SUPPORTING PUPIL PROGRESS

USING CEM IBE TO SUPPORT TARGET SETTING

AGE 16-18

A partnership between

CEM Centre for Evaluation & Monitoring

Cambridge UNIVERSITY PRESS Cambridge Assessment
Understanding aptitude and potential

Jess attends a bilingual-international school in Paris, France. She is currently in the first year of her challenging International Baccalaureate Diploma Programme.

Jess left England for France with her family when she was aged 14. She found the transition to France and studying in a bilingual system difficult and her academic attainment was disappointing; especially when it came to her IGCSE grades. Jess’s teachers identified her as demotivated and rather disinterested, and so, initially, there were some concerns about her suitability for the programme.

However, prior to the move, she had an excellent academic track record, she was ambitious and enthusiastic, and was celebrated by her English school as a talented cellist and dedicated member of the school’s String Ensemble and Chamber Orchestra.

CEM IBE: Capturing potential

CEM’s evidence-based assessments help students in schools in over 70 countries to achieve excellence.

Jess’s school caters for students from 37 different nationalities, and is proud of its diverse population. The school works hard to meet the needs of its multicultural community, offering an international curriculum that supports its ethos of global responsibility and citizenship.

The school uses the CEM IBE assessment and monitoring system to support students who are undertaking the IB Diploma Programme.

CEM IBE is a Computer-Adaptive Baseline Test (CABT) for students, which provides a baseline measure of ability. This is particularly valuable at IB level, since:

- Students enter international schools with a range of pre-16 qualifications: the CABT provides a stable, standardised measure of students’ abilities.
- IGCSE results alone do not provide the fullest picture of students’ needs and potential for achievement.

How does it work?

At the beginning of their first year of study for the IB, the subject choices and IGCSE results (where available) of students are uploaded to the CEM IBE system.

The students are then assessed using the CABT test. Within 48 hours, the school is able to download a wide range of feedback reports, including:

- **Individual Student Record Sheets**: a profile of each student’s baseline ability, relative to their performance on each section of the CABT test.
- **Subject-Specific Predictions** based on both the outcomes of the CABT test and the IGCSE examination results submitted online.

Jess’s school use these reports to tailor their teaching and learning, and to support conversations with both students and parents. The reports are used to set aspirational targets and ensure that students remain on track to achieve their full potential.

What’s included?

- **The Computer-Adaptive Baseline Test**
  - 50 minutes from start to finish
  - Measures vocabulary, maths and non-verbal reasoning skills
  - Adapts to each student’s ability

- **Attitudinal Survey**
  - Takes just 45 minutes to complete
  - Provides valuable social and cultural background information about your students – helping you better understand their needs
  - Measures attitudes towards school, and aspirations for careers and post-18 education

*Included with the full CEM IBE package.
Using the data to raise ambitions

Date of Birth: 21/03/01  Baseline: Adaptive Test
Gender: F

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<thead>
<tr>
<th></th>
<th>Standard Score</th>
<th>Band</th>
<th>Stanine</th>
<th>Percentile</th>
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<tr>
<td>Vocabulary</td>
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<tr>
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<tr>
<td>Ability</td>
<td>127</td>
<td>A</td>
<td>9</td>
<td>96</td>
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The Individual Student Record Sheet displays standardised scores for Vocabulary, Maths and Non-verbal abilities.

What do the scores show?

Jess’s **Vocabulary** score is significantly higher than the international average, placing her in Band A and demonstrating that she did better than 94% of the other students who took this assessment globally. Her **Mathematics** score also demonstrates her ability being higher than average.

Jess’s **Non Verbal** score is a little below average, although the difference is not statistically significant and therefore should not be a cause for concern.

Jess’s overall score of 127 places her in the top 4% of students, and presents a very different picture of her ability in comparison to her IGCSE scores. By triangulating all of the assessment data the school has on Jess, including the results of the CEM IBE assessment, they have more layers of information about Jess and a clearer idea of her potential.
What are Jess's chances in the IB Diploma Programme?

CEM IBE ‘chances graphs’ give schools accurate predictions of the points students are most likely to achieve in their Diploma Programme subjects. The graphs are an important forecasting tool which can help teachers and parents encourage and motivate students, and set challenging yet realistic targets for attainment.

The CEM IBE feedback on Jess reveals an interesting discrepancy between the point scores she is predicted to achieve at IB.

The CEM IBE feedback indicates that Jess has a greater probability of achieving a grade 7 in Biology and English A, as well as predicting an overall subject points total of 39, as opposed to the 36 points predicted based on her IGCSE results.

Predicted grades do not suggest a foregone conclusion for attainment. They do, however, provide a statistically robust indication of expected outcome.

**English A: Literature SL**

**Maths SL**

**Biology HL**

*Chances graphs display the percentage likelihood of an individual student’s attainment of each grade for each subject taken at IB*
Good news for Jess

In a meeting with her personal tutor to discuss her progress on the IB Diploma Programme so far, Jess revealed an ambition to study medicine at an English university once she had graduated from the school.

Her parents had voiced concerns that this was an unrealistic target, especially given her disappointing IGCSE results.

Prior to the meeting, however, the scores from Jess’s CEM IBE assessments were analysed, alongside teacher evaluation of her work and the school’s awareness of the specific circumstances that led to her underperformance at IGCSE.

After further discussions with Jess and her parents, her teachers and form tutor, it was judged that with continued and sustained hard work, there was a real possibility that Jess would attain an IB point score in line with the CEM IBE predictions.

Jess was excited and encouraged to learn that her hopes for a future career in medicine were not unfounded, and that the school would support her in working towards this goal.

Did You Know?

CEM IBE is with you from the beginning of the IB diploma to the very end. Once your students have completed their final examinations, you can upload their results to the CEM IBE website in order to generate detailed value-added reports at no additional cost. CEM IBE value-added data provides a useful final measure of student progress, and indicates overall school performance.