

## Braemar House School Results for the CAT- 4 tests undertaken October 2010.



The CAT-4 results come essentially in two reports: “criterion-referenced” (specific expectations matched to Canadian curriculum) and “norm-referenced” (comparisons against a representative Canadian sample). This test is useful in its analysis of a child’s strengths and needs, and provides a snapshot of a child’s academic ability at a given time.

The expectations that are suggested in the **criterion-referenced** portion take into account the Ontario Provincial Curriculum as well as curriculum from across the country. Students are evaluated as Low, Competent or Proficient, and the “end-of-grade expectations” are what would be expected at our test time - the end of the first month of the school year (ie Grade 1.1, 2.1, 3.1 etc).

The test for Grades 1 and 2 is not similar enough to allow us to report it with the rest of the school; however 52% of our students in these grades are performing in Reading at the Competent level and 42% at the Proficient level - a terrific foundation for later learning. In Mathematics 45% of these same students are performing at the competent level and an impressive 55% at the Proficient level! That means all of our Grade 1 and 2 students met the test’s curriculum expectations for Math.

For students in Grades 3 to 8 the results are a little more detailed and obviously excellent:

<b>Grade 3 to 8 Results</b>	Low	Competent	Proficient
Reading	13%	72%	14%
Vocabulary	5%	67%	27%
Writing Conventions	8%	61%	31%
Spelling	1%	60%	39%
Mathematics	9%	67%	24%
Computation	26%	53%	21%

The **norm-referenced** results for CAT4 show a comparison to 55,000 other students across Canada. The scores are presented as Stanines or Percentiles. At Braemar, 43% of our students rank overall in Stanines 7, 8 or 9 (above average), with 52% in Stanines 4, 5 and 6. Braemar students in Grades 3 to 8 score better than 77% of their norm group. More specifically, in Reading scores, Braemar scores better than 69% of their norm group, in Writing better than 70% of their norm group, and in Mathematics 77% of their norm group.

In terms of the Grade Equivalency scores, Braemar students score on average 1.4 grades ahead of their peer group. This means that our students do as well on these tests as a student 1 grade and 4 months ahead of them would do.

We often have the question “how does this compare to the Grade 3 and 6 EQAO tests”. We can’t compare the two tests exactly since EQAO measures performance against the Ontario Curriculum specifically, while the CAT4 measures against a compilation of four Canadian Curricula. The CAT4 breaks down results for a student into more categories than just Reading, Writing and Math, but is a multiple choice test that does not measure constructed responses (which EQAO does). However both EQAO and CAT4 measure whether a student has achieved the curriculum expectations they’ve each defined. We can take a little liberty and combine total Reading and Vocabulary results to get a Reading score, Writing and Spelling into a Writing score, and Mathematics and Computation for a Math score. It’s not a perfect match as we can’t confirm how each category is weighed nor use the information gathered through written responses, but still useful.

The Grade 3 EQAO 2009-2010 results show that 62% of students are meeting Curriculum expectations in Reading, 70% in Writing and 71% in Mathematics. The Grade 6 results for the same year are in the same ballpark with 72% meeting curriculum expectations in Reading, 70% in Writing, and 61% in Mathematics.

The results from the CAT4 for our Grade 3 group are as follows: 89% have met curriculum expectations in Reading, 96% in Writing, and 92% in Math. Our Grade 6 group had results of 90% in Reading, 87% in Writing, and 84% in Math. These results are simply outstanding. We are also able to provide the school’s overall performance in all Grades as shown above, with 90% of our students reaching a Competent level or greater in Reading, 95% in Writing and 82% in Math.

While Braemar’s results are very positive, we recognize the importance of using the information we’ve received to identify areas for growth and improvement, so that we may continue to provide the best programming for our students.