

# **HMH Group Assessments**

Cognitive Abilities Test<sup>™</sup> (CogAT<sup>®</sup>) CogAT 7 - Online Testing

**Pasadena Unified School District** 

## CogAT<sup>®</sup> Form 7

- Co-developed with *Iowa Assessments*
- Authored by renown expert Dr. David Lohman, Professor Emeritus at the University of Iowa
  - Winner of the National Association of Gifted Children's Paper of the Decade Award 2000-2010
- Latest research at uiowa.edu and www.cogat.com





# CogAT Form 7

- CogAT Form 7 is the newest version of the most highly regarded and widely used group-administered abilities test
  - The most current and updated test of student abilities
  - Superior technical qualities
- Provides insight into abilities not fully measured by achievement tests across three domains
  - Verbal
  - Nonverbal
  - Quantitative
- Enhanced suite of ancillary materials
  - Free in the DataManager platform
  - Practice tests
  - Planning and Implementation Guide
  - Score Interpretation Guide



### **Grade & Test Levels**

	CogAT
Grade K	Level 5/6
Grade 1	Level 7
Grade 2	Level 8
Grade 3	Level 9
Grade 4	Level 10
Grade 5	Level 11
Grade 6	Level 12
Grade 7 & 8	Level 13/14
Grade 9 & 10	Level 15/16
Grade 11/12	Level 17/18



# Norm Referenced Scores for CogAT

- *CogAT* scores may be compared and evaluated in multiple ways within and between students and groups
- National norms:

### **Grade Norms**

Compare scores to those of a nationally representative sample of students in the same grade for Fall, Midyear, and Spring

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- Our expectations for students differ across periods of the school year

### Age Norms

Compare scores to those of a nationally representative sample of students of the same age, using one-month intervals

- Age-related developmental differences affect our expectations for students, particularly in the early grades

### • Local norms:

 Created from the distribution of standard age scores for the group within your system that is tested and scored at the same time



19.1% 19.1%

15.0%

9.2%

0.5% 0.1%

15.0%

9.2%

## Administration

• Online Testing - A fast, accurate, and user-friendly administration option—compatible for use on iPad® and Chromebook<sup>™</sup> devices!

• 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.

• The student-friendly platform reflects Universal Design principles for example, having one item per page and age-appropriate font size—making the interface suitable for most children. Online help features and proctor-managed pacing assists students in understanding expectations and directions.



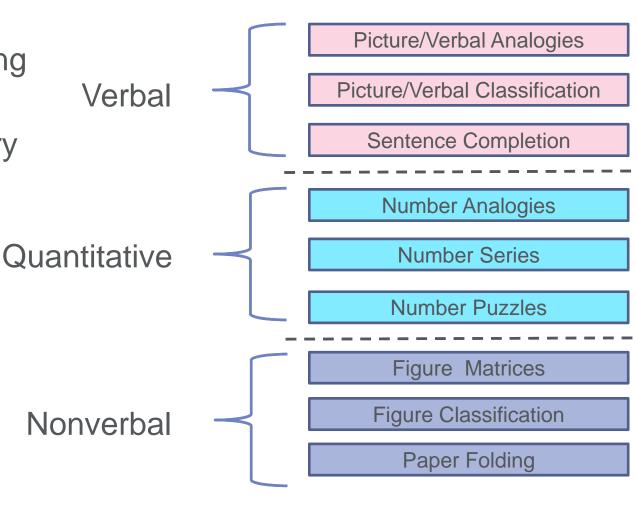
## **Administration (cont.)**

- Flexible administration options enable individual, small-group, or largegroup online administrations. Districts can create a testing schedule that best suits their testing needs.
- Built-in safeguards—including secure browsers, session expiration, restricted access, secure logins, and confirmation of student identity protect the integrity of testing process and ensure validity of results
- Online audio administration in English or Spanish is available at all levels.



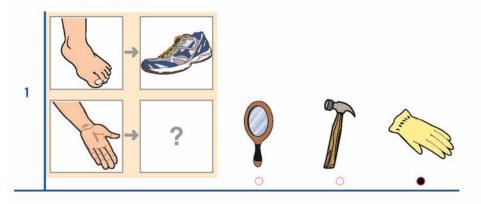
# **CogAT** Batteries

- Assesses three different areas of cognitive reasoning
- Three subtests within each battery



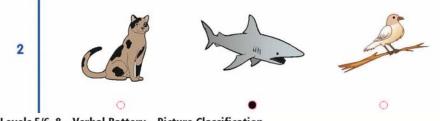




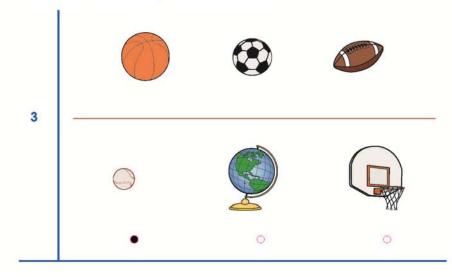


#### Levels 5/6-8—Verbal Battery—Sentence Completion

Which animal swims in the ocean?

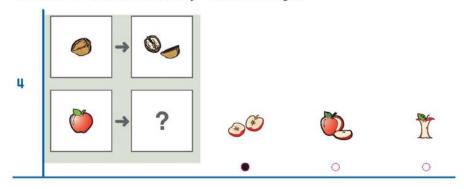


Levels 5/6-8-Verbal Battery-Picture Classification

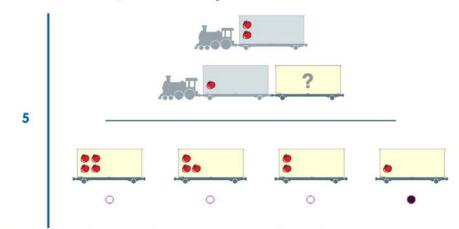




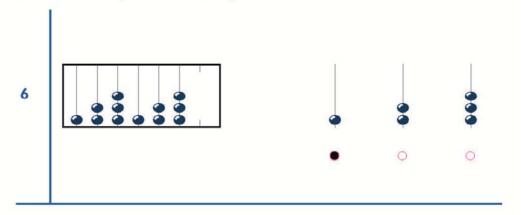
Levels 5/6-8—Quantitative Battery—Number Analogies





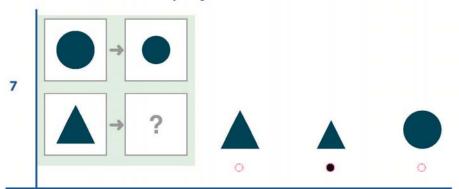


Levels 5/6 and 7—Quantitative Battery—Number Series

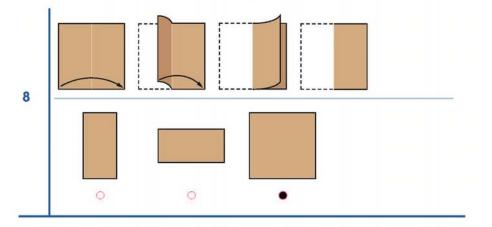




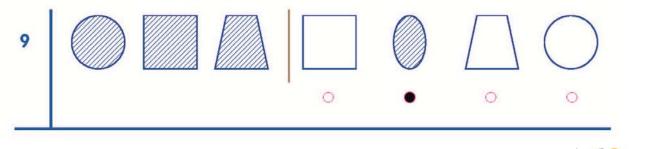






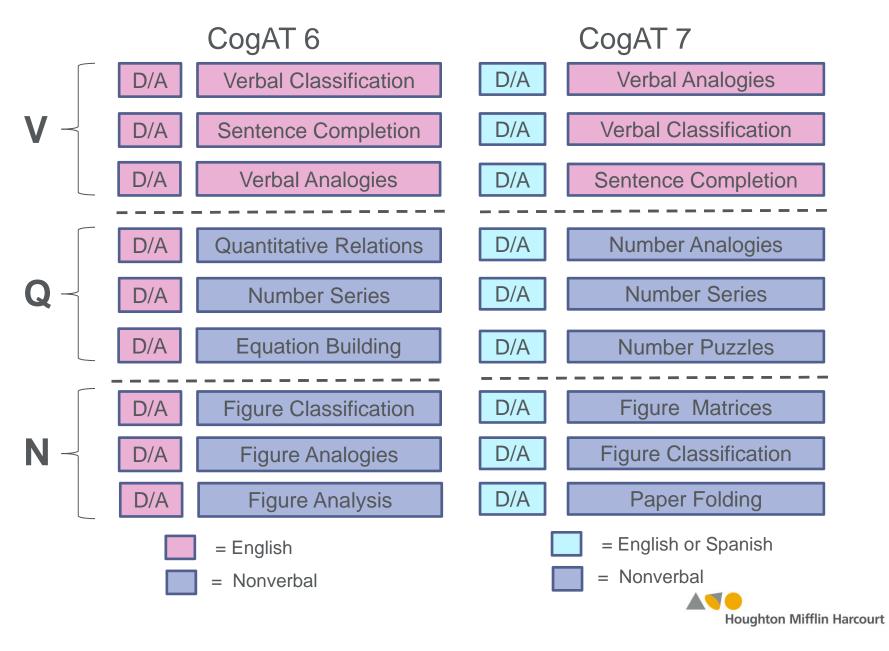


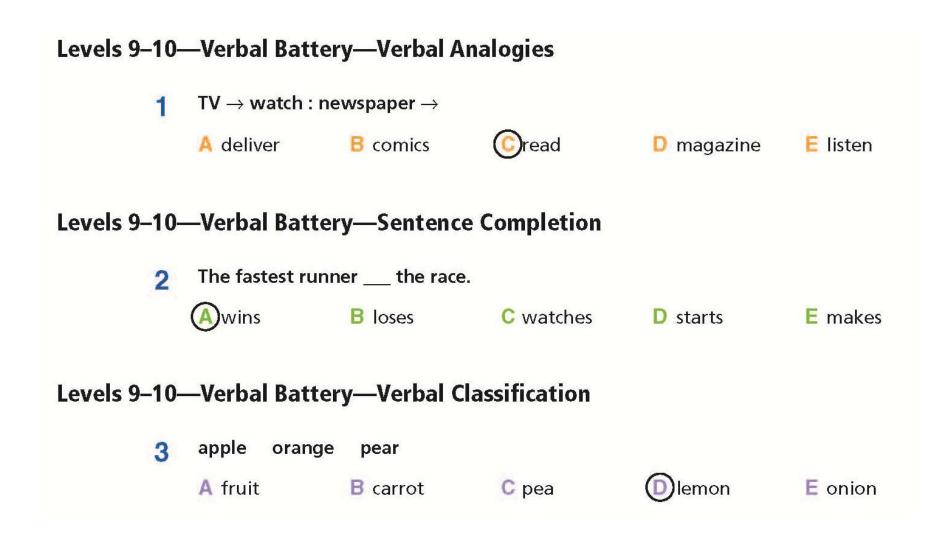
#### Level 8—Nonverbal Battery—Figure Classification



Houghton Mifflin Harcourt

### Levels 9 – 17/18 Subtests







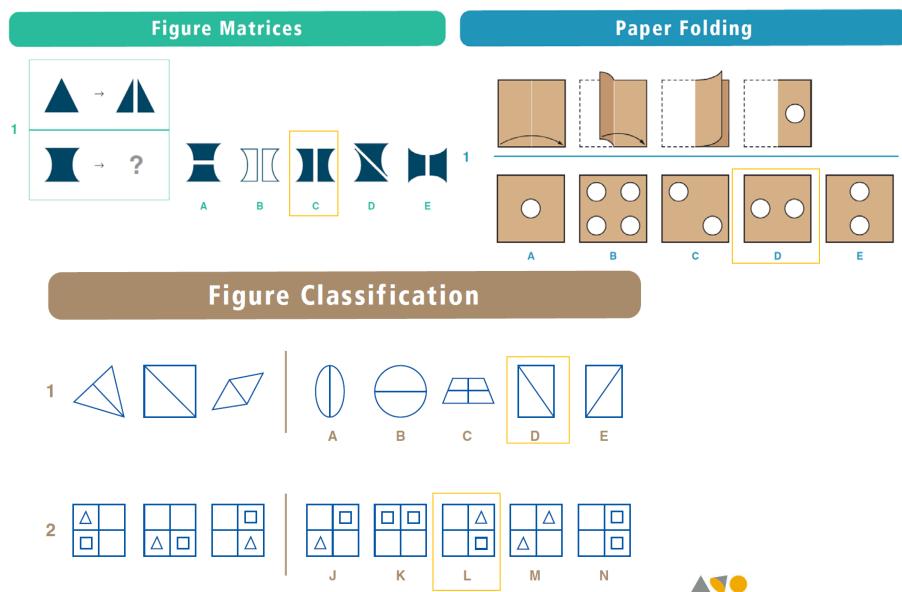
# New Quantitative Item Types

### Quantitative Relations and Equation Building replaced by Number Analogies and Number Puzzles

<b>ATTERY</b>	Number Analogies	$egin{array}{cccccccccccccccccccccccccccccccccccc$	$[5 \rightarrow ?]$ C 6 D 8 E 12
QUANTITATIVE BATTERY	Number Puzzles	? = + 6 12 = - = 5 A 23 B 17	C 13 D 11 E 7
QUANTI	Number Series	1 2 4 5 7 8 A 7 B 8	→ C 9 D 10 E 11



### **Nonverbal Subtests**



**Houghton Mifflin Harcourt** 

<i>Cog</i> AT°	STUDENT SNAPSHOT Cognitive Abilities Test™ (CogAT®)	Class:     Class 1     Student:     Bagsby, Aiden       Building:     Building 1     Student ID:     0000147548       District:     District 1     Form/Level: 7-9       System:     System:     Test Date:     10/2012       Region:     Region 1     Norms:     Fall 2011       State:     State 1     Grade:     3						
Cog	AT Ability Profile for Aiden	Score Profile for Aiden						
Aiden has Profile 4A to 6A students have adequa Although the majority of these students high levels of interest and achievemen extensive or well organized in memory knowledge and skills to accomplish un reasoning abilities typically have devel strategies are fairly context-bound, so	<i>gAT</i> profile for Aiden is <u>5A.</u> a relative weakness in verbal reasoning. te cognitive resources for learning in most academic situations. s have similar levels of achievement in all academic areas, some show t in particular domains. Because their knowledge base is often not , these students may encounter difficulty recalling and applying their familiar tasks. By middle school, students with average levels of oped a number of learning and problem-solving strategies. Often, these these students may not always choose the most effective strategy for a ney try a strategy that does not work, they may not know what to do	- 99 - 90 - 75 National - 50	APR ( 35	Graph 31	44			
next. Profile 4A to 6A students need he comprehension skills, problem solving,	elp to achieve objectives requiring transfer such as high-level reading and critical thinking.	Average - 25 - 10 - 1 Verbal (V)	Quantitative (Q)	Nonverbal (N)	Composite (VQN)			
	Legend		ntile Rank S					
	Legend measures the development of reasoning abilities that are reasoning, quantitative (mathematical), and nonverbal (figural)		sted Octobe	r 2012, Gra	de 3			
essential for success in school: verbal reasoning. Aiden was given CogAT in C	measures the development of reasoning abilities that are							
essential for success in school: verbal i reasoning. Aiden was given <i>CogAT</i> in C Hester Jr High in Franklin Park District the graph and chart at the right. • Age Percentile Rank (APR) in	measures the development of reasoning abilities that are reasoning, quantitative (mathematical), and nonverbal (figural) October 2012. At the time of testing, he was in the third grade at #84. Three kinds of percentile scores are reported for Aiden in ndicates the percentage of students in the same age group in the national	Te	Age Percentile Rank	Grade Percentile	de 3 Local Percentile			
essential for success in school: verbal i reasoning. Aiden was given <i>CogAT</i> in C Hester Jr High in Franklin Park District the graph and chart at the right. • Age Percentile Rank (APR) in normative sample whose score	measures the development of reasoning abilities that are reasoning, quantitative (mathematical), and nonverbal (figural) October 2012. At the time of testing, he was in the third grade at #84. Three kinds of percentile scores are reported for Aiden in	Battery	ested Octobe Age Percentile Rank bal 66	Grade Percentile Rank	de 3 Local Percentile Rank			
essential for success in school: verbal i reasoning. Aiden was given <i>CogAT</i> in C Hester Jr High in Franklin Park District the graph and chart at the right. Age Percentile Rank (APR) in normative sample whose score This symbol indicates a probal Grade Percentile Rank (GPR	measures the development of reasoning abilities that are reasoning, quantitative (mathematical), and nonverbal (figural) October 2012. At the time of testing, he was in the third grade at #84. Three kinds of percentile scores are reported for Aiden in indicates the percentage of students in the same age group in the national es fell below the score obtained by a particular student.	Te Battery Vert	bal 66 ive 35	Grade Percentile Rank 69	de 3 Local Percentile Rank 75			

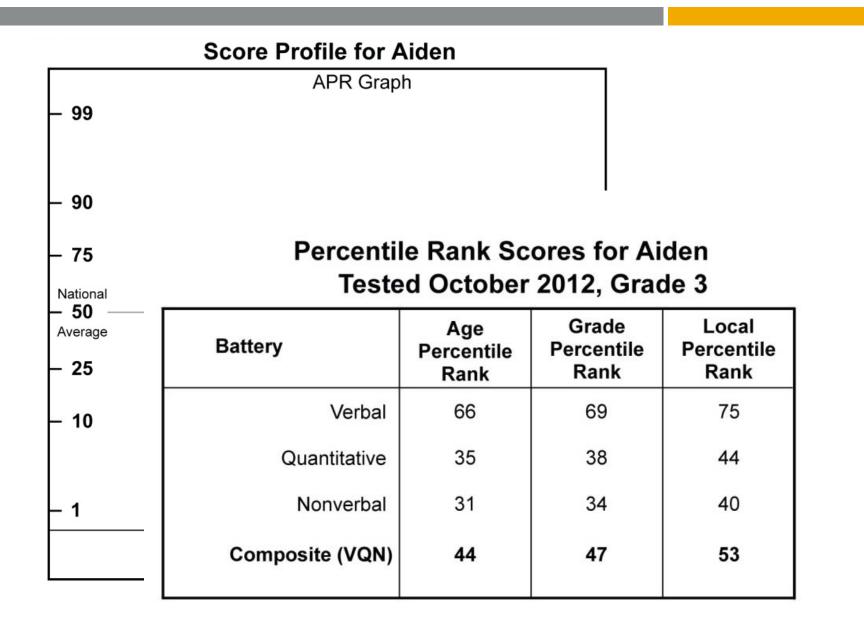
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### CogAT Ability Profile for Aiden

### The CogAT profile for Aiden is 5A.

Aiden has a relative weakness in verbal reasoning.

Profile 4A to 6A students have adequate cognitive resources for learning in most academic situations. Although the majority of these students have similar levels of achievement in all academic areas, some show high levels of interest and achievement in particular domains. Because their knowledge base is often not extensive or well organized in memory, these students may encounter difficulty recalling and applying their knowledge and skills to accomplish unfamiliar tasks. By middle school, students with average levels of reasoning abilities typically have developed a number of learning and problem-solving strategies. Often, these strategies are fairly context-bound, so these students may not always choose the most effective strategy for a task. Their flexibility is limited, and, if they try a strategy that does not work, they may not know what to do next. Profile 4A to 6A students need help to achieve objectives requiring transfer such as high-level reading comprehension skills, problem solving, and critical thinking.





First       Prev       Next       Last       Goto       Page       1       of 10         Student Drofile for Aiden Bagsby         Student ID:       0000147548         Cognitive Abilities Test™ (CogAT®)       Grade:       3       Level:       9         Form:       ?       Class:									A HOU	GHT
Student ID: 0000147548 Cognitive Abilities Test <sup>TM</sup> (CogAT <sup>®</sup> ) Form: 7 Test Date: 10/16/2012 Norms: Fall 2011 Age Stanine 1 2 3 4 5 6 7 8 9 Age Percentile Rank 6 Verbal Quantitative Nonverbal Quantitative Nonverbal	First Prev Ne	xt Las	t Goto	Page	1		of 10			
Form: 7 Test Date: 10/16/2012 Norms: Fall 2011  Class: Class 1 Building: Building 1 District: District 1  Region: Region 1 State: IL  Region: Region 1 Region: Region 1 Region: Region 1 State: IL  Region: Region 1 Region: Region 1 State: IL  Region: Region 1 Region: Region 1		Aiden B	agsby							
Age Percentile Rank         10         25         50         75         90         99           Verbal         66<	Form: 7 Test Date: 10/16/2012	A <i>T</i> ®)	Class: Building:	Class 1 Building 1	Level:	9	Region:	Region 1		
Age Percentile Rank     66       Verbal     35       Quantitative     31       Nonverbal     44	Age Stanine	<b>I</b> 1	2	3 4	<b>I</b> 5		6 7	81	9	
Verbal Quantitative Nonverbal 44	Age Percentile Rank	1	10 	25	5	0	75	90 	99	
Quantitative 31 Nonverbal 44	Vert	bal				6	6			
Nonverbal 44	Quantitati	ve			-					
Composite (VQN)										
	Composite (VQN)									

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## **Importance of Practice Tests**

- Practice tests level the field for all students
  - Provide opportunity to learn
- CogAT practice materials are provided free of charge
  - Located in *DataManager*
- Levels 5/6 12
  - Level 12 can be used for higher levels due to shared item formats
- Encourage use of the practice materials prior to testing



# So...Why Use CogAT Form 7?

- The most widely used and trusted abilities assessment
- EL Friendly: Form 7 further levels the playing field for English learners by introducing improvements such as picture prompts instead of verbal prompts
- Measures Broad Range of Student Performance: The addition of more challenging items at each level helps reduce the need for out-of-level testing.
- **Professional Development and Support:** Teachers and administrators may view interactive web content and videos, review pre-testing instructions, and learn instructional strategies based on student performance to help answer the "what's next" questions.



# So...Why Use CogAT Form 7? (cont.)

- Flexibility in Administration: Provides educators with flexible methods of administration and scoring—online administration with audio available in English and Spanish, optional screener to complete, and Alternative-Verbal scale for English learners.
- **Reporting Options**: Age and grade normative scores, local norms, separate and composite scores for ability batteries, predicted achievement scores, and the Ability Profile Score provide multiple data points for use in identification and instruction.





