

# 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 Analysis & Interpretation Services	19
CAT4 Attitudinal Survey	22
CAT4 Buying Guide & Packages	24



“ 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.

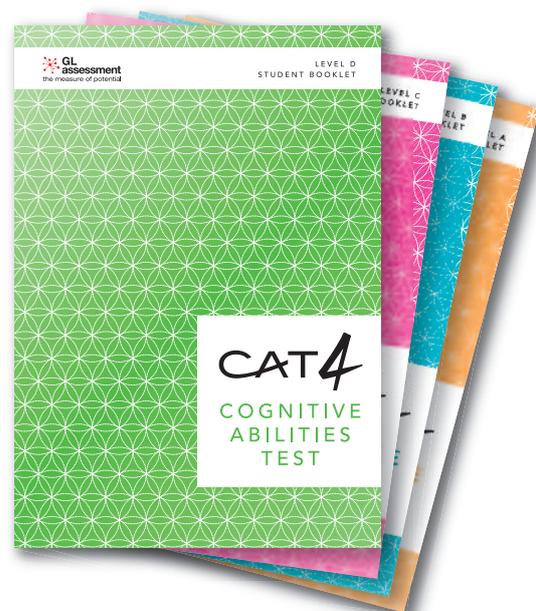


# Introduction to the Cognitive Abilities Test: Fourth Edition (CAT4)

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 and IB indicators will be available in the Autumn 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 seven 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?**

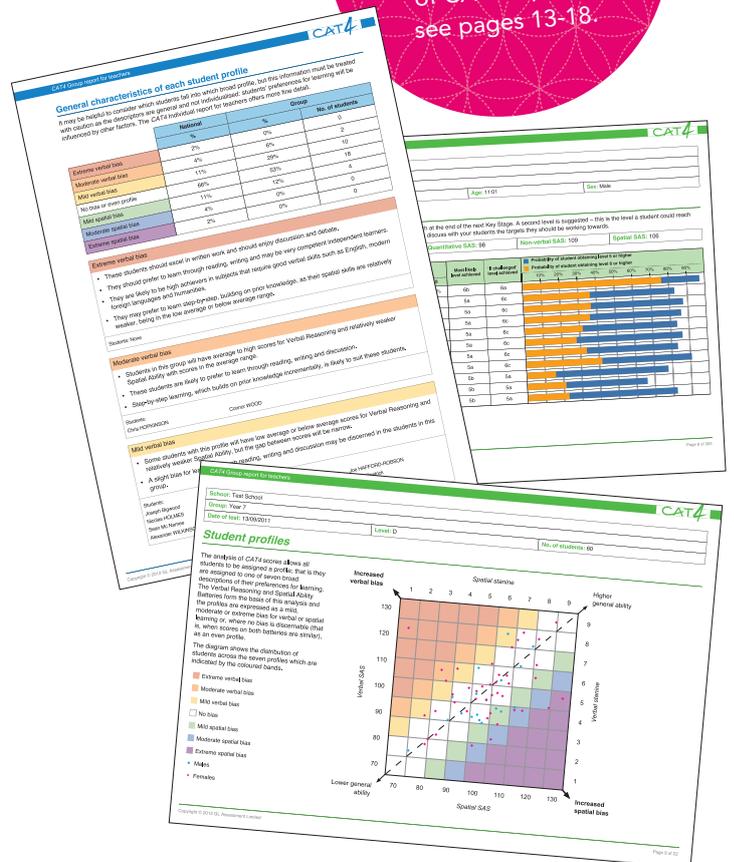
- CAT4 Digital removes the burden of test administration, as all practice, instructions and timings are computer-administered
- Instant scoring gives teachers results at the touch of a button
- Accurate and reliable reports are delivered straight to a teacher's desktop, enabling results to be analysed 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



# 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	<ul style="list-style-type: none"> <li>Verbal Classification</li> <li>Verbal Analogies</li> </ul>
Quantitative Reasoning Battery	<ul style="list-style-type: none"> <li>Number Analogies</li> <li>Number Series</li> </ul>
Non-verbal Reasoning Battery	<ul style="list-style-type: none"> <li>Figure Classification</li> <li>Figure Matrices</li> </ul>
Spatial Ability Battery	<ul style="list-style-type: none"> <li>Figure Analysis</li> <li>Figure Recognition</li> </ul>

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](mailto: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.

Go to next page >>

## 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 this example.

**Example**

**new** → **old** : **wet** →

rain	drip	hot	sun	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 'next' to try some practice questions.

Back
Next

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 this 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 'next' to try some practice questions.

Back
Next

## 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.

#### 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.

Go to next page >>

### Example questions from CAT4 Digital Level D

CAT4

**Directions**

Each question shows a series of numbers. You have to work out the rule or rules used to arrange the order of the numbers and decide which number comes next. Look at this example.

**Example:**

15 14 13 12 →

9
10
11
12
14

Each number is one less than the number before. Using this rule, think about the number that should come after 12. As 12 minus 1 is 11, the correct answer is 11.

Click on "next" to try some practice questions.

Back
Next

CAT4

**Directions**

Each question 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 complete the third pair. Look at this example.

**Example:**

[ 2 → 3 ] [ 9 → 10 ] [ 6 → ? ]

3
4
5
6
7

To get from 2 to 3 and also from 9 to 10 you have to add 1. So 6 changes to 7. This is just one example. In the test you might have to add, subtract, multiply or divide to get to the second half of each pair. Click on "next" to try some practice questions.

Back
Next

## 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.

**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**

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:

#### 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**

Go to next page >>

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

**Directions**

In each question there are figures arranged in a large square. One figure is missing and its place is shown by a question mark. You have to decide which figure is the missing one.

Look at this example. Look at the top pair of figures – a large square and a small square. They are the same shape but the second figure is smaller.

Look at the bottom figure – a large circle. Find the figure from the answer choices that completes the pair in the same way.

The correct answer is D because this is a small circle. Click on 'next' to try some practice questions.

**Directions**

In each question the first three figures are similar in some way. Decide how they are the same and choose the figure from the answer choices that goes with them. Look at this example.

**Example**

Each of the first three figures is shaded and has four sides. Look for an answer choice that is also shaded and has four sides. The correct answer is D. Click on 'next' to try some practice questions.

## 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.

#### Figure Recognition

The 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 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

# 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 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 late 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

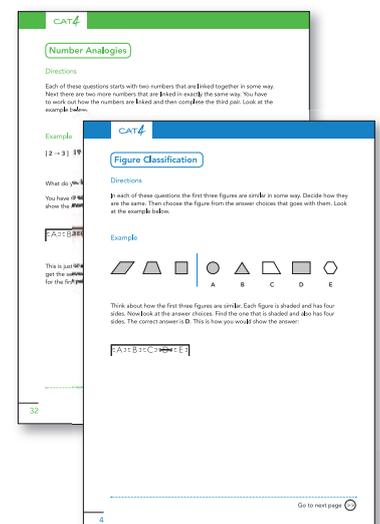
#### Administration

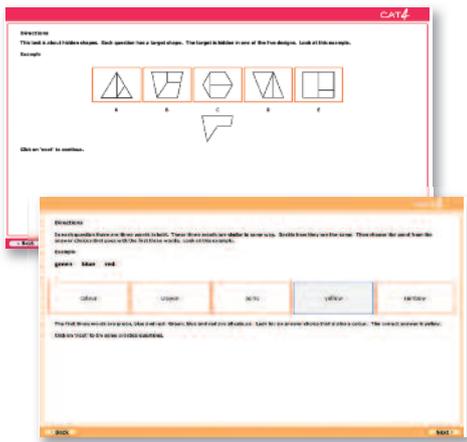
For paper users, full details of how to administer CAT4 can be found in the Teacher Guidance Pack. Pupils are required to write their answers directly onto the Optical Mark Recognition (OMR) Answer Sheets provided by the administrator. On completion the administrator is required to fill out a Group Header 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.





## 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.

“ 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)

## 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.

### 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**



## 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	Y4 & Y5 (P4 & P5)	7:06 – 9:11
B	Y5	P6	Y6 (P6)	8:06 – 10:11
C	Y6	P7	Y7 (P7)	9:06 – 11:11
D	Y7	S1	Y8 (F1)	10:06 – 12:11
E	Y8	S2	Y9 (F2)	11:06 – 13:11
F	Y9 & Y10	S3 & S4	Y10 & Y11	12:06 – 15:11
G	Y11 & 12	S5 & S6	Y11, Y12 & Y13	14:06 – 17:00+

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.

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.

### 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)

# 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.

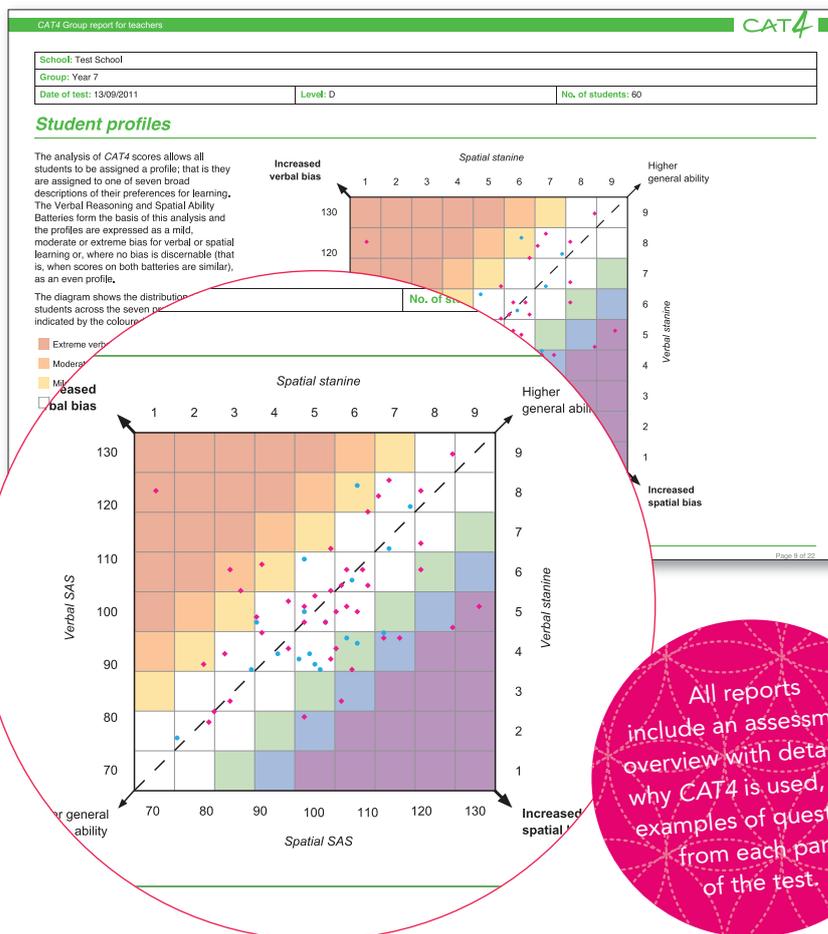
The report includes:

- 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

CAT4 Group report for teachers															
School: Test School															
Group: Year 5															
Period of testing: 07/03/2012 – 14/03/2012				Level: B		No. of students: 33									
Scores for the group (by overall mean SAS)															
Student name	Class	Verbal			Quantitative			Non-verbal			Spatial			Overall	
		No. attempted (48)	SAS	GR (33)	No. attempted (26)	SAS	GR (33)	No. attempted (48)	SAS	GR (33)	No. attempted (26)	SAS	GR (33)	Mean SAS	GR (33)
Rita Tucker	EJ	48	117	-3	36	128	1	48	126	-3	36	133	1	126	1
Neil Davies	BM	48	129	1	36	115	6	48	131	2	36	125	+2	125	2
Nia Moss	BM	48	109	-12	36	127	+2	48	133	1	36	109	-7	120	3
Sally Plogral	EJ	48	113	-8	36	127	+2	48	114	11	36	119	4	118	4
Mary Anastasi	BM	48	123	2	36	119	4	48	122	-5	36	100	-16	116	5
Shaneema Sharma	BM	48	98	-27	36	112	-8	48	128	-3	36	125	-2	113	6
Tim Vincent	BM	48	108	-13	36	111	11	48	116	9	36	111	5	112	7
Nancy Roberts	BM	48	115	5	36	113	+7	48	111	-14	36	104	-12	111	+8
Manroop Singh	BM	48	111	-9	36	108	-14	48	117	6	36	106	-10	111	+8
Kareena Khan	BM	48	113	-8	36	113	+7	48	109	-17	36	102	-14	109	10
Tim Chung	EJ	48	111	-9	36	102	-20	48	113	-12	36	106	-10	108	+11
Rebecca Matthews	BM	48	111	-9	36	116	5	48	111	-14	36	93	-20	109	+11
Tom Alroy	EJ	48	87	-29	36	106	+14	48	122	-5	36	108	9	106	+13
Nathan Gill	EJ	48	98	-20	36	112	-8	48	110	-16	36	103	-13	106	+13
Tom Mudge	EJ	48	102	-15	36	99	-24	48	108	-19	36	112	5	105	+15
Nick Watt	BM	48	117	-3	36	107	-15	48	102	-22	36	94	-19	105	+15
Sarah Ling	EJ	48	95	-23	36	104	-18	48	109	-17	36	107	9	104	+17
Rosaline Nash	BM	48	106	-14	36	100	-23	48	115	-10	36	95	-18	104	+17
Rishi Meppan	EJ	48	100	-18	36	110	-12	48	118	7	36	87	-23	104	+17
Peter Blinshorn	BM	48	113	-8	36	97	-26	48	96	-27	36	101	-15	102	-20
Joshua Dunlop	EJ	48	99	-19	36	110	-12	48	100	-24	36	88	-22	99	-21
Natalia Alameda	EJ	48	101	-16	36	98	-25	48	113	-12	36	79	-31	98	-22
Nick Duffy	EJ	48	101	-16	36	90	-29	48	108	-19	36	93	-20	99	-22
Theodora Danec	EJ	48	95	-23	36	102	-20	48	97	-26	36	80	-29	94	-24
Rum Elton	EJ	48	98	-20	36	86	-31	48	104	-21	36	86	-24	94	-24
Shaneema Fink-Johnson	BM	48	98	-20	36	87	-30	48	101	-23	36	98	-17	93	-26

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



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

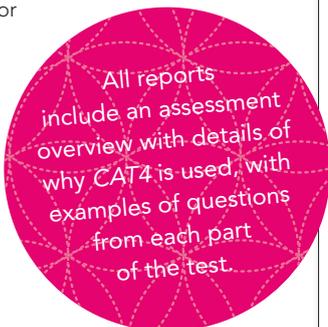


## CAT4 Individual pupil report for teachers

The CAT4 Individual pupil 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.



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

CAT4 Individual report for teachers CAT4

Name: Tom Albright  
 School: Test School  
 Group: Year 5  
 Date of test: 07/03/2012    Level: B    Age: 10:05    Sex: Male

### Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (33)	SAS (with 90% confidence bands)											
						60	70	80	90	100	110	120	130	140			
Verbal	48/48	87	20	3	29												
Quantitative	36/36	106	66	6	=16												
Non-verbal	48/48	122	93	8	=5												
Spatial	36/36	108	70	6	8												
Mean	-	106	-	-	-												

### Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

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

Legend for Profile Chart:

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- Tom Albright

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

CAT4 Individual report for teachers CAT4

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

### KS3 indicators

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

Mean SAS: 102    Verbal SAS: 95    Quantitative SAS: 98    Non-verbal SAS: 109    Spatial SAS: 106

	Probability of obtaining each level						Most likely level achieved	# challenged level achieved	Probability of student obtaining level 5 or higher						
	3 or less	4	5	6	7	8			10%	20%	30%	40%	50%	60%	70%
Maths	0%	3%	21%	59%	16%	1%	6b	6a	[Bar chart showing probability distribution]						
Art	2%	15%	46%	28%	8%	-	5a	6c	[Bar chart showing probability distribution]						
D&T	1%	12%	51%	31%	6%	-	5a	6c	[Bar chart showing probability distribution]						
Geography	1%	13%	50%	31%	5%	-	5a	6c	[Bar chart showing probability distribution]						
History	2%	15%	52%	27%	5%	-	5a	6c	[Bar chart showing probability distribution]						
ICT	1%	12%	58%	24%	4%	-	5a	6c	[Bar chart showing probability distribution]						
PE	2%	15%	50%	27%	7%	-	5a	6c	[Bar chart showing probability distribution]						
Science	1%	9%	49%	37%	5%	-	5a	6c	[Bar chart showing probability distribution]						
English	5%	18%	62%	14%	2%	-	5b	5a	[Bar chart showing probability distribution]						
MFL	9%	26%	45%	19%	2%	-	5b	5a	[Bar chart showing probability distribution]						
Music	2%	16%	59%	18%	4%	-	5b	5a	[Bar chart showing probability distribution]						

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## 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

### CAT4 Individual report for parents

Name: Tom Abright			
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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## Standard Grade indicators from Individual report for parents Scotland – Level D

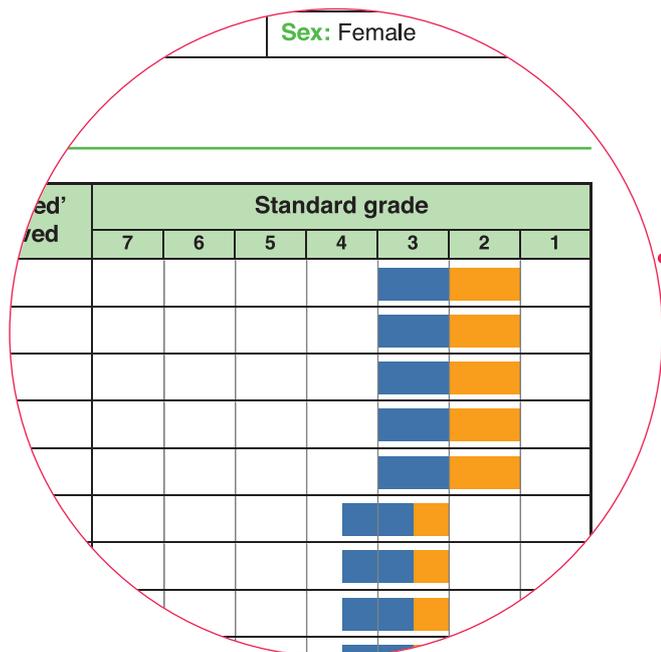
CAT4

### Indicators for Standard Grade

Name: Alice Coyle			
School: Sample School			
Group: S1			
Date of test: 13/09/2011	Level: D	Age: 11:11	Sex: Female

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 & Vocational 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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## 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.

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

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

CAT4 Summary report for senior leaders CAT4

School: Test School  
 Group: Year 10  
 Period of testing: 15/09/2011 – 12/12/2011      Level: F      No. of students: 34

### Group analysis (by battery)

The table below shows mean (average) scores for all students compared with those for the national sample. The bar chart also presents this information.

	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	100.0	100.0	100.0	100.0	100.0
All students	125.5	123.7	120.7	122.1	123.2
90% confidence band	123.0–128.6	120.9–126.6	117.9–123.5	119.2–124.9	120.4–126.1

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

Description	Very low		Below average			Average			Above average		Very high
	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126		
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%		
Verbal	0%	0%	0%	0%	0%	0%	29%	18%	53%		
Quantitative	0%	0%	0%	0%	0%	0%	24%	50%	26%		
Non-verbal	0%	0%	0%	0%	0%	9%	32%	38%	21%		
Spatial	0%	0%	0%	0%	0%	9%	38%	21%	32%		

#### Distribution of scores for all students (by battery) compared with those for the national sample

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

CAT4 Summary report for senior leaders CAT4

#### Distribution of Verbal scores (by English as an additional language)

#### Distribution of Quantitative scores (by English as an additional language)

#### Distribution of Non-verbal scores (by English as an additional language)

#### Distribution of Spatial scores (by English as an additional language)

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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 Analysis & Interpretation Services

For users of the brand new *Cognitive Abilities Test 4 (CAT4)*, GL Assessment has developed a series of *CAT4 Analysis & Interpretation 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 Workshops*
- *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 Analysis & Interpretation 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 Analysis & Interpretation 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 Analysis & Interpretation 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 six years, our *CAT Conferences* are set to continue throughout 2013/14. 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.

*CAT Conferences* are held both in the UK and overseas. For details of our latest events, please visit: [www.g1-assessment.co.uk/events](http://www.g1-assessment.co.uk/events).

## CAT4 Workshops

Designed for up to 20 participants and especially suited to school clusters, federations and academy chains, we have developed two half-day *CAT4 Workshops* that can be tailored to customers' individual needs. These are as follows:

- **CAT4 Introductory Workshop**

Suitable for all school personnel, including those that may or may not be familiar with CAT, the introductory workshop provides a complete overview of CAT, from the basics of CAT through to the analysis and interpretation of results. Delegates will develop an understanding of the benefits of CAT and the data it provides, alongside the importance of its use in schools.

- **CAT4 Intermediate Workshop**

Our *CAT4 Intermediate Workshop* are suitable for middle and senior leaders who are already familiar with CAT, and are interested in a more in-depth analysis of their data. The session provides a thorough examination of sample sets of CAT data and reports, provides explanations of statistical terminology and clarification on who should receive CAT data, when and for what purpose.

The *CAT4 Workshops* are based on sample CAT4 data, whilst giving participants the opportunity to apply the learning to their own data, if it is available. The workshop is carried out at a school's own premises and is based on a running time of 2.5 to 3.5 hours.

### Why choose the CAT4 Workshops?

- Provides all personnel with a detailed overview of CAT4 and how it can be used in a school setting
- The workshops build you and your schools capacity to fully understand and interrogate your CAT4 data, whilst sharing ideas and best practice with other participants
- 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 teaching and learning
- Provides participant's with clarification on who should receive CAT4 data, when and for what purpose.

### Prices

Half-day CAT4 Workshop: from £500 + VAT

Full-day CAT4 Workshop: from £895 + VAT

Group session for up to 10 participants. Additional participants are charged at £50 per person. (Up to 20 participants with a maximum price of £750). Costs are dependent on size of group, data used and number of cohorts tested.



### 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 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 Workshops*.

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

Schools will receive an email or phone call prior to a school visit to check preliminary thinking and agree priorities. Once a date has been agreed, a follow-up on-site meeting of up to three hours will take place.

For *CAT4*, schools will receive the *CAT4* Summary report for senior leaders and a Summary presentation for senior leaders as part of the service. n.b. If these have already been purchased, their cost will be offset against the price of the consultancy service.

### Why choose the CAT4 Consultancy Service?

- The in-depth, tailored service will help schools fully maximise the use of their valuable *CAT4* data and reports, 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.

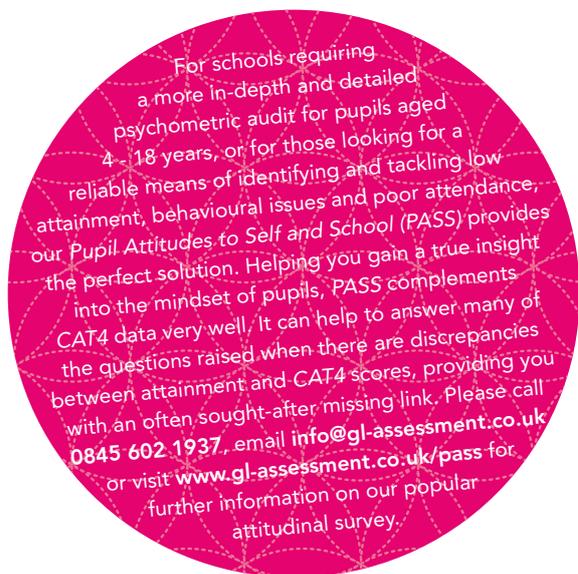
## CATAS in more detail...

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>

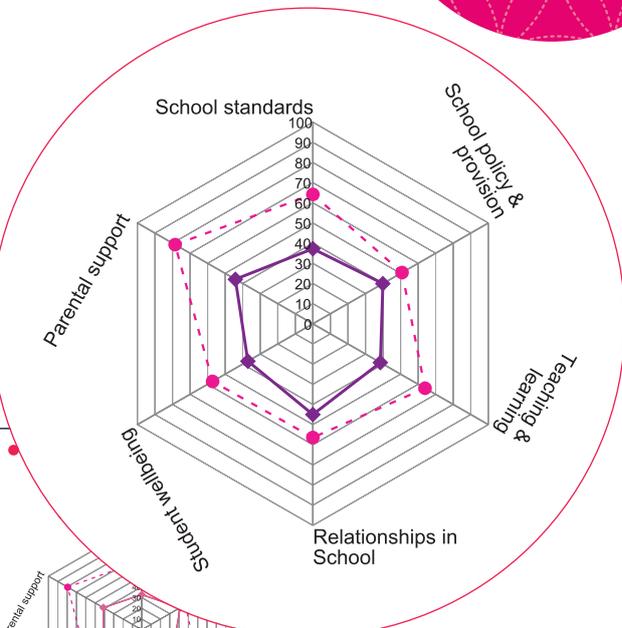
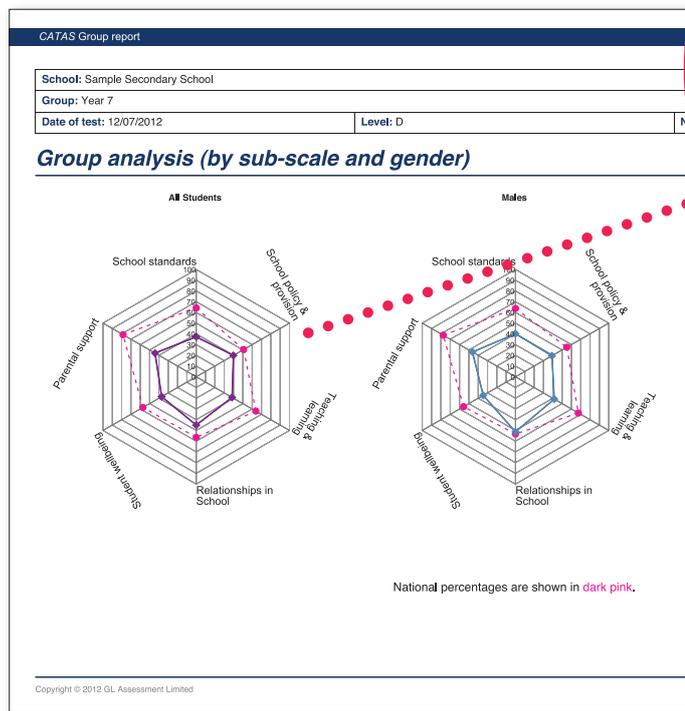


# The CATAS report

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.



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.)

CATAS Group report

School: Sample Secondary School  
Group: Year 7  
Date of test: 12/07/2012 Level: D

### Scores for the group (by mean SAS)

Student name	CAT4 mean SAS	Percentage of students			
		School standards	School policy & provision	Teaching & learning	Relationships in school
Tyne P Eagleson	118	28.6	42.9	28.6	16.7
Jordan Leith	117	42.9	14.3	50.0	83.3
Ross Alexander Laird	115	57.1	57.1	42.9	66.7
Kyle Duncan	108	71.4	14.3	42.9	33.3
Mirryn Margaret-Anne Burns	108	28.6	14.3	28.6	50.0
Lindsay Henderson	106	28.6	42.9	42.9	33.3
Lois P Temple	106	14.3	71.4	35.7	16.7
Kayla Doyle	105	28.6	14.3	21.4	33.3
Ryan James Fair	105	28.6	14.3	57.1	50.0
Callum S Logan	105	57.1	14.3	28.6	50.0
Alasdair CG Bakkerston	105	57.1	28.6	50.0	16.7
Robbie McCallum	103	14.3	28.6	21.4	83.3
Lewis Noon	103	14.3	85.7	57.1	66.7
Jack Marchant	103	42.9	28.6	21.4	33.3
Jacqueline Thomson	102	28.6	42.9	28.6	66.7
Jordan D Howie	100	57.1	42.9	28.6	33.3
George Skelton	100	42.9	71.4	42.9	66.7
Sam Neil Kelly	100	42.9	57.1	21.4	50.0
Ryan Jack	100	28.6	42.9	42.9	50.0
Jade McDonald	99	42.9	14.3	57.1	0.0
Ewan Robert James Aitken	99	42.9	57.1	50.0	16.7
Kirsty A Duncan	98	42.9	42.9	42.9	16.7
Kristina L Macaulay	98	14.3	71.4	35.7	16.7
Jason Bradshaw	96	42.9	14.3	42.9	66.7
Josh Gillies	96	28.6	42.9	42.9	50.0
Cameron Chisholm	96	28.6	57.1	42.9	66.7
Aaran JR Melville	96	0.0	57.1	57.1	50.0
Kimberley El Girdwood	97	42.9	42.9	28.6	50.0
Shaun Connolly	97	57.1	0.0	14.3	33.3
Jamie Bryce	97	28.6	42.9	50.0	66.7
Nathan Stewart	96	57.1	28.6	42.9	83.3

Sample Secondary School

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Jacqueline Thomson	102	28.6	66.7
Jordan D Howie	100	57.1	35.7
George Skelton	100	28.6	66.7
Sam Neil Kelly	100	42.9	50.0
Ryan Jack	99	28.6	42.9
Jade McDonald	99	21.4	25.0
Ewan Robert James Aitken	99	21.4	50.0
Kirsty A Duncan	98	35.7	75.0
Kristina L Macaulay	98	0.0	0.0
Jason Bradshaw	96	50.0	50.0
Josh Gillies	96	25.0	50.0
Cameron Chisholm	96	50.0	25.0
Aaran JR Melville	96	50.0	25.0
Kimberley El Girdwood	97	42.9	25.0
Shaun Connolly	97	64.3	75.0
Jamie Bryce	97	25.0	25.0
Nathan Stewart	96	21.4	75.0

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 Buying Guide & Packages

## CAT4 Paper

To administer *CAT4 Paper*, you will need to buy the items in the table below for the age group/s you require:

CAT4 Paper Item	What are these items?	How many do I need?	Can I re-use this?	Price † + VAT
<b>Pupil Booklets*</b> (Levels A-G)	Test question booklets for each pupil. These can be reused.	1 per pupil	Multiple use	£7.95 per booklet
<b>OMR Answer Sheets*</b> – Pack of 10 (Levels A-G)	Pupils mark their answers on the OMR sheets. One Group Header Sheet is also included within a pack of ten.	1 per pupil	Single use	£12.99† per pack of 10
<b>Overprinting Service</b>	Schools have the option of purchasing our Overprinting Service, which delivers Answer Sheets pre-printed with pupils' information, to save time during administration and the scoring process.	1 per pupil	Single use	90p† per sheet
<b>Scoring Service – including Group report for teachers*</b> (Levels A-G)	On completion of the test, the administrator fills out a Group Header Sheet for each test group. Both the Answer Sheets and Group Header Sheet are submitted to GL Assessment for computerised scoring. The Group report for teachers is included as standard. Further reports can be purchased at an additional cost.	1 per pupil	Single use	various
<b>Teacher Guidance Pack**</b>	Contains essential administration information, scoring and reporting details and technical information.	1 per school	Multiple use	£60.00

## CAT4 Digital

To administer *CAT4 Digital*, you only need to buy an administration for each pupil you would like to test – see table below. You will need to buy the relevant level for the age group(s) you are testing (see the chart above to find out which *CAT4* level(s) you need). Full details of how to administer the digital version of *CAT4* can be found in the Teacher Guidance Pack.

As a new customer, you will be set up with an account on *Testwise*, our online testing platform, by our Customer Services team.

CAT4 Digital Item	What are these items?	How many do I need?	Can I re-use this?	Price † + VAT
<b>Individual Administrations*</b> (Levels A-G)	This is the individual test administration for each pupil that you would like to test. The Group report for teachers and Excel report are included as standard when testing digitally. Further reports can be purchased at an additional cost.	1 per pupil (Minimum of 10 administrations required)	Single use	£8.50† per administration
<b>Teacher Guidance Pack**</b>	Contains essential administration instructions, scoring and reporting details and technical information.	1 per school	Multiple use	£60.00

## CAT4 Packages

To further support you with the interpretation of your *CAT4* data, we have developed a series of exclusive report packages.

The prices displayed to the right are per pupil for one year of administering the test.

You can choose from the following Individual reports for your *CAT4* report package:

- Individual student report for teachers
- Individual report for parents
- Individual report for students

Order now or contact your Area Consultant for more information – see [www.gl-assessment.co.uk/consultants](http://www.gl-assessment.co.uk/consultants)

Silver Package		Gold Package	
Paper £10.00/pupil	Digital £10.50/pupil	Paper £11.00/pupil	Digital £11.75/pupil
<b>Administration</b>		<b>Administration</b>	
Answer sheet Overprinting Service Scoring Service	Individual Administration (incl. test administration & scoring)	Answer sheet Overprinting Service Scoring Service	Individual Administration (incl. test administration & scoring)
<b>Reporting</b>		<b>Reporting</b>	
Group report for teachers 2 out of 3 Individual reports Excel Report		Group report for teachers All 3 Individual reports Excel Report Summary report for senior leaders Summary presentation for senior leaders	

**Optional Extras Gold Report Package** purchasers can take advantage of the offers on our *A & I Services*:

<b>SAVE £195!</b>	CAT4 Full-day Workshop Normal RRP from £895 <sup>+VAT</sup> <b>Gold Package offer from £700<sup>+VAT</sup></b>	<b>SAVE £100!</b>	CAT4 Half-day Workshop Normal RRP from £500 <sup>+VAT</sup> <b>Gold Package offer from £400<sup>+VAT</sup></b>	<b>SAVE £195!</b>	CAT4 Consultancy Normal RRP £695 <sup>+VAT</sup> <b>Gold Package offer £500<sup>+VAT</sup></b>
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See pages 19 – 21 for further details on our range of Analysis & Interpretation Services

# 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)845 601 5358**
- 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

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Tel

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Email

Official Order No.

Paying Authority/School

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

### PAPER

<b>CAT4 Paper</b>		*+VAT
<b>CAT4 Pupil Booklets</b>		
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
<b>CAT4 OMR Answer Sheets (Pack of 10 plus Group Header Sheet)</b>		
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*
<b>CAT4 Scoring Service (including the Group report for teachers)</b>		
Level A	978 07087 21278/GLA510	£5.80*
Level B	978 07087 21285/GLA510	£5.80*
Level C	978 07087 21292/GLA510	£5.80*
Level D	978 07087 21308/GLA510	£5.80*
Level E	978 07087 21315/GLA510	£5.80*
Level F	978 07087 21322/GLA510	£5.80*
Level G	978 07087 21339/GLA510	£5.80*
CAT4 Overprinting Service	978 07087 21346/GLA510	£0.90*
<b>CATAS Paper</b>		
<b>Pupil Booklets (pack of 10)</b>		
Inclusive of Scoring Level D	978 07087 20400/GLA510	£13.00*
Inclusive of Scoring Level E	978 07087 20417/GLA510	£13.00*
Inclusive of Scoring Level F	978 07087 20424/GLA510	£13.00*

\*+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.)

### DIGITAL

<b>CAT4 Digital</b>		*+VAT
<b>Individual Administration</b> (minimum order of 10 administrations are required, includes Group report for teachers and Excel report)		
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*
<b>CATAS Digital CATAS Annual Licences are also available</b>		
<b>Individual Administrations</b> (minimum order of 10)		
Level D	978 07087 20349/GLA510	£1.50*
Level E	978 07087 20356/GLA510	£1.50*
Level F	978 07087 20363/GLA510	£1.50*

### EXTRAS

<b>CAT4 Teacher Guidance and Evaluation Packs for Paper &amp; Digital</b>		*+VAT
CAT4 Teacher Guidance 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
<b>Additional CAT4 Reports for Paper and Digital</b>		
Individual student report for teachers		£1.99*
Individual report for parents	Additional reports are available for paper and digital. For further information please call Customer Services on 0845 602 1937.	£1.99*
Individual report for students		£1.99*
Summary report for senior leaders		£99.00*
Summary presentation for senior leaders		£49.00*
Excel report (free for digital)		£99.00*
Cluster report (for LAs and School Chains)		£499.00*

Sub Total

P&P\*\*

\*+VAT @ 20%

Total

[www.gl-assessment.co.uk/cat4](http://www.gl-assessment.co.uk/cat4)

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