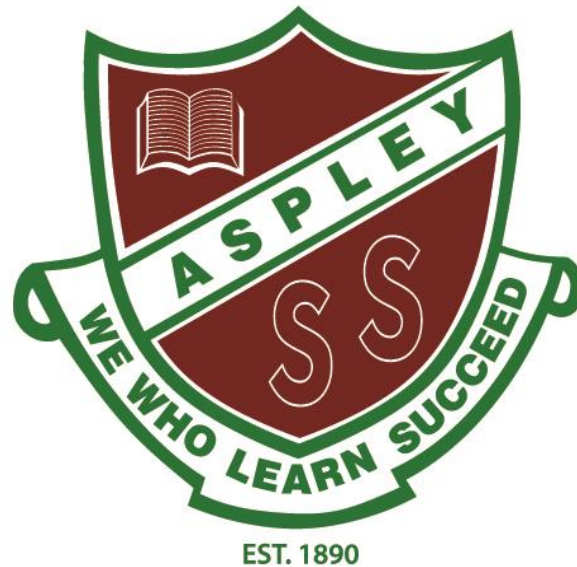


Aspley State School



Assessment Schedule 2014 (Literacy & Numeracy)

UPDATED NOVEMBER 2013

Our Shared Vision:

We who learn succeed

At Aspley State School, our school community strives to achieve **quality outcomes** through building **quality relationships**, developing students who are responsible, caring and **self-managed**.

The intent is that this vision applies equally to all members of the school community and in all activities.

Statement of Purpose

Aspley State School aims to:

- Provide leadership and guidance to support the development of effective self-management skills, through the choice of safe, responsible and caring ways of meeting personal needs.
- Provide an environment in which learning, cooperation, self-esteem and success are valued and encouraged, thus enabling all Queensland students to become active citizens in a learning society – Great State, Great Opportunities.

Values and Beliefs

Aspley State School is committed to:

- **STUDENTS** – Is what I am doing promoting the best interests of students?
- **QUALITY** – Is it the very best I can do?
- **ACCOUNTABILITY** – Am I prepared to accept personal accountability for this?

The following concepts serve as guiding principles for the values and beliefs identified above:

- Personal accountability
- Every child can succeed
- Quality relationships
- Life-long learning
- Shared responsibility
- A safe, caring and supportive environment

Student Exit Statements

Students at Aspley State School will strive to achieve the following outcomes. It is intended that these outcomes provide an orientation for the planning, delivery and assessment of learning programs and in all activities.

These outcomes will be explicitly taught and implicitly reinforced throughout the delivery of the enacted curriculum.

The Aspley State School Exit Statements are:

Self-managed Individual	<ul style="list-style-type: none"> • Self identifies positively and realistically • Considers own learning style, strengths and limitations • Commits to personal excellence • Demonstrates personal life-skills reflecting values • Evaluates own behaviour and plans accordingly • Manages self appropriately in varying contexts
Resourceful & creative Thinker	<ul style="list-style-type: none"> • Inquires and investigates • Analyses and interprets information • Problem-solves and synthesises data to make informed decisions • Justifies and validates conclusions • Records and documents processes
Effective Communicator	<ul style="list-style-type: none"> • Chooses appropriate modes for purpose and audience • Comprehends a range of written, spoken and visual information • Communicates using appropriate mode and style • Responds to audience needs • Reflects on the effectiveness of communication
Quality Producer	<ul style="list-style-type: none"> • Operates effectively as an individual or group member • Investigates and analyses • Plans to achieve goals • Selects and utilises appropriate resources • Creates quality products or performances • Evaluates processes
Active, responsible Group Member	<ul style="list-style-type: none"> • Collaborates with others to achieve outcomes • Organises and plans • Listens actively for understanding, in order to participate effectively • Engages meaningfully • Empathises with others' points of view and opinions • Reflects on personal and group effectiveness

Tools, Standards and Targets

Aspley State School is committed to a shared understanding about how information is used and stored to monitor, track and improve the maximum learning outcomes for all students.

Assessment is conducted at three levels:

1. **Systemic**- assessments mandated by a higher authority such as Education Queensland and a requirement of all schools to administer eg. NAPLAN
2. **School based**- assessments consisting of diagnostic and standardised tests that are used for data analysis, collection and mandated as school policy eg. Pat M, Pat R.
3. **Class based- assessments** that are planned for and detailed in year level unit plans. Assessments are moderated to ensure consistency of judgements across year level standards.

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning. Systems, principals, teachers and students use assessment information to support improvements in student learning.
(THE ROADMAP, Dimensions of Teaching and Learning, Education Queensland 2011)

A comprehensive range of research based, quality assessment tools enable our school leaders and teachers to:

- identify strengths and weaknesses of individual students and cohorts
- compare achievement relative to 'norms', like schools and national benchmarks
- measure distance travelled within specific timeframes
- direct support within the 3 layers of our whole school approach to improving literacy and numeracy outcomes
- give specific feedback to guide and extend student's learning

Assessment Schedule Expectations

- Regardless of the choice of instruments implemented, the testing standards, achievement scales and expectations across our school and year levels will be consistent.
- Knowledge of where academically diverse students are situated in their learning journey will enable teachers to plan and implement **differentiated learning experiences** for every child. This will allow students to be challenged and experience success.
- This document is not intended as the sole document informing final decisions on report card A-E achievement grades: any assessment instrument represents only one element of a comprehensive assessment regime and the data it provides must therefore be considered in conjunction with formative and summative classroom-based assessment techniques, tasks and tools used throughout the semester.

Overview of Mandated Assessment Tools (1)

Year Level	Assessment Tool	Purpose	Form of Assessment	Support Required
<i>Suitable for</i> Prep	Quick Test of Language (Q.T.O.L)	Identifies students requiring oral language intervention. Post testing is administered in Term 4 to determine student progress and to identify students requiring further investigation through Student Support Services.	Oral Language screener	SLP Teacher Aide time for intervention program
Mandatory for Prep Identified children in Year One Year Two	The York Assessment of Reading for Comprehension (Early Reading)	Allows for a quick and accurate assessment and monitoring of pupils' progress as well as providing diagnostic information for the early identification of reading problems. Core skills tested are: <ul style="list-style-type: none"> • Letter Sound Knowledge • Early Word Recognition • Sound Isolation • Sound Deletion 	1:1 diagnostic assessment focussing on the core skills that underpin alphabetic literacy. Administered by Class Teacher and Student Support Services.	Administered by Student Support Services
<i>Suitable for</i> Prep Year 1,2,3	M100W M200W	An assessment of words recognised by sight and not sounded out. It is recommended that an automaticity component be included.	1:1 Sight word screener administered by class teacher and/or teacher aide.	Teacher Aide time
Prep Year 1,2,3 & Identified students in 4-7	PM Benchmark Kits	Designed to explicitly assess students' instructional and independent reading levels using unseen texts. The assessment resources provide accurately levelled fiction and non-fiction texts ranging progressively from emergent levels to a reading age of 12.	1:1 running record of reading ability administered by class teacher.	
4-7 & Students achieving above year level in year 3	Informal Prose Inventory (Fiction and Non-Fiction)	An assessment of reading accuracy, retelling, and comprehension. Teachers determine if the student has processed and understood the text or whether s/he is relying on word recognition. Teachers determine an instructional reading age that a student should be working on, and establish a benchmark against which progress can be measured.	1:1 running record of reading ability administered by class teacher.	

Overview of Mandated Assessment Tools (2)

Year Level	Assessment Tool	Purpose	Form of Assessment	Support Required
Years P-7	Words Their Way Spelling Inventories <ul style="list-style-type: none"> • Kindergarten • Primary • Elementary • Upper Level 	Developmentally driven assessments to determine spelling phases. The feature guide helps analyse and classify student errors, confirm the developmental stages, and pinpoint specific areas for instruction. See Appendix 2 for alignment with C2C.	Whole class spelling test administered by class teacher.	Student Support Services can support teachers to determine groupings.
Prep-7	Pat R Progressive Achievement Tests-Reading	Beneficial for tracking students' reading comprehension progress over time. Teachers and school leaders determine areas of strengths and weaknesses to inform level of support within the 3 layers of whole school approach to improving literacy outcomes.	Administered by class teacher to whole class. Multiple choice format. Adjustments for students as deemed necessary.	Tests marked using Remark Software
Years P-7	Pat M Progressive Achievement Tests-Mathematics	Provides objective information about mathematic achievement levels to inform teaching practice and monitor progress from year to year. Teachers and school leaders determine areas of strengths and weaknesses to inform level of support within the 3 layers of whole school approach to improving numeracy outcomes.	Administered by class teacher to whole class. Multiple choice format.	Tests marked using Remark Software
Years 3, 5, 7	NAPLAN National Assessment Plan (Literacy and Numeracy)	Assists teachers and school leaders to determine if students are meeting important educational outcomes in Literacy and Numeracy. Skills tested are reading, writing, spelling, grammar and punctuation, and numeracy.	Administered by class teacher. Special provisions are applied for identified students.	Tests are marked externally.
Years 2-7	CARS 1 & CARS 2	A diagnostic reading series, allowing teachers to identify and assess a student's level of mastery for each of the 12 reading strategies. This tool measures improvement in reading comprehension after instruction and provides practice with self-assessment.	Administered by class teacher to whole class, small groups or individuals.	Class teacher

Overview of Additional Assessment Tools (1)

The following includes appropriate assessment tools that teachers MAY want to use to further inform teaching to whole /small groups/individuals.

These tools are not mandated as *compulsory school based assessment*.

Year Level	Assessment Tool	Purpose	Form of Assessment	Support Required
<i>Suitable for</i> P-7	First Steps In <ul style="list-style-type: none"> • Number • Measurement • Space • Chance & Data 	Diagnostic tasks and maps assist teachers to identify students' misconceptions about mathematics. Teachers use this information to make judgements about students' existing understanding and then plan, implement, and evaluate their students' learning experiences. See appendix 1 for appropriate age level diagnostic tasks in Number.	Diagnostic tasks performed in 1:1, small or whole class groups. Diagnostic Maps provide a developmental continuum organised into mathematical phases of understanding.	
<i>Suitable for</i> 1-7	QAR School Based Pre and Post Tests.	Students complete Pre and Post Tests (one per term) to help teachers identify strengths and weaknesses within the 4 levels of comprehension. Teachers may use this data to provide targeted teaching for the improvement of individual, small group or whole group outcomes.	Administered by class teacher. Special provisions may be applied for identified students.	Student Support Services can support teachers to determine and cater for groupings.
<i>Suitable for</i> P-7	York Assessment of Reading for Comprehension.	Teachers may request via Student Support Services, further information or confirmation of students' reading ability. Reading accuracy, reading rate and text comprehension, both literal and inferential are measured using Australian standardised norms.	Administered only by Student Support Services. 1:1 assessment	Student Support Services
<i>Suitable for</i> P-7	CELF-5 Screener	Teachers may request via Student Support Services, further information regarding a child's language ability. The CELF-4 screener is a quick and accurate screener for students who may be at risk for a language disorder. Information gained will be used as part of the data collection to determine if a speech language referral is required.	Administered only by current Student Support Services or current SEP teacher. Administrator requires qualification certificate. 1:1 assessment	Student Support Services

Overview of Additional Assessment Tools (2)

The following diagnostic tools may be used by teachers requiring additional information.

These are not mandated as *compulsory school based assessment*.

Year Level	Assessment Tool	Purpose	Form of Assessment	Support Required
<i>Suitable for</i> 3-7	TORCH	Used as a broad estimate of reading achievement. Teachers may administer this as confirmation or to supplement other estimates of a student's achievement in reading Teachers identify areas of weakness and strength for individuals or within a class and use to monitor student reading achievement over time.	Administered to whole class or individuals. Students read a passage and then use a cloze answer sheet to retell the passage, filling in the gaps in their own words to demonstrate understanding.	
P-2 3-6 7-10	Literacy and Numeracy Indicators	(QSA) P–10 Literacy and Numeracy Indicators are a resource to support planning for teaching, learning, assessment and monitoring of literacy and numeracy across learning areas. The indicators promote a shared and consistent understanding of the literacy and numeracy expectations for the end of each year of school from Prep to Year 10.	Students either demonstrate, or do not demonstrate, the literacy or numeracy indicators. A five point scale is not used to make judgments about literacy and numeracy indicators.	
<i>Suitable for</i> P-2	Hearing and Recording Sounds in Words (Marie Clay-Observation Survey)	The student is encouraged to write down the sounds they hear in the words dictated. Scores show how successfully the student heard and recorded the sounds in English spelling.	Recommended 1:1 or small group testing administered by the class teacher.	

Roles and Responsibilities

Class Teachers	Student Support Services	Principal, Deputy Principal & HOC
<p>Administer, mark and collect data using assessment tools listed on the current assessment schedule.</p> <p>Provide feedback from assessment to students.</p> <p>Enter scheduled assessment on One School within one week of receiving data.</p> <p>Moderate within and across year levels at school and cluster levels.</p> <p>Effectively use data to inform teaching and learning.</p>	<p>Collaborate with school leaders to analyse and interrogate data in response to current pedagogical practices within the whole school approach (Layer One) to improving literacy and numeracy outcomes.</p> <p>Monitor and track systemic and school based data entered on One School to determine second and third layer intervention support.</p> <p>Upload specialist reports onto One School.</p> <p>Provide feedback from assessment to students.</p> <p>Collaborate with teachers to effectively use data to inform teaching and learning. Identify the assessment strategies and tools necessary to assess the intended curriculum for students with disabilities.</p> <p>Ensure the intended learning and the criteria on which student achievement will be judged, are explicit and understood by students with a disability.</p> <p>Include the work of students with disabilities within the year level/cohort for moderation activities developing consistency of teacher judgements and comparability of reported results.</p> <p>Collaboratively build a repertoire of assessment tools that are multi-modal and use multi-formats.</p>	<p>Analyse and interrogate data in response to current pedagogical practices within the whole school approach (Layer One) to improving literacy and numeracy outcomes.</p> <p>Provide feedback to staff from systemic and school based assessments at whole school level.</p>

Student Folios (Pink Folders)

Student folios are compiled throughout the school year and passed onto the following year's teacher. The folio should contain up to date assessments such as most recent report card, running records, current sample of writing, results of 3,5,7 tests, Pat R and Pat M. Students on Profile will have a tracking sheet that includes dates and brief summary of specialist assessments, previous support provided and results of school based or systemic testing. Current IEP's are also included.

Student Profile Records

	Description	One School	Student Folio (Pink Folder)
Assessment	C2C Assessments (English, Maths, Science etc.)		Only most recent and relevant papers stored as determined by class teacher.
	Other Mandated Assessment Tools on Assessment Schedule (Pat M, Pat R, Words Their Way, Running Records etc.)	Raw scores, percentiles and stanines must be entered into One School within one week of receiving assessed data.	Assessment papers stored.
	Report Cards	Automatically recorded on One School.	Previous year's report card.
Support	Student Support Services		Tracking Sheet
	Guidance Officer	Relevant sections of report uploaded to One School.	Reports stored in pink folder, locked filing cabinets in Student Support Services and office
	Speech Language Pathologist		
	Outside agencies eg. Paediatrician, CDU, Vision, Hearing etc.	Reports uploaded to student profile	
Students with Disabilities	EAP, Verification Reports- separate data base. Hard copy in SEP filing cabinet.	IEP stored in pink folder, Locked filing cabinets in Student Support Services	
Behaviour	Behaviour incidents	Incident recorded	
	Behaviour Support Referral	Referral recorded	
	Individual Behaviour Support Plan		Plan stored
Communication	Notes from parents pertinent to health issues		Notes stored
	Parent/Teacher Interviews/phone calls/contact	Contact recorded	

Prep – Year 3 Assessment Schedule (Minimum C Standard Targets)

Learning Area	Assessment Tool	Prep				Year 1				Year 2				Year 3			
	Age at Year End 2014	5.5-6.5 years				6.5-7.5 years				7.5-8.5 years				8.5-9.5 years			
	Semester	1		2		1		2		1		2		1		2	
	Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
National	NAPLAN																
Oral Language	Quick Test of Language				Only students on Oral Lang. program												
		Pre-test- Minimum score of 20 (dependent on age)		Post test- Minimum score of 24 (dependent on age)													
Reading	York Assessment of Early Reading					Only students at risk and new students to school		Only students at risk		Only students at risk		Only students at risk					
				Student's chronological age in all 4 areas.	Student's chronological age in all 4 areas.	Student's chronological age in all 4 areas.	Student's chronological age in all 4 areas.	Student's chronological age in all 4 areas.									
	P.M Benchmark	Levels 6-14 dependent on student's chronological age				Levels 15-18 dependent on student's chronological age				Levels 19-22 dependent on student's chronological age				Levels 23-25 dependent on student's chronological age			
		Independently reads text with 95% accuracy and 70% comprehension				Independently reads text with 95% accuracy and 70% comprehension				Independently reads text with 95% accuracy and 70% comprehension				Independently reads text with 95% accuracy and 70% comprehension			
Informal Prose Inventory									Teachers may choose to administer Informal Prose Inventory for:				For all:				
									Students reading beyond level 15	Students reading beyond level 15	Students reading beyond level 15	Students reading beyond level 15	Students reading beyond level 15	Students reading beyond level 15	Students reading beyond level 15	Students reading beyond level 15	
								Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more				Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more					

Prep – Year 3 Assessment Schedule (Minimum C Standard Targets)

Learning Area	Assessment Tool	Prep				Year 1				Year 2				Year 3			
	Age at Year End 2014	5.5-6.5 years				6.5-7.5 years				7.5-8.5 years				8.5-9.5 years			
	Semester	1		2		1		2		1		2		1		2	
	Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Reading (cont.)	Pat-R Reading Test												Book 2				Book 3
		Stanine 5				Stanine 5				Stanine 5				Stanine 5			
	High Frequency Words													Only students at risk			Only students at risk
		Reads first 50-100 words				Reads first 250 words				Reads first 450+ words							
CARS and STARS										Book A CARS 1	Book A/B STARS Reviews	Book A/B STARS Reviews	Book A/B CARS 2	Book C CARS 1	Book C STARS Reviews	Book C STARS Reviews	Book C CARS 2
		50-74% correct (Students achieving above a C standard will require Book B) Student's completed book level recorded on One School								50-74% correct Student's completed book level recorded on One School							
Spelling	Words Their Way				Primary Spelling Inv. Version A	Primary Spelling Inv. Version A		Primary Spelling Inv. Version B		Primary Spelling Inv. Version A		Primary Spelling Inv. Version B		Elementary Spelling Inv. Version A		Elementary Spelling Inv. Version B	
		Working in Emergent (Early-Middle-Late)	Working in Letter-Name Alphabetic (Early-Middle) Final Consonants-Short vowels	Working in Letter-Name Alphabetic (Middle-Late) Short vowels-Digraphs	Working in Within-Word Pattern (Early) Blends	Working in Within-Word Pattern (Early-Middle) Blends-Long vowel patterns	Completed Within-Word Pattern (Late) Other vowels	Working in Syllables and Affixes (EARLY) Inflected Endings	Completed Syllables and Affixes (EARLY) Inflected Endings								
Writing	Moderated English C2C Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maths	Pat-M Maths Test																
		Stanine 5				Stanine 5				Stanine 5				Stanine 5			
	Moderated Maths C2C Assessment		✓		✓		✓		✓		✓		✓		✓		✓
Science, History, Geography	Moderated C2C Assessment		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Prep – Year 3 Assessment Schedule (Minimum C Standard Targets)

Learning Area	Assessment Tool	Prep				Year 1				Year 2				Year 3			
	Age at Year End 2014	5.5-6.5 years				6.5-7.5 years				7.5-8.5 years				8.5-9.5 years			
	Semester	1		2		1		2		1		2		1		2	
	Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Other KLAs HPE The Arts, Technology	Moderated Essential Learnings Assessment						✓		✓		✓		✓		✓		✓
LOTE	Specialist																
Music	Specialist	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PE	Specialist	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Specialist Programs used at Aspley State School

- Jolly Phonics (Prep & Year 1)
- Oral Language Program (Prep)
- Support a Reader (Intervention)
- QAR
- CARS and STARS (Years 2 & 3)
- Key into Inferencing (Support)
- Aspley Reading Rockets (Peer Tutoring)
- First Steps- Number & Measurement
- Nesy Learning Deluxe Program (Intervention)

Year 4-7 Assessment Schedule

(Minimum C Standard Targets)

Learning Area	Assessment Tool	Year 4				Year 5				Year 6				Year 7			
	Age at Year End 2014	9.5-10.5 years				10.5-11.5 years				11.5 -12.5 years				12.5-13.5 years			
	Semester	1		2		1		2		1		2		1		2	
	Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
NAPLAN																	
		Achievement Scale- Band 5 and 6				Achievement Scale- Band 6 and 7											
Reading	PM Benchmark	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		<i>Only for identified children who are reading below level 15</i>				<i>Only for identified children who are reading below level 15</i>				<i>Only for identified children who are reading below level 15</i>				<i>Only for identified children who are reading below level 15</i>			
	Informal Prose Inventory		Non-Fiction Text		Fiction Text		Fiction Text		Non-Fiction Text		Non-Fiction Text		Fiction Text		Fiction Text		Non-Fiction Text
		Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more.				Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more.				Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more.				Student's chronological age Retell 50% or more. Comprehension 75% or more. Accuracy 95% or more.			
	CARS and STARS	Book D CARS 1	Book D STARS Reviews	Book D STARS Reviews	Book D CARS 2	Book E CARS 1	Book E STARS Reviews	Book E STARS Reviews	Book E CARS 2	Book F CARS 1	Book F STARS Reviews	Book F STARS Reviews	Book F CARS 2	Book G CARS 1	Book G STARS Reviews	Book G STARS Reviews	Book G CARS 2
	50-74% correct Student's completed book level recorded on One School				50-74% correct Student's completed book level recorded on One School				50-74% correct Student's completed book level recorded on One School				50-74% correct (Student's achieving above a C standard will require Book H) Student's completed book level recorded on One School				
	Pat-R																
		Stanine 5				Stanine 5				Stanine 5				Stanine 5			
Spelling	Words Their Way	Elem. Spelling Inv. Version A		Elem. Spelling Inv. Version B		Upper Spelling Inv. Version A		Upper Spelling Inv. Version B		Upper Spelling Inv. Version A		Upper Spelling Inv. Version B		Upper Spelling Inv. Version A		Upper Spelling Inv. Version B	
		Working in Syllables & Affixes (Middle-Late) Syllable Junctures Unaccented Final Syllables	Completed Syllables & Affixes (Middle-Late) Syllable Junctures Unaccented final Syllables	Working in Syllable Affixes (LATE) Unaccented final Syllables	Completed Syllable Affixes (LATE) Unaccented final syllables	Working in Derivational Patterns (Early) Reduced vowels in unaccented syllables	Completed Derivational Patterns (Early) Reduced vowels in unaccented syllables	Working in Derivational Patterns (Middle) Greek and Latin Roots	Completed Derivational Patterns (Middle) Greek and Latin Roots								
Writing	Moderated English C2C Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year 4-7 Assessment Schedule

(Minimum C Standard Targets)

Learning Area	Assessment Tool	Year 4				Year 5				Year 6				Year 7			
	Age at Year End 2014	9.5-10.5 years				10.5-11.5 years				11.5 years				12.5 years			
	Semester	1		2		1		2		1		2		1		2	
	Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Maths	Pat-M Maths Test																
		Stanine 5				Stanine 5				Stanine 5				Stanine 5			
	Moderated Maths C2C Assessment		✓		✓		✓		✓		✓		✓		✓		✓
Science & History	Moderated C2C Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other KLA <small>SOSE, HPE The Arts, Technology</small>	Moderated Essential Learnings Assessment						✓		✓		✓		✓		✓		✓
LOTE	Specialist									✓	✓	✓	✓	✓	✓	✓	✓
Music	Specialist	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PE	Specialist	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓


Specialist Programs used at Aspley State School


- Support a Reader (Intervention)
- QAR
- CARS and STARS
- Aspley Reading Rockets (Peer Tutoring)
- First Steps- Number & Measurement
- Aspley Speaks Out
- Key Into Inferencing (Support)

Appendix 1

Suggested Diagnostic Tasks First Steps- **Understand Numbers**

Prep				Year 1		Year 2	
<i>Through Matching Phase</i>				<i>Into Quantifying Phase</i>		<i>Through Quantifying Phase</i>	
Key Understanding	Diagnostic Task	Objective	Page	Key Understanding	Diagnostic Task	Objective	Page
KU1	<ul style="list-style-type: none"> Counting Principles (1,2,5) 	To assess children's understanding of the principles of counting.	22	KU1	<ul style="list-style-type: none"> Ice-Cream Task 	To see if children choose to use counting in order to make an equivalent set.	27
	<ul style="list-style-type: none"> Get Me Task 	To see if children choose to use counting when asked to get a number of items.	25		<ul style="list-style-type: none"> Counting Principles (3,4) 	To assess children's understanding of the principles of counting.	22
					<ul style="list-style-type: none"> Skip Counting 	To find out if the child knows that counting in groups gives the same result as counting by ones.	29
KU2	<ul style="list-style-type: none"> Subitising 	To assess children's ability to subitise quantities up to 6.	35	KU2	<ul style="list-style-type: none"> Hide the Jellybeans 	To see whether children can partition quantities.	37
	<ul style="list-style-type: none"> Hide the Jelly Beans 	To see whether children can partition quantities.	37		<ul style="list-style-type: none"> Emus/Rabbits/Sheep 	To find out whether children can partition using materials or with numbers.	38
KU4	<ul style="list-style-type: none"> Oral Count 	To see if children know the pattern in the way we say numbers.		KU4	<ul style="list-style-type: none"> Up to and Over 100 	To see if children know the pattern in the way we say numbers, up to and over 100.	16

Year 3			Year 4	
<i>Into Partitioning</i>		<i>Through Partitioning</i>		
Key Understanding	Diagnostic Task	Objective		Page
KU2	<ul style="list-style-type: none"> Emus/Rabbits/Sheep 	To find out whether children can partition using materials, or with numbers.		38
KU4, 5	<ul style="list-style-type: none"> Up To and Through the Hundreds 	To see if children know the pattern in the way we say numbers, up to and through all of the hundreds.		16
KU5	<ul style="list-style-type: none"> Dinosaurs 	To examine children's understanding of the meaning of the individual digits in a two digit number.		46
KU 4,6	<ul style="list-style-type: none"> How did you do it? 	To see whether children can use partitioning based on place value to solve a calculation mentally.		32
KU5	<ul style="list-style-type: none"> Read, Write and Say Whole Numbers 	To explore the limits of children's writing of large numbers and to expose their personal rules or misconceptions when writing such numbers.		42

Year 5			Year 6	
<i>Into Factoring</i>		<i>Through Factoring</i>		
Key Understanding	Diagnostic Task	Objective		Page
KU5	<ul style="list-style-type: none"> 52 and 43 Lollies/Candies/Sweets 	To explore children's understanding of the meaning of the individual digits in a two digit number when confronted by both standard and non-standard groupings of objects.		49
KU5,7	<ul style="list-style-type: none"> 800 Game 	To see the extent of children's understanding of the relationship between the places. For example, do the students know that 80 is ten times greater than 8 and ten times smaller than 800.		55
KU5	<ul style="list-style-type: none"> Read, Write and Say Whole Numbers 	To explore the limits of children's writing of large numbers and to expose their personal rules or misconceptions when writing such numbers.		42
	<ul style="list-style-type: none"> 116 Lollies/Candies/Sweets 	To explore whether students can produce standard and non-standard partitions of a quantity.		60
KU6	<ul style="list-style-type: none"> Flexible Numbers 	To explore children's understanding that numbers can be partitioned in many ways (and how), and if children can produce non-standard partitions of a number.		62
KU5,7	<ul style="list-style-type: none"> Circle the Biggest 	To see whether children are able to compare numbers using multiplicative relationships.		

Year 7			
<i>Into Operating</i>			
Key Understanding	Diagnostic Task	Objective	Page
KU7	<ul style="list-style-type: none"> 800 Game (With decimals) 	To see the extent of children's understanding of the relationship between the places.	55
KU5,7	<ul style="list-style-type: none"> Circle the Biggest 	To see whether children are able to compare numbers using multiplicative relationships.	58
KU7	<ul style="list-style-type: none"> Digit Values and Number Sequence 	To see whether students understand how the values in each place can be renamed. To see whether students understand the multiplicative relationships between the numbers in the given sequence.	73
	<ul style="list-style-type: none"> Decimal Numbers 	To find out whether students know the meaning of zeros in decimal numbers and the relationship between decimal numbers and fractions.	75

Appendix 2

Words Their Way Spelling Stages

Primary Spelling Inventory (P-2)			Elementary Spelling Inventory (3-4)			Upper Spelling Inventory (5-7)	
Emergent (Early-Middle-Late)	Letter-Name Alphabetic (Middle-Late)	Within Word Pattern (Early-Middle-Late)	Syllables & Affixes (Early-Middle)	Syllables & Affixes (Middle-Late)	Syllables & Affixes (Early-Middle-Late)	Derivational Relations (Middle-Late)	Derivational Relations (Middle-Late)
Letter-Name Alphabetic (Early-Middle)	Within Word Pattern (Early)	Within Word Pattern (Late)	Derivational Relations (Early)	Derivational Relations (Early)	Derivational Relations (Early)	Derivational Relations (Middle-Late)	Derivational Relations (Middle-Late)
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Students know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words.</p> <p>They know how to use onset and rime to spell words.</p>	<p>Students know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words.</p> <p>They recognise and know how to use morphemes in word families, for example, 'play' in 'played' and 'playing'.</p>	<p>Students understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words.</p> <p>They recognise common prefixes and suffixes and how they change a word's meaning.</p>	<p>Students understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'.</p> <p>They recognise high frequency sight words.</p>	<p>Students understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters.</p> <p>They recognise homophones and know how to use context to identify correct spelling.</p>	<p>Students understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words.</p> <p>They recognise uncommon plurals, for example, 'foci'.</p>	<p>Students understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages.</p>	<p>Students investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language.</p> <p>They understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.</p>