

# Assessments Overview

This document outlines the internal Playberry Laser and external normed assessments that we recommend. It is an overview document that gives general information about what each assessment measures, why we recommend it, when and how it should be administered, and finally, what needs to happen with the collected data. See the Assessment Schedule document for more specific information about what this looks like over a school year.

## Playberry Laser Placement Test

This is a whole-school spelling assessment used to place each class or cohort of students within the Playberry Laser Scope and Sequence. Classroom teachers or educators administer this test in the term before the implementation of the Playberry Laser program.

The following table identifies which subtests should be administered to each year level:

	Schools starting beginning of the school year	Schools starting in the middle of the school year
Foundation	No assessment	Phase 1
Year 1	Phase 1 only	Phase 1 (continue into Phase 2 if required)
Year 2	Phase 1 & 2	Phase 1, 2 & 3
Year 3	Phase 1, 2 & 3	Phase 1, 2, 3 & 4
Year 4	Phase 2, 3 & 4	Phase 2 to 5
Year 5	Phase 2 to 5	Phase 2 to 5
Year 6	Phase 2 to 5	Phase 2 to 5

\*Test one phase at a time and mark it according to marking guidelines. Testing is discontinued when 8 consecutive errors are made.

The classroom teacher or other educator is responsible for inputting the data into the Playberry Laser Placement Test spreadsheet. The school's Literacy Leader will then analyse the data with guidance from a Playberry Laser coach to place classes/groups within the school onto the scope and sequence.

## DIBELS ® Universal Screener Benchmark

DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. <https://dibels.uoregon.edu/materials/dibels-australasian>

DIBELS is used as a screener for Phonological Awareness and Decoding. The subtests vary depending on Year level:

LNF- Letter Naming Fluency	Foundation and Year 1
PSF- Phoneme Segmentation Fluency	Foundation and Year 1
NWF- Nonsense Word Fluency	Foundation to Year 3
WRF- Word Reading Fluency	Foundation to Year 3
ORF- Oral Reading Fluency	Foundation to Year 8
MAZE- Reading Comprehension	Year 2 to 8

DIBELS is administered three times per year, with 16 weeks between each testing period. The suggested times to administer the DIBELS suite are Term 1, Weeks 4 and 5; Term 2, Weeks 8 and 9; and Term 4, Weeks 5 and 6. The first week should be for the bulk of the testing, and the second week should be used to catch up with absent students.

The Classroom Teacher administers the MAZE to the whole class, and all other subtests are administered by a trained educator (not the class teacher). This will ensure the testing's fidelity. It is the classroom teacher's responsibility to input all data into the school's data system.

We highly recommend having a designated DIBELS coordinator. Before each testing cycle, this person will work with all testing staff (other than classroom teachers who will administer the MAZE) to refresh the guidelines and protocols,

ensuring fidelity. Where possible, testing staff should remain consistent throughout the year. The coordinator's role is also to ensure that the correct testing materials are used. It is important to keep checking the DIBELS website for updates to testing materials.

Once the teacher uploads the data at the end of each testing period, the coordinator must schedule a staff meeting for classroom teachers to analyse the data. Teachers will use the data to identify students for Tier 2 and 3 intervention based on the DIBELS composite scores. DIBELS subtests inform what intervention is required. These students need to be Progress Monitored; see the section below.

The school's leadership team (including the DIBELS coordinator) will also meet to analyse both individual class and whole school data. Individual students will be case-managed within this meeting, and the effectiveness of Tier 1 (classroom) teaching will be analysed. Where data shows the classroom teacher needs support or coaching, steps to support them should be actioned. This may include modelled lessons, teaching observations and ongoing mentoring.

## DIBELS ® Progress Monitoring

DIBELS Progress Monitoring is used for students who are flagged as 'At Risk' or 'At Some Risk' in the DIBELS testing. It monitors the effectiveness of intervention provided to students receiving Tier 2 and 3 interventions and involves using either the NWF or ORF subtests, depending on the type of intervention given. For students achieving far below their year level, progress monitoring is best delivered using the year below their current year level form.

DIBELS guidelines recommend testing regularly:

	At Risk (RED)	At some risk (YELLOW)
Foundation to Year 3	every 2 weeks	every 4 weeks
Years 4 to 8	every 2-3 weeks	every 4-5 weeks

The Classroom Teacher or educator administers the appropriate tests and

inputs the data into the school's data system. They will continue to monitor trends in the individual students' data to review and plan for Tier 2 intervention. Tier 1 modifications outside of a Playberry Laser lesson could include building in extra fluency reading across curriculum areas, extra phonological awareness practice or Reading Card drills.

## Playberry Laser Spelling Audit

The Playberry Laser Spelling Audit is administered to check which phoneme/grapheme correspondences and spelling rules have been mastered at a Tier 1 level for each group/class.

Teachers/educators administer the test to the class as a whole or in small groups, depending on needs. The tests are administered at the end of teaching periods throughout the year as follows:

Phase 1	Week 18, 28 & 36
Phase 2	Week 8, 19, 29 & 36
Phase 3-6	Week 9, 19, 29 & 36

\*These weeks are from the Playberry Laser Scope and Sequence, not the school year.

It is the responsibility of the classroom teacher to input the data into the Playberry Laser Spelling Test spreadsheet, and then to analyse the results. This will inform which graphemes need review or reteaching in Tier 1 lessons.

Our general rule is that if 50% (red) or less of the group have not mastered the grapheme, it will need to be retaught. If 51 - 79% (yellow) of the group have mastered the grapheme, it will need review. These graphemes must remain in the Reading Card Deck and may be added to the Spelling Review Drill daily. The review graphemes may also be included as extra Retrieval Activities or Words to Spell. This will need to be manually noted on the Weekly Planner for the subsequent weeks as it will/may not be included on the slides.

## Heart Word Test

The Heart Word assessment is administered to check which heart words have been mastered at a Tier 1 level for each group/class. Teachers/educators will administer the test to the class as a whole or in small groups, depending on needs. Tests are to be administered as follows:

Phase 1	Week 18, 28 & 36
Phase 2	Week 8, 19, 29 & 36
Phase 3-6	Week 9, 19, 29 & 36

\*These weeks are from the Scope and Sequence, not the school year.

It is the responsibility of the classroom teachers to input the data into the Playberry Laser Heart Word spreadsheet, and then analyse the results to inform which heart words have been mastered. Unlike the spelling audit, there is no need to reteach lessons based on the heart word data. Teachers use their discretion about which heart words are to be reviewed. This can be done within the heart word routine, using the downloadable heart word documents or giving individual words to students for review.

## Playberry Laser Decoding Test

The Playberry Laser Decoding tests is designed to check a student's ability to decode graphemes independently. It has been designed for certain students in Phase 1 and 2 only. Students who have mastered graphemes in the Playberry Laser Spelling Test (80% or greater) are not required to complete this test. *If students can spell the graphemes, they can usually read it.*

Tests are to be administered to the appropriate students as follows:

Phase 1	Week 18, 28 & 36
Phase 2	Week 8, 19, 29 & 36

\*These weeks are from the Scope and Sequence, not the school year.

It is the responsibility of the classroom teacher or educator to administer the test 1:1, and then input the data into the Playberry Laser Decoding spreadsheet. The classroom teacher will then analyse the results to inform which reading skills need to be focussed on in Tier 1 lessons, and to help inform the selection of decodable books/texts.

## Playberry Laser Tier 2 Testing

Tier 2 testing is designed to check which phoneme/grapheme correspondences and spelling rules have been mastered within the Tier 2 lessons. There are 19 assessments spread across the Tier 2 scope and sequence which the Tier 2 educator will administer in their Tier 2 groups, or individually, depending on needs. Testing will occur at certain points throughout the Tier 2 Scope and Sequence which will be labelled within the teacher manuals and planners.

It is the responsibility of the Tier 2 educator to record the results from the testing and share these results with the classroom teacher. The classroom teacher will then case manage with the Tier 2 educator, based on the results. There are two words to spell for each grapheme within the tests. If a student misspells both of these words, the grapheme must be reviewed within the Tier 2 lesson using the Tier 2 review materials.

## Westwood Spelling Test (South Australian Spelling Test)

The Westwood Spelling Test is used to measure spelling growth over a 12-month period using a normed and standardised test. The test is administered to the whole school once per year, at a consistent time.

It is the responsibility of the classroom teacher or educators to administer the test to the class as a whole, or in small groups, depending on needs. The classroom teachers will then input the data into the school's data system and may use this data to support their judgments about student progress.

We recommend that the leadership team analyse both individual classes as well as whole school data to case manage individual students as well as the effectiveness of Tier 1 (classroom) teaching. Where data shows support or coaching is needed for the classroom teacher, steps to support them should be actioned.