Quest Cognitive Potential

Teacher guidance

The **Quest Cognitive Potential** (QCP) assessment measures pupils' thinking skills across four key cognitive domains:

- Non-verbal reasoning
- Verbal reasoning
- Quantitative reasoning
- Spatial ability

Performance across these cognitive domains indicates academic potential and provides insight into pupils' cognitive profiles.

Frequently asked questions

What does the QCP assess?

Non-verbal reasoning

Non-verbal reasoning assesses a pupil's ability to identify patterns, relationships, and rules in visual information. It shows how well they can think logically and solve problems without relying on language.

Verbal reasoning

Verbal reasoning measures how well a pupil understands and processes language-based information. It reflects their ability to reason using words and concepts, which supports reading comprehension and verbal learning.

Quantitative reasoning

Quantitative reasoning assesses a pupil's ability to understand and work with numerical patterns and relationships. It highlights how well they can use logic to solve number-based problems.

Spatial ability

Spatial ability assesses how well a pupil can visualise and manipulate shapes and space in their mind. It plays a key role in subjects like maths, science, design, and computing.

How long is the QCP?

For pupils in years 1–3, the QCP consists of **four 10-minute** assessments.

For pupils in years 4 and above, the QCP consists of **four 20-minute** assessments. Each assessment is divided into two 10-minute parts, which must be completed in the same sitting.

- If a pupil completes all the questions in a part, they will be able to start the next part.
- If a pupil runs out of time in a part, they will automatically move on to the next part.
- Pupils are not able to return to part 1 of an assessment once they have started part 2.

Pupils do not need to complete all four assessments on the same day.

What type of questions are in the QCP?

Each timed part of the QCP contains a single question type.

Years 1–2

Assessment	Time (min)	Pupils need to...
Figures Non-verbal reasoning	10	Choose the image that best matches a group of images.
Words Verbal reasoning	10	Choose the word that best matches a group of words.
Numbers Quantitative reasoning	10	Choose the number that continues a series.
Shapes Spatial ability	10	Choose the option that contains a given shape.

Year 3

Assessment	Time (min)	Pupils need to...
Non-verbal reasoning	10	Choose the image that best matches a group of images.
Verbal reasoning	10	Choose the word that is the odd one out.
Quantitative reasoning	10	Choose the number that continues a series.
Spatial ability	10	Choose the option that contains a given shape.

Years 4–8

Assessment	Time (min)	Pupils need to...
Non-verbal reasoning	10	Choose the image that best matches a group of images.
	10	Choose the image that completes a matrix.
Verbal reasoning	10	Choose the two words that are the odd ones out.
	10	Choose the word(s) that correctly complete a sentence.
Quantitative reasoning	10	Choose the number that follows a pattern to complete a pair of numbers.
	10	Choose the number that continues a series.
Spatial ability	10	Choose the image that shows how a piece of paper would look if it had shapes cut out of it.
	10	Choose the option that contains a given shape.

What can QCP results tell me about my pupils?

Each pupil receives 5 standardised age scores (SAS) from the QCP:

- An overall SAS
- One SAS for each of the four cognitive domains

The overall SAS indicates the **academic potential** of a pupil. The SAS for each cognitive domain provide an overview of a pupil's **cognitive profile**.

Area	What does a high score indicate?	What does a lower score indicate?
Overall	These pupils demonstrate stronger cognitive potential and may benefit from additional challenge to achieve their full potential.	These pupils may find aspects of learning more difficult and are likely to benefit from scaffolding and support.
Non-verbal reasoning	These pupils are strong at identifying visual patterns and solving problems without relying on language. They may excel in tasks that require logical thinking and abstract reasoning.	These pupils may need support with problem-solving tasks, especially those that require understanding visual information or patterns.

Area	What does a high score indicate?	What does a lower score indicate?
Verbal reasoning	These pupils tend to process and understand language well. They may benefit from opportunities to extend their thinking through reading, discussion, and language-rich activities.	These pupils may need support with understanding and using language, which can affect reading comprehension and verbal tasks across the curriculum.
Quantitative reasoning	These pupils have a strong grasp of numerical relationships and problem-solving. They may benefit from challenging tasks that deepen their mathematical thinking.	These pupils may find numerical reasoning challenging and are likely to benefit from scaffolded support and opportunities to build confidence with number-based tasks.
Spatial ability	These pupils can visualise and manipulate shapes and patterns effectively. This supports learning in subjects such as maths, science, computing, and design.	These pupils may need support when working with visual or abstract concepts, particularly in geometry, diagrams, and spatial reasoning tasks.

How should I prepare my pupils?

Before running the QCP, take some time to explain the assessment to your pupils.

You can use the example questions in the pupil familiarisation materials to show your pupils the kinds of questions they will see.

During the assessment, your pupils can use scrap paper to help them with their workings out. They **cannot** use a calculator.