CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Centre for Evaluation & Monitoring

BASE Manual 2022

Use this manual during BASE testing

Contents

Welcome to BASE 2022

This manual is divided into six sections.

Section 1	Introduction and Key Information
Section 2	Setting up BASE
Section 3	Implementing the Assessment
Section 4	Familiarising with the program
Section 5	Feedback Information
Section 6	Useful Resources

We advise that you carefully read this manual both prior to and during the assessment process. If you require further clarification about anything detailed in this manual, please get in touch with your BASE Contact at ACT.

Handy Tips

Tips can be found in boxes like this one throughout the manual. Tips will provide explanations of computing terms and useful hints.

WARNING

Warnings must be read and observed by users to prevent problems or complications.

Read through these top tips...

1. Read page **5** which contains important **new information**

2. Refer to the Key Information and Dates page relevant for your school. This page advises when you need to undertake the BASE assessment, dependant on your state or cohort.

3. Test students with BASE in a suitable location without distractions.

4. Refer to the instructions on pages 22-24 of the BASE manual whilst testing students.

5. Make a note of your **Passkey** when you generate it. You'll need to use this throughout the assessment process. A space is available on the inside cover of this manual.

6. Carefully single-click the mouse to enter responses in the assessment. It is not possible to edit the response for a question after the assessment has been completed by the student.

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

7. Refer to the section Feedback Information from page 29 onwards when your school downloads its BASE reports. These pages provide a step-by-step guide detailing how you should interpret the reports, using examples to explain what they show.
    The report documents itself also contains information on how to read the data.

8. Further information detailing Frequently Asked Questions can be found in their relevant sections.

Pages 6-7 contain information specific to your school based on state and in some cases, type (government or non-government).
It is important that you follow the instructions relevant for **your school** only.

Welcome to BASE 2022

Welcome schools, new and old, to BASE for another year of assessments.

BASE is our research based on-entry assessment featuring Milly the Bug.

Milly guides each student through a series of fun and engaging activities, covering Literacy, Math and Personal, Social and Emotional Development (PSED).

BASE assessment items have been updated in line with new research. Many may look familiar as they've had minor changes, and others are brand new items and questions.

The BASE assessment, import features, student data and feedback are all located in the central CEM Secure hub. This will be the location of all you need to access with BASE.

Updated interface for BASE

BASE is part of CEM's suite of assessments, so the interface is now consistent with other programs. Everything you need is in one easy-to-find place.

The BASE Secure screen
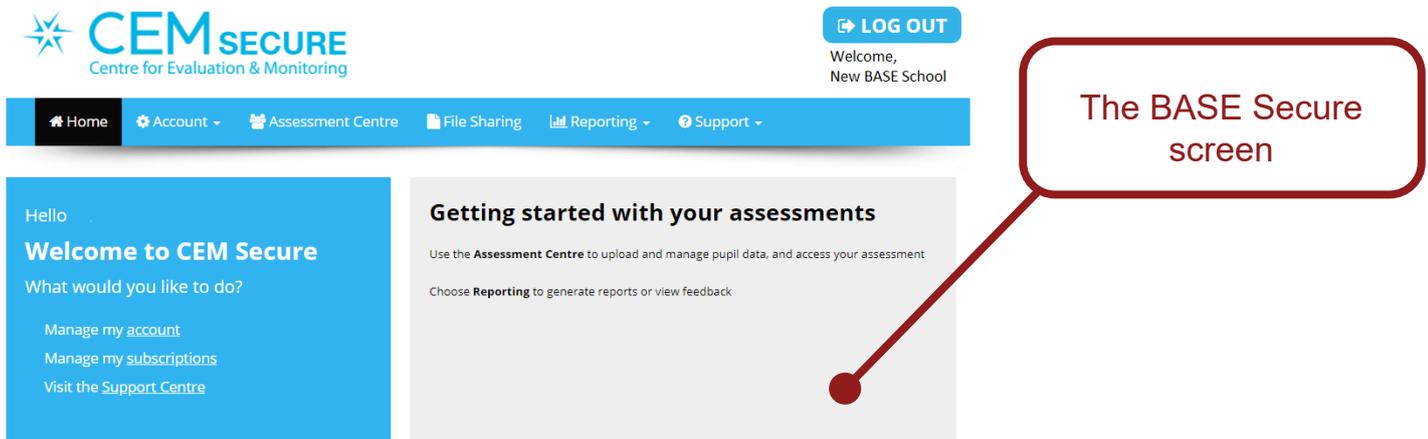
Feedback

Feedback is located in the "Reporting" section of CEM Secure.

Pupil Report- A report for students
Class Report-A report for classes
Table of Scores Report- Available to download in PDF or CSV format
Question Level Report- previously the Raw Score Report. Available to download in PDF or CSV format

Reporting

All schools administer BASE through their CEM Secure account

Term 1: Monday 31 January - Friday 8 April		
When	**Action**	Done ☑
Week 1 - 31 January	Familiarisation with the 2022 Manual.	☐
Week 1 - 31 January	Test that BASE 2022 is working, and the computer is fully operational, with sound.	☐
Week 2 – Wednesday 9 February and Thursday 10 February 2022	Watch the recorded BASE information session. The session will include: • an overview of BASE • information on how to export the student data and import it into the BASE program • an introduction to the BASE program • a guided tour of the secure website • information on how to interpret BASE results and the student reports for parents At least one teacher from each school should attend an information session.	☐
Week 2- Monday 7 February-Friday 11 February	Upload student data and details, ensuring the student ID is correct for each student.	
Weeks 3 & 4: **Monday 14 February –** **Friday 25 February** **(2 weeks)**	**Undertake Baseline (First) Assessment.**	☐

Term 4: Monday 10 October – Friday 16 December		
When	**Action**	Done ☑
Week 1 - 10 October	Prepare for the Final Assessment by using the checklist on page 25 as a guide.	☐
Weeks 2 & 3: **Monday 17 October to Friday 28 October (2 weeks)**	**Undertake Final Assessment.**	☐

Who do I contact?

For queries about your contract, please contact ACT.

For technical queries, please see the CEM help centre: https://help.cem.org/hc/en-gb or contact us:

email: enquiries@cem.org

Phone: +44 (0) 191 925 0000

Additional Information

The ACT Education Directorate requires all ACT public schools to assess kindergarten students using BASE at the beginning and the end of each year.

An Information Brochure will be sent out to schools for distribution to parents of all kindergarden students.

Parents who do not wish their children to participate in the assessment program have the option to withdraw them following discussions with the school principal.

Schools will receive whole school, class and individual student data to be used by teachers to inform their teaching program to assist in:

- the identification of students requiring more intensive intervention
- facilitating home-school partnerships
- setting goals for individual students.

An individual BASE report for each student will be printed and distributed to schools by the Education Directorate.

The individual student results must be kept confidential at all times and securely filed and may not be reported in any form other than to parents and carers.

Additional Instructions

1. Log on using your own login and password details. You can access BASE online via the Assessment Centre.

2. Your BASE school code is your school's 7 digit BASE ID.

3. Individual student details in BASE:

   Student code
   You must enter the 6 to 8 digit student ID so that students can be tracked. This can be obtained through your front office staff.

   ESL/EAL
   Tick this option if the student is ESL. All ESL students should be identified. A list of ESL students can be obtained from your ESL teacher or the student's enrolment form.

   Indigenous
   Select 'Indigenous' if the student is an Aboriginal or Torres Strait Islander. This is extremely important as it is used to support Indigenous students. This information can be found on the student's enrolment form.

Lets Get Started
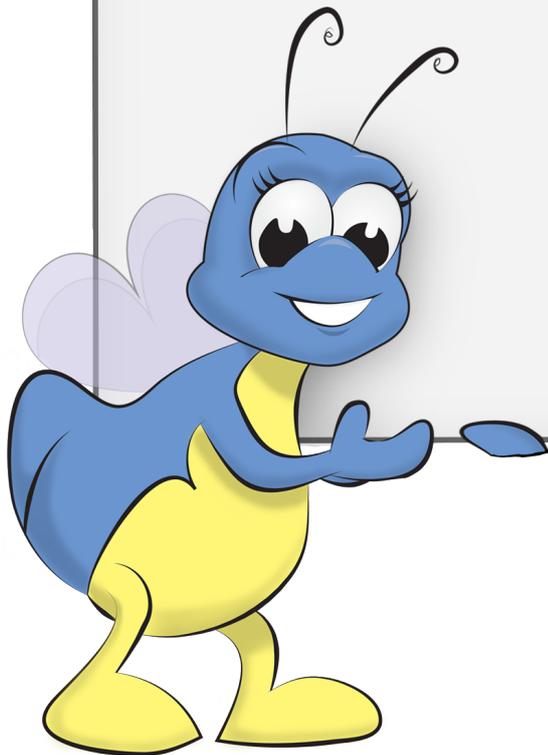
What do I need to know about computers?

You need basic familiarity with computers to set up BASE. If you are having trouble, handy hints appear in Tip Boxes throughout the manual.

The manual is also designed to provide common trouble shooting tips that you might need, presented on the pages you may need them as you work through the instructions.

Minimum Specifications

Your computer is likely to meet specifications if it is less than 5 years old. If in doubt consider the following:

Specifications	How to check
Computer uses either Windows7 or newer MAC OS X v10.6 and above	This information will be displayed as one of the screens when you start the computer. Alternatively, right click the "My Computer" icon from your desktop and choose "Properties".
PC Compatible 486 or better (Pentium recommended)	Right click the "My Computer" icon from your desktop and choose "Properties".
8 megabytes RAM (12MB recommended)	As above.
Current Chrome or Firefox. If you do not have this, contact your local IT support	1. Open browser on your computer. Note: you do not need to be connected to the Internet to do so. 2. Choose 'Help'. 3. Choose 'About'

Uninstalling previous versions of BASE

If you have any previous versions of BASE on your computer, such as the Dual or Non-Web version these should be removed before start with your current BASE assessment.

Previous version of BASE on your computer may cause problems later on in the year.

1. Open Windows Explorer (not Internet Explorer) and navigate to where you saved the previous version of BASE. For most people, this will be on the C drive

2. Delete any files relating to the previous BASE program

3. This file/folder should be called "BASEAUS_2021_VO2"

4. Once you have uninstalled **all** previous versions of BASE, you are ready to continue with BASE.

WARNING

We advise removing any previous versions of BASE before setting up latest version of BASE. This will help keep your computer clean and tidy of unnecessary programs

Tip - Using the mouse

Unless stated otherwise you will need to use only the left-hand button of your mouse. Normally you need only 'click' the mouse once, that is press the left hand button once. If you have to 'double-click' then press the left-hand button twice in quick succession.

Important Steps for <u>NEW</u> BASE Users

These **steps are** for NEW BASE users.

Setting up online

1. Go to the CEM site
https://plus.cem.org/Account/CreateAdmin

2. Use the drop down menu to select "CEM Username – PIPS/ASPECTS"

3. Type in your "CEM Username" This has been pre-set as your school's BASE ID

4. Click "Find My School"

5. Fill out the form on the page to create your school admin account

• *School Admin Username:* "BASE" and the schools BASE ID i.e. "BASE18xxxxx"

• *School Admin Password*: Use assigned password as provided via email

It is crucial that you set up your account with the Username and Password as outlined above. If other credentials are used we may be unable to track you in the system to provide help during the year.

The contact is the person who was designated as the contact person for BASE. We suggest using a pre-existing generic school email address you have access to for registration i.e. 'info@yourschoolname.edu.au'

6. Scroll through the Terms & Conditions and then select "Agree" and submit.

Verification

An email will be sent with a link to verify the account. You will need to click on this link, and re-submit the password. You can now log in.

There is another set of Terms & Conditions to scroll through and agree to, then access to the site is granted.

Once you have completed these set up steps, CEM will refresh the "Subscription" to BASE. This will take about 24 hours.

Getting Started

When your subscription is refreshed, you are ready to begin using BASE.

1. Log in to CEM Secure via
https://plus.cem.org/.
Use your newly created *School Admin Username* (BASE18xxxxx) and *School Admin Password*.

2. Select "Assessment Centre" from the top menu

3. Highlight BASE Reception 2021-22 from the list and click 'OK'

You are now at the Assessment Centre.

WARNING

It is crucial that you set up your account with the Username and Password as indicated. If other credentials are used we may be unable to track you in the system to provide timely assistance during the year.

Returning BASE Users

Returning Users

Schools that have previously used BASE can log into CEM via https://plus.cem.org/. Use your Username **'BASE18xxxxx'** and your most recent password. If you do not remember your password, use the "Reset password" option being sure to type in the email address that is **linked to your BASE account**

Taking a look at BASE 2022

Carry Out Assessments

This is where the BASE program is located. Click here to begin assessing your students after setting up your student database.

Import

This option will allow you to import your class spreadsheet into the program, and avoid having to enter each student manually.

Manage Student Details

Edit or add students one by one. See page 15 for more details.

Status Reports

Use this option to check which students have been assessed.
(This will take a little time to update)

Status Reports

This option will allow you to check which students have already been assessed on the Main (Start of Year or Follow-Up) Assessment, as well as the Optional Assessments within BASE. You should check here to ensure all students have completed assessments, in the event that an assessment had to be abandoned mid way through.

In this example, the Phase selected is Baseline (Start of Year). The information on the screen only refers to initial testing. To view the End of Year Assessment use the drop down menu to change the view.

Here we can see that Felicity Fig's assessment is part way completed. This assessment has most likely been paused mid way through due to unforeseen circumstances. Felicity will need to finish her assessment as soon as possible. Her classmates in Reception Class 2 have not been assessed. Adam Apple and Carly Carrot in Reception Class 1 have finished their assessments.

Tip - After the assessment

After the assessment, the relevant section i.e. Main Assessment, will update from "Pending" to "Completed"

This update can take between 15 minutes and a few hours, sometimes even overnight. This is normal.

DO NOT ATTEMPT TO RE-ASSESS THE STUDENT.

Entering student information

The best way to enter the student information is to import from the spreadsheet. This saves you individually entering each students' details into the program.

Use the steps on page 14 to download a compatible template spreadsheet for importing into BASE online. Follow the steps below when you have filled in and saved your spreadsheet.

Import option

Click here to import your file
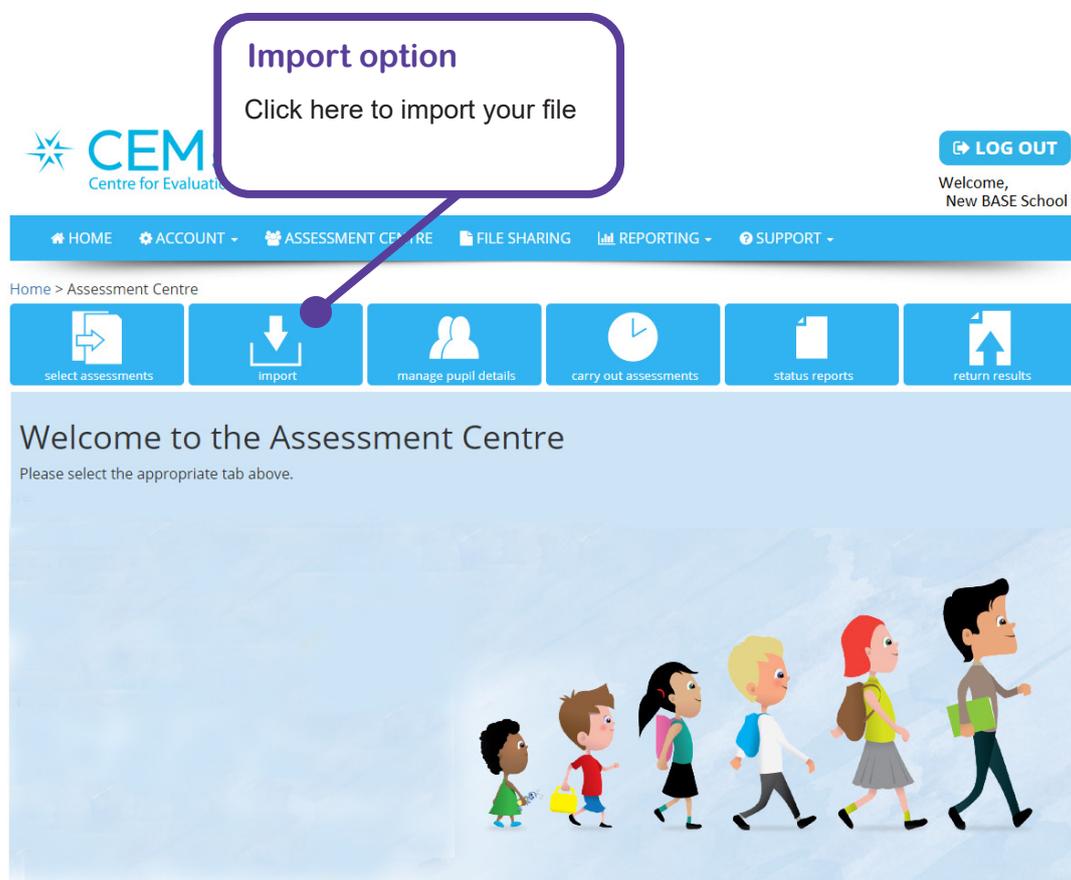
Step A

Using the "Choose File" option, select the spreadsheet file from your computer.

Step B

Select if the file contains column headers. If you have set up the spreadsheet as advised, choose "Yes"

Step C

Click "Upload"

On the following page...

After the file has successfully uploaded, the screen will allow you to match your Headers with the CEM Headers. These should all match. A sample of your uploaded file will also appear on screen. Double check that the sample looks correct. If you have entered UPN details, be sure to check that import will not ignore these via the drop down box.

Click Next

A final option is given to edit or remove any students. Click Next to finalise the import process.

Step 1
Setting up the Import Document

1. The first step is to set up your spreadsheet. There is a particular format for this sheet, and a template is available at the BASE Website (https://www.cem.org/base-support-resources).
You will need to RIGHT-CLICK and select "Save-As" to download the document. Then enter the student information under each field name.

Example spreadsheet

	A	B	C	D	E	F	G	H	I	J	K	L
1	FirstName	Surname	DateofBirth	Sex	Class	YearGroup	Ethic Origin	UPNStudent code	DateofEntry	EAL	SEN	SENType
2	Adam	Apple	5/01/2015	M	Classroom 1	0		8542548	1/02/2020			
3	Benny	Banana	8/03/2015	M	Classroom 1	0			1/02/2020		YES	ADHD
4	Carly	Carrot	17/05/2015	F	Classroom 1	0		8542789	1/02/2020	YES		
5	Danielle	Dragonfruit	19/04/2015	F	Classroom 2	0			1/02/2020			
6	Felicity	Fig	25/06/2015	F	Classroom 2	0			1/02/2020			

Field name	Description	Specifications	Comments
Firstname	Student first name	Max 25 characters (including spaces)	*Compulsory field*
Surname	Student last name	Max 25 characters (including spaces)	*Compulsory field*
DateofBirth	Date of birth	dd/mm/yyyy (i.e. 25/04/2015)	*Compulsory field*
Sex	Sex of student	M or F	*Compulsory field*
Class	Name of the Class	Max 25 characters (including spaces)	*Compulsory field*
YearGroup	Year group of class	Year 0	*Compulsory field*
Ethnic Origin	Ethnicity Origin	Max 25 characters (including spaces)	Optional field
UPNStudent code	Student code *(sometimes referred to as UPN)*	Max 25 characters (including spaces)	Compulsory field for ACT Gov only (6-8 digits)
DateOfEntry	Date the student started school	dd/mm/yyyy (i.e. 01/02/2021)	*Compulsory field*
EAL	English as an additional language	YES or NO	Optional field
SEN	Special educational needs	YES or NO	Optional field
SENType	Type of SEN	Max 25 characters (including spaces)	Optional field

2. **Be sure to include the Date of Entry field.**

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

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

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

6. Your Import Document is now ready to go!

IMPORTANT

The spreadsheet now contains a field labelled "Date of Entry" This is a compulsory field and must be completed for all students.

Most students will start school on the same day.

Step 3
Editing/Adding individual students

If you are only assessing a small number of students, or you have one or two students to add to an existing class, you may wish to alter/add student records manually. You will need to have created a class for any individual students to be placed into.

Ensure this is done first. To then add individual students:

1. Click Manage Student Details.

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

Add students

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

Editing students

Tick the box next to the students name that you wish to edit, then click the Edit box. The pop-up box will allow you to update biographical data for the student. Click Save to finish.

Changing Class name

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.

Deleting a student

If a student has left your school, you **must not delete** them from your records as this will permanently delete the data from our system, and their future school will be unable to match their data at a later stage.

Students should only be deleted from BASE if they have left the school before being assessed.

IMPORTANT

The BASE team are always checking the validity and reliability of the BASE assessment. To make sure the data we are gathering is correct, please make sure you:

- Record SEN information for ALL students. These do not need to be official diagnoses. Use your professional judgement about whether a student shows some signs of the SEN issues that may affect their performance on the BASE assessment.

Once the students have been imported or entered into BASE, you are ready to begin assessing. Here are some things you should think about before you start.

Before you begin…

General notes

- The assessment is best *carried out by the classroom teacher* on a one-to-one basis.

- During the assessment the student is asked a series of questions by the audio track. The *teacher records the student's response* using the mouse.

- There may be times when the teacher needs *to supplement the audio track* given by the computer to make sure that it has been understood. This *should be limited* though, to ensure all students are being assessed under the same conditions.

- *Under no circumstances should the teacher coax or suggest answers.* If the child provides a wrong answer the teacher should not provide the correct answer.

Stopping rules

- The computer program continually monitors responses and adjusts the assessment accordingly. If a student gives a series of incorrect answers the program will move the assessment onto another section.

- The assessment gets progressively more difficult so that more capable students are given access to sections that are not available to less capable students. In this way the program tailors the assessment to the level of each individual student.

"Yes" and "No" buttons

- On most of the assessment screens the student's response may be recorded by clicking on the 'Y' or 'N' button.

- The 'N' button is used to record incorrect responses. 'N' is used to avoid those students who are readers being able to read the word 'Wrong'.

'Back an Item' Button

- If you click on the wrong button or if the student changes his/her mind, use the 'Back an Item' button to re-enter the student's response.

- On some occasions, this button will not be available (i.e. if the program has moved on to the first question of another section). In this case click the 'Previous Test' button.

'Replay Audio' Button

- This button may be used to repeat the instructions given to the student by the computer. This facility is useful if the student has been distracted or has misunderstood the question.

- Teachers should make a judgement about the number of times it is appropriate to use this facility.

Assessing in a language other than English

- If you decide that it would be appropriate to carry out the assessment in English *and* the student's first language, a bilingual adult can help by translating the instructions for each section of the assessment into the student's own language for one version of the test (see page 28 for more information).

- When assessing in a language other than English the student answers in their own language for all sections with two exceptions. They are the 'Repeating Words' and 'Vocabulary' sections. For these sections the question should be asked in the student's preferred language but the actual item and the student's response must be in English.

Assessing new students after the First Assessment period

- Refer to the pages 6-7 Key Information and Dates to see if it is appropriate for your school to assess the new student.

Step 4-
Additional Technical information

In some situations, your schools' Internet access may be set up to block certain website for security reasons. It is important the following web addresses are whitelisted, or not blocked by firewall software:

https://plus.cem.org*

http://assessment.cem.org

http:/css.cemcentre.org

https://primary.cemcentre.org

There are 3 versions of the software that can be used by schools:

A) Web-only (Recommended)

If your school has a stable internet connection during the day then this is the recommended version of the assessments. The assessment data will be downloaded at the beginning of each assessment. Results are automatically returned after the assessments.

B) Dual Version

If your school internet connection is consistently available but not fast enough, i.e. a slow WiFi connection, you may consider using the Dual version. The assessment data is stored locally on your school's server but data is returned automatically after each assessment. This version may require more initial set up undertaken by your IT staff on campus.

C) Non-web

If your school has no constant internet connection or has a very unreliable connection we suggest using the Non-web version of the assessments. All data is stored locally on your school's server or computer and results are returned manually to CEM after all assessments are complete. This version may require more initial set up undertaken by your IT staff on campus.

We encourage all schools to use computers with a reliable internet connection and access the Online version of BASE 2022.

To begin using the Web Only version of BASE, go to page 19.

Dual Version

Tip -
If you import your student details into the Assessment Centre prior to downloading the Dual or Non-Web version of BASE, it will already contain student details when you download the software.

Setting up the Software

You will need to create a folder on the computer called 'BASE_2022'. This location should be accessible to the pupils doing the assessments. Note: the folder **must** be on a mapped drive (e.g. C:\ where C can be any letter) and must not be a server path or the desktop path (e.g. \\myserver).

To Begin:

1) Log in to CEM Secure via https://plus.cem.org/. Click on 'Assessment Centre'. Choose BASE Reception 2021-2022 from the menu on the following page. Click OK.

This is the new Assessment Centre Hub where you will set up your classes, carry out the BASE assessment and manage student details.

2) Click "Carry Out Assessments" from the menu at the top. Choose Dual Version from the options

3) You will need to choose between the Windows option and the Mac option. Click 'Download Assessment'. This will download a zip file containing the assessment.

4) Unzip the contents of the zip file into the 'BASE_2022' folder by right clicking and choosing "Extract All".
On a Mac this will be a DMG file. Open the DMG and copy the content into the BASE_2022 folder.

5) Ensure staff members have 'Modify' level of permissions on the whole 'BASE_2022' folder and sub folders.

6) Create a shortcut to 'BASE_2022_001.exe' somewhere teachers can access it from their accounts (e.g. on the Desktop).

7) Optional- Create a shortcut to 'BASE_Manager_2022_0001.exe' somewhere teachers can access it from their accounts (e.g. on the Desktop).

Setting up your students

1) You will need to add your students into BASE via the Assessment Centre before you can assess them. The easiest way to do this is to use the CSV spreadsheet template available at

https://www.cem.org/base-support-resources

2) Right-click the file "BASE PUPIL UPLOAD.csv' and Save Target As. This file can be saved somewhere safe such as the desktop.

3) Follow the instructions on page 13-14 to import the students.

4) When your class has been set up, you can download the class list to add into your Dual Version of BASE if they do not already appear. This is done by selecting "Carry Out Assessment, then choosing the option to Download Pupil list.

Download Assessment Software for BASE Reception 2020-21
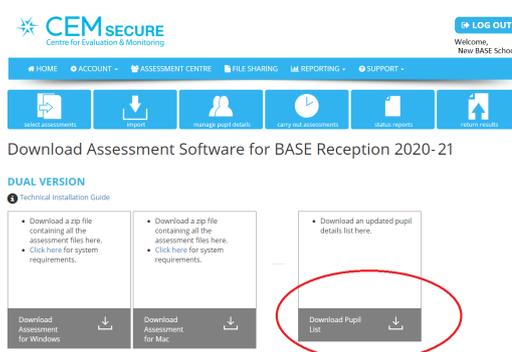
5) Save this file to your BASE_2022 assessment folder. and extract the file contents.

6) Return to the BASE_Manager_2022_0001 folder and select Manage Pupil Details, then Update Pupil Details.

Manage Pupil Details

Pupil details can be managed by following the steps below.

1) Log on to the Assessment Centre.

Open Secure Website

2) From the Assessment Centre, save the downloaded file to a folder of your choice.

3) Click the 'Update Pupil Details' button below.Navigate to the folder select the file then click the 'Open' button to update the pupil details in your software.

Update Pupil Details   **Return to Main Page**
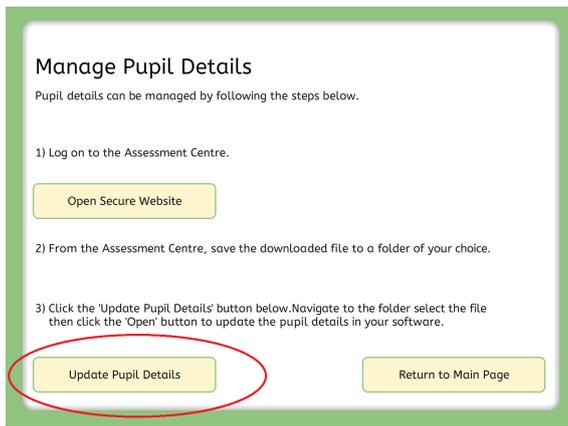
7) Use the pop-up box to manually select the unzipped Candidate List folder. Select the "CandList...." file. Click the Return to Main Menu button or close the window.

8) Run BASE_2022_0001. The students will appear in the program.

*Note: If you have already uploaded the spreadsheet into the Assessment Centre before downloading the Dual version, the student information will be contained in the download automatically.

Non Web version

Follow the same procedure as the Dual Version, but choosing "Non-Web"at Point 2.

Tip - Things to Consider

Consider the following issues before deciding which computer or computers will be used for BASE.
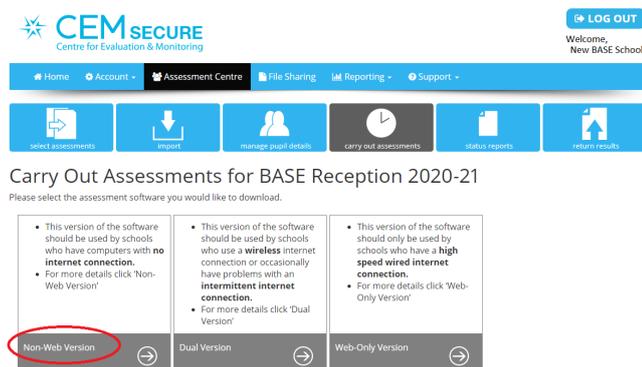
1) The **classroom teacher** is the best person to administer BASE to students.

2) You may access BASE on **more than one computer** to assist with completing assessments within the required period.

3) The computer should be **located in a quiet area** where the students can hear the audio.

4) If you are using a **laptop**, ensure a mouse is connected or that the user can navigate adequately using the 'touch panel'.

6) You will need to remove any previous version of BASE, including the Dual or Non-Web versions from last year.

CEM SECURE
Centre for Evaluation & Monitoring

LOG OUT
Welcome,
New BASE School

Home   Account   Assessment Centre   File Sharing   Reporting   Support

select assessments   import   manage pupil details   carry out assessments   status reports   return results

Carry Out Assessments for BASE Reception 2020-21

Please select the assessment software you would like to download.

- This version of the software should be used by schools who have computers with **no internet connection.**
- For more details click 'Non-Web Version'

Non-Web Version

- This version of the software should be used by schools who use a **wireless** internet connection or occasionally have problems with an **intermittent internet connection.**
- For more details click 'Dual Version'

Dual Version

- This version of the software should only be used by schools who have a **high speed wired internet connection.**
- For more details click 'Web-Only Version'

Web-Only Version

WARNING

The downloaded BASE folder must be on a mapped drive (e.g. C:\ where C can be any letter) and must not be a server path or the desktop path (e.g. \\myserver) or you will receive a configuration error.

Let's get started!

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

> **Choose "Carry out Assessments"**
>
> The next page will need to load

1. Select the assessment type

a) We recommend "Web-Only Version" to those schools with a hard-wired internet connection or excellent WiFi. Those schools with very unreliable internet should select either Dual version, or Non-Web Version. See pages 17-18 for more details.

b) Make note of your **Passkey**, there is room in the inside cover of this manual to write it down. You will need to refer to this passkey in the future.

c) Copy and paste the URL (or use the "Click here" hyperlink) into a browser to launch the BASE assessment.
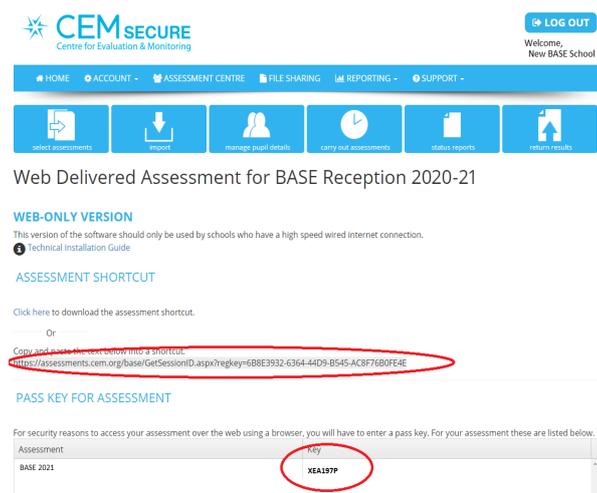
d) Choose Open File when prompted.

e) Type in the Passkey to launch BASE Online.

Compulsory and Optional Assessments

Beginning of year

Main assessment ....Compulsory

PSED....................................Optional

Communication ....Optional

End of year

Main assessment ....Compulsory

PSED....................................Optional

Communication ....Optional

Attitudes.................................Optional

Tip -

You may wish to create a shortcut to the Passkey page for the future, in order to access the Assessment directly after logging in.

Beginning the Assessment

1) Select the student you wish to assess. Then select the Baseline you need (you choose 'Follow Up' for the final assessment). Click Next.

2) Confirm the students biographical details are correct. If they are not, you will need to shut down the assessment tab, edit the students details within the main screen, and start up the assessment again (entering the Passkey again)
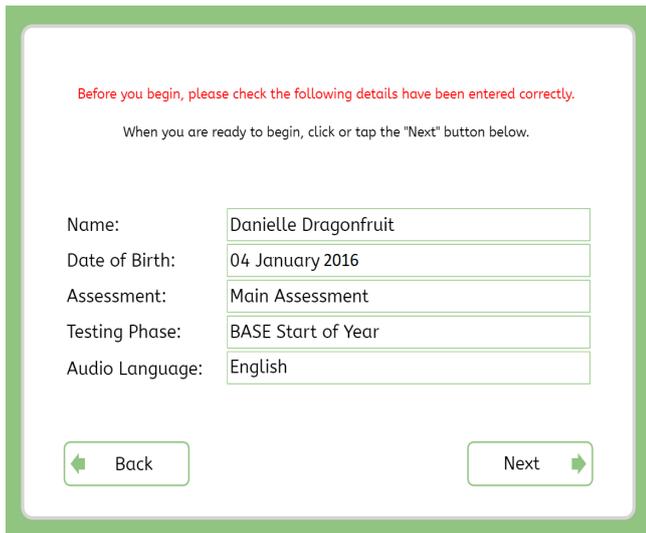
Before you begin, please check the following details have been entered correctly.

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

Name:	Danielle Dragonfruit
Date of Birth:	04 January 2016
Assessment:	Main Assessment
Testing Phase:	BASE Start of Year
Audio Language:	English

◄ Back   Next ►

3) Test the sound to ensure the student can hear the instructions clearly. If the sound is suitable, click "Start" to begin the assessment.

What happens now…

- The computer program will now guide the student through the assessment.

- You may also find it useful to make notes during the assessment on the BASE Observation Sheets for Literacy and Maths provided with the Manual. Refer pages 37-41.

- At the end of the assessment you will be returned to the 'Assessment Centre' page ready to begin another assessment.

- If it is difficult to find a quiet area to do the test, the student being assessed may wear headphones to hear the audio clearly.

DELETING STUDENTS

If a student has left your school, you **must not delete** them from your records as this will permanently delete the data from our system, and their future school will be unable to match their data at a later stage.

Tip -

After you have clicked "Start", BASE will now load. Depending on how many students and how much data you have already collected, this may take up to 45 seconds to process. Don't worry if it seems like a while, BASE is preparing the assessment.

Returning data

Web-Only Version and Dual Version

If you are running the Web-Only or Dual version of BASE, then data should be automatically returned to CEM Secure at the end of the assessment. Depending on your internet connection, times may vary. If there is a loss of internet connection when trying to return data, an error message is displayed at the end of the assessment

Please take a screen grab (screen capture) of this error and email it to your BASE contact.

RETURNING DATA

There is no need to manually submit your data when using the Web Only or Dual version of BASE.

Returning data

Non-Web Version

1) Run the BASE_Manager_2022 and select Return Data to CEM.
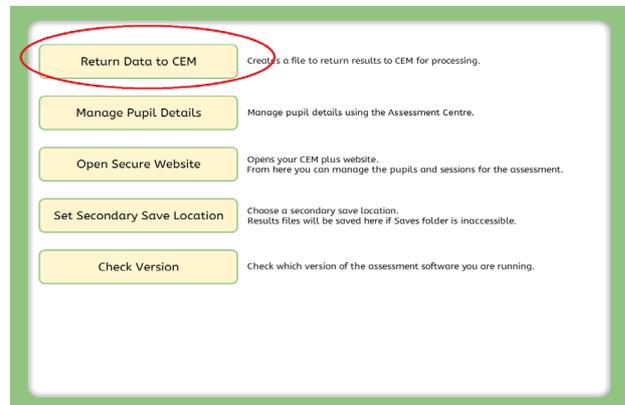
2) Click Create Results file and select your BASE 2022 folder. A zip file will be saved in this folder.

3) This zip file will need to be submitted to CEM Secure.

4) Click on the Return Results tab on the top of the screen, and use the 'Choose File' button to select your file. Navigate to where your saved file is.

5) Click 'Upload'

Understanding what the questions measure

Items that contribute to the READING score

Matching	20 items	The student is asked to match the pattern that Milly is holding with one of the four options. Matching starts with single shapes and quickly moves on to multiple shapes followed by pairs of letters and ultimately, pairs of words such as "Pitter Patter".
Concepts About Print	10 items	This section assesses the important precursors to learning to read, including such things as full stops and capital letters.
Repeating Words	9 items	Being able to repeat unfamiliar words accurately is an important indicator of ability. In this section, the student is asked to repeat unfamiliar words, which are the names of characters in a story. These words get increasingly more difficult throughout the section.
Vocabulary	19 items	The student is asked to point to items in the picture. Each item is a more difficult word than the one before.
Letter Recognition	26 items	The student is asked what letter Milly is holding up. For each one there are two acceptable answers, the name or the sound, for both upper and lower case letters.
Word Recognition	10 items	The student is asked to point to common, short words.
Reading	79 items	The student is asked to read the sentence on the screen. It is marked by clicking on each word the child reads correctly.
The Big Tree	8 items	This section will only be reached by reasonably advanced readers.
Walking to School	10 items	This section will only be reached by very advanced readers.

Items that contribute to the MATHS score

Shapes	7 items	The student is asked to point to leaves of differing shapes.
Counting and Numerosity	10 items	This section assesses the student's ability to count. If the student gets the answer correct the picture is removed and they are then asked how many items they saw. This is much more difficult and assesses the student's ability to imagine things they cannot physically count.
Numbers	23 items	This section starts with digit recognition and then moves on to showing two, three and four digit numbers.
Quantity, Space and Shape	11 items	The student is asked to point to the bug that is indicated by the particular comparison word. For instance the biggest, the smallest, the one with the most spots and so on. This comparison of quantities and sizes is a precursor to more formal maths.
Numeracy	28 items	The student is asked a variety of maths questions starting with subtraction and addition followed by number sequences, simple fractions and formal arithmetic.

Optional Items

Personal, Social and Emotional Development	23 items	The teacher scores the student on various aspects of their Personal, Social and Emotional Development using a five point scale.
Communication	8 items	This section would normally be carried out while observing the child interacting with their peers. It consists of eight items.
Attitudes	8 items	Questions to gauge the students overall attitudes to school.

Instructions for each section of the assessment

You should have these instructions with you when you are administering the assessment.

1. Matching

The items become increasingly difficult, and depending on students responses, you may not see all of them.
The audio track asks the student to point to an object that matches. *Students should be encouraged to point at the screen with their finger.*
Record the student's response by clicking 'Y' or 'N'

2. Concepts About Print

In this section the student will be shown one or two scenes starting with a classroom setting.
Once again the student will be asked to point at the screen and their responses can be recorded by clicking the 'Y' or 'N' buttons.

3. Repeating Words

The audio-track will ask the student to repeat a unfamiliar words, the names of characters in a story. To be scored 'Y', the student must repeat the word exactly (i.e. every phoneme correct)

NOTE: The first word is not scored, but forms an introduction to the concept. Click "Continue" to carry on.

4. Vocabulary

The items become increasingly difficult, and depending on students responses, you may not see all of them.
The audio track asks the student to point to an object. Objects range from simple i.e. *window* through to difficult such as *luggage*. Record the student's response by clicking 'Y' or 'N'

5. Letter Recognition

The student will be shown a sequence of letters starting with the first letter of their first name. The number of additional letters shown will depend on their responses. Accept either the sound or the name of the letter as correct.

'Letter Land' responses are not accepted, nor can students be prompted with "What sound does Sammy the snake make?"

6. Word Recognition

The student will be asked to identify a series of common written words.
Click the word that the student points to or use the 'Y' and 'N' buttons.

7. Reading

The student will be asked to read the sentence on the screen. Click on each word that the student reads correctly.

8. The Big Tree

You will only see these items if the student has scored sufficiently in previous Reading items.

In this section, the student is asked to read a story and select the correct words from the choices available to complete each phrase or sentence. The student should also point to the word as some choices may sound the same. Click on the word chosen by the student.

This is an extended section and contains material intended to be very difficult. It is expected that most students will not reach this stage.

NOTE: This section should all be read by the child. No help should be given.

9. Walking to School

You will only see these items if the student has scored sufficiently in previous Reading items and 'The Big Tree'.

This is an extended section and contains material intended to be very difficult. It is expected that most students will not reach this stage.

In this section, the student is asked to read a story and select the correct words from the choices available to complete each phrase or sentence. The student should also point to the word as some choices may sound the same. Click on the word chosen by the student.

NOTE: This section should all be read by the child. No help should be given.

10. Shapes

This section shows Milly under a tree with leaves in a variety of shapes, which students are asked to identify.
Select 'Y' or 'N'

11. Counting and Numerosity

This section assesses the student's ability to count. This assessment doesn't provide the items in a row, so they are deliberately a little more difficult to count. If the student gets the answer correct the picture is removed and they are then asked how many items they saw. This is much more difficult and assesses the student's ability to imagine things they cannot physically count.
Select 'Y' or 'N'.

12. Numbers

The student will be asked to identify a series of numbers. Responses to two-digit, three-digit and four-digit numbers should only be recorded as right if the correct name is given rather than the name of each single digit. For example, 113 must be pronounced as "one hundred and thirteen" not "one-one-three".

13. Quantity, Space and Shape

The student is asked to point to the bug that is indicated by the particular comparison word. For instance the biggest, the smallest, the one with the most spots and so on. This comparison of quantities and sizes is a precursor to more formal maths This section starts with 3 bugs of differing size on a leaf.
Select 'Y' or 'N'.

14. Numeracy

The student is asked a variety of math questions starting with subtraction and addition followed by number sequences, simple fractions and formal arithmetic. The items become increasingly difficult and it is expected that most students will not reach or complete this stage.
This section contains more difficult material including sums that use formal mathematical symbols.
Select 'Y' or 'N'.

Optional Assessments...

Personal, Social and Emotional Development (PSED)

The teacher scores the child on various aspects of their Personal, Social and Emotional Development using a five point scale. The areas covered are:

- Making Relationships in the Classroom
- Self Confidence and Self Awareness
- Managing Feelings and Behaviour
- Concentration

Communication

This section would normally be carried out while observing the child interacting with their peers. It consists of eight items.

- Listens attentively to stories and instructions.
- Having listened to a story, can describe the events and characters.
- Talks about recent events or events that will happen in the near future.
- Speaks with clear articulation.
- Follows verbal instructions that involve two or more steps.
- Takes turn in conversations.
- Makes meaningful contributions to conversations.
- Has awareness of what a conversational partner needs to know.

Attitudes

This section is available only during the Final Assessment. The questions are used to gauge the students overall attitudes to school.

Re-testing students at the end of the year enables the calculation of their progress over the year. The Final Assessment is carried out exactly as the First Assessment, but, instead, use the 'Follow Up' option after selecting the student from the list within BASE. Depending on the student's ability, the testing may take longer to complete.

The first question presented will be the next appropriate question based on the student's First Assessment. The program uses various rules to determine this. If during the First Assessment the student does not answer a sufficient number or sequence of questions correctly in a section, then that same section will be presented again in the Final Assessment. The program then continues to present more and more difficult questions and many students will gain access to parts of the assessment they did not see previously.

The optional assessments are available to be completed in the final assessment.

Before you assess

Item	Instructions/Comments	Check
Refresh your knowledge of the assessment process by reading pages 22-25 of the BASE Manual.	• If you are a new user, you should also read pages 4-6.	☐
Check that the computer your intend to use for the final assessment...		☐
1. is in proper working order	• Check that sound is working on your computer	☐
2. has student data from the First Assessment	• **Within the Assessment Centre, select "Status Reports" and choose Baseline from the Phase menu to confirm students have initial data recorded**	☐
Do you have any students who have left your school?	• **Do not** delete these students. Students who are no longer at your school should be left on your class list. This way if their new school requests their data, they are still in the BASE system.	☐

Tip -

There is no need to manually submit your data when using the Web Only or Dual version of BASE.

Preparing for the Final Assessment with the Non-Web version.

> **WARNING**
>
> Before undertaking Final assessment, you MUST update your student list to ensure students begin the assessment from the appropriate place.

When you are intending to do End of Year assessments using the Non-Web version, a new candidate list must be downloaded before beginning the assessments for them to continue from the correct section.

1) On the Assessment Centre click on Carry out Assessments and then select 'Non-web Version' from the options.

2) Click on 'Download Pupil List' and save the file to your assessment folder.

3) Open the BASE_Manager_2022_0001 and click Manage Pupil Details

4) Select 'Update Pupil Details' button and use the pop-up box to manually select the unzipped Candidate List folder. Select the "CandList...." file. Click the Return to Main Menu button.

5) Run BASE_2022_0001. The students will appear in the program.

Frequently Asked Questions: Assessment Queries

Is BASE designed for any curriculum framework?

No, BASE is not designed for any curriculum framework. BASE tests what students arrive at school with, and what they gain during the year in terms of Literacy and Maths. BASE is used in Australia and all over the world, including the UK and the Netherlands. It does not test against local curriculum objectives.

Could an interim test be done mid-year to give earlier feedback on progress? By Nov/Dec there is little time to act on results.

There is no technical reason why you couldn't do the second assessment in the mid-year. However, there are consequences. Student progress calculations would be affected and you would not be able to compare your students' performance with the larger data set. You would also not be able to re-test the students at the end of the year. The assessment program is designed to assess progress over the school year. It is the role of the next teacher to act on the results. Therefore, we do not offer a mid-year assessment.

Can BASE measure the time response of each student?

No. Teachers can note which questions or sections the student takes longer with, and can also time how long they take to complete the assessment.

Does BASE record the number of times the 'Replay Audio' button is used?

No. Again, this is something the teacher can note.

What about 'Letter Land'?

In the letter identification section, accept only the name or sound of a letter as correct. 'Letter Land' responses are not acceptable, nor is prompting the child with 'Letter Land' examples (e.g. 'What sound does Sammy the snake make?).

Are the words 'garment', 'luggage' and 'toadstool' appropriate for the Australian setting, or are they too 'British'?

These words are included as difficult words. BASE is designed so that the assessment gets more challenging the further one moves through it.

What happens to students kept back or advanced a year?

These students, despite being older or younger than their classmates, will still be standardised with the year group they are enrolled as, not the year group that corresponds to their age.

What about differences in the age of my students?

There is a rule of thumb that every month of age difference corresponds to around one point on the standardised score. This means that in relation to the average child the older students will be around six points lower and the younger students six points higher on age-corrected scores.

What about gifted students?

It is possible that some students may answer all questions correctly in a given section, or possibly in the whole assessment, though this is very rare.

At present there is no additional extension material. Therefore, if a student scores maximum marks on their First Assessment, they will be asked very few questions in their Final Assessment and their score will increase only minimally. Their progress may also be viewed as negative, not because no progress has been made but because the student has hit a ceiling in the test.

Can I assess my ESL students twice, once using an interpreter and once without?

Yes, this can be done, provided the following steps are taken.

• Notify your BASE Contact.

• You will need to enter the student's details twice, and the second entry must have a '2' after both the first name and surname (ie.Adam2Apple2) so you can distinguish which assessment contains data using an interpreter.

• For the Final Assessment, the student must be assessed twice, once with and once without the interpreter. This will enable student progress to be calculated for both assessments.

Can BASE distinguish between fluent readers and word readers?

No, BASE cannot do this. However, this is something teachers can note down as they administer the assessment.

What if I get a new student after the BASE First Assessment testing period?

Refer to the Key Information and Dates on pages 6-7. There will be information on what action you can take in regards to the First Assessment testing depending on which term it is. The same is applicable for transferred students.

All assessments have a ceiling. What can be controlled is how many reach that ceiling.

To give an example of how few do reach the ceiling, in 2020 out of 26,317 students who undertook the BASE First Assessment in the UK less than 1% reached "The Big Tree"

Of the 18,124 students who undertook the Final BASE Assessment, only around 15% reached "The Big Tree"

Understanding the Reports

BASE testing produces two rounds of reporting - one at the beginning of the year, and one at the end. All reports are available **online only** and it is each school's responsibility to log in and download reports after the First Assessment and again after the Final.

How are the scores presented?

Scores are presented in raw and standardised formats. It is important to know the difference between, and the reason behind, the different types of scores.

Question Level Reports

The Question Level Report is similar to the previous Raw Score Reports. It shows the individual items that the student answered correctly and incorrectly. The BASE assessment is broken up in the following way.

Section	Items in section	Maximum raw score
Literacy	Matching; Concepts About Print; Repeating Words, Vocabulary; Letter Recognition; Word Recognition; Reading (inc The Big Tree, Walking to School)	191
Maths	Shapes; Understanding Counting; Numbers; Quantity and Space; Numeracy.	79

Standardised scores

We standardise scores so you can make comparisons across each part of the test. If you were looking at **question level** scores, you could see that a score of 60 means something very different for each of the sections. For example

- 60 out of 190 for Literacy
- 60 out of 80 for Math

So that you can make comparisons between the test sections and more clearly see a student's strengths and areas for growth, scores are standardised based on a nationally representative average (mean) score of 100, with a standard deviation of 15 for the **First Assessment**.

This means that a **standardised** score of 60 means the same thing whether you are looking at Literacy or Maths.

66% of students fall within 1 standard deviation of the mean
95% of students fall within 2 standard deviations of the mean
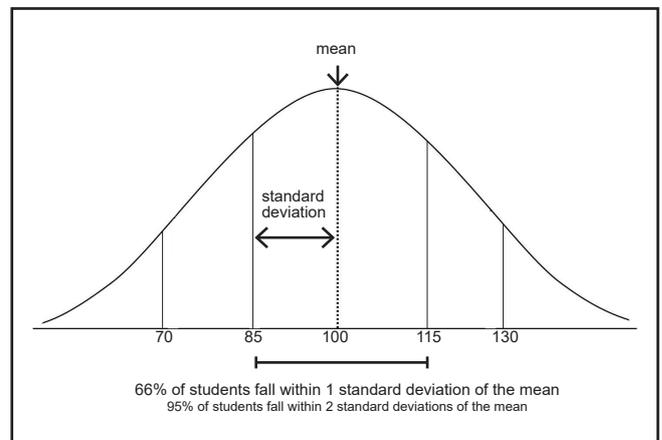
You can tell how far a student is away from the mean score by picturing their score on a graph like the one above

A student with a score of less than 70 is in the lowest 2-3% of students in your cohort, and a student with a score above 130 is in the highest 2-3% of students in your cohort.

REMEMBER

BASE is first and foremost a tool to help the classroom teacher plan to cater for individual student needs. Results are designed for use by classroom teachers with the skills and knowledge to interpret them in a useful way.

It is not standard practice in Australia to share any BASE results with parents, and the usefulness of doing so should be considered carefully.

Feedback Information

Frequently Asked Questions

What does the dash mean in the Table of Scores Report?

This means that data for a particular student is missing.

To determine if data has been recorded for that student, you will need to log on to the Assessment Centre.

1. Click the 'Select the "Status Report".
2. Check that students have completed the assessment.
3. In Progress means the student started but did not finish the assessment. Pending means they did not log in to start the assessment.

The feedback I have received is missing some students?

If you receive feedback that is missing students, you need to check that they are present in your class:

1. Log on to the Assessment Centre.
2. 'Select the "Status Report".
3. Check that students name is in the appropriate class.

If the student's name does not appear to have data, the computer has no record of their details being entered. Their details will have to be entered, the student assessed and their data processed.

If the student has been assessed and you lost connection to the internet during the save process, you may be prompted to save the data file to the Downloads folder of the pupil's computer/laptop.

Extra information about the data

Margins of error

It is important to remember that all tests contain an element of uncertainty. A lapse of concentration, a lucky guess or an uncharacteristic gap in knowledge can all contribute to an unexpectedly high or low score. While the BASE has been developed to be reliable, there can always be a small margin of error.

Report on data patterns

Over the many years, large amounts of data has been gathered from a wide range of schools in the UK and Australia. We have been able to look at this information and some of the general patterns are recorded below. Unless stated otherwise the patterns reported apply to UK data.

Boy/girl difference

There are small differences in the scores between boys and girls although these are not educationally significant. Previous Australian data from the First Assessment indicates the average standardised Reading score for girls was 2.8 points higher than boys and 0.4 of a point higher than boys for Maths.

English as an additional language

As expected, students for whom English is an additional language often achieve lower scores than other students. This difference is greater in Reading than in Maths. The words in the vocabulary section are posed in English, which will result in lower scores in the Reading section. Although these students start school with lower Reading scores, this does not hinder their progress in the Pre-Primary year.

Twins and higher multiples

There are very slight differences between the scores of single students compared with twins and higher multiple births. However, these are not educationally significant.

Pre-school education

Students with pre-school experience (nursery school, play group) tend to do a little better on the BASE Assessment than those who have not had this experience. This holds even after home background is taken into account. However, the progress made in Pre-Primary seems to be unrelated to pre-school experience.

Table of Scores Report

This reports shows a Literacy, Maths and Overall standardised score for each pupil at both the start and end of the year

You can sort the columns by clicking here

The table shows standardised scores at the start of the year and at the end of the year (if available)

TABLE OF SCORES
New BASE School

TableOfScores

FORENAME	SURNAME	CLASS	STANDARDISED SCORES AT START OF YEAR			STANDARDISED SCORES AT END OF YEAR		
			LITERACY	MATHEMATICS	OVERALL (Math and Lit)	LITERACY	MATHEMATICS	OVERALL (Math and Lit)
Adam	Apple	Fruit	104	98	102	-	-	-
Benny	Banana	Fruit	101	110	105	155	141	140
Carly	Cherry	Fruit	99	109	103	157	133	140
Danielle	Dragonfruit	Fruit	95	94	94	150	133	137
Eva	Elderflower	Fruit	102	99	101	-	-	-
Frank	Fig	Fruit	113	109	114	155	139	140
Geraldine	Grape	Fruit	105	98	103	145	127	134

At the start and end of the year, both Mathematics and Literacy standardised scores are based on a nationally representative average (mean) score of 100 with a standard deviation of 15. This means that approximately two thirds of children are expected to have scores between 85 and 115

REMEMBER

Tell the story of your data! Most of the time, you will see what you expect with BASE scores. However, a student might get a low score if they feel ill or distracted on the day of the assessment. If you see a surprisingly low score, think about why it might have happened. You may even wish to reassess that student - check with your BASE Co-ordinator.

A surprisingly high score is more than likely genuine, as long as you are confident that the student was not aided during the assessment.

BASE Assessment Reports

Question Level Report

The BASE Question Level Report provides an overall score for each section of the assessment, details which questions the pupil answered correctly, and a record of Communication and PSED responses.

The Question Level Report is produced as a spreadsheet. This information can be used to inform class planning and to help to identify individual learning needs.

There is a row for each pupil

This is the total number of questions the student answered correctly

Each section score is summed. This shows the score for the Matching section

Forename	Surname	Date of Birth	Assessment Date	Age in Months	Class	Overall score	Matching score	blue circle	white sun	two yellow suns	SI	OO	TT	S?	BB	OXO
Benny	Banana	15/01/2015	7/02/2020	60	Fruit	99	7	RIGHT	WRONG	RIGHT	RIGHT	RIGHT	RIGHT	WRONG	WRONG	RIGHT
Carly	Cherry	5/04/2015	7/02/2020	58	Fruit	85	3	RIGHT	RIGHT	RIGHT	WRONG	WRONG	WRONG			
Adam	Apple	11/01/2015	6/02/2020	61	Fruit		12	RIGHT	RIGHT	RIGHT	WRONG	RIGHT	RIGHT	RIGHT	RIGHT	WRONG
Danielle	Dragonfruit	4/07/2015	5/02/2020	55	Fruit	157	20	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT
Eva	Elderflower	27/04/2015	8/02/2020	57	Fruit	201	8	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	
Geraldine	Grape	3/04/2015	8/02/2020	58	Fruit	50	5	RIGHT	RIGHT	RIGHT	RIGHT	WRONG	WRONG	WRONG		
Frank	Fig	31/01/2015	8/02/2020	60	Fruit	168	15	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT	RIGHT

Here each question the pupil was asked is marked as right or wrong. Right answers are shown in green and wrong answers are shown in red.

The items are labelled at the top of the column to identify each question

Class Report

The BASE Class Report provides an overview of the development of a class in Literacy and Mathematics as well as in Personal, Social and Emotional Development (PSED) if conducted.

The developmental stages for individual pupils are represented as dots on the arrows. Girls are shown in green and boys in purple.

A horizontal blue bar on each arrow gives an indication of the group's average (mean) standardised scores in BASE. The arrow is split, with the bar for the start of year (SoY) score on the left and a bar for the end of year (EoY) score on the right.

Class Report for Fruit, Ne

CLASS REPORT
FRUIT
SCORES FOR START OF YEAR (SoY) ASSESSMENT AND
END OF YEAR (EoY) ASSESSMENT

Key:
Individual scores - girls ●
Individual scores - boys ●

Literacy

SoY EoY

At this stage, a child generally:

can read and understand texts, choosing appropriate words to complete simple sentences

reads a selection of complex words and is beginning to understand simple sentences

is beginning to decode simple words and sentences

National
Group

realises that print conveys meaning and recognises most letters and some common words

matches simple shape and letter patterns, recognises about half of all letters and knows some common nouns

Mathematics

SoY EoY

At this stage, a child generally:

uses simple fractions and is beginning to multiply and divide

reads 4-digit numbers, orders 2-digit numbers and shows an understanding of the concept of equality (= sign)

reads 3-digit numbers, counts beyond 20 or in multiples of 2 and 10 and adds 1 and 2-digit numbers formally

Group

National

reads 2-digit numbers, counts to 20, can add and subtract informally and recognises simple polygons

reads 1-digit numbers, recognises simple shapes, uses positional language and understands "more than" and "less than"

Personal, social and emotional development

SoY EoY

At this stage, a child generally:

is increasingly confident, is caring in nature and articulates thoughts and feelings clearly

manages feelings well, adapts to change and interacts positively with others

Group

is confident to try new activities, usually follows rules and co-operates well with others

is developing good relationships and sometimes initiates interaction with peers and familiar adults

is beginning to be aware of the emotions of others and to express personal feelings

A red dotted line across each arrow labelled 'National' indicates a typical developmental stage based on a nationally representative sample of state maintained schools.
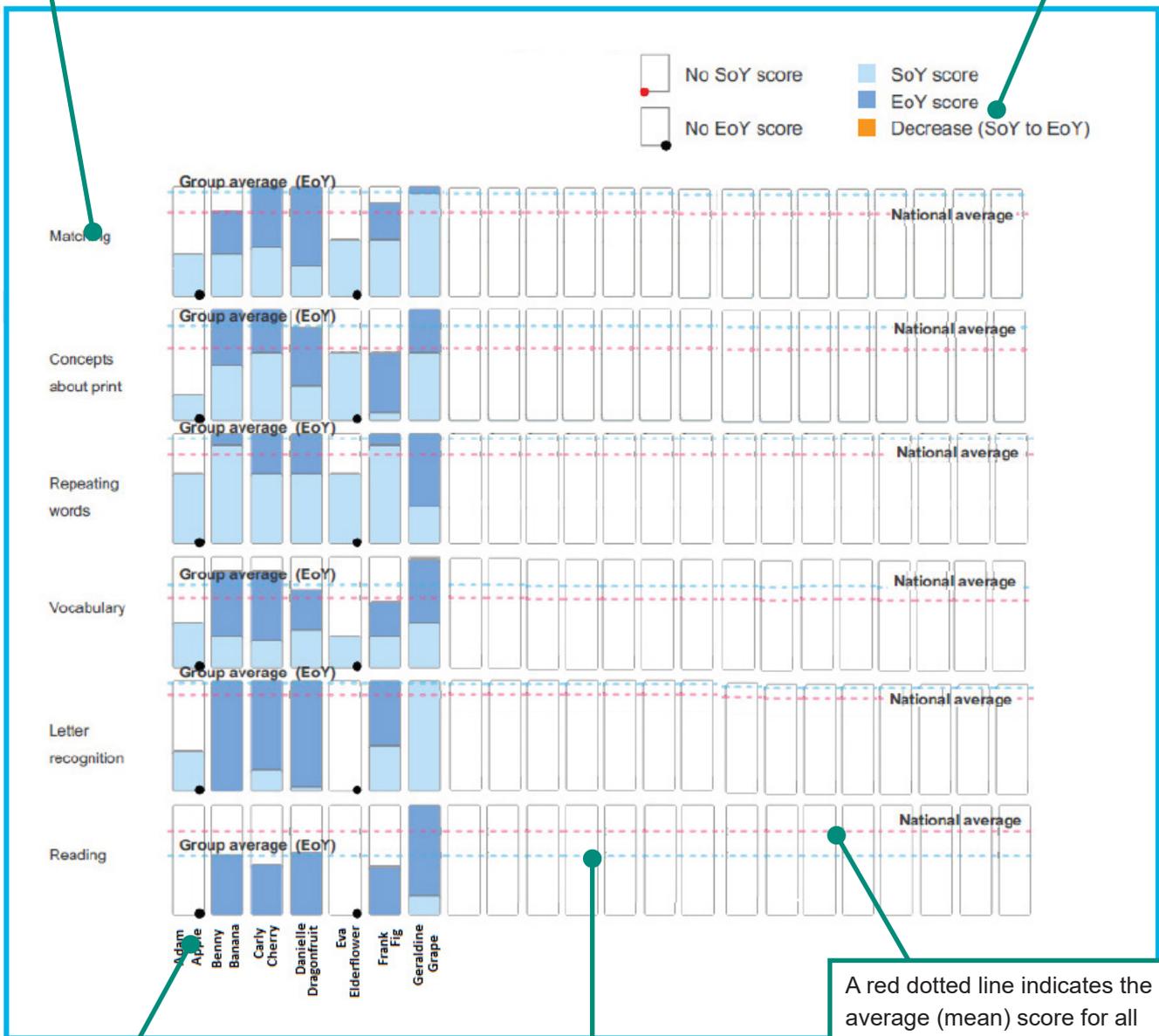
Each arrow summarises an area of the group's development. Literacy information is shown in blue, Mathematics in green and PSED in pink. The length of the arrow indicates the expected range of development for the group over the year. Short descriptors alongside each arrow describe what children typically know, understand or can do at each stage.

As the group's average (mean) stage of development increases through the year, the horizontal blue bar will move up the arrow to reflect this.

Class Report (cont.)

These pages in the Class Report provide a more detailed analysis of Literacy, Mathematics and PSED scores for individual pupils. It shows the series of bars for each sub-strand of the BASE assessment represent the standardised scores for each child in the selected group. There is an option to sort by sub-strand when the report is generated.

The name of the sub-strand is written to the left.

The legend shows how to distinguish between start of year (SoY) and end of year (EoY) scores, and where pupils have not completed an assessment.

	No SoY score		SoY score
No EoY score		EoY score
			Decrease (SoY to EoY)

Matching

Group average (EoY)

National average

Concepts about print

Group average (EoY)

National average

Repeating words

Group average (EoY)

National average

Vocabulary

Group average (EoY)

National average

Letter recognition

Group average (EoY)

National average

Reading

Group average (EoY)

National average

Adam Apple, Benny Banana, Carly Cherry, Danielle Dragonfruit, Eva Elderflower, Frank Fig, Geraldine Grape

Children's names are written below the bars.

The blue dotted line running across the bars indicates the average (mean) standardised score for the **selected** group.

A red dotted line indicates the average (mean) score for all the pupils who took the BASE assessment. This is based on a **nationally** representative sample.

Pupil Report

The Pupil Report consists of five pages of information gathered from the BASE assessment. The pupil's personal details are shown at the top of page 1, and below this coloured arrows summarise the child's developmental stage in Literacy and Mathematics as well as Personal, Social and Emotional Development (PSED).

Each arrow represents one aspect of a child's development. The arrows are again coloured blue for Literacy, green for Mathematics and pink for PSED. The length of the arrow indicates the expected range of development for children over the year.

Short descriptors alongside each arrow summarise what a child typically knows, understands or can do at each stage

Each arrow is split: the child's score at the start of the year (SoY) is shown on the left and their end of year (EoY) score on the right. The higher up the arrow the bar appears, the more advanced the child's stage of development. As the child's average (mean) stage of development increases throughout the year, the horizontal blue bar will move up the arrow to reflect this.

**PUPIL REPORT
ADAM APPLE**

SCORES FOR START OF YEAR (SoY) ASSESSMENT AND END OF YEAR (EoY) ASSESSMENT

Pupil Report for Adam Apple, New BASE School

FIRST NAME: ADAM
LAST NAME: APPLE
CLASS: FRUIT
DATE OF BIRTH: 11-01-2015
AGE AT SoY ASSESSMENT: 4YRS 10MTHS

Literacy

At this stage, a child generally:

can read and understand texts, choosing appropriate words to complete simple sentences

reads a selection of complex words and is beginning to understand simple sentences

is beginning to decode simple words and sentences

realises that print conveys meaning and recognises most letters and some common words

matches simple shape and letter patterns, recognises about half of all letters and knows some common nouns

Mathematics

At this stage, a child generally:

uses simple fractions and is beginning to multiply and divide

reads 4-digit numbers, orders 2-digit numbers and shows an understanding of the concept of equality (= sign)

reads 3-digit numbers, counts beyond 20 or in multiples of 2 and 10 and adds 1 and 2-digit numbers formally

reads 2-digit numbers, counts to 20, can add and subtract informally and recognises simple polygons

reads 1-digit numbers, recognises simple shapes, uses positional language and understands "more than" and "less than"
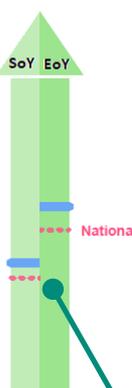
Personal, social and emotional development

At this stage, a child generally:

is increasingly confident, is caring in nature and articulates thoughts and feelings clearly

manages feelings well, adapts to change and interacts positively with others

is confident to try new activities, usually follows rules and co-operates well with others

is developing good relationships and sometimes initiates interaction with peers and familiar adults

is beginning to be aware of the emotions of others and to express personal feelings

A horizontal bar on each arrow provides an indication of the child's developmental stage according to their score in the BASE assessment.

You can compare a child's stage of development to the national average, which is indicated by a red dotted line.

Pupil Report (cont.)

These pages in the Pupil Report provide a more detailed analysis of Literacy, Mathematics and PSED scores for individual pupils.

The more detailed analysis uses arrows to represent the sub-strands of the assessment. Math and PSED are also broken down to this level of detail on subsequent pages.

The horizontal bars (one for the start of year and one for the end of year) indicate the child's developmental stage according to BASE, and statements describe typical development at each stage.

At the start of year, both Mathematics and Literacy standardised scores are based on a nationally representative average (mean) score of 100 with a standard deviation of 15. This means that approximately two thirds of children are expected to have scores between 85 and 115.

Pupil Report for Adam Apple, New BASE School

LITERACY DETAILED SCORES
ADAM APPLE
SCORES FOR START OF YEAR (SoY) ASSESSMENT

Concepts about print

At this stage, a child generally:

recognises upper and lower case letters and full stops

can recognise individual words and knows that print carries meaning

shows some interest in illustrations and print

SoY EoY

National
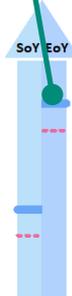
Letter recognition

At this stage, a child generally:

can recognise all letters of the alphabet

recognises most letters of the alphabet

recognises about half of all letters

can recognise a small selection of letters

does not yet recognise letters of the alphabet

SoY EoY

National
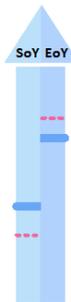
Reading

At this stage, a child generally:

can read and understand texts, choosing appropriate words to complete simple sentences

reads a selection of complex words and is beginning to understand simple sentences

is beginning to decode simple words and sentences

is able to link the correct sound to some graphemes and has an awareness of story structure

is yet to learn to link the correct sound to some graphemes, but listens to stories and poems

SoY EoY

National

Vocabulary

At this stage, a child generally:

recognises a widening range of low frequency words

is beginning to recognise some low frequency words

knows a widening range of common nouns through pictorial representations

associates a limited range of common nouns with pictorial representations

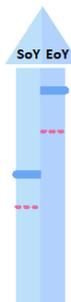is beginning to associate common nouns with pictorial representations

SoY EoY

National

Repeating words

At this stage, a child generally:

can repeat more complex polysyllabic words

can repeat some polysyllabic words

is beginning to repeat some simple words

SoY EoY

National

Matching

At this stage, a child generally:

can recognise more complex patterns in letter formations

can recognise some complex patterns in letter formations

can recognise patterns in letter formations

can recognise simple shape patterns

can match simple shapes

SoY EoY

National

Student Name: _____

Date: _____/_____/_____   Time: _____:_____

Instructions

You may find it useful to record how a student approaches the questions in the assessment and any other observations. Here are some items you may want to consider and can be noted as they occur against the relevant section of the assessment.

• Does the student hesitate before answering or do they answer confidently?

• Does the student realise when they make an error and self-correct?

• What answer is provided when the response is incorrect?

• Are there particular images that the student finds interesting?

• Does the student make other comments during the assessment?

• Does the student read fluently or do they read word by word?

• What strategies does the student use to solve unfamiliar words?

General Notes

There are various factors which may influence a student's performance in the assessment. You may want to record any of the following, which may assist your interpretation of the BASE feedback at a later date.

Factors to consider	Your observations
Wellbeing Is the student feeling unwell or distracted by an incident that may have occurred just prior to the test?	
Test Conditions It is preferable for students to be tested in a suitable location without distractions. In the event that an unexpected distraction occurs during testing for example a lawn mower outside the window, it is preferable to stop and continue at another time. If this is not possible it is recommended to record such distractions.	

Literacy Assessment

Matching				
☐ circle	☐ star	☐ star, star	☐ SI	☐ OO
☐ TT	☐ SC	☐ BB	☐ OXO	☐ cap
☐ PeP	☐ mow	☐ torp	☐ blot	☐ frosty
☐ obscure	☐ protter	☐ announce	☐ cross cress	☐ pitter patter
Notes:				

Concepts About Print				
☐ who is reading	☐ who is writing	☐ some writing	☐ word	☐ letter
☐ start reading	☐ capital letter	☐ full stop	☐ upside down/backwards	☐ capital letter
Notes:				

Repeating Words				
☐ Zop	☐ Dell	☐ Jippy	☐ Corker	☐ Jiggery
☐ Cheeriboo	☐ Crostilini	☐ Jangleclang	☐ Heliotrope	☐ Molybdenum
Notes:				

Please continue on the next page.

Vocabulary

☐ window	☐ flower	☐ tree	☐ kite	☐ cloud
☐ pigeon	☐ wasp	☐ bowl	☐ path	☐ bush
☐ padlock	☐ toadstool	☐ vehicle	☐ garment	☐ anchor
☐ globe	☐ musician	☐ luggage	☐ cattle	

Notes:

Letter Recognition

a	B	c	d	e	F	G	H	i	J	K	L	m
n	o	p	Q	r	s	t	u	V	w	x	Y	z

Notes:

Word Recognition

☐ pin	☐ dog	☐ cat	☐ car	☐ ball
☐ tree	☐ it	☐ up	☐ run	☐ see

Notes:

Reading

	Notes:
The dogs like to go to the park for a walk. *(11)* The dogs play with the ball. At the park there was a boy with his mum. He wanted to throw the ball. *(22)* Mr Tiny said that he could. The boy threw the ball, but it landed in the bushes. *(17)* The dogs took a long time to find it. They returned with a ball but it was the wrong one! Their own was lost; however, they had found another. *(29)*	

The Big Tree

	Notes:
I live in a nest on a branch of the tree. Yesterday I laid three eggs. In a few weeks three baby birds will hatch out of the eggs. They will be hungry and I will be busy all day long looking for food.	

Walking to school

	Notes:
Every morning I walk to school with my dad and my sister who is too young to go to school. Dad holds her hand and I walk next to him for safety as it is quite a busy road. It is not far, but sometimes we leave a bit late and must walk quickly to get there on time. At school we enter the gates and cross the playground which is always filled with lots of other children. Often, my teacher is waiting for us. I say goodbye to my dad and skip through the door.	

Please continue on the next page.

Maths Assessment

Shapes				
☐ star	☐ circle	☐ triangle	☐ square	☐ hexagon
☐ rectangle	☐ oval			

Notes:

Understanding Counting	
☐ How many spots *are* on its back? (4)	☐ How many spots did you *count*? (4)
☐ How many spots *are* on its back? (6)	☐ How many spots did you *count*? (6)
☐ How many spots *are* on its back? (8)	☐ How many spots did you *count*? (8)
☐ How many bugs did you count? (11)	☐ How many bugs are there now? (14)
☐ How many bugs are there now? (20)	☐ How many bugs are there now? (35)

Notes:

Numbers									
1 digit numbers	☐ 1	☐ 3	☐ 2	☐ 4	☐ 5	☐ 8	☐ 7	☐ 6	☐ 9
2 digit numbers	☐ 20	☐ 12	☐ 15	☐ 11	☐ 23	☐ 45	☐ 96		
3 digit numbers	☐ 300	☐ 231	☐ 579	☐ 996					
4 digit numbers	☐ 1000	☐ 4231	☐ 1049						

Notes:

Quantity and Space				
☐ biggest	☐ smallest	☐ most	☐ middle	☐ lowest
☐ highest	☐ fewest	☐ on top	☐ between	☐ closest
☐ to the right of				

Notes:

Numeracy *(No pencil or paper to be provided)*			
☐ 3-1= 2	☐ 4-1= 3	☐ 6-3= 3	☐ 2+1= 3
☐ 3+1= 4	☐ 4+3= 7	☐ 6+5= 11	☐ cover half the spots
☐ 1, 2, 3, 4, 5	☐ 10, 20, 30, 40, 50	☐ 2, 4, 6, 8, 10, 12	☐ 7+3= 10
☐ half of 6= 3	☐ 4+11= 15	☐ 9-6= 3	☐ 15-4= 11
☐ 15+21= 36	☐ 15, 51, 50	☐ 60, 70, 80	☐ 86, 87, 88, 89, 90, 91, 92, 93, 94
☐ 2+18= 20	☐ 42-17= 25	☐ 15=20-5	☐ 20= 4x5
☐ ½, ¼, 1	☐ 5x6 =30	☐ 10÷5= 2	☐ 1, 1.5, 2

Notes:

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

Student Name: _____

Date: _____/_____/_____   Time: _____:_____

Assessing Personal, Social and Emotional Development (PSED) in Pre-Primary Students

This section is completed by the teacher without the student present. The teacher is asked to assess various aspects of the student's Personal, Social and Emotional Development using a 5 point scale. These questions have been available to teachers in the UK and have been helpful in identifying students who may be at risk of developing learning and attentional problems in the future.

Instructions

Teachers can complete the PSED assessment during the First and Final Assessment period. Read each item (e.g. Joins in activities and conversation) and decide on the extent to which the statement applies to the student during their time in your class. Move the cursor on the scale from Never to Always to reflect your judgement.

Optional Assessments PSED)

Never...Always

Making relationships in the classroom	Circle score				
Joins in activities and conversation	1	2	3	4	5
Shows affection and concern for people who are special to them	1	2	3	4	5
Can play in a group, extending and elaborating play ideas	1	2	3	4	5
Initiates play, offering cues to peers to join them	1	2	3	4	5
Forms good relationships with peers	1	2	3	4	5
Forms good relationships with familiar adults	1	2	3	4	5
Initiates conversations	1	2	3	4	5
Explains own knowledge and understanding	1	2	3	4	5

Self-confidence and self awareness	Circle score				
Separates from main carer with ease	1	2	3	4	5
Expresses own preferences and interests	1	2	3	4	5
Can select and use activities and resources	1	2	3	4	5
Confident to talk to other children	1	2	3	4	5
Confident to speak to adults	1	2	3	4	5
Can describe self in positive terms and talk about abilities	1	2	3	4	5

Managing feelings and behaviour	Circle score				
Expresses feelings	1	2	3	4	5
Responds to the feelings and wishes of others	1	2	3	4	5
Tries to help or give comfort	1	2	3	4	5
Can inhibit own actions/behaviours	1	2	3	4	5
Can take turns and share resources	1	2	3	4	5
Can tolerate delay when needs are not immediately met	1	2	3	4	5
Can adapt to changes in routine					

Concentration	Circle score				
Can concentrate on an activity for fifteen minutes	1	2	3	4	5
Can concentrate on a teacher activity for fifteen minutes	1	2	3	4	5

Please continue on the next page.

Optional Assessments (cont.)

Communication	Yes	No
Listens attentively to stories and instructions	☐	☐
Can describe the events and characters in story	☐	☐
Talks about recent events	☐	☐
Speaks with clear articulation	☐	☐
Follows two or more step instructions	☐	☐
Takes turns in conversations	☐	☐
Makes meaningful contributions in conversations	☐	☐
Has awareness of what a partner needs to know	☐	☐

The Attitudes section below is available during the Final assessment period.

Attitudes	Circle score				
Do you like eating sweets	1	2	3	4	5
Do you like listening to stories	1	2	3	4	5
What about looking at books	1	2	3	4	5
Do you like drawing pictures	1	2	3	4	5
Building models out of Lego or building blocks	1	2	3	4	5
Counting	1	2	3	4	5
Being at school	1	2	3	4	5
Playing out in the playground	1	2	3	4	5

Notes