GL assessment
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CAT4

Group report for teachers

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CAT4 Group report for teachers

School: Test School		
Group: Year 7		
Date of test: 13/09/2011	**Level:** D	**No. of students:** 60

What is *CAT4*?

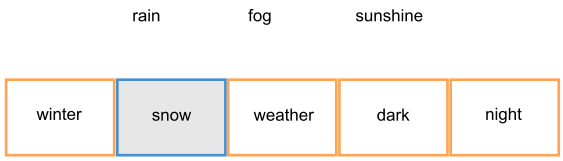
The *Cognitive Abilities Test (CAT)* is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. *CAT4* is the fourth edition of the test and comprises the following sections or batteries which assess different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

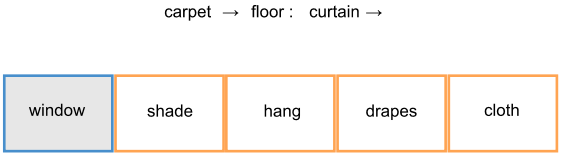
The answer is snow because rain, fog and sunshine are all types of weather and snow is also a type of weather.



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.

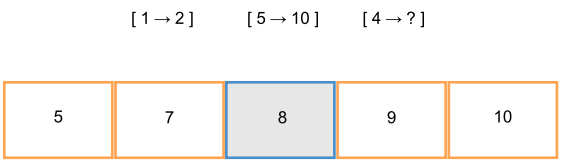


Quantitative (or Numerical) Reasoning Battery – thinking with numbers

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.

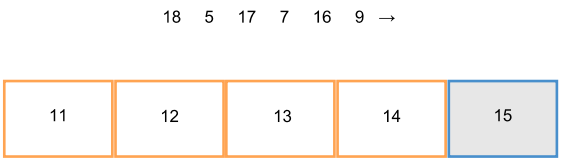
The answer is 8. Here 1 add 1 makes 2, but that doesn't work for the second pair because 5 add 1 is 6, not 10. Instead, you have to multiply by 2 to get the second part of each pair, so 4 times 2 is 8.



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.



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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.

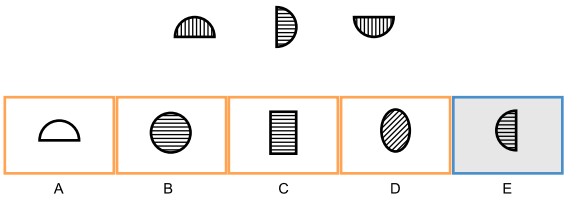
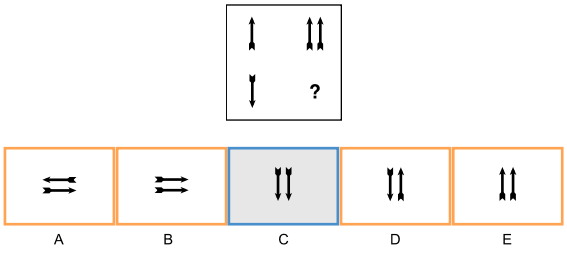


Figure Matrices

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.

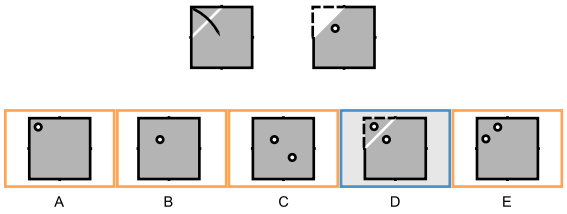
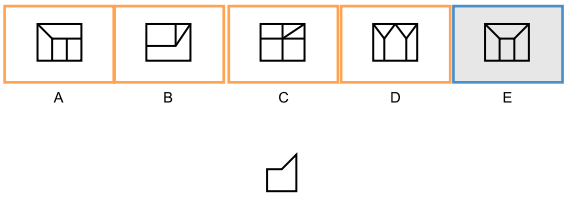


Figure Recognition

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.



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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 assessments 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*:

- provide indicators of attainment for IB level which are a starting point for target setting for the group
- 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
- and, importantly, set a baseline against which to assess the value added by the school.

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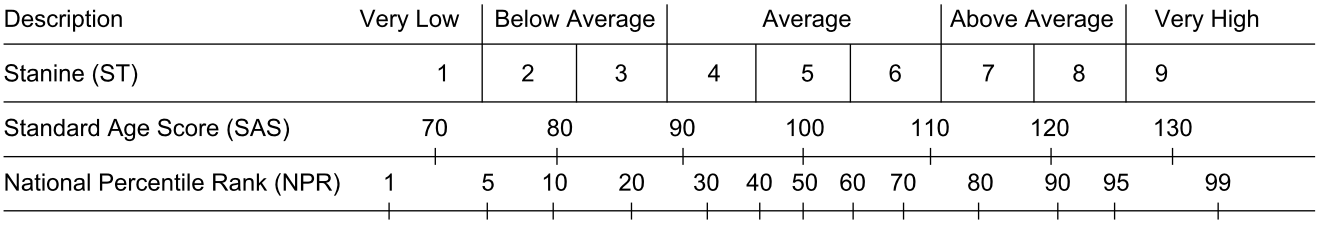
Understanding *CAT4* scores

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 the UK. 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 scores lies. The narrower the band the more reliable the score. This means that 90% confidences 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



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School: Test School		
Group: Year 7		
Date of test: 13/09/2011	**Level:** D	**No. of students:** 60

Scores for the group (by overall mean SAS)

		Verbal			Quantitative			Non-verbal			Spatial			Overall	
Student name	**Tutor group**	**No. attempted (/48)**	**SAS**	**GR (/60)**	**No. attempted (/36)**	**SAS**	**GR (/60)**	**No. attempted (/48)**	**SAS**	**GR (/60)**	**No. attempted (/36)**	**SAS**	**GR (/60)**	**Mean SAS**	**GR (/60)**
Sara Shafiq	EM	48	**130**	1	36	**120**	=3	48	**119**	3	36	**126**	=2	**124**	1
Natasha Aransola	EM	47	**108**	=14	31	**120**	=3	41	**124**	1	36	**120**	=4	**118**	2
Jenny Coyle	MCO	48	**101**	=25	36	**118**	5	48	**115**	=5	36	**131**	1	**116**	=3
Samera Kan	DK	48	**113**	9	34	**116**	6	43	**115**	=5	32	**120**	=4	**116**	=3
Lara Sandford	DK	48	**97**	36	33	**111**	=9	48	**121**	2	36	**126**	=2	**114**	=5
Mia Shimizu	DK	48	**123**	=4	36	**109**	13	43	**103**	=25	36	**120**	=4	**114**	=5
Mia Shimizu	MCO	48	**122**	6	29	**111**	=9	48	**112**	=8	31	**112**	13	**114**	=5
Anthony Jameson	MCO	48	**120**	7	36	**108**	14	48	**106**	=21	36	**118**	7	**113**	8
Paisley McSeveney	MCO	48	**112**	=10	32	**111**	=9	46	**112**	=8	34	**114**	=9	**112**	9
Gabriel Bester	DK	48	**125**	2	20	**98**	=29	37	**101**	30	30	**114**	=9	**110**	=10
Petya Kan	EM	48	**100**	=28	35	**123**	=1	46	**108**	=16	36	**108**	=17	**110**	=10
Khan Kareena	DK	48	**105**	=19	34	**114**	7	43	**105**	=23	36	**110**	=14	**109**	12
Nick Watt	EM	48	**124**	3	24	**99**	=27	34	**102**	=27	26	**108**	=17	**108**	13
Zaynab Ashfaiq	MCO	48	**95**	=39	24	**101**	=24	48	**115**	=5	36	**116**	8	**107**	=14
Chloe Bullock	DK	48	**102**	24	36	**123**	=1	40	**107**	=18	36	**95**	=44	**107**	=14
Johanna Howles	DK	48	**119**	8	36	**103**	=17	48	**94**	=38	36	**110**	=14	**107**	=14
Liz Price	DK	47	**108**	=14	28	**103**	=17	40	**109**	=14	34	**109**	16	**107**	=14
Elise Kelly	MCO	48	**112**	=10	32	**111**	=9	47	**99**	=31	36	**103**	=29	**106**	=18
Susan McGregor	EM	48	**108**	=14	35	**103**	=17	41	**106**	=21	34	**106**	=22	**106**	=18
Connor Gibson	DK	48	**96**	=37	18	**93**	=41	42	**117**	4	35	**113**	=11	**105**	20
Morrison Kirsty	MCO	48	**108**	=14	36	**112**	8	48	**111**	=10	36	**84**	=53	**104**	21
Neil Dawes	DK	47	**110**	12	18	**93**	=41	45	**111**	=10	23	**98**	=38	**103**	=22
Rob Reagan	DK	48	**100**	=28	26	**101**	=24	40	**111**	=10	36	**98**	=38	**103**	=22
Peter Adetunde	MCO	48	**95**	=39	32	**98**	=29	48	**109**	=14	36	**106**	=22	**102**	=24
Teodora Dunec	EM	48	**100**	=28	19	**92**	47	48	**111**	=10	36	**104**	=27	**102**	=24
Kunza Mohammad	MCO	48	**103**	23	26	**98**	=29	42	**108**	=16	36	**100**	=35	**102**	=24

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 the UK. 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.

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Date of test: 13/09/2011	**Level:** D	**No. of students:** 60

Analysis of group scores (by battery)

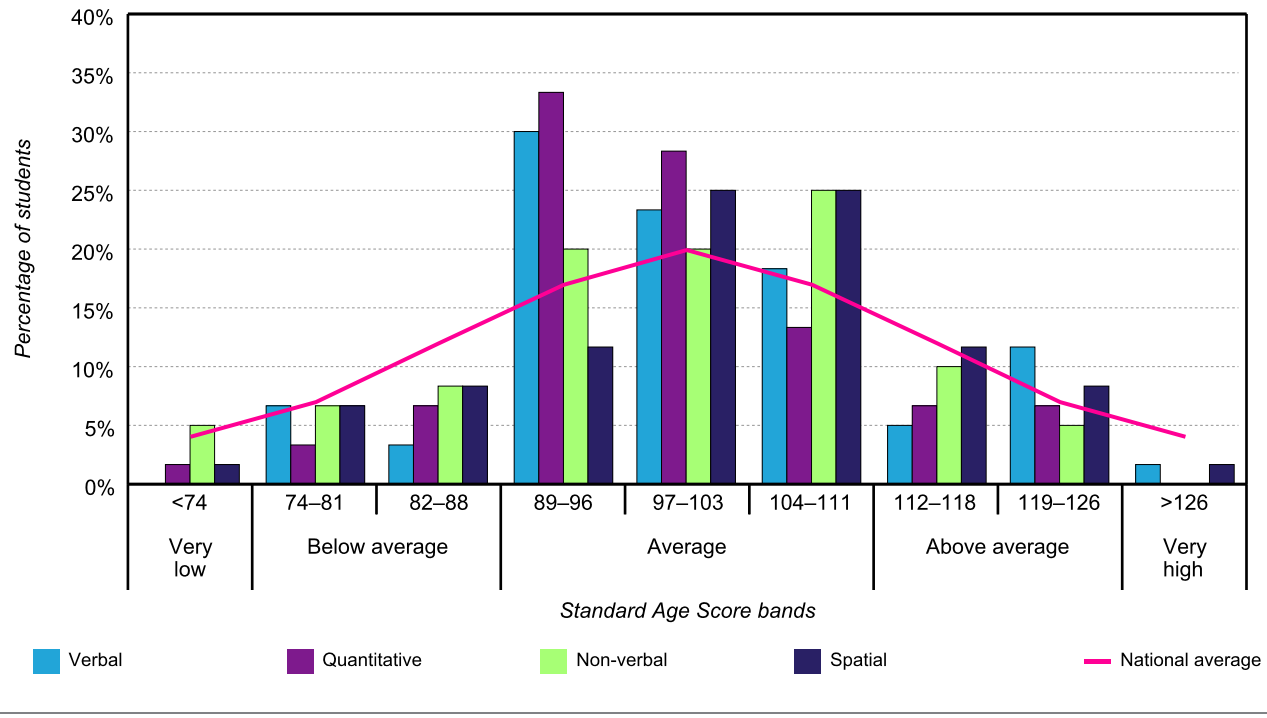
The table below shows mean (average) scores for your group compared with those for the national sample.

	Verbal mean SAS	Quantitive 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	100.6	99.2	98.7	101.6	100.1

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	0%	7%	3%	30%	23%	18%	5%	12%	2%
Quantitative	2%	3%	7%	33%	28%	13%	7%	7%	0%
Non-verbal	5%	7%	8%	20%	20%	25%	10%	5%	0%
Spatial	2%	7%	8%	12%	25%	25%	12%	8%	2%

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



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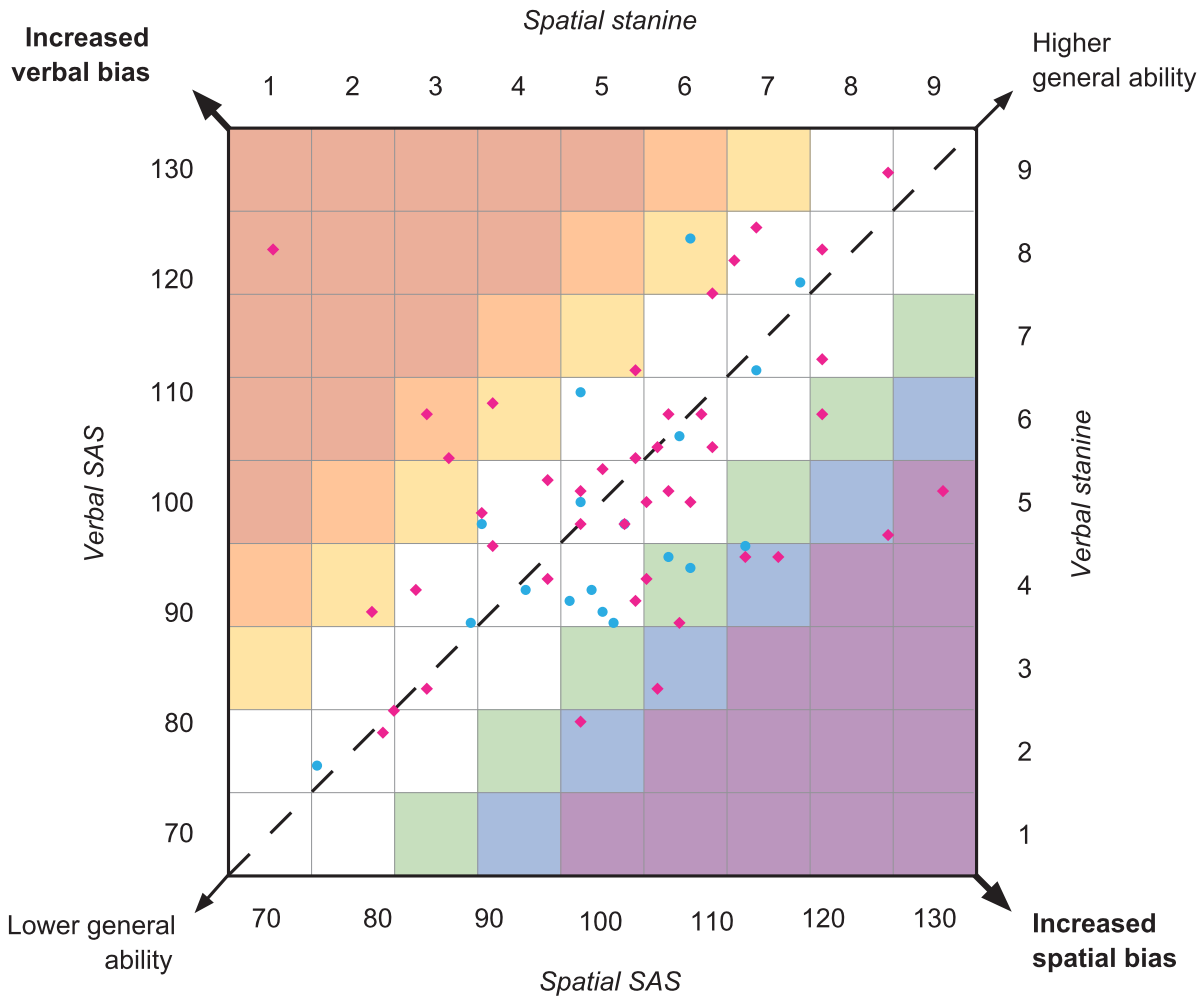
Student profiles

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



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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 report for teachers offers more fine detail.

	National	Group	
	%	%	No. of students
Extreme verbal bias	2%	2%	1
Moderate verbal bias	4%	3%	2
Mild verbal bias	11%	8%	5
No bias or even profile	66%	67%	40
Mild spatial bias	11%	8%	5
Moderate spatial bias	4%	10%	6
Extreme spatial bias	2%	2%	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:
Niamh Ernst

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:
Morrison Kirsty
Shauna Mathews

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:
Alex Honkanen
Johanna Howles
Elise Kelly
Alexandra Muraska
Nick Watt

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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:

Gabriel Bester	Bisset Billy	Chloe Bullock
Connie Camp	Tim Chung	Amy Cotellesa
Neil Dawes	Teodora Dunec	Joshua Dunlop
Nathan Gill	Nina Hanif	Philip Hanif
Karin Hillyer	Alis Hussain	Charlotta Jacobs
Anthony Jameson	Petya Kan	Samera Kan
Khan Kareena	Craig Kennedy	Amaya Kudayamage
Elena Mazzoni	Susan McGregor	Paisley McSeveney
Romana McSeveney	Kunza Mohammad	Adia Mulila
Webster Owen	Guilia Price	Liz Price
Patel Purav	Rob Reagan	Azzah Rehman
Sara Shafiq	Mia Shimizu	Mia Shimizu
David Smith	Lily Versluis	Tim Vincent
Adrian 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:

Peter Adetunde	Natasha Aransola	Kyle Greenwood
Olivia Pessot	Brisilda Ymeri	

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:

Zaynab Ashfaiq	Alice Coyle	Connor Gibson
Romana Kudayamage	Lara Sandford	Bethany Thomas

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Diploma Programme Pointers

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 performance in national tests and examinations. *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 national tests and examinations.

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 Diploma Programme results are collected from a large sample of schools and students. The Diploma Programme pointers are derived from the statistical relationship between *CAT4* scores and Diploma Programme results.The pointers are updated regularly to reflect changes in IB attainment in the UK and abroad.

The indicated subject grades are given either as whole grades or where *CAT4* scores indicate performance may be at the boundary between grades, as split grades (7/6, 6/5, etc).

Pointers are calculated from the mean *CAT4* Standard Age Score (SAS) apart from those for English where the SAS for Verbal Reasoning is found to give more accurate results, so this is used when available.

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Student name	Tutor group	Mean SAS	Indicated Diploma Programme grades, subjects A–Z(most likely grade followed by 'if challenged' grade in bold)																													
			Biology		Business and Management		Chemistry		Design and Technology		Economics		Environmental Science		Geography		History		Language AB		Language and Literature		Maths Studies		Maths HL		Maths SL		Physics		Theory of Knowledge		Visual Arts	
Sara Shafiq	EM	**124**	7/6	**7**	7/6	**7**	7/6	**7**	7/6	**7**	7/6	**7**	6	**7**	7/6	**7**	7	**7***	7/6	**7**	7*/7	**7***	7	**7***	7/6	**7**	7	**7***	7/6	**7**	7	**7***	7/6	**7**
Natasha Aransola	EM	**118**	7/6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	7/6	**7**	6	**7**	6/5	**6**	6	**6**	6	**7**	7/6	**7**	6	**7**	7/6	**7**	6	**7**
Jenny Coyle	MCO	**116**	6	**7**	6	**7**	6/5	**6**	6	**7**	6	**7**	6/5	**6**	6	**7**	7/6	**7**	6	**7**	5	**6**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6	**7**	6/5	**6**
Samera Kan	DK	**116**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	7/6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	7/6	**7**	6	**7**	7/6	**7**	6	**7**
Lara Sandford	DK	**114**	6	**7**	6	**7**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	7/6	**7**	6	**7**	5	**6**	5	**6**	6/5	**6**	6	**7**	6/5	**6**	6	**7**	6/5	**6**
Mia Shimizu	DK	**114**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6/5	**6**	6	**7**	7/6	**7**	6	**7**	7	**7***	7/6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**
Mia Shimizu	MCO	**114**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6/5	**6**	6	**7**	7/6	**7**	6	**7**	7	**7***	7/6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**
Anthony Jameson	MCO	**113**	6	**7**	6	**7**	6/5	**6**	6	**7**	6	**7**	6/5	**6**	6	**7**	7/6	**7**	6	**7**	7/6	**7**	7/6	**7**	6/5	**6**	6	**7**	6/5	**6**	6	**7**	6/5	**6**
Paisley McSeveney	MCO	**112**	6	**7**	6	**7**	6/5	**6**	6	**7**	6	**7**	6/5	**6**	6	**7**	7/6	**7**	6	**7**	6	**7**	6	**7**	6/5	**6**	6	**7**	6/5	**6**	6	**7**	6/5	**6**
Gabriel Bester	DK	**110**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	7	**7***	7	**7***	6/5	**6**	6	**7**	6/5	**6**	6	**7**	6/5	**6**
Petya Kan	EM	**110**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	5	**6**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6	**7**	6/5	**6**
Khan Kareena	DK	**109**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**
Nick Watt	EM	**108**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	7	**7***	7/6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**A**	6/5	**6**
Zaynab Ashfaiq	MCO	**107**	6/5	**6**	5	**6**	5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	6	**7**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	5	**6**	6/5	**6**	5	**6**
Chloe Bullock	DK	**107**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**
Johanna Howles	DK	**107**	6	**7**	6/5	**6**	5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	7/6	**7**	7/6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	5	**6**
Liz Price	DK	**107**	6	**7**	6/5	**6**	5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	5	**6**	6/5	**6**	5	**6**	6/5	**6**	5	**6**
Elise Kelly	MCO	**106**	6	**7**	6/5	**6**	5	**6**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	6	**7**	6	**7**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	5	**6**
Susan McGregor	EM	**106**	6/5	**6**	6/5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	6	**6**	6/5	**6**	5	**6**	6/5	**6**	5	**6**
Connor Gibson	DK	**105**	6/5	**6**	5	**6**	5/4	**5**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5/4	**5**
Morrison Kirsty	MCO	**104**	6/5	**6**	6/5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	6/5	**6**	6	**7**	6/5	**6**	6/5	**6**	6	**7**	5	**6**	6/5	**6**	5	**6**	6/5	**6**	5	**6**
Neil Dawes	DK	**103**	6/5	**6**	5	**6**	5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	6	**7**	6/5	**6**	6	**7**	6	**7**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**
Rob Reagan	DK	**103**	6/5	**6**	5	**6**	5/4	**5**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**
Peter Adetunde	MCO	**102**	6/5	**6**	5	**6**	5/4	**5**	5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	5	**6**	5/4	**5**	5	**6**	5/4	**5**	5	**6**	5/4	**5**
Teodora Dunec	EM	**102**	6/5	**6**	5	**6**	5/4	**5**	5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	6/5	**6**	5/4	**5**	5	**6**	5/4	**5**	5	**6**	5/4	**5**
Kunza Mohammad	MCO	**102**	6/5	**6**	5	**6**	5/4	**5**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**
Tim Vincent	MCO	**102**	6/5	**6**	5	**6**	5/4	**5**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**
Bethany Thomas	EM	**101**	6/5	**6**	5	**6**	5/4	**5**	5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5	**6**	5	**6**	5/4	**5**	5	**6**	5/4	**5**	5	**6**	5/4	**5**
Connie Camp	DK	**100**	6/5	**6**	5	**6**	5/4	**5**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**
Niamh Ernst	DK	**100**	6/5	**6**	5	**6**	5	**6**	6/5	**6**	5	**6**	5	**6**	5	**6**	6	**7**	6/5	**6**	7	**7***	7/6	**7**	5	**6**	6/5	**6**	5	**6**	6/5	**6**	5	**6**
Kyle Greenwood	EM	**100**	6/5	**6**	5	**6**	5/4	**5**	5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	5/4	**5**	5	**6**	5/4	**5**	5	**6**	5/4	**5**	5	**6**	5/4	**5**
Alex Honkanen	EM	**100**	6/5	**6**	5	**6**	5/4	**5**	6/5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	6	**7**	6	**7**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**
Craig Kennedy	EM	**100**	6/5	**6**	5	**6**	5/4	**5**	5	**6**	5	**6**	5	**6**	5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	6/5	**6**	5/4	**5**	5	**6**	5/4	**5**	5	**6**	5/4	**5**
Charlotta Jacobs	MCO	**98**	5	**6**	5/4	**5**	4	**5**	5	**6**	5/4	**5**	5/4	**5**	5/4	**5**	6/5	**6**	5	**6**	5/4	**5**	5/4	**5**	5/4	**5**	5/4	**5**	5/4	**5**	5/4	**5**	5/4	**5**

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