



# GENERAL COGNITIVE ABILITY TEST (GCAT) DEVELOP

Sam Sample

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# ❖ 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

The purpose of this report is to give information about Sam's performance on the test. The report identifies potential strengths and challenges as well as suggests possible coaching or development actions which can be explored with them.



## 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.





## Comparison Group (Norm)

The following norm group was used to compare results against.

Assessment	Norm Name	Sample Size
GCAT Variable	International Participants (2025)	82350

## ❖ Results Summary

### General Reasoning

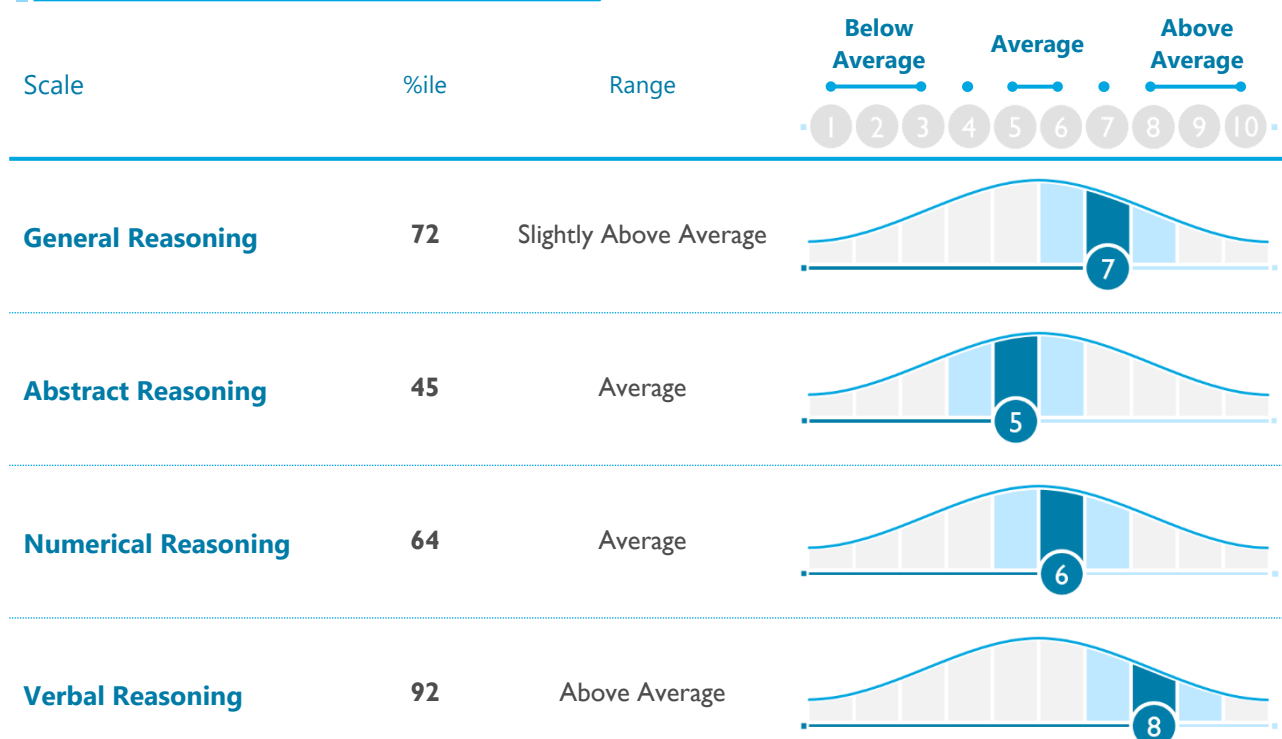
General Reasoning refers to overall General Mental Ability (g) which is an approximate overall indicator of the ability to reason, think logically, and solve problems using words, numbers, and simple images.

- Sam's general reasoning score suggests that their overall reasoning ability is slightly above the average of most people.
- Scoring in this range, they may find it a somewhat easier than others to understand problems, reason logically and make use of learning.

The following elements are used to describe the results.

<b>Percentile Score (%ile)</b>	Is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
<b>Range</b>	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.
<b>Sten Score (1-10)</b>	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.

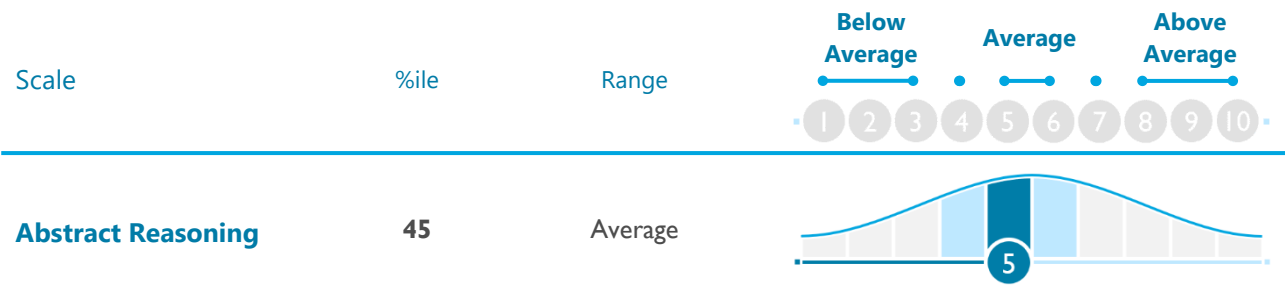
### Profile Charts



## ❖ 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.



#### Profile Description

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

#### Development Recommendations

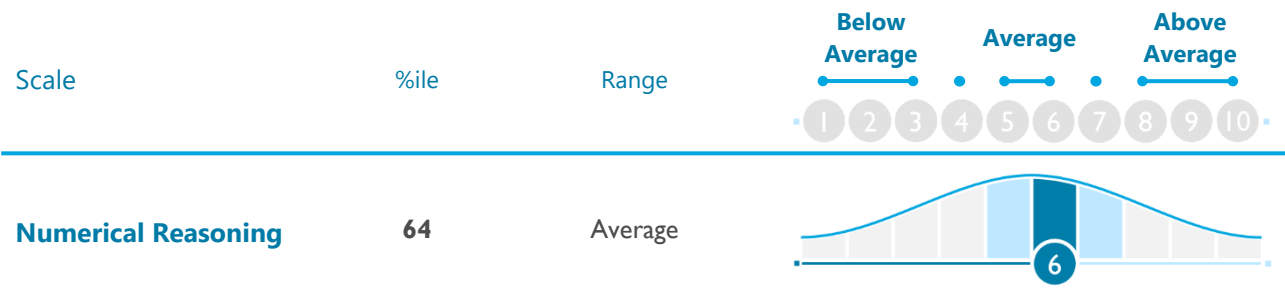
- Encourage Sam to search for conferences or courses that are likely to challenge them.
- Provide Sam with assignments that expose them to conceptual thinking.
- Encourage them to challenge themselves to learn something new that is difficult, like a new language or hobby.

**Implication Notes** – list possible work implications.

**Development Notes** – list possible development interventions or actions.

## Numerical Reasoning

Numerical Reasoning looks at the ability to spot relationships between numbers. It is about identifying, interpreting, and analysing numerical information. It can be used to predict job performance, especially for roles that work with numbers.



### Profile Description

- Sam's numerical reasoning score indicates that they should have an average level of numerical ability when compared to the reference group.
- This result suggests that they should be able to cope with everyday numerical concepts with little difficulty, although it may take them some time to adequately process and solve complex numerical problems.
- They should, however, have sufficient understanding of numerical concepts to gain from further developing their numerical skills.

### Development Recommendations

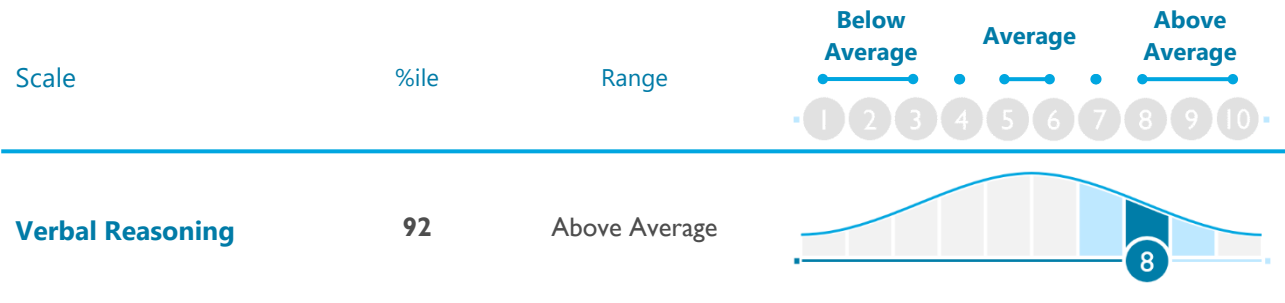
- Encourage Sam to practice numerical skills in everyday life.
- If they prefer a structured approach to learning then have them consider signing up for courses in math and numerical skills.
- Provide Sam with assignments that are technical in nature and require the use of numerical and problem-solving skills.

**Implication Notes** – list possible work implications.

**Development Notes** – list possible development interventions or actions.

## Verbal Reasoning

Verbal Reasoning examines the ability to identify relationships between concepts described in words. It is about thinking, reasoning, and solving problems based on verbal concepts. It can be used to predict job performance, especially when it depends on previous learning.



### Profile Description

- Sam's verbal reasoning score indicates that they have an above-average ability to understand verbal concepts when compared to the reference group.
- This result suggests that they should be able to solve challenging verbal problems and clearly describe complex verbal concepts to others.

### Development Recommendations

- Invite Sam to use a self-questioning strategy when reading complex material which involves asking questions about the subject they are reading. The objective of this strategy is to fine-tune their comprehension and connections in the messaging.
- Encourage Sam to look for opportunities to express their ideas or make presentations.
- Utilise Sam's ability in this area by asking them to help to explain complex concepts to others.

### Implication Notes – list possible work implications.

### Development Notes – list possible development interventions or actions.

## ❖ Development Plan

Use this section to summarise and document Sam's development plan; marking development activities, objectives, resources, timeframes and how development will be measured.

We recommend the following steps are applied to fully benefit from this report:

1. Share the feedback report with Sam and read the report prior to conducting a coaching session.
2. Corroborate the results with Sam and explore other sources along with any implications before considering any development interventions.
3. Adopt a supportive and balanced approach to ensure observations are supported and accepted.
4. Take notes and agree on action plans with them.

	Activities	Objectives	Resources	Timelines	Measures
1					
2					
3					
4					
5					