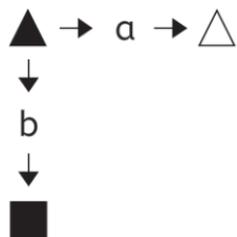


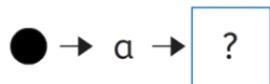
Study the diagram on the left. Each letter represents an operation that changes a shape in some way.

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

Example diagram



Example 1



Example 1

Back

Next

Select the word or phrase with the closest meaning.

vexatious

irksome

abominable

obnoxious

flamboyant

Example

Back

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



‘Ours is a culture where we **take responsibility**
for **fulfilling our own potential** and that of
others for the **good of humanity** at all levels.’

Key aims

After this session you will be able to

1. Understand the use of CEM IBE at Sha Tin College
2. Know how to interpret Individual Pupil Records
3. Know how to interpret a Chances Graph



fulfilling your own potential

CEM IBE & ESF

- CEM IBE has been in use across ESF from Sept 2009
- CEM is part of the University of Durham.
- CEM run four tests at different ages and it is used by millions of students in over 70 countries
- Students are tracked by CEM from Year 1 to 13 at ESF
 - INCAS Primary
 - MidYIS Secondary entry
 - Insight Year 9
 - CEM IBE Senior School



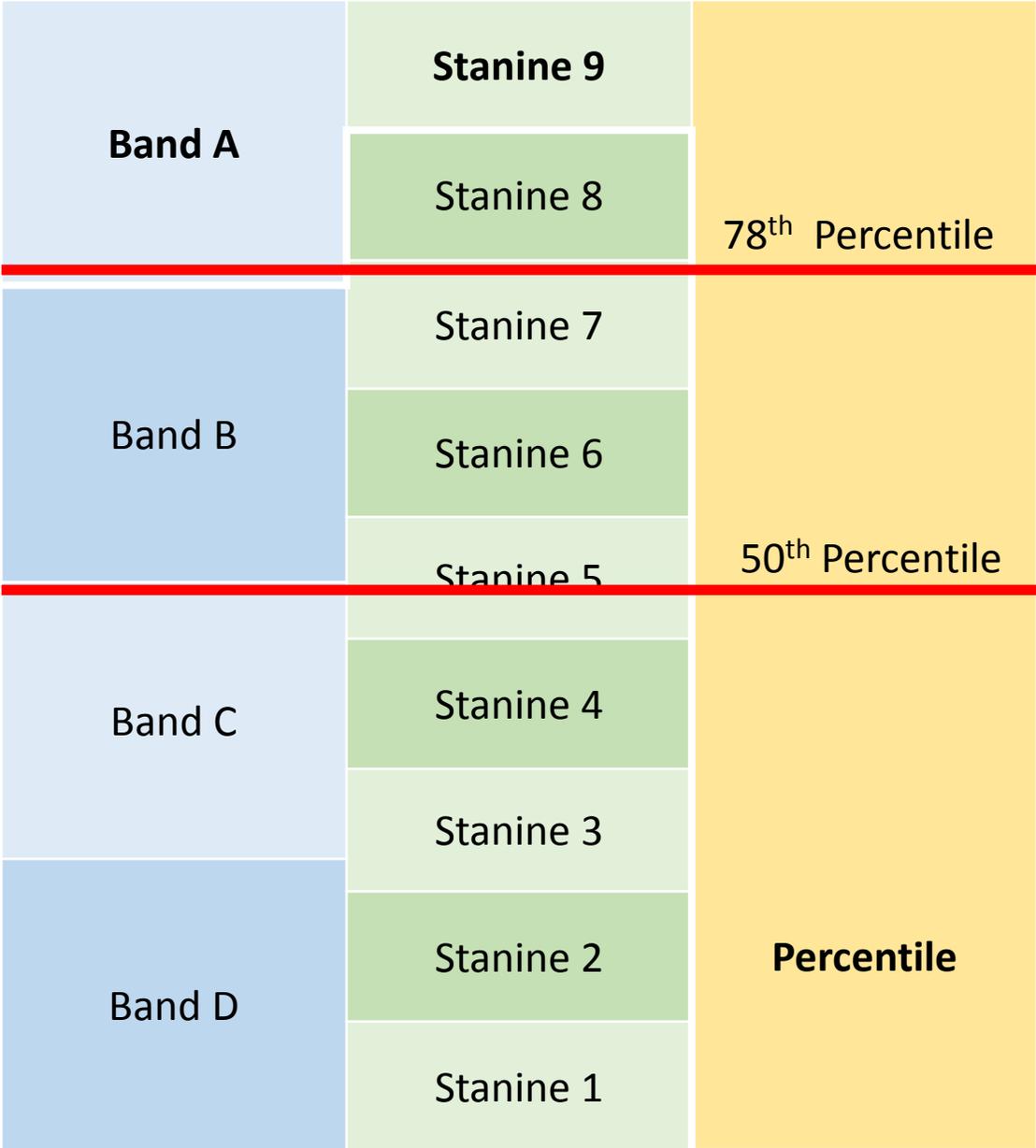
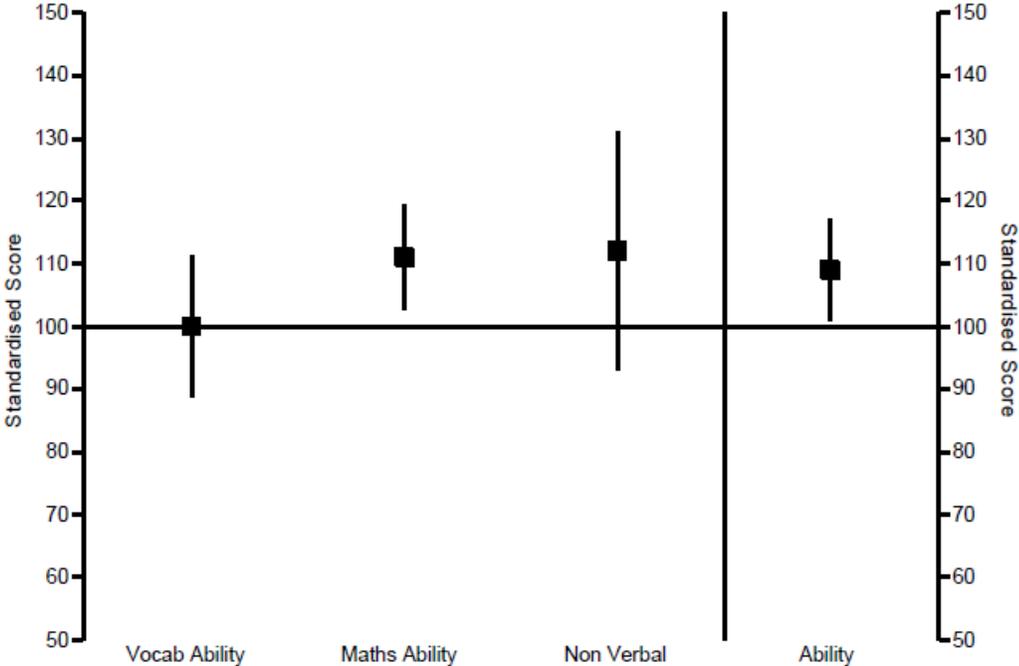
CEM IBE tests...

- **Vocabulary** measures fluency and the use of words picked up from the student's background, not necessarily from English lessons
- **Maths** assesses logical thinking, manipulating numbers and numerical concepts without being linked to the Maths syllabus.
- **Non-verbal** asks students to recognise shapes, match pictures and use visual intuition as a measure of perceptual speed and accuracy

The Individual Pupil Record

	Standard Score	Band	Stanine	Percentile
Vocab Ability	100	C	5	50
Maths Ability	111	A	7	78
Non Verbal	112	B	7	78
Ability	109	B	6	72

Standardised Scores with 95% Confidence Band



The Individual Pupil Record

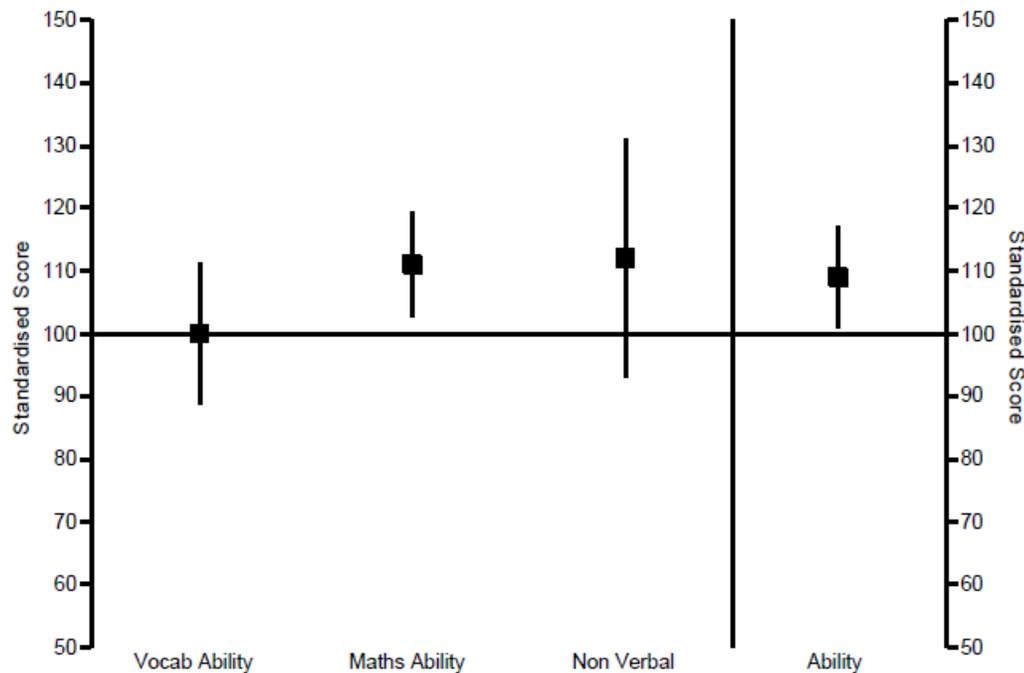
- In each test the following four pieces of information are provided for each pupil, as well as an overall score
- **CEM IBE Band**
Each of the four CEM IBE Bands (A to D) includes 25% of the internationally representative sample. Band A represents the top 25% and Band D the lowest.
- **Stanine**
One of nine divisions of the normal distribution of CEM IBE scores where Stanine 9 is the highest.
- **Percentile**
Percentage of the internationally representative sample scoring less than this student.
- **Standardised Score**
Score standardised against an internationally representative sample, where the sample mean is set to be 100 and the standard deviation is 15.

Band A	Stanine 9	78 th Percentile
	Stanine 8	
Band B	Stanine 7	50 th Percentile
	Stanine 6	
	Stanine 5	
Band C	Stanine 4	Percentile
	Stanine 3	
Band D	Stanine 2	Percentile
	Stanine 1	

Reading An IPR

	Standard Score	Band	Stanine	Percentile
Vocab Ability	100	C	5	50
Maths Ability	111	A	7	78
Non Verbal	112	B	7	78
Ability	109	B	6	72

Standardised Scores with 95% Confidence Band



Example

Vocabulary Ability

This pupil's Vocab score is just in line with the international average, placing the student in Band C.

Mathematics Ability

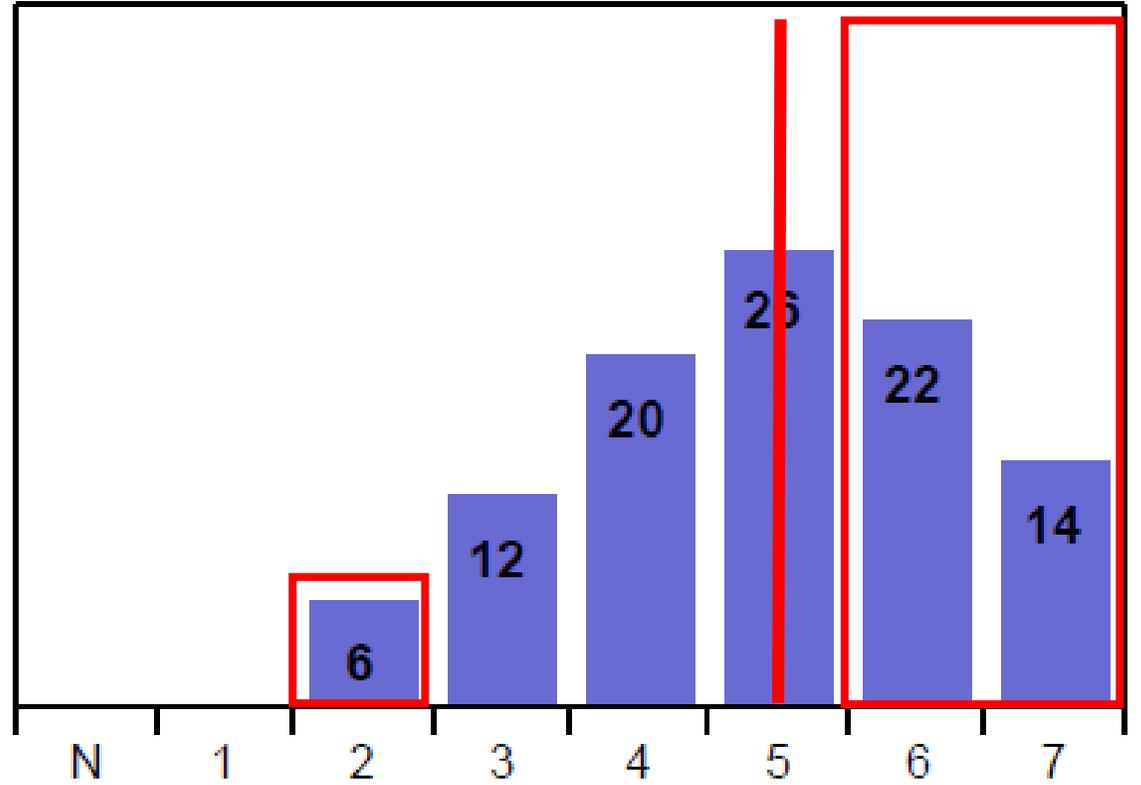
In contrast their Maths score is significantly higher than average. The student did better than 78% of children who sat this test this year.

Non Verbal Ability

With a score of 112, the non verbal score is also above average. The student is in the 7th stanine.

Comment

The vocabulary is different to the other elements of this profile which suggests they should focus on broadening their English vocabulary.

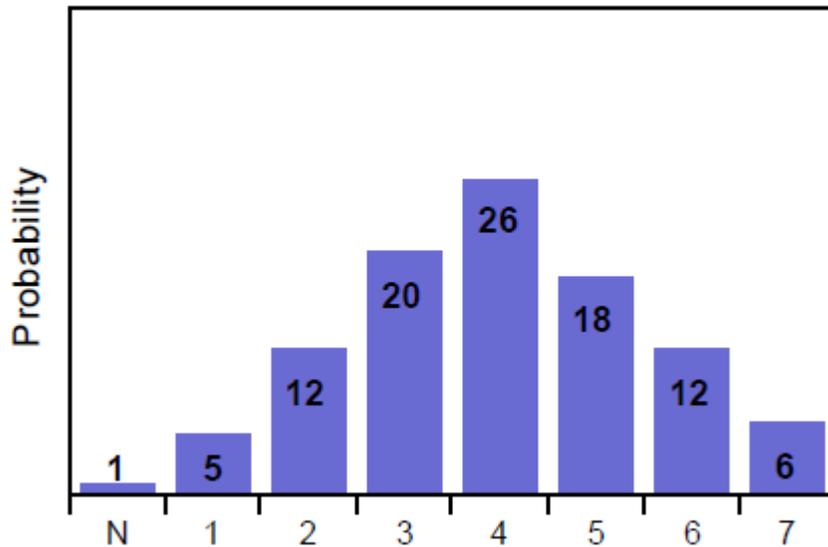


100 students, like your child

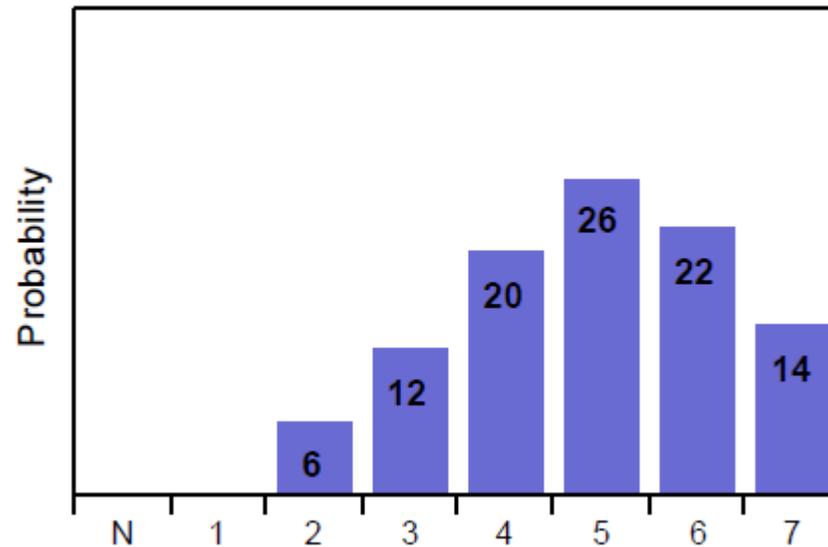


Chances Graphs

- On the left, students who achieved the same profile of IGCSE results achieved these IB results
- What do you and your child aspire to?
- Why would there be a difference?



- On the right, students who achieved the same potential profile in the CEM IBE test achieved these IB results
- What is realistic for you?
- What will it take to achieve the grade that you aspire to?
- How will you balance academic progress with a balanced, rounded and happy life?



CEM IBE is only one part of a range of tools for teachers to help improve your learning.

It is designed to provide us with a measure of potential.

We will compare this to the picture we are developing of you as a learner through other means such as talking with you, assessing your work, classroom observation and other qualification results.





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