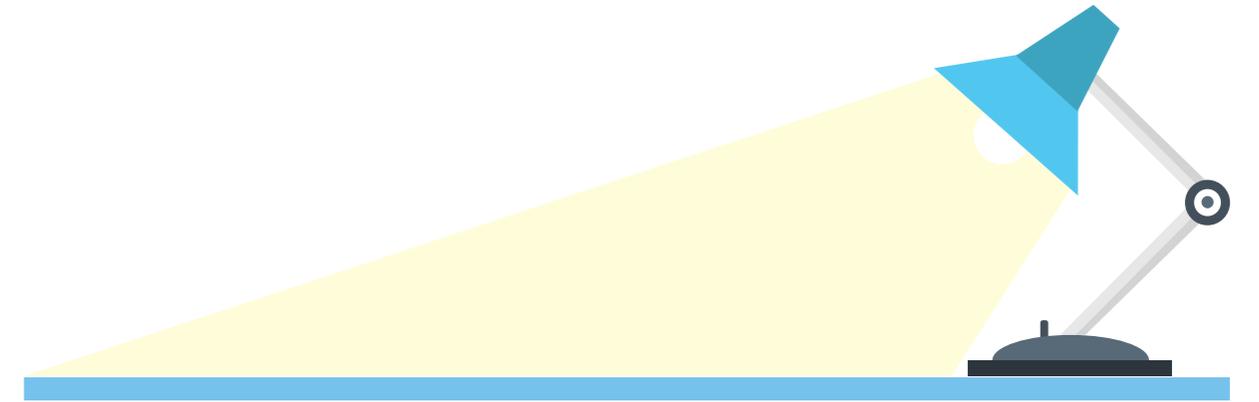


WORLD CLASS ASSESSMENT EVERY STEP OF THE WAY

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CEM

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

Our assessments are grounded in research, developed with practitioners, and used extensively in the UK and around the world to help teachers improve the educational outcomes of their pupils.

CEM Assessments

For 30 years CEM has been providing the highest quality, objective and statistically robust assessments to help teachers improve educational outcomes in UK and international state-maintained and independent schools.

CEM assessments support pupil progress across all age ranges and school stages from age 3 to 19.

A cohesive system for assessment and monitoring

The CEM suite of assessments, from Nursery to Primary to Secondary to Post-16, can be used

individually or integrated to provide a cohesive and comprehensive picture of each individual's potential and progress in education.

Unique computer-adaptive assessments

The entire suite of CEM assessments uses adaptive algorithms ensuring they are accessible for all learners at any developmental stage and provides assessments that are:

- Personalised
- Age-appropriate
- Tailored to each individual's developmental stage.



Identify needs and monitor progress

CEM's advanced profiling system analyses student responses and generates comprehensive, detailed and holistic learner profiles, enabling teachers and headteachers to:

- Understand their pupils' strengths, weaknesses and underlying potential
- Tailor teaching and learning
- Set realistic and aspirational targets and carefully monitor student progress.

Positive impact on teaching and learning

Assessment feedback is graphically presented with easy to interpret reports at a pupil, cohort and whole school level, providing*:

- Baseline scores – comparing pupil progress in relation to the national, international and independent school averages
- Predictive scores and 'chances graphs' – showing how baseline scores can be used to indicate potential performance in GCSE examinations
- 'Value-added' feedback giving a measure of relative progress over time.

Reports are typically available to download promptly after completion and the data is compatible with school Information Management Systems.

**Information provided can vary depending upon the assessment system used.*

FAQs

What you need to know.

What are computer-adaptive assessments?

Computer-adaptive assessments treat each child as an individual. The questions are tailored to the individual ability of each pupil, which means that the questions they face are neither too easy nor too difficult.

Typically, the assessments begin with a reasonably easy question for a pupil of their age. Their response then determines the difficulty-level of the next question. If questions are answered correctly the pupil will progress to more challenging questions, but if answered incorrectly the questions will become less challenging.

Each individual is challenged at a level that is suitable for them. Computer-adaptive assessments are more:

- Enjoyable
- Age-appropriate
- Engaging
- Time-efficient

What kinds of assessments are available?

CEM assessments are based on world-leading educational research and provide:

- Baseline assessments to evaluate ability at key threshold stages
- Follow-up assessments to measure progress made between stages
- Curriculum-based assessments to measure knowledge in core curriculum subjects
- Attitudinal questionnaires to understand pupil perspectives
- Entrance assessments to identify pupils who meet school selection criteria.

What is actually assessed?

CEM assessments generally focus on key cognitive and attitudinal aspects that research shows are linked to later academic outcomes, such as:

- Reading, vocabulary and spelling
- Mathematics and mental arithmetic
- Non-verbal ability

What feedback do I get?

CEM assessment and monitoring systems provide a wealth of feedback and reports to support educational professionals at all levels: Teachers, Key Stage Coordinators, Subject Coordinators, Senior Leaders and Executive Headteachers as well as Education Authority and school group leads.

Reports broadly comprise:

- Baseline scores to evaluate ability at key threshold stages
- Predictive feedback indicating likely future outcomes
- ‘Value-added’ analysis of scores to measure progress made between stages
- Attitudinal responses to understand pupil perspectives, expectations and aspirations.

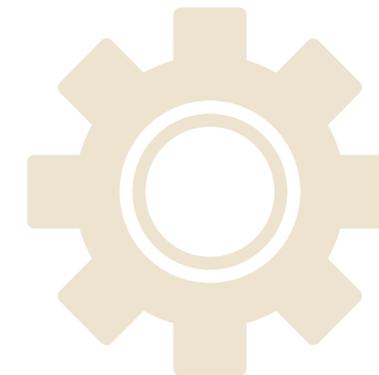
What is meant by ‘developing ability’?

An individual’s ‘developing ability’ is the capacity each individual has to learn – their underlying potential. It is something that they develop over their lifetime and it will continue to develop.

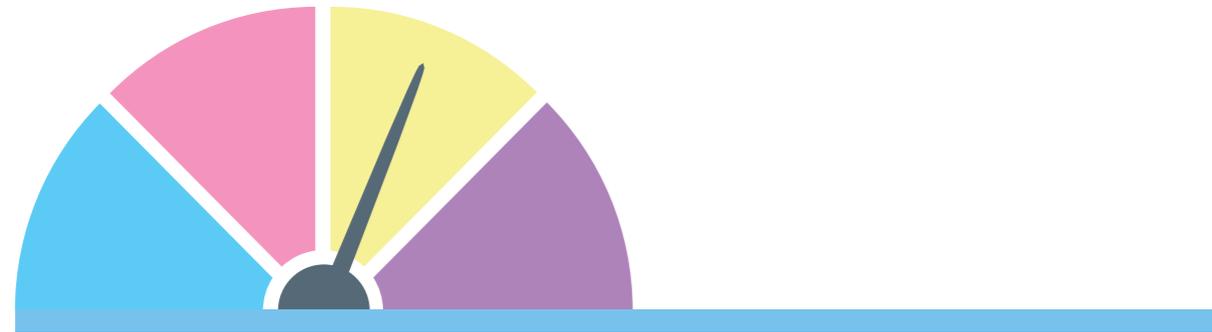
It is measured by using a combination of their language acquisition, mathematical and non-verbal ability*. (This is a particularly useful measure for individuals for whom English is an additional language).

It is important to note that the ‘developing ability’ score is not a fixed quantity. It is a measure of each pupil’s capacity to think quickly, solve problems and understand and learn rapidly.

It is not an IQ score and will change year-on-year as pupils develop skills.



*Depending on the assessment being used, the basis of the measure of developing-ability may alter.



How can I track pupil progress using CEM assessments?

CEM’s integrated sequence of assessments are designed to be flexible, offering schools the opportunity to assess and monitor each individual student’s progress at regular intervals, spanning their entire educational journey (see chart page 9),

CEM’s standardised assessments and the use of standardised scores across reports ensure accurate and meaningful comparisons can be made to offer a ‘through-school’ picture of progress from Primary through to Post-16 enabling teachers to:

- Compare individual and cohort performance
- Compare year-on-year performance and track progress over time
- Compare performance in each module or sub-section of assessment
- Compare performance to national averages.

Overview of CEM assessments

AGE	YEAR GROUP	STAGE	CEM ASSESSMENT
3-4	Nursery	Foundation stage	ASPECTS
4-5	Reception		BASE
5-6	Year 1	Key Stage 1	InCAS
6-7	Year 2		
7-8	Year 3	Key Stage 2	InCAS
8-9	Year 4		
9-10	Year 5		
10-11	Year 6		
11-12	Year 7	Key Stage 3	MidYIS
12-13	Year 8		INSIGHT
13-14	Year 9		
14-15	Year 10	Key Stage 4	YELLIS
15-16	Year 11		
16-19	Year 12/13	Key Stage 5	ALIS

ALIS

Designed to provide an individualised, holistic and multi-faceted learner profile.

ALIS is designed to provide an individualised, holistic and multi-faceted learner profile comprising:

- Baseline measures in academic performance or developing ability
- Breakdowns of learner attitudes, expectations and aspirations
- Predictions of post-16 performance
- 'Value-added' reports based on national and school-type comparisons.

ALIS is used by schools, colleges and academies to determine diagnostic information which enables learners to maximise their potential.

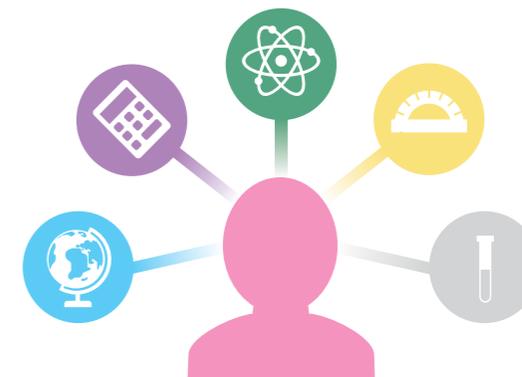
ALIS is the concluding component of CEM's integrated sequence of standardised assessments encompassing all phases of education, from Early Years and Primary through to Secondary and Post-16.

Assess ability and determine potential

Schools and colleges can choose their preferred method to assess baseline ability and predict likely future performance.

ALIS uses (I)GCSE scores as a baseline measure, but an optional Computer-Adaptive Baseline Test (CABT) is available (free of charge) to schools and colleges whose intake includes learners without (I)GCSE scores to submit. It can be beneficial to use CEMs CABT alongside the GCSE measure to provide different information. Schools may choose to use:

- (I)GCSE grades or
- CEM's Computer Adaptive Baseline Test (CABT) where (I)GCSE grades are not available or
- (I)GCSE grades and CEM's CABT.



Teachers will benefit from the additional information provided by the CABT and it can help to identify learners whose performance does not match their potential.

CEM's CABT, usually taken in Term 1, assesses Vocabulary, Maths and Non-verbal abilities, takes approximately 50 minutes and the responses are returned directly to CEM for analysis. Feedback is available within 48 hours.

Attitudes matter

ALIS also offers a unique attitudinal assessment which reveals each individual learner's approach to education and provides an indispensable breakdown of attitudes, aspirations and expectations.

The questionnaire can be taken either in Term 2 or 3 and takes just 45 minutes to complete.

Anticipate future outcomes

CEM analyses the (I)GCSE grades and/or the CABT to generate predictions of likely future outcomes for each individual learner and each subject in a range of qualifications.

Grade predictions and chances graphs produced by objective analyses empower learners and educators and help to:

- Identify key areas for development
- Inform planning
- Aid the setting of realistic and challenging targets.



ALIS Reports

ALIS assessments generate a wide range of feedback for individual learners and whole cohorts. Reports are graphically presented, easy to interpret and facilitate discussion with students.

ALIS feedback provides a platform for planning the future by providing:

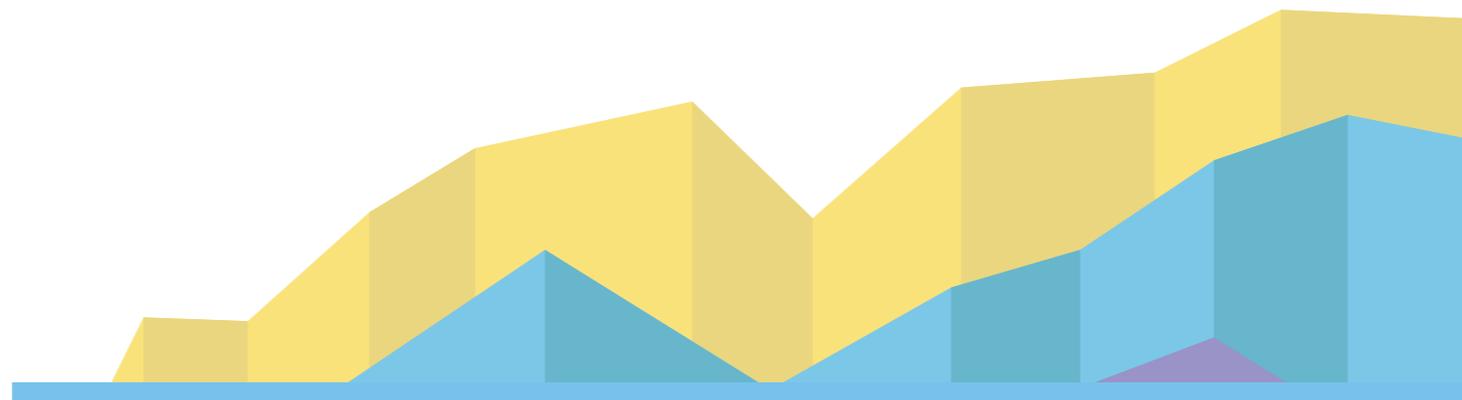
- Baseline scores
- Predictive scores and chances graphs
- Attitudinal reports
- 'Value-added' progress measures.

Inspire every individual to fulfil their potential

Schools and colleges can choose the ALIS option that best suits their needs: BASIC ALIS establishes a crucial baseline measure and FULL ALIS provides a comprehensive learner profile using the baseline measure PLUS the analysis of the attitudinal questionnaire.

Feedback and reports based on the CABT are available to download from the ALIS+ secure website within just 48 hours and include detailed analysis and comparisons of individual and cohort scores of each component: Vocabulary, Maths and Non-verbal.

Further extensive analysis for each individual and the whole cohort is available within 2 – 4 weeks of schools or colleges submitting (I)GCSE results.



Focus on progress

ALIS reports provide unbiased, independent evidence in the form of a 'value-added' picture shortly after submitting examination results, which are valuable in informing self-evaluation and demonstrate how your school or college is assessing, monitoring and analysing performance.

ALIS feedback helps to:

- Monitor intake profile over time and ascertain student attitudes
- Provide an effective 'value-added' analysis and an objective measurement for self-evaluation
- Identify areas for improvement
- Enhance the target-setting process at learner, department and institution level.

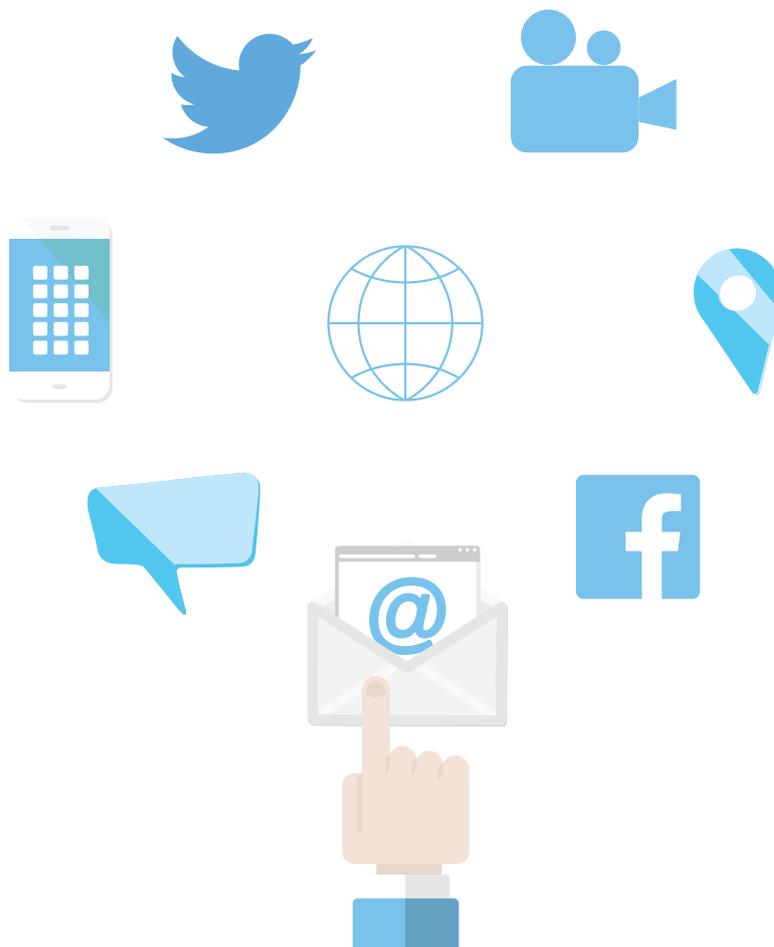
Predict performance

ALIS predictive feedback is designed to be reliable, valid and practical in order to promote effective and dynamic learning and provides a platform for planning the future. Reports include:

- AS/A Level predictions for each subject
- Chances graphs for each individual and each subject
- IB subject predictions are also available where required.

The ALIS assessments are part of an integrated system of standardised, computer-adaptive assessments offering the possibility of continuously monitoring each individual learner's progress at regular intervals and spanning their entire educational journey.

Notes



For more information about these assessments,

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www.cem.org

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