



The state of Ohio defines a gifted student as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. The *Cognitive Abilities Test™ (CogAT®)* team from *Riverside Insights* has been asked to provide clarification about the use of *CogAT* scores for prescreening and identifying gifted and talented students with respect to the policies and processes outlined by the Ohio Department of Education and Workforce (ODEW).

ODEW defines multiple categories for the identification of gifted and talented students:

- Superior cognitive ability;
- Specific academic ability: mathematics, reading/writing, science, and social studies;
- Creative thinking ability; and
- Visual or performing arts ability: dance, drama, music, and visual arts.

*CogAT* is approved by the ODEW for use in the identification of students with superior cognitive ability and as the intelligence component in the identification of students with creative thinking ability.

**Superior Cognitive Ability:** Districts shall identify students as gifted in the area of superior cognitive ability when a student accomplishes any of the following: scores two standard deviations above the mean, minus the standard error of measurement, on an approved intelligence test; **performs at or above the ninety-fifth percentile on an approved composite battery of a nationally normed achievement test**; or attains an approved score on an approved nationally-normed above grade level achievement test.

**Creative Thinking Ability:** Districts shall identify students as gifted in Creative Thinking Ability if, within the previous 24 months, a student does both of the following:

1. Scores **one standard deviation above the mean**, minus the standard error of measurement, **on an approved standardized individual or group intelligence test**; and
2. Exhibits sufficient performance on either of the following:
  - An approved individual or group test of creative ability; or
  - A checklist of creative behaviors.

**For CogAT Form 7 and Form 8:**

- The **CogAT full-scale VQN composite score**, summarizing across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries, is approved for use identifying students for Superior Cognitive Ability in grades K-12.
- At grades 3 and above (test Levels 9-17/18), the **CogAT QN composite** (Quantitative – Nonverbal) is approved for identifying **English learners and/or students with serious reading disabilities** for Superior Cognitive Ability.



- The **CogAT VN composite** (Verbal – Nonverbal) is approved for identifying **students with mathematics learning disabilities** for Superior Cognitive Ability in grades K-12.
- For grades 2-5 (test Levels 8-11), the **CogAT Nonverbal battery score** is approved for identifying **English Learners and students with serious mathematical and/or reading disabilities** for Superior Cognitive Ability. (Only *CogAT* Form 8 is approved for Level 11 / Grade 5.)
- Each of the above measures may also be used as the intelligence component to identify students with Creative Thinking Ability. See the ODEW's guidance for approved qualifying scores.

The *CogAT* Screening Form is approved for use for prescreening students for gifted and talented. Per the ODEW, districts may use instruments approved for prescreening to select students who potentially are gifted for further assessment with instruments approved for identification. Instruments approved for prescreening only are not approved for the identification of students who are gifted.

- One benefit of the *CogAT* Screening Form is that it is a brief assessment, requiring less than one class period of testing time, that provides a reliable and valid score to indicate students who may be nominated for additional testing.
- The remaining sections of the full *CogAT* may then easily be administered using the *CogAT* Post-Screener to obtain the score needed for identification.

Additionally, a variety of academic achievement tests – including the *Iowa Assessments*™ - are listed for the identification of students with specific academic ability.

**Specific Academic Ability:** Districts shall identify students as gifted in the area of specific academic ability when a student performs **at or above the ninety-fifth percentile in a specific academic ability field** on an approved nationally-normed achievement test.

While *CogAT* is not currently approved to identify students for Specific Academic Ability, it offers several scores that are meaningful indicators of specific abilities and potential strength in related academic areas.

*CogAT* is a standardized and nationally normed assessment of cognitive abilities that appraises the development of students' reasoning abilities using verbal, quantitative, and nonverbal/figural cognitive tasks. The Verbal and Quantitative scores are reliable and valid measures of student reasoning within their domains.

- Verbal reasoning abilities are important because they are crucial for the many aspects of school learning that depend on the ability to reason with words and the concepts they signify.



- Similarly, quantitative reasoning is crucial for the many aspects of school learning that depend on the ability to reason with abstract symbols and with quantitative concepts.

*CogAT* battery and composite scores (V, Q, N, VQ, VN, QN, and VQN) can be reviewed separately to provide indicators for student who might benefit from placement in programs to serve specific academic abilities such as language, math, science, social studies, or STEM. Once a student is flagged by high performance within or across relevant domains of reasoning, the student can be further assessed with instruments approved for identification of Specific Academic Ability.