

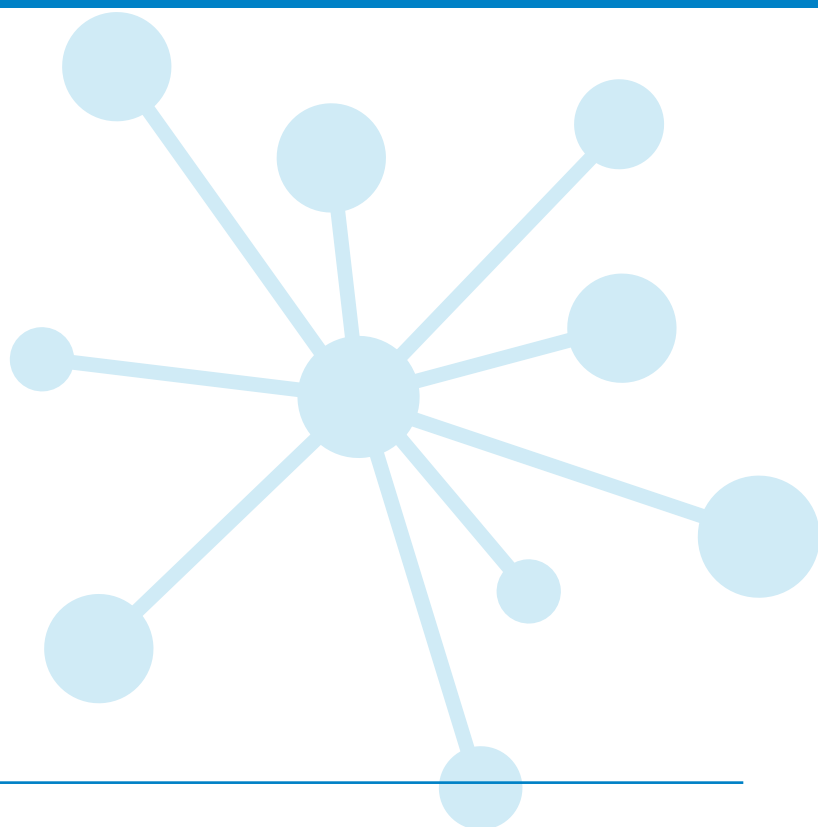
CAT4

Individual report for parents

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CAT4 Individual report for parents

Name: Jeanette McKenzie			
School: Check CAT Academy			
Group: 1			
Date of test: 10/08/2012	Level: F	Age: 14:07	Sex: Female

What is CAT4?

Your child has taken the *Cognitive Abilities Test Fourth Edition (CAT4)* which assesses how well a student can think about tasks and solve problems using a range of different questions.

Some tasks involved thinking about shapes and patterns (Non-verbal Reasoning), some with words (Verbal Reasoning) or numbers (Quantitative Reasoning) and, finally, some questions were answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

Why use CAT4?

- CAT4 is used in many schools across the UK to provide information to teachers, students and parents that, with additional information such as results from other tests, forms the basis for discussion about how best an individual can learn and reach his or her potential in school.
- CAT4 does not require any prior knowledge and you cannot 'learn' how to answer the questions in CAT4. It is therefore a good test because everyone starts at the same place.
- The abilities tested in CAT4, such as spatial ability, may be difficult to demonstrate in the classroom so it is important that teachers know the level of a student's ability in such areas.
- CAT4 contributes to setting targets (for example, at Standard and Intermediate Grade) and allows an individual's progress to be monitored.
- CAT4 results will help teachers decide about the pace of learning that is right for an individual and whether additional support or challenge is needed.
- CAT4, unlike an English or maths test, is not a test of what the student has learned. It tests how an individual can think in areas that are known to make a difference to learning and achievement.

Example questions

Verbal Reasoning Battery – thinking with words

Verbal Classification

Three words are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth word with similar properties.

The answer is snow because rain, fog and sunshine are all types of weather and snow is also a type of weather.

rain fog sunshine

winter	snow	weather	dark	night
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Verbal Analogies

A pair of connected words is presented alongside a single word. From a selection of five possible answers, the student must select a word to complete the second pair in the same way.

The answer is window, because a carpet goes on a floor and a curtain hangs at a window.

carpet → floor : curtain →

window	shade	hang	drapes	cloth
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Quantitative (or Numerical) Reasoning Battery – thinking with numbers

Number Analogies

Two pairs of related numbers are presented. From a selection of five possible answers, the student must select a number to complete a third pair.

The answer is 8. Here 1 add 1 makes 2, but that doesn't work for the second pair because 5 add 1 is 6, not 10. Instead, you have to multiply by 2 to get the second part of each pair, so 4 times 2 is 8.

[1 → 2] [5 → 10] [4 → ?]

5	7	8	9	10
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Number Series

A sequence of numbers created by a transformation rule is presented. From a selection of five possible answers, the student must identify the rule and continue the sequence.

The answer is 15. There are two number patterns in this series. The first, third and fifth numbers go down by 1 at a time – 18, 17 then 16. The numbers in between them go up by two at a time – 5, 7 then 9. This means the next number must be 16 minus 1, giving 15.

18 5 17 7 16 9 →

11	12	13	14	15
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Non-verbal Reasoning Battery – thinking with shapes

Figure Classification

Three designs are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth design with similar properties.

The answer is E because it is the only answer choice that is a striped semi-circle, like the first three figures.

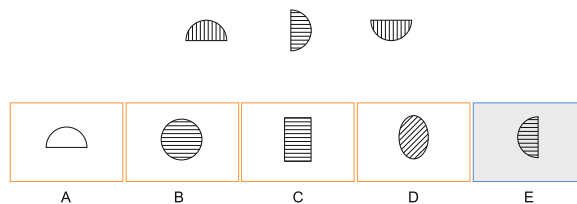
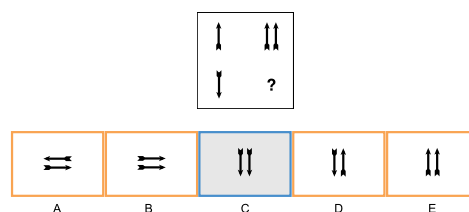


Figure Matrices

Designs are presented in a grid with one empty square and, from a selection of five possible answers, the student must identify the missing design.

The answer is C because in the top pair 'one arrow up' goes to 'two arrows up', so in the second pair 'one arrow down' must go to 'two arrows down'.



Spatial Ability Battery – thinking with shape and space

Figure Analysis

A series of diagrams shows a square being folded repeatedly, and then punched through with holes. From a selection of five possible answers, the student must identify how the paper will appear when unfolded.

The answer is D. The hole is punched through both layers of paper, so as it is unfolded the holes will be a mirror image of each other, with the crease being the mirror line.

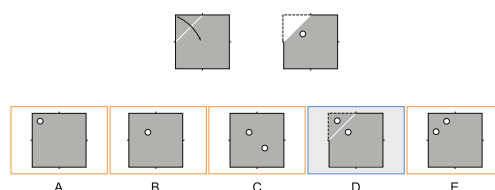
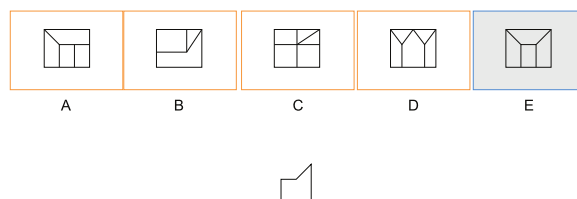


Figure Recognition

Several complex designs are presented along with a single target shape. From a selection of five possible answers, the student must identify the target shape within one of the complex designs.

The answer is E. It isn't A because that shows the target flipped over. It isn't B or C because they have shapes that are the wrong size.



Name: Jeanette McKenzie			
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Group: 1			
Date of test: 10/08/2012	Level: F	Age: 14:07	Sex: Female

Scores

	Below average	Average	Above average
Verbal			
Quantitative			
Non-verbal			
Spatial			

Summary

Jeanette’s profile of scores from CAT4 is evenly balanced and this means that she can learn very effectively in a number of different ways.

- Jeanette may find that she gets ahead very quickly in some subjects and so needs some extra work that allows her to do more research or read around a subject or follow her own interests. As some students may be reluctant to ask for this, do encourage Jeanette to approach the teachers.
- Students with high spatial ability such as Jeanette often get the ‘big picture’ quickly, sometimes rushing over important detail. Jeanette may know the solution to a question very quickly but needs to show how she has arrived at it. Her very good verbal skills should help in this.
- If Jeanette is asked to mentor another student, encourage her to do so as her skills make her suitable for this and she has a lot to offer.
- Encourage Jeanette to read widely outside school, choosing from a range of different types of books and sources, as this will add to her knowledge and skills.
- Think about activities outside school that build on her abilities, for example debating, drama or science club. She may enjoy these if she is not already taking part.

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Indicators for Standard Grade

Subject	Most likely grade achieved	'If challenged' grade achieved	Standard Grade							
			7	6	5	4	3	2	1	
Accounting & Finance	1	1								
Administration	1	1								
Biology	1	1								
Business Management	1	1								
Chemistry	1	1								
Computing Studies	1	1								
Craft & Design	1	1								
Drama	1	1								
English	1	1								
French	1	1								
Geography	1	1								
German	1	1								
Graphic Communication	1	1								
History	1	1								
Home Economics	1	1								
Maths	1	1								
Modern Studies	1	1								
Music	1	1								
Physical Education	1	1								
Physics	1	1								
Social & Vocational Studies	1	1								
Spanish	1	1								
Technical Studies	1	1								
Art & Design	1/2	1								
Religious Studies	1/2	1								
Science	2/3	2								

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Indicators for Intermediate 1

Subject	Most likely grade achieved	'If challenged' grade achieved	Intermediate 1 grade															
			9	8	7	6	5	4	3	2	1							
English	1	1																
Biology	1/2	1																
Chemistry	1/2	1																
Computing Studies	1/2	1																
Maths	1/2	1																
Physics	2/3	2																

Indicators for Intermediate 2

Subject	Most likely grade achieved	'If challenged' grade achieved	Intermediate 2 grade															
			9	8	7	6	5	4	3	2	1							
Computing Studies	1/2	1																
Biology	2	1																
English	2	1																
Maths	2	1																
Physics	2	1																
History	2/3	2																