What children know and can do in the Western Cape and their progress in Grade 1

Christine Merrell
Overview of Session

• The iPIPS assessment

• What children in the Western Cape know and can do

• Progress
iPIPS

• Development of PIPS Baseline Assessment in England, 1994
  – Assessment for teachers and schools
  – The need
  – Request for follow-up came from teachers

• Assessed more than 3 million children around the world
The iPIPS project

• International project to monitor children’s development on entry to school and progress to end of first year

• Used in:
  – England
  – Scotland
  – Australia
  – Netherlands
  – New Zealand
  – Russia
  – Brazil
  – South Africa
  – Abu Dhabi
  – China
  – Slovenia
  – Germany
  – Serbia
Content of assessment

- Vocabulary and early reading
- Early mathematics
- Personal, social and emotional development
- Behaviour
- Background of students
Examples of content: Vocabulary
Ideas about Reading

The cat climbed up the tree. It could not get down.
Phonological awareness

Repeating words
Letters, word recognition and comprehension

Walking to School

The dog has a red ball.

“Put your coat and shoes on, it’s time to work to school”.

Two minutes later Emma was ready to love.

Outside the sun was shining and everyone looked happy.
Examples of content: Mathematics

42 - 17 =
Ages at the start of year

![Histogram showing ages at the start of the year with different labels for languages: Afrikaans, English, and Xhosa.](image)

**AFRIKAANS**
- Mean = 6.3861
- Std. Dev. = .53584
- N = 931

**ENGLISH**
- Mean = 6.7546
- Std. Dev. = .41687
- N = 896

**XHOSA**
- Mean = 6.8017
- Std. Dev. = .50893
- N = 843
Socio-economic status (SES)

• SES scale from a questionnaire to parents
  – Lowest 20% no tap water and no electricity
  – Highest 20% internet connect, TV and flushing toilet
Making comparisons

- We are able to compare reading and maths across the three languages
- We do not compare:
  - Vocabulary
  - Phonological awareness
Reading Ladder – start of school

### Comprehension
1. **Fourth rung**
   - Can read and understand text
   - 1.8%

### Sentences
2. **Third rung**
   - Short simple passages
   - 5.9%

### Words
3. **Second rung**
   - Simple words
   - Easy sentences
   - 39.0%

### Letters
4. **First rung**
   - Knows most letters
   - Can write name well
   - 96.5%

### Ground level
5. **Recognises reading and writing**
   - Knows name letter
   - 100%
Maths Ladder – start of school

Advanced
- Harder formal sums
- Complex mental arithmetic
- 1.3%

Fourth rung
- Identifies three digit numbers
- Formal sums
- Simple fractions
- 25.4%

Formal arithmetic
- Simple formal arithmetic
- Identifies 2 digit numbers
- Harder informal sums
- V. simple formal sums
- 54.2%

Third rung
- Informal arithmetic
- Numbers 6 to 10
- Simple informal sums
- Words: most and more
- 89.4%

Second rung
- First rung
- Numbers 1 to 5
- Counting by rote
- “How many”
- 100%

Ground level
## Progress in Reading

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<thead>
<tr>
<th></th>
<th>Start %</th>
<th>End %</th>
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<tbody>
<tr>
<td>Comprehension</td>
<td>1.8</td>
<td>16.7</td>
</tr>
<tr>
<td>Sentences</td>
<td>5.9</td>
<td>40.3</td>
</tr>
<tr>
<td>Words</td>
<td>39.0</td>
<td>79.7</td>
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<tr>
<td>Letters</td>
<td>96.5</td>
<td>99.8</td>
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<tr>
<td>Ground</td>
<td>100</td>
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</table>
## Progress in Maths

<table>
<thead>
<tr>
<th></th>
<th>Start %</th>
<th>End %</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>1.3</td>
<td>10.9</td>
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<tr>
<td>Formal arithmetic</td>
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<tr>
<td>Simple formal arithmetic</td>
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<tr>
<td>Informal arithmetic</td>
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<td>98.8</td>
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<tr>
<td>Ground</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>
Thank you!

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