Interactive Computerised Assessment System

Carefully follow the instructions in this manual to make sure your assessment process runs smoothly!

Administered by: The University of Western Australia
If there is no sticker adhered here, please copy in your details straight away.

InCAS ID:   _____________________
Password:   _____________________

You will use these details to log into the InCAS+ website (https://primary.cemcentre.org)

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

Note: The InCAS ID is not the password to use the program.
## Contents

### Introduction
- Contact information  
- Welcome to 2015  
- Top 7 Tips for InCAS Users  
- Assessment schedule 2015  
- Getting started checklist  

### User Guide

#### Entering Student Information
- Setting up the CSV  
- Importing the CSV  
- Adding/ Editing Pupils Online  

#### Getting to know InCAS
- Familiarising with InCAS  
- What the questions measure  

#### Setting up the Software
- Setting up the Web-Only Version  
- Setting up the Non-Web and Dual Versions  

#### Password Login Codes
- Obtaining the Password List  
- Using Password Login Codes  

#### Implementing the assessment
- Implementing the Assessment  

#### Returning Data After the Assessment
- Returning Data After the Assessment  

### Feedback Guide

#### InCAS Feedback
- Using the feedback guide  
- Introducing InCAS+  
- Standard feedback  
- Age comparison chart  
- Custom feedback  
- Scores chart  
- Longitude chart  
- Difference table  
- Scores table  
- Supporting booklets  

### Resources
- Form: Updating contact details  
- Student poster  

---

Page 1 • 2015 InCAS Manual
**Contact Information**

For issues relating to installation and administration of InCAS, or submission and interpreting feedback, please contact an InCAS team member via one of the following methods.

<table>
<thead>
<tr>
<th><strong>Telephone</strong></th>
<th>(08) 6488 2859</th>
</tr>
</thead>
</table>
| **Project Manager** | Ye’elah Berman  
incas-edu@uwa.edu.au |
| **Project Support** | Vivienne Pepper  
vivienne.pepper@uwa.edu.au |
| **Postal** | **InCAS Australia**  
The Graduate School of Education  
The University of Western Australia  
M428, 35 Stirling Highway  
Crawley  
Western Australia, 6009 |
Welcome to InCAS 2015

This booklet is divided into two parts. Part One will give you guidance on using the InCAS program, and Part Two will offer advice on interpreting your InCAS feedback.

We advise that you carefully read this manual both prior to and during the assessment process. If you require any further clarification, please get in touch with your InCAS contact.

Acknowledgements

InCAS Australia thanks the following organisations for their contribution to the 2015 InCAS Manual.

- Centre for Evaluation and Monitoring (CEM)
  University of Durham, England

Copyright Statement

This publication is copyright. Schools registered to use InCAS in 2015 may photocopy this publication for the implementation of the InCAS Assessment in their school. For any other purposes, permission must be sought from the InCAS coordinator at the InCAS Australia Office.
Top 7 Tips for InCAS Users

1. Make sure you carefully read and follow the installation instructions.

2. Follow the instructions in the manual referring to ‘Password Login Codes’. Do not let the word ‘password’ confuse you. These codes do not need to be kept secret. The codes are provided as individual logins for students to use to begin each session. The codes are randomly generated, and you will print them out.

3. To ensure students are not distracted while completing the assessment, provide them with headphones and select a suitable location.

4. The assessment cannot be paused once the student has started. Make sure they have a drink and go to the toilet before they begin.

5. To log into InCAS+, you will need your School’s unique InCAS ID and Password to enter the website. You will find this information at the front of your manual.

6. Refer to the Feedback Guide on pages 22-35 once your School has downloaded its InCAS Feedback. These pages provide a step-by-step guide detailing how you should interpret the feedback and uses examples to explain what the feedback shows.

7. Use your InCAS Feedback to inform planning and action. To support you in this, Handbooks are available. See page 33 for more information.

A comprehensive School Report will be issued to schools who assess according the schedule. This will aid you in interpreting your feedback.
Assessment Schedule 2015

There will be three InCAS assessment periods in 2015. Schools who submit according to these assessment periods will receive a comprehensive school report prepared by the InCAS Australia team.

We strongly recommend that you adhere to the assessment deadlines, especially if this is your first year using InCAS. The comprehensive school reports help you to interpret your data, and will give you a sound understanding of the spread of abilities in your class.

If you wish to receive a report, please make sure you submit your data to InCAS+ by the deadline. If you encounter any difficulties, please contact Ye'elah Berman.

<table>
<thead>
<tr>
<th>Assessment Period 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit to InCAS+ by</td>
<td>Friday 27 March 2015</td>
<td></td>
</tr>
<tr>
<td>e-Feedback available at InCAS+</td>
<td>24hrs after you submit your data</td>
<td></td>
</tr>
<tr>
<td>Report received by</td>
<td>Monday 24 April 2015</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Period 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit to InCAS+ by</td>
<td>Friday 26 June 2015</td>
<td></td>
</tr>
<tr>
<td>e-Feedback available at InCAS+</td>
<td>24hrs after you submit your data</td>
<td></td>
</tr>
<tr>
<td>Report received by</td>
<td>Monday 24 July 2015</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Period 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit to InCAS+ by</td>
<td>Friday 25 September 2015</td>
<td></td>
</tr>
<tr>
<td>e-Feedback available at InCAS+</td>
<td>24hrs after you submit your data</td>
<td></td>
</tr>
<tr>
<td>Report received by</td>
<td>Monday 23 October 2015</td>
<td></td>
</tr>
</tbody>
</table>

Schools submitting data after Friday 25 September 2015 will not receive a comprehensive school report.

The final date for data submission in 2015 is Friday 6 November 2015.

Please note

Submission and report dates are based on the Western Australian School Terms. Please take this into account when scheduling your InCAS Assessments.
Teachers are busy people, and we want InCAS to be easy for you to set up and administer. Take the time now to work through the checklist and the manual. Doing things right the first time, will save you time in the long run!

Follow this checklist as you begin to work with InCAS in 2015. Even if you have used InCAS before, it is good idea to work through this checklist with the aid of the manual, to make sure things are set up properly.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Skim the manual and get a sense of what you will be doing while you work with InCAS in 2015.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Read the Introduction section, especially the Top 7 Tips.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Work carefully through the Installations instructions from pages 14 and 15.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Read Getting to Know InCAS from pages 12 and 13.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Check the Assessment Schedule on page 5. Decide what, who and when you will assess.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Enter your student details by following the instructions from pages 9 to 11.</td>
</tr>
<tr>
<td>Step 7</td>
<td>Create your assessment sessions, looking at the instructions from pages 16 and 17.</td>
</tr>
<tr>
<td>Step 8</td>
<td>Print your Password Login Codes, as described on page 16.</td>
</tr>
<tr>
<td>Step 9</td>
<td>Begin assessing. Read through the information from page 18 before you start.</td>
</tr>
<tr>
<td>Step 10</td>
<td>You are ready to submit - follow the instructions from page 19.</td>
</tr>
<tr>
<td>Step 11</td>
<td>Use the Feedback Guide, which starts on page 22 to help you interpret your e-feedback.</td>
</tr>
<tr>
<td>Step 12</td>
<td>If you have submitted according the schedule on page 5, you will receive a school report in the mail.</td>
</tr>
</tbody>
</table>
Biographical information needs to be entered into InCAS for every student you wish to assess. Follow the instructions below to set up the biographical information.

**Step 1: Setting up the CSV**

1. Importing your class information saves a lot of time and effort, as opposed to entering all students individually. Begin by opening an Excel spreadsheet.

2. The spreadsheet must have the following fields. Take care to enter the headings and the contents of the sheet accurately- especially dates. Problems can occur with data submission if mistakes are made in this step.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Contents</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Name</td>
<td>Class name</td>
<td>Mrs Bennett</td>
</tr>
<tr>
<td>Year Group</td>
<td>School year level, in number format</td>
<td>5</td>
</tr>
<tr>
<td>Forename</td>
<td>Student first name</td>
<td>Adam</td>
</tr>
<tr>
<td>Surname</td>
<td>Student last name</td>
<td>Smith</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Date of birth in dd-MMM-yy format</td>
<td>10-AUG-05</td>
</tr>
<tr>
<td>Gender</td>
<td>Male or female</td>
<td>M or F</td>
</tr>
<tr>
<td>Pupil ID</td>
<td>Unique Student Number as issued by schools, or leave blank</td>
<td>123456</td>
</tr>
</tbody>
</table>

*Mandatory fields are marked by an asterisk

3. Fill in the details for every class of students you wish to assess. Your spreadsheet should look like the example below.

4. Save your file in CSV format, by selecting Save As and choosing CSV (comma delimited) from the drop down menu.

### WARNING
Take extreme care when setting up the contents of your Excel file. Problems with your data will occur if this step is not completed accurately.
Step 2: Importing the CSV

1. To import the CSV, log on to the Assessment Centre. This is accessed by logging on to InCAS+ (https://primary.cemcentre.org) and selecting ‘Assessment Centre’ from the Administration menu.

2. From the menu select the ‘import’ option (pictured below) and follow the instructions on the screen to upload your CSV file.
Entering Student Information

**Step 3: Adding/Editing Pupils Online**

1. Pupils can be manually added or edited using the ‘add/edit pupil details’ option (pictured right). Please check all pupil details are correct, especially the date of birth and year group as this will affect the questions which the pupil sees.

2. On this page you have the option of adding new pupils, editing existing pupils, deleting pupils or selecting and moving pupils from one class or year group to another.

3. To create a new pupil, select New → Pupil and fill in the ‘New Pupil’ form.

4. To change the details of a pupil, select the pen symbol to the left of their name. Next, change their incorrect details on the ‘Edit Pupil’ form and press ‘Save’.

5. This ‘Edit Pupil’ form also gives you the option of recording the special education needs of any student.

6. The ‘Move’ button allows you to move any students who are in the wrong year group or class to the correct one. To do this, select the student(s) → click ‘Move’ → select ‘Year Group’ or ‘Class’ → and select the correct year group or class from the drop down menu.

7. The ‘Delete’ button allows you to delete individual students or whole classes. To delete an individual student, select the check box the left of the student’s name → click ‘Delete’ → ‘Pupil’. To delete a whole class select ‘Delete’ → ‘Class’ and pick the class to delete from the drop down menu.

**Step 4: Filtering Students**

1. For schools who are assessing a lot of students, the filter function allows for easier viewing.

2. Select the year or class that you wish to view in the ‘Year’ and ‘Class’ drop down menus. To revert to seeing all students, select ‘All’ in both menus.
Getting to Know InCAS

**Picture Vocabulary**
Students hear a word and choose the picture that represents that word. This category is measuring the student’s understanding of increasingly difficult words.

**Non-Verbal**
The student sees a collection of shapes in a particular order. They must find the same pattern in a larger collection of shapes. This category is measuring the student’s ability to reason through increasingly difficult problems.

**Word Recognition**
The student hears a word, and must then identify the written representation of that word on screen. This category is measuring the student’s ability to recognise increasingly difficult written words.

**Word Decoding**
The student hears a nonsense word, and chooses the correct written representation of that word. This category is measuring the student’s ability to ‘decode’ or figure out increasingly difficult nonsense words.

**Comprehension**
Conditional on scoring well enough in other reading sections, the students must read a passage and select the correct words to complete a sentence. This category is measuring the student’s ability to understand what they read.
Getting to Know InCAS

**Spelling**
The student hears a word and uses the on-screen keyboard to spell it.
This category is measuring the student’s ability to spell increasingly difficult words.

**Mental Arithmetic**
The student is presented with a number problem that they must choose the correct answer for.
This category is measuring the student’s ability to perform increasingly difficult mental calculations.

**General Maths**
The student sees and hears a mathematical problem. They select the answer from on the screen.
This category is measuring the student’s ability to solve increasingly difficult maths problems.

**Attitude to School**
The student hears and sees a number of statements relating to their feelings about school, and rates them on a sliding scale.
This category is measuring the way the student feels about school.

**Attitude to Maths & Reading**
The student hears and sees statements relating to their feelings about maths and reading, and rates them on a sliding scale.
This category is measuring the way the student feels about maths and reading.
Setting up the Software

Step 1: Selecting the Correct Version of the Software

1. There are three versions of the InCAS software.
   - The Web-Only Version has the best functionality. However, it should only be used by schools who have a high speed wired internet connection.
   - The Dual Version is the next best option. This version of the software should be used by schools who use a wireless internet connection or occasionally have problems with an intermittent internet connection.
   - The Non-Web Version should be used by schools who have computers with no internet connection.

Setting up the Software for the Web-Only Version

1. From the ‘carry out assessments’ menu option click on the ‘Web-Only Version’ option.
2. This will take you to the page pictured below. Copy and paste the web link (circled in the picture below in red) into a web browser. NOTE: The link is specific to that particular school and should not be used by any other schools. Also note down the ‘Key’ circled in green.
3. Save the link as a bookmark or create a shortcut and place it so that the pupils can access it easily from their accounts (e.g. on the Desktop or Start menu).
4. When students open this page they will be prompted to enter the ‘Key’ (circled in green).
5. Once this has been entered they can enter their Password Login Code (3 letters) and begin the assessment.
Setting up the Software for the Non-Web and Dual Versions

1. Create a folder on your school network server called ‘InCAS2015’. This location should be accessible to the pupils doing the assessments. If the assessment will be running on a computer with no network connection then this folder should be located on the local computer.

2. From the ‘carry out assessments’ menu option, click on the ‘Non-Web’ or ‘Dual’ version, depending on the status of your internet connection during testing.

3. Click on the ‘Download Assessment’ option. This will save a file called INCAS_2015_V01.zip.

4. Locate the INCAS_2015_V01.zip file and move the zip file into the ‘InCAS2015’ folder. Unzip the contents of the file into the ‘InCAS2015’ folder.

5. Ensure that pupils have ‘Modify’ level of permissions to the ‘Saves’ folder. Staff members should be given ‘Modify’ level of permissions to the whole ‘InCAS2015’ folder.

6. Within the unzipped folders is a file called ‘InCAS_2015’. Create a shortcut to ‘InCAS_2015’ and place it so that the pupils can access it easily from their accounts (e.g. on the Desktop or Start menu).

7. Students can begin the assessment by clicking on this shortcut and entering their Password Login Code (3 letters).

---

Are you using the Non-Web or Dual Version?

The Dual version of the software has several advantages over the Non-Web version. If you are using the Non-Web version you will need to download a new version of the software whenever you update your student lists. You will also need to manually zip and upload your results. The Dual version does these things automatically over the internet.

Note - If using the Dual version your school’s network security may not not allow traffic over the web to go to and from a non-web browser piece of software. To get around this you can add an exception to bypass proxy server (just for our website) in your internet options.
Step 1: Deciding what to assess

The InCAS assessment is designed so that teachers can decide what subjects and modules they would like their students to be assessed in. The modules are explained on pages 12 and 13. Some subjects contain multiple modules. These are explained in the table below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Modules Included</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>Attitudes to school, maths and reading</td>
<td>Assessed in a single session</td>
</tr>
<tr>
<td>Developed Ability</td>
<td>Picture Vocabulary and Non-verbal ability</td>
<td>Assessed in a single session</td>
</tr>
<tr>
<td>Reading</td>
<td>Word recognition, Word decoding and Comprehension</td>
<td>Assessed in a single session</td>
</tr>
<tr>
<td>General Maths</td>
<td>General Maths</td>
<td>Assessed in a single session</td>
</tr>
<tr>
<td>Mental Arithmetic</td>
<td>Mental Arithmetic</td>
<td>Assessed in a single session</td>
</tr>
</tbody>
</table>

*Note - Each subject will be completed in one session. However, there will be short breaks between modules when subjects contain multiple.

Step 2: Obtaining the Password List

1. To obtain the password list for your school, select the password lists option (pictured right) in the assessment centre screen.

2. The three letter passwords in the far right columns are individual logins for students to use to begin each testing session. If a student is going to be tested in multiple subjects they will require multiple three letter passwords.

3. You can print the password list for your students by clicking the ‘Print’ icon (pictured right). Alternatively, you can apply filters so that not all passwords are printed at once (filters work in the same way as in the ‘Entering Student Information’ section).

4. Once this has been completed the software can be downloaded from the ‘carry out assessments’ option. We recommend you download the Web-Only Version of the software which will return data automatically to CEM at the end of the assessments. If you have no internet connection on the classroom computers then please use the non-web version.
Step 3: Using Password Login Codes

Password Login Codes are the individual access codes for each assessment. The codes tell the program which student and which component will be assessed. You will need to print a copy of the list (as per the instructions on page 16).

When students come to use their Password Login Codes, they will enter them into the login screen (as per the picture below).

1. Provide the student with their Password Login Code on a post-it note.
2. The student should enter the code that corresponds with the assessment that you wish for them to undertake as their login.

What is a Password Login Code?

Do not let the word ‘password’ confuse you. These codes do not need to be kept secret. The codes are provided as individual logins for students to use to begin each session. The codes are randomly generated, and you will print them out.
Some Considerations

Students can only complete each assessment once, and cannot pause or leave and return to the assessment once they have begun. Make sure you have thought about the following before allowing students to begin.

- Make sure there is sufficient time for the student to complete the session.
- Make sure the student has had a toilet and drink break before beginning the session.
- Make sure the volume is at the correct level by using the ‘Test Sound’ button.
- Students need to listen carefully to the instructions. To minimise distractions, we recommend the use of headphones.
- If the student will be assessed using a laptop, make sure you attach an external mouse if students have trouble navigating with the built in laptop ‘touch pad’.
- Remember, sessions cannot be paused or saved and resumed at a later time. Some sessions are timed, and results will be affected if students leave the computer during the session.

Implementing the Assessment

1. Firstly, the pupils need to sit at one computer each and log on to their account. They should then check that they have a set of headphones each and that they are plugged into their computer.

2. Next, they should open the InCAS Program via the shortcut on your Desktop or via the Start menu.

3. If you are using the web version of InCAS the Key will have to be entered at this point.

4. Students should have a copy of the Password Login Code they are to use. You may wish to provide this on a post-it note. They should enter this Password Login Code and press ‘Next’.

5. The pupils will now be on a screen which presents their name, date of birth and the assessment they are about to complete. It is extremely important that all of these details are correct. If the date of birth is incorrect this MUST be changed before they start the assessment as it will mean that the pupil will not sit the correct assessment if it remains unchanged. See page 11 of the quick start guide if pupil details need editing. If the pupil details are correct they can then click ‘Next’.

6. The pupils then need to check that the sound is working in both ears of the headphones and that it is at the correct volume. They can use the test sound button and volume slider on the screen to do this. Once they are happy with the sound they should wait for you to tell them to start the assessment.

7. When you are happy that the class is ready then the pupils can begin the assessments. They should click the ‘Start’ button to begin.
Returning Data After the Assessment - Web and Dual Versions

The assessment data will automatically be returned to CEM at the end of the assessments.

However, if there was a loss of internet connection when trying to save, an error message will have been displayed on the screen at the end of the assessment. The classroom teacher should have followed the on-screen instructions to save the assessment data to a safe location. They should have recorded the location that the data was saved to. At the end of the session please zip up this folder and upload the zipped file using the InCAS+ website. You can access InCAS+ by going to https://primary.cemcentre.org and entering the school’s username and password. You should then select the ‘Return Data’ option from the main InCAS+ menu bar.

Returning Data After the Assessment - Non-Web Version

If you are using the non-web version of the software you will need to manually return the data to CEM.

We recommend that you do this at the end of each day of testing. The data will have been automatically saved to the back up ‘saves’ folders. Please go to the InCAS2015\Saves folder and zip up all the files in the ‘Saves’ folder. You should then upload the zipped file on the InCAS+ website. You can access InCAS+ by going to https://primary.cemcentre.org and entering your username and password. You should then select the ‘Return Data’ option from the main InCAS+ menu bar.

Resitting an Assessment with a Pupil

If a pupil has a problem with their assessment and needs to resit a session then for the trial they can simply reuse their original password. Please do not use the ‘reset sessions’ option on the ‘Assessment Centre’.
Using the Feedback Guide

What is feedback?
Feedback gives a profile for the whole school, individual classes and individual students. Student reports allow the teacher to see reading, spelling and mathematics abilities in relation to vocabulary, non-verbal ability and attitudes.

The analysis of Reading scores enable a teacher to see where strengths and weaknesses lie - for example, some students have good Word Recognition and Decoding skills but perhaps poor Comprehension. Other students will be able to read reasonably well but have problems with Spelling. Comparing Developed Ability with Reading skill is particularly useful for children for whom English is an additional language.

The students’ responses for Vocabulary, Non-verbal Ability, Reading, Spelling, Mental Arithmetic and General Mathematics are converted to age equivalent scores that can be compared to their actual age. Attitudes are reported on a scale of negative through to positive.

Feedback is downloaded from the InCAS+ secure website and can then be printed or saved onto the hard disk of your own computer. Schools can generate school and class summary tables and graphs, and then select more detailed reports on particular students.

Understanding the types of feedback
InCAS allows you to download different types of feedback displayed in different formats. Which types you choose depends on the information you wish to see, and how you wish to use it.

The table below outlines the different types of feedback available to you.

<table>
<thead>
<tr>
<th>Feedback Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>This option produces tables of age equivalent scores grouped first by year group, then by class.</td>
</tr>
<tr>
<td>Age Comparison Charts</td>
<td>This option produces box and whisker plots which show how a class or year group is performing.</td>
</tr>
<tr>
<td>Scores Charts</td>
<td>This option displays the full profile of a student in graphical format.</td>
</tr>
<tr>
<td>Longitude Charts</td>
<td>This option shows progress made over a period of time, and is available only after the student has been assessed in their second year of participation.</td>
</tr>
<tr>
<td>Difference Table</td>
<td>This option shows the differences between chronological age and age equivalent scores, in a tabular format.</td>
</tr>
<tr>
<td>Scores Table</td>
<td>This option produces the same display as Standard feedback, but in Excel format in order that you may work more easily with the data.</td>
</tr>
</tbody>
</table>
Introducing InCAS+

InCAS+ is a central hub for InCAS users to upload their data, manage and track student assessments and obtain assessment feedback.

Open your web browser and go to www.education.uwa.edu.au/incas
Choose the Current Participant button on the right of the screen. On the next page, you will see a button called InCAS+ Login. Click this button.

You will need to input your ID Number and Password.

Once you have logged into InCAS+ you will see the following screen.

![InCAS+ Login Screen](image)

**Administration**
This tab allows you to check student assessments and manage your password.

**Return Data**
Use this tab to upload your InCAS data after assessing.

**Results/Analysis**
This tab is used to generate your InCAS feedback.

**Downloads**
Use this tab to download booklets supporting the teaching of literacy and numeracy, linked to InCAS results.

**Help**
This tab links to the InCAS FAQ site.
Standard Feedback

Generating and interpreting standard feedback

There is a quick link to generate standard feedback from the InCAS+ home page.

Simply click on the year you wish to generate feedback for, and a new page will open. The feedback will take the format presented below.

InCAS scores are presented as Age Equivalents. These are also in years:months format.

Student names are listed in alphabetical order. The document is in PDF format and cannot be sorted.

Compare the Actual Age and the Age Equivalent scores.

Compare the scores for each component. Look for and compare strengths and weaknesses.

Reading and General Maths (Achievement)

Reading is a composite score calculated from the Word Recognition, Word Decoding and Comprehension scores.

Students who do not reach the Comprehension stage of the assessment due to low Word Recognition and Word Decoding scores are credited with the minimum Comprehension score in order to calculate their Reading scores.

GenMaths is the overall score from the General Mathematics component.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age (Yrs:Mths)</th>
<th>Age Equivalent Scores (Yrs:Mths)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine</td>
<td>8:10</td>
<td>7:4</td>
</tr>
<tr>
<td>Danyal</td>
<td>8:0</td>
<td>7:8</td>
</tr>
<tr>
<td>Edward</td>
<td>8:4</td>
<td>5:10</td>
</tr>
<tr>
<td>Eliza</td>
<td>7:9</td>
<td>5:10</td>
</tr>
<tr>
<td>Ewan</td>
<td>7:11</td>
<td>6:5</td>
</tr>
<tr>
<td>Gordon</td>
<td>7:8</td>
<td>6:3</td>
</tr>
<tr>
<td>Leo</td>
<td>7:4</td>
<td>&lt;4:0</td>
</tr>
<tr>
<td>Sasha</td>
<td>7:10</td>
<td>6:4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Age (Yrs:Mths)</th>
<th>Age Equivalent Scores (Yrs:Mths)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chanelle A</td>
<td>8:11</td>
<td>7:5</td>
</tr>
<tr>
<td>William A</td>
<td>9:0</td>
<td>11:10</td>
</tr>
<tr>
<td>Alex B</td>
<td>8:8</td>
<td>&lt;4:0</td>
</tr>
</tbody>
</table>

- Standard Feedback
  The most recent Standard Feedback files are listed below:
    - NI 2010/11 (1234567)
    - NI 2009/10 (1234567)
    - NI 2008/09 (1234567)

- Tables are presented for each set of assessments. This example is for Reading Modules.

- Students Actual Age is listed in years:months format.

- InCAS scores are presented as Age Equivalents. These are also in years:months format.

Reading and General Maths (Achievement)

Reading is a composite score calculated from the Word Recognition, Word Decoding and Comprehension scores.

Students who do not reach the Comprehension stage of the assessment due to low Word Recognition and Word Decoding scores are credited with the minimum Comprehension score in order to calculate their Reading scores.

GenMaths is the overall score from the General Mathematics component.
Standard Feedback

General Maths

GenMaths is now broken down into four components:

- Number 1: counting, informal arithmetic, partitioning and place value, fractions and decimals.
- Number 2: sorting, patterns, formal arithmetic, problem solving and algebra.
- Measures, Shape and Space: common 2D and 3D shapes, time, angles and reading scales
- Data Handling: interpreting tables, lists and charts used in everyday life

Picture Vocabulary & Non-Verbal (Developed Ability)

PicVocab is the overall score from the Picture Vocabulary component.
NonVerbal is the overall score from the Non Verbal component.

Taken together, these scores indicate Developed Ability.
Developed Ability has been defined by Professor Peter Tymms, Director of the CEM Centre, as the ability of children to learn. This ability is developed by children over their lifetime and will continue to develop.

Developed Ability is calculated using a combination of items which measure language acquisition and non-verbal ability.

Word Recognition, Word Decoding, Comprehension and Spelling

WordRecog is the overall score from the Word Recognition component.
WordDecod is the overall score from the Word Decoding component.

If you have not completed a component with any of the students from your class (for example, if you omitted the Spelling component) the column for that component will not appear.

Mental Arithmetic

MentArith is the overall score from the Mental Arithmetic component.
Mental Arithmetic is further broken down into the four areas of Addition, Subtraction, Multiplication and Division.

Each student is presented with a range of MentalMaths questions that give an accurate overall estimation of his/her attainment. However, when the assessment is sub-divided into the four modules described above, the accuracy of each measure is necessarily lower because they are based on much fewer questions. When the confidence interval of a module measure exceeds plus or minus one year, InCAS does not report that score. If this happens an asterisk will appear in the feedback instead.
Generating and Interpreting Age Comparison Charts

From the InCAS+ home page, hover your mouse over the Results/Analysis tab. A drop down menu will appear from which you should select the Age Comparison Chart.

Age Comparison Charts are presented as a box-and-whisker plot. Feedback is produced for all pupils who completed the component of the assessment you choose to view. You can choose to view either by Class or Year groups.

The box-and-whisker plot is presented in Microsoft Excel. You will need to alter your security settings to enable Macros. Once the chart is displayed, you can customise your feedback by using the drop down menus at the top of the screen. You need to select the assessment component (i.e. Reading, General Mathematics) and the cohort, (i.e. Class or Year group). The drop down menu looks like the one shown below.

![Drop down menu for selecting assessment and cohort]

The box-and-whisker plot shows a ‘picture’ for each class or year group. Box-and-whisker plots help the teacher to see:

- The general position of the whole class
- The homogeneity of the class
- The varying strengths of the class
- Individual students who stand out as being exceptional within the class

Each pupil’s score is represented by a small diagonal line, which their name is written next to. The box-and-whisker part of the plot should be read in the following way.

- 25% of students fall in each whisker
- Median (or middle) score line
- 50% of students fall in the box
The box-and-whisker shows the spread for a whole class or year group. You can easily see the difference between the highest and lowest students, and get an idea of the spread of abilities that need to be catered for.

To change the data that is displayed in the plot, simply change the values in the blue cells.

Each student is plotted on the graph by locating their Actual Age on the horizontal axis, and the Age Equivalent score on the vertical axis.

Outlier students sit outside of the box-and-whisker. They have extremely high or low scores.

Red lines may be visible at the top and bottom of the chart. These indicate the upper and lower limits of the assessment.
Generating and Interpreting Custom Feedback

From the InCAS+ home page, hover you mouse over the Results/Analysis tab. A drop down menu will appear from which you should select the Custom Feedback option.

You will be taken to a screen that looks like the one below:

You need to specify the options of the feedback you would like to generate.

<table>
<thead>
<tr>
<th>Version</th>
<th>Select the year you would like to generate feedback for.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Select the level of data you would like to see (School, Year group, Class or Pupil level).</td>
</tr>
<tr>
<td>Group</td>
<td>Select the class or year group (depending on how you chose to organise your school) that you would like to see feedback for.</td>
</tr>
<tr>
<td>Assessment/Pupil</td>
<td>Select the Assessment component you want to see feedback for, or alternatively, choose the student you want to focus on for Pupil level data.</td>
</tr>
<tr>
<td>Chart/Table</td>
<td>Select the Chart or Table you would like to demonstrate. The pages that follow will look at how to interpret each level of data.</td>
</tr>
</tbody>
</table>

Once you have selected all these options, click on the Display Chart/Table button. A dialog box will open up, and you should always choose to Save your file to ensure that the interactive features of each set of feedback are activated.
Scores Charts show individual student scores for each component. Important parts to focus on are detailed in the diagram below.

Age Equivalent Scores are represented by the blue squares. The score that the student achieved on the day of the assessment lies on this square.

The student’s Actual Age is represented by the green line. It is ideal to see blue squares clustered around or above the green line.

Looking at the individual components provides evidence of strengths and weaknesses. Keep an eye out for scores that seem greatly different from others in the same component (e.g., a low comprehension score in a generally high reading assessment).

The lines above and below the blue square are the ‘confidence intervals’. We can be confident that a student’s true score lies within this range. The intervals give an idea of the range a student might score in on a different day.
Longitude charts are only created once a school has assessed the same students for more than one year. A labelled example is presented below.

The student’s Actual Age is represented by the green line. It is ideal to see the black diamonds clustered around or above the green line.

The scale on the vertical axis will be in full or half year intervals. This is automatically determined by the program, and is based on the difference between Actual Age and Age Equivalent scores.

Age Equivalent Scores are represented by the black diamonds. The score that the student achieved on the day of the assessment is represented by this square.

The lines above and below the black diamond are the ‘confidence intervals’. We can be confident that a student’s true score lies within this range. The intervals give an idea of the range a student might score in on a different day.
Comparing a student's strengths and weaknesses across different assessment components is easy in this view. A couple of points to look for are presented below.

The table can be sorted according to student names, Actual Age or difference values by clicking and selecting from the drop-down menu.

This chart can be generated for each of the assessment components. This example is for Reading Modules.

Students' names and Actual Ages are listed in the first two columns.

In the difference table, scores are listed as a + or - value (years:months), indicating how much difference exists between the student's Actual Age and Age Equivalent score.

### Difference Table

**InCAS: NI 2009/10**

**School:** 1234567

**Order by:** First Name

<table>
<thead>
<tr>
<th>Name</th>
<th>Age (Yrs:Mths)</th>
<th>WordRecog</th>
<th>WordDecode</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annabel x</td>
<td>8:8</td>
<td>+5:2</td>
<td>+5:10</td>
<td>+4:7</td>
</tr>
<tr>
<td>Anusha x</td>
<td>8:9</td>
<td>+0:7</td>
<td>-1:1</td>
<td>-1:8</td>
</tr>
<tr>
<td>Bertie x</td>
<td>9:2</td>
<td>+1:3</td>
<td>+1:4</td>
<td>+0:10</td>
</tr>
<tr>
<td>Bessie x</td>
<td>8:11</td>
<td>+0:2</td>
<td>-1:11</td>
<td>-0:8</td>
</tr>
<tr>
<td>Brogan x</td>
<td>8:5</td>
<td>+0:11</td>
<td>+3:2</td>
<td>+1:4</td>
</tr>
<tr>
<td>Caitlin x</td>
<td>9:3</td>
<td>+1:8</td>
<td>+3:1</td>
<td>+3:10</td>
</tr>
<tr>
<td>Chelsea x</td>
<td>9:1</td>
<td>+0:8</td>
<td>+2:10</td>
<td>+2:11</td>
</tr>
<tr>
<td>Cosima x</td>
<td>8:11</td>
<td>+1:4</td>
<td>+2:1</td>
<td>+1:6</td>
</tr>
<tr>
<td>Dariusz x</td>
<td>9:2</td>
<td>-3:7</td>
<td>+0:10</td>
<td>-1:9</td>
</tr>
<tr>
<td>Hani x</td>
<td>9:0</td>
<td>+2:1</td>
<td>+2:2</td>
<td>+1:2</td>
</tr>
<tr>
<td>Helen x</td>
<td>8:9</td>
<td>+0:10</td>
<td>+1:2</td>
<td>-0:6</td>
</tr>
<tr>
<td>Hugo x</td>
<td>8:10</td>
<td>+0:7</td>
<td>+2:3</td>
<td>+3:2</td>
</tr>
<tr>
<td>Isabella x</td>
<td>9:2</td>
<td>-0:5</td>
<td>-2:8</td>
<td>-2:11</td>
</tr>
<tr>
<td>Jemima x</td>
<td>8:3</td>
<td>+1:10</td>
<td>+2:0</td>
<td>+0:11</td>
</tr>
<tr>
<td>Katya x</td>
<td>8:11</td>
<td>+1:0</td>
<td>-0:5</td>
<td>-0:9</td>
</tr>
<tr>
<td>Lucas x</td>
<td>8:11</td>
<td>0:0</td>
<td>-0:6</td>
<td>-0:9</td>
</tr>
<tr>
<td>Lucy x</td>
<td>9:2</td>
<td>+1:2</td>
<td>+2:7</td>
<td>+1:0</td>
</tr>
<tr>
<td>Magnus x</td>
<td>8:6</td>
<td>-4:6</td>
<td>+0:5</td>
<td>+3:7</td>
</tr>
<tr>
<td>Maya x</td>
<td>8:6</td>
<td>+0:6</td>
<td>-3:4</td>
<td>-0:10</td>
</tr>
<tr>
<td>Mimi x</td>
<td>9:1</td>
<td>-1:10</td>
<td>-3:5</td>
<td>-2:7</td>
</tr>
</tbody>
</table>
The Scores Table presents the same data as the Standard Feedback. The data is presented in Excel format and can be sorted using the drop down menu.

The table can be sorted according to student names, or scores by clicking and selecting from the drop down menu.
InCAS testing provides comprehensive information on individual students and classes. Together with your contextual knowledge, this assessment information is highly useful to inform your planning and action at an individual and whole class level.

In order to further guide your planning and action, Handbooks are available for the areas of Reading and Mathematics. These handbooks have been written by Christine Merrel, Stephen Albone and Peter Tymms of the CEM Centre at Durham University. There is no cost associated with obtaining these Handbooks.

We recommend you download and refer to these handbooks. They are available from the InCAS+ website.
It is essential that you keep your InCAS contact details current so we can communicate important information to you.

Please use this form to let us know about any changes in contact details.

Please fax it to 08 6488 1052, marked for the attention of Ye’elah Berman

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Please make changes to:

- [ ] Principal contact details
- [ ] InCAS coordinator contact details
- [ ] Other contact details

Change of Principal Contact Details

<table>
<thead>
<tr>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Change of InCAS Contact Details

<table>
<thead>
<tr>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Please use this space to provide details of any other changes.

---

Page 34 • 2015 InCAS Manual
How to take the InCAS Assessment

Once you start the assessment you cannot pause it.
Make sure you go to the toilet and have a drink before you start!

1. Enter the Password Login Code your teacher has given you into the Login Screen.
2. Click on Login.
3. Check that your name and birthday are right. If they are not right, ask for help!
4. Put your headphones on if you have them. Click the ‘Test Sound’ button. Is the volume right? If it is not right, change it or ask for help!
5. Once everything is ready, click the ‘Start’ button.
6. Listen carefully to the instructions and use the mouse to record your answers.

DON’T BE AFRAID TO ASK FOR HELP IF YOU GET STUCK WHILE YOU ARE USING INCAS