



Have this
Manual
with you
during
testing.

2015 PIPS Manual

Performance Indicators in Primary Schools
On-Entry Baseline Assessment

Administered by



THE UNIVERSITY OF
WESTERN AUSTRALIA

PIPS ID Number

AusPIPS Password

Program Passkey



Important – For security purposes you will require your PIPS ID to identify yourself as a genuine PIPS user.

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- Centre for Evaluation and Monitoring (CEM),
University of Durham, England
- Educational Performance and Systems section of
the ACT Education and Training Directorate, ACT
- Educational Performance Services (EPS),
Department of Education TAS

Copyright Statement

This Publication is copyright. Schools registered to use PIPS in 2015 may photocopy this publication for implementation of the PIPS Assessment in their school. For any other purpose, permission must be sought through the PIPS Project Coordinator on (61 8) 6488 2859.

Welcome to PIPS 2015

This manual is divided into eight sections.

Section 1	Introduction and Key Information
Section 2	Setting up the PIPS Program
Section 3	Implementing the Assessment
Section 4	Familiarising with the program
Section 5	AusPIPS
Section 6	Feedback Information
Section 7	IDEAS+
Section 8	Useful Resources

We advise that you carefully read this manual both prior to and during the assessment process. If you require further clarification about anything detailed in this manual, please get in touch with your PIPS Contact.

Symbols and Tools used in the Manual

This symbol means...



There is a quick and easy solution to be implemented by you.



You should contact your local IT technician, as there could be a problem with your computer.



You should contact your PIPS person for further support.

Handy Tips

Tips can be found in boxes like this one throughout the manual. Tips will provide explanations of computing terms and useful hints.

WARNING

Warnings must be read and observed by users to prevent problems or complications.

Changes in 2015

We're excited to announce that for 2015, the PIPS assessment is now available online. Our programmers have been working hard to make changes to the program bringing it from a CD based program to an online program. Have a read below of what's new.

Features of PIPS in 2015

As well as moving to a new online platform for 2015, there are some other changes to PIPS that we're excited to announce.

Online for 2015

This year will see the first year that PIPS is available as an online assessment, rather than installed locally from CD. This change will allow for data to be collected and recorded without the need to manually back up the data. The standard online version should also create a smoother and more trouble free experience when undergoing the assessment.

Setting up your class in PIPS will be a little different from previous years, so follow the steps outlined in this manual.

Supplementary information (if needed) on setting up the assessment is available at

<http://www.education.uwa.edu.au/pips/current/pips-online>

MAC Compatible

For the first year, in addition to the new online format, PIPS will be compatible with the MAC platform. The program can now be easily accessed on PC as well as MAC, allowing schools a greater flexibility with computers.

Passkey

Each school will be allocated a Passkey, which you will need to access the PIPS assessment. You will be issued this Passkey after you've set up your class database, just before you assess the first student. You'll need this code to assess each student, so be sure to write it in the space given, inside the front cover of this manual. This same code will be used for the Final Assessment.

Your PIPS contact won't have easy access to this code, so if you do forget it you'll need to head back to the Assessment Centre to retrieve it.

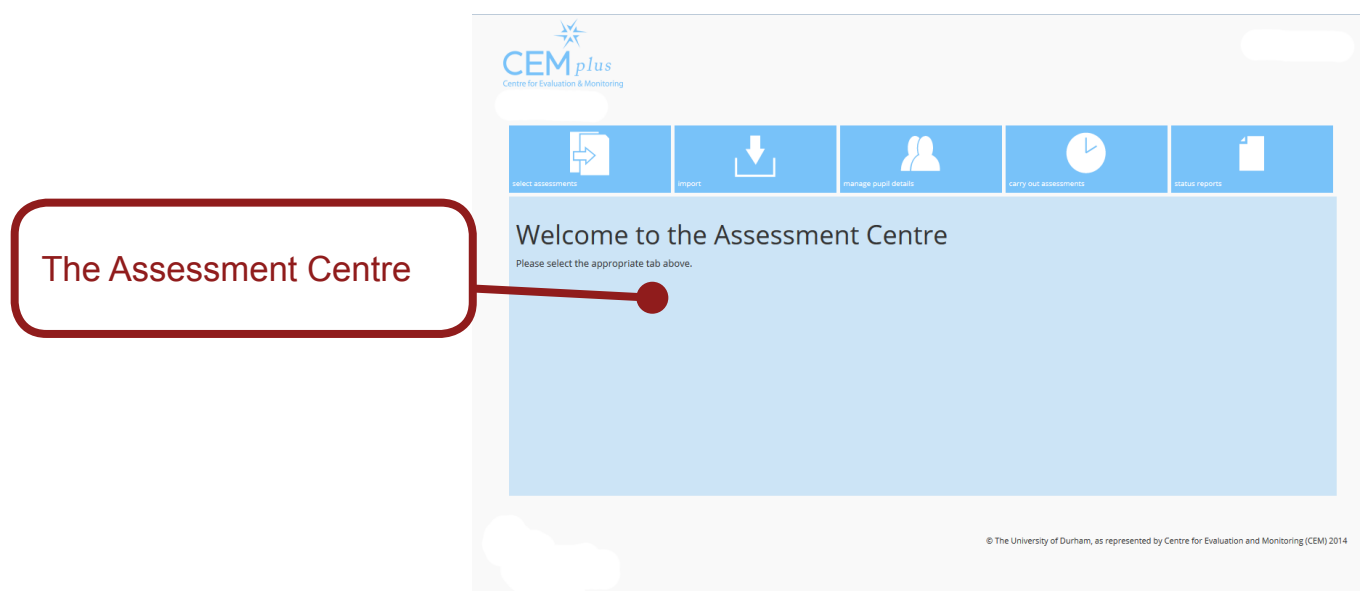
A new look PIPS

We've made some cosmetic changes to the program too, bringing it in line with the other programs in the Assessment Suite offered by CEM at Durham University. A new colour scheme has been applied to PIPS 2015. The questions within the assessment will remain the same.



Assessment Centre

The new Assessment Centre is the hub to import your student details, manage classes and access the PIPS assessment. Everything you need to get started with PIPS is in one place.



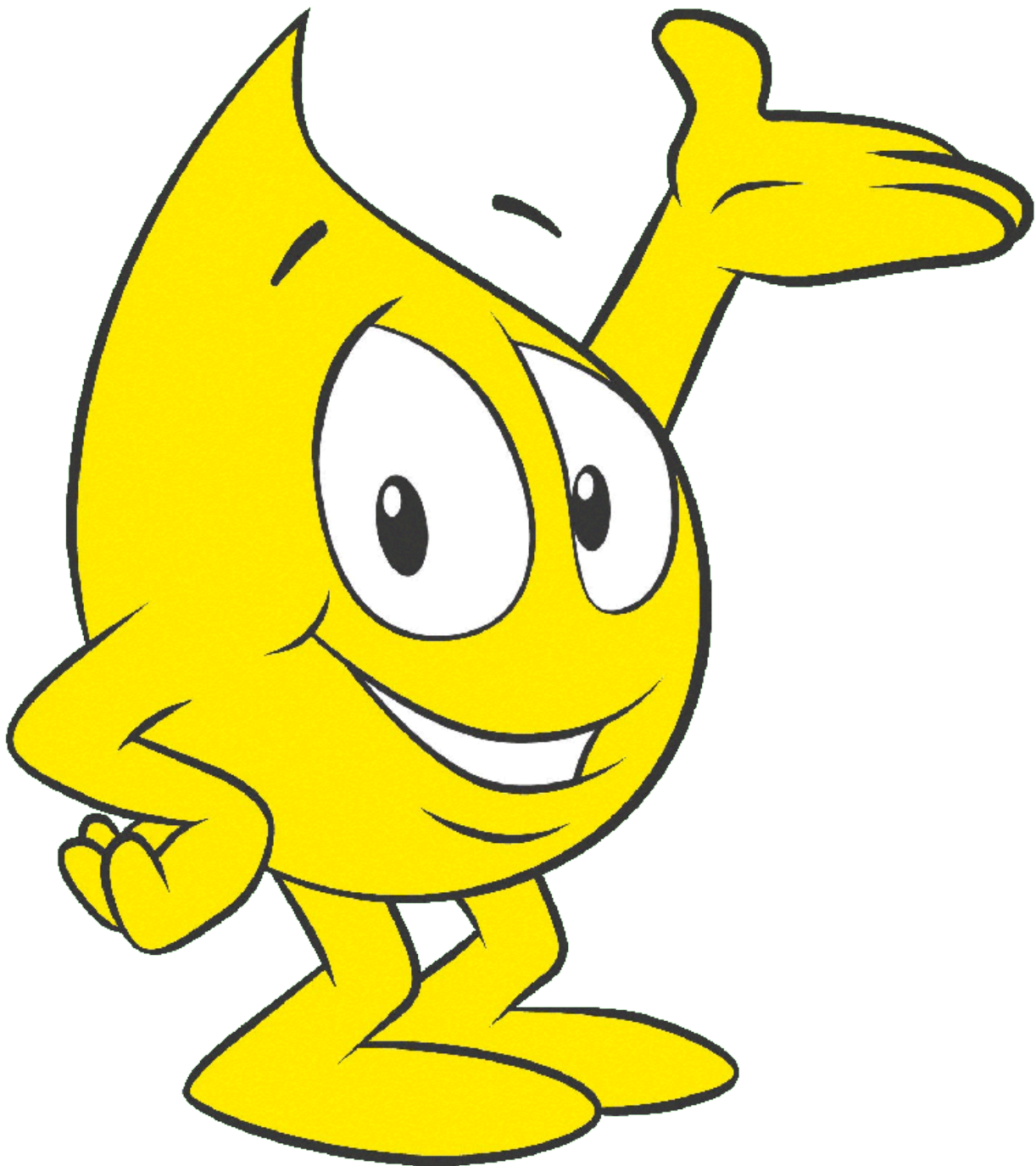
Read through these top tips...

1. Refer to the Key Information and Dates page relevant for your school. This page advises when you need to undertake the PIPS assessment and when your PIPS feedback will be available online.
2. Test students with PIPS in a suitable location without distractions.
3. Refer to the instructions on pages 32 - 33 of the PIPS manual whilst testing students.
4. Make a note of your Passkey when you receive it. You'll need to use this throughout the assessment process. A space is available on the inside cover of this manual.
5. Carefully single-click the mouse to enter responses. It is not possible to edit the response for a question after the assessment has been completed by the student.

Note: If you mistakenly enter an incorrect response (i.e. you clicked the 'Y' button when you should have clicked the 'N' button), ensure that you click the 'Back an Item' button to return to the previous screen, and enter the correct response.



6. Refer to the section Feedback Information from page 42 onwards when your school receives its PIPS feedback. These pages provide a step-by-step guide detailing how you should interpret the feedback, using examples to explain what the feedback shows.
7. Further information detailing Frequently Asked Questions can be found in their relevant sections.

Pages 8 - 21 contain information specific to your school based on state and in some cases, type (government or non-government). It is important that you follow the instructions relevant for **your school** only.



Key Information and Dates for ACT public schools

ACT public schools administer PIPS through the Performance and Systems section of the ACT Education and Training Directorate in consultation with The University of Western Australia.

Term 1: Monday 2 February – Friday 10 April		
When	Action	Done
		<input checked="" type="checkbox"/>
Week 1	Familiarisation with the Manual.	<input type="checkbox"/>
Week 2	Test that PIPS 2015 is working, and the computer is fully operational, with sound.	<input type="checkbox"/>
Week 2 – Tuesday 10 February Wednesday 11 February Thursday 12 February	Attend PIPS 2015 Information Session (3:30 to 5:30PM) The session will include: <ul style="list-style-type: none"> • an overview of PIPS • a demonstration of how to export the student data from MAZE and import it into the PIPS program • an introduction to the PIPS program • a guided tour of the AusPIPS secure website • information on how to interpret PIPS results and the student reports for parents At least one teacher from each school is expected to attend a training session.	<input type="checkbox"/>
Week 2	Input student data and details, ensuring the student number is correct for each student.	
Weeks 3 – 4: Monday 16 February – Friday 27 February (2 weeks)	Undertake Baseline (First) Assessment. 	<input type="checkbox"/>
Term 4: Monday 12 October – Friday 18 December		
When	Action	Done
		<input checked="" type="checkbox"/>
Week 1	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Weeks 2-3: Monday 19 October – Friday 30 October (2 weeks)	Undertake Final Assessment. 	<input type="checkbox"/>

Who do I contact?

For questions relating to software installation, contact IT.ServiceDesk@ed.act.edu.au or

Tel: 6207 9000

For questions relating to all other PIPS issues, contact Performance and Systems on:

Tel: 6205 9016

Fax: 6205 8353

Additional Information

The ACT Education and Training Directorate requires all ACT public schools to assess kindergarten students using the Performance Indicators in Primary Schools (PIPS) at the beginning and the end of each year.

An Information Brochure will be sent out to schools for distribution to parents of all kindergarten students.

Parents who do not wish their children to participate in the assessment program have the option to withdraw them following discussions with the school principal.

Schools will receive whole school, class and individual student data to be used by teachers to inform their teaching program to assist in:

- the identification of students requiring more intensive intervention
- facilitating home-school partnerships
- setting goals for individual students.

An individual PIPS report for each student will be printed and distributed to schools by the Directorate.

The individual student results must be kept confidential at all times and securely filed and may not be reported in any form other than to parents and carers.

Who is my cohort?

All ACT schools belong to the 'ACT cohort' for data analysis. This means that your school will be standardised with ACT schools participating in PIPS.

Additional Instructions

1. Log on using your own login and password details. You can access PIPS online via AusPIPS.
2. Your PIPS school code is your school's 7 digit PIPS ID.
3. Individual student details in PIPS:

Student code

You must enter the 6 to 8 digit Maze ID so that students can be tracked. This can be obtained through your front office staff.

ESL

Tick this option if the student is ESL. All ESL students should be identified. A list of ESL students can be obtained from your ESL teacher or the student's enrolment form.

Indigenous

Select 'Yes' if the student is an Aboriginal or Torres Strait Islander. This is extremely important as it is used to support Indigenous students. This information can be found on the student's enrolment form.


For ACT non government schools

Key Information and Dates for Nongovernment ACT Schools

Non government ACT schools administer PIPS through the PIPS Australia project at The University of Western Australia.


Who is my cohort?

All ACT schools belong to the 'ACT cohort' for data analysis. This means that your school will be standardised with ACT schools participating in PIPS.

Term 1: Monday 2 February – Friday 10 April		
When	Action	Done
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 16 February - Friday 27 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 2 March to Friday 6 March	Finalise data for any absent students 	<input type="checkbox"/>

Term 2:
You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 3:
No action required.

Term 4: Monday 12 October – Friday 18 December		
When	Action	Done
When the term commences	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 19 October - Friday 30 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 2 November to Friday 6 November	Finalise data for any absent students 	<input type="checkbox"/>

IMPORTANT

Please refer to page 21 for PIPS contact and further information.

WARNING

School Code: If you do not have a school code, please enter 1234567

Student Code: If you do not have student codes, please enter 000001, 000002, 000003, etc for each student. This code must be between 6-8 digits.


Key Information and Dates for NSW Schools

All NSW schools administer PIPS through the PIPS Australia project at The University of Western Australia.

Who is my cohort?

All NSW schools belong to the 'NSW cohort' for data analysis. This means that your school will be standardised with NSW schools participating in PIPS.

Term 1: Wednesday 28 January – Thursday 2 April

When	Action	Done
		<input checked="" type="checkbox"/>
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 2 February – Friday 13 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 16 February to Friday 20 February	Finalise data for any absent students 	<input type="checkbox"/>


Term 2:

You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 3:

No action required.

Term 4: Tuesday 6 October – Wednesday 16 December

When	Action	Done
		<input checked="" type="checkbox"/>
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>

IMPORTANT


Please refer to page 21 for PIPS contact and further information.

Key Information and Dates for NT Schools

All NT schools administer PIPS through the PIPS Australia project at The University of Western Australia.


Who is my cohort?

At present there are an insufficient number of NT students being assessed to allow for state-based standardisation. All NT schools belong to the 'WA+ cohort' for data analysis. This means that your school will be standardised with WA schools and a small number of SA schools.

Term 1: Tuesday 27 January – Friday 3 April		
Action	When	Done
		<input checked="" type="checkbox"/>
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 2 February – Friday 13 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 16 February to Friday 20 February	Finalise data for any absent students 	<input type="checkbox"/>

Term 2:
You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 3:
No action required.

Term 4: Monday 5 October – Friday 11 December		
When	Action	Done
		<input checked="" type="checkbox"/>
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>

IMPORTANT

Please refer to page 21 for PIPS contact and further information.


Key Information and Dates for SA Schools

All SA schools administer PIPS through the PIPS Australia project at The University of Western Australia.

Who is my cohort?

At present there are an insufficient number of SA students being assessed to allow for state-based standardisation. All SA schools belong to the 'WA+ cohort' for data analysis. This means that your school will be standardised with WA schools and a small number of NT schools.


Term 1: Tuesday 27 January – Friday 10 April

When	Action	Done
		<input checked="" type="checkbox"/>
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 2 February – Friday 13 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 16 February to Friday 20 February	Finalise data for any absent students 	<input type="checkbox"/>

Term 2 & 3:


You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 4: Monday 12 October – Friday 11 December

When	Action	Done
		<input checked="" type="checkbox"/>
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>


Key Information and Dates for QLD Schools

All QLD schools administer PIPS through the PIPS Australia project at The University of Western Australia.

Term 1: Tuesday 27 January – Thursday 2 April		
When	Action	Done
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input checked="" type="checkbox"/>
Monday 2 February – Friday 13 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 16 February to Friday 20 February	Finalise data for any absent students 	<input type="checkbox"/>

Term 2:
You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 3:
No action required.

Term 4: Tuesday 6 October – Friday 11 December		
When	Action	Done
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>

WARNING

Students tested as Preschool or as Preparatory students in 2014 should not be tested again with PIPS as Year 1 students in 2015.

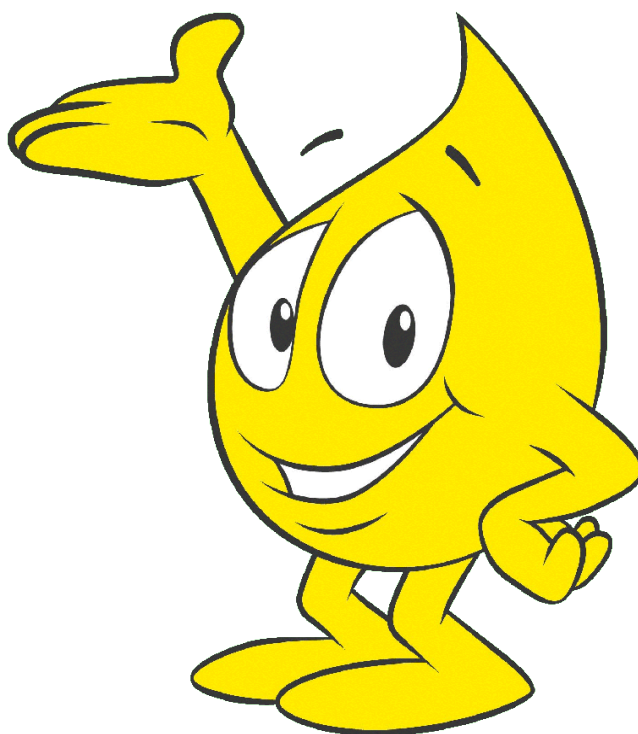
IMPORTANT

Please refer to page 21 for PIPS contact and further information.

Who is my cohort?

There is a QLD cohort containing preschool/prep students. There is also a separate QLD cohort for Year 1 students.

Year 1 students should **only** be tested if your school has no formal Preparatory year. Students will be standardised with the appropriate cohort based on the year group you select when entering student details.



For government TAS schools

Key Information and Dates for Government TAS Schools

Term 1: Wednesday 4 February – Thursday 2 April		
When	Action	Done
		<input checked="" type="checkbox"/>
When you receive this Manual.	Read the Manual and cover letter provided to your principal and become familiar with the assessment.	<input type="checkbox"/>
Prior to assessment	Follow instructions provided by email to your principal by Educational Performance Services, which include steps to prepare for the assessment.	<input type="checkbox"/>
To be advised by your EPS	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
	Please inform EPS if your school has any student assessments not completed	

Term 2 and 3:		
No action required.		

Term 4: Monday 12 October – Thursday 17 December		
When	Action	Done
		<input checked="" type="checkbox"/>
When the term commences.	Follow instructions provided by email to your principal by Educational Performance Services, which include steps to prepare for the assessment.	<input type="checkbox"/>
Monday 19 October – Friday 6 November	Undertake Final Assessment.	<input type="checkbox"/>
Monday 9 November- Friday 13 November	Please inform EPS if your school has any student assessments not completed	

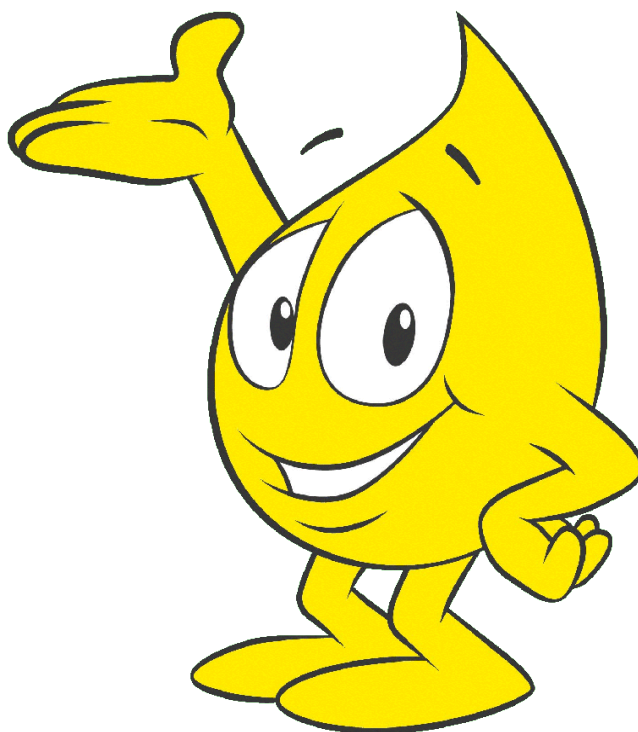
Who do I contact when the Manual refers to 'your PIPS Contact'

Educational Performance Services

Tel: (03) 6165 5706

Fax: (03) 6233 7299


Email: pips@education.tas.gov.au




For non government TAS schools

Key Information and Dates for Nongovernment TAS Schools

Nongovernment TAS schools administer PIPS through the PIPS Australia project at The University of Western Australia.

Term 1: Thursday 5 February – Thursday 2 April		
When	Action	Done
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 9 February – Friday 20 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 23 February to be received in WA by Friday 27 February	Finalise data for any absent students 	<input type="checkbox"/>

Term 2 and 3:		
No action required.		

Term 4: Monday 12 October – Friday 18 December		
When	Action	Done
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>

Who is my cohort?

All TAS schools belong to the 'TAS cohort' for data analysis. This means that your school will be standardised with TAS schools participating in PIPS.

IMPORTANT

Please refer to page 21 for PIPS contact and further information.


WARNING

School Code: If you do not have a school code, please enter 123

Student Code: If you do not have student codes, please enter 00000000001, 00000000002, 00000000003, etc for each student. This code must be 11 digits.


Key Information and Dates for VIC Schools

All VIC schools administer PIPS through the PIPS Australia project at The University of Western Australia.

Term 1: Thursday 29 January – Friday 27 March		
When	Action	Done
		<input checked="" type="checkbox"/>
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 2 February – Friday 13 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 16 February to Friday 20 February	Finalise data for any absent students 	<input type="checkbox"/>

Term 2:
You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 3:
No action required.

Term 4: Monday 5 October – Friday 18 December		
When	Action	Done
		<input checked="" type="checkbox"/>
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>

Who is my cohort?


All VIC schools belong to the 'VIC cohort' for data analysis. This means that your school will be standardised with all VIC schools participating in PIPS.

IMPORTANT

Please refer to page 21 for PIPS contact and further information.


Key Information and Dates for WA Schools

All WA schools administer PIPS through the PIPS Australia project at The University of Western Australia.

Term 1: Monday 2 February – Thursday 2 April		
When	Action	Done
		<input checked="" type="checkbox"/>
When you receive this Manual.	Read the Manual and become familiar with the assessment. Set up your class(es) and check student details.	<input type="checkbox"/>
Monday 2 February – Friday 13 February	Undertake Baseline (First) Assessment.	<input type="checkbox"/>
Monday 16 February to Friday 20 February	Finalise data for any absent students 	<input type="checkbox"/>

Term 2:
You may test additional students who commence in Term 2 and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data.

Term 3:
No action required.

Term 4: Monday 12 October – Thursday 17 December		
When	Action	Done
		<input checked="" type="checkbox"/>
When the term commences.	Prepare for the Final Assessment by using the checklist on page 35 as a guide.	<input type="checkbox"/>
Monday 12 October – Friday 23 October	Undertake Final Assessment.	<input type="checkbox"/>
Monday 26 October to Friday 30 October	Finalise data for any absent students 	<input type="checkbox"/>

Who is my cohort?

All WA schools belong to the 'WA+ cohort' for data analysis. This means that your school will be standardised with WA schools participating in PIPS and a small number of NT and SA schools.

IMPORTANT

Please refer to page 21 for PIPS contact and further information.

Who do I contact in regards to PIPS matters?

Vivienne Pepper, PIPS Project Coordinator

The University of Western Australia

Telephone

(08) 6488 2859

Please allow for the time difference in WA when calling.

Email

vivienne.pepper@uwa.edu.au

Web

<http://www.education.uwa.edu.au/pips>

Postal Address

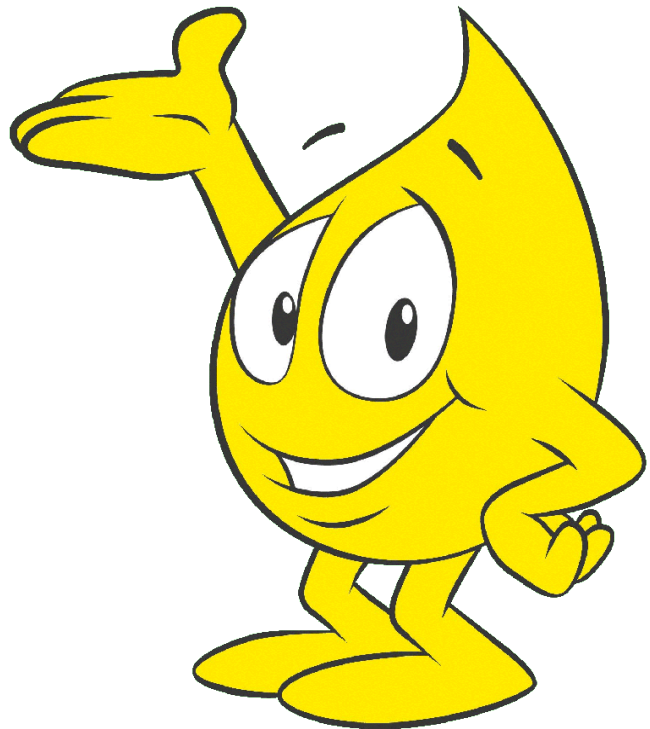
Vivienne Pepper

PIPS Australia Project

Graduate School of Education

The University of Western Australia

M428, 35 Stirling Highway, Nedlands, WA 6009



REMEMBER

Notify change of School PIPS Contact

Emails are sent throughout the year to the PIPS Contact as nominated by your school on the 2015 PIPS Agreement to Participate Form. These emails remind your school to commence the PIPS First and Final assessments and any other important information.

Please ensure that your school advises any changes to your PIPS contact's details immediately.

What do I need to know about computers?

You need basic familiarity with computers to set up PIPS. If you are having trouble, handy hints appear in Tip Boxes throughout the manual.

The manual is also designed to provide common trouble shooting tips that you might need, presented on the pages you may need them as you work through the instructions.

Minimum Specifications

Your computer is likely to meet specifications if it is less than 5 years old. If in doubt consider the following.

Specifications	How to check
Computer uses either Windows 8,7, Windows98/2000 or XP.	This information will be displayed as one of the screens when you start the computer.
MAC OS X v10.6 and above	Alternatively, right click the "My Computer" icon from your desktop and choose "Properties".
PC Compatible 486 or better (Pentium recommended).	Right click the "My Computer" icon from your desktop and choose "Properties".
8 megabytes RAM (12MB recommended).	As above.
Current Internet Explorer, Firefox or Chrome. If you do not have this, contact your local IT support.	1. Open Internet Explorer on your computer. Note: you do not need to be connected to the Internet to do so. 2. Choose 'Help'. 3. Choose 'About Internet Explorer'

Uninstalling previous versions of PIPS

1. Use your mouse to click on the "Start" button, usually located in the bottom left corner of your screen.
2. Click on "Control Panel" and in the menu that appears, click "Add or Remove Programs" or "Programs and Features" (for Win7 users).
3. A list of all the programs installed on your computer will appear. Find any instances of PIPS software, and click on "Change/Remove" or "Uninstall".
4. Click OK.
5. The computer might ask you if you wish to delete shared files. Choose "No".
6. The computer will uninstall your software, and you will be prompted to click "Finish". Once you have uninstalled **all** previous versions of PIPS, you are ready to run PIPS 2015.

WARNING

We advise removing any previous versions of PIPS before setting up PIPS 2015. This will help keep your computer clean and tidy of unnecessary programs

Tip - Using the mouse

Unless stated otherwise you will need to use only the left-hand button of your mouse. Normally you need only 'click' the mouse once, that is press the left hand button once. If you have to 'double-click' then press the left-hand button twice in quick succession.

Tip - Computer running speed

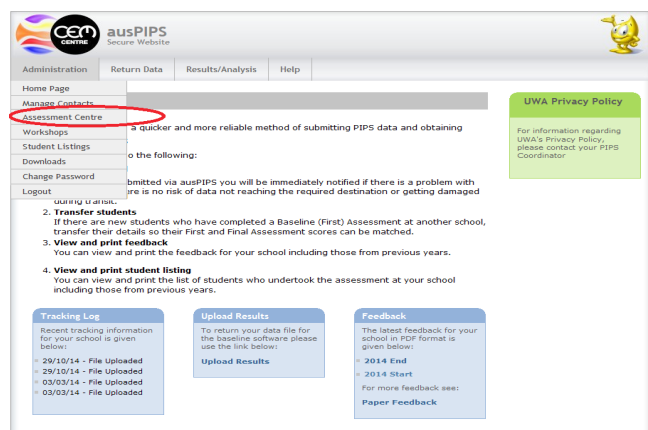
When using the assessment try not to have any other software programs open at the same time, as your computer will devote resources to the function of the other program, which may, depending on the capability of the computer, affect the running of PIPS.

Setting up PIPS 2015

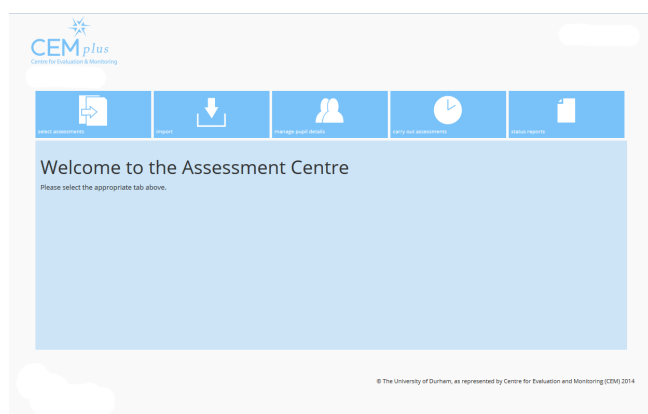
To access PIPS 2015 online, you will need Log in to AusPIPS using your ID and password, found on the inside cover of the manual.

To Begin:

1. Hover over the Administration tab and select Assessment Centre.



2. Choose PIPS Baseline 2015 from the menu on the following page. Click OK
3. This is the new Assessment Centre Hub where you will set up your classes, carry out the PIPS assessment and manage student details.



Tip - Things to Consider

Consider the following issues before deciding which computer or computers will be used for PIPS.

1) The **classroom teacher** is the best person to administer PIPS to students.

2) You may access PIPS on **more than one computer** to assist with completing assessments within the required period.

3) The computer should be **located in a quiet area** where the students can hear the audio.

4) If you are using a **laptop**, ensure a mouse is connected or that the user can navigate adequately using the 'touch panel'.

5) The computer must meet **minimum specifications** as listed in the table opposite or you are likely to experience major problems with using the program.

Setting up PIPS

Taking your first look at PIPS 2015

With some major changes to PIPS in 2015 it is important to familiarise yourself with the program before you start. The layout of the new Assessment Centre is different to previous versions of PIPS, and has been streamlined to be easier for users. Most features are self explanatory, however others may need special attention. While most selections need a single click of the mouse, some will require you to click your selection, then click again to confirm. Editing students details or moving students will require user to select, then click a second time.

The screenshot shows the CEMplus Assessment Centre interface. At the top left is the CEMplus logo. Below it is a navigation bar with five tabs: 'select assessments', 'import', 'manage pupil details', 'carry out assessments', and 'status reports'. The main area displays 'Welcome to the Assessment Centre' and 'Please select the appropriate tab above'. Five callout boxes are connected to the interface by blue lines: 'Import' points to the 'import' tab; 'Manage Student Details' points to the 'manage pupil details' tab; 'Carry Out Assessments' points to the 'carry out assessments' tab; 'Status Reports' points to the 'status reports' tab; and another 'Carry Out Assessments' box points to the 'select assessments' tab.

Import

This option will allow you to import your class spreadsheet into the program, and avoid having to enter each student manually.

Manage Student Details

Edit or add students one by one. See page 28 for more details.

Carry Out Assessments

This is where the PIPS program is located. Click here to begin assessing your students after setting up your student database.

Status Reports

Use this option to check which students have been assessed.

Status Reports

This option will allow you to check which students have already been assessed on the Main (Baseline) Assessment, as well as the Optional Assessments within PIPS. You can also check here to ensure all students have completed assessments, in the event that an assessment had to be abandoned mid way through.

Status Report for PIPS Baseline 2015

This page shows a summary of the status of your assessments.

Filters Year: - All - Phase: Baseline

Forename	Surname	DOB	Main Assessm...	Short Term Me...	Special Needs ...	Attitudes	Behaviour	PSED
Reception Class 1								
David	Dragonfruit	08/08/2008	Pending	Pending	Pending			Pending
Elizabeth	Eggplant	18/01/2009	Pending	Pending	Pending			Pending
Pip	Pippington	17/11/2009	In Progress 09/01/2014	Pending	Pending			Pending
Reception Class 2								
Adam	Apple	02/04/2009	Pending	Pending	Pending			Pending
Benny	Banana	27/03/2009	Pending	Pending	Pending			Pending
Carley	Carrot	18/11/2008	Completed	Pending	Pending			Pending

50 items per page 1 - 6 of 6 items

In this example, the Phase selected is Baseline. The information on the screen only refers to initial testing. To view the End of Year Assessment (Follow-Up) use the drop down menu to change the view.

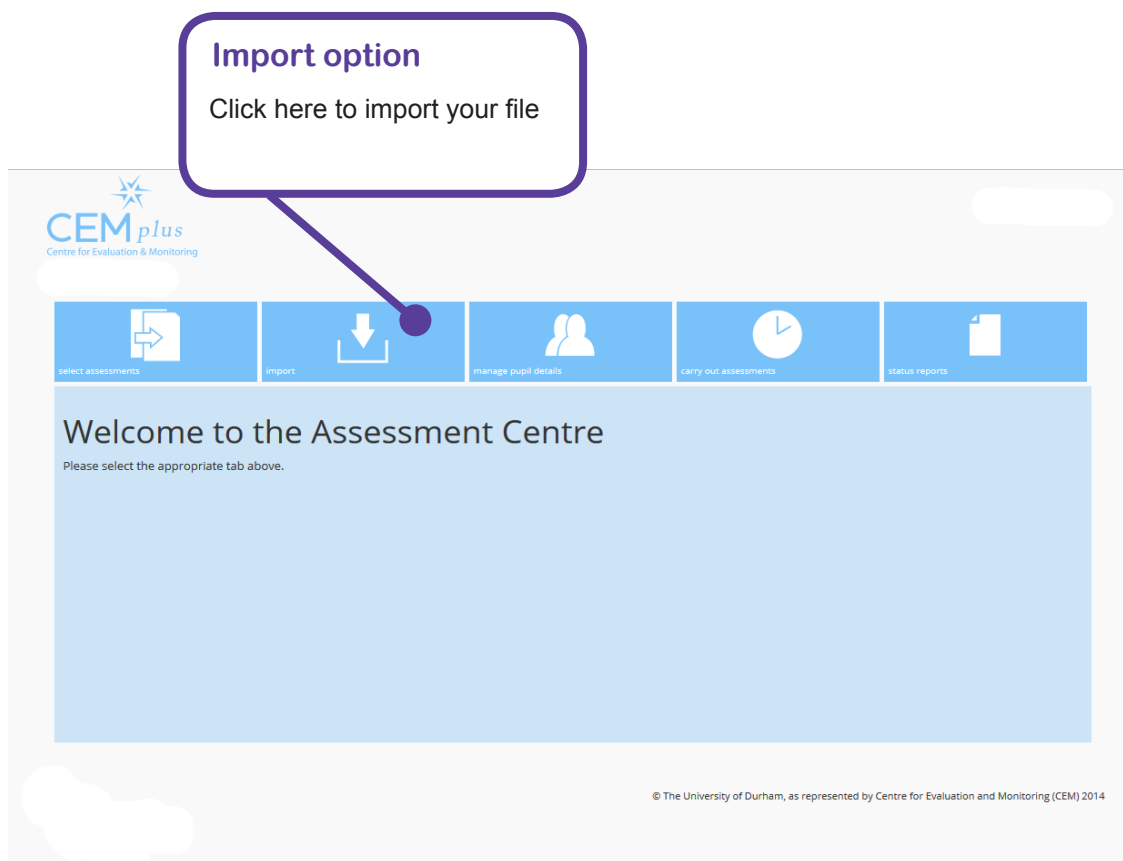
Here we can see that Pip Pippington's assessment is part way completed. This assessment has most likely been paused mid way through due to unforeseen circumstances. Pip will need to finish her assessment as soon as possible. Her classmates in Reception Class 1 have not been assessed. Carley Carrot in Reception Class 2 has finished her assessment.

Setting up for the first assessment

Entering student information

The best way to enter the student information is to import from a spreadsheet. This saves you individually entering each student's details into the program.

Use the steps on the opposite page to set up a compatible spreadsheet for importing into PIPS online. When you have created your spreadsheet. Follow the steps below.



Step A

Using the browse button, select the spreadsheet file from your computer

Step B

Select if the file contains column headers. If you have set up the spreadsheet as advised, choose "Yes"

Step C

Click "Upload"

On the following page

After the file has successfully uploaded, the screen will allow you to match your Headers with the CEM Headers. These should all match. A sample of your uploaded file will also appear on screen, Double check that the sample looks correct.

Click Next

A final option is given to edit or remove any students. Click next to finalise the import process.

Step 1

Setting up the Import Document

1. The first step is to set up your spreadsheet. There is a particular format for this sheet, and a template is available at the PIPS Website (<http://www.education.uwa.edu.au/pips/current>). Then enter the student information under each field name. If any field name is missing or the order is incorrect, you may have trouble getting your class set up and students ready to assess.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Classname	Firstname	Surname	DOB	Gender	Studentcode	EAL	Yeargroup	Country of Birth	Indigenous	SEN level	CLD	EBS	SPD	CID	Deaf
2	Prep A	Adam	Apple	05-Apr-01	M	23105001855	No	Prep	Australia	Yes	No					
3	Prep A	Bob	Banana	02-Aug-01	M	23105001851	No	Prep	Australia	No	No		Yes			
4	Prep A	Candy	Carrot	12-May-01	F	23105001867	Yes	Prep	Singapore	No	No	Yes				
5	Prep A	Damien	Donut	09-Oct-01	M	23105001871	No	Prep	Australia	No	Yes				Yes	Moderate

Field name	Description	Specifications	Comments
Class	Class name	Max 25 characters (including spaces)	<i>Compulsory field</i>
Firstname	Student first name	Max 25 characters (including spaces)	<i>Compulsory field</i>
Surname	Student last name	Max 25 characters (including spaces)	<i>Compulsory field</i>
DOB	Date of birth	DD-MMM-YY (i.e. 01-Feb-05)	<i>Compulsory field</i>
Sex	Gender of student	M or F	<i>Compulsory field</i>
Studentcode	Student code	Max 25 characters (including spaces)	Compulsory field for Tas (11 digits) and ACT (6-8 digits)
EAL	English as an additional language	Yes or No	Optional field
Year Group	Year group	Pre-Primary	<i>Compulsory field</i>
Country of Birth	Country of birth	Max 25 characters (including spaces)	Optional field
Indigenous	Indigenous status	Yes or No	Optional field
SEN level	Special educational needs	Yes or No	Optional field
CLD	Cognitive and learning difficulties	Yes or No	Optional field
EBS	Emotional, behavioural and social difficulties	Yes or No	Optional field
SPD	Sensory and physical difficulties	Yes or No	Optional field
CID	Communication and interaction difficulties	Yes or No	Optional field
Deaf	Degree of deafness	Mild, moderate or severe	Optional field

2. Once all the information has been entered click 'File' from the top left hand corner, select 'Save As'.
3. In the field marked, 'Save as type', select 'CSV (Comma delimited) (*.csv)' and give the spreadsheet a filename beginning with 'Pips', then click Save.
4. Click OK and/or Yes on any message boxes that appear.
5. Your Import Document is now ready to go!

Setting up for the first assessment

Step 3

Editing/Adding individual students

If you are only assessing a small number of students, or you have one or two students to add to an existing class, you may wish to alter/add student records manually. To do this:

1. Click Manage Student Details.
2. Select either New or Edit from the drop down menus to add or modify students:

Add students

Using the drop down menus, select "Pupil" and fill in details for the new student/s. Select Save when completed.

Editing students

Tick the box next to the students name that you wish to edit, then click the Edit box. The pop-up box will allow you to update biographical data for the student. Click Save to finish.

Changing Class name

To change the name of a Class, select Class from the drop down Edit box. Use the pop up box to rename your selected class. Click Save to finish.

You can also Move or delete students and classes. Take care when using the Delete feature, as this cannot be undone.

IMPORTANT

The PIPS team are always checking the validity and reliability of the PIPS assessment. To make sure the data we are gathering is correct, please make sure you:

- Record SEN information for ALL students. These do not need to be official diagnoses. Use your professional judgement about whether a student shows some signs of the SEN issues that may affect their performance on the PIPS assessment.
- Accurately record the students answers to the Reading, Mathematics and Phonological Awareness sections of the PIPS Assessment. The stopping rules will determine when the test has reached an appropriate level of difficulty.

Step 4-

Additional Technical information

In some situations, your schools' Internet access may be set up to block certain website for security reasons. It is important the following web addresses are whitelisted, or not blocked by firewall software

<https://plus.cem.org>

<http://assessment.cem.org>

<http://d246muznrwz7r9.cloudfront.net>

<https://primary.cemcentre.org>

<https://css.cemcentre.org/>

Alternative PIPS Set-Up Options

For schools with extremely slow or unreliable internet connection, there is a Dual Version of PIPS. This version runs offline, but connects to PIPS online intermittently.

For schools with no standard internet connection, there is an Non-Web version of PIPS. It will still need to be downloaded to the computer being used and installed locally.

For more information on how to run these versions of PIPS, please go to

<http://www.education.uwa.edu.au/pips/current/pips-online>

We encourage all schools to use computers with an internet connection and access the Online version of PIPS 2015.

Once the students have been imported or entered into PIPS, you are ready to begin assessing. Here are some things you should think about before you start.

Before you begin...

General notes

- The assessment is best **carried out by the classroom teacher** on a one-to-one basis.
- During the assessment the student is asked a series of questions by the audio track. The **teacher records the student's response** using the mouse.
- There may be times when the teacher needs **to supplement the audio track** given by the computer to make sure that it has been understood. This **should be limited** though, to ensure all students are being assessed under the same conditions.
- **Under no circumstances should the teacher coax or suggest answers.** If the child provides a wrong answer the teacher should not provide the correct answer.

Stopping rules

- The computer program continually monitors responses and adjusts the assessment accordingly. If a student gives a series of incorrect answers the program will move the assessment onto another section.
- The assessment gets progressively more difficult so that more capable students are given access to sections that are not available to less capable students. In this way the program tailors the assessment to the level of each individual student.

"Yes" and "No" buttons

- On most of the assessment screens the student's response may be recorded by clicking on the 'Y' or 'N' button.
- The 'N' button is used to record incorrect responses. 'N' is used to avoid those students who are readers being able to read the word 'Wrong'.

'Back an Item' Button

- If you click on the wrong button or if the student changes his/her mind, use the 'Back an Item' button to re-enter the student's response.

- On occasion this button will not be available (ie. if the program has moved on to the first question of another section). In this case click the 'Previous Test' button.

'Replay Audio' Button

- This button may be used to repeat the instructions given to the student by the computer. This facility is useful if the student has been distracted or has misunderstood the question.
- Teachers should make a judgement about the number of times it is appropriate to use this facility.

Assessing in a language other than English

- If you decide that it would be appropriate to carry out the assessment in English *and* the student's first language, a bilingual adult can help by translating the instructions for each section of the assessment into the student's own language for one version of the test (please see page 37 for more information).
- When assessing in a language other than English the student answers in their own language for all sections with three exceptions. They are the 'Picture Vocabulary', 'Repeating Words' and 'Rhyming Words' sections. For these sections the question should be asked in the student's preferred language but the actual item and the student's response must be in English. Refer to page 37.

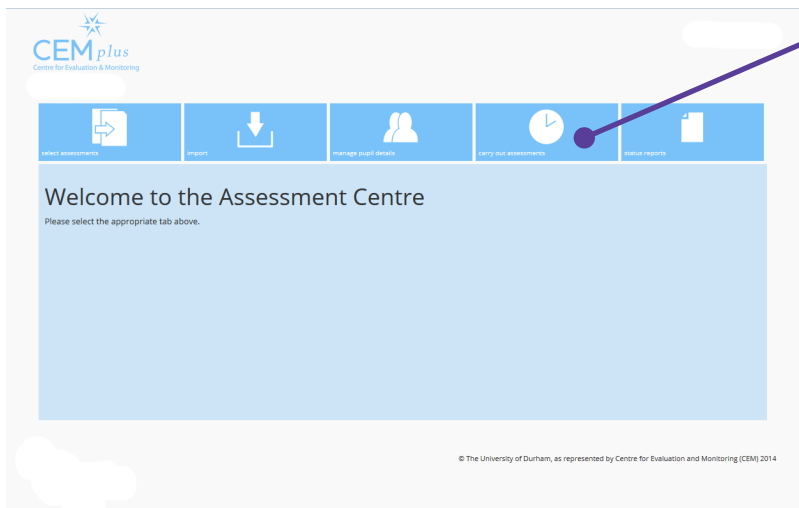
Assessing new students after the First Assessment period

- Refer to the pages 8-21 Key Information and Dates to see if it is appropriate for your school to assess the new student.

Carrying out the first assessment

Let's get started!

Assessments should take between 15 to 20 minutes per student. Follow the steps outlined below to begin.

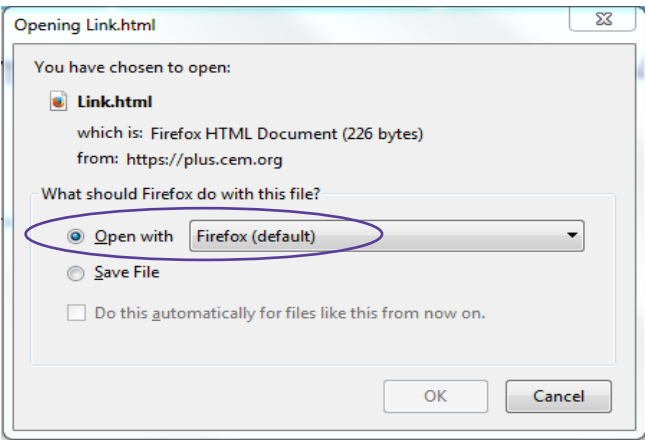


Choose “Carry out Assessments”

The next page will need to load.

1. Select the assessment type

- a) We recommend “Web-Only Version” to almost all schools. Only those schools with very unreliable internet should select either Dual version, or Non-Web Version. See page 28 for more details.
- b) Make note of your **Passkey**, there is room in the inside cover of this manual to write it down.
- c) Use the “**Click here**” hyperlink or copy and paste the URL into a browser to launch the PIPS assessment.



- d) Choose Open File when prompted.
- e) Type in the Passkey to launch PIPS Online

Compulsory and Optional Assessments

Beginning of year

Main assessment.....	Compulsory
Short term memory.....	Optional
Behaviour	Optional
Rhyming	Optional

End of year

Main assessment.....	Compulsory
Short term memory.....	Optional
Attitudes.....	Optional
Behaviour	Optional
Rhyming	Optional

Tip -

You may wish to create a shortcut to the Passkey page for the future, in order to access the Assessment directly.

Beginning the Assessment

- 1) Select the student you wish to assess, Then select either the Baseline or Follow up. Click Next.
- 2) Confirm the students biographical details are correct. If they are not, you will need to shut down the assessment tab, edit the students details within the main screen, and start up the assessment again (entering in the Passkey again)

Before you begin, please check the following details have been entered correctly.

When you are ready to begin, click or tap the "Next" button below.

Name:	Pip Pippington
Date of Birth:	17 November 2009
Assessment:	Main Assessment
Testing Phase:	Baseline
Audio Language:	English

[Back](#) [Next](#)

- 3) Test the sound to ensure the student can hear the instructions clearly. If the sound is suitable, click "Start" to begin the assessment.

What happens now...

- The computer program will now guide the student through the assessment.
- You may also find it useful to make notes during the assessment on the PIPS Observation Sheets for Reading and Maths provided with the Manual. Refer pages 66-69.
- At the end of the assessment you will be returned to the 'Assessment Centre' page ready to begin another assessment.
- If it is difficult to find a quiet area to do the test, the student being assessed may wear headphones to hear the audio clearly.

2) Non-Web Only Steps

If your school has very unreliable internet, you may choose to use the Non-Web version of PIPS. More information on how to set up this version is available at

<http://www.education.uwa.edu.au/pips/current/pips-online>

Tip -

After you have clicked "Start", PIPS will now load. Depending on how many students and how much data you have already collected, this may take up to 30 seconds to process. Don't worry if it seems like a while, PIPS is preparing the assessment.

Instructions for each section of the assessment

You should have these instructions with you when you are administering the assessment.

1. Handwriting

(A piece of paper and pencil is required)

Ask the student to write their full name on a piece of paper (not copying from an example). Assess the quality of the student's writing and assign a score between 0 and 5 by clicking on the appropriate box.

Score 0 if no attempt is made to write their name or if marks that are made are unrecognizable as writing.

Score 1 if there is an attempt to imitate print although most of the letters are unrecognizable.

Score 2 if the writing includes one or two recognizable letters, but less than half of the letters are recognizable.

Score 3 if over half the letters in the writing are recognizable.

Some letters may be reversed.

Score 4 if all the letters are recognizable. No letters reversed.

Upper and lower case letters may be used incorrectly.

Score 5 if first and last names are written with the appropriate use of capital letters. All letters are well formed and consistent letter size.

2. Picture Vocabulary

Bedroom, Kitchen, Country, Toy Shop

The scenes become increasingly difficult, and depending on students responses, you may not see all of them.

The audio track asks the student to point to an object. *Students should be encouraged to point at the screen with their finger.*

Record the student's response by clicking 'Y' or 'N'

Note, for questions where there a multiple pictures of the object (i.e. knife, bowl etc) accept *any* of the pictures of that object as correct.

Ideas about Reading (IAR)

IAR classroom, IAR book

In this section the student will be shown one or two scenes starting with a classroom setting.

Once again the student will be asked to point at the screen and their responses can be recorded by clicking the 'Y' or 'N' buttons.

Phonics Items

Y button indicates the correct answer.

Speech button indicates that the student has provided the correct answer, but is unable to articulate it correctly due to a speech issue.

Refuse button indicates that a student has refused to answer the question.

N button is for an incorrect answer.



The password is PIPS2015

4. Repeating words (Phonics)

The audio-track will ask the student to repeat a nonsense word. To be scored 'Y', the student must repeat the word exactly (i.e. every phoneme correct)

5. Splitting words (Phonics)

The student will hear long words, and be asked to take away a part of the word. They will tell you what word or sound they are left with. Once again, to be scored 'Y' every phoneme must be correct.

6. Hearing sounds (Phonics)

The student will hear a nonsense word, and must tell you what final sound they hear. Accept the sound or the name of the letter as correct. The correct answer is the final single sound of the word. For example, in the word 'pommysumpt' the correct answer is 't' where as 'pt' is incorrect.

7. Letters

The student will be shown a sequence of letters starting with the first letter of their first name. The number of additional letters shown will depend on their responses. *Accept either the sound or the name of the letter as correct.*

'Letter Land' responses are not accepted, nor can students be prompted with "What sound does Sammy the snake make?"

8. Words

Words 1, Words 2

The student will be asked to identify a series of written words. Click the word that the student points to or use the 'Y' and 'N' buttons.

9. Stories

Story 1, Story 2

You will only see these items if the student has scored sufficiently in the Words items.

The student will be asked to read a series of sentences. Use the keyboard to type in the number of words read correctly each time and click on the 'Continue' button. The maximum number of words is shown in brackets at the bottom of the screen.

In **Story 1**, you may correct any words that the student cannot read as they arise. Record the number of words the student read independently.

From **Story 2** onwards, do not correct any mistakes and do not read any words the student cannot read.

10. Walking to school

You will only see these items if the student has scored sufficiently in the Stories items.

This is an extended section and contains material intended to be very difficult. It is expected that most students will not reach this stage.

In this section, the student is asked to read a story and select the correct words from the choices available to complete each phrase or sentence. The student should also point to the word as some choices may sound the same. Click on the word chosen by the student or use the 'Y' and 'N' buttons as appropriate.

11. Cats

You will only see these items if the student has scored sufficiently in the Walking to School items.

'Cats' is completed in the same way as 'Walking to School'. The items are intended to be very difficult.

Mathematics Items

The student should not use any apparatus in the next sections, except for Sums B, where they may use pen and paper.

12. Early Maths

Early Maths presents a number of questions assessing simple concepts for emergent numeracy. Responses can be recorded by clicking on the 'Y' or 'N' buttons.

13. Ideas about Maths

This section examines ideas about numeracy and starts with a scene showing three cats. Select 'Y' or 'N' or click on the picture chosen by the student.

14. Counting

In this section the student will be asked to count items on the screen. The items will disappear, and the student will be asked to say how many there had been. Select 'Y' or 'N'.

15. Sums A

Do not provide concrete aids

This section starts with a subtraction sum involving beachballs. Select 'Y' or 'N'.

16. Numbers

The student will be asked to identify a series of numbers. Responses to two-digit and three-digit numbers should only be recorded as right if the correct name is given rather than the name of each single digit. For example, 113 must be pronounced as "one hundred and thirteen" not "one-one-three".

17. Shapes

This section shows Pip holding balloons in a variety of shapes, which students are asked to identify. Select 'Y' or 'N' or click on the balloon chosen.

18. Maths 1

Do not provide concrete aids

The student will only move on to 'Maths 1' if sufficient marks were scored in the 'Sums A' section. The student is asked to answer a series of addition and subtraction sums. Click the 'Y' or 'N' button as appropriate.

19. Sums B

The student may use a pencil and paper

Do not supply concrete aids

The student will only move on to 'Sums B' if sufficient marks were scored in the 'Sums A' section.

This section contains more difficult material including sums that use formal mathematical symbols.

Record responses using the 'Y' and 'N' buttons.

In the question which asks the student to cover up half of all the bikes, you may mark them as correct if they cover up half of all the bikes (e.g. two bikes), or half of each bike.

Optional Assessments...

Short Term Memory

The student is shown a sequence of coloured circles that they are then asked to recall. Click on the circle chosen by the student. This section is not included in the total score nor is it used for calculating value-added.

Behaviour

This section is not used for calculating value-added but it can guide your reflection.

In this section, the teacher undertakes the assessment by rating each student on a scale in regards to their behaviour. More information can be found on page 80.

Attitude

Only available at Final Assessment

This section is not used for calculating value-added but it can provide some useful information.

In this section the student is asked how much they enjoy a number of activities associated with school. They report this by pointing to a happy, neutral or sad face on the screen. Click the face that the student selects.

Understanding what the questions measure

Items that contribute to the READING score		
Handwriting	1 item	Measures quality of a child's writing: evenness, correct letters and appropriate use of capital letters, incorporating use of fine motor skills.
Picture Vocabulary:		
Bedroom	5 items	These screens indicate a student's general vocabulary knowledge and life experiences. Research has shown this to be a reliable predictor of later achievement.
Kitchen	7 items	
Country	10 items	
Toy Shop	6 items	
Ideas About Reading:		
Classroom	3 items	These two screens indicate a student's knowledge of concepts of print based on Marie Clay's research.
Book	7 items	
Phonics:		
Repeating words	12 items	Gives an indication of a student's understanding of sounds and phonological awareness. Phonological awareness is an important variable in later reading ability. The Repeating Word screen may indicate a more serious problem of speech or hearing.
Splitting words	8 items	
Hearing sounds	8 items	
Letter ID	26 items	The mixed selection of upper and lower case letters are ordered in difficulty. A child's ability to give the letter or sound name is a good predictor of later attainment.
Words 1	5 items	Measures reading and word attack skills. It becomes more difficult with harder distractors (e.g. second letters are the same).
Words 2	5 items	
Story 1	20 items	Includes words that are common to most reading schemes, those identified as sight reading words for kindergarten as well as phonic blends learned in spelling.
Story 2	34 items	
Sentences	29 items	Assesses word recognition and decoding skills.
Comprehension:		
Walking to school	18 items	Students make meaning from text by choosing the appropriate words to complete a passage. 'Cats' is an extension item for those students who reached the ceiling of 'Walking to school'.
Cats	18 items	
Items that contribute to the MATHS score		
Early Maths	5 items	These screens indicate a student's general knowledge of ideas about maths, including concepts of size and location.
Ideas About Maths	7 items	
Counting	4 items	Assesses counting ability. Research shows that counting over 7 does not add to the prediction of later ability.
Sums A	8 items	Assesses ability to solve simple number problems.
Numbers	21 items	Assesses digit identification using single, double and triple digits.
Shapes	5 items	Identifies a student's basic knowledge of 2D shapes.
Maths 1	8 items	Assesses more advanced mathematical skills using more formal means of presentation.
Sums B	16 items	
Short term memory	10 items	Assesses short-term memory. Not included in total score.
Behaviour	21 items	Assesses students' behaviour. Not included in total score.
Attitude	8 items	Can only be completed at the Final Assessment to identify trends. These screens examine overall attitude towards elements within school.

Considerations for the final assessment

Re-testing students at the end of the year enables the calculation of their progress (value-added) over the year. The Final Assessment is carried out exactly as the First Assessment but instead, use the 'Follow Up' option after selecting the student from the list within PIPS. Depending on the student's ability, the testing may take longer to complete.

The first question presented is always 'handwriting', followed by the next appropriate question based on the student's First Assessment. The program uses various rules to determine this. If during the First Assessment the student does not answer a sufficient number or sequence of questions correctly in a section, then that same section will be presented again in the Final Assessment. The program then continues to present more and more difficult questions and many students will gain access to parts of the assessment they did not see previously.

The optional Behaviour and Attitude Assessments, are available to be completed in the final assessment.

Before you assess

Item	Instructions/Comments	Check
Refresh your knowledge of the assessment process by reading pages 32 - 33 of the PIPS Manual.	<ul style="list-style-type: none">If you are a new user, you should also read pages 5, 8 - 21, 29, 34.	<input type="checkbox"/>
Check that the computer you intend to use for the final assessment...		<input type="checkbox"/>
1. is in proper working order	<ul style="list-style-type: none">Check that sound is working on your computer	<input type="checkbox"/>
2. has student data from the First Assessment	<ul style="list-style-type: none">Within the Assessment Centre, select "Status Reports" and choose Baseline from the Phase menu to confirm students have initial data recorded	<input type="checkbox"/>

Frequently Asked Questions: Assessment Queries

Is PIPS designed for any curriculum framework?

No, PIPS is not designed for any curriculum framework. PIPS tests what students arrive at school with, and what they gain during the year in terms of Reading, Maths and Phonological Awareness. PIPS is currently used in Australia, the UK, the Netherlands, Scotland and New Zealand. It does not test against local curriculum objectives.

Could an interim test be done mid-year to give earlier feedback on progress? By Nov/Dec there is little time to act on results.

There is no technical reason why you couldn't do the second assessment in the mid-year. However, there are consequences. The value-added would be reduced and you would not be able to compare your students' performance with the larger data set. You would also not be able to re-test the students at the end of the year. The assessment program is designed to assess progress over the school year. It is the role of the next teacher to act on the results. Therefore, we do not advise a mid-year assessment.

Can PIPS measure the time response of each student?

No. Teachers can note which questions or sections the student takes longer with, and can also time how long they take to complete the assessment.

Does PIPS record the number of times the 'Replay Audio' button is used?

No. Again, this is something the teacher can note.

What about 'Letter Land'?

In the letter identification section, accept only the name or sound of a letter as correct. 'Letter Land' responses are not acceptable, nor is prompting the child with 'Letter Land' examples (e.g. 'What sound does Sammy the snake make?').

Can the 'Attitude' section be used in the Baseline Assessment?

No, this section can only be accessed once the Final Assessment has been completed. This assessment section is designed to assess students once they have the full year to develop their attitude to school and the school environment.

Given that the results from the 'Attitude' section are available at the end of the year when students are finishing with one teacher and moving to another,

it would be beneficial if the 'Attitude' results, and indeed all the PIPS results, were communicated to the teacher in the following year. That way you can make suggestions about what the child may need.

Another solution would be to go through the 'Attitude' section in 'Browse' mode at the beginning of the year and note the student's responses so you have an idea of their attitude to school.

Are the words 'cash', 'cosmetics' and 'toadstool' appropriate for the Australian setting, or are they too 'British'?

First, these words are included as difficult words. PIPS is designed so that the assessment gets more challenging the further one moves through it. In 2001 WA students using PIPS found the words 'yacht', 'cash', 'jewellery' and 'saxophone' easier than students in the UK. ACT students found 'cash', 'microscope', 'jewellery', 'saxophone' and 'cosmetics' easier than students in the UK. This analysis has not taken into account the age of Australian students, so there might be slight adjustments. However, overall, there is not a great deal of difference in item difficulty between students from these countries.

What happens to students kept back or advanced a year?

These students, despite being older or younger than their classmates, will still be standardised with the year group they are enrolled as, not the year group that corresponds to their age.

What about differences in the age of my students?

There is a rule of thumb that every month of age difference corresponds to one point on the standardised score. This means that in relation to the average child the older students will be six points lower and the younger students six points higher on age-corrected scores. Please refer to page 55 for a further explanation on this topic.

What about gifted students?

It is possible that some students may answer all questions correctly in a given section, or possibly in the whole assessment, though this is very rare.

At present there is no additional extension material. Therefore, if a student scores maximum marks on their First Assessment, they will be asked very few questions in their Final Assessment and their score will increase only minimally. Their value-added may also be negative, not because no progress has been made but because the student has hit a ceiling in the test.

Can I assess my ESL students twice, once using an interpreter and once without?

Yes, this can be done, provided the following steps are taken.

- Notify your PIPS Contact.
- You will need to enter the student's details twice, and the second entry must have a '2' after both the first name and surname (ie.Vivienne2Pepper2) so you can distinguish which assessment contains data using an interpreter.
- For the Final Assessment, the student must be assessed twice, once with and once without the interpreter. This will enable value-added to be calculated for both assessments.

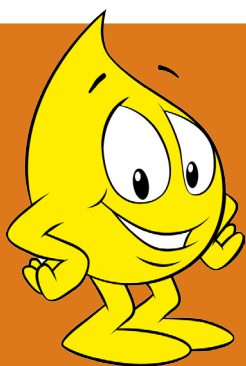
Can PIPS distinguish between fluent readers and word readers?

No, PIPS cannot do this. However, this is something teachers can note down as they administer the assessment.

What if I get a new student after the PIPS First Assessment testing period?

Refer to the Key Information and Dates on pages 8 - 20 for your state. There will be information on what action you can take in regards to the First Assessment testing depending on which term it is. The same is applicable for transferred students.

All assessments have a ceiling. What can be controlled is how many reach that ceiling. To give an example of how few do reach the ceiling, in 2013 out of 19,995 students who undertook the First Assessment in Australia only 97 reached the "Cats" section at all, with 5 gaining full marks.



AusPIPS

AusPIPS is a secure website that provides a faster and more reliable method of obtaining feedback results online.

As this is a secure website you will need your PIPS ID Number and a unique password (found at the front of your manual) to access the site.

With AusPIPS you can:

View and print feedback

You can view the feedback for your school including comparison charts for the current year and those from previous years. Feedback can be downloaded or printed, then distributed to other teachers involved with PIPS at your school.

View and print student listing

You can view and print the list of students who undertook the assessment at your school including those from previous years.

Manage your school's record

You can log onto AusPIPS to manage your school's details and update your contacts, as well as register for any upcoming workshops.

Familiarising with AusPIPS

You should familiarise yourself with AusPIPS prior to the First Assessment at the start of the year. This will ensure that you are well prepared to use the different features.

In order to enter the AusPIPS website, you will require your school's PIPS ID Number and a unique password (case sensitive). The password will be provided in the inside cover of this PIPS manual. For security reasons, this password will change at the beginning of each year. It is important that you only share the AusPIPS password with authorised PIPS users at your school.

NOTE

Generally the speed and responsiveness of the site is dependant upon the network connection speed of the user's computer, general network traffic and general capacity of the resources being used.

Self-Guided Tour of AusPIPS

STEP 1: Accessing the AusPIPS website

To access AusPIPS, follow the link on the main PIPS homepage for "Current Schools" to find the link to the AusPIPS site.

STEP 2: Logging into the AusPIPS website

Once the AusPIPS website window opens, you will need to enter your school's PIPS ID Number and the unique password. These details are in the inside cover of this manual. Then click 'Log in'.

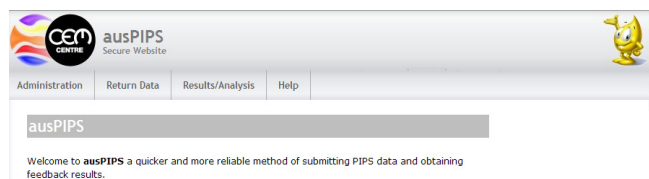
If you do not know or cannot remember your password, please email your PIPS Contact and request a password reminder to be emailed to you. For verification you will need to provide:

- PIPS ID
- School name
- School address

When you have logged in successfully, you will see your school name and PIPS ID as a greeting near the top of the page.

STEP 3: Navigating through AusPIPS

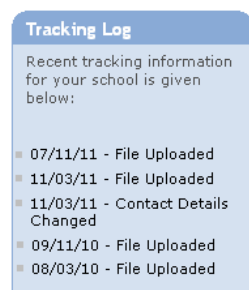
To use the various features on the website, click on the drop down menu relevant to the task you want to complete from the list of four across the top of the page.



STEP 4: Understanding the AusPIPS Log

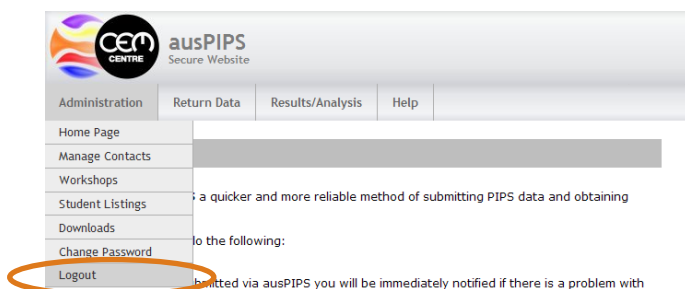
The AusPIPS Tracking Log is always available at the bottom of the homepage.

This gives you the history of actions taken at AusPIPS by your school or by CEM to analyse the data or produce feedback reports.



STEP 5: Logging out

After you have finished using AusPIPS, you should log out of the secure site. Move the cursor to the "Administration" tab on the top of the screen, and use the drop down menu to select "Logout". On the next page, click the link to Logout.



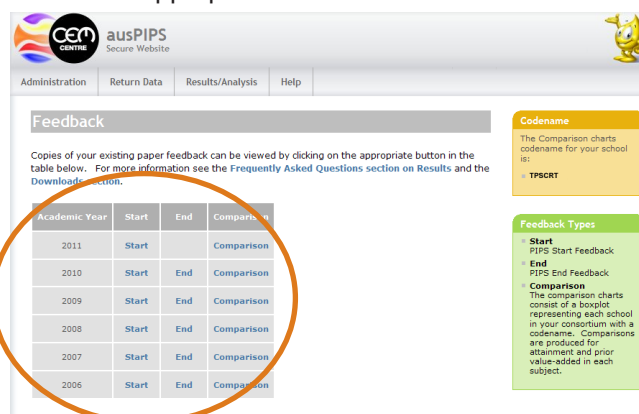
View and Print feedback

Since 2009, we have not been posting copies of the feedback to schools. Feedback is available via AusPIPS and will allow you to view and print as many coloured copies as your school requires. Feedback from previous years is also available.

Feedback will be available from AusPIPS two weeks after the end of the submission period.

To download your school's feedback follow these instructions:

1. Move the cursor to the "Results/Analysis" tab on the top of the page. Using the drop down menu, navigate to "Feedback"
2. Decide on the academic year and whether it is the "First Assessment (Start)" or "Final Assessment (End)" feedback you want to view/print and click on the appropriate command.



3. A pop up box will now give you the choice to either Open or Save the feedback pdf file. It is recommended to Save the file in a safe location (ie. the C:\ drive or on a USB drive) so further copies can be printed later if needed.
4. When the download has completed, open the file. This will open up a new window displaying your feedback. If you wish to print, ensure you are connected to a printer. Then click the Print button.
5. If you are not connected to a printer, transfer the copy that you have just saved to a computer that is connected to a printer. Once you have saved a copy, you can also email the feedback to others as an attachment.

View and print student listings

This feature allows you to view and print the list of students who undertook the PIPS assessment at your school. A summary of the student names, their class name, year group and the date they completed the 'First Assessment' and/or 'Final Assessment' at your school will be displayed. You can also view or print student lists from previous years and order the information accordingly by each heading.

Follow these instructions:

1. Move the cursor to the Administration tab at the top of the page and use the drop down menu to select "Student Listings".
2. Select a year from the menu on the right hand side.
3. Order the table by clicking on the headings.
4. If you wish to print, ensure you are connected to a printer and highlight the table. (It is easiest to select the bottom right text and highlight upward to the top left hand corner) Then right click and select 'Copy'.
5. Open Microsoft Word and in a new blank document, right click and select 'Paste'. You should see the same table as that on the AusPIPS website.
6. Click Print, or if you are not connected to a printer, first, save a copy. Then open the file up with another computer connected to a printer. Once you have saved a copy, you can also email the student lists to others.

NOTE

If no dates are available, this means the student did not undertake that particular assessment.

Transfer students from another school

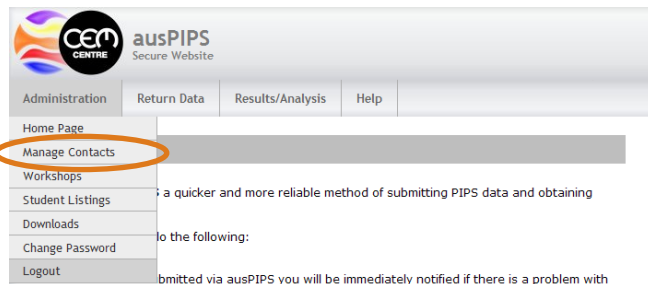
More information will be provided during the year on how to include a Transferred Student into your class for PIPS testing.

You can contact your PIPS Coordinator when you have a new student join after Term 2.

Manage your PIPS contacts

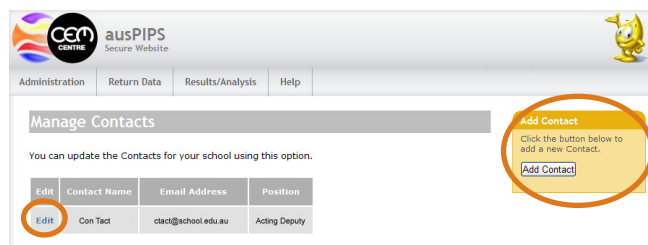
It is essential to keep your PIPS contact details up to date as any news or PIPS information will be emailed to this person

AusPIPS allows schools to manage their own records by adding, deleting and editing their contacts. You no longer need to email PIPS Australia to update these details. All records can be updated at AusPIPS.

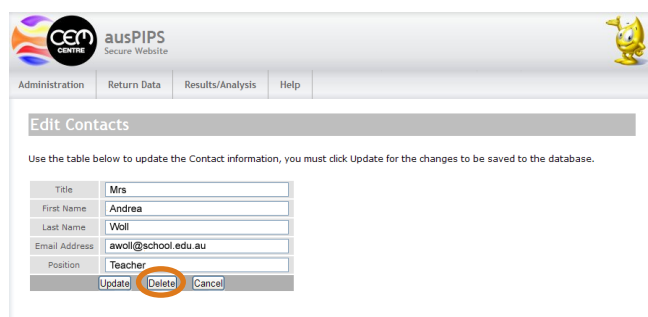


To manage contacts, use the Administration drop-down menu and navigate to “Manage Contacts”. From here schools can keep their records accurate and up to date.

Existing contacts can be edited, and new contacts can be added.



To delete a contact, select edit and use the following screen. You should delete any contacts who have moved to another school, are no longer involved with PIPS or are on extended leave.



Change your password

AusPIPS allows you to change your log-in password to something easier to remember than the randomly generated password. There is space on the inside cover of this manual for the new password to be recorded.

Hover your mouse over the “Administration” tab, and select “Change password”.

Understanding PIPS feedback

PIPS testing produces two rounds of feedback - one at the beginning of the year, and one at the end. All feedback is available **online only** and it is each school's responsibility to log onto AusPIPS and download both sets of feedback (see page 39).

How are the scores presented?

Scores are presented in raw and standardised formats. It is important to know the difference between, and the reason behind, the different types of scores.

Raw scores

The raw score is the actual number of items that the student answered correctly. The PIPS assessment is broken up in the following way.

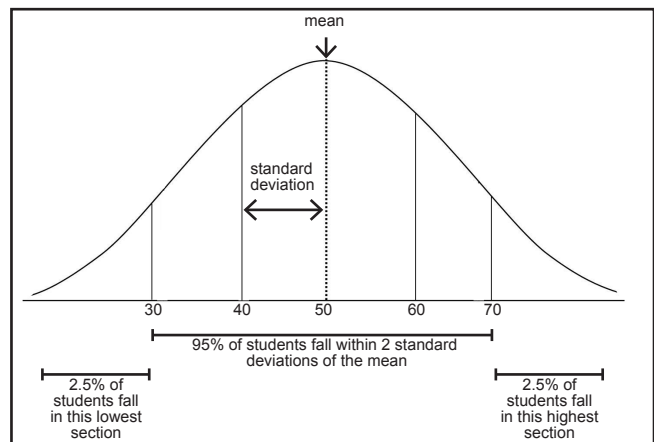
Section	Items in section	Maximum raw score
Reading	Handwriting; PV Bedroom; PV Kitchen, PV Country; PV Toyshop; IAR Reading and Book; Letters; Words 1,2; Story 1,2; Sentences; Walking to School; Cats	197
Maths	Early Maths; Ideas about maths; Counting; Sums A; Numbers; Shapes; Maths 1; Sums B	74
Phonics	Reapeating words; Splitting words; Hearing sounds	28

Standardised scores

We standardise scores so you can make comparisons across each part of the test. If you were looking at **raw** scores, you could see that a score of 30 means something very different for each of the sections. For example

- 30 out of 197 for Reading
- 30 out of 32 for Phonics

So that you can make comparisons between the test sections and more clearly see a student's strengths and areas for growth, scores are standardised on a scale of 100. This means that a **standardised** score of 30 means the same thing whether you are looking at Reading, Maths or Phonics.



The mean score of the standardised data is 50, and the standard deviation is 10. You can tell how far a student is away from the mean score by picturing their score on a graph like the one above.

A student with a score of less than 30 is in the lowest 2-3% of students in your cohort, and a student with a score above 70 is in the highest 2-3% of students in your cohort.

Frequently Asked Questions

What does the asterisk mean in the scores table?

This means that data for a particular student is missing.

To determine if data has been recorded for that student, you will need to log on to AusPIPS and go to the Assessment Centre.

1. Click the 'Select the "status report"'.
 2. Check that students have completed the assessment.

The feedback I have received is missing some students?

If you receive feedback that is missing students, you need to check that they are present in your class:

1. Log on to AusPIPS and go to the Assessment Centre.
2. 'Select the "status report"'.
 3. Check that students name is in the appropriate class.

If the student's name does not appear to have data, the computer has no record of their details being entered. Their details will have to be entered, the student assessed and their data processed.

How do I convert the raw scores to standardised scores?

This task is not necessary as the information is provided by CEM.

For students who score particularly low or high, why does the scores table say 'below 25' or 'above 75' and not give their exact score?

No test gives a perfect score every time. If the same child sat the test several times they may get several scores, sometimes higher, sometimes lower. For students who score around the middle of the range, a few points on the raw scores may move their standardised score at most a point each way, e.g. for the total score, a raw score of 100 matches a standardised score of 56.7, and 3 points either way give standardised scores of 55.7 and 57.6. However, if a student has a very high or low score, a few points either way could make quite a big difference to the standardised scores. For example, a raw score of 239 corresponds to a standardised score of 81, and 3 points either way gives standardised scores of 79.7 and 83.6 - a bigger range. So, 'over 75' and 'below 25' are used as a way of not implying more accuracy than is possible.

REMEMBER

PIPS is first and foremost a tool to help the classroom teacher plan to cater for individual student needs. Results are designed for use by classroom teachers with the skills and knowledge to interpret them in a useful way. It is not standard practice to share any PIPS results with parents, and the usefulness of doing so should be considered carefully.

**Where does the Phonics score come from?
Children can score very low on Letter
Identification but still receive a high Phonics
score.**

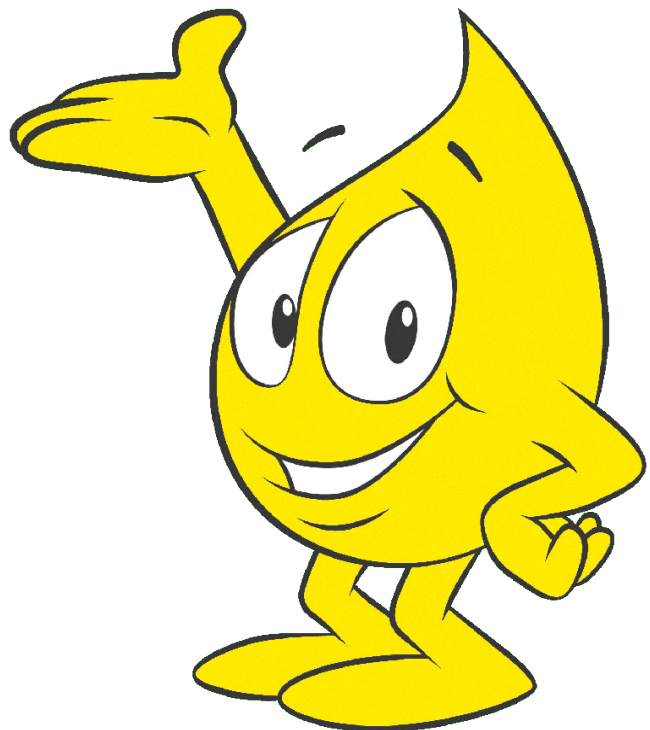
The Phonics section is comprised of the three sections (Repeating Words, Splitting Words, Hearing Sounds). The items have been grouped so that the Letters component is part of Reading not Phonics, and therefore does not affect the Phonics score. The “Phonics” section of the test refers to items testing the ability to hear and process the sounds of language, rather than the ability to identify or interpret letters and letter combinations.

**Why is no box-and-whisker plot produced for the
Phonics score?**

The reason for this is because at present the Phonics section has fewer questions than Reading and Maths, thus making it weaker statistically and less reliable.

**Does the Reading box-and-whisker plot contain
the Phonics scores?**

No, it contains scores from Reading items only.



Extra information about the data

Margins of error

It is important to remember that all tests contain an element of uncertainty. A lapse of concentration, a lucky guess or an uncharacteristic gap in knowledge can all contribute to an unexpectedly high or low score. While the PIPS On-Entry Baseline Assessment has been developed to be reliable, the margin of error has been calculated. This is the 90 per cent confidence band. You can be fairly sure that a student's true score lies somewhere between their standardised score plus or minus the confidence band.

Report on data patterns

Over the last few years, the PIPS project has gathered large amounts of data from a wide range of schools in the UK and Australia. We have been able to look at this information and some of the general patterns are recorded below. Unless stated otherwise the patterns reported apply to UK data.

Boy/girl difference

There are small differences in the scores between boys and girls although these are not educationally significant. For the Australian 2006 First Assessment, the average standardised Reading score for girls was 2.8 points higher than boys and 0.4 of a point higher than boys for Maths.

Difference by age

Older students tend to achieve higher scores. This amounts to about 1 point for every month. The average age of students in the UK doing the PIPS Baseline Assessment in September 2001 was about 4 years and 6 months. Therefore, a very young student, born in August, might be 6 points higher if the scores were corrected for age.

English as an additional language

As expected, students for whom English is an additional language achieve lower scores than other students. This difference is greater in Reading than in Maths. The words in the vocabulary section are posed in English, which will result in lower scores in the Reading section. Although these students start school with lower Reading scores, this does not hinder their progress in the Pre-Primary year.

Twins and higher multiples

There are very slight differences between the scores of single students compared with twins and higher multiple births. However, these are not educationally significant.

Pre-school education

Students with pre-school experience (nursery school, play group) tend to do a little better on the PIPS Baseline Assessment than those who have not had this experience. This holds even after home background is taken into account. However, the progress made in Pre-primary seems to be unrelated to pre-school experience.

How do our results compare with other countries/ states?

A preliminary analysis of students from the UK, New Zealand, Western Australia and the ACT who did the assessment in 2001 has been done. Students from all countries/states follow a similar trend. This suggests that overall students from the UK, NZ, WA and the ACT find most of the assessment items as hard or as easy as each other, though some differences do exist.

Results table

The results table shows student scores sorted in ascending order of standardised total.

Things to do

- Have a look at the standardised Maths and Reading scores for each student. Pay particular attention to scores above 70 or below 30.
- Have a look at the standardised Phonics scores for each student. Phonological Awareness is an important predictor of later reading. Pay particular attention to scores below 40.
- Compare the standardised Maths and Reading scores for each student. Are the two scores similar? A difference of five points or more indicates a strength in one area over the other. This may be a result of what the student has been exposed to at home; for example, one parent may read to their child more often, while another may play more number games.

Students are arranged in ascending order of total standardised score.

Raw scores are presented in this column. The raw total is obtained by adding the Maths, Reading and Phonics scores.

Standardised scores are presented in this column. A formulae is applied to the raw Maths, Reading, Phonics and Total in order to obtain the standardised scores.

name	raw scores				standardised scores			
	maths	reading	phonics	total	maths	reading	phonics	total
Kaylah	8	16	4	28	28	36	Under 40	31
Amarii	18	13	0	31	38	34	Under 40	32
Bianca	13	11	9	33	34	32	44	33
Jayden	21	14	0	35	40	34	Under 40	34
Tarryn	14	22	11	47	35	42	48	39
Nikita	23	25	6	54	42	45	Under 40	41
Carter	26	19	11	56	45	39	48	42
Caitlyn	23	28	6	57	42	47	Under 40	42
Holly	28	21	8	57	47	41	42	42
Ryan	27	26	4	57	46	46	Under 40	42
Jasmine	23	22	14	59	42	42	54	43
Joshua	21	27	15	63	40	47	57	45
April	26	31	9	66	45	50	44	46
Connor	25	31	12	68	44	50	50	47
Daniel	34	26	8	68	53	46	42	47
Keeley	32	28	8	68	51	47	42	47
Ely	34	29	11	74	53	48	48	50
Mitchell	28	41	9	78	47	53	44	51
Cassie	37	33	16	86	58	51	Over 60	54
Georgia	30	43	15	88	49	56	57	55
Trisha	29	50	11	90	48	59	48	55
Richelle	34	69	9	112	53	67	44	63

You might see some scores written as "Over 75" and "Under 25" for Reading and Maths. They will say "Over 60" and "Under 40" for Phonics. They are written this way because the scores fall more than two standard deviations from the mean (see page 52) and this means we can't be as accurate when reporting these scores.

REMEMBER

Tell the story of your data! Most of the time, you will see what you expect with PIPS scores. However, a student might get a low score if they feel ill or distracted on the day of the assessment. If you see a surprisingly low score, think about why it might have happened. You may even wish to reassess that student - check with your PIPS Co-ordinator.

A surprisingly high score is more than likely genuine, as long as you are confident that the student was not aided during the assessment.

Baseline Bar Chart

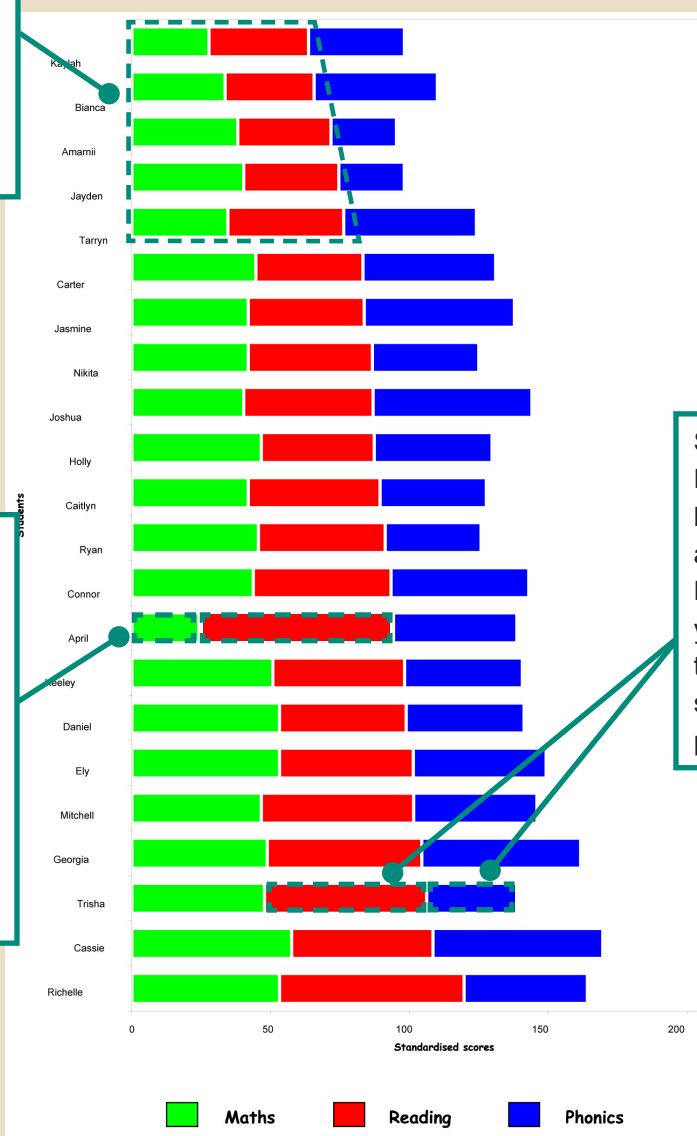
The baseline bar chart shows a visual representation of strengths and areas for growth in your class.

Things to do

- Have a look at the way students are ordered down the page. They run in ascending order of combined standardised Reading and Maths scores.
- It is easy to compare strength in Maths and Reading using this chart. Most students will have similar scores in each, but you might see some students with a clear strength in Maths or Reading.
- Pay attention to the Phonics box. It should be a similar length to the Reading and Maths box. If a student has a high Maths or Reading score and a low Phonics score, this may indicate speech, hearing or processing problems. You may wish to gather some more information on this student in this instance.

The total of the Maths and Reading increase down the page, meaning the strongest students will appear at the bottom of the chart.

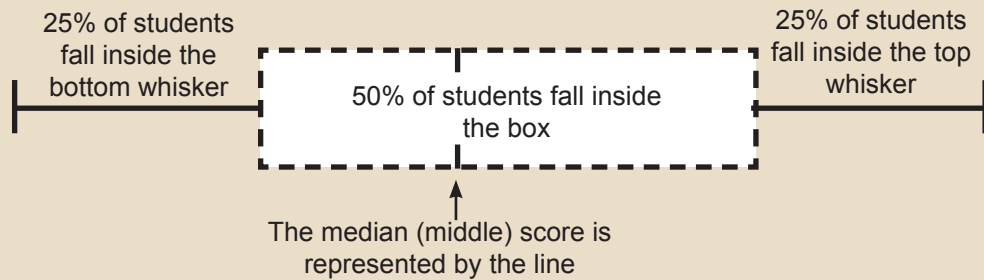
Notice differences between Maths and Reading scores. These bars will usually be of a similar length. A markedly shorter bar for one (in this case Maths) indicates that this is an area for growth.



Students with a long Reading bar will usually have a Phonics bar of a similar length. If the Phonics bar is shorter, you may wish to monitor this student for other signs of hearing or processing difficulties.

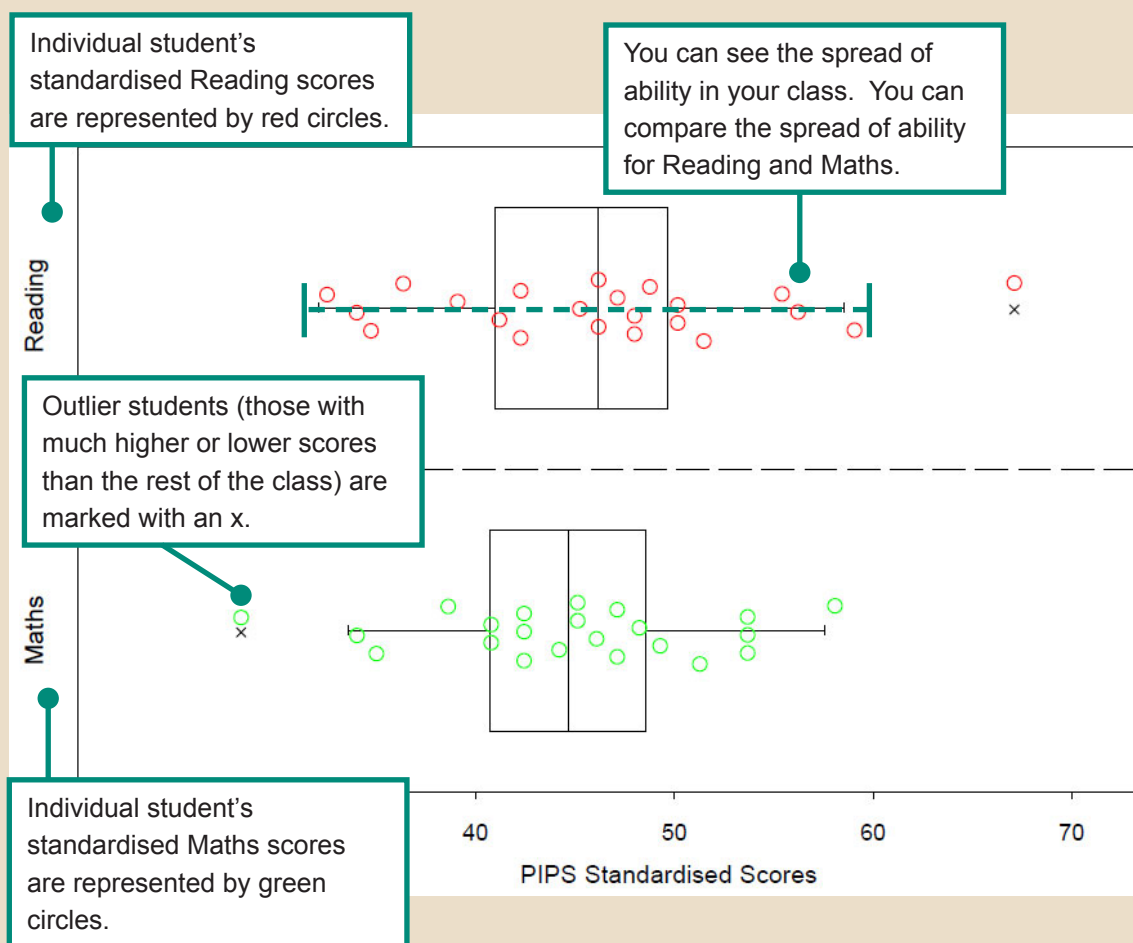
Box-and-Whisker Plot

The box-and-whisker plot shows an overview of the whole class; the spread of ability, the strengths and areas for growth, and any exceptional students.



Things to do

- Look at how spread out your whole class is by examining the length of your box-and-whisker plot. A longer plot shows a greater range in ability than a tightly bunched plot.
- Look at each part of your plot to see a more detailed picture of how your class is distributed. For example, a long top whisker would show that the top 25% of your class shows a large spread of ability.
- Compare the way your Reading and Maths plots look. You might see a greater spread of ability in one component, or you might see that one plot is aligned more to the right hand side of the graph than the other, indicating a whole class strength in that component.



Understanding the final feedback

The final feedback will give you an indication of the growth that has taken place over the year in Reading, Maths and Phonics. Final feedback shows both

achievement the score that the student has attained, and where they sit in the class group in terms of their final test score

progress how much growth the student has experienced relative to their starting point

Progress from the individual student's starting point is a good measure of how much they have learned during the school year. It is also a good predictor of future progress through schooling.

Progress is reported as a **value-added score**, as explained below.

Value-added scores	
+ +	the student made much more progress than expected, given their starting point
+	the student made more progress than expected, given their starting point
average	this is a good result, meaning that the student made as much progress as expected, given their starting point
-	the student made less progress than expected, given their starting point
- -	the student made much less progress than expected, given their starting point

Things to do

- **Share the feedback with the teachers who will take the students next year.**

Of the three different areas assessed in PIPS (Reading, Maths and Phonics) the most reliable is Reading. It is the most powerful indicator of later achievement and is the one to look at first. The Phonics section can also provide useful information. Students who gain a low score in this section, especially in comparison with their scores on the other two sections, may be monitored, as this result can be a flag for speech and hearing problems. It is recommended that students whose standardised score on Phonics is below 40 be assessed again, perhaps using an alternative assessment of phonological awareness.

The Final Feedback contains the value-added calculations, and so it is this feedback that schools may find most useful. Given that this feedback is available to schools near the time when students are finishing their year and moving to a new teacher, it is important that feedback be communicated to the subsequent teacher.

- **Think about students who might need additional support.**
The identification of special educational needs always involves several people with more than one assessment available to them. The information available from the PIPS On-Entry Baseline Assessment is one piece of information. In most cases, special educational needs are best

identified by collecting information over time. All efforts at assessing individual needs at one point in time must be regarded as temporary, and what it is really important to notice is failure to thrive, or exceptional progress. Some students may arrive at schools at a rather low point and make rapid progress while others may start in the middle range and seem to stand still. From an educational perspective it is the lack of progress that needs to be addressed. The Final Assessment linked to the Baseline (First) Assessment provides a powerful means of identifying students who may need help.

It is recommended that the school carefully consider the progress of all students who score below 40, particularly those who score around or below 30. Those who have scored below 30 on the standardised score are in the bottom 2.5% of students in their cohort. However a definitive judgment should not be based on the results from one assessment only. The important point is that the assessment alerts the school to the possibility that some students have special educational needs.

- **Reflect on your own teaching.**
As you are examining the results, you might see trends emerging. For example, you might find that your middle group of students consistently show less progress than the top and bottom group, and you may select this as an area of focus.

Value-added results table

This table shows student scores sorted in ascending order of standardised total, with the value added score showing progress from the first assessment.

Things to do

- Review the details for the First Assessment results table on page 46. The value-added results table can be interpreted in much the same way.
- Examine the First and Final raw scores. The increase in raw scores indicates progress made, in terms of reporting the actual number of answers the student got correct for the first and final assessment.
- Check the value-added scores. Remember that 'average' refers to progress, not achievement. A student with 'average' in the value-added column has made progress as expected.
- Examine an individual student's strengths and weaknesses. Examine the standardised score for each student in the Maths and Reading column. Are the two scores similar? A difference of five points or more would indicate that the student has, at this point in time, strength in one area over the other. You may want to compare the size of the difference with the First Assessment results, which reflect what the student had been exposed to prior to school. You will need to refer to your First Assessment feedback to do the last part of this step.
- If students have completed the attitudes section, the result is displayed on this table. The result is displayed as a ☹️ 😊 or 😊 symbol, indicating the average of the students responses.

Students are presented in ascending order of standardised total score.

Raw and standardised scores for the beginning and end of the year are presented in these columns.

Value-added results are shown here. Average means the student has made progress as expected.

name	maths scores			reading scores			total scores				value added	
	start	end		start	end		start		end		maths	reading
	raw	raw	std.	raw	raw	std.	raw	std.	raw	std.		
Bianca	13	30	35	11	40	38	33	33	83	36	average	average
Kaylah	8	33	38	16	36	36	28	31	84	37	average	average
Ryan	27	32	37	26	43	39	57	42	84	37	—	—
Rossy	34	46	54	21	35	36	66	46	97	40	+	—
Carter	26	43	51	19	45	50	56	42	105	43	+	average
Jayden	21	35	40	14	72	51	35	34	111	45	average	++
Caitlyn	23	40	46	28	63	48	57	42	113	45	average	average
Daniel	34	43	51	26	63	48	68	47	120	47	average	average
William	37	43	51	27	63	48	81	52	123	48	average	—
Tarryn	14	33	38	22	70	53	47	39	123	48	average	++
Joshua	21	41	48	27	79	53	63	45	137	52	average	++
Holly	28	45	53	21	80	53	57	42	140	53	+	++
Connor	25	37	42	31	87	55	68	47	140	53	—	++
Nikita	23	43	51	25	89	56	54	41	143	54	+	++
April	26	34	39	31	107	59	66	46	151	55	—	++
Ely	34	41	48	29	97	57	71	50	153	56	average	++
Mitchell	28	40	46	41	108	59	78	51	163	58	—	++
Kayla	*	46	54	*	101	58	*	*	164	58	*	*
Keeley	32	43	51	28	107	59	68	47	164	58	average	++
Georgia	30	41	48	43	108	59	88	55	165	58	—	+
Cassie	37	43	51	33	111	60	86	54	171	59	average	+
Richelle	34	45	53	69	119	61	112	63	178	60	—	average
Trisha	29	49	58	50	118	61	90	55	183	60	average	+
Jasmine	23	45	51	22	136	63	59	43	199	62	+	++

Look at beginning and end raw score to see how many questions the student answered correctly each time.

Look for a difference of five points or more to see if a student has a definite strength in one area over another.

Line graph

The line graph shows the number of items a student got correct at the beginning and end of the year as a growth line. The line graph uses raw scores.

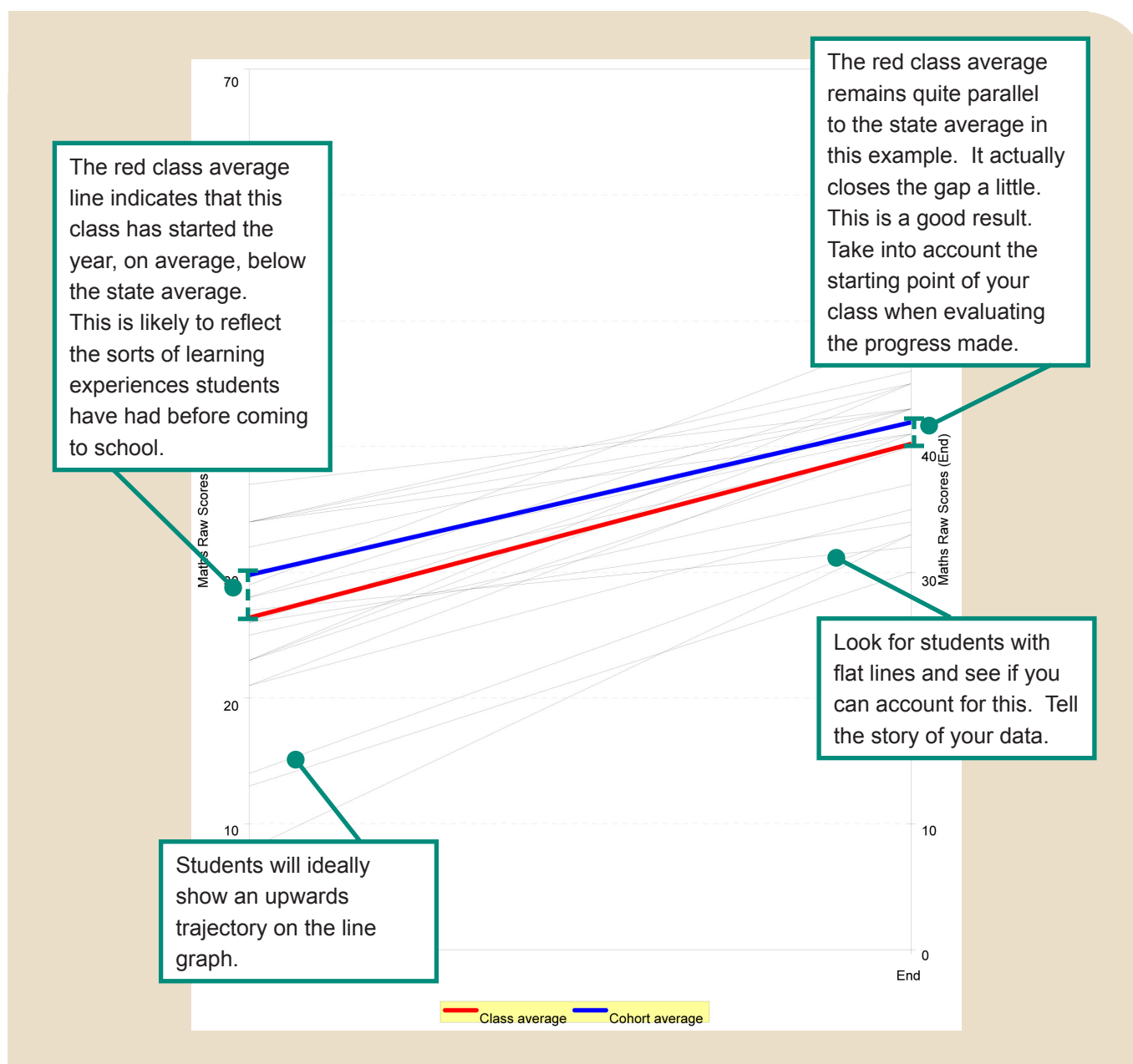
Things to do

- Check that the red line (class average) remains fairly parallel with the blue line (state average). This will indicate that your class is making average progress, whether the red line is above or below the blue line.
If the red line is steeper than the blue, your class is making greater than average progress. If the red line is flatter than the blue, your class is making less than average progress.
- Look at the individual student lines. Ideally, the lines would all show an upward trajectory.

The steeper the line, the more progress a student has made.

Look for any lines that appear flat, and see if you can explain why this might be the case.

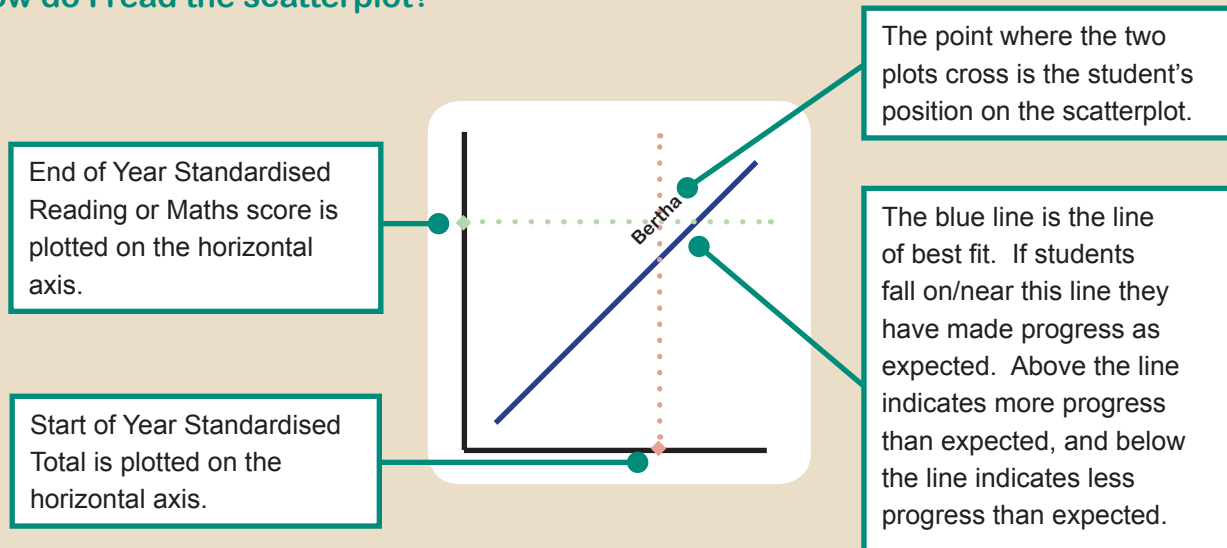
- Look for patterns and trends. For example, are those students that begin the year at the bottom of the class showing steeper lines than those who start in the middle? This might indicate that your program is more effectively targetting those students who need support, but is not sufficiently extending the middle group.



Scatterplot

The scatterplot shows a visual representation of which students have made progress as, above or below what is expected. It also gives a snapshot of whole class progress.

How do I read the scatterplot?

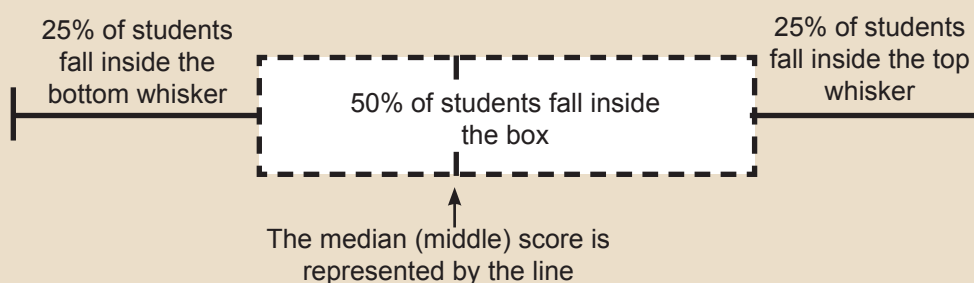


How do I read the box and whisker portion??

There are an additional two box-and-whisker plots on the chart, one to the right and one at the top. The one at the top shows the distribution of the standardised total Baseline scores for the class; the one on the right shows the distribution of the standardised Final scores for Maths or Reading.

These are useful for a variety of reasons. If you have two or more classes, they are useful for seeing if the classes are equivalent. By holding one graph on top of the other you can see if the box-and-whisker plots coincide or are very different. If the classes are not equivalent one should not make direct comparisons between the classes.

The second use is to compare the shape of the two box-and-whisker plots. If the teaching is equally effective with the whole class you would expect the box-and-whisker plot at the end (right-hand side) to match the box-and-whisker plot at the start (top). If for example the box-and-whisker plot at the end is much longer (above the box) then this may mean that the teaching is having more of an effect with the students doing well. If, for example, both box-and-whisker plots are the same in size but the top whisker gets much shorter then this may suggest that the teaching is less effective with the most able group. The third use is a quick check on progress. The median (middle score) should be in about the same place on both scales. If the median was for example 54 at the start and 46 at the end, then further investigation could be needed.



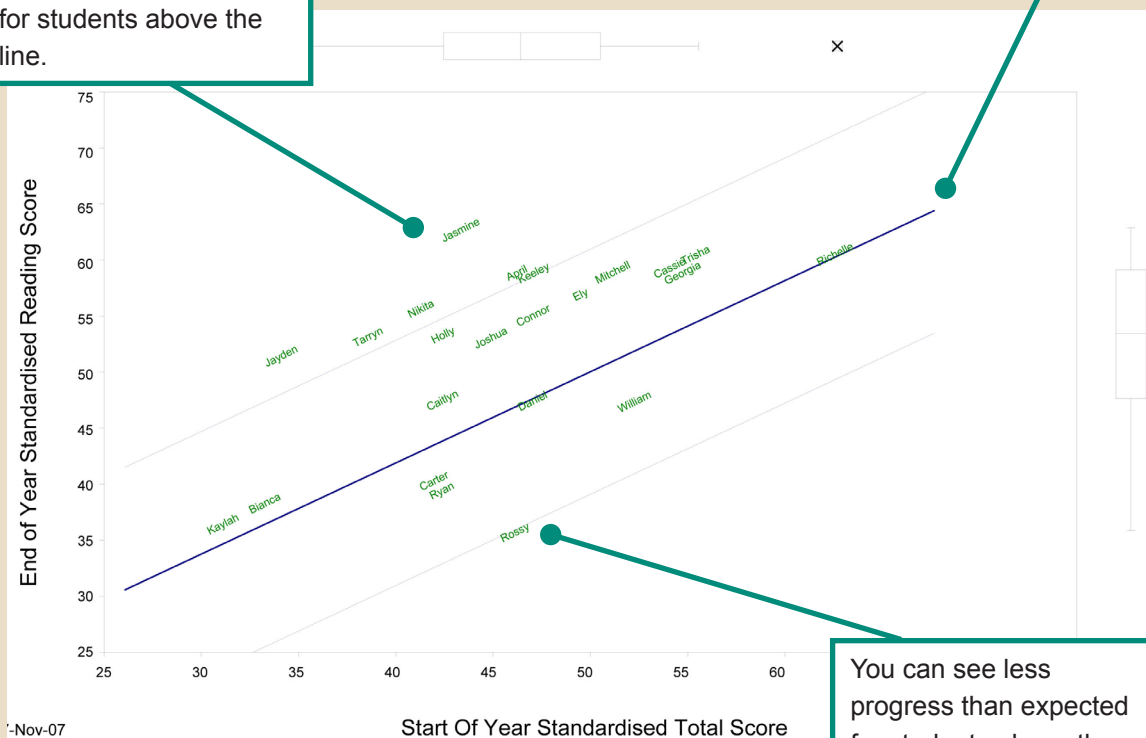
Scatterplot continued

Things to do

- Look at the general location of your class. Usually, students will be equally distributed above and below the line of best fit. If most students sit below the blue line, you can see that your class has made less progress than expected on the whole. If most students sit above the blue line, you can see that your whole class has made more progress than expected on the whole.
- If there is a pattern of students who scored high standardised totals at the First Assessment and did not make as much progress as expected, then it may mean that the extension strategies implemented at the beginning of the year were not as effective as expected.
- Likewise if there is a pattern of students who scored low standardised total at the First Assessment and did not make as much progress as expected, then it may mean that intervention strategies implemented at the beginning of the year were not as effective as expected.
- Look at the box and whisker plots and how they have changed from the first test to the final test, compare the length of the whiskers to see if your teaching is equally effective across the whole class.

You can see more progress than expected for students above the line.

You can see progress as expected for students on or close to the blue line.



Introducing IDEAS+

IDEAS+ stands for Interactive Data Exploration and Analysis Software. IDEAS+ allows you to explore and analyse your PIPS data in much greater detail. The software allows you to work with your data in the ways most useful for you.

IDEAS+ has many functions. You can analyse more detailed breakdowns of your scores, compare results for groups of students and produce many customised charts and tables.

Downloading IDEAS+

You will need to download IDEAS+ after each round of assessment.

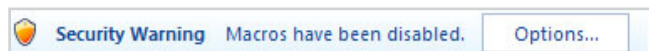
To begin working with IDEAS+ you will need to download your IDEAS+ data from AusPIPS. To log on to AusPIPS, use your School ID and Password, available at the front of this manual.

Once you have logged on to AusPIPS, follow these steps.

1. Hover your mouse over the Results/Analysis tab on the IDEAS+ main page.
2. Select IDEAS+ by clicking the mouse.
3. Click 'Download' and save the file somewhere you will be able to find it later.

Running IDEAS+

The IDEAS+ software is an Excel Spreadsheet programmed with Macros and your school's data. When you first open the program, you may receive a security warning similar to the one below.



You will need to click 'Options' and choose to 'Enable Macros' in order for the program to run.

Toolbars

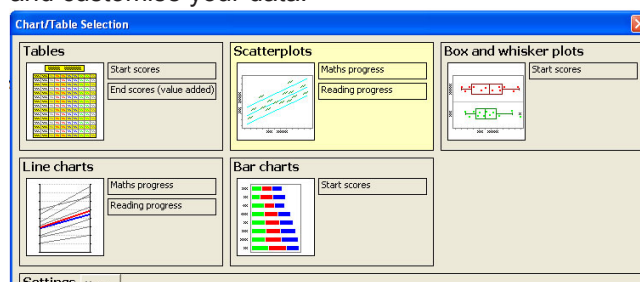
The program is operated using two main toolbars. You may reposition the toolbars on your screen so they are in the most convenient place for you.

The IDEAS+ Toolbar (shown below) is visible as soon as you open the program, and is the starting place for all IDEAS+ tasks.



Chart/Table	Bring up Chart/Table toolbar
Filter/Highlight	Customise which data is shown, and how it is colour coded
Find Pupil	Search for a student in your school or class
Custom Groups	Build groups of students whose results you wish to view together
Bulk	Generate reports for individual students included in a group

The Chart/Table toolbar (shown below) is used to generate feedback in the chosen formats. The format will be familiar to you, as they are quite similar to the Feedback you download from AusPIPS. The benefits of IDEAS+ lie in the increased ability to interact with and customise your data.



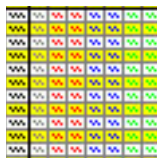
Sorting students

You may customize the way tables are sorted using IDEAS+. You can sort by First Name, Last Name and Score, in ascending order.

Tables are sorted by total score as a default. To change the way students are sorted, double click on the heading you wish to sort by, for example "Last Name".

Showing a chart or table

Generating a chart or table is as simple as clicking on the Chart/Table toolbar. The options you have for charts and tables are described below.



Tables

Raw and standardized scores for reading, maths and phonics.

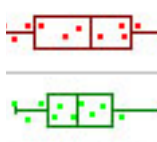
Available for both start and end of year assessments.



Scatterplots

Student growth and progress for reading and maths.

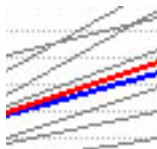
Available for end of year assessments only.



Box and Whisker

Achievement in reading and maths.

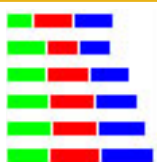
Available for start of year assessments only.



Line Chart

Progress for maths and reading.

Available for end of year assessments only.

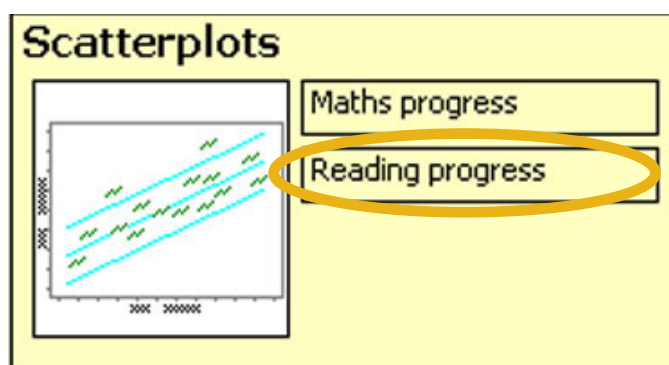


Bar Chart

Achievement in reading, maths and phonics.

Available for start of year assessments only.

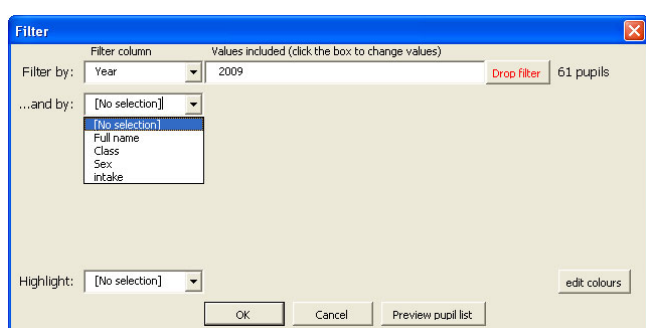
The charts and tables you generate here will be familiar to you, as they are the same as your standard PIPS feedback. Simply click on your selected option next to the diagram and your chart or table will be generated. The example below would generate a reading progress Scatterplot.



Filtering students

By default, any chart or table you open will display all students who took part in PIPS for the current academic year. It is most likely you will want to filter results to show only one class, but you can also apply other filters such as gender too.

1. Click Filter/Highlight on the main toolbar:
2. You will see your data is automatically filtered by current academic year. You can apply multiple filters at once.
3. To add a second filter (in this example, a Class Filter) click on the drop down arrow for the second line (in this case, choose Class).



4. Select the name of the class you wish to view results for from the list. To select more than one, hold CTRL while clicking.
5. Once you have applied all the filters you want, click 'OK'. Your new chart or table will now be generated, showing only the students you have selected.

Tip - Removing Filters

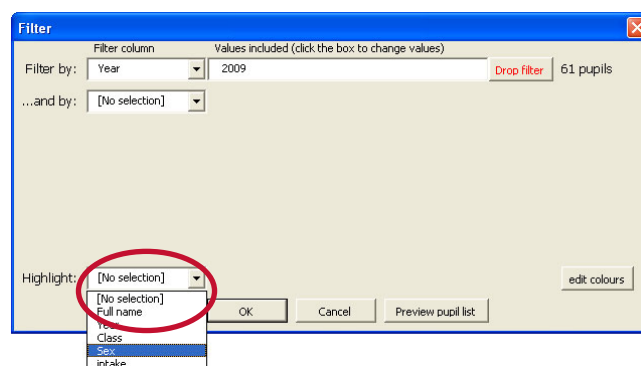
Filters remains active until they are manually removed. If you seem to be missing some data when you view your charts or tables, make sure to check which filters you have active. To remove a filter, click the Drop Filter button next to the filter you wish to remove.



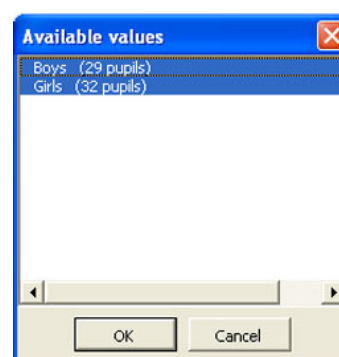
Highlighting students

Another option for customising your data is using the Highlight function to colour code your students.

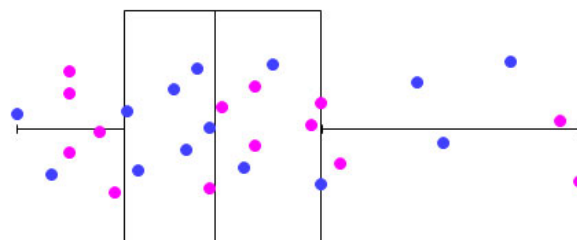
1. Click Filter/Highlight on the main toolbar
2. Click on the drop down box next to the word 'Highlight'.
3. In this case, we will highlight boys in one colour and girls in another. First click on the category you wish to highlight. In this example, we will highlight by sex.



4. Holding "Shift" to select multiple values, select boys and girls.



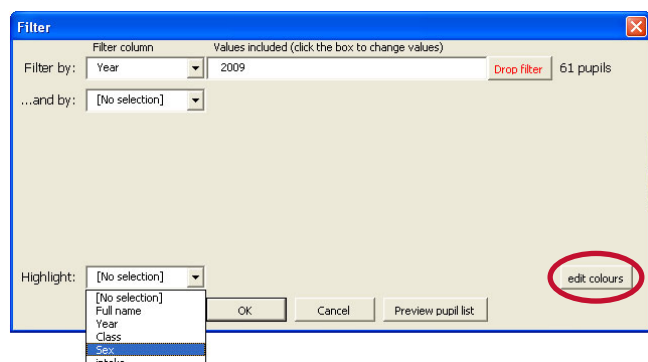
5. Click on 'OK'. When you next generate a chart, you will see boys and girls are highlighted in a different colour.



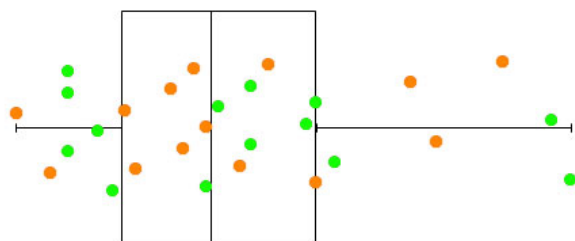
Edit colours when highlighting students

It is possible for you to choose which colours are used for groups when you highlight students. You may wish to have boys in blue or girls in pink; or to have colour coded reading groups such as red, yellow and blue for example.

1. Follow the instructions about highlighting students through to step 5. Before you click 'OK', click on the 'Edit Colours' button.



2. Click on the coloured box for the Category you wish to edit the colours for.
3. Select the new colour from the palette that appears. You can adjust the saturation using the slider, or enter RGB values to generate a specific colour.
4. Now generate your chart or table as normal, and you will see the groups in the colours you have selected.

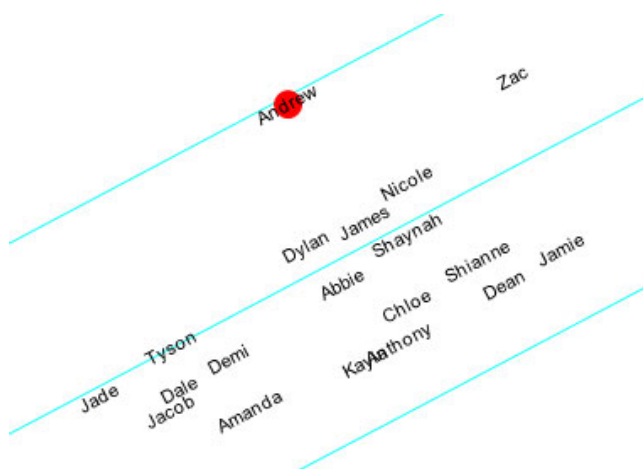


Individual student profiles

IDEAS+ allows you to view profiles of individual students, so you can obtain detailed information about a student in your class at the click of a button.

The first type of student information you can generate is **Pupil Information**. This chart gives you an overview of the student's raw and standardised scores.

1. When you identify a student you wish to view information for in a table or chart, double-click on the student's name (in a table) or the dot/line which represents them (in a chart).



2. The following small chart will display on the screen showing individualised information on the student you have selected.

Start scores:			
Maths	raw: 34	std.: 47	
Reading	raw: 37	std.: 44	
Phonics	raw: 9	std.: 42	
Total	raw: 78	std.: 45	

End scores:			
Maths	raw 40	std.: 39	
Reading	raw 157	std.: 56	
Phonics	raw 17	std.: 53	
Total	raw 197	std.: 53	

Value Added:	
Maths	-
Reading	++

Custom group editing
 Custom groups: [Add new group] Current subgroup: []
 Pupil report Close

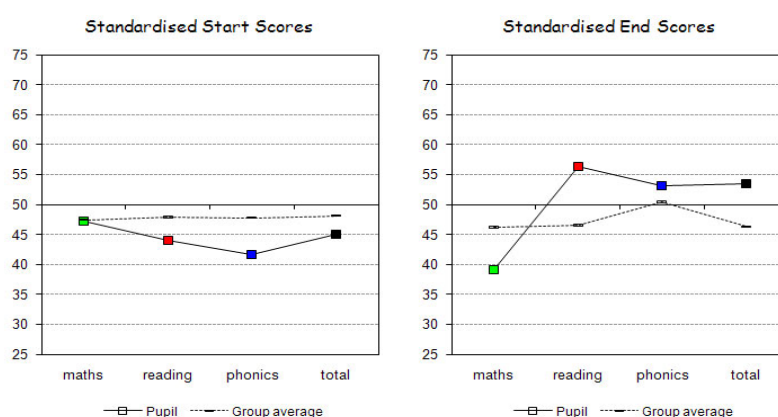
3. This chart may provide you with all information you want, but if you wish to see more detailed individual student charts, you can choose to generate a **Pupil Report**.

Generating a Pupil Report

In order to generate a Pupil Report:

1. After bringing up the Pupil Information chart, click on the button at the bottom of the box which reads Pupil Report.
2. The following screen will be generated, showing a table of student scores and charts tracking individual progress against the class average.

		raw scores				standardised scores				value-added		
		maths	reading	phonics	total	maths	reading	phonics	total	maths	reading	attitude
pupil	Start scores	34	37	9	78	47	44	42	45			
	End scores	40	157	17	197	39	56	53	53	-	++	++
group averages	Start scores	33.4	47.3	11.8	88.5	47.5	47.9	47.8	48.1			
	End scores	45.7	110.1	16.6	155.8	46.2	46.5	50.5	46.3			



Caution - Using reports

Think about the uses for your student data. Individual student reports make useful records in individual files. Unlike other PIPS data, where class results should not be made available to parents, you may consider sharing individual Pupil Reports. We would suggest this should only ever be done in a parent/teacher conference, as parents need to be offered support to interpret results.

Before deciding to show results to parents, make sure you consider the following:

- What do I wish to achieve by making this information available to parents?
- Will the parents have the tools and perspective to interpret these results in a useful manner?
- Will showing results to parents serve a positive purpose in the education of the student?

Confidentiality must always be a top priority when working with PIPS results.

REMEMBER

PIPS is first and foremost a tool to help the classroom teacher plan to cater for individual student needs. Results are designed for use by classroom teachers with the skill and knowledge to interpret them in a useful way. It is not standard practice to share any PIPS results with parents, and the usefulness of doing so should be considered carefully.

Bulk Reports

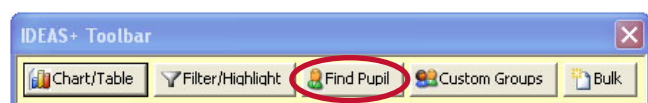
IDEAS+ has a 'Bulk' function which allows you to generate an individual chart or table for every student with PIPS data. For example, you may wish to generate an Individual Student profile for every student in your class. Follow the step-by-step instructions below.

1. Apply the necessary filters to your students. An individual chart will be created for all students included in your filter settings.
2. Generate the chart or table you wish to use for your 'Bulk' function operation. You can create bulk reports for any chart or table, including the Individual Student Profile. Click the 'Bulk' button.
3. The program will now run and generate a new sheet for each student. Move between sheets by clicking the tabs at the bottom of the spreadsheet.
4. You may choose to print off the individual sheets, or save a copy of your file so sheets can be retrieved at a later date.

Find a student

If you are working with whole school data or a large class, the 'Find Pupil' function can help you to locate an individual student. This can make it easier for you to create reports for the student or add them to custom groups.

1. Click on the 'Find Pupil' button, and type the name of the student you are searching for.

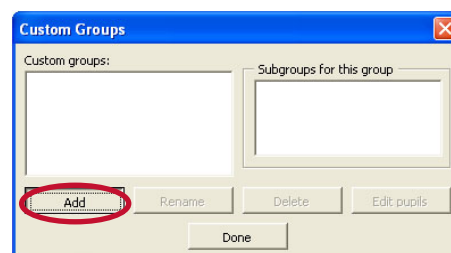


Custom groups

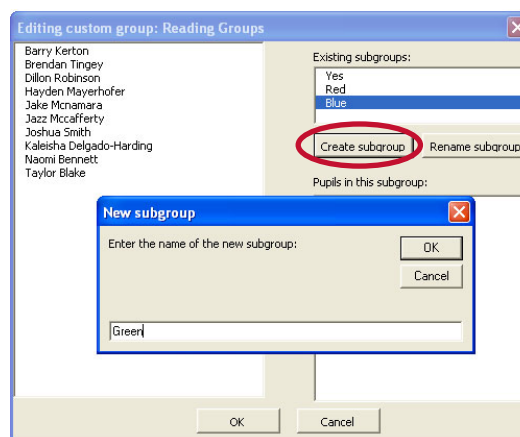
IDEAS+ allows you to create custom student groups, to allow you to highlight and compare student groups more easily. Follow the step by step instructions below to create your own custom groups.

In this example, we will classify a class into their streamed reading groups. After the step by step instructions, you will see some charts generated using these custom groups and the highlighting function.

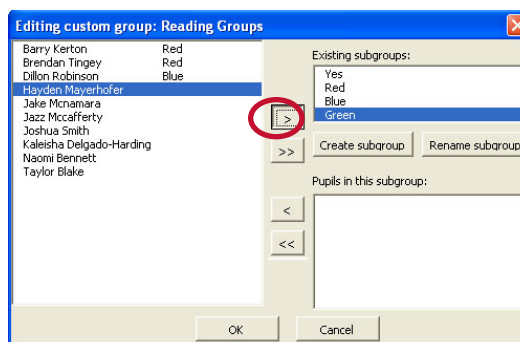
1. Click on 'Custom Groups' on the main toolbar.
2. Click 'Add' and type the name of the custom group you wish to create (ie. Reading). Click OK.



3. Click on the 'Create Subgroup' button, and add as many subgroups as you need. In the example, subgroups will be Red, Blue and Green.



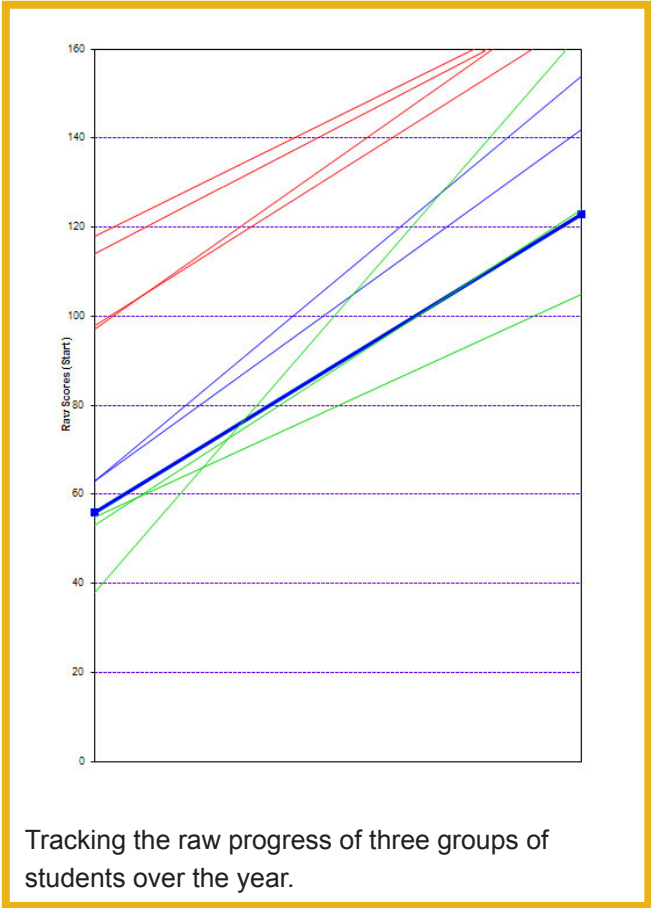
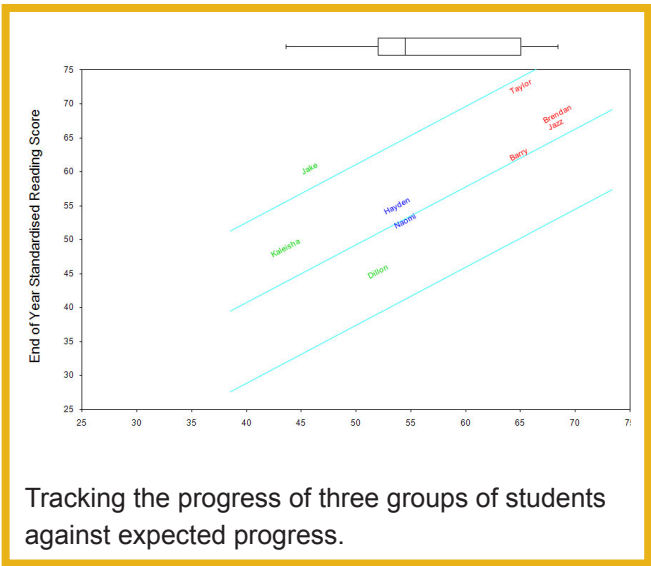
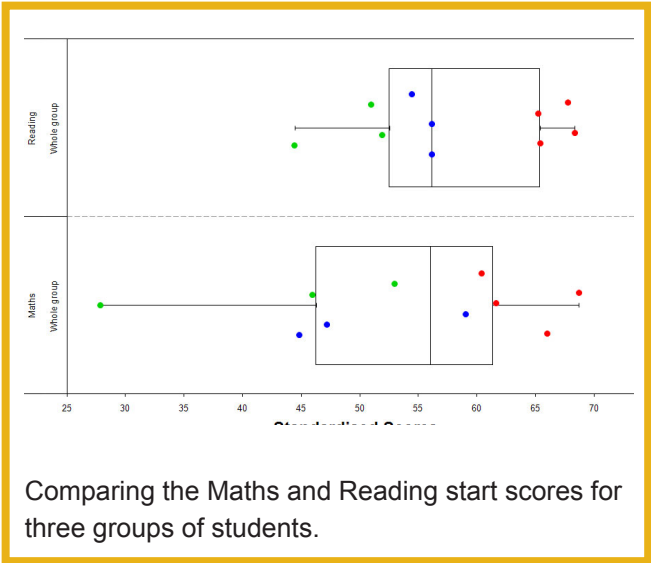
4. Click on the first subgroup you wish to populate from the list of available subgroups. Click on the name of the student you want to add to the group, and then select the '>' box to move them into the 'Pupils in the subgroup' list.



Custom groups continued

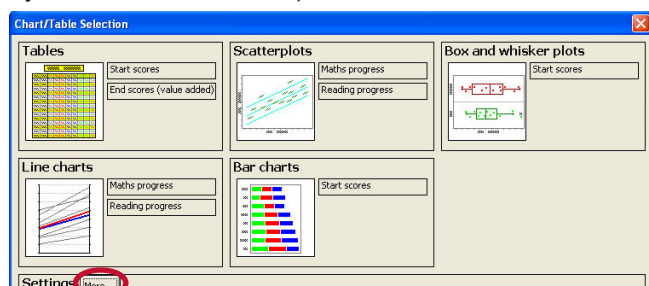
5. Click on 'OK' and then 'Done', once you have finished allocating students to groups.

The example charts below have been created using filters and highlighting for the Custom Groups. In these examples, you can see clearly how the use of custom groups and highlighting makes visual comparison of different groups of students simple.



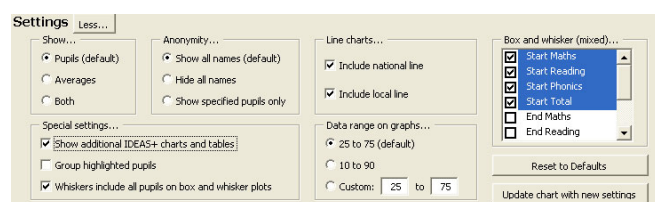
Additional Functions

Aside from the basic features of IDEAS+, there are advanced settings to allow you to further customise and edit your data. To view these additional options, click on the 'More' button at the bottom of the 'Chart/Table' tool bar (The button is partially concealed by the bottom of the box).



Customising displays

The following is a list of the options you can use to configure your data displays.



Show has three options

Pupils displays students names on the graph, chart or table.

Averages displays the average for the selected group on the graph, chart or table.

Both displays both the student names and the average on the graph chart or table.

Anonymity has three options

Show all names displays students names on the graph, chart or table.

Hide all names displays the average for the selected group on the graph, chart or table.

Show specified pupil only displays both the student names and the average on the graph chart or table.

Line charts has two options

Include national lines displays a line showing average progress nationally.

Include local line displays a line showing a local average progress. (If your school is part of a consortium, your local average will be the average of the consortium. If your school is not in a consortium, then the local average will be the average of all schools not assigned to consortia nationally)

Data range on graphs: has three options.

Most PIPS graphs are plotted with an x-axis ranging from 25 to 75. If you wish pupils whose scores fall outside of this range to appear on the graph, the axis must be changed.

25-75 the default display.

10- 90 will display most students that fall out of the normal range.

Custom allows you to choose a specific x-axis range.

Special settings: additional options

This option allows for a number of extra features in IDEAS+.

Show additional charts, graphs and tables

is an option for those who wish to examine the data in more detail. This option enables a number of new charts, graphs and tables. These are explained in more detail in the next few pages.

Group highlighted pupils

creates a group containing students that have been highlighted on a table, and displays them together.

Whiskers include all pupils on box and whisker plots

is ticked by default. It means that on the box and whisker plot, the whiskers extend to all students on the plot. The alternative is to let the box and whisker plot indicate outlying students (those whose scores differ significantly from the majority) by a small cross. On feedback obtained from AusPIPS, the outliers are shown as a default.

Enabling additional charts and tables

These additional charts are designed to give you alternative views of your information and to make your data even more customisable. The types of charts and tables you will see are summarised below. Additional instructions to interpret your data are presented over the next few pages.

Tables	End Scores shows the end scores in a similar format to start scores, with the addition of the attitudinal data.
Scatterplots	Maths and Reading Value Added show value added information in a format that makes it easier to see student progress.
Spreadsheets	Allows the user to create unformatted spreadsheets for later analysis.
Box and Whisker Plots (Mixed)	This allows the comparison of a number of box and whisker plots on the same chart. You customise the plots by selecting them from the Settings section of the Chart/Table toolbar, indicated below.

End of Year Scores

This table displays start and final, raw and standardised scores, plus attitudinal data, without the value added component.

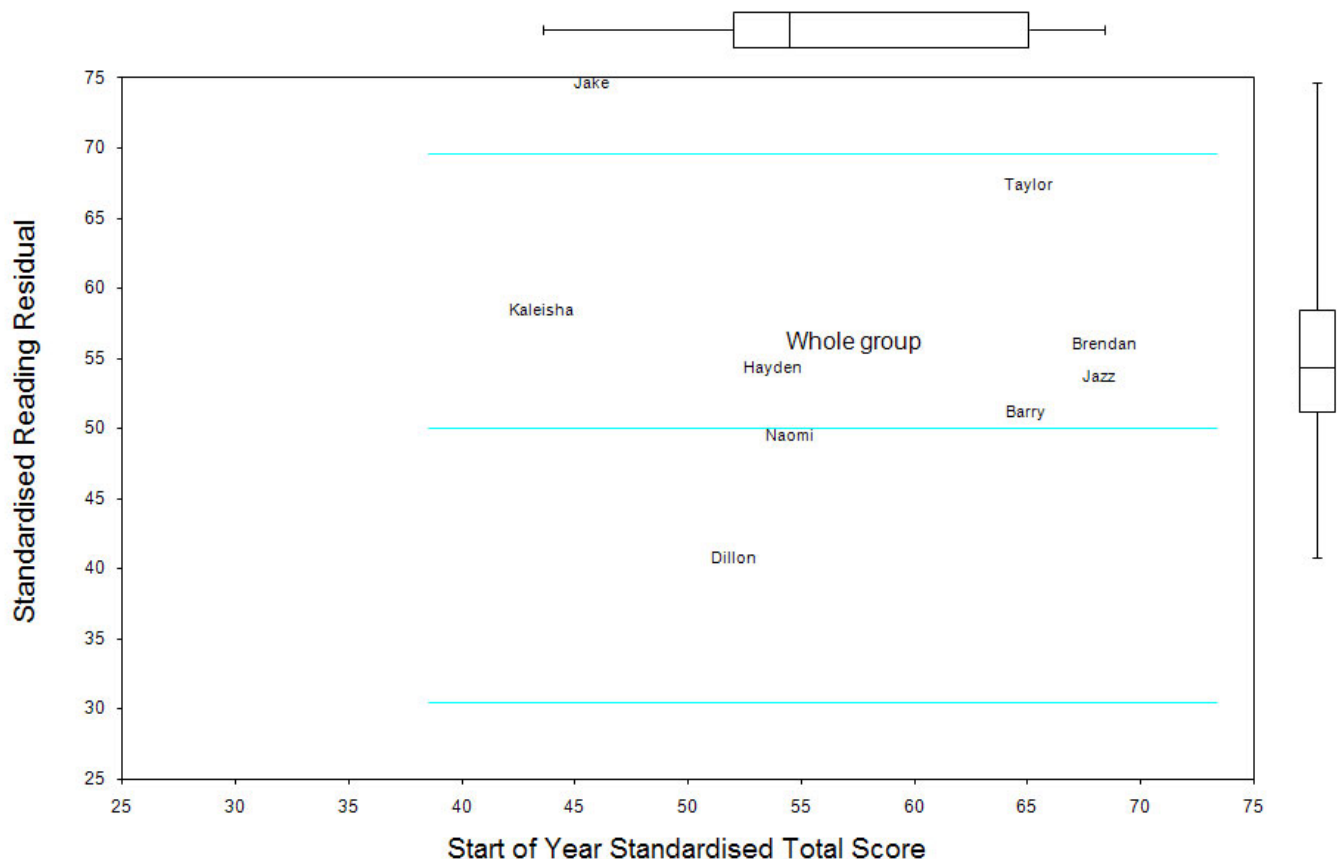
first name	last name	raw scores				standardised scores				attitude
		maths	reading	phonics	total	maths	reading	phonics	total	
Whole group	(n=9)	54.1	152.6	16.8	206.7	56.6	59.3	51.6	58.9	
Dillon		49	105	17	154	50	45	53	46	☹️
Kaleisha		49	124	15	173	50	49	Under 40	49	☹️
Naomi		50	142	17	192	51	53	53	52	☹️
Hayden		51	154	17	205	53	55	53	55	☹️
Jake		48	164	17	212	49	61	53	57	☹️
Barry		55	167	17	222	57	63	53	62	☹️
Taylor		54	174	17	228	56	73	53	65	☹️
Brendan		63	172	17	235	67	69	53	71	☹️
Jazz		68	171	17	239	Over 75	67	53	74	☹️

Value Added Scatterplot

This version of the Scatterplot displays the student progress against a different line to the traditional Scatterplot. The line is displayed horizontally (showing expected progress) so you can more easily see the progress students have made against the line.

Students towards the top of the page have made the most progress, and students at the bottom have made the least.

Students in line with the middle (progress) line, have made progress as expected.



Spreadsheets and Group Reports

Two different reports are generated under this heading. The spreadsheet report (not shown) is purely your student data displayed in a normal spreadsheet format to allow you to sort and customise your data as desired. There are two options when generating a spreadsheet, and one style of group report.

Pupil data spreadsheet

Individual student data, with a row for each student

Average spreadsheet

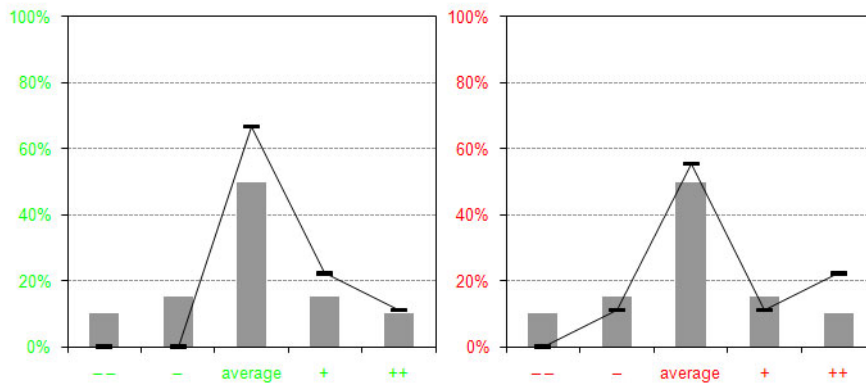
Shows averages for the whole group (check filters prior to generating this table)

Group summary report (shown)

Similar format to the Individual Pupil Report, showing averages for the whole group (check filters prior to generating this chart)

counts	maths value-added						reading value-added						attitude			
	--	-	average	+	++	total	--	-	average	+	++	total	😊😊	😊	😐	total
Whole group	0	0	6	2	1	9	0	1	5	1	2	9	0	3	6	9

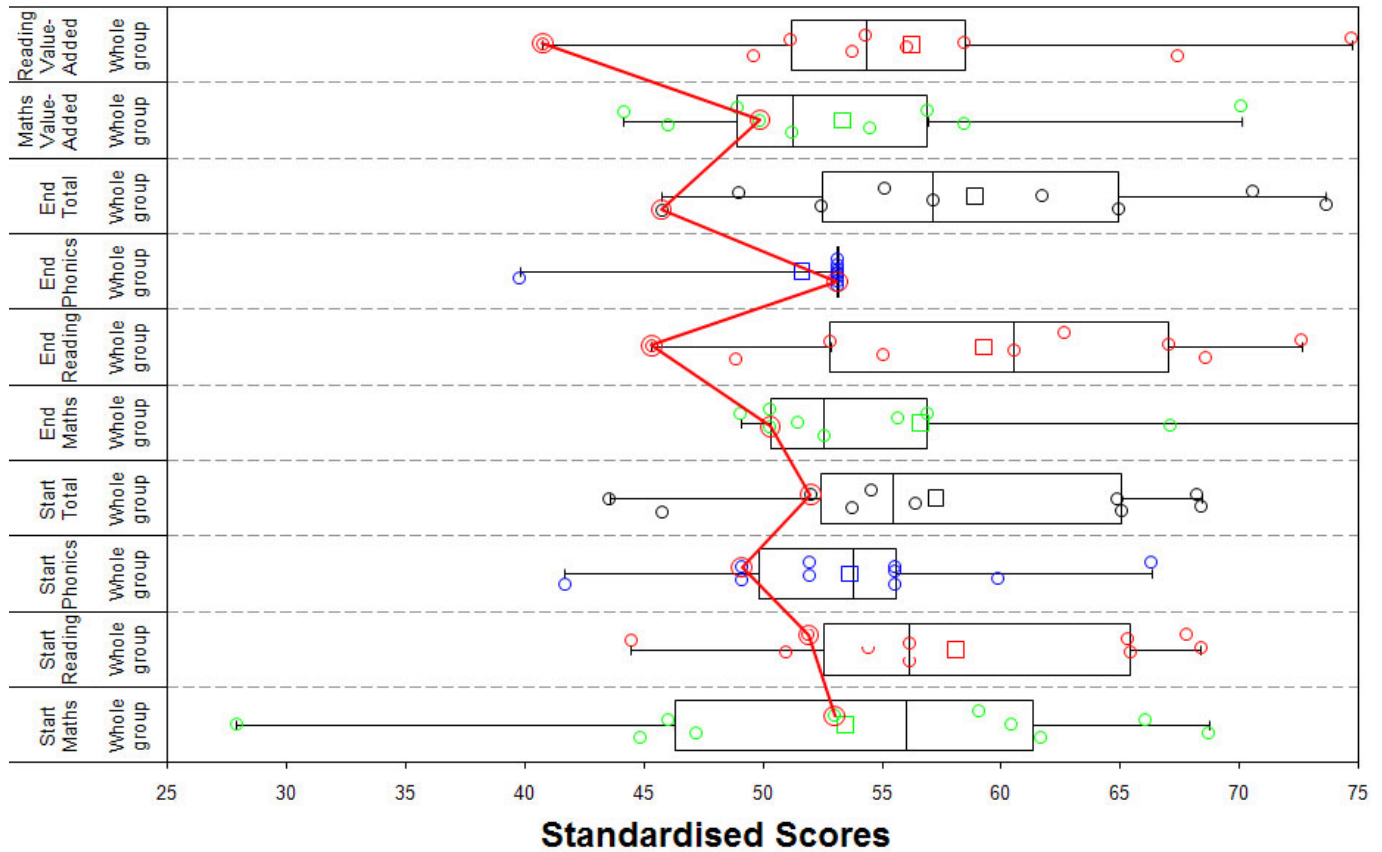
percentages	maths value-added						reading value-added						attitude			
	--	-	average	+	++	total	--	-	average	+	++	total	😊😊	😊	😐	total
(national comparison)	10%	15%	50%	15%	10%	100%	10%	15%	50%	15%	10%	100%				
Whole group	0%	0%	67%	22%	11%	100%	0%	11%	56%	11%	22%	100%	0%	33%	67%	100%



Box and Whisker Plot: Mixed

This option allows you to display a number of box and whisker plots on the same chart for easy cross comparison. Select which information you wish to display (as described on the previous page), and then generate the chart.

Clicking on a student in this format quickly displays where they are positioned across all sections of the assessment (as shown).



2015 PIPS Observation Sheet (Page 1)



Student Name: _____

Date: ____/____/____ Time: ____:____

Instructions

You may find it useful to record how a student approaches the questions in the assessment and any other observations. Here are some items you may want to consider and can be noted as they occur against the relevant section of the assessment.

- Does the student hesitate before answering or does he or she answer confidently?
- Does the student realise when he or she makes an error and self-corrects?
- What answer is provided when the response is incorrect?
- Are there particular images that the student finds interesting?
- Does the student make other comments during the assessment?
- Does the student read fluently or does he or she read word by word?
- What strategies does the student use to solve unfamiliar words?

General Notes

There are various factors which may influence a student's performance in the assessment. You may want to record any of the following, which may assist your interpretation of the PIPS feedback at a later date.

Factors to consider	Your observations
Wellbeing Is the student feeling unwell or distracted by an incident that may have occurred just prior to the test?	
Test Conditions It is preferable for students to be tested in a suitable location without distractions. In the event that an unexpected distraction occurs during testing for example a lawn mower outside the window, it is preferable to stop and continue at another time. If this is not possible it is recommended to record such distractions.	

Reading Assessment

Handwriting				
Notes:				
PV Bedroom				
<input type="checkbox"/> chair	<input type="checkbox"/> tree	<input type="checkbox"/> cloud	<input type="checkbox"/> ball	<input type="checkbox"/> doll
Notes:				
PV Kitchen				
<input type="checkbox"/> carrots	<input type="checkbox"/> knife	<input type="checkbox"/> fork	<input type="checkbox"/> cupboard	<input type="checkbox"/> cherries
<input type="checkbox"/> pan	<input type="checkbox"/> bowl			
Notes:				
PV Country				
<input type="checkbox"/> butterfly	<input type="checkbox"/> kite	<input type="checkbox"/> castle	<input type="checkbox"/> wasp	<input type="checkbox"/> pigeon
<input type="checkbox"/> windmill	<input type="checkbox"/> turtle	<input type="checkbox"/> violin	<input type="checkbox"/> padlock	<input type="checkbox"/> toadstool
Notes:				
PV Toy Shop				
<input type="checkbox"/> yacht	<input type="checkbox"/> cash	<input type="checkbox"/> microscope	<input type="checkbox"/> jewellery	<input type="checkbox"/> saxophone
<input type="checkbox"/> cosmetics				
Notes:				

Please continue on the next page.

IAR Classroom													
<input type="checkbox"/> someone writing			<input type="checkbox"/> someone reading			<input type="checkbox"/> some writing							
Notes:													
IAR Book													
<input type="checkbox"/> word on the page			<input type="checkbox"/> letter of alphabet			<input type="checkbox"/> start to read			<input type="checkbox"/> captial letter			<input type="checkbox"/> full stop	
<input type="checkbox"/> sentence starts			<input type="checkbox"/> sentence ends										
Notes:													
Repeating Words													
<input type="checkbox"/> blomp			<input type="checkbox"/> ip			<input type="checkbox"/> vod			<input type="checkbox"/> chag			<input type="checkbox"/> dush	
<input type="checkbox"/> jollypompy			<input type="checkbox"/> pimrat			<input type="checkbox"/> crinch			<input type="checkbox"/> twittlepee			<input type="checkbox"/> mentasouthy	
<input type="checkbox"/> bizzalbrunter			<input type="checkbox"/> thompt										
Notes:													
Splitting words													
<input type="checkbox"/> butterfly			<input type="checkbox"/> raincoat			<input type="checkbox"/> upside			<input type="checkbox"/> backseat			<input type="checkbox"/> railroad	
<input type="checkbox"/> lunchbox			<input type="checkbox"/> toothbrush			<input type="checkbox"/> passport			<input type="checkbox"/> enterprise			<input type="checkbox"/> sometimes	
Notes:													
Hearing Sounds													
<input type="checkbox"/> gol k			<input type="checkbox"/> vi p			<input type="checkbox"/> a k			<input type="checkbox"/> o b			<input type="checkbox"/> jo n k	
<input type="checkbox"/> fragglesock s			<input type="checkbox"/> pommysump t			<input type="checkbox"/> quintbo p			<input type="checkbox"/> finda l			<input type="checkbox"/> gooberjulla	
Notes:													
Letters													
A	B	C	D	e	F	G	H	i	J	K	L	m	
n	o	p	Q	r	s	t	u	V	w	x	Y	Z	
Notes:													
Words 1													
<input type="checkbox"/> cat			<input type="checkbox"/> rabbit			<input type="checkbox"/> house			<input type="checkbox"/> dog			<input type="checkbox"/> duck	
Notes:													
Words 2													
<input type="checkbox"/> car			<input type="checkbox"/> butterfly			<input type="checkbox"/> ball			<input type="checkbox"/> tree			<input type="checkbox"/> flower	
Notes:													
Story 1 (Read any words the student can't)													
The dog has got a red ball. (7) He likes to play on the grass with it. (9) Playing makes him sleep. (4)								Notes:					
Story 2 (No help to be given)													
The cat went for a walk. She was hungry and wanted to look for some food. (16) There were lots of shops. One had a fish in the window. (12) She always goes home at night. (6)								Notes:					

Please continue on the next page.

2015 PIPS Observation Sheet (Page 3)

Sentences (No help to be given)

Quite a few dogs enjoy playing football. (7)
 Stories can be good fun to read. (7)
 Sometimes the grass which I eat tastes awful. (8)
 Nightmares are things I don't dream about. (7)

Notes:

Walking to school (No help to be given)

"Put **your** coat and shoes **on**. It's time to **walk** to school," called Mrs Mack.
Two minutes later Emma was ready to **leave**.
 Outside the sun **was** shining and everyone **looked** happy.
 As Emma and Mrs Mack **were** walking along the street **they** met Yasir and his mum.
 Yasir was **wearing** a new brown coat.
 Emma **thought** it looked very smart.
They stopped at the shop **for** Emma and Yasir to **buy** apples to eat **at** playtime.
 After saying goodbye **to** Mr Brown, the shopkeeper, they **carried** on walking to **school**.

Notes:

Cats (No help to be given)

Cats have been kept as pets **for** hundreds of years.
 Pet cats **do** not normally have to **hunt** for their food but **they** still like to look for **mice**.
 Cats are active, playful **creatures**.
 They can run quickly **and** are very good at **leaping** up onto fences, trees and **other** high places.
 Sometimes they **can** get stuck on top of **houses**, sheds or trees and **require** help to get back down.
After playing, climbing and running **around**, cats need to rest.
They like to find somewhere **comfortable** to rest and they go to sleep for **about** 16 hours every day, **which** is a long time.

Notes:

Please continue on the next page for maths items.

Maths Assessment

Early maths				
<input type="checkbox"/> longest	<input type="checkbox"/> inside	<input type="checkbox"/> on		
<input type="checkbox"/> triangle	<input type="checkbox"/> circle	<input type="checkbox"/> square	<input type="checkbox"/> triangle	
Notes:				
Ideas about maths				
<input type="checkbox"/> biggest	<input type="checkbox"/> smallest	<input type="checkbox"/> more	<input type="checkbox"/> most	<input type="checkbox"/> least
<input type="checkbox"/> tallest	<input type="checkbox"/> shortest			
Notes:				
Counting				
<input type="checkbox"/> How many apples are here? (4)		<input type="checkbox"/> How many apples were there? (4)		
<input type="checkbox"/> How many fish are here? (7)		<input type="checkbox"/> How many fish were there? (7)		
Notes:				
Sums A (Do not provide concrete aids)				
<input type="checkbox"/> 3-1=2	<input type="checkbox"/> 4-1=3	<input type="checkbox"/> 6-3=3	<input type="checkbox"/> 2+1=3	<input type="checkbox"/> 3+1=4
<input type="checkbox"/> 2+2=4	<input type="checkbox"/> 3+2=5	<input type="checkbox"/> 4+3=7		
Notes:				
Numbers				
<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 5
<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 0
<input type="checkbox"/> 2 digit numbers (note and tick in boxes)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3 digit numbers (note and tick in boxes)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:				
Shapes				
<input type="checkbox"/> star	<input type="checkbox"/> circle	<input type="checkbox"/> square	<input type="checkbox"/> triangle	<input type="checkbox"/> hexagon
Notes:				
Maths 1 (Do not provide concrete aids)				
<input type="checkbox"/> 1 more than 5 (6)	<input type="checkbox"/> 3 less than 7 (4)	<input type="checkbox"/> 2 more than 6 (8)	<input type="checkbox"/> 3 more than 8 (11)	<input type="checkbox"/> 6 less than 15 (9)
<input type="checkbox"/> 8 more than 13 (21)	<input type="checkbox"/> 10 less than 25 (15)	<input type="checkbox"/> 21 more than 32 (53)		
Notes:				
Sums B (Students may use a pencil and paper)				
<input type="checkbox"/> circle 3/4 coloured in	<input type="checkbox"/> buy apple (10c)	<input type="checkbox"/> cover 1/2 the bikes	<input type="checkbox"/> 7+3= 10	
<input type="checkbox"/> 10,20,30,40,50	<input type="checkbox"/> 2,4,6,8,10,12	<input type="checkbox"/> half of 6= 3	<input type="checkbox"/> 4+11= 15	
<input type="checkbox"/> 9-6=3	<input type="checkbox"/> buy orange (50c+10c)	<input type="checkbox"/> 15-4= 11	<input type="checkbox"/> 15+21= 36	
<input type="checkbox"/> 42-17=25	<input type="checkbox"/> quarter of 8= 2	<input type="checkbox"/> twice 3 doubled= 12	<input type="checkbox"/> 105+302= 407	
Notes:				

*This concludes the compulsory assessment items.
Please continue on the next page for optional items.*



Student Name: _____

Date: ____/____/____ Time: ____:____

Optional Assessments

Attitudes		
😊 😐 😞 eating sweets	😊 😐 😞 reading stories	😊 😐 😞 looking at books
😊 😐 😞 drawing pictures	😊 😐 😞 building lego or blocks	😊 😐 😞 counting
😊 😐 😞 being at school	😊 😐 😞 playing in playground	😊 😐 😞 working on computer
Notes:		

Short term memory				
<input type="checkbox"/> sequence 1	<input type="checkbox"/> sequence 2	<input type="checkbox"/> sequence 3	<input type="checkbox"/> sequence 4	<input type="checkbox"/> sequence 5
<input type="checkbox"/> sequence 6	<input type="checkbox"/> sequence 7	<input type="checkbox"/> sequence 8	<input type="checkbox"/> sequence 9	<input type="checkbox"/> sequence 10
Notes:				

Assessing Behaviour in Pre-primary Students

This section is completed by the teacher without the child present. The teacher is asked to assess the attentiveness, activity and impulsiveness of each child. The Behaviour Rating Scale has been available to teachers in the UK and has been helpful in identifying students who may be at risk of developing learning and attentional problems in the future.

Instructions

Teachers can complete the Behaviour Rating Scale during the First and Final Assessment period. Read each item (e.g. makes careless mistakes...) and decide on the extent to which the statement applies to the student during their time in your class. Move the cursor on the sliding scale from 0 to 9 to reflect your judgement.

By the time of the Final Behaviour Assessment, most teachers will know their students well. The Behaviour Rating Scale statements should be judged on the basis of whether the behaviour has persisted for at least six months and is typical of the student being assessed.

Never.....Always

0	9
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The following descriptors are suggested

0 - Never displays this behaviour	5 - Sometimes displays this behaviour
1 - Rarely displays this behaviour	6 - Often displays this behaviour
2 - Seldom displays this behaviour	7 - Regularly displays this behaviour
3 - Infrequently displays this behaviour	8 - Very frequently displays this behaviour
4 - Occasionally displays this behaviour	9 - Always displays this behaviour

Optional Assessments

Attitudes		
<input type="checkbox"/> makes careless mistakes	<input type="checkbox"/> difficulty with attention	<input type="checkbox"/> seems not to listen
<input type="checkbox"/> trouble following instructions	<input type="checkbox"/> difficulties with organisation	<input type="checkbox"/> reluctant to engage
<input type="checkbox"/> loses equipment	<input type="checkbox"/> becomes distracted	<input type="checkbox"/> forgetful
<input type="checkbox"/> fidgets and squirms	<input type="checkbox"/> trouble remaining seated	<input type="checkbox"/> inappropriately runs about
<input type="checkbox"/> trouble playing quietly	<input type="checkbox"/> seems 'on the go'	<input type="checkbox"/> talks excessively
<input type="checkbox"/> blurts out answers	<input type="checkbox"/> trouble taking turns	<input type="checkbox"/> interrupts or interferes
<input type="checkbox"/> daydreams	<input type="checkbox"/> doesn't consider consequences	<input type="checkbox"/> thinks aloud

Notes

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

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