

Cambridge Assessment



CAMBRIDGE ASSESSMENT



UNIVERSITY *of* CAMBRIDGE
Local Examinations Syndicate

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Cambridge International Examinations



UNIVERSITY OF CAMBRIDGE

One of the oldest and greatest universities in the world.

Departments of the University



CAMBRIDGE ASSESSMENT

Cambridge Assessment: the trading name for the
University of Cambridge Local Examinations Syndicate (UCLES)

Departments



CAMBRIDGE

International Examinations

Excellence in education

Cambridge International Examinations

The world's largest provider of
international education programmes
and qualifications for 5 to 19 year olds

OCR

Oxford Cambridge and RSA

**OCR: Oxford Cambridge and
RSA Examinations**

One of the UK's leading providers
of qualifications



CAMBRIDGE ENGLISH

Language Assessment
Part of the University of Cambridge

**Cambridge English Language
Assessment**

Provider of the world's leading range
of certificates in English for Speakers of
Other Languages

Key Dates

1209 University of Cambridge founded

1534 Cambridge University Press founded

1858 First Cambridge Syndicate Examinations

1864 First Examinations overseas

1865 First woman candidates accepted for a trial period

1875 First year that women's results were published

1913 Certificate of Proficiency in English (CPE) introduced

1951 Introduction of GCE Examinations (O and A level)

Key Dates



1985 Development of IGCSE

1988 Introduction of GCSE Examinations

1989 Introduction of AS Level Examinations

1989 IELTS launched

1995 University of Oxford Delegacy (est. 1857) merged to become OCR

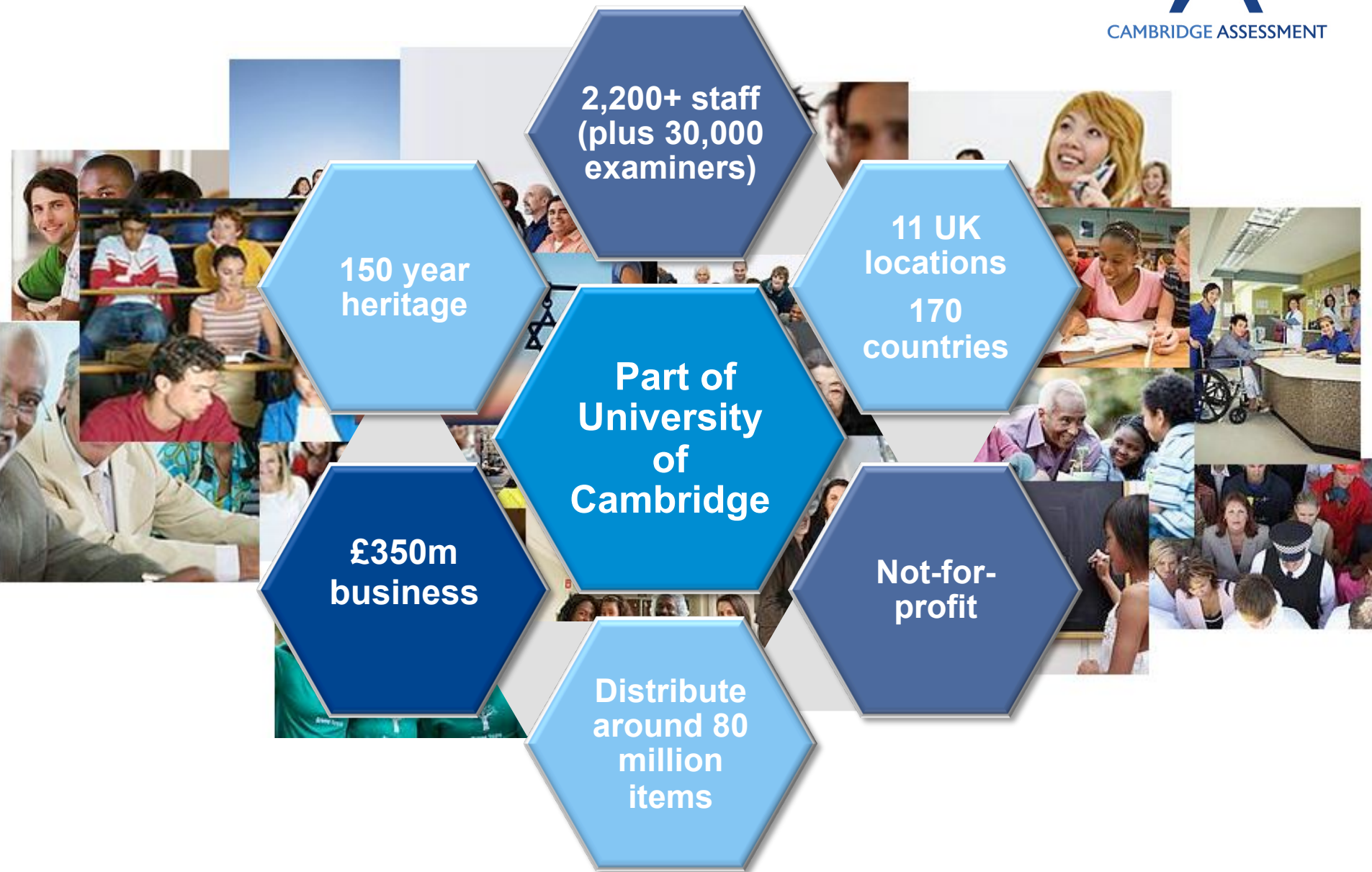
1997 Young Learner English Tests (YLE)

1998 Creation of Cambridge EFL, later Cambridge ESOL and CE

2005 UCLES rebranded in July as Cambridge Assessment



CAMBRIDGE ASSESSMENT



International offices



Cambridge International Examinations



Develops international educational programmes 5-19 years age range

Aim to develop a passion for learning

Global perspectives and 21st C. skills

Teacher support

Teacher professional development

Research

Consultancy with MoEs

Long-term partnerships

Recognition

Cambridge International Examinations

Main qualification suite

Cambridge Primary 5 to 11 year olds*	Cambridge Secondary 1 11 to 14 year olds*	Cambridge Secondary 2 14 to 16 year olds*	Cambridge Advanced 16 to 19 year olds*
Cambridge Primary Cambridge Primary Checkpoint Cambridge ICT Starters	Cambridge Secondary 1 Cambridge Checkpoint Cambridge ICT Starters	Cambridge IGCSE Cambridge O Level	Cambridge International AS and A Level Cambridge Pre-U

Work in Education Reform

- ▶ **Curriculum development**
- ▶ **Assessment services**
- ▶ **Professional development of teachers and school leaders**
- ▶ **Quality assurance of educational outcomes**
- ▶ **Long-term relationships with our partners, because the improvement of educational standards requires a long-term vision.**

What is the demand for digital assessment?

“GCSEs and A Levels are in danger of becoming ‘invalid’ because most children now learnt and researched their subjects online”

Isabel Nisbet (when at Ofqual)

VS

“schools are cautious about implementing computer-based testing for live exam series and will not do anything that may disadvantage their learners.”

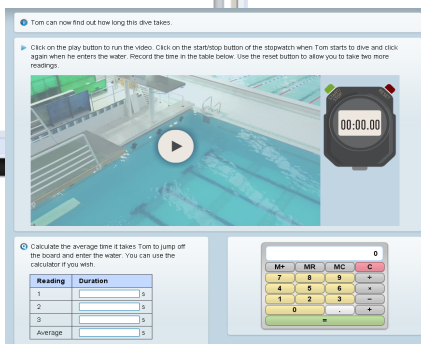
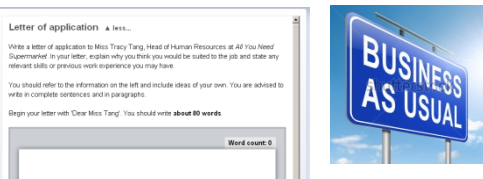
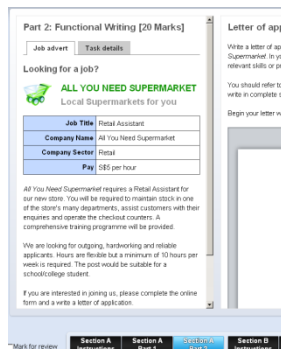
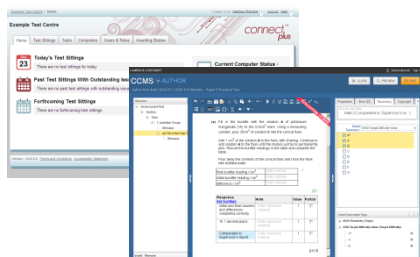
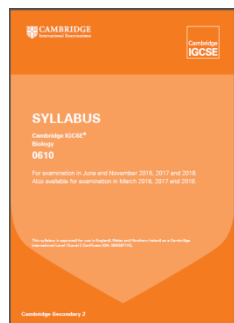
Malaysian school feedback

What is the Cambridge approach?

- **There is a general trend and ambition across our schools to integrate technology in teaching and learning**
- **Our assessments should, where appropriate match the mode of learning**
- **We will use technology, where appropriate, to improve our assessments**

So how will things move forward?

Delivery approach



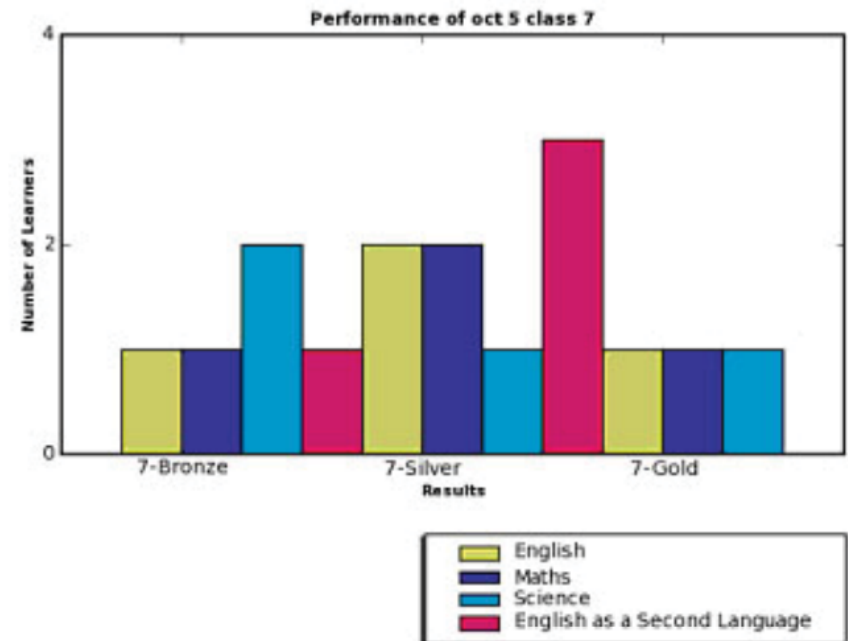
- ▶ Consider CBTs during new syllabus development
- ▶ Parallel focus on summative and formative CBTs
- ▶ Work closely with schools
- ▶ Standardise test production, adapting existing systems and processes as appropriate
- ▶ Ensure CBTs are validated through research



Cambridge International Examinations Inspera Trial

Cambridge Progression Tests

- ▶ Primary and Secondary 1 programme (ages 5-14)
- ▶ Tests in English, Maths, Science, and E2L
- ▶ Marked by teachers; upload learners' marks; analyse the results; create and print reports.
- ▶ Structured feedback to learners and parents
- ▶ Informs teaching by comparing strengths and weaknesses of individuals and groups



About the Trial

- ▶ Key objectives:
 - ▶ Gain knowledge and experience of on-screen tests in the Classroom
 - ▶ Gather feedback from teachers and learners
- ▶ March 2015: 3 week trial window
- ▶ 16 Cambridge schools; 629 learners; 3200+ tests
- ▶ Stage 8 progression tests : 3 maths, 2 English and 2 science
- ▶ Largest school: 203 learners
- ▶ Detailed feedback from 15 schools
- ▶ 1500 learner questionnaires completed



School Feedback

- ▶ Teachers liked the time saved marking, and the ability to analyse class data.
- ▶ Learners liked the novelty and “fun” experience of doing the test online.
- ▶ They also liked the ability to easily edit and many said they could type faster than they could write.
- ▶ Both Teachers and Learners felt that online tests improved learners’ presentation because they were not handwritten

School Feedback

- ▶ Learners want a 'minutes left' indicator
- ▶ Learners need visual clues and signposting to orientate themselves within the test
- ▶ Learners need a trial test to practise on
- ▶ Learners still like to have rough paper even with a CB test
- ▶ Accessibility issues need to be considered
- ▶ Teachers are keen to reduce the marking workload as much as possible.

Learners

Fun. And brilliant. On a normal English test, I would struggle to complete the final writing task with **bad handwriting** and hand that hurt. Now, I type. About **300 words in 10 minutes**. I ended the test happy and sure it went well...

I think it is much **better than the paper test**...in terms of stress (which I normally suffer greatly from but in this test I felt very relaxed).

Teachers

It would literally
save me hours of
preparation and
marking time

**Less paper printing. less
grading** but still possible to
review student responses
Easier to do global analysis
from the exported csv