PT SERIES

Progress Test Series

Measure and Track Progress in English, Maths and Science

Assessment Overview

GL Assessment – An Introduction

GL Assessment is the leading provider of formative assessments to UK schools.

Working with a number of leading universities and research institutions, we develop scientifically rigorous assessments that have been used by education professionals for over 30 years.

Teachers' professional judgement plays a vital role when it comes to understanding each child. But to build an 'all round view' of each pupil it is necessary to measure attainment objectively, as well as pupils' ability and attitudes towards school. This allows you to identify anyone not fulfilling their potential, as well as identifying barriers to learning, informing intervention strategies and measuring your pupils against the national benchmark.

Contents

Need more advice?
For help and advice or to arrange a consultation please call 0845 602 1937 or email ptseries@gl-assessment.co.uk.

Introduction to the Progress Test Series

GL Assessment's *Progress Test Series* is designed for use year-on-year, supporting teachers in identifying current levels of attainment against the national average, and tracking their pupils' progress.

Progress can be tracked across all of the core areas with the *Progress Test Series* comprising:

- *Progress Test in English (PTE)* - a test of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension.

- *Progress Test in Maths (PTM)* - designed to assess pupils' mathematical skills and knowledge.

- *Progress Test in Science (PTS)* - a brand new assessment of pupils' science knowledge. (Coming September 2015.)

With new content and a new standardisation on up to 35,000 pupils per series across the UK, the assessments provide reliable and accurate profiles of groups and individuals against national standards.

Ideal for monitoring progress over time and tracking individual pupil progress, the *Progress Test Series* can be used to support teachers in identifying those in need of extra help, as well as those who are particularly able. Close attention has been paid to ensuring the new tests reflect curricula across the UK, making them up-to-date and highly relevant.

What can you do with the data?

- Benchmark knowledge against the national average and measure progress in maths, English and science year on year using the Standard Age Score

- Support communication with stakeholders and provide evidence for inspections

- Identify pupils' strengths and weaknesses, set targets and personalise learning

- Implement and monitor interventions

- For English schools, the Standard Age Score provides an accurate benchmark for progress tracking without National Curriculum levels

- Provide evidence for your Pupil Premium /Pupil Deprivation Grant spend

- Compare results from a range of groups of pupils, for example those with EAL or in receipt of Pupil Premium Grant to support work in 'closing the gap'.

6 Key features of the new Progress Test Series

Are you a current user of PiM or PiE?

Many schools will be familiar with our *Progress in English (PiE)* and *Progress in Maths (PiM)* tests; the new *Progress Test in English* and *Progress Test in Maths* are the next generation. For those schools already benefitting from the data *PiM* and *PiE* generate, an equating study has been carried out to allow a seamless transition from the current tests to the new series. This will ensure consistency of data over time.

1

Brand new content

The content has been updated to ensure it is current and reflects curricula across the UK, including the new National Curriculum in England.

2

A new suite of data rich reports

One of the most exciting features of the new *Progress Test Series* is the development of a new suite of reports, offering clearer and more comprehensive data with helpful narrative. Users can now benefit from a range of reports, including the *Group report for teachers*, an *Individual student report for teachers*, and an *Individual report for parents*, developed to support easy communication.

3

The inclusion of a science progress test

This means that all of the core subject areas are covered, with a consistent testing format and similar reporting that allows for easy comparison.

4

A new standardisation

To ensure reliability and validity, the *Progress Test Series* was standardised on up to 35,000 pupils per series across the UK – this means you can be assured that the tests are providing you with accurate data about your pupils' performance, based on the performance of today's pupils across the UK.

5

A new transition test

Providing seamless assessment from primary to secondary education, the *Progress Test Series* includes a transition test, 11T. Designed specifically for use at the beginning of secondary/post-primary, it provides an accurate baseline from which progress in secondary school can be monitored – a key requirement of many inspection frameworks. *Coming September 2015.*

6

Progress in Writing

A separate, photocopiable resource, *Progress in Writing* helps teachers measure pupils' writing progress. The tasks have been devised to be as accessible to as many pupils as possible. They are related to events in school or a special occasion outside school. Children are asked to write imaginatively or for a particular purpose. A mark scheme is provided and, importantly, examples of children working at, above or below age appropriate expectations for each task.

N.B. It is not possible to derive standardised information from these tasks. Pupils will be assessed as working at, above or below age-expectations.

Examples from the tests – Progress Test in English

Example question from PTE5 – Paper:
Reading Readiness - phonics

The teacher will read out what each picture is, and ask the pupils to circle the sound that appears in all three pictures.

Practice Question

Example question from PTE7 – Paper:
English Skills - punctuation

The pupils will need to follow the instructions which are read aloud and add punctuation to the sentence.

22 This sentence has two commas (,) missing.
Tick 2 boxes to show where the commas should be.
I am going to invite Liam Jamie Alex and Raj to my party.

Example question from PTE7 – Paper:
Reading Comprehension – simple inference

The teacher will read out the story in full and then pupils read the story and answer the questions independently.

6 Why did Pog and Puss-tat chase the birds? Tick 1.
They wanted to hear them sing.
They wanted to find some mice.
They were playing a game.
They were scared of them.

Example question from PTE12 – Paper:
English Skills - punctuation

The pupils must read the instructions and circle missing or incorrect punctuation.

Punctuation

**Example question from PTE8 – Digital:
English Skills - spelling**

The audio will read the whole passage, including the missing words. Then the audio will re-read the passage asking pupils to type in the missing words.

**Example question from PTE13 – Digital:
English Skills - grammar**

Pupils will read the instructions on screen and select the best word to complete each sentence from five options.

**Example question from PTE13 – Digital:
Reading Comprehension – narrative and authorial technique**

Pupils must read the comprehension passage and answer the questions relating to it. They can move between text and questions whenever they want.

Examples from the tests – Progress Test in Maths
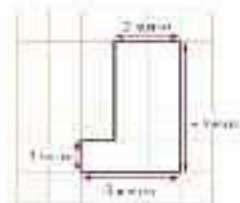
Example question from PTM10 – Paper:
Number – Fluency in conceptual understanding

Example question from PTM10 – Paper:
a) **Measures –** Fluency in conceptual understanding

b) **Measures –** Mathematical reasoning

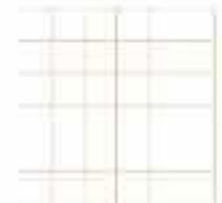c) **Measures –** Fluency in conceptual understanding
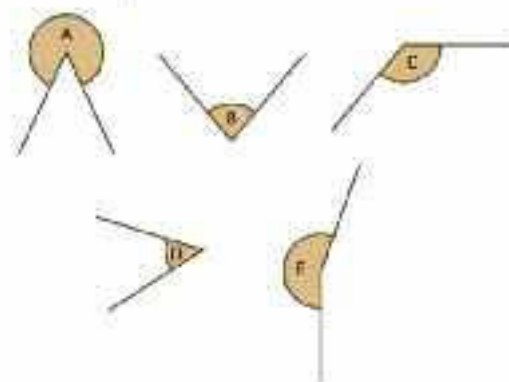
Example question from PTM10 – Paper:
(a-c) **Geometry/shape –** Fluency in facts and procedures

(d) **Geometry/shape –** Fluency in conceptual understanding

Example question from PTM8 – Digital:
Number – Fluency in fact and procedures

Example question from PTM8 – Digital:
Geometry/shape – Fluency in facts and procedures
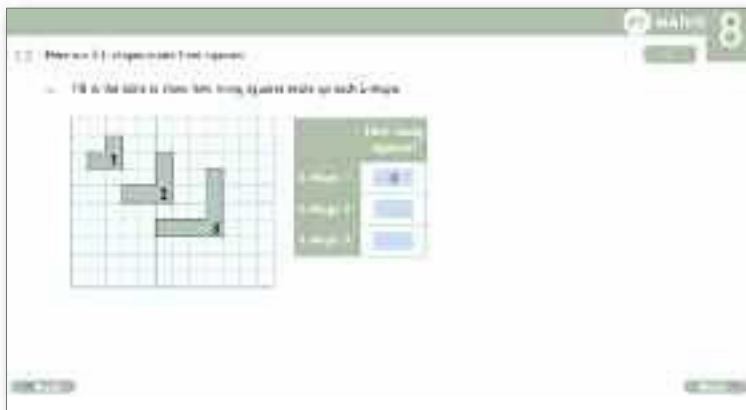
Example question from PTM8 – Digital:
Number – Fluency in conceptual understanding

Example question from PTM8 – Digital:
Statistics/Information handling/Handling data –
Mathematical reasoning

Example question from PTM8 – Digital:
Measurement – Mathematical reasoning

Administration Guide

The series is available in both paper and digital formats.

The *Progress Test Series* is simple to use and administer. These are not timed tests – pupils should be given as long as they need, but levels 5-7 should take 45-60 minutes and other levels no more than 60-75 minutes. Tests can be administered in two parts.

All information relating to the administration of the paper edition of the *Progress Test Series* is included in the *At a Glance Guide*. Digital users will access downloadable Guidance and Information – a single document for all test levels.

Paper users of *PTE* and *PTM* will need a Pupil Booklet for each child, and their usual writing implements; they will need to fill in their details on the front cover and mark their answers in the booklet. For *PTS*, pupils will need a Pupil Booklet and an Answer Sheet to mark their answers. Schools will then benefit from our *Scoring and Reporting Service* and will receive reports within 15 days of receipt of completed answer sheets or booklets; these reports are delivered via our Testwise Reporting System.

Digital users will receive a unique URL along with an administration password. This will give the teacher access to Testwise, our online assessment platform where teachers can add pupils to the test register, administer the test and generate reports. Once set up, pupils will be able to take the test on their individual computers with instructions being automated. The answers will then be stored and reports generated instantly.

Which test levels to use

> Progress Test in Science coming September 2015

Progress Test in English

PTE Level (Autumn term)	PTE Level (Spring/ summer term)	Year group			Age of year group	Format available	Date available
		England/Wales	N.Ireland	Scotland			
	Level 5*	Reception	P1	P1	4 – 5	Paper	March 2015
Level 5	Level 6	Y1	P2	P2	5 - 6	Paper	March 2015
Level 6	Level 7	Y2	P3	P3	6 -7	Paper/Digital (from level 7)	March 2015
Level 7	Level 8	Y3	P4	P4	7 - 8	Paper/Digital	March 2015
Level 8	Level 9	Y4	P5	P5	8 – 9	Paper/Digital	March 2015
Level 9	Level 10	Y5	P6	P6	9 – 10	Paper/Digital	March 2015
Level 10	Level 11	Y6	P7	P7	10 – 11	Paper/Digital	March 2015
Level 11T	Level 12	Y7	Y8	S1	11 – 12	Paper/Digital	March 2015 (Level 11T available from September 2015)
Level 12	Level 13	Y8	Y9	S2	12 – 13	Paper/Digital	March 2015
Level 13	Level 14	Y9	Y10	S3	13 - 14	Paper/Digital	March 2015

Progress Test in Maths

PTM Level (Autumn term)	PTM Level (Spring/ summer term)	Year group			Age of year group	Format available	Date available
		England/Wales	N.Ireland	Scotland			
	Level 5*	Reception	P1	P1	4 – 5	Paper	March 2015
Level 5	Level 6	Y1	P2	P2	5 - 6	Paper	March 2015
Level 6	Level 7	Y2	P3	P3	6 -7	Paper/Digital (from level 7)	March 2015
Level 7	Level 8	Y3	P4	P4	7 - 8	Paper/Digital	March 2015
Level 8	Level 9	Y4	P5	P5	8 – 9	Paper/Digital	March 2015
Level 9	Level 10	Y5	P6	P6	9 – 10	Paper/Digital	March 2015
Level 10	Level 11	Y6	P7	P7	10 – 11	Paper/Digital	March 2015
Level 11T	Level 12	Y7	Y8	S1	11 – 12	Paper/Digital	September 2015 (Level 12 – April 2016)
Level 12	Level 13	Y8	Y9	S2	12 – 13	Paper/Digital	April 2016
Level 13	Level 14	Y9	Y10	S3	13 - 14	Paper/Digital	April 2016

*It is strongly recommended that *PTE5* and *PTM5* are administered during the summer term. Both tests were standardised in June so reflect attainment near to year end.

Progress Test Series
Scoring and Reporting

One of the most exciting features of the new series is the new suite of reports. These provide comprehensive, rich data and are tailored for different audiences.

The reports across all three tests are of a consistent style, and are designed for easy interpretation; with clear narrative and straightforward graphs. Digital users will receive instant reports, while paper customers will use our *Scoring and Reporting Service.*

All users will receive our full range of reports, including:

• Group report for teachers (available in PDF and Excel format)

• Individual student report for teachers (PDF format)

• Individual report for parents (PDF format)

A Cluster report, showing results from a group of schools, can be purchased at an additional cost.

Scoring and Reporting Service

Recently, GL Assessment has revised its scoring service in order to make our new suite of enhanced, data rich reports available to all. As a result schools using the paper tests will no longer be able to self-score. Instead, our dedicated scoring service is included in the per pupil price, while digital users will receive instant online scoring and reporting as before.

Once you have ordered your booklets and before the tests have been taken, we will ask you to complete a data file containing pupil details. This will enable us to score the tests quickly and accurately.

The file also asks you to complete an estimated test date and estimated date on which you will return the booklets to us. Completing this will enable us to plan for the scoring of your booklets efficiently.

Please send your completed data file to **scoring@gl-assessment.co.uk**

Once testing is complete, send your booklets using a postal tracking service to:

GL Assessment Scoring Department
GLDS
Unit 28 Bramble Road
Techno Trading Estate
SWINDON
Wiltshire
SN2 8HB

Scoring will be complete within **15 working days** from the receipt of booklets **and** completed data file.

The reports in more detail...

Group report for teachers

The *Group report for teachers* provides a group level analysis of a selected cohort of pupils. It is intended for use by any practitioner, class teacher, head of year or SENCO. This report will include:

Scores for the group – a simple table highlighting pupil names and key scores; such as their Standard Age Score (SAS) with confidence bands, their overall stanine, national percentile rank, group rank, their English, maths or science level and each pupil's progress (where a previous test has been administered). For *PTE* an English Skill stanine and Reading Comprehension stanine are included from *PTE 7*.

Levels –

· For England and Wales, reports will also show NC levels; these are broken down for English (reading and writing) and will show a single level for maths. This is to help in the transition period now NC levels have been removed.

· In Scotland, levelling information relates to Curriculum for Excellence and is broken down into reading and writing for English, with a single level reported for maths.

· For Northern Ireland, levels of progression are reported and broken down by reading and writing for English, and a single level reported for maths.

Separate stanines – these are reported for English only and are for PTE7 and above. A stanine for English skills and a stanine for Reading Comprehension allow a meaningful comparison of these separate aspects of children's English attainment. Maths is reported as a single, overall stanine.

Analysis for the group – this analysis makes comparison with the national sample. This can be an analysis of group scores, by gender, ethnicity, FSM, SEN, EAL or any two custom fields.

Analysis by Curriculum Content category –

For PTE:
· English skills: spelling
· English skills: grammar and punctuation
· Reading Comprehension: narrative
· Reading Comprehension: non-narrative
For PTM:
· Fluency in facts and procedures
· Fluency in conceptual understanding
· Mathematical reasoning
· Problem solving
For PTS (levels 8-11T):
· Science
· Working scientifically
For PTS (levels 12-14):
· Biology
· Chemistry
· Physics
· Working scientifically

Analysis of group scores by question – the report will provide two versions: the first using a bar chart with the national percentage correct overlaid and a second in tabular form with a descriptor of each question.

Progress profile – where pupils have taken a test in the previous year this will be reported as a scattergram and a list with pupils listed by whether they have made below average, average or above average progress. In the first year of each test progress will be based on *PiE/PiM* and *PTE/PTM:* a study to measure progress between levels of the new series will be carried out in February 2015 and reports updated for 2016.

School: Test School

Group: Year 5

Date of test(s): 14/05/2014 | **No. of students:** 20

Scores for the group (by surname)

Student name	Tutor group	Age at test (yrs:mths)	No. attempted (/44)	SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140	Overall ST	NPR	GR (/20)	Progress
Ahmed Malik	ST	9:02	43	87		3	20	18=	Average
Alexander Jones	ST	9:08	44	127		8	96	2	Average
Callum Hawkins	ST	9:06	44	87		3	20	18=	Average
Cameron Smith	ST	9:02	44	105		5	63	9	Above Average
Chloe Donnelly	ST	9:09	44	112		7	78	6	Above Average
Cody Samuels	ST	9:09	44	100		5	50	12	Average
Connor Campbell	ST	9:11	44	98		4	45	13	Average
Daniel Bowen	ST	9:07	42	112		7	78	5	Average
Eleanor Armstrong	ST	9:06	44	82		2	12	20	Average
Elizabeth Brooks	ST	9:05	43	120		8	91	3	Above Average
Georgia Wilson	ST	8:11	44	110		6	74	7	Average
Hannah Ellis	ST	9:06	44	95		4	37	15	Average
Jacob Middleton	ST	9:07	44	90		4	26	16	Average
Jessica Chapman	ST	9:07	44	97		4	42	14	Below Average
Jordan Thompson	ST	9:06	44	102		5	55	11	Below Average
Joshua King	ST	9:02	44	103		5	58	10	Below Average
Katie Johnson	ST	9:02	43	106		5	66	8	Average
Layla Khan	ST	9:02	44	128		8	97	1	Average
Leah Edwards	ST	9:07	42	89		4	24	17	Average
Lewis MacDonald	ST	8:11	44	115		7	84	4	Average

Scores for the group

Analysis of group scores by gender

Scores for the group

| School:	Test School	
Group:	Year 5	
Date of test(s): 14/05/2014		No. of students: 20

Analysis of group scores (by gender)

The table and bar chart below show the distribution of scores for the group, males and females, against the national average.

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%
All students	0%	0%	15%	15%	25%	15%	15%	5%	10%
Males	0%	0%	18%	9%	36%	9%	18%	0%	9%
Females	0%	0%	11%	22%	11%	22%	11%	11%	11%

Distribution of scores (by gender) compared with the national sample
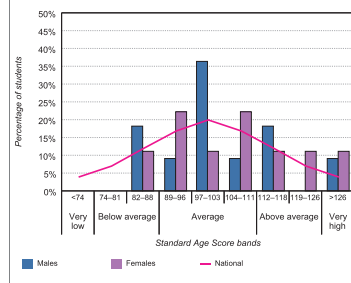
The table below shows the mean scores with confidence bands for the group, males and females, against the national average.

Gender	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	20	103.3	
Males	11	102.4	
Females	9	104.3	

Student profiles (PTE only)

School:	Test School	
Group:	Year 7	
		No. of students: 20
Date(s) of testing: 15/09/2014 – 17/09/2014		

Student profiles

By comparing performance on the two discrete parts of *PTE* - English Skills and Reading Comprehension - it is possible to compare a student's skills in the technical aspects of English (spelling, grammar and punctuation) with a range of reading comprehension skills.

The comparison is useful but by no means definitive, as other aspects of a student's literacy development will need to be considered, not least writing and oracy, so three simple profiles have been devised.

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

- Reading Comprehension significantly better than English Skills
- Balanced profile - no significant difference in performance
- English Skills significantly better than Reading Comprehension

- Males
- Females

Progress profiles

School:	Test School	
Group:	Year 5	No. of students: 20
Date(s) of first test: 15/05/2013		Level: 8
Date(s) of second test: 14/05/2014		Level: 9

Progress profiles

The SAS for the first and second administrations of the test are shown in the diagram. Students who are considered to be making above 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

Individual student report for teachers

The *Individual student report for teachers* provides an in-depth analysis of an individual pupil's results, along with any implications this may have on teaching and learning for each child. The report includes:

Individual scores – this includes a breakdown of scores for each pupil including their Standard Age Score (SAS) with confidence bands, stanine, group rank and levels as shown in the Group report for teachers.

Profile summary – For *PTE* this includes the scattergram and allocates the pupil to one of the three profiles: reading comprehension bias, balanced profile or English Skill profile. This relates to the separate stanines for English Skills and Reading Comprehension. For *PTM,* an overall maths stanine is reported.

Analysis by Curriculum Content category – as shown in the *Group report for teachers.*

Implications for teaching and learning – based on the pupil's scores, dynamic narrative outlines how the pupil can be best supported to ensure they make the best progress possible.

Name: Alex White				
School: Test School				
Group: Year 4				Sex: Male
Date(s) of first test: 17/02/2013			Level: 08	Age: 8:05
Date(s) of second test: 17/02/2014			Level: 09	Age: 9 :05

Scores

No. attempted (/45)	SAS	Overall ST	NPR	English Reading: Writing	English Skills ST	Reading Comprehension ST	Progress
40/45	110	6	7	4c:4c	8	5	Average

Profile summary

By comparing performance on the two discrete parts of *PTE* - English Skills and Reading Comprehension - it is possible to compare a student's skills in the technical aspects of English (spelling, grammar and punctuation) with a range of reading comprehension skills.

The comparison is useful but by no means definitive, as other aspects of a student's literacy development will need to be considered, not least writing and oracy, so three simple profiles have been devised.

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

Scores/profile summary

Analysis of Curriculum content category and narrative

Name: Sarah Smith		
School: Test School		
Group: Y6		Sex: Female
Date of testing: 27/03/2015		Age: 10:11

Scores

No. attempted (/67)	SAS	SAS (with 90% confidence bands)	ST	NPR	GR (/1)	Maths level
64	104	60 70 80 90 100 110 120 130 140	6	60	1	4a

Analysis of Curriculum Content categories

Curriculum Content category	Number of questions	Student % correct	National % correct	Student/national difference
Fluency in facts and procedures	9	89%	72%	17%
Fluency in conceptual understanding	20	48%	62%	-14%
Mathematical reasoning	30	72%	55%	17%
Problem solving	8	50%	44%	6%

Implications for teaching and learning

- Reviewing the *Analysis of Curriculum Content categories* will help to identify where there are specific strengths and weaknesses and to plan next steps.
- Where performance is fairly evenly balanced across curriculum categories, this suggests that Sarah will generally demonstrate a level of understanding of mathematical concepts commensurate with this age, irrespective of whether this is in a format requiring steps in a calculation to be written down, or in mental maths when only 'jottings' or nothing is written. Fluency and agility are equally well developed in both written and mental formats and Sarah is developing the language of mathematics in line with expectations for this age.
- 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 Sarah to 'see' the thinking that lies behind any concepts that are not yet secure.
  - Get Sarah to explain workings to another pupil so that any misconceptions can be highlighted and corrected through discussion.
- Sarah is generally secure in performing the basic mental calculations expected for this age group. These include fluency with whole numbers and the four operations, including number facts and the concept of place value.
- Next steps should include opportunities to stretch and develop conceptual understanding, to increase mental agility and to progress the development of formal written mathematics using age appropriate symbols and methodologies. This can be done by emphasising the higher order skills of hypothesising or predicting (What is an approximate value for 49 x 11?); designing and comparing procedures (How many different ways can we work out 53 minus 18? Which is the most efficient?); interpreting results (If 9 x 5 = 45 how many other calculations can we easily work out, e.g. 0.9 x 5?) and applying reasoning (If I have £7.39 in my purse, what coins might they be?). In the formal written development there should be an emphasis on developing the correct use of mathematical language, for example in using ':' for ratio and the '=' sign correctly as a mathematical sentence. If algebra has been introduced it is important that Sarah understands the difference between an 'equation' and an 'expression' and the differences in use of the '=' in each case.

Individual report for parents

The *Individual report for parents* provides an overview of the test to ensure parents are aware of what the test contains, and why their child has taken it. It also gives a snapshot of where their child's strengths and weaknesses lie, this is designed to aid communication with parents and can be used to reinforce learning activities at home. This report includes:

Scores – for the parent report, scores may be included in full, as a bar chart or can be omitted where required.

Analysis of Curriculum Content category – as shown in the *Group report for teachers.*

Description of scores – a short narrative around the results, as well as suggestions as to how learning could be helped from home.

Description of progress – where a test has been administered in a previous year, a description of progress will be included. This will categorise the progress made as above average, average or below average, and give a short description. This moves seemlessly into the narrative which helps parents understand their child's performance and how they can be supported at home.

Individual report for parents

Individual report for parents

Name: Alex White		
School: Test School		
Group: Year 4		Sex: Male
Date(s) of first test: 17/02/2013	Level: 08	Age: 8:05
Date(s) of second test: 17/02/2014	Level: 09	Age: 9:05

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 (/45)	SAS	Overall ST	NPR	English level Reading: Writing	English Skills ST	Reading Comprehension ST	Progress
40/45	110	6	70	4c : 4c	8	5	Average

Analysis of Curriculum Content categories

Curriculum Content category	Number of questions	Student % correct	National % correct	Student/national difference
English Skills: Spelling	15	66%	58%	+8%
English Skills: Grammar and Punctuation	7	85%	53%	+32%
Reading Comprehension: Narrative	13	50%	55%	-5%
Reading Comprehension: Non-narrative	10	45%	53%	-8%

Analysis of Reading Comprehension categories

Reading Comprehension category	Number of questions	Student % correct	National % correct	Student/national difference
Retrieval	5	60%	49%	+11%
Simple Inference	8	50%	53%	-3%
Complex Inference	3	66%	55%	+11%
Authorial Technique	7	42%	55%	+13%

Individual report for parents

Combination report

The *Combination Report* will allow schools to compare results for any cohort of pupils that has taken *CAT4* with results from either *Progress Test in Maths* and/or *Progress Test in English.*

Overview/Benefits

- The first report that brings together results comparing ability (potential) with attainment

- Highlights under-achievement, where attainment is broadly in line with ability and where students appear to be attaining at a level that is higher than their potential suggests

- All *CAT4* battery results are included

- Short narrative poses questions about what might need to be considered (external factors) and what might be a next step either in terms of teaching or assessment

- Free of charge

This page shows the narrative that accompanies the overview of scores. This shows individual pupils and which category they fit into, whether they have achieved their expected attainment scores in English or are higher or lower than expected. It then asks any questions that teachers may want to consider for pupils in this category.
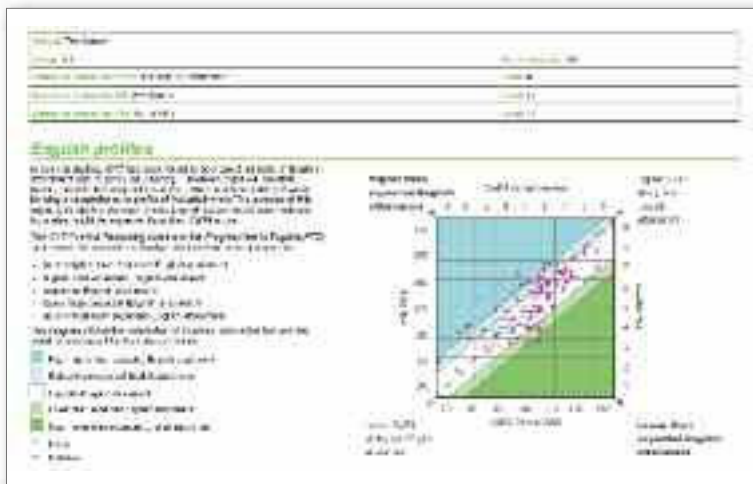
This scatter diagram gives an overview of pupils' scores in the verbal battery of *CAT4*, against their scores in *Progress Test in English,* giving a whole group view of the spread of pupils who have achieved the expected scores, those who haven't and those who have achieved better than expected.

This report shows results from *CAT4,* alongside results from *Progress Test in English* and *Progress Test in Maths,* allowing you to measure whether their attainment results are as expected from their *CAT4* Verbal Reasoning and Quantitive Reasoning results.