caspa
Comparison and Analysis of Special Pupil Attainment

Import assessment data from Common Transfer File

This document gives brief details of how assessment data recorded in a Common Transfer File can be imported into CASPA, thereby allowing access to the analysis and reporting capabilities of CASPA without the need to re-enter data.

Introduction:

In order to prevent the need for re-keying of data, schools holding assessment data in any system that can create export files conforming to the Common Transfer File (CTF) specification are able to import appropriate assessment data into CASPA from such files. Assessment results for both the current year and historic years can be imported directly into CASPA.

CASPA is designed to record results and targets based on Teacher Assessment for the Core and Foundation subjects, plus a number of specified additional subjects, including the Personal and Social Development subjects included in the original P Scale definitions and used by PIVATS. CASPA cannot record results or targets for subjects it is not designed to include, nor can it record task or test results or predicted exam grades. For more details on the types of information that can be imported into CASPA from Common Transfer Files, please see the section 'Common Transfer Files and assessment data', below.

CASPA allows a wider range of Teacher Assessments and outcomes to be recorded than those included in the Assessment Components specification, discussed in the following section, which defines the items of data appropriate for a Common Transfer File. Due to the wider range of assessments and outcomes that can be recorded in CASPA, it is envisaged the import of existing assessment data into CASPA via Common Transfer File will be a 'one-off' process, with data then being maintained using CASPA.

Common Transfer Files and assessment data:

The items of assessment data and the allowable outcomes for such assessments that can appear in a Common Transfer File are defined by the Assessment Components Specification published annually by the Government; each year's Assessment Components specification defines the set of standard assessment requirements for that academic year and the their possible outcomes. Common Transfer Files can also contain additional supplier-specific items of assessment data, but CASPA's features for import from CTF cover just those items defined in the Assessment Components specification for the appropriate year.

As noted above, CASPA is designed to record results and targets based on Teacher Assessments; CASPA therefore will import from Common Transfer File only those items of data that relate to Teacher Assessments and will not import data relating to task or test scores, nor to actual or predicted examination grades.

Conversion of assessment outcomes to CASPA scores:

The range of assessments and their allowable outcomes that can appear in a Common Transfer File, as defined in the annual Assessment Components specifications described above, has expanded year on year; when importing assessment results, CASPA makes reference to the allowable outcomes specified for the academic year to which each assessment recorded in the CTF relates. Other than for assessments at sub-levels of National Curriculum levels, all Teacher Assessment outcomes defined in the Assessment Component specifications are for 'whole' P Levels or National Curriculum levels only.

CASPA is designed to record results and targets using a specific scoring scheme that covers the full range of outcomes from the bottom of the P Scales to the top of the National Curriculum levels. CASPA's scoring scheme also includes sub-divisions for many outcome levels to allow small amounts of progress within a level to be recorded, with the sub-division representing a degree of progress beyond a given level; when importing from Common Transfer File, each item of data will be converted to the CASPA score equating to the complete level recorded in the Common Transfer File, so all results imported into CASPA from Common Transfer File will show a sub-division of '.0'. Should you wish to refine your assessments, values imported from Common Transfer File can be edited, in CASPA to allow you to record appropriate sub-divisions of levels.

Import of data from CTF into CASPA:

To import assessment data from Common Transfer File into CASPA, select the menu option **File | import assessment data | Import results from Common Transfer File** in CASPA; you will then be prompted for the location of the Common Transfer File from which you wish to import data.

You will then be prompted to select which years you wish to import data from the CTF export file. If you have created a single export file with a number of years of data, you can import all of the years in a single import if you select all of the years required at this stage.

Next, you will be prompted for the location of your CTF export file. Once selected, CASPA will carry out validation checks. If errors are identified, CASPA will display an error report and will abort the import process. Please view the error report and correct the identified issue in the source system before re-exporting your data.

If no errors are found but anomalies are discovered, CASPA will display a 'UPN matching report', identifying any data in the CTF export file that does not match data in CASPA for you to ensure that the correct data will be imported for a pupil. Please review sections 1 and 2 carefully:
   - Section 1 highlights pupils who do not have a record in CASPA with the UPN recorded in the source system. If the pupil(s) is/are on roll, it is most likely that the UPN has been incorrectly recorded
   - Section 2 compares the differences found for records whose UPNs match. Differences are highlighted in a red font. Please satisfy yourself that the pupils are in fact a correct match. Differences may be as simple as the surname spelled differently but it is also possible that where a UPN has been mistyped, that it could match another pupil's UPN and results would be imported against the wrong pupil. Note that there is no requirement for you to correct inaccuracies – simply to ensure that the pupil in the source system is in fact the same pupil as the one with the same UPN in CASPA. Only results are imported from the CTF export file so, for example, spelling mistakes in a pupil's name in the source system will not change the spelling of the pupil's name in CASPA.
   - Section 3 identifies the pupils whose records match. No action is required.

Close the report to continue, at which point you are offered the choice of continuing or cancelling.

If you continue after reviewing the UPN matching report as described above, a pre-import data report will display on screen to show you the assessment data that is about to be imported, now displayed in CASPA levels. If no errors or anomalies had been found during validation, you will go directly to this step. Please review this data carefully before proceeding and, if satisfied, close the report to proceed.

Once you confirm that you wish to proceed, the import of results will take place.

NOTE: Once you have made manual changes to results using CASPA, any subsequent import of results from Common Transfer File into CASPA may result in these manual changes being over-written with values from your Common Transfer File.

Viewing source data:

When importing results or targets into CASPA from a Common Transfer File, queries can arise that can be resolved if the user was able to view the data that was included in the export file. A tool is available via the

menu option **Tools | CTF assessment data viewer**.

You can browse to select the file to be viewed and can select each pupil in turn to view the data that has been exported from a Common Transfer File. Additionally, for each pupil, multiple years of data can be included in the export file and therefore, where this is the case, you can select the year in question to view the data for that year.

Annual snapshots and current assessments:

In addition to capturing the annual snapshots representing the end of year summer term assessments for each pupil, CASPA allows schools to capture updates to results during the current academic year. For example, where schools assess termly, the 'Current result' field can be updated each term to identify the most recent result for each subject. There is no restriction on the frequency or number of updates so schools can update this field as often as they wish.

To review the changes made to the 'Current assessment' field, an audit history is maintained that identifies key information about the changes. This audit history can be viewed by right-clicking the appropriate result field.

Baseline Assessments:

Many schools record baseline assessments for pupils shortly after they are admitted to the school. These baseline assessments can be recorded in CASPA as the results fields for the current academic year are designed to capture the most recent assessment result for a pupil.

Where a baseline assessment is imported into CASPA in the spring or summer terms, these are used as the current result only since they cannot be compared to an end of year assessment for year-on-year comparison purposes.

Where a baseline assessment is imported into CASPA during the autumn term, CASPA will also copy the result back to the tab page for the previous academic year, since these assessments are usually reasonably regarded as the starting point for the academic year and as such need to be available for year-on-year comparison. This means that at the end of the current academic year, the baseline assessment is effectively used as the previous year's assessment result and compared against the following summer term assessment result to consider progress over the year. It is therefore important that, to support this requirement, a baseline assessment captured in the autumn term can also be assumed to be the preceding summer term assessment.

Enable the display of historic data in CASPA:

In order to keep CASPA as uncluttered as possible, features for the display of historic data are only enabled as required. To enable historic data features for the main data entry screen and for all analysis, display, reporting and graphing of data, please run the menu option **Options | CASPA configuration options** and on the 'Basic configuration options' tab select an appropriate year for the 'Earliest year for which assessment data is available for use in CASPA', then click OK.

Whilst CASPA is capable of displaying historic data back to the summer term 2000, it is usually safe to say that the older the historic data, the less reliable and well-moderated it tends to be. Schools are therefore advised to consider the number of years of data for which they have confidence in their historic data, and to restrict CASPA to using just data for those years; otherwise, the use of unreliable historic data will result in unreliable analysis and bench-marking.