

CogAT Screener Form Grade 5

Accommodations for Students with Disabilities under IDEA or Section 504

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

Grade 5 CogAT Screener

The level 11 tests are developmentally appropriate for students in the fifth 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.

The Level 11 test is timed, but there should be sufficient time for most students to attempt to answer every question. For unique situations, a student may receive extended time (see below for cautions and instructions).

Questions are in multiple-choice format. Students read the questions and answer choices and then mark their answers on their answer sheet or folder. For unique situations, a student may have test questions read to them in the Verbal Analogies test (see below for cautions and instructions).

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 his/her instructional program.

Exception: If a student is provided with extended time and/or if a student has had the questions on the Verbal Analogies test read to him/her, the case manager should make a note of this and place it in the student's file (signed and dated). The note should state which accommodation, or both as applicable, was implemented.

Extended time

The grade 5 CogAT Screener is a timed test. However, extended time is an option as an accommodation. If extended time is provided, this accommodation must be indicated on the Student Answer Document (see below). When extended time is allowed, the student's scores will not be included in the aggregate group score, but individual scores will be available.

Questions read to student on Verbal Analogies test

A student who has significant reading deficits as a result of a disability may have the questions on the Verbal Analogies read aloud to him/her. If this is provided, this accommodation must be indicated on the Student Answer Document (see below) When this accommodation is provided, the student's scores will not be included in the aggregate group score, but individual scores will be available.

Read Aloud	The CogAT Screening Form is not a reading test. Students who have severe reading disabilities may require some assistance reading the questions in the Verbal Analogies test. Questions in this test may be read aloud to students who require such assistance. However, words should not be defined.
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 all 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">• Provide sufficient table area to handle an open 12.5-inch by 16-inch test booklet• If student typically use book stands or low-vision aids during instruction, they may use them during testing.• Determine how students will record their answers.<ul style="list-style-type: none">○ Students who are able may record their answers directly on the answer sheet using a No. 2 pencil. The test administrator should verify that all responses are marked clearly for machine scoring.○ 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.○ Students may be tested

	<p>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.</p> <ul style="list-style-type: none"> • If the visual impairment noticeably increases the amount of time the student needs to complete the test, allow additional time. If your school tracks the use of accommodations during testing, code the student's answer sheet to indicate he or she received the Extended Time accommodation as directed by the test coordinator. • Ensure that you have completed the student identification information on the answer sheet.
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.
Extended Time	Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who use magnifiers, have attention disorders, or need help with word identification or reading are examples. Guidance from the student's IEP should be followed where extended time is needed.
Other	Accommodations noted in a student's IEP but not included in this list may be used. For example, a test administrator who is fluent in the signing or cueing methods used by a student may need to repeat directions or certain portions of the test administration to clarify procedures for the student. Accommodations noted in a student's IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure.

Required: Student Answer Document: Supplemental Coding: Programs and accommodations Program

- 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.

Accommodations

- If a student has been provided with extended time and/or has had the questions on the Verbal Battery read aloud to him/her, this must be indicated on the Student Answer Document by bubbling in code **Z**. (Code z indicates one or both accommodations). It is the responsibility of the case manager to ensure that this is indicated on the Student Answer Document. A note stating which accommodation (or both) was implemented should be placed in the student's file (signed and dated).

Implementation of any other allowable accommodations listed on the following page do not have to be indicated on the Student Answer Document.

CogAt Grade 5

Allowable Accommodations for Students with Disabilities under IDEA or Section 504

Extended time: must be indicated on Student Answer Document as code **Z**

Question read aloud to student on Verbal Battery: must be indicated on Student Answer Document as code **Z**

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 item.

- 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