

## CEM Assessment Data Video Area: table of contents

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### Introductions to EBE, CEM and the assessments

*This section gives a brief introduction to Evidence Based Education and the Centre for Evaluation and Monitoring, and talks about the relationship between the two organisations. We also provide some essential background information to the assessments, such as how the data are generated, and golden rules for best-practice interpretation. Ensure you are familiar with the concepts in this section before moving on to advanced data use.*

#### **Evidence Based Education: who are we?**

At Evidence Based Education, our core belief is that good evidence is a fundamental component of high-quality teaching and learning. This video provides more information on us, what we do, and why we do it.

#### **CEM: an introduction**

This video provides you with an introduction to CEM at Durham University, talking briefly about its history, its research pedigree, and the background to its assessments.

#### **How CEM data are generated**

We cover the key concepts underpinning all of CEM's assessments: from how computer adaptive assessments work compared to traditional equivalents, through standardised testing and scoring, to what the numerical scores actually mean. (N.B. PIPS scores are slightly different. See our PIPS video for more.)

#### **What makes a great assessment?**

There are four key pillars of great assessment: purpose, validity, reliability and value. We cover how CEM's assessments meet these categories. For more on good assessment practice, visit [www.assessment.academy](http://www.assessment.academy)

#### **The Golden Rules**

What are the five golden rules when using data from CEM's assessments? Make sure you follow these guidelines at all times.

#### **Cognitive ability vs curriculum assessments**

In this video, we talk about the key differences between assessments of key cognitive ability areas (like most of CEM's assessments), and those measuring against a curriculum.

#### **Formative vs summative assessments**

Are the terms "formative assessment" and "summative assessment" really sensible? Would it help our understanding, and administering, of the assessments if we reconceptualised our thinking around these terms?

#### **Assessment Without Levels: how CEM data can help**

Where do CEM data fit in a world without levels? Their role should be even more vital now, as they provide great "bookends" - a starting point, and a measure of progress.



## Assessment-specific feedback training

*Detailed instruction on interpreting the feedback specific to each of CEM's assessments.*

<b>Aspects</b>	For nursery-age children (pre-school)
<b>BASE</b>	For reception-age children (age 3-4)
<b>PIPS</b>	For UK Years 1-6 (ages 4-11)
<b>InCAS</b>	For UK Years 1-6 (ages 4-11)
<b>MidYIS</b>	For UK Years 7-9 (ages 11-14)
<b>Yellis</b>	For UK Years 10 and 11 (ages 14-16)
<b>ALIS</b>	For Post-16 education (A-Level, IB, etc.)

## The three-part process

*In this section, we elaborate on our three-part process for using the data, specifically relevant to different assessments: baseline data for diagnostic uses; predictive data for target-setting and likely outcomes; and value-added data for reviewing progress and informing planning.*

<b>Using InCAS Age Comparison Charts to inform differentiation</b>	This video offers an in-depth look at the box and whisker plots offered in InCAS Age Comparison Charts, talking about using them to inform good differentiation in the classroom.
<b>Using baseline data to identify high-ability learners</b>	Across all of CEM's assessments, some of your pupils will be identifiable as really high-ability learners. How do you spot these, and how do you then go about supporting, stretching and challenging them?
<b>The IPR: an introduction</b>	This video covers some case studies of the typical profiles seen on IPRs from MidYIS, Yellis and ALIS, and offers advice on next steps for supporting those particular pupils falling into each category.
<b>Target-setting in MidYIS, Yellis and ALIS</b>	How should MidYIS, Yellis and ALIS data be best used for motivational, aspirational yet realistic target-setting for pupils? What are the limitations?
<b>Using value-added data for self-evaluation</b>	Value-added data offers myriad charts and pieces of feedback. What should you use for what purposes? And how can these rich data be used not only to review progress (looking back) but also to inform planning and development at the next stage?



## CEM assessments: for different stakeholders

*CEM assessments mean different things to different people involved in the process. As such, the information they require about them is very different, too. Here, we've broken it down into a few different videos, to provide the relevant overviews, but also to make some suggestions about what different leadership levels in your school can and should perhaps be responsible for.*

### **For primary pupils**

How should you frame CEM assessments so that you get the best-quality data from them? Here, we frame them for primary pupils as low-stakes "quizzes", but ones in which they should give their best.

### **For secondary pupils**

How should you frame CEM assessments so that you get the best-quality data from them? Here, we frame them for secondary pupils as low-stakes "quizzes", but ones in which they should give their best.

### **For senior leaders**

What are the steps senior leaders should take to begin implementing a best-practice plan for consistent data use throughout the school? Taking a macro-level view of the data themselves, what should be shared with whom, and when?

### **For parents**

We are often asked: "What should you share with often-sceptical parents, and how?" Combine this video with some aspects of our "How CEM data are generated" video to show them all they need to know about why you do the assessments.

