The current playing field

CAMBRIDGE ASSESSMENT

Support in the classroom

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How principles improve practice

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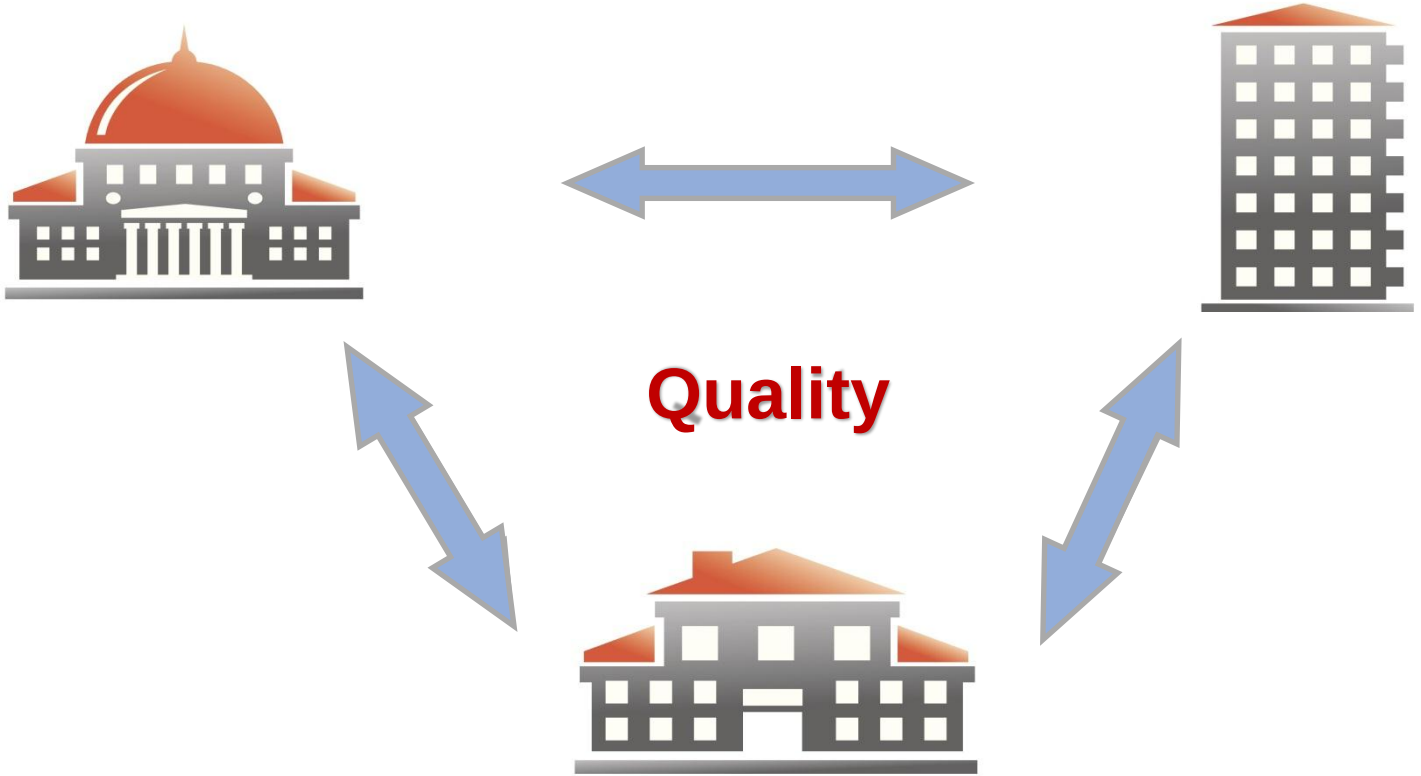
UNIVERSITY PRESS

Jurisdiction	% usage of textbooks as a basis for instruction*	% usage of textbooks as supplement*	TIMMS 4th Grade Maths ranking	TIMMS 8th Grade Maths ranking	TIMMS 4th Grade Science ranking	TIMMS 8th Grade Science ranking	PISA 2012 ranking
Singapore	70% (Maths) 68% (Science)	23% (Maths) 27% (Science)	1st	2nd	2nd	1st	Maths 2nd Science 3rd
Finland	95% (Maths) 94% (Science)	3% (Maths) 6% (Science)	8th	8th	3rd	5th	Maths 12th Science 5th
Shanghai	Textbooks used extensively and provide structure to lessons and to pupil progression. N/A		N/A	N/A	N/A	N/A	Maths 1st Science 1st
Hong Kong	88% (Maths) 95% (Science)	11% (Maths) 3% (Science)	3rd	4th	9th	8th	Maths 3rd Science 2nd
South Korea	99% (Maths) 96% (Science)	1% (Maths) 3% (Science)	2nd	1st	1st	3rd	Maths 5th Science 7th
Japan	92% (Maths) 82% (Science)	8% (Maths) 17% (Science)	5th	5th	4th	4th	Maths 7th Science 4th

*** 2011 TIMSS survey**

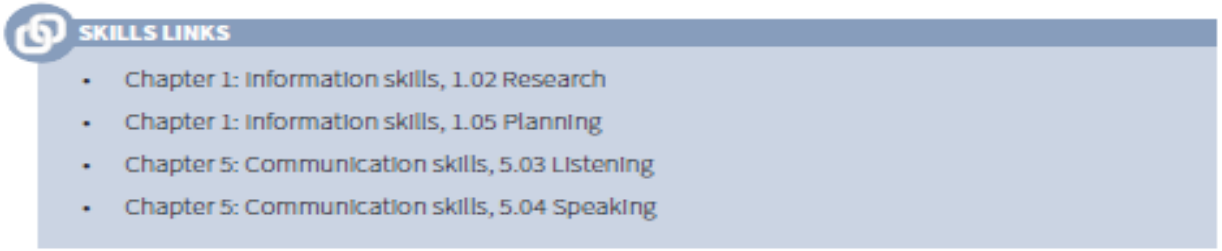

Quality

Quality scorecard

Cambridge Learning for Schools							
Pedagogy		**Content Structure**		**Endorsement**		**Teaching Practice**	
well-defined and consistent learning model		clarity of domain and construct		adheres to cultural sensitivities		practical support for classroom activities	
provides opportunities for deep learning		logical and consistent content hierarchy and structure		accuracy of content using precise terminology		addresses common misconceptions	
provides opportunities for creating/production		appropriate physical characteristics of materials and production values		matches the syllabus/spec; goes beyond where valuable		makes suggestions for sequencing and spacing	
exposes learners to new ideas in ways that inspire and motivate		clear visual path through the content made explicit via design		appropriate language level and tone for the target market		provides guidance for targeted differentiation	
building skills, not just knowledge		sequence and spacing of learning is appropriate to the subject and level		approach to assessment supports and prepares learners		advice for using the resource(s)	

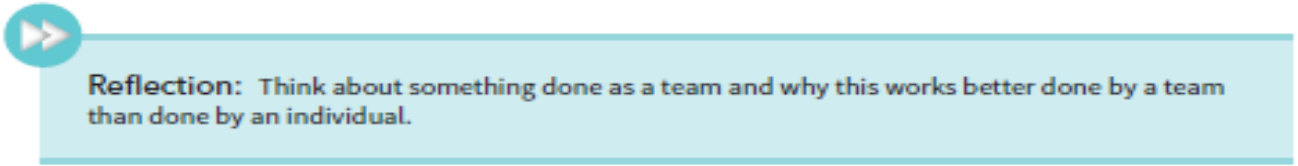
- Uses principles to directly evaluate content
- Puts metrics behind evaluation
- Used as a first-pass diagnostic tool for further development
- A baseline to benchmark ourselves against

	PRESENCE	CLARITY	QUALITY
5	Present	Explicit	Exemplary
4	Present	Clear	Good
3	Present	Implied	Average
2	Ambiguous	Unclear	Poor
1	Not present	N/A	N/A



Skills Links
- Scaffolding and inter-connectedness
- Deep linking within domain, and across constructs

Reflection
- Deep learning
- Synthesis and consolidation
- Support with exposure

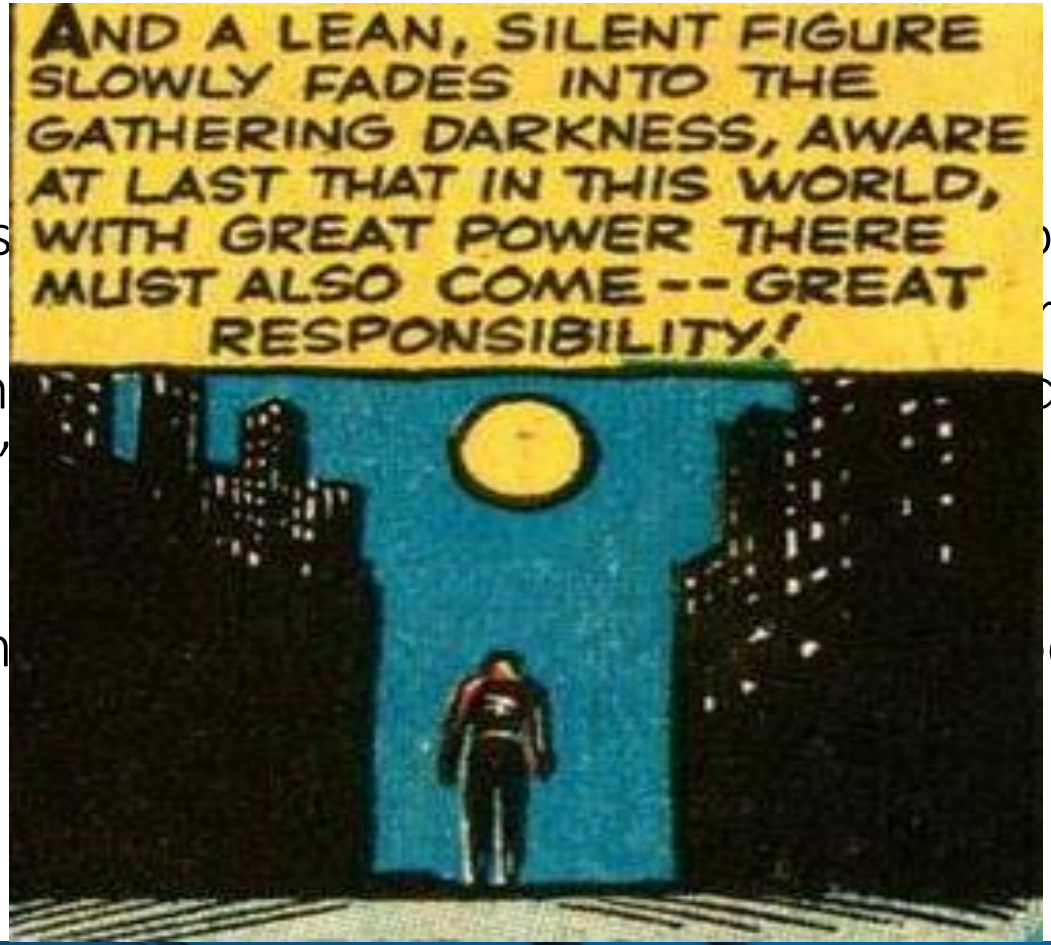


Discussion point
- Skills practice
- Verbal production
- Support with exposure

Endorsement

‘…positive as of the resources to rather than a perception d on exam preparation.’

‘…a lack of un oks like…’



Ofqual

‘Unlike frameworks, objectives, assessments and other mechanisms that seek to guide curriculum, instructional materials are concrete and daily. They are the stuff of lessons and units, of what teachers and students do. That centrality affords curricular
materials a uniquely intimate connection to teaching.’

Ball & Cohen, 1996