

Yellis

AGE 14-16

A tried, tested and trusted
monitoring system for students
beginning (I)GCSE



Durham
University



Yellis

a tried, tested and trusted monitoring system for students beginning I(GCSE)

Get to know your students:


- Predict future likely attainment in the new 9-1 grade GCSEs
- Establish realistic and motivational I(GCSE) targets
- Monitor performance at student, subject and school level
- Measure impact on student learning
- Understand your students' societal, cultural and educational background

A baseline assessment to measure performance, potential and attitude

Yellis can be used as a checkpoint of developing abilities and attitudes before the crucial transition to (I)GCSE begins. Yellis can also be taken early to gain advance information about individuals, or the whole cohort, and inform student placement decisions.

Yellis:

- Assesses students' knowledge, abilities, perspectives and aspirations
- Identifies strengths and weaknesses
- Aids planning
- Assists with setting appropriate targets
- Provides evidence to governors in the absence of National Curriculum levels
- Features an attractive and intuitive interface based on the latest assessment and graphic design criteria



'The attitudinal survey feedback also provides information about the holistic experience of students.'

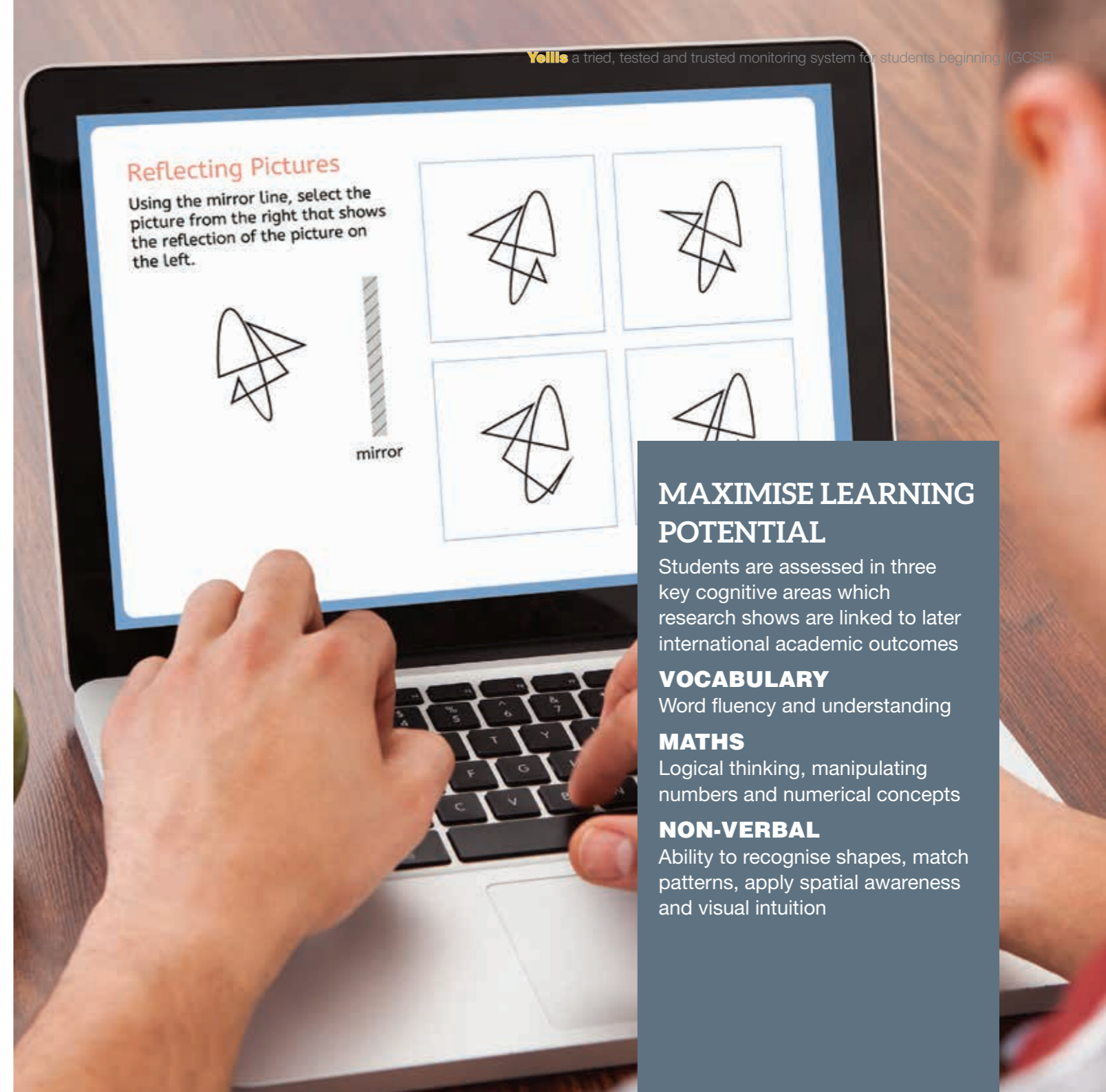
Liz Devismes, The Marches School

An innovative computer-adaptive assessment

Yellis is a baseline assessment specifically designed to measure the performance, potential and attitude of students aged between 14 and 16. Yellis reports provide an objective baseline score of students' developing ability and subject specific predictive data for (I)GCSE subjects to monitor student progress and inform target setting.

Yellis is tailored to each student's development stage; our adaptive algorithm intelligently adjusts the difficulty of the questions by using the student's responses.

- Fits into one lesson - 50 minutes
- No teacher marking
- Feedback available within two working days
- You can assess a whole class, or cohort, at the same time
- Can be stopped and restarted



MAXIMISE LEARNING POTENTIAL

Students are assessed in three key cognitive areas which research shows are linked to later international 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

Understand your students' performance

Yellis assessments provide downloadable student, cohort and school level reports. Each report graphically represents your students' strengths and weaknesses and can be used as a basis to inform parents and students about academic achievement and performance.

'The detailed data we receive from CEM is used throughout the school for teaching and learning, supporting students through target setting and monitoring progress.'

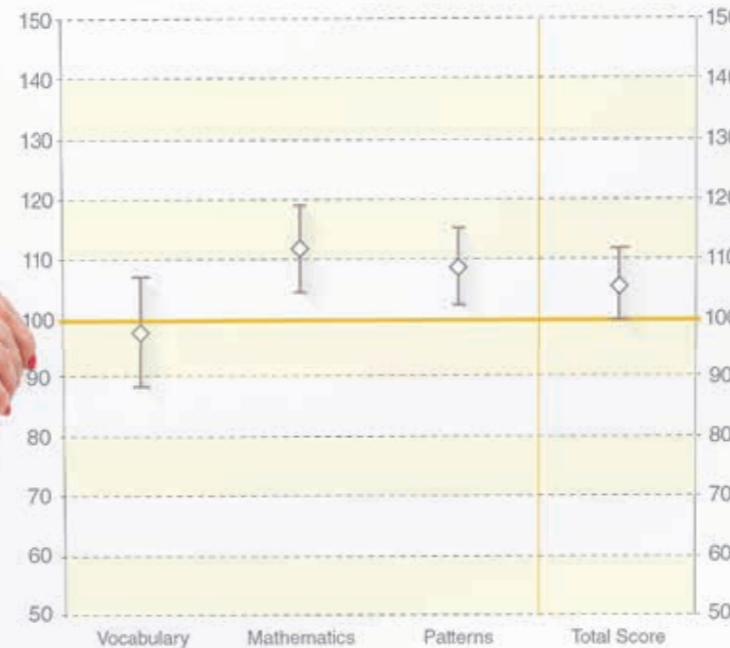
James Slocombe, Director of Studies, Kings College Madrid



MARTIN MANATEE

	Raw Data	Standardised Data			
	Score (%)	Score	Band	Percentile	Stanine
Vocabulary	53	98	C	45	5
Mathematics	64	112	A	79	7
Patterns	68	109	B	71	6
Total Score	59	106	B	66	6

Nationally-Standardised Scores with 95% Confidence Band



The Individual student record sheet

The Individual student record sheet illustrates how well each student has performed in the baseline assessment.

It allows you to quickly and easily identify areas for concern between Vocabulary, Maths and Patterns. Where the confidence bands do not overlap between assessment sections this indicates that the pupil has performed significantly better or worse in that area compared to other areas. A significantly low score on a section may mean that intervention is needed for the student to achieve his or her full potential.

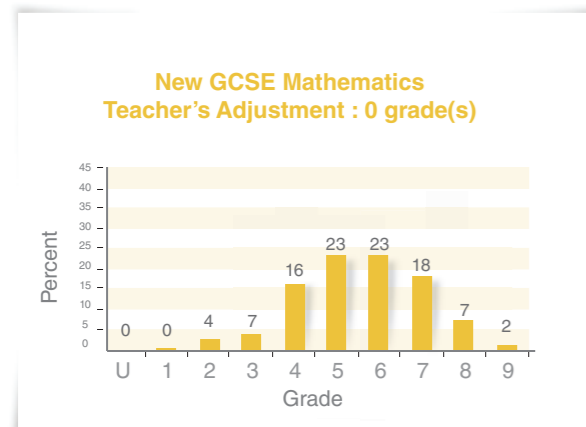
This may have implications for teaching and learning.

Predictions of likely performance for the new 9-1 grades

After analysis of Yellis responses, CEM provides predictions and chances graphs at I(GCSE) for each subject.

Chances Graphs should always be used when discussing “target-setting” with students, staff and parents, as they can be used to raise expectations at all levels of ability and challenge the more-able students.

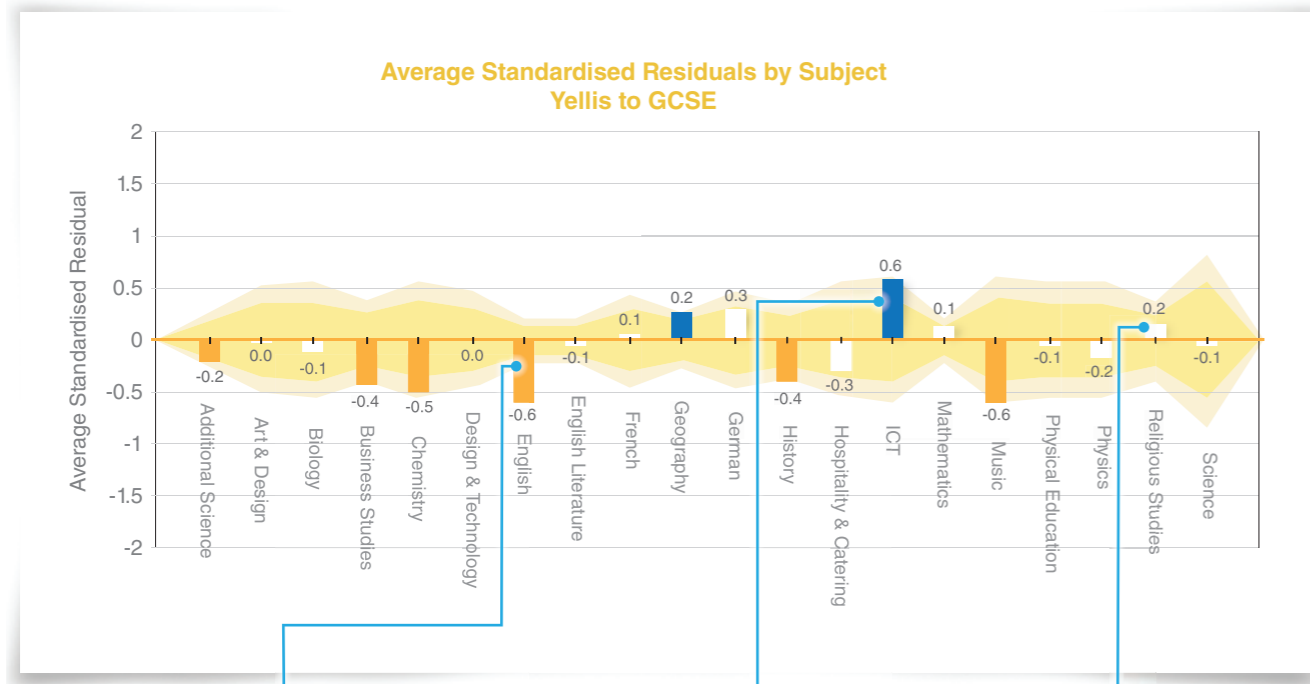
The Chances Graphs, combined with (i) teachers’ knowledge of the student and (ii) the Yellis predicted grade, can help set realistic targets.



Evidencing success

- Understand ability profiles of each new intake in relation to a nationally representative sample
- Compare your school performance and results against other schools
- Demonstrate student achievement and identify where your school is adding value

The value-added performance feedback allows you to assess whether there is evidence that students are doing better or worse than expected.



English is a statistically significant negative result. Suggesting the students have underperformed given their baseline scores.

ICT is a statistically significant positive figure which could indicate that the department is doing well.

Religious Studies is performing in line with expectations

Assessing more than academic success

In addition to assessing your students' vocabulary, maths and non-verbal abilities, Yellis includes additional questionnaires that aim to help teachers gain a deeper understanding of their students' personality, interest and aspirations.

The questionnaires 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	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 4255** or email: **secondary.support@cem.dur.ac.uk**

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This brochure is for illustrative purposes only and was accurate at the time of writing. All charts are based on anonymised pupil data.