prepare your child to take the New York City Gifted and Talented verbal assessment and become familiar with the types of questions that appear on the test. Your child will learn to recognize linefinders, to follow a row across the page from left to right, to mark answers properly, and to change answers when necessary.

The Sample Test Questions are not scored. Therefore, your child should be given as much help as needed to complete the questions successfully. For most effective use, the Sample Test Questions should be administered approximately one week before the regular test administration. For your convenience, correct responses to the questions are printed at the back of these directions.

Specific Directions for Administering

All directions to be read to your child are in bold type. Directions to the parent (not to be read aloud) are in regular type. If you make a mistake in reading a question during the test, stop and say, “No, that is wrong. Listen again.” Then read the question or direction correctly.

Say **Now we are going to do some interesting activities that are like puzzles. Leave your booklet closed until I tell you what to do.**

Say **Open your booklet to the first page of the next part of the test. Now look at the first row, where you see a little kitten at the beginning of the row. Put your finger on the kitten.**

Make sure that your child has opened the booklet correctly and has the first page of the verbal Sample Test Questions 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 **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

2 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*.

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 3.

Say

3 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

4 Move down to the last row. You should see a little cup at the beginning of the 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 answers.

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 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

5 **Now turn the page. Put your finger on the first 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, explaining further, if necessary.

Say

6 **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.**

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, you 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 Sample Test Questions.

List of Correct Responses

Nonverbal Sample Test Questions

1	1
2	3
3	1
4	4
5	4
6	4
7	4
8	5

Verbal Sample Test Questions

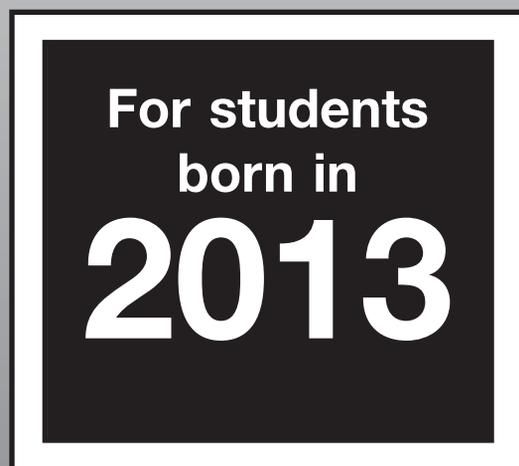
1	4
2	2
3	3
4	4
5	1
6	2



Gifted & Talented

Assessment Program (GTAP) Sample Test Questions

2019–2020



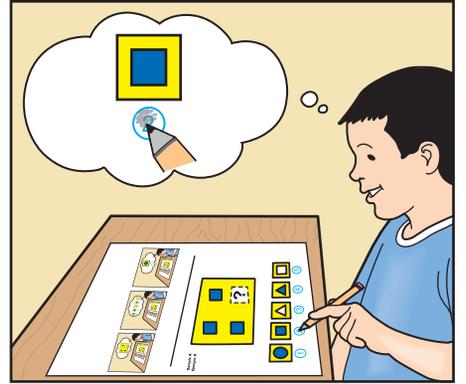
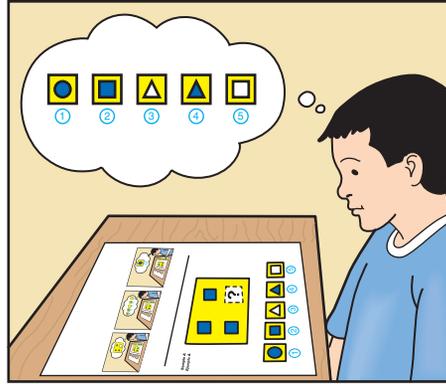
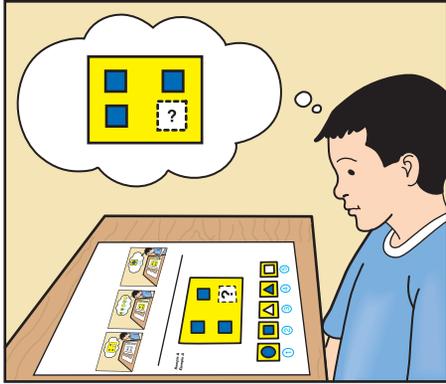
Part 1

Nonverbal Sample Test Questions

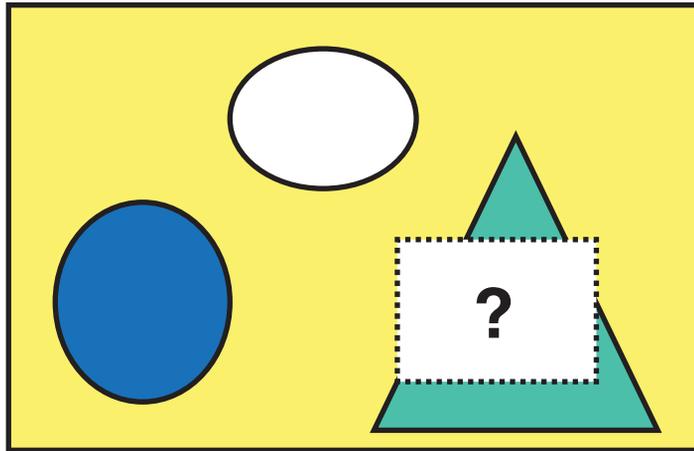
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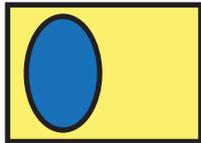
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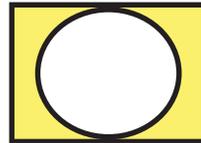
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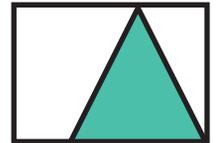
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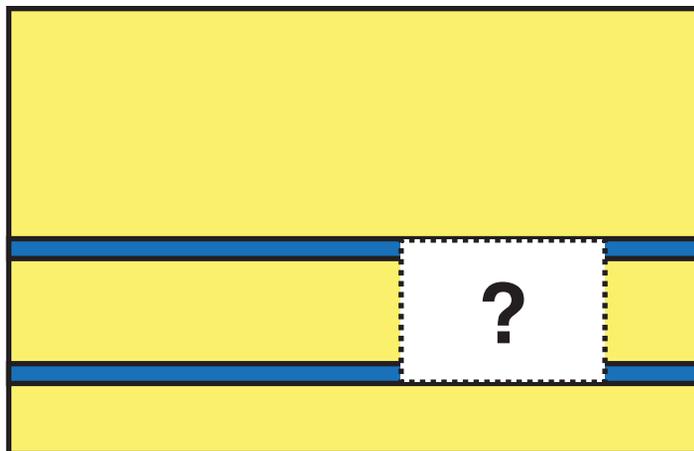


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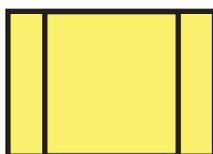


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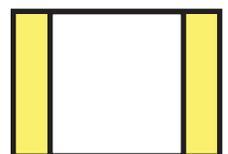
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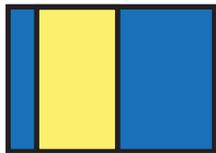
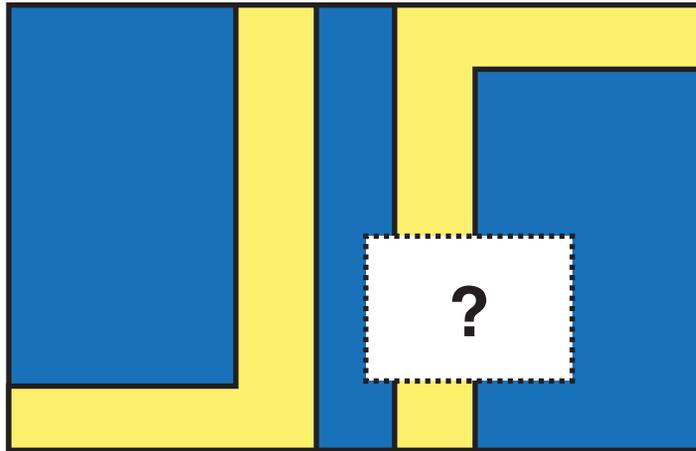


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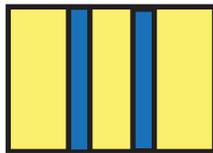


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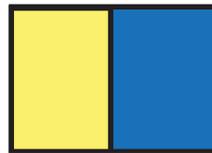
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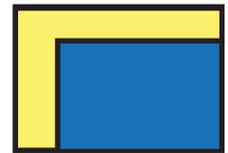
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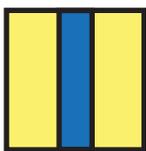
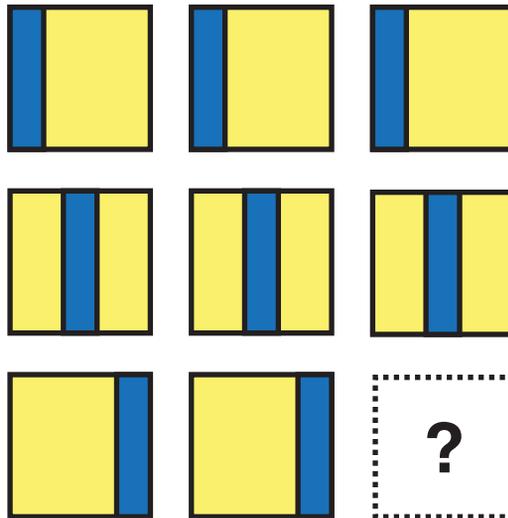


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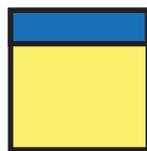


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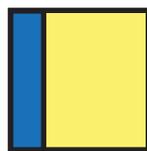
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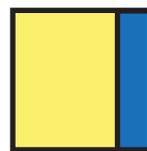
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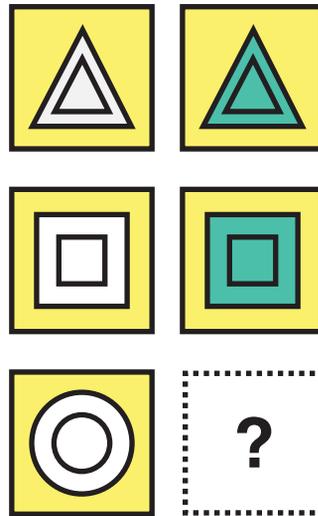


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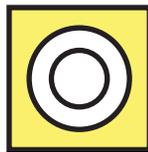
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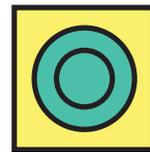
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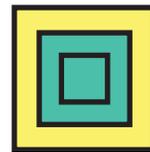
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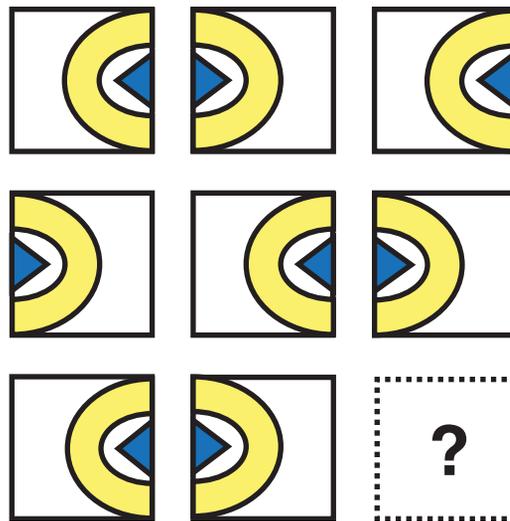


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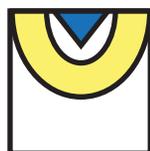


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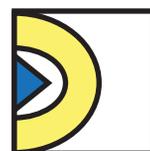
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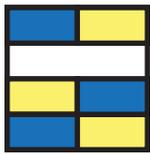
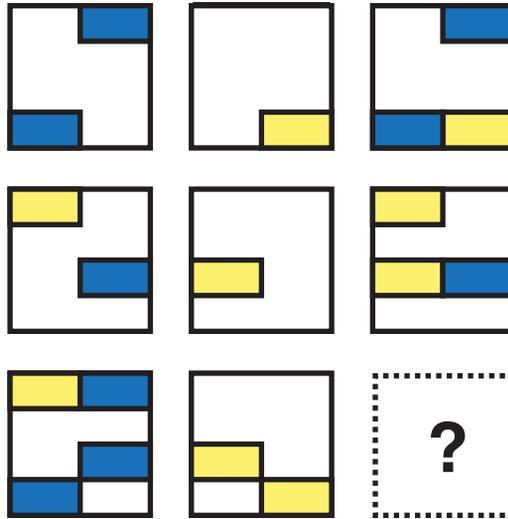


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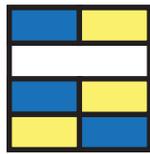


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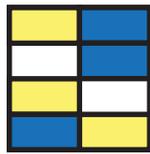
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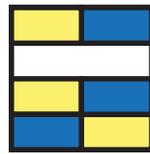
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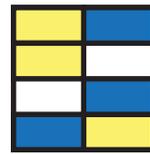
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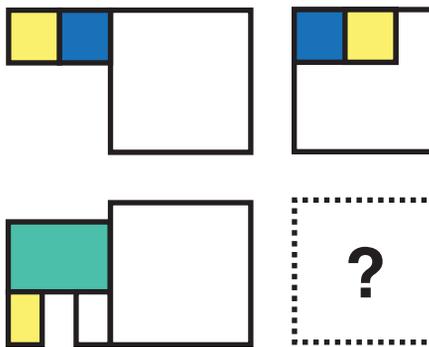


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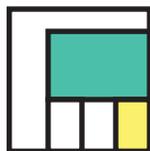


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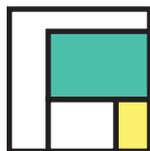
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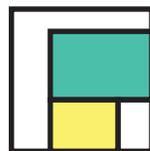
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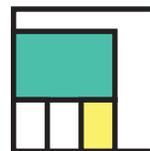
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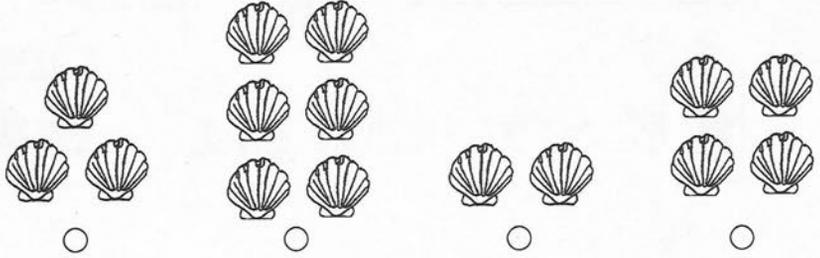
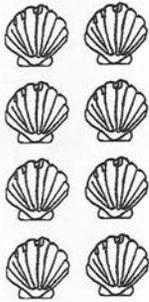
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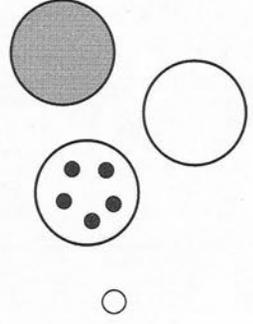
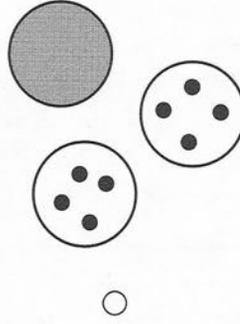
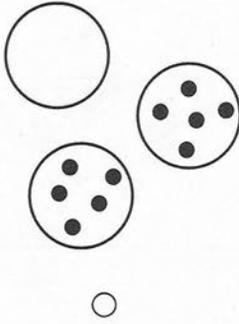
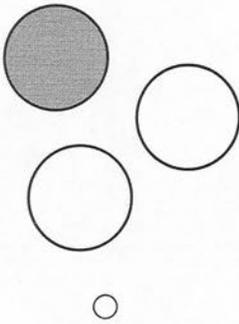
Verbal Sample Test Questions



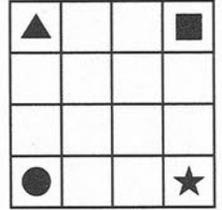
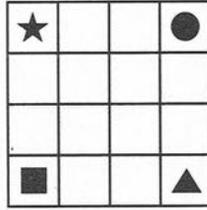
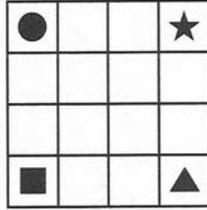
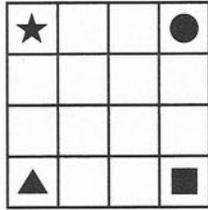
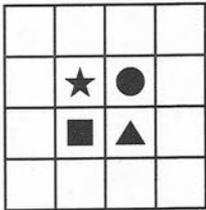
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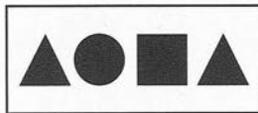
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STOP





Gifted & Talented

Assessment Program (GTAP)

Sample Test Questions

Directions For Administering

2019—2020



Part 1

Nonverbal Sample Test Questions Directions For Administering

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Specific Directions for Administering

Beginning the Sample Test Questions

1. Ensure the following:
 - a. The desk or table is cleared of books and other materials not related to the Sample Test Questions.
 - b. Your child is comfortably seated.
 - c. Your child has two No. 2 soft-lead pencils with erasers.
2. Hand your child the New York City Gifted and Talented Sample Test Questions.
3. Read the following boldface instructions exactly as they are written. If necessary, you may supplement the directions with your own explanations. The text that is not bold is further instruction for you and should not be read aloud.
4. For your convenience, correct responses to the questions are printed at the back of these directions.

Administering the Nonverbal Sample Test Questions:

Say **Open your test booklet to page 1 and look at the pictures.**

Hold up the test booklet with the first pages visible.

Say **Look at what the boy is doing.**

Give your child about 10–15 seconds to look at the pictorial direction.

Say **He is looking for the answer.**

Answer any questions about what the boy is doing.

Say **Number 2 is the answer because it is a blue square. He is filling in the circle under that answer.**

Point to the answer location.

Say **In this booklet there are some questions to answer. Look at each one carefully and find the missing piece that belongs in the box with the question mark. Do not spend too much time on any one picture. Do as many as you can. If you want to change your answer, erase the mark you made and fill in the circle for your new answer. When you come to the "Stop" sign, do not go any further. Are there any questions?**

Answer all questions.

Say **You may begin.**

Provide as much help as needed so that your child becomes familiar with the different types of items. Do not write down start or stop times or announce them to your child.

When your child has finished the nonverbal Sample Test Questions,

Say **Stop. Put down your pencil and close your test booklet.**

Let your child take a short break before beginning the verbal Sample Test Questions.

Part 2

Verbal Sample Test Questions Directions For Administering

Directions for Administering the Verbal Sample Test Questions

The purpose of the Sample Test Questions is to prepare your child to take the New York City Gifted and Talented verbal assessment and become familiar with the types of questions that appear on the test. Your child will learn to recognize linefinders, to follow a row across the page from left to right, to mark answers properly, and to change answers when necessary.

The Sample Test Questions are not scored. Therefore, your child should be given as much help as needed to complete the questions successfully. For most effective use, the Sample Test Questions should be administered approximately one week before the regular test administration. For your convenience, correct responses to the questions are printed at the back of these directions.

Specific Directions for Administering

All directions to be read to your child are in bold type. Directions to the parent (not to be read aloud) are in regular type. If you make a mistake in reading a question during the test, stop and say, “No, that is wrong. Listen again.” Then read the question or direction correctly.

Say **We are going to work some different problems now. You will probably find them to be interesting and unusual, like puzzles. Mark your answers in your booklet. We will discuss each problem as we go along, so that you will understand how they all work.**

Open your booklet to the first page of the next part of the test.

Make sure that your child has opened the booklet correctly and has the first page of the verbal Sample Test Questions showing.

Say

1 Find the group of pictures at the top of the page by the number 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

Now look at question 1. The picture at the beginning of the row shows Gloria and her friends. They have just enough crackers to have two each. In the next part of the row, mark under the picture that shows how many crackers they have all together.

Pause while your child marks the answer.

Say

Which space did you mark?

Pause for reply.

Say

Yes, you should have marked the space under the third picture. For Gloria and her friends to have two crackers each, there would need to be eight crackers. You can see that the arithmetic isn't hard. You just need to listen carefully. Do you have any questions?

Answer all questions. Then go to number 2.

Say

- 2** Now go to question 2. Look at the letters in the box at the beginning of the row. Listen to this rule. An X stands for an A, and a C stands for an M. In the next part of the row, mark under the letters that stand for an A and an M. Listen again. An X stands for an A, and a C stands for an M. In the next part of the row, mark under the letters that stand for an A and an M.

Pause for your child to mark the answer.

Say **Which space did you mark?**

Pause for reply.

Say **You should have marked the answer space under the second set of letters. Since an X stands for an A, we know that the letter X should go first. And a C stands for an M, so the letter C is next. Do you have any questions about what we just did?**

Answer any questions your child may have.

Say

- 3** Now look at question 3. Listen. Liz and Matt's lunches are shown in the picture at the beginning of the row. Then Liz ate half of her sandwich and drank all of her juice. Matt only ate his apple. In the next part of the row, mark under the picture that shows Liz and Matt's lunches now.

Pause while your child marks the answer.

Say **Have you found the answer?**

Pause for reply.

Say **The second picture is the right answer, isn't it? The second picture shows one lunch with half of the sandwich and all of the juice gone and the other lunch with only the apple gone. If you marked a different answer, erase your mark and fill in the space under the second picture.**

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

Say

- 4** Look at question 4. Look at the letters in the boxes at the beginning of the row. Listen to what happens. The M moves to where the G is. The J moves to where the F is. The G, the F, and the B drop out. In the next part of the row, mark under the picture that shows how the letters look now. Listen again to what happens. The M moves to where the G is. The J moves to where the F is. The G, the F, and the B drop out. Mark under your answer.

Pause while your child marks the answers.

Say **Which space did you mark?**

Pause for reply.

Say **Yes, the third answer is the correct one. You can see that the M has moved to where the G was, the J has moved to where the F was, and the G, F, and B have dropped out. The other answers are wrong because the M and the J are in the wrong places or there are letters in the boxes that should have dropped out. Are there any questions?**

Answer any questions.

Say **Now turn the page. Look at question 5 at the top of the page.**

Say

5 **Look at the three arrows at the beginning of the row. The straight arrow means stand. The curved arrow means sit. The broken arrow means jump. In the next part of the row, mark under the group of arrows that means sit, stand, jump, stand.**

Pause while your child marks the answer.

Say **Which space did you mark?**

Pause for response.

Say **That's right, the first answer is the correct one. It is the only answer with a group of arrows that means sit, stand, jump, stand. Did you mark the first answer?**

Explain question 5 further, if necessary.

Say

6 **Look at the last row. Mark under the picture that shows this: Two tall children wearing hats are behind three short children without hats.**

Pause while your child marks the answer.

Say **Which space did you mark?**

Pause for response.

Say **Yes, the fourth answer is the correct one. It is the only picture with two tall children wearing hats standing behind three short children without hats. Do you understand?**

Make sure that your child understands question 6.

Say **That is all we will do now. Put your pencil down. In a few days, you 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 Sample Test Questions.

List of Correct Responses

Nonverbal Sample Test Questions

1	3
2	1
3	1
4	4
5	4
6	4
7	4
8	5

Verbal Sample Test Questions

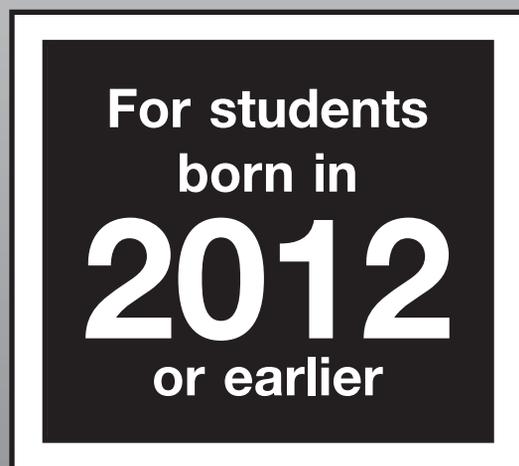
1	3
2	2
3	2
4	3
5	1
6	4



Gifted & Talented

Assessment Program (GTAP) Sample Test Questions

2019–2020



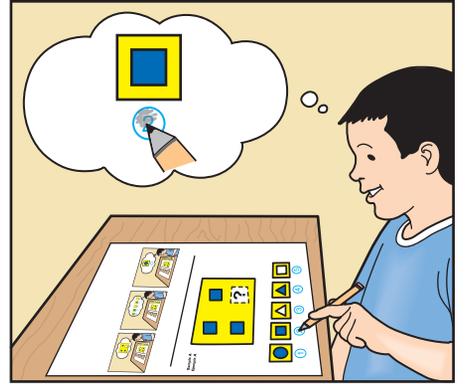
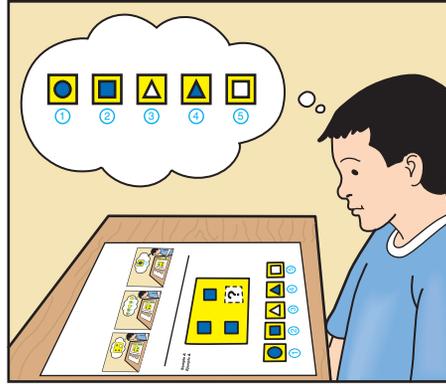
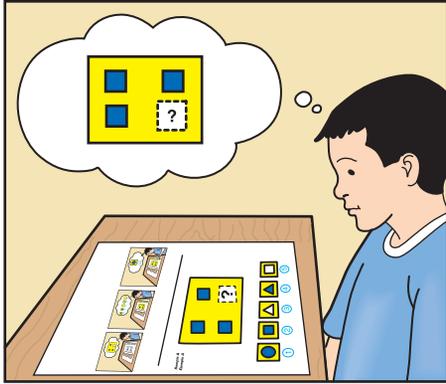
Part 1

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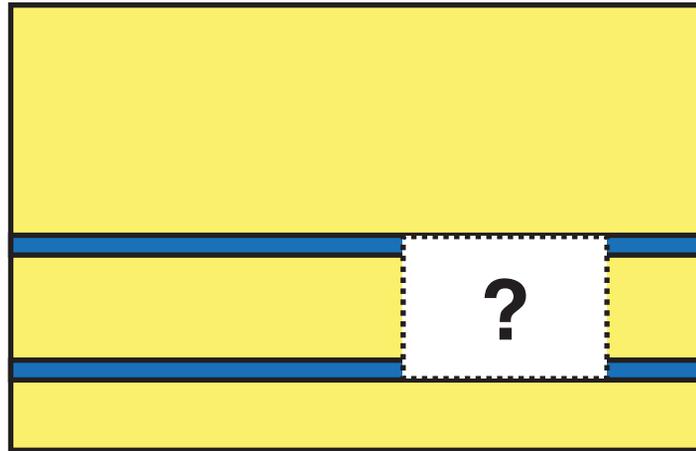
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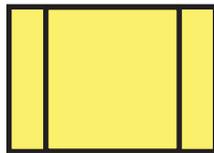
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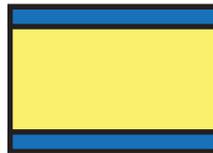
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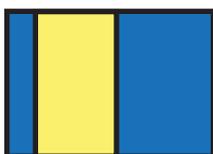
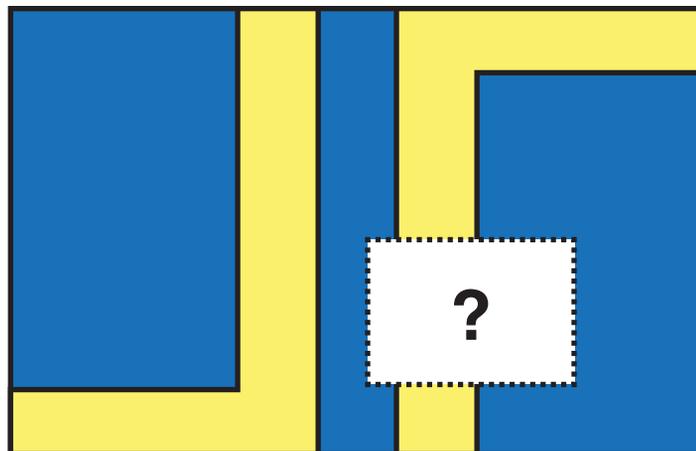


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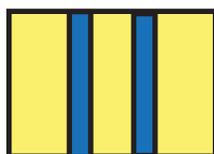


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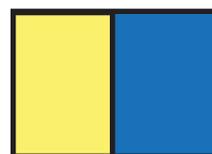
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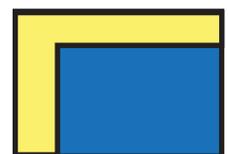
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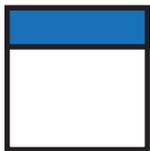
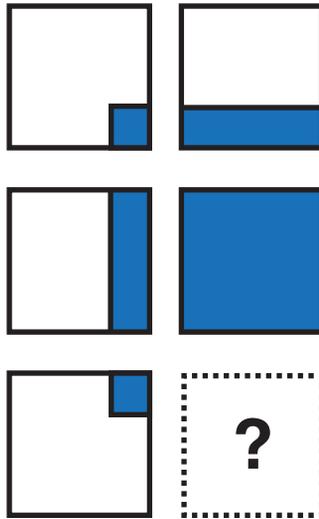


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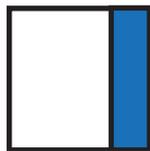


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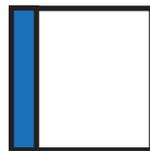
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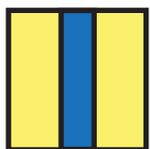
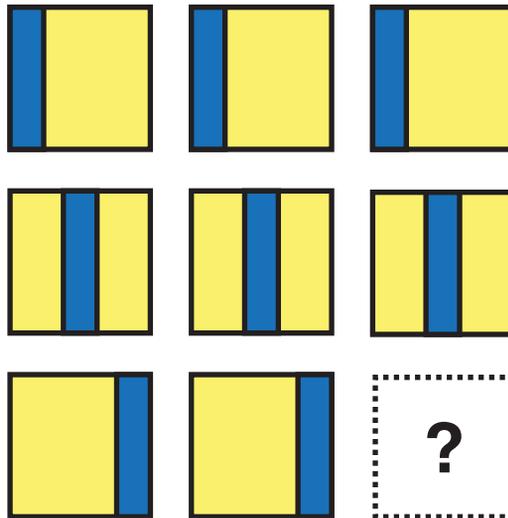


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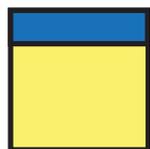


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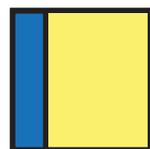
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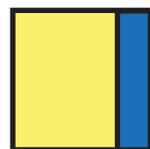
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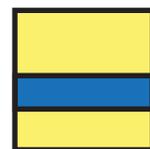
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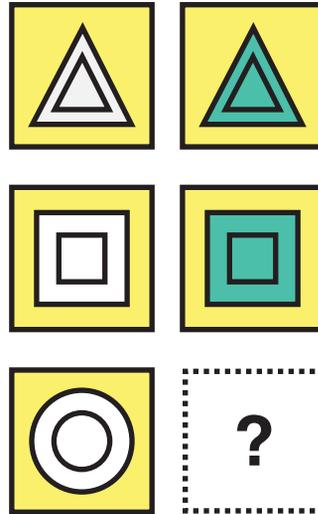


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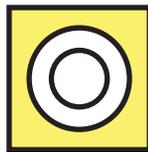
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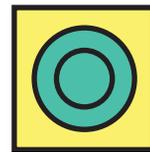
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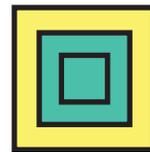
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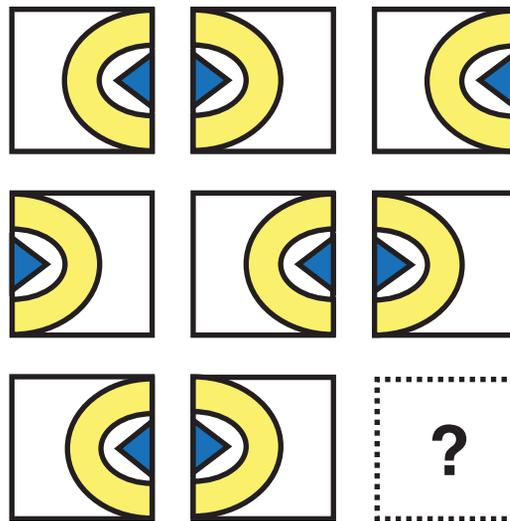


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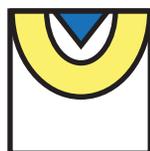


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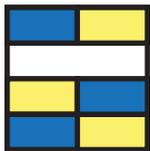
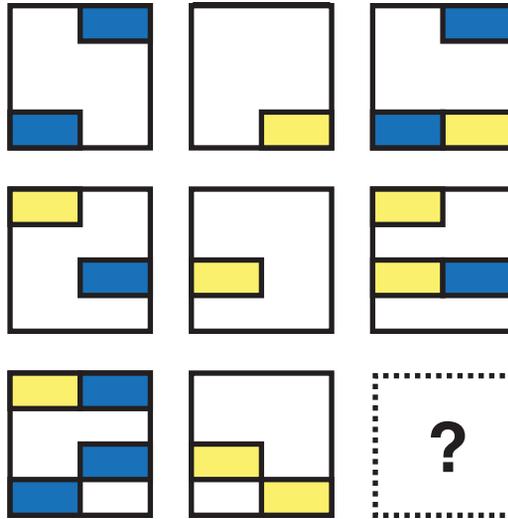


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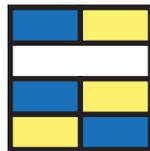


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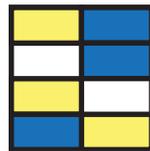
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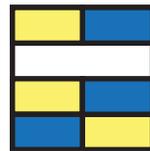
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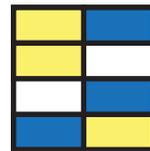
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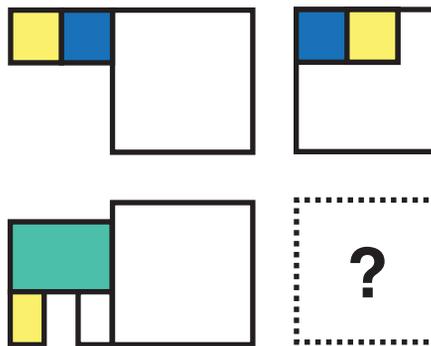


④



⑤

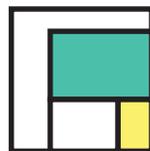
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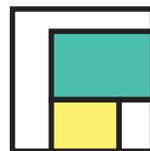
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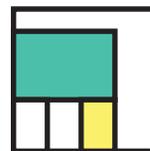
②



③



④



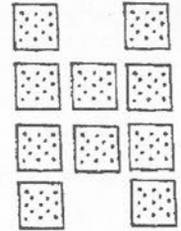
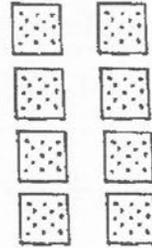
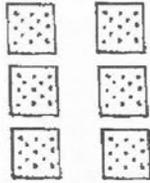
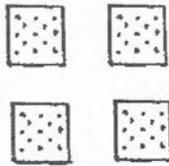
⑤

Part 2

Verbal Sample Test Questions



1



2



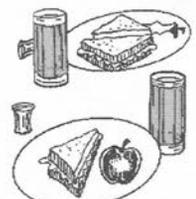
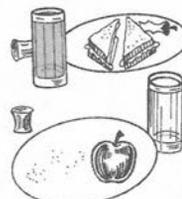
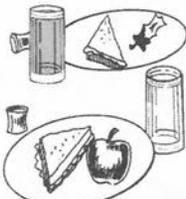
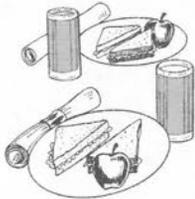
AX

XC

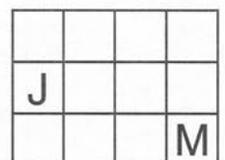
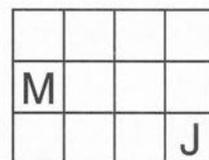
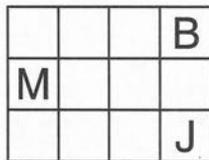
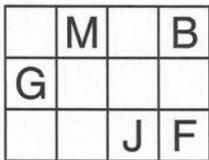
MA

CM

3



4





5



6



STOP



