

CAT4

COGNITIVE ABILITIES TEST 4: IRISH EDITION

Sample Reports

IRISH
EDITION

Introduction to the Cognitive Abilities Test 4: Irish Edition (CAT4)



CAT4 is the fourth edition of GL Assessment's well-established *Cognitive Abilities Test*. As part of the project to develop a new edition, an Irish version has been created, which has been fully standardised for Ireland from ages 10:06 to 17+.

CAT4: Irish Edition is a seamless assessment designed to support Primary and Post-Primary schools in understanding pupils' developed abilities, likely academic potential and learning preferences. It measures the four principle areas of reasoning – verbal, non-verbal, quantitative and spatial – allowing teachers and Guidance Counsellors to test the full range within an entire class or year.

CAT4: Irish Edition's ability to assess, to inform interventions and to monitor changes over time makes it an ideal tool when following guidelines from the 'Special Educational Needs: A Continuum of Support' document from the National Educational Psychological Service (NEPS).

The addition of a separate spatial battery helps to promote science and technology in schools, a key aim of the Irish education system in support of "maintaining economic competitiveness and securing continued prosperity"*. Recent research has confirmed the importance of assessing pupils' spatial ability in order to develop and support spatial skills, which are the basis for success in STEM (science, technology, engineering and maths) careers. By identifying spatial learners early and enabling teachers to adapt teaching and learning accordingly, *CAT4: Irish Edition* can help improve the uptake of STEM subjects in Irish schools.

One of the most exciting features of *CAT4* is the brand new suite of reports; users can now choose from six new optional reports with specific audiences in mind and the inclusion of more narrative makes the reports much easier to read and understand. To ensure rigour, *CAT4: Irish Edition* was standardised on 6,500 Irish pupils in Spring 2012.

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*A brief description of the Irish education system, Department of Education and Skills.



Communicating CAT4: Irish Edition results through dynamic reports

Following extensive market research and CAT3 customer feedback, we have developed a brand new suite of reports that help you interpret the data fully through the inclusion of more narrative. You can view examples throughout this booklet.

The Group report for teachers is a rich and user friendly report that is designed to incorporate all of the core information required to carry out an analysis at group level. This report is delivered automatically to all CAT4 users. As well as the Group report, CAT4: Irish Edition customers will also receive the Individual student report for teachers, providing a more in-depth analysis of an individual pupil's results.

In addition, users can choose from six optional reports, which can be purchased separately from as little as €2.35 per pupil. The additional reports are designed with specific audiences in mind, and these are presented in different formats, from PowerPoint® presentations for school leadership teams and governing bodies to easy-to-understand reports for parents and pupils. For example, the Individual report for parents provides, in a clear and concise format, further information about the assessment and their child's results, helping parents to understand what the data is showing and how they can support their child at home.

Many Irish schools will find the reports for parents and pupils particularly useful in light of the Education Act (1998) that requires schools to "regularly evaluate students and periodically report the results of the evaluation to the students and their parents".

Users of both the CAT4: Irish Edition paper and digital editions will automatically receive:

- CAT4: Irish Edition Group report for teachers
- CAT4: Irish Edition Individual student report for teachers

In addition, users will be able to purchase the following reports separately:

- CAT4: Irish Edition Individual report for students
- CAT4: Irish Edition Individual report for parents
- CAT4: Irish Edition Summary report for senior leaders
- CAT4: Irish Edition Summary presentation for senior leaders (PowerPoint® format)
- CAT4: Irish Edition Excel report (free for digital customers)
- CAT4: Irish Edition Cluster report.

Examples of these are featured throughout this booklet.

NEED MORE ADVICE?

For help and advice or to discuss your requirements with your local area consultant, Rebecca Garven, please call 087-9761265, call Customer Services on 1800 806 185 or email info@gl-assessment.ie

Example results

The **CAT4 battery** is the title given to each of the four pairs of tests which assess different aspects of ability.

The **number of questions attempted** can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

The **Standard Age Score (SAS)** is the most important piece of information derived from CAT4. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across Ireland. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

Performance on a test like CAT4 can be influenced by a number of factors and the **confidence band** is an indication of the range within which a student's score lies. The narrower the band the more reliable the score. This means that 90% confidence bands are a very high level estimate. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

The **Verbal Reasoning Battery** comprises two short tests: Verbal Classification and Verbal Analogies.

The **Quantitative Reasoning Battery** comprises two short tests: Numbers Analogies and Number Series.

The **Non-verbal Reasoning Battery** comprises two short tests: Figure Classification and Figure Matrices.

The **Spatial Ability Battery** comprises two short tests: Figure Analysis and Figure Recognition.

Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)				
Verbal	48/48	95	37	4	=39	95	95	95	95	95
Quantitative	24/36	101	52	5	=24	95	95	95	95	95
Non-verbal	48/48	115	84	7	=5	95	95	95	95	95
Spatial	36/36	116	86	7	8	95	95	95	95	95
Mean	-	107	-	-	-	95	95	95	95	95

The scores for each of the four batteries are averaged to give the **mean score**.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

CAT4: Irish Edition Group report for teachers

The *CAT4: Irish Edition* Group report for teachers is a comprehensive report that provides a group level analysis of a selected group or cohort of pupils and it can be used by any practitioner. The report will help when communicating results and learning biases among pupils in different teaching groups. This may allow those with similar or contrasting profiles to be taught together with mutual benefits.

The report includes:

- **An assessment overview** – An easy-to-understand overview with details of why *CAT4: Irish Edition* is used, with examples of questions from each part of the test.
- **Scores for the group** – A simple table highlighting key group scores. It outlines the individual pupil names, number of questions they have each attempted, their Standard Age Scores (SAS) and their Group Ranking (GR).
- **Analysis of group scores (by battery)** – Presented in easy-to-use tables allowing users to compare their pupils' results with the national sample.
- **Student profiles** – A new colour-coded chart shows the distribution of a group of pupils across seven profile types, indicating their preference for learning. This section then explains the general characteristics of each profile type, compares group results to the national sample and lists the individual pupil names within each profile. The Individual student report for teachers then takes this to the next stage, with actionable implications for teaching and learning provided for each pupil.

- 6 – What is CAT4? – Level E
- 7 – Scores for the group – Level E
- 8 – Analysis of group scores – Level E
- 9 – Student profiles – Level E
- 10 – General characteristics of each student profile – Level E

CAT4 Group report for teachers

School: Sample Irish School		
Group: 1st Year		
Date of test: 02/10/2013	Level: E	No. of students: 60

What is CAT4?

The *Cognitive Abilities Test (CAT)* is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. *CAT4* is the fourth edition of the test and comprises the following sections or batteries which assess different aspects of ability:

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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Helen Barber's mean SAS is 108 (average) but her Verbal Reasoning SAS is 124 (above average). The Individual report for teachers will help with interpretation of individual's scores and highlight strengths and weaknesses

If you list pupils by mean SAS the group rank will be in descending order

Pupils can be listed by forename, surname or mean SAS

Student name
Anita Anthony
Milton Anthony
Miriam Ball
Helen Barber
Aoife Brennan

School: Sample Irish School	Level: E
Group: 1st Year	No. of students: 60
Date of test: 02/10/2013	

Scores for the group (by surname)

SAS

Student name	Verbal		Non-verbal		Spatial		Overall	
	No. attempted (48)	SAS (25)	No. attempted (48)	SAS (25)	No. attempted (36)	SAS (25)	GR (25)	GR (25)
Anita Anthony	48	125	38	107	36	113	3	115
Milton Anthony	48	106	43	123	36	109	=6	115
Miriam Ball	43	82	17	79	36	101	=12	115
Helen Barber	48	124	34	102	26	108	=17	91
Aoife Brennan	48	112	48	113	36	120	1	108
Aoife Bymet	48	115	48	109	=6	109	=6	108
John Coleman	48	106	48	108	30	106	9	115
Cian Cronin	48	103	48	90	35	93	19	115
Saifit Druid	39	81	29	87	=17	112	4	107
Jake Fitzmaurice	48	121	5	132	36	117	2	124
Hannah Fitzpatrick	48	99	48	89	=19	94	18	95
Sophie Hawkins	48	100	36	82	48	97	=17	96
Dylan Healy	48	108	48	116	36	99	=15	96
Jessica Kane	48	98	35	90	=17	121	1	104
Kian Keating	48	107	9	103	=11	108	8	109
Ryan Laiting	48	104	35	113	=3	103	=11	107
Ben Macdonnell	48	104	36	111	6	111	5	107
David Mahon	48	112	=4	99	=27	99	=15	104
Shane Mahon	48	98	36	113	=3	105	10	112
Shane Mcginnell	48	88	21	84	24	101	=12	88
Miriam Ball	48	106	33	95	16	84	22	76
Helen Barber	48	105	13	109	8	91	20	91
Aoife Brennan	48	87	22	89	=19	96	17	104
Aoife Bymet	48	82	23	87	25	72	24	74
John Coleman	48	108	=7	98	15	77	23	84
Cian Cronin	48	108	=7	97	15	100	14	103
Saifit Druid	48	108	=7	97	15	100	14	103
Jake Fitzmaurice	48	108	=7	97	15	100	14	103
Hannah Fitzpatrick	48	108	=7	97	15	100	14	103
Sophie Hawkins	48	108	=7	97	15	100	14	103
Dylan Healy	48	108	=7	97	15	100	14	103
Jessica Kane	48	108	=7	97	15	100	14	103
Kian Keating	48	108	=7	97	15	100	14	103
Ryan Laiting	48	108	=7	97	15	100	14	103
Ben Macdonnell	48	108	=7	97	15	100	14	103
David Mahon	48	108	=7	97	15	100	14	103
Shane Mahon	48	108	=7	97	15	100	14	103
Shane Mcginnell	48	108	=7	97	15	100	14	103

The report can be generated for a whole year group and again also by tutor group so that results for a specific set of pupils can be provided efficiently to the form tutor

Miriam Ball
Helen Barber
Aoife Brennan
Aoife Bymet
John Coleman
Cian Cronin
Saifit Druid
Jake Fitzmaurice
Hannah Fitzpatrick
Sophie Hawkins
Dylan Healy
Jessica Kane

If a score seems unexpectedly low, check that the pupil attempted all the questions

The Group Rank (GR) shows how well a pupil has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students. The number of questions attempted can be important; a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

The mean SAS is useful when considering how a pupil has performed across the range of abilities, all of which contribute to learning. However a mean score may mask high or low scores in parts of CAT4

School: Sample Irish School		
Group: 1st Year		
Date of test: 02/10/2013	Level: E	No. of students: 60

Analysis of group scores (by battery)

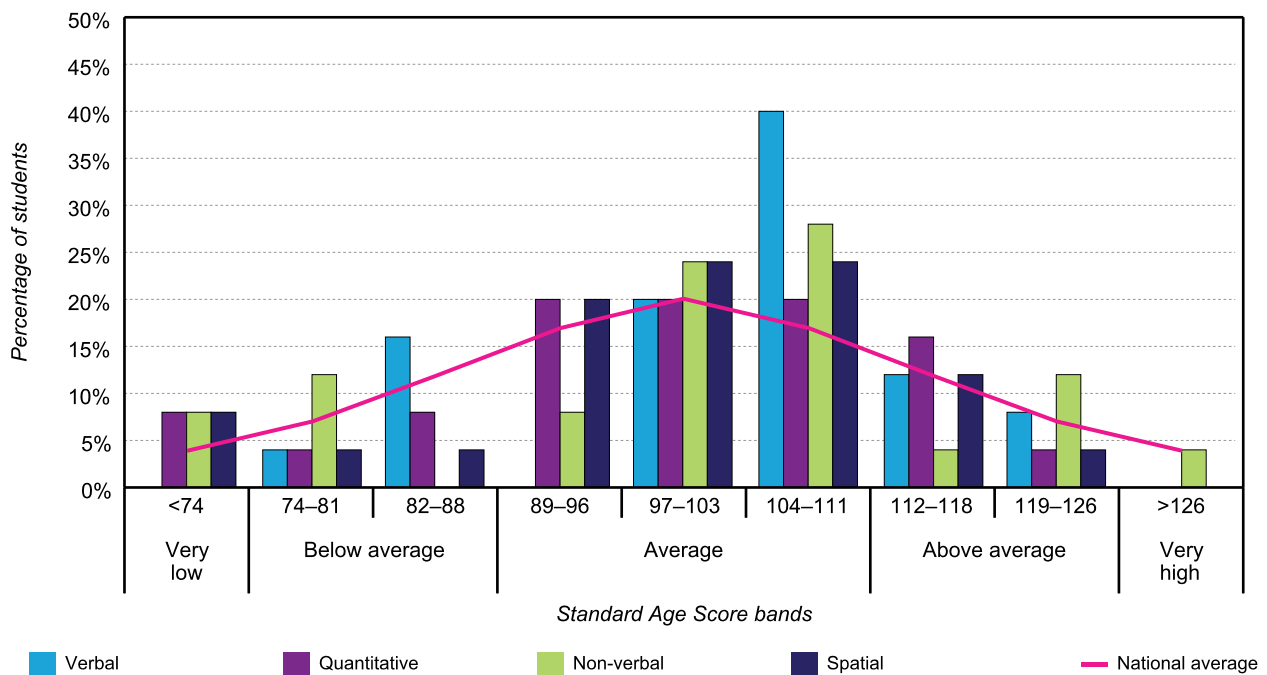
The table below shows mean (average) scores for your group compared with those for the national sample.

	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	100.0	100.0	100.0	100.0	100.0
Group	102.7	98.2	99.9	99.1	100.1

The table below shows the distribution of scores for your group compared with those for the national sample. In addition, the bar chart presents this information.

Description	Very low	Below average			Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%	
Verbal	0%	4%	16%	0%	20%	40%	12%	8%	0%	
Quantitative	8%	4%	8%	20%	20%	20%	16%	4%	0%	
Non-verbal	8%	12%	0%	8%	24%	28%	4%	12%	4%	
Spatial	8%	4%	4%	20%	24%	24%	12%	4%	0%	

Distribution of scores for your group compared with those for the national sample

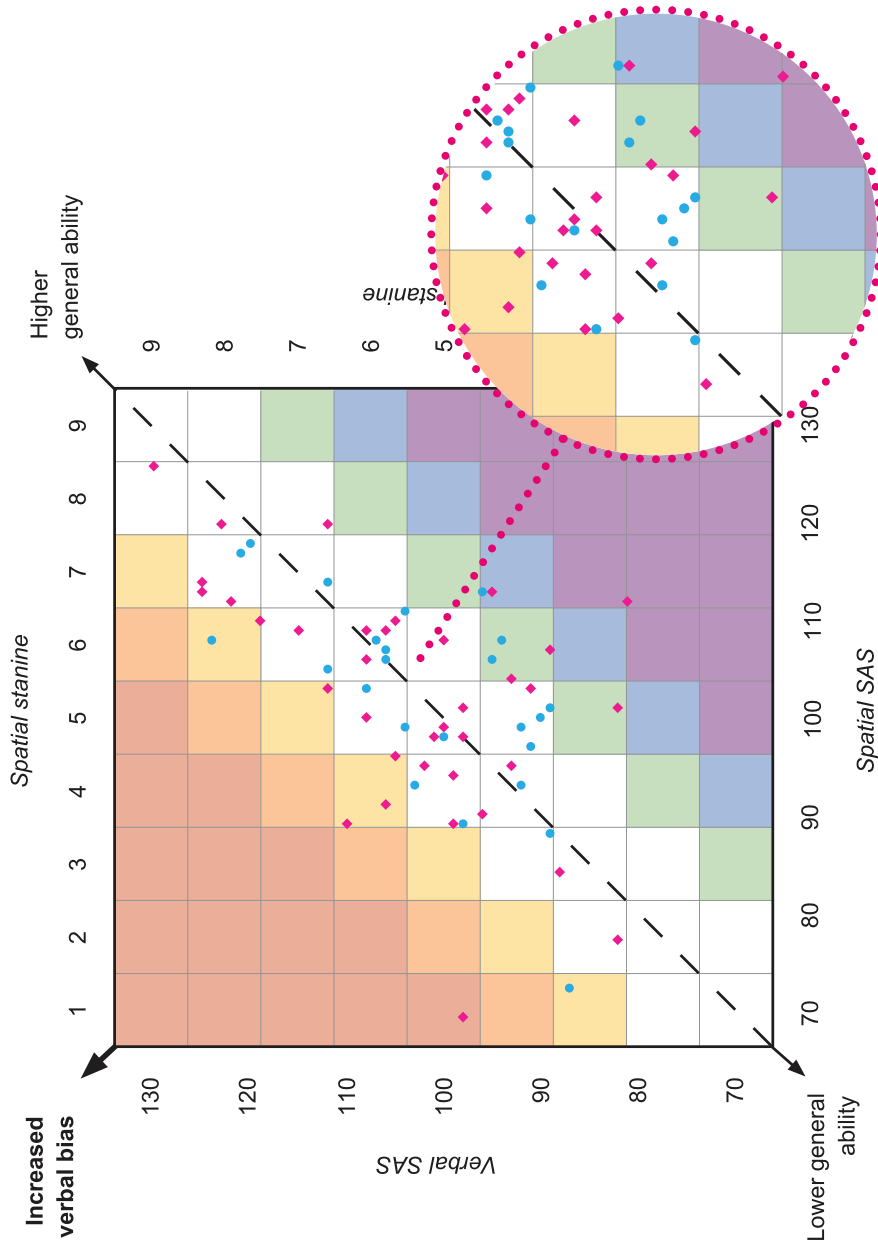


School: Sample Irish School	Level: E	No. of students: 60
Group: 1st Year		
Date of test: 02/10/2013		

Student profiles

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The diagram shows the distribution of students across the seven profiles which are indicated by the coloured bands.



Each pupil is plotted on the graph to give you an instant visual representation of the spread of abilities and types of profiles within your group

CAT4: Irish Edition Individual student report for teachers

The *CAT4: Irish Edition* Individual student report for teachers provides an in-depth analysis of an individual pupil's results along with a focus on how they can be helped to achieve their potential. The narrative includes implications for teaching and learning, which offer brief insights into how different levels of ability combined with learning preferences may affect a pupil's learning. It is hoped that simple adjustments based on *CAT4: Irish Edition* results and other information about a pupil can improve outcomes. It can be used by any teacher or Guidance Counsellor.

The report includes:

- **An assessment overview** – An easy to understand overview with details of why *CAT4: Irish Edition* is used, with examples of questions from each part of the test.
- **Example results** – A visual guide to the scores table with an explanation of what is being shown and definitions where required.
- **Scores** – A detailed breakdown of scores for each pupil, including their Standard Age Scores (SAS) with confidence bands, National Percentile Rank, stanines and Group Ranking (GR).
- **Profile summary** – A pupil's score is plotted on the profile chart and a dynamic explanation of their profile type is given.
- **Implications for teaching and learning** – Based on the pupil's *CAT4: Irish Edition* scores, dynamic narrative outlines how the pupil can best be supported by teachers to ensure they achieve their potential.

12 – Why use CAT4? – Level E

13 – Individual scores and profile summary
– Level E

Why use CAT4?

CAT4 is a comprehensive and objective test of a student's *developed* abilities – those that, in part, determine attainment and can be built upon and developed to improve outcomes. For example, verbal reasoning can be developed by supporting a student's reading, comprehension and vocabulary.

CAT4 has many uses, but the main focus of each individual report is to inform teachers, students and their parents and carers about an individual's underlying ability and how this can be recognised and built upon to ensure that a student achieves his or her potential.

CAT4 provides a benchmark and may be used very effectively as part of a review of a student's performance alongside other information including teacher assessment and school management data on aspects such as attendance, additional needs, EAL status, etc.

Relationship between CAT4 scores

Description	Very Low		Below Average			Average			Above Average		Very High		
Stanine (ST)	1		2	3	4	5	6	7	8	9			
Standard Age Score (SAS)	70		80	90	100	110	120	130					
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Name: Connor Yates			
School: Sample Irish School			
Group: 1st Year			
Date of test: 02/10/2013	Level: E	Age: 12:05	Sex: Male

Scores

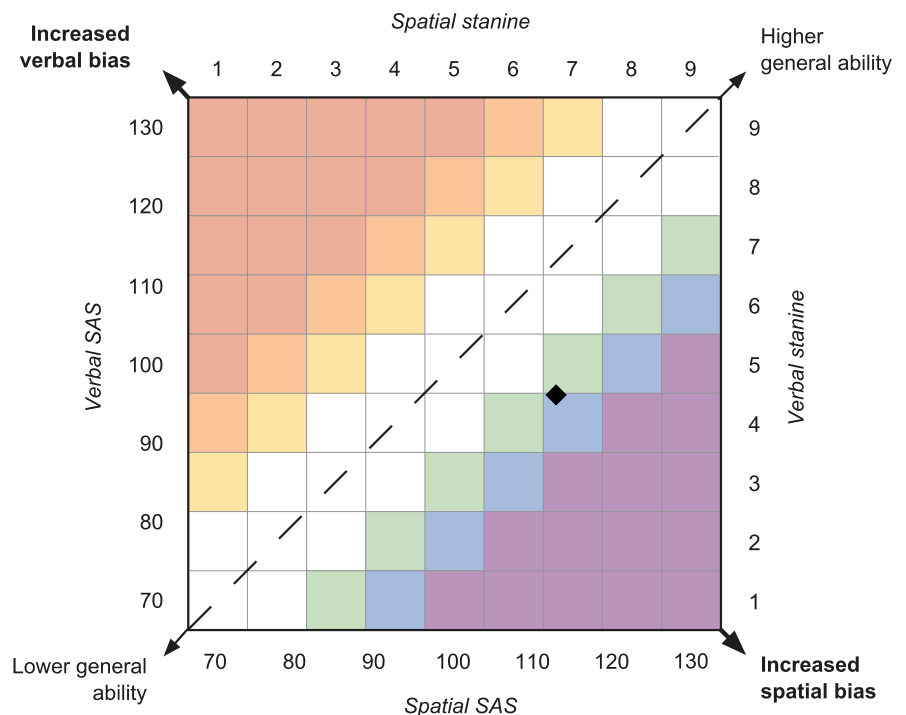
Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)													
						60	70	80	90	100	110	120	130	140					
Verbal	48/48	96	40	4	=37														
Quantitative	18/36	93	32	4	=41														
Non-verbal	42/48	117	87	7	4														
Spatial	35/36	113	80	7	=11														
Mean	-	105	-	-	-														

Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The black diamond shows Connor's profile, which is indicated by the coloured band.

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- Connor Yates



Name: Connor Yates			
School: Sample Irish School			
Group: 1st Year			
Date of test: 02/10/2013	Level: E	Age: 12:05	Sex: Male

Moderate spatial bias

- This profile demonstrates a moderate preference for spatial over verbal learning.
- Connor's performance should be markedly better when engaged in tasks that require visualisation and he will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods.
- His weaker verbal skills suggest he will perform at a low average level when learning through written texts, writing and discussion.
- Connor is likely to prefer active learning methods such as modelling, demonstrating and simulations, but should also be able to engage with most written material.
- Connor's attainment should be average or above in subjects that make the most of his spatial ability such as science, technology, design and geography, but may find language-based subjects such as English, humanities, history and modern foreign languages more challenging unless teaching methods are adapted to suit his profile.

Implications for teaching and learning

- A lack of relative progress in verbal reasoning may be preventing Connor from accessing key areas of the curriculum.
- A test to establish a reading age is recommended to ascertain whether Connor is able to access the curriculum.
- Connor may benefit from some targeted additional support, with a focus on strategies to develop greater verbal ability.
- This may include opportunities for discussion, support with specialist vocabulary, and opportunities to develop presentational skills.
- Pairing Connor with someone who is stronger in this area may support his progress.
- Paired work is likely to be more beneficial than group work.
- Connor is likely to perform better where both spatial and visual approaches to learning are used.
- Connor should be encouraged and helped to use his better spatial ability in subjects which depend on verbal skills. So encourage him to use visual material (pictures to support text, videos, etc), create visual representations of events in history, use mind maps as an aid to remembering the key events and characters in a text in English and annotate text to reinforce key facts and information in science.
- Connor may find extended pieces of writing easier to do if he plans them using flow charts, putting down ideas in note form and then deciding how to sequence these before starting the actual writing.

CAT4: Irish Edition Individual report for students & Individual report for parents

Many Irish schools will find the reports for parents and pupils particularly useful in light of the Education Act (1998) that requires schools to “regularly evaluate students and periodically report the results of the evaluation to the students and their parents”.

CAT4: Irish Edition Individual report for students

The *CAT4: Irish Edition* Individual report for students provides pupils with an explanation of their *CAT4: Irish Edition* results and where their strengths and weaknesses lie. It is important for all pupils to understand that the information gained from *CAT4: Irish Edition* testing can form the basis of plans for their future development, which they themselves can take some control over. The report not only promotes self-reflection, but provides pupils with ideas for maximising their learning preferences.

The report includes:

- **An assessment overview** – An easy-to-understand overview with details of why *CAT4: Irish Edition* is used, with examples of questions from each part of the test.
- **Scores** – A pupil-friendly overview of their scores for each test battery, enabling pupils to see where their strengths and weaknesses lie.
- **Summary** – A series of bullet points explain to the pupil what their *CAT4* scores show and offer recommendations of how they can nurture their strengths and weaker areas.

CAT4: Irish Edition Individual report for parents

The *CAT4: Irish Edition* Individual report for parents provides parents with an overview of *CAT4: Irish Edition*, has an explanation of their child’s results and shows where their strengths and weaknesses lie. Developed to support the routine reporting to parents, the narrative text included within the report is designed to help parents understand their child’s profile of results and what actions they can take to further their learning. In this way, *CAT4: Irish Edition* can be used as an effective tool for reinforcing school-based learning activities at home.

The report includes:

- **An assessment overview** – An easy-to-understand overview with details of why *CAT4: Irish Edition* is used, with examples from each part of the test.
- **Scores** – A parent-friendly overview of their child’s scores for each test battery, showing where their strengths and weaknesses lie.
- **Summary** – A profile description with written recommendations to help improve parent understanding of their child’s learning preference, with suggestions for how to offer support at home.

CAT4: Irish Edition Individual report for students

16 – Individual scores for Anita Anthony – Level E

CAT4: Irish Edition Individual report for parents

17 – What is *CAT4*? – Level E

18 – Individual scores for Connor Yates – Level E

Name: Anita Anthony			
School: Sample Irish School			
Group: 1st Year			
Date of test: 02/10/2013	Level: E	Age: 12:00	Sex: Female

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Your profile of scores from *CAT4* is evenly balanced. This means that you can learn very effectively in a number of different ways.

- Learning is most effective when it is both visual and verbal, so you have the combination of abilities to make you an excellent independent learner.
- You may find that you get ahead very quickly in some subjects and need extra work that allows you to do more research or read around a subject or follow your own interests. If you have a favourite subject, ask your teacher about this.
- Make sure that you think through your answers to questions or problems in class or when doing your homework. You may know the solution very quickly but need to show how you have arrived at it. Your very good verbal skills should help you do this.
- If you are asked to mentor another student, do go for it as your skills make you suitable for this and you have a lot to offer.
- Make sure you read widely outside school. Read from a range of different types of books, as this will add to your knowledge and skills.
- Think about activities outside school that build on your abilities, for example debating, drama or science club. You may find you enjoy these if you are not already taking part.

| In the table above, the yellow shading represents the average range.

CAT4 Individual report for parents

Name: Connor Yates			
School: Sample Irish School			
Group: 1st Year			
Date of test: 02/10/2013	Level: E	Age: 12:05	Sex: Male

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.


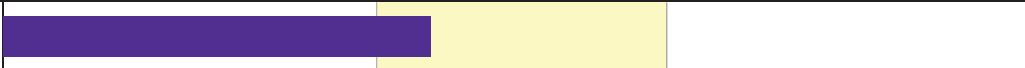
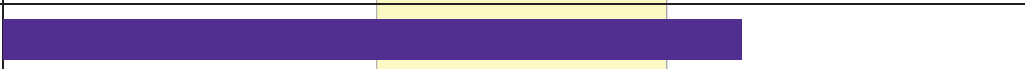
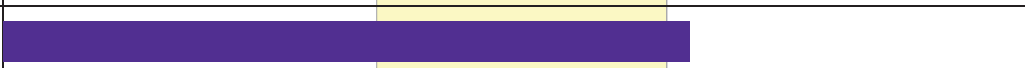
Some tasks involved thinking about shapes and patterns (Non-verbal Reasoning), some with words (Verbal Reasoning) or numbers (Quantitative Reasoning) and, finally, some questions were answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

Why use CAT4?

- CAT4 is used in many schools across Ireland to provide information to teachers, students and parents that, with other information, forms the basis for discussion about how best you can learn and reach your 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 results will help your 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.

Name: Connor Yates			
School: Sample Irish School			
Group: 1st Year			
Date of test: 02/10/2013	Level: E	Age: 12:05	Sex: Male

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Connor's profile of scores from *CAT4* shows he has a clear preference for learning that uses visual images – pictures, diagrams, moving images, etc. rather than learning by reading, writing and talking about topics.

- Connor should use online resources, videos and books with plenty of pictures to help remember key facts and information.
- Connor's good spatial skills can be used across the range of subjects and can help support relatively weaker verbal skills in subjects such as English and history.
- However, Connor may find some of his schoolwork difficult, particularly where a high level of reading and writing is required.
- Does Connor find reading difficult? If so, he may need some extra help at home with guidance from school.
- When you are helping with homework, make sure that Connor understands each step of the task before moving on. It is important that Connor learns at a pace that is right for him.
- Tell Connor to ask the teacher to explain anything that is not clear.

| In the table above, the yellow shading represents the average range.

CAT4: Irish Edition Summary report for senior leaders

The *CAT4: Irish Edition Summary report for senior leaders* provides high level analysis of a selected cohort or group's performance against the national average. The report is designed for use by Principals, Guidance Counsellors, senior leadership teams and governing bodies. It is important to recognise that *CAT4: Irish Edition* results can be relevant to a range of other professionals who are involved with pupils' welfare and development. Some colleagues may have a limited knowledge of testing and so the introductory text that forms part of the report will be useful in giving a quick overview and an example of the test material.

The report includes:

- **An assessment overview** – An easy-to-understand overview with details of why *CAT4: Irish Edition* is used, with examples from each part of the test.
- **Group Analysis** – A detailed analysis of the cohort/group scores compared to the national average, with analysis by battery, gender and ethnicity, and further options available as specified.
- **Student Profiles** – A profile chart indicating the learning preferences for all pupils in the cohort/group with supporting explanations (shown on page 9).

Note: a Summary presentation for senior leaders is also available in PowerPoint® format, ideal for sharing key findings with a wider audience.

20 – Group analysis by battery – Level E
21 – Group analysis by gender – Level E
22 – Group analysis by special educational need – Level E
23 – Distribution of scores by English as an Additional Language – Level E

School: Sample Irish School		
Group: 1st Year		
Date of test: 02/10/2013	Level: E	No. of students: 60

Group analysis (by battery)

The table below shows mean (average) scores for all students compared with those for the national sample.

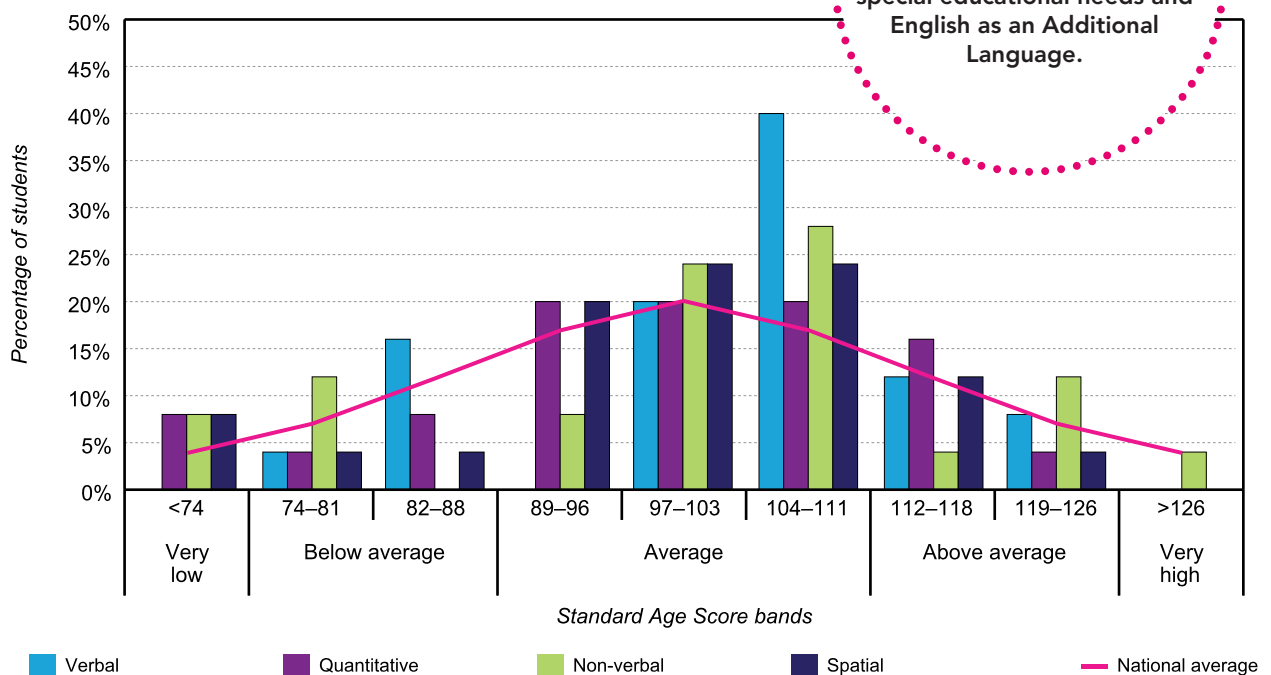
	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	100.0	100.0	100.0	100.0	100.0
All students	102.7	98.2	99.9	99.1	100.1
90% confidence band	98.9—106.5	93.5—102.9	94.3—105.6	94.7—103.5	96.1—104.2

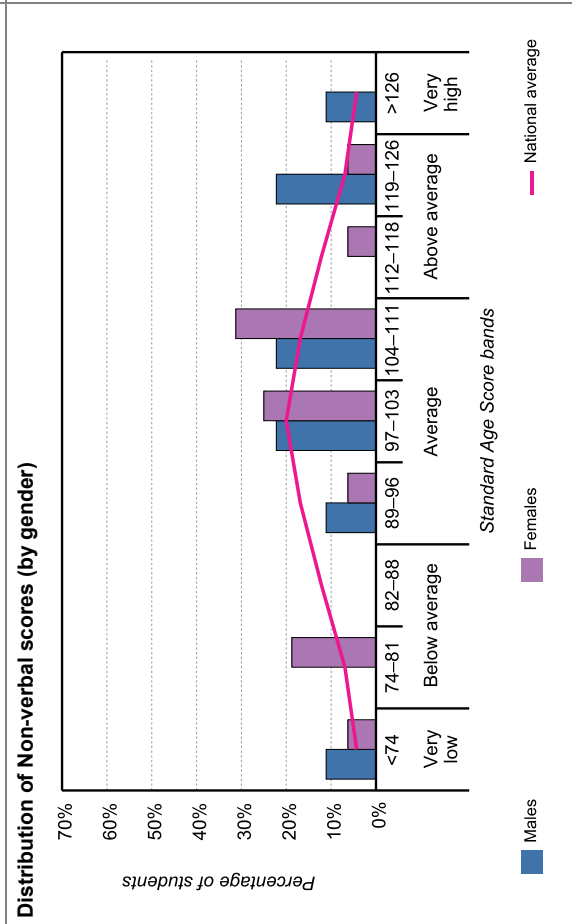
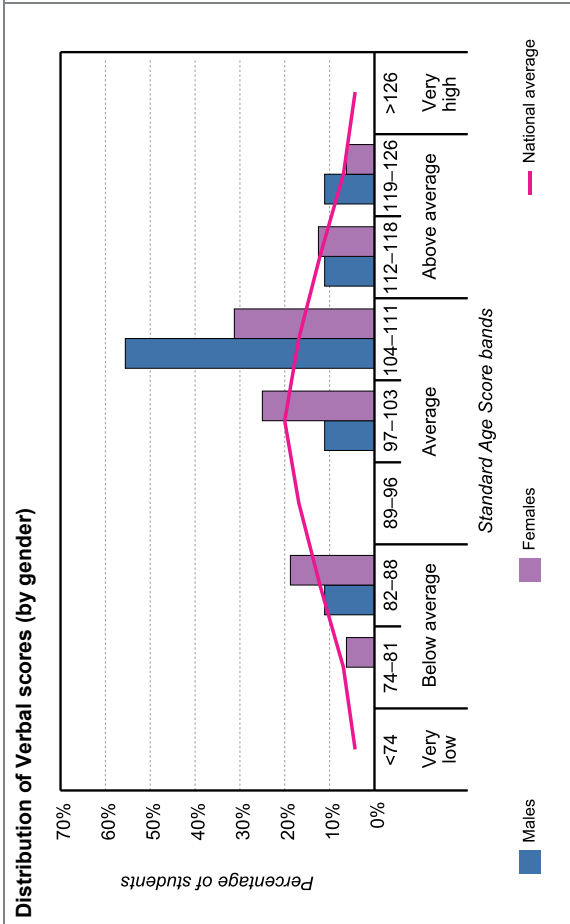
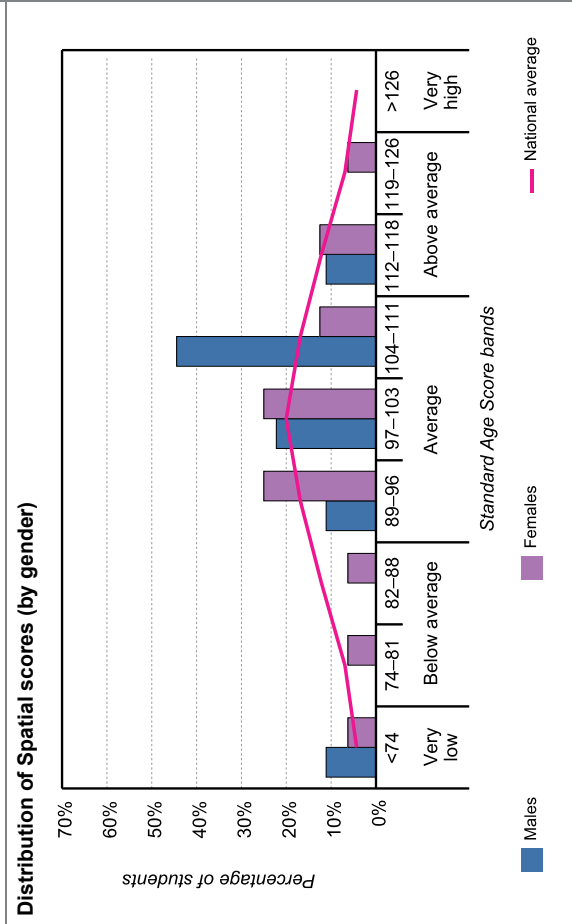
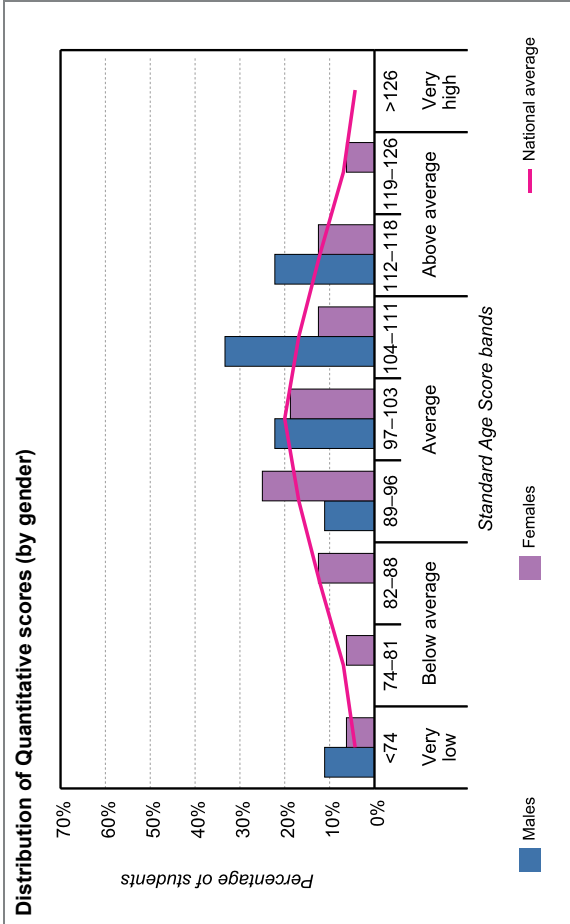
The table below shows the distribution of scores for all students compared with those for the national sample. The bar chart also presents this information.

Description	Very low	Below average			Average			Above average		Very high
		<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%	
Verbal	0%	4%	16%	0%	20%	40%	12%	8%	0%	
Quantitative	8%	4%	8%	20%	20%	20%	16%	4%	0%	
Non-verbal	8%	12%	0%	8%	24%	28%			4%	
Spatial	8%	4%	4%	20%	24%				0%	

Group analysis is available for other criteria such as gender, ethnicity, free school meals, special educational needs and English as an Additional Language.

Distribution of scores for all students (by battery) compared with those for





School: Sample Irish School		
Group: 1st Year		
Date of test: 02/10/2013	Level: E	No. of students: 60

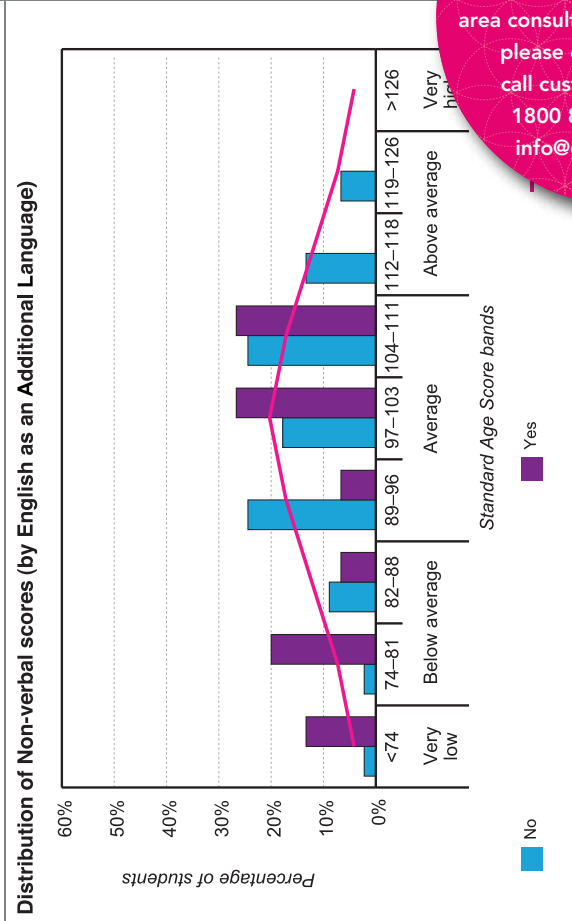
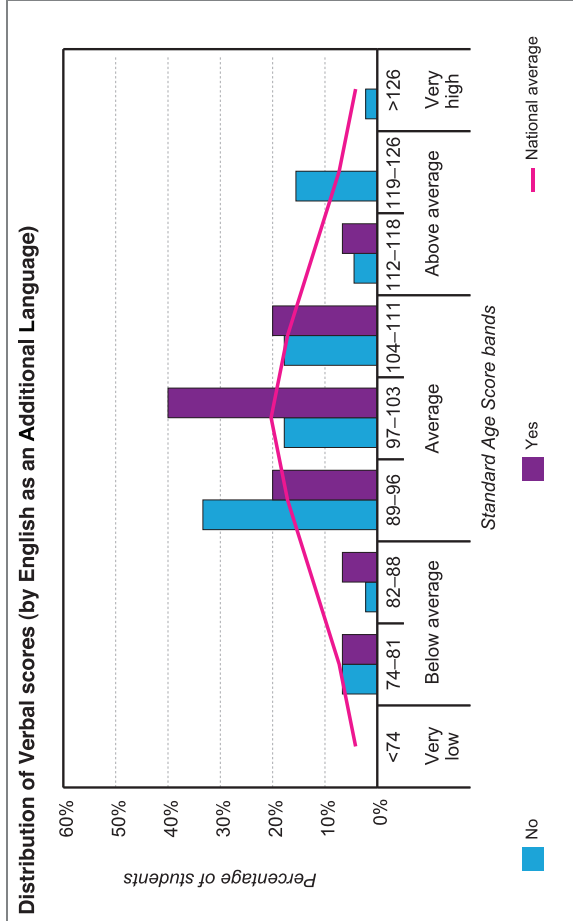
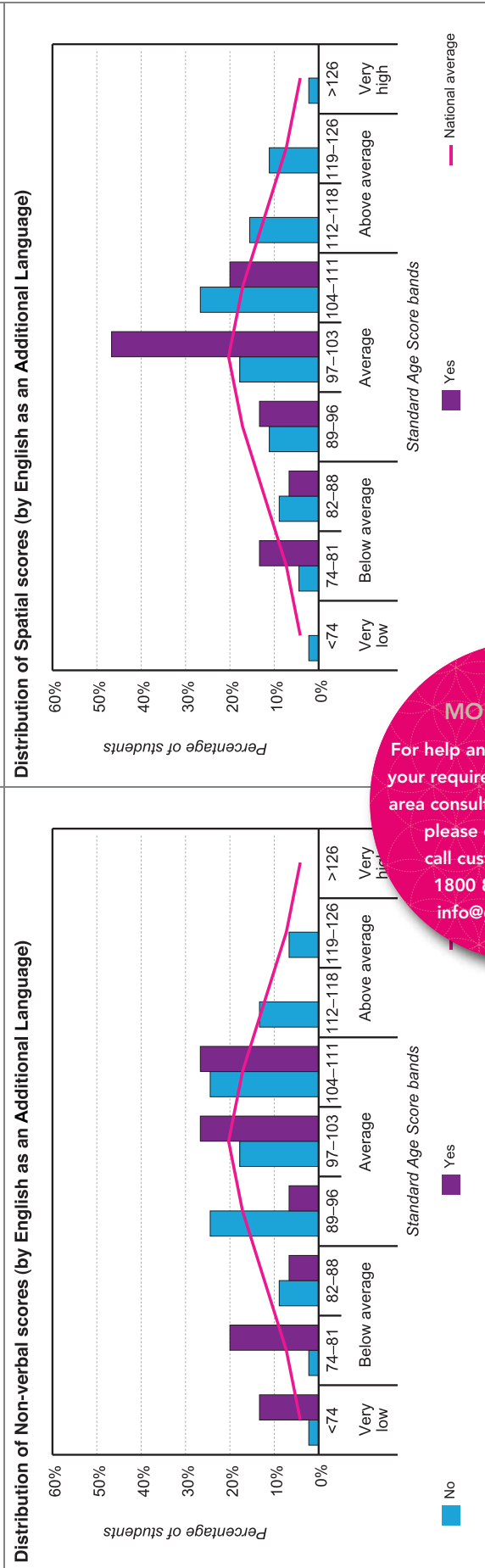
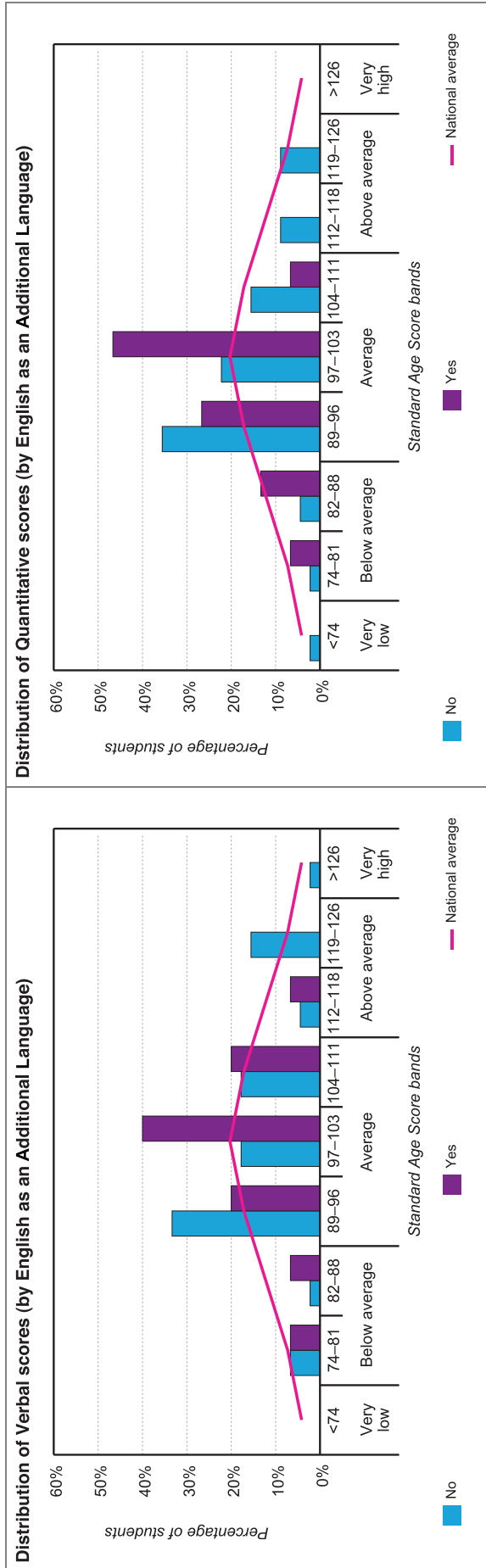
Group analysis (by special educational need)

The table below shows mean (average) scores for all students compared with those for the national sample.

	No. of students	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	-	100.0	100.0	100.0	100.0	100.0
All students	60	100.6	99.2	98.7	101.6	100.1
None	49	103.6	102.0	102.8	105.1	103.4
ASD	6	92.2	90.7	85.8	91.5	90.2

The table below shows the distribution of scores for all students across each battery, compared with those for the national sample. The bar charts also present this information on the following page.

Description	Very low	Below average		Average			Above average		Very high
		<74	74–81	82–88	89–96	97–103	104–111	112–118	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
Verbal									
All students	0%	7%	3%	30%	23%	18%	5%	12%	2%
None	0%	0%	2%	29%	24%	22%	6%	14%	2%
ASD	0%	17%	0%	50%	33%	0%	0%	0%	0%
Quantitative									
All students	2%	3%	7%	33%	28%	13%	7%	7%	0%
None	0%	0%	4%	29%	35%	16%	8%	8%	0%
ASD	0%	17%	0%	83%	0%	0%	0%	0%	0%
Non-verbal									
All students	5%	7%	8%	20%	20%	25%	10%	5%	0%
None	0%	2%	6%	18%	24%	31%	12%	6%	0%
ASD	0%	33%	17%	50%	0%	0%	0%	0%	0%
Spatial									
All students	2%	7%	8%	12%	25%	25%	12%	8%	2%
None	2%	0%	4%	10%	27%	31%	14%	10%	2%
ASD	0%	0%	33%	33%	33%	0%	0%	0%	0%



NEED MORE ADVICE?

For help and advice or to discuss your requirements with your local area consultant, Rebecca Garven, please call 087-9761265, call customer services on 1800 806 185 or email info@gl-assessment.ie

CAT4 WEBSITE

The CAT4 website provides additional information about the assessment, frequently asked questions, sample reports and videos/demonstrations of the product.

Visit:

www.cat4support.com

GL Assessment

9th Floor East, 389 Chiswick High Road, London W4 4AL

Tel +44 (0)20 8996 3333 Fax +44 (0)20 8742 8767 email info@gl-assessment.ie www.gl-assessment.ie