CATS Data Explained

The Cognitive Abilities Test (CAT) is an assessment of a range of reasoning skills.

The tests look at different types of reasoning: words, numbers and shapes or figures.

The verbal reasoning element assesses reasoning processes using words. Such processes include: identifying relationships between things (e.g. 'big' is the opposite of 'small'); creating correlates of such relationships (e.g. 'big' is to 'small' as 'thick' is to 'thin'); identifying classes ('hat', 'gloves,' ____?': pyjamas, slippers, scarf), and reasoning deductively ('A' is taller than 'B' and 'B' is taller than 'C'; therefore 'A' is taller than 'C'). It is not therefore an assessment of reasoning with words, nor wider language skills such as speaking, listening or writing.

The quantitative tests look at the same processes but use numbers as the symbols. For example determining rules by analogy and applying these to new cases (2->3, 9- >10, 6->_? (7)), determining patterns and relationships in series (1, 4, 7, _? (10)), or combining elements to form number sentences (e.g., by combining the following elements you can make one of these answers (2 3 4 + -: 0 2 4 5 7).

The non-verbal tests again look at reasoning processes but use shapes and figures. Because these questions require no knowledge of English language, or the number system, they are particularly useful when assessing children with English as an additional language.

The spatial ability tests look at how children mentally generate and transform visual images. They ask children to manipulate images and perceive patterns between them.

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This table gives an approximate description of how GL assessment classify the scores.

Description	**Score**
Very high	127+
Above average	112-125
Average	89-111
Below average	88-