You've got the data…now what?

How to provide meaningful programming based on data.

PARENT INFORMATION MEETING
Jeffco Ed Center - 4E
January 24, 2017

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Jeffco Schools- Gifted and Talented

CogAT 7

The Cognitive Abilities Test

Cognitive: intellectual activity skills such as thinking and reasoning

Measures both general & specific cognitive abilities

Know

- What the CogAT measures
- Define the three batteries assessed by the CogAT
- Vocabulary of the 4 Profiles- A, B, C, E

Understand

- That the CogAT can be used for all students
- How to read a student's CogAT results
- Profile characteristics of learners

Do

Apply differentiated instructional strategies based on profiles to provide meaningful, deliberate programming.

Why?

- Universal screening to support identification and programming for student strengths (CO HB14- 1102)

- 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*

- Reflects overall efficiency of cognitive processes and strategies that enable an individual to learn new tasks

- Assessed in three domains

- Levels 5 /6 - 8 have been completely revised to be a bilingual primary battery

CogAT*

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

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

○ To identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement

Verbal Battery*

○ **Assesses a student's vocabulary efficiency and verbal memory**

○ **Assesses a student's ability to determine word relationships**

Quantitative Battery*

○ **Tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics.**

○ **Tasks measure both the understanding of relational concepts and the student's ability to discover relationships and to figure out a rule or principle that explains them.**

Nonverbal Battery*

Measures reasoning using pictures and geometric shapes.

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

CogAT®

LIST OF STUDENT SCORES
Cognitive Abilities Test™ (CogAT®)

Class:
School:
System: Jefferson County Schools

Form/Level: 6/ 2
Test Date: 01/2006
Norms: Midyear 2000
Order No.:
Page: 1   Grade: 2

STUDENT NAME / I.D. Number / F-1 F-2 F-3 Code / ABCDEF G H I J K L M NOPZ	Birth Date / Age / Form / Program	Level	(Gender)		No. of Items	No. Att	Raw Score	USS	AGE SCORES SAS	AGE SCORES PR	AGE SCORES S	GRADE SCORES PR	GRADE SCORES S	LOCAL NORMS PR	LOCAL NORMS S		PR	Student Profile Age Percentile Rank 25	50	75	99	Profile
1	12/97 / 08-01	2 / 6	(M)	VERBAL	48	47	34	171	104	60	6	65	6			V	60					5B (Q-)
				QUANTITATIVE	48	44	27	154	92	31	4	35	4			Q	31					
				NONVERBAL	48	48	35	177	100	50	5	55	5			N	50					
				COMPOSITE				167	99	48	5	51	5			C	48					
2	11/97 / 08-02	2 / 6	(M)	VERBAL	48	48	35	174	106	65	6	70	6			V	65					6A
				QUANTITATIVE	48	48	37	177	106	65	6	71	6			Q	65					
				NONVERBAL	48	48	40	190	109	71	6	76	6			N	71					
				COMPOSITE				180	107	67	6	74	6			C	67					
3	02/98 / 07-11	2 / 6	(M)	VERBAL	48	48	42	199	126	95	8	95	8			V	95					6E (V+N-)
				QUANTITATIVE	48	48	35	172	104	60	6	63	6			Q	60					
				NONVERBAL	48	48	28	164	93	33	4	35	4			N	33					
				COMPOSITE				178	108	69	6	70	6			C	69					
4	06/98 / 07-07	2 / 6	(M)	VERBAL	48	48	26	152	95	38	4	33	4			V	38					6B (V-)
				QUANTITATIVE	48	48	36	174	108	69	6	66	6			Q	69					
				NONVERBAL	48	48	41	193	115	83	7	80	7			N	83					
				COMPOSITE				173	107	67	6	61	6			C	67					
5	11/97 / 08-02	2 / 6	(F)	VERBAL	48	48	36	177	108	69	6	74	6			V	69					6A
				QUANTITATIVE	48	48	36	174	104	60	6	66	6			Q	60					
				NONVERBAL	48	48	‡40	190	109	71	6	76	6			N	71					
				COMPOSITE				180	107	67	6	74	6			C	67					
6	05/98 / 07-08	2 / 6	(F)	VERBAL	48	48	36	177	112	77	7	74	6			V	77					7A
				QUANTITATIVE	48	48	39	182	113	79	7	78	7			Q	79					
				NONVERBAL	48	48	41	193	114	81	7	80	7			N	81					
				COMPOSITE				184	114	81	7	80	7			C	81					
7	03/97 / 08-10	2 / 6	(M)	VERBAL	48	48	35	174	101	52	5	70	6			V	52					5B (Q-)
				QUANTITATIVE	48	48	31	163	92	31	4	48	5			Q	31					
				NONVERBAL	48	48	39	187	103	57	5	71	6			N	57					
				COMPOSITE				175	99	48	5	65	6			C	48					
8	07/98 / 07-06	2 / 6	(F)	VERBAL	48	48	29	159	101	52	5	45	5			V	52					4C (V+Q-)
				QUANTITATIVE	48	48	15	129	81	12	3	8	2			Q	12					
				NONVERBAL	48	47	21	151	89	25	4	19	3			N	25					
				COMPOSITE				146	89	25	4	18	3			C	25					
9	01/98 / 08-00	2 / 6	(F)	VERBAL	48	48	38	183	114	81	7	82	7			V	81					6A
				QUANTITATIVE	48	48	39	182	110	73	6	78	7			Q	73					
				NONVERBAL	48	48	40	190	110	73	6	76	6			N	73					
				COMPOSITE				185	112	77	7	81	7			C	77					

No. Att = Number Attempted   S = Stanine   Refer to summary for definitions.   ‡ = Extremely Variable Responses
For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

2/14/2006 03:53 PM

S: stanine*

- Standard score scale consisting of 9 levels.

- Age and grade groups.

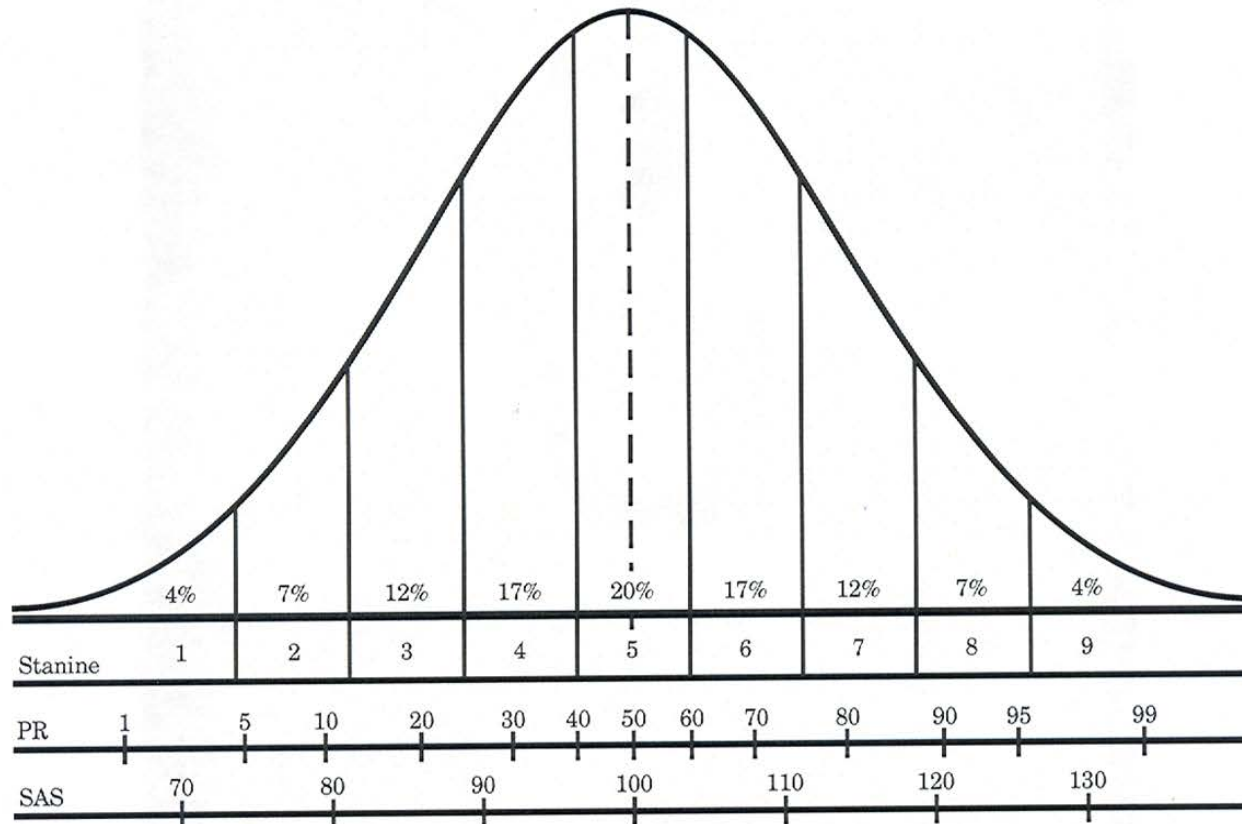- Similar to percentile ranks.

- Broad grouping.

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.

Relationships of Stanines and Percentile Ranks

Figure 1-1: Relationship of Stanines, Percentile Ranks, and Standard Age Scores

Score Profiles*

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

A*

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 of students obtain this profile.

B*

aBove or Below

1 of the 3 battery scores is above or below the other two scores.

Approximately 40% of students.

B (N-)
B (V+)

C*

Contrast

Student shows a relative strength and a relative weakness.

C (V+ Q-)

E*

Extreme

The B and C profile for some students is much more extreme than for others.

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

4E (V- N+)

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Thank you for visiting this informational website for the all-new *Cognitive Abilities Test*, Form 7. Please spend some time browsing using the links at left to find out more about all the exciting enhancements to Form 7, including:

Click here for the Ability Profile Interpretation System

- New features making the assessment even more fair to students who are learning English

- Changes to battery and subtest content and configurations

- An expanded ancillary package that provides guidance to educators so that they can make the most out of the assessment data

- New options for method of administration and scoring, including Online administration

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- The research basis behind Form 7

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Interactive Ability Profile Interpretation System

This site was built to enable teachers, counselors, and parents to interpret the *Cognitive Abilities Test*™ *(CogAT)* Ability Score Profiles for their students. Click here to see A Note to Parents

Directions:

Enter a student's ability profile in the appropriate drop down boxes (see sample score for clarification). Once complete, click search, and an interpretation of the score will be provided.

Sample Score Profile

Profile
↓
Stanine → 7C (V+ Q-) ← Relative Weakness
↑
Relative Strength
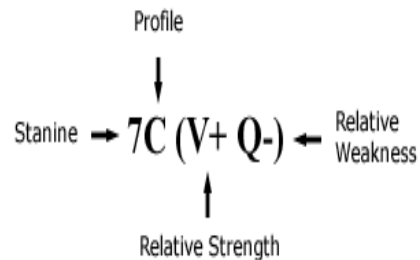
Input Your Score Profile

Stanine:	1 ▼
Profile:	A ▼
Relative Strength:	None ▼
Relative Weakness:	None ▼

Search

Next Steps

- How does data affect GT Center Application?

- Meet with GT RT to identify which students will need follow up data collected
  - Body of evidence includes
    - Cognitive Data
    - Academic Data

- Parents will be contacted if a child qualifies for an ALP

Questions????