



Riverside Insights[®]

CogAT[®] in the
Classroom

CogAT[®] in the **ClassrOom**

Compare Student Potential and Performance



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Coming in September 2023

www.cogat.com

The screenshot shows the website layout for 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, and Parent Resources. The CogAT logo is in the top right. The main content area features the title 'Cognitive Abilities Test™ (CogAT®)' and the tagline 'The #1 Measure of How Students Learn' with a clock icon. Two images show a classroom scene and a young boy working. Below are three buttons: 'I am a District Administrator' (with a gear icon), 'I am a Teacher' (with a teacher icon), and 'I am a Parent' (with a family icon). The footer contains the CogAT and Riverside Insights logos, with the tagline 'ELEVATE POTENTIAL'. A blue bar at the bottom right contains the 'Ability Profile™ Finder' button.



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I am a District Administrator



I am a Teacher



I am a Parent

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Ability Profile[™] Finder



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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")



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I am a Teacher

Riverside Insights CogAT®

Identifying Letters and Sounds



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

...t 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

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

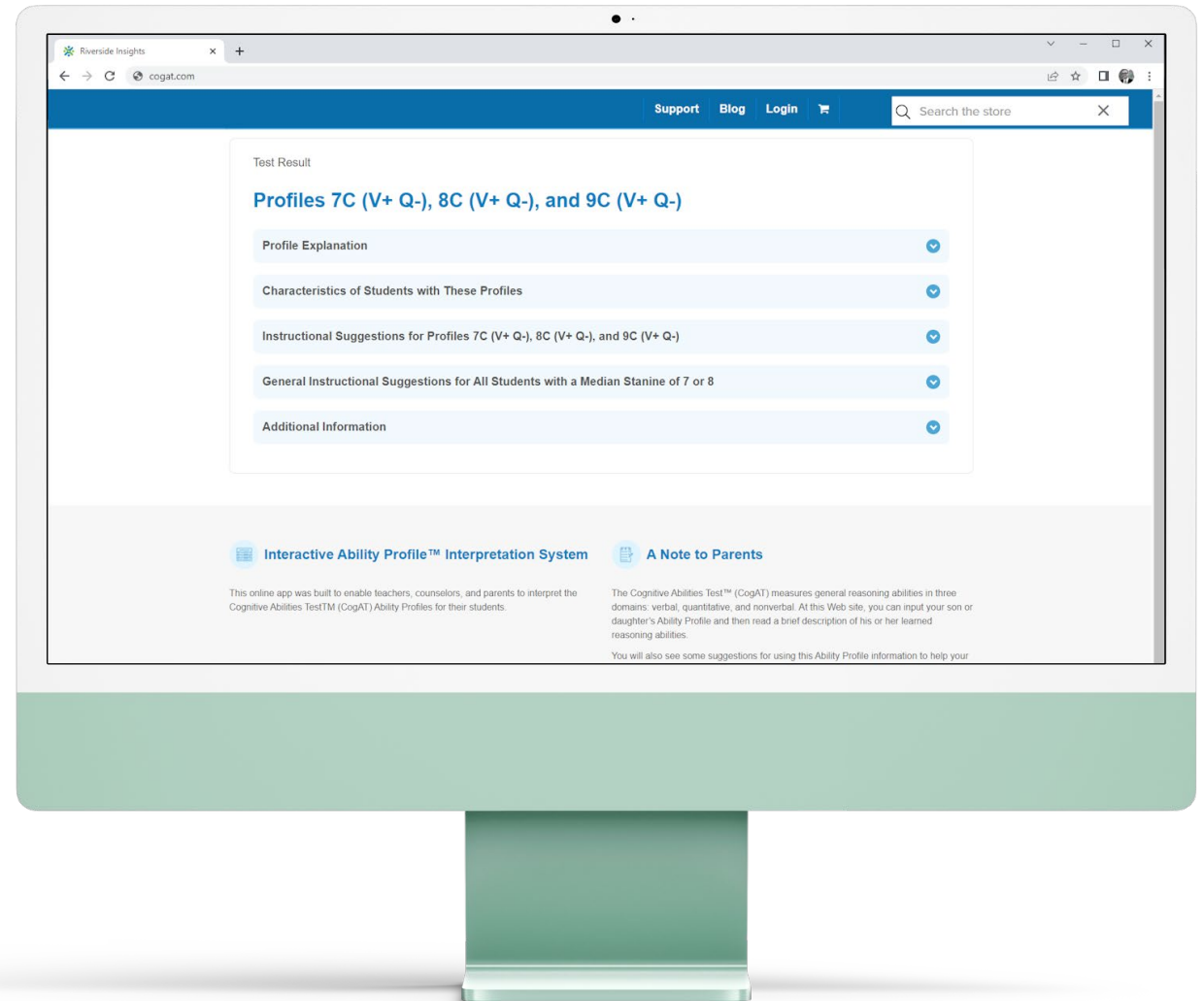
4. Model how to identify and classify 2D shapes based on their attributes, such as the number of sides or angles.
5. Guide students in practicing identifying and classifying 2D shapes using shapes cutouts.
6. Demonstrate how to record the classification of a shape using a Venn diagram or another on the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



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Ability Profile™ Finder





Ability vs. Achievement

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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.



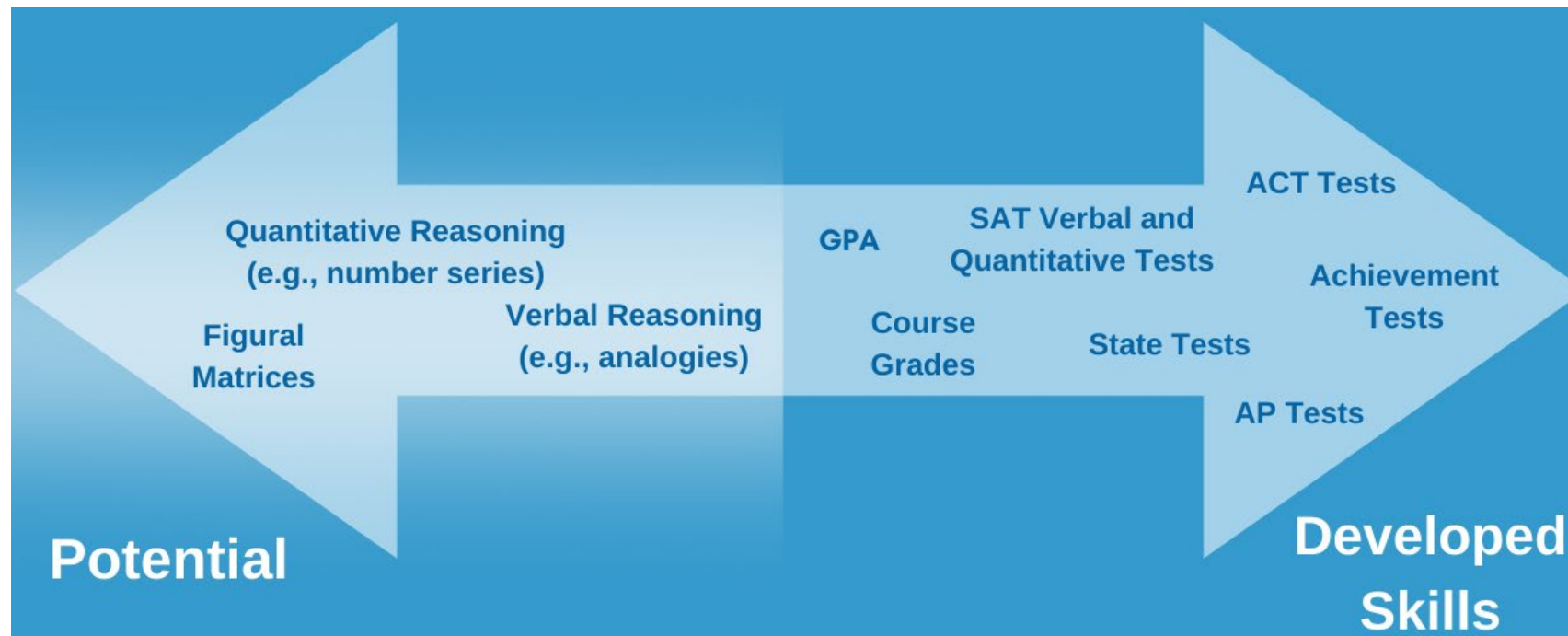
Ability vs. Achievement

Ability

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

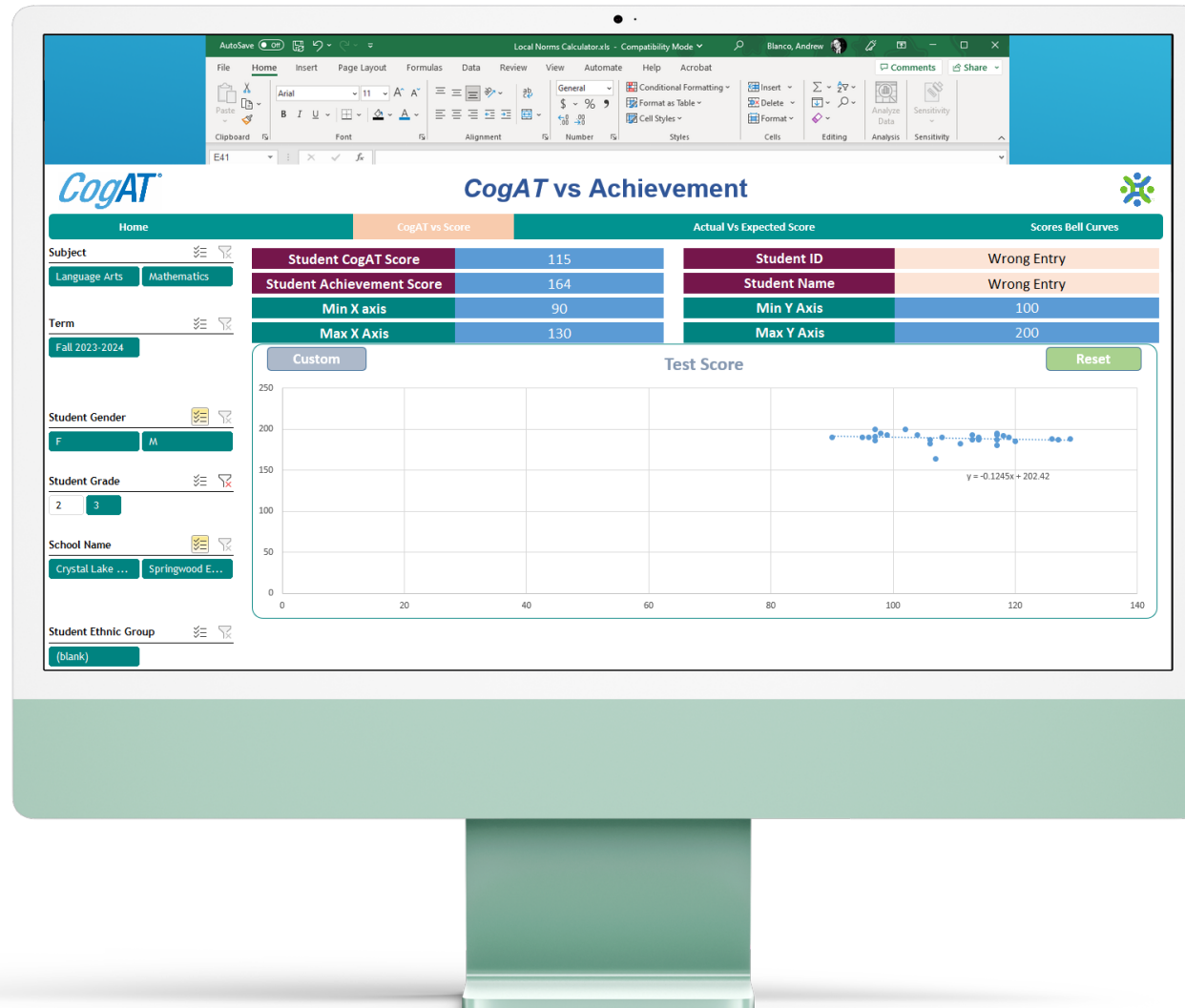
Achievement

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





Live demo





Questions?

