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CogAT ®

FORM 6

COGNITIVE ABILITIES TEST ™

- ■ 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
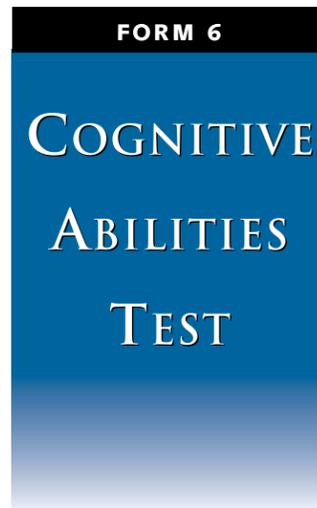
FORM 6

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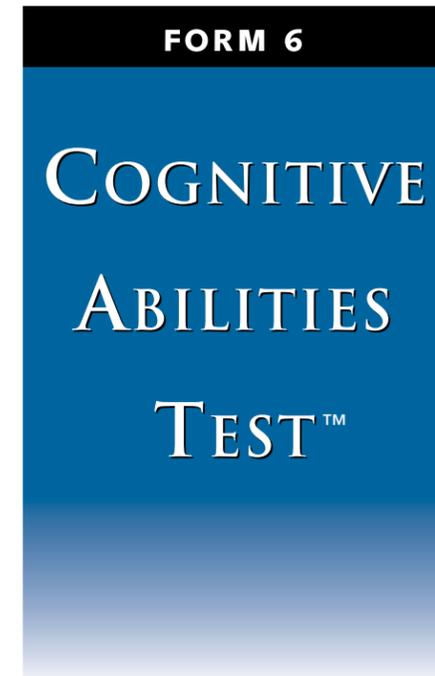
CogAT ® is the key to understanding how your students learn.

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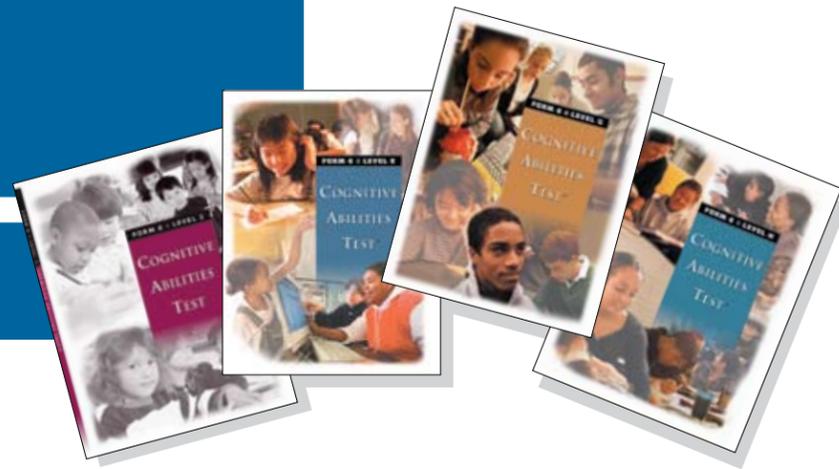
CogAT®

Primary-Level Assessments

With an increased emphasis on primary-level 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.*

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.

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.

Early Identification → **Early Intervention** → **Early Improvement**

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 answers directly on the test booklets. There are no time limits; the test administrator sets the pace.

Elementary, Intermediate, and High School

Levels A through H consist of nine tests, each with a separate time limit that is more than adequate for the majority of students in a grade. All questions are multiple choice with five answer choices, except the first test in the Quantitative Battery, which includes only three answer choices. Students mark their answer choices on a separate answer document at these levels.

Recommended Test Levels

Grade	Low	Avg	High
K	K	K	1
1	K/1	1	2
2	1/2	2	A
3	2/A	A/B	B
4	A/B	B/C	C
5	B/C	C/D	D
6	C/D	D/E	E
7	D/E	E/F	F
8	E/F	F	F
9	F	F	G
10	F	G	G
11	G	G	H
12	G	H	H

CogAT Level K Testing Schedule

Session	Test	Minutes (est.)	Total Time	Number of Items
Session 1:	Distributing materials and working practice questions Test 1: Oral Vocabulary Collecting materials	10 22 2	**34**	20
Session 2:	Distributing materials Test 2: Verbal Reasoning Collecting materials	3 24 2	**29**	20
Session 3:	Distributing materials Test 3: Relational Concepts Collecting materials	3 21 2	**26**	20
Session 4:	Distributing materials Test 4: Quantitative Concepts Collecting materials	3 21 2	**26**	20
Session 5:	Distributing materials Test 5: Figure Classification Collecting materials	3 22 2	**27**	20
Session 6:	Distributing materials Test 6: Matrices Collecting materials	3 22 2	**27**	20

CogAT Levels 1 and 2 Testing Schedule

Session	Test	Minutes Level 1 (est.)	Minutes Level 2 (est.)	Number of Items Level 1	Number of Items Level 2
Session 1:	Verbal Battery (Total) Distributing materials and working practice questions Test 1: Oral Vocabulary Test 2: Verbal Reasoning Collecting materials	**49** 5 20 22 2	**43** 5 18 18 2	**44** 22 22 	**48** 24 24
Session 2:	Quantitative Battery (Total) Distributing materials Test 3: Relational Concepts Test 4: Quantitative Concepts Collecting materials	**44** 3 20 19 2	**40** 3 18 17 2	**44** 22 22 	**48** 24 24
Session 3:	Nonverbal Battery (Total) Distributing materials Test 5: Figure Classification Test 6: Matrices Collecting materials	**45** 3 20 20 2	**41** 3 18 18 2	**44** 22 22 	**48** 24 24

CogAT Levels A–H Testing Schedule

	Actual Working Time (minutes)	Estimated Total Time (minutes)	Number of Items
Session 1: Verbal Battery		**51**	**65**
Distributing materials and preparing answer sheets		10	
Test 1: Verbal Classification	10	13	20
Test 2: Sentence Completion	10	13	20
Test 3: Verbal Analogies	10	13	25
Collecting materials		2	
Session 2: Quantitative Battery		**48**	**60**
Distributing materials		5	
Test 4: Quantitative Relations	8	12	25
Test 5: Number Series	10	13	20
Test 6: Equation Building	12	16	15
Collecting materials		2	
Session 3: Nonverbal Battery		**46**	**65**
Distributing materials		5	
Test 7: Figure Classification	10	13	25
Test 8: Figure Analogies	10	13	25
Test 9: Figure Analysis	10	13	15
Collecting materials		2	

Features

- *Helps identify gifted and talented students*
- *New test items and year 2000 norms*
- *Includes more test levels than other instruments, ensuring better measurement*
- *Identifies at-risk students needing further individual assessment*
- *Provides predictive achievement scores when given with* The Iowa Tests®
- *Offers superior technical quality*
- *Assesses three separate cognitive domains in a more complete perspective*

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.

Primary Edition (Grades K–2)

Multilevel Edition (Grades 3–12)

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 Multilevel Edition (grades 3–12)

Verbal Reasoning

Directions: Put your marker under the fish. Look at the pictures in this row. Kory'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.

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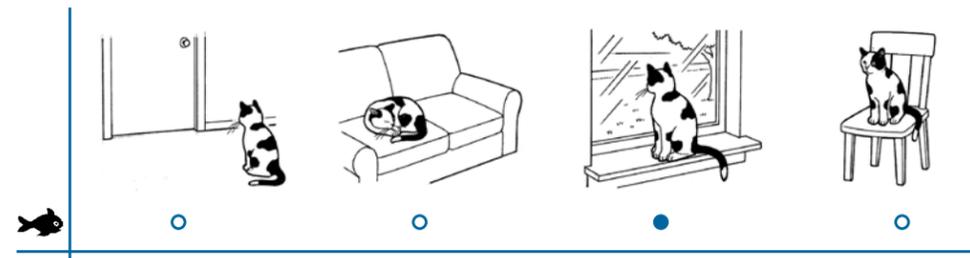
Directions: Find the word that makes the best sense in the sentence and mark the correct answer on your answer document.

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

J rivers   **K** puddles   **L** flowers   **M** holes   **N** lakes

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

Relational Concepts

Directions: Put your marker under the balloon. Look at the pictures in this row. Find the one that is turned upside down. Fill in the circle under the right answer.

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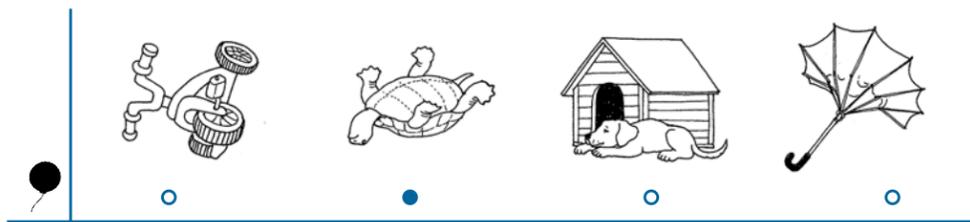
Directions: Figure out the value of I and II. Then decide if I is greater than II, less than II, or equal to II.

I   II
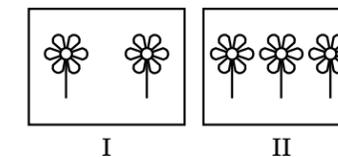
A I has more flowers than II.
B I has fewer flowers than II.
C I has the same number of flowers as II.

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

Figure Classification

Directions: Put your marker under the whale. Think about how the first three pictures are alike. Now look at the rest of the pictures in the 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.

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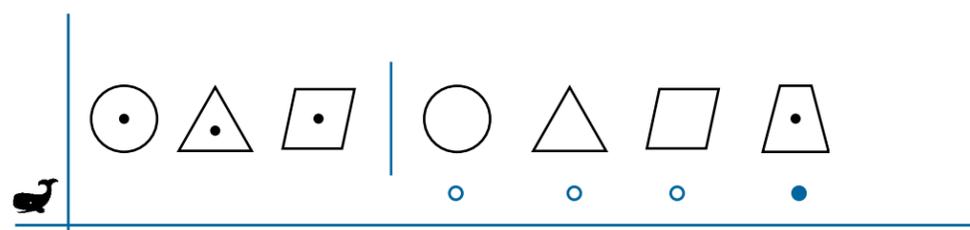
Directions: The first figure is changed into the second figure. The third figure is changed in the same way to make one of the answer choices. Choose the answer choice that goes with the third figure.

A   **B**   **C**   **D**   **E**
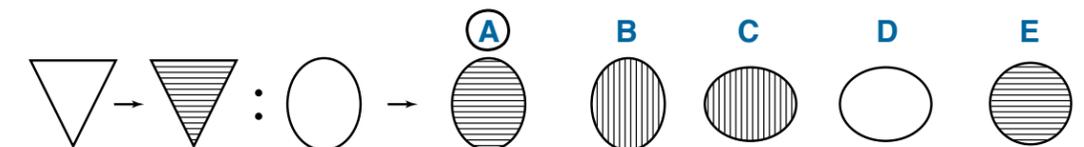
Student Profile Narrative

CogAT®

PROFILE NARRATIVE FOR KATRINA ADAMS
Cognitive Abilities Test™ (CogAT®)

Student ID: 1234567890
Form/Level: 6/C
Student: Adams, Katrina
Test Date: 04/2001
Class/Group: Rainhart
Norms: Spring 2000
Building: Central Elementary
Order No.: 002-A70000028-0-002
System: Spring Lake
Page: 1 **Grade:** 5

National Age Scores / National Age Percentile Ranks

Abilities	Standard Score	Stanine	Percentile Rank	Low 1 — 25 50 75 — High 99
Verbal	99	5	48	
Quantitative	104	6	60	
Nonverbal	92	4	31	
COMPOSITE	97	5	43	

Ability Profile: 5B (Q+)
The scores on the Quantitative Battery are higher than the scores on the Verbal and Nonverbal Batteries.

Raw Scores / National Grade Scores / Local Age Scores

Abilities	Number of Items	Number Att.	Number Correct	Stanine	Percentile Rank	Stanine	Percentile Rank
Verbal	65	65	45	5	44	5	44
Quantitative	60	60	43	5	57	5	57
Nonverbal	65	65	34	4	29	4	29
COMPOSITE				5	40	5	40

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.

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.

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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.

List of Student Scores

THE IOWA TESTS

LIST OF STUDENT SCORES
Iowa Tests of Basic Skills® / CogAT®

Class/Group: Jones
Test Date: 04/2001
Building: Central Elementary
Norms: Spring 2000
System: Spring Lake
Order No.: 002-A70000028-0-002
Page: 1 **Grade:** 5

STUDENT NAME / I.D. Number / Birth Date, Age, Level, Form, Program	ITBS	Vocabulary	Comprehension	READING TOTAL	Spelling	Capitalization	Punctuation	Usage/Express.	LANGUAGE TOTAL	Concepts/Estimate	Problems/Interp.	Computation	MATHEMATICS TOTAL	CORE TOTAL	SOCIAL STUDIES	SCIENCE	Maps/Diagrams	Ref. Materials	SOURCES OF INFO. TOTAL	COMPOSITE
Adams, Katrina 0000141452 Y 9 999 999 999 ABCDEFG 04/90 12/00 (F) SE 504 F/RL GT 01 11 A	GE	5.0	5.4	5.2	6.6	7.6	9.6	9.1	8.2	7.3	7.6	7.5	7.4	6.7	5.6	5.3	3.6	6.7	5.0	7.5
	PGE	5.4	5.5	5.5	6.1	5.7	5.7	5.6	5.7	5.6	5.7	6.2	5.7	5.6	5.6	5.5	5.4	5.7	5.5	6.2
CogAT Form 6 Level C	DIFF					+3.9	+3.5		+2.5	+1.7			+1.7							
VERBAL 65 65 45 / QUANTITATIVE 60 60 43 / NONVERBAL 65 65 34 / COMPOSITE	NPR	36	46	42	66	71	81	79	77	78	73	79	77	67	48	67	18	66	54	79

Adams, Katrina CogAT AGE SCORES: SAS 99/104/97 PR 48/60/43 S 5/6/5 — GRADE SCORES: PR 44/57/40 S 5/5/5 — Profile 5B (Q+)

Carmona, Amanda 0000127780 5 / 1 01 05 05/90 10-11 GT 01 11 A (F)	GE	7.9	6.2	7.1	6.0	6.1	5.9	10.6	6.9	8.2	8.8	8.0	8.3	7.4	8.7	8.7	11.5	8.0	9.4	8.2
	PGE	7.1	7.7	7.4	6.5	7.3	7.3	8.1	7.3	6.3	6.8	5.8	6.3	6.8	7.7	7.8	7.4	7.4	7.3	7.3
CogAT Form 6 Level C	DIFF									+1.9		+2.2	+2.0				+4.1		+2.1	
VERBAL 65 65 58 / QUANTITATIVE 60 50 41 / NONVERBAL 65 65 54 / COMPOSITE	NPR	86	58	72	55	56	54	87	66	88	83	85	87	75	84	82	92	78	88	83

Carmona, Amanda CogAT AGE SCORES: SAS 116/98/110/109 PR 84/45/73/71 S 7/5/6/6 — GRADE SCORES: PR 87/51/75/73 S 7/5/6/6 — Profile 6C (V+ Q-)

Daniels, Frank 0000125139 5 / A 01 05 09/88 12-07 SE F/RL 01 11 A (M)	GE	5.0	2.1	2.8	3.1	3.2	1.9	1.6	2.4	4.2	2.7	4.5	3.7	2.9	3.3	2.9	2.8	3.0	2.9	3.0
	PGE	5.4	2.9	3.0	3.3	2.2	2.4	2.4	2.5	3.0	2.7	3.5	3.2	2.9	3.0	2.8	2.8	3.1	2.9	2.8
CogAT Form 6 Level C	DIFF																			
VERBAL 65 65 19 / QUANTITATIVE 60 59 17 / NONVERBAL 65 65 17 / COMPOSITE	NPR	36	3	4	6	16	3	3	3	19	6	24	12	3	12	7	8	5	5	3

Daniels, Frank CogAT AGE SCORES: SAS 65/68/60 PR 1/1/1 S 1/1/1 — GRADE SCORES: PR 3/3/6/2 S 1/1/2/1 — Profile 1A

Gunter, Tusar 0000125140 5 / A 01 05 09/90 10-07 F/RL 01 11 A (M)	GE	5.0	6.8	6.4	8.2	5.0	4.0	6.9	5.9	6.9	6.1	8.6	7.2	6.4	6.9	6.0	4.8	5.8	5.2	6.1
	PGE	5.4	4.7	4.8	5.5	5.1	5.2	4.7	5.2	5.4	5.3	5.8	5.5	4.9	4.9	4.9	5.0	5.0	5.0	4.9
CogAT Form 6 Level C	DIFF		+2.1	+1.6	+2.7					+1.5		+2.8	+1.7	+1.5	+2.0					+1.2
VERBAL 65 65 35 / QUANTITATIVE 60 60 38 / NONVERBAL 65 65 31 / COMPOSITE	NPR	36	65	63	82	40	25	64	53	73	57	90	74	62	67	55	36	52	43	58

Gunter, Tusar CogAT AGE SCORES: SAS 92/102/93/95 PR 31/55/33/38 S 4/5/4/4 — GRADE SCORES: PR 21/41/24/26 S 3/5/4/4 — Profile 4B (Q+)

Verbal, quantitative, and nonverbal Standard Age Scores were used to compute the predicted grade equivalent. **Only the top and bottom 10% of differences are printed.**

GE = Grade Equivalent **PGE** = Predicted Grade Equivalent **DIFF** = Difference between predicted and actual score
NPR or **PR** = National Percentile Rank
S = Stanine **SAS** = Standard Age Score

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Sample reports are for illustration only and should not be interpreted. Actual report size 11" x 8.5"

- 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.