What qualities should you look for in a good assessment?

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What qualities should you look for in an assessment?

- Reliability
- Usefulness
- Validity

CEM offers you reliable and useful assessments based on more than 30 years of research and a wealth of educational data.
CEM Product Suite
Core products

BASE  
age 4-5

InCAS  
age 6-11

MidYIS  
age 11-14

Yellis  
age 15-16

Alis  
age 16-18
CEM baseline tests help teachers to:

- track and demonstrate student progress over their time with the school
- make better interventions by identifying student strengths, weaknesses and potential
- set grade expectations for Cambridge IGCSE, O Level and Cambridge International A Level.
• **INSIGHT FOR MULTIPLE STAKEHOLDERS**: Reports provide actionable information for
  • Students
  • Teachers
  • School leaders
  • Parents
  • Educational researchers

• **TIME-SAVING**:  
  • For teachers: Marking is automatic, assessments are both objective and time-saving  
  • For students: adaptive tests measure a student’s attainment faster

• **LOW STAKES, BUT HIGH VALUE**: They are ‘low pressure’ and are engaging to learners of all ages allowing students to perform to the best of their ability.

• **ADAPTIVE & COMPUTER-BASED**: The assessments allow accurate measurement of students’ performance in key areas of development.
An example of a simple adaptive algorithm

low difficulty questions  high difficulty questions

age equivalent score
CEM Product Suite

Core products

BASE
age 4-5

InCAS
age 6-11

MidYIS
age 11-14

Yellis
age 15-16

Alis
age 16-18
BASE (ages 4 and 5)

- For children starting full time education
- Assesses early literacy and numeracy, PSD
- 20-30 minute adaptive computer-delivered assessment
- Teacher-led
- Carried out at the start of the year and, optionally, at the end of the year to measure progress
Can you point to the same pattern?
Have a look at this picture. Can you point to a window?
If one flew away, how many would be left?
## TABLE OF SCORES
Kingfisher Primary School

**Test Filter**

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<th>Surname</th>
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<th>Standardised Scores at Start of Year</th>
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<td>Queenie</td>
<td>Quince</td>
<td>Kingfisher</td>
<td>99</td>
<td>94</td>
</tr>
</tbody>
</table>
LITERACY DETAILED SCORES
AMBER CLASS
SCORES FOR START OF YEAR (SoY) AND END OF YEAR (EoY) ASSESSMENTS

An (L) suffix denotes a student that started reception late (after 19th October)
PUPIL REPORT

BERTRAND BLUE
SCORES FOR START OF YEAR (SoY) AND END OF YEAR (EoY) ASSESSMENTS

FIRST NAME: BERTRAND
LAST NAME: BLUE
CLASS: KINGFISHER
DATE OF BIRTH: 02-04-2011
AGE AT SoY ASSESSMENT: 4YRS 5MTHS
AGE AT EoY ASSESSMENT: 5YRS 2MTHS

DATE OF START OF RECEPTION: 10-09-2014
ENGLISH ADDITIONAL LANGUAGE: NO
SPECIAL EDUCATIONAL NEEDS: NO
LOOKED AFTER CHILDREN: NO
PUPIL PREMIUM: NO
FREE SCHOOL MEALS: NO

Literacy

At this stage, a child generally:
- can read and understand texts, choosing appropriate words to complete simple sentences
- reads a selection of complex words and is beginning to understand simple sentences
- is beginning to decode simple words and sentences
- realises that print conveys meaning and recognises most letters and some common words
- matches simple shape and letter patterns, recognises about half of all letters and knows some common nouns

SoY EoY

Mathematics

At this stage, a child generally:
- uses simple fractions and is beginning to multiply and divide
- reads 4-digit numbers, orders 2-digit numbers and shows an understanding of the concept of equality (= sign)
- reads 3-digit numbers, counts beyond 20 or in multiples of 2 and 10 and adds 1 and 2-digit numbers formally
- reads 2-digit numbers, counts to 20, can add and subtract informally and recognises simple polygons
- reads 1-digit numbers, recognises simple shapes, uses positional language and understands "more than" and "less than"

SoY EoY

Personal, social and emotional development

At this stage, a child generally:
- is increasingly confident, is caring in nature and articulates thoughts and feelings clearly
- manages feelings well, adapts to change and interacts positively with others
- is confident to try new activities, usually follows rules and co-operates well with others
- is developing good relationships and sometimes initiates interaction with peers and familiar adults
- is beginning to be aware of the emotions of others and to express personal feelings

SoY EoY

Literacy scores

SoY EoY
Standardised Score: 79* 122
*Reported to DIE at start of year (government funded schools in England only)

Mathematics scores

SoY EoY
Standardised Score: 100* 145
*Reported to DIE at start of year (government funded schools in England only)

PSED scores

SoY EoY
Standardised Score: 103 110
LITERACY DETAILED SCORES
BERTRAND BLUE
SCORES FOR START OF YEAR (SoY) AND
END OF YEAR (EoY) ASSESSMENTS

Conceps about print

At this stage, a child generally:
recognises upper and lower case letters and full stops

- can recognise individual words and knows that print carries meaning

- shows some interest in illustrations and print

Letter recognition

At this stage, a child generally:
- can recognise all letters of the alphabet
- recognises most letters of the alphabet
- recognises about half of all letters
- can recognise a small selection of letters
- does not yet recognise letters of the alphabet

Reading

At this stage, a child generally:
can read and understand texts, choosing appropriate words to complete simple sentences
reads a selection of complex words and is beginning to understand simple sentences
is beginning to decode simple words and sentences
is able to link the correct sound to some graphemes and has an awareness of story structure
is yet to learn to link the correct sound to some graphemes, but listens to stories and poems

Vocabulary

At this stage, a child generally:
recognises a widening range of low frequency words
is beginning to recognise some low frequency words
knows a widening range of common nouns through pictorial representations
associates a limited range of common nouns with pictorial representations
is beginning to associate common nouns with pictorial representations

Repeating words

At this stage, a child generally:
can repeat more complex polysyllabic words
- can repeat some polysyllabic words
- is beginning to repeat some simple words

Matching

At this stage, a child generally:
can recognise more complex patterns in letter formations
can recognise some complex patterns in letter formations
can recognise patterns in letter formations
can recognise simple shape patterns
can match simple shapes
CEM Product Suite
Core products

BASE
age 4-5

InCAS
age 6-11

MidYIS
age 11-14

Yellis
age 15-16

Alis
age 16-18
InCAS (ages 5 to 11)

- Measures what children know and can do in the primary years
- Assesses reading, mathematics, developed ability, attitudes to learning
- Computer-delivered adaptive assessment
- Carried out once per year
- Pupil-led
- Provides a detailed profile of strengths and weaknesses
- Provides research based guidance on how to support different profiles
Here are four rockets.

If you put another three rockets in the picture how many would there be?

6 7 8 9

Now, try these!
football
Whole-school reading
Individual pupil progress charts
CEM Product Suite
Core products

BASE
age 4-5

InCAS
age 6-11

MidYIS
age 11-14

Yellis
age 15-16

Alis
age 16-18
MidYIS (ages 11 to 14)

- Takes a baseline measure of developed abilities
- Often the only (reliable) data available
- 45 min computer-delivered adaptive assessment
- Pupil-led
- Carried out at the beginning of a course of study
- Provides a profile of student and cohort ability
- Provides predictions to GCSE/IGCSE
- Provides evidence of how much value the school has added
CEM Product Suite

Core products

BASE  
age 4-5

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age 15-16

Alis  
age 16-18
Yellis (ages 15 to 16)

- Takes a baseline measure of developed abilities
- Often the only (reliable) data available
- 45 min computer-delivered adaptive assessment
- Pupil-led
- Carried out at the beginning of a course of study
- Provides a profile of student and cohort ability
- Provides predictions to GCSE and IGCSE
- Provides evidence of how much value the school has added
CEM Product Suite
Core products

BASE
age 4-5

InCAS
age 6-11

MidYIS
age 11-14

Yellis
age 15-16

Alis
age 16-18
Alis (ages 17 to 18)

- Takes a baseline measure of developed abilities
- Useful where no GCSE information is available or where GCSE data is not helpful
- 45 min computer-delivered adaptive assessment
- Carried out at the beginning of studies
- Provides a profile of student and cohort ability
- Provides predictions to A-Level and IB
- Provides evidence of how much value the school has added
Cambridge Primary
5 to 11 years old
- English
- Mathematics
- Science
- InCAS (Age 5–11)

Cambridge Lower Secondary
11 to 14 years old
- English
- Mathematics
- Science
- MidYIS (Age 11–14)

Cambridge Upper Secondary
14 to 16 years old
- Cambridge IGCSE™
- Cambridge O Level
- YELLIS (Age 14–16)

Cambridge Advanced
16 to 19 years old
- Cambridge International AS & A Level
- ALIS (Age 16–18)
- CEM IBE (Age 16–18)