

BSME CPD Programme in partnership with CEM

offers

Using Assessment for Teaching, Learning and Management

The Provider: Centre for Evaluation & Monitoring (CEM), part of Durham University

CEM is the largest provider of computer-adaptive assessments outside the US, providing information to teaching professionals and authorities for over 25 years. CEM's information systems cater for Pre School to Post 16 education assessing over 1,100,000 students in over 40 countries across the world each year. CEM provide a number of assessments in different languages including a baseline assessment for young children in Arabic. All assessments are based on robust analysis and evidence-based research. CEM also specialises in bespoke test development and research commissions.

To find out about CEM's adaptive assessments that enable a more accurate and advanced way of measuring pupil progress and potential through school visit www.cemcentre.org

The trainers: Dr Christine Merrell and Katherine Bailey



Christine Merrell has worked at CEM for 15 years and is the Director of Research as well as a senior lecturer in the school of Education at Durham University. During her time at CEM, she has developed assessments for children aged between 3 and 14 years. These include assessments of reading, mathematics, English vocabulary, non-verbal ability and motor development. Other experience includes the evaluation of a range of educational interventions, and the provision of in-service training for teachers and education authority personnel in relation to assessment and monitoring pupils' progress. Her research interests include the assessment of young children's development and investigating ways of helping them to succeed in the classroom.



Katharine Bailey has responsibility for CEM's international activity. She has represented CEM at conferences and exhibitions in the UK and overseas and delivers in-service training on how to use monitoring systems in primary schools. Katharine has a research interest in test development, EAL in assessment and emotional intelligence in young children. Katharine has worked for CEM for 15 years.



Continuing Professional Development Programme

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www.bsme.org.uk

The programme at a glance

Theme	Assessment for Learning
Provider	CEM
Speaker(s)	Dr Christine Merrell & Katherine Bailey
Target Audience	All Staff, Primary and Secondary
Number of Days	2
Dates	Friday 21 st October - Saturday 22 nd October 2011
Location	St Christopher's School, Bahrain
Timings	9.00am – 4.30pm
Cost	GBP 350 (BSME Member) GBP 455 (Non-BSME)
What is included	Delegate handouts, certificate of attendance, lunch and refreshments

The Programme

Dates	Modules
Day 1	
9.00-9.30	Introduction
09.30 – 10.15	Purpose of assessment - different types of assessment, their users, pros and cons. This will include the evolution of formative and summative assessment.
10.15 – 10.45	Coffee Break
10.45 – 11.30	Baseline assessment - the importance of a measure on entry and the research underpinning it.
11.30 – 12.15	Curriculum-based assessment - an overview, assessing different curricula
12.15 – 1.15	Lunch
1.15 – 2.00	Standardised assessment - the importance of norms for wider comparison, advantages and disadvantages of a standardised approach to assessment
2.00 – 2.45	Value Added - an explanation, the users of value-added information and the implications for English language learners
2.45 – 3.15	Coffee Break
3.15 – 4.15	Interpreting Assessment Data - How to use the information for student school improvement. This will include raw and standardised scores and individual student records.
Day 2	
9.00 – 10.15	Ability & Attainment for testing from CEM - how CEM's primary, secondary and post 16 systems can be used for self evaluation and school improvement
10.15 – 10.45	Coffee Break
10.45 - 12.30	Test writing workshop - this will provide teachers with a theoretical background to enable them to write appropriate and meaningful tests. It will address language, readability and an explanation of test theory
12.30 – 1.30	Lunch
1.30 - 2.15	Assessment with English Language learners - how to ensure the assessment process is fair for students. Will include guidance on how to help level the playing field
2.15 – 2.45	Coffee Break
2.45 – 4.30	Longitudinal monitoring workshop - this session will help teachers make meaningful interpretations of progress over time. Practice exercises will include how to generate standardised scores and plot a simple statistical progress chart

Intended Learning Outcomes

By the end of this training you should be able to:

- Understand the different types of assessments, their uses, advantages and disadvantages
- Interpret test scores appropriately and understand associated limitations
- Understand the concept of value-added
- Be able to use test data for teaching and learning and for managing school improvement
- Be able to write simple, effective classroom tests
- Understand the implications of testing English language learners

Testimonials

- *'The whole day was very informative and thought provoking. The range and quality of speakers was exceptional - one of the best conferences I have attended'.*
- *'This is the second CEM Conference I have attended and I find them inspirational. The team from CEM are very approachable - thank you!'.*
- *'Thank you for the day. I thought it was excellent, well presented by the CEM staff and very informative. We came away with a lot of useful information and a lot to think about for our school.'*