



Using CEM IBE to support target setting

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.

Using the data to raise ambition

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

	Standard Score	Band	Stanine	Percentile
Vocabulary	124	A	8	94
Maths	121	A	8	92
Non-verbal	95	C	4	38
Ability	127	A	9	96

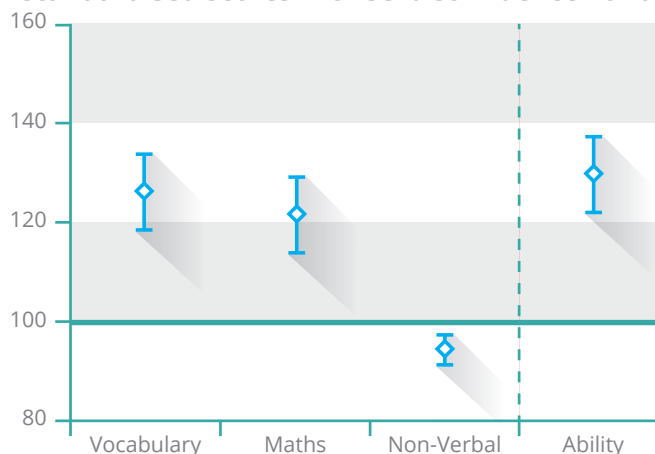
What do the scores show?

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.

Standardised Scores with 95% Confidence Band



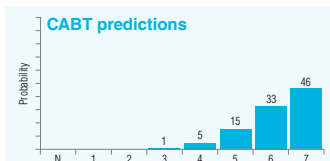
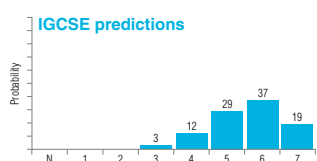
The Individual Student Record Sheet displays standardised scores for Vocabulary, Maths and Non-verbal abilities.

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.

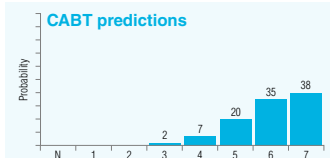
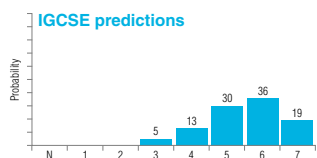
The CEM IBE feedback on Jess reveals an interesting discrepancy between the point scores she is predicted to achieve at IB.

English A: Literature
SL



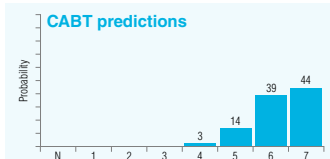
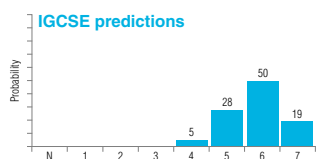
The CEM IBE feedback indicates that Jess has a greater probability of achieving a grade 7 in Biology and English A, as well as predicting an overall subject points total of 39, as opposed to the 36 points predicted based on her IGCSE results.

Maths **SL**



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

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.