

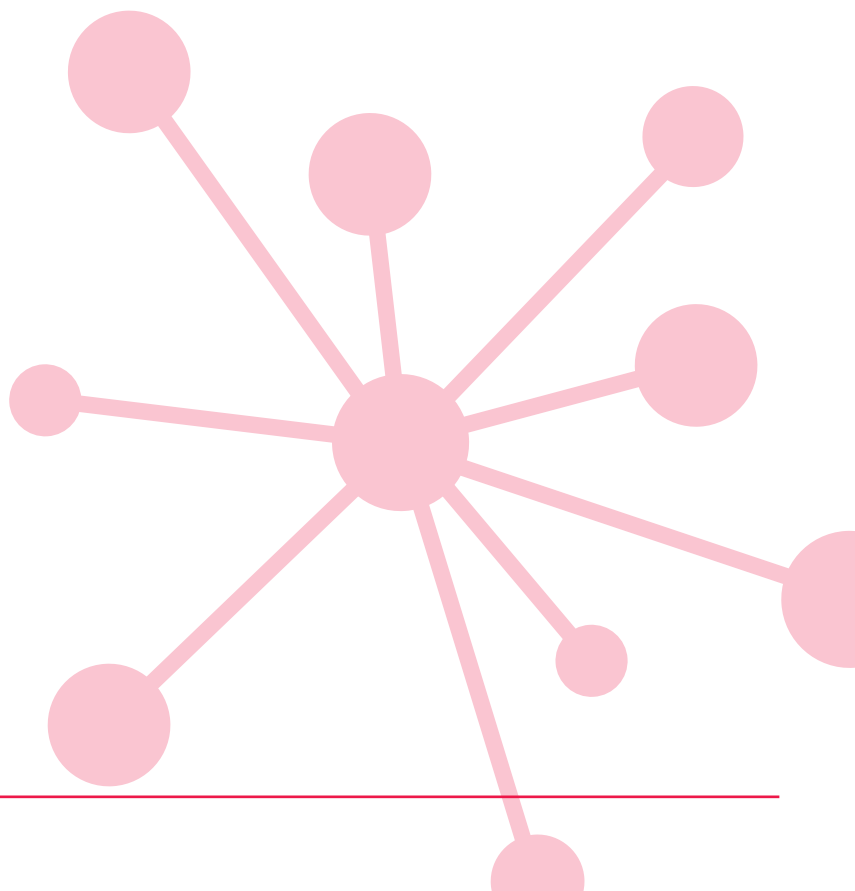
CAT4

Individual student report for teachers

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Individual student report for teachers

School: Dubai International School - Al Garhoud		
Date of test: 28/09/2026	Level: G	No. of students: 2

What is CAT4?

The *Cognitive Abilities Test (CAT)* is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. *CAT4* is the fourth edition of the test and comprises the following sections or batteries which assess different aspects of ability:

Verbal Reasoning Battery – thinking with words

Verbal Classification

Three words are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth word with similar properties.

The answer is snow because rain, fog and sunshine are all types of weather and snow is also a type of weather.

	rain	fog	sunshine	
winter	snow	weather	dark	night

Verbal Analogies

A pair of connected words is presented alongside a single word. From a selection of five possible answers, the student must select a word to complete the second pair in the same way.

The answer is window, because a carpet goes on a floor and a curtain hangs at a window.

	carpet → floor	:	curtain →	
window	shade	hang	drapes	cloth

Quantitative (or Numerical) Reasoning Battery – thinking with numbers

Number Analogies

Two pairs of related numbers are presented. From a selection of five possible answers, the student must select a number to complete a third pair.

The answer is 8. Here 1 add 1 makes 2, but that doesn't work for the second pair because 5 add 1 is 6, not 10. Instead, you have to multiply by 2 to get the second part of each pair, so 4 times 2 is 8.

	[1 → 2]		[5 → 10]		[4 → ?]
5	7	8	9	10	

Number Series

A sequence of numbers created by a transformation rule is presented. From a selection of five possible answers, the student must identify the rule and continue the sequence.

The answer is 15. There are two number patterns in this series. The first, third and fifth numbers go down by 1 at a time – 18, 17 then 16. The numbers in between them go up by two at a time – 5, 7 then 9. This means the next number must be 16 minus 1, giving 15.

	18	5	17	7	16	9	→
11	12	13	14	15			

Non-verbal Reasoning Battery – thinking with shapes

Figure Classification

Three designs are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth design with similar properties.

The answer is E because it is the only answer choice that is a striped semi-circle, like the first three figures.

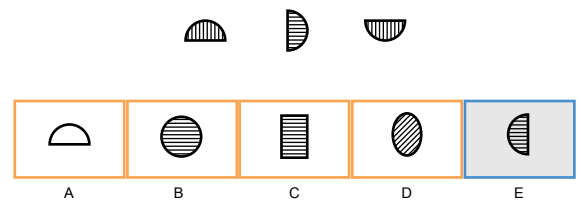
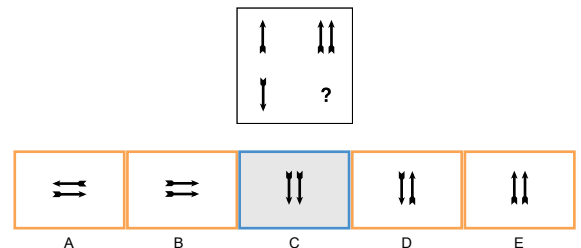


Figure Matrices

Designs are presented in a grid with one empty square and, from a selection of five possible answers, the student must identify the missing design.

The answer is C because in the top pair 'one arrow up' goes to 'two arrows up', so in the second pair 'one arrow down' must go to 'two arrows down'.



Spatial Ability Battery – thinking with shape and space

Figure Analysis

A series of diagrams shows a square being folded repeatedly, and then punched through with holes. From a selection of five possible answers, the student must identify how the paper will appear when unfolded.

The answer is D. The hole is punched through both layers of paper, so as it is unfolded the holes will be a mirror image of each other, with the crease being the mirror line.

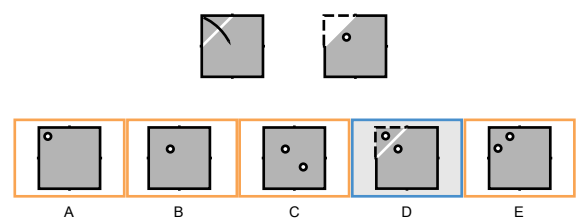
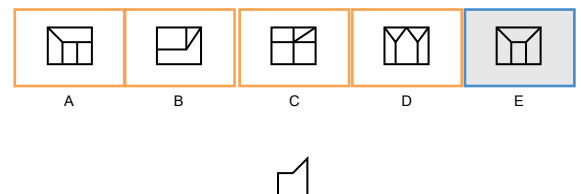


Figure Recognition

Several complex designs are presented along with a single target shape. From a selection of five possible answers, the student must identify the target shape within one of the complex designs.

The answer is E. It isn't A because that shows the target flipped over. It isn't B or C because they have shapes that are the wrong size.



Why use CAT4?

CAT4 is a comprehensive and objective test of a student’s developed abilities – those that, in part, determine attainment and can be built upon and developed to improve outcomes. For example, verbal reasoning can be developed by supporting a student’s reading, comprehension and vocabulary.

CAT4 has many uses, but the main focus of each individual report is to inform teachers, students and their parents and carers about an individual’s underlying ability and how this can be recognised and built upon to ensure that a student achieves his or her potential.

CAT4 provides a benchmark and may be used very effectively as part of a review of a student’s performance alongside other information including teacher assessment, data from Fischer Family Trust, Raise Online and school management data on aspects such as attendance, additional needs, EAL status, etc.

CAT4 provides indicators of attainment for KS2, KS3, GCSE and AS/A level which provide a starting point for target setting. Targets that challenge students can be set based on CAT4 results and other data, such as Fischer Family Trust which provide teacher assessment and results of attainment in English and maths to consider alongside the profile of a student’s ability from CAT4. Consideration of both ability (CAT4) and attainment (SATs) and other factors (such as attendance) all play an important part in target setting and progress monitoring.

Relationship between CAT4 scores

Description	Very Low		Below Average		Average			Above Average		Very High			
Stanine (ST)	1	2	3	4	5	6	7	8	9				
Standard Age Score (SAS)	70	80	90	100	110	120	130						
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Example results

In **CAT4 battery** is the title given to each of the four pairs of tests which assess different aspects of ability.

The **Verbal Reasoning Battery** comprises two short tests: Verbal Classification and Verbal Analogies.

The **Quantitative Reasoning Battery** comprises two short tests: Numbers Analogies and Number Series.

The **Non-verbal Reasoning Battery** comprises two short tests: Figure Classification and Figure Matrices.

The **Spatial Ability Battery** comprises two short tests: Figure Analysis and Figure Recognition.

The **number of questions attempted** can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

The **Standard Age Score (SAS)** is the most important piece of information derived from CAT4. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

Performance on a test like CAT4 can be influenced by a number of factors and the **confidence band** is an indication of the range within which a student's score lies. The narrower the band the more reliable the score. This means that 90% confidence bands are a very high level estimate. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)									
						60	70	80	90	100	110	120	130	140	
Verbal	48/48	95	37	4	=39										
Quantitative	24/36	101	53	5	=24										
Non-verbal	48/48	115	84	7	=5										
Spatial	36/36	116	86	7	8										
Mean	-	107	-	-	-										

The scores for each of the four batteries are averaged to give the **mean** score.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

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

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

Name: Banomana Khatib			
School: Dubai International School - Al Garhoud			
Group: grade 11			
Date of test: 28/09/2026	Level: G	Age: 16:00	Sex: Female

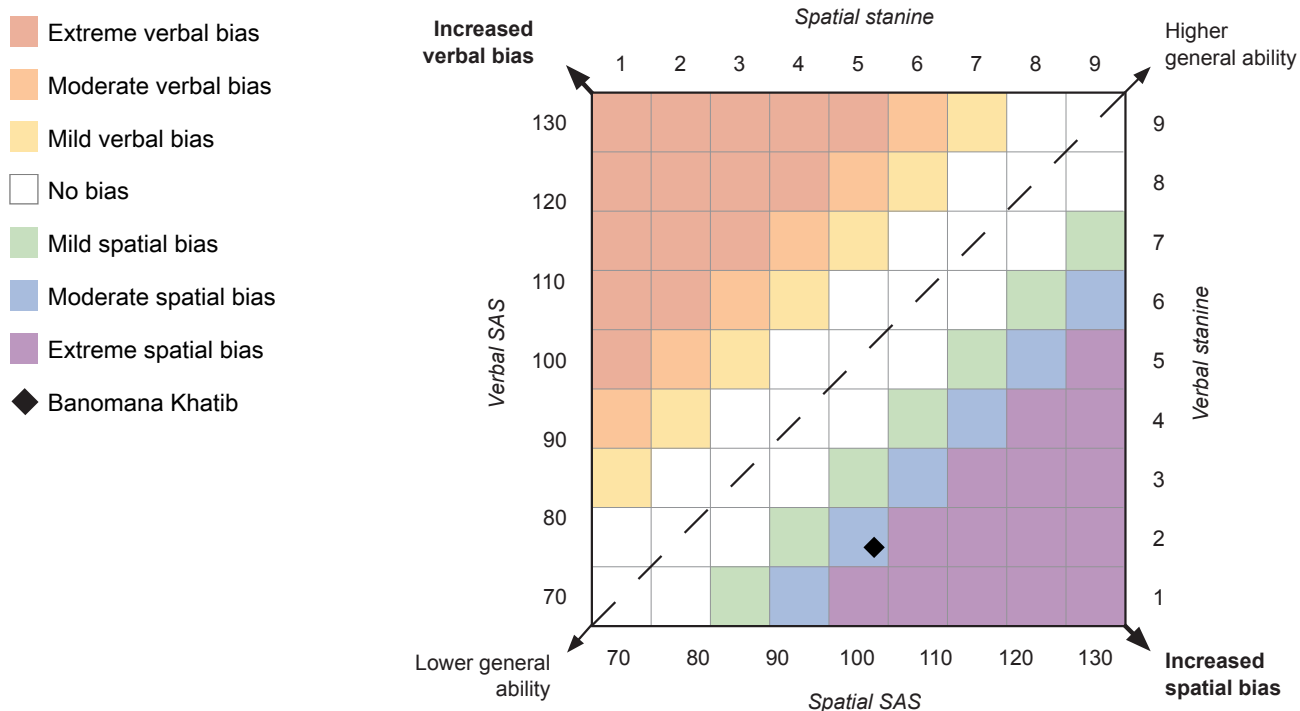
Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/2)	SAS (with 90% confidence bands)								
						60	70	80	90	100	110	120	130	140
Verbal	41/48	76	6	2	2									
Quantitative	33/36	79	8	2	2									
Non-verbal	47/48	92	30	4	1									
Spatial	36/36	102	55	5	1									
Mean	-	87	-	-	-									

Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The black diamond shows Banomana's profile, which is indicated by the coloured band.



Name: Banomana Khatib			
School: Dubai International School - Al Garhoud			
Group: grade 11			
Date of test: 28/09/2026	Level: G	Age: 16:00	Sex: Female

Moderate spatial bias

- This profile demonstrates a moderate preference for spatial over verbal learning.
- Banomana should perform relatively well when engaged in tasks that require visualisation and will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods.
- Very weak verbal skills will make learning through written texts, writing and discussion difficult.
- Banomana is likely to prefer active learning methods such as modelling, demonstrating and simulations and will need support when engaging with written material, writing tasks, expressing ideas verbally and possibly with reading.
- Banomana should do fairly well in subjects that make the most of her spatial ability such as science, technology, design and geography, but will find language-based subjects such as English, humanities, history and modern foreign languages very difficult without support and unless teaching methods are adapted to suit her profile.

Implications for teaching and learning

- Banomana has a very marked weakness in verbal reasoning skills.
- A test to establish a reading age is recommended to ascertain whether Banomana is able to access the curriculum.
- An intensive phonics course, course of literacy progress units or additional work to build comprehension and vocabulary may be appropriate.
- Banomana is likely to benefit from one-to-one support of a specialist nature.
- More rapid progress will be made if strategies used within school can be further supported at home.
- Banomana should be encouraged and helped to use her better spatial ability in subjects that depend on verbal skills. Encourage her to use visual material (such as pictures or videos) to support text, create visual representations of events in history, use mind maps as an aid to remembering key events and characters in a text in English, and annotate text to reinforce key facts and information in science.

Name: Banomana Khatib				
School: Dubai International School - Al Garhoud				
Group: grade 11				
Date of test: 28/09/2026	Level: G		Age: 16:00	Sex: Female

GCSE indicators

Results from CAT4 can give an indication of the level a student will reach at the end of the next Key Stage. A second level is suggested – this is the grade a student could reach with additional effort and challenge. This information is helpful when you discuss with your students the targets they should be working towards.

Mean SAS: 87	Verbal SAS: 76	Quantitative SAS: 79	Non-verbal SAS: 92	Spatial SAS: 102
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	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade 5+ Probability of student obtaining grade 7+									
	1	2	3	4	5	6	7	8	9			10%	20%	30%	40%	50%	60%	70%	80%	90%	
Italian*	1%	2%	6%	8%	12%	8%	13%	21%	26%	6.7	8.0										
Arabic*	3%	4%	7%	9%	15%	11%	12%	12%	23%	6.1	8.2										
Urdu*	1%	3%	9%	8%	22%	12%	11%	18%	11%	6.0	7.9										
Chinese*	1%	6%	10%	10%	15%	10%	18%	13%	12%	5.8	7.5										
Art and Design	4%	11%	23%	23%	18%	10%	4%	2%	1%	4.1	5.4										
Drama	4%	13%	31%	20%	15%	9%	2%	1%	0%	3.8	5.1										
Religious Studies	9%	16%	24%	15%	14%	10%	4%	2%	1%	3.8	5.4										
Biology	5%	13%	27%	26%	16%	6%	2%	0%	0%	3.7	4.7										
Chemistry	6%	15%	26%	25%	15%	6%	2%	1%	0%	3.7	4.7										
English Language	5%	12%	32%	23%	15%	7%	2%	0%	0%	3.7	4.8										
English Literature	8%	15%	22%	23%	17%	8%	2%	1%	0%	3.7	4.8										
Food Technology	5%	17%	30%	20%	13%	8%	3%	1%	0%	3.7	5.0										
Physics	3%	11%	34%	25%	15%	6%	2%	0%	0%	3.7	4.7										
Combined Science Part 1	3%	15%	32%	29%	13%	3%	1%	0%	0%	3.5	4.3										

Name: Banomana Khatib			
School: Dubai International School - Al Garhoud			
Group: grade 11			
Date of test: 28/09/2026	Level: G	Age: 16:00	Sex: Female

GCSE indicators (continued)

	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade 5+ Probability of student obtaining grade 7+									
	1	2	3	4	5	6	7	8	9			10%	20%	30%	40%	50%	60%	70%	80%	90%	
Music	7%	20%	30%	16%	12%	7%	2%	1%	0%	3.5	4.8										
Physical Education	5%	18%	35%	18%	11%	6%	2%	0%	0%	3.5	4.6										
Spanish	7%	20%	35%	16%	11%	3%	2%	1%	0%	3.4	4.5										
French	8%	21%	34%	16%	11%	3%	2%	1%	0%	3.3	4.3										
German	7%	18%	35%	19%	11%	3%	1%	0%	0%	3.3	4.2										
History	16%	22%	23%	14%	10%	6%	3%	1%	0%	3.3	4.7										
Business Studies	11%	21%	31%	16%	10%	5%	1%	0%	0%	3.2	4.3										
Latin	19%	25%	17%	15%	8%	6%	3%	2%	1%	3.2	4.7										
Maths	9%	20%	28%	27%	9%	2%	0%	0%	0%	3.2	4.1										
Statistics	9%	19%	29%	25%	10%	2%	1%	0%	0%	3.2	4.1										
Combined Science Part 2	8%	24%	36%	19%	7%	2%	0%	0%	0%	3.0	3.8										
Geography	14%	25%	28%	14%	8%	4%	2%	0%	0%	3.0	4.1										
Media, Film and TV Studies	14%	26%	29%	14%	8%	4%	1%	0%	0%	3.0	4.0										

* For some language qualifications, including Arabic, Chinese, Italian and Urdu, attainment may be influenced by factors not directly measured by the assessments, such as exposure to the language outside school or use of the language at home. Indicators for these subjects should therefore be interpreted with additional caution.

Name: Hessa Salmani			
School: Dubai International School - Al Garhoud			
Group: grade 11			
Date of test: 28/09/2026	Level: G	Age: 16:04	Sex: Female

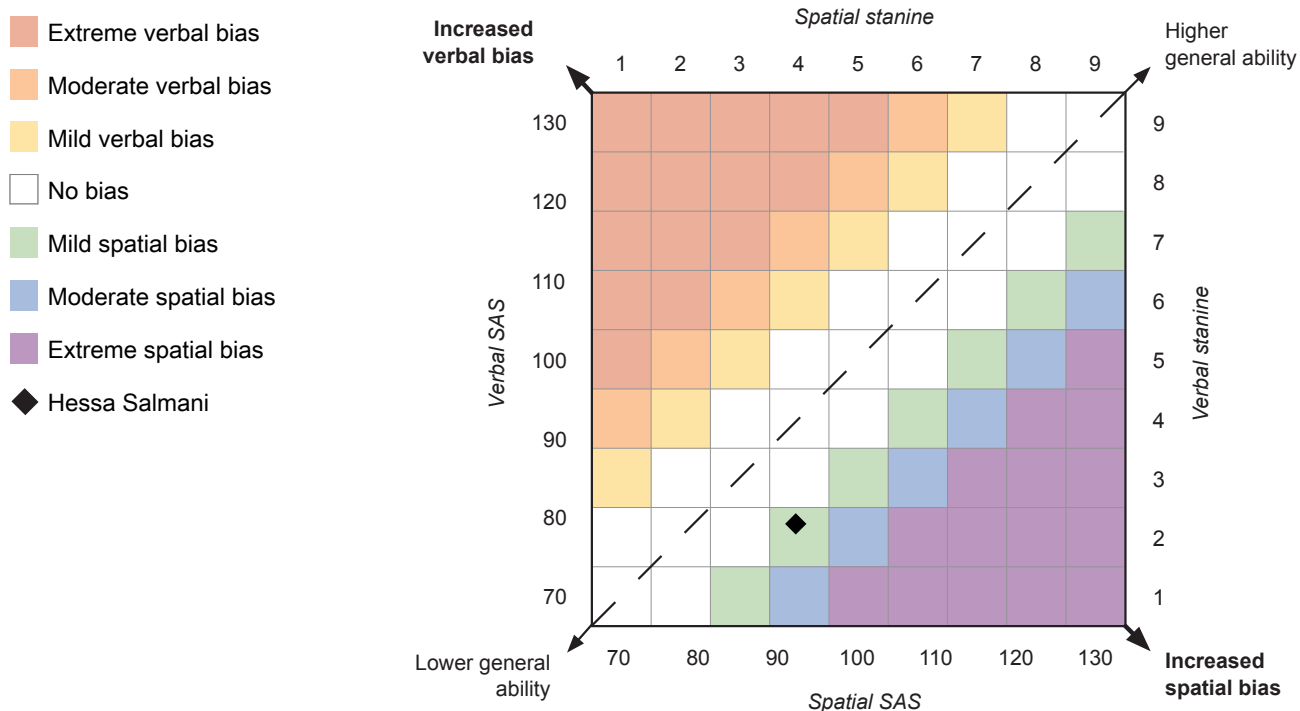
Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/2)	SAS (with 90% confidence bands)								
						60	70	80	90	100	110	120	130	140
Verbal	48/48	79	8	2	1									
Quantitative	36/36	97	42	5	1									
Non-verbal	48/48	90	26	4	2									
Spatial	35/36	92	30	4	2									
Mean	-	90	-	-	-									

Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The black diamond shows Hessa's profile, which is indicated by the coloured band.



Name: Hessa Salmani			
School: Dubai International School - Al Garhoud			
Group: grade 11			
Date of test: 28/09/2026	Level: G	Age: 16:04	Sex: Female

Mild spatial bias

- This profile demonstrates a mild preference for spatial over verbal learning, with spatial abilities in the average range and verbal abilities below average.
- Hessa is likely to perform modestly well in areas which draw on her skills in visualisation and working with pictures, diagrams, 3D objects, mind maps and other tangible methods of learning, but at a low level in areas of learning including writing, discussions, paired work and creative tasks.
- Hessa may show a preference for active learning methods such as modelling, demonstrating and simulations over engaging with written material, but her mild bias means she is likely to respond equally to a variety of teaching and learning methods.
- Hessa is likely to perform at a modest level in subjects such as science, technology, design and geography which will draw on her spatial ability, but may perform at a slightly lower level in language-based subjects.

Implications for teaching and learning

- Hessa's below average verbal skills may be preventing access to other curriculum areas.
- A test to establish a reading age is recommended to establish whether Hessa is able to access the curriculum.
- Strategies to develop greater verbal ability may include opportunities for discussion, support with specialist vocabulary and opportunities to develop presentational skills.
- Pairing Hessa with someone who is stronger in this area may support her progress.
- Paired work is likely to be more beneficial than group work.

Name: Hessa Salmani				
School: Dubai International School - Al Garhoud				
Group: grade 11				
Date of test: 28/09/2026	Level: G		Age: 16:04	Sex: Female

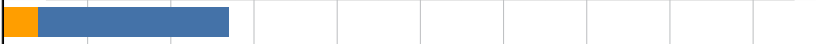
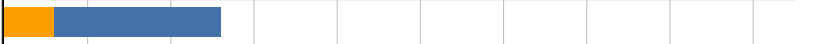
GCSE indicators

Results from CAT4 can give an indication of the level a student will reach at the end of the next Key Stage. A second level is suggested – this is the grade a student could reach with additional effort and challenge. This information is helpful when you discuss with your students the targets they should be working towards.

Mean SAS: 90	Verbal SAS: 79	Quantitative SAS: 97	Non-verbal SAS: 90	Spatial SAS: 92
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	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade 5+ Probability of student obtaining grade 7+								
	1	2	3	4	5	6	7	8	9			10%	20%	30%	40%	50%	60%	70%	80%	90%
Italian*	1%	3%	7%	9%	13%	8%	13%	19%	22%	6.4	8.0									
Arabic*	4%	4%	8%	9%	15%	11%	12%	11%	22%	6.1	8.2									
Urdu*	0%	3%	8%	8%	21%	12%	11%	20%	13%	6.1	8.0									
Chinese*	2%	7%	10%	11%	16%	10%	18%	12%	11%	5.7	7.5									
Art and Design	3%	9%	20%	22%	20%	12%	5%	2%	1%	4.3	5.5									
Drama	3%	10%	28%	21%	18%	11%	3%	1%	0%	4.1	5.3									
Religious Studies	7%	13%	22%	15%	16%	12%	6%	3%	1%	4.1	5.6									
Biology	4%	10%	23%	27%	20%	9%	3%	1%	0%	4.0	5.1									
Chemistry	4%	11%	23%	26%	19%	8%	3%	1%	0%	4.0	5.0									
English Literature	6%	12%	20%	24%	20%	10%	3%	1%	0%	4.0	5.1									
Physics	2%	8%	29%	27%	19%	8%	2%	1%	0%	4.0	5.0									
English Language	3%	9%	29%	24%	18%	9%	3%	1%	0%	3.9	5.0									
Food Technology	4%	13%	27%	21%	15%	10%	4%	2%	0%	3.9	5.2									
Combined Science Part 1	2%	11%	28%	33%	17%	4%	1%	0%	0%	3.8	4.5									

Name: Hessa Salmani**School:** Dubai International School - Al Garhoud**Group:** grade 11**Date of test:** 28/09/2026**Level:** G**Age:** 16:04**Sex:** Female**GCSE indicators (continued)**

	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade 5+ Probability of student obtaining grade 7+								
	1	2	3	4	5	6	7	8	9			10%	20%	30%	40%	50%	60%	70%	80%	90%
Music	5%	16%	28%	17%	14%	9%	3%	1%	0%	3.8	5.2									
Physical Education	4%	14%	33%	19%	14%	8%	3%	1%	0%	3.7	5.0									
History	12%	19%	23%	15%	12%	8%	4%	2%	0%	3.6	5.1									
Spanish	5%	17%	33%	18%	13%	4%	3%	1%	0%	3.6	4.8									
Statistics	6%	14%	27%	29%	14%	4%	1%	0%	0%	3.6	4.5									
Business Studies	8%	18%	30%	18%	12%	7%	2%	1%	0%	3.5	4.7									
French	6%	17%	33%	18%	14%	3%	3%	1%	1%	3.5	4.6									
German	6%	15%	33%	22%	14%	4%	2%	1%	0%	3.5	4.6									
Latin	14%	22%	17%	16%	10%	8%	4%	2%	1%	3.5	5.1									
Maths	6%	14%	26%	32%	13%	3%	1%	0%	0%	3.5	4.2									
Geography	10%	21%	28%	16%	11%	6%	2%	1%	0%	3.4	4.6									
Combined Science Part 2	6%	19%	35%	24%	10%	3%	1%	0%	0%	3.3	4.2									
Media, Film and TV Studies	12%	23%	29%	15%	10%	5%	1%	0%	0%	3.2	4.3									

* For some language qualifications, including Arabic, Chinese, Italian and Urdu, attainment may be influenced by factors not directly measured by the assessments, such as exposure to the language outside school or use of the language at home. Indicators for these subjects should therefore be interpreted with additional caution.