

Cambridge Checkpoint Feedback

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Introduction

The purposes of feedback

Detailed, diagnostic feedback is a central feature of Cambridge Checkpoint. The feedback has two main purposes.

- Firstly, by providing information on students' areas of strength and weakness, the feedback enables the future teaching of those students to be effectively focused. The strengths can be consolidated and the areas of weakness can be tackled.
- Secondly, the feedback may be used to review the parts of the curriculum where teaching has been most effective and the parts where it has been less effective. This can help teachers to learn lessons about the teaching approaches that work well, and to improve their teaching of future groups of students.

When will feedback be provided?

The feedback is despatched to Centres in two stages.

- The first set of feedback reports is despatched within four weeks of the completed scripts being received in Cambridge. This set of feedback is in three parts:
 1. Reports on the performance of individual students
 2. Reports on the performance of teaching groups
 3. A report on the performance of the Centre as a whole
- The second set of feedback is the End of Session Report, despatched once the results from all schools have been processed. The End of Session Report is in four parts for each subject:
 1. The Principal Examiner's report on the question papers and students' responses.
 2. The demographic breakdown of the whole entry showing the average performance of students of different ages and language backgrounds.
 3. Block diagrams to illustrate the performance of students by age and language background.
 4. Cumulative frequency graphs illustrating the performance of students by age and language background.

The examples in this document

Examples of the different types of report are shown, with explanatory notes, on the pages that follow. The school and student names are fictitious.

The example reports are for Science, but reports in English and Mathematics will be identical apart from the names of the main topics and sub-topics in the curriculum. A list of the main topics and sub-topics for each subject is included in the Appendix.

The Checkpoint scale

Performance in Checkpoint tests is not reported as raw scores (simple numbers of marks). This is because raw scores are not suitable for making direct comparisons between different sets of questions. For example, if a student achieves a higher raw score on the Biology questions than on the Chemistry questions, this might be because:

- The student is stronger in Biology
- The Biology questions were easier
- There were more marks available in Biology
- Or a combination of these reasons

Similarly, it is not possible to directly compare raw scores year-on-year.

In order to make direct comparisons, it is necessary to convert raw scores into scores on a standardised scale of achievement. The Checkpoint scale is one such scale. The scale takes the difficulty of the questions into account, so that if a student achieves a higher Checkpoint score in Biology than in Chemistry, this can only mean that student is better at Biology than Chemistry.

The Checkpoint scale runs from 0.0 to 6.0, with 0.0 being the lowest possible score and 6.0 the highest.

STATEMENT OF ACHIEVEMENT

MARIYAM KHALEEL

Student Number: 0906

Centre name: Desert International School

Centre number: AE987

Overall Result

Subject: **SCIENCE**

Checkpoint Score: **3.7**

Date: **September 2002**

Topic Results

Biology: **3.0**

Chemistry: **3.6**

Physics: **4.5**

Explanatory Notes

The results are given using the Checkpoint Scale. Scores on the Checkpoint scale are from 0.0 (the lowest level of achievement) to 6.0 (the highest level of achievement). This document is a statement of achievement in a Cambridge Checkpoint test. Examination certificates are not issued for Checkpoint tests.

Feedback on an individual student: Statement of Achievement

The feedback on individual students comes in two parts: a Statement of Achievement and a Report to Student. It is intended that both parts should be given to the student.

The Statement of Achievement reflects:

- The level of achievement reached by the student across the whole test. This is expressed as a score on the Checkpoint scale.
- The level of achievement reached in each of the three main topics, expressed on the Checkpoint scale. In this particular example, the student is much stronger in Physics than in Biology. A list of the main topic areas in each subject is given in the Appendix

There is no certificate for Checkpoint. If it were a certificated qualification, then it would not be possible to have flexibility in the timetable and in the curriculum. However, the Statement of Achievement is an attractively presented statement of how well a student has performed.

REPORT TO STUDENT

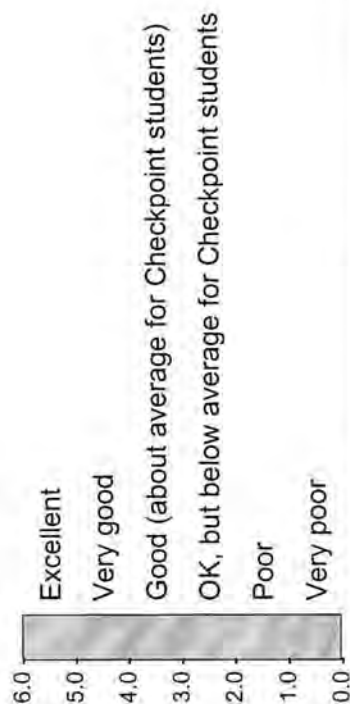
To be given to the student with the Statement of Achievement

Student Name: Mariyam Khaleel	Centre: Desert International School	Subject: Science
Student Number: 0906	Centre Number: AE987	Date: September 2002

Your overall results are as follows:

Science (overall)	Checkpoint score = 3.7
Biology	Checkpoint score = 3.0
Chemistry	Checkpoint score = 3.6
Physics	Checkpoint score = 4.5

This is what the scores mean:



What you got right and what you got wrong

Most of your answers were as expected for a student with your Checkpoint score. However, some of your answers were surprising: the most surprising ones are listed below. They may give you information about what parts of the subject you are good at and what parts you need to work harder at.

Questions you answered correctly that we expected you to find difficult

Question and part	Topic	Sub-topic
7bii	Physics	Light
8c	Physics	Electricity
10ai	Physics	Forces and Motion
11b	Physics	Light

Questions you answered incorrectly that we expected you to find easy

Question and part	Topic	Sub-topic
2b	Biology	Plants
3aii	Chemistry	Materials
5c	Biology	Variation and Classification
6ai	Chemistry	Chemical Change

Feedback on an individual student: Report to Student

This is the second part of the feedback on individual students, and provides more information than the Statement of Achievement.

The Report to Student covers:

- Checkpoint scores for the subject as a whole and for the three main topics within the subject. These figures are the same as on the Statement of Achievement.
- A brief and easily understood explanation of the Checkpoint scale.
- A list of the four most difficult part-questions that the student answered correctly, together with the main topics and sub-topics assessed by those part-questions. This information gives an indication of the sub-topics in which the student is particularly strong.
- A list of the four easiest part-questions that the student answered incorrectly, together with the main topics and sub-topics assessed by those part-questions. This information gives an indication of the sub-topics in which the student is particularly weak.



REPORT ON TEACHING GROUP 3

Part 1 : Summary

Name of Teaching Group: Class 9C	Centre: Desert International School	Subject: Science
Number of Students: 6	Centre Number: AE987	Date: September 2002

Average Checkpoint scores are as follows:

Science (overall)	Average Checkpoint score = 3.6
Biology	Average Checkpoint score = 3.1
Chemistry	Average Checkpoint score = 3.5
Physics	Average Checkpoint score = 4.4

Explanation of the Checkpoint Scale:

- Scores on the Checkpoint scale are from 0.0 (the lowest level of ability) to 6.0 (the highest level of ability).
- The standard of performance represented by a number on the Checkpoint scale is the same in every session.
- An "average" Checkpoint student should achieve a score between 3.0 and 4.0.
- The proportion of students achieving scores between 2.0 and 5.0 is usually about 75%.
- The scale is the same for the subject as a whole and for each topic.

Note:

Any student who missed a paper or who obtained a score of zero on either paper has been omitted from the analysis on this page.

Performance in each sub-topic

For this part of the report, we have used the overall ability of each student and the difficulty of each question to predict how well each student should perform on each question. We have then compared their predicted performance with their actual performance. If there is a sub-topic where your group of students has performed better than expected, this may indicate that the teaching has been particularly effective in that sub-topic. If there is a sub-topic where your group of students has performed worse than expected, this **may** indicate that the coverage of the sub-topic was incomplete or that learning in this area has been less thorough than in other areas.

Biology

Bc	Cells and Organisms	Performance was as expected
Bh	Humans as Organisms	Performance was as expected
Bp	Plants	Performance was worse than expected
Bv	Variation and Classification	Performance was as expected
Be	Ecosystems	Performance was as expected

Chemistry

Cm	Materials	Performance was worse than expected
Cs	States of Matter and Physical Change	Performance was as expected
Cc	Chemical Change	Performance was better than expected
Cp	Periodic Table	Performance was as expected

Physics

Pp	Measurement and Properties of Matter	Performance was as expected
Pf	Forces and Motion	Performance was better than expected
Pe	Energy	Performance was as expected
Pl	Light	Performance was as expected
Ps	Sound	Performance was as expected
Pm	Magnetism	Performance was as expected
Pc	Electricity	Performance was as expected



Feedback on a teaching group: Part 1

The feedback on each teaching group comes in three parts, of which this report is the first.

The Summary document covers the following:

- The Checkpoint score for the subject as a whole, averaged over all the students in the teaching group.
- The Checkpoint scores for each of the main topic areas, averaged over all the students in the teaching group. In this particular example, the group as a whole has performed better in Physics than in Biology. For a list of the main topic areas in each subject, please see the Appendix.
- The Checkpoint scale explained for teachers.
- The performance of the teaching group in each sub-topic. This analysis reports on whether the performance of the group on the sub-topic was better than expected, worse than expected or as expected. The analysis takes into account **both** the difficulties of the questions on the sub-topic **and** the overall ability of the students. In this particular example, when the difficulties of the questions are taken into account, and given the overall level of ability of the students, they performed better than expected in Chemical Change and in Forces and Motion, but worse than expected in Plants and in Materials. This helps to explain the pattern described in note 2, and helps to identify more precisely the group's areas of strength and weakness.



REPORT ON TEACHING GROUP 3

Part 2 : List of Students' Results

Name of Teaching Group: Class 9C	Centre: Desert International School	Subject: Science
Number of Students: 6	Centre Number: AE987	Date: September 2002

Table of Students' Results

Any student who missed a paper or who obtained a score of zero on either paper has been omitted from the analysis on this page.

Student Number	Student Name	Results (Checkpoint Scores)			
		Science	Biology	Chemistry	Physics
901	Aisha Hameed	3.9	3.6	3.8	4.7
902	Asima Said	4.3	3.9	4.1	5.1
903	Fatima Ibrahim	3.4	2.8	3.3	4.3
904	Hawwa Adam	3.3	2.9	3.2	4.0
905	Khadeeja Moosa	3.0	2.4	3.0	3.8
906	Mariyam Khaleel	3.7	3.0	3.6	4.5
	Class Average	3.6	3.1	3.5	4.4

Feedback on a teaching group: Part 2

This is the second part of the feedback on a teaching group. It provides the teacher with the same information that is on the students' Statements of Achievement.

The List of Students' Results covers:

- The individual student's Checkpoint scores on the subject as a whole and on each of the main topics within the subject.
- The averages for the whole teaching group: these figures are the same as on Part 1 of the report on the teaching group.



REPORT ON TEACHING GROUP 3

Part 3 : Marks scored on each question

Name of Teaching Group: Class 9C	Centre: Desert International School	Subject: Science
Number of Students: 6	Centre Number: AE987	Date: September 2002

Table of marks scored by each Student on each question

All students in the teaching group are shown on this page. A dot is shown where a student did not answer.

[illegible]

Feedback on a teaching group: Part 3

This is the third part of the feedback report on a teaching group. It provides the teacher with information about the raw marks scored by each student on each part of each question.

- Each column in the report represents a part-question. The top few rows are column headings, giving the paper number, question number, and identifying the question part.
- Below the column headings, the table shows the codes for the main topic and sub-topic assessed by each part-question. A list of the codes for all three subjects is given in the Appendix. There is also a list on Part 1 of the report on a teaching group.
- The next row of the table shows the maximum number of marks available for each part-question.
- The main part of the report shows the marks scored by each student on each part-question. Where the student has not attempted to answer, the mark is given by a dot. In this particular example, it can be seen that student 905 has not attempted to answer any part of Paper 1 Question 8. This report can be used to identify particular questions that have caused difficulties for the students, particularly in areas where their performance has been identified as worse than expected (see Part 2 of the report on a teaching group). In this particular example, plants (Bp) was identified as an area where performance was worse than expected, and it can be seen from this part of the report that there are parts of Paper 1 Question 8 that none of the students was able to answer correctly. The teacher might then want to look at these question parts to see if there is a reason for this difficulty, such as an aspect of the topic assessed in this question that was not included in the teaching.
- The last few columns on the right-hand side of the report show the total scores of each student on each paper and on the test as a whole, together with the Checkpoint scores achieved by the students.

CENTRE REPORT

Number of Teaching Groups: 3	Centre: Desert International School	Subject: Science
Number of Students: 40	Centre Number: AE987	Date: September 2002

Average Checkpoint scores are as follows:

Science (overall)	Average Checkpoint score = 3.4
Biology	Average Checkpoint score = 3.1
Chemistry	Average Checkpoint score = 3.4
Physics	Average Checkpoint score = 3.8

Explanation of the Checkpoint Scale:

- Scores on the Checkpoint scale are from 0.0 (the lowest level of ability) to 6.0 (the highest level of ability).
- The standard of performance represented by a number on the Checkpoint scale is the same in every session.
- An "average" Checkpoint student should achieve a score between 3.0 and 4.0.
- The proportion of students achieving scores between 2.0 and 5.0 is usually about 75%.
- The scale is the same for the subject as a whole and for each topic.

Note:

Any student who missed a paper or who obtained a score of zero on either paper has been omitted from the analysis on this page.

Performance in each sub-topic

For this part of the report, we have used the overall ability of each student and the difficulty of each question to predict how well each student should perform on each question. We have then compared their predicted performance with their actual performance. If there is a sub-topic where your group of students has performed better than expected, this may indicate that the teaching has been particularly effective in that sub-topic. If there is a sub-topic where your group of students has performed worse than expected, this *may* indicate that the coverage of the sub-topic was incomplete or that learning in this area has been less thorough than in other areas.

Biology

Bc Cells and Organisms	Performance was as expected
Bh Humans as Organisms	Performance was better than expected
Bp Plants	Performance was as expected
Bv Variation and Classification	Performance was as expected
Be Ecosystems	Performance was as expected

Chemistry

Cm Materials	Performance was worse than expected
Cs States of Matter and Physical Change	Performance was as expected
Cc Chemical Change	Performance was as expected
Cp Periodic Table	Performance was as expected

Physics

Pp Measurement and Properties of Matter	Performance was as expected
Pf Forces and Motion	Performance was better than expected
Pe Energy	Performance was as expected
Pl Light	Performance was as expected
Ps Sound	Performance was as expected
Pm Magnetism	Performance was as expected
Pc Electricity	Performance was as expected

Feedback on a Centre

The feedback on a Centre occupies a single sheet of paper, and is intended for the Head of Department. Its format is almost identical to that of the report on a teaching group Part 1: the main difference is that the average scores and the pattern of performance in sub-topics are calculated for all students in the Centre rather than for one teaching group.

Demographic breakdown of total entry for Checkpoint Science.

		Percentage of total entry	Average Checkpoint total score	Average Physics score	Average Chemistry score	Average Biology score
Age in years	First language					
13 and under	Not English	13.5	4.0	4.0	4.3	3.8
	English	5.0	3.7	3.7	4.0	3.7
	ALL	18.5	3.9	3.9	4.2	3.8
14	First language					
	Not English	28.7	3.7	3.9	4.0	3.4
	English	9.4	3.7	3.9	3.8	3.6
	ALL	38.1	3.7	3.9	4.0	3.5
15 and over	First language					
	Not English	39.3	3.1	3.3	3.2	3.0
	English	4.1	2.8	3.4	2.6	2.4
	ALL	43.4	3.1	3.3	3.1	2.9
ALL	First language					
	Not English	81.5	3.5	3.6	3.7	3.3
	English	18.5	3.5	3.7	3.6	3.4
	ALL	100.0	3.5	3.6	3.6	3.3

End of Session Report: Principal Examiner's Report and demographic breakdown of entry

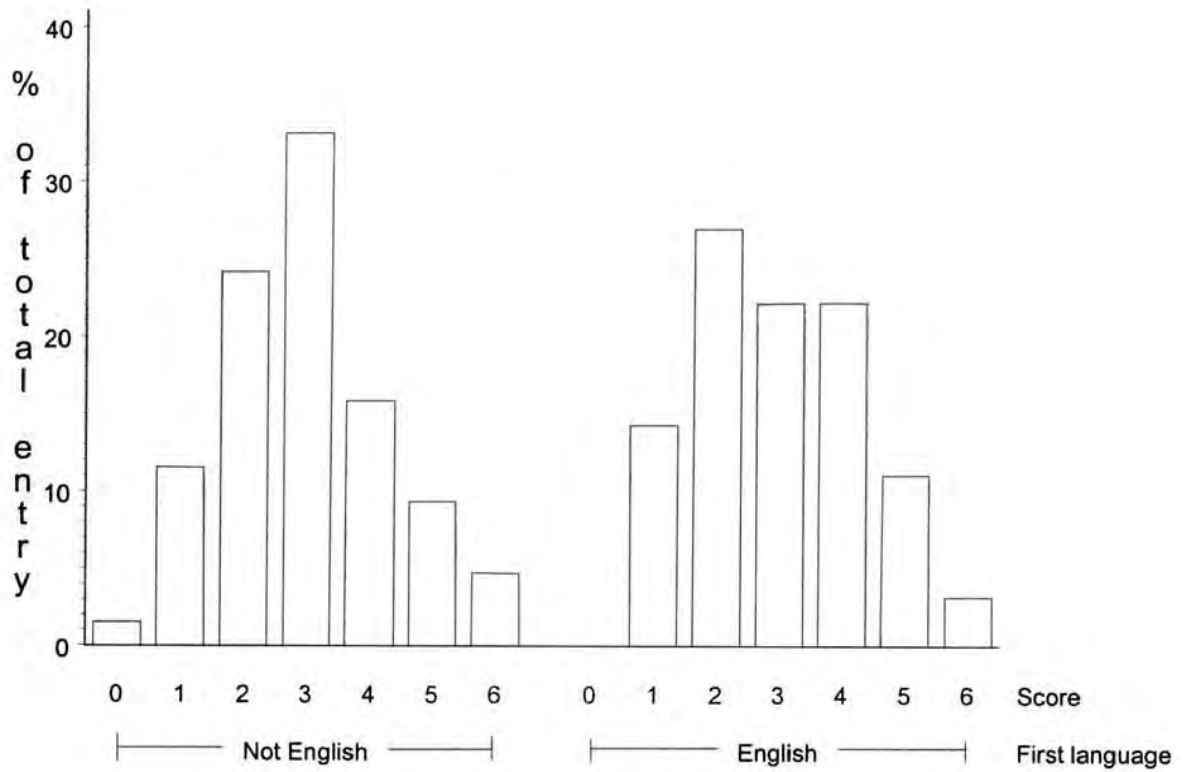
The End of Session Reports for all three subjects are sent out together.

For each subject, the first part of the End of Session Report is the Principal Examiner's Report, a report describing the students' performance on each question. An example of a Principal Examiner's report is not shown here because they may vary in format and style.

The second part of the End of Session Report is the demographic breakdown of the entry, shown above.

- The whole cohort of Checkpoint students, from all Centres, is broken down into three age categories (13 and under, 14, 15 and over) and into two language categories (first language English, first language not English). This enables Centres to compare their own performance with that of other schools with similar students.
- For each category, the number of students is shown as a percentage of the total entry.
- For each category of student, the average Checkpoint score on the subject as a whole and on each of the main topics is shown.

Distribution of Checkpoint total score for Science, classified by student's first language.

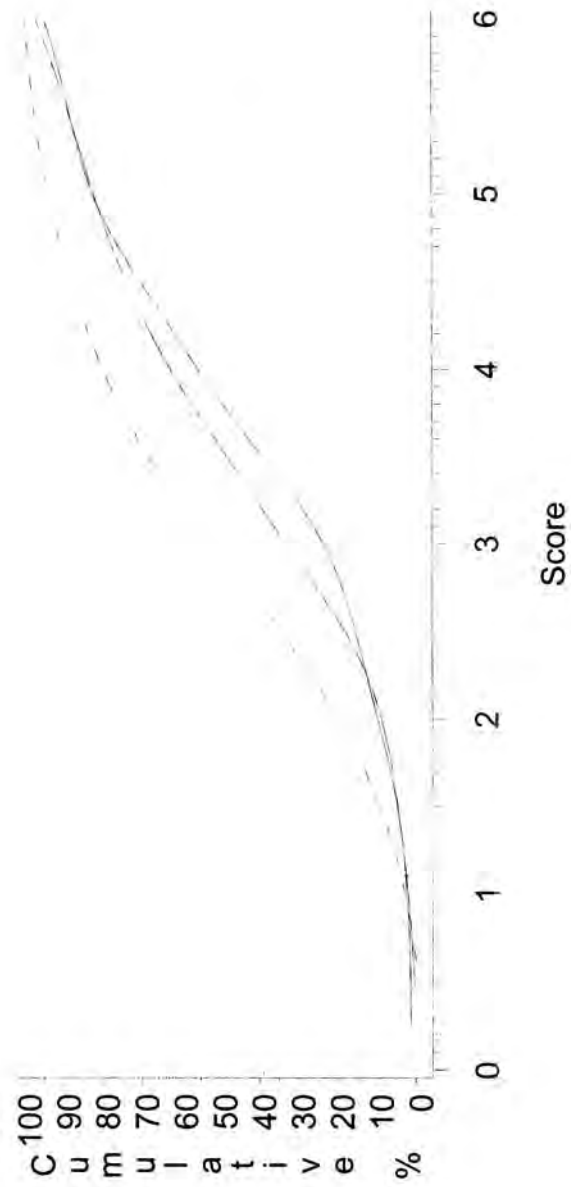


End of Session Report: block diagrams

The third part of the End of Session Report is a series of block charts similar to the example shown above.

- Each block chart shows the distributions of Checkpoint scores achieved by the students.
- The block charts break the students into categories so that the distributions for the categories may be compared. In this particular example, the categories are the two first-language categories: a separate block diagram will show the distributions for the different age categories.
- The example shows the distribution of Checkpoint scores for the subject as a whole. There are also block diagrams showing the distributions for each of the main topic areas.

Distribution of Checkpoint total score for Science,
by student's age, showing the cumulative
percentage of the number of students at each score.



Student's age: 13 and under 14 15 and over

End of Session Report: cumulative frequency graphs

The fourth section of the End of Session Report is a series of cumulative frequency graphs. These show the percentage of students who achieved a particular Checkpoint score or less. All the curves therefore start at 0 per cent of students scoring 0.0 or less, and end at 100 per cent of students scoring 6.0 or less.

- The graphs show the students broken down into categories. In the example shown, the categories are by age, and consequently there are three curves shown. The End of Session Report will also include a cumulative frequency graph with two curves for the students categorised by their first language.
- The example shows the cumulative frequencies of Checkpoint scores for the subject as a whole. Separate graphs are provided showing the Checkpoint scores on each of the main topic areas.

Appendix

List of main topics and sub-topics in each subject

English			
Topic	Abbreviation	Sub-Topic	Abbreviation
Reading	R	Explicit meaning	x
		Select and summarise	s
		Comment on character	h
		Implicit meaning	i
		Writer’s use of language	u
Writing	W	Structure	t
		Style	y
		Audience	a
		Content	c
Usage	U	Sentence structure	n
		Punctuation	p
		Vocabulary	v
		Spelling	l
Mathematics			
Topic	Abbreviation	Sub-Topic	Abbreviation
Number	N	Properties	p
		Problem solving	s
		Data handling	d
Algebra	A	Manipulation	n
		Graphs	g
Space	S	Measure	m
		Geometry	g
		Trigonometry	t
Science			
Topic	Abbreviation	Sub-Topic	Abbreviation
Biology	B	Cells and organisms	c
		Humans as organisms	h
		Plants	p
		Variation and classification	v
		Ecosystems	e
Chemistry	C	Materials	m
		States of matter and physical change	s
		Chemical change	c
		Periodic table	p
Physics	P	Measurement and properties of matter	p
		Forces and motion	f
		Energy	e
		Light	l
		Sound	s
		Magnetism	m
		Electricity	c

