

# CAT4: A Guide for Admissions Teams

## What is CAT4?

The Cognitive Abilities Test: Fourth Edition (CAT4) provides a standardised measure of cognitive reasoning ability. CAT4 allows you to assess students' potential to learn, regardless of previous teaching and first language. It is important to note that CAT4 provides a measure of ability, not attainment, therefore it shows you the true potential of the students you are assessing.

With CAT4, you get invaluable insight into students' ability across four distinct batteries:

- **Verbal Reasoning:** thinking with words
- **Quantitative Reasoning:** thinking with numbers
- **Non-verbal Reasoning:** thinking with shape
- **Spatial Reasoning:** thinking with shape and space

## Key Benefits

- Curriculum neutral: perfect for all students, regardless of the curricula they studied previously
- Instant results and reports
- No marking and minimal administration
- Can be taken remotely
- Can be taken at any time of the year
- No preparation required
- English language knowledge is not required (for 3 out of the 4 cognitive ability areas)

# UNDERSTANDING THE SCORES

**Standard Age Score (SAS):** The SAS converts a student's raw score to a standardised score which considers the student's age in years and months. It gives an indication of how the student is performing relative to the UK sample of students of the same age. **The average score is 100.**

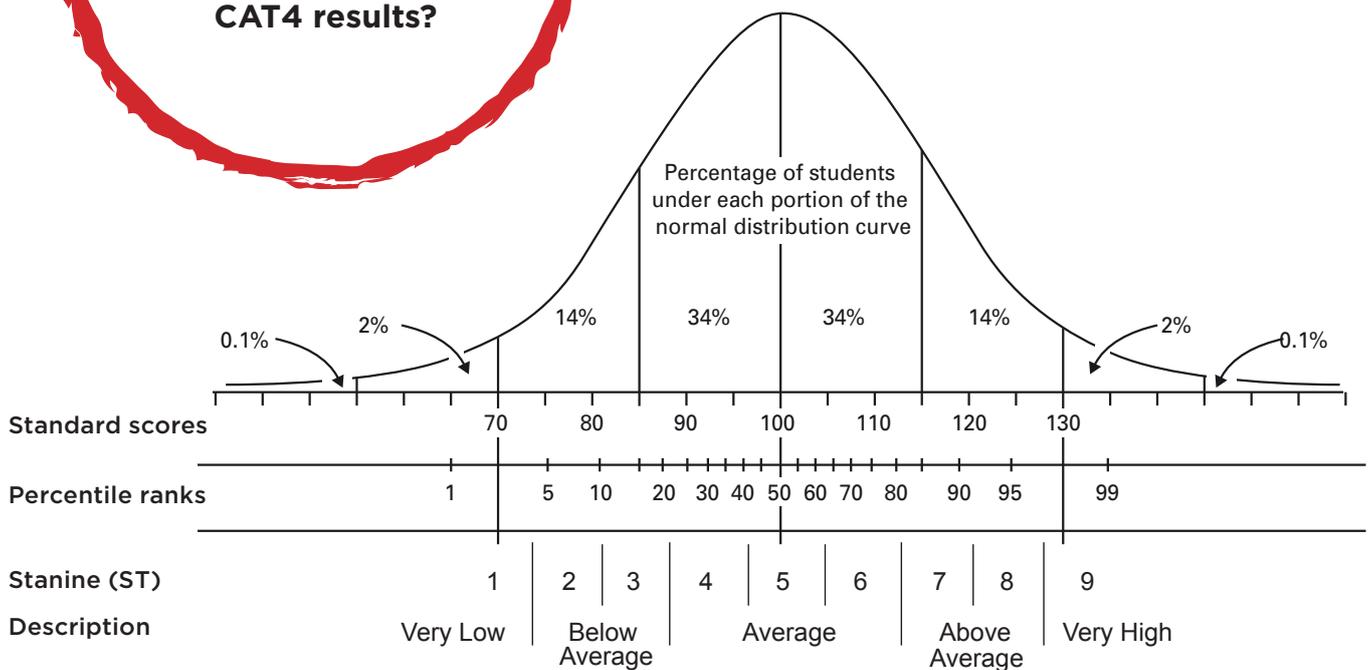
**International school averages can be found at:**  
[www.gi-education.com/content-pages/international-benchmarking-with-cat4/](http://www.gi-education.com/content-pages/international-benchmarking-with-cat4/)

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

**Percentile Rank:** The Percentile Rank, also referred to as the National Percentile Rank (NPR) shows the percentage of students obtaining a certain score. A NPR of 50 is considered average as it shows that 50% of students obtained that score or below. A NPR of 5 indicates the student's score is within the lowest 5% of the sample and a NPR of 95 means that the student's score is within the highest 5% of the sample.

**What is your admissions policy?  
Inclusive? Selective?**

**How will this affect how you interpret the CAT4 results?**



# EXAMPLE STUDENT PROFILES

	Verbal			Quantitative			Non-verbal			Spatial			Overall	
	No. attempted (/48)	SAS	GR (/17)	No. attempted (/36)	SAS	GR (/17)	No. attempted (/48)	SAS	GR (/17)	No. attempted (/36)	SAS	GR (/17)	Mean SAS	SAS
Student 1	48	137	=4	30	118	=4	42	114	=7	35	139	1	127	1
Student 2	48	94	15	31	107	=11	47	125	=1	35	118	=3	111	10
Student 3	24	64	17	18	72	17	38	74	17	36	76	17	72	17

## Student 1: A student with high potential

This student's SAS scores are above average for all four of the batteries, including very high scores in Verbal and Spatial reasoning. This student demonstrates a high potential to learn and with appropriately challenging work in lessons, should achieve a high level across all subjects. If your school has a Gifted and Talented policy, this student should be considered for it but with a significant difference between the VR and NVR score, care should be taken that this student is challenged but not necessarily expected to achieve at the very highest level.

It is worth noting that the Quantitative and Non-verbal scores, whilst considered above average, are not as high as the scores in the other two batteries. This should not be of concern at this time, but if admitted, your Mathematics Department should be notified so that they can support this student to achieve at the highest possible level in some areas of mathematics.

## Student 2: A typical English as Additional Language (EAL) student

This student's SAS scores are all within the average and above average bands, but the Verbal score is significantly lower than the others. This is quite typical for English as Additional Language (EAL) students. All four scores demonstrate that this student has a good academic potential, but if this student is not a native English speaker, additional language support should be considered to ensure he/she can access the curriculum once admitted.

When admitting EAL students to your school, you need to ensure appropriate support is available to help with their language proficiency.

## Student 3: A possible Special Educational Needs (SEN) student

This student's SAS scores are all within the below average or very low bands. It would be a good idea to screen this student for Special Educational Needs and carry out a reading age check, as this may be influencing the CAT4 scores. Our New Group Reading Test (NGRT) can be used alongside CAT4 to compare ability with attainment and will provide a reading age for each student.

If a student has additional needs, it is necessary to consider if adequate provision is in place to ensure he/she can be properly supported in your school.

# SUGGESTED ANALYSIS

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## Group Report

Read the SAS scores for **every battery** not just the mean overall SAS, then consider the following:

- How many questions have been attempted?
  - If lots of questions were not answered this will affect the scores. Check if there were any technical problems during the test. If not, did the student work very slowly?
- Do the scores fall within the “Average” category (89 - 111), or are they above or below this band?
  - For students with below average and very **low verbal scores**, do you have adequate English language support available for them in school?
  - Students with below average and **very low quantitative** scores may benefit from additional numeracy support. Can the school offer this?
  - Students with **very low scores across two or more batteries** may need to be screened for special educational needs; do you have the right provision in school to support them?

## Individual Report for Teachers (Gold Package)

- Read the profile summary to find out the student’s strengths and weaknesses.
- See if further screening or a reading age check is recommended.
- After admissions, pass these on to teachers and middle/senior leaders so they can use the reports to develop teaching and learning.

## Individual Report for Parents (Gold Package)

Use the Individual Report for Parents to support discussions with parents.

## The Indicators

The indicators can help shape discussions about subject choices at IGCSE/IB Diploma/CBSE level (if secondary age).

- **Note: The Excel Report is also available to download and use.**

### Sharing the results post-Admissions

**The data in the reports is a hugely beneficial piece of information for teachers in your school.**

- Once a student is admitted, sharing the results with teachers within the school is **ESSENTIAL**.
- Teachers can utilise the reports to adapt their teaching for the specific needs of students.
- Senior and Middle leaders can use the data to plan necessary interventions for groups of students.
- Don’t let the data go unused after a student has been admitted - pass it on!