

## Norms Explained (taken from the CogAT Web reporting supplement to the Score Interpretation Guide)

### How Norms Are Used

Growth in general cognitive skills is a developmental process that begins at birth and continues throughout most of one's life. It is strongly related to age and, after age six or seven, to the level of education. Since cognitive growth is a developmental process, performance on any cognitive task can be interpreted and given meaning by comparing an individual's performance on the task with that of a representative sample of peers of the same age or the same grade in school. These types of normative comparisons are used when interpreting scores on *CogAT*.

Two types of norms are provided for all levels of *CogAT*—age norms and grade norms, briefly described below.

#### Age Norms

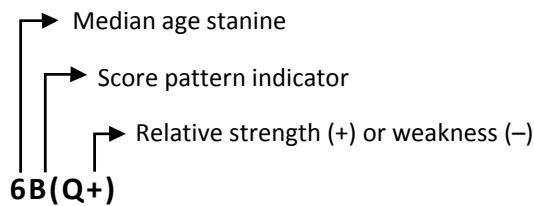
Age norms allow you to compare one student's performance on the test with that of other students in the same age group.

#### Grade Norms

Grade norms allow you to compare a particular student's performance with that of other students in the same grade group.

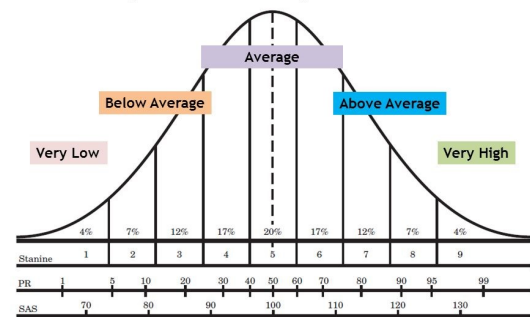
### Ability Profile

*CogAT* also calculates a score descriptor called an ability profile that captures the level and pattern of a student's score on the three *CogAT* batteries. The information communicated in an ability profile (found in the lower left of the Profile Narrative for your student) follows the format described in the example below.



Explanations of each component of the ability profile follow:

Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve



- **Median age stanine** – The middle stanine score the student obtained across the three *CogAT* batteries. For example, if the student has stanines of 7, 3, and 6 for the Verbal, Quantitative, and Nonverbal batteries, respectively, the median stanine is 6.
- **Score pattern indicator** – One of the following letters, which indicates the pattern of the student's scores:
  - A = All scores are roughly at the same level.
  - B = One score is above or below the other two—a relative strength or relative weakness.
  - C = Two scores contrast—a relative strength AND a relative weakness.
  - E = There are extrême score differences—at least two scores differ by 24 or more points on the SAS scale.
- **Relative strength or weakness** – A plus sign (+) following V, Q, or N indicates a relative strength on the Verbal, Quantitative, or Nonverbal Battery, respectively; a minus sign (–) indicates a relative weakness in the battery.