



11th July 2023

MIGS/ADM/T3/PRC/JS/SS/2023/0355

Dear Parents and guardians

Following my recent email, I am delighted to share the Checkpoint results with you. Your Son/Daughter will receive a hardcopy of the *Statement of Achievement* today and the more detailed *Report to the Learners* will be shared and discussed at the upcoming PTC .

### The Cambridge Primary Checkpoint scale

Performance in Cambridge Primary 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 learner achieves a higher raw score on the Biology questions than on the Chemistry questions, this might be because:

- the learner is stronger in Biology
- the Biology questions were easier
- there were more marks available in Biology

Alternatively, it may be due to a combination of these reasons.

To make direct comparisons, it is necessary to convert raw scores into scores on a standardised scale of achievement. The Cambridge Primary Checkpoint scale takes the difficulty of the questions into account. For example, with the use of a standardised scale, if a learner achieves a higher Cambridge Primary Checkpoint score in Biology than in Chemistry, this can now only mean that a learner is better at Biology than Chemistry.

The Cambridge Primary Checkpoint scoring will be out of 50 and given as whole numbers. This replaces the previous 0.0–6.0 scoring system, which reported to one decimal place.

A new set of performance bands will be used from 2023 for Cambridge Primary Checkpoint in Mathematics, Science, English and English as a Second Language. The six new performance bands are: Outstanding, High, Good, Aspiring, Basic and Unclassified. The will mirror the system used for future Cambridge *Primary* Progression tests that are available for stages 3–6 and replaces the Bronze, Silver and Gold bands. In this way, teachers can better track performance as their learners move through the different stages of the curriculum.

The following table shows the new scores and performance bands.

Checkpoint score range	Performance band	General descriptors
0	Unclassified	Learners not achieving a Checkpoint score.
1 - 10	Basic	Learners have generally shown a basic level of achievement. Whilst demonstrating a limited level of understanding, knowledge, and skills of the curriculum content, they would benefit from a focus on all areas of the curriculum they found challenging.
11 - 20	Aspiring	Learners may show aspects of Basic performance and Good performance.
21 - 30	Good	Learners have generally shown a good level of achievement. They have demonstrated a secure level of understanding, knowledge and skills of most of the curriculum content, but would benefit from a focus on the specific areas of the curriculum identified.
31 - 40	High	Learners may show aspects of Good performance and Outstanding performance.
41 - 50	Outstanding	Learners have generally shown an outstanding level of achievement. They have demonstrated a comprehensive level of understanding, knowledge, and skills of the curriculum content, and should be very well prepared for the next stage of learning.

### ***Results and Feedback on an individual learner***

The feedback on individual learners comes in two parts: a Statement of Achievement and a Report to learners.

### ***Statement of Achievement (sent with your child in an envelope today)***

Each learner receives a Cambridge Primary Checkpoint Statement of Achievement showing how well a learner has performed in the tests. The report will give 3 grades

of

**MY029 MUTIARA INTERNATIONAL GRAMMAR  
SCHOOL**

has achieved the following scores

English: Outstanding (50/50)

Mathematics: High (39/50)

Science: Outstanding (41/50)

in May 2023

The Report to Learner is the second part of the feedback on an individual learner and provides more information than the Statement of Achievement.

***The Report to learner***

This covers:

- Cambridge Primary Checkpoint scores for the subject as a whole and for the strands within the subject. These scores are the same as on the Statement of Achievement but are broken down into more detail. These will be used as part of the PTC discussions.

Allow me to apologise on behalf of CAIE for the delay in publication of these results and we will utilise these to set targets and influence students progress in the next academic year.

Kind regards



Mr John P Birch  
Principal