

# CAT4

## COGNITIVE ABILITIES TEST

### ASSESSMENT OVERVIEW

*Unlock  
pupil potential  
with the new edition  
of the UK's most  
popular test of  
reasoning abilities*

This booklet provides a  
comprehensive overview of the  
Cognitive Abilities Test: Fourth Edition

# Contents

Introduction to CAT4	1
Why a fourth edition?	2
Why use CAT4?	3
What CAT4 tells you – the batteries explained	4
Testing with CAT4	9
CAT4 Scoring and Reporting	12
CAT4 Interpretation & Analysis Services	19
CAT4 Attitudinal Survey	22



“ Our students start school with a diverse range of abilities and backgrounds, so our main aim is to ensure everyone leaves our school feeling they have achieved their full potential. We use GL Assessment’s Cognitive Abilities Test (CAT) to build a broader picture of where that potential may lie. ”

Stacey Knight, Basic Skills Manager  
at King Ethelbert Secondary  
School in Kent

## GL Assessment – An Introduction

For over 30 years, GL Assessment has provided rigorous and high-quality assessments for children’s education, mental health and wellbeing. Today we lead literacy, numeracy and ability testing in UK schools and our resources are used in over 100 countries worldwide.

Originally founded by the National Foundation for Educational Research (NFER), with whom we continue to work today, our tests are used by over 3 million pupils in the UK every year and we have delivered over 4 million online tests to date.

To ensure our assessments incorporate the very latest thinking and research, we have worked together with numerous distinguished organisations in the UK and abroad, including King’s College London, the University of Cambridge and the Australian Council for Educational Research.

Assessment is central to understanding each child’s potential and making informed decisions and in this brochure we take a special look at the brand new edition of our popular *Cognitive Abilities Test (CAT)*, seeking to provide you with a comprehensive overview of the test from administration through to the delivery of a brand new suite of reports.

**NEED MORE ADVICE?**

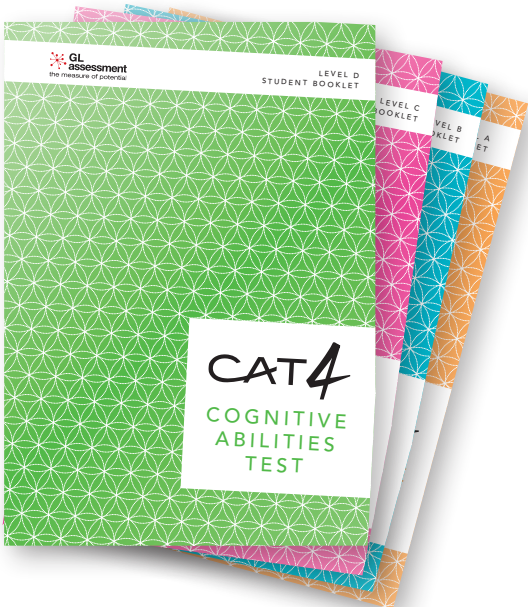
For help and advice or to arrange a no-obligation demonstration of CAT4, please call **0845 602 1937** or send an email to **info@gl-assessment.co.uk**

# 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. Fully standardised, the suite of tests has been developed to support schools in understanding pupils’ developed abilities and likely academic potential. Results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment. Aimed at pupils between 7:06 to 17+ years, the test is available in both paper and digital formats and can be administered individually or in a group setting.

CAT4 assesses 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. Together, these four tests provide teachers with a comprehensive profile of a pupil’s reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil’s strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil’s reasoning ability will be key to many decisions and should be considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.



### Key to unlocking potential

CAT is particularly popular with teachers and SENCOs across both primary and secondary settings for a number of reasons. As well as pin-pointing underachieving pupils, it helps identify gifted and talented pupils, including those who may be coasting in class. In fact, many teachers tell us that CAT is unique in the way it can ‘unlock potential’ – that is, identify a pupil with high level ability who may have been overlooked or who is in danger of underachieving.

CAT4 can also be used to inform appropriate target-setting, with indicators of attainment provided at KS2 and KS3. GCSE indicators are available for 30 subjects, as are AS/A Level indicators for 11 subjects, Scottish Standard Grade indicators for 24 subjects and Intermediate 1 and 2 indicators for 6 subjects. IGCSE indicators will be available in the Spring 2013. Since CAT4 is not about knowledge recall and requires no preparation, all pupils are offered the same opportunity to showcase their underlying ability, regardless of their previous academic achievements and first language – an important benefit for pupils with English as an Additional Language (EAL). The CAT4 results are also invaluable for providing feedback directly to pupils and their parents, as well as governors and school administrators.

**DID YOU KNOW?**

50% of secondary school pupils in England take CAT every year! For many it has provided a robust and reliable alternative for KS3 National Tests.

**Discover** how the latest cognitive research and extensive customer feedback has forged the way for a fourth edition of the popular *Cognitive Abilities Test* – see page 2.





# Why a fourth edition?

While the premise of CAT 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.

## A brand new suite of data rich reports

One of the most exciting features of CAT4 is the development of a brand new suite of reports, offering richer and far more comprehensive assessment data. Users can now select from a range of eight new reports, including an enhanced Group report for teachers. The inclusion of more narrative makes the reports 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 senior 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.

## A new structure with spatial ability at its heart

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. In CAT3, Non-verbal Reasoning and Spatial Ability formed one test battery, however research has shown that by splitting the test a more accurate assessment of a pupil's potential is provided, allowing schools to report on these distinct abilities separately.

The Spatial Ability Battery has been developed in accordance with established research that has found pupils with high spatial ability may find it more difficult to learn during their school careers. This is because teaching, even in Science, Technology, Engineering and Mathematics (STEM) subjects, has a strong verbal bias and pupils cannot play to their strengths even in subjects where spatial ability is required. Identifying and recognising pupils with high spatial ability is not only important for individual pupils but also for the economy; a workforce educated to a high level in the STEM subjects is key to economic success. For further information on all of the tests featured in CAT4, see pages 4-8.

## Up-to-date normative data

To ensure rigour, CAT4 was standardised on 25,000 Primary and Secondary pupils in Autumn 2011. This extensive standardisation process means that teachers can be assured that CAT4 provides them with accurate data about their pupils' potential based on the performance of today's pupils across the UK.

## Other improvements in CAT4

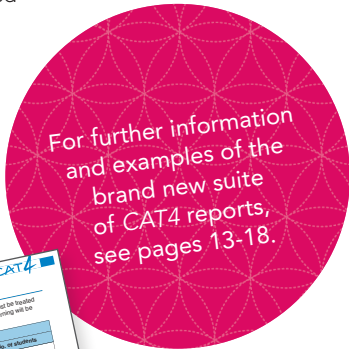
In addition to the developments outlined above, the fourth edition of CAT gave the opportunity to incorporate a number of improvements which are listed below

- The overall time for CAT4 is shorter than that for CAT3, despite the inclusion of the new Spatial Ability test. This has been achieved by reducing the number of tests in each part from three to two
- A new Level G has been developed. This is set at an 'above average' ability to reflect the bias in usage of CAT4 in Years 11/S5, 12/S6 and Year 13 for Northern Ireland
- By carefully developing question and answer options, the items in the Verbal Reasoning test are more up-to-date and culturally universal
- The extent to which scoring on the Verbal and Quantitative Reasoning tests depends on past education has been reduced. This has been achieved by removing Sentence Completion and Equation Building, which necessitated reading comprehension skills and knowledge of mathematical conventions respectively
- Levels of the tests are now less tightly linked to the adjacent ages, to enable each level to be more accurately pitched at the midpoint of each age group's ability range.

- CAT4 has been newly standardised to provide accurate, up-to-date data
- It can be used to inform appropriate target-setting, with indicators of attainment provided at KS2, KS3, GCSE, AS/A Level, Scottish Standard Grade and Intermediate 1 and 2.

## And CAT4 Digital?

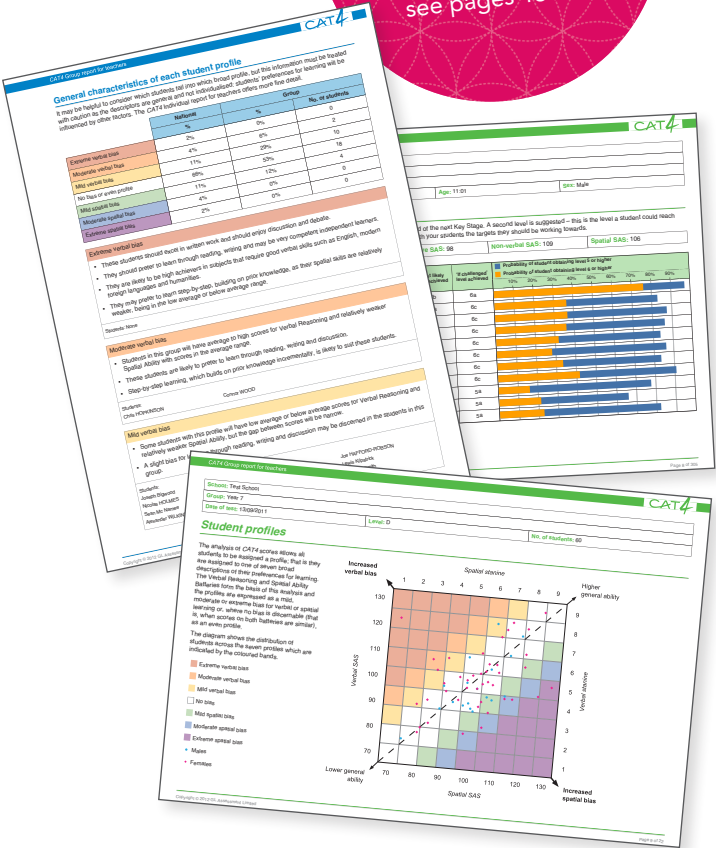
- CAT4 Digital removes the burden of test administration, as all practice, instructions and timings are computer-administered
- Instant scoring gives teachers results at the touch of a button
- Accurate and reliable reports are delivered straight to a teacher's desktop, enabling results to be analysed with ease and integrated with other school information, better informing target-setting at both individual and group level
- Computer-based assessment often feels less daunting for pupils and fast feedback is proven to be more motivating
- Schools moving from paper to digital assessments can be assured of full continuity of data.



# Why use CAT4?

## The benefits explained...

- CAT4 identifies a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning
- CAT4 is unique in the way it can 'unlock potential' – that is, identify a pupil with high level ability who may have been overlooked or who is in danger of underachieving
- A new Spatial Ability test has been developed building on the latest research which confirms the importance of assessing pupils' spatial ability in order to develop and support spatial skills which are so important across the curriculum and the basis for success in STEM subjects and careers
- Results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment
- A brand new suite of easy-to-understand reports offer richer and far more comprehensive assessment data
- Different reports are available for teachers, senior leaders, parents and pupils in a number of formats



CAT4 example reports



# What CAT4 tells you – the test batteries explained

CAT4 comprises four test batteries, each of which contains two tests. The tests assess the main types of mental processing which play a substantial role in human thought. Together, they provide users with a comprehensive understanding of the core abilities related to learning. The test batteries are described below.

CAT4	
Verbal Reasoning Battery	Verbal Classification
	Verbal Analogies
Quantitative Reasoning Battery	Number Analogies
	Number Series
Non-verbal Reasoning Battery	Figure Classification
	Figure Matrices
Spatial Ability Battery	Figure Analysis
	Figure Recognition

Each of the test batteries is explored in further detail throughout this next section, highlighting what they assess and the types of questions featured. Examples from both the paper and digital versions are also included.



**NEED MORE ADVICE?**

For help and advice or to arrange a no-obligation demonstration of CAT4, please call **0845 602 1937** or send an email to **info@gl-assessment.co.uk**

## Verbal Reasoning Battery – thinking with words

The Verbal Reasoning Battery assesses reasoning ability with words representing objects or concepts. Whilst the test battery requires some reading ability, CAT4 limits the reading requirements to a modest level throughout and the vocabulary demands have been kept as low as possible. The background knowledge needed to answer the verbal questions is that which all pupils will have encountered in school or everyday life, rather than including topics that may only be familiar to certain socioeconomic or cultural groups.

Since the greater part of education is presented through the verbal medium, the importance of this battery for diagnosis and educational attainment is clear. Tests of verbal reasoning have always been among the best predictors of educational progress.

### Example Questions

#### Verbal Classification

The example asks pupils to recognise the conceptual link between three given words and then choose the word from the options that belongs with the original set.

CAT4

Verbal Classification

Directions

In each of these questions there are three words in bold type. These three words are similar in some way. Decide how they are the same. Then choose the word from the answer choices that goes with the first three words. Look at the example below.

Example

**green** **blue** **red**

A colour      B crayon      C paint      D yellow      E rainbow

The first three words are **green**, **blue** and **red**. Green, blue and red are all colours. Look for the answer choice that is also a colour. The correct answer is **D, yellow**. This is how you would show the answer:

A

B

C

D

E

#### Verbal Analogies

In each of these questions there are three words in bold type. The first two words go together. The third word goes together with one of the answer choices.

Example

**new** → **old** : **wet** →

A rain      B drip      C hot      D sun      E dry

Pupils are required to choose the word from the answer choices that goes with the third word. Since new is the opposite of old, pupils have to find the word that is the opposite of wet. Answer E, dry, is the opposite of wet.

### Example questions from CAT4 Digital Level A

CAT4

Directions

In each question there are three words in bold. The first two words go together. The third word goes together with one of the answer choices. Choose the word from the answer choices that goes with the third word. Look at the example.

Example:

new → old : wet →

rain

drip

hot

wet

dry

Look at the first two words, new and old. Think about how these two words go together. New is the opposite of old.

Look at the third word, wet. The word 'wet' must go with the answer in the same way that new goes with old. Since new is the opposite of old, you have to find the word that is the opposite of wet. The correct answer is dry because dry is the opposite of wet.

Click on 'wet' for the next practice question.

CAT4

Directions

In each question there are three words in bold. These three words are similar in some way. Decide how they are the same. Then choose the word from the answer choices that goes with the first three words. Look at the example.

Example:

**green** **blue** **red**

colour

crayon

paint

yellow

rainbow

The first three words are green, blue and red. Green, blue and red are all colours. Look for an answer choice that is also a colour. The correct answer is yellow.

Click on 'red' for the next practice question.

Quantitative Reasoning Battery – thinking with numbers

The Quantitative Reasoning Battery assesses reasoning ability with numbers. The test battery has been designed to be minimally reliant on mathematical knowledge. The Number Analogies test requires only basic arithmetical knowledge, and parallels the analogy tests in the Verbal and Non-verbal Reasoning Batteries. The Number Series test focuses as far as possible on the identification of relationships between the elements of the questions, though basic arithmetical knowledge is required too.

In this way, the Quantitative Reasoning Battery will give a genuine indication of most pupils’ ability to think with numbers, with the exception of children with particularly low arithmetic skills.

Example questions

Number Analogies

The example asks pupils to work out how the two given pairs of numbers are related and then choose the third number that has the same relationship from among the five options presented.

CAT4

Number Analogies

Directions

Each of these questions starts with two numbers that are linked together in some way. Next there are two more numbers that are linked in exactly the same way. You have to work out how the numbers are linked and then complete the third pair. Look at the example below.

Example

[ 2 → 3 ] [ 9 → 10 ] [ 6 → ? ]      A 3    B 4    C 5    D 6    E 7

What do you have to do that gets you from 2 to 3 and also from 9 to 10?

You have to add 1. So, 6 changes to 7. The correct answer is **E, 7**. This is how you would show the answer:

A

B

C

D

E

This is just one example. In the test you might have to add, subtract, multiply or divide to get the second half of each pair. Remember, you must always check that what you decide for the first pair also works for the second pair.

Go to next page >>

Number Series

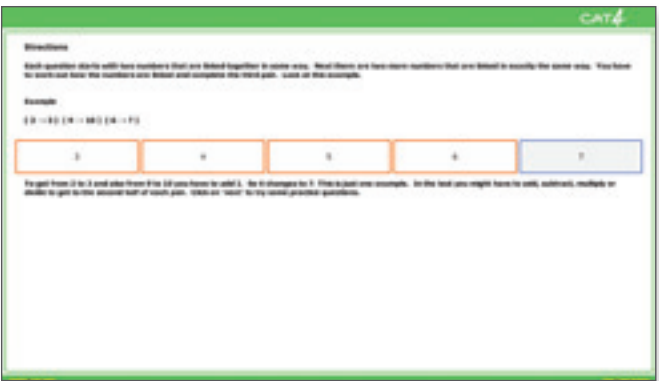
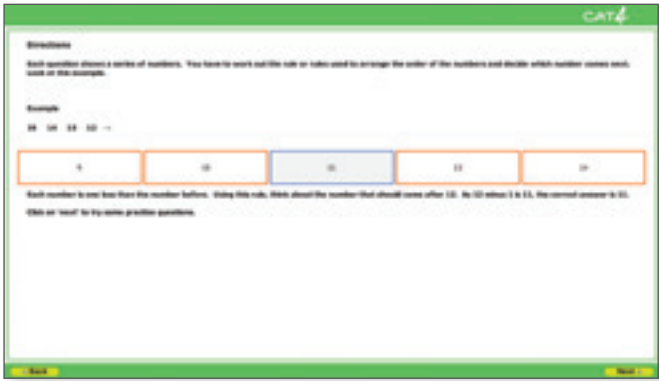
Each of these questions shows a series of numbers. Pupils have to work out the rule or rules used to arrange the numbers, then decide which number should come next in the series.

Example

15 14 13 12 →      A 9    B 10    C 11    D 13    E 14

From among the five options, pupils are required to choose the number that continues the given sequence. In this example each number is one lower than the number before it. As 12 minus 1 is 11, the right answer is C, 11.

Example questions from CAT4 Digital Level D



Non-verbal Reasoning Battery – thinking with shapes

The Non-verbal Reasoning Battery assesses the ability to think and reason with non-verbal material and measures something distinct from the Spatial Ability Battery. The materials used are still shapes but the difficulty in the task lies not in creating, maintaining and mentally manipulating precise images but in reasoning with easily distinguishable shapes and designs.

Like the Verbal and Quantitative Reasoning Batteries, it measures basic reasoning processes such as identifying similarities and relationships but using shapes and designs rather than words or numbers.

Example questions

Figure Classification

The example asks pupils to identify the common characteristics of the three given figures and choose the option from the five presented, which shares the same characteristics.

CAT4

Figure Classification

Directions

In each of these questions the first three figures are similar in some way. Decide how they are the same. Then choose the figure from the answer choices that goes with them. Look at the example below.

Example

A

B

C

D

E

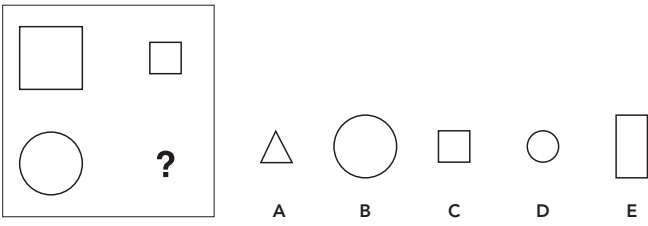
Think about how the first three figures are similar. Each figure is shaded and has four sides. Now look at the answer choices. Find the one that is shaded and also has four sides. The correct answer is **D**. This is how you would show the answer:

Go to next page >>

Figure Matrices

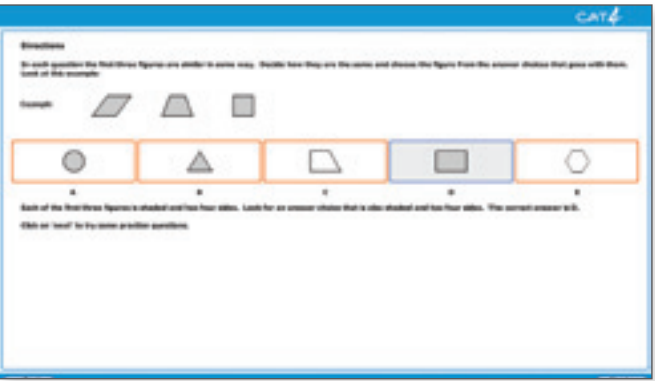
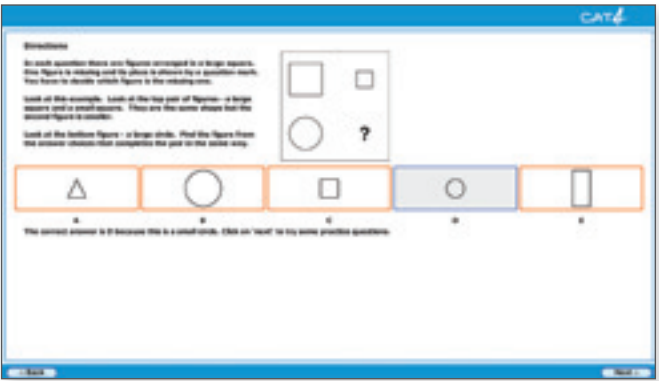
In each of these questions there are figures arranged in a large square. One figure is missing and its place is shown by a question mark.

Example



Pupils are required to identify the relationship of the figures in the square and from the five options presented, select the figure that has the same relationship. In this example the top pair of figures comprises a large square and a small square. They are the same shape but the second figure is smaller. Since the bottom figure is a large circle pupils are required to find the figure that completes the pair in the same way. The correct answer is D because this is a small circle.

Example questions from CAT4 Digital Level F



Spatial Ability Battery – thinking with shape and space

The Spatial Ability Battery assesses how well pupils can create and retain mental images of precise shapes and objects, and then manipulate these in their minds. This ability is critical to effective working in many ‘spatial’ disciplines and careers (for example engineering, physical sciences, mathematics and architecture). Yet it has traditionally been under-appreciated or under-assessed in schools, either being ignored completely or viewed as relevant only to ‘low level’ manual skills.

As spatial tests make no demands on verbal ability, they can be highly effective indicators of potential in pupils with poor verbal skills as well as effectively identifying the weaker abilities of those who have verbal strengths. This then provides a more comprehensive picture of the pupils concerned.

Example questions

Figure Analysis

Each of the questions in this test is about folding paper and punching holes in it. The example asks pupils to decide how the paper would look when it is unfolded, selecting from five given answers.

CAT4

Figure Analysis

Directions

Each of the questions in this test is about folding paper and punching holes in it. You must decide how the paper would look when unfolded. Look at the example below.

Example

Figure Matrices

This test is about hidden shapes. Each question has a target shape and the target is hidden in one of five designs.

Example

Pupils are required to find where the target is hidden and mark the letter for that design. The target will be exactly the same size and way round and all sides of the target have to be shown on the design. Pupils are not required to imagine it turned around or flipped over. As shown above the target can be found in design B.

Example questions from CAT4 Digital Level G

Directions

This test is about hidden shapes. Each question has a target shape. The target is hidden in one of the five designs. Look at this example.

Example

Click on 'next' to continue.

Directions

This test is about folding paper and punching holes in it. You must decide how the paper would look when unfolded. Look at this example.

Example

Click on 'next' to continue.

Testing with CAT4

Administration - paper and digital editions explained

CAT4 is available in both paper and digital editions and can be administered individually or as a group test. The test content of each is identical, with CAT4 Digital offering the same validity and robustness of its paper-based equivalent, alongside the added benefit of immediate scoring and reporting.

OVERPRINTING SERVICE

To ensure accuracy of data, schools have the option of purchasing our overprinting service. This service delivers Answer Sheets pre-printed with the required information, saving valuable time on the day of the test and guaranteeing an efficient results delivery service.

CAT4 is simple to use and can be administered by any teacher, SENCO or tutor. Each test battery consists of two tests which take 8 to 10 minutes each to complete. In total the entire battery should take no longer than 45 minutes including administration instructions, examples and practice questions. It is recommended that CAT4 is administered in three parts and the instructions that follow assume this will be the case and indicate where breaks should be taken.

All information relating to the administration of both the paper and digital editions of CAT4 is included in the Teacher Guidance Pack. Presented in a practical binder with tabbed sections, it includes guidance on administration, scoring and reporting, alongside case studies from the standardisation process. The pack provides an essential starter kit to successfully administer the test and will be updated in 2013 with case studies from early adopters.

For existing users of CAT3, it is important to note that whilst the administration of CAT4 is similar, the scoring and delivery of reports has changed significantly. This is due to a complete redevelopment of the scoring and reporting function which features an exciting new suite of easy-to-understand reports – see pages 13-18 for further details. These changes are explained in the sections below.

CAT4 Paper edition

Administration

For paper users, full details of how to administer CAT4 can be found in the Teacher Guidance Pack. Pupils are required to write their answers directly onto the Optical Mark Recognition (OMR) Answer Sheets provided by the administrator. On completion the administrator is required to fill out a Group Header Sheet for each test group for which a separate analysis is required. Both the Answer Sheets and Group Header Sheet are submitted to GL Assessment as part of the CAT4 Scoring and Analysis Service and computer scored – see below. You can order Answer Sheets as and when required, reusing your pupil booklets each year. This ensures you get the most out of your school budget.

Scoring

All scoring of the CAT4 Paper edition is now carried out by computer. Users of CAT4 will have to use the Scoring and Analysis Service, as the test is not available for hand scoring. Computerised scoring has the advantage of ensuring complete accuracy and also allows the generation of automated individual and group reports, which would not be available via hand scoring.

CAT4 Paper users will automatically receive a Group report for teachers as part of their subscription to the Scoring and Analysis Service. This is a comprehensive report that provides a group level analysis of the selected group or cohort of pupils. In addition to the Group report, users can also choose from a range of seven additional reports, which have been designed with a range of different audiences in mind. These reports can be purchased separately, with prices starting from £1.99 per pupil. For further information on the reports available through the Scoring and Analysis Service, please see pages 13-18.

Teacher Report

Overview

Group Classification

Individual Classification

Group Summary

Individual Summary

Group Analysis

Individual Analysis

Group Classification

Individual Classification

Group Summary

Individual Summary

Group Analysis

Individual Analysis

Page 8

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Page 9





CAT4 Digital edition

Administration

As with the paper version, full details of how to administer *CAT4 Digital* can be found in the Teacher Guidance Pack. When a licence or set of administrations is purchased for *CAT Digital*, a unique URL (internet address) will be created for the teacher or administrators school and an administration password will be issued. This will give the teacher/administrator access to ‘Testwise’ – GL Assessment’s unique online assessment platform, whereby they will have the ability to add pupils (either individually or in groups) to the test register and generate reports. With *Testwise* being so flexible, administration tasks can be done from any computer, whether in school or at home. Once a test has been purchased pupils can be set up to take the test.

The Teacher Guidance Pack provides a step-by-step description of how each test appears on-screen and how pupils can access and take the test.

Scoring

*CAT4 Digital* is scored automatically on completion of the tests. Teachers and administrators can access reports through their school’s online account and reports can be generated on demand instantly.

*CAT4 Digital* users will automatically receive a Group report for teachers – a far richer and more comprehensive report than the current *CAT3* Group report. The report provides a group level analysis of the selected group or cohort of pupils.

In addition to the Group report for teachers, users can also choose from a range of seven additional reports, which have been designed with a range of different audiences in mind. These reports can be purchased separately, with prices starting from £1.99 per pupil. For further information on the reports available through *CAT4 Digital*, please see pages 13-18.

When to test with CAT4

When *CAT4* is administered will vary according to each school’s calendar and the purpose for which the results will be used.

Primary schools will most likely administer Levels A, B or C during the autumn term so that the diagnostic information can be used to modify, as necessary, the educational programme of an individual pupil or groups of pupils.

In receiving secondary schools, if objective test results are not available from all the contributing schools, the autumn term will be the most suitable time in which to administer *CAT4*.

Later use of *CAT4* will be linked to the timing of particular decisions taken in the secondary school, such as the setting of end of key stage targets or the choice of appropriate examination or pre-vocational courses. Career guidance can also be greatly assisted by knowing a pupil’s profile of abilities as revealed by *CAT4* results.



Which test levels to use?

*CAT4* is available at seven different levels of difficulty. The tests have been developed in an overlapping, progressive format and are referred to as levels A to G. The target year group and age range covered by the norms for each test level are shown in the table below.

CAT4 Level	Target year group			Age range for general population norms
	England & Wales	Scotland	Northern Ireland	
A	Y4	P5	Y5 (P5)	8:00 – 9:11
B	Y5	P6	Y6 (P6)	9:00 – 10:11
C	Y6	P7	Y7 (P7)	10:00 – 11:11
D	Y7	S1	Y8 (F1)	11:00 – 12:11
E	Y8	S2	Y9 (F2)	12:00 – 13:11
F	Y9 & Y10	S3 & S4	Y10 & Y11	13:00 – 15:11
G	Y11 & 12	S5 & S6	Y12 & Y13	15:00 – 17:11

Schools are recommended to use the level of *CAT4* shown for the year group they want to assess. This is particularly important if the school results are being combined with those from other schools for whatever reason.

What test results can I obtain?

The number of questions a pupil answers correctly on each test is referred to as their raw score. Raw scores are then interpreted by comparing them to the performance of other pupils of the same chronological age group by means of so-called ‘normative scores’.

The analysis of raw scores plus the age of the pupils, in the context of large cohorts of pupils, results in a series of ‘normative scores’. Three types of normative score are provided to interpret pupils’ performance on *CAT4*:

- Standard Age Scores
- National Percentile Rank
- Stanines.

Further information about *CAT4* scores and their interpretation is given in the section entitled ‘*Guidance on scoring and reporting results*’ in the Teacher Guidance Pack.

“CAT can help us spot those children who are not fulfilling their true potential – such as high achievers who are simply coasting. These pupils may not alert the attention of the teacher as they are still getting good grades, but their CAT results can indicate that they are capable of achieving a lot more. Once we have uncovered who they are, we can then find a way to motivate and encourage them to do better. This is especially useful for larger classes, where these things can be missed.”

Peter Spratling, Junior School Assessment  
Leader at The British International  
School, Cairo (BISC)

**NEED MORE ADVICE?**  
For help and advice or to arrange a no-obligation demonstration of CAT4, please call 0845 602 1937 or send an email to [info@gl-assessment.co.uk](mailto:info@gl-assessment.co.uk)

# CAT4 Scoring and Reporting

As previously mentioned one of the most exciting features of CAT4 is the development of a brand new suite of reports. Following extensive market research and customer feedback on CAT3, these new reports are not only tailored to specific audiences but offer richer and far more comprehensive assessment data.

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 from as little as £1.99 per pupil.

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 senior leadership teams and governing bodies, to easy-to-understand reports for parents and pupils. These explain what the data means and how pupils can be supported in their learning, both at home and at school.

## Communicating CAT4 results through dynamic reports

Teachers have told us that it is often difficult to find the time and opportunity to explain CAT4 results to teaching colleagues. They fear this may seem burdensome or imply that additional work needs to be done. The development of new and refined reports for CAT4, including enhanced narrative and graphics, makes this process easier and enables teachers and pupils to benefit from the additional information and recommendations arising from the testing process.

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.

“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.

# Let's take a look at the reports in more detail...

## 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 is intended for use 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 in 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:

- **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 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 and AS/A Levels for England, Wales and Northern Ireland and Standard/Intermediate grades for Scotland. 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.

## Scores for the group from Group report for teachers – Level B

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

Student name	Class	Verbal			Quantitative			Non-verbal			Spatial			Overall	
		No. attempted (N)	SAS	GR	No. attempted (N)	SAS	GR	No. attempted (N)	SAS	GR	No. attempted (N)	SAS	GR	Mean SAS	GR
Rita Tucker	EJ	45	117	+3	35	128	1	45	126	+3	35	133	1	126	1
Nail Davies	BM	45	129	1	35	115	6	45	131	2	35	125	+2	125	2
Yola Moss	BM	45	109	-12	35	127	-2	45	133	1	35	109	-2	109	3
Sally Rogers	EJ	45	113	+6	35	127	+2	45	114	11	35	119	-5	119	4
Mary Anasola	BM	45	123	2	35	119	4	45	122	+5	35	100	-16	116	5
Shaneel Sharma	BM	45	88	-27	35	112	-2	45	126	+3	35	125	+2	113	6
Tim Vincent	BM	45	111	11	35	111	11	45	116	9	35	111	6	112	7
Nancy Roberts	BM	45	115	5	35	113	+7	45	111	+14	35	104	-12	111	+8
Shaneel Singh	BM	45	111	-9	35	108	-14	45	117	8	35	106	+13	111	+8
Kareem Khan	BM	45	113	+6	35	113	+7	45	109	-17	35	102	-14	109	-10
Tim Chung	EJ	45	111	-9	35	102	-20	45	113	+12	35	106	+10	108	+11
Robbie Matthews	BM	45	111	-9	35	116	3	45	111	+14	35	93	-20	108	+11
Tom Abingit	EJ	45	106	-18	35	87	-29	45	122	+5	35	108	8	106	+13
Nathan Gill	EJ	45	88	-20	35	112	-8	45	110	-16	35	103	-13	106	+13
Tom Sharpe	EJ	45	102	-15	35	99	-24	45	108	+19	35	112	5	105	+15
Nick Watt	BM	45	117	+3	35	107	-13	45	102	-22	35	94	-19	105	+15
Sarah Ling	EJ	45	95	-23	35	104	-18	45	109	+17	35	107	9	104	+17
Shaneel Nash	BM	45	106	-14	35	108	-23	45	115	10	35	95	-18	104	+17
Rob Reagan	EJ	45	100	-18	35	110	-12	45	118	7	35	87	-23	104	+17
Peter Blenheim	BM	45	113	+6	35	97	-26	45	96	-27	35	101	-15	102	-20
Joshua Durio	EJ	45	99	-19	35	119	+12	45	100	-24	35	89	-22	99	-21
Natasha Anasola	EJ	45	101	-16	35	96	-25	45	113	+12	35	79	-31	99	-22
Nick Duffy	EJ	45	101	-16	35	90	-29	45	108	+19	35	93	-20	98	-22
Shaneel Davies	EJ	45	95	-23	35	102	-20	45	97	-26	35	90	-20	94	-24
Ruth Elliot	EJ	45	88	-20	35	86	-31	45	104	-21	35	86	-24	94	-24
Shaneel Field-Johnson	BM	45	86	-30	35	87	-30	45	101	-23	35	86	-24	93	-26

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 relates a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.

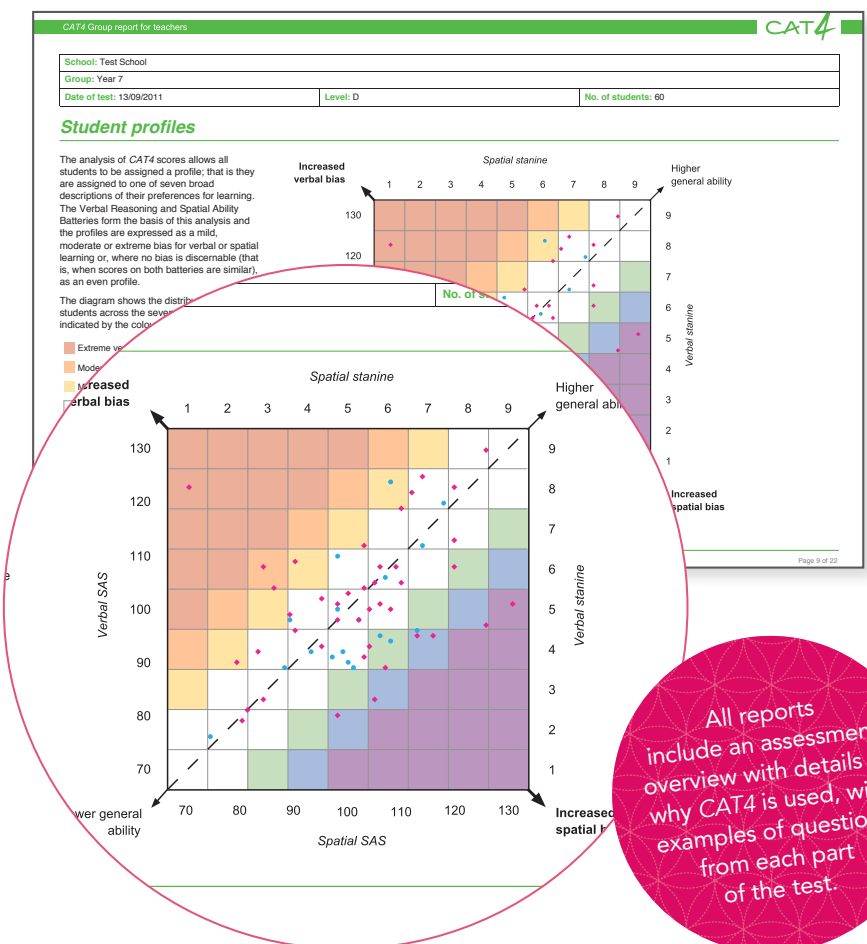
The Group Rank (GR) shows how each student has performed in comparison to those in the defined group. The symbol + represents just taking with one or more other students.

The number of questions attempted can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

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Page 6 of 12

## Student profiles from Group report for teachers – Level D



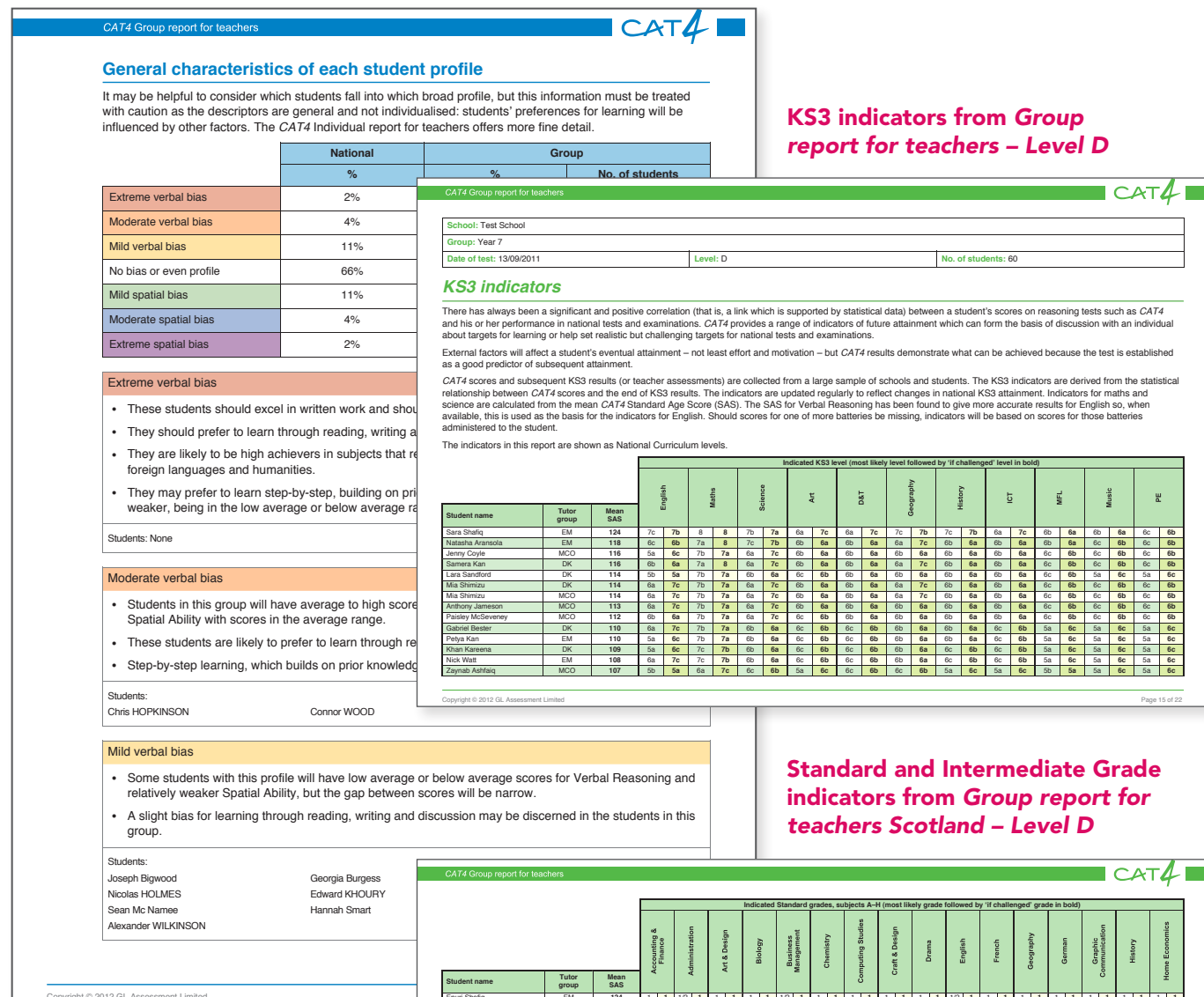
### NEED MORE ADVICE?

For help and advice or to arrange a no- obligation demonstration of CAT4, please call 0845 602 1937 or send an email to [info@gl-assessment.co.uk](mailto:info@gl-assessment.co.uk)

All reports include an assessment overview with details of why CAT4 is used, with examples of questions from each part of the test.



## Student profile characteristics from Group report for teachers – Level F



## KS3 indicators from Group report for teachers – Level D

**CAT4 Group report for teachers**

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.

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	7a	6a	7c	5a	7c	7b	6b
Natalia Alexaki	EM	118	6c	6b	7a	8	7b	6b	6a	6b	6a	6b	6b
Jenny Coyle	MCO	116	5a	6c	7a	7a	6a	7c	6b	6a	6b	6c	6b
Samera Kan	DK	116	6b	6a	7a	8	6a	7c	6b	6a	6a	6c	6b
Lara Sandford	DK	114	5b	5a	7b	7a	6b	6a	6c	6b	6a	6b	6a
Mia Shimizu	DK	114	6a	7c	7b	7a	6a	7c	6b	6a	6b	6c	6b
Mia Shimizu	MCO	114	6a	7c	7b	7a	6a	7c	6b	6a	6b	6c	6b
Anthony Jameson	MCO	113	5a	7c	7a	7a	6a	7c	6b	6a	6b	6c	6b
Freddie McIlveney	MCO	112	6b	6a	7c	7a	6a	7c	6b	6a	6b	6c	6b
Gabriel Bester	DK	110	6a	7c	7b	7a	6b	6a	6c	6b	6a	6b	6a
Petya Kan	EM	110	5a	6c	7b	7a	6b	6a	6c	6b	6a	6b	6a
John Karama	DK	109	5a	6a	7c	7b	6b	6a	6c	6b	6a	6b	6a
Nick Watt	EM	108	6a	7c	7b	7b	6b	6a	6c	6b	6a	6b	6a
Zaynab Ashtaq	MCO	107	5b	5a	6a	7c	6c	6b	6a	6c	6b	6a	6c

Page 15 of 22

## Standard and Intermediate Grade indicators from Group report for teachers Scotland – Level D

**CAT4 Group report for teachers**

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

### Standard and Intermediate Grade 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 Standard and Intermediate Grade results (or teacher assessments) are collected from a large sample of schools and students. The Standard and Intermediate Grade indicators are derived from the statistical relationship between CAT4 scores and the end of Standard and Intermediate Grade results. The indicators are updated regularly to reflect changes in national Standard and Intermediate Grade 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	Tutor group	Mean SAS	Accounting & Finance	Administration	Art & Design	Biology	Business Management	Chemistry	Computing Studies	Craft & Design	Drama	English	French	Geography	German	Graphic Communication	History	Home Economics
Ernst Shafiq	EM	124	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Natalia Alexaki	EM	118	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Jenny Coyle	MCO	116	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Samera Kan	DK	116	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Lara Sandford	DK	114	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mia Shimizu	DK	114	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mia Shimizu	MCO	114	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Anthony Jameson	MCO	113	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Freddie McIlveney	MCO	112	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Gabriel Bester	DK	110	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Petya Kan	EM	110	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
John Karama	DK	109	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nick Watt	EM	108	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Zaynab Ashtaq	MCO	107	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chloe Bullock	DK	107	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Shahana Hoque	DK	107	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Liz Price	DK	107	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Elise Kelly	MCO	106	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Susan McGregor	EM	106	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Connor Gibson	DK	105	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Murison Kirsty	MCO	104	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Nel Davies	DK	103	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rita Reagan	DK	103	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Peter Adelunde	MCO	102	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Theodora Dunec	EM	102	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Samuel Mahmoud	MCO	102	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Tim Vincent	MCO	102	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bethany Thomas	EM	101	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Connor Kemp	DK	100	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Niamh Ernst	DK	100	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Kyle Greenwood	EM	100	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Alex Horkanen	EM	100	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chris Kennedy	EM	100	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Charlotte Jacobs	MCO	98	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Page 14 of 19

## 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 is intended for use by any practitioner, be it a subject teacher, form teacher, head of year, learning support practitioner or gifted and talented coordinator.

The report includes:

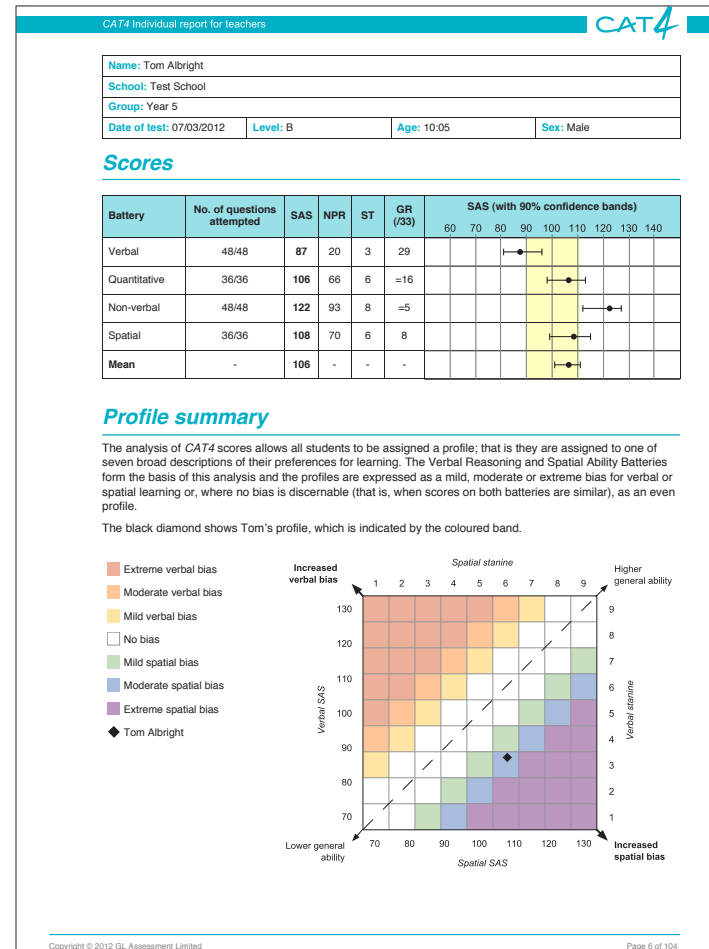
- Example results** – A visual guide to the scores table with explanation of what is being shown and definitions where required.
- Scores** – A detailed breakdown of scores for each pupil, including their Standard Age Scores (SAS) with confidence bands, National Percentile Rank, stanines and Group Ranking (GR).

- Profile summary** – A pupil's score is plotted on the profile chart and a dynamic explanation of their profile type is given.

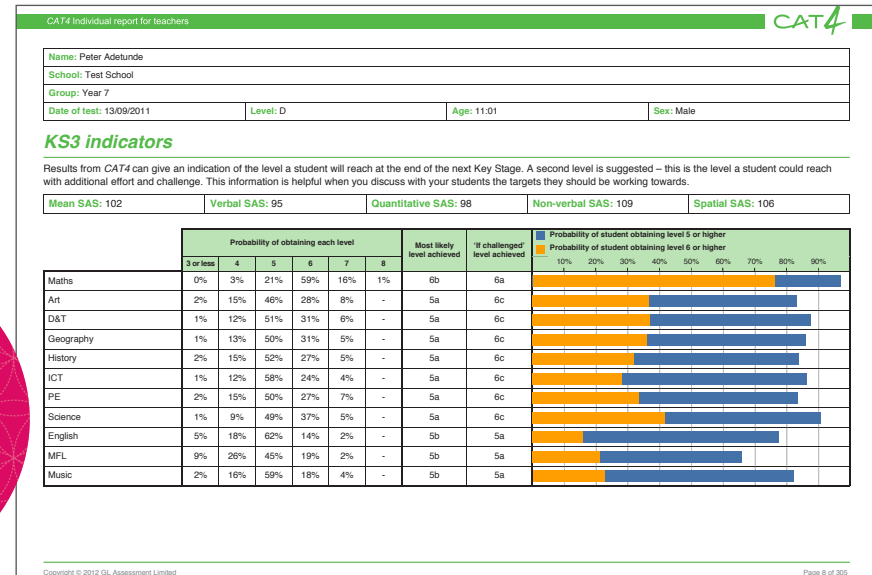
- Implications for teaching and learning** – Based on the pupil's CAT4 scores, dynamic narrative outlines how the pupil can best be supported by teachers to ensure they achieve their potential.
- Indicators** – Indicator table(s) are provided for KS2, KS3, GCSE and AS/A Levels for England, Wales and Northern Ireland and Standard/Intermediate Grades for Scotland.

All reports include an assessment overview with details of why CAT4 is used, with examples of questions from each part of the test.

## Individual scores from Individual report for teachers – Level B



## KS3 indicators from Individual report for teachers – Level D



## 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:

- **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 in national tests examinations and comparisons across subject areas can be made easily.

All reports include an assessment overview with details of why CAT4 is used, with examples of questions from each part of the test.

### Individual scores from *Individual report for students – Level D*

CAT4 Individual report for students

CAT4

Name: Peter Adetunde			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11.01	Sex: Male

## Scores

	Below average	Average	Above average
Verbal	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Quantitative	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Non-verbal	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Spatial	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>

## Summary

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

- You may prefer learning that uses visual clues. If so, make sure you use online resources, videos and texts with plenty of pictures that will help you remember key facts and information.
- Use your stronger spatial skills to help across the range of subjects. For example, use mind maps as a aid to remembering key events and characters in a text in English and annotate text to reinforce key facts and information in science. You may find some of your schoolwork challenging, particularly if it involves lots of reading and writing.
- Make sure you understand what you are learning, step-by-step, as it is important that you learn at a pace that is right for you.
- Always ask your teacher to explain anything that is not clear. If you don't understand the meaning of a key word in a lesson, do ask.

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Page 5 of 6

### GCSE indicators from *Individual report* for students – Level F

CAT4 individual report for students

CAT4

Name: Lauren Ashby-Bird

School: Test School

Group: Year 10

Date of test: 03/11/2011

Level: F

Age: 15.00

Sex: Female

Indicators for GCSE

Subject	Most likely grade achieved	If challenged grade achieved	GCSE grade									
			U	G	F	E	D	C	B	A	A*	
Maths	A	A*										
Science – Additional	A	A*										
Science – Biology	A	A*										
Science – Core	A	A*										
Art & Design	A/B	A										
Business Studies	A/B	A										
D&T – Food	A/B	A										
D&T – Textiles	A/B	A										
English Language	A/B	A										
English Literature	A/B	A										
Geography	A/B	A										
History	A/B	A										
Information Technology	A/B	A										
Music	A/B	A										
Physical Education	A/B	A										
Religious Education	A/B	A										
Science – Chemistry	A/B	A										
Science – Physics	A/B	A										
Sociology	A/B	A										
Statistics	A/B	A										
D&T – Electronics	B	A										
D&T – Graphics	B	A										
D&T – Resistant materials	B	A										
D&T – Systems control	B	A										
Drama	B	A										
French	B	A										
German	B	A										
Home Economics	B	A										
Media Studies	B	A										
Spanish	B	A										

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Page 4 of 4

## 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 them 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 in the home.

The report includes:

- **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 in national tests/examinations and comparisons across subject areas can be made easily. For KS2 of KS3 an explanation of the National Curriculum levels is provided.

**Introductory page from *Individual report for parents – Level B***

CAT4 Individual report for parents

4

# CAT4 Individual report for parents

Name: Tom Albright			
School: Test School			
Group: Year 5			
Date of test: 07/03/2012	Level: B	Age: 10.05	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.

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Page 5 of 1260

### Standard Grade indicators from *Individual report for parents Scotland – Level D*

CAT4 Individual report for parents

CAT4

Name: Alice Coyle

School: Sample School

Group: S1

Date of test: 13/09/2011

Level: D

Age: 11:11

Sex: Female

Indicators for Standard Grade

Subject	Most likely grade achieved	If challenged grade achieved	Standard grade						
			7	6	5	4	3	2	1
Drama	3	2							
Home Economics	3	2							
Music	3	2							
PE	3	2							
Social & Moral Studies	3	2							
Art & Design	3/4	3							
Chemistry	3/4	3							
Craft & Design	3/4	3							
History	3/4	3							
Physics	3/4	3							
Science	3/4	3							
Spanish	3/4	3							
Administration	4	3							
Biology	4	3							
Business Management	4	3							
Computing Studies	4	3							
English	4	3							
French	4	3							
Geography	4	3							
Graphic Communication	4	3							
Modern Studies	4	3							
Religious Studies	4	3							
Accounting & Finance	4/5	4							
German	4/5	4							
Maths	4/5	4							
Technical Studies	4/5	4							

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Form 904 of 940

## Indicators for GCSE

Subject	Most likely grade achieved
Maths	A
Science – Additional	A
Science – Biology	A
Science – Core	A
Art & Design	A/B
Business Studies	A/B
D&T – Food	A/B
Textiles	

**Sex:** Female

Age group	Standard grade						
	7	6	5	4	3	2	1
13-14					3	2	
15-16					3	2	
17-18					3	2	
19-20					3	2	
21-22					3	2	
23-24					3	2	
25-26					3	2	
27-28					3	2	
29-30					3	2	
31-32					3	2	
33-34					3	2	
35-36					3	2	
37-38					3	2	
39-40					3	2	
41-42					3	2	
43-44					3	2	
45-46					3	2	
47-48					3	2	
49-50					3	2	
51-52					3	2	
53-54					3	2	
55-56					3	2	
57-58					3	2	
59-60					3	2	
61-62					3	2	
63-64					3	2	
65-66					3	2	
67-68					3	2	
69-70					3	2	
71-72					3	2	
73-74					3	2	
75-76					3	2	
77-78					3	2	
79-80					3	2	
81-82					3	2	
83-84					3	2	
85-86					3	2	
87-88					3	2	
89-90					3	2	
91-92					3	2	
93-94					3	2	
95-96					3	2	
97-98					3	2	
99-100					3	2	



## CAT4 Summary report for senior leaders

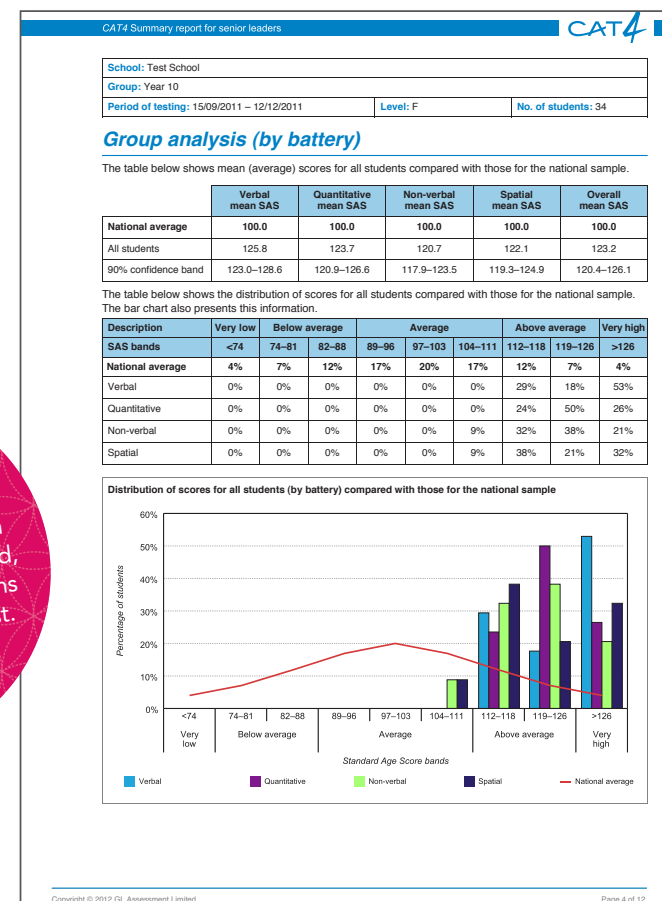
The CAT4 Summary report for senior leaders provides high level analysis of a selected cohort or group's performance against the national average. The report is designed for use by head teachers, senior leadership teams and governing bodies. It is important to recognise that CAT4 results can be relevant 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:

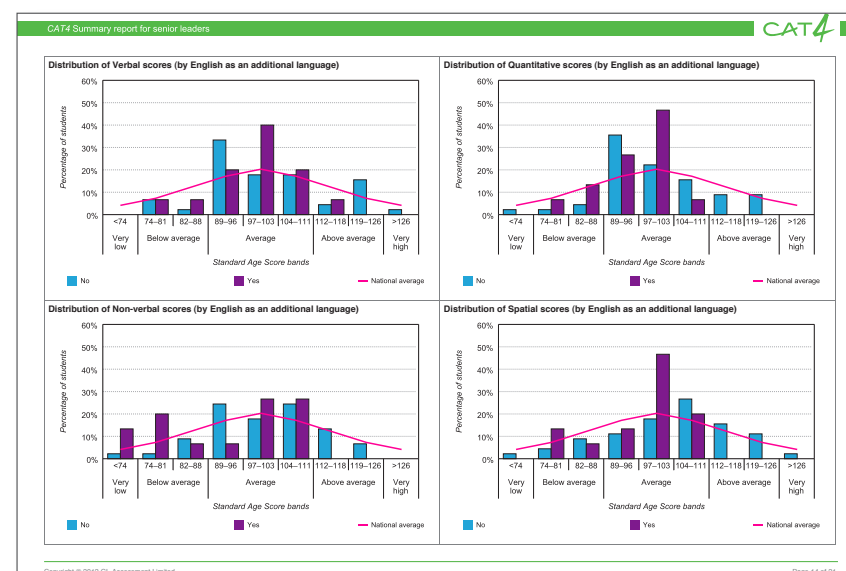
- **Group Analysis** – A detailed analysis of the cohort/group scores compared to the national average, with analysis by battery, gender and ethnicity, and further options available as specified.
- **Student Profiles** – A profile chart indicating the learning preferences for all pupils in the cohort/group 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 available in PowerPoint® format, ideal for sharing key findings with a wider audience.

A CAT4 Summary presentation for senior leaders is available in PowerPoint® format. Similar to the Summary report for senior leaders, the presentation shows data from a selected group or cohort and compares this to the national average. Presented in an easy-to-understand bullet point format, it is ideal for sharing key findings with a wider audience and saves time in disseminating information from the Summary report.

## Group analysis (by battery) from Summary report for senior leaders – Level D



## Distribution of scores (by English as an additional language) from Summary report for senior leaders – Level D



# CAT4 Interpretation & Analysis Services

For users of the brand new *Cognitive Abilities Test 4 (CAT4)*, GL Assessment has developed a series of *CAT4 Interpretation & Analysis Services*, a flexible support programme to help schools maximise their use of CAT4 data in their learning and teaching.

To enable customers to choose a level of support that best suits their own specific requirements, three different kinds of service are available:

- CAT Conference
- CAT4 Workshop
- CAT4 Consultancy Service.

All services are delivered by accredited facilitators who offer extensive experience at senior leadership level and have worked with schools on the use of data to inform school improvement and review. They are also well practised in the use of CAT4.

## Why use CAT4 Interpretation & Analysis Services?

They help schools gain full benefit from the powerful assessment contained within CAT4.

Schools are in a better position to embed fully the power of CAT4 predictions into teaching and learning.

Results can help identify and meet the learning needs of every pupil.

They provide an objective view of your school's progress towards improvement goals and enable schools to more easily address whole school strategic planning.

All CAT4 *Interpretation & Analysis Services* carry the ISO quality management standard. In addition, our ISO 27001 accreditation means that your data is safe with us.



“The quality and depth of the information provided by GL Assessment's Interpretation & Analysis Services are second to none. Data analysis services such as these will play an increasingly essential role in helping schools to tackle issues such as poor behaviour and underachievement as the education landscape continues to change and evolve.”

Andrew Goulding, Head Teacher,  
Bishop's Stortford High School







CAT Conference

Popular with CAT users for over five years, our CAT Conferences are set to continue throughout 2013. Suitable for both new and existing users, these one-day conferences provide professional development through sharing good practice and offering guidance and practitioner advice on making the most of the valuable assessment data CAT provides.

Designed to broaden the understanding of the range of abilities assessed by the test, our CAT Conferences also help to demonstrate how results can be used by teachers, schools and local authorities for key school decision-making and target-setting.

Our CAT Conferences are held both in the UK and overseas. For details of our latest events, please visit [www.gl-assessment.co.uk/events](http://www.gl-assessment.co.uk/events).

CAT4 Workshop

Designed for up to 15 participants and especially suited to school clusters, federations and academy chains, our CAT4 Workshop builds the capacity of participants and schools to fully understand and interrogate their CAT4 data.

It is aimed at participants who are already familiar with the administration of CAT4, but are looking for a deeper insight into the interpretation and analysis of the data. The workshop is carried out at a school's own premises.

Ideal for use at an INSET day or as a twilight session, the workshop provides a thorough examination of sample sets of CAT4 data and reports. Participants will also benefit from explanations of statistical terminology and clarification on who should receive your CAT4 data, when and for what purpose. The benefits of using CAT4 alongside other standardised datasets are also explored (e.g. Fischer Family Trust (FFT) data).

Why choose the CAT4 Workshop?

- The workshop builds you and your school's capacity to fully understand and interrogate your CAT4 data
- The benefits of using CAT4 alongside other standardised datasets are explored (e.g. Fischer Family Trust (FFT) data)
- It offers additional insights into your school's data, ensuring full value from your investment in CAT4
- Maximises the benefit of school improvement through focussing on the implications for learning and teaching
- Provides participant's with the knowledge to explore and analyse their own CAT4 data, whilst sharing ideas and best practice with other participants.

Prices

Half-day CAT4 Workshop - £595 +VAT  
Full-day CAT4 Workshop - £895 +VAT  
Maximum of 15 delegates per workshop



**NEED MORE ADVICE?**  
To book, or for further information on any of our CAT4 Interpretation & Analysis Services, please call **0845 602 1937** or send an email to [pds@gl-assessment.co.uk](mailto:pds@gl-assessment.co.uk)

CAT4 Consultancy Service

Our CAT4 Consultancy Service is the ideal choice for schools looking for an even deeper and more strategic level of analysis than is possible through the CAT4 Workshop.

The service involves partnership with a skilled facilitator who, together with the School Leadership Team (SLT), examines a school's CAT4 reports, focusing on the strategic implications for school improvement and helping to identify and prioritise next steps.

In addition to a half-day meeting with the SLT, schools receive a final enhanced school-specific summary identifying the key questions and plans for improvement agreed at the visit.

Why choose the CAT4 Consultancy Service?

- The in-depth, tailored service will help schools fully maximise the use of their valuable CAT4 data, with the help and support of an experienced facilitator
- It explores school improvement issues arising from the data and reports
- Enables schools to review existing strategies and actions in light of the data examined
- Prioritises strategies and actions to maximise progress and the implementation of intervention strategies at both school and individual level
- Allows for consideration of other evidence available to the school
- Utilises the experience of other schools through our facilitators.

Price

£695 +VAT



# Cognitive Abilities Test Attitudinal Survey (CATAS)

## Introduction

GL Assessment has collaborated with the highly respected Centre for Successful Schools, Keele University, to create an attitudinal survey that may be used alongside CAT4 Levels D, E or F to measure attitudes to different aspects of school life, offering an effective way of finding out what Y7–Y9 (S1–S3) pupils think. If administered year-on-year the *Cognitive Abilities Test Attitudinal Survey (CATAS)* can be used to monitor trends and changes in pupils’ attitudes and how these reflect and respond to school initiatives.

This survey has been developed in response to the need for schools to collect, analyse and evaluate evidence of pupils’ views and perceptions about the quality of their school’s provision. The idea of young people in school finding and using their ‘voice’ has been growing over the past two decades and recognises the huge potential contribution students can make. An easy way to capture this contribution is by surveying school cohorts on a regular basis.

## A must have for CAT4 users

Available as a paper or digital survey, CATAS allows pupils’ attitudes to be considered and evaluated alongside data on their abilities as evidenced by CAT4. The addition of this short survey offers a time-efficient and effective way of finding out what pupils think. The resulting pupil profile paints an enhanced picture of each individual, enabling teachers to focus more on pupils’ needs and personalise their pupils’ learning further.

CATAS also enables schools and teachers to:

- identify behavioural and academic problems at an early stage, preventing students from becoming disengaged, particularly those who do not ‘speak up’
- recognise possible reasons for lack of motivation
- implement strategies to raise the ability of pupils whose attitude is inhibiting potential
- focus on pupils who need help the most
- produce more accurate targets because attitude is known
- compare results with the national average.

## CATAS in more detail...

Both the paper and digital survey are easy to administer and take only 20–30 minutes to complete. For poor readers, statements may be read out or, in the case of the digital edition, audio support is available.

The survey comprises a core of 52 statements where pupils are asked to agree or disagree with the statement or assess whether something is always / often / never the case. The core statements are supplemented by a small number of statements specific to each year group.

The statements are broken down into the following six categories		
Category (Sub-scale)	Content	Statement example
School Standards	Discipline, standard of education, encouragement to do well	<i>“This school recognises and rewards good work or behaviour.”</i>
School Policy and Provision	Rules, consultation, bullying, provision of IT	<i>“The school is too slow to remove students who stop others learning.”</i>
Teaching and Learning	Standard of teaching, engagement of teachers, targets	<i>“My teachers encourage me to work hard.”</i>
Relationships in School	Peer and teacher relationships, respect, extra mural activity	<i>“The students here encourage each other in lessons.”</i>
Student Wellbeing	Importance of school work, truancy, homework, safety	<i>“I am usually happy at this school.”</i>
Parental Support	Engagement of parents/carers	<i>“My parents/carers help and advise me with my school work.”</i>

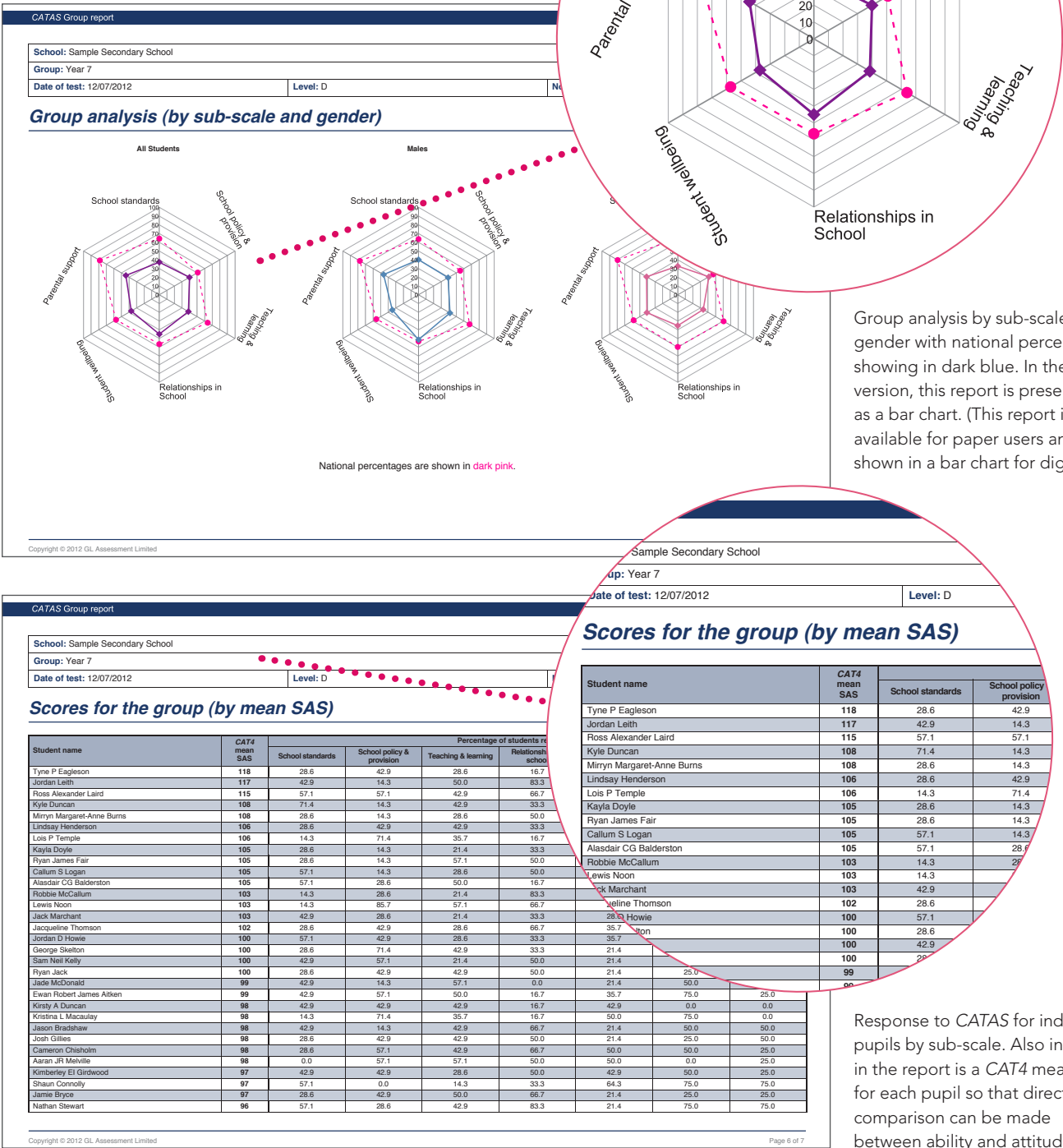
For schools requiring a more in-depth and detailed psychometric audit for pupils aged 4–18 years, or for those looking for a reliable means of identifying and tackling low attainment, behavioural issues and poor attendance, our *Pupil Attitudes to Self and School (PASS)* provides the perfect solution. Helping you gain a true insight into the mindset of pupils, PASS complements CAT4 data very well. It can help to answer many of the questions raised when there are discrepancies between attainment and CAT4 scores, providing you with an often sought-after missing link. Please call 0845 602 1937, email [info@gl-assessment.co.uk](mailto:info@gl-assessment.co.uk) or visit [www.gl-assessment.co.uk/pass](http://www.gl-assessment.co.uk/pass) for further information on our popular attitudinal survey.

## The CATAS report

The paper edition of CATAS is supplied with scoring by our Assessment Services whereas users of the digital edition benefit from instant scoring and reporting.

Reports feature:

- statement-by-statement analysis for the group
- individual analysis by category (sub-scale)
- comparison against national and group average
- optional analysis by ethnicity, SEN status, free school meals and two discretionary criteria set by the school.



**NEED MORE ADVICE?**  
For help and advice or to arrange a no-obligation demonstration of CAT4 or CATAS, please call **0845 602 1937** or send an email to [info@gl-assessment.co.uk](mailto:info@gl-assessment.co.uk)

Group analysis by sub-scale and gender with national percentages showing in dark blue. In the digital version, this report is presented as a bar chart. (This report is only available for paper users and is shown in a bar chart for digital users.)

Response to CATAS for individual pupils by sub-scale. Also included in the report is a CAT4 mean score for each pupil so that direct comparison can be made between ability and attitude.





**CAT4 WEBSITE**  
To coincide with the launch of CAT4 we have developed a CAT4 website. The website provides additional information about the assessment, frequently asked questions, sample reports and videos/demonstrations of the product. Visit [www.cat4support.com](http://www.cat4support.com)

# Order Form

## Order CAT4 today!

For further information and advice on CAT4, or advice on how GL Assessment can help meet your individual assessment needs please call **+44 (0)845 602 1937** or send an email to **info@gl-assessment.co.uk**

Alternatively, to arrange a no-obligation demonstration of CAT4, please call **+44 (0)845 602 1937** or contact your local Area Consultant direct. Contact details can be found online at **www.gl-assessment.co.uk/consultants**

**4**  
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order

- 1 Photocopy and fax this order form to **+44 (0)845 602 1937**
- 2 Post it to: **GL Assessment, FREEPOST LON16517, Swindon SN2 8BR**
- 3 Call **+44 (0)845 602 1937**
- 4 Visit **www.gl-assessment.co.uk/cat4** (no credit card required - we invoice your school).

Mr/Mrs/Miss/Ms \_\_\_\_\_  
Job Title \_\_\_\_\_  
Address \_\_\_\_\_  
Post Code \_\_\_\_\_  
Tel \_\_\_\_\_ Fax \_\_\_\_\_  
Email \_\_\_\_\_  
Official Order No. \_\_\_\_\_  
Paying Authority/School \_\_\_\_\_

☐ Please invoice me ☐ Cheque enclosed Amount £..... (payable to GL Assessment)

PRODUCT	CODE	QTY	PRICE *+VAT
CAT4 Paper			
CAT4 Student Booklets			
Level A	978 07087 20912/GLA510		£7.95
Level B	978 07087 20929/GLA510		£7.95
Level C	978 07087 20936/GLA510		£7.95
Level D	978 07087 20943/GLA510		£7.95
Level E	978 07087 20950/GLA510		£7.95
Level F	978 07087 20967/GLA510		£7.95
Level G	978 07087 20974/GLA510		£7.95

CAT4 OMR Answer Sheets (pack of 10 Group Header Sheet)			
Level A	978 07087 20998/GLA510		£12.99*
Level B	978 07087 21001/GLA510		£12.99*
Level C	978 07087 21018/GLA510		£12.99*
Level D	978 07087 21025/GLA510		£12.99*
Level E	978 07087 21032/GLA510		£12.99*
Level F	978 07087 21049/GLA510		£12.99*
Level G	978 07087 21056/GLA510		£12.99*
CAT4 Teacher Guide Pack	978 07087 21063/GLA510		£60.00
CAT4 Evaluation Pack Primary	978 07087 21070/GLA510		£23.85
CAT4 Evaluation Pack Secondary	978 07087 21087/GLA510		£31.80

PRODUCT	CODE	QTY	PRICE *+VAT
CAT4 Scoring Service (including the Group report for teachers)			
Answer Sheet Level A	978 07087 21278/GLA510		£5.80*
Answer Sheet Level B	978 07087 21285/GLA510		£5.80*
Answer Sheet Level C	978 07087 21292/GLA510		£5.80*
Answer Sheet Level D	978 07087 21308/GLA510		£5.80*
Answer Sheet Level E	978 07087 21315/GLA510		£5.80*
Answer Sheet Level F	978 07087 21322/GLA510		£5.80*
Answer Sheet Level G	978 07087 21339/GLA510		£5.80*
CAT4 Overprinting Service	978 07087 21346/GLA510		£0.90*

Additional CAT4 Reports			
Summary report for senior leaders	978 07087 21193/GLA510		£99.00*
Summary presentation for senior leaders	978 07087 21209/GLA510		£49.00*
Individual report for teachers	978 07087 21216/GLA510		£1.99*
Individual report for parents	978 07087 21223/GLA510		£1.99*
Individual report for students	978 07087 21230/GLA510		£1.99*
Excel report	978 07087 21247/GLA510		£99.00*
Cluster report	978 07087 21254/GLA510		£499.00*



## Order Form continued...

PRODUCT	CODE	QTY	PRICE **+VAT
<b>CAT4 Digital</b>			
Individual Administration (minimum order of 10 administrations required)			
Level A	978 07087 21100/GLA510		£8.50*
Level B	978 07087 21117/GLA510		£8.50*
Level C	978 07087 21124/GLA510		£8.50*
Level D	978 07087 21131/GLA510		£8.50*
Level E	978 07087 21148/GLA510		£8.50*
Level F	978 07087 21155/GLA510		£8.50*
Level G	978 07087 21162/GLA510		£8.50*

PRODUCT	CODE	QTY	PRICE **+VAT
<b>CATAS Digital</b>			
Individual Administrations (minimum order of 10)			
Level D	978 07987 20349/GLA510		£1.35*
Level E	978 07087 20356/GLA510		£1.35*
Level F	978 07087 20363/GLA510		£1.35*

CATAS Annual Licences are also available

<b>CATAS Paper</b>			
Pupil Booklets (pack of 10)			
Inclusive of Scoring Level D	978 07087 20400/GLA510		£13.50*
Inclusive of Scoring Level E	978 07087 20417/GLA510		£13.50*
Inclusive of Scoring Level F	978 07087 20424/GLA510		£13.50*

\*+VAT \*\*UK postage and packing: Add £4.25 if enclosing payment with your order (If you are not enclosing payment, you will be charged the full cost of postage based on weight and delivery date required.)

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