

Questions to Ask After Receiving a CogAT Score Report

Bring this checklist to a meeting with the teacher, gifted-program coordinator, school psychologist, or assessment specialist. Check the questions that matter to your family and write the answers in the notes space.

Start with context.

One score should be interpreted alongside the battery pattern, comparison group, confidence intervals, classroom evidence, and the school district's published rules.

1. Confirm what was administered

- ☐ Which CogAT form, level, and testing window were used?
- ☐ Were all three batteries - Verbal, Quantitative, and Nonverbal - administered?
- ☐ Were any accommodations, language supports, or alternative subtests used?
- ☐ Was anything unusual observed during testing, such as illness, anxiety, interruption, or incomplete responses?

2. Identify every comparison group

- ☐ Does this report show age norms, grade norms, local norms, or more than one?
- ☐ Which percentile and stanine values are age-based, grade-based, or local?
- ☐ Which comparison does the school use when making program decisions, and why?

3. Understand the score types

- ☐ What are the Standard Age Scores for each battery and for the composite?
- ☐ Can you explain the percentile ranks without treating them as percentages correct?
- ☐ What do the stanines add to the interpretation?
- ☐ Are confidence bands shown, and do apparently different scores meaningfully differ?

Parent note: Avoid comparing two numbers unless they use the same score scale and comparison group.

Questions or notes for the meeting

Continue the conversation

4. Look beyond the composite

- [] How do the Verbal, Quantitative, and Nonverbal battery results compare?
- [] Does the Ability Profile show an A, B, C, or E pattern?
- [] Do any plus or minus symbols indicate a relative strength or weakness?
- [] How should these patterns influence instruction, enrichment, or support?

5. Ask how the school will use the results

- [] What are the district's current, published gifted-identification criteria?
- [] Is CogAT one part of a multiple-measure decision? What other evidence is considered?
- [] Are cut scores based on composite, battery, age, grade, or local norms?
- [] What happens when a student has one very high battery but a lower composite?
- [] Is there an appeal, review, retest, or additional-evidence process?

6. Agree on useful next steps

- [] What classroom strategies fit this student's relative reasoning strengths?
- [] What support would help a relative weakness without labeling it as a fixed limitation?
- [] When will results be reviewed again, and who is the best contact for follow-up?
- [] What can we do at home that builds reasoning and curiosity without creating test anxiety?

Quick score-language reference

SAS Age-based standard score; mean 100, standard deviation 16.	Percentile rank Percent of the comparison group scoring at or below the student.
Stanine Broad normalized score band from 1 through 9.	Ability Profile Median age stanine plus the pattern across the three batteries.

Notes

Sources reviewed July 2026: Riverside Insights guidance on score types and Ability Profiles. District qualification rules vary; verify current local criteria.