



# CAMBRIDGE



# Alis Welcome Pack

Whether you're new to Cambridge, or a new user of Alis/IBE Insight, 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 - <https://help.cam.org/hc/en-gb>

## 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 - [cambridge.org/insight/training](https://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 Alis+ platform, which you'll use to access Alis and IBE Insight. Alis is our assessment for students aged 16-19 and predicts to A levels. IBE Insight works in the same way, but predicts to IB Diplomas.

The assessment window for Alis and IBE Insight 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

Alis and IBE Insight open 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.

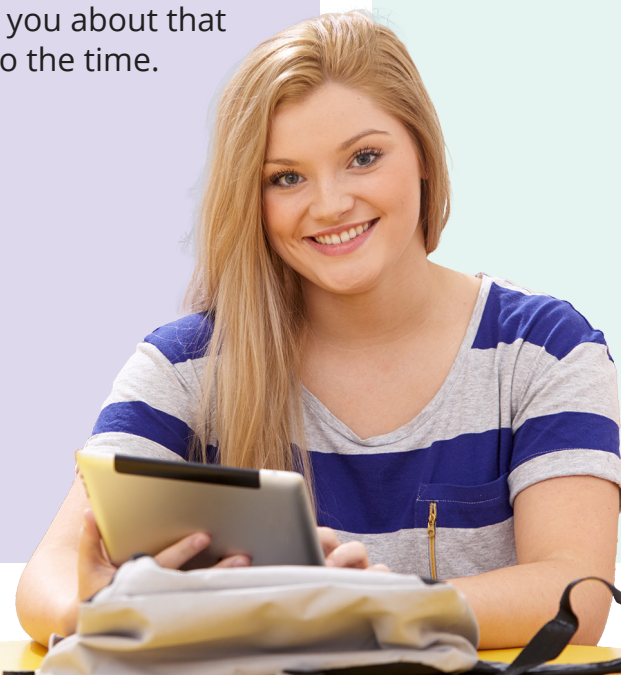
You'll need to let us know before 1 May if you want to cancel or make changes, but we will remind you about that closer to the time.

4

## Assessment closes

Alis and IBE Insight 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 Alis+ by selecting 'Assessment'. There is a link to the left of the screen labelled '2: Upload Student Details' which will take you to the Assessment Centre.

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 displays a 'Welcome to the Assessment Centre' message and a large graphic with the text 'FIND OUT HOW OTHER SCHOOLS ARE USING OUR ASSESSMENTS'. A 'Read more' button is located below the graphic. Six callout boxes provide additional information about the interface:

- You can make changes to your student information here, and you can add individual students manually.** (Points to the 'candidate editor' tab)
- You can move between assessment years here.** (Points to the 'select assessments' tab)
- This is where to upload your CSV file of student details. You can find a template to use here and in our Help Centre.** (Points to the 'import' tab)
- 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.** (Points to the 'status reports' tab)
- Here is where you can access the link to the assessment, and your passkey. These will change with each new assessment year.** (Points to the 'carry out assessments' tab)
- 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.** (Points to the 'return results' tab)

# What are the steps for completing the assessment?

Remember, students don't need to complete the assessment to get predictions to A level/IB Diploma (as long as you can provide an average (I) GCSE score for them). Many schools do like to get predictions from both (I)GCSE results and the Alis/IBE Insight assessment because the Alis score indicates baseline ability in core skills, whereas the (I)GCSE score additionally reflects a student's attitude to learning as shown by previous exam success.

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 of the Help Centre.

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.



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

To access your reports you'll choose 'Reports' and then 'Predictive Data' (for baseline and predictions reports) or "Value Added" (for value added reports) from the banner in Alis+. That will take you to a list of reports you can download. We have 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.

## Baseline reports:

**IPR Spreadsheet** – 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), stanines and percentiles.

**IPRs (Individual Pupil/Student Record Sheets)** - 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.

**Historical Intake Profiles (Bands)** – This report provides band (A-D) profiles of a cohort based on both (I)GCSE and the Alis test score, as well as historical comparison profiles for your students from the previous 10 years (if available).

## Predictions reports:

**Predictions Spreadsheets** – These reports provide a detailed overview of your students' likely grade outcomes, based on both their performance in the Alis assessment and their average (I)GCSE score. 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.

**Predictions Student Level (Chances)** – This report shows the likelihood of an individual student attaining each grade in their chosen subjects, based on both their performance in the Alis assessment and their average (I)GCSE score.

## Value Added reports:

**Summary Report** – This report shows a summary of the standardised differences between predicted grades and awarded grades (value added) in each subject for an individual year group.

**Student Level Data (SLR) Report** – This report provides a graph showing value added over time for each subject. It also contains a scatterplot and table comparing baseline score and final exam grade for each student in each subject.

**Student Level Data Spreadsheet** – This spreadsheet provides raw data for all students, including predictions, achieved grades, raw and standardised residuals.

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

## Get familiar with the Alis report formats

PDF reports always start with an explanation of what the report will tell you along with some example charts. You'll find the tables and charts containing your school's data in the following pages.

Spreadsheet reports give you raw data so that you can analyse it in the way that works best for you.

The spreadsheet baseline and predictions reports are available in several percentile options so that you can choose the one that matches your school's performance and aspirations. The 50% percentile predictions are standard and they represent typical progress made by students, whereas the higher percentile predictions represent the higher progress made by students in some schools. For example, the 75th percentile predictions represent students' progress in schools that lie at the 75th percentile of all schools when schools are ranked by their overall "value-added" measures.

The percentile adjustments tend to be subtle, raising the predictions by a small fraction of a grade. For example, the 75th percentile predictions are around 0.2 of a grade higher than the standard 50th percentile predictions.

## 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.

Remember, the data is useful for teachers of all subjects, not only English and Mathematics.

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.

## 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 from two baselines: Alis test score and average (I)GCSE score
- Cohort profiles
- Value added information

## Use your data to set student and subject targets

Use both predictions and chances reports when you're setting your students' individual subject targets.

Don't forget to use your experience and knowledge of your students too.

We recommend using predictions and chances based on the average (I)GCSE baseline as your starting point for target-setting.

## 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 prediction and their final exam grade.

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.

## 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.