

Centre for Evaluation & Monitoring

Cambridge CEM Assessments - Secondary

A guide for teachers and invigilators

What will happen during the assessment?

- The assessment is adaptive, so students will be presented with different questions that will get more or less difficult depending on their answers. That means students are unlikely to have the same questions on screen as the students around them, and they might finish at slightly different times.
- The assessment is delivered in English. CEM assessments are suitable to support and evaluate learners with English as an additional or second language.

How do we create the right environment for the assessment?

- Students can complete the assessment on a computer or laptop, which will give you flexibility to hold the assessment in a computer room, classroom, or any other appropriate quiet space. We don't recommend using most tablets – you can get our up-to-date [technical requirements here](#). Wherever possible, it's helpful if all students have a similar experience
- If you have a large group, you might want to consider splitting them into a few different sessions to create an environment where all students can concentrate. The large question bank and adaptive nature make it extremely difficult to share answers and gain any advantage
- Make sure students know what to expect (we have a guide you can share with them the day before, or day of, the assessment)
- Students will need to enter a pass key, which is the same for all students in a year group and can be written on a board at the front of the room. If you opt to turn on Password Enabled Testing, they will also need to enter a unique password - lots of schools find it helpful to print these in advance
- Students might finish the assessment at slightly different times. You should be clear with students what you want them to do when they finish.
- If you have any students who are taking the extra time version of the test, their assessment will last longer, so you may want to sit them all together to avoid any disruption if students taking the standard time version leave the room

What materials can the students have access to?

- You should provide all students with paper and pen/pencil
- They shouldn't use a calculator or phone

What about students with additional needs?

- The support you provide should mirror the support you would provide on a day-to-day basis in the classroom (e.g., you can provide a screen that suits a student's needs or allow a student to complete the assessment separate to the rest of the group if they struggle with noise/distractions)
- Extra time – if you have students where you feel it would be appropriate to allow extra time, you have opportunity to add 25%, but this must be done via the Assessment Centre before they launch the assessment.