

PIPS Student Report – 2009 – First/Final Assessment



Education and Training

GNNAME FNNAME

<<School>>

<<Class>>

This report indicates your child's achievement in the Performance Indicators in Primary School (PIPS) assessment program. The assessment of early literacy and numeracy skills of kindergarten students is conducted early in term one and early in term four. This is a report of your child's achievement in the assessment conducted in <<Month>> of this year.

The information assists teachers with diagnosing individual student needs and identifying students who may benefit from early intervention or enrichment.

Your child's PIPS results should be looked at together with other school-based assessment to obtain a total picture of your child's achievement.

RESULTS SUMMARY

Reading

In reading, your child achieved a **score of <<XX>>**, which placed <<gname>> within the following band for the test (maximum score 193).

Band 1	Band 2	Band 3	Band 4	Band 5
Well below expected standard	Below expected standard	At expected standard	Above expected standard	Well above expected standard

Numeracy

In numeracy, your child achieved a **score of <<XX>>**, which placed <<gname>> within the following band for the test (maximum score 69).

Band 1	Band 2	Band 3	Band 4	Band 5
Well below expected standard	Below expected standard	At expected standard	Above expected standard	Well above expected standard

EXPLANATORY NOTES

Your child's score is standardised against the scores of other kindergarten students in all ACT public schools and allows for reporting in bands. The following table highlights the percentage of ACT children in each band. It is expected that most students will fall within Band 3. Students who are operating in Band 5 are functioning at a more advanced level and students operating in Band 1 may require assistance with their learning.

Band 1	Band 2	Band 3	Band 4	Band 5
3%	14%	66%	14%	3%

The Performance Indicators in Primary School (PIPS) is a program developed to diagnose students' strengths and weaknesses in literacy and numeracy in the kindergarten year and identify students at risk. It also assists teachers to identify students who may require additional support. The class teacher delivers the assessment one-on-one with the child. The child sees only those tasks required to identify their current skill level.

The following skills are tested:

Reading

Handwriting

Students write their own name on a piece of paper. This measures the quality of a child's writing-evenness, correct letters and appropriate use of capital letters, incorporating the use of fine motor skills.

Vocabulary

Students look at a picture and answer questions such as "Can you point to some books?" These screens indicate a student's general vocabulary knowledge and life experiences.

Ideas about Reading

Students are asked questions such as "Point to some writing." These screens assess knowledge of concepts of print.

Letter recognition

Students are asked to say the letter or sound name from a mixed selection of uppercase and lowercase letters, in difficulty order.

Word identification

Students choose which word is correct for a given picture. Words included are common to most reading schemes. This assesses word attack skills.

Sentences

Students see some short sentences, supported by a picture and are asked to read the sentence. This assesses reading progress based on the number of words correctly read. The screens increase in difficulty.

Constructing sentences

Extension work - students read unassisted, choosing which words, from a group of three, are correct.

Phonics

Repeating Words

Students listen to words and are asked to repeat them. Assesses understanding of sounds and phonological awareness that is an important variable in later reading ability.

Rhyming Words

Students see pictures, hear the words, and are asked to choose which picture rhymes with a given word. These items may indicate a more serious speech or hearing problem.

Numeracy

Ideas about Maths

Students are asked to compare the size of several pictures, such as, "Which is the biggest?" This assesses concepts of size and more or less than.

Counting

Students are asked to count collections of pictures, for small numbers such as 4.

Sums A

Students are asked to add or subtract by counting with small numbers, such as "Here are 5 books, if you take 1 away, how many would be left?" These screens assess the child's ability to solve simple number problems.

Numbers

Students are asked to say numerals shown to them, such as '5' or '23'. These screens assess digit identification using single, double or triple digits.

Shapes

Students are shown a variety of shapes and asked to point to a named shape, such as "square". This assesses knowledge of 2D shapes.

Sums B

Students are shown pictures and are asked questions such as "What is 2 more than 6?" Students may use a pen and paper to assist.

Maths

Assesses more advanced mathematical skills such as solving " $6+4= \dots$ ", finding the next number in a pattern, or selecting the correct picture for a simple fraction.