



# Welcome to CCN

First Year 2024-2025 Information Evening





Meet Our Staff

[Wwww.colaiSTEclavin.ie](http://www.colaiSTEclavin.ie)

#colaisteclavin



State run school

Multi-denominational

Co-educational



**lmetb**  
*Bord Oideachais agus  
Oiliúna Lú agus na Mí*  
Louth and Meath Education  
and Training Board



Ms Flanagan – Principal  
Ms McBride – Deputy Principal  
Ms Land – 1<sup>st</sup> Year Head  
Ms Farrell- AEN Coordinator  
Ms Durkan – Guidance Counsellor  
Geraldine – Administration

General welcome and overview  
Code of behavior and expectations  
Subject availability and subject option forms  
Student direct costs  
Uniforms  
iPads and Books  
School App  
Transport  
Questions



*As a School we wish to empower our pupils to become independent and confident young adults enabling them to reach their full potential.*

**Coláiste Clavin (Longwood)  
Boys School Uniform**



Full Uniform      School Jumper      Light Grey Shirt (Long or Short Sleeve)



Grey Trousers      School Jacket      PE Polo Shirt      Tracksuit



Black Leather Shoes

**Coláiste Clavin (Longwood)  
Girls School Uniform**



School Uniform      School Jumper      White Revere Collar Blouse  
(Long+Short Sleeve)



School Tracksuit      PE Polo Shirt      School Jacket



Uniform – available from Ted Murtagh’s, Haggard Street, Trim.

Full uniform required each day, including school jacket, and black shoes. Choice of jacket this year.

Full PE uniform required

Skirts or Trousers may be worn.

Black tights or white knee socks

Runners/Shoes with white writing/edging not permitted

Punctuality is important

# Mobile Phones

Students are not permitted to use mobile phones in school, they must not be observed or heard.

Students using phones in school will not have access to class until a Parent(s)/Guardian(s) comes into the school to collect the phone.

Parent(s)/Guardian(s) can contact their children through the school office.

***The school takes no responsibility for missing devices***





Niamh Land

1<sup>st</sup> YEAR HEAD



# ROLE OF THE YEAR HEAD

Transition from primary to secondary

Tracking and monitoring

Pastoral and Academic

Celebrating success and achievement

Communication

Transition  
from primary  
to secondary



## Starting Secondary School

Communication  
with schools and  
parents

Transition  
visits

TUTOR

Peer  
mentors

Guidance

# Attendance Matters!

Good attendance = Doing well

87% in a test is good 😊

87% attendance means that the student has missed 20 days of school

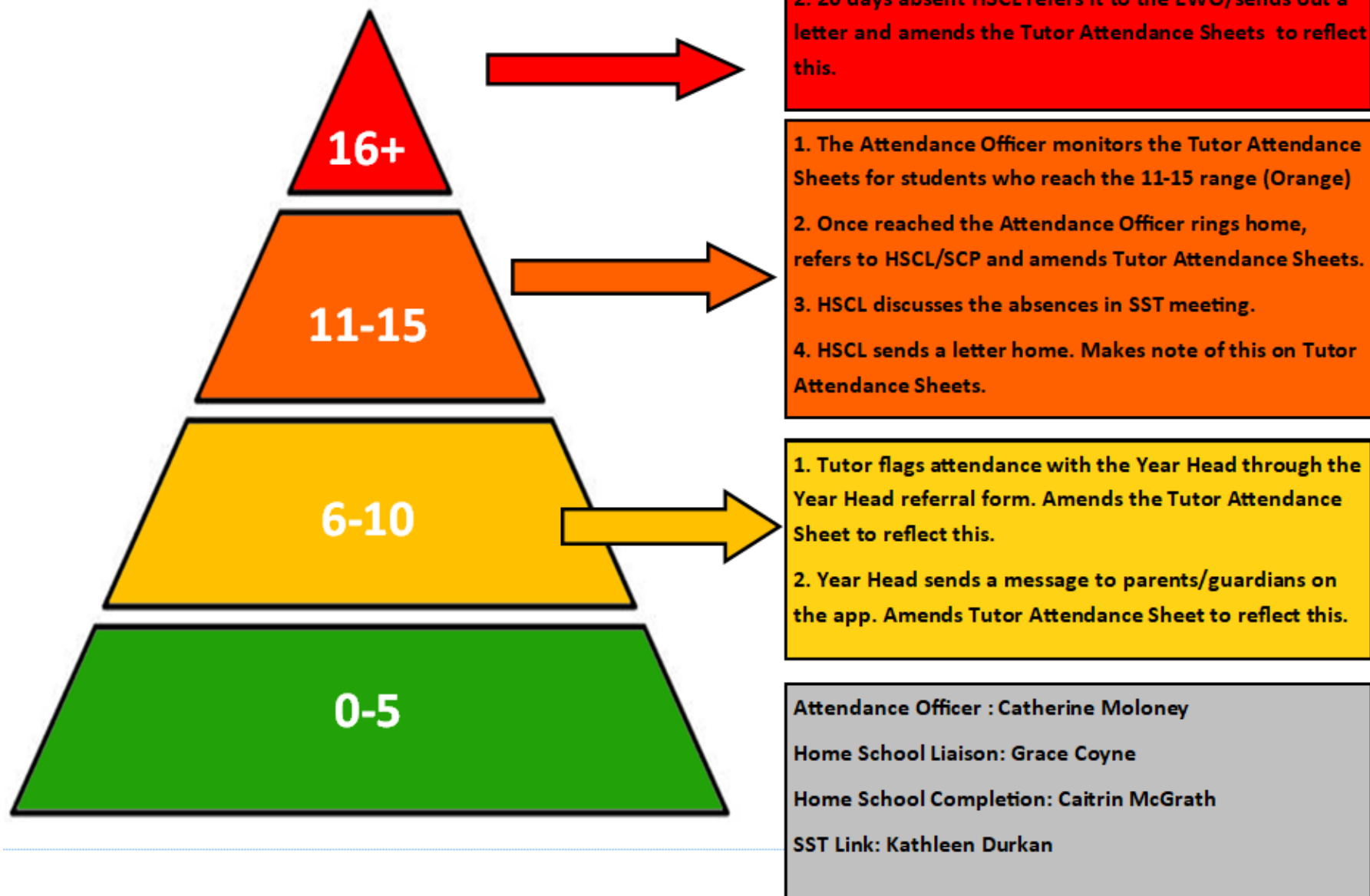
Missed days should only be taken if absolutely necessary!

**199** other days of the year to book holidays/appointments etc

Students should always return to school if they have had a scheduled appointment during the day



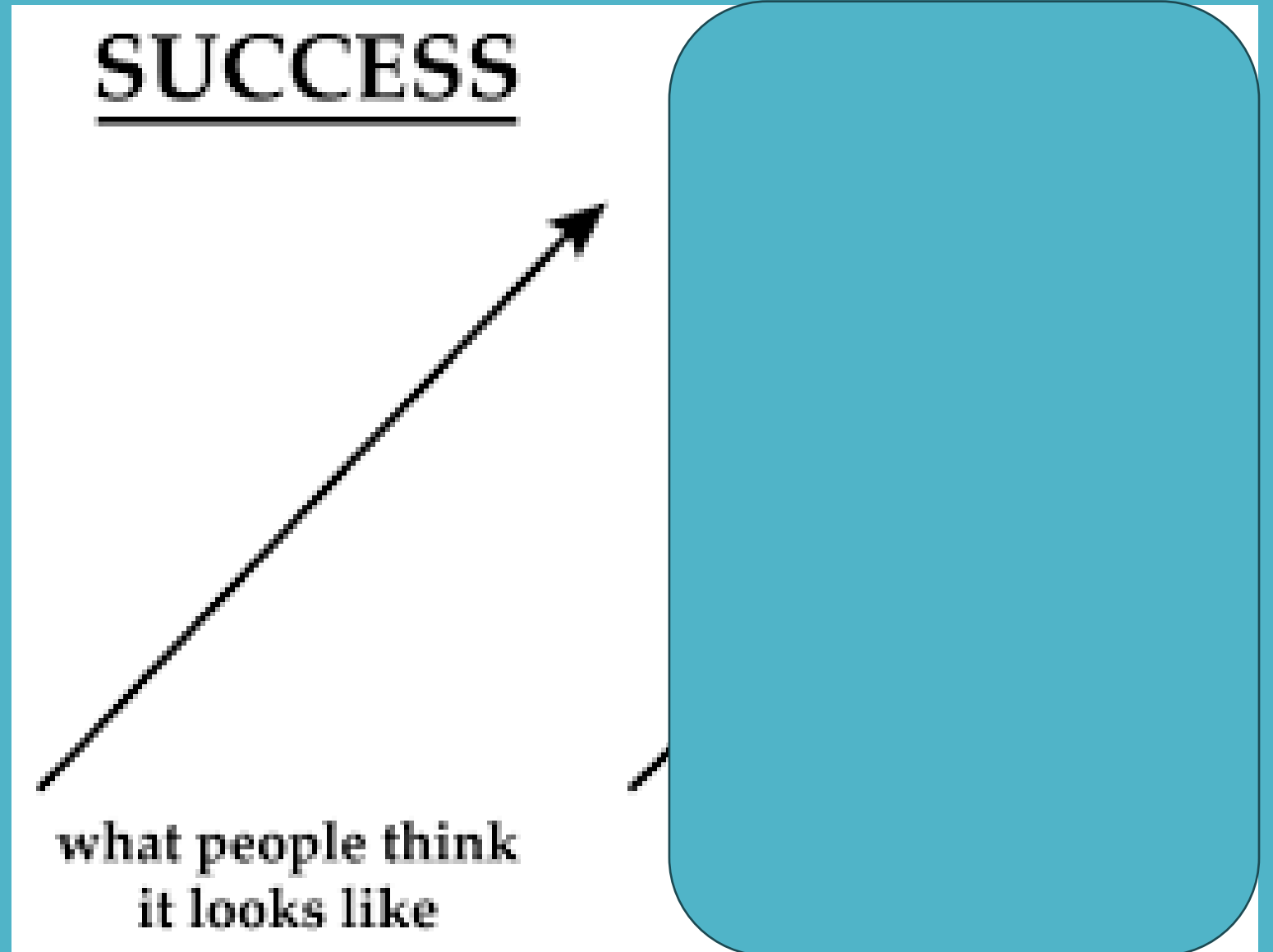
# Attendance Ladder of Referral



# Data Tracking

All student's November assessments and summer tests will be tracked to identify students who are struggling to succeed with the curriculum

Year heads and subject teacher will work together closely to monitor progress



# Changes to Exam Grades: Junior Cert. vs Junior Cycle

## Grades for Exams in June of Third Year

Junior Certificate		Junior Cycle	
Percentage	Grade	Percentage	Grade Descriptor
≥ 85 to 100	A	≥ 90 to 100	Distinction
≥ 70 and < 85	B	≥ 75 and < 90	Higher Merit
≥ 55 and < 70	C	≥ 55 and < 75	Merit
≥ 40 and < 55	D	≥ 40 and < 55	Achieved
≥ 25 and < 40	E	≥ 20 and < 40	Partially Achieved
≥ 10 and < 25	F	≥ 0 and < 20	Not Graded
≥ 0 and < 10	NG		

## A Note on Levels

Junior Certificate	Junior Cycle
In the Junior Certificate, all subjects were offered at Higher and Ordinary levels, with an additional Foundation level in English, Irish and Maths.	All subjects are offered at a common level except English, Irish and Maths, which continue to have Higher and Ordinary levels.

## CBA Grade Descriptors

CBA's use a different set of Grade Descriptors: Exceptional > Above Expectations > In Line With Expectations > Yet to Meet Expectations. These Grade Descriptors do not



# School Ready

## Be Kind!

Look out for others.  
Try to help – you may need kindness some day



## Be Responsible!

Charge ipad every night!  
You will need it for most lessons.

## Be Brave

Say hi!  
Everyone will want to make new friends

## Be Organised!

Do your homework as soon as possible – even if it is due a week later!

## Be enthusiastic!

You are not expected to get everything right – learn to make mistakes and grow from them.

## Be Prepared!

Check your timetable and pack your bag the night before.



# PASTORAL ROLE

Make new friends – Be open minded

Tutor groups – Wellbeing

Tutor is first point of contact for any concerns

Any concerns will be referred by the tutor

**Zero** tolerance bullying policy – We have an anti-bullying policy as well as an appointed anti-bullying co-Ordinator.

Behaviour concerns



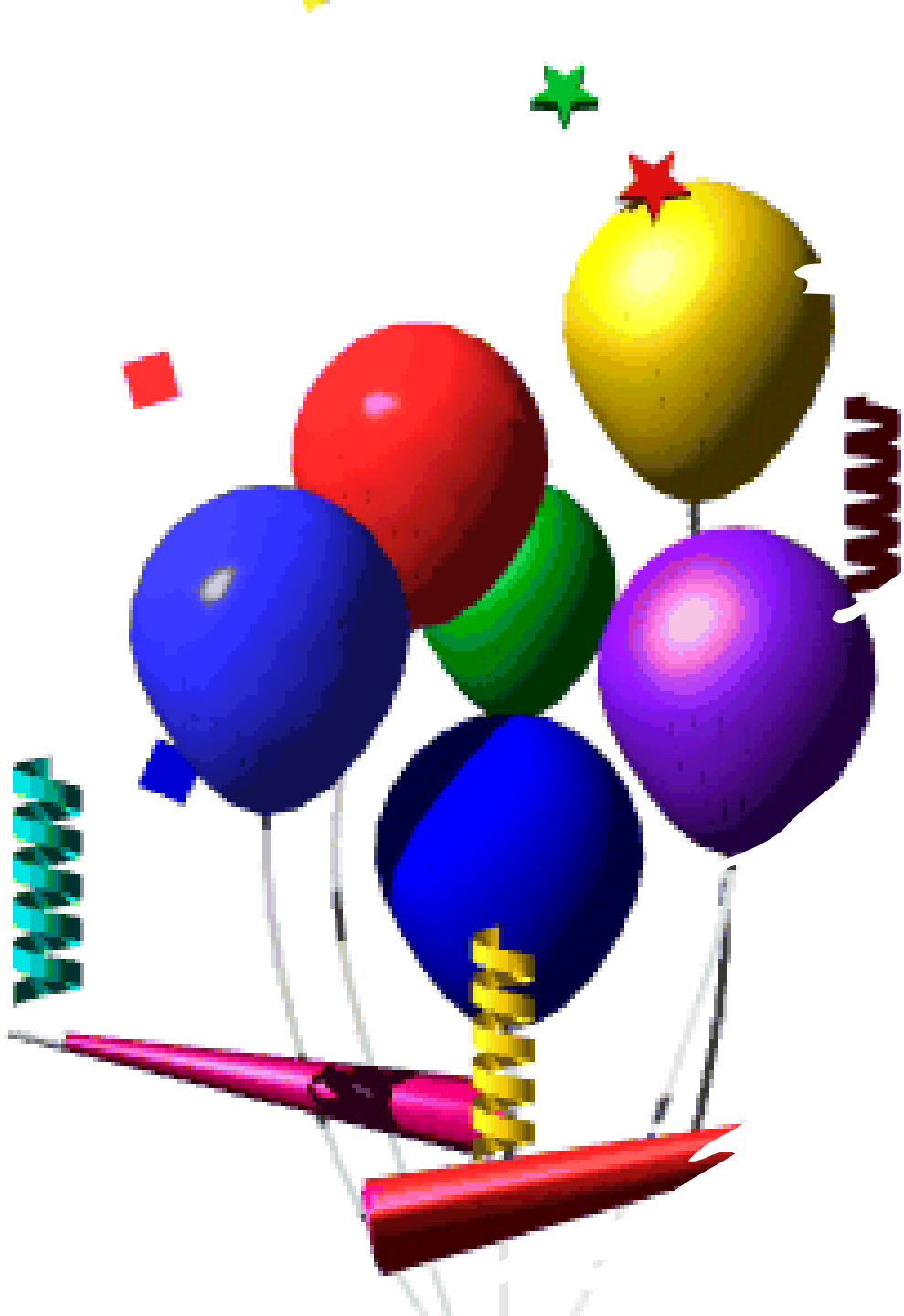


Communication must be made via the school app or telephone only

Students will not be permitted to use their phones at any time during the school day

# Parent partnership with the school





# CELEBRATION

Good attendance

Contribution to school  
community

Academic achievement

Engagement in extra -  
curricular events

# The school App



**Communication is key** – Please ensure that you are checking for updates and working in partnership with the school

**All** information is send out via the app!

There will be support provided for anyone having difficulty in downloading the app



This Photo by Unknown Author is licensed under CC BY-SA

# Addition Education Needs Coordinator- Denise Farrell

Coláiste Clavin Information Evening

**AEN**  
**Department at**  
**Coláiste Clavin**

- **Coláiste Clavin is committed to providing an education for its students in a caring and supportive environment. In order to achieve this goal, some of our students may require supplementary teaching, additional resource, classroom support and/or provision of specialist equipment. In all cases it is the schools aim to integrate all students academically, socially and emotionally.**
- **The Additional Educational Needs Co-Ordinator is responsible for the management and organisation of Learning Support under the direction of the Principal.**

All staff at Coláiste Clavin ensure that we provide a broad and balanced curriculum which is accessible for all students.

Coláiste Clavin responds to the fact that for some students increased support to access areas of the curriculum will be required on a permanent or occasionally temporary basis.

Where this is the case a graduated approach of; transition, support, differentiation and adjustments will be provided.

We ensure that any possible barriers to learning are included in future planning and delivery ensuring that students with any additional needs participate in all aspects of school life in order to achieve.



# How will this school know if my child needs extra help?

Coláiste Clavin recognises that children learn and progress differently and we use a range of teaching strategies and approaches to ensure that the learning needs of all students can be met.

At Coláiste Clavin early identification of students with additional educational needs is a priority and we follow a graduated approach, beginning with quality first teaching.

Progress is closely monitored by the class teacher and, if a child is not making expected progress, support is put in place focusing on the individual's specific needs.

If further support is needed the class teacher liaises with the AENCO to further personalise support and access outside agencies as necessary.

At all times the school, works in partnership with parents.

If you have any concerns about your child's progress, then you should first speak to your child's subject teacher who will seek advice from the AENCO if necessary.

How does the school assess and evaluate the effectiveness of its arrangements and provision for children and young people with AEN?

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with additional educational needs.

# Assess

This involves clearly analysing the students needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The students views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

# Plan

Planning will involve consultation between the teacher, AENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will take the form of a Student Support Plan outlining the small steps and interventions which will be used to support the child.

Do

- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Special Needs Assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the students' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the AENCO.

# Review

- Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the AENCO will revise the support and outcomes based on the students' progress and development making any necessary amendments going forward, in consultation with parents and the pupil.
- Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

# Ongoing Support in Coláiste Clavin



We aim to develop students' self-esteem, confidence and feelings of achievement and fulfilment in accordance with the school's Mission Statement and related policies.



We identify the AEN students at the start of each term and organise a timetable, depending on their needs and resource hours allocated. We consult with the appropriate personnel, which includes subject teachers, parents/guardians and the student.



An SSP is put in place to set out the necessary achievable goals and targets, which will build on their strengths and work on their needs. This in turn will help them to reach their potential.



The support programme is reviewed throughout the year in order to make sure the student is meeting their goals appropriately. If necessary further targets may be set and extra time may be allocated, especially for students sitting State Examinations.



Our support programme also caters for a wide range of student's individual needs, which may include study habits, preparation for exams, reviewing work covered in class and emotional support.



Continuous assessment testing is completed during the academic year.

Assessments currently  
in use, in the AEN  
Department:



**Entrance Exam (CAT4 Test) Cognitive Ability Test**



**NGRT: Group Reading Test**



**WRAT 5: Wide Range Achievement Test**



**Math's Competency/Progress in Math's**



**WIAT: Wechsler Individual Achievement Test**



Students are provided with support, based on their individual needs and staffing resources. We offer support through a variety of interventions that are matched to your child's needs.

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**This support can be:**

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Whole class differentiation

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Adapted tasks and resources

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Differentiated homework

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Pupil voice

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**One to One intervention**

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**Small Groups**

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**Team Teaching**

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The effectiveness of these interventions are continuously evaluated and reviewed.



## ■ **CHECKLIST**

- Has your Son/Daughter:
- Received any additional support in primary school?
- Been granted an Irish Exemption?
- Been granted Assistive Technology?
- Had a Psychological Assessment?
- Has access to an SNA?
- If so, please ensure all relevant documentation is handed into the office or emailed to [dfarrell.ccn@lmetb.ie](mailto:dfarrell.ccn@lmetb.ie) as soon as possible.

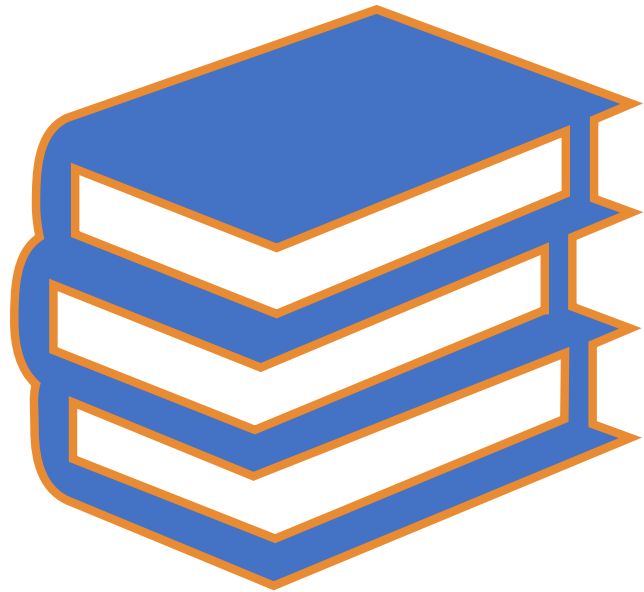
# RACE APPLICATIONS for STATE EXAMINATIONS

Each year the AEN department applies for reasonable accommodations for State Examinations, where your Son/Daughter may receive assistance while completing their exams.

The AEN team collaborate with the Principal, Deputy Principal and the Guidance Counsellors, to make recommendations.

The teachers of your son/daughter will also be involved.

Parental input may be requested in order to help with the application process.



# Junior Certificate Subject Choice

**Ms. Durkan**  
**Guidance Counsellor**

# Core Subjects: The following subjects are compulsory



IRISH (EXCLUDING EXEMPTIONS)



ENGLISH



MATHS



SCIENCE



HISTORY

# Option Subjects: Students will Study 4

Graphics	Music	Visual Art	Home Economics	Business
Wood Technology	Engineering	Geography	French	Spanish

# Short Courses

S.P.H.E

P.E

C.S.P.E

# Non-Examinable Subjects

Religion

CSPE- Short  
Course

SPHE – Short  
Course

PE- Short Course

Wellbeing

Guidance/ Friends  
for Life/ Staying  
Safe Online/ IT



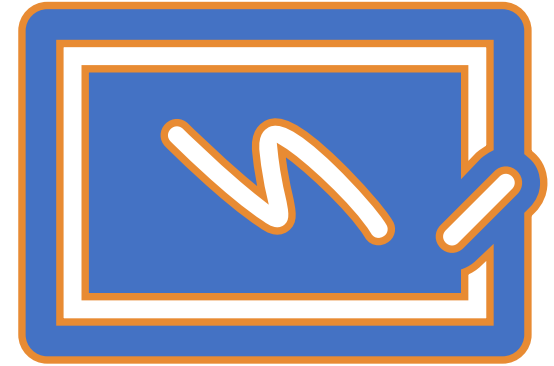
# Junior Cert Assessment & Reporting

Each of the subjects in the Junior Cycle will be assessed on an **on-going basis**. This will involve the students undertaking **2 Classroom Based Assessments (CBAs)** in each subject. One CBA will be completed in 2<sup>nd</sup> Year and another in 3<sup>rd</sup> Year



# Subjects will be marked as follows:

■ 90 – 100%	Distinction
■ 75 – 89%	Higher Merit
■ 55 – 74%	Merit
■ 40 – 54%	Achieved
■ 20 – 39%	Partially Achieved
■ 0 – 19%	Not Graded





# Subject Description

## What will I learn

- About your body - what is good to eat and how to keep healthy  
Food - how it nourishes your body, how to choose it, store it, and how to prepare and cook food  
Using money - how to spend it wisely, how to save it, and how you are protected as a consumer
- Your home - about design in the home, about safety and hygiene  
Design and craftwork, child development, textiles - you will carry out a project in one of these areas.

## Careers:

Chef/cook, catering, fashion and textiles, childcare, teaching, food industry, tourism, and health and nutrition.

**CBA 1:** Creative Textiles

**CBA 2:** Food literacy Skills

Brief

**Practical 50% & Written Exam  
50%**

# Home Economics

## What I will learn

- Examine trees, their leaves and seeds and be able to recognize their varying characteristics
- Investigate how trees affect the environment around us  
Learn to sketch freehand  
Learn how to problem solve and use a design process to design projects  
Develop your craft skills to allow you to make projects  
Prepare a design folder to accompany  
your project.

## Careers:

Woodworker, Carpenter, Engineer, Product Design, Forestry, Furniture Design and Manufacture, Construction.

- **CBA 1:** Wood Science in our environment
- **CBA 2:** Student self-analysis and evaluation
- Written Exam 30 % & Practical 70%

# Wood Technology

## Students will:

- Develop models and engineering products.
- Develop a product to its finished stage from a working drawing.
- Use digital media tools to research, create and present engineering solutions that can impact positively on the environment and sustainability to a better future.
- Determine the most suitable technologies available to them.
- Evaluate the impact of technologies on their lives, society and the environment.
- Apply numerical reasoning through marking out exercises from given dimensions.

## Careers:

Aerospace, Agricultural, Architectural, Bioengineering, Chemical, Civil, Computer, Industrial, Plastics, Systems.

**CBA 1:** Engineering in Action

**CBA 2:** Research and Development

Exam 30% Practical 70%

# Engineering

## Students will:

- Learn how to represent 2D and 3D objects on paper and on computer.
- Develop problem solving and creative thinking skills through the solution of graphical problems.
- Builds on skills learned in Maths. E.g. 2D and 3D shapes, lines and angles.
- Leads on to Design & Communication Graphics at LC.

## Careers:

Graphic Design and Illustration,  
Architecture, Product Design,  
Engineering, Industrial Design,  
Education.

**CBA 1:** Communicating through  
Sketching

**CBA 2:** Presentation of Research  
Project 30% Practical 70%

# Graphics

## Students will:

Investigate by looking and recording observations and experiences

Learn a variety of new crafts  
Learn to work in 3-D e.g., construction, sculpture or clay work

Learn about the design process and how to use it to create new design objects and images

Learn to make links between your artwork and that of other artists, craft workers, architects and designers from different countries and historical periods.

## Careers:

Photography, Illustration,  
Graphic Design, Interior Design,  
Fashion Design, Industrial  
Design, Education, Architecture.

**CBA 1:** From process to realisation

**CBA 2:** Communicate and Reflect

Exam: Develop their ideas to create two artefacts

# Visual Art



## Students will:

- Learn about many types of music around the world
- Learn how to read & write music.
- Learn how to sing songs and how to play an instrument.

## Careers:

Teacher, Lecturer, Sound-Engineer, Composer, Performer, Conductor, Music therapist, Instrumental or vocal coach,

**CBA 1:** Composition Portfolio

**CBA 2:** Programme note

Exam 70% Practical 3 pieces 30%

# Music

### **Students will:**

- Learn to collect, organise and record financial information.
- Learn their rights and responsibilities as a consumer.
- Learn to calculate wages.
- Find out why our membership in the EU is so important to our economy.
- Develop communication skills such as letter writing and report writing.

### **Careers:**

Accountant, Entrepreneur,  
Economist, Financial Advisor,  
Banker, Business Manager.

### **JC Exam:**

**CBA 1:** Business in Action

**CBA 2:** Business related presentation

# **Business Studies**

### **Students will:**

- Study about places, people and what shapes the environment
- Learn how the environment influences people and how they change the environment.
- Develop the ability to draw and understand maps, graphs and diagrams as well as studying photographs and collecting information outside the classroom through fieldwork.

### **Careers:**

Earth & Environment, Education & Training, Farming Horticulture & Forestry, Tourism & Hospitality, Transport & Logistic

### **JC Exam:**

**CBA 1:** Geography in the News

**CBA 2:** My Geography

Exam 90% portfolio 10%

# Geography

### **Students will:**

- Learn to converse in the language.
- Learn to listen, read and write in the language.
- Grammar skills.
- Learn about the different cultures and their way of life.

### **Careers:**

Translator, Interpreter, Tourism,  
Journalism, Management,  
International Marketing,  
Teacher, Catering – and more!

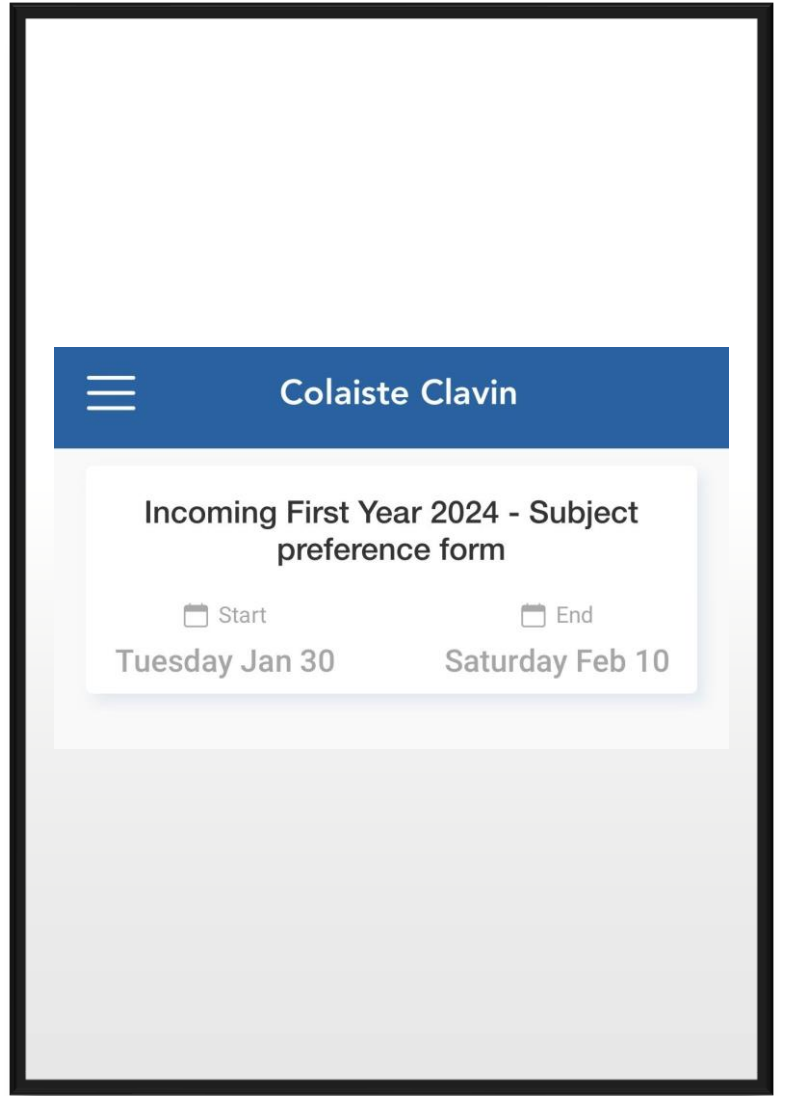
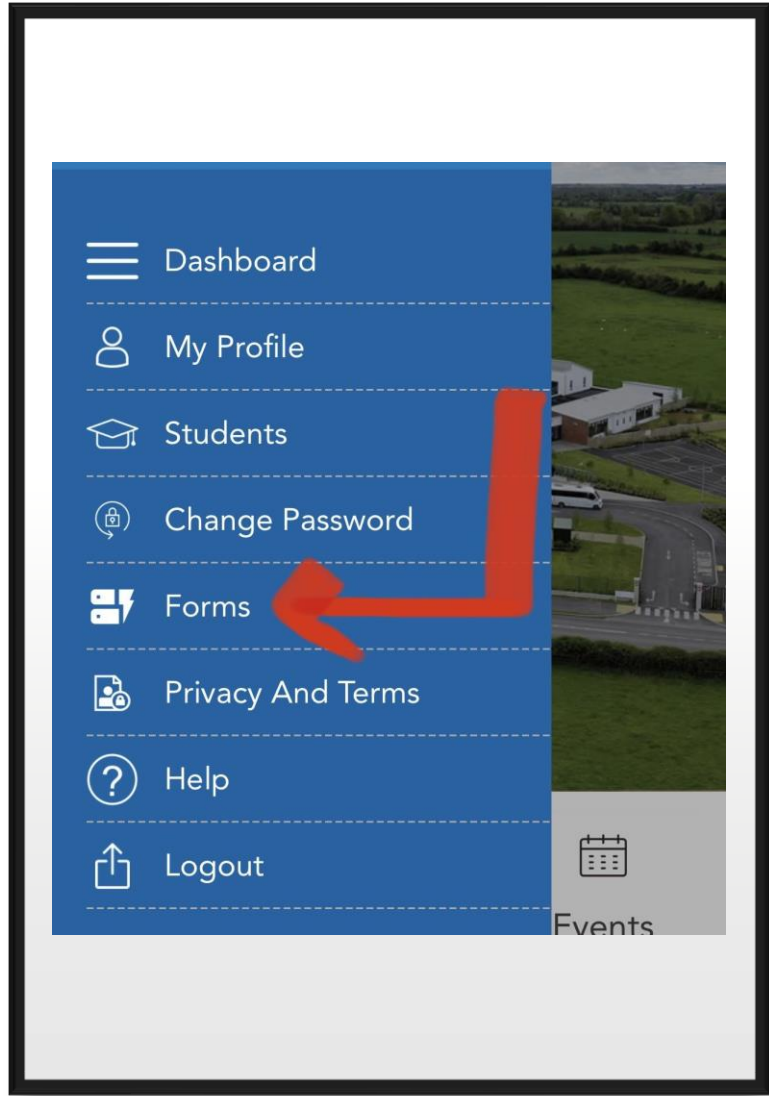
**CBA 1:** Oral Communication

**CBA 2:** The Student Language  
portfolio

Exam 90% Reflection 10%

# Languages (French & Spanish)





## Incoming First Year 2024 - Subject preference form

All 1st year students will study 4 option subjects in addition to their core subjects(Irish, English, Maths, Science & History) in Coláiste Clavin. This form is used to indicate your current preference regarding subjects to be studied in 1st, 2nd and 3rd year. The school uses specialist software to ensure that the maximum number of students will get their preferred subject choices. Not all preferences can be guaranteed for each individual student. The software uses a majority rule model. It is really important that you complete this form correctly and with due care. Your choices cannot be changed later due to the large number of students who are entering 1st year this year. The final date for submission is Wednesday 7th of February. You should indicate the subject you want the most beside number 1. The name of your next wanted subject beside number 2 etc. You will rank 6 subjects only

Student First name \*

Student Surname \*

The option subjects available to incoming first year students are ; Home Economics, Visual Art, Wood Technology, Engineering, Geography, Business Studies, Music, Graphics

Write the name of the subject that is your first choice from the list above \*

Write the name of the subject that is your second choice from the list above \*

Write the name of the subject that is your third choice from the list above \*

Write the name of the subject that is your fourth choice from the list above \*

Write the name of the subject that is your fifth choice from the list above \*

Write the name of the subject that is your sixth choice from the list above \*

Submit



## Reflect

Think about your Son/Daughter's interests and how they learn.

Ask the following questions:

- ❖ Do I like this subject?
- ❖ Am I good at it?
- ❖ Have I shown interest in this area before?
- ❖ Is there a chance I might need it for further study/career?
- ❖ Am I keeping my options open?



# Subject Choice Form

Your son/daughter must list their subject choices in order of preference.

The one they would like/want to do the most **must** be put down as **Number 1**.

**SIX subjects** are selected in Order of preference. They will receive four

We try to accommodate all students to the best of our ability.

FORMS MUST BE COMPLETED  
ON THE SCHOOL APP BY  
**WEDNESDAY 7<sup>TH</sup> OF  
FEBRUARY**

# Remember

- The school has many supports to help your Son/Daughter when they transition into Secondary
- Colored zip folders for each subject will help with organisation
- It is important that you keep an eye on your child especially in the first few weeks of Secondary School as their transition can be stressful: New School, new timetable, new subjects, different teachers, lockers.



@colasiteclavin



# School Transport

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Not organized or managed by schools

Contact : Bus Eireann – School Transport Section

Present bus availability

Present bus unavailability

Details available from [www.buseireann.ie/schooltransport](http://www.buseireann.ie/schooltransport)

Inspector for this area is :

Andrew Sherlock



iPads available from Wriggle –

32g recommended –

Cover mandatory

Insurance optional

Maintenance and problem solving – all done through Wriggle

Parent Pack will issue soon



eBooks—all purchased using a voucher issued by Geraldine from Bookhaven

downloading ebooks—to be done at home—[must read advice on school app](#) Different publishers use different methods, students can help and are very adept at it

All should be ready for start of school in Sept—but orders must be placed in time for that to happen.,



## Your Wriggle Store Information



### Key Dates and Important Information

Online Store Opens:  
2nd April

Online Store Closes:  
11th June

Store Code: 58148980

Visit your Wriggle School Store  
[store.wriggle.ie](https://store.wriggle.ie) to purchase your device



To learn about  
Wriggle Learning!

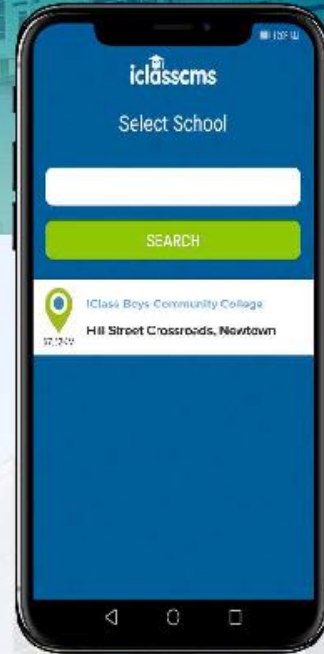
[Click Here](#)

### What's included in your child's Wriggle Technology Bundle?

- iPad 10.2 9<sup>th</sup> Gen 64GB €415
- Heavy Duty Case €50
- Wriggle Services and Support for 5 years €160. See what's included [here](#)
- Device Management license included
- Provisioned Educational Apps (chosen by your school) available on your device
- FREE access to 100s of short training videos in safely using technology for learning for parents and students on Wriggle Connect. See what you have access to [here](#)
- Insurance offering available at time of purchase or alternatively at <https://wriggle.ie/parents/ordering/insurance-repairs/>.

# iclasscms

## MOBILE APP INSTRUCTIONS FOR DOWNLOAD



**01** Go to **App Store** and Search for **"iclasscms"**

**02** Install the App

**03** Select School  
(It will prompt your nearest school, if not simply type school name into search box)

Click **"Register"** **04**



**05**  
Add Details



**06**  
Add Student



**07**  
**DONE!**  
Stay up to date with latest news, events and school messages

# Instructions on downloading the app

This school uses a **school App** to communicate effectively with parents. We require all students to use this app. Parents who already have students in the school will be aware of this. New parents to the school are asked to now go to your App Store and Download the app **iClass CMS**. You should register as a parent inputting the mobile phone number you wish to receive school notices on. When you look at the dashboard you will see **Students**. Click on that, at the end of the page you will see the **+** click on that and add your incoming student to the **6th Class group**. The verification code is **CC202324**

Parents who already have the app, should go through the same steps above to add your incoming student to the **6th Class Group**

Please ensure you do that this as soon as possible so that we can contact you with further details about our upcoming meeting.

Please note that the app is for use by parents, not students

If you have any difficulty please email us at [colaisteclavin@lmetb.ie](mailto:colaisteclavin@lmetb.ie)

# Way Pay



Call us on: 01-8041269

## IRELAND'S LEADING PARENTAL PAYMENT SYSTEM



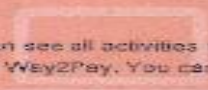
Dear Parents

Our aim is to become a cashless school over time and to this end we are introducing Way2Pay, Ireland's fastest growing Parental Payment System. While Way2Pay is designed to help schools manage, receipt, track and audit school money, it also provides a comprehensive and wonderful flexible system for parents. Parents can enjoy the ease of paying by text, and/or an online dashboard with lots of information, receipt, history etc. In fact parents have three payment options.

### PAY ONLINE ON WWW.WAY2PAY.ORG

Login and view all activities and bills from your child's school. In fact with the Way2Pay dashboard you can see all activities for all your children's schools, payment history, upcoming bills, fast three payments, quickly contact school and Way2Pay. You can store your card details, pay by installments, upload credit and make financial plans.

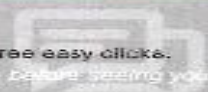
See your Way2Pay family dashboard: click [www.way2pay.org](http://www.way2pay.org) for your username AND password/ enter your mobile phone number in 35387xxxxxx format. You will be asked to set your own password at this point. Note: Click on Plus icon (+) to add payment amount.



### PAY BY TEXT MESSAGE

Your school will send you payment requests by SMS. You simply click on the link on the SMS to pay in three easy clicks.

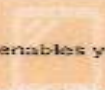
Note: Click on Plus icon (+) to add payment amount. Paying by text, you will be asked a security question before seeing your bills.



### IF YOU FORGET YOUR PASSWORD

Simply go to [Way2Pay.org](http://Way2Pay.org), enter your phone number and click to receive a text message with a new link. This enables you to pay any outstanding bills.

Note: Click on Plus icon (+) to add payment amount. Paying by text, you will be asked a security question before seeing your bills.



Way2Pay offers support directly to parents so if you are having any difficulty using any of the options above please get in touch directly with their help desk on 01-8041269 during office hours or email [support@way2pay.ie](mailto:support@way2pay.ie). We thank you for using Way2Pay and help our school in our aim to go cashless.

Thank you,  
Principal





# The Cognitive Abilities Test (CAT)

## **What is it?**

The Cognitive Abilities Test (CAT4) is a standardised assessment designed to help students, teachers and their parents understand how they learn and what their academic potential might be.

Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

## **Details of the Test**

Your son/daughter's will have a unique login provided on the day of the entrance assessments to the digital test.

The test is split into three parts and each part is split into a series of tests.

Each test will have multiple choice questions and students will be required to answer those questions within a certain time frame.

Each test has a countdown timer and students can go back over any question within the allocated time.

## Contents of the test

The Cognitive Ability Test will assess students on four areas.

### **Verbal Reasoning – Thinking with words**

Verbal reasoning measures language skills and the ability to express ideas and reason through words.

### **Quantitative Reasoning – Thinking with numbers**

Quantitative reasoning is the ability to use numerical skills to solve problems, applicable beyond mathematics.

### **Non-Verbal Reasoning – Thinking with shapes**

Non-verbal reasoning (also called visual reasoning) is problem-solving using pictures and diagrams. This section enables students to analyse and solve complex problems without relying verbal reasoning.

### **Spatial Reasoning – Thinking with shapes and space**

Spatial reasoning involves the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

# The Standard Age Scores (SAS) are the most important pieces of information derived from the CAT4.

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: Number 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 Reasoning.

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 Ireland. 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.

The scores for each of the four batteries are

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

The Stanine (ST) places the student's score on a scale of 1 (low) to 9 (high)

The Group Rank (GR) shows how each student has performed in comparison to those in the defined

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	52	5	=24					-----	●	-----					
Non-verbal	48/48	115	84	7	=5							-----	●	-----			
Spatial	36/36	116	86	7	8							-----	●	-----			
<b>Mean</b>	-	<b>107</b>	-	-	-						-----	●	-----				

When you discover your son/daughters SAS mean score the table below aims to explain the meaning of the SAS scores attained by your child.

<b>Band Range</b>	<b>Mean SAS CAT Score</b>	<b>Expected Exam Attainments</b>
Band 1	110 and higher	Achieving mostly A grades with some Bs (75-100%)
Band 2	100 - 109	Achieving mostly B grades with some Cs (60 – 80%)
Band 3	90 - 99	Achieving mostly C grades with some Ds (45 – 70%)
Band 4	89 and lower	Working with targeted interventions to improve grades

Information video [Explaining the CAT4 Tests](#)



Verbal	Non Verbal	Quantitative	Spatial
English History Languages	Music Art Construction Studies Languages	Math Science  Business- Accounts	Art DCG Engineering Science

# Maximise Strengths



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Good Bye and Thank You

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