

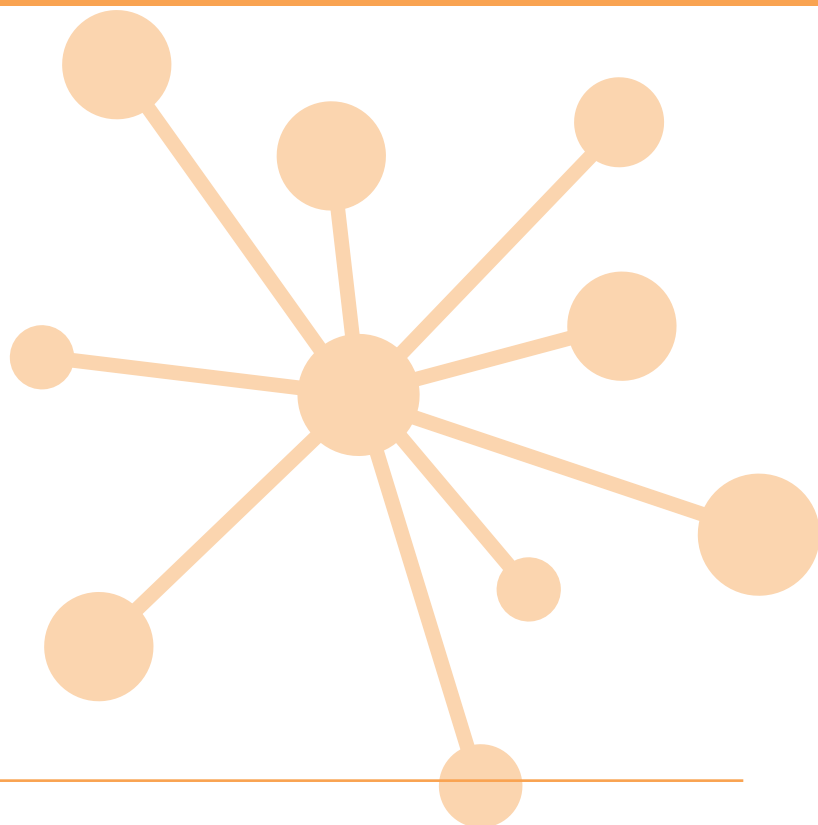
CAT4

Group report for teachers

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Group report for teachers

School: Rosary Private School School - Halwan Branch		
Group: CAT4 Level A		
Period of testing: 13/01/2019 – 22/01/2019	Level: A	No. of students: 228

What is CAT4?

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

Verbal Reasoning Battery – thinking with words

Verbal Classification

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

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

rain fog sunshine

winter	snow	weather	dark	night
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Verbal Analogies

A pair of connected words is presented alongside a single word. From a selection of five possible answers, the student must select a word to complete the second pair in the same way.

The answer is window, because a carpet goes on a floor and a curtain hangs at a window.

carpet → floor : curtain →

window	shade	hang	drapes	cloth
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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 → 2] [5 → 10] [4 → ?]

5	7	8	9	10
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Number Series

A sequence of numbers created by a transformation rule is presented. From a selection of five possible answers, the student must identify the rule and continue the sequence.

The answer is 15. There are two number patterns in this series. The first, third and fifth numbers go down by 1 at a time – 18, 17 then 16. The numbers in between them go up by two at a time – 5, 7 then 9. This means the next number must be 16 minus 1, giving 15.

18 5 17 7 16 9 →

11	12	13	14	15
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Non-verbal Reasoning Battery – thinking with shapes

Figure Classification

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

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

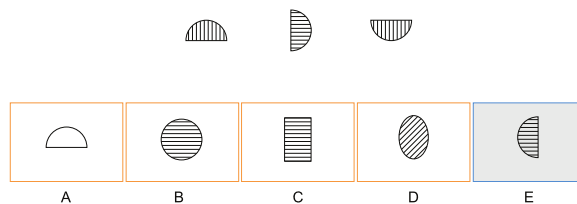
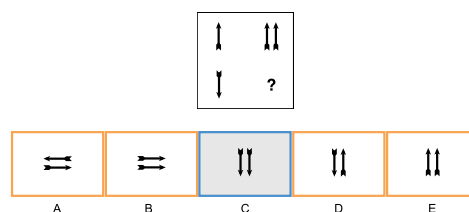


Figure Matrices

Designs are presented in a grid with one empty square and, from a selection of five possible answers, the student must identify the missing design.

The answer is C because in the top pair 'one arrow up' goes to 'two arrows up', so in the second pair 'one arrow down' must go to 'two arrows down'.



Spatial Ability Battery – thinking with shape and space

Figure Analysis

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

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

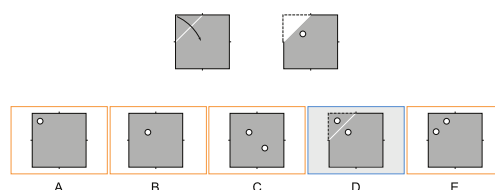
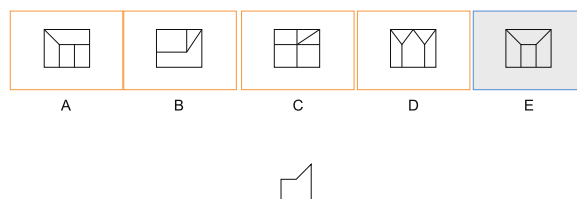


Figure Recognition

Several complex designs are presented along with a single target shape. From a selection of five possible answers, the student must identify the target shape within one of the complex designs.

The answer is E. It isn't A because that shows the target flipped over. It isn't B or C because they have shapes that are the wrong size.



Why use CAT4?

CAT4 is a comprehensive and objective test of your students' *developed* abilities – those that, in part, determine attainment and can be built upon and developed to improve outcomes. For example, verbal reasoning can be developed by supporting students' reading, comprehension and vocabulary.

CAT4 has many uses, but the focus of this group report is to inform teachers about the abilities of a pre-determined group of students – whether a whole year cohort, teaching group or tutor group or a group of students who share particular characteristics, for example students with English as an additional language.

CAT4 provides important information about your group of students because it is an objective measure of ability. Data from other sources such as the Fischer Family Trust, teacher assessment and key indicators such as attendance may be used alongside CAT4 data to ensure that information about students' ability, attainment and any external factors affecting achievement that may impact on progress are part of the decision-making process at many levels.

Furthermore, results from CAT4:

- provide indicators of attainment for KS2, KS3, GCSE, AS/A level and IB which are a starting point for target setting for the group
- offer a comparison between performance of different groups of students in order to better identify needs and target resources
- identify groups of students who may be underachieving
- monitor trends and changes in the ability profile of the school's intake over time
- and, importantly, set a baseline against which to assess the value added by the school.

Understanding CAT4 scores

Battery	In CAT4 battery is the title given to each of the four pairs of tests which assess different aspects of ability.
Questions attempted	The number of questions attempted can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.
Raw Score (RS)	The raw score (RS) is the total number of questions a student has answered correctly.
Standard Age Score (SAS)	The Standard Age Score (SAS) is the most important piece of information derived from CAT4. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.
Confidence band	Performance on a test like CAT4 can be influenced by a number of factors and the confidence band is an indication of the range within which a student's score lies. The narrower the band the more reliable the score. This means that 90% confidence bands are a very high level estimate.
National Percentile Rank (NPR)	The National Percentile Rank (NPR) relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.
Stanine (ST)	The Stanine (ST) places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.
Group Rank (GR)	The Group Rank (GR) shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

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