



CAMBRIDGE



# BASE Welcome Pack

Whether you're new to Cambridge CEM,  
or a new user of BASE, we're here to help  
you every step of the way.

# Something to get you started

Whether you're new to Cambridge, or a new user of BASE, we're here to help you every step of the way.

## Help Centre

Here you can find lots of support materials, including instructions to guide you through our admin processes 24/7. We recommend saving the page as a favourite so you can get to it quickly when you need it - [help.cem.org](https://help.cem.org)

## Training webinars

We offer free webinars to help you get the most from our assessments, including welcome sessions to learn more about the assessments; assessment set up tutorials to show you how to use our platform; and report sessions to help you get the most from your data and reports. You can check for upcoming webinars and register here - [cem.org/training](https://cem.org/training)

## Customer Service Team

Our friendly team are always happy to help. You can reach them by emailing [cem@cambridge.org](mailto:cem@cambridge.org) or calling +44 (0) 1223 790 122 (Monday to Friday, 08:30 to 17:00 UTC).



## About the assessment

You can access our assessment platform from our website ([cem.org](https://cem.org)), simply select 'Login' from the top right of the screen.

BASE has a start of year and an end of year assessment. We recommend taking the start of year assessment as soon as possible in your first term, and your end of year assessment as late as possible in your last term. The start of year assessment runs from 1 August – 30 April, and the end of year window from 1 May – 31 December.

BASE gives Early Years practitioners valuable time to work one-to-one with students. The computer-based assessment has a story-book style and takes about 20 minutes to complete. It has two core modules:

- Early Literacy – including vocabulary acquisition, understanding reading fundamentals, phonological awareness, letter, word and pattern recognition and comprehension.
- Early Numeracy – including ideas about maths, quantity and spatial position, identifying numbers, counting, shape identification, problem solving and simple arithmetic.

The BASE assessment upholds the principle that every child is unique. Therefore, we also incorporate the following optional modules:

- Personal Social and Emotional Development - covering areas such as independence, self-confidence and self-awareness, concentration, managing feelings and behaviour and making relationships.
- Communication and Language – covering areas such as listening and attention, following instructions and understanding, speaking and interaction in conversations.

# What can I expect to happen over the course of a year?

1

## Assessment opens

BASE opens on 1 August. If you use other assessments with us, you will find this does vary depending on the assessment, but usually happens in June or August across our assessment suite.

Once the assessment is open you can add students to the assessment and have students complete the assessment whenever you're ready.

2

## Invoice generated

We will invoice you based on your registered numbers in September/October.

If you join us after October and plan to test before August, your first invoice will usually be produced within 30 days, and the following year you will fall into the September/October invoice cycle.

If you use more than your registered numbers we'll raise a supplementary invoice towards the end of the assessment window.

3

## Subscription renewal

Your subscription will renew on 1 May, and we'll be in touch before then to see if you want to make any changes to your student numbers.

You'll need to let us know before 1 May if you want to cancel or make changes, but we will remind you about that closer to the time.

4

## Assessment closes

BASE closes on 31 December the following year (the assessment is open for 17 months in total). Note, the start of year assessment closes 30 April.

You will need to finalise your testing before the assessment window closes.



# How does the assessment platform work?

The image shows a laptop displaying the Cambridge Assessment platform interface. The interface includes a header with the Cambridge University Press & Assessment logo, the text 'Centre for Evaluation & Monitoring', and a 'LOG OUT' button. Below the header is a navigation bar with links for Home, Account, Assessment Centre, File Sharing, Reporting, and Support. A row of six blue buttons with icons and labels is positioned below the navigation bar: 'select assessments', 'import', 'manage pupil details', 'carry out assessments', 'status reports', and 'return results'. The main content area features a 'Welcome to the Assessment Centre' message and a large promotional banner that reads 'FIND OUT HOW OTHER SCHOOLS ARE USING OUR ASSESSMENTS' with a 'Read more' button. The laptop is shown from a three-quarter perspective, with the keyboard and trackpad visible.

This is where you'll add and maintain your student information.

Here's where you'll access your reports after completing the assessments.

You'll make changes to your student list after you've imported it here.

You can check the completion status of your assessments here.

This is where you'll access the assessment link and student passkey.

# What are the steps for completing the assessment?

1

## Add your student information to our assessment platform

You'll do this in the Assessment Centre. The quickest way is by uploading a spreadsheet, which you'll need to prepare in advance. You can get a template from our Help Centre. You also have the flexibility to add individual students manually too.

2

## Plan for the day

Some of the things you'll want to do in advance:

Access the assessment link and student passkey.

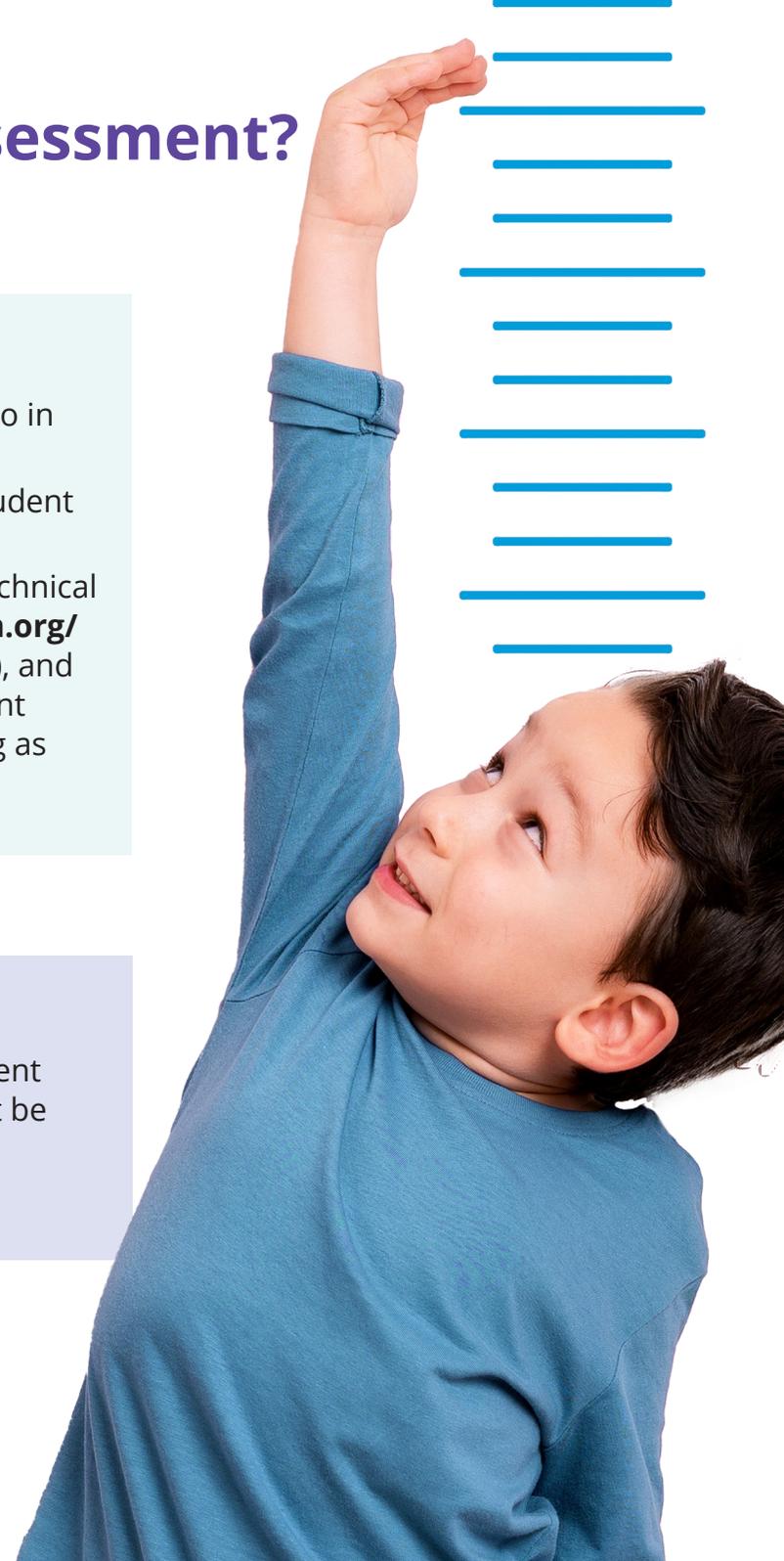
**Check your tech** – you can find technical requirements on our website ([cem.org/general-technical-requirements](https://cem.org/general-technical-requirements)), and you can complete a trial assessment to make sure everything is working as expected.

3

## Complete the assessment with your student

A teacher, teaching assistant or other appropriate practitioner will work with the student one to one, with a sound-enabled computer in a quiet space (where the student won't be distracted).

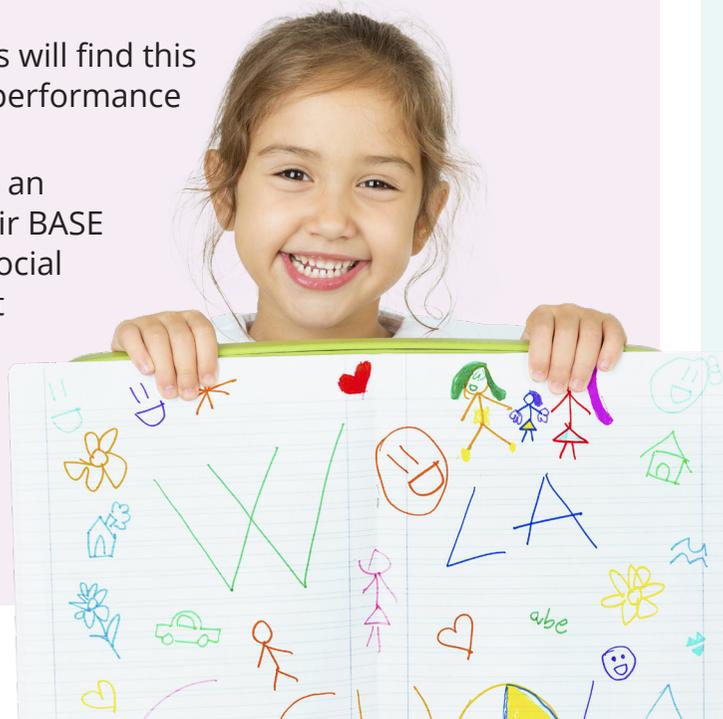
You can save, exit and return at any point if the student needs a break.



# How do I get the most from the data and reports?

The data and reports available to you depends on your BASE package.

- **Table of Scores Report:** This gives you a comprehensive overview of individual student's details together with their standardised score. You can choose to view age-adjusted standardised scores instead.
- **Pupil Report:** This gives more detailed information on what an individual student knows and can do. You can also see progress they have made between their start of year and end of year assessment.
- **Question Level Report:** This report allows you to dig even deeper into your students' scores to see the path they took through the BASE assessment, detailing the questions each section contains and whether students answered correctly or incorrectly
- **Parent Report:** This report provides a high-level overview of the student's performance, alongside a description of the assessment.
- **The Class Report:** This report provides an overview of the development of a class in Literacy and Mathematics as well as in the optional Personal, Social and Emotional Development (PSED) module.
- **The School Comparison Report:** Senior leaders will find this report useful to help benchmark their school's performance against national averages.
- **Inspection Ready Report:** This report provides an overview for a selected group, summarising their BASE scores in Literacy, Mathematics and Personal, Social and Emotional Development (PSED). The report summarises what percentage of students are at each developmental stage in Literacy, Mathematics and PSED for the start and end of year assessments. At the end of the year, you'll be able to see the impact you've made on your students' attainment.



Age standardised scores allow you to understand how a student's performance compares with the performance of an average child of their age when they took the assessment. A score of 100 indicates average or typical performance. A common misconception is that students who achieve the same score for two consecutive assessments have not made progress, when in fact it indicates they have made the amount of progress typically shown by students of their age between the two assessment points. Minor differences between scores from successive assessment points (positive or negative) should not be over-interpreted.

# Top Tips



We know some schools like to compare our data alongside data from their Management Information System (MIS). Although there is currently no direct link, data can be downloaded as a .csv file and then combined with MIS data.



Use the pupil and question level reports to support your next steps planning – you'll be able to see exactly what your students can do, and where you need to focus your teaching and learning.



At the end of year, use the reports to reflect on the impact of your teaching and learning strategies and make changes ready for next year.



Become familiar with standardised scores. You can find information in our Help Centre, or you can join one of our free webinars (see beginning of pack for details).

