

**This report best answers:**

- How do I easily group students based on skill? .....
- How do I contrast students with different skills? .....
- Where are my more self-sufficient students and my more dependent students? .....

# The CogAT Differentiated Instruction Report

Purpose/Description: Powered by **Ability Profile™** data, this report can be run by teachers and building-level users. It groups students by their learning styles and offers suggestions for building on strengths, scaffolding, and other instructional recommendations.

**Scores:**

**Ability Profile™**

The **Ability Profile** is an index unique to **CogAT** and captures two characteristics of the student's scores: the level and the pattern:

- Level: the typical magnitude of scores on the three batteries
- Pattern: whether some scores are significantly higher or lower than other scores

**Profile 9A**

Differentiated Instruction Report:

Grade/Level: Grade 1 / Level 7  
Test Date: 12/31/2019 - Fall 2019

Class: LOPEZ  
School: VILLAGE MIDDLE SCHOOL  
District: MOUNTAIN VIEW



**Students**

DAVIS, MING NA  
JONES, SHEILA  
NEGRETE, NOLAN  
WHITE, MAXWELL

**Recommendations**

**Profile Explanation**

Students with this profile have very high scores in verbal, quantitative, and nonverbal (spatial) reasoning. They obtained age stanines of nine on at least two of the CogAT batteries. Their scores on the three batteries do not differ significantly from each other.

**Characteristics of Students with These Profiles**

Profile 9A students have superior cognitive resources for learning and typically show very high levels of achievement in all school subjects. They have efficient learning strategies (particularly for remembering meaningful information) and use these strategies effectively. These students learn concepts quickly and tend to need less practice than other students when learning new skills. They have acquired extensive knowledge that they use very effectively for accomplishing new learning tasks. Profile 9A students have excellent vocabularies and are superior on tasks that require critical thinking, fluency in producing ideas, and novel ways of solving problems and organizing materials. These students are thoughtful in their approach to learning tasks and invest time encoding problems and planning how to solve them.

Profile 9A students tend to organize knowledge in intricate networks with many interrelationships. When they encounter new material, they integrate it into knowledge networks which, as a result, are constantly being reorganized, restructured, and enlarged. Such students expect new material to be meaningful, and, if it is not immediately meaningful, they analyze it or break it up into parts until they find something to relate to the knowledge that they already have. Then, they restructure the new material so that it can be integrated into their networks. These students surpass others in their ability to transfer and use previous experience to solve novel problems and learn new tasks. Profile 9A students excel at original problem solving, producing ideas, generating original problems, critical thinking, and analysis.

**Instructional Suggestions for Profile 9A**

**Build on Strength.** Students who reason exceptionally well benefit most from discovery learning and least from highly structured learning environments. Good discovery learning need not be a solitary task. Students learn most in the company of other learners who can model new ways of understanding a problem and challenge them to improve their current understanding.

The single greatest need of very able students is for academic challenge at a level commensurate with their abilities and achievements. Sometimes this can be accomplished by the careful selection of challenging instructional materials, special projects, or other enrichment activities; but it often requires instruction, particularly in mathematics, at a level several years in advance of that received by age mates.

**Focus on Working Memory.** When very able students fail at a task, it is usually because they have not yet acquired the knowledge or the skills required by the task. Since such students learn quickly and easily, acquiring conceptual knowledge is almost entirely dependent on having opportunities to learn. Once a skill is even partially learned, these students tend to turn their attention to higher-level cognitive processes. Such students also discover more quickly the value of monitoring their own progress, and they evaluate the effectiveness of different skill-acquisition strategies. When helping such students acquire basic skills, encourage thoughtful and self-regulated learning through suggestions to try different skill-acquisition strategies and to monitor the effectiveness of each. This can be beneficial even for students in the early primary grades.

**Scaffold Wisely.** Often one of the greatest needs of very able students is for help to develop the confidence to explore challenging environments. Learning to persist in the face of difficulty can be an important motivational issue for them.

**Encourage Strategic Thinking.** Very able students are generally receptive to activities that allow them to discover how best to deploy their cognitive resources. For students in the early primary grades, this can mean learning not only that there are different ways to attain competence in performing a skill, memorizing poetry, or solving problems but also that learners have the option of discovering which methods work best for them. This helps develop self-monitoring skills that, in turn, enable the students to acquire self-knowledge about the contexts in which different strategies work best for them.

### This report best answers:

- How do I easily group students based on skill? .....
- How do I contrast students with different skills? .....
- Where are my more self-sufficient students and my more dependent students? .....

### Additional Ways to View the Data

- The report can be filtered by specific *Ability Profiles* or even individually-selected students.

### Next Report for Review

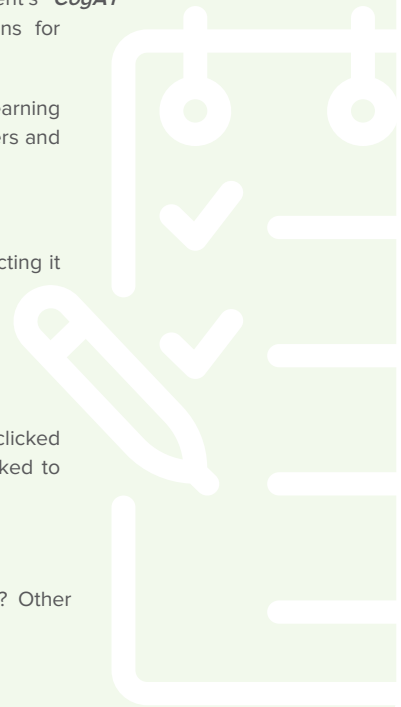
- **Individual Profile Narrative** – Provides a detailed look at each student’s *CogAT* scores and includes text on the student learning styles and suggestions for instruction. Makes an excellent parent report.
- **CogAT.com** – Entering individual *Ability Profiles* provides text on student learning styles and suggestions for instruction. An excellent resource for both teachers and parents.

### How to access this report in *DataManager*:

- First, access the *CogAT Dashboard* by logging into *DataManager* and selecting it from the Reports tab.
- Then click the blue “Print Reports” in the upper right corner.
- From the “Report Type” drop-down, select “Differentiated Instruction Report”.
- Then select which profiles you’d like (or all by clicking “Select All”).
- Click “Apply”.
- In the box in the center, the caret to the right of each profile grouping can be clicked to expand into student names for each grouping. Each check can be clicked to remove that student from the report.

### Questions for Investigation

- How can I use this information to inform lesson plans? Groupings for projects? Other classroom activities?



### Key insights

- Group students based on similar skill levels .....
- Get a quick and clear understanding of unfamiliar students’ learning styles .....
- Use *CogAT* data with all students – not just gifted .....