



ADAPTIVE GCAT - ABSTRACT

SELECT

Sam Sample

August 2025



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Introduction

The Assessment

The GCATA is a measure of cognitive ability that has been developed specifically for online, unsupervised testing. It focuses on those aspects of cognitive ability that are least influenced by cultural background and educational attainment.

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 GCATA assesses ability in the following areas:

- Logical deduction and induction
- Abstract reasoning
- Discerning patterns and sequences
- Mental rotation

The Report

This report has been designed to support interview and reference checking processes. The report presents Willian's results and provides probing interview questions to help users elicit information about his 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 GCATA 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.



Comparison Group (Norm)

The following norm group was used to compare results against.

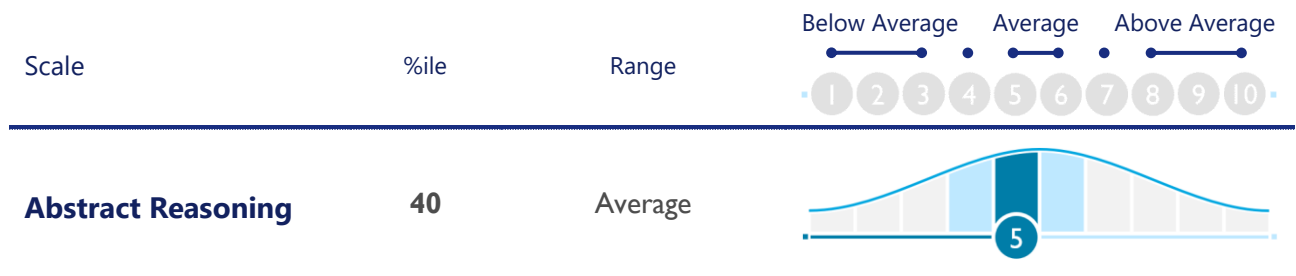
Assessment	Name	Size
Abstract Reasoning	New Zealand Participants	5326

Profile Summary

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 using a 5-point score band.
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





Results in Detail

Abstract Reasoning

Abstract Reasoning looks at the ability to identify logical relationships between abstract forms. It is about understanding information and grasping new concepts. It is not strongly related to previous learning. As such, it can be used to predict intellectual potential and the capacity to be trained.

- Sam Sample's abstract reasoning score shows that he has performed in the average range when compared to the reference group.
- Scoring in this range, he should comprehend new, unclear or complex concepts as quickly as most other people.
- His ability to grasp new concepts and ideas also means that he should be receptive to training and put this learning to good use.

Interview Prompts

The following questions have been designed to support the interview and reference checking process for Sam Sample by attempting to elicit information about his 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 Willian'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 concepts 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: