



International Guide to Reports

2020



A leading provider of formative assessments

This year, GL Education celebrates 40 years of providing schools with high-quality assessments for children's education, mental health and wellbeing.

Tried and tested, our assessments are rigorous, academically sound and in line with current best practice in education. They are a powerful tool to inform teaching, learning and decision-making at all levels.

This **Guide to Reports** provides details of the insights that teachers can gain from each assessment.

The accompanying **International Brochure** offers an overview of our full range and outlines the extensive support that we provide to international schools.



**See our
International
Brochure for
information
on all our key
assessments**

To request a copy, or for further information on our range, visit our website: [gl-education.com](https://www.gl-education.com)

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The whole-student view

GL Education believes in a holistic student-focused approach to assessment whereby **ability**, **attainment** and **barriers to learning** can be assessed and compared to help you better understand each child.

By taking a joined-up approach, our assessments enable you to build a whole-student view that will support activity across the school, guiding teaching and learning, supporting inclusion, informing wellbeing interventions and helping ensure that each child will achieve their full potential.

The data can be used by stakeholders throughout the school, from classroom teachers and pastoral support teams to senior leaders and school group management. Our reliable, internationally benchmarked data will provide external validation of teacher judgements, and valuable whole-school information to inform identification of trends and areas for improvement, self-evaluation and assessment of value-added.

“ Teachers armed with data, and taking a full part in analysing and identifying ways to improve, is the way to create consensus, increase ownership and move learning forward.

**Iain Hope, Deputy
Head of Primary,
British School
Jakarta** ”

- CAT4
- Reasoning Tests
- Placement Test



- PT Series
- NGRT
- NGST
- Baseline

- PASS
- SEN Screeners

• Ability

Our widely-used ability test, the *Cognitive Abilities Test (CAT4)*[®], assesses students' verbal, non-verbal, quantitative and spatial reasoning skills to help you better understand their developed abilities, likely academic potential and thinking preferences. This informs teaching and learning and supports student feedback and target setting

• Attainment

Our attainment tests, including *The Progress Test Series (PT Series)*[®], *New Group Reading Test (NGRT)*[®] and *New Group Spelling Test (NGST)*[®], assess your students' current level of performance to track and report on their progress, benchmark them against their peers and highlight any gaps between ability and attainment.

• Barriers to Learning

Our surveys, including the *Pupil Attitudes to Self and School (PASS)*[®] survey, look for attitudinal and emotional barriers to flag any non-academic problems that might explain under-achievement.



GL Education reports

Glossary and definitions

The assessments and reports across the GL Education portfolio use a number of common terms that are defined below:

Term	Definition
Standard Age Score (SAS)	The Standard Age Score is based on the student's raw score, which has been adjusted for age and placed on a scale that makes a comparison with the students in the standardisation sample. The average score is 100. The SAS is key to benchmarking and tracking progress. It is the fairest way to compare the performance of different students within a year group or across year groups.
National Percentile Rank (NPR)	The National Percentile Rank relates to the SAS and indicates the percentage of students obtaining a particular score. An NPR of 50 is average. An NPR of 5 means that the student's score is within the lowest 5% of the standardisation sample. An NPR of 95 means that the student's score is within the highest 5% of the standardisation sample.
Stanine (ST)	The Stanine 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 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.
Reading Age/Spelling Age	This is the age at which a score is most likely to be achieved, based on the standardisation sample, and offers an immediate comparison to the student's actual age. It is also useful when assessing the impact of interventions.
Progress category	This is a description of the progress made between tests – Much higher, Higher, Expected, Lower, Much lower.
Verbal reasoning	This is thinking with words. Low scores could indicate a need for an English language intervention, particularly when dealing with EAL students.
Non-verbal reasoning	This is thinking with 2D shapes. This battery is most like a typical IQ test, and particularly low scores could indicate the need to screen for SEN.
Quantitative reasoning	This involves identifying patterns between numbers and can be affected by a student's numeracy ability.
Spatial reasoning	This is thinking with 3D shapes and space. High spatial scores are often associated with success in STEM (science, technology, engineering and maths) subjects.
Verbal deficit	This is the difference between a student's verbal and non-verbal SAS. It could be an indication of students who may be at risk of underachieving due to low English language ability.

Cognitive Abilities Test: Fourth Edition (CAT4)[®]



Unlock potential in every student

The *Cognitive Abilities Test: Fourth Edition (CAT4)*[®] is a suite of diagnostic assessments of developed ability and likely academic potential.

By measuring students' ability to reason with different types of material, *CAT4* allows schools to assess the way that a student thinks and how they will learn best, enabling personalised teaching and learning and supporting feedback and target-setting for future attainment.

CAT4 provides a unique profile of students' strengths and weaknesses across four areas (or batteries): **Verbal, Non-Verbal, Quantitative** and **Spatial Reasoning**.

As the test is not based on any curriculum or dependent on prior learning, it offers a fair assessment of ability regardless of a student's prior schooling. Three of the four batteries are not reliant on knowledge of the English language, so the test is ideal for assessing English as an Additional Language (EAL) students and identifying if they may have problems with fully accessing a curriculum taught in English

The detailed reports provide you with a unique student profile and include a series of narratives that explain and interpret test outcomes.

QUICK GUIDE



AGE RANGE:
6 years - 17+ years



SUITABLE FOR:
Teachers, Senior Leaders, Assessment Co-ordinators, SENCOs, Admissions staff



TEST DURATION:
135 minutes across 3 sections
(Level X: 90 minutes in 2 sections)



TEST FORMAT:
Digital and paper

What reports are available for CAT4?

- Group report for teachers
- Individual student report for teachers
- Individual report for students
- Individual report for parents
- Excel[®] report
- Summary report for senior leaders
- PowerPoint[®] presentation for senior leaders
- Cluster report (for school groups)
- CAT4 Combination report
*This can be used with a number of our attainment tests.
See pages 46-49 for further information.*



Find out more about *CAT4*
on pages 8-12 of our
International Brochure



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CAT4 Group report for teachers

What is CAT4?

The CAT4 Group report for teachers begins with What is CAT4? – an overview of the assessment with clear details of why CAT4 is used and examples of questions from each part of the test.

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CAT4 Group report for teachers

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

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

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

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.

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.

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.

Three semi-circles with different internal patterns.

A B C D E

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'.

Grid with arrows and a question mark.

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.

Sequence of squares being folded and punched.

A B C D E

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.

Complex designs and a target shape.

A B C D E



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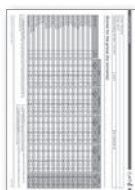
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CAT4 Group report for teachers

Scores for the group

What does the report show?

Scores for the group summarises the group's key scores, listing the number of questions each student has attempted, their Standard Age Score (SAS) and their Group Rank (GR) across the four batteries, plus their overall SAS.

The report can be generated by year group and again by class or tutor group – for easy dissemination of information to relevant staff.

How can I use the data?

Analysis of each battery allows you to dig deeper into your students' abilities, helping you to better understand how each student learns and if there are any barriers that are masking their true potential.

For example, a low **Verbal** score could indicate an EAL student, or that further screening for specific literacy support may be needed (eg Student A). A high **Spatial** score is often associated with students who do well in STEAM (science, technology, engineering, arts and maths) subjects (eg Student B), so this could help identify where students would benefit from richer, challenge activities in this subject.

Suggestions for analysis:

- Sort the data by mean SAS to quickly identify students with a high cognitive ability and those who may require further screening to identify support needs.
- Look for students with a high verbal deficit (the verbal SAS score minus non-verbal SAS score) – they may need literacy intervention.
- Look for students with a spatial bias – then review the individual report for suggested differentiated support strategies.

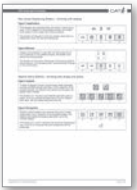
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School: Test School		
Group: Year 7		
Date of test: 13/09/2011	Level: D	No. of students: 60

Scores for the group (by overall mean SAS)

Student name	Tutor group	Verbal			Quantitative			Non-verbal			Spatial			Overall	
		No. attempted (/48)	SAS	GR (/60)	No. attempted (/36)	SAS	GR (/60)	No. attempted (/48)	SAS	GR (/60)	No. attempted (/36)	SAS	GR (/60)	Mean SAS	GR (/60)
Sara Shafiq	EM	48	130	1	36	120	=3	48	119	3	36	126	=2	124	1
Natasha Aransola	EM	47	108	=14	31	120	=3	41	124	1	36	120	=4	118	2
Jenny Coyle	MCO	48	101	=25	36	118	5	48	115	=5	36	131	1	116	=3
Samera Kan	DK	48	113	9	34	116	6	43	115	=5	32	120	=4	116	=3
Lara Sandford	DK	48	97	36	33	111	=9	48	121	2	36	126	=2	114	=5
Mia Shimizu	DK	48	123	=4	36	109	13	43	103	=25	36	120	=4	114	=5
Mia Shimizu	MCO	48	122	6	29	111	=9	48	112	=8	31	112	13	114	=5
Anthony Jameson	MCO	48	120	7	36	108	14	48	106	=21	36	118	7	113	8
Paisley McSeveney	MCO	48	112	=10	32	111	=9	46	112	=8	34	114	=9	112	9
Gabriel Bester	DK	48	125	2	20	98	=29	37	101	30	30	114	=9	110	=10
Petya Kan	EM	48	100	=28	35	123	=1	46	108	=16	36	108	=17	110	=10
Khan Kareena	DK	48	105	=19	34	114	7	43	105	=23	36	110	=14	109	12
Nick Watt	EM	48	124	3	24	99	=27	34	102	=27	26	108	=17	108	13
Zaynab Ashfaq	MCO	48	95	=39	24	101	=24	48	115	=5	36	116	8	107	=14
Chloe Bullock	DK	48	102	24	36	123	=1	40	107	=18	36	95	=44	107	=14
Johanna Howles	DK	48	119	8	36	103	=17	48	94	=38	36	110	=14	107	=14
Liz Price	DK	47	108	=14	28	103	=17	40	109	=14	34	109	16	107	=14
Elise Kelly	MCO	48	112	=10	32	111	=9	47	99	=31	36	103	=29	106	=18
Susan McGregor	EM	48	108	=14	35	103	=17	41	106	=21	34	106	=22	106	=18
Connor Gibson	DK	48	96	=37	18	93	=41	42	117	4	35	113	=11	105	20
Morrison Kirsty	MCO	48	108	=14	36	112	8	48	111	=10	36	84	=53	104	21
Neil Dawes	DK	47	110	12	18	93	=41	45	111	=10	23	98	=38	103	=22
Rob Reagan	DK	48	100	=28	26	101	=24	40	111	=10	36	98	=38	103	=22
Peter Adetunde	MCO	48	95	=39	32	98	=29	48	109	=14	36	106	=22	102	=24
Teodora Dunec	EM	48	100	=28	19	92	47	48	111	=10	36	104	=27	102	=24
Kunza Mohammad	MCO	48	103	23	26	98	=29	42	108	=16	36	100	=35	102	=24

The **Standard Age Score (SAS)** is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.

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

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

Export as
a PDF or in
Excel for further
analysis



CAT4 Group report for teachers

Analysis of group scores (by battery)

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What does the report show?

The *Analysis of group scores (by battery)* allows teachers to compare their students' mean (average) SAS scores across the four batteries with the benchmark sample.

In international schools, with typically high numbers of EAL students, it is not unusual to see a pattern of generally high ability but with lower verbal scores overall.

How can I use the data?

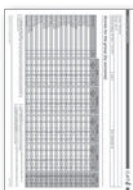
This report will help you to benchmark your group as a whole against the sample and see in which of the batteries there are overall strengths or development areas. Having a broader view of the data can support decision-making on a group level, e.g. teacher training needs.



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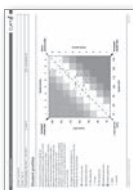
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Analysis of group scores (by battery)

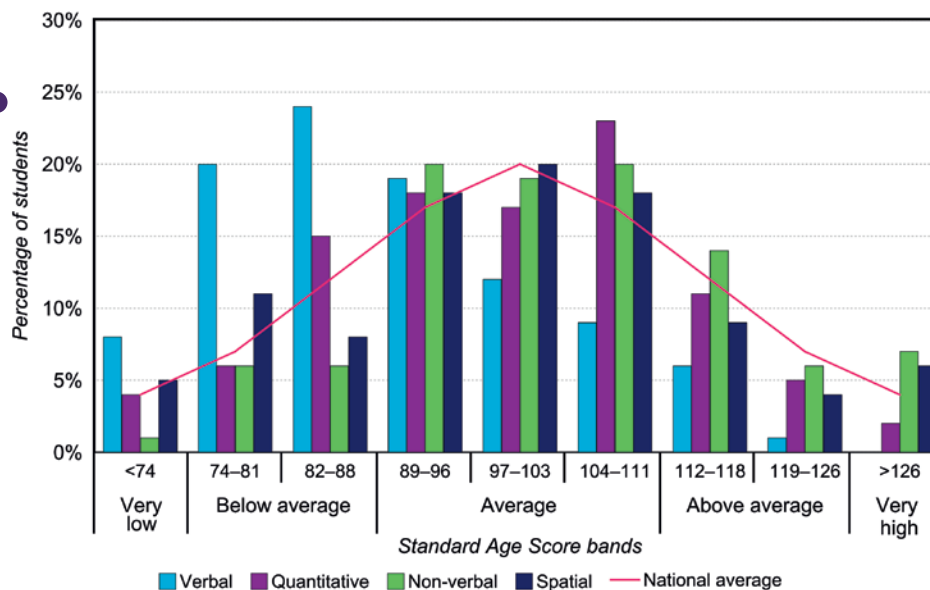
The table below shows mean (average) scores for your group compared with those for the national sample.

	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
Group	89.7	99.1	102.9	99.2	97.2

The table below shows the distribution of scores for your group compared with those for the national sample. In addition, the bar chart 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	8%	20%	24%	19%	12%	9%	6%	1%	0%	
Quantitative	4%	6%	15%	18%	17%	23%	11%	5%	2%	
Non-verbal	1%	6%	6%	20%	19%	20%	14%	6%	7%	
Spatial	5%	11%	8%	18%	20%	18%	9%	4%	6%	

Distribution of scores for your group compared with those for the national sample



Student profiles

What does the report show?

The *Student profiles* feature a colour-coded chart that plots the distribution of the group's scores across seven profile types. The **Verbal** and **Spatial** batteries form the basis of this analysis.

The general characteristics of each profile type are outlined – comparing the group results to the average. Each profile type is summarised, with the individual students who fall within that category listed below.

How can I use the data?

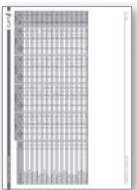
The scatterplot will enable you to see trends of profiles across a group. The profiles will guide you in understanding how your students think and help classroom teachers differentiate activities more effectively.

The low verbal scores of EAL students will affect their profile. As you develop their literacy skills, expect to see a change in the way they appear in these charts.

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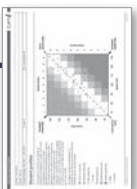
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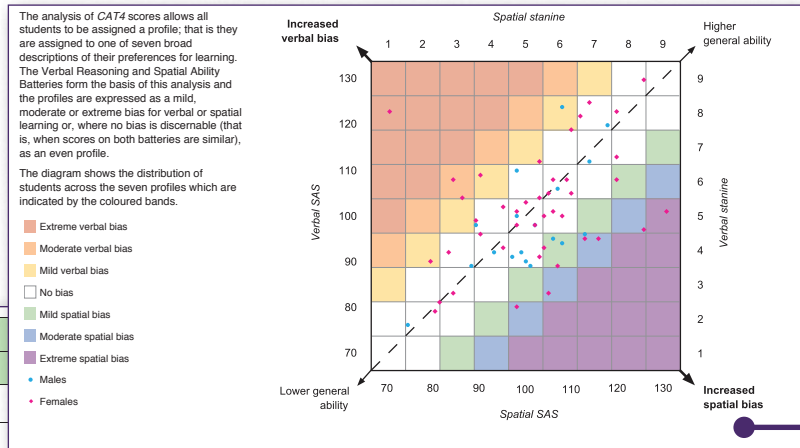
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	National	
	%	
Extreme verbal bias	2%	
Moderate verbal bias	4%	
Mild verbal bias	11%	8%
No bias or even profile	66%	67%
Mild spatial bias	11%	8%
Moderate spatial bias	4%	10%
Extreme spatial bias	2%	2%

Extreme verbal bias

- These students should excel in written work and should enjoy discussion and debate.
- They should prefer to learn through reading, writing and may be very competent independent learners.
- They are likely to be high achievers in subjects that require good verbal skills such as English, modern foreign languages and humanities.
- They may prefer to learn step-by-step, building on prior knowledge, as their spatial skills are relatively weaker, being in the low average or below average range.

Students:
Niamh Ernst

Moderate verbal bias

- Students in this group will have average to high scores for Verbal Reasoning and relatively weaker Spatial Ability with scores in the average range.
- These students are likely to prefer to learn through reading, writing and discussion.
- Step-by-step learning, which builds on prior knowledge incrementally, is likely to suit these students.

Students:
Student 18

Student 29



CAT4 Group report for teachers

Group GCSE indicators

Visit gl-education.com to see examples of **IB MYP** and **CBSE Class X** indicators

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What does the report show?

Group indicator tables are provided for KS2, KS3, GCSE (including iGCSE), AS and A level, CBSE Class X and Class XI. IB MYP and DP pointers are available now; subject group indicators for HL and SL will be available in 2020.

The indicators are derived from the statistical relationship between CAT4 scores and attainment in a range of national and international tests and examinations. The indicators are updated regularly to reflect changes in national attainment.

How can I use the data?

CAT4 provides two levels of indicators: 'most likely' and 'if challenged' - this is the level a student could reach with additional effort and challenge and is ideal for supporting target-setting. The indicators can also be used to inform future subject choices. GCSE indicators are provided, with grading in both A*-U and 9-1.

GCSE indicators

There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between a student's scores on reasoning tests such as CAT4 and his or her performance in national tests and examinations. CAT4 provides a range of indicators of future attainment which can form the basis of discussion with an individual about targets for learning or help set realistic but challenging targets for national tests and examinations.

External factors will affect a student's eventual attainment - not least effort and motivation - but CAT4 results demonstrate what can be achieved because the test is established as a good predictor of subsequent attainment.

CAT4 scores and subsequent GCSE results are collected from a large sample of schools and students. The GCSE indicators are derived from the statistical relationship between CAT4 scores and GCSE results. The indicators are updated regularly to reflect changes in national GCSE attainment.

The indicated subject grades are given either as whole grades or where CAT4 scores indicate performance may be at the boundary between grades, as split grades (A/B, B/C, etc). The summary indicators include the overall probability of attaining 5+ A*-C including English and Maths; GCSE points scores; and the 'Best 8' GCSE points score.

Indicators are calculated from the mean CAT4 Standard Age Score (SAS) apart from those for English and English Literature where the SAS for Verbal Reasoning is found to give more accurate results, so this is used when available.

Indicated GCSE grades, subjects A-I (most likely grade followed by 'if challenged' grade in bold)

Student name	Tutor group	Mean SAS	Art & Design	Business Studies	D&T - Electronics	D&T - Food	D&T - Graphics	D&T - Resistant materials	D&T - Systems control	D&T - Textiles	Drama	English	English Literature	French	Geography	German	History	Home Economics	
Paul Alexander	D	106	B/C	B	B/C	B	C	B	C	B	B	A	B/C	B	B/C	B	C	B	B/C
James Barros	E	105	B/C	B	C	B	C	B	C	B	B	A	B/C	B	B/C	B	C	B	B/C
David Bester	D	92	C	B	D	C	D	C	D	C	B	C	B	C	B	C	D	C	C/D
Gabriel Bester	D	110	B	A	B/C	B	B	A	B/C	B	B	A	B/C	B	B	A	B/C	B	B
Chloe Bullock	E	95	C	B	C/D	C	C	D	C	D	C	B	C	B	C	B	C	C/D	C/D
Andrea Chaudhry	D	97	C	B	C/D	C	C	B	C/D	C	C	B	B/C	B	B/C	B	C	C/D	C
Emile Cosgrove	E	123	A/B	A	A/B	A	A*	A/B	A	A*	A/B	A	A/B	A	A/B	A	A*	A/B	A
Amy Cotellesa	E	90	C	B	D	C	D	C	D	C	D	C	C/D	C	B	C	D	C	C/D
Alice Coyle	D	94	C	B	C/D	C	D	C	D	C	C	B	C/D	C	C/D	C	C/D	C	C/D
Molz Dugyala	D	103	B/C	B	C	B	C	B	C	B	B	A	B/C	B	B	A	B/C	B	B
Niamh Ernst	A	94	C	B	C/D	C	D	C	D	C	D	C	B	C	C/D	C	C/D	C	C/D
Leon Gaubert	A	95	C	B	C/D	C	C	B	C/D	C	D	C	B	B/C	B	B	C	C/D	C
Ikram Gharbaw	E	105	B/C	B	C	B	C	B	C	B	B	A	B/C	B	B	A	B/C	B	B
Timertan Graham	E	110	B	A	B/C	B	B	A	B/C	B	B	A	B	A	B	A	B/C	B	B
Leandra Hendriks	A	83	C/D	C	E	D	E	D	D	C	D	C	D	C	D	C	D	C	D

Indicated GCSE point scores, subjects I-Z (most likely point score followed by 'if challenged' point score in bold)

Student name	Tutor group	Mean SAS	Information Technology	Maths	Media Studies	Music	Physical Education	Religious Education	Science - Additional	Science - Biology	Science - Chemistry	Science - Core	Science - Physics	Sociology	Spanish	Statistics	% probability of 5+ A*-C (inc. English and Maths)	GCSE Total points score	'Best 8' GCSE points score
Paul Alexander	D	106	5	6	5	6	5	6	5	6	5	6	5	6	5	6	79	407	347
James Barros	E	105	5	6	5	6	5	6	5	6	5	6	5	6	5	6	77	400	343
David Bester	D	92	4	5	3	4	4	5	4	5	4	5	3	4	4	5	4	3	3
Gabriel Bester	D	110	5	6	6	7	6	7	6	7	6	7	6	7	6	7	87	435	364
Chloe Bullock	E	95	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4
Andrea Chaudhry	D	97	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4
Emile Cosgrove	E	123	6	7	7	8	6	7	6	7	8	7	8	6	7	8	98	520	409
Amy Cotellesa	E	90	3	4	3	4	4	5	4	5	4	5	3	4	4	5	4	2	2
Alice Coyle	D	94	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4
Molz Dugyala	D	103	4	5	5	6	5	6	5	6	5	6	4	5	5	6	72	386	333
Niamh Ernst	A	94	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4
Leon Gaubert	A	95	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4
Ikram Gharbaw	E	105	5	6	5	6	5	6	5	6	5	6	5	6	5	6	77	400	343
Timertan Graham	E	110	5	6	6	7	6	7	6	7	6	7	5	6	6	7	87	435	364
Leandra Hendriks	A	83	3	4	2	3	3	4	3	4	3	4	3	4	3	4	2	3	3

CAT4 Individual report for teachers

Individual profile summary

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The *CAT4 Individual report for teachers* provides an in-depth analysis of each individual student's results, along with a focus on how they can be helped to achieve their potential.

What does the report show?

The *Individual profile summary* features a colour-coded chart that plots the student's score across seven profile types. The **Verbal** and **Spatial** batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias.

How can I use the data?

The profile will help to identify whether a student has a bias toward verbal or spatial thinking, a verbal deficit and if they have a particularly high or low ability. This can determine what follow-up support interventions and teaching strategies will be beneficial to this student.



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

Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)																
						60	70	80	90	100	110	120	130	140								
Verbal	48/48	96	40	4	=37																	
Quantitative	18/36	93	32	4	=41																	
Non-verbal	42/48	117	87	7	4																	
Spatial	35/36	113	80	7	=11																	
Mean	-	105	-	-	-																	

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 Connor's profile, which is indicated by the coloured band.

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- Connor Gibson

Individual profile summary

What does the report show?

The *Implications for teaching and learning* summary offers a personalised analysis to guide teachers in supporting each student.

How can I use the data?

This information is ideal for supporting individual learning plans, providing evidence towards access arrangement applications and helping classroom teachers differentiate activities more effectively.

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

Moderate spatial bias

- This profile demonstrates a moderate preference for spatial over verbal learning.
- Connor's performance should be markedly better when engaged in tasks that require visualisation and he will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods.
- His weaker verbal skills suggest he will perform at a low average level when learning through written texts, writing and discussion.
- Connor is likely to prefer active learning methods such as modelling, demonstrating and simulations, but should also be able to engage with most written material.
- Connor's attainment should be average or above in subjects that make the most of his spatial ability such as science, technology, design and geography, but may find language-based subjects such as English, humanities, history and modern foreign languages more challenging unless teaching methods are adapted to suit his profile.

Implications for teaching and learning

- A lack of relative progress in verbal reasoning may be preventing Connor from accessing key areas of the curriculum.
- A test to establish a reading age is recommended to ascertain whether Connor is able to access the curriculum.
- Connor may benefit from some targeted additional support, with a focus on strategies to develop greater verbal ability.
- This may include opportunities for discussion, support with specialist vocabulary, and opportunities to develop presentational skills.
- Pairing Connor with someone who is stronger in this area may support his progress.
- Paired work is likely to be more beneficial than group work.
- Connor is likely to perform better where both spatial and visual approaches to learning are used.
- Connor should be encouraged and helped to use his better spatial ability in subjects which depend on verbal skills. So encourage him to use visual material (pictures to support text, videos, etc), create visual representations of events in history, use mind maps as an aid to remembering the key events and characters in a text in English and annotate text to reinforce key facts and information in science.
- Connor may find extended pieces of writing easier to do if he plans them using flow charts, putting down ideas in note form and then deciding how to sequence these before starting the actual writing.

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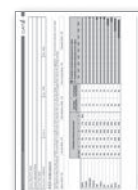
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CAT4 Individual report for teachers

Individual indicators: KS2 and KS3

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What does the report show?

Individual *indicator tables* are provided for KS2 and KS3. The indicators are derived from the statistical relationship between *CAT4* scores and attainment in a range of national and international tests and examinations. The indicators are updated regularly to reflect changes in national attainment.

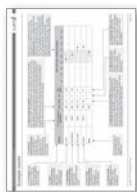
How can I use the data?

CAT4 provides two levels of indicators: 'most likely' and 'if challenged' - this is the level a student could reach with additional effort and challenge.

The *KS2 indicators* are ideal for guiding interventions in advance of the end of KS2 tests and transition to secondary school. The *KS3 indicators* support target-setting.



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KS2 indicators

Results from *CAT4* can give an indication of the scale scores a student will achieve at the end of the next Key Stage. The 'if challenged' score is the score a student could achieve with additional effort and challenge. This information is helpful when you discuss with your students the targets they should be working towards.

Mean SAS: 130	Verbal SAS: 118	Quantitative SAS: 125	Non-verbal SAS: 141	Spatial SAS: 134
---------------	-----------------	-----------------------	---------------------	------------------

	Probability of student:		Most likely scaled score achieved	'If challenged' scaled score achieved	Probability of student achieving									
	reaching expected standard	reaching a high score/working at greater depth			reaching expected standard / reaching a high score/working at greater depth									
					10%	20%	30%	40%	50%	60%	70%	80%	90%	
Maths	100%	82%	113	116	[Bar chart showing 100% reaching expected standard]									
Reading	95%	45%	109	112	[Bar chart showing 95% reaching expected standard]									
SPAG	96%	49%	109	112	[Bar chart showing 96% reaching expected standard]									
Science TA	100%	N/A	N/A	N/A	[Bar chart showing 100% reaching expected standard]									
Writing TA	96%	31%	N/A	N/A	[Bar chart showing 96% reaching expected standard]									

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: 105	Verbal SAS: 96	Quantitative SAS: 93	Non-verbal SAS: 117	Spatial SAS: 113
---------------	----------------	----------------------	---------------------	------------------

	Probability of obtaining each level						Most likely level achieved	'If challenged' level achieved	Probability of student obtaining level 5 or higher / 6 or higher									
	3 or less	4	5	6	7	8			10% 20% 30% 40% 50% 60% 70% 80% 90%									
Maths	0%	2%	17%	59%	20%	1%	6b	6a	[Bar chart showing 100% reaching level 5 or higher]									
Art	2%	14%	46%	29%	9%	-	5a	6c	[Bar chart showing 95% reaching level 5 or higher]									
D&T	1%	11%	49%	33%	6%	-	5a	6c	[Bar chart showing 96% reaching level 5 or higher]									
Geography	1%	11%	48%	34%	6%	-	5a	6c	[Bar chart showing 95% reaching level 5 or higher]									
History	2%	13%	51%	29%	6%	-	5a	6c	[Bar chart showing 96% reaching level 5 or higher]									
ICT	1%	11%	57%	26%	5%	-	5a	6c	[Bar chart showing 95% reaching level 5 or higher]									
PE	2%	14%	50%	27%	7%	-	5a	6c	[Bar chart showing 96% reaching level 5 or higher]									
Science	1%	7%	46%	41%	6%	-	5a	6c	[Bar chart showing 95% reaching level 5 or higher]									
English	4%	16%	62%	16%	2%	-	5b	5a	[Bar chart showing 95% reaching level 6 or higher]									
MFL	8%	24%	45%	21%	2%	-	5b	5a	[Bar chart showing 95% reaching level 6 or higher]									
Music	2%	15%	59%	20%	4%	-	5b	5a	[Bar chart showing 95% reaching level 6 or higher]									

CAT4 Individual report for teachers

Individual indicators: GCSE, A level, MYP, IB, CBSE X and XII

What does the report show?

These indicator tables show the forecast GCSE (including iGCSE), A level, IB or CBSE* grade that this student is likely to achieve in each subject, and also the grade that they could reach with additional effort and challenge.

* CBSE indicators are available in the CBSE version of CAT4. See examples on page 18.

GCSE reports are available with grading in either A*-U or 9-1

How can I use the data?

This information is useful when discussing and setting targets and can inform subject choices at A level, IB Diploma and post-18.

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GCSE 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 grade 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: 118		Verbal SAS: 108		Quantitative SAS: 120		Non-verbal SAS: 124		Spatial SAS: 120														
	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade C or higher										
	U	G	F	E	D	C	B	A	A*			10%	20%	30%	40%	50%	60%	70%	80%	90%		
D&T – Textiles	0%	0%	0%	1%	2%	7%	21%	36%	32%	A	7	A*	8	[Bar chart showing probability of student obtaining grade C or higher]								
Art & Design	0%	0%	0%	1%	3%	19%	33%	30%	14%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
D&T – Food	0%	0%	0%	1%	4%	12%	28%	36%	19%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Drama	0%	0%	0%	1%	5%	15%	32%	36%	11%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Geography	0%	0%	0%	1%	4%	13%	28%	37%	17%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
History	0%	1%	1%	2%	5%	12%	27%	33%	20%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Home Economics	0%	0%	0%	1%	4%	11%	29%	37%	17%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Information Technology	0%	0%	1%	2%	4%	14%	30%	35%	13%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Maths	0%	0%	0%	0%	1%	9%	31%	39%	20%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Media Studies	0%	0%	0%	1%	4%	14%	32%	36%	13%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Music	0%	0%	1%	2%	5%	13%	31%	36%	12%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Religious Education	0%	0%	1%	1%	3%	9%	26%	35%	26%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Science – Biology	0%	0%	0%	0%	2%	10%	28%	40%	19%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								
Science – Chemistry	0%	0%	0%	0%	2%	11%	28%	39%	19%	A/B	6	A	7	[Bar chart showing probability of student obtaining grade C or higher]								

IB Diploma Programme pointers

Results from CAT4 can give an indication of the grade a student will reach at the end of the Diploma Programme.

Mean SAS: 122		Verbal SAS: 132		Quantitative SAS: 115		Non-verbal SAS: 116		Spatial SAS: 126									
	Probability of obtaining each grade					Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade 4 or higher									
	3/2	4	5	6	7			10%	20%	30%	40%	50%	60%	70%	80%	90%	
Visual Arts	4%	9%	24%	25%	39%	7/6	7	[Bar chart showing probability of student obtaining grade 4 or higher]									
Biology	16%	20%	26%	25%	14%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Business and Management	12%	20%	33%	25%	11%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Chemistry	13%	17%	31%	29%	11%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
English	4%	13%	30%	33%	21%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Film	6%	21%	42%	26%	5%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
French	8%	18%	28%	39%	7%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Geography	8%	18%	32%	32%	10%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
History	6%	16%	33%	32%	13%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Maths SL	13%	15%	25%	28%	19%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Psychology	10%	17%	32%	27%	15%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Theatre Studies	8%	21%	39%	25%	7%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
World Religions	8%	18%	33%	28%	13%	6/5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									
Physics	22%	18%	27%	23%	10%	5	6	[Bar chart showing probability of student obtaining grade 4 or higher]									



CAT4 Individual report for students and parents

Student profile

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What does the report show?

The *CAT4 Individual report for students* provides a user-friendly explanation of the student's results, with an informative narrative to help them become aware of their strengths and areas for development and take ownership of their learning.

The *Individual report for parents* offers a parent-friendly overview of their child's scores, enabling the parent to understand how they can support their child's learning needs.

How can I use the data?

The student report promotes self-reflection and metacognition, and provides ideas that the student can implement to support their learning.

The parent report helps improve understanding of the child's learning preferences, with useful suggestions for offering support at home. Indicators of future attainment are provided for KS3, GCSE, AS, A level and IB.



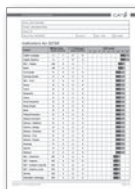
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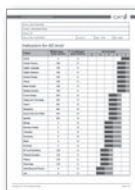
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Profile

Verbal	██			
Quantitative	████████████████████		████████████████████	
Non-verbal	██			████████████████████
Spatial	████████████████████	██		

Summary

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

- You will learn best when reading about a topic, writing essays, discussing ideas with other students and giving presentations.
- You may find learning that involves making models, devising diagrams and charts and visualising objects moving quite difficult. So you may find maths calculations much more straightforward than solving problems that involve geometric shapes, for example.
- However, you may find that you get ahead quickly in some subjects such as English and history and so need extra work that allows you to do more research or read around a subject or follow your own interests. If you have a favourite subject, ask your teacher about this.
- You can improve your spatial skills with practice and by using your good verbal skills to explain processes that you may find challenging.
- Make sure you read widely outside school. Read from a range of different types of books, as this will add to your knowledge and skills.
- Think about activities outside school that can help develop your spatial ability. Art club, craft or even science club might be fun and helpful.

Schools can choose to exclude this bar chart from the report if they want the focus to be on the summary and support strategies below.

Name: Test pupil
School: Test School
Group: Year 10
Date of test: 10/11/2011 Level: F Age: 14:06 Sex: Male

Indicators for GCSE

Subject	Most likely grade achieved	4	'If challenged' grade achieved	5	GCSE grade															
					U	G	F	E	D	C	B	A	A*							
Art & Design	C	4	B	5																
D&T – Textiles	C	4	B	5																
Drama	C	4	B	5																
English	C	4	B	5																
English Literature	C	4	B	5																
Religious Education	C	4	B	5																
Science – Biology	C	4	B	5																
Science – Chemistry	C	4	B	5																
Science – Physics	C	4	B	5																
D&T – Food	C/D	4	C	5																
German	C/D	4	C	5																
Home Economics	C/D	4	C	5																
Information Technology	C/D	4	C	5																
Media Studies	C/D	4	C	5																
Music	C/D	4	C	5																

CAT4 Summary report for senior leaders

Group analysis

The *CAT4 Summary report for senior leaders* provides high-level analysis of a selected cohort, group or whole-school's abilities against the average. The report is designed for use by head teachers, senior leadership teams, school group management and governing bodies.

A *Summary presentation for senior leaders* is also available in PowerPoint® format. This is ideal for sharing key findings with a wider audience.

What does the report show?

The *Group analysis* shows the group's scores compared to the average. This can be done by a range of criteria, including battery (as shown below), gender, English as an Additional Language (EAL) and Special Educational Needs (SEN).

How can I use the data?

The report can be used to compare this group's abilities against previous cohorts' abilities, to inform resourcing and additional support decisions and anticipate likely changes in attainment levels in future examinations.

Group analysis (by battery)

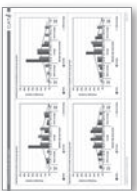
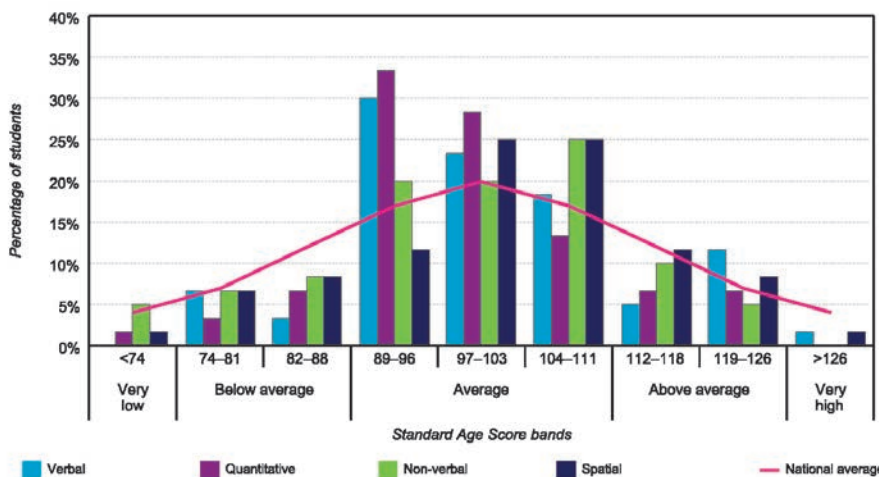
The table below shows mean (average) scores for all students compared with those for the national sample.

	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	100.6	99.2	98.7	101.6	100.1
90% confidence band	98.0–103.2	96.8–101.5	95.8–101.6	98.8–104.4	97.9–102.2

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
SAS bands	<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%	7%	3%	30%	23%	18%	5%	12%	2%
Quantitative	2%	3%	7%	33%	28%	13%	7%	7%	0%
Non-verbal	5%	7%	8%	20%	20%	25%	10%	5%	0%
Spatial	2%	7%	8%	12%	25%	25%	12%	8%	2%

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



CAT4 Summary report for senior leaders

Group analysis

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What does the report show?

The *Group analysis* shows the mean scores for groups of students versus the standardisation sample. This can be helpful in informing group intervention needs.

How can I use the data?

The example below is for Special Educational Needs (SEN), showing the scale of their support needs.

Using the custom categories when uploading your student data, you can evaluate your own focus groups, for example: nationality, students who have joined the school recently, or EAL.

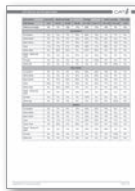
Group analysis (by special educational need)

The table below shows mean (average) scores for all students compared with those for the national sample.

	No. of students	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	60	100.6	99.2	98.7	101.6	100.1
None	49	103.6	102.0	102.8	105.1	103.4
School Action	6	92.2	90.7	85.8	91.5	90.2
School Action Plus	5	81.8	81.2	74.2	79.6	79.2

The table below shows the distribution of scores for all students across each battery, compared with those for the national sample. The bar charts also present this information on the following page.

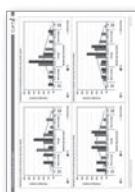
Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
Verbal									
All students	0%	7%	3%	30%	23%	18%	5%	12%	2%
None	0%	0%	2%	29%	24%	22%	6%	14%	2%
School Action	0%	17%	0%	50%	33%	0%	0%	0%	0%
School Action Plus	0%	60%	20%	20%	0%	0%	0%	0%	0%
Quantitative									
All students	2%	3%	7%	33%	28%	13%	7%	7%	0%
None	0%	0%	4%	29%	35%	16%	8%	8%	0%
School Action	0%	17%	0%	83%	0%	0%	0%	0%	0%
School Action Plus	20%	20%	40%	20%	0%	0%	0%	0%	0%
Non-verbal									
All students	5%	7%	8%	20%	20%	25%	10%	5%	0%
None	0%	2%	6%	18%	24%	31%	12%	6%	0%
School Action	0%	33%	17%	50%	0%	0%	0%	0%	0%
School Action Plus	60%	20%	20%	0%	0%	0%	0%	0%	0%
Spatial									
All students	2%	7%	8%	12%	25%	25%	12%	8%	2%
None	2%	0%	4%	10%	27%	31%	14%	10%	2%
School Action	0%	0%	33%	33%	33%	0%	0%	0%	0%
School Action Plus	0%	80%	20%	0%	0%	0%	0%	0%	0%



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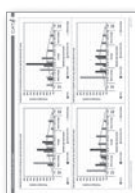
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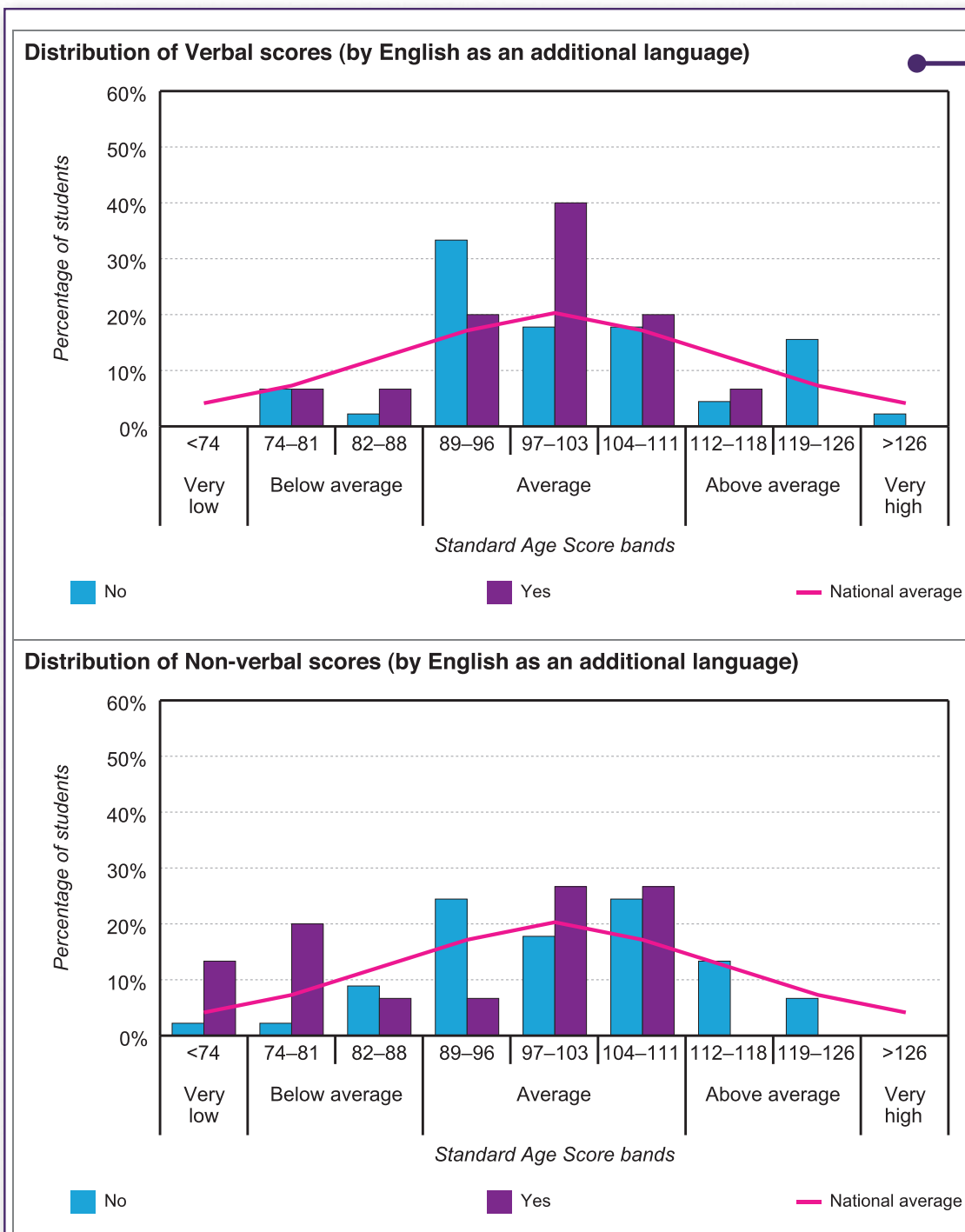
Group analysis

What does the report show?

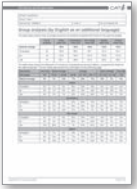
Graphs show the distribution of group scores for each of the four batteries – split by EAL in this case - and compared to the average.

How can I use the data?

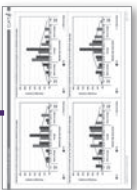
This report will help you to benchmark specific groups against the sample and see in which of the batteries there are overall strengths and where group level intervention may be necessary. This part of the report can support group-level decision-making with regards to support and possible resourcing needs.



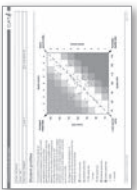
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CAT4 Summary report for senior leaders

Group GCSE and CBSE Class X indicators

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What does the report show?

Group indicator tables are provided for KS2, KS3, GCSE, AS and A level, IB MYP and DP, and CBSE Class X and Class XII.

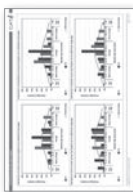
They show the likely distribution of levels/grades and the percentage of the cohort that are expected to obtain certain levels/grades.

How can I use the data?

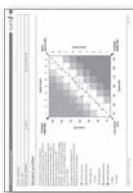
Summary indicators enable school leaders to anticipate changes in overall attainment for future exams and identify where there may be subject-level support, resourcing or training needs.



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GCSE indicators

There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between students' scores on reasoning tests such as CAT4 and performance in national tests and examinations. CAT4, which provides a range of indicators of future attainment, demonstrates what can be achieved because the test has become established as a good predictor of subsequent attainment.

Summary GCSE indicators

		All students	Males	Females
Percentage of students expected to achieve:	5+ A*-C GCSEs including English and maths	64%	61%	65%
	5+ A*-C GCSEs	85%	85%	85%
	5+ A*-G GCSEs	98%	99%	98%
Average point score		480.2	473.7	483.0
Average point score (best 8)		348.3	344.8	349.8
Number of students		60	18	42

Likely distribution of GCSE grades

	Likely distribution of grades									Percentage of students obtaining grade C or higher		Percentage of students obtaining grade A or A*							
	U	G	F	E	D	C	B	A	A*	10%	20%	30%	40%	50%	60%	70%	80%	90%	
English	0%	1%	2%	7%	17%	34%	21%	12%	5%	[Bar chart showing 70%]		[Bar chart showing 70%]							
Maths	0%	2%	5%	8%	14%	35%	21%	13%	3%	[Bar chart showing 70%]		[Bar chart showing 70%]							
Science - Core	0%	1%	4%	10%	19%	35%	21%	8%	2%	[Bar chart showing 70%]		[Bar chart showing 70%]							

CBSE Class X indicators

There has always been a significant and positive correlation (that is, a link which is supported by statistical data) between a student's scores on reasoning tests such as CAT4 and his or her performance in national tests and examinations. CAT4, which provides a range of indicators of future attainment, demonstrates what can be achieved because the test has become established as a good predictor of subsequent attainment.

Summary Class X indicators

		English Communicative	Mathematics	Science	Social Science	Hindi
Percentage of students expected to achieve:	Grade A1	45%	30%	37%	41%	41%
	Grade A2 or higher	84%	58%	66%	70%	70%
Grade Points Average		9.4	8.7	9.0	9.1	9.1
Number of students		313	313	313	313	313

Likely distribution of Class X levels

	Likely distribution of levels					Percentage of students obtaining grade A2 or higher		Percentage of students obtaining grade A1						
	C1 or lower	B2	B1	A2	A1	10%	20%	30%	40%	50%	60%	70%	80%	90%
English Communicative	0%	3%	13%	39%	45%	[Bar chart showing 84%]		[Bar chart showing 84%]						
Mathematics	10%	14%	18%	27%	30%	[Bar chart showing 58%]		[Bar chart showing 58%]						
Science	4%	11%	18%	29%	37%	[Bar chart showing 66%]		[Bar chart showing 66%]						
Social Science	4%	9%	17%	29%	41%	[Bar chart showing 70%]		[Bar chart showing 70%]						
Hindi	4%	9%	17%	28%	41%	[Bar chart showing 70%]		[Bar chart showing 70%]						

Pupil Attitudes to Self and School (PASS)[®] survey



Identify fragile learners and discover hidden barriers to learning

The *Pupil Attitudes to Self and School (PASS)*[®] survey provides vital insight into students' attitudes and mindsets that may be having a negative impact on their attainment.





PASS incorporates intervention strategies that are tailored to the contexts of students in international schools. These include a variety of actions which teachers can implement immediately to have an impact on the outcomes of students in their school. Alongside practical strategies and extensive examples, this bank of ideas also has detailed explanations of each of the issues in a school environment (see page 22 for further details).

Translations of the *PASS* survey are available in more than 20 languages. For details of which languages are available, contact us at international@gl-education.com.

The PASS attitudinal measures:

- 1. Feelings about school:** Explores whether a student feels secure, confident and included in their learning community.
- 2. Perceived learning capability:** Offers a snapshot of a student's unfolding impressions of self-efficacy and can reveal early warning signs of demoralisation and disaffection.
- 3. Self-regard:** Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.
- 4. Preparedness for learning:** This measure covers areas such as study skills, attentiveness and concentration, looking at the student's determination and openness to learning.
- 5. Attitudes to teachers:** This measures a young person's perceptions of the relationships they have with the adults in school. A low score can flag a lack of respect.
- 6. General work ethic:** Highlights the student's aspirations and motivation to succeed in life. This measure focuses on purpose and direction, not just at school, but beyond.
- 7. Confidence in learning:** Identifies a student's ability to think independently and to persevere when faced with a challenge.
- 8. Attitudes to attendance:** Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede earlier with strategies to reduce the likelihood of truancy.
- 9. Response to curriculum demands:** This measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks, highlighting the student's approach to communication and collaboration.

QUICK GUIDE

-  **AGE RANGE:**
4-18+ years
-  **SUITABLE FOR:**
Teachers, Senior Leaders, SENCOs, Educational Psychologists, Health Professionals
-  **TEST DURATION:**
Approx. 20 minutes
-  **TEST FORMAT:**
Digital

What reports are available for PASS?

- Level 1: Whole cohort profile
- Level 2: Analysis by factor
- Level 3: Individual profiles Excel[®] report



Find out more about *PASS* on pages 18-20 of our *International Brochure*



PASS factor analysis

Level 1: Whole cohort profile

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What does the report show?

The *PASS report* includes three levels of analysis. Level 1 offers a whole cohort profile.

How can I use the data?

The percentage scores represent the school's non-standardised scores. These are useful for the senior team to obtain an overall view of the nine attitudinal factors and are particularly useful when comparing two consecutive surveys to measure changes across time.

Colour-coded percentile scores are standardised and provide a measure of how the whole school, its cohorts and individual students are doing compared against the average.



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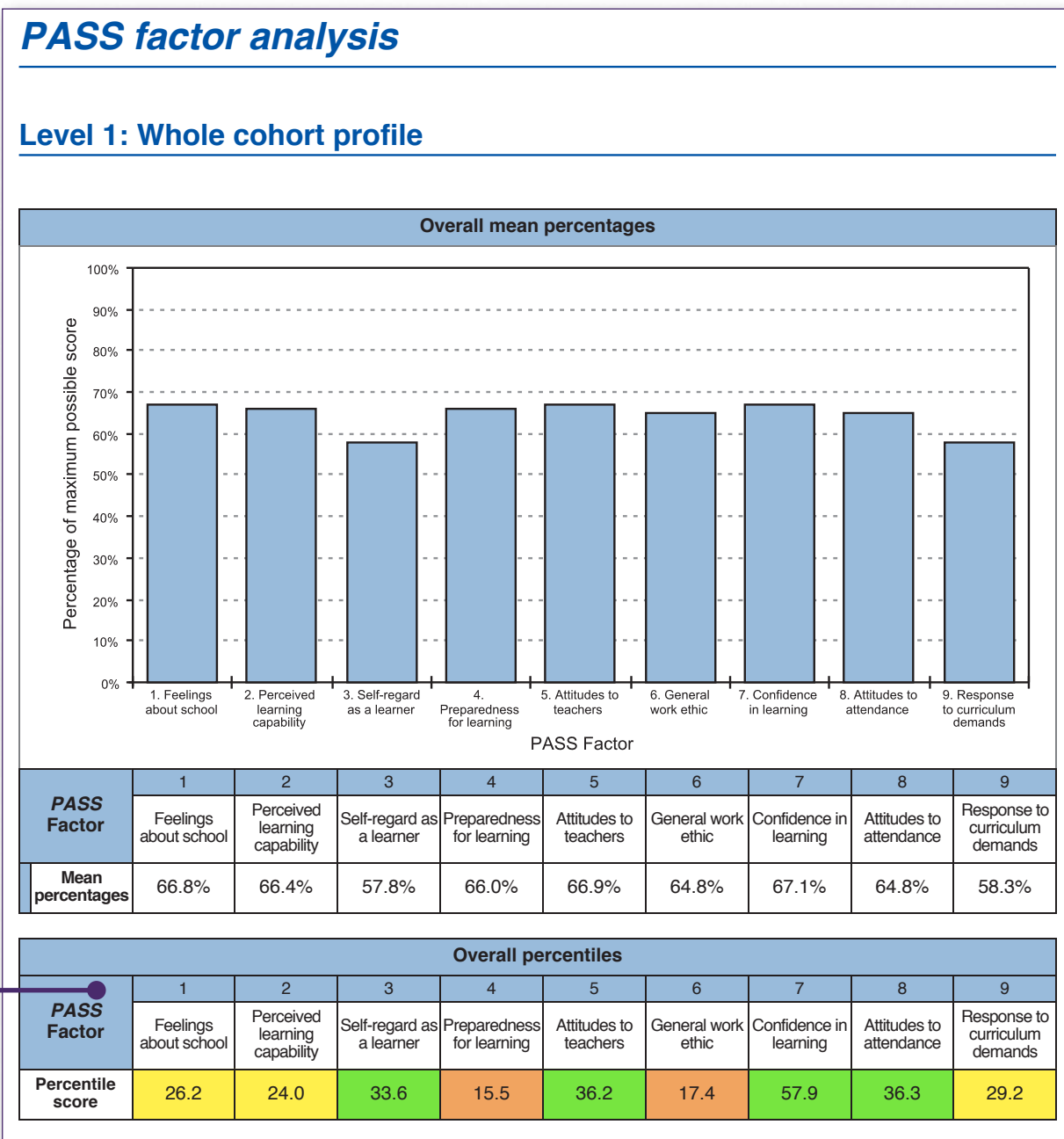
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PASS factor analysis

Level 2: Year group and Level 3: Individual profiles

What does the report show?

Level 2 offers analysis by *PASS* factor, gender, year group, ethnic group, SEN status, EAL status, year group and gender, or ethnic group and gender.

Level 3 allows analysis of individual profiles at item level.

How can I use the data?

The simple RAG colour-coding system allows at-a-glance identification of those students and groups who have the highest and lowest attitudinal factor scores. These allow class teachers and pastoral teams to target further investigation into the causes of the results. Looking at the analysis by year group allows schools to identify trends, while the individual analysis provides a useful tool to highlight students of immediate concern.

Page Thumbnails



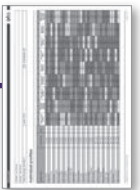
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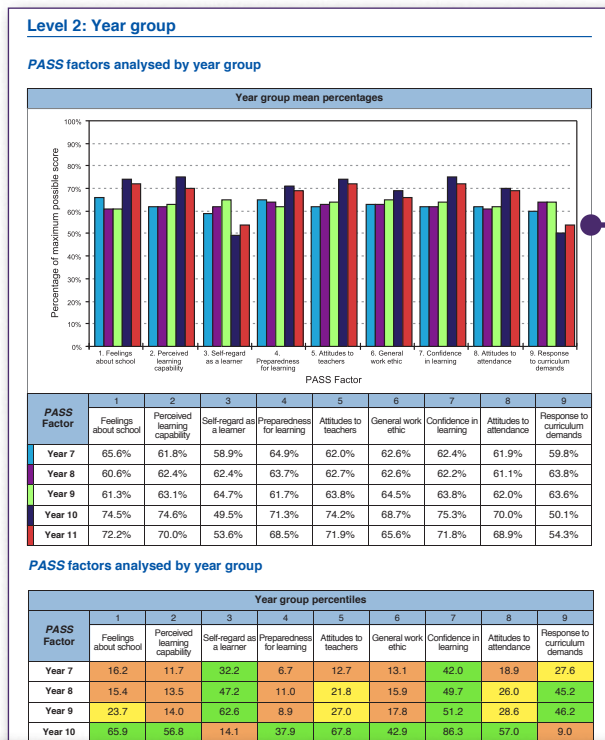
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Individual profiles

Student name	Tutor group	Year	1	2	3	4	5	6	7	8	9
Student 1	Mr Smith	7	4.0	1.0	32.2	9.3	1.0	0.9	34.1	18.9	17.2
Student 2	Mr Smith	7	1.7	8.6	58.0	1.0	12.7	13.1	34.1	53.7	17.2
Student 3	Mr Smith	7	16.2	3.3	80.3	2.6	40.2	2.1	14.6	27.0	85.8
Student 4	Mr Smith	7	12.3	15.8	22.5	1.4	40.2	72.6	34.1	38.8	9.9
Student 5	Mr Smith	7	16.2	20.9	58.0	3.4	22.4	28.6	26.5	27.0	27.6
Student 6	Mr Smith	7	63.2	15.8	58.0	18.9	58.2	2.1	42.0	53.7	27.6
Student 7	Mr Smith	7	28.1	8.6	14.9	1.9	6.9	0.5	66.8	18.9	9.9
Student 8	Mr Smith	7	23.1	15.8	70.3	26.7	12.7	72.6	1.5	87.4	85.8
Student 9	Mr Smith	7	37.2	6.3	58.0	18.9	40.2	5.1	50.4	27.0	17.2
Student 10	Mr Smith	7	21.4	15.8	32.2	18.9	89.4	2.1	66.8	27.0	27.6
Student 11	Mr Smith	7	9.3	2.4	5.6	6.7	12.7	28.6	10.3	12.7	17.2
Student 12	Mr Smith	7	12.3	4.6	44.6	2.6	58.2	0.9	66.8	12.7	17.2
Student 13	Mr Smith	7	12.3	15.8	14.9	4.8	3.5	50.3	50.4	18.9	9.9
Student 14	Mr Smith	7	71.3	35.6	32.2	44.5	3.5	0.9	14.6	87.4	9.9
Student 15	Mr Smith	7	7.0	44.5	58.0	9.3	22.4	5.1	74.7	53.7	27.6
Student 16	Mr Smith	7	12.3	8.6	44.6	13.2	22.4	0.9	26.5	18.9	58.3
Student 17	Mr Smith	7	4.0	20.9	22.5	1.4	3.5	28.6	66.8	3.0	17.2
Student 18	Mr Smith	7	9.3	15.8	32.2	9.3	74.4	88.0	26.5	3.0	2.7
Student 19	Mr Smith	7	48.0	78.7	14.9	26.7	3.5	28.6	70.3	12.7	5.3
Student 20	Mr Smith	7	5.3	6.3	1.9	3.4	1.8	0.9	34.1	27.0	9.9
Student 21	Mrs Jones	7	3.0	11.7	58.0	9.3	6.8	2.1	25.5	18.9	74.3
Student 22	Mrs Jones	7	9.3	35.6	58.0	18.9	0.4	2.1	74.7	12.7	17.2
Student 23	Mrs Jones	7	9.3	11.7	5.6	4.8	1.8	13.1	42.0	79.1	9.9
Student 24	Mrs Jones	7	37.2	6.3	3.4	4.8	12.7	50.3	94.2	18.9	1.1
Student 25	Mrs Jones	7	16.2	8.6	22.5	13.2	40.2	2.1	66.8	38.8	41.4
Student 26	Mrs Jones	7	21.4	3.3	97.0	4.8	3.5	28.6	58.7	18.9	99.6
Student 27	Mrs Jones	7	12.3	27.5	70.3	18.9	40.2	72.6	81.4	12.7	27.6
Student 28	Mrs Jones	7	48.0	35.6	9.2	35.4	1.8	2.1	58.7	8.1	27.6
Student 29	Mrs Jones	7	21.4	8.6	14.9	1.4	6.8	28.6	58.7	38.8	41.4
Student 30	Mrs Jones	7	2.9	27.5	58.0	3.4	12.7	2.1	42.0	1.5	27.6

PASS Interventions

PASS intervention strategies

What does the report show?

PASS now includes a range of detailed interventions for each of the *PASS* factors. Each factor is explained in detail, including outlines of how the situation may have developed within the school and references to academic research in the area.

Guidance is offered on each issue, from both a teacher's and a student's point of view, and a range of questions are provided for teachers to ask themselves regarding their current teaching methods and school environment.

How can I use the tool?

Specific and practical strategies are provided for each factor, helping schools to better understand each factor and then implement effective follow-up action where low scores are seen.

The image displays two screenshots of the PASS report interface. The left screenshot shows the 'LEARNER SELF-REGARD' section, which includes a 'PORTRAIT OF A STUDENT' table and a 'QUESTIONS TO ASK' section. The right screenshot shows the 'QUESTIONS TO ASK' section in more detail, including a table of intervention strategies and a 'WHAT TO DO' section.

LEARNER SELF-REGARD

Studies have shown (Caprara, 2008; Usher and Pajares, 2008b) that when young students develop a high sense of self-efficacy, they are able to maintain this as they grow older, especially when they experience difficult events and situations at school. Therefore, strategies to create that strong sense of self-efficacy in all students need to be embedded into all phases of school.

Efficacy beliefs are formed through the interpretation of four principal sources of information (Bandura, 1977, 1989, 1997), namely:

- mastery experiences relating to achieving academic goals
- vicarious experiences through observing others, such as classmates
- social persuasions through the messages and feedback they get from others
- emotional arousal or how their own feelings affect their confidence.

Social persuasions

The third source of efficacy information is social persuasions: verbal and non-verbal feedback from others. Encouragement and supportive messages from people the learner trusts can bolster confidence in academic ability.

Many studies have found that depending on the manner in which feedback is given, it is either

Learner Self-regard as a potential early mental health indicator

Students with a low score for Learner Self-regard are not likely to achieve their academic potential. Compared with students who have a high Learner Self-regard, they are more likely to develop childhood depression, drop out of school and have fewer career aspirations.

PORTRAIT OF A STUDENT

What might this look like in the classroom?

High scores for Learner Self-regard	Low scores for Learner Self-regard
<p>On the outside:</p> <ul style="list-style-type: none"> • Students with a high Learner Self-regard are confident and succeed in learning. <p>On the inside:</p> <ul style="list-style-type: none"> • These learners believe they can successfully overcome their own learning. 	<p>On the outside:</p> <ul style="list-style-type: none"> • Learners with a low score for Learner Self-regard are likely to have low. <p>On the inside:</p> <ul style="list-style-type: none"> • These learners feel unsuccessful at school. They often see anything less.

QUESTIONS TO ASK

Whole school

- What do we celebrate at school progress or achievement?
 - Do we speak positively to and about students, showing confidence in

Class

- How do I check which students require more support to achieve the success criteria set?
 - What interventions do I use to support students with specific

Individual

- Does the student see mistakes and failures as learning opportunities?
 - Does the student need a different environment for receiving praise?

Students' feelings of school connectedness can be strengthened by employing the following intervention strategies:

1. Effective feedback and Assessment for Learning	2. Celebrating failure as a learning opportunity	3. Reporting on attitude and learning first	4. Reflecting on setting and streaming	5. Private tutors and learning independently
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1. Celebrating failure as a learning opportunity

Many students fear failure as they believe that it shows they are not "good" at something. It is important to challenge and change this way of thinking so that students see failure as an opportunity to learn. This is closely linked to adopting a culture of growth mindset at school (see the Confidence in Learning chapter).

WHAT TO DO

- Model failure in the classroom by making mistakes when demonstrating work. Ask students to identify the mistakes and say what they have learned.
- Provide students with examples of work that show different levels of achievement.

Nicola Lambros is the author of the *PASS Interventions*. She has school leadership experience at schools in the UK, Europe, Asia, Americas and the Middle East. She is a passionate advocate of research in education and the importance of educators understanding the neurology of learning. Nicola's own research in this area has provided her with opportunities to present at numerous conferences across the world and to write for various educational publications. Nicola's research on *PASS* has evidenced how each of the *PASS* factors has a significant impact on student outcomes.

New Group Reading Test (NGRT)[®] NGRT

New Group Spelling Test (NGST)[®] NGST

Assess and track reading, comprehension and spelling skills


The *New Group Reading Test (NGRT)*[®] enables you to assess your students' reading and comprehension skills in a single test – annually, biannually or termly. The tests are particularly useful to identify EAL students who may appear to be competent readers but who could have weak comprehension skills. These standardised tests will help you to understand the reading ability of your students and support personalised learning, target-setting and the identification of literacy support needs.


Each *NGRT* is made up of two parts:


1. **sentence completion**, which measures decoding with some element of comprehension
2. then, depending on the student's score, either a **passage comprehension**, which measures a range of comprehension skills of increasing difficulty; or, in the case of very weak readers, a **phonics task**.


The *New Group Spelling Test (NGST)*[®] is an adaptive assessment which allows annual, biannual or termly monitoring of spelling skills. When combined with *NGRT*, you can assess reading and spelling together in under an hour.

QUICK GUIDE

 **AGE RANGE:**
Digital (*NGRT* and *NGST*): 7-16 years
Paper (*NGRT* only): 5-16 years

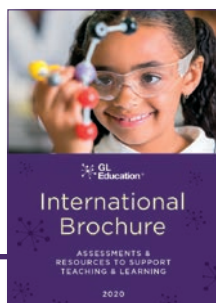
 **SUITABLE FOR:**
Teachers, Literacy Co-ordinators, SENCOs

 **TEST DURATION:**
Digital (*NGRT* and *NGST*): 20-30 minutes
Paper (*NGRT* only): 45-50 minutes

 **TEST FORMAT:**
Digital (*NGRT* and *NGST*) and paper (*NGRT* only)

What reports are available for NGRT and NGST?

- Group report for teachers
- Individual student report for teachers
- Group progress report for teachers
- Reading and spelling group report for teachers
- Reading and spelling individual student report for teachers
- Reading and Spelling Excel[®] report
- CAT4 Combination report (*for NGRT only – see pages 46-49*)



Find out more about *NGRT* and *NGST* on pages 22-23 of our *International Brochure*



+44 (0)20 8996 3369

NGRT and NGST Group reports

Group report for teachers and Group progress report for teachers

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What do the reports show?

The *Group report for teachers* summarises the group's key test scores, listing each student, their age at the test, their Standard Age Score (SAS), Group Rank (GR) and either a Reading age or Spelling age (dependent on the test). Further analysis can be carried out by factors such as gender, EAL, etc.

The *Group progress report for teachers* allows you to track progress between two test points across a group or cohort.

The *Progress profiles* chart maps the students' scores in the two tests and highlights whether they are making above average, average or below average progress.



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How can I use the data?

The reports will enable you to quickly identify students with very low reading and/or spelling ability and where follow up is needed. The *NGRT Group report* will also highlight in dark blue where there is a significant difference between the passage comprehension and sentence completion results, which helps schools target support and intervention needs effectively.



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Student name	Age at test (yrs:mths)	SAS (90% confidence bands)												Overall Stanine	NPR	GR (/20)	Reading age	Reading age confidence bands		NC reading level	Stanine		
		60	70	80	90	100	110	120	130	140	Lower	Upper	SC					PC					
																		17.0+	17.0+		6C	8	7
Joanna Brown	14:02	120													8	91	1	17.0+	17.0+	6C	8	7	
Bradley Cooper	13:09	118													7	89	2	17.0+	17.0+	5A	6	8	
Ma Dryden	14:01	117													7	87	3	17.0+	17.0+	5A	6	8	
Felicia Marquez	13:09	114													7	82	4	16.9	15:10	5B	7	7	
Sophie Turner	13:11	111													6	77	5	16.1	15.2	17.0	5B	6	7
Francoesa Thompson	14:01	110													6	74	=6	15:10	14:11	16.9	5B	7	6
Samantha Greaves	13:08	110													6	74	=6	15.6	14.7	16.5	5C	6	7
Will Davis	14:05	101													5	53	8	14.3	13.5	16.1	4A	6	5
Dominic Lyons	13:07	99													5	48	9	13.2	12.4	14.0	4B	4	5
Ian Smith	14:05	95													4	37	10	13.2	12.4	14.0	4B	8	2
Charlotte Sims	13:08	93													4	32	11	11:10	11.1	12.7	4C	5	3
Robert Stuart	13:07	91													4	28	12	11:7	10:10	12.4	4C	5	3
Jenny Phipps	13:10	90													4	26	13	11:7	10:10	12.4	4C	6	3
Polly Macintosh	14:00	88													3	22	14	11.4	10.7	12.1	4C	4	3
James Welch	13:10	84													3	14	15	10.5	9.9	11.1	3A	4	3
Penny King	13:11	81													2	11	16	9:10	9:2	10.6	3B	4	2
Ryan Pritchard	14:01	69													1	2	=17	7.7	7.0	8.2	2B	1	1
Owen Bryant	14:00	69													1	2	=17	5.0-	5.0-	5.0-	W	1	-
John Shepherd	13:07	69													1	2	=17	5.4	4:10	5:10	1C	1	-
George Price	14:01	69													1	2	=17	6.0	5:6	6:6	1B	1	1

NGRT



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Student name	Age at test (yrs:mths)	Initial letters (/4)	Sounds like (/5)	Final letter sounds (/5)	Initial letter sounds (/5)	Overall score (/19)
John Shepherd	13:07	4	5	5	3	17
Owen Bryant	14:00	2	2	0	0	4

NGRT



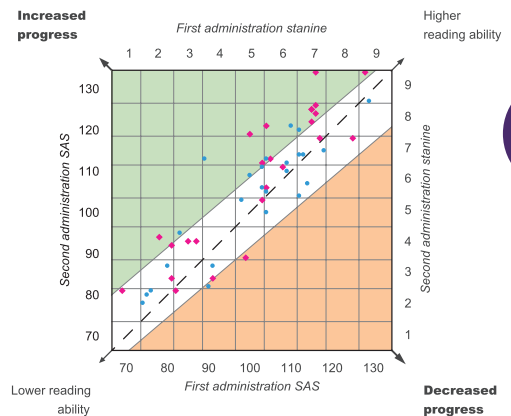
1/16

Two students in the group were administered the phonics task in place of the passage comprehension test. Their scores are recorded on a separate chart for Phonics.

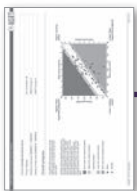
Progress profiles

The NGRT SAS scores for the first and second administrations of the test are shown in the diagram. Students who are considered to be making average progress are in the white band. Students making below average progress are in the orange band and those making above average progress are in the green band.

- Above average progress
- Average progress
- Below average progress
- Males
- Females



NGRT



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NGRT and NGST Individual reports

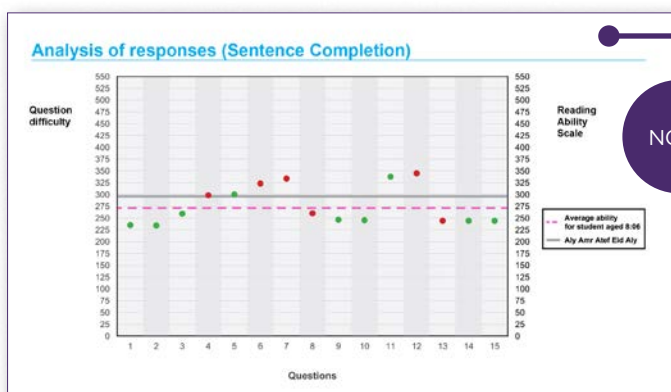
Individual student report for teachers

What do the reports show?

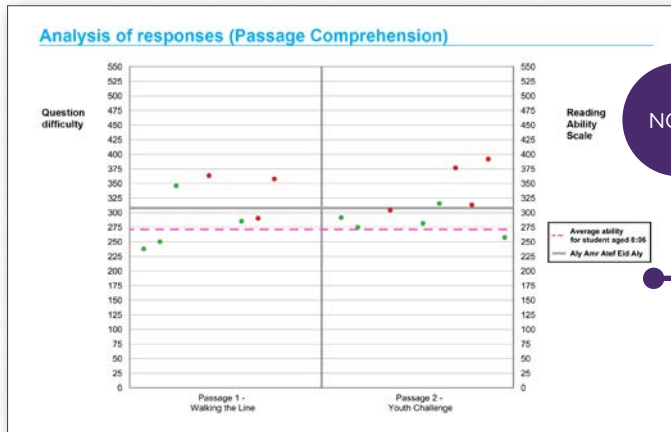
The *Individual student report for teachers* includes a summary of the student's performance in the test, analysis of responses (for sentence completion and passage comprehension in *NGRT*), as well as a narrative discussing implications for teaching and learning.

How can I use the data?

The reports show the specific areas of strength and those in need of development, which can help teachers target individual support needs effectively. The suggested strategies offer ideas for how to support and differentiate learning for each student.



NGRT



NGRT

Profile Summary

Allen's score is in the average range.

An average spelling score suggests that Amin uses age appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

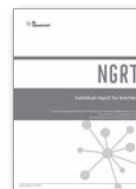
Implications for teaching and learning

Allen's ability to spell words accurately may be improved by using some of the following strategies:

- Teach words for spelling grouped into those with the same patterns/rules.
- Introduce/revise a set amount (e.g. three) of common exception word spellings each day/week.
- Support Amin to practise applying spellings in context e.g. put the words into sentences or write a short story using the list of words.
- Investigate the meaning and origins of word parts – root words, prefixes and suffixes.
- When looking at spellings point out specifically which part of the word is difficult to spell.
- Teach strategies for words that do not follow a rule; for example, using mnemonics, syllables, and exploring prefixes and suffixes. Ask Amin to create his own mnemonics, which could be recorded in Allen's planner or notebook for reference during lessons.
- Ask subject teachers to display topic vocabulary on classroom walls for access by students during lessons.
- Ask subject teachers to spend lesson time at the beginning of each topic introducing and teaching the spellings of new vocabulary.
- Ask Amin to find, investigate and write down other words spelled using the same pattern or rule.
- Encourage Allen to use a dictionary to reference new or unknown spellings.

NGST

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NGRT and NGST Combined reports

Reading and spelling group report for teachers

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What does the report show?

The *Group scores (by Surname)* brings together each student's scores to show whether they have higher reading or spelling attainment.

The *Analysis of group scores* table compares the group's scores with the standardisation average, indicating whether they are performing at, below or above expectations for their age.

The *Student profiles* scattergraph provides an at-a-glance indication of the group's strengths and areas for development.



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How can I use the data?

Research shows that word reading and word spelling are strongly associated. By comparing test scores from *NGST* with *NGRT* it is possible to see where they are not aligned, which will help teachers to identify areas where support and development are most needed for each student.



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Group scores (by Surname)

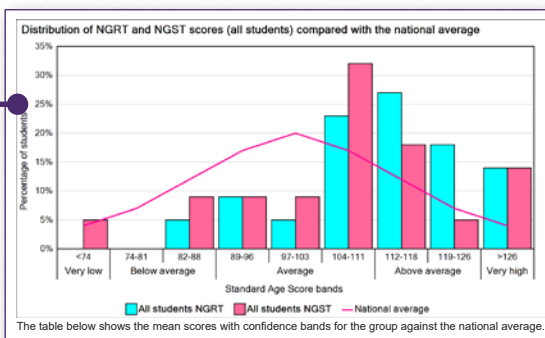
Student name	Tutor group	Test	Form	SAS	Stanine	Sentence Completion ST	Passage Comprehension ST	Reading age	Spelling age	NPR	GR (/22)	Overall attainment
Gina Alderton	GL	NGRT	C	104	6	6	5	12:01	-	60	18	Similar level
		NGST	C	107	6	-	-	-	13:02	68	10	
Callum Anderson	GL	NGRT	C	138	9	9	9	17:00+	-	99	1	Similar level
		NGST	C	117	7	-	-	-	16:06	87	5	
Adam Arsala	GL	NGRT	C	96	4	4	5	10:11	-	40	20	Similar level
		NGST	C	94	4	-	-	-	10:06	34	19	
Evie Banner	GL	NGRT	C	120	8	7	8	15:10	-	91	7	Similar level
		NGST	C	116	7	-	-	-	15:10	86	6	
Jamie Bentley	GL	NGRT	C	99	5	6	4	11:04	-	48	19	Similar level
		NGST	C	84	3	-	-	-	8:11	14	21	
Tim Brown	GL	NGRT	C	110	6	7	6	12:11	-	74	15	Similar level
		NGST	C	104	6	-	-	-	11:08	60	=12	
Matthew Brick	GL	NGRT	C	122	8	7	9	15:10	-	93	=4	Reading higher
		NGST	C	101	5	-	-	-	11:01	53	17	



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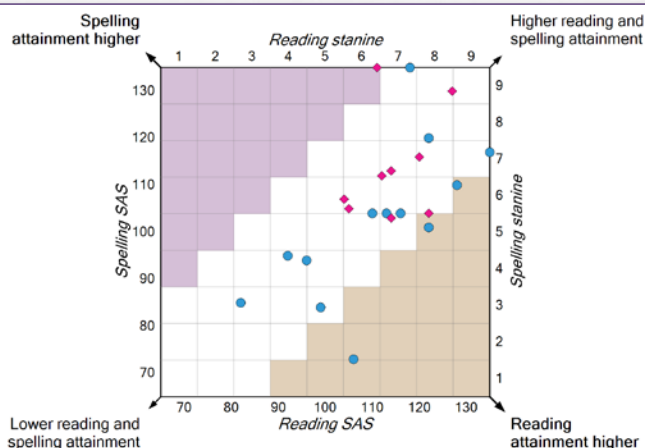
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The SAS for NGRT and NGST are shown in the diagram. Students who are considered to have a similar level of attainment are in the white band. Students who have a reading attainment which is higher than their spelling attainment are in the orange band and those who have a spelling attainment which is higher than their reading attainment are in the purple band respectively.

- Spelling attainment higher
- Similar level of attainment
- Reading attainment higher
- Males
- ◆ Females



10/11



Track student attainment and progress in English, maths and science

The fully standardised *Progress Test Series (PT Series)*[®] provides reliable benchmarking and year-on-year progress tracking in English, maths and science.

Detailed reports for teachers analyse key dimensions of learning for each subject and provide a question-by-question breakdown of where individuals or groups may have gaps in understanding. The in-depth narratives provide guidance for both teachers and parents, offering a strong platform for parental engagement.

The series includes:

Progress Test in English (PTE)[®]

Assesses students' technical English skills (spelling, grammar and punctuation) and reading comprehension.

Progress Test in Maths (PTM)[®]

Monitors students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem-solving skills.

Progress Test in Science (PTS)[®]

Measures two dimensions of science learning: science content knowledge and understanding; and working scientifically (applying science skills).

QUICK GUIDE



AGE RANGE:
4/5-14/15 (English and Maths);
7/8-14/15 (Science)



SUITABLE FOR:
Teachers, SENCOs,
Subject Co-ordinators



TEST DURATION:
45-75 minutes,
depending on test level



TEST FORMAT:
Digital (Levels 7-15);
Paper (Levels 5-14)

What reports are available for the Progress Test Series?

- Group report for teachers
- Individual student report for teachers
- Individual report for parents
- Cluster report (see page 50)
- CAT4 Combination report* (see pages 46-49)
**Not currently available for Progress Test in Science.*



Find out more about the PT Series on pages 14-17 of our *International Brochure*



PTE Group report for teachers

Scores for the group

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The *PTE Group report for teachers* is available in both PDF and Excel format, and provides a summary of the group's performance in the test.

What does the report show?

The *Scores for the group* tables show the age of each student at the time of taking the test and the number of questions they have attempted. They show each student's Standard Age Score (SAS), Stanine (ST), National Percentile Rank (NPR), Group Ranking (GR), National Curriculum indicator and GCSE indicator, as well as Progress Category, where previous test level has also been taken.

The report can be generated by year group, class or tutor group - for easy dissemination of information to relevant staff.

How can I use the data?

This report will allow you to see whether the students' attainment is at, below or above the expected level. If used over two consecutive years, you can also see where progress made is at the expected level based on the previous assessment result.

Suggestions for analysis:

- Review how many questions have been attempted and what impact this may have had on that student's score.
- Sort by progress category to quickly determine which students are making expected levels of progress and identify those who aren't.
- Identify students who have a significant difference between their English skills score and their reading comprehension score.

Scores for the group (by standard age score)

Student name	Age at test (yrs.mths)	No. attempted (#S)	SAS	SAS (with 90% confidence bands)					Overall ST	NPR	GR (/25)	GCSE indicator	English skills ST	Reading comprehension ST	Progress Category	
				60	70	80	90	100								110
Rosaline Nash	13:01	63	131							9	98	1	A* / 9	9	8	Expected
Teodora Dunec	13:02	63	125							8	95	2	A / 8	9	7	Expected
Connor Gibson	13:01	63	124							8	94	3	A / 8	8	8	Expected
Nita Moss	13:01	63	121							8	92	4	A / 8	8	7	Expected
Adian Fowler	13:01	63	119							8	90	5	A / 7	8	7	Expected
Declan Blair	14:10	63	118							7	89	6	A / 7	8	7	Expected
Robert Robinson	14:09	63	116							7	86	=7	A / 7	7	7	Expected
Nancy Roberts	14:11	63	116							7	86	=7	A / 7	6	8	Expected
Rob Reagan	13:01	63	115							7	84	9	A / 7	6	7	Expected
Tim Vincent	14:11	63	114							7	82	10	B / 6	6	7	Expected
Alice Jessica May	13:02	63	111							6	77	11	B / 6	7	6	Expected
Martin Gibson	13:02	63	110							6	74	12	B / 6	6	6	Expected
Rob Reagan	13:03	63	108							6	70	13	B / 6	5	6	Expected
Tim Vincent	14:06	63	107							6	68	14	B / 6	6	6	Much higher
Peter Watt	14:11	63	103							5	58	15	B / 5	5	5	Lower
Anthony Jameson	13:06	63	101							5	52	=16	C / 5	4	6	Lower
Rebecca Mathews	14:04	63	101							5	52	=16	C / 5	7	4	Lower
Rita Tucker	13:00	63	101							5	52	=16	C / 5	6	4	Lower
Natasha Aransola	13:01	63	99							5	48	19	C / 4	4	6	Lower
Nathan Gill	13:01	63	92							4	30	20	C / 4	4	4	Much lower
David Smith	13:02	63	91							4	28	21	D / 3	4	4	Lower
Tom Albright	14:09	63	83							3	13	22	D / 3	2	3	Much lower
Peter Adelunde	13:02	63	82							3	12	23	D / 3	1	4	Much lower
Declan Kearney	13:06	63	73							1	4	24	F / 2	2	1	Much lower
Ryan Galvin	13:07	63	69							1	2	25	G / 1	1	2	Much lower

PTE Group report for teachers

Analysis of group scores

What does the report show?

The *Analysis of group scores (by Curriculum content category)* graph shows the percentage of questions answered correctly by the group, compared with the average.

These are split into the Curriculum content areas of **Spelling, Grammar and Punctuation, Comprehension: Narrative** and **Comprehension: Non-narrative**. The areas covered will change according to the *PT Series* test level that the student has completed.

You can also review group scores by other criteria, including SEN, gender, or custom fields (if used when student details are added to Testwise) eg English as an Additional Language (EAL).

How can I use the data?

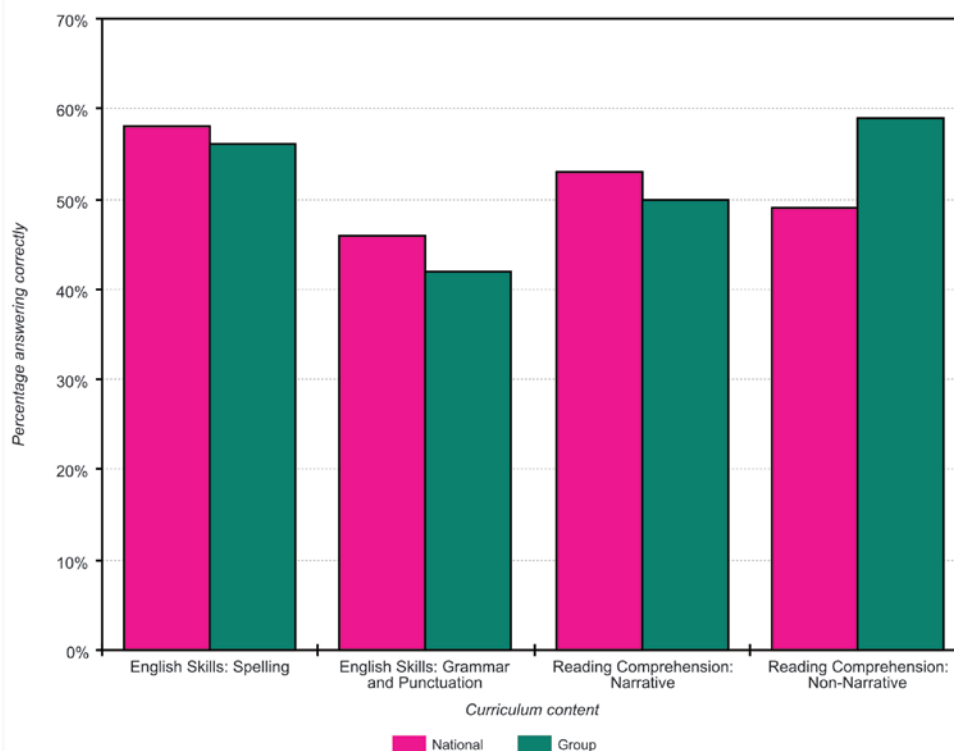
Heads of department can use this information to inform staff training and development needs. Classroom teachers can use this part of the report to reflect on their teaching and determine how they may want to adapt their lessons and medium-term plans in the next academic year.

Analysis of group scores (by Curriculum content category)

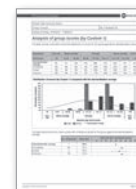
The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

Curriculum content category	Number of questions	Group % correct	National % correct	Difference
English Skills: Spelling	13	56%	58%	-2%
English Skills: Grammar and Punctuation	6	42%	46%	-4%
Reading Comprehension: Narrative	15	50%	53%	-3%
Reading Comprehension: Non-Narrative	10	59%	49%	10%

Percentage of questions answered correctly by all students compared with the national average



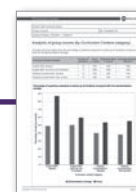
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PTE Group report for teachers

Analysis of group scores

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What does the report show?

The *Analysis of group scores (by question)* graph shows each question and the percentage of the group that answered it correctly, compared with the average.

The question content is also outlined, showing the percentage of the group that got each one correct compared with the average.



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How can I use the data?

The data provides an opportunity for teachers to reflect on what has been learned well and what gaps exist, and then determine why this may have happened. The reports can also be used on transition between classes, to support planning decisions in the next academic year.



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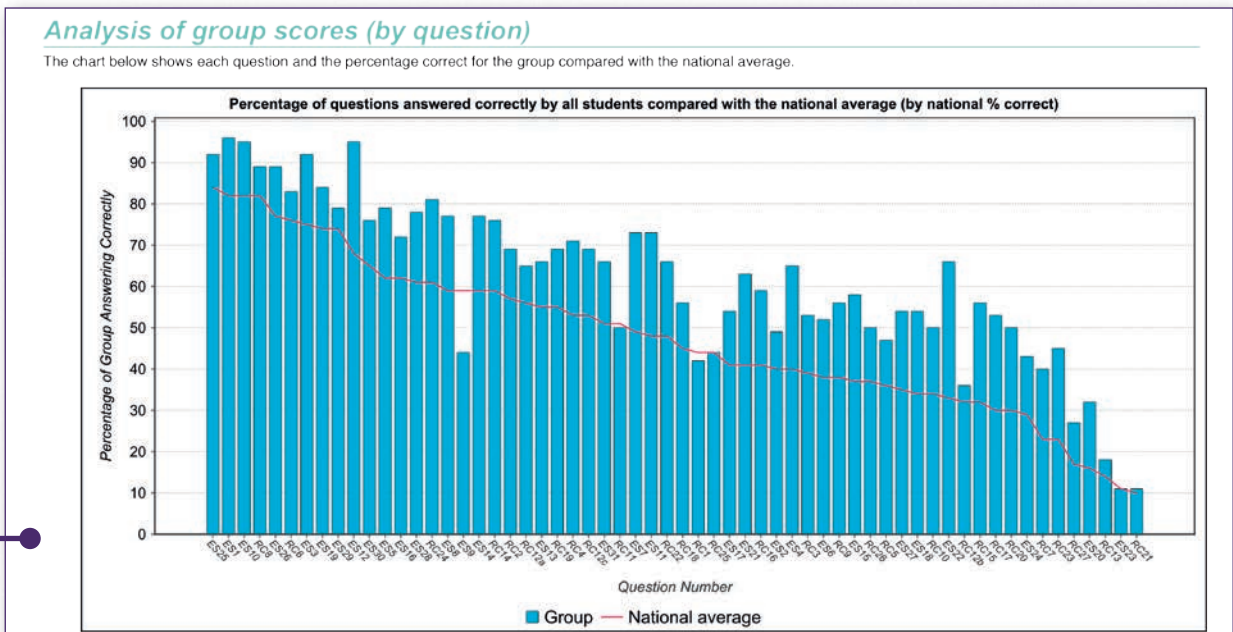
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Question number	Question category	Question Content	Group % correct	National % correct	Group/ National difference
ES25	English Skills: Grammar and Punctuation	Choose the best word to complete the sentence (missing)	92	84	8
RC8	Reading Comprehension: Narrative	Select a phrase that shows Festus had travelled a long distance.	89	82	7
ES10	English Skills: Spelling	enclosed	95	82	13
ES1	English Skills: Spelling	against	96	82	14
ES26	English Skills: Grammar and Punctuation	Choose the best word to complete the sentence (revealed)	89	77	12
RC6	Reading Comprehension: Narrative	Why does Festus imagine himself throwing 'the gifts on to the table as though they were just ordinary things'?	83	76	7
ES3	English Skills: Spelling	wherever	92	75	17
ES29	English Skills: Grammar and Punctuation	Choose the best word to complete the sentence (Catching)	79	74	5
ES19	English Skills: Grammar and Punctuation	Highlight the punctuation error in each line (apostrophe missing in 'theyve')	84	74	10
ES12	English Skills: Spelling	structures	95	68	27
ES30	English Skills: Grammar and Punctuation	Choose the best word to complete the sentence (in)	76	65	11
ES16	English Skills: Spelling	passed	72	62	10
ES5	English Skills: Spelling	purposes	79	62	17
RC24	Reading Comprehension: Non-narrative	What is the museum officer trying to say?	81	61	20
ES28	English Skills: Grammar and Punctuation	Choose the best word to complete the sentence (newly)	78	61	17
RC14	Reading Comprehension: Narrative	'...like pieces of coloured paper...' What does the writer suggest with this simile?	76	59	17
ES14	English Skills: Spelling	announce	77	59	18
ES9	English Skills: Spelling	centre	44	59	-15
ES8	English Skills: Spelling	surrounding	77	59	18
RC2	Reading Comprehension: Narrative	Choose one phrase that shows that the passage is set a long time ago.	69	57	12
RC12a	Reading Comprehension: Narrative	Who was the man who 'lay by the ditch'?	65	56	9
RC19	Reading Comprehension: Non-narrative	Who was it important to keep the position of the Hoard a secret from?	69	55	14
ES13	English Skills: Spelling	erected	66	55	11

PTE Group report for teachers

Progress profiles

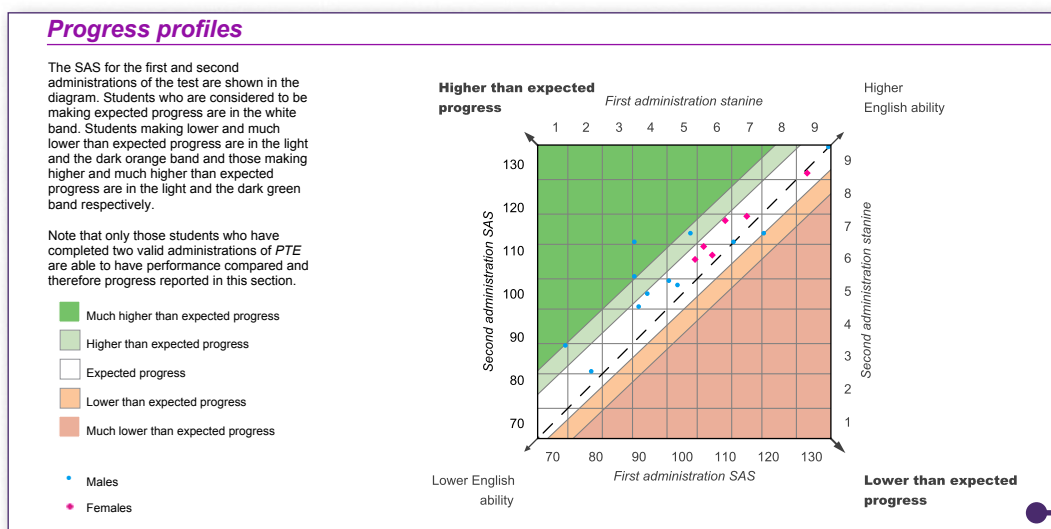
What does the report show?

The *Progress profiles* map the students' Standard Age Scores (SAS) across two tests, highlighting whether they are making higher than expected, expected, or lower than expected progress.

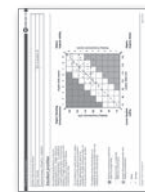
The *Progress scores for the group* table summarises each student's Standard Age Score (SAS) for two tests, and the difference - highlighting which Progress Category this places the student in.

How can I use the data?

This part of the report provides a graphic view of progress made by the group, thus enabling classroom teachers and heads of department to easily see if the teaching and learning methods used over the year have had the desired impact.



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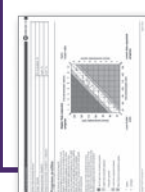
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Progress scores for the group (by standard age score)

The table below shows the SAS for the first and second administrations of the test and the resulting SAS difference and progress category. Note that only those students who have completed two valid administrations of *PTE* are able to have performance compared and therefore progress reported in this section.

Student name	First administration SAS	Second administration SAS	SAS difference	Progress category
Rosaline Nash	118	125	7	Higher than expected
Teodora Dunec	115	123	8	Higher than expected
Nita Moss	111	120	9	Higher than expected
Connor Gibson	108	117	9	Higher than expected
Adian Fowler	106	116	10	Higher than expected
Declan Blair	104	113	9	Higher than expected
Rob Reagan	100	112	12	Much higher than expected
Alice Jessica May	100	110	10	Higher than expected
Robert Robinson	99	109	10	Higher than expected



PTE Individual report for teachers

Implications for teaching and learning

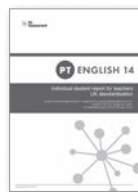
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What does the report show?

The *Individual report for teachers* summarises the student's performance on the test, allowing you to compare their skills in the technical aspects of English (spelling, grammar and punctuation) with a range of comprehension skills.

How can I use the data?

The *Implications for teaching and learning* summary offers a personalised analysis of how teachers can support this student, with specific suggestions for addressing areas for development.



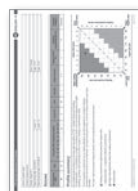
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Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
English Skills: Spelling	18	94%	46%	48%
English Skills: Grammar and Punctuation	18	83%	59%	24%
Reading Comprehension: Narrative	15	79%	50%	29%
Reading Comprehension: Non-Narrative	12	75%	40%	35%

Analysis of Reading comprehension categories

Reading comprehension category	Number of questions	Student % correct	National % correct	Student / national difference
Authorial Technique	7	62%	42%	20%
Retrieval	3	100%	77%	23%
Simple Inference	12	85%	40%	45%
Complex Inference	5	80%	44%	36%

Implications for teaching and learning

- By comparing scores from a previous administration of *PTE* it is possible to categorise progress as much lower than expected, lower than expected, expected, higher than expected, or much higher than expected.
 - Andrea took *PTE13* in July 2014 and from then until now has made expected progress in English.
- Andrea's score for Reading Comprehension is above average with English Skills in the average range.
- The *Analysis of Responses by Process Categories and Reading Comprehension Categories* will help to identify where there are specific strengths and weaknesses and to plan next steps.
- Where scores are fairly evenly balanced across Reading Comprehension categories, this suggests that Andrea demonstrates above average understanding across a range of texts. She makes inferences supported by evidence and draws on knowledge of context, purpose and audience in her reading. She can make some critical comparisons across texts, focusing on features such as language, vocabulary choice, grammar, text structure and organisation.
- Where scores across the Reading Comprehension categories are uneven, specific areas of weakness might be addressed as follows:
 - researching a range of poetic conventions (drawing on form and language) to create a glossary of terms for her peers;
 - completing comparison charts for features of texts in contrasting texts, for example, vocabulary and structure in fantasy and historical fiction.



PTE Individual report for parents

Analysis and description of scores

What does the report show?

The *Individual report for parents* offers a parent-friendly overview of their child's scores, enabling the parent to see where there are strengths and areas for development.

There are three variations of the parent report, allowing you to share the level of detail that is appropriate for your context: detailed scores, summary bar charts or just the narrative guidance.

How can I use the data?

The information will support parents' understanding of the child's learning in English, with useful suggestions for how to offer support at home. The report also shows whether the student is making expected progress.

Individual report for parents

Name: Rosaline Nash		
School: Sample School		
Group: Class P6-7	Sex: Female	
Date of first test: 01/07/2014	Level: 13	Age: 12:07
Date of second test: 01/01/2015	Level: 14	Age: 13:01

What is *Progress Test in English*?

The new National Curriculum was introduced in September 2014. The study of English is at the heart of the curriculum (alongside maths and science). *PTE* provides a series of age-appropriate tests for teachers to use year on year to ensure that students are making and maintaining good progress in some of the more technical aspects of English (like punctuation) and in their understanding of what they read (comprehension).

The test is in two parts – English Skills and Reading Comprehension.

English Skills cover spelling, punctuation and grammar. Reading Comprehension is based on an age-appropriate fiction text and a linked information text.

Scores

No. attempted (/63)	SAS	SAS (with 90% confidence bands)											Overall ST	NPR	GCSE indicator	English skills ST	Reading comprehension ST	Progress Category
		60	70	80	90	100	110	120	130	140								
63	131												9	98	A* / 9	4	8	Expected

Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
English Skills: Spelling	18	94%	46%	48%
English Skills: Grammar and Punctuation	18	83%	59%	24%
Reading Comprehension: Narrative	15	79%	50%	29%
Reading Comprehension: Non-Narrative	12	75%	40%	35%

Analysis of Reading comprehension categories

Reading comprehension category	Number of questions	Student % correct	National % correct	Student / national difference
Authorial Technique	7	62%	42%	20%
Retrieval	3	100%	77%	23%
Simple Inference	12	85%	40%	45%
Complex Inference	5	80%	44%	36%

Description of scores

- Rosaline's profile of scores from *Progress Test in English* shows that she has a preference for Reading Comprehension and relatively weaker English Skills (spelling, punctuation and grammar).
- Rosaline generally demonstrates excellent understanding across a range of texts. She makes inferences supported by evidence and draws on knowledge of context, purpose and audience in her reading. She can make some comparisons across texts, focusing on language, vocabulary choice, grammar, text structure and organisation. However, she may find it more difficult to discuss specific features of poetry or drama; activities such as researching a range of poetic conventions (drawing on form and language) to create a glossary of terms for her peers could be helpful.
- To develop Rosaline's English Skills, she could discuss with a peer passages of text that are inaccurately punctuated (with a focus on more complex within-sentence punctuation), and agree appropriate changes. In addition, she could create texts in which there is a mismatch between purpose, audience and register (for example, writing a dialogue between two friends in a highly formal style, using Standard English throughout).

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PTM Group report for teachers

Scores for the group

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The *PTM Group report for teachers* is available in both PDF and Excel format, and provides a summary of the group's performance in the test.

What does the report show?

The *Scores for the group* tables show the age of each student at the time of taking the test and the number of questions they have attempted. They show each student's Standard Age Score (SAS), Stanine (ST), National Percentile Rank (NPR), Group Ranking (GR), National Curriculum indicator and GCSE indicator, as well as Progress Category, when previous test level has also been taken.

The report can be generated by year group, class or tutor group - for easy dissemination of information to relevant staff.

How can I use the data?

This report will allow you to see whether the students' attainment is at, below or above the expected level. If used over 2+ years you can also see where progress made is at the expected level based on the previous assessment result.

Suggestions for analysis:

- Review how many questions have been attempted and what impact this may have had on that student's score.
- Sort by progress category to quickly determine which students are making expected levels of progress and identify those who aren't.
- Identify students who have scored below average for their age and reflect on their attitude, behaviour and attendance: what impact has this had?

Scores for the group (by standard age score)

Student name	Age at test (yrs:mths)	No. attempted (/54)	SAS	SAS (with 90% confidence bands)											Overall ST	NPR	GR (/25)	End of KS2 indicator	Progress Category	
				60	70	80	90	100	110	120	130	140								
David Smith	8:02	54	131													9	98	1	117	Much higher
Nathan Gill	8:01	54	118													7	89	2	111	Much higher
Adian Fowler	8:01	54	117													7	87	3	111	Much higher
Connor Gibson	8:01	54	114													7	82	=4	109	Much higher
Alice Jessica May	8:02	54	114													7	82	=4	109	Higher
Martin Gibson	8:02	54	113													7	80	6	109	Much higher
Anthony Jameson	8:06	54	108													6	70	7	107	Much higher
Rosaline Nash	8:01	54	106													6	68	8	106	Expected
Teodora Dunec	8:02	54	105													6	63	9	105	Expected
Robert Robinson	9:09	54	104													6	60	10	105	Expected
Peter Adetunde	8:02	54	102													5	55	11	103	Much higher
Rob Reegan	8:01	54	101													5	52	12	103	Expected
Ryan Galvin	8:07	54	98													5	45	=13	101	Much higher
Rita Tucker	8:00	54	98													5	45	=13	101	Expected
Nita Moss	8:01	54	98													5	45	=13	101	Expected
Tom Albright	9:09	54	96													4	40	16	100	Much higher
Nancy Roberts	9:11	54	95													4	37	17	100	Higher
Declan Blair	9:10	54	94													4	34	18	99	Expected
Declan Kearney	8:06	54	92													4	30	19	98	Higher
Rob Reegan	7:03	54	88													3	22	=20	95	
Tim Vincent	9:06	54	88													3	22	=20	95	Expected
Natasha Aransola	8:01	54	87													3	20	22	95	Much lower
Peter Watt	9:11	54	85													3	16	23	94	Lower
Rebecca Mathews	9:04	54	82													3	12	24	92	Much lower
Tim Vincent	9:11	54	79													2	8	25	91	Much lower

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PTM Group report for teachers

Analysis of group scores

What does the report show?

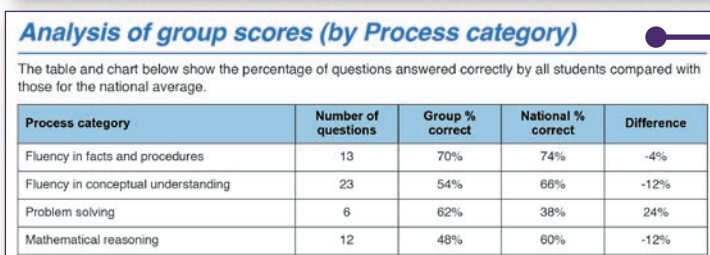
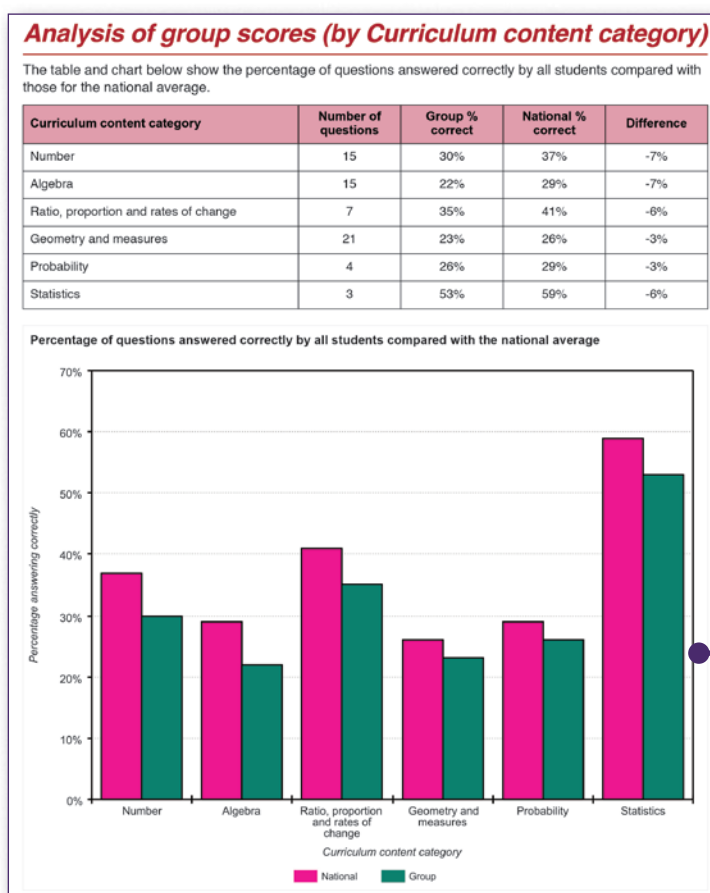
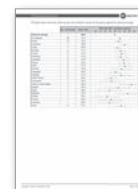
The *Analysis of group scores (by Curriculum content category)* graph shows the percentage of questions answered correctly by the group, compared with the average. These are split into the Curriculum content areas of **Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics**.

A separate table shows the group scores for the **Process** categories of **Fluency in facts and procedures, Fluency in conceptual understanding, Problem solving** and **Mathematical reasoning**. The areas covered will change according to the *PT Series* test level that the student has completed.

You can also review group scores by other criteria, including SEN, gender, or custom fields (if used when student details are added to Testwise) eg English as an Additional Language (EAL).

How can I use the data?

Heads of department can use this information to inform staff training and development needs. Classroom teachers can use this part of the report to reflect on their teaching and determine how they may want to adapt their lessons and medium-term plans in the next academic year.

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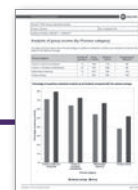
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PTM Group report for teachers

Analysis of group scores

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What does the report show?

The *Analysis of group scores (by question)* graph shows each question and the percentage of the group that answered it correctly, compared with the average.

The question content is also outlined, showing the percentage of the group that got each one correct compared with the average.



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How can I use the data?

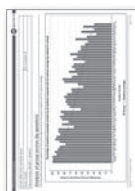
The data provides an opportunity for teachers to reflect on what has been learned well and what gaps exist, and then determine why this may have happened. The reports can also be used on transition between classes, to support planning decisions in the next academic year.



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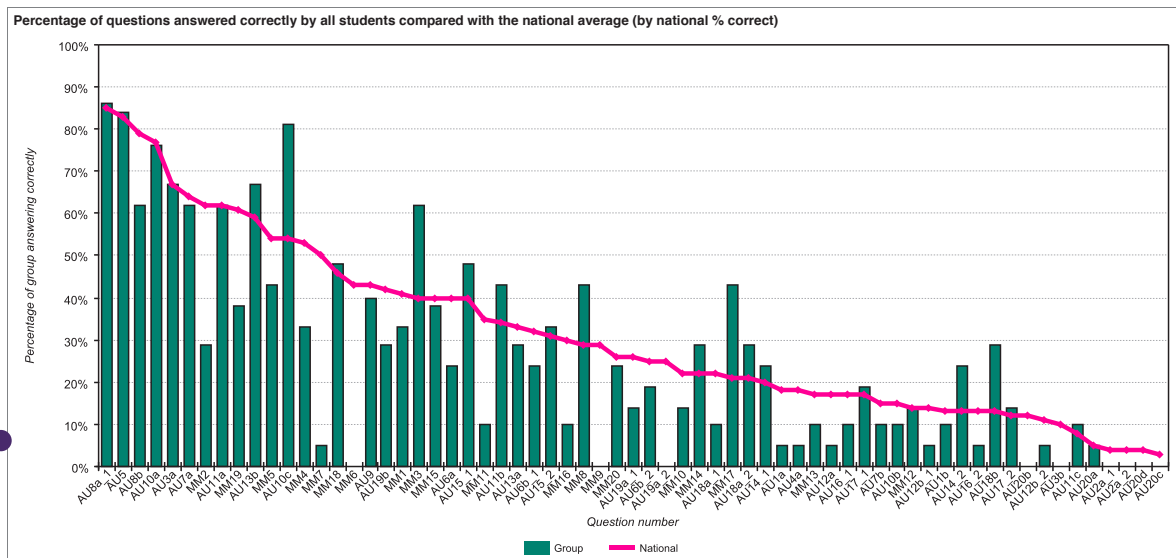
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Analysis of group scores (by question)

The chart below shows each question and the percentage correct for the group compared with the national average.



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Question number	Curriculum category	Process category	Question content	Group % correct	National % correct	Group / national difference
AU8a_1	Statistics	Mathematical reasoning	Who was the winner? Tick the correct box. How long did she take?	86	85	1
AU5	Geometry and measures	Fluency in conceptual understanding	Look at the 3 nets and 4 cuboids. Draw a line from each net to the cuboid it makes.	84	83	1
AU8b	Statistics	Mathematical reasoning	At what time did Holly overtake Asha?	62	79	-17
AU10a	Number	Mathematical reasoning	Write down the 10th term of the sequence.	76	77	-1
AU3a	Number	Fluency in conceptual understanding	Draw a ring around the largest of these numbers.	67	67	0
AU7a	Algebra	Mathematical reasoning	What is the perimeter of the 10th shape?	62	64	-2
MM2	Number	Fluency in facts and procedures	Multiply nought point nought six two by one hundred.	29	62	-33
AU11a	Algebra	Fluency in conceptual understanding	What is y if x is 5?	62	62	0
MM19	Probability	Fluency in conceptual understanding	What is the probability that I pick up a green pencil?	38	61	-23
AU13b	Ratio, proportion and rates of change	Fluency in conceptual understanding	What is the height of the boat's mast on the picture?	67	59	8
MM5	Algebra	Fluency in conceptual understanding	What is the value of x?	43	54	-11
AU10c	Number	Mathematical reasoning	Explain why 401 cannot be a term in the sequence.	81	54	27
MM4	Ratio, proportion and rates of change	Fluency in conceptual understanding	What was the car's average speed?	33	53	-20
MM7	Geometry and measures	Fluency in conceptual understanding	What size is the fourth angle?	5	50	-45
MM18	Ratio, proportion and rates of change	Fluency in conceptual understanding	What was the sale price?	48	46	2
MM6	Number	Fluency in conceptual understanding	How many people are in the group?	0	43	-43
AU9	Statistics	Mathematical reasoning	Use some of these words and numbers to fill in the blanks.	40	43	-3
AU19b	Algebra	Problem solving	Which graph does this table of values represent?	29	42	-13
MM1	Number	Fluency in facts and procedures	Write four fifths as a decimal.	33	41	-8
MM3	Number	Fluency in facts and procedures	Divide fifty-six by one thousand.	62	40	22
MM15	Number	Fluency in facts and procedures	What is the smallest length possible?	38	40	-2
AU6a	Ratio, proportion and rates of change	Mathematical reasoning	What did the puppy weigh at the end of the first month?	24	40	-16
AU15_1	Geometry and measures	Mathematical reasoning	Draw accurately the part of the room that Jess can reach with the vacuum cleaner.	48	40	8



PTM Group report for teachers

Progress profiles

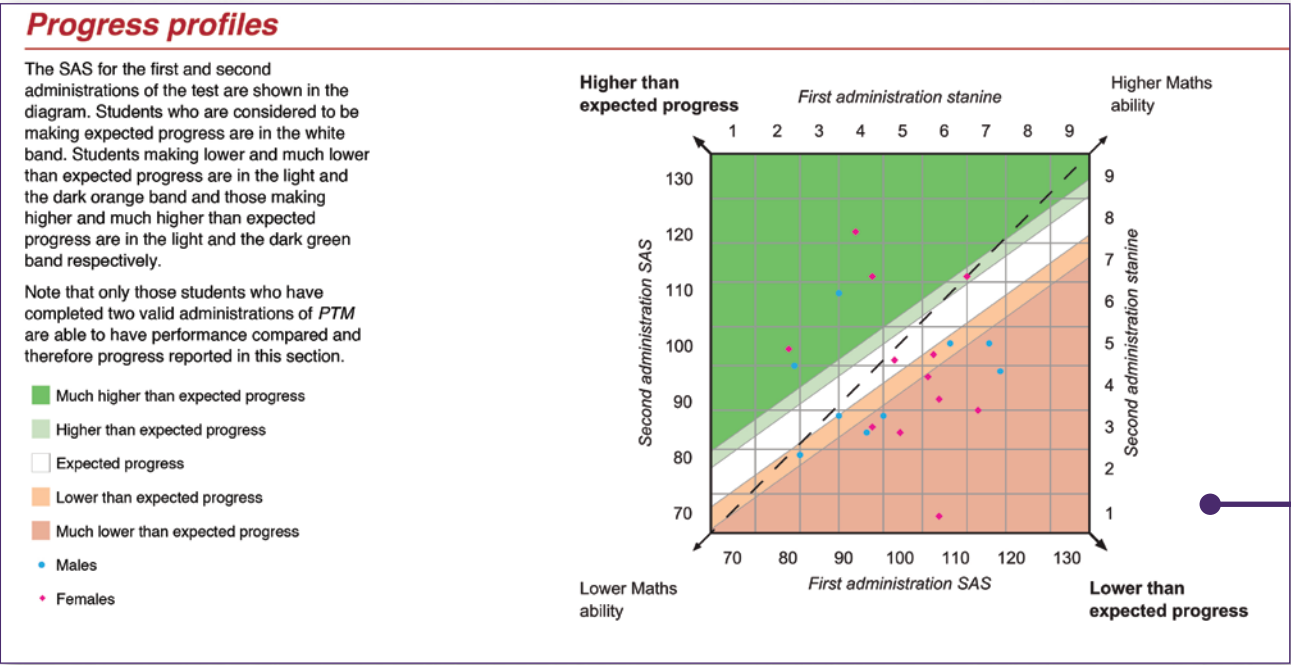
What does the report show?

The *Progress profiles* map the students' Standard Age Scores (SAS) across two tests, highlighting whether they are making higher than expected, expected, or lower than expected progress.

The *Progress scores for the group* table summarises each student's Standard Age Score (SAS) for two tests, and the difference - highlighting which Progress Category this places the student in.

How can I use the data?

This part of the report provides a graphic view of progress made by the group, thus enabling classroom teachers and heads of department to easily see if the teaching and learning methods used over the year have had the desired impact.



Progress scores for the group (by standard age score)

The table below shows the SAS for the first and second administrations of the test and the resulting SAS difference and progress category. Note that only those students who have completed two valid administrations of *PTM* are able to have performance compared and therefore progress reported in this section.

Student name	First administration SAS	Second administration SAS	SAS difference	Progress category
David Smith	101	131	30	Much higher than expected
Nathan Gill	88	118	30	Much higher than expected
Adian Fowler	89	117	28	Much higher than expected
Connor Gibson	92	114	22	Much higher than expected
Alice Jessica May	111	114	3	Higher than expected
Martin Gibson	88	113	25	Much higher than expected
Anthony Jameson	96	108	12	Much higher than expected
Rosaline Nash	105	106	1	Expected
Teodora Dunec	110	105	-5	Expected
Robert Robinson	100	104	4	Expected
Peter Adelunde	81	102	21	Much higher than expected
Rob Reagan	103	101	-2	Expected
Ryan Galvin	85	98	13	Much higher than expected
Rita Tucker	103	98	-5	Expected

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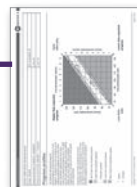
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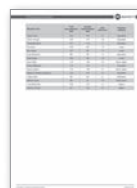
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PTM Individual report for teachers

Implications for teaching and learning

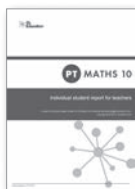
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What does the report show?

The *Individual report for teachers* summarises the student's performance on the test, allowing you to compare their skills in both the Curriculum content categories and Process categories.

How can I use the data?

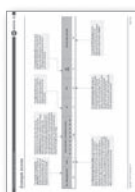
The *Implications for teaching and learning* summary offers a personalised analysis of how teachers can support this student, with specific suggestions for addressing areas for development.



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Scores

No. attempted (/65)	SAS	SAS (with 90% confidence bands)									Overall ST	NPR	GR (/21)	GCSE indicator	Progress Category
		60	70	80	90	100	110	120	130	140					
65	120										8	91	1	A / 8	Above average

Progress Category: The progress category is shown as average, below average and above average.

Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
Number	15	60%	37%	23%
Algebra	15	81%	29%	52%
Ratio, proportion and rates of change	7	100%	41%	59%
Geometry and measures	21	61%	26%	35%
Probability	4	25%	29%	-4%
Statistics	3	80%	59%	21%

Analysis of Process categories

Process category	Number of questions	Student % correct	National % correct	Student / national difference
Fluency in facts and procedures	11	55%	27%	28%
Fluency in conceptual understanding	22	80%	41%	39%
Problem solving	9	33%	16%	17%
Mathematical reasoning	23	76%	34%	42%

Implications for teaching and learning

- By comparing scores from a previous administration of *PTM* it is possible to categorise progress as below average (the student has not made as much progress as would be expected), average (the student has maintained the level of performance as shown in the last test), or above average (the student has made more progress than would be expected).
 - Elizabeth took *PTM13* in October 2015 and from then until now has made above average progress in maths.
- Reviewing the *Analysis of Curriculum content categories* will help to identify where there are specific strengths and weaknesses and to plan next steps.

- Where scores are fairly evenly balanced across the curriculum categories, this suggests that Elizabeth will generally demonstrate a level of understanding of mathematical concepts commensurate with this age group. Elizabeth is developing the language of mathematics broadly in line with expectations for her age group. Fluency and agility are better developed in Applying and Understanding Maths than Mental Maths.
- Where scores across the curriculum categories are uneven, specific areas of weakness might be addressed as follows:
 - Further targeted practice in the areas identified as being relatively weaker.
 - Practical activities using equipment that is designed to help Elizabeth to 'see' the thinking that lies behind any concepts that are not yet secure.
 - Get Elizabeth to explain workings to another student so that any misconceptions can be highlighted and corrected through discussion.



PTM Individual report for parents

Analysis and description of scores

What does the report show?

The *Individual report for parents* offers a parent-friendly overview of their child's scores, enabling the parent to see where there are strengths and areas for development.

There are three variations of the parent report, allowing you to share the level of detail that is appropriate for your context: detailed scores, summary bar charts or just the narrative guidance.

How can I use the data?

The information will support parents' understanding of the child's learning in maths, with useful suggestions for how to offer support at home. The report also shows whether the student is making expected progress.

Individual report for parents												
Name:												
School: Sample School												
Group: Class P6-7												
Date of first test: 01/07/2014				Level: 8		Sex: Male						
Date of second test: 01/01/2015				Level: 9		Age: 7:07						
Age: 8:01												
What is Progress Test in Maths?												
<p>Progress Test in Maths (PTM) is a series of age-appropriate tests for teachers to use every year to ensure that students are making and maintaining good progress in mathematics. Each test assesses aspects of mathematical skill and knowledge, together with the key process skills of fluency, mathematical reasoning and problem-solving.</p> <p>The PTM series consists of eleven tests: 10 tests covering the age range 5 to 14+ years (Progress Test in Maths 5 to 14), plus an additional test for pupils aged between 11 and 12 years, which can be used as a transition test on entry to secondary education (Progress Test in Maths 11T).</p> <ul style="list-style-type: none"> For the youngest children (PTM5, PTM6, PTM7 and PTM8) the teacher reads the questions and the answer options aloud so that the need to read is minimal. PTM8 to PTM14 tests are in two parts: Mental Maths, and Applying and Understanding Maths. Mental Maths questions are timed and played from an audio file (or read by the teacher). Applying and Understanding Maths questions are answered at the student's own pace. 												
Scores												
No. attempted (/54)	SAS	SAS (with 90% confidence bands)							Overall ST	NPR	End of KS2 indicator	Progress Category
		60	70	80	90	100	110	120				
54	118								7	89	111	Much higher
Analysis of Curriculum content categories												
Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference								
Number	38	85%	64%	21%								
Measurement	6	25%	54%	-29%								
Geometry	4	83%	49%	34%								
Statistics	6	83%	73%	10%								
Analysis of Process categories												
Process category	Number of questions	Student % correct	National % correct	Student / national difference								
Fluency in facts and procedures	13	85%	74%	11%								
Fluency in conceptual understanding	23	76%	66%	10%								
Problem solving	6	89%	38%	51%								
Mathematical reasoning	12	64%	60%	4%								

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Description of scores

- Nathan is performing at or above age expectations across the curriculum for maths. Encourage Nathan to discuss the different ways of arriving at the correct answer. Reasoning and conversation lie at the heart of developing problem solving skills, so talking about school work will help Nathan develop as a good mathematician. Additional challenge can be added by asking 'What if...?', and then change the problem in some way.
- Where possible, offer opportunities for Nathan to discuss school work with you. Ask *how* the answer was arrived at and allow Nathan to 'teach' you. Involve Nathan in practical calculations around the house; shopping bills and measuring ingredients for example. Challenge Nathan to estimate lengths, areas and weights and then check to see how close the estimates are. With practice, this will improve further.

Description of progress

By comparing scores from a previous administration of PTM it is possible to categorise progress as:

- Much lower than expected;
- Lower than expected;
- Expected;
- Higher than expected; or
- Much higher than expected.

Nathan took PTM8 in July 2014 and from then until now has made much higher than expected progress in maths.



PTS Group report for teachers

Scores for the group

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The *PTS Group report for teachers* is available in both PDF and Excel format, and provides a summary of the group's performance in the test.

What does the report show?

The *Scores for the group* tables show the age of each student at the time of taking the test and the number of questions they have attempted. They show each student's Standard Age Score (SAS), Stanine (ST), National Percentile Rank (NPR), Group Ranking (GR), National Curriculum indicator and GCSE indicator, as well as Progress Category, when previous test level has also been taken.

The report can be generated by year group, class or tutor group - for easy dissemination of information to relevant staff.

How can I use the data?

This report will allow you to see whether the students' attainment is at, below or above the expected level. If used over 2+ years you can also see where progress made is at the expected level based on the previous assessment result.

Suggestions for analysis:

- Review how many questions have been attempted and what impact this may have had on that student's score.
- Sort by progress category to quickly determine which students are making expected levels of progress and identify those who aren't.
- Identify students who have scored much higher in one area of science than another, e.g. Biology vs. Physics. Reflect on some reasons for why this has happened - is there a trend across all of the students in this way?

School: Sample School		
Group: Unknown	No. of students: 10	
Date(s) of testing: 10/06/2019		

Scores for the group (by surname)

Student name	Tutor group	Age at test (yrs:mths)	No. attempted (/49)	SAS	SAS (with 90% confidence bands)	ST	NPR	GR (/10)	Science level	Stanines				Progress Category
										Bi	Ch	Ph	Ws	
Student 1	Y6/F	10:04	49	98		5	45	9	3	5	5	6	5	Below average
Student 2	Y6/D	9:08	49	110		6	74	=5	3	6	6	7	5	-
Student 3	Y6/F	10:04	49	138		9	99	1	5	9	9	9	8	Average
Student 4	Y6/E	10:02	49	107		6	68	7	3	6	5	7	6	Below average
Student 5	Y6/D	10:04	49	100		5	50	8	3	5	5	6	6	Average
Student 6	Y6/A	10:04	49	113		7	80	4	4	8	5	6	6	Above average
Student 7	Y6/D	10:05	49	96		4	40	10	3	4	5	4	5	Average
Student 8	Y6/G	10:01	49	114		7	82	3	4	7	8	6	8	Average
Student 9	Y6/G	10:11	48	110		6	74	=5	4	6	7	8	3	Average
Student 10	Y6/A	10:02	49	119		8	90	2	4	9	6	7	7	Below average

PTS Group report for teachers

Analysis of group scores

What does the report show?

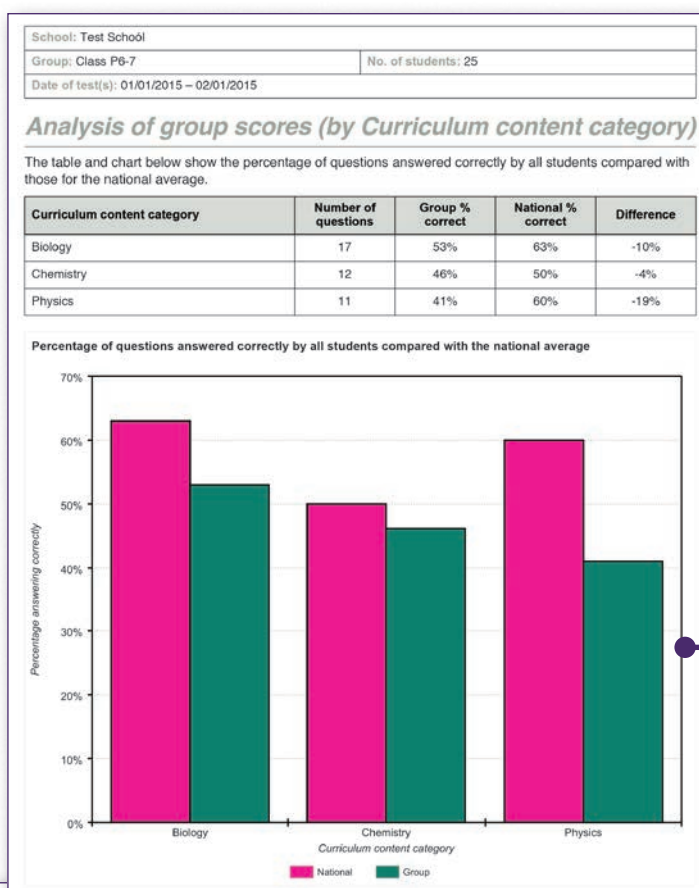
The *Analysis of group scores (by Curriculum content category)* graph shows the percentage of questions answered correctly by the group, compared with the average. These are split into the Curriculum content areas of **Biology, Chemistry** and **Physics**.

A separate table shows the group scores for the **reporting** areas of **Working scientifically, Knowledge and Understanding** and **Application of Knowledge and Understanding**. The areas covered will change according to the *PT Series* test level that the student has completed.

You can also review group scores by other criteria, including SEN, gender, or custom fields (if used when student details are added to Testwise) eg English as an Additional Language (EAL).

How can I use the data?

Heads of department can use this information to inform staff training and development needs. Classroom teachers can use this part of the report to reflect on their teaching and determine how they may want to adapt their lessons and medium-term plans in the next academic year.



Analysis of Reporting area

Reporting area	Number of questions	Student % correct	National % correct	Student / national difference
Working scientifically	15	53%	66%	-13%
Knowledge and Understanding	20	60%	61%	-1%
Application of Knowledge and Understanding	20	45%	56%	-11%

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PTS Group report for teachers

Analysis of group scores

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What does the report show?

The *Analysis of group scores (by question)* graph shows each question and the percentage of the group that answered it correctly, compared with the average.

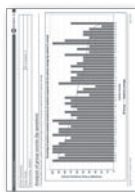
The question content is also outlined, showing the percentage of the group that got each one correct compared with the average.



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How can I use the data?

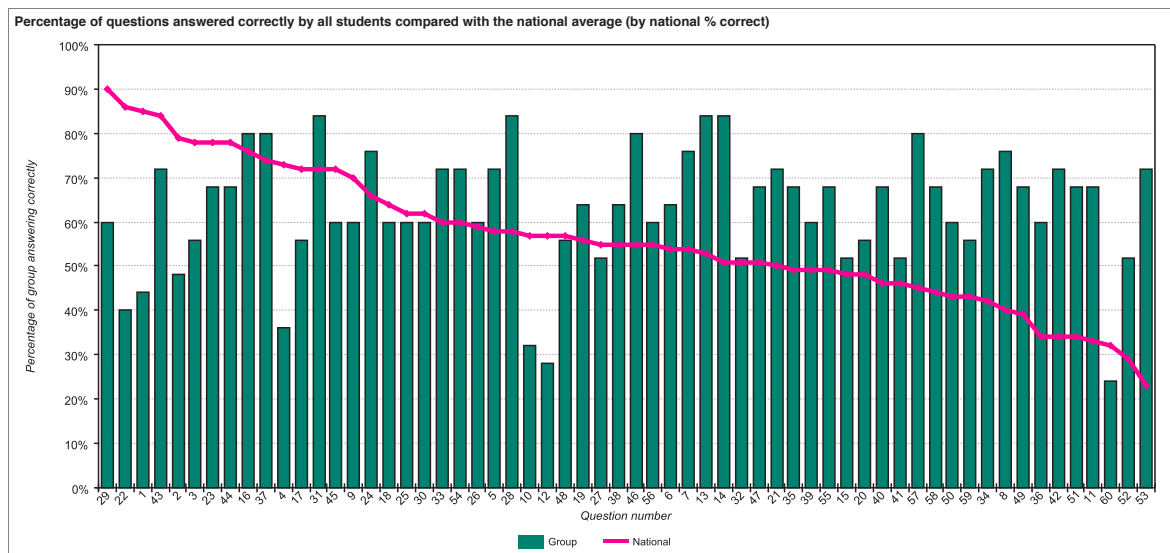
The data provides an opportunity for teachers to reflect on what has been learned well and what gaps exist, and then determine why this may have happened. The reports can also be used on transition between classes, to support planning decisions in the next academic year.



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Analysis of group scores (by question)

The chart below shows each question and the percentage correct for the group compared with the national average.



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The table below shows each question and the percentage correct for the group compared with the national average (by national % correct).

Question number	Curriculum category	Reporting area	Question content	Group % correct	National % correct	Group / national difference
29	Chemistry	Knowledge and Understanding	When carrying out an experiment using chemicals, what must a student always do to ensure they are working safely?	60	90	-30
22	Biology	Application of Knowledge and Understanding	Why is the kitten's appearance not identical to either of its parents?	40	86	-46
1	Biology	Knowledge and Understanding	Which of these is linked to a higher risk of developing heart disease and lung cancer?	44	85	-41
43	Biology	Application of Knowledge and Understanding	Why has the grass under the hose turned yellow?	72	84	-12
2	Biology	Knowledge and Understanding	Which is an example of muscles moving a bone?	48	79	-31
3	Biology	Knowledge and Understanding	What are the two main jobs of the skeletal system?	56	78	-22
23	Biology	Knowledge and Understanding	Which statement best describes sexual reproduction in all animals?	68	78	-10
44	Biology	Application of Knowledge and Understanding	What could Emma do differently next time?	68	78	-10
16	Physics	Application of Knowledge and Understanding	The tower remains standing because of...	80	76	4
37	Physics	Application of Knowledge and Understanding	When Lily turns on the light, which energy transfer happens?	80	74	6
4	Biology	Knowledge and Understanding	What does this tell us about scientific discoveries?	36	73	-37
17	Physics	Application of Knowledge and Understanding	Which thermometer should be used to measure the temperature of very cold snow?	56	72	-16
31	Physics	Application of Knowledge and Understanding	Which conclusion is supported by the data?	84	72	12
45	Biology	Knowledge and Understanding	Why should the scientist share the results of her work with other scientists?	60	72	-12
9	Chemistry	Knowledge and Understanding	Which units should she use to record her results?	60	70	-10
24	Biology	Application of Knowledge and Understanding	Foxes can live in the same areas as humans because they...	76	66	10
18	Physics	Knowledge and Understanding	Why does Marek do three trials?	60	64	-4
25	Biology	Application of Knowledge and Understanding	Which aquatic environment is least able to support life?	60	62	-2
30	Chemistry	Application of Knowledge and Understanding	When a gas is heated, it will...	60	62	-2
33	Chemistry	Application of Knowledge and Understanding	What can be concluded from the data in the table?	72	60	12



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PTS Group report for teachers

Progress profiles

What does the report show?

The *Progress profiles* map the students' Standard Age Scores (SAS) across two tests, highlighting whether they are making higher than expected, expected, or lower than expected progress.

The *Progress scores* for the group table summarises each student's Standard Age Score (SAS) for two tests, and the difference - highlighting which Progress Category this places the student in.

How can I use the data?

This report will help you to identify those students who may need extra support and also highlights those needing more stretch and challenge.

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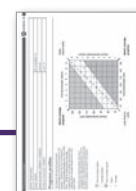
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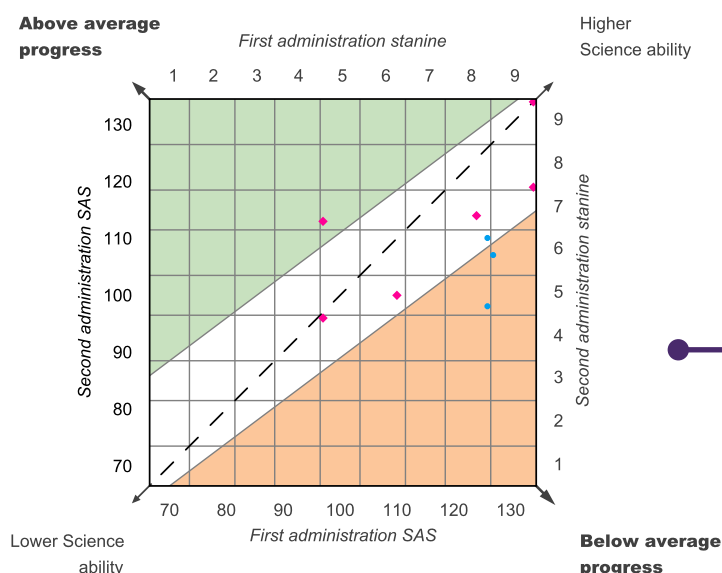
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Progress profiles

The SAS for the first and second test administrations of the test are shown in the diagram. Students who are considered to be making average progress are in the white band. Students making below average progress are in the orange band and those making above average progress are in the green band.

Note that only those students who have completed two valid administrations of PTS are able to have performance compared and therefore progress reported in this section.

- Above average progress
- Average progress
- Below average progress
- Males
- Females



The table below shows the SAS for the first and second administrations of the test and the resulting SAS difference and progress category. Note that only those students who have completed two valid administrations of PTS are able to have performance compared and therefore progress reported in this section.

Student name	First administration SAS	Second administration SAS	SAS difference	Progress category
Student 10	141	119	-22	Below average
Student 5	110	100	-10	Average
Student 3	141	138	-3	Average
Student 6	97	113	16	Above average
Student 7	97	96	-1	Average
Student 8	124	114	-10	Average
Student 1	126	98	-28	Below average
Student 9	126	110	-16	Average
Student 4	127	107	-20	Below average



PTS Individual report for teachers

Implications for teaching and learning

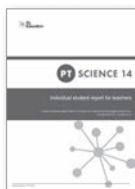
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What does the report show?

The *Individual report for teachers* summarises the student's performance on the test, allowing you to compare their skills in both the Curriculum content categories and Process categories.

How can I use the data?

The *Implications for teaching and learning* summary offers a personalised analysis of how teachers can support this student, with specific suggestions for addressing areas for development.



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Scores

No. attempted (/40)	SAS	SAS (with 90% confidence bands)								Overall ST	NPR	GR (/25)	Science level	Stanines			
		60	70	80	90	100	110	120	130					140	Bi	Ch	Ph
21	101									5	52	7	2	6	5	4	4

Curriculum stanines are Biology (Bi), Chemistry (Ch), Physics (Ph) and Working scientifically (Ws).

Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
Biology	17	65%	63%	2%
Chemistry	12	42%	50%	-8%
Physics	11	45%	60%	-15%

Analysis of Reporting area

Reporting area	Number of questions	Student % correct	National % correct	Student / national difference
Working scientifically	15	53%	66%	-13%
Knowledge and Understanding	20	60%	61%	-1%
Application of Knowledge and Understanding	20	45%	56%	-11%

Implications for teaching and learning in science

Rita demonstrates an age-appropriate level of knowledge and understanding in science.

Analysis of performance in the following categories may help to identify specific strengths and weaknesses and to plan next steps:

- Knowledge and Understanding
- Application of Knowledge and Understanding
- Working Scientifically

Where scores are below that expected, support or intervention might be considered to accelerate progress.

Intervention, support and challenge

- Support Rita to develop learning skills essential in science. Skills such as retrieval of simple information (from books or internet) and scientific writing and data representation (creating simple graphs and tables)

- Provide opportunities for Rita to articulate scientific concepts clearly and precisely by modelling use of scientific language and encouraging discussions about science. Encouraging Rita to think and speak using scientific language will improve her ability to write scientifically.
- Consider using joint text construction as a strategy to support Rita with writing scientifically, using the correct words, phrases and conventions used in science writing.
- Ensure that Rita builds a secure understanding of each block of knowledge and concepts in order to make progress and successfully deal with the higher-order content of subsequent key stages.
- Use discussion to probe and remedy Rita's misconceptions. For example, use concept cartoons or planned open questions like "how do plants get food?" to establish prior knowledge and misconceptions at the beginning of a topic or a lesson.



PTS Individual report for parents

Analysis and description of scores

What does the report show?

The *Individual report for parents* offers a parent-friendly overview of their child's scores, enabling the parent to see where there are strengths and areas for development.

There are three variations of the parent report, allowing you to share the level of detail that is appropriate for your context: detailed scores, summary bar charts or just the narrative guidance.

How can I use the data?

The information will support parents' understanding of the child's learning in science, with useful suggestions for how to offer support at home. The report also shows whether the student is making expected progress.

Individual report for parents

Name: Rita Tucker		
School: Test School		
Group: Class P6-7	Sex: Female	
Date of test: 01/01/2015	Level: 8	Age: 7.00

What is Progress Test in Science?

Progress Test in Science provides a series of age-appropriate tests for teachers to use every year to ensure that pupils are making and maintaining good progress in science. The test provides a reliable assessment of a pupil's knowledge and understanding of science, as well as their application of this knowledge and understanding. The concept of 'working scientifically' is also addressed.

The PTS series consists of seven tests: six tests covering the age range 7 to 14+ years (*Progress Test in Science* 8 to 14), plus an additional test for pupils aged between 11 and 12 years, which can be used as a transition test on entry to secondary education (*Progress Test in Science* 11T).

Scores

No. attempted (/40)	SAS	SAS (with 90% confidence bands)											Overall ST	NPR	Science level	Stanines				Progress Category		
		60	70	80	90	100	110	120	130	140	Bi	Ch				Ph	Ws					
21	101					101									5	52	2	6	5	4	4	-

Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
Biology	17	65%	63%	2%
Chemistry	12	42%	50%	-8%
Physics	11	45%	60%	-15%

Analysis of Reporting area

Reporting area	Number of questions	Student % correct	National % correct	Student / national difference
Working scientifically	15	53%	66%	-13%
Knowledge and Understanding	20	60%	61%	-1%
Application of Knowledge and Understanding	20	45%	56%	-11%

Description of scores

Rita demonstrates a level of knowledge and understanding in science appropriate to her age.

Supporting learning at home

- Encourage Rita's interest in science by e.g. visiting free online study support resources that have been designed to aid pupils with their school work.
- Model curiosity and take opportunities to ask scientific questions like "What would happen if ...?". This will encourage Rita to be inquisitive and seek out answers.
- Encourage Rita to describe and explain what she is learning about in science at school. Spend time together finding out more about science topics that interest her.
- Encourage Rita to read about science topics that interest her outside of school. Local libraries usually have a good range of books that relate to science.
- Encourage Rita to carry out science investigations at home. There are numerous websites and books that provide ideas for fun and interesting science experiments that can be done by children at home using household items.

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CAT4 Combination report

CAT4 with PTE and PTM

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What does the report show?

CAT4 is a good indicator of attainment in maths, English and reading.

The combination report allows you to analyse your students' results from CAT4 alongside their scores in *Progress Test in Maths (PTM)* and either *Progress Test in English (PTE)* or *New Group Reading Test (NGRT)*.



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How can I use the data?

The reports enable you to compare **ability** and **attainment** in maths, English and reading, flagging where current performance differs markedly from what might be expected (either higher or lower) and allowing you to spot gaps between current achievement and what a student is capable of.



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School: Test School	
Group: Sample School	No. of students: 30
Date(s) of testing for CAT4: 11/10/2015	Level: D
Date(s) of testing for PTE: 29/02/2016	Level: 11
Date(s) of testing for PTM: 27/02/2016	Level: 11

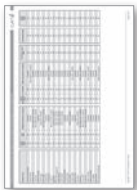
Scores for the group (by surname)



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Student name	CAT4 Verbal SAS	PTE Overall SAS	English discrepancy category	CAT4 Quantitative SAS	PTM Overall SAS	Maths discrepancy category	CAT4 Non-verbal SAS	CAT4 Spatial SAS	CAT4 Mean SAS
Tom Albright	96	134	Much higher than expected	80	110	Much higher than expected	88	100	91
Daniel Browne	110	93	Much lower than expected	106	106	Expected	100	109	106
Dominic Browne	103	96	Expected	85	98	Higher than expected	97	98	96
Joshua Browne	130	93	Much lower than expected	116	102	Lower than expected	106	117	117
Louisa Cole	113	115	Higher than expected	107	113	Higher than expected	98	97	104
Danielle Dixon	92	94	Expected	106	91	Much lower than expected	112	125	109
Nick Duffy	100	103	Expected	101	112	Much higher than expected	87	112	100
Billy Freeman	117	108	Expected	107	85	Much lower than expected	98	108	108
Martin Gibson	81	103	Much higher than expected	73	79	Expected	64	66	71
Nathan Gill	94	113	Much higher than expected	91	80	Much lower than expected	83	81	87
Jahazabe Imran	122	73	Much lower than expected	112	89	Much lower than expected	101	100	109
Sophie Jobson	99	91	Lower than expected	103	117	Much higher than expected	88	116	102
Natasha Jones	109	105	Expected	108	119	Much higher than expected	101	105	106
Elise Kelly	105	102	Expected	79	106	Much higher than expected	75	120	95
Sarah Ling	106	115	Higher than expected	110	104	Expected	109	105	108
Ben Lynch	101	119	Much higher than expected	103	93	Lower than expected	76	86	92
Yordan Madzhirov	108	99	Lower than expected	83	104	Much higher than expected	92	-	94
Charlie Masters	93	91	Expected	91	101	Higher than expected	97	107	97
Sue Moore	109	93	Much lower than expected	95	89	Lower than expected	92	107	101
Tom Murdie	107	78	Much lower than expected	109	107	Expected	95	101	103
Florence Nash	110	105	Expected	125	103	Much lower than expected	114	114	116
Fiona Norton	110	107	Expected	107	105	Expected	106	112	109
Pauline Nurse	94	97	Expected	96	88	Lower than expected	102	100	98
Dora Okai	103	105	Expected	112	110	Expected	109	108	108

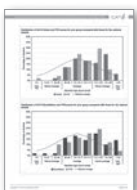
The **Standard Age Score (SAS)** is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.



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CAT4 with PTE and PTM - English profiles

What does the report show?

The *English profiles* report identifies those students whose English attainment differs markedly from what might be expected from their *CAT4* score.

How can I use the data?

The narrative section summarises those students whose attainment falls into the higher or lower than expected attainment categories. It then poses questions that will help teachers when analysing the results, supporting their reflection on why there is a discrepancy between the two scores.

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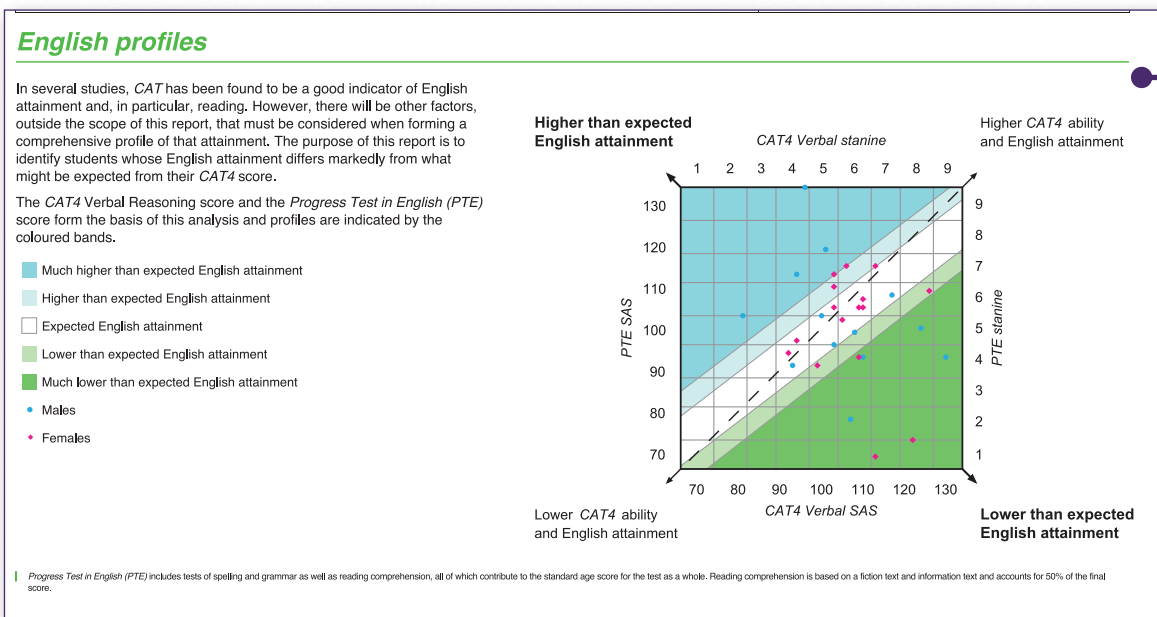
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Much lower or lower than expected English attainment

- Are any of the students in this group still acquiring English? If so, is their understanding of English sufficient for them to access the language demands of *PTE*?
 - The tests in the verbal part of *CAT4* have a much lower language demand than *PTE*.
 - Higher verbal reasoning scores will give an indication that these students' potential in English is higher than the *PTE* test results would indicate.
- Do all students in this group have sufficient literacy skills to access the assessment tasks in *PTE*?
 - Again, the demands of *CAT4* verbal reasoning tests are much lower than those of *PTE* in terms of literacy skills.
- Look for discrepancy in the percentage correct in the *PTE* curriculum categories: is reading comprehension relatively weak? (The *PTE* group report has this information.)
 - This might imply slow reading rate or processing rather than difficulties with comprehension.
- Was *PTE* administered at the recommended point in the school year, that is, in the second half of the year?
 - The test content reflects the curriculum year by year, so testing from the mid-point in the school year is strongly recommended.
- Have factor such as students' school attendance or school history led to gaps in curriculum knowledge that will have limited their score on *PTE*?
 - If so, now that *CAT4* has provided a measure of potential can support be put in place to ensure better progress in literacy?
- Have all students in the group had life experiences which would allow them to understand the questions and give the expected answers in *PTE*?
 - Considerable work was put into making *CAT4* Verbal Reasoning as culturally neutral as possible but for measures of reading comprehension there is likely to be some cultural impact.

CAT4 Combination report

CAT4 with PTE and PTM - Maths profiles

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What does the report show?

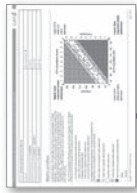
The *Maths profiles* report identifies those students whose maths attainment differs markedly from what might be expected from their *CAT4* score.

How can I use the data?

The narrative section summarises those students whose attainment falls into the higher or lower than expected attainment categories. It then poses questions that will help teachers when analysing the results, supporting their reflection on why there is a discrepancy between the two scores.



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Maths profiles

In several studies, CAT has been found to be a good indicator of maths attainment. However, there will be other factors, outside the scope of this report, that must be considered when forming a comprehensive profile of that attainment. The purpose of this report is to identify students whose maths attainment differs markedly from what might be expected from their CAT4 score.

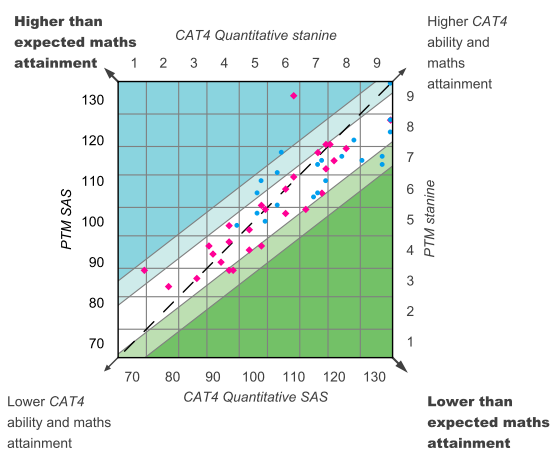
The CAT4 Quantitative Reasoning score and the *Progress Test in Maths (PTM)* score form the basis of this analysis and profiles are expressed

- much higher than expected maths attainment
- higher than expected maths attainment
- expected maths attainment
- lower than expected maths attainment
- much lower than expected maths attainment

The diagram shows the distribution of students across the five profiles which are indicated by the coloured bands.

- Much higher than expected maths attainment
- Higher than expected maths attainment
- Expected maths attainment
- Lower than expected maths attainment
- Much lower than expected maths attainment

- Males
- Females



Much lower or lower than expected maths attainment

- Are any of the students in this group still acquiring English?
 - *There is a significant language requirement in the maths curriculum and although the language content in PTM has been minimised, it is possible that students with EAL may have difficulty understanding fully every task.*
- Do all students in this group have sufficient literacy skills (both reading accuracy and reading comprehension) to access *PTM*?
 - *If students routinely have access to a reader this service should have been provided for both CAT4 (for the instructions and example sections) and PTM.*
- Have factors such as school attendance or school history led to gaps in curriculum knowledge that will have limited the *PTM* scores for any pupils in this group?
 - *Any impact will be greater in PTM rather than CAT4.*
- Was *PTM* administered at the recommended point in the school year, that is during the second half of the year?
 - *The test content reflects the curriculum year by year, so testing from the mid-point in the school year is strongly recommended.*
- Do some students in this group have a weakness in specific areas of maths which may have limited their *PTM* score?
 - *It may be helpful to look at the CAT4 Spatial Ability score to identify students who have difficulty with spatial tasks.*
 - *Taking PTM as the starting point, for selected students, it may be helpful to carry out an audit of curriculum strengths and weakness in order to underpin support. Their score in PTM may not reflect attainment in maths more broadly.*

Lower than expected maths attainment

Students:

Student 7	Student 16	Student 37
Student 42	Student 24	

Much lower than expected maths attainment

Students:

Student 51	Student 2	Student 48
Student 12	Student 36	Student 49

CAT4 Combination report

CAT4 with NGRT - Reading profiles

What does the report show?

The *Reading profiles* report identifies those students whose reading attainment differs markedly from what might be expected from their *CAT4* score.

How can I use the data?

The narrative section summarises those students whose attainment falls into the higher or lower than expected attainment categories. It then poses questions that will help teachers when analysing the results, supporting their reflection on why there is a discrepancy between the two scores.

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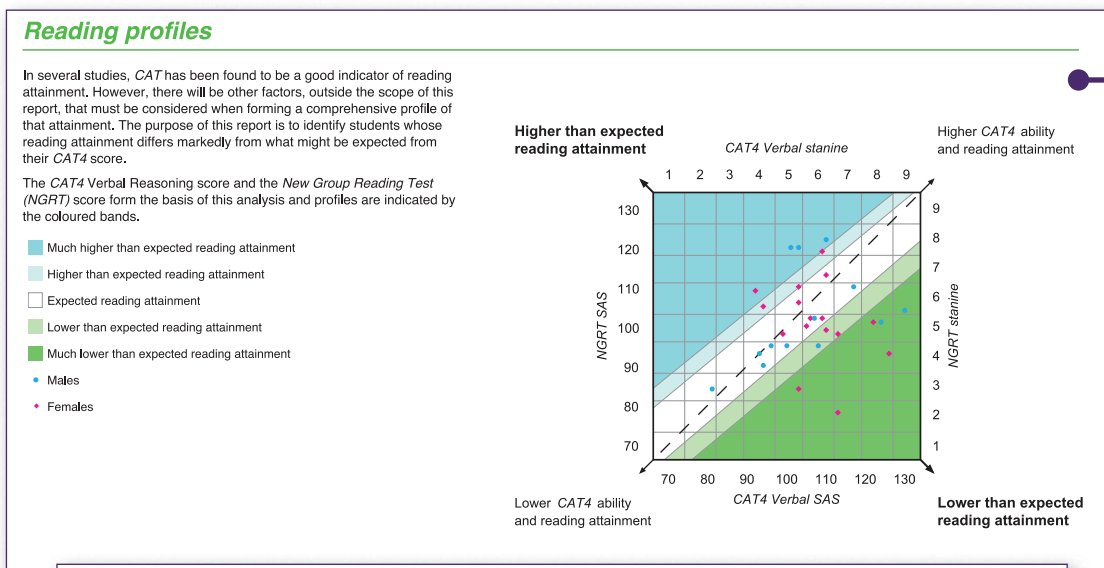
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Much higher or higher than expected reading attainment

- Do some students in this group show an uneven profile in reading?
 - Look for any discrepancy in the *NGRT* scale scores: sentence completion (decoding) may be secure but passage (reading) comprehension may need support. (The *NGRT* group report has this information.)
 - This may imply some difficulty with higher order comprehension or a relative weakness in understanding texts more in line with the verbal reasoning result.
- Could some students have had difficulty attending to the instructions in *CAT4*?
 - For example, this might have affected the score of those with poor listening skills. *NGRT* has relatively short oral instructions.
- Have any students in this group received high levels of academic support at school and/or home which will have helped them to achieve at a higher level than might have been predicted from their verbal reasoning ability?
- Do any of the students in this group show high academic motivation which will have impacted positively on their learning during lessons and during the assessment tasks?
- Does this group include slow processors of information who would have benefitted from *NGRT* being untimed, but who would struggle to complete the *CAT4* tasks in the time allocated?
 - Extra time is not an option for *CAT4* as it is the combination of the difficulty of the tasks and the time allocated to complete them that contributes to the score and in turn the student profile.
- It may be helpful to look at Non-verbal Reasoning and Spatial Ability scores for some students who may have difficulty processing information presented verbally but demonstrate better processing where non-verbal and spatial tasks are involved.

Much higher than expected reading attainment

Students:

Daniel Browne	Dominic Browne	Danielle Dixon
Ben Lynch		

Higher than expected reading attainment

Students:

Sue Moore	Pauline Nurse	Nancy Roberts
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Cluster reports for school groups

CAT4, PTM and PTE

What does the report show?

Cluster reports bring together data from multiple schools. These provide overviews of key metrics, as well as allowing school-by-school comparisons.

- Report on a range of criteria, including gender, EAL, nationality, SEN and custom factors
- Use the detailed analysis of *PTE* and *PTM* for curriculum content category and question-level analysis - showing areas of teaching strength or where there's a need for additional support

How can I use the data?

- Ability data can support the identification of additional resourcing/support needs, e.g. where there are schools with high levels of EAL or low ability scores
- Supports fairer benchmarking/comparisons of attainment across the group
- Provides evidence of the effectiveness of curriculum delivery for academic directors
- Suggests training and CPD requirements across the group

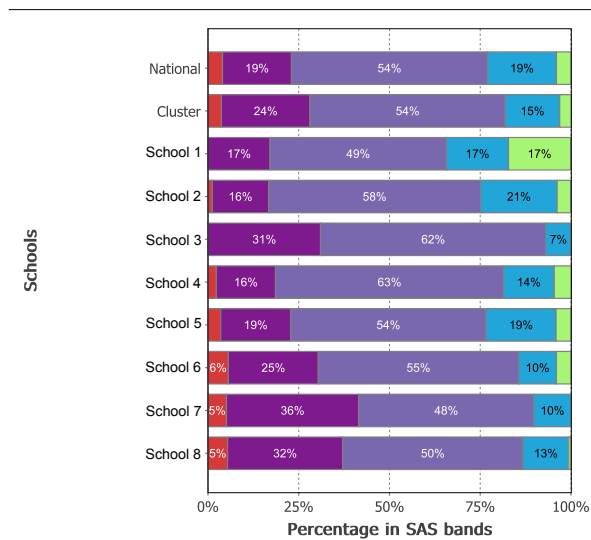
Cluster analysis (by school)

The table below shows mean (average) scores for all students compared with those for the national sample.

		No. of students	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		427	102.5	106.2	108.3	107.6	106.3
School 2	All students	89	104.5	106.5	108.0	108.7	107.0
	Males	39	103.2	109.4	106.9	108.6	107.1
	Females	50	105.5	104.1	108.8	108.7	106.9
School 3	All students	52	102.8	107.5	111.6	107.7	107.6
	Males	23	100.5	107.2	106.6	102.0	104.3
	Females	29	104.6	107.8	115.6	112.2	110.2
School 5	All students	108	102.9	109.8	108.8	108.7	107.0
	Males	52	100.8	112.2	108.8	108.7	107.0
	Females	56	104.8	106.6	108.8	108.7	107.0

Cluster analysis (by school and SAS bands)

The chart below shows the percentage of students in each of the Standard Age Score bands.



CAT4 Cluster report, Cluster analysis (by school), page 22 of 25

“ I have found the *GL Cluster reports* an invaluable tool when identifying the overall standards of attainment and progress being made at whole school and cohort level. **Paul Seedhouse, Academic Director, The British Schools Foundation** ”

PTE Cluster report, Cluster analysis (by school and SAS bands), page 14 of 21

GL Education Value-Added reports

Measure the impact of your school's teaching

What do the reports show?

Delivered via a dynamic dashboard, the *GL Value-Added reports* enable you to carry out detailed analysis of the performance of groups, subjects, cohorts and individual students, as well as comparing your results against the average of other schools using the service.

The reports allow you to see a range of information, including:

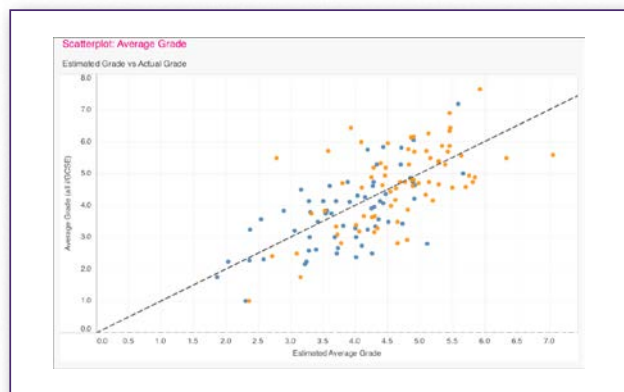
- An overview of your school's attainment and value-added in comparison to UK and international school averages
- Student performance by gender or *CAT4* ability group
- Comparing subject attainment and value-added for your school

How can I use the data?

The *Value-Added Service* provides a quantifiable measure of the impact that your school's teaching has had on its students, providing evidence that gives a richer understanding of school performance considering the starting point of each student and using *CAT4* as the baseline measure.



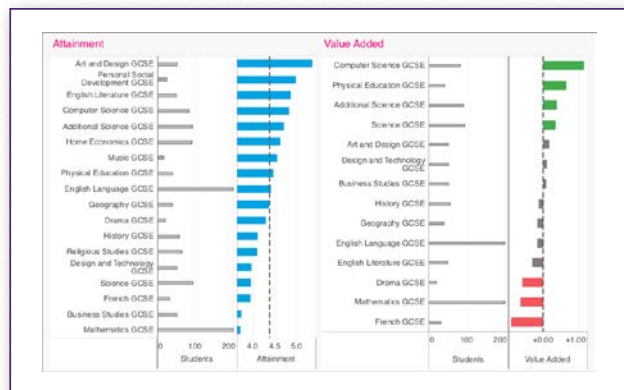
The dashboard shows your school's attainment and value-added in comparison to the UK and international school averages.



Scatterplots help evaluate student overall performance, comparing *CAT4* mean SAS and value-added scores.



Review value added by *CAT4* ability group and gender to see where your school is making impact or where there's room for improvement.



Analyse performance by subject, comparing attainment and value-added for your school.

Your own analysis

This brochure provides information on each of the reports that can be generated for our core assessments.

To further analyse and maximise the impact of the data, it can be downloaded in Excel format and compared to other data sources. You can also import it into your school's Management Information System (MIS) or distribute to classroom teachers in digital mark books.

For the data to be most beneficial, it should be relevant, accessible and meaningful for all teachers, allowing it to impact on teaching and learning across the school.

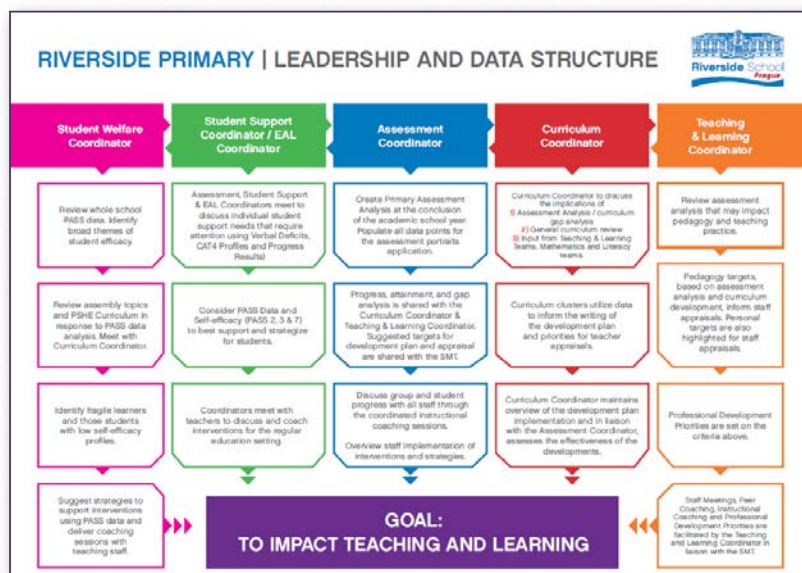
Riverside Primary School in Prague put data triangulation at the heart of their new management structure, leading to the development of their own web-based application to share data.

“

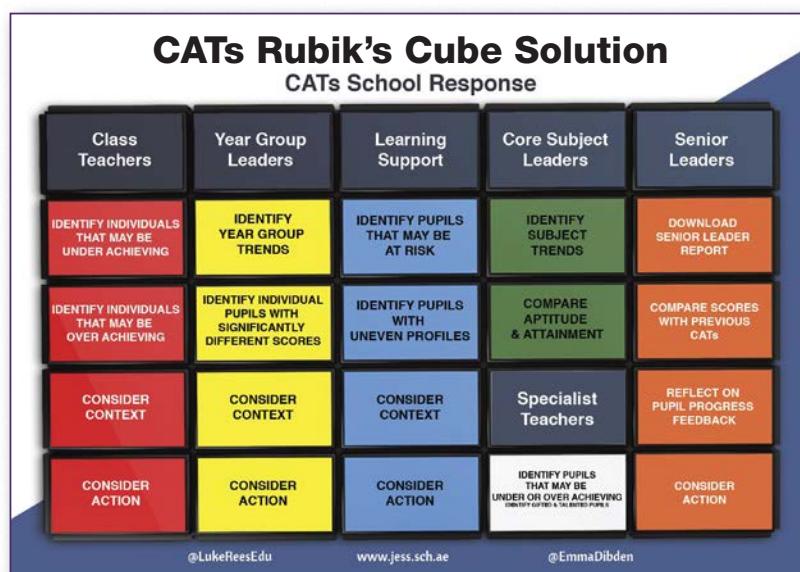
Allowing each member of the leadership team to have ownership of the data created an atmosphere in which we had stakeholders that were now invested and informed regarding the success and development of our students.

**Graeme Chisholm,
Principal, Riverside School,
Prague**

”



Jumeirah English Speaking School (JESS) in Dubai has a well-established assessment structure that ensures relevant data is reviewed and acted on at all levels within the school. Their Rubik's Cube approach means that the whole school is involved in the analysis and planning outcomes from the data.



Read more case studies like this at gl-education.com/news-hub/case-studies

Other assessments and resources

Our other assessments

The reports covered in this brochure show the range and depth of the data that can be generated from our core assessments. Used individually, or ideally in combination, assessments such as *CAT4* and *NGRT* can help your school to identify those students who need further diagnostic assessment, as well as helping you to personalise teaching and learning, support wellbeing initiatives and inform school improvement programmes.

We also publish many other assessments and learning resources that complement these tests, addressing specific school needs or offering additional diagnostic information where further investigation is indicated by one of the core assessments.

Special educational needs

We publish a wide range of tools to identify and support students with barriers to learning, including issues with literacy, numeracy, mental health and wellbeing.

For example, by combining *NGRT* with the *York Assessment of Reading for Comprehension (YARC)* you can gain valuable information that helps identify students who may need in-depth screening for dyslexia.

Our *Dyscalculia Screener* also plays an important role in helping you to distinguish between those students who are having general difficulties in numeracy and those whose difficulties may be associated with dyscalculia. Recommended intervention strategies are provided to support tailoring teaching to an individual's learning needs.

To find out more, visit [gl-education.com](https://www.gl-education.com)

Training and support

Our dedicated support teams are on hand to help you implement GL Education assessment resources in your school – helping you to make sense of the data and use it to the optimum to support teaching and learning. We provide a comprehensive package of guidance, including seminars, workshops and bespoke training.

To find out more, visit [gl-education.com/events-training](https://www.gl-education.com/events-training)



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