

APPENDIX 1

Proposed Assessment Timetable 2018

Do less – but learn more!

Year 1

In Year 1, assessments measure the acquisition of the skills and knowledge that lay the foundations for reading and writing. These skills have been described as ‘constrained skills’ in the Literacy Learning Progressions (p.4.). Once acquired they do not need more instruction – they are available for students to use as they develop the unconstrained skills of reading, spelling and writing – skills that need ongoing instruction and practice and which take years to master.

School entry (first 4-6 weeks at school)

- *Shine* school entry checklist App (Book knowledge, oral language, phonemic awareness)– *individual* (available in Beagle 2018)
- Alphabet knowledge – *individual*
- Alphabet sound knowledge – *individual*
- Handwriting – if students can write at school entry, check letter formation so that incorrect letter formation can be addressed as soon as possible – *individual*

If checklist identifies concerns:

- Phonological Awareness assessment – Sutherland Phonological Awareness Test - *individual*
- Oral Language Assessment - *Shine* OL Assessment* – *individual*
* *under development*

Year 1

During Year 1 track progress of:

- Alphabet name and sound knowledge
- Handwriting skills
- Phonological awareness and oral language skills – if these were a focus of further assessment at school entry

End of two terms at school

- Sound to Letter assessment - *group*

End of Year 1

- Sound to Letter assessment - *group*
- Hodder Group Reading Test 1 - *group*
- Hodder Diagnostic Spelling Test - *group*
- Writing analysis – for students who can write independently for 10 minutes (Writing App or?) - *individual*

Year 2

Assessments measure mastery of the constrained skills, and the development of reading, writing and spelling skills. Assessments used are both summative and formative, allowing drill-down analysis of

skills and knowledge for students who are not achieving at expected levels.

Start of year

- Sound to letter knowledge (Sounds Like Fun) - *group*
- Hodder Diagnostic Spelling Test - *group*
- Writing - *individual*
- Hodder Group Reading Test 1 – group
- Pseudoword Spelling Test (Sounds Like Fun – *group*) for students whose results from the Hodder Diagnostic Spelling Test raise concern.

Students who still have gaps in knowledge of the alphabet (letter names and sounds) and phonological awareness will be monitored during Year 2 using the Year 1 assessments for these skills.

End of year

- Sound to letter knowledge (Sounds Like Fun) - *group*
- Hodder Diagnostic Spelling Test - *group*
- Writing - *individual*
- Hodder Group Reading Test 1– group

Year 3

Assessments measure reading, writing and spelling skills. Students who are not achieving at expected levels at the end of Year 2 will undertake diagnostic assessments in these areas.

Start of year

- Hodder Diagnostic Spelling Test - *group*
- Writing - *individual*
- Hodder Group Reading Test 1 or 2 – *group*
OR Hodder Diagnostic Reading Analysis (*individual*) for students whose end of Year 2 results raise concerns.

End of year

- Hodder Diagnostic Spelling Test - *group*
- Writing - *individual*
- Hodder Group Reading Test 1 or 2 (or Hodder Diagnostic Reading Analysis) – *group*

End of 2018

Ensure all 8-9 year olds undertake Hodder Group Reading Test (1 or 2) and Hodder Diagnostic Spelling Test (1 and 2).