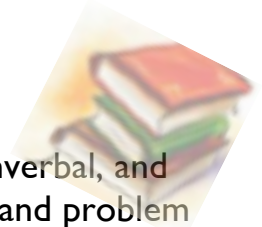




What is the Cognitive Abilities Test (CogAT)?

It is a group administered ability test with three separate batteries: verbal, nonverbal, and quantitative. The purpose of the test is to assess students' abilities in reasoning and problem solving. Results of this test are used as one of three pieces of data included in identifying students for our Talent Development Program (TDP), as well as to expand instructional opportunities in the classroom.



The CogAT is a test of reasoning skills; it is not like a math or spelling test where if you know the words and the facts you can score a 100%. There is no defined curriculum for the CogAT and it is not a test that can be "studied" for, in traditional terms. It is a nationally norm-referenced test (data is collected on thousands of students over time to determine percentiles and scores) and the national average is the 50th percentile.

There are three batteries, or parts, to the CogAT test: verbal, nonverbal, and quantitative. The **verbal** battery consists of three subtests with approximately 20 questions each and students are given a set amount of time to complete each of the subtests. These three subtests comprise the verbal score: *Verbal Classification*, *Sentence Completion*, and *Verbal Analogies*. *Verbal Classification* - The student is given a list of three words that are alike in some way. The student is asked to choose a word, from a selection of five words, that is also alike in the same way. *Sentence Completion* - The student is given a sentence with a word left out and is asked to choose a word that makes the best sense in the sentence. *Verbal Analogies* - The student is given three words, the first two going together in some way. The third word goes with the answer choices so students must determine the relationship between the sets of words.

The **nonverbal** battery presents students with geometric shapes and figures that have had little direct relationship to formal school instruction. These subtests require no reading so this battery is particularly suitable for assessing students with limited English proficiency or with difficulty reading. The three nonverbal subtests have between 16 and 22 questions students must answer in a set amount of time and these three subtests make up the nonverbal score. *Figure Classification* - presents three figures in the stem, and the student is required to determine a fourth figure that belongs to the set. *Figure Matrices* - this subtest contains three figures in an analogy (A→B: C→()) that the student must complete (this is similar to Verbal Analogies except images are used instead of words).

Paper Folding requires the examinee to determine how a folded, hole-punched paper will appear when unfolded.

The **quantitative** battery tests the students' quantitative reasoning and problem-solving abilities in three subtests with between 16 and 18 questions each to be answered in a set amount of time. *Number Analogies* - The student is given sets of numbers and must figure out how they go together to complete the set. *Number Puzzles* - The student is presented with equations and must represent balance with the answer choices. *Number Series* - The student is given a set of numbers and must determine which will come next in the series.

When are the tests administered and to whom? How are the results used?

This year, CogATs will be administered to all second and fourth graders May 17th, 18th, and 19th, one battery per day. Upon receiving the data back from the district office, students scoring in the 85th percentile or higher on **locally calculated district norms** (students compared to those within our district as opposed to the nation) are entered into a TDP Matrix. Results from aFAST for students scoring at or above the 85th percentile on district norms are also entered into the Matrix. If a third, fourth, or fifth grade student places within those percentiles, he is considered for TDP placement in the area of strength; either math, reading or both. Teachers then fill out a Gifted Rating Scale (GRS), assessing those students on academic, intellectual, and creative abilities as demonstrated in the classroom; this is a standardized, normed rating scale. Teachers who have spent the most time with a particular student at the time of TDP consideration will fill out the GRS; for example, second grade teachers fill out a GRS for potential third grade students. Qualifying students begin attending TDP pullout classes in early fall but data and classroom performance is analyzed throughout the year as it becomes available and a student can become eligible for TDP at any point throughout the school year.