



International Brochure



ASSESSMENTS &
RESOURCES TO SUPPORT
TEACHING & LEARNING

2020



A leading provider of formative assessments

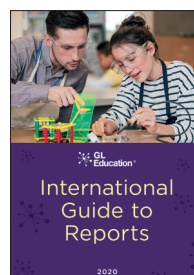
This year, GL Education celebrates 40 years of providing schools with high-quality assessments for children's education, mental health and wellbeing.

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

The accompanying **Guide to Reports** provides further detail on the insights that teachers can gain from each assessment.

To request a copy, or for further information on our range, visit our website: gl-education.com



See our Guide to Reports for detailed information on the reports for our key assessments

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GL Education is an affiliate member of:



Welcome to our 2020 International Brochure

Data is a powerful tool that can have an impact on every area of life.

Having the right data supports decision-making at multiple levels, improving effectiveness and directing effort where it is most needed.

In the classroom, assessment data can play a vital role in guiding teaching and learning, enabling schools to achieve the very best outcomes for every student. But it's not just about generating data, it's about ensuring that you are using it effectively.

Here at GL Education, we see it as our job to put just the right amount of accurate data in the hands of teachers, at the right moment, to help them guide every student to their potential. We have been doing this for 40 years and are constantly building new and better ways of presenting and explaining data to help schools on their 'data journey'. We have some exciting new developments coming soon that will give deeper, even more focused analytics.

This brochure provides an overview of our range, showing how our rigorous, high-quality assessments link together to provide a whole-student view, covering the three key dimensions of ability, attainment and barriers to learning.

We show how effective use of data can help drive school improvement, identify student learning needs and support personalised teaching to have the maximum impact for every child.



Greg Watson
Chief Executive

When I visit schools around the world, I'm always excited to see how you are using and embracing assessment data. I've seen first-hand how data can have a transformative effect for senior leaders, classroom teachers, students and parents alike.

This brochure will guide you through our main assessments, showing how the data they provide can have a positive impact across your school.

Our integrated support system of training and information will help you choose the right assessments for your setting, enabling you to implement and embed an assessment structure that provides the information you need to support decision-making, teaching and learning at every level.

Our team of consultants and customer support are here to help. To discuss your school's unique assessment and school improvement requirements, please don't hesitate to contact us.

Please see the inside back cover for full details. We look forward to hearing from you!



James Neill
International Director

What's new?

Find out more about these inside:

- **CAT4 Level X p8** – new digital ability tests for children aged 6+ years
- **PASS Interventions p20** – support and strategies for interventions on each *PASS* factor
- **Progress Test Series Level 15 p14** – extending the tests to age 15 for even more insights
- **Wellcomm Primary p21** – supporting the identification of children with language difficulties

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.

With a deeper insight into your students' capability, struggles, learning barriers, current and comparative performance and rate of progress, you are better able to personalise learning according to each individual student's needs.

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

“

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, Indonesia (UK curriculum)

”

- 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 understand their developed abilities, likely academic potential and thinking preferences. This informs teaching and learning and supports student feedback, value-added 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 spot anomalies in comparison to their cognitive ability.

• 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. Our **screeners and diagnostic tools** help schools to identify common barriers to learning, including dyslexia, dyscalculia and working memory issues.

The benefits of GL Education assessment data for all stakeholders

For principals and school leaders

Our assessments provide robust, standardised, external data for:

- supporting decision-making across teaching, learning and pastoral needs
- identifying areas for school improvement
- preparation for inspections and accreditations
- benchmarking and value-added
- informing staff professional development requirements
- showing prospective parents what the school has to offer and the effectiveness of teaching.

For teachers

Our assessments identify individual student learning needs to:

- support the personalisation of teaching and learning
- offer a reliable measure of progress towards target grades
- support the identification of causes of underperformance
- help you get 'behind the mask' and support student wellbeing
- help see where interventions are needed, and measure the effect of them
- provide external validation of teacher observations.

“ Individual student and class data is shared with class teachers and examined at a granular level. Year group data is discussed with class teachers, Heads of Year and myself as the Phase Leader – we look at trends across a year group and discuss areas requiring impact.

Derek Watson, Year 5 and 6 Phase Leader, Doha College, Qatar (UK curriculum)

”

For school counsellors

Our assessments provide a picture of whole-school wellbeing to:

- help identify groups or individuals at risk of disengagement (or worse)
- support pastoral care and mentoring.

For learning support

Our assessments provide insights to:

- help screen for SEN requirements
- support examination accommodation requests.

For admissions teams

Our assessments provide instant reporting with vital data to:

- support admissions decisions
- help the school ensure each student can access the curriculum.

For school stakeholders and governors

Our assessments provide vital data to:

- evaluate the effectiveness of teaching at school and subject level
- identify where additional resources or interventions may be required.

For management of school groups

Our assessments provide reliable data to:

- fairly evaluate and compare the quality of teaching and learning across multiple schools
- reliably benchmark performance across the group, and more widely.

For students and parents

Our assessments offer a variety of student- and parent-friendly reporting to:

- support conversations to engage and motivate **every** student and encourage them to take ownership of their own learning
- support conversations with parents, offering ways to support learning at home.

Implementing and embedding an assessment structure

To get the very best out of your assessments and the data that they generate, schools could reflect on the following key points:

What are your goals?

Short term – this term

Medium term – this year

Long term – over the next 3-5 years

What information do you need to achieve these goals?

- Consider what data you already collect
- Think about what other data you need
- Determine which assessments will have the most impact
- Decide who will be responsible for the administration

When will you administer the assessments?

- Create an assessment calendar
- Decide who will be responsible for the data analysis
- Schedule meetings to review the data with teaching staff

See page 7 for a suggested assessment timeline

How are you going to engage staff and support them in using the data?

- Think about the different roles and responsibilities of staff and different staffing teams
- Identify a single person to be responsible for data and improving practice
- Encourage teachers to sit the assessments themselves, so they can explain them to students

What CPD and training will staff need to ensure they can use the data?

- Determine the training you can provide in-house
- Create opportunities for teachers to share best practice
- Set aside time for staff to talk about the data
- Consider our training workshops (*see page 36 for more information*)

How will you share the data with different stakeholders?

- Think about IT and tools to help share the data
- Encourage group discussion
- Determine if you will share the data with students and/or parents and if so, how to ensure the reports are properly understood

Review and evaluate as you go

- What did the data tell you?
- What did you do about it?
- What impact did this have?
- What do you need to do now?

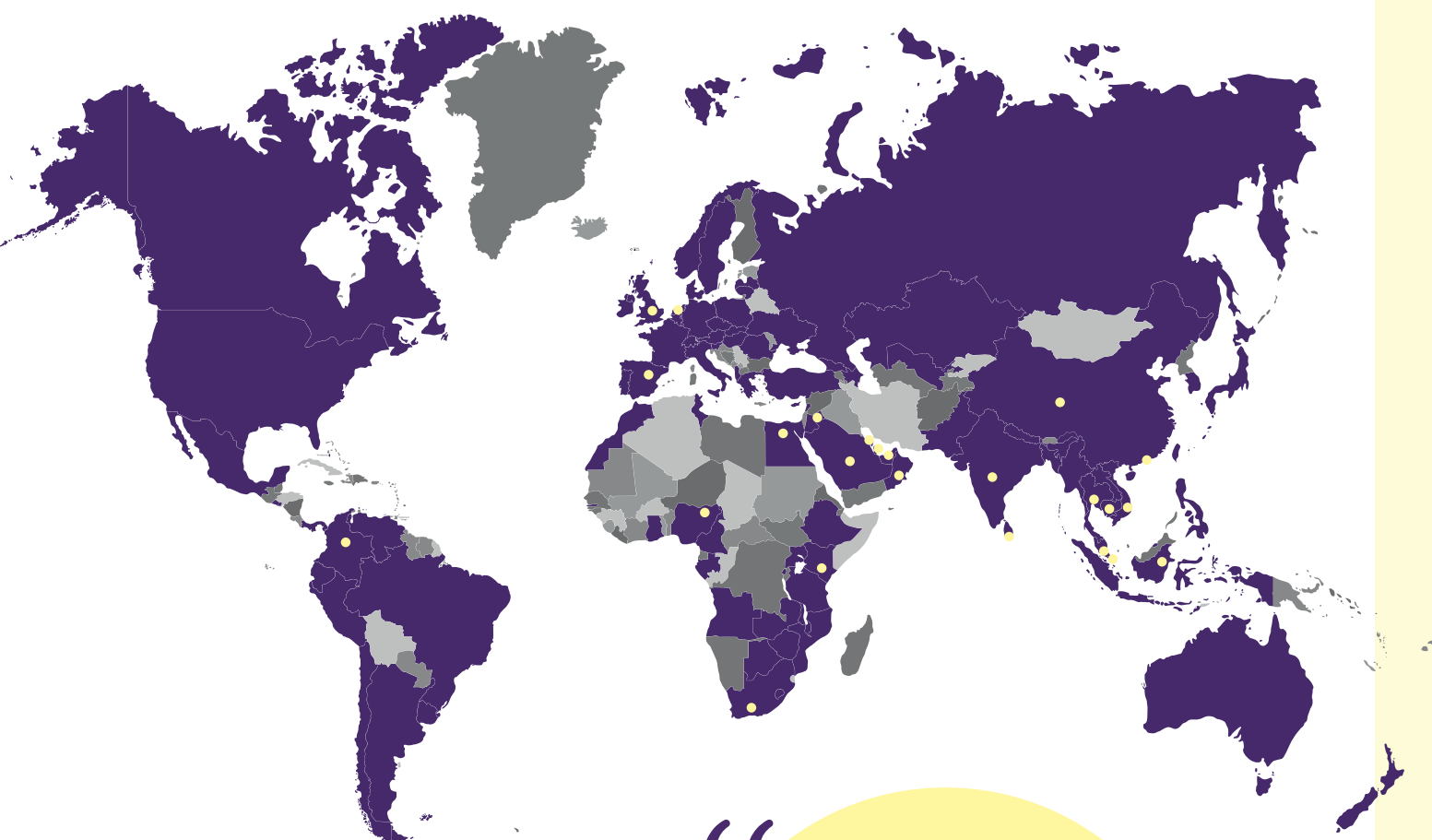
GL Education can support you with all of this via the guidance resources on our website, our support webinars and workshops, and our expert team. We also supply a range of training resources to use in your school to boost awareness.

To find out more, go to page 36 or visit gl-education.com/events-training

Working with schools around the world

GL Education works with schools in over 100 countries around the world, supporting them in implementing our assessments, and using the data to inform decision-making and guide effective teaching and learning across the curriculum.

The map below shows the range of countries where we have user schools, and the testimonials from teachers that you'll see as you browse through the brochure will give you a flavour of the many different curricula that we support.



Key

- Countries with GL Education user schools
- Countries where we have hosted seminars and workshops in the last two years

“

The GL Education package links teachers, pupils and parents perfectly. It enables engagement with understanding for all stakeholders in a manner that is often difficult to facilitate.

Kelvin Hornsby, Principal & CEO, GEMS Cambridge International School

”

We also regularly run workshops and seminars for international schools – go to our website to see where the next one is due near you: gl-education.com/events-training/seminars-and-workshops

School groups

We work closely with school groups to provide assessment solutions that are tailored to their individual needs.

Cluster reports for assessments such as *CAT4* and the *Progress Test Series (PT Series)* help school group management to understand the different abilities of each school's cohort and to make valid comparisons about attainment and progress across the group of schools.

By using the GL Education assessments, school groups can ensure comparability and a common language to validate and benchmark themselves externally, and a means to fairly evaluate and compare the quality of teaching and learning across multiple schools.

“

A highly effective range of tools that we can use to improve student achievement across all our schools. The variety of assessments and detailed reports enable us to carry this out in individual classrooms, within schools and across the whole group ... backed up with really efficient support should we have any additional needs or requirements.

Karl Wilkinson, Regional Head of Schools, Orbital Education

”

Cluster 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	96.6	98.4	100.0	99.5	98.7
90% confidence band	95.7–97.4	97.5–99.3	99.1–100.9	98.6–100.5	97.9–99.5

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	5%	8%	15%	22%	23%	15%	7%	5%	1%
Quantitative	4%	8%	14%	22%	18%	18%	8%	6%	3%
Non-verbal	3%	8%	10%	21%	20%	18%	10%	7%	4%
Spatial	4%	9%	11%	20%	16%	17%	11%	5%	6%

Our new *Value-Added Service* can help school groups to measure the impact each school's teaching has had on its students – see p13 for more details.

CAT4 Cluster analysis reports show the mean scores for all students in the school group, allowing benchmarking and comparison to the overall average.

Cluster analysis (by school and Process category)

The table below shows the percentage correct scores for all schools in the cluster, against the national average.

	No. of students	Percentage correct				
		Overall	Fluency in facts and procedures	Fluency in conceptual understanding	Mathematical reasoning	Problem solving
No. of questions	-	67	9	20	30	8
National % correct	-	58%	72%	62%	55%	44%
Cluster % correct	811	65%	72%	69%	63%	54%
School 1	12	54%	61%	58%	50%	53%
School 2	2	65%	72%	71%	61%	56%
School 3	5	60%	76%	65%	56%	48%
School 4	58	57%	69%	59%	56%	39%

Cluster analysis reports for the *PT Series* can reveal areas of the curriculum where teaching may need reinforcing or where good practice can be shared across the group.

Choosing the right assessment

This table matches the assessment test levels for *CAT4* and the *Progress Test Series* to the appropriate year groups and grades for different curricula.

NGRT and *NGST* A, B and C parallel versions are available to be used termly, twice yearly or annually – depending on your needs.

Year (UK)	Grade (US)	Grade (Indian)	IB Programme	CAT4/ Reasoning	PTM	PTE	PTS	PASS
Reception (FS2)	Jr KG	KG 1 (Jr KG)	Pre-Kindergarten		5	5		PASS 1
1	Kindergarten	KG 2 (Sr KG)	Kindergarten	Reasoning 5-7	6	6		
2	1st	1st	1st PYP	Level X	7	7		
3	2nd	2nd	2nd PYP	Pre-A	8	8	8	PASS 2
4	3rd	3rd	3rd PYP	A	9	9	9	
5	4th	4th	4th PYP	B	10	10	10	
6	5th	5th	5th PYP	C	11	11	11	PASS 3
7	6th	6th	6th MYP	D	11T*/12	11T*/12	11T*	
8	7th	7th	7th MYP	E	13	13	13	
9	8th	8th	8th MYP	F	14	14	14	
10	9th	9th	9th MYP	F	15	15	15	
11	10th	10th	10th MYP	G				
12	11th	11th	11th DP	G				PASS 4
13	12th	12th	12th DP					

* 11T must be administered in the first half-term of secondary school.

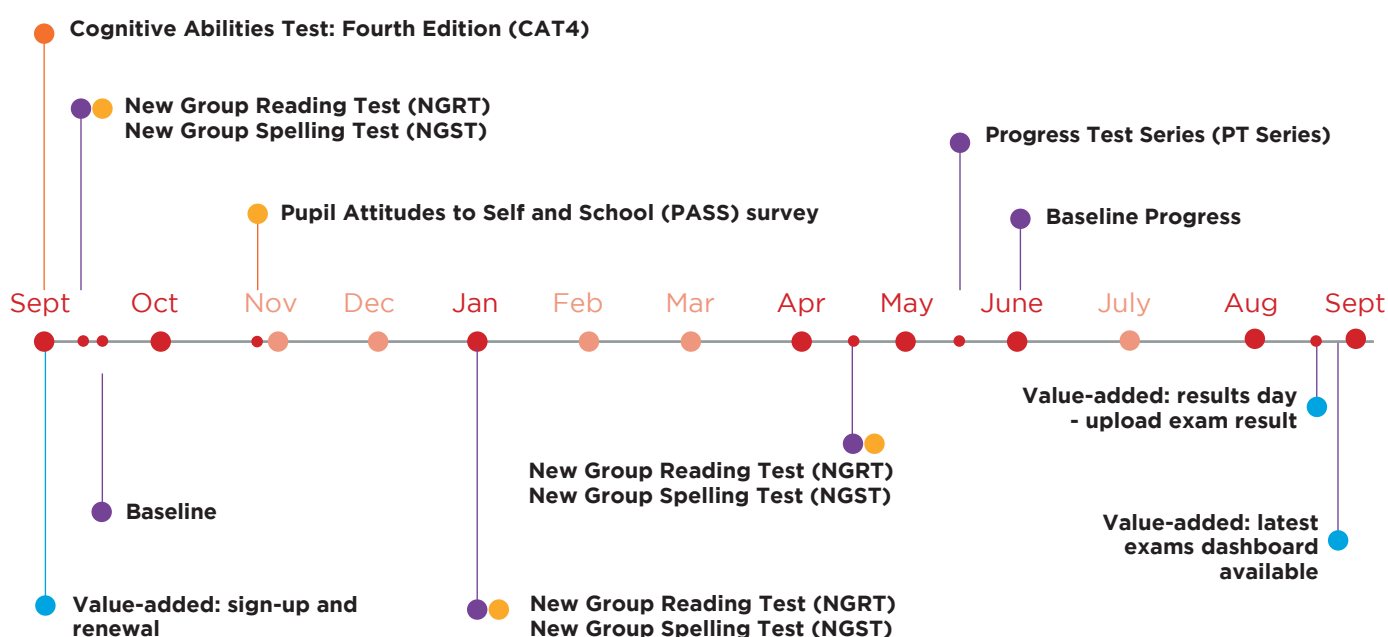
Red levels are paper testing only.

The *PT Series* (PTE/PTM/PTS) is designed for use at the end of the academic year. If you wish to administer the *PT Series* at the beginning of the academic year, please contact international@gl-education.com for advice about the levels you need to use.

Each individual school will have different challenges and focus areas for development. We can help you to meet these needs and develop an assessment structure that meets your requirements.

Suggested assessment timeline

This timeline is based on a September to July academic year. Schools that commence their academic years in different months should adjust the timing of their testing accordingly.



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

Level X
now available
for students in
Year 2 /
1st Grade

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 EAL students.

Instructions are also available in Spanish, Malaysian, Mandarin and Arabic to support working with EAL students.

How can I use the data?

- Identify students who may need additional learning support or intervention
- Highlight the most able students and their specific needs
- Personalise teaching and learning based on the student profile
- Establish challenging yet achievable targets for every student
- Communicate with students, parents and stakeholders
- Set a baseline for analysis, self-evaluation and inspections

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

REPORTS:
Group report for teachers
Summary report for senior leaders
PowerPoint[®] presentation for senior leaders
Individual student report for teachers
Individual report for students
Individual report for parents
Excel[®] report
Cluster report
CAT4 Combination report (see page 12)



To view sample reports, go to pages 3-18 of our *Guide to Reports*

David F Lohman and Pauline Smith

Age	CAT4	Year (UK)	Grade (US)	Grade (Indian)	Grade (IB Programme)
6:00 - 7:11	Level X	2	1st	1st	1st PYP
6:06 - 8:11	Pre-A	3	2nd	2nd	2nd PYP
7:06 - 9:11	A	4	3rd	3rd	3rd PYP
8:06 - 10:11	B	5	4th	4th	4th PYP
9:06 - 11:11	C	6	5th	5th	5th PYP
10:06 - 12:11	D	7	6th	6th	6th MYP
11:06 - 13:11	E	8	7th	7th	7th MYP
12:06 - 15:11	F	9	8th	8th	8th MYP
	F	10	9th	9th	9th MYP
14:06 - 17:00+	G	11	10th	10th	10th MYP
	G	12	11th	11th	11th DP

CAT4 is available at different levels of difficulty, from Level X to G. The table shows the target year group/grade and age range covered by the norms for each test level.

Reports

Detailed instant reports include comprehensive graphs and supporting narratives that enable teachers to put the information to use immediately.

Three individual reports include tailored explanations of the student profile and its implications for the student, their parents and teachers.

Summary reports for the whole school or group are available and support detailed analysis by a range of parameters.

Schools that also use the *Progress Test Series (PT Series)* or *New Group Reading Test (NGRT)* benefit from automated combination reports (see p12) which show attainment and progress in the context of ability.

New CAT4 administration guide available at gl-education.com/support/CAT4-product-support

Look for students who have a Verbal SAS that is lower than their other scores. These may be EAL students or students who have literacy support needs that require further investigation.

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
Samira 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 Ashfaiz	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 **Group report for teachers** supports your analysis of the scores achieved in all four sections of the test.

“We get invaluable information on each child, including the true capacity of an EAL learner.”

**Brian Cooklin, Principal,
Nord Anglia International
School, Hong Kong
(UK curriculum)**



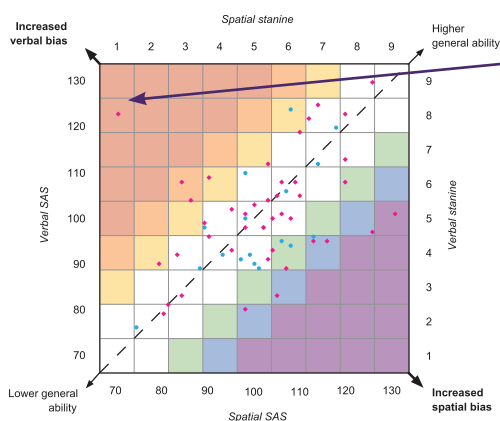
Find out more about CAT4 reports on pages 3-18 of our *Guide to Reports*

Student profiles

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

- Extreme verbal bias
- Moderate verbal bias
- Mild verbal bias
- No bias
- Mild spatial bias
- Moderate spatial bias
- Extreme spatial bias
- Males
- Females



Look at the profiles for the whole group and identify students with a mild, moderate or extreme **Spatial Bias** or **Verbal Bias**.

The **Student profiles** scattergraph plots the distribution of the group across seven profile types, indicating their learning preferences.

Summaries are included that outline each profile type's learning preferences.

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

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.

Includes suggestions for how you can support this student with targeted, in-class strategies.

“The benefits of the linkage between attainment and cognitive ability provided by MAP and CAT4 data tools are already being seen.
**John Conway, Principal,
Sheikh Zayed Private
Academy for Boys,
Abu Dhabi, UAE
(American curriculum)**”

The **Individual report for teachers** provides a summary of each student's profile.

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: 82	Verbal SAS: 76	Quantitative SAS: 90	Non-verbal SAS: 88	Spatial SAS: 74																	
Probability of obtaining each grade										Most likely grade achieved	'If challenged' grade achieved	Probability of student obtaining grade C or higher Probability of student obtaining grade A or A*									
U	G	F	E	D	C	B	A	A*	10%			20%	30%	40%	50%	60%	70%	80%	90%		
Art & Design	1%	4%	8%	14%	23%	32%	12%	4%	1%	C/D	C										
D&T – Textiles	2%	5%	9%	19%	28%	24%	10%	3%	1%	D	C										
Drama	2%	4%	9%	16%	29%	25%	11%	3%	1%	D	C										
Media Studies	6%	5%	10%	17%	28%	22%	9%	3%	1%	D	C										
Physical Education	0%	2%	7%	25%	35%	21%	8%	2%	1%	D	C										
Science – Biology	1%	3%	9%	24%	35%	24%	4%	1%	0%	D	C										
Science – Chemistry	1%	3%	9%	24%	35%	23%	4%	1%	0%	D	C										
Science – Physics	1%	3%	9%	25%	35%	23%	4%	1%	0%	D	C										
D&T – Food	4%	5%	16%	20%	27%	18%	8%	2%	0%	D/E	D										
D&T – Resistant materials	3%	6%	15%	25%	25%	18%	6%	2%	0%	D/E	D										
D&T – Systems control	3%	11%	15%	30%	22%	11%	6%	2%	0%	D/E	D										
English Literature	8%	5%	10%	24%	30%	17%	5%	1%	0%	D/E	D										
French	2%	6%	16%	31%	27%	12%	4%	1%	0%	D/E	D										

I have a lot from helping make on the right world-class

Shallu Sethi,
Ashoka University
India (In curriculum)

Use the 'most likely' and 'if challenged' grades to see the level a student could reach with additional effort and challenge – ideal for supporting target setting.

I have learnt a lot from CAT4 – it's helping make sure we are on the right track for a world-class education.
Shallu Sethi, Vice Principal, Ashoka Universal School, India (Indian ICSE curriculum)

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.

Post-CAT4 intervention

- Low scores in the Verbal battery of CAT4 can be indicative of an EAL student or one with broader literacy support needs.
- Further testing with the *New Group Reading Test (NGRT, p22)* will help you to investigate the student's areas of difficulty, sentence completion or comprehension.
- Students with low scores on passage comprehension (below 90) can then be further assessed with the *York Assessment of Reading for Comprehension (YARC, p25)* for in-depth gap analysis.
- Students with low scores in sentence completion may have dyslexic tendencies and should be assessed with the relevant screener, *Rapid, CoPS* or *LASS* (p26).

Student reasoning tests

Identify potential in verbal and non-verbal thinking

Verbal Reasoning reveals how a student takes on board new information by measuring their ability to engage with language.

Non-Verbal Reasoning involves no reading and so provides insight into the abilities of students who think more easily in images rather than words. It also measures the potential of students with limited reading skills, including those with dyslexia, poorly motivated students and EAL students.

Reasoning 5–7 is a combined test for younger students, administered individually or in small groups, with students recording their answers in a booklet.

How can I use the data?

- Help identify the potential for students with limited reading skills and EAL
- Gain an insight into students' ability to help inform teaching strategies
- To support decisions for school admissions

Find out more at gl-education.com/reasoning

CAT4 Combination report

Compare student potential with actual attainment

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)*.

This enables 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 plan appropriate intervention or challenge strategies.

Each report includes a narrative section with a range of questions to support teachers in analysing the results and using the information to support teaching and learning.

Learn how to generate a *CAT4* Combination report at [gl-education.com/combi-report](https://www.gl-education.com/combi-report)

How can I use the data?

- Instantly compare attainment against ability
- Highlight where attainment is falling behind expectations
- Inform feedback when students are achieving at or above their expected potential
- Identify areas for improvement

Scores for the group (by surname)

Student name	CAT4 Verbal SAS	PTE Overall SAS	English discrepancy category	CAT4 Verbal SAS	PTE 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	96	96
Joshua Browne	130	93	Much lower than expected 1	16	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 Madzhinov	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 Mundle	107	78	Much lower than expected	109	107	Expected	95	101	103

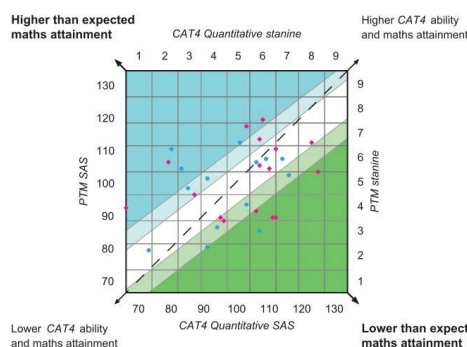
The **CAT4 Group combination report for teachers with PTE and PTM** allows you to see, at a glance, the results across all three tests and see the discrepancy category for each of English and maths.

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.

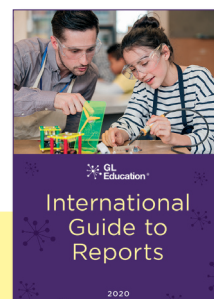
The CAT4 Quantitative Reasoning score and the *Progress Test in Maths (PTM)* score form the basis of this analysis and profiles are indicated by the coloured bands.

- 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



Comparing **CAT4 quantitative reasoning scores** with their **PTM score** identifies students whose maths attainment differs markedly from what might be expected from their **CAT4** score.

The **Maths profiles** scattergraph from the combination report with PTM gives an overview of the group.



Find out more about **CAT4** Combination reports on pages 46-49 of our *Guide to Reports*

GL Education Value-Added Service

Measure the impact of your school's teaching

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

The information is delivered via an easy-to-use dynamic dashboard that allows you to carry out detailed analysis of the performance of groups, subjects, cohorts and individual students.

The *Value-Added Service* uses several *CAT4* data inputs, including overall score (mean SAS), the scores in each of the four batteries, gender and birth month. These inputs are used together to create an indicator for every student which can be compared to actual exam performance to create a value-added score for each student, subject and overall school performance.

“

Thank you so much, this data is absolutely fantastic. I've always spent hours of my own time analysing trends and value added. Having this generated for me and compared against an international sample is a huge help.

Matthew Morris, Secondary Vice Principal, GEMS Wellington Academy, Al Khail, UAE (UK curriculum)

”

How can I use the data?

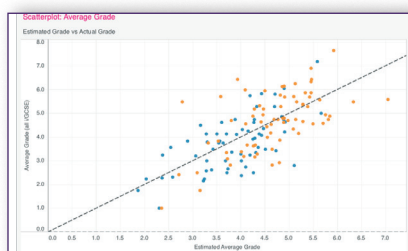
- Measure the impact of teaching and learning on students' actual attainment scores
- Compare the performance of your school against an average of the other schools using the service
- Show parents what the school has to offer and the effectiveness of teaching
- Monitor trends over time by looking at year-on-year comparisons
- Facilitate discussions with inspectors/accreditation bodies
- Provide clear evidence and insight to support school development plans
- Feed back to school owners/boards etc.

Find out more and sign up at gl-education.com/value-added

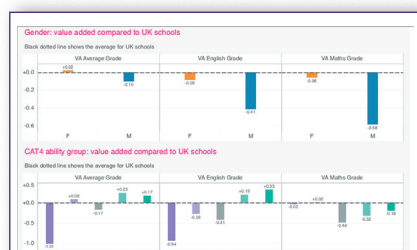
The *Value-Added Service* is available now for GCSE and in pilot phase for the IB Diploma. Visit our website to keep up to date with launch dates.



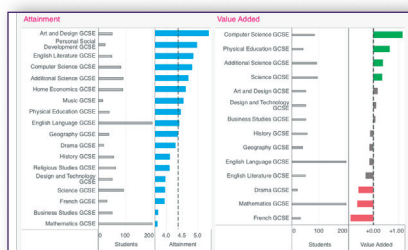
Compare your school's attainment and value-added to the UK and international school averages.



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.

The Fischer Family Trust (FFT)

GL Education and FFT are working together to provide the *Value-Added Service*. FFT is a not-for-profit organisation specialising in the analysis of school performance data and providing value-added analysis to over 15,000 schools in the UK and internationally.



+44 (0)20 8996 3369

Progress Test Series (PT Series)[®]

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. The tests assess students' true comprehension of the core curriculum subjects, helping you to identify which students need extra support and which will rise to more challenging targets.

Reports

The comprehensive reports for teachers analyse key dimensions of learning for each subject, and a question-by-question breakdown indicates where individuals or groups have gaps in understanding. This information can be used to support the needs of individual students and to identify areas of the curriculum where teaching needs reinforcing.

Individual reports for each subject are available for parents. They include a breakdown and description of the scores, as well as an annual progress category, and offer a strong platform for parental engagement.

Tests are available for:

Progress Test in English (PTE)[®]

National Foundation for Educational Research

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

Also available, *Progress in Writing*, a separate, non-standardised, easy-to-photocopy resource and mark scheme for ages 8/9 and 10/11, measuring children's writing progress.

Progress Test in Maths (PTM)[®]

Mathematics Assessment Resource Service (MARS) - Nottingham University

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)[®]

GL Assessment

Measures two dimensions of science learning: science content knowledge and understanding; and working scientifically (applying science skills). These are split into the **curriculum content** areas of **Biology**, **Chemistry** and **Physics**.

QUICK GUIDE



AGE RANGE:

4/5-14/15 years (English and Maths);
7/8-14/15 years (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)



REPORTS:

Group report for teachers
Individual student report for teachers
Individual report for parents
Cluster report
CAT4 Combination report*
(see page 12)

*Not currently available for
Progress Test in Science



To view sample reports, go to pages 27-45 of our *Reports Brochure*

“

We begin with *CAT4* tests when the students arrive at the school and then ensure that the right level of progress is being achieved with the *Progress Test Series*, which we use as the end-of-year assessment.

**Akif Naqvi, Deputy Headmaster,
Regent Primary School,
Nigeria (UK curriculum)**

”



How can I use the data?

- Benchmark attainment against students and schools internationally
- Monitor student progress year on year
- Support teachers' professional development
- Communicate with parents and other stakeholders
- Use alongside *CAT4* to assess a student's potential against their current attainment

New *Progress Tests* for students aged 15 now available

From the data we can see which classes are stronger in a particular area. So, for example, if we saw that a class had high scores in one area, we were able to encourage other teachers to go and observe the lessons from that teacher or have a dedicated time where the teachers could share the strategies they employ.

Roopshree Chauhan Marwah, Assessment Co-ordinator, The British School, New Delhi, India (UK curriculum)

The table shows which levels of the Progress Test Series should be used at different school years or grades.

Age	PTM	PTE	PTS	Year (UK)	Grade (US)	Grade (Indian)	Grade (IB Programme)
4.0–5.11	5	5		Reception (FS 2)	Preschool		Pre-Kindergarten
5.0–6.11	6	6		1	Kindergarten		Kindergarten
6.0–7.11	7	7		2	1st	1st	1st PYP
7.0–8.11	8	8	8	3	2nd	2nd	2nd PYP
8.0–9.11	9	9	9	4	3rd	3rd	3rd PYP
9.0–10.11	10	10	10	5	4th	4th	4th PYP
10.0–11.11	11	11	11	6	5th	5th	5th PYP
11.0–12.11	11T*/12	11T*/12	11T*	7	6th	6th	6th MYP
12.0–13.11	13	13	13	8	7th	7th	7th MYP
13.0–14.11	14	14	14	9	8th	8th	8th MYP
14.0–15.11	15	15	15	10	9th	9th	9th MYP

* 11T must be administered in the first half-term of secondary school.

Red levels are paper testing only.

The *PT Series* (PTE/PTM/PTS) is designed for use at the end of the academic year. If you wish to administer the *PT Series* at the beginning of the academic year, please contact international@gl-education.com for advice about the levels you need to use.

Look at the scores for English skills compared with reading comprehension to help pinpoint areas of strength/development.

Scores for the group (by standard age score)

Student name	Age at test (yrs.mths)	No. attempted (N)	SAS	SAS (with 90% confidence bands)	Overall ST	NPR	GR (25)	GCSE indicator	English skills ST	Reading comprehension ST	Progress Category
Rosaline Nash	12-01	63	131		9	98	1	A*/9	9	8	Expected
Theodora Dunec	12-02	63	125		8	95	2	A/8	9	7	Expected
Connor Gibson	12-01	63	124		6	94	3	A/8	8	8	Expected
Nita Moss	12-01	63	121		8	92	4	A/8	9	7	Expected
Adrian Fowler	12-01	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	12-01	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	12-02	63	111		6	77	11	B/6	7	6	Expected
Martin Gibson	12-02	63	110		6	74	12	B/6	6	6	Expected
Rob Reagan	12-03	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	12-06	63	101		5	52	16	C/5	4	8	Lower
Rebecca Mathews	14-04	63	101		5	52	16	C/5	7	4	Lower
Rita Tucker	12-00	63	101		5	52	16	C/5	6	4	Lower
Natasha Arnesola	12-01	63	99		5	48	19	C/4	4	6	Lower
Nathan Gill	12-01	63	92		4	30	20	C/4	4	4	Much lower
David Smith	12-02	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	12-02	63	82		3	12	23	D/3	1	4	Much lower
Declan Kearney	12-06	63	73		1	4	24	F/2	2	1	Much lower
Ryan Galvin	12-07	63	69		1	2	25	G/1	1	2	Much lower

The scores for the group in the **Group report for teachers** provide a useful overview of the performance of the cohort.



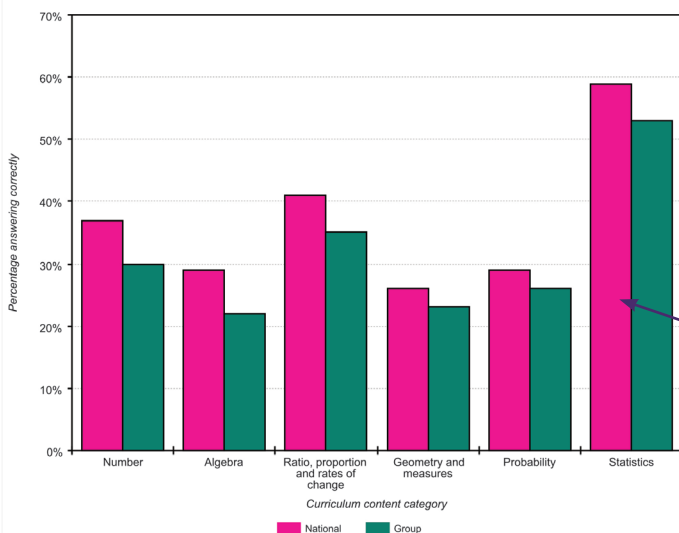
Find out more about *PT Series* reports on pages 27-45 of our *Guide to Reports*

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
Number	15	30%	37%	-7%
Algebra	15	22%	29%	-7%
Ratio, proportion and rates of change	7	35%	41%	-6%
Geometry and measures	21	23%	26%	-3%
Probability	4	26%	29%	-3%
Statistics	3	53%	59%	-6%

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



“

Data from the *Progress Test in Maths* showed us that we needed to develop more opportunities for the children to have fluency with their mental recall and their mental calculations. This fed directly back into the planning cycle for this past year and we made a significant shift in the delivery of the maths curriculum with positive results.

Nicola Meikle, Assistant Principal, Transition, Doha College, Qatar (UK curriculum)

”

This helps to identify areas of the curriculum that need reinforcing across the group.

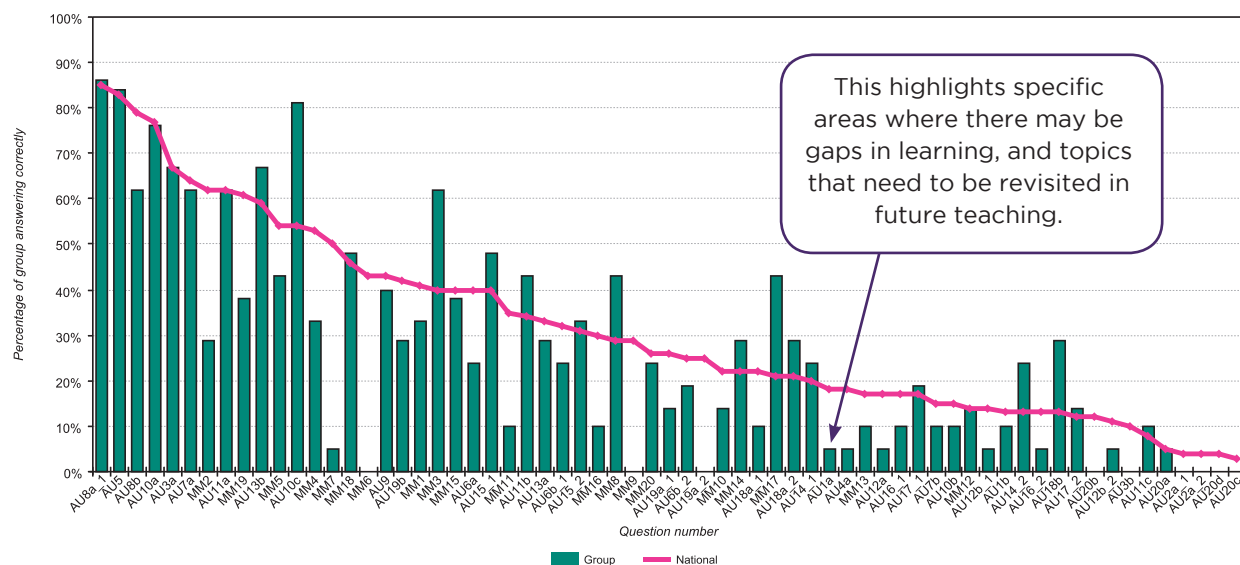
Analysis of group scores (by Curriculum content category)

compares the group's performance to the standardisation average.

Analysis of group scores (by question)

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

Percentage of questions answered correctly by all students compared with the national average (by national % correct)



This highlights specific areas where there may be gaps in learning, and topics that need to be revisited in future teaching.

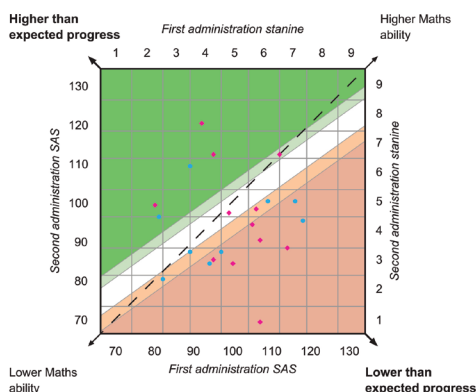
The **Analysis of group scores (by question)** drills down into strengths and weaknesses across the cohort.

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 expected progress are in the white band. Students making lower and much lower than expected progress are in the light and the dark orange band and those making higher and much higher than expected progress are in the light and the dark green band respectively.

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.

- Much higher than expected progress
- Higher than expected progress
- Expected progress
- Lower than expected progress
- Much lower than expected progress
- Males
- Females



The **Progress profiles** chart maps the students' scores across two tests and highlights whether they are making expected progress.

Individual report for parents

Name:			
School: Sample School			
Group: Class P6-7			Sex: Male
Date of first test:	01/07/2014	Level: 8	Age: 7:07
Date of second test:	01/01/2015	Level: 9	Age: 8:01

What is Progress Test in Maths?

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.

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).

- 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
54	118	60 70 80 90 100 110 120 130 140	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%

The **Individual report for parents** offers a parent-friendly overview of their child's scores.

Parents can see where the student's strengths and weaknesses lie, with useful suggestions on how to offer support at home.

Narrative sections summarise those students whose attainment falls above or below expected attainment categories, posing some questions which will help with thinking when analysing the results.

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.

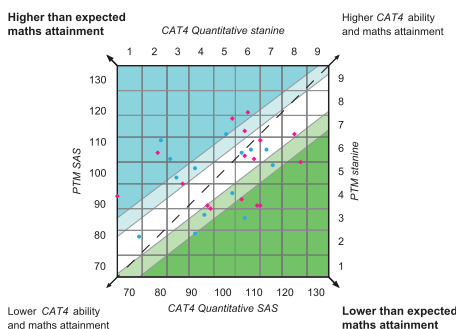
Lower than expected maths attainment		
Students:		
Student 7	Student 16	Student 37
Student 42	Student 24	
Much lower than expected maths attainment		
Students:		
Student 51	Student 2	Student 48
Student 12	Student 36	Student 49

Maths profiles

In several studies, CAT4 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 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



The **CAT4 Combination report** allows you to compare PTM and PTE results with CAT4 to see where ability levels are not matching current attainment.



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.

Developed by a team of chartered educational psychologists and four universities over a number of years, *PASS* takes just 20 minutes to complete and provides teachers with a highly reliable and valid measurement of their students' attitudes.

Available in more than 20 languages, *PASS* looks at nine attitudinal factors that are proven to be significantly linked to educational goals. The results enable you to identify, track and monitor the type of teaching and intervention each student requires, helping to raise attainment and ensure student wellbeing.

PASS now includes a bank of suggested intervention strategies that are tailored to the contexts of students in international schools. These practical strategies, lesson plans and extensive examples can be implemented immediately to have an impact on the outcomes of students and on the whole school.

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



REPORTS:

Whole cohort profile
Analysis by factor
Individual profiles
Excel[®] report



To view sample reports, go to pages 19-22 of our *Guide to Reports*

Dr Glen Williams and Bob Whittome

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.

How can I use the data?

- Address issues that are preventing students from reaching their full potential
- Plan intervention programmes and adjust teaching and learning strategies
- Offer appropriate pastoral support at whole-school, cohort or individual level
- Identify 'invisible' groups such as fragile learners
- Combine with your *CAT4* data to explore why a student's attainment may not be matching expectations

Reports

The traffic light reporting is easy to read and act on. It acts as an early warning system to identify children whose issues may still be invisible, detecting possible barriers to learning including issues around confidence, resilience, motivation and concentration.

PASS also adds valuable insight to the ability data that you have from *CAT4* by identifying the barriers to learning that may be affecting student attainment.

“

With *PASS*, we can flag specific students who might on the surface look like they are coping, but when you look deeper may have issues preventing them from reaching their full potential.

**Erika Elkady, Head of Secondary,
Jumeira Baccalaureate School, Dubai,
UAE (IB PYP, MYP, DP curriculum)**

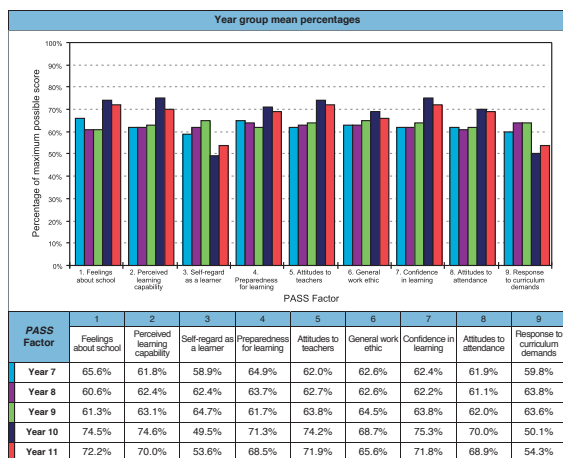
”

Our *Resilience and Emotional Literacy* resources (see p28) provide additional tools for more detailed individual investigation. *Emotional Literacy* also offers a wide range of suggested interventions.

Green, yellow, amber and red flags provide an instant visual indication of attitudinal problems and their severity.

Level 2: Year group

PASS factors analysed by year group

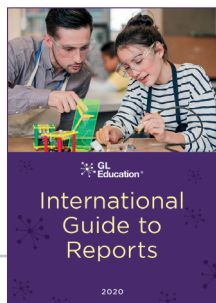


PASS factors analysed by year group

Year group percentages									
PASS Factor	1	2	3	4	5	6	7	8	9
Year 7	16.2	11.7	32.2	6.7	12.7	13.1	42.0	18.9	27.6
Year 8	15.4	13.5	47.2	11.0	21.8	15.9	49.7	26.0	45.2
Year 9	23.7	14.0	62.6	8.9	27.0	17.8	51.2	28.6	46.9
Year 10	65.9	56.8	14.1	37.9	67.9	42.9	86.3	57.0	9.9
Year 11	49.9	31.7	22.9	25.0	67.0	22.1	77.9	54.5	17.9

Analysis by factor reports

allow you to compare the *PASS* factors with gender, year group, nationality, SEN status or EAL status.



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	35.0	9.3	1.0	0.9	34.1	18.9	17.2
Student 2	Mr Smith	7	1.7	8.6	38.0	1.0	12.7	13.1	34.1	34.1	17.2
Student 3	Mr Smith	7	16.2	8.3	38.0	2.6	40.0	2.1	14.6	27.0	34.1
Student 4	Mr Smith	7	12.3	15.9	22.5	1.4	30.2	74.6	34.1	18.9	9.9
Student 5	Mr Smith	7	16.2	20.9	38.0	3.4	22.4	28.6	34.1	27.0	27.6
Student 6	Mr Smith	7	28.1	15.9	38.0	19.9	38.0	2.1	34.1	34.1	27.6
Student 7	Mr Smith	7	26.1	8.6	14.9	1.8	6.8	0.9	34.1	18.9	9.9
Student 8	Mr Smith	7	26.1	15.9	38.0	26.7	12.7	72.6	1.5	34.1	34.1
Student 9	Mr Smith	7	12.3	8.3	38.0	18.9	40.0	5.1	34.1	27.0	17.2
Student 10	Mr Smith	7	21.4	15.9	38.0	18.9	34.1	2.1	34.1	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	4.9	44.6	2.6	38.0	0.9	34.1	12.7	17.2
Student 13	Mr Smith	7	12.3	15.9	14.9	4.9	3.5	34.1	20.4	18.9	9.9
Student 14	Mr Smith	7	71.9	35.0	32.5	34.1	3.5	0.9	14.6	37.9	9.9
Student 15	Mr Smith	7	7.0	44.6	38.0	9.3	22.4	5.1	14.6	34.1	27.6
Student 16	Mr Smith	7	12.3	8.6	14.9	12.3	22.4	0.9	34.1	18.9	9.9
Student 17	Mr Smith	7	4.0	20.9	22.5	1.4	3.5	28.6	28.6	3.5	17.2
Student 18	Mr Smith	7	9.3	15.9	35.0	9.3	74.4	38.0	26.5	3.5	27.6
Student 19	Mr Smith	7	49.0	14.9	26.7	3.5	26.5	10.3	12.7	5.5	5.5
Student 20	Mr Smith	7	9.3	5.3	1.9	3.4	1.8	0.9	34.1	27.0	9.9
Student 21	Miss Jones	7	3.5	11.7	38.0	9.3	6.8	2.1	26.5	18.9	76.3
Student 22	Miss Jones	7	9.3	3.5	38.0	18.9	0.8	2.1	74.7	12.7	17.2
Student 23	Miss Jones	7	9.3	11.7	9.3	4.8	1.8	13.1	40.0	78.9	9.9
Student 24	Miss Jones	7	37.9	9.3	3.4	4.8	12.7	30.3	34.2	18.9	1.1
Student 25	Miss Jones	7	16.2	9.9	22.5	12.3	12.3	2.1	34.1	34.1	14.6
Student 26	Miss Jones	7	21.4	8.6	3.5	1.8	3.5	28.6	34.1	18.9	34.1
Student 27	Miss Jones	7	12.3	27.5	30.3	18.9	30.2	22.6	31.4	12.7	27.6
Student 28	Miss Jones	7	34.1	3.5	3.5	1.8	2.1	34.1	8.1	27.6	27.6
Student 29	Miss Jones	7	21.4	8.6	14.9	1.4	6.8	28.6	26.7	34.1	27.6
Student 30	Miss Jones	7	2.3	27.5	38.0	3.4	12.7	2.1	12.7	1.5	27.6

Individual profile reports show where there are potential, or actual, risks of disengagement in children. Re-surveying will show how well intervention strategies have worked.



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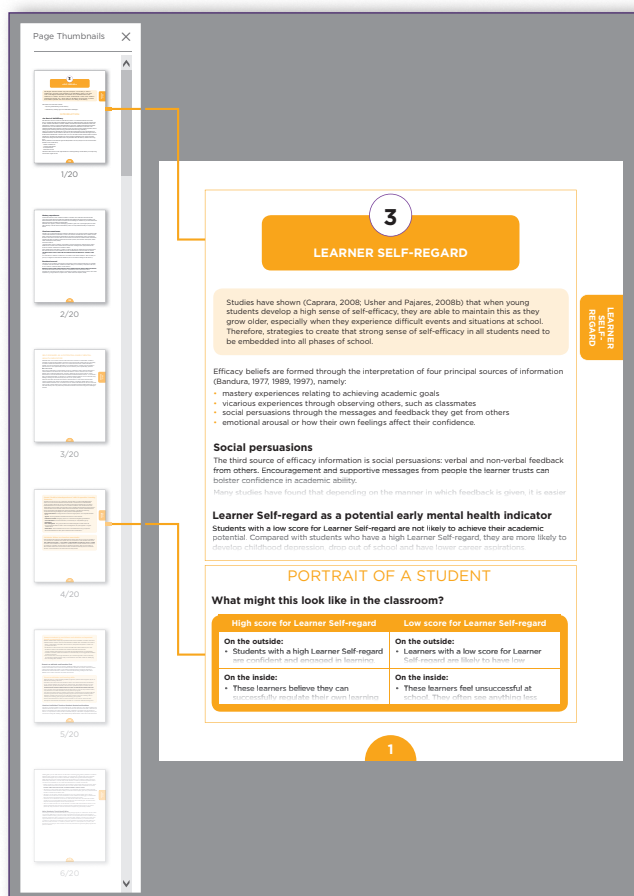
PASS intervention strategies

PASS now includes a range of detailed interventions for each of the *PASS* factors.

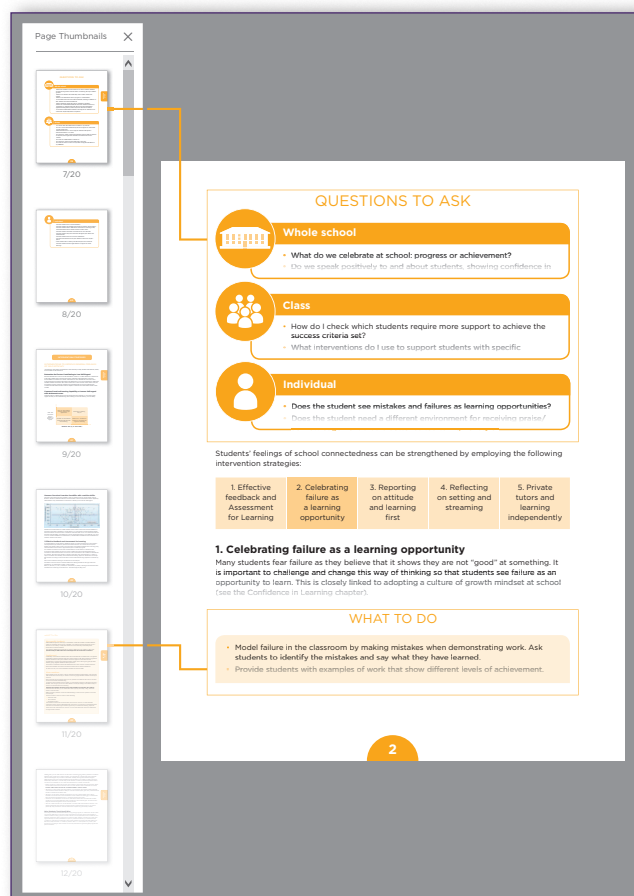
Each factor has its own introduction to explain what the factor means and how the situation may have developed within the school. This includes references to academic research in that area.

Guidance is offered on how these issues will appear from both a teacher's and a student's point of view, and a range of questions are provided for teachers to ask themselves about their current teaching methods and school environment.

For each factor, the guidance incorporates a list of helpful, specific and practical strategies that can be used in schools to improve the problems they are facing.



Each *PASS* factor is reviewed, with examples of what a student with high or low scores in this area might look like.



Questions to Ask guide teachers' thinking around the issue. **What to Do** offers practical strategies for supporting students in this area.

The *PASS* interventions are authored by Nicola Lambros, based on her research and experience in teaching in international schools around the world. Read her blog at gl-education.com/lambros

WellComm Early Years and WellComm Primary

The complete speech and language toolkits

WellComm Early Years and *WellComm Primary* are speech and language toolkits that play a crucial role in identifying children with potential language difficulties.

Easy to administer and score, the screening tools use a simple traffic light system that helps you to understand the student's current level of speech and language, and to provide a pathway for action, ensuring every student gets the support they need.

Over 100 photocopiable intervention strategies are available. Designed to be fun, friendly and engaging, the activities can also help EAL learners improve language skills, whatever the age or ability of the student.

How can I use the data?

- Identify areas of concern in order to ensure targeted interventions
- Flag children in need of referral or further support
- Measure progress up to age 11 (age 6 for *Early Years*)
- Support teaching staff to feel confident in signposting those students who need support with speech and language
- Monitor the success of strategies used to enhance communication skills

Intervention activities

The toolkits include a variety of resources, enabling teaching staff to deliver appropriate and focused activities to:

- target students who have some language difficulties
- enhance the skills of students who are developing within the normal range
- provide advice and guidance for group-based teaching and learning
- offer ideas for supporting a student's communication needs within the classroom.

Scores and outcomes

Date of assessment	Age	Age-Appropriate Screening				'Green' Section				Differential
		Section	Age range	Score	Outcome	Section	Age range	Score		
16 Mar 2015	36 months	8	36-41 months	3	Red	4	24-29 months	8		2 sections below
30 Mar 2015	36 months	6	36-41 months	7	Green	-	-	-		Age appropriate

Assessment results										
Date of assessment	Age	Section 1 12-17 months	Section 2 18-23 months	Section 3 24-29 months	Section 4 30-35 months	Section 5 36-41 months	Section 6 42-47 months	Section 7 48-53 months	Section 8 54-59 months	Section 9 60-72 months
16 Mar 2015	36 months				Green 5	Amber 6	Red 3			
30 Mar 2015	36 months						Green 7			

Next steps				
Section number	Description	This is important because...	Find on	
6.4	Comprehension	Understanding the functions of body parts	Understanding the functions of body parts follows on from understanding the functions of objects. It allows children to reflect on their own behaviour and essentially on what they need to do (e.g. 'listen' involves using our ears and 'look' using our eyes).	p119
6.6	Expression	Developing expressive language (three word level expression)	As language develops, children need to be able to use more words to make longer sentences. This happens by adding grammatical elements (e.g. plurals, past tense) or by linking two thoughts (e.g. using 'and' / 'because') thereby making sentences much longer. Children are ready for this when they have the vocabulary to be able to link three key words in a sentence.	p121
6.8	Expression	Generating ideas about the function of objects	Children need to learn that objects often have more than one function (e.g. ball - throw it, catch it, play football) and that lots of objects perform the same actions (e.g. what flies - butterfly, helicopter, bird, aeroplane).	p123

The **individual reports** summarise the scores for each student, with suggested next steps.

QUICK GUIDE



AGE RANGE:

Early Years: 6 months - 6 years
Primary: 6-11 years



SUITABLE FOR:

Teachers, Early Years Practitioners, SENCOs, Teaching Assistants, Nursery Workers, Speech & Language Therapists



TEST DURATION:

Early Years: 10-15 minutes
Primary: 10-15 minutes



TEST FORMAT:

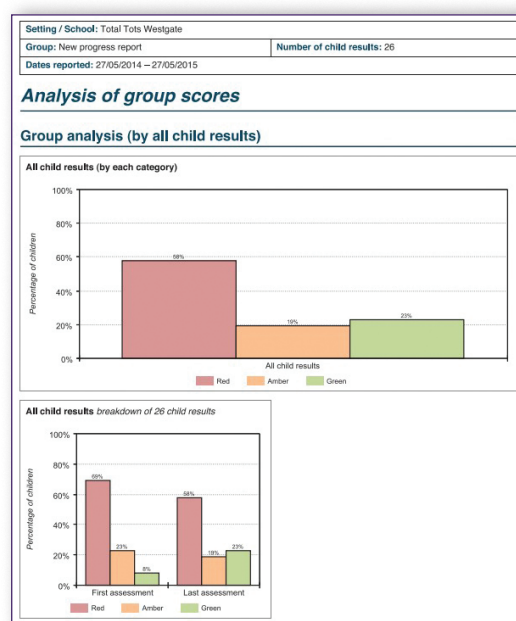
Early Years: Paper
Primary: eBook and Paper



REPORTS:

Group report
Group progress report
Individual report
Cluster report

Sandwell and West Birmingham Hospitals
NHS Trust



The **Analysis of group scores** shows all the students' results, with the traffic light RAG warning system.



New Group Reading Test (NGRT)[®]

Assess and track reading and comprehension 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 – helping to identify those students who may need further support and benchmarking their performance against other students of the same age.

Particularly useful in identifying EAL students who, for example, 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 group or class and allow you to use this information to support personalised learning and identify literacy support needs.

Each test is made up of two parts:

- **sentence completion** (measuring decoding with some comprehension)
- **passage comprehension** (measuring a range of comprehension skills) or, for very weak readers, a **phonics task**.

The digital version is adaptive, so it responds to the level of the student as they take the test, allowing the accurate assessment of all abilities, from the least able to the most able.

How can I use the data?

- Benchmark reading and comprehension ability for individual students, year groups and classes
- Set targets to support learning and monitor progress
- Identify students who may need additional testing or diagnosis for specific literacy difficulties
- Track progress year on year or within a school year
- Analyse reading attainment against verbal reasoning ability using the *CAT4 Combination report* (see p12)

The change in Standard Age Score (SAS) for each student is listed, along with their progress category, for at-a-glance progress monitoring.

Group Scores (by Surname)

Student name	Age at test (yrs-mths)	SAS	SAS (90% confidence bands)	SAS difference	Progress category	Overall Stanine	NPR	Reading Ability Scale	Reading age	Reading age confidence bands	
										Lower	Upper
Ben Arroso	11:08	112		+2	Average	7	76	368	14:0	13:2	14:10
	12:08	114				7	82	368	15:6	14:7	16:5
Charlotte Benn-Agogo	11:07	128		+12	Above average	9	97	428	17:0+	17:0+	17:0+
	12:05	140				9	99	476	17:0+	17:0+	17:0+
Kate Beckett	11:06	115		+10	Above average	7	84	380	14:10	13:11	15:9
	12:05	125				8	95	424	17:0+	17:0+	17:0+
Connor Callaghan	11:01	129		-2	Average	9	97	424	17:0+	17:0+	17:0+
	12:00	127				9	96	428	17:0+	17:0+	17:0+
Richard Castle	11:05	104		-4	Average	6	60	340	12:1	11:4	12:10
	12:05	100				5	50	340	12:1	11:4	12:10
Elizabeth Childs	11:08	81		+11	Average	2	11	268	8:4	7:9	8:11
	12:07	92				4	30	320	10:11	10:2	11:8
James Curry	11:00	90		-8	Below average	4	26	296	9:7	8:11	10:3
	11:11	82				3	12	284	9:0	8:4	9:8
Simone De Baiter	11:02	87		+6	Average	3	20	284	9:0	8:4	9:8
	12:01	93				4	32	316	10:8	9:11	11:5
Javier Esposito	10:10	75		+5	Average	2	5	224	6:10	6:3	7:5
	11:09	80				2	9	258	8:4	7:9	8:11
Andrea Exeter	11:01	125		-7	Average	8	95	408	17:0	16:0	17:0+
	12:00	118				7	89	392	15:10	14:11	16:9
Joshua Furtado	11:09	89		+24	Above average	4	24	300	9:10	9:2	10:6
	12:09	113				7	80	368	15:6	14:7	16:5
Ruth Galley	11:01	117		+1	Average	7	87	376	14:7	13:9	15:5
	12:00	118				7	89	396	16:1	15:2	17:0

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

QUICK GUIDE



AGE RANGE:

Digital: 7-16 years

Paper: 5-16 years



SUITABLE FOR:

Teachers, Literacy Co-ordinators, SENCOs



TEST DURATION:

Digital: 30 minutes

Paper: 45-50 minutes



TEST FORMAT:

Digital and paper



REPORTS:

Group report for teachers

Individual student report for teachers

Group progress report for teachers

Reading and spelling group report

Reading and spelling individual student report

Reading and spelling Excel[®] report



To view sample reports, go to pages 23-26 of our *Guide to Reports*

National Foundation for Educational Research

“

We could look at the detail of what they were doing within the intervention programme and compare it to the *NGRT* results, seeing whether they were focusing on the correct elements. Were they, for example, concentrating on comprehension strands, when they maybe should be looking at vocabulary?

Stefan Doyle, Academic Co-ordinator for KS3, Edron Academy, Mexico (UK, Mexican and IB DP curriculums)

”



Find out more about *NGRT* reports on pages 23-26 of our *Guide to Reports*

International Guide to Reports

New Group Spelling Test (NGST)[®]

Monitor spelling skills with adaptive tests

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

Each test is made up of two parts:

- **single word section** (testing five or six spelling rules)
- **spelling in context section** (testing a variety of different spelling rules using sentence completion tasks).

All questions are delivered via audio and the test is fully adaptive, which means that the material adapts to the student's ability as they progress through.

Data is presented in visually accessible tables, bar charts and scattergraphs that allow for easy comparison, as well as clear narrative explanations of each student's profile. Customised implications for teaching and learning in each individual report offer practical help with next steps in the classroom.

How can I use the data?

- Assess and benchmark spelling attainment
- Track and monitor progress year on year or within a school year
- Identify areas for improvement and to aid target-setting

QUICK GUIDE



AGE RANGE:

7-16 years



SUITABLE FOR:

Teachers, Literacy Co-ordinators, SENCOs



TEST DURATION:

Approx. 20-30 minutes



TEST FORMAT:

Digital (PC and tablet)



REPORTS:

Group report for teachers
Individual student report for teachers

Group progress report for teachers
Reading and spelling group report
Reading and spelling individual student report
Reading and spelling Excel[®] report



To view sample reports, go to pages 23-26 of our *Guide to Reports*

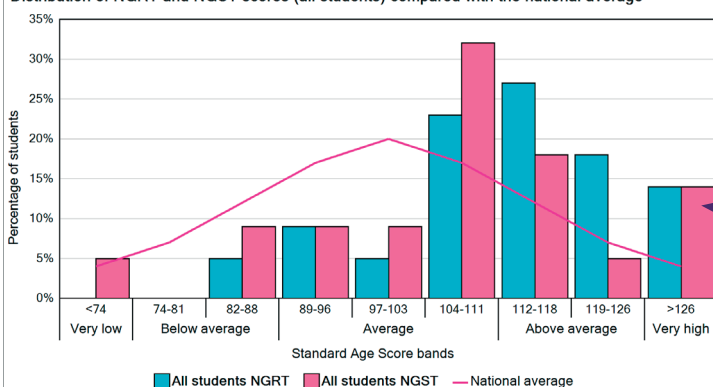
GL Assessment

Analysis of group scores

The table and bar chart below show the distribution of scores for the group 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 NGRT	0%	0%	5%	9%	5%	23%	27%	18%	14%
All students NGST	5%	0%	9%	9%	9%	32%	18%	5%	14%

Distribution of NGRT and NGST scores (all students) compared with the national average



The table below shows the mean scores with confidence bands for the group against the national average.

	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 NGRT	22	112.3												
All students NGST	22	107.0												

The **Analysis of group scores** from the **Reading and spelling group report** allows you to compare the results across both tests – and with the standardisation.

English bundle prices available
Go to **gl-education.com/products/english-bundle** to find out more about purchasing *NGRT* and *NGST* together

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, supporting intervention planning.



Find out more about *NGST* reports on pages 23-26 of our *Guide to Reports*

International Guide to Reports

2020



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British Picture Vocabulary Scale (BPVS3)

The *British Picture Vocabulary Scale (BPVS3)* allows a student's receptive vocabulary to be assessed from age 3 to help identify any developmental delays before a child reaches full-time education.

As no reading is required, *BPVS3* can be used to assess the language development in non-readers and students with specific learning difficulties. Students' responses can be given by simply pointing or by gesture. The test is accessible and appealing, with full-colour illustrations.

How can I use the data?

- Identify delays in students' vocabulary development from as young as 3 years
- Benchmark and track students' progress from pre-school through to secondary school
- Inform intervention strategies at the earliest opportunity
- Assess language development in non-readers and EAL students

QUICK GUIDE



AGE RANGE:
3-16 years



SUITABLE FOR:
Teachers, SENCOs, Speech & Language Therapists



TEST DURATION:
Approx. 10 minutes



TEST FORMAT:
Paper



REPORTS:
Individual performance record (self-compiled)

Lloyd M Dunn, Douglas M Dunn, with Julie Sewell and Ben Styles, National Foundation for Educational Research

Phonological Assessment Battery (PhAB2)

Developed by a group of expert researchers and psychologists led by University College London, the *Phonological Assessment Battery (PhAB2)* is designed to assess phonological processing in individual children. It is a practical measure that identifies children aged 6-14 years who have significant phonological difficulties and need special help in processing sounds in spoken language.

PhAB2 comprises six standardised tests, all designed to sample different aspects of phonological processing. It is appropriate for use with bilingual children or children with EAL and also includes data on special studies completed for children with specific learning difficulties (dyslexia).

How can I use the data?

- Inform further teaching and intervention programmes
- Help with the child's specific phonological difficulties

QUICK GUIDE



AGE RANGE:
6-14 years



SUITABLE FOR:
Teachers, SENCOs, Speech & Language Therapists



TEST DURATION:
Approx. 20 minutes



TEST FORMAT:
Paper



REPORTS:
Profile grid (self-compiled)

Simon Gibbs and Sue Bodman



York Assessment of Reading for Comprehension (YARC)

The *York Assessment of Reading for Comprehension (YARC)* is a one-to-one, diagnostic reading assessment that enables you to assess your students' reading and comprehension skills from an early age. It acts as an ideal follow-up assessment for those identified as requiring further support after group testing.

There are three parts to *YARC*, which are tailored for each age group: **Early Reading** (ages 4-7); **Passage Reading Primary** (ages 5-11) and **Passage Reading Secondary** (ages 12-16).

An Australian version is also available. Find out more at gl-education.com/yarc-australia






How can I use the data?

- Identify specific problems and inform appropriate interventions
- Assess EAL students
- Measure effectiveness of teaching and interventions through repeat testing

“The tests showed that whilst spoken skills were generally good, reading comprehension levels were low. The Literacy Co-ordinator was able to implement literacy plans, based on the results of *NGRT* and *YARC*, supporting early and effective intervention.

Tassos Anastasiades, Head of School, Edubridge International School, Mumbai, India (IB curriculum)

QUICK GUIDE

-  **AGE RANGE:**
4-16 years
-  **SUITABLE FOR:**
Teachers, Assessment Co-ordinators, Literacy Co-ordinators, SENCOs
-  **TEST DURATION:**
20-30 minutes
-  **TEST FORMAT:**
Paper
-  **REPORTS:**
Generates comprehensive reports via the *YARC* Score Conversion Tool

University of York, Centre for Reading and Language

Visual Stress Screener (ViSS)






Visual stress, which affects 15-20% of the population, hinders children's literacy development and is a barrier to efficient and enjoyable reading.

Developed over several years of research, the *Visual Stress Screener (ViSS)* gives an accurate and reliable indication of the existence and severity of visual stress and predicts those who should benefit from using coloured overlays or tinted lenses to combat the symptoms of visual stress.

How can I use the data?

- Identify susceptibility to visual stress on a scale of 'low' to 'extremely high'
- Adjust environments to improve learning

QUICK GUIDE

-  **AGE RANGE:**
7-18 years
-  **SUITABLE FOR:**
SENCOs, Specialist Teachers/Assessors
-  **TEST DURATION:**
20-30 minutes
-  **TEST FORMAT:**
Digital – CD-ROM
(PC only – MAC not supported)
-  **REPORTS:**
Individual *ViSS* scores and item analysis

Rapid

Rapid is a whole-class dyslexia screener, ideal for use with a new intake. Taking around 15–20 minutes, it will give a high, medium or low probability of dyslexia for each student. *Rapid* is the perfect cost-effective way to identify which students might benefit from further assessment or consultation from an educational psychologist.

How can I use the data?

- Identify children with dyslexic tendencies
- Automatically integrate results into the dyslexia diagnostic programmes *CoPS* and *LASS*
- Identify difficulties with phonological processing, auditory memory or phonic decoding

Cognitive Profiling System (CoPS)

The *Cognitive Profiling System (CoPS)* comprises nine tests of fundamental cognitive skills that underpin learning. Each test is presented as an attractive and enjoyable game that takes about five minutes to complete. Results, in the form of graphical profiles, clearly show children's strengths and weaknesses in comparison with national norms.

How can I use the data?

- Spot potential problems at an early stage
- Put in place appropriate learning and teaching strategies to overcome difficulties
- Gain insights into children's learning styles

LASS

Assessing students using *LASS* will highlight differences between actual and expected literacy levels, meaning that difficulties of a dyslexic nature or those caused by underlying cognitive problems can be quickly identified. *LASS* is an ideal, detailed follow-up for any students identified by *Rapid* as having dyslexic tendencies.

How can I use the data?

- Assess attainment in reading, spelling and reasoning
- Identify underlying problems in memory, phonological or phonic skills
- Provide support evidence when applying for special arrangements in examinations

QUICK GUIDE



AGE RANGE:
4-15 years



SUITABLE FOR:
SENCOs, Specialist Teachers/
Assessors



TEST DURATION:
15-20 minutes



TEST FORMAT:
Digital



REPORTS:
Individual report

QUICK GUIDE



AGE RANGE:
Online: 4-7 years
CD: 4-8 years



SUITABLE FOR:
SENCOs, Specialist Teachers/
Assessors, Psychologists



TEST DURATION:
45 minutes



TEST FORMAT:
Digital



REPORTS:
Individual report

QUICK GUIDE



AGE RANGE:
8-11: CD and online
11-15: CD only



SUITABLE FOR:
SENCOs, Specialist Teachers/
Assessors, Psychologists



TEST DURATION:
45 minutes



TEST FORMAT:
Digital



REPORTS:
Individual report

Joanna Horne, Anita Keates
and Judith Stansfield

Recall

Problems with working memory can hinder a student's ability to learn, particularly in maths. *Recall* assesses the fundamental working memory functions, identified by leading international researchers, through three straightforward tests, taking a total of around 25 minutes.

How can I use the data?

- Identify children at a high risk of slow academic progress
- Identify students with working memory issues, which can also affect their attainment in maths
- Inform appropriate interventions

Sandwell Early Numeracy Test (SENT)

The *Sandwell Early Numeracy Test (SENT)* enables teachers to assess a student's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language.

SENT-R is designed for children aged 4-8, and *SENT KS2-KS3* enables the assessment of older students aged 8-14 who are experiencing difficulties with numbers.

How can I use the data?

- Identify SEN students and older students whose performance is well below average for their age group
- Monitor the impact of teaching interventions

Dyscalculia Screener

The *Dyscalculia Screener* identifies dyscalculic tendencies in students aged 6-14+ years and recommends intervention strategies to help them achieve their potential. The test can play an important part in helping teachers distinguish between those students who have poor maths attainment and those whose difficulties are associated with dyscalculia.

How can I use the data?

- Inform the planning of appropriate support programmes and intervention strategies
- Communicate with parents
- Help tailor teaching to the student's individual learning needs

QUICK GUIDE



AGE RANGE:
7-16 years



SUITABLE FOR:
SENCOs, Specialist Teachers/
Assessors, Maths Teachers



TEST DURATION:
20-30 minutes



TEST FORMAT:
Digital - CD-ROM
(PC only - MAC not supported)



REPORTS:
Individual report
Group report

Helen St Clair-Thompson

QUICK GUIDE



AGE RANGE:
4-14 years



SUITABLE FOR:
SENCOs, Specialist Teachers/
Assessors, Maths Teachers



TEST DURATION:
10-30 minutes



TEST FORMAT:
Paper



REPORTS:
Group report

*Chris Arnold, Phil Brown, Moira Tallents
and Bob Waldon, Sandwell Inclusion
Support Service*

QUICK GUIDE



AGE RANGE:
6-14+ years



SUITABLE FOR:
SENCOs, Maths Teachers



TEST DURATION:
30-35 minutes



TEST FORMAT:
Digital



REPORTS:
Diagnostic group report
Teacher/Practitioner report
Parent/Carer report

*Martin Turner, Pauline Smith
and Brian Butterworth*



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Emotional Literacy

Emotional Literacy: Assessment and Intervention helps identify the status of a student's emotional literacy, measuring five key areas: self-awareness, self-regulation, motivation, empathy and social skills. Fully standardised, the assessment is divided into 7-11 and 11-16 editions.

The suggested interventions included in the toolkit offer practical and easy-to-implement ideas to support teachers in addressing the social, emotional and behavioural issues at a whole-school, group or individual level. Re-testing allows schools to monitor progress and assess the impact of those interventions.

How can I use the data?

- Understand and develop a student's emotional literacy
- Plan appropriate intervention strategies and measure their effectiveness
- As a more detailed investigation following a *PASS* survey (see p18)

QUICK GUIDE



AGE RANGE:
7-16 years



SUITABLE FOR:
Teachers, SENCOs, Educational Psychologists, Counsellors



TEST DURATION:
5-10 minutes



TEST FORMAT:
Paper

Adrian Faupel, Southampton Psychology Service

Resilience

Although school life can be challenging for vulnerable students, with the right tools it can also provide a wide range of opportunities to boost resilience, such as acting as a secure base, helping to develop self-esteem and providing constructive contact with peers and supportive adults.

Resilience, part of the *Children's Mental Health & Psychological Wellbeing* portfolio, contains six questionnaires that help identify areas where a child may need additional support.

How can I use the data?

- Assess cognitive and behavioural coping strategies
- Inform teaching strategies and follow-up activities
- As a more detailed investigation following a *PASS* survey (see p18)

QUICK GUIDE



AGE RANGE:
7-18 years



SUITABLE FOR:
Teachers, SENCOs, Educational and Clinical Psychologists



TEST DURATION:
Varies



TEST FORMAT:
Paper

Eamon McCrory and Seán Cameron

See pages 18-20 for information on the *Pupil Attitudes to Self and School* survey, which provides other insights into student wellbeing



British Ability Scales (BAS3)

The *British Ability Scales (BAS3)* assess a student's cognitive ability and educational achievement, and can be used by educational and clinical psychologists to assess students and young people who have been referred to them for reasons including learning and behavioural difficulties.

How can I use the data?

- Assess both ability and achievement at all ages, from pre-school to end of secondary
- Use in conjunction with *YARC* (see p25) to provide evidence of discrepancies between cognitive ability and comprehension of extended text

Schedule of Growing Skills (SGS)

Schedule of Growing Skills (SGS) provides a reliable 'snapshot' of a student's developmental level, including areas of strength and potential delay. *SGS* provides a clear indication of progress over time, with record forms allowing up to four assessments of any one child. The simple scoring system highlights potential delays and areas for development, indicating where referral might be necessary.

How can I use the data?

- Gain a clear graphical representation of a child's developmental level
- Track progress over time
- Use as a basis for discussion with other professionals and parents

New Reynell Developmental Language Scales (NRDLS)

The *New Reynell Developmental Language Scales (NRDLS)* is an ideal tool for identifying students' speech and language delays and impairments. It is split into two scales: the **Comprehension Scale** explores aspects of a student's understanding of selected vocabulary items and grammatical features; the **Production Scale** examines the student's production of the same features of language.

The **Multilingual Toolkit** is an additional handbook giving guidance on how to adapt and use *NRDLS* with EAL students.

How can I use the data?

- Identify speech and language delays and impairments in young children
- Guide intervention and evaluate the effectiveness of those interventions

QUICK GUIDE



AGE RANGE:
3-17 years



SUITABLE FOR:
Educational/Clinical Psychologists



TEST DURATION:
30-45 minutes



TEST FORMAT:
Paper

Colin D Elliott and Pauline Smith

QUICK GUIDE



AGE RANGE:
0-5 years



SUITABLE FOR:
Early Years Professionals,
Educational Psychologists



TEST DURATION:
20-30 minutes



TEST FORMAT:
Paper



REPORTS:
Record form (self-compiled)

*Martin Bellman, Sundra Lingam
and Anne Aukett*

QUICK GUIDE



AGE RANGE:
2-7 years



SUITABLE FOR:
Speech & Language Therapists



TEST DURATION:
35-60 minutes



TEST FORMAT:
Paper



REPORTS:
Record form (self-compiled)

*Susan Edwards, Carolyn Letts
and Indra Sinka*



Exact

Time-efficient assessment for exam access arrangements

Awarding organisations will allow accommodations to ensure that students sit their exams under conditions that reflect their normal way of working. For students with barriers to learning, these arrangements may include:

- extra time
- a reader
- a scribe.

Exact is a comprehensive assessment that allows you to screen a whole group to confirm which students may be eligible for additional arrangements when taking exams. This means that you can be confident about referral decisions. Both teachers and specialist assessors can use results from *Exact* in their role in the application process.

How can I use the data?

- As a screener for exam access requirements
- As evidence to support applications for access arrangements to **JCQ** (Joint Council for Qualifications), **CIE** (Cambridge International Examinations) or **IBO** (International Baccalaureate Organization)
- To assess students with specific learning difficulties or specific problems, such as slow handwriting, spelling or reading comprehension

QUICK GUIDE



AGE RANGE:
11-24 years



SUITABLE FOR:
SENCOs, Specialist Teachers/
Assessors



TEST DURATION:
30-40 minutes

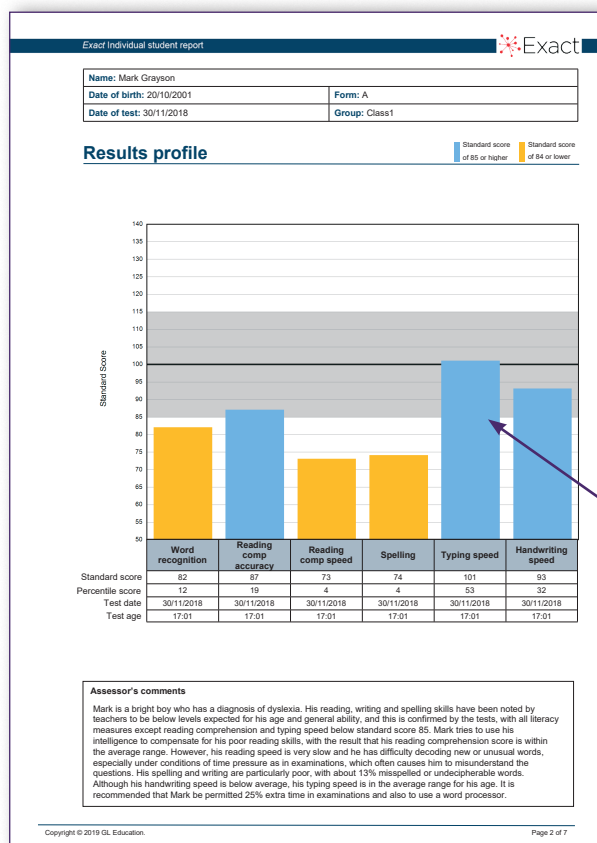


TEST FORMAT:
Digital



REPORTS:
Group Excel report
Individual student report
covering:
• Word recognition
• Reading comprehension
(accuracy and speed)
• Spelling
• Writing to dictation
(typing and handwriting)

Jonathan Ferrier and Joanna Horne



Efficient, practical and easy to use, *Exact* has become a staple assessment tool for busy learning support departments in UAE schools. The computer-based test allows teachers to screen students with learning difficulties, allowing cost-effective identification of students for access arrangements within the school setting.

Grainne Boyle, Educational Psychologist and Director, Insights Psychology DMCC

Scores are colour-coded blue or yellow for easy identification of those areas that are below the normal range, where exam access arrangements may be needed.

This **Exact** report shows the standard scores for the six different measures.

Baseline[®] and Baseline Progress

Measure student progress in the first year of primary school






Baseline[®] and *Baseline Progress* provide you with an efficient, child-friendly and reliable way of assessing literacy, language and communication and mathematics in three short, picture-based sections that require no reading. Fully standardised for students aged 4–5 years, *Baseline* is used as children enter school and is delivered in a unique, dual-tablet format.

Administered in the same way, *Baseline Progress* assesses literacy and mathematics, enabling you to measure progression and help to quantify the progress made by young learners. *Baseline Progress* can also be used as a standalone measure.

How can I use the data?

- Create a baseline for literacy and mathematics on entry to school
- Use quantitative data alongside teacher observation data to support teaching and learning
- Measure progress at the end of the first year in school (*Baseline Progress*)
- Track progress across the primary years through links to the *Progress Test Series*
- Communicate with teaching staff and parents

QUICK GUIDE

-  **AGE RANGE:**
4–5 years
-  **SUITABLE FOR:**
Teachers, Teaching Assistants
-  **TEST DURATION:**
25 minutes
-  **TEST FORMAT:**
Digital (two tablets required)
-  **REPORTS:**
Group report for teachers
Individual student report for teachers
Individual report for parents
Cluster report

GL Assessment

Name: Chloe Morgan

School: Thompson Academy

Group: Reception

Date of Assessment: 8th September 2015

Age: 4:06

Sex: Girl

Scores

	Standard Age Score (SAS)	National Percentile Rank	Stanine	Group Rank	SAS with 90% confidence bands									
					60	70	80	90	100	110	120	130	140	
Literacy and Language & Communication	85	16	3	=5										
Mathematics	100	50	5	5										
Overall	95	37	4	6										

Analysis of questions answered by category

Assessment	Category	Questions attempted	Student % correct	National % correct	Student/national difference
Language and Communication	Expression	2/13	15%	38%	- 23%
	Comprehension	9/11	82%	49%	33%
Literacy	Phoneme deletion	2/7	28%	55%	- 27%
	Phoneme isolation	2/9	22%	75%	- 53%
Mathematics	Number	7/12	58%	81%	- 23%
	Shape and measures	3/4	75%	70%	5%

The **Individual student report for teachers** summarises the results for each child, with narratives offering suggested next steps.

Look at the scores for the two parts of each section – any difference may be helpful when planning teaching or intervention.

Kirkland Rowell Surveys (KRS)[®]

Stakeholder surveys are an integral part of any self-evaluation system, establishing and monitoring the changing perceptions of parents, students and staff over time. This is particularly important for international schools where parental expectations are typically very high.

Kirkland Rowell Surveys (KRS)[®] enable schools to understand what is important to their stakeholders and discover how satisfied they are according to selected criteria.

The surveys are delivered online, with questionnaires for parents, students and teachers. We have standardised for international schools, helping you to identify areas of strength within the school and where school development plans should focus in future.

How can I use the data?

- Identify a baseline for self-evaluation, engaging the whole school community
- Measure the changing perceptions of parents, students and staff
- Benchmark against other international schools
- Verify that school development plans are on track
- Provide findings for marketing and communication strategies and inspections

QUICK GUIDE



AGE RANGE:
5-18 years (student survey)



SUITABLE FOR:
Teachers, Senior Leaders,
Governors, Parents, Students



TEST DURATION:
Untimed



TEST FORMAT:
Digital



REPORTS:
Parental survey report
Pupil survey report
Staff survey report
Combined executive report

The Black Box Series

Based on extensive research by King's College, London, *The Black Box Series* offers practical advice for teachers on how to implement the key techniques within formative assessments. This includes questioning, feedback and peer/self-assessment.

Comprising both generic and subject-specific booklets, the series includes important research findings and recommendations for supporting and embedding assessment for learning in classrooms.

How can I use the data?

- Improve students' learning through formative assessment
- Make use of evidence-based ideas and advice on the improvement of classroom assessment
- Learn how to interact more effectively with students across a range of subject areas

QUICK GUIDE



AGE RANGE:
8-18 years



SUITABLE FOR:
Teachers, Assessment
Co-ordinators, SENCOs



TEST DURATION:
Untimed



TEST FORMAT:
Paper

Paul Black, Christine Harrison, Bethan Marshall and Dylan Wiliam

Admissions

International schools face a number of challenges in making quick and informed admissions decisions. These include:

- evaluating a student's current attainment in the context of prior teaching
- assessing special educational needs, including Gifted and Talented
- recognising the true potential of EAL students and identifying the level of literacy support needed.

Our assessments can support this decision-making process, providing instantaneous reporting, robust benchmarks and personalised reports to support conversations with parents.

For example, *CAT4* provides a comprehensive profile of your prospective students' strengths and weaknesses, current attainment and future potential – to support the admissions process. *NGRT* can be used to evaluate current literacy levels and future needs. The *PT Series* is ideal for benchmarking current attainment on entry.

Placement Test

Designed to support schools in making rapid and robust decisions during the admissions process, the *Placement Test* digitally assesses English proficiency and reasoning ability in approximately 90 minutes.

Because the assessments are not curriculum specific, they are suitable for all schools that are teaching through the medium of the English language.

The clear and easy-to-understand reports are available online immediately following the assessment, providing scores for English literacy, non-verbal reasoning, quantitative reasoning, overall reasoning ability and reading age.

How can I use the data?

- Gain insight into the student's reasoning and academic potential, rather than relying on previous school reports, attainment test results or interviews
- Identify students who may require additional English language support to allow them to fully access the curriculum
- Communicate effectively with parents as part of the admissions process
- Ensure that students' learning needs are known, and any support requirements can be provided for

The Individual Report for Teachers provides a reliable indication of the student's English language proficiency in comparison to their peers.

QUICK GUIDE



AGE RANGE:
7-14 years



SUITABLE FOR:
Teachers, Senior Leaders,
Assessment Co-ordinators



TEST DURATION:
90 minutes

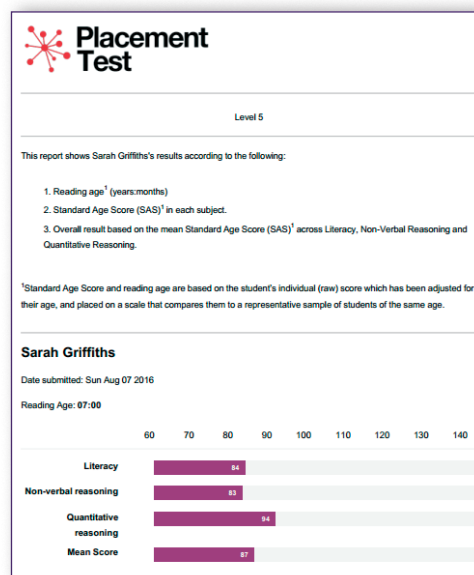


TEST FORMAT:
Digital



REPORTS:
Group report for schools
Individual student report

GL Education



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Doddle

Online teaching, learning and homework platform with over 23,000 resources across 18 subjects

Doddle is an online platform with ready-made resources designed to support quality teaching and learning.

Covering 18 subjects, *Doddle* includes presentations, animations and quizzes that can be used to build lessons or assign to students as homework alongside teachers' own materials. Revision resources help students to prepare for exams, with all resources linked to major exam boards.

- **Presentations** and **interactive activities** increase student engagement and help raise attainment
- **Self-marking quizzes** produce question-level analysis in your personalised markbook, enabling quick identification of gaps in learning at both student and class level, supporting targeted intervention

How will Doddle help me to deliver a quality lesson?

1. **Plan lessons** using ready-made presentations with high-quality content and detailed explanations of complex concepts
2. **Engage students** with a range of activities, from drag-and-drop challenges to interactive animations
3. **Test your students' knowledge** with self-marking quizzes that can be set as homework for students to access at home
4. **See how much students have learnt**, with all results feeding back into your markbook
5. **Revise** everything you've taught, with audio-supported revision activities
6. **Ensure your students understand technical vocabulary** with pull-out glossaries, supporting EAL learners' comprehension of the more difficult topics

QUICK GUIDE



AGE RANGE:

11-16 years (17-18 years for Science and Maths)



SUITABLE FOR:

Teachers, Students, Parents



FORMAT:

Access via web browser on Mac or PC
Student and parent app available on Apple and Android

SUBJECTS COVERED:

Maths, Science, English, ICT & Computing, History, Geography, French, Spanish, German, PE, Drama, Music, Art, RS, Business, Citizenship, D&T, PSHEE

“

The *Doddle* activities have a strong focus on literacy, and this has been incredibly useful as the majority of our pupils are learning English as a second language.

Dr Nicola Porch, Head of KS3 Science, Caxton College (UK curriculum)

”

Home

Resources

Markbook

Students

French ▾ Mr Harper ▾

DODDLE QUI! French

Save

Teach

Assign

0

Overview

Submitted

Quizzes ▾

Progress Tests

Student Activity

10

Score ▾ Best ▾

Display ▾ % ▾

Sort ▾ Due date ▾









































Show ▾ All assignments ▾

Hide blank rows ▾

10B

Red scores indicate that the student has completed the quiz after the due date.

Download

Student Name	Average	 72%	 62%	 65%	 66%
		En train	Higher Reading (4-9) 1	The subjunctive	Le Logement
Elliot Addams	34%	 72%	 23%	 20%	 36%
Madison Blalock	40%	 68%	 22%	 60%	 36%
Harry Bloggs	89%	 96%	 85%	 80%	 100%
Danny Bourne	77%	 88%	 87%	 52%	 68%
Hilary Crofts	64%	 80%	 62%	 44%	 72%
Zoe Devereux	90%	 100%	 87%	 92%	 88%
Olivier Guyan	93%	 100%	 95%	 88%	 88%
Lila Holding	81%	 48%	 80%	 100%	 96%
Darren Jacobson	39%	 64%	 30%	 20%	 52%

The *Doddle* markbook provides question-level analysis, while confidence ratings express how a student is feeling about a certain topic.



How can Doodle help you embed retrieval practice in your school?

- **Spaced learning** – set homework and revision throughout the year so that students return to topics they have learnt previously
- **Quizzing** – low-stakes testing helps reinforce key topics, while students can repeat the quizzes as often as they like in order to better their score
- **Always provide feedback** – recap slides provide students with formative and immediate feedback, addressing misconceptions and explaining difficult concepts
- **Doesn't take time out of your schedule** – quizzes can be set as homework, and marks are automatically collated into your online markbook

Retrieval Practice

Memory loss can be rapid and significant in the days following the first introduction to a topic. No matter how memorable the lesson, if knowledge isn't revisited, it can be almost entirely forgotten within a week. Each time a lesson is revisited, however, it will take longer for students to forget what has been learned. Having to retrieve knowledge repeatedly throughout the year means that students can more readily retrieve and apply it in exams.

Student Name	Average	Speed and velocity mini quiz	Ultrasound mini quiz	Code all and find a station mini quiz	Electromagnetism mini quiz
Elliot Adams	99%	100%	97%	100%	100%
Madison Black	65%	64%	60%	57%	68%
Danny Boume	64%	68%	57%	60%	72%
Hilary Crofts	79%	76%	80%	83%	70%
Zoe Devenem	71%	88%	67%	70%	60%
Harry Fletcher	68%	60%	63%	60%	63%
Oliver Goyan	95%	96%	93%	97%	84%
Liza Holding	64%	52%	77%	87%	80%
Darren Jacobson	50%	48%	53%	57%	40%
Tabitha Jones	75%	80%	80%	73%	68%
Henry Ladelaar	55%	48%	50%	60%	60%
Josephine Masters	69%	88%	67%	63%	60%
Matt Mayer	67%	49%	67%	87%	64%
Charlotte Nayer	58%	52%	53%	70%	48%

Definitions help EAL learners to understand different concepts.

How can Doodle support high-quality learning in your school?

- Ensures consistent, quality teaching across every department, with all homework on one platform
- Supports teaching of both the iGCSE and local curriculum
- Enables co-planning, with shared areas and homework tasks
- Tracks all your students' homework submissions and results in the markbook
- Allows you to easily see which students need further support via the student confidence rating for each resource, as well as an individual breakdown of results for every question and every student
- Provides timely, formative feedback with revision slides as students progress through a quiz
- Supports flipped learning, with many teachers assigning work to build students' knowledge before a lesson
- Enables students and parents to access homework anywhere, via the *Doodle* app – both receive daily notifications to keep them up to date with any homework due, while students can also view and complete resources on the app

Find out more at doodlelearn.co.uk/international

“We didn't want students spending all their time looking around, trying to find resources, so we built *Doodle* into our schemes of work, our teaching and our assessments. Some students like the fact that they can re-do the lesson by themselves and at their own pace, while the interactive nature of the animations really appeals to them.”

**David Williams, Biology Co-ordinator,
The British School of Kuwait
(UK curriculum)**



Supporting international schools

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 and Workshops

- Free access to **online webinars** will help you to administer and interpret our assessments and discover how other international schools are using the data to improve teaching and learning.
- **E-learning support videos** – bite-sized modules cover all aspects of the assessments, from basic administration to the format of reporting.
- **Data workshops and seminars** – delivered globally by experienced trainers, these sessions provide detailed guidance in getting the best from your GL assessments. Supported by well-designed training materials, they will equip you to repeat the training at your own school.
- **Online workshops** – for those who are unable to travel to our workshops and seminars, our range of online workshops provide the answer. Delivered by data experts, the courses run over a number of weeks, allowing delegates to complete their tasks at a time that suits them.

Forthcoming events include:

Using GL Education data effectively **SEMINAR**

A comprehensive introduction to the way many international schools are using a combination of assessments to produce data on students' ability, attainment and attitudes, supporting personalised teaching and learning.

Using CAT4 data effectively **WORKSHOP**

Supporting those new to *CAT4* testing, these workshops will help schools in understanding how assessment data and reports from *CAT4* can be used effectively to improve teaching and learning in the classroom.

Data triangulation **WORKSHOP**

Practical guidance on developing a holistic approach to assessment throughout your school. We will demonstrate how the reports provided by *CAT4*, the *PT Series* and *PASS* can be compared to provide actionable insight at a student, class and whole-school level.

Find out more at gl-education.com/events-training/seminars-and-workshops

For information on our online workshops go to gl-education.com/events-training/online-workshops

Support and Training

We also work with a number of organisations which regularly help international schools to develop their assessment practice using GL Education's assessments.

Find out more at gl-education.com/training-support

Online support

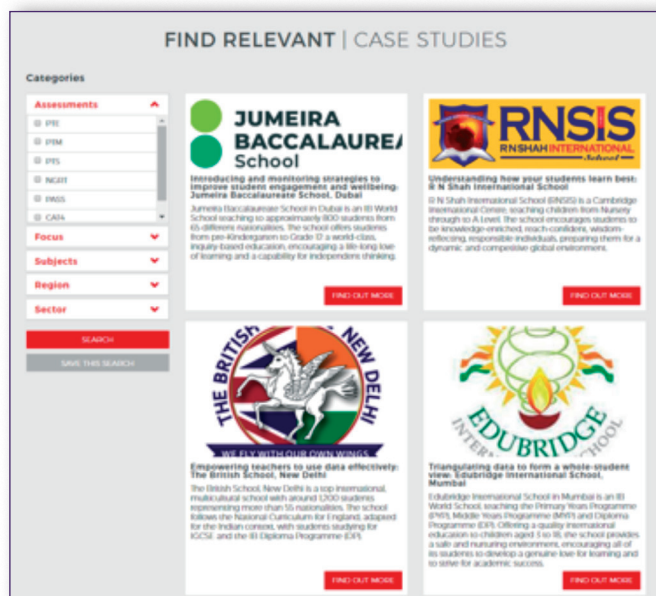
The GL Education website offers a comprehensive bank of resources and information to support your use of the assessments.

These include:

School case studies

Find out how schools like yours have used our assessments to better understand their students and inform differentiated teaching and learning.

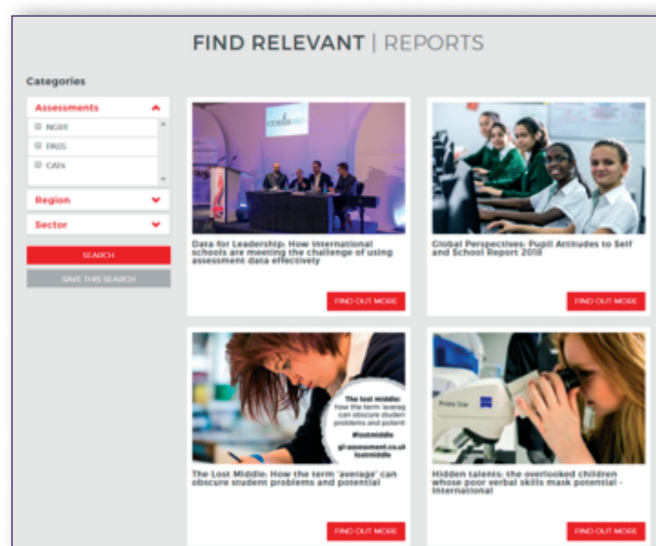
Find out more at
gl-education.com/news-hub/case-studies



News articles and reports

Read the latest research findings for international schools.

Find out more at
gl-education.com/news-hub



Admin guides, parental letters, curriculum links

Guides to using all of our assessments can be found on each of the product support pages.

Get in touch

Our international Customer Services team are experienced in the international education market and understand the specific needs of international schools. To discuss your school's unique assessment and school improvement requirements, please don't hesitate to contact us.

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Email international@gl-education.com
Visit gl-education.com

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