



CogAT Grade 5

Accommodations for Students with Disabilities under IDEA or Section 504

The CogAT 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 to all grade 2 and grade 5 students as one method of identifying students who may benefit from advanced support and services.

All students in grades 2 and 5 must participate in this district wide assessment. Students with disabilities may be provided with accommodations as needed, or may participate in alternate assessment, as appropriate.

Grade 5 CogAT

The level 11 tests are developmentally appropriate for students in the fifth grade. The questions on the tests measure 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. Teachers and 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 Battery (see below for cautions and instructions)

Alternate assessment

If the IEP/504 team determines that the CogAT is not an appropriate tool to appraise the student's cognitive development because the test will not yield meaningful information regarding the student's ability to benefit from advanced support and services, then the student may participate in alternate assessment. If a student with a disability:

- has participated in formal individual intellectual assessment that is documented in the IEP/504 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 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. Only approved accommodations may be used (see allowable accommodations at the end of this document).

Exception: If a student is provided with extended time and/or if a student has had the questions on the Verbal Battery 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 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 Battery

A student who has significant reading deficits as a result of a disability may have the questions on the Verbal Battery 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.

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