

A CASE STUDY

Assessment Beyond Levels : Using standardised assessments for planning and monitoring purposes

Assessment in the New Curriculum

Assessment in the new curriculum provides schools with greater opportunity to develop assessment frameworks that are best suited to their own school populations. Although 'assessment without levels', a new concept for a generation of teachers brought up on tracking and evaluating progress through reference to levels, initially may pose some challenges to school leaders, in practice, schools have been given greater freedom with regard to developing their own assessment.

In this new climate, where schools are accountable for demonstrating year-on-year progress without using levels, diagnostic, standardised assessments are an excellent way of supporting other school assessments as evidence of progress. CEM standardised assessments are an excellent tool for providing valid and reliable information on pupil academic profiling and can work alongside any school assessments already in place. These types of assessments are key in providing informed evidence for progress tracking and for benchmarking pupils' performance with national norms. In addition, CEM assessments can be used not only to establish a baseline for every pupil or a particular cohort, but can also complement teacher assessment in monitoring learning and assist with reporting of progress to parents and other stakeholders.

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Many schools looking for reliable ways of demonstrating year-on-year progress by externally verified standardised tests have already embedded CEM assessments into their assessment frameworks to assist with evidence of progress for inspection purposes and their own self-evaluation of teaching and learning.

What makes CEM assessments particularly useful to teachers and school leaders, is not only the range of assessments available to suit different ages and key stages in education but also their reliability in terms of future predictions – a feature especially useful for target-setting on individual and cohort basis. Since test development at CEM, the largest provider of standardised school assessments in the world, is researched-based, CEM assessments are trialled on very large samples, for example in the case of MidYIS on over 100,000 assessments, which contributes to their reliability. CEM have been delivering baseline tests and value added measures for over 30 years to over 3000 secondary schools in over 70 countries worldwide.

Range of Assessments

CEM assessments cover all stages of education: from Nursery / EYFS to Post 16 and CEM's Pscales+ assessments are aimed at supporting pupils with special educational needs.

Assessment	Stage in Education
Aspects	Nursery/EYFS (ages 3 – 4)
PIPS	Primary (ages 5 – 11)
InCAS	Primary (ages 5 – 11)
MidYIS	KS3 (ages 11 – 14)
INSIGHT	End of KS3 (ages 13 – 14)
Yellis	KS4 (ages 14 – 16)
Alis	KS5 (16+)
CEM IBE	KS5 (16+ IB courses)
Pscales+	All key stages (ages 3 – 19) special schools

CEM assessments are adaptive and computer based, meaning each pupil is challenged at a level that is appropriate to them. They are easy to administer and rapid, comprehensive analysis and feedback are provided for schools, including analytical software.

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She has been widely published on the topic of assessment for learning and other educational matters.

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