

Cognitive Abilities Test

Cognitive Strengths and Weaknesses Profile

School: Sample School

Group: Sample Group

No. of pupils: 20

Section: A, B

CAT level: D

Section A - Relative Strengths and Weaknesses Profile

The following pages give lists of your combined groups' or classes' results in the three batteries of CAT tests, together with an indication of their relative strengths and weaknesses. Performances are expressed as being in one of four categories:

E: An even profile of performance across the three batteries. No SAS differs from any other by ten or more points.

D: One of the batteries' scores is "Distinct". It is ten or more SAS points different from the other two batteries' scores, though those two scores are within ten points of each other. If the odd-one-out is greater than the other two, then it may be said that this battery represents a relative strength; if it is smaller then it may be said to represent a relative weakness. The sub-profile will show this.

C: The profile of performance shows a "Contrast" among the scores. The largest SAS is ten or more points greater than the lowest. The battery with the greatest score can thus be reckoned a relative strength, that with the lowest a relative weakness. These are shown in the sub-profiles.

CC: A "Complete Contrast" among the three SAS scores: they are all ten or more points apart from each other. Again, the battery with the greatest score can be reckoned a relative strength, that with the lowest a relative weakness. These are shown in the sub-profiles.

For the sub-profiles, the three batteries are represented as V for verbal reasoning, Q for quantitative reasoning and N for non-verbal reasoning. A relative strength in one battery is denoted by that battery's letter with a "+" suffix, a relative weakness with a "-" suffix. So, for example, a category D profile where the SAS for the verbal battery is much bigger than the other two scores will be shown as V+ in the "strengths/weaknesses" column. Or a C profile where the biggest SAS is for the verbal battery and the lowest is for the non-verbal battery will be shown as V+N- in the strengths/weaknesses column.

Clearly, no such elaboration needs to be or can be made for category E profiles.

Section B - Visual-Verbal Profile Chart

The final page is a summary plot of the whole group's verbal and non-verbal reasoning scores. It allows you to see, at a glance, if there is a dominant characteristic in the group for particular strengths and weaknesses. A more detailed explanation is given on that page.

School: Sample School
Group: Sample Group

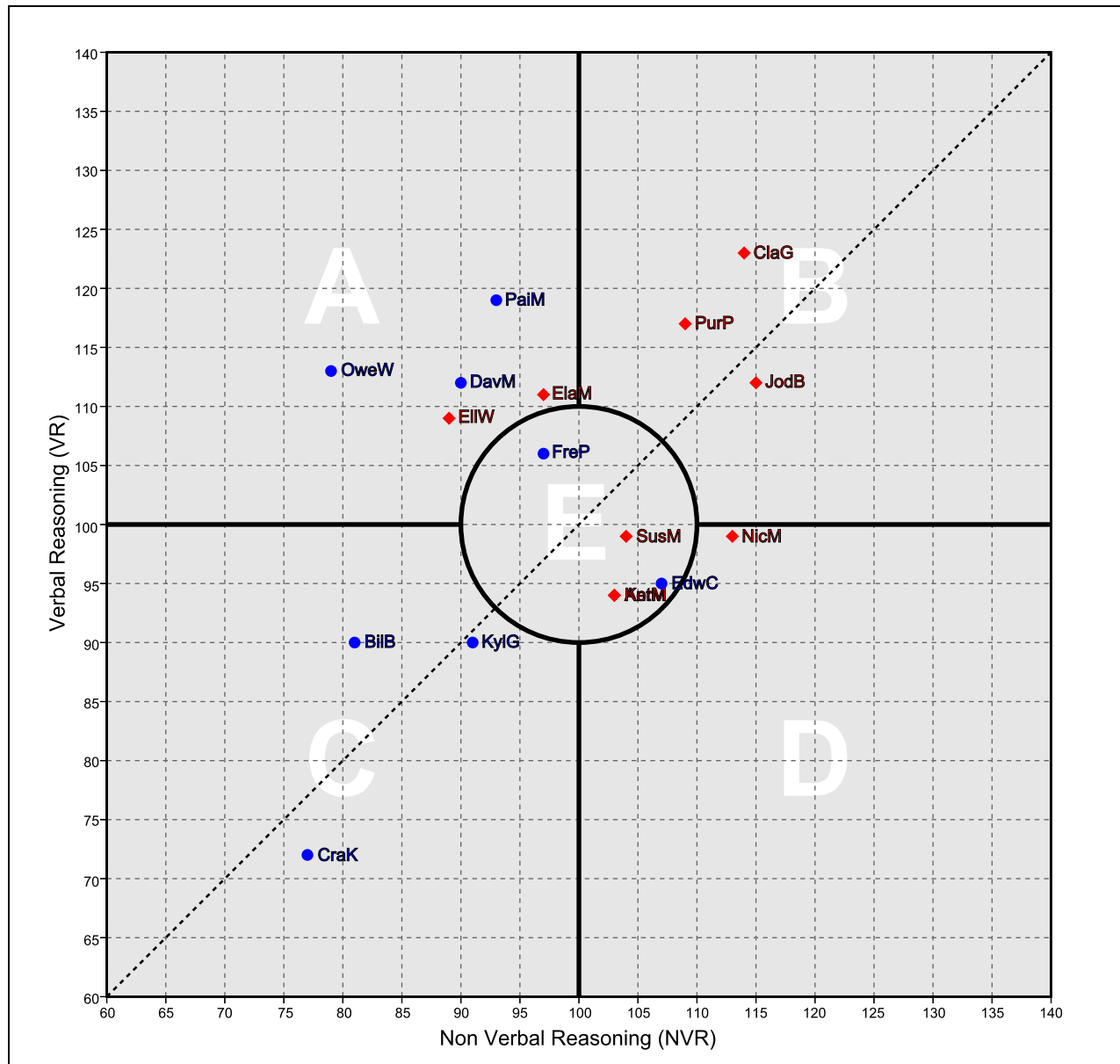
CAT Level: D
Number of Pupils: 20

| Pupil Name | Date of Test | Age | Sex | Verbal | | Quantitative | | Non-Verbal | | Mean | Strength/Weakness | |
|-------------------|--------------|-------|--------|--------|-----|--------------|-----|------------|-----|------|-------------------|------------|
| | | | | RS | SAS | RS | SAS | RS | SAS | SAS | Profile | Subprofile |
| Barnaby Eliot | 22-10-2004 | 12:01 | Male | 76 | 130 | 57 | 126 | | | 128 | * | |
| Claire Gracie | 22-10-2004 | 11:02 | Female | 72 | 123 | 53 | 118 | 54 | 114 | 118 | E | |
| Jodie Banks | 22-10-2004 | 11:05 | Female | 65 | 112 | 54 | 119 | 55 | 115 | 115 | E | |
| Purav Patel | 22-10-2004 | 11:02 | Female | 68 | 117 | 46 | 108 | 51 | 109 | 111 | E | |
| Freddie Peakman | 22-10-2004 | 12:00 | Male | 64 | 106 | 57 | 126 | 41 | 97 | 110 | D | Q+ |
| Edward Cave | 22-10-2004 | 11:03 | Male | 45 | 95 | 52 | 115 | 49 | 107 | 106 | D | V- |
| Kirsty Morrison | 22-10-2004 | 11:04 | Female | 44 | 95 | 53 | 117 | | | 106 | * | |
| Paisley McSeveney | 22-10-2004 | 11:08 | Male | 71 | 119 | 42 | 102 | 35 | 93 | 105 | D | V+ |
| Antonia Mason | 22-10-2004 | 11:06 | Female | 45 | 94 | 50 | 110 | 46 | 103 | 102 | C | Q+ V- |
| Alexandra Muraska | 22-10-2004 | 11:02 | Female | 51 | 101 | 38 | 100 | | | 101 | * | |
| Susan McGregor | 22-10-2004 | 12:01 | Female | 57 | 99 | 42 | 99 | 48 | 104 | 101 | E | |
| Elaine Murray | 22-10-2004 | 11:05 | Female | 64 | 111 | 33 | 94 | 40 | 97 | 101 | D | V+ |
| Nicola McSeveney | 22-10-2004 | 12:01 | Female | 56 | 99 | 30 | 87 | 55 | 113 | 100 | CC | N+ Q- |
| David Mulligan | 22-10-2004 | 11:11 | Male | 68 | 112 | 37 | 95 | 32 | 90 | 99 | D | V+ |
| Kerrie Murtagh | 22-10-2004 | 11:06 | Female | 46 | 94 | 39 | 98 | 46 | 103 | 98 | E | |
| Owen Webster | 22-10-2004 | 11:05 | Male | 66 | 113 | 34 | 95 | 14 | 79 | 96 | CC | V+ N- |
| Ella Woods | 22-10-2004 | 10:08 | Female | 57 | 109 | 23 | 90 | 28 | 89 | 96 | D | V+ |
| Kyle Greenwood | 22-10-2004 | 10:04 | Male | 30 | 90 | 28 | 94 | 31 | 91 | 92 | E | |
| Billy Bisset | 22-10-2004 | 10:05 | Male | 30 | 90 | 36 | 101 | 16 | 81 | 91 | D | Q+ |
| Craig Kennedy | 22-10-2004 | 11:04 | Male | 14 | 72 | 14 | 78 | 10 | 77 | 76 | E | |

* Note - Pupils need to complete all three batteries to obtain a profile category.

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Group: Sample Group

CAT Level: D
Number of Pupils: 20



The chart shows the verbal and non-verbal scores plotted against each other for each student in the class or group. This gives an at-a-glance picture of the characteristics of the group, according to where they congregate on the plot. This has been divided into five areas: four quadrants: A, B, C and D and a central circle E. Pupils in each of these areas may be characterised briefly as follows:

E: average pupils in terms of both verbal and visual abilities.

A: pupils who are good with spoken and written words, but who may be weaker with materials such as charts, figures and diagrams.

B: balanced and strong in ability all round.

C: pupils who struggle with both texts and abstract concepts.

D: pupils who are good at visualisation but may lack facility in dealing with verbal and written material.

Note that these are mere thumbnail sketches of broad learning types and should not be taken as classifying individual pupils. The intention is to form an impression of the abilities of a whole group, to assist in planning programmes of teaching and learning for the group. Useful conclusions can be reached about how best to approach classes of pupils that fall largely into each of these areas. For a full discussion of implications for teaching and learning, see "Getting the Best from CAT" by Dr Steve Strand, published by GL Assessment.

Gender key:

- Boys
- ◆ Girls
- ▲ Unknown