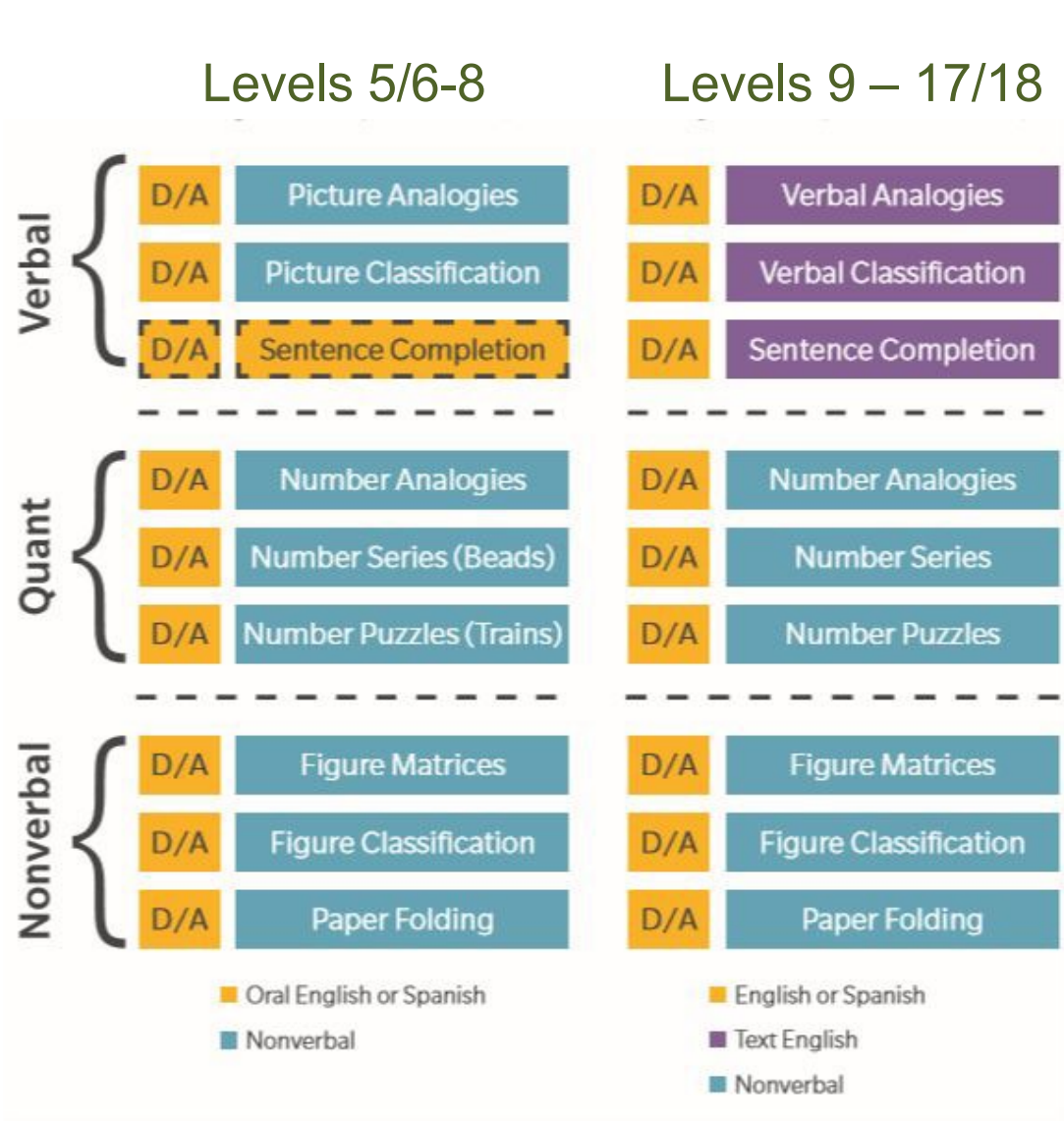
Riverside Insights

Age-Based Level Designations

Level Designations	Approximate Grade Levels
5/6	K
7	1
8	2
9	3
10	4
11	5
12	6
13/14	7-8
15/16	9 -10
17/18	11-12



Testing Times: Grades K

Level 5/6		Approximate Testing Time (minutes)	
Session 1: Verbal Battery	Test 1: Picture Analogies	15	43
	Test 2: Sentence Completion	14	
	Test 3: Picture Classification	14	
Session 2: Quantitative Battery	Test 4: Number Analogies	13	38
	Test 5: Number Puzzles	11	
	Test 6: Number Series	14	
Session 3: Nonverbal Battery	Test 7: Figure Matrices	11	31
	Test 8: Paper Folding	10	
	Test 9: Figure Classification	10	

Testing Times: Grades 1 & 2

Level 7		Approximate Testing Time (minutes)	
Session 1: Verbal Battery	Test 1: Picture Analogies	13	38
	Test 2: Sentence Completion	13	
	Test 3: Picture Classification	13	
Session 2: Quantitative Battery	Test 4: Number Analogies	13	37
	Test 5: Number Puzzles	11	
	Test 6: Number Series	13	
Session 3: Nonverbal Battery	Test 7: Figure Matrices	11	32
	Test 8: Paper Folding	10	
	Test 9: Figure Classification	11	

Level 8		Approximate Testing Time (minutes)	
Session 1: Verbal Battery	Test 1: Picture Analogies	13	40
	Test 2: Sentence Completion	14	
	Test 3: Picture Classification	13	
Session 2: Quantitative Battery	Test 4: Number Analogies	15	45
	Test 5: Number Puzzles	15	
	Test 6: Number Series	15	
Session 3: Nonverbal Battery	Test 7: Figure Matrices	13	37
	Test 8: Paper Folding	11	
	Test 9: Figure Classification	13	

Testing Times: Grades 3 - 12

Level 9–17/18		Approximate Testing Time (minutes)	
Session 1: Verbal Battery	Test 1: Verbal Analogies	10	30
	Test 2: Sentence Completion	10	
	Test 3: Verbal Classification	10	
Session 2: Quantitative Battery	Test 4: Number Analogies	10	30
	Test 5: Number Puzzles	10	
	Test 6: Number Series	10	
Session 3: Nonverbal Battery	Test 7: Figure Matrices	10	30
	Test 8: Paper Folding	10	
	Test 9: Figure Classification	10	

Ability Profile: 5C (Q- N+)

Profile Explanation

Students who obtain these profiles have generally average scores with a relatively higher score in quantitative reasoning and a relatively lower score in nonverbal (spatial) reasoning. These students have a median age stanine for the three *CogAT* batteries in the low-average (stanine 4), average (stanine 5), or high-average (stanine 6) range. The majority of these students have a Composite score between the 25th and 75th percentiles of their age group. Although the overall level of reasoning abilities estimated by the median stanine provides useful information (see "General Instructional Suggestions for All Students with a Median Stanine of 4, 5, or 6" below), generalizations must be qualified by the student's relatively higher score on the Quantitative Battery and relatively lower score on the Nonverbal Battery.

Characteristics of Students with These Profiles

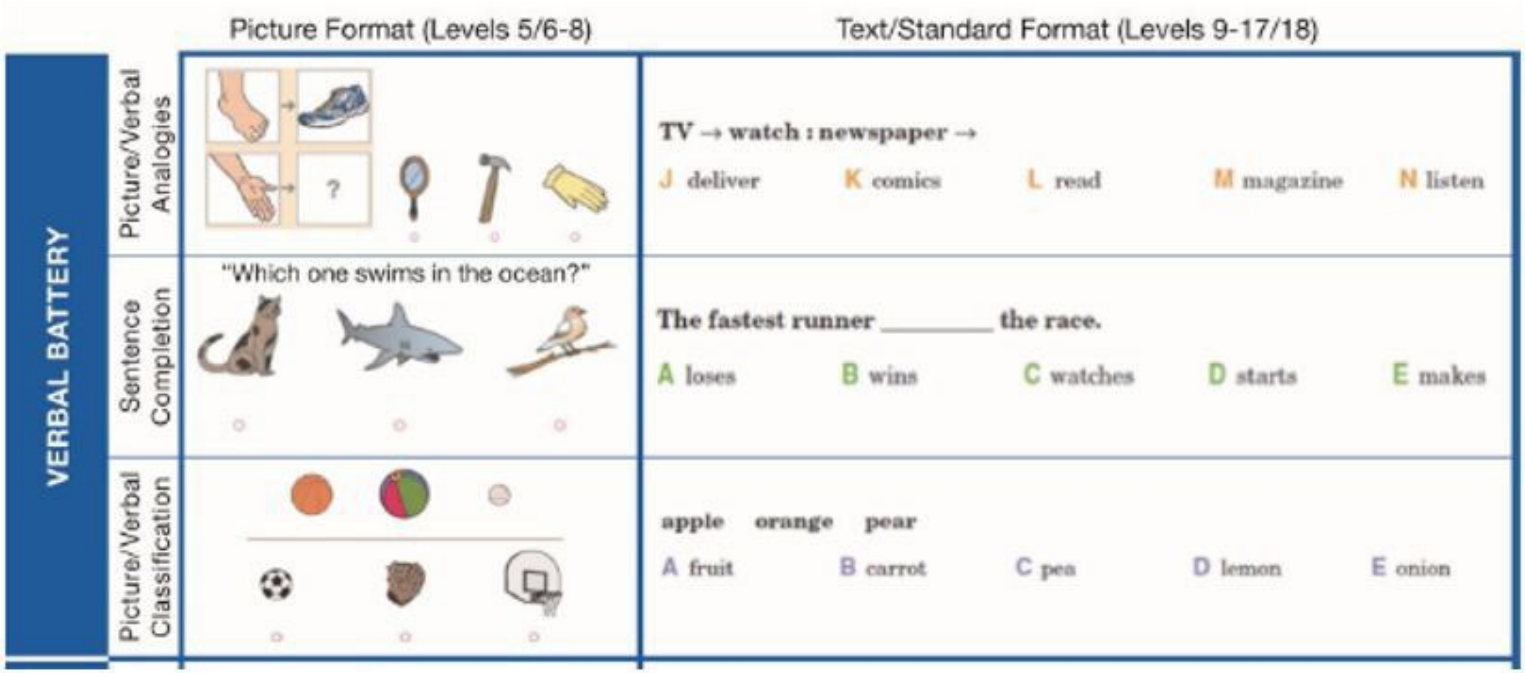
On achievement tests, these students typically obtain much higher than expected scores on the math computation subtest and slightly higher than expected scores on the math concepts, math problem solving, and language usage subtests. At the secondary level, they also tend to show somewhat lower scores on the science subtest. For most students who show these profiles, their relative strength in quantitative reasoning lies primarily in learning and applying mathematical algorithms and procedures. Their facility in learning procedures is also evident in better than expected performance on grammar, spelling, and other procedural aspects of writing. Most will do well in a curriculum that emphasizes such skills or allows competence to be demonstrated by applying and using such skills. Because they have difficulty applying their mathematical knowledge to unfamiliar situations, however, these students may not do well in classroom situations that require transfer.

Instructional Suggestions for Profiles 4C (Q+ N-), 5C (Q+ N-), and 6C (Q+ N-)

In part, the difficulty these students have in applying their mathematical knowledge reflects a difficulty in creating and using visual mental models. Students whose quantitative reasoning abilities fall in the high-average range and who have difficulty creating abstract but visual mental models often accumulate a vast array of task-specific rules that are not organized at a more abstract level. Such knowledge tends to be fairly fragile. Even minor lapses in memory can collapse the whole. In part, it also reflects difficulty in detecting or encoding similarities between new problems and more familiar problems. This often results from attention to surface features of problems rather than to their underlying structures. Encourage these students to draw pictures, use simple physical models, or make better use of computer

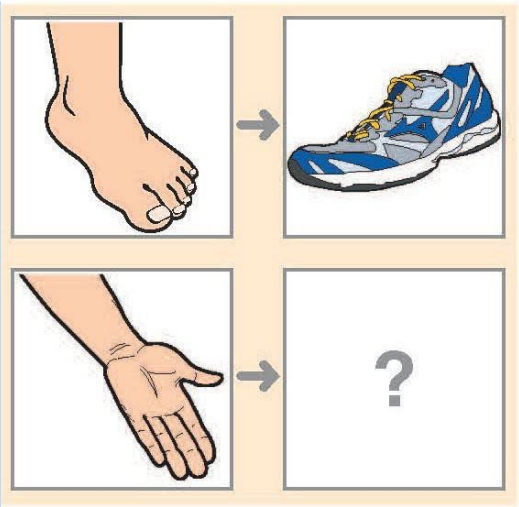
https://www.riversideinsights.com/apps/cogat

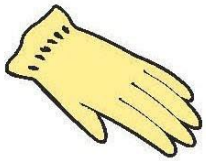
CogAT 7/8: Verbal Item Types



Levels 5/6–8—Verbal Battery—Picture Analogies

1

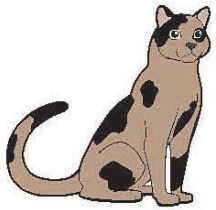


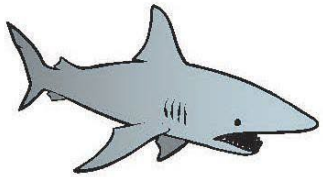


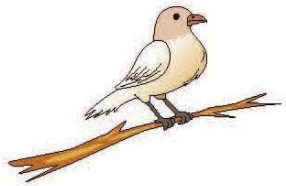
Levels 5/6–8—Verbal Battery—Sentence Completion

Which animal swims in the ocean?

2





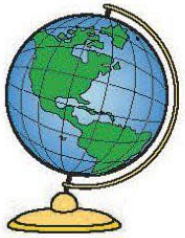


Levels 5/6–8—Verbal Battery—Picture Classification

3








Verbal Item Types

Levels 9–10—Verbal Battery—Verbal Analogies

1 TV → watch : newspaper →

A deliver B comics (C) read D magazine E listen

Levels 9–10—Verbal Battery—Sentence Completion

2 The fastest runner ___ the race.

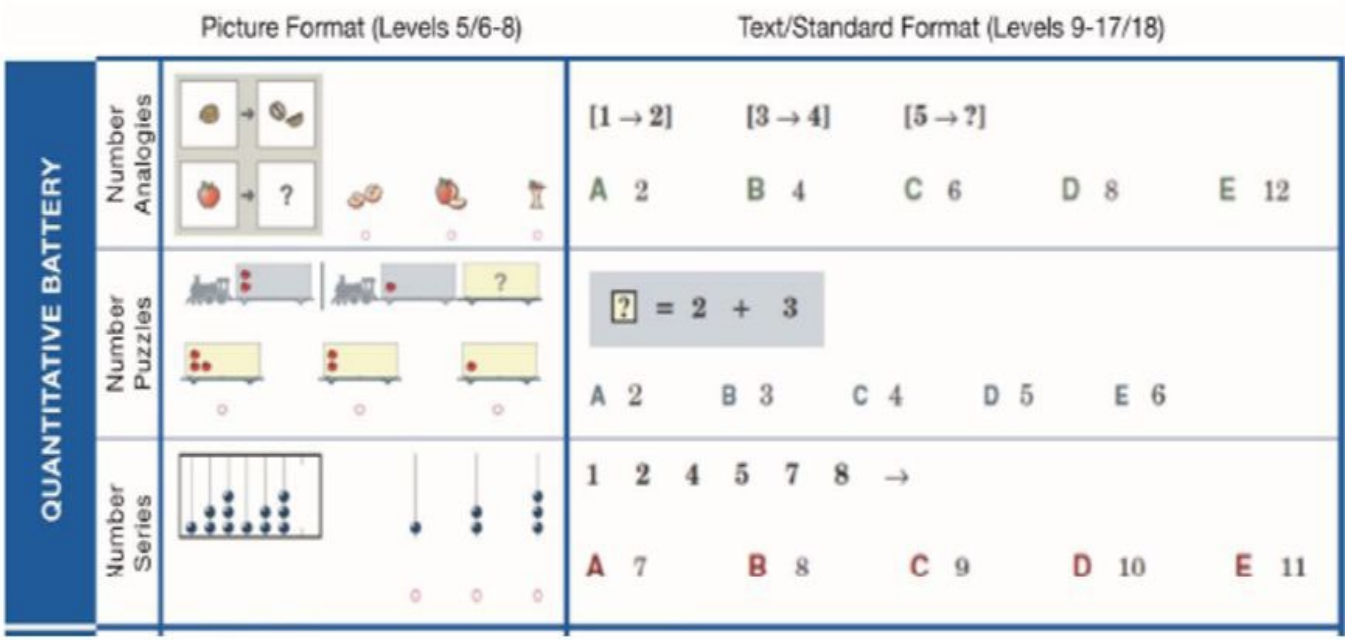
(A) wins B loses C watches D starts E makes

Levels 9–10—Verbal Battery—Verbal Classification

3 apple orange pear

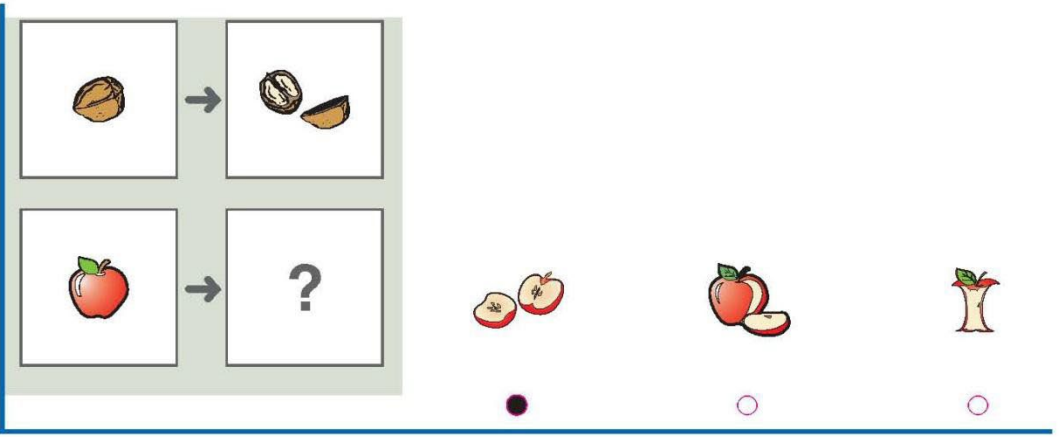
A fruit B carrot C pea (D) lemon E onion

CogAT 7/8: Quantitative Item Types



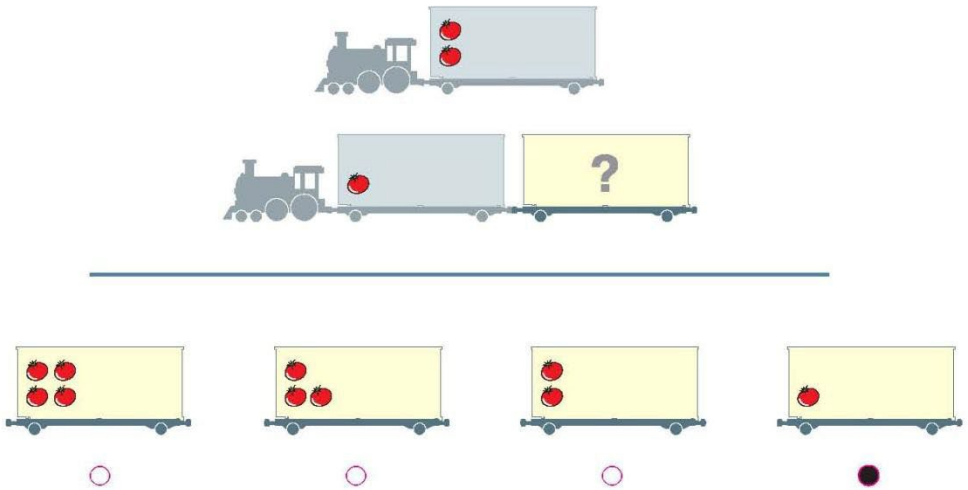
Levels 5/6–8—Quantitative Battery—Number Analogies

4

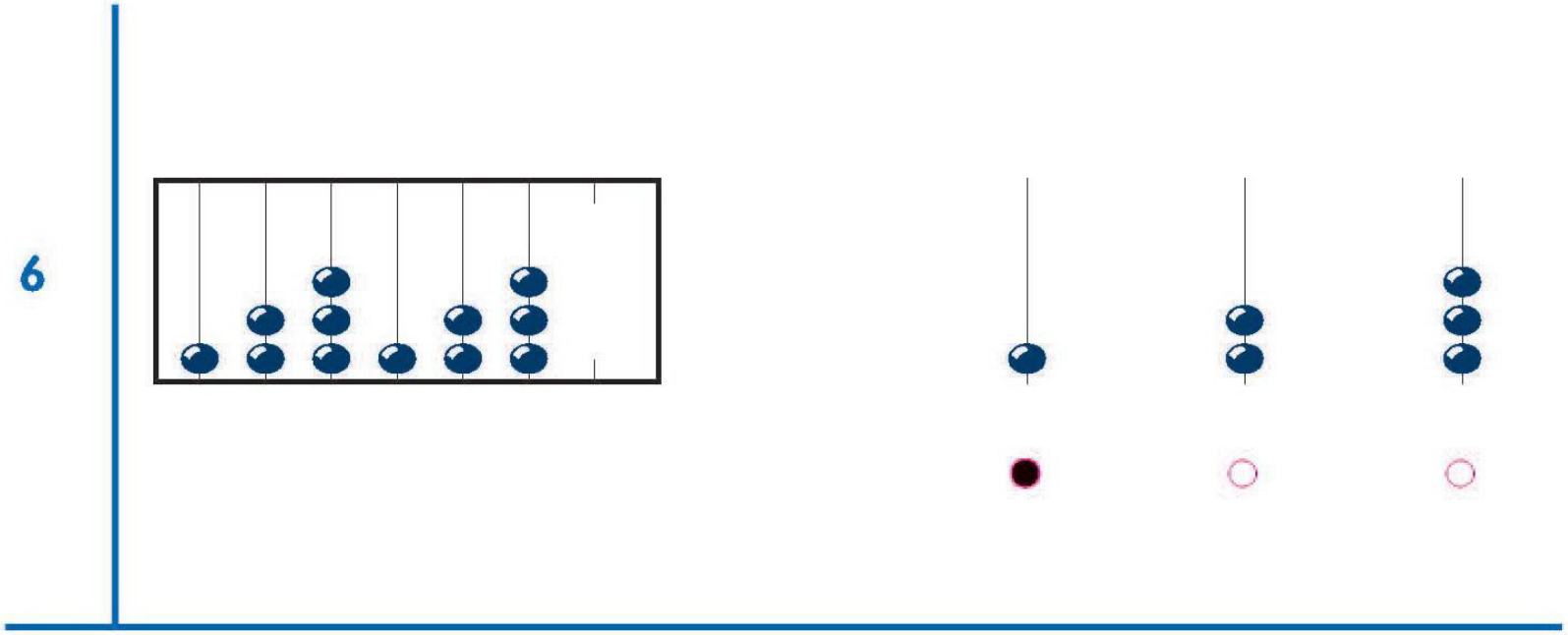


Levels 5/6 and 7—Quantitative Battery—Number Puzzles

5



Levels 5/6 and 7—Quantitative Battery—Number Series



Quantitative Item Types : Levels: 9-17/18

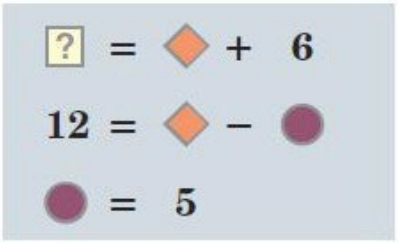
QUANTITATIVE BATTERY

Number Analogies

[1 → 2] [3 → 4] [5 → ?]

A 2 B 4 C 6 D 8 E 12

Number Puzzles



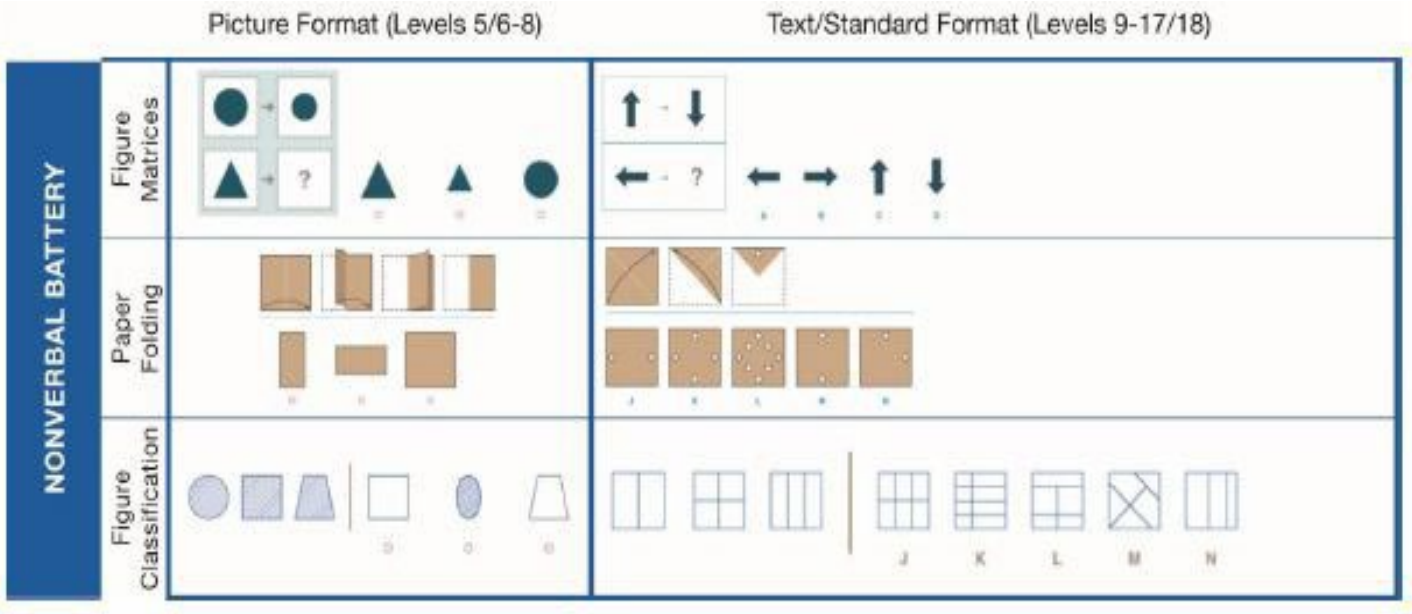
A 23 B 17 C 13 D 11 E 7

Number Series

1 2 4 5 7 8 →

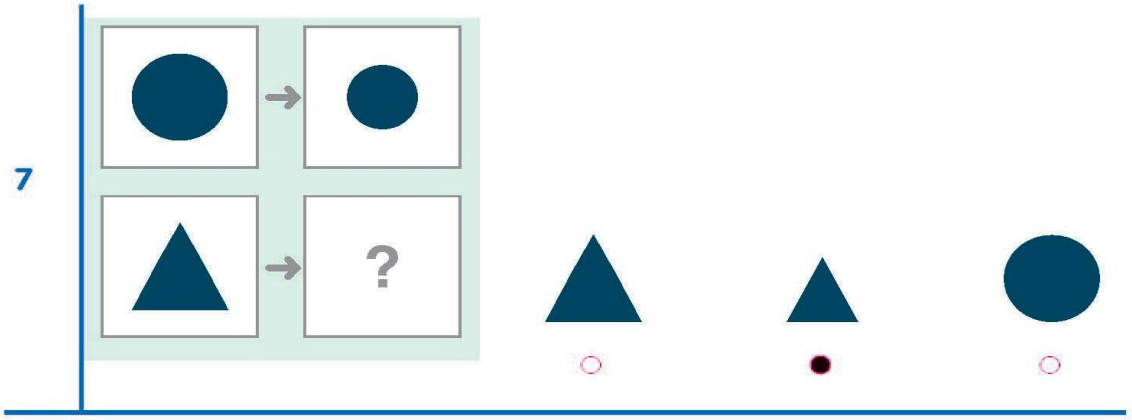
A 7 B 8 C 9 D 10 E 11

CogAT 7/8: Nonverbal Item Types

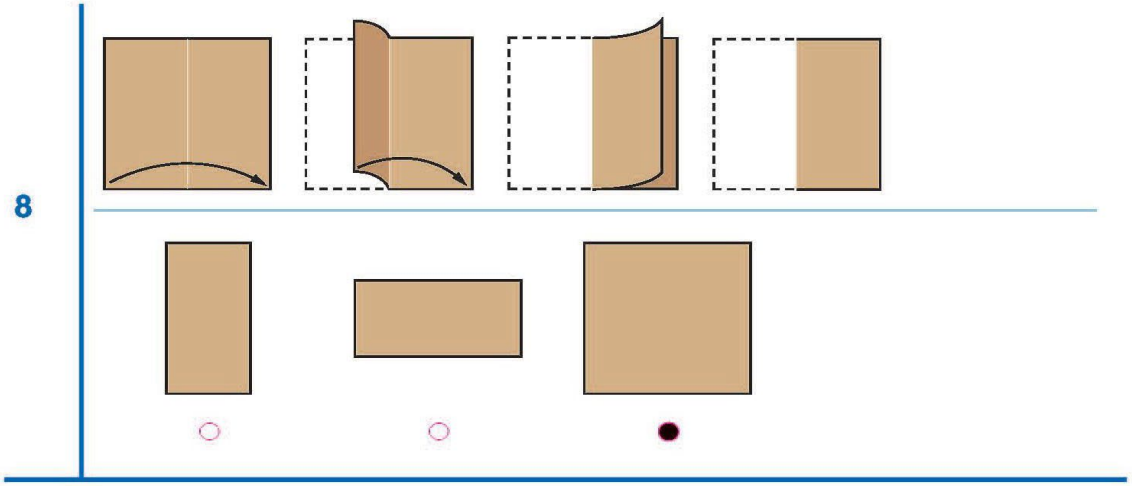


Nonverbal Item Types

Levels 5/6–8—Nonverbal Battery—Figure Matrices

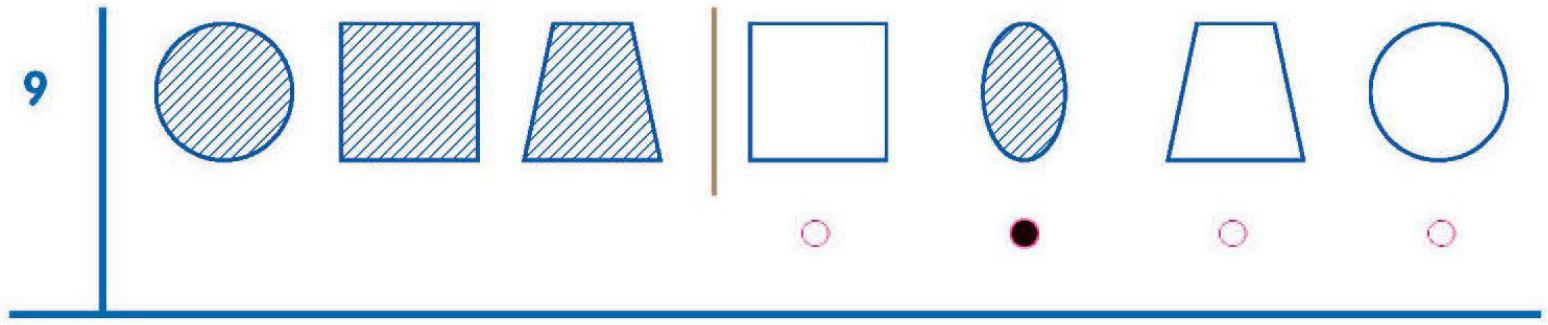


Level 5/6—Nonverbal Battery—Paper Folding



Nonverbal Item Types (Cont.)

Level 8—Nonverbal Battery—Figure Classification



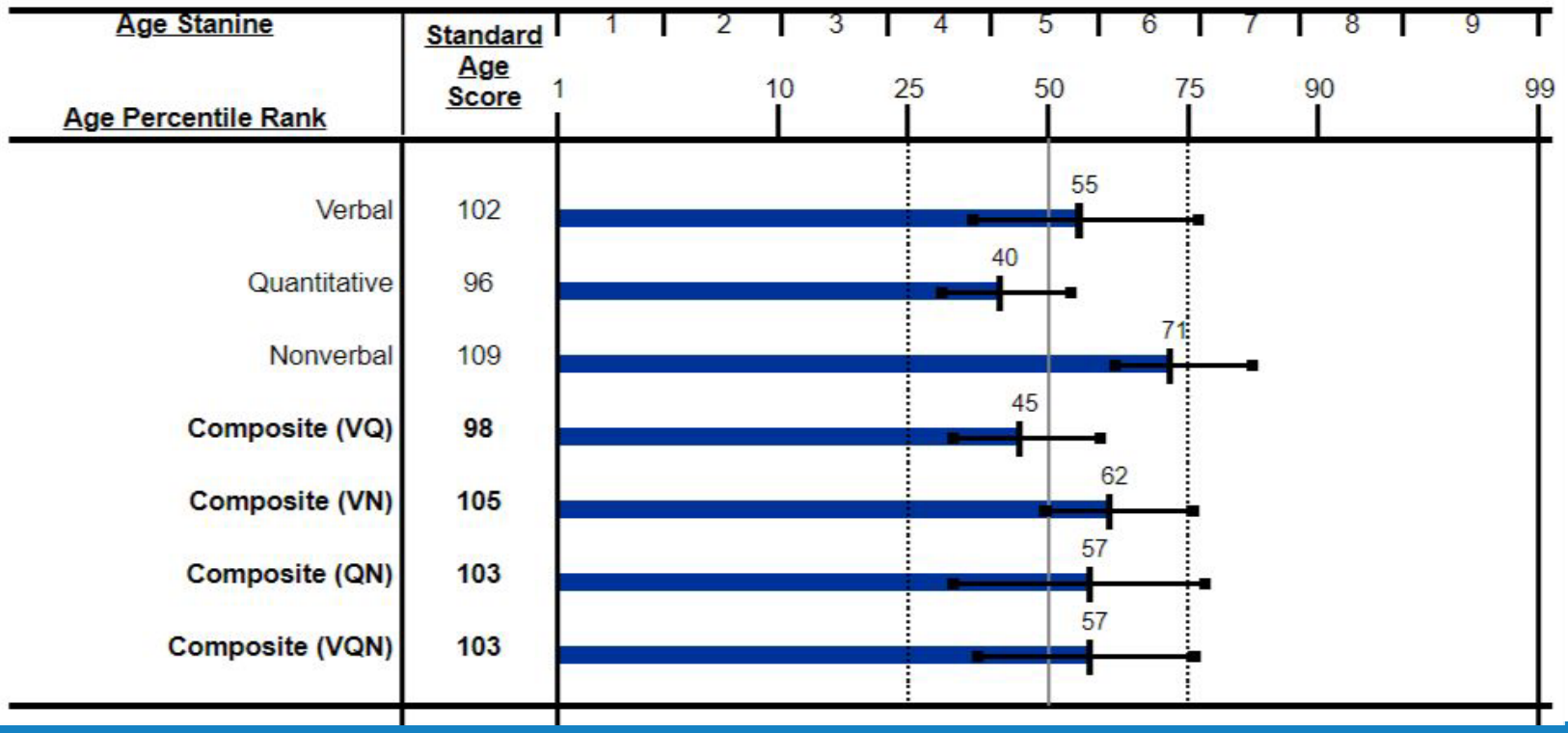
Student Profile: Full Battery

Student Profile For Shawnia Brackin

Student ID: 67874001
Cognitive Abilities Test™ (CogAT®)
Form: 7
Test Date: 09/27/2018
Norms: Fall 2017

Grade: 2 Level: 8
Class: Schroeder Chris
Building: Cathedral St John

District: Iowa Cogat District
Region: Riverside Report Demo
State: RD



CogAT®

PROFILE NARRATIVE FOR SHAWNIA BRACKIN

Cognitive Abilities Test™ (CogAT®)

Class: SCHROEDER CHRIS
Building: CATHEDRAL ST JOHN
District: Iowa CogAT District
Region: Riverside Report Demo
State: RD

Student: Brackin, Shawnia
Student ID: 67874001
Form-Level: 7-8
Test Date: 09/2018
Norms: Fall 2017
Grade: 2

Abilities	Age Scores		APR Graph
	Age Stanine	Age Percentile Rank	1 25 50 75 99
Verbal	5	55	
Quantitative	4	40	
Nonverbal	6	71	
Composite (VQN)	**5**	**57**	

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	54	54	39	6	62		
Quantitative	50	50	25	5	50		
Nonverbal	52	52	39	7	77		
Composite (VQN)				**6**	**66**		

Notes:

Shawnia's ability profile is 5C (Q-N+). Visit www.cogat.com for more detailed information on profile 5C (Q-N+). Click on the "Interactive Profile Interpretation System" button. Enter 5C (Q-N+) in the "Input Your Score Profile" section. Click "Search".

Overview

Shawnia recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Shawnia's learning preferences, teachers can help her achieve greater success in school.

Shawnia's Profile of Test Scores

Shawnia's overall performance is in the average range, and her Nonverbal Battery score is higher than the score on the Quantitative Battery. She has a relative weakness in quantitative (mathematical) reasoning and a relative strength in nonverbal (spatial) reasoning. Whenever a student shows a relative strength and a relative weakness, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance development in the weaker area.

When a student with this profile shows a relative weakness in quantitative reasoning, teachers and parents can help the child use her better-developed spatial reasoning abilities for solving math problems. Draw on her spatial reasoning abilities by encouraging her to create illustrations that represent important aspects of math problems. When attempting to learn procedural skills such as multiplication facts, oral practice is often effective.

More Information on Shawnia's Scores

The sections to the left explain Shawnia's performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 8.0 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 2.

Each of these sections includes one or more scores. The Stanine reports Shawnia's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by Shawnia.