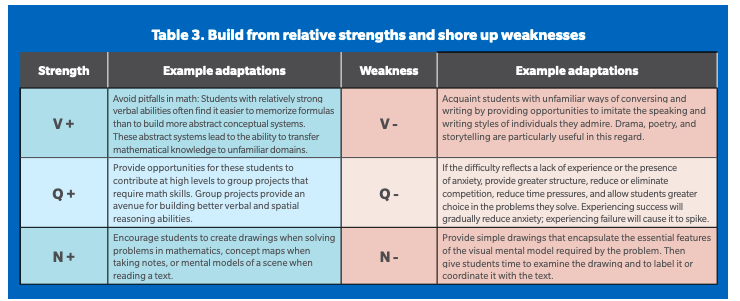
**Personalized Interventions Plan for GT**

| **Student Name** | **CogAT Scores** | **Ability Profile** |
| --- | --- | --- |
|  | **\_\_\_\_ V \_\_\_\_Q \_\_\_\_NV** |  |

The CogAT generates an [Ability Profile](https://docs.google.com/document/d/1XSxO_ewJq40XuCU7ba5PNqSa9JA4LVhD-JQc-ptHe7M/edit?usp=sharing) 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](https://riversideinsights.com/apps/cogat)
* Do they have relative weakness in outlier scores? (look for C or E coding in their Ability Profiles)
* BE INTENTIONAL with the data:

**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  LOD  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*](https://depthandcomplexitylibrary.com/dc-graphic-organizers/)*)* |

ALPS/Richardson ISD 2022 *WORK IN PROGRESS*