

# ASSESSMENT

## CAT 4- INCOMING ASSESSMENT FOR FIRST YEAR

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.

Verbal Reasoning Battery	.....	.....	Verbal Classification
		.....	Verbal Analogies
Quantitative Reasoning Battery	.....	.....	Number Analogies
		.....	Number Series
Non-verbal Reasoning Battery	.....	.....	Figure Classification
		.....	Figure Matrices
Spatial Ability Battery	.....	.....	Figure Analysis
		.....	Figure Recognition

The Verbal Reasoning Battery assesses reasoning ability with words representing objects or concepts.

Verbal Classification:

Example

green blue red

A colour

B crayon

C paint

D yellow

E rainbow

Verbal Analogies

Example

new → old : wet →

A rain

B drip

C hot

D sun

E dry

The Quantitative Reasoning Battery assesses reasoning ability with numbers.

Number Analogies:

Example

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

Number Series:

Example

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

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.

Figure Classification:

Example

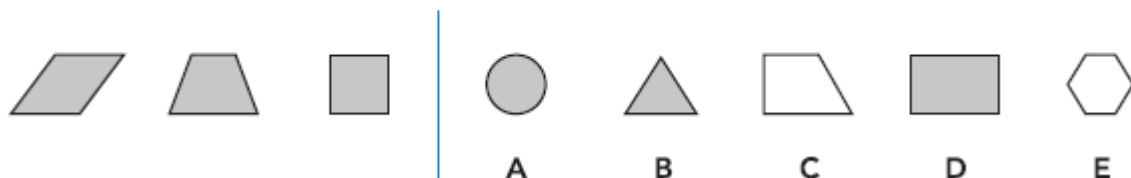
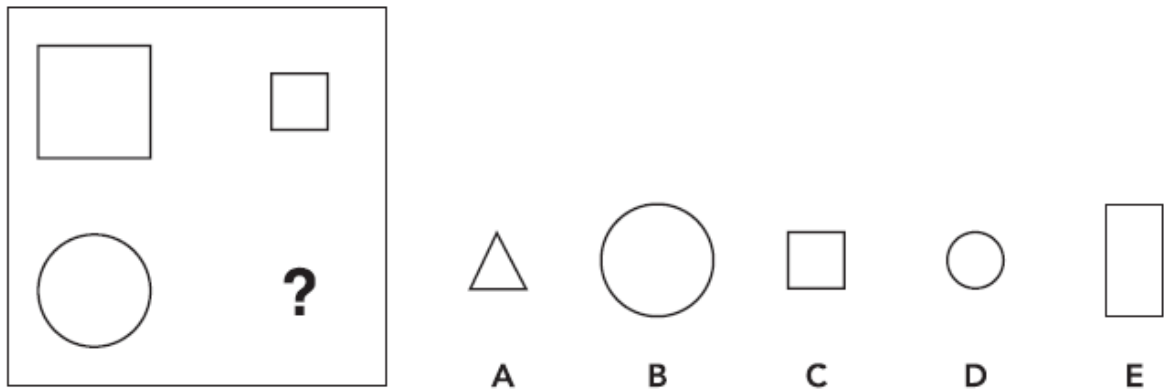


Figure Matrices:

## Example



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).

Figure Analysis:

Example

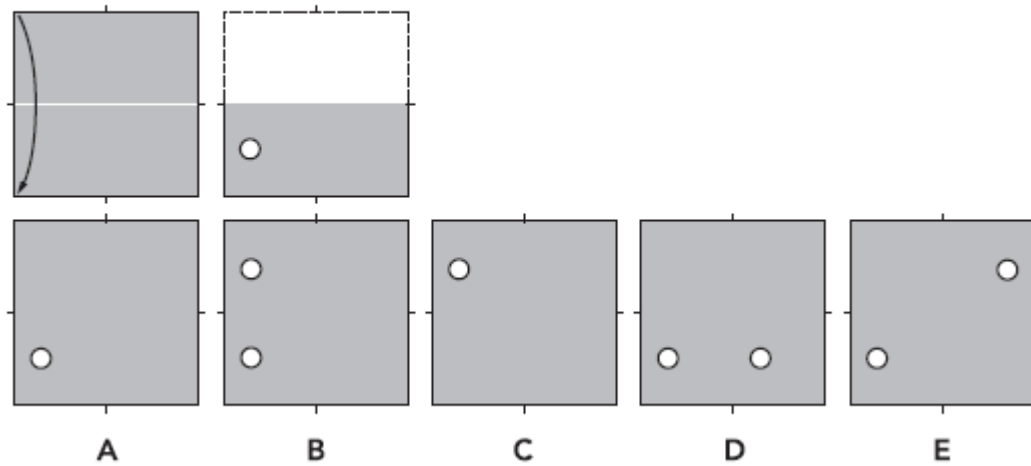
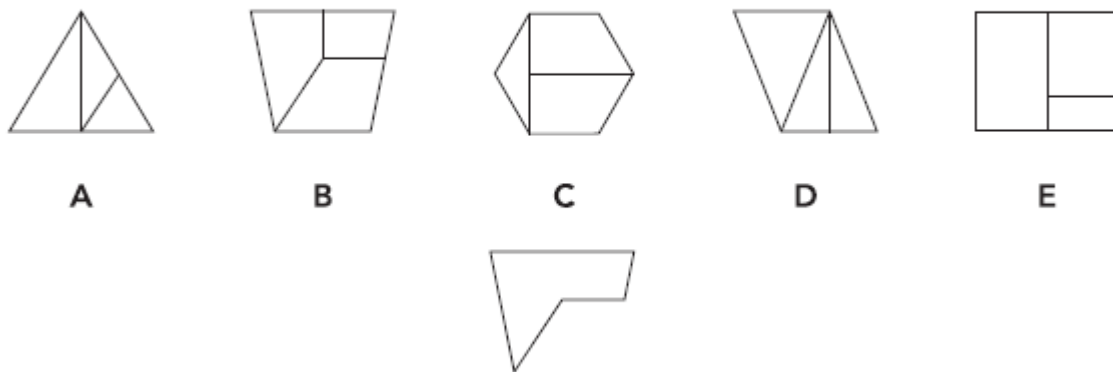


Figure Recognition:

Example



As spatial tests make no demands on verbal ability, they can be highly effective indicators 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.

# Linking assessment to teaching and learning

