

## CogAT Screener Grade 2

### Accommodations for Students with Disabilities under IDEA or Section 504

The CogAT Screening Form appraises the cognitive development of students from kindergarten through grade 12. The test measures students' learned reasoning abilities, or aptitudes, in Verbal, Nonverbal, and Quantitative Reasoning. MMSD is administering the CogAT Screening Form to all grade 2 and grade 5 students to identify students who are expected to benefit from advanced support and services.

All students must participate in this district wide assessment, with accommodations as needed, or in alternate assessment, as appropriate.

#### Grade 2 CogAT Screening Form

The Level 8 tests are developmentally appropriate for students in the second grade. The questions in the tests show how well students use their reasoning skills to solve problems they have **not** been directly taught. For this reason, the test questions do not parallel what the students are learning in school. You and your students need not be concerned if the material is new. Questions are in multiple-choice format and are entirely pictorial.

The grade 2 CogAT Screening Form is not timed. If you anticipate that a student may need additional time, it is suggested that you administer the test in an alternate setting so the student may have as much time as he/she needs.

No reading is required of students in any of the Level 8 tests. Oral language is used only in the directions and to help pace students through the test questions. Students examine the pictures in each question and then mark their answers in their machine-scorable test booklets.

#### Alternate assessment

If a student with a disability:

- has participated in formal individual intellectual assessment that is documented in the IEP evaluation that measures general reasoning ability and the ability to solve problems, and
- the student's curriculum is aligned with alternate standards

the student may participate in alternate assessment instead of the CogAT.

The alternate assessment will be:

- 1) A review of the previous formal individual intellectual assessment to identify any areas of significant strength(s), and
- 2) A review of performance by school staff of strengths in other areas (e.g. visual arts, performing arts, etc.)

#### Documentation of accommodations

No formal documentation is required. Staff do not have to identify accommodations in a student's IEP or Section 504 Plan. Staff should discuss the planned accommodations with staff who work with the student and with the parents. Accommodations provided should be accommodations the child usually receives as part of their instructional program.

#### Required: Student Answer Document: Supplemental Coding

If a student is a student with a disability under IDEA, staff must identify the student under "Programs" as a student with a disability by bubbling in "IEP". It is the responsibility of the case manager to ensure that this is indicated on the Student Answer Document.

## CogAT Screening Form, Grade 2

Time: This is an untimed test, so the student may have as much time as needed. Therefore, “extended time” is not an accommodation as it is a practice allowed for all students. However, if a student needs additional time beyond what any other students need, then the test should be administered individually.

### Allowable Accommodations for Students with Disabilities under IDEA or Section 504

Repeated Directions	The test administrator may read aloud the directions for particular practice questions and item prompts as many times as necessary to ensure that all students understand what they are supposed to do. However, some students may need <b>all</b> of these directions and prompts repeated as a testing accommodation.
Separate Location	A separate assessment room should be made available for student who might be distracted by the pace at which their peer work, who may need extra breaks, or who might be disruptive in a larger group.
Large-Print Edition	<p>Students with visual impairments may benefit from the use of a large-print edition of the CogAT Screening Form. Follow these instructions when using the large-print edition.</p> <ul style="list-style-type: none"><li>• Provide sufficient table area to handle an open 12.5-inch by 16-inch test booklet</li><li>• If student typically use book stands or low-vision aids during instruction, they may use them during testing.</li><li>• Determine how students will record their answers.<ul style="list-style-type: none"><li>○ Students may mark directly in the large-print booklet with a pencil, pen, or crayon. Later, the test administrator can either transfer the responses into a standard CogAT Screening Form test booklet or hand score the large-print booklet using the appropriate CogAT Screening Form scoring key. If answers are transferred, a school staff member should verify the transfer.</li><li>○ Students may be tested individually and may give oral responses to the test administrator. The test administrator will mark the student’s responses directly in a standard CogAT Screening Form test booklet.</li></ul></li><li>• Ensure that you have completed the student identification information on all answer documents used in large-print testing.</li></ul>
Assistance with the Answer Document	An assistant or proctor may record a student’s answers in the test booklet if the student is unable to do so because of physical impairment.

Additional clarification:

Student points to answer, indicates response orally, uses a communication device, signs etc. and the examiner fills in the answer document.

- The test must be administered individually.

Administer the test in a small group or individually.

Repeated directions-may be read aloud as many times as needed (beyond what is needed in the large group).

- May want to administer in a small group or individual setting.

Sign directions to the student.

- If the student requires additional time (beyond what is provided in the large group) in order to understand the directions, then testing should occur in small group or individually.

Student repeats directions to self.

- Testing must occur in an individual setting

Allow student to move, stand, pace during testing.

- Testing must be administered individually.

Individual monitoring to ensure student is on the correct test items.

- May be in large group.

Allow student to use a strategy to assist with remaining on the correct item (e.g. a piece of paper, ruler, etc.).

- May use in large group.

Check for understanding of directions on the sample item.

- May use in large group.

Use of visual magnification devices

Use of audio amplification devices

Note: Large print test materials are also available but must be ordered ahead of time