



CAMBRIDGE

Measure and unlock potential

with baseline assessments



Ready for the world

At Cambridge, we have been at the forefront of research into digital baseline assessment for 40 years and currently work in 110 countries. We help teachers turn data into actionable insight, bridging the gap between research and practice.



About us

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators like you.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Together, we help Cambridge learners be ready for the world.

Knowledge is power. It's possibility. It unlocks doors, minds and futures. And here at Cambridge we give teachers more knowledge and insight than ever before.

Imagine understanding exactly who is in your classroom from the first lesson – what they know and what skills they have yet to learn. Being able to forget paperwork and focus on opening minds.

We are part of the University of Cambridge and the quality of our data and research is unrivalled.

With our baseline assessments, you get school-specific insight in an instant, giving you the power to back your intuition, understand your learners and support greater academic achievement. We look forward to working with you.

**Kate Bailey, Managing Director,
Cambridge Centre for Evaluation and Monitoring**



Instant insight

Our baseline assessments can be used when a learner starts a new stage or joins a new school to get instant insight into their strengths and areas for improvement.

All of our baseline assessments are digital, with no paperwork or marking required. Results and reports are generated automatically and delivered online.

Curriculum independent

Our baseline assessments use big data from over 600,000 assessments to measure skills important for gaining curriculum knowledge.

Unlock potential

For these reasons, they are a key tool for schools and teachers to add value to their students' education and unlock their true potential.

How do schools use baseline assessment?



What is baseline assessment?

Baseline assessments give you an objective measure of students' cognitive and non-cognitive skills at the point they are tested.

The fundamental value of baseline is that it provides the foundation needed to evaluate the effectiveness of teaching and learning. This means schools can really understand the impact of their teaching, monitor patterns and trends, and ensure continuous school improvement.



Baseline assessments from 3 to 19 years

Measure what matters for academic success

Product overview

ASPECTS	BASE	Cambridge Primary Insight	MidYIS	Yellis	Alis/CEM IBE
Age 3-4	Age 4-5	Age 5-11	Age 11-14	Age 14-16	Age 16-19
Language development	Literacy	Reading and spelling	Vocabulary	Vocabulary	Vocabulary
Early numeracy	Numeracy	Mathematics	Mathematics	Mathematics	Mathematics
Communication	Personal, social and emotional development	Arithmetic	Non-verbal ability	Non-verbal ability	Non-verbal ability
Motor development		Developed ability	Skills		
20 minutes	20 minutes	20 minutes for each module	50 minutes	50 minutes	50 minutes

The premise of our baseline assessment is the same from age 3-19 – there are three core areas that support success across all subject areas – reading and vocabulary (together), mathematics and non-verbal ability.



Non-verbal skills and aptitudes include logic and reasoning through, for example, pattern recognition. Measuring these is particularly useful for EAL learners, to spot where gaps in vocabulary are masking true potential.

Each of our baseline assessments are based on extensive research and created to complement the stages of child development.

Substantial research suggests that early years education is a game changer for future academic potential. ASPECTS and BASE help teachers to maximise the impact of these

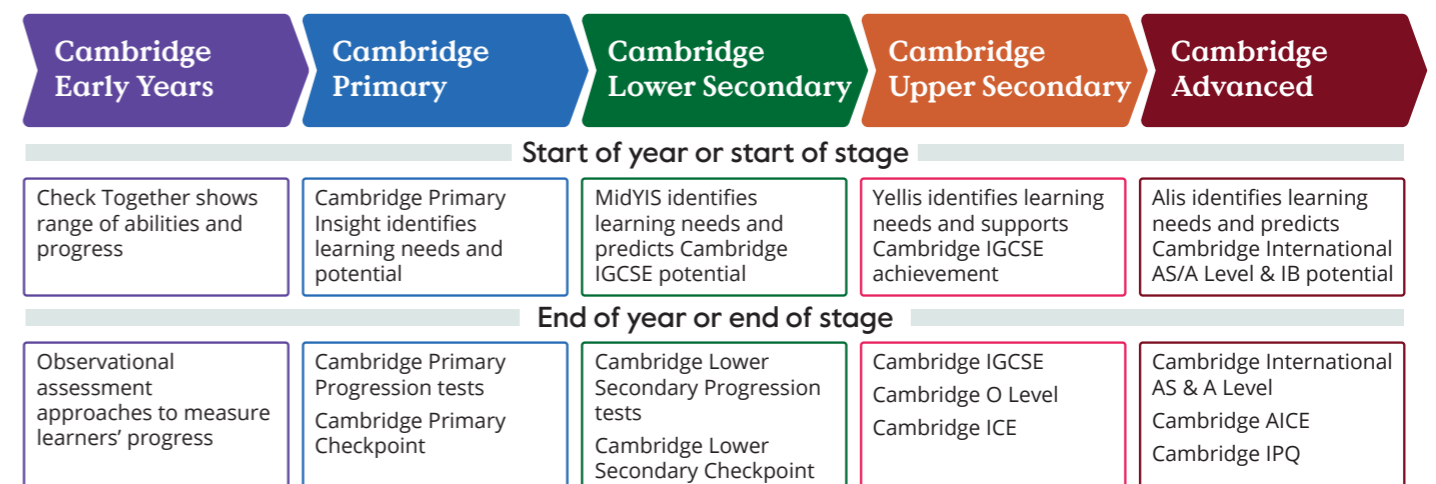
critical first years of school. They provide objective and independent information that helps teachers identify learning needs and development potential.

Cambridge Primary Insight identifies learning needs and potential and enables measurement of progress from the crucial ages of 5-11.

MidYIS and Yellis help teachers identify learning needs and predict GCSE and Cambridge IGCSE potential throughout Secondary.

Alis identifies learning needs and predicts Cambridge International AS/A Level and IB potential.

Baseline assessment and the Cambridge Pathway

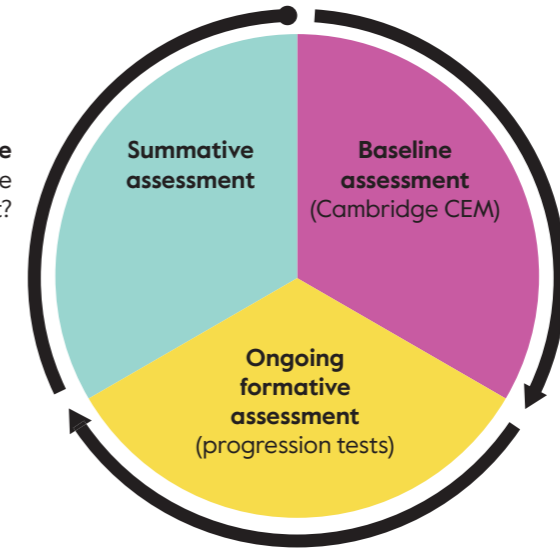


Check Together has been developed specifically for Cambridge Early Years centres for use in EY2.



A complete assessment cycle

Baseline provides insight into a learner's true progress



End of learning stage
how much have students learnt?

Start of learning stage
where are learners now and where could they be?

During learning stage - how are learners progressing?

By knowing where students start from, regardless of previous curriculum, school or background, a school can take an individual approach to teaching. Armed with this insight, teachers can plan an ambitious yet realistic end point and make sure the student stays on track during the year.

Baseline assessments are intended to complement, not replace, curriculum-based formative and summative assessments such as Cambridge Checkpoint, Cambridge IGCSE and Cambridge A Level. These show how much a student has learnt.

But how do teachers know or prove that a final grade is a good achievement if they do not know where the student started from?

Are they meeting expectations?

Are they under or over achieving?

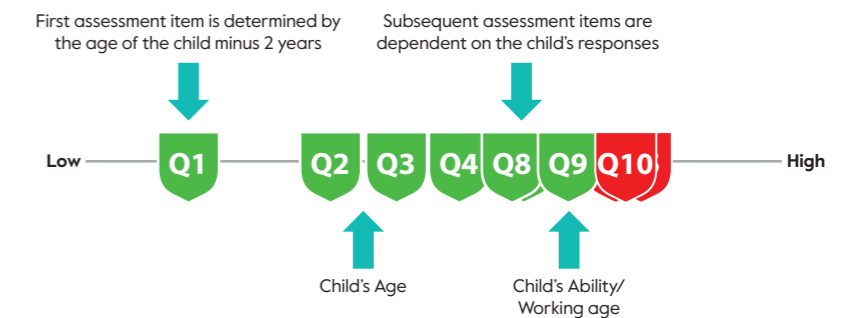
Using a baseline assessment helps you to answer these questions.

Schools that have already adopted baseline in addition to other assessments tell us that taking a holistic approach has led to improved outcomes for students, teachers and the whole school.

Is it too much assessment?

Not all assessments are equal. Every question in our assessments is developed carefully to make sure it is measuring the skills and knowledge in a way that provides you with the most accurate and reliable information possible. And there is a lot of evidence that engaging with high quality questions helps your students to learn too!

The adaptive testing principle



Sometimes schools are concerned that adding baseline to the assessment programme might be 'too much assessment'. Be assured that we have designed the tests to be fun, flexible and fast.

One of the features of our assessments that makes us stand out against other baseline providers is the adaptive testing principle (see diagram above). Because of our unique computer adaptive programming, learners find the tests fun and engaging. They are challenged at the right level so they don't become bored, frustrated or disengaged.

Our adaptive algorithm also saves time. Unlike other baseline products, Cambridge learners are not forced to complete irrelevant levels of questions, so all of our assessments can be delivered in 50 minutes or less, meaning they can fit flexibly into the timetable.

Additionally, our digital assessments require no marking, and reports are generated automatically, saving teachers valuable time.



ASPECTS

3-4 years

Average Duration: 20 minutes

Assessment: adaptive, baseline, digital, teacher guided

Modules: language development, early numeracy, communication, motor development

Price: visit cem.org/buynow for up-to-date pricing information

BASE

4-5 years

Average Duration: 20 minutes

Assessment: adaptive, baseline, digital, curriculum independent, teacher guided

Modules: literacy, numeracy, communication & language, and personal, social and emotional development (PSED)

Price: visit cem.org/buynow for up-to-date pricing information

“Effective early years is the game changer.”

Lydia Cuddy Gibbs, Head of Early Years, Ark, London

Early years

ASPECTS – for the very best start in early years education


BASE – supporting excellence in early years education


Why the first year of school is so unique


On day one of school, teachers are exposed to the unknown. Each child will have a different outlook for the start of school – some excited and prepared, others anxious or sad to be away from their home. The diversity of life and learning experiences guided by family members, carers and pre-school teachers will have shaped the character and skills of each individual in a unique way. It is the teacher's role to quickly capture and understand this range of differences, identify a starting point for each child and help them settle in with personalised support.


ASPECT reports

ASPECTS reports help you plan a challenging, enjoyable and effective experience for each student in all areas of learning and development:

 **Raw scores table** – language and numeracy development results, and motor development scores if completed.

 **Language and numeracy scatter plot** – comparison of each student's development with other students of a similar age. Once the follow-up assessment has been taken this result is linked to the start score to show progression.

 **Motor development scatter plot** – showing how each student's motor development compares to other students of a similar age. Start of year and follow-up scores demonstrate development.

 **Interactive data exploration and analysis software (Ideas+)** – allowing you to choose the data you want to see.

For Cambridge Early Years centres, we have developed Check Together to complement the Cambridge Pathway. Cambridge schools will have access to Check Together once registered as a centre.


Why use baseline assessment in early years?


We know there are a lot of strong opinions about putting children through formal testing at such a young age. We agree. Testing for record keeping at this age adds no value to learning. However, assessment with purpose can make all the difference.

Research conducted using BASE data found that children start year one of school with a wide range of knowledge – some children even have the level of knowledge and understanding that would be expected on completion of the first year. This is why using a baseline assessment like BASE is essential to understanding children's comprehension and skills.


BASE reports


BASEline – start of year assessment only and provides you with the following reports:


 **Table of scores** – offers a literacy, maths and overall standardised score for each student.


 **Question level report** – provides a breakdown of correct and incorrect answers given by each student in your class.

BASE Progress – start of year and end of year assessment, also provides you with the following reports:

 **Student report** – discover what each student knows and can do in comparison with others, using a large database.

 **Class report** – provides an overview of the development of a whole class in context against a large database.

 **Parent report** – provides a visual overview of a student's knowledge, skills and understanding, offering useful information and next steps advice for their parent or guardian.

 **Progress report** – summarises the progress made by each child between the start of year and end of year assessment. Available for individual students and the whole class.



Cambridge Primary Insight

Bridging the gap between research and practice

Supporting bilingual learners – Case study: YK Pao School, Beijing

“The advantage of using Cambridge Primary Insight with bilingual learners, is that it tells us whether students are struggling with language, or if they are struggling with concepts.

We know that non-native speakers might learn more formal words and structures, but Cambridge Primary Insight has a difficulty weighting for native and non-native language which is balanced evenly.”

“Reflecting on the data is so interesting. When you’ve analysed the data at the beginning of the year to set goals, and then look again at the end of the year and you see measurable outcomes, that’s when you get lots of happy conversations about progress. That’s when you see the insight is really exciting.”

Michelle Ip Banks, Director of Primary Academics

Start of year questions

- Overall, how does your class perform? How far above average?
- Who stands out? Why?
- Where might students be needing more support in general?
- Where might individuals need more support?
- What are some goals you can set for your class?

End of year questions

- Overall, what is the progress your class has made (one year, more than one year etc.)?
- For students who stood out at the start of the year, what is the progress? Does anything stand out?
- Have students you flagged at the start of the year been making the progress you had hoped? Why or why not do you think this is?
- Referring back to your goal at the start of the year, what do you think the achievements were? Any concerns?

Cambridge Primary Insight 5-11 years

Average Duration: 20 minutes per module (five modules)

Assessment: baseline, adaptive, explorative, digital

Modules: reading, spelling, mathematics, arithmetic and developed ability

Price: visit cem.org/buynow for up-to-date pricing information

“ We chose the assessments because they give us an unbiased baseline score, a measure of value-added, and help us give parents objective feedback about student ability and potential.”

Justin Kilcullen-Nichols, St George International School, Sofia, Bulgaria

The reports



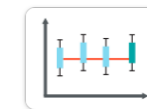
Summary of scores – compare students’ scores against other students who have taken the same assessment.



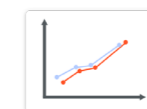
Individual student report – this report provides a simple graph and a table showing the outcomes for an individual student in each of the assessment modules and sections completed.



Report for parents and guardians – this report provides a simple graph showing the assessment outcomes for an individual student together with descriptive text explaining to parents and guardians the purpose of each section in the assessment.



Year group overview report – this report provides a simple view of the distribution of assessment scores for each year group across your school.



Individual progress – this report shows a longitudinal view of an individual student’s assessment outcomes over their time in your school.

NEW – Introducing Guidance for Teaching and Learning, a new component on the **Individual student report**. Providing score interpretation and personalised next steps. Developed by our assessment experts, the guidance empowers teachers and schools with actionable insights for improved educational outcomes.



MidYIS

Discover students' aptitudes, exam potential and progress

MidYIS 11-14 years

Average Duration: 50 minutes

Assessment: adaptive, baseline, curriculum independent, digital

Sections: vocabulary, mathematics, non-verbal and skills

Predicts to: GCSE and Cambridge IGCSE

“The MidYIS data is used to establish a really good understanding of a cohort and make decisions about what is needed to move them forward. The data means that teachers understand students' needs right from the start and they are not second guessing.”

Sdaqat Jabeen, Head of Secondary,
Doha Academy, Qatar

The reports

Baseline data:



Standardised scores – compare students' scores against other students who have taken the same assessment.



Individual student records – provide a visual breakdown of a student's scores in each module of the assessment, helping you to identify strengths and weaknesses.



Ability profiles of each new cohort – provide a snapshot of the spread of your students' abilities.

Predictive data:



Subject-specific predictions and chances graphs – provide indicators of likely future exam performance at GCSE and Cambridge IGCSE.

Value-added data:



Value-added evidence for students and subjects – helps you to see the impact of your teaching, share best practice between departments and determine school performance.



Comparisons of student performance – show your students' progress in light of their predictions and progress made by similar students.



Evidence of school performance and improvement over time – provides objective evidence for internal evaluation and inspections.



Yellis

Discover students' aptitudes, exam potential and progress

Yellis 14-16 years

Average Duration: 50 minutes

Assessment: adaptive, baseline, curriculum independent, digital

Sections: vocabulary, mathematics and non-verbal

Predicts to: GCSE and Cambridge IGCSE

“The data gives us an external, impartial baseline with a large database. Also, because the assessments are not content-driven, but skills driven, it makes an excellent tool for international schools as it doesn't matter what curricula students have previously studied.”

Andrew Lennie, Head of Secondary, Cairo English School

The reports

Baseline data:



Standardised scores – compare students' scores against other students who have taken the same assessment.



Individual student records – provide a visual breakdown of a student's scores in each module of the assessment, helping you to identify strengths and weaknesses.



Ability profiles of each new cohort – provide a snapshot of the spread of your students' abilities.

Predictive data:



Subject-specific predictions and chances graphs – provide indicators of likely future exam performance at GCSE and Cambridge IGCSE.

Value-added data:



Value-added evidence for students and subjects – helps you to see the impact of your teaching, share best practice between departments and determine school performance.



Comparisons of student performance – show your students' progress in light of their predictions and progress made by similar students.



Evidence of school performance and improvement over time – provides objective evidence for internal evaluation and inspections.

Schools can track improvements in vocabulary by testing students with MidYIS and then Yellis. With the right teaching plan in place, EAL students can make significant progress in these years and their baseline results and predictions could improve as a result of those interventions.



Alis

Understand the support your students need as they prepare for their AS/A Levels and IB diploma

Alis 16-19 years

Average Duration: 50 minutes

Assessment: adaptive, digital, baseline assessment

Sections: vocabulary, mathematics, non-verbal

Predicts to: AS/A Level and IB diploma

Price: visit cem.org/buynow for up-to-date pricing information

“One argument against sharing predicted grades is that it can act as a limiter as well as a target, and so the use of the chances graphs is a great way to promote a growth mindset.”

Alastair Farquharson, Assistant Head of School, Kolej Tuanku Ja'afar, Malaysia

The reports

Baseline data:



Standardised scores – comparing students' performance.



Individual student record sheets – providing a visual breakdown of results and highlighting relative areas of strength and weakness.



Cohort ability profiles – help you see the spread of your students' ability.

Predictive data:



Subject-specific predictions and chances graphs – providing indicators of likely future performance in A Level examinations.

Value-added data:



Value-added evidence for students and subjects – helps you to see the impact of your teaching and share best practice between departments.



Comparisons of student performance – show your students' progress in light of their predictions and progress made by similar students.



Evidence of school performance and improvement over time – provide objective evidence for internal evaluation and inspections.



The Cambridge Wellbeing Check

A holistic approach to student success

The Cambridge Wellbeing Check 7-19 years

Average Duration: 20 minutes

Assessment: digital, online

Measures: interpersonal wellbeing, life satisfaction, competence wellbeing, negative emotions

What is the Cambridge Wellbeing Check?

Described as 'most certainly a need and something schools find essential' by judges of the prestigious Teach Secondary Awards, the Cambridge Wellbeing Check was awarded a Highly Commended prize in 2023.

Teachers are provided with reports that show students' wellbeing over time and supporting lesson plans that provide tailored guidance on delivering wellbeing or pastoral care lessons.

How the Cambridge Wellbeing Check helps schools

- Get a complete picture of your students with greater insight into their academic success.
- Identify areas where students are feeling good and doing well, or where they need additional support.
- Understand how students are feeling during stressful periods – such as examination time.
- Evaluate how students are feeling throughout the academic year.
- Compare your students at an individual, class, and year-group level.

Teach Secondary Awards

The Cambridge Wellbeing Check has been Highly Commended by the Teach Secondary Awards





Cambridge Personal Styles Questionnaire 14-19 years

Average Duration: 20-40 minutes

Assessment: digital, online

Measures: personal styles and attitudes to thinking, study, coping, communication and collaboration

Cambridge Personal Styles Questionnaire (CPSQ) is a tool to help teachers understand their students on a deeper level in order to support them to thrive.

How CPSQ can help schools support students

- See a more holistic picture of your students, with additional context to their academic performance.
- Understand hidden barriers to achievement and identify students in need of extra support.
- Focus and tailor student support and mentoring programmes.
- Build students' self-awareness and motivate student interest in personal development.

Cambridge Personal Styles Questionnaire

Understand attitudes and behaviours



We invest in customer success

Adopting baseline assessment is not just a financial investment for schools, but also an investment in staff development. At our Centre for Evaluation and Monitoring we go the extra mile to support schools to get the most value from the insight, with a range of free support channels and services.



Year round, interactive training webinars for new and existing customers



Online support hub



Access to our customer support team by phone and email

We have a dedicated customer success team continuously improving our processes and support documents based on customer feedback. We can also offer formal professional development courses tailored to your needs.

Visit cem.org/professional-development or scan the QR code to register your interest



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“The team are always so helpful. I’ve interacted with a number of team members both on the phone and by e-mail, and I’ve been impressed with how solution-focused, efficient and friendly they all are.”

Respondent to Customer Satisfaction Survey 2023

“Customer service has always been above and beyond my expectations. Staff are very helpful and no question is too trivial nor difficult for them.”

Respondent to Customer Satisfaction Survey 2023

