

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

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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

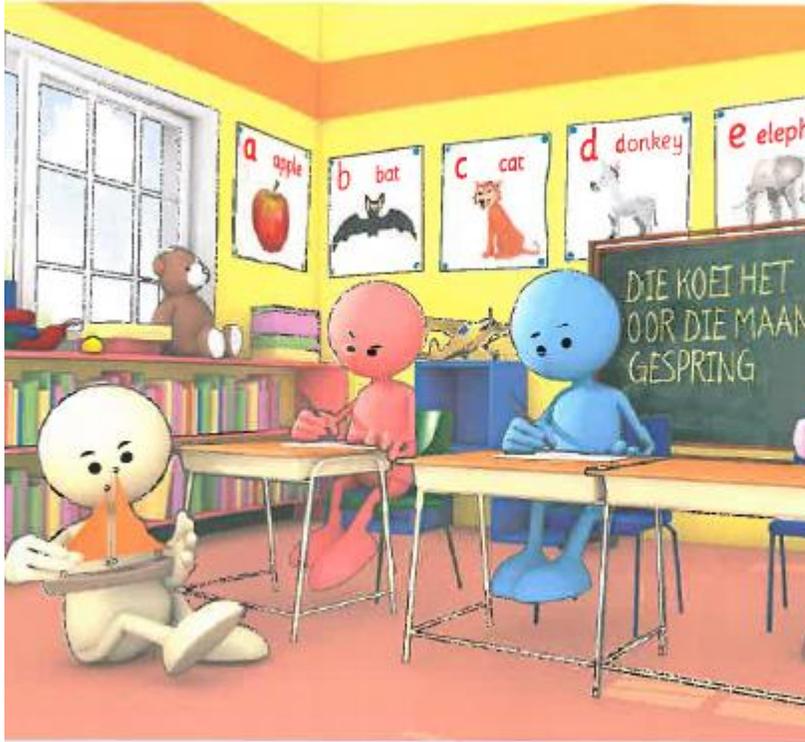
Content of assessment

- Vocabulary and early reading
- Early mathematics
- Personal, social and emotional development
- Behaviour
- Background of students

Examples of content: Vocabulary



Ideas about Reading

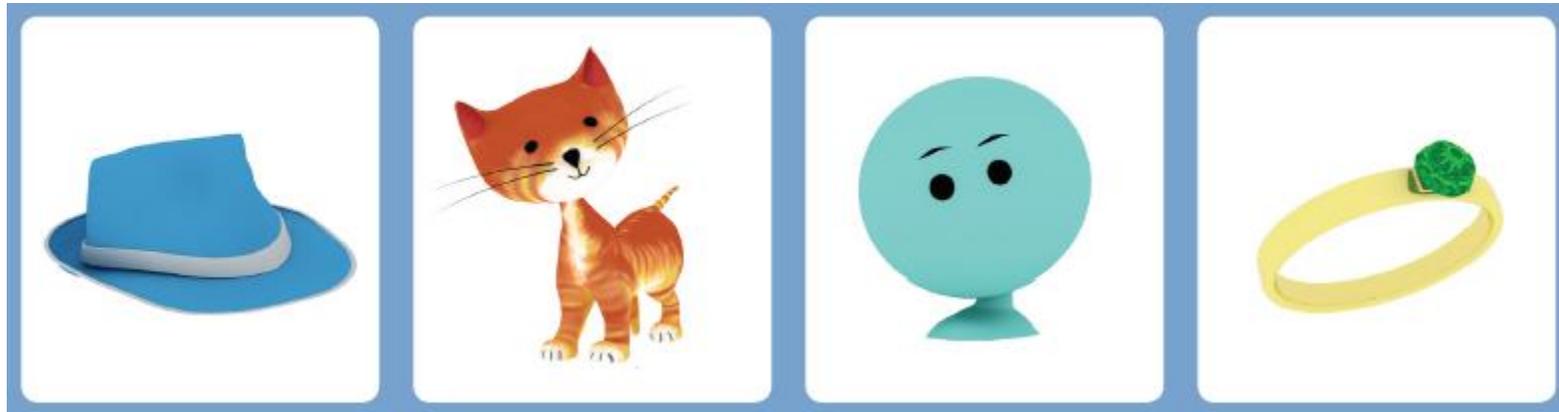


The cat climbed up the tree. It could not get down.



Phonological awareness

Repeating words



Letters, word recognition and comprehension



hand bottel bilk muis

Walking to School



The dog has a red ball.

“Put

yore
your
you

 coat and shoes

on
in
one

, it's time to

wake
work
walk

 to school!”

called Mrs Mack.

Two
Too
To

 minutes later Emma was ready to

love
leaf
leave

.

Outside the sun

is
was
were

 shining and everyone

looked
looks
looking

 happy.

Examples of content: Mathematics

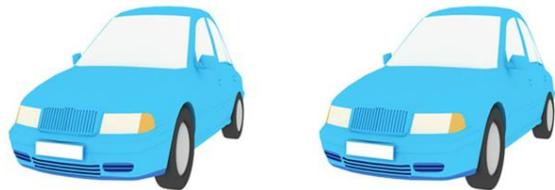
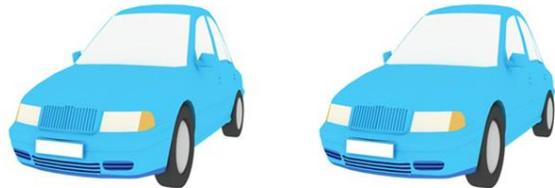
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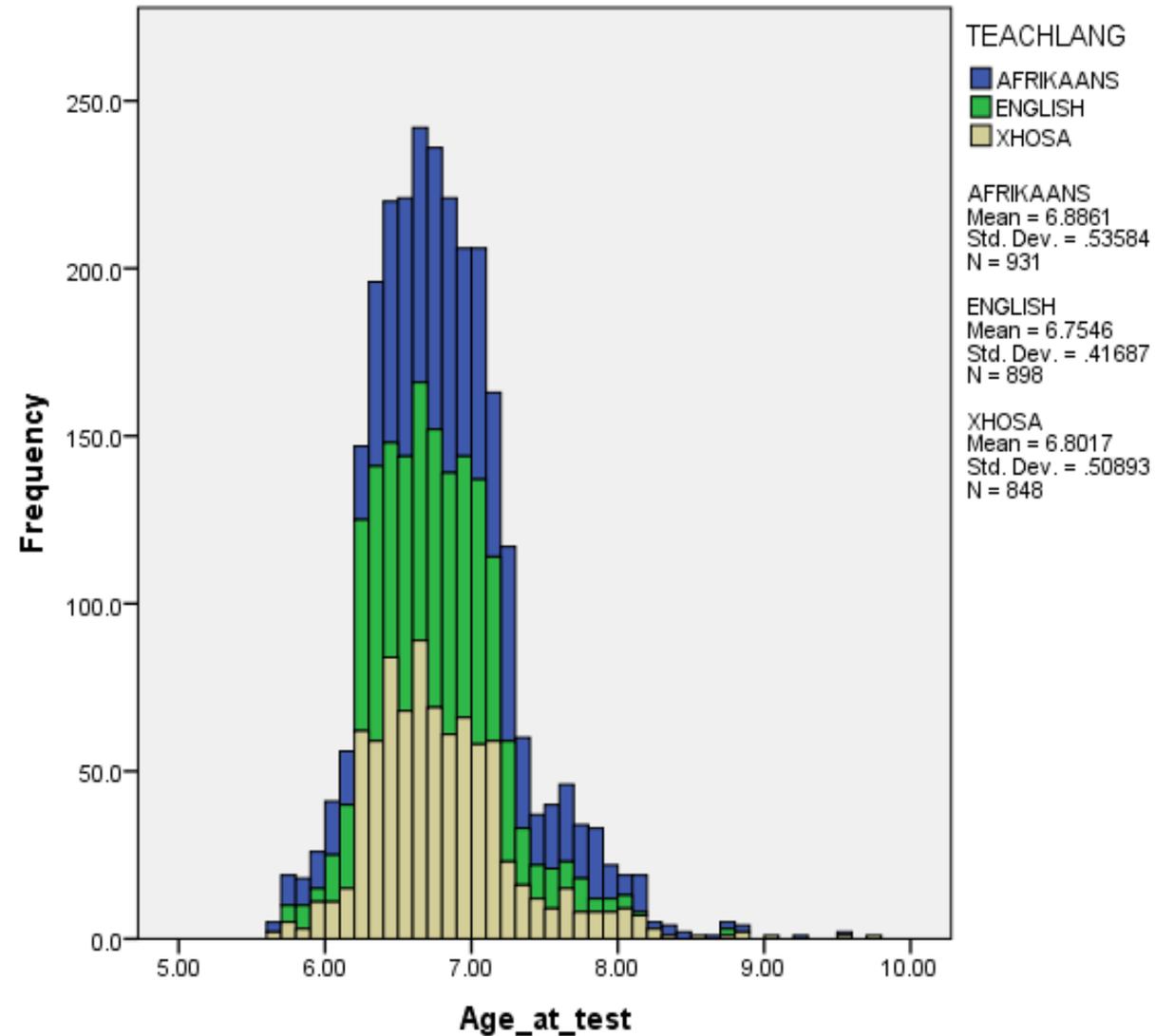
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Examples of content: Mathematics



$$42 - 17 =$$

Ages at the start of year



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	Can read and understand text	1.8%
	Fourth rung	
Sentences	Short simple passages	5.9%
	Third rung	
Words	Simple words Easy sentences	39.0%
	Second rung	
Letters	Knows most letters Can write name well	96.5%
	First rung	
Ground level	Recognises reading and writing Knows name letter	100%

Maths Ladder – start of school

Advanced	Harder formal sums Complex mental arithmetic	1.3%
	Fourth rung	
Formal arithmetic	Identifies three digit numbers Formal sums Simple fractions	25.4%
	Third rung	
Simple formal arithmetic	Identifies 2 digit numbers Harder informal sums V. simple formal sums	54.2%
	Second rung	
Informal arithmetic	Numbers 6 to 10 Simple informal sums Words: most and more	89.4%
	First rung	
Ground level	Numbers 1 to 5 Counting by rote “How many”	100%

Progress in Reading

	Start %	End %
Comprehension	1.8	16.7
Sentences	5.9	40.3
Words	39.0	79.7
Letters	96.5	99.8
Ground	100	100

Progress in Maths

	Start %	End %
Advanced	1.3	10.9
Formal arithmetic	25.4	68.7
Simple formal arithmetic	54.2	89.4
Informal arithmetic	89.4	98.8
Ground	100	100

Thank you!

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