



# ***Parent Information Session***

***December 14, 2020***

Department of Accountability  
Office of Talented and Gifted Programs



EQUITY FOR ALL 2025

# Essential Questions

In what ways does the CogAT measure my child's cognitive abilities?

How are teachers and students prepared for the CogAT administration?

What role does the CogAT play in the TAG identification process?

# What is CogAT?



The Cognitive Abilities Test (CogAT) is a multiple choice assessment that is used to measure a student's reasoning skills.

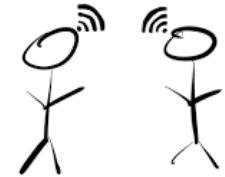
The CogAT provides both teachers and parents valuable information about students' cognitive development and problem solving abilities.

# What is CogAT?



- The CogAT measures a students' learned reasoning abilities developed through in-school and out of school experiences.
- Questions on the CogAT require students to demonstrate their abilities in verbal reasoning, quantitative reasoning and non-verbal reasoning.

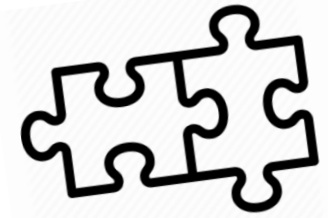
# Verbal Battery



The Verbal Battery assesses students' abilities to use search, retrieval, and comparison processes that are essential for verbal reasoning.

Battery/Subtest	Description	Testing Time (Minutes)
Verbal Battery		
Test 1: Verbal Analogies	First students examine a pair of words and think of ways in which they are related. Then students apply this relationship to a third word to generate a new pair of words that goes together in the same way. Finally students select the best answer choice or, if none seems correct, they look for a different way in which the first two words are related.	10
Test 2: Sentence Completion	Students read an incomplete sentence and then select the answer choice that best completes the sentence.	10
Test 3: Verbal Classification	Students examine three words and think of ways in which they are alike. Then students select an answer choice that belongs in the same group.	10

# Quantitative Battery

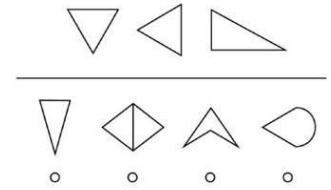


The **Quantitative Battery** assesses students' abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.

Battery/Subtest	Description	Testing Time (Minutes)
Quantitative Battery		
Test 4: Number Analogies	Students examine two pairs of numbers and determine the rule both pairs follow. Then students apply the rule to a given number and choose the answer that generates a third pair of numbers that follows the same rule. Some questions in this subtest use a matrix format.	10
Test 5: Number Puzzles	Students are presented with one or more equations in which at least one number is missing. If one element is missing, students must select the missing number. If two or three elements are missing, students must substitute numbers that are provided for the missing elements and then solve the equation.	10
Test 6: Number Series	Each question shows a series of numbers and requires students to identify the pattern and then select the next number in the sequence.	10



# Non-Verbal Battery



The Nonverbal Battery assesses students' abilities to reason with somewhat more novel questions that use spatial and figural content.

Battery/Subtest	Description	Testing Time (Minutes)
Nonverbal Battery		
Test 7: Figure Matrices	This subtest requires that students infer and then apply a simple rule. Students must determine the relationship between the first two elements, apply this relationship to the third element in the matrix, and then select the figure that completes the relationship.	10
Test 8: Paper Folding	Students must imagine what happens to a piece of paper that is folded, has holes punched in it, and then is unfolded. Then students select the answer choice that shows how the paper looks when it is opened.	10
Test 9: Figure Classification	Students must determine how three figures are similar and then select the answer choice that is most like the first three figures.	10

# Why CogAT?

- Guides efforts to adapt instruction
- Measures cognitive development to identify academically talented students
- Identifies students whose predicted level of academic achievement differ markedly from observed levels of achievement

<sup>1</sup>Lohman, D. F. (2013). Cognitive Abilities Test Form 7: Planning and Implementation Guide (p.12). Rolling Meadows, IL: Riverside Publishing Company.





# Who is tested?

- All third graders
- Any student absent on the scheduled test day is tested when he/she returns to school
- All testing is completed by the end of the testing window

# When Is Testing?

## September

- School Test Coordinators receive training from Department of Accountability.
- Teachers receive training (locally) by from their School Test Coordinators.

## October

- Students are administered the practice test.
- CogAT is administered across 3 days.

# How are Students Tested?

CogAt is a paper/pencil, multiple choice assessment.

CogAT is a timed test.

CogAT is group administered.

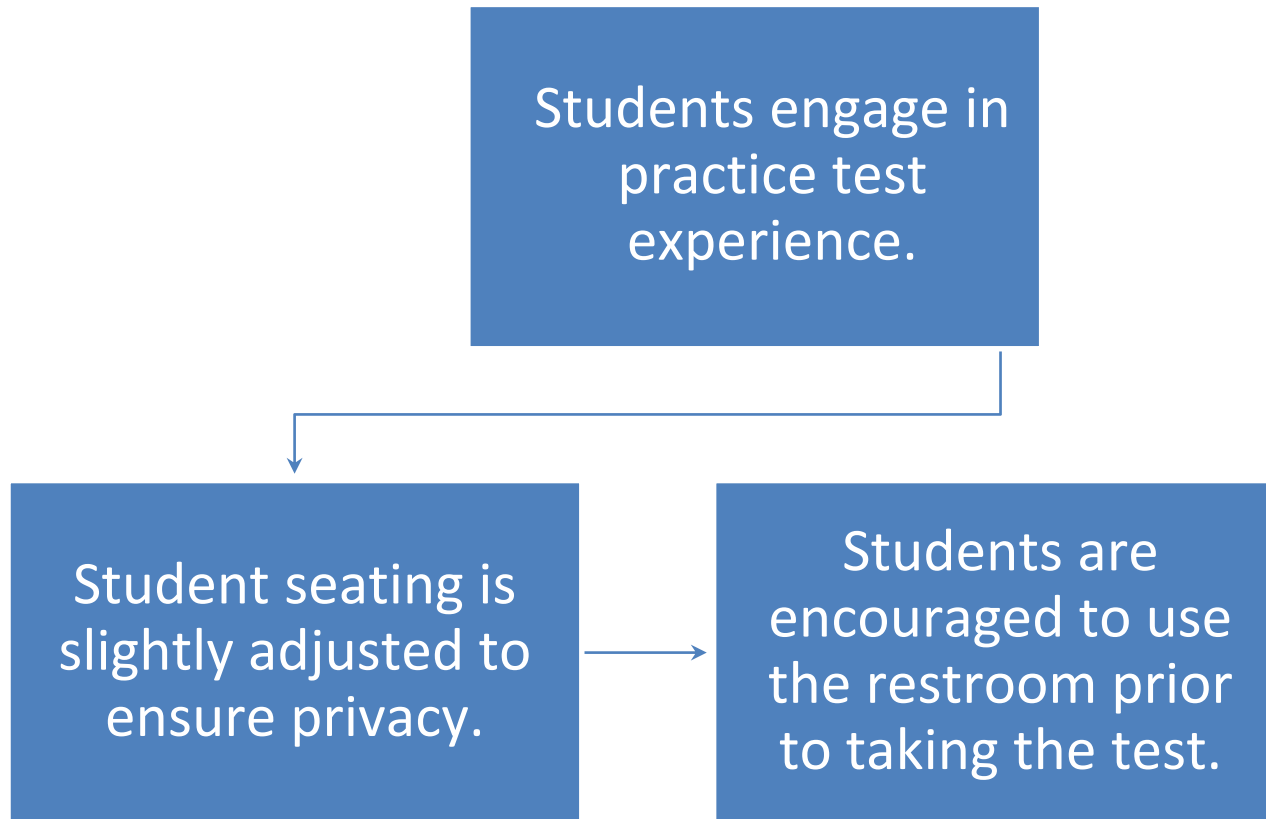
IEP and LEP accommodations are provided for identified students.



# Staff Guidance/Roles

- Test materials are stored in a secure location.
- Teachers actively monitor students throughout the testing experience.
- Students are never unattended during the testing.
- Teachers are not permitted to discuss the test with staff, students or parents.

# Before Testing



# Common Test Irregularities



Student becomes ill.



Student skipped ahead in test booklet.



Student went back to previous subtest.



Student completed test items in the wrong battery.



# After Testing

## How are data used to adapt instruction for all students?

- **Different ability levels**  
provide ample structured practice so that skills (such as calculating) become automatic
- **Build on relative strengths**  
encourage students to create drawings when solving problems in mathematics or taking notes
- **Shore up weaknesses**  
encourage students to talk about mathematical concepts rather than working silently



# After Testing

**TAG Designees review all scores to look for automatic referrals:**

95th %ile in the following subtests generates an automatic referral:

- Verbal - ELA /Sci/Soc Stds
- Quantitative - Math
- Nonverbal/ Quantitative - Math
- Nonverbal - Math

# Parent Notification

Parents are notified if an automatic referral is generated and are asked to provide Permission to Evaluate.

The TAG identification process continues.

# Covid Considerations

- Due to school closures the CoGAT test was not administered in the 2020-2021 school year.
- The Office of Talented and Gifted Programs developed an equitable alternative to determine TAG Eligibility.
- A portfolio based model was selected.

# Moving Forward

- The division is considering the benefits and potential drawbacks of moving from paper/pencil to online testing.
- A decision will be made prior to the close of this school year regarding the transition to online testing.

# Moving Forward

## CogAT Online Testing

### Benefits:

- Elimination of errors due to bubbling on answer documents
- Consistent test experience (computer)
- User friendly platform

## CogAT Online Testing

### Potential Drawbacks:

- Technical compatibility
- Additional training for school and division staff



# Any Questions?



## Superintendent

Dr. Gregory C. Hutchings, Jr.

## School Board

Cindy Anderson, *Chair*  
Veronica Nolan, *Vice Chair*

Meagan L. Alderton  
Ramee A. Gentry  
Jacinta Greene  
Margaret Lorber  
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Christopher A. Suarez  
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