

PIPS guide to assessment sections

Reception and Primary 1 2025-26

How to carry out an assessment

Assessment sections

Handwriting

Ask the child to write their full name on a piece of paper (not copying from an example). Assess the quality of the child'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 impossible to read

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 and no letters are 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 and all letters well formed with consistent letter size

0		Unable to write
1		Letters impossible or almost impossible to read
2		Very hard to decipher
3		Clearly recognisable
4		Quite clear
5		Very clear, well written

Picture Vocabulary (Kitchen, Country, Toy Shop)

There are three different scenes. Depending on the child's responses you will see some or all of them.

The audio asks the child to point to an object. They should be encouraged to point at the screen with their finger.

After the child has done this, record their response by clicking on the screen at the position the child pointed to, or by clicking the 'Right' or 'Wrong' button.



Ideas About Reading

In this section the child will be shown one or two scenes starting with a classroom setting. Once again the child will be asked to point at the screen.



Repeating Words (Phonics)

If the child repeats the word exactly, click the 'Right' button. If the child repeats the word correctly but has a speech impediment, click the 'Speech' button. If the child refuses to repeat the word, click the 'Refuse' button. If the child repeats the word incorrectly (not due to a speech impediment), click the 'Wrong' button. Some of the items are nonsense words.

Rhyming Words (Phonics)

The child will be asked to identify up to nine rhyming words. This section begins with an introduction that includes examples with and without pictures.

Phonics = Phonological awareness

Please note that the PIPS phonics section does not test letter sounds but phonological awareness. Phonological awareness is tested by the 'Repeating Words' and 'Rhyming Words' sections of the PIPS assessment and is one of the best predictors of future literacy. The score from the 'Letters' section is included in the Reading score.



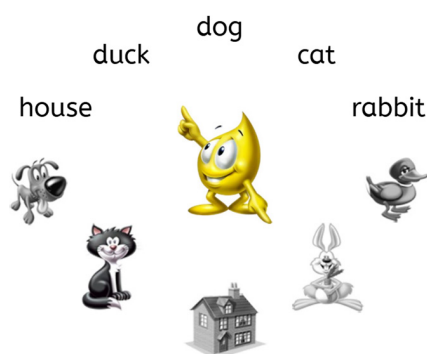
Letters

The child will be shown a number of letters starting with the first letter of their first name. Accept either the sound or the name of the letter as correct. Do not accept rhymes or other words such as 'Letterland' characters.

A

Words

The child will be asked to identify a series of written words.



Sentences

If the child scored sufficient marks on the 'Words' sections, they will move onto the 'Sentences' sections. The child will be asked to read a series of sentences. Use the keyboard to type in the number of words read correctly and click the 'Enter' button. The maximum number of words is shown in brackets at the bottom of the screen.

In the first story, which consists of a total of three screens, correct any words that the pupil cannot read as they arise.

Only record as correct those words that the child was able to read without assistance.

From the second story onwards do not correct any mistakes and do not read any words the child cannot read.

The dog has got a red ball.



Walking to School and Cats

If the child scored sufficient marks on the 'Sentences' sections they will move on to 'Walking to School'. In this section the child is asked to read a story and select the correct words from the choices available to complete each phrase or sentence.

Walking to School

"Put yore your you coat and shoes on, in, one, it's time to
wake
work to school", called Mrs Mack.
walk
Two
Too minutes later Emma was ready to
To

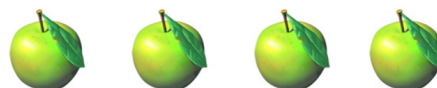
Ideas About Maths

This section starts with a scene showing three cats.



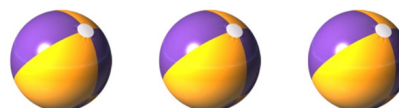
Counting

In this section the child will be asked to count items on the screen and then say how many there were after they have disappeared.



Sums A

This section starts with a subtraction sum involving balls.



Numbers

In this section the child will be asked to identify a series of numbers. 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 individually (e.g. 113 is one hundred and thirteen, not one-one-three).

2

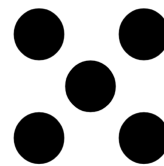
Shapes

This section shows Pip holding balloons in a variety of shapes.



Maths I (Mental Arithmetic)

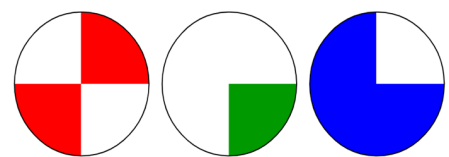
If the child scored sufficient marks on the 'Sums A' section, they will move on to 'Maths 1'. The child is asked to answer a series of addition and subtraction problems.



Sums B

If the child scored sufficient marks on the 'Sums A' section, they will move on to 'Sums B'. This extended maths section contains more difficult material including sums that use formal mathematical symbols.

The child may use a pencil and paper but do not offer any assistance with these questions.

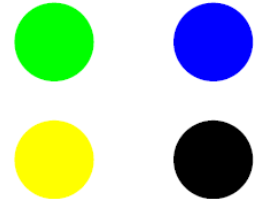


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Optional assessments

Short Term Memory

In the Short Term Memory Assessment, the child is shown sequences of coloured circles. For each sequence they are asked to recall the order of the circles' appearance. Click on the circle chosen by the child. If you need to move on, but have not clicked enough circles, just click any circle until you move on.



Behaviour (End of year only)

This section should be carried out at a separate time from the rest of the assessment, and by a teacher who knows the child well. It should not be done in the presence of the child. The information recorded is not used for calculating value-added. The teacher is presented with a series of statements and decides to what extent each statement applies to the child in question. Move the cursor to the slider, move it to the position that shows the extent to which the statement applies, then click the mouse button.

Can focus attention on teacher-directed activities, ignoring other distractions.



Attitudes (End of year only)

This section is not used for calculating value-added but it can provide some interesting information. In the 'Attitude' section the child 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 child selects.



Personal, Social and Emotional Development

The PSED Assessment should be completed by a member of staff from their knowledge of the child gained through general day to day interaction and observation. It is not necessary to set up any special activities or make any detailed observations.

This assessment is on the PSED tab and has a separate 'Pupil Report' button to view and/or print the PSED chart for your own records.

ADJUSTMENT - Comfortable

- 1 Upset on separation from carer at the start of the session. Not at ease during the day. Does not cope easily with transitions between activities or locations within the nursery.
- 2 Sometimes upset on separation from carer at the start of the session. Fairly settled during the day. Occasionally finds transitions a problem.
- 3 Rarely upset on separation from carer at the start of the session. Copes well with transitions between activities or locations within the nursery. Fairly settled during the day.
- 4 Never upset on separation from carer at the start of the session. Comfortable for most of the time during the session. Has no difficulty coping with transitions.
- 5 Never upset upon separation from carer at the start of the session. Very comfortable, never ill at ease during the session. Has no difficulty coping with transitions between activities or locations.