CAT4 Parent Information session

The Telford
Langley School

Today you will find out...

- What the CAT4 assessments are & why we use them.
- About the four areas that are assessed & some questions
- How to understand the parent reports.
- What we at school do with the information.
- How you can support your child at home.

What is CAT4 & why do we use it?

The Telford
Langley School

What is CAT4?

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

While many tests focus on a child's attainment in core subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Why use CAT4?

- **CAT4 is used in many schools to provide information to teachers, students and parents that, with other information such as results from Key Stage 2 tests, forms the basis for discussion about how best a child can learn and reach his or her potential in school.**
- **CAT4 does not require any prior knowledge and you cannot 'learn' how to answer the questions in CAT4. It is therefore a good test because everyone starts at the same place.**
- **CAT4 contributes to setting targets (for example, levels expected at the end of the next Key Stage or grades at GCSE) and allows an individual's progress to be monitored.**
- **CAT4 results helps teachers decide about the pace of learning that is right for an individual and whether additional support or challenge is needed.**
- **CAT4, unlike an English or Math test, is not a test of what the student has learned. It tests how an individual can think in areas that are known to make a difference to learning and achievement.**

The Telford Langley School

CAT4: Cognitive Abilities Test Fourth Edition

CAT4 assesses a student's abilities across four different reasoning batteries:

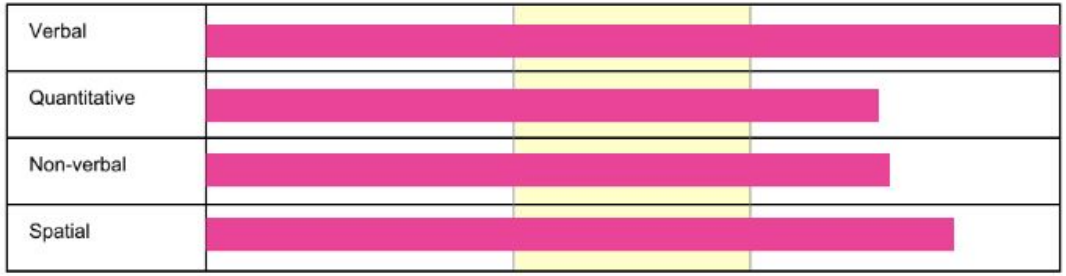
Verbal reasoning – thinking with words

Quantitative reasoning – thinking with numbers

Non-Verbal reasoning – thinking with shape

Spatial reasoning – thinking with space and shape

Reading the reports…



The yellow band highlights where the "average" scores lie.

Summary

Mark *CAT4* 's profile of scores from *CAT4* is evenly balanced and this means that he can learn very effectively in a number of different ways.

- Mark CAT4 may find that he gets ahead very quickly in some subjects and needs some extra work that allows him to do more research or reading around a subject or to follow his own interests. As some students may be reluctant to ask for this, do encourage Mark CAT4 to approach the teachers.
- Students with high spatial ability such as Mark CAT4 often get the 'big picture' quickly, sometimes rushing over important detail. Mark CAT4 may know the solution to a question very quickly but needs to show how he has arrived at it. His very good verbal skills should help in this.
- If Mark CAT4 is asked to help or mentor another student, encourage him to do this as his skills make him suitable for this and he has a lot to offer.
- Encourage Mark CAT4 to read widely outside school. Reading from a range of different types of books and sources will add to his knowledge and skills.
- Think about activities outside school that build on his abilities. He may enjoy drama or science club if he is not already taking part.

This student has scored above average in every battery.

The summary provides commentary on the scores and advises how parents can support their child at home.

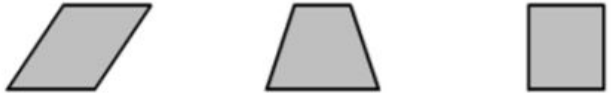
What do the CAT4 questions look like?

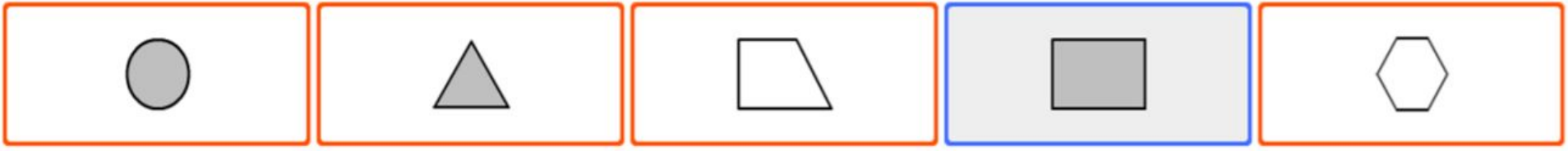
The Telford
Langley School

Non- verbal- thinking with shapes

In each question the first three figures are similar in some way. Decide how they are the same and choose the figure from the answer choices that goes with them. Look at this example:

Example





A B C D E

Each of the first three figures is shaded and has four sides. Look for an answer choice that is also shaded and has four sides. The correct answer is D.

Click on 'next' to see a Figure Classification sample question (for demonstration purposes only).

The Telford Langley School

Quantitative- thinking with numbers

Number Analogies - Directions

Each question 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 complete the third pair. Look at this example.

Example

[2 → 3] [9 → 10] [6 → ?]

3	4	5	6	7

To get from 2 to 3 and also from 9 to 10 you have to add 1. So 6 changes to 7. This is just one example. In the test you might have to add, subtract, multiply or divide to get to the second half of each pair.

Click on 'next' to see a Number Analogies sample question (for demonstration purposes only).

The Telford Langley School

Verbal- thinking with words

In each question there are three words in bold. 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 this example.

Example

green blue red

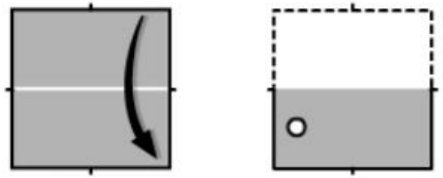
colour	crayon	paint	yellow	rainbow

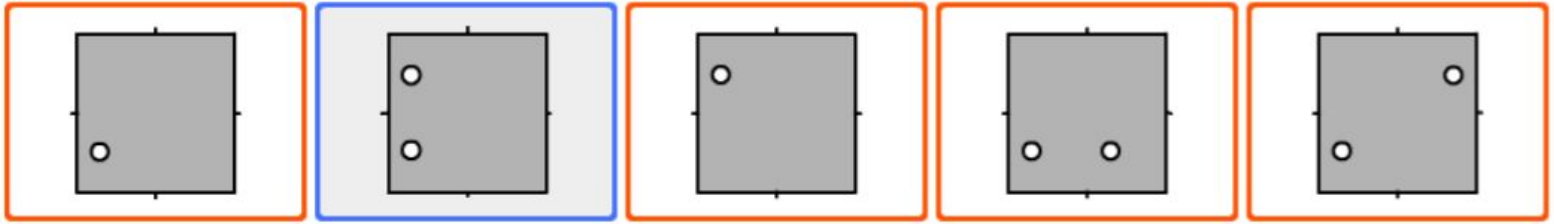
The first three words are green, blue and red. Green, blue and red are all colours. Look for an answer choice that is also a colour. The correct answer is yellow.

Click on 'next' to see a Verbal Classification sample question (for demonstration purposes only).

The Telford
Langley School

Spatial- thinking with shapes & space





A B C D E

Because the paper was folded over, the hole would have gone through two layers. When unfolded, there will be two holes. The correct answer is B. There will be one hole in the top half and one in the bottom half, both in the left-hand side of the paper.

Click on 'next' to see a Figure Analysis sample question (for demonstration purposes only).

Verbal Support	
Challenges	Home & School Strategies
• *Group discussions* • *Multi Step instructions* • *Reasoning aloud with carpet/group discussions.* • *Expressing their ideas* • *Reading and writing.* • *Auditory memory.*	• Provide short specific instructions. Avoid multi step instructions. • Assess their reading age to see how well they can access the curriculum. • Use of visual supports to aid understanding. • Mind mapping. • Use of ICT to record verbal ideas and share with rest of the class. • Use talk partners. • Highlighting text/ key points. • Summarising texts by storyboards. • Use writing frames. • Access to banks of key words. • WAGOLL

Non- Verbal Support	
Challenges	Home & School Strategies
● *Problem solving skills.* ● *Find new task challenging and need steps to be broken down.* ● *Organisation.* ● *Thinking 'outside the box'* ● *Linking and making connections with previous knowledge or skills.*	● Will need both verbal and visual supports. ● Instructions to be short and simple. ● Use of a visual checklist to help guide through the task. ● May benefit from having tables/boxes drawn for them. ● Association maps ● 4 thoughts organisers picture, feelings, questions, predictions/possible events. ● Venn diagrams. ● Flow charts and cycles ● Concept mapping ● Sequencing activities. ● Progressive glossaries/dictionaries at back of book ● Labelling activities

Quantitative Support	
Challenges	Home & School Strategies
● *Challenges with learning times tables, maths facts/concepts.* ● *May find science lessons more difficult.* ● *Recognising patterns*	● Will need concepts to be broken down and presented in a structured and step by step method. ● Use of knowledge organiser to help learn facts and concepts ● Will need support to link learning together ● Will need lots of opportunity for practice and repetition. ● Learn using a kinesthetic and visual approach.

Spatial Support	
Challenges	Home & School Strategies
• *Problem solving/puzzles* • *Learning times tables/maths formulas and facts.* • *Poor presentation with handwriting or difficulty setting out work in books.* • *May find it harder to find a space or organise self.* • *P.E skills* • *May get lost easily in tasks*	• Will need both verbal and visual supports. • Instructions to be short and simple. • Step-by-step instructions • Use of a visual checklist to help guide through the task. • May benefit from having tables/boxes drawn for them. • Reduce amount of information on worksheets. • Highlighting text to pull out key points/concepts. • Access to word maps/word banks. • Opportunities to demonstrate work orally.