CogAT® is the key to understanding how your students learn.

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- Helps identify gifted and talented students
- Provides extensive guidance in teachers’ manuals and online on how to use the levels and patterns of students’ verbal, quantitative, and nonverbal reasoning scores to help them learn
- Features concurrent norming with The Iowa Tests
- Provides predictive achievement scores when administered with The Iowa Tests

CogAT®

www.cogat.com
800.323.9540
The Cognitive Abilities Test® (CogAT®) measures students’ verbal, quantitative, and nonverbal reasoning abilities. Extensive support materials for teachers show how the levels and patterns of scores can be used to plan more effective instruction for all students. Careful construction and screening of items, the use of multiple measures for each ability, and innovations in measurement combine to create a test of superior technical quality.

Primary Grades

The format of the Primary Edition (Levels K, 1, and 2), the method of administration, and the types of test tasks appearing on CogAT are developmentally appropriate for students in the primary grades. The test is orally administered and requires no reading skills. All the items are multiple choice, with four pictorial answer choices. Students mark their answer choices on a separate answer document at these levels.

A new level for Kindergarten children has been added to Form 6. The goal of assessing children in Kindergarten and first grade is to identify problems when interventions are not only most needed, but also most likely to be successful.

Support materials for teachers show how scores can be used to chart a path toward improvement.

Primary-Grade Assessments

With an increased emphasis on primary-grade assessment needs, the 2001 edition of CogAT adds a new test level. Level K was created to provide better measurement at Kindergarten—an age when students’ cognitive growth is dramatic. Administering CogAT at the primary grades allows teachers to plan instructional interventions at a time when interventions can have the greatest impact on a child’s long-term success in school.

**CogAT Level K Testing Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Test</th>
<th>Minutes (est.)</th>
<th>Total Time</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td>Distributing materials and working practice questions</td>
<td>10</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>Test 1:</td>
<td>Oral Vocabulary</td>
<td>22</td>
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<tr>
<td>Test 2:</td>
<td>Verbal Reasoning</td>
<td>24</td>
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</tr>
<tr>
<td>Test 3:</td>
<td>Quantitative Concepts</td>
<td>21</td>
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<tr>
<td>Test 4:</td>
<td>Figure Classification</td>
<td>26</td>
<td></td>
<td>20</td>
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<tr>
<td>Test 5:</td>
<td>Quantitative Concepts</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test 6:</td>
<td>Figure Classification</td>
<td>26</td>
<td></td>
<td>20</td>
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<tr>
<td>Test 7:</td>
<td>Quantitative Concepts</td>
<td>21</td>
<td></td>
<td></td>
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<tr>
<td>Test 8:</td>
<td>Figure Classification</td>
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<td></td>
<td>20</td>
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<tr>
<td>Test 9:</td>
<td>Quantitative Concepts</td>
<td>21</td>
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<td></td>
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<tr>
<td>Test 10:</td>
<td>Figure Classification</td>
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<td>20</td>
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**CogAT Levels A–H Testing Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Test</th>
<th>Minutes (est.)</th>
<th>Estimated Total Time (minutes)</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td>Verbal Battery</td>
<td>51</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Test A:</td>
<td>Distributing materials and preparing answer sheets</td>
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<tr>
<td>Test B:</td>
<td>Verbal Classification</td>
<td>13</td>
<td>20</td>
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<tr>
<td>Test C:</td>
<td>Sentence Completion</td>
<td>13</td>
<td>20</td>
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<tr>
<td>Test D:</td>
<td>Verbal Analogies</td>
<td>13</td>
<td>25</td>
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<tr>
<td>Test E:</td>
<td>Collecting materials</td>
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<tr>
<td>Session 2:</td>
<td>Quantitative Battery</td>
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<tr>
<td>Test B:</td>
<td>Quantitative Relations</td>
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<td>25</td>
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<tr>
<td>Test C:</td>
<td>Number Series</td>
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<tr>
<td>Test D:</td>
<td>Equations Building</td>
<td>16</td>
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<td>Test E:</td>
<td>Collecting materials</td>
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<tr>
<td>Session 3:</td>
<td>Nonverbal Battery</td>
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<td>65</td>
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<tr>
<td>Test A:</td>
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</tr>
<tr>
<td>Test B:</td>
<td>Figure Classification</td>
<td>13</td>
<td>25</td>
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</tr>
<tr>
<td>Test C:</td>
<td>Figure Analogies</td>
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<td>Test D:</td>
<td>Figure Analysis</td>
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<tr>
<td>Test E:</td>
<td>Collecting materials</td>
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</tbody>
</table>

**Standardization and Norms**

National norms are available for fall, winter, and spring. The midpoints of the interpolated norms for fall and winter are mid October and mid January, respectively. The midpoint for the empirical norms for spring is May 1.
CogAT Sample Items

Verbal Battery

- Measures verbal reasoning abilities that are essential for successful learning across the curriculum
- Uses a variety of item types to sample a broad range of verbal strategies needed to perform both inductive and deductive reasoning
- Presents items orally on the Primary Edition (grades K–2); minimizes reading load on the Multi-level Edition (grades 3–12)

Directions: Put your marker under the fish. Look at the pictures in this row. Kay’s family has a cat named Tabby. When the family is away, Tabby waits for them. Somehow Tabby always sees them before they get to the front door. How does Tabby do this? Fill in the circle under the correct answer.

- [ ]
- [ ]
- [ ]
- [ ]

Quantitative Battery

- Measures the ability to organize, structure, and give meaning to quantitative concepts
- Samples a broad range of both inductive and deductive reasoning strategies
- Assesses problem-solving abilities required not only in mathematics, but in other disciplines as well

Directions: Find the word that makes the best sense in the sentence and mark the correct answer on your answer document.

On the way home from school, Lashanda jumped in the many ________ that the rain had left.

- [ ] rivers
- [ ] puddles
- [ ] flowers
- [ ] holes
- [ ] lakes

Relational Concepts

Directions: Put your marker under the balloon. Look at the pictures in this row. Which one goes with the first three pictures? Which one is like them? Fill in the circle under the picture that goes with the first three.

- [ ]
- [ ]
- [ ]
- [ ]

Quantitative Relations

Directions: Figure out the value of I and II. Then decide if I is greater than II, less than II, or equal to II.

- [ ]
- [ ]
- [ ]
- [ ]

Sentence Completion

- [ ] I has more flowers than II.
- [ ] I has fewer flowers than II.
- [ ] I has the same number of flowers as II.

Nonverbal Battery

- Measures reasoning abilities using shapes and visual patterns
- Requires minimal outside knowledge; shows no gender differences
- Facilitates the assessment of English language learners or students whose verbal and mathematical experiences are limited
- Uses multiple-item formats to yield a score that better represents a student’s nonverbal reasoning abilities than tests that use a single-item format

Directions: The first figure is changed into the second figure. The third figure is changed in the same way to make one of the answer choices. Choose the answer choice that goes with the third figure.

- [ ] A
- [ ] B
- [ ] C
- [ ] D
- [ ] E

Figure Classification

- [ ]
- [ ]
- [ ]
- [ ]

Figure Analogies

- [ ] A
- [ ] B
- [ ] C
- [ ] D
- [ ] E
Sample reports are for illustration only and should not be interpreted. Actual report size 11” x 8.5”

- Reports each student’s raw scores, a comparison of these scores to those of other students of the same age (Standard Age Score, age percentile rank, age stanine), and a comparison to other students in the same grade (grade percentile rank and grade stanine).
- Provides a narrative interpretation of each student’s scores.
- Presents an Ability Profile for each student based on the level and pattern of age-normed scores. This profile is keyed to specific instructional suggestions for teachers.
- Includes confidence bands around scores that are unique for each student on each battery, cautioning interpretation if students respond inconsistently.

Ability Scores for Katrina Adams:

Katrina was given the Cognitive Abilities Test in March, 2001. At the time of testing, she was in fifth grade at Central Elementary in Spring Lake. Different students bring different patterns and levels of abilities to learning tasks. She was given the Cognitive Abilities Test to help find out about her abilities. Katrina was tested in all three areas: verbal, quantitative, and nonverbal abilities.

Katrina’s national percentile rank of 48 on verbal ability means that compared with other students her age nationally, Katrina scored higher than 48 percent. Katrina appears to be about average in verbal ability. Katrina’s national percentile rank is 60 in quantitative ability and 31 in nonverbal ability. Katrina seems to be somewhat above average in quantitative ability and somewhat below average in nonverbal ability.

Katrina’s composite score is derived from results from the three batteries. Katrina’s composite national percentile rank of 43 is a general statement of her ability. She seems to be about average in overall cognitive ability.

Message from School:

This space may be left blank for teacher to write a message or may be used for a pre-defined message that the school can provide.

Each Basic Service List includes Class, Building, and System Summaries.
- The List of Student Scores also reports each student’s ability profile classification.
- When CogAT is administered with one of The Iowa Tests, predicted and actual achievement scores are reported along with any significant difference between the two.
- Specially coded students can be excluded from averages.
- Footnotes caution scores if students omit many items, respond inconsistently to items, or have extremely low scores.