

Shine Literacy Initiative

Achievement Report and Assessment Plan - November 2017

Assessments give teachers a snapshot of their students' achievement. They should also provide teachers with the opportunity to drill down to find out what skills and knowledge students have acquired, which students need support or extension, and how instruction should be tailored to meet these needs.

Our plan for assessment is- [Do less – but learn more!](#)

See details in Appendix 1.

Establishing a baseline for the *Shine* population

A small number of assessments were carried out by about three quarters of schools in the *Shine* Initiative between May and October 2017 to provide a base-line of student achievement in a number of areas. The results follow and provide a focus for discussion. They are indicative of the kind of report that can be produced. Results would be more valid if all students undertook the assessments at the same time – this is our plan for 2018. The findings from 2017 will guide the PLD programme for 2018.

Not all schools completed all tests but there is enough information to provide a profile. Some schools completed other assessments which will be included in their school's individual reports, but they are not included in this report. This report includes results from:

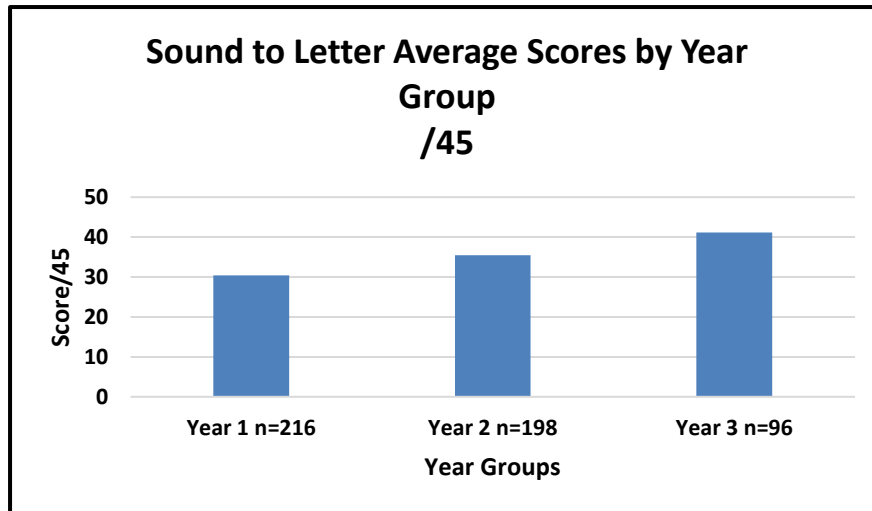
- Sound to Letter test
- Hodder Diagnostic Spelling test – showing the population norm and the *Shine* norm
- Hodder Group Reading test - showing the population norm and the *Shine* norm

Schools will receive an individual profile of their results showing details of all the assessments they carried out. If enough students in the school completed the Hodder Reading and Spelling assessments, a graph comparing the school results with the population norm and the *Shine* norm will be included. This is not possible if the number of students completing the assessments was too small.

NOTE: We are using line graphs to present the results because we believe they are easier to read. This is not strictly correct from a logical point of view because the data is not continuous. We may need to use bar graphs in the future when we have more than one set of data to report.

Sound to Letter: /45

The aim is for all students to be able to write all 45 sounds of English as soon as possible. This is bottom-line knowledge for writing that transfers and positively impacts on reading achievement.



Comment

A small number of schools provided data for this assessment. The data shows how student knowledge increases from Year 1 to 3. Because this knowledge is critical for literacy success, progress needs to be closely monitored and students who have gaps need to be identified and the gaps filled, by the end of year 2.

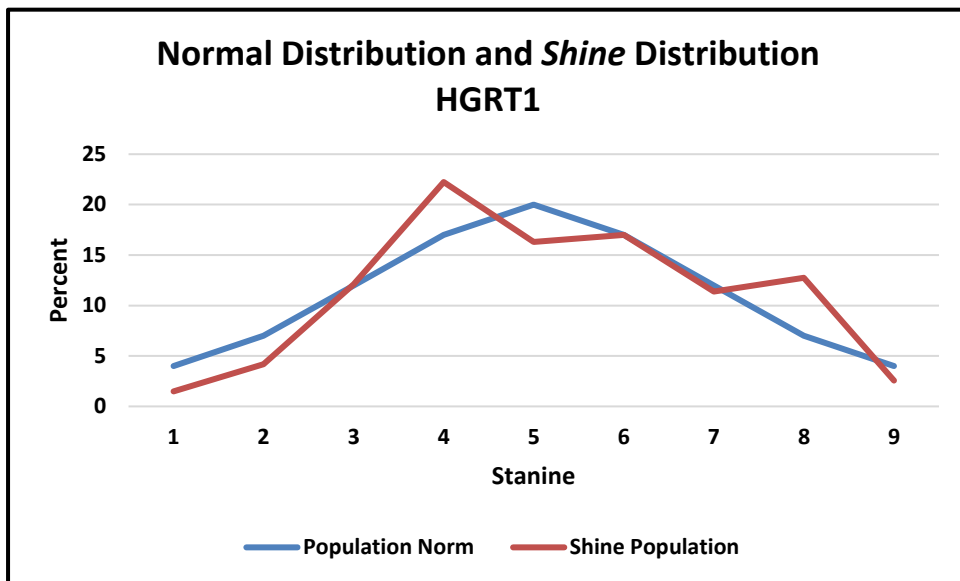
Beagle provides an in-depth analysis of this assessment with suggestions for instructional planning to close the gaps. (See Appendix 2).

Hodder Group Reading Test 1

This is a reliable and valid summative assessment of reading ability. Test 1 is for students aged 5-9. Students' stanine score is based on their age (in months) at the time they sat the test and the result they achieved at that time.

Shine students: N=698

	Population Norm	Shine Population
Stanine 1	4%	1.49%
Stanine 2	7%	4.18%
Stanine 3	12%	12.11%
Stanine 4	17%	22.24%
Stanine 5	20%	16.29%
Stanine 6	17%	17%
Stanine 7	12%	11.40%
Stanine 8	7%	12.75%
Stanine 9	4%	2.55%



Comment

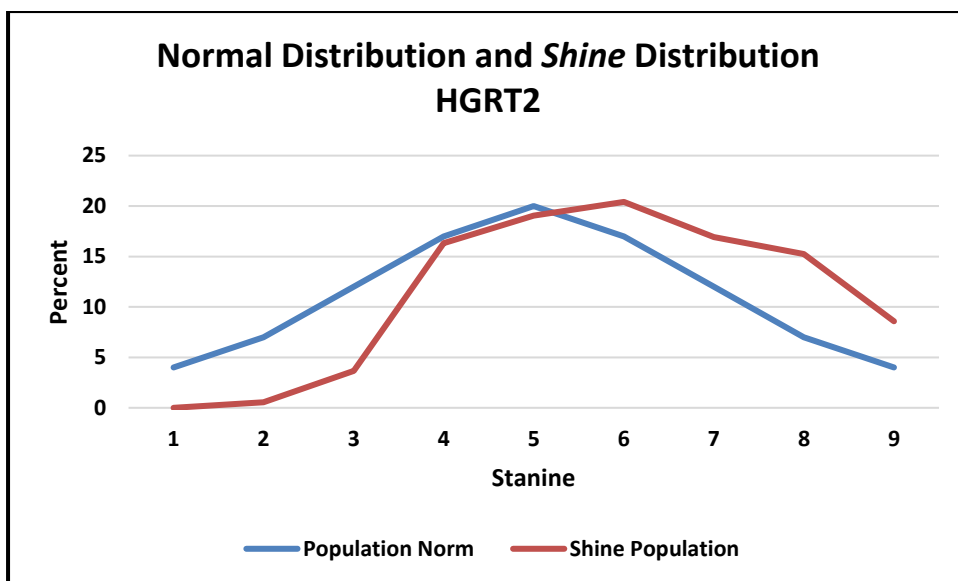
There were 5.22% fewer *Shine* students in Stanines 1 to 3 and 3.70% more in Stanines 7 to 9 compared with the normal population. There is a peak at Stanine 4 but otherwise the shape resembles the normal distribution curve.

Hodder Group Reading Test 2

Test 2 is for students aged 9-12 but capable readers aged between 7 and 9 can also complete it. 135 students undertook this test. Students who sat this test in Year 2 or 3 would therefore have been more able readers so would not be a cross section of students. However, results would still be correlated against the students’ chronological age.

Shine students: N = 135

	Population Norm	Shine Population
Stanine 1	4%	0%
Stanine 2	7%	0.54%
Stanine 3	12%	3.67%
Stanine 4	17%	16.33%
Stanine 5	20%	19.05%
Stanine 6	17%	20.41%
Stanine 7	12%	16.91%
Stanine 8	7%	15.24%
Stanine 9	4%	8.57%



Comment

There were 18.79% fewer *Shine* students in Stanines 1 to 3 and 17.72% more in Stanines 7 to 9 compared with the normal population.

Summary HGRT 1 and 2

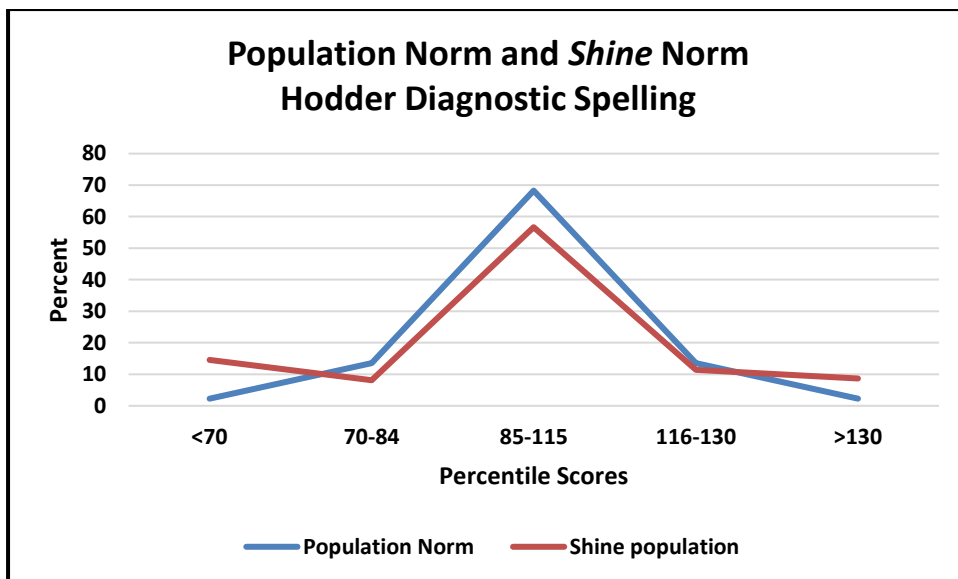
Students of concern – those in the lowest three stanines at the end of Year 2 need further assessment. The Hodder Diagnostic Reading Analysis provides students from Year 3 up with an in-depth analysis of reading skills, and it will identify the areas in need of explicit instruction – decoding and accuracy, comprehension, fluency. This is an individually administered assessment which we hope to provide to schools in 2018.

Hodder Diagnostic Spelling: Standardised Scores

This is a summative and diagnostic assessment that is valid and reliable. It provides an overview of achievement and details of the areas that need targeted instruction. Results are presented in percentiles of standardised scores.

Standardised Score	Qualitative interpretation of standardised scores	Percentage of normal population	Percentage of <i>Shine</i> population
> 130	Excellent	2.27	8.64
116-130	Well above average	13.59	11.40
110-115	<i>Higher average</i>		(9.80)
85-115	Average	68.26	56.65
85-90	<i>Lower Average</i>		(11.23)
70-84	Well below average	13.59	8.12
< 70	Very weak	2.27	14.51

***Shine* students N= 579**



Comment

6.77 % more *Shine* students were in the Well Below Average group and 4.18 % were in the Well Above Average group when compared to the normal distribution.

Summary

This snapshot of achievement from approximately 600 students across the *Shine* network of schools provides a focus for discussion, and opportunities for targeting instruction to support students in the lowest bands of achievement. If age-appropriate fluency with the 'unconstrained skills' (reading, writing, spelling) is not achieved by the end of Year 2, careful, individual analysis of the acquisition of the 'constrained' skills that support this is needed. Our aim is to ensure that in the absence of an underlying specific learning difficulty, all students will have age-appropriate fluency with reading, writing and spelling by the end of Year 3. Students with results in the lowest three stanines will not be there yet.

Joy Allcock
November 2017