



CogAT[®] in the ClassrOom

CogAT[®] in the **Classroom**

Understand Social-Emotional and Cognitive Strengths



Dr. Evelyn Johnson

Vice President of Research &
Development, Aperture Education

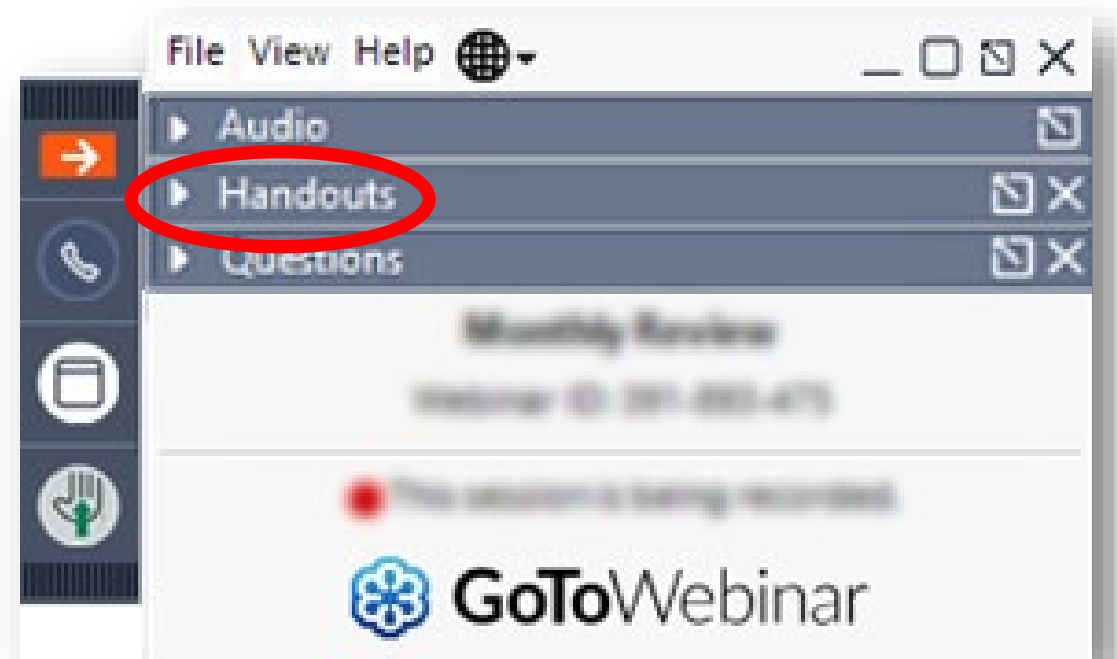
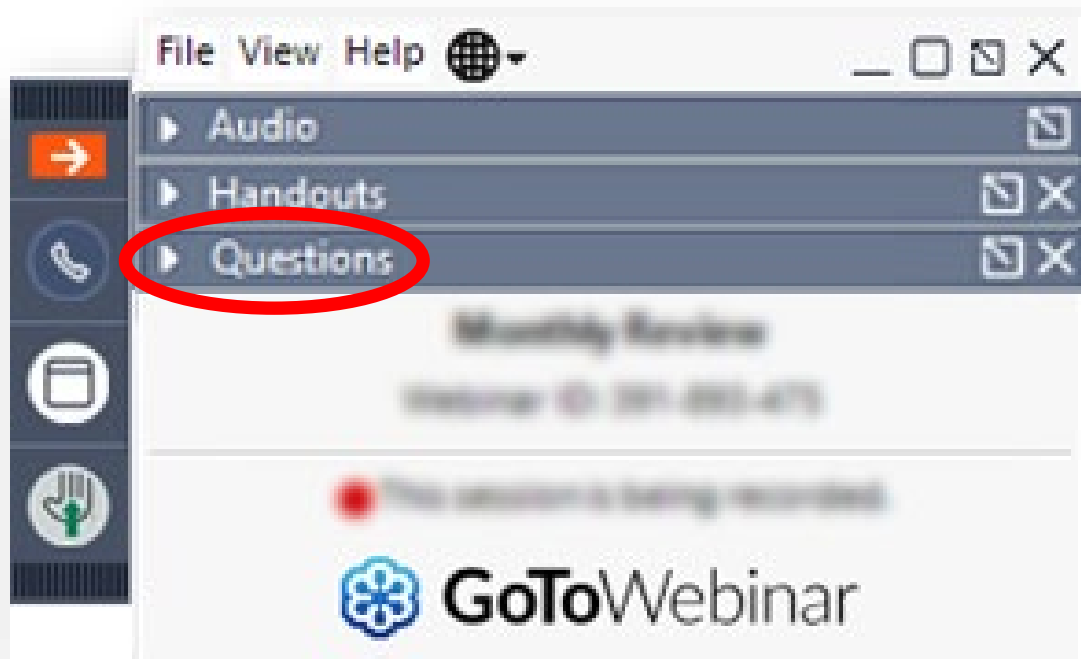


Vickie Driver

Director of Product Management,
Riverside Insights



Questions, Handouts and Recordings



info.riversideinsights.com/k12pd



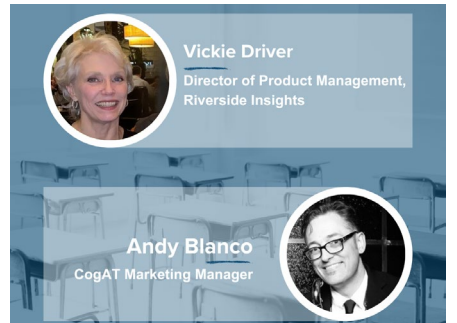
<https://info.riversideinsights.com/citcwebinars>

<p>What is Ability Data and Why Does it Matter?</p> <p>Presented by Dr. Joni Lakin and Anna Houseman</p> <ul style="list-style-type: none"> Understand the difference between ability and achievement data Explore opportunities for using ability data to elevate learners to their fullest potential 	 <p>Download the slides</p>	 <p>Watch the recording</p>
<p>Ability Profiles[™]: Understanding Student Cognitive Strengths</p> <p>Presented by Adam Laningham and Anna Houseman</p> <ul style="list-style-type: none"> Dive into the <i>CogAT Ability Profiles</i> and identify instructional implications from each student's unique ability code 	 <p>Download the slides</p>	 <p>Watch the recording</p>
<p>Ability Data as a Tool for Differentiation</p> <p>Presented by Marla Caviness-French and Monica Simonds</p> <ul style="list-style-type: none"> Learn best practices and classroom tricks for using ability data you already have from two <i>CogAT</i> Power Users 	 <p>Download the slides</p>	 <p>Watch the recording</p>
<p>Develop Students' Verbal, Nonverbal, & Quantitative Reasoning Skills</p> <p>Presented by Elizabeth Uptegrove and Vickie Driver</p> <ul style="list-style-type: none"> Discover best practices for developing students' cognitive reasoning skills with Charleston County's creative and engaging "Stretch or Support" Program 	 <p>Download the slides</p>	 <p>Watch the recording</p>
<p>What to Do as a Gifted Director/Coordinator</p> <p>Presented by Monica Simonds and Anna Houseman</p> <ul style="list-style-type: none"> Explore practices to strengthen your gifted department and maximize the growth of your gifted learners 	 <p>Download the slides</p>	 <p>Watch the recording</p>
<p>Local Norms and Equitable Identification</p> <p>Presented by Dr. Joni Lakin, Monica Simonds, and Vickie Driver</p> <ul style="list-style-type: none"> Hear from <i>CogAT</i> author, Dr. Joni Lakin, about the research behind local norms and equitable identification Dive into Richardson ISD's journey to build equitable identification practices for all students 	 <p>Download the slides</p>	 <p>Watch the recording</p>
<p>In the Eyes of a Parent: Understand Your Child's Cognitive Ability</p> <p>Presented by Jen Zink and Andy Blanco</p> <ul style="list-style-type: none"> Discuss methods for helping parents understand their students' cognitive abilities and providing home support 	 <p>Download the slides</p>	 <p>Watch the recording</p>

Compare Student Potential and Performance

Tuesday, August 22 • 11:00am CDT | 12:00pm EDT • Presented by [Vickie Driver](#) and [Andy Blanco](#)

- Explore best practices for combining ability and achievement data to understand gaps in student potential and performance
- Preview the upcoming *CogAT*/Achievement data comparison and graphing tool coming soon for *CogAT* users





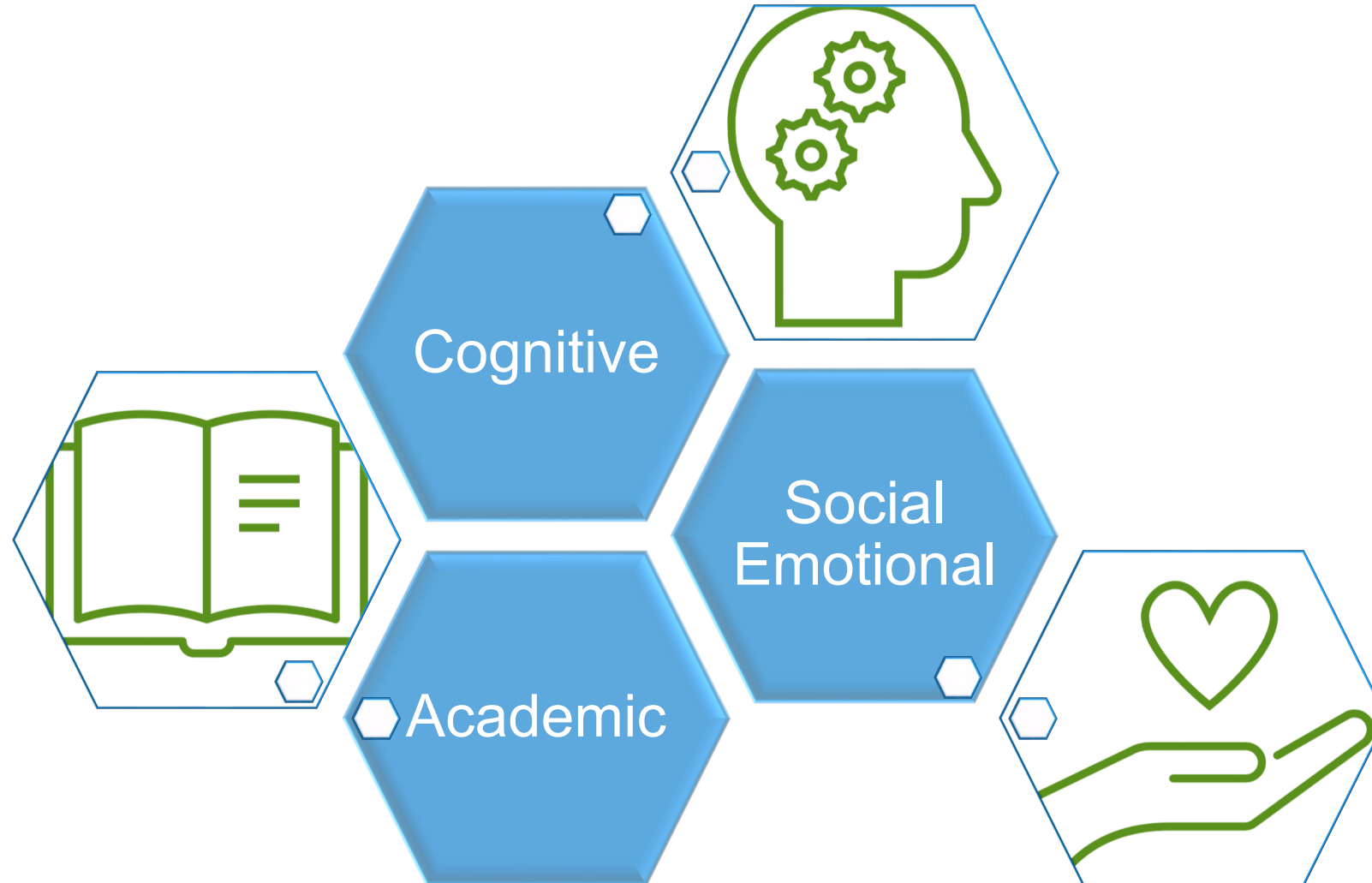
Coming in September 2023!

www.cogat.com

The screenshot shows the website's header with the Riverside Insights logo on the left and navigation links for Home, Ability Profile Finder (highlighted), District Leader Resources, Teacher Resources, Parent Resources, and the CogAT logo on the right. The main content area features a large blue box with the text "Cognitive Abilities Test™ (CogAT®)" and "The #1 Measure of How Students Learn" accompanied by a clock icon. To the right of this text are two circular images: one of a woman pointing at a whiteboard in a meeting, and another of a young boy with glasses working at a desk. Below this are three light blue buttons with icons and text: "I am a District Administrator" (with a gear icon), "I am a Teacher" (with a person at a whiteboard icon), and "I am a Parent" (with a family icon). The footer contains the CogAT and Riverside Insights logos on the left, and a blue button labeled "Ability Profile™ Finder" on the right.



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*.



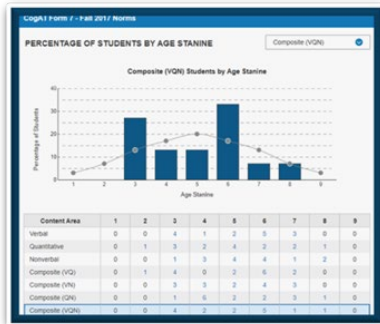
Understanding How Each Student Learns

Cognitive Abilities



CogAT[®]

Cognitive Abilities Test[™]



Academic Skills



Iowa Assessments[™]

IOWA FLEX[™]

Social Emotional Competence





What is Social Emotional Competence?*

Classroom (School) Support

Teacher - Student Support

Student SEC

Agency
Competence
Connection

Motivation

Behavior

*Collie. (2020).





Aperture Education

Our Solution



**SEL Screener &
Assessment**



Data & Insights



**Strategies &
Interventions**



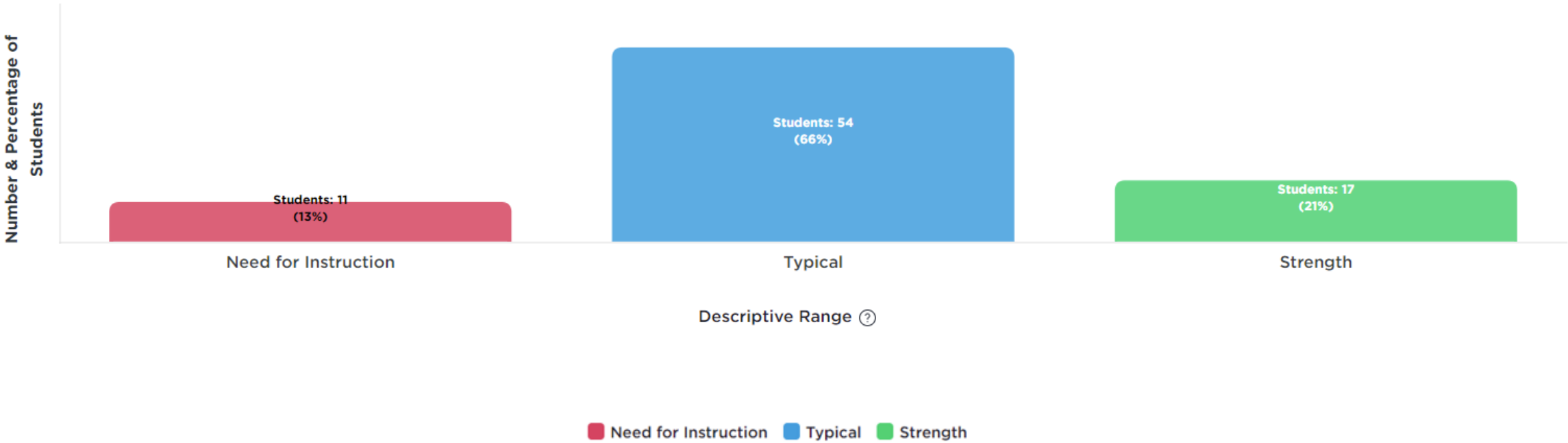
**Educator
SEL**



Social Emotional Competencies



DESSA-mini results



Student Breakout

[Export CSV](#)

	SEC	SA	SM	SO	RS	GB	PR	DM	OT
Cortez, Rylan	32	33	31	33	42	31	33	38	32
Reynolds, Kehlani	32	33	31	33	42	31	33	38	32
Raymond, George	33	41	31	31	40	30	33	35	39
Huff, Hana	34	36	37	34	38	37	35	35	34
Blackwell, Rebecca	34	36	37	34	38	37	35	35	34
Stephenson, Cassandra	35	36	38	37	42	33	33	37	34
Novak, Rodrigo	35	36	38	37	42	33	33	37	34
Roth, Cade	36	41	34	35	32	41	40	39	39
Sharp, Clayton	38	41	40	37	35	41	45	38	37
Myers, Briella	40	42	40	40	40	41	42	41	43
Mcmahon, Milena	40	42	40	40	40	41	42	41	43

■ Need for Instruction ■ Typical ■ Strength

Individual Student Results

Marlowe Arroyo

Randle Middle School • 4th Grade • SID #3462390

Devereux Student Strengths Assessment completed on 07/31/2022 by Valerie Washington





Leverage Social-Emotional Strengths in Learning



DESSA Competencies	Leverage Social Emotional Strengths to Support Academics
Optimistic Thinking	<ul style="list-style-type: none">• Create daily learning goals and celebrate when students' meet them.• Ask students to identify their strengths – and consider ways to include it in the learning process.• Incorporate a 'warm up' activity based on a skill the student has mastered – give them a daily opportunity to have success.
Relationship Skills	<ul style="list-style-type: none">• Work in groups or with a partner when possible• Increase opportunities for student participation and engagement• Consider peer tutors

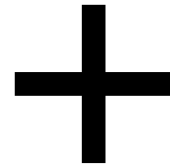
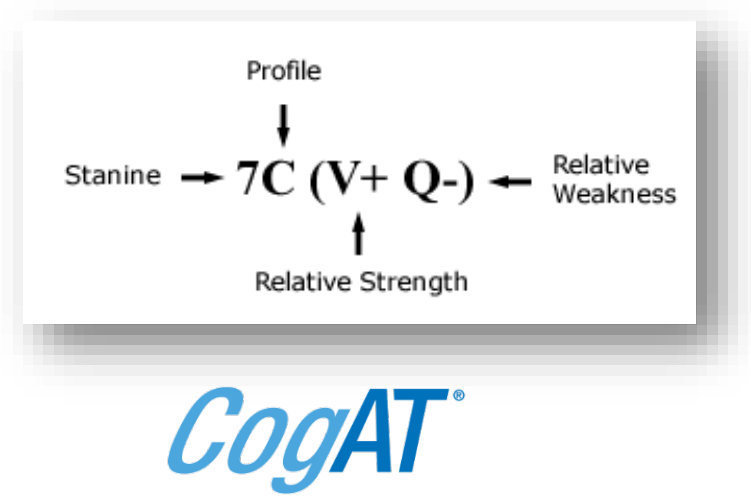


Build Social-Emotional Skills While Learning

DESSA Competencies	Support Social Emotional Areas in Need of Instruction
Self-Awareness Social Awareness	<ul style="list-style-type: none">• Have students self-evaluate their progress, debrief with them• Ask students to share their interests with you, and work to include them in instruction• Praise positive behaviors, use 'noticing' language to discuss less desirable behavior
Self-Management Goal Directed Behavior	<ul style="list-style-type: none">• Provide checklists for tasks (visual rubrics work well too!)• Establish strong routines so students know what to expect• Provide written (and visual!) schedules
Decision-Making Personal Responsibility	<ul style="list-style-type: none">• Explicitly teach a decision making process and then practice it within the context of the classroom/lessons• Math – teach probability of expected outcomes and apply to everyday situations



Provide tailored support with a strengths-based profile



Identify students' cognitive reasoning strengths with *CogAT*.
Stretch student strengths and shore up student areas of growth with Thrively's engaging suite of lessons and projects.



Share Your Great Work with Us!

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



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Riverside Insights

ELEVATE POTENTIAL