The Cognitive Abilities Test (CAT)

What is it?

The Cognitive Abilities Test (CAT4) is a standardised assessment designed to help students, teachers and their parents understand how they learn and what their academic potential might be.

Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Details of the Test

Your son/daughter's will have a unique login provided on the day of the entrance assessments to the digital test.

The test is split into three parts and each part is split into a series of tests.

Each test will have multiple choice questions and students will be required to answer those questions within a certain time frame.

Each test has a countdown timer and students can go back over any question within the allocated time.

Contents of the test

The Cognitive Ability Test will assess students on four areas.

Verbal Reasoning – Thinking with words Verbal reasoning measures language skills and the ability to express ideas and reason through words.
Quantitative Reasoning – Thinking with numbers Quantitative reasoning is the ability to use numerical skills to solve problems, applicable beyond mathematics.
Non-Verbal Reasoning – Thinking with shapes Non-verbal reasoning (also called visual reasoning) is problem-solving using pictures and diagrams. This section enables students to analyse and solve complex problems without relying verbal reasoning.
Spatial Reasoning – Thinking with shapes and space Spatial reasoning involves the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

When will testing take place?

Incoming 6th class students will sit the CAT test during their entrance assessments in February.

Preparation

The point of CAT4 is that it is not a test of learnt knowledge, therefore practice in preparation may skew results of underlying natural ability.

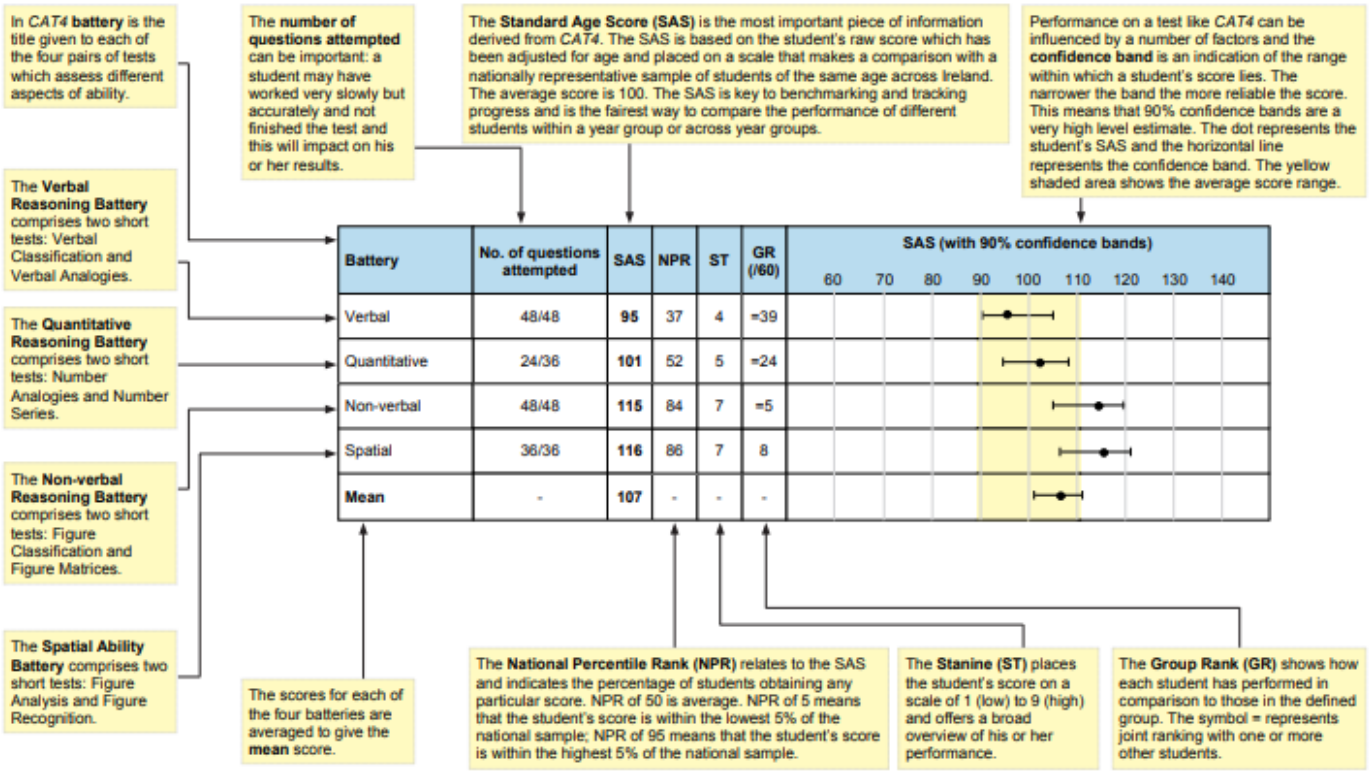
Accessing Results

Your son/daughter's CAT4 results report can be accessed through the school portal under their profile page from September.

Interpreting Your Son/Daughter's Cat 4 Score

A summary of your child's results are presented on a table like the one below.

The Standard Age Scores (SAS) are the most important pieces of information derived from the CAT4.



When you discover your son/daughters SAS mean score the table below aims to explain the meaning of the SAS scores attained by your child.

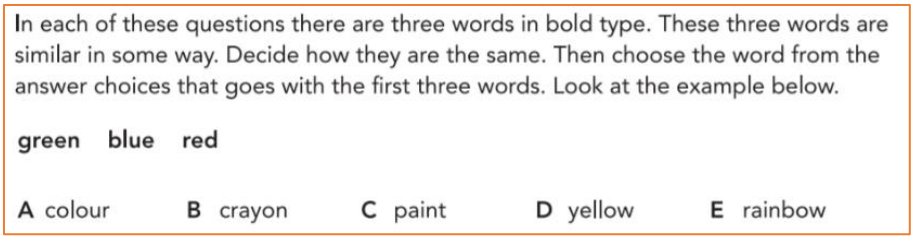
Band Range	Mean SAS CAT Score	Expected Exam Attainments
Band 1	110 and higher	Achieving mostly A grades with some Bs (75-100%)
Band 2	100 - 109	Achieving mostly B grades with some Cs (60 – 80%)
Band 3	90 - 99	Achieving mostly C grades with some Ds (45 – 70%)
Band 4	89 and lower	Working with targeted interventions to improve grades

Information video Explaining the CAT4 Tests

Examples of questions on The Cognitive Ability Test

Verbal Reasoning

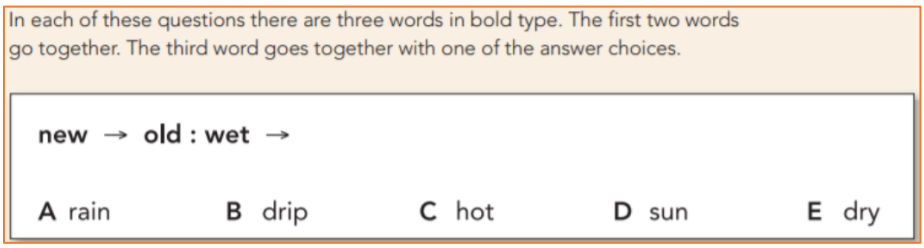
The **verbal classification test** presents the student with a number of words which are related in some way. The student then needs to select another word from five other words which is associated in a similar way with the group presented.


In each of these questions there are three words in bold type. These three words are similar in some way. Decide how they are the same. Then choose the word from the answer choices that goes with the first three words. Look at the example below.

green blue red

A colour **B** crayon **C** paint **D** yellow **E** rainbow

The **verbal analogies test** requires the student to determine the relationship between a pair of words. A third word will then be presented, and the student needs to use the relationship from the first pair to select a fourth word. This helps to assess the ability to determine verbal connections, relationships, and patterns.

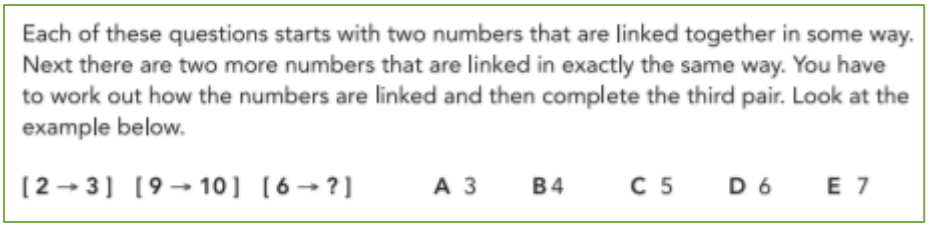

In each of these questions there are three words in bold type. The first two words go together. The third word goes together with one of the answer choices.

new → old : wet →

A rain **B** drip **C** hot **D** sun **E** dry

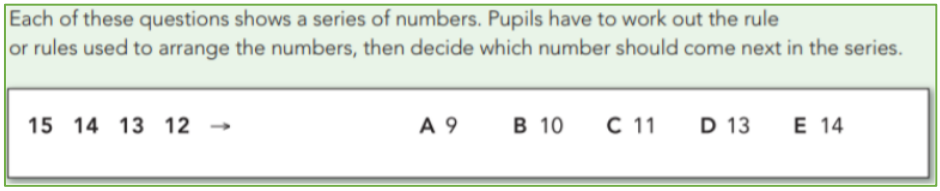
Quantitative Reasoning

The **number analogies test** provides pairs of numbers which are linked together in some way using a logical rule. The third pair needs to be completed by selecting from five options presented. The relationship determined by analysing the first two pairs need to be applied to the third number to select the correct answer.


Each of these questions starts with two numbers that are linked together in some way. Next there are two more numbers that are linked in exactly the same way. You have to work out how the numbers are linked and then complete the third pair. Look at the example below.

[2 → 3] [9 → 10] [6 → ?] **A** 3 **B** 4 **C** 5 **D** 6 **E** 7

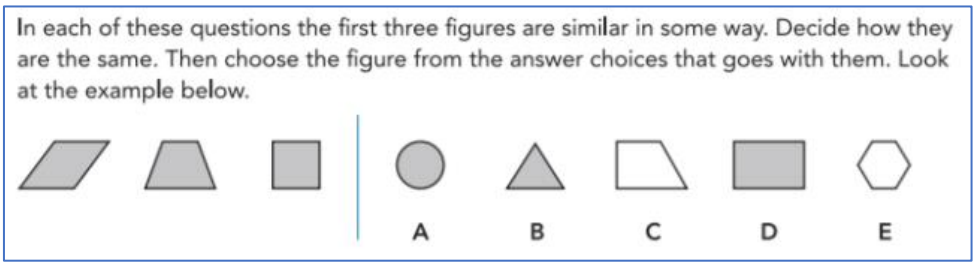
The **number series test** presents a series of numbers which are related using a rule or function. The student needs to analyze the numbers and determine the function / rule and calculate the next number in the sequence. This number needs to be selected from the five options presented.


Each of these questions shows a series of numbers. Pupils have to work out the rule or rules used to arrange the numbers, then decide which number should come next in the series.

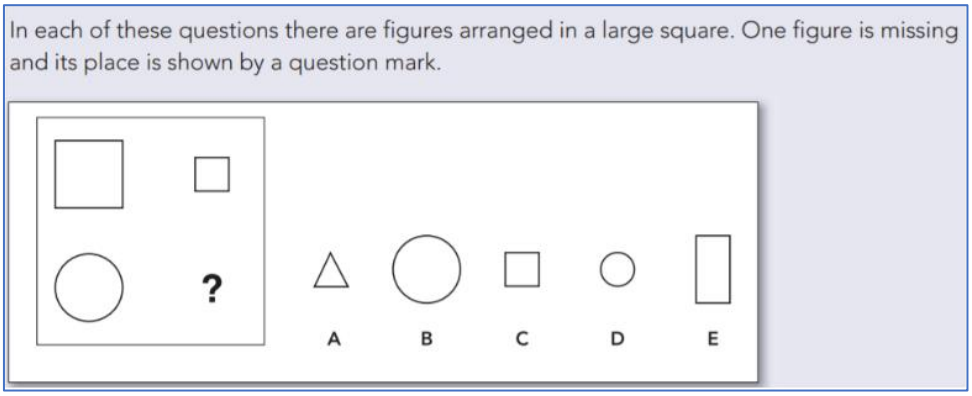
15 14 13 12 → **A** 9 **B** 10 **C** 11 **D** 13 **E** 14

Non-Verbal Reasoning

The **figure classification test** presents a group of shapes which are similar in some way. The student then needs to select one of the other five shapes presented that also belong to the group due to the shared characteristic.

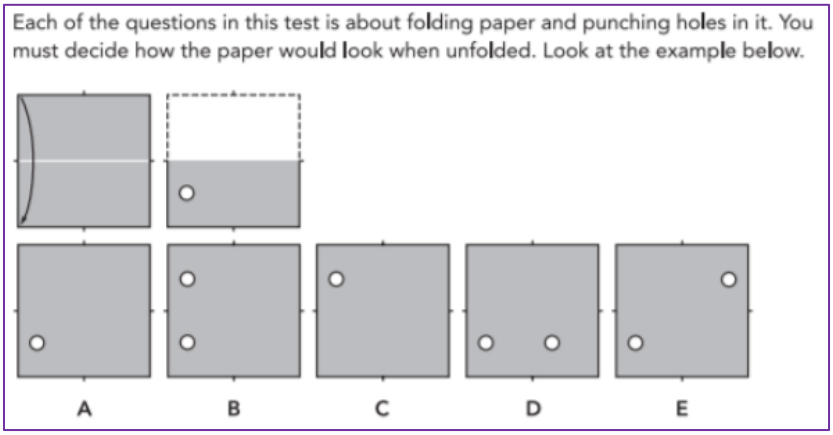


The **figure matrices test** is about recognizing the way shapes change and how to apply this change to other shapes. The student will be presented with three shapes in a square with a fourth shape missing. The change between the first two shapes will need to be applied similarly to the third shape to decide which shapes from the five options is the missing fourth shape.



Spatial Reasoning

The **figure analysis test** presents the user with a square that has been folded and hole punched a number of times. The student needs to visualize how the square would look unfolded and select the correct option from the five presented.



The **figure recognition test** evaluates the students ability to recognize shapes within other shapes. The user is asked to simply identify the presence of a shape in one of five complex pictures.