



**Riverside**  
**Insights**<sup>®</sup>

***CogAT***<sup>®</sup> in the  
**Classroom**



Coming in September 2023!

***www.cogat.com***

The screenshot shows the website for Riverside Insights' Cognitive Abilities Test (CogAT). The header includes the Riverside Insights logo, navigation links for Home, Ability Profile Finder (highlighted), District Leader Resources, Teacher Resources, Parent Resources, and the CogAT logo. 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 teacher in a meeting and a student working. Below are three buttons: 'I am a District Administrator' (with a gear icon), 'I am a Teacher' (with a person and graph icon), and 'I am a Parent' (with a family icon). The footer contains the CogAT and Riverside Insights logos, with the tagline 'ELEVATE POTENTIAL', and a prominent blue button labeled 'Ability Profile™ Finder'.



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*<sup>®</sup>

## 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...?



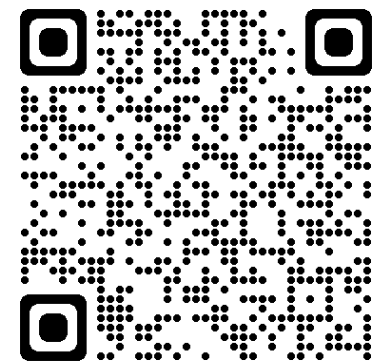
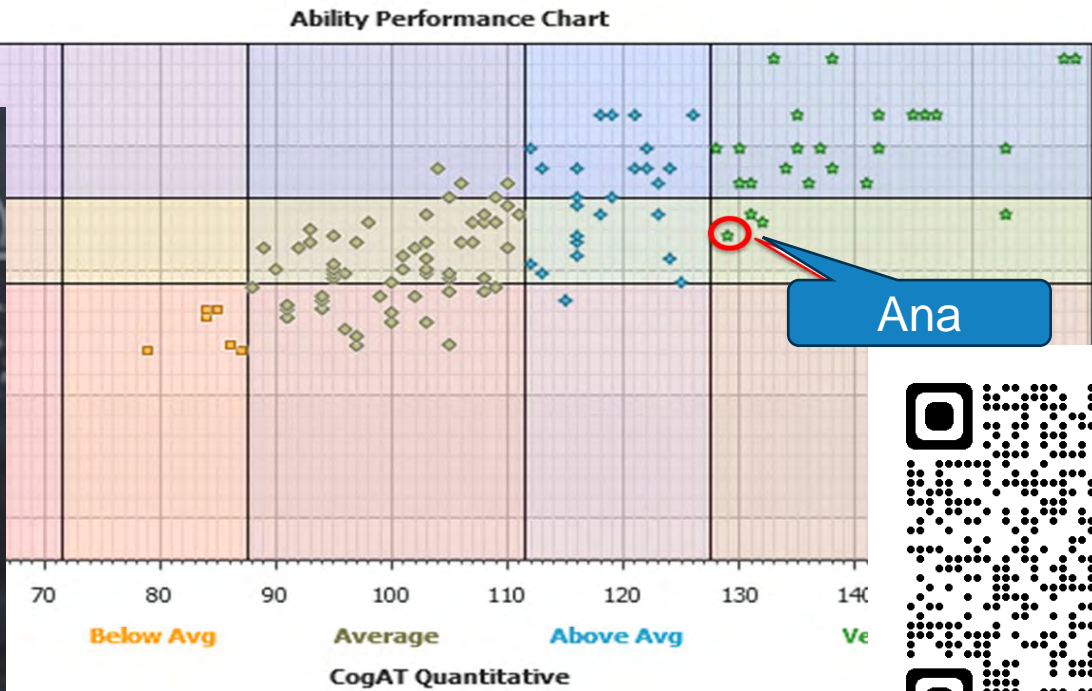
# Give Students "Voice and Choice"

Subject	Verbal +	Quantitative +	Nonverbal +
<p><b>Reading/ ELA</b></p>	<p>Write a 1-page summary of a specified chapter book or novel. Be sure to include details about the characters, setting, &amp; 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><b>Reading/ ELA</b></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><b>Reading/ ELA</b></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

... appreciate your ease and will agree that you are comfortable, good company.  
... because you can zig and zag when many around you may only be able to go straight.  
... one solution to problems. You are generally not one to hold grudges and will usually forgive and  
... can handle disappointment and the unexpected, because you have shown the ability to modify your course when

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

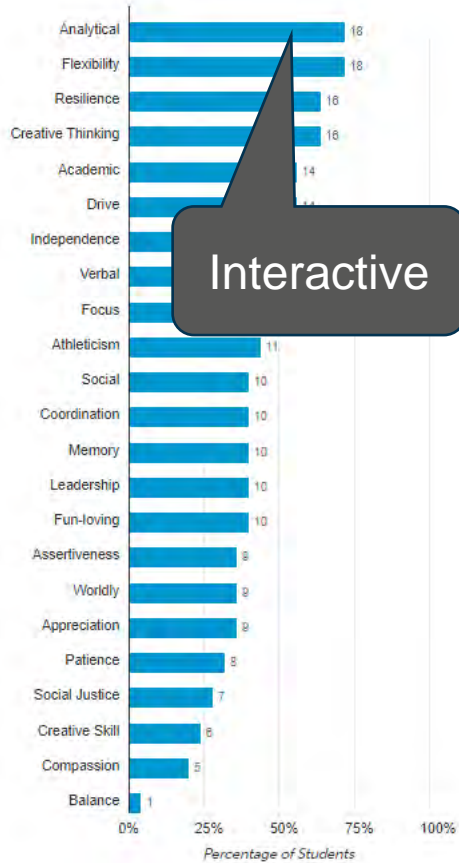


# Learner Profile Report

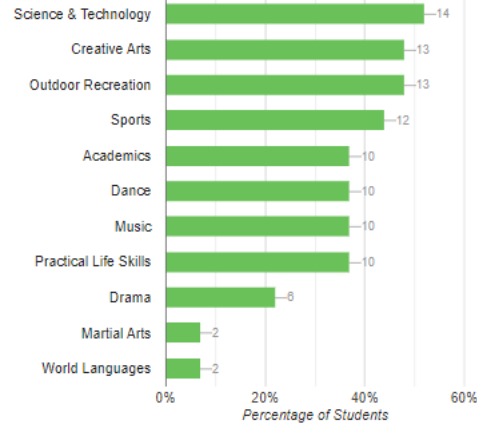


# Thrively

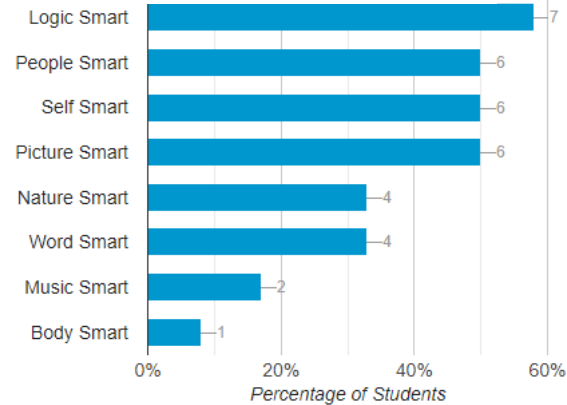
## Strength



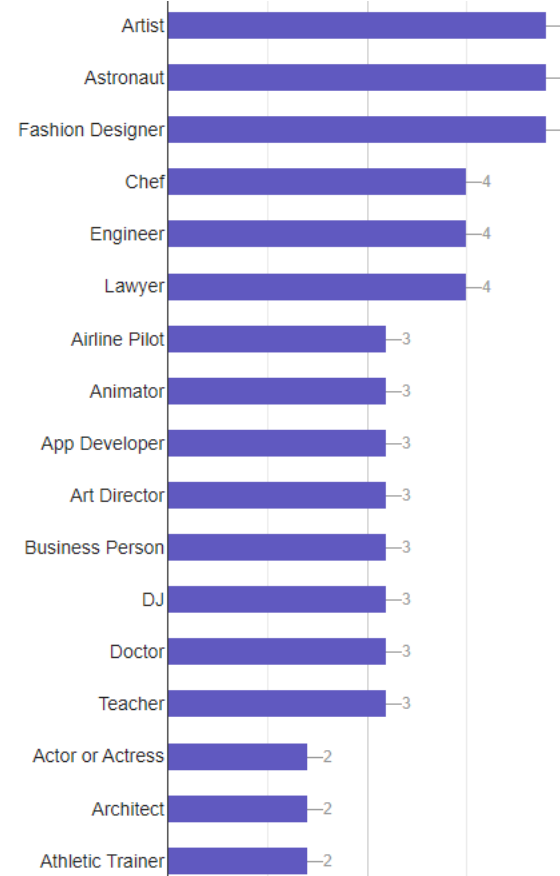
## Interests



## 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, Recycle

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...



<b>PERSONALITY TYPES</b> R - Realistic C - Conventional I - Investigative	<b>MEDIAN SALARY</b> \$127,820 annual	<b>EDUCATION REQUIRED</b> 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.  
line pilots

a, geometry,  
ications.

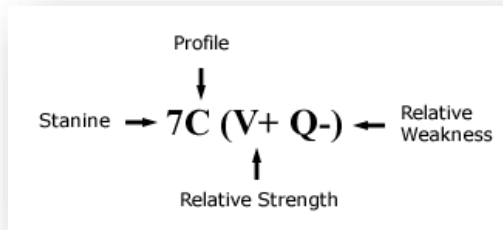
Knowledge of mathematics and science, knowledge of social studies, and knowledge of natural sciences and



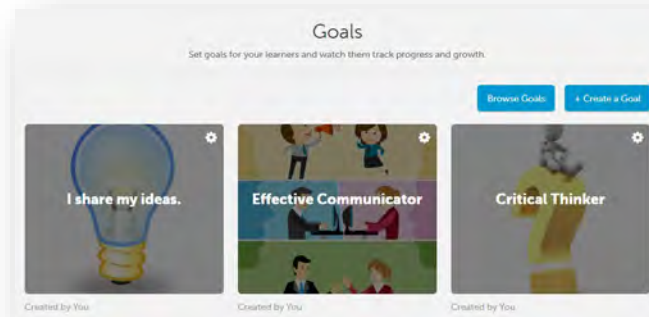
# Thrively is a natural complement to CogAT

Application #2:

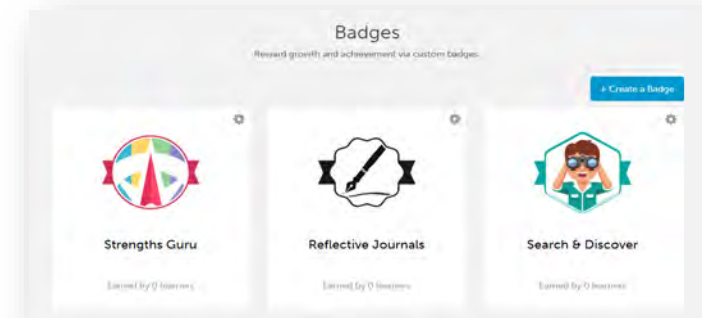
Provide opportunities for students to self-direct their learning



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**

June 09, 2023  
Your hope is medium

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

- Russell Cooper

**Student Hope Check-in**

2 out of 28 students

0 1 1

**Hope Resources**

- Daily Dose of Hope
- Build Hope
- Offline Resources (Kindergarten-2nd Grade)
- Hopeful Practices...
- Hope Index Offlin...

