



KING'S COLLEGE WIMBLEDON
HO CHI MINH CITY

ASSESSMENTS GUIDE INFORMATION *for* PARENTS

OVERVIEW

King's HCMC is a selective academic school offering a challenging, English-medium curriculum rooted in the ethos of Mind, Spirit and Heart. In order for children to thrive academically, socially and personally, we need to make sure that the school is the right fit for them and that they will be able to meet the challenge of our curriculum.

Please remember that assessments are just one part of the overall admissions process and are considered alongside school reports, recommendations, and the School's professional judgement in determining whether we can best meet the needs of each child.

Application process and decisions are made in the light of all of the information we possess. The assessments aren't a pass/fail scenario, but will allow us to take a view on whether King's is the right school for your child. For further information on other aspects of the school admissions process, please refer to the [Admissions Handbook](#) on the website.

WHAT TO EXPECT – BY YEAR GROUP

Year 2 and Below – Observation Session

Children applying for Year 2 and below will not be expected to sit formal assessments. We know that children develop at different rates at different ages. However, we will ask children to come in for observation sessions with senior school staff. We want to see how they interact with adults and other children so that we can get to know them a little better.

Year 3 and Above – Formal Assessment

For that reason we ask all children applying for Year 3 and above to take some form of assessment before a place is offered. This document is intended to give parents more information about some of the assessments we will use.

↳ **GL CAT4 Cognitive Ability Tests**

Applicable: Year 3 and above

The CAT4 test is a well-established, internationally recognised assessment which is used to give a general measure of a child's level of cognitive ability. It assesses the main types of reasoning ability known to make a difference to learning and achievement: verbal, non-verbal, quantitative and spatial reasoning.

The assessments consist of a series of multiple-choice questions which ask children to select the most appropriate answer. The assessments are taken online.

The assessments are age-appropriate and the questions match the age-related expectations for each child.

Depending on the age of the child the assessment may last for a total of between 1 hour and 2 ¼ hours. We will advise you of which test your child will take in advance and it will depend on their age on the day they take the assessment.

The assessments are standardised across the world and scores are broken down into

the four areas mentioned above. There are therefore four different scores generated and they can be quite different from each other depending on the ability of the child. Scores generally range from 80 to 140, with the world average standardised at 100.

Examples of questions can be found at the end of this document and more information about the tests can be found on the GL website by [follow the link here](#).

We expect children to have had some practice before the assessment so they know what to expect. However, there is no need for coaching/tutoring in advance of the assessment. We are trying to get an accurate picture of a child's natural academic ability and so in many ways the less preparation the better!

↳ ***Password English Proficiency Test***

Applicable: Year 5 and above

Pupils applying for Year 5 and above and who are not native speakers of English may be asked to take a **Password Pupil English** test. This is an assessment which is designed to measure children's proficiency in English at various levels. The assessment consists of four modules – reading, writing, listening and speaking – and is standardised across the world.

The assessment is online and adapts its questions as the children answer; this improves the accuracy of the score. The writing section of the assessment is an open-ended response which is marked by a real person rather than the computer.

Children are given a standardised score in each section, together with a level of English ranging from A1 to C2 as a set of common reference levels (CEFR). More information on these levels can be found in the appendices.

As with the CAT4, some practice of assessments is helpful but extensive preparing/coaching is not recommended. The purpose of testing is to make sure that the child will be able to cope with all the daily life of King's being conducted in English, and what support if any may be needed initially. It is important therefore that we get an

accurate picture of a child's level of English before they start.

Further information on the Password assessments for school pupils and parents can be found [via the link here](#).

ON ASSESSMENT DAY — PRACTICAL INFORMATION

Booking Your Child's Session

The Admissions team will work with you to book slots for your child to sit the assessments at a time convenient for us all. The time taken for the assessments can be quite long, so if your child is taking both a CAT4 and Password test, you may wish to spread them over two days; equally we can organise it so they are done in a morning and an afternoon.

Arriving and Getting Settled

Please make sure you arrive in good time so your child has time to become familiar with the assessment space; arriving late can make them flustered which will not help their performance.

The assessments will be taken in a room in our School Gallery; the room is quiet and away from the main gallery space, so your child should be free from noise and other distractions. Admissions staff will be present to address any issues which may arise.

During the Session

Your child may take the assessment on their own or there may be a small number of other children taking them too. There will be breaks during the sessions for your child to go to the bathroom etc.

A Note on Results

We do not release the detailed results of the assessments to parents and there is no strict pass/fail mark. The information is used to understand if the school is a good fit for your child to be able to meet their maximum potential.

We know these assessments can be stressful for children, so please reassure them that it is just one element of the application process. The more relaxed they can be, the easier it will be for them to show us what they can do.

APPENDIX A – EXAMPLES OF CAT4 QUESTIONS

[Follow link for more information.](#)

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
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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
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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
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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
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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.

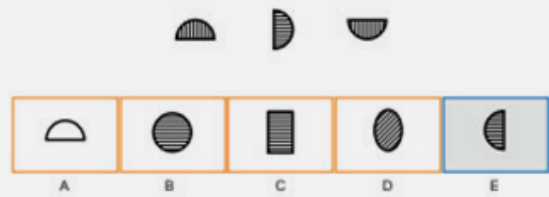
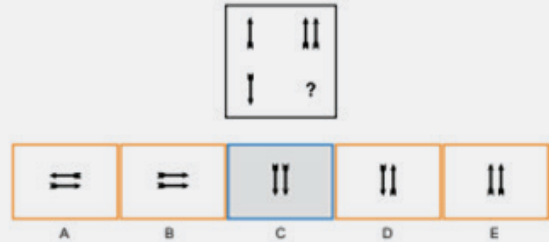


Figure Matrices

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.

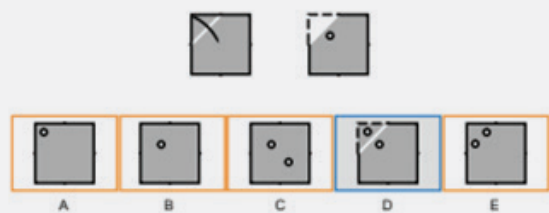
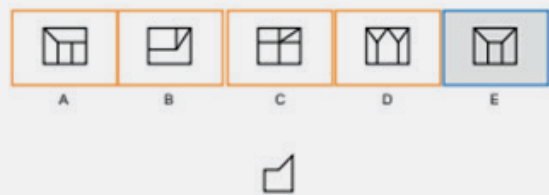


Figure Recognition

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.



APPENDIX B – LANGUAGE LEVELS REFERENCE

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) presents a comprehensive descriptive scheme of language proficiency and a set of Common Reference Levels (A1 to C2) which are shown below.

The common reference levels and their descriptors

The Common Reference Levels are summarised in the following table:

Proficient user	C2	Can understand virtually all types of texts. Can summarise information from different oral and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where someone lives, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.