WADMORE

Cognitive Intelligence for Schools

Aligned with NEP 2020 | Grade 2 through Grade 12 | All 8 Cognitive Domains

Every student is assessed across all 8 cognitive domains. The assessment automatically adapts to each child's developmental level - no fixed grade-level forms.

AR Abstract Reasoning	LS Logical Sequencing	PS Processing Speed	MA Memory & Attention	EF Executive Functioning	MR Metacognition	CD Creativity & Divergent Thinking	CM Cognitive Confidence
Recognising patterns, solving visual puzzles, and identifying relationships between abstract concepts	Following logical chains, deductive and inductive reasoning, and analysing cause-and-effect relationships	How quickly and accurately a student processes simple cognitive tasks and builds automaticity	Working memory capacity, sustained focus under distraction, and recall strategies	Planning, task-switching, inhibitory control, and flexible adaptation when rules change	Awareness of one's own thinking processes, self-monitoring, and strategic learning regulation	Generating original ideas, flexible thinking across categories, and elaborating on novel solutions	How accurately students judge their own certainty - measuring the alignment between confidence and actual performance across domains

Cognitive Assessment by Year Level

Year Level	All 8 Domains	Developmental Stage	Typical Cognitive Development	NEP 2020 Alignment
Grade 2 (Age 7–8)	✓ All 8	Foundation	Working with multi-step sequences, strengthening concrete reasoning, remembering 3–4 items, basic planning before starting tasks, building speed on familiar activities, early awareness of own learning strategies	*Foundational → Preparatory transition: Readiness for structured learning, early analytical capability*
Grade 3 (Age 8–9)	✓ All 8	Functional	Recognising patterns with multiple features, simple if–then reasoning, holding 4–5 items in working memory, switching between tasks with support, generating multiple ideas, developing ability to judge own performance	*Preparatory Stage: Activity-based learning capacity, discovery and exploration across cognitive domains*
Grade 4 (Age 9–10)	✓ All 8	Functional	Seeing relationships across different types of problems, following multi-step reasoning, beginning to use memory strategies deliberately, planning multi-step tasks, improving efficiency, solving problems creatively within constraints	*Preparatory Stage: Experimentation and inquiry capacity, building blocks for critical thinking*
Grade 5 (Age 10–11)	✓ All 8	Functional → Advanced	Beginning to reason abstractly, testing ideas more systematically, managing two things at once, adapting flexibly when approaches don't work, improving speed and accuracy together, making creative connections across topics	*Preparatory → Middle transition: Readiness for subject-specific analytical demands*
Grade 6 (Age 11–12)	✓ All 8	Advanced	Handling abstract relationships and hidden patterns, applying logical rules consistently, using chunking and rehearsal strategies for memory, planning ahead proactively, thinking efficiently under time pressure, showing emerging originality	*Middle Stage: Critical thinking for subject-specific learning, experiential and inquiry-based capacity*

Adaptive assessment: Developmental descriptors shown represent research-based expectations for each age group. Wadmore's adaptive engine adjusts in real-time - a student performing above or below typical expectations will automatically receive appropriately challenging items. This means gifted learners and students needing support are both accurately profiled without separate test forms.

Descriptors represent typical developmental patterns observed in research. Wadmore's adaptive assessment captures each student's actual cognitive profile regardless of age expectations.

© Wadmore Pty Ltd 2026 | Confidential - For School Communication Only | wadmore.com.au

Cognitive Assessment by Year Level (continued)

Year Level	All 8 Domains	Developmental Stage	Typical Cognitive Development	NEP 2020 Alignment
Grade 7 (Age 12–13)	✓ All 8	**Advanced**	Formal reasoning strengthening, testing hypotheses systematically, maintaining focus under increasing complexity, monitoring own thinking more deliberately, applying creative thinking strategically, growing self-awareness of strengths	*Middle Stage: Abstraction and reasoning capacity, collaborative and analytical skills development*
Grade 8 (Age 13–14)	✓ All 8	**Advanced**	Formal reasoning well-established, handling extended logical arguments, managing complex information in memory, adapting plans when conditions change, solving problems creatively with purpose, confidence becoming more accurately calibrated	*Middle Stage: Analytical depth across subjects, preparation for increased academic demands*
Grade 9 (Age 14–15)	✓ All 8	**Advanced**	Reasoning across multiple domains with increasing sophistication, managing competing information demands, transferring strategies to new contexts, sustained creative thinking, strategic persistence when challenged	*Secondary Stage: Multidisciplinary critical thinking, analytical depth for board-level demands*
Grade 10 (Age 15–16)	✓ All 8	**Advanced → Professional**	Approaching adult-level reasoning, integrating analytical and creative thinking, using advanced memory and organisational strategies, managing complex projects independently, confidence well-calibrated across domains	*Secondary Stage: Holistic development assessment, analytical and creative capacity profiling*
Grade 11–12 (Age 16–18)	✓ All 8	**Advanced → Professional**	Adult-level reasoning developing, applying formal logic across subjects, processing efficiency nearing peak, managing complex multi-step plans, generating innovative solutions, confidence grounded in genuine self-knowledge	*Secondary Stage: Higher-order thinking profiling, holistic cognitive development assessment*

Reporting: From Individual Student to Whole-School Intelligence

Student Cognitive Profile	Strength-based developmental descriptors across all 8 domains - primary and secondary age-appropriate versions
Parent Report	Domain-by-domain profile with practical home activities matched to the child's developmental level in each thinking domain
Teacher Report	Classroom differentiation strategies, enrichment and growth support recommendations tailored to each student's cognitive profile
School Leadership Dashboard	Whole-school cognitive analytics with drill-down from system → school → year level → class → individual student
Cohort & Year-Level Analysis	Cognitive heatmaps across domains by class and year group, identifying patterns, strengths, and areas for targeted intervention
Longitudinal Tracking	Track cognitive development over time across assessment cycles - measure growth, monitor intervention impact, and inform resource planning

Why Wadmore?

Adaptive, Not Fixed
One assessment adapts to every student. No separate forms per grade. Gifted and support needs identified automatically.

Strength-Based Language
Reports describe what students can do and what comes next — never deficit labels. Aligned with NEP 2020's holistic development vision.

Culturally Fair
Process-focused measurement reduces content and language bias.

Classroom-Ready Reports
Teachers receive specific differentiation strategies. Parents receive home activities. No additional interpretation needed.

WADMORE
THINKING, UNDERSTOOD

wadmore.com.au | Adaptive cognitive assessment for every learner

© Wadmore Pty Ltd 2026 | Confidential - For School Communication Only | wadmore.com.au