Riverside Insights®

Educational Support

Ability Profile
7A

CogAT®

Name:

Date:

About This Type of Learner:

Students with these profiles have high scores in verbal, quantitative, and nonverbal (figural) reasoning. They obtained a median age stanine of 7. Their scores on all three batteries of CogAT do not differ significantly from each other.

Typical Areas of Strength:

- Possess strong cognitive resources for learning and well-developed verbal and quantitative knowledge
- Demonstrate good memories with effective learning strategies
- Recognize when they need help and know what kind of help they need to accomplish a task

How These Learners Learn Best:

These learners learn best when:

- Allowed to discover relationships for themselves
- Challenged with materials, projects, and problems that are somewhat more difficult than those used for average students
- Encouraged to use and develop their knowledge and critical thinking abilities in all three domains (V,Q,N)
- Provided opportunities to follow their interests and are rewarded for their perseverance on long-term projects
- Able to learn how to obtain needed feedback and direction
- Given focused practice on individual skills to shore-up working-memory of low-level skills

Potential Areas of Challenge:

These learners might have increased difficulty:

- Focusing attention on the most important features of a problem, especially when unfamiliar with a domain.
- In group interactions - assertive students might dominate the groups and overshadow their contributions
- Persisting when faced with challenging content in domains where they are used to making good grades with little effort

Strategies to Support These Learners:

- Allow different ways (choice) to attain competence
- Use guided discovery methods over more structured teaching methods
- Watch for anxiety but know it generally subsides as students become more familiar with situations
- Encourage more self-directed learning, especially for projects and tasks that are open-ended
- Allow student to work with an older or more experienced student or adult at times
- Offload self-monitoring processes temporarily so student is not initially overburdened, and complex skills are more readily acquired
- Utilize graphic organizers to organize information
- Incorporate Project and Problem-Based Learning in the classroom
- Use Bloom’ s Taxonomy to allow students to regularly work at higher levels
- Use question stems such as:
  - What ideas justify…?
  - How would you prioritize…?
  - What would happen if…?