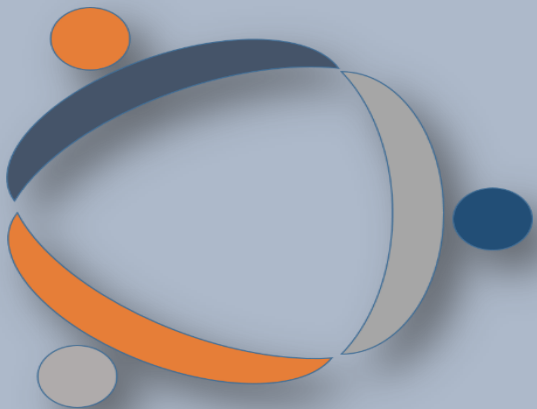


# Key Stage 3 Parents' Forum

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# Assessment and Reporting



# Evening Aims

- What are Key Stages?
- CATs – what are they? What do I need to know?
- Target Grades – How are they calculated?
- How we assess and report?
- Classwork, behaviour and effort
- The future



# Key Stages at HCC

- **KEY STAGE 2**

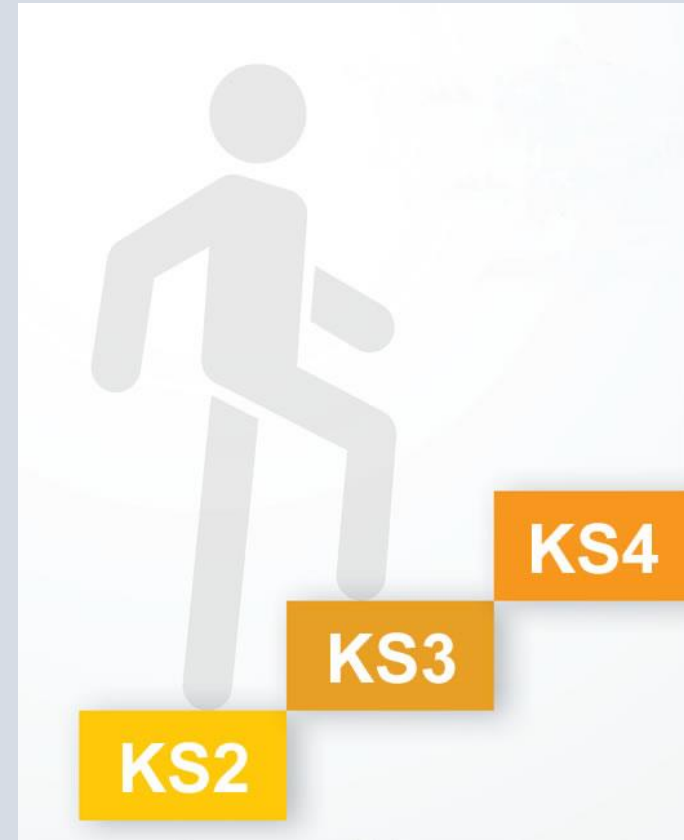
End of Primary School

- **KEY STAGE 3**

Years 7 and 8

- **KEY STAGE 4**

Years 9 – 11



# CATS – What are they?

- Cognitive Ability Tests
- A test of thinking skills



# CATS Scores

These are measured as a Standardised Age Score (SAS) centered around 100, where 100 is the national average performance for that child's age.



# CATS – Why?

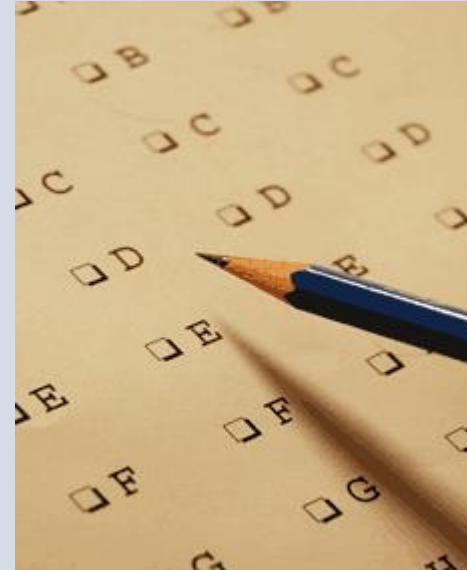
- They are used in many schools and forms the basis for discussion about how best an individual can learn and reach his or her potential in school.
- It does not require any prior knowledge and you cannot ‘learn’ how to answer the questions so is, therefore, a good test because everyone starts at the same place.
- The abilities tested such as spatial ability, may be difficult to demonstrate in the classroom so it is important that teachers know the level of a student’s ability in such areas.
- Results will help teachers decide about the pace of learning that is right for an individual and whether additional support or challenge is needed.
- Unlike an English or maths test, is not a test of what the student has learned. It tests how an individual can think in areas that are known to make a difference to learning and achievement.



# CATs – Different tests

There are four types of test:

- Verbal reasoning
- Quantitative reasoning
- Non-verbal reasoning
- Spatial ability





# CATs- verbal reasoning

Rain      Fog      Sunshine

Winter	Snow	Weather	Dark	Night
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Carpet ⇨ Floor:

Curtain ⇨

Window	Shade	Hang	Drapes	Cloth
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# CATs – quantitative reasoning

[1  $\Rightarrow$  2]

[5  $\Rightarrow$  10]

[4  $\Rightarrow$  ?]

5	7	8	9	10
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18    5    17    7    16    9     $\Rightarrow$

11	12	13	14	15
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# CATs – non-verbal reasoning



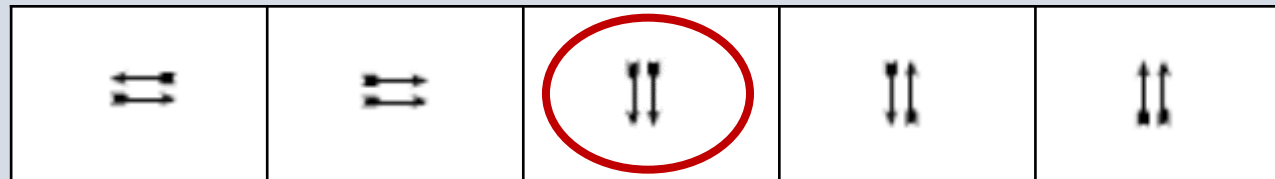
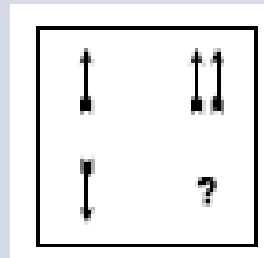
A

B

C

D

E



A

B

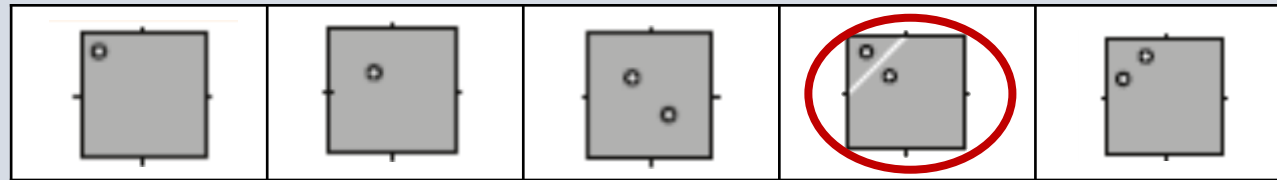
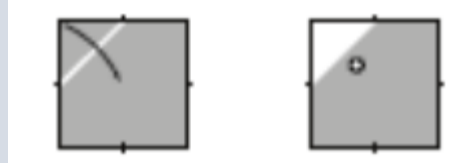
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# CATs – spatial ability



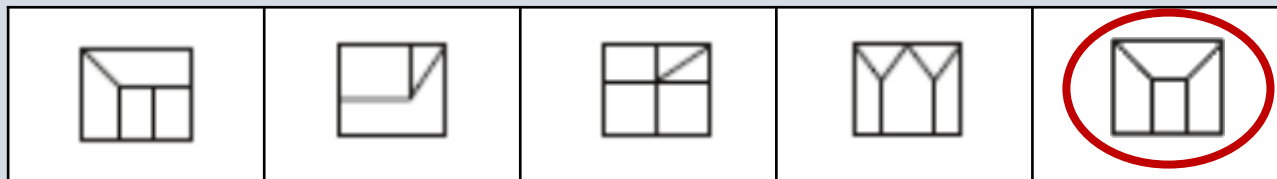
A

B

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D

E



A

B

C

D

E



# Target Grades

- Calculated from Key Stage 2 SATs scores – for a child making 3/4 levels of progress to GCSE (depending on prior ability).
- Targets for Key Stage 3 are then calculated by a flight path.
- In January, targets may be revised in the light of CATs data (especially for practical subjects) and also teachers' professional judgment.





# Assessment – how?

- Four times a year teachers will assess how well your child is doing and you in turn will receive progress data.
- This assessment will be from:
  - Internal testing
  - Homework set throughout the term
  - Classwork set throughout the term
  - Class responses



# Other Reporting Grades

- Teachers will also comment on Classwork, Behaviour and Effort
- Grades will be given a score of 1-4, where:
  - 1 is Excellent
  - 2 is Good
  - 3 is Inconsistent
  - 4 is Unsatisfactory





# The Future

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Life after levels . . . .

*We are considering all options in consultation with our Teaching School Alliance.*



# The Future

## GCSEs are changing . . .

- Grades are being replaced by a number system from 9-1, where 9 is the highest and 1 the lowest
- The Government benchmark for a good pass will be a 5.



# The Future – letters to numbers

- The Government has said that a 5 will be the top two thirds of the old C grade and the bottom third of a B.

Old GCSE structure	A* A	B C	D E F G	U
New GCSE structure	9 8 7	6 5 4	3 2 1	U

- The top 20% of students getting an A\* grade will be given a 9 under the new measures.
- A 1 is equivalent to a G grade.

**Things are getting harder!**



# Questions

- **Key Stages**
- **CATs**
- **Target Grades**
- **Assessment, reporting and EXAMS!**
- **Classwork, behaviour and effort**
- **The future**

