

Alis

AGE 16-18

For students studying AS/A Level
and IB diploma Programme



Durham
University



Alis

a tried, tested and trusted monitoring system for students studying **AS/A Level** and **IB Diploma Programme**

Get to know your students

- Predict future likely attainment in AS/A level and IB Diploma examinations
- Monitor performance at student, subject and school level
- Monitor your student progress against national norms
- Measure impact on student learning
- Understand your students' societal, cultural and educational background

Profile your students

Alis provides a rich and integrated profile of each of your students using a baseline assessment and (I)GCSE scores alongside attitudinal surveys to provide a holistic student profile. This can be beneficial in helping to identify learners whose performance in class or in examinations does not match their potential.

The Alis assessment is usually taken by students shortly after beginning their post-16 course of study, but can also be taken early at the end of the preceding academic year, helping schools and teachers get a head start on planning.

Alis:

- Assesses students' knowledge, abilities, perspectives and aspirations
- Provides a well-rounded picture of your students
- Features an attractive and intuitive interface based on the latest assessment recommendations



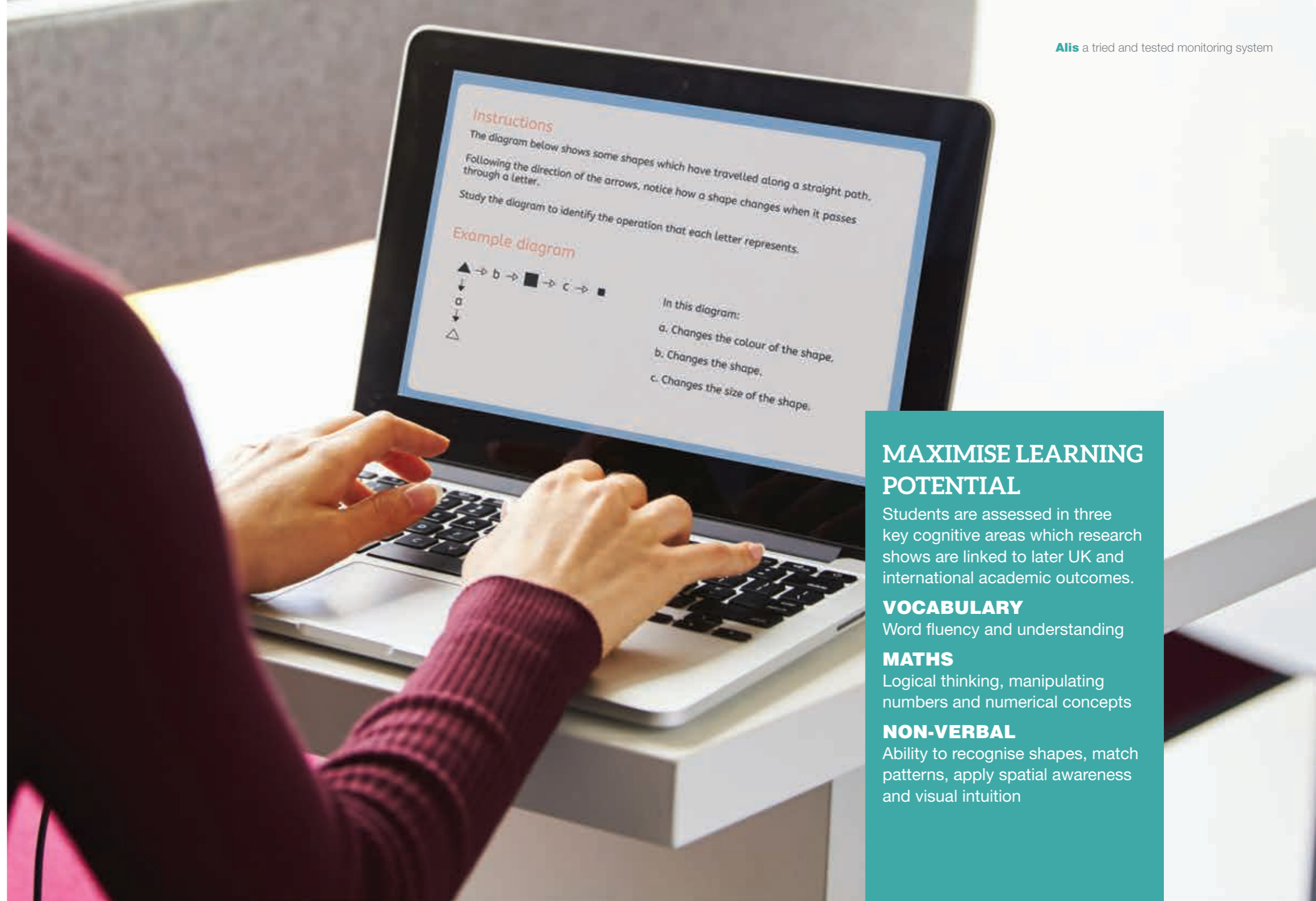
'The adaptive tests are very time efficient in the way they are designed.'

Rob Millar, Shrewsbury International School, Bangkok Thailand

An innovative computer-adaptive assessment

Alis is tailored to each student's developmental stage; our adaptive algorithm intelligently adjusts the difficulty of the questions by using the student's responses.

- Fits into one lesson - 50 minutes
- No teacher marking
- Feedback available within two working days
- You can assess a whole class, or cohort, at the same time
- Can be stopped and restarted



MAXIMISE LEARNING POTENTIAL

Students are assessed in three key cognitive areas which research shows are linked to later UK and international academic outcomes.

VOCABULARY

Word fluency and understanding

MATHS

Logical thinking, manipulating numbers and numerical concepts

NON-VERBAL

Ability to recognise shapes, match patterns, apply spatial awareness and visual intuition

Understand your students' performance

The baseline assessment provides downloadable student, cohort and school level reports. Each report graphically represents your students' strengths and weaknesses and can be used as a basis to inform parents and students about academic achievement and performance.



Individual student record sheet

The Individual student record sheet illustrates the profile of the student's ability generated using the results of the baseline assessment.

It allows you to quickly and easily identify areas for concern. A significantly low score on a section may mean that intervention is needed for the student to achieve his or her full potential.

This may have implications for teaching and learning.

'The feedback provided is very prompt and detailed.'

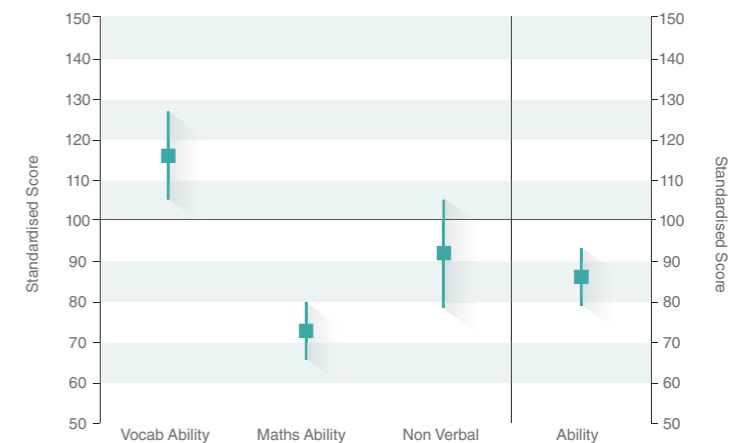
Rob Millar, Shrewsbury International School, Bangkok Thailand

Alis Individual Student Record Sheet

Date of Birth: 22/05/00 Baseline : Adaptive Test
Gender : M

	Standard Score	Band	Stanine	Percentile
Vocab Ability	116	A	7	86
Maths Ability	73	D	1	4
Non Verbal	92	C	4	30
Ability	86	D	3	18

Standardised Scores with 95% Confidence Band



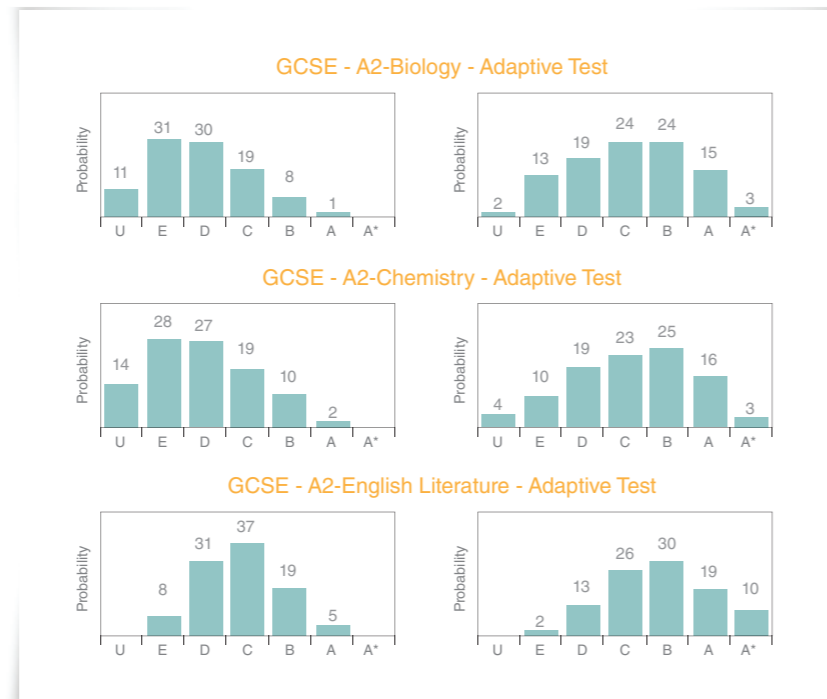
Predictions of likely future performance at AS/A Level or IB Diploma

After analysis of Alis responses, CEM provides predictions and chances graphs at AS/A level or IB examinations for each subject.

Schools can also choose to use their students' (I)GCSE scores as a baseline measure. CEM will then combine scores obtained using the Alis baseline assessment and (I)GCSE attainment to produce predictions and chances graphs.

Predictions and chances graphs can be used as:

- A tool to set up motivational and achievable targets
- Evidence for university applications



The charts on the left show the predicted grade based on the students average (I)GCSE score. The charts on the right use the Alis baseline assessment score.

'The detailed data we receive from CEM is used throughout the school for teaching and learning, supporting students through target setting and monitoring progress.'

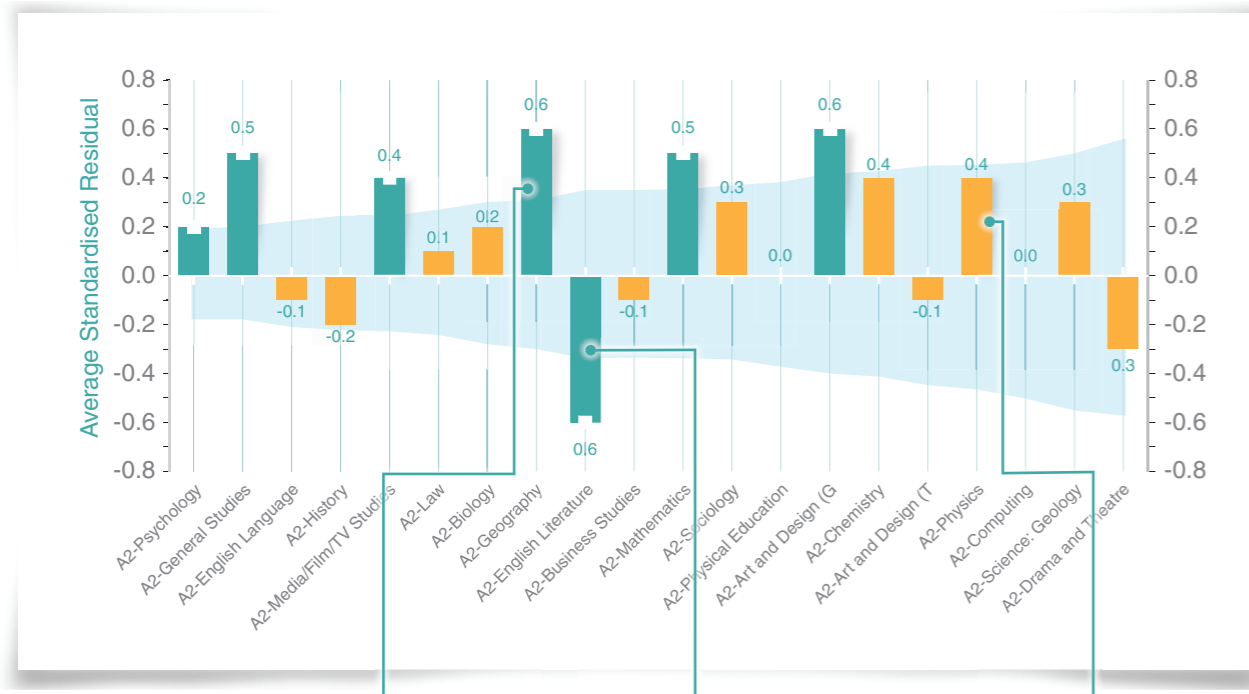
Rob Millar, Shrewsbury International School, Bangkok Thailand



Evidencing success

- Understand ability profiles of each new intake in relation to a nationally representative sample
- Compare your school's performance and results against other IB school in the world
- Demonstrate student achievement and identify where your school is adding value

The value-added performance feedback allows you to assess whether there is evidence that students are doing better or worse than expected.



Geography has a statistically significant positive figure which could indicate that the department is doing well.

English Literature has a statistically significant negative result. Suggesting the students have underperformed given their baseline scores.

Physics is performing in line with expectations.

Measure more than academic success

In addition to assessing your students' vocabulary, maths and non-verbal abilities, Alis includes additional surveys and questionnaires aiming to understand your students' personality, interests and aspirations.

The surveys ask students their views on

- Attitudes toward education
- Cultural background
- Way of life
- Post-secondary and career aspirations
- Social status
- Extracurricular activities





Which assessments are right for my school?

CEM's assessments can be used individually or in combination to provide an accurate, evidence-based understanding of your students' developing abilities.

<p>ASPECTS</p>  <p>AGE 3-4</p>	<p>BASE</p>  <p>AGE 4-5</p>	<p>InCAS</p>  <p>AGE 5-11</p>	<p>MidYIS</p>  <p>AGE 11-14</p>	<p>Yellis</p>  <p>AGE 14-16</p>	<p>Alis/CEM IBE</p>  <p>AGE 16-18</p>
<p>A story-based, fun and engaging assessment for young children to help Early Years practitioners gain an accurate picture of what children know and can do at the start and end of pre-school in the areas of:</p> <ul style="list-style-type: none"> • Early language • Early numeracy • Personal, social and emotional development • Motor development 	<p>An objective, baseline assessment carried out at the beginning and end of the academic year to show knowledge and progress. BASE assesses:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Personal, social and emotional development • Communication 	<p>A diagnostic assessment of literacy and mathematics ability and progress in both areas. The additional measure of developed ability gives an indicator of their ability to acquire new knowledge and skills. InCAS assesses:</p> <ul style="list-style-type: none"> • Reading • Mathematics • Developed ability • Mental arithmetic • Spelling • Attitudes 	<p>A standardised baseline assessment that provides information about learners' strengths and weaknesses, most likely examination grades and chances, and value-added progress indicators for (I)GCSE. MidYIS assesses:</p> <ul style="list-style-type: none"> • Vocabulary • Mathematics • Non-verbal ability • Skills 	<p>Yellis follows on from the MidYIS assessment, re-establishing developing ability measures and offering refined (I)GCSE predictions. Yellis assesses:</p> <ul style="list-style-type: none"> • Vocabulary • Mathematics • Non-verbal ability 	<p>Alis/CEM IBE provides most likely examination grades and chances, and value-added performance analysis for AS/A levels and International Baccalaureate Diploma qualifications based on (I)GCSE average point scores and/or CEM's Computer Adaptive Baseline Test of developed ability. It assesses:</p> <ul style="list-style-type: none"> • Vocabulary • Mathematics • Non-verbal ability



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Working to promote evidence-based practice through tracking curriculum learning, feedback, diagnosis, and provision of next steps advice.

For more information, telephone: **0191 334 4255** or email: **alis@cem.dur.ac.uk**