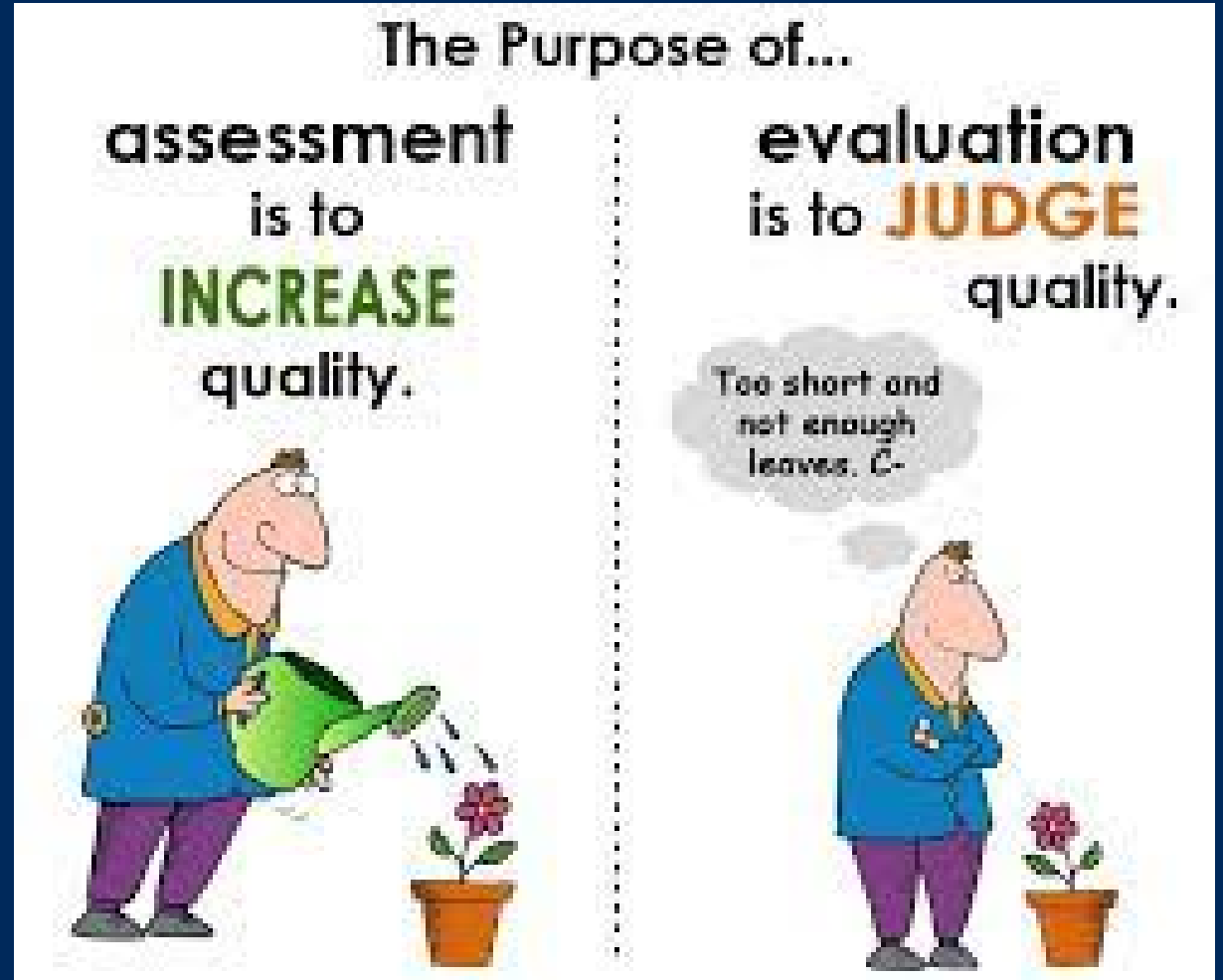




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# Assessment and Reporting

21<sup>st</sup> September 2022





# CAT 4 & Progress Test Series



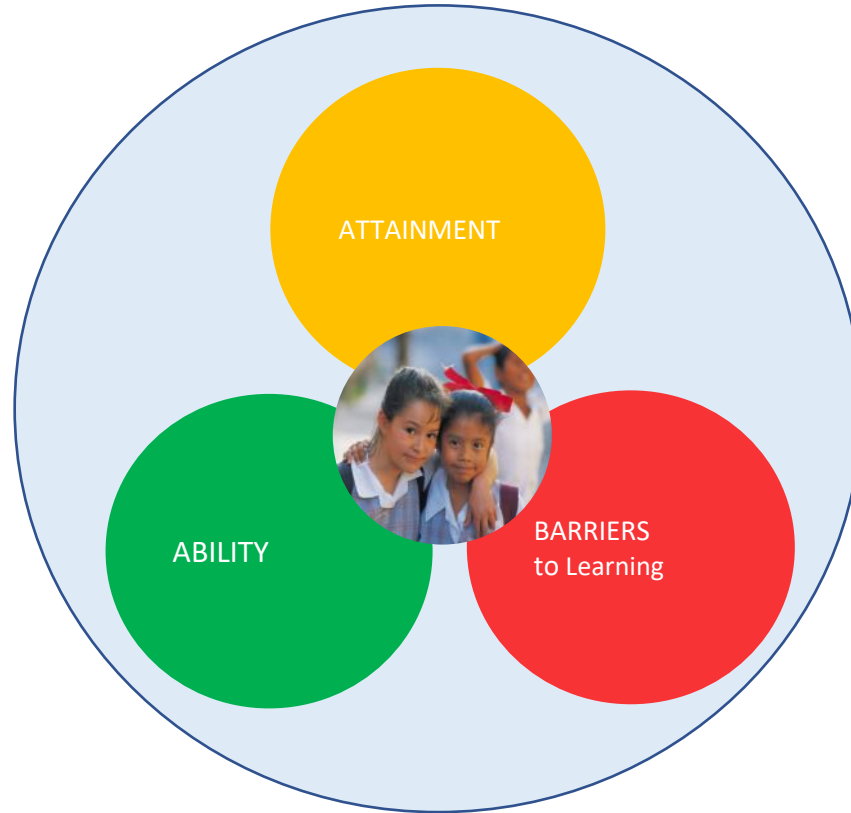
- ✓ Provide objective targets
- ✓ Objective judgement on school progress
- ✓ Aligned to curricula across a UK curriculum.
- ✓ PT reports enable teachers to measure attainment and (in second year of use) track progress



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# A Whole Student Approach



CAT4





**“What could be .... ”**

- Strengths and weaknesses?
- How far can they go and how fast?



**“What is now .... ”**

- How are they progressing?
- What do they know and understand?
- Where are the gaps?

**How do we get from “What is now” to “What could be”?**

- How engaged or confident are they?
- Do they have learning difficulties?



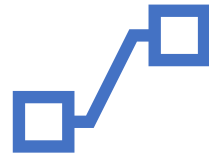


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## CAT4

September



## PASS

December



## PT Series

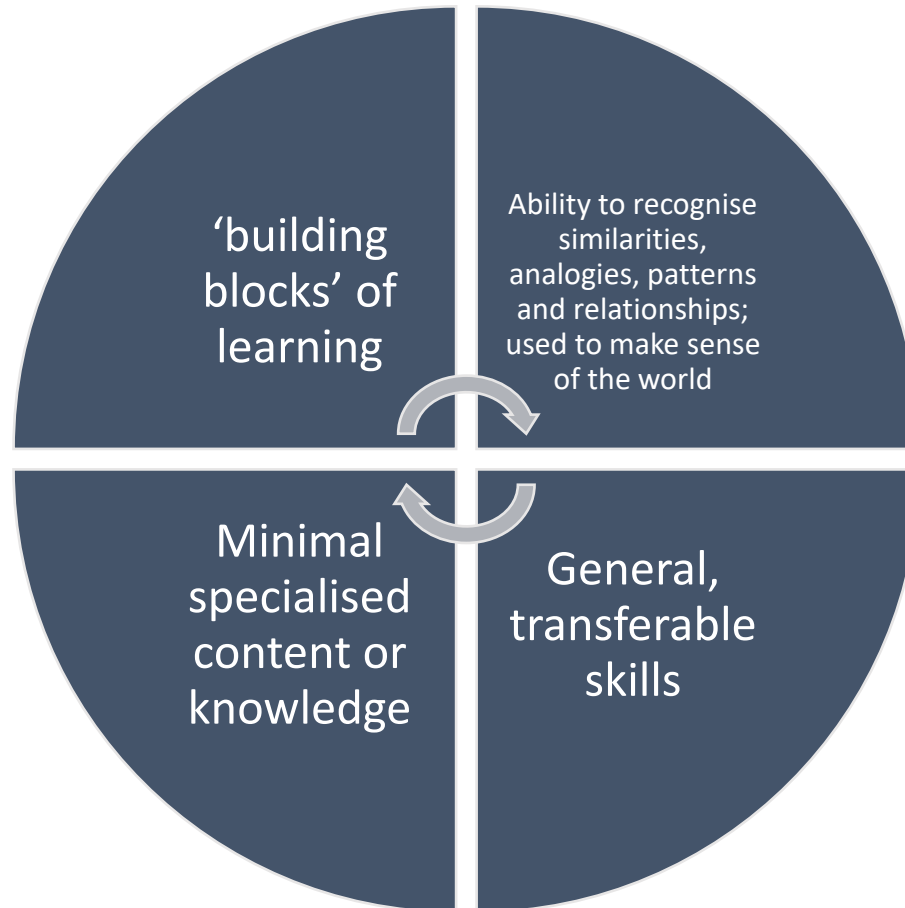
May/June

- **CAT4** – Year 4,7,10 and 12 (the beginning of each KS)
- **PASS** – all students year 2 – 13
- **Progress Test** – Year 1 -9



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# How is the CAT4 different from an attainment test



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Verbal  
reasoning

Quantitative  
Reasoning

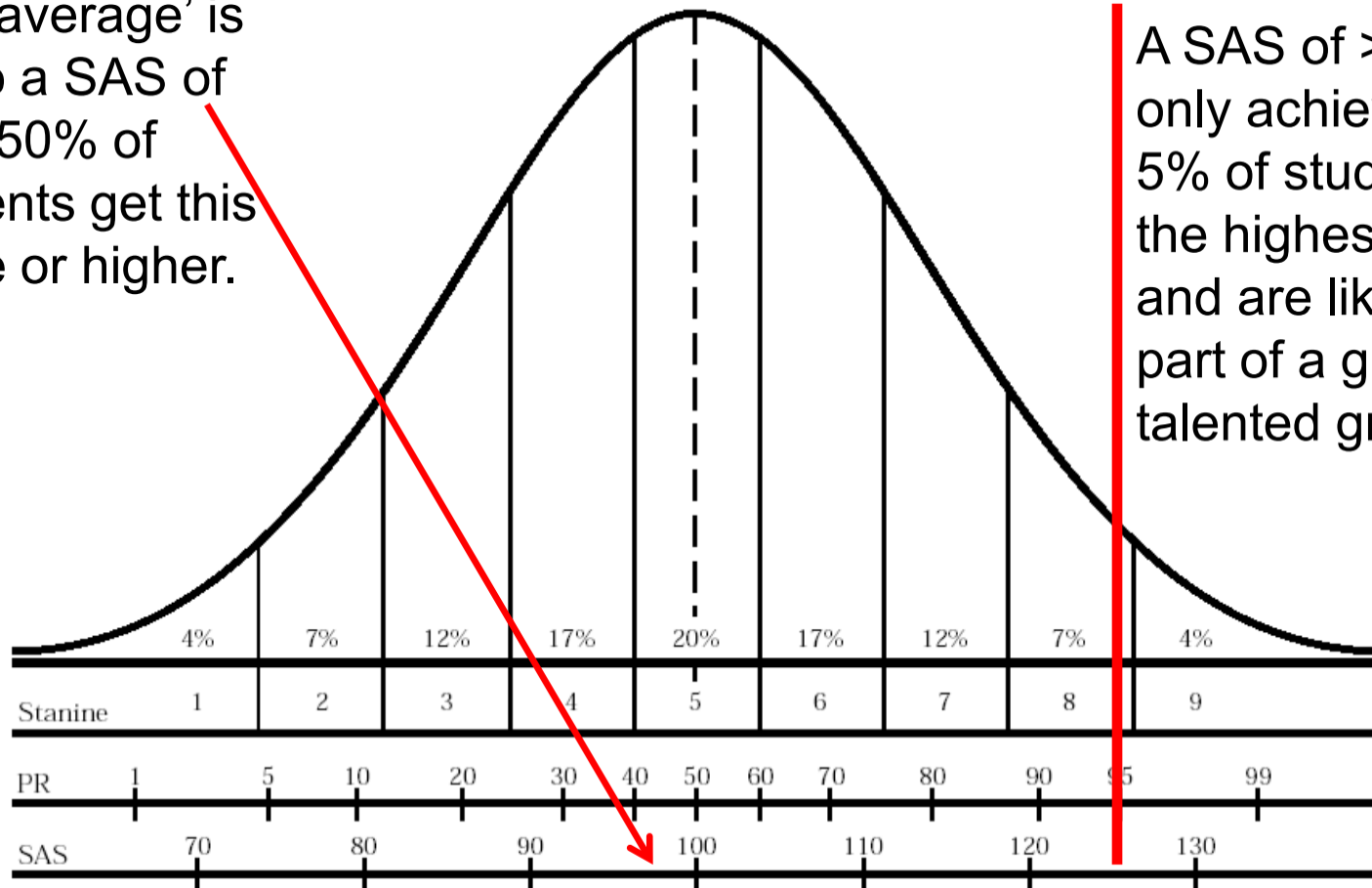
Spatial  
Ability

Non-verbal  
reasoning





The 'average' is set to a SAS of 100. 50% of students get this score or higher.



A SAS of >125 is only achieved by the 5% of students with the highest ability and are likely to form part of a gifted and talented group



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# CAT4/NGRT/PTS

Stanine	SAS	Descriptor
9	127-141	Very high
8	119-126	High
7	112-118	Above average
6	104-111	Average
5	97-103	Average
4	89-96	Average
3	82-88	Below average
2	74-81	Low
1	59-73	Very low



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# Progress Test





## Progress test

- **PTE** – English – (Year 7,8 and 9)
- **PTM** – Maths – (Year 7,8 and 9)
- **PTS** – Science – (Year 8 and 9)



## English – PTE



- **PTE12-14 tests** English Skills through spelling and a proof reading task and a sentence completion task – all in context – plus reading comprehension based on two linked passages.



# Maths – PTM

- the key content: **number, measurement, geometry, statistics and algebra** (appropriate to the age of the pupils)
- the key process skills: **fluency, mathematical reasoning and problem solving.**

Maria lives three quarters of a mile from school.  
Sarah lives five eighths of a mile from school.

a Who lives nearer to school?

Answer \_\_\_\_\_

b Callum lives seven eighths of a mile from school.

How much further is Callum's house from school than Maria's?

Answer \_\_\_\_\_ miles

6

Omar needs nails for his hardware shop.  
The nails are in packets of 100.  
Twenty-four of these packets fill a box.  
Omar buys 15 boxes.

How many nails does Omar get?  
Show how you work it out in the box.



Answer \_\_\_\_\_ nails

13

Adam looks at a rock.



Rock type	Common properties
Limestone	<ul style="list-style-type: none"> <li>• Fossils on surface</li> <li>• Light</li> </ul>
Sandstone	<ul style="list-style-type: none"> <li>• Layers</li> <li>• Bands of light and dark colours</li> </ul>
Pumice	<ul style="list-style-type: none"> <li>• Holes on surface</li> <li>• Dark</li> </ul>
Obsidian	<ul style="list-style-type: none"> <li>• Dark</li> <li>• Smooth and glassy</li> </ul>

Based on the table, which type of rock is Adam looking at?

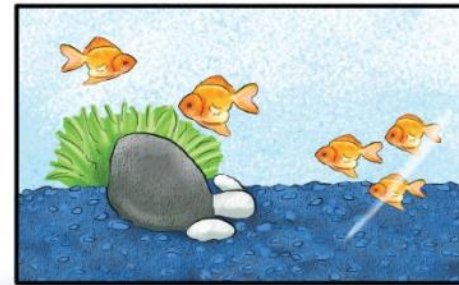
- A limestone
- B sandstone
- C pumice
- D obsidian

## Example PTS questions, Age 10 and 11

30

Emma feeds some fish in a tank at 8am, 1pm and 8pm every day for two weeks.

She observes that the fish eat more in the morning than at the other times of day.



Hassan wants to check Emma's results. Hassan should do this by...

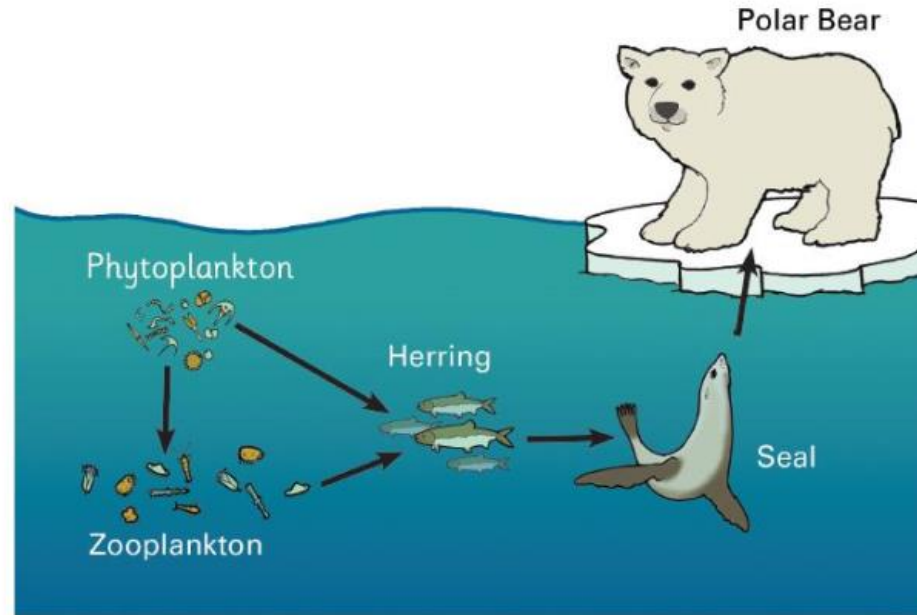
- A ...repeating the experiment exactly as Emma did it.
- B ...only feeding the fish at 1pm and 8pm.
- C ...changing the type of food given to the fish.
- D ...giving the fish more food later in the day.



# Example question, Age 13

35

An Arctic food web is shown.



Which are the primary consumers in this food web?

- A the herring and the zooplankton
- B the phytoplankton and the zooplankton
- C the polar bear and the seal
- D the seal and the herring





# Group Student Report

## Individual Student Report





# Individual Student Report for Teachers

- Progress Test in Maths

## Scores

No. attempted (/67)	SAS	SAS (with 90% confidence bands)								ST	NPR	GR (/25)	Maths level	Progress Category
		60	70	80	90	100	110	120	130					
67	141									99	99	1	6c	Above average

## Analysis of Curriculum Content categories

Curriculum Content category	Number of questions	Student % correct	National % correct	Student/national difference
Fluency in facts and procedures	9	100%	72%	28%
Fluency in conceptual understanding	20	100%	62%	38%
Mathematical reasoning	30	100%	55%	45%
Problem solving	8	100%	44%	56%



## Implications for teaching and learning

- By comparing scores from a previous administration of *PiMIPTM* it is possible to categorise progress as either below average (the student has not made as much progress as would be expected), average (the student has maintained the level of performance as shown in the last test) or above average (the student has made more progress than would be expected).
  - Rebecca took *PTM10* in April 2014 and from then until now has made above average progress in her English.
- Reviewing the *Analysis of Curriculum Content categories* will help to identify where there are specific strengths and weaknesses and to plan next steps.
- Where performance is fairly evenly balanced across the curriculum categories, this suggests that Rebecca will generally demonstrate a level of understanding of mathematical concepts at least commensurate with this age, irrespective of whether this is in a format requiring steps in a calculation to be written down, or in mental maths when only 'jottings' or nothing is written. Rebecca is developing the language of mathematics above the expectations for this age. Fluency and agility are better developed than average across both mental maths and applying and understanding maths.
- Where scores across the curriculum categories are uneven, specific areas of weakness might be addressed as follows:
  - Further targeted practice in the areas identified as being relatively weaker.
  - Practical activities using equipment that is designed to help Rebecca to 'see' the thinking that lies behind any concepts that are not yet secure.
  - Get Rebecca to explain workings to another pupil so that any misconceptions can be highlighted and corrected through discussion.
- Rebecca is secure in performing the basic mental calculations expected for this age group and has performed above average in this aspect. These include fluency with whole numbers and the four operations, including number facts and the concept of place value.

# Individual report for parents

<b>Name:</b> Anthony Jameson		
<b>School:</b> Sample England School		
<b>Group:</b> ST	<b>Sex:</b> Male	
<b>Date of first test:</b> 16/04/2014	<b>Level:</b> 10	<b>Age:</b> 9:09
<b>Date of second test:</b> 16/04/2015	<b>Level:</b> 11	<b>Age:</b> 10:09

## What is Progress Test in Maths?

The new National Curriculum was introduced in September 2014. The study of Maths is at the heart of the curriculum (alongside English and science). *PTM* provides a series of age-appropriate tests for teachers to use year on year to ensure that students are making and maintaining good progress in both mental maths and in their ability to use and apply maths.

*PTM* assesses the key content aspects of Mathematics: number, measurement, geometry, statistics and algebra appropriate to the age of the pupils, together with the key process skills, fluency, mathematical reasoning and problem solving.

The test is in two parts – Mental Maths and Applying and Understanding Maths. Mental Maths questions are timed and read aloud (either by the teacher or played from a *PTM* audio file). Applying and Understanding Maths questions are answered at the pupil’s own pace, read from their own question booklet or on screen.

## Profile

PTM	
-----	--

## Description of profile

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

# Assessment

- KS3 – WT, WAT, WAB
  - KS4 – A\*- WT
  - TPG – 10 to 13



- Working Towards
  - Working At
  - Working Above
  - +, =, -
- 
- Assessment is common
  - Linked to BISP subject assessment framework

KS3



## KS4 and KS5

- A\*, A, B, C, D, E, F, G and WT
- Using the GCSE/A level syllabus
- Grade skills and knowledge to date.
- AS/A level A\* - E, WT
- Teacher Predicted Grade
  - **Y10** – A\*-B, B-C, C-D, D-E, E-F ....
  - **Y11, 12 and 13** - A\*, A, B, C, D, E ....



## Dates for the Diary – Assessment Windows

- Progress snapshot 1 assessment Window - 6/9/22 – 7/10/22
  - Progress snapshot 2 assessment Window - 14/11/22 – 25/11/22
  - Progress snapshot 3 assessment Window - 13/2/23 – 24/2/23
  - Progress snapshot 4 assessment Window - 22/5/23 – 9/6/23
- 
- PT Series exams – 15/5/23 - 19/5/23
  - Year 11-13 mock exams – 9/1/23 - 20/1/23





# Dates for the Diary – Reports

## Term 1

- Data Report published 14/10/2022
- Full report published 7/12/2022

## Term 2

- Data report published 3/2/2023 ( Mock results 11-13)
- Data report published 9/3/2023

## Term 3

- Data report published 19/4/2023 (Full report 11-13)
- Full report published 27/6/2023



# Dates for the Diary – Parent Consultation

## Term 1

- Parent Consultation 17/10/2022

## Term 2

- 11 – 13 Parent Consultation 6/2/2023
- FS – 8 Parent Consultation WB 13/3/2023
- 9 – 10 Parent Consultation 20/3/2023





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