The Cognitive Abilities Test (CogAT) measures a student’s learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. Although its primary goal is to assess students’ reasoning abilities, CogAT can also provide predicted achievement scores when administered with the Iowa Tests. The general reasoning abilities measured by the CogAT reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction. The CogAT measures developed abilities, not innate abilities. The development of these abilities begins at birth and continues through early adulthood. It is influenced by both in-school and out-of-school experiences. Therefore, scores can and do fluctuate over time.

Reasoning abilities have substantial correlations with learning and problem solving, both in and out of school. CogAT’s measurement of three different content domains ensures that educators receive a balanced view of the child.

CogAT consists of three test batteries:

**Verbal**
- Verbal Classifications
- Sentence Completion
- Verbal Analogies

**Quantitative**
- Quantitative Relationships
- Number Series
- Equation Building

**Nonverbal**
- Figure Classifications
- Figure Analogies
- Figure Analysis

Samples of each section are shown below.

**Standard Age Scores**
There are a variety of scores that are reported but in accordance with state law we use the Composite Standard Age Score (SAS) to determine eligibility for gifted services. A Composite SAS of 128 or above is the qualifying standard. The Standard Age Score is a normalized standard scale score for each battery and the Composite. The SAS has a mean of 100 and a standard deviation of 16. It permits educators to compare the rate and level of cognitive development of an individual to other students in the same age group. For example, students who have an SAS of 100 on the Verbal Battery have a rate and level of development of verbal reasoning skills that is typical of their age group. A student who has an SAS of 130 on the Verbal Battery has a faster rate and a higher level of development of verbal reasoning skills than the typical student in the same age group.

**Bell Curve**
This bell curve shows the distribution of scores for the general public. You can see that normally approximately 2% of the population scores two standard deviations above the mean on intelligence tests. The CogAT is NOT an IQ test, but it is a test of reasoning which is one of the variforms of intelligence and it has a .79 correlation to IQ. (The closer to 1.0 the better the correlation, so it is high.) When you see your child’s CogAT Composite score it is not an IQ score.

As you look at this chart, you can also see that only 14% of students who take an intelligence test score one
standard deviation above the mean. If a student scores between 115 and 128 he or she may not be labeled as
gifted, but the student does show very high intellectual ability.

![Bell Curve Diagram]

**CogAT Sample Questions**

Many parents ask about the types of questions on the *CogAT* and how they can prepare their children for the test. I have received approval from the publisher to post the samples below. Following are sample questions from each section of the *CogAT*. A review of these sample questions will help you prepare your child for the type of questions on the test. Seeking out additional questions or developing similar questions and drilling students with them would be inappropriate. The *Cognitive Abilities Test* is a test of reasoning ability and it measures one’s ability to learn in an academic environment as new information is introduced and processed. Drilling and / or memorizing answers changes the test from an ability test to something less than an achievement test, or even a simple recall test and there would be no benefit in seeing results of such an approach because they would be meaningless. It would be unethical to drill and practice and I ask that you refrain from such efforts as it would make the test score meaningless and it would be poor modeling for children. Further, this is merely a general sampling of questions and this presentation is not intended to be an in-depth preview.

The first set of samples are for tests taken by children in grades kindergarten and one. The second set of samples are for children taking tests above grade 1.

**CogAT Sample Questions – Kindergarten and Grade 1**

Please know that each of these sections is introduced to the children and the process is presented to them in a clear manner.

For grades kindergarten and one, the questions are read to the children and they fill in bubbles in the test book under their answer choice.

**Oral Vocabulary**

Look at the pictures in this row. Which picture shoes a peel?
Verbal Reasoning
Look at the pictures in this row. Listen carefully. It is raining today. Mrs. Materro will walk to the store. What should Mrs. Materro bring with her?

![Umbrella, Shopping Cart, Bag, Sunglasses]

Relational Concepts
Look at the pictures in this row. Find the one that is turned upside down.

![Pipe, Turtle, Dog House, Umbrella]

Quantitative Concepts
Count the hearts in the first picture. Now look at the other pictures in the row. Fill in the circle under the one that has 2 more hearts than the first picture.

![Heart Patterns]

Figure Classification
Look at the first three shapes. Think about how they are alike. Look at the rest of the shapes in this row. Which one goes with the first three shapes? Which one is like them?
Note to students reviewing these practice items: Did you see how the first three pictures are alike? The little square with lines in it is always in a corner. The first picture on the right of the line also has a square in the corner. It is the correct answer.

**Matrices**

The big square has been divided into four little boxes. Three of the little boxes have something in them. This little box on the bottom has nothing in it. (Point to the empty box.)

Look at the first little box in the top row. It has a flower in it. Now look at the next box in the top row. The two shapes in the top row of boxes are exactly alike. This is the clue that you need to complete the puzzle. *In this puzzle* the two little boxes in a row must have the same shape in them.

Now look at the bottom row of the square. The first little box has a ball in it. To complete this puzzle, you have to find a ball that looks exactly like this one.

Look at the answer choices. Which one goes in the empty square?

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**CogAT Sample Questions – Grades 2 and Higher**

The following set of samples are for children taking tests above grade 1.

**Verbal Battery**
Sample question from the Verbal Classification section of the CogAT.
Directions: In each question there are three words in dark type. These three words are alike in some way. Decide how they are alike. Then choose the word from the answer choices that belongs in the same group as the first three words.

broil  fry  grill
j. eat  k. dinner  l. roast  m. kitchen  n. meal

Sample question from the Sentence Completion section of the CogAT.
Directions: Each question has a sentence with one word missing. Choose the word from the answer choices that best completes the sentence.

On the way home from school, Lashanda jumped in the many _________ that the rain had left.
j. rivers  k. puddles  l. flowers  m. holes  n. lakes

Sample question from the Verbal Analogies section of the CogAT.
Directions: For each question there are three words in dark type. The first two words go together in some special way. The third word goes with one of the answer choices in the same way. Choose the word from the answer choices that goes with the third word.

selfish  caring  keeping
j. smiling  k. sharing  l. doing  m. wanting  n. asking

Quantitative Battery

Sample question from the Quantitative Relations section of the CogAT.
Directions: In each question, there are two things to compare. You have to decide if one is more than the other or if they are equal.

I.  3 + 1 + 1
II. 1 + 1 + 3
A. I is greater than II.
B. I is less than II.
C. I is equal to II.

Sample question from the Number Series section of the CogAT.
Directions: Each question shows a series of numbers. You have to figure out the rule used to arrange the numbers. Then decide which number should come next in the series.

3  3  5  5  7  7
A 6  B 7  C 8  D 9  E 10

Sample question from the Equation Building section of the CogAT.
Directions: For each question, you are given some numbers and signs. You can make different number sentences by combining all of the numbers and signs. You are to make an equation that will give you one of the answer choices for the solution.

0  4  7  +  -
A 0  B 2  C 3  D 12  E 28
Nonverbal Battery

Sample questions from the Figure Classifications section of the *CogAT*.
Directions: In each question, the first three figures are alike in some way. Choose the figure from the answer choices that goes with the first three figures.

Sample question from the Figure Analogies section of the *CogAT*.
Directions: The first figure is changed into the second figure. The third figure is changed in the same way to make one of the answer choices. Choose the answer choice that goes with the third figure.

Sample question from the Figure Analysis section of the *CogAT*.
Directions: In each question you are to look at how a square piece of paper is folded and where holes are punched in it. Then you must figure out how the paper will look when it is completely unfolded.