

# CIS/CMS Parent Information

*CogAT*

*MAP*

*Iowa Assessment*

# Overview

## Types of Standardized Tests

- ACHIEVEMENT – Iowa Assessment
- ABILITY – CogAT (Cognitive Abilities Test)
- DIAGNOSTIC – MAP (Measures of Academic Progress)

# Achievement Test

## **Iowa Assessment**

- A test of knowledge of something learned or taught.
- The purpose is to determine knowledge in a particular subject area.
- Often required by the state to measure specific areas of learning such as math, reading, and science.

# Ability Test

## CogAT

- Measures general thinking and specific problem solving skills.
- It measures developed abilities, not innate abilities.
- A student's abilities are gradually developed from both in-school and out-of-school experiences.

# Diagnostic Test

## M.A.P.

- Provides information about where an individual student is in his or her learning.
- Looks at what a student already knows and gives teachers information about what they are ready to learn, or any skills that need additional instruction and support.

# Cognitive Abilities Test (CogAT)

- CogAT is a timed test that measures reasoning ability.
- Central administers CogAT in 3rd & 6th grades

# Cognitive Abilities Test (CogAT)

## Three Parts :

- Verbal - Uses words for reasoning and problem solving
- Quantitative - Uses numbers for reasoning and problem solving
- Noverbal - Using geometric shapes and figures for reasoning and problem solving

# Cognitive Abilities Test (CogAT)

The three parts are tested separately and scored separately.

- Can identify needs or areas of struggles
- Can identify special abilities in one or more areas
- Helps identify learning patterns
- Nonverbal score is especially valuable because it measures an ability that is not easily observable in most classroom experiences

# Cognitive Abilities Test (CogAT)

## Scores Used in Several Different Ways:

- Look at it in conjunction with Achievement scores to provide a more balanced view of a learner
- Identification of Gifted Students
- Help to better conceptualize students who may be struggling and use to develop interventions

# Cognitive Abilities Test (CogAT)

## **Typical Questions about CogAT:**

- Is this an IQ score?
  - No
- What does this mean? What should I do for my child?
  - Use it to help understand your child as a learner and his/her relative strengths.
  - Look to see if there is consistency between how they score on this and how they perform in school. If not, speak with your child's teacher or school counselor

# Cognitive Abilities Test (CogAT)

- Can my child improve their scores?
  - This is not a test to “study for”. This measures cognitive development over time, which does not happen quickly.
  - However, a variety of challenging experiences with problem solving, vocabulary, real-life experiences, and challenging school work will improve a student’s cognitive skills.

# Cognitive Abilities Test (CogAT)

Why, again, are CogAT scores different from Iowa Assessment scores?

- They test two different things.
  - Iowa Assessment measures skills that are taught and practiced in school.
  - CogAT measures general thinking skills that gradually develop over time, both in and out of school.

# Cognitive Abilities Test (CogAT)

- My child has low scores. Can they learn?
  - Yes, all students can learn.
  - Not all students learn at the same rate.
  - CogAT scores can help a teacher design instruction to match how the student learns best.

# MAP Assessment

## Measures of Academic Progress

# Why MAP?

- Districts need to administer two different assessments that are shared with parents
  - Iowa Assessment is determined by the state
  - Districts select the other based upon set criteria
- Diagnostic Assessment
- Research Based
- No time limitations

# Why MAP?

- Measure academic growth over time
- Assessment questions asked based upon student responses
- Specific feedback
- Generates a list of focus areas for students

# MAP Assessment

- Reading Strands
  - Informational Text
  - Letters/Words/Vocabulary
  - Literature

# MAP Assessment

- Math Strands

- Algebra

- Data Analysis and Probability

- Geometry and Measurement

- Number and Operations

# What is a RIT?

Characteristics of the RIT Scale include:

- It is an achievement scale.
- It is an accurate scale.
- It is an equal interval scale.
- It helps to measure growth over time.
- It has the same meaning regardless of grade or age of the student.

# MAP Assessment

## **How is the information used?**

- Determine academic strengths
- Determine academic needs
- Trendlines, data over time
- Determine academic programming
- Determine general education interventions

# Iowa Assessment

# Iowa Assessment

## **ITBS**

- Set percentile rank (41st)
- Compared to 2000 norm group
- Student growth was unclear
- Not very personalized

## **Iowa Assessment**

- Compared to 2010 group of students
- Student growth measured by National Standard Score
- Personalized with goals as measured by NSS
- The NSS allows for academic growth over time

# Iowa Assessment

- Reading Strands
  - Literary Text
  - Informational Text
  - Vocabulary
  - Explicit Meaning
  - Implicit Meaning
  - Key Ideas
  - Author's Craft
- 40-46 questions Depending on the grade

# Iowa Assessment

- Math Strands
  - Number Sense and Operations
  - Algebraic Patterns and Connections
  - Data Analysis, Problem Solving, and Statistics
  - Geometry
  - Measurement
- 50-75 total questions
- Two 30 minute sessions

# Iowa Assessment

## **Reports:**

Parent Report

Teacher Report

# Iowa Assessment

## **How is the information used?**

- Determine academic strengths
- Determine academic needs
- Trendlines, data over time
- Determine academic programing
- Determine general education interventions

# Preparation

In order to help your child feel prepared and confident about the MAP and Iowa Assessments, do not place too much emphasis on the tests, which may make a student feel anxious or stressed. Instead, maintain a typical schedule and atmosphere at home during the testing time, and make sure your child gets a sound sleep and healthy breakfast each day. Like all school activities and academics, students should be encouraged to do their best!

# General test taking tips:

- 8 hours of sleep
- Good breakfast
- Go to the bathroom
- Attendance is critical!
- No. 2 pencils and eraser during test time.
- Pace yourself, don't rush.
- Read the entire question and pay attention to detail
- If you don't know an answer, skip it. Go on with the rest of the test and come back to it

# Multiple choice testing tips:

- Read the question before you look at the answer.
- Eliminate answers you know aren't right.
- Read all choices before choosing your answer.
- Always take an educated guess and select an answer.
- Your first choice is usually the right one.
- Usually the correct answer is the choice with the most information.
- In a question with an "All of the above" choice, if you see that at least two correct statements, the "All of the

# Iowa Assessments follow - up

- **Individual Profile Narrative Report**
  - a. Review & discuss student strengths and weaknesses.
  - b. National Percentile Ranks (NPR) displayed.
  - c. Grade Equivalent (GE) scores displayed.
- **Individual Performance Profile**
  - a. Allows to monitor growth.
  - b. Predicts future performance
  - c. Determine college readiness
- **Individual Reading Performance Summary**
  - a. Informs future instruction.
  - b. Identifies strengths and weaknesses within reading.  
Identifies proficiency levels

# Specific Questions

To Student:

- Are you ready for testing today? (Pep Talk)
- How did testing go today?
- How long did you test for? (MAP testing/not timed) (Iowa Assessments/time limit)
- What test do you feel you performed the best on?
- What test do you feel you struggled the most on?

# Specific Questions

To Teachers:

- What are you seeing as my child's areas of strengths and struggles?
- What things can I do at home to support my child?
- Did my child achieve expected growth, fall short of expected growth, or exceed expected growth from last year's testing?

# Final Thoughts

- Assessments provide invaluable data for school districts, teachers, parents, and students which in return drives instruction, interventions, and future academic programming.
- Assessments provide a measurement of students progress and growth annually while identifying students academic strengths and weaknesses.

# Final Thoughts

- **Identify strengths and weaknesses** - Make relative comparisons by content area of student performance for both groups and individuals.
- **Inform instruction** - Make student-centric decisions about personalize instruction.
- **Monitor growth** - Measure change in student performance over time, both at the group and individual level, with a valid and reliable scale.
- **Determine college readiness** - Compare student achievement levels to established benchmarks, tracking academic preparedness.
- **Measure mastery of core standards** - Determine the degree to which students have mastered core learning standards, such as Common Core State Standards.
- **Implement Response to Intervention (RTI)** - Identify students

# Final Thoughts

- **Make comparisons** - Compare student performance to that of local, state, and national groups according to that of local, state, and national groups according to research based evidence.
- **Evaluate programs** - Guide administrative evaluation of the effectiveness of instructional programs, professional development, and curriculum.
- **Predict future performance** - Apply current assessment results to project student performance on future assessments and adjust programs accordingly.
- **Support accountability** - Provide reliable and valid data to support district and state reporting requirements.