

# ASPECTS

## Co-ordinator Guide 2026-27

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# Features of ASPECTS

ASPECTS focuses on the areas that make the greatest difference in early years development, so you can be confident that you are building strong foundations for a lifetime of learning. The teacher and student take an average of 20 minutes to work through a fun, story-book style session which includes questions and interactive tasks that adapt to the student's individual abilities – getting harder or easier depending on their level.

The earliest you can access the ASPECTS Start of Pre-School is 1 August each year. The deadline to complete the ASPECTS Start of Pre-School and End of Pre-School is 31 December of the following year.

## 1. General

The assessment will allow you to establish a baseline measure of a student's knowledge and understanding on entry to the foundation stage, and our reporting package will support teachers to plan learning provision and target interventions more effectively.

## 2. Literacy Development

It is important that students become familiar with the basic concepts and conventions associated with literacy from an early age. For example, letters represent sounds, which may be combined and blended to form words.

Developing an understanding of what reading involves, allows students to begin decoding simple words and to infer meaning from them. This allows the important foundation for independent knowledge acquisition.

## 3. Early Numeracy

Acquiring the skills associated with early numeracy allows students to begin describing and making sense of the world around them.

Understanding that numbers not only represent quantities, but also allow us to describe and solve problems, is a fundamental skill. Securing an understanding of numbers and the number system is an early milestone essential to later success.

## 4. Communication

Effective verbal communication skills underpin success in a range of real-life situations from early learning to the workplace, and the development of secure interpersonal relationships.

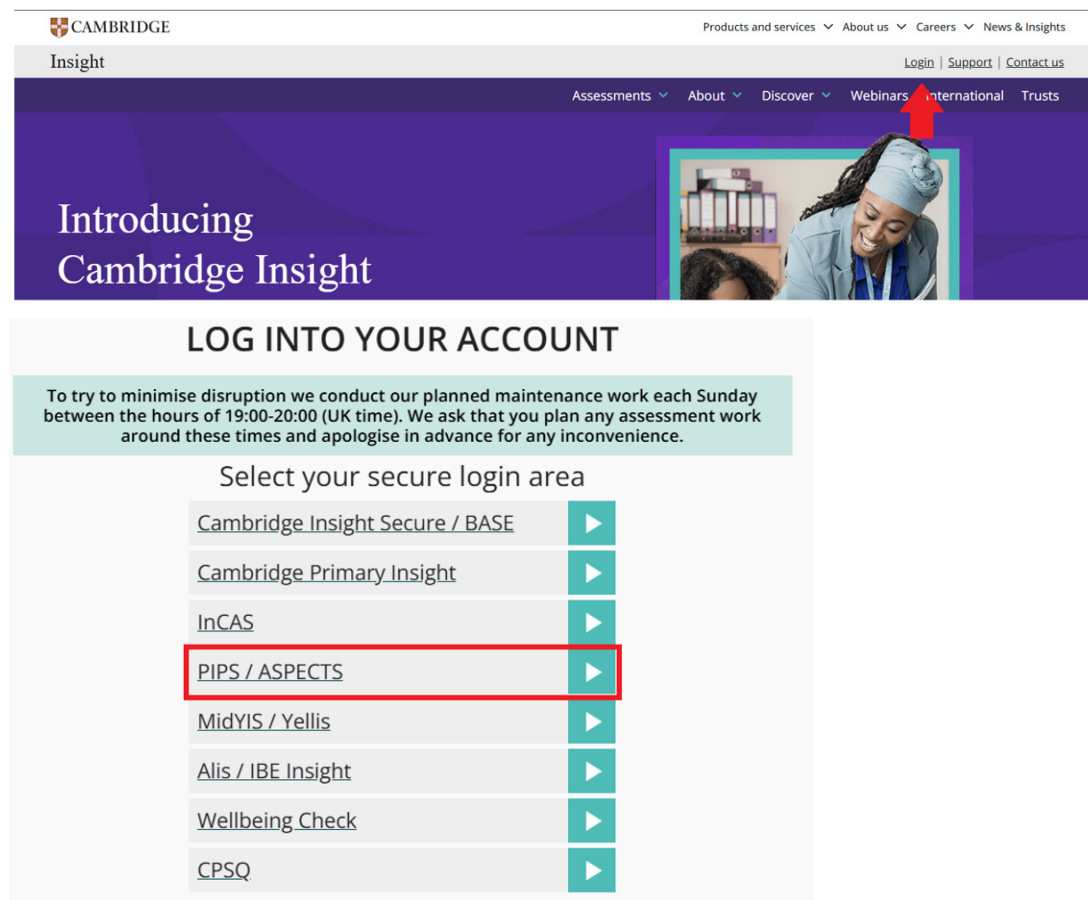
Identifying at an early-stage students who need to be supported in acquiring these skills should be a priority in all early years' settings.

## 5. Motor Development

The acquisition of fine and gross motor skills is directly transferable to essential everyday movement and coordination functions, as well as more refined activities such as holding and controlling a pencil to write or draw. The assessment activities will allow teachers to quickly identify students in need of further support to develop their control and coordination.

# Your main admin site – PIPS+

You administer ASPECTS using a secure website called PIPS+. You can access this via our public website at [www.cambridge.org/aspects](http://www.cambridge.org/aspects). Choose Login and select PIPS. Input your username and password. You are now logged in.



The screenshot shows the Cambridge Insight website. At the top, there is a navigation bar with links for Products and services, About us, Careers, and News & Insights. Below this, there is a header with the Cambridge logo and the word 'Insight'. A red arrow points to the 'Login' link in the top right corner. Below the header, there is a large banner with the text 'Introducing Cambridge Insight' and a photo of a woman. Below the banner, there is a section titled 'LOG INTO YOUR ACCOUNT'. A message states: 'To try to minimise disruption we conduct our planned maintenance work each Sunday between the hours of 19:00-20:00 (UK time). We ask that you plan any assessment work around these times and apologise in advance for any inconvenience.' Below this, there is a section titled 'Select your secure login area' with a list of login options: Cambridge Insight Secure / BASE, Cambridge Primary Insight, InCAS, PIPS / ASPECTS (highlighted with a red box), MidYIS / Yellis, Alis / IBE Insight, Wellbeing Check, and CPSQ. Each option has a right-pointing arrow next to it.

## Top tips for carrying out the assessment

1. Test students with ASPECTS in a suitable location without distractions.
2. Make a note of your assessment pass key. You will need to use this throughout the assessment process. The pass key is the same for each student.
3. Carefully single-click the mouse to enter responses in the assessment. It is not possible to edit the response for a question after you complete the assessment with the student.
4. Unless stated otherwise, you will need to use only the left-hand button of your mouse. Normally, you will need to press the left-hand button once.

If you need to 'double-click', then, press the left-hand button twice in quick succession.

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

## Technical requirements for running ASPECTS

We designed our online assessments to be delivered either through your web browser, when you have a stable internet connection, or using a standalone downloadable non-web application if your internet connection is low-speed or less reliable.

The online assessments use HTML5. You will require a sound-enabled computer to run our ASPECTS assessment.

Please visit our Technical Setup webpage at <https://www.cambridge.org/insight/general-technical-requirements> for the latest information relating to the following:

- Recommended and supported operating systems
- Recommended and supported browsers
- Recommended and supported devices

## Setting up the assessment

### Entering the students

The best way to enter the student information is to import from a CSV spreadsheet. You will receive a CSV template as part of your welcome email. You can also find a copy of a CSV template here in our Help Centre: <https://help.cem.org/hc/en-gb/articles/11904028351505-CSV-spreadsheet-template-for-uploading-ASPECTS-student-details>

The column headers highlighted with a red asterisk below are mandatory. You can leave out the other column headers if not required.

| Column Header                     | Description                                                   |
|-----------------------------------|---------------------------------------------------------------|
| * First name                      | The first name by which the pupil is usually known            |
| * Surname                         | The surname by which the pupil is usually known               |
| * Date Of Birth                   | dd/mm/yyyy                                                    |
| * Gender                          | M for male pupils or F for female pupils                      |
| * Class                           | The class name can be up to 25 characters                     |
| * Year Group                      | Pre-School                                                    |
| UPN/student code                  | UPN or SCN (Unique Pupil Number or Scottish Candidate Number) |
| Postcode                          | Postcode of the pupils home address                           |
| Ethnicity                         | Ethnicity                                                     |
| English as an Additional Language | English as an Additional Language                             |
| Looked After Child                | Are they in state care?                                       |
| SEN                               | Does the child have special educational needs?                |
| SEN Type                          | Type of SEN                                                   |
| Born in UK                        | Was the pupil born in the UK?                                 |

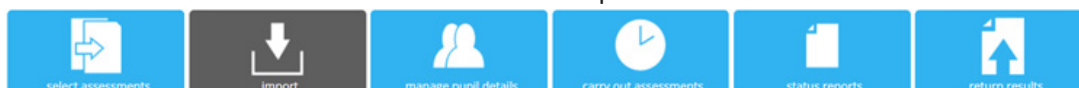
Below is an example spreadsheet format:

| A          | B       | C             | D      | E       | F          |
|------------|---------|---------------|--------|---------|------------|
| First Name | Surname | Date of Birth | Gender | Class   | Year Group |
| Freddie    | Foxtrot | 04/04/2017    | M      | Oaks    | Pre-School |
| Tara       | Tango   | 05/05/2017    | F      | Elms    | Pre-School |
| Sammy      | Samba   | 06/06/2017    | M      | Beeches | Pre-School |

# Importing your student details

Follow the steps below when you have filled in and saved your spreadsheet.

1. Go to the Assessment Centre and select 'Import'.



2. Select the 'Choose File' option and upload your CSV spreadsheet.

The following steps enable you to import your pupil details ready to run the assessment.

**a. Select the file using the button below**

**Choose File** No file chosen

3. Tick 'Yes' where it says *Does the file contain column headers*
4. Click the 'Upload' button to upload the file.

**c. Click to upload the file**

**UPLOAD**

5. The next page will ask you to map the column header names from your CSV file to the ones in the drop-down menu options. You can choose 'Ignore' from the drop-down menu if you want to exclude any of the columns from your CSV spreadsheet at this stage. Click 'Next' to confirm the details.

## Import Pupil Details for ASPECTS

The following steps enable you to import your pupil details ready to run the assessment software.  
The left hand column in the table below shows the column headers from your file. The columns are shown as Column\_0 if no headings were provided.

**a. Please select the descriptions which best match the content of your file using each drop down list in the right hand column.**

| Header in the file | CEM Header    |
|--------------------|---------------|
| FirstName          | First name    |
| Surname            | Surname       |
| DateOfBirth        | Date Of Birth |
| Gender             | Gender        |
| Class              | Class         |
| YearGroup          | Year Group    |

6. The next screen will show you a preview of the student details you intend to upload. You can edit their details or delete individual students at this stage before you select 'Next'. If you are happy to continue and load these student details, click the 'Next' button.

## Import Pupil Details for ASPECTS

The following steps enable you to import your pupil details ready to run the assessment software.

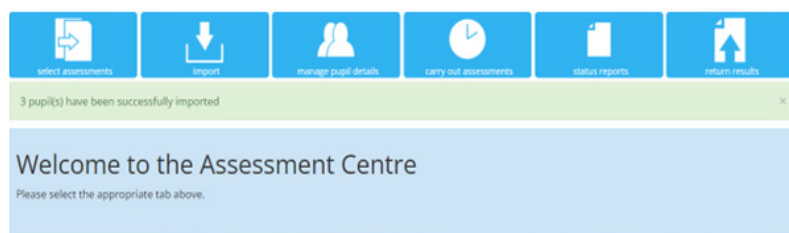
Edit

Show All

| First name | Surname | Date Of Birth | Gender | Class   | Year Group | edit        |
|------------|---------|---------------|--------|---------|------------|-------------|
| Freddie    | Foxtrot | 04/04/2017    | M      | Oaks    | Pre-School | Edit Delete |
| Tara       | Tango   | 05/05/2017    | F      | Elms    | Pre-School | Edit Delete |
| Sammy      | Samba   | 06/06/2017    | M      | Beeches | Pre-School | Edit Delete |

**NEXT**

7. You will receive a notification in the green area to confirm the successful upload of the students into the system.



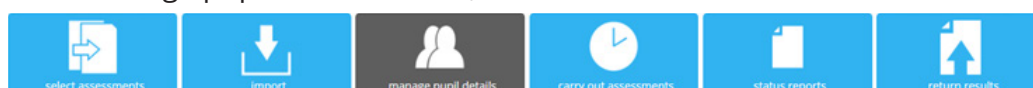
## Editing/Adding individual students and classes

You may wish to alter/add student records manually if you are only assessing a small number of students, or if you have one or two students to add to an existing class.

**Note:** You will need to have created a 'class' for any new individual students not already in the PIPS+ system as part of your original CSV upload. See the section below called *Adding a new class for instructions*.

## The manage student details function

1. Click 'manage pupil details' to add, edit or delete student data.

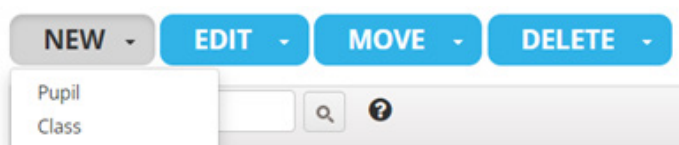


2. Select either 'New' or 'Edit' from the drop down menus to add or modify students.



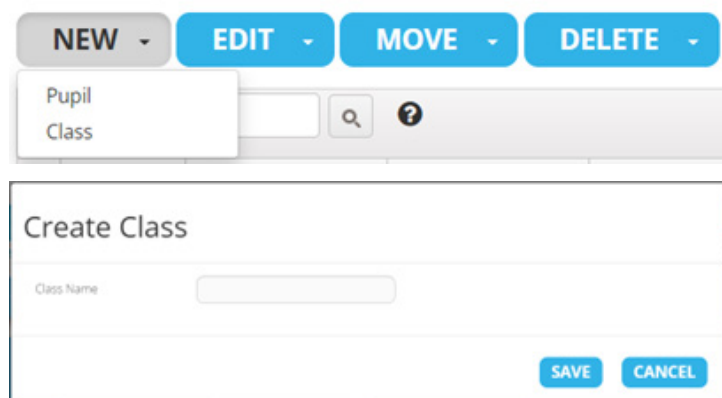
## Adding new students

Using the 'New' drop-down menu, select 'Pupil' and fill in details for the new student/s. Select 'Save' when completed.



## Adding a new class

Select 'New' and choose 'Class' from the drop-down options. This will allow you to enter the name of the class and save it.





# Editing students

Tick the box next to the student’s name that you wish to edit, then click the ‘Edit’ box. The pop-up text box will allow you to update any of the loaded data for the student. Click ‘Save’ to accept your updates and finish.

NEWEDITMOVEDELETE

Q?

| <input type="checkbox"/>            | edit | First name | Surname | Gender | Date Of Birth | Class                  | Year Group | UPN/studen... |
|-------------------------------------|------|------------|---------|--------|---------------|------------------------|------------|---------------|
| <input checked="" type="checkbox"/> | Edit | Brick      | Tamlin  | M      | 04/04/2017    | Early Learning Class 3 | Pre-School |               |

Edit Pupil

Forename \*  
Surname \*  
DOB \* (dd/mm/yyyy)  
Gender \*  
Class Name \*  
Year Group \*  
UPN/student code  
Ethnicity  
English as an Additional Language  
Looked After Child  
SEN  
SEN Type  
Born in UK

Brick  
Tamlin  
04/04/2017  
Male  
Early Learning Class 3  
Pre-School  
  
- not specified -  
- not specified -  
- not specified -  
- not specified -  
- not specified -  
- not specified -

# Changing class names

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

NEWEDITMOVEDELETE

Q?

Pupil  
Class

Edit Class

Choose Class to edit  
New Class Name

Early Learning Class 3

SAVE

CANCEL

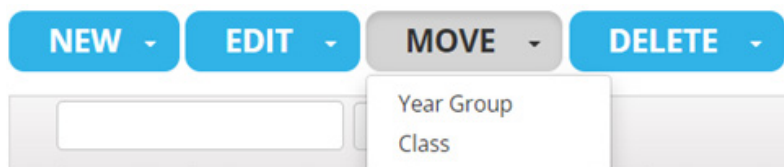


## Move a student to another class

Select a student you want to move by clicking on the tick-box next to the 'Edit' button to the left of their first name.

| <input checked="" type="checkbox"/> | edit | First name | Surname | Gender | Date Of Birth | Class         | Year Group | UPN/studen... |
|-------------------------------------|------|------------|---------|--------|---------------|---------------|------------|---------------|
| <input checked="" type="checkbox"/> | Edit | Cecil      | Celery  | M      | 05/05/2016    | Miss Palmtree | Year 0     |               |

Click on 'Move' and choose the 'Class' option from the drop-down menu.



You can choose the other classes registered in your pre-school year from the drop-down menu and select 'Move' to confirm the transfer of the student.

### Move Class

You have selected 1 pupil(s).

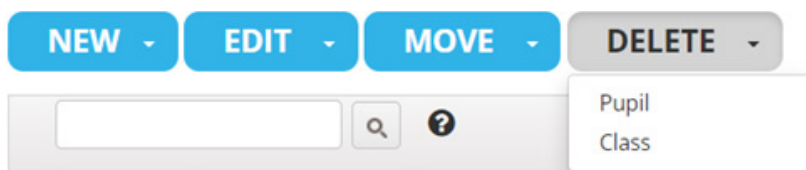
Class Name - select -

## Deleting a student

Select the student you want to delete by clicking on the tick-box next to the 'Edit' button to the left of their first name.

| <input type="checkbox"/>            | edit | First name | Surname | Gender | Date Of Birth | Class                  | Year Group | UPN/studen... |
|-------------------------------------|------|------------|---------|--------|---------------|------------------------|------------|---------------|
| <input checked="" type="checkbox"/> | Edit | Brick      | Tamlin  | M      | 04/04/2017    | Early Learning Class 3 | Pre-School |               |

Click on 'Delete' and choose the 'Pupil' option from the drop-down menu.



A pop-up message will ask you to confirm you want to delete the candidate's record, including their baseline reports.

**Please be careful with this function. You should email [insight@cambridge.org](mailto:insight@cambridge.org) if you delete the wrong student and need us to retrieve the record.**

### Confirm Delete

You have selected 1 pupil(s).

Are you sure you wish to delete the selected pupil(s)?

# Setting up the web-only version

## The assessment shortcut and assessment pass key

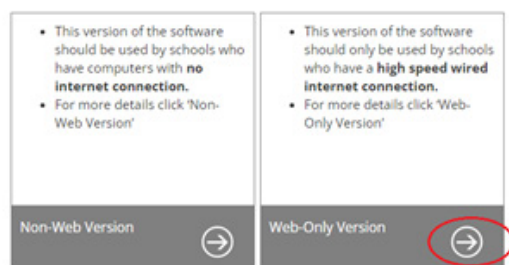
To complete the assessments, you will need to access the assessment shortcut and pass key.

1. Select the 'carry out assessments' menu option and click on the arrow in the Web-Only Version box.



### Carry Out Assessments for ASPECTS 2

Please select the assessment software you would like to download.



2. You will find your assessment link and pass key on the next page. You can select 'Click here' to download the assessment shortcut. The pass key for your ASPECTS assessments is in the 'Key' column.



### Web Delivered Assessment for ASPECTS

#### WEB-ONLY VERSION

This version of the software should only be used by schools who have a high speed wired internet connection.

#### ASSESSMENT SHORTCUT

[Click here](#) to download the assessment shortcut.

Or

Copy and paste the text below into a shortcut.

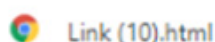
<https://assessments.com.org/aspects/GetSessionID.aspx?regkey=8ED1DEAA-15A5-4596-83B3-6D17DFE7D3A0>

#### PASS KEY FOR ASSESSMENT

For security reasons to access your assessment over the web using a browser, you will have to enter a pass key. For your assessment these are listed below.

| Assessment   | Key           |
|--------------|---------------|
| ASPECTS 2022 | JE [REDACTED] |

3. It is easier to create a shortcut for the assessment on your computer. The shortcut will appear in the bottom left corner of your Chrome browser when you select 'Click here to download the assessment shortcut'.

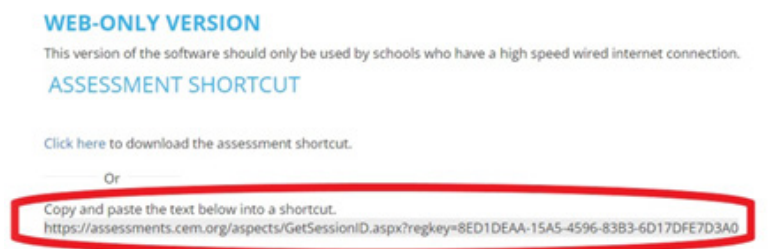


4. You should rename the link appropriately and save it somewhere on your school system.

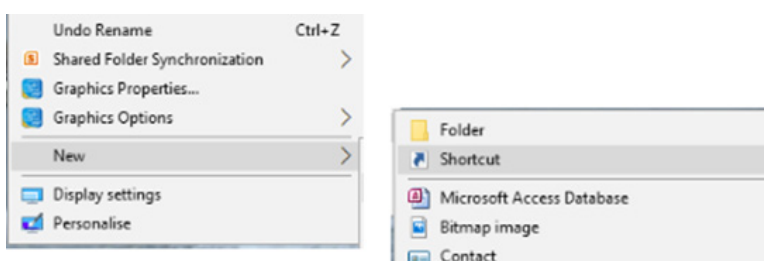
## Alternative way of creating a shortcut for your ASPECTS assessments

### You can also create a desktop shortcut this way:

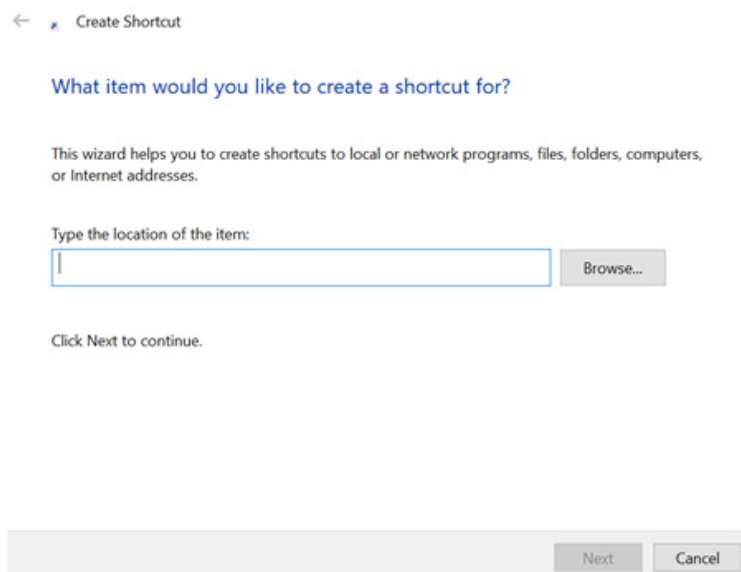
1. Highlight the shortcut text displayed beneath the 'Click Here' link and press Ctrl + C or right-click your mouse and select 'Copy' to copy the link.



2. Go to your computer desktop, right-click your mouse and select 'New' then 'Shortcut.'



3. Paste the copied shortcut text into the location text box.



4. Rename your assessment link. We will name it **Aspects Assessment** in this example.



← × Create Shortcut

What would you like to name the shortcut?

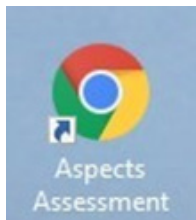
Type a name for this shortcut:

Aspects Assessment

Click Finish to create the shortcut.

Finish Cancel

5. The test link now looks like this on the computer desktop.



**NOTE: The assessment link will be the same for all the Aspects Cambridge Insight assessments your school will be taking. The pass key is unique to your school and is the same for each student in your school.**

# Non-web version

## Setting up the software

The offline version is the one for you if you have concerns about running the web-based version of the assessment. This downloads the assessment software onto your school computer system and saves completed tests on your computer system.

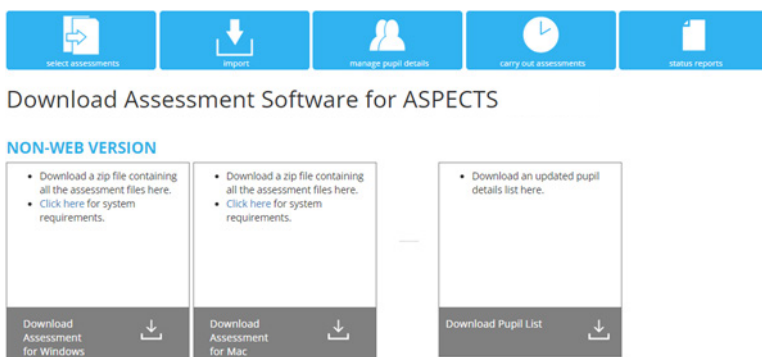
NB: Remember to upload your student details BEFORE you download the ASPECTS software if you choose to use the offline version of the assessment. This will ensure your student details download as part of the offline software package.

1. Download and install the software by selecting the 'Carry out Assessments' option. Click on the arrow in the non-web version box.



2. This will take you to the non-web page. In this guide, we will be looking at the assessment for Windows (assessment for Mac is also available).

Click on the download icon. 



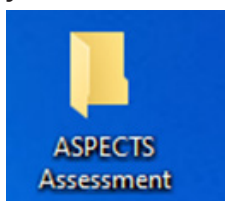
3. You will see the file appear as follows. You can download it by double-clicking on the file.

 Aspects\_EW\_9-6-1\_9-5-1

4. This will open the file to show the contents:

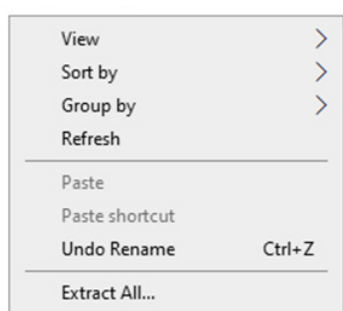
| Name                                                                                                       | Type          |
|------------------------------------------------------------------------------------------------------------|---------------|
|  XML                    | File folder   |
|  Aspects_EW_9-6-1_9-5-1 | Application   |
|  Font_Licensing         | Text Document |
|  Software_License       | Text Document |

5. In the meantime, create a new folder on your desktop machine. This is where you can extract your files once downloaded. In this instance, we will call it *ASPECTS Assessment*.

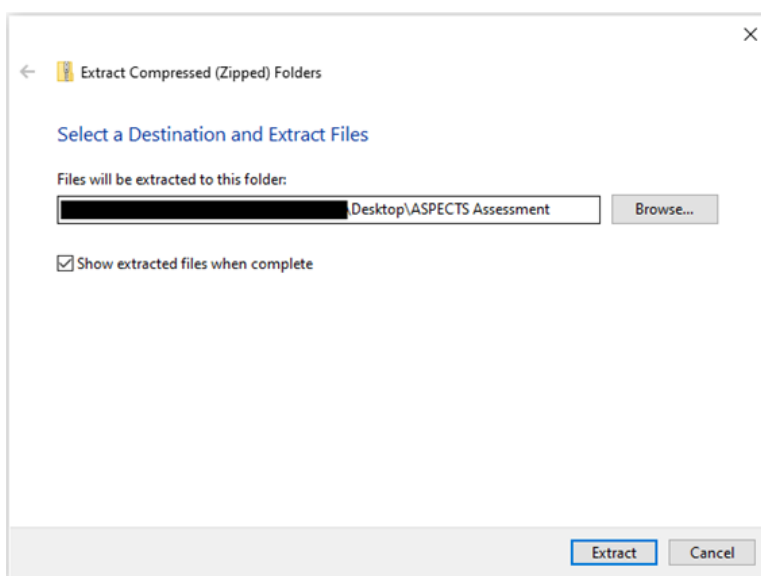


6. Unzip the contents of the zip file at step #4. You can extract the files by right-clicking anywhere in the white box and selecting 'Extract All'.

| Name                   | Type          |
|------------------------|---------------|
| XML                    | File folder   |
| Aspects_EW_9-6-1_9-5-1 | Application   |
| Font_Licensing         | Text Document |
| Software_License       | Text Document |



7. You will see the screen below. Select 'Browse' to choose the folder created at step #5, called *ASPECTS Assessment*. You can now click on 'Extract'.

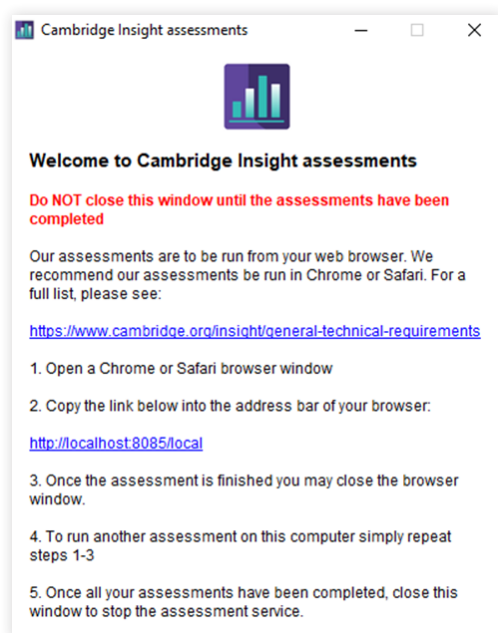


8. The extracted files will now appear. In this example, you need to double-click on the icon called **Aspects\_EW\_9-6-1\_9-5-1** to launch the ASPECTS assessment.

| Name                                                                                                     | Type          |
|----------------------------------------------------------------------------------------------------------|---------------|
|  XML                    | File folder   |
|  saves                  | File folder   |
|  logs                   | File folder   |
|  Font_Licensing         | Text Document |
|  Software_Licensing     | Text Document |
|  Aspects_EW_9-6-1_9-5-1 | Application   |

In the example above, the **Saves** folder is where your offline results files will be stored before transfer to Cambridge Insight. The **Aspects\_EW\_9-6-1\_9-5-1** is the assessment file.

9. You will see the box below when you click on the Aspects\_2024\_0001 file:



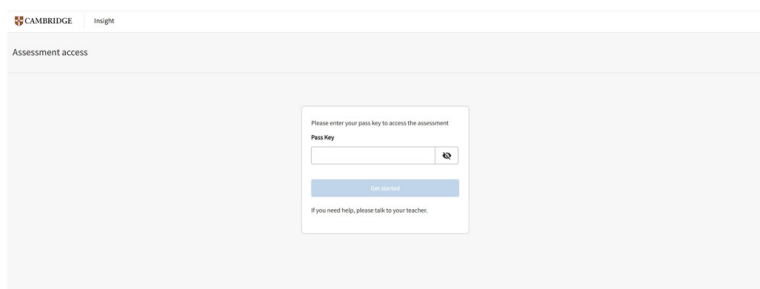
10. Copy and paste the URL link at step 2 in the box above into a new browser. This will launch the assessment. Click 'Next' to start the non-web version of the assessment.





# Beginning the assessment

1. Access your assessment link (shortcut URL) in Google Chrome or Microsoft Edge (2019 or newer) if using a Windows operating system. We recommend Google Chrome or Safari if using MacOS X.



Assessment access

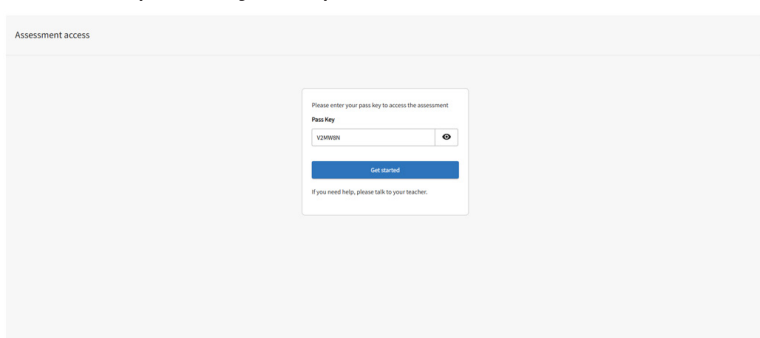
Please enter your pass key to access the assessment.

Pass Key

Get started

If you need help, please talk to your teacher.

2. Enter the pass key and press 'Submit'.



Assessment access

Please enter your pass key to access the assessment.

Pass Key

VQW8888

Get started

If you need help, please talk to your teacher.

3. This will take you to the first page of the ASPECTS assessment. Click 'Next' to continue.



CAMBRIDGE Insight

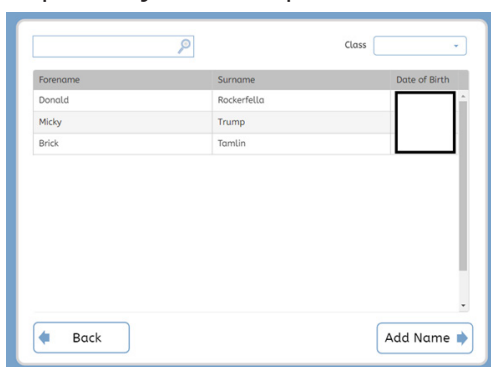
# ASPECTS

Click or tap the 'Next' button to begin.

Next

Web-Only Version (EA\_ASPECTS\_Ew\_8-3-1\_8-3-1)

4. Left-click once on the student's name from the list on the screen. This list will appear if you imported your CSV spreadsheet in PIPS+.



Class

| Forename | Surname     | Date of Birth |
|----------|-------------|---------------|
| Donald   | Rockerfella |               |
| Micky    | Trump       |               |
| Brick    | Tamlin      |               |

Back Add Name

5. The top two options will display the Start of Pre-School and End of Pre-School assessments once you click on the student name.

You will need to confirm which of the following you want to access:

- Main Assessment (Mandatory)
- Personal, Social and Emotional Development (PSED) (Optional)
- Motor Development (Optional)

Let's use the Start of Pre-School assessment as an example. Click 'Next' to begin the assessment.

The screenshot shows a user interface for a student named 'Brick Tamlin'. It features two main sections: 'Start of Pre-School' and 'End of Pre-School', each with a blue header and a white body. Below these is a 'Main Assessment' section with a blue header and a white body containing 'PSED' and 'Motor Development'. At the bottom, there are 'Back' and 'Next' buttons with arrows.

6. The next screen will display a summary of the student's identifying information. Choose 'Next' when you are ready to begin.

The screenshot shows a summary screen for 'Brick Tamlin'. It includes a red warning message: 'Before you begin, please check the following details have been entered correctly. When you are ready to begin, click or tap the "Next" button below.' Below this, there are five rows of information: 'Name: Brick Tamlin', 'Date of Birth: [redacted]', 'Assessment: Main Assessment', 'Testing Phase: Start of Pre-School', and 'Audio Language: English'. At the bottom, there are 'Back' and 'Next' buttons with arrows.

7. The following page will ask you to test the audio, so you and the student can choose an acceptable volume level. Click on the 'Start' button when you are ready to proceed.

The screenshot shows an audio test screen. It has a title 'Test the sound' and instructions: 'Click or tap on the button to check you can hear the sound.' Below this is a 'Test Sound' button with a speaker icon. Further down, it says 'You can change the volume using the slider.' and shows a 'Set Volume' slider with 'min' and 'max' labels. At the bottom, there are 'Back' and 'Start' buttons with arrows.

8. You will be asked to select the handwriting closest to that of the student. Point the cursor to your answer to proceed.

Select the handwriting closest to that of the child.

|   |  |                                                 |
|---|--|-------------------------------------------------|
| 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                        |

Save & Exit

9. You and the student will be presented with an illustration. Click 'Continue' to proceed.



Let's bake some biscuits, said Tariq's mum. Tariq loved to bake biscuits.

Replay Audio

Continue

Save & Exit

10. Here, the student will answer the first question.



If Tariq's mum put another jar on the shelf, how many jars would there be then?

Y

N

Declined

Replay Audio

Save & Exit

11. Click "Y" if the student provides the correct answer and "N" if they provide an incorrect answer. This will move you on to the next question.

Previous Item

Replay Audio

Y

N

# Parts of the ASPECTS assessment

1. **Literacy** – including picture vocabulary, concepts about print, phonological awareness, identifying sounds and letters

What sound does 'Tariq' end with?



Y

N

Declined

Replay Audio

Previous Item

Save & Exit

What letter is this?



Y

N

Declined

Replay Audio

Previous Item

Save & Exit

Point to the word 'ball'

dog      ball

cat      tree

Y

N

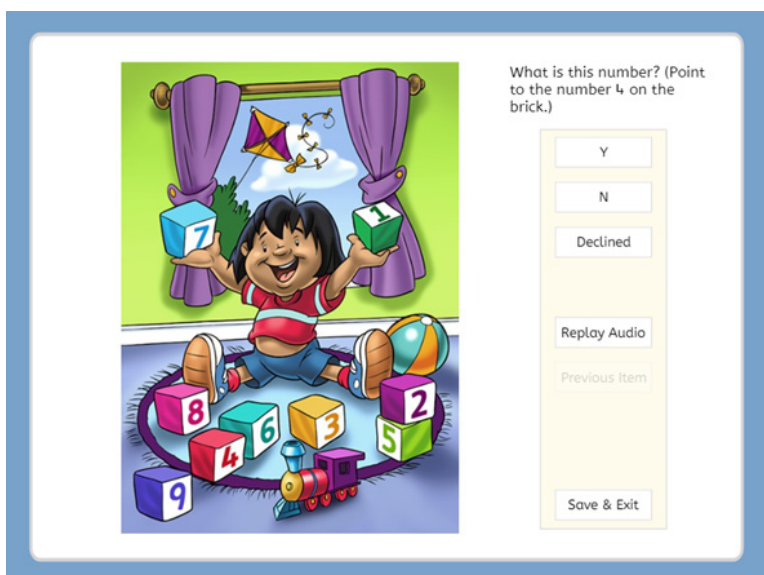
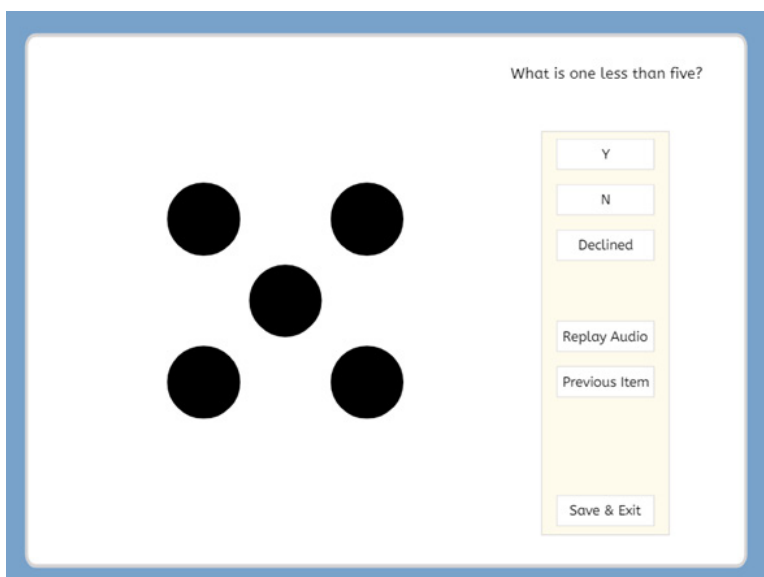
Declined

Replay Audio

Previous Item

Save & Exit

**2. Numeracy** – including ideas about maths, identifying shapes, identifying numbers and counting



## Status reports

By selecting the **status reports** menu option in Assessment Centre, you can see who has completed the assessment and who is still to be tested. See the example below:

select assessments
 import
 manage pupil details
 carry out assessments
 status reports

### Status Report for ASPECTS

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

Filters
 Year: Pre-School
 Phase: Baseline
 Class: Hedgehog

| Forename            | Surname | DOB        | Main Assessment | PSED    | Motor Developme... |
|---------------------|---------|------------|-----------------|---------|--------------------|
| Pre-School Hedgehog |         |            |                 |         |                    |
| Alice               | Clyde   | 01/09/2016 | Pending         | Pending | Pending            |
| Del                 | Dee     | 03/09/2016 | Pending         | Pending | Pending            |

The ASPECTS students are displayed and the status of each test.

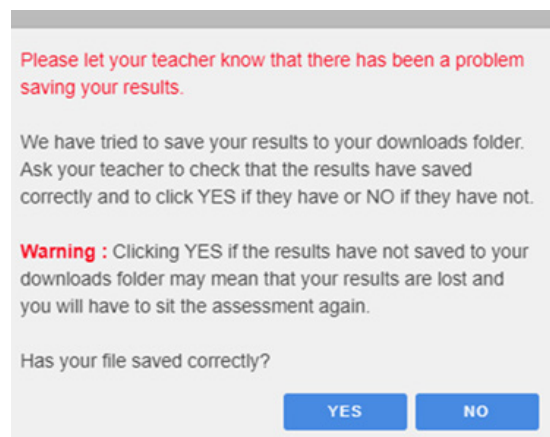
- **Pending** – the module has not yet been taken
- **Completed** – the module has been successfully completed
- **In-Progress** – the module has been started but not finished

# Returning data for web-only version

The data should automatically return via PIPS+ at the end of the assessment if you are running the web-only version of ASPECTS.

## Returning data if your internet connection drops

An error message like the one below will appear if there is a loss of internet connection when the system is trying to return data for the web-only version:

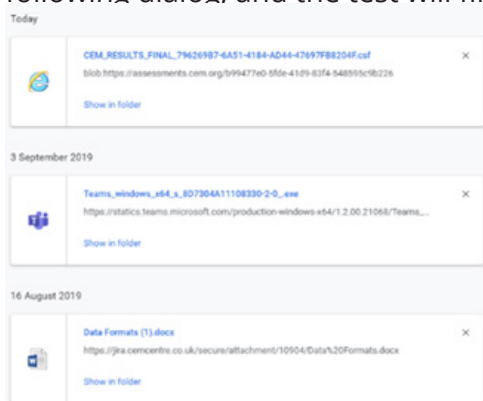


There is no need to worry. The system will force it to save to the 'downloads' folder of your computer device. This will be in a CSF format.

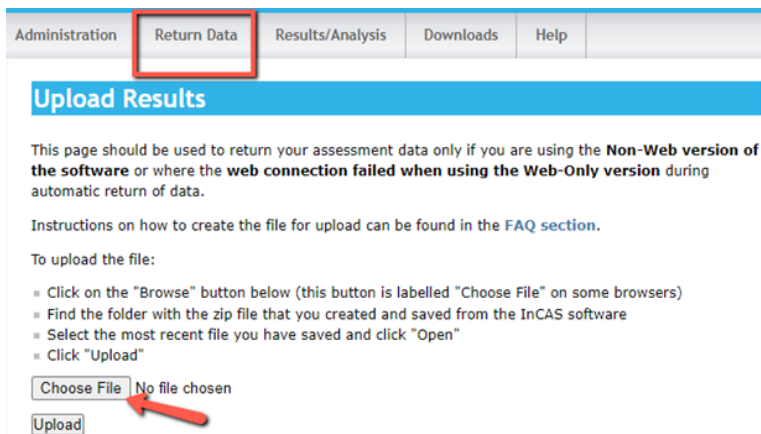
1. Please check the CSF file has saved to the 'downloads' folder.
2. If saved correctly, you will see a "CEM\_RESULTS\_FINAL\_XXXCSF" (where XXX is a long string of numbers and letters) file appear in the bottom left-hand corner of the browser window.

This may look slightly different in different browsers. You can also open the browser's 'downloads' folder and check if a result file with that name appears with a creation date/time within the last minute or so.

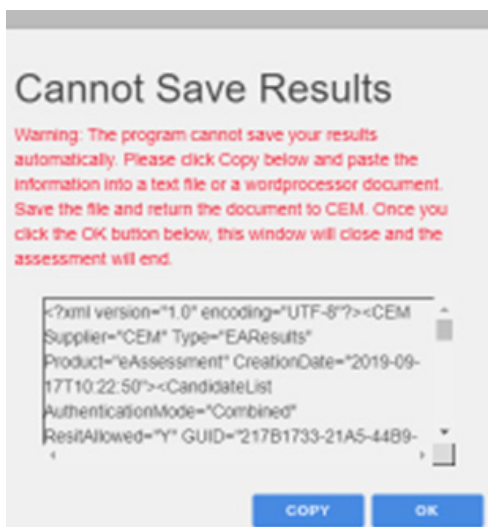
3. We recommend you copy this file immediately to a USB drive or a common server location, to facilitate easy upload to Cambridge Insight.
4. If you are satisfied the results have saved correctly, they can click 'YES'. You will then see the following dialog, and the test will finish as normal.



5. Go to 'Return Data' in PIPS+, as per the example below:



6. If the CSF file has NOT saved correctly in the 'downloads' folder, you should click 'NO', and the system will attempt to save the results again. The system attempts to save the file to the 'downloads' folder up to five times, and the user will see the same dialog each time, assuming they do not click 'Yes'.
7. If you are still unable to verify a file has saved to the 'downloads' folder, you will be taken to the copy & paste dialog.
8. As a last resort, when the user clicks 'no' five times, the system will display a dialog containing the raw result XML and a 'copy' button. Users should click the 'copy' button and then paste the contents into a **Notepad** (or similar) file and return it to Cambridge Insight by e-mail to insight@cambridge.org.





# Returning data for non-web assessments

You will need to return your results to us once you have completed the non-web version of the assessments with your students.

1. Go to the files you extracted as part of your download to install the non-web version of the assessment on your computer.

| Name                                                                                                     | Type          |
|----------------------------------------------------------------------------------------------------------|---------------|
|  XML                    | File folder   |
|  saves                  | File folder   |
|  logs                   | File folder   |
|  Font_Licensing         | Text Document |
|  Software_Licensing     | Text Document |
|  Aspects_EW_9-6-1_9-5-1 | Application   |

2. Click on the Saves folder below.

| Name                                                                                    | Type        |
|-----------------------------------------------------------------------------------------|-------------|
|  XML   | File folder |
|  saves | File folder |
|  logs  | File folder |

3. You will see the files in the folder as follows:

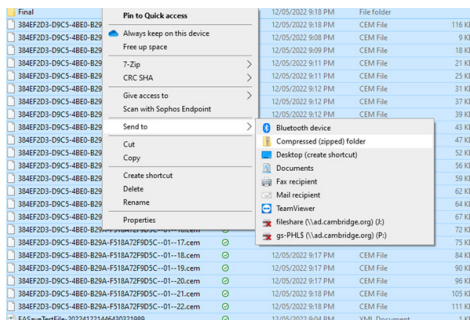
| Name                                                                                                                                 | Status                                                                              | Date modified      | Type         | Size   |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------|--------------|--------|
|  Final                                              |    | 12/05/2022 9:18 PM | File folder  |        |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01.cem      |   | 12/05/2022 9:18 PM | CEM File     | 116 KB |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--01.cem |  | 12/05/2022 9:08 PM | CEM File     | 9 KB   |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--02.cem |  | 12/05/2022 9:09 PM | CEM File     | 18 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--03.cem |  | 12/05/2022 9:11 PM | CEM File     | 21 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--04.cem |  | 12/05/2022 9:11 PM | CEM File     | 25 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--05.cem |  | 12/05/2022 9:12 PM | CEM File     | 31 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--06.cem |  | 12/05/2022 9:12 PM | CEM File     | 37 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--07.cem |  | 12/05/2022 9:12 PM | CEM File     | 39 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--08.cem |  | 12/05/2022 9:12 PM | CEM File     | 43 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--09.cem |  | 12/05/2022 9:13 PM | CEM File     | 47 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--10.cem |  | 12/05/2022 9:14 PM | CEM File     | 52 KB  |
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|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--12.cem |  | 12/05/2022 9:14 PM | CEM File     | 59 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--13.cem |  | 12/05/2022 9:15 PM | CEM File     | 62 KB  |
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|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--15.cem |  | 12/05/2022 9:15 PM | CEM File     | 67 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--16.cem |  | 12/05/2022 9:15 PM | CEM File     | 72 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--17.cem |  | 12/05/2022 9:16 PM | CEM File     | 75 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--18.cem |  | 12/05/2022 9:17 PM | CEM File     | 84 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--19.cem |  | 12/05/2022 9:17 PM | CEM File     | 90 KB  |
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|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--21.cem |  | 12/05/2022 9:18 PM | CEM File     | 105 KB |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--22.cem |  | 12/05/2022 9:18 PM | CEM File     | 111 KB |
|  EASaveTestFile-202241221446430321989             |  | 12/05/2022 9:04 PM | XML Document | 1 KB   |

4. Highlight the files by clicking on the first file at the top and then press Shift + down arrow (⇓) until all the files are highlighted like the ones below.

|                                                                                                                                      |                                                                                     |                    |              |        |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------|--------------|--------|
|  Final                                            |  | 12/05/2022 9:18 PM | File folder  |        |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01.cem     |  | 12/05/2022 9:18 PM | CEM File     | 116 KB |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--01.cem |  | 12/05/2022 9:08 PM | CEM File     | 9 KB   |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--02.cem |  | 12/05/2022 9:09 PM | CEM File     | 18 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--03.cem |  | 12/05/2022 9:11 PM | CEM File     | 21 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--04.cem |  | 12/05/2022 9:11 PM | CEM File     | 25 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--05.cem |  | 12/05/2022 9:12 PM | CEM File     | 31 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--06.cem |  | 12/05/2022 9:12 PM | CEM File     | 37 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--07.cem |  | 12/05/2022 9:12 PM | CEM File     | 39 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--08.cem |  | 12/05/2022 9:12 PM | CEM File     | 43 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--09.cem |  | 12/05/2022 9:13 PM | CEM File     | 47 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--10.cem |  | 12/05/2022 9:14 PM | CEM File     | 52 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--11.cem |  | 12/05/2022 9:14 PM | CEM File     | 56 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--12.cem |  | 12/05/2022 9:14 PM | CEM File     | 59 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--13.cem |  | 12/05/2022 9:15 PM | CEM File     | 62 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--14.cem |  | 12/05/2022 9:15 PM | CEM File     | 64 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--15.cem |  | 12/05/2022 9:15 PM | CEM File     | 67 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--16.cem |  | 12/05/2022 9:15 PM | CEM File     | 72 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--17.cem |  | 12/05/2022 9:16 PM | CEM File     | 75 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--18.cem |  | 12/05/2022 9:17 PM | CEM File     | 84 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--19.cem |  | 12/05/2022 9:17 PM | CEM File     | 90 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--20.cem |  | 12/05/2022 9:17 PM | CEM File     | 96 KB  |
|  384EF2D3-D9C5-4BE0-B29A-F518A72F9D5C--01--21.cem |  | 12/05/2022 9:18 PM | CEM File     | 105 KB |
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|  EASaveTestFile-202241221446430321989             |  | 12/05/2022 9:04 PM | XML Document | 1 KB   |



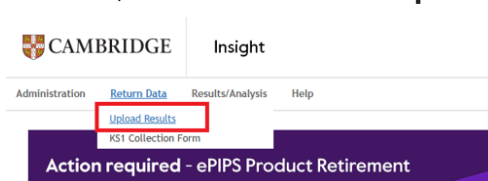
5. Hover over the selected files and right click the mouse. Choose Send to > Compressed (zipped) folder.



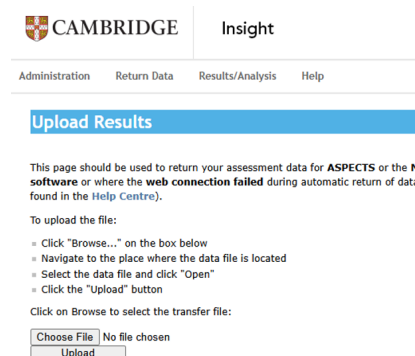
6. The file will be saved at the bottom. This is the file you will need to upload in PIPS+.

| Name                                           | Status | Date modified      | Type                       | Size     |
|------------------------------------------------|--------|--------------------|----------------------------|----------|
| Final                                          |        | 12/05/2022 9:18 PM | File folder                |          |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-17.cem |        | 12/05/2022 9:18 PM | CEM File                   | 116 KB   |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-18.cem |        | 12/05/2022 9:18 PM | CEM File                   | 9 KB     |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-19.cem |        | 12/05/2022 9:09 PM | CEM File                   | 18 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-20.cem |        | 12/05/2022 9:11 PM | CEM File                   | 21 KB    |
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| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-25.cem |        | 12/05/2022 9:12 PM | CEM File                   | 43 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-26.cem |        | 12/05/2022 9:13 PM | CEM File                   | 47 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-27.cem |        | 12/05/2022 9:13 PM | CEM File                   | 52 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-28.cem |        | 12/05/2022 9:14 PM | CEM File                   | 56 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-29.cem |        | 12/05/2022 9:14 PM | CEM File                   | 59 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-30.cem |        | 12/05/2022 9:15 PM | CEM File                   | 62 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-31.cem |        | 12/05/2022 9:15 PM | CEM File                   | 64 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-32.cem |        | 12/05/2022 9:15 PM | CEM File                   | 67 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-33.cem |        | 12/05/2022 9:16 PM | CEM File                   | 72 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-34.cem |        | 12/05/2022 9:16 PM | CEM File                   | 75 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-35.cem |        | 12/05/2022 9:17 PM | CEM File                   | 84 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-36.cem |        | 12/05/2022 9:17 PM | CEM File                   | 90 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-37.cem |        | 12/05/2022 9:17 PM | CEM File                   | 96 KB    |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-38.cem |        | 12/05/2022 9:18 PM | CEM File                   | 103 KB   |
| 344EF2D3-D9C5-4860-B26A-F518A729D05C-01-39.cem |        | 12/05/2022 9:18 PM | CEM File                   | 111 KB   |
| EASaveTestFile-2022412144640321989             |        | 12/05/2022 9:04 PM | XML Document               | 1 KB     |
| Final                                          |        | 12/05/2022 9:57 PM | Compressed (zipped) folder | 1,129 KB |

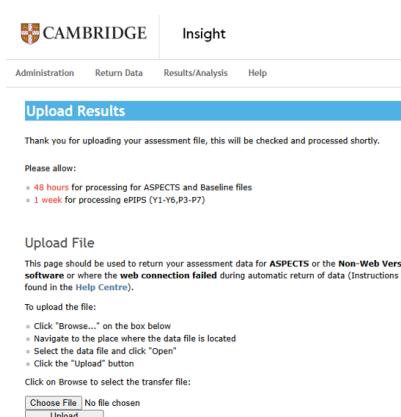
7. In PIPS+, use **Return Data> Upload Results** to return your ASPECTS results file.



8. Follow the instructions below to upload your ASPECTS results file.



9. You will receive a confirmation message below once you upload the file successfully.



# The optional PSED module

PSED stands for Personal, Social, and Emotional Development.

On the scale of 1-5, these are the statements you use to answer each question of the ASPECTS PSED module.

For example, in the **Adjustment** subsection, you would choose number 4 for the **Independence** question if the student is “independent of others for most of the time but still needs occasional support. Copes well with most clothing and personal activities”.

| Adjustment                                | 1                                                                                                                                                                                        | 2                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                  | 5                                                                                                                                                                                                                               |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comfortable                               | 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 school setting. | Sometimes upset on separation from carer at the start of the session. Fairly settled during the day. Occasionally finds transitions a problem.                                                                  | Rarely upset on separation from carer at the start of the session. Copes well with transitions between activities or locations within the school. Fairly settled during the day.                                                                                | 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                                   | 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.                          |
| Independence                              | Dependent on adults or another child for guidance and support for much of the time. Generally needs help with clothing and personal activities (coat, toilet, etc).                      | Some dependence on adults or other children. Needs help with some clothing and personal activities (coat, toilet, etc).                                                                                         | Independent of others for most of the time but still needs occasional support. Can cope with some clothing and personal activities, but not all (e.g. can put on coat but is unable to fasten it).                                                              | Independent of others for most of the time but still needs occasional support. Copes well with most clothing and personal activities.                                                              | Independent. Seeks assistance only when special help is required. Can put on and fasten coat, go to the toilet etc.                                                                                                             |
| Personal                                  | 1                                                                                                                                                                                        | 2                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                  | 5                                                                                                                                                                                                                               |
| Confidence                                | Very hesitant. Does not join in group activities and rarely talks.                                                                                                                       | Fairly hesitant. Reluctant to participate in group activities or talk.                                                                                                                                          | Will join in group activities or talks when prompted.                                                                                                                                                                                                           | Quite confident. Keen to join in group activities or talk within the school setting.                                                                                                               | Very confident. Keen to participate in group activities within the school.                                                                                                                                                      |
| Concentration Teacher-directed activities | Finds it extremely difficult to concentrate. Very rarely settles to one thing and very easily distracted.                                                                                | Short concentration span. Finds it difficult to settle down to one thing. Easily distracted.                                                                                                                    | Able to settle to a task and concentrate for a sustained period. May be distracted.                                                                                                                                                                             | Attends quite well. Able to maintain concentration and is not disturbed by mild distractions.                                                                                                      | Can focus attention, even in the face of competing activities. Has been seen to concentrate for a long period (e.g. 15 minutes).                                                                                                |
| Concentration Self-directed activities    | Finds it extremely difficult to concentrate. Very rarely settles to one thing and very easily distracted.                                                                                | Short concentration span. Finds it difficult to settle down to one thing. Easily distracted.                                                                                                                    | Able to settle to a task and concentrate for a sustained period. May be distracted.                                                                                                                                                                             | Attends quite well. Able to maintain concentration and is not disturbed by mild distractions.                                                                                                      | Can focus attention, even in the face of competing activities. Has been seen to concentrate for a long period (e.g. 15 minutes).                                                                                                |
| Actions                                   | Acts impulsively without any consideration for the well-being of themselves and others. Demonstrates inappropriate behaviour in all situations. Unable to cope with changes in routine.  | Occasionally considers the well-being of themselves and others before acting, but still exhibits frequent impulsive behaviour. Will interact appropriately with others when prompted, sharing and taking turns. | On about half of all occasions, considers the well-being of themselves and others before acting. Sometimes interacts appropriately with others but still needs frequent prompts. Copes with changes in routine reasonably well but sometimes gets over-excited. | Frequently considers the well-being of themselves and others before acting. Usually interacts appropriately with others without being prompted to do so. Copes quite well with changes in routine. | Almost always considers the well-being of themselves and others before acting. Unless severely provoked, always interacts appropriately with others without being prompted to do so. Responds positively to changes in routine. |
| Social                                    | 1                                                                                                                                                                                        | 2                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                  | 5                                                                                                                                                                                                                               |
| Relationship to peers                     | Finds it very difficult to communicate with other children and make friends. Seems to take no account of others and is frequently inconsiderate.                                         | Often has difficulty communicating with other children and making friends.                                                                                                                                      | Communicates quite easily with other children and able to form friendships. Takes notice of the feelings of others when they become very obvious.                                                                                                               | Communicates quite easily with other children and readily forms friendships. Takes notice of the feelings of others.                                                                               | Communicates very easily with other children and readily forms friendships. Is aware of others and responds to their needs. Sensitive.                                                                                          |
| Relationship to adults                    | Finds it very difficult to communicate with adults. Does not approach adults or speak to them. Inappropriate behaviour whilst interacting with adults.                                   | Often has difficulty communicating with adults. Reluctant to approach adults or speak to them. Usually interacts appropriately with adults.                                                                     | Communicates with adults but with some difficulty. Will approach adults and speak to them. Rarely demonstrates inappropriate behaviour whilst interacting with adults.                                                                                          | Confident approaching adults when necessary. Relates well to adults, and with appropriate behaviour.                                                                                               | Confident approaching adults when necessary. Relates easily to adults, and with appropriate behaviour. Speaking to adults is natural and easily understood.                                                                     |
| Rules                                     | Takes no notice of rules. Distracts others and interrupts activities.                                                                                                                    | Takes little notice of rules. Can distract others and interrupt activities.                                                                                                                                     | Sometimes ignores rules. May distract others on occasion                                                                                                                                                                                                        | Usually obeys rules and rarely distracts others.                                                                                                                                                   | Always obeys rules and never distracts others.                                                                                                                                                                                  |
| Cultural awareness                        | Shows an awareness of the routines in their home environment. For example, through role-play in the 'home corner'.                                                                       | Demonstrates an understanding of being a member of a family/ household by talking about relationships and experiences with parents/ siblings and other relatives.                                               | Is aware that they are a member of a wider community within their local neighbourhood and pre-school setting. Talks about experiences relating to those environments.                                                                                           | Recognises that the way of life of others may be different from their own. Takes pride in their own achievements.                                                                                  | Is aware of, and respects the way of life of others. Understands that their own way of life should be respected by other children and adults.                                                                                   |
| Communication                             | Communicates with others using single words, gestures and facial expressions.                                                                                                            | Speaks using simple statements. Uses intonation to ask questions rather than grammatically correct language.                                                                                                    | Begins to combine statements to present a coherent argument or explanation. Spoken sentences are generally a combination of ideas and not usually grammatically correct.                                                                                        | Asks simple questions. Spoken sentences are sometimes grammatically correct.                                                                                                                       | Speaks fluently and coherently. Speech is generally but not always grammatically correct. Listens attentively to the views of others and responds appropriately, taking turns in the conversation.                              |

You answer the ASPECTS PSED assessment using the assessment software. The student does not need to be present with you while doing the module.

1. Select either the Start of **Pre School** or **End of Pre School** and then go to **PSED**.

Brick Tamlin

Start of Pre-School

End of Pre-School

Main Assessment

PSED

Motor Development

Back Next

2. Click the 'Next' button to proceed.

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

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

Name: Brick Tamlin

Date of Birth:

Assessment: PSED

Testing Phase: Start of Pre-School

Audio Language: English

Back Next

3. Click the 'Start' button after testing the sound and/or setting the volume.

Test the sound

Click or tap on the button to check you can hear the sound.

Test Sound

You can change the volume using the slider.

Set Volume min max

Back Start

4. Click the statement next to the numbers 1-5 to answer the Adjustment, Personal, and Social assessments. This will highlight the answer in yellow as shown below. The next screen will appear automatically after you click an answer.

**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 school setting.
- 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 school. 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.

Previous Item

Save & Exit

5. Continue to answer the assessment by clicking the statement next to the numbers 1-5. You can use the 'Previous Item' button to go back to the previous screen.

**PERSONAL - Confidence**

- 1 Very hesitant. Does not join in group activities and rarely talks.
- 2 Fairly hesitant. Reluctant to participate in group activities or talk.
- 3 Will join in group activities or talk when prompted.
- 4 Quite confident. Keen to join in group activities or talk within the school setting.
- 5 Very confident. Keen to participate in group activities within the school.

Previous Item

Save & Exit

6. The message below appears once the PSED assessment is complete.

You have now finished the quiz.  
Your test results have been saved.  
Please click or tap the cross at the top of the screen to close the browser.

Back to Start Screen

# The optional Motor Development module

You record the scores for the Motor Development assessment using the ASPECTS assessment software. Select either the **Start of Pre School** or **End of Pre School** and then go to **Motor Development**.

The screenshot shows a software interface for a student named Diana Damson. At the top, there are two tabs: 'Start of Pre-School' and 'End of Pre-School'. Below these are three rows of assessment categories: 'Main Assessment', 'PSED', and 'Motor Development'. The 'Motor Development' row is highlighted with a blue background. At the bottom of the interface, there are two buttons: 'Back' with a left-pointing arrow and 'Next' with a right-pointing arrow.

Use the drop-down menu to enter the scores for those sections assessed.

The screenshot shows the Motor Development assessment activities. At the top, there is a text box explaining the core tasks: 'The first two tasks are core tasks to be completed by all children. Should a child score fewer than 3 marks for Finger Movement or fewer than 2 marks for Static Balance, they should also be assessed with the other activities. There is no requirement for children who score higher than this to complete the final three activities.' Below this, there are five activities listed with corresponding drop-down menus for scoring: 1) Finger Movement (score 8, 7, 6, 5), 2) Static Balance (score 3, 2, 1), 3) Finger Painting, 4) Walking, and 5) Sending and Receiving. At the bottom right, there are two buttons: 'Continue' and 'Save & Exit'.

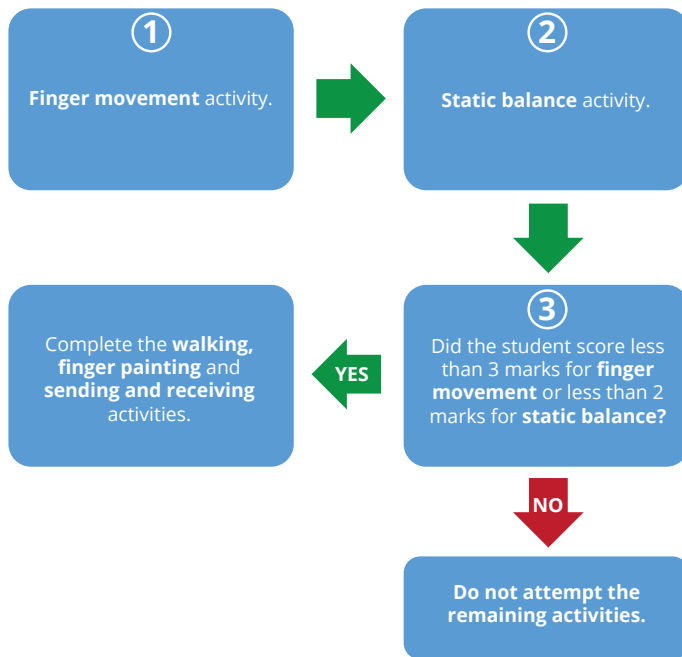
You will only receive motor development feedback for students who completed all the activities in the section.

The assessment of motor development involves several activities:

- Finger movement
- Static balance
- Walking
- Finger painting
- Sending and receiving

It is quite time consuming to assess students in all the activities in the Motor Development section. Initially, we suggest you administer just the Finger Movement and Static Balance activities with all students if you choose to use the Motor Development assessment. The fine or gross motor skills may still be emerging if any student scores less than 3 marks for Finger Movement or less than 2 marks for Static Balance. You should only use the additional activities with your low-scoring students.

## Activity sequence



You do not need specialist equipment to conduct these assessments. However, you will need the following items:

- one finger painting template per student
- finger paint
- a stopwatch
- a football
- coloured masking tape, chalk or similar

### Finger Movement - **Maximum score = 8**

- Starting with either hand, ask the student to touch his/her thumb with each of his fingers in turn (starting with the index finger, then the middle finger, ring finger and finally little finger). You may demonstrate this with your own hands.
- Repeat the exercise using the other hand.
- Award **1 mark** for each finger that the student touches with his/her thumb. The order does not matter but each finger may only be counted once.

### Finger Painting - **Maximum score = 20**

Print one copy of the Balloons template for every student (see Appendix). Ask the student to use the paint and make one fingerprint in each of the balloons, using a different finger each time.

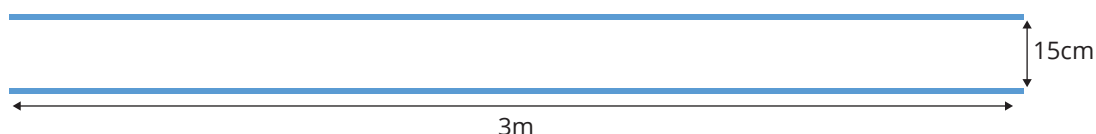
- The student should start by dipping their thumb in the paint and making a print in one of the balloons.
- They should then dip their index finger in the paint and make a fingerprint on a different balloon, continuing with the remaining fingers.
- The student may use whichever hand they prefer but should only use this one hand.
- The order does not matter but each finger may only be counted once.
- The paint should not touch the lines.
- You may remind the student of the procedure, but do not assist them.
- Score one mark for each different finger used (**max score 5 marks**).
- If the student used just one finger to make prints in all the balloons, you may only score **1 mark**.

Next, look at the accuracy of the position of the paint on the balloon.

- Award **3 marks** for each balloon where the paint is inside the balloon and not touching the line (**max score 15 marks**).
- Award **2 marks** for each balloon where more than half the paint is inside the balloon and overlapping up to half of the line.
- Award **1 mark** for each balloon where less than half the paint is inside the balloon.
- Award **no marks** if the paint is not touching any part of the balloon.

### Walking - Maximum score = 20

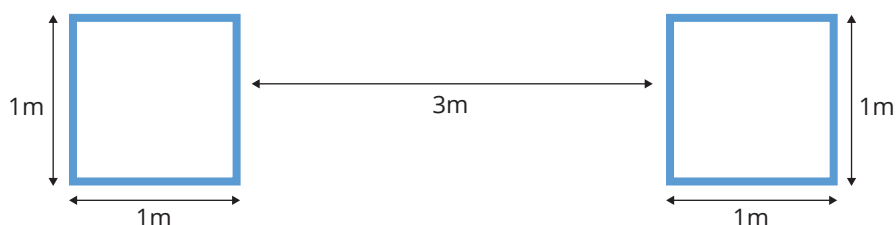
- Mark a track on the floor using masking tape or other tape which can clearly be seen by the student.
- The track should consist of two parallel lines **3 metres** long.
- The gap between them should be **15cm**, this provides a channel for the student to walk along.



- Ask the student to take normal steps along the channel between the two lines of tape, taking care not to tread on either of the lines. They can walk at whatever speed they wish.
- Allow one practice.
- Record the number of times either foot touches or goes outside the line.

### Sending and Receiving - Maximum score = 10

- Mark two squares on the ground or floor, using masking tape or chalk.
- Each square should measure 1m x 1m and they should be three metres apart.



- The teacher should kneel in one box and the student should kneel outside one side of the other.
- The teacher should then roll a football into the box in front of the student.
- If the ball rolls outside the student's square, repeat the roll.
- The student should try to stop the ball using their hands and/or arms, but not their feet or their body.
- They can lean or move into the square.
- Allow one practice.
- If the ball is caught/stopped by the student before it leaves the square, award **1 mark**.
- Repeat the procedure 5 times (**maximum score 5 marks**).
- Following the same procedure, the student should now stand or kneel inside the square and roll the ball to the teacher, aiming for the ball to roll within the square. Allow one practice.
- Award **1 mark** for each successful roll. Repeat 5 times (**maximum score 5 marks**).

## Static Balance - Maximum score = 30

For how long can the student stand on one leg?

- Ask the student to stand up straight with their feet together and their arms outstretched horizontally.
- Ask them to lift one of their legs off the floor and time how long they can stand before they put the foot down again.
- If the student wobbles and moves their foot a distance of more than 30cm from the original spot, the assessment should be stopped at that point.
- Allow one practice.
- Score **1 mark** for every second the foot remains in the air up to a **maximum of 15 seconds**.

Repeat using the other leg.

- Again, score **1 mark** for every second the foot remains in the air up to a maximum of **15 seconds**. *Add both scores together*

## IDEAS+ Software

IDEAS stands for *Interactive Data Exploration and Analysis Software*. It allows you to explore your ASPECTS results in more detail, for example, to analyse more detailed breakdowns of the scores, compare results for groups of students, and produce many customised charts and tables.

You download this free software from the PIPS+ website. To run, it needs Microsoft Excel 97 or later (although some advanced features may not be available using earlier versions of Excel).

### How to access IDEAS+

Download the program from the PIPS+ website as follows:

1. Log into the PIPS+ secure website using your username and password.
2. Select IDEAS+ Software from the Results/Analysis menu
3. Scroll down to the table listing your options and click the icon 'choose save' (not 'open')

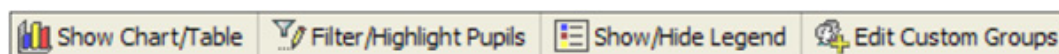
### How to use the IDEAS+ software

Once you have downloaded the program, you can open it just like any other Excel file. Double click on it and select 'enable macros' when it presents this option. Note: the program needs macros to run. The program will not work if you get a warning message saying that macros are disabled.

When you have finished using IDEAS, just close Excel as usual. The program will offer to save the current settings. Select 'Yes' to save any custom groups or other settings for future use.

### How to show a chart or table

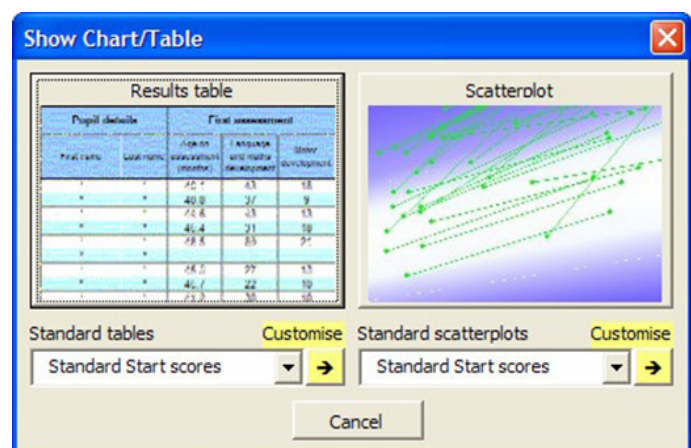
You operate the program using a toolbar:



By default, this toolbar automatically appears at the top of the screen, just above the ASPECTS logo. To show the results for your students, click on 'Show Chart/Table'.



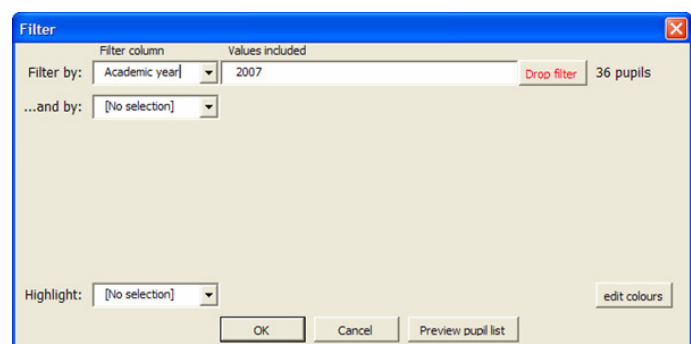
This will present a list of available chart types.



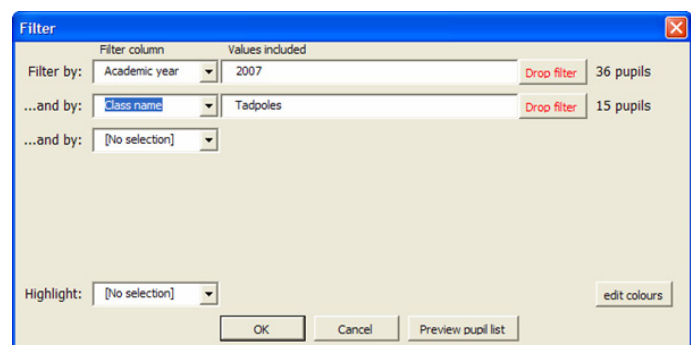
You may click on the picture to produce the listed type of table or chart; use the drop-down menu to select a different pre-set chart or table; or click on the 'Customise' arrow to set up a chart or table exactly as you want it. Note that if you find one particular customised chart useful, you can add it to your list of pre-set charts. The next pages explain the features of IDEAS+ for ASPECTS in more detail and include information on how to produce particular charts.

## Selecting students

By default, the tables and charts show the results for all students in the most recent academic year when you start the program after downloading it. However, the program contains all your ASPECTS data, and you can select any group of students to view. To change the display of students, click Filter> Highlight Pupils on the toolbar to show the Filter menu.



If you want to select an individual class for this academic year, click on the drop-down arrow next to No selection and choose Class name. Choose a class or classes from the list and click OK. If you want to select more than one class, you can hold down ctrl or shift to multi-select.



You can continue to filter to smaller and smaller groups by adding up to six filter criteria in the same way. To remove a filter, click the appropriate 'Drop filter' button.

## Highlighting a group

Groups of students can be highlighted to aid comparison. For example, you can highlight each academic year, each class, or boys and girls. Each group will then show in a different colour.

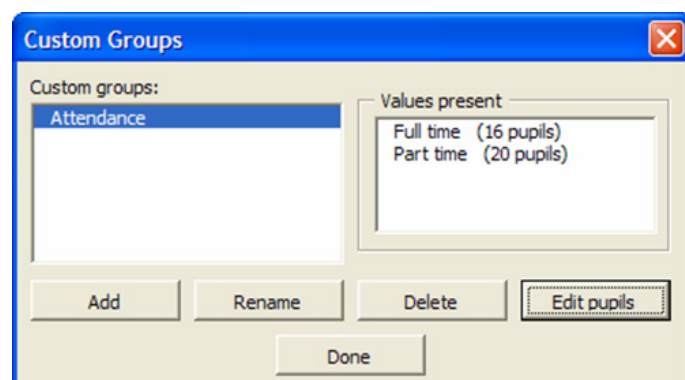
You carry out the highlighting in the same way as filtering. Click on Filter> Highlight Pupils on the toolbar, go to the drop-down arrow next to 'Highlight', and choose one of the criteria. Then select one or more groups to highlight. To remove the highlight, click the 'Drop highlight' button which appears to the right of the highlight box.

## Custom groups of students

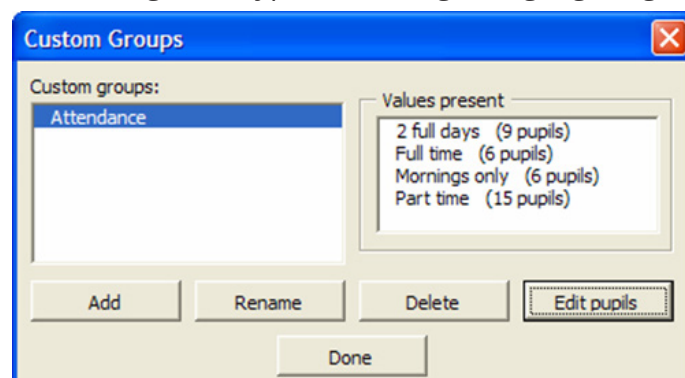
By default, you can select students based on academic year, class name, sex, full name, date of birth, assessment date, age, version, and term for first and final assessments.

However, sometimes you may want to filter or highlight students based on some other criteria, such as preferred language or full/part time. You can do this by setting up custom groups.

To set up a custom group, click on 'Edit Custom Groups' on the toolbar. From here, you can add or remove custom groups and see how many students are in each group. For example, in the next example we set up a custom group called 'Attendance' with two possible values – full time and part time.



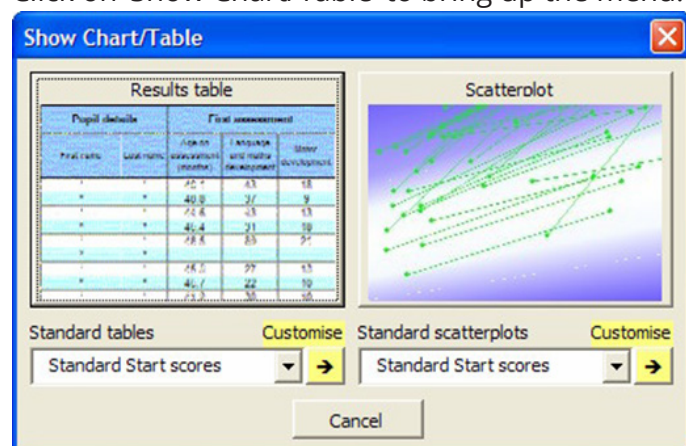
Note that values other than a simple 'yes' or 'no' are permissible. You do not need to set up a group called full time for some students and a different group called part time for others. If more detail than full/part time would be useful, you can set up the custom group accordingly. It is just a matter of deciding what type of filtering or highlighting is useful for you.



# Features of IDEAS+

## Available charts and tables

Click on 'Show Chart/Table' to bring up the menu.



To produce a table or scatterplot using the current settings, just click on the large thumbnails. Alternatively, you can select a different table or scatterplot from the list of pre-sets. Finally, you can click on the 'Customise' button for much finer control over what is displayed.

## Standard tables

There are six standard tables available:

**Standard Start scores** produce a table similar to the normal start of year printed feedback. It shows each student's name, age, language and maths score and motor development score from the start of the year.

**Standard End scores** produce a table similar to the normal end of year printed feedback. It shows each student's name, age, language and maths score and motor development score from both the start and end of the year.

**Language & Maths breakdown** presents a more detailed breakdown of the language and maths component at the start of the year. It includes the student's name, age and total language and maths score, together with a detailed breakdown of question types. It also includes the averages for the whole group and any highlighted groups.

**Motor development breakdown** presents a more detailed breakdown of the motor development component at the start of the year.

**PSED breakdown** presents a more detailed breakdown of the Personal, Social and Emotional Development component at the start of the year.

**Spreadsheet** shows the student's results as a standard Excel spreadsheet. This can be useful if you want to copy the results to another program for further analysis.

## Standard scatterplots

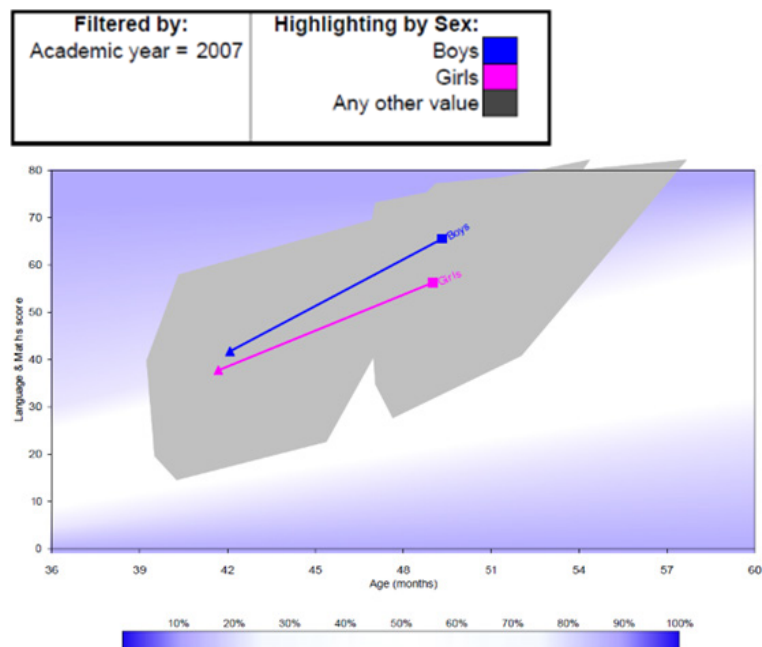
There are four standard scatterplots available:

**Standard Start scores** produce a scatterplot similar to the normal start of year printed feedback. The main difference is, whereas the printed feedback shows at most 15 students per page, here, all students appear on the sheet together.

**Standard Progress scores** produce a scatterplot similar to the normal end of year printed feedback. The main difference is, whereas the printed feedback shows at most 15 students per page, here, all students appear on the sheet together.

**Summary Start scores** summarise the data for the whole group (or each highlighted group) for ease of comparison between larger groups. The graph shows the average score and age for each group, and a shaded area containing 95% of the students.

**Summary Progress scores** summarise the data for the whole group (or each highlighted group) for ease of comparison between larger groups. The graph shows the average score and age for each group, and a shaded area containing 95% of the students. See the example below.



## Customs settings: tables

You can change all the custom settings by clicking on the 'Customise' button for the tables.

You can select from the list of pre-sets. The table will display according to the following settings when you click 'Done':

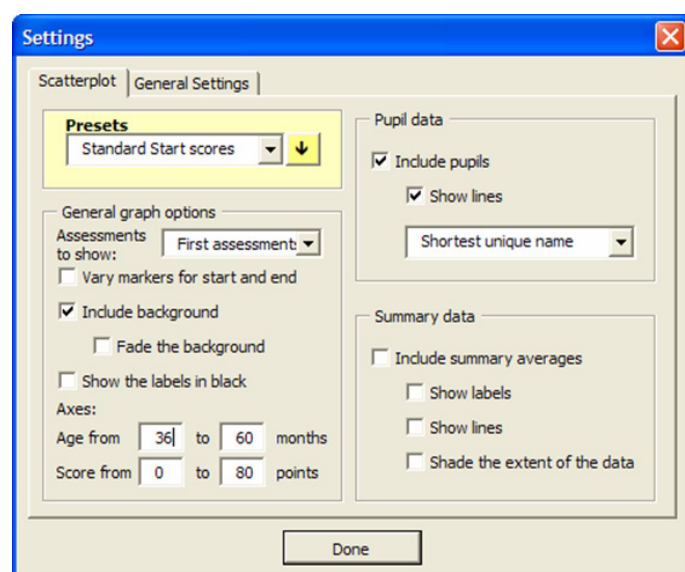
**General table settings:** this determines the overall structure of the data shown. By ticking 'Show student results', you will get results for each student. Tick 'Show group averages' to obtain average scores for the whole group and for each highlighted group. You can have either or both ticked. You can also decide whether to show the student IDs (i.e., the UPN for UK schools) and whether to display the start or end scores (or both).

**Sorting:** the tables are normally sorted by student name. Alternatively, you can sort by date of birth, date of assessment, age on assessment or the score for start or end of year. When sorting by name, you can tick the appropriate box to choose whether to sort by first name or surname. You can also sort first by the highlighting group. It will group all the boys together on the table, then all the girls, if highlighting boys and girls.

**Breakdown of scores shown:** you can show the language and maths, motor development or PSED scores on the tables. For language and maths or motor development, you can include a detailed breakdown of the scores (this is the only option for PSED), and for motor development you can also flag up which students did all sections of the test.

### Custom settings: scatterplots

For the scatterplots, you can change all the custom settings if you click on the 'Customise' button.



You can select from the list of pre-sets. When you click 'Done', the scatterplot will display according to the following settings:

**General graph options:** you can select whether to show start assessments, end assessments, or both. With both, you can choose between plotting all students (including those with only a start or end), or only students with matched data. You can vary the markers for start and end to make the graph easier to read. The shaded background is optional: you can include the background or leave it out, and you can make it paler (particularly useful for the summary charts) if you include it. The student and group labels can display in black for ease of reading. You can also specify the age and score range shown – particularly useful if you have some students who were too old or too young to appear on the standard graph, or if you want to focus on the younger students at the start of the year.

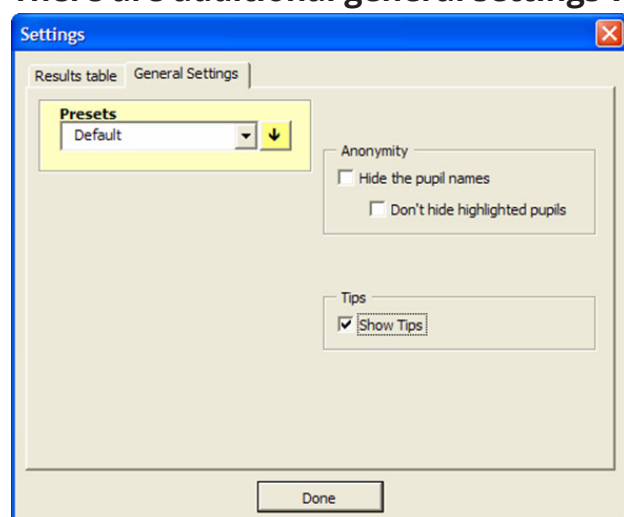
**Student data:** you can show a point for each student, for the group averages, or both. This section controls what you see for each student. If you are showing students, you have the option join the start and end assessments with a line. You can also decide what labels to show. We recommend the shortest unique name as it uniquely marks each student by deciding how much of the name to include whilst leaving the most space on the graph. For example, Fred Smith and Joe Bloggs would appear as Fred and Joe; Fred Smith and Fred Bloggs would appear as Fred S and Fred B; and Fred Brown and Fred Bloggs would be named in full.

**Summary data:** this determines whether the data is summarised on the graph. You can label the data point, join up starts and ends with lines, and shade the extent of the data.



## Custom settings: general

There are additional general settings which affect all charts and tables:



You can select from the list of pre-sets.

**Anonymity:** you may want to analyse your results, but not show the student's names. You can select 'Hide the pupil names' to do this. There may be times (e.g., parent visits) where you want to hide almost all the names but leave some on. You can do this by selecting 'Don't hide highlighted pupils' and then highlighting an individual student in 'Filter/Highlight Pupils'.

**Tips:** we provide help at various points of the program. The office assistant will tell you how to use it the first time you see a new menu. While this may be helpful at first, regular users will find these annoying. With each tip you can select 'Don't show me this again'. Alternatively, you can un-tick the 'Show Tips' to stop all tips. Tick 'Show Tips' if you want to restore this function.

## Frequently Asked Questions

### How does the teacher carry out the ASPECTS assessment with the student?

The teacher, teaching assistant or appropriate adult controls the computer during the assessment. ASPECTS asks the student to complete activities, and the adult submits the responses. The assessment is adaptive, which means the question sequences respond to the student, moving them on when they get questions wrong and showing more challenging ones when they answer them correctly.

**Note:** You can stop and restart the assessment at any point.

You should assess the students when they start in the nursery and again just before they leave. This should provide valuable information about their progress throughout their time at nursery.

### Can we use Aspects as a selective entrance assessment?

Aspects is not designed to be used as a selective entrance assessment and you should not consider it a high stakes test. We designed Aspects to establish a student's level of ability and to give you a baseline for measuring progress.

### Is ASPECTS a diagnostic assessment?

One of the strengths of ASPECTS is that, in addition to maths and reading, it includes curriculum independent measures which measure a student's general ability. This allows us to find out whether a student is generally weak, or whether there is any evidence for a specific learning disability. Therefore, ASPECTS can be regarded as a quick and reliable screening tool, rather than a diagnostic assessment.

## Can I trial the ASPECTS assessment to check that everything is working as it should?

Yes, you can run a trial assessment to its conclusion by creating an additional student record. We'd recommend naming it Test Test so that it is easily identifiable once you have completed it.

You will need to complete the assessment in full to trial it successfully. At the end of the assessment, or if it times out, a message will appear on-screen that your results are being saved, and then that the results have been saved. At this point, you can select OK to close the browser.

You should then remove the trial student record using the Candidate Editor in the Assessment Centre to avoid contaminating your school's data.

We recommend you visit our Introduction videos <https://help.cem.org/hc/en-gb/categories/21706016183570> for more information on the Cambridge Insight reporting features for each assessment.

## Why is the web-only version of my assessment running so slowly?

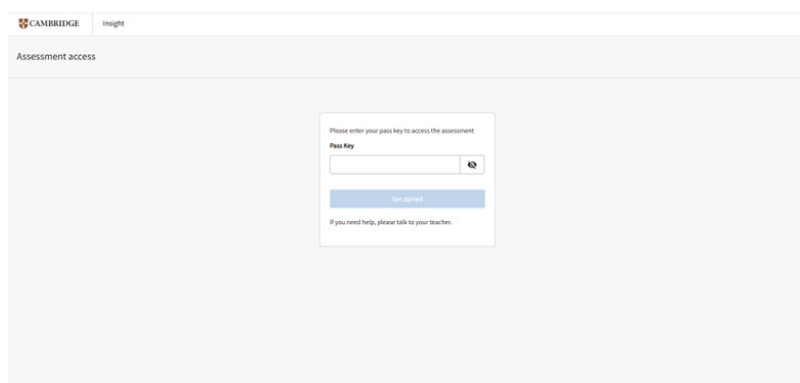
We recommend the web-only version for schools that have a reliable, high-speed internet connection. You will typically be able to assess one student for every 1Mbps of line speed, but this can vary depending on other factors within your school.

- We recommend you try the following:
- Assess students in smaller groups.
- Stagger the start times for students. A large group of students launching the assessment at the same time may cause local bandwidth problems.
- Run the assessments on devices with wired Ethernet connections rather than Wi-Fi.

If your school does not have a constant internet connection, has a very unreliable connection, or you wish to test a higher number of students at the same time, we recommend using the non-web version.

There is no limit to the number of students you can assess at the same time using the non-web version. All content is stored locally on your school's server or computer, and you will need to return the results manually to Cambridge Insight after the students complete their assessments.

## I cannot get past the User Login page when I enter my pass key. How do I fix this?



This is sometimes caused by your firewall settings or your web browser having cookies stored that are no longer valid for the assessment.

Please clear the cache and cookies on your machine using the guidance below:

## **CHROME**

- Click the Menu button in Chrome (normally located in the top right of the screen):
- In the menu click Settings
- On the Settings screen, click Show advanced settings...
- Under the Privacy section, click Clear browsing data...
- In the box that appears:
- Set Obliterate the following items from to the beginning of time
- Make sure that only Cached images and files is ticked – untick all other boxes
- Click Clear browsing data.

## **FIREFOX**

- Click the Menu button in Firefox (normally located in the top right of the screen):
- In the menu click Options
- A new tab will open - on the left of the screen, select Advanced
- Select the Network tab
- Under Cached Web Content, click Clear Now.

## **MICROSOFT EDGE**

- Open Microsoft Edge, select Menu (3 dots icon on top right corner of the browser)
- Within Settings click on Privacy, search & services from the options on the left-hand side.
- Next, choose Clear browsing data, then select Choose what to clear.
- Tick the boxes for Cached images and files and Cookies and other site data. Click Clear now.

## **OPERA**

- Click the Opera button in the top left of Opera to open the menu
- In the menu click History
- Click Clear Browsing Data...
- In the box that appears:
- Set Obliterate the following items from to the beginning of time
- Make sure that only Empty the cache is ticked – untick all other boxes
- Click Clear browsing data.

## **SAFARI 8.0+ (Mac)**

\*\*\* Important - this will remove ALL website data, not just the cache.

- Open Safari, and then click Safari in the top left of the screen
- Click Preferences
- In the window that appears, click the Privacy tab
- Click Remove All Website Data...
- Click Remove Now in the pop-up window that appears.

## **When should I carry out our ASPECTS assessments?**

The earliest you can access the ASPECTS Start of Pre-School is 1 August each year. The deadline to complete the ASPECTS Start of Pre-School and End of Pre-School is 31 December of the following year.





CAMBRIDGE

# ASPECTS

## Starting Nursery Questionnaire

This is me.

My name is.....

I was born on.....

*(Note to parent/carer)*

*Please complete pages 1, 2 and 3 of this booklet with your child, asking them the questions on page 2 and 3 filling in their answers.*

Which toys and games do you like playing with best?

.....

.....

Do you like playing with other children or by yourself?

.....

.....

What do you like to eat?

.....

.....

What do you not like doing?

.....

.....

What are you looking forward to doing at nursery (or playgroup if appropriate)?

.....

.....

## Family

1. How many children are there in the family? (Tick one answer.)

|   |   |   |   |   |   |             |
|---|---|---|---|---|---|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | more than 6 |
|---|---|---|---|---|---|-------------|

2. What is the position of the child in the family? (Tick one answer.)

|   |   |   |   |   |   |                          |
|---|---|---|---|---|---|--------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | younger than the first 6 |
|---|---|---|---|---|---|--------------------------|

## Speaking and listening

3. Does your child talk about her/his experiences?

|    |           |       |
|----|-----------|-------|
| no | sometimes | often |
|----|-----------|-------|

4. Does your child talk about her/his feelings?

|    |           |       |
|----|-----------|-------|
| no | sometimes | often |
|----|-----------|-------|

5. Does your child listen when someone is talking to her/him?

|    |           |       |
|----|-----------|-------|
| no | sometimes | often |
|----|-----------|-------|

## Independence

6. Can your child go to the toilet unaided?

|    |           |       |
|----|-----------|-------|
| no | sometimes | often |
|----|-----------|-------|

7. Can your child put on/take off some items of clothing unaided?  
(e.g., jumper, coat)?

|    |           |       |
|----|-----------|-------|
| no | sometimes | often |
|----|-----------|-------|

## Friends

8. Who does your child play with? (Tick as many boxes as necessary)

|                          |                                            |
|--------------------------|--------------------------------------------|
| <input type="checkbox"/> | brother/sisters                            |
| <input type="checkbox"/> | children of extended family (cousins etc.) |
| <input type="checkbox"/> | children of neighbours and friends         |
| <input type="checkbox"/> | adults                                     |

*To be completed by parent/carer*

## **Likes**

9. What are your child's favourite games and activities? (Please describe)

.....

.....

10. Does your child have any dislikes? (Please describe)

.....

.....

11. Does anything upset or frighten your child? (Please describe)

.....

.....

## **Anything else**

12. Is there anything else we need to know? (Please describe)

.....

.....

.....

