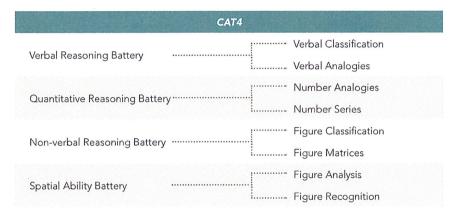
# What CAT4 tells you – the test batteries explained

CAT4 comprises four test batteries, each of which contains two tests. The tests assess the main types of mental processing which play a substantial role in human thought. Together, they provide users with a comprehensive understanding of the core abilities related to learning. The test batteries are described below.



Each of the test batteries is explored in further detail throughout this next section, highlighting what they assess and the types of questions featured. Examples from both the paper and digital versions are also included.

demonstration of CAT4, please call 0845 602 1937 or send an email to info@gl-assessment.co.uk

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For help and advice or to

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## **Verbal Reasoning** Battery - thinking with words

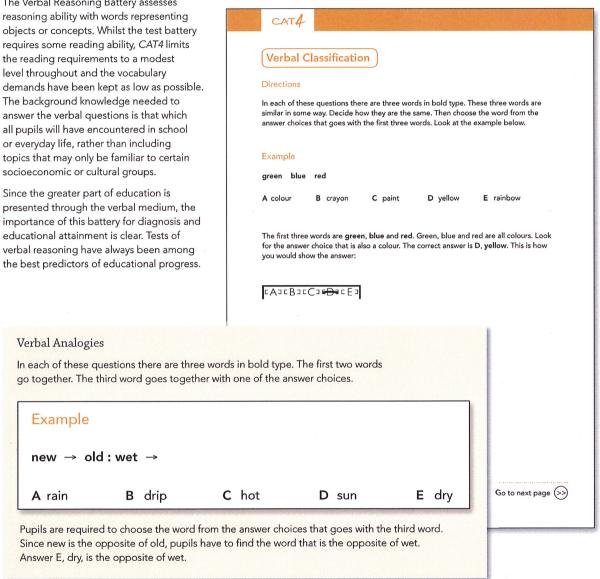
The Verbal Reasoning Battery assesses reasoning ability with words representing objects or concepts. Whilst the test battery requires some reading ability, CAT4 limits the reading requirements to a modest level throughout and the vocabulary demands have been kept as low as possible. The background knowledge needed to answer the verbal questions is that which all pupils will have encountered in school or everyday life, rather than including topics that may only be familiar to certain

Since the greater part of education is presented through the verbal medium, the importance of this battery for diagnosis and educational attainment is clear. Tests of verbal reasoning have always been among

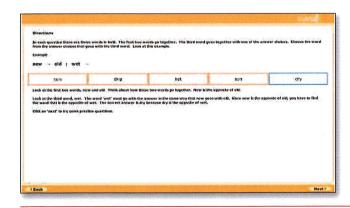
#### **Example Questions**

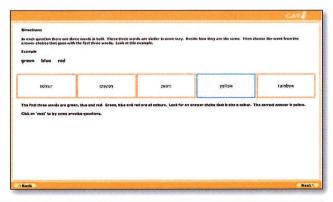
Verbal Classification

The example asks pupils to recognise the conceptual link between three given words and then choose the word from the options that belongs with the original set.



## Example questions from CAT4 Digital Level A





## Quantitative Reasoning Battery - thinking with numbers

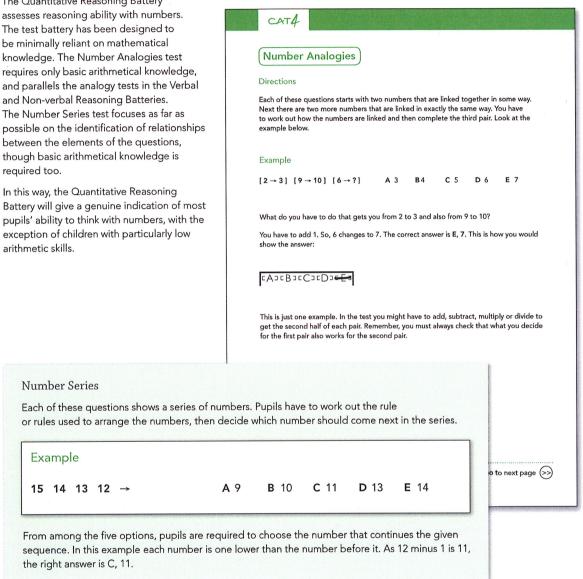
The Quantitative Reasoning Battery assesses reasoning ability with numbers. The test battery has been designed to be minimally reliant on mathematical knowledge. The Number Analogies test requires only basic arithmetical knowledge, and parallels the analogy tests in the Verbal and Non-verbal Reasoning Batteries. The Number Series test focuses as far as possible on the identification of relationships between the elements of the questions, though basic arithmetical knowledge is required too.

Battery will give a genuine indication of most pupils' ability to think with numbers, with the exception of children with particularly low

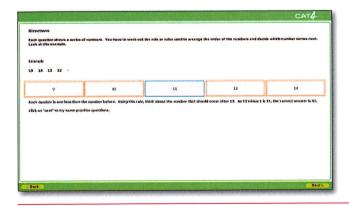
#### **Example Questions**

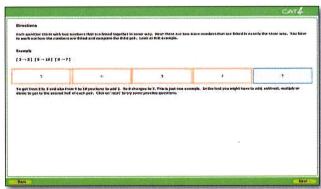
## Number Analogies

The example asks pupils to work out how the two given pairs of numbers are related and then choose the third number that has the same relationship from among the five options presented.



## **Example questions from CAT4 Digital Level D**





# Non-verbal Reasoning Battery thinking with shapes

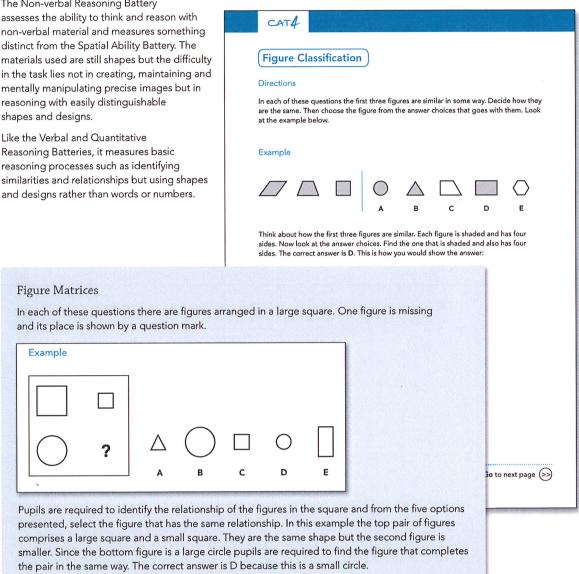
The Non-verbal Reasoning Battery assesses the ability to think and reason with non-verbal material and measures something distinct from the Spatial Ability Battery. The materials used are still shapes but the difficulty in the task lies not in creating, maintaining and mentally manipulating precise images but in reasoning with easily distinguishable

Reasoning Batteries, it measures basic reasoning processes such as identifying

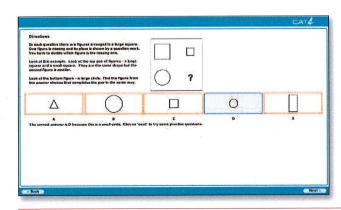
#### **Example Questions**

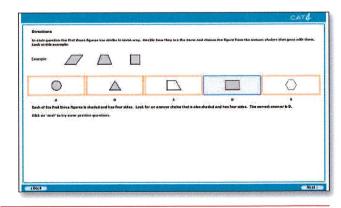
Figure Classification

The example asks pupils to identify the common characteristics of the three given figures and choose the option from the five presented, which shares the same characteristics.



## **Example questions from CAT4 Digital Level F**





## **Spatial Ability Battery** - thinking with shape and space

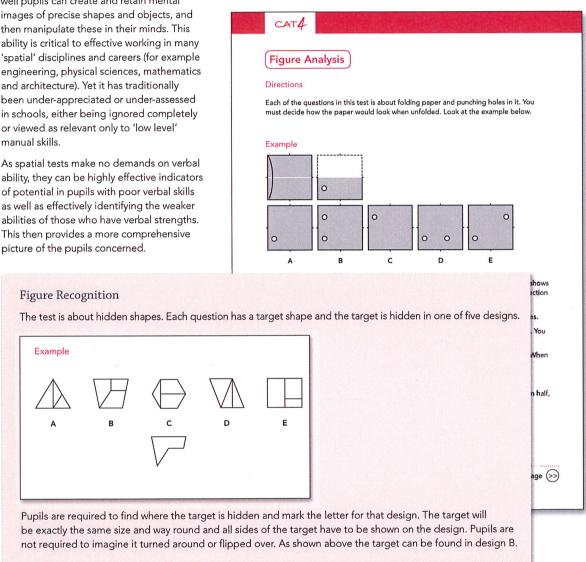
The Spatial Ability Battery assesses how well pupils can create and retain mental images of precise shapes and objects, and then manipulate these in their minds. This ability is critical to effective working in many 'spatial' disciplines and careers (for example engineering, physical sciences, mathematics and architecture). Yet it has traditionally been under-appreciated or under-assessed in schools, either being ignored completely or viewed as relevant only to 'low level'

of potential in pupils with poor verbal skills as well as effectively identifying the weaker abilities of those who have verbal strengths. This then provides a more comprehensive picture of the pupils concerned.

## **Example Questions**

#### Figure Analysis

Each of the questions in this test is about folding paper and punching holes in it. The example asks pupils to decide how the paper would look when it is unfolded, selecting from five given answers.



## **Example questions from CAT4 Digital Level G**

