GL Assessment®

CAT4®

Cognitive Abilities Test: Fourth Edition®

Secondary

Sample Reports

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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.**

Used by over 50% of UK secondary schools, *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 0330 123 5375 or send an email to interest@gl-assessment.co.uk.

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Communicating CAT4 results through dynamic reports

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.

"Students' CAT scores are an essential part of getting the target setting process right as they provide us with a wealth of information on each child's individual strengths and weaknesses."

Des Deehan, Deputy Head Teacher at Weald of Kent Grammar.

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 and is a much richer and more comprehensive report than the current *CAT3 Group report.* In addition, users can also choose from a range of seven additional reports, which can be purchased separately.

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)
- *CAT4* Excel® report
- *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 **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.

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.

Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
Verbal	48/48	**95**	37	4	=39	
Quantitative	24/36	**101**	52	5	=24	
Non-verbal	48/48	**115**	84	7	=5	
Spatial	36/36	**116**	86	7	8	
Mean	-	**107**	-	-	-	

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 battery, 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 Retrospective KS2, KS3, GCSE for 30 subjects, AS level for 26 subjects and A level for 24 subjects. *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. Indicators and pointers are provided for IB Middle Years and IB Diploma and CBSE (coming soon).

5 – What is CAT4- Level D
6 – What is CAT4 continued
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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*?

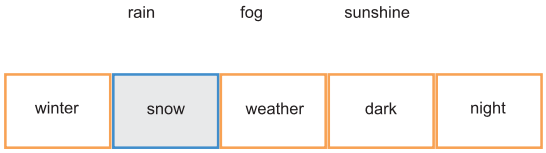
The *Cognitive Abilities Test (CAT)* is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. *CAT4* is the fourth edition of the test and comprises the following sections or batteries which assess different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

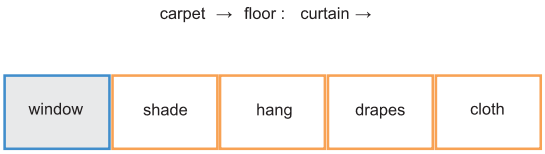
The answer is snow because rain, fog and sunshine are all types of weather and snow is also a type of weather.



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.

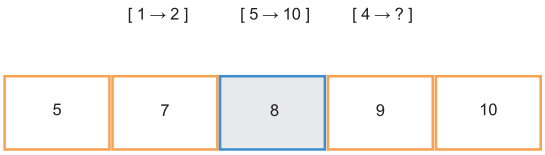


Quantitative (or Numerical) Reasoning Battery – thinking with numbers

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.

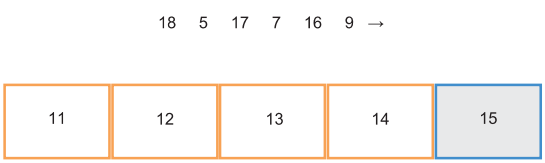
The answer is 8. Here 1 add 1 makes 2, but that doesn't work for the second pair because 5 add 1 is 6, not 10. Instead, you have to multiply by 2 to get the second part of each pair, so 4 times 2 is 8.



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.



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.

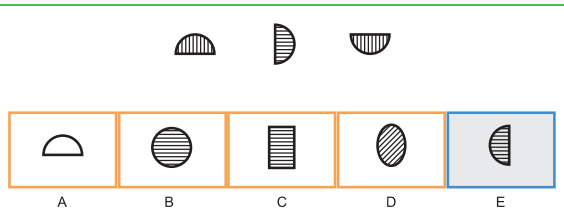
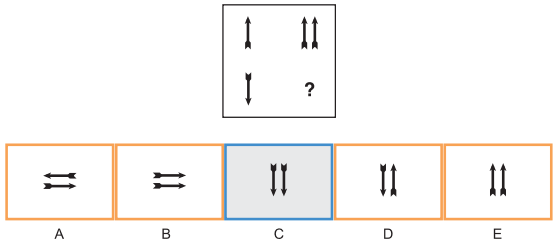


Figure Matrices

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.

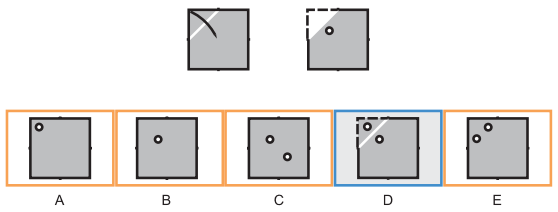
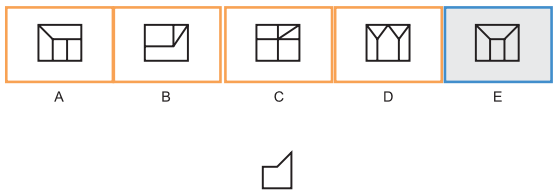


Figure Recognition

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 forename, surname or mean SAS

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

Nick Watt's mean SAS is 108 (average) but his Verbal Reasoning SAS is 124 (above average). The Individual report for teachers will help with interpretation of individual's scores and highlight strengths and weaknesses

Student name
Sara Shafiq
Natasha Aransola
Jenny Coyle
amera Kan
dford

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)

Student name	Tutor group	Verbal			Quantitative			Non-verbal			Spatial			Overall	
		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	**108**	=14	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	**110**	8
Paisley McSeveney	MCO	48	**112**	=10	32	**111**	=9	46	**112**	=8	34	**114**	5	**110**	9
Gabriel Bester	DK	48	**125**	2	20	**98**	=29	37	**101**	30	30	**114**	5	**109**	10
Petya Kan	EM	48	**100**	=28	35	**123**	=1	46	**108**	=16	36	**108**	=16	**108**	10
Khan Kareena	DK	48	**105**	=19	34	**114**	7	43	**105**	=23	36	**110**	=11	**108**	12
Nick Watt	EM	48	**124**	3	24	**99**	=27	34	**102**	=27	26	**108**	=16	**107**	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	**109**	14	36	**95**	=44	**107**	=14
Johanna Howles	DK	48	**119**	8	36	**103**	=17	48	**99**	=34	36	**110**	=11	**107**	=14
Liz Price	DK	47	**108**	=14	28	**103**	=17	41	**106**	=21	34	**109**	16	**107**	=14
Elise Kelly	MCO	48	**112**	=10	32	**111**	=9	42	**117**	4	36	**103**	=29	**106**	=18
Susan McGregor	EM	48	**108**	=14	35	**103**	=17	48	**111**	=10	36	**106**	=22	**106**	=18
Connor Gibson	DK	48	**96**	38	18	**93**	=41	45	**111**	=10	36	**113**	=11	**105**	20
Morrison Kirsty	MCO	48	**108**	=14	36	**112**	8	40	**111**	=10	36	**84**	=53	**104**	21
Neil Dawes	DK	47	**110**	11	18	**93**	=41	48	**109**	=14	36	**98**	=38	**103**	=22
Rob Reagan	DK	48	**100**	=28	36	**101**	=24	48	**111**	=1	36	**98**	=38	**103**	=22
Peter Adetunde	MCO	48	**95**	=39	18	**98**	=29	48	**108**	=16	36	**106**	=22	**102**	=24
Teodora Dunec	EM	48	**100**	=28	19	**92**	47	48	**111**	=1	36	**104**	=27	**102**	=24
za Mohammad	MCO	48	**103**	23	26	**98**	=29	48	**108**	=16	36	**100**	=35	**102**	=24

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

Student name
ab Ashfaiq
hloe Bullock
Johanna Howles
Liz Price
Elise Kelly
Susan McGregor
Connor Gibson
Morrison Kirsty
Neil Dawes
Rob Reagan
Peter Adetunde
Teodora Dunec
za Mohammad

based on the student's raw score which has been adjusted for age and placed on a a nationally representative sample of students of the same age across the UK. The

The **Group Rank (GR)** sh performed in comparison to those in the defined group. The symbol = represents joint ranking with some 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.

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

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

Analysis of group scores (by battery)

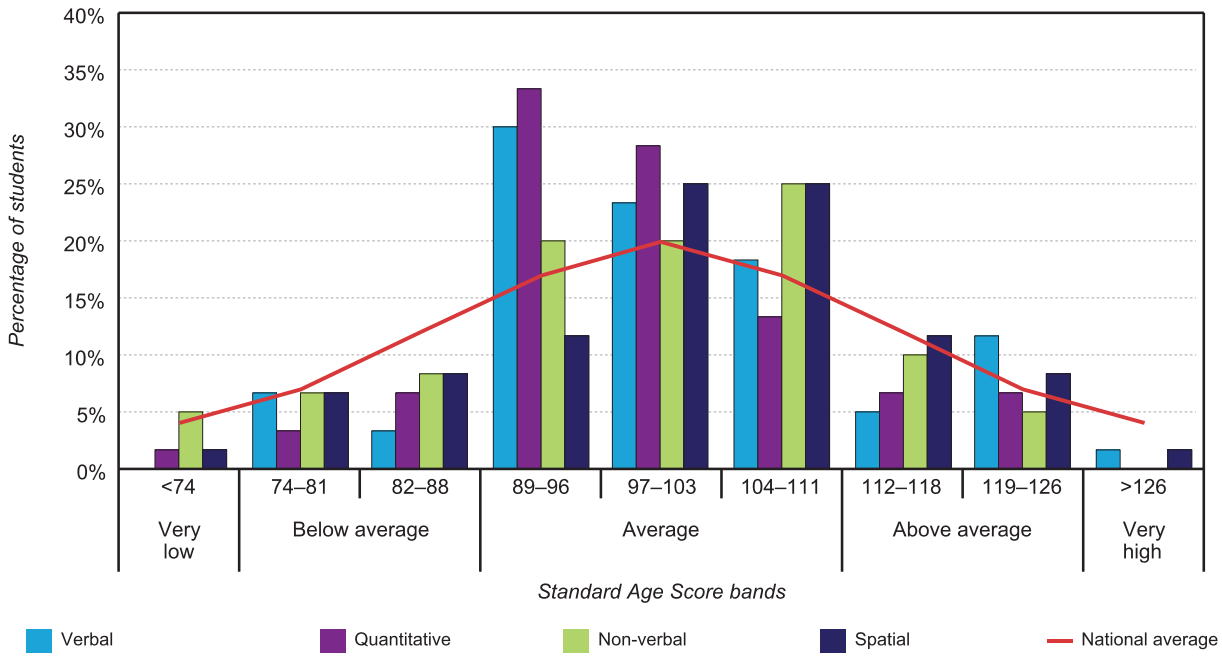
The table below shows mean (average) scores for your group compared with those for the national sample.

	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



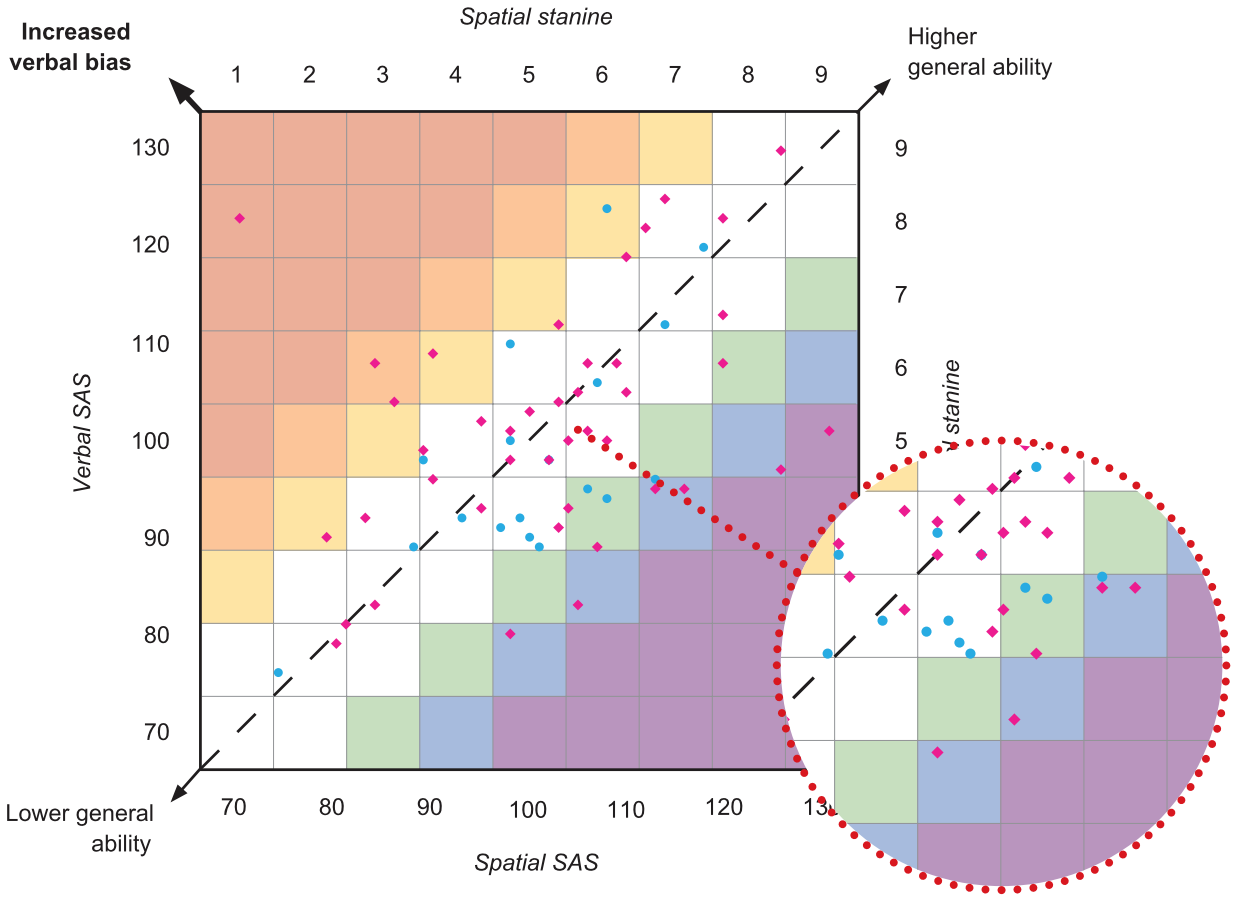
School: Test School		
Group: Year 7		
Date of test: 13/09/2011	**Level:** D	**No. of students:** 60

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%	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.

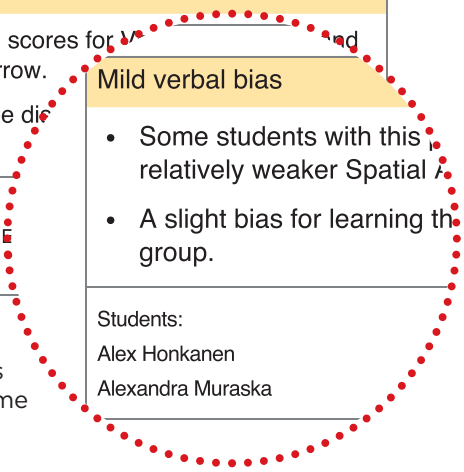
Students:
Morrison Kirsty
Shauna Mathews

Mild verbal bias

- Some students with this profile will have low average or below average scores for V… 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 di… group.

Students:
Alex Honkanen
Johanna Howles
Alexandra Muraska
Nick Watt

This report follows on from the Student profiles report (previous page) and lists each pupil by name under their profile type



School: Test School		
Group: Year 7		
Period of testing: 13/09/2011 – 10/11/2011	**Level:** D	**No. of students:** 30

Retrospective 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.

		Indicated KS2 level (most likely level followed by 'if challenged' level in bold)											
Student name	**Mean SAS**	**English**		**Reading**		**Grammar, Punctuation & Spelling**		**Writing**		**Maths**		**Science**	
Sarah Martin	**123**	5a	**6c**	5b	**5a**	5b	**5a**	5b	**5a**	5a	**6**	5b	**5a**
Josh McLaughlin	**116**	5b	**5a**	5c	**5b**	5c	**5b**	5c	**5b**	5b	**5a**	5b	**5a**
Macy Ryan	**113**	5c	**5b**	5c	**5b**	5c	**5b**	5c	**5b**	5b	**5a**	5b	**5a**
Nathan Gill	**110**	5b	**5a**	5c	**5b**	5c	**5b**	5c	**5b**	5c	**5b**	5c	**5b**
Jennifer Gillespie	**109**	5b	**5a**	5c	**5b**	5b	**5a**	5b	**5a**	5c	**5b**	5c	**5b**
Lauren McClenaghan	**109**	4a	**5c**	4a	**5c**	4a	**5c**	4a	**5c**	5c	**5b**	5c	**5b**
Eoghan Browne	**107**	5b	**5a**	5c	**5b**	5b	**5a**	5c	**5b**	5c	**5b**	5c	**5b**
Sophie Quinn	**107**	4a	**5c**	4a	**5c**	4a	**5c**	4a	**5c**	5c	**5b**	5c	**5b**
Katie Ward	**105**	5c	**5b**	5c	**5b**	5c	**5b**	4a	**5c**	5c	**5b**	5c	**5b**
Natasha Doherty	**104**	5c	**5b**	5c	**5b**	5c	**5b**	4a	**5c**	5c	**5b**	5c	**5b**
Keisha Albright	**103**	4a	**5c**	4a	**5c**	4b	**4a**	4b	**4a**	4a	**5c**	4a	**5c**
Ben Doherty	**103**	4a	**5c**	4a	**5c**	4a	**5c**	4a	**5c**	4a	**5c**	4a	**5c**
Max Duffy	**102**	4a	**5c**	4a	**5c**	4b	**4a**	4b	**4a**	4a	**5c**	4a	**5c**
Aimee Kelly	**102**	4b	**4a**	4b	**4a**	4b	**4a**	4b	**4a**	4a	**5c**	4a	**5c**
Jenny Murray	**101**	5c	**5b**	5c	**5b**	5c	**5b**	5c	**5b**	4a	**5c**	4a	**5c**
Florence Nash	**101**	5b	**5a**	5c	**5b**	5c	**5b**	5c	**5b**	4a	**5c**	4a	**5c**
John Stephenson	**101**	4a	**5c**	4a	**5c**	4b	**4a**	4b	**4a**	4a	**5c**	4a	**5c**

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

KS3 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.

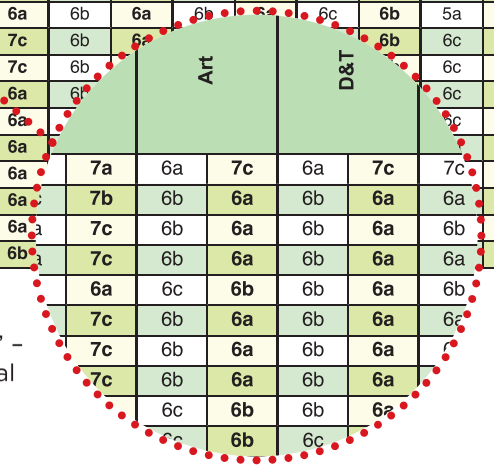
External factors will affect a student's eventual attainment – not least effort and motivation – but *CAT4* results demonstrate what can be achieved because the test is established as a good predictor of subsequent attainment.

CAT4 scores and subsequent KS3 results (or teacher assessments) are collected from a large sample of schools and students. The KS3 indicators are derived from the statistical relationship between *CAT4* scores and the end of KS3 results. The indicators are updated regularly to reflect changes in national KS3 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.

			Indicated KS3 level (most likely level followed by 'if challenged' level in bold)																			
Student name	**Tutor group**	**Mean SAS**	**English**		**Maths**		**Science**		**Art**		**D&T**		**Geography**		**History**		**ICT**		**MFL**		**Music**		**PE**	
Sara Shafiq	EM	**124**	7c	**7b**	8	**8**	7b	**7a**	6a	**7c**	6a	**7c**	7c	**7b**	7c	**7b**	6a	**7c**	6b	**6a**	6b	**6a**	6c	**6b**
Natasha Aransola	EM	**118**	6c	**6b**	7a	**8**	7c	**7b**	6b	**6a**	6b	**6a**	6a	**7c**	6b	**6a**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**
Jenny Coyle	MCO	**116**	5a	**6c**	7b	**7a**	6a	**7c**	6b	**6a**	6b	**6a**	6b	**6a**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**	6c	**6b**
Samera Kan	DK	**116**	6b	**6a**	7a	**8**	6a	**7c**	6b	**6a**	6b	**6a**	6a	**7c**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**	6c	**6b**
Lara Sandford	DK	**114**	5b	**5a**	7b	**7a**	6b	**6a**	6c	**6b**	6b	**6a**	6b	**6a**	6b	**6a**	6b	**6a**	6c	**6b**	5a	**6c**	5a	**6c**
Mia Shimizu	DK	**114**	6a	**7c**	7b	**7a**	6a	**7c**	6b	**6a**	6b	**6a**	6a	**7c**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**	6c	**6b**
Mia Shimizu	MCO	**114**	6a	**7c**	7b	**7a**	6a	**7c**	6b	**6a**	6b	**6a**	6a	**7c**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**	6c	**6b**
Anthony Jameson	MCO	**113**	6a	**7c**	7b	**7a**	6a	**7c**	6b	**6a**	6b	**6a**	6b	**6a**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**	6c	**6b**
Paisley McSeveney	MCO	**112**	6b	**6a**	7b	**7a**	6a	**7c**	6c	**6b**	6b	**6a**	6b	**6a**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6b**	6c	**6b**
Gabriel Bester	DK	**110**	6a	**7c**	7b	**7a**	6b	**6a**	6c	**6b**	6c	**6b**	6b	**6a**	6b	**6a**	6b	**6a**	6c	**6b**	6c	**6c**	5a	**6c**
Petya Kan	EM	**110**	5a	**6c**	7b	**7a**	6b	**6a**	6c	**6b**	6c	**6b**	6b	**6a**	6b	**7a**	6a	**7c**	6a	**7c**	7c	**6c**	5a	**6c**
Khan Kareena	DK	**109**	5a	**6c**	7c	**7b**	6b	**6a**	6c	**6b**	6c	**6b**	6b	**6a**	6b	**7b**	6b	**6a**	6b	**6a**	6a	**6c**	5a	**6c**
Nick Watt	EM	**108**	6a	**7c**	7c	**7b**	6b	**6a**	6c	**6b**	6c	**6b**	6b	**6a**	6a	**7c**	6b	**6a**	6b	**6a**	6b	**6c**	5a	**6c**
Zaynab Ashfaiq	MCO	**107**	5b	**5a**	6a	**7c**	6c	**6b**	5a	**6c**	6c	**6b**	6c	**6b**	6a	**7c**	6b	**6a**	6b	**6a**	6a	**6c**	5a	**6c**
																6a	6c	**6b**	6b	**6a**	6b			
																7c	6b	**6a**	6b	**6a**	6a			
																7c	6b	**6a**	6b	**6a**				
																7c	6b	**6a**	6b	**6a**				
																	6c	**6b**	6b	**6a**				
																	6c	**6b**	6c					

CAT4 now provides two levels of indicators – 'most likely' and 'if challenged' – the level a pupil could reach with additional effort and challenge



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

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

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 (A/B, B/C, etc). The summary indicators include the overall probability of attaining 5+ A*–C including English and Maths; GCSE points scores; and the 'Best 8' GCSE points score.

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

Student name	Tutor group	Mean SAS	Indicated GCSE grades, subjects A–H (most likely grade followed by 'if challenged' grade in bold)																													
			Art & Design		Business Studies		D&T – Electronics		D&T – Food		D&T – Graphics		D&T – Resistant materials		D&T – Systems control		D&T – Textiles		Drama		English		English Literature		French		Geography		German		History		Home Economics	
Paul Alexander	D	**106**	B/C	**B**	B/C	**B**	C	**B**	B/C	**B**	C	**B**	C	**B**	C	**B**	B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**
James Barros	E	**105**	B/C	**B**	C	**B**	C	**B**	B/C	**B**	C	**B**	C	**B**	C	**B**	B	**A**	B/C	**B**	C/D	**C**	C/D	**C**	C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**
David Bester	D	**92**	C	**B**	D	**C**	D	**C**	C/D	**C**	D	**C**	D	**C**	D	**C**	C	**B**	C	**B**	C	**B**	C	**B**	D	**C**	D	**C**	C/D	**C**	D	**C**	C/D	**C**
Gabriel Bester	D	**110**	B	**A**	B/C	**B**	B/C	**B**	B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	A/B	**A**	B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	B	**A**	B/C	**B**	B/C	**B**	B	**A**
Chloe Bullock	E	**95**	C	**B**	C/D	**C**	C/D	**C**	C	**B**	C/D	**C**	C/D	**C**	D	**C**	C	**B**	C	**B**	C	**B**	C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**
Andrea Chaudhry	D	**97**	C	**B**	C/D	**C**	C/D	**C**	C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C	**B**	C	**B**	B/C	**B**	B/C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	C	**B**
Emile Cosgrove	E	**123**	A/B	**A**	A/B	**A**	A/B	**A**	A	**A***	A/B	**A**	A/B	**A**	B	**A**	A	**A***	A/B	**A**	A/B	**A**	A/B	**A**	A/B	**A***	A	**A***	A/B	**A**	A/B	**A**	A	**A***
Amy Cotellesa	E	**90**	C	**B**	D	**C**	D	**C**	C/D	**C**	D	**C**	D	**C**	D	**C**	C/D	**C**	C/D	**C**	C	**B**	C	**B**	D	**C**	D	**C**	D	**C**	D	**C**	C/D	**C**
Alice Coyle	D	**94**	C	**B**	C/D	**C**	D	**C**	C/D	**C**	D	**C**	C/D	**C**	D	**C**	C	**B**	C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	D	**C**	C/D	**C**
Moiz Dugyala	D	**103**	B/C	**B**	C	**B**	C	**B**	B/C	**B**	C	**B**	C	**B**	C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C	**B**	C	**B**	C	**B**	C	**B**	B/C	**B**
Niamh Ernst	A	**94**	C	**B**	C/D	**C**	D	**C**	C/D	**C**	D	**C**	C/D	**C**	D	**C**	C	**B**	C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	D	**C**	C/D	**C**
Leon Gaubert	A	**95**	C	**B**	C/D	**C**	C/D	**C**	C	**B**	C/D	**C**	C/D	**C**	D	**C**	C	**B**	C	**B**	B/C	**B**	B/C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**	C/D	**C**
Ikram Gharbawi	E	**105**	B/C	**B**	C	**B**	C	**B**	B/C	**B**	C	**B**	C	**B**	C	**B**	B	**A**	B/C	**B**	B	**A**	B	**A**	C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**
Timerlan Graham	E	**110**	B	**A**	B/C	**B**	B/C	**B**	B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	A/B	**A**	B	**A**	B	**A**	B	**A**	B/C	**B**	B	**A**	B/C	**B**	B/C	**B**	B	**A**

Student name	Tutor group	Mean SAS	Indicated GCSE point scores, subjects I–Z (most likely point score followed by 'if challenged' point score in bold)																										% probability of 5+ A*-C (inc. English and Maths)	GCSE Total points score	'Best 8' GCSE points score
			Information Technology		Maths		Media Studies		Music		Physical Education		Religious Education		Science – Additional		Science – Biology		Science – Chemistry		Science – Core		Science – Physics		Sociology		Spanish		Statistics				
Paul Alexander	D	**106**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	6	**7**	5	**6**	6	**7**	6	**7**	4	**5**	6	**7**	5	**6**	5	**6**	5	**6**	79	407	347
James Barros	E	**105**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	6	**7**	4	**5**	6	**7**	6	**7**	4	**5**	6	**7**	5	**6**	4	**5**	5	**6**	77	400	343
David Bester	D	**92**	4	**5**	3	**4**	4	**5**	4	**5**	4	**5**	4	**5**	3	**4**	4	**5**	4	**5**	3	**4**	4	**5**	4	**5**	4	**5**	3	**4**	36	304	276
Gabriel Bester	D	**110**	5	**6**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	5	**6**	6	**7**	6	**7**	5	**6**	6	**7**	5	**6**	5	**6**	5	**6**	87	435	364
Chloe Bullock	E	**95**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	46	327	293
Andrea Chaudhry	D	**97**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	5	**6**	4	**5**	4	**5**	5	**6**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	53	342	304
Emile Cosgrove	E	**123**	6	**7**	7	**8**	6	**7**	6	**7**	6	**7**	7	**8**	6	**7**	7	**8**	7	**8**	6	**7**	7	**8**	6	**7**	6	**7**	6	**7**	98	520	409
Amy Cotellesa	E	**90**	3	**4**	3	**4**	4	**5**	4	**5**	4	**5**	4	**5**	3	**4**	4	**5**	4	**5**	3	**4**	4	**5**	3	**4**	3	**4**	3	**4**	29	288	265
Alice Coyle	D	**94**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	42	319	288
Moiz Dugyala	D	**103**	4	**5**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	4	**5**	5	**6**	5	**6**	4	**5**	5	**6**	4	**5**	4	**5**	4	**5**	72	386	333
Niamh Ernst	A	**94**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	42	319	288
Leon Gaubert	A	**95**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	4	**5**	46	327	293
Ikram Gharbawi	E	**105**	5	**6**	5	**6**	5	**6**	5	**6**	5	**6**	6	**7**	4	**5**	6	**7**	6	**7**	4	**5**	6	**7**	5	**6**	4	**5**	5	**6**	77	400	343
Timerlan Graham	E	**110**	5	**6**	6	**7**	6	**7**	6	**7**	6	**7**	6	**7**	5	**6**	6	**7**	6	**7**	5	**6**	6	**7**	5	**6**	5	**6**	5	**6**	87	435	364

School: Test School		
Group: Year 10		
Period of testing: 16/09/2011 – 13/12/2011	**Level:** F	**No. of students:** 34

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

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 (A/B, B/C, etc).

			Indicated AS level grades, subjects A–G (most likely grade followed by 'if challenged' grade in bold)																											
Student name	**Tutor group**	**Mean SAS**	**Accounting and Finance**		**Art Design**		**Biology**		**Business Studies**		**Chemistry**		**Critical Thinking**		**Design and Technology**		**Drama Theatre**		**Economics**		**English Language**		**English Literature**		**French**		**General Studies**		**Geography**	
Paul Alexander	D	**106**	D/E	D	B/C	**B**	D/E	**D**	C/D	**C**	D	**C**	E	**D**	D/E	**D**	B/C	**B**	C/D	**C**	C	**B**	C	**B**	C/D	**C**	D/E	**D**	C/D	**C**
James Barros	E	**105**	E	D	C	**B**	D/E	**D**	D/E	**D**	D/E	**D**	E	**D**	E	**D**	C	**B**	C/D	**C**	C/D	**C**	D/E	**D**	D	**C**	E	**D**	D	**C**
David Bester	D	**92**	E	D	C/D	**C**	E	**D**	E	**D**	D/E	**D**	E	**D**	D/E	**D**	B/C	**B**	D/E	**D**	C/D	**C**	D/E	**D**	E	**D**	E	**D**	E	**D**
Gabriel Bester	D	**110**	D/E	D	B/C	**B**	D	**C**	C/D	**C**	C/D	**C**	E	**D**	D/E	**D**	B/C	**B**	C/D	**C**	C	**B**	C/D	**C**	C	**B**	E	**D**	C	**B**
Chloe Bullock	E	**95**	E	D	C	**B**	E	**D**	D/E	**D**	D/E	**D**	E	**D**	D/E	**D**	B/C	**B**	D/E	**D**	C/D	**C**	D	**C**	D/E	**D**	E	**D**	D/E	**D**
Andrea Chaudhry	D	**97**	E	D	C	**B**	E	**D**	D/E	**D**	D/E	**D**	E	**D**	D/E	**D**	B/C	**B**	D/E	**D**	C	**B**	C	**B**	D/E	**D**	D/E	**D**	D/E	**D**
Emile Cosgrove	E	**123**	C	B	A/B	**A**	B/C	**B**	B/C	**B**	C	**B**	C	**B**	C	**B**	A/B	**A**	B/C	**B**	B	**A**	A/B	**A**	B	**A**	B/C	**B**	A/B	**A**
Amy Cotellesa	E	**90**	E	D	C/D	**C**	E	**D**	E	**D**	D/E	**D**	E	**D**	D/E	**D**	B/C	**B**	D/E	**D**	C	**B**	C/D	**C**	E	**D**	E	**D**	E	**D**
Alice Coyle	D	**94**	E	D	C	**B**	E	**D**	D/E	**D**	D/E	**D**	E	**D**	E	**D**	C	**B**	D/E	**D**	D	**C**	D/E	**D**	D/E	**D**	E	**D**	D/E	**D**
Moiz Dugyala	D	**103**	E	D	C	**B**	D/E	**D**	D/E	**D**	D/E	**D**	E	**D**	D/E	**D**	B/C	**B**	C/D	**C**	C	**B**	C	**B**	D	**C**	D/E	**D**	D	**C**
Niamh Ernst	A	**94**	E	D	C/D	**C**	E	**D**	E	**D**	E	**D**	E	**D**	E	**D**	C	**B**	D/E	**D**	D	**C**	D/E	**D**	E	**D**	E	**D**	E	**D**
Leon Gaubert	A	**95**	E	D	C	**B**	E	**D**	D/E	**D**	D/E	**D**	E	**D**	D/E	**D**	B/C	**B**	D/E	**D**	C	**B**	C	**B**	D/E	**D**	D/E	**D**	D/E	**D**
Ikram Gharbawi	E	**105**	E	D	B/C	**B**	D/E	**D**	D	**C**	D	**C**	D/E	**D**	C/D	**C**	A/B	**A**	C/D	**C**	B/C	**B**	B/C	**B**	C/D	**C**	C/D	**C**	C/D	**C**
Timerlan Graham	E	**110**	D/E	D	B/C	**B**	D	**C**	C/D	**C**	C/D	**C**	D/E	**D**	C/D	**C**	A/B	**A**	C/D	**C**	B/C	**B**	B/C	**B**	C	**B**	D	**C**	C	**B**

For AS levels:
Accounting and Finance, Art and Design, Biology, Business Studies, Chemistry, Critical Thinking, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Law, Mathematics, Media Studies, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish.

Pointers are provided for IB Middle Years and IB Diploma and CBSE (coming soon).

School: Test School		
Group: Year 10		
Period of testing: 16/09/2011 – 13/12/2011	**Level:** F	**No. of students:** 34

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

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 (A/B, B/C, etc).

			Indicated A level grades, subjects A–G (most likely grade followed by 'if challenged' grade in bold)																							
			Art Design		Biology		Business Studies		Chemistry		Classical Civilisation		Design and Technology		Drama Theatre		Economics		English Language		English Literature		French		General Studies	
Student name	**Tutor group**	**Mean SAS**																								
Paul Alexander	D	**106**	B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**	C/D	**C**
James Barros	E	**105**	B	**A**	C	**B**	B/C	**B**	C	**B**	B/C	**B**	C/D	**C**	C/D	**C**	B/C	**B**	C/D	**C**	C/D	**C**	B/C	**B**	D	**C**
David Bester	D	**92**	B/C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C	**B**	C/D	**C**	C	**B**	C	**B**	C/D	**C**	C/D	**C**	B/C	**B**	C/D	**C**
Gabriel Bester	D	**110**	A/B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C	**B**	B/C	**B**	B	**A**	C/D	**C**
Chloe Bullock	E	**95**	B/C	**B**	C/D	**C**	C	**B**	C/D	**C**	B/C	**B**	C	**B**	C	**B**	B/C	**B**	C/D	**C**	C	**B**	B/C	**B**	C/D	**C**
Andrea Chaudhry	D	**97**	B/C	**B**	C/D	**C**	C	**B**	C/D	**C**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C/D	**C**
Emile Cosgrove	E	**123**	A/B	**A**	A/B	**A**	B	**A**	A/B	**A**	A/B	**A**	B/C	**B**	B	**A**	A/B	**A**	B/C	**B**	A/B	**A**	A/B	**A**	B/C	**B**
Amy Cotellesa	E	**90**	B/C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C	**B**	C	**B**	C	**B**	C	**B**	C/D	**C**	C	**B**	B/C	**B**	C/D	**C**
Alice Coyle	D	**94**	B/C	**B**	C/D	**C**	C	**B**	C/D	**C**	B/C	**B**	C/D	**C**	C/D	**C**	B/C	**B**	C/D	**C**	C/D	**C**	B/C	**B**	D	**C**
Moiz Dugyala	D	**103**	B	**A**	C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**	C/D	**C**
Niamh Ernst	A	**94**	B/C	**B**	C/D	**C**	C/D	**C**	C/D	**C**	C	**B**	C/D	**C**	C/D	**C**	C	**B**	C/D	**C**	C/D	**C**	C	**B**	D	**C**
Leon Gaubert	A	**95**	B/C	**B**	C/D	**C**	C	**B**	C/D	**C**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C	**B**	B/C	**B**	B/C	**B**	C/D	**C**
Ikram Gharbawi	E	**105**	B	**A**	C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	C/D	**C**
Timerlan Graham	E	**110**	A/B	**A**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B/C	**B**	B	**A**	C/D	**C**

For A levels:

Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Maths, Media Studies, Music, Physical Education, Physics, Psychology, Religious Studies, Sociology.

CAT4 Individual report for teachers

The *CAT4* Individual 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 pupils 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.
- **Indicators –** Indicator table(s) are provided for KS3, GCSE for 30 subjects and AS/A Levels for 11 subjects.

18 – Why use CAT4?- Level D
19 – Individual scores and profile summary for Connor Gibson- Level D
21 – KS3 indicators for Connor Gibson- Level D
22 – GCSE indicators for Connor Gibson- Level D
23 – AS level indicators for Grace Kentish- Level E
24 – A Level indicators for Grace Kentish- Level E

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 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.

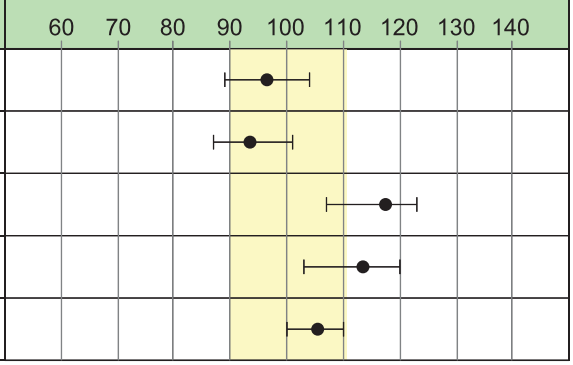
Relationship between *CAT4* scores

Description	Very Low	Below Average		Average			Above Average		Very High
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: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:11	**Sex:** Male

Scores

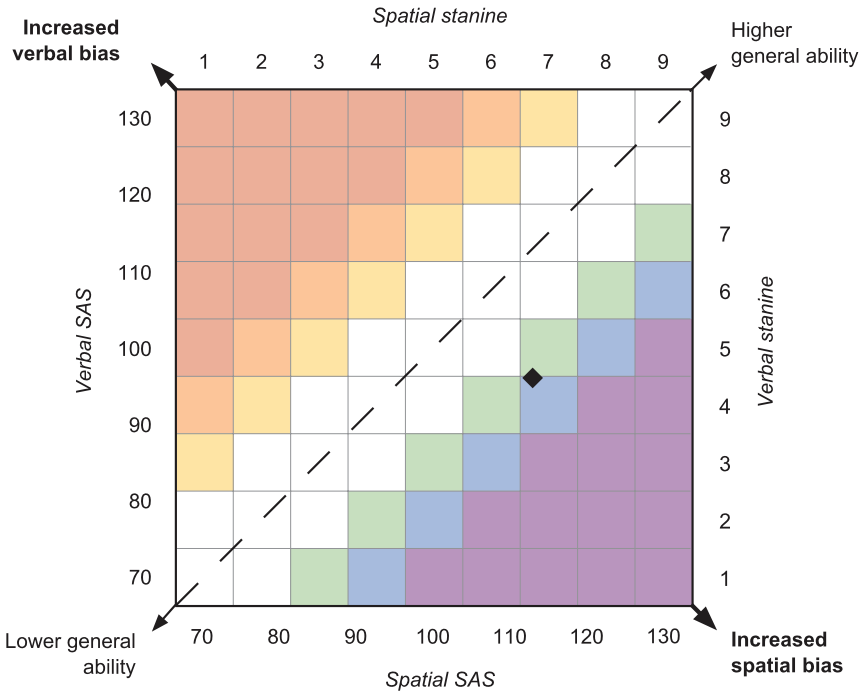
Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)
Verbal	48/48	**96**	40	4	=37	
Quantitative	18/36	**93**	32	4	=41	
Non-verbal	42/48	**117**	87	7	4	
Spatial	35/36	**113**	80	7	=11	
Mean	-	**105**	-	-	-	



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 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 black diamond shows Connor's profile, which is indicated by the coloured band.



Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:11	**Sex:** Male

Moderate spatial bias

- This profile demonstrates a moderate preference for spatial over verbal learning.
- Connor's performance should be markedly better when engaged in tasks that require visualisation and he will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods.
- His weaker verbal skills suggest he will perform at a low average level when learning through written texts, writing and discussion.
- Connor is likely to prefer active learning methods such as modelling, demonstrating and simulations, but should also be able to engage with most written material.
- Connor's attainment should be average or above in subjects that make the most of his spatial ability such as science, technology, design and geography, but may find language-based subjects such as English, humanities, history and modern foreign languages more challenging unless teaching methods are adapted to suit his profile.

Implications for teaching and learning

- A lack of relative progress in verbal reasoning may be preventing Connor from accessing key areas of the curriculum.
- A test to establish a reading age is recommended to ascertain whether Connor is able to access the curriculum.
- Connor may benefit from some targeted additional support, with a focus on strategies to develop greater verbal ability.
- This may include opportunities for discussion, support with specialist vocabulary, and opportunities to develop presentational skills.
- Pairing Connor with someone who is stronger in this area may support his progress.
- Paired work is likely to be more beneficial than group work.
- Connor is likely to perform better where both spatial and visual approaches to learning are used.
- Connor should be encouraged and helped to use his better spatial ability in subjects which depend on verbal skills. So encourage him to use visual material (pictures to support text, videos, etc), create visual representations of events in history, use mind maps as an aid to remembering the key events and characters in a text in English and annotate text to reinforce key facts and information in science.
- Connor may find extended pieces of writing easier to do if he plans them using flow charts, putting down ideas in note form and then deciding how to sequence these before starting the actual writing.

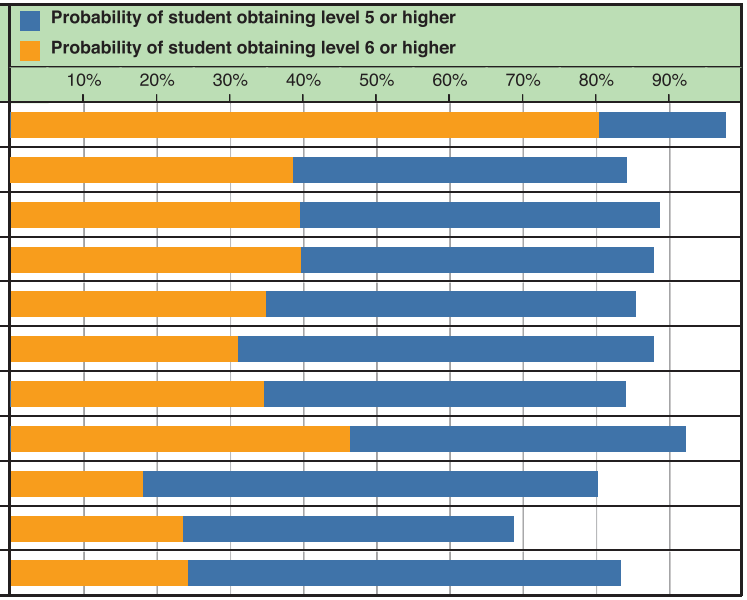
Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:11	**Sex:** Male

KS3 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: 105	**Verbal SAS:** 96	**Quantitative SAS:** 93	**Non-verbal SAS:** 117	**Spatial SAS:** 113

	Probability of obtaining each level						Most likely level achieved	'If challenged' level achieved
	3 or less	4	5	6	7	8		
Maths	0%	2%	17%	59%	20%	1%	6b	6a
Art	2%	14%	46%	29%	9%	-	5a	6c
D&T	1%	11%	49%	33%	6%	-	5a	6c
Geography	1%	11%	48%	34%	6%	-	5a	6c
History	2%	13%	51%	29%	6%	-	5a	6c
ICT	1%	11%	57%	26%	5%	-	5a	6c
PE	2%	14%	50%	27%	7%	-	5a	6c
Science	1%	7%	46%	41%	6%	-	5a	6c
English	4%	16%	62%	16%	2%	-	5b	5a
MFL	8%	24%	45%	21%	2%	-	5b	5a
Music	2%	15%	59%	20%	4%	-	5b	5a



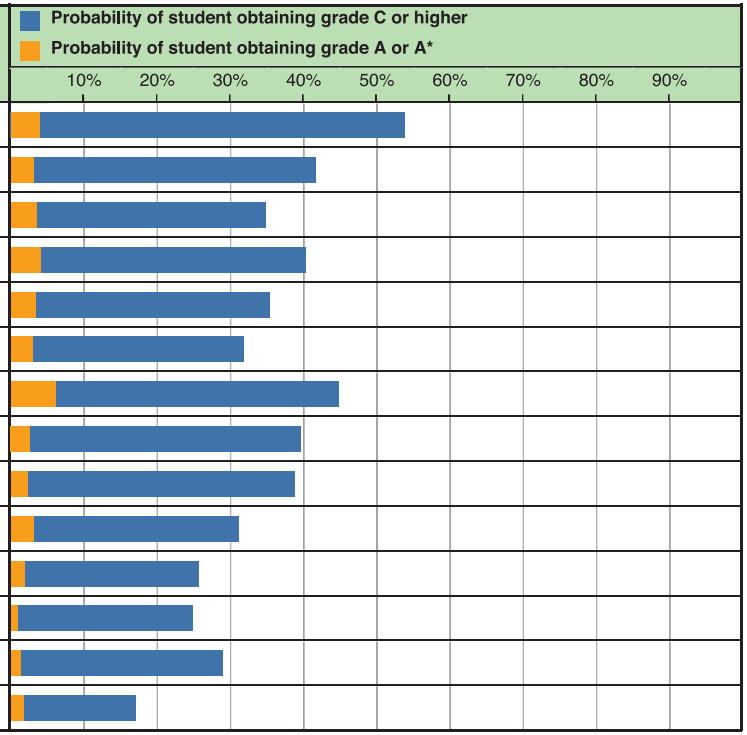
Name: David Smith			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:01	**Sex:** Male

GCSE 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 grade 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: 82	**Verbal SAS:** 76	**Quantitative SAS:** 90	**Non-verbal SAS:** 88	**Spatial SAS:** 74

	Probability of obtaining each grade									Most likely grade achieved		'If challenged' grade achieved	
	U	G	F	E	D	C	B	A	A*				
Art & Design	1%	2%	7%	12%	24%	39%	11%	3%	1%	C/D	4	C	5
Science – Chemistry	1%	1%	4%	15%	37%	29%	9%	2%	1%	C/D	4	C	5
D&T – Textiles	2%	5%	10%	21%	27%	22%	9%	3%	1%	D	3	C	4
Drama	2%	4%	8%	17%	29%	25%	11%	3%	1%	D	3	C	4
Media Studies	3%	5%	11%	18%	28%	23%	10%	3%	1%	D	3	C	4
Physical Education	1%	2%	10%	24%	31%	21%	8%	3%	0%	D	3	C	4
Religious Education	3%	6%	10%	15%	22%	24%	15%	5%	1%	D	3	C	4
Science – Biology	3%	3%	6%	13%	34%	28%	9%	2%	0%	D	3	C	4
Science – Physics	1%	1%	4%	14%	41%	29%	7%	2%	0%	D	3	C	4
D&T – Food	2%	5%	12%	22%	27%	20%	8%	2%	1%	D/E	3	D	4
D&T – Resistant materials	3%	7%	15%	24%	26%	18%	6%	2%	0%	D/E	3	D	4
English	1%	3%	11%	24%	35%	20%	4%	1%	0%	D/E	3	D	4
English Literature	4%	8%	12%	21%	26%	22%	6%	1%	0%	D/E	3	D	4
French	2%	3%	13%	32%	33%	12%	3%	1%	1%	D/E	3	D	4



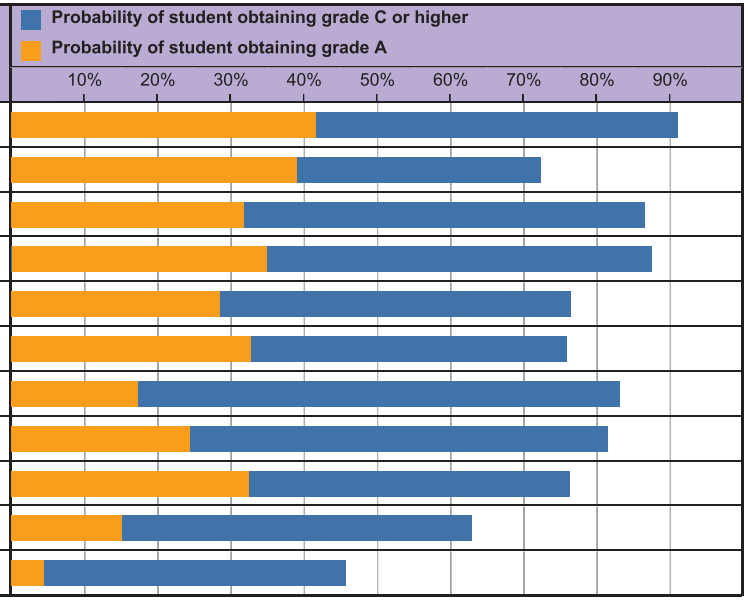
Name: Grace Kentish			
School: Test School			
Group: Class 8			
Date of test: 06/11/2011 – 31/11/2011	**Level:** E	**Age:** 13:01	**Sex:** Female

AS level 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 grade 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: 124	**Verbal SAS:** 108	**Quantitative SAS:** 123	**Non-verbal SAS:** 139	**Spatial SAS:** 127

	Probability of obtaining each grade					Most likely grade achieved	'If challenged' grade achieved
	E	D	C	B	A		
Geography	2%	7%	17%	32%	42%	A/B	A
Maths	16%	11%	11%	23%	39%	B	A
Religious Studies	4%	9%	25%	30%	32%	B	A
Sociology	6%	6%	19%	33%	35%	B	A
Biology	13%	10%	22%	26%	28%	B/C	B
Chemistry	10%	14%	17%	26%	33%	B/C	B
English	3%	14%	35%	30%	17%	B/C	B
History	5%	14%	30%	27%	24%	B/C	B
Physics	9%	15%	18%	26%	32%	B/C	B
Psychology	16%	21%	25%	23%	15%	C	B
General Studies	31%	24%	28%	13%	4%	C/D	C



For AS levels:
Accounting and Finance, Art and Design, Biology, Business Studies, Chemistry, Critical Thinking, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Law, Mathematics, Media Studies, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish.

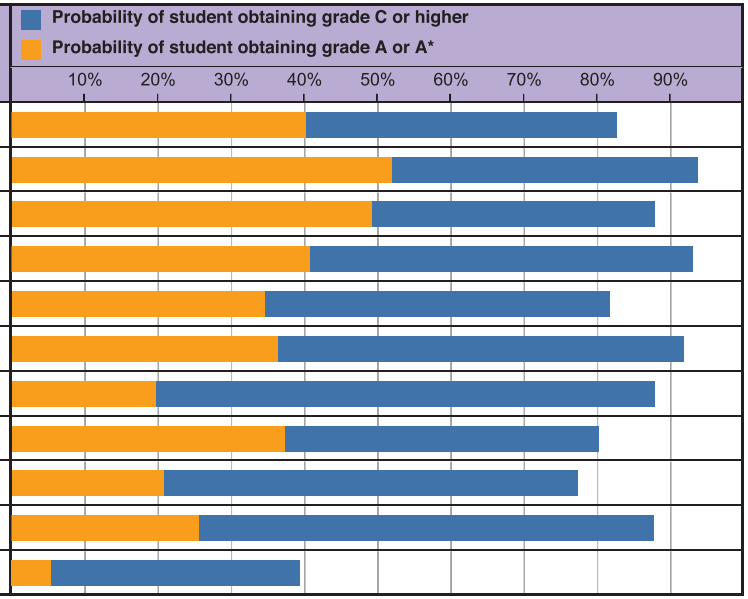
Name: Grace Kentish			
School: Test School			
Group: Class 8			
Date of test: 06/11/2011 – 31/11/2011	**Level:** E	**Age:** 13:01	**Sex:** Female

A level 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 grade 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: 124	**Verbal SAS:** 108	**Quantitative SAS:** 123	**Non-verbal SAS:** 139	**Spatial SAS:** 127

	Probability of obtaining each grade					Most likely grade achieved	'If challenged' grade achieved
	D/E	C	B	A	A*		
Chemistry	17%	15%	28%	30%	10%	A/B	A
Geography	6%	14%	27%	32%	20%	A/B	A
Maths	12%	14%	25%	26%	23%	A/B	A
Sociology	7%	15%	38%	29%	12%	A/B	A
Biology	18%	19%	28%	23%	11%	B	A
History	8%	26%	29%	29%	7%	B	A
English	12%	36%	33%	15%	5%	B/C	B
Physics	20%	21%	22%	27%	10%	B/C	B
Psychology	23%	25%	32%	15%	6%	B/C	B
Religious Studies	12%	29%	34%	22%	3%	B/C	B
General Studies	61%	24%	10%	3%	2%	D	C



For A levels:
Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Maths, Media Studies, Music, Physical Education, Physics, Psychology, Religious Studies, Sociology.

Pointers are provided for IB Middle Years and IB Diploma and CBSE (coming soon).

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.

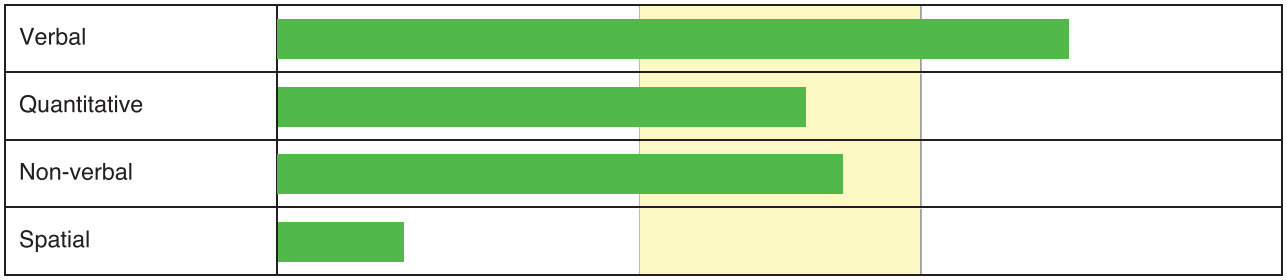
The report includes:

- **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 KS3, GCSE for 30 subjects and AS/A Level for 11 subjects. Comparisons across subject areas can be made easily.

26 – Individual scores for Niamh Ernst-Level D
27 – KS3 indicators for Niamh Ernst-Level D
28 – GCSE indicators for test pupil-Level D
29 – AS/A level indicators for test pupil-Level E

Name: Niamh Ernst			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:04	**Sex:** Female

Profile



Summary

Your profile of scores from *CAT4* shows you have a strong preference for learning by reading, writing and discussion rather than by using pictures, diagrams and other visual ways of learning.

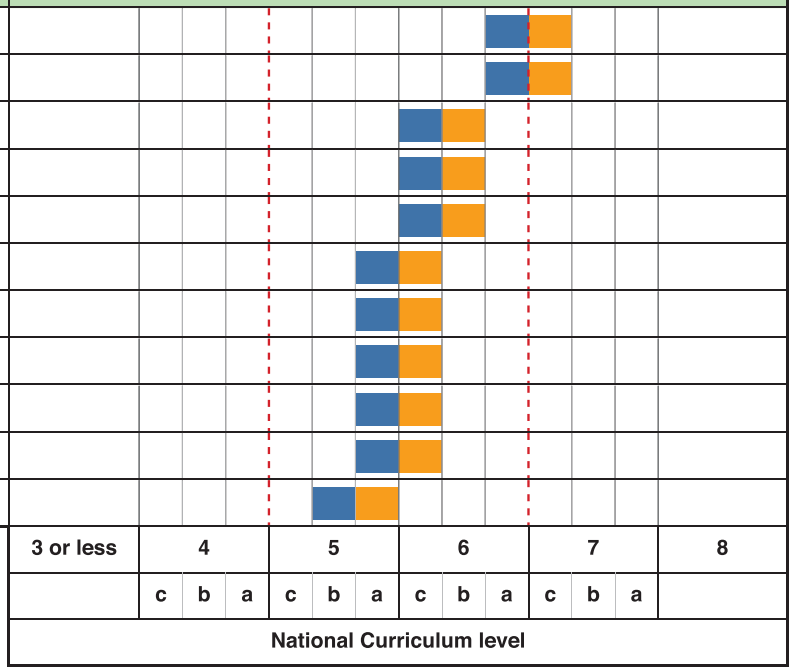
- You will learn best when reading about a topic, writing essays, discussing ideas with other students and giving presentations.
- You may find learning that involves making models, devising diagrams and charts and visualising objects moving quite difficult. So you may find maths calculations much more straightforward than solving problems that involve geometric shapes, for example.
- However, you may find that you get ahead quickly in some subjects such as English and history and so 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.
- You can improve your spatial skills with practice and by using your good verbal skills to explain processes that you may find challenging.
- Make sure you read widely outside school. Read from a range of different types of books, as this will add to your knowledge and skills.
- Think about activities outside school that can help develop your spatial ability. Art club, craft or even science club might be fun and helpful.

| In the table above, the yellow shading represents the average range.

Name: Niamh Ernst			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:04	**Sex:** Female

Indicators for KS3

Subject	Most likely level achieved	'If challenged' level achieved
English	6a	7c
Maths	6a	7c
D&T	6c	6b
Geography	6c	6b
Science	6c	6b
Art	5a	6c
History	5a	6c
ICT	5a	6c
Music	5a	6c
PE	5a	6c
MFL	5b	5a



Name: Test pupil			
School: Test School			
Group: Year 10			
Date of test: 10/11/2011	**Level:** F	**Age:** 14:06	**Sex:** Male

Indicators for GCSE

Subject	Most likely grade achieved		'If challenged' grade achieved		GCSE grade								
					U	G	F	E	D	C	B	A	A*
Art & Design	C	4	B	5									
D&T – Textiles	C	4	B	5									
Drama	C	4	B	5									
English	C	4	B	5									
English Literature	C	4	B	5									
Religious Education	C	4	B	5									
Science – Biology	C	4	B	5									
Science – Chemistry	C	4	B	5									
Science – Physics	C	4	B	5									
D&T – Food	C/D	4	C	5									
German	C/D	4	C	5									
Home Economics	C/D	4	C	5									
Information Technology	C/D	4	C	5									
Media Studies	C/D	4	C	5									
Music	C/D	4	C	5									
Physical Education	C/D	4	C	5									
Sociology	C/D	4	C	5									
Spanish	C/D	4	C	5									
Business Studies	D	3	C	4									
D&T – Electronics	D	3	C	4									
D&T – Graphics	D	3	C	4									
D&T – Resistant materials	D	3	C	4									
D&T – Systems control	D	3	C	4									
French	D	3	C	4									
Geography	D	3	C	4									
History	D	3	C	4									
Maths	D	3	C	4									
Science – Additional	D	3	C	4									
Science – Core	D	3	C	4									
Statistics	D	3	C	4									

Name: Test pupil			
School: Test School			
Group: Year 10			
Date of test: 10/11/2011	**Level:** F	**Age:** 14:06	**Sex:** Male

Indicators for AS level

Subject	Most likely grade achieved	'If challenged' grade achieved	AS level grade
			E D C B A
Drama Theatre Studies	B/C	B	
Art Design	C/D	C	
English Language	C/D	C	
Media Film Tv	C/D	C	
Religious Studies	D	C	
Spanish	D	C	
Chemistry	D/E	D	
Design and Technology	D/E	D	
Economics	D/E	D	
English Literature	D/E	D	
Government and Politics	D/E	D	

For AS levels:
Accounting and Finance, Art and Design, Biology, Business Studies, Chemistry, Critical Thinking, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Law, Mathematics, Media Studies, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish.

Indicators for A level

Subject	Most likely grade achieved	'If challenged' grade achieved	A level grade
			D/E C B A A*
Art Design	B/C	B	
French	B/C	B	
Sociology	B/C	B	
Classical Civilisation	C	B	
Drama Theatre Studies	C	B	
Economics	C	B	
Government and Politics	C	B	
History	C	B	
Media Film Tv	C	B	
Religious Studies	C	B	

For A levels:
Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Maths, Media Studies, Music, Physical Education, Physics, Psychology, Religious Studies, Sociology.

Pointers are provided for IB Middle Years and IB Diploma and CBSE (coming soon).

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.

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 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 KS3, GCSE and AS/A Level and comparisons across subject areas can be made easily. For KS3, an explanation of the National Curriculum levels is provided.

31 – What is CAT4- Level D
32 – Individual scores for Connor Gibson- Level D
33 – KS3 indicators for Connor Gibson- Level D
34 – GCSE indicators for scores for test pupil- Level D
35 – AS/A level indicators for test pupil- Level E

CAT4 Individual report for parents

Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:11	**Sex:** Male

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.

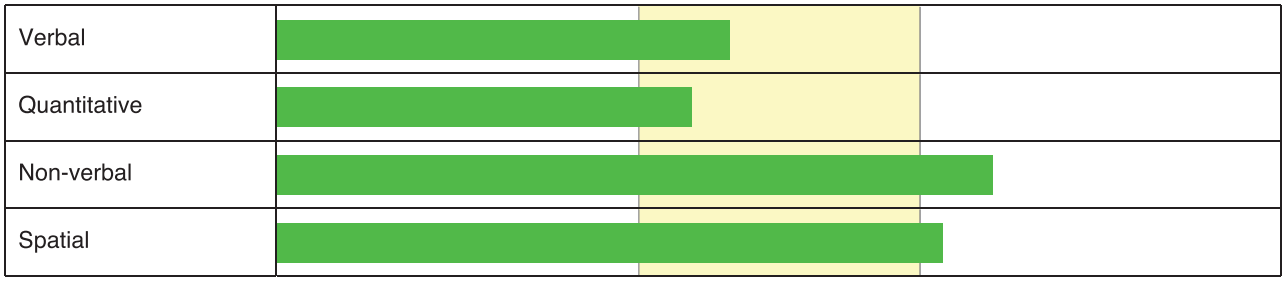
Some tasks involved thinking about shapes and patterns (Non-verbal Reasoning), some with words (Verbal Reasoning) or numbers (Quantitative Reasoning) and, finally, some questions were answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

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: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:11	**Sex:** Male

Profile



Summary

Connor's profile of scores from *CAT4* shows he has a clear preference for learning that uses visual images – pictures, diagrams, moving images, etc. rather than learning by reading, writing and talking about topics.

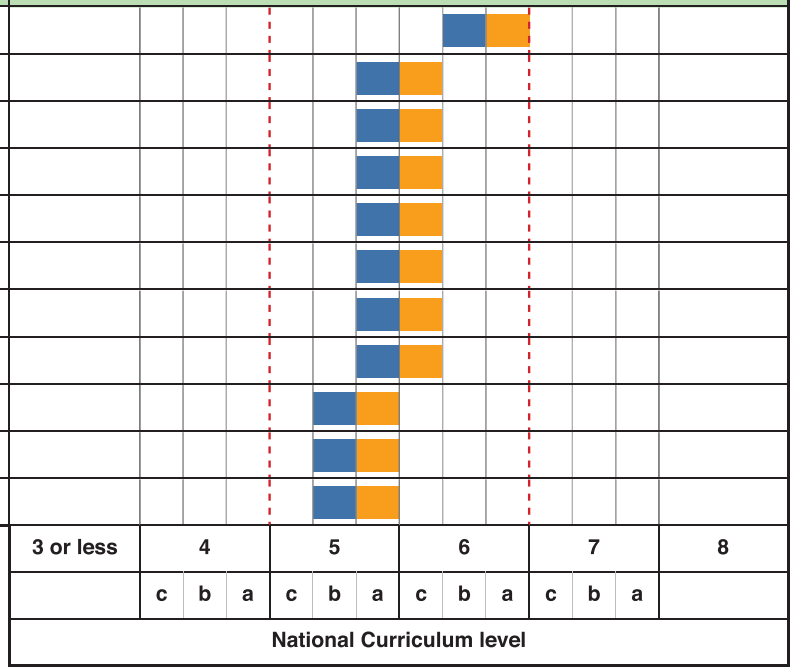
- Connor should use online resources, videos and books with plenty of pictures to help remember key facts and information.
- Connor's good spatial skills can be used across the range of subjects and can help support relatively weaker verbal skills in subjects such as English and history.
- However, Connor may find some of his schoolwork difficult, particularly where a high level of reading and writing is required.
- Does Connor find reading difficult? If so, he may need some extra help at home with guidance from school.
- When you are helping with homework, make sure that Connor understands each step of the task before moving on. It is important that Connor learns at a pace that is right for him.
- Tell Connor to ask the teacher to explain anything that is not clear.

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

Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	**Level:** D	**Age:** 11:11	**Sex:** Male

Indicators for KS3

Subject	Most likely level achieved	'If challenged' level achieved
Maths	6b	6a
Art	5a	6c
D&T	5a	6c
Geography	5a	6c
History	5a	6c
ICT	5a	6c
PE	5a	6c
Science	5a	6c
English	5b	5a
MFL	5b	5a
Music	5b	5a



Name: Test pupil			
School: Test School			
Group: Year 10			
Date of test: 10/11/2011	**Level:** F	**Age:** 14:06	**Sex:** Male

Indicators for GCSE

Subject	Most likely grade achieved		'If challenged' grade achieved		GCSE grade								
					U	G	F	E	D	C	B	A	A*
Art & Design	C	4	B	5									
D&T – Textiles	C	4	B	5									
Drama	C	4	B	5									
English	C	4	B	5									
English Literature	C	4	B	5									
Religious Education	C	4	B	5									
Science – Biology	C	4	B	5									
Science – Chemistry	C	4	B	5									
Science – Physics	C	4	B	5									
D&T – Food	C/D	4	C	5									
German	C/D	4	C	5									
Home Economics	C/D	4	C	5									
Information Technology	C/D	4	C	5									
Media Studies	C/D	4	C	5									
Music	C/D	4	C	5									
Physical Education	C/D	4	C	5									
Sociology	C/D	4	C	5									
Spanish	C/D	4	C	5									
Business Studies	D	3	C	4									
D&T – Electronics	D	3	C	4									
D&T – Graphics	D	3	C	4									
D&T – Resistant materials	D	3	C	4									
D&T – Systems control	D	3	C	4									
French	D	3	C	4									
Geography	D	3	C	4									
History	D	3	C	4									
Maths	D	3	C	4									
Science – Additional	D	3	C	4									
Science – Core	D	3	C	4									
Statistics	D	3	C	4									

Name: Test pupil			
School: Test School			
Group: Year 10			
Date of test: 10/11/2011	**Level:** F	**Age:** 14:06	**Sex:** Male

Indicators for AS level

Subject	Most likely grade achieved	'If challenged' grade achieved	AS level grade
			E D C B A
Drama Theatre Studies	B/C	B	
Art Design	C/D	C	
English Language	C/D	C	
Media Film Tv	C/D	C	
Religious Studies	D	C	
Spanish	D	C	
Chemistry	D/E	D	
Design and Technology	D/E	D	
Economics	D/E	D	
English Literature	D/E	D	
Government and Politics	D/E	D	

For AS levels:
Accounting and Finance, Art and Design, Biology, Business Studies, Chemistry, Critical Thinking, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Law, Mathematics, Media Studies, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish.

Indicators for A level

Subject	Most likely grade achieved	'If challenged' grade achieved	A level grade
			D/E C B A A*
Art Design	B/C	B	
French	B/C	B	
Sociology	B/C	B	
Classical Civilisation	C	B	
Drama Theatre Studies	C	B	
Economics	C	B	
Government and Politics	C	B	
History	C	B	
Media Film Tv	C	B	
Religious Studies	C	B	

For A levels:
Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, Design and Technology, Drama, Economics, English Language, English Literature, French, General Studies, Geography, Government and Politics, History, ICT and Computing, Maths, Media Studies, Music, Physical Education, Physics, Psychology, Religious Studies, Sociology.

Pointers are provided for IB Middle Years and IB Diploma and CBSE (coming soon).

CAT4 Summary report for senior leaders

The *CAT4* Summary report for senior leaders provides high level 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.

37 – Group analysis by battery- Level D
38 – Group analysis by gender- Level D
39 – Group analysis by special educational need- Level D
40 – Distribution of scores by English as an additional language
41 – Student profiles- Level D
42 – General characteristics of each student profile- Level D
43 – KS3 indicators- Level D
44 – GCSE indicators- Level D

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

Group analysis (by battery)

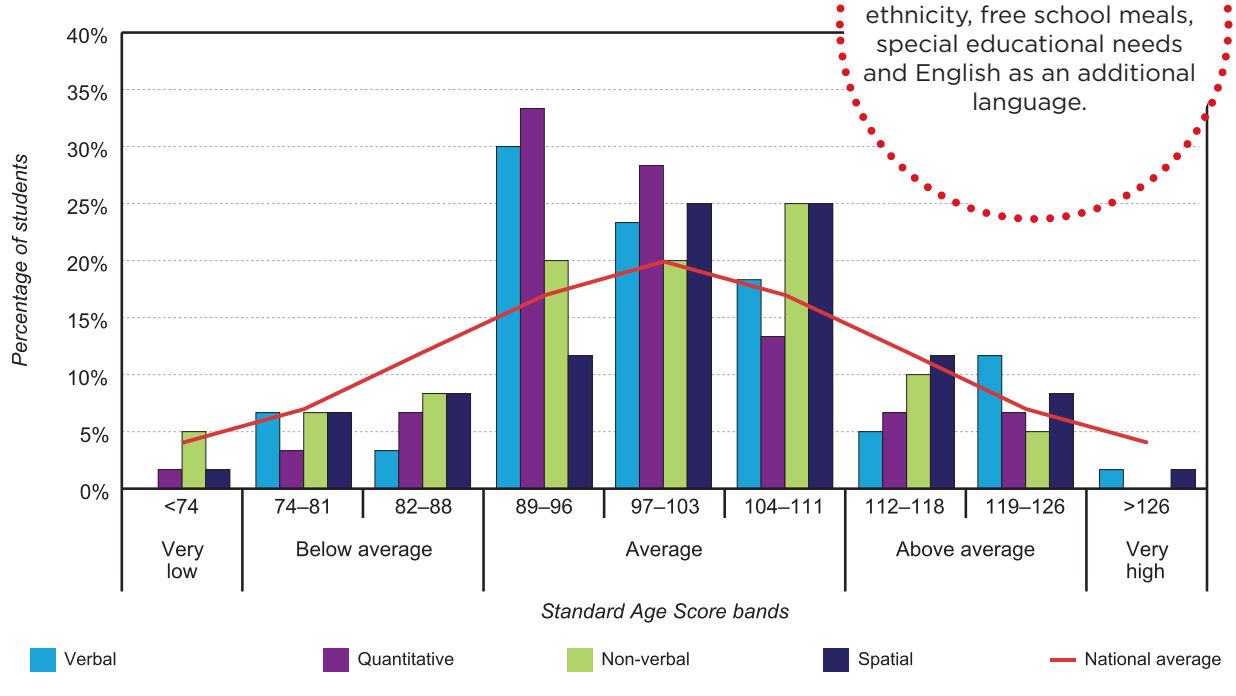
The table below shows mean (average) scores for all students compared with those for the national sample.

	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	100.6	99.2	98.7	101.6	100.1
90% confidence band	98.0–103.2	96.8–101.5	95.8–101.6	98.8–104.4	97.9–102.2

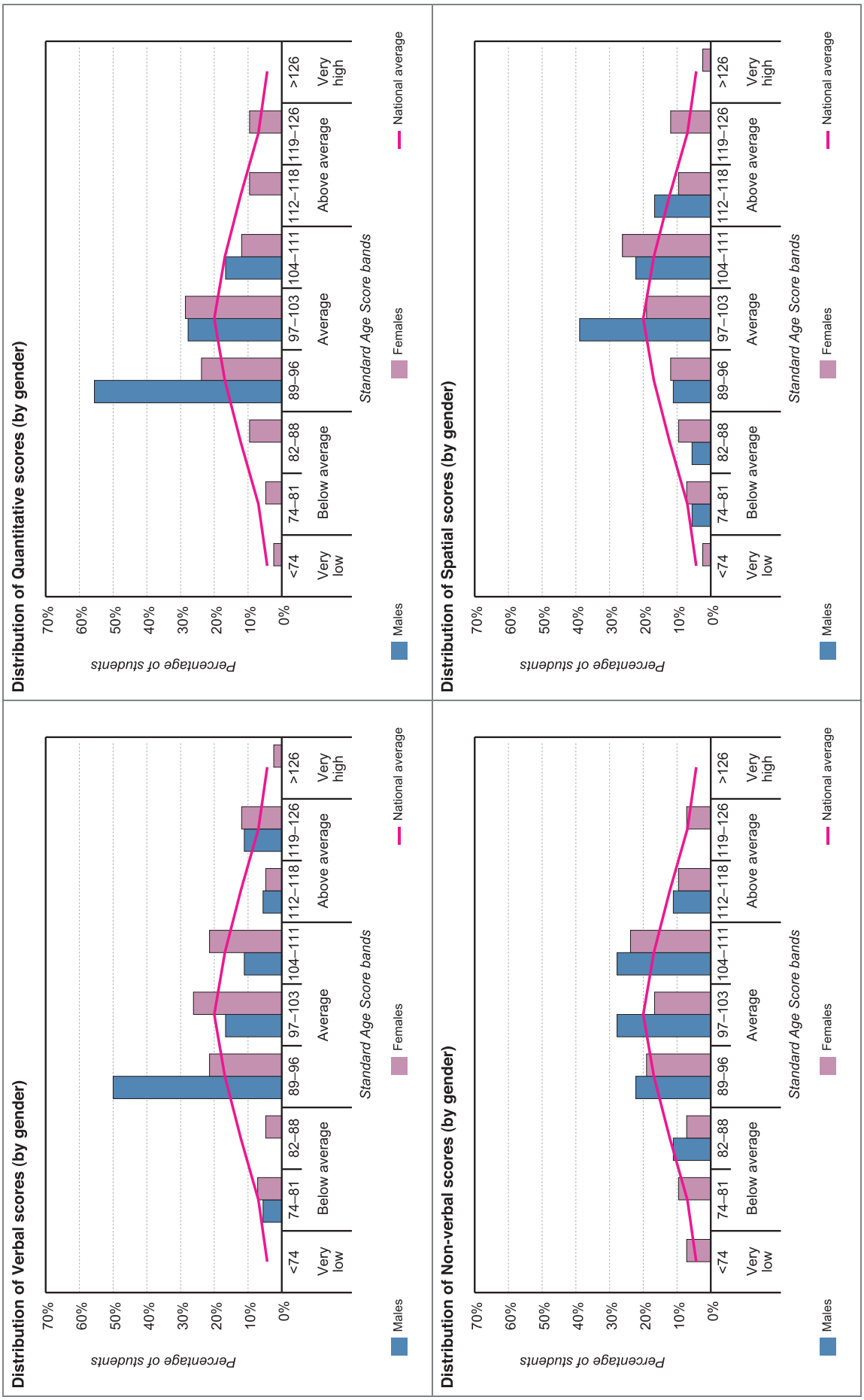
The table below shows the distribution of scores for all students compared with those for the national sample. The bar chart also presents this information.

Description	Very low	Below average		Average			Above average		Very high
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%	[illegible]%	0%
Spatial	2%	7%	8%	12%	25%	25%	[illegible]%	[illegible]%	2%

Distribution of scores for all students (by battery) compared with those for th



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


Distribution of Quantitative scores (by gender)
Distribution of Spatial scores (by gender)
Distribution of Verbal scores (by gender)
Distribution of Non-verbal scores (by gender)
Percentage of students
70%
60%
50%
40%
30%
20%
10%
0%
<74
74–81
82–88
89–96
97–103
104–111
112–118
119–126
>126
Very low
Below average
Average
Above average
Very high
Standard Age Score bands
Males
Females
National average

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

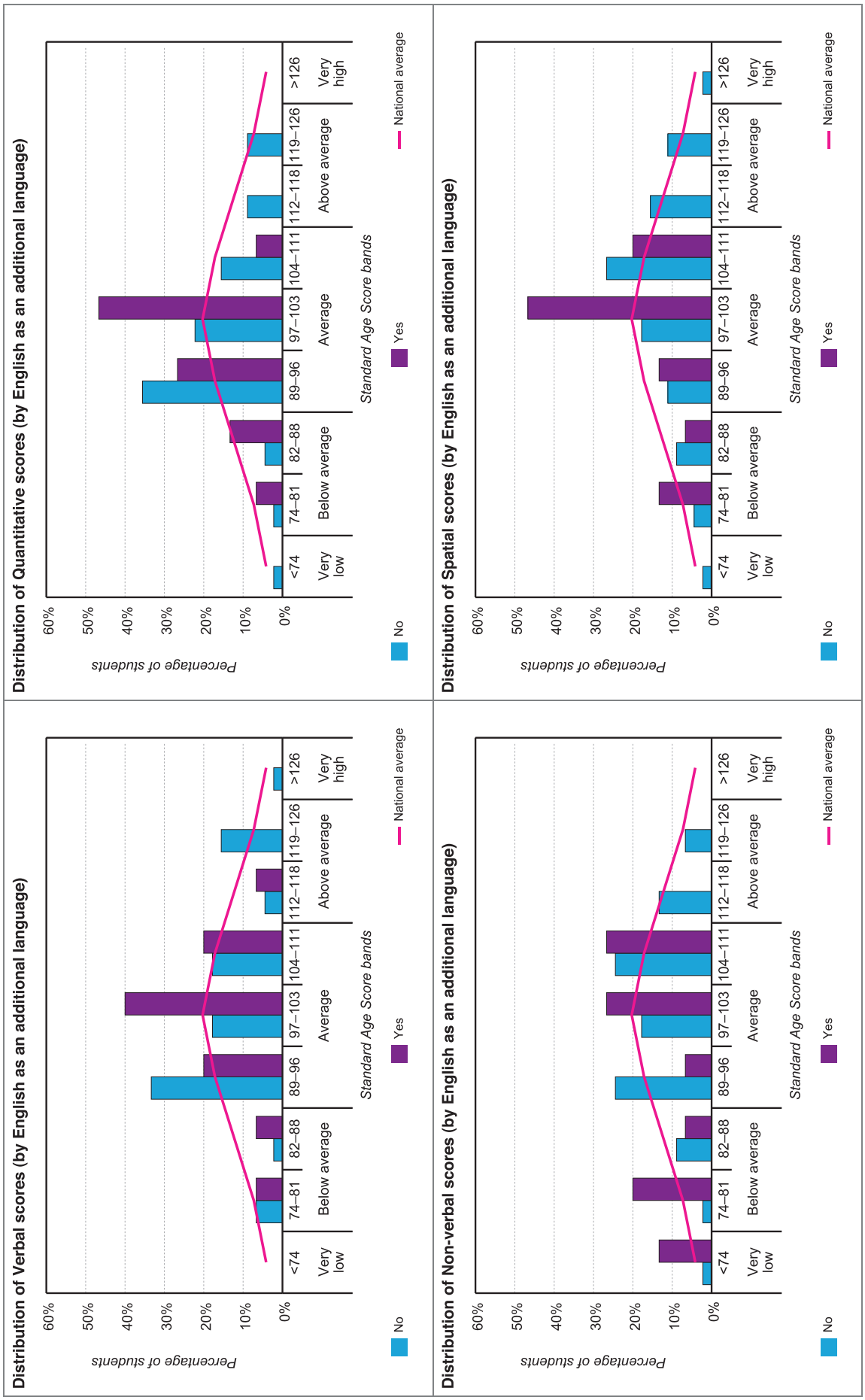
Group analysis (by special educational need)

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	60	100.6	99.2	98.7	101.6	100.1
None	49	103.6	102.0	102.8	105.1	103.4
School Action	6	92.2	90.7	85.8	91.5	90.2
School Action Plus	5	81.8	81.2	74.2	79.6	79.2

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%	7%	3%	30%	23%	18%	5%	12%	2%
None	0%	0%	2%	29%	24%	22%	6%	14%	2%
School Action	0%	17%	0%	50%	33%	0%	0%	0%	0%
School Action Plus	0%	60%	20%	20%	0%	0%	0%	0%	0%
Quantitative									
All students	2%	3%	7%	33%	28%	13%	7%	7%	0%
None	0%	0%	4%	29%	35%	16%	8%	8%	0%
School Action	0%	17%	0%	83%	0%	0%	0%	0%	0%
School Action Plus	20%	20%	40%	20%	0%	0%	0%	0%	0%
Non-verbal									
All students	5%	7%	8%	20%	20%	25%	10%	5%	0%
None	0%	2%	6%	18%	24%	31%	12%	6%	0%
School Action	0%	33%	17%	50%	0%	0%	0%	0%	0%
School Action Plus	60%	20%	20%	0%	0%	0%	0%	0%	0%
Spatial									
All students	2%	7%	8%	12%	25%	25%	12%	8%	2%
None	2%	0%	4%	10%	27%	31%	14%	10%	2%
School Action	0%	0%	33%	33%	33%	0%	0%	0%	0%
School Action Plus	0%	80%	20%	0%	0%	0%	0%	0%	0%


Distribution of Quantitative scores (by English as an additional language)
Distribution of Spatial scores (by English as an additional language)
Distribution of Verbal scores (by English as an additional language)
Distribution of Non-verbal scores (by English as an additional language)
Percentage of students
60%
50%
40%
30%
20%
10%
0%
<74
74–81
82–88
89–96
97–103
104–111
112–118
119–126
>126
Very low
Below average
Average
Above average
Very high
Standard Age Score bands
National average
Yes
No

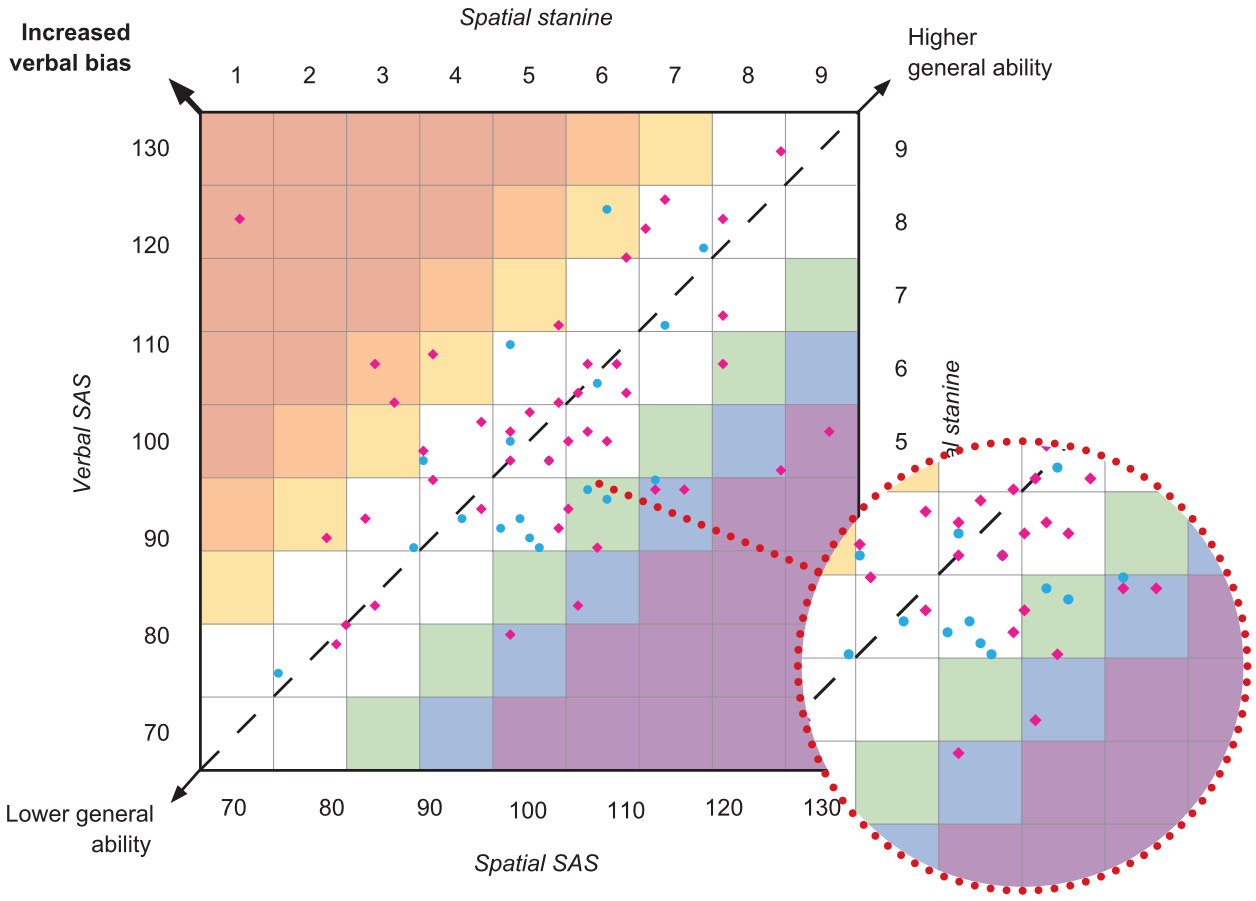
School: Test School		
Group: Year 7		
Date of test: 13/09/2011	**Level:** D	**No. of students:** 60

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%	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.

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

KS3 indicators

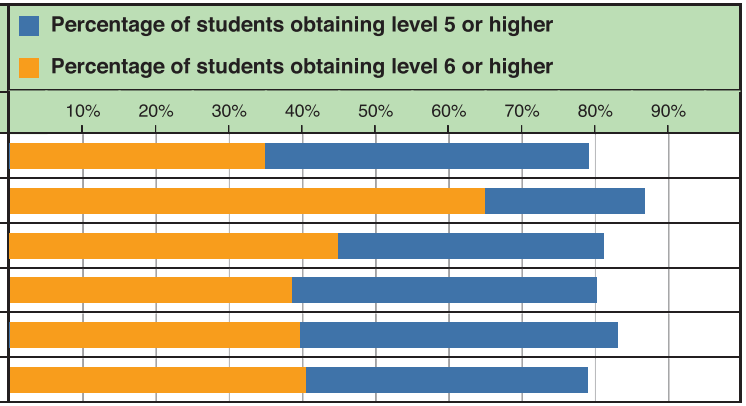
There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between students' scores on reasoning tests such as *CAT4* and performance in national tests and examinations. *CAT4*, which provides a range of indicators of future attainment, demonstrates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

Summary KS3 indicators

		English	Maths	Science
Percentage of students expected to achieve:	Level 6 or higher	35%	65%	45%
	Level 5 or higher	79%	87%	81%
Average point score		34.0	38.0	35.0
Number of students		60	60	60

Likely distribution of KS3 levels

	Likely distribution of levels					
	3 or less	4	5	6	7	8
English	6%	15%	44%	26%	9%	-
Maths	4%	9%	22%	34%	25%	5%
Science	4%	15%	36%	33%	12%	-
Art	3%	17%	42%	28%	11%	-
D&T	2%	15%	43%	31%	9%	-
Geography	3%	18%	39%	30%	10%	-



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

GCSE indicators

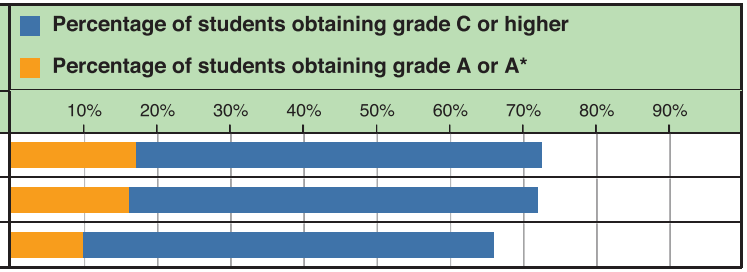
There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between students' scores on reasoning tests such as *CAT4* and performance in national tests and examinations. *CAT4*, which provides a range of indicators of future attainment, demonstrates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

Summary GCSE indicators

		All students	Males	Females
Percentage of students expected to achieve:	5+ A*–C GCSEs including English and maths	64%	61%	65%
	5+ A*–C GCSEs	85%	85%	85%
	5+ A*–G GCSEs	98%	99%	98%
Average point score		480.2	473.7	483.0
Average point score (best 8)		348.3	344.8	349.8
Number of students		60	18	42

Likely distribution of GCSE grades

	Likely distribution of grades								
	U	G	F	E	D	C	B	A	A*
English	0%	1%	2%	7%	17%	34%	21%	12%	5%
Maths	0%	2%	5%	8%	14%	35%	21%	13%	3%
Science – Core	0%	1%	4%	10%	19%	35%	21%	8%	2%



Area Consultants

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.

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