



# Riverside Insights<sup>®</sup>

*CogAT*<sup>®</sup> in the  
Classroom

**CogAT**<sup>®</sup> in the **Classroom**

# Compare Student Potential and Performance



**Vickie Driver**

Director of Product Management,  
Riverside Insights

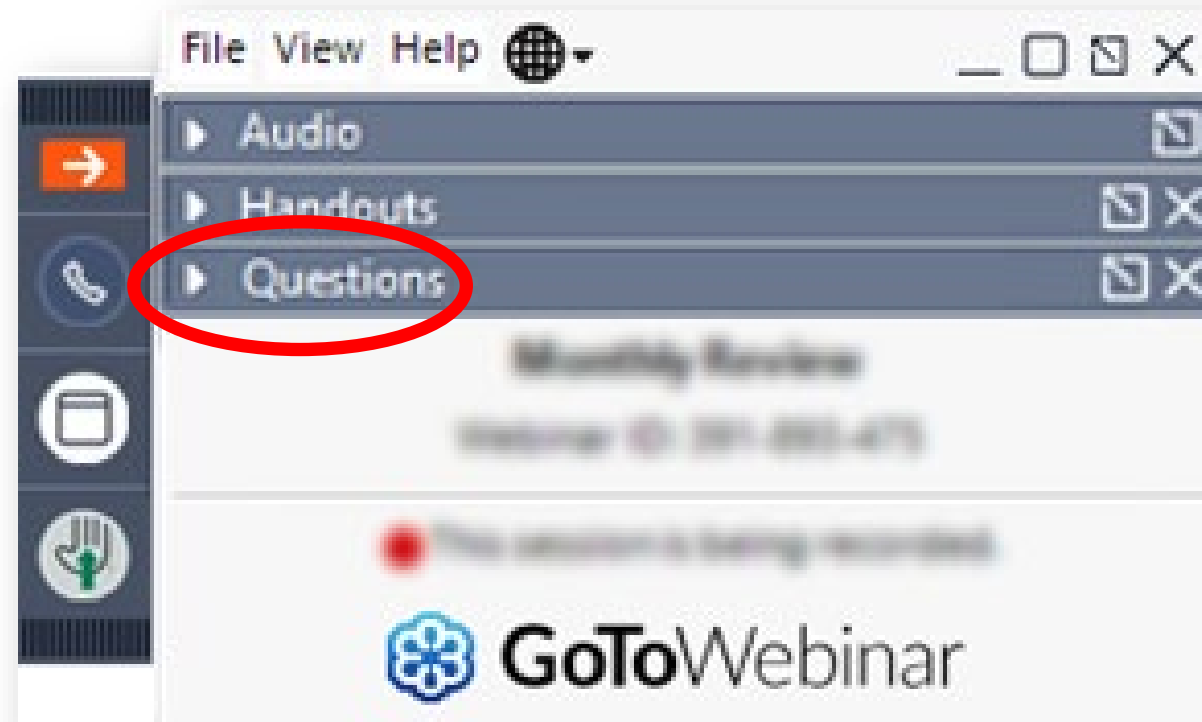


**Andy Blanco**

CogAT Marketing Manager



# Questions and Recordings



[info.riversideinsights.com/k12pd](https://info.riversideinsights.com/k12pd)



# CogAT in the Classroom

[bit.ly/cogatclassroom](https://bit.ly/cogatclassroom)

## CogAT<sup>®</sup> in the Classroom

Get the most out of your *CogAT* ability data in this expert-led webinar series on helpful tips and best practices

### What is Ability Data and Why Does it Matter?

Presented by [Dr. Joni Lakin](#) and [Anna Houseman](#)

- Understand the difference between ability and achievement data
- Explore opportunities for using ability data to elevate learners to their fullest potential



[Download the slides](#)



[Watch the recording](#)

### *Ability Profiles*<sup>™</sup>: Understanding Student Cognitive Strengths

Presented by [Adam Laningham](#) and [Anna Houseman](#)

- Dive into the *CogAT Ability Profiles* and identify instructional implications from each student's unique ability code



[Download the slides](#)



[Watch the recording](#)

### Ability Data as a Tool for Differentiation





# CogAT in the Classroom

[bit.ly/cogatclassroom](https://bit.ly/cogatclassroom)

## Help All Students Thrive in the Classroom and Beyond

Presented by [Christina Jordan](#), [Rob Dyson](#), and [Vickie Driver](#)

- Discover tools that will transform school culture and develop a thriving whole child



[Download the slides](#)



[Watch the recording](#)

## Understand Social-Emotional and Cognitive Strengths

Presented by [Evelyn Johnson](#) and [Vickie Driver](#)

- Investigate using student social-emotional and cognitive strength measures as a baseline for academic growth
- Discuss best practices for using cognitive ability measures alongside social-emotional competencies to understand a learner's strengths



[Download the slides](#)



[Watch the recording](#)

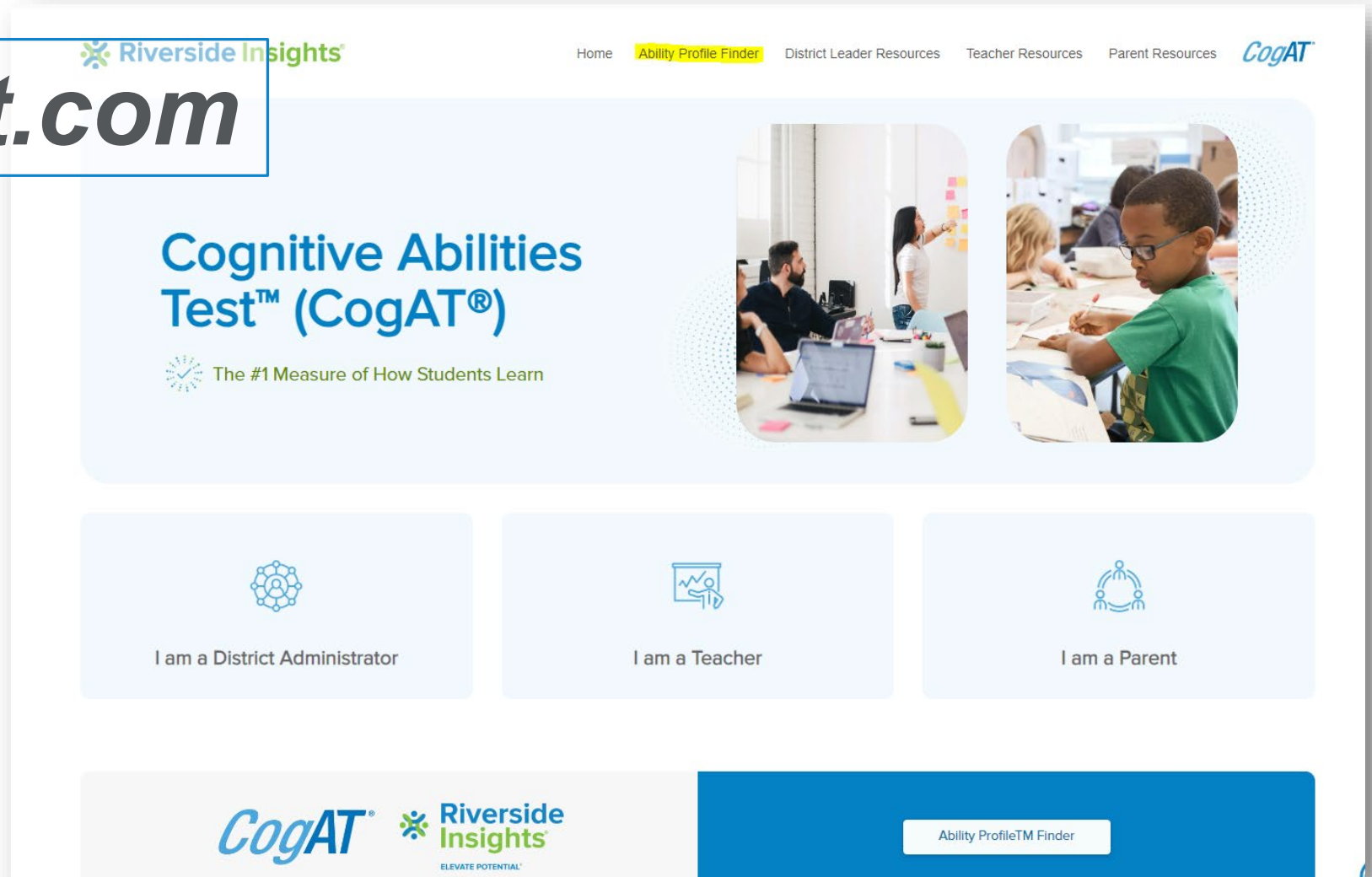
## Additional resources

<a href="#">Personalized Interventions Plan for GT (worksheet)</a>	<a href="#">Advanced Growth Plan using MAP Data (worksheet)</a>
<a href="#">Elizabeth's Stretch or Support Games List</a>	<a href="#">Sample Debriefing Prompts (worksheet)</a>
<a href="#">Richardson ISD Case Study</a>	<a href="#">Parent resource: How to support your learner at home</a>
<a href="#">Research Participation opportunity</a>	<a href="#">Ability Profile Finder (CogAT.com)</a>



# Coming in September 2023

[www.cogat.com](http://www.cogat.com)





Coming in September 2023

[www.cogat.com](http://www.cogat.com)



I am a District Administrator



I am a Teacher



I am a Parent

*CogAT*<sup>®</sup>



Ability Profile<sup>™</sup> Finder



# Coming in September 2023

[www.cogat.com](http://www.cogat.com)



I am a District Administrator

Student ID	CogAT	ELL	Within ELL	
			LPR	NPR
8	121	0	0.98	0.95
10	114	0	0.93	0.89
3	111	0	0.90	0.83
15	107	0	0.84	0.75
5	105	0	0.80	0.71
11	100	0	0.68	0.58
16	97	0	0.59	0.49
18	93	0	0.48	0.38
1	92	0	0.45	0.38
17	86	0	0.28	0.22
2	85	0	0.26	0.20
20	78	0	0.12	0.09
12	74	0	0.07	0.05
6	102	1	0.73	0.53
9	95	1	0.54	0.78
4	90	1	0.39	0.61
14	88	1	0.33	0.52
19	84	1	0.23	0.36
13	81	1	0.17	0.25
7	72	1	0.05	0.08

	Non ELL	ELL
SD =	13.4	14.2
Mean =	93.8	87.2

**Local Norms Calculator**

**Steps**

1. Select data to be sorted (all columns)
2. Data menu → Sort
3. My data has headers?
4. Sort by column (drop down menu) "CogAT" or, for within group, "ELL"
5. Add level ? (if sorting within ELL)
6. Sort by ("CogAT")





# Coming in September 2023


# www.cogat.com



## I am a Teacher

Riverside Insights CogAT®

### Identifying Letters and Sounds



Riverside Insights

### Geometry - 2D Shapes

#### Grade 4 Math

**Learning Objectives**

- Students will be able to identify and name 2D shapes accurately.
- Students will be able to classify 2D shapes based on their attributes.
- Students will be able to determine the perimeter of 2D shapes.
- Students will be able to use verbal reasoning skills to use mathematical language to explain the properties of different 2D shapes.
- Students will be able to use quantitative reasoning skills to solve problems involving 2D shapes.
- Students will be able to use nonverbal reasoning skills to use visual models to differentiate 2D shapes.

**Materials Needed**

- Whiteboard and markers or pencil and paper
- Geometric shapes (e.g. triangles, squares, rectangles, circles, hexagons) made out of cardboard or paper
- Scissors
- Rulers
- Worksheets and/or practice problems with shape identification and classification problems

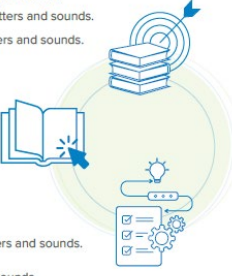
**Procedure**

**Introduction**

1. Engage students by asking them to share what they know about 2D shapes.
2. Introduce the concept of identifying and naming 2D shapes by showing examples on the whiteboard (e.g., circle, square, triangle, rectangle).
3. Ask students to explain in their own words what they think is happening in the example.

**Teaching**

4. Model how to identify and classify 2D shapes based on their attributes, such as the number of sides or angles.
5. Guide students in practicing identifying and classifying 2D shapes using shapes cutouts.
6. Demonstrate how to record the classification of a shape using a Venn diagram or another on the whiteboard.



...s and their  
...skills to identify letters and sounds.  
...ing skills to identify letters and sounds.  
...ing skills to identify letters and sounds.

...they know about letters and sounds.  
...d to represent sounds.  
...fying letters and their sounds.

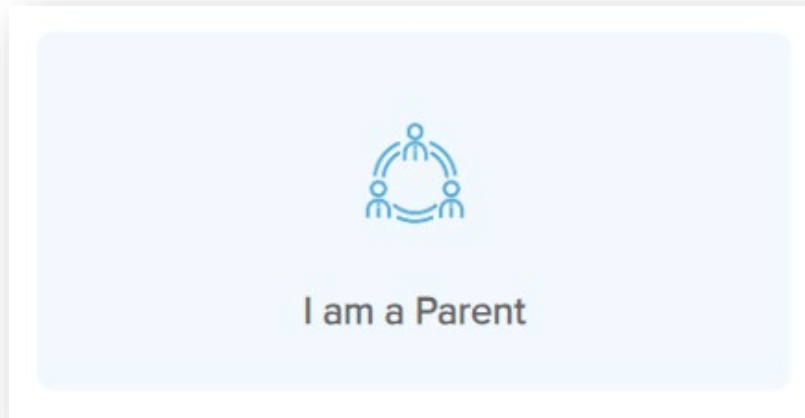
...e alphabet with students. Use the alphabet  
...e and sound.  
...nting to a letter and asking students to say the  
...ing a letter-sound matching game.

...ames and have them practice matching letters



# Coming in September 2023

# www.cogat.com



**CogAT** Riverside Insights

## CogAT Parent Resource™

### How to Talk with Your Child about Their Learning

The Cognitive Abilities Test™ (CogAT®) gives us valuable information about how our children learn. The Ability Profile™ can help inform the way we speak with our children by helping us see both successes and challenges our child faces at school through a lens of greater understanding.

Here are five approaches you can use to talk to your child about their learning:

#### Make it a question

Thoughtful questions help children learn the skills of self-reflection and encourage conversation. When we ask open-ended questions and express curiosity about our child's life, it allows them to reflect more deeply on their thoughts and experiences. While questions such as "How was school today?" and "Did you have a good day?" show we care, asking even more specific questions can open deeper conversation about learning.

- "How did you feel about the test you took today?"
- "What was the most fun thing you did in class?"
- "What was the most challenging thing you did at school today?"
- "Did you learn anything that surprised you today?"
- "What did you do at school today that you are proud of?"

These conversations strengthen your bond, while also building verbal reasoning skills. Plus, asking questions encourages your child in their own curiosity, and curiosity is where learning begins.

**CogAT** Riverside Insights

## Resource™

### with your child's teacher

Education, and together you share parent-teacher conference is a valuable unique perspectives and collaborate Cognitive Abilities Test™ (CogAT®) provides use to better understand how a child report them in the classroom. This of the Ability Profile™ to inform your ce.

reflect on your child's learning etc.

ides, including quizzes and

achievement and note

and any topics they may want

during the conference.

your child's teacher grouped never, you know your child lections to find inspiration for situation.

[riversideinsights.com](#)

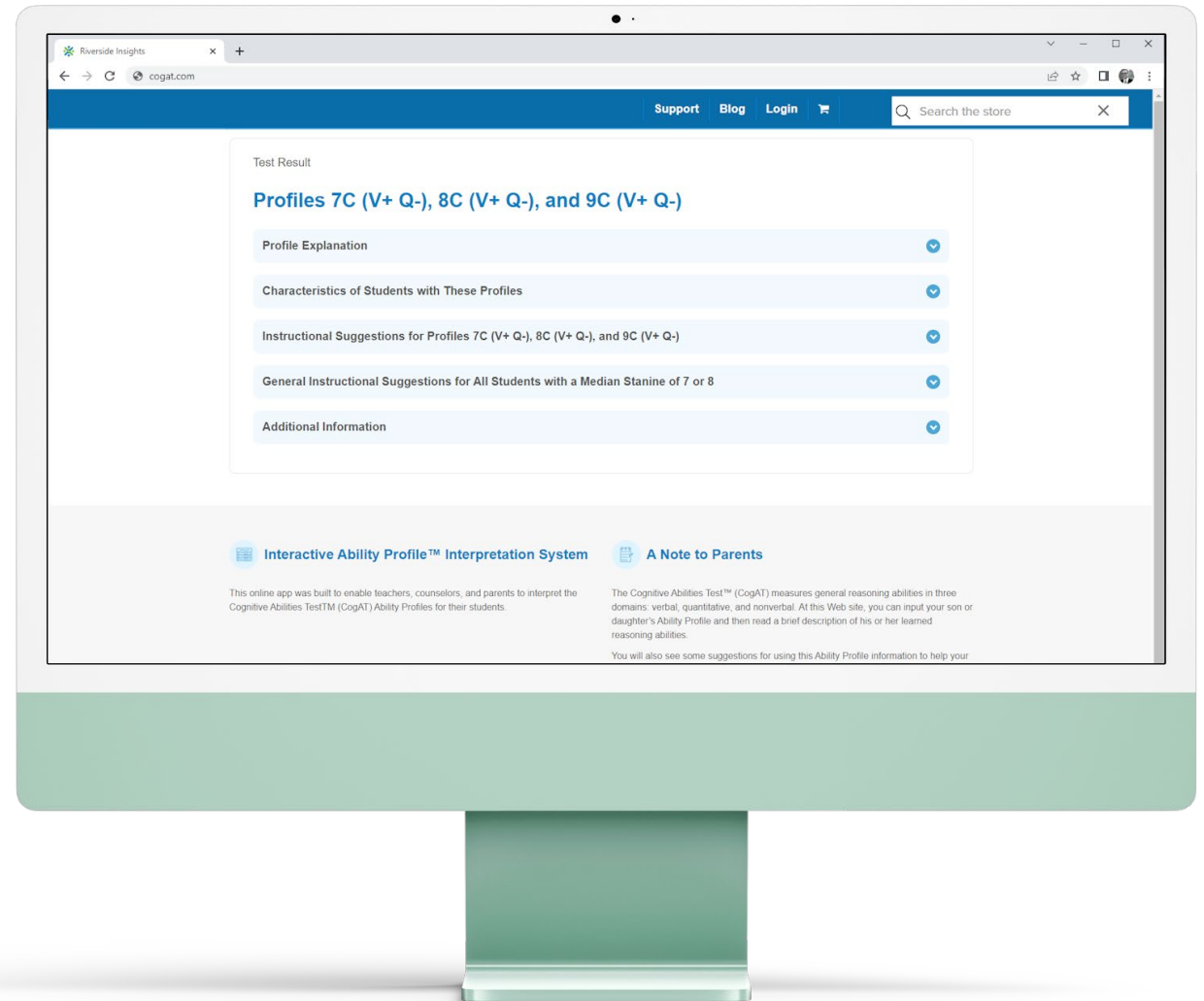
Facebook, Twitter, LinkedIn, Instagram icons



Coming in September 2023

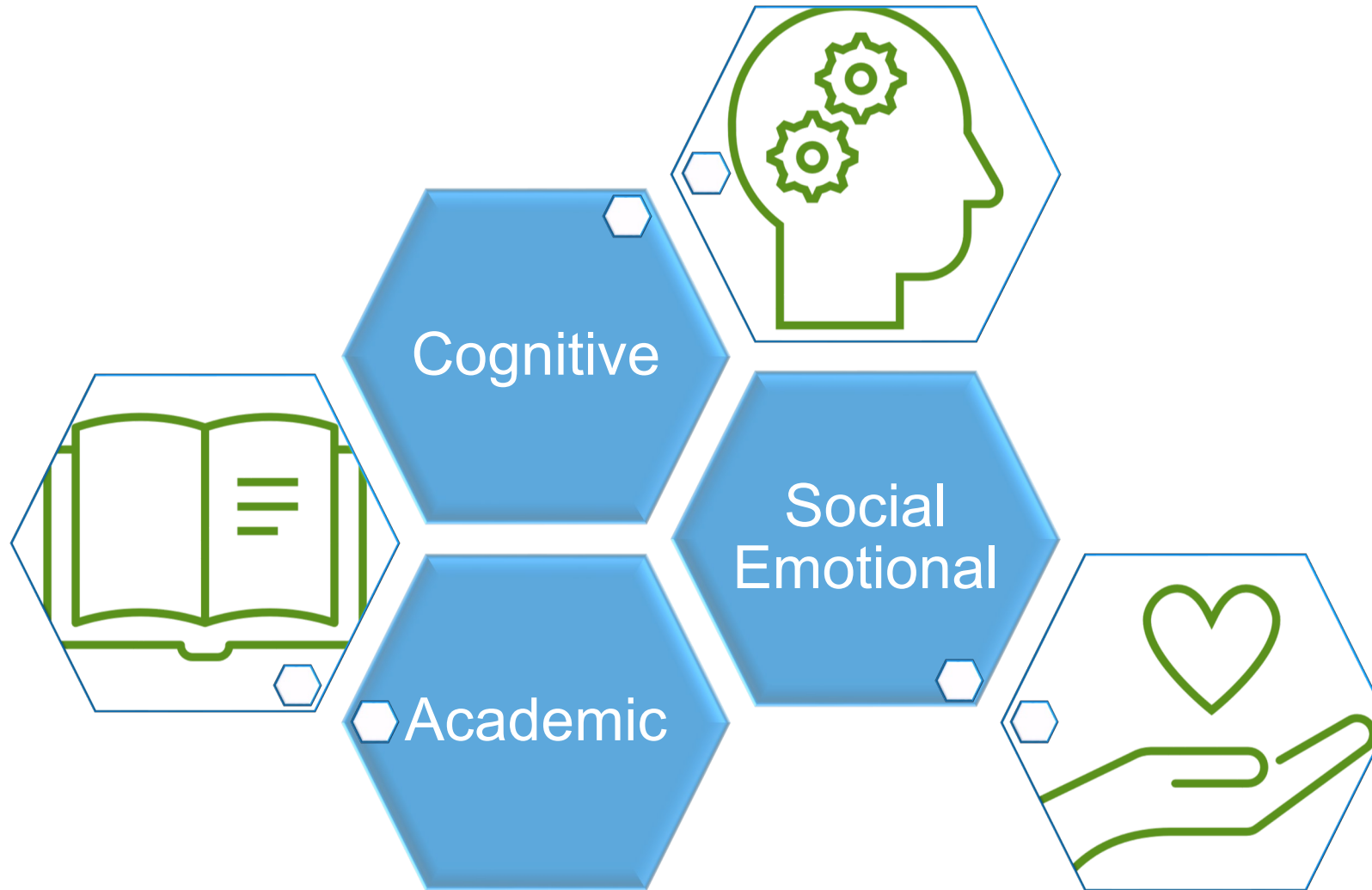
[www.cogat.com](http://www.cogat.com)

Ability Profile™ Finder





# How We Learn\*



\*Jones, S. M., & Kahn, J. (2017). The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. Consensus Statements of Evidence from the Council of Distinguished Scientists. *Aspen Institute*.



## Ability vs. Achievement

*CogAT*<sup>®</sup>

We often think performance is the same as ability and vice versa.

Ability data provides educators a fresh and meaningful way to understand each student's potential for learning and to easily differentiate instruction based on individual strengths.



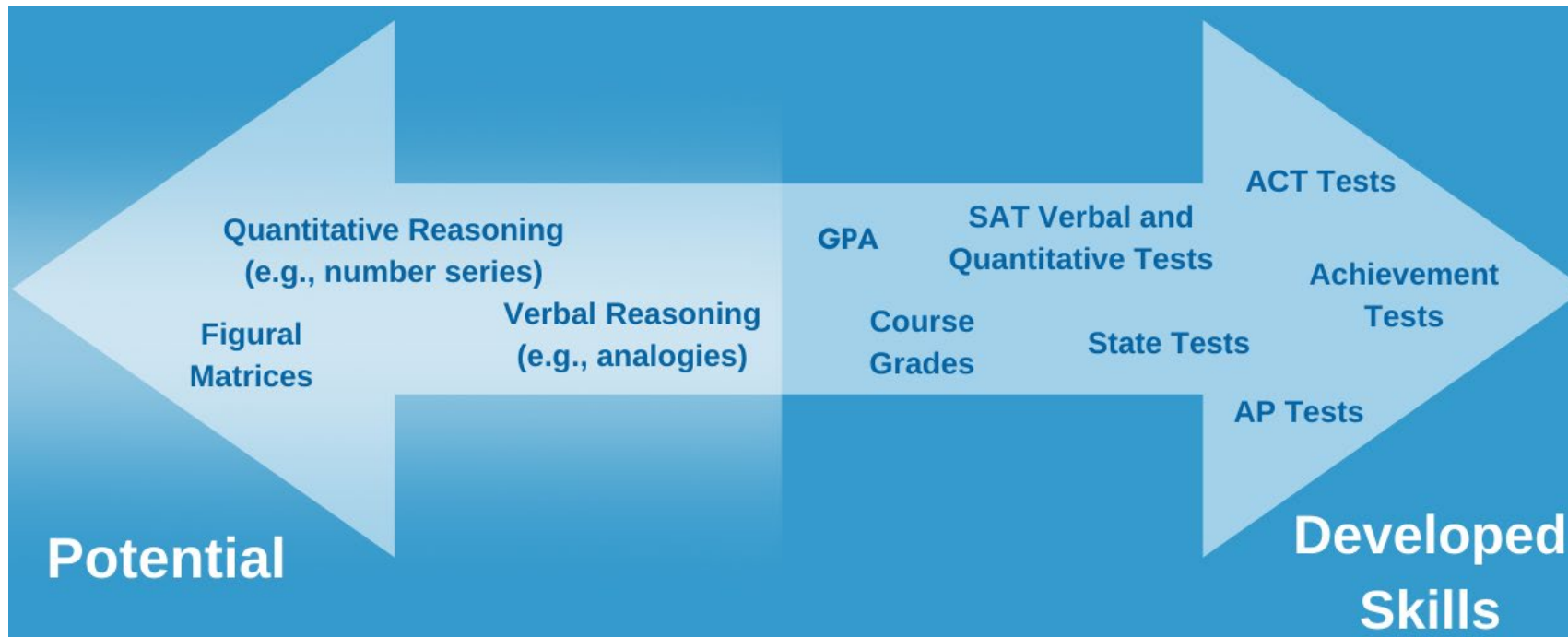
# Ability vs. Achievement

## Ability

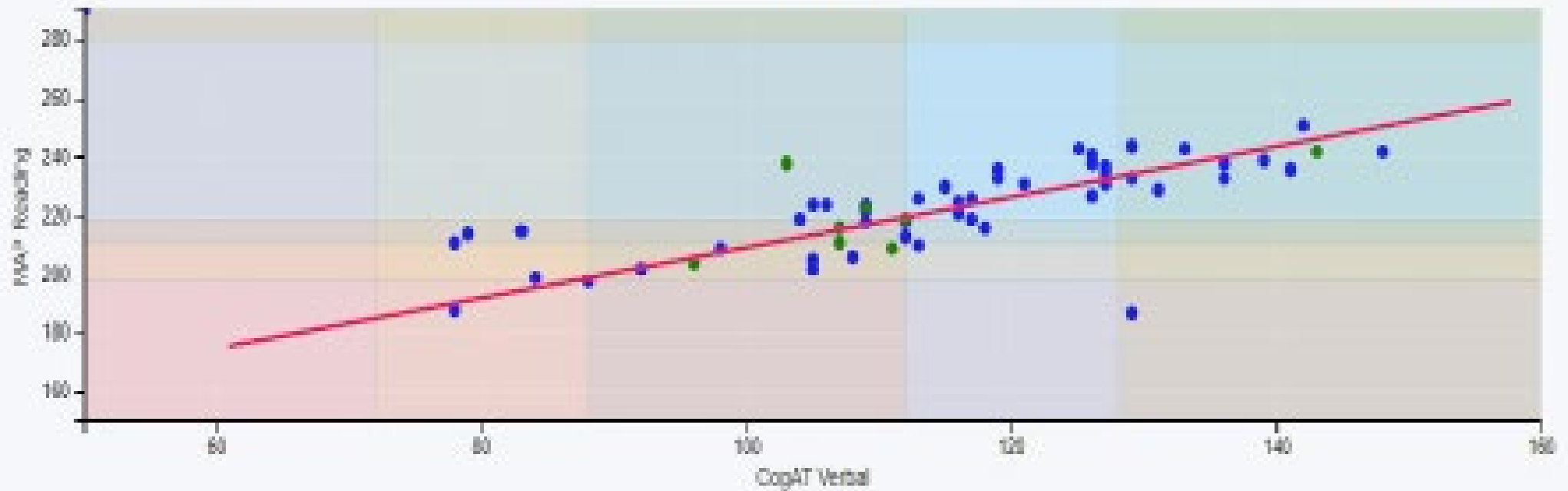
- Influenced by *all* learning opportunities
- Requires novel problem solving and reasoning processes

## Achievement

- Influenced more by formal education
- Requires well-practiced skills and crystallized knowledge



## Ability Performance Charts - MAP Reading and CogAT Verbal



Very Low

Below Avg

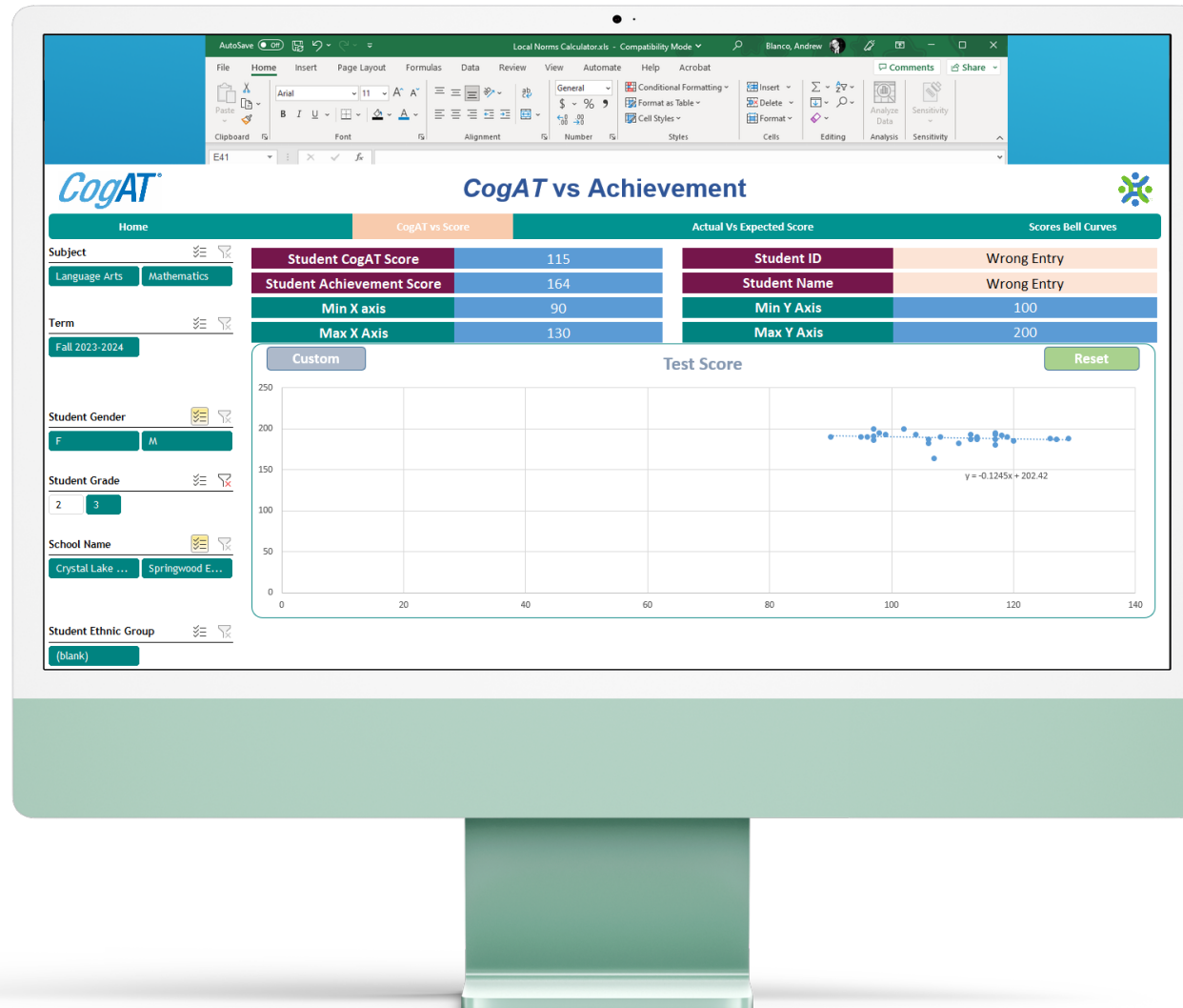
Average

Above Avg

Very High



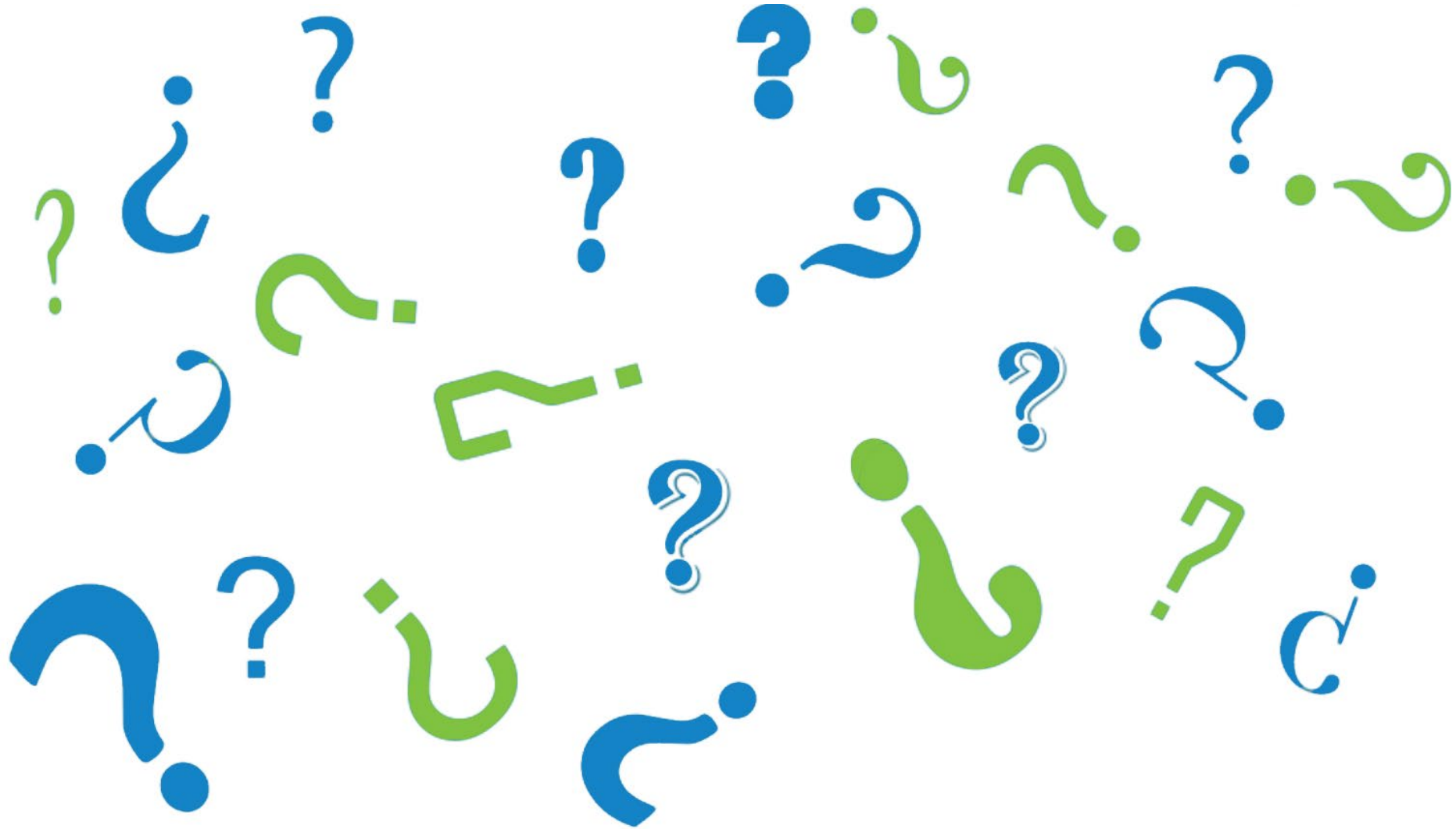
# Live demo







# Questions?





Share Your Great Work with Us!

Have a great success story to share? Let us know!



riverside-insights



RiversideInsights



@1billionlives



riversideinsightsassessments



