MONTCLAIR PUBLIC SCHOOLS

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Cognitive Abilities Test (CogAT)

About the *CogAT* Screening Form

The *CogAT* Screening Form consists of three of the nine subtests from the complete *CogAT* test, including **Verbal/Picture Analogies**, **Number Analogies**, and **Figure Matrices**. Each subtest includes practice questions to help students become familiar with the content and format of the subtests. These practice questions help students gain familiarity with the item formats and how to complete the different reasoning tasks. No reading is required of students in any of the subtests. Students review the pictorial questions and answer choices and click or fill in the circle under the picture that answers the question. The test is not timed, but each subtest takes approximately 10 minutes to complete.

Score reporting and how results are used

The CogAT scores indicate how your child performed on the test compared with students of the same age or in the same grade. These results will be incorporated into student profiles used by school-based committees to help match students to the gifted and talented services that will best support their learning needs. The CogAT is not an achievement test, nor indicative of student performance in ELA or Math. The scores will not be used by teachers for instruction or assessment purposes as the scores from this brief cognitive assessment are not an indicator of academic progress and will not be interpreted as such. As such, please do not reach out to your child's classroom teacher regarding CogAT.

Understanding Cognitive Abilities Test (CogAT) Scores

The **Cognitive Abilities Test** (CogAT) is a multiple-choice assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. For the 2021-2022 school year students in grades K-7 took this assessment. This assessment was administered in March, per February communication, and will be administered one time.

The CogAT Test measures the level and pattern of cognitive development of a student compared to age mates and grade mates. These general reasoning abilities, which start developing at birth and continue through early adulthood. The CogAT Screener measures three different cognitive abilities.

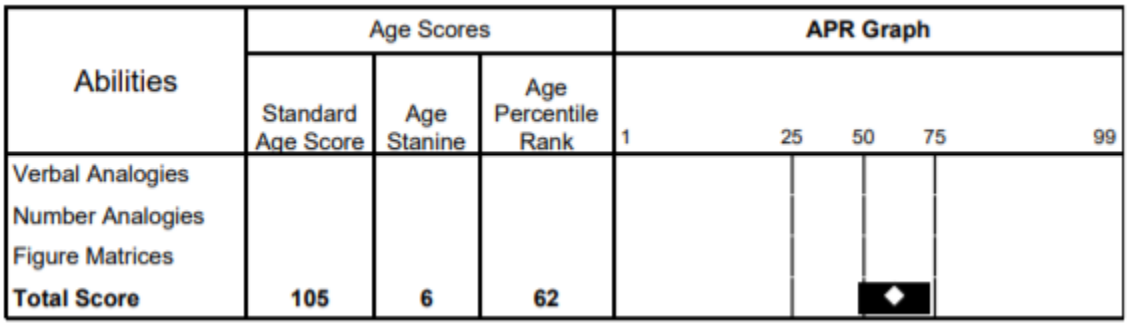
> *Verbal Analogies*- The student is given one pair of related words and another word without its pair. The student must find a word that has the same relationship to the word as the first pair.

Number Analogies – These require the same thought processes as Verbal Analogies except instead of verbal concepts, students must identify relationships between quantitative concepts.
Figure Matrices – These figure analogies require the same thought processes as Verbal and Number Analogies. Still, instead of verbal or quantitative concepts, students must identify relationships between spatial forms.

Below is a more detailed explanation from information shared in Genesis from CogAT.

Age Scores

The test uses (national) age norms and (national) grade norms to calculate scores and compare students of the same age or grade. This section of the report is dedicated to students' age scores. Students are grouped by age in one-month intervals from 4 years 11 months through 18+ years of age.



Abilities	Age Scores			APR Graph
	Standard Age Score	Age Stanine	Age Percentile Rank	1 25 50 75 99
Verbal Analogies				
Number Analogies				
Figure Matrices				
Total Score	**105**	**6**	**62**	

The first column in the Age Scores section, **the Standard Age Score (SAS)** scale is a normalized standard score scale for each battery combined. The SAS has a mean of 100 and a standard deviation of 16. It enables comparison of the rate and level of cognitive development of students in the same age group. For example, students who have an SAS of 100 have an average rate and level of development that is typical of their age group. The SAS scale provides fine discriminations among high- and low-scoring students.

The second column in the Age Scores section shows the **Stanine Age Score**. The stanine scale is a normalized standard score scale consisting of nine broad levels designated by the numbers one through nine. Stanine scores range from a low of 1 to a high of 9. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development.

The third column in the Age Scores section shows your student's **Age Percentile Rank** for all of the sections combined(once again the national percentile rank). A percentile rank indicates the percentage of students in the same age group whose scores fall below the score obtained by a particular student. For example, if your child obtains a percentile rank of 90 it means that 90 percent of students in the standardized sample scored below your child. A percentile rank of 50 is considered average. **The APR Scores-Age Percentile Graph** also relates to your child's AGE scores. It is a graphic representation of your child's score for the combined batteries. The score is indicated by a diamond shape within a score band.

Raw Scores

The next section contains three sections. The Raw Scores give you the number of items on the test, number attempted, and the number correct in each test section.

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal Analogies	22	22	15				
Number Analogies	18	17	10				
Figure Matrices	20	20	14				
Total Score	**60**	**59**	**39**	**6**	**70**		

The Grade Scores are defined as above (see Stanine and PR explanation except that they refer to the National Percentile Rank of students in the same grade level across the nation.

General Info

Generally, percentiles are a more descriptive way of understanding how your child did on the exam because they show how he ranked against his entire group of peers. Stanines are more confusing but correspond directly to the percentile score. It is important to understand that the CogAT, like many cognitive tests administered to children, is an assessment measure that can vary depending on a variety of external factors. Thus, while these scores can be important, they will not be taken as the sole measure in our identification process for Gifted and Talented Education.

For more information, please reference the MPS K-8 Gifted and Talented Comprehensive Plan found on the Department of Equity, Curriculum, and Instruction page of the MPS district website.