UNDERSTANDING YOUR CHILD’S MAP and COGAT RESULTS
ARE THE MAP and COGAT RESULTS IMPORTANT?
Earning an Ohio High School Diploma
Classes of 2018 and beyond

There is no one-size-fits-all way to graduate. Ohio gives you several options to qualify for a high school diploma. Choose the way that works best for you!

To earn a high school diploma in Ohio, you must complete courses and then choose an option on the right to show that you are ready for college or a job. Here’s what you need to do to graduate. Your school counselor will give you more details.

**Complete Courses**
Take and earn a state minimum of 20 credits in specific subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English language arts</td>
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<tr>
<td>Health</td>
<td>½</td>
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<tr>
<td>Mathematics</td>
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<td>Physical education</td>
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<tr>
<td>Science</td>
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<td>Social studies</td>
<td>3</td>
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<tr>
<td>Electives</td>
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</table>

**Other Requirements**
You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

**Show That You Are Ready**
Use at least one option to show that you are ready for college or a job.

**Ohio’s State Tests**
Earn at least 18 points on seven end-of-course state tests. End-of-course tests are:
- Algebra I or Integrated Math I
- Geometry or Integrated Math II
- American Government
- American History
- English I
- English II
- Biology

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Rapport Cards for all students’ scores and participation on state tests.

**Industry credential and workforce readiness**
Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn a 13 on WorkKeys, a work-readiness test. The state of Ohio will pay once a time for you to take the WorkKeys test.

**College and career readiness tests**
Earn the “remediation-free” scores on either:
- **ACT**
  - English: 18 or higher
  - Mathematics: 22 or higher
  - Reading: 22 or higher
- **SAT**
  - Writing: 430 or higher
  - Mathematics: 620 or higher
  - Reading: 460 or higher

Your district will choose either the ACT or SAT for all students in your district to take for free during a one-time statewide spring test in grade 11.

You have choices. Check them out at education.ohio.gov, search graduation requirements Classes of 2018 and beyond. Then talk to your school counselor.
Understanding Your Child’s NWEA-MAP Results

• MAP assessments are adaptive and administered on-line.

• They are designed to reveal the precise learning level of each student in Reading and Math.

• The assessment results are used to identify areas of strength for student enrichment and weakness for intervention.
MAP allows educators to identify...

- Students in need of intervention
- Talented and gifted students
- Students requiring targeted instruction
- Students ready for enrichment activities
- Students ready for ability grouping
- Student performance relative to Ohio’s Learning Standards in Reading and Math
What does *adaptive* mean?

- Adaptive tests provide more precise information than traditional assessments.
- Adaptive assessments reveal more information regarding students at either end of the scale.
- Regardless of achievement score, information gathered is maximized.
How are MAP assessments scored?

• The Rasch Unit (RIT scale) is used to attach a numerical value to the student’s test.

• The numerical value assigned to a student represents the level of test item difficulty at which he or she is capable of answering correctly 50% of the time.

• The RIT scale is continuous across grades, so growth can be measured within and between school years.
National Percentile

• Indicates the relative standing of a student compared to other students in the same grade in the norm (reference) group who took the test at a comparable time.

• Range 1 – 99

• Average standing – 50

• Example score: 71

71% of the students in the same grade obtained scores equal to or less than that score.
Gifted Achievement
Ohio Department of Education

ODE Criteria

Perform at or above 95 percentile on an approved nationally normed achievement assessment

• Math
• Reading
• Social Studies
• Science
Reporting Areas - READING

- Word Recognition, Structure, and Vocabulary
- Reading Literature: Key Ideas, Reading for Understanding
- Reading Literature: Craft, Structure, and Evaluation
- Reading **Informational** Text: Key Ideas, Reading for Understanding
- Reading **Informational** Text: Craft, Structure, Evaluation
Reporting Areas - MATH

- Number Sense/Number Systems
- Estimation and Computation
- Algebra
- Geometry
- Measurement
- Statistics and Probability
- Problem Solving, Reasoning, and Proofs
RIT Reference Charts

For Common Core and Science
Measures of Academic Progress® (MAP®) and MAP for Primary Grades (MPG)
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## MATHEMATICS

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</table>

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
230 Introduction to Algebra; 235 Algebra; 245 Geometry
### Student Progress Report

**Norms Reference Data:** 2015  
**Growth Comparison Period:** Fall to Spring  

**Student ID:**  
**District:** Parma City SD  
**School:** Renwood Elementary  
**Term Rostered:** Fall 2016-2017

### Mathematics

<table>
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<tr>
<th>Term/Year</th>
<th>Grade</th>
<th>RIT (± Std Err)</th>
<th>RIT Growth</th>
<th>Growth Projection</th>
<th>Percentile Range</th>
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### Mathematics Goals Performance - Fall 2016-2017

- Operations and Algebraic Thinking
- Measurement and Data

### Reading

<table>
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### Reading Goals Performance - Fall 2016-2017

- Literature
- Vocabulary Acquisition and Use
- Lexile® Range
- Informational Text
Ohio 2015-2016 ROAD TO READING SUCCESS

Ohio’s Third Grade Reading Guarantee ensures that every struggling reader gets the support he or she needs to be able to learn and achieve.

PROMOTION IN THIRD GRADE READING

- Met promotion minimum on fall/spring reading test: 84.8%
- Met comparable minimum on alternative reading test: 8.3%
- Met promotion minimum on summer reading test: 0.3%

93.4% Eligible third graders met the Third Grade Reading Guarantee promotion minimum

STUDENTS IN THIRD GRADE

- 127,486 Number of Ohio third graders
- 6.6% Exempt from Third Grade Reading Guarantee promotion calculation

For general questions about the Third Grade Reading Guarantee, contact the Ohio Department of Education at odethirdgradeguarantee@education.ohio.gov.
What You Need to Know

If you are the parent of a child who has trouble learning to read, you need to know about Ohio’s Third Grade Reading Guarantee.

The guarantee says that your child’s school has to determine how well he or she is reading at the beginning of each school year from kindergarten through grade 3. If your son or daughter is not reading as well as expected, the school must create a plan to help your child improve.

You will be involved in creating this plan. The plan will describe the help your child will receive to get him or her reading on grade level. If your child still is not reading as expected by the end of third grade, the school must keep your child in third grade when the next school year begins. There may be some exceptions:

- If your child is learning to speak English;
- If your child is on an Individualized Education Program (IEP) and the IEP says he or she cannot repeat grade 3 because of reading;
- If your child has received reading help for at least two years and has repeated a grade before;
- If your child shows on certain tests, other than a state reading test, that he or she is reading on grade level.

To find out if your child qualifies for any of these exceptions, talk to his or her teacher.

Your child will have many chances to show his or her reading is improving. It’s important that you keep in touch with your child’s teacher so you know where things stand.

To help you know what to expect, click here, or go to education.ohio.gov and type third grade reading guarantee in the search box. You will find Parent Roadmaps to the Third Grade Reading Guarantee that you can refer to whenever you have questions.
Third Grade Reading Guarantee
Family Resources

The ability to read is the foundation of learning. Research shows that children who are not reading at a third-grade level by the end of grade 3 are likely to have trouble learning in all classroom subjects in higher grades.

Resources to Help Your Child

Struggling readers greatly benefit from their families' involvement and help at home. The following links will give you the information you need about Ohio's Third Grade Reading Guarantee.

» Third Grade Reading Guarantee Parent RoadMaps
» Fact sheet: Third Grade Reading Guarantee
» Parents' Guide to Student Success

Family and Community Literacy Support Toolbox

The purpose of the Family and Community Toolbox is to provide resources in order to build upon the natural learning opportunities that occur within a child's daily routine in the home and community. The resources contained in this toolbox provide encouragement to families and caregivers in supporting the early language and literacy development of children in their care.
CogAT Form 7
Cognitive Abilities Test
Administered to 2nd Graders – Multiple Choice

Test provides evidence of a student’s potential to process mental information

Measures reasoning skills that are related to school-learning ability
CogAT Form 7
Objective Measure of Each Student’s Ability

- Verbal Battery
- Quantitative Battery
- Nonverbal Battery
Verbal Battery

- Verbal battery assesses students’ abilities to use search, retrieval, and comparison processes that are essential for verbal reasoning.
  - Verbal Analogies
  - Sentence Completion
  - Verbal Classification
Verbal Analogies

2 oven → heat : speaker →

J sound K music L radio M voice N stage
Verbal Classification

Look at words the on top. They are alike in some way and go together. Now look at the words on the bottom. Choose one word from the answer choices that goes with the words on top in the same way.

A. Trombone  B. Trumpet  C. Flute  D. Violin  E. Instrument
The Quantitative Battery assesses students’ abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.

- Number Analogies
- Number Puzzles
- Number Series
Number Series

Look at the numbers in the top row below. There is a rule that governs the order in which the numbers occur in the series. Figure out the rule and then choose the number that comes next from the answer choices below.

2  7  12  17  22  ___
A. 23   B. 25   C. 27   D. 29   E. 31
Number Puzzles

\[ ? + 3 = \square \]

\[ \square = 5 \]

A 7   B 4   C 2   D 1   E 0
Nonverbal Battery

- The Nonverbal Battery assesses students’ abilities to reason with somewhat more novel questions that use spatial and figural content.
  - Figure Matrices
  - Paper Folding
  - Figure Classification
Look at how the two figures on top go together. The third figure on the bottom must go with the fourth figure in the same way that the first two figures go together. Choose the fourth figure that belongs in the empty box to complete this puzzle.
Take a look at the pictures across the top. They show a piece of paper being folded. Then, one or more holes are punched in the folded piece of paper. Can you point to the answer that shows what the square piece of paper will look like when it is unfolded?

- First picture over the bubble
- Second picture over the bubble
- Third picture over the bubble
- Fourth picture over the bubble
Recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing a student’s learning preferences, teachers can help her achieve greater success in school.

Profile of Test Scores

Overall performance is in the average range, and her Nonverbal Battery score is higher than the scores on the other batteries. She has a relative strength in nonverbal (spatial) reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance the student’s development in other areas.

For example, many students with this profile have a strength in spatial reasoning. Learning in math and science may be easier for these students if they can connect new concepts with visual images. The profile may also indicate an ability for solving unfamiliar problems or for solving familiar problems in creative ways.

More Information on Scores

The sections to the left explain performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 6.11 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 2.

Each of these sections includes one or more scores. The Stanine reports performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by
COGNITIVE ABILITY TESTS
Assess a students’ capacity to learn new things

STANDARD AGE SCORE (SAS):

Obtained from the CogAT, a normalized standard score with a mean of 100 and a standard deviation of 16. An individual with a School Ability Score of 116 would be one standard deviation above the mean. This person would be at the 84th percentile for his or her age group.
Within the nation, we could expect student scores to occur in the following ranges:

- Above 132 .... 2% of the population
- 116-132 ..... 14% of the population
- 84-116 .... 68% of the population
- 68-84 ..... 14% of the population
- Below 68 .... 2% of the population
Ohio Department of Education
Gifted Superior Cognitive Ability

ODE recognizes a SAS score of 128 on the CogAT as Gifted in Superior Cognitive Ability.
• FIRST COMPREHENSIVE ASSESSMENT TAKEN BY SECOND GRADE STUDENTS

• RESEARCH SHOWS THAT ACHIEVEMENT AND ABILITY ARE RELATED TO LEARNING AND EFFORT

• COLLEGES, UNIVERSITIES, TRAINING PROGRAMS AND EMPLOYERS REVIEW ACHIEVEMENT AND SKILL LEVELS NOT ABILITY SCORES
Valuable Recommendations

• Whenever a student shows a particular cognitive strength, the goals for classroom instruction:
  – Encourage the continued development of the strength
  – To use the strength to enhance the student’s development in other areas
  – Modify individual instruction so that the student is not forced to rely on a very weak ability in order to learn
Valuable Recommendations

• Because verbal reasoning skills are so important to success in school, encourage student to improve these skills. Focus on reading comprehension can build verbal reasoning abilities. Student would benefit from a language curriculum with additional opportunities for developing his speaking and writing abilities.
Valuable Recommendations

• Build on student’s strengths by encouraging academic accomplishments in areas that interest her.

• Point out how new skills and information build on knowledge and skills she already has.

• Show student how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper.

• Teach study skills such as planning use of time, formulating questions to guide study, and taking notes.
Valuable Recommendations

• Teach student skills such as planning use of time, formulating questions to guide study, and taking notes.

• Some students who show a relative weakness in nonverbal reasoning have difficulty reasoning with images. Encourage drawing visual images when discussing abstract concepts or solving mathematical problems. For other students, the profile suggests difficulty in solving problems in creative ways. When tackling new problems, encourage the student to discover how these problems resemble more familiar problems.
Valuable Recommendations

• A strength in understanding mathematical rules often indicates a similar strength in understanding rules in computer programming and sometimes in language usage as well. Discovering and then learning rules and strategies can help a student in other areas.

• If student needs help with math, encourage her to talk about math problems and the steps needed to solve them, or ask a math question and help her work it out orally.

• When attempting new tasks, provide student with structure in the form of specific directions and guidance.

• Reduce the number of things student must attend to, remember or do when solving problems.
Valuable Recommendations

• Build on student interests and accomplishments
• Restate math symbols and expressions in words and sentences.
• Learn a verbal statement of a mathematical relationship first, and the numeric statement second
Can IQ Change?

YES
IQ Research

• IQs are increasing 3 points per decade
• IQ is affected by school related learning and life experiences
• IQ score changes track with structural and functional brain imaging
  – Example: Verbal IQ increases – Verbal areas of brain show change
• Studies have shown 20-plus IQ points, one way or another
  – Taxonomize – Grouping things systematically
  – Cognitive functions can be developed to work more efficiently
    How do you approach a task? (Planning)
    How do you adjust if plan isn’t going well? (Problem Solving)
• IQ tends to stabilize as you get older
SET HIGH REALISTIC EXPECTATIONS FOR SCHOOL PERFORMANCE

Click Here

Parenting » Writing » 2nd grade writing samples

2nd grade writing samples
What should your second grader's writing look like? Here are three examples of grade-level writing projects by real second graders.

by: Jessica Kelmon | July 22, 2016
Problem solving with real-world math

Math has evolved from the computation we most likely experienced in math class to an emphasis on problem solving. Computation is still important, but it is used to solve real-life problems. The emphasis is generally on math processes that enable your child to learn multiple strategies to become a proficient problem solver. Model the importance of math in the real world and encourage your child to help when you:

- Balance your checkbook
- Pay bills
- Estimate the cost of the groceries in your cart
- Determine how much food to buy or make for a party
- Double a recipe or cut a recipe in half
- Figure the cost of lunch at a restaurant
- Calculate the cost of school lunch for the week or month
- Determine how long your child will need to save his allowance in order to buy a particular item
- Determine the number of miles driven in X hours
- Determine how long it will take to drive home going X mph
- Figure the cost of X number of minutes of cell phone use if you pay X cents/minutes

Great! Schools

Simple ways to build math skills at home
UNDERSTANDING YOUR CHILD’S MAP and COGAT RESULTS

Presentation Available on PCSD Website: http://www.parmacityschools.org/
Department of Curriculum Contact Info.

Mr. Jeffrey Cook ......................................................... 842-7912
Chief Officer of Curriculum

Dr. Michelle Kocar ....................................................... 842-7911
Director of Elementary Curriculum & Instruction

Mrs. Debora Vanek ...................................................... 842-7951
Supervisor of Data & Testing

Ms. Michele Wargo ..................................................... 842-2418
Gifted Coordinator