

Understanding the CAT4 Assessment and Reports





What is CAT4?

CAT4: Cognitive Abilities Test Fourth Edition

CAT4 assesses a student's abilities across four different reasoning batteries:

Verbal reasoning – thinking with words

Quantitative reasoning – thinking with numbers

Non-Verbal reasoning – thinking with shape

Spatial reasoning – thinking with space and shape

It is important to note that this is an assessment of ability and not attainment

Ability vs. Attainment

Cognitive Abilities Test

- Requires no preparation
- Assesses regardless of previous teaching and schooling
- Gives an indication of the ability of a student to learn
- Used at the beginning of the academic year to ensure appropriate support and intervention is in place

Attainment Testing

- Often requires revision and practice
- Assesses skills and content knowledge that have been taught
- Gives an indication of what has been learnt
- Used at the end of teaching modules to track progress and identify whether any gaps in knowledge or skills are present

What is CAT4 used for?



- Identifying academic potential
- Understanding how a student thinks
- Determining where further support may be necessary
- Highlighting any possible barriers to learning
- Setting targets
- Providing feedback to the teacher, to the student and to the parent



Verbal Reasoning



Verbal Classification

happy sad frightened

tall

feel

think

new

angry

Verbal Analogies

cow → milk : chicken →

feather

dinner

egg

hen

bird

Quantitative Reasoning



Number Analogies

Practice 1

[5 → 4] [8 → 7] [3 → ?]

1	2	3	5	6
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Number Series

Practice 1

5 10 15 20 →

25	30	35	40	45
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Non-Verbal Reasoning

Figure Classification

Practice 1








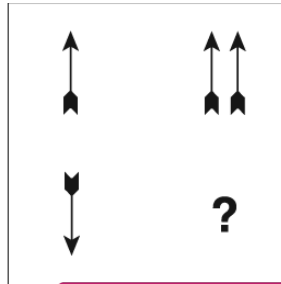
				
A	B	C	D	E






Figure Matrices

Practice 1

Choose your answer by clicking on it with the mouse.

If you want to change your mind, just click on your new answer choice.



				
A	B	C	D	E

Spatial Reasoning

Figure Analysis

Practice 1

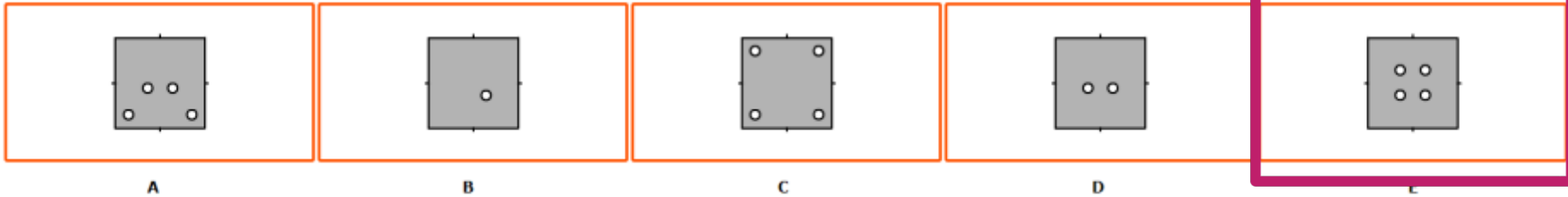
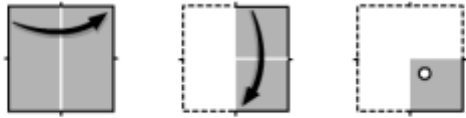
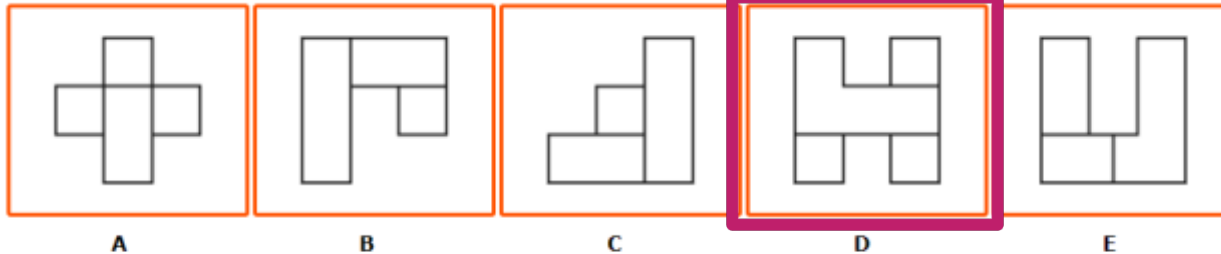


Figure Recognition



What is Spatial Reasoning?



The ability to generate, retain and manipulate abstract spatial images”, Lohman (1979)



What is Spatial Reasoning?



Strengths seen in Spatial thinkers:

- Seeing the big picture
- Understanding concepts
- Innovation
- Creativity

Weaknesses seen in Spatial thinkers (perceived and actual):

- Little attention to detail
- Often have poor handwriting
- Disorganized

Students with good spatial reasoning ability have a high potential in subjects such as Science, Technology, Engineering, Mathematics and the Creative Arts.

These subjects are important for the future career prospects of our students.

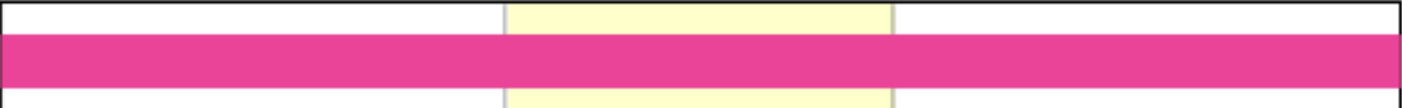
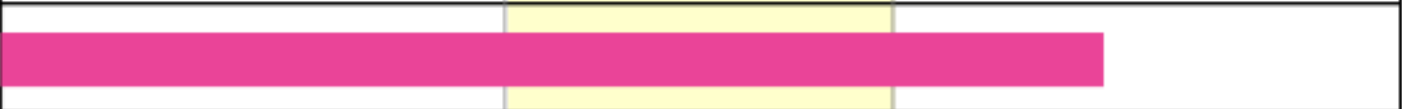

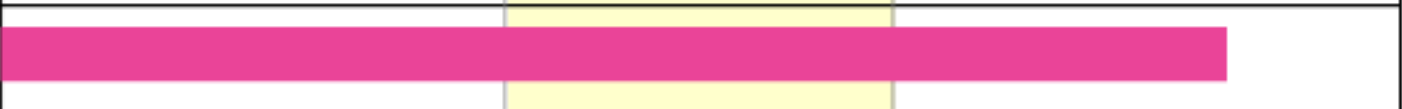
Verbal Reasoning



- Verbal reasoning is the ability to think with words.
- The verbal reasoning battery is the only battery that is influenced by students' English language skills.
- Students who do not have English as a first language may find their verbal score to be lower than the other batteries.
- As verbal reasoning can be influenced by schooling, students can improve their verbal score by improving their English language skills.
- There will be strategies suggested in your Parent Report that will guide how you can support your child with their verbal reasoning skills at home.

Understanding the Reports

The yellow band highlights where the “average” scores lie.

Verbal	
Quantitative	
Non-verbal	
Spatial	

This student has scored above average in every battery.
This tells us that this student is highly able across all four reasoning skills.

Understanding the Reports



The summary provides commentary on the results from the CAT4 assessment and gives some guidance about strategies you can use at home to support your child.

Summary

Jessica's profile of scores from *CAT4* shows she has a clear preference for learning by reading, writing and talking about topics but low spatial skills will mean that she can learn effectively in a number of different ways.

- Jessica may find that she gets ahead very quickly in some subjects and so needs 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 Jessica to approach the teachers.
- Jessica will learn best when working step-by-step through a subject or task.
- Encourage Jessica to read widely outside school. Reading from a range of different types of books 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.

Questions?



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