

Read-Aloud Guidelines

CogAT® Cognitive Abilities Test™

Introduction

The *Cognitive Abilities Test*™ (*CogAT*®) was designed in accordance with best practices in accessibility to allow students with disabilities or language barriers to equitably understand and interact with the assessment.

Intentional efforts were taken to ensure that students have equivalent user experiences when taking *CogAT*. However, some English language learners and students with disabilities require accommodations to ensure accessibility, preserve construct validity, and retain measurement integrity.

The following information provides guidelines for administering *CogAT* with read-aloud accommodations.

Guidelines

When are testing accommodations appropriate?

Students should receive accommodations for *CogAT* according to their individual plan (IEP, EL/EB, or 504), just as they would for any other classroom assessment.

Similarly, English language learners or emerging bilingual students should receive the same accommodations for *CogAT* as they receive for other classroom assessments. This includes having test items read aloud verbatim in English or in another language.

When is a read-aloud accommodation appropriate?

In a standard *CogAT* administration, test directions and item prompts may be orally repeated as many times as necessary to ensure that all students understand what they are supposed to do.

However, students with a reading difficulty/disability, visual impairment, or lack of language proficiency may require all or portions of *CogAT* to be read aloud as a testing accommodation.

Reading the assessment aloud is an allowable accommodation when a student's IEP or other accommodation plan specifies such to minimize the interference of that student's disabilities or reading skills with the accurate measurement of their ability.

Who should administer *CogAT* with read-aloud accommodations?

The test administrator should (a) be familiar with the accommodation needs of the student(s) and (b) have experience providing support to students requiring accommodations in instructional, curricular, and assessment contexts.

Additionally, the test administrator should be familiar with (a) all relevant school, district, and/or state guidelines and (b) the *CogAT* test content and administration procedures.

Which test levels of *CogAT* are suitable for a read-aloud accommodation?

- **Levels 5/6 through 8:** Because oral directions are administered for these items by default, and items in these levels do not contain any text, read-aloud accommodations are not relevant for these levels.
- **Levels 9 through 17/18:** Because *CogAT* is not a reading test, students with significant reading difficulties/disabilities or limited language proficiency are permitted to receive assistance by having directions and test questions in these levels read aloud.

Some students may need extra time to reduce the effects of this accommodation on their test performance at these levels. Guidance from the student's IEP should be followed when extended time is needed.

How should I correctly read *CogAT* test content aloud?

General Guidelines: It is important to follow the guidelines below when reading *CogAT* test content aloud.

- ✓ *Task directions* can be explained or reinforced at any point, but content specific to *test questions* should be read verbatim—not clarified or explained.
 - Sentences should not be paraphrased or reworded.
 - Words should not be defined or translated.
 - Pictures should not be described.
- ✓ Read the text exactly as it is written, with neutrality.
 - Maintain a natural pace and pronounce words clearly.
 - Avoid emphasis and intonation.
 - Avoid using body language such as gesturing or making facial expressions.

How should I correctly read aloud questions in the *CogAT* Verbal Battery?

Specific Guidelines: Two of the *CogAT* Verbal Battery tests in Levels 9–17/18 feature symbols that appear in each test question. Guidelines for reading aloud those symbols appearing in Verbal Analogies and Sentence Completion are provided in the following section.



Verbal Analogies: Each of the analogy statements includes two arrows and one colon. The arrows should be read aloud as “*is to*” and the word “*as*” should be read aloud to represent the colon.

right → left : over →

- ☐ finished
- ☐ out
- ☐ above
- ☐ around
- ☐ under

SAY: “right *is to* left *as* over *is to*”
(pause)
“finished, out, above, around, under”

Sentence Completion: Each of the question prompts includes an underlined portion to represent a missing word. The underline should be read aloud as “*blank*” (or “*blanks*”) for agreement.

The fastest runner _____ the race.

- ☐ loses
- ☐ wins
- ☐ watches
- ☐ starts
- ☐ makes

SAY: “The fastest runner *blanks* the race.”
(pause)
“loses, wins, watches, starts, makes”

What happens when there is a conflict between standard guidelines and a student's individual plan?

The *CogAT* Directions for Administration and other supporting test materials provide general guidance for standard administration procedures and allowable test accommodations. However, Riverside Insights recommends deferring to a student's IEP, EL/EP, or 504 plan and local policies.

If the local guidelines and test administrator determine that the specific execution of an accommodation is necessary to minimize the impact of a student's disability or language proficiency level on test performance, it is permissible to deviate from Riverside Insights' general recommendations.



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