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
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.
<table>
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<th>STUDENT NAME</th>
<th>Birth Date Level (Gender)</th>
<th>I.D. Number</th>
<th>Raw Score</th>
<th>US$</th>
<th>AGE SCORES</th>
<th>GRADE SCORES</th>
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No. At = Number Attempted  S = Starline  Refer to summary for definitions.  E = Extremely Variable Responses
For further information on the interpretation of this report, please visit www.ivytests.com or refer to the Interpretive Guide.
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.
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-)
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+)
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:

- 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
- New reporting choices, both in paper and online
- The research basis behind Form 7
- Pricing and order forms
Cognitive Abilities Test™ (CogAT™) Form 6 and Form 7

CogAT®

www.cogat.com

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????