



INTERNATIONAL EDITION

CEM CONNECT

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CEM  International

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Introducing the CEM International Team



Katharine Bailey, International Development Manager

Katharine is responsible for coordinating all the international activity within CEM. Katharine visits schools all around the world delivering in-service training and exhibits and speaks at international conferences and exhibitions.



Graham Moor, International Team

Graham is developing and working on the new International Schools Profile. Graham is a good first point of contact for any technical queries you may have about CEM assessments.



Lisa Harkness, Primary and International Administrator

Lisa is responsible for coordinating all the CEM International Events including exhibitions and conferences and manages the content of the CEM International newsletter. Lisa is a good first point of contact for any general enquiries.

To contact a member of the CEM International team please email international@cem.dur.ac.uk or +44 (0)191 334 4221

Why not host your own CEM event?



Accessing training for your staff can be difficult in an international school. Some of our most successful training events have been hosted by schools who arrange for training for their own staff and open up the event to other international schools in their region.

If you think that this might work for your school we can work with you to provide appropriate speakers, develop a programme that suits you, advise on organisation and administration and promote the event to other schools.

To find out more email:
kate.bailey@cem.dur.ac.uk

Working Party



Being involved in the CEM International Working Party is a great way to gain an insight into our developments and influence the direction of new ventures.

We currently have a group of twelve who are involved in an advisory capacity but who are also involved in piloting new assessments and contributing to content. There is no minimum level of commitment. You may be able to give half an hour here and there or make a greater and more regular contribution.

If you are interested in being involved, contact international@cem.dur.ac.uk

BETT Middle East

Tuesday 25th and Wednesday 26th October 2011, Abu Dhabi National Exhibitions Company.



CEM will be exhibiting at BETT Middle East 2011. BETT is dedicated to showcasing the best in educational technology products, resources and best practice. The event will bring together the Middle East members of the teaching and learning community for two days of innovation and inspirations. If you would like to take this opportunity to learn more about CEM systems, get help with interpretation of your data or hear about new developments, visit us at stand E42.



Your Questions Answered

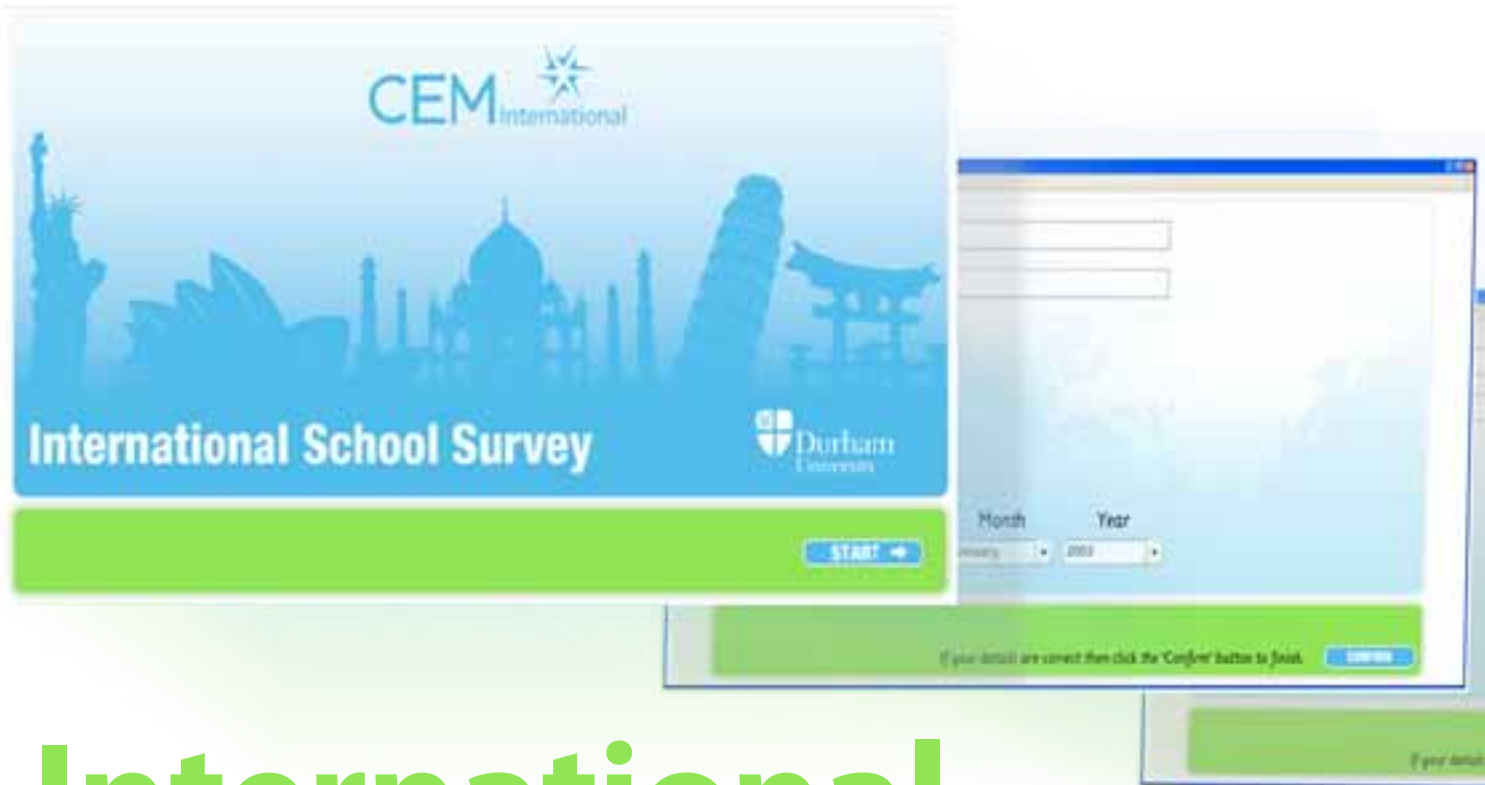


International Manager
Katharine Bailey

Do CEM allow concessions or accommodations when assessing EAL students?

We allow teachers to use any concessions that would be made for external examinations such as the IGCSE. One such concession might be to make specific changes to the test format to support minority groups, such as those with a low level of language or with special educational needs. There have, however, been a number of accommodations tried and tested with varying degrees of success. A recent study looked at the effectiveness of a range of methods including simplified English, dual language test booklets, extra time and native language tests and none were found to make a significant difference to academic outcomes for individuals. The only accommodation that was found to have a small effect was providing English language dictionaries or glossaries. Despite that, CEM does support the use of appropriate accommodations if teachers believe this is necessary. If you find that students are anxious about taking their assessments in English, we are happy with an appropriate level of test preparation but restrict this to introducing the students to the format and language of the questions.

There are alternatives to providing accommodations which involve making the assessment fairer for all students. Reducing the language load of tests helps all students, not just those with low levels of English and we constantly review the content of our test items. Ensuring that standardised test scores are reviewed alongside local and situated perspectives is vital. We are introducing new surveys for use by our international schools to provide that important contextual information about the students home background that help with meaningful interpretation of our test scores. It makes sense to be aware of the sample against which your students are being compared. As standard, our assessments compare students with those in our whole sample which is very large and consists mainly of UK state and independent schools with some international schools. It may be more relevant to look at international norms. We already provide schools with mean scores by section for international schools which could provide teachers with a valuable alternative perspective on their data. There is a separate article on page 4 in this newsletter which reports on the development of this questionnaire.



International School's Profile

It is clear that assessment in international schools involves consideration of many additional factors over and above ability and attainment measures. There are likely to be highly diverse language and cultural populations. Presenting data to schools which captures this diversity in the context of individual's results is a real challenge. One way forward is to present school data alongside a more detailed profile of the background of each student and also of the school as a whole.

This is being developed in the form of two additional questionnaires. The first is completed by each student and collects additional information which research has shown to influence academic outcomes. This includes level of support in the home and a measure of socio-economic status. It also includes level of English acquired, use of English at home, level of parents' education and the amount of pre-school education. This would give a full and detailed portfolio alongside the student's assessment results. It is hoped that, if take up is sufficient, this

information will be linked to student ability and attainment data to help schools compare their scores with other schools having a similar profile of students.

The second questionnaire is completed by one member of staff on behalf of the school and gathers information about the size of the school, languages represented by the faculty, number of languages spoken etc.

Feedback

Each school will receive a profile that summarises the content of the school characteristics questionnaire and also reports how that differs from other schools in our sample. E.g. this might show how many other schools in our sample follow the IB curriculum. The student questionnaire responses would be reported separately. For example, we might present a breakdown of the language backgrounds of their students. Again, it would be very valuable to report this against the wider sample so that schools can see how similar, or different, their students are to those in other schools.

Participation

We have completed an initial trial of the questionnaires and are looking to recruit as many of our international schools as possible to be involved from September 2011 onwards. For logistical reasons, we are limiting this trial to schools which are currently registered for MidYIS, INSIGHT, SOSCA, Yellis or Alis in the initial stages. The School Questionnaire takes approximately 10 minutes to complete and should be completed by a member of staff with access to the information required. The Student Questionnaire takes approximately 7-8 minutes to complete.

Getting involved

If you would like your school to be involved with the ISP from September 2011, please send an email to:

graham.moor@cem.dur.ac.uk and we will provide you with more details.



The background features a brown field with faint, stylized Arabic calligraphy. A large, vibrant red shape, resembling a stylized letter or a graphic element, dominates the right side of the frame. The text is centered within this red area.

Using MidYIS & Yellis at Latifa School for Girls

Latifa School for Girls is located in Dubai, in the United Arab Emirates and educates Emirati girls. We began using CEM MidYIS and Yellis assessments in 2007 as a way of obtaining external, unbiased validation of our own internal assessments of student potential. We also wanted to tap into the tests' ability to measure value-added in a clear, statistical way that would be easily understood by external bodies.

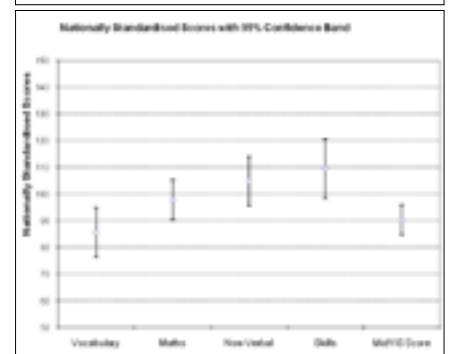
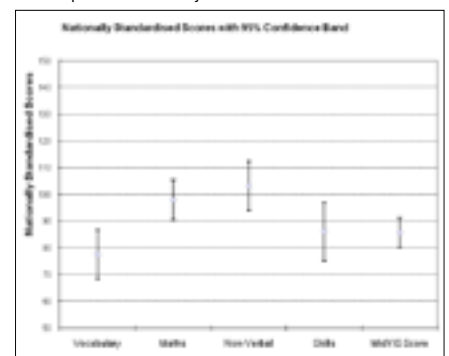
Primarily we use the tests to:

- assess individual students' abilities and possible gaps that should be addressed by us in our teaching
- set personal targets with individual students
- measure value-added for the whole school

Departments use MidYIS end of Key Stage 3 predicted levels in their tracking. They use colour coding to show if an individual student's module tests are in line with expectations or if they are making greater or lesser progress than might be anticipated from their MidYis score. This is a way of spotting underachievers early enough to do something about it. We rank the students using their predicted levels and see if this ranking matches ours. This often throws up some interesting anomalies that we then investigate to see if we can find reasons for these students over or under-performing. This exercise can play a valuable role in altering staff perceptions of individual students.

We find that both MidYIS and Yellis have some diagnostic value for subjects. They show pupils' strengths and weaknesses in a curriculum/content free manner. The Individual

Pupil Record sheets (IPRs) show the same information in a more visual way. We use this data (with staff input too) to identify students who are gifted in a particular area which the more generalised banding might hide. The IPRs are also interesting to us as they clearly show that nearly all of our students score poorly on the vocabulary section. This can have the effect of bringing down their overall score and so their band. This is not a surprise as they are all ESL learners but it does indicate to us that if we can improve their language skills then they will be able to achieve in accordance with what their other scores tell us about their innate ability and potential. This is probably what best explains much of our excellent value-added as a school and also perhaps helps to explain why the expected value-added can be harder to attain in more literacy-based subjects, such as Business Studies and History. In these areas students may have high band marks as a result of high scores in the other tests but their weak vocabulary may hinder their achievement in these particular subjects.



MidYis score A=89	MidYis band	Predicted level at the end of KS3	Rank according to MidYis	Predicted GCSE grade	ISLAMIC CIVILISATIONS	Deviation in ranking	Renaissance	Rank	Deviation in ranking	Islamic /21	Renaissance /23	Mughals /21	End of Year /65 A= 57%	End of Year rank	Deviation in ranking	Deviation in mean		
92	C	4/5	15	D/E	73	6	9	56	8	7	14	17	13	68	9	6	11	Progress
102	B	5	6	C/D	60	14	-8	60	5	1	12	17	12	63	11	-5	6	Ok
95	C	5	12	D	80	4	8	43	18	-6	16	15	16	72	6	6	15	Progress
77	D	4	38	E/F	87	2	36	58	6	32	16	19	18	82	3	35	25	Progress
99	C	5	8	D	68	7	1	46	16	-8	12	10	10	49	26	-18	-8	Concern
108	B	5/6	2	C	89	1	1	80	2	0	21	23	19	97	1	1	40	Progress
89	D	4/5	19	D/E	47	18	1	38	24	-5	11	10	14	54	20	-1	-3	Ok
95	C	5	11	D	64	9	2	40	21	-10	14	17	13	68	9	2	11	Progress
92	C	4/5	14	D/E	66	8	6	83	1	13	19	16	15	77	5	9	20	Progress
89	D	4/5	20	D/E	44	19	1	-	-	-	15	6	12	51	24	-4	-6	Concern
78	D	4	37	E/F	56	15	22	43	18	19	9	6	15	46	31	6	-11	Ok
104	B	5/6	4	C	82	3	1	48	14	-10	19	21	18	89	2	2	32	Progress

As a school, we discussed the idea of using this information to guide Year 9 students towards particular option subjects in which they were predicted to do well. However, we ultimately felt this could be a dangerous road to start down. It was agreed that Year 9 is too early to be making decisions in this way – since students can still mature and improve and if a student really wants to do a particular subject then they should be encouraged and supported in doing it since, as we know, student attitude towards the subject plays a large part in examination success.

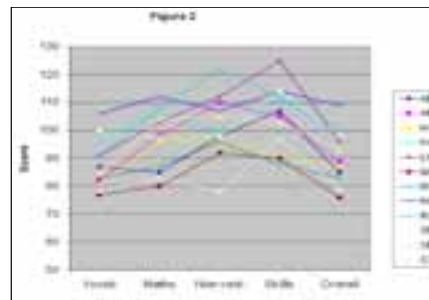
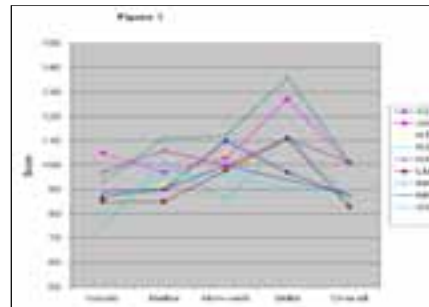


MidYIS and Yellis are both also used discreetly by form tutors (FTs) to motivate and encourage their students, as well as monitor that no one in the Year group is under-performing in their studies. It gives Heads of Year and FTs an impartial measure that can also help to avoid misperceptions of students' ability, which can often be skewed by student attitude.



A member of the Learning Support department created graphs for several of our mixed ability teaching and pastoral groups using the students' band marks and it was very interesting to see how varied our 'mixed ability' groups' profiles were. Some groups had a massive range – very high top, very low bottom (see figure 1) – whilst other groups were rather more homogenous (see figure 2). Our groups are created using results obtained from internal English and maths entrance tests

taken in June. The MidYIS tests are not done until later in Year 7 so we could not use them for grouping purposes but maybe we could investigate using PIPS, which is used in our Primary department, when creating mixed ability teaching groups.



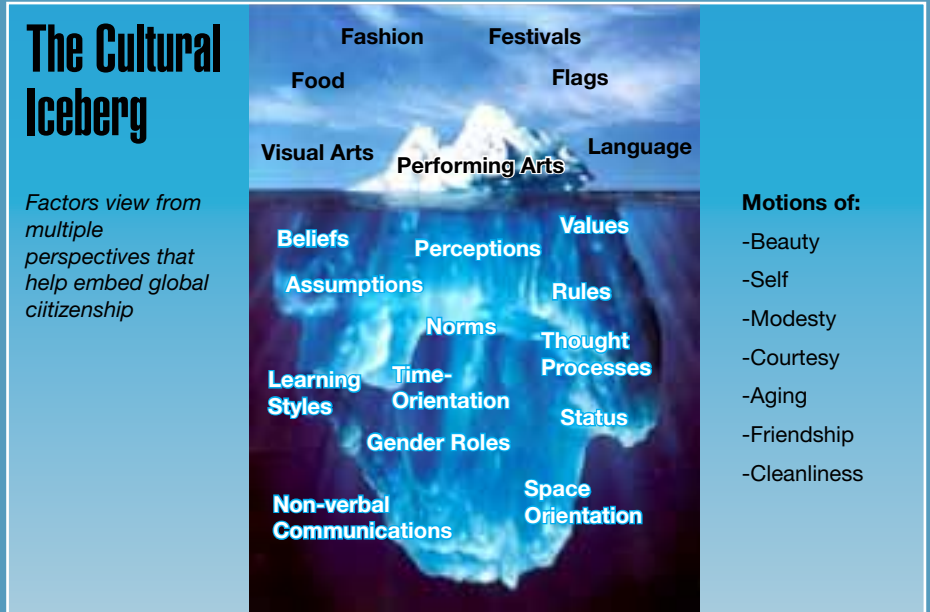
Subject staff use the Yellis predicted GCSE grades for their subjects in their tracking. We are still a little hesitant about giving these grades to students as we feel there could be a danger of self-fulfilling prophecies, for instance where the Yellis predicted grades may be lower than the grades our own teachers think the student is capable of, based on their experience of how our students can improve as they progress. We believe that the Yellis predictions are probably best given at a time when the students have already thought about what they want their final grade to be – so they will then be encouraged to work harder if the Yellis predicted grade is higher than their estimated grade but still be encouraged to keep working if the Yellis grade is lower.

We also wondered if we could use it to suggest to staff new GCSEs (ones that MidYIS and Yellis predict our students could do well in) but so far have not gone down this road either.

Our final use is retrospectively. The two sets of Yellis value-added figures we have received so far show very positive value added since our GCSE students have greatly exceeded their predictions in several subjects. This can be seen in the overall average pupil residuals that have put Latifa in the top 5% of Yellis schools for two years running. "The top 5% of Yellis schools had an overall average pupil residual of +0.6 or more."



Staff at Latifa School have enjoyed exploring how both MidYIS and Yellis can add to their professional practice - both in the classroom with the students and as a more academic behind-the-scenes activity. We look forward to staff discovering even more uses for CEM programmes as we introduce the INSIGHT and Alis programmes in 2011.



International-mindedness and Global Citizenship

Dr. Richard Harwood, Education Consultant,
(Scientific & International Education)

The social and personal development of our students is an important dimension in the provision of our schools. With the continuing development of economic and social globalisation and the extensive interaction involved in multi-cultural societies, the increasing emphasis placed on citizenship and the development of an international awareness and sensitivity in our students in the broader sense of what we as schools aim to achieve in our students is understandable. The development of a sense of internationalism is a key concept in the approach of the spectrum of the curricular programmes of the IBO. Even for international schools engaged in different national or international curricula the extent to which aspects of international-mindedness are fostered through school activities and ethos is an increasing key focus of accreditation protocols.

The definition and subtleties of this area of concern are complex and elusive; consequently at probably the most crucial levels they are difficult to quantify. Some practical aspects are relatively straightforwardly mapped but the 'iceberg' model is often used to illustrate the complexity of the involved overall picture. The 'iceberg' model of the factors involved in the development of inter-cultural understanding.

With the onset of the internet and the global,

trans-border communication systems such as 'Twitter' and 'Facebook' our students communicate with ease across previously defined social and cultural boundaries. Recent international political events have dramatically illustrated the powerful influence of these new methods of communication. The international world has new levels of complexity which make the assessment of how well our schools are promoting and embedding real 'international-mindedness' in our students particularly difficult. It may well be that the more subtle levels are only accessible intuitively but CEM is working on a portfolio of surveys to assist schools in this area. The aim is to produce components appropriate at the student, department and whole school level to help schools both formatively and structurally in this important aspect of the educational process.

All these developments indicate that CEM is a research group that is open to input from teachers and schools and is willing to refine and adapt its projects to better suit expressed needs; particularly those relevant to the developing interests of the broad variety of international schools. Do contact Kate Bailey if you have questions about the relevance of any of the CEM programmes to your school. In particular we would be grateful to hear from schools interested in piloting and evaluating the material linked to the project on international-mindedness as it is produced.



مجلس أبوظبي للتعليم

Abu Dhabi Education Council

We are delighted to have been commissioned by the Abu Dhabi Education Council (ADEC) to translate the PIPS Baseline Assessment for 4-5 year olds into Arabic for use across the Emirate. After two years of trials, we have a fully tested Arabic language version which is now being used in all primary schools.

Although we have already translated the assessment into several languages and it is used widely outside the UK, this has been an exciting period of development for us. We have overcome many of the challenges of presenting the test in a different language and script and of working with schools and pupils that are very different from those in the UK. We have worked in close collaboration with professionals in ADEC and have visited the UAE and local schools to see how the assessment is being used.

We are keen to see the assessment used more widely in Arabic speaking countries and will be working to promote PIPS ADEC over the next year. For more information, contact Kate Bailey: kate.bailey@cem.dur.ac.uk



MidYIS Launch New IGCSE Analysis

Nicola Forster, Secondary Pre-16 Programme Manager

For many years the MidYIS system, along with its sister project Yellis, have collected GCSE results from pupils in thousands of schools, each year producing detailed subject level reports and graphs detailing pupils' relative performance in each subject. Teachers have found this information highly valuable, enabling them to evaluate how their students are performing relative to similar students in other schools.

In recent years many International and Independent schools have expressed interest in evaluating students' performance in the International GCSE (IGCSE) subjects separately to the standard GCSE equivalents. Until now, CEM's approach, based on advice from examination boards, has been to treat IGCSE examinations as equivalent to standard GCSE examinations, hence results for IGCSE Maths (for example) were analysed in the same sample as GCSE Maths.

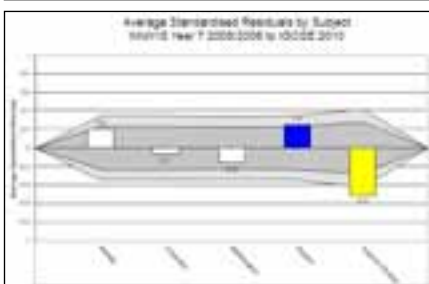
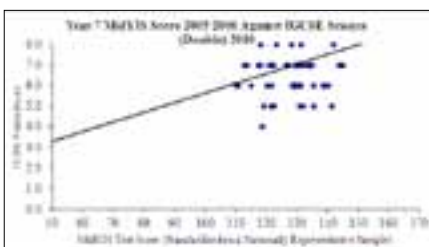
This year, where numbers have allowed, we have developed our analysis to treat a number of IGCSE subjects separately from their GCSE equivalents. These include IGCSE Maths, Biology, Chemistry, Physics and Science. As more students are entered for these examinations we will aim to increase the number of subjects for which we are able to provide analysis.

What will my new feedback look like?

In order to keep continuity with other feedback, the MidYIS IGCSE feedback will follow the same format as the well known standard value added feedback reports. These include pupil by pupil, subject by subject measures of predicted grades, achieved grades, raw and standardised residuals. Scatter graphs show your pupils' performance in the subject relative to the IGCSE regression line. Also Average Standardised Residual Graphs allow you to fairly compare performance in each subject and identify significant over and under performance using the confidence limits set at two and three standard deviations.

For schools with IGCSEs identified in our system, feedback is available to download from our secure Secondary+ website now. Select Feedback | Value Added then click on the IGCSE (National) value added icon to download your file. We aim to provide a similar level of feedback for schools using the Yellis system in the near future. For more information, please contact:

secondary.support@cem.dur.ac.uk or telephone **+44 (0)191 3344255**





Centre for Evaluation & Monitoring

Events Listing

Find out how CEM can help you improve standards at your school, learn how to get the most from CEM systems and learn from colleagues. Come along to one of our regular events. For a full list visit www.cemcentre.org/events

Scottish Learning Festival
Glasgow, UK
21st – 22nd September 2011

FOBISSEA Conference
Bangkok, Thailand
5th – 6th October 2011

BSME conference
Bahrain
20th – 21st October 2011

BETT Middle East Exhibition
ADNEC, Abu Dhabi, UAE
25th – 26th October 2011

ECIS
Lisbon, Portugal
16th – 20th November 2011

SSAT
ICC, Birmingham, UK
1st – 2nd December 2011



Using assessment for teaching, learning and management

**Friday 21st and Saturday 22nd October 2011,
St Christopher's School, Bahrain**

CEM is delivering a dedicated assessment conference on behalf of the British Schools in the Middle East (BSME) in October. This is an exciting development as we will be extending the training to cover assessment in general terms rather than focussing solely on CEM systems. The conference is an ideal opportunity for teachers to learn about the fundamentals of assessment, how to interpret data, how to monitor progress longitudinally and be given guidance on how to write their own assessments for everyday use in the classroom. People new to CEM will gain a broad understanding of assessment with a brief introduction to CEM systems and how they work. Existing users of CEM systems will be able to explore how their CEM data fits into a wider context.

By the end of this training you should be able to:

- Understand the different types of assessments, their uses, advantages and disadvantages
- Interpret test scores appropriately and understand associated limitations
- Understand the concept of value-added
- Be able to use test data for teaching and learning and for managing school improvement
- Know about some of the considerations to bear in mind when writing simple, effective classroom tests
- Understand some of the implications of testing English language learners

This conference is being organised by the BSME CPD group but is open to any schools. For more details or to book a place contact enquiries@bsme.org.uk

We now offer web-hosted training

- Advance your knowledge of CEM's systems
- Improve the application of CEM's systems in your school

without leaving your desk!

If you would like to know more about this service email Katharine Bailey:
kate.bailey@cem.dur.ac.uk

FOBISSEA Conference

Wednesday 5th and Thursday 6th October 2011, The Regents School, Bangkok

The interpretation and application of CEM data in international schools is the focus of a dedicated two day CEM conference run by the Federation of British Schools in South East Asia in October. The conference will combine talks, workshops, discussion and practical activities to give delegates the information and skills they need to use CEM systems to monitor progress and attainment and drive standards upwards. Fundamental sessions

on the basics of our assessment systems and the interpretation of data will be accompanied by sessions appropriate for experienced users and for those working with culturally and linguistically diverse student populations.

This event is being hosted by FOBISSEA. For more information or to book a place please contact Tania Donoghue:
cpd@fobissea.org