



# Guide to Cambridge Primary Progression Tests



# University of Cambridge International Examinations

Cambridge Primary Progression Tests have been developed by University of Cambridge International Examinations, the world's largest provider of international education programmes and qualifications for 5–19 year olds. Our qualifications are taken in over 160 countries and are recognised by education providers and employers across the world.

We are part of the Cambridge Assessment Group, a not-for-profit organisation and a department of the University of Cambridge. We share in their mission for providing excellence in education. Our programmes and qualifications develop successful learners and support the economic performance of countries where we work at a national level.

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**Welcome to the Guide to Cambridge Primary Progression Tests. This is a guide for teachers using progression tests. It contains information about the tests and instructions for administering them. It includes other useful advice to help you use the tests effectively. Please take the time to read through the guide before you start using the Cambridge Primary Progression Tests with your learners.**

### **Who are the tests for?**

The tests are for use by teachers to assess the performance and progress of learners in their classes. As a general guide, stage 1 will be the first year of primary education and stage 6 will be the final year. Each stage would usually be taught over the course of a year, but in some cases it may be appropriate for you to take more or less time to teach the material. Progression tests are available from stage 3.

### **What is tested?**

The Cambridge Primary curriculum frameworks are designed to support the teaching and learning of English, Mathematics and Science. For each subject, the curriculum frameworks are a series of learning objectives for each stage presented in different content areas, or strands.

The curriculum frameworks also form the basis of what is tested, so questions in the progression tests are linked to the strands and learning objectives. To present these links in the most helpful way, sometimes the same information in the curriculum frameworks is structured differently, in assessment strands, when referring to the tests. The section below explains how the curriculum is assessed and describes the format of the tests for each subject. For detailed information on which learning objectives make up each assessment strand please see the searchable versions of the curriculum frameworks, available on the Cambridge Primary support website.

### **Language of the tests**

The tests assume proficiency in English but they do not require English to be the learner's first language. The suite of subjects available includes English and English as a Second Language.

### **Curriculum**

The tests are designed to be used with the Cambridge Primary curriculum frameworks. If you are not using the Cambridge Primary curriculum frameworks but would still like to use the Cambridge Primary Progression Tests you should review the curriculum you are following against the Cambridge Primary curriculum frameworks and the progression tests. You will need to interpret your learners' results according to any key differences you find in the content you are teaching.

## About the tests

English progression tests are available at stages 3, 4, 5 and 6. The tests cover the learning objectives from across the relevant stage.

There are two question papers at each stage:

	Stages 3–6	
<b>Paper 1:</b> Written test	60 mins	50 marks
<b>Paper 2:</b> Written test	60 mins	50 marks
	<b>Total: 100 marks</b>	

English progression test papers include the following question types: short answer, matching, and multiple-choice questions. Writing is assessed using an open-ended writing task in each paper. All questions are compulsory in both papers.

English progression tests cover three assessment strands: Reading, Writing and Usage. Each assessment strand is divided into assessment sub-strands. The assessment strands and sub-strands are described in the table on the next page.

Assessment strand	Assessment sub-strand	Description
<b>Reading</b>	<b>In all relevant genres and text types:</b>	
	Explicit meaning	knowing how to read texts to find and extract relevant stated information and ideas; skimming and scanning; noting key points; identifying information across texts; distinguishing between fact and opinion
	Use of language	features of different genres and text types; language choice (understanding how the choice of language is used to convey information and create particular effects); understanding imagery; comparing texts
	Implicit meaning	interpreting texts to understand the meaning the author is trying to convey beyond stated information; setting; characterisation; viewpoint; prediction; personal response
<b>Writing</b>	<b>In all relevant genres and text types:</b>	
	Content	language choice; creative content; note-taking and summarising, planning ideas; narrative structure (including character, setting and plot)
	Purpose/audience	choosing and using language features appropriately for the text types and genres; viewpoint; reviewing writing for impact on the reader
	Text structure	paragraph and sentence structure; writing based on model texts
<b>Usage</b>	<b>Knowing and being able to use the conventions of standard English effectively and with technical accuracy. In reading and writing and all relevant genres and text types:</b>	
	Sentence structure	simple and complex sentences; clauses; tense and case; word classes; connectives; use of a range of sentence types to achieve different effects; reviewing writing for accuracy
	Punctuation	understanding and using a range of punctuation accurately and for a purpose
	Vocabulary	developing vocabulary; choosing vocabulary; types of imagery
	Spelling	letter knowledge; handwriting; spelling patterns; regular words; irregular words; strategies

**Speaking** and **Listening** skills are not assessed in Cambridge Primary English Progression Tests.

## About the tests

English as a Second Language progression tests Cambridge ESOL has produced at stages 3, 4, 5 and 6. The tests cover the learning objectives from across the relevant stage.

There is one question paper at each stage:

	Stages 3–4		Stages 5–6	
<b>Paper 1:</b> Written test	30 mins	30 marks	35 mins	37 marks
	<b>Total: 30 marks</b>		<b>Total: 37 marks</b>	

English as a Second Language progression test papers include short answer questions and multiple choice questions. All questions are compulsory in the paper.

English as a Second Language progression tests cover two assessment strands: Reading and Use of English. The Use of English assessment strand is divided into sub-strands. The assessment strands and sub-strands are described in the table on the next page.

Assessment strand	Assessment sub-strand	Description
<b>Reading</b>	no sub-strands	being able to process and comprehend a range of different text types, topics and genres; reading texts of different lengths and showing understanding of gist, detail, attitude and opinion; showing awareness of coherence and cohesion
<b>Use of English</b>	<b>Understanding and applying knowledge of the English language system:</b>	
	Grammar	understanding and using different forms of words and combining them effectively into phrases and sentences; understanding the structure of the language and exhibiting knowledge through usage
	Vocabulary	understanding and using a range of words, phrases and collocations; showing lexical awareness at both phrase and sentence level
	Functions	understanding and using particular words and phrases in order to convey messages and achieve specific linguistic aims

## About the tests

Mathematics progression tests are available at stages 3, 4, 5 and 6. The tests cover the learning objectives from across the relevant stage.

There are three question papers at each stage:

	Stages 3–4		Stages 5–6*	
<b>Paper 1:</b> Written test	35 mins	25 marks	45 mins	40 marks
<b>Paper 2:</b> Written test	35 mins	25 marks	45 mins	40 marks
<b>Paper 3:</b> Mental strategies test	15 mins	10 marks	15 mins	10 marks
	<b>Total: 60 marks</b>		<b>Total: 90 marks</b>	

\*Use of a calculator is permitted only at stages 5 and 6 and only in paper 2.

Mathematics progression test papers 1 and 2 include structured questions requiring numeric, one-word or short answers as well as questions that require graphical answers and matching, and multiple-choice questions. Paper 3 assesses the learner’s ability to perform mathematical operations in their head. In paper 3 each question is worth 0.5 marks. All questions are compulsory in all three papers.

Mathematics progression tests cover four assessment strands: Number, Geometry, Measure and Handling data. Each assessment strand is divided into sub-strands. The assessment strands and sub-strands are described in the table on the next page.

Assessment strand	Assessment sub-strand	Description
<b>Number</b>	Numbers and the number system	counting on and back in stated multiples; estimating; rounding; ordering and comparing; using number lines; fractions and whole and mixed numbers; understanding equality and equivalence; beginning to understand percentage
	Calculation	knowing and applying mental strategies (principles, patterns, systems and functions) in addition, subtraction, multiplication and division
<b>Geometry</b>	Shapes and geometric reasoning	identifying and classifying 2D and 3D shapes; understanding different types of symmetry; calculating angles
	Position and movement	developing a language of direction and distance; coordinates; translation and reflection
<b>Measure</b>	Money	coins, notes and notation; adding up and understanding change
	Length, mass and capacity	estimating and comparing; understanding and using different units of measurement including decimal notation; solving word problems including measures
	Time	understanding and using units of time; different types of clock; calculating time intervals; understanding timetables and calendars
	Area and perimeter	calculating areas and perimeters in square units
<b>Handling data</b>	Organising, categorising and representing data	understanding, selecting and using different types of charts, graphs and diagrams to answer real-life questions, understanding and interpreting data; beginning to use the mean and the median, and basic statistical information
	Probability	beginning to use the language of probability to describe likelihood and risk

**Problem solving** is not assessed separately for Mathematics. The application of problem solving techniques and skills is an integral part of all four assessment strands.

## About the tests

Science progression tests are available at stages 3, 4, 5 and 6. The tests cover the learning objectives from across the relevant stage.

There are two question papers at each stage:

	Stages 3–4		Stages 5–6	
<b>Paper 1:</b> Written test	35 mins	40 marks	45 mins	50 marks
<b>Paper 2:</b> Written test	35 mins	40 marks	45 mins	50 marks
	<b>Total: 80 marks</b>		<b>Total: 100 marks</b>	

Science progression test papers include structured questions requiring numeric, one-word or short answers as well as questions that require graphical answers, matching, and multiple-choice questions. All questions are compulsory in both papers.

Science progression tests cover four assessment strands: Scientific enquiry, Biology, Chemistry and Physics. Each assessment strand is divided into sub-strands. The assessment of Scientific enquiry is contextualised using Biology, Chemistry and Physics content. The assessment strands and sub-strands are described in the table on the next page.

Assessment strand	Assessment sub-strand	Description
<b>Scientific enquiry</b>	Planning from ideas and evidence	answering questions; making predictions using a variety of evidence; testing ideas; fair testing
	Obtaining, presenting and considering evidence	making and recording measurements and observations; selecting and using apparatus and equipment; modelling, communicating and reviewing results; linking evidence to scientific knowledge
<b>Biology</b>	Plants	understanding parts of a plant and how plants grow
	Living things in their environment	exploring differences and similarities between different environments; caring for the environment; the weather; identification keys; food chains
	Humans and animals	recognising and understanding the functions of parts of the body; the senses; importance of a healthy diet; life processes; drugs as medicine
<b>Chemistry</b>	Material properties	naming and sorting materials according to properties and characteristics; types of rock
	Material changes	heating and cooling; reversible and irreversible changes; mixing solids; dissolving in water; forming solutions; describing and recording change
	States of matter	knowing matter can be solid, liquid or gas; heating and cooling; evaporation; condensation
<b>Physics</b>	Forces and motion	understanding and measuring different kinds of forces; effects of forces; units of force, mass and weight
	Sound	hearing; how sound travels
	Light and dark	identifying different light sources and shadows; measuring light intensity
	Electricity and magnetism	understanding components of circuits; predicting and understanding the effects of changes to circuits; representing series circuits using conventional symbols
	The Earth and beyond	exploring how the Earth moves; day and night

## Administering the tests

Progression tests are an optional resource developed by Cambridge for the benefit of teachers and learners. You can use the tests whenever you feel your learners are ready to take them. We suggest the most appropriate time is towards the end of the school year. This offers an opportunity to review what has been learned during the year and allows time after the tests for evaluation and feedback.

Progression tests are designed for use in your classroom. This makes the tests easier to use in lesson time as part of the teaching day. Think about the load on your learners when you are scheduling the tests and avoid arranging lots of tests for the same day. The papers don't have to be taken one after the other or in consecutive order. Choose the best order and timing to suit you and your learners.

The tests can be downloaded from the Cambridge Primary support website. You can print or photocopy as many copies as you need.

It is important that you follow the guidelines below to ensure that the tests are carried out properly. Remember that the success and reliability of the progression tests depends on how well you use them.

- Cover up any display material in your classroom such as diagrams, posters or wall charts which might be helpful during the test.
- Make sure that learners work individually and independently throughout the test. They should not talk, communicate or copy each other during the test.
- Make sure that learners don't have access to extra resources that may be of help in the test, for example a number line or a calculator in a paper where it is not permitted.
- Encourage learners to complete what they can and reassure them not to worry if there is something they can't do.
- Encourage learners to cross out, rather than rub out, unwanted answers. Sometimes it is better to use an eraser, for example on graphs and diagrams, or where a correct answer is indicated by ticking, shading or underlining. For Science and Mathematics, encourage learners to show their working and then write their final answer on the answer line provided.
- Before starting the test, make sure that all learners have the equipment they need to complete the test. If any additional materials are required, for example rulers or calculators, this is stated on the front of the test paper.

- At the start of the test, read out the instructions on the front cover and let learners know how long they have to complete the test. Remind learners that they must not talk or communicate with each other during the test. When you have finished giving the instructions, check that all learners have understood and ask whether there are any questions before starting the test.
- When the test is underway, you can answer questions about the instructions and the timing of the tests. You must not read words for learners, help with spelling, rephrase questions or provide any information which could give an unfair advantage.
- Always let learners know when there are 5 minutes of the test time remaining.
- At the end of the test tell the class to finish the line they are writing and to put their pens/pencils down.
- Collect in all copies of the tests. It is important to hold the tests securely so that you can use them with future classes.

### **Learners with additional requirements**

Cambridge Progression Tests offer the flexibility to be administered in a way which is most appropriate for individual learners. For example, learners with attention-related difficulties may benefit from breaking the tests down into shorter sections, or working away from the main group.

You can allow up to 25% additional time for learners with physical impairment. Learners with physical or sensory impairment can use whatever aids are necessary to make the tests accessible. It is up to you as the teacher to decide the special arrangements that are appropriate. If you would like more information on the type of special arrangements that we allow, refer to the appropriate section in the Handbook for Centres.

For Cambridge Primary Checkpoint, special arrangements must be requested well in advance of the examination. Procedures for applying for special arrangements for Primary Checkpoint can be found in the Handbook for Centres.

## Marking the tests

The mark schemes provide all the information necessary to mark the tests. The mark schemes can be downloaded from the Cambridge Primary support website.

The answers to frequently asked questions below provide general guidance that you should follow unless the mark schemes state otherwise.

### **I know what the answers should be. Do I still need to refer to the mark scheme?**

It is essential that you refer to the mark schemes when you are marking progression tests. The mark schemes provide full guidance on acceptable and unacceptable answers, including examples of typical responses to illustrate the marking points.

Where more than one mark is available for a question, the mark scheme explains how the marks should be awarded.

### **The learner has given an alternative right answer to the one in the mark scheme. Is this acceptable?**

Sometimes a learner may produce an alternative answer to the one in the mark scheme. In these cases, you will need to use your professional judgement to decide whether the answer is acceptable. You should keep a record of any alternative responses and how you decide to mark them. This will help you apply the same judgements consistently in the future.

### **The learner has given more than one answer. Which one should I mark?**

If all the answers given are correct and non-contradictory (even if some are irrelevant) you can award the marks.

If both incorrect and correct answers are given you cannot award the marks for the correct answers, except where specific guidance is provided in the mark scheme.

### **The answer is almost right. Can I award half marks?**

Do not award half marks (except in Mathematics paper 3 where each question is worth 0.5 marks).

### **The answer is really good. Can I give extra marks?**

Do not award more than the maximum number of marks available, regardless of the quality of the answer.

### **The answer is really bad. Can I take marks away?**

Do not take marks away. Marks are awarded for correct answers according to the mark scheme.

### **What do I do if the answer is correct but the working out is wrong?**

A correct answer should always be awarded marks, even if the working shown is wrong.

For some questions, marks are available for demonstration of the correct method even if the final answer is incorrect. You can award the method marks if the learner has used the correct method but given the wrong answer. You can also award method marks if the learner has set up and performed a calculation correctly but using incorrect values. The mark scheme will indicate where method marks can be awarded.

Sometimes a learner uses an answer in the following parts of a question or questions. Where the carried forward answer is incorrect, you should award all the available marks for the question, provided the learner has performed the correct calculation. Any places where this is a consideration are indicated clearly in the mark scheme. In these cases you must follow the learner's working to determine whether marks should be given or not.

### **The learner has given an incorrect response on the answer line or has left the answer line blank, but the correct answer appears elsewhere. Can I award the marks?**

You can award full marks if the correct answer is shown elsewhere and it is clear the learner has made a mistake in copying the answer or has left the answer line blank by mistake.

### **The learner has answered one part of a question correctly and the other part incorrectly. Can I award the marks?**

You should consider each question and part question independently. Do not disallow marks for a correct answer if it is contradicted by another answer to a different question or part question.

### **The learner has recorded their answer in the wrong place. Can I mark the answer?**

If the answer line is blank but you can see the correct answer somewhere else, for example an annotation on a graph or at the end of the working out, you may award the marks, provided it is clear that the learner has understood the requirements of the question.

### **The learner has given a correct answer and crossed it out. Can I award the marks?**

You can mark any legible crossed-out work that has not been replaced. Ignore crossed-out work that has been replaced.

If additional information contradicts the first answer, the marks should not be awarded, but marks for correct working out can still be gained.

## Marking the tests

### **The learner has indicated a correct answer but not in the specified way. Can I award the marks?**

You can award marks for an unambiguous indication of the correct answer, for example where the learner has circled or ticked the correct answer instead of using underlining.

### **The learner has given a correct answer and an incorrect answer on the answer line. Can I award the marks?**

No, you should not award the marks.

### **How should I record the marks?**

Each question on the test paper has a box beside it for you to record the mark you have awarded. This helps your learners and others looking at the test papers see clearly where marks have been awarded. You will find that recording the marks in the boxes will make the process easier when you enter data into Progress Checker.

You can use the page total boxes to help you add up the marks awarded for a paper.

Use a pen of a different colour to that used by learners so that the marks and your comments are easy to see.

### **How should I expect learners to present their answers for Science and Mathematics?**

Learners may use diagrams, symbols or words for explanations or responses.

Any part of speech is acceptable, for example, refraction, refracting, refracted and singular and plural forms are acceptable unless otherwise stated, for example, alveolus, alveoli.

For general vocabulary, do not penalise spelling errors where the meaning is clear. However, in the case of specific scientific vocabulary, only accept misspellings if the learner's response is phonetically equivalent to the correct answer.

If a learner's response is numerically or algebraically equivalent to the answer in the mark scheme, you should award the mark unless a particular form of answer was specified by the question.

For Mathematics, the mark schemes start with a table giving general guidelines on marking answers involving number and place value, and units of length, mass, money or duration. If the mark scheme does not specify the correct unit for an answer, refer to these general guidelines. For Science, the mark schemes start with a table giving general guidelines on marking answers involving length. For questions involving other quantities, correct units are given in the answers.

Any method of setting out working should be accepted.

For all Cambridge Primary Progression Tests, results are described as a grade, **Gold**, **Silver** or **Bronze**. The grade is presented alongside the relevant stage and the percentage of total marks achieved. The results are calculated and presented in the same way for all subjects. This section explains how to calculate results for your learners and what the results mean.

Once you have marked your learners' tests you will have a total number of marks for each learner. If you are using Progress Checker, the results will be calculated for you after you have uploaded your learners' marks. You can also calculate the grades manually:

- Convert the total mark to a percentage of the total marks achieved (if the progression test consists of more than one paper you should add together results for all the papers).
- Refer to the percentage ranges in the table below to see how to grade each learner.

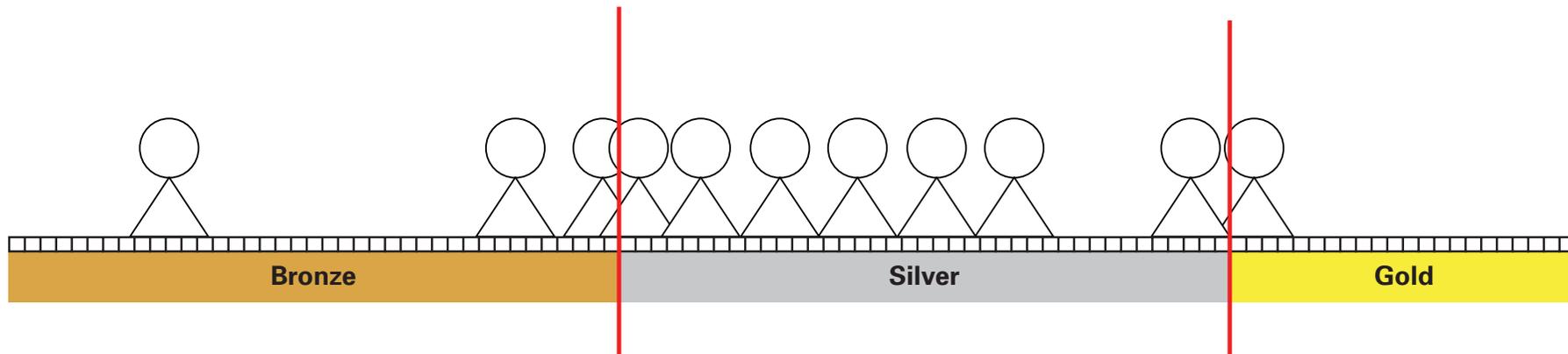
The same percentage ranges and grade descriptions apply in all stages and subjects.

Bronze	Silver	Gold
<p><b>0–39%</b> of total marks →</p> <p>Working towards the standard</p>	<p>← <b>40–79%</b> of total marks →</p> <p>Meeting the standard</p>	<p>→ <b>80–100%</b> of total marks →</p> <p>Exceeding the standard</p>
<p>Learners have a <b>basic</b> grasp of the curriculum content.</p> <p>They have achieved a <b>few</b> of the learning objectives and are working toward achieving others.</p> <p>They would benefit from <b>more focus</b> on some areas of the curriculum.</p>	<p>Learners have a <b>sound</b> grasp of the curriculum content.</p> <p>They are successfully achieving <b>many</b> of the learning objectives as expected at this stage.</p>	<p>Learners have an <b>excellent</b> grasp of the curriculum content.</p> <p>They are successfully achieving the <b>great majority</b> of the learning objectives and <b>often go beyond</b> what is expected at this stage.</p>

## Results

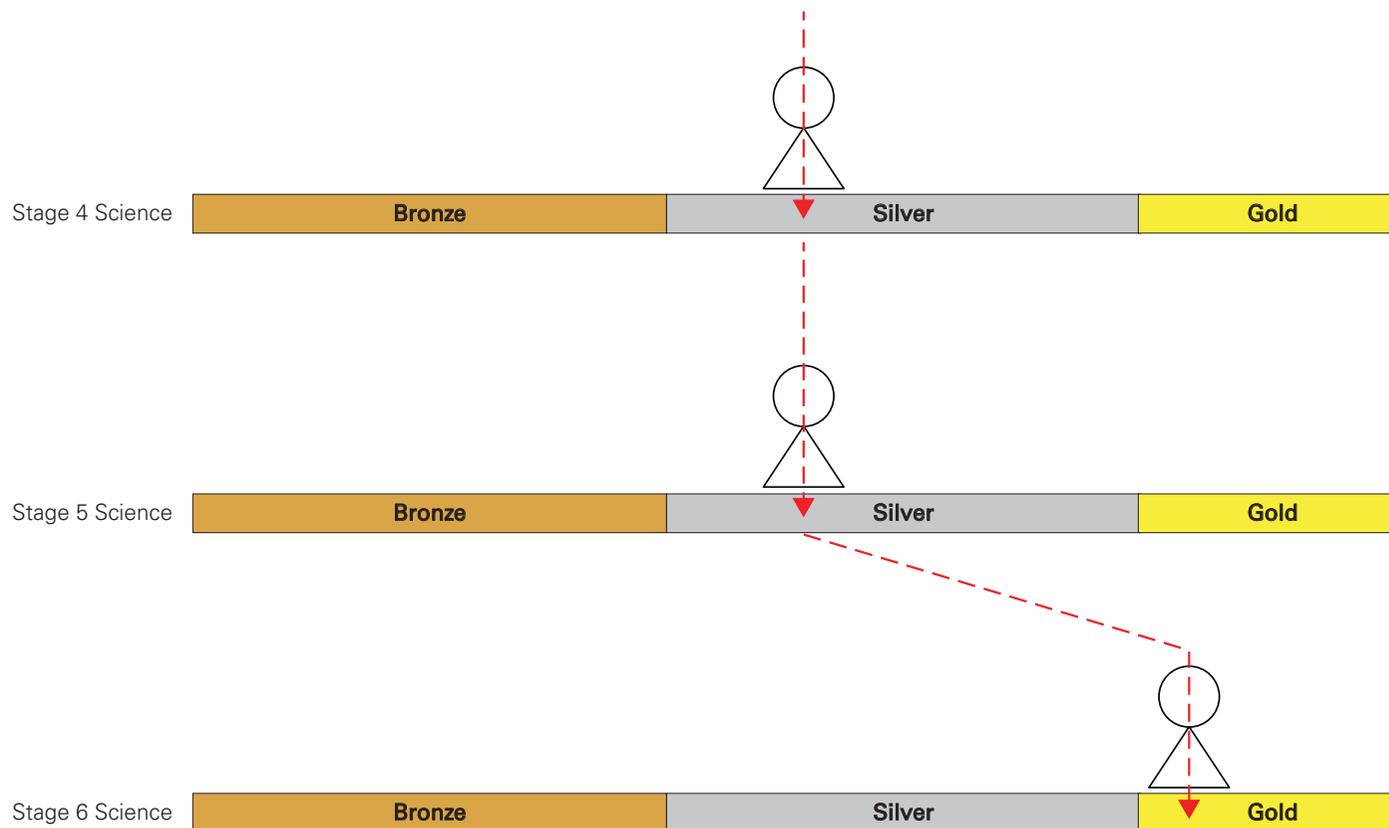
We present and describe Cambridge Primary Progression Test results in a way which is designed to help you track learners' progress. Understanding the results can help you identify learners who are struggling and might benefit from extra help, as well as those who are exceeding expectations and could deal with extra stretch and challenge. Silver is the expected standard at each stage and in usual circumstances this is the level at which we expect most of your learners will be working.

Remember that Bronze, Silver and Gold represent a range on a fixed scale. The overall percentage mark tells you in greater detail where individual learners are working within the range. Imagine that a class profile for a stage might look something like this:



Gold, Silver and Bronze indicate how learners are meeting the standard at each stage. Typically, a learner who achieves Silver in stage 4 Science can reasonably be expected to achieve Silver in stage 5 Science.

If the same learner went on to achieve Gold in stage 6 Science you would be able to see the learner has improved beyond expectation between stages 5 and 6. This means that you can use the progression test grades to track learners' progress from one stage to the next. The progress of the learner described above might look something like this:



## Progress Checker

One of the key features of Progress Checker is that you can use learners' progression test results to produce feedback reports analysing their performance and progress. There are lots of different options to choose from, including:

- comparing results of boys and girls
- comparing results of learners and classes over time
- comparing performance on different questions or topics
- comparing performance with other Cambridge Primary learners who have taken the same tests.

You will be able to use the information in the reports in a variety of ways:

- to identify strengths and weaknesses in individual learners and in class groups
- to track progress of learners and classes
- to report progress to learners, parents and teaching staff
- to reflect and enhance teaching and learning in your school.

This section describes the different reports that are available and explains what they mean.

For more information on how to use the information provided in the reports in your teaching, see the relevant teacher guide for each subject, available from the Cambridge Primary support website.

### Class summary report

This report includes a number of graphs which illustrate summaries of your class results.



The options available from the drop-down menu for this report enable you to compare your class results to any or none of the following:

- Marks for current classes in the school – a comparison with other classes at your school who have taken the same progression tests in the current year.
- All historic marks in the school – a comparison with the other classes at your school who have taken the same progression tests in previous years.
- All Cambridge Primary schools – a comparison with all other Cambridge Primary classes with results from the same progression tests uploaded to Progress Checker.

The first graph in the **Class summary report** is **Overall performance**. It shows how many learners achieved Gold, Silver and Bronze in each subject at the selected stage.

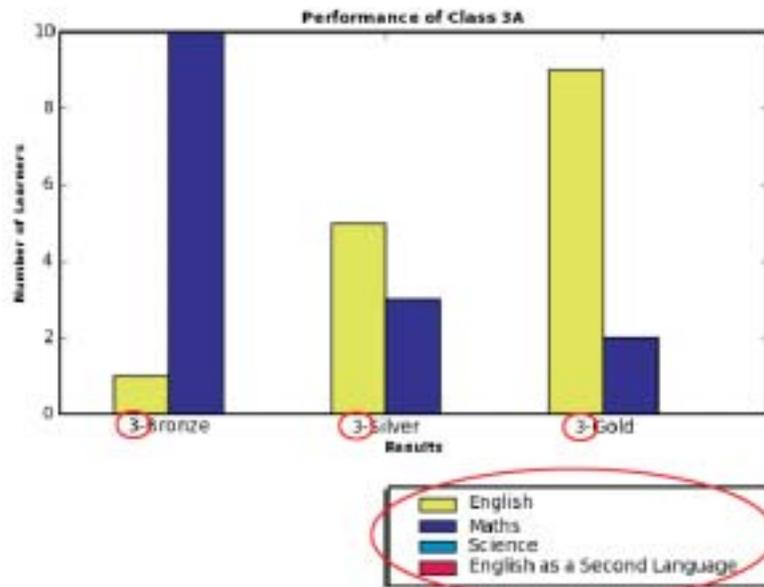
Here is an example of an overall performance graph for a stage 3 class with results in English and Maths:

**Class summary**

Feedback reports for Class 3A learners in stage 3

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[Print](#)

**Overall performance**



This graph tells us that the class results were very strong in English with 5 learners achieving Silver and 9 learners exceeding the standard and achieving Gold!

This report also tells us that the results in Maths were not so strong. Only 3 learners achieved Silver and 10 learners achieved Bronze.

This class could benefit from more support in Maths.

The 3s on the bottom axis tell us that these are grades in stage 3.

There is a key at the bottom to identify the colours representing each subject. The class has not taken the Science or English as a Second Language test and therefore no results are shown for these subjects.

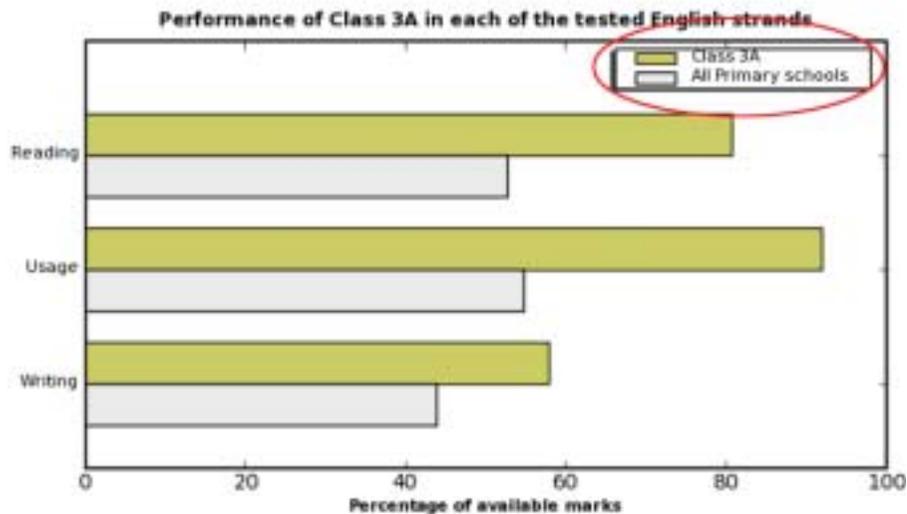
## Progress Checker

Then for each subject, there are two more graphs in the **Class summary report** showing the performance of the class.

The first of these is **Analysis of performance**. This graph shows the number of marks scored by the class in each assessment strand as a percentage of the total marks available for the strand.

Here is an example of an **Analysis of performance** graph for the same stage 3 class with results in English.

### Analysis of performance



This report tells us that this class performed best in the Usage assessment strand, scoring over 90% of the total marks available. The class did least well in the Writing assessment strand.

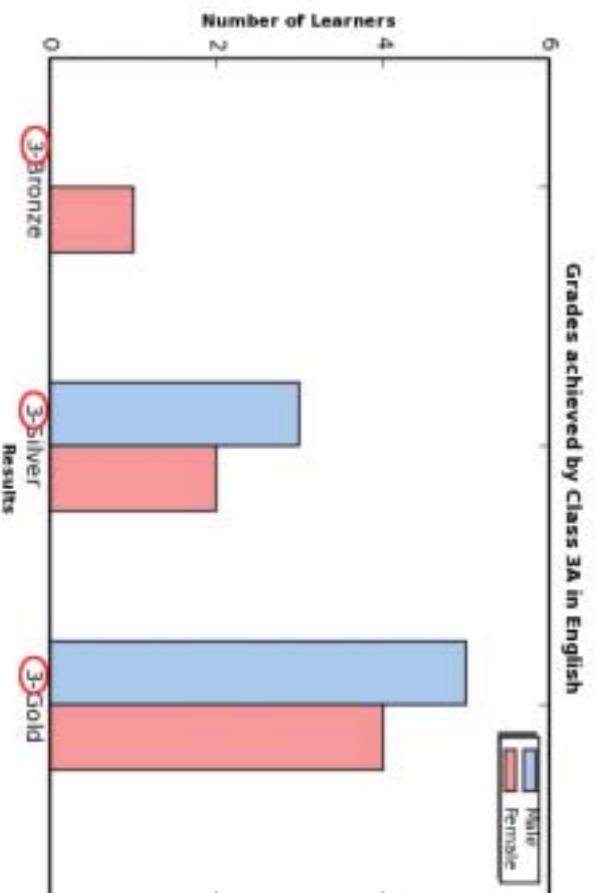
If you select a comparison from the options for this report, the comparison will appear in this graph. This example includes a comparison with results from other Cambridge Primary schools on the same test.

You can see that this class has performed better than Cambridge Primary schools in all three assessment strands.

The second subject-specific graph is **Results by gender**. This compares the performance of boys and girls in the class in each subject at the selected stage.

Here is an example of a **Results by gender** graph for the same stage 3 class with results in English:

### Results by gender



This graph shows how many boys and girls achieved Bronze, Silver and Gold in stage 3 English.

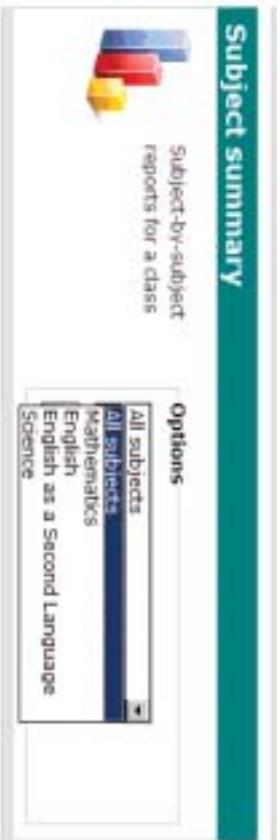
The 3s on the bottom axis tell us that these are grades in stage 3. In this example you can see that boys performed better than girls.

## Progress Checker

### Subject summary report

This report is a graph illustrating the results of your class in each subject.

The first option for this report enables you to select the class you would like to see. You can also choose to see all subjects.



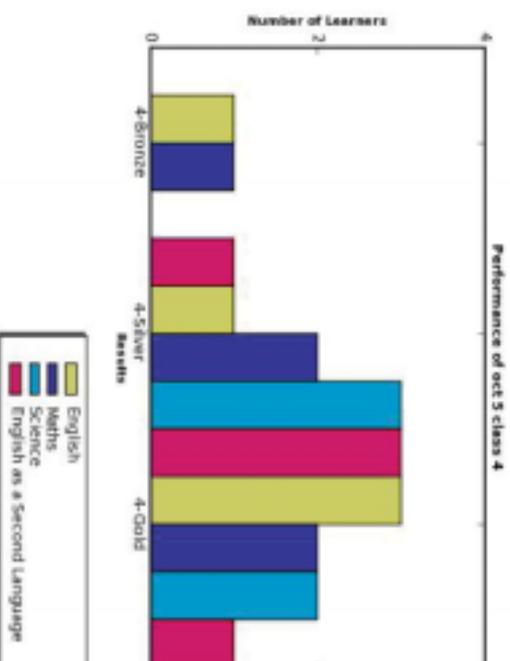
The second option allows you to choose whether you would like to see the results for boys and girls together or separately. (If you select to view all subjects, the option to separate results by gender is not available.)



The **Subject Summary report** shows the grades achieved by the class in each subject.

### Subject summary

This chart shows the grades achieved by learners in the class for the selected subject in stage 4 progression tests.



**Learner performance report**

This report helps you to identify strengths, weaknesses and progress of individual learners in each subject.

The options available for this report allow you to select an individual learner and choose a comparison of your selected learner’s results with any or none of the following:

- Marks for current classes in the school – a comparison with other classes at your school who have taken the same progression tests in the current year.
- All historic marks in the school – a comparison with other classes at your school who have taken the same progression tests in previous years.
- All Cambridge Primary schools – a comparison with all other Cambridge Primary classes in other schools with results from the same progression tests uploaded to Progress Checker.

The first part of the learner performance report is a table of the individual learner’s results in the stages and subjects in which they have taken progression tests to date.

Here is an example of a **Learner performance report** for a learner who has completed progression tests in English, Mathematics and Science at stages 3, 4 and 5.

You can see how the results are presented in this report.

**Learner performance**

**Progression test results for Test candidate 1**

	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
<b>English</b>	3-G (86%)	4-S (56%)	5-S (69%)	-	-	-
<b>English 2nd Language</b>	3-B (0%)	-	-	-	-	-
<b>Mathematics</b>	3-S (50%)	4-S (63%)	5-G (88%)	-	-	-
<b>Science</b>	3-S (77%)	4-S (78%)	5-S (65%)	-	-	-

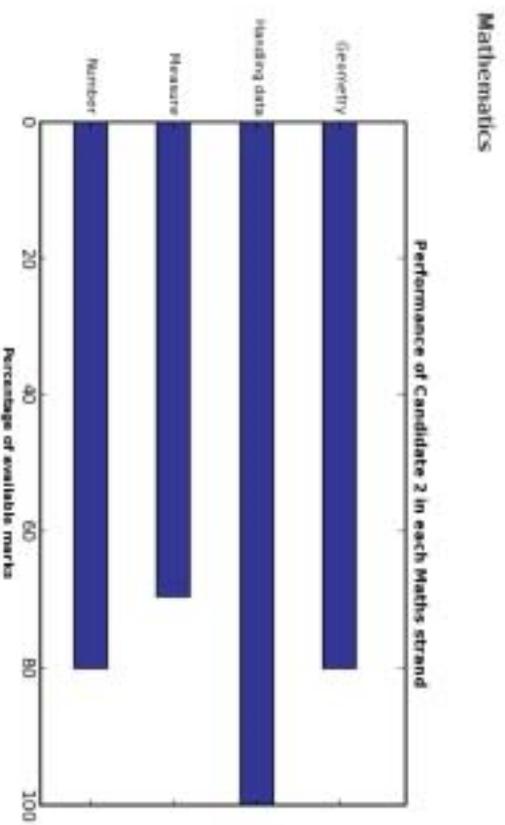
Key to the above grades:  
G: Gold S: Silver B: Bronze

As an example, the result highlighted here indicates that in stage 5 English this learner scored 69% of the total marks available which means they achieved Silver.

## Progress Checker

The next part of the **Learner performance report** includes a graph for each subject which shows the marks achieved for each assessment strand as a percentage of the total marks available.

Here is an example for Mathematics which shows how the learner performed in each assessment strand:



In this example, the learner performed very well, scoring 100% of the marks available for Handling data, 80% of the marks for Number and for Geometry and 70% of the marks for Measure.

If you selected a comparison from the options for the report it would appear alongside the information in this graph.

The learner performance report contains one of these graphs for each subject.

## Subject analysis report

This report compares results for your class on each question in the progression tests for the subject you selected.

The options for this report allow you to select a subject and a group for comparison:

- Marks for current classes in the school – a comparison with any other classes at your school who have also taken the same progression tests in the current year.
- All historic marks in the school – a comparison with all the classes who have taken the same progression tests in previous years within your school.

The first part of this report is the **Overview**. This is a list of learning objectives coloured to show how the class has performed against the test group. Here is an example of the **Overview** part of the **Subject analysis** report.

The overview lists any learning objectives tested in the progression tests in which the performance of your class was significantly better or worse than the performance of the group you selected for comparison.

The learning objectives are coloured coded to show how the performance of your class compared with the comparison group you selected.

The key is explained in the report.

### Subject analysis

This report shows how the class has performed when compared to the performance of other learners in your school.

#### Comparison report for English

##### oct 5 class 4 - Stage 4 (4 learners)

**Overview** is a list of **learning objectives**, coloured to show how the class has performed against the test group:

**Red** the class performed significantly less well than the test group

**Green** the class performed significantly better than the test group

**Blue** a neutral outcome: the class both outperformed and underperformed against the test group on different questions for the same learning outcome.

**Detailed analysis** compares your class performance with the test group for each question in the test. Significant differences from the test group are highlighted: a green background for questions where the class performed much better than the comparison, and a red background to show where they performed much worse.

Key to performance:

**Blue** for the class

**Red** for the chosen test group

#### Overview

- Reading > Implicit meaning (7 positives)
- Usage > Punctuation (5 positives)
- Usage > Vocabulary (5 positives)
- Reading > Explicit meaning (3 positives)
- Usage > Sentence Structure (3 positives)
- Writing > Text Structure (2 positives)
- Reading > Use of language (2 positives)
- Usage > Spelling (2 positives)
- Writing > Content (1 positive)
- Writing > Purpose/Audience (1 positive)

## Progress Checker

The next part of the **Learner performance report** is the **Detailed analysis**.

Here is an example of a **Detailed analysis** for Maths:

### Detailed analysis

#### Paper 1

No.	Mark and Mapping	Performance
1	[1] Number > Numbers and the Number System > Count, read and write numbers to 20	
2	[1] Number > Calculations > Know all pairs of multiples of 10 with a total of 100	
3	[1] Number > Numbers and the Number System > Read and write whole numbers to at least 1,000 in figures and words	
13	[1] Number > Numbers and the Number System > Round any two-digit number to the nearest 10 and any three-digit number to the nearest 100	
14	[1] Problem Solving > Choose and use appropriate operations and strategies to solve problems, including multiplication and division	
15	[1] Number > Calculations > Use the x, ÷ and = signs and recognise the square and triangle symbols as unknown numbers	
16	[1] Number > Numbers and the Number System > Within the range of 0 to 20, say the number that is 1 or 10 more or less than any given number	
17	[1] Number > Numbers and the Number System > Describe and extend number sequences, count on or back in tens or hundreds starting from any twodigit	

This part of the report lists all the questions from each paper in the progression tests. Alongside each question is the number of marks the question is worth and the particular learning objective from the Cambridge Primary curriculum framework that the question is written to test.

The report then compares your class performance in each question with the test group you selected from the options.

The performance comparison is presented visually as two coloured rows. Blue represents your class and red represents the test (the group you have selected for comparison). In this report you can see that this class performed slightly better in questions 1 to 3 than the test group.

If there is a significant difference with the group you have selected for comparison, the whole question is highlighted according to a colour key. In this example, performance in question 13 was significantly better than the test group (highlighted green) and significantly worse in question 17 (highlighted red).

The key is explained in the report.

## Year-on-year performance report

This report compares how your class has performed in the current stage in comparison with how the same class performed in the previous stage.

You can select the subject you would like to see or you can choose to see all subjects.

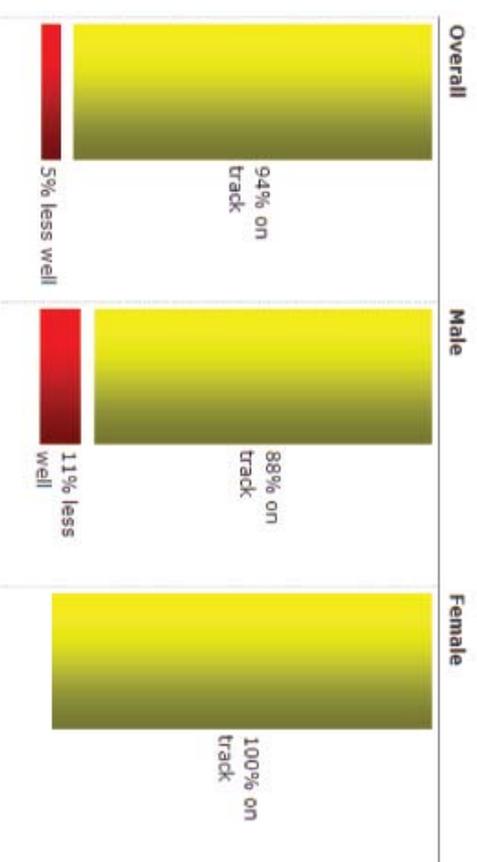
Here is an example of a **Year-on-year performance** report:

### Year-on-year performance

#### Year 6HW - Stage 6 (28 learners)

This report looks at the performance of all learners in the class for each subject. It compares grades achieved in tests at the current stage to outcomes in the previous stage.

#### English



The comparison is provided for the whole class (overall) and for boys and girls as separate groups.

In this example, you can see that 94% of the class as a whole were on track in English compared with the previous stage. 100% of girls were on track and 88% of boys were on track.

## Useful terms

This glossary gives a simple explanation for the terminology we use in Cambridge Primary and Secondary 1. If you think any words should be added to the glossary, please let us know by emailing [international@cie.org.uk](mailto:international@cie.org.uk)

<b>additional materials</b>	specific items listed on the front cover of the test paper which the learner needs to complete the test, e.g. a calculator or ruler
<b>assessment strand</b>	area of assessment
<b>assessment sub-strand</b>	sub-division of an area of assessment
<b>Cambridge Checkpoint</b>	diagnostic assessment at the end of stage 9 based on the learning objectives within the Cambridge Secondary 1 curriculum frameworks, available in English, Mathematics and Science
<b>curriculum framework</b>	series of learning objectives designed to support the teaching and learning of a subject, and providing the basis of what is tested
<b>feedback reports</b>	series of reports providing feedback on class and learner performance generated by using Progress Checker
<b>grade</b>	there are three grades in Cambridge Progression Tests – Gold, Silver and Bronze – with Silver being the expected standard at each stage
<b>learning objective</b>	statement describing what a learner should know or be able to do at a particular stage of Cambridge Primary or Secondary 1. The curriculum frameworks provide a series of learning objectives for the different content areas in each stage.

<b>mark scheme</b>	information needed to mark a test with guidance on marks to be awarded and acceptable and unacceptable answers
<b>percentage range</b>	range of marks needed for each grade (0–39% is Bronze, 40–79% is Silver, and 80–100% is Gold)
<b>Primary Checkpoint</b>	diagnostic assessment at the end of primary education based on the learning objectives within the Cambridge Primary curriculum framework, available in English, Mathematics and Science
<b>Progress Checker</b>	online tool that produces feedback reports based on an analysis of results from the progression tests
<b>progression tests</b>	optional end-of-stage tests for English, English as a Second Language, Mathematics and Science, designed to enable teachers to assess the performance and progress of learners
<b>stage</b>	set period of learning, usually equivalent to an academic year – at Primary the stages are 3, 4, 5 and 6; at Secondary 1 the stages are 7, 8 and 9
<b>strand</b>	content area of a curriculum framework or an area of assessment
<b>sub-strand</b>	sub-division of a content area of a curriculum framework or an area of assessment
<b>test paper</b>	question paper for a progression test

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