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PENNSYLVANIA ASSOCIATION FOR GIFTED EDUCATION

Leading from Strength to Elevate Learning and Achievement

Vickie Driver, MBA / M.Ed.

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CogAT - Winner of the 2022 Excellence in Equity Award!

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PENNSYLVANIA ASSOCIATION FOR GIFTED EDUCATION

In this session, we will provide strategies for using testing data more efficiently for GT identification and program placement, while elevating learning and achievement for all students through strength-based differentiated instruction. Students typically prefer working in their areas of strength rather than addressing their weaker areas. Learn how to compare demonstrated achievement with the student's potential for learning and leverage this information to see student strengths and use them to boost growth in learning for all students – not just those identified for GT.

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Learning Objectives

1. Understand how to view and use ability and achievement scores both singly and in combination for student placement.
2. Learn how to implement and support a strengths-based model to differentiate instruction to achieve academic gains for all students.
3. Hear strategies for partnering with other educators to gain buy-in and increase the scope and reach of programs for those with less opportunity to participate.

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Why Measure Ability?
Achievement
Reading fluency/comprehension
Knowledge & Skills
Executive functions-Planning
Motivation
Short term/long term memory
Sequential Reasoning
Fluid reasoning
Deductive Reasoning
Working memory
Attention
Inductive Reasoning

Ability vs. Achievement

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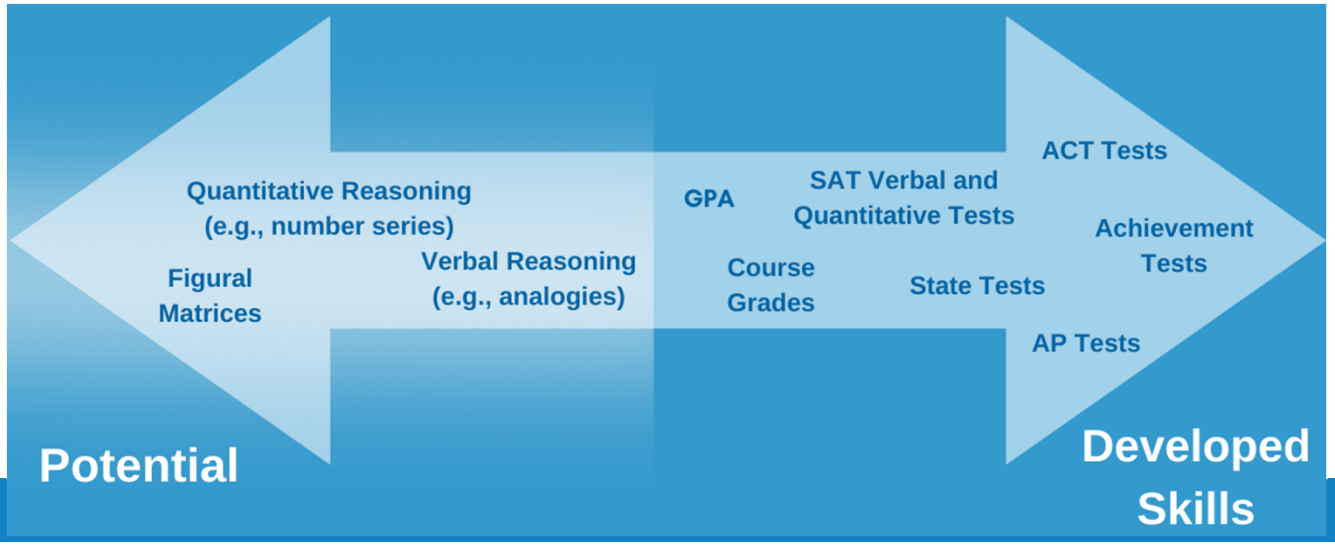
Ability

- Influenced by ***all*** learning opportunities
- Requires novel problem solving and reasoning processes

Achievement

- Influenced more by formal education
- Requires well-practiced skills and crystallized knowledge



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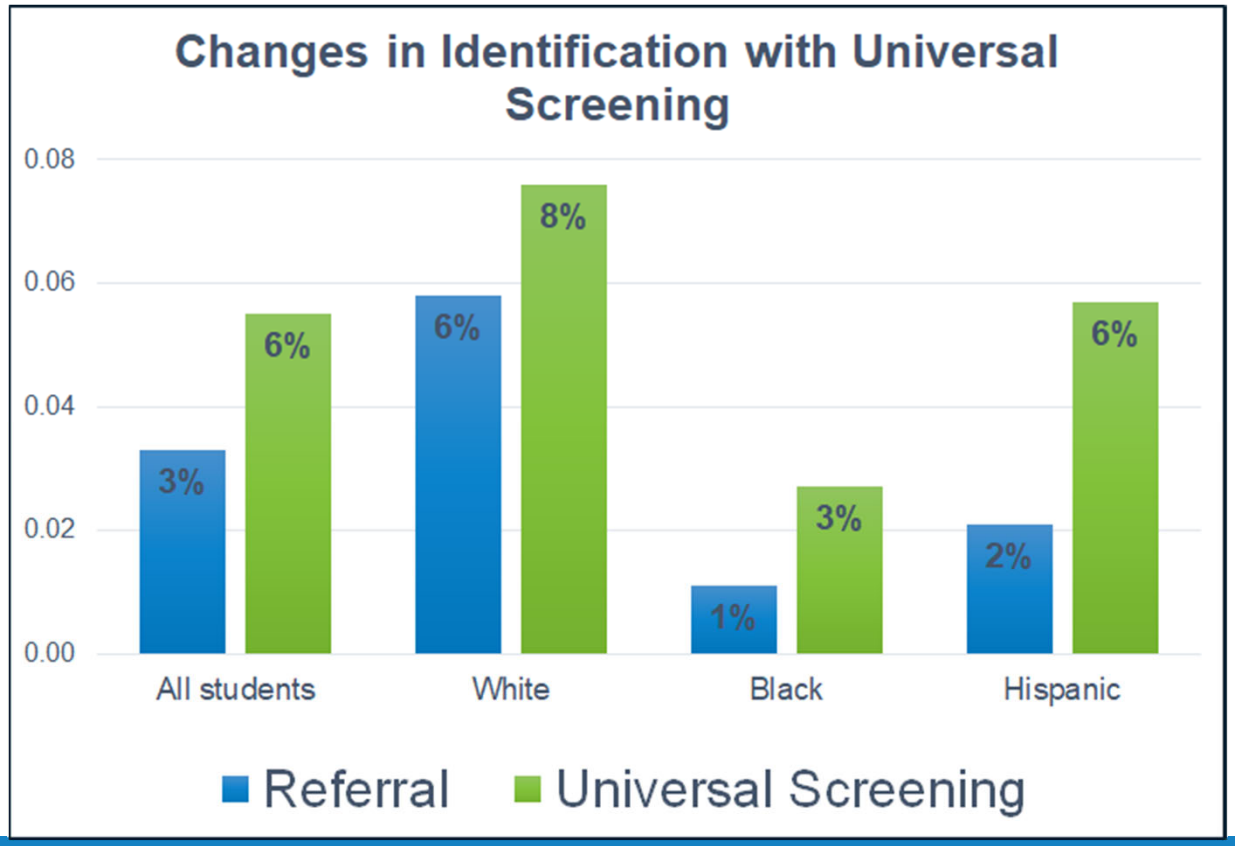
#1 Remove obstacles to identification with universal screening



Compared **diversity of identified students** in a large Florida school district that **moved from a referral-led process to a universal screening program**.

Card, D., & Giuliano, L. (2016). Universal screening increases the representation of low-income and minority students in gifted education. *Proceedings of the National Academy of Sciences*, *113*(48), 13678-13683.

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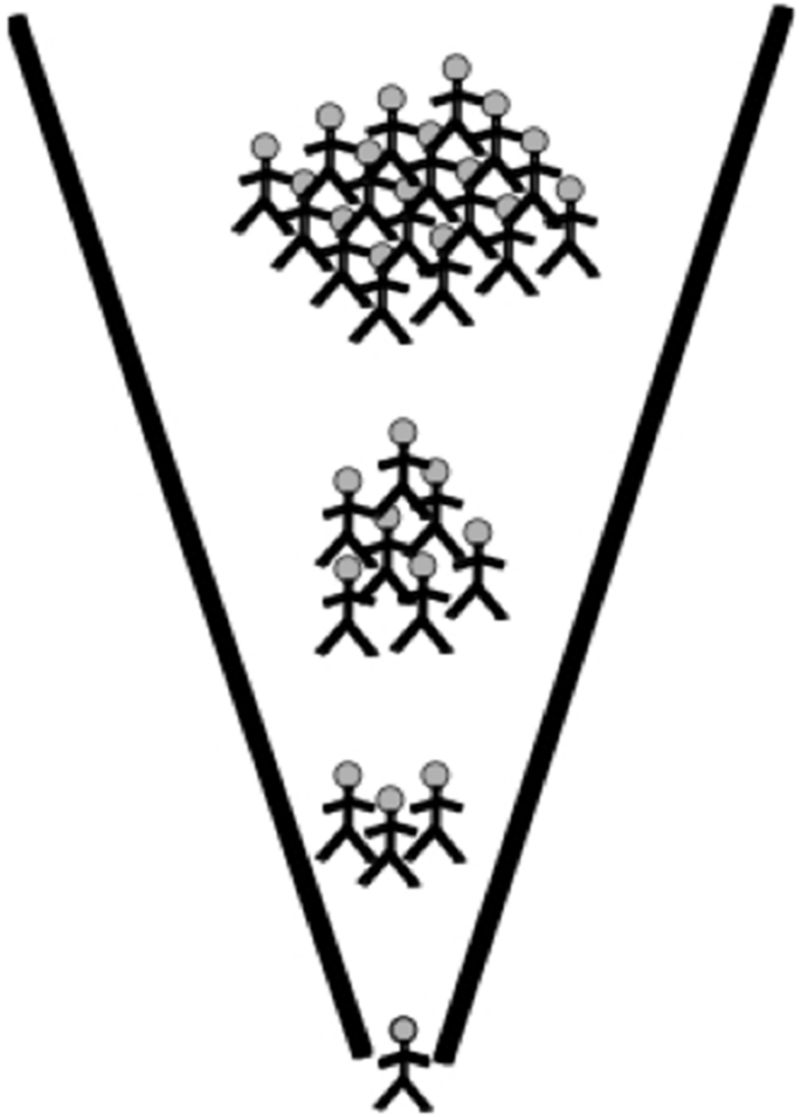

Chapter 16 - Universal Screening

§ 16.21. General.

(a) Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.

#2 Multiple screening points

- Provide students more opportunities to be identified, demonstrate growth in response to effective teaching
- Early identification is useful, but some students may excel in later grades
- Test scores are less diagnostic over time

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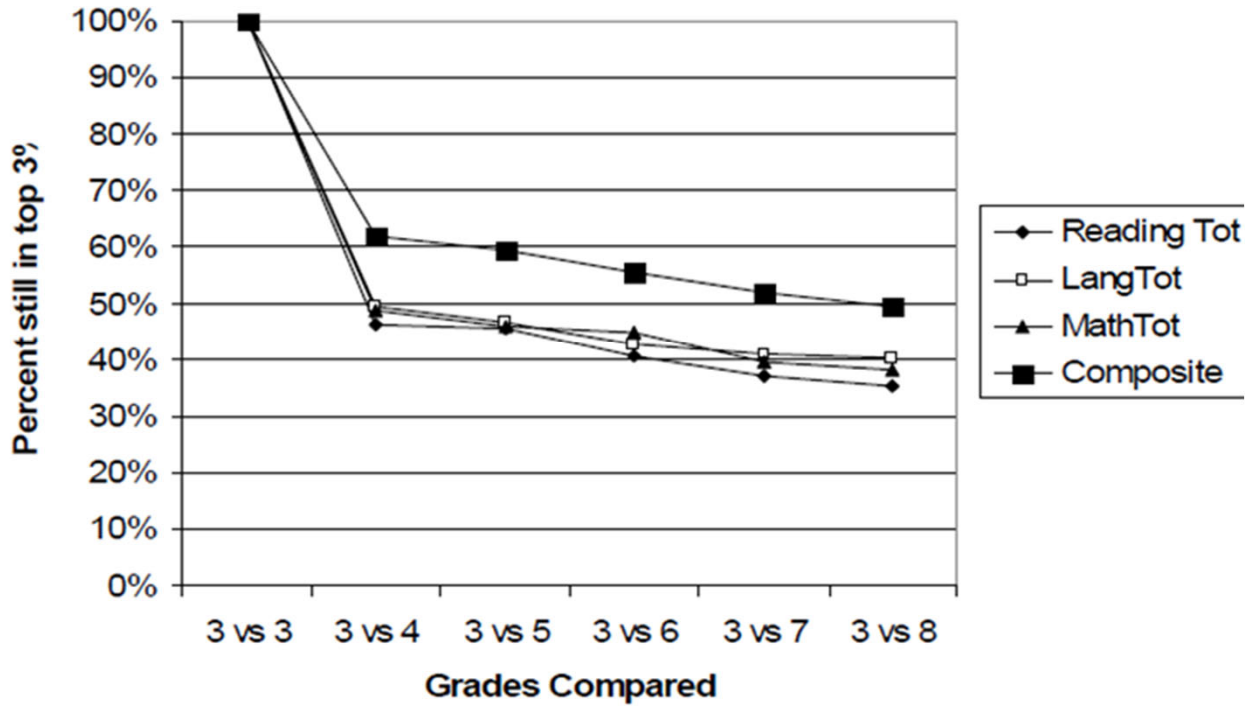
Changes over time and the value of re-screening



Lohman, D. F., & Korb, K. (2006). *Gifted* today but not tomorrow? Longitudinal changes in ITBS and CogAT scores during elementary school. *Journal for the Education of the Gifted, 29,* 451-484.

#3 Equity requires “making more pie”

- Gifted services often more exclusive/restrictive than necessary
- OR rule greatly increases number of students identified for services
- Results in more diverse students when program is larger

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Can a student *compensate* for low scores (or lower skill level) in one area with higher scores (stronger skills) in another area?

Consistent student skills
No opportunity to compensate

Wide range of student skills
Opportunity to compensate

Lakin, J.M. (2018). Making the cut in gifted selection: Selection decisions and their impact on program diversity. *Gifted Child Quarterly, 62*(2), 210-219. doi: 10.1177/0016986217752099

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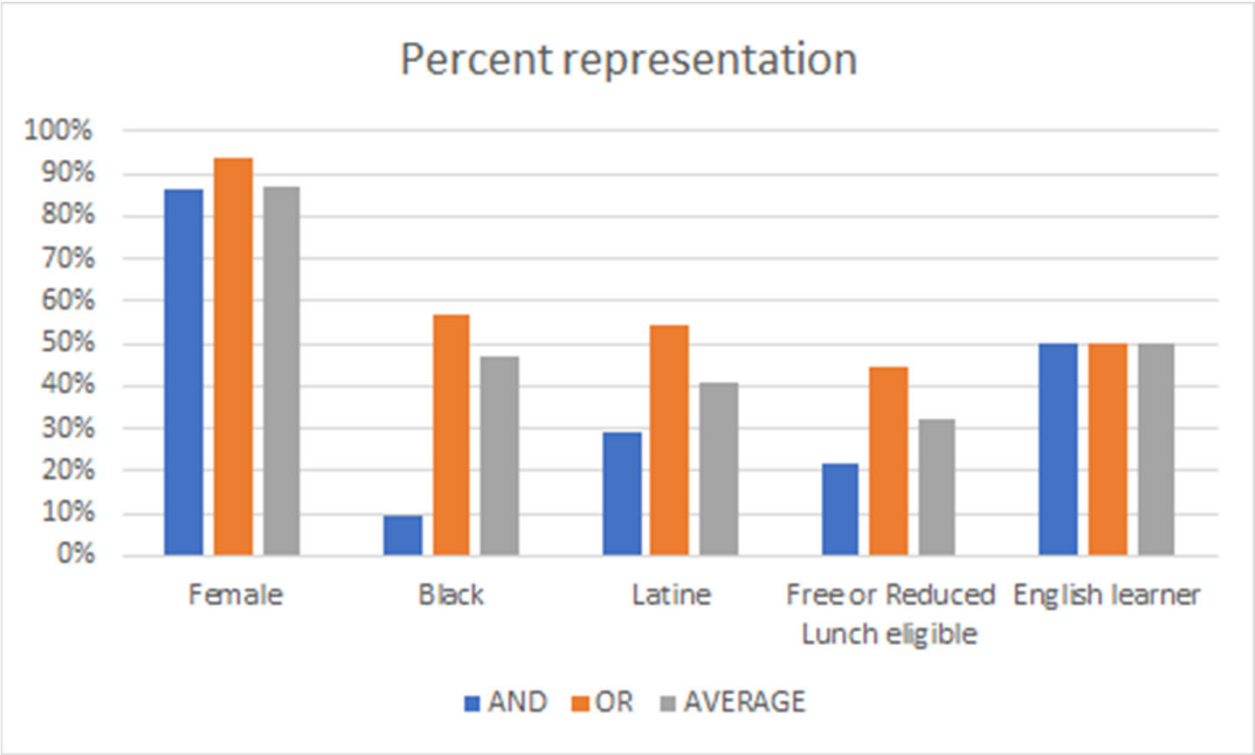
OR rule suggests students can be served in one or more area of strength



#4 Inclusive talent development

- “Frontloading”, early enrichment to mitigate opportunity to learn gaps
- Serving **talent pool**
  - **Serving alongside those identified as gifted**
  - **Watch list:** when their scores are on the cusp
    - Gather more data on student, provide additional opportunities to qualify, wait and hope
  - **Bridging:** when academic skills are holding them back
    - After-school, summer, or weekend classes

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Flexible data use in making identification decisions (see Johnsen, 2018)

- Use multiple measures as they allow students to “compensate” for lower scores in one area with higher scores in another
- Consider the standard error of measurement (SEM) in comparing scores
- Err on the side of including students who may be successful
- Consider anecdotal and other descriptive information systematically

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Call it Aptitude, call it Ability…

Aptitude = Ability = Student Potential for Learning

Ability, also called *aptitude* or student *potential for learning*, provides insight into students' readiness to **demonstrate creative problem-solving skills** and **learn in different situations and learning environments.**

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How Can We Use Data From Ability Assessments?

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Guide efforts to **adapt instruction (goals, methods, and materials)** to the needs and abilities of students

Provide a measure of cognitive development for **program placement**

Identify students whose predicted level of achievement are **markedly discrepant** from their observed levels of achievement

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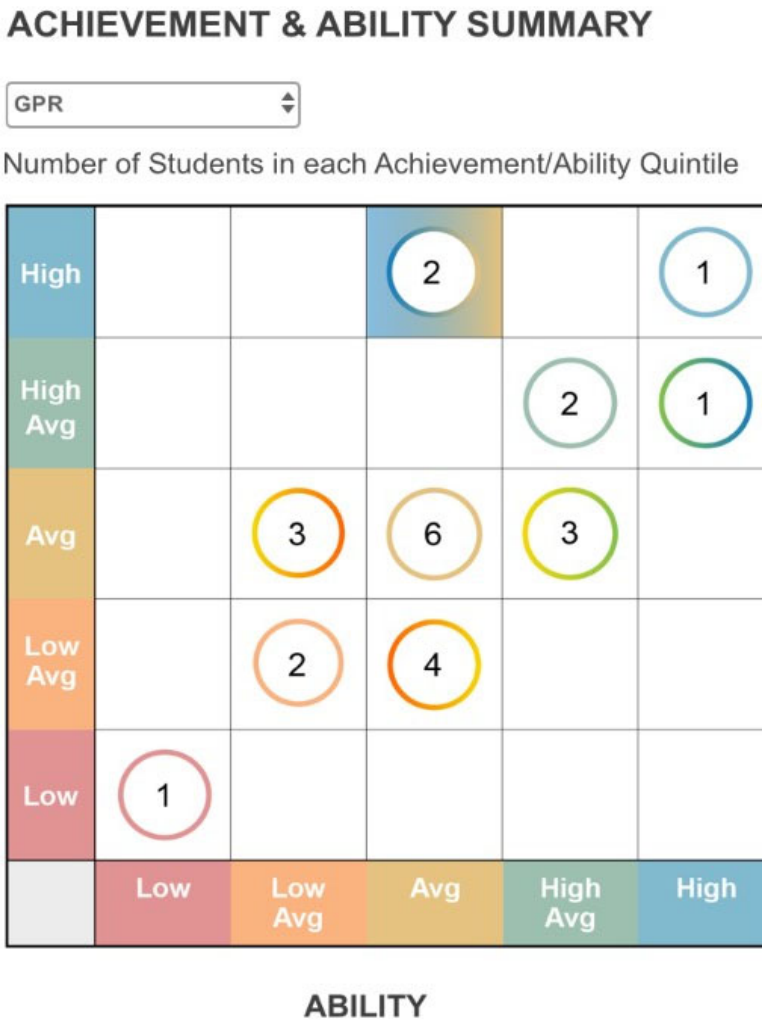
Using data together to unlock the strengths of each student

- Measuring Ability and using this information as to unlock insights about student potential
  - Universally screen wherever possible and USE this data!
  - Critical for all placements this year
  - Informing placement for Programs or Pods
- Balance what ability tells you with the achievement measures you have
- Leverage strengths to guide instruction in varied settings
  - Which students can learn more independently?
  - Which students need skill building versus conceptual guidance?



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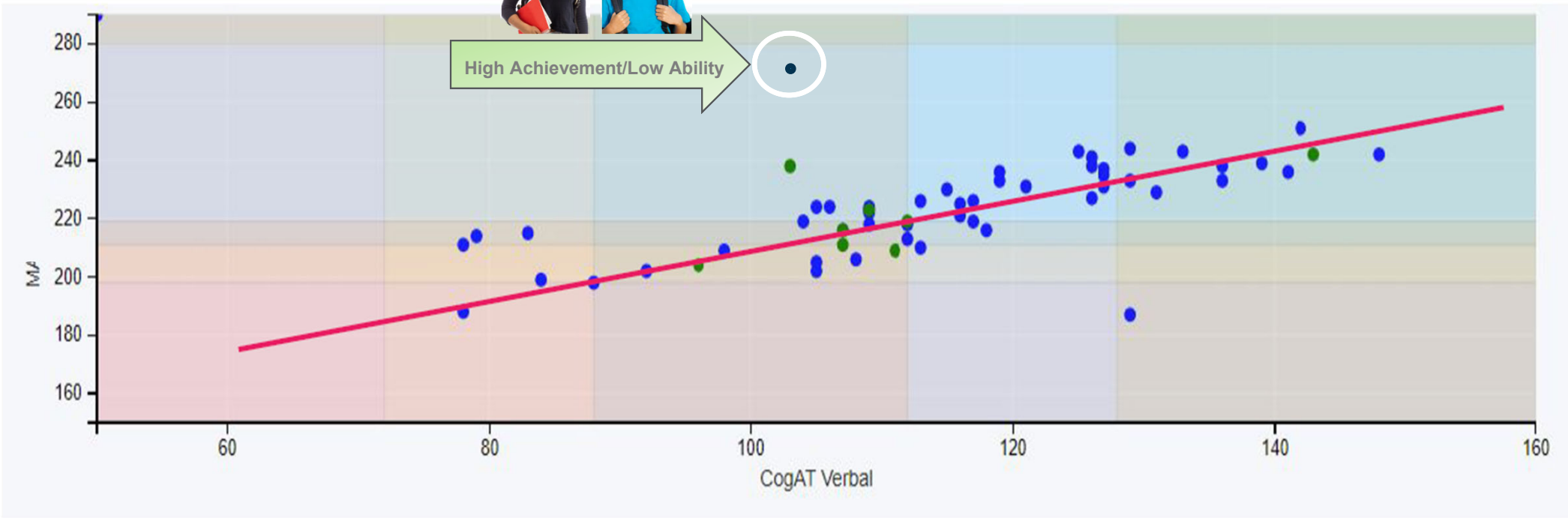
Achievement x Ability:

Matching a student's performance with their potential



Very Low | Below Avg | Average | Above Avg | Very High

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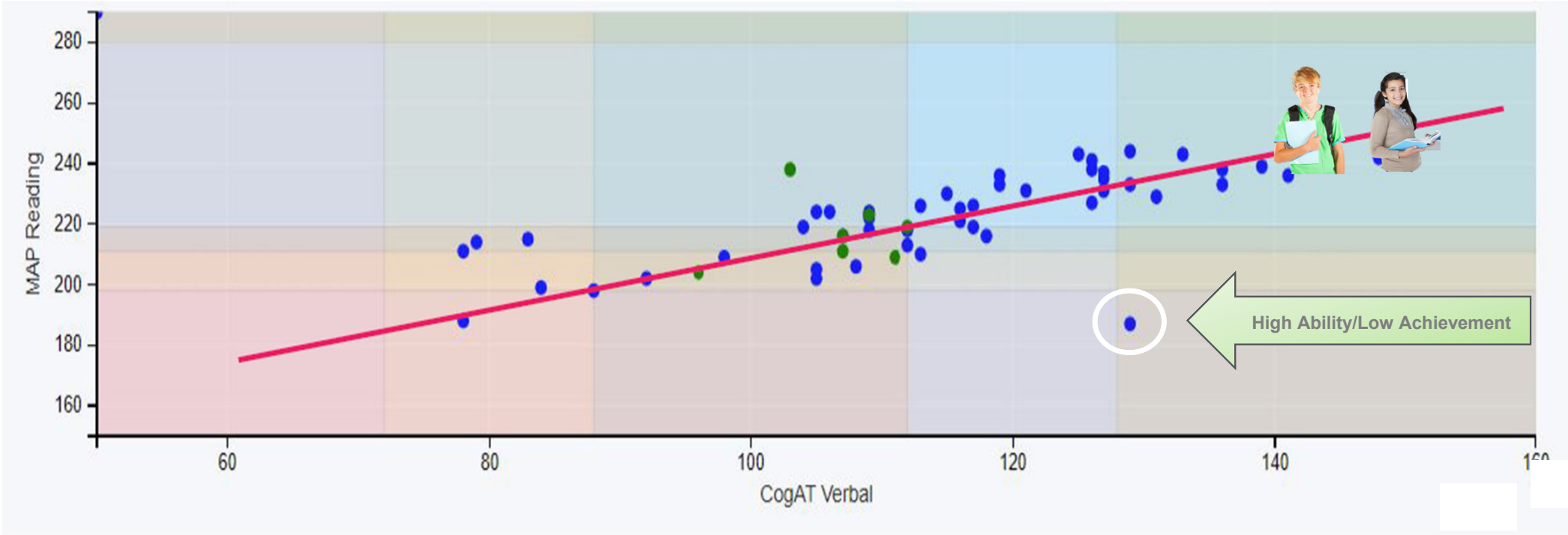
Matching a student's performance with their potential



Very Low | Below Avg | Average | Above Avg | Very High

Below expected achievement given their ability

Low achievement, high ability

Characteristics

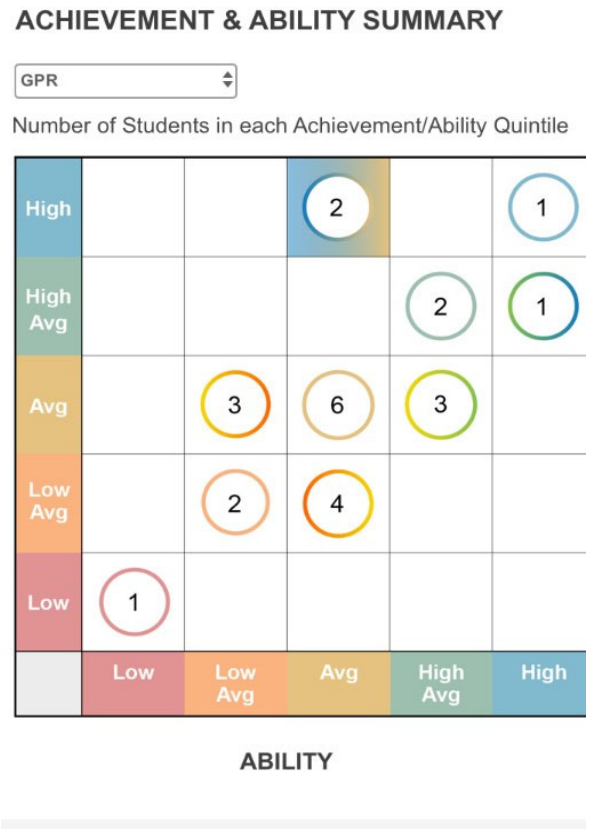
- Excel at solving unfamiliar problems
- High reasoning students
- Prefer to work alone
- Guided discovery
- Want to be challenged with new information & projects
- Many identified gifted students

Next Steps: Identify the "why" of low performance

- Engagement in the classroom
- Twice exceptionalities
- Lack of opportunities to develop knowledge & skills needed for classroom instruction & achievement

A simple model for discrepancy

- Looking at Achievement – Ability discrepancy helps to illuminate areas of strength and opportunities for growth
- Lower achievement performance indicates students who may not be well served by the curriculum
  - Learning disabilities
  - Behavior issues
  - Language issues
  - Opportunity to learn
- Higher achievement performance may indicate
  - Students who need help extending knowledge



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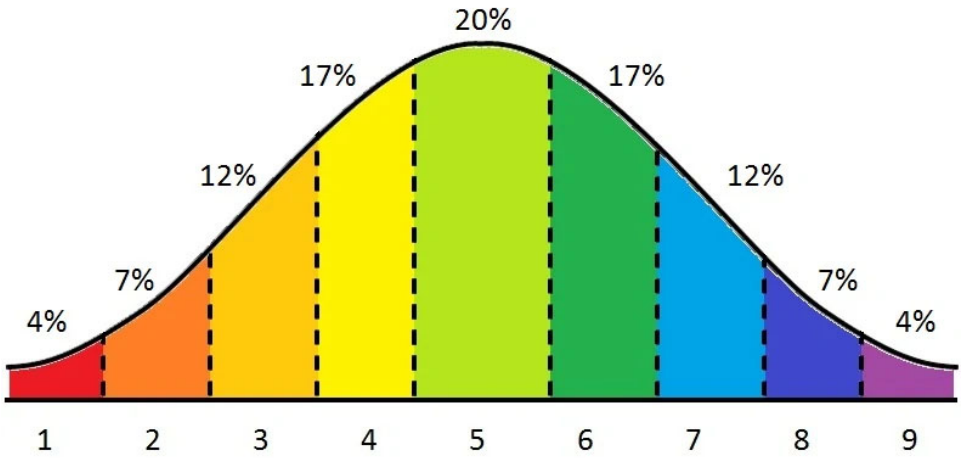
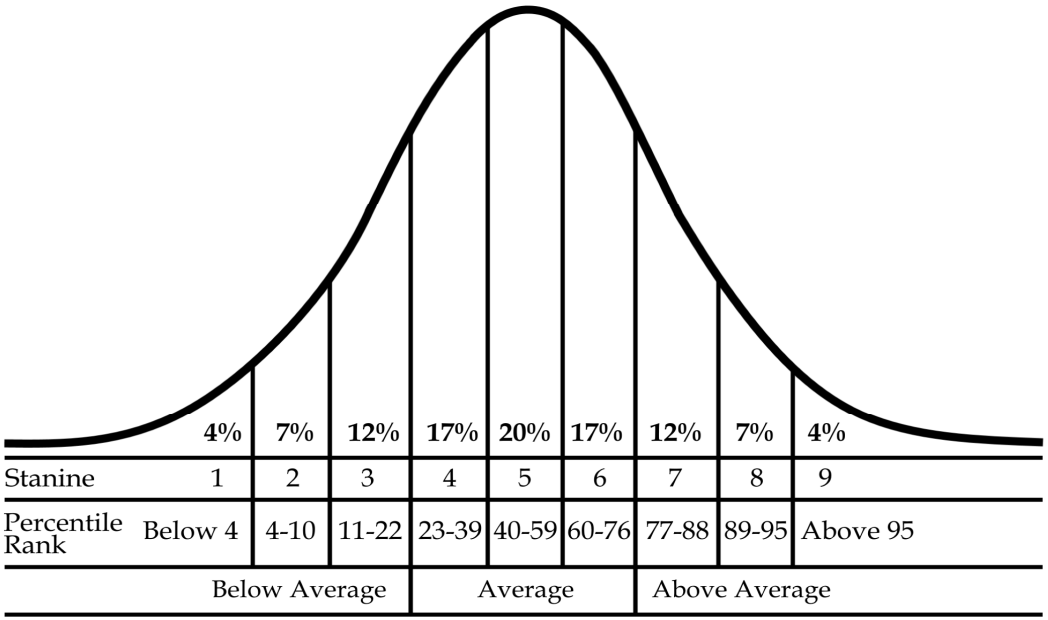
Using Stanines to Understand Achievement – Ability Discrepancies





	4%	7%	12%	17%	20%	17%	12%	7%	4%
Stanine	1	2	3	4	5	6	7	8	9
Percentile Rank	Below 4	4-10	11-22	23-39	40-59	60-76	77-88	89-95	Above 95
	Below Average			Average			Above Average		

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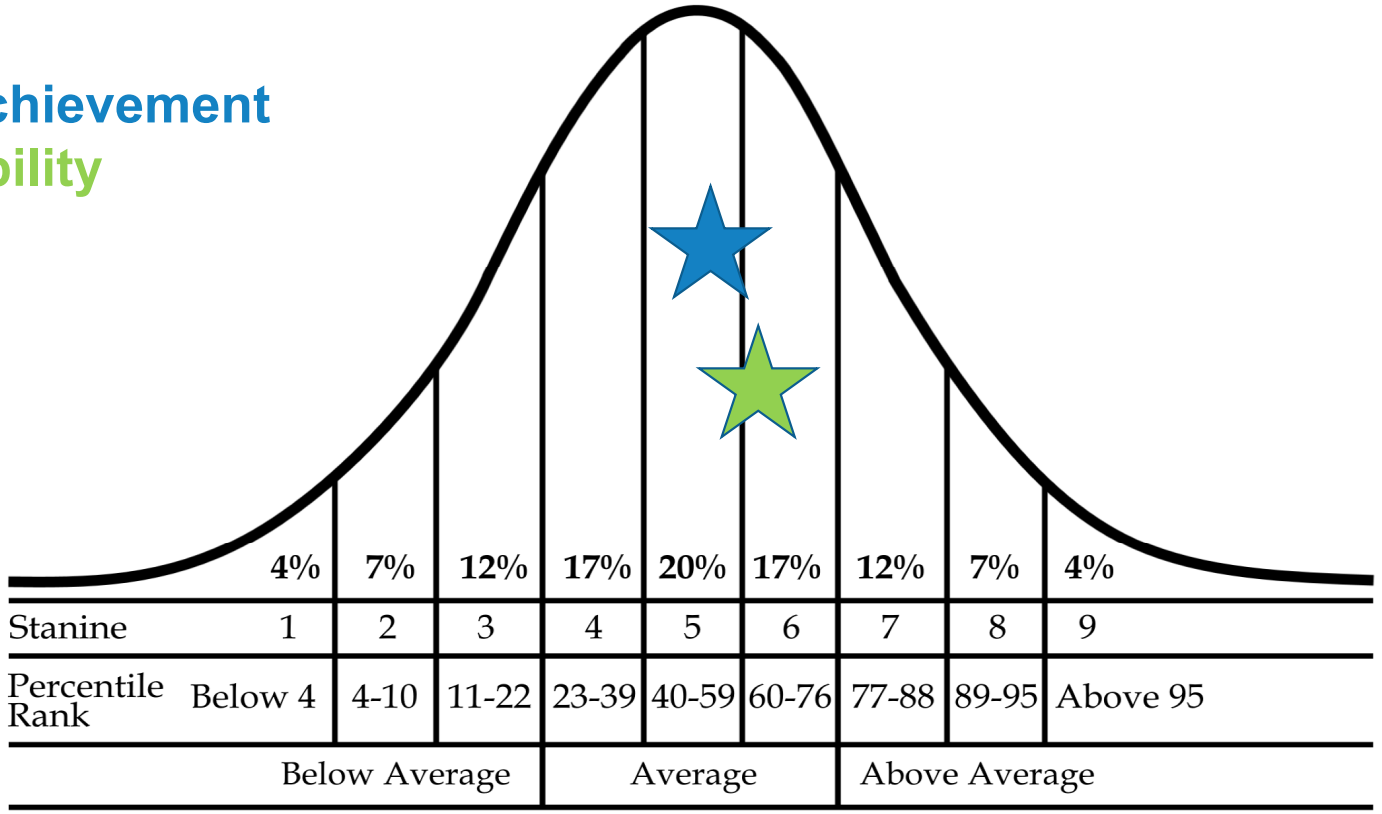
Look for performance more than 2 stanines apart

Achievement
Ability



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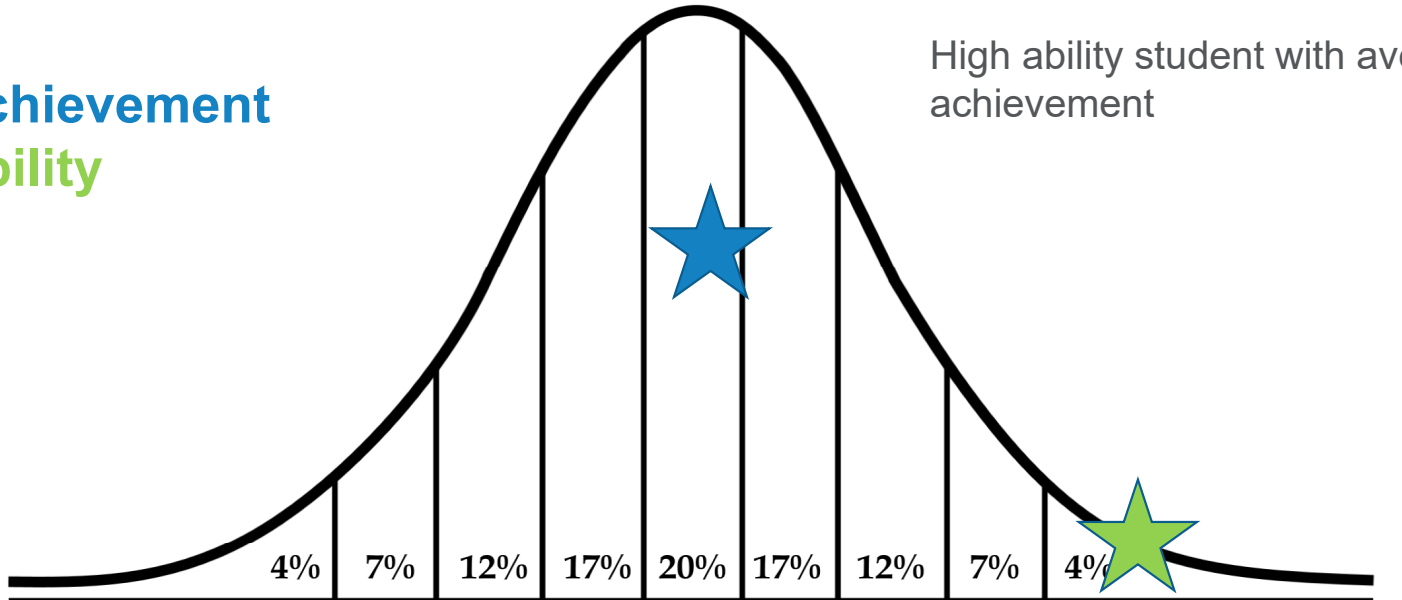
Look for performance more than 2 stanines apart

Achievement
Ability

High ability student with average achievement



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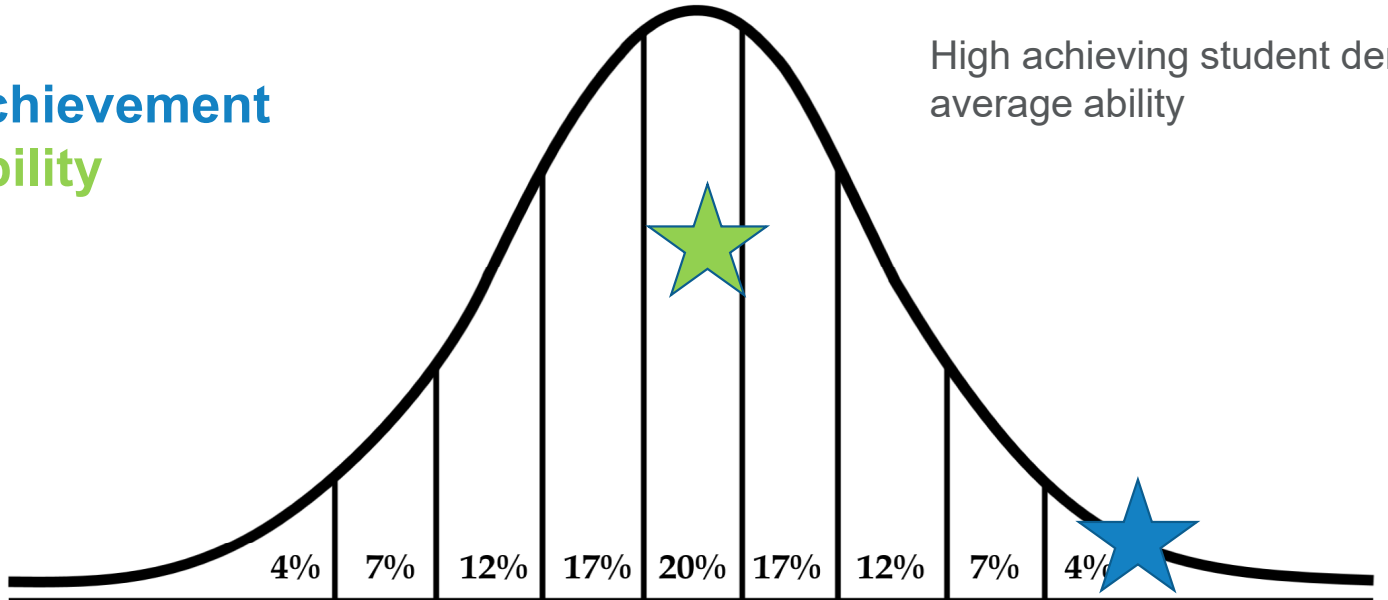
Look for performance more than 2 stanines apart

Achievement
Ability

High achieving student demonstrating average ability



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Percentile Rank	Below 4	4-10	11-22	23-39	40-59	60-76	77-88	89-95	Above 95
	Below Average			Average			Above Average		

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Which students show a discrepant score pattern?

Student	Composite Ability	Reading Stanine	Math Stanine	DIFF Reading	DIFF Math
Ann Anderson	5	6	5	+1	-
Bob Black	6	6	3	-	**-3**
Cathy Coolidge	6	7	7	+1	+1
Dave Davis	9	3	8	**-6**	-1
Ellen Engle	3	4	5	+1	+2
Fred Farma	5	5	5	-	-
Gina Gibbons	7	9	8	+2	+1
Hal Harold	4	6	5	+2	+1
Ina Innes	8	7	8	-1	-

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Pick one student to describe their constellation of characteristics, what kinds of support do they need?

Student	Ability Stanine	Reading Stanine	Math Stanine	DIFF Reading	DIFF Math	Other data
Bob Black	6	6	3	-	-3	Below average motivation Strong interest in art
Cathy Coolidge	6	7	7	-	1	Below average motivation Above average curiosity
Dave Davis	9	3	8	-6	-1	Above average creativity English learner
Fred Farma	5	5	5	-	-	Average motivation Diagnosed with ADHD
Gina Gibbons	7	9	8	+2	+1	Above average motivation
Hal Harold	4	6	5	+2	+1	Average motivation Above average curiosity
Ina Innes	8	7	8	-1	-	Above average curiosity Above average motivation

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How Can We Use Data From Ability Assessments?

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Instructional Differentiation:
General Principles

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Build on Strengths

- Provide instructional tasks to challenge their strength
- Emphasize task aspects that avoid their weakness until they feel comfortable

- **Example**: strong verbal reasoning, challenging to learn computation
- **Strategy**: talk through math problems & strategies

Focus on Working Memory

- Strong reasoning abilities = provide instructional flexibility
- Weaker reasoning abilities = provide greater instructional support (scaffold, sequence, reduce information processing)

- **Example** : calculating multiplication facts makes long division difficult
- **Strategy**: scaffold & sequence (write things down, draw, practice for automaticity)

Scaffold Wisely

- Reduce memory requirements & processes not the focus of the instructional activity

- **Example** : spelling & grammar for a beginning writer
- **Strategy** : write a rough draft, correct errors later

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Instructional Differentiation:
General Principles

CogAT

Encourage Strategic Thinking	
• Encourage students to use & monitor the effectiveness of different strategies to leverage their strengths and avoid, or scaffold, their weaknesses.	• **Example** : skilled reader can quickly retrieve word meanings & build mental images, moving between sentences. • **Strategy** : write a rough draft, correct errors later

When Grouping, Aim for Diversity	
• Group students of varying abilities (flexible groupings) • Group students with similar relative strengths	• **Example** : high-ability grouped with lower ability; higher-ability provides explanations & assistance while growing their skills • Average & above-average become the leaders at times

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Example tiered Reading/ELA Activities

Ability	Verbal +	Quantitative +	Nonverbal +
Stanine 1-3	Write a 1-page summary of a specified chapter book or novel. Be sure to include details about the characters, setting, & theme.	Create a spreadsheet showing details of the plot, elements of character, setting, and theme for your selected book	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.
Stanine 4-6	Write a news article about an important event from a specified book.	Create a live news broadcast about a current issue related to a selected book. Include statistics about the issue.	Draw or create a map for a place or space from your book.
Stanine 7-9	Write the next chapter or rewrite the ending to a selected book.	Create a social media page about the main character(s) in the selected book.	Create a One-Act play over a significant scene in your book and prepare to perform the play for the class.

Focus on Working Memory & Encourage Strategic Thinking

Choice Board

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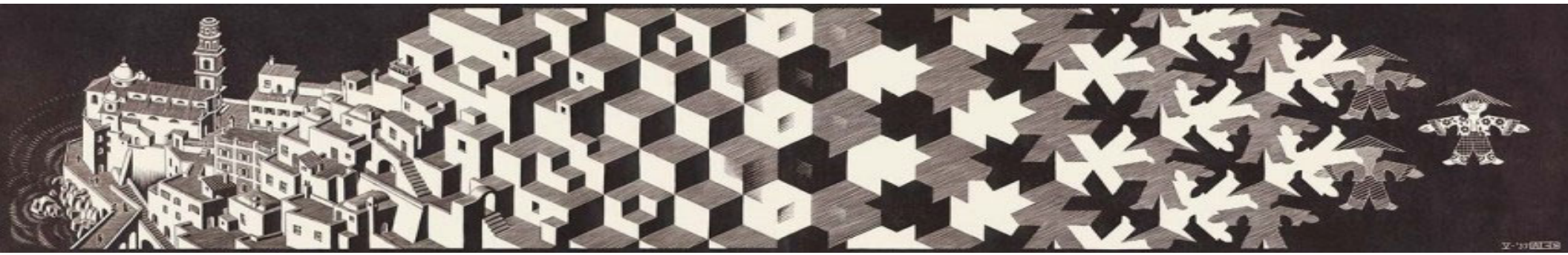
	TIC	TAC	TOE
Reading Stn 4-6	Write a news article about an important event from a selected book.	Create a live news broadcast about a current issue related to a selected book.	Draw or create a floor plan for a place or space from a story/chapter book.
Math Stn 7-9	Write a detailed explanation about how to successfully solve a problem.	Develop a real-world scenario that illustrates a math concept and a specific math problem.	Create a storyboard reflecting a math problem solved.
Social Studies Stn 4-6	Prepare a debate or case against a current issue that violates a provision of the United States Constitution.	Create a website featuring current issues directly related to provisions of the Bill of Rights.	Create a work of art honoring a hero of the American Revolution which highlights significant events.
Science Stn 4-6	Create a podcast or video explaining a process and key terms, such as the water cycle.	Design a sequence of steps for a demonstration of the water cycle in times of drought vs. plenty of precipitation.	Create a visual or model representation of a process such as the water cycle.

CogAT Measures Key Reasoning Skills

CogAT measures a cluster of general and abstract reasoning abilities tied to successful learning and problem solving

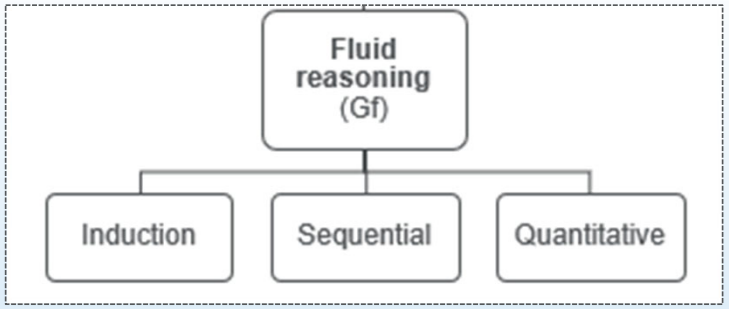
- Comprehending problem situations
- Detecting similarities and differences
- Making inferences
- Making deductions
- Classifying and categorizing objects, events, and other stimuli
- Creating and adapting problem-solving strategies
- Using familiar concepts and skills in new contexts



Value of multidimensional test

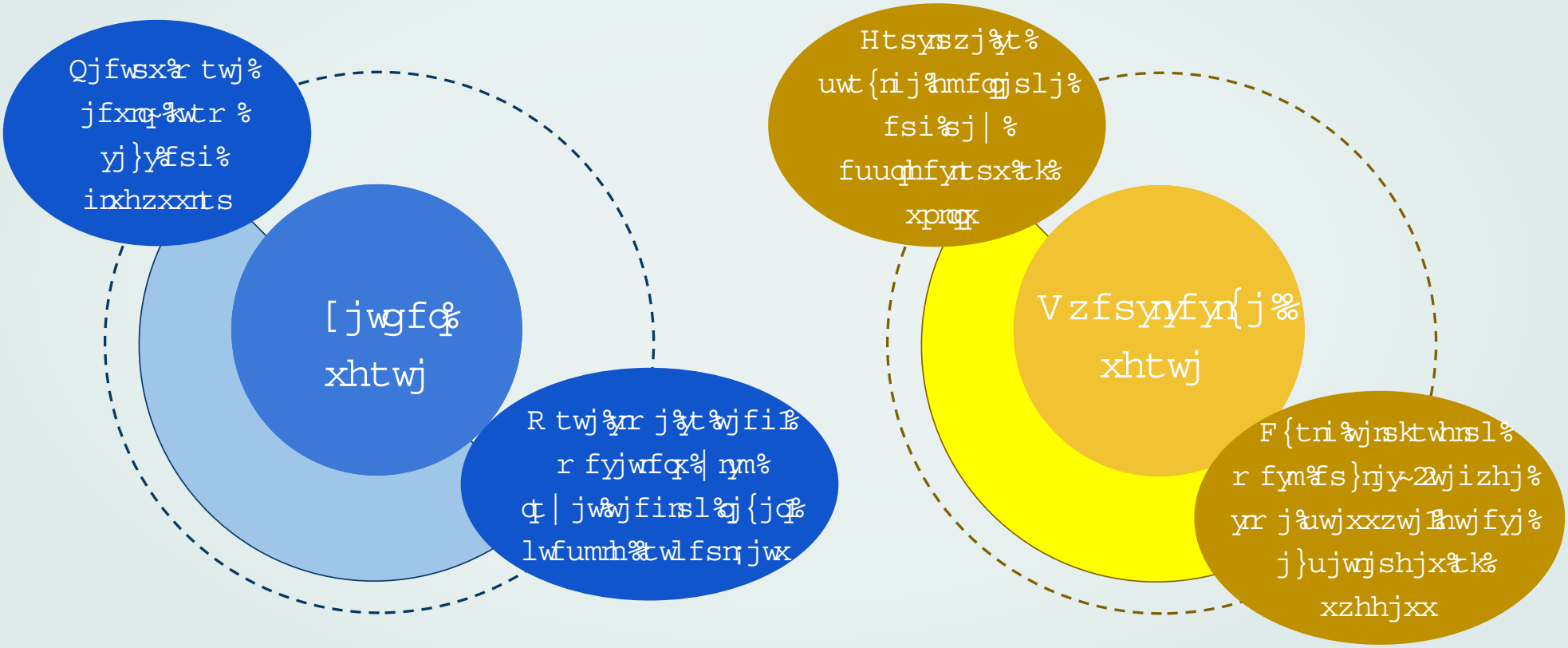
Better measure of general reasoning (composite)

Can compare and contrast scores to gain more information through *Ability Profile Scores*



V N Q

Relevance to classroom instruction



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The New CogAT.com

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Cognitive Abilities Test™ (CogAT®)

Videos

- Getting to Know CogAT
- CogAT and Equity
- Getting to Know CogAT for Differentiation
- Getting to Know CogAT Profiles
- Getting to Know CogAT for Parents
- Take your CogAT Scores out of the Drawer - CogAT Dashboard
- 3 Things You Can Do Right Now with CogAT Data

COGAT | GROUP: K-12 | K12 ABILITY ASSESSMENTS

Ability Data: Bridging the Gap Between Student Potential & Achievement

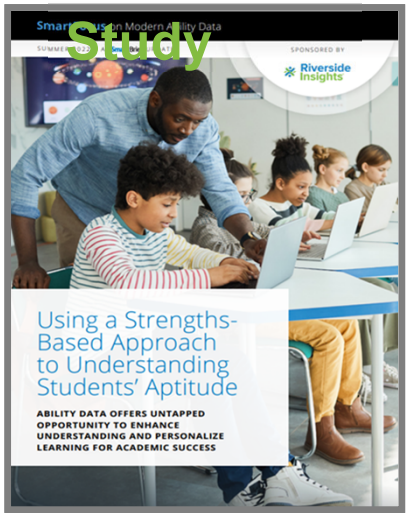
Share

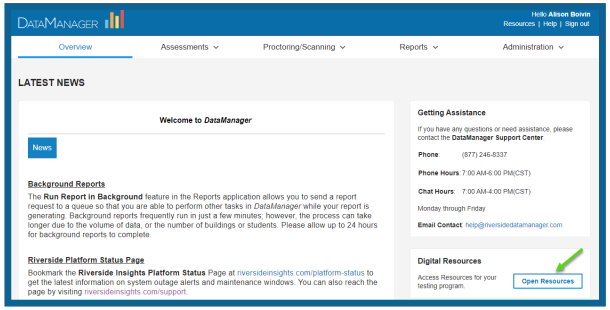
Written By Riverside Insights
On May 9, 2022 • 5 minute read

Ability Data: Bridging the Gap Between Student Potential and Student Achievement

Chances are, you already have an idea of ***what*** your students have learned. You've got benchmark tests, chapter quizzes, portfolios of student work – any number of data points that demonstrate what your students have ***achieved***. But do you know ***how*** your students learn? Between COVID disruptions, growing opportunity gaps, and constantly shifting standards, individualized differentiation is more important than ever even as teacher bandwidth is at an all-time low. ***Ability data*** provides educators a fresh and meaningful way to understand each student's potential for learning and to easily differentiate instruction based on individual needs.

Case Study





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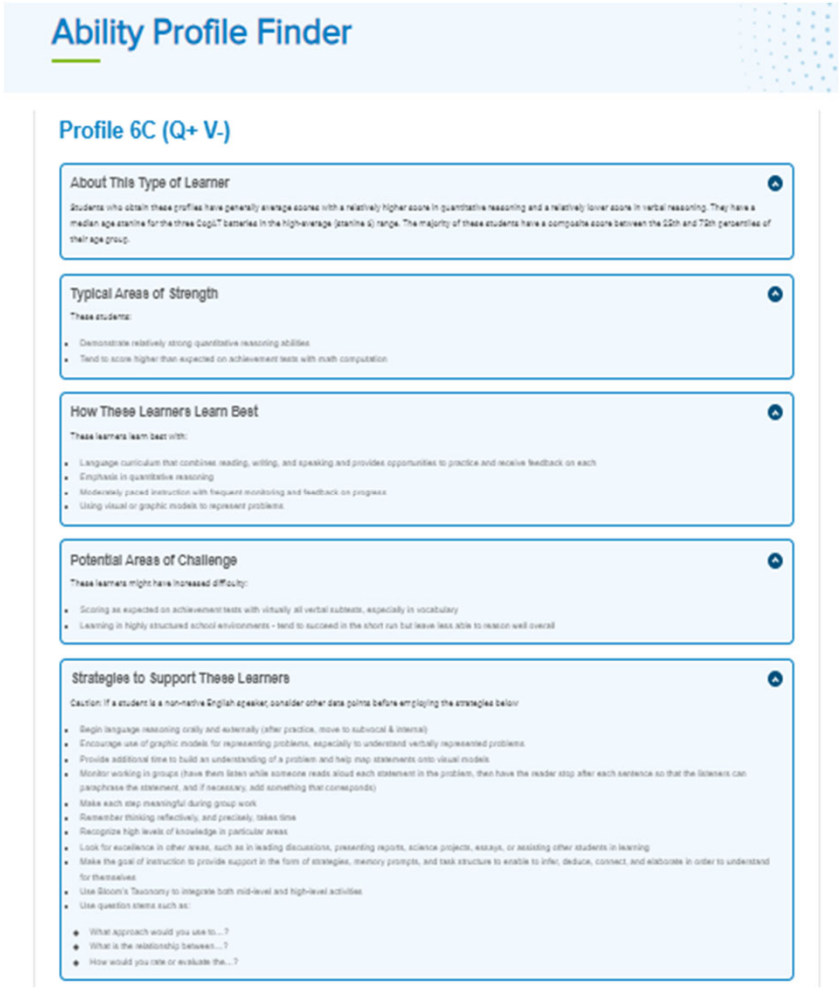

New *Ability Profile* guidance on CogAT.com to succinctly address learner profiles

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Profile 6C (Q+ V-)

About This Type of Learner

Students who obtain these profiles have generally average scores with a relatively higher score in quantitative reasoning and a relatively lower score in verbal reasoning. They have a median age stanine for the three CogAT batteries in the high-average (stanine 6) range. The majority of these students have a composite score between the 25th and 75th percentiles of their age group.

Typical Areas of Strength

These students:

- Demonstrate relatively strong quantitative reasoning abilities
- Tend to score higher than expected on achievement tests with math computation

How These Learners Learn Best

These learners learn best with:

- Language curriculum that combines reading, writing, and speaking and provides opportunities to practice and receive feedback on each
- Emphasis in quantitative reasoning
- Moderately paced instruction with frequent monitoring and feedback on progress
- Using visual or graphic models to represent problems

Potential Areas of Challenge

These learners might have increased difficulty:

- Scoring as expected on achievement tests with virtually all verbal subtests, especially in vocabulary
- Learning in highly structured school environments - tend to succeed in the short run but leave less able to reason well overall

Strategies to Support These Learners

Caution: If a student is a non-native English speaker, consider other data points before employing the strategies below

- Begin language reasoning orally and externally (after practice, move to subvocal & internal)
- Encourage use of graphic models for representing problems, especially to understand verbally represented problems
- Provide additional time to build an understanding of a problem and help map statements onto visual models
- Monitor working in groups (have them listen while someone reads aloud each statement in the problem, then have the reader stop after each sentence so that the listeners can paraphrase the statement, and if necessary, add something that corresponds)
- Make each step meaningful during group work
- Remember thinking reflectively, and precisely, takes time
- Recognize high levels of knowledge in particular areas
- Look for excellence in other areas, such as in leading discussions, presenting reports, science projects, essays, or assisting other students in learning
- Make the goal of instruction to provide support in the form of strategies, memory prompts, and task structure to enable to infer, deduce, connect, and elaborate in order to understand for themselves
- Use Bloom's Taxonomy to integrate both mid-level and high-level activities
- Use question stems such as:
    - What approach would you use to…?
    - What is the relationship between…?
    - How would you rate or evaluate the…?

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Overall Ability: Example Characteristics

Stanine	Reasoning Ability	Example characteristics
1-3	Below-average	• difficulty learning abstract concepts • minimal or ineffective strategies for learning and remembering (Tend to rely on trial-and-error)
4-6	Average	• likely to use only previously learned methods when faced with new tasks • difficulty transferring knowledge/skills
7-8	Above-average	• ability to learn relatively quickly • good memory, effective learning strategies
9	Very high	• preference for discovery learning rather than highly structured learning environments (not necessarily solitary environments)

Excerpted from *CogAT Score Interpretation Guide* and *Teachers' Guide to Adapting Instruction*

Overall Ability: Building on Strengths

Stanine	Example adaptations
1-3	Look for strengths in terms of specific interests and achievements. Even more than other students, those who are behind their peers in reasoning abilities often **learn more and sustain their efforts longer if the teacher discovers and builds on their interests**.
4–6	Help them develop the habit of analyzing new tasks to **detect relationships with previously learned tasks**. Do this by **modeling** the process for them.
7–8	Recognize that these students generally profit most when allowed to discover relationships themselves. ***Guided* discovery methods work better** than more structured teaching methods.
9	Carefully select **challenging instructional materials, special projects, or other enrichment activities**.

Adapt Instruction Using Relative Strengths

Strength	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.
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.
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.

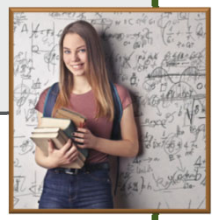
Excerpted from *CogAT Score Interpretation Guide* and *Teachers' Guide to Adapting Instruction*

Relative Strength in Verbal Reasoning (V+)

Principle	Characteristics	Reluctance to Write…
Learner Characteristics	• Performs **higher in all areas but math computation** • Observed vs. expected achievement differences are small	Provide student with meaningful writing assignments with low stakes. • Creative writing journal • Caption cartoons • Create comic books online • Funny writing prompts to write for audience on topic of interest • Writing prompt that asks to use creativity (writing in dialect or poetry formats) • Participate in web-based writing communities
Relative Strength	• Performs well when encouraged to **write & talk about ideas** (1-on-1 & class discussions) • **Good memories for arbitrary sequences** (sounds, letters, words, & events) • **Excels in spelling, knowledge of syntax & grammar, learning other languages, & remembering dialogue, prose, & poetry**	
Building on Strength	• Challenge with special "higher demand" reading/writing assignments • **Use verbal reasoning in math** • Restate & explain math expressions • **Explain errors in incorrect answers** • **Easier to memorize formulas than build more abstract conceptual systems (abstract leads to transferring math knowledge to unfamiliar domains)** **Strategies**: • Graph data, encourage mental model & verbal description, sketch models & concept maps, students make explicit connections between text & illustrations • Include visual representations (lab plans, map directions, historical timelines, or diagrams) • Think-pair-share (esp. ELL students)	

Relative Strength in Quantitative Reasoning (Q+)

Principle	Characteristics
Learner Characteristics	• Exhibit **abstract thinking** at an early age • Score higher than expected on **math & language** (skilled at pattern recognition)
Relative Strength	• Computation • Identify patterns, & reason with abstraction • **Computer skills (**organizing data, creating graphs, using computational logic in robotics) • Strong grammar knowledge • Enjoy **math puzzles** & challenges
Building on Strength	• AP/honors classes • Math clubs • Present math solutions or data interpretations verbally • Collaborative projects (using statistics, exploring evidence & claims) • 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.



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Relative Strength in Nonverbal Reasoning (N+)

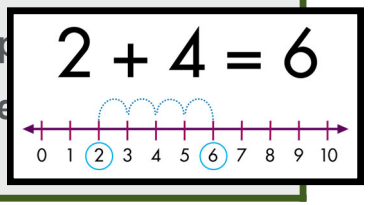
Principle	Characteristics
Learner Characteristics	• Good at reasoning w/spatial representations • Effectively solve new problems • Spelling & verbal fluency are challenging • **Excel at drawing, sculpting (visual arts)**
Relative Strength	• Prefer visual mental models (w/connecting concepts) • Graphics & maps • Concrete application
Building on Strength	• Prefer **detailed illustrations** for unfamiliar content • Metaphors, analogies, & **real-world examples** to connect unfamiliar, abstract concepts to familiar objects & experiences • Allow for **pausing** verbal information (videos) • Create **drawings when solving math problems** • **Concept maps** for note-taking • Create mental models during reading • **Hands-on learning**, physical application for problem-solving • Descriptive (rather than narrative prose) for teaching writing, illustrate scene • Skilled in **visual arts**

Relative Weakness in Verbal Reasoning (V-)

Principle	Characteristics
Learner Characteristics	• Prefer nonverbal (visual) or quantitative reasoning • **Lower than expected achievement** scores (writing) • **Low motivation to read** (need exposure to reading/multimedia)
Relative Weakness	• Following wordy directions/**excess reading** demands • Minimize verbal information sources (taking notes during a fast-paced video presentation)
Shoring Up the Weakness	• **Allow for prompts** (written statement of a concept) needed for current assignment • Practice concept in various contexts • Use videos & preview worksheets to introduce vocabulary • Provide reading/writing/speaking opportunities in the curriculum • Provide reading assignments & activities designed to build verbal comprehension • Emphasize learning **vocabulary in context**

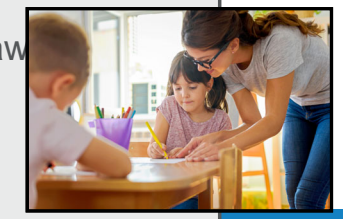
Relative Weakness in Quantitative Reasoning (Q-)

Principle	Characteristics
Learner Characteristics	• Score lower on achievement assessments (math/computation/langu • Abstract concepts & number sense are challenges
Relative Weakness	• **Think more concretely** (understand $, but not in word problems) • Basic computation mentally is challenging • Lack experience thinking/talking quantitative concepts (leads to math anxiety)
Shoring Up the Weakness	• Focus on the numbers in the word problem • Practice **drawing/using a number line** to solve simplistic problems • Encourage **restatement of math expressions** in words (rely on verbal strength) • Have students **talk about mathematical concepts/explain strategies** • **Rely on computers/tools for low-level computation** • **Draw main parts of math question, create visual models, use manip** • **Engage student in math projects relevant & interesting to the stude**



Relative Weakness in Nonverbal Reasoning (N-)

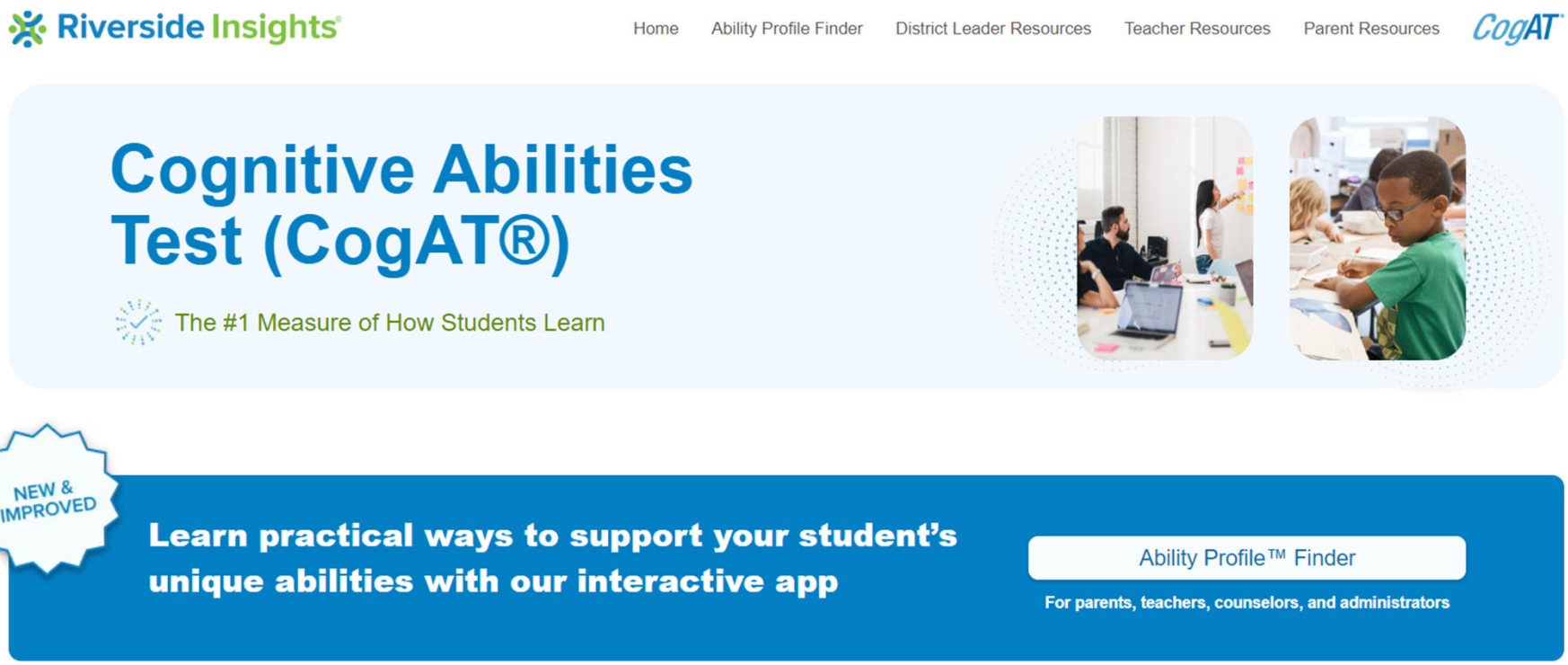
Principle	Characteristics
Learner Characteristics	• Lower reading & math scores (HS – science) • Complete **practice activities**, especially for nonverbal battery
Relative Weakness	• Difficulty reasoning with figural-spatial stimuli or solving unfamiliar problems (affects math & science) • **Anxiety with situations lacking clear expectations guidelines** or how they are evaluated
Shoring Up the Weakness	• Provide practice on spatial thinking the curriculum requires (interpreting diagrams & reading graphs) • **Provide printed/digital formats** for students to mark • **Hands-on learning** • Provide **simple drawings** that encapsulate the essential features of the visual mental model the problem requires. Then give students time to examine the draw label it or coordinate it with the text. • Have students repeat statements aloud as the perform each step • Encourage/reward engaging I tasks less familiar & structured



Adapt Instruction to Develop Relative Weaknesses

Weakness	Example adaptations
V -	Acquaint students with **unfamiliar ways 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 -	If the difficulty is 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 -	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.

CogAT.com



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I am a District Administrator

Resources for District Administrators

Use CogAT beyond Identification

Gifted Coordinator Toolkit

Actionable resources to develop processes and programs to best support gifted learners

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Ability and Achievement Tool

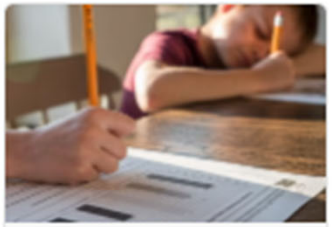
Combine multiple measures to identify gaps in student potential and performance

+ VIEW MORE

Local Norms Dashboard

Quickly and easily calculate local norms

+ VIEW MORE



Best Practices

Glean best practices from districts and CogAT Power Users via blogs, webinars, and case studies

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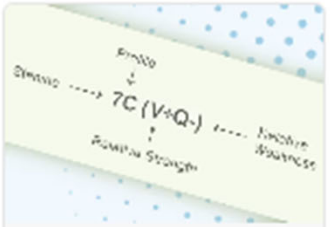

Ability Profile Finder

Discover the instructional recommendations and strategies for each unique Ability Profile

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CogAT In Action

Learn how to bring CogAT insights to life in the classroom in this on demand mini-module hosted by our National Academic Advisor

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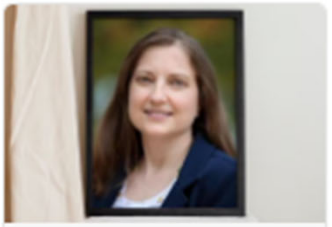

Hear from the CogAT Author

Discover research-based practices in a series of articles written by CogAT's author, Dr. Joni Lakin

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Resources for Teachers

Use CogAT in the classroom

I am a Teacher

Sample Lesson Plans

Explore opportunities to infuse CogAT data into differentiated instruction

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CogAT Report Guides

Unlock the data in each CogAT report with these step-by-step report guides

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Grouping Resources

Discover proven strategies for using CogAT data to easily group students

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Ability and Achievement Tool

Combine multiple measures to identify gaps in student potential and performance

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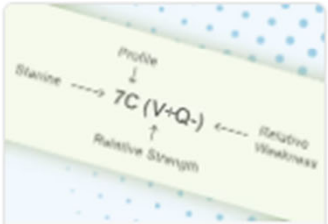

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Standards Alignment Guides

Identify standards that support the development of verbal, quantitative, and nonverbal critical reasoning

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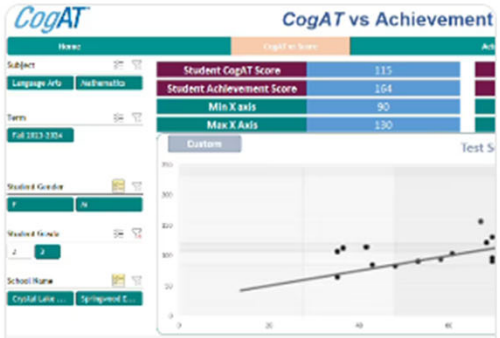

Ability and Achievement Tool

Combine multiple measures to identify gaps in student potential and performance

+ VIEW MORE

Ability x Achievement Tool

Compare potential and performance with the Ability x Achievement Tool.

The Ability x Achievement Tool enables educators to combine the power of *CogAT* insights with any set of achievement data. Use this tool to answer questions like:

- What is the general trend in my students' *CogAT* and achievement performance? Are there sub-populations of students falling above or below the general trend line?
- Which students demonstrate high potential in their cognitive abilities but may not be performing at or above their potential in reading and/or math?
- What can we estimate about students' future achievement performance using their *CogAT* data?

Ready to level-up with *CogAT* insights?

Learn how to use the tool with our video and written instructions, plus practice with a sample data set!

The Ability x Achievement Tool is compatible with Excel 365 and Excel 2021 or newer.

Step 1
Watch the Video Demos

Step 2
View the Visual Guides

Step 3
Download the Tool & Practice with Sample Data Sets

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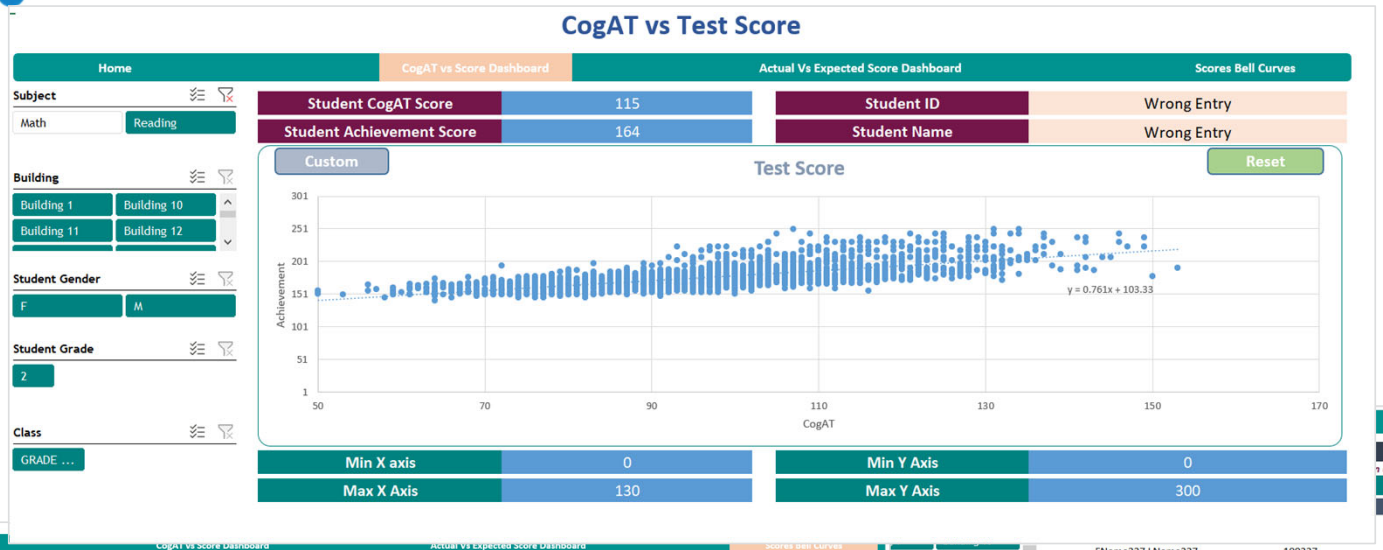
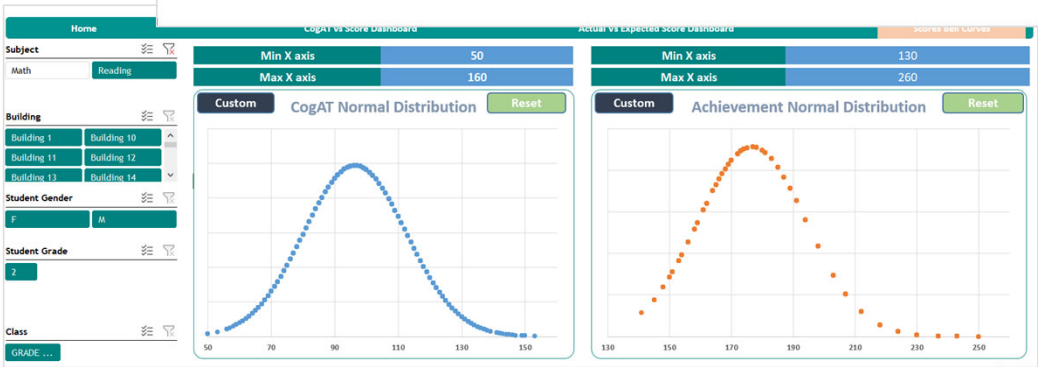
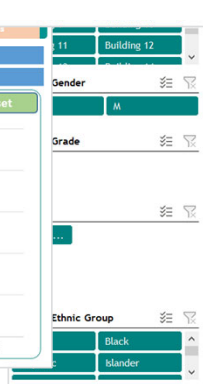
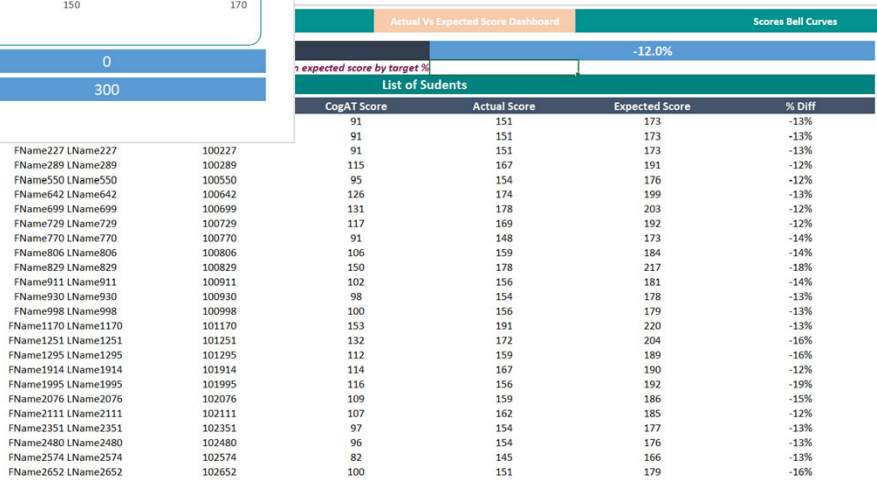
Ability X Achievement Tool









CogAT Score	Actual Score	Expected Score	% Diff
91	151	173	-13%
91	151	173	-13%
91	151	173	-13%
115	167	191	-12%
95	154	176	-12%
126	174	199	-13%
131	178	203	-12%
117	169	192	-12%
91	148	173	-14%
106	159	184	-14%
150	178	217	-18%
102	156	181	-14%
98	154	178	-13%
100	156	179	-13%
153	191	220	-13%
132	172	204	-16%
112	159	189	-16%
114	167	190	-12%
116	156	192	-19%
109	159	186	-15%
107	162	185	-12%
97	154	177	-13%
96	154	176	-13%
82	145	166	-13%
100	151	179	-16%

FName227 LName227	100227	
FName289 LName289	100289	
FName550 LName550	100550	
FName642 LName642	100642	
FName699 LName699	100699	
FName729 LName729	100729	
FName770 LName770	100770	
FName806 LName806	100806	
FName829 LName829	100829	
FName911 LName911	100911	
FName930 LName930	100930	
FName998 LName998	100998	
FName1170 LName1170	101170	
FName1251 LName1251	101251	
FName1295 LName1295	101295	
FName1914 LName1914	101914	
FName1995 LName1995	101995	
FName2076 LName2076	102076	
FName2111 LName2111	102111	
FName2351 LName2351	102351	
FName2480 LName2480	102480	
FName2574 LName2574	102574	
FName2652 LName2652	102652	

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Bell Curves

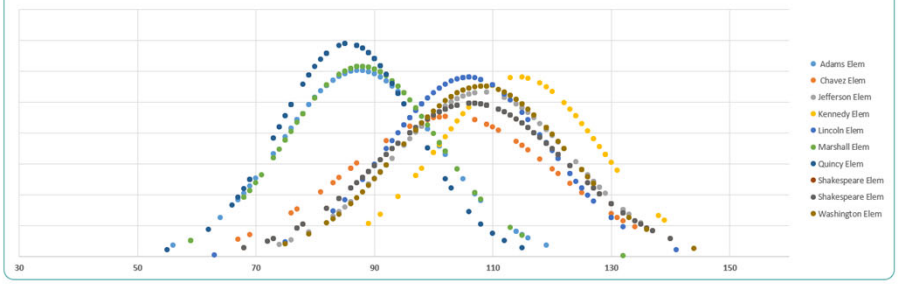
Home | Local Norms | Mean & STD by Building | Scores Bell Curves

Selected Test: SAS VQN

Min X axis: 30 | Max X axis: 160

Selected Buildings: Adams Elem, Chavez Elem, Jefferson Elem, Kennedy Elem, Lincoln Elem, Marshall Elem, Quincy Elem, Shakespeare Elem, Shakespeare Elem, Washington Elem

Custom | CogAT Normal Distribution | Reset



Class Grade: 2, (blank)

Student Gender: F, M, (blank)

Ethnicity: Asian, Black, Hispanic, Islander

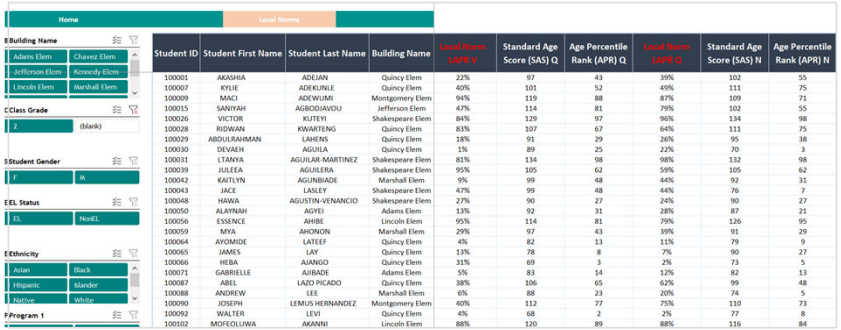
Program 1: Non-Title 1, Title 1, (blank)

Program 2: (blank)

Mean & STD by Building

Local Norms | Mean & STD by Building | Scores Bell Curve

Building Name	Mean of SAS V	StdDev of SAS V	Mean of SAS Q	StdDev of SAS Q	Mean of SAS N	StdDev of SAS N	Mean of SAS VQ	StdDev of SAS VQ	Mean of SAS VN	StdDev of SAS VN	Mean of SAS QN	StdDev of SAS QN	Mean of SAS VQN	StdDev of SAS VQN
Adams Elem	86.5	13.1	90.8	11.7	88.8	14.4	87.7	12.0	87.0	13.8	88.2	13.3	87.4	13.2
Chavez Elem	101.0	17.3	102.7	15.3	104.3	17.5	101.5	16.8	103.2	17.9	103.3	17.0	102.9	17.6
Jefferson Elem	106.6	14.4	107.1	12.9	108.6	16.1	107.0	13.5	108.4	15.9	107.8	15.0	108.2	15.0
Kennedy Elem	113.2	14.1	113.4	13.5	111.5	14.2	114.3	12.7	113.9	14.4	113.0	13.9	114.4	13.7
Lincoln Elem	105.5	13.9	105.5	13.0	105.1	15.2	105.6	13.0	105.9	14.2	105.1	14.2	105.9	13.8
Marshall Elem	87.8	12.7	91.0	13.4	89.0	13.6	88.3	12.6	87.5	12.7	88.6	13.5	87.9	13.0
Montgomery Elen	100.9	14.3	101.5	15.4	100.6	15.3	100.9	14.8	100.7	14.6	100.5	15.8	100.9	15.1
Quincy Elem	84.0	11.3	89.7	12.0	87.3	12.2	85.3	10.8	84.6	11.6	86.9	12.0	85.5	11.6
Shakespeare Elen	105.7	13.8	107.6	15.8	104.4	16.5	106.9	15.1	105.5	15.5	106.1	16.8	106.5	16.1
Washington Elem	107.1	13.6	108.0	13.9	107.1	15.2	107.9	13.7	107.9	14.8	107.7	14.7	108.2	14.5



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Check out the books below to learn more!

Dr. Joni Lakin's website:
Jonilakin.net

See website for two chapters on using assessments in identification

SCAN ME

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CogAT®

Greater Equity with Universal Screening

CogAT®, the **market-leading abilities assessment,** helps educators discover how best to help students learn.

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Administration	Identification & Placement	Differentiation & Instruction
• Language-reduced and nonverbal options • Language-neutral item types and multiple languages • Large print, untimed, and other helpful accommodations	• Test with local norms • Report on an alternative verbal scale • Get value and equity from your universal screening	• Use score profiles to help differentiate instruction • Take your data beyond the cut score • Useful data for every classroom
Jump to **Administration Resources:** Click Here!	Jump to **Identification & Placement Resources:** Click Here!	Jump to **Differentiation & Instruction Resources:** Click Here!

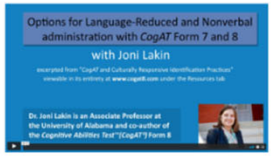
EXCELLENCE IN EQUITY 2022

HONORING K-12 CHANGEMAKERS

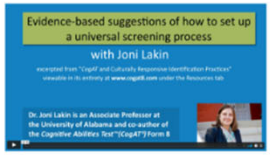
ace-ed.org/awards

Resources for Administration

The Myth of Culture-Fair Tests



Options for Language-Reduced and Nonverbal Administration of *CogAT*



Evidence-Based Suggestions for How to Set Up Universal Screening

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