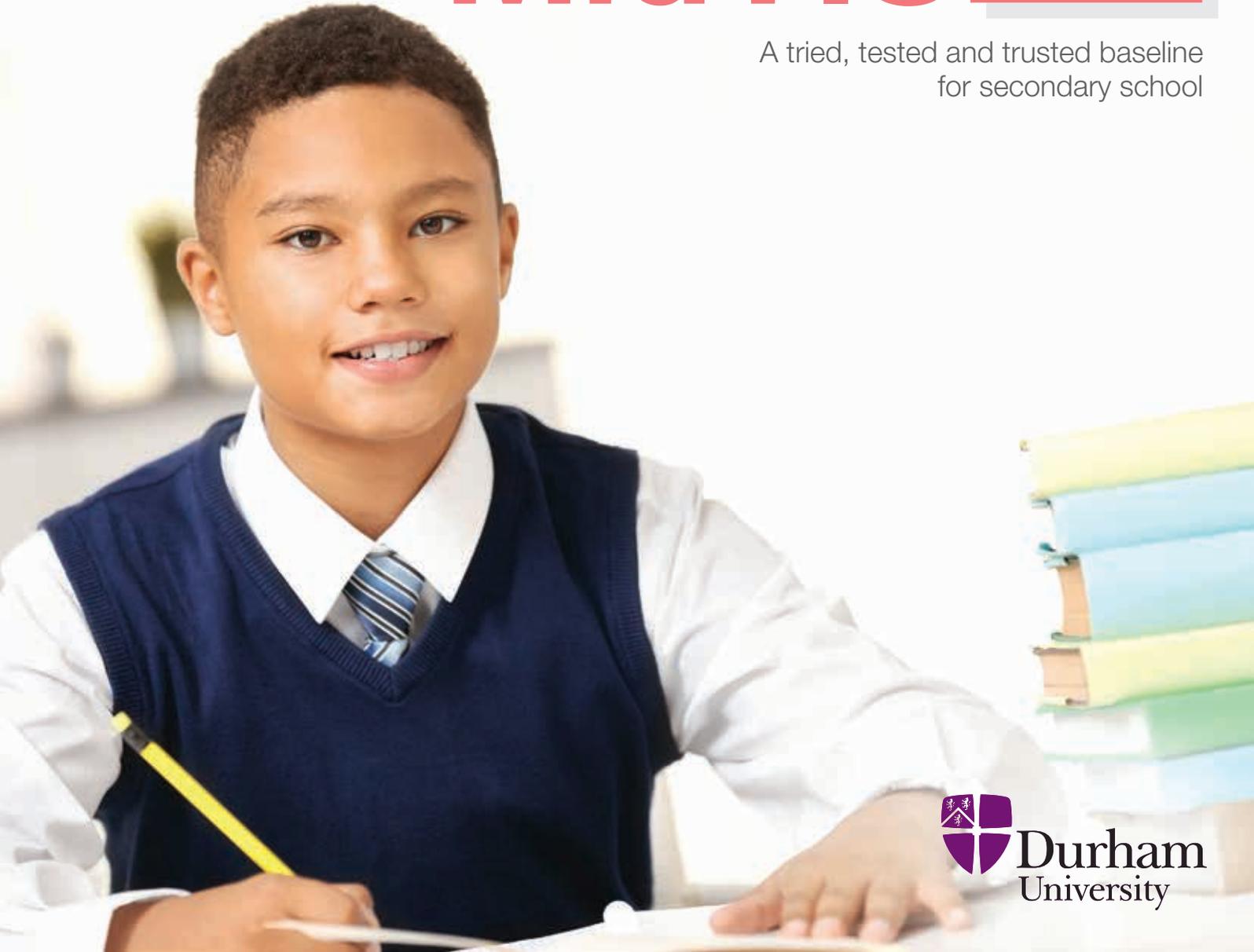# CEM

Centre for Evaluation & Monitoring

MidYIS

AGE 11-14

A tried, tested and trusted baseline
for secondary school

Durham University

MidYIS

an innovative, computer-based adaptive assessment for students aged 11 – 14

- Establish a reliable baseline for your pupils

- Facilitate sharing of best practice

- Set realistic targets for the new GCSEs

- Understand what your Year 7 pupils know and can do

- Measure the progress trajectory of your new Year 7s

- Compare intake ability relative to previous cohorts

- Provide evidence for governors and inspectors in the absence of National Curriculum levels

Independent and objective analysis of a pupil's developing ability

MidYIS is tailored to each child's developmental stage, utilising an algorithm which adapts the difficulty-level of the questions ensuring each pupil is accurately assessed.

MidYIS:

- Offers independent and objective analysis of a pupil's developing ability at the start of school
- Features an attractive, intuitive and engaging interface with questions suited to each individual child
- Provides a holistic view of pupil attitudes, evidencing pupil perspectives, expectations and aspirations

Make life simpler

- This time efficient assessment takes approximately 50 minutes and fits into one lesson
- Enables you to assess a whole class, or cohort, at the same time
- Can be stopped and restarted as needed
- Requires no teacher marking with automatic return of pupil responses to CEM for analysis

MAXIMISE LEARNING POTENTIAL

Pupils are assessed in four key cognitive areas which research shows are linked to later academic outcomes such as (I)GCSE results

VOCABULARY
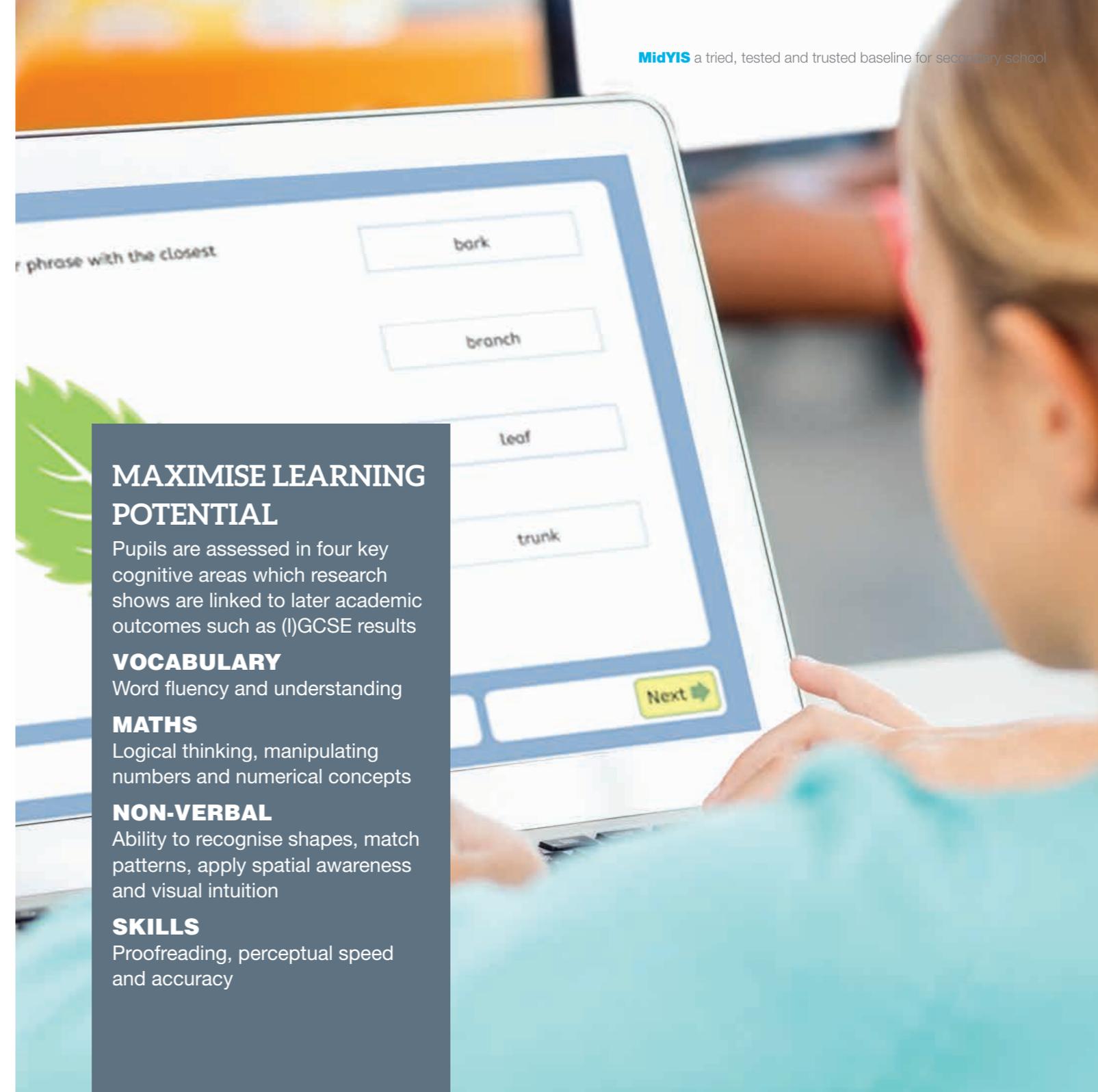Word fluency and understanding

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

Understand your pupils' starting points

MidYIS provides downloadable pupil, cohort and school-level reports, which can be imported into your school MIS, helping to complement and inform teachers' and school leaders' judgements.

Supporting pupil progress

Analyse pupils' relative strengths and weaknesses, identify more able pupils and those requiring additional support.

Compare pupil performance relative to national averages

Set appropriate targets based on predictions of likely future performance at (I)GCSE including the new 9-1 grades at GCSE and Attainment 8 measures.

Individual pupil records

Allow you to quickly identify areas of concern. A significantly low score on a section may mean that intervention is needed in order that the pupil achieves his or her full potential. This may have implications for teaching and learning.
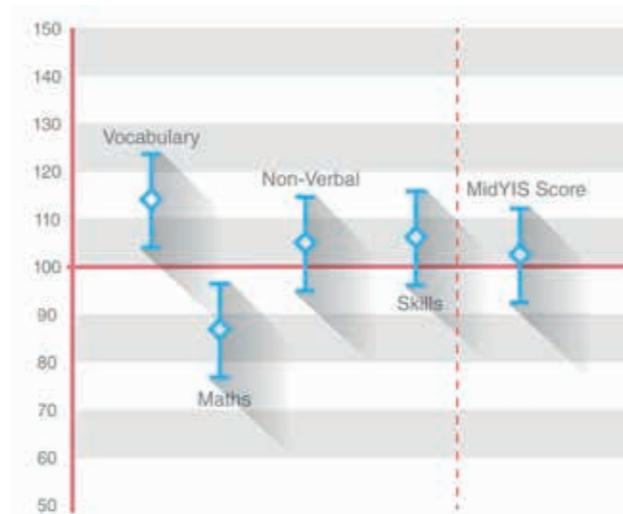
The individual pupil record offers standardised scores and a breakdown across the four key cognitive areas measured by MidYIS.

> **"Teachers will build the use of this data into their planning to meet individual needs and into the student tracking system"**
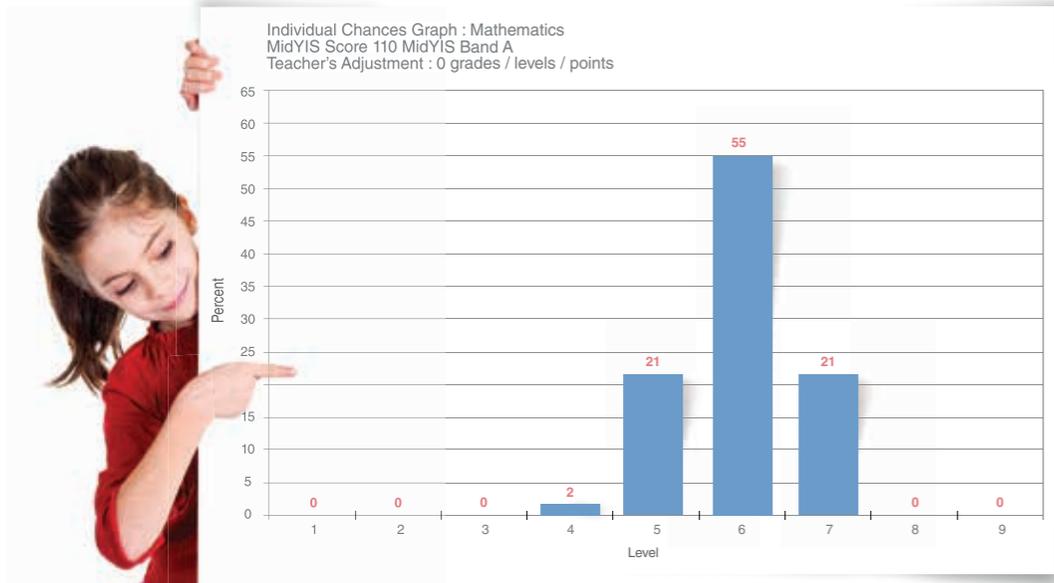>
> **Sue Holt, Head of Secondary School, The International Community School, Amman, Jordan**

Predictions of likely performance for the new 9-1 grades

MidYIS offers standardised scores, enabling you to predict the grades pupils are most likely to achieve at (I)GCSE. This performance analysis generates whole school, subject and individual feedback reports, including predictions to the new GCSEs. Predictions can be adjusted to take account of your school's prior value added performance, increasing their accuracy further.

"MidYIS provides statistically secure data from which we can set realistic yet challenging grade targets for our students."

Liz Devismes, The Marches School

Individual Chances Graph : Mathematics
MidYIS Score 110 MidYIS Band A
Teacher's Adjustment : 0 grades / levels / points

Evidencing success

- Understand ability profiles of each new cohort and map the change over time
- Measure pupil and departmental progress, not attainment alone
- Evidence success to assist with school self-evaluation, improvement and inspection
- Compare performance with other schools in your group or consortia. Additional norms are available for independent and international schools

"School targets are set by each subject using a combination of the standardised [MidYIS] score and teacher professional judgement"

Mark Smith, Leader in Physics, Ysgol Dyffryn Taf
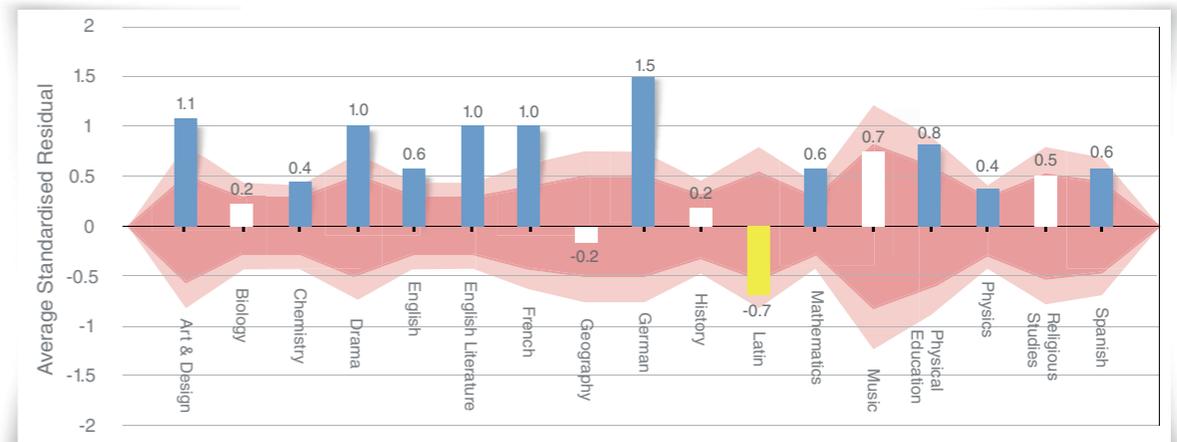
Monitoring school performance over time

MidYIS enables you to monitor school added-value performance over time. This value-added data is standardised to enable comparison across subjects and over time.

Statistical Process Control Chart
Nationally Representative Standardisation
GCSE English
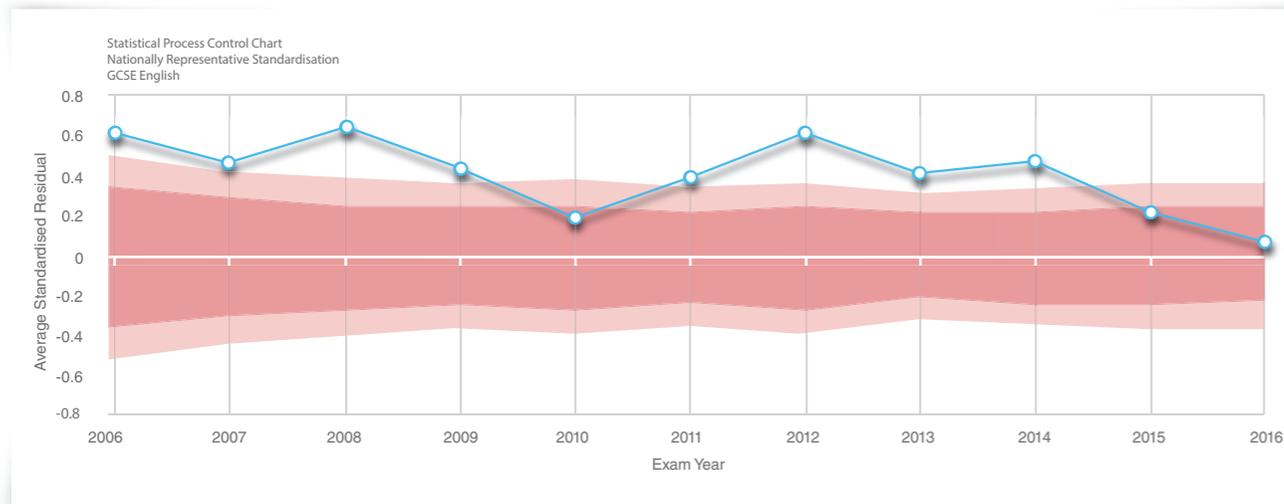
In this example the chart indicates that the school has achieved a significantly positive performance for their GCSE English results for the period 2006 through to 2016, with the exception of 2010, 2015 and 2016. The above expected achievement suggests that the English department may have practices which could benefit other departments in the school.

In 2010, 2015 and 2016 the results achieved were in line with expectations.

Monitor Performance

- Monitor your school value-added performance over time
- Evidence success to assist with school self-evaluation, improvement and inspection
- A tool for subject and departmental reviews
- Identify subject trends over time and set targets

Assessing more than academic success

In addition to assessing your pupils' developing abilities, MidYIS includes additional surveys to aid understanding of your pupils' attitudes to school, education and future career.

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.

ASPECTS
AGE 3-4

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:

- Early language
- Early numeracy
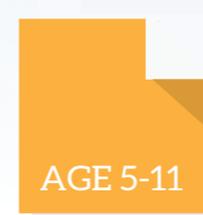- Personal, social and emotional development
- Motor development

BASE
AGE 4-5

An objective, baseline assessment carried out at the beginning and end of the academic year to show knowledge and progress. BASE assesses:

- Literacy
- Numeracy
- Personal, social and emotional development
- Communication

InCAS
AGE 5-11

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:

- Reading
- Mathematics
- Developed ability
- Mental arithmetic
- Spelling
- Attitudes

MidYIS
AGE 11-14

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:

- Vocabulary
- Mathematics
- Non-verbal ability
- Skills

Yellis
AGE 14-16

Yellis follows on from the MidYIS assessment, re-establishing developing ability measures and offering refined (I)GCSE predictions. Yellis assesses:

- Vocabulary
- Mathematics
- Non-verbal ability

Alis/CEM IBE
AGE 16-18

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:

- Vocabulary
- Mathematics
- Non-verbal ability

www.cem.org

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: **secondary.support@cem.dur.ac.uk**