



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*
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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

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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](#)

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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.
Use 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
View growth and performance compared to national norms.
Compare the term-to-term change.

[Sample ASIG Summary Report](#)

Class Breakdown by RIT, International Area, or Projected Proficiency
Use to group students with similar international student needs for a subject by RIT score.
Use to identify intervention for students in groups. Class may have wide range of performance or have an outlier student.

[Sample Class Breakdown Report](#)

Class Report
View class report by international area.
View class performance for a grade, including mean data range.

[Sample Class Report](#)

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

[Sample Student Profile Report](#)

Achievement Status and Growth (ASIG) Projective or Summary
View growth and performance compared to national norms.
Compare the term-to-term change.

[Sample ASIG Projective or Summary Report](#)

<https://search.nwea.org/#!/MAP/Classroom/CogData.pdf>

https://search.nwea.org/#!/ASIG/Classroom/ASIG_MAP_Reports_Summary_QuickRef.pdf

My Observations from these reports:

Strengths	Weaknesses

CCMR Indicators - Projected Success

	SAT	ACT
ELA/Rdg		
Math		