

Running the BASE Assessment in your school

Introduction

BASE is easy to use and does not require any prior training due to the standardised method of delivery. It is designed to find out what each child knows and can do before the child has had any appreciable teaching in school.

There is a separate guide to setting up the assessment. This should be followed before carrying out the assessments with the children in your Reception class.

Before you begin

Before you get started, make sure that you have:

- A link to the assessment on your computer
- The sound turned up on your computer
- Speakers, if the sound from your computer is very quiet
- A list of names, dates of birth and UPNs of the children you wish to assess (unless you have previously uploaded this information from your MIS prior to running the assessment)

How it works

BASE is carried out on a one-to-one basis with a teacher, teaching assistant or an appropriate adult. Ideally it should be done in a quiet corner. The assessment is presented by a character “Milly the Bug” who asks the child questions. However, the adult is in control of the computer at all times and uses the mouse and the on-screen buttons to mark the answers the child gives as right or wrong.

The assessment is adaptive to each child so as it progresses, the questions gradually get more difficult. When the child starts getting them wrong it will stop asking harder questions in that section, move onto the next section and start again with easier questions.

Returning the data to CEM

There are two versions of the assessment, the Web-Only version or the Non-Web version. The Web-Only version returns the assessment results over the web automatically. The Non-Web version requires the user to return the results manually, either at the end of each day, or after all the children have been assessed.

For English state schools only, CEM will return the data to the DfE at the appropriate time provided we have UPNs for the children.

A partnership between

The parts of the assessment

The main sections of the BASE assessment are:

SECTION	WHAT THE CHILD IS ASKED TO DO
Matching	The child will see Milly holding a card that has a shape, or a pattern of shapes on it. The child has to point to the matching card of the 4 offered.
Concepts about Print	The child is asked questions about their understanding of the first concepts of reading, such as pointing to a word, a capital letter or a full-stop.
Repeating Words	The child is asked to repeat out loud the names of some of the animals in the story.
Vocabulary	The child is asked to point to various objects in a picture, such as a flower or a window.
Letter Recognition	The child is presented with a letter of the alphabet in either upper or lower case and is asked either to give the name (grapheme) or the sound (phoneme) of the letter.
Word Recognition	The child is asked to point to simple words, such as “dog” or “pin”.
Reading	The child is asked to read a number of sentences. The adult marks each word the child reads correctly.
The Big Tree	The child is asked to select the appropriate one of three words to fit into a sentence.
Shapes	The child is asked to point to various shapes including a square and a triangle.
Counting and Numerosity	The child is asked to count the number of spots on the back of a bug.
Numbers	The child is presented with a single digit number and is asked to name it. More single digit numbers follow, and subsequently two digit, three digit and four digit numbers.
Understanding Quantity and Spatial Position	The child is asked questions relating to relative size and position such as “which bug is on the highest leaf?”
Numeracy	The child is asked simple addition and subtraction questions, followed by more complex maths questions.
Communication	This part of the assessment is carried out in the classroom and is a tick-list relying on observation of the child’s communication skills and interactions with other children.
PSED	This assessment is carried out in the classroom and uses a five point scale to record the various aspects of the pupil under the headings: <ul style="list-style-type: none"> • Making relationships in the classroom • Self confidence and self awareness • Managing feelings and behaviour • Concentration

A partnership between