



BRITISH INTERNATIONAL SCHOOL

HO CHI MINH CITY

A NORD ANGLIA EDUCATION SCHOOL

CEM Assessments

Overview

Who are CEM?

What data do we have?

How should we interpret it?

How can we use it to support our children?

Centre for Evaluation and Monitoring Durham University

Used by educational professionals for >30
years in >70 countries

The Assessments

- Adaptive, online assessments
- Assessing - Developed Abilities

Developed Abilities

Year 12 CEM IBE Assessment

- Vocabulary
- Mathematics
- Pictures - Matching, reflecting, rotating
- Speed & Accuracy
- Diagrams
- Dice

Vocabulary

Select the word or phrase with the closest meaning.

vexatious

irksome

abominable

obnoxious

flamboyant

Example

← Back

Next →

Vocabulary

Select the word with the closest meaning to the target picture.




ruler

swing

car

pen

Example 1

Next 

Example 3

You are shown five possible answers to the following question.

Only one answer is correct.

Choose your answer by selecting one of the options.

Find the value of y .

$$3 + y = 5$$

1


2

3

4

5

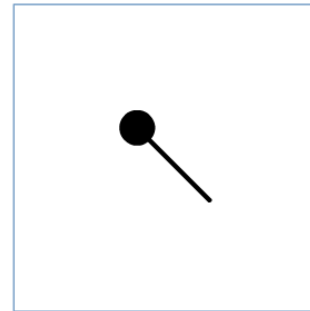
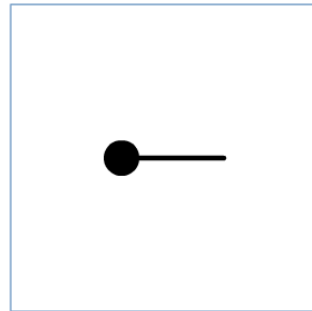
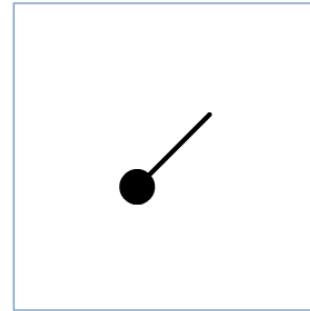
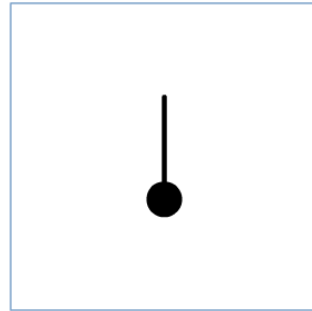
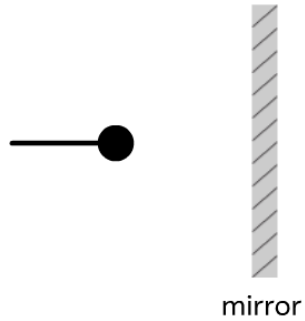
Example 3

Next 

Reflecting

Reflecting Pictures

Using the mirror line, select the picture from the right that shows the reflection of the picture on the left.



Example 1

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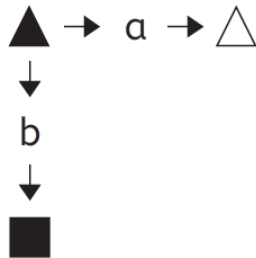
Next →

Diagrams

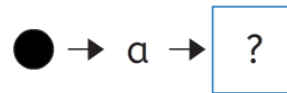
Study the diagram on the left. Each letter represents an operation that changes a shape in some way.

Using the diagram, select the picture on the right that correctly replaces the question mark.

Example diagram



Example 1



Example 1

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Next →

Developed Abilities

Vocabulary – word fluency and understanding

Mathematics – logical thinking, manipulating numbers and numerical concepts

Non-verbal ability – ability to match patterns, reflections and rotations and apply visual intuition

Feedback

- Formal Feedback on Progress
 - Short report (22nd November)
 - PTSC (27th March)
 - Exam Report (June)
 - Full Report (June)
- Informal Feedback
 - Teacher comments
 - Discussion with teachers
 - Head of Year emails
 - Peer discussion
 - Subject targets
 - Personal experience
 - Comments in HW diary

Results

These are
people not
numbers

How are these useful?

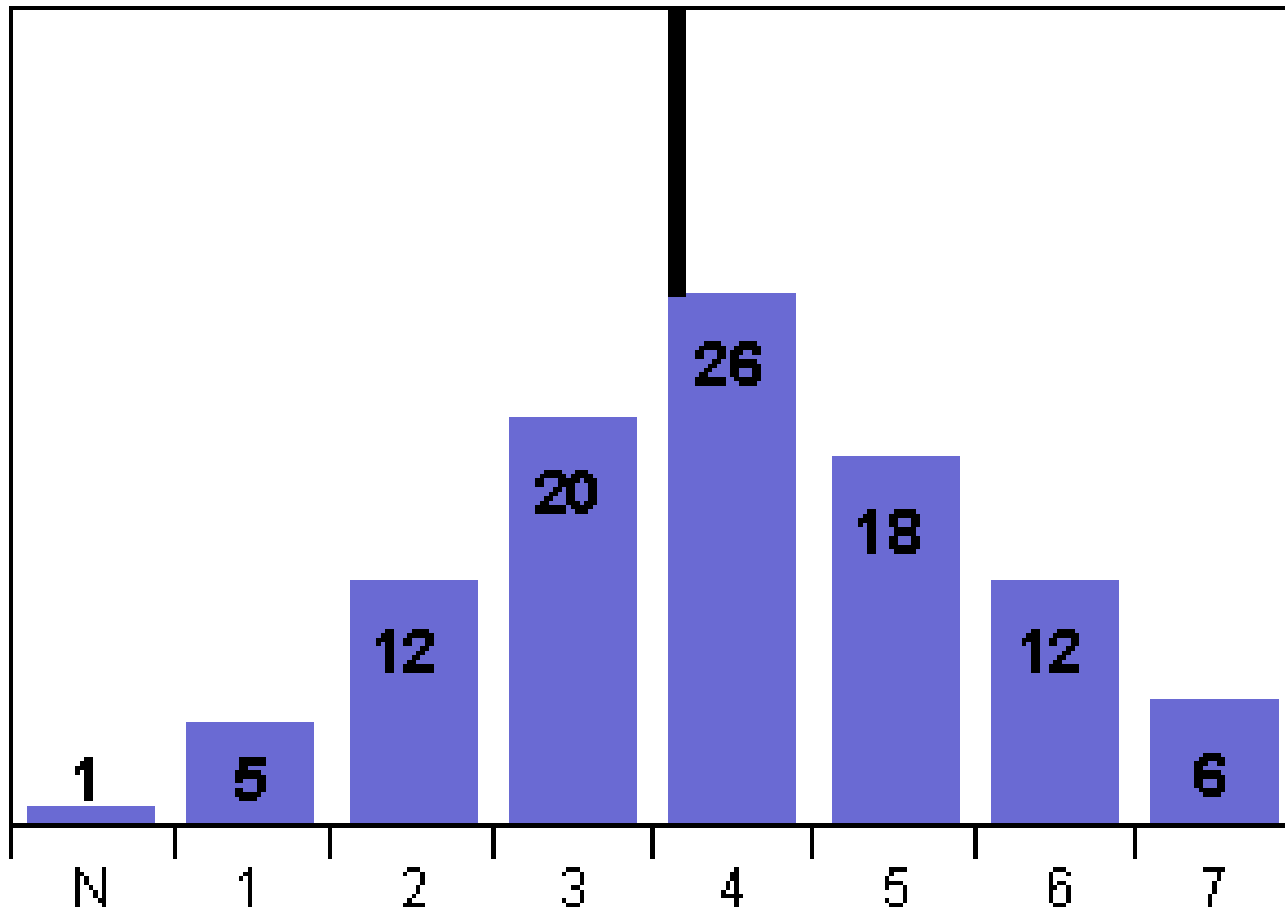
- Help you to support your child
- As *another* piece of information

Indicators of Outcomes at IB

- Compare individual student IPR with a large database
- Provide a context for attainment

Chances Graphs

Indicators: IB Chances Graph



Things to consider

- What level is the student most likely to achieve?
- What would they need to do to ensure that they achieve this level?
- What would they need to do to increase their chances of achieving above this level?
- What factors might mean that they achieve below this level?
- Which factors that you have discussed are within the student's control? Why?
- Are there any factors outside of the student's control which may affect their final level? What are they? Why?

Common Misconceptions

- “Great! I’m going to get a Level 6!”
- “It says I’m not very capable”
- “It’s impossible for me to get a Level 2”
- “If I work hard I will get a Level 7”

How are these useful?

- Provide a backdrop to attainment
- Support motivating conversations

It is **not** the level your child will achieve

It shows the profile of levels achieved by previous students with the same results as your child