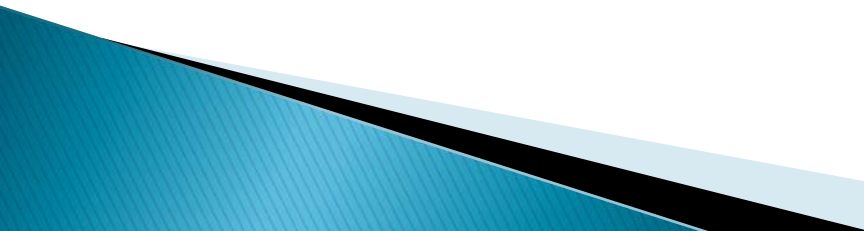
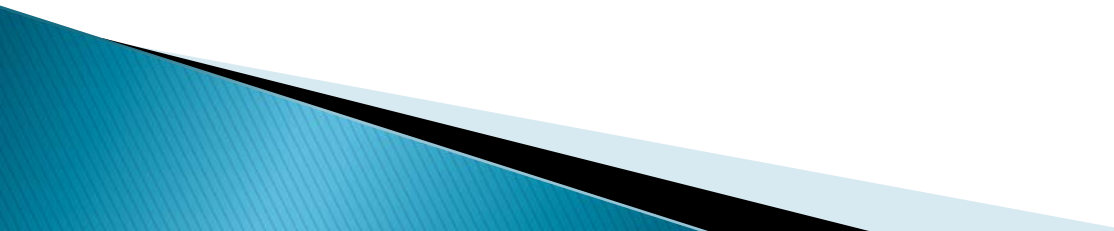


# 1,2,3 Testing

# Fall Testing

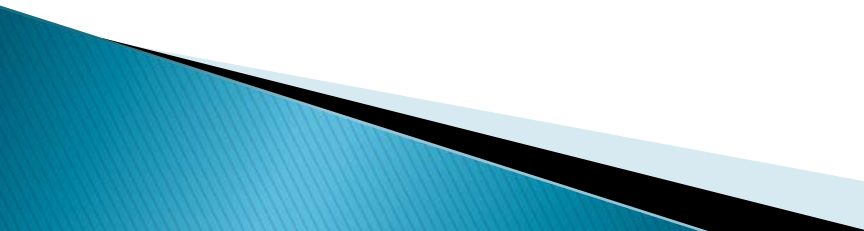
- ▶ First up.....
  - ▶ CogAT
  - ▶ Grades 1-3-5
  - ▶ September 20-22
- 

# Cognitive Abilities Test–CogAT

- ▶ Group administered ability test battery
  - ▶ Purpose: To assess student's abilities in reasoning and problem solving using verbal, quantitative, and nonverbal symbols
  - ▶ All 3 grade levels take same 3 sections
  - ▶ 1<sup>st</sup> grade is untimed and read to them
  - ▶ 3<sup>rd</sup> and 5<sup>th</sup> subsections are timed
- 

<b>Day</b>	<b>Content Area</b>	<b>Approx Testing Time</b>
Day 1 – September 20	Verbal	Grade 1 untimed 2 subsections Grade 3 and 5 timed 3 subsections approx 20 minutes each section
Day 2 – September 21	Quantitative	Grade 1 untimed 2 subsections Grade 3 and 5 timed 3 subsections approx 20 minutes each section
Day 3 – September 22	Nonverbal	Grade 1 untimed 2 subsections Grade 3 and 5 timed 3 subsections approx 20 minutes each section

# How information is Used

- ▶ Its primary goal is to assess students' reasoning abilities, *CogAT* can also provide predicted achievement scores when administered with The Iowa Tests.
  - ▶ While *CogAT* is well-suited to help educators make important student placement decisions, such as selecting students for Gifted and Talented programs.
  - ▶ Features such as the Ability Profile Score can be used to expand the educational opportunities of all students.
- 

# Verbal

Tests a student's vocabulary, as well as his/her comprehension of ideas, efficiency and verbal memory, and ability to discover word relationships. Statistics show a high correlation between high verbal ability and success in a variety of school subjects.

# Verbal Classification

The student is given a list of three words that are alike in some way. The student is asked to choose a word, from a selection of five words, that is also alike in the same way.

**Example:** *green blue red.*

**Choices:** *color; crayon, paint, yellow, rainbow.*

# Sentence Completion

The student is given a sentence with a word left out and is asked to choose a word that makes the best sense in the sentence.

**Example:** *Apples \_ on trees.*

**Choices:** *fall; grow; show; bloom; spread.*

# Verbal Analogies

The student is given three words in dark type. The first two words go together. The third word goes with one of the answer choices. The student is asked to choose the word that goes with the third word the same way that the second word goes with the first.

**Example:** *new (is to) old : wet (is to)*

**Choices:** *rain; drip; hot; sun; dry .*

# Quantitative Battery

The Quantitative Battery tests the student's quantitative reasoning and problem solving ability and provides an appraisal of the student's general level of abstract reasoning.

The second has 20 questions with a 10 minute testing time.

The third has fifteen questions with a 12 minute testing time.

# Quantitative Relations

The student is given two problems numbered one and two with three answer choices.

The student is to solve the two problems and determine if the answer is greater, less than, or equal to.

**Example:** 1.  $0+3$     2.  $3+0$

**Choices:** a) 1 is greater than 2; b) 1 is less than 2; c) 1 is equal to 2.

# Number Series

The student is given a series of numbers and is asked to decide which number should come next in the series.

**Example:** *5; 10; 15; 20*

**Choices:** *25; 30; 35; 40; 45.*

# Equation Building

The student is given numbers and signs.

The student is asked to combine the numbers and signs to get a solution that is an answer choice.

**Example:**  $1\ 2\ 3 - x$

**Choices:**  $1; 2; 3; 4; 6.$

# Non-Verbal

## Figure Classification

The student is given three figures that are alike in some way. They are given three answer choices and five pictures to choose from.

They are asked to decide which figure goes best with the three answer choices. **Example:** *The student is given three items that are odd shaped but each one has 4 sides and is black.*

**Choices:** *a black circle; a black triangle; a 4 sided white object; a black 4 sided object; six-sided white object.*

# Figure Analogies

The student is given three figures.

The first two figures go together; the third figure goes with one of the answer choices.

**Example:** *The first two figures are a large square that goes together with a small square. The second pair is to go together the same way that the first two figures go together. For the second pair you are given a large circle.*

**Choices:** *a small triangle; a large circle; a small square; a small circle; and a large rectangle.*

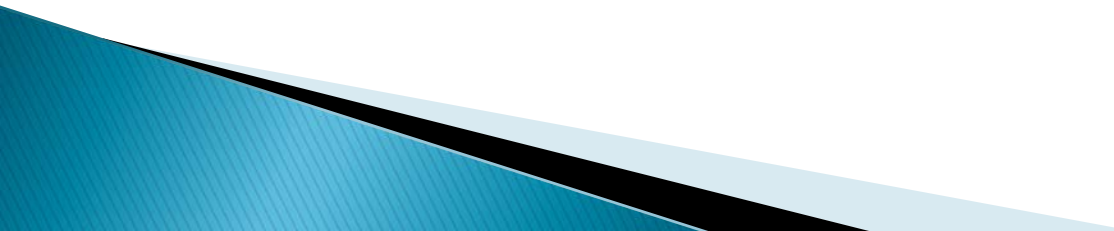
# Figure Analysis

- ▶ The student is shown how a square piece of dark paper is folded and where holes are punched in it. The student is to figure out how the paper will look when it is unfolded.

**Example:** *If a dark piece of paper is folded in the center from top to bottom and a hole is punched in the bottom right hand corner, what will the piece of paper look like when it is unfolded?*

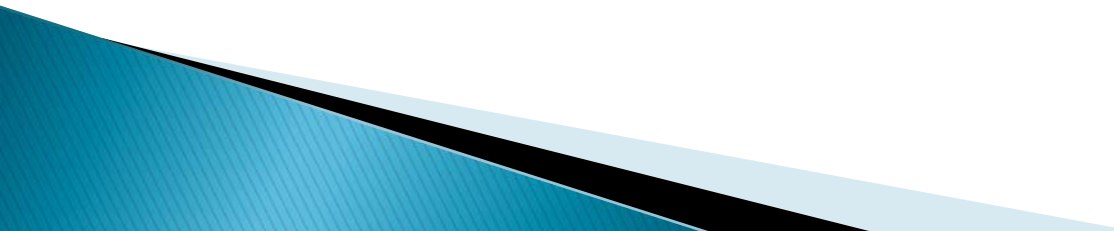
**Choices:** *A) one hole in the bottom right hand corner; B) one hole in the bottom right hand corner and one in the top right hand corner; C) one hole in the top right hand corner; D) one hole in the bottom right hand corner and one in the bottom left hand corner; E) one hole in the bottom right hand corner and one in the top left hand corner.*

# Round 2..ITBS

- ▶ Iowa **T**ests of **B**asic **S**kills
  - ▶ October 18–27
  - ▶ 3<sup>rd</sup> and 5<sup>th</sup> graders
- 

# Purpose

- ▶ Is to provide information that can be used to improve instruction

- ▶ Let's look at  
the ITBS
  - ▶ handout.....
- 

# Supporting your student at test time

- ▶ Keep your regular routine
  - ▶ Encourage your child to do her best
  - ▶ Help your child prepare
  - ▶ Make sure they are here
  - ▶ After the test
  - ▶ Know the testing schedule
- 