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 (I)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
- Perceptual speed and accuracy

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.

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**MidYIS**

Baseline assessment for Year 7, 8 and/or 9.

**MidYIS** is a baseline assessment for Year 7, 8 and/or 9 (ages 12–14) designed to measure pupil aptitude for and attitude to learning, track their progress throughout Key Stage 3, and facilitate transition into Key Stage 4.

The **MidYIS** assessment is computer-adaptive and adjusts the difficulty-level of questions to match each pupil's developing ability, giving an entirely individualised and tailored assessment.

**MidYIS** follows on from CEM’s Primary assessments and forms the first step on the path to:

- Independent and objective assessment
- Tracking pupil progress across the Secondary phase of education
- Providing evidence of progress in the absence of National Curriculum levels.

**Understand knowledge, skills and attitudes**

**MidYIS** is administered on entry into Year 7, 8 and/or 9 and helps to assess and monitor pupil progress, as well as point towards likely future performance.

**MidYIS** provides powerful information that enables teachers to:

- Identify pupil needs
- Promote effective teaching and learning
- Track progress and facilitate a smooth transition between Key Stages.

**Maximise learning potential**

Pupils are assessed in four key cognitive areas which research shows are linked to later 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
- **Skills** – proofreading, perceptual speed and accuracy.

**MidYIS** feedback can also help teachers to identify areas for further investigation for pupils with unusual profiles or for those whose scores fall outside what is typical for their age.

**Save time**

The **MidYIS** assessment is designed to fit into one lesson (approximately 50 minutes) with the pupil responses returned directly to CEM for analysis. **MidYIS** enables the assessment of multiple pupils, or a whole cohort, simultaneously and there is no teacher marking required. Individual pupil and cohort feedback is available to download promptly after completing the assessment.
Support pastoral care

MidYIS helps teachers to gain a deeper understanding of the factors that may influence pupil progress with three optional attitudinal questionnaires:

- **Induction**: Completed in Term 1 in approximately 20 minutes and helps teachers to understand new pupil priorities, worries, and experiences.

- **General questionnaire**: Completed in Term 2 or 3 in approximately 45 minutes. The general questionnaire identifies a variety of pupil attitudes to school, lessons and personal, social, and emotional development.

- **Parental questionnaire**: Easily fitted into a parent-teacher evening, in approximately 5-10 minutes at any point throughout the year, and helps teachers and headteachers to better understand parental expectations and opinions.

**MidYIS reports**

MidYIS assessments generate reliable, high-quality and fair baseline and ‘value-added’ feedback reports which can validate opinions or prompt teachers and headteachers to re-examine their assumptions. Pupil, cohort and school results are graphically presented and easy to interpret.

Focus on progress

Use the extensive MidYIS baseline reports to identify pupil and cohort strengths and weaknesses, set appropriate targets and promote dynamic learning. Reports include:

- Nationally standardised scores – comparing pupil performance in relation to the national and independent school averages.

- Individual Pupil Record sheets – providing a visual breakdown of pupils’ relative strengths and weaknesses.

- Ability profiles of each new intake – showing pupils in relation to a nationally representative sample.

- Predictions and chances graphs – showing likely future performance in Key Stage 3 and GCSE.

- Identify gifted pupils.

School improvement and accountability

Obtain a comprehensive picture with a breakdown of pupil, subject and school-level added value to inform the School Improvement Plan and aid school inspection with feedback such as:

- ‘Value-added’ evidence for pupils and subjects – showing performance at Key Stage 3 and progress to (I)GCSE.

- Comparisons of pupil performance in relation to the national pattern.

- Subject performance comparisons.

- Evidence of school performance and improvement over time.
**INSIGHT**

A checkpoint assessment for the end of Key Stage 3.

**INSIGHT** is a checkpoint assessment for the end of Key Stage 3 (age 13-14) which provides a comprehensive student profile by measuring:

- What students have learned from the curriculum
- Underlying potential (developing ability)
- Attitudes to school, education and careers
- Progress in the absence of National Curriculum levels.

**INSIGHT** is a computer-adaptive assessment, adjusting the difficulty level of the questions to make a tailored and personalised assessment for each individual.

**INSIGHT** is the central section of CEM's cohesive suite of secondary assessments, giving powerful feedback on students' strengths and weaknesses before they progress to the next stage of education, as well as progress made from the start of Secondary school.

**Improve student outcomes**

**INSIGHT** enables teachers and headteachers to:

- Advise students and parents on GCSE choices
- Set realistic and motivational targets
- Maximise learning potential
- Track progress made.

**Understand what students know - quickly**

**INSIGHT** enables you to quickly understand what students know and what they can do.

**INSIGHT** comprises four assessments plus an additional measure of attitudes, each taking approximately 45 minutes and student responses are returned directly to CEM for analysis.

Assessments are taken mid-April to mid-May, there is no teacher marking required and reports are available to download approximately two weeks later.

**An integrated assessment**

**INSIGHT** is user-friendly, easy to administer, relevant to a wide range of curricula and can be tailored to suit school needs.

**INSIGHT** comprises Maths, Science and Reading + Developing Ability and Attitudes*

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**INSIGHT** reports facilitate teacher planning, monitoring and target-setting by providing:

- Baseline scores
- Predictive scores
- “Value-added” progress measures.

**INSIGHT** reports generate a wide range of feedback for individual students, classes and whole cohorts. Student scores are standardised against national averages and reports are graphically presented and easy to interpret.
Compare student performance with potential
Use the extensive baseline reports to gain a detailed and comprehensive student profile to identify students whose performance does not match their underlying potential. Reports include:
• Nationally standardised scores for each student in each section of the assessment
• A combined score of curriculum-based and developing ability measures
• Individual Student Reports.

Realistic and motivating target-setting
INSIGHT reports are designed to be reliable, valid and practical. Use the reports to set realistic and motivating targets and promote dynamic learning. Reports include:
• Predicted (I)GCSE grades for each student in each subject
• Chances graphs for each student in each subject pointing to likely attainment at (I)GCSE
• Reports on individual student attitudes to Science, school, education and careers.

Measure school performance
Obtain a subject-level and school-level ‘value-added’ picture to inform the School Improvement Plan and aid school inspection with feedback such as:
• Individual summary sheet of ‘value-added’ for each student and subject
• Subject scatter graphs of ‘value-added’ in each subject
• School-level chances graphs for each (I)GCSE subject.

All-through progress tracking
CEM’s integrated sequence of assessments offers an ‘all-through’ picture of progress across the whole of secondary school by measuring ‘value-added’ progress from Key Stage 3 to Key Stage 4. INSIGHT reports show the progress made by students based on:
• MidYIS to INSIGHT scores (where school data is available)
• INSIGHT to (I)GCSE scores.

INSIGHT is part of an integrated system of computer-adaptive assessments designed to assess and monitor learning and development from age 3 to 19.
The assessments are practical, reliable and flexible offering the possibility of monitoring each individual student’s progress at regular intervals and spanning their entire educational journey.
YELLIS

Baseline assessment for Year 10 and 11.

**Identify likely outcomes at GCSE**

The YELLIS assessment measures each individual student’s underlying potential – their ‘developing ability’ – by assessing their responses in three key areas which research shows are linked to later academic outcomes.

The YELLIS assessment involves a combination of multiple choice and free-entry answers in:

- **Vocabulary** – word fluency and understanding
- **Maths** – logical thinking, manipulating numbers and numerical concepts
- **Non-verbal** – ability to match patterns, reflections and rotations and apply visual intuition.

The YELLIS assessment takes just 45 minutes to complete, data is returned directly to CEM for analysis, and feedback reports are available promptly after completing the assessment.

**Attitude matters**

YELLIS enables teachers to understand the factors that may influence student progress and achievement with three (optional) attitudinal questionnaires:

- **Induction questionnaire** – Understand student priorities and concerns about this crucial stage in their education
- **Core questionnaire** – Identify a variety of student attitudes to school, lessons and personal, social and emotional development
- **Parental questionnaire** – Understand parental expectations and opinions.

**YELLIS Reports**

**Focus on individual student needs**

YELLIS assessments generate robust, high-quality and reliable data at a student, cohort and whole school level, providing:

- Baseline scores – comparing student performance in relation to national averages
- Predictive scores and chances graphs – showing how baseline scores can be used to indicate potential performance in (I)GCSE examinations
- “Value-added” feedback giving a measure of relative progress over time

**Data provided enables teachers to:**

- Identify student strengths and weaknesses
- Identify students requiring support at subject level
- Identify students requiring support across a range of subjects
- Identify and share best practice
- Open up dialogue with parents
- Identify high achievers or under-aspirers
- Set realistic and motivational targets
- Inform departmental planning
- Inform School Improvement Plan.
For more information about these assessments,
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