CAT4

Group report for teachers
Irish Edition
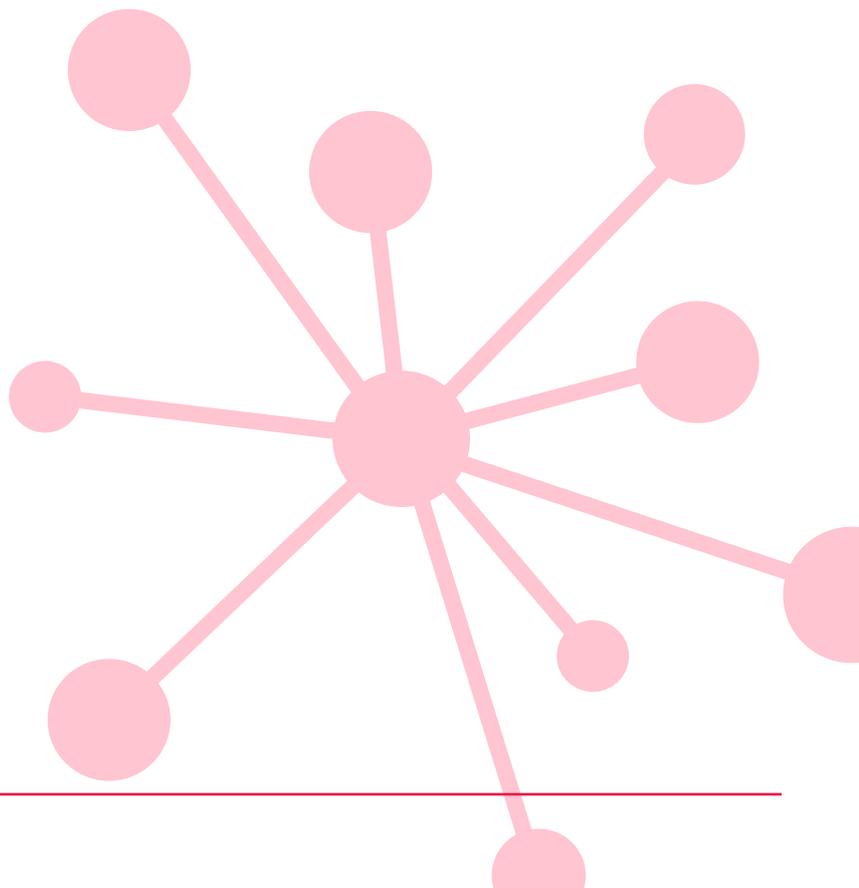
Group report for teachers

School: Sample ROI school		
Group: Transition Year		
Date of test: 27/03/2019	Level: G	No. of students: 30

What is *CAT4*?

The *Cognitive Abilities Test (CAT)* is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. *CAT4* is the fourth edition of the test and comprises the following sections or batteries which assess different aspects of ability:

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

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

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

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**

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.
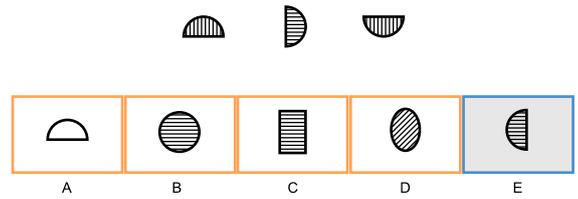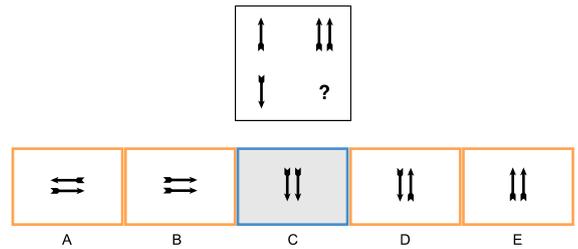
Figure Matrices

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.
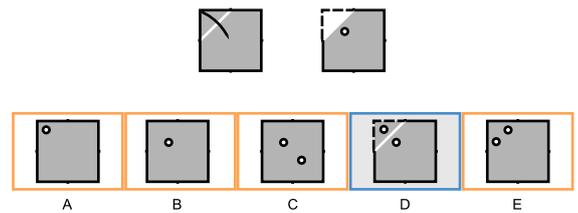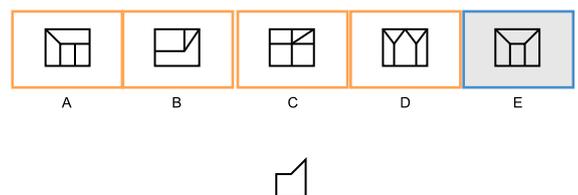
Figure Recognition

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.

Why use *CAT4*?

CAT4 is a comprehensive and objective test of your students' *developed* abilities – those that, in part, determine attainment and can be built upon and developed to improve outcomes. For example, verbal reasoning can be developed by supporting students' reading, comprehension and vocabulary.

CAT4 has many uses, but the focus of this group report is to inform teachers about the abilities of a pre-determined group of students – whether a whole year cohort, teaching group or tutor group or a group of students who share particular characteristics, for example students with English as an additional language.

CAT4 provides important information about your group of students because it is an objective measure of ability. Data from other sources, such as teacher assessment and key indicators such as attendance may be used alongside *CAT4* data to ensure that information about students' ability, attainment and any external factors affecting achievement that may impact on progress are part of the decision-making process at many levels.

Furthermore, results from *CAT4*:

- offer a comparison between performance of different groups of students in order to better identify needs and target resources

- identify groups of students who may be underachieving

- monitor trends and changes in the ability profile of the school's intake over time

- set a baseline against which to assess the value added by the school

- and, through the student profile, offer insights into how recognising students' different learning preferences can help them learn most effectively.

Understanding *CAT4* scores

Battery	In *CAT4* **battery** is the title given to each of the four pairs of tests which assess different aspects of ability.
Questions attempted	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.
Raw score (RS)	The **raw score (RS)** is the total number of questions a student has answered correctly.
Standard Age Score (SAS)	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.
Confidence band	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.
National Percentile Rank (NPR)	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 national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.
Stanine (ST)	The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.
Group Rank (GR)	The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

Relationship between *CAT4* scores

Description	Very Low	Below Average		Average			Above Average		Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9
Standard Age Score (SAS)	70	80	90	100	110		120	130	
National Percentile Rank (NPR)	1	5	10	20	30 40 50 60 70		80	90 95	99

School: Sample ROI school		
Group: Transition Year		
Date of test: 27/03/2019	**Level:** G	**No. of students:** 30

Scores for the group (by surname)

Student name	Verbal			Quantitative			Non-verbal			Spatial			Overall	
	No. attempted (/48)	SAS	GR (/28)	No. attempted (/36)	SAS	GR (/27)	No. attempted (/48)	SAS	GR (/30)	No. attempted (/36)	SAS	GR (/27)	Mean SAS	GR (/30)
Moses Albright	48	127	1	11	90	16	37	111	=3	28	118	1	112	2
Katherine Browne	48	95	=10	36	102	=6	48	90	=16	33	99	=13	97	14
Katelyn Cole	48	92	15	36	113	2	48	97	=11	36	108	=6	103	=5
Samantha Dixon	48	95	=10	36	87	=19	48	115	2	36	99	=13	99	=10
Grant Freeman	46	85	=19	21	79	23	46	79	=24	33	92	=17	84	=23
Mary Gibson	48	82	=24	36	85	=21	48	68	30	36	81	=24	79	=26
Ryan Gill	48	85	=19	36	110	3	45	111	=3	36	115	2	105	=3
Justin Imran	48	72	28	36	88	=17	40	86	=19	36	78	26	81	25
Daniel Jobson	0	-	-	0	-	-	24	72	=28	0	-	-	72	30
Ciara Kelly	48	99	6	36	95	=12	48	100	=9	36	104	=9	100	9
Jack Kenne	48	79	26	36	98	10	48	79	=24	36	92	=17	87	21
Kayleigh Ling	48	94	13	23	97	11	48	90	=16	30	96	=15	94	=15
Niamh Lynch	48	97	=7	36	107	=4	48	97	=11	36	112	=3	103	=5
Ezmbo Madzhirov	48	91	=16	36	72	=26	48	79	=24	36	102	=11	86	22
Jason Mingle	48	93	14	36	92	15	48	90	=16	36	87	22	91	17
Ryan Moore	48	91	=16	36	72	=26	48	81	23	36	72	27	79	=26
Daniel Murdie	48	96	9	36	87	=19	46	110	5	36	84	23	94	=15
Chloe Nash	48	103	5	35	115	1	48	122	1	36	110	5	113	1
Katelyn Nash	48	112	3	24	99	9	46	95	14	27	104	=9	103	=5
Zoe Nurse	48	97	=7	23	85	=21	45	108	6	26	106	8	99	=10
Shane O'Connor	0	-	-	0	-	-	47	79	=24	0	-	-	79	=26
Owen O'Keith	44	85	=19	34	95	=12	30	84	22	35	92	=17	89	20
Dean Okai	48	122	2	32	107	=4	48	102	8	34	89	21	105	=3
Jenny Power	20	82	=24	0	-	-	36	97	=11	0	-	-	90	=18
David Roberts	48	84	=22	35	75	=24	48	85	21	36	92	=17	84	=23
Samantha Rogers	48	95	=10	22	100	8	42	100	=9	30	96	=15	98	=12

The **Standard Age Score (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 **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

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.

Student name	Verbal			Quantitative			Non-verbal			Spatial			Overall	
	No. attempted (/48)	SAS	GR (/28)	No. attempted (/36)	SAS	GR (/27)	No. attempted (/48)	SAS	GR (/30)	No. attempted (/36)	SAS	GR (/27)	Mean SAS	GR (/30)
Ricky Smith	44	78	27	36	93	14	26	86	=19	36	102	=11	90	=18
Jake Ward	48	84	=22	36	75	=24	46	72	=28	36	81	=24	78	29
Cathal Watt	24	90	18	17	102	=6	26	92	15	21	108	=6	98	=12
Chris Watt	48	105	4	27	88	=17	39	106	7	36	112	=3	103	=5

School:	Sample ROI school		
Group:	Transition Year		
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Analysis of group scores (by battery)

The table below shows mean (average) scores for your group compared with those for the national sample.

	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	100.0	100.0	100.0	100.0	100.0
Group	93.2	92.9	92.8	97.4	93.2

The table below shows the distribution of scores for your group compared with those for the national sample. In addition, the bar chart presents this information.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
Verbal	4%	7%	25%	36%	14%	4%	4%	4%	4%
Quantitative	7%	11%	22%	19%	22%	11%	7%	0%	0%
Non-verbal	10%	17%	13%	17%	20%	17%	3%	3%	0%
Spatial	4%	11%	7%	26%	15%	22%	15%	0%	0%

Distribution of scores for your group compared with those for the national sample

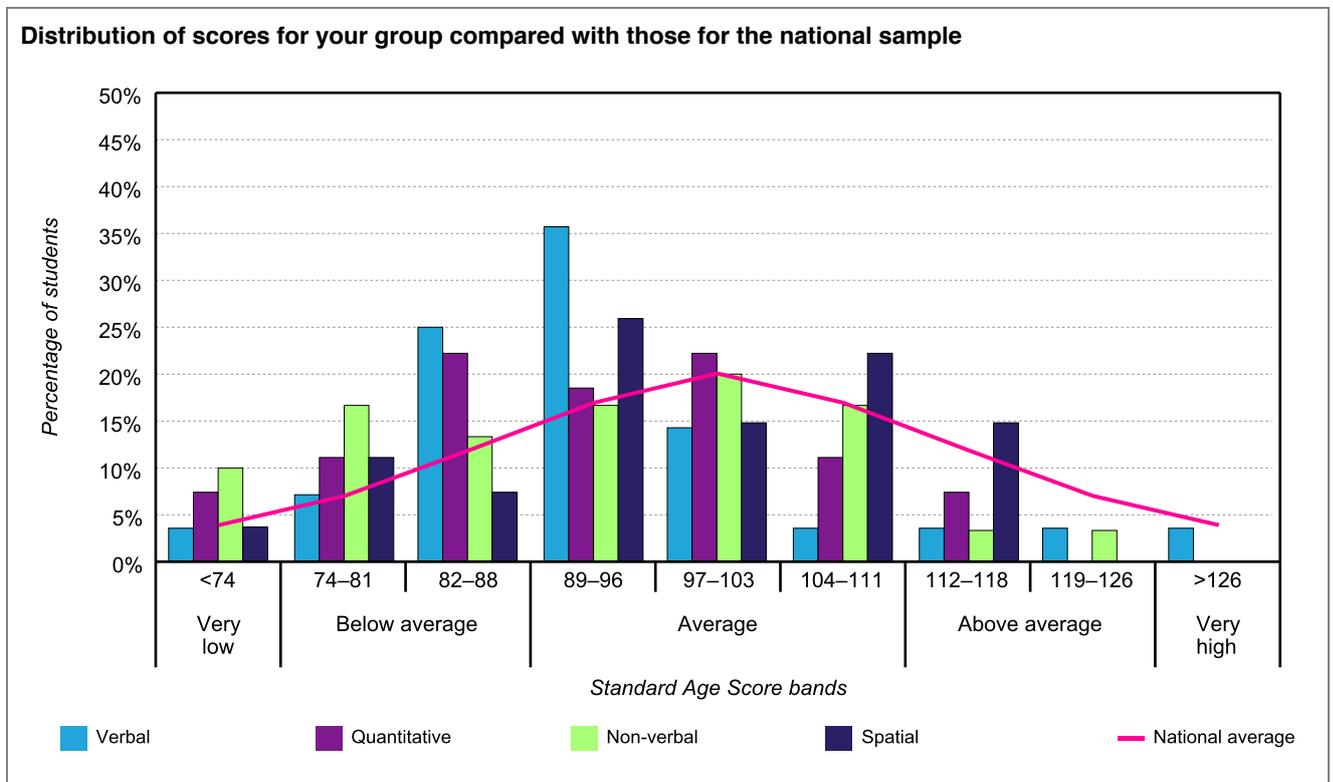|	
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Student profiles

The analysis of *CAT4* scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The diagram shows the distribution of students across the seven profiles which are indicated by the coloured bands.

- **■** Extreme verbal bias
- **■** Moderate verbal bias
- **■** Mild verbal bias
- **□** No bias
- **■** Mild spatial bias
- **■** Moderate spatial bias
- **■** Extreme spatial bias
- **●** Males
- **◆** Females
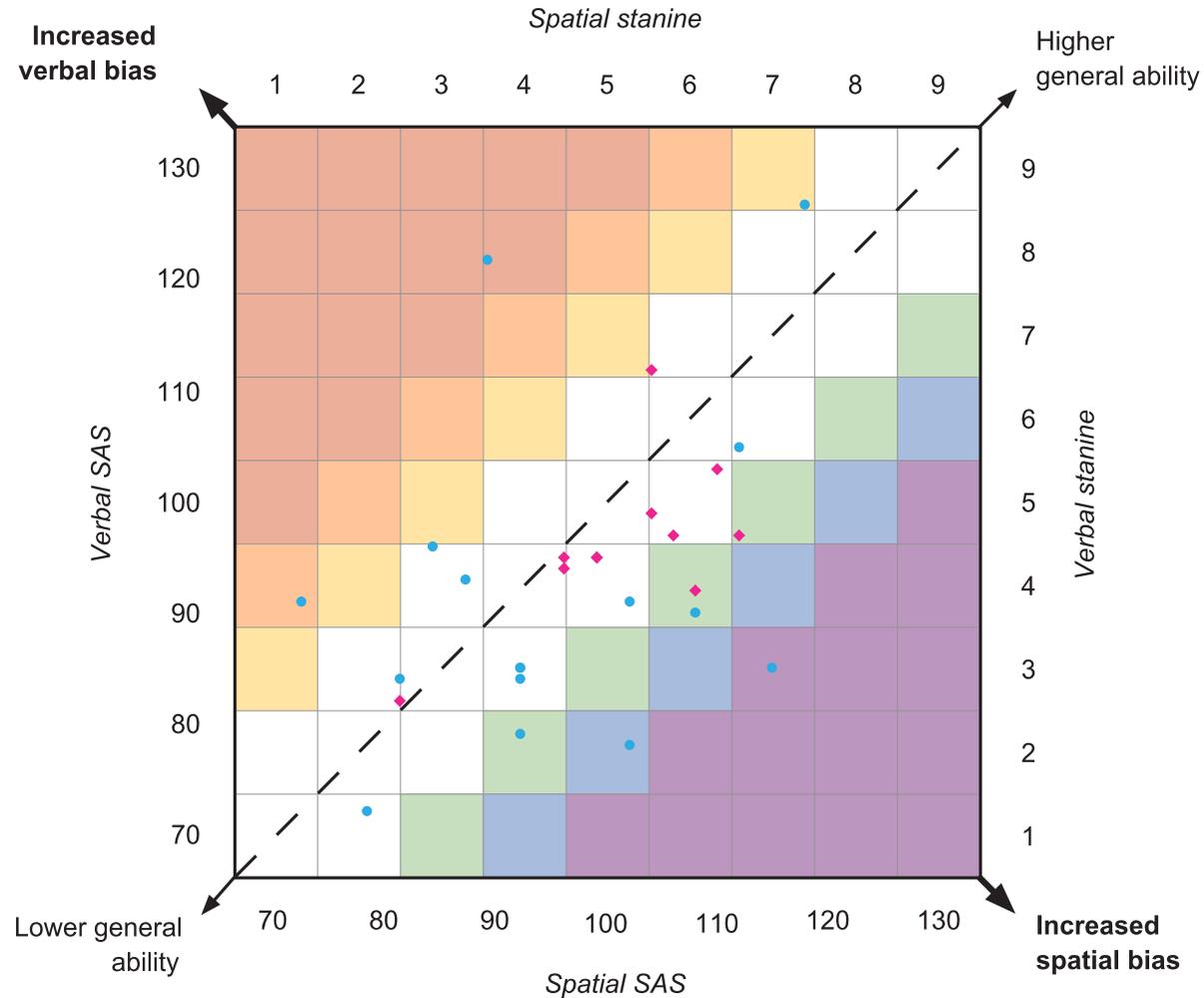
General characteristics of each student profile

It may be helpful to consider which students fall into which broad profile, but this information must be treated with caution as the descriptors are general and not individualised: students' preferences for learning will be influenced by other factors. The *CAT4* Individual student report for teachers offers more fine detail.

	National	Group	
	%	%	No. of students
Extreme verbal bias	3%	3%	1
Moderate verbal bias	6%	3%	1
Mild verbal bias	12%	3%	1
No bias or even profile	59%	60%	18
Mild spatial bias	11%	13%	4
Moderate spatial bias	6%	3%	1
Extreme spatial bias	3%	3%	1

Extreme verbal bias

- These students should excel in written work and should enjoy discussion and debate.
- They should prefer to learn through reading, writing and may be very competent independent learners.
- They are likely to be high achievers in subjects that require good verbal skills such as English, modern foreign languages and humanities.
- They may prefer to learn step-by-step, building on prior knowledge, as their spatial skills are relatively weaker, being in the low average or below average range.

Students:

Dean Okai

Moderate verbal bias

- Students in this group will have average to high scores for Verbal Reasoning and relatively weaker Spatial Ability with scores in the average range.
- These students are likely to prefer to learn through reading, writing and discussion.
- Step-by-step learning, which builds on prior knowledge incrementally, is likely to suit these students.

Students:

Ryan Moore

Mild verbal bias

- Some students with this profile will have low average or below average scores for Verbal Reasoning and relatively weaker Spatial Ability, but the gap between scores will be narrow.
- A slight bias for learning through reading, writing and discussion may be discerned in the students in this group.

Students:

Moses Albright

No bias or even profile

- Scores for students with this profile will be very similar for both Verbal Reasoning and Spatial Ability, but will be across the range from low to high.
- Students with high even scores will excel across the curriculum and will learn through the range of media and methods.
- Students with low even scores, conversely, may require significant levels of support to access the curriculum but will be open to a range of teaching and learning methods.

Students:

Katherine Browne	Samantha Dixon	Grant Freeman
Mary Gibson	Justin Imran	Ciara Kelly
Kayleigh Ling	Ezmbo Madzhirov	Jason Mingle
Daniel Murdie	Chloe Nash	Katelyn Nash
Zoe Nurse	Owen O'Keith	David Roberts
Samantha Rogers	Jake Ward	Chris Watt

Mild spatial bias

- Some students with this profile will have low average or below average scores for Spatial Ability and relatively weaker Verbal Reasoning skills, but the gap between scores will be narrow.
- A slight bias for learning through visual media may be discerned in the students in this group.

Students:

Katelyn Cole	Jack Kenne	Niamh Lynch
Cathal Watt		

Moderate spatial bias

- Students in this group will have average to high scores for Spatial Ability and relatively weaker Verbal Reasoning with scores in the average range.
- These students are likely to prefer to learn through visual and kinaesthetic media and will need to use diagrams, pictures, videos and objects to learn best.
- Students with above average or high Spatial Ability are often characterised as 'intuitive' or 'big picture' learners: attention to detail may be a weakness.
- Owing to a relative weakness in verbal skills, attainment may be uneven and they are likely to need support in subjects where the emphasis is on the written word.

Students:

Ricky Smith

Extreme spatial bias

- These students should excel in problem solving and will grasp concepts quickly and intuitively.
- They will not enjoy rote learning and may arrive at a correct solution to a task without demonstrating the steps along the way.
- They are likely to be high achievers in subjects that require good visual-spatial skills such as maths, physics and technology.
- Owing to a relative weakness in verbal skills, attainment may be uneven and they may need support in subjects where the emphasis is on the written word.

Students:

Extreme spatial bias
Ryan Gill

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Leaving Certificate indicators

There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between a student's scores on reasoning tests such as *CAT4* and his or her assessed academic performance. *CAT4* provides a range of pointers of future attainment which can form the basis of discussion with an individual about targets for learning or help set realistic but challenging targets for achievement.

External factors will affect a student's eventual attainment – not least effort and motivation – but *CAT4* results demonstrate what *can* be achieved because the test is established as a good predictor of subsequent attainment.

CAT4 scores and subsequent Leaving Certificate results are collected from a large sample of schools and students. The Leaving Certificate indicators are derived from the statistical relationship between *CAT4* scores and Leaving Certificate results. The indicators are updated regularly to reflect changes in national Leaving Certificate attainment.

The indicated subject grades are given as either Ordinary (O) or Higher (H) level. A summary indicator based on the total points score of the 'best six' subjects in the Leaving Certificate examinations is also shown. Indicators are calculated from the mean *CAT4* Standard Age Score (SAS) for 'Best 6' points score, Maths, Physics, Chemistry, Art and Construction studies and are based on Verbal SAS for the other subjects.

Leaving Certificate grades (most likely grade followed by 'if challenged' grade in bold)

Student name	Mean SAS	Art		Biology		Business		Chemistry		Construction Studies		English		French		Geography		History		Home Economics		Irish		Maths		Physics		'Best 6' subject points
Moses Albright	112	H3	**H2**	H2	**H1**	H2	**H1**	H3	**H2**	H3	**H2**	H2	**H1**	H3	**H2**	H2	**H1**	H2	**H1**	H2	**H1**	H3	**H2**	H5/O1	**H4**	H4	**H3**	433
Katherine Browne	97	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	O3	**H6/O2**	H4	**H3**	H5/O1	**H4**	H4	**H3**	O3	**H6/O2**	O4	**O3**	H6/O2	**H5/O1**	313
Katelyn Cole	103	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	H5/O1	**H4**	O3	**H6/O2**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	O4	**O3**	O3	**H6/O2**	H6/O2	**H5/O1**	361
Samantha Dixon	99	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	O3	**H6/O2**	H4	**H3**	H5/O1	**H4**	H4	**H3**	O3	**H6/O2**	O3	**H6/O2**	H6/O2	**H5/O1**	329
Grant Freeman	84	H5/O1	**H4**	O3	**H6/O2**	H6/O2	**H5/O1**	O4	**O3**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	O4	**O3**	H5/O1	**H4**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	O5	**O4**	O4	**O3**	209
Mary Gibson	79	H6/O2	**H5/O1**	O3	**H6/O2**	H6/O2	**H5/O1**	O5	**O4**	O3	**H6/O2**	O3	**H6/O2**	O5	**O4**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	O5	**O4**	O4	**O3**	170
Ryan Gill	105	H4	**H3**	O3	**H6/O2**	H6/O2	**H5/O1**	H4	**H3**	H3	**H2**	H6/O2	**H5/O1**	O4	**O3**	H5/O1	**H4**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	H6/O2	**H5/O1**	H5/O1	**H4**	377
Justin Imran	81	H5/O1	**H4**	O5	**O4**	O4	**O3**	O4	**O3**	H6/O2	**H5/O1**	O5	**O4**	O5	**O4**	O3	**H6/O2**	O3	**H6/O2**	O3	**H6/O2**	O5	**O4**	O5	**O4**	O4	**O3**	186
Daniel Jobson	72	O3	**H6/O2**	O5	**O4**	O4	**O3**	O5	**O4**	O4	**O3**	O5	**O4**	O5	**O4**	O3	**H6/O2**	O3	**H6/O2**	O3	**H6/O2**	O5	**O4**	O5	**O4**	O5	**O4**	115
Ciara Kelly	100	H4	**H3**	H5/O1	**H4**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H4	**H3**	H4	**H3**	O3	**H6/O2**	O3	**H6/O2**	H6/O2	**H5/O1**	337
Jack Kenne	87	H5/O1	**H4**	O4	**O3**	O3	**H6/O2**	O3	**H6/O2**	H5/O1	**H4**	O4	**O3**	O5	**O4**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	O5	**O4**	O5	**O4**	O3	**H6/O2**	233
Kayleigh Ling	94	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	O3	**H6/O2**	H4	**H3**	H5/O1	**H4**	H4	**H3**	O3	**H6/O2**	O4	**O3**	H6/O2	**H5/O1**	289
Niamh Lynch	103	H4	**H3**	H5/O1	**H4**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H4	**H3**	H4	**H3**	O3	**H6/O2**	O3	**H6/O2**	H6/O2	**H5/O1**	361
Ezmbo Madzhirov	86	H5/O1	**H4**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	O3	**H6/O2**	H5/O1	**H4**	H6/O2	**H5/O1**	O4	**O3**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	O4	**O3**	O5	**O4**	O3	**H6/O2**	225
Jason Mingle	91	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	O3	**H6/O2**	H5/O1	**H4**	H5/O1	**H4**	O3	**H6/O2**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	O4	**O3**	O5	**O4**	O3	**H6/O2**	265
Ryan Moore	79	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	O5	**O4**	O3	**H6/O2**	H6/O2	**H5/O1**	O4	**O3**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	O4	**O3**	O5	**O4**	O4	**O3**	170
Daniel Murdie	94	H4	**H3**	H5/O1	**H4**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	H4	**H3**	O3	**H6/O2**	O4	**O3**	H6/O2	**H5/O1**	289
Chloe Nash	113	H3	**H2**	H4	**H3**	H4	**H3**	H3	**H2**	H3	**H2**	H4	**H3**	H5/O1	**H4**	H4	**H3**	H4	**H3**	H3	**H2**	H6/O2	**H5/O1**	H5/O1	**H4**	H4	**H3**	441
Katelyn Nash	103	H4	**H3**	H3	**H2**	H3	**H2**	H5/O1	**H4**	H4	**H3**	H3	**H2**	H4	**H3**	H3	**H2**	H3	**H2**	H2	**H1**	H5/O1	**H4**	O3	**H6/O2**	H6/O2	**H5/O1**	361
Zoe Nurse	99	H4	**H3**	H5/O1	**H4**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H4	**H3**	H4	**H3**	O3	**H6/O2**	O3	**H6/O2**	H6/O2	**H5/O1**	329
Shane O'Connor	79	H6/O2	**H5/O1**	O4	**O3**	O3	**H6/O2**	O5	**O4**	O3	**H6/O2**	O4	**O3**	O5	**O4**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	O5	**O4**	O5	**O4**	O4	**O3**	170
Owen O'Keith	89	H4	**H3**	O3	**H6/O2**	H6/O2	**H5/O1**	O3	**H6/O2**	H5/O1	**H4**	H6/O2	**H5/O1**	O4	**O3**	H5/O1	**H4**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	O5	**O4**	O3	**H6/O2**	249
Dean Okai	105	H4	**H3**	H2	**H1**	H3	**H2**	H4	**H3**	H3	**H2**	H3	**H2**	H3	**H2**	H2	**H1**	H3	**H2**	H2	**H1**	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	377
Jenny Power	90	H4	**H3**	O3	**H6/O2**	H6/O2	**H5/O1**	O3	**H6/O2**	H5/O1	**H4**	O3	**H6/O2**	O5	**O4**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	O5	**O4**	O3	**H6/O2**	257
David Roberts	84	H5/O1	**H4**	O3	**H6/O2**	H6/O2	**H5/O1**	O4	**O3**	H6/O2	**H5/O1**	O3	**H6/O2**	O4	**O3**	H5/O1	**H4**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	O5	**O4**	O4	**O3**	209
Samantha Rogers	98	H4	**H3**	H6/O2	**H5/O1**	H5/O1	**H4**	H6/O2	**H5/O1**	H4	**H3**	H5/O1	**H4**	O3	**H6/O2**	H4	**H3**	H5/O1	**H4**	H4	**H3**	O3	**H6/O2**	O4	**O3**	H6/O2	**H5/O1**	321
Ricky Smith	90	H4	**H3**	O4	**O3**	O3	**H6/O2**	O3	**H6/O2**	H5/O1	**H4**	O4	**O3**	O5	**O4**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	O5	**O4**	O5	**O4**	O3	**H6/O2**	257
Jake Ward	78	H6/O2	**H5/O1**	O3	**H6/O2**	H6/O2	**H5/O1**	O5	**O4**	O3	**H6/O2**	O3	**H6/O2**	O4	**O3**	H5/O1	**H4**	H6/O2	**H5/O1**	H5/O1	**H4**	O4	**O3**	O5	**O4**	O4	**O3**	162
Cathal Watt	98	H4	**H3**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H6/O2	**H5/O1**	H4	**H3**	H6/O2	**H5/O1**	O4	**O3**	H5/O1	**H4**	H5/O1	**H4**	H4	**H3**	O4	**O3**	O4	**O3**	H6/O2	**H5/O1**	321
Chris Watt	103	H4	**H3**	H4	**H3**	H4	**H3**	H5/O1	**H4**	H4	**H3**	H5/O1	**H4**	H4	**H3**	H3	**H2**	H4	**H3**	H3	**H2**	H6/O2	**H5/O1**	O3	**H6/O2**	H6/O2	**H5/O1**	361