

# FAQs: Changes to Cambridge Progression Test and Checkpoint reporting

## Overview

### What is changing in the reporting of Cambridge Primary and Lower Secondary Progression Tests and Cambridge Checkpoint?

From January 2023 onwards, we are introducing new performance bands for both Cambridge Progression Tests and Checkpoint. The new performance bands are as follows, with the lowest achievable performance band learners can attain being 'Basic' and the highest 'Outstanding'.

| Performance band |
|------------------|
| Unclassified     |
| Basic            |
| Aspiring         |
| Good             |
| High             |
| Outstanding      |

From the May 2023 Cambridge Checkpoint series, in addition to the new performance bands, all primary and lower secondary reports will show a score on a 0–50 scale (rather than the current score on a 0.0–6.0 scale). These changes will apply to the new curriculum codes as follows:

| Programme                 | Subject                      | 2023 syllabus code |
|---------------------------|------------------------------|--------------------|
| Cambridge Primary         | Mathematics                  | 0096               |
|                           | Science                      | 0097               |
|                           | English                      | 0058               |
|                           | English as a Second Language | 0057               |
| Cambridge Lower Secondary | Mathematics                  | 0862               |
|                           | Science                      | 0893               |
|                           | English                      | 0861               |
|                           | English as a Second Language | 0876               |

### Do these changes apply to Cambridge Primary Checkpoint and Lower Secondary Checkpoint Global Perspectives™?

The performance bands and reporting scale changes do not apply to Cambridge Primary Global Perspectives Checkpoint (0838) or Cambridge Lower Secondary Global Perspectives Checkpoint (1129).

### What is staying the same in the Cambridge Checkpoint reports?

Cambridge Checkpoint reports will continue to give you information at the following levels:

- subject, strand, sub-strand and question
- centre, teaching group and learner.

In the Cambridge Checkpoint results reports, we will report scores using the new 0–50 scale. The results at sub-strand and question level will still be reported as raw (unscaled) marks. We will report the new performance bands, at subject level, and these will be shown on each learner's Statement of Achievement.

### **Raw (unscaled) marks and standardised scores**

Teacher and learners should be aware of and understand the difference between raw (unscaled) marks and standardised scores given in the Cambridge Checkpoint reports.

Raw marks are marks achieved by the learner in the tests without any form of adjustments, e.g.:

- 27 marks out of a maximum of 40 marks on Checkpoint Primary Science paper 1.
- 15 marks out of a maximum of 40 marks on Checkpoint Primary Science paper 2.

This learner has achieved a total subject raw score of 42 marks out of a total of 80 marks. The Cambridge Checkpoint results reports show the raw marks achieved at test, strand, sub-strand and question level.

To determine a Cambridge Checkpoint score, at subject level and strand level, we convert the raw marks achieved by the learner into standardised scores on the 0–50 scale using Rasch analysis. In this Cambridge Primary Checkpoint Science example, 42 raw marks would be converted into a Checkpoint score of around 27. The exact value would depend on the difficulty of the test. The raw marks achieved in each strand are also converted into standardised Cambridge Checkpoint scores using Rasch analysis, e.g., Thinking and Working Scientifically 25; Biology 28 Chemistry 22; Physics 29; Chemistry 23; Earth and Space 29.

### **Why do we have new performance bands for Cambridge Progression Tests and Checkpoint?**

Schools told us that using different approaches for Cambridge Checkpoint (0.0–6.0) and Progression Tests (Gold, Silver, Bronze) is confusing. From 2023 we will use the same set of performance bands for Cambridge Progression Tests and Checkpoint.

Using the same performance bands for both types of assessment means that schools can use their results from Cambridge Progression Tests to help inform learners about their likely performance bands in Cambridge Checkpoint.

You will also be able to use the new performance bands to track the learners' progress more easily as they move from stage to stage on the Cambridge Pathway.

### **When will these changes come into effect?**

The changes are being introduced from January 2023 for the 2023 Cambridge Progression Tests and in June 2023 for the Cambridge Checkpoint assessments taken in May 2023.

# Cambridge Checkpoint

## Why are the new Cambridge Checkpoint scores reported on a 0–50 scale instead of on a 0.0–6.0 scale?

Schools found that a Cambridge Checkpoint score on the 0.0–6.0 scale was not easy for learners and parents to understand. We have listened to schools and introduced the new 0–50 scale and new performance bands linked to the 0–50 scale.

- The 0–50 scale for Cambridge Checkpoint, reports the scores as whole numbers.
- The five new performance bands are spread evenly across the 0–50 scale.
- The same performance bands are used for both Cambridge Progression Tests and Checkpoint.

These features mean that the new scale is clearer and easier to use. It provides you with a more coherent picture of how your learners are performing and progressing.

## How do the new Cambridge Checkpoint scores relate to the new performance bands?

The table below shows the relationship between the new Cambridge Checkpoint 0–50 scale and the new performance bands. These changes apply from June 2023 for Cambridge Checkpoint assessments taken in May 2023:

| Cambridge Checkpoint scores | Cambridge Checkpoint performance bands |
|-----------------------------|--|
| 0                           | Unclassified                           |
| 1–10                        | Basic                                  |
| 11–20                       | Aspiring                               |
| 21–30                       | Good                                   |
| 31–40                       | High                                   |
| 41–50                       | Outstanding                            |

## How do Cambridge Checkpoint scores on the new 0–50 scale relate to previous scores on the 0.0–6.0 scale?

The tables below show the expected relationships between Cambridge Checkpoint scores in 2022, using the 0.0–6.0 scale, and the Checkpoint scores with the new 0–50 scale. They show the expected minimum equivalent score on the 0.0–6.0 scale required to achieve each performance band on the new 0–50 scale. These relationships are indicative because of the changes we have introduced to Cambridge Checkpoint from 2023; not every learner will do equally well on the new tests – some will perform to the same level, some slightly better and some slightly worse.

We will set the exact position of the 0–50 scale for each 2023 Cambridge Checkpoint subject based on the difficulty of the tests when they are taken by learners in 2023.

## Cambridge Primary Checkpoint

| Performance band | Cambridge Checkpoint score (0–50) | Minimum equivalent Cambridge Checkpoint score in 2022 (0.0–6.0) |         |         |                              |
|------------------|-----------------------------------|---|---------|---------|------------------------------|
|                  |                                   | Mathematics   | Science | English | English as a Second Language |
| Basic            | 1–10                              | 0.0   | 0.0     | 0.0     | 0.0                          |
| Aspiring         | 11–20                             | 0.2   | 0.5     | 1.1     | 0.5                          |
| Good             | 21–30                             | 1.8   | 2.1     | 2.3     | 2.2                          |
| High             | 31–40                             | 3.3   | 3.7     | 3.5     | 3.8                          |
| Outstanding      | 41–50                             | 4.9   | 5.2     | 4.7     | 5.5                          |

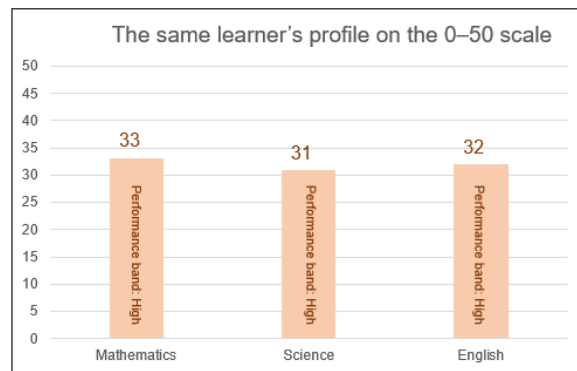
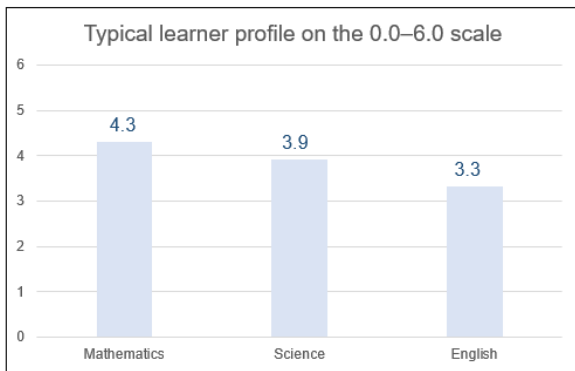
## Cambridge Lower Secondary Checkpoint

| Performance band | Cambridge Checkpoint score (0–50) | Minimum equivalent Cambridge Checkpoint score in 2022 (0.0–6.0) |         |         |                              |
|------------------|-----------------------------------|---|---------|---------|------------------------------|
|                  |                                   | Mathematics   | Science | English | English as a Second Language |
| Basic            | 1–10                              | 0.0   | 0.7     | 0.0     | 1.0                          |
| Aspiring         | 11–20                             | 1.2   | 1.7     | 1.0     | 2.2                          |
| Good             | 21–30                             | 2.6   | 2.8     | 2.1     | 3.4                          |
| High             | 31–40                             | 4.0   | 3.9     | 3.1     | 4.7                          |
| Outstanding      | 41–50                             | 5.4   | 5.0     | 4.2     | 5.9                          |

### Why do the performance bands correspond to different 0.0–6.0 scores for different subjects?

We have taken the opportunity to align the new 0–50 scale better between subjects. On the 0.0–6.0 scale, we found that learners with similar levels of skill, knowledge and understanding in all three Cambridge Checkpoint subjects often received quite different scores. For example, their scores in Cambridge Primary Science were generally higher than their scores in Mathematics. In Cambridge Lower Secondary, their scores in English were generally lower than their scores in Mathematics. This made it difficult for teachers, parents and learners to interpret the Cambridge Checkpoint results – it was hard to deduce from the results which were learners' stronger subjects, and which were learners' weaker subjects.

On the 0–50 scale, the same score represents the same level of performance (skill, knowledge and understanding) in each subject. This means that, from 2023, learners who show similar levels of performance in each Cambridge Checkpoint subject can expect to achieve similar scores and be classified in the same performance band for each subject. This is shown on the graphs below:



*A typical learner's profile on the 0.0–6.0 scale and the same learner's profile on the 0–50 scale*

For some subjects on the 0.0–6.0 scale, we found that many learners were achieving scores close to or equal to the maximum score (6.0). This was not helpful for teachers because it did not allow them to differentiate between their more able learners, and not helpful for learners and parents because it did not fully recognise the performance of higher achieving students. We have addressed this issue by aligning the 0–50 scale to represent the same level of performance in each subject. You will notice this effect most in English as a Second Language at both primary and lower secondary levels where the new scale differentiates more effectively between more able learners.

In other subjects, such as Cambridge Primary Mathematics and Science, we found that it was relatively difficult for weaker learners to achieve the lowest Cambridge Checkpoint score of 0.0. On the new 0–50 scale more of these learners will achieve the Basic performance band and a score of at least 1 in these subjects. This is because we have aligned the 0–50 scale to represent the same level of performance in each subject.

We also observed that it was relatively easy to reach the minimum standard on the 0.0–6.0 scale (0.0) in some subjects (most commonly in Cambridge Lower Secondary Science and English as a Second Language). Now that we have aligned the 0–50 scale to represent the same level of performance in each subject, it will no longer be relatively easy to meet the minimum standard in these subjects. Put simply, learners can expect to receive more consistent Cambridge Checkpoint scores across their subjects.

### **Why do the performance bands correspond to different 0.0–6.0 scores for Cambridge Primary Checkpoint compared to Lower Secondary Checkpoint?**

As well as better aligning performance between the different subjects, the new 0–50 scale makes expected learner progression clearer. We have designed the 0–50 scale so that learners who progress at the expected rate should achieve the same performance band at Cambridge Lower Secondary Checkpoint as they achieved at Primary Checkpoint. This will help teachers to monitor learners' progression through the Cambridge Pathway.

### **Is the score learners achieve on the 0–50 scale related to a percentage score?**

There is no simple relationship between the number of marks that learners achieve on their Cambridge Checkpoint tests and their Checkpoint scores. The Checkpoint score on the 0–50 scale does not represent half of the percentage raw score that the learner achieved on their Cambridge Checkpoint tests.

After the Checkpoint papers have been marked, we use an established statistical technique called Rasch analysis to process the marks. This analysis produces a score on the Checkpoint 0–50 scale which takes into account the difficulties of the questions. A learner's Checkpoint score is related to the total number of marks they were awarded, but the use of Rasch means that the relationship is not a simple one.

A learner's percentage raw score increases in proportion to the number of raw marks they achieve in the test – a given change in raw marks (e.g. +3 marks) always corresponds to the same size of change in the percentage raw score (e.g. +2.7%). In contrast, a change of a given number of raw marks does relate in a simple way to the change in the Checkpoint score,

### **What about Cambridge Checkpoint Global Perspectives?**

We assess Cambridge Primary and Lower Secondary Global Perspectives (0838 and 1129) by coursework which is marked internally by the school and moderated by Cambridge. The scheme of assessment is therefore very different from Cambridge Checkpoint Mathematics, Science, English and English as a Second Language.

In 2023, Cambridge Primary and Lower Secondary Global Perspectives will continue to be marked on the same 0–40 mark scale as in 2022, and be reported against the same Gold, Silver and Bronze performance bands.

# Cambridge Progression Tests

## How do scores on the 2023 Cambridge Progression Tests relate to the new performance bands?

The tables below show the minimum percentage scores on the 2023 Cambridge Progression Tests required to achieve each of the new performance bands. The corresponding Cambridge Checkpoint scores for each performance band are included for reference.

### Cambridge Primary Progression Tests

| Performance band | Cambridge Checkpoint score (0–50) | Minimum percentage score on Cambridge Progression Tests |         |         |                              |
|------------------|-----------------------------------|---|---------|---------|------------------------------|
|                  |                                   | Mathematics   | Science | English | English as a Second Language |
| Basic            | 1–10                              | 10%   | 15%     | 10%     | 20%                          |
| Aspiring         | 11–20                             | 15%   | 25%     | 20%     | 40%                          |
| Good             | 21–30                             | 30%   | 45%     | 30%     | 60%                          |
| High             | 31–40                             | 50%   | 60%     | 45%     | 80%                          |
| Outstanding      | 41–50                             | 75%   | 75%     | 55%     | 90%                          |

### Cambridge Lower Secondary Progression Tests

| Performance band | Cambridge Checkpoint score (0–50) | Minimum percentage score on Cambridge Progression Tests |         |         |                              |
|------------------|-----------------------------------|---|---------|---------|------------------------------|
|                  |                                   | Mathematics   | Science | English | English as a second language |
| Basic            | 1–10                              | 5%  | 15%     | 20%     | 35%                          |
| Aspiring         | 11–20                             | 15%   | 25%     | 30%     | 55%                          |
| Good             | 21–30                             | 25%   | 40%     | 40%     | 75%                          |
| High             | 31–40                             | 45%   | 55%     | 50%     | 85%                          |
| Outstanding      | 41–50                             | 70%   | 70%     | 60%     | 95%                          |

The relationship between learners' percentage scores on the 2023 Cambridge Progression Tests and performance bands is designed to align closely with the way the performance bands relate to achievement in Cambridge Checkpoint. This means that most learners who achieve a given band on their Cambridge Progression Tests are expected to achieve the same performance band in Cambridge Checkpoint.

For example, most learners achieving the performance band 'Good' in their Cambridge Progression Tests would expect to achieve the performance band 'Good' in Checkpoint.

We therefore expect performance in Cambridge Progression tests to be highly indicative of learners' performance in Checkpoint. However, not all learners will achieve the same performance band in Cambridge Checkpoint as they achieve in their Progression Tests. There are several reasons for this, such as:

- when the tests are taken – learners may perform better or worse depending on when in their learning journey the tests are taken and how well they have prepared for the tests
- test administration – Cambridge Progression Tests and Checkpoint may be administered differently in your school

- approach to marking – Cambridge Progression tests are marked by teachers in schools whereas Checkpoint is marked by Cambridge examiners.
- approach to scoring – Cambridge Checkpoint scores are calculated using Rasch analysis. This is **not** the same as the percentage raw score the learner achieves on the test which is used to convert the Cambridge Progression Test results into performance bands.

### **Why do the performance bands correspond to different percentage scores for different subjects?**

We have simplified our reporting by changing to a single set of performance bands. The performance bands apply both to Cambridge Progression Tests and to Checkpoint and have the same meaning at primary and lower secondary levels. As described above, the single set of performance bands helps teachers predict learners' likely performance in Cambridge Checkpoint based on their Progression Test results.

We have aligned the performance bands and 0–50 Cambridge Checkpoint scales between subjects so that the same 0–50 Cambridge Checkpoint score represents the same level of performance (skill, knowledge and understanding) in each subject at Checkpoint. This is described in detail above. The new alignment between subjects is reflected in the Cambridge Progression Tests too because the test results are linked to the same performance bands.

In summary, learners who show similar levels of performance (skill, knowledge and understanding) in Cambridge Progression Tests in each subject would expect to achieve the same performance band in each subject. This will not correspond to the same percentage mark in each set of subject tests because the same level of performance corresponds to different marks in the different subjects.

### **Why might Cambridge Progression Test thresholds change in the future?**

The minimum percentage scores ('thresholds') required to achieve each of the new performance bands for the Cambridge Progression Tests are based on the difficulty of the tests. Easier tests will have higher thresholds than harder tests. We will review the thresholds each year to make sure that they are appropriate and that the standard is maintained.

### **How do the new performance bands in 2023 relate to the Gold, Silver and Bronze performance bands from 2022?**

The new performance bands align the subjects so that the same performance band represents the same level of performance (skill, knowledge and understanding) in each subject. This means that there is not a fixed relationship between the 2022 performance bands (Gold, Silver, Bronze) and the new performance bands.

The following relationships will apply in most cases:

- Most learners who would have achieved Bronze in 2022 would generally expect to achieve Basic or Aspiring in 2023.
- Most learners who would have achieved Silver in 2022 would generally expect to achieve Aspiring or Good in 2023.
- Most learners who would have achieved Gold in 2022 would generally expect to achieve High or Outstanding in 2023.

These relationships will not apply in every case because of the way the subjects have been aligned in 2023. In some cases, there have also been changes to the tests themselves between 2022 and 2023. This means that not every learner will do equally well on the new tests – some will perform to the same level, some slightly better and some slightly worse.

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