A Parent's Guide to Understanding the CogAt (Cognitive Abilities Test)

The CogAt is a test of reasoning skills. It's not like a word study or math test where if you know the words or the facts you can get a 100%. There is no defined curriculum for the CogAt. The test measures reasoning ability with words, quantitative concepts and non-verbal (spatial) pictures.   It is a norm-referenced test and the national average is the 50th percentile. A 50th percentile score means your child scored as well or better than 50 percent of the population who took the same assessment and is considered average. The CogAt is administered to students in grade 1 and grade 3 in the Dallastown Area School District.

There are three parts to the CogAt: Verbal Battery, Quantitative Battery, and Non-Verbal Battery.

Verbal Battery	Quantitative Battery	Non-Verbal Battery
This section tests a student's vocabulary, as well as his/her comprehension of ideas, efficiency and verbal memory and ability to discover word relationships.	This section tests the student's quantitative reasoning and problem solving ability and provides an overview of the student's general level of abstract reasoning.	This section presents the most original problems to students. The items on these tests use only geometric shapes and figures that have little direct relationship to formal school instruction. The tests require no reading.
Three sub-test are administered in this section. Each test has approximately 20 questions with 10 minutes to complete each section. These three sub-tests comprise the verbal score.	Three sub-test are administered in this section. The first test has 25 questions and students are given 8 minutes to finish. The second has 20 questions with a ten minute timeframe for completion. The third has 15 questions with a 12 minute testing time.	There are three sub-tests administered. There are between 15 and 25 questions in each section. Student have 10 minutes to complete each section.
Verbal Classification The student is given a list of three words that are alike in some way. The student is asked to choose a word, from a selection of five words that is also alike in some way.	**Quantitative Relations** The student is given two problems numbered one and two with three answer choices. The student is to solve the two problems and determine if the answer is greater, less than or equal to.	**Figure Classification** The student is given three figures that are alike in some way. They are given three answer choices and five pictures to choose from. They are asked to decide which figure goes best with the three answer choices.
Example: *green blue red*	Example: *1. 0+3 2. 3+0*	Example: *The student is given three items that are odd shaped but each one has 4 sides and is black.*
Choices: *color; crayon; paint; yellow; rainbow*	Choices: *a) 1 is greater than 2* *b) 1 is less than 2* *c) 1 is equal to 2*	Choices: *a black circle; a black triangle; a 4 sided white object; a black 4 sided object; six-sided white object*

Sentence Completion	Number Series	Figure Analogies
The student is given a sentence with a word left out and is asked to choose the word that makes the best sense in the sentence.	The student is given a series of numbers and is asked to decide which number should come next in the series.	The student is given three figures. The first two figures go together; the third figure goes with one of the answer choices.
Example: *Apples ____ on trees.*	Example: *5; 10; 15; 20*	Example: *The first two figures are a large square that goes together with a small square. The second pair is to go together the same way that the first two figures go together. For the second pair you are given a large circle.*
Choices: *fall; grow; show; bloom; spread*	Choices: *25; 30; 35; 40; 45*	Choices: *a small triangle; a large circle; a small square; a small circle; a large rectangle*
Verbal Analogies	**Equation Building**	**Figure Analysis**
The student is given three words in dark type. The first two words go together. The third word goes with one of the answer choices. The student is asked to choose the word that goes with the third word the same way the second word goes with the first.	The student is given numbers and signs. The student is asked to combine the numbers and signs to get a solution that is an answer choice.	The student is shown how a square piece of dark paper is folded and where holes are punched in it. The student is to figure out how the paper will look when it is unfolded.
Example: **new** *(is to)* **old: wet** *(is to)* _____	Example: *1 2 3 - x*	Example: *If a dark piece of paper is folded in the center from top to bottom and a hole is punched in the bottom right hand corner, what will the piece of paper look like when it is unfolded?*
Choices: *rain; drip; hot; sun; dry*	Choices: *1; 2; 3; 4; 6*	Choices: A) *One hole in the bottom right hand corner* B) *One hole in the bottom right hand corner and one in the top right hand corner* C) *One hole in the top right hand corner* D) *One hole in the bottom right hand corner and one in the bottom left hand corner* E) *One hole in the bottom right hand corner and one in the top left hand corner*

What can you do as a parent?

1. Support the educational process but engaging in dialogue about your child's style of learning.
2. Be a cheerleader for your child and celebrate his/her successes.
3. Provide opportunity for your child to explore and learn about the world around them through problem solving, experiences and interaction with others.