Today’s Agenda

- Individual Profile Report with InView
- Label
  - Part I, Page 2:
  - Part II
- Understanding the CSI score
- Anticipated Achievement and Diff scores
- Reviewing classroom implications of InView the Primary Test of Cognitive Skills (PTCS) subtests
- InView Scores on ACSI Data Online
- Best Practices for using PTCS and InView data
- Appropriately reporting this data to parents
DIFF = statistically meaningful difference between a student’s NCE and the Anticipated NCE

Meaningful difference (7 points or more) (anticipated)

“ABOVE” = Obtained performance was higher than expected

“BELOW” = Obtained performance was lower than anticipated

If there is no significant difference the column is left blank

PTCS – Machine scored with TerraNova

PTCS combination report looks the same as the InView Report
1. PTCS subtests will be reported on the PTCS Student Roster and Student Profile reports.

2. Anticipated Achievement scores are not available at the Kindergarten level. Otherwise, the scores reported and the dashboard formats will be identical for the Summary Dashboard, PTCS Student Roster, and Combination Student Roster.
Possible Causes for NCE / ANCE Diff Scores

- Academic challenges
- Language
- Subject interest
- Student’s background experiences
The score indicating overall cognitive ability is the Cognitive Skills Index (CSI). The CSI is an age-dependent score based on students’ performance on PTCS or InView. The CSI scale has a mean (average) score of 100 with a Standard Deviation of 16; the “average range” is from 84 to 116.

Showing growth / PTCS scores to InView
- Use CSI scores in the same manner NCE scores are used.
- A “0” difference of two CSI scores means average growth (or growth at the same pace as everybody else in the population).
- A positive difference indicates faster than average growth.

Interpretation example:
- Student’s birthdate is August 1.
- This student will be younger than most grade 4 students.
- NPA = 50 (compared with students with the same birthdate).
- NPG = 47 (compared with students in the 4th grade).
Individual Profile with *InView*, Part II

Norm-Referenced Scores

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What might the difference in performance between the Nonverbal and Verbal scores suggest?

Nonverbal tasks involve skills such as...

- Recognizing and remembering visual sequences
- Understanding the meaning of visual information
  - What does a plus sign mean?
  - Following a map (go on a treasure hunt)
  - Following visual instructions (assembling a chair using visual instructions)
- Recognizing relationships between visual concepts

Continued...
Nonverbal tasks involve skills such as...

- Performing visual analogies
- Recognition of causal relationships in pictured situations
- Recognizing nonverbal patterns...
  - Music
  - Fine arts
  - Dance

Best Practices...
Activities that Teach / Strengthen Nonverbal Skills

- Puzzles (Reconstruct and create)
- Blocks and building toys, Erector sets, Lego’s or K’Nex (especially using pictures)
- Rubik’s cubes
- Mazes, Checkers
- Tic-Tac-Toe, Connect the Dots, Find-a-word puzzles

Continued

- Memory Games
- Games to play…What color is it? / What object is it?
- Identify similarities and differences between shapes in the world around you
- Tangrams
- Visual pictures to build or design, e.g., treasure hunt maps, architect designs
**Best Practices…**
**Activities that Teach / Strengthen Nonverbal Skills**
**Fine Arts, Music and Dance**

- **Fine Arts**
  - Practice drawing symmetry
  - Analyze paintings
  - Create complicated color patterns (tessellations)
  - Draw objects from unusual perspectives
  - Practice elaboration: How many details can you add?
  - Create a new picture by changing a picture already made
  - Create a larger picture by adding to a picture already made
  - Combine two pictures into one new picture

- **Music**
  - Tap out rhythms recognizing when patterns change
  - William Tell Overture
  - Rodeo – Aaron Copeland

- **Dance**
  - Patterns and expectations

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**Looking a Verbal Skills…**

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Verbal Scores

- Deductive / Inductive Reasoning
- Analyze category attributes
- Discern relationships and patterns

InView Content: Verbal Reasoning—Context

Measures ability to solve verbal problems by drawing logical conclusions from context

Alice likes all of her teachers. Mrs. Lee is Alice's teacher.
- Alice likes school.
- Mrs. Lee likes Alice.
- Alice likes Mrs. Lee.
- Mrs. Lee likes teaching.

Big Ben is a clock in England. Judy has visited Big Ben.

- People often visit Big Ben.
- Many clocks in England are big.
- Big Ben is named after a person.
- Judy has been to England.

Verbal Scores

- Deductive Reasoning:
  (a specific conclusion arrived at from a general principle.)
  Example: All men are mortal. (General statement)
  Socrates is a man. Therefore, Socrates is mortal. (Specific conclusion)

- Inductive Reasoning
  (a general conclusion is arrived at by specific examples.)
  90% of humans are right-handed (specific statement)
  Joe is a human. Therefore, the probability that Joe is right-handed is 90%. (General conclusion)
**Verbal Scores**

- Analyze category attributes
  Which word does not fit into this pattern...
  *Torch  Lantern  Candle Stove*

- Discern relationships and patterns
  (Discover the relationship between three words)
  *Star  Galaxy  Universe Earth  Planets ________ Choices: Sky, Sun, Satellite, Solar System*

**InView Content: Verbal Reasoning--Words**

Measures ability to solve verbal problems by reasoning deductively, analyzing category attributes, and identifying relationships and patterns.

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</table>

- A  hot
- B  fire
- C  heat
- D  water

**Best Practices…**

**Activities that Teach / Strengthen Verbal Skills**

- Looking for reasoning patterns in reading passages (Isabel Beck’s “Questioning the Author” technique)
- Syllogism = Deductive reasoning
- Making inferences about word meanings (25% of reading should be above grade level)
- Word origins, roots, etc.
- Including new vocabulary in everyday conversation
Best Practices...
Activities that Teach / Strengthen Verbal Skills
- Newspapers are a fun source for focused awareness regarding verbal meaning
- Consider these headlines…
- Eye Drops Off Shelf
- Squad Helps Dog Bite Victim
- Dealers Will Hear Car Talk at Noon

PTCS Content & Timing
- Untimed subtests
  - Spatial
    - Sequences
    - Spatial Integration
  - Memory
    - Spatial Memory
    - Associative Memory
  - Concept skills
    - Category Concepts
    - Spatial Concepts
  - Verbal
    - Object Naming
    - Syntax

Memory Subtest
Spatial Memory Items

Use the Spatial Memory Stimulus Book for the item choices.
Memory Subtest

Spatial Memory Items

Spatial Memory Stimulus Book
Large Flip Chart

Memory Subtest

Spatial Memory Items

Memory Subtest

Spatial Memory Items
Using Data to Grow

- Identifying student strengths
- Identifying areas to be strengthened
- Enhancing thinking skills
- Use InView and PTCS in conjunction with
  - Teacher observations
  - Classroom work (Who are our nonverbal learners? Who are a verbal learners? Flexible grouping.)
  - Other test scores
Uses and Cautions - Interpreting InView Data

- CSI – has been helpful in selecting students for gifted and talented programs
- A low CSI score may raise a flag for a more formal assessment of the child’s processing capabilities
- InView and PTCS can help answer the questions
  - Are we challenging our students (Diff score “Below”)
  - Are we helping our children achieve than expected (Diff score “Above”)
- The CSI is not a permanent score but provides a score within range of students performance the cognitive abilities that underline academic performance
- Use InView Scores to help group instruction; who are our nonverbal learners, who are our verbal learners

Conversations with Parents

- What are the student’s strengths?
- Which areas can be strengthened?
- What are our “in school” plans?
- What can parents do at home?

Summary

- Where to find InView / PTCS Student Data
  - Label
  - Individual Profile Report Part I, Page 2:
  - Individual Profile Report Part II
  - ACSI Data Online
    - Graphs – anticipate/obtained
    - Understanding the CSI score
    - Anticipated Achievement and Diff scores
- InView scores can be helpful for identifying strengths, needs and enhancing the learning environment
- Providing parents with meaningful data and supportive activities