

# Otis Lennon School Ability Test

## Unlocking the Mystery

Presented by...

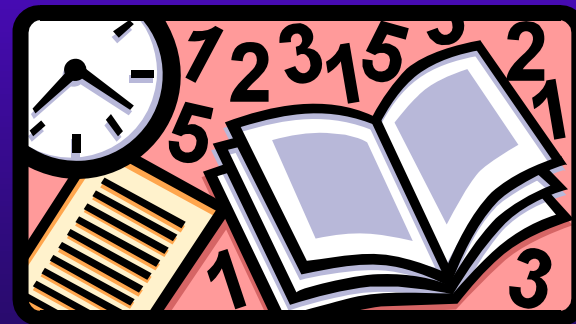
*Mrs. Marilyn Colyar, GATE Coordinator*





# The *OLSAT*'s Design

- ❑ Assesses students' reasoning abilities, not achievement or retention of facts
- ❑ Seven levels for students in kindergarten through grade twelve
- ❑ About 70 questions in multiple choice format





# OLSAT CONTENT

- Verbal Comprehension
- Verbal Reasoning
- Figural Reasoning
- Quantitative Reasoning



# Verbal Comprehension

- ❑ Verbal reasoning is dependent on the ability to perceive the relational aspects of words and word combinations, to derive meaning from types of words, to understand subtle differences among similar words and phrases, and to manipulate words to produce meaning
- ❑ Includes antonyms, sentence completion and sentence arrangement



# Verbal Reasoning

- ❑ Verbal reasoning is dependent on the ability to infer relationships among words, to apply inferences to new situations, to evaluate conditions in order to determine necessary versus optional, and to perceive similarities and differences.
- ❑ Includes arithmetic reasoning, logical selection, word/letter matrix, verbal analogy, verbal classification, and inference items



# Figural Reasoning

- ❑ Figural reasoning items assess the ability to use geometric figures to infer relationships, to perceive progressions and predict what would be the next step in those progressions, to generalize from one set of figures to another dissimilar set of figures, and to manipulate spatially.
- ❑ Items include figural analogies, pattern matrices, and figural series.



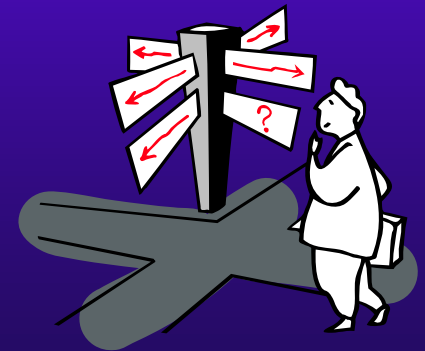
# Quantitative Reasoning

- ❑ Quantitative reasoning items assess the ability to use numbers in order to infer relationships, deduce computational rules, and predict outcomes according to computation rules.
- ❑ Items include number series, numeric inferences, and number matrices.



# *OLSAT* Use in San Marino USD

- ❑ Used primarily at end of third grade as one of the multiple measures for Gifted and Talented program identification
- ❑ Used only for single purpose unless written permission is obtained from parent for additional use



# OLSAT

Otis-Lennon School Ability Test, Seventh Edition

## STUDENT REPORT FOR

DISTRICT: SAN MARINO USD

GRADE:  
TEST DATE:

Age: Yrs Mos

AGE-BASED SCORES	No. of Items	Raw Score	SAI	Age PR-S	Age NCE
Total	72	62	123	92-8	79.6
Verbal	36	31	122	91-8	78.2
Nonverbal	36	31	120	89-8	75.8

NATIONAL AGE PERCENTILE BANDS												
1	5	10	20	30	40	50	60	70	80	90	95	99

GRADE-BASED SCORES	Scaled Score	National Grade PR-S	National Grade NCE	Local Grade PR-S
Total	676	93-8	81.1	83-7
Verbal	678	93-8	81.1	83-7
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NATIONAL GRADE PERCENTILE BANDS												
1	5	10	20	30	40	50	60	70	80	90	95	99

CLUSTERS	RAW SCORE/ NUMBER OF ITEMS	Performance Indicators		
		Below Average	Average	Above Average
VERBAL	31/36			✓
Verbal Comprehension	12/12			✓
Verbal Reasoning	19/24			✓
NONVERBAL	31/36			✓
Figural Reasoning	14/18			✓
Quantitative Reasoning	17/18			✓
TOTAL	62/72			✓

Recently this student took the *Otis-Lennon School Ability Test (OLSAT)*. OLSAT measures those reasoning skills that are related to school-learning ability. The following is an interpretation of the student's performance on OLSAT.

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Verbal Comprehension refers to the understanding of the structure of language, of relationships among words, and of subtle differences among similar words. Verbal Reasoning refers to the ability to use language for such reasoning tasks as inference, application, and classification. Figural Reasoning involves geometric shapes rather than words. This skill is independent of language. Quantitative Reasoning, which is also independent of language, refers to the ability to reason with numbers and mathematical concepts.

It should be kept in mind that OLSAT scores give only one piece of information about a student. Other factors such as school achievement and interests should also be taken into account.

OLSAT LEVEL/FORM: E/3  
1995 NORMS: Fall National

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## ...Clusters

- ❑ Breaks down raw scores into...

VERBAL - comprehension & reasoning

NON-VERBAL - figural and  
quantitative

- ❑ Shows number correct and possible
- ❑ Shows generalized rank



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## ... Age-based Scores

- ❑ Relates child's abilities to norm group of the same age in “Total,” “Verbal,” and “Nonverbal” categories
- ❑ Yields a variety of scores
  - SAI - School Ability Index
  - PR-S - Percentile rank and stanine
  - NCE - Normal Curve Equivalent



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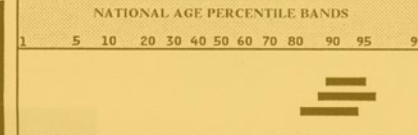
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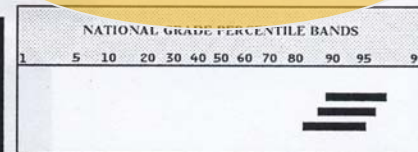
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## ... National Age Percentile Bands

- ❑ Portrays Age-based Scores in visual format
- ❑ Band represents score, plus and minus the standard deviation
- ❑ Probably a more “realistic” representation of actual ability



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# Who is the gifted student?

The student who has talents and potential for accomplishment that are so exceptional or developmentally advanced, that he/she requires special provisions to meet personalized educational needs.



# Categories for Eligibility

- High Achievement
- Intellectual Ability



# Category 1 - High Achievement

- ❑ A scaled score of 460 or higher on the Calif. Standards Math Test or 410 on the Calif. Standards English-Language Arts Test, and
- ❑ A score of 128 or better on the Otis-Lennon Test of Intellectual Ability, or
- ❑ Documented indicators of gifted and/or talented behavior confirmed by the Student Success Team



# Indicators of Gifted/Talented Behavior

- ❑ Possesses strong problem solving abilities
- ❑ Learns rapidly with little repetition
- ❑ Displays a high degree of creativity
- ❑ Is persistent in seeking task completion
- ❑ Strives toward perfection
- ❑ Is passionate in one or more areas of interest
- ❑ Possesses a large store of information about a variety of topics
- ❑ Uses advanced vocabulary
- ❑ Displays a keen sense of humor
- ❑ Is tenacious
- ❑ Prefers older companions
- ❑ Reads early or avidly with greater comprehension
- ❑ Shows insatiable curiosity and persistence
- ❑ May question authority
- ❑ Demonstrates intense emotional or physical sensitivity
- ❑ Has a strong sense of justice
- ❑ Has a sincere concern about global issues



# Student Success Team Decision

## □ Team Members

- Fourth grade teachers
- GATE Coordinator


## □ Evidence of Talented Behavior

- Standardized test results over time
- Teacher observations
- Administrator
- Documentation that show evidence of academic high achievement behavior



## Category 2 - Intellectual Ability

- ❑ A score of 135 or better on the Otis-Lennon School Ability Test or
- ❑ Two or more of the following measures that confirm gifted behavior by two staff members...
  - Teacher support for the placement
  - Work samples that show evidence of gifted behavior
  - Survey, interview, and observation data



# The goals of the GATE Program are to develop...

- ❑ Tactics for higher level thinking
- ❑ Independent learning strategies
- ❑ Quality problem solving
- ❑ Sophisticated communication skills
- ❑ High level information processing skills

# ...Remember

- ✓ Every one of our children is talented in unique ways
- ✓ This test is a snapshot, and only one measure of true ability
- ✓ These scores will be used only for GATE consideration
- ✓ These scores are very **CONFIDENTIAL** - not meant for sharing or comparing





For Program & Eligibility Questions

Call Marilyn Colyar, GATE coordinator

The GATE office is located at Stoneman  
School

phone: 626.299.7034

email: [mkcolyar@comcast.net](mailto:mkcolyar@comcast.net)

