

HORROR/SUSPENSE WRITING				
	Yes	No	Partial	Errors
Tension built up and narrative time stretched	✓			
Focus on darkness, decay, smell, extreme weather	✓			
Repetition; rhetorical questions; similes			✓	
Strong verbs	✓			
Effective vocabulary	✓			
Some short sentences	✓			
Varied sentence subjects	✓			
Some embedded clauses/phrases			✓	
Commas used correctly				✓
Spelling largely correct				✓

Teacher comment

You have managed to write an effective first chapter using many of the devices we have been exploring. Particularly good was the way you stretched out the tension and emphasised the darkness and incorporated thunder and lighting! Thought that worked well. I was really pleased to see how well you varied sentence beginnings and length of sentences. Personal Targets would seem to be the use of commas within the sentence and more embedded clauses. We will put these to the top of your 'Personal Target' card!

Student comment:

I am pleased with my Horror writing. I did lots of things well. I am not sure how to use commas and I don't know what embedded clauses are. Miss says she will spend some time with me on this.

4.3 Assessment Available from Cambridge

As part of Cambridge Secondary 1, end of stage tests (Progression Tests) are provided for Stages 7–9. These are available to registered centres from the Cambridge Secondary 1 website.

Progression Tests

These are for use within the classroom to measure the progress of the learners and identify strengths and weaknesses.

The tests are designed to be flexible and can be used to:

Assess the performance of the learners against the learning objectives in the curriculum framework. The Progression Tests are produced to precise specifications to ensure a representative coverage of skills and knowledge. The tests assess learning objectives from the entire stage and so should be used when teaching is complete. However, it is preferable that they are used when there is still time left in the term to provide learners with feedback and help them reflect on their achievements and consolidate the year's work.

Diagnose strengths and weaknesses. The results of the tests should be fed back to the learners. It is important that they know their strengths as well as being aware of the areas where they are weak. Feedback should always be constructive and should include practical advice on how to improve areas of weakness.

Examine progress from one year to the next. The Progression Tests can help you see whether learners are progressing at a steady rate, faster, or slower, than expected. The comparison against an external standard means that even the weakest learners can show progress. This may have been overlooked if these learners were only compared with their stronger peers. Similarly, lower than expected performance in an able learner can be identified and investigated.

Inform planning. The results of the tests can be used to reflect on the teaching over the year and prompt changes for subsequent years. If there are areas where the entire class appears to be strong or weak, the teacher should consider the strategies used for those areas and adapt them as necessary. The data from the tests will also be of value to the following year's teachers to provide them with information about prior knowledge of the learners entering their classes. Alternatively, it is possible to give the test for the previous stage at the beginning of the next stage to determine the 'starting point' of the learners and identify any areas of weakness that need to be addressed.

Aid reporting to parents. The results of the progression tests can be combined with the teachers' own observations to produce informative reports to parents. Parents want to know how their child is doing and the results of the tests provide quantitative evidence of this. Reports should include areas of strength as well as areas where improvement is needed.

Progress Checker and Data Analysis

The raw marks for the Progression Tests can be converted into levels that can then be used to compare between groups and between years.

The Progress Checker has been developed by Cambridge for Cambridge Secondary 1 to offer teachers an online method of producing informative and analytical reports on the progress of learners. The Progress Checker software on the Cambridge Secondary 1 website (<https://cambridgesecundary1.cie.org.uk>) produces a number of comparative reports which enable teachers to compare progress in their subject.

The Progress Checker can be used to:

- Compare the performance of groups of learners within a school
- Identify strengths and weaknesses of individuals and class groups
- Compare performance on different questions or topics.

Class Summary Report

The performance of a group of learners is illustrated by three different charts within the Class Summary Report:

Overall Performance:	shows the overall performance of the whole group in all three subjects.
Analysis of Performance:	shows the performance of the whole class within each subject and by strand. Performance is shown as a percentage of the total marks available for each strand.
Results by Gender:	compares the grades achieved by boys and girls in the class.

Subject Summary Report

These reports show an overview of the performance of boys and girls either together or separately for a single subject.

Learner Performance Report

These reports show an individual learner's performance stage by stage against each subject. Individual subject performance for the learner can also be viewed by strand within each subject at each stage.

Subject Analysis Report

Here you will find an **Overview Report** that lists all of the learning objectives, colour-coded to indicate how a class has performed against a test group, better or worse.

Also available are **Question-by-question Reports** comparing subject results for a class and showing how that class has performed in comparison to other learners in the school.

A **Detailed Analysis Report** compares outcomes for each question in the Progression Test. Significant differences from the test group are highlighted to show where they have performed better or worse.

Year-on-year Performance Report

This report looks at the performance of all learners in the class for each subject. It compares grades achieved in tests at the current stage to outcomes in the previous stage. This report is only available where groups have results for a subject or subjects in more than one stage.

Making use of the reports

These are useful analyses to gain an overview of the strengths and weaknesses in the whole group. They enable teachers to consider factors that might affect this. It is always a good idea to begin by reviewing the planning for the objectives where the weakness was shown, for example:

- Was a reasonable amount of time allowed for delivering the objectives?
- What do the notes say on the planning following the lessons?
- Was a balance achieved between whole class and differentiated tasks?
- Were there any activities which could be described as favouring either boys or girls (gender bias)?

It may be that the planning check alone does not directly reveal the possible reasons for any weaknesses shown in the reports. If this is the case, we need to consider the response of the learners and their performance in class. This could still lead back to planning.

It is possible that the content of a lesson was too difficult for some learners. If so, some amendments should be made to the original plans. Doing this does increase pressure on 'finishing' the set of lessons for the objectives in question. However, time spent revising materials can save time when new objectives are introduced because they will be delivered on a firmer base of understanding.

It is also important to check the areas that were strengths because some 'extra' time could be gained by reducing the input for these areas. This has to be carefully judged as you do not want to reduce the standard in those areas.

A content review for areas of weakness may show that the chosen activities were not as stimulating as others. This will affect learners' responses quite significantly.

All of this analysis will provide information that can help you improve the planning and teaching for the following year. Although groups of learners will vary from year to year – the review process needs to be ongoing to allow learners to gain a firm grasp of concepts and methods and should not be seen as a procedure that simply follows the tests.

The tests assess learning objectives from the entire stage and so should be used when teaching is near completion. Lessons following the test period will need careful planning so that learners can target their particular weaknesses as identified in the reports. Differentiation is the key to the success of these lessons. The reports may show similar problems for groups of learners which will help with organisation. Groupings created as a result of this may change from lesson to lesson.

More able learners can have a set of lessons prepared that extend their skills and understanding whilst ensuring that their areas of weakness are picked up as well.

Learners can have their own set of targets. These should be set up as part of regular practice in class. Setting up success criteria will support this as well as other self-assessment tools so that learners are involved at all times.

For target setting to be successful they should be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bound (i.e. SMART). They also need to focus upon key priorities.

Cambridge Checkpoint

Cambridge Checkpoint are additional (end of Secondary 1 phase) tests available to Cambridge Secondary 1 centres.

These are intended for learners at the end of their final year of lower secondary education, when they are around 14 years old. They provide an assessment of learning objectives from Stages 7–9 of the curriculum framework.

They provide a form of detailed, diagnostic feedback that is a central feature of Cambridge Checkpoint.

Feedback is provided at the level of individual learners, teaching groups and whole school.

Details about Cambridge Checkpoint (including specimen papers) are available from www.cie.org.uk.