Engaging in and Exploring

Core Assessments for Literacy Improvement

This resource paper, in conjunction with two others – Assessment in Literacy and the Assessment Tools for Literacy Learning Matrix form a package on Assessment which can be found on the Literacy Secretariat website at www.decd.sa.gov.au/literacy/pages/Home

The core set of assessments in this resource paper will facilitate state-wide coherence and consistency and will support schools to effectively use assessment and data to inform teaching and learning of literacy.

The Assessment-informed Differentiation diagram (below) uses the terms Wave 1, Wave 2 and Wave 3. These terms define the teacher’s responsibility to provide differentiated learning opportunities. This will be necessary when accurate and appropriate assessment indicates that, by adapting teaching practices, learners are able to successfully learn essential literacy skills or realise their full potential.

The centre pages of this document list the recommended literacy assessments to be used in DECD schools to inform teaching and learning for continuous improvement in literacy. They are organised as assessments suitable for learners requiring Wave 1, Wave 2 or Wave 3 levels of support and intervention. The results of the assessments should be recorded in EDSAS.

A core set of assessments is listed on the following pages to facilitate state-wide coherence and consistency in assessing learner achievement. These will support the ongoing, informal, teacher-designed assessments of the classroom. Schools may choose to use other assessments in addition to these and continue to record the data in EDSAS. The Assessment Tools for Literacy Learning Matrix identifies a selection of formal and informal assessment tools that may be used to assess literacy.
## Core Set of Literacy Assessments

### Wave 1 – All learners – *Sustained high quality classroom teaching*

Effective teaching and learning supports classroom planning, teaching and assessment of learning. (Intervention & Support: DIA/Intervention and Support Resources #4)

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Year 3 to Year 7</th>
<th>Year 8 to Year 10</th>
<th>Year 11 to Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception to Year 2</td>
<td>NAPLAN Literacy (Reading, Language Conventions and Writing)</td>
<td>NAPLAN Literacy (Reading, Language Conventions and Writing)</td>
<td>PAT-Rc (online or paper)</td>
</tr>
<tr>
<td></td>
<td>PAT-Rc (Online or Paper)</td>
<td>PAT-Rc (Online or Paper)</td>
<td>Language and Literacy Levels (ESL Scales)</td>
</tr>
<tr>
<td></td>
<td>Language and Literacy Levels (ESL Scales)</td>
<td>Language and Literacy Levels (ESL Scales)</td>
<td>Language and Literacy Levels (ESL Scales)</td>
</tr>
<tr>
<td></td>
<td>South Australian Spelling Test (SAST)</td>
<td>South Australian Spelling Test (SAST)</td>
<td>South Australian Spelling Test (SAST)</td>
</tr>
<tr>
<td></td>
<td>Oxford Word List Plus</td>
<td>Oxford Word List</td>
<td>PAT-Rc (online or paper)</td>
</tr>
</tbody>
</table>

### Wave 2 – Some Learners – *Quality targeted teaching*

Using evidence based, time bound intervention strategies, quality targeted teaching is provided to engage and support learners who need additional or alternative instruction and support to achieve agreed standards. (Intervention & Support: DIA/Intervention and Support Resources #4)

<table>
<thead>
<tr>
<th>Diagnostic</th>
<th>Year 3 to Year 7</th>
<th>Year 8 to Year 10</th>
<th>Year 11 to Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception to Year 2</td>
<td>PROBE, PROBE 2</td>
<td>PROBE, PAT-Rc (online or paper)</td>
<td>PAT-Rc (online or paper)</td>
</tr>
<tr>
<td></td>
<td>Language and Literacy Levels (ESL Scales)</td>
<td>Language and Literacy Levels (ESL Scales)</td>
<td>Language and Literacy Levels (ESL Scales)</td>
</tr>
<tr>
<td></td>
<td>Sutherland Phonological Awareness Test (SPAT-R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running Records</td>
<td></td>
<td>PAT-Rc (online or paper)</td>
</tr>
<tr>
<td></td>
<td>Language and Literacy Levels (ESL Scales)</td>
<td></td>
<td>Language and Literacy Levels (ESL Scales)</td>
</tr>
<tr>
<td></td>
<td>Children Come and Talk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Wave 3 – Few Learners – *Quality specialised teaching*

Using evidence based strategies and negotiated accommodations, quality specialised teaching supports the small number of learners who need ongoing, intensive instruction and support. (Intervention & Support: DIA/Intervention and Support Resources #4)

Wave 3 learners are supported to reach individual short-term learning goals, which are monitored through on-going, personalised assessments. Diagnosis of their literacy needs has been established through Wave 1 and Wave 2 assessments. Learners receive individualised support in addition to an effective Wave 1 teaching and learning program.
Children Come and Talk – Wave 2
- a communication assessment for Aboriginal pre-school children and primary school learners
- contains forms for assessing speech and language in social communication, articulation, sound awareness and observation of language use
- administered in small groups
- contains resource papers that provide information about the socio-cultural language features and needs of Aboriginal children and learners.

Language and Literacy Levels across the Australian Curriculum: EALD students (formerly ESL Scales) – Waves 1 & 2**
- assesses learners’ English language and literacy proficiency in oral language and writing across the Australian Curriculum
- measures and tracks learners who are learning English as an Additional Language or Dialect (EALD)
- reflects the language and literacy that all learners need in order to access the Australian Curriculum across all learning areas at their year level
- consists of 14 Levels based on the AC Literacy Continuum elements of Composing Texts, Text Knowledge, Grammar Knowledge and Word Knowledge
- can be administered individually, in small groups or in class groups. ** In 2013 schools will be able to record Levels in EDSAS for all learners

NAPLAN – Wave 1
- National tests in Literacy and Numeracy at Years 3, 5, 7 and 9
- provides information on how learners are progressing in Reading, Language Conventions (grammar, punctuation and spelling) and Writing.

Oxford Wordlist and Oxford Wordlist Plus – Wave 1
- 404 commonly-used words by learners in Years 1 to 4 in writing
- automaticity in understanding, pronouncing and spelling these words assists learners in gaining independence in reading and writing.

PAT-R comprehension – Waves 1 & 2
- measures and tracks learner reading comprehension achievement
- multiple choice format
- assesses literal, inferential, form and content and linking information across the text comprehension questions
- each test contains a variety of text types
- provides teachers with objective information for setting realistic learning goals and planning effective programs
- paper tests are suitable for Years 1–10 and on-line tests for Years 3–10.

PROBE and PROBE 2 – Wave 2
- assesses reading accuracy, reading behaviour and in-depth reading comprehension in Years 3–10 learners
- covers six defined areas of reading comprehension which are literal, reorganisation, inference, vocabulary, evaluation and reaction
- can be administered to individuals, small groups or class groups
- when administered to an individual, similar to Running Records assessment

Running Records – Waves 1 & 2
- used to observe and analyse reading behaviours
- records provide diagnostic information using meaning (M) structure (S) and visual (V) for miscue analysis
- administered individually
- any text can be used to assess a learner.

Screen of Phonological Awareness (SPA) – Wave 1*
- used to identify Early Years learners at risk of poor literacy attainment and to provide direction for intervention
- includes word, rhyme, syllable and sound awareness, auditory memory and sequencing and letter recognition
- administered individually.
* schools can choose SPA or SPAT-R during the implementation stage of this document

South Australian Spelling Test (Westwood) – Wave 1
- a standardised test of spelling achievement
- provides two graded word lists – Form A (Term 2) and Form B (Term 4)
- the raw score can be converted to a norm-referenced spelling age.

Sutherland Phonological Awareness – Revised Test (SPAT-R) – Waves 1 & 2*
- identifies learners who are having difficulties with phonological awareness
- provides normed data, expressed in percentiles
- contains two forms for pre- and post-intervention assessment.
* schools can choose SPA or SPAT-R during the implementation stage of this document

School Entry Assessment (SEA) – Wave 1
- used to gather information from home, community and prior-to-school settings to record the literacy and numeracy development of young learners after 10 weeks at school
- uses a Literacy and Numeracy Continuum
- uses teacher observation of, and professional judgment about, learners engaged in everyday activities using literacy and numeracy skills.

Resource Paper: Consultative Draft | October 2012 | 3
Before using a literacy assessment, the following set of questions may be useful to consider:

1. What are the purposes of the assessment?
2. Does the assessment align with the teaching/learning goals?
3. Does it assess what it is meant to?
4. What will be assessed – understandings, skills, knowledge, combination of all?
5. How will the assessment be administered – one-to-one, whole class?
6. Is the assessment of, for or as learning?
7. Who is the assessment for? All? Some? Few?
8. How will the assessment contribute to the triangulation of evidence? (three different sources or three different approaches)
9. How will assessment data be used? Will it be used to track learner progress against the Outcomes, Early Years Learning Framework or the Achievement Standards, Australian Curriculum?
10. Is the data easily interpreted?
11. How will assessment data be recorded? Who will have access?

Assessment Tool Selection Criteria

<table>
<thead>
<tr>
<th>Quality</th>
<th>Technical adequacy of assessment</th>
<th>– Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>– Reliability</td>
</tr>
<tr>
<td></td>
<td>Quality of instructions for administrator</td>
<td>– Clear instructions for administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Clear instructions for interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Clear links to practice</td>
</tr>
<tr>
<td></td>
<td>Educatively</td>
<td>– Feedback for learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Assessment provides information to inform planning</td>
</tr>
<tr>
<td>Feasibility</td>
<td>Cost</td>
<td>– Initial cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Ongoing costs (such as test papers)</td>
</tr>
<tr>
<td></td>
<td>Complexity</td>
<td>– Special qualifications needed by teacher?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Ease of use</td>
</tr>
<tr>
<td></td>
<td>Time</td>
<td>– Administration time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Scoring and evaluation time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Group or individual administration</td>
</tr>
<tr>
<td>Situational alignment</td>
<td>Appropriateness for assessment purpose</td>
<td>– Appropriate for purpose (eg monitoring, diagnostic, screening)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Appropriate for assessment domain (eg phonological awareness, comprehension)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Provides useful information that is not more readily available elsewhere</td>
</tr>
<tr>
<td></td>
<td>Alignment with classroom practices</td>
<td>– Aligns with classroom teaching / learning practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Aligns with the Early Years Learning Framework or the Australian Curriculum</td>
</tr>
<tr>
<td></td>
<td>Alignment with individual learner</td>
<td>– Developmentally appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Culturally appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Appropriate format</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Clear instructions for learner</td>
</tr>
</tbody>
</table>

Data Entry and Retrieval in EDSAS

Assessment of Learning Table

The assessments in this document can all have data entered into the Assessment of Learning Table in EDSAS with the exception of Children Come and Talk and ESL Scales (Language and Literacy Levels, 2013). The ESL Scales (Language and Literacy Levels, 2013) are found in a separate table in EDSAS.

Bulk Data Entry into EDSAS

The EDSAS Fact Sheet FS60-233 provides instructions to apply assessment data results to multiple students through bulk entry. This fact sheet is available in SSO Net at http://www.decd.sa.gov.au/docs/documents/1/FS60233AssessmentofLearning.pdf

How to Access Data in EDSAS and the Student Data Warehouse (SDW)

Assessment of Learning data recorded in EDSAS can be accessed from the Class/Year Level tab or the Student tab in the Student Data Warehouse.

To do this, click on either tab and select a report from the Achievement section. Please note the following:

1) Assessment of Learning Summary by Test (contains only data entered from 2011 based on the new EDSAS Assessment of Learning table) or
2) Assessment Summary by Standard Test (contains data prior to 2011 from the EDSAS Standard Test table).

These reports will give a list of students by test type and report their test level which can be printed or exported to MS Excel.