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# INTRODUCTION: ABOUT THE OTIS-LENNON SCHOOL ABILITY TEST® (OLSAT®)

## WHAT THE OLSAT® ASSESSES

The *Otis-Lennon School Ability Test®, Eighth Edition (OLSAT®)* assesses a student's critical thinking and reasoning skills specifically related to success in school. The test measures verbal, quantitative, and spatial reasoning abilities by each student's use of abstract critical thinking. It also tests memory, speed of thought, and recognition of relationships and patterns. There are seven levels of the OLSAT®, meant for students ages Prekindergarten (PreK) through 12th grade:

- LEVEL A – PreK (3 to 4 year olds) and Kindergarten (5 to 6 year olds)
- LEVEL B – 1st Grade (6 to 7 year olds)
- LEVEL C – 2nd Grade (7 to 8 year olds)
- LEVEL D – 3rd Grade (8 to 9 year olds)
- LEVEL E – 4th and 5th Grades (9 to 11 year olds)
- LEVEL F – 6th through 8th Grades (11 to 14 year olds)
- LEVEL G – 9th through 12th grades (14 to 18 year olds)

## HOW THE OLSAT® IS HELPFUL

The information gathered through the utilization of the OLSAT®, provides educators with information about the reasoning ability of each student. Some institutions administer the OLSAT® in conjunction with a traditional achievement test, in whole or part. Educators value that the OLSAT® enriches and expounds on an otherwise general and strictly subject-based traditional achievement test score.

Many educational institutions throughout the United States use the OLSAT® (alone or in conjunction with other assessments) as an admission test for their talented and gifted programs, departments, and schools. The type of assessment offered by the OLSAT® gives educators a more complete valuation regarding *potential* academic success for each student.

The test does not directly refer to any specific material or subject matter children studied previously (or will study). Instead, the questions are meant to assess each child's *cognitive* abilities (e.g., *verbal*, *nonverbal*, and *quantitative*) as they relate to his/her academic success. This analysis provides educators with an understanding of a child's strengths and weaknesses in the completion of tasks using logical, abstract, and/or systematic thought, also known as critical thinking.

## HOW THE OLSAT® IS SCORED

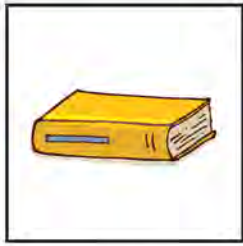
Student achievement results of all seven levels of the OLSAT® are in terms of a final score, known as the Student Ability Index (SAI). To reach the final SAI number, scoring starts with each subcategory in both the verbal and nonverbal areas. Then, those subcategory scores combine to reach one verbal score and one nonverbal score. Lastly, combining the verbal and nonverbal scores give the final score, or SAI.

Due to the significant and rapid cognitive growth occurring during the age range of 3-6 years old, the OLSAT® Level A scores are measured differently than the other five levels. Scoring is measured against peers within the same age group, divided into 3-month bands. For example, a score comparison occurs for students born March 1 through June 1 of 2010.<sup>1</sup>

<sup>1</sup>Test score results might also be expressed as percentile rankings (corresponding directly to the SAI number) - this is usually provided for the parents of children taking the OLSAT.

Kindergarten only

21. Matilda is packing her backpack for school. First, she puts her schoolbook in her backpack, then she packs her folder, next her pencil case, followed by her lunchbox. What was the third item Matilda put in her backpack?



A



B



C



D

V-FD

22. Look at the top row of boxes. The four pictures go together in a certain way. Choose the picture that belongs in the box with the question mark.



A



B



C

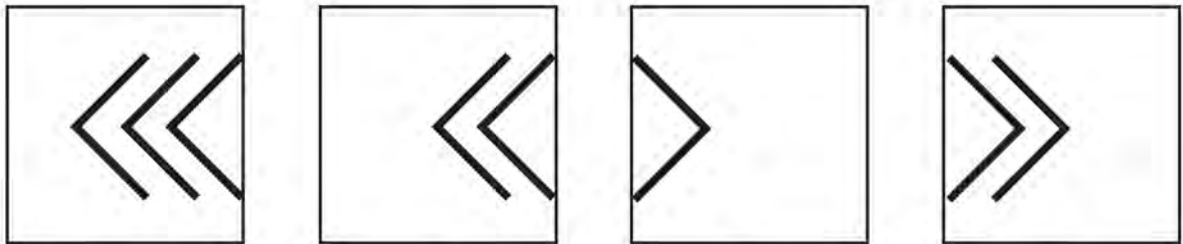


D

NV-PS

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32. Look at the top row of boxes. The four pictures go together in a certain way. Choose the picture that belongs in the box with the question mark.



A

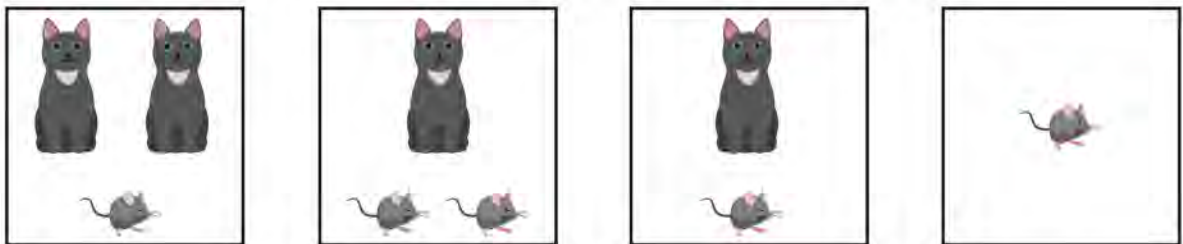
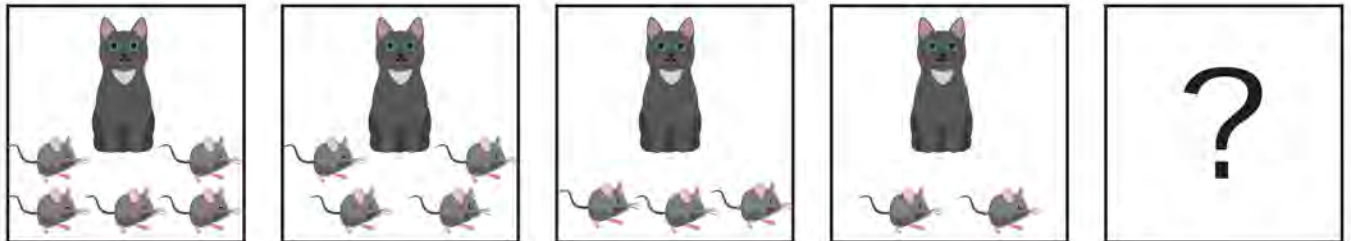
B

C

D

NV-FS

33. The pictures in the top row go together in a certain way. Choose the picture that belongs in the box with the question mark.



A

B

C

D

NV-PS

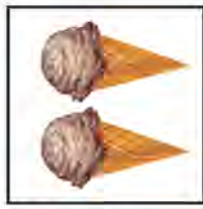
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Kindergarten only

37. One of the pictures does not belong with the other pictures. Which picture is different from the others?



(A)



(B)



(C)



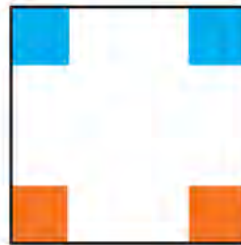
(D)



(E)

NV-PC

38. The pictures in the top row go together in a certain way. Choose the picture that belongs in the box with the question mark.



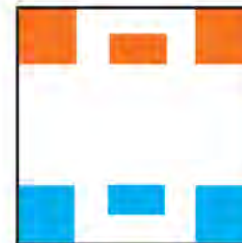
(A)



(B)



(C)



(D)

NV-FS

39. In the morning, Emma got out of bed, got dressed, ate breakfast, and then drank some juice before cleaning her teeth. Point to the picture that shows the last thing Emma did.



(A)



(B)



(C)



(D)

V-AR

42. Clair was helping her parents clean their home. While they were cleaning, Clair's mom noticed a burned-out light on the ceiling. Clair's dad could not reach the burned-out light, so he left and came back with two items to help him replace the light. One item was a new light bulb. Look at the answer choices. Which picture is the other item that Clair's dad brought back with him?



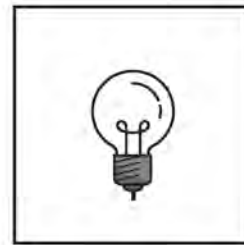
(A)



(B)



(C)



(D)

V-AR

43. Look at the pictures in the top row of boxes. They go together in a certain way. Now, look at the bottom row. Which picture goes best in the box with the question mark?



(A)



(B)



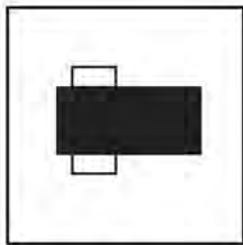
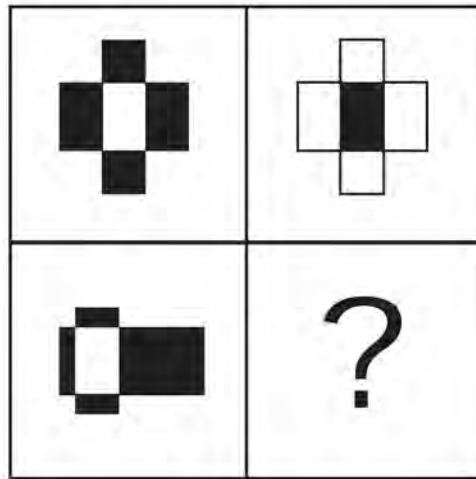
(C)



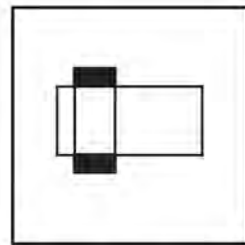
(D)

NV-PA

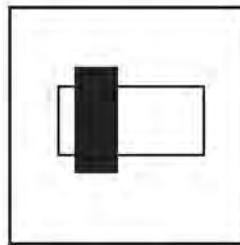
45. Look at the pictures in the top row of boxes. They go together in a certain way. Now, look at the bottom row. Which picture goes best in the box with the question mark?



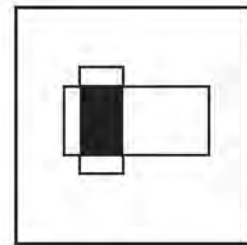
(A)



(B)



(C)



(D)

NV-FA

46. Luke has dark hair. He is wearing a black shirt with white pants. Keslie is Luke's sister. She is wearing a shirt and pants in opposite colors from Luke's. Which picture shows Luke's sister, Keslie?



(A)



(B)



(C)



(D)

V-AR