



SPIRIT LAKE

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Pegasus/Tag End of Year Report

2nd Grade Spring Testing: Spring of 2024, all second graders were given the CogAT screener. The top performing 25 percent of the grade was given the entire test battery after the screener. Please see the attached rubric for the updated identification process.

Each Grade utilized stem challenges, design, critical thinking, divergent, and convergent thinking to progress through units of study in a manner that emphasized each student's unique skill sets.

3rd Grade	12 Students	Tinkercad Design Challenge Paper Airplane Coding Gravity Sketch VR Lego Journey Makerspace boat
4th Grade	9 Students	Tinkercad Design Challenge Coding Gravity Sketch VR Lego Journey Hot Air Balloons
5th Grade	8 Students	Tinkercad Design Challenge Coding Lego Journey Mental Health Campaign Healthy Habits Poster Inventor Challenge
6th Grade	9 Students	Tinkercad Design Challenge Coding Lego Journey Video Creation

7th Grade	13 Students	Tinkercad Design Challenge 3D Animation and Design Gravity Sketch VR Individual Learning Projects
8th Grade	16 Students	Tinkercad Design Challenge Resume Building Interview Practice 4 on the Couch PC Building CAD Individual Learning Project

Strivers:

The Strivers program is a monthly emphasis on subjects like math, science, and reading. The program is for 3rd and 4th-grade students who are on TAG's radar and need to build a portfolio of artifacts. The program saw 16 students each month that were recommended by their classroom teacher, because of their proficiency in that month's subject. The program provides parents and teachers another opportunity, besides the CogAT test, for students to enter the PEGASUS program.



RUBRIC TO DETERMINE TAG SUPPORT

STUDENT NAME:

DATE:

COMPLETED BY:

	aMath	aReading	CogAT Data	ISASP Reading	ISASP Math	Student Attributes	Teacher Input
0	<input type="checkbox"/> Below Benchmark measuring broad math abilities and predicts overall math achievement in counting and cardinality; operations and algebraic thinking; number and operations in Base Ten; number and operations with fractions; measurement and data; and geometry.	<input type="checkbox"/> Below Benchmark measuring broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension.	<input type="checkbox"/> Below 80% on the CogAT test measuring the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.	<input type="checkbox"/> Below 80% on the ISASP reading measure how well students can comprehend a variety of written materials. They contain authentic, engaging reading passages of varying length and complexity as well as language measures.	<input type="checkbox"/> Below 80% on the ISASP Math measuring understanding, discovery, and quantitative thinking in mathematics.	<input type="checkbox"/> This student does not demonstrate any of the attributes. Please give concrete examples.	<input type="checkbox"/> This student is not recommended by the teacher based on daily work, classroom assessments and verbal reasoning. Please give concrete examples.
5	<input type="checkbox"/> At or above benchmark measuring Measures broad math abilities and predicts overall math achievement in counting and cardinality; operations and algebraic thinking; number and operations in Base Ten; number and operations with fractions; measurement and data; and geometry.	<input type="checkbox"/> At or above benchmark measuring aReading is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension.	<input type="checkbox"/> Between 80%-90% on the CogAT test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.	<input type="checkbox"/> Between 80%-90% on the ISASP reading measure how well students can comprehend a variety of written materials. They contain authentic, engaging reading passages of varying length and complexity as well as language measures.	<input type="checkbox"/> Between 80%-90% on the ISASP Math measuring understanding, discovery, and quantitative thinking in mathematics.	<input type="checkbox"/> Student demonstrates one or two of the three attributes of leadership, creativity and thinking skills. Please give concrete examples.	
10	<input type="checkbox"/> At college pathway benchmark Measures broad math abilities and predicts overall math achievement in counting and cardinality; operations and algebraic thinking; number and operations in Base Ten; number and operations with fractions; measurement and data; and geometry.	<input type="checkbox"/> At college pathway benchmark measuring aReading is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension.	<input type="checkbox"/> Above 90% scored on the CogAT test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood, are influenced by experiences gained both in and out of school.	<input type="checkbox"/> Above 90% scored on the ISASP reading measure how well students can comprehend a variety of written materials. They contain authentic, engaging reading passages of varying length and complexity as well as language measures.	<input type="checkbox"/> Above 90% scored on the ISASP Mathematics tests measuring understanding, discovery, and quantitative thinking in mathematics.	<input type="checkbox"/> Student demonstrates all three attributes of leadership, creativity and critical thinking skills. Please give concrete examples.	<input type="checkbox"/> Student is recommended by the teacher based on classroom assessments and verbal reasoning. Please give concrete examples. Traits and Evidence