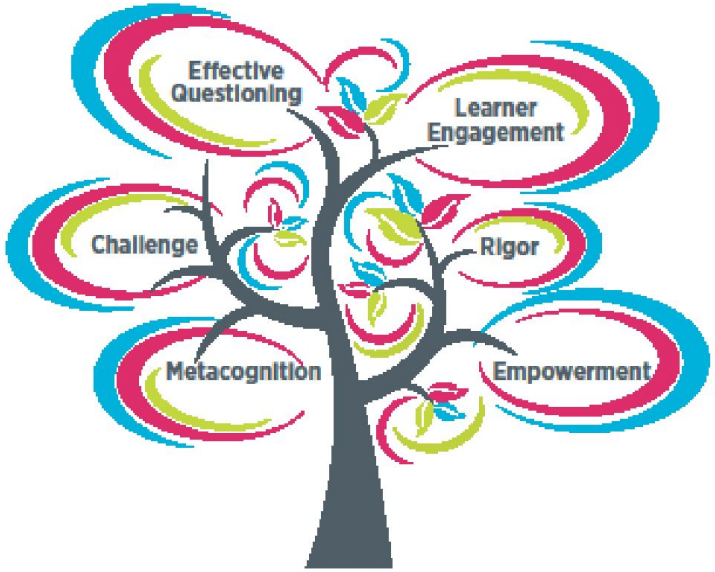
WCPSS
3rd Grade Explorers



WAKE COUNTY PUBLIC SCHOOL SYSTEM

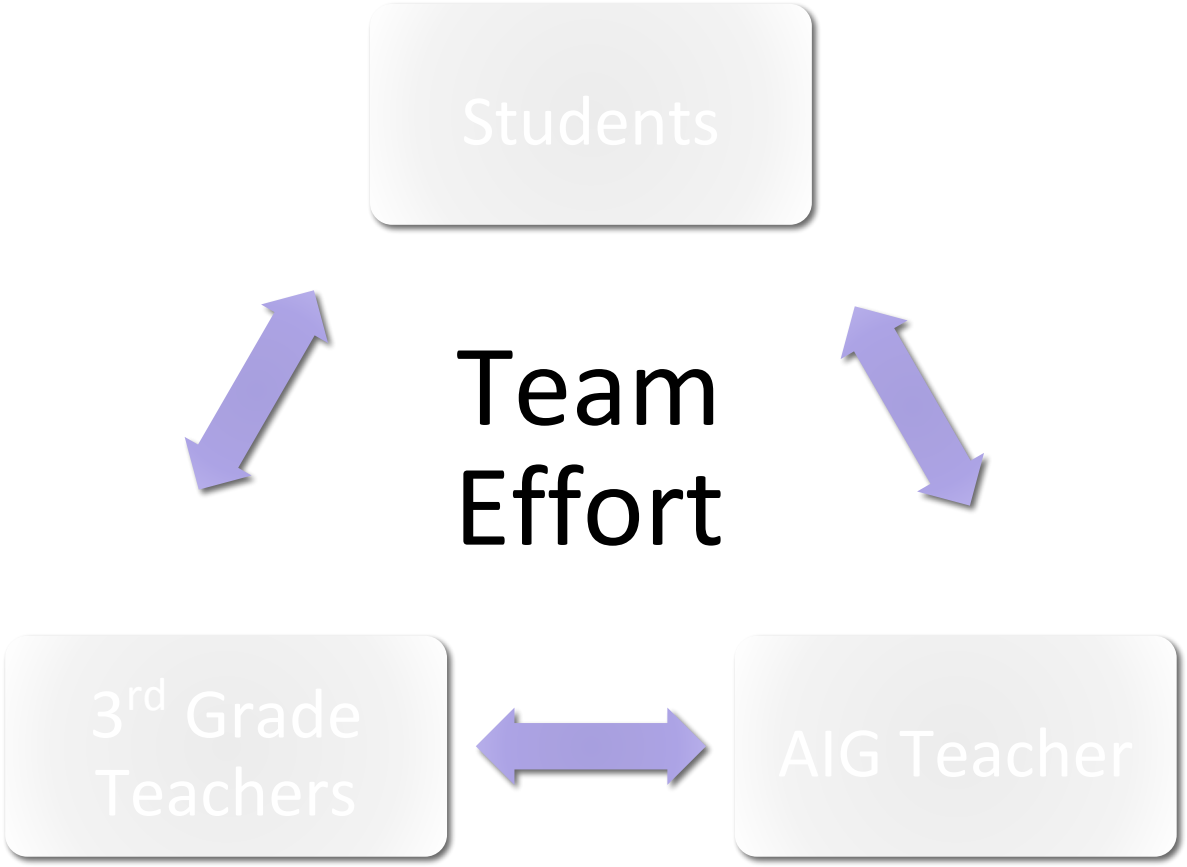
Willow Springs Elementary

Sharon Johnson

The Academically or Intellectually Gifted (AIG) Program provides an appropriately challenging educational program for students who perform, or show potential for performing, at remarkably high levels of accomplishment…

~from the 2016-2019 WCPSS AIG Plan

3rd Grade Explorers



3rd Grade Explorers Classes

The AIG teacher works in partnership with 3rd grade classroom teachers to provide a variety of in-class experiences designed to elicit high academic performance.

Students who demonstrate potential in the activities will receive enrichment/extension activities in language arts and/or math under the guidance of the AIG teacher.

Whole group experiences

Small group experiences

Explorers Classes

- Whole class introductory lessons in the fall semester in each 3rd grade classroom
- Units of study include reading/language arts, math, and writing aligned with the 3rd Grade Common Core Curriculum
- Assessment of student performance and products
- Small group enrichment activities facilitated by the AIG teacher based on classroom teacher and AIG teacher observations

Criteria for Small Group Participation

- Classroom teacher and AIG teacher observations
- Student communication skills
- Student interest
- Student motivation

Groups are flexible as the units of study change. Participation in a small group experience does not mean that a student has been or will be identified for future AIG services.

AIG Identification Process

Informal Indicators

- Student Learning Behaviors
- Student Performance
    - Language Arts and Math Grades
    - mClass Data
    - Student portfolios and work samples
- Student Interest
- Student Motivation

Formal Indicators

- Cognitive Abilities Test (CogAT)
- Iowa Assessments (IOWA)

Cognitive Abilities Test (CogAT)

UNDERSTANDING THE STUDENT PROFILE AND ITS USE FOR EDUCATIONAL PLANNING

Educational Planning

The Cognitive Abilities Test (CogAT) is administered to all third grade students in WCPSS.

The CogAT benchmark testing is used for educational planning.

Individual student data is accessed by the Academically or Intellectually Gifted (AIG) Program and other WCPSS educational programs.

CogAT Scores

The CogAT Batteries are:

- **Verbal** – measure of verbal reasoning skills
- **Quantitative**– measure of math reasoning skills
- **Nonverbal** – measure of visual-spatial reasoning

CogAT Composite Scores

The **Quantitative-Nonverbal Partial Composite** score (QN Partial Composite) combines the three Quantitative subtests and the three Nonverbal subtests. This subtest better predicts achievement in mathematics.

The **Verbal-Nonverbal Partial Composite** (VN) combines the three Verbal subtests and the three Nonverbal subtests. This composite score is a good predictor of achievement in reading and language arts.

The **Full Composite** (VQN) combines all 9 subtests on the CogAT and indicates the overall strength of the student's cognitive resources for learning.

CogAT®

PROFILE NARRATIVE FOR
Cognitive Abilities Test™ (CogAT®)

Class:
Building:
District: WAKE COUNTY P S

Student:
Student ID:
Form-Level: 7-9
Test Date: 09/2013
Norms: Fall 2011
Grade: .

Abilities	Age Scores			APR Graph
	Standard Age Score	Age Stanine	Age Percentile Rank	1 25 50 75 99
Verbal	99	5	48	
Quantitative	122	8	92	
Nonverbal	132	9	98	
Composite (QN)	128	9	96	
Composite (VQN)	121	8	91	

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	62	44	37	5	59		
Quantitative	52	51	41	8	94		
Nonverbal	56	53	46	9	98		
Composite (QN)				9	97		
Composite (VQN)				8	93		

Notes:

ability profile is 8E (V-). Visit www.cogat.com for more detailed information on profile 8E (V-). Click on the "Interactive Profile Interpretation System" button. Enter 8E (V-) in the "Input Your Score Profile" section. Click "Search".

Number Att. = Number Attempted
Please contact your child's teacher if you need assistance with score interpretation.

Overview

recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, 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 s learning preferences, teachers can help her achieve greater success in school.

Profile of Test Scores

overall performance is in the above average range, and her Verbal Battery score is much lower than the scores on the other batteries. She has a significant weakness in verbal 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.

- to modify individual instruction so that the student is not forced to rely on a very weak ability in order to learn.

Because verbal reasoning skills are so important to success in school, encourage to improve these skills. Focusing on reading comprehension can build verbal reasoning abilities. would also benefit from a language curriculum with additional opportunities for developing her speaking and writing abilities.

More Information on / Scores

The sections to the left explain performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 8.11 years old.

- The Grade Scores section compares her performance to students across the nation who are also in grade 3.

Each of these sections includes one or more scores. The Stanine reports / performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell below the score obtained by .

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National Age Scores

Stanine – a type of normalized standard score scale ranging from 1 to 9 with 5 being the mean (average).

Percentile – indicates the percent of students in the representative age group who obtained lower raw scores on the test.

Percentile and Stanine Descriptions

Description	Percentile	Stanine
Very High	96-99	9
Above Average	89-95	8
Above Average	77-88	7
Average	60-76	6
Average	41-59	5
Average	24-40	4
Below Average	12-23	3
Below Average	5-11	2
Very Low	1-4	1

Graphs and Profiles

A bar graph of the student's scores appears on the score report as a visual representation of the student's percentile score.

Your student's individual profile code is listed after the subtitle "Ability Profile".

Additional information regarding your child's profile can be found at: www.cogat.com by keying in the profile code of your student.

Profile Codes

The profile code contains a number and a letter, for example, 8E (V-N+) or 7*B (V+)*.

The number represents the median stanine and the letter indicates the type of score pattern.

The letter score patterns are: A, B, C or E.

Student Profiles

A Profile – all subtest scores are roughly the s**A**me

B Profile – one subtest score is either a**B**ove or **B**elow the other two subtest scores

C Profile – two subtest scores **C**ontrast indicating a relative strength and a relative weakness

E Profile – the difference between the high and low subtest scores is **E**xtreme

Raw Scores

Number of Items = the number of questions on the subtests.

Number Att. (attempted) = the number of questions the student answered.

Number Correct = the total number of items the student answered correctly.

National Grade Scores

The grade scores compare the student to other students at the same grade level nationally.

Grade scores are NOT used for identification since students in a given grade may vary greatly in terms of their age.

The Next Step……..

Students with an age-based Composite or subtest battery score at or above the 85th percentile (85%) are eligible to take the Iowa Assessments (Iowa).

Parents will receive a *permission form* that must be signed and returned to the school before the student can take the Iowa.

AIG Identification

The CogAT and Iowa scores are reviewed.

Additional factors (Informal Indicators) are considered in determining AIG eligibility. These factors include student interest, motivation, classroom performance, third grade Explorers' work samples, parent and teacher checklists, etc.

The overall profile of the student is considered in the overall identification process.

Additional Steps in the AG Identification Process

School Based Committee for Gifted Education (SBCGE) meets to nominate and refer students.

Parents sign and return the *Consent For Evaluation*.

Formal and Informal data are compiled.

SBCGE makes final recommendations for reading and/or math identification and level of service.

AIG Identification Process continued….

SBCGE recommendations from schools are reviewed by the AIG Program Central Services Committee.

Parents are informed of the final AIG recommendations during 2nd semester.

AIG service begins in the second half of the 3rd grade year after the ISP has been approved and parents sign and return the *Initial Consent for Service*.

Our goal is to support classrooms with educators working together to help each student grow and develop to their full potential.

~ AIG Plan Goal for Explorers

Keeping You Informed…..

- AIG Program Brochure
- Parent informational meetings
- School/ AIG teacher website
  - aiginfo.weebly.com
- Email for questions/concerns
  - sjohnson2@wcpss.net