

Evidence Based Literacy Assessments

As a part of the Literacy and Numeracy Improvement Cycle each site needs to clearly plan and document assessments used to inform teaching practice and monitor and track the progress of ALL learners ensuring additional support and challenge. These occur at agreed times, are quality controlled and are correlated with other data for accurate analysis of learning needs. Sites may wish to use additional evidence-based assessments such as (those recommended by DECD¹ in bold):

| Domain | Title | Focus | Available from |
|----------------------------|---|---|---|
| Oral Language ² | <i>Yakka Tracka</i> | Early childhood focus - aims to assist teachers to reflect on the language learning opportunities that are provided to children in their site | Available with this paper or from your DECD Speech Pathologist |
| Phonological Awareness | <i>Phonological Awareness Skill Mapping: PASM</i> | Assesses range of Phonological Awareness skills; the critical skill for reading is phonemic awareness | Available with this paper or from your DECD Speech Pathologist |
| | <i>Screen of Phonological Awareness: SPA</i> | 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 | http://web.seru.sa.edu.au/pdfs/order%20SPA.pdf |
| | <i>School Entry Alphabetic and Phonological Awareness Readiness Test: SEAPART</i> | Measures pre-literacy skills that are ideally mastered at the point of school entry. Is a criterion-referenced assessment of phonological awareness and early alphabet knowledge that can be used with children just prior to or just after entering formal schooling. Is the precursor to SPAT-R and provides information about strengths and weaknesses in phonological awareness and alphabet knowledge. | https://shop.acer.edu.au/school-entry-alphabetic-and-phonological-awareness-readiness-test-seapart |
| | <i>Sutherland Phonological Awareness – Revised Test: SPAT-R</i> | Identified learners who are having difficulties with phonological awareness; provides normed data, expressed in percentiles; contains two forms for pre- and post-intervention assessment | https://shop.acer.edu.au/sutherland-phonological-awareness-test-revised-spat-r |
| Fluency ³ | <i>The Wheldall Assessment of Reading Passages: WARP</i> | Used to identify low-progress readers, and to monitor their reading performance over time, using a test of oral reading fluency. A simple, quick, reliable and valid reading test | http://www.multilit.com/programs/warp/ |
| | <i>Oral Fluency Assessment: OFA</i> | Measures the number of words correct per minute (WCPM) that students read | https://www.readinga-z.com/assessments/fluency-timed-reading/ |
| Phonics | | http://www.speld-sa.org.au/links/free-tips-and-resources-for-phonics-teaching.html | |
| Vocabulary ⁴ | <i>Oxford Word Lists</i> | Can they say read and write each word? | |

¹ DECD October 2012 Engaging in and Exploring Core Assessments for Literacy Improvement <https://myintranet.learnlink.sa.edu.au/library/document-library/educational-resources/literacy-a-r/core-assessments-for-literacy-improvement-literacy-secretariat-engaging-in-and-exploring.pdf>

² Anne Bayetto recommends a range of teacher developed informal and formal assessments for oral language be used contextualised to the learning area/unit of work prior to and during the learning

³ Suggest screening and regular monitoring from Year 1; be cautious of those that just assess rate and don't consider prosody (Anne Bayetto); there is sufficient guidance from research to support the use of fluency-based assessments in their professional data-collection procedures, however

⁴ Suggest Teacher developed pre test of vocabulary prior to a unit of work to ascertain prior knowledge and target intervention

| Comprehension | General Information | Use a combination of different measures, materials and procedures ⁵ | |
|---------------|--|--|---|
| Domain | Title | Focus | Available from |
| Reading | Oxford Literacy Assessment | Provides a suite of print and online tools for gathering and managing data about your students' reading abilities | http://www.oup.com.au/primary/literacy/oxford_literacy_series/building_independent_reading/oxford_literacy_assess |
| Reading | PAT-Reading | Measures and tracks learner reading comprehension achievement; assesses literal, inferential, form and content and linking information across text comprehension questions; | https://www.acer.edu.au/pat-reading |
| | Probe⁶ | Assesses reading accuracy, reading behavior and in-depth reading comprehension in Years 3-10 learners; covers 6 defined areas of reading comprehension which are literal, reorganization, inference, vocabulary, evaluation and reaction | https://shop.acer.edu.au/catalogsearch/result/?cat=&q=Reading |
| | Running Records⁷ | Use to observe and analyses reading behaviors; records provide diagnostic information using meaning (M) structure (S) and visual (V) for miscue analysis | http://www.nelson.com/pmfamily/documents/P_M_Benchmark_Brochure.pdf |
| | Oxford Literacy Assessment | A suite of print and online tools for gathering and managing data about students' reading abilities. A reading record for each assessment text provides a framework for educators to assess word recognition (including Meaning, Structure and Visual processes), comprehension, fluency and reading behaviors. | http://www.oup.com.au/primary/literacy/oxford_literacy_series/building_independent_reading/oxford_literacy_assess#whatis |
| Writing | Language and Literacy Levels | Assesses learners' English language and literacy proficiency in oral language and writing across the Australian Curriculum; measures and tracks learners who are learning English and an Additional Language or Dialect (EALD); consists of 14 levels based on the Australian Curriculum elements of Composing texts, Text Knowledge, Grammar Knowledge and Word Knowledge | https://www.decd.sa.gov.au/sites/g/files/net691/f/language-and-literacy-levels-eald |
| Spelling | Oxford Word List | 404 commonly-used words by learners in years 1 to 4 in writing Automaticity of understanding, pronouncing and spelling these words assists learners in gaining independence in reading and writing | http://www.oxfordwordlist.com/pages/ |
| | South Australian Spelling Test (SAST) | <i>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</i> | http://catalogue.nla.gov.au/Record/1388484 |
| Other | AEDC data | Relevant cohort data collected every 3 years about Reception children: Language & cognitive skills – Interest in reading and writing, can count and recognize numbers and shapes; Communication skills & general knowledge – Can tell a story, communicate with adults & children, articulation. | https://www.aedc.gov.au |

⁵ Recommend using a combination of different measures and materials and procedures as the nature of the assessment influences the reading profile obtained

⁶ DECD October 2012 Engaging in and Exploring Core Assessments for Literacy Improvement <https://myintranet.learnlink.sa.edu.au/library/document-library/educational-resources/literacy-a-r/core-assessments-for-literacy-improvement-literacy-secretariat-engaging-in-and-exploring.pdf>

⁷ MUST have a Quality Guarantee on consistency of data collection across the school

| | | | |
|---------------|---|--|--|
| | DECD Indicators of Preschool Literacy | These indicators describe the child being and becoming literate. They are conceptual, behavioral, interconnected and observable in the day-to-day context of a pre-school and can be used as assessment for learning. | https://www.decd.sa.gov.au/sites/g/files/net691/f/implementation-guidelines-indicators-preschool.pdf?v=1465356423 |
| Domain | Title | Focus | Available from |
| Other | <i>The PAT EY Reading Framework – for mid-Reception and mid-Year 1</i> | Covers five strands of early reading and aligns to the Australian Curriculum – Print, Vocabulary, Reading, Comprehension, Listening Comprehension and Phonics. | DECD trial between 5th September and November 11th 2016. For more information DECD.PAT@sa.gov.au |
| | <i>General Capability Literacy Continuum</i> | Enables teachers to identify the general level of expected language and literacy skills for each year level and plan how to teach specific language and literacy knowledge and skills essential to students’ understanding of learning area content. | http://www.australiancurriculum.edu.au/generalcapabilities/literacy/continuum#layout=columns |
| Other | <i>Performance Indicators in Primary Schools: PIPA</i> | The PIPS On-Entry Baseline Assessment is administered by the University of Western Australia and offered to schools and systems in Australia. This assessment of literacy and numeracy can assist with assessing progress of students entering primary school. | http://www.education.uwa.edu.au/pips and available from: https://www.pearsonclinical.com.au/products/view/148#pricing=&tabs=0 |

New Zealand Assessment Tool Selector:

The assessment tool selector is a resource for teachers and schools to help them select the most appropriate assessment tool to suit their particular purpose. The selector gives you information about assessment tools most frequently used in New Zealand schools, in every area of the curriculum up to and including year 10. You can also compare tools to see which one is the most suitable. See: <http://assessment.tki.org.nz/Assessment-tools-resources/Assessment-tool-selector>

Further information:

Further evidence for Screening:

| Recommendation | Evidence Level |
|--|----------------|
| Wave 1⁸ | |
| Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities. | Moderate |
| 2. Correlate screening data to other data measures for relevant year levels | Moderate |

⁸ Gersten et al p2009 p 6
Leanne Prior 2016

Evaluate the screening tools you use by considering:

- Predictive validity – how well a student’s screening measure in the beginning of the year predicts later in the year maths achievement
- Reliability - consistency and precision
- Efficiency – how long it will take to administer

Oral Language Fluency Screening

According to MUSEC⁹, Oral Language Fluency (ORF) has been found to be a valid indicator of general reading ability including reading comprehension. Research has also demonstrated that curriculum based measurement of reading is an effective means of monitoring reading progress, particularly that of low-progress readers. This is a quick, reliable, valid and cost effective method of tracking progress in reading. It provides valuable information which enables educators to monitor progress regularly and to make appropriate instructional decisions in order to maximize the reading progress of their students.

⁹ https://www.mg.edu.au/_data/assets/pdf_file/0018/171108/musec_briefing_21_choosing_effective_programs_for_low-progress_readers.pdf