

# Parts of the BASE assessment

This document explains the various sections of the BASE assessment and describes some of the questions the child will see. Because the assessment is adaptive, most children will not see all the questions (if a child starts to get questions incorrect, more difficult questions will not be offered).

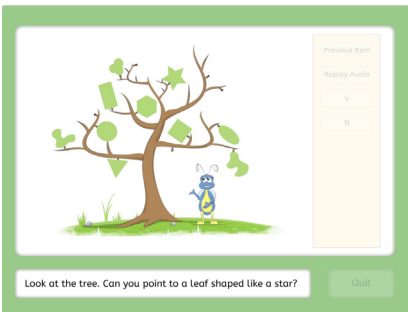
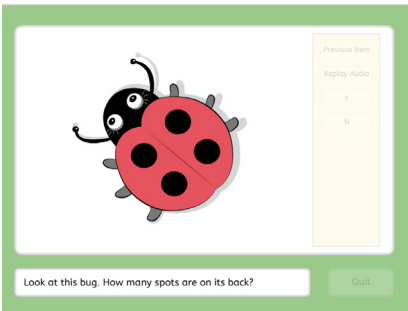

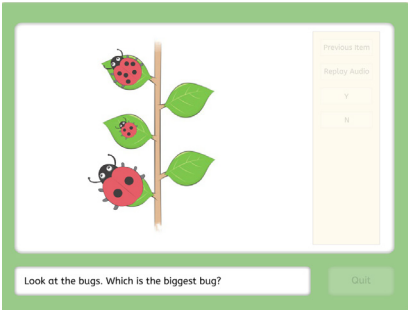
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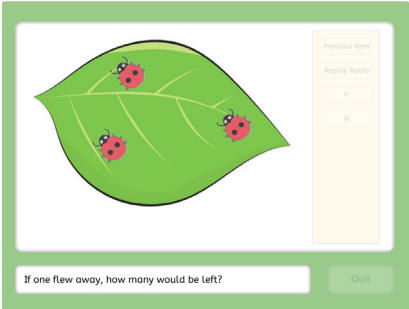
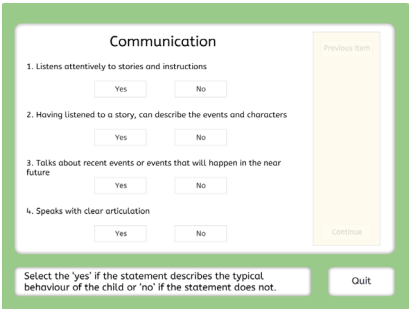
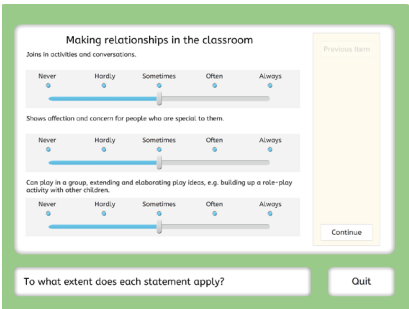
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Section	Comments
<b>Matching</b>	<b>20 items</b>
	<p>Here the child is asked to match the pattern that Milly is holding with one of the four options. Matching starts with single shapes and quickly moves on to multiple shapes followed by pairs of letters and ultimately, pairs of words such as “Pitter Patter”.</p>
<b>Concepts About Print</b>	<b>10 items</b>
	<p>This section assesses the important precursors to learning to read, including such things as full stops and capital letters.</p>
<b>Repeating Words</b>	<b>9 items</b>
	<p>Being able to repeat unfamiliar words accurately is an important indicator of ability.</p> <p>In this section, the child is asked to repeat unfamiliar words, which are the names of characters in a story. These words get increasingly more difficult throughout the section.</p> <p>NOTE: The first word is not scored, but forms an introduction to the concept. Click “Continue” to carry on.</p>
<b>Vocabulary</b>	<b>14 items</b>
	<p>The child is asked to point to items in the picture. Each item is a more difficult word than the one before.</p>



Section	Comments
<b>Letter Recognition</b>	<b>26 items</b>
	<p>The child 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. Either is appropriate.</p> <p>Please do not accept Letterland names, or prompt them "What does Sammy the snake say?"</p>
<b>Word Recognition</b>	<b>6 items</b>
	<p>The child is asked to point to common, short words.</p>
<b>Reading</b>	<b>79 items</b>
	<p>The child is asked to read the sentence on the screen. It is marked by clicking on each word the child reads correctly.</p>
<b>The Big Tree</b>	<b>22 items</b>
	<p>This section will only be reached by reasonably advanced readers.</p> <p>NOTE: This section should all be read by the child. No help should be given.</p>

Section	Comments
<b>Shapes</b>	<b>7 items</b>
 <p>Look at the tree. Can you point to a leaf shaped like a star?</p>	The child is asked to point to leaves of differing shapes.
<b>Counting and Numerosity</b>	<b>6 items</b>
 <p>Look at this bug. How many spots are on its back?</p>	This section assesses the child's ability to count. Unlike many assessments, this one doesn't provide the items in a row, so they are deliberately a little more difficult to count. If the child 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 child's ability to imagine things they cannot physically count.
<b>Numbers</b>	<b>24 items</b>
 <p>Can you tell them what number it is?</p>	This section starts with digit recognition and then moves on to showing two, three and four digit numbers.
<b>Quantity, Space and Shape</b>	<b>7 items</b>
 <p>Look at the bugs. Which is the biggest bug?</p>	The child 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.

Section	Comments
<b>Numeracy</b>	<b>18 items</b>
	<p>The child is asked a variety of maths questions starting with subtraction and addition followed by number sequences, simple fractions and formal arithmetic.</p>
<b>Communication</b>	<b>8 items</b>
	<p>This section would normally be carried out while observing the child interacting with their peers. It consists of eight items. These are:</p> <ul style="list-style-type: none"> <li>• Listens attentively to stories and instructions.</li> <li>• Having listened to a story, can describe the events and characters.</li> <li>• Talks about recent events or events that will happen in the near future.</li> <li>• Speaks with clear articulation.</li> <li>• Follows verbal instructions that involve two or more steps.</li> <li>• Takes turn in conversations.</li> <li>• Makes meaningful contributions to conversations.</li> <li>• Has awareness of what a conversational partner needs to know.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<b>23 items</b>
	<p>The teacher scores the child on various aspects of their Personal, Social and Emotional Development using a five point scale.</p> <p>The areas covered are:</p> <ul style="list-style-type: none"> <li>• Making Relationships in the Classroom</li> <li>• Self Confidence and Self Awareness</li> <li>• Managing Feelings and Behaviour</li> <li>• Concentration</li> </ul>