What Parents Should Know About *CogAT*®

Why the *CogAT*?

The *Cognitive Abilities Test*™ (*CogAT*®) measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. *CogAT* does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement.

Teachers use *CogAT* scores to help students learn more effectively. For example, if a student's score profile shows an uneven pattern of relative strength and weakness, the teacher can provide challenging opportunities for the student to do the kind of thinking he/she does best (building on the student's strength). The teacher can also support aspects of new tasks that rely on a student's relative weakness. When the student has established a foothold in an area, the teacher can guide her/him to develop the relatively weaker reasoning skill by applying this skill to the familiar task (strengthening the student's weakness).

How Do the Three Batteries of *CogAT* Differ?

The **Verbal Battery** measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.

The **Quantitative Battery** measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.

The **Nonverbal Battery** measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

Interpreting the *CogAT* Ability Profile

CogAT scores are nationally normed, so an individual's test performance can be compared to the performance of other students throughout the nation who are the same age. Scores are reported in several ways, but the Ability Profile is the most informative and useful index of student performance.

***CogAT* Scores**

Description	Stanine	Percentile Rank	Standard Age Score
Very High	9	Above 95	Above 127
Above Average	8	89-95	120-127
	7	77-88	112-119
Average	6	60-76	104-111
	5	41-59	96-103
	4	24-40	88-95
Below Average	3	12-23	80-87
	2	5-11	72-79
Very Low	1	Below 5	Below 72

The Ability Profile indicates the overall magnitude of scores (median stanine), and the pattern of scores across the test batteries. The patterns are classified as **A**, **B**, **C**, or **E**. In an **A** pattern, scores in each battery are roughly at the s**A**me level. In a **B** pattern, two scores are similar while one is significantly a**B**ove or **B**elow the other two. A **C** pattern indicates **C**ontrast, with a relative strength and a relative weakness. An **E** pattern indicates **E**xtreme differences between two scores. Relative strengths and weaknesses are indicated by plus (+) or minus (-) signs in the Ability Profile, for example, a student profile of **4B(V+)** indicates a relative verbal strength.

Your child's scores:

Score Type	Verbal	Quantitative	Nonverbal	Composite	Ability Profile
Stanine					
Standard Age Score					

If you wish to gain further knowledge of your child's profile please visit this interactive website by Riverside Publishing at http://www.hmhco.com/hmh-assessments/ability/cogat-7