



# *CogAT*<sup>®</sup>

## **The Cognitive Abilities Test<sup>™</sup>**

The country's #1 abilities screening test\* helps educators discover how best to help all students learn



# ABOUT COGAT

## What is *CogAT*?

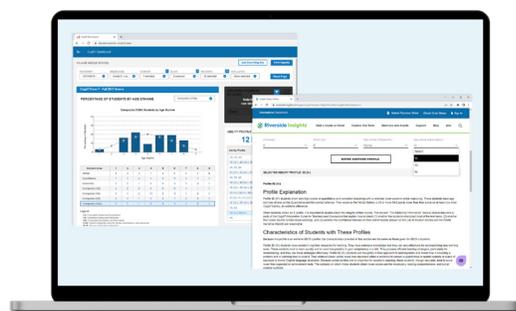
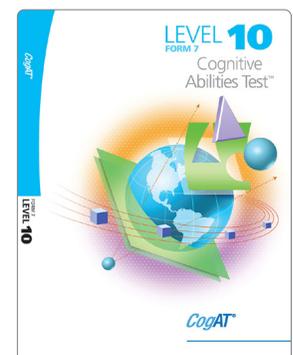
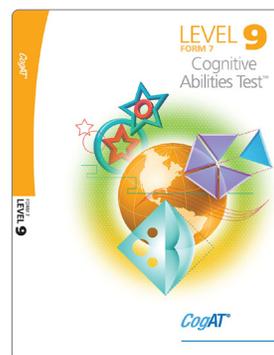
- Since 1968, *CogAT*®, the *Cognitive Abilities Test*™, has assessed general, abstract reasoning skills following the **universally-accepted CHC theory** on human cognitive abilities.
- The latest generation offers a new test design with **fresh content, up-to-date national norms, age-based local norms**, and much more.
- *CogAT* offers detailed information on students' **Verbal, Quantitative, and Figural** (Nonverbal) reasoning in **less than two class periods** through **multiple, engaging measures** that reflect **student potential for learning**.
- Individual domain scores, partial composites, and complete test composites are available for every student that finishes the test, providing a **multifaceted view of student ability** unlike any other test on the market.



DR. DAVID F. LOHMAN



DR. JONI M. LAKIN



# ABOUT COGAT

## Equitably Serve **All Students**

- *CogAT* has several features to ensure reliable, valid, and accurate data for all students, regardless of language, ethnic background, and socioeconomic status, including:
  - Picture-based subtests and **Alternate-Verbal administration** for grades K through 2, requiring no specific language
  - Entire test available in English and Spanish at all levels
  - **Subgroup drilldown** reporting, allowing you to separately view results for specific groups of students
  - Large print booklets, audio-only online administration, and other accommodations
  - Audio test directions available in eight languages (online testing only)
- **Universal screening** with *CogAT* will not only help locate high-aptitude students but can inform instruction for your **entire student population**.

## Developmentally **Appropriate and Flexible**

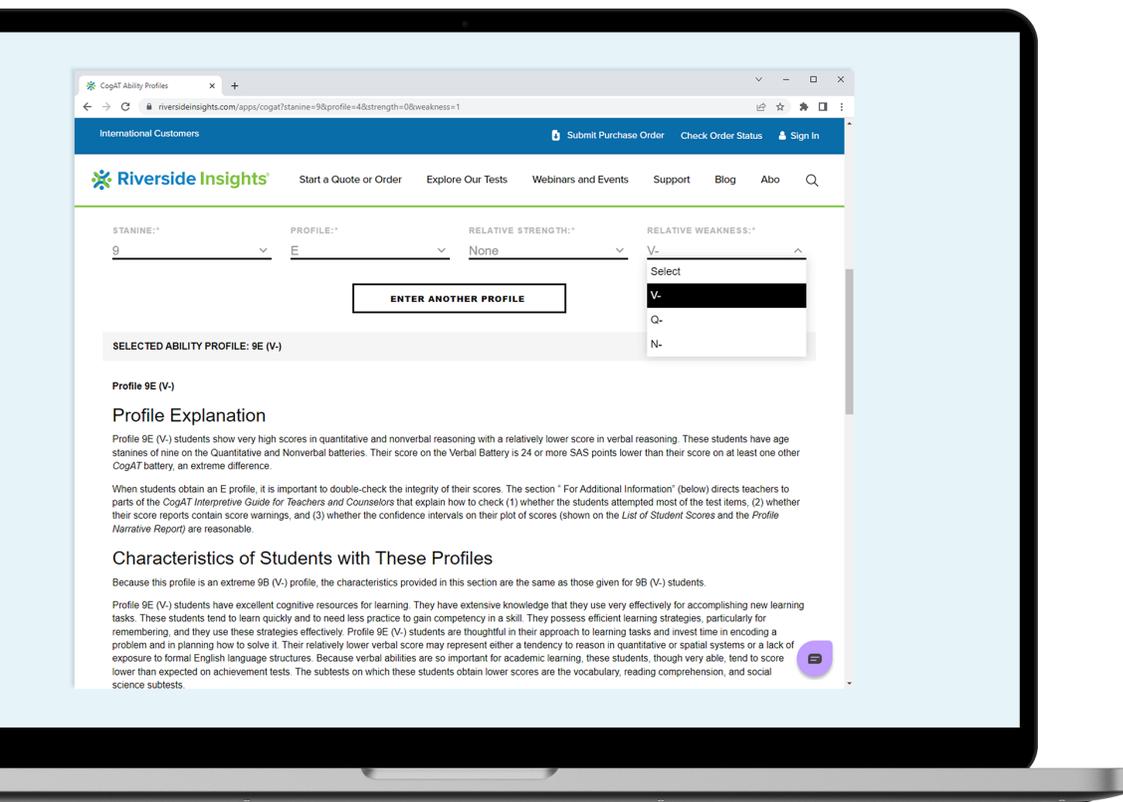
- *CogAT* has **separate test levels** for Grades K through 6 and banded levels for Grades 7-12 to ensure that every aspect of the test's format is **developmentally appropriate at each grade**.
- It also offers **two equivalent forms** for quick retesting and two brief **Screening Forms** to provide an initial data point in only 30 minutes.



# ABOUT COGAT

## The *Ability Profile*™

- Unique to the *CogAT* Complete Battery, the *Ability Profile*™ offers a succinct summary of each student's cognitive ability, areas of strength, and areas of opportunity.
- Teachers and parents can enter students' *Ability Profiles* at **CogAT.com** to view **detailed, individualized information** about learning characteristics and instructional suggestions.
- *Ability Profiles* power the Differentiated Instruction Report, a powerful tool allowing educators to conveniently group similarly-able students.



# TIMES AND DESCRIPTIONS

## CogAT Forms 7 and 8 Testing Times and Descriptions

Battery/Test		Description	Approximate Testing Time (in minutes)
<b>LEVELS 5/6-8 (GRADES K-2)</b>			
VERBAL	Test 1: Picture Analogies	Students examine the two pictures to determine how they are related. Then they apply this relationship to several pairs of pictures and choose the pair related in the same way.	13-15
	Test 2: Sentence Completion	Students listen to a sentence or question read aloud in English or Spanish and then select the picture that best completes the sentence or answers the question.	13-14
	Test 3: Picture Classification	In each question, students examine three pictures and think of ways in which the pictures are alike. Then they select the picture that belongs in the same group.	13-14
QUANTITATIVE	Test 4: Number Analogies	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies test, but it uses quantitative rather than verbal concepts.	13-15
	Test 5: Number Puzzles	Each question shows two trains. Students select the answer that makes the second train carry the same number of objects as the first train.	11-15
	Test 6: Number Series	Each question shows several strings of beads that make a pattern. Students discover the pattern, then select the string of beads that comes next in the sequence.	13-15
NONVERBAL	Test 7: Figure Matrices	Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies test but uses figural forms.	11-13
	Test 8: Paper Folding	Students imagine what happens to a piece of paper that is folded, cut or modified in some way, and then unfolded.	10-11
	Test 9: Figure Classification	As on the Picture Classification test, students must infer how three figures are similar and then select the picture that is most like the target set.	10-13
<b>LEVELS 9-17/18 (GRADE 3 AND UP)</b>			
VERBAL	Test 1: Verbal Analogies	Students examine the two words to determine how they are related. Then they apply this relationship to several pairs of words and choose the pair related in the same way.	10
	Test 2: Sentence Completion	Students read an incomplete sentence and then select the answer choice that best completes the sentence.	10
	Test 3: Verbal Classification	In each question, students examine three words and think of ways in which they are alike. Then they select the word that belongs in the same group.	10
QUANTITATIVE	Test 4: Number Analogies	Each question shows a 2 x 2 matrix and requires the same processes as the Verbal Analogies test, but it uses quantitative rather than verbal concepts.	10
	Test 5: Number Puzzles	Each question presents an equation in which elements are missing. The students must substitute numbers for the missing elements and solve the equation.	10
	Test 6: Number Series	Each question contains a series of numbers that follows a pattern. Students identify the rule the numbers follow. Then they apply the rule to find the next number in the series.	10
NONVERBAL	Test 7: Figure Matrices	Each question shows a 2 x 2 matrix and requires the same processes as the Verbal Analogies test but uses figural forms.	10
	Test 8: Paper Folding	Students imagine what happens to a piece of paper that is folded, cut or modified in some way, and then unfolded.	10
	Test 9: Figure Classification	As on the Verbal Classification test, students must infer how three figures are similar and then select the picture that is most like the target set.	10

# SAMPLE ITEMS

## Samples shown are from the picture-based primary levels

Items from Level 9 (Grade 3) and above in the Verbal and Quantitative batteries are text-based

**Levels 5/6-8—Verbal Battery—Picture Analogies**

1

The image shows a 2x2 grid. The top-left cell contains a drawing of a human foot. An arrow points from this cell to the top-right cell, which contains a blue and white athletic shoe. The bottom-left cell contains a drawing of a human hand. An arrow points from this cell to the bottom-right cell, which contains a question mark. To the right of the grid are three options: a hand mirror, a hammer, and a yellow glove. Each option has a small circle below it, with the glove option having a red dot, indicating it is the correct answer.

**Levels 5/6-8—Verbal Battery—Sentence Completion**

Which animal swims in the ocean?

2

The image shows three illustrations of animals: a brown and black spotted cat, a grey shark, and a small white bird perched on a branch. Below each illustration is a small circle. The shark option has a red dot, indicating it is the correct answer.

**Levels 5/6-8—Verbal Battery—Picture Classification**

3

The image shows six items arranged in two rows separated by a horizontal line. The top row contains a basketball, a soccer ball, and a football. The bottom row contains an apple, a globe, and a basketball hoop. Below each item is a small circle. The apple option has a red dot, indicating it is the correct answer as it is not a sports ball.



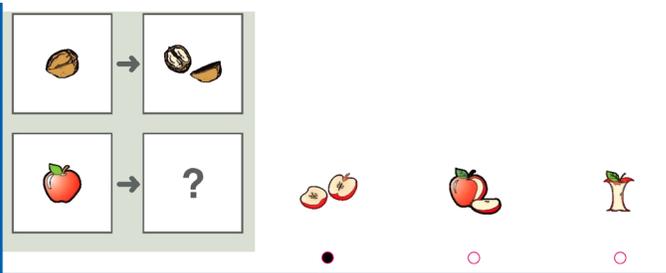
# SAMPLE ITEMS

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Items from Level 9 (Grade 3) and above in the Verbal and Quantitative batteries are text-based

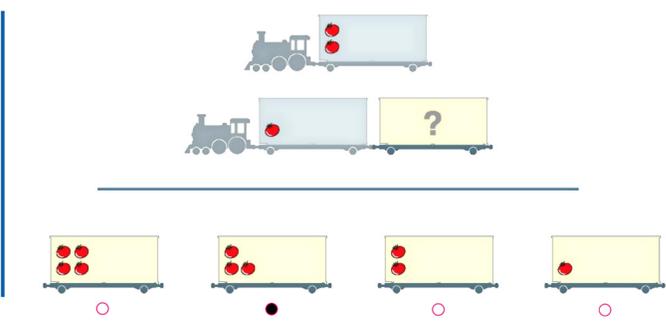
**Levels 5/6–8—Quantitative Battery—Number Analogies**

4



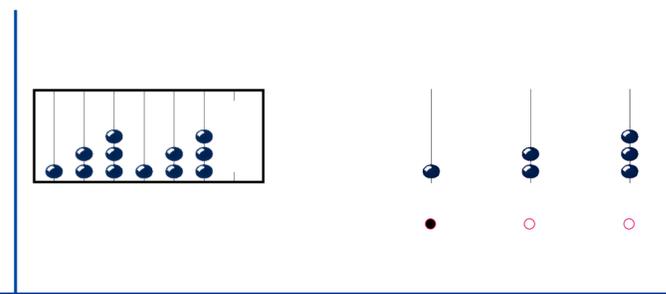
**Levels 5/6 and 7—Quantitative Battery—Number Puzzles**

5



**Levels 5/6 and 7—Quantitative Battery—Number Series**

6




# SAMPLE ITEMS

## Samples shown are from the picture-based primary levels

Items in the Nonverbal battery at the higher levels follow the same format but at increasingly harder difficulty

**Levels 5/6–8—Nonverbal Battery—Figure Matrices**

7

**Level 5/6—Nonverbal Battery—Paper Folding**

8

**Level 8—Nonverbal Battery—Figure Classification**

9



# ONLINE TESTING

## *CogAT* is available for **either traditional paper/pencil testing or online**

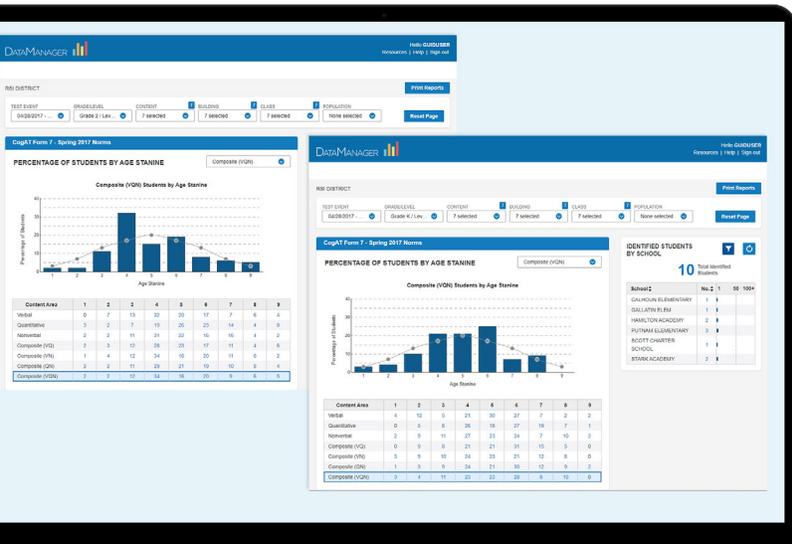
- Paper booklets and answer documents are available with optional hand scoring materials or central scoring with either paper reports or the popular DataPlus option with **flexible, direct-to-desktop digital reports**.
- **Online administration provides test results quickly** and reduces the amount of time teachers spend on testing tasks, allowing them to focus on what they do best—teach. Web-based reporting can inform instruction faster than ever before.
- *CogAT* online administration has **no hidden costs** such as ongoing training, expensive servers or additional hardware, significant internal support, or new staffing for ongoing support and maintenance.
- Online audio directions are available in **multiple languages** including English, Spanish, Chinese (Cantonese and Mandarin), Arabic, Somali, Russian, and Vietnamese.



# REPORTS

CogAT has useful scores and reports for everyone – from administrators and teachers to parents and students

- Customizable reports are available for both paper and online testers
- Powered by the *Ability Profile*, The **Differentiated Instruction Report** automatically groups students by ability and provides detailed instructional suggestions based on students' innate potential for learning
- The **CogAT Dashboard** makes powerful data analysis easy with specific views for teachers, coordinators, and administrators, a customizable cut score tool, real-time graphs and roster lists, and more
- Age-specific (in years and months), up-to-date national norms inform the Standard Age Score, Age Percentile Rank, and a list of other scores, allowing detailed, equitable comparison
  - Local norms, calculated to the same exacting standards, are available at no additional charge



**CogAT PROFILE NARRATIVE FOR MADISON ALSUP**  
Cognitive Abilities Test™ (CogAT™)

**Overview**  
Madison recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students who different patterns of scores on CogAT have different learning styles. By knowing Madison's learning preferences, teachers can help her achieve greater success in school.

**Madison's Profile of Test Scores**  
Madison's overall performance is in the above average range, and her Quantitative Battery score is higher than the scores on the other batteries. She has a relative strength in qualitative (nonverbal) reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are:  
- to encourage the continued development of the strength  
- to use the strength to enhance the student's development in other areas.  
For example, a strength in understanding mathematical area then indicates a similar strength in understanding rates in complex programming and computation in integral steps as well. Discovering and then learning rates and strategies can help Madison develop in other areas.

**More Information on Madison's Scores**  
The sections to the left explain Madison's performance using different types of comparisons and score scales.  
- The Age Scores section compares her performance to students across the nation who are the same age.  
- The Grade Scores section compares her performance to students across the nation who are the same grade.

Each of these sections includes one or more scores. The Barline reports Madison's performance on a scale from 1 (lowest) to 10 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score earned by Madison.

**Profiles 1B (N+), 2B (N+), 3B (N+)**  
Differentiated Instruction Report:  
Grade/Level: Grade 3 / Level B  
Test Date: 07/01/2019 - Spring 2019

Class: Ainslie  
School: GRANITE BAY ACADEMY  
District: SOUTHWEST

**Students**  
BROCKMAN, ANDREA  
GASANO, HECTOR  
FRANCA, MARJORIE  
MORTON, ASHLEY

**Recommendations**  
**Profile Explanation**  
Students with these profiles have a relative strength in nonverbal (spatial) reasoning. Their median age staines for all three CogAT Batteries is in the very low (staine 1), low (staine 2), or below-average (staine 3) range.

**Characteristics of Students with These Profiles**  
These students are likely to have difficulty in the development of general cognitive skills. Because of their relative strength in spatial reasoning, they prefer concrete objects and concrete experiences to discussion about objects and events they have not directly experienced. For some, this is because these sorts of abstract, verbal discussions do not allow them to engage their preferred and much stronger spatial modes of understanding. For others, however, the higher scores in nonverbal reasoning indicates a strength in solving most problems that are unlike the sorts of verbal and mathematical problems they typically encounter in school. If the strength in nonverbal thinking is particularly high, the suggestion for debriefing among the different reasons why students show a relative strength or weakness in nonverbal reasoning should be consulted. (See the suggestions in "For Additional Information.")

Except for relatively better math computation skills at the primary level, a strength in spatial reasoning for students who have low scores on CogAT typically has no impact on their achievement test scores. The most important reason for this is that education requires and develops verbal abilities much more than spatial abilities. Verbal abilities are critical for communication of knowledge, but many educators believe that spatial reasoning abilities should be better represented in the curriculum and in the assessment of learning outcomes, especially for these students for whom spatial reasoning abilities are their best hope for extracting meaning from experience.

**Instructional Suggestions for Profiles 1B (N+), 2B (N+), 3B (N+)**  
Because they have difficulty in high verbal learning environments, teaching these students strategies that use modeling, diagramming, mapping, and illustration in reading and verbal problem solving are likely to be helpful. In addition, spatial representations of mathematical concepts and problems are likely to be more effective for these students than verbal learning strategies. Although short verbal summaries of strategies should be used, they should always be used while demonstrating or modeling the strategy. These students learn best when the emphasis is on showing rather than on telling.

# RESOURCES

## Get the support you need for your program with our vast library of resources

Riverside Insights wants to make sure you have the information you need to make the most of your **CogAT** testing data. That's why we maintain an ever-growing library of resources that address the today's educators' concerns at no additional cost.

- The **Cognitively Speaking** series of articles written by the CogAT authors and other experts on topics related to ability data, gifted programs, and more
- **Quick-hit videos** on best practices, answers to common questions, how-tos, and more
- **Full length webinars** with experts including the *Hear from Your Peers* series where educators present how they've solved pervasive problems
- Downloadable **case studies** with statistics and detailed solutions
- An easily-searchable catalog of **blog posts** on many topics
- The **CogAT Guide for Teachers**, a popular tool for using CogAT scores in the classroom written by CogAT author Dr. Joni Lakin with practical examples from classroom teachers
- Free **Report Guides** with easy step-by-step instructions, data analysis tips, classroom applications, and more

### Cognitively SPEAKING

**CogAT Case Study:**  
A playbook for advancing equity and inclusion in gifted programs

**Ability Data: Bridging the Gap Between Student Potential and Student Achievement**

**Riverside Insights Blog**

**Quick Facts:**

Average for 100 largest districts in the nation	21%	Black students
Score need change (delta) in % of 1000 total districts	29%	White students
738,000 students, total for performance	37%	Hispanic students
5% High-income (per capita) change		Black students

The **Riverside Training Academy** offers a wide array of flexible training options to fit every schedule and budget.



For more information visit our website <https://your.acsi.org/CogAT>, call 1-800-367-0798, or you may email [assessmentsupport@acsi.org](mailto:assessmentsupport@acsi.org).