Have this Manual with you during testing.
This manual is accompanied by the 2012 PIPS CD-ROM enclosed.

Please adhere the CD sleeve here.

Only one copy of the CD-ROM is provided per registered school or campus and can be installed on as many computers as required.

Important – For security purposes you will require your PIPS ID to identify yourself as a genuine PIPS user. Note: The PIPS ID is not the password to use the program.

PIPS ID Number

AusPIPS Password

Program Password (for CD-ROM) is:
   pips2012
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Acknowledgements

PIPS Australia thanks the following organisations for their contribution to the 2012 PIPS Manual.

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

Copyright Statement

This Publication is copyright. Schools registered to use PIPS in 2012 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 2012

This manual is divided into eight sections.

Section 1  Introduction and Key Information
Section 2  Installing the PIPS Program
Section 3  Familiarising with the PIPS Program
Section 4  Implementing the Assessment
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.
Welcome back, previous users

What’s new or different in 2012 PIPS?

We are pleased to present the following features in 2012 PIPS:

Rhyming Assessment
The Rhyming Assessment will be provided as an optional assessment again after feedback from teachers and other PIPS users indicated it was still an area of interest.

Windows 7 Compatibility
The new Windows7 operating system is now being used by some schools. In 2012, PIPS will be compatible with the Windows7 operating system, as well as Windows 98/2000 and XP.

Behaviour Assessment
This is an optional test for all schools. The teacher assesses the attentiveness, activity and impulsiveness of each child.

More information can be found on page 80.

School Raw Score Report
In previous years, teachers were only able to print raw score reports for their classes and individual students. However, in 2012, teachers will again be able to print a raw score report for the whole school.

Completed Assessments
When you click the ‘Check Assessments’ button, you can view the assessments which have been completed by a student or the class depending on what is highlighted in the box on the left of the screen.

The report produced is more comprehensive separating it into various assessments:

a. Main Assessment (First and Final)
b. Short-term memory
c. Behaviour
d. Attitudes (only for Final Assessment)

Submit data and view feedback online
AusPIPS is a secure website for submitting data and viewing feedback online. This feature is available to all schools. You do not need to post disks anymore. You can also access your feedback for all years you have participated in PIPS. Schools should use AusPIPS to submit, retrieve and manage their data.

IDEAS+
Each year, standard PIPS data is downloaded in PDF format. The new user-friendly IDEAS+ software is a package that allows schools to customise their PIPS data by creating groups and filtering results, or producing individual student reports. With IDEAS+ software, teachers can:

• Create custom groups of students for comparison
• Highlight groups of students on charts and tables
• Create individual student reports
• Pin point student data directly on charts and tables
• Generate additional types of charts and tables

Make sure you have a look at your IDEAS+ data and try out the fantastic features. IDEAS+ workshops are in Perth on a regular basis, and give attendees a chance to work with their own data with guidance from PIPS team members in our computer lab.

Interesting facts about PIPS
In 2011, more than 24,000 students were assessed with PIPS across Australia.

For the 2011 First Assessment, approximately 0.39% of all Australian students tested with PIPS reached the most difficult literacy item, the “Cats” screen. Only 3 students were able to complete this section.
What is PIPS?
The PIPS On-Entry Baseline Assessment is a CD-ROM based program that can assist with:

- assessing the progress of students in literacy, numeracy and phonological awareness.
- diagnosing individual student work and providing data to indicate in which areas students are achieving or underachieving.
- predicting future performance and identifying individuals who might benefit from early intervention.

PIPS is designed to assess students entering their first formal year of schooling. This group is called different names in Australia, for example Pre-Primary (WA), Prep (TAS), Reception (SA), Kindergarten (ACT) and Transition (NT). The testing of Year 1 students may be permitted in QLD only if this year group is considered more appropriate to assess by your school based on individual school programs. If you are a QLD school taking part in the Preparatory year group, then it is this year group that should be assessed.

Who developed PIPS?
The PIPS On-Entry Baseline Assessment was developed by the Centre for Evaluation and Monitoring (CEM), University of Durham, England and is “the largest provider of performance indicators to schools and colleges in the world”. PIPS has been developed from research across the world into the progress of students in primary schools. Further information can be found at the CEM website at http://www.cemcentre.org/

PIPS Australia is authorised by CEM to coordinate the PIPS On-Entry Baseline Assessment within Australia. Further information can be found at the PIPS Australia website (see page 21)

How is PIPS administered?
The assessment is a PC compatible CD-ROM based program. The teacher works with students on a one-to-one basis, with each assessment taking between 15 and 20 minutes. Student responses are recorded by the teacher using the mouse, or in some cases, keying in the response with the keyboard. The assessment becomes progressively more difficult so that it is extremely rare even for gifted students to reach the ceiling of the assessment. The program is tailored to each student’s ability and if a student starts to falter in a given section, the program automatically moves on to the next suitable section. The student is not presented with a fixed number of questions that must be attempted, which can be detrimental to the a student who is aware that he or she cannot answer correctly. The assessment is designed to assess students in many different contexts and is not designed to assess students against local curriculum objectives.

The First Assessment, or Baseline, is administered early in the year and provides the baseline score. The second assessment, or Final Assessment, is administered late in the year and shows how well students have progressed relative to their starting point in the first assessment.

What prior skills or knowledge do I require?
The user-friendly nature of the program means that the teacher administering PIPS only needs to click on computer screen buttons or occasionally use the keyboard to enter a student’s response. Familiarisation with the PIPS program is required prior to using the assessment with students, and this manual provides step-by-step guidance to do so.

This manual also provides assistance with interpreting the Baseline and Final Assessment feedbacks. A newsletter is produced to keep schools up to date with PIPS news, and professional development workshops are held in Perth to assist with the interpretation.

Where can I get help?
This manual is designed to be self-contained so that you will be able to install the PIPS CD-ROM program, use the program and understand the feedback. Contact details for other assistance are provided on pages 8-21

Please Note
There will be a flat fee of AUD $50.00 for replacing materials (CD-ROM and/or Manual) for schools if these items are lost or misplaced.

Please keep your materials in a safe and secure place to avoid extra charges.
Top 10 Tips for PIPS Users

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 38 - 39 of the PIPS manual whilst testing students.

4. 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 ‘Right’ button when you should have clicked the ‘Next’ button), ensure that you click the ‘Back an Item’ button to return to the previous screen, and enter the correct response.

5. Don’t wait to test all students before making a backup copy of your data. Transfer the data to the ‘C drive’ or USB/pen drive after each testing session (refer to page 40). This way you do not lose data if the computer fails to operate properly when you resume testing on another occasion.

6. Once you have completed testing all students and before you send the data, make a final backup copy of the data (refer to page 40), and keep it somewhere safe so that you can restore the data when necessary.

Note: It is expected that every school will make and keep a backup copy of their data.

7. When you have successfully made a backup copy of your data you will need to submit your school’s data. Please refer to pages 42 - 43 where you will be instructed how to submit the data. Make sure that your school uses the same method for submitting all data.

8. When you submit your school’s data via AusPIPS, you will need your school’s PIPS ID and unique password (printed in the front cover of this manual) to enter the website.

* ACT public schools must submit via AusPIPS.

Note: This is not the same password used to access the PIPS assessment.

9. Refer to the section Feedback Information from page 52 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.

10. 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 Educational Performance and Reporting section of the ACT Department of Education and Training in consultation with The University of Western Australia.

## Term 1: Monday 6 February – Friday 13 April

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Familiarisation with the Manual.</td>
<td>✔</td>
</tr>
<tr>
<td>Week 2</td>
<td>Test that the PIPS program is installed, and the computer is fully operational, with sound.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Input student data and details, ensuring the student number code is correct.</td>
<td></td>
</tr>
<tr>
<td>Week 2 – Wednesday 15 February</td>
<td>PIPS 2011 Information Session: (3:30 to 5 PM) (and) Using the PIPS Program: (5 to 5:30PM)</td>
<td></td>
</tr>
<tr>
<td>Weeks 3 – 4: Monday 20 February – Friday 2 March (2 weeks)</td>
<td>Undertake Baseline (First) Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Week 5: Monday 5 March – Friday 9 March</td>
<td>Submit data files via AusPIPS website. Refer page 42 - 43.</td>
<td></td>
</tr>
<tr>
<td>Week 6: Wednesday 14 March</td>
<td>Baseline Assessment Feedback Session (Option 1) - (3:30 to 5PM)</td>
<td></td>
</tr>
<tr>
<td>Week 6: Thursday 15 March</td>
<td>Baseline Assessment Feedback Session (Option 2) - (3:30 to 5PM)</td>
<td></td>
</tr>
<tr>
<td>Wednesday 12 September</td>
<td>Familiarisation session (for new coordinators or new kindergarten teachers) (3:30 to 5PM)</td>
<td></td>
</tr>
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## Term 4: Monday 15 October – Friday 21 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td>✔</td>
</tr>
<tr>
<td>Weeks 2-3: Monday 22 October – Friday 2 November (2 weeks)</td>
<td>Undertake Final Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Week 4: Monday 5 November – Friday 9 November</td>
<td>Submit data files via AusPIPS website. Refer page 42 - 43. for further guidance.</td>
<td></td>
</tr>
<tr>
<td>Week 6: Wednesday 21 November</td>
<td>Final Assessment Feedback (Option 1) - (3:30 to 5PM)</td>
<td></td>
</tr>
<tr>
<td>Week 6: Thursday 22 November</td>
<td>Final Assessment Feedback (Option 2) - (3:30 to 5PM)</td>
<td></td>
</tr>
</tbody>
</table>
Who do I contact in regards to PIPS matters?
For all matters contact:
Educational Performance and Reporting
Tel: 6205 9375
Fax: 6205 8353

Additional Information
The ACT Department of Education and Training 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.

Parents of all kindergarten students will be informed of the assessment process through the distribution of an Information Brochure and through normal school communication.

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 Department.

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.

 Have I saved a backup data file?
Please remember to save a backup copy onto a floppy disk or USB/pen drive to be kept at the school.

WARNING - Additional Instructions
1. Log On
   For all PIPS loaded computers, log on using your own login and password details. The PIPS icon will be on the desktop.

2. When entering the school details in PIPS
   School code: Enter your 7 digit PIPS ID.

3. When manually entering 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 option if ESL. System needs require all ESL students to be identified. This can be obtained from the ESL teacher and student’s enrolment form.

   Indigenous
   Select ‘Yes’ if Indigenous. This is extremely important as Educational Performance use the data to report on Indigenous students. This information can be found on the student’s enrolment form.

2012 • PIPS Manual
Non government ACT schools administer PIPS through the PIPS Australia project at The University of Western Australia.

### Key Information and Dates for Nongovernment ACT Schools

#### Term 1: Tuesday 7 February – Friday 13 April

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Week 1.</td>
<td>Read the Manual and become familiar with the assessment.</td>
</tr>
<tr>
<td>From Week 1.</td>
<td>Install and test the PIPS program.</td>
</tr>
<tr>
<td>Weeks 2 - 3: Monday 13 February - Friday 24 February (2 Weeks)</td>
<td>Undertake Baseline (First) Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
</tr>
<tr>
<td>Week 4: Monday 27 February – Friday 2 March</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
</tr>
</tbody>
</table>

#### 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 so that we can advise you if we do not receive it.

#### Term 3:

No action required.

#### Term 4: Monday 15 October – Friday 21 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Week 1.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
</tr>
<tr>
<td>Weeks 1 - 2: Monday 15 October - Friday 26 October (2 weeks)</td>
<td>Undertake Final Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
</tr>
<tr>
<td>Week 3: Monday 29 October – Friday 2 November</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
</tr>
</tbody>
</table>

### 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.

### 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.

## Term 1: Monday 30 January – Thursday 5 April

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
<td>☑</td>
</tr>
<tr>
<td>Wednesday 1 February – Friday 17 February</td>
<td><strong>Undertake Baseline (First) Assessment.</strong> <em>You may submit data as soon as you have completed the testing of all students.</em></td>
<td>☐</td>
</tr>
<tr>
<td>Monday 20 February to be received in WA by Friday 24 February</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42-43 for further guidance.</td>
<td>☐</td>
</tr>
</tbody>
</table>

## 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 so that we can advise you if we do not receive it.

## Term 3:

No action required.

## Term 4: Monday 8 October – Friday 21 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td>☑</td>
</tr>
<tr>
<td>Monday 15 October – Friday 2 November</td>
<td><strong>Undertake Final Assessment.</strong> <em>You may submit data as soon as you have completed the testing of all students.</em></td>
<td>☐</td>
</tr>
<tr>
<td>Monday 5 November to be received in WA by Friday 9 November</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42-43 for further guidance.</td>
<td>☐</td>
</tr>
</tbody>
</table>

## 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.

## 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.

### Term 1: Tuesday 31 January – Thursday 5 April

<table>
<thead>
<tr>
<th>Action</th>
<th>When</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Wednesday 1 February – Friday 17 February</strong></td>
<td><strong>Undertake Baseline (First) Assessment.</strong></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>* You may submit data as soon as you have completed the testing of all students.</td>
<td>☐</td>
</tr>
<tr>
<td>Monday 20 February to be received in WA by Friday 24 February</td>
<td>Submit data files to PIPS Australia via one of the following options:</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>1) AusPIPS</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>2) email</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Refer pages 42 - 43 for further guidance.</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 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 so that we can advise you if we do not receive it.

### Term 3:

No action required.

### Term 4: Monday 8 October – Friday 14 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Monday 15 October – Friday 2 November</strong></td>
<td><strong>Undertake Final Assessment for all students who are completing Reception by the end of this year.</strong></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>* You may submit data as soon as you have completed the testing of all students.</td>
<td>☐</td>
</tr>
<tr>
<td>Monday 5 November to be received in WA by Friday 9 November</td>
<td>Submit data files to PIPS Australia via one of the following options:</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>1) AusPIPS</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>2) email</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Refer pages 42 - 43 for further guidance.</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 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.

### 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.

### Key Information and Dates

<table>
<thead>
<tr>
<th>Term 1: Monday 30 January – Friday 5 April</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
</tr>
<tr>
<td><strong>Wednesday 1 February – Friday 17 February</strong></td>
<td>Undertake Baseline (First) Assessment. DO NOT retest students who commenced late in 2011 and are continuing with reception in 2012.* You may submit data as soon as you have completed the testing of all students.</td>
</tr>
<tr>
<td>Monday 20 February to be received in WA by Friday 24 March</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
</tr>
</tbody>
</table>

### Term 2 & 3:

You may test additional students who commence in Term 2 and 3, and submit the data to PIPS Australia. Email your PIPS Contact prior to submitting the data containing the additional student data so that we can advise you if we do not receive it.

### Term 4: Monday 8 October – Friday 14 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
</tr>
<tr>
<td><strong>Monday 15 October – Friday 2 November</strong></td>
<td>Undertake Final Assessment for all students who are completing Reception by the end of this year. Students commencing school in Term 4, should be tested using the First Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
</tr>
<tr>
<td>Monday 31 October to be received in WA by Friday 9 November</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
</tr>
</tbody>
</table>

### WARNING - Additional Instructions

When creating a new student record for those who completed the First Assessment in 2011 and are completing the Final Assessment in 2012, add ‘12’ to the end of the surname. This will notify to us that we need to use that student’s First Assessment score from 2011 to produce the value-added scores. Please note we may not be able to correctly match First and Final Assessment scores if the student was entered as ‘Jessica Smith’ in 2011 and the new record in 2012 is entered as ‘Jess Smith-Harrison12’.
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: Monday 23 January – Friday 30 April**

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Wednesday 1 February – Friday 17 February</strong></td>
<td>Undertake Baseline (First) Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Monday 20 February to be received in WA by Friday 24 February</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
<td></td>
</tr>
</tbody>
</table>

**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 so that we can advise you if we do not receive it.

**Term 3:**
No action required.

**Term 4: Monday 8 October – Friday 14 December**

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Monday 15 October – Friday 2 November</strong></td>
<td>Undertake Final Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Monday 5 November to be received in WA by Friday 9 November</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
<td></td>
</tr>
</tbody>
</table>
**WARNING**

Students tested as Preschool or as Preparatory students in 2011 should not be tested again with PIPS as Year 1 students in 2012.

**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. Students will be standardised with the appropriate cohort based on the year group you select when entering student details.

---

**WARNING - Entering student details**

It is vital that you select the correct year group when entering student details as only this information is used to determine which cohort the students will be standardised with. Therefore if you are testing Year 1 students and the class label is called 'Year 1 – Mrs Smith', the students will be standardised with the preschool/prep students unless the Year 1 option has been chosen.
Key Information and Dates for Government TAS Schools

Term 1: Wednesday 15 February – Friday 1 June

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Monday 20 February – Friday 16 March</strong></td>
<td><strong>Undertake Baseline (First) Assessment.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>At any time after completing assessments, and by Friday 23 March</td>
<td>Submit data files via email directly to Educational Performance Services (EPS) <a href="mailto:pips@education.tas.gov.au">pips@education.tas.gov.au</a> DO NOT SEND TO AusPIPS.</td>
<td></td>
</tr>
</tbody>
</table>

Term 2:
No action required.

Term 3: Monday 24 September – Thursday 20 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td></td>
</tr>
<tr>
<td><strong>Monday 15 October – Friday 2 November</strong></td>
<td><strong>Undertake Final Assessment.</strong> * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>At any time after completing assessments, and by Friday 9 November</td>
<td>Submit data files via email directly to Educational Performance Services (EPS) <a href="mailto:pips@education.tas.gov.au">pips@education.tas.gov.au</a> DO NOT SEND TO AusPIPS.</td>
<td></td>
</tr>
</tbody>
</table>
Who do I contact when the Manual refers to ‘your PIPS Contact’ and for all technical matters?

For all technical matters your PIPS Contact is:

Vivienne Pepper, PIPS Project Coordinator
(see page 21 for further details)

*As an additional service, during both Assessment Periods, the PIPS Team will offer extended phone support hours of 7am-4pm (WST)

Regular phone support hours are 9am-4pm WST

Who do I contact for all other matters other than technical?

Educational Performance Services
Tel: (03) 6233 7066
Fax: (03) 6233 7299
Email: pips@education.tas.gov.au

Have I saved a backup data file?

Please remember to save a backup copy onto a USB/pen drive to be kept at the school.

New for Tasmania - Entering school/student details

Educational Performance Services (EPS) will email every school their PIPS spreadsheet containing all school and student biographical data for importing directly into the PIPS program.

Refer page 32 for further guidance.
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: Wednesday 15 February – Friday 1 June

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
<td>✓</td>
</tr>
<tr>
<td>Wednesday 15 February – Friday 9 March</td>
<td>Undertake Baseline (First) Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td>☐</td>
</tr>
<tr>
<td>Monday 12 March to be received in WA by Friday 16 March</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
<td>☐</td>
</tr>
</tbody>
</table>

Term 2: No action required.

Term 3: Monday 24 September – Thursday 20 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td>✓</td>
</tr>
<tr>
<td>Monday 15 October – Friday 2 November</td>
<td>Undertake Final Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td>☐</td>
</tr>
<tr>
<td>Monday 5 November to be received in WA by Friday 9 November</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
<td>☐</td>
</tr>
</tbody>
</table>

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 23 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.

<table>
<thead>
<tr>
<th>Term 1: Wednesday 1 February – Friday 30 March</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>Read the Manual and become familiar with the assessment.</td>
<td></td>
</tr>
<tr>
<td>Wednesday 1 February – Friday 17 February</td>
<td>Undertake Baseline (First) Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Monday 20 February to be received in WA by Friday 24 February</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
<td></td>
</tr>
</tbody>
</table>

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 so that we can advise you if we do not receive it.

Term 3:
No action required.

Term 4: Monday 8 October – Friday 21 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td></td>
</tr>
<tr>
<td>Monday 15 October – Friday 2 November</td>
<td>Undertake Final Assessment. * You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Monday 5 November to be received in WA by Friday 9 November</td>
<td>Submit data files to PIPS Australia via one of the following options: 1) AusPIPS 2) email Refer pages 42 - 43 for further guidance.</td>
<td></td>
</tr>
</tbody>
</table>

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 23 for PIPS contact and further information.
For WA schools

Key Information and Dates for WA Schools

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

<table>
<thead>
<tr>
<th>Term 1: Wednesday 1 February – Thursday 5 April</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you receive this Manual.</td>
<td>☑️</td>
</tr>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Read the Manual and become familiar with the assessment.</td>
<td></td>
</tr>
<tr>
<td>Wednesday 1 February – Friday 17 February</td>
<td>☐</td>
</tr>
<tr>
<td>Undertake Baseline (First) Assessment.</td>
<td></td>
</tr>
<tr>
<td>* You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
</tr>
<tr>
<td>Monday 20 February to be received in WA by Friday 24 February</td>
<td>☐</td>
</tr>
<tr>
<td>Submit data files to PIPS Australia via one of the following options:</td>
<td></td>
</tr>
<tr>
<td>1) AusPIPS</td>
<td></td>
</tr>
<tr>
<td>2) email</td>
<td></td>
</tr>
<tr>
<td>Refer pages 42 - 43 for further guidance.</td>
<td></td>
</tr>
</tbody>
</table>

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 so that we can advise you if we do not receive it.

Term 3:

No action required.

Term 4: Monday 15 October – Tuesday 18 December

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the term commences.</td>
<td>Prepare for the Final Assessment by using the checklist on page 45 as a guide.</td>
<td>☐</td>
</tr>
<tr>
<td>Monday 15 October – Friday 2 November</td>
<td>Undertake Final Assessment.</td>
<td>☐</td>
</tr>
<tr>
<td>* You may submit data as soon as you have completed the testing of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 31 October to be received in WA by Friday 4 November</td>
<td>Submit data files to PIPS Australia via one of the following options:</td>
<td></td>
</tr>
<tr>
<td>1) AusPIPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refer pages 42 - 43 for further guidance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 23 for PIPS contact and further information.
Who do I contact in regards to PIPS matters?

Vivienne Pepper, PIPS Project Coordinator
Joanne Faulkner, PIPS Project Support
The University of Western Australia

Telephone
(08) 6488 2859
Please allow for the time difference when calling

Fax
(08) 6488 1052

Email
vivienne.pepper@uwa.edu.au
joanne.faulkner@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

Have I saved a backup data file?
Please remember to save a backup copy onto a USB/pen drive to be kept at the school.

Notify change of School PIPS Contact

Emails are sent throughout the year to the PIPS Contact as nominated by your school on the 2012 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. This can easily be done via AusPIPS (see page 51).
What do I need to know about computers?

You need basic familiarity with PC compatible computers to install and run 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.

<table>
<thead>
<tr>
<th>Specifications</th>
<th>How to check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer uses either Windows 7,</td>
<td>This information will be displayed as one of the screens when you start</td>
</tr>
<tr>
<td>Windows98/2000 or XP.</td>
<td>the computer.</td>
</tr>
<tr>
<td></td>
<td>Alternatively, right click the “My Computer” icon from your desktop and</td>
</tr>
<tr>
<td></td>
<td>choose “Properties”.</td>
</tr>
<tr>
<td>PC Compatible 486 or better (Pentium</td>
<td>Right click the “My Computer” icon from your desktop and choose “Properties”.</td>
</tr>
<tr>
<td>recommended).</td>
<td></td>
</tr>
<tr>
<td>8 megabytes RAM</td>
<td>As above.</td>
</tr>
<tr>
<td>(12MB recommended).</td>
<td></td>
</tr>
<tr>
<td>CD-ROM drive.</td>
<td>Visually check for this.</td>
</tr>
<tr>
<td>Sound card.</td>
<td>This is a standard feature in computers manufactured after 1995/1996.</td>
</tr>
<tr>
<td>Internet Explorer version 5 or later</td>
<td>1. Open Internet Explorer on your computer. Note: you do not need to be</td>
</tr>
<tr>
<td></td>
<td>have this, the 2012 PIPS CD-Rom contains Internet Explorer 5 so that you can</td>
</tr>
<tr>
<td></td>
<td>upgrade your computer.</td>
</tr>
<tr>
<td></td>
<td>2. Choose ‘Help’.</td>
</tr>
<tr>
<td></td>
<td>3. Choose ‘About Internet Explorer’</td>
</tr>
</tbody>
</table>

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 - What is the ‘desktop’?

This is the screen your computer ‘rests’ at after turning the computer on. The desktop typically shows icons for various software programs available on the computer.

Tip - Computer running speed

When installing or 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.

WARNING

PIPS must be installed on a PC compatible computer and meet the minimum specifications.

PIPS is not Mac compatible.
Step 1
Uninstalling previous versions of PIPS

**WARNING**
You **MUST** remove any previous versions of PIPS before installing the 2012 software, or you will experience trouble running PIPS 2012.

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”
3. A list of all the programs installed on your computer will appear. Find any instances of PIPS software, and click on “Change/Remove”.
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 install PIPS 2012.

Troubleshooting - Uninstalling

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Explanation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The computer will not remove</td>
<td>The security setting for your computer may have</td>
<td>Check with IT to see if you have sufficient “permission” to remove or</td>
</tr>
<tr>
<td>the program.</td>
<td>been modified so that only IT administrators</td>
<td>add programs to the computer.</td>
</tr>
<tr>
<td></td>
<td>may remove or install software.</td>
<td>Ask IT to provide you with sufficient “permission” to uninstall 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIPS software.</td>
</tr>
</tbody>
</table>

Step 2
Preparing to install

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 install PIPS onto **more than one computer** to assist with completing assessments within the required period. It is important to note though that you will need to use either the same computer or the same number of computers for both assessments (First and Final).
3. The computer should be **located in a quiet area** where the students can hear the audio.
4. If you would like to be able to print raw scores from the PIPS program the computer will need to be **connected to a stand alone or network printer**.
5. If you are using a **laptop**, ensure a mouse is connected or that the user can navigate adequately using the ‘touch panel’.
6. The computer must meet **minimum specifications** as listed in the table or you are likely to experience major problems with using the program.
7. You will need to **install the PIPS program on each computer** used for testing.
8. (Optional) If you are using multiple computers to assist with completing assessments and your school has a network or ‘share’ drive, you may be able to keep all assessment data together by installing the shared PIPS database. Please refer to page 25 for more information and discuss this with your IT administrator before proceeding. You will still need to install the PIPS Program on each computer.

Note: ACT public schools must follow the installation instructions as set out on page 8 of this Manual.
Installing the PIPS Program

Step 3
Install the PIPS 2012 Software

PIPS 2012 will need to be installed onto every computer that you intend to run PIPS on. This is regardless of whether you choose the stand alone or network option at Step 4.

Automatic Installation

1. Insert the 2012 PIPS CD-ROM (purple colour) into the CD drive.
2. The program has been developed to automatically install onto your computer. Depending on your computer it may take 30 seconds or so before you see various screens showing the progress of the installation.
3. During the installation the computer will prompt you for a response. You should read the prompts and follow the directions. Adjacent are some of the screens that you will see.
4. Once the software installation is complete you will not require the CD during the PIPS Assessment and it should be returned to the plastic sleeve for safe storage.

Manual Installation

Depending on your computer settings, PIPS 2012 may not install automatically. You can install manually by following these instructions.

1. Insert the PIPS CD-ROM into the CD-ROM drive.
2. Double-click on ‘My Computer’ from the desktop.
3. Select the CD-ROM drive.
4. Click on ‘Setup.exe’ or the ‘Application’ file type named ‘Setup’ (refer to image below).

Troubleshooting - Installing

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Explanation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The computer will not install the program.</td>
<td>Refer to the troubleshooting note regarding security setting on page 23.</td>
<td>Refer to the troubleshooting note regarding security setting on page 23.</td>
</tr>
<tr>
<td>As above.</td>
<td>There may be a fault with the CD drive.</td>
<td>If possible insert another CD-ROM to see if the CD drive can access the material.</td>
</tr>
<tr>
<td>As above.</td>
<td>There may be a fault with that particular CD.</td>
<td>Try installing the CD on another computer. If this is unsuccessful, obtain another CD through your PIPS Contact.</td>
</tr>
</tbody>
</table>

Files Currently on the CD

- \(\text{script}\)
- \(\text{Adobe12000_en_US.exe}\) 35,800 KB Application
- setup.inf 1 KB Setup Information
- install_flash_player_10_active_x.exe 2,800 KB Application
- setup.exe 57,146 KB Application
- setup.exe 27,038 KB Windows Installer P...
Step 4
Creating the database file

Consider the following before deciding whether to create a shared database

You should talk with your school’s IT technician before you proceed.

If you answer “no” to any of these questions, then a shared database is **not suitable** for you.

- Do you intend to use more that one computer to assist with completing assessments?
  - Yes ☐ No ☐
- Do you have a shared network drive at your school?
  - Yes ☐ No ☐
- Do the relevant users who will administer the PIPS assessment have ‘permission’ to access the network drive?
  - Yes ☐ No ☐
- Do you intend to use the program while being connected to the network?
  - Yes ☐ No ☐

If you answered “No” to any of these questions, follow Instructions A: Stand alone installation, on this page.

If you answered “Yes” to all of these questions, and wish to install on a network, follow Instructions B: Shared Database installation, on page 26.

**Instructions A**
Stand alone installation

You will need to run the newly installed PIPS 2012 version and click on “Assess Students” in order to select a location for the students data to be stored.

Select ‘Yes’. The database must be created before any students can be assessed.

PIPS will now try and create a database for you in the default location. If you are running PIPS as a stand alone computer click ‘Yes’. If you intend on running PIPS over a network, see the section on Sharing PIPS database (page 26)

Select ‘Yes’. The program has now created the blank database, and you are ready for student assessment to commence.
Installing the PIPS Program

Instructions B
Shared database installation

You will need to run the newly installed PIPS 2012 version to select a location for the students data to be stored.

Select ‘Yes’. The database must be created before any students can be assessed

Now Select ‘No’ and PIPS will now allow you to select the location of where the database is to saved.

Select a location on a network drive that all persons using PIPS have access too. Select ‘Save’.

The program has now created the blank database ready for student assessment to commence.

IMPORTANT
Please write down the exact network path and file name of the shared PIPS database.
Eg. Z:\PIPS2012\Database\PIPSAusData.mde

WARNING
The PIPS program is only installed on the local C\ drive. You will need to install the PIPS Program on each computer that will be used for assessment.
This needs to be done more than once.
Troubleshooting - Network Option

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Explanation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The computer will not let me create a folder on the network drive.</td>
<td>You may not have ‘permission’ to create folders on the network drive.</td>
<td>Check with IT to see if you have sufficient ‘permission’ to create folders on the network drive.</td>
</tr>
<tr>
<td>I cannot find the shared PIPS database.</td>
<td>You may not have ‘permission’ to access the folder that contains the shared PIPS database.</td>
<td>Check with IT to see if you have sufficient ‘permission’ to access the folder on the network drive.</td>
</tr>
<tr>
<td>As above.</td>
<td>The shared PIPS database may not have been created yet.</td>
<td>Double-click on ‘My Computer’ from the desktop. At the top of the screen choose ‘Search’ and choose ‘All files and folders’. Enter ‘PipsAusData.mde’ (without the quotes) into the search box. If the search does not find the file, then the shared PIPS database has not been created. Refer to page 26 on how to install a shared PIPS database.</td>
</tr>
</tbody>
</table>

Additional instructions

The instructions below may assist those users with computers that do not meet minimum specifications. In most situations, you will find that you do not require any information from this section.

How do I install Internet-Explorer Version 5 from the PIPS CD-ROM?

1. Insert the PIPS CD into the CD-ROM drive. You will see the PIPS CD Browser.
2. Click on ‘Install Microsoft Internet Explorer 5’
3. Click the circle next to ‘I accept the agreement’ and then click ‘Next’.
4. Click ‘Next’ again and wait for the installation to complete.
5. Click ‘Finish’ to exit the installation program.

How do I print the raw scores when my computer is not attached to a printer?

1. Generate the student reports you wish to print.
2. Click the ‘Copy’ button near the top left hand corner (next to print button).
3. Open a Microsoft Word document.
4. Press ‘Control’ and ‘V’ keys together to paste text.
5. Save the document to a USB drive/pen drive or other media.
6. Insert the USB drive/pen drive or other media into the computer which is attached to a printer.
7. Open the document you saved in step 5.
8. You can then print the document.
Taking your first look at PIPS 2012

Even if you have used PIPS before, it is important to familiarise yourself with the program before you start. Double click on the PIPS icon which is located on your desktop, and the program will open to the screen you see below.

What's New
Allows you to read about the new features of the PIPS On-Entry Baseline assessment.

Assess Students
Allows you to enter or edit school, class and student details as well as carry out the assessment.
You will need the password PIPS2012 to see this screen.

Browse
Allows you to view each of the questions in the assessment, without activating the stopping rules.
We recommend that you make use of this facility before you assess any students.

Exit
You will need to use this button in order to close the PIPS program.
Closing the program will automatically save the data you have collected to the database you set up when you installed PIPS.

Browsing the Assessment
When you click ‘Browse’ from the ‘Title Screen’ you are presented with an overview of the entire assessment. Each assessment section is represented by a miniature view on the screen. Hovering the mouse over the section displays the section title, e.g. ‘Picture Vocabulary Kitchen’.

If you are short on time, it is still important to familiarise with the nature of questions from each section, but it is not necessary to examine every question from each section. You may choose to look at any one of these sections by clicking on it. This will take you through all the questions in that section, and will continue on through the rest of the assessment. By selecting ‘Back to Start’ you will be taken back to the overview screen.
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
- **Book**
  - 7 items

**Phonics:**
- **Repeating words**
  - 12 items
- **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

**Story 2**
- 34 items
- Includes words that are common to most reading schemes, those identified as sight reading words for kindergarten as well as phonological blends learned in spelling.

**Sentences**
- 29 items
- Assesses word recognition and decoding skills.

**Comprehension:**
- **Walking to school**
  - 18 items
- **Cats**
  - 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’.

### 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

### Optional 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.

**Rhyming**
- 9 items
- Gives an indication of a student’s understanding of sounds and rhyme.
Frequently asked questions:
Assessment Queries

What is the password?
To access the PIPS Program, the password is PIPS2012.

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.
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.

You must still manually edit your school name after the import so we can track your data.

Click on Assess Students to gain access to the following screen, and then click the Import/Export tab.

---

**Import/Export Tab**
Click on this tab to show the Import/Export options.

**Import Button**
This button will offer you three different import options. Follow the instructions carefully to make sure your import goes smoothly.

**Export Button**
This button is used to export data.
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) or alternatively you can create your own spreadsheet by opening Microsoft Excel. You must add the following 16 field names across the top of the spreadsheet in that **exact** order (see sample below). Then enter the student information under each field name. If any field name is missing or the order is incorrect, you will not be able to import the data correctly.

```
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classname</td>
<td>Firstname</td>
<td>Surname</td>
<td>DOB</td>
<td>Gender</td>
<td>Studentcode</td>
<td>EAL</td>
<td>Yeargroup</td>
<td>Country of Birth</td>
<td>Indigenous</td>
<td>SEN level</td>
<td>CLD</td>
<td>EBSD</td>
<td>SPD</td>
<td>CID</td>
<td>Deaf</td>
</tr>
<tr>
<td>Prep A</td>
<td>Adam</td>
<td>Apple</td>
<td>01-Apr-01</td>
<td>M</td>
<td>2310500105</td>
<td>No</td>
<td>Prep</td>
<td>Australia</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Prep A</td>
<td>Bob</td>
<td>Banana</td>
<td>02-Aug-01</td>
<td>M</td>
<td>2310500105</td>
<td>No</td>
<td>Prep</td>
<td>Australia</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Prep A</td>
<td>Candy</td>
<td>Carrot</td>
<td>12-May-01</td>
<td>F</td>
<td>2310500105</td>
<td>Yes</td>
<td>Prep</td>
<td>Singapore</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Prep A</td>
<td>Damien</td>
<td>Donut</td>
<td>09-Oct-01</td>
<td>M</td>
<td>2310500105</td>
<td>Yes</td>
<td>Prep</td>
<td>Australia</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
```

2. Ensure that you adhere to the specific formats required for each field, outlined below, as you input the data into your spreadsheet. Field names must appear **EXACTLY** as listed.

<table>
<thead>
<tr>
<th>Field name</th>
<th>Description</th>
<th>Specifications</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classname</td>
<td>Class name</td>
<td>Max 25 characters (including spaces)</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>Firstname</td>
<td>Student first name</td>
<td>Max 25 characters (including spaces)</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>Surname</td>
<td>Student last name</td>
<td>Max 25 characters (including spaces)</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>DOB</td>
<td>Date of birth</td>
<td>dd-Mmm-yy (i.e. 01-Feb-05)</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>Gender</td>
<td>Gender</td>
<td>M or F</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>Studentcode</td>
<td>Student code</td>
<td>Max 25 characters (including spaces)</td>
<td>Compulsory field for Tas (11 digits) and ACT (6-8 digits)</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an additional language</td>
<td>Yes or No</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>Yeargroup</td>
<td>Year group</td>
<td>Prep or Year1 (with no spaces)</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>Country of Birth</td>
<td>Country of birth</td>
<td>Max 25 characters (including spaces)</td>
<td>Optional field</td>
</tr>
<tr>
<td>Indigenous</td>
<td>Indigenous status</td>
<td>Yes or No</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>SEN level</td>
<td>Special educational needs</td>
<td>Yes or No</td>
<td>Compulsory field</td>
</tr>
<tr>
<td>CLD</td>
<td>Cognitive and learning difficulties</td>
<td>Yes or No</td>
<td>Optional field</td>
</tr>
<tr>
<td>EBSD</td>
<td>Emotional, behavioural and social difficulties</td>
<td>Yes or No</td>
<td>Optional field</td>
</tr>
<tr>
<td>SPD</td>
<td>Sensory and physical difficulties</td>
<td>Yes or No</td>
<td>Optional field</td>
</tr>
<tr>
<td>CID</td>
<td>Communication and interaction difficulties</td>
<td>Yes or No</td>
<td>Optional field</td>
</tr>
<tr>
<td>Deaf</td>
<td>Degree of deafness</td>
<td>Mild, moderate or severe</td>
<td>Optional field</td>
</tr>
</tbody>
</table>

3. Once all the information has been entered click ‘File’ from the top left hand corner, select ‘Save As’.

4. In the field marked, ‘Save as type’, select ‘CSV (Comma delimited) (*.csv)’ and give the spreadsheet a filename beginning with ‘Pips’, the click Save.

5. Click OK and/or Yes on any message boxes that appear.

6. Your Import Document is now ready to go!

**WARNING**

Unless your school has been permitted to test Year 1 students as explained on page 4, you must choose the year group ‘Pre-primary or equivalent’ (Prep) when entering student details.

The Pre-primary year group in WA is equivalent to:
- Kindergarten – ACT, NSW
- Transition – NT
- Pre-school or Preparatory – QLD
- Prep – VIC, TAS
- Reception – SA
Setting up for the first assessment

**Step 2**
Importing the spreadsheet

1. Click on the Import/Export tab to display it, and then click the Import button.

2. Change the “Files of type” to “CSV Files (*.csv)

3. Navigate to your spreadsheet CSV

4. Click “Open”, and then “Import” Your student information will now import into the program.

5. Do not forget to go to the Assess Students tab and
   a) Edit your school details. You **must** enter your school name and PIPS ID.
   b) Check that your list of students has imported properly.

**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. At the PIPS homescreen, click the Assess Students button.

2. Go to the Student Information tab. From here you can:
   a) **Add a new student** by clicking Add Student
   b) **Edit an existing student** by selecting that student with your mouse and clicking Edit Selection

3. Fill in the student details in the dialog box that appears. Click OK to save the changes you have made.

4. Repeat this for as many students as you need to add or alter.

**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.
Additional Information

Looking at the Student Information Tab

The Student Information tab is your hub to work with student and class details. The options that you see when you open this tab are:

- **Add School**: Add a School to a blank PIPS database.
- **Add Class**: Add a new class to your PIPS database.
- **Add Student**: Add a new student to your class manually. To add whole classes of students use the import function.
- **Edit Selection**: Edit the school, class or student that you have selected with your mouse. This selection will be highlighted blue.
- **Delete Selection**: Delete the school, class or student that you have selected with your mouse. Use this button with caution. Once deleted you cannot undo the function. If a student has left your school you should delete them. Highlight the student’s name, then click ‘Delete Selection’ button. You can also delete all school and class details.
- **Move Selection**: Move student that you have selected with your mouse between classes.
- **AusPIPS button**: Clicking on this button will shortcut you to the AusPIPS login.
- **Return Data**: Clicking this button transfers to data for all students ready for submission.
- **Check Assessments**: Shows you a list of all students, and the assessments they have completed.

This window shows the school, classes and students registered.
Carrying out the first assessment

Once the students have been entered into the PIPS database, 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.

Right and Next buttons

- On most of the assessment screens the student’s response may be recorded by clicking on the ‘Right’ or ‘Next’ button.
- The ‘Next’ button is used to record incorrect responses. ‘Next’ 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 31 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 31.

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 or transferred student.

Tip – Refresh button

You will only need to use this button if you installed the PIPS program under the Network Option.

If you did install the Network Option, please click this button prior to assessing any students to ensure you are accessing the latest copy of the shared PIPS database.
Let’s get started!

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

1. Select your student
   Click on the student you wish to assess. Their name will now be highlighted in blue.

2. Select the assessment
   Choose the Start of Year or End of Year ‘Main Assessment’. Be careful to select the right one.

3. Choose any optional sections
   You may wish to choose some of the optional sections to assess all/some of your students on.

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 76-80.
- At the end of the assessment you will be returned to the ‘Assess Students Menu’ 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.
- Don’t forget to back-up your data regularly. See instructions on page

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
Assessment items

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 unrecognisable as writing.
   Score 1 if there is an attempt to imitate print although most of the letters are unrecognisable.
   Score 2 if the writing includes one or two recognisable letters, but less than half of the letters are recognisable.
   Score 3 if over half the letters in the writing are recognisable. Some letters may be reversed.
   Score 4 if all the letters are recognisable. 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 on the screen at the position the student pointed to, or by clicking ‘Right’ or ‘Next’

   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 screen or the ‘Right’ or ‘Next’ buttons.

Phonics Items

   Right 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.
   Next button is for an incorrect answer.

4. Repeating words (Phonics)

   The audio-track will ask the student to repeat a nonsense word. To be scored ‘Right’, 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 ‘Right’ 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 ‘Right’ and ‘Next’ 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 ‘Enter’ 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.

The password is PIPS2012
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 ‘Right’ and ‘Next’ 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 ‘Right’ or ‘Next’ buttons.

13. Ideas about Maths
This section examines ideas about numeracy and starts with a scene showing three cats. Select ‘Right’ or ‘Next’ 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 ‘Right’ or ‘Next’.

15. Sums A
Do not provide concrete aids
This section starts with a subtraction sum involving beachballs. Select ‘Right’ or ‘Next’.

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 ‘Right’ or ‘Next’ 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 ‘Right’ or ‘Next’ 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 ‘Right’ and ‘Next’ 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.

Rhyming
The students will be asked to identify up to nine rhyming words.
1. AFTER EVERY ASSESSMENT

Transfer data to create backup

**WARNING**

We recommend you complete this step after testing each student.

If your computer crashes or is replaced, the safe storage of your backup data will allow you to retrieve the data immediately, so you don’t need to retest students.

Keeping a backup of your data is very important, just in case anything goes wrong. You should keep a back-up on a USB drive, so your data can be stored away from the computer.

1. Insert the USB/pen drive into your computer.
2. Open PIPS and choose the Student Information tab. Click on the ‘Return Data’ button.
3. The PIPS Program will prompt you to save the ‘Pips(your PIPS ID Number).xml’ file.
4. Please do not change this file name, with the exception of adding a particular class name or descriptor and date: i.e. ‘Pips(your PIPS ID Number)_PP1_15Feb.xml’
5. Find the USB drive that you put into your computer in step 1. Click ‘Save’ and then ‘OK’.
6. A window will automatically open displaying the ‘Completed Assessments’ report. Please check that all students tested have a ‘Yes’ next to their name under the relevant assessment headings. Then click ‘OK’.
7. Your data has now been backed up on your USB drive.

2. AFTER ALL ASSESSMENTS ARE COMPLETE

I. Create a final backup

Follow the instructions from “Transfer data to create a backup” to make a final backup file, which will contain all of your assessment data.

II. Check that the data has been saved correctly

1. Insert the USB/pen drive with your backup copy into your computer.
2. Open the program Microsoft Excel. Click ‘File’ on the toolbar, then click ‘Open’.
3. Select the USB/pen drive and you will see the file named ‘Pips(your PIPS ID Number).xml’ that you saved in the previous step.
4. Double click on the file to open. (It may take a few minutes for larger classes.) A dialogue box will open.
5. Select the option ‘As an XML list’ and click ‘OK’.
6. You will see school, class and student information. Refer to samples on next page to check whether data has been saved.
7. Close Microsoft Excel after you have finished checking the data. Please do not save, edit or make any changes to this document.

**Tip – Backup Files**

If you open your file in Internet Explorer rather than Microsoft Excel, the data will appear as red and blue ‘coded’ data - making it very hard to check.

Open again with Excel to determine if the data has saved correctly (see above).

**IMPORTANT**

If you are saving more than one file on the same USB/pen drive, then you will need to change the filename to reflect this. e.g. Pips1800000-PrepA.xml or Pips1800000-PrepB.xml. A file must start with ‘Pips’ or the PIPS Program will not recognise the file.
After the assessment

III. View and print raw scores

Built into the PIPS Program is the facility to view or print raw scores reports for individual students, class(es) or the whole school. It is useful to view these scores soon after the completing the First Assessment to obtain an idea about the strengths and weaknesses of each student.

As the First Assessment is held during the first few weeks of school, it will provide an early indicator to the teacher of the abilities and limitations for each student.

There are three types of raw scores reports:

- Whole School report – highlight the school name, then click ‘Report’.
- Class report – highlight the class name, then click ‘Report’.
- Student report – highlight the student’s name, then click ‘Report’.

View the raw scores in conjunction with the table on page 29. The insights from the interpretation of the raw scores can then be used by the teachers in their everyday activities before receiving the feedback based on the data analysis.

**WARNING**

NO DATA are saved for a student if

- There are 4 or less entries of a student’s name on the spreadsheet.
- Under the column heading ‘LANG’, the letters ‘SoundAus’ are missing.

If there should be data but it is not present, you need to either

- Re-test the student or
- Enter their scores from your Observation Sheets.
4. WHEN ALL OTHER STEPS ARE COMPLETE

Submit data for analysis

Before you begin, use the checklist to make sure you have...

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed all your students</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Created a final backup</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Checked your data</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

The file for submission is:

Pips(your PIPS ID Number).xml

You are now ready to submit your data. You can do this in one of two ways:
- Online at AusPIPS (preferred option)
- Email to your PIPS contact

Option One:
Submitting via AusPIPS

After you have completed all assessments and transferred data to create a backup you will need to submit the data for analysis. This must be done after the First Assessment period and again after the Final Assessment period.

There are two options for submitting data as described in the 2012 PIPS Manual. Using AusPIPS is the quickest and most convenient option. It is the option the PIPS team recommend.

Follow these instructions:

1. Make sure you have your school’s data either stored on a USB/pen drive or on the C:\ drive.
2. Login to AusPIPS as per the instructions on page 48.
3. Move the cursor to the Return Data tab on the top of the screen, and use the drop down menu to select ‘Upload Results’ This will bring you to the ‘Upload Results’ page.
4. Read the Scenarios outlined and follow instructions for the one that best reflects your situation.

IMPORTANT

Ensure that you click the “Upload” button once you have selected the file you wish to submit.
Verifying that your data is uploaded on AusPIPS

After you click ‘Upload’, your data is being processed. You will then see a “file uploading” message. Once your file has been uploaded, the following screen will appear:

![Screen showing file upload progress]

A table is also shown on this page. It is important you check that:

- All students are present in this table and are in the correct class(es).
- There is a date next to their name and either ‘Start’ or ‘Final’ depending on which set of data you have submitted.

If you see ‘Not started’, this means that particular assessment has not been started. If you see ‘Incomplete’, this means that a particular assessment has started, but has not been completed.

If any information is incorrect, refer to pages 40 of the 2012 PIPS Manual to transfer data, check backup and then submit the data again. If you still cannot see the table with student names and class(es), notify your PIPS Contact person.

**WARNING**

If the results table shows students without a date in the “Assessment” column, this indicates that no data has been recorded for this particular student. Ensure the file is the most current copy.

**TIP - Data being rejected**

When uploading a file that is incorrectly named, you will receive the following message “Incorrect file format, file must have an .xml extension.”
Considerations for the final assessment

Retesting 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 ‘Final Assessment’ button under the ‘Student Information’ tab. 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 Behaviour and Attitude Assessments, which are optional, are available to be completed in the final assessment.

**Use the same computer, if possible**

We recommend the same computer be used for both assessments because the Baseline Assessment results are needed for calculating value-added in the Final Assessment. By assessing on the same computer, the hard drive knows which questions have been answered correctly in the Baseline Assessment, and therefore knows which questions to ask in the Final Assessment.

If you assess your students on a different computer at the Final Assessment without restoring the First Assessment data, the program will start from the beginning and will not be able to provide any value-added scores for your students.

**Click the FINAL ASSESSMENT button**

The Final Assessment is carried out by clicking the ‘Final Assessment’ button. Students may be tested with the Final Assessment without undertaking the First Assessment.

**Any questions?**

Some common questions you might have, such as what to do if you must use a different computer are answered on page 46 of this manual.

All students except for those in SA should complete the Final Assessment during the Final Assessment period, whether they have done the First Assessment or not. SA schools need to refer to the instructions on page 13 to determine whether the First or Final Assessment needs to be done.
## Before you assess

<table>
<thead>
<tr>
<th>Item</th>
<th>Instructions/Comments</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresh your knowledge of the assessment process by reading pages 38 - 39 of the PIPS Manual.</td>
<td>• If you are a new user, you should also read pages 5, 8 - 21, 28 - 39.</td>
<td>☐</td>
</tr>
<tr>
<td>Check that the computer your intend to use for the final assessment...</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>1. is in proper working order</td>
<td>• Check that sound is working on your computer</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>• Check that you can save a file to a USB drive</td>
<td>☐</td>
</tr>
<tr>
<td>2. has 2012 PIPS installed</td>
<td>• If PIPS is NOT already installed, refer to pages 23 - 27 of this manual</td>
<td>☐</td>
</tr>
<tr>
<td>3. has student data from the First Assessment</td>
<td>• Highlight the school name and click the ‘Check Now’ button</td>
<td>☐</td>
</tr>
<tr>
<td>Do you intend to use a different computer for the Final Assessment?</td>
<td>• Follow the instructions on page 46</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>• This is important so that PIPS can provide growth information for your students.</td>
<td>☐</td>
</tr>
<tr>
<td>Do you have a <strong>new student</strong>, a <strong>transferred student</strong> or a student who has <strong>left your school</strong>?</td>
<td>• Follow the instructions on page 47</td>
<td>☐</td>
</tr>
<tr>
<td>Do you intend to use more that one computer to administer PIPS? If so:</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td><strong>Option 1</strong></td>
<td>• Submit all the xml files from each computer used. Refer to pages 40 - 43.</td>
<td>☐</td>
</tr>
<tr>
<td>If you are submitting via AusPIPS there must be <em>one submission per computer.</em></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>*ACT public schools must use this option.</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td>• If you are emailing, include in the Subject Line your PIPS ID number, class name and whether you are submitting your first or final assessment. Refer to pages 40 - 43.</td>
<td>☐</td>
</tr>
<tr>
<td>If you are submitting via email, please ensure <em>one email is sent per computer.</em></td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>*This is not an option for ACT public schools</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>Do you intend to use more or less computers to administer the Final Assessment compared to the First Assessment?</td>
<td>• You will need to ensure that your student listings are accurate on each computer. You may need to Import/Export data (see page 34)</td>
<td>☐</td>
</tr>
</tbody>
</table>

## Upon completion of assessments

See pages 40 and 43 to guide you thought the back up and submission process.
Questions about the Final Assessment

I have a new computer and it is different to the one used for the First Assessment at the start of year.

OR

My computer has been reformatted since the First Assessment.

What do I need to do?

You will need to ‘restore’ the First Assessment data before the commencement of the Final Assessment period. Please follow these instructions.

You will need:

• 2012 PIPS CD-Rom (purple colour)
• Backup data from First Assessment on a USB/pen drive

Instructions:

Install the PIPS Program onto the computer according to directions on pages 23-27.

1. Insert the USB/pen drive and open the PIPS Program.
2. Select the ‘Assess Students’ button.
3. Select ‘Import/Export’ tab and click the ‘Import’ button.
4. A new window will open allowing you to choose the file you want to import. Navigate to the location where your backup copy is saved (ie. on the USB/pen drive.)
5. Select the file and click ‘Open’. The ‘Import Data’ window will open.
6. You should now be able to see the school, all class(es) and all student names.

You are now ready to undertake the Final Assessment.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Explanation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a problem restoring my data file.</td>
<td>1. Your data file is corrupt. OR 2. There is problem with your USB drive.</td>
<td>Check that the data is saved correctly as per instructions on page 40 - 41.</td>
</tr>
<tr>
<td>I cannot locate the ‘Pips(your PIPS ID Number).xml’ file on my USB/pen drive.</td>
<td>1. The previous data was not backed up successfully. OR 2. The backup copy is under a different name.</td>
<td>Obtain a copy of your backup data from your PIPS Contact.</td>
</tr>
<tr>
<td>After restoring my data, I cannot see all the student names.</td>
<td>The backup file did not contain all the student names.</td>
<td>Check the data is saved correctly as per instructions on pages 40 - 41. If this check does not show all names, then obtain a copy of the backup from your PIPS Contact.</td>
</tr>
</tbody>
</table>
Questions about the Final Assessment

I have a new or transferred student from another school. What do I need to do?

Scenario 1: The student joined prior to the Final Assessment period.

If this student has completed the First Assessment at their previous school, then you need to acquire the student’s First Assessment data from their previous school. Having this, you can continue the assessment from where the student left off. Refer pages 33 - 34 for import and export instructions.

If you cannot acquire the data from the student's previous school, contact the PIPS team to arrange a copy from archives.

As a final option, you can add the student and undertake the Final Assessment. The matching of data will be done by PIPS Australia. You need to either; complete the ‘Transferred Student Form’ provided on page 81 and fax it to your PIPS Contact, or alternatively, you can fill in the form via AusPIPS (refer to page 50). NOTE: ACT public & TAS government schools must complete the form via AusPIPS.

If this student has NOT completed the First Assessment at their previous school, add the student’s name into the appropriate class and undertake the Final Assessment. Refer to page 34 for entering student information. Unfortunately, there will be no value-added analysis for the student, only an end of year standardised score.

Scenario 2: The student joined during the Final Assessment period.

If this student has completed the Final Assessment at their previous school, let your PIPS Contact know the name of the previous school and the student’s data will be transferred to your school.

If this student has NOT completed the Final Assessment at their previous school, find out whether this student has completed the First Assessment at their previous school as per Scenario 1 and follow the instructions there.

A student from my school has left. What do I need to do?

Please undertake the following:

1) Make a backup copy of this student’s data by exporting it. Refer to page 30 -41. This means that if the new school also participates in PIPS, you can email the data from the First Assessment to them.

2) Then, delete the student from your class list. Refer to page 35. Please proceed with caution as this operation cannot be reversed once it is done.
AusPIPS

AusPIPS is a secure website that provides a faster and more reliable method of submitting PIPS data for analysis and 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:

Submit data
When data is submitted via AusPIPS you will immediately know if there is a problem with the data file. There is no risk of data not reaching the required destination or getting damaged during transit.

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 upcoming workshops.

Transfer students
If there are new students who have completed a Baseline (First) Assessment at another school, transfer their details so their First and Final Assessment scores can be matched.

Familiarising with AusPIPS
You should familiarise yourself with AusPIPS prior to the First Assessment at the start of the year. This will ensure that when it is time to submit your data, 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.

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 new 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. 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.

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.
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.

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.

NOTE

If your school’s data is not available after 2 weeks, please double check that the correct “Pips(your schools ID).xml” file has been uploaded. If the file is correct and no feedback has appeared, email your PIPS contact person with the subject “Data uploaded: No feedback available”. Please include your PIPS ID, School Name and Contact persons details.
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

You will need to fill out a ‘Transferred Student Form’ if you have new students who have completed a Baseline (First) Assessment at another school, but not the Final Assessment AND you are unable to get the student’s previous school to export their data and email it to you. To access the form:

1. Move the cursor to the Administration tab at the top of the page and use the drop down menu to select “Downloads”.
2. Select “Admin. Instructions” from the orange menu on the right.
3. This will bring up the Transferred Students Form. A pop up box will now give you the choice to either Open or Save the Transferred Student pdf file.
4. 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.
5. When the download has completed, open the file. This will open up a new window displaying the form. Print the form and complete manually and fax to (08) 6488 1052.
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.

Enrol in workshops

You can enroll in any suitable upcoming workshops online via AusPIPS. Enrolment is through the “Administration” tab and by selecting “Workshops” from the list.

Any upcoming workshops will be listed on the workshops page, and below will be a list of contacts from your school who are currently enrolled, and for which session.

Emails will still be sent to schools to announce any new workshops.

To enroll in a workshop, you must first be listed as a contact on the Contacts page (see previous). Then click “Attend” on the workshop box to the right.

To enroll, simply select the contact you wish to enroll, the session they wish to attend and indicate exposure to PIPS. Clicking “Submit” will enroll that contact person into a particular workshop. Further information will then be provided closer to workshop dates.

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”.

Feedback Information

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 49).

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.

<table>
<thead>
<tr>
<th>Section</th>
<th>Items in section</th>
<th>Maximum raw score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>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</td>
<td>197</td>
</tr>
<tr>
<td>Maths</td>
<td>Early Maths; Ideas about maths; Counting; Sums A; Numbers; Shapes; Maths 1; Sums B</td>
<td>74</td>
</tr>
<tr>
<td>Phonics</td>
<td>Repeating words; Splitting words; Hearing sounds</td>
<td>32</td>
</tr>
</tbody>
</table>

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 5% of students in your cohort, and a student with a score above 70 is in the highest 5% of students in your cohort.

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.
**Frequently Asked Questions**

**What does the asterisk mean in the scores table?**

This means that data for a particular student is missing. This can be for two reasons.

The first reason is if incomplete data was sent from your school. The second concerns an error with the CEM Centre’s computer checking system. In this instance, the CEM Centre will re-run the analysis for your school and updated set of feedback will be sent.

To determine which of these might be the case, the following steps will need to be taken:

1. Open the PIPS Program and select the ‘Assess Students’ button.
2. When prompted enter the password pips2012
4. Click the ‘Check now’ button to see if this student’s assessment has been completed.

If the testing of this student has not been completed, resume the assessment. After completion, refer to pages 40-41 to transfer data to create a backup, check backup data has been saved and re-submit the data for analysis. Please remember to notify your PIPS Contact.

**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.

**The feedback I have received is missing some students?**

If you receive feedback that is missing students, you need to check that their data was submitted correctly:

1. Open the PIPS Program and select the ‘Assess Students’ button.
2. When prompted enter the password pips2012
3. Check that the student’s name appears in the list in the ‘Assess Students Menu’.

If the student’s name does not appear, the computer has no record of their details being entered. Their details will have to be entered, the student assessed and their data sent to your PIPS Contact. Follow the process as outlined in the manual.

**If the missing student’s name does appear:***

1. Select the ‘Assessments’ tab.
2. Highlight the student’s name and click the ‘Student report’ button.
3. Check if the student’s raw score report contains an assessment date and total raw scores for the Reading, Maths and Phonics sections.

If there is data for this student:

1. Insert the USB/pen drive containing your backup.
2. Open the PIPS (your PIPS ID Number).xml file in an Excel document (instructions provided on page 41) and use ‘Ctrl+F’ to search for the student’s details.
3. You should make sure that the data in the student’s raw score report is the same as the data in the Excel document. Again, check that they have total raw scores for all three sections and an assessment date.
4. If not, refer to pages 40-41 for instructions to
3. Check that the data in the student’s raw score report is the same as the data in the Excel document. Again, check that they have total raw scores for all three sections and an assessment date.

If their details are present, along with assessment date and raw scores, then this means the data you submitted was correct, and suggests that their omission is due to an error by the CEM Centre. In this instance, notify your PIPS Contact (refer to page 7-21) so that they can arrange for your school’s feedback to be re-processed with the missing student included.

If their details are not present in your backup file, this suggests that there was a problem in transferring data from the hard drive to your back up. This is why their details are on the computer, but was not included in the data that was sent for analysis; hence they were not included in the feedback. In this case:

1. Refer to pages 40 - 41 for instructions to transfer data to create a backup, check backup data has been saved and re-submit the data for analysis. Please remember to notify your PIPS Contact.

2. After this process has been successfully completed, an amended set of feedback will be sent to your school.

**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.

**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.
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.
First Feedback

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Raw scores</th>
<th>Standardised scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>maths</td>
<td>reading</td>
</tr>
<tr>
<td>Kaylah</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Amarni</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Bance</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Jayden</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Tarryn</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Nikita</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Carter</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>Callum</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Holly</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Ryan</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Jasmine</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Joshua</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>April</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Connor</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Daniel</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>Keeley</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Elly</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>Mitchell</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Cassie</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>Georgia</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>Tasha</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Michelle</td>
<td>54</td>
<td>68</td>
</tr>
</tbody>
</table>

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.

25% of students fall inside the top whisker

50% of students fall inside the box

The median (middle) score is represented by the line

25% of students fall inside the bottom whisker

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.

Individual student’s standardised Reading scores are represented by red circles.

You can see the spread of ability in your class. You can compare the spread of ability for Reading and Maths.

Outlier students (those with much higher or lower scores than the rest of the class) are marked with an x.

Individual student’s standardised Maths scores are represented by green circles.
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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>++</td>
<td>the student made much more progress than expected, given their starting point</td>
</tr>
<tr>
<td>+</td>
<td>the student made more progress than expected, given their starting point</td>
</tr>
<tr>
<td>average</td>
<td>this is a good result, meaning that the student made as much progress as expected, given their starting point</td>
</tr>
<tr>
<td>-</td>
<td>the student made less progress than expected, given their starting point</td>
</tr>
<tr>
<td>--</td>
<td>the student made much less progress than expected, given their starting point</td>
</tr>
</tbody>
</table>

### 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.
## Final Feedback

### 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 56. 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.

### Value-added results table

<table>
<thead>
<tr>
<th>Name</th>
<th>Math Scores</th>
<th>Reading Scores</th>
<th>Total Scores</th>
<th>Value Added</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start</td>
<td>End</td>
<td>Start</td>
<td>End</td>
</tr>
<tr>
<td>Bianca</td>
<td>13</td>
<td>30</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>Kaylah</td>
<td>6</td>
<td>33</td>
<td>38</td>
<td>16</td>
</tr>
<tr>
<td>Ryan</td>
<td>27</td>
<td>32</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>Rosey</td>
<td>34</td>
<td>46</td>
<td>54</td>
<td>21</td>
</tr>
<tr>
<td>Carter</td>
<td>29</td>
<td>43</td>
<td>52</td>
<td>19</td>
</tr>
<tr>
<td>Jayden</td>
<td>21</td>
<td>35</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Caitlyn</td>
<td>23</td>
<td>40</td>
<td>46</td>
<td>26</td>
</tr>
<tr>
<td>Daniel</td>
<td>34</td>
<td>43</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>William</td>
<td>37</td>
<td>43</td>
<td>51</td>
<td>27</td>
</tr>
<tr>
<td>Tairyn</td>
<td>14</td>
<td>33</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>Joshua</td>
<td>21</td>
<td>41</td>
<td>48</td>
<td>27</td>
</tr>
<tr>
<td>Holly</td>
<td>28</td>
<td>45</td>
<td>53</td>
<td>21</td>
</tr>
<tr>
<td>Connor</td>
<td>25</td>
<td>37</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Nikita</td>
<td>23</td>
<td>43</td>
<td>51</td>
<td>25</td>
</tr>
<tr>
<td>April</td>
<td>26</td>
<td>34</td>
<td>39</td>
<td>31</td>
</tr>
<tr>
<td>Ely</td>
<td>34</td>
<td>41</td>
<td>48</td>
<td>29</td>
</tr>
<tr>
<td>Mitchell</td>
<td>28</td>
<td>40</td>
<td>46</td>
<td>41</td>
</tr>
<tr>
<td>Kayla</td>
<td>*</td>
<td>46</td>
<td>54</td>
<td>*</td>
</tr>
<tr>
<td>Keeley</td>
<td>32</td>
<td>43</td>
<td>51</td>
<td>28</td>
</tr>
<tr>
<td>Georgia</td>
<td>30</td>
<td>41</td>
<td>48</td>
<td>43</td>
</tr>
<tr>
<td>Cassie</td>
<td>37</td>
<td>43</td>
<td>51</td>
<td>33</td>
</tr>
<tr>
<td>Richelle</td>
<td>34</td>
<td>45</td>
<td>53</td>
<td>39</td>
</tr>
<tr>
<td>Trisha</td>
<td>29</td>
<td>40</td>
<td>58</td>
<td>36</td>
</tr>
<tr>
<td>Jasmine</td>
<td>23</td>
<td>46</td>
<td>52</td>
<td>22</td>
</tr>
</tbody>
</table>

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

Looking for a difference of five points or more to see if a student has a definite strength in one area over another.
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 targeting those students who need support, but is not sufficiently extending the middle group.

The red class average line indicates that this class has started the year, on average, below the state average. This is likely to reflect the sorts of learning experiences students have had before coming to school.

Look for students with flat lines and see if you can account for this. Tell the story of your data.

Students will ideally show an upwards trajectory on the line graph.

The red class average remains quite parallel to the state average in this example. It actually closes the gap a little. This is a good result. Take into account the starting point of your class when evaluating the progress made.

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.

Final Feedback

The red class average line indicates that this class has started the year, on average, below the state average. This is likely to reflect the sorts of learning experiences students have had before coming to school.

The red class average remains quite parallel to the state average in this example. It actually closes the gap a little. This is a good result. Take into account the starting point of your class when evaluating the progress made.

Look for students with flat lines and see if you can account for this. Tell the story of your data.

Students will ideally show an upwards trajectory on the line graph.
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?

- End of Year Standardised Reading or Maths score is plotted on the horizontal axis.
- Start of Year Standardised Total is plotted on the horizontal axis.
- The point where the two plots cross is the student’s position on the scatterplot.
- The blue line is the line of best fit. If students fall on/near this line they have made progress as expected. Above the line indicates more progress than expected, and below the line indicates less progress than expected.

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

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

You can see less progress than expected for students above the 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 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.

Security Warning  Macros have been disabled. Options ...

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.

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

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”.

---

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**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.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tables</strong></td>
<td>Raw and standarized scores for reading maths and phonics.</td>
<td>Available for both start and end of year assessments.</td>
</tr>
<tr>
<td><strong>Scatterplots</strong></td>
<td>Student growth and progress for reading and maths.</td>
<td>Available for end of year assessments only.</td>
</tr>
<tr>
<td><strong>Box and Whisker</strong></td>
<td>Achievement in reading and maths.</td>
<td>Available for start of year assessments only.</td>
</tr>
<tr>
<td><strong>Line Chart</strong></td>
<td>Progress for maths and reading.</td>
<td>Available for end of year assessments only.</td>
</tr>
<tr>
<td><strong>Bar Chart</strong></td>
<td>Achievement in reading, maths and phonics.</td>
<td>Available for start of year assessments only.</td>
</tr>
</tbody>
</table>

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 remain active until they are manually removed. If you seem to be missing some data when you view your charts of 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.

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.

<table>
<thead>
<tr>
<th></th>
<th>raw scores</th>
<th></th>
<th>standardised scores</th>
<th></th>
<th>value-added</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>maths</td>
<td>reading</td>
<td>phonics</td>
<td>total</td>
<td>maths</td>
<td>reading</td>
</tr>
<tr>
<td>pupil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start scores</td>
<td>54</td>
<td>37</td>
<td>9</td>
<td>78</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>End scores</td>
<td>45</td>
<td>47.3</td>
<td>17</td>
<td>167</td>
<td>45</td>
<td>56</td>
</tr>
<tr>
<td>group averages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start scores</td>
<td>33.2</td>
<td>47.3</td>
<td>11.8</td>
<td>98.5</td>
<td>47.5</td>
<td>47.9</td>
</tr>
<tr>
<td>End scores</td>
<td>45.7</td>
<td>110.1</td>
<td>16.6</td>
<td>155.8</td>
<td>48.2</td>
<td>46.6</td>
</tr>
</tbody>
</table>

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 wish to 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.

Comparing the Maths and Reading start scores for three groups of students.

Tracking the raw progress of three groups of students over the year.

Tracking the progress of three groups of students against expected progress.
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.

<table>
<thead>
<tr>
<th><strong>Tables</strong></th>
<th>End Scores shows the end scores in a similar format to start scores, with the addition of the attitudinal data.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scatterplots</strong></td>
<td>Maths and Reading Value Added show value added information in a format that makes it easier to see student progress.</td>
</tr>
<tr>
<td><strong>Spreadsheets</strong></td>
<td>Allows the user to create unformatted spreadsheets for later analysis.</td>
</tr>
<tr>
<td><strong>Box and Whisker Plots (Mixed)</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
End of Year Scores

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

<table>
<thead>
<tr>
<th>first name</th>
<th>last name</th>
<th>raw scores</th>
<th>standardised scores</th>
<th>attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>maths</td>
<td>reading</td>
<td>phonics</td>
</tr>
<tr>
<td>Whole group</td>
<td>(n=9)</td>
<td>54.1</td>
<td>152.6</td>
<td>16.8</td>
</tr>
<tr>
<td>Dillon</td>
<td></td>
<td>49</td>
<td>105</td>
<td>17</td>
</tr>
<tr>
<td>Kalesha</td>
<td></td>
<td>49</td>
<td>124</td>
<td>16</td>
</tr>
<tr>
<td>Naomi</td>
<td></td>
<td>50</td>
<td>142</td>
<td>17</td>
</tr>
<tr>
<td>Hayden</td>
<td></td>
<td>51</td>
<td>154</td>
<td>17</td>
</tr>
<tr>
<td>Jake</td>
<td></td>
<td>48</td>
<td>164</td>
<td>17</td>
</tr>
<tr>
<td>Barry</td>
<td></td>
<td>55</td>
<td>167</td>
<td>17</td>
</tr>
<tr>
<td>Taylor</td>
<td></td>
<td>54</td>
<td>174</td>
<td>17</td>
</tr>
<tr>
<td>Brendan</td>
<td></td>
<td>63</td>
<td>172</td>
<td>17</td>
</tr>
<tr>
<td>Jazz</td>
<td></td>
<td>66</td>
<td>171</td>
<td>17</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>counts</th>
<th>maths value-added</th>
<th>reading value-added</th>
<th>attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole group</td>
<td>0 0 6 2 1 9</td>
<td>0 1 5 1 2 9</td>
<td>0 3 6 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>percentages</th>
<th>maths value-added</th>
<th>reading value-added</th>
<th>attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole group</td>
<td>0% 0% 97% 22% 11% 100%</td>
<td>0% 11% 56% 11% 22% 100%</td>
<td>0% 33% 67% 100%</td>
</tr>
</tbody>
</table>

![Graphs showing maths and reading value-added and attitude percentages]
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).
**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.

<table>
<thead>
<tr>
<th>Factors to consider</th>
<th>Your observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wellbeing</strong></td>
<td></td>
</tr>
<tr>
<td>Is the student feeling unwell or distracted by an incident that may have occurred just prior to the test?</td>
<td></td>
</tr>
<tr>
<td><strong>Test Conditions</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Reading Assessment**

**Handwriting**

Notes:

**PV Bedroom**

- chair
- tree
- cloud
- ball
- doll

Notes:

**PV Kitchen**

- carrots
- knife
- fork
- cupboard
- cherries
- pan
- bowl

Notes:

**PV Country**

- butterfly
- kite
- castle
- wasp
- pigeon
- windmill
- turtle
- violin
- padlock
- toadstool

Notes:

**PV Toy Shop**

- yacht
- cash
- microscope
- jewellery
- saxophone
- cosmetics

Notes:

Please continue on the next page.
### IAR Classroom

- **someone writing**
- **someone reading**
- **some writing**

Notes:

### IAR Book

- **word on the page**
- **letter of alphabet**
- **start to read**
- **captial letter**
- **full stop**

Notes:

### Repeating Words

- **blomp**
- **ip**
- **vod**
- **chag**
- **dush**
- **jollypompy**
- **pimrat**
- **crinch**
- **tittlepee**
- **mentasouthy**
- **bizzalbrunter**
- **thompt**

Notes:

### Splitting words

- **butterfly**
- **raincoat**
- **upside**
- **backseat**
- **railroad**
- **lunchbox**
- **toothbrush**
- **passport**
- **enterprise**
- **sometimes**

Notes:

### Hearing Sounds

- **golk**
- **vip**
- **ak**
- **ob**
- **jonk**
- **fragglesocks**
- **pommysumpt**
- **quintbop**
- **findal**
- **gooberjulla**

Notes:

### Letters

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>e</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>i</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>o</td>
<td>p</td>
<td>Q</td>
<td>r</td>
<td>s</td>
<td>t</td>
<td>u</td>
<td>V</td>
<td>w</td>
<td>x</td>
<td>Y</td>
<td>Z</td>
</tr>
</tbody>
</table>

Notes:

### Words 1

- **cat**
- **rabbit**
- **house**
- **dog**
- **duck**

Notes:

### Words 2

- **car**
- **butterfly**
- **ball**
- **tree**
- **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 his 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.
<table>
<thead>
<tr>
<th>Sentences (No help to be given)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite a few dogs enjoy playing football. (7)</td>
<td></td>
</tr>
<tr>
<td>Stories can be good fun to read. (7)</td>
<td></td>
</tr>
<tr>
<td>Sometimes the grass which I eat tastes awful. (8)</td>
<td></td>
</tr>
<tr>
<td>Nightmares are things I don’t dream about. (7)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Walking to school (No help to be given)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Put your coat and shoes on. It’s time to walk to school,” called Mrs Mack.</td>
<td></td>
</tr>
<tr>
<td>Two minutes later Emma was ready to leave.</td>
<td></td>
</tr>
<tr>
<td>Outside the sun was shining and everyone looked happy.</td>
<td></td>
</tr>
<tr>
<td>As Emma and Mrs Mack were walking along the street they met Yasir and his mum.</td>
<td></td>
</tr>
<tr>
<td>Yasir was wearing a new brown coat.</td>
<td></td>
</tr>
<tr>
<td>Emma thought it looked very smart.</td>
<td></td>
</tr>
<tr>
<td>They stopped at the shop for Emma and Yasir to buy apples to eat at playtime.</td>
<td></td>
</tr>
<tr>
<td>After saying goodbye to Mr Brown, the shopkeeper, they carried on walking to school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cats (No help to be given)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats have been kept as pets for hundreds of years.</td>
<td></td>
</tr>
<tr>
<td>Pet cats do not normally have to hunt for their food but they still like to look for mice.</td>
<td></td>
</tr>
<tr>
<td>Cats are active, playful creatures.</td>
<td></td>
</tr>
<tr>
<td>They can run quickly and are very good at leaping up onto fences, trees and other high places.</td>
<td></td>
</tr>
<tr>
<td>Sometimes they can get stuck on top of houses, sheds or trees and require help to get back down.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
## Maths Assessment

### Early maths

- [ ] longest
- [ ] inside
- [ ] on
- [ ] triangle
- [ ] circle
- [ ] square

**Notes:**

### Ideas about maths

- [ ] biggest
- [ ] smallest
- [ ] more
- [ ] most
- [ ] least
- [ ] tallest
- [ ] shortest

**Notes:**

### Counting

- How many apples **are** here? (4)  
- How many apples **were** there? (4)  
- How many fish **are** here? (7)  
- How many fish **were** there? (7)  

**Notes:**

### Sums A (Do not provide concrete aids)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] 3-1=</td>
<td>[ ] 4-1=</td>
<td>[ ] 6-3=</td>
<td>[ ] 2+1=</td>
<td>[ ] 3+1=</td>
<td></td>
</tr>
<tr>
<td>[ ] 2+2=</td>
<td>[ ] 3+2=</td>
<td>[ ] 4+3=</td>
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</tr>
</tbody>
</table>

**Notes:**

### Numbers

<p>| | | | | | | | | | | |</p>
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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>[ ] 4</td>
<td>[ ] 1</td>
<td>[ ] 3</td>
<td>[ ] 2</td>
<td>[ ] 5</td>
<td>[ ] 7</td>
<td>[ ] 6</td>
<td>[ ] 9</td>
<td>[ ] 8</td>
<td>[ ] 0</td>
<td></td>
</tr>
<tr>
<td>2 digit numbers (note and tick in boxes)</td>
<td></td>
<td></td>
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<tr>
<td>3 digit numbers (note and tick in boxes)</td>
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</tr>
</tbody>
</table>

**Notes:**

### Shapes

- [ ] star
- [ ] circle
- [ ] square
- [ ] triangle
- [ ] hexagon

**Notes:**

### Maths 1 (Do not provide concrete aids)

- [ ] 1 more than 5
- [ ] 3 less than 7
- [ ] 2 more than 6
- [ ] 3 more than 8
- [ ] 6 less than 15
- [ ] 8 more than 13
- [ ] 10 less than 25
- [ ] 21 more than 32

**Notes:**

### Sums B (Students may use a pencil and paper)

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] circle 3/4 coloured in</td>
<td>[ ] buy apple (10c)</td>
<td>[ ] cover 1/2 the bikes</td>
<td>[ ] 7+3=</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] 10,20,30,40,50</td>
<td>[ ] 2,4,6,8,10,12</td>
<td>[ ] half of 6</td>
<td>[ ] 4+11=</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] 9-6=</td>
<td>[ ] buy orange (50c+10c)</td>
<td>[ ] 15-4=</td>
<td>[ ] 15+21=</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] 42-17=</td>
<td>[ ] quarter of 8</td>
<td>[ ] twice 3 doubled</td>
<td>[ ] 105+302=</td>
<td></td>
<td></td>
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</tbody>
</table>

**Notes:**

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This concludes the compulsory assessment items. Please continue on the next page for optional items.
### Optional Assessments

#### Attitudes

<table>
<thead>
<tr>
<th></th>
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<th>☻</th>
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</tr>
</thead>
<tbody>
<tr>
<td>eating sweets</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>reading stories</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>looking at books</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>drawing pictures</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>building lego or blocks</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>counting</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>being at school</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>playing in playground</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>working on computer</td>
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<td>☻</td>
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</table>

**Notes:**

#### Short term memory

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>sequence 1</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>sequence 2</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>sequence 3</td>
<td>☺</td>
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<td>☼</td>
<td>sequence 4</td>
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<tr>
<td>sequence 6</td>
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<td>☼</td>
<td>sequence 7</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>sequence 8</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>sequence 9</td>
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</tbody>
</table>

**Notes:**

#### Rhyme

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>hat/cat</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>mouse/house</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>toes/hose</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>cherries/berries</td>
<td>☺</td>
<td>☻</td>
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<tr>
<td>bin/tin</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>drum/thumb</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>dish/fish</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>pan/can</td>
<td>☺</td>
<td>☻</td>
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</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 -</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

The following descriptors are suggested

<table>
<thead>
<tr>
<th></th>
<th>0 - Never displays this behaviour</th>
<th>5 - Sometimes displays this behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Rarely displays this behaviour</td>
<td>6 - Often displays this behaviour</td>
<td></td>
</tr>
<tr>
<td>2 - Seldom displays this behaviour</td>
<td>7 - Regularly displays this behaviour</td>
<td></td>
</tr>
<tr>
<td>3 - Infrequently displays this behaviour</td>
<td>8 - Very frequently displays this behaviour</td>
<td></td>
</tr>
<tr>
<td>4 - Occasionally displays this behaviour</td>
<td>9 - Always displays this behaviour</td>
<td></td>
</tr>
</tbody>
</table>

### Optional Assessments

#### Attitudes

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>☺</th>
<th>☻</th>
<th>☼</th>
</tr>
</thead>
<tbody>
<tr>
<td>makes careless mistakes</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>difficulty with attention</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>seems not to listen</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>trouble following instructions</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>difficulties with organisation</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>reluctant to engage</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>loses equipment</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>becomes distracted</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>forgetful</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>fidgets and squirms</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>trouble remaining seated</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>inappropriately runs about</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>trouble playing quietly</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>seems ‘on the go’</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>talks excessively</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>blurts out answers</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>trouble taking turns</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>interrupts or interferes</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
<tr>
<td>daydreams</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>doesn’t consider consequences</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
<td>thinks aloud</td>
<td>☺</td>
<td>☻</td>
<td>☼</td>
</tr>
</tbody>
</table>
Transferred student form

Please complete a photocopy of this form when reporting any new students to your class who have completed the Baseline (First) Assessment at another school, and return via fax.

Name of School: ___________________________  PIPS ID Number: 1 8 __ __ __ __
Contact: _________________________________  Phone: ( ____ ) ________________

Contact Email Address_______________________________________________________

<table>
<thead>
<tr>
<th>Student Name (First and Surname)</th>
<th>Date of Birth</th>
<th>Previous School (Name, Suburb, State).</th>
<th>Current Class (as named in PIPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For SA Schools advising of students who undertook the First Assessment at the end of 2011 and will be completing the Final Assessment in 2012.

Name of School: ___________________________  PIPS ID Number: 1 8 5 __ __ __ __
Contact: _________________________________  Phone: ( ____ ) ________________

| Student Name (First and Surname) | | | |
|---------------------------------|---|---|
| 1.                              | 2. | 3. |
| 4.                              | 5. | 6. |
| 7.                              | 8. | 9. |