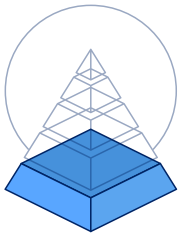
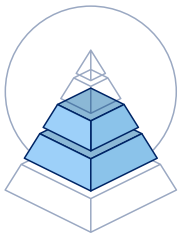
COGx Learner Profile

Each of us has a unique learning profile that impacts how effectively we learn. Information collected using the tools described below explore a learner's cognitive skills, which are organized using the following COGx framework:



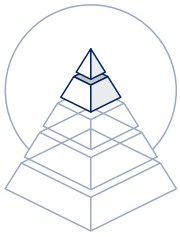
Processing Skills

Processing Skills help us receive, hold, and make sense of information. This includes Attention, Working Memory, and Processing Speed. These skills work interdependently to integrate information. When one or more of these skills are weak, inefficiency can occur that often undermines a learner's managing skills.



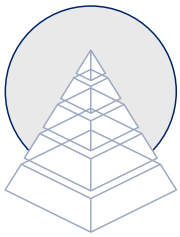
Managing skills

Managing skills facilitate the ability to supervise the learning process and monitor goal-directed behavior. This includes Executive Functions like organization, planning, prioritization, initiation, time management, cognitive flexibility, and goal setting. This also includes Metacognitive Skills, including a learner's knowledge of learning principles, a learner's self-awareness, and a learner's ability to judge, monitor, control, and assess their learning.



Acquiring and Applying skills

Acquiring and Applying skills refers to a learner's ability to store and retrieve information (Long-Term Memory). It is through Long-Term Memory that we accumulate knowledge, build on prior knowledge, and apply what we already know in order to learn efficiently and think critically & creatively.



Metacognitive skills

Metacognitive skills involve an awareness and control over one's own learning process. This involves a comprehension of cognitive abilities and learning strategies in addition to the ability to monitor and control goal-directed behaivors.

Learner Profile Sources

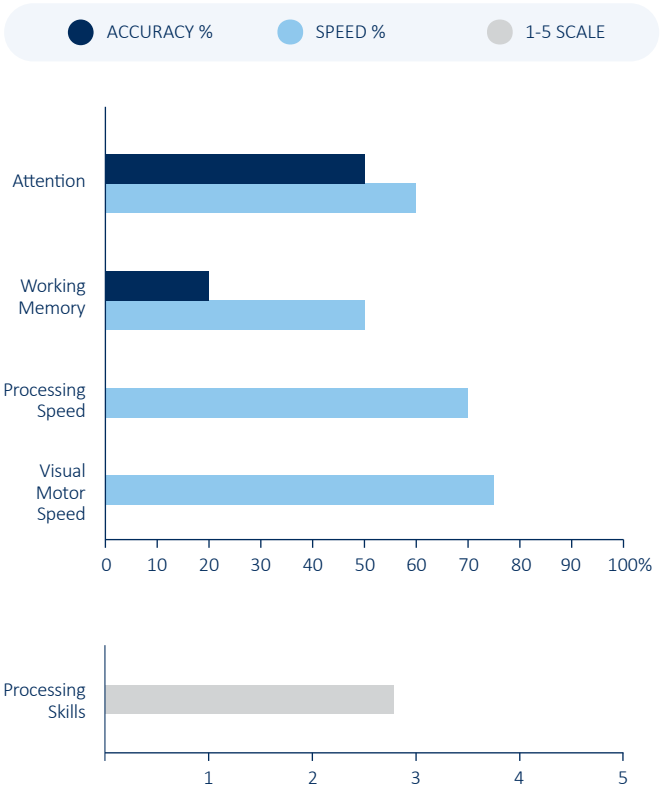
This **COGx Learner Profile** report compiles data results from **3 sources** to reveal a learner's cognitive **strengths** and areas of **growth**: COGx Intake Surveys, the Metacognitive Assessment Inventory, and the Mindprint Cognitive Assessment.

IS Intake surveys

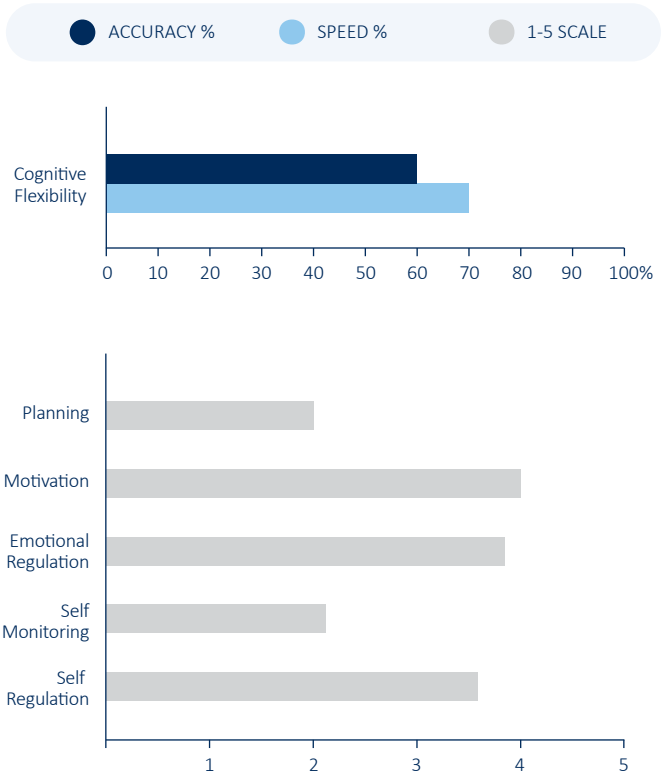
MAI Metacognitive Awareness Inventory

MCA Mindprint Cognitive Assessment

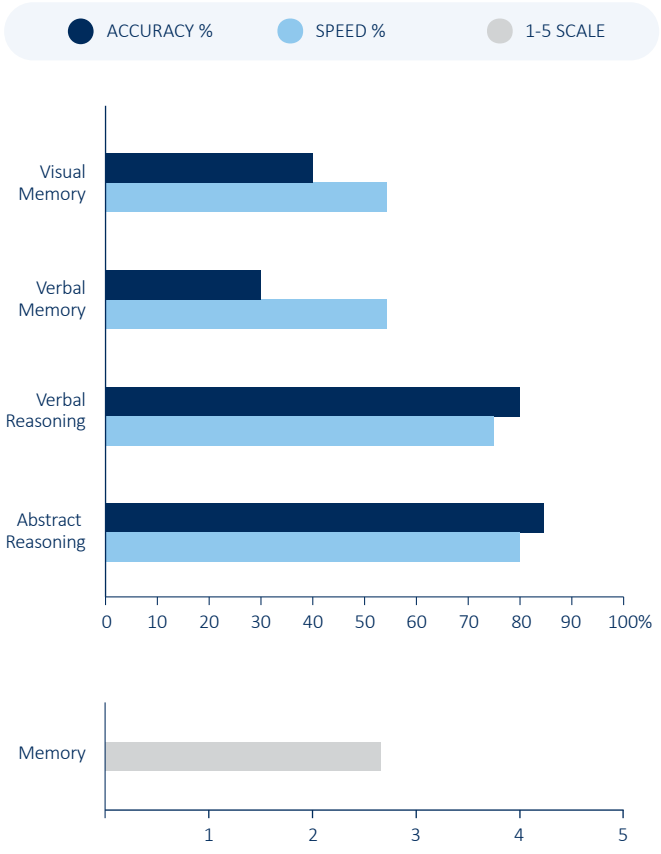
Processing Skills



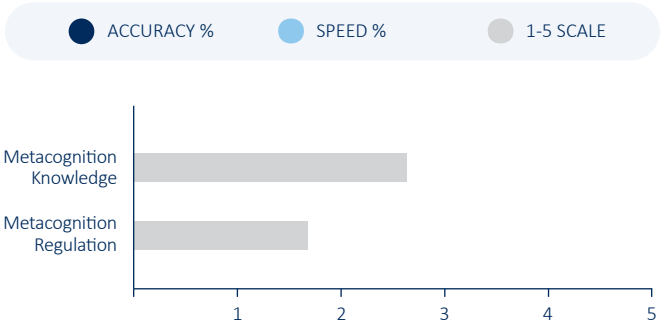
Managing Skills



Acquiring & Applying Skills



Metacognition Skills



Processing Skills

IS

Processing skills- the interdependent skills needed to receive, hold, and make sense of information, including attention, working memory, and processing speed.

MCA

Attention- focus that controls the flow of information in and out of the mind.

Working memory- the ability to hold information long enough to use it for completing a task.

Processing speed- the rate at which a student takes in and analyzes information.

Visual motor speed- the rate at which a student can see and physically respond.

Managing Skills

IS

Planning - the ability to manage current and future tasks demands systematically and efficiently, including prioritization and organization

Motivation - the ability to manage drives toward tasks, including task initiation and sustained effort

Emotional regulation - the ability to manage emotional reactions, including impulse control and frustration management

Self-monitoring - the ability to monitor one's behavior while measuring progress against needs or expectations, including reflection and self-assessment

Self-regulation - the ability to control behaviors appropriately in response to situations, including cognitive flexibility and behavioral adjustments

MCA

Cognitive flexibility - the ability to shift gears or change direction to adjust to unexpected changes in the surroundings

Acquiring & Applying Skills

IS

Memory - the mind's storage and retrieval system

MCA

Visual memory - the ability to acquire information through images.

Verbal memory - the ability to acquire information through words

Verbal reasoning - requires students to make connections, identify relationships, predict potential events, read between the lines, and make inferences when concepts are presented in words.

Abstract reasoning - the use of critical thinking to solve problems that offer information in visual form, rather than words or numbers.

Metacognitive Skills

MAI

Metacognitive knowledge - comprehension of declarative (facts), procedural (strategies), and conditional (context) information related to learning skills

Metacognitive regulation - execution of planning, processing, monitoring, controlling, and assessing learning behaviors

Part I: COGx Intake Surveys

IS

The COGx Intake Survey is complete by the learner and two others (e.g., Guardian / Teacher), providing three critical perspectives that become even more insightful when combined. Participants rate statements related to the learner to provide insights that complement the objective data from independent clinical evaluations on a learner's cognitive skills and allows us to create a more complete picture of the learner. Each item is rated from strongly disagree to strongly agree, which converts to composite scores between 1 and 5. Low numbers indicate struggling with a cognitive skill while high numbers indicate excelling with a cognitive skill.

The COGx Intake Survey was completed by the following participants:

PARTICIPANTS	NAME	RELATIONSHIP
Student	J. Smith	Self
Guardian / Teacher	Guardian	Guardian
Guardian / Teacher	Teacher	Teacher

Ratings below capture average scores for all survey responses relevant to a specific skill. For example, all phrases regarding a learner's ability to attend to, integrate, hold, and manipulate information are used to create an average score for Processing Skills.

Skills	Student	Guardian / Teacher	Guardian / Teacher	Score	Average
Processing Skill rating	**Medium**	**Medium**	**Medium**	2.83	**Medium**
Planning rating	**Low**	**Low**	**Low**	2	**Low**
Motivation rating	**High**	**High**	**High**	4	**High**
Emotional Regulation	**High**	**High**	**Medium**	3.72	**High**
Self-Monitoring	**Low**	**Very Low**	**Low**	2.17	**Low**
Self-Regulation	**High**	**Medium**	**High**	3.5	**High**
Memory	**Low**	**Low**	**Low**	2.28	**Low**

The following positive learning attributes have been identified for improvement in the learner. These are items that were rated as strongly disagree, disagree, or neutral on average across survey participants.

Processing Skills		
Never	**Seldom**	**Sometimes**
	▪ Following along well during long lectures. ▪ Not being overwhelmed by complex or long-term projects/assignments.	▪ Staying focused while completing tasks.
Planning		
	▪ Estimating the time required for tasks well. ▪ Planning and scheduling academic work well, like projects or study schedules. ▪ Staying organized with time or things. ▪ Breaking down bigger tasks into smaller/manageable parts.	▪ Understanding goals or prioritizing time for them.
Motivation		
Emotional Regulation		
Self-Monitoring		
	▪ Not being surprised or in disagreement with feedback received on tests and assignments. ▪ Identifying when something isn't working.	▪ Self-evaluating performance regularly and accurately. ▪ When studying, self-testing before looking at the answers. ▪ Accurately judging what is known or not known. ▪ Not being overconfident about remembering information.
Self-Regulation		
Memory		
	▪ Remembering facts, dates and details. ▪ Remembering learned information when needed for tests.	▪ Using study techniques and strategies well to remember information. ▪ Reliably remembering studied material. ▪ Not forgetting things expected to be remember.

The following positive learning attributes were reported as agree or strongly agree on average across survey participants.

Processing Skills

- Working at effective speeds.
- Not being easily distracted.
- Not working too quickly or slowly.

Planning

- Setting clear short- and long-term goals.

Motivation

- Starting assignments and tasks independently.
- Being motivated to reach goals.
- Enjoying a high standard of work.
- Finishing the tasks started.
- Not leaving tasks to the last minute.
- Being motivated.

Planning

- Having the discipline to choose long-term goals over immediate gratification.
- Considering consequences before speaking or acting.
- Gathering facts and information before speaking or acting.
- Pausing and thinking before speaking.
- Not being impulsive.
- When frustrated, continuing to work.

Self-Regulation

- When given feedback, adjusting behavior or work well.
- Adjusting to changes in plans or priorities.
- Adjusting the approach as needed when problem-solving.
- Using strategies to improve performance when something is identified.
- Not getting stuck when working through ideas or tasks.
- Not making careless mistakes.

Memory

- Having the discipline to choose long-term goals over immediate gratification.
- Considering consequences before speaking or acting.
- Gathering facts and information before speaking or acting.
- Pausing and thinking before speaking.
- Not being impulsive.
- When frustrated, continuing to work.

The following comments were added to they Intake Surveys.

PARTICIPANT	INTAKE COMMENTS
Student	I would like to get better at doing large projects and tests.
Guardian / Teacher	It would be great to see J. grow in confidence at school.
Guardian / Teacher	I would love to see J. engage more consistently throughout class and work on planning and revising of work.

Part II: Metacognitive Awareness Inventory

MAI

The Metacognitive Assessment Inventory (MAI) is a survey completed by the learner. It generates a clinical measure of a learner's own awareness of their learning ability and how learning occurs, as well as a student's ability to plan, monitor, control, and assess one's learning and performance to meet a desired goal. Learners rate statements related to themselves as true or false, which are converted to composite scores between 1 and 5. Low numbers indicate struggling with a cognitive skill while high numbers indicate excelling with a cognitive skill.

Ratings below capture average scores for all survey responses relevant to a specific skill. For example, all phrases regarding a learner's ability to attend to, integrate, hold, and manipulate information are used to create an average score for Processing Skills.

METACOGNITIVE ASSESMENT INVENTORY		
METACOGNITIVE KNOWLEDGE		**2.67**
Name	**Description**	**Score**
Declarative Knowledge	▪ The factual knowledge the learner needs before being able to process or use critical thinking related to the topic ▪ This includes knowledge of one's skills, intellectual resources, and abilities as a learner	**2.50**
Procedural Knowledge	▪ Knowledge about how to implement learning techniques and strategies ▪ Requires students know the process as well as when to apply process in various situations	**2.50**
Conditional Knowledge	▪ The determination under what circumstances specific processes or skills should transfer ▪ Knowledge about when and why to use learning procedures	**3.00**

METACOGNITIVE REGULATION		**1.74**
Name	**Description**	**Score**
Planning	▪ Planning, goal setting, and allocating resources prior to learning	**0.00**
Managing	▪ Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)	**3.00**

Monitoring	▪ Assessment of one's learning or strategy use	0.71
Debugging	▪ Strategies to correct comprehension and performance errors	5.00
Evaluating	▪ Analysis of performance and strategy effectiveness after a learning episode	0.00
	METACOGNITION COMPOSITE	**2.09**

Part III: Cognitive Assessment

MCA

The Mindprint Cognitive Assessment is a set of short tests administered online that measure various cognitive skills. The tests are nationally normed, and so accuracy and speed scores are given for each as a percentage. This means that the percentage indicates ow the learner compares to others of a similar age on average. For example, a score in the 75th percentile indicates that the learner scored in the top 25% of users, better than 75% of users.

PERCENTILE SCORES		
Skill	**Accuracy**	**Speed**
Visual Motor Speed		75
Processing Speed		70
Attention	50	60
Working Memory	20	50
Flexible Thinking	60	70
Verbal Reasoning	80	75
Abstract Reasoning	85	80
Spatial Perception	60	85
Verbal Memory	30	55
Visual Memory	40	55