


Cambridge Primary Insight **Reports**



Cambridge Primary Insight offers a range of reports that provide valuable insight into individuals and year groups. Longitudinal reports are also available with two or more years of data.

The assessment feedback is contained in five main reports:



Year Group Overview



Individual Student Report



Report for Parents or Guardians



Summary of Scores



Individual Progress Report

A filter tool allows you to quickly focus on data that is most relevant. Depending on the report you are viewing, it is possible to filter by:

academic year

year group

class

student

gender

score type

Year Group Overview

The Year Group Overview shows the distribution of scores for each year group in your school.



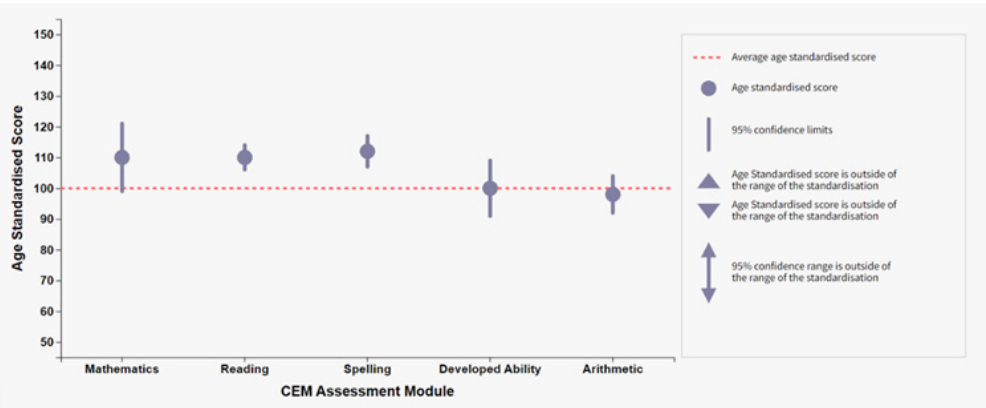
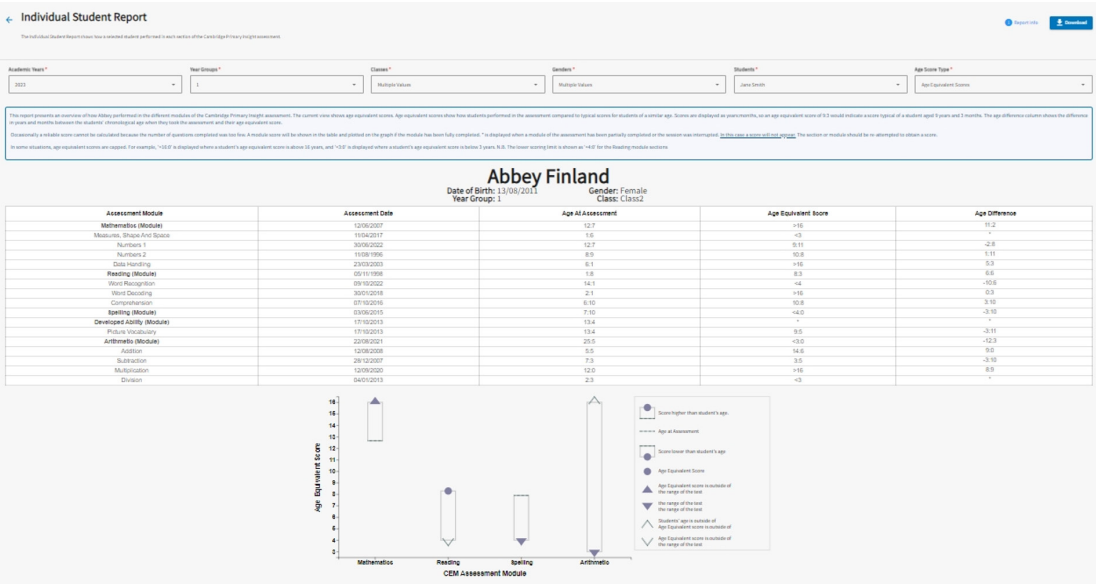
- The upper 'whisker' shows the spread of scores for the highest attaining students.
- The height of the box shows the spread of scores for the middle 50% of students (the inter-quartile range).
- The lower 'whisker' shows the spread of scores for the lowest attaining students.
- X - A score outside the normal range.
- O - A score well outside the normal range.
- The horizontal black line in the blue boxes indicates the median score (for the middle scoring student) in the year group.
- The width of the blue boxes indicates the range of ages of the students in the year group.
- The horizontal position of the 'whiskers' indicates the median (middle) age of students in the year group.
- The dotted green line shows the age-equivalent score awarded to a learner who attains a typical score for their age.
- For example, a typical score for a learner who is exactly 7 years old will be shown as an age-equivalent score of 7 years and 0 months (7:0).

Individual Student Report

The Individual Student Report (ISR) presents a detailed summary of an individual student's results. The data is shown in table and chart formats. The table includes details of the completed modules and sections of the assessment, together with the date each section was completed, the age of the student at the time of the assessment and either their age-equivalent or age-standardised scores.

- The chart element of the ISR shows a student's age equivalent scores (marked by the black dots) in relation to their actual age and the mid-point age for their year group.
- The red dotted line shows the median (mid-point) age for the year group and the rectangles demonstrate the difference between the age of the student and their age-equivalent scores in each module.
- The dark grey lines on the rectangles show the age of the student and the black dots mark the age-equivalent scores.

Interpretation Guidance is also available for Cambridge Primary Insight Plus users (when viewing age standardised scores, which you can change to using the 'Age Score Type' filters). The system automatically provides clear, instantaneous and personalised interpretation of results for that student, in each of the five modules of the assessment.



Interpretation Guidance provides objective, evidence-based statements about the student's performance in comparison to other learners of the same age. Perfect for starting conversations with parents, for using in individual learning plans, and as a benchmark for measuring progress.

Teaching and learning guidance

Mathematics

Afreen's score in the Mathematics module puts them in the higher part of the average range. Around 34% of students would typically score between 100 and 115. The score is made up of sub-scores from different parts of the Mathematics assessment, so they may show stronger mathematical skills in some parts of the assessment than in others.

Arithmetic

In the Arithmetic assessment, Afreen scored in the average ability range. Typically, 34% of students would be expected to score between 85 and 99.9. This represents the lower half of the average ability range. This section tests mental arithmetic and Afreen may find it more difficult doing questions mentally and might prefer to use physical objects such as counting lines or blocks to help them.

Developed Ability

Afreen's Developed Ability score is in the higher part of the average range. Approximately 34% of students would typically score between 100 and 115. The score is a measure of Picture Vocabulary and Non-verbal skills, so Afreen is likely to be strong in both areas.

Reading

Afreen's score in the Reading assessment puts them in the higher part of the average range for reading. Around 34% of students score between 100 to 115. They may show stronger reading skills in parts of the assessment than in others.

Spelling

Afreen's score is in the higher part of the average range for spelling. Around 34% of students score between 100 to 115. Afreen's spelling ability will be good for their age.

Parent or Guardian Report

The Parent or Guardian report provides a short explanation of what the Insight assessment measures, together with a simple summary of a student's performance.

A student's scores are represented in a simple graphical format. Scores are plotted on a linear progression and very short descriptors provide context to the distribution of the scores.

A short description of the contents of each module together with an example question is shown in this section of the report.

Finally, a short paragraph suggests some general guidance.

Report for Parents or Guardians

Report info

Download

Academic Years *

2023

Year Groups *

1

Classes *

Multiple Values

Students *

Jane Smith

Abbey Finland

Female, born on 13/08/2011, 9 years 3 months

Year group Y2, Class YR02W

What is Cambridge Primary Insight?

Cambridge Primary insight is a computer adaptive assessment designed for children aged between five and eleven years. This means that questions are tailored for Abbey based on her responses so that the assessment is not too difficult or too easy and she receives a personalised assessment suited to her.

For example, if a student answers a question correctly, the next question they see will be more difficult. If an incorrect answer is provided, a less challenging question will be presented. This continues until the programme is able to calculate the level at which the student is working.

It highlights Abbey's strengths and areas for development which can inform teacher planning and target setting.

How did Abbey do in the assessment?

The chart below provides a simple overview of how Abbey performed in each section of the assessment. The circles show Abbey's performance compared to other children of her age. Circles within the shaded area show where she scored within the typical range for students of her age.

Arithmetic

Mathematics

Reading

Spelling

Developed Ability

Score is below the range typical for students this age
16% of students' scores are within this area

Score is within the range typical for students this age
68% of students' scores are within this area

Score is above the range typical for students this age
16% of students' scores are within this area

Sections in the assessment

Example Questions

Mathematics

Early ability in mathematics is a reliable indicator of later academic achievement in all subjects. This section includes questions to assess Abbey's understanding of counting, informal arithmetic, place value, fractions and decimals, sorting, patterns, problem solving and algebra, measures, shape and space and data handling.

Example Questions

One of the figures is shaded

Which fraction of the figure is shaded?

1/4

1/2

3/4

1

Arithmetic

The Arithmetic section assessed Abbey's ability to perform calculations quickly and accurately without using a calculator or other means of assistance. The section includes addition, subtraction, multiplication and division questions.

Example Questions

11 + 15

24

33

42

51

Reading

The Reading section assesses students' skills in key areas of literacy. Abbey was asked a range of questions relating to word recognition, word decoding and comprehension.

The reading questions relate to individual words, sentences and longer passages of text.

Combined together, the individual sections provide an overall measure of how skilled Abbey is at reading words and understanding their meaning in a range of contexts.

Example Questions

Parade

Parade

Parade

Parade

Parade

Spelling

The Spelling section includes a range of questions that assessed Abbey's spelling skills. Students listen to the presenter reading a series of sentences that include a specific word which they then type using an on-screen keyboard. The words become gradually more challenging until the student reaches their age-equivalent spelling level.

Example Questions

carriage

a b c d e f

g h i j k l m n o p

q r s t u v w x y z

space

back

Developed Ability

Developed Ability is a useful indicator of a student's potential for future learning and is calculated by evaluating a range of curriculum-independent knowledge and skills. In this section, Abbey was presented with a selection of vocabulary tasks and non-verbal matching and reasoning activities.

Example Questions

1.

2.

General Guidance

Abbey's teachers will always be cautious of making decisions based on a single assessment. They will use this information together with other sources of evidence, such as examples of Abbey's work, to build up a more general overview of how Abbey is performing across a range of subject areas. If you have any questions about the assessment, please arrange to speak to Abbey's teacher. Find out more on our [Parent Support Hub \(https://www.cambridge.org/parents\)](https://www.cambridge.org/parents)

Summary of Scores

The Summary of Scores report includes a filterable table showing a comprehensive overview of individual students' details together with their age-standardised or age-equivalent scores (as selected) in the various modules and sections of the assessment.

Summary of Scores

Report info

Download

Academic Years *

2023

Year Groups *

Multiple Values

Classes *

Multiple Values

Students *

Multiple Values

Age Score Type *

Age Equivalent Scores

This report presents an overview of how the selected group of students performed in the different modules of the Cambridge Primary Insight assessment. The current view shows age equivalent scores. Clicking in the circles next to the sections will display the selected module's section scores. Age equivalent scores show how students performed in the assessment compared to typical scores for students of a similar age. Scores are displayed as years : months, so an age equivalent score of 9:3 would indicate a score typical of a student aged 9 years and 3 months. The difference between the age equivalent score and the age of the student when they took the assessment is termed age difference and is displayed in brackets after the age equivalent score. This is shown as (years:months), so an age difference score of (+1:3) would indicate a score typical of a student aged 1 year and 3 months older than the student's chronological age. An age difference score of (-1:3) would indicate a score typical of a student aged 1 year and 3 months younger than the student's chronological age.

Occasionally a reliable score cannot be calculated because the number of questions completed was too few. A module score will be shown in the table and plotted on the graph if the module has been fully completed. * is displayed when a module of the assessment has been partially completed or the session was interrupted. In this case a score will not appear. The section or module should be re-attempted to obtain a score.

In some situations, age equivalent scores are capped. For example, >16:0 is displayed where a student's age equivalent score is above 16 years, and <3:0 is displayed where a student's age equivalent score is below 3 years. N.B. The lower scoring limit is shown as <4:0 for the Reading module sections.

View:

Overall Modules

Mathematics Sections

Arithmetic Sections

Reading Sections

Developed Ability Sections

Name	Year Group	Class	Date of Birth	Age at Assessment	Mathematics	Arithmetic	Reading	Spelling	Developed Ability
Abbey Finland	Y2	YR02W	13/08/2011	9:3 to 9:4	9:0 (-0:3)	8:10 (-2:4)	10:2 (0:11)	10:0 (0:8)	8:0 (-3:2)
Ben Sweden	Y2	YR02W	28/08/2011	9:2 to 9:3	9:8 (0:5)	10:1 (0:10)	9:8 (0:3)	9:8 (0:4)	10:0 (0:9)
Nyah Croatia	Y2	YR02W	13/08/2011	9:3 to 9:6	*	*	*	*	*

Individual Progress Report

This report shows the progress a student makes based on their Age Equivalent Scores throughout out their time at your school.

