

Interpreting and Reporting CogAT Results

Based on *Cognitive Abilities Test Form 7 Score Interpretation Guide*

Riverside Assessments, 2013

and *Cognitive Abilities Test Form 7 Web Reporting Score Interpretation Guide*,
Riverside Assessments, 2014

What does CogAT measure?

- ▶ CogAT measures general thinking and problem-solving skills and indicates how well the student uses these skills to solve verbal, quantitative, and nonverbal problems.
- ▶ CogAT measures developed reasoning abilities that grow with activities in and out of school that challenge students to reason about their experiences.
- ▶ Skills measured by CogAT develop gradually throughout a person's lifetime and individuals vary in the rates at which they develop the skills.
- ▶ CogAT is an ability test not an IQ test because intelligence tests measure a broad range of abilities in addition to reasoning abilities and intelligence tests are normed on the entire population while CogAT is normed only on the subset of children in school.

Getting Score Reports

- ▶ Go to <https://riversideinsights.com/home> and sign in
- ▶ Go to Data Manager and sign in
- ▶ In Data Manager go to Reports to get test scores
- ▶ The List of Student Scores (p. 74 *CogAT Score Interpretation Guide*) shows all shows students' scores and their profiles
- ▶ The Individual Profile Narrative (p. 86 of Guide) is the report for each student with the profile given at the bottom left of the report

Establish the Integrity of Your Scores

- ▶ Verify the list of students tested.
- ▶ Check the validity of the scores being reported. Look for error warnings.
- ▶ Confirm the reasonableness of the score levels.

Score Types in Reports

- ▶ **Raw Score (RS)** - number of items correct
- ▶ Universal Scale Score (USS) - continuous growth scale of cognitive development grades K-12
- ▶ **Standard Age Score (SAS)** - compares the rate and level of cognitive development of an individual with other students in the same age group - on CogAT the mean is 100 and the standard deviation is 16

SAS	Descriptor
120 or higher	Well above average
89-111	Average
80 or below	Far Below

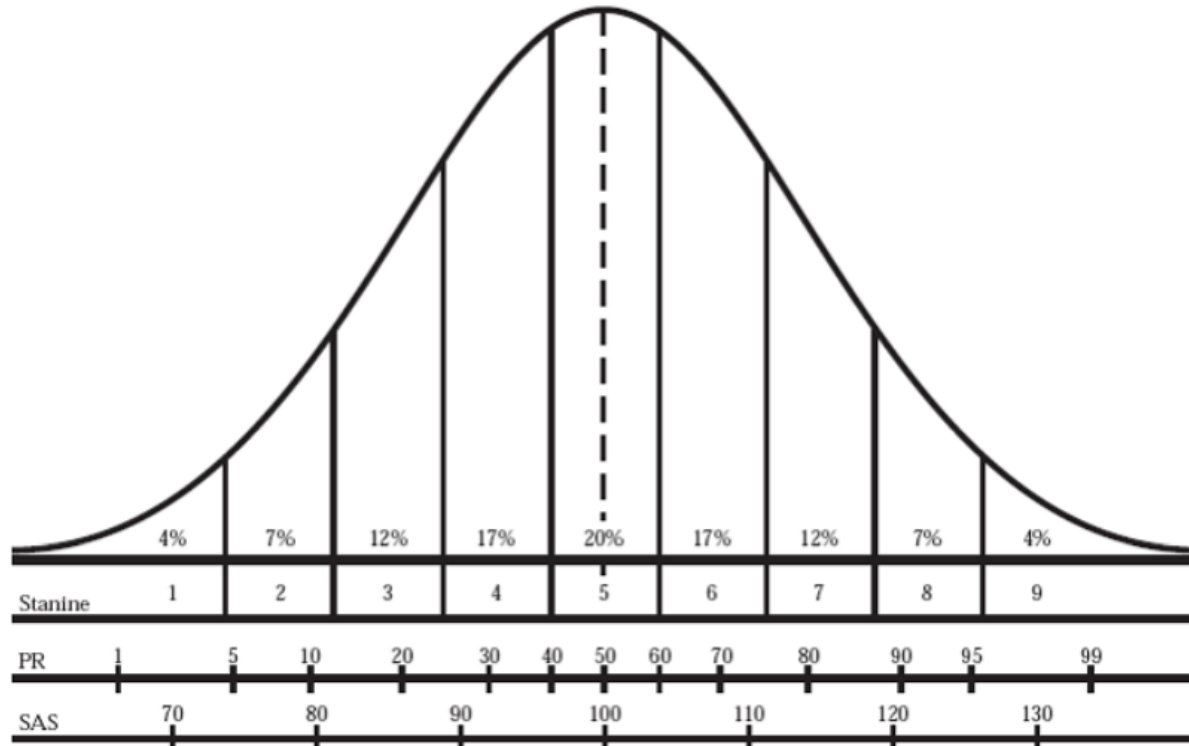
More about Score Types

- ▶ **Percentile Rank (PR)** - indicates the percentage of students in the same age or grade group whose scores fall at or below the score obtained by a particular student - **for gifted identification use age percentile rank**
- ▶ Stanine (S) - divides testing results into 9 levels

Median Age Stanine Middle value of all three batteries	Reasoning Ability
9	Very high
7-8	Above average
4-6	Average
2-3	Below average
1	Very low

Comparing Score Types

Figure 1. Relationship of Stanines, Percentile Ranks, and Standard Age Scores



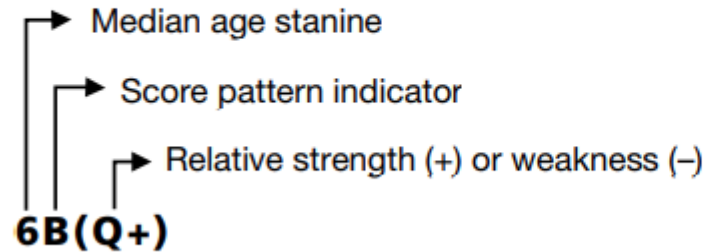
Gifted Identification

- ▶ CogAT individual battery scores provides one piece in the Body of Evidence (BOE) for a student
- ▶ At a minimum 3 pieces of evidence, some quantitative and some qualitative, need to be included in the BOE that indicate the need for gifted services quantitative and qualitative
- ▶ One of those pieces must be in the 95th percentile on a nationally normed test
- ▶ The CogAT score may or may not meet the 95th percentile as the qualifying criteria but when combined with the other pieces of evidence, normed observation inventory, normed achievement data, portfolio evidence, performance evidence, anecdotal records, CogAT scores may add supporting evidence for student identification

Ability Profiles

- ▶ The CogAT test provides information for all students about their relative strengths and weaknesses in reasoning and problem solving ability.
- ▶ This data can be used for instruction in the classroom by any teacher.

The information communicated in an ability profile follows the format described in the example below.



Ability Profiles

- ▶ The median stanine score from the three batteries is used to determine the ability profile.
- ▶ Then a letter is assigned that describes how the three scores relate to each other. (Score pattern indicator)
 - A = All scores are roughly at the sAme level.
 - B = One score is aBove or Below the other two—a relative strength or relative weakness.
 - C = Two scores Contrast—a relative strength AND a relative weakness.
 - E = There are Extreme score differences—at least two scores differ by 24 or more points on the SAS scale
- ▶ Relative strength or weakness - A plus sign (+) following V, Q, or N indicates a relative strength on the Verbal, Quantitative, or Nonverbal Battery, respectively; a minus sign (-) indicates a relative weakness in the battery.

Using Ability Profiles in Instruction

- ▶ [CogAT Ability Profiles \(riversideinsights.com\)](http://riversideinsights.com)
- ▶ [CogAT_Guide_for_Teachers.pdf \(hubspotusercontent30.net\)](http://hubspotusercontent30.net)

Reporting Results to Families and Teachers

- ▶ Use simple everyday language that will be understood by all
- ▶ Visual displays (bar graphs in the reports) make interpretation of results easier
- ▶ Engage a dialogue by encouraging families and teachers to ask questions about the test and the scores
- ▶ Anticipate and address common misunderstandings about test results - pp. 66-68 in Score Interpretation Guide download