



# MidYIS and Yellis

## Welcome Pack

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

# Something to get you started

## Help Centre

Here you can find lots of support materials, including instructions to guide you through our admin processes any time of day. 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 introductions 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 - [www.cambridge.org/insight/training](https://www.cambridge.org/insight/training)

## Customer Service Team

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

### Accessing the assessment

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

You will have different log ins if you use more than one assessment product. This pack focuses on our Secondary+ platform, which you'll use to access MidYIS and Yellis.

The assessment window for MidYIS and Yellis is 1 June – 31 May.

We recommend using the assessment as soon as possible at the start of your academic year.



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

1

## Assessment opens

MidYIS and Yellis opens on 1 June. 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 June, 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

MidYIS and Yellis close on 31 May. If you use other assessments with us, you will find this can vary depending on the assessment.

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



# How does the assessment platform work?

The Assessment Centre is the main tool you'll use to manage your assessments - from adding students, to accessing the assessment link and password, to checking the status of your assessments. You access the Assessment Centre through Secondary+ by selecting 'Assessment Admin' and then 'Computer Assessments'. There is a link to the left of the screen labelled 'Access Assessment Centre', which will take you straight in, or you can select the relevant option from the side menu.

The image shows a laptop displaying the CEMsecure Assessment Centre interface. The interface includes a header with the CEMsecure logo and a 'LOG OUT' button. Below the header is a navigation bar with six tabs: 'select assessments', 'import', 'candidate editor', 'carry out assessments', 'return results', and 'status reports'. The main content area features a 'Welcome to the Assessment Centre' message and a large graphic with the text 'FIND OUT HOW OTHER SCHOOLS ARE USING OUR ASSESSMENTS' and a 'Read more' button. Six callout boxes provide detailed instructions for each of the navigation tabs.

You can make changes to your student information here, and you can add individual students manually.

You can move between assessment years here.

This is where to upload your CSV file of student details. You can find a template to use here and in our Help Centre.

Here is where you can access the link to the assessment, and your passkey. These will change with each new assessment year.

Here is where you'll return your results if you use the Non-Web version of the assessment, or if your connection fails and you need to manually return results to us.

Here is where you can check how many students have been registered for, started, or completed the assessments.

Completed = The student has completed the assessment.  
In Progress = The student has started but not yet completed the assessment.  
Pending = The student is yet to start the assessment.

# What are the steps for completing the assessment?

1

## Add your student information to the Assessment Centre

You'll do this using the 'import' function. The quickest way is by uploading a csv file, which you'll need to prepare in advance. You can get a template from our Help Centre.

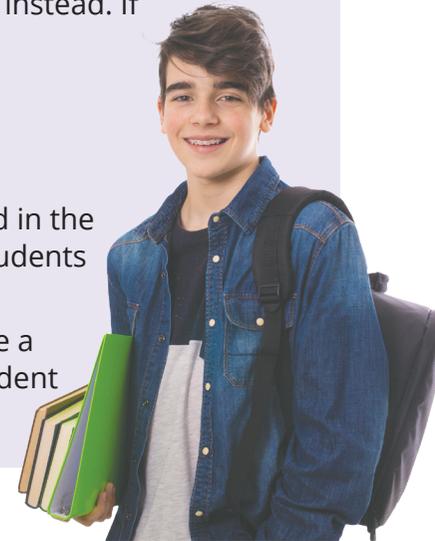
You also have the flexibility to add individual students manually too.

2

## Plan for the day

Some of the things you might want to do in advance:

- Decide if you would like the standard set-up for your students, where they enter the passkey and select their name from a list, or if you would like individual student passwords instead. If you would like individual passwords, please email us at [insight@cambridge.org](mailto:insight@cambridge.org) to request this
- Create a shortcut or set up the assessment link ready for students to access it
- Access your student passkey/passwords (you can print them too)
- Review our student and teacher 'day of assessment' guides (which you can find in the Help Centre) for more tips to ensure a smooth experience for you and your students
- Check your tech – you can find technical requirements on our website ([cambridge.org/insight/general-technical-requirements](https://cambridge.org/insight/general-technical-requirements)), and you can complete a trial assessment to make sure everything is working as expected using the student name 'Test Test' (that way they won't appear in your reports)



3

## Students access the assessment

Access is via a link, or you can download a non-web version of the assessment if you are concerned about your connection.

Whichever option you choose, you will find what you need in the 'carry out assessments' section.

4

## Students complete the assessment

After entering the required credentials, the student will

- Confirm their details
- Be guided through the assessment, and each section will begin with examples to ensure they are clear about what is required
- At the end of the assessment (approx. 50minutes), they will see a message advising that they have finished, that the results have been saved, and how to close the assessment.
- The results will be automatically returned to us if you use the web-only version. If you use the non-web version, you'll need to return your results through the 'return results' function in the Assessment Centre.

# What does the assessment look like?

If you're wondering what sort of questions students will be asked, we have included some sample questions below. These are example questions, and with the adaptive nature of the assessment, they become more challenging if the student answers correctly.

## Vocabulary

In the vocabulary module, students are asked to choose the word or phrase that matches the one they are shown.

Select the word or phrase with the closest meaning.

to leave

to go away

to enter

to start again

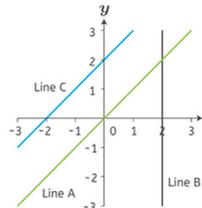
wait

## Mathematics

The maths questions assess a range of logical thinking, manipulating numbers and numerical concepts. The content is common to all maths curricula for this phase of education – they won't be advantaged or disadvantaged by following any particular syllabus.

Select the line which is best described by the equation below.

$x = 2$



Line A

Line B

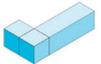
Line C

## Non-verbal/Patterns

In the MidYIS non-verbal module, students are asked to visualise 3D shapes. Here, their spatial aptitude is assessed as well as their ability to recognise patterns.

**Example**

Use your keyboard to enter the number of SMALL blocks in the picture below.



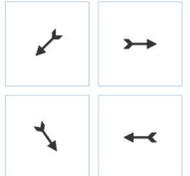
SMALL Blocks

If they are in Y10 or 11, they will see the Yellis non-verbal questions, called Patterns. This includes matching, reflecting and rotating pictures.

**Rotating Pictures**

The picture on the left is rotated 90° in a clockwise direction.

Select the picture from the right that shows the rotated picture.



## Skills (MidYIS only)

MidYIS has the additional skills section, where a student's scanning and skimming, proofreading, and perceptual speed and accuracy are assessed.

**Example**

Look at the letters below.

Select the matching set from the four options on the right.

Aa

aA

Aa

bA

BB

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

To access your reports you'll choose 'Reports' and then 'Data and Reports' from the banner in Secondary+. That will take you to our Interactive Report Centre. We have a how-to video and other support material on how to generate reports within the 'I need help with reports' section of the Help Centre.

Here is an overview of some of our Secondary reports. There are 3 main types of Reports:

## In Baseline reports you can find:

**Standardised Scores:** This report allows you to view the assessment outcomes for your students as standardised scores (with an average of 100) and assigned to Bands (A, B, C, D).

**Individual Student Report:** This report provides a simple graph and a table showing the standardised scores for an individual student in each of the assessment modules completed. It helps you understand the 'ability profile' of a student and identify their strengths and weaknesses. Students that have achieved the same 'Overall Ability' score can have very different profiles.

**Reports for Parents and Carers:** This report provides a simple graph showing the assessment outcomes for an individual student together with descriptive text explaining the purpose of each section in the assessment.

## In Predictions & Chances you can find:

**Predictions:** This report provides a detailed overview of likely grade outcomes in a range of subjects for all students, based on their performance in the assessment. The subjects we provide predictions for can change slightly from year to year. When we carry out our statistical analysis, we provide predictions for all the subjects that meet our quality control criteria. You will find that we provide predictions for the vast majority of the subjects. Sometimes subjects with low student numbers might not be included every year.

**All Chances:** This report shows the likelihood of an individual student attaining each grade in a range of selected subjects, based on their performance in the assessment.

## In Value Added you can find:

**School Value added:** This report shows a summary of the differences between predicted grades and awarded grades (value added) for a range of chosen subjects for an individual year group.

**Subject Value added:** This report provides a graph and a table that compares predicted and actual grades for each student in a selected subject.

# Top tips

To access your reports you'll choose 'Reports' and then 'Data and Reports' from the banner in Secondary+. That will take you to our Interactive Report Centre. We have a how-to video and other support material on how to generate reports within the 'I need help with reports' section of the Help Centre.

Here are some tips to help you make the most of our reports.



## Consider all information included in the reports

The range of information included in the reports is extensive and includes:

- Standardised scores for all assessment modules
- Projections and likelihood of student outcomes in future examinations
- Cohort profiles
- Value added information
- Information for parents and carers



## Analyse your data and use it to inform planning for teaching and learning

The comprehensive range of reports includes detailed overviews of how your students performed in the different sections of the assessment.

Use this information to look for potential gaps in your curriculum and identify groups and individual students who require further challenge or support.



## Act on your newly acquired information quickly

Share reports with all stakeholders as soon as possible, so that everyone involved has the opportunity to see and act quickly upon the information contained in the reports.

Make a priority of communicating assessment outcomes to students. This reinforces the value of assessment activities and supports them to better understand what they need to focus on to improve their learning outcomes.



## Get familiar with your filter options

We apply standard filters to many of our reports, but you have the opportunity to tailor them to work better for you.

When it comes to predictions and subject specific value-added, there is a common misconception that all subjects we predict to are shown in the report, but there is often the option to add and remove subjects using the filters.



## Support colleagues to improve their data skills

Provide opportunities for stakeholders to discuss the reports and help them to develop the skills they need to make valid decisions, based on the information they receive.

Support requirements will vary between colleagues. Teachers are likely to want to focus on improving outcomes for individual students while school leaders may be more concerned with looking for more widespread issues.

We offer free webinars to help schools better understand the reports and have Professional Development opportunities to help take your use of reports to the next level.



## Understanding value-added reports, and how they can be beneficial.

Value-added is what we call the difference between the statistically expected grade from the baseline score and the actual grade achieved. Value-added reports are available at student, subject and school level.

A positive value-added score means that a student has performed better than expected. In value-added reports, the raw residual is simply the difference between the student's attainment less their prediction. For example, if a student achieved a level 6 at GCSE, having been predicted 5.0, their raw residual is given by  $6.0 - 5.0 = 1.0$ .

Different subjects can show different levels of spread in their raw residuals, so to allow fair comparison between different subjects, we standardise the raw residuals so that they all have the same spread. We can then compare the standardised residuals fairly. As with any data analysis, you'll need to add your own context and use the information as part of your bigger school picture. That's why monitoring your value-added performance over time, across years, will give you a better understanding of trends and help you identify when positive outcomes are not down to chance but a reflection of the quality of your teaching and learning.