**Assessment Schedule: Data Collection and Analysis**

This document outlines the recommended assessment schedule within Playberry Laser schools. See the Assessment Overview document for more general information about each assessment, including the Placement Test.

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| **Term 1** | | | | |
| **When** | **Who** | **What? And Why?** | **Delivery** | **Analysis** |
| Week 1 and Week 2 | Foundation students | **PASM /FELA**  1:1 Phonological Awareness early screener | The class teacher or educator will deliver and input results into the school’s data management system by the end of Week 2. | Class teachers and leaders of learning analyse results to inform Tier 1 teaching.  Tier 1 support for flagged students could include sitting at the front of the class, close monitoring, and small group support in PA. |
| Week 1 and Week 2 | Year 1-6  \*This test is for students who have not achieved benchmark in the previous EOY DIBELS composite score. | **PAST (Kilpatrick)**  1:1 Phonological Awareness screener | Class teacher/ Educator to deliver and input results into the school’s data management system by the end of Week | Class teachers and leaders of learning analyse results to inform Tier 1, 2 and 3 support.  Resources for this teaching/ intervention could include: Heggerty, Kilpatrick and Switch It. |
| Week 4 and Week 5  Always delivered before midday | Foundation to Year 6 | **DIBELS universal screener**  DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.  Phonological Awareness and Decoding Screener that may be used to inform intervention. <https://dibels.uoregon.edu/materials/dibels-australasian> | The class teacher will administer Maze to the whole class (3-minute test). Trained Support Staff or Leadership members to administer all other subtests 1:1 (one-minute fluency tests).  Class teacher inputs results into the school’s DIBELS Data management system by the end of Week 5. | Whole staff analysis in allocated Staff meeting Week 6.  Reading Composite scores and subtests are used to decide who receives Tier 2 and 3 intervention. These students will need ongoing progress monitoring (see Assessment Overview for more information).  Class teachers also use this data to inform seating plans and fluency pairs (see Resources section). |
| Week 7 and Week 8  Always delivered before midday | Year 3 and Year 5 | **NAPLAN**  Helps governments, education authorities, and schools to see whether young Australians are reaching important literacy and numeracy goals. | Class teacher to administer whole class | Assists in the analysis of the effectiveness of teaching programs and methodology. |
| Week 10/11  (Tests to be completed in line with the Phase Scope and Sequence) | Phases 2-6 | **Spelling Audit** and **Heart Word Audit**   To check what has been mastered. | Class teacher to administer tests to the whole class  Class teacher inputs results into their spelling audit spreadsheets by the end of week 11. | Class teachers analyse individually to assess what needs revision and what needs reteaching. Data to support Tier 2 and 3 planning.   See Assessment Overview for further details. |
| Week 10/11  (Tests to be completed in line with the Phase Scope and Sequence) | Phases 1-2 | **Decoding Test**  To check students’ ability to decode independently.  \*Students who have mastered spelling tests (80% or greater) are not required to complete this test. If students can spell the graphemes, they can read them. | Educators administer 1:1.  Classroom teachers input the data into the Playberry Laser Decoding spreadsheet. | Classroom teachers analyse results to inform which reading skills need to be focussed on in Tier 1 lessons and for the selection of decodable books/texts. |

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| **Term 2** | | | | |
| **When** | **Who** | **What? And Why?** | **Delivery** | **Analysis** |
| Week 8 and Week 9  Always delivered before midday | R-6 | **DIBELS universal screener**  DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.  Phonological Awareness and Decoding Screener that may be used to inform intervention.  <https://dibels.uoregon.edu/materials/dibels-australasian> | The class teacher will administer Maze to the whole class (3-minute test). Trained Support Staff or Leadership members to administer all other subtests 1:1 (one-minute fluency tests).  Class teacher inputs results into the school’s DIBELS Data management system by the end of Week 10. | Whole staff analysis in an allocated Staff meeting.  Reading Composite scores and subtests will be used to make decisions about T1, T2, and T3 to target students requiring additional support.  Class teachers can also use the information to inform seating plans and fluency pairs. |
| Week 10  (Tests to be completed in line with the Phase Scope and Sequence) | Phases 1-6 | **Spelling Audit** and **Heart Word Audit**   To check what has been mastered. | The class teacher will administer tests to the whole class.  Class teacher/ Educator inputs results into the Spelling Audit spreadsheet by the end of week 11. | Class teachers analyse individually to assess what needs revision and what needs reteaching. Data to support Tier 2 and 3 planning.  See Assessment Overview for further details. |
| Week 10  (Tests to be completed in line with the Phase Scope and Sequence) | Phases 1-2 | **Decoding Test**  To check students’ ability to decode independently.  \*Students who have mastered spelling tests (80% or greater) are not required to complete this test. If students can spell the graphemes, they can read them. | Educators administer 1:1.  Classroom teachers input the data into the Playberry Laser Decoding spreadsheet | Classroom teachers analyse results to inform which reading skills need to be focussed on in Tier 1 lessons and for the selection of decodable books/texts. |

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| **Term 3** | | | | |
| **When** | **Who** | **What? And Why?** | **Delivery** | **Analysis** |
| Week 1 | Foundation students | **PASM /FELA**  Phonological Awareness early screener | The class teacher/SSO will deliver and input results into the school’s data management system by the end of Week 2. | Class teachers and leader of learning to analyse the results to inform T1, T2 and T3 supports required.  Resources that can be used for this teaching/intervention include:  Heggerty, Kilpatrick, and Switch It |
| Year 1-6  \* Students who have not made benchmark in the MOY DIBELS composite score. | **PAST**  1:1 Phonological Awareness screener |
| Week 3-6  (As per system requirements)  Always delivered before midday | Year 1 | **Year 1 Phonics Screener** | Class Teacher to administer the tests and enter data | Class teacher (released) inputs results into provided spreadsheet |
| Week 9/10  Tests to be completed in line with the Phase Scope and Sequence | Phases 1-6 | **Spelling Audit** and **Heart Word Audit**   To check what has been mastered. | Class teacher to administer tests to the whole class  Class teacher/SSO inputs results into their spelling audit spreadsheets by the end of week 11. | Class teachers analyse to assess what needs revision and what needs reteaching. Data to support Tier 2 and 3 planning.  See Assessment Overview for further details. |
| Week 9/10  Tests to be completed in line with the Phase Scope and Sequence | Phases 1-2  \*Students who have mastered spelling tests (80% or greater) are not required to complete this test. | **Decoding Test**  To check students’ ability to decode independently. | Educators administer 1:1.  Classroom teachers input the data into the Playberry Laser Decoding spreadsheet | Classroom teachers analyse results to inform which reading skills need to be focussed on in Tier 1 lessons and for the selection of decodable books/texts. |

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| **Term 4** | | | | |
| **When** | **Who** | **What? And Why?** | **Delivery** | **Analysis** |
| Week 3 | R-6 | **Westwood Spelling Test**  **(South Australian Spelling Test)** | The teacher will administer and input results into the school data management system. | Test used to identify individual and cohort growth at a point in time. Assists the analysis of the effectiveness of teaching programs and methodology and informs report writing. |
| Week 4/5 Always delivered before midday | R-6 | **Online PAT assessment window**  Reading | Online whole class | Test used to identify individual and cohort growth at a point in time. Assists the analysis of the effectiveness of teaching programs and methodology and informs report writing. |
| Week 5 and Week 6  Always delivered before midday | R-6 | **DIBELS universal screener**  DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.  Phonological Awareness and Decoding Screener that may be used to inform intervention.  <https://dibels.uoregon.edu/materials/dibels-australasian> | The class teacher will administer Maze to the whole class (3-minute test). Trained Support Staff or Leadership members to administer all other subtests 1:1 (one-minute fluency tests).  Class teacher inputs results into the school’s DIBELS Data management system by the end of  Week 7. | Whole staff analysis in an allocated Staff meeting.  Reading Composite scores and subtests will be used to make decisions around T1, T2, and T3 to target students requiring additional support.  Class teachers can also use the information to inform the following year's seating plans, fluency pairs, and support planning. |
| W7/8  (Tests to be completed in line with the Phase Scope and Sequence) | Phases 1-6 | **Spelling Audit** and **Heart Word Audit**   To check what has been mastered | Class teacher to administer tests to the whole class  Class teacher/SSO inputs results into their spelling audit spreadsheets by the end of week 11. | Class teachers analyse individually to assess what needs revision and what needs reteaching. Data to support Tier 2 and 3 planning.   See Assessment Overview for further details. |
| W7/8  (Tests to be completed in line with the Phase Scope and Sequence) | Phases 1-2 | **Decoding Test**  To check students’ ability to decode independently.  \*Students who have mastered spelling tests (80% or greater) are not required to complete this test. If students can spell the graphemes, they can read them. | Educators administer 1:1.  Classroom teachers input the data into the Playberry Laser Decoding spreadsheet | Classroom teachers analyse results to inform which reading skills need to be focussed on in Tier 1 lessons and for the selection of decodable books/texts. |