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