



Riverside
Insights[®]

CogAT[®] in the
Classroom

CogAT[®] in the Classroom

Help All Students Thrive in the Classroom and Beyond



Rob Dyson
Former Science Teacher
and Curriculum Specialist



Christina Jordan
Former Elementary
School Teacher

CogAT[®] in the Classroom



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

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Handouts: 1 of 5 [X] [X]

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Chat [X] [X]

T TEACH Summer Series: Assessment Data t...

Webinar recordings:
info.riversideinsights.com/k12pd

PreK-12 Webinar Recordings & Other Resources

Understand Social-Emotional and Cognitive Strengths

Thursday, August 17 • 11:00am CDT | 12:00pm EDT • 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

Click
here
to
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<https://info.riversideinsights.com/citcwebinars>

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

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

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Develop Students' Verbal, Nonverbal, & Quantitative Reasoning Skills

Tuesday, August 1 • 11:00am CDT | 12:00pm EDT • Presented by [Elizabeth Uptegrove](#)

- Discover best practices for developing students' cognitive reasoning skills with Charleston County's creative and engaging "Stretch or Support" Program

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What to Do as a Gifted Director/Coordinator

Thursday, August 3 • 11:00am CDT | 12:00pm EDT • Presented by [Monica Simonds](#)

Click
here
to
register



Coming in September 2023!

www.cogat.com

The screenshot shows the website for Riverside Insights' Cognitive Abilities Test (CogAT). At the top left is the Riverside Insights logo. The navigation menu includes Home, Ability Profile Finder (highlighted in yellow), District Leader Resources, Teacher Resources, Parent Resources, and the CogAT logo. The main content area features a large heading: "Cognitive Abilities Test™ (CogAT®)" with a subtext "The #1 Measure of How Students Learn" accompanied by a clock icon. Below this are three rounded rectangular buttons: "I am a District Administrator" with a gear icon, "I am a Teacher" with a person pointing to a graph icon, and "I am a Parent" with a family icon. At the bottom, there are logos for CogAT and Riverside Insights (with the tagline "ELEVATE POTENTIAL") on the left, and a blue button labeled "Ability Profile™ Finder" on the right.



What does student success mean to you?



Student Success

Soft Skills : The Primary
Predictor of Success in
Academics, Career and ***Life***





Over the last decade or two, what would you say has been our focus...?



Strengths-Based Approach

Strengths

Deficits





Strengths-Based Approach

The students will:

- discover their strengths
- continue developing their strengths – “Stretch”
- develop the areas that are not as strong – “Support”
- learn to leverage their strengths when challenged





Strengths-Based Approach

Students Are **30x More Engaged** When
The School Is Committed To Building On
Their **Strengths**





A strengths-based profile for every learner

CogAT[®]

Cognitive strengths

- Thinking
- problem-solving
- potential to learn



Thrively

23 strengths related to personality & interests

Drive, Patience, Resilience,
Academic, Leadership



Thrively is a natural complement to CogAT

Application #1:

Engage and support your learners using a comprehensive, strength-based profile

Profiles 4C (V+ Q-), 5C (V+ Q-), and 6C (V+ Q-)

Profile Explanation

Students who obtain these profiles have generally average scores with a relatively higher score in verbal reasoning and a relatively lower score in quantitative reasoning. They have a median age stanine for the three CogAT batteries in the low-average (stanine 4), average (stanine 5), or high-average (stanine 6) range. The majority of these students have a Composite score between the 25th and 75th percentiles of their age group. Although the overall level of reasoning abilities estimated by the median stanine provides useful information (see "General Instructional Suggestions for All Students with a Median Stanine of 4, 5, or 6" below), generalizations must be qualified by the student's relatively higher score on the Verbal Battery and relatively lower score on the Quantitative Battery.

Characteristics of Students with These Profiles

Students who show these profiles are generally good students. On achievement tests, they typically show higher than expected scores on most verbal subtests, and especially on the vocabulary subtest. However, at the elementary level, these students also tend to have lower than expected scores on the math computation subtest. At the secondary level, they typically have lower than expected scores on the math concepts and math problem solving subtests. These students usually need more assistance in learning mathematics, especially the more procedural aspects, than they need in learning reading, social studies, or science.

Instructional Suggestions for Profiles 4C (V+ Q-), 5C (V+ Q-), and 6C (V+ Q-)

In general, these students do better in math if given more structure and guidance than they need in reading, social studies, or science. Their relative strength in verbal reasoning can assist them if they are taught strategies for utilizing it. Most of these students will have difficulty monitoring the effectiveness of their own learning strategies, so it is helpful if they work with another student who can monitor their performance. If this is not possible, encourage the students (especially those at the secondary level) to keep a record of their success in learning when trying to use different strategies.



Creative Thinker

TOP STRENGTHS: [Patience](#) [Flexibility](#) [Creative Thinking](#) [Compassion](#) [Focus](#)

You think outside the box. A flexible thinker, you have no problem coming up with a plan B. You can always work yourself out of a jam, thanks to your quick mind. Strategizing is a snap for you, and you can get tasks done in a smart and simple way. You always focus on the bigger picture. You tend not to worry about petty details, but rather the important stuff that really matters. You are great at coming up with ideas, and can brainstorm countless concepts and inventions. Robots, holograms, and fancy gadgets and contraptions come from minds like yours!

You are a truly creative and innovative mind. If there is a problem to be solved, you always have many good ideas, can find solutions quickly, and can see solutions that others can not. You have the potential to make major contributions to this world through your ability to see the big picture and to consider novel options!

CogAT's comprehensive *Ability Profile* provides information about students' **critical thinking, problem-solving, and reasoning capabilities**



Thrively's strengths assessment identifies students' top strengths and provides qualitative insight on their **learning styles, interests, and preferences**





About This Type of Learner

Students who obtain these profiles generally have above-average scores with a relatively higher score in nonverbal (spatial) reasoning and a relatively lower score in quantitative reasoning. They have a median age stanine for the three CogAT batteries in the high (stanine 8) range. Most of these students have a composite score in the top 25 percent of their age group.

- Encourage to draw or otherwise create visual representations of concepts
- Work around instruction that emphasizes computational and algebraic modes of understanding and provide good mathematics instruction when the curricular materials emphasize computation and symbol manipulation

Strategies to Support These Learners

- Encourage to draw or otherwise create visual representations of concepts
- Work around instruction that emphasizes computational and algebraic modes of understanding and provide good mathematics instruction when the curricular materials emphasize computation and symbol manipulation
- Allow computers and calculators to perform routine computational and procedural skills
- Support discovering relationships with guided discovery methods
- Watch for opportunities to allow greater choice for those who would enjoy more freedom to explore
- Challenge with materials, projects, and problems that

These learners learn best with:

- Making tasks meaningful, especially if they can summarize the task in a verbal statement (i.e. learn verbal rule, "I before E except after C or when sounded as in neighbor and weigh")
- Practicing spelling or math computation skills (target spellings or computations produced not simply chosen from a set of options)

- Use question stems such as:
 - How would you classify...?
 - What details would you use to support the view...?
 - How can you invent...?

Potential Areas of Challenge

These learners might have increased difficulty:

- Scoring as expected on mathematics subtests (computation)
- Achieving as expected on spelling and language usage subtests (deficits stem either from a lack of emphasis on skills in the curriculum or from difficulty creating and retaining memory codes that preserve ordered information)
- Working with structured teaching methods

work at higher levels

- Use question stems such as:
 - How would you classify...?
 - What details would you use to support the view...?
 - How can you invent...?



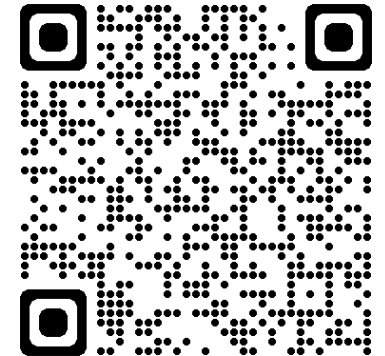
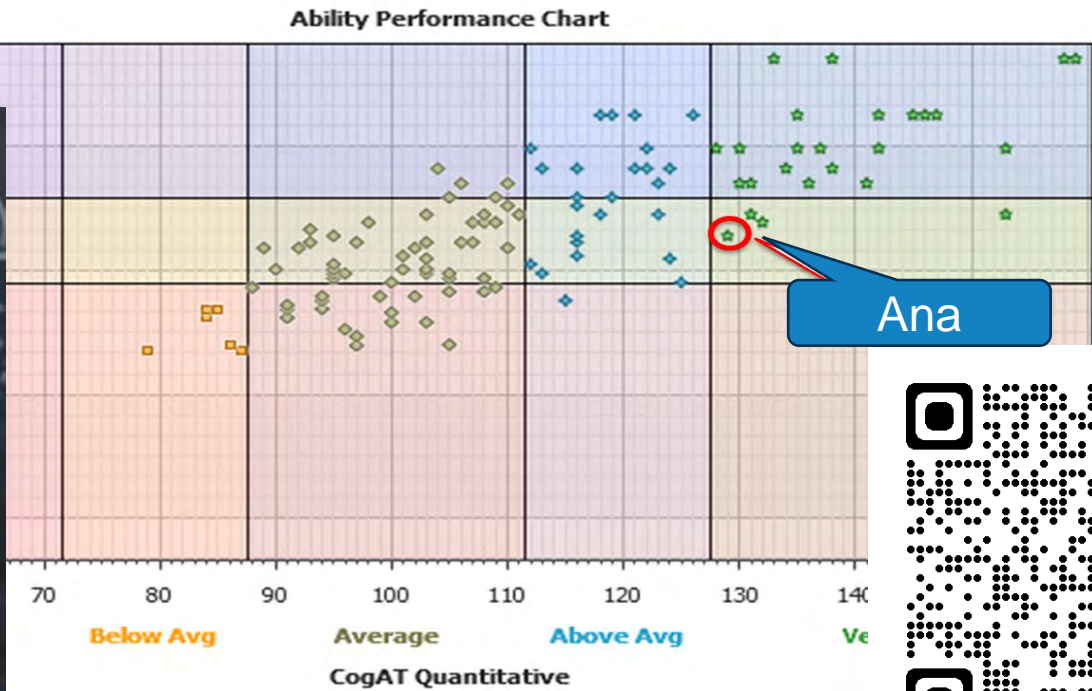
Give Students "Voice and Choice"

Subject	Verbal +	Quantitative +	Nonverbal +
<p>Reading/ ELA</p>	<p>Write a 1-page summary of a specified chapter book or novel. Be sure to include details about the characters, setting, & theme.</p>	<p>Create a spreadsheet showing details of the plot, elements of character, setting, and theme for your selected book</p>	<p>Draw a scene from the selected book that is significant. Include 1 sentence about each of the following: A summary sentence on the plot, a sentence about the main character, a sentence about a minor character, a sentence about the setting, and a sentence about the theme.</p> <p>Student 2B (N+)</p>
<p>Reading/ ELA</p>	<p>Write a news article about an important event from a specified book.</p> <p>Student 5B (V+)</p>	<p>Create a live news broadcast about a current issue related to a selected book. Include statistics about the issue.</p> <p>Student 6B (Q+)</p>	<p>Draw or create a floor plan for a place or space from your book.</p> <p>Student 5C (Q-N+) Student 6C (V-N+)</p>
<p>Reading/ ELA</p>	<p>Write the next chapter or rewrite the ending to a selected book.</p>	<p>Create a social media page about the main character(s) in the selected book.</p>	<p>Create a One-Act play over a significant scene in your book and prepare to perform the play for the class.</p>



CogAT: Engage & Support

Support & Enrichment for All students





Thrively

Provides tools to help students thrive by:

1. Identifying **Strengths, Interests & Career Aspirations**
2. Improving **Hope, Well-being, and Agency**
3. Supporting **Project & Community Based Learning**
4. Providing **Digital Portfolios with Goal-setting and Badging**





Thrively Strengths Profile

Hello Ana

Thrively Academy



Digital

Strengths Profile

Tr

You a
and st
You ar

You hav
are a nat
make dec
powerful

You are an
You don't o
You can ofte
forget. You o

You have a gift of being able to **focus on details** and create solutions in a step-by-step manner. You consider the variables at play and are a **natural problem-solver**. You rely on your ability to quickly **understand systems** and bring your existing knowledge to bear to make decisions and break the pieces of a puzzle apart one by one, carefully analyzing each. **You are a rational thinker with a powerful mind.**



ACADEMICS

- Chess
- Music History & Appreciation
- Writing

- English
- Poetry

- Journalism
- Reading



CREATIVE ARTS

- Cartooning

- Drawing

- Graphic Design

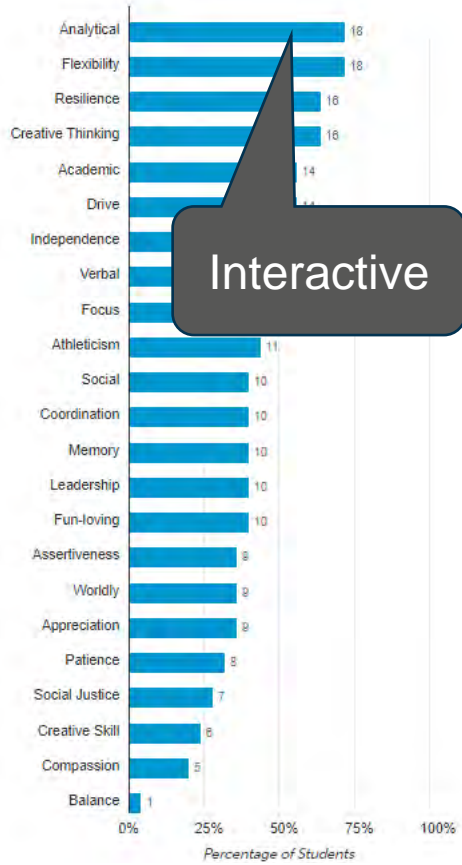


Learner Profile Report

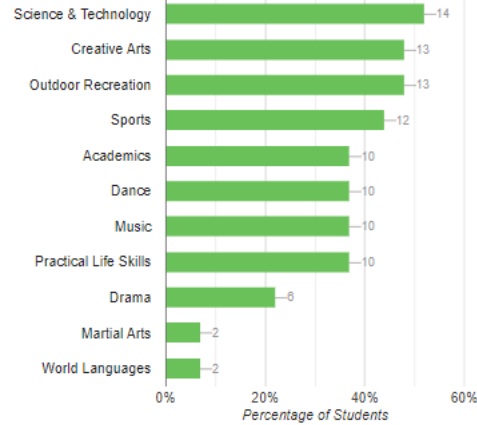


Thrively

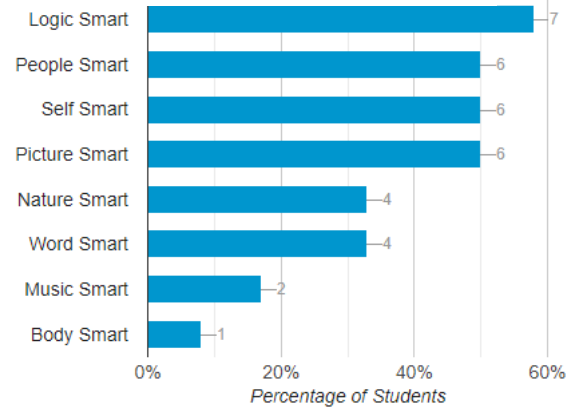
Strength



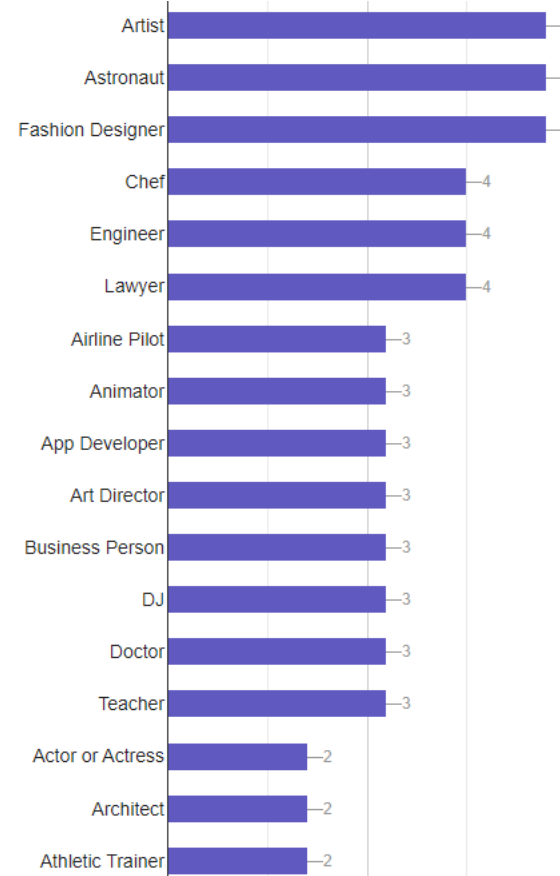
Interests



MIDAS Smarts



Career Pathways



Habits of Mind






Empowering the Whole School Community for Student Success!





2354 SCORE




Escalante, Ana

Aspiring to be an Airline Pilot.
Interested in Academics.


Mario Escalante, Parent

Icons: Star, Mail, Location, Refresh

Learn More About the life of an Airline Pilot
These videos will help you understand what people who have these careers actually do [See More](#)




Day in the Life: A HEAD IN THE CLOUDS
Melissa Tait (4 mins)



What Traits Make a Good Pilot
justaviationjobs (2 mins)

Get on the Path Toward Becoming an Airline Pilot

Pilot and navigate the flight of fixed-wing, multi-engine aircraft, usually on scheduled air carrier routes, for the transport of passengers and cargo. Requires Federal Air Transport Pilot certificate and rating for specific aircraft type used. Includes regional, National, and international airline pilots and flight instructors of...



PERSONALITY TYPES R - Realistic C - Conventional I - Investigative	MEDIAN SALARY \$127,820 annual	EDUCATION REQUIRED Bachelor's degree Post-secondary certificate
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Close

Interactive

Description Knowledge Skills Work Activities Work Style

English Language

Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

* *

and cargo, airline pilots

a, geometry, lications.

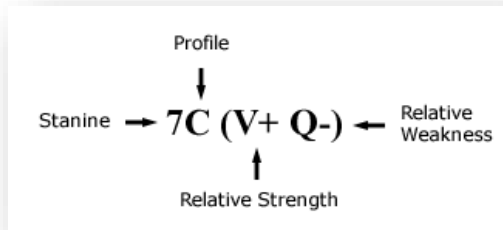
Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.



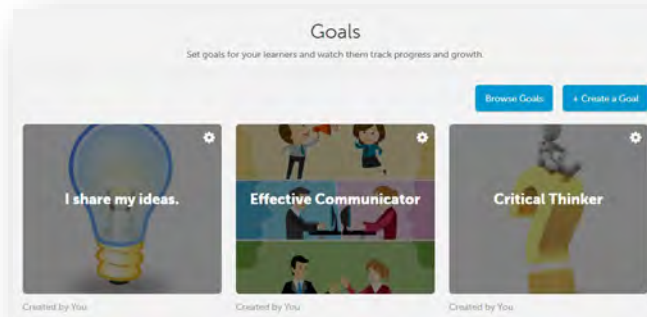
Thrively is a natural complement to CogAT

Application #2:

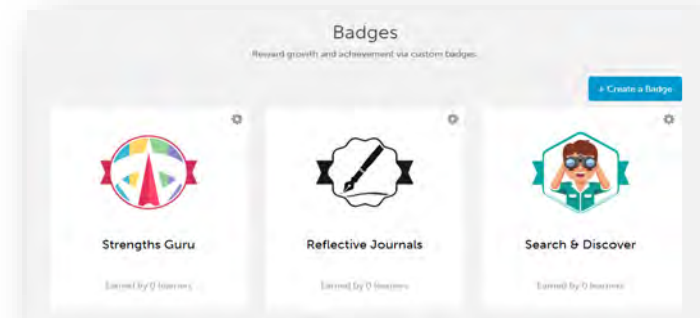
Provide opportunities for students to self-direct their learning



Help students *understand their cognitive strengths* with the CogAT Ability with students



Give students the chance to *build student ownership* and create personal goals based on Ability Profile information



Celebrate student growth as students *achieve their goals*








Hope Index and Student Well being

Hope = Goals + Agency + Pathways




 **Hope** Hope Data Dive 


My Hope **Students Needing Attention** [See All](#)


 June 09, 2023
Your hope is medium

Student Hope Check-in


2 out of 28 students

 0

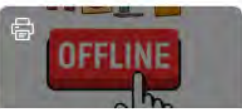
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Hope Resources




Daily Dose of Hope



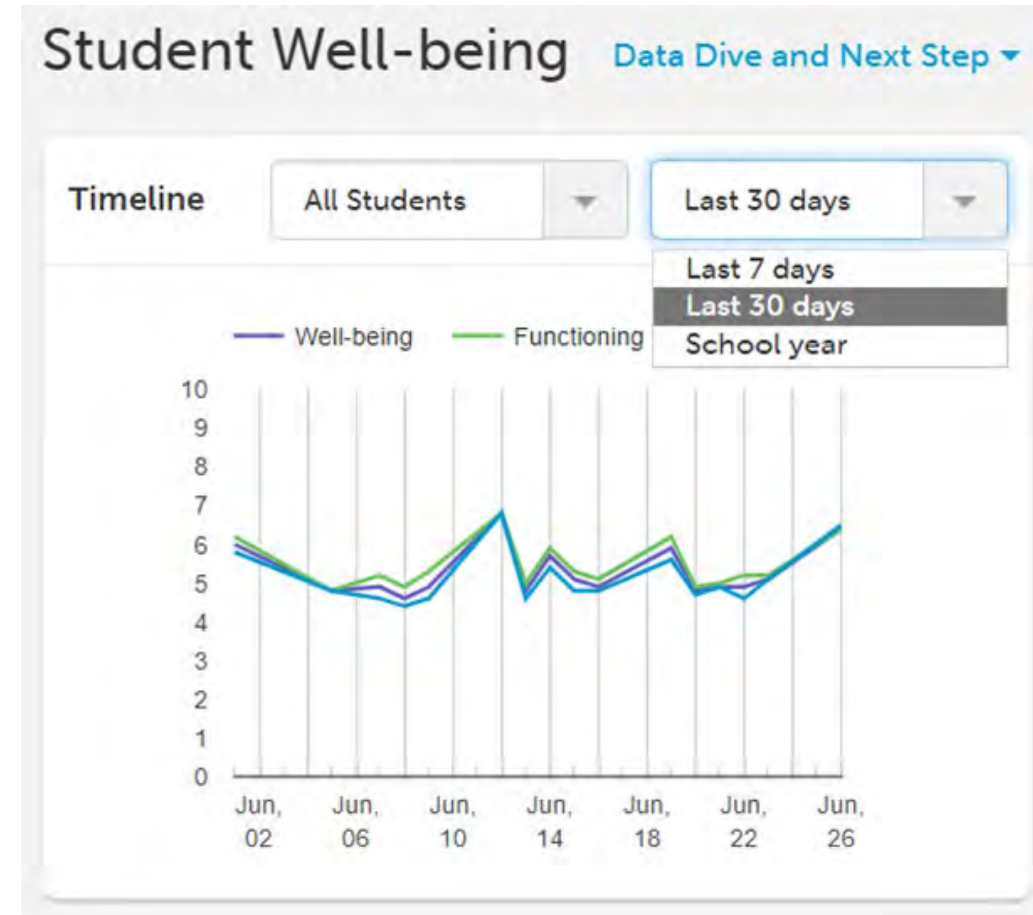
Build Hope



Offline Resources
(Kindergarten-2nd Grade)



Hope Index Offlin...





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