



Gibson Test of brain skills Teacher Instructions (Version 2 of the Assessment)

1. *Getting ready—preparation for testing.*

- a. Please refer to the knowledge base at <http://cogread.com/support> for more information about the testing and training.
- b. The lead person for your school should provide access to the administrative system for each teacher as needed. Go to <http://cogread.com/login.html> to login into your administrative account.
- c. Take the test or observe a student taking the test to better understand the testing process and what is expected. Your lead person will provide you with information on how to register yourself or a student.
- d. To take the test, go to the same URL as noted above and login with a student user ID and password. Select the Assessment icon.
- e. Ensure lab is ready.
 - i. Make sure the School network security software allows access to www.gcstest.com <http://cogread.com> and sub-directories.
 - ii. **Ensure a current version of browser software is installed.** Firefox or Chrome is preferred, but others should work fine if they are a current, updated version of the software.
 - iii. **If using a non-touch screen laptop, it is preferable to use a mouse vs. the track pad.**
 - iv. **Ensure good quality headphones are available and working for each computer.**
- f. Register students.
- g. Print list of student names, User IDs and passwords. There is a link in the administrative system under the group summary tab to print this information. Cut out the login information for each student individually and handout just prior to testing.

2. *Testing Process*

- a. Introduction for students
 - i. Explain the nature of the test. Minimize test anxiety.
 1. This is not a traditional test. It is actually fun, more like a video game.
 2. You don't need to know any content. It does not measure what you know.
 3. It measures how well the brain processes information.
 4. Explain what cognitive skills are generally. Give a few examples.
 - ii. There will be a series of ten short challenges to see how each student processes information. Test takes about 45 minutes to complete. Please allow enough time to get students settled down and logged in properly.
 - iii. We are measuring how fast and accurately a student can do a particular mental task.
 - iv. The purpose is to help understand if weak skills are impacting a student's ability to learn and guide the process to a solution so each student succeeds academically. The goal is to help make learning faster, easier and more fun.

b. Test instructions

- i. Once you login, there will be a sound check. Please make sure your headphones are working and you can clearly hear the countdown. If you cannot, please raise your hand so we can come to help. You need to be able to hear clearly in order to do well. (Address any sound problems. Get different headphones or have students test later if their headphones are not working properly.)
- ii. The test is timed so you need to go as fast as you can without being reckless.
- iii. If you do not know the answer to a particular question, select the best answer you can and move to the next question.
- iv. There will be audio instructions before each challenge. Then there will be an example and in some cases you will try a few example questions. If you get one of the first two questions wrong, the test instructions will repeat once.
- v. If you do not understand the instructions, just do the best you can. The teacher cannot answer any questions.
- vi. After the sound check, there will be a button labeled next on the screen. Click on this button to begin the first challenge when you are ready to begin.
- vii. There will be a pause after the end of each challenge. When you are ready click next to begin the next challenge.
- viii. Pay very close attention to the information you hear and see on the screen, especially for the memory challenge. On the memory challenge, you will be asked questions throughout the challenge on information you see and hear from earlier in the challenge. Really focus. There will be a post memory sub-test at the end to measure long-term memory.

c. Testing

- i. Make sure each student has gone to the bathroom in advance of beginning the test and all issues have been addressed that would prevent the student from completing the test, which should be about 45 minutes.
- ii. Make sure each student is at the proper login screen. For younger students, it would be best to have each computer already at this screen. You can also bookmark the login page so it is easy to get to this page. <http://gcstest.com/evaluation/login.php>
- iii. Hand out the login information, user ID and password, to each student.
- iv. Make sure each student is logged in properly and reaches the sound check screen. Login is case sensitive.
- v. Make sure each student has successfully begun the first test.
- vi. If there is a computer malfunction, close the browser. Each challenge will not record the scores until the challenge is completed. When the student next logs in, the program will start with the next test that was not completed.
- vii. The program will pause after each challenge. If a student has to go to the bathroom or there is an interruption, deal with the issue and the student can continue upon their return. They just have to click the next button to begin the next challenge.
- viii. If for any reason, the computer becomes stuck and does not respond, close the browser and login again. The test should start again where it left off. If that is not successful, turn the computer off and start from scratch. If this still does not resolve the issue, have the student log into another computer.

- d. Special instructions for 1st grade students
 - i. Keep the students together. Have them listen to the instructions, then pause. Make sure every student understands the instructions. Answer questions as needed.
 - ii. Start all the students together and ask them to wait in between challenges. Have them all listen to the instructions for the next test and answer any questions.
 - iii. Repeat for each challenge.

3. Why Results May Vary From One-on-one Testing

There are several conditions under which the results may not be valid or as accurate as a more expensive in-person test. These include:

- Computer malfunction or Internet disruption.
- Student has difficulty using a mouse.
- Sound on computer was not good enough to clearly hear the instructions or questions that use sounds.
- Student was distracted or not able to attend.
- Student had not eaten properly, was on medication or was not alert.
- Because of how the questions had to be structured for computer delivery, guessing is more of a factor than an in-person test.
- Several tests, such as processing speed, terminate early if the student gets three in a row wrong. The reason for this rule is that the test is not valid if the student is primarily guessing. If they cannot perform the simple visual processing task accurately, there is some other issue that needs to be addressed. Low results may not really reflect processing speed but some other condition such that the student was not able to complete each question properly. They may not have understood the instructions, have a vision or short-term memory issue, or may not have been able to attend to the task.
- In-person testing is generally more accurate because the tester can encourage the student to focus, can note observations about the student and can adapt as needed.

In most cases, the results are sufficiently accurate for the intended purpose. However, if some results are suspiciously low, then further investigation is required to understand why.

4. Test Results

Provisional normed test results should be available by end of May 2015. In most cases, student access to the results will be blocked initially. Administrators can add access to the report for students and parents at any time through the student login used to take the test. Students and parents need to be prepared to understand the results and the implications. If a student has weak skills, it can be a negative experience to know this unless a student and parents are properly informed to understand the nature of the results.

Actually, knowing that a student has certain weak skills can provide hope and a path to a solution. It can finally explain why a student struggles with learning. Knowing that weak skills can be strengthened with the properly intensive training can give a struggling student a new path to success.

Reliability and validity analysis have been successfully completed for Version 2. Provisional norm tables are available to create manual reports. Automated reports should be available through the admin system by the end of May 2015.

The tables will be re-normed at a later date on a larger, more diverse population. International populations may also be normed independently. Gibson Test results were also found to be highly correlated in a limited

correlation analysis to an industry standard cognitive skill battery that is administered manually. Several school psychologists have found the Gibson Test results to be strongly predictive of results found on more extensive one-on-one testing.

Current results are complete and provide a good measure of relative core skill strengths and weaknesses. The Gibson Test should be used as a screening tool only to identify if any weak skills may be impeding a student's ability to achieve their full potential.

One or more weak cognitive skills often can indicate a reason why a certain mental task is difficult, slow or impossible to do, which can impact one's ability to learn. Knowing a student's cognitive skill profile is important so teachers can adjust or add to educational plans accordingly and ideally, work to strengthen any weak skills.

5. Possible trouble spots and remedies

- a. Student is not registered
 - i. Check to make sure the spelling is correct
 - ii. If the student cannot be found in the system, register the student on the spot
 - iii. If you have to, make up the student demographic data and correct it later
- b. Student cannot login
 - i. Login is case sensitive; check to make sure they are using the correct login
 - ii. Login for the student
 - iii. Change the login if needed (e.g., remove any special characters)
 - iv. Login as an admin on that computer, select the student, click the summary tab, click the link to login as the student
- c. Student logs in but does not see the link to begin the test
 - i. Check the admin system to make sure a test has been allocated under their product tab
 - ii. If there, make sure it has not been turned off
 - iii. If not there, click the create link to add a test
- d. Computer equipment malfunctions
 - i. Computer freezes, sound is not working, mouse malfunctions
 - ii. Data is not stored until each sub- test is finished. If there are any problems, close the browser and try again. Move to another computer if needed.
- e. There is a distraction which disrupts the testing
 - i. If it bad enough to disrupt the testing, close the browser and start over
 - ii. The test will resume where they left off at the beginning of the test they were working on
- f. Student accidentally (or purposefully) closes the browser
 - i. Just login again
- g. Student gets frustrated
 - i. Instruct students the beginning that this is not a test
 - ii. There is no pressure
 - iii. Just do the best they can
 - iv. This is fun and shows how their mind works
 - v. Information gained will help them get better
 - vi. If an individual student gets too flustered, close the browser, calm them down and start again when they are calm, or reschedule the test for them another day

Questions:

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Main website, www.cogread.com

Knowledge base, www.cogread.com/support