



**Cognitive Abilities Test: Fourth
Edition & CAT4 Young Learners**

Primary
Sample
Reports



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A whole pupil approach to assessment

GL Assessment has worked in partnership with schools for over 30 years to develop a range of assessments that support better outcomes for pupils. We believe in a whole pupil approach to assessment, which alongside a teacher's judgement, can provide a powerful and objective all-round view of an individual learner.

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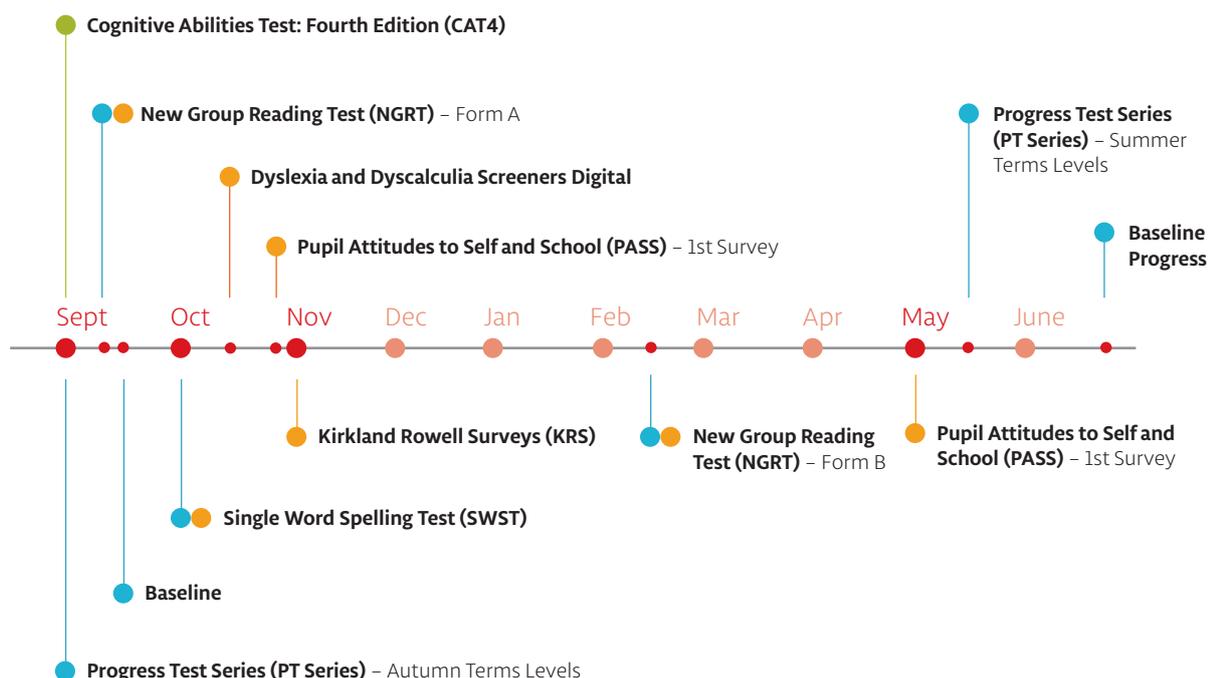
- **Ability**
To indicate a learner's potential performance
- **Attainment**
To show where the learner is now and what you can do to support their highest possible achievement
- **Barriers to learning**
To identify barriers that prevent a learner from achieving their greatest possible potential.



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Assessment timeline

Here is an example of one possible timeline below.



Introduction to the Cognitive Abilities Test: Fourth Edition (CAT4)

CAT4 is the fourth edition of GL Assessment's well established *Cognitive Abilities Test*, the UK's most widely used test of reasoning abilities.

CAT4 is designed to support schools in understanding pupils' developed abilities, likely academic potential and learning preferences. It does this by assessing a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-verbal, Quantitative and Spatial Reasoning tasks. Results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment. Aimed at pupils between 7:06 to 17+ years, CAT4 is available in both paper and digital formats and can be administered individually or in a group setting.

While the premise of CAT4 has remained exactly the same, we have made some significant changes to the new edition based on the latest cognitive research and extensive customer feedback. One of the most exciting features of CAT4 is the development of a brand new suite of reports, offering richer and more comprehensive assessment data. Users can select from a range of eight new reports with specific audiences in mind and the inclusion of more narrative makes the reports much easier to read and understand. As for the test itself, one of the main changes is an increased focus on spatial ability with the introduction of a separate test battery. To ensure rigour CAT4 was standardised on 25,000 Primary and Secondary pupils in Autumn 2011.

NEED MORE ADVICE?

For help and advice or to arrange a no-obligation demonstration of CAT4, please call +44 (0)330 123 5375 or send an email to info@gl-assessment.co.uk.

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Introduction to CAT4 Young Learners

CAT4 Young Learners (CAT4-YL) is a shortened paper version of the *Cognitive Abilities Test: Fourth Edition (CAT4)*, enabling the assessment of pupils in Years 2 and 3 in England and Wales and Primary 3 and Primary 4 in Scotland and Northern Ireland.

CAT4-YL assesses the ability to think about and deal with different types of material. It comprises four tests that assess the main types of mental processing which play a substantial role in human thought.



Together these four tests provide teachers with a comprehensive understanding of the core abilities related to learning. These abilities are:

- reasoning with words or 'verbal reasoning'
- reasoning with numbers or 'quantitative reasoning'
- reasoning with shapes and designs or 'nonverbal reasoning ability'
- thinking with and mentally manipulating precise shapes or 'spatial ability'.

In primary schools, pupils' cognitive development - their ability to gather, sort and process information in order to develop perception, thinking skills and problem solving - will be affected by their surroundings and experience as well as what and how they are taught. At this young age, children are developing abilities that will be of use across a range of educational and everyday situations throughout their lives. This is why CAT4-YL has been created: to allow early identification of strengths and areas for development, so that pupils can be provided with the mental tool-kits they need for success and the confidence that comes from knowing that they have what it takes to succeed. The set of four scores obtained from assessment with CAT4-YL provides a profile of a student's level and pattern of abilities, as well as providing an overall summary score of his or her reasoning abilities across the four areas.

"CAT gives us a robust and reliable measure of ability. There's a tangible difference between low-attaining children and those not fulfilling their potential, and we want to start by addressing the latter."

Gary Mattewson, Principal, Holy Family Primary School.

Communicating CAT4 results through reporting

Following extensive market research and customer feedback on CAT3, we have developed a brand new suite of reports for CAT4. These new reports are not only tailored to specific audiences but offer richer and far more comprehensive assessment data. You can view examples throughout this booklet.

Users of both the paper and digital editions of CAT4 will automatically receive a Group report for teachers as part of GL Assessment's *Scoring and Analysis Service* and through *Testwise* (please note that CAT4 paper users must subscribe to the *Scoring and Analysis Service* as CAT4 is no longer available for hand scoring). The user-friendly Group report for teachers provides a group level analysis of the selected group or cohort of pupils. In addition, users can also choose from a range of seven additional reports, which can be purchased separately.

“If we see from a pupil’s CAT score that a pupil has potential that is not reflected by their attainment, we know that the child may be coasting. We set ambitious targets; we all need to be challenged.”

Siobhan Minford, Holy Cross Primary School in Whitwick, Leicestershire

Compare performance using the standard age score across abilities with attainment. The CAT4 *Combination report* takes data on pupil ability from CAT4 and on attainment from *Progress Test in Maths (PTM)* and *Progress Test in English (PTE)*. It can also include data on reading from the *New Group Reading Test (NGRT)* and is free for CAT4 users.

Schools purchasing *CAT4 Young Learners*, will benefit from an all-inclusive price of £6 per pupil. This includes pupil booklets, all reports (excluding the PowerPoint presentation for senior leaders) and administration instructions.

The inclusion of more narrative makes the reports much easier to read and understand, supporting the interpretation of the data further. Designed with specific audiences in mind, the reports appear in a range of different formats from PowerPoint® presentations for school leadership teams and governing bodies to easy-to-understand reports for parents and pupils. These explain what the data mean and how pupils can be supported in their learning, both at home and at school.

Users of both the CAT4 paper and digital editions will automatically receive the:

- CAT4 Group report for teachers

In addition, users will be able to choose from a range of seven additional reports, which can be purchased separately:

- CAT4 Individual report for teachers
- CAT4 Individual report for students
- CAT4 Individual report for parents
- CAT4 Summary report for senior leaders
- CAT4 Summary presentation for senior leaders – this is in PowerPoint® format (not available for CAT4-YL).
- CAT4 Excel report (free for digital users)
- CAT4 Cluster report.

Examples of the brand new suite of reports are featured throughout this booklet.

Example results

In CAT4 battery is the title given to each of the four pairs of tests which assess different aspects of ability.

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.

The Verbal Reasoning Battery comprises two short tests: Verbal Classification and Verbal Analogies.

The Quantitative Reasoning Battery comprises two short tests: Numbers Analogies and Number Series.

The Non-verbal Reasoning Battery comprises two short tests: Figure Classification and Figure Matrices.

The Spatial Ability Battery comprises two short tests: Figure Analysis and Figure Recognition.

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.

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. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)
Verbal	48/48	95	37	4	=39	85-105
Quantitative	24/36	101	52	5	=24	90-110
Non-verbal	48/48	115	84	7	=5	105-125
Spatial	36/36	116	86	7	8	105-125
Mean	-	107	-	-	-	95-110

The scores for each of the four batteries are averaged to give the **mean** score.

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.

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.

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.

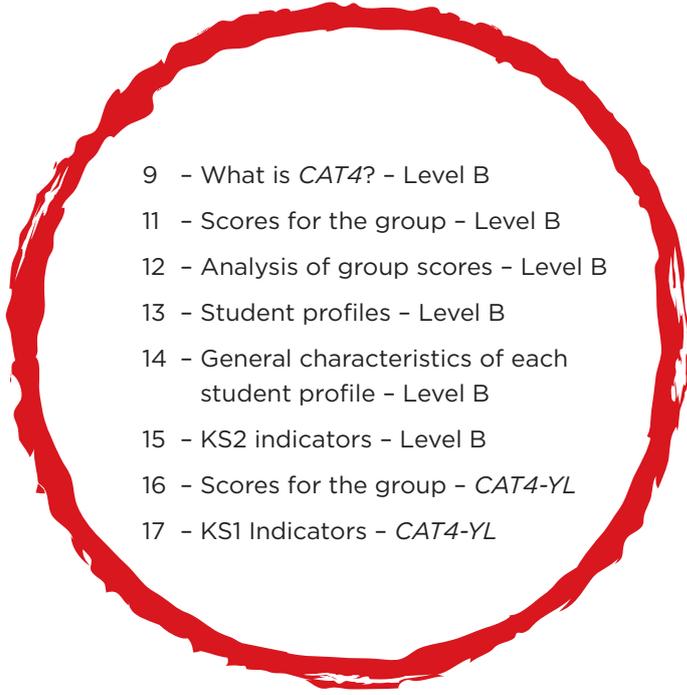
CAT4 Group report for teachers

The *CAT4* Group report for teachers is a comprehensive report that provides a group level analysis of a selected group or cohort of pupils. It can be used by any practitioner, be it a subject teacher, form teacher, head of year, learning support practitioner or gifted and talented coordinator. The report will help when communicating results and, importantly, learning biases among pupils in different teaching groups. This may allow those with similar or contrasting profiles to be taught together with mutual benefits.

The report includes:

- **An assessment overview** – An easy to understand overview with details of why *CAT4* is used, with examples of questions from each part of the test.
- **Scores for the group** – A simple table highlighting key group scores. It outlines the individual pupil names, number of questions they have each attempted, their Standard Age Scores (SAS) and their Group Ranking (GR).
- **Analysis of group scores (by battery)** – Analysis of group's scores by each part of *CAT4*, presented in easy-to-use tables allowing users to compare their pupils' results with the national sample.
- **Student profiles** – A new colour-coded chart shows the distribution of a group of pupils across seven profile types, indicating their preference for learning. This section then explains the general characteristics of each profile type, compares group results to the national sample and lists the individual pupil names within each profile. The Individual report for teachers then takes this to the next stage, with actionable implications for teaching and learning provided for each pupil.
- **Indicators** – Group indicator tables are provided for KS1 and KS2. *CAT4* now provides two levels of indicators – 'most likely' and 'if challenged' – the level a pupil could reach with additional effort and challenge, which is helpful when discussing the targets they should be working towards.



- 
- 9 – What is *CAT4*? – Level B
 - 11 – Scores for the group – Level B
 - 12 – Analysis of group scores – Level B
 - 13 – Student profiles – Level B
 - 14 – General characteristics of each student profile – Level B
 - 15 – KS2 indicators – Level B
 - 16 – Scores for the group – *CAT4*-YL
 - 17 – KS1 Indicators – *CAT4*-YL

CAT4 Group report for teachers

School: Test School		
Group: Year 5		
Period of testing: 07/03/2012 – 14/03/2012	Level: B	No. of students: 33

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

<p>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.</p> <p>The answer is snow because rain, fog and sunshine are all types of weather and snow is also a type of weather.</p>	<p>rain fog sunshine</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">winter</td> <td style="padding: 2px 10px; background-color: #d3d3d3;">snow</td> <td style="padding: 2px 10px;">weather</td> <td style="padding: 2px 10px;">dark</td> <td style="padding: 2px 10px;">night</td> </tr> </table>	winter	snow	weather	dark	night
winter	snow	weather	dark	night		

Verbal Analogies

<p>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.</p> <p>The answer is window, because a carpet goes on a floor and a curtain hangs at a window.</p>	<p>carpet → floor : curtain →</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px; background-color: #d3d3d3;">window</td> <td style="padding: 2px 10px;">shade</td> <td style="padding: 2px 10px;">hang</td> <td style="padding: 2px 10px;">drapes</td> <td style="padding: 2px 10px;">cloth</td> </tr> </table>	window	shade	hang	drapes	cloth
window	shade	hang	drapes	cloth		

Quantitative (or Numerical) Reasoning Battery – thinking with numbers

Number Analogies

<p>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.</p> <p>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.</p>	<p>[1 → 2] [5 → 10] [4 → ?]</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">5</td> <td style="padding: 2px 10px;">7</td> <td style="padding: 2px 10px; background-color: #d3d3d3;">8</td> <td style="padding: 2px 10px;">9</td> <td style="padding: 2px 10px;">10</td> </tr> </table>	5	7	8	9	10
5	7	8	9	10		

Number Series

<p>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.</p> <p>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.</p>	<p>18 5 17 7 16 9 →</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">11</td> <td style="padding: 2px 10px;">12</td> <td style="padding: 2px 10px;">13</td> <td style="padding: 2px 10px;">14</td> <td style="padding: 2px 10px; background-color: #d3d3d3;">15</td> </tr> </table>	11	12	13	14	15
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.

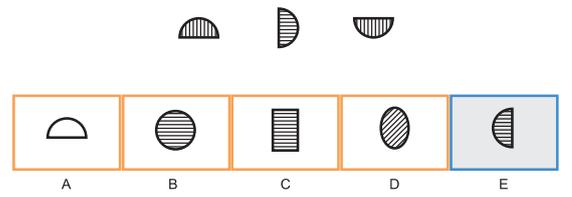
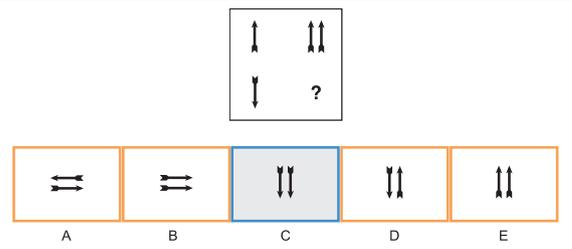


Figure Matrices

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.

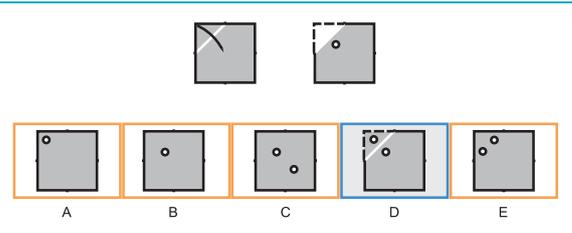
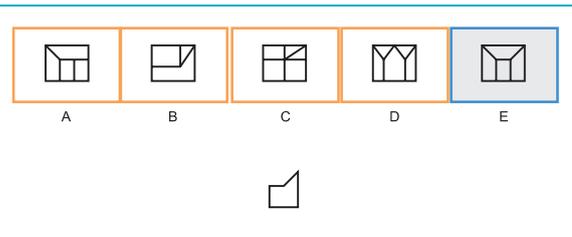


Figure Recognition

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.



Pupils can be listed by surname, mean SAS or mean SAS in descending order

If you list pupils by mean SAS the group rank will be in descending order

Student name

Rita Tucker
Neil Dawes
Nita Moss
Sanjay Rooprai
Mary Aransola
Sandeep Sharma

School: Test School
Group: Year 5
Period of testing: 07/03/2012 – 14/03/2012

Level: B

No. of students: 33

Scores for the group (by overall mean SAS)

Student name	Class	Verbal		Non-verbal		Spatial		Overall Mean SAS (/33)
		No. attempted (/48)	SAS (/33)	No. attempted (/48)	SAS (/33)	No. attempted (/36)	SAS (/33)	
Rita Tucker	EJ	48	117 =-3	48	126 =-3	36	133	126
Neil Dawes	BM	48	129	48	131	36	125	125
Nita Moss	BM	48	109	48	133	36	109	120
Sanjay Rooprai	EJ	48	113 =-6	48	114	36	119	118
Mary Aransola	BM	48	123	48	122	36	100	116
Sandeep Sharma	BM	48	88 =-27	48	126 =-3	36	125	113
Tim Vincent	BM	48	108	48	116	36	111	112
Nancy Roberts	BM	48	115	48	111	36	104	111
Mandeep Singh	BM	48	111 =-9	48	109	36	106	111
Kareena Khan	BM	48	111 =-9	48	113	36	106	108
Tim Chung	EJ	48	111 =-9	48	111 =-9	36	106	108
Rebecca Mathews	BM	48	111 =-9	48	111 =-9	36	106	108
Tom Albright	EJ	48	87	48	122	36	108	106
Nathan Gill	EJ	48	98	48	112	36	103	106
Tom Murdie	EJ	48	102	48	108	36	112	105
Nick Watt	BM	48	117 =-3	48	115	36	94	105
Sarah Ling	EJ	48	95 =-23	48	118	36	107	104
Rosaline Nash	BM	48	106	48	96	36	95	104
Rob Reagan	EJ	48	113 =-6	48	100	36	87	102
Peter Blinkhorn	BM	48	113 =-6	48	113	36	101	102
Joshua Dunlop	EJ	48	101 =-16	48	108	36	79	98
Natasha Aransola	EJ	48	101 =-16	48	97	36	88	98
Nick Duffy	EJ	48	95 =-23	48	102	36	93	94
Teodora Duneac	EJ	48	98	48	86	36	86	94
Ruth Elliott	BM	48	86	48	87	36	98	93
Sandeep Field-Johnston	BM	48	90	48	104	36	98	93

The report can be generated for a whole year group and again also by tutor group so that results for a specific set of pupils can be provided efficiently to the form tutor

If a score seems unexpectedly low, check that the pupil attempted all the questions

The Group Mean SAS is based on the students' raw score which has been adjusted for age and placed on a scale with a nationally representative sample of students of the same age across the UK. The symbol = represents a score which is the same as 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.

The mean SAS is useful when considering how a pupil has performed across the range of abilities, all of which contribute to learning. However a mean score may mask high or low scores in parts of CAT4

School: Test School		
Group: Class 6		
Period of testing: 13/09/2011 – 10/11/2011	Level: B	No. of students: 30

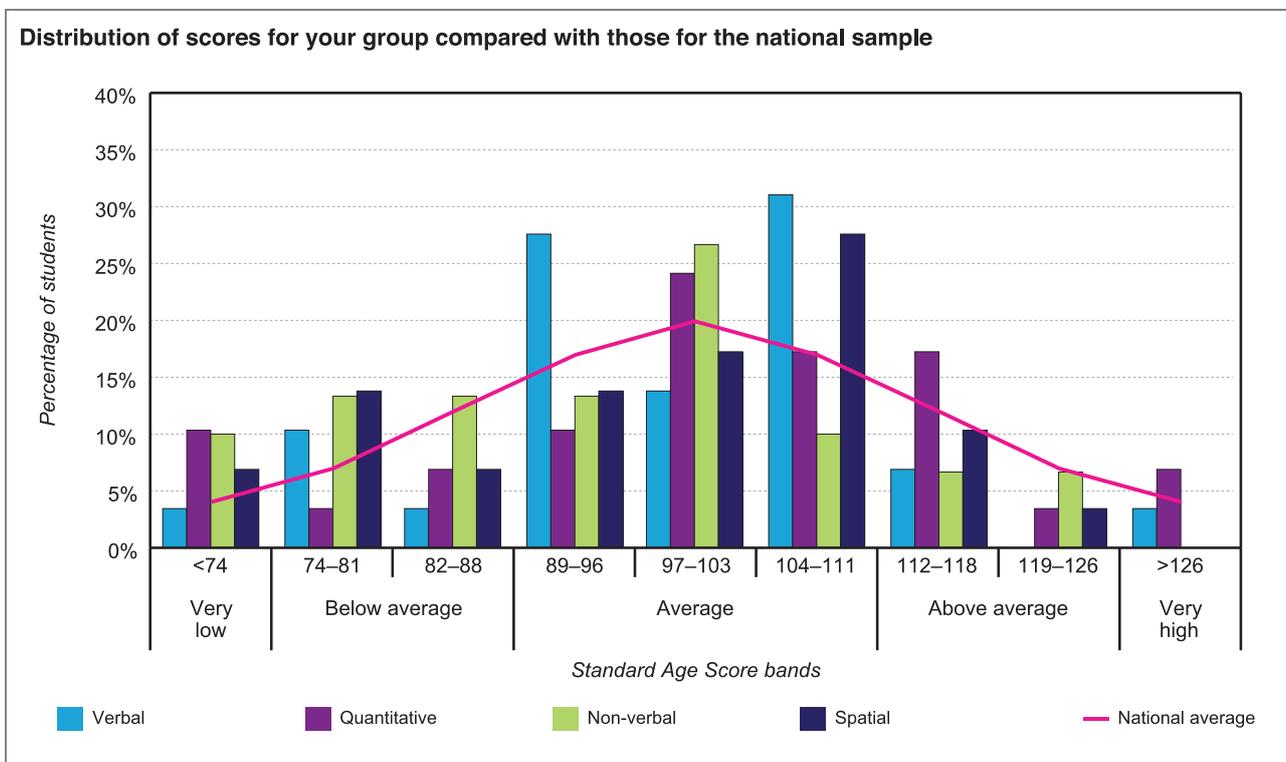
Analysis of group scores (by battery)

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	98.4	101.0	94.1	97.2	97.3

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
		<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%	
Verbal	3%	10%	3%	28%	14%	31%	7%	0%	3%	
Quantitative	10%	3%	7%	10%	24%	17%	17%	3%	7%	
Non-verbal	10%	13%	13%	13%	27%	10%	7%	7%	0%	
Spatial	7%	14%	7%	14%	17%	28%	10%	3%	0%	

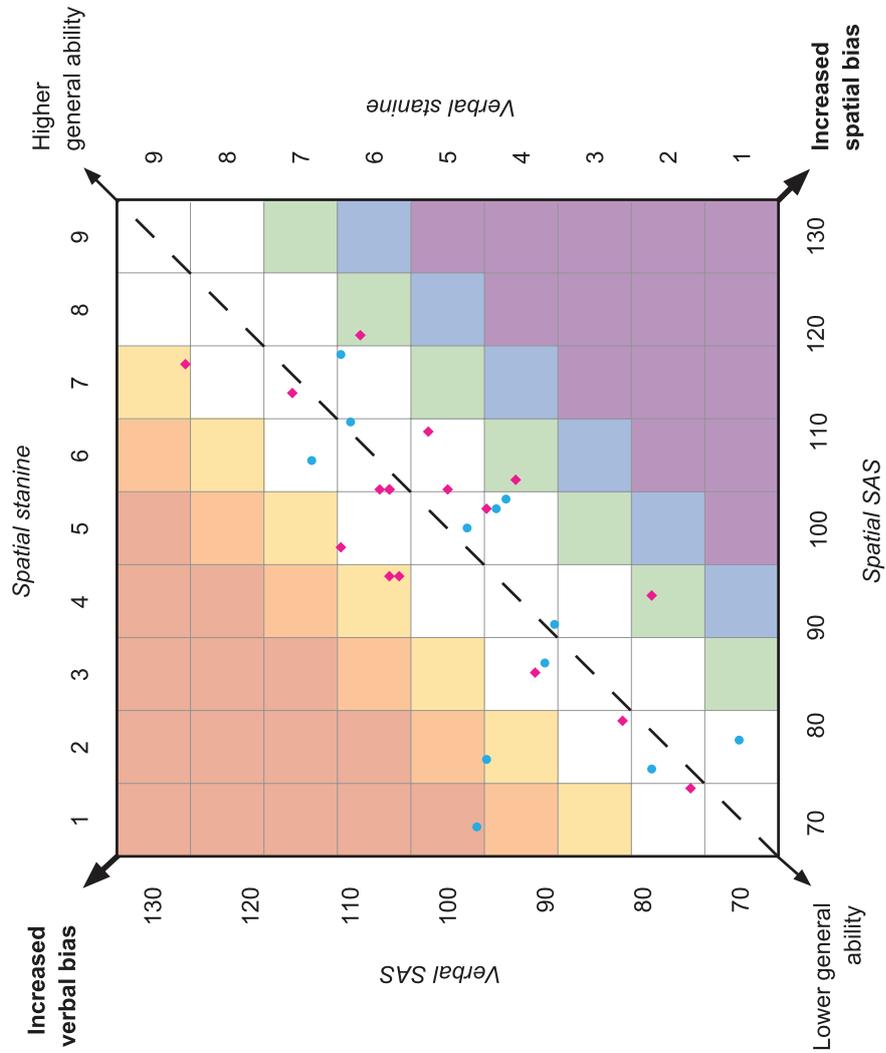


School: Test School	
Group: Class 6	
Period of testing: 13/09/2011 – 10/11/2011	Level: B
No. of students: 30	

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	2%	3%	1
Moderate verbal bias	4%	0%	0
Mild verbal bias	11%	13%	4
No bias or even profile	66%	70%	21
Mild spatial bias	11%	10%	3
Moderate spatial bias	4%	0%	0
Extreme spatial bias	2%	0%	0

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:

Thomas Lendrum

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: None

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:

Hannah Doherty
Ellie Sheerin

Mark Green

Lauren Ryan

School: Test School	Level: B
Group: Class 6	No. of students: 30
Period of testing: 13/09/2011 – 10/11/2011	

KS2 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 performance in national tests and examinations. CAT4 provides a range of indicators 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 KS2 results (or teacher assessments) are collected from a large sample of schools and students. The KS2 indicators are derived from the statistical relationship between CAT4 scores and the end of KS2 results. The indicators are updated regularly to reflect changes in national KS2 attainment. Indicators for maths and science are calculated from the mean CAT4 Standard Age Score (SAS). The SAS for Verbal Reasoning has been found to give more accurate results for English so, when available, this is used as the basis for the indicators for English. Should scores for one of more batteries be missing, indicators will be based on scores for those batteries administered to the student.

The indicators in this report are shown as National Curriculum levels.

Student name	Mean SAS	Indicated KS2 level (most likely level followed by 'if challenged' level in bold)																
		English			Reading			Grammar, Punctuation & Spelling			Writing			Maths			Science	
Lauren Ryan	123	5a	6c	5b	5a	5b	5a	5b	5c	5a	5b	5c	5a	5b	5c	5a	5b	5c
Shaun McLaughlin	116	5b	5a	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Macy Martin	113	5c	5b	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Eoin McCarron	110	5b	5a	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Jennifer Devlin	109	5b	5a	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Shannon McClenaghan	109	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	5b	5c	
Eoghan Devine	107	5b	5a	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Dearbhla Quim	107	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	5b	5c	
Katie McMenamin	105	5c	5b	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Hannah Doherty	104	5c	5b	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Keisha Deane	103	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	5b	5c	
Ryan Doherty	103	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	5b	5c	
Max Gallagher	102	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	4a	5c	5b	5c	
Aimee Morton	102	4b	4a	4b	4a	4b	4a	4b	4a	4b	4a	4b	4a	4b	4a	5c	5c	
Michelle Cairns	101	5b	5a	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	5a	5b	5c	
Jenni Murray	101	5c	5b	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	4a	5c	5c	
Aimee Reid	101	5c	5b	5c	5b	5c	5b	5c	5c	5b	5c	5c	5b	5c	4a	5c	5c	

*From September 2016 for schools in England these indicators will reflect the new SATs outcomes.

School: Test School	Test: X
Group: Year 2	No. of students: 31
Date of test: 02/05/2014	

Scores for the group (by surname)

Student name	Words			Numbers			Figures			Shapes			Overall	
	No. attempted (/24)	SAS	GR (/31)	No. attempted (/18)	SAS	GR (/31)	No. attempted (/24)	SAS	GR (/31)	No. attempted (/18)	SAS	GR (/31)	Mean SAS	GR (/31)
David Anderson	24	84	=20	18	92	=23	24	83	26	18	93	=18	88	25
Oliver Bennett	24	69	=30	18	93	=21	24	68	=30	18	67	30	74	31
John Burns	24	88	16	18	92	=23	24	123	3	18	102	12	101	11
Sam Cross	24	81	=23	18	119	2	24	81	=27	18	66	31	87	26
Shirelle Craig	24	75	28	18	113	5	24	99	21	18	103	=9	98	=16
Robyn Davids	24	69	=30	18	101	=14	24	108	=12	18	96	16	94	=20
Christopher Dunn	24	81	=23	18	117	3	24	121	=4	18	124	2	111	6
Craig Fisher	24	106	8	18	107	7	24	103	=18	18	99	=13	104	9
Charlies Gates	24	104	10	18	109	6	24	117	7	18	122	5	113	=4
Adam Goodall	24	122	2	18	104	=10	24	121	=4	18	103	=9	113	=4
Imogen Hurley	24	126	1	18	115	4	24	126	=1	18	123	=3	123	1
Alex Irving	24	105	9	18	84	30	24	116	8	18	121	6	107	8
Katie Jackson	24	84	=20	18	94	20	24	103	=18	18	112	8	98	=16
Joshua Johnson	24	82	22	18	85	=28	24	81	=27	18	93	=18	85	27
Victoria Judd	24	87	17	18	99	17	24	88	24	18	90	=21	91	23
Louise Kettle	24	79	25	18	80	31	24	98	22	18	80	27	84	28
Elizabeth Lewin	24	96	13	18	105	=8	24	92	23	18	87	24	95	19
Darcy Longworth	24	99	11	18	102	13	24	102	20	18	94	17	99	=13
Blake Manly	24	90	15	18	101	=14	24	106	14	18	99	=13	99	=13
Pauline Morgan	24	78	26	18	85	=28	24	68	=30	18	82	26	78	30
Jason Mulgrew	24	110	=5	18	96	=18	24	104	=16	18	98	15	102	10
Rebecca Nelson	24	107	7	18	93	=21	24	110	=10	18	91	20	100	12
Caroline Neville	24	73	29	18	92	=23	24	104	=16	18	90	=21	90	24
Judi Norton	24	93	14	18	104	=10	24	86	25	18	88	23	93	22
Anna Pask	24	114	4	18	96	=18	24	108	=12	18	75	28	98	=16
Charlotte Reed	24	86	18	18	105	=8	24	113	9	18	72	29	94	=20

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.

School: Test School		
Group: Year 2		
Date of test: 02/05/2014	Test: X	No. of students: 31

KS1 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 Young Learners* and his or her performance in national tests and examinations. *CAT4 Young Learners* provides two sets of indicators of future attainment in English, maths and science: from Test X an indicator of end of Key Stage 1 attainment is based on teacher assessment (in turn based on the required tasks and tests); from Test Y an indicator of end of Key Stage 2 attainment is based on national test results.

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

CAT4 Young Learners scores and subsequent KS1 results (or teacher assessments) are collected from a large sample of schools and students. The indicators will be updated regularly to reflect changes in national attainment at the end of both key stages.

Indicators for maths and science are calculated from the mean *CAT4 Young Learners* Standard Age Score (SAS). The SAS for Verbal Reasoning (Words) has been found to give more accurate results for English so, when available, this is used as the basis for the indicators for English. Should scores for one of more of the tests be missing, indicators will be based on scores for those tests administered to the student.

The indicators in this report are shown as National Curriculum levels.

Student name	Mean SAS	Indicated KS1 level (most likely level followed by 'if challenged' level in bold)					
		English		Maths		Science	
David Anderson	88	2c	2b	2b	2a	2c	2b
Oliver Bennett	74	1a	2c	2c	2b	1a	2c
John Burns	101	2b	2a	2b	2a	2b	2a
Sam Cross	87	2c	2b	2b	2a	2c	2b
Shirelle Craig	98	1a	2c	2b	2a	2b	2a
Robyn Davids	94	1a	2c	2b	2a	2c	2b
Christopher Dunn	111	2c	2b	2a	3c	2b	2a
Craig Fisher	104	2a	3c	2a	3c	2b	2a
Charles Gates	113	2a	3c	2a	3c	2b	2a
Adam Goodall	113	2a	3c	2a	3c	2b	2a
Imogen Hurley	123	2a	3c	3c	3b	2a	3c
Alex Irving	107	2a	3c	2a	3c	2b	2a
Katie Jackson	98	2c	2b	2b	2a	2c	2b
Joshua Johnson	85	2c	2b	2c	2b	2c	2b
Victoria Judd	91	2b	2a	2b	2a	2c	2b
Louise Kettle	84	2c	2b	2c	2b	1a	2c
Elizabeth Lewin	95	2b	2a	2b	2a	2b	2a
Darcy Longworth	99	2b	2a	2b	2a	2b	2a
Blake Manly	99	2b	2a	2b	2a	2b	2a
Pauline Morgan	78	2c	2b	2c	2b	1a	2c
Jason Mulgrew	102	2a	3c	2a	3c	2b	2a
Rebecca Nelson	100	2a	3c	2b	2a	2b	2a
Caroline Neville	90	1a	2c	2b	2a	2c	2b
Judi Norton	93	2b	2a	2b	2a	2c	2b
Anna Pask	98	2a	3c	2a	3c	2b	2a
Charlotte Reed	94	2c	2b	2b	2a	2c	2b
Suzanna Roberts	110	2b	2a	2a	3c	2b	2a
Emma Sayers	82	1a	2c	2c	2b	1a	2c
Danielle White	114	2a	3c	2a	3c	2b	2a
Matthew Wilkes	117	2a	3c	2a	3c	2a	3c
William Young	99	2c	2b	2b	2a	2b	2a

CAT4 Individual report for teachers

The **CAT4 Individual student report for teachers** provides in-depth analysis of an individual pupil's results along with a focus on how they can be helped to achieve their potential. The narrative that is now part of the report includes implications for teaching and learning, which offer brief insights into how different levels of ability combined with learning preferences may affect a pupil's learning. It is hoped that simple adjustments based on **CAT4** results and other information about the pupil can improve outcomes. It can be used by any practitioner, be it a subject teacher, form teacher, head of year, learning support practitioner or gifted and talented coordinator.

The report includes:

- **An assessment overview** – An easy to understand overview with details of why **CAT4** is used, with examples of questions from each part of the test.
- **Example results** – A visual guide to the scores table with an explanation of what is being shown and definitions where required.
- **Scores** – A detailed breakdown of scores for each pupil, including their Standard Age Scores (SAS) with confidence bands, National Percentile Rank, stanines and Group Ranking (GR).
- **Profile summary** – A pupil's score is plotted on the profile chart and a dynamic explanation of their profile type is given.
- **Implications for teaching and learning** – Based on the pupil's **CAT4** scores, dynamic narrative outlines how the pupil can best be supported by teachers to ensure they achieve their potential.



19 – Why use **CAT4**? – Level B

20 – Individual scores, profile summary and implications for teaching and learning – Level B

22 – KS2 indicators – Level B

23 – Individual scores, profile summary and implications for teaching and learning – **CAT4-YL**

25 – KS1 indicators – **CAT4-YL**

Why use CAT4?

CAT4 is a comprehensive and objective test of a student’s 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 a student’s reading, comprehension and vocabulary.

CAT4 has many uses, but the main focus of each individual report is to inform teachers, students and their parents and carers about an individual’s underlying ability and how this can be recognised and built upon to ensure that a student achieves his or her potential.

CAT4 provides a benchmark and may be used very effectively as part of a review of a student’s performance alongside other information including teacher assessment, data from Fischer Family Trust, Raise Online and school management data on aspects such as attendance, additional needs, EAL status, etc.

CAT4 provides indicators of attainment for KS1, KS2, KS3, GCSE and AS/A level which provide a starting point for target setting. Targets that challenge students can be set based on CAT4 results and other data, such as Fischer Family Trust which provide teacher assessment and results of attainment in English and maths to consider alongside the profile of a student’s ability from CAT4. Consideration of both ability (CAT4) and attainment (SATs) and other factors (such as attendance) all play an important part in target setting and progress monitoring.

Relationship between CAT4 scores

Description	Very Low			Below Average			Average			Above Average		Very High	
	1	2	3	4	5	6	7	8	9				
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

Name: Lauren Ryan			
School: Test School			
Group: Class 6			
Date of test: 14/09/2011	Level: B	Age: 10:02	Sex: Female

Mild verbal bias

- This profile demonstrates a mild preference for verbal over spatial learning.
- However, as both verbal and spatial abilities are strong, Lauren should perform at a high level when learning through writing, discussion, paired work and creative tasks as well as when working with pictures, diagrams, 3D objects, mind maps and other tangible methods of learning.
- Lauren may show a preference for engaging with written material over active learning methods such as modelling, demonstrating and simulations, but her mild bias means she is likely to respond equally to a variety of teaching and learning methods.
- Lauren's abilities suggest that she should be supported in independent learning.
- Lauren's attainment in language-based subjects should be at the highest level. Her performance in science, design technology and geography which will draw on her spatial ability should also be strong.

Implications for teaching and learning

- Expectations need to be appropriately high with enrichment activities to provide challenge and extension.
- While teachers should continue to use a broad and varied range of styles, it is likely that Lauren will be a self-motivated and independent learner.
- Teachers should encourage her to follow her interests. Lauren will benefit from a fast pace of instruction, tend to learn very quickly and respond well to tasks that develop independent study skills.
- Extension activities that require Lauren to form hypotheses, make predictions and test outcomes may be particularly helpful.
- Q&A sessions should be used to develop higher order thinking skills by requiring Lauren to justify opinions.
- Lauren may benefit from opportunities to teach/coach others.
- Lauren should be encouraged to read extensively and choose from a wide range of material.
- Lauren may enjoy creative writing and discussion and debate and should be encouraged to develop such interests both in lessons and through extra-curricular activities.

Name: Lauren Ryan	
School: Test School	
Group: Class 6	
Date of test: 14/09/2011	Sex: Female
Level: B	Age: 10:02

KS2 indicators*

Results from CAT4 can give an indication of the level a student will reach at the end of the next Key Stage. A second level is suggested – this is the level a student could reach with additional effort and challenge. This information is helpful when you discuss with your students the targets they should be working towards.

Mean SAS: 123	Verbal SAS: 127	Quantitative SAS: 127	Non-verbal SAS: 120	Spatial SAS: 117
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	Probability of obtaining each level						Most likely level achieved	'If challenged' level achieved	Probability of student obtaining level 4 or higher	
	2 or less	3	4	5	6					
English	0%	0%	7%	84%	9%	6c	6c	90%	90%	
Maths	0%	0%	5%	52%	42%	6	6	90%	90%	
Grammar, Punctuation & Spelling	0%	1%	5%	80%	14%	5a	5a	90%	90%	
Reading	0%	0%	6%	93%	1%	5a	5a	90%	90%	
Science	0%	0%	10%	88%	2%	5a	5a	90%	90%	
Writing	0%	0%	13%	76%	10%	5a	5a	90%	90%	

*From September 2016 for schools in England these indicators will reflect the new SATs outcomes.

Name: Imogen Hurley			
School: Test School			
Group: Year 2			
Date of test: 02/05/2014	Test: X	Age: 7:02	Sex: Female

Profile

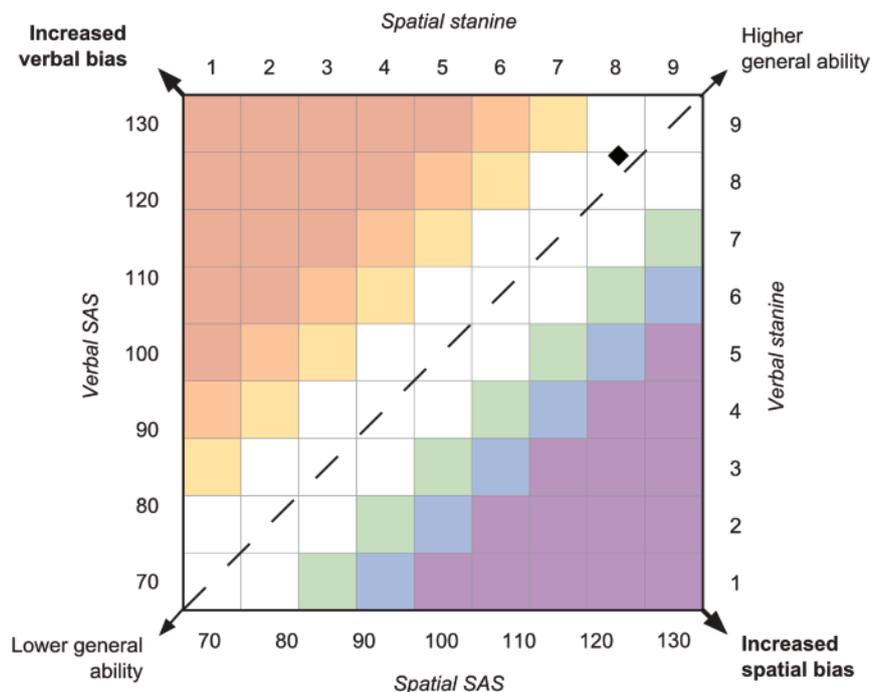
Test	No. of questions attempted	SAS	NPR	ST	GR (/2)	SAS (with 90% confidence bands)														
						60	70	80	90	100	110	120	130	140						
Words	24/24	126	96	8	1															
Numbers	18/18	115	84	7	1															
Figures	24/24	126	96	8	1															
Shapes	18/18	123	94	8	1															
Mean	-	123	-	-	-															

Profile summary

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 tests 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 tests are similar), as an even profile.

The black diamond shows Imogen’s profile, which is indicated by the coloured band.

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- Imogen Hurley



Name: Imogen Hurley			
School: Test School			
Group: Year 2			
Date of test: 02/05/2014	Test: X	Age: 7:02	Sex: Female

High even profile

- This is a well-balanced profile demonstrating strong verbal and spatial abilities.
- Imogen should perform at a very high level in most areas of learning including writing, discussion, paired work and creative tasks. Equally, she will be good at visualisation and will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods of learning.
- Imogen may enjoy active learning methods such as modelling, demonstrating and simulations as well as engaging with written material and engaging in discussion. Imogen's abilities suggest that she should be supported in independent learning.
- Imogen's attainment in both language-based subjects and subjects such as science, design technology and geography which will draw on her spatial ability should be at the highest level.

Implications for teaching and learning

- Imogen has no particular preference and a high level of developed abilities*
- Expectations need to be appropriately high with enrichment activities to provide challenge and extension.
- While teachers should continue to use a broad and varied range of styles, it is likely that Imogen will be a self-motivated and independent learner.
- Teachers should encourage Imogen to follow her interests. She will benefit from a fast pace of instruction, will tend to learn very quickly and will respond well to tasks that develop her ability to work independently.
- Extension activities that require Imogen to form hypotheses, make predictions and test outcomes may be particularly helpful.
- Q&A sessions should be used to develop higher order thinking skills by requiring Imogen to justify opinions.
- She may benefit from opportunities to work with other students at the same level or in a mentoring role.
- Imogen should be encouraged to read extensively and choose from a wide range of material rather than sticking with one preferred author/genre.
- Imogen may enjoy creative writing and discussion and debate and should be encouraged to develop such interests both in lessons and through extra-curricular activities.

* Refer to page 16 for Imogen's scores

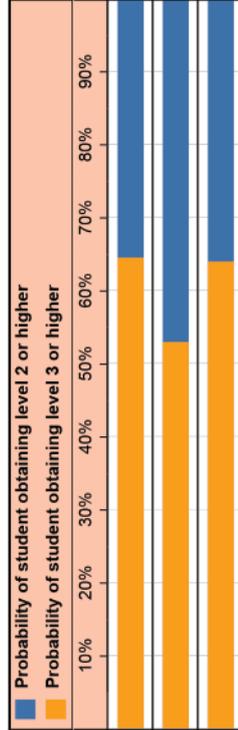
Name: Imogen Hurley	
School: Test School	
Group: Year 2	
Date of test: 02/05/2014	Sex: Female
Test: X	Age: 7:02

KS1 indicators

Results from CAT4 Young Learners can give an indication of the level a student will reach at the end of the next Key Stage. A second level is suggested – this is the level a student will reach at the end of the next Key Stage. A second level is suggested – this is the level a student could reach with additional effort and challenge.

Mean SAS: 123	Words SAS: 126	Numbers SAS: 115	Figures SAS: 126	Shapes SAS: 123
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	Probability of obtaining each level				Most likely level achieved	'If challenged' level achieved	Probability of student obtaining level 2 or higher	
	1 or less	2c	2b	2a			3	Probability of student obtaining level 3 or higher
Maths	0%	1%	6%	28%	64%	3b	64%	
English	0%	1%	8%	37%	53%	3c	53%	
Science	0%		36%		64%	3c	64%	



CAT4 Individual report for students

The *CAT4* Individual report for students provides pupils with an explanation of their *CAT4* results and where their strengths and weaknesses lie. It is important for all pupils to understand that the information gained from *CAT4* testing can form the basis of plans for their future development, which they themselves can take some control over. The report not only promotes self-reflection, but provides pupils with ideas for maximising their learning preferences.

The report includes:

- **An assessment overview** – An easy to understand overview with details of why *CAT4* is used, with examples of questions from each part of the test.
- **Scores** – A pupil-friendly overview of their scores for each test battery, showing whether they are below average, average or above average enabling the pupil to see where their strengths and weaknesses lie.
- **Summary** – A series of bullet points explain to the pupil what their *CAT4* scores show and offer recommendations of how they can nurture their strengths and improve on their weaker areas.
- **Indicators** – Pupil-friendly table(s) provide indicators of future attainment at KS1 and KS2. Comparisons across subject areas can be made easily.

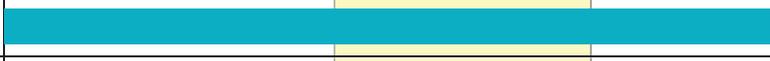
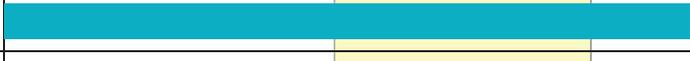


27 – Individual scores – Level B

28 – KS2 indicators – Level B

Name: Lauren Ryan			
School: Test School			
Group: Class 6			
Date of test: 14/09/2011	Level: B	Age: 10:02	Sex: Female

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Your profile of scores from *CAT4* shows a slight preference for learning through reading, writing and discussion but your good spatial skills will mean that you can learn very well in several different ways.

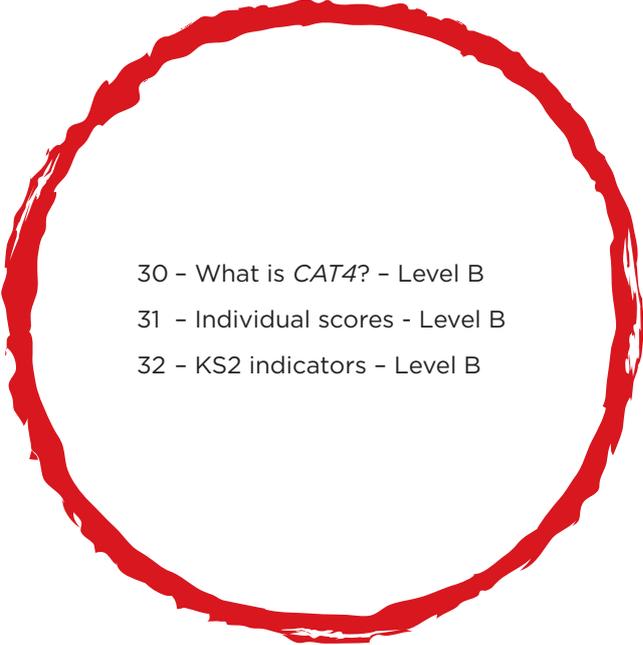
- Learning works best when it is both visual and verbal. So you have the mix of abilities to make you a really good independent learner.
- You may find you get ahead very quickly in some subjects and need extra work that allows you to do more research or read around a subject or follow your own interests. If you have a favourite subject, ask your teacher about this.
- Make sure you think through your answers to problems in class or in homework. You may know the answer very quickly but need to show how you have worked it out. Your very good verbal skills should help you do this.
- Use your good spatial skills in subjects that depend on reading and writing. For example, use mind maps in history, watch a film in English, use the internet for research and so on.
- If you are asked to help or mentor another child, do go for it as you have a lot to offer.
- Make sure you read widely outside school. Read a range of books, as this will add to your knowledge and skills.
- Think about activities both inside and outside school that build on your abilities. You may enjoy drama or science club if you aren't already taking part.

Note: In the table above, the yellow shading represents the average range.

CAT4 Individual report for parents

The **CAT4 Individual report for parents** provides parents with an overview of **CAT4**, an explanation of their child's results and where their strengths and weaknesses lie. Developed to support the routine reporting to parents, the narrative text included within the report is designed to help parents understand their child's profile of results and what actions they can take to further their learning. In this way, **CAT4** can be used as an effective tool for reinforcing school-based learning activities at home.

- **An assessment overview** – An easy to understand overview with details of why **CAT4** is used, with examples of questions from each part of the test.
- **Scores** – A parent-friendly overview of their child's scores for each test battery, showing whether they are below average, average or above average enabling the parent to see where their strengths and weaknesses lie.
- **Summary** – A profile description with written recommendations to help improve parent understanding of their child's learning preference, with suggestions for how to offer support at home.
- **Indicators** – Parent-friendly table(s) provide indicators of future attainment at KS1 and KS2.



30 – What is **CAT4**? – Level B
31 – Individual scores – Level B
32 – KS2 indicators – Level B

Individual report for parents

Name: Lauren Ryan			
School: Test School			
Group: Class 6			
Date of test: 14/09/2011	Level: B	Age: 10:02	Sex: Female

What is CAT4?

Your child has taken the *Cognitive Abilities Test Fourth Edition (CAT4)* which assesses how well a student can think about tasks and solve problems using a range of different questions.

Some tasks involved thinking about shapes and patterns (Non-verbal Reasoning), some with words (Verbal Reasoning) or numbers (Quantitative Reasoning) and, finally, some questions were answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

Why use CAT4?

- CAT4 is used in many schools across the UK to provide information to teachers, students and parents that, with other information such as results from Key Stage 2 tests, forms the basis for discussion about how best an individual can learn and reach his or her potential in school.
- CAT4 does not require any prior knowledge and you cannot 'learn' how to answer the questions in CAT4. It is therefore a good test because everyone starts at the same place.
- The abilities tested in CAT4, such as spatial ability, may be difficult to demonstrate in the classroom so it is important that teachers know the level of a student's ability in such areas.
- CAT4 contributes to setting targets (for example, levels expected at the end of the next Key Stage or grades at GCSE) and allows an individual's progress to be monitored.
- CAT4 results will help your teachers decide about the pace of learning that is right for an individual and whether additional support or challenge is needed.
- CAT4, unlike an English or maths test, is not a test of what the student has learned. It tests how an individual can think in areas that are known to make a difference to learning and achievement.

Name: Lauren Ryan			
School: Test School			
Group: Class 6			
Date of test: 14/09/2011	Level: B	Age: 10:02	Sex: Female

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Lauren's profile of scores from *CAT4* shows a slight preference for learning through reading, writing and discussion but good spatial skills will mean that she can learn very effectively in a number of different ways.

- Lauren may find that she gets ahead very quickly in some subjects and needs extra work that allows her to do more research or read around a subject or follow her own interests. As some students may be reluctant to ask for this, do encourage Lauren to approach the teachers.
- Students with high spatial ability such as Lauren often get the 'big picture' quickly, sometimes rushing over important detail. Lauren may know the solution to a question very quickly but needs to show how she has arrived at it. Her very good verbal skills should help in this.
- If Lauren is asked to help or mentor another student, encourage her to do so as her skills make her suitable for this and she has a lot to offer.
- Encourage Lauren to read widely outside school, as reading from a range of different types of books will add to knowledge and skills.
- Think about activities outside school that build on her abilities. She may enjoy drama or science club if she is not already taking part.

Name: Lauren Ryan			
School: Test School			
Group: Class 6			
Date of test: 14/09/2011	Level: B	Age: 10:02	Sex: Female

Indicators for KS2

Subject	Most likely level achieved	'If challenged' level achieved	--- Level 4 is average for a typical 11-year-old											
			2 or less			3			4			5		
			c	b	a	c	b	a	c	b	a	c	b	a
English	5a	6c												
Maths	5a	6												
Grammar, Punctuation & Spelling	5b	5a												
Reading	5b	5a												
Science	5b	5a												
Writing	5b	5a												

National Curriculum level

Name: Thomas Lendrum			
School: Test School			
Group: Class 6			
Date of test: 10/11/2011	Level: B	Age: 9:04	Sex: Male

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Thomas' profile of scores from CAT4 shows a marked preference for learning through reading, writing and talking about topics.

- Thomas will learn best when working step-by-step through a subject or task.
- Thomas will have good attention to detail but may find it more difficult to place information or facts in the wider context or to make links between ideas and information that is not expressed easily through words.
- Thomas should use verbal skills to support himself across the range of subjects by thinking through a problem in stages to reach a conclusion.
- Thomas is more likely to enjoy subjects such as English and history rather than science and design technology where his weaker spatial skills may make learning more difficult.
- Thomas can improve these skills by using pictures, diagrams and models as study aids across all subjects; for example, by using mind maps and working hard on mapping skills in geography and so on.
- Reading widely for pleasure will help Thomas build on his good verbal skills which, in turn, will support his work across all subjects in school.

Note: In the table above, the yellow shading represents the average range.

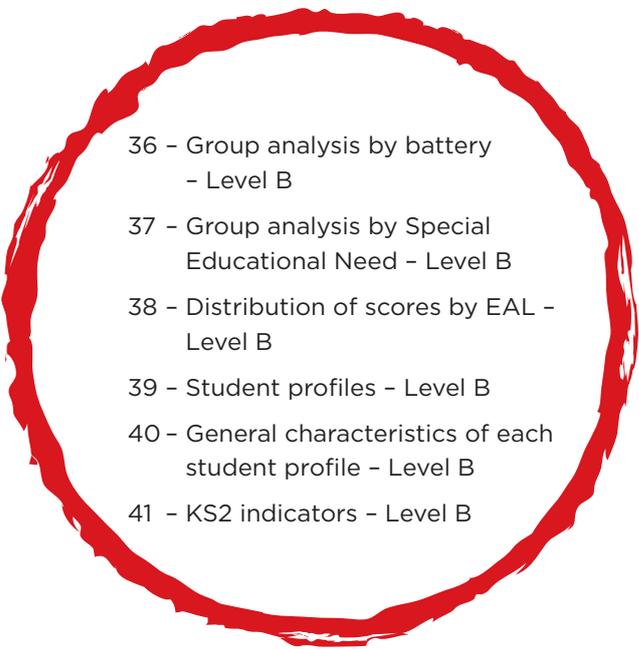
CAT4 Summary report for senior leaders

The *CAT4* Summary report for senior leaders provides high levels of analysis of a selected cohort or group's performance against the national average. The report is designed for use by head teachers, senior leadership teams and governing bodies. It is important to recognise that *CAT4* results can be relevant to a range of other professionals who are involved with pupils' welfare and development and therefore this report provides an overall snapshot of a cohort/group's ability. Some colleagues may have a limited knowledge of testing and so the introductory text that forms part of the report will be useful in giving a quick overview and an example of the test material in *CAT4*.

The report includes:

- **An assessment overview** - An easy to understand overview with details of why *CAT4* is used, with examples of questions from each part of the test.
- **Group Analysis** - A detailed analysis of the cohort/group scores compared to the national average, with analysis by battery, gender and ethnicity, and further options available as specified.
- **Student Profiles** - A profile chart indicating the learning preferences for all pupils in the cohort/group with supporting explanations.
- **Indicators** - Group indicator tables showing likely distribution of levels/grades and percentage of cohort expected to obtain certain levels/grades.
- Note, a Summary presentation for senior leaders is also available in PowerPoint® format, ideal for sharing key findings with a wider audience. (Not available for *CAT4-YL*).



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- | | |
|----|---|
| 36 | - Group analysis by battery - Level B |
| 37 | - Group analysis by Special Educational Need - Level B |
| 38 | - Distribution of scores by EAL - Level B |
| 39 | - Student profiles - Level B |
| 40 | - General characteristics of each student profile - Level B |
| 41 | - KS2 indicators - Level B |

School: Test School		
Group: Year 5		
Period of testing: 07/03/2012 – 14/03/2012	Level: B	No. of students: 33

Group analysis (by battery)

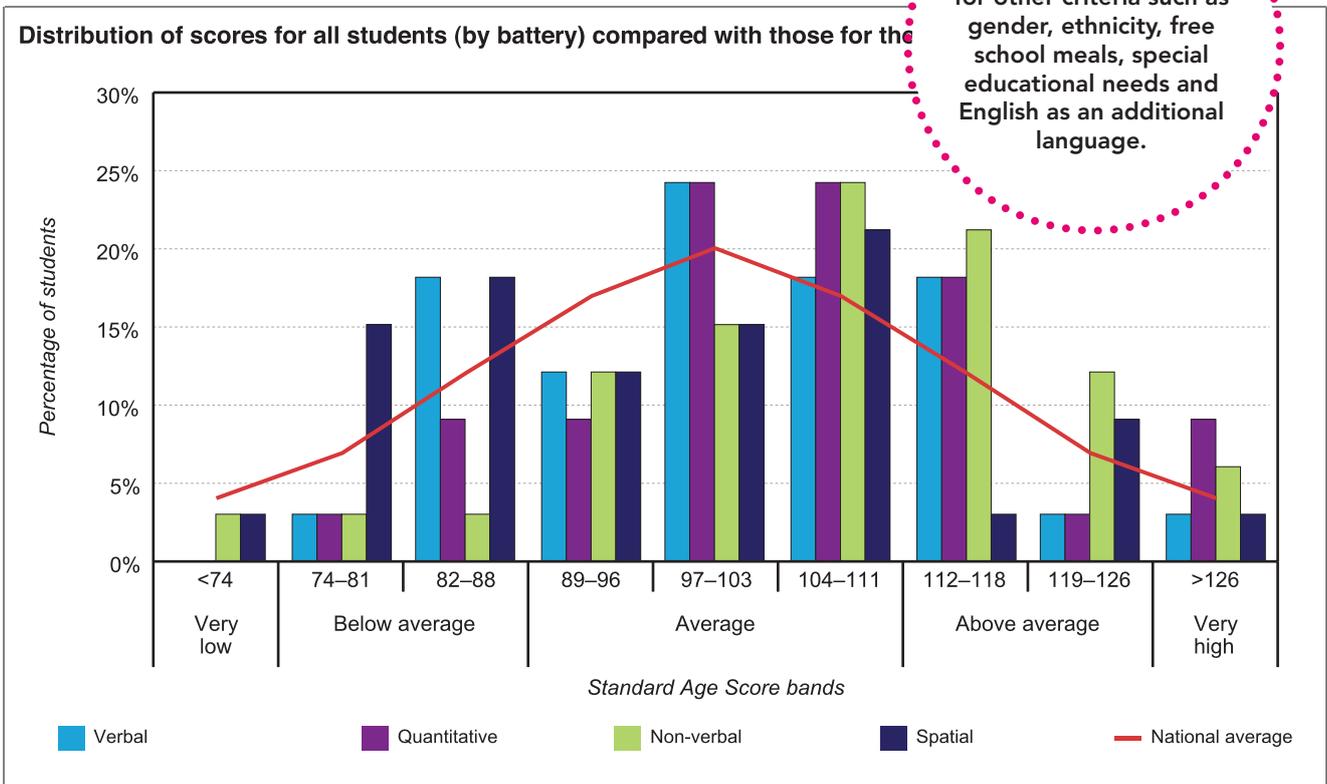
The table below shows mean (average) scores for all students compared with those for the national sample.

	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
All students	101.8	104.7	107.4	97.4	103.0
90% confidence band	98.2–105.4	101.1–108.3	103.4–111.5	92.8–102.0	99.6–106.3

The table below shows the distribution of scores for all students compared with those for the national sample. The bar chart also presents this information.

Description	Very low	Below average		Average			Above average		Very high
		<74	74–81	82–88	89–96	97–103	104–111	112–118	
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
Verbal	0%	3%	18%	12%	24%	18%	18%	3%	3%
Quantitative	0%	3%	9%	9%	24%	24%	18%	3%	9%
Non-verbal	3%	3%	3%	12%	15%	24%	21%	3%	3%
Spatial	3%	15%	18%	12%	15%	21%	21%	3%	3%

Group analysis is available for other criteria such as gender, ethnicity, free school meals, special educational needs and English as an additional language.



School: Test School		
Group: Year 5		
Period of testing: 07/03/2012 – 14/03/2012	Level: B	No. of students: 33

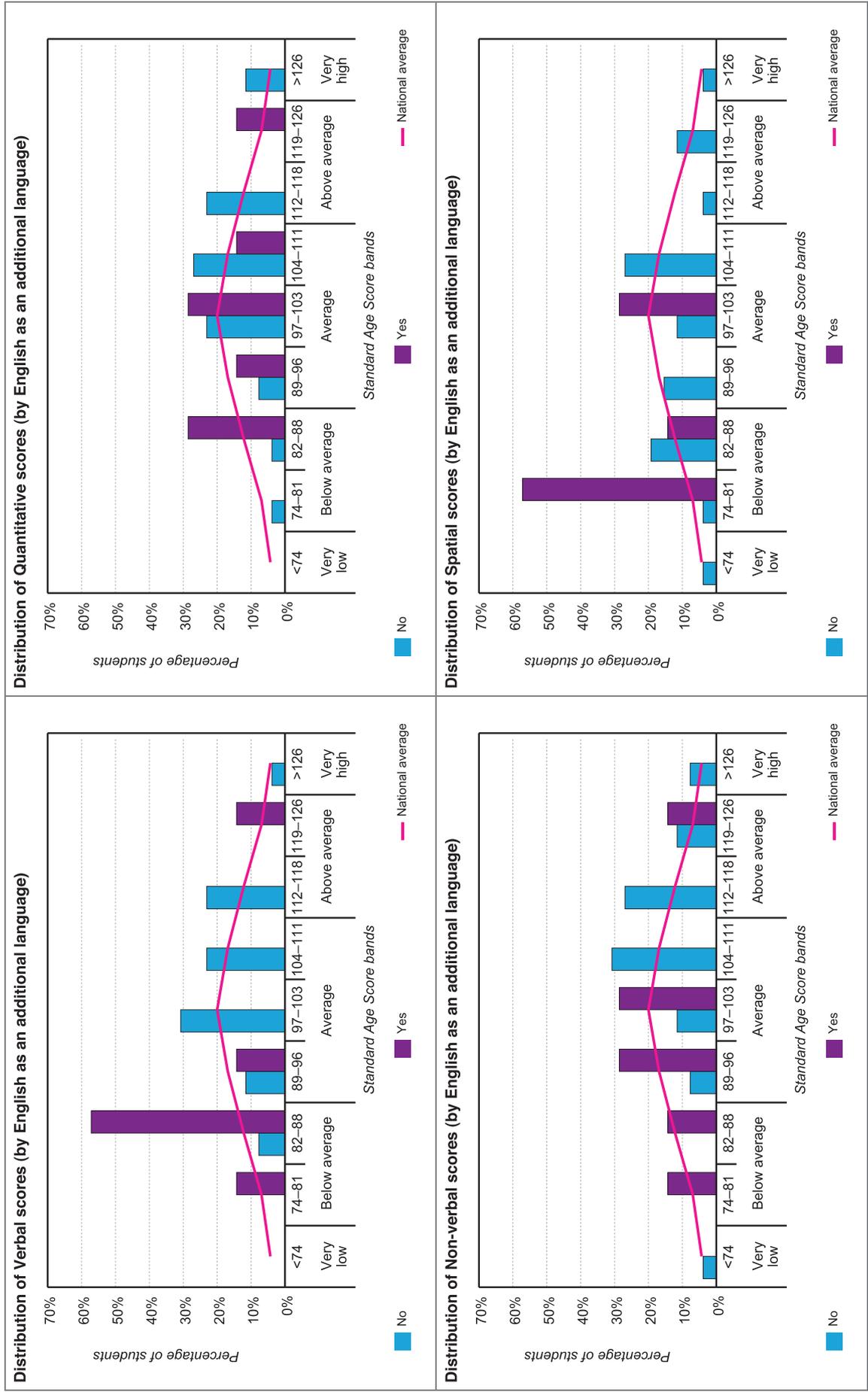
Group analysis (by special educational need)

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

	No. of students	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
All students	33	101.8	104.7	107.4	97.4	103.0
None	26	104.8	108.2	112.2	101.2	106.7
School Action	5	95.2	93.2	90.6	84.6	91.0
School Action Plus	2	79.0	88.0	87.5	80.0	84.0

The table below shows the distribution of scores for all students across each battery, compared with those for the national sample. The bar charts also present this information on the following page.

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									
All students	0%	3%	18%	12%	24%	18%	18%	3%	3%
None	0%	0%	12%	12%	27%	23%	19%	4%	4%
School Action	0%	0%	40%	20%	20%	0%	20%	0%	0%
School Action Plus	0%	50%	50%	0%	0%	0%	0%	0%	0%
Quantitative									
All students	0%	3%	9%	9%	24%	24%	18%	3%	9%
None	0%	0%	4%	8%	23%	27%	23%	4%	12%
School Action	0%	20%	20%	0%	40%	20%	0%	0%	0%
School Action Plus	0%	0%	50%	50%	0%	0%	0%	0%	0%
Non-verbal									
All students	3%	3%	3%	12%	15%	24%	21%	12%	6%
None	0%	0%	0%	8%	12%	31%	27%	15%	8%
School Action	20%	0%	20%	20%	40%	0%	0%	0%	0%
School Action Plus	0%	50%	0%	50%	0%	0%	0%	0%	0%
Spatial									
All students	3%	15%	18%	12%	15%	21%	3%	9%	3%
None	0%	12%	15%	15%	12%	27%	4%	12%	4%
School Action	20%	20%	20%	0%	40%	0%	0%	0%	0%
School Action Plus	0%	50%	50%	0%	0%	0%	0%	0%	0%

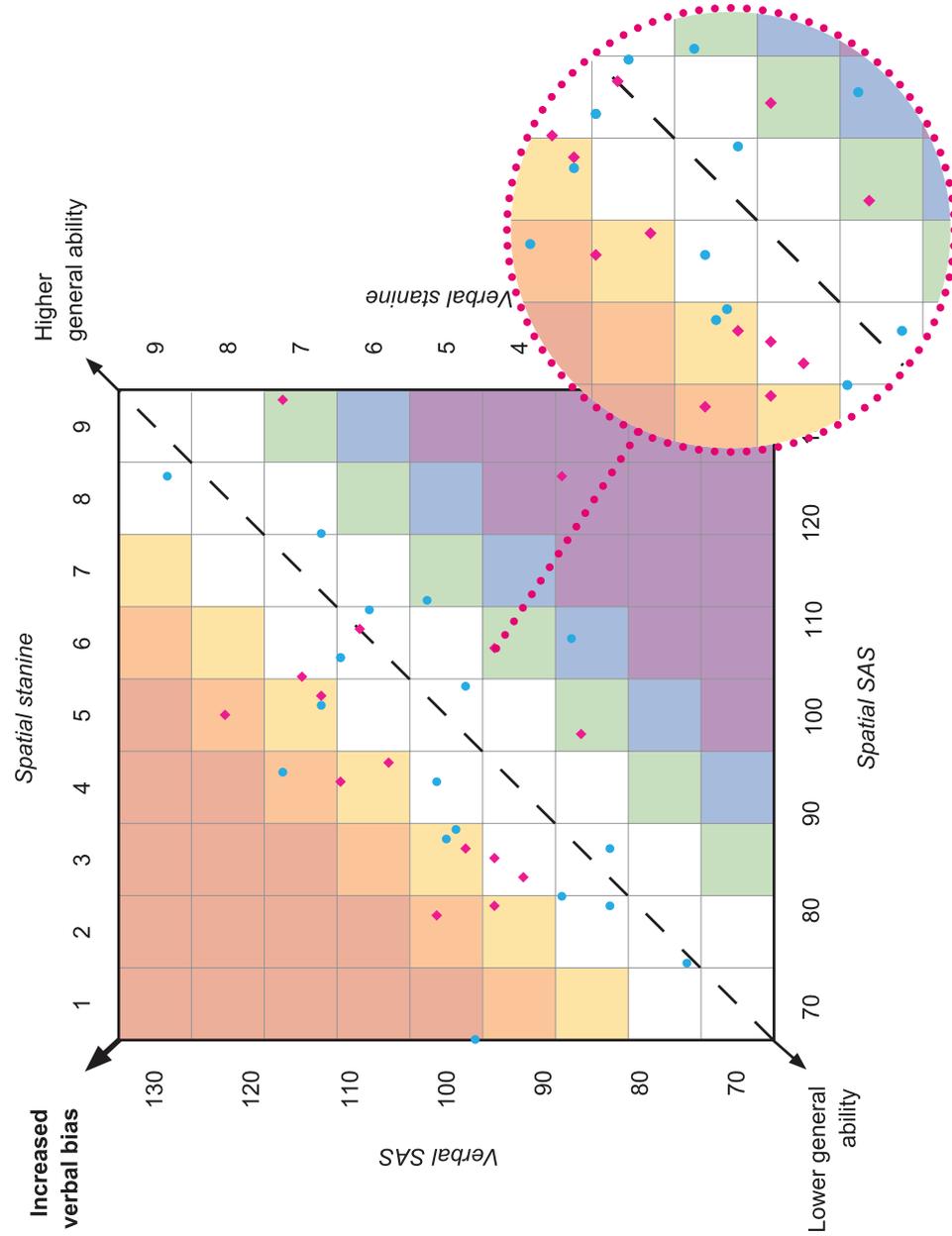


School: Test School	
Group: Year 5	
Level: B	No. of students: 33
Period of testing: 07/03/2012 – 14/03/2012	

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

Each pupil is plotted on the graph to give you an instant visual representation of the spread of abilities and types of profiles within your group

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%	3%	1
Moderate verbal bias	4%	9%	3
Mild verbal bias	11%	24%	8
No bias or even profile	66%	45%	15
Mild spatial bias	11%	12%	4
Moderate spatial bias	4%	3%	1
Extreme spatial bias	2%	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.

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.

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.

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.

School: Test School	
Group: Year 5	
Period of testing: 07/03/2012 – 14/03/2012	Level: B
No. of students: 33	

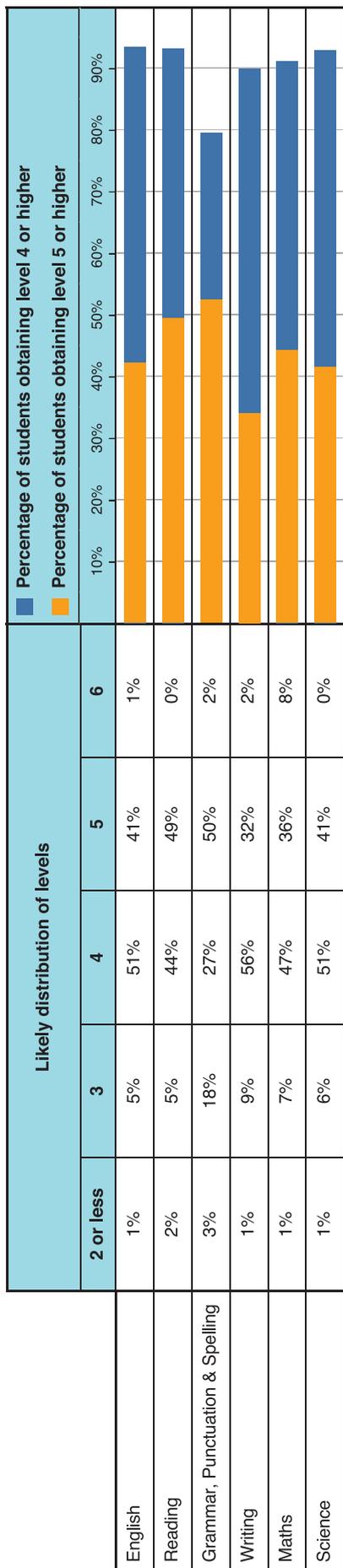
KS2 indicators

There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between students' scores on reasoning tests such as CAT4 and performance in national tests and examinations. CAT4, which provides a range of indicators of future attainment, demonstrates what can be achieved because the test has become established as a good predictor of subsequent attainment. In the table below, English, Writing and Science indicators are based on Teacher Assessment submissions.

Summary KS2 indicators

	Both English and maths	English TA	Reading	Grammar, Punctuation & Spelling	Writing TA	Maths	Science TA
Percentage of students expected to achieve:	26%	42%	49%	52%	34%	44%	41%
Level 5 or higher							
Level 4 or higher	84%	93%	93%	79%	90%	91%	93%
Average point score	29.5	29.6	29.0	28.7	28.9	29.5	29.6
Number of students	33	33	33	33	33	33	33
	Level 4B or above in:						
	Level 4B or above in Reading and Maths and Level 4 in Writing		Reading	Grammar, Punctuation & Spelling			Maths
Percentage of students expected to achieve:	73%		83%	69%			77%

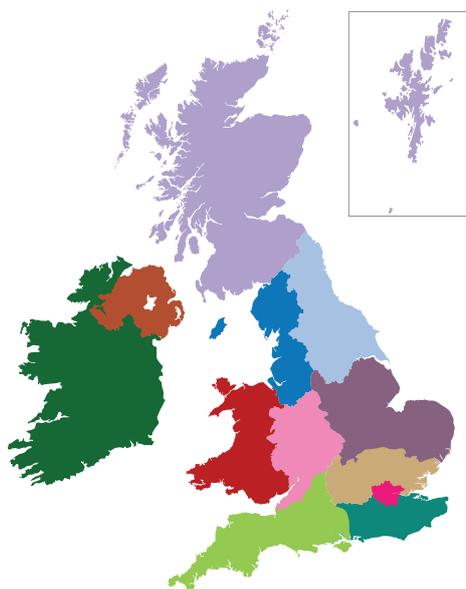
Likely distribution of KS2 levels



Area Consultants

To find your local Area Consultant, please use the colour-coded map.

In addition to your Area Consultant, there is now a dedicated member of the Customer Services Team for each area of the UK that can help with your enquiries. Please see opposite for details.



For further information on each area, please visit: www.gl-assessment.co.uk/consultants

International enquiries

Tel: +44(0)20 8996 3369

Email: international@gl-education.com

Website: www.gl-education.com/cat4-combination-report-0

Northern Ireland

Janice Forbes

Mobile: 07787 280 784

Email: Janice.Forbes@gl-assessment.co.uk

Area Advisor: Ananette Odey
0330 123 5375

North West England

Andrew Gill

Mobile: 07884 664 178

Email: Andrew.Gill@gl-assessment.co.uk

Area Advisor: Sandie Green
0330 123 5375

South West England

Mike Boyce

Mobile: 07734 129 326

Email: Mike.Boyce@gl-assessment.co.uk

Area Advisor: Deborah Wales
0330 123 5375

West Midlands

Esther Partridge-Warner

Mobile: 07818 512 310

Email: Esther.Partridge@gl-assessment.co.uk

Area Advisor: Patsy Jones
0330 123 5375

East Midlands

Tina Plail

Mobile: 07500 605 577

Email: Tina.Plail@gl-assessment.co.uk

Area Advisor: Lorraine Philpott
0330 123 5375

North London

Andrew Wright

Mobile: 07810 654 676

Email: Andrew.Wright@gl-assessment.co.uk

Area Advisor: Lorraine Philpott
0330 123 5375

Central London

Customer Services

Mobile: 0330 123 5375

Email: info@gl-assessment.co.uk

Area Advisor: Deborah Wales
0330 123 5375

South East England

Chris Whiting

Mobile: 07880 201 427

Email: Chris.Whiting@gl-assessment.co.uk

Area Advisor: Ananette Odey
0330 123 5375

North East England

Mo Brown

Mobile: 07775 722 639

Email: Mo.Brown@gl-assessment.co.uk

Area Advisor: Sandie Green
0330 123 5375

Scotland

Scott Campbell

Mobile: 07551 171 329

Email: Scott.Campbell@gl-assessment.co.uk

Area Advisor: James Fisher
0330 123 5375

Republic of Ireland

Rebecca Garven

Mobile: 087-9761 265

Email: Rebecca.Garven@gl-assessment.ie

Area Advisor: Patsy Jones
0330 123 5375

Wales

Nikki Kidd

Mobile: 07887 663 354

Email: Nikki.Kidd@gl-assessment.co.uk

Area Advisor: Mandy Pritchard
0330 123 5375

