



Cognitive Abilities Test™ **FORMS 7 and 8**

# Product and Planning Guide

**Version 1**

*CogAT*®

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*CogAT*® FORMS 7 and 8

Product and  
Planning Guide

# Cognitive Abilities Test™

David F. Lohman • Joni M. Lakin

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## Purpose

The purpose of this guide is to provide comprehensive information on the *Cognitive Abilities Test™ (CogAT®)*, including its structure, administration, and scoring. This test is designed to measure cognitive abilities in students from Kindergarten through Grade 12 and is used by educators to identify areas where students may need additional support or enrichment. By understanding *CogAT* and how it can be effectively administered and interpreted, teachers and administrators can use the results to inform instruction and make data-driven decisions that benefit all students.

This guide is intended to serve as a comprehensive resource for anyone involved in administering *CogAT*, including teachers, administrators, and test coordinators. It covers a range of topics, from the basics of the test itself to more advanced information on scoring, reporting, and using the results to guide instruction. Whether you are new to *CogAT* or have experience with previous versions of the test, this guide is designed to provide you with the information and support you need to get the most out of this valuable assessment tool.

## Getting More Help

If you need help beyond the information provided in this guide, please make use of the following resources:

- Your Riverside Insights® Assessment Consultant
- Riverside Insights Customer Service
  - Email: [inquiry@service.riversideinsights.com](mailto:inquiry@service.riversideinsights.com)
  - Phone: 1-800-323-9540



## About the Authors

### David F. Lohman, PhD



**David F. Lohman** was Professor Emeritus from the Department of Educational Psychology at the University of Iowa, Director of Research at the Belin-Blank International Center for Talent Development, and on the staff of Iowa Testing Programs. From 1998 to 2018, he authored the *Cognitive Abilities Test (CogAT)*. He was a fellow of the American Psychological Association and the American Psychological Society, and a Charter Fellow of the American Educational Research Association (AERA). He served on many national and international advisory panels, including the committee that oversees the design and analysis of the *National Assessment of Educational Progress* and the Committee on Psychological Tests and Assessments of the American Psychological Association. He was

the recipient of numerous awards, including a Fulbright Fellowship, the Iowa Regents Award for Faculty Excellence, and the Distinguished Scholar Award from the National Association for Gifted Children (NAGC). His research interests included the effectiveness of different curricular adaptations for students who differ in ability or personality, conceptualization and measurement of reasoning abilities, and the identification and development of talent.

### Awards

#### 2010

Paper of the Decade, *Gifted Child Quarterly* (NAGC)

#### 2008

Paper of the Year, *Gifted Child Quarterly* (NAGC)

## Joni M. Lakin, PhD



**Dr. Lakin** is a professor at the University of Alabama and is co-author of the *Cognitive Abilities Test (CogAT) Form 8* alongside Dr. David F. Lohman. She studies educational measurement issues related to test validity and fairness, with a particular interest in the accessibility of tests for English Learners. She also studies science, technology, engineering, and mathematics (STEM) education and interventions that promote STEM retention along the academic journey. Dr. Lakin earned a PhD in Psychological and Quantitative Foundations at the University of Iowa and was an AERA-ETS postdoctoral fellow at the Educational Testing Service (ETS).

### **Awards**

#### **2018**

Paper of the Year, *Gifted Child Quarterly* (NAGC)

#### **2012**

Outstanding Early Career Faculty Award (Auburn University, College of Education)

#### **2008**

Paper of the Year, *Gifted Child Quarterly* (NAGC)

## What Is CogAT?

*CogAT* has long been one of the most trusted and widely used cognitive ability tests in the United States and abroad. It has set standards for excellence in group-administered ability testing for several generations of test users.

*CogAT* appraises the cognitive development of students from Kindergarten through Grade 12. The test measures students' **problem-solving and reasoning abilities** in the three cognitive domains most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal/figural reasoning.

*CogAT* consists of the following three batteries:

- The Verbal Battery assesses students' abilities to use search, retrieval, and comparison processes that are essential for reasoning with semantic ideas.
- The Quantitative Battery assesses students' abilities to reason about patterns and relations using concepts that are essential in quantitative thinking.
- The Nonverbal Battery assesses students' abilities to reason with novel questions that use figural content.

By measuring three reasoning domains, *CogAT* provides a broad perspective on each student, identifying profiles of cognitive strengths and weaknesses critical for instructional differentiation and talent identification that instruments measuring only general ability would miss. Thus, *CogAT* is a reliable and valid tool that assists in planning effective instructional programs and adapting instruction to enhance the student's chances of success in learning.

## Major Changes in Form 7 and Form 8

Forms 7 and 8 of *CogAT* and the *CogAT* Screening Form are equivalent test forms. This means that Forms 7 and 8 can be used interchangeably and that the scores on each form are directly comparable. The two forms are separately available to provide fresh content for retesting and for those who want to spiral administrations across grades, buildings, or years. The forms are designed to be parallel, using one blueprint, with the same number and types of subtests, item formats, numbers of items per test level, and equivalent degrees of difficulty. The same measurement scales, score types, and grade and age norms are used with both forms. The suite of ancillary materials—including the *CogAT Guide to Scores*, *CogAT: A Guide for Teachers*, the *2024 CogAT Norms and Score Conversions Guide*, Practice Activities, and [www.CogAT.com](http://www.CogAT.com)—provides interpretive guidance that applies to both forms.

Form 7 and Form 8 of *CogAT* incorporate the most substantial enhancements to the test since it was first published in 1963. Major changes include new design elements, new subtests and item types, and greater equity for English Learners (ELs) and students in underrepresented groups.

**New Design Elements**—These forms were designed according to the Principles of Universal Design to eliminate barriers and increase the test's accessibility for all students. Online testing enables students to focus on a single item per screen. Young students can click anywhere on their selected answer; this removes the need for the fine motor skills that would otherwise be required to fill in a small bubble. All art and graphics are appropriately sized and feature bright colors with sufficient contrast. These purposeful changes reduce distractions and help level the playing field for all students.

**New Subtests and Item Types**—Levels 5/6–8 (Kindergarten through Grade 2) contain three picture-based subtests in each battery that blend seamlessly with the subtests at Levels 9–17/18 (Grade 3 through Grade 12). Levels 9–17/18 have two new quantitative subtests that better measure quantitative reasoning for today’s students. These levels also have a new Figure Matrices subtest that increases the ceiling on the Nonverbal Battery to better measure the abilities of the most capable students.

**More EL-Friendly**—Each test level was developed to be more accessible to English Learners.

- At Kindergarten through Grade 2, ELs actually perform better on the picture-verbal and picture-quantitative tests than they do on conventional nonverbal/figural tests. The verbal items were developed bilingually for primary grade students in English and Spanish. However, only the English/Spanish Sentence Completion subtest requires comprehension of oral language. This subtest can be omitted or not scored for ELs.
- At Grade 3 through Grade 12, none of the items on the Quantitative Battery use language, so both the Quantitative and Nonverbal batteries can be administered to ELs. ELs typically perform as well or better on the Quantitative Battery than they do on the Nonverbal Battery. Combining these two scores into the Quantitative-Nonverbal partial composite provides an even more reliable measure of ability for ELs because it shows higher correlations with academic success than using the separate score from either battery.
- Directions are provided in English and Spanish at all test levels for paper and online testing, including online audio directions. Online audio directions are also provided in six additional languages: Arabic, Cantonese, Mandarin, Russian, Somali, and Vietnamese. Permission can be provided for directions to be translated into other languages locally, as needed.

Local norms are available by grade level and test level within each test event, enabling greater context for comparing the scores of students from similar backgrounds who have had much the same educational exposure and opportunity. This improvement in measuring a student’s opportunity to learn promotes the use of more equitable talent identification procedures for all students.

**Reduced Item Overlap and Higher Ceilings**—Level-to-level item overlap was reduced from five to two levels so that every other test level now presents a completely new set of items. All test levels have higher ceilings, which reduces the need for above-level or out-of-level testing.

Form 7 and Form 8 Standard Age Scores (SAS) extend up to 160 for better discrimination among the highest levels of ability.

**Practice Activities**—Free Practice Activities with teacher guides are available for download from Riverside Insights at no cost. These activities allow students to solve both simple and complex items so they will be familiar with the item formats and reasoning tasks in the test. The Practice Activities help level the playing field by ensuring that all students are prepared to do their best on the test.

## What Are the Purposes for Testing with CogAT?

*CogAT* has been designed and developed to support a variety of important educational purposes. These purposes require the collection and use of information that describes either the individual student or groups of students.

Identifying the testing purposes that are most important to your school or district will provide focus and help you determine how best to interpret test results. The following examples of appropriate uses of results from *CogAT* show how the test supports a broad range of educational decisions.

**Guide Efforts to Adapt Instruction to the Needs and Abilities of Students**—*CogAT* scores help teachers adapt instructional goals, methods, and materials to the individual needs of students. The key to adapting instruction is the *Ability Profile*<sup>™</sup>, an indicator derived from the level and pattern of each student's *CogAT* scores. The *Ability Profile* is unique to *CogAT* and links the student's test scores to instructional strategies.

**Measure Cognitive Development to Help Identify Academically Talented Students**—Using *CogAT* as a measure of cognitive development provides a more complete picture of students' abilities across the academic spectrum. *CogAT* captures important information not represented in report card grades or in other measures of school achievement.

**Identify Students Whose Predicted Levels of Academic Achievement Differ Markedly from Observed Levels of Achievement**—When academic achievement is markedly above or below that expected from a student's *CogAT* scores, determining the cause helps guide instructional decisions. Are students underachieving, overachieving, or performing in line with their abilities? *CogAT* results provide a measure by which to identify ability-achievement discrepancies.

### *Ability Profiles*

*CogAT* links *Ability Profiles* to instructional strategies for all students in the class. Learn more about *Ability Profiles* at [www.CogAT.com](http://www.CogAT.com).

## What Is the Structure of the Test?

The ten levels of *CogAT* span Kindergarten through Grade 12. All levels have three batteries: Verbal, Quantitative, and Nonverbal (figural). Each battery includes three distinct subtests relevant to its domain. The use of three different subtest formats in each battery increases both the fairness and the validity of scores.

All of the test questions are designed to show how well students use reasoning skills they have developed to solve problems they have **not** been directly taught.

For primary Levels 5/6, 7, and 8 (Kindergarten through Grade 2), all questions are pictorial and require no reading. Except for the **optional** Sentence Completion subtest, which is provided in English and Spanish, no specific language is required of students to answer questions and be successful on the test. By omitting Sentence Completion for the Alternative Verbal version of the primary Verbal Battery, Levels 5/6, 7, and 8 are appropriate for students from any language background.

The table beginning on the following page shows examples of the nine different formats implemented at Levels 5/6–8 (column 1) and at Levels 9–17/18 (column 2). Exceptions to the formats are noted within the table.

**Verbal Battery Subtest Items**

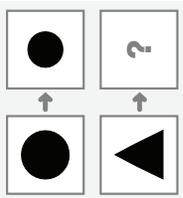
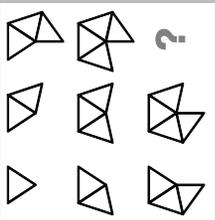
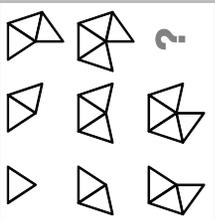
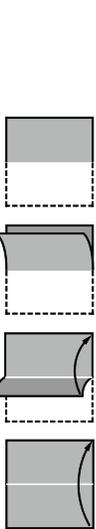
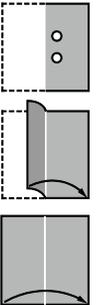
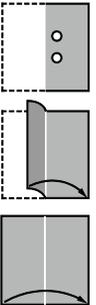
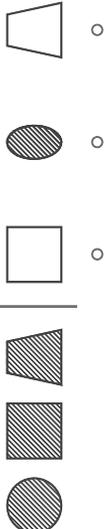
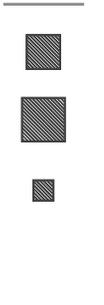
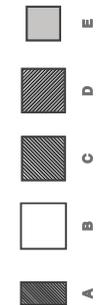
		Levels 5/6-8		Levels 9-17/18	
<p><b>Subtest 1: Picture/Verbal Analogies*</b></p>				<p>right → left : over →</p> <p>A finished    B out    C above    D around    E under</p>	<p>First students examine a pair of words and think of ways in which they are related. Then students apply this relationship to 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.</p>
<p><b>Subtest 2: Sentence Completion</b></p>	<p>“Which one swims in the ocean?”</p>			<p>The fastest runner _____ the race.</p> <p>A loses    B wins    C watches    D starts    E makes</p>	<p>Students read an incomplete sentence and then select the answer choice that best completes the sentence.</p>
<p><b>Subtest 3: Picture/Verbal Classification*</b></p>				<p>apple    orange    pear</p> <p>A fruit    B carrot    C pea    D lemon    E onion</p>	<p>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.</p>

\*Picture Analogies, Picture Classification at Levels 5/6-8; Verbal Analogies, Verbal Classification at Levels 9-17/18

## Quantitative Battery Subtest Items

	Levels 5/6–8	Levels 9–17/18
<p><b>Subtest 4: Number Analogies</b></p>	<div style="text-align: center;"> </div> <p>Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies subtest, but it uses quantitative concepts rather than verbal concepts.</p> <div style="text-align: center;"> </div>	<p>Level 9 includes some questions in which number pairs are arranged vertically.</p> <p style="text-align: center;"><b>[1 → 2]      [3 → 4]      [5 → ?]</b></p> <p style="text-align: center;"><b>A 2    B 4    C 6    D 8    E 12</b></p> <p>Students examine two pairs of numbers and figure out the rule both pairs follow. Then they apply the rule to a given number and choose an answer that generates a third pair of numbers that follow the same rule. Some questions in this subtest at Level 9 (grade 3) use a matrix format. All others use strings of number pairs.</p>
<p><b>Subtest 5: Number Puzzles</b></p>	<p>Level 8 includes some questions that follow the Levels 9–17/18 format.</p> <div style="text-align: center;"> </div>	<div style="text-align: center; background-color: #e0e0e0; padding: 5px; border: 1px solid #ccc;"> <p><b>[?] +  = 9</b></p> <p><b> = 5</b></p> </div> <p style="text-align: center;"><b>A 3    B 4    C 5    D 6    E 14</b></p> <p>Students are presented 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.</p>
<p><b>Subtest 6: Number Series</b></p>	<p>Each question presents two trains. Students select the answer picture that makes the second train carry the same number of objects as the first train.</p> <div style="text-align: center;"> </div>	<p>Level 9 includes some questions that use beads to show a pattern.</p> <p style="text-align: center;"><b>1 2 4 5 7 8 →</b></p> <p style="text-align: center;"><b>A 7    B 8    C 9    D 10    E 11</b></p> <p>Each question shows a series of numbers and requires the student to identify the pattern and then select the number that comes next in the sequence.</p>

# Nonverbal Battery Subtest Items

		Levels 5/6–8		Levels 9–17/18	
<p><b>Subtest 7: Figure Matrices</b></p>	 <p>Each question shows a 2 x 2 matrix and requires the same process as the Number Analogies and Picture Analogies subtests but uses spatial forms.</p>	 <p>Levels 9–11 and some questions at Level 12 follow the Levels 5/6–8 format.</p>	 <p>This subtest requires that students infer and then apply a simple rule. Students must determine the relationship among the first two elements, apply this relationship to the third element in the matrix, and then select the figure that completes the relationship.</p>		
<p><b>Subtest 8: Paper Folding</b></p>	 <p>Students must imagine what happens to a piece of paper that is folded, usually cut in some way, and then unfolded. Then students select the answer choice that shows how the paper looks when it is opened.</p>	 <p>Students must imagine what happens to a piece of paper that is folded, has holes punched in it, and then unfolded. Then students select the answer choice that shows how the paper looks when it is opened.</p>	 <p>Students must determine how three figures are similar and then select the answer choice that is most like the first three figures.</p>		
<p><b>Subtest 9: Figure Classification</b></p>	 <p>As on the Picture Classification subtest, students must infer how three objects or figures are similar and then select the picture that goes with the target set.</p>				

# Is CogAT Fair to English Learners and Other Diverse Students?

## English Learner Accessibility

The greatest structural changes in Forms 7 and 8 were made to the tests designed for students in Kindergarten through Grade 2. The primary goal of the revisions was to make the tests more accessible to English Learner (EL) students.

### *Grades K–2 (Levels 5/6–8)*

The most dramatic changes in Form 7 and Form 8 were made for students in Kindergarten through Grade 2, to make the Verbal and Quantitative test batteries as accessible for EL students as the Nonverbal Battery. Administering all three batteries without a specific language requirement allows the same comprehensive assessment of reasoning abilities for EL students as for their non-EL classmates.

The new Levels 5/6–8 tests use picture-based items similar to the text- and number-based items that are used with older students.

In order to ensure that the test items are fair, we developed items that accurately measured the ability assessed by the battery within different cultural groups of students and then selected only those items that worked well in all groups. This required much more time and effort than simply translating an English-language test. We relied on the cooperation of many school administrators, teachers, and professional item reviewers, and also on that of hundreds of students who diligently worked on the “puzzles” we asked them to solve.

Our statistical analyses of the picture-based verbal subtests show they require the same verbal reasoning skills as the text-based verbal subtests used at higher grades, but the language-free picture-based subtests do not measure verbal abilities quite as well as the text-based verbal subtests used at Grade 3 and higher. For this reason, and because verbal abilities are so important for success in school, an **optional** Sentence Completion subtest is included in the Verbal Battery to help measure verbal abilities for students who speak English or Spanish.

Pictorial item formats were also used for primary-level quantitative subtests. Contrary to popular belief, the near-universal exposure of students to basic quantitative concepts at home and at school makes these subtests less sensitive to cultural differences than nonverbal subtests that use unfamiliar geometric shapes.

Following the standardization study and the development of national norms, we compared the scores of EL and non-EL students. Since EL students are more likely than non-EL students to belong to a minority group and to live in poverty, we estimated the effects of EL status after first statistically controlling for poverty (estimated by eligibility for the free or reduced-price school lunch) and ethnicity. For the Kindergarten through Grade 2 student sample, the average Verbal Battery Standard Age Score (SAS) for EL students was only 2.2 SAS points lower than the average Verbal Battery SAS for non-EL students when the Sentence Completion subtest was omitted. The average Quantitative Battery score for EL students was 1.4 SAS points lower than the scores of non-EL students on the Quantitative Battery. Both differences were smaller than the 2.7 SAS point difference between EL and non-EL students on the Nonverbal Battery. Taken together, the **Form 7 and Form 8 picture-based subtests for young students proved remarkably effective in reducing the impact of language on test scores.**

## Grades 3–12 (Levels 9–17/18)

The number of students classified as ELs declines across grades. Therefore, our analyses have been restricted to those grades with sufficiently large numbers of students. At Grade 3 through Grade 6, differences between EL and non-EL students on the Quantitative Battery (3.3 SAS points) were similar to the differences on the Nonverbal Battery (2.7 SAS points). Combining quantitative and nonverbal scores into a quantitative-nonverbal partial composite often provides a better estimate of ability for EL students than either battery alone.

If EL students in Grade 3 through Grade 6 take the Verbal Battery, it is usually best to compare their scores to those of other EL students at their school. This can provide important information on the EL students' verbal reasoning abilities that is not apparent when national or even local norms are used.

## How Do CogAT Results Guide Teachers to Adapt Instruction?

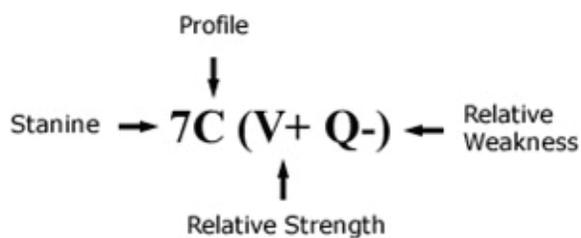
### Interactive *Ability Profile* Interpretation System

The Interactive *Ability Profile* Interpretation System ([www.CogAT.com](http://www.CogAT.com)) was built to enable teachers, counselors, and parents to interpret the *CogAT Ability Profiles* for their students.

Students who take all three batteries of *CogAT* receive an *Ability Profile* that shows the level and pattern of their scores. Teachers can look up a student's *Ability Profile* in the Interactive *Ability Profile* Interpretation System. This online tool interprets *Ability Profiles* and provides suggestions for adapting instruction based on students' patterns of strengths and relative weaknesses.

An *Ability Profile* contains a number, a letter, and, if applicable, symbols in parentheses; for example, **7C (V+ Q-)**.

### Sample Score Profile



- The number shows the overall **level** of the student's scores.
  - 1: Reasoning abilities are very low.
  - 2 to 3: Reasoning abilities are below average.
  - 4 to 6: Reasoning abilities are average.
  - 7 to 8: Reasoning abilities are above average.
  - 9: Reasoning abilities are very high.

- The first letter indicates the **pattern** of the student’s scores, and the second letters indicate the **relative strengths or weaknesses** evident in the student’s battery scores.
  - Approximately one-third of all students have an **even** pattern. Their scores are roughly the same on all three batteries.
  - About half of all students show a strength **or** a relative weakness on one battery.
  - The remaining students show a strength **and** a relative weakness.
  - A small number of students show an extreme strength or area of relative weakness.

In general, students learn best when instruction emphasizes and builds on their strengths as opposed to when it attempts to remediate weaknesses.

A student with an extreme strength or relative weakness may struggle when classroom instruction requires the student to reason in the area(s) of relative weakness. Teachers who have a student with an extreme profile are encouraged to review the instructional suggestions for that student at the Interactive *Ability Profile* Interpretation System located at [www.CogAT.com](http://www.CogAT.com).

## How Is CogAT Administered?

### Modes of Administration

There are two modes of administration for *CogAT*. For each, dynamic online reports are provided in *DataManager*.

**Online Testing**—Students take the tests online through the Riverside Insights *DataManager* system. Answers are transmitted to Riverside Scoring Service for scoring. For more information about *DataManager*, see page 40.

**Paper-and-Pencil Testing with Riverside Scoring Service Scanning of Answer Documents**—Students mark their answers in machine-scorable test booklets or answer documents purchased from Riverside Insights. Test booklets and answer documents are sent to Riverside Scoring Service for scanning and scoring.

Once a student begins testing in a given mode (online or paper-and-pencil), that student must complete the test in that mode. If a situation arises that necessitates switching the mode of testing mid-assessment (for example, from online to paper-and-pencil), the student must start the test again from the beginning and complete the entire assessment using only one mode of testing.

### Comparability Research

Educators often ask if scores from different modes of administration use the same norms and whether it is fair to compare students tested in different modes. Prior to publishing a new Form or mode of testing, such as online testing or online with audio, Riverside Insights conducts comparability research. Through our research and resulting psychometric analysis, the scores of students tested on different Forms and/or using different modes of administration are equivalent and comparable.

Riverside Insights and its author teams conducted comparability research for computer-based online testing (using desktop or laptop machines) and paper-based testing. While no differences in student performance were found for online testing relative to paper testing in general, some differences were noted in performance for audio mode administration at the primary test levels (Levels 5/6–8, Grades K–2) for *CogAT*. These differences are most likely reflective of young students' ability to pace themselves through the assessment when tested using audio, and they are not simply reflective of a difference in "mode" (computer versus paper).

When systematic differences in performance are noted, the test results are equated and scaled appropriately to equalize students' scores based on the mode of testing (online or paper versus self-paced audio). Due to the careful psychometric research conducted and resultant equating, **educators can be confident that students' results are comparable across different testing modes and administrations, including primary grade students tested on paper, online, and/or with audio.** Equating adjustments are made through the raw score to scaled score conversion, and the same age and grade norms are then applied to all students, regardless of testing mode.

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**Please Note:** The **only** differences in performance arose from the switch from a proctor-led experience to self-paced audio testing for very young students. This was not due to a difference between online versus paper testing. At the primary levels of *CogAT*, students are scored using the table that reflects whether they took the test proctor-led or with self-paced audio. There are no differences in performance based on mode (paper, desktop, laptop, Chromebook™, iPad®), other than that engendered by the difference in self-paced audio administration for the youngest students.

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Riverside Insights and *CogAT*'s authors have no reservations about the appropriateness and fairness of online testing for students, including young primary grade students. The following suggestions and best practices may serve to address your questions about online testing:

- Today's young students are "digital natives." In fact, they may be more comfortable with an online testing experience than they would be with paper. While paper-based testing has long been the standard, using computers and screens to touch or click answers is likely much more natural to these young students than being asked to "bubble in" their selected response in a paper booklet.
- The individual presentation of items screen by screen in online testing may curb distraction to help students focus better on each item. Only one item appears at a time in the online testing interface, as opposed to multiple items appearing on a page in a paper test booklet.
- Online testing with audio provides a more standardized experience for testing students, ensuring that all instructions are read completely and clearly. Students may click to repeat the audio as many times as needed while testing. Additionally, standardized audio directions are provided in English, Spanish, and six other languages.
- Whenever possible, students should be allowed to experience and practice with the mode(s) and item types prior to testing. Whether using Chromebook, laptop/desktop, iPad, or paper testing, the day of testing should not be the first time the students have used the device/mode of testing.

- Free practice materials for *CogAT* (housed in *DataManager*) are provided to familiarize students with the item types and testing strategies. While these do not replicate the online testing experience, they serve to help students understand how to answer items, regardless of testing mode. It should be a district decision about whether to use these practice materials or not, so that all students in the district are on an even footing regarding prior practice on the item types. To ensure the greatest fairness and comparability of scores, either all the students in a cohort should have the chance to go through the practice activities prior to testing or none should.
- The online testing interface employs the Principles of Universal Design to ensure the best possible testing experience for all students. For instance, the on-screen item responses for young students are not limited to the small response circle under each picture. Students can click on the picture itself or in the general vicinity of the small circle to choose their response. Once selected, the response circle under the picture they have chosen is highlighted so that they can tell both that they have answered the question and which answer they have chosen. Students can change answers as often as needed before submitting and can go back to change answers when in the audio testing mode.
- Additionally, students can be tested using a tablet, mouse, keyboard, touchpad, or touchscreen to select their answers. For instance, students are not limited to using the mouse if a touchpad or touchscreen is available and they prefer it.
- We recommend using the same mode of testing for all students whose scores will be compared whenever possible. However, due to our comparability research, educators can be assured that scores are comparable across modes of testing as needed.
- We recommend testing students with the device(s) that they are most accustomed to using. This can be especially important when scores will be compared across groups of students that may have different levels of familiarity with different devices. For instance, if one building has one-to-one Chromebooks and students use them every day, those students may have a level of comfort with Chromebooks that students in other buildings do not. If another building does not have one-to-one Chromebooks but has a computer lab with desktops that students use each week, it may be advisable to test the first building with the Chromebooks and use the lab for the other building rather than trying to test students in both buildings on Chromebooks, which could disadvantage the students in the building where they are not typically in use.
- The best way to ensure validity for inferences around testing scores is to make sure that students are comfortable with the testing situation (and devices) and that they know what they are expected to do. As long as that rule is observed, scores are comparable.

## Nature of the Questions

**At Levels 5/6, 7, and 8**, all questions are in multiple-choice format and, except for in the Sentence Completion subtest, are entirely pictorial. No reading is required of students in any of the tests at Levels 5/6–8. After the students answer the sample questions, generic item prompts help to pace students through all subtests except Sentence Completion.

The subtests are not timed at these primary levels, so the test administrator can adapt the pace of testing to the rate at which the students answer the questions or students can pace themselves using the online audio.

**At Levels 9–17/18**, directions are read aloud for each subtest to demonstrate how to answer the sample questions. All test questions are multiple choice.

## Method of Marking Responses

For online testing, students use a touchscreen, the mouse, or number or letter keys to select answers. Students taking the test on a tablet review the answer choices and tap the answer choice.

For paper-and-pencil testing, there are several types of answer documents in which students mark their answers:

**At Levels 5/6, 7, and 8**, students use machine-scorable test booklets in which they mark their answers directly.

**At Level 9**, there is an option to use either machine-scorable test booklets, which allow students to mark their answers directly in the test booklet, or reusable test booklets and separate two-page answer sheets. However, if Level 9 of the *Iowa Assessments*™ Complete or Core Battery is also being administered, a combined four-page or 12-page answer folder may be used.

**At Levels 10–17/18**, students mark their answers on a two-page answer sheet. However, if the same level of the *Iowa Assessments* Complete or Core Battery is also being administered, a combined four-page answer folder may be used.

See “Testing Materials for Paper-and-Pencil Testing” on page 34 for descriptions of the test booklets and answer documents.

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**Note:** The *Iowa Assessments* are norm-referenced achievement tests that assess students’ skills in reading, language, mathematics, social studies, and science. The tests assess both basic skills and higher-order thinking skills.

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## How Long Does It Take to Administer CogAT?

*CogAT* is a group-administered abilities test that is typically proctored by classroom teachers. No special certifications are required to oversee testing. The test administrator follows the procedures outlined in the *Directions for Administration* or the *Directions for Online Administration* for the level of *CogAT* being administered.

Estimated testing times for each battery at Levels 5/6, 7, and 8 are shown in the tables on the next page and in Appendix A. Actual testing time can vary across students and classes. Testing times for Levels 9 and higher, however, are fixed at ten minutes per subtest. For all levels, an additional five to seven minutes per testing session may be required to distribute and collect materials or assist students in logging in to the online test.

Additionally, classes and students will need a few minutes to answer the sample questions at the beginning of each subtest. Short breaks between each subtest administered during the test session are recommended, especially for younger students.

## Levels 5/6–8

Battery	Subtest	Estimated Testing Time (in minutes)
<b>Level 5/6 (Grade K)*</b>		
Verbal Battery	Picture Analogies	15
	Sentence Completion (optional)	14
	Picture Classification	14
Quantitative Battery	Number Analogies	13
	Number Puzzles	11
	Number Series	14
Nonverbal Battery	Figure Matrices	11
	Paper Folding	10
	Figure Classification	10
<b>Total</b>		<b>112</b>
<b>Level 7 (Grade 1)*</b>		
Verbal Battery	Picture Analogies	13
	Sentence Completion (optional)	13
	Picture Classification	12
Quantitative Battery	Number Analogies	13
	Number Puzzles	11
	Number Series	13
Nonverbal Battery	Figure Matrices	11
	Paper Folding	10
	Figure Classification	11
<b>Total</b>		<b>107</b>
<b>Level 8 (Grade 2)*</b>		
Verbal Battery	Picture Analogies	13
	Sentence Completion (optional)	14
	Picture Classification	13
Quantitative Battery	Number Analogies	15
	Number Puzzles	15
	Number Series	15
Nonverbal Battery	Figure Matrices	13
	Paper Folding	11
	Figure Classification	13
<b>Total</b>		<b>122</b>

\* For Levels 5/6, 7, and 8, subtests are untimed; testing times are approximate.

## Levels 9–17/18

Battery	Subtest	Testing Time (in minutes)
Verbal Battery	Verbal Analogies	10
	Sentence Completion	10
	Verbal Classification	10
Quantitative Battery	Number Analogies	10
	Number Puzzles	10
	Number Series	10
Nonverbal Battery	Figure Matrices	10
	Paper Folding	10
	Figure Classification	10
<b>Total</b>		<b>90</b>

## Do I Have to Administer All Three Batteries?

*CogAT* contains three independent batteries: Verbal, Quantitative, and Nonverbal. Students can take one, two, or all three batteries.

If students do not take all three batteries, then *Ability Profiles* and composite scores that require the omitted batteries cannot be provided. For this reason, it is usually recommended that schools administer all three batteries.

The *CogAT* Screening Form is equivalent to an individual battery of the complete *CogAT* and provides a single Screening Form Total score. All three subtests within the Screening Form must be completed in order to receive the Screening Form Total score.

## Do I Have to Administer All the Subtests in Each Battery?

*CogAT* reports only battery scores, not individual subtest scores. The battery score will not be provided unless the student takes all three subtests in a battery. The most common reason for missing scores is because students did not take all of the subtests.

For students who take Levels 5/6, 7, or 8, you may omit the Sentence Completion subtest in the Verbal Battery. The original purpose of this modification was to reduce the impact that having limited experience with English has on the measurement of the verbal reasoning abilities of English Learners. Any students tested with this modification will receive a valid score for the Verbal Battery based on two Verbal subtests—Picture Analogies and Picture Classification.

### Alternative Verbal Battery Score

For EL students taking Levels 5/6–8, the Sentence Completion subtest can be omitted if it will not be administered in their home language. Any students receiving this modification will be given an Alternative Verbal Battery score that does not include a score for the Sentence Completion test, even if the student was administered that subtest.

## Can More Than One Level of CogAT Be Administered in the Same Classroom?

For online testing, the test administrator may easily administer different levels of the test in the same room. Online audio enables the administration of different forms, different levels, and different languages simultaneously.

For paper-and-pencil testing at Levels 5/6–8 and Level 9, students being tested in the same room must take the same level of the test. Any off-level testing must occur in a room where the class is taking the same level as the student who is being tested off level.

When test directions are read aloud by a test proctor, students who take the test with directions in different languages will also need their own testing room. As with English, students being tested in Spanish or other languages who are in the same room must take the same level of the test.

Levels 10–17/18 of the paper-and-pencil test allow much greater flexibility for administering more than one level of the test in the same classroom. All subtests have the same time limit (ten minutes). In most cases, it is quite possible for students in the same class to take different levels of the test as long as they code the correct test level on their answer sheet and receive the appropriate directions and sample items. Consistency in directions at the upper levels is shown below.

- Beginning at Level 10, the three subtests on the Quantitative Battery have the same directions and sample items across levels.
- Beginning at Level 10, all subtests on the Nonverbal Battery, except for Figure Matrices, have the same directions and sample items. At Level 12, the Figure Matrices items transition between the 2-by-2 matrices used at earlier levels and the 3-by-3 matrices used at Levels 13/14 and higher. Thus, greater care must be taken with the Figure Matrices subtest to ensure that students receive the appropriate directions and sample items.

## Are Practice Materials Recommended?

Additional Practice Activities are provided for Levels 5/6–17/18 for all subtests except for Sentence Completion, as this item format is so commonly used in schools that it does not require additional practice. These supplemental materials are especially helpful for young students and English Learners, and whenever test scores are used to help make high-stakes decisions about students. Research shows that more effective test preparation occurs when teachers engage the class in the Practice Activities than when students work individually on practice tests. When using the CogAT Practice Activities, students become familiar with the types of items that will appear on the test, which allows them to avoid mistakes and develop strategies for reasoning that can help them both on the test and in their schoolwork.

There are three Practice Activities student booklets and three teacher guides per test level—one each for the Verbal, Quantitative, and Nonverbal batteries. The Practice Activities are the same across Levels 12–17/18 because these test levels use the same sample items and format. Each student booklet contains six practice items per subtest. Sample pages from the Level 10 Figure Matrices Practice Activities student booklet and teacher guide are shown on the next page.

**Figure Matrices**

1

1	 → 	
	 → ?	    
		<p>A      B      C      D      E</p>

**P1**

*Let's do the first practice question.*

1

1	 → 	
	 → ?	    
		<p>A      B      C      D      E</p>

(Point to the large box that has pictures inside of it as you **SAY**.)

*The large box has two rows. We must decide which answer choice goes in the space with the question mark.*

(Point to the top row of the large box as you **SAY**.)

*Look at the shapes in the top row. The first picture is a triangle, and the second picture is two triangles. How do the first and second pictures go together?*

(Encourage responses.)

*The second picture looks like the triangle in the first picture, but it is cut in half.*

The teacher guides at each level provide the following information:

- appropriate strategies that students can use to solve each item
- common mistakes students make using each item format
- scripts for working through each practice item with students

When scheduling the Practice Activities, allow at least 15 minutes per subtest.

The Practice Activities can be accessed in the Resources section of *DataManager*. If you do not have access to *DataManager* and want to obtain Practice Activities for the test levels you will administer, contact Riverside Insights Customer Service.

# Can CogAT Be Administered to Students with Special Needs?

## Typical Accommodations

- Test read aloud
- Tested off level
- Repeated directions
- Separate location
- Assistance with the answer document
- Extended time

Other accommodations noted in a student's Individualized Education Program (IEP).

CogAT can be administered with accommodations to students whose special needs may make it difficult for them to demonstrate their abilities when standard testing procedures are used.

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of student characteristics that interfere with performance during testing and, subsequently, with valid inferences about the student's abilities. Testing accommodations do not change the *kinds* of abilities being measured; they change *how* those abilities are measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

Given the test structure at Kindergarten through Grade 2, many students with special needs will be able to take CogAT without special accommodations. No reading is required, the pace of testing can be varied to fit the group, and repeated or translated directions are encouraged for all students.

Because CogAT measures how efficiently a student can hold numerical information in working memory while simultaneously performing "transformations," such as elementary calculations, students may not use calculators even though their IEP does permit calculator usage. Offloading calculations to a calculator removes the transformation portion and invalidates the normative scores. If a student cannot perform the required elementary mental computations, then the Quantitative Battery can be omitted for that student and the student will receive a Verbal-Nonverbal partial composite score. For more information about this partial composite, see the *2024 CogAT Norms and Score Conversions Guide*.

Appendix B, beginning on page 45, provides descriptions of accommodations that may be provided. Because the purpose of an accommodation is to reduce the impact of the student's special needs on the assessment process, the student's responses should be the same as what we would expect the student to make if that student had no special needs. In most cases, you can use scores for the student who receives accommodations in the same ways you would use the scores for other students.

Other accommodations noted in a student's IEP but not included in Appendix B may also be used. However, such accommodations should be used only if doing so will not alter the nature of the ability that the test is intended to measure.

## Can CogAT Be Administered to English Learners?

CogAT was designed to be accessible for English Learners (ELs) to reduce the impact that their limited experience with English has on the measurement of their reasoning abilities.

There are several options for administering CogAT with ELs.

- Online audio directions are available in English and Spanish and six additional languages: Arabic, Cantonese, Mandarin, Russian, Somali, and Vietnamese. Please note that the audio translation is available only for the subtest directions.
- Item prompts for the Sentence Completion subtest may be administered in either English or Spanish for tests at Levels 5/6–8. Students assigned to one of the other audio languages for Levels 5/6–8 will take the Alternative-Verbal (ALT-V) version, omitting Sentence Completion in the Verbal section. Sentence Completion can be omitted if it will not be administered in the student's home language. Any students receiving this modification will be given an alternative score for the Verbal Battery based on Picture Analogies and Picture Classification.
- With online testing for Level 9 and higher, the student may toggle between English and one of the other seven languages for the onscreen written instructions. This feature is available when online audio is selected for a language other than English.
- The Verbal Battery at Levels 9-17/18 uses English-language words that may not be translated. This battery can be administered or omitted for ELs. For students who are not proficient in English, the Quantitative-Nonverbal (QN) composite offers the best measure of overall ability.
- For paper testing, the *Directions for Administration* booklets are available in Spanish. These may be downloaded from the Resources area in *DataManager*.
- Directions for the tests may be administered in a language other than English if care is taken to use common words and simple sentences. Translations should be reviewed prior to the start of testing to ensure that they are standardized for all students receiving that language accommodation.
- Test item content may not be translated. Test items for all subtests in the Quantitative and Nonverbal batteries do not require any translation at any test level.
- For tests at Levels 5/6–8, the picture-based Verbal items for Picture Analogies and Picture Classification do not require any translation. The Sentence Completion subtest item prompts for Levels 5/6–8 are offered in English and Spanish; these item prompts should not be translated into any other language. Instead, omit the Sentence Completion and use the Alternative-Verbal administration.
- For tests at Levels 9–17/18, Verbal item content for Verbal Analogies, Sentence Completion, and Verbal Classification may be administered with a read-aloud accommodation in English but must not be translated. Due to the subtle differences in languages, scores obtained by translating these items are not meaningful.

- For ELs taking Levels 9–17/18, the Verbal Battery can be omitted or administered in English. You can obtain a more meaningful interpretation of these Verbal scores by comparing the scores of EL students within the same grade. For students who are not proficient in English, the Quantitative-Nonverbal (QN) composite offers the best measure of overall ability.

For descriptions of the accommodations that may be provided at each level, refer to the Accommodations for English Learners section in Appendix B.

## Can CogAT Scores Be Combined with *Iowa Assessments* Scores?

**Important** CogAT Form 7 and Form 8 scores can be combined with scores from Form E, F, or G of the *Iowa Assessments* to provide predicted achievement scores (using CogAT results to predict *Iowa Assessments* performance). CogAT must have been administered within 2 years of the *Iowa Assessments* in order to provide predicted scores.

Predicted scores are reported only on *Iowa Assessments* reports. Although CogAT must be administered in order to provide these scores, predicted achievement scores are not reported on CogAT score reports.

## What Types of Reports Are Available?

Riverside Insights offers web-based reports through *DataManager*. Reports are available at the student, group (class and/or building), and system level. Data can be exported to Microsoft® Excel®, printed, or downloaded from the *DataManager* interface.



The *CogAT* Screening Form is a short form of *CogAT*. The Screening Form provides an effective way to reduce the amount of testing when the results are used primarily to help identify academically talented students who will be evaluated further for placement. The Screening Form also identifies students who are at the low end of the score scale and therefore may benefit from further diagnostic testing and instructional intervention.

The Screening Form consists of the first subtest from each of the three batteries on the complete *CogAT*: Picture/Verbal Analogies, Number Analogies, and Figure Matrices (see diagram on the following page). At Levels 5/6–8, all items are pictorial. At Levels 9–17/18, the Verbal Analogies subtest uses English words. Like the overall composite score on the complete test, the Screening Form composite score estimates students' general reasoning abilities across all three domains. However, because the Screening Form is much shorter, separate Verbal, Quantitative, and Nonverbal scores are not provided because they will not be reliable.

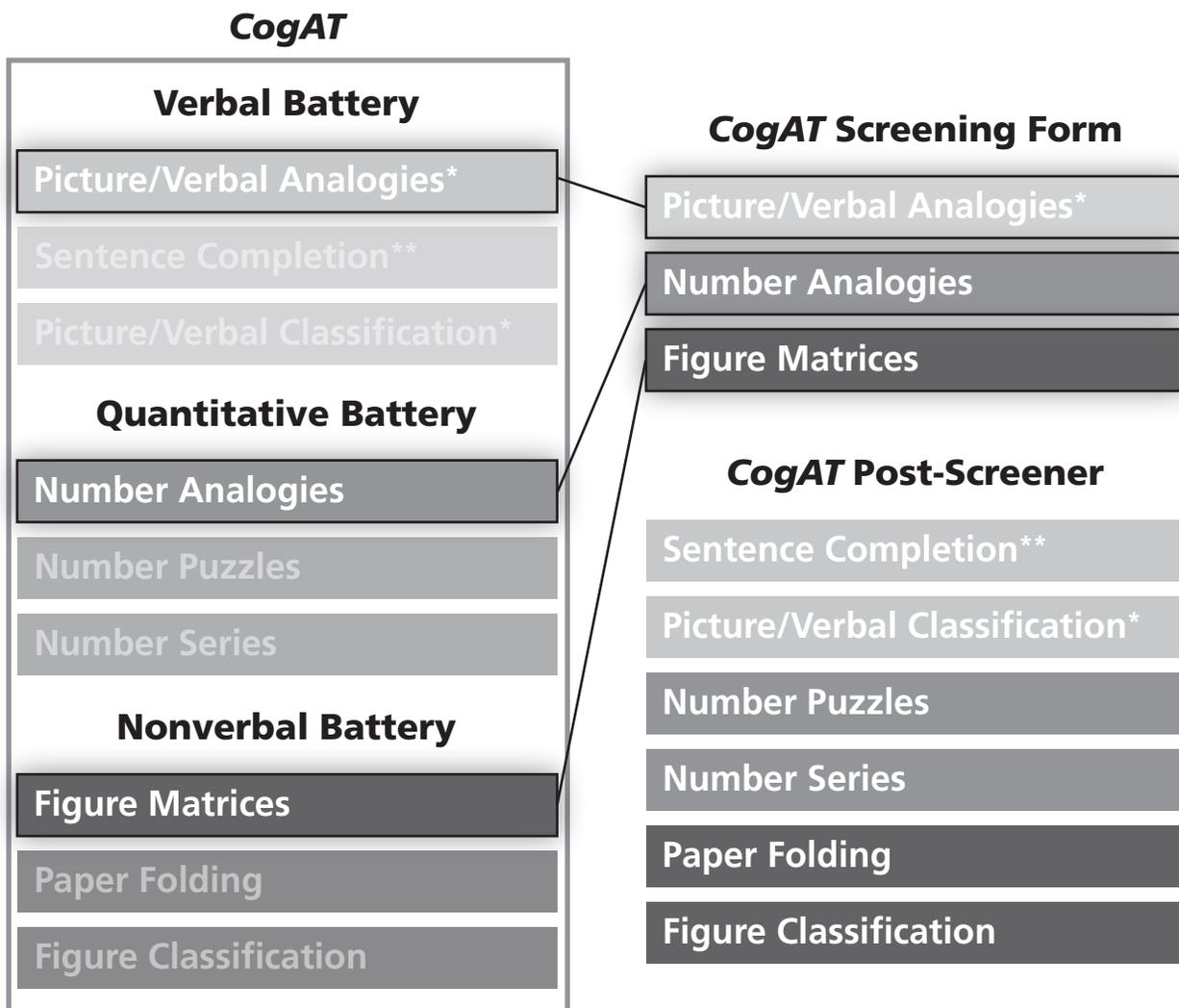
### **CogAT Post-Screener**

Students whose scores exceed (or fall below) a particular cut score on the Screening Form can be administered by the *CogAT* Post-Screener or another placement test. The *CogAT* Post-Screener consists of the remaining subtests from each of the three batteries on the complete test: Sentence Completion, Picture/Verbal Classification, Number Puzzles, Number Series, Paper Folding, and Figure Classification. After administering the Post-Screener, the full suite of *CogAT* scores and composites, including separate scores for each battery and the *Ability Profile*, are provided to help guide placement into different kinds of educational activities that build on each student's strengths and abilities.

The combination of the Screening Form and Post-Screener is available for online testing only. The Post-Screener administered must match exactly the form (Form 7 or Form 8) and test level of the Screening Form administration. Test event dates for the Screening Form and the Post-Screener must be within a 30-day window. As best practice when planning to administer the Post-Screener:

1. Set up the test events for both the Screening Form and the Post-Screener at the same time to ensure that the test event dates are within 30 days of each other.
2. Assign the Screening Form test event date toward the end of the Screening Form testing window and the Post-Screener test event date at the beginning of the Post-Screener testing window.

## Relationship of the *CogAT* Screening Form to *CogAT*



\* For Levels 5/6–8, these subtests are Picture Analogies and Picture Classification, respectively. For Levels 9–17/18, these subtests are Verbal Analogies and Verbal Classification, respectively.

\*\* Sentence Completion is not administered when Alternative Verbal is selected at Levels 5/6–8.

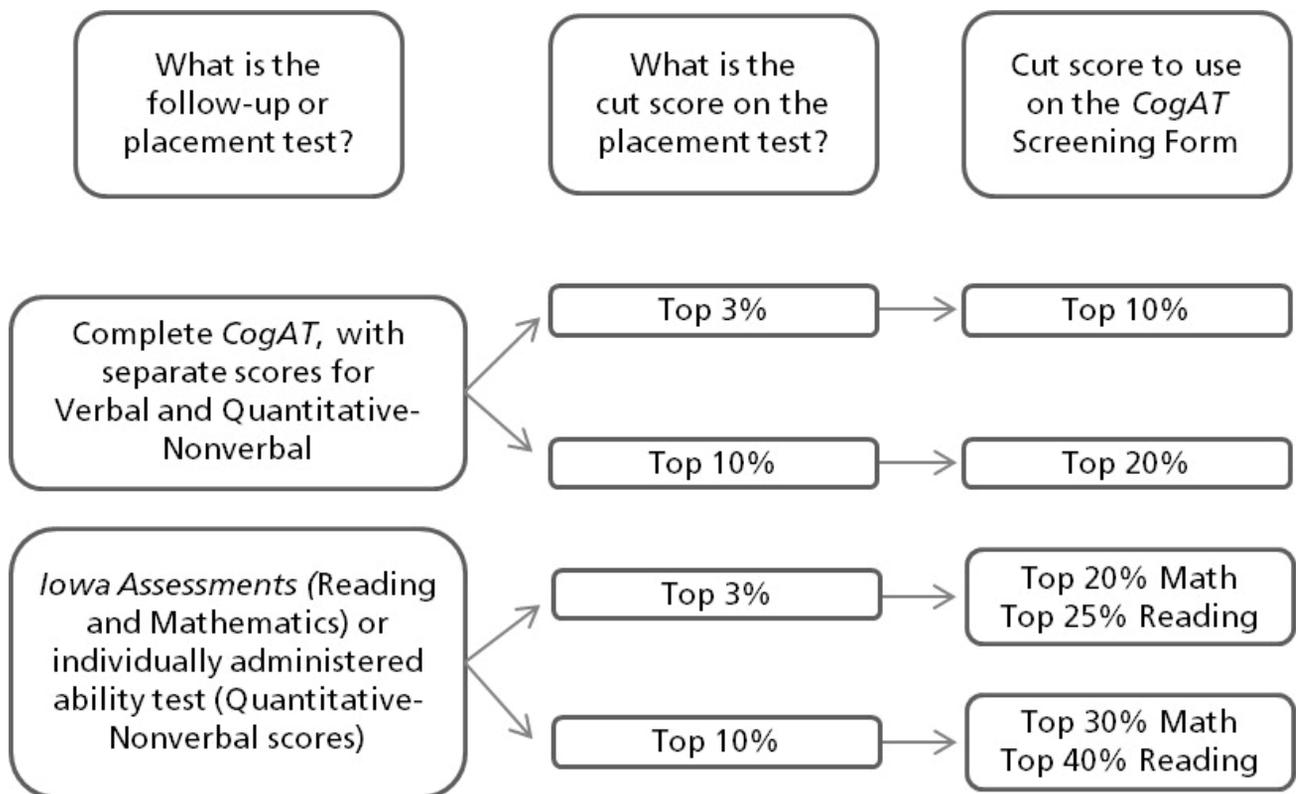
## Setting Screening Form Targets

When a cut score will be assigned based on universal screening with the Screening Form, it should be set so that it maximizes the number of students who are correctly included in the talent pool while simultaneously minimizing the number of students who are either inappropriately excluded or wrongly included in the talent pool. The students in the talent pool can then be administered the remaining subtests on *CogAT* through the Post-Screener. Those who obtain high composite or battery scores on the complete *CogAT* could be considered for placement in the talent development program.

A cut score on the Screening Form should always be more generous than a cut score based on the complete *CogAT* or another test used to finalize placement decisions. If the same cut score is used on the Screening Form and the placement test, then many students who would have been admitted had they been allowed to take the placement test will be excluded.

Consider the following recommendations if establishing a cut score:

- Use a local percentile rank on the *CogAT* Screening Form as the basis for identifying students who should be considered for inclusion in local talent development programs. If possible, use local norms for setting percentile rank cut scores on both the Screening Form and any placement tests.
- When administering the complete *CogAT* as the confirmation placement test, a cut score based on the Screening Form should identify approximately three times as many students as eventually will be admitted to the program. For instance, if the top 3 percent of students will be admitted, a cut score applied to the Screening Form administration should include about three times many eligible students. The cut score for the Screening Form could be set to the top 10 percent.





## Which Grades Should Be Tested?

Cognitive abilities change as students grow and complete more of their education. Information about assessing students' cognitive development at different grade levels is provided below.

**Between Kindergarten and Grade 2**, *CogAT* results help educators implement instruction that builds on students' cognitive skills. Instructional interventions are likely to be more successful at this age of rapid cognitive development than when students are older.

**At Grades 3–5**, when students rely more on their own resources for learning, retesting and updating their *Ability Profiles* lets teachers know how best to adapt instruction using a strengths-based lens for each student.

**At Grades 6–8**, when knowledge and skills make increasing demands on specific abilities, retesting and updating students' *Ability Profiles* helps teachers further focus and adapt instruction.

**At Grades 9–12**, many students are making decisions about courses of study or are thinking about life after high school. Updated information on cognitive abilities helps both students and the adults who assist them in making these decisions.

Universal screening is recommended at two or more grades from Grade K to Grade 5 or 6 and then again at least once from Grade 6 to Grade 8 or high school.

## What Test Levels Will I Need?

The range of difficulty of the questions in each test level allows most students to obtain accurate scores using the on-level test. The table below will help you identify the appropriate test level to administer based on grade level and time of year. In most cases, the Average test level for the grade is the most appropriate level. When universally screening, the best practice is to test all students in the same grade whose scores will be compared using the same test level.

First, identify the time of year in which the students will be tested.

If testing students...	Then use...
August 1 through November 30	Fall
December 1 through February 29	Midyear
March 1 through July 31	Spring

Based on the time of year you identified, locate the column in the table on the next page that best describes the ability level of the students (Low, Average, or High). Read down to the grade level of the students that will be tested. The table shows the test levels that might be considered.

## Test Levels by Time of Year and Average Class Performance Level\*

Grade	Fall			Midyear			Spring		
	Low	Average	High	Low	Average	High	Low	Average	High
K	5/6	5/6	7	5/6	5/6	7	5/6	5/6 or 7	7
1	5/6	7	8	7	7	8	7	7 or 8	8
2	8			8			8	8	8 or 9
3**	8 or 9	8 or 9	9 or 10	9	9	9 or 10	9	9 or 10	10
4	10			10			10	10	10 or 11
5	11			11			11		
6	12			12			12		
7	13/14			13/14			13/14		
8	13/14			13/14			13/14		
9	15/16			15/16			15/16		
10	15/16			15/16			15/16		
11	17/18			17/18			17/18		
12	17/18			17/18			17/18		

\* In low-performing classes, the typical student performs at the 34th national percentile rank (NPR). In average-performing classes, the typical student performs at the 50th NPR. In high-performing classes, the typical student performs at the 67th NPR. When two levels are recommended, use the higher level if testing for gifted identification.

\*\* Level 8 can be used for English Learners in Grade 3. Due to its picture-based items and lower language load, Level 8 enables a language-neutral administration for the Verbal Battery. When using Levels 9–17/18, the QN Composite provides the most language-neutral estimate of general ability for English Learners.

## Out-of-Level Testing

Once the appropriate test level for the grade as a whole has been determined, the teacher must decide whether a different test level may be more appropriate for certain students in the class. The range of difficulty of the questions in each level allows most students to obtain accurate scores using the on-level test. Students who are working well above or well below their peers and those who are being considered for grade acceleration may take a higher or lower level of *CogAT* as an accommodation. In particular, the high measurement ceilings in Form 7 and Form 8 provide reliable Standard Age Scores for most high-ability students using the on-level test. Although this lessens the need for above-level testing, such accommodation may still be useful when precise Standard Age Scores for very high-scoring students are needed. The scores for these students would be more accurate as the average difficulty of the test items becomes closer to their ability level.

Please note that using a different test level does not change the interpretation of students' scores. **Students' scores in reporting are based on their current age and rostered grade at time of testing.** For instance, administering Level 9 to Grade 2 students does not compare their performance relative to Grade 3 students. An older student or a student in a higher grade level will have to get more items correct to obtain the same score as a younger student or a student in a lower grade level. A Grade 2 student needs fewer items correct to get the same score when testing on Level 9 than when testing on Level 8.

**For acceleration decisions**, students should be tested on the appropriate level for the accelerated grade level peer group and his/her scores interpreted relative to that grade level.

For instance, if considering accelerating a Grade 1 student to Grade 3, the student should test with the same test level as the other students who will be entering Grade 3. The Grade 1 student's grade scores should be compared to benchmarks for Grades 1, 2, and 3. The student's age scores, including the Standard Age Score and Age Percentile Rank, should be compared to their current age and also referenced to those of students who are one or two years older. The *2024 CogAT Norms and Score Conversions Guide* can be used to make these comparisons. **Scores reported in *DataManager* reflect only the student's rostered grade and current age.**

### Which Batteries Will Be Administered?

Confirm the batteries to be tested at each school/building. *CogAT* contains three independent batteries, Verbal, Quantitative, and Nonverbal, or the Screening Form. In the complete administration, students can take one, two, or all three batteries. If students do not take all three batteries, then *Ability Profiles* or composite scores that require the omitted batteries cannot be provided. For this reason, it is usually recommended that schools administer all three batteries. The Screening Form consists of three subtests—one each for V, Q, and N—and provides a single Screening Form composite score. Students who have completed the Screening Form online may additionally be assigned to the *CogAT* Post-Screener, which will enable them to take the remaining subtests for the complete version.

As a testing modification at Levels 5/6–8, you may omit the Sentence Completion subtest in the Verbal Battery. Students who are given this modification receive an Alternative Verbal Battery score based on two Verbal subtests—Picture Analogies and Picture Classification. Students must be assigned to take the ALT-V test prior to the beginning of testing to receive the ALT-V administration.

## Modes of Administration

### Which Mode of Administration Will Be Used?

Confirm the mode of administration for each grade to be tested at each school/building.

- **Online Testing**—The test will be administered using *DataManager* and students will take the test online using a tablet, desktop computer, laptop, or Chromebook. As students complete each subtest, the answers are automatically transmitted to Riverside Scoring Service for scoring and report generation.
- **Paper-and-Pencil Testing with Riverside Scoring Service Scanning**—Students will take the test using test booklets and answer documents purchased from Riverside Insights. After testing, the answer documents will be packaged and shipped to Riverside Scoring Service for scanning, scoring, and report generation.

**Important** Once a student begins testing in a given mode (online or paper-and-pencil), he or she must complete the test in that mode. If a situation arises that necessitates switching the mode of testing mid-assessment (for example, from online to paper-and-pencil), the student must start the test again from the beginning and complete the entire assessment using only one mode of testing.

**Students taking the Level 5/6, 7, or 8 test online must complete the test using either the proctor-led mode or the online-with-audio mode.**

Online modes of administration must not be mixed across proctor-led and online-with-audio modes once a student begins testing.

## Make-up Tests

- Students should complete make-up tests within one to two weeks after the regularly scheduled testing when possible. Prompt make-up test administration is important to ensure that group test data are reliable. Long delays in make-up testing allow make-up test participants the advantage of additional maturation and instruction time that their peers did not receive before taking the test.

## Testing Policies

### Will Students Be Allowed Extra Time to Complete Their Tests?

At Levels 5/6–8, the subtests are untimed. The students are paced with audible prompts as they move from one item to the next. For classes in which some of the students are likely to take much longer than others, it may be best to administer the test in two separate groups based on how quickly the students typically work.

At Levels 9–17/18, all subtests have a ten-minute time limit. When possible, you should adhere to these times so that scores will be meaningful when compared with scores of other students and groups. An exception to this applies to students with an Individualized Education Program (IEP) accommodation who are allowed extended time. Guidance from the student's IEP should be followed when extended time is needed.

Administration times may be adjusted by school-system policy for individuals or groups; responsibility for such adjustments lies with the testing program decision-maker, not the test administrators.

### How Will Retesting Be Handled?

Learn what your school-system or school policy is for retesting due to irregularities in test administration. In case retesting of some students is necessary, develop your plans to account for additional testing materials, retesting time and staff, and so on.

Students can be retested using the alternative form of the test (Form 7 or Form 8), or they can be retested using a different test level (usually one level up or down). If reusing the same test form and test level to retest students, we recommend a window of at least 3 months—preferably 6 months—between test administrations to minimize practice effects.

## What Materials Are Needed for Testing?

### Pretesting Materials

**Practice Activities**—These free supplementary activities contain simple and complex practice questions for each subtest except Sentence Completion, which uses a familiar item format. They are available in *DataManager*. Using the Practice Activities as an in-class exercise prior to testing helps to ensure that all students have had a chance to become familiar with the item format and know what to expect on testing day.

### Testing Materials and Training for Online Testing

Online tests are administered through the Riverside Insights *DataManager* system. *DataManager* is a comprehensive online resource for managing your assessment program that enables you to organize, assign, and implement your test events and also to access and manage your test results and reports online.

Test administration subscriptions are ordered per student. Purchase of the Riverside Training Academy (RTA) is required for first-time online testers and may be ordered in subsequent years, as needed. Additional refresher training can be accessed in *DataManager*. Pricing and policies for testing licenses and training can be found on the order forms.

**Directions for Online Administration**—Each test administrator will need a *Directions for Online Administration* booklet that describes the procedures test administrators should follow to prepare for and administer the online tests through *DataManager*. *Directions for Online Administration* booklets can be downloaded from *DataManager*.

There are two *Directions for Online Administration* booklets:

- *Directions for Online Administration, Levels 5/6–8*
- *Directions for Online Administration, Levels 9–17/18*

Supplements for online test administration in Spanish can also be downloaded from *DataManager*.

## Testing Materials for Paper-and-Pencil Testing

### Materials to Order

For paper-and-pencil testing with all test levels of CogAT:

- Each student needs a test booklet.
- Some students need a separate answer document.
- Each test administrator needs a *Directions for Administration* booklet.

**Test Booklets**—For paper-and-pencil testing, each student, as well as the test administrator, will need a test booklet. Two types of test booklets are available; the type of test booklet used is dependent upon the test level being administered. Machine-scorable test booklets, available for Levels 5/6–8 and Level 9, are designed for a single test administration and allow students to mark their answers directly in the test booklet. Reusable test booklets are available for Levels 9–17/18. These test booklets are designed for multiple test administrations. With reusable test booklets, students mark their answers in a separate answer document.

**Answer Documents**—The table below summarizes the answer documents that are available for each level.

Answer Documents Available by Level		
Levels 5/6–8	Level 9	Levels 10–17/18
Machine-scorable booklet	Two-sided answer sheet —or— Four- or 12-page answer folder, which includes space for <i>Iowa Assessments</i> Complete or Core Battery answers if both tests will be administered	Two-sided answer sheet —or— Four-page answer folder, which includes space for <i>Iowa Assessments</i> Complete or Core Battery answers if both tests will be administered

**Directions for Administration**—Each test administrator will need a *Directions for Administration* booklet specific to the test level to be administered. There are separate *Directions for Administration* booklets available for Levels 5/6, 7, 8, and 9. A separate *Directions for Administration* booklet is available for the Level 9 Machine-Scorable test booklets. Levels 10–17/18 all use the same *Directions for Administration* booklet. These directions describe how to prepare for testing and provide the exact script that test administrators must use during test administration. One *Directions for Administration* booklet is included with each package of test booklets. Additional copies may be downloaded from *DataManager*. *Spanish Directions for Administration* booklets are also available for all test levels.

**Directions for Online Administration**—Each test administrator will need a *Directions for Online Administration* document specific to the test level to be administered. These booklets describe the procedures test administrators should follow to prepare for and administer the online tests through *DataManager*. *Directions for Online Administration* booklets can be downloaded from *DataManager*.

**Ancillaries**—*DataManager* customers can access several testing support materials online, such as the *2024 CogAT Norms and Score Conversions Guide* and the *CogAT Guide to Scores*. Many additional resources and interpretative materials are housed online at [www.CogAT.com](http://www.CogAT.com), including dynamic interpretative information for *Ability Profile* scores.

## When Should I Place My Order?

A planning calendar like the one shown below can be used to help determine the key activities that need to occur prior to testing. For paper-and-pencil testing, you should place your order for materials (including barcode labels, if needed) at least six weeks prior to testing. For online testing, you should place your order at least four weeks prior to testing.

District Planning Calendar for Ordering, Printing, and Distributing Testing Materials			
✓	Weeks Prior to Testing	Test Planning Activity for Paper-and-Pencil Testing	Test Planning Activity for Online Testing
	8	For grades being tested, request enrollment counts and any out-of-level testing counts from each school.	
	7	Receive the enrollment counts requested in Week 8 from each school. Review local inventory of testing materials and determine materials needed.	For grades being tested, request enrollment counts and any out-of-level testing counts from each school.
	6	Order testing materials and barcode labels from Riverside Insights.	Receive the enrollment counts requested in Week 7 from each school.
	4		Submit order form for online testing and training, as needed.
	3	Materials are shipped from Riverside Insights to the “ship-to” address specified on the order form. Verify materials received from Riverside Insights.	Receive <i>DataManager</i> system access credentials for account holder and instructions for uploading files. Schedule initial training and refresher courses, as needed. Create and upload location, staff/user, and student data files to the Riverside Insights secure FTP site.
	2	Count out and package materials for each school in the school system. Distribute packaged materials to schools in the district.	
	1	Schools check materials shipment received from the district office. Schools conduct training for test administrators.	Receive <i>DataManager</i> access credentials for staff. Set up testing sessions in <i>DataManager</i> . Test administrators and proctors take <i>DataManager</i> proctor training online.
	0	Schools distribute materials to classrooms and begin testing.	Begin testing.

## Overview of the Online Testing Process

**Step 1: Create and submit data files to Riverside Insights.** Using the data files you submit, Riverside Insights will set up locations, staff/users, and students in *DataManager* and create the proper associations among students, teachers, classes, grades, and buildings.

**Step 2: Create test events.** A test event in *DataManager* is established as the midpoint of a range of dates within which tests will be administered. Based on your testing schedule, identify your testing midpoint and create the test event in *DataManager*.

**Step 3: Create test assignments.** Assign students to test groups and specify the test levels within a given grade for a specific test event.

**Step 4: Create testing sessions.** Using the Proctor application within *DataManager*, set up a testing session for each subtest you plan to administer. You can set up testing sessions at any time before testing.

**Step 5: Prepare testing rooms.** Ensure that the technical environment and workstations are ready for testing.

**Step 6: Train test administrators and proctors.** Ensure that test administrators and proctors are familiar with *DataManager* and online testing procedures.

## How Do I Order Scoring Services?

### Web Reports

Web reports are included with your *CogAT* administration. Results from online testing are available in *DataManager* 24 hours after students complete and close their tests. Results from paper testing are available in *DataManager* 10 business days after completed testing materials are received at Riverside Scoring Service.

## Best Practices for Scheduling Testing for Levels 5/6–8

Refer to the *Directions for Administration* for recommendations on scheduling these subtests. Review the following guidelines and determine which of them will influence your testing schedule.

- For all modes of administration:
  - The Practice Activities for a particular battery may be administered the day before the corresponding battery of *CogAT* is administered. Alternatively, the Practice Activities for all three batteries may be provided the same week that *CogAT* is administered.
  - When scheduling the Practice Activities, allow at least 15 minutes per subtest.

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**Note:** There is no Practice Activity for Sentence Completion as this item format is so commonly used in schools it does not require additional practice.

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- All subtests for Levels 5/6–8 are untimed. Actual testing times vary widely; some classes finish sooner than the time shown and some finish later.
  - Levels 5/6–8 each include at least one practice question at the start of each subtest to give students practice with the content and format of the subtest.
  - For Level 5/6, it is recommended that only one subtest from each battery be given per session, especially for fall testing in Grade K. For example, the Picture Analogies, Sentence Completion, and Picture Classification subtests should each be given in a different testing session. However, more than one testing session can be conducted in a single day if students are allowed breaks between subtests (during which they engage in other activities).
  - For Levels 7 and 8, it is recommended that no more than three subtests be administered per day. It is generally best to schedule both morning and afternoon testing sessions and include short breaks between tests given in the same session.
  - When determining the number of sessions to schedule per day, consider the learning characteristics of your class. Students in Kindergarten through Grade 2 show considerable differences in their attention spans, their ability to work independently, and their persistence in staying on task. Some classes can comfortably take two subtests per day. Some classes will do better taking one subtest each day.
  - Batteries may be administered out of order to accommodate school scheduling requirements, but the subtests within each battery should be administered in the same order in which they appear in the test.
  - For accurate test results, direct test proctors to monitor their students as they take the test and adjust the schedule as needed to prevent fatigue.
- For paper-and-pencil testing, all materials must be distributed before each testing session begins and collected at the end of each session. Therefore, add five to seven minutes to the test administration time for each session to distribute and collect testing materials.
  - For online testing:
    - Allow an additional five minutes in the first testing period for students to take the Getting Started tutorial.
    - Allow additional time per testing period to log students in to the system, explain test-taking tasks, and answer any questions.

## Best Practices for Scheduling Testing for Levels 9–17/18

Refer to the *Directions for Administration* for recommendations on scheduling these subtests. Review the following guidelines and determine which of them will influence your testing schedule.

- For all modes of administration:
  - The Practice Activities for a particular battery may be administered the day before the corresponding battery of *CogAT* is administered. Alternatively, the Practice Activities for all three batteries may be provided the same week that *CogAT* is administered.
  - When scheduling the Practice Activities, allow at least 15 minutes per subtest.

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**Note:** There is no Practice Activity for Sentence Completion as this item format is so commonly used in schools it does not require additional practice.

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- Research shows that the established test administration times are sufficient to allow the majority of students to complete each subtest. When possible, adhere to these times so that the norm-referenced interpretation of test results will be meaningful. At the discretion of the testing program decision-maker, however, you may adjust these times for all students.

**Important** If test administration times are adjusted for students taking Levels 9–17/18, a norm-referenced interpretation of the scores may not be appropriate.

- When determining the number of sessions to schedule per day, consider the learning characteristics of your class. Beginning with Grade 3, most classes can comfortably take three subtests on the same day if students can be given at least a short break between each subtest, as needed.
- It is recommended that the three test batteries be administered in three separate sessions; however, a morning and an afternoon session can be scheduled on the same day. Batteries may be administered out of order to accommodate school scheduling requirements, but the subtests within each battery should be administered in the same order in which they appear in the test.
- For paper-and-pencil testing:
  - All materials must be distributed before each testing session begins and collected at the end of each session. Therefore, add five to seven minutes to the test administration time for each session to distribute and collect testing materials.
  - If you are using answer documents and you choose to have the students manually code the student identification and/or demographic information on their answer documents at the start of the first day of testing, allow approximately 15 minutes for this task.
- For online testing:
  - Allow an additional five minutes in the first testing period for students to take the Getting Started tutorial.
  - Allow additional time per testing period to log students in to the system, explain test-taking tasks, read directions to the students, and answer any questions.

## Part 6

# Communicating Testing Information

### In Brief

Communication between school and home before testing begins can help make testing run smoothly and prepare students to do their best. Communication with staff members ensures that tests are administered according to standard procedures.

### Provide Information on Upcoming Testing

The table below offers suggestions on the type of testing information to communicate to each of the audiences involved in the testing process.

#### Testing Information Topics

Information Type	Audience		
	Staff	Students	Parents/Primary Caregivers
Dates and administration of Practice Activities (if applicable)	✓	✓	✓
Testing dates	✓	✓	✓
Purposes for testing	✓	✓	✓
How to prepare students	✓		✓
How results will be used	✓	✓	✓
How to administer the Practice Activities and <i>CogAT</i> *	✓ (Test administrators and proctors)		

\* Practice Activities should be conducted as an in-class activity to ensure that all students have the same opportunity to be exposed to the item types and to understand how to answer appropriately prior to testing. Do not send Practice Activities home.

Match the testing information and level of detail that you communicate to the needs of the intended audience. For example, informing school staff about how test results will be used requires a different perspective and level of detail than informing students about how their results will be used.

## Additional Products and Services

### DataManager

The *DataManager* system is a comprehensive online resource for managing your assessment program for *CogAT* complete and *CogAT* Screening Forms 7 and 8; *Iowa Assessments* Forms E, F, and G; and *Logramos*®, Third Edition.

*DataManager* enables you to organize, assign, and implement your test events and also to access and manage your test results online. *DataManager* packages allow you to choose the services you need.

Mode of Administration	Reports and Services
<b>Paper-and-Pencil Testing</b> —After testing, send answer documents to Riverside Scoring Service for scanning and scoring.	<ul style="list-style-type: none"><li>• Web-based reporting</li><li>• Access to digital ancillaries online</li><li>• Download and print reports and data files</li></ul>
<b>Online Testing</b> —Students take tests online and answers are automatically transmitted to Riverside Scoring Service for scoring.	<ul style="list-style-type: none"><li>• Web-based reporting</li><li>• Access to digital ancillaries online</li><li>• Download and print reports and data files</li></ul>

### Data Export

Complete Data Export files are available through *DataManager* reporting. These files contain the testing data for a test event and can be exported as .txt files in the following formats: ASCII Fixed-Width, ASCII Tab-Delimited, ASCII Comma-Delimited, ASCII Pipe-Delimited.

**Uses of Score Data Files**—The list below indicates some of the common uses of student data files provided through the Data Export. Some of the uses described require the coding of special information on rosters or students' answer documents at the time of testing. You can find details about how and where to code information in the *Supplemental Coding Guide*, which can be downloaded from *DataManager*.

- **Disaggregating Data or Analyzing Subgroups**—Often there is a need to examine the performance of subgroups of students in certain grades or to compare the performance of various subgroups in a given year. The information may be needed to satisfy a legislative mandate for federal funding, and sometimes it is needed to provide information to evaluate the effectiveness of an instructional program.
- **Checking the Effects of Student Migration**—When evaluating the year-to-year change in the scores of grade groups, it is important to take into account the effects of students moving in and out of the school or school system in those years. If the students who left after last year and those who were new in the current year are quite different, then only the results of those students who tested in both years should be used to estimate annual growth.

- **Regrouping Students into Instructional Classes**—At the elementary level, the *List of Student Scores* groups students alphabetically for each classroom teacher at each grade level. These lists become dated when students are regrouped into class sections for the next grade in the following school year. Rostering allows the original student lists to be reorganized so that teachers can have a new *List of Student Scores* for their section in the new school year.
- **Creating Achievement Levels for External Reporting**—Some school systems are required to report student performance to their state education department using achievement levels such as Advanced, Proficient, and Less-than-Proficient. States, in turn, may use these levels to report statewide achievement to the federal government. A school system could classify its students into achievement levels according to their scores and use the achievement levels in the same way its state does to monitor student progress toward local achievement goals. As an alternative, achievement levels could be defined by national quartile or stanine groupings, and the data records could be used to determine the percentage of local students who scored at each achievement level.
- **Monitoring the Use of Accommodations**—If a school system has developed a coding system to indicate which accommodations, if any, were provided during testing, that information will appear in the student data file. The school system could summarize this information each year and use it to monitor the types and frequency of accommodation usage over time. In some cases, this information might be helpful in examining score trends over several years.



# Appendix A Test Item Counts and Testing Times

## Levels 5/6–8

For Levels 5/6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes.

Battery	Subtest	Number of Items	Estimated Testing Time (Minutes)
<b>Level 5/6 (Grade K)*</b>			
Verbal Battery	Picture Analogies	14	15
	Sentence Completion	14	14
	Picture Classification	14	14
Quantitative Battery	Number Analogies	14	13
	Number Puzzles	10	11
	Number Series	14	14
Nonverbal Battery	Figure Matrices	14	11
	Paper Folding	10	10
	Figure Classification	14	10
<b>Total</b>		<b>118</b>	<b>112</b>
<b>Level 7 (Grade 1)*</b>			
Verbal Battery	Picture Analogies	16	13
	Sentence Completion	16	13
	Picture Classification	16	12
Quantitative Battery	Number Analogies	16	13
	Number Puzzles	12	11
	Number Series	16	13
Nonverbal Battery	Figure Matrices	16	11
	Paper Folding	12	10
	Figure Classification	16	11
<b>Total</b>		<b>136</b>	<b>107</b>
<b>Level 8 (Grade 2)*</b>			
Verbal Battery	Picture Analogies	18	13
	Sentence Completion	18	14
	Picture Classification	18	13
Quantitative Battery	Number Analogies	18	15
	Number Puzzles	14	15
	Number Series	18	15
Nonverbal Battery	Figure Matrices	18	13
	Paper Folding	16	11
	Figure Classification	18	13
<b>Total</b>		<b>156</b>	<b>122</b>

\* For Levels 5/6, 7, and 8, subtests are untimed; testing times are approximate.

## Levels 9–17/18

Battery	Subtest	Number of Items		Testing Time (Minutes)
		Level 9	Levels 10–17/18	
Verbal Battery	Verbal Analogies	22	24	10
	Sentence Completion	20	20	10
	Verbal Classification	20	20	10
Quantitative Battery	Number Analogies	18	18	10
	Number Puzzles	16	16	10
	Number Series	18	18	10
Nonverbal Battery	Figure Matrices	20	22	10
	Paper Folding	16	16	10
	Figure Classification	20	22	10
<b>Total</b>		<b>170</b>	<b>176</b>	<b>90</b>

### About Accommodations and Modifications

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of student characteristics that interfere with performance during testing and, subsequently, with valid inferences about the student's abilities. Testing accommodations should not change the *kinds* of abilities being measured; they should change *how* those abilities are measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school-system, or state policy usually determines whether these scores should be interpreted differently. The only modification permitted at Levels 5/6–8 of *CogAT* allows administration of the Alternative Verbal format, which omits the Sentence Completion test. Students who are given this modification receive an Alternative Verbal Battery score based on two Verbal subtests instead of three.

### Accommodations for Students with Special Needs

The testing accommodations most frequently provided to students with IEPs or Section 504 plans are described in the tables on pages 46–48. Accommodations vary by test level; refer to the *Directions for Administration* or *Directions for Online Administration* for level-specific information about accommodations.

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**Note:** Accommodations listed apply to all modes of administration unless otherwise indicated.

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## Typical Accommodations at Levels 5/6–8 for Students with IEPs or Section 504 Plans

Accommodation	Description
<b>Tested Off Level</b>	Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) Reading skills should not be a concern, since the Level 5/6–8 tests do not require any reading on the part of the students. However, the range of difficulty of the questions in these tests allows most students to obtain accurate scores using the on-level test.
<b>Repeated Directions</b>	<p>The test administrator may read aloud the directions and the item prompts as many times as necessary to ensure that all students understand what they are supposed to do. However, some students may need <b>all</b> of these directions and item prompts repeated as a testing accommodation.</p> <p><b>Online Testing with Audio</b></p> <p>For each subtest, students may play the directions and item prompts as many times as necessary to ensure that they understand what they are supposed to do.</p>
<b>Separate Location</b>	A separate assessment room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.
<b>Large-Print Edition</b>	<p><b>Please Note:</b> If a student’s visual impairment is such that the large-print edition or screen enlargement is not sufficient accommodation, the student should not be tested with <i>CogAT</i>. All test content at Levels 5/6–8 is picture-based and may not be appropriate for students with a significant visual impairment.</p> <p>Students with visual impairments may benefit from the use of a large-print version of the test. Follow these instructions when using the large-print edition.</p> <ul style="list-style-type: none"> <li>• Provide sufficient table area to handle an open 12.5-inch by 16-inch test booklet.</li> <li>• If students typically use book stands or low-vision aids during instruction, they may use them during testing.</li> <li>• Determine how students will record their answers. <ul style="list-style-type: none"> <li>– Students may mark directly in the large-print booklet with a pencil, pen, or crayon. Later, the test administrator can either transfer the responses onto a standard test booklet or into the online test, or hand score the large-print booklet using the appropriate scoring key. If answers are transferred, a school staff member should verify the transfer.</li> <li>– Students may be tested individually and may give oral responses to the test administrator. The test administrator will mark the student’s responses directly in a standard test booklet or the online test.</li> </ul> </li> </ul>
<b>Assistance with the Answer Document</b>	An assistant or proctor may record a student’s answers in the test booklet if the student is unable to do so because of physical impairment.
<b>Assistance with the Online Test</b>	An assistant or proctor may record a student’s answers in the online test if the student is unable to do so because of a physical impairment.
<b>Other</b>	Accommodations noted in a student’s IEP but not included in this list may be used with the exception of calculator usage. For example, a test administrator who is fluent in the signing or cueing methods used by a student may need to repeat directions or certain portions of the test administration to clarify procedures for the student. Accommodations noted in a student’s IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure.

## Typical Accommodations at Levels 9–17/18 for Students with IEPs or Section 504 Plans

Accommodation	Description
<b>Read Aloud</b>	<i>CogAT</i> is not a reading test. Students who have severe reading disabilities may require some assistance reading the questions in the Verbal Battery. Questions in these subtests may be read aloud to students who require such assistance. However, words should not be defined or sentences paraphrased. Extended time may be needed with a read-aloud accommodation.
<b>Tested Off Level</b>	Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. However, the range of difficulty of the questions at Levels 9–17/18 allows most students to obtain accurate scores using the on-level test.
<b>Repeated Directions</b>	The test administrator may read aloud the directions as many times as necessary to ensure that all students understand what they are supposed to do. However, some students may need <b>all</b> of these directions repeated as a testing accommodation. <b>Online Testing with Audio</b> For each subtest, students may play the directions as many times as necessary to ensure that they understand what they are supposed to do.
<b>Separate Location</b>	A separate assessment room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.
<b>Assistance with the Answer Document</b>	An assistant or proctor may record a student’s answers on the answer document if the student is unable to do so because of physical impairment.
<b>Assistance with the Online Test</b>	An assistant or proctor may record a student’s answers in the online test if the student is unable to do so because of a physical impairment.
<b>Extended Time</b>	Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who use magnifiers, have attention disorders, or need help with word identification or reading are examples. Guidance from the student’s IEP should be followed when extended time is needed.

*Continued on next page...*

**Typical Accommodations at Levels 9–17/18 for Students with IEPs or Section 504 Plans**  
(continued)

Accommodation	Description
<b>Large-Print Edition</b>	<p><b>Please Note:</b> <i>CogAT</i> is not available in Braille format. If a student’s visual impairment is such that the large-print edition or screen enlargement is not sufficient accommodation, the student should not be tested with <i>CogAT</i>. The Verbal Battery subtests may be read aloud to a student with a significant visual impairment, but the subtests in the Quantitative and Nonverbal batteries at Levels 9–17/18 are visual and may not be appropriate for students with a significant visual impairment.</p> <p>Students with visual impairments may benefit from the use of a large-print version of the test. Follow these instructions when using the large-print edition.</p> <ul style="list-style-type: none"> <li>• Provide sufficient table area to handle an open 12.5-inch by 16-inch test booklet.</li> <li>• If students typically use book stands or low-vision aids during instruction, they may use them during testing.</li> <li>• Determine how students will record their answers. <ul style="list-style-type: none"> <li>– Students may mark directly in the large-print booklet with a pencil, pen, or crayon. Later, the test administrator can either transfer the responses onto an answer document or into the online test. When answers are transferred, a school staff member should verify the transfer.</li> <li>– Students may be tested individually and may give oral responses to the test administrator. The test administrator will mark the student’s responses directly in an answer document or the online test.</li> </ul> </li> </ul>
<b>Other</b>	<p>Accommodations noted in a student’s IEP but not included in this list may be used with the exception of calculator usage. For example, a test administrator who is fluent in the signing or cueing methods used by a student may need to repeat directions or certain portions of the test administration to clarify procedures for the student. Accommodations noted in a student’s IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure.</p>

## Accommodations for English Learners

The testing accommodations sometimes provided to English Learners (ELs) are described in the table below. Accommodations vary by test level; refer to the *Directions for Administration* or *Directions for Online Administration* for level-specific information about accommodations.

**Note:** Accommodations listed apply to all modes of administration unless otherwise indicated.

### Typical Accommodations at Levels 5/6–8 for English Learners

Accommodation	Description
<b>Small Group/ Individual Administration</b>	Students may be tested in small groups or individually. There is no minimum group-size requirement for test administration.
<b>Tested Off Level</b>	Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) Reading skills are not a concern, since the Level 5/6–8 tests do not require any reading on the part of the students. The range of difficulty of the questions in these test levels allows most students to obtain accurate scores using the on-level test.
<b>Repeated Directions</b>	The test administrator may read aloud the directions and item prompts as many times as necessary to ensure that all students understand what they are supposed to do. However, some students may need <b>all</b> of these directions and prompts repeated as a testing accommodation.  <b>Online Testing with Audio</b> For each subtest, students may play the directions and item prompts as many times as necessary to ensure that they understand what they are supposed to do.
<b>Test Administered by EL Teacher or Individual Providing Language Services</b>	This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.
<b>Directions Administered in a Language Other Than English</b>	The directions may be administered in a language other than English. <i>Spanish Directions for Administration</i> is available for all levels of the paper-and-pencil version of <i>CogAT</i> .  <b>Online Testing with Audio</b> Directions and item prompts are available in English and Spanish for Levels 5/6–8. Online audio directions are available in six other languages: Arabic, Cantonese, Mandarin, Russian, Somali, and Vietnamese. Students taking the test with online audio in any language other than English or Spanish will receive the Alternative-Verbal (ALT-V) administration.

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## Typical Accommodations at Levels 5/6–8 for English Learners *(continued)*

Accommodation	Description
<b>Read Aloud</b>	<p>The Verbal Battery test questions may be read aloud to ELs and other students who require such assistance. However, words should not be defined or translated or sentences paraphrased.</p> <p><b>Online Testing with Audio</b></p> <p>Online audio does not read aloud item content for the Verbal Battery subtest questions. If you have a dyslexic or EL student who requires this accommodation, the proctor will need to read the item content aloud. Extended time may be needed with a read-aloud accommodation.</p>
<b>Small Group/ Individual Administration</b>	<p>Students may be tested in small groups or individually. There is no minimum group-size requirement for test administration.</p>
<b>Tested Off Level</b>	<p>Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. However, the range of difficulty of the questions at Levels 9–17/18 allows most students to obtain accurate scores using the on-level test.</p>
<b>Repeated Directions</b>	<p>The test administrator may read aloud the directions as many times as necessary to ensure that all students understand what they are supposed to do. However, some students may need <b>all</b> of the directions repeated as a testing accommodation.</p> <p><b>Online Testing with Audio</b></p> <p>For each subtest, students may play the directions as many times as necessary to ensure that they understand what they are supposed to do.</p>
<b>Extended Time</b>	<p>EL students may need extra time on the Verbal Battery to reduce the effect of a slow pace of work on their test performance. The slower work rate may be due to limited vocabulary, the need to seek assistance, or the use of a glossary. Extra time should not be necessary on the Quantitative and Nonverbal batteries.</p>
<b>Directions Administered in a Language Other Than English</b>	<p>The directions may be administered in a language other than English. <i>Spanish Directions for Administration</i> is available for all levels of the paper-and-pencil version of <i>CogAT</i>.</p> <p><b>Online Testing with Audio</b></p> <p>Directions are available in English, Spanish, and six additional languages with online audio testing.</p>
<b>Provision of English/ Native Language Word-to-Word Dictionary</b>	<p>Students may be permitted to use a glossary (no definitions) that translates an English word into the corresponding word in their home language. The need for this assistance is determined by the student’s teacher and depends on whether such glossaries are routinely used by the student during classroom assessments. This accommodation is most appropriate for a student who simply needs clarification of a few words. Test item content must not be translated, as scores obtained from translated items are not meaningful.</p>
<b>Test Administered by EL Teacher or Individual Providing Language Services</b>	<p>This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.</p>



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