

InCAS

AGE 5-11

An advanced, computer-based,
adaptive assessment designed to
support pupils aged 5 – 11



InCAS

A diagnostic and flexible assessment for measuring pupil progress through primary school

- Understand what your pupils know and can do
- Tailor learning to meet individual needs
- Identify potential and underachievement
- Trace the progress trajectory of your pupils throughout primary
- Accelerate learning
- Smooth the transition between key stages
- Facilitate sharing of best practice
- Measure school effectiveness and provide evidence for governors and inspectors

Independent and objective analysis of a pupil's developing ability

InCAS is tailored to each child's developmental stage and the diagnostic information provided can be used to personalise learning and monitor the progress of each individual in key developmental areas, which research shows are linked to later academic outcomes.

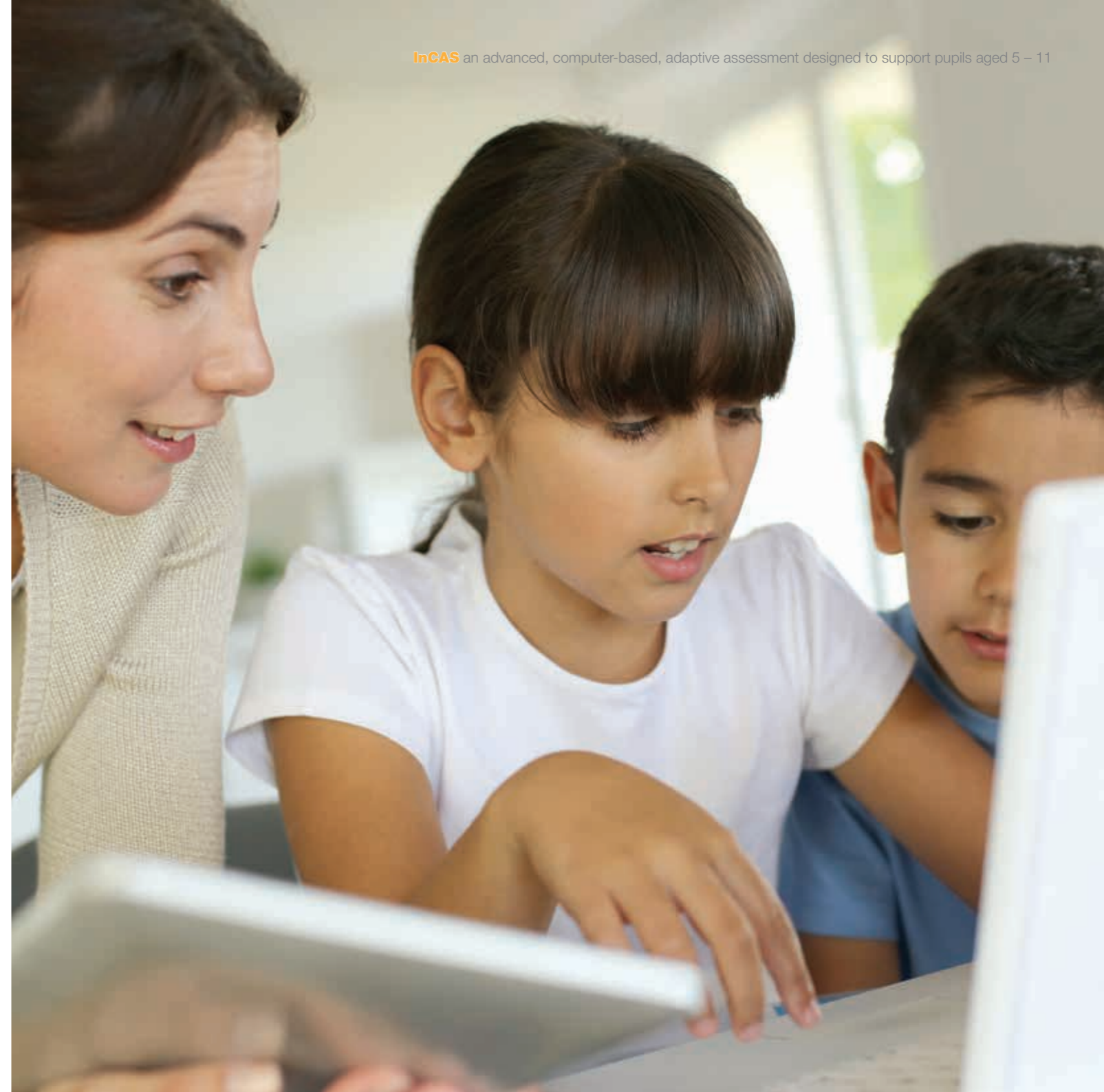
InCAS:

- Offers independent and objective analysis of a pupil's developing abilities throughout primary school
- Features an enjoyable, intuitive and engaging interface with questions adapted to each individual child
- Provides a snapshot of pupil attitudes to their school and subjects

Make life simpler:

You can use InCAS to assess pupils at any time from the end of Year 1 to the end of Year 6.

- You can assess a whole class, or cohort, at the same time
- Choose when to sit each module
- No teacher marking required



Personalise learning

InCAS supports the principle that each child develops and learns at their own pace and InCAS feedback tracks individual pupil progress.

The InCAS assessment contains six distinct modules, so you can choose which parts of the assessment are appropriate at which times and you do not have to complete the entire assessment in one session.

Each module takes approximately 20 minutes, and is made up of a range of subsections creating a comprehensive and well-rounded profile of each individual pupil.

Modules and subsections include:

- **Reading** – including word recognition, word decoding and comprehension
- **Spelling** – including identifying words in context
- **Mathematics** – including counting, place value, fractions, patterns, problem-solving, measures, shape and space and data handling
- **Mental arithmetic** – including addition, subtraction, multiplication and division
- **Developing ability** – measures pupils' current potential for learning
- **Attitudes** – towards reading, maths and school

'CEM assessments are a useful tool to have in the box and the more information we have on the pupils the better.'

David Tait,
Shincliffe Primary School



Monitor pupil progress

InCAS provides a range of easy-to-interpret feedback, including pupil, cohort and school-level reports. The data can be imported into your school management information system, complementing and supporting professional judgements.

Understanding individual needs

Standardised and age-equivalent scores help teachers to analyse pupils' relative strengths and weaknesses in each module and subsection. Reports help to identify more able pupils or those requiring further support.

Measure progress over time

InCAS evaluates individual pupil progress over a number of years, and compares pupil performance relative to a national average and expected progress.

Plan the next stages

InCAS feedback includes a breakdown of pupil scores in each module as well as in each subsection. The comprehensive InCAS profile can be used to form the valuable basis for discussion of future needs with colleagues and parents.

Next steps guidance

Research-based guidance is available for teachers in diagnosing and remediating mathematical and literacy difficulties.



Detailed feedback and reports

Age standardised scores and age equivalent charts

Age standardised scores offer an insight into pupil performance in the context of a nationally representative sample, in each section of the assessment.

Assessment	Age (Yrs:Mths)	Age Equivalent Score (Yrs:Mths)	Age Difference (Yrs:Mths)
Reading	9:1	8:3	-0:10
WordRecog	9:1	8:3	-0:10
WordDecod	9:1	8:11	-0:2
Comprehension	9:1	8:3	-0:10
Spelling	9:1	9:3	+0:2
DevelopedAbility	9:1	8:4	-0:9
PicVocab	9:1	9:5	+0:4
NonVerbal	9:1	7:4	-1:9

Name	Age Standardised Scores			
	Reading	GenMaths	Mental Arithmetic	Developed Ability
Adam Apple	102	108	110	123
Bertie Banana	123	117	103	131
Charlie Clementine	116	124	106	134
Deadrie Damson	78	88	96	102
Elizabeth Elderberry	110	104	93	112



‘CEM data provides feedback in a very comprehensive way...I love the way the feedback’s age specific data is provided’

Niall McLean, Principal,
Castlewellan Primary School, Northern Ireland

Individual pupil progress chart

Pupil Progress charts show a summary of an individual pupil’s scores and progress over multiple years compared against expected chronological progress.



The green line shows expected chronological progress.

Measuring school effectiveness

InCAS provides school leaders with a clear picture of pupils' abilities on a whole-school level as well as offering smaller-scale, year group insight to help with school improvement planning.

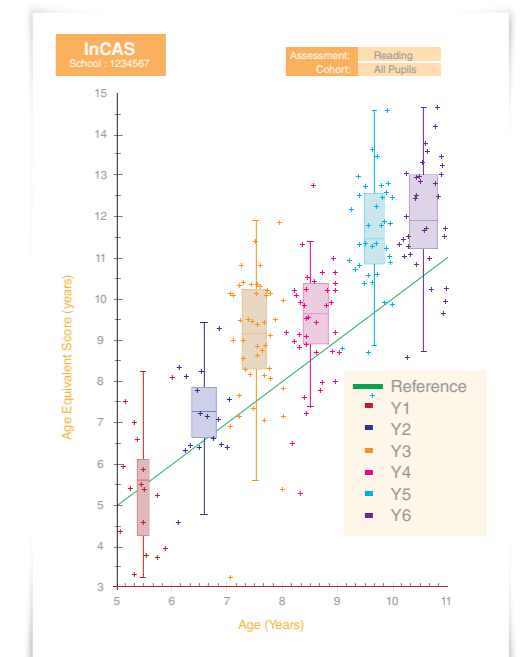
- Understand the performance of the whole school from Years 1 to 6
- Understand ability profiles of each year group
- Identify trends over time and set targets
- Provide evidence to assist with school self-evaluation, school improvement and inspection
- Compare performance with expected progress and national averages

Data on whole school performance in each module presents school leaders with a 'big picture' understanding of their pupils' general ability in each area and allows them to compare.



Whole school picture

Breakdowns of pupil scores in each year group, in each module, and each subsection help leaders to have a clear understanding of the needs of all levels in their school.



The age comparison charts show the range of scores in each of the modules across the whole school



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.

ASPECTS	BASE	InCAS	MidYIS	Yellis	Alis/CEM IBE
AGE 3-4	AGE 4-5	AGE 5-11	AGE 11-14	AGE 14-16	AGE 16-18
<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 4223** or email: primary.support@cem.dur.ac.uk