

Using CEM predictions effectively with EAL students





CEM predictions - the beginning of a learning conversation

- CEM's predictions are shown as both chances graphs and single grade predictions.
- These are likely to be lower than you might expect for EAL students, as they often make better than average progress from initial assessment date to final exams, if their English development is supported.
- Raise expectations of both staff and EAL students regarding final outcomes by adjusting the expectations of the chances graphs.



Teacher tip: *It is common for EAL students to have fairly low predictions at the beginning of their educational journey, but they make rapid progress as their English improves. It is important that teachers and students realise this and set appropriate, motivational targets.*

Individual student subject chances

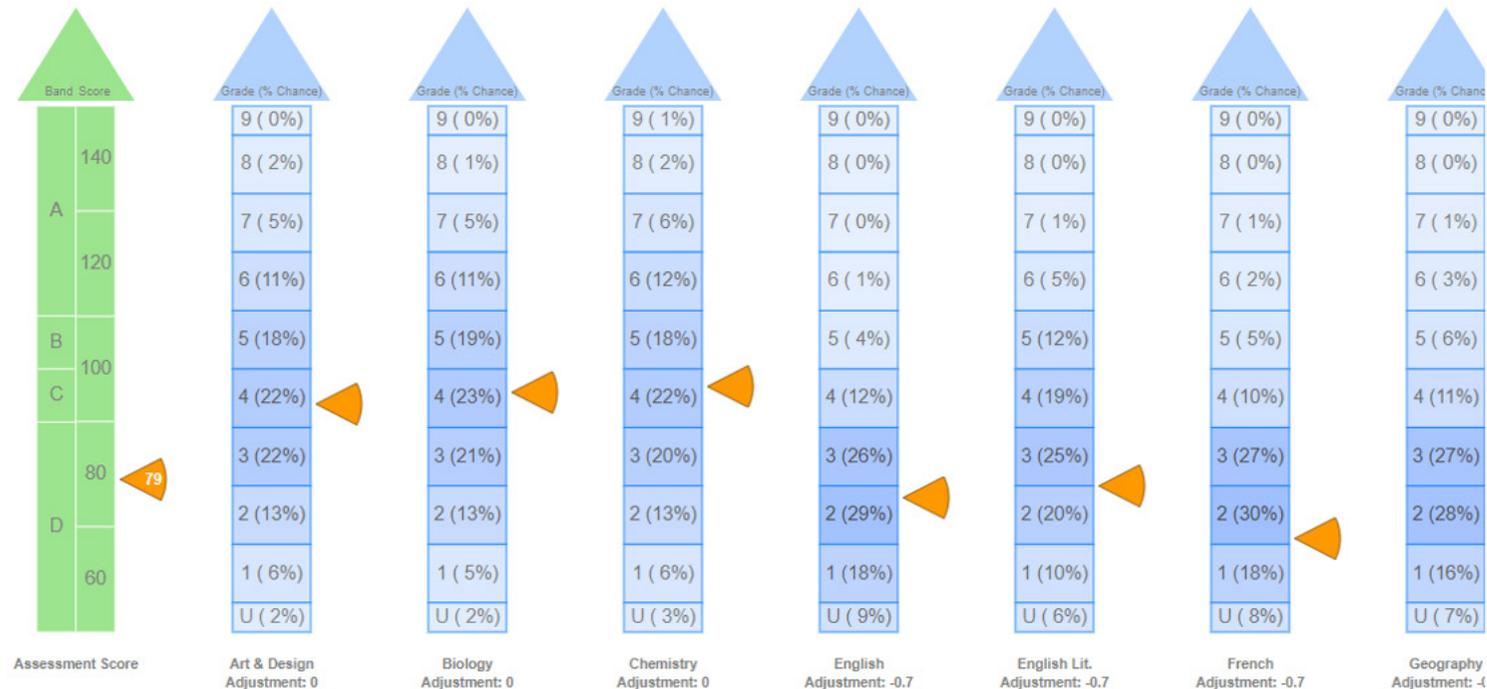
Individual Student Subject Chances [\[Help\]](#)

Academic Year: 2018 - 2019 | Show: Chances and Scores | Year Group: Year 7 | Student: Aran Armenia | Standardisation: National | Qualification: GCSE (9-1) | Subject: (multiple values)

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Teacher tip: CEM predictions are not a foregone conclusion! They need to be interpreted by what you know about the student. Illness, family circumstances, attendance - so many factors can affect progress and attainment.

Individual student chances graph without adjustment

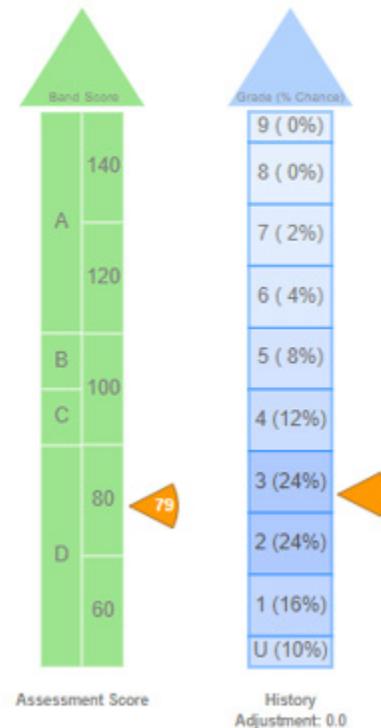
Individual Student Subject Chances [\[Help\]](#)

Academic Year: 2018 - 2019 | Show: Chances and Scores | Year Group: Year 7 | Student: Aran Armenia |
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For each student, CEM produces chances graphs of likely future grades in each subject.

You will see that almost any grade can be attained by any starting point. In this case the chances are higher for achieving a 2, 3 or a 4 than a 7, 8 or a 9.

However you can add an adjustment based on your knowledge of the student to raise the chances and discuss it with them.

Individual student chances graph adjusted by one grade

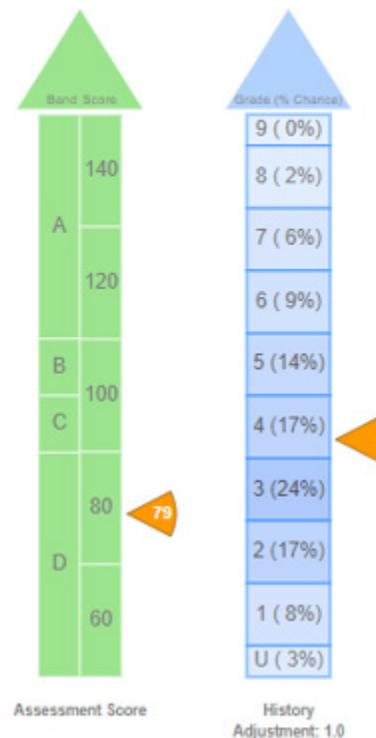
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Teacher tip: use the Chances Graphs as a starting point to discuss with the student what they need to improve and, most importantly, how they are going to do it.



Why adjust?

The predictive data is simply a tool to support teachers' professional judgements.

You know your students best of all.

You might judge the chances/predictions to be lower or higher than probable outcomes based on your knowledge of the rate of progress the student is making.

Adjusting the predictions upwards gives an opportunity for more realistic and motivational 'learning conversations' with students.

Explore more about CEM predictions and how to make the most of them



- [How we make predictions - a short video](#)
- [Does predictive data maximise potential or limit ambition? webinar](#)
- [Using data in an international context webinar](#)
- Blog post: [How do we make predictions of future exam outcomes?](#)