



# Interpreting Your ASPECTS Feedback

# First Assessment

ASPECTS is the only Cambridge Insight assessment that provides no standardised scores. Instead, we provide the raw scores based on the number of questions the child answers correctly.

You can find the Start-of-Year (SOY) reports in PIPS+.

Go to **Results/Analysis> Standard Feedback** and select the 'Start' report in the **Nursery** column, as illustrated below.

Administration | Return Data | Results/Analysis | Help

Standard Feedback  
Raw Scores Report  
Interactive Reports  
IDEAS+ Software  
Results Export  
Summary Value-added

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We're really excited to be able to share what being part of Cambridge means to you and your school  
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No Calendar items this month.

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Standard Feedback

Copies of your existing standard feedback can be viewed by clicking on the appropriate button in the table below. See the **Feedback Table Key** for a description of the different feedback available. For more information see the **Frequently Asked Questions section on Results** and the **Downloads section**. The comparison charts codename for your school is **LIHZPO**.

Academic Year	Nursery	Re	Y2	Y3S	Y3E	Y4	Y5S	Y5E	Y6	Y8
2021-2022	Start2 End3	Compare								

You will receive the following reports once you complete the ASPECTS Start-of-Year assessment with your pupils:

1. Table of Scores
2. Scatterplot

Below is an example of the Table of Scores:

**School: 42373**

**Class: Nursery**

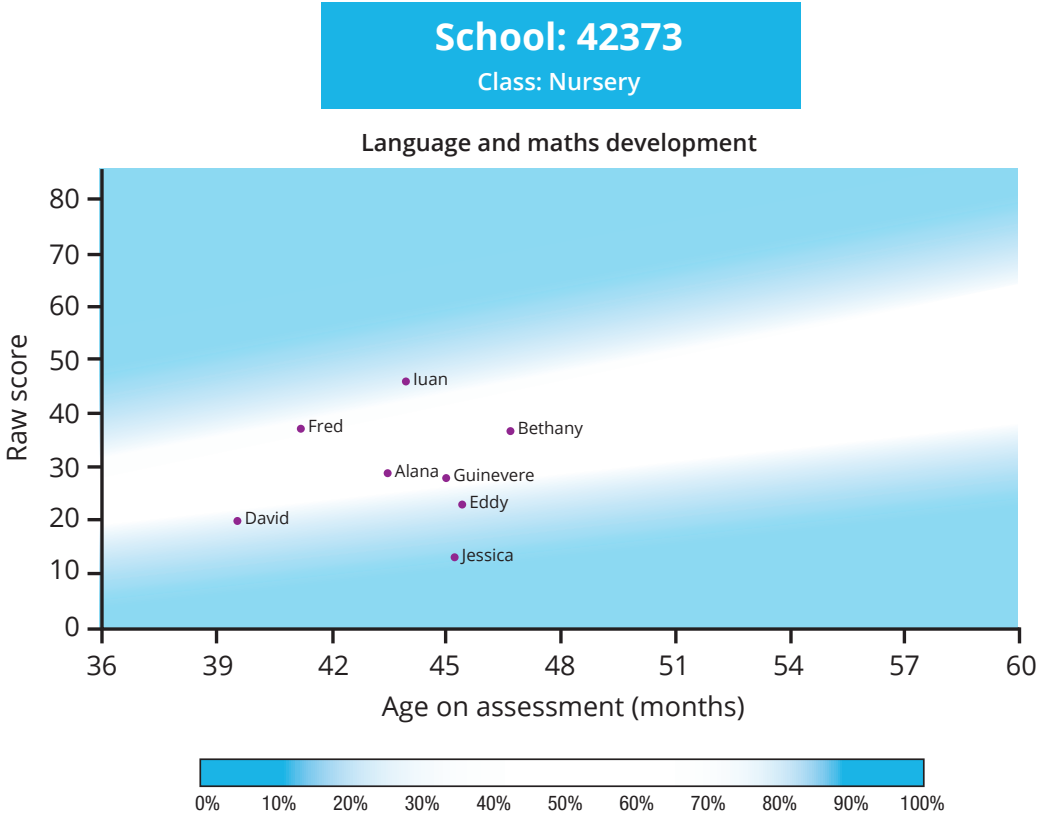
Table of scores

Name		Age on assessment (months)	Language and maths development	Motor development	Pupil ID
Alana	Apple	43.5	29	*	4PB-0008
Bethany	Blueberry	46.6	37	*	KPC-850V
Christine	Cherry	44.2	28	*	G7D-81J0
David	Damson	39.5	20	*	89B-806G
Eddy	Elderberry	45.4	23	*	Q9C-1028
Fred	Fig	41.1	37	*	NHD-04LK
Guinevere	Guava	45.0	28	*	PRC-15N1
Henrietta	Honeydew	44.9	29	*	2KB-0001
Iuan	Idagold	43.9	46	*	7RF-0009
Jessica	Juniper	45.2	13	*	L7C-1020

**Age on assessment** is the age of the children when you assessed them for the first time.

The **Language and Mathematics Development** score is the raw score derived from the questions in that section. Some questions will be scored as either 'working towards' (when the child's answer is almost correct) or 'correct'. These questions carry two marks - one mark for 'working towards' and two marks for 'correct'. All the other questions receive one mark.

The **Motor Development** score is the raw score derived from totalling all the sections of the Motor Development section. Since the score for the 'walking' section is a reflection of the number of errors made, children who complete the activity receive 20 marks. We then deduct the number of errors made to a minimum score of zero for the 'walking' activity. We will provide a score for the total number of marks from the completed activities if you decide not to administer all the activities. Asterisks represent missing data. Below is an example Scatterplot:



Every child who completed the assessment should appear on the graph (unless they were younger than 36 months or older than 60 months at the time of assessment). We plot their age at the time of the assessment against their raw score.

# Interpretation of First Assessment scores

The initial pupil record provides initial information about the strengths and weaknesses of individual children. Some children will struggle to identify numbers or may have a limited vocabulary, while others may be capable of identifying shapes and numbers and can count and repeat complex words. This information should help you with planning for the year ahead.

The information on the pupil record does not give any indication of the skills of a child compared with other children of the same age. We calculate the scatterplots in your feedback by plotting all the scores from the first ASPECTS assessment against the age at the time of the assessment. From this, we extract and print the names of the children in your nursery/playgroup to show how the development of an individual child compares with other children of the same age. The graded shading on the scatterplot gives an indication of whether the score obtained by a child is similar to other children of the same age or higher/lower. The white band represents scores achieved by 50% of children of a particular age. Those children with their name printed above the central white band are above average for their age, and the opposite is true for those lying in the shaded area below the central white band. The key below the scatterplot shows the proportion of pupils falling within each shade.

The uncertainty associated with assessing young children is quite high. However, children positioned in the lower dark shading form a small percentage of the overall sample and highlighting them may raise awareness of possible special needs.

To understand the table and scatterplots, consider the following examples:

Jessica Juniper was 45 months of age when she completed the assessment with the teacher, and she obtained a raw score of 13 for Language and Maths Development. You will see this data on the Table of Scores. We also display it on the scatterplot. Jessica's name will appear if you find 45 months on the horizontal axis (age) of the scatterplot and 13 points on the vertical axis (raw score). The intersection of these two points is where her name appears in print. Her score is below average. In fact, only 10% of children this age achieved a lower score than Jessica.

Bethany was just one month older than Jessica at the time of the assessment, and she achieved a Language and Maths Development score of 37. This score is slightly higher than other children of the same age and vastly different to Jessica's score.

Fred was four months younger than Jessica at the time of the assessment, yet he achieved a higher score for Language and Maths Development.

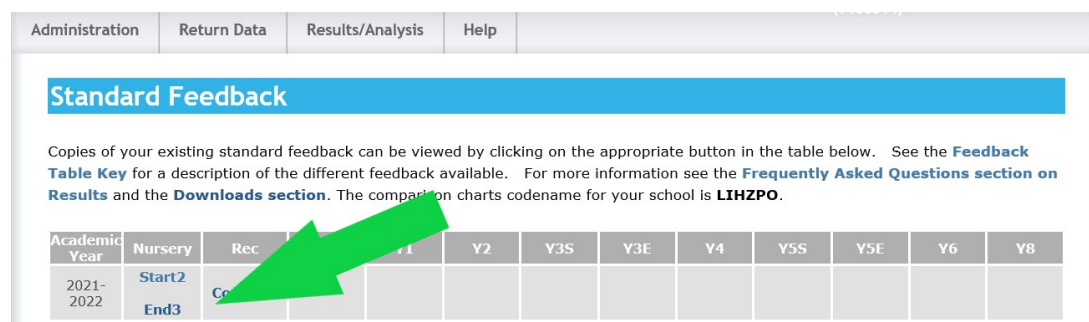
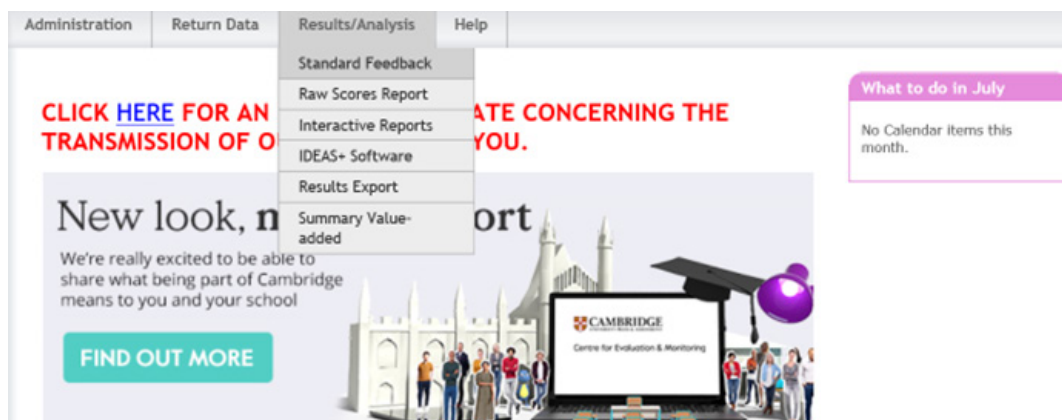
Perhaps Jessica has special needs already known to the staff. Maybe Jessica's score was a result of her being too shy to participate in some parts of the assessment. Alternatively, young children develop at different rates, so perhaps Jessica will start to make rapid progress later in the year. You will already be aware of the individual circumstances for each child.

# Final Assessment

You will receive your Table of Scores and scatterplots after completing the final assessment.

You can find the End-of-Year (EOY) reports in PIPS+.

Go to **Results/Analysis> Standard Feedback** and select the 'End' report in the **Nursery** column, as illustrated below.



Below is an example of the Table of Scores:

**School: 42373**  
**Class: Nursery**

Table of scores

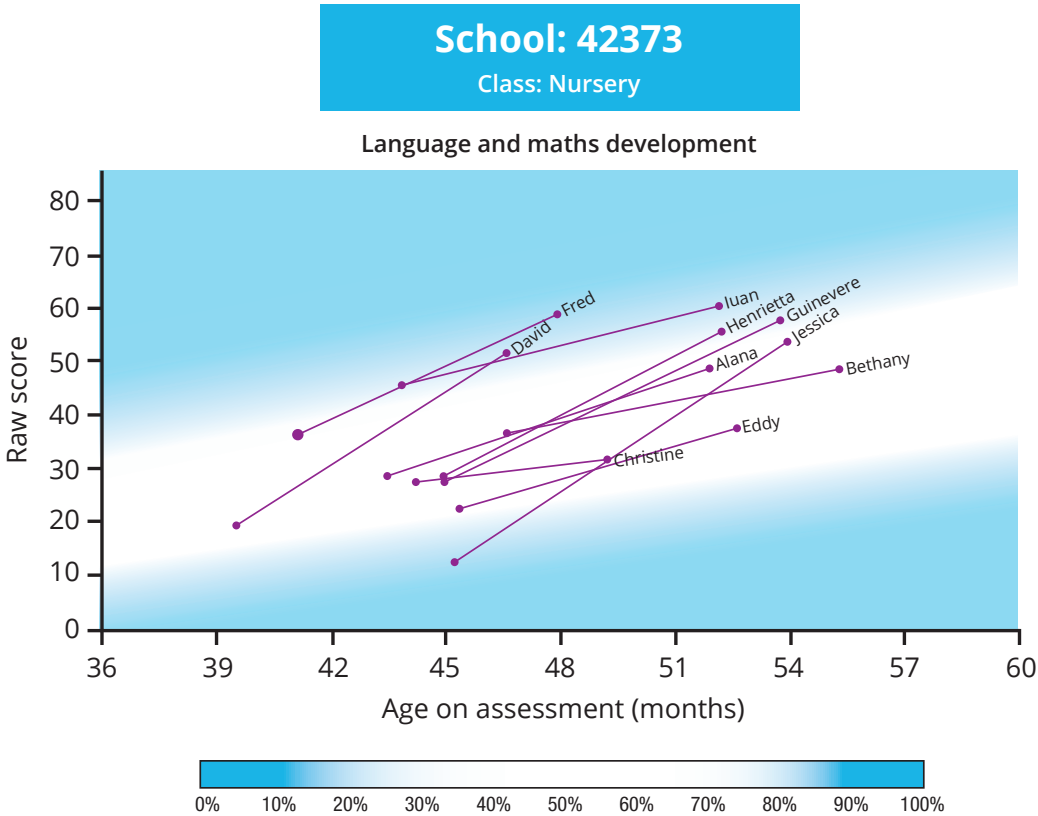
Name		First assessment			Final assessment		
		Age (months)	Language and maths development	Motor development	Age (months)	Language and maths development	Motor development
Alana	Apple	43.5	29	*	51.9	49	*
Bethany	Blueberry	46.6	37	*	55.3	49	*
Christine	Cherry	44.2	28	*	49.2	32	*
David	Damson	39.5	20	*	46.6	52	*
Eddy	Elderberry	45.4	23	*	52.6	38	*
Fred	Fig	41.1	37	*	47.9	59	*
Guinevere	Guava	45.0	28	*	53.7	58	*
Henrietta	Honeydew	44.9	29	*	52.2	56	*
Iuan	Idagold	43.9	46	*	52.2	61	*
Jessica	Juniper	45.2	13	*	52.2	54	*

**Age at first assessment** is the age of the children when you assessed them for the first time.

**Age at final assessment** is the age of the children when you re-assessed them towards the end of the school year.

The First and the Final Language and Maths Development and Motor Development scores will appear in the table. Asterisks represent missing data.

Below is an example scatterplot:



Every child who completed both assessments should appear on the graph. You will see how we plotted their age at the time of the first assessment against their raw score. Then we plotted their age at the time of the final assessment against the raw score from the final assessment. We joined the two scores together by a line for each pupil.



# Interpretation of the Final Assessment scores

We calculated the feedback in your scatterplots by plotting all the scores from children taking part in the ASPECTS assessment against their ages at the time of the assessment. From this, we extracted the names of the children in your class and printed them to show how the development of an individual child compares with other children of the same age. The graded shading on the scatterplot gives an indication of whether the score obtained by a child is similar to other children of the same age, or if it's higher/lower. The white band represents scores achieved by 50% of children of a particular age. On the above example, 50% of children aged 36 months obtained a score between 17 and 31 for Language and Mathematics Development. A further 50% of children aged 48 months obtained a score between 24 and 39 for Language and Mathematics Development. Children with names printed in the shaded area above the central white band area above the average score of their particular age, and the opposite is true for children lying in the shaded area below the central white band. The key below the scatterplot shows the proportion of pupils falling within each shade. Children with scores in the dark blue area have extremely high/low scores compared to other children of the same age.

Both scores will be printed on the scatterplot and joined together with a line when a child completes the first and final assessments. The length of the line indicates the length of time the child has attended the nursery/playgroup. The slope of the line shows the progress. A horizontal line shows a child who has progressed between the first and second assessment. You will see that a line with a slope of the same gradient as the central white band indicates a child who has progressed at the same rate as other children. However, a line with a steeper slope than the central white band shows a child who has made more rapid progress than other children.

Consider the following examples: Bethany was 46.6 months old when she completed the first assessment, and she obtained a raw score of 37 for language and maths development. Her score at that time was slightly above average for her age. Bethany did her second assessment (i.e., re-assessment) when she was 55.3 months old and scored 49 for language and maths development, indicating that she was still slightly above average for her age.

The slope of the line was more or less as steep as the central white band indicating that she made the kind of progress you might expect. Christine was about average for the first assessment, but the slope of the line indicates that her progress was slightly below average. Fred was above average when he started nursery. His score was in the top 25% of the sample of children of the same age. During his time in nursery, he has made progress. His line of progress is steeper than the central white band and his score from the re-assessment was then in the top 10% of the sample of children of the same age.