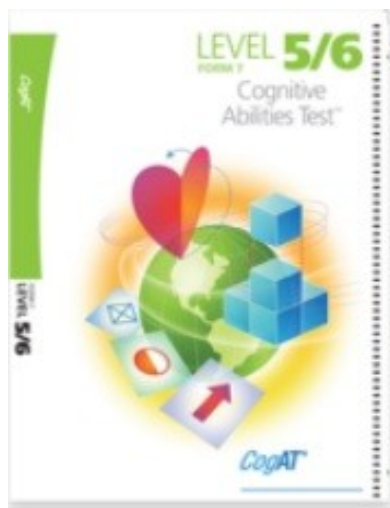


Cognitive Abilities Test Form 7



The CogAT Form 7 Evaluates:

Verbal Battery

- Verbal Analogies
- Sentence Completion
- Verbal Classification

Nonverbal Battery

- Figure Matrices
- Paper Folding
- Figure Classification

Quantitative Battery

- Number Analogies
- Number Puzzles
- Number Series

CogAT Form 7 Stats

Norm Year: 2017

Grade Availability: 2-12

Format: Paper Booklet

Testing Time: 1½–2 hours

Rental Period: 14 days

Scoring Time: Within 2 weeks

PLEASE NOTE: Test administrators of the CogAT must have a bachelor's degree.

State Restrictions:

New Jersey (Level 14, Grade 8)

New York (Level 14, Grade 8)

Fort Worth, Texas ISD zip codes

Houston, Texas ISD zip codes

A variety of Chicago, IL public school zip codes. Call for zip code restrictions.

PRICING

Grades 2-3, Levels 8-9: \$47 (consumable)

Grades 3-12, Levels 9-17/18: \$37 (reusable)

Orders of 25 or more CogAT tests get a **10% discount**.

Price includes:

- Student test booklets
- Administration directions
- Answer sheets
- Standard shipping to you
- Scoring & Posting test reports
- Mailing hard copies of test reports

What is the structure of the test?

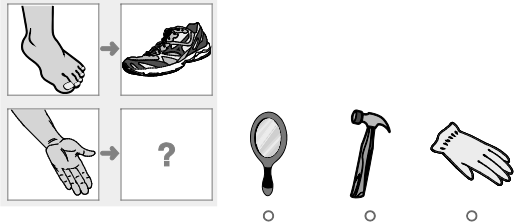
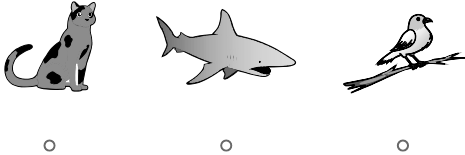
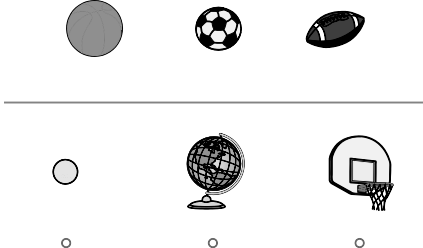
The ten levels of *CogAT* span kindergarten through grade 12. All levels have three batteries: Verbal, Quantitative, and Nonverbal. Each battery includes three distinct subtests relevant to its domain. The use of three different subtest formats in each battery increases both the fairness and the validity of scores.

All of the test questions are designed to show how well students use reasoning skills they have developed to solve problems they have **not** been directly taught.

For Levels 5/6, 7, and 8 (kindergarten through grade 2), with the exception of the optional Sentence Completion subtest, questions are entirely pictorial. No reading is required of students in any subtest.

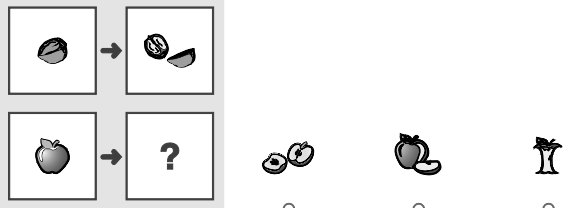
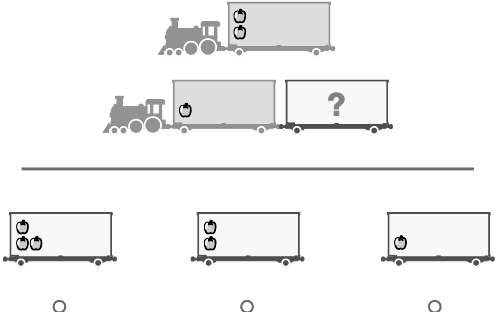
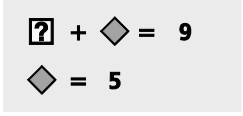

The table beginning on the following page shows examples of the nine different formats implemented at Levels 5/6–8 (column 1) and at Levels 9–17/18 (column 2). Exceptions to the formats are noted within the table.

Verbal Battery Subtest Items

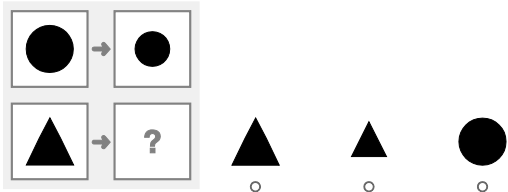
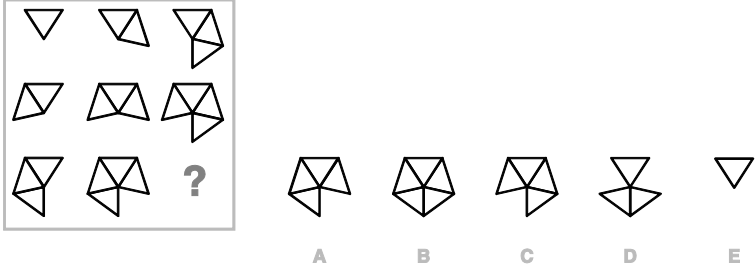
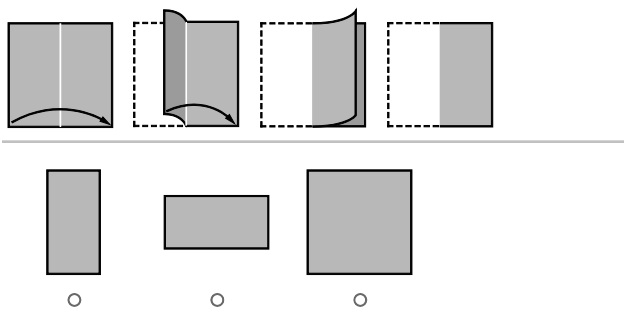
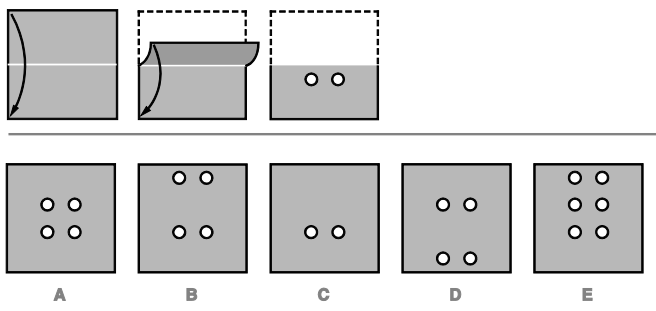
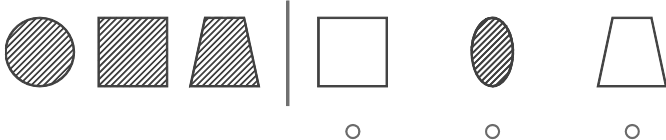
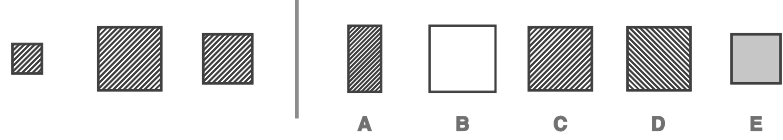
Subtest	Levels 5/6-8	Levels 9-17/18
<p>Subtest 1: Picture/Verbal Analogies*</p>	<div style="text-align: center;">  </div> <p>Each question shows a 2 x 2 matrix with three pictures and one empty cell. Students examine the two pictures in the top row to determine how they are related. Then they apply this relationship to the picture in the bottom row and choose the answer that generates a second pair of pictures related to each other in the same way as the first pair.</p>	<p>right → left : over →</p> <p>A finished B out C above D around E under</p> <p>First students examine a pair of words and think of ways in which they are related. Then students apply this relationship to a third word to generate a new pair of words that goes together in the same way. Finally students select the best answer choice or, if none seems correct, they look for a different way in which the first two words are related.</p>
<p>Subtest 2: Sentence Completion</p>	<p>“Which one swims in the ocean?”</p> <div style="text-align: center;">  </div> <p>Students listen to a sentence or a question the teacher reads in English or Spanish and then select the picture that best completes the sentence or answers the question.</p>	<p>The fastest runner _____ the race.</p> <p>A loses B wins C watches D starts E makes</p> <p>Students read an incomplete sentence and then select the answer choice that best completes the sentence.</p>
<p>Subtest 3: Picture/Verbal Classification*</p>	<div style="text-align: center;">  </div> <p>Students first examine three pictures in the top row of each question and think of ways in which the pictures are alike. Then the students select the answer picture that belongs in the same group.</p>	<p>apple orange pear</p> <p>A fruit B carrot C pea D lemon E onion</p> <p>Students examine three words and think of ways in which they are alike. Then students select an answer choice that belongs in the same group.</p>

*Picture Analogies, Picture Classification at Levels 5/6-8; Verbal Analogies, Verbal Classification at Levels 9-17/18

Quantitative Battery Subtest Items

Subtest	Levels 5/6–8	Levels 9–17/18
<p>Subtest 4: Number Analogies</p>	 <p>Each question shows a 2 x 2 matrix and requires the same processes as the Picture Analogies subtest, but it uses quantitative concepts rather than verbal concepts.</p>	<p>Level 9 includes some questions in which number pairs are arranged vertically.</p> <p>[1 → 2] [3 → 4] [5 → ?]</p> <p>A 2 B 4 C 6 D 8 E 12</p> <p>Students examine two pairs of numbers and figure out the rule both pairs follow. Then they apply the rule to a given number and choose an answer that generates a third pair of numbers that follow the same rule. Some questions in this subtest at Level 9 (grade 3) use a matrix format. All others use strings of number pairs.</p>
<p>Subtest 5: Number Puzzles</p>	<p>Level 8 includes some questions that follow the Levels 9–17/18 format.</p>  <p>Each question presents two trains. Students select the answer picture that makes the second train carry the same number of objects as the first train.</p>	 <p>A 3 B 4 C 5 D 6 E 14</p> <p>Students are presented one or more equations in which at least one number is missing. If one element is missing, students must select the missing number. If two or three elements are missing, students must substitute numbers that are provided for the missing elements and then solve the equation.</p>
<p>Subtest 6: Number Series</p>	 <p>Each question shows several strings of beads. The beads make a pattern. Students must discover the pattern and then select the string of beads that comes next in the sequence.</p>	<p>Level 9 includes some questions that use beads to show a pattern.</p> <p>1 2 4 5 7 8 →</p> <p>A 7 B 8 C 9 D 10 E 11</p> <p>Each question shows a series of numbers and requires the student to identify the pattern and then select the number that comes next in the sequence.</p>

Nonverbal Battery Subtest Items

Subtest	Levels 5/6-8	Levels 9-17/18
<p>Subtest 7: Figure Matrices</p>	 <p>Each question shows a 2 x 2 matrix and requires the same process as the Number Analogies and Picture Analogies subtests but uses spatial forms.</p>	<p>Levels 9-11 and some questions at Level 12 follow the Levels 5/6-8 format.</p>  <p>This subtest requires that students infer and then apply a simple rule. Students must determine the relationship among the first two elements, apply this relationship to the third element in the matrix, and then select the figure that completes the relationship.</p>
<p>Subtest 8: Paper Folding</p>	 <p>Students must imagine what happens to a piece of paper that is folded, usually cut in some way, and then unfolded. Then students select the answer choice that shows how the paper looks when it is opened.</p>	 <p>Students must imagine what happens to a piece of paper that is folded, has holes punched in it, and then unfolded. Then students select the answer choice that shows how the paper looks when it is opened.</p>
<p>Subtest 9: Figure Classification</p>	 <p>As on the Picture Classification subtest, students must infer how three objects or figures are similar and then select the picture that goes with the target set.</p>	 <p>Students must determine how three figures are similar and then select the answer choice that is most like the first three figures.</p>

How long does it take to administer CogAT?

CogAT is a group-administered abilities test that is typically administered by classroom teachers. The test administrator follows the procedures outlined in the *Directions for Administration* or the *Directions for Online Administration* for the level of CogAT being administered.

Estimated testing times for each battery at Levels 5/6, 7, and 8 are shown on the next page. Since the administrator paces the test, the actual testing time varies across classes. Testing times for Levels 9 and higher, however, are fixed at ten minutes per subtest. For all levels, an additional five to seven minutes per testing session may be required to distribute and collect materials or assist students in logging in if they are taking the online test. Additionally, classes will need a few minutes to answer the sample questions at the beginning of each subtest. No more than one battery should be administered at a single sitting. Short breaks between each subtest administered during the test session are recommended, especially for younger students.

Levels 5/6–8

Battery	Subtest	Estimated Testing Time (in minutes)
Level 5/6 (Grade K) ¹		
Verbal Battery	Picture Analogies	15
	Sentence Completion	14
	Picture Classification	14
Quantitative Battery	Number Analogies	13
	Number Puzzles	11
	Number Series	14
Nonverbal Battery	Figure Matrices	11
	Paper Folding	10
	Figure Classification	10
Total		112
Level 7 (Grade 1) ¹		
Verbal Battery	Picture Analogies	13
	Sentence Completion	13
	Picture Classification	12
Quantitative Battery	Number Analogies	13
	Number Puzzles	11
	Number Series	13
Nonverbal Battery	Figure Matrices	11
	Paper Folding	10
	Figure Classification	11
Total		107
Level 8 (Grade 2) ¹		
Verbal Battery	Picture Analogies	13
	Sentence Completion	14
	Picture Classification	13
Quantitative Battery	Number Analogies	15
	Number Puzzles	15
	Number Series	15
Nonverbal Battery	Figure Matrices	13
	Paper Folding	11
	Figure Classification	13
Total		122

¹For Levels 5/6, 7, and 8, subtests are untimed; testing times are approximate.

Levels 9–17/18

Battery	Subtest	Testing Time (in minutes)
Verbal Battery	Verbal Analogies	10
	Sentence Completion	10
	Verbal Classification	10
Quantitative Battery	Number Analogies	10
	Number Puzzles	10
	Number Series	10
Nonverbal Battery	Figure Matrices	10
	Paper Folding	10
	Figure Classification	10
Total		90

Individual Profile Narrative

CogAT®

PROFILE NARRATIVE FOR AIDEN BAGSBY Cognitive Abilities Test™ (CogAT®)

Class: Ness
Building: Longfellow
System: Dalen Community
State: State 1

Student: Bagsby, Aiden
Student ID: 0000147548
Form/Level: 7-9
Test Date: 10/2011
Norms: Fall 2011
Grade: 3

1 Abilities	Age Scores			APR Graph
	Standard Age Score	Age Stanine	Age Percentile Rank	
Verbal	108	6	69	
Quantitative	96	4	40	
Nonverbal	94	4	35	
Composite	99	5	48	

2 Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank	Local Stanine	Local Percentile Rank
Verbal	62	62	52	6	69	6	75
Quantitative	52	52	32	4	38	5	44
Nonverbal	56	56	36	4	34	4	40
Composite				5	47	5	53

Notes:

4

5

Aiden's ability profile is 4B (V+). Visit www.cogat.com for more detailed information on profile 4B (V+). Click on the "Interactive Profile Interpretation System" button. Enter 4B (V+) in the "Input Your Score Profile" section. Click "Search."

Number Att. = Number Attempted
Please contact your child's teacher if you need assistance with score interpretation.

3 Overview

Aiden recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Aiden's learning preferences, teachers can help him achieve greater success in school.

Aiden's Profile of Test Scores

Aiden's overall performance is in the average range, and his Verbal Battery score is higher than the scores on the other batteries. He has a relative strength in verbal reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance the student's development in other areas.

For example, if Aiden needs help with math, encourage him to talk about math problems and the steps needed to solve them, or ask a math question and help him work it out orally.

More Information on Aiden's Scores

The sections to the left explain Aiden's performance using different types of comparisons and score scales.

- The Age Scores section compares his performance to students across the nation who are also 8.6 years old.
- The Grade Scores section compares his performance to students across the nation who are also in grade 3.

Each of these sections includes one or more scores. The Stanine reports Aiden's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell below the score obtained by Aiden.

Order#: 000000000

RIVERSIDE

Individual Profile Narrative

Purpose and Use	<p>This report presents essential scores and information about a student’s performance on <i>CogAT</i>. Use it to:</p> <ul style="list-style-type: none">• identify the student’s areas of relative strengths and weaknesses• review the student’s test performance for each battery and overall in comparison with national or local norms• review the student’s ability profile• communicate the student’s results to parents
Report Elements	<p>The sample <i>Individual Profile Narrative</i> shown on the previous page is a one-page report that provides:</p> <ol style="list-style-type: none">① National age scores – This box shows the student’s national age scores for the three <i>CogAT</i> batteries and the composite. Scores presented are standard age scores (if selected), age stanines, and age percentile ranks. The age percentile ranks are also presented in the bar graph in the right side of the box. The confidence band around each score represents the range in which the score is likely to fall if the student were tested again. The student’s composite score is not graphed so that the pattern formed by the battery score confidence bands is easy to identify.② Additional scores – This box includes the student’s raw score on each battery as well as national grade scores and local scores (if selected) for each of the three batteries and the composite.③ Interpretive information – The narrative provides information to help teachers and parents understand the scores presented in the report. The “Overview” summarizes the purpose of the test. The “Profile of Test Scores” describes the student’s overall performance on <i>CogAT</i> and lists ways that the results can be used to help the student.④ Notes – The teacher can add notes to the parents in this box.⑤ Ability profile – The student’s ability profile is listed along with a website where teachers and parents can find more information. Refer also to “Understanding Ability Profiles” on page 12.
Sample Explained	<p>This sample <i>Individual Profile Narrative</i> is for Aiden Bagsby, a third grade student at Longfellow School in the Dalen Community School System. Aiden took <i>CogAT</i> Form 7 Level 9 in October 2011, and fall 2011 norms were used to convert raw scores to other score types. Aiden took all three batteries of <i>CogAT</i>. The first box on the left-hand side lists Aiden’s standard age scores, age stanines, and age percentile ranks, which show how he performed compared with other students who are the same age. The right side of the box is a graph of each of Aiden’s age percentile rank scores. The graph includes confidence bands, which are presented as a gray area around the score for each battery.</p>

Continued on next page...

Individual Profile Narrative, continued

CogAT®

PROFILE NARRATIVE FOR AIDEN BAGSBY Cognitive Abilities Test™ (CogAT®)

Class: Ness
Building: Longfellow
System: Dalen Community
State: State 1

Student: Bagsby, Aiden
Student ID: 0000147548
Form/Level: 7-9
Test Date: 10/2011
Norms: Fall 2011
Grade: 3

1

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	108	6	69					
Quantitative	96	4	40					
Nonverbal	94	4	35					
Composite	99	5	48					

2

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank	Local Stanine	Local Percentile Rank
Verbal	62	62	52	6	69	6	75
Quantitative	52	52	32	4	38	5	44
Nonverbal	56	56	36	4	34	4	40
Composite				5	47	5	53

Notes:

4

5

Aiden's ability profile is 4B (V+). Visit www.cogat.com for more detailed information on profile 4B (V+). Click on the "Interactive Profile Interpretation System" button. Enter 4B (V+) the "Input Your Score Profile" section. Click "Search."

Number Att. = Number Attempted
Please contact your child's teacher if you need assistance with score interpretation.

3

Overview

Aiden recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Aiden's learning preferences, teachers can help him achieve greater success in school.

Aiden's Profile of Test Scores

Aiden's overall performance is in the average range, and his Verbal Battery score is higher than the scores on the other batteries. He has a relative strength in verbal reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance the student's development in other areas.

For example, if Aiden needs help with math, encourage him to talk about math problems and the steps needed to solve them, or ask a math question and help him work it out orally.

More Information on Aiden's Scores

The sections to the left explain Aiden's performance using different types of comparisons and score scales.

- The Age Scores section compares his performance to students across the nation who are also 8.6 years old.
- The Grade Scores section compares his performance to students across the nation who are also in grade 3.

Each of these sections includes one or more scores. The Stanine reports Aiden's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell below the score obtained by Aiden.

Order#: 000000000

RIVERSIDE

Individual Profile Narrative, continued

Sample Explained,
continued

The second box shows the number of items in each of the batteries, the number of items Aiden attempted, and the number he answered correctly (raw score). This box also lists his grade stanines and grade percentile ranks, which compare his performance in each battery with that of other third grade students in the nation. This school system elected to report scores based on local norms; those scores are listed in this box as local stanines and local percentile ranks. These scores compare Aiden's performance with that of other third grade students in the Dalen Community School System.

The narrative on the right-hand side of the report indicates that Aiden's overall performance is in the average range and his Verbal Battery score is higher than his scores on the two other batteries. His parents and teachers can use the information given to help Aiden as he learns.

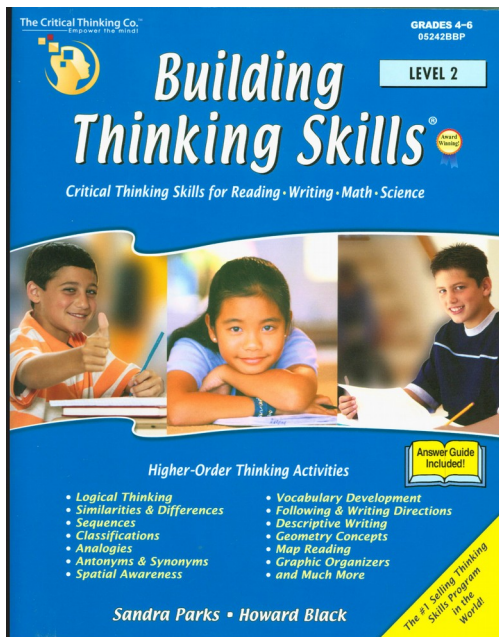
Aiden's ability profile, **4B (V+)**, is listed in the lower left portion of the report. This profile indicates that Aiden received generally average scores with a relative strength on the Verbal Battery. His teacher and parents can use the information in this area to learn more about his ability profile and instructional strategies that may help Aiden.

Factors to Consider

Compare your report with the sample. To help identify reasons for differences between them, answer the following questions:

- Did your school request local norms, as shown in the sample on the previous page? Local norms are a reporting option.
 - Did your school request that the ability profile be suppressed? If so, that information will not appear in the lower left corner of the report.
 - Did your school request that the APR graph show bars instead of confidence bands?
-

Building Thinking Skills (Grades 2-12+) \$29.99



This engaging series develops critical thinking skills necessary for success in reading, writing, math, science, social studies, and *standardized tests* in Grades 2-12+.

The Building Thinking Skills® series is the bestselling thinking skills program in the world!

The engaging, highly-effective activities are developmentally sequenced. Each skill (for example, classifying) is presented first in the semi-concrete figural-spatial form. Students also learn important academic vocabulary, concepts, and skills as they analyze relationships between objects, between words, and between objects and words by:

- Observing, recognizing, and describing characteristics
- Distinguishing similarities and differences
- Identifying & completing sequences, classifications, & analogies

These processes help students develop superior thinking and communication skills that lead to deeper content learning in all subjects. Activities are modeled to reinforce skills and concepts.

Level 3 for grades 7-12+ is split into two books: one for Figural Similarities, Sequences, & Classifications; and one for Verbal Similarities, Sequences, & Classifications.

These are reproducible for classroom and individual use! Answer key included.

200-400+ pages depending on grade level. Copyright 2006-2008.

On our website: setontesting.com/building-thinking-skills/

Table of Contents

CHAPTER ONE—DESCRIBING SHAPES

Describing Shapes—Select	2
Describing Shapes—Explain	7
Describing Position—Select.....	9
Describing Position—Explain.....	12
Characteristics of a Shape.....	15

CHAPTER TWO—FIGURAL SIMILARITIES AND DIFFERENCES

Matching Figures	18
Matching Shapes	21
Matching Figures	23
Which Shapes Do Not Match?.....	25
Which Figure Does Not Match?	27
Finding Shapes.....	28
Finding and Tracing Patterns	31
Combining Shapes.....	34
Dividing Shapes Into Equal Parts—A.....	37
Dividing Shapes Into Equal Parts—B	40
Paper Folding—Select	43
Paper Folding—Supply	45
Symmetrical Patterns—Supply	47
Axis of Symmetry—Supply	52
Covering a Surface	54
Which Shape Completes the Square?.....	58
Copying a Figure.....	64
Enlarging Figures.....	65
Reducing Figures.....	68
Comparing Shapes—Explain.....	71

CHAPTER THREE—FIGURAL SEQUENCES

Sequence of Figures—Select	76
Sequence of Figures—Supply	80
Tumbling—Shading	82
Tumbling (Rotating) Figures	85
Pattern Folding—Select.....	87
Pattern Folding—Supply	88

Stacking Shapes—Select 91
 Stacking Shapes—Supply 93
 Stacking Shapes—Explain..... 97

CHAPTER FOUR—FIGURAL CLASSIFICATIONS

Describing Classes 102
 Matching Classes by Shape 104
 Matching Classes by Pattern 106
 Classifying More Than One Way—Matching 107
 Changing Characteristics—Select 109
 Changing Characteristics—Supply 111
 Draw Another 113
 Classifying by Shape—Sorting 115
 Classifying by Pattern—Sorting 117
 Classifying More Than One Way—Sorting 118
 Overlapping Classes—Intersection..... 119
 Overlapping Classes—Matrix 126
 Deduce the Class..... 129

CHAPTER FIVE—FIGURAL ANALOGIES

Figural Analogies—Select..... 134
 Figural Analogies—Select a Pair 139
 Describing Types of Figural Analogies 141
 Complete the Pair 142
 Figural Analogies—Complete 143
 Figural Analogies—Supply 146
 Figural Analogies—Supply a Pair 149
 Figural Analogies—Follow the Rule 151

CHAPTER SIX—DESCRIBING THINGS

Describing Foods—Select 156
 Describing Animals—Select..... 157
 Describing Vehicles—Select..... 158
 Describing Geographic Terms—Select 159
 Describing Occupations—Select 160
 Describing Computer Devices—Select..... 161
 Identifying Characteristics of Food..... 162
 Identifying Characteristics of Animals 163
 Identifying Characteristics of Vehicles 164

Identifying Characteristics of Earth Features	165
Describing Foods—Explain.....	166
Describing Animals—Explain	167
Describing Vehicles—Explain	168
Describing Places on Earth—Explain	169
Describing Occupations—Explain.....	170
Name the Animal—Supply	171
Name the Plant—Supply.....	172
Name the Vehicle/Place—Supply	173
Writing Descriptions	174

CHAPTER SEVEN—VERBAL SIMILARITIES AND DIFFERENCES

Opposites—Select	186
Opposites—Supply	189
Similarities—Select.....	192
Similarities—Supply	196
How Alike?—Select.....	199
How Alike and How Different?	203
Word Web—Select and Supply	206
Compare and Contrast—Graphic Organizer.....	212

CHAPTER EIGHT—VERBAL SEQUENCES

Following Directions—Select	218
Following Directions—Supply	220
Writing Directions.....	223
Recognizing Direction—A.....	225
Recognizing Direction—B.....	227
Describing Locations.....	230
Describing Directions	232
Time Sequence—Select	236
Time Sequence—Rank.....	237
Time Sequence—Supply	238
Degree of Meaning—Select.....	239
Degree of Meaning—Rank	241
Degree of Meaning—Supply.....	243
Transitivity—Comparison	245
Common Sequences	250
Transitivity—Family Tree	252
Your Family Tree.....	256

Deductive Reasoning—Instructions	257
Deductive Reasoning	259
Following Yes-No Rules—A	265
Following Yes-No Rules—B	267
Writing Yes-No Rules	269
Following Yes-No Rules—Supply	270
Completing True-False Tables	271
Following If-Then Rules	273
Following If-Then Rules—A	274
Following If-Then Rules—B	277
Graphic Organizer—Cycle Diagram	281
Graphic Organizer—Timeline	284

CHAPTER NINE—VERBAL CLASSIFICATIONS

Parts of a Whole—Select	288
Class and Members—Select	291
Sequences Containing Classes and Subclasses	294
How Are These Words Alike?—Select	298
How Are These Nouns Alike?—Explain	303
How Are These Verbs Alike?—Explain	304
How Are These Adjectives Alike?—Explain	305
How Are These Weather Words Alike?—Explain	306
Explain the Exception	307
Sorting Into Classes	310
Branching Diagrams	314
Diagramming Classes—Three Examples	317
Diagramming Classes—Select	318
Diagramming Classes—Select and Explain	322
Overlapping Classes—Matrix	327
Relationships—Explain	330
Classifying Shapes With a Bull’s Eye Diagram	333
Classifying Shapes With a Matrix	334
Classifying Shapes With a Branching Diagram	335
Classifying Shapes With an Overlapping Classes Diagram	336

CHAPTER TEN—VERBAL ANALOGIES

Analogies—Instructions	338
Antonym or Synonym Analogies—Select	340
Association Analogies—Select	341
“Kind of” Analogies—Select	342

“Part of” Analogies—Select.....	343
“Used to” Analogies—Select.....	344
Action Analogies—Select.....	345
Antonym or Synonym Analogies—Select	346
Association Analogies—Select	347
Antonym or Synonym Analogies—Select a Pair.....	348
Association Analogies—Select Two.....	349
Analogies—Select Two	350
Analogies—Explain.....	352
Antonym or Synonym Analogies—Supply	356
Association Analogies—Supply	357
“Kind of” Analogies—Supply	358
“Part of” Analogies—Supply.....	359
“Used to” Analogies—Supply	360
Action Analogies—Supply.....	361
Analogies—Supply.....	362
Analogies—Explain and Supply a Pair	364
Analogies—Produce	367
 ANSWER GUIDE	
Chapter One (Activities A-1 — A-38)	370
Chapter Two (Activities B-1 — B-166)	371
Chapter Three (Activities C-1 — C-77).....	378
Chapter Four (Activities D-1 — D-127).....	380
Chapter Five (Activities E-1 — E-82).....	384
Chapter Six (Activities F-1 — F-65)	386
Chapter Seven (Activities G-1 — G-204)	389
Chapter Eight (Activities H-1 — H-186)	392
Chapter Nine (Activities I-1 — I-193).....	400
Chapter Ten (Activities J-1 — J-236).....	405

OVERLAPPING CLASSES—INTERSECTIONS

DIRECTIONS: Four regions are labeled on the large overlapping classes diagram. “O” is outside the overlapping circles. On the line next to each small shape below, write an “A,” “B,” “I,” or “O” to indicate where the shape belongs. In the example, the black triangle belongs in the outside (“O”) region of the diagram because it is not striped and has three sides, not four.

<p>EXAMPLE</p>	<p>D-77</p>	<p>D-78</p>
<p>D-79</p>	<p>D-80</p>	<p>D-81</p>
<p>D-82</p>	<p>D-83</p>	<p>D-84</p>

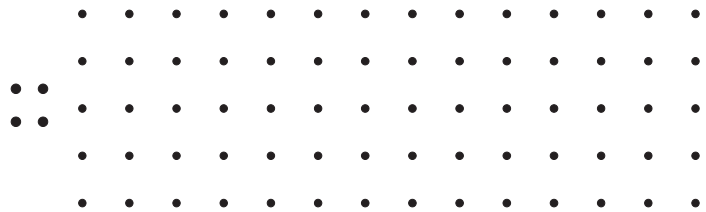
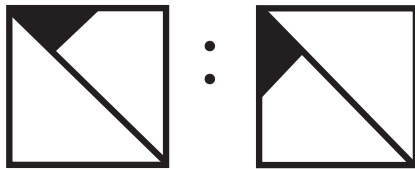
Free resource from www.criticalthinking.com. Commercial redistribution prohibited

FIGURAL ANALOGIES—SUPPLY A PAIR

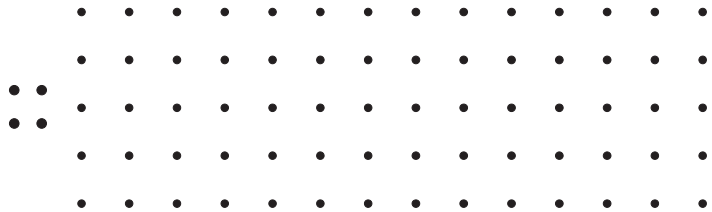
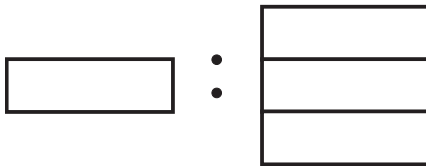
DIRECTIONS: Using the dot grid, draw the last two figures, “C” and “D,” to complete the analogy. Figures “C” and “D” should be related to each other in the same way that the first two figures, “A” and “B,” are related.

A : B :: C : D

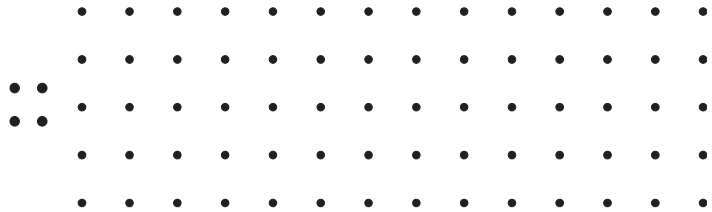
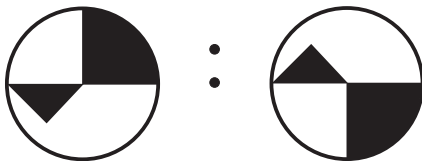
E-67



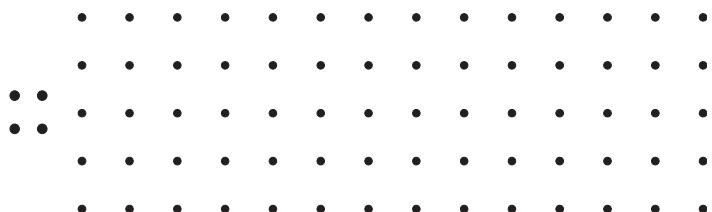
E-68



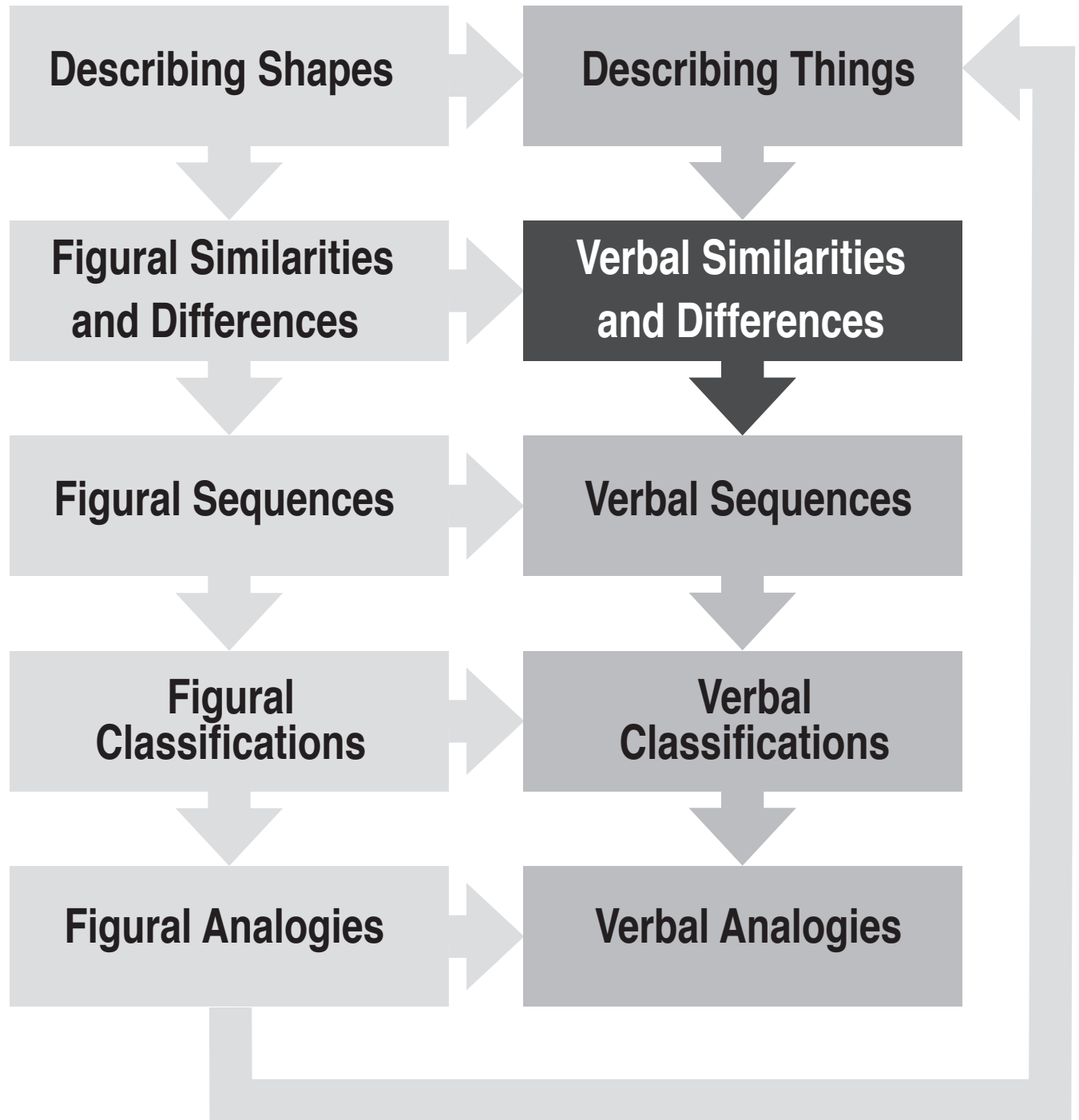
E-69



E-70



CHAPTER SEVEN



Free resource from www.criticalthinking.com. Commercial redistribution prohibited

EXPLAIN THE EXCEPTION

DIRECTIONS: Each group of four words contains one member that is an exception to the class. Explain how the similar words are alike and how the exception is different.

EXAMPLE: candle, eye, lamp, star

Candle, lamp, and star are similar because they give off light. Eye is the exception to the class “things that give off light.” The eye receives light but does not give off light.

I-128 cloud, rain, snow, umbrella

I-129 cabbage, corn, lettuce, spinach

I-130 relax, rest, sleep, work

I-131 hear, look, read, see

RELATIONSHIPS—EXPLAIN

DIRECTIONS: Each word in box A is related in the same way to the word on the same line in box B. Describe how the words in box A are related to the words in box B.

I-178

A
bird
book
dog
fruit
reptile

B
robin
novel
setter
lemon
lizard

Relationship

I-179

A
bicycle
bird
chair
river
tree

B
handlebar
feather
arm
mouth
trunk

Relationship

I-180

A
beat
degree
foot
month
watt

B
rhythm
temperature
length
time
electricity

Relationship

I-181

A
box
building
hill
mountain
room

B
lid
roof
crest
peak
ceiling

Relationship

ANALOGIES—EXPLAIN

DIRECTIONS: Read these analogies and decide how the words in each pair are related. On the line below each analogy, explain the relationship between the words in each pair.

Here is a list of the kinds of analogies you have practiced. Use the list to help explain these analogies.

ANTONYM	KIND OF	SYNONYM
ASSOCIATION	PART OF	USED TO

EXAMPLE: banana : fruit :: carrot : vegetable

A banana is a kind of fruit just as a carrot is a kind of vegetable.

J-95 bored : excited :: rested : weary

J-96 beef : hamburger :: potatoes : French fries

J-97 compliment : praise :: criticize : blame

J-98 hammer : nail :: bat : ball
