

What qualities should you look for in a good assessment?

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What qualities should you look for in an assessment?

- Reliability
- Usefulness
- Validity

CEM offers you reliable and useful assessments based on more than 30 years of research and a wealth of educational data.

CEM Product Suite

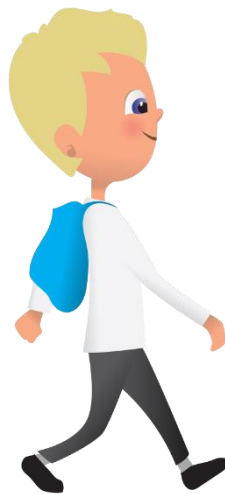
Core products



BASE
age 4-5



InCAS
age 6-11



MidYIS
age 11-14

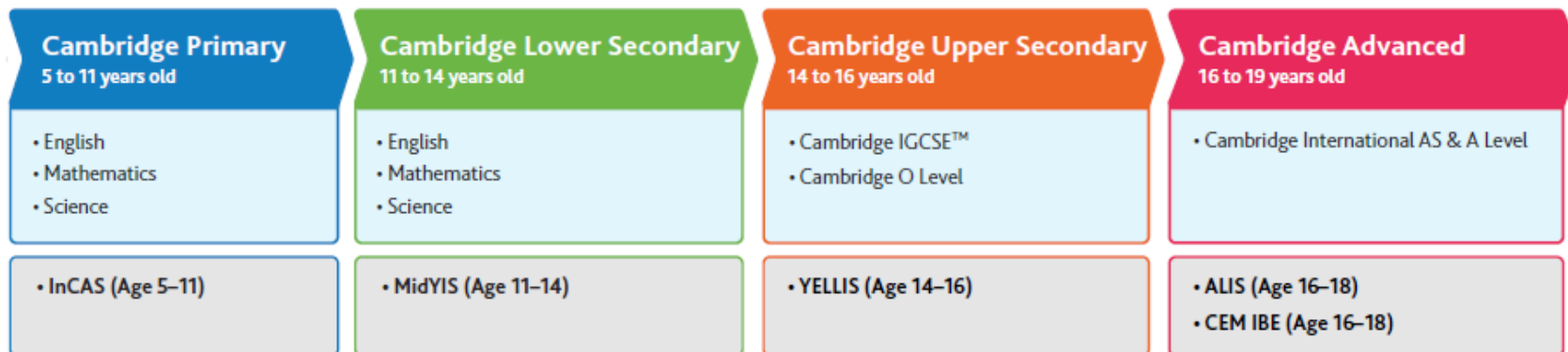


Yellis
age 15-16



Alis
age 16-18

CEM tests complement and strengthen Cambridge Pathway

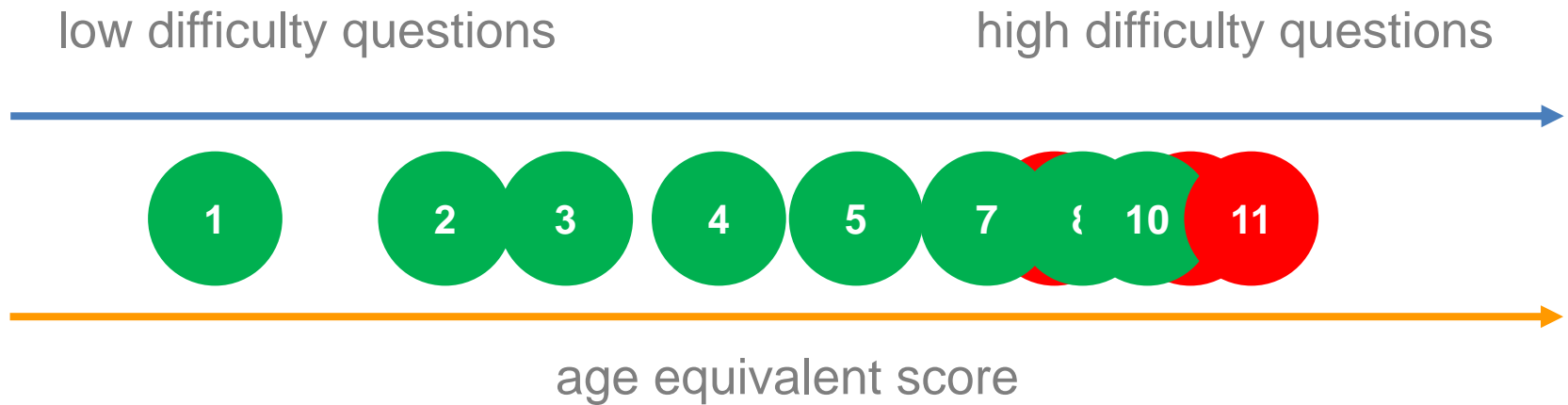


CEM baseline tests help teachers to:

- track and demonstrate student progress over their time with the school
- make better interventions by identifying student strengths, weaknesses and potential
- set grade expectations for Cambridge IGCSE, O Level and Cambridge International A Level.

- **INSIGHT FOR MULTIPLE STAKEHOLDERS:** Reports provide actionable information for
 - Students
 - Teachers
 - School leaders
 - Parents
 - Educational researchers
- **TIME-SAVING:**
 - For teachers: Marking is automatic, assessments are both objective and time-saving
 - For students: adaptive tests measure a student's attainment faster
- **LOW STAKES, BUT HIGH VALUE:** They are 'low pressure' and are engaging to learners of all ages allowing students to perform to the best of their ability.
- **ADAPTIVE & COMPUTER-BASED:** The assessments allow accurate measurement of students' performance in key areas of development.

An example of a simple adaptive algorithm



CEM Product Suite

Core products



BASE
age 4-5



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age 6-11



MidYIS
age 11-14



Yellis
age 15-16



Alis
age 16-18

BASE (ages 4 and 5)



- For children starting full time education
- Assesses early literacy and numeracy, PSD
- 20-30 minute adaptive computer-delivered assessment
- Teacher-led
- Carried out at the start of the year and, optionally, at the end of the year to measure progress

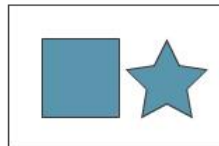


Previous Item

Replay Audio

Y

N



Can you point to the same pattern?

Quit



Previous Item

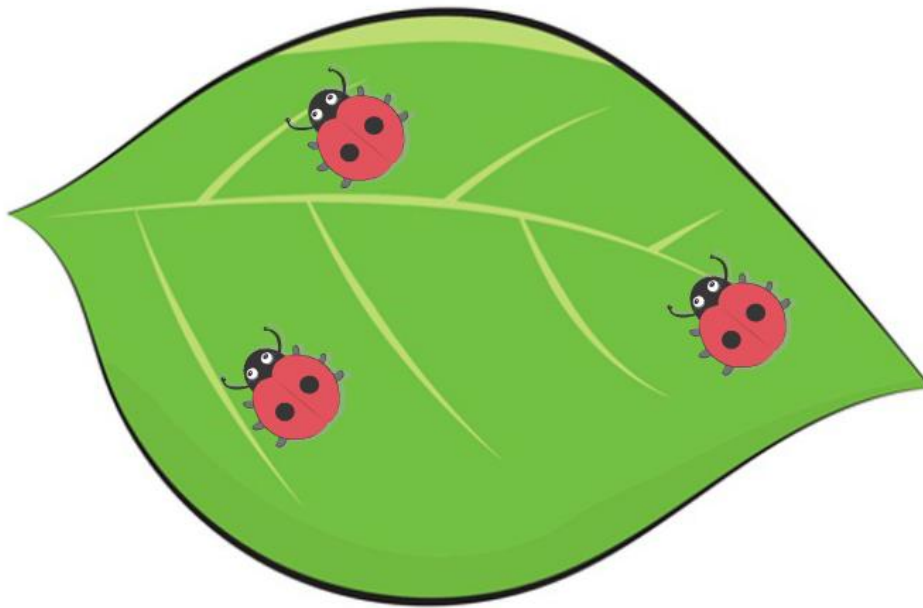
Replay Audio

Y

N

Have a look at this picture. Can you point to a window?

Quit



Previous Item

Replay Audio

Y

N

If one flew away, how many would be left?

Quit

TABLE OF SCORES

Kingfisher Primary School

Test Filter

FORENAME	SURNAME	CLASS	STANDARDISED SCORES AT START OF YEAR			STANDARDISED SCORES AT END OF YEAR		
			LITERACY *	MATHEMATICS *	OVERALL * MATHS & LIT	LITERACY	MATHEMATICS	OVERALL MATHS & LIT
Alice	Apple	Kingfisher	104	98	102	-	-	-
Bethany	Bilberry	Kingfisher	92	105	97	151	133	138
Charlie	Cherry	Kingfisher	101	110	105	155	141	140
Dulcie	Damson	Kingfisher	106	106	108	150	133	137
Ezra	Elderberry	Kingfisher	99	109	103	157	133	140
Fiona	Fig	Kingfisher	117	99	113	154	130	138
Gordon	Grapefruit	Kingfisher	95	94	94	150	133	137
Harriet	Huckleberry	Kingfisher	102	104	103	145	133	135
Ian	Imbe	Kingfisher	102	99	101	-	-	-
Jacinta	Jackfruit	Kingfisher	102	96	99	152	132	138
Kyle	Kiwi	Kingfisher	113	109	114	155	139	140
Lucas	Lychee	Kingfisher	105	98	103	145	127	134
Maya	Mango	Kingfisher	118	107	117	167	141	146
Nichole	Nectarine	Kingfisher	101	102	102	155	139	140
Omar	Olive	Kingfisher	84	94	87	97	94	95
Patrick	Pineapple	Kingfisher	113	112	115	147	149	137
Queenie	Quince	Kingfisher	99	94	96	-	-	-

LITERACY DETAILED SCORES
AMBER CLASS
SCORES FOR START OF YEAR (SoY)
AND END OF YEAR (EoY) ASSESSMENTS

SoY Score
Progress (SoY to EoY)
Decrease (SoY to EoY)

An (L) suffix denotes a student that started reception late (after 19th October)



PUPIL REPORT

BERTRAND BLUE

**SCORES FOR START OF YEAR (SoY) AND
END OF YEAR (EoY) ASSESSMENTS**

FIRST NAME: BERTRAND
LAST NAME: BLUE
CLASS: KINGFISHER
DATE OF BIRTH: 02-04-2011
AGE AT SoY ASSESSMENT: 4YRS 5MTHS
AGE AT EoY ASSESSMENT: 5YRS 2MTHS

DATE OF START OF RECEPTION: 10-09-2014
ENGLISH ADDITIONAL LANGUAGE: NO
SPECIAL EDUCATIONAL NEEDS: NO
LOOKED AFTER CHILDREN: NO
PUPIL PREMIUM: NO
FREE SCHOOL MEALS: NO

Literacy

At this stage, a child generally:
can read and understand texts,
choosing appropriate words to
complete simple sentences

reads a selection of complex words
and is beginning to understand simple
sentences

is beginning to decode simple words
and sentences

realises that print conveys meaning
and recognises most letters and some
common words

matches simple shape and letter
patterns, recognises about half of all
letters and knows some common
nouns



Literacy scores

	SoY	EoY
Standardised Score:	79*	122

*Reported to DfE at start of year
(government funded schools in England only)

Mathematics

At this stage, a child generally:
uses simple fractions and is beginning
to multiply and divide

reads 4-digit numbers, orders 2-digit
numbers and shows an understanding
of the concept of equality (= sign)

reads 3-digit numbers, counts beyond
20 or in multiples of 2 and 10 and adds
1 and 2-digit numbers formally

reads 2-digit numbers, counts to 20,
can add and subtract informally and
recognises simple polygons

reads 1-digit numbers, recognises
simple shapes, uses positional
language and understands "more than"
and "less than"



Mathematics scores

	SoY	EoY
Standardised Score:	100*	145

*Reported to DfE at start of year
(government funded schools in England only)

**Personal, social and
emotional
development**

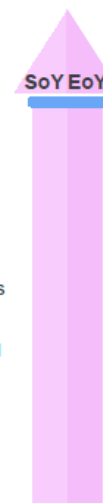
At this stage, a child generally:
is increasingly confident, is caring in
nature and articulates thoughts and
feelings clearly

manages feelings well, adapts to
change and interacts positively with
others

is confident to try new activities,
usually follows rules and co-operates
well with others

is developing good relationships and
sometimes initiates interaction with
peers and familiar adults

is beginning to be aware of the
emotions of others and to express
personal feelings



PSED scores

	SoY	EoY
Standardised Score:	103	110

LITERACY DETAILED SCORES
BERTRAND BLUE
SCORES FOR START OF YEAR (SoY) AND
END OF YEAR (EoY) ASSESSMENTS

Concepts about print

At this stage, a child generally:
recognises upper and lower case
letters and full stops

can recognise individual words and
knows that print carries meaning

shows some interest in illustrations
and print



Letter recognition

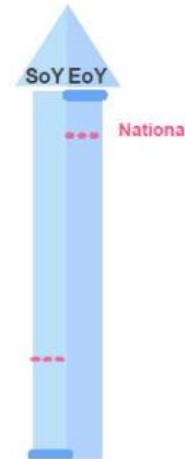
At this stage, a child generally:
can recognise all letters of the
alphabet

recognises most letters of the
alphabet

recognises about half of all letters

can recognise a small selection of
letters

does not yet recognise letters of the
alphabet



Reading

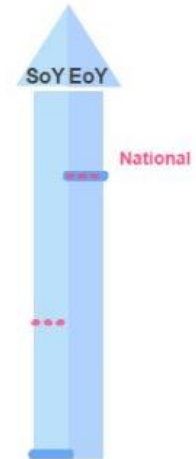
At this stage, a child generally:
can read and understand texts,
choosing appropriate words to
complete simple sentences

reads a selection of complex words
and is beginning to understand
simple sentences

is beginning to decode simple
words and sentences

is able to link the correct sound to
some graphemes and has an
awareness of story structure

is yet to learn to link the correct
sound to some graphemes, but
listens to stories and poems



Vocabulary

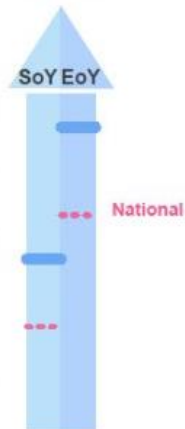
At this stage, a child generally:
recognises a widening range of low
frequency words

is beginning to recognise some low
frequency words

knows a widening range of common
nouns through pictorial
representations

associates a limited range of
common nouns with pictorial
representations

is beginning to associate common
nouns with pictorial representations

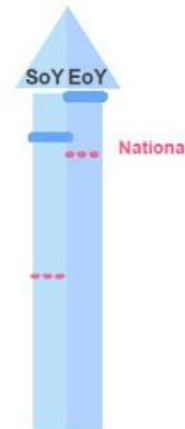


Repeating words

At this stage, a child generally:
can repeat more complex
polysyllabic words

can repeat some polysyllabic words

is beginning to repeat some simple
words



Matching

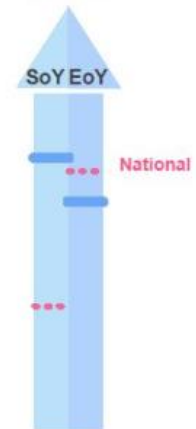
At this stage, a child generally:
can recognise more complex
patterns in letter formations

can recognise some complex
patterns in letter formations

can recognise patterns in letter
formations

can recognise simple shape
patterns

can match simple shapes



SCHOOL COMPARISON REPORT - START OF YEAR - LITERACY

ASSESSMENT ?

START OF YEAR

SECTION ?

LITERACY

MY SCHOOL FILTERS ?

Class(es)
(All)

EAL status(es)
(All)

Gender(s):
(All)

LAC status(es)
(All)

Pupil premium status(es)
(All)

SEN status(es)
(All)

Pupil(s)
(All)

COMPARISON SCHOOL ?

% of pupils qualifying for pupil premium
20%

% of pupils identified as having SEN
25%

% of pupils identified as having EAL
5%

% of pupils identified as having LAC
10%

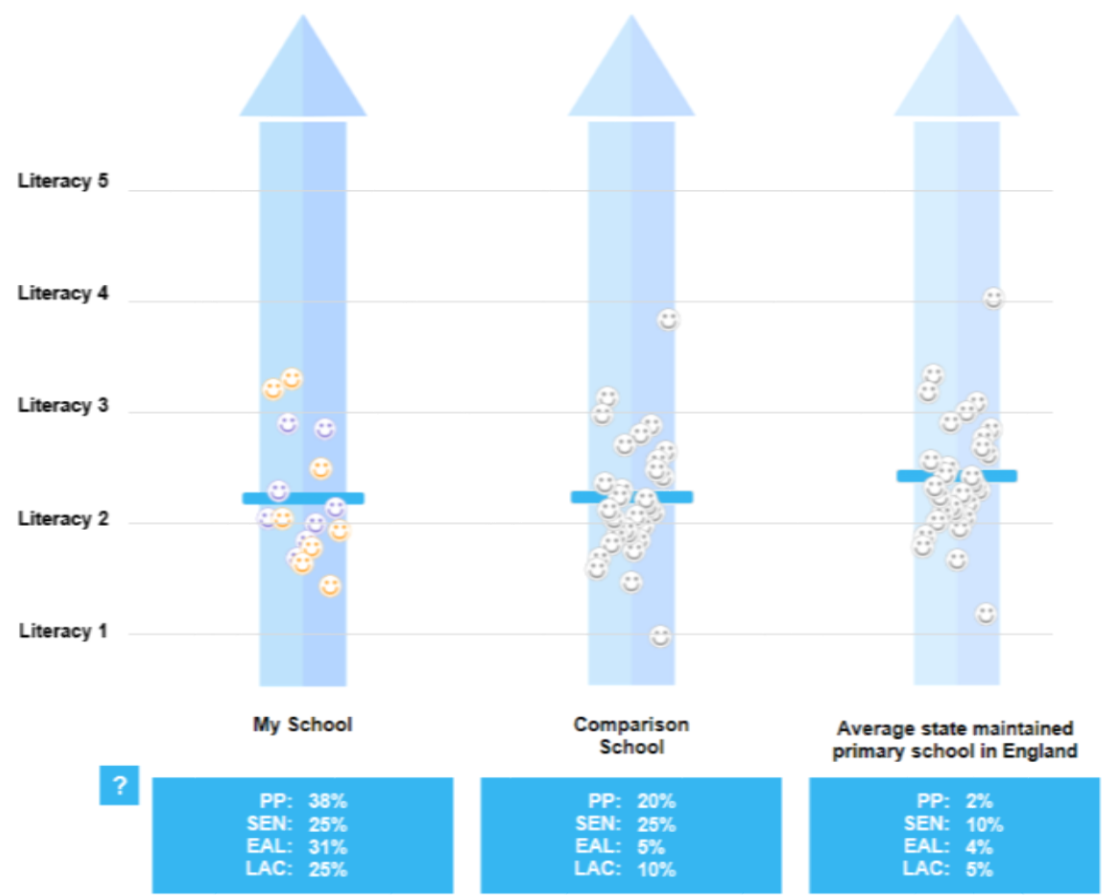
KEY ?

Average Score

Gender

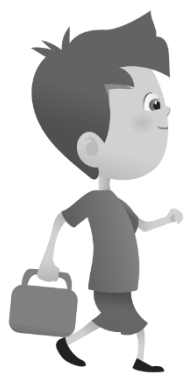
Female

Male



CEM Product Suite

Core products



BASE
age 4-5



InCAS
age 6-11



MidYIS
age 11-14



Yellis
age 15-16



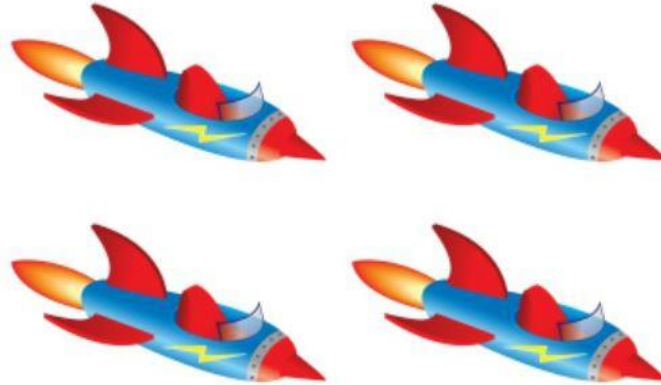
Alis
age 16-18

InCAS (ages 5 to 11)



- Measures what children know and can do in the primary years
- Assesses reading, mathematics, developed ability, attitudes to learning
- Computer-delivered adaptive assessment
- Carried out once per year
- Pupil-led
- Provides a detailed profile of strengths and weaknesses
- Provides research based guidance on how to support different profiles

Here are four rockets.



If you put another three rockets in the picture
how many would there be?

6

7

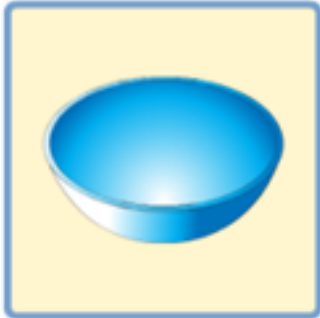
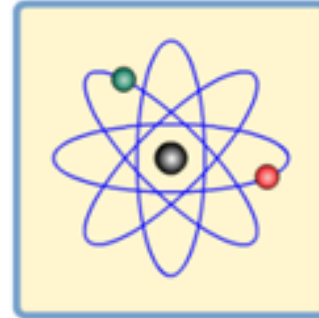
8

9

Now, try these!

Again

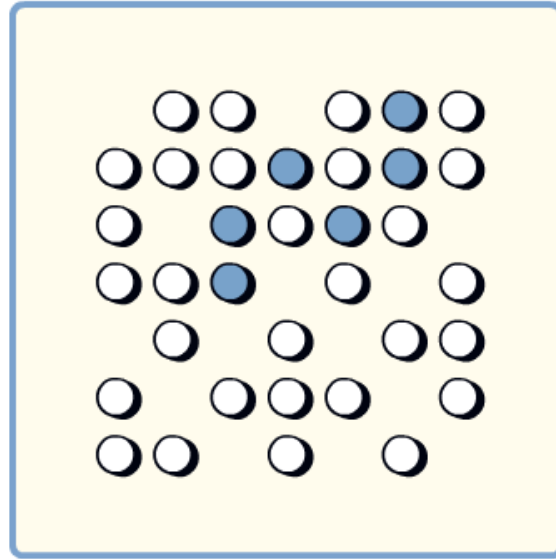
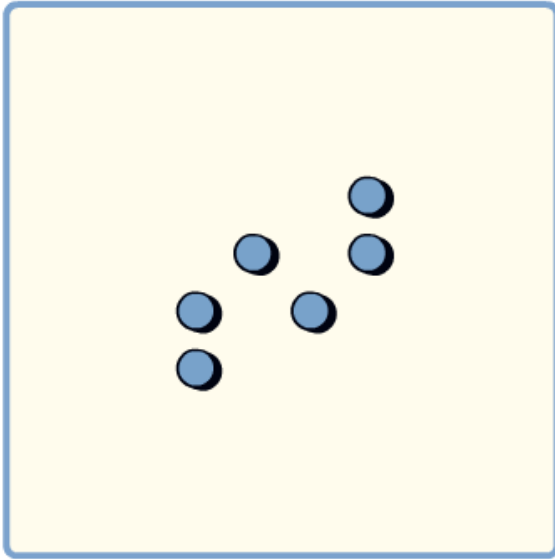




football

Again





Standard Feedback

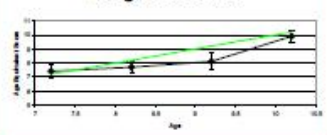
Custom Feedback

Scores Tables (school/year/class level)

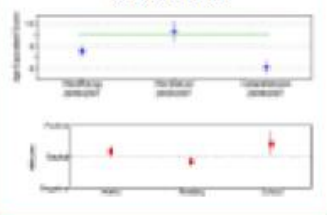
Scores Tables (pupil level)

Difference Tables

Longitude Charts



Scores Charts

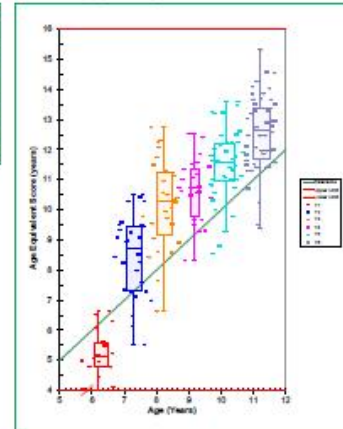


Standardised Scores

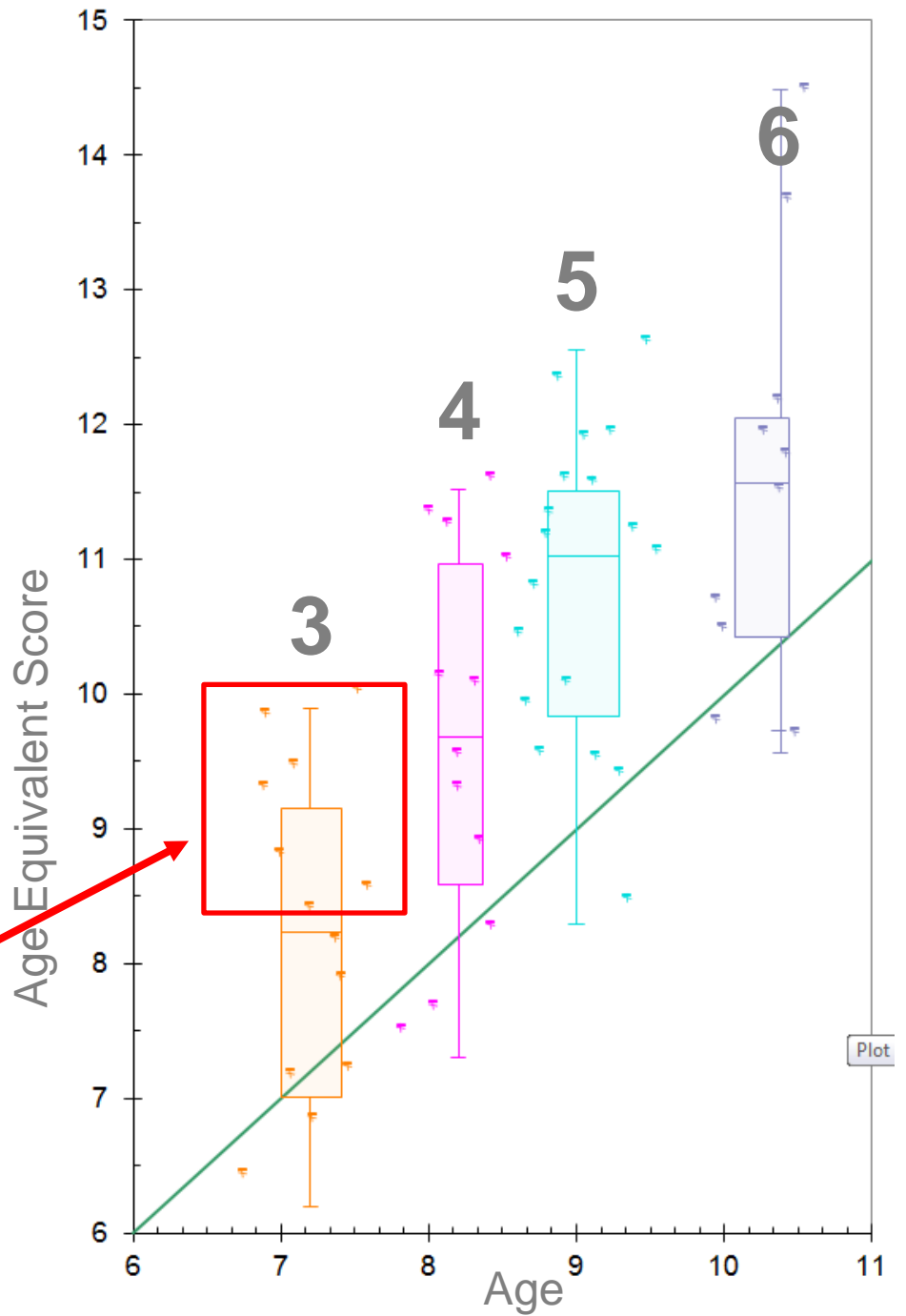
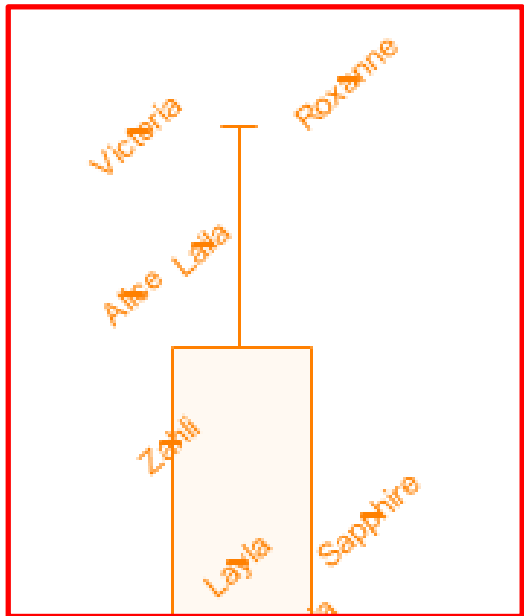
Name	Age Standardised Scores				
	Reading	Reading ZM	Grammar	Arithmetic	Verbal Ability
Adam Apple	100	+	100	+	100
Alexa Banana	100	+	117	100	101
Amelia Chocolate	100	+	100	100	100
Amelia Chocolate	0	-	0	0	0
Elizabeth Strawberry	100	+	100	0	101
Olivia Fig	100	+	110	0	100
George Apple	100	+	100	0	100
Harriet Raspberry	100	+	100	0	100
James Apple	100	+	100	100	100
Lucy Apple	100	+	100	100	100
Lucy Apple	100	+	100	100	100
Clara Mango	100	+	100	0	100
Natalie Strawberry	100	+	100	0	100
Olivia Fig	100	+	100	100	100
Paul Raspberry	100	+	100	100	100
Isabella Chocolate	100	+	100	100	100
Robert Raspberry	0	-	0	0	0

SATS Predictors

Age Comparison Charts

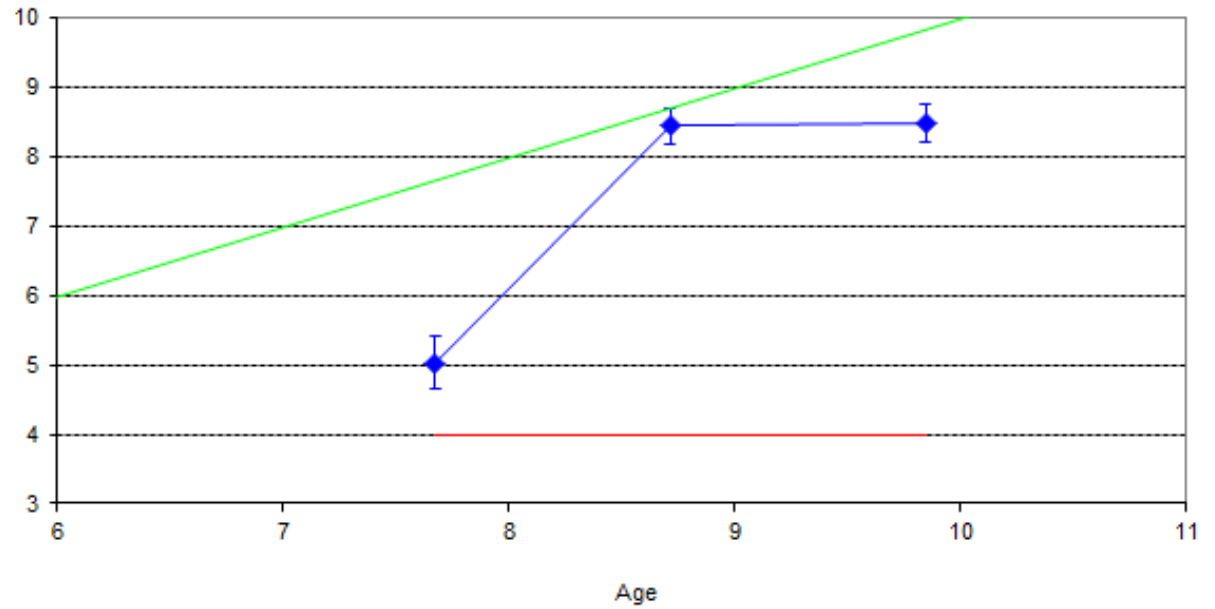
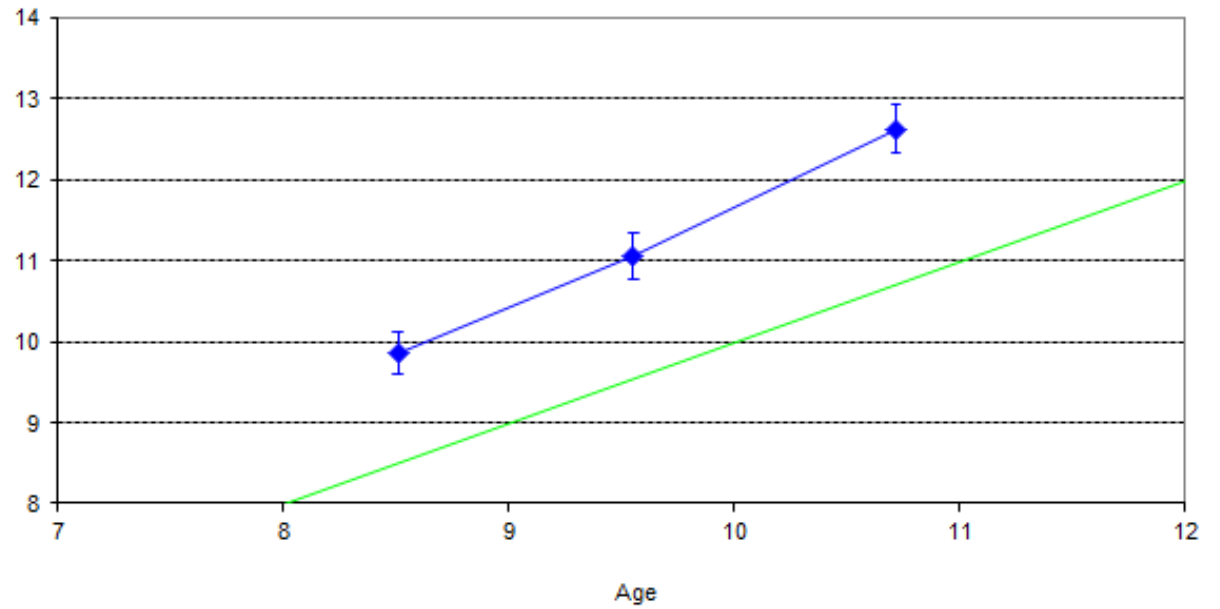


Whole-school reading



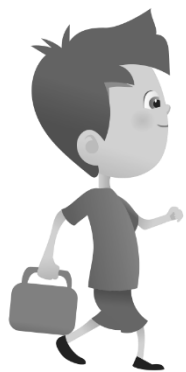
Individual pupil progress charts

Reading



CEM Product Suite

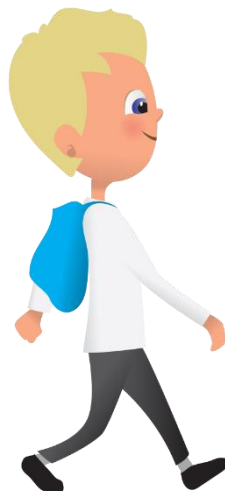
Core products



BASE
age 4-5



InCAS
age 6-11



MidYIS
age 11-14



Yellis
age 15-16



Alis
age 16-18

MidYIS (ages 11 to 14)



- Takes a baseline measure of developed abilities
- Often the only (reliable) data available
- 45 min computer-delivered adaptive assessment
- Pupil-led
- Carried out at the beginning of a course of study
- Provides a profile of student and cohort ability
- Provides predictions to GCSE/IGCSE
- Provides evidence of how much value the school has added

CEM Product Suite

Core products



BASE
age 4-5



InCAS
age 6-11



MidYIS
age 11-14



Yellis
age 15-16



Alis
age 16-18

Yellis (ages 15 to 16)



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CEM Product Suite

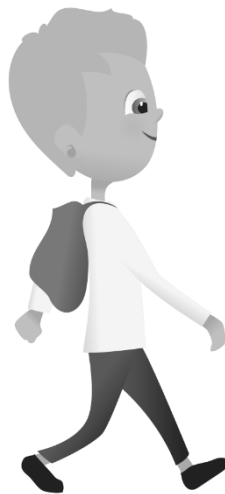
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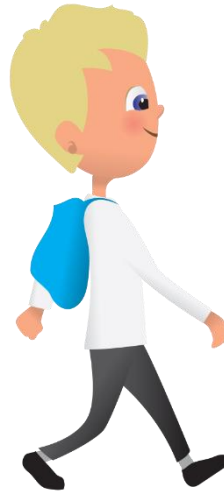


Alis
age 16-18

Alis (ages 17 to 18)



- Takes a baseline measure of developed abilities
- Useful where no GCSE information is available or where GCSE data is not helpful
- 45 min computer-delivered adaptive assessment
- Carried out at the beginning of studies
- Provides a profile of student and cohort ability
- Provides predictions to A-Level and IB
- Provides evidence of how much value the school has added



Cambridge Primary

5 to 11 years old

- English
- Mathematics
- Science

• InCAS (Age 5–11)

Cambridge Lower Secondary

11 to 14 years old

- English
- Mathematics
- Science

• MidYIS (Age 11–14)

Cambridge Upper Secondary

14 to 16 years old

- Cambridge IGCSE™
- Cambridge O Level

• YELLIS (Age 14–16)

Cambridge Advanced

16 to 19 years old

- Cambridge International AS & A Level

• ALIS (Age 16–18)
• CEM IBE (Age 16–18)