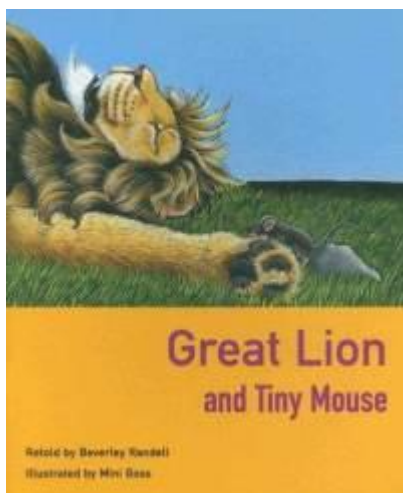


DATA COLLECTION

Fisk Street Primary School

*What and Why
2013*



Running Record

Student: Matt Jones Date: 1/28/02

Assessed by: B. Castillo

Level D
The Wheel
99 words

Read aloud as you record.

E = errors, S-C = self-correction
M = meaning, S = structure, V = visual

	E	S-C	M	S	V	E	S-C	M	S	V
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
Totals	8	3								

Accuracy Rate: 92% Error Rate: 1:12 Self-correction Rate: 1:4



PM Running Records

We use the PM Benchmark Kit to measure a student's instructional level in Weeks 4 and 9. We measure individual student growth as well as whole class growth and whole school growth. Students who are at an instructional level can read 90-94% of the text. If they read with 95-100% accuracy the text is too easy. If they read with 1-89% accuracy the text is too hard. Running records are taken using the following process:

1. **Book walk or Quiet Read**— Students at level 1 – 14 are given a book walk where the teacher takes the student through the book (Book Walk) where they talk through the story, the characters and support student understanding of the text. Students at level 15-30 are given the book to read quietly on their own.
2. **Recount of the text** – Students are asked to recount the text. If the teacher believes that the student has given an accurate recount of the text they are asked to read the book with the teacher taking a running record.
3. **Running Record** - Half a day later or the next day the teacher takes the running record where the student reads the book and the teacher takes notes about the reading (generally we use the Marie Clay running record conventions bookmark to record)
4. **Comprehension** – Students are asked the comprehension questions on the Running Record Benchmark Kit sheet. Students must score all comprehension questions correctly before they can be moved onto the next level.
5. **Analysis** – the teacher completes the analysis of the running record particularly noting the accuracy rate, comprehension, reading abilities, errors and self-corrections. The teacher makes a judgement call about whether the student moves up a level or down a level based on the level of accuracy and comprehension.

Teachers continue to take running records and test student ability using the method above until they find the student's current instructional level.

Results are submitted to the Leadership Team for whole school analysis.

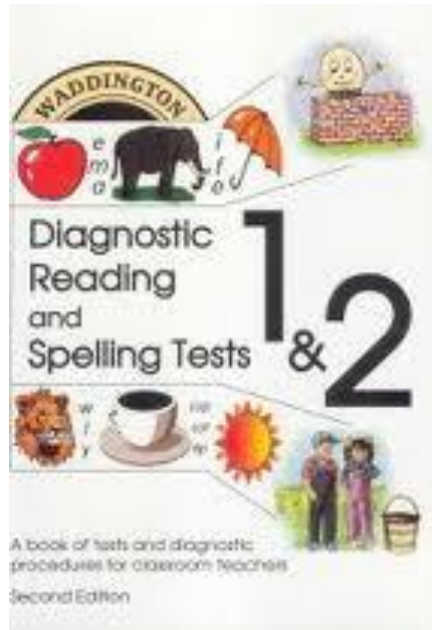
Benchmarks for Fisk Street

Reception – Level 8

Year 1 – Level 16

Year 2 – Level 26

Year 3 up – Level 30+



Waddington Diagnostic Reading Test 1

Name: _____ Date: _____
 Grade: _____
 Teacher: _____
 School: _____

Ring the correct letter or word for each question:

1. e m a 2. cat hen 3. The cat had a fun let on nap up it

4. k s i 5. e g t 6. h g i

7. v r w 8. q w r

9. i j k 10. l m n

11. o p q 12. r s t

13. u v w 14. x y z

15. a b c 16. d e f

17. g h i 18. j k l

19. m n o 20. p q r

21. s t u 22. v w x

23. y z a 24. b c d

25. e f g 26. h i j

27. k l m 28. n o p

29. q r s 30. t u v

31. w x y 32. z a b

33. c d e 34. f g h

35. i j k 36. l m n

37. o p q 38. r s t

39. u v w 40. x y z

41. a b c 42. d e f

43. g h i 44. j k l

45. m n o 46. p q r

47. s t u 48. v w x

49. y z a 50. b c d

51. e f g 52. h i j

53. k l m 54. n o p

55. q r s 56. t u v

57. w x y 58. z a b

59. c d e 60. f g h

61. i j k 62. l m n

63. o p q 64. r s t

65. u v w 66. x y z

67. a b c 68. d e f

69. g h i 70. j k l

71. m n o 72. p q r

73. s t u 74. v w x

75. y z a 76. b c d

77. e f g 78. h i j

79. k l m 80. n o p

81. q r s 82. t u v

83. w x y 84. z a b

85. c d e 86. f g h

87. i j k 88. l m n

89. o p q 90. r s t

91. u v w 92. x y z

93. a b c 94. d e f

95. g h i 96. j k l

97. m n o 98. p q r

99. s t u 100. v w x

101. y z a 102. b c d

103. e f g 104. h i j

105. k l m 106. n o p

107. q r s 108. t u v

109. w x y 110. z a b

111. c d e 112. f g h

113. i j k 114. l m n

115. o p q 116. r s t

117. u v w 118. x y z

119. a b c 120. d e f

121. g h i 122. j k l

123. m n o 124. p q r

125. s t u 126. v w x

127. y z a 128. b c d

129. e f g 130. h i j

131. k l m 132. n o p

133. q r s 134. t u v

135. w x y 136. z a b

137. c d e 138. f g h

139. i j k 140. l m n

141. o p q 142. r s t

143. u v w 144. x y z

145. a b c 146. d e f

147. g h i 148. j k l

149. m n o 150. p q r

151. s t u 152. v w x

153. y z a 154. b c d

155. e f g 156. h i j

157. k l m 158. n o p

159. q r s 160. t u v

161. w x y 162. z a b

163. c d e 164. f g h

165. i j k 166. l m n

167. o p q 168. r s t

169. u v w 170. x y z

171. a b c 172. d e f

173. g h i 174. j k l

175. m n o 176. p q r

177. s t u 178. v w x

179. y z a 180. b c d

181. e f g 182. h i j

183. k l m 184. n o p

185. q r s 186. t u v

187. w x y 188. z a b

189. c d e 190. f g h

191. i j k 192. l m n

193. o p q 194. r s t

195. u v w 196. x y z

197. a b c 198. d e f

199. g h i 200. j k l

201. m n o 202. p q r

203. s t u 204. v w x

205. y z a 206. b c d

207. e f g 208. h i j

209. k l m 210. n o p

211. q r s 212. t u v

213. w x y 214. z a b

215. c d e 216. f g h

217. i j k 218. l m n

219. o p q 220. r s t

221. u v w 222. x y z

223. a b c 224. d e f

225. g h i 226. j k l

227. m n o 228. p q r

229. s t u 230. v w x

231. y z a 232. b c d

233. e f g 234. h i j

235. k l m 236. n o p

237. q r s 238. t u v

239. w x y 240. z a b

241. c d e 242. f g h

243. i j k 244. l m n

245. o p q 246. r s t

247. u v w 248. x y z

249. a b c 250. d e f

251. g h i 252. j k l

253. m n o 254. p q r

255. s t u 256. v w x

257. y z a 258. b c d

259. e f g 260. h i j

261. k l m 262. n o p

263. q r s 264. t u v

265. w x y 266. z a b

267. c d e 268. f g h

269. i j k 270. l m n

271. o p q 272. r s t

273. u v w 274. x y z

275. a b c 276. d e f

277. g h i 278. j k l

279. m n o 280. p q r

281. s t u 282. v w x

283. y z a 284. b c d

285. e f g 286. h i j

287. k l m 288. n o p

289. q r s 290. t u v

291. w x y 292. z a b

293. c d e 294. f g h

295. i j k 296. l m n

297. o p q 298. r s t

299. u v w 300. x y z

301. a b c 302. d e f

303. g h i 304. j k l

305. m n o 306. p q r

307. s t u 308. v w x

309. y z a 310. b c d

311. e f g 312. h i j

313. k l m 314. n o p

315. q r s 316. t u v

317. w x y 318. z a b

319. c d e 320. f g h

321. i j k 322. l m n

323. o p q 324. r s t

325. u v w 326. x y z

327. a b c 328. d e f

329. g h i 330. j k l

331. m n o 332. p q r

333. s t u 334. v w x

335. y z a 336. b c d

337. e f g 338. h i j

339. k l m 340. n o p

341. q r s 342. t u v

343. w x y 344. z a b

345. c d e 346. f g h

347. i j k 348. l m n

349. o p q 350. r s t

351. u v w 352. x y z

353. a b c 354. d e f

355. g h i 356. j k l

357. m n o 358. p q r

359. s t u 360. v w x

361. y z a 362. b c d

363. e f g 364. h i j

365. k l m 366. n o p

367. q r s 368. t u v

369. w x y 370. z a b

371. c d e 372. f g h

373. i j k 374. l m n

375. o p q 376. r s t

377. u v w 378. x y z

379. a b c 380. d e f

381. g h i 382. j k l

383. m n o 384. p q r

385. s t u 386. v w x

387. y z a 388. b c d

389. e f g 390. h i j

391. k l m 392. n o p

393. q r s 394. t u v

395. w x y 396. z a b

397. c d e 398. f g h

399. i j k 400. l m n

401. o p q 402. r s t

403. u v w 404. x y z

405. a b c 406. d e f

407. g h i 408. j k l

409. m n o 410. p q r

411. s t u 412. v w x

413. y z a 414. b c d

415. e f g 416. h i j

417. k l m 418. n o p

419. q r s 420. t u v

421. w x y 422. z a b

423. c d e 424. f g h

425. i j k 426. l m n

427. o p q 428. r s t

429. u v w 430. x y z

431. a b c 432. d e f

433. g h i 434. j k l

435. m n o 436. p q r

437. s t u 438. v w x

439. y z a 440. b c d

441. e f g 442. h i j

443. k l m 444. n o p

445. q r s 446. t u v

447. w x y 448. z a b

449. c d e 450. f g h

451. i j k 452. l m n

453. o p q 454. r s t

455. u v w 456. x y z

457. a b c 458. d e f

459. g h i 460. j k l

461. m n o 462. p q r

463. s t u 464. v w x

465. y z a 466. b c d

467. e f g 468. h i j

469. k l m 470. n o p

471. q r s 472. t u v

473. w x y 474. z a b

475. c d e 476. f g h

477. i j k 478. l m n

479. o p q 480. r s t

481. u v w 482. x y z

483. a b c 484. d e f

485. g h i 486. j k l

487. m n o 488. p q r

489. s t u 490. v w x

491. y z a 492. b c d

493. e f g 494. h i j

495. k l m 496. n o p

497. q r s 498. t u v

499. w x y 500. z a b

501. c d e 502. f g h

503. i j k 504. l m n

505. o p q 506. r s t

507. u v w 508. x y z

509. a b c 510. d e f

511. g h i 512. j k l

513. m n o 514. p q r

515. s t u 516. v w x

517. y z a 518. b c d

519. e f g 520. h i j

521. k l m 522. n o p

523. q r s 524. t u v

525. w x y 526. z a b

527. c d e 528. f g h

529. i j k 530. l m n

531. o p q 532. r s t

533. u v w 534. x y z

535. a b c 536. d e f

537. g h i 538. j k l

539. m n o 540. p q r

541. s t u 542. v w x

543. y z a 544. b c d

545. e f g 546. h i j

547. k l m 548. n o p

549. q r s 550. t u v

551. w x y 552. z a b

553. c d e 554. f g h

555. i j k 556. l m n

557. o p q 558. r s t

559. u v w 560. x y z

561. a b c 562. d e f

563. g h i 564. j k l

565. m n o 566. p q r

567. s t u 568. v w x

569. y z a 570. b c d

571. e f g 572. h i j

573. k l m 574. n o p

575. q r s 576. t u v

577. w x y 578. z a b

579. c d e 580. f g h

581. i j k 582. l m n

583. o p q 584. r s t

585. u v w 586. x y z

587. a b c 588. d e f

589. g h i 590. j k l

591. m n o 592. p q r

593. s t u 594. v w x

595. y z a 596. b c d

597. e f g 598. h i j

599. k l m 600. n o p

601. q r s 602. t u v

603. w x y 604. z a b

605. c d e 606. f g h

607. i j k 608. l m n

609. o p q 610. r s t

611. u v w 612. x y z

613. a b c 614. d e f

615. g h i 616. j k l

617. m n o 618. p q r

619. s t u 620. v w x

621. y z a 622. b c d

623. e f g 624. h i j

625. k l m 626. n o p

627. q r s 628. t u v

629. w x y 630. z a b

631. c d e 632. f g h

633. i j k 634. l m n

635. o p q 636. r s t

637. u v w 638. x y z

639. a b c 640. d e f

641. g h i 642. j k l

643. m n o 644. p q r

645. s t u 646. v w x

647. y z a 648. b c d

649. e f g 650. h i j

651. k l m 652. n o p

653. q r s 654. t u v

655. w x y 656. z a b

657. c d e 658. f g h

659. i j k 660. l m n

661. o p q 662. r s t

663. u v w 664. x y z

665. a b c 666. d e f

667. g h i 668. j k l

669. m n o 670. p q r

671. s t u 672. v w x

673. y z a 674. b c d

675. e f g 676. h i j

677. k l m 678. n o p

679. q r s 680. t u v

681. w x y 682. z a b

683. c d e 684. f g h

685. i j k 686. l m n

687. o p q 688. r s t

689. u v w 690. x y z

691. a b c 692. d e f

693. g h i 694. j k l

695. m n o 696. p q r

697. s t u 698. v w x

699. y z a 700. b c d

701. e f g 702. h i j

703. k l m 704. n o p

705. q r s 706. t u v

707. w x y 708. z a b

709. c d e 710. f g h

711. i j k 712. l m n

713. o p q 714. r s t

715. u v w 716. x y z

717. a b c 718. d e f

719. g h i 720. j k l

721. m n o 722. p q r

723. s t u 724. v w x

725. y z a 726. b c d

727. e f g 728. h i j

729. k l m 730. n o p

731. q r s 732. t u v

733. w x y 734. z a b

735. c d e 736. f g h

737. i j k 738. l m n

739. o p q 740. r s t

741. u v w 742. x y z

743. a b c 744. d e f

745. g h i 746. j k l

747. m n o 748. p q r

749. s t u 750. v w x

751. y z a 752. b c d

753. e f g 754. h i j

755. k l m 756. n o p

757. q r s 758. t u v

759. w x y 760. z a b

761. c d e 762. f g h

763. i j k 764. l m n

765. o p q 766. r s t

767. u v w 768. x y z

769. a b c 770. d e f

771. g h i 772. j k l

773. m n o 774. p q r

775. s t u 776. v w x

777. y z a 778. b c d

779. e f g 780. h i j

781. k l m 782. n o p

783. q r s 784. t u v

785. w x y 786. z a b

787. c d e 788. f g h

789. i j k 790. l m n

791. o p q 792. r s t

793. u v w 794. x y z

795. a b c 796. d e f

797. g h i 798. j k l

799. m n o 800. p q r

801. s t u 802. v w x

803. y z a 804. b c d

805. e f g 806. h i j

807. k l m 808. n o p

809. q r s 810. t u v

811. w x y 812. z a b

813. c d e 814. f g h

815. i j k 816. l m n

817. o p q 818. r s t

819. u v w 820. x y z

821. a b c 822. d e f

823. g h i 824. j k l

825. m n o 826. p q r

827. s t u 828. v w x

829. y z a 830. b c d

831. e f g 832. h i j

833. k l m 834. n o p

835. q r s 836. t u v

837. w x y 838. z a b

839. c d e 840. f g h

841. i j k 842. l m n

843. o p q 844. r s t

845. u v w 846. x y z

847. a b c 848. d e f

849. g h i 850. j k l

851. m n o 852. p q r

853. s t u 854. v w x

855. y z a 856. b c d

857. e f g 858. h i j

859. k l m 860. n o p

861. q r s 862. t u v

863. w x y 864. z a b

865. c d e 866. f g h

867. i j k 868. l m n

869. o p q 870. r s t

871. u v w 872. x y z

873. a b c 874. d e f

875. g h i 876. j k l

877. m n o 878. p q r

879. s t u 880. v w x

881. y z a 882. b c d

883. e f g 884. h i j

885. k l m 886. n o p

887. q r s 888. t u v

889. w x y 890. z a b

891. c d e 892. f g h

893. i j k 894. l m n

895. o p q 896. r s t

897. u v w 898. x y z

899. a b c 900. d e f

901. g h i 902. j k l

903. m n o 904. p q r

905. s t u 906. v w x

907. y z a 908. b c d

909. e f g 910. h i j

911. k l m 912. n o p

913. q r s 914. t u v

915. w x y 916. z a b

917. c d e 918. f g h

919. i j k 920. l m n

921. o p q 922. r s t

923. u v w 924. x y z

925. a b c 926. d e f

927. g h i 928. j k l

929. m n o 930. p q r

931. s t u 932. v w x

933. y z a 934. b c d

935. e f g 936. h i j

937. k l m 938. n o p

939. q r s 940. t u v

941. w x y 942. z a b

943. c d e 944. f g h

945. i j k 946. l m n

947. o p q 948. r s t

949. u v w 950. x y z

951. a b c 952. d e f

953. g h i 954. j k l

955. m n o 956. p q r

957. s t u 958. v w x

959. y z a 960. b c d

961. e f g 962. h i j

963. k l m 964. n o p

965. q r s 966. t u v

967. w x y 968. z a b

969. c d e 970. f g h

971. i j k 972. l m n

973. o p q 974. r s t

975. u v w 976. x y z

977. a b c 978. d e f

979. g h i 980. j k l

981. m n o 982. p q r

983. s t u 984. v w x

985. y z a 986. b c d

987. e f g 988. h i j

989. k l m 990. n o p

991. q r s 992. t u v

993. w x y 994. z a b

995. c d e 996. f g h

997. i j k 998. l m n

999. o p q 1000. r s t

1001. u v w 1002. x y z

1003. a b c 1004. d e f

1005. g h i 1006. j k l

1007. m n o 1008. p q r

1009. s t u 1010. v w x

1011. y z a 1012. b c d

1013. e f g 1014. h i j

1015. k l m 1016. n o p

1017. q r s 1018. t u v

1019. w x y 1020. z a b

1021. c d e 1022. f g h

1023. i j k 1024. l m n

1025. o p q 1026. r s t

1027. u v w 1028. x y z

1029. a b c 1030. d e f

1031. g h i 1032. j k l

1033. m n o 1034. p q r

1035. s t u 1036. v w x

1037. y z a 1038. b c d

1039. e f g 1040. h i j

1041. k l m 1042. n o p

1043. q r s 1044. t u v

1045. w x y 1046. z a b

1047. c d e 1048. f g h

1049. i j k 1050. l m n

1051. o p q 1052. r s t

1053. u v w 1054. x y z

1055. a b c 1056. d e f

1057. g h i 1058. j k l

1059. m n o 1060. p q r

1061. s t u 1062. v w x

1063. y z a 1064. b c d

1065. e f g 1066. h i j

1067. k l m 1068. n o p

1069. q r s 1070. t u v

1071. w x y 1072. z a b

1073. c d e 1074. f g h

1075. i j k 1076. l m n

1077. o p q 1078. r s t

1079. u v w 1080. x y z

1081. a b c 1082. d e f

1083. g h i 1084. j k l

1085. m n o 1086. p q r

1087. s t u 1088. v w x

1089. y z a 1090. b c d

1091. e f g 1092. h i j

1093. k l m 1094. n o p

1095. q r s 1096. t u v

1097. w x y 1098. z a b

1099. c d e 1100. f g h

1101. i j k 1102. l m n

1103. o p q 1104. r s t

1105. u v w 1106. x y z

1107. a b c 1108. d e f

1109. g h i 1110. j k l

1111. m n o 1112. p q r

1113. s t u 1114. v w x

1115. y z a 1116. b c d

1117. e f g 1118. h i j

1119. k l m 1120. n o p

1121. q r s 1122. t u v

1123. w x y 1124. z a b

1125. c d e 1126. f g h

1127. i j k 1128. l m n

1129. o p q 1130. r s t

1131. u v w 1132. x y z

1133. a b c 1134. d e f

1135. g h i 1136. j k l

1137. m n o 1138. p q r

1139. s t u 1140. v w x

1141. y z a 1142. b c d

1143. e f g 1144. h i j

1145. k l m 1146. n o p

1147. q r s 1148. t u v

1149. w x y 1150. z a b

1151. c d e 1152. f g h

1153. i j k 1154. l m n</



Waddington Reading Test

We use the Waddington Reading and Spelling Tests to measure a student's chronological reading and Spelling age. We measure individual student growth as well as whole class growth and whole school growth 6 monthly. We use the following process to collect the data:

1. **Waddington Reading Test** – the teacher makes copies of the Standard Waddington Diagnostic Reading test (one for each student) and gives students' time to answer each question. The teacher marks the test and uses the marking analysis to inform their reading program. Teachers submit a chronological age, reading score, reading age and + or – in years/months to the Leadership team. Students who master a score of 55 or above are asked to sit the Advanced Reading Test to indicate an appropriate reading age.
2. **Waddington Spelling Test** – Teachers use the blank master copy of Standard Waddington Spelling to test the words. Teachers call out the words from the list one at a time and students write the word in the allocated spot on the recording sheet. The teacher marks the test and uses the marking analysis to inform their spelling program. Teachers submit a chronological age, spelling score, spelling age and + or – in years/months to the Leadership team. Students who master a score of 65 or above are asked to sit the Advanced Spelling Test to indicate an appropriate spelling age.

Teachers take the Waddington Reading & Spelling Tests in Term 2 and 4 during Week 5 every year.

We use test 1 in an odd year and test 2 in an even year.

Results are submitted to the Leadership Team for whole school analysis.

Benchmarks for Fisk Street

Reception – Year 7

Age appropriate score
or above.

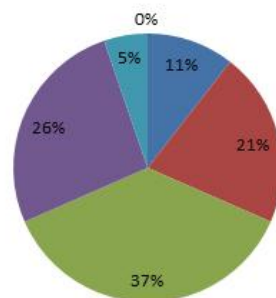
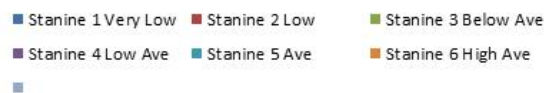
Eg If a student is 7years
and 9 months and
receives a score of 37
their reading age is
listed as 8y2m on the
first test.

PAT-R

The Progressive Achievement Test in Reading is a new test we are implementing to trial a new type of test. The test will help us with specific testing of reading concepts.



Year 5 Literacy Cohort PAT-R Results 2010



A report for candidates who sat [PAT Maths Plus 10](#).

Comparing candidate results to **Year 10**

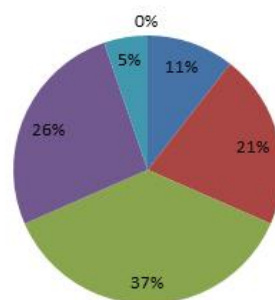
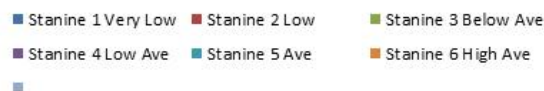
							Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
							Question Difficulty	55.6	58.1	61.2	62.1	62.8	66.4	65.4	67.5	72.5	74.3	77	80.9	57.5	59.1
							Question Strand	N	N	N	N	N	N	N	N	N	N	N	N	S	S
							Percentage Correct	100	100	100	100	100	100	100	100	100	100	100	0	100	100
Name																					
Student 10th	M	33	85.2	7	79		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	✓	✓

PAT-M

The Progressive Achievement Test in Mathematics is a new test we are implementing to trial a new type of test. The test will help us with specific testing of numeracy concepts.



Year 5 Literacy Cohort PAT-R Results 2010



A report for candidates who sat [PAT Maths Plus 10](#).

Comparing candidate results to Year 10

[illegible]

Appendix D: Assessment, Recording and Tracking for Learning proforma

The language choices of a text are shaped by the purpose, audience, author, and the position taken. Hence when assigning a Level, the language choices required need to match the writing task. The range of language choices shows progression across the Levels.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
COMPOSING LEARNING AREA TEXTS						
Using visuals in multimodal texts			Begins to draw visuals related to content	Visuals carry much of the meaning	Begins to use text to support visuals	Uses a small range of text to support visuals
Written texts	Copies words from identifiable letters	Collaboratively constructs/copies identifiable letters	Writes 2-3 simple sentences - highly supported High degree of scaffolding	3-5 sentences - highly supported Consistent spelling/letters	5-8 sentences with some support	Constructs own limited range of elementary genres on familiar topics
TEXT KNOWLEDGE						
Organisational Structure of learning area texts Refer to Levels for genre-specific criteria	Sequences pictures for basic genres	Draws events in order Labels	Matches pictures with writing Attempts genre-specific writing	Uses frameworks to include elements from each text stage	Uses frameworks to add detail Sequences events	Logically ordered sections and greater elaboration
TEXT COMPOSITION						
Punctuation • Text and paragraph openers • Text connectives • Sentence openers				Repetitive beginnings	Narrow range of sentence openers to begin a text	Limited number of features to organise text eg headings, subheadings, text connectives
Reference Language resources to make a text cohesive eg pronouns, demonstratives and substitution		Uses text pronouns eg I, he/she	Uses most of the basic pronouns accurately eg you, my	Uses small range of pronouns some of the time eg him/her, they, this, that	Uses greater range of pronouns eg we, us, them	Mostly accurate use of pronouns Begins to use substitution eg, the 'one' that first
GRAMMAR KNOWLEDGE						
Sentence Structure • Simple Sentence • Compound Sentence - linking conjunctions and then but etc. or • Complex Sentence - using linking conjunctions because if when after until as while unless so that using relative clauses who whose whosever Punctuation • Sentence level • Basic		Attempts a simple sentence with support	Begins to write simple sentences and then	Begins to write compound sentences and then	Writes compound sentences with small range of linking conjunctions Begins complex sentences because	Writes compound sentences with a range of linking conjunctions Complex sentences with varying accuracy when after if so (meaning as that)
Phrase and Word Groupings • Verbs and verb phrases • Doing, having, being, relating (processes) • Tense • Subject-verb agreement			Experiments with capital letters and full stops	Begins to use capital letters and full stops with some accuracy	Uses capitals and full stops with some consistency Begins to use capitals for proper nouns	Uses full stops accurately Begins to use exclamation marks, commas in lists
Adverbs, adverb phrases and prepositional phrases (circumstances)			Uses basic phrases of place	Uses adverbs and phrases of place, time and manner	Uses adverbs and phrases of place, time and manner	Uses a range of adverbs and phrases accurately
Nouns and noun phrases (things and entities (n, an, the))		Small range of everyday nouns May use articles	Uses a growing range of everyday nouns and descriptors Inconsistent use of articles	Composes a small range of short noun groups Greater control of nouns Uses "n" plural	Composes a wider range of short noun groups Greater control of nouns Uses basic pluralisation	Expands noun groups Controls plural
NONLITERATURE						
EXPRESSION OF OPINION AND POINT OF VIEW						
Evaluative Language Feelings, judgement, evaluation of things and people, attitudes			Begins to use basic evaluative language	Uses a very limited range of evaluative language	Uses a limited range of evaluative language	Uses a narrow range of evaluative language
Modality Subjectivity Using sensory/feeling verbs			Begins using subjective language	Uses modalised subjective language	Independent use of subjective language	Begins to use objective language
WORD KNOWLEDGE						
Understanding/using learning area vocabulary Subject specific, specialised, technical Contextual demands of words choices				Uses a very narrow range of topic specific vocabulary	Begins to use a narrow range of technical vocabulary	Uses a range of technical vocabulary
Spelling	Some initial sounds	Most beginning, some and sounds	Beginning, middle, and sounds eg CVC	Short vowel, single syllable, some common	Spells most common and topic words	Accuracy with common spelling patterns

Year level				R	1	2	3	4	5	6	7	8	9	10
Standard						1		2		3		4		5
Scales	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Early Years	1	2	3	4	5	6								
Primary Years	1	2	3	4	5	6	7	8	9					
Middle Years	1	2	3	4	5	6	7	8	9	10	11	12	13	
Senior Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14



EALD Scope & Scales

We use the Language and Literacy Levels to track student progress with writing. We collect samples of writing every term (generally a fiction and a non-fiction genre sample)

The following model is provided to assist schools to assign accurate and consistent EALD Levels:

- collecting sets of evidence
- establishing the context
- making a general judgement
- making a finer judgement
- making a decision
- moderating for accuracy and consistency.

1. Collect two written texts, one from the factual and the other from the creative or persuasive text types.
2. Understand the context of the text. Reflect upon the purpose and audience of the text type and anticipate the structure and the language required to achieve the purpose.
3. Scan the sets of evidence, select three representative sets (high, average, low) and begin assigning Levels by highlighting language choices. These choices should be informed by the use of the approved recording and tracking proforma. (Appendix D)
4. Compare these choices to the language indicators in the Language and Literacy Levels by starting at two Levels below that expected for the year level. Assign a Level to each representative set. Record it on the recording and tracking proforma. Refer to Moderated Evidence if necessary.
5. Repeat the process for the other sets of evidence until all have been given a Level. This should be quicker having already assigned Levels to high, average and low sets.
6. Moderate.

Moderation of student sets of evidence should occur between teachers before the Levels are entered into EDSAS.

Results are moderated between teachers and scales submitted to the Leadership Team for whole school analysis.

Benchmarks for Fisk Street

Reception – Scale 4

Year 1 – Scale 5

Year 2 - Scale 6

Year 3 – Scale 7

Year 4 – Scale 8

Year 5 – Scale 9

Year 6 – Scale 10

Year 7 – Scale 11





M100-800 Words

We use the M100-800 word lists to check student vocabulary. The reason that we use the M100-800 word list is because the list goes higher and caters for older students (up to Year 5)

1. **M100-800 Read** – Teachers or SSOs conduct a test of words read and record a total on the class list. This list is submitted to the Leadership team for tracking growth.
2. **M100-800 Spelled** – Teachers conduct spelling test of words (advise testing 100 words per block/per day so as not to exhaust students). Results are submitted to the Leadership team for tracking.
3. **Teachers test words read and spelled each week during literacy lessons.** Totals are entered into the tracking sheet. Gap words are recorded and retested at the end of the term.



Teachers take M100-800 words read and spelled each week. Teacher total the words and collate at the end of the term.

Results are submitted to the Leadership Team for whole school analysis at the end of each term

Benchmarks for Fisk Street

Reception – 100

Year 1 – 200

Year 2 – 300

Year 3 – 400

Year 4 – 500

Year 5 – 600

Year 6 – 700

Year 7 – 800+



Student Entry Assessment (SEA)

School Entry Assessment is a developmental continuum that describes what children know, understand and demonstrate in literacy and numeracy.

The SEA continuum is used by early years teachers to collect information about the knowledge, skills, and understandings that children bring to school. Teachers use this information to track children's learning and development in the early years and, based on this information, to plan programs that meet the needs of each child.

AWARENESS	EXPLORATION	INQUIRY	UTILISATION	APPLICATION
<p>In this stage, children are developing an awareness about literacy and numeracy and how it impacts on them.</p> <p>They experiment with literacy and numeracy for personal purposes.</p>	<p>In this stage, children are able to recognise and engage with literacy and numeracy in their environment.</p> <p>This is an exploration stage, where they are developing understanding about some purposes of literacy and numeracy and how it relates to their life.</p>	<p>In this stage, children begin to 'crack the codes' of literacy and numeracy.</p> <p>It is a stage of inquiry, where they recognise and begin to engage with some of the basic, early conventions in various contexts.</p>	<p>In this stage, children know and understand many basic rules and conventions about literacy and numeracy, and are able to utilise what they know for basic purposes in relevant structured or more formal contexts.</p>	<p>In this stage, children understand literacy and numeracy to be able to apply it in contexts beyond their direct experience.</p> <p>They are beginning to be able to plan and monitor their use of literacy and numeracy in a variety of settings.</p>

The SEA continuum is marked at FSPS only for students in Reception in 2012. Student's current stage of development is highlighted in the blue book (kept in student file) and their stage of development entered into EDSAS at the end of each term.





Running Records

We use the Marie Clay Running Record to gather information about student progress by listening and recording reading each fortnight for students who are in Wave 2 or 3. We analyse errors and self – corrections as well as reading accuracy rate and reading behaviours. The information collected informs the reading program for students in Waves 2 & 3.

RUNNING RECORD SHEET					
Name: _____		Date: _____		D. of B.: _____ Age: _____ yrs _____ mths	
School: _____		Recorder: _____			
Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio	
Easy _____	_____	1: _____	_____ %	1: _____	
Instructional _____	_____	1: _____	_____ %	1: _____	
Hard _____	_____	1: _____	_____ %	1: _____	
Directional movement _____					
Analysis of Errors and Self-corrections					
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]					
Easy _____					
Instructional _____					
Hard _____					
Cross-checking on information (Note that this behaviour changes over time)					
Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
		E MSV	SC MSV		

Running Records Conversion Table

Error Rate	Percent Accuracy		
1:200	99.5	(Easy)	
1:100	99		
1:50	98		
1:35	97		
1:25	96		
1:20	95		
1:17	94	(Instructional)	
1:14	93		
1:12.5	92		
1:11.75	91		
1:10	90		
1:9	89		
1:8	87.5		
1:7	85.5		
1:6	83		
1:5	80		
1:4	75		
1:3	66		
1:2	50		

Good opportunities for teachers to observe children's processing on texts

The reader tends to lose the support of the meaning of the text

Rate of errors to Running Words

$$\frac{E}{RW}$$

Self correction rate

$$\frac{SC}{E + SC}$$



Concepts About Print

We use the Marie Clay concepts about print to gather information about student progress for students who are in Wave 2 or 3. We analyse the information by reading a book and recording student responses. The information collected informs the reading program for students in Waves 2 & 3.

SD Concepts of Print Checklist

Name: Jack B. Nimble

Administer this assessment using the Marie Clay Concepts of Print books, *Follow Me Moon* and *No Shoes*. Ask child each question as written. For each item, if a response is correct, make a mark on the line in the appropriate column. An incorrect response should be noted on the line. If a prompt is used, note that.

Fall Mid-Year Spring

Dates: 9-15-07 1-15-07 5-15-08

1. What is the right way to hold this book? ☒
2. Can you show me the front cover of the book? ☒
3. Can you point to the title? ☒
4. Can you show me the part that tells the story? ☒
5. Where does the story begin? ☒
6. Where does the story end? ☒
7. Point to the place on the page where someone would begin to read? ☒
8. Can you move your finger to show me the words that someone would read next? ☒ ☒ ☒
9. Can you move your finger to show me where to go after I finish reading this line? ☒ ☒ ☒
10. When I get to the end of this page, where will I find the next line? ☒ ☒ ☒





SPA – Screening of Phonological Awareness

We use the SPA tool for students who are in Wave 2 or 3. This enables teachers to isolate areas in which students require assistance. We analyse the information by conducting the test as related in the pack and record the information on a recording sheet. The information collected informs the reading program for students in Waves 2 & 3.



Phonological awareness skills have been repeatedly shown to be strongly linked to reading and spelling outcomes.

The Screen of Phonological Awareness is a simple and effective screening tool which enables the examiner to determine whether a student is at risk of poor literacy outcomes by comparing the results with the performance of South Australian children on a range of phonological awareness tasks.

The **SPA** covers a broad range of early metalinguistic and phonological skills that have been correlated to literacy development. The items cover:

- word awareness
- rhyme awareness,
- syllable awareness
- sound awareness
- auditory memory and sequencing
- sentence repair
- letter recognition.

The information gathered is useful in developing intervention goals that are highlighted as a result of testing. This distinguishes the **SPA** from screening measures which aim only to detect whether a difficulty exists.

There are ten subtests in the **SPA** and one supplementary subtest. The subtests are not arranged in the order in which the skills are acquired, but rather are grouped into word awareness, rhyme awareness, syllable awareness, auditory memory, sound awareness, auditory sequencing, sentence repair and grapheme-phoneme correspondence.

Age performance data is provided for four age-bands covering the range from 4 years to 5 years 11 months. The **SPA** can also be used for children above this age group when poor phonological awareness is suspected.

Information about this and other resources available through the Department of Education and Children's Services (DECS), South Australia, including order forms, can be found at
<http://www.decs.sa.gov.au/svpst/pages/resources/>

For more information Ph 08 8226 1769 or e-mail jo.cameron2@sa.gov.au