



Houghton
Mifflin
Harcourt

Presenters: Joe Adduci and Sue Rawls

South Carolina Grade Two

Fall 2016 Gifted and Talented Testing

Program Post-Administration Workshop



Agenda

Talking Points For Today:

- Review South Carolina Score Reports and Labels
- Reminder – Make-Up Testing Information
- Recap of Events
- Next Steps – Online Survey
- Q & A

Presenter: Joe Adduci

South Carolina Score Reports

Four Types of SC Score Reports Plus Labels

- Profile Narrative Score Report (Student)
- List Score Report (Class)
- School Summary Score Report
- District Summary Score Report
- *IA*TM and *CogAT*[®] Student Score Labels



Profile Narrative (Comb) Report



PROFILE NARRATIVE FOR MASON FREEMAN

Iowa Assessments™ / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

Class:
School:
District:

Student: Freeman, Mason
Student ID: _____
Form-Level: F-7
Test Date: 11/2016
Norms: 09/23 2011
Grade: 2

Iowa Assessments	Test Scores			NPR Graph					
	PNPR	NS	NPR	1	10	25	50	75	90
Reading	55	6	73	[Bar chart showing NPR 73]					
Language	57			[Bar chart showing NPR 57]					
Vocabulary	48			[Bar chart showing NPR 48]					
ELA TOTAL	57			[Bar chart showing NPR 57]					
Word Analysis	58			[Bar chart showing NPR 58]					
Listening	48			[Bar chart showing NPR 48]					
EXTENDED ELA TOTAL	55			[Bar chart showing NPR 55]					
Mathematics	49	7	77	[Bar chart showing NPR 77]					
Computation*	43			[Bar chart showing NPR 43]					
MATH TOTAL	49	7	77	[Bar chart showing NPR 77]					
CORE COMPOSITE	52			[Bar chart showing NPR 52]					
Social Studies	52			[Bar chart showing NPR 52]					
Science	62			[Bar chart showing NPR 62]					
COMPLETE COMPOSITE	56			[Bar chart showing NPR 56]					

Mason was recently administered two assessments, the Iowa Assessments and the Cognitive Abilities Test (CogAT). The Iowa Assessments measure your student's achievement in core subject areas taught in school. CogAT measures the development of reasoning abilities that are essential for success in school.

Mason's Achievement Scores from the Iowa Assessments

The graph to the left provides the National Percentile Rank (NPR) for each test Mason completed. The NPR indicates the percent of students in the same grade who obtained a lower score than Mason. NPR scores from 75-99 are in the above average range. NPR scores from 25-74 are in the low average to high average range. NPR scores from 1-24 are in the below average range.

Mason's Cognitive Abilities Scores from CogAT

Mason's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful:

- Build on Mason's strengths by encouraging academic accomplishments in areas that interest him.
- Point out how new skills and information build on knowledge and skills Mason already has.
- Show Mason how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Mason work with a partner to follow them.
- Teach Mason study skills such as planning use of time, formulating questions to guide study, and taking notes.

CogAT Form-Level: 7-8 Test Date: 11/2016	Test Scores						APR Graph					
	RS	SAS	APR	AS	GPR	GS	1	10	25	50	75	90
Verbal	36	105	62	6	52	5	[Bar chart showing APR 62]					
Quantitative	26	107	67	6	55	5	[Bar chart showing APR 67]					
Nonverbal	29	99	48	5	35	4	[Bar chart showing APR 48]					
Composite (VQN)	103	57	5	42	5		[Bar chart showing APR 5]					

Ability Profile 6A:
Visit www.cogat.com for more detailed information on profile 6A.
Click on the "Interactive Profile Interpretation System" button.
Enter 6A in the "Input Your Score Profile" section. Click "Search."

Legend	
APR = Age Percentile Rank	NS = National Stanine
AS = Age Stanine	PNPR = Predicted NPR
GPR = Grade Percentile Rank	RS = Raw Score
GS = Grade Stanine	SAS = Standard Age Score
NPR = National Percentile Rank	

Comparing Predicted and Observed Achievement
Mason's ability scores from CogAT were used to predict achievement scores on the Iowa Assessments. Mason's actual achievement was significantly higher than predicted achievement in Mathematics (Math Total).

- The Profile Narrative is generated for every student.
- Both **IOWA™** and **CogAT®** data are displayed on this report.

List Report (IOWA) Score Report



LIST OF STUDENT SCORES
Iowa Assessments™ / CogAT®
 South Carolina Grade 2 Gifted and Talented Testing Program

Class:
 School:
 District:

Form-Level: F-7
 Test Date: 11/2018
 Norms: 09/23 2011
 Grade: 2 Page: 2

STUDENT NAME		Birth Date		Level (Gender)		English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
						Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL				
I.D.Number 1	I.D.Number 2	Code	Program	Age	Form	Program													
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z			
Davis, Anthony		02/09	07-09	7	(M)	SS													
						NPR	178												
						PNPR	92												
						PNPRDiff	60	63	55	63	61	53	60	166	46	166	58	60	66
						NS	32							77		77			
						NCE	8							55		55			
							79							66		66			
CogAT Form-Level: 7-8		No. Items	No. Att	Raw Score	AGE SCORES	GRADE SCORES													
Test Date: 11/2018					SAS	PR S													
					PR	S													
Verbal		54	54	35	98	45 5	47	5											
Quantitative		50	50	36	115	83 7	84	7											
Nonverbal		52	52	36	105	82 6	64	6											
Composite (VQN)					106	65 6	65	6											
Ability Profile		6B (Q+)																	
Davis, Zakiyen		02/09	07-09	7	(M)	SS	160												
						NPR	63												
						PNPR	77	83	76	83	77	74	79	168	62	168	79	76	80
						PNPRDiff								81		81			
						NS	6							79		79			
						NCE	57							7		7			
														69		69			
CogAT Form-Level: 7-8		No. Items	No. Att	Raw Score	AGE SCORES	GRADE SCORES													
Test Date: 11/2018					SAS	PR S													
					PR	S													
Verbal		54	54	37	102	55 5	56	5											
Quantitative		50	50	45	133	98 9	98	9											
Nonverbal		52	52	39	111	75 6	78	6											
Composite (VQN)					119	88 7	89	8											
Ability Profile		6E (Q+)																	

- The List Report shows the individual student scores and demographic information.
- Students coded in the Z Column will be displayed on the List Report, but their scores are **not** included in the group averages. A degree sign (°) next to a student's name and their scores indicates that they are excluded from averages.

List Report (CogAT) Score Report



LIST OF STUDENT SCORES Cognitive Abilities Test™ (CogAT®) South Carolina Grade 2 Gifted and Talented Testing Program

Class:
School:
District:

Form-Level: 7-8
Test Date: 11/2016
Norms: Fall 2011
Grade: 2

STUDENT NAME I.D.Number 1 I.D.Number 2 Code A B C D E F G H I J K L M N O P Z	Birth Date Age J K L M N O P Z	Level Form Program	(Gender)		No. of Items	No. Att	Raw Score	USS	AGE SCORES			GRADE SCORES		LOCAL SCORES	Student APR Graph						Profile																	
									SAS	PR	S	PR	S	PR	1	10	25	50	75	90		99																
<u>Brown, Nasir</u>	08/08	8	(M)	Verbal	54	54	30	164	85	17	3	28	4		17																							
	08-02	7		Quantitative	50	50	±20	167	87	21	3	39	4		21																							
				Nonverbal	52	52	±19	152	72	4	1	8	2		4																							
				Composite (VQN)				161	79	9	2	16	3		9																							3A
<u>Burnett, Madieya</u>	06/09	8	(F)	Verbal	54	54	17	140	69	3	1	1	1		3																							
	07-05	7		Quantitative	50	47	-12	154	84	16	3	8	2		16																							
				Nonverbal	52	51	27	167	96	40	4	30	4		40																							
				Composite (VQN)				154	82	13	3	6	2		13																							

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School Summary Score Report



SCHOOL SUMMARY Iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

School:

District:

Form-Level: F-7

Test Date: 11/2016

Norms: 09/23 2011

Grade: 2

Page: 1

School name and code reported here



	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*				
Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	95							95	1	95			
Average Standard Score (SS)	157.9							155.1	118.0	155.1			
Average Predicted Standard Score (PSS)	155.6							152.9	152.0	152.9			
Difference (SS-PSS)	2.3							2.2	-34.0	2.2			
National Percentile Rank of Average SS	57							49	1	49			
National Percentile Rank of Average PSS	51							44	46	44			
Difference (NPR-PNPR)	6							5	-45	5			
Iowa Assessments													
Number of Students Tested = 95													
Number of Students Included	95							95	1	95			
Average Standard Score (SS)	157.9							155.1	118.0	155.1			
National Percentile Rank of Average SS	57							49	1	49			
Percent of Students in NPR Range 75-99	25							23		23			
50-74	36							31		31			
25-49	21							27		27			
1-24	18							19	100	19			
National Stanine of Average SS	5							5	1	5			

- The school summary report provides mean scores for each subtest on the *IOWA™* and *CogAT®* at the school level.
- The *CogAT®* summaries are reported separately.

School Summary Score Report



SCHOOL SUMMARY
Cognitive Abilities Test™ (CogAT®)
 South Carolina Grade 2 Gifted and Talented Testing Program

School:
 District:

Form-Level: 7-8
 Test Date: 11/2016
 Norms: Fall 2011
 Grade: 2

Page: 1

School name reported here



	Number of Students Included	Average USS	AGE SCORES			GRADE SCORES		APR of Building Average Graph						
			Average SAS	PR	S	PR	S	1	25	50	75	99		
Level: 8	40	160.3	85.8	19	3	20	3	19						
Verbal	41	165.9	91.9	31	4	36	4	31						
Quantitative	39	170.1	93.4	34	4	35	4	34						
Nonverbal	37	165.4	89.3	25	4	25	4	25						
Composite (VQN)														

- This report shows the age-based *CogAT*® results for verbal, quantitative, nonverbal and composite scores. This gives the school a “snapshot” of the total number of students tested, the averages, and an age-percentile ranking.

District Summary Score Report



DISTRICT SUMMARY Iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

District:

Form-Level: F-7
Test Date: 11/2016
Norms: 09/23 2011
Grade: 2

Page: 1

District name reported here



	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*				
Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	391							390	1	390			
Average Standard Score (SS)	155.9							153.9	118.0	153.9			
Average Predicted Standard Score (PSS)	155.9							153.1	152.0	153.1			
Difference (SS-PSS)	0.0							0.8	-34.0	0.8			
National Percentile Rank of Average SS	52							47	1	47			
National Percentile Rank of Average PSS	52							44	46	44			
Difference (NPR-PNPR)	0							3	-45	3			
Iowa Assessments													
Number of Students Tested = 393													
Number of Students Included	393							391	1	391			
Average Standard Score (SS)	155.9							153.9	118.0	153.9			
National Percentile Rank of Average SS	52							47	1	47			
Percent of Students in NPR Range 75-99	24							25		25			
50-74	26							25		25			
25-49	23							27		27			
1-24	28							23	100	23			
National Stanine of Average SS	5							5	1	5			

- The district summary report provides the mean scores for each subtest on the *Iowa™* and *CogAT®* (on a separate report) at the district level.
- Students coded in the Z Column are **not** included in the averages.
- Statistics for the District, School and Class Summary Reports are based on the number of students **tested** and the actual number of students **included** in each subtest.

Presenter: Joe Adduci

South Carolina Student Score Labels

Two Different Types – *Iowa*[™] and *CogAT*[®]

IOWA Student Score Labels



STUDENT SCORE LABELS
Iowa Assessments™
 South Carolina Grade 2 Gifted and Talented Testing

Class:
 School:
 District:

Form-Level: F-7
 Test Date: 11/2016
 Norms: 09/23 2011
 Grade: 2
 Page: 1==

Aguilar Aguilar, Diana		ID Number 1	DOB	Grade	Level	Form	Test Date	Norms	ID Number 2	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Assessments™		
Scores Reported	English Language Arts								Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COM.																
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL																					
NPR	84								66																						
PNPR	77		83		76		83		77		74		79		62		66		79		76		80							82	
NS	7																														

* = Math computation is not included in Math Total or composite scores that include Math Total

Buckley, Joel		ID Number 1	DOB	Grade	Level	Form	Test Date	Norms	ID Number 2	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Assessments™	
Scores Reported	English Language Arts								Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COM.															
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL																				
NPR	92								95																					
PNPR	84		87		83		88		82		80		85		69		95		85		82		84							87
NS	8																													

* = Math computation is not included in Math Total or composite scores that include Math Total

- A Student Score Label is generated for every student.
- The *Iowa™* and *CogAT®* Labels are generated separately.
- Each label displays the student's name, demographic information, ID number and the Secondary Student ID or PowerSchool ID numbers.

CogAT Student Score Labels

CogAT[®]

STUDENT SCORE LABEL
Cognitive Abilities Test™ (CogAT®)
South Carolina Grade 2 Gifted and Talented Testing

Class:
School:
District:

Form-Level: 7-8
Test Date: 11/2016
Norms: Fall 2011
Grade: 2

Page: 1==

Aguilar Martinez, Kimberly				I.D.Number 1	DOB	Grade	Level	Form	Test Date	Norms	I.D.Number 2	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	CogAT®															
				02/09	2	8		7	11/16	Fall 2011																																				
Tests	No. of Items	No. Att	Raw Score	USS	Age Scores			Grade Scores		Local Scores		Profile 3A: Kimberly's scores on the three batteries do not differ significantly. All three of her scores are somewhat below average. Students who show this profile can learn effectively but often need guidance. The following steps may help Kimberly learn more readily in school: Whenever possible, build on Kimberly's interests and accomplishments. Reduce the number of things Kimberly must attend to, remember, or do when solving problems. When attempting new tasks, provide Kimberly with structure in the form of specific directions and guidance. When working in groups, pair Kimberly with other students who can model the desired skills.																																		
Verbal	54	54	28	160	86	19	3	19	3																																					
Quantitative	50	50	15	159	84	16	3	17	3																																					
Nonverbal	52	52	21	156	82	13	3	12	3																																					
Composite (VQN)				158	82	13	3	11	2																																					

Ervin, Kaylee				I.D.Number 1	DOB	Grade	Level	Form	Test Date	Norms	I.D.Number 2	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	CogAT®															
				08/09	2	8		7	11/16	Fall 2011																																				
Tests	No. of Items	No. Att	Raw Score	USS	Age Scores			Grade Scores		Local Scores		Profile 6B (N-): Kaylee's overall performance is in the average range, and her Nonverbal Battery score is lower than the scores on the other batteries. She has a relative weakness in nonverbal (spatial) reasoning. Whenever a student shows a relative cognitive weakness, the goals for classroom instruction are to use the student's relatively stronger areas to encourage the development of the weaker area and to modify individual instruction so that the student is not forced to rely on a very weak ability in order to learn. Some who show a relative weakness in nonverbal reasoning have difficulty reasoning with images. Encourage drawing visual images when discussing abstract concepts or solving mathematical problems. When solving new problems encourage her to compare them to more familiar problems.																																		
Verbal	54	54	38	178	110	73	6	59	5																																					
Quantitative	50	50	21	168	104	60	6	42	5																																					
Nonverbal	52	52	24	161	93	33	4	20	3																																					
Composite (VQN)				169	101	52	5	34	4																																					

- A Student Score Label is generated for every student.
- The *Iowa*[™] and *CogAT*[®] Labels are generated separately.
- Each label displays the student's name, demographic information, and ID number.

Presenter: Sue Rawls

CogAT[®] Ability Profile System

Cognitive Abilities Test™

CogAT® Form 7

These three batteries focus on reasoning abilities most related to academic success:

1. Verbal

- a) Picture Analogies
- b) Sentence Completion
- c) Picture Classification

2. Quantitative

- a) Picture Analogies
- b) Sentence Completion
- c) Picture Classification

3. Nonverbal

- a) Figure Matrices
- b) Paper Folding
- c) Figure Classification



Easy as 1-2-3!

CogAT[®] Ability Profiles make it easy to link assessment to instruction

PROFILER NARRATIVE FOR AIDEN BAGGBY
Cognitive Abilities Test[™] (CogAT[™])

Address	Raw Scores			API Credit		
	Number of Items	Number Correct	Percentile Rank	25	50	75
Verbal	100	8	95			
Quantitative	95	4	25			
Nonverbal	84	6	31			
Composite (CMA)	93	8	44			

Address	Raw Scores			Grade Scores			Local Scores		
	Number of Items	Number Correct	Percentile Rank	Grade	Percentile Rank	Local Score	Local Percentile Rank		
Verbal	102	82	82	4	92	6	75		
Quantitative	101	54	30	4	34	5	44		
Nonverbal	91	55	30	4	34	4	42		
Composite (CMA)	94	8	44	4	47	5	53		

Aiden's Profile of Test Scores
Aiden recently took the Cognitive Abilities Test (CogAT), CogAT measures the development of oral, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Aiden's learning preferences, teachers can help him achieve greater success in school.

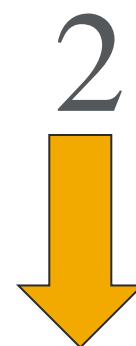
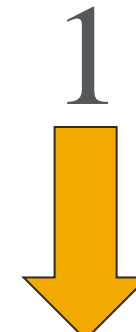
Aiden's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of his age. For students who had relatively lower scores in the average range, the following block may be helpful:

- Build on Aiden's strengths by encouraging academic socialization, efforts to meet that student best.
- Build on Aiden's strengths by encouraging academic socialization, efforts to meet that student best.
- Show Aiden how to learn complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Aiden work with a partner to follow them. Teach Aiden study skills such as planning sets of term, formulating questions to guide study, and using notes.

More Information on Aiden's Scores
The sections to the left explain Aiden's performance using different types of comparisons and score scales.

- The Age Scores section compares his performance to students across the nation who are also 11 years old.
- The Grade Scores section compares his performance to students across the nation who are also in grade 4.
- The Local Scores section compares his age score performance to students in your local area who are also in grade 4.
- The Percentile Rank indicates the percentage of students in your comparison group whose scores fell below the score obtained by Aiden.

Aiden's ability profile is SA. Visit www.cogat.com for more detailed information on profile SA. Click on the "Interactive Profile Interpretation System" button. Enter SA in the "Input Your Score Profile" section. Click "Search."



Cognitive Abilities Test[™] (CogAT[™]) Form 6 and Form 7

Interaction Ability Profile Interpretation System

The 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 [Video](#) to Parents.

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

Sample Score Profile

Profile: $7C(V+Q)$

Scored: $7C(V+Q)$

Relative Strength

Input Your Score Profile

Search:

3

Cognitive Abilities Test[™] (CogAT[™]) Form 6 and Form 7

Search for Profile: 7C(V+Q)

Profile: 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 status 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
- Instructional Suggestions for Profiles 7C(V+Q), 8C(V+Q), and 9C(V+Q)
- General Instructional Suggestions for All Students with a Median Stanine of 7, 8, or 9
- For Additional Information

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.

Ability Profile System

1 Locate Individual Ability Profile



PROFILE NARRATIVE FOR SAMUEL ASHLEY
Iowa Assessments™ / CogAT®
 South Carolina Grade 2 Gifted and Talented Testing Program

Class:
 School:
 District:

Student: Ashley, Samuel
 Student ID: _____
 Form-Level: F-7
 Test Date: 11/2016
 Norms: 09/23 2011
 Grade: 2

Iowa Assessments	Test Scores			NPR Graph						
	PNPR	NS	NPR	1	10	25	50	75	90	99
Reading	67	5	47	[Graph: NPR 47]						
Language	71			[Graph: NPR 71]						
Vocabulary	64			[Graph: NPR 64]						
ELA TOTAL	71			[Graph: NPR 71]						
Word Analysis	68			[Graph: NPR 68]						
Listening	62			[Graph: NPR 62]						
EXTENDED ELA TOTAL	66			[Graph: NPR 66]						
Mathematics	66	7	88	[Graph: NPR 88]						
Computation*	54			[Graph: NPR 54]						
MATH TOTAL	66	7	88	[Graph: NPR 88]						
CORE COMPOSITE	68			[Graph: NPR 68]						
Social Studies	66			[Graph: NPR 66]						
Science	74			[Graph: NPR 74]						
COMPLETE COMPOSITE	69			[Graph: NPR 69]						

Samuel was recently administered two assessments, the Iowa Assessments and the Cognitive Abilities Test (CogAT). The Iowa Assessments measure your student's achievement in core subject areas taught in school. CogAT measures the development of reasoning abilities that are essential for success in school.

Samuel's Achievement Scores from the Iowa Assessments

The graph to the left provides the National Percentile Rank (NPR) for each test Samuel completed. The NPR indicates the percent of students in the same grade who obtained a lower score than Samuel. NPR scores from 75-99 are in the above average range. NPR scores from 25-74 are in the low average to high average range. NPR scores from 1-24 are in the below average range.

Samuel's Cognitive Abilities Scores from CogAT

Samuel's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful:

- Build on Samuel's strengths by encouraging academic accomplishments in areas that interest him.
- Point out how new skills and information build on knowledge and skills Samuel already has.
- Show Samuel how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Samuel work with a partner to follow them.
- Teach Samuel study skills such as planning use of time, formulating questions to guide study, and taking notes.

CogAT Form-Level: 7-8 Test Date: 11/2016	Test Scores						APR Graph						
	RS	SAS	APR	AS	GPR	GS	1	10	25	50	75	90	99
Verbal	41	105	62	6	72	6	[Graph: APR 62]						
Quantitative	36	111	75	6	84	7	[Graph: APR 75]						
Nonverbal	42	115	83	7	88	7	[Graph: APR 83]						
Composite (VQN)		111	75	6	84	7	[Graph: APR 75]						

Ability Profile 6A:
 Visit www.cogat.com for more detailed information on profile 6A.
 Click on the "Interactive Profile Interpretation System" button.
 Enter 6A in the "Input Your Score Profile" section. Click "Search."



Legend	
APR = Age Percentile Rank	NS = National Stanine
AS = Age Stanine	PNPR = Predicted NPR
GPR = Grade Percentile Rank	RS = Raw Score
GS = Grade Stanine	SAS = Standard Age Score
NPR = National Percentile Rank	

Ability Profile System

2 Enter Profile Score on Web at:
<http://www.hmhco.com/cogat/cogatprofile>

The screenshot shows a web browser window displaying the CogAT Profile page. The browser's address bar shows the URL www.hmhco.com/cogat/cogatprofile. The page header includes the Houghton Mifflin Harcourt logo and navigation buttons for 'AT HOME' and 'CLASSROOM'. A search bar is present with the text 'Search by Keyword or ISBN' and a 'SEARCH' button. Below the search bar, the page title is 'Cognitive Abilities Test™ (CogAT®) Form 6 and Form 7' with the subtitle 'Interactive Ability Profile Interpretation System'. A 'GO TO COGAT 7' button is visible. A section titled 'A Note to Parents' is partially visible. The main content area is titled 'Direction' and contains a diagram illustrating the relationship between Stanine, Profile, Relative Strength, and Relative Weakness. The diagram shows 'Profile' at the top, with a downward arrow pointing to '7C (V+ Q-)'. From this central point, a leftward arrow points to 'Stanine' and a rightward arrow points to 'Relative Weakness'. A downward arrow from '7C (V+ Q-)' points to 'Relative Strength'. Below the diagram, there are four dropdown menus labeled 'Stanine:', 'Profile:', 'Relative Strength:', and 'Relative Weakness:'. At the bottom of the form are 'VIEW PROFILE' and 'RESET' buttons. The footer of the page features the Houghton Mifflin Harcourt logo and the tagline 'Changing people's lives by inspiring passionate, curious learners.' The Windows taskbar at the bottom shows various application icons and the system clock indicating 10:40 AM on 11/29/2016.

Ability Profile System

3 View Instructional Strategies

The screenshot shows a web browser window with the address bar at www.hmhco.com/cogat/cogatprofile. The page content includes:

Instructional Suggestions for Profiles 4B (Q+), 5B (Q+), and 6B (Q+)

As with other students who show a particular cognitive strength, the twin goals for classroom instruction are (1) to encourage the continued development of that strength and (2) to try to use the strength to enhance the student's development in other domains.

All students, but especially those who do not achieve at high levels, like to excel at some aspect of school. A strength in quantitative reasoning can be a source of great pride for these students. It can also provide a way for the students to contribute at high levels to group projects. Most importantly, it can provide an avenue for building better verbal and spatial reasoning abilities. The connection between a strength in quantitative reasoning and language usage provides one interesting avenue. Students who excel in learning rule-based mathematical knowledge often show better than expected knowledge of grammar. This strength can be commented upon and used when asking students to give feedback on each other's writing. This, in turn, can be an entrée for helping the student acquire knowledge of higher-level writing skills (e.g., principles of style or organization). Students who excel in quantitative reasoning often learn computer skills more readily than their peers, especially skills such as procedures for using text editors, spreadsheets, etc.

General Instructional Suggestions for All Students with a Median Stanine of 4, 5, or 6

Build on Strength. These students often display high levels of interest and achievement in particular domains. At all ages, but especially in adolescence, students strive to achieve individually. One route is through recognition of excellence from peers and adults. Although such recognition is commonly attained through nonacademic activities such as sports, music, and other extracurricular activities, teachers should find ways to encourage student's particular academic accomplishments. Students with average levels of reasoning abilities can be recognized for their high levels of knowledge in particular domains. Sometimes they excel in other ways, such as in leading discussions, presenting reports, creating science projects, writing essays, or assisting other students in learning. Finding and nourishing the islands of excellence in all students' schoolwork spreads encouragement.

Focus on Working Memory. Students with levels of reasoning abilities that are typical for their age frequently must learn at the limits of their working memories, especially when tasks are new or require the simultaneous execution of several processes. Changes in instructional methods that reduce these burdens on working memory can, therefore, have a significant impact on their success in learning. For example, if a task involves comparing two concepts, it will be much easier if both are simultaneously in view. Have students put all the needed information in one place—on a single sheet of paper or a single concept map.

Educators can also reduce working-memory burdens for these students by using familiar concrete concepts rather than unfamiliar abstract symbols. Familiarity is greatest for overlearned concepts and skills. Practice on low-level skills can free working memory for higher-level processing. Self-monitoring skills are especially troublesome for these students, particularly in the primary grades. Offloading monitoring to another individual by having students work in pairs can be especially effective early in the process of acquiring a new skill or strategy.

Scaffold Wisely. Students with average levels of reasoning abilities tend to learn more effectively in school environments that are somewhat, but not highly, structured. These students tend to learn best when instruction is moderately paced and when there is frequent monitoring and feedback on their progress. The goal of this instruction is to provide students with enough support in the form of strategies, memory prompts, and task structure to enable them to infer, deduce, connect, and elaborate—in short, understand—for themselves. Highly structured activities that disallow such thinking may succeed in the short run but leave students less able to reason well on the next occasion.

Encourage Strategic Thinking. Memory burdens can be reduced and thinking made more systematic if students learn to be more strategic in their thinking. Since they may make errors when carrying out learning strategies, these students need frequent monitoring as they practice a new strategy, so that errors can be corrected. Modeling how to perform a strategy is likely to be more effective than describing it to students. Individuals who have average levels of reasoning abilities will generally need help in developing more effective and sophisticated strategies as learning materials and tasks become more difficult and complex. This help is likely to be most effective if it is given in the context of a realistic learning task, such as a specific reading or mathematical task that is a part of ongoing instruction. Supervised practice in identifying other situations where the use of the strategy is appropriate will also be beneficial.

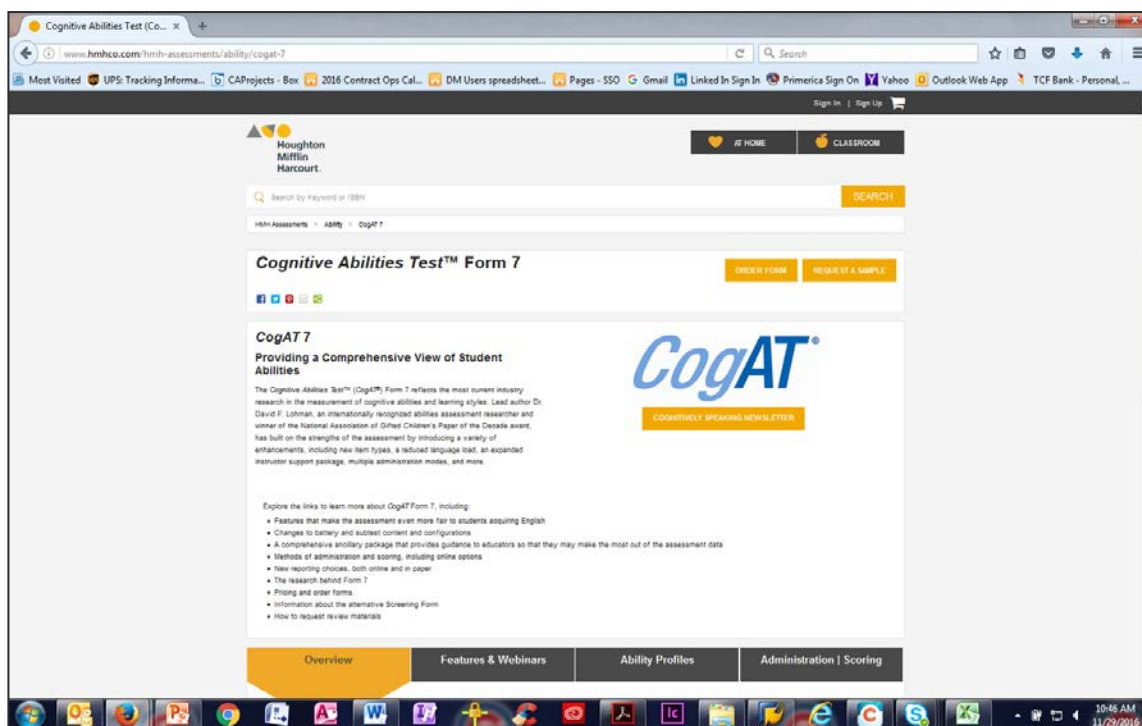
Students with average levels of reasoning abilities tend to benefit from direct instruction in certain types of study skills such as note taking, outlining, diagramming, planning use of time, and formulating questions to guide the study of new material. These students need help to learn how to break up complex problems into simpler units so that they can work on the complex materials more effectively. They also need assistance in learning how to keep track of their progress in solving complex problems. These planning and self-monitoring processes are often ignored when instruction is structured by the teacher or by a text, as it often must be for such students. Ultimately, however, the goal is to help students become aware of their own strengths and weaknesses and of the effectiveness of different strategies for learning in different contexts. Such knowledge and skills are not acquired unless they are routinely exercised in situations where feedback is provided.

When Grouping, Aim for Diversity. Students typically learn how to think in new ways by first enacting new skills externally. Only after much overt practice can a skill be executed internally, that is, cognitively. Many cognitive skills seem to be acquired by first observing other students or adults model an interaction and, then, gradually learning to participate in the same sort of exchanges. Frequently, these exchanges proceed as conversations between a more knowledgeable participant and a less skilled participant. A critical aspect of learning new ways of thinking,

Important links for CogAT™

<http://www.hmhco.com/hmh-assessments/ability/cogat-7>

This is the Cognitive Abilities Test™ Form 7 Overview Page on the Houghton Mifflin Harcourt Web site.



Presenter: Joe Adduci

Fall 2016 Make-Up Administration Window:

January 17-24, 2017

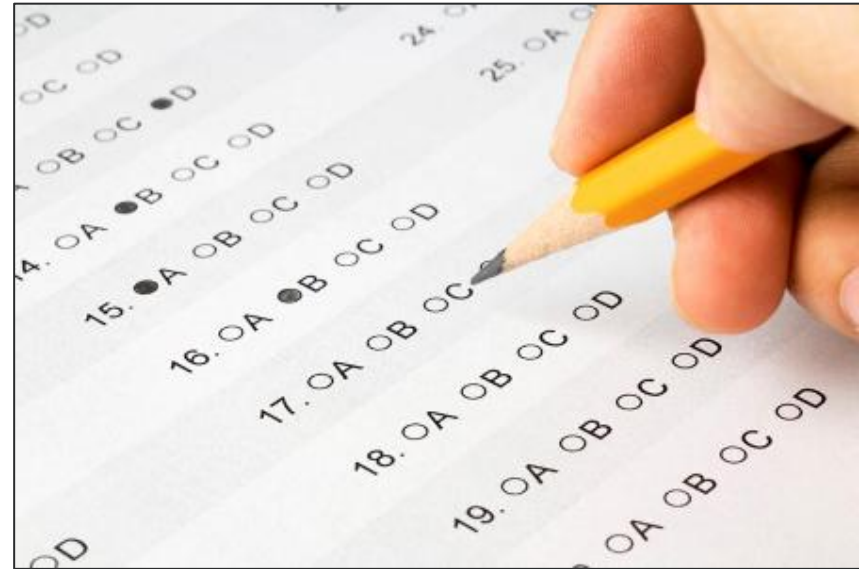


January 2017 Make-Up Administration

- Districts match scores and reconcile any discrepancies with

HMH: 12/14/16 – 1/9/17

- Districts order make-up test materials from HMH: 1/9/17



- SC Make-Up Testing Window: 1/17/17 – 1/24/17

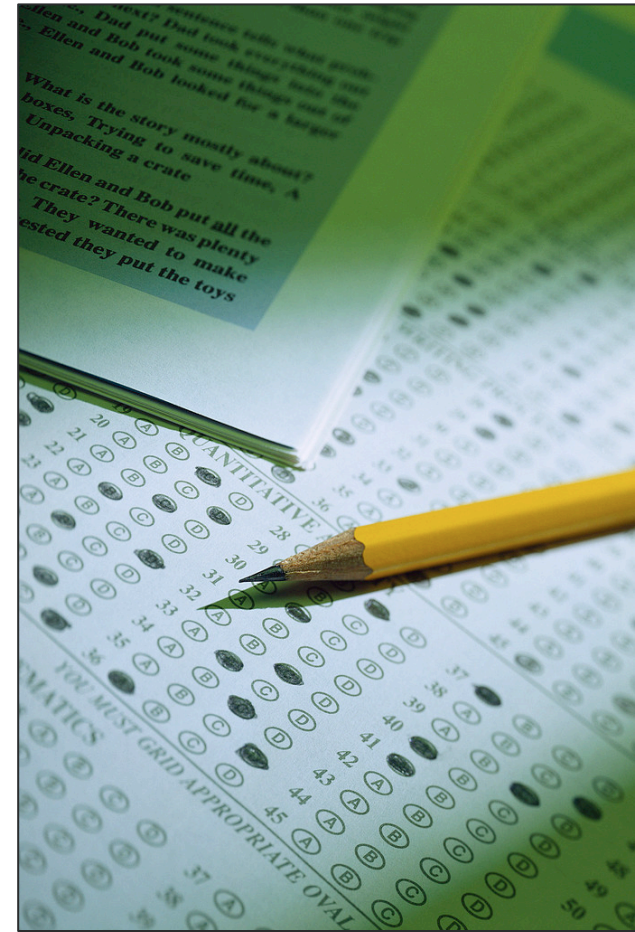
January 2017 Make-Up Administration

- Districts ship materials to HMH: 1/25/17
- Materials returned to HMH: 1/27/17 (date of arrival)
- Districts receive test results: 2/14/17



January 2017 Make-Up Administration

- If students were absent during the testing window, **every effort** should be made to include these students in the make-up test administration.



Presenter: Joe Adduci

Recap of Events



Recap of Events

UPS RS 2-day air shipping labels, blue nonscorable & orange scorable labels:



- Contract Operations handled extra shipments of blue, orange and UPS shipping labels expediently.
- This was the fourth year HMH used pre-printed UPS RS labels.
- Only a couple districts had some issues with UPS picking up their test materials, and Joe provided our “revised” shipping account **#1ZRV7-896**.
- There were very few calls this year since HMH had updated all district shipping addresses in our UPS database system for UPS pick-ups.
- This year there were only 3 districts that HMH had to pre-pay in advance for UPS pick-ups despite HMH adding in all the shipping addresses in system.

Recap of Events

Truck pick-ups for the larger districts:

- There was already a formal process in place for year #3 with South Carolina since we implemented last year.
 - However this year we increased the number of truck pick-ups from 17 to 28 total districts.
 - There were 20 districts that needed special handling since they did not have the ability to palletize & shrink-wrap the boxes.
 - Overall, it went smoothly and our freight truck vendors (FedEx and CH Robinson) did pick up on the promised date, but later in the afternoon due to truck deliveries being made in the morning hours.



Presenter: Joe Adduci

Next Steps



Next Steps – Online Survey

- An online survey will be e-mailed to all DTC's between Friday (12/16) – Wednesday (12/21) to solicit feedback on the Fall 2016 test administration experience.
- Feedback responses will be due back no later than **Friday, January 13, 2017**.
- Results will be shared with the South Carolina Department of Education.



Questions?



Houghton Mifflin Harcourt