GENERAL COGNITIVE ABILITY TEST (GCAT)

SELECT

Sally Sample

May 2025

Introduction

The Assessment

The General Cognitive Ability Test (GCAT) is a measure of cognitive ability. Cognitive ability is important because it influences how quickly somebody can learn, how readily they can adapt, how easily they can understand, and how adeptly they can solve novel problems. It is well established that cognitive ability predicts educational and occupational success and is an important ingredient of future potential. The GCAT assesses ability in the following areas:

- Understanding problems using words
- Logical deduction and induction
- The relationship between numbers

- Discerning patterns and sequences
- Abstract reasoning
- Mental rotation

The Report

This report has been designed to support interview and reference checking processes. The report presents Sally's results and provides probing interview questions to help users elicit information about her preferences, past behaviour and performance.

Private and Confidential

This is a confidential assessment report. This report was requested for a specific purpose and has influenced the information and conclusions drawn. The information contained in this report should only be interpreted by a trained professional, and in the context of other relevant information (i.e., actual experience, interests, skills, and aptitudes).

Waiver

When reading this report, please remember that it is based exclusively on the information gathered from the test session only and describes performance exclusively on the GCAT test. The publishers, therefore, accept no responsibility for decisions made using this assessment and cannot be held responsible for the consequences of doing so.

Rating Scale

Charts in this report are described in terms of a standardised Sten score that is presented on a scale of 1 to 10 and which allows us to compare participant results. As a guide, scores of 1 to 3 are considered well below average, while scores of 5 to 6 are average, and scores of 8 to 10 are considered well above average.

Below Average	Somewhat Below Average	Average	Somewhat Above Average	Above Average
1 2 3	4	5 6	7	8 9 10

Comparison Group (Norm)

The following norm group was used to compare results against.

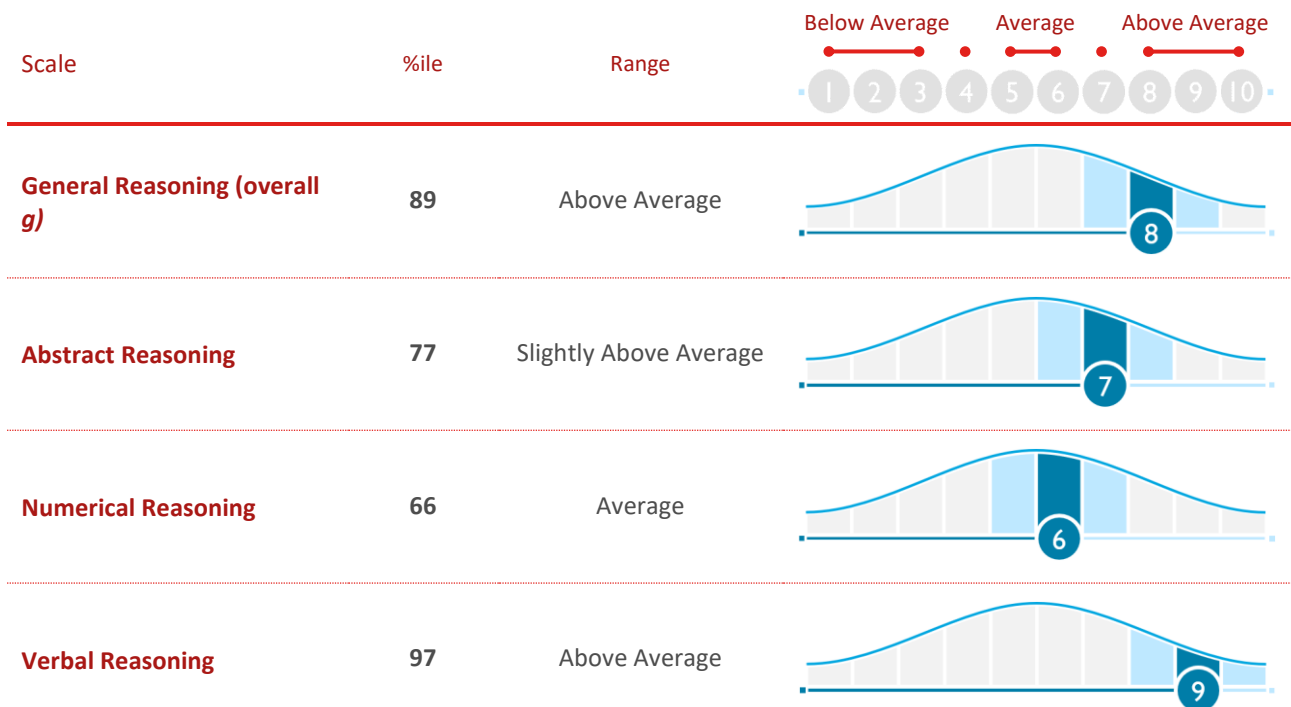| Assessment	Name	Size
GCAT	New Zealand Participants	6954

Results Summary

General Reasoning

General Reasoning refers to overall General Mental Ability (g) which is an approximate overall indicator of the ability to reason, think logically, and solve problems using words, numbers, and simple images.

- Sally's general reasoning score suggests that she possesses an above average level of reasoning ability.
- Scoring in this range, she is likely to understand problems, reason logically and make use of learning considerably better than others.

The following elements are used to describe the results.

Percentile Score (%ile)	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
Range	This is a qualitative indicator that is based on the Sten score and indicates how well a participant has performed.
Sten Score (1-10)	A Sten score is a standardised measure used to compare participant results. Presented on a 10-point scale, a score of 1 indicates low performance and a score of 10 indicates high performance.

Profile Charts

Scale	%ile	Range	Chart
General Reasoning (overall *g*)	89	Above Average	8
Abstract Reasoning	77	Slightly Above Average	7
Numerical Reasoning	66	Average	6
Verbal Reasoning	97	Above Average	9

Results in Detail

Abstract Reasoning

Abstract Reasoning assesses the ability to understand complex concepts and assimilate new information beyond previous experience. It consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning, it is independent of attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information it is likely to predict how responsive to training the person will be.

- Sally's abstract reasoning score shows that she has performed in the slightly above average range when compared to the reference group.
- Scoring in this range suggests that she should have a high level of natural or innate ability and should be reasonably quick to grasp new and complex concepts which fall outside her previous experience. Quick to learn, she may appreciate a role that offers some stretch and challenge in order to keep herself motivated.

Numerical Reasoning

Numerical Reasoning assesses a person's ability to use numbers in a logical and rational way. It consists of items which assess understanding of such things as number series, numerical transformations, the relationships between numbers and the ability to perform numerical computations.

- Sally's numerical reasoning score indicates that she should have an average level of numerical ability when compared to the reference group.
- Scoring in this range suggests that she should cope with numerical work of a day-to-day nature with little difficulty, although it may take her some time to fully appreciate more complex numerical problems.
- She should, however, have sufficient understanding of numerical concepts to be receptive to further training in this area.

Verbal Reasoning

Verbal Reasoning assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary and the relationships between words, this scale measures the ability to perceive and understand concepts and ideas expressed verbally.

- Sally's verbal reasoning score indicates that she has a well above average ability to understand verbal concepts when compared to the reference group.
- Scoring in this range suggests that she should understand the logic of subtle arguments and be able to explain complex concepts with considerable clarity.

Interview Prompts

The following questions have been designed to support the interview and reference checking process for Sally by attempting to elicit information about her abilities, past performance.

Each scale has been mapped to a series of interview questions and colour coded using the following convention:

| | *reflect below average results* | | *reflect average results* | | *reflect above average results* |

Use the interview questions as a guide to probe Sally's preferences, past behaviour and performance as well as how these may be applied to future role requirements.

Abstract Reasoning

- Describe a time when you were able to solve a problem by looking beyond the obvious facts.
- Tell me about a time when your ability to see connections between things helped you solve a problem in a unique way.
- Give me an example of a time when you put something you learned to good use.

Notes:

Numerical Reasoning

- Give me an example of a time when you analysed and interpreted numerical information in order to solve a problem.
- Do you work with numerical information? If so, what kind of information is it and how do you make the best use of it in your work?
- Give me an example of explaining particularly complex numerical results to others.

Notes:

Verbal Reasoning

- Tell me about a difficult or complex idea that you explained to others.
- Give me an example of a time when you had difficulty explaining your thoughts to others.
- Describe a difficult decision you made that involved evaluating conflicting information.

Notes: