



CAMBRIDGE

# Cambridge Primary Insight Reports



Cambridge Primary Insight offers a range of reports that provide valuable insight into individuals and year groups. Longitudinal reports are also available with two or more years of data.

The assessment feedback is contained in five main reports:



Year Group Overview



Individual Student Report



Report for Parents or Guardians



Summary of Scores



Individual Progress Report

A filter tool allows you to quickly focus on data that is most relevant. Depending on the report you are viewing, it is possible to filter by:

academic year

year group

class

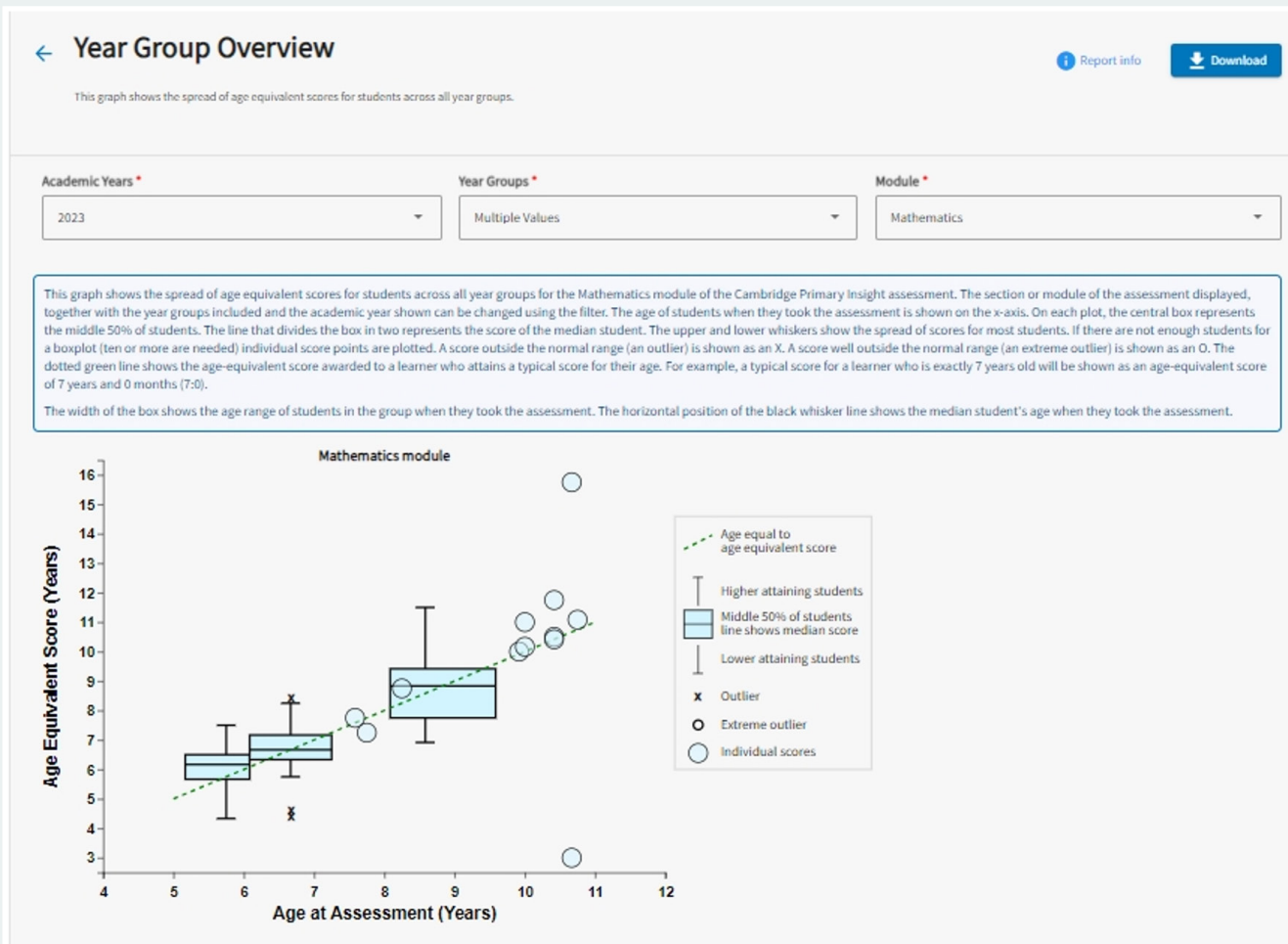
student

gender

score type

# Year Group Overview

The Year Group Overview shows the distribution of scores for each year group in your school.



- The upper 'whisker' shows the spread of scores for the highest attaining students.
- The height of the box shows the spread of scores for the middle 50% of students (the inter-quartile range).
- The lower 'whisker' shows the spread of scores for the lowest attaining students.
- X - A score outside the normal range.
- O - A score well outside the normal range.
- The horizontal black line in the blue boxes indicates the median score (for the middle scoring student) in the year group.
- The width of the blue boxes indicates the range of ages of the students in the year group.
- The horizontal position of the 'whiskers' indicates the median (middle) age of students in the year group.
- The dotted green line shows the age-equivalent score awarded to a learner who attains a typical score for their age.
- For example, a typical score for a learner who is exactly 7 years old will be shown as an age-equivalent score of 7 years and 0 months (7:0).

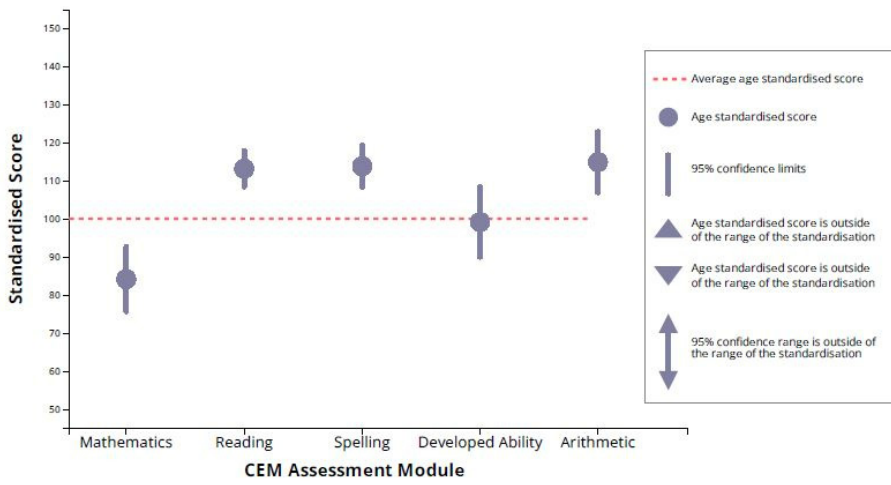
# Individual Student Report

The Individual Student Report (ISR) presents a detailed summary of an individual student's results. The data is shown in table and chart formats. The table includes details of the completed modules and sections of the assessment, together with the date each section was completed, the age of the student at the time of the assessment and either their age-equivalent or age-standardised scores.

**Abbey Finland**  
Date of Birth: 13/08/2017  
Year Group: 1  
Gender: Female  
Class: Class2

Assessment Module	Assessment Date	Age At Assessment	Age Equivalent Score	Age Difference
Mathematics (Module)	12/01/2017	6.9	7.16	0.26
Measures, Shape And Space	19/04/2017	6.9	-3	-9.9
Numbers 1	26/02/2017	6.7	6.11	-0.59
Numbers 2	16/08/2016	6.0	6.38	0.38
Data Handling	29/03/2016	6.1	6.1	0
Reading (Module)	02/11/2016	6.8	6.8	0
Word Recognition	09/10/2016	6.7	6.4	-0.3
Word Comprehension	26/02/2016	6.1	6.1	0
Comprehension	07/10/2016	6.10	6.8	0.7
Spelling (Module)	03/09/2015	7.95	6.0	-1.95
Developed Ability (Module)	13/10/2015	7.4	7.4	0
Picture Vocabulary	13/10/2015	7.4	6.5	-0.9
Verbal Reasoning	22/09/2015	6.95	6.95	0
Arithmetic (Module)	12/08/2016	6.5	6.6	0.1
Addition	28/12/2017	7.3	7.3	0
Subtraction	12/06/2016	6.25	6.6	0.35
Multiplication	04/01/2015	2.3	-3	-5.3
Division	04/01/2015	2.3	-3	-5.3

- The chart element of the ISR shows a student's age equivalent scores (marked by the black dots) in relation to their actual age and the mid-point age for their year group.
  - The red dotted line shows the median (mid-point) age for the year group and the rectangles demonstrate the difference between the age of the student and their age-equivalent scores in each module.
  - The dark grey lines on the rectangles show the age of the student and the black dots mark the age-equivalent scores.
- Interpretation Guidance is also available for Cambridge Primary Insight Plus users (when viewing age standardised scores, which you can change to using the 'Age Score Type' filters). The system automatically provides clear, instantaneous and personalised interpretation of results for that student, in each of the five modules of the assessment.



Interpretation Guidance provides objective, evidence-based statements about the student's performance in comparison to other learners of the same age. Perfect for starting conversations with parents, for using in individual learning plans, and as a benchmark for measuring progress.

## Teaching and learning guidance

### Mathematics

Rita scored well below average in the Mathematics module. If this outcome is unexpected, then discuss the assessment with Rita to identify the areas they found problematic.

### Reading

Rita's score in the Reading assessment puts them in the higher part of the average range for reading. Around 34% of students score between 100 to 115. They may show stronger reading skills in parts of the assessment than in others.

### Spelling

Rita's score is in the higher part of the average range for spelling. Around 34% of students score between 100 to 115. Rita's spelling ability will be good for their age.

### Developed Ability

In the Developed Ability assessment, Rita scored in the average ability range. Just over a third of students typically score in the range 85 to 99.9. This represents the lower half of the average ability range. They are performing as expected for their age. Developed ability is the ability to learn, so Rita may do well in other areas too.

### Arithmetic

Rita's score for the Arithmetic module is in the higher part of the average range. Around 34% of students score in the range 100 to 115. The score is a combined measure of Addition, Subtraction, Multiplication and Division. However, not every student will see all the sections, even able students like Rita, particularly if they are aged 7 or younger.

# Parent or Guardian Report

The Parent or Guardian report provides a short explanation of what the Insight assessment measures, together with a simple summary of a student's performance.

A student's scores are represented in a simple graphical format. Scores are plotted on a linear progression and very short descriptors provide context to the distribution of the scores.

A short description of the contents of each module together with an example question is shown in this section of the report. Finally, a short paragraph suggests some general guidance.

## Report for Parents or Guardians

This report is intended for parents or guardians of students and provides information on the assessment taken by students including example questions for the different sections. It also gives an indication of what the results mean.

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Academic Years \*  
2023

Year Groups \*  
1

Classes \*  
Multiple Values

Students \*  
Jane Smith

**Abbey Finland**  
Female, born on 13/08/2011, 9 years 3 months  
Year group Y2, Class YR02W

**What is Cambridge Primary Insight?**

Cambridge Primary Insight is a computer adaptive assessment designed for children aged between five and eleven years. This means that questions are tailored for Abbey based on her responses so that the assessment is not too difficult or too easy and she receives a personalised assessment suited to her.

For example, if a student answers a question correctly, the next question they see will be more difficult. If an incorrect answer is provided, a less challenging question will be presented. This continues until the programme is able to calculate the level at which the student is working.

It highlights Abbey's strengths and areas for development which can inform teacher planning and target setting.

**How did Abbey do in the assessment?**

The chart below provides a simple overview of how Abbey performed in each section of the assessment. The circles show Abbey's performance compared to other children of her age. Circles within the shaded area show where she scored within the typical range for students of her age.

Sections in the assessment	Example Questions
<p><b>Mathematics</b></p> <p>Early ability in mathematics is a reliable indicator of later academic achievement in all subjects. This section includes questions to assess Abbey's understanding of counting, informal arithmetic, place value, fractions and decimals, sorting, patterns, problem solving and algebra, measures, shape and space and data handling.</p>	<p>One of the figures is shaded</p>
<p><b>Arithmetic</b></p> <p>The Arithmetic section assessed Abbey's ability to perform calculations quickly and accurately without using a calculator or other means of assistance. The section includes addition, subtraction, multiplication and division questions.</p>	<p><math>81 \div 15</math></p> <p>24      33</p> <p>+2      11</p>
<p><b>Reading</b></p> <p>The Reading section assesses students' skills in key areas of literacy. Abbey was asked a range of questions relating to word recognition, word decoding and comprehension. The reading questions relate to individual words, sentences and longer passages of text. Combined together, the individual sections provide an overall measure of how skilled Abbey is at reading words and understanding their meaning in a range of contexts.</p>	<p>Provide      Provide</p> <p>Provide</p> <p>Provide      Provide</p>
<p><b>Spelling</b></p> <p>The Spelling section includes a range of questions that assessed Abbey's spelling skills. Students listen to the presenter reading a series of sentences that include a specific word which they then type using an on-screen keyboard. The words become gradually more challenging until the student reaches their age-equivalent spelling level.</p>	<p>carriage</p> <p>a b c d e f</p> <p>g h i j k l m n o p</p> <p>q r s t u v w x y z</p> <p>space      back</p>
<p><b>Developed Ability</b></p> <p>Developed Ability is a useful indicator of a student's potential for future learning and is calculated by evaluating a range of curriculum-independent knowledge and skills. In this section, Abbey was presented with a selection of vocabulary tasks and non-verbal matching and reasoning activities.</p>	

**General Guidance**

Abbey's teachers will always be cautious of making decisions based on a single assessment. They will use this information together with other sources of evidence, such as examples of Abbey's work, to build up a more general overview of how Abbey is performing across a range of subject areas. If you have any questions about the assessment, please arrange to speak to Abbey's teacher. Find out more on our [Parent Support Hub \(https://www.cam.org/parents\)](https://www.cam.org/parents)

# Summary of Scores

The Summary of Scores report includes a filterable table showing a comprehensive overview of individual students' details together with their age-standardised or age-equivalent scores (as selected) in the various modules and sections of the assessment.

## Summary of Scores

The Summary of Scores shows how a selected group of students performed in each module and section of the Cambridge Primary insight assessment.

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Academic Years \*  
2023

Year Groups \*  
Multiple Values

Classes \*  
Multiple Values

Students \*  
Multiple Values

Age Score Type \*  
Age Equivalent Scores

This report presents an overview of how the selected group of students performed in the different modules of the Cambridge Primary Insight assessment. The current view shows age equivalent scores. Clicking in the circles next to the sections will display the selected module's section scores. Age equivalent scores show how students performed in the assessment compared to typical scores for students of a similar age. Scores are displayed as years : months, so an age equivalent score of 9:3 would indicate a score typical of a student aged 9 years and 3 months. The difference between the age equivalent score and the age of the student when they took the assessment is termed age difference and is displayed in brackets after the age equivalent score. This is shown as (years:months), so an age difference score of (-1:3) would indicate a score typical of a student aged 1 year and 3 months older than the student's chronological age. An age difference score of (-1:3) would indicate a score typical of a student aged 1 year and 3 months younger than the student's chronological age.

Occasionally a reliable score cannot be calculated because the number of questions completed was too few. A module score will be shown in the table and plotted on the graph if the module has been fully completed. \* is displayed when a module of the assessment has been partially completed or the session was interrupted. In this case a score will not appear. The section or module should be re-attempted to obtain a score.

In some situations, age equivalent scores are capped. For example, ">16:0" is displayed where a student's age equivalent score is above 16 years, and "<3:0" is displayed where a student's age equivalent score is below 3 years. N.B. The lower scoring limit is shown as "<4:0" for the Reading module sections.

View:
 Overall Modules
 Mathematics Sections
 Arithmetic Sections
 Reading Sections
 Developed Ability Sections

Name	Year Group	Class	Date of Birth	Age at Assessment	Mathematics	Arithmetic	Reading	Spelling	Developed Ability
Abbey Finland	Y2	YR02W	13/08/2011	9:3 to 9:4	9:0 (-0:3)	8:10 (-2:4)	10:2 (0:11)	10:0 (0:8)	8:0 (-3:2)
Ben Sweden	Y2	YR02W	28/08/2011	9:2 to 9:3	9:8 (0:5)	10:1 (0:10)	9:8 (0:3)	9:8 (0:4)	10:0 (0:9)
Nyah Croatia	Y2	YR02W	13/08/2011	9:3 to 9:6	-	-	-	-	-

# Individual Progress Report

The Individual Progress Report shows the progress that a student makes over a period of time. Individual progress reports are available for:

- Mathematics
- Arithmetic
- Reading
- Spelling
- Developed Ability

These reports become increasingly valuable if students are assessed year on year, building a picture of a student's progress in each module over time. This insight enables you to track a student's capability in the areas most important to their curriculum learning and identify any learning needs or areas for development the student has.

