External Assessment – Spring Report 2023-2024

Name:	
Class:	
Class Teacher.	
SEND Status:	
Attendance:	

CAT4 (Cognitive Abilities Test)	Verbal		Non-Verbal		Quantitative		Spatial	
	SAS	Stanine	SAS	Stanine	SAS	Stanine	SAS	Stanine
	88	3	123	8	68	1	114	7

NGRT (New Group Reading Test)	Test 1		Test 2	
	SAS	Stanine	SAS	Stanine
	83	3	85	3

PASS (Pupil Attitudes to Self and School)	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to tutors
	High satisfaction	Moderate satisfaction	High satisfaction	High satisfaction	High satisfaction
	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands	
	High satisfaction	Low moderate satisfaction	High satisfaction	High satisfaction	

Relationship between scores

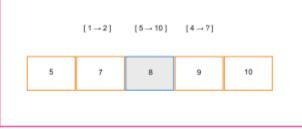| Description	Very Low	Below Average		Average			Above Average		Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9
Standard Age Score (SAS)	70	80	90	100	110		120	130	
National Percentile Rank (NPR)	1	5 10 20		30 40 50 60 70			80 90 95		99

David Wade
Principal

What is CAT4?

Quantitative (or Numerical) Reasoning Battery – thinking with numbers

Number Analogies

Two pairs of related numbers are presented. From a selection of five possible answers, the student must select a number to complete a third pair.

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

$[1 \rightarrow 2]$ $[5 \rightarrow 10]$ $[4 \rightarrow ?]$

5	7	8	9	10

Verbal Reasoning Battery – thinking with words

Verbal Classification

Three words are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth word with similar properties.

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

rain   fog   sunshine

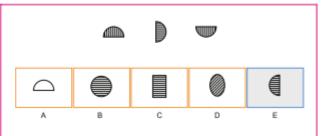| winter	snow	weather	dark	night

Non-verbal Reasoning Battery – thinking with shapes

Figure Classification

Three designs are presented which are similar in some way or ways. From a selection of five possible answers, the student must identify a fourth design with similar properties.

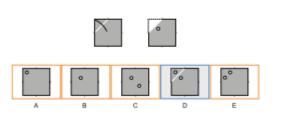The answer is E because it is the only answer choice that is a striped semi-circle, like the first three figures.

A	B	C	D	E

Spatial Ability Battery – thinking with shape and space

Figure Analysis

A series of diagrams shows a square being folded repeatedly, and then punched through with holes. From a selection of five possible answers, the student must identify how the paper will appear when unfolded.

The answer is D. The hole is punched through both layers of paper, so as it is unfolded the holes will be a mirror image of each other, with the crease being the mirror line.

A	B	C	D	E

GEMS EDUCATION

We see **genius** in every child

FOR LIFE
Always by your side

What is CAT4?

- The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

- CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

- Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

- CAT4 is based on years of research and development. The current edition took five years to develop and involves 25,000 students across the UK. It is a well-known assessment in schools; teachers value its ability to provide an understanding of what a child is capable of rather than defining them by their understanding of a body of knowledge in particular subjects.

How is CAT4 used?

- CAT4 provides teachers with information that can form the basis for discussions about how best a student can learn and reach their potential in school.

- Teachers are provided with an individual profile of learning preference along with a range of indicators of likely future performance. Used with other information, these data can support teaching and learning for all children.

How does CAT4 compare to an exam?

- CAT4 is a timed assessment and is administered under formal conditions. However, each section of the assessment includes introductory information with practice examples, and these will familiarise the children with the style and format of the questions. These sections are not timed and may be repeated.

Should my child revise or train for CAT4? Can I get practice tests?

- We strongly advise against any kind of practice ahead of a CAT4 test as this will alter the reliability of test scores. The point of CAT4 is that it is not a test of learnt knowledge and it needs to be as unaffected as possible by any external factors, such as practice. Think of it like an eye test; if you practice ahead of an eye test and memorise the card, your diagnosis may not be correct and valuable information may be missed.

What is PASS?

Student name	Tutor group	Year	1	2	3	4	5	6	7	8	9
			Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
			38.9	64.5	49.4	59.2	9.0	8.6	40.1	54.5	47.9
			18.5	23.5	7.8	3.8	42.8	3.2	50.0	28.5	4.0
			73.0	86.0	7.8	77.1	42.8	3.2	68.9	54.5	4.0
			64.0	86.0	49.4	84.2	82.1	69.7	68.9	83.1	67.7
			73.0	80.3	22.9	84.2	67.0	69.7	85.0	54.5	47.9

What is PASS?

- Pupil Attitudes to Self and School (PASS) is an assessment that involves students answering survey style questions that takes 20-30 minutes. It gives staff an indication of how a student is thinking and what their attitude to school and learning is. It is based on a trusted psychometric measure and is widely used by thousands of schools in the UK.

- PASS helps staff understand why students may be reluctant, disengaged, or disruptive learners by sensitively exploring social and emotional wellbeing. It then provides interventions and guidance so that issues can start to be addressed immediately and effectively.

- PASS results can indicate whether a student is at risk from or is currently experiencing social exclusion or bullying from peers or staff, why there may be issues with their attendance or if they are at risk of truanting in the future, why they exhibit certain behavioural issues, or why their academic results may be at risk due to social and wellbeing issues.

How is PASS used?

- It is important for students to have a positive attitude towards school and learning in order to be effective learners. Sometimes it can be difficult however for staff to understand the internal cause of a student's external behaviour. PASS can be used to investigate this.

- It allows staff to understand actual causes of long-standing and complex behavioural problems as well as providing early identification of those who may be at risk of developing behavioural concerns in the future. Using PASS allows staff to understand, prevent and solve behavioural issues, rather than simply reacting to behavioural issues in a disciplinary way as and when they occur.

- PASS can also be used to identify students who seem to achieve good results and have no behavioural concerns, but who harbour self-worth or motivational issues that puts their future achievement at risk. Without PASS, these students can remain 'invisible', with staff only finding out they were experiencing problems after their results have been impacted.

- Students' answers to PASS may influence staff to implement interventions at whole school, class or individual level.

How does PASS compare to an exam?

- PASS is a formative assessment, which means that it does not count towards any formal mark or grade. It is however taken in formal exam style conditions, to ensure individual responses.

- Should my child revise or train for PASS? Can I get practice tests?

- There is no need for revision or training as PASS is intended to gain an accurate understanding of how a student honestly feels about themselves and their school at that moment in time. There are no right or wrong answers, and the child should not be coached in any way regarding their responses.

What is the **Progress Test Series**?

✔ Measures attainment based on the national curriculum in English, maths and science

✔ Provides an ongoing measure of progress across core curriculum areas

GL Assessment®
A Renaissance Company

Scores for the group (by surname)

Student name	Tutor group	Age at test (yrs:mths)	No. attempted (/50)	SAS	SAS (with 90% confidence bands)
Tom Albright	ST	11:09	50	84	
Declan Blair	ST	11:10	50	119	
Riddhi Das	ST	10:00	50	109	
Aidan Fowler	ST	10:01	50	120	
Ryan Galvin	ST	10:07	50	76	
Christopher Gibson	ST	10:01	50	130	
Martin Gibson	ST	10:02	50	119	
Anthony Jameson	ST	10:06	50	101	

Curriculum content category
English Skills: Spelling
English Skills: Grammar and Punctuation
Reading Comprehension: Narrative
Reading Comprehension: Non-Narrative

Curriculum content category
Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
Statistics

Curriculum content category
Biology
Chemistry
Physics

GEMS EDUCATION

We see **genius** in every child

FOR LIFE
Always by your side

What is NGRT?

What is NGRT?

✓ A standardised, termly reading test for learners aged 6 - 16 years

✓ Adapts so that questions change according to the learner's reading abilities

GL Assessment
A Renaissance Company

GEMS
FirstPoint
School

GEMS EDUCATION
We see genius in every child

FOR LIFE
Always by your side

Thank you