



Using the Cognitive Abilities Test (CogAT) 7 Nonverbal Battery to Identify the Gifted/Talented: An Investigation of Demographic Effects and Norming Plans

Carol A. Carman¹ , Christine A. P. Walther¹,
and Robert A. Bartsch¹

Abstract

The nonverbal battery of the Cognitive Abilities Test (CogAT) is one of the two most common nonverbal measures used in gifted identification, yet the relationships between demographic variables and CogAT7 performance has not yet been fully examined. Additionally, the effect of using the CogAT7 nonverbal battery on the identification of diverse demographic groups based on various norming, cutoff, and modifier plans has only just begun to be explored. In this study, we analyzed the CogAT7 nonverbal battery scores of kindergartners from a very large urban school district with a high minority, low socioeconomic status, and high English language learner population to determine the relationships between demographic variables and CogAT performance. The results suggest relationships between CogAT scores and multiple demographic variables, similar to other nonverbal instruments. We also examined the effects of various norming practices, including school-level and group-specific norming, on identification using the CogAT7 nonverbal battery.

Keywords

Cognitive Abilities Test, identification, nonverbal, school-level norming, group-specific norming, opportunity to learn

The underidentification of students for gifted and talented programs remains an ongoing issue in the gifted and talented field of research (Gieseman, Gambrell, & Stubbins, 2013). Underrepresentation continues to occur among many demographic groups, including ethnic minorities, females, students with physical or learning disabilities, and students living in poverty (Rushton, 1990; St. Jean, 1996; Stortz, Stubbins, & Holliday, 2001; Wenzell, 2015; Yoon & Gentry, 2009). Two possible major contributors to the identification gap between demographic groups are which tests are selected and how those tests are used in the gifted identification process.

Test selection can play a large role in determining who is and who is not identified (Tyler-Wood & Carr, 1991), as students from underrepresented groups tend to score lower on ability, achievement, and other cognitively based tests than their overrepresented peers (Phaletz, Handasyd, & Harrington, 2013). Peters and Engerud (2016) found that, across various assessments, underrepresented minority students along with English language learner (ELL) students and those from low-income families all received lower observed scores than their majority peers. Although it is often warned against, in many cases an ability test is the only method used for identifying children (Callahan, Moon, & Oh, 2013; Carman, 2013). Since these assessments are the most common type used in identification (Callahan et al., 2013), it is

surprising that districts still observe large demographic differences in identification.

In 1967, the International Association for the Evaluation of Educational Achievement recognized in order to be able to validly compare student achievement across nations there must be a way to take into account a student's opportunity to learn the materials being tested. In the words of the President of the International Association for the Evaluation of Educational Achievement,

One of the factors which may influence scores on an achievement questionnaire is whether or not the students have had an opportunity to learn how to study a particular topic or how to solve a particular type of problem presented by the test. (Haus, 1967, p. 162-163)

As Fleodon (2002) states, "The implication suggested is that if a student had not had the opportunity to learn material, testing the student on the material would be inappropriate . . ."

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Norming Manual For The Cognitive Abilities Test

Alexandra K. Wigdor

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[Handbook of Psychological Assessment](#) Gerald Goldstein, Daniel N. Allen, John Deluca, 2019-02-26 The fourth edition of the Handbook of Psychological Assessment provides scholarly overviews of the major areas of psychological assessment including test development psychometrics technology of testing and commonly used assessment measures Psychological assessment is included for all ages with new coverage encompassing ethnic minorities and the elderly Assessment methodology discussed includes formal testing interviewing and observation of behavior The handbook also discusses assessment of personality and behavior including intelligence aptitude interest achievement personality and psychopathology New coverage includes use of assessments in forensic applications

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Psychological Testing Thomas P. Hogan, 2019-01-17. Psychological Testing: A Practical Introduction, 4e offers students of psychology and allied disciplines a comprehensive survey of psychometric principles and tests in the major categories of applied assessment. Coverage includes test norms, reliability, validity and test development with an entirely new chapter on test fairness and bias. Chapters on assessment of cognitive ability, achievement, personality, clinical instruments and attitudes provide up to date examples of the widely used tests in each category. Recognizing that active engagement maximizes learning, the text presents as an active learning device rather than a reference work. Extensive use of chapter objectives, key point and end of chapter summaries, practice problems, applied scenarios, internet based resources and statistics skills review enable students to engage more fully with the material for a deeper understanding. Written in a clear, reader friendly style, the text approaches challenging topics by balancing technical rigor with relatable examples of contemporary applications.

Intelligence Tests and Reviews Buros Center, 1975

Foundations of Psychological Testing Sandra A. McIntire, Leslie A. Miller, 2000. Authors Sandra McIntire and Leslie Miller have accomplished what few before them have been able to. They have written a Psychological Testing book that is designed to lay a true foundation for learning and understanding. The primary objective of this text is not to dwell on the details of individual psychological tests, but to focus on the core concepts psychometrics required to gain an appreciation of how to use the tests properly. Written in response to a growing need for a textbook on psychological testing, conducive to maximal student learning. An Introduction to Psychological Testing gives students an understanding of the basic concepts, issues and tools used in psychological testing. It then effectively illustrates how these concepts, issues and tools are relevant to them in everyday educational, clinical and organizational settings.

Clinical Interpretation of the Woodcock-Johnson Tests of Cognitive Ability-- Revised Kevin S. McGrew, 1994. The new edition reflects both the revision and evolution of the WJTCA-R and of the author's thinking regarding its use. McGrew sees WJTCA-R as a major measure of intellectual functioning that should enjoy a status similar to that accorded other major intelligence batteries. He demonstrates its clinical usefulness.

Mental Measurements Yearbook of the School of Education, Rutgers University, 1998

Instructor's Resource Manual with Test Items: Assessment John Salvia, 1991

Journal of Reading, 1985

Resources for Measuring Services and Outcomes in Head Start Programs Serving Infants and Toddlers Ellen Eliason Kisker, 2006

A Guidelines and Instruction Manual for

Development of Application for Migrant Education Project(s) New Jersey. Division of Compensatory/Bilingual Education,1990 **Ability Testing** Alexandra K. Wigdor,1982 **School Library Media Skills Test** Anne M. Hyland,1986

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The Special Education Resource Program Walter Jason Harris,Pamela N. B. Schutz,1986 **Assessing and Correcting Classroom Reading Problems** J. Estill Alexander,Betty S. Heathington,1988

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