ASSESSMENT PLAN

Virginia State School

2019

Virginia State School   Assessment Plan

The primary purpose of assessment is to improve student learning. Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student's capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress.

Teachers monitor student progress using a variety of assessment including:

- standardised (designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. National Assessment Program — Literacy and Numeracy [NAPLAN] and the Progressive Achievement Tests in Reading [PATR])

- diagnostic assessment (measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning)

Classroom Teachers

- Collect data across all key learning areas throughout the year. Classroom based assessment (with evidence of student achievement) recorded by the teacher.
- Record data electronically into OneSchool and discuss with the principal at the end of each term.
- Moderate within year levels and use data to inform teaching and planning.

Whole school overview

Assessment	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Recognition	✓	✓					
Phonics	✓	✓					
Magic 100-300 Words (M100W)	✓	✓					
Single Word Spelling Test (SWST)		✓	✓	✓	✓	✓	✓
PM Benchmark	✓	✓	✓				
PROBE			✓	✓	✓	✓	✓
Accelerated Reader Star Quiz			✓	✓	✓	✓	✓
Moderated Writing sample	✓	✓	✓	✓	✓	✓	✓
Early Start Literacy	✓						
Early Start Numeracy	✓						
NAPLAN				✓		✓	
PAT Maths online			✓ optional	✓	✓	✓	✓

In alignment with Policy Statement: Assessment from the http://education.qld.gov.au/curriculum/framework/p-12/index.html

Timetable for data collection and OneSchool entry

ASSESSMENT		TERM 1										TERM 2										TERM 3										TERM 4									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Early Start	P			X	X	X	X	X																																	
Letter Recognition	P													X	X	X								X	X	X								X	X	X					
Letter Recognition	1		X	X	X								X	X	X																										
Phonics	P														X	X	X								X	X	X								X	X	X				
Phonics	1	X	X	X								X	X	X											X	X	X					X	X	X							
Sight Words	P														X	X	X									X	X									X	X				
Sight Words	1			X	X	X	X							X	X	X	X							X	X	X	X							X	X	X	X				
PM (move to PROBE once PM30 is achieved)	P														X	X	X									X	X								X	X					
PM (move to PROBE once PM30 is achieved)	1							X	X	X	X						X	X	X									X	X	X								X	X	X	X
PM (move to PROBE once PM30 is achieved)	2							X	X	X	X						X	X	X									X	X	X											
PROBE	2							X	X	X	X																	X	X	X	X										
PROBE	3							X	X	X	X																	X	X	X	X										
PROBE	4							X	X	X	X																	X	X	X	X										
PROBE	5							X	X	X	X																	X	X	X	X										
PROBE	6							X	X	X	X																	X	X	X	X										
Writing Sample	P															X	X	X								X	X	X							X	X	X				
Writing Sample	1					X	X	X								X	X	X								X	X	X							X	X	X				
Writing Sample	2					X	X	X								X	X	X								X	X	X							X	X	X				
Writing Sample	3					X	X	X								X	X	X								X	X	X							X	X	X				
Writing Sample	4					X	X	X								X	X	X								X	X	X							X	X	X				
Writing Sample	5					X	X	X								X	X	X								X	X	X							X	X	X				
Writing Sample	6					X	X	X								X	X	X								X	X	X							X	X	X				
Single Word Spelling Test	1		X	X	X																			X	X	X															
Single Word Spelling Test	2		X	X	X																			X	X	X															
Single Word Spelling Test	3		X	X	X																			X	X	X															
Single Word Spelling Test	4		X	X	X																			X	X	X															
Single Word Spelling Test	5		X	X	X																			X	X	X															
Single Word Spelling Test	6		X	X	X																			X	X	X															
PATMaths online	2			X	X	*optional*																																			
PATMaths online	3			X	X																																				
PATMaths online	4			X	X																																				
PATMaths online	5			X	X																																				
PATMaths online	6			X	X																																				

				Prep Year			
Term 1	Term 2	Term 3	Term 4	Assessment Tools Collected for student folio	Rating tool/Standards	Targets	Notes
	✔	✔	✔	**Sight Words – Magic 100-300 Words**	Magic 100 Words Magic 200 Words Magic 300 Words	75% of students know 80 words	*Enter total number of words known*
	✔	✔	✔	**Letter knowledge**	Letter checklist *(in appendix of this document)* Total is 26 Must know both upper and lower case letter	90% of students know all letters	upper and lower case letter recognition *Enter score out of 26*
	✔	✔	✔	**Phonics**	Jolly phonics sound knowledge *(in appendix of this document)* Total is 43 Must know sound and use it in a word	90% of students know all sounds	Phonics sounds assessment *Enter score out of 43*
	✔	✔	✔	**Running Record –** PM Benchmark	PM Benchmark Reading that is fluent and child demonstrates accurate retell and comprehension	75% of students achieving PM Benchmark level 7 and above	*Enter PM level*
	✔	✔	✔	**Writing sample – core text type**	VH – SR Achievement Standard	90% of students achieving Sound or above	*Enter the A-E equivalent*
✔				**Early Start Literacy**	On entry to prep	NA	
Numeracy							
✔				**Early Start Numeracy**	On entry to prep	NA	
	✔		✔	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*
Science							
	✔		✔	**Science assessable items**	A-E equivalent Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*

**Year 1**
Term 1	**Term 2**	**Term 3**	**Term 4**	**Assessment Tools Collected for student folio**	**Rating tool/Standards**	**Targets**	**Notes**
**Literacy**
✓	✓	✓	✓	**Running Record – PM Benchmark**	PM Benchmark Reading that is fluent and child demonstrates accurate retell and comprehension	90% of students achieving level 17 or above	*Enter PM level*
✓	✓			**Letter knowledge**	Letter checklist *(in appendix of this document)* Total is 26 Must know both upper and lower case letter	upper and lower case letter recognition	upper and lower case letter recognition *Enter score out of 26*
✓	✓	✓	✓	**Phonics**	Jolly phonics sound knowledge *(in appendix of this document)* Total is 43 Must know sound and use it in a word	90% of students know all sounds	Phonics sounds assessment *Enter score out of 43*
✓	✓	✓	✓	**Sight Words – Magic 100-300 Words**	**Sight Words – Magic 100-300 Words** Magic 100 Words Magic 200 Words Magic 300 Words	90%of students know 300 words	*Enter total number of words known*
✓	✓	✓	✓	**Writing sample – core text type**	VH – SR Achievement Standard	90% of students achieving Sound standard	*Enter A-E equivalent*
✓ *Test A*		✓ *Test A*		**Single Word Spelling Test**	Developmental spelling stage	90% of students age appropriate	See notes on page 12 *Enter year and month*
**Numeracy**
	✓		✓	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*
SCIENCE
	✓		✓	**Science assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*

Year 2							
Term 1	Term 2	Term 3	Term 4	Assessment Tools Collected for student folio	Rating tool/Standards	Targets	Notes
Literacy							
✔	✔	✔	✔	**Running Record – PM Benchmark**	PM Benchmark Reading that is fluent and child demonstrates accurate retell and comprehension	90% of students achieving level 24	Move students to PROBE if they achieve PM30 *Enter PM level*
✔		✔		**PROBE**	As students move beyond PM 30	PROBE age appropriate	*Enter set number and age range* See notes on PROBE
		✔	✔	**Accelerated Reader Star Quiz** - online	Star Quiz completed in the beginning of each term	Individual student goals	*no OneSchool entry required*
✔	✔	✔	✔	**Writing VH – SR standards**	VH – SR Achievement Standard	90% of students achieving Sound standard	*Enter A-E equivalent*
✔ *Test B*		✔ *Test C*		**Single Word Spelling Test**	Spelling Age	90% of students age appropriate	See notes on page 12 *Enter year and month*
Numeracy							
✔				**Progressive Achievement Test (PAT)- Maths online Test 1**	Scaled score 102+	90% achieve scaled score or above	OPTIONAL assessment *Enter scaled score*
	✔		✔	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*
Science							
	✔		✔	**Science assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*

				Year 3			
Term 1	Term 2	Term 3	Term 4	Assessment Tools Collected for student folio	Rating tool/Standards	Targets	Notes
Literacy							
✔		✔		**PROBE** To assess reading accuracy, reading behaviour and in-depth reading comprehension	Reading age is Age appropriate	90% of students achieving age appropriate or above 8.5	See notes on PROBE *Enter set number and age range*
✔	✔	✔	✔	**Accelerated Reader Star Quiz** - online	Star Quiz completed in the beginning of each term	Individual student goals	*no OneSchool entry required*
✔	✔	✔	✔	**Writing sample – core genre**	VH – SR Achievement Standard	90% of students achieving Sound or above	*Enter A-E equivalent*
✔ *Test C*		✔ *Test D*		**Single Word Spelling Test**	Spelling Age	90% of students age appropriate	See notes on page 12 *Enter year and month*
Numeracy							
✔				**Progressive Achievement Test (PAT)- Maths online Test 2**	Scaled score 111+	90% achieve scaled score or above	*Enter scaled score*
	✔		✔	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*
NAPLAN							
	✔			**Reading - Indigenous Education**	NMS	100%	
	✔			**Reading**	NMS U2B	100% 70%	
	✔			**Writing**	NMS U2B	100% 50%	
	✔			**Spelling**	NMS U2B	100% 70%	
	✔			**Grammar/Punctuation**	NMS U2B	100% 60%	
	✔			**Numeracy**	NMS U2B	100% 40%	
	✔			**Numeracy – Indigenous Education**	NMS	100%	
Science							
	✔		✔	**Science assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*

				Year 4			
Term 1	Term 2	Term 3	Term 4	Assessment Tools Collected for student folio	Rating tool/Standards	Targets	Notes
Literacy							
✔		✔		**PROBE** To assess reading accuracy, reading behaviour and in-depth reading comprehension	Age appropriate	90% of students achieving age appropriate reading 9.5	See notes on PROBE *Enter set number and age range*
✔	✔	✔	✔	**Accelerated Reader Star Quiz - online**	Star Quiz completed in the beginning of each term	Individual student goals	**no OneSchool entry required*
✔	✔	✔	✔	**Writing sample – core genre**	A-E Achievement Standard	90% of students achieving C or above	*Enter A-E equivalent*
✔ *Test D*		✔ *Test E*		**Single Word Spelling Test**	Spelling Age	90% of students age appropriate	See notes on page 12 *Enter year and month*
Numeracy							
✔				**Progressive Achievement Test (PAT)- Maths online Test 3**	Scaled score 117+	90% achieve scaled	*Enter scaled score*
	✔		✔	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting **no OneSchool entry required*
Science							
	✔		✔	**Science assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting **no OneSchool entry required*

**Year 5**

Term 1	Term 2	Term 3	Term 4	Assessment Tools Collected for student folio	Rating tool/Standards	Targets	Notes
**Literacy**
✔		✔		**PROBE** To assess reading accuracy, reading behaviour and in-depth reading comprehension	Age appropriate	90% of students achieving age appropriate reading 10.5+	See notes on PROBE *Enter set number and age range*
✔	✔	✔	✔	**Accelerated Reader Star Quiz - online**	Star Quiz completed in the beginning of each term	Individual student goals	*no OneSchool entry required*
✔	✔	✔	✔	**Writing sample – core genre**	A-E Achievement Standard	90% of students achieving C or above	*Enter A-E equivalent*
✔ *Test E*		✔ *Test F*		**Single Word Spelling Test**	Spelling Age	90% of students age appropriate	See notes on page 12 *Enter year and month*
**Numeracy**
✔				**Progressive Achievement Test (PAT)- Maths** online Test 4	Scaled score 122+	90% achieve scaled score 122 or above	*Enter scaled score*
	✔		✔	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*
**NAPLAN**
	✔			**Reading - Indigenous**	National Minimum Standards	100%	
	✔			**Reading**	NMS U2B	100% 50%	
	✔			**Writing**	NMS U2B	100% 50%	
	✔			**Spelling**	NMS U2B	100% 60%	
	✔			**Grammar/Punctuation**	NMS U2B	100% 60%	
	✔			**Numeracy**	NMS U2B	100% 40%	
	✔			**Numeracy - Indigenous**	NMS	100%	
**Science**
	✔		✔	**Science assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*

Year 6							
Term 1	Term 2	Term 3	Term 4	Assessment Tools Collected for student folio	Rating tool/Standards	Targets	Notes
Literacy							
✔		✔		**PROBE** To assess reading accuracy, reading behaviour and in-depth reading comprehension	Age appropriate	90% of students achieving age appropriate reading 11.5+	See notes on PROBE *Enter set number and age range*
✔	✔	✔	✔	**Accelerated Reader Star Quiz - online**	Star Quiz completed in the beginning of each term	Individual student goals	*no OneSchool entry required*
✔	✔	✔	✔	**Writing sample – core genre**	A-E Achievement Standard	90% of students achieving C or above	*Enter A-E equivalent*
✔ *Test F*		✔ *Test G*		**Single Word Spelling Test**	Spelling Age	90% of students age appropriate	See notes on page 12 *Enter year and month*
Numeracy							
✔				**Progressive Achievement Test (PAT)- Maths online** Test 5	Scaled score	90% achieve scaled score 127 or above	*Enter scaled score*
	✔		✔	**Maths assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*
Science							
	✔		✔	**Science assessable items**	A-E Achievement Standard	90% of students achieving a C or better on Semester report cards	Taken from Semester reporting *no OneSchool entry required*

Differentiated assessments and programs

Intervention/Support Programs	Term 1	Term 2	Term 3	Term 4
Finger Gym (Prep Teachers)	Prep	Prep		
Quick Test (STLaN)	Prep: start of Term	Prep: end of Term		
Poly (Teacher Aide)	Prep	Prep	Prep	
Support-a-Reader (Teacher Aides)	Year 3 Year 5			
In Class Guided Reading Program	1-6	P-6	P-6	P-6
(SL)	As Required	As Required	As Required	As Required
(EAL/D)	Prep – yr 6	Prep – yr 6	Prep – yr 6	Prep – yr 6
Welfare Officer	As required	As required	As required	As required
Year 3 and 5 intervention Strategy	Year 3 and 5			
Year 4 and 6 intervention (teacher)			Year 4 and 6	Year 4 and 6

PROBE

Prose **R**eading **O**bservation, **B**ehaviour and **E**valuation of comprehension
Fiction Texts – Option One (page 18 of manual)

GENERAL INFORMATION

Prose Reading Observation, Behaviour and Evaluation of Comprehension is a reading assessment that combines evaluation of reading accuracy, reading behaviour and in-depth reading comprehension. PROBE's emphasis on comprehension is based on the belief that understanding what is read is the ultimate function of reading. For students to become more insightful and analytical in their reading, they need to be able to 'read between and beyond the lines.'

As students progress through the school system, increasingly the expectation is that they can comprehend the underlying inferences, evaluate the text by extending beyond what is given, reorganise information, infer the meaning of unfamiliar or unknown words from context and react to what has been read. Six types of questions have been defined and used to measure students' depth of understanding:

- literal - information that is given directly in the text
- reorganisation - reconstructing two or more pieces of information contained in the text
- inference - information implied but not given directly in the text
- vocabulary - determining the meaning of unknown words from context
- evaluation - extrapolating additional information not given in the text
- reaction - expressing an opinion based on information given in the text

PURPOSE

- Identify students who may benefit from extra support
- Data gathering (in-depth data about a student's ability to read & understand text)
- Pre/post specific program intervention testing

TEST DURATION

- Untimed when administered with the teacher working with one child, using the silent reading comprehension option
- One test can take 10-20 minutes

TEST FREQUENCY

- Administered to individuals

MATERIALS

- Manual - Guide, Determiner, Answers (with keywords) & Copymasters
- Student Texts - Students' Guide, Determiner wordlists, Texts with questions

DIRECTIONS

- If you do not have a previous PROBE reading level, then the determiner must be undertaken.
- A result of 70 per cent or above is needed on comprehension scores for students to be considered comprehending at or beyond that reading age.
- Allow the student to silently read the test.
- Listen to the student read and complete the running record using the PROBE 2 Recording Sheet.
- Administer the comprehension questions. Students are able to look at the text and the questions while answering. Record their answers as they are given.
- Correct the answers using the marking guide.
- Provide the student with feedback on their reading skills and their strengths/needs
- Retest if necessary
- When recording data in OneSchool, use the upper measure

Single Word Spelling Test

Focus: Spelling

PURPOSE
- Identify gaps in students' spelling knowledge through error analysis
- Data tracking (spelling age)

TEST DURATION
- approx. 30 mins whole class
- Untimed

TEST FREQUENCY
- Twice a year
- Administered to whole class

Year level	January	November
1	Test **A**	Test **A**
2	Test **B**	Test **C**
3	Test **C**	Test **D**
4	Test **D**	Test **E**
5	Test **E**	Test **F**
6	Test **F**	Test **G**

MATERIALS
- Single Word Spelling Test (tests A-I)
- Raw score to spelling age conversion (p53-61)
- No specific answer sheet required

DIRECTIONS
- Read each word in the test followed by the sentence that puts the word in context, then read the word again.
- Repeat the word/sentence for students if requested.

MARKING THE TEST
- Ignore letter reversals and incorrect punctuation (b/d; inappropriate apostrophes/hyphens)
- The total number of words correct is then converted to a spelling age using conversion (p53-61)

DATA ENTRY
- Enter the spelling age into OneSchool

ANALYSIS OF ERRORS
- Examine the first 20 errors.
  - If a student only made a small number of errors, you would need to give them a more difficult test to allow you to analyse errors
- Words are sorted into levels (level 1-single sound to letter correspondence to level 7–polysyllabic, mixed vowel sounds) See p83-86 for rules introduced in each level.
- Each word is broken into components.
- When a spelling error is made with a word, one or more components may be incorrect.

Student's error	Test word	Components	Component levels	Word level	
cherchis	Churches	CH UR ES	3 4 3	4	One level 3 error / One level 4 error

- The check sheet showing the components for each test are on p73-81
- Look at the 20 incorrect words:
  - when a student has 5 or more errors at a level that is the level they are working at.
  - if a student has a 5 or more errors at consecutive levels, the correct level may not be clear. You may choose to do the supplementary test (p71) which assesses just those levels and helps determine the specific components and level the students need to work at.
- Levelled spelling lists are available on p64-70
- Spelling rules introduced in each level are available on p83-86

Jolly Phonics Sounds and Letter Identification Checklist

Student: _____   Class: _____   Teacher/s:_____

	Sound	Word		Sound	Word		Sound	Word
s			u			ai		
a			l			oa		
t			f			ie		
i			b			ee		
p			j			or		
n			z			ng		
c			w			oo		
k			v			oo		
e			y			ou		
h			x			oi		
r			ch			ue		
m			sh			er		
d			th			ar		
g			th					
o			qu					

Term 1	Term 2	Term 3	Term 4
Sounds / 43	Sounds / 43	Sounds / 43	Sounds / 43
Date:	Date:	Date:	Date:

LETTER IDENTIFICATION SCORE SHEET

Name: _____

Alphabet response:

A		a	
F		f	
K		k	
P		p	
W		w	
Z		z	
B		b	
H		h	
O		o	
J		j	
U		u	
C		c	
Y		y	
L		l	
Q		q	
M		m	
D		d	
N		n	
S		s	
X		x	
I		i	
E		e	
G		g	
R		r	
V		v	
T		t	

Term 1	Term 2	Term 3	Term 4
Date:	Date:	Date:	Date:
/26	/26	/26	/26