

You've got the data...now what?

How to provide meaningful programming
based on data.



PARENT INFORMATION MEETING
Jeffco Ed Center - Jeffco Board Room
December 11 or 17, 2019

Marla Caviness-French
Anna Voth
Jeffco Schools - Gifted and Talented

CogAT Parent Info Meeting

6:30pm - 7:10pm

Part 1: Understanding the CogAT 7 Data

7:10-7:15 Break

7:15pm - 8:00pm

Part 2: Understanding the GT ID / Advanced Learning Plan (ALP) Process

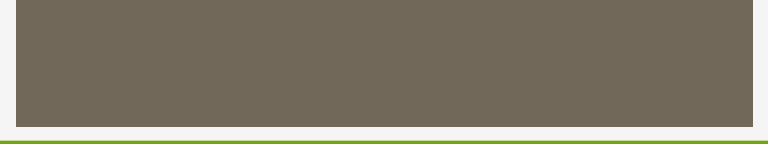
Please hold all questions concerning Identification / Advanced Learning Plans (ALPS) until the conclusion of Part 2.

Jeffco Gifted & Talented Website

Full of resources about the
information tonight

You can Google:
Jeffco Gifted and Talented

Hand-outs



#1	CogAT Narrative Example <u><i>(3rd grade scores)</i></u>	Double-sided handout that has explanations of how to read the CogAT Profile Score Report
#2	How are CogAT Scores Calculated? <u>and</u> CogAT Overview	Double-sided hand-out that gives concise explanations of CogAT terms
#3	GT ID / ALP and GT vs GT Center	*Double-sided handout that has explanations of Page 1 - GT / ALP Identification application *Page 2 - explains what an ALP is in a Neighborhood School vs a GT Center
#4	<i>Look for 2019-20 Jeffco GT Parent Flyer in the fall online</i>	<i>Double-sided handout that has dates of the upcoming Jeffco GT Parent Events</i>
Posted on the walls	Schools in alpha order w Gifted and Talented Resource Teacher listed	5 copies Posted on the walls / counter Please take a picture of the information / contact person you need

Universal CogAT Assessment

The Cognitive Abilities Test

**Cognitive =
intellectual activity skills such as
thinking and reasoning**

**Measures both general & specific
cognitive abilities**

Objectives for this evening:

- Understand what the Universal CogAT assessment measures
- Define the three batteries assessed by the CogAT
- Vocabulary of the 4 Profiles: **A, B, C, E**
- Understand how to read the student's CogAT results

Why CogAT ALL 2nd Graders?

- The Exceptional Children's Educational Act (ECEA) identifies universal assessment as a best practice.
- A data point to help teachers understand instructional needs of EVERY learner
- A resource that can be used to guide instructional information gathering for EVERY learner
- A communication tool to help parents understand their child's strengths

CogAT



In **combination** with other relevant information, CogAT scores can be used to differentiate instruction in ways that enhance the student's learning.

CogAT



- Reflects overall efficiency of cognitive processes and strategies that enable an individual to learn new tasks
- Assessed in three domains
- Form 7 Levels 5/6 - 8 have been completely revised to be a bilingual primary battery

What is the CogAT?

- **Cog**nitive **A**bilities **T**est
- Appraises general and abstract reasoning abilities
- Appraises capacity to apply abilities to Verbal, Quantitative, & Non Verbal tasks

What is CogAT?

- **NOT** an IQ test!
- Measures *reasoning abilities*
- Focuses on:
specific areas of reasoning
linked to school success

CogAT

Measures Reasoning Skills

How does the student?

- **Comprehend problem situations**
- **Classify & categorize objects, events, & other stimuli**
- **Detect similarities & differences**
- **Create & adapt problem-solving strategies**
- **Make Inferences**
- **Use familiar concepts & skills in new concepts**
- **Make deductions**

CogAT: 3 primary uses*

To guide efforts to **adapt instruction** to the needs and abilities of students

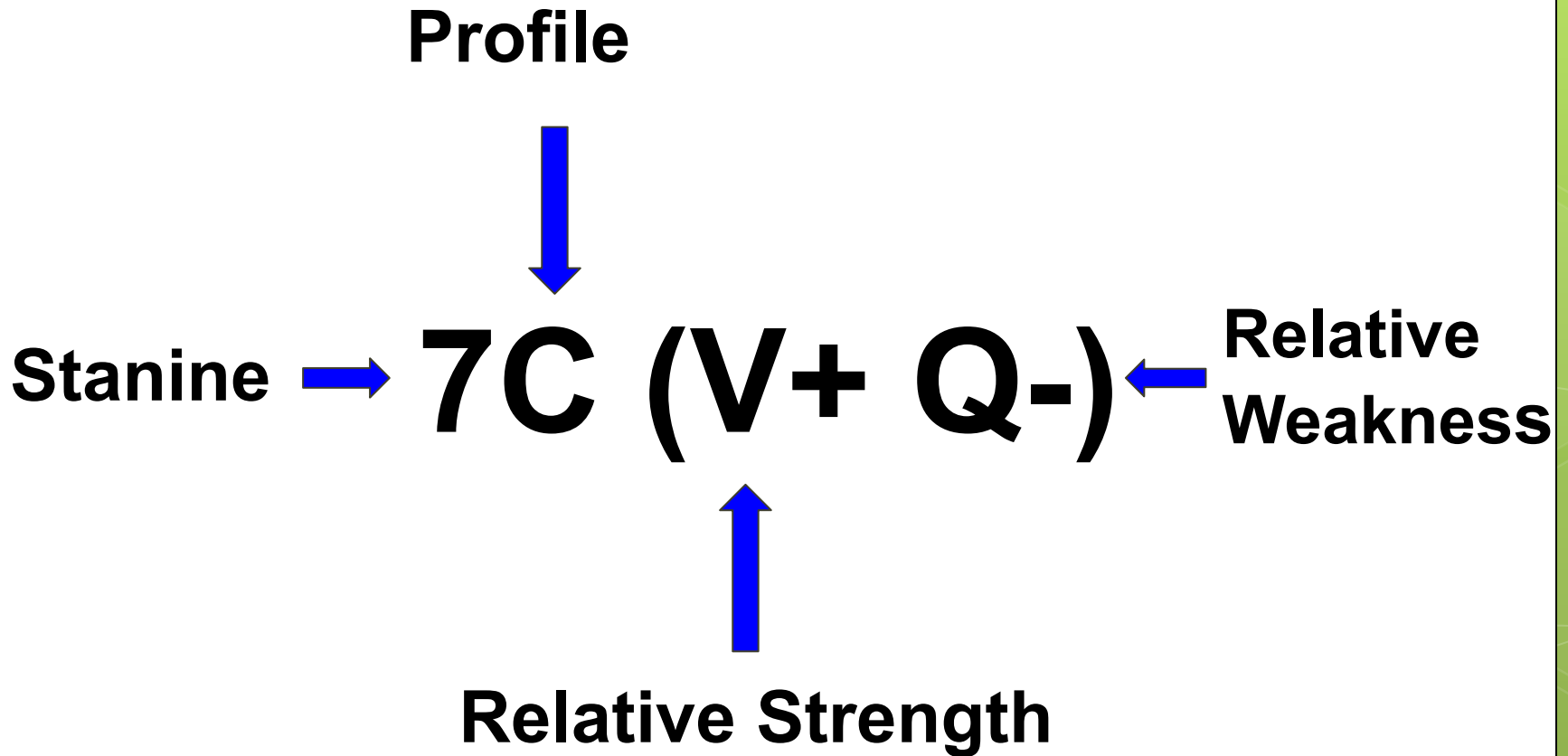


To provide an alternative measure of cognitive development for **program placement**



To identify students whose predicted levels of achievement are markedly discrepant from their **observed and actual levels of achievement**

CogAT Ability Profile Example



CogAT Student Profile Report

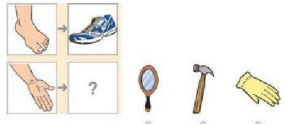



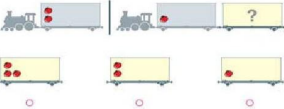
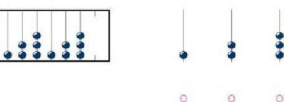

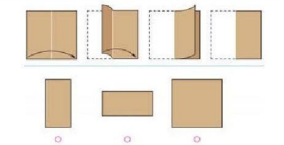
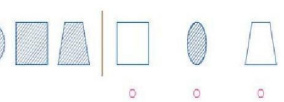
2nd grade example **8B (Q+)**

Abilities	Age Scores			APR Graph				
		Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal		8	94					
Quantitative		9	99					
Nonverbal		7	88					
Composite (VQN)		9	98					

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	54	54	45	8	93		
Quantitative	50	50	46	9	99		
Nonverbal	52	52	40	7	86		
Composite (VQN)				9	98		

CogAT: Vocab

Battery	A set of tests grouped together around a theme	Subtest	A single test within the battery
Verbal	Language-based reasoning	Non-Verbal	Visual or hands-on reasoning
Quantitative	Numerical knowledge	Profile	Identify both the level of the student's scores and the pattern of scores across the batteries.
APR	Age Percentile Rank	GPR	Grade Percentile Rank
Stanine	A stanine score ("standard nine") is a way to scale scores on a nine-point scale. It can be used to convert any test score to a single-digit score	SAS	Standard Age Score

		Picture Format (Levels 5/6—8)
VERBAL BATTERY	Verbal Analogies	
	Sentence Completion	"Which one swims in the ocean?" 
	Verbal Classification	
QUANTITATIVE BATTERY	Number Analogies	
	Number Puzzles	
	Number Series	
NONVERBAL BATTERY	Figure Matrices	
	Paper Folding	
	Figure Classification	

CogAT is made of 3 batteries

- Verbal Battery
- Quantitative Battery
- Non-Verbal Battery

Each Battery has 3 sections

- Verbal Battery
 - Verbal Classification
 - Sentence Completion
 - Verbal Analogies
- Quantitative Battery
 - Number Series
 - Number Puzzles
 - Number Analogies
- Non-Verbal Battery
 - Figure Classification
 - Paper Folding
 - Figure Matrices

Verbal Battery*

- **Assesses a student's vocabulary efficiency and verbal memory**
- **Assesses a student's ability to determine word relationships**

Verbal Battery*

		Picture Format (Levels 5/6—8)
VERBAL BATTERY	Verbal Analogies	<p>The grid shows a 2x2 analogy puzzle. The top row shows a foot pointing to a blue sneaker. The bottom row shows a hand pointing to a question mark. To the right of the grid are three items: a mirror, a hammer, and a yellow glove, each with a small pink circle below it.</p>
	Sentence Completion	<p style="text-align: center;">“Which one swims in the ocean?”</p> <p>Three options are shown: a brown and white spotted cat, a grey shark, and a small brown bird perched on a branch. Each option has a small pink circle below it.</p>
	Verbal Classification	<p>A horizontal line separates two rows of items. The top row contains a basketball, a beach ball, and a baseball. The bottom row contains a soccer ball, a baseball glove, and a basketball hoop. Each item has a small pink circle below it.</p>

Quantitative Battery*

- Tests the child's understanding of basic quantitative concepts & relationships that are essential for learning mathematics.
- Tasks measure both the understanding of relational concepts & the student's ability to discover relationships and to figure out a rule or principle that explains them.
- Does not measure computational math ability

Quantitative Battery*

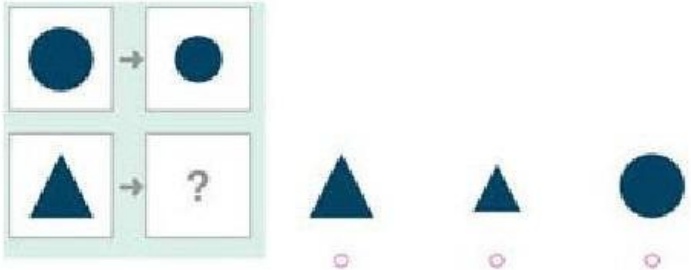
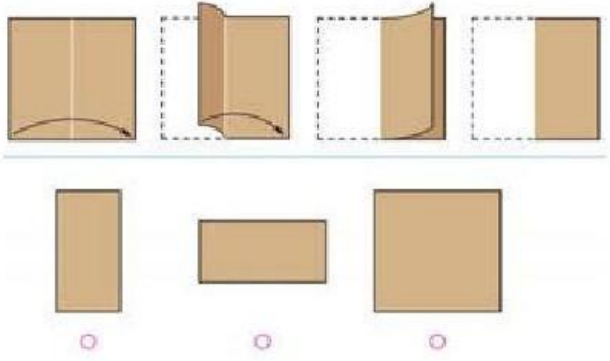
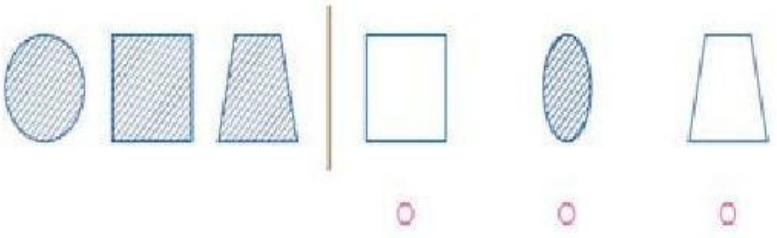
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">QUANTITATIVE BATTERY</p>	<p>Number Analogies</p>	
	<p>Number Puzzles</p>	
	<p>Number Series</p>	

Nonverbal Battery*

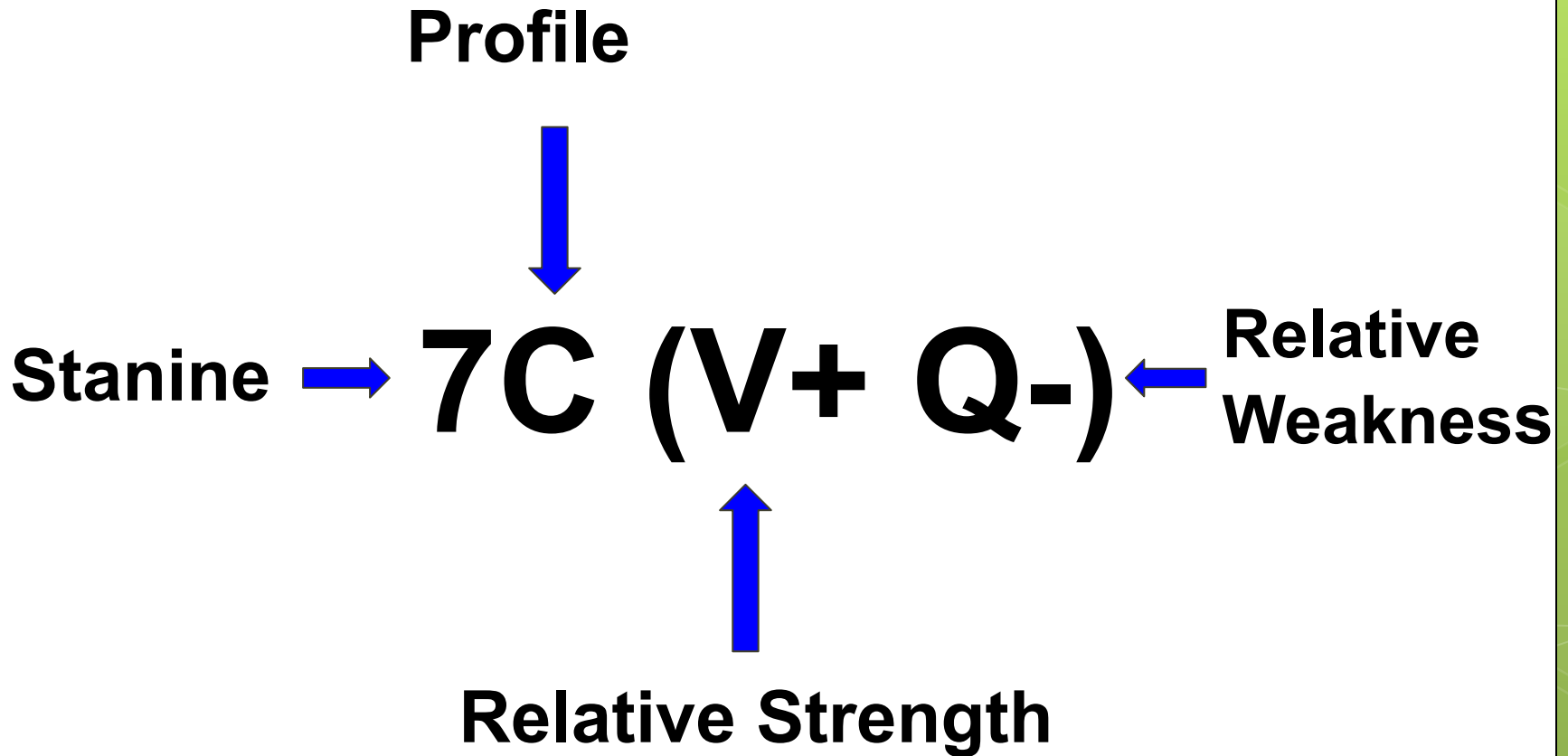
Measures reasoning using pictures and geometric shapes.

This reduces the impact of language on the student's score.

Nonverbal Battery*

NONVERBAL BATTERY	Figure Matrices	
	Paper Folding	
	Figure Classification	

CogAT Ability Profile Example

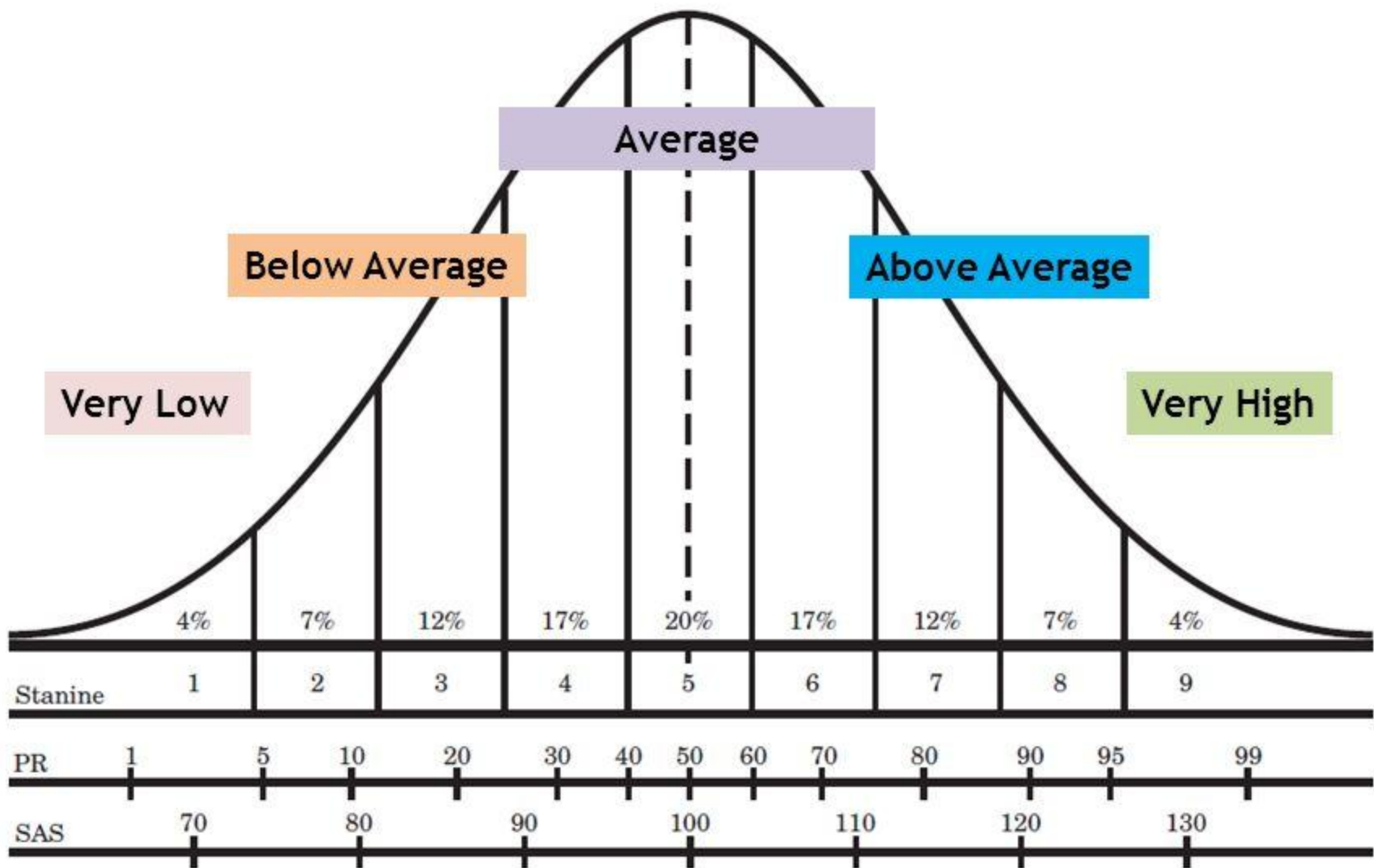


CogAT Score Profile

Components:

- Overall Ability (stanine scale)
- Score profile (**A, B, C, or E**)
- Relative strength or weakness

Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve



S: stanine*

- A stanine score (“standard nine”) is a way to scale scores on a **nine-point scale**. It can be used to convert any test score to a single-digit score.
- Age and grade groups.
- Similar to percentile ranks.
- Broad grouping.

Overall ability (stanine scale)

A stanine score (“standard nine”) is a way to scale scores on a **nine-point scale**. It can be used to convert any test score to a single-digit score

Stanine 9 **Well above average**

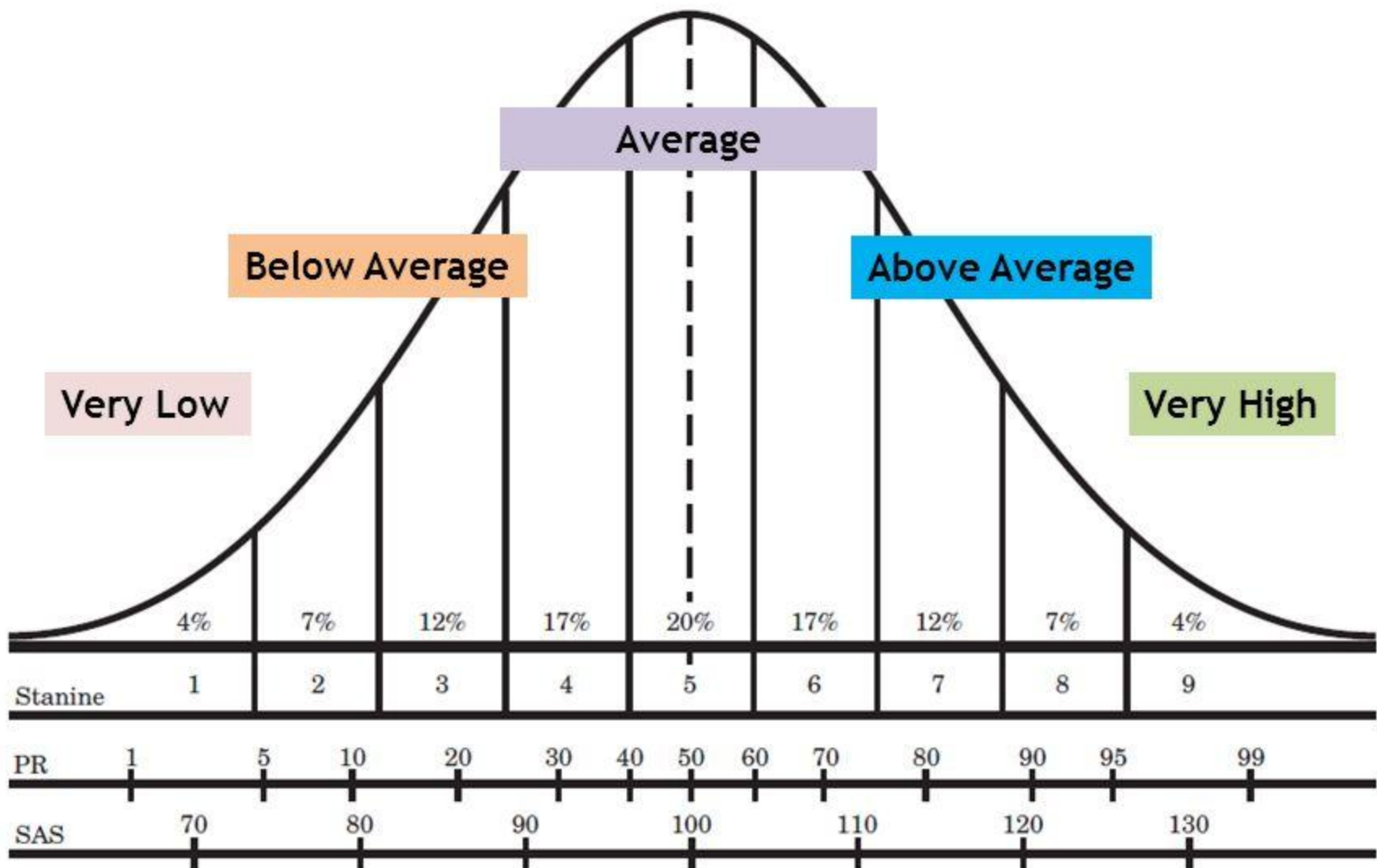
Stanine 7-8 **Above average**

Stanine 4-6 **Average**

Stanine 2-3 **Below average**

Stanine 1 **Well below average**

Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve



PR: percentile rank*

Percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student.

A score of 50 is considered average.

Score Profiles*

Scores on the 3 batteries make up a student's profile.

A score profile consists of two basic parts:
the middle stanine score, and the score type.

4C(Q+ N-)

Each of the three batteries (Verbal, Quantitative, and Nonverbal) receives an individual stanine score.

The middle stanine score is obtained by finding the middle score among the three battery stanine scores.

If a student earned a **3, 4 and 5** on the three batteries, then their middle stanine score would be **4**.

Score Stanine Profiles*

For example, if the student has age stanines of

Verbal	6
Quantitative	3
Nonverbal	8
8, 6, 3 - middle is 6	

the student's **median age stanine is 6**
(the middle of the student's three age stanines)

Score Letter Profiles *

The letters of A, B, C or E in the score profile correspond to:

A	=	sAme
B	=	aBove or BBelow
C	=	Ccontrast
E	=	Extreme

More information to come about the letter part of the score profile

CogAT Student Profile Report

2nd grade example

8B (Q+)

Abilities	Age Scores		APR Graph					
		Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal		8	94					
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Composite (VQN)		9	98					

Abilities	Raw Scores			Grade Scores		Local Scores	
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Verbal	54	54	45	8	93		
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Nonverbal	52	52	40	7	86		
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Stanine	A stanine score ("standard nine") is a way to scale scores on a nine-point scale. It can be used to convert any test score to a single-digit score	SAS	Standard Age Score

CogAT Student Profile Report

- 2nd grade example

**A
G
E
S
C
O
R
E
S**

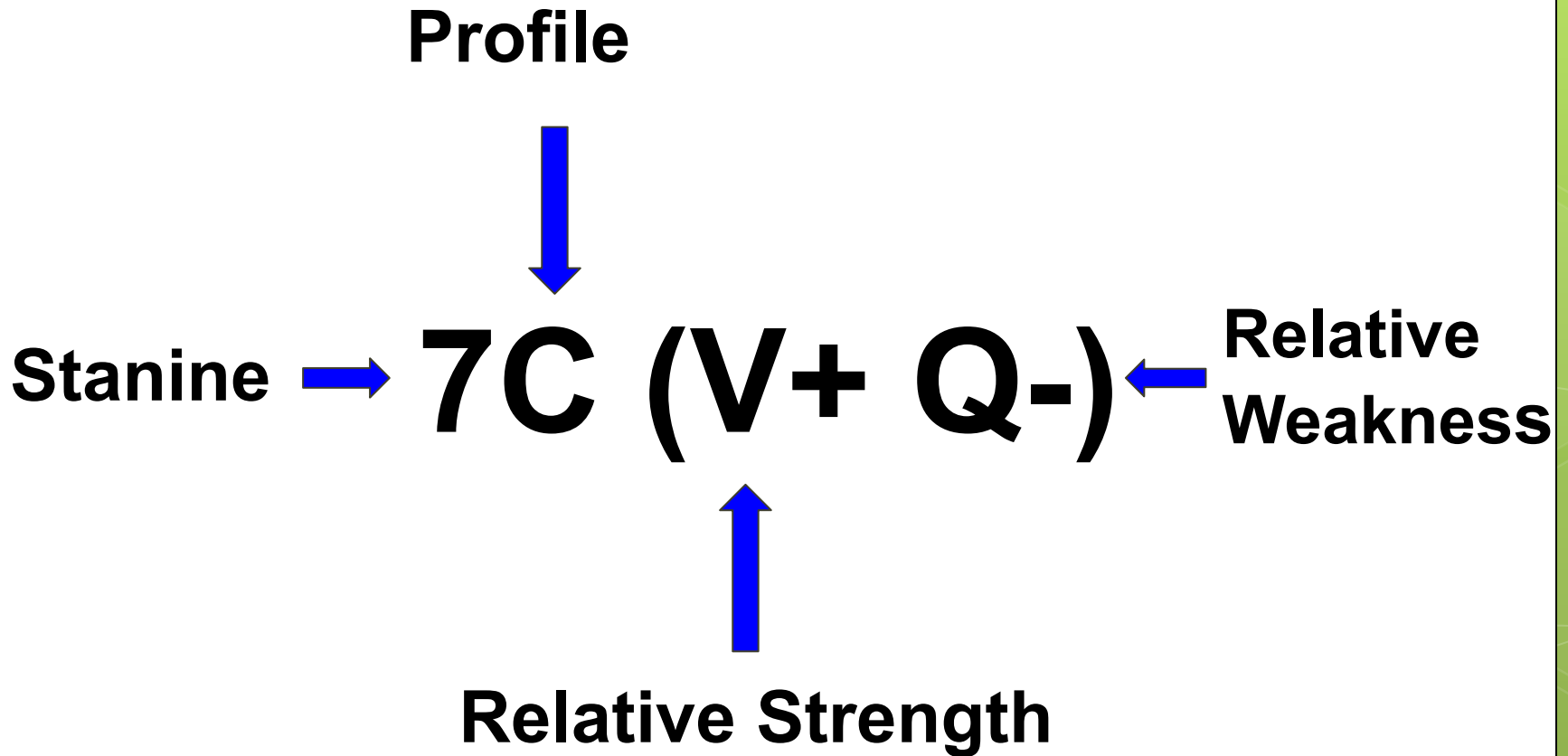
Abilities	Age Scores	
	Age Percentile Rank	Age Stanine
Verbal	94	8
Quantitative	99	9
Nonverbal	88	7
Composite	98	9

CogAT Student Profile Report

- 2nd Grade Example

Abilities	Raw Scores			Grade Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank
Verbal	54	54	45	8	94
Quantitative	50	50	46	9	99
Nonverbal	52	52	40	7	88
Composite				9	98

CogAT Ability Profile Example



Score Profiles *

The letters of A, B, C or E in the score profile correspond to:

A	=	sAme
B	=	aBove or BBelow
C	=	CContrast
E	=	EExtreme

Relative strength or weakness

V+/Q+/N+

*indicates a relatively higher
battery score in that area

V-/Q-/N-

*indicates a relatively lower
battery score in that area

A* Profile

sAme level

The student's verbal, quantitative, and nonverbal scores are roughly at the same level.

The pattern assumed whenever a student's ability is summarized in a single score.

About 1/3 (30%) of students obtain this "A" profile.

sAme Level CogAT Profile

2nd grade example

Profile 7A

				AGE SCORES		GRADE SCORES	
	No. Items	No. Att	No. Correct	Age Percentile APR	Age Stanine	Grade Percentile	Grade Stanine
Verbal	54	54	40	83	7	75	6
Quantitative	50	50	31	84	7	76	6
Nonverbal	52	52	37	81	7	75	6
Composite				84	7	77	7

30% of students have an “A” profile.

CogAT[®]

PROFILE NARRATIVE FOR GAB *Cognitive Abilities Test*[™] (

Abilities	Age Scores			APR Graph				
		Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal		7	83					
Quantitative		7	84					
Nonverbal		7	81					
Composite (VQN)		7	84					

7A

B* Profile

aBove or BBelow

1 of the 3 battery scores is **a**bove or **b**elow the other two scores.

This means student has a relative strength or relative weakness in one area.

Approximately 42% of students.

B (N-)

B (V+)

aBove or BBelow CogAT Profile

2nd grade example

Profile 6B (Q+)

				AGE SCORES		GRADE SCORES	
	No. Items	No. Att	No Correct	Age Percentile (APR)	Age Stanine	Grade Percentile (GPR)	Grade Stanine
Verbal	54	52	37	62	6	62	6
Quantitative	50	50	39	93	8	93	8
Nonverbal	52	52	36	71	6	71	6
Composite				81	7	81	7

42% of students have a “B” profile.

CogAT[®]

PROFILE NARRATIVE FOR AAF *Cognitive Abilities Test*[™] (C

Abilities	Age Scores		APR Graph					
		Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal		6	62					
Quantitative		8	93					
Nonverbal		6	71					
Composite (VQN)		7	81					

6B (Q+)

C* Profile

Contrast

Great variation in the scores.

Student shows a relative strength
and a relative weakness.

Approximately 14% of students
have a “C” profile.

C (V+ Q-)

Contrast CogAT Profile

2nd grade example

Profile 7C (V- N+)

AGE SCORES

GRADE SCORES

	No. Items	No. Att	No. Correct	Age Percentile (APR)	Age Stanine	Grade Percentile (GPR)	Grade Stanine
Verbal	54	50	37	73	6	52	6
Quantitative	50	52	37	86	7	34	6
Nonverbal	52	50	41	93	8	15	8
Composite					7		7

14% of students have a “C” profile.

CogAT[®]

PROFILE NARRATIVE FOR LU Cognitive Abilities Test™ (C)

Abilities	Age Scores			APR Graph					
		Age Stanine	Age Percentile Rank	1	25	50	75	99	
Verbal		6	73						
Quantitative		7	86						
Nonverbal		8	93						
Composite (VQN)		7	88						

7C (V- N+)

E* Profile

Extreme

E is an an extreme B or C profile

Any profile in which there is a difference of 24 or more points (on the SAS scale) between two scores.

Approximately 10% of students have an
“E” profile

E (V- N+)

Extreme CogAT Profile

2nd grade Example

Profile 6E (N-)				AGE SCORES		GRADE SCORES	
	No. Items	No. Att	Raw Score	Age Percentile (APR)	Age Stanine	Grade Percentile (GPR)	Grade Stanine
Verbal	54	54	48	92	8	90	8
Quantitative	50	50	28	75	6	66	6
Nonverbal	52	52	28	45	5	37	4
Composite				75	6	68	6

10% of students have an “E” profile.

CogAT[®]

PROFILE NARRATIVE FOR AN
Cognitive Abilities Test[™] (C)

Abilities	Age Scores			APR Graph				
		Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal		8	92					
Quantitative		6	75					
Nonverbal		5	45					
Composite (VQN)		6	75					

6E (N-)

Quick Review of Profiles

Profile	Meaning	Frequency
sAme	All three confidence bands overlap, meaning the student's Verbal, Quantitative, and Nonverbal Battery scores are roughly at the sAme level	30% of students
aBove or Below	Two of the confidence bands overlap. The third score is a relative strength or weakness, significantly aBove or Below the other two.	42% of students
Contrast	Two scores Contrast . The student shows a relative strength and a relative weakness	14% of students
Extreme	Extreme score at least two scores differ by 24 or more points on the standard age score (SAS) scale	10% of students

How to Learn More About CogAT Scores

Customer Service 800.323.9540

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About



• GO TO COGAT 7 AND 8

Cognitive Abilities Test™ (CogAT®) Form 7 and Form 8

Interactive Ability Profile Interpretation System

This online app was built to enable teachers, counselors, and parents to interpret the *Cognitive Abilities Test™ (CogAT)* Ability Score Profiles for their students.

A Note to Parents

The *Cognitive Abilities Test™ (CogAT)* measures general reasoning abilities in three domains: verbal, quantitative, and nonverbal. At this Web site, you can input your son or daughter's score profile and then read a brief description of his or her learned reasoning abilities.

You will also see some suggestions for using this score profile information to help your son or daughter learn more effectively. These instructional suggestions are intended to help teachers better meet the needs of individual students. While these recommendations are not exhaustive, they are indicative of what research indicates will make a positive instructional difference. However, there are many other factors that must be considered in deciding how best to meet the needs of each student. Only someone who is thoroughly familiar with the student, the curriculum, and the instructional resources that are available can choose wisely among the various educational options.

While education professionals are best qualified to interpret and use this test information, parents also play a critical role in their children's education. If you would like to help as a parent, please contact your child's teacher to discuss some ways to cultivate your son or daughter's reasoning abilities at home.

Leave a message

<https://www.riversideinsights.com/apps/cogat>

How to Learn More About CogAT Scores

Customer Service 800.323.9540

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Solutions

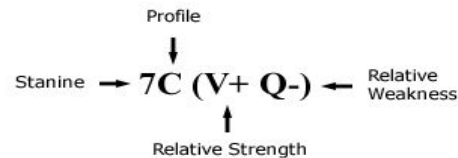
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Insights Today

About

Enter a student's ability profile in the appropriate drop down boxes from left to right (see sample for clarification). If the student's profile does not contain *Relative Strength*, select *None* under *Relative Strength*.



STANINE:*

Select ▾

PROFILE:*

Select ▾

RELATIVE STRENGTH:*

Select ▾

RELATIVE WEAKNESS:*

Select ▾

ENTER ANOTHER PROFILE

Leave a message

<https://www.riversideinsights.com/apps/cogat>

Riverside Insights CogAT Profiles

SELECTED ABILITY PROFILE: 7C (V+ Q-)

 PRINT PROFILE

Profiles 7C (V+ Q-), 8C (V+ Q-), and 9C (V+ Q-)

Profile Explanation

Students who obtain these profiles have generally above-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 high (stanines 7 to 8) or very high (stanine 9) range. The majority of these students have a Composite score in the top 25 percent 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 7, 8 or 9," 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 obtain these profiles have excellent resources for learning and generally show high levels of achievement. They have well-developed networks of verbal knowledge, and, on achievement tests, tend to do somewhat better than expected on the vocabulary, reading comprehension, and social studies subtests. However, on the math computation subtest, their scores tend to be lower than expected.

Instructional Suggestions for Profiles 7C (V+ Q-), 8C (V+ Q-), and 9C (V+ Q-)

[Leave a message](#)

In the primary grades, the relatively less developed quantitative reasoning abilities of these students seem to have a broader meaning and impact on achievement. Primary-grade students with V+ Q- profiles may have difficulties thinking about mathematical problems outside of their surrounding context. Help them attend to the specifically quantitative aspects of math story problems rather than to the story presented and the associations it may elicit. Selectively encoding stimuli in this way will help these students learn how to separate concepts from contexts.

This process and academic learning in general are much easier for these students than for most because of their particularly strong verbal reasoning abilities. Capitalize on these abilities by encouraging these students to talk about, write about, and read about the concepts they are expected to learn. For example, when teaching them skills and strategies, encourage them to keep track of the steps in the procedure by making a list of the required steps and committing it to memory. Then, as they execute the procedure or call up the strategy, have them say aloud each verbal prompt as they perform the associated action.

There is a good possibility that at least some of these students have simply not practiced their basic computation skills until they become automatic. This may be because the skills were not emphasized in the curriculum or because the students attempted to learn them silently using work sheets or computer-based math drills. Students with these profiles are more likely to succeed in learning math facts if the teaching methods capitalize on their strong verbal abilities. In particular, these students often learn better if they practice aloud and even in unison with other students, rather than silently in response to a visual stimulus. If such practice is not helpful, computation skills may be offloaded and calculators used when these students solve math problems.

General Instructional Suggestions for All Students with a Median Stanine of 7, 8 or 9



Riverside Insights CogAT Profiles website for teachers and parents

<https://www.riversideinsights.com/apps/cogat>

or

Google: CogAT Profiles

Jeffco Gifted and Talented Website

January 27, 2020

Topic: 5 Breakout Sessions including **GT101**

Time: 6:15 - 8:00 pm

Location: Jeffco Education Center

5th Floor Board Room

1829 Denver West Dr., #27 Golden, CO 80401

February 24, 2020

Topic: JAGC / Gt Collaboration Panel

Time: 6:15 - 8:00 pm

Location: Jeffco Education Center

5th Floor Board Room

1829 Denver West Dr., #27 Golden, CO 80401

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Full of resources about the
information tonight

You can Google:
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Questions????



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