

Frequently Asked Questions About CogAT

What type of test is the CogAT?

The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT).

What does CogAT measure?

The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. CogAT does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

How do the three sections of the CogAT differ?

- The **Verbal Battery** measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.
- The **Quantitative Battery** measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.
- The **Nonverbal Battery** measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

What type of results does the CogAT provide?

The CogAT provides raw scores, standard age and/or grade scores, Universal Scale Scores, percentile rank scores, stanine scores.

What does the Universal Scale Score (USS) mean?

The universal scale score (USS) is a number that describes a student's location on a continuous growth scale of cognitive development.

What is a stanine score?

The stanine score is a normalized standard score ranging from 1-9. Stanines are grouped as follows:

Stanine 9 Very High

Stanines 7–8 Above Average

Stanines 4–6 Average

Stanines 2–3 Below Average

Stanine 1 Very Low

What is the standard age score (SAS)?

The standard age score is a number that allows the teacher to compare the rate and level of a student's cognitive development with other students the same age. It has a mean of 100 and a standard deviation of 16. If a student has a SAS of 100, he/she is typical students for his/her age. On the other hand, if a student has a SAS of 125 that student has a higher and faster rate of learning than most students his/her age.

What is a national percentile rank (NPR) score?

A percentile rank indicates the percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student. For example, if a fifth-grade student obtains a grade PR of 90 on the Quantitative

Battery, it means that 90 percent of the fifth-grade students in the sample received scores lower than the one received by the student. Form 6 Short Guide ADP 12/05/02

What is a CogAT profile?

A student's CogAT profile is based on the pattern of scores from the administration of the three tests that are part of the CogAT (verbal, quantitative, non-verbal). How can we know if the verbal score is significantly higher than the quantitative score? All test scores have some error of measurement, so the difference should be larger than the error in either score. These profiles consist of A, B, C, and E and are provided for each of the three CogAT tests.

"A" Profiles. In an **A** profile, the student's verbal, quantitative, and nonverbal scores are roughly at the same level. There is only one other piece of information provided by the test, and that is the overall height, or level, of the profile. This type of profile is what we would expect if reasoning ability were a single dimension. It is the pattern assumed whenever a student's ability is summarized in a single score. About one-third of students obtain this profile.

"B" Profiles. In a **B** profile, one of the three battery scores is above or below the other two scores. The student shows a relative strength (when one score is above the other two) or a relative weakness (when one score is below the other two). For example, **B (V+)** means that the scores show a **B** profile with a strength in verbal reasoning; **B (N-)** means a relative weakness on the Nonverbal Battery. Overall, approximately 40 percent of students obtain a **B** profile. Thus, **B** profiles are more common than **A** profiles.

"C" Profiles. This profile is called **C** for **C**ontrast. The student shows a relative strength *and* a relative weakness. This pattern is much less common. About 14 percent of students have a **C** profile. A student who shows a relative strength on the Verbal Battery and a relative weakness on the Quantitative Battery would have a **C (V+ Q-)** profile. **"E" Profiles.** The **B** or **C** profile for some students is much more extreme than for others.

"E" Profiles. This profile is called the **E**xtrême profile. Students with an **E** profile generally have significant differences 24 or more points on the SAS scale between their scores on two of the three tests.