

CEM 11 Plus Entrance Tests

Wirral Consortium

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Background Information

CEM – Centre for Evaluation & Monitoring:

- Part of Durham University
- Provides assessments for children aged 3-18 years
- Largest independent provider of educational monitoring systems in the world
- Progress of approximately 1 million children assessed every year
- Systems used in 48 countries worldwide

CEM Philosophy

- Aim – fair selection process for all candidates
- CEM tests are designed to enable all children to demonstrate their academic potential without excessive preparation
- Familiarisation booklet for parents & children
- No commercially available practice material

The Entrance Assessment team at CEM

- The team works to create reliable and fair assessments, designed to enable the selection of candidates based on academic potential.
- The test is designed to identify pupils who are likely to be successful in an academic secondary school.
- It does not measure ability across the full primary curriculum but measures verbal, non-verbal and mathematical skills that form the foundations of further learning.

Assessment preparation

- The test is designed so that children should NOT need excessive coaching and preparation.
- Learning is a lengthy process which begins from birth, developing and building upon conceptual understanding and skills.
- CEM assessments aim to measure abilities in reading and mathematics that rely on genuine understanding rather than rote learning.

Assessment preparation

- We ask children to apply their knowledge to new concepts but the test is not designed to trick children.
- We trial our questions on a wide range of children in order to ensure they are accessible.
- We do not use questions that can be answered in a formulaic way.

Questions assessing verbal ability

- Questions are posed that require children to use the breadth of their knowledge to tackle a range of challenging questions that cover the core skill areas that are essential for reading for meaning.
- Questions assess their ability to interpret words, comprehend short and extended texts, vocabulary and syntactic skills.

Questions assessing mathematical ability

- Our assessments test a range of numerical skills including arithmetic, graphs, shape, measurement and problem solving.
- The emphasis of our numerical ability sections is on assessing how children solve novel problems. We expect them to be able to apply their knowledge to different situations.
- Pupils may encounter problems presented in new ways but they will not require mathematical knowledge above that found in the Year 5 curriculum.

Advice for candidates

Encourage children to:

- complete homework set by school, discussing any errors they make
- work quietly without distractions
- work independently but ask for support when they encounter difficulties
- read widely and discuss words they don't understand

Format of the tests

- Two papers
- 45 – 50 minutes of content each
- Separately timed sections
- Audio soundtrack
- Multiple choice format
- Question Booklet + OMR answer sheet
- Assessments carried out under test conditions
- Pupils require a pencil and eraser only
- No mobile phones or electronic devices are allowed in the testing area

Materials available for candidates

- Access to the Familiarisation Booklet which outlines the principles of the test and format.
- Content contained in this document does NOT demonstrate all of the possible question types and does not necessarily mean that they will all be found in the final test.

Practice materials

- Please note that these are the ONLY materials available that are provided by CEM.
- We are aware that there are many commercially available products on the market.
- So-called 'CEM' materials have not been written or endorsed by CEM.

How to answer your questions

Remember, all of your answers must be completed on the separate answer sheet.

The right and wrong ways to answer the questions are shown below:

The **RIGHT** way to shade your answers on the Coloured Answer Sheet

 is the **RIGHT** way

 is the **RIGHT** way

The **WRONG** way to shade your answers on the Coloured Answer Sheet

 is the **WRONG** way

 is the **WRONG** way

 is the **WRONG** way

 is the **WRONG** way

 is the **WRONG** way

Questions that test Verbal Ability

Find the Missing Words

In each of the following sentences, there is a word missing. Please complete each sentence by selecting one word from the options A-E. Mark your answer on the answer sheet.

A	B	C	D	E
quiet	visit	people	hotel	tourist

Buckingham Palace is one of the most famous **Example i** attractions in London.

The correct answer is E, tourist. The answer E has been marked for you on the answer sheet on page seven.

A	B	C	D	E
demolish	notice	celebrate	find	show

Alisha was organising a surprise party to **Question 1** Grandpa's birthday.

Mark the answer on your answer sheet.

i	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Question					
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vocabulary: Opposite Words

Select the word that means the **OPPOSITE** of the word on the left. Mark your answer on the answer sheet by choosing one of the options A-E.

Example i

	A	B	C	D	E
enormous	cheap	tiny	lively	terrible	happy

The correct answer is B, tiny. The answer B has been marked for you on the answer sheet.

1 adore

A	B	C	D	E
despise	insist	avoid	finish	shout

Mark the answer on your answer sheet.

2 decline

A	B	C	D	E
believe	discover	control	accept	suggest

Mark the answer on your answer sheet.

i	A	B	C	D	E
Questions					
1	A	B	C	D	E
2	A	B	C	D	E

Questions that test Numerical Ability

Example i

Jane is driving from Manchester to Birmingham, when she sees a road sign.

The road sign says

Birmingham 49 miles

The distance from Manchester to Birmingham is 87 miles. How many miles has she already driven?

The answer is 38. The answer 38 has been completed for you on your answer sheet.

The number 38 is written in the top boxes and the corresponding digits are marked below.

i

3	8
<input type="checkbox"/> 0	<input type="checkbox"/> 0
<input type="checkbox"/> 1	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 7
<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 8
<input type="checkbox"/> 9	<input type="checkbox"/> 9

Example ii

In a sale, girls' tops are on offer at £4.49 each. Emily chooses three tops and pays for them with a £20 note. How much change should she receive?

A	B	C	D	E
£6.43	£6.47	£6.53	£6.57	£6.73

The answer is C, £6.53. The answer C has been marked for you on your answer sheet.

ii [A] [B] ~~[C]~~ [D] [E]

Questions that test Non-verbal Ability

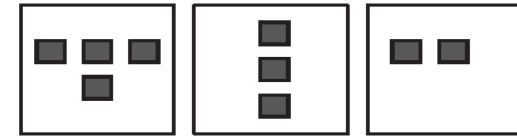
There is a set of pictures on the left with a missing picture shown by a question mark. Pick one of the pictures from the right to complete the set.

Example i



The correct answer is D.

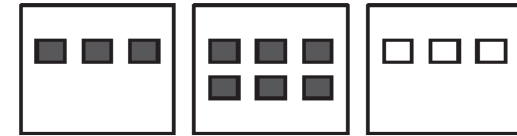
The answer D has been marked for you on the answer sheet.



A

B

C

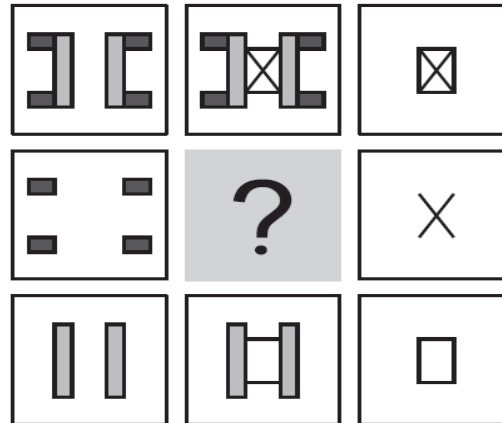


D

E

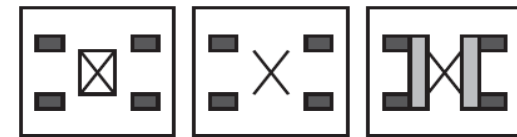
F

Example ii



The correct answer is B.

The answer B has been marked for you on the answer sheet.



A

B

C



D

E

F

i

~~A~~

~~B~~

~~C~~

~~D~~

~~E~~

~~F~~

ii

~~A~~

~~B~~

~~C~~

~~D~~

~~E~~

~~F~~

Before The Test Day

- The 2017 entry test takes place on Monday 19th September.
- Papers, answer sheets and audio cds will be dispatched to your centre in advance by the consortium coordinator. This includes any enlarged booklets/sheets as required.
- Answer sheets will be overprinted with the details of your candidates.
- Blank answer sheets with an overprinted bar code will be available for use in the event of error or an unexpected candidate. Pupil details will need to be manually transcribed to these.
- Check you have the correct quantities of all materials.
- All materials **MUST** be held in secure conditions at all times. No unauthorised personnel should have access to any test material either before or after the test.

The Test Day

- Children should register as normal.
- Tests can be administered in either the class room or a larger venue (such as the dining hall). Test rooms are at the discretion of the centre.
- All venues will need access to a CD player as the test has an accompanying audio soundtrack.
- Candidates should be allowed a short break in between Papers 1 and 2.

Test Room Set Up

- Equipment for the test include the invigilation guide, paper transcript and a stopwatch.
- Each room should be set out in test conditions to reduce the opportunities for copying or colluding.
- A clock should be visible for all candidates.
- The audio device (CD player, computer etc.) must be loud enough for all candidates to hear.
- Displays that include pertinent material (such as times tables, vocab etc) should be removed or covered during the assessment.
- Spare HB pencils should be on hand if needed.

Audio Soundtrack

- The audio transcript is designed to simplify test administration. Instructions are built into it. Once pupils are ready, press play and allow it to run through.
- Do not stop the audio. If required, pause it. Stopping the audio will cause it to start from the beginning.
- When the CD ends, candidates will be instructed to close their booklets. Staff can then collect them before releasing pupils.
- If the audio CD fails, staff must use the transcript and stopwatch to read the instructions and time each section. The transcript must be followed exactly.

At the end of the test...

- Ensure all booklets and answer sheets are collected in following the instructions in the invigilation guide.
- Ensure that all booklets and answer sheets are packaged following the instructions in the invigilation guide.
- Ensure that all test materials are securely collected, accounted for and stored at all times.

Thank you and any questions?

