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.

www.gl-assessment.co.uk/cat4
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. Aims 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 pinpointing 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. GCSE 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.

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, the reports appear in a range of different formats from PowerPoint presentations for teachers. The inclusion of more narrative makes the reports 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 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 teachers.

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 CAT4 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 11/5, 12/6 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.

Why use CAT4?

The benefits explained...

• 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.

Other improvements in CAT4

• 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.

Why use CAT4?

The benefits explained...

• 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.
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.

<table>
<thead>
<tr>
<th>CAT4</th>
<th>Verbal Reasoning Battery</th>
<th>Quantitative Reasoning Battery</th>
<th>Non-verbal Reasoning Battery</th>
<th>Spatial Ability Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Classification</td>
<td>Figure Classification</td>
<td>Number Analogies</td>
<td>Figure Matrices</td>
<td>Figure Analysis</td>
</tr>
<tr>
<td>Verbal Analogies</td>
<td>Figure Series</td>
<td>Number Series</td>
<td>Figure Recognition</td>
<td>Figure Recognition</td>
</tr>
</tbody>
</table>

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.

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.

Example questions from CAT4 Digital Level A

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.

Example

new → old : wet →

A: rain  B: drip  C: hot  D: sun  E: dry

Go to next page   >>

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

Go to next page   >>

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
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 arithmetical 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.

**Example**


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, A changes to B. The correct answer is D because this is a small circle.

**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. You have to choose which figure is the missing one. Look at the example below.

**Example**

Think about how the first three figures are similar in some way. Decide how they are linked together in some way. Then choose the figure from the answer choices that goes with them. Look at the example below.

**Figure Classification**

In each of these questions two numbers are linked together in some way. Decide how they are linked together in some way. Then choose the number that shows the same relationship from among the five presented.

**Example**

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**

**Example questions from CAT4 Digital Level F**

Non-verbal Reasoning Battery – thinking with shapes

The Non-verbal Reasoning Battery 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.

**Example**

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.
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. You must decide how the paper would look when it is unfolded, selecting from five given answers.

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

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.

Figure Matrices

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

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 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.

CAT4 Scoring and Analysis 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.

Example questions from CAT4 Digital Level G

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.

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 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.

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.
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.

<table>
<thead>
<tr>
<th>CAT4 Level</th>
<th>Target year group</th>
<th>Age range for general population norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Y4</td>
<td>8.00 – 9.11</td>
</tr>
<tr>
<td>B</td>
<td>Y5</td>
<td>9.00 – 10.11</td>
</tr>
<tr>
<td>C</td>
<td>Y6</td>
<td>10.00 – 11.11</td>
</tr>
<tr>
<td>D</td>
<td>Y7</td>
<td>11.00 – 12.11</td>
</tr>
<tr>
<td>E</td>
<td>Y8</td>
<td>12.00 – 13.11</td>
</tr>
<tr>
<td>F</td>
<td>Y9 &amp; Y10</td>
<td>13.00 – 15.11</td>
</tr>
<tr>
<td>G</td>
<td>Y11 &amp; 12</td>
<td>15.00 – 17.11</td>
</tr>
</tbody>
</table>

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.
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.

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 Score (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 A/AS 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.

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

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

Student profiles from Group report for teachers – Level D

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 Deashan, Deputy Head Teacher at Weald of Kent Grammar.

NEED MORE ADVICE?

For help and advice on arranging a free obligation demonstration of CAT4, please call 0845 602 1937 or send an email to info@gl-assessment.co.uk.

www.gl-assessment.co.uk/cat4
**LET’S TAKE A LOOK AT THE REPORTS IN MORE DETAIL…**

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

**General characteristics of each student profile**

It may be helpful to consider which students fall into which broad profiles, but this information should be treated with caution on the description of general and individual student preferences for learning and will be influenced by other factors. The CAT4 Individual report for teachers offers more detail.

<table>
<thead>
<tr>
<th>Profile</th>
<th>Number of students</th>
<th>% of all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Verbal Reasoning</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Average Spatial Ability</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>High Verbal Reasoning</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>High Spatial Ability</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>No bias in either profile</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Low Spatial Ability</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Low Verbal Reasoning</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS3</td>
<td>These levels were identified as the most likely grades students achieved at KS3.</td>
</tr>
</tbody>
</table>

**Individual report for teachers – Level B**

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 tables are provided for KS2, KS3, GCSE and A/AS Levels for England, Wales and Northern Ireland and Standard/Intermediate Grades for Scotland.

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS3</td>
<td>These levels are based on the group of the pupil’s scores at the end of Key Stage 3. They will 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 increased support.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Grade</td>
<td>These levels are based on the pupil’s scores at the end of Key Stage 3. They will 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 increased support.</td>
</tr>
</tbody>
</table>

**CAT4 Individual report for teachers**

Test School

**Test School**

**Scores**

<table>
<thead>
<tr>
<th>Test</th>
<th>Verbal Reasoning</th>
<th>Spatial Ability</th>
<th>Mean SAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test School</td>
<td>Grade 4</td>
<td>Grade 5</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Test School</td>
<td>Grade 4</td>
<td>Grade 5</td>
<td>Grade 6</td>
</tr>
</tbody>
</table>

**Profile summary**

- **Bronze rated test**
- **Silver rated test**
- **Gold rated test**
- **Bronze rated test**
- **Silver rated test**
- **Gold rated test**

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS3</td>
<td>These levels are based on the group of the pupil’s scores at the end of Key Stage 3. They will 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 increased support.</td>
</tr>
</tbody>
</table>
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.

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

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.

GCSE indicators from Individual report for students – Level F

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

Introductory page from Individual report for parents – Level B

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Most likely grade achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>A</td>
</tr>
<tr>
<td>Science – Additional</td>
<td>A</td>
</tr>
<tr>
<td>Science – Biology</td>
<td>A</td>
</tr>
<tr>
<td>Science – Core</td>
<td>A</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>A</td>
</tr>
<tr>
<td>Business Studies</td>
<td>A/B</td>
</tr>
<tr>
<td>D&amp;T – Food</td>
<td>A/B</td>
</tr>
</tbody>
</table>

| Sex: Female |

<table>
<thead>
<tr>
<th>Age</th>
<th>Standard grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

www.gl-assessment.co.uk/cat4
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 in senior leadership 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.

To enable the power of assessment contained within CAT4 to have the expected impact, schools need to make sure they fully utilise the assessment data. CAT4 Interpretation & Analysis Services provide schools with the support they need to maximise the use of CAT4.

They help schools achieve the maximum benefit from CAT4, an assessment 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.
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

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.

Idea 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 - £395 + VAT
Full-day CAT4 Workshop - £895 + VAT
Maximum of 15 delegates per workshop

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.
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 I, E or F to measure attitudes to different aspects of school life, offering an effective way of finding out what Y7-Y9 (51-53) 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 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

For schools requiring a report in CAT4 and detailed psychometric advice for pupils aged 4-18 years, in for those looking for a reliable means of identifying and tackling low attainers, the CATAS provides a pupil attitude to their school and school policies along with pupils’ group and pupil attitude scores. Providing pupils with a personal view of their CATAS scores is an alternative approach to CAT4 and CAT4 scores, providing pupils with a personal view of their CATAS scores is an alternative approach to CAT4 (or CAT4) scores, providing pupils with a personal view of their CATAS scores is an alternative approach to CAT4 (or CAT4) scores, providing pupils with a personal view of their CATAS scores is an alternative approach to CAT4 (or CAT4) scores.
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

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)

Please complete both sides of this order form or call +44 (0)845 602 1937

PRODUCT          CODE          QTY          PRICE + VAT

CAT4 Paper

CAT4 Student Booklets
Level A  978 07087 20912/GLA510  £7.95
Level B  978 07087 20905/GLA510  £7.95
Level C  978 07087 20903/GLA510  £7.95
Level D  978 07087 20894/GLA510  £7.95
Level E  978 07087 20890/GLA510  £7.95
Level F  978 07087 20887/GLA510  £7.95
Level G  978 07087 20874/GLA510  £7.95

CAT4 OMR Answer Sheets (pack of 10 Group Header Sheet)
Level A  978 07087 21098/GLA510  £12.99*
Level B  978 07087 21090/GLA510  £12.99*
Level C  978 07087 21089/GLA510  £12.99*
Level D  978 07087 21083/GLA510  £12.99*
Level E  978 07087 21078/GLA510  £12.99*
Level F  978 07087 21072/GLA510  £12.99*
Level G  978 07087 21067/GLA510  £12.99*

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 21190/GLA510  £99.00*
Summary presentation for senior leaders  978 07087 21206/GLA510  £49.00*
Individual report for teachers  978 07087 21216/GLA510  £1.99*
Individual report for parents  978 07087 21222/GLA510  £1.99*
Individual report for students  978 07087 21233/GLA510  £1.99*
Excel report  978 07087 21247/GLA510  £99.00*
Cluster report  978 07087 21254/GLA510  £499.00*
## ORDER FORM

### CAT4 Digital

<table>
<thead>
<tr>
<th>PRODUCT Description</th>
<th>CODE</th>
<th>QTY</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(minimum order of 10 administrations required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level A</td>
<td>978 07087 21100/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
<tr>
<td>Level B</td>
<td>978 07087 21117/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
<tr>
<td>Level C</td>
<td>978 07087 21124/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
<tr>
<td>Level D</td>
<td>978 07087 21131/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
<tr>
<td>Level E</td>
<td>978 07087 21148/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
<tr>
<td>Level F</td>
<td>978 07087 21155/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
<tr>
<td>Level G</td>
<td>978 07087 21162/GLA510</td>
<td></td>
<td>£8.50*</td>
</tr>
</tbody>
</table>

### CAT4 Paper

<table>
<thead>
<tr>
<th>PRODUCT Description</th>
<th>CODE</th>
<th>QTY</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Booklets (pack of 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive of Scoring Level D</td>
<td>978 07087 20400/GLA510</td>
<td></td>
<td>£13.50*</td>
</tr>
<tr>
<td>Inclusive of Scoring Level E</td>
<td>978 07087 20417/GLA510</td>
<td></td>
<td>£13.50*</td>
</tr>
<tr>
<td>Inclusive of Scoring Level F</td>
<td>978 07087 20424/GLA510</td>
<td></td>
<td>£13.50*</td>
</tr>
</tbody>
</table>

### CATAS Digital

<table>
<thead>
<tr>
<th>PRODUCT Description</th>
<th>CODE</th>
<th>QTY</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Administrations (minimum order of 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level D</td>
<td>978 07987 20349/GLA510</td>
<td></td>
<td>£1.35*</td>
</tr>
<tr>
<td>Level E</td>
<td>978 07987 20356/GLA510</td>
<td></td>
<td>£1.35*</td>
</tr>
<tr>
<td>Level F</td>
<td>978 07987 20363/GLA510</td>
<td></td>
<td>£1.35*</td>
</tr>
</tbody>
</table>

### CATAS Paper

<table>
<thead>
<tr>
<th>PRODUCT Description</th>
<th>CODE</th>
<th>QTY</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Booklets (pack of 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive of Scoring Level D</td>
<td>978 07987 20400/GLA510</td>
<td></td>
<td>£13.50*</td>
</tr>
<tr>
<td>Inclusive of Scoring Level E</td>
<td>978 07987 20417/GLA510</td>
<td></td>
<td>£13.50*</td>
</tr>
<tr>
<td>Inclusive of Scoring Level F</td>
<td>978 07987 20424/GLA510</td>
<td></td>
<td>£13.50*</td>
</tr>
</tbody>
</table>

+=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.)

**NEED MORE ADVICE?**

For help and advice or to arrange a no-obligation demonstration of CAT4 or CATAS, please call +44 (0)845 602 1937 or send an email to info@gl-assessment.co.uk