



Riverside
Insights[®]

CogAT[®] in the
Classroom

Ability data as a tool for instructional differentiation

Thursday 7/27 | 9am PST • 11am CT • 12pm ET

Learning Objectives

- Learn best practices for **using ability data in the classroom** from two *CogAT* power users



Marla Caviness-French,
Gifted & Talented Resource
Teacher and *CogAT*
Coordinator at Jeffco



Monica Simonds,
Director of Advanced
Learning Programs and
Services in Richardson ISD



Questions, Handouts, & Recordings

Dashboard [X] [X]
Attendees: 5 of 1001 (max) [X] [X]
Polls (0/0) [X] [X]
Questions [X] [X]

Show Answered Questions

| X | Question | Asker |
|---|----------|-------|
| | | |
| | | |
| | | |

Send Privately Send to All

Dashboard [X] [X]
Attendees: 1 of 1001 (max) [X] [X]
Polls (0/0) [X] [X]
Questions [X] [X]

Handouts: 1 of 5 [X] [X]

easyCBM Brochure.pdf [trash icon]

Drag & drop a file Choose a file

Chat [X] [X]

TEACH Summer Series: Assessment Data t...

Webinar recordings:
info.riversideinsights.com/k12pd

PreK-12 Webinar Recordings & Other Resources



Monica Simonds, M.Ed.






Richardson ISD, Richardson TX

MonicaLSimonds@gmail.com

COGAT K12 ABILITY ASSESSMENTS

Case Study: A Playbook for Advancing Equity and Inclusion in Gifted Programs

Richardson Independent School District Quick Facts

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Among the 150 largest districts in the nation | 21% Black students |
|  Sixth most diverse district in Texas, out of 1,000 school districts | 29% White students |
|  ~38,000 students across 55 campuses | 37% Hispanic students |
|  32% English-as-a-Second-Language (ESL) |  55% of students across the district are on free and reduced lunch |

<https://blog.riversideinsights.com/tag/k-12-ability-assessments>

<https://blog.riversideinsights.com/cogat-case-study-equity-inclusion-gifted-programs>



JEFFCO PUBLIC SCHOOLS

Marla Caviness-French, M.Ed.

Jeffco Public School, Golden CO

Marla.Caviness-French@jeffco.k12.co.us



How Does the Student?

**Comprehend
Problem Situations**

**Detect Similarities
& Differences**

Make Inferences

Use Working Memory

CogAT

Make Deductions

Measures Reasoning Abilities

**Use Familiar Concepts
& Skills in New
Concepts**

**CREATE & ADAPT
PROBLEM-SOLVING
STRATEGIES**

**CLASSIFY & CATEGORIZE
OBJECTS & EVENTS**

How do you tell Marla and Monica apart? (2 blonde women with curly hair that wear glasses.)

Marla's hair is shorter.

Jeffco CogAT Professional Learning / Resources

That Have Increased School Capacity and Built Relationships

| <u>Intro to CogAT Courses</u> | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> Starting in Fall 2023 | CogAT / GT ID Parent Night |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Courses for teachers / CogAT coordinators who have NEVER administered CogAT | CogAT Coordinators / Digital Teacher Librarians / Instructional Coaches | CogAT Coordinators / Instructional Coaches | CogAT Coordinators / Instructional Coaches / Anyone interested in learning more about CogAT data to guide instruction | Presentation for Jeffco parents around student CogAT profile and then the GT ID process. |
| Intro 1 - Online course - basic overview of CogAT: <ul style="list-style-type: none"> • Procedures • MUST do Practice Tests • CogAT Data used w MAP to guide instruction for all students | <ul style="list-style-type: none"> • Majority of focus of “Level 1” on is the practical / procedural aspect of CogAT | <ul style="list-style-type: none"> • Review of technical aspects of DataManager • Working Memory | Deep dive into CogAT Dashboard. Collaborative work to use CogAT data with MAP data to guide instruction. | <u>Part 1</u> <u>Understanding CogAT Data</u> |
| Intro 2 - F2F <ul style="list-style-type: none"> • Overview of how to read the student profile • Overview of all the resources on how to use CogAT data to guide instruction | <ul style="list-style-type: none"> • Overview of Tech needs and the process of administering CogAT | <ul style="list-style-type: none"> • V, Q, NV of CogAT | Equity through cognitive data | <u>Part 2</u> GT ID Process Facilitated by another Jeffco GT RT |

Assessments

CogAT Assessment

CogAT 2nd Grade Universal
Online Assessment

Parent Letters

Interpreting CogAT

CogAT Additional Testing

[Jeffco Public Schools Intranet](#) / [Academic Support](#) / [Student Supports](#) / [Gifted and Talented](#) / [Assessments](#) / CogAT Assessment

COGAT ASSESSMENT

2021-22

2nd Grade CogAT Universal Assessment
[ONLINE TESTING Schedule](#)

CogAT 2nd Grade
Universal Online
Assessment

Parent
Letters

Interpreting
CogAT

CogAT
Additional Level
Testing

Purpose

The Cognitive Abilities Test (CogAT) measures a student's cognitive development, the ability to learn new tasks, and problem solving abilities. In accordance with Colorado State HB1077 Exceptional Children's Educational Act (ECEA), the Jeffco Public Schools also uses CogAT data to help identify students for the Jeffco Gifted and Talented program.

Jeffco Public Schools, Golden, CO
Riverside Webinar CogAT Overview Documents

[Link to Jeffco Public Schools](#)

[CogAT support documents](#)

[that are available to all](#)

How Does the Student?

**Comprehend
Problem Situations**

**Detect Similarities
& Differences**

Make Inferences

Use Working Memory

CogAT

Make Deductions

Measures Reasoning Abilities

**Use Familiar Concepts
& Skills in New
Concepts**

**CREATE & ADAPT
PROBLEM-SOLVING
STRATEGIES**

**CLASSIFY & CATEGORIZE
OBJECTS & EVENTS**

If you are looking for help with CogAT - there are several of us around the country very willing to help you. :)

CogAT is one of our big passions. We are happy to help you better understand CogAT and help bring your staff / teachers into the wonderful world of CogAT.



Richardson ISD

Personalized Interventions Plan for GT

| Student Name | CogAT Scores | Ability Profile |
|--------------|--------------------|-----------------|
| | ___ V ___ Q ___ NV | |

The CogAT generates an [Ability Profile](#) to summarize how each student learns, excels and/or struggles based on their areas of strengths.

- Examine your student lists to determine HOW your student qualified to be in your class.
- What are their areas of strength? [CogAT Profile Report](#)
- Do they have relative weakness in outlier scores? (look for C or E coding in their Ability Profiles)
- BE INTENTIONAL with the data.

Table 3. Build from relative strengths and shore up weaknesses

| Strength | Example adaptations | Weakness | Example adaptations |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V+ | Avoid pitfalls in math. Students with relatively strong verbal abilities often find it easier to memorize formulas than to build more abstract conceptual systems. These abstract systems lead to the ability to transfer mathematical knowledge to unfamiliar domains. | V- | Acquaint students with unfamiliar words of conversing and writing by providing opportunities to imitate the speaking and writing styles of individuals they admire. Drama, poetry, and storytelling are particularly useful in this regard. |
| Q+ | Provide opportunities for these students to contribute at high levels to group projects that require math skills. Group projects provide an avenue for building better verbal and spatial reasoning abilities. | Q- | If the difficulty reflects a lack of experience or the presence of anxiety, provide greater structure, reduce or eliminate competition, reduce time pressures, and allow students greater choice in the problems they solve. Experiencing success will gradually reduce anxiety; experiencing failure will cause it to spike. |
| N+ | Encourage students to create drawings when solving problems in mathematics, concept maps when taking notes, or mental models of a scene when reading a text. | N- | Provide simple drawings that encapsulate the essential features of the visual mental model required by the problem. Then give students time to examine the drawing and to label it or coordinate it with the text. |

My observations as related to these scores:

| Strengths | Weaknesses |
|-----------|------------|
| | |

Starting Point of Intervention Options:

| Domain | + STRENGTH AREA | - WEAKNESS AREA | Depth & Complexity |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| V | Socratic Seminar, Debate, philosophical chairs, podcasting. | Fish bowl, Socratic Seminar (with word banks), role play, storytelling, monologues, readers theater, philosophical chairs (with talking chips) | Big Idea LOO Multiple Perspectives Details |
| Q | Surveys & Graphs Data Computer based activities/products | Red Ink it (Find the error) | Trends Changes over time Details |
| NV | Graphic Presentations - charts, sketchbook notes, timelines, diagrams, flow charts, maps, venn diagrams, concentric circles, mind maps Mixed media products Podcasting, PSAs | Foldables Interactive notebooks Graphic organizers | Rules Across the Disciplines Ethics Changes over time Unanswered questions (J Taylor Graphic Organizers) |

Advanced Growth Plan using MAP Data

| Student Name | MAP Scores | Growth Above the Mean | Quadrant Chart |
|--------------|-------------------------------------|-----------------------------|----------------|
| | Math RIT _____ Reading RIT _____ | Math _____ Reading _____ | |

The NWEA MAP test allows educators to compare achievement status—and changes in achievement status (growth)—to students' performance in the same grade at a comparable stage of the school year. This empowers teachers to plan instruction for individual students.

Reports to Help Monitor Growth:

Student Progress
View a student's overall progress from all past scores.
Click to discuss a student's term-to-term growth.

[Sample Student Progress Report](#)

Student Growth Summary
View aggregated data by school or district.
Compare data to norms of similar schools.

[Sample Student Growth Summary Report](#)

Achievement Status and Growth (ASIG) Summary with Quadrant Chart
View growth and performance compared to similar schools.
Compare the term-to-term scores to select, grade, and strategy.
Customize the data display using the interactive features of the chart.

[View ASIG Summary with Quadrant Chart](#)

Achievement Status and Growth (ASIG) Progression or Summary
View growth and performance compared to national norms.
Customize the term-to-term settings.

[View ASIG Progression or Summary](#)

Reports to Help Plan Instruction:

Learning Continuum
View students by the skills and strands they receive scores of above or below to easily transition the students to a group. Click any link to view strategies for all skill/strand areas.

[View Learning Continuum Report](#)

Class Breakdown by RIT, Intervention Area, or Progress Proficiency
Use a group students with similar instructional needs for a subject or skill. The interactive grid allows a user to quickly view performance or view any single student's data.

[View Class Breakdown Report](#)

Achievement Status and Growth (ASIG) Summary with Quadrant Chart
View growth and performance compared to similar schools.
Compare the term-to-term scores to select, grade, and strategy.
Customize the data display using the interactive features of the chart.

https://search.nwea.com/insight/CRM2_Compact_CogData.pdf

Class Report
View class reports by intervention area and class performance for a grade, including mean data settings.

[View Class Report](#)

Student Profile
View a complete picture of a student's growth and performance in one comprehensive report for grade with students.
Get insights into what a student is ready to learn.

https://search.nwea.com/insight/CRM2_MAP_Reports_Summary_QuickRef.pdf

My Observations from these reports:

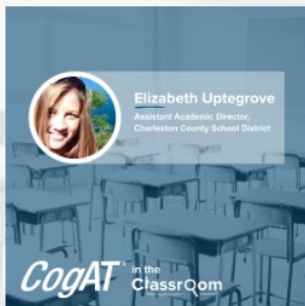
| Strengths | Weaknesses |
|-----------|------------|
| | |

CCMR Indicators - Projected Success

| | SAT | ACT |
|---------|-----|-----|
| ELA/Rdg | | |
| Math | | |

CogAT[®] in the Classroom

Develop Students' Verbal, Nonverbal, & Quantitative Reasoning Skills



Tuesday

AUGUST 1

9 AM PT | 11 AM CT | 12 PM ET

CogAT[®] in the Classroom

Webinar Series

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

What is Ability Data and Why Does it Matter?

Thursday, July 13 • 11:00am CDT | 12:00pm EDT • 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

Click here to register

Ability Profiles[™]: Understanding Student Cognitive Strengths

Tuesday, July 25 • 11:00am CDT | 12:00pm EDT • Presented by [Adam Laningham](#) and [Anna Houseman](#)

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

Click here to register

Ability Data as a Tool for Differentiation

Thursday, July 27 • 11:00am CDT | 12:00pm EDT • Presented by [Marla Caviness-French](#) and [Monica Simonds](#)

- Learn best practices and classroom tricks for using ability data you already have from two *CogAT* Power Users

Click here to register

Develop Students' Verbal, Nonverbal, & Quantitative Reasoning Skills

Click



Share Your Great Work with Us!

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



@1BillionLives

riversideinsightsassessments

Tag us on social media!





Riverside Insights

ELEVATE POTENTIAL