Villawood North Public School

Learning and Support Team

Policy & Procedures

2017

CONTENTS

1. POLICY AND PROCEDURES

2. REFERRALS

- Procedures
- Referral Forms
- L&ST Reflection Sheet

3. APPENDIX

4. ASSESSMENT PACKAGE

Curriculum

- Kindergarten Speech and Language Checklist
- K-2 Screening Test for Reading Failure
- Writing Assessment Rubric
- South Australian Spelling Test
- Language Assessment (Attachment 8 modified)
- Edwards and Summers Word Recognition
- BURT word test
- Neale Educheck

- Behaviour Checklist

June 2016
Created by the Learning and Support Team:
Leanne Fayle, Melanie Macmillan, Erin Raferty, Joanne Glissan & Barbara Leszkiewicz

LEARNING AND

SUPPORT TEAM

POLICY

June 2017

What is a Learning and Support Team?

A Learning and Support team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning and support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs.

A prime function of our Learning and Support Team is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. Our team also employs the ethos and philosophy of Positive Behaviour for Learning i.e. a strong focus on **systems** (what we do to support adults), **practices** (what we do to support students), and **data** (to inform our decision making about systems and practices).

A key feature of our learning and support team is the facilitation of collaborative planning between teachers, support staff, parents and students. Our learning and support team also addresses whole **school need, teacher need** and **student need** (as outlined in the DoE Learning and Support Team Policy).

Why implement a Learning and Support Team?

The implementation of a Learning and Support Team can be of great benefit to a school.

It will:

- ❖ enable **coordination of support.**

- ❖ enhance **collaboration and provide collegial support** to school personnel and the wider community.

- ❖ ensure a whole school and ongoing plan is implemented to meet the additional, individual needs of students.

- ❖ establish guidance and support systems for all staff so that they can cater for students with support needs.

- ❖ ensure that programs based on current research and best practices are implemented for students with support needs.

Learning and Support Teams work when:

- teachers see the Learning and Support team as a support for their classrooms.

- processes are inclusive, well organised and understood by all.

- teachers are involved in the identification of outcomes for support for students.

- support is provided and the teacher is involved in identifying what may be most effective in his/her classroom.

- realistic action plans are developed.

- parents are fully informed and involved in the process of accessing and planning for support.

- the Learning and Support team is seen as a group of professionals who coordinate support for teachers and students rather than a step in the referral process to other services.

Adapted from: Hoskins, B. (1996) *Developing Inclusive Schools*

Who are our team members?

In principle, every teacher is a member of the L&ST. However, their participation will vary according to the function of the team at any particular time e.g. whether or not our team is focusing on universal, targeted or intensive supports.

The Learning and Support team includes a:

Team facilitator (usually an Assistant Principal)

**School counsellor**

Teacher representatives

School Executive

Specialist personnel (including the L&ST, EALD, Reading Recovery)

Other specialist personnel e.g. Itinerant teachers and outside agencies, parents and care givers can be invited to attend as necessary.

Roles of L&ST team members:

Team members will have a number of roles determined by which co-team they may be taking part in i.e. universal, targeted and intensive teams.

5% students ←

15% students ←

80% students ←

| Intensive Supports |

| Targeted Supports |

| Universal Supports |
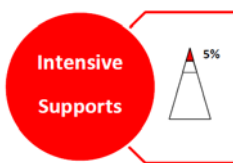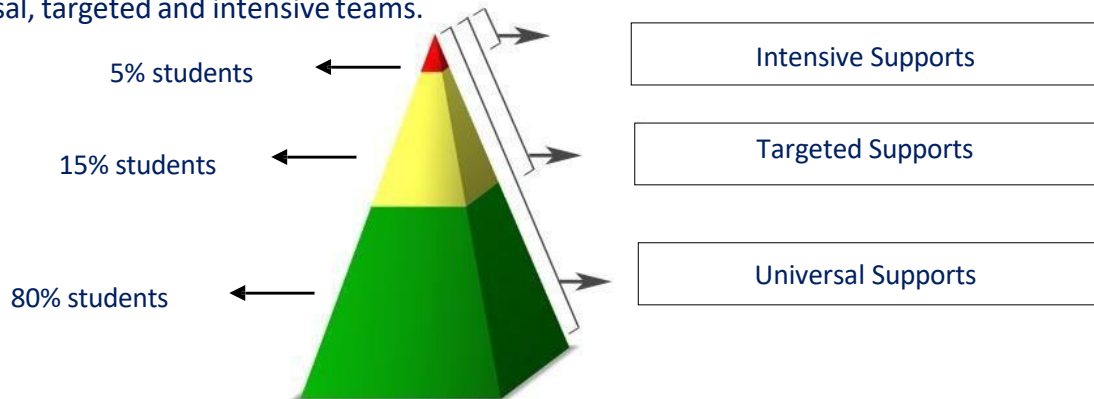
Between **1% and 5%** of students will need **intensive support** beyond that available through the targeted and universal levels (below). These are the relatively few students who experience the greatest difficulties learning or those that need extension. Often students with challenging learning support needs dictate that the best chance of quality learning time might be offered by instruction given away from the sometimes distracting (for them) regular classroom. The **focus for LST** and school efforts is on ensuring quality and validity of the teaching practices, as well as taking all possible measures to ensure best **alignment** between the classroom program and the teaching provided in the intensive support program, lest these students with greatest need are inadvertently required to master two separately provided sets of knowledge.

About 10 - 15% of students will need targeted support beyond that feasibly provided in the regular curriculum through accommodative teaching. In primary schools these students might typically be in the low reading group or maths group. The focus for LST and school efforts is making the organisational and structural changes needed to ensure that those students have daily access to this level of support.

Schools often consider this level of action to be important, because it engages students with significant need and there is much potential for improving learning outcomes through both teacher capacity building and schools' structural adjustments.

Around 80% of all students can have their learning needs met through high-quality, accommodative teaching delivered through the regular classroom program by their classroom teacher. The focus for LST and school efforts at this level is on enabling and supporting all classroom teachers to deliver that kind of teaching across the KLAs.

Schools often consider this level of action as strategic, because it has the greatest potential for reducing learning support needs and urgency at higher levels yet, at the whole school level, requires the least effort to addr

Roles of L&ST team members:

Principal:
- ensures recommendations by L&ST are included in school's Management Plan.

L&ST Coordinator/s:
- convene regular meetings.
- develop meeting agenda.
- keep and distribute minutes.
- maintain L&ST documents.
- complete and manage Access Requests.
- liaise with specialised staff, parents and teachers.
- coordinate support personnel within the school and the wider community and establish support systems.
- develop and share the referral systems with staff.

Executive member/s:
- develop, supervise and monitor appropriate SLSO plans and programs to meet individual students' needs. (See Appendix 1 for SLSO Role Statement)
- organise and coordinate timetables and plans for other staff to meet and plan according to students' needs.

L&S Teacher/s:
- work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs.
- establish a policy for ongoing improvement and evaluation of identifying and meeting students' needs.
- plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers.
- develop, monitor and adjust IEPs when appropriate.
- plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer.
- model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs.
- provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home.
- provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team.
- assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.

classroom Teachers:

- identify and refer students to L&ST when programs are not meeting students' needs (and teacher has tried several strategies first).
- attend L&ST meetings when required.
- implement L&ST recommendations.
- monitor student progress and inform L&ST.

The School Counsellor:

- attends L&ST meetings.
- assesses referred students.
- accesses disability confirmation documents.
- gives feedback to CT and L&ST.
- relays important information to DGO.
- counsels referred student.s
- counsels after self-referrals.
- organises and develops small group social skills programs and implements group work.
- liaises with parents, outside agencies and the wider community.
- develops workshops and TPL sessions for staff, parents and the wider community.

What does our L&ST team do?

When implementing a L&ST it is important that schools determine a priority order and gradually work through areas of need. The L&ST will:

- develop the schools policy for students experiencing difficulties in learning or those requiring extension.

- implement school 'identification' procedures in order that students experiencing difficulties in learning receive ' early' and 'appropriate' instruction.

- develop referral systems for classroom teachers to access support services.

- establish mechanisms to coordinate support personnel within the school (e.g. L&ST, Counsellor, EALD, Reading Recovery).

- develop a plan to coordinate and access 'external' specialist personnel (e.g. Regional L&STs, Integration, Specialist counsellors, EALD Consultants, Regional curriculum consultants.

- implement school ' levels of support' for classroom teachers so that they can access appropriate personnel and cater for students experiencing difficulties in learning.

- establish support systems for specialist personnel within the school (e.g. policy/ model implementation, funding issues).

- implement mechanisms for on-going support services for students (e.g. progressive monitoring and record keeping).

- provide direction for professional learning programs.

- assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties in learning and those requiring extension.

- establish communication and liaison procedures within the school community (e.g. school based/ home based programs, parent referral procedures).

- implement effective models and programs to improve student outcomes (e.g. early intervention programs, assessment procedures, programs based on current research and best practice in the area of learning difficulties, effective teaching strategies, monitoring and evaluation procedures).

Addresses key areas:

- teaching and learning
- school organisation
- training and development
- curriculum
- student support and development
- parent and community participation

Considers:

- implications for school wide planning
- coordination of support resources within and outside the school
- development of strategies for program planning, implementation, monitoring and evaluation
- parent involvement
- collaborative approaches to development of programs and support mechanisms for students who need additional support

The Learning & Support Team

contributes to the provision of quality teaching and learning for all students

Coordinates planning for students who need additional support to implement the support cycle including:

- appraisal of achievements, goals and needs
- access to services
- program planning, implementation and evaluation
- reappraisal of progress towards planned educational outcomes.

Addresses key focus areas:

- literacy
- numeracy
- Aboriginal Education
- NESB
- gender equity
- student welfare
- state-wide initiatives and priorities

Where does the L&ST fit into our school resources?

The classroom teacher can access a number of resources to support students, including the L&ST.

These resources range from the least intensive support (adaptation to the class program – universal supports) to the most intensive support (support from outside agencies may be included).

School Levels of Support

1. Instructional adaptations to the class program.
2. Collaborative problem solving with colleagues.
3. Support from school specialist resources (L&ST).
4. Support from out of school resources.

1.   Instructional adaptations to the class program

Students experiencing difficulty in learning are catered for by the class teacher within the regular class program.

This will involve the teacher making instructional adaptations to the program.

These adaptations could include:

*   simplifying instructions,
*   prompting/cues,
*   corrective feedback,
*   grouping students with similar instructional needs,
*   peer and/or parent tutor programs,
*   selecting instructional level text on the same topic as the rest of the clas,s
*   additional practice of skills.

See Appendix for Classroom Teacher Reflection Sheet.

2.   Collaborative problem solving with colleagues

Teacher meets with colleagues (a supervisor, L&ST or other teachers) to collaboratively problem solve and cater for students within the regular class program.

3. Support from school resources

- Coordinated through the L&ST
- After step 1 and 2 have been implemented and the student is still not progressing according to expectations, the teacher may refer the student to the L&ST
- Collaborative problem solving is used to design appropriate interventions.

4. Support from out of school resources

- If a student has support needs that cannot be met by school resources, the L&ST can seek support from regional or state resources
- Students are only referred for support after extensive intervention by the class teacher and school resources
- It is important the parents are involved in the decision making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel.

Learning and Support Team Operational Guidelines

The Learning and Support Team at Villawood North Public School will operate in the following ways:

- The Assistant Principal/Executive Member will facilitate this meeting and act as an executive officer. The facilitator's responsibilities will include collection of referrals, provision of copies of referrals to members prior to the meeting, management of Integration Support Programs, School Learning and Support Officers (SLSOs) and commonwealth grants. The facilitator will prioritise referrals to ensure that referrals are given appropriate levels of attention particularly when large numbers of referrals are submitted.

- Staff wishing to make a referral to the L&ST will be required to follow the L&ST flowchart for individual student referral and complete the L&ST e-referral form. This will require the stage supervisor endorsing the referral and submitting the referral as an email attachment to the Learning and Support Team Coordinator.

- Stage teams are also able to nominate a group of students who may benefit from a particular targeted intervention. The L&ST referral flowchart still needs to be followed and the teacher must come to the L&ST with the relevant assessment information for the group of students. This referral will be considered by the L&ST and a coordinated and collaborative plan will be developed in conjunction with the individual teacher or stage team.

- The L&ST will maintain written meeting records that will be stored on the Student Support intranet drive. These records clearly define the course of action for each item / student considered and responsibility will be assigned for action and individual student case management. Action will include responsibility for reporting to staff and parents as appropriate.

REFERRALS

- Student Referral Flowchart

Individual Student Learning and Support Referral Flowchart

1) Pre-referral Process

- **Before making a student referral: Complete Classroom Teacher Reflection Sheet STEP 1**
  - discuss your concern with the previous teacher, identify any teaching or learning accommodations / adjustments needed for the student to access the curriculum, and consider and / or implement effective strategies the previous teacher has used. (**See Classroom Teacher Reflection Sheet** (See Appendix).
  - check Pupil Record Card (PRC) to ascertain if previous counsellor intervention has been provided and discuss with School Counsellor.
  - consult with L&ST and ask him/her to assess the student using appropriate assessments (See Appendix).
  - share the outcome with your stage supervisor.
  - CT and L&ST develop teaching strategies to address identified needs.
  - monitor student's progress.
  - CT or L&ST to make a phone call / informal meeting with the parents to raise the concern with the family. CT to request information by following the proforma **Requesting Information from Parents** (See Appendix).
  - if concerns continue, complete a L&ST referral.

2) Referral Process

- **When completing the L&ST referral:**

  - **complete L&ST e-referral form** and submit to Stage Supervisor via email attachment (See Appendix).
  - Stage Supervisor to check that all required information has been submitted and then forward the email attachment to the Learning and Support Team Coordinator who will raise the issue at the next meeting.
  - CT and L&ST to gather assessment information.
  - CT to coordinate a playground duty swap in order to attend the next L&ST meeting to discuss the child.
  - Executive member to email agenda to participants.

3) L&ST meeting

- **Student will be discussed at next L&ST meeting (DURING WEDNESDAY LUNCH 1:30-2.00)**

  During lunch: new referrals with CT present. (CT to make plans to release self from duty if needed)
  - CT / L&ST bring all relevant documentation.
  - contribute to the development of an L&ST action plan and/or IEP for the student which will be kept on the S drive. (Faculty / Staff Information / Learning and Support Team / Individual Learning Plans) (See Appendix).
  - Seek parental permission for counsellor assessment if required.
  - Follow up previous minutes and AP to feedback new information to CT via email / notes.
  - New business as arising.
  - Email minutes and relevant action plans to relevant personnel.
  - Set agenda for next meeting and email to relevant personnel.

4) Notification process

- **After the L&ST meeting:**
  - Referring teacher to implement plan with support from Team Leader and specialist staff (where applicable)
  - Other staff notified through appropriate communication method e.g. L&ST update in stage meeting
  - Parent / carer notified by letter or interview.

14

APPENDIX

- SLSO Role Statement.

- Classroom teacher reflection sheet.

- Individual Student Learning and Support e-Referral Form

- Requesting Information from Parents

- Individual Student Learning and Support Action Plan

- L&ST Assessment Package

School Learning Support Officers
SLSO Role Statement

The DEC Role Statement 2012 states:

*"**Under the supervision and direction of a teacher**, a school learning support officer in respect of students enrolled in special schools and classes, is responsible to the principal or the supervisor for:*

- ❖ *Implement individual education programs (IEPs)*
- ❖ *Provide opportunities for students to develop personal, social, independent, living and pre-vocational skills*
- ❖ *Attend to the personal care needs of students, and*
- ❖ *Operate audio-visual aids, duplicating, issuing learning materials and clerical duties.*
- ❖ *Providing assistance in school routines;*
- ❖ *Classroom activities; and*
- ❖ *The care and management of students with disabilities and behaviour disorders."*

A school learning support officer is required to assist teachers in school and community settings in:

- • *The implementation of individual education programs and individual transition programs;*
- • *Providing opportunities for students to develop personal, social, independent living and prevocational skills;*
- • *Toileting and personal care needs of students at all ages and dependency levels, to include washing, bathing, showering and changing;*
- • *Washing of soiled items of clothing and nappies and in the disposal of used sanitary items;*
- • *Direct food preparation and assisting students with eating and drinking;*
- • *The Implementation of travel training programs;*
- • *The supervising of students on excursion, work experience and travel training programs;*
- • *Supervision of students with severe and/or multiple, physical or intellectual disabilities.*
- • *Frequent physical listing, also involving changing students from one piece of equipment to another.*
- • *Therapy or nursing type duties (including duties carried out under the guidance of professional staff)*
- • *Administering medication and keeping a medication register.*
- • *Minor maintenance of physical and/or electronic equipment used by students.*
- • *Organising the regular servicing of physical and/or electronic equipment used by students.*
- • *Servicing as part of a transdisciplinary (education/therapy) team in the developing and implementation of individual educational programs; communicating with students using an augmentative communication system most appropriate to the needs of students.*

1.*Administration:*

- *Operating audio visual aids, computers and other teaching equipment.*
- *Recording school broadcasts and telecasts and maintaining a catalogue of records, cassettes, video tapes and other audio visual software.*
- *Duplicating materials and photocopying*
- *Issuing learning materials from resource rooms*
- *Arranging furniture within classrooms where required*
- *Managing lost property and clothing pools*
- *Performing minor clerical duties*
- *Caring for sick students, and when in receipt of first aid allowance, administering minor first aid.*

2. Other duties

Undertaking other related duties as determined by the principal or the supervisor."
(Handbook for non-teaching staff in Schools, January 2009)

In addition to the above roles;
At Villawood North Public School, this means the SLSO will:

1. Follow the timetable, ensuring they are in the right classroom at the right time.
Variations:
- If the child the SLSO is supporting is absent, the SLSO will work in the classroom of the next timetabled child.
- If there is a VOR for a special event, e.g. ANZAC Day, the SLSO will support the child on their timetable during the scheduled event.
- In extreme cases of high absences, the SLSO can seek permission from the AP to make resources to support the child.
- If there is a whole day in school event like an Olympics Day, the executive will make a plan for the day. Plans could include attending the carnival and supporting the child according to their timetable as best as possible. E.g. support the child to transition from one event to another. Other suggestions are to support one particular child in need.

2. Complete a daily register to record the activities completed and support provided in each class.
3. Attend fortnightly meetings with their supervisor, an Assistant Principal.
- Bring the register to these meetings. Be prepared to discuss any issues or concerns.
- Continually monitor the needs of students in the school and allocate support time appropriately, under the guidance of the Assistant Principal.
- Flexibly make modifications to the SLSO timetable to meet the changing needs of students.
- Evaluate the needs of students at the end of each term and make necessary changes.
- Actively attend SLSO training and whole school training and development sessions as guided by the AP supervising.

4. **The teacher will provide the SLSO with activities to support the learning of the identified student so the child can best access the syllabus in the classroom.**

• The SLSO programmed activities will be identified in the student's IEP.
• Withdrawal of students is not permitted.
• SLSO time can also be used outside of the classroom to make resources for the class teacher to support the child's learning in the classroom.

5. **The SLSO is entitled to two breaks during a whole day's employment.**

• The SLSO will follow the timetable given to best support the needs of students in the school.

The DEC SASS Handbook 2009 states:

"1.2.2 MEAL BREAKS
School administrative and support staff who work four hours or more per day shall be entitled to an unpaid break of not less than 30 minutes each day. School administrative and support staff who work more than two hours from the commencement of the school day shall be entitled to a paid morning tea break of 10 minutes each day. To meet the needs of the school, the principal may vary the time at which the morning tea break is taken and may stagger lunch breaks."

6. *Undertaking other related duties as determined by the principal or the supervisor.*

CLASSROOM TEACHER REFLECTION SHEET

• Tick off points you already do and indicate ones you might like to try:

☐	Setting different outcomes for different students
☐	Expecting differing amounts of work
☐	Asking kinds of questions for different students e.g. more literal questions for students having difficulty
☐	Setting open ended activities where all students can complete at own level
☐	Providing additional modelling, rehearsal, practice and review time
☐	Teaching in smaller steps – breaking skills into sub skills to be taught separately first
☐	Giving one instruction at a time e.g. having students repeat what he/she is required to do
☐	Providing more hands on concrete material
☐	Seating closer to teacher and the board
☐	Opportunities to share ideas with buddies and small groups
☐	Providing opportunities to practice to mastery level
☐	Using non-cluttered notes, mind maps
☐	Providing visual cues/prompts
☐	Giving questions before reading a passage instead of after
☐	Demonstrating using: 'Think Aloud' and 'Self-Talk' e.g. listen to what I say as I work this out
☐	Talking slowly
☐	Increasing 'wait time'
☐	Connecting experiences to real life
☐	Linking new learning to what is already known
☐	Highlighting relevant sections of text
☐	Using aides, peer tutors and volunteers
☐	Using very specific praise

Individual Student Learning and Support e-Referral Form

To be completed by the classroom teacher and the LST

Student Background – *please type student details in the relevant sections below – where applicable*

Student name	**Year / Class**
Date of birth	**Language background**
Reading level	**CMIT level**
Referring teacher	**Referral date**
Is this a first referral or re-referral?	

Presenting concern - *indicate " yes" or "no" to the following:*

Academic	**Behaviour**
Welfare	**Social / Emotional**
Physical	**Health**

Briefly describe concerns:

Type here:

Attendance - *indicate attendance pattern by writing " yes" or "no" to the following:*

Regular	**Arrives late**
Whole day absences	**Unexplained**
Partial	

Previous programs and assessment (if known) - *indicate " yes" or "no" and the date of program intervention:*

In-school programs

L&ST	**Reading Recovery**
EALD	**School Counsellor**
Other (please identify and describe)	Type here:

Regional support programs

IST Vision	**IST Hearing**
IST Behaviour	**Regional Support**
Other	

Outside specialist / agency support

Speech / Language	**Occupational Therapy**
Other :	

Assessment Data – *write a brief analysis of the data from appropriate assessment tools*

Type here:

Priority rating – *please indicate the level of urgency of this referral (1 being least urgent and 5 being most urgent)*

1		2		3		4		5	

EMAIL this referral to your supervisor.

Requesting Information from Parents

1. Call / talk to the parents.
2. Introduce yourself and explain the purpose for your call. Say "My name is …. From Villawood North Public School. I am your child's class teacher / L&ST. I am calling about … (student). Everything is OK and you do not need to worry. I just need to ask you a few questions about your child because I have some concerns about his/her learning."
3. Go through this proforma, taking notes of the parent's responses.

Student Background	
Student name	
School	
Date of birth	
Date of parent contact	

Do you have any concerns about your child's learning?
Briefly describe concerns:

Has your child ever been seriously ill or had an accident?
Briefly describe illness or accident:

Has your child had any previous assessments by a Doctor, Psychologist, Speech Therapist or Paediatrician?
Please describe any previous assessments and the outcomes of the assessment/s:

Is there anything else you would like the school to know about your child?

Other notes from conversation

Teacher / L&ST signature: **Date:**

Individual Student Learning and Support Action Plan

Student Name:		Grade/class:		Date of birth:		Language background	
Parents contacted:				Parent Signature:			
Reading level:		CMIT level:		Referring teacher:		Referral Date:	
Health problems:					Health reports		
Presenting Concern:							

STUDENT'S STRENGTHS (Class teacher / Parent)	STRATEGIES USED IN CLASSROOM (Class Teacher / Team Leader)	ACTION DESIRED (Class teacher / Team Leader)	OUTCOME (L&ST	TIMEFRAME (L&ST
	ADDITIONAL INFORMATION			

L&ST ASSESSMENT PACKAGE

Curriculum

Reading

- K-2 Screening Test for Reading Failure
- Edwards and Summers Word Recognition
- BURT word test
- Neal Educheck

Writing

- Writing Assessment Rubric

Spelling

- South Australian Spelling Test

Talking and Listening

- Kindergarten Speech and Language Checklist
- Language Assessment (Attachment 8 modified)

Behaviour

- Checklist

NOT IN PACKAGE:

- PM Benchmark Kit
- NAPLAN Results / Item Analysis
- Maths – SENA 1 and 2 and Stage 3 Number Assessment

WHICH CURRICULUM ASSESSMENT TOOL?

	AREA OF CONCERN	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Reading	Reading (general)	• PM Benchmark Kit	• PM Benchmark Kit	• PM Benchmark Kit • NAPLAN Results	• PM Benchmark Kit • NAPLAN Results
	Poor Sight Words	• BURT word test OR • Edwards and Summers (graded list)	• BURT word test OR • Edwards and Summers (graded list)	• BURT word test OR • Edwards and Summers (graded list)	• BURT word test OR • Edwards and Summers (graded list)
	Poor Phonemic Awareness	• K-2 Screening Test for Reading Failure	• K-2 Screening Test for Reading Failure	• Neal Educheck	• Neal Educheck
	Comprehension	• PM Benchmark Kit questions	• PM Benchmark Kit questions	• NAPLAN Item Analysis	• NAPLAN Item Analysis
Writing	Writing	• Analyse the student's writing sample using the Writing Matrix	• Analyse the student's writing sample using the Writing Matrix	• Analyse the student's writing sample using the Writing Matrix	• Analyse the student's writing sample using the Writing Matrix
Spelling	Spelling	• Writing Sample	• Writing Sample • South Australian Spelling Test	• Writing Sample • South Australian Spelling Test	• Writing Sample • South Australian Spelling Test
Talking & Listening	Talking and Listening	• Kindergarten Language Skills Checklist • BEST Start Results	• Attachment 8 (modified)	• Attachment 8 (modified)	• Attachment 8 (modified)
Maths	Mathematics	• Count Me In To SENA 1	• Count Me In To SENA 1	• Count Me In To SENA 1 and 2 • NAPLAN Results	• Stage 3 Number Assessment • NAPLAN Results

K-2 SCREENING TEST

to predict students

at risk of

READING FAILURE

Adapted by Jan Masters and Sue Coates

Original by Jennie Whipp

OVERVIEW OF PHONEMIC AWARENESS SCREENING TEST

This screening test has two aims:

predictive - to isolate those children who are greatly at risk of having difficulties in reading.

formative - to assess the current level of reading/writing skills.

Given the strong relationship between reading/writing and spelling tasks it was decided to use writing/spelling tasks in some areas as

- early readers often function on a sight approach to reading very successfully and this can "mask" phonemic weaknesses.

- spelling probably represents a test of the most difficult tasks faced by early readers.

- these tasks can give a "storable" response from the student.

If time permits it is recommended that a test of sight vocabulary be administered in addition to the phonemic awareness screening test. These two tests will give a more complete picture of the students early reading skills.

The sight word assessment also provided includes both words in isolation and words in context. Testing words in isolation gives a better indication of the students skills in this area, as many early readers appear to function quite competently through a reliance on picture/word contextual clues.

ADMINISTERING THIS TEST

<u>Mid Kindergarten</u> students - Administer Part A only.

<u>End Kindergarten</u> students - Administer Parts A & B

<u>Mid Year 1</u> students and those <u>students in above grades</u> who are <u>experiencing difficulties</u>
with reading/writing tasks - Administer Parts A, B & C.

In all parts of the test, sit opposite the child and be alert for more basic hearing difficulties that may be effecting performance.

Part A

Section 1
Listen to these words - "red" and "rug." They begin with the same sound. Now it's your turn. Do these words start ...   Score each response.

Section 2
Listen to these words - "dog" and "bag." They end with the same sound. Now it's your turn. Do these words end ...   Score each response.

Section 3
Listen to these words - "pot" "lot" "dot." We say they rhyme because they all end the same. Another word that rhymes with "pot" "lot" "dot" is "spot." Now it's your turn. Do these words rhyme ...   Score each response.

Section 4
Repeat instructions for Section 3 if necessary. Now it's your turn to try some rhyming words. Can you think of a word which rhymes with ...   Score each response.

Section 5
Place the letter page facing the child but high up the table.
Tell the child that you don't want him/her to touch them till later.
EXAMPLE (not scored)
"I'm going to say a word and then I'm going to say the first sound in that word.
The word is mum. Mum begins with m. If I want to write mum I start with (point to m letter card).
Your turn. Your word is ... What is the word?"
Repeat the instruction for each word.
Score for word repetition, saying sound and pointing to the sound.

Part B

EXAMPLE (not scored)
"I'm going to say a word, then I'm going to say the sounds in the word.
The word is am. The sounds in am are a-m (touch a finger as you say each sound to indicate that you are saying two sounds). I said two sounds a ...m.
Now it's your turn. The first word is ... What is the word."

Repeat the instructions for each word. Put a tick/cross in the repeat word column for each time the child repeats the word beginning the task. This will allow you to gauge if the child is hearing the word correctly. Mark the child as correct for saying the sounds and counting the sounds.

Part C

For testing you will need the spelling sheet of paper and a pencil.

EXAMPLE (don't score)
"I'm going to write a word but before I write it I am going to say the sounds I need to write. The word is fan. The sounds in fan are f-a-n. Now I will write fan."
Your word is ... What word? Tell me the sounds you can hear in ... Now write it."
Score for repeating the word, segmenting the sounds and writing the word.

INTERPRETING THE TEST RESULTS

SCORING

Sub total each section.

For **Mid Kindergarten** students total Part A Sections 1, 2, 3, 4 & 5.

For **End Kindergarten** students total Part A Sections 1, 2, 3, 4 & 5 and Part B Section 1.

For **Year 1** and above students total Parts A, B & C; all sections.

No attempt has been made to "norm" these results.

To identify those students at risk of reading failure compile a tally of individual class scores. Those students who perform poorly in comparison to the class should be considered 'at risk!'

    eg.   Mid Kindergarten students may obtain a score between 0 and 30.

             End Kindergarten students may obtain a score between 0 and 50.

             Yr 1 and above students may obtain a score between 0 and 70.

This tally may be recorded on the attached class profile.

If an age comparison is required, The Waddington Spelling Test expects that Australian children should be capable of spelling simple three letter words by the age of 6.7 years and of handling the hardest item given in this test by the age of 7 years.

PHONEMIC AWARENESS – CLASS PROFILE – RAW SCORES

STUDENTS	Mid Kindergarten						End Kindergarten				Mid Year 1			
	0–5	6–10	11-15	16-20	21-25	26-30	31-35	36–40	41–45	46–50	51–55	56–60	61-65	66-70

PHONEMIC AWARENESS ASSESSMENT SCORE SHEET

STUDENT:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿   CLASS:＿＿＿＿＿＿＿＿＿DATE: ＿＿＿＿＿＿＿＿

PART A – Section 1

"Now it's your turn. Do these words start with the same sound?"

WORDS		RESPONSE Y / N	NUMBER CORRECT - Subtotal
fat	fun		
dinosaur	dog		
duck	pig		

PART A – Section 2

"Now it's your turn. Do these words end with the same sound?"

WORDS		RESPONSE Y / N	NUMBER CORRECT - Subtotal
cup	slap		
flag	box		
duck	book		

PART A – Section 3

"Now it's your turn. Do these words rhyme? Do they end the same?"

WORDS		RESPONSE Y / N	NUMBER CORRECT - Subtotal
man	fan		
book	look		
big	run		
bed	rug		

PART A – Section 4

"Now it's your turn. Can you think of a word that rhymes with…"

WORDS		RESPONSE Y / N	NUMBER CORRECT - Subtotal
wig	dig		
fat	sat		
run	fun		
Ben	hen		

PART A – Section 5

"The word is____. What word? Point to the sound that starts _____. Tell me the sound that starts_____."

WORDS	REPEATS	POINTS TO	SAYS SOUND
dig			
family			
robot			
sing			
tent			
mother			
girl			
horse			

Number correct	+	Subtotal =
Total Score for **Mid**-Kindergarten students =		

PART B – Section 1 only

"The word is____. What word? Tell me the sounds that are in_____. How many sounds are there in____."

WORDS	REPEATS	SEGMENTING	COUNTING
in (2)			
Us (2)			
lip (3)			
tap (3)			
hot (3)			
set (3)			
dump (4)			
soft (4)			
tred (4)			
flat (4)			

Number correct	+	Subtotal =
Total Score for **End** Kindergarten students =		

COMMENTS

LETTER PAGE

(to be used with Part A – Section 5)

s

g

d

r

f

t

m

h

PART C – Section 1 only

"The word is_____. What word? What sounds that are in_____? Write_____."

WORDS	REPEATS	SAYS SOUNDS	WRITES
on (2)			
if (2)			
wag (3)			
thud (3)			
chat (3)			
mesh (3)			
pond (4)			
belt (4)			
swum (4)			
wink (4)			

Number correct	+	Subtotal =
Total Score for **Year 1 and above** students =		
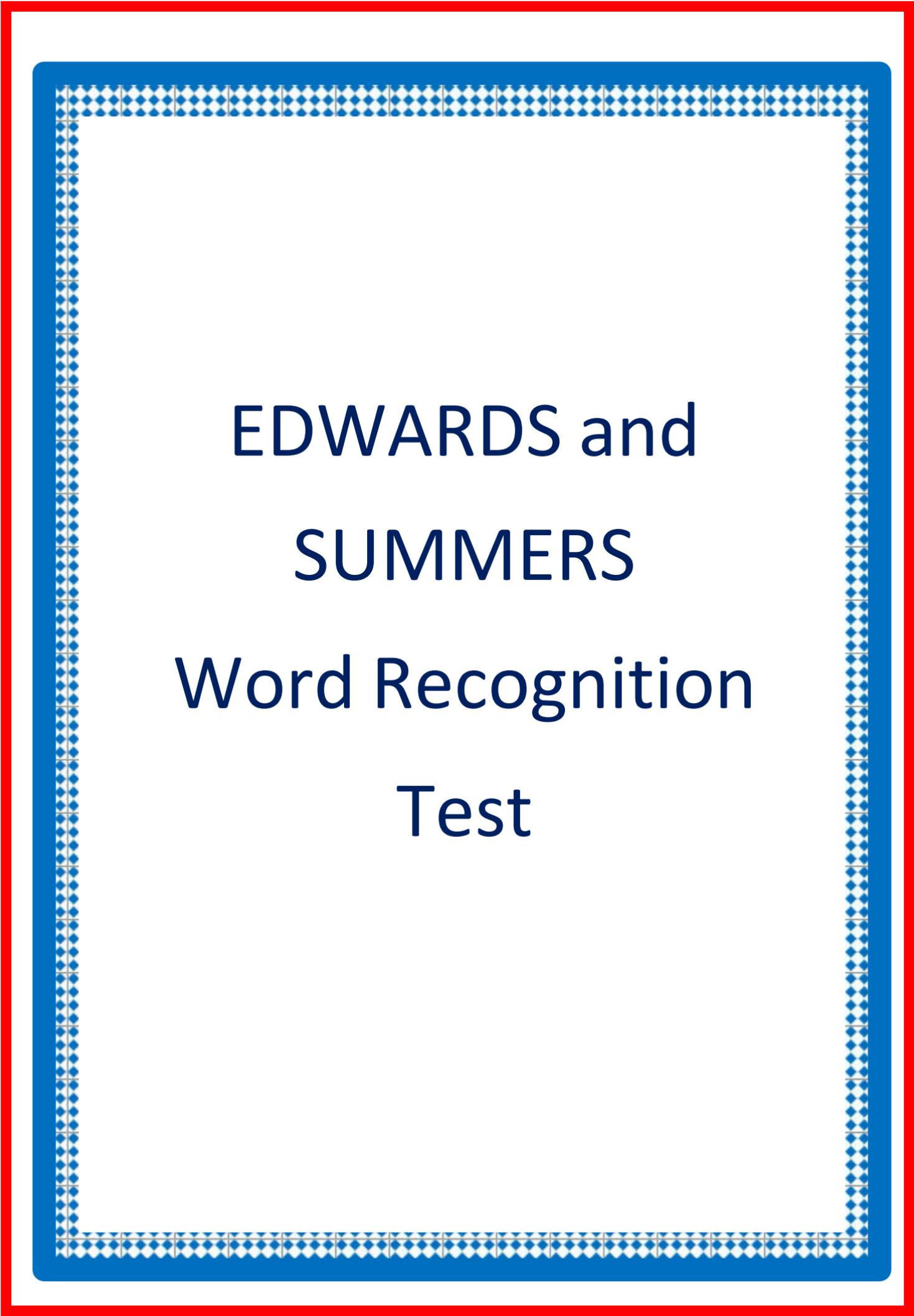
EDWARDS and SUMMERS Word Recognition Test

EDWARDS and SUMMERS – Word Recognition Test
Teacher Copy

STUDENT:_____ CLASS:_____ DATE:_____

SCORING: 1 error = independent   2 errors = instructional   3 errors = frustration

Administering this test: stop student once they have made 3 errors in any one list

MID-KINDERGARTEN		LATE KINDERGARTEN		YEAR 1		YEAR 2	
at		and		one		book	
me		on		not		when	
the		mother		can		year	
it		see		we		today	
I		my		look		people	
is		just		baby		tree	
go		not		little		picture	
to		up		will		other	
has		this		his		still	
in		back		school		town	

YEAR 3		YEAR 4		YEAR 5		YEAR 6	
city		future		amazed		foreign	
wild		number		develop		original	
two		water		grim		orchestra	
frighten		decide		splendid		pyramid	
direction		accept		croak		verandah	
dream		event		improve		routine	
several		fate		witness		bridge	
animals		warrior		million		apparatus	
attack		soul		shallow		myth	
many		convoy		recent		opportunity	

EDWARDS and SUMMERS – Word Recognition Test
Student's Reading Copy

1	2	3	4
at	and	one	book
me	on	not	when
the	mother	can	year
it	see	we	today
I	my	look	people
is	just	baby	tree
go	not	little	picture
to	up	will	other
has	this	his	still
in	back	school	town

5	6	6	8
city	future	amazed	foreign
wild	number	develop	original
two	water	grim	orchestra
frighten	decide	splendid	pyramid
direction	accept	croak	verandah
dream	event	improve	routine
several	fate	witness	bridge
animals	warrior	million	apparatus
attack	soul	shallow	myth
many	convoy	recent	opportunity

BURT

Word Recognition

Test

BURT – Word Recognition Test

INSTRUCTIONS

- Administer the test in a quiet area away from other children.
- Child (younger than 9 years old) starts at the top and reads words from left to right.
- Stop after 10 consecutive errors (or earlier if struggling).
- Count the words that have been read correctly.   This is the raw score.   Consult the chart 'Revised Norms for Burt (Re-arranged)' and convert the raw score into a Reading Age e.g. a score of 24 would give a reading age of 6.5.   The reading ages are given in years and months (Not years and tenths of a year).

RECORDING

While the child is reading the words on the printed sheet, the teacher should record the responses on a separate sheet (a photocopy of the test works well). The recording should not be made so obvious as to distract the child. At the same time the recording should be carefully and systematically done for each pupil. Do not try to count orally the number of words correctly (or incorrectly) read by the child, and do not try to score on odd bits of paper. A convenient way of recording is to make a tick (√) or to circle each word correctly read.

If a pupil reads too fast for the purpose of recording, he may be asked to read more slowly, or to reread a word which the teacher was not sure about.

WHERE TO START

Children up to the age of nine or those known to be weak readers should start the test from the beginning.

Pupils above the age of nine years may be allowed to commence the test at the third, fourth or fifth group of ten words (according to the age and the teacher's judgement), i.e. a 10-year-old may commence at the word 'nurse', a 13-year-old at 'emergency'. The point at which a child should commence is left to the discretion of the teacher, but a mark should be made on the record sheet of the first word of the group at which these older or brighter pupils commence, to enable the teacher to calculate the score correctly.

Should a pupil make an error on any word within a group of ten words, then he should be taken back to read the preceding group of ten words.

E.g.   A child commencing at 'beware' and failing on any word within this group should be taken back to read the group commencing 'nurse'.

If he read correctly all ten words in this pair of lines, he should, of course, be credited with success on all earlier words.

DURING THE TEST

- The child's original response should be accepted but spontaneous corrections should be allowed.
- The child should not be told whether his responses were correct or not; if he asks, only general encouragement should be given.
- Asking for a repetition of the word should be used only when the examiner is not sure of what the pupil has said. If the word is clearly said wrongly, e.g. 'know' instead of 'known' then there is no need to ask for a repetition. Asking the child to reread the word should not be used to indicate "You had better look at it again, there is something wrong with it." The only case in which one would allow this is when an obviously bright pupil or good reader makes a slip in an earlier word. For example a bright ten-year old reading quickly may leave the 's' off boys', but on being asked again to read the word will usually give it correctly. It may be appropriate to advise a pupil who makes several such errors through inattentiveness to look at each word carefully before saying it.
- The pupil should be allowed to read at his own speed. Some pupils are very slow and show a fairly well developed power of word analysis and synthesis if given sufficient time. The pupil should not be hurried, and self-corrections should be counted as correct.
- Guessing is allowed; indeed a child should be encouraged to guess rather than omit words that he does not know.
- Words should not be pronounced for pupils even when they stumble over them. Usually when a child is unable to say the word, the injunction, "We will leave that one. Let's go to the next word," is sufficient.
- The usual pronunciation of words should be accepted. Local variations occur and these should be allowed for in deciding on the correctness or otherwise of responses.
- Any attempt at coaching or teaching the difficult words to pupils should be studiously avoided

*   **Note that it is advisable to wait at least six months before testing a child again on the same test.**

SCORING THE TEST

Locate the child's raw test score in the table below and read down to find their 'reading age'.

Reading ages are represented in years and months, separated by a point (.). For example, the notation 7.5 stands for 7 years 5 months, not 7 years 6 months.

Test score							27	28	29	30
Reading age							6.4 *	6.5	6.6	6.7

Test score	31	32	33	34	35	36	37	38	39	40
Reading age	6.8	6.9	6.10	6.10	6.11	7.0	7.1	7.1	7.2	7.3

Test score	41	42	43	44	45	46	47	48	49	50
Reading age	7.5	7.6	7.7	7.8	7.9	7.10	7.11	8.0	8.2	8.3

Test score	51	52	53	54	55	56	57	58	59	60
Reading age	8.4	8.5	8.6	8.7	8.9	8.10	8.11	9.0	9.1	9.2

Test score	61	62	63	64	65	66	67	68	69	70
Reading age	9.3	9.4	9.6	9.7	9.8	9.9	9.10	9.11	10.0	10.2

Test score	71	72	73	74	75	76	77	78	79	80
Reading age	10.3	10.4	10.5	10.6	10.7	10.9	10.10	10.11	11.0	11.1

Test score	81	82	83	84	85	86	87	88	89	90
Reading age	11.2	11.3	11.4	11.6	11.7	11.8	11.9	11.10	11.11	12.0

* The test and this table are suitable for use with children aged six years and four months and older. It should not be used with younger children.

BURT – Word Recognition Test (Teacher Copy)

STUDENT: _____ CLASS: _____ DATE: _____ RAW SCORE: _____ READING AGE: _____

Students read down the page. Should a pupil make an error on any word within a group of ten words, then they should be taken back to read the preceding group of ten words. Tick or cross words correct or errors in columns next to word lists.

to		that		return		steadiness		exhausted		terminology		constitutionally
is		of		scramble		obtain		labourers		mercenary		contagion
up		an		twisted		overwhelmed		urge		**80**		palpable
for		wet		journey		**50**		atmosphere		glycerine		melancholy
big		**20**		luncheon		universal		apprehend		unique		eccentricity
he		love		known		nourishment		binocular		microscopical		fatigue
at		water		shelves		encyclopaedia		domineer		perpetual		phlegmatic
one		no		explorer		commenced		melodrama		efficiency		**100**
my		just		tongue		circumstances		**70**		influential		fallacious
sun		pot		**40**		fringe		economy		perambulating		alienate
10		or		projecting		formulate		ultimate		renown		poignancy
went		carry		terror		motionless		reputation		physician		phthisis
girl		village		serious		trudging		humanity		champagne		ingratiating
boys		quickly		belief		theory		excessively		**90**		subtlety
day		nurse		events		**60**		philosopher		exorbitant		
some		**30**		emergency		destiny		autobiography		hypocritical		
his		beware		refrigerator		scarcely		contemptuous		atrocious		

BURT – Word Recognition Test (Student's Reading Copy)

to	that	return	steadiness	exhausted	terminology	constitutionally
is	of	scramble	obtain	labourers	mercenary	contagion
up	an	twisted	overwhelmed	urge		palpable
for	wet	journey		atmosphere	glycerine	melancholy
big		luncheon	universal	apprehend	unique	eccentricity
he	love	known	nourishment	binocular	microscopical	fatigue
at	water	shelves	encyclopaedia	domineer	perpetual	phlegmatic
one	no	explorer	commenced	melodrama	efficiency	
my	just	tongue	circumstances		influential	fallacious
sun	pot		fringe	economy	perambulating	alienate
	or	projecting	formulate	ultimate	renown	poignancy
went	carry	terror	motionless	reputation	physician	phthisis
girl	village	serious	trudging	humanity	champagne	ingratiating
boys	quickly	belief	theory	excessively		subtlety
day	nurse	events		philosopher	exorbitant	
some		emergency	destiny	autobiography	hypocritical	
his	beware	refrigerator	scarcely	contemptuous	atrocious	

Neale EDUCHECK

Phonemic Awareness

Test

EDUCHECK - NEALE PHONEMIC SKILLS SCREENING TEST (TEACHER COPY)

NAME:_____ AGE:_____ DATE:_____

- **Circle errors and record incorrect response above the word read / sounded incorrectly.**

LETTER SOUNDS						PHONEMIC SKILLS
a m s e r d f i t n c o h u g l w v p b y x j z qu th er sh wh ch ck oo oa or ai al ea ou ar ir ur	if up at on pug wit fez lag zip bud yen rod wax jut					cv cvc
	chop thick shun whet chuck chess quiz which thud lash quit shock					Consonant digraphs
	swim spat trot grim drum flog glen skip bled crab twig scab fret plop					consonant Blends ccvc
	wept gulp zest list colt bust limp fold tiff next ramp sink rift yell kelp jazz					Cons. blends cvcc & double consonants
	hitch scrub strap fetch thrip botch splat bunch shrug clutch prompt strict					Cons. Blends 3 consonant/ digraphs
	cube hive cute nape mile poke lame wage vice globe rote slate gripe crime graze froze					Long vowels cvcc and consonant blend ccvc
	seen pert raid burn oats meal loin horn coax cart jaw ray firm head curt gout laud pew fowl loom nigh mall tow guy hoe soy thief					Vowel digraphs/ diphthongs
	picnic visit cricket expect umbrella reject hopeless undertake pressing wicked message engaged					Compound suffix, prefix Multi-syllable
	lamb measure blind canyon dispute ration salmon knit various gnaw initial vague wrong phrase cough echo concise physics					Misc
	gac kez vum hon jis chen thack shol whid ox					Pseudo - words
	Comments:					

Dagmar Neal A.U.A. Dip. T. (Adel,), B.A., M.A. (Macq) 1988

Dagmar Neal A.U.A. Dip. T. (Adel,), B.A., M.A. (Macq) 1988

a	m	s	e
r	d	f	i
t	n	c	o
h	u	g	l
w	v	p	b
y	x	j	z
qu	th	er	sh
wh	ch	ck	

oo	oa	or	ai	al
ea	ou	ar	ir	ur

if	up	at	on	pug	wit
fez	lag	zip	bud	yen	rod
wax	jut				

chop	thick	shun	whet	chuck	chess
quiz	which	thud	lash	quit	shock

swim	spat	trot	grim	drum	flog
glen	skip	bled	crab	twig	scab
fret	plop				

wept	gulp	zest	list	colt	bust
limp	fold	tiff	next	ramp	sink
rift	yell	kelp	jazz		

hitch	scrub	strap	fetch	thrip	botch
splat	bunch	shrug	clutch	prompt	strict

cube	hive	cute	nape	mile	poke
lame	wage	vice	globe	rote	slate
gripe	crime	graze	froze		

seen	pert	raid	burn	oats	meal
loin	horn	coax	jaw	cart	ray
firm	head	curt	gout	laud	pew
loom	fowl	nigh	mall	tow	guy
hoe	soy	thief			
picnic	visit	cricket	umbrella	expect	reject
hopeless	undertake	pressing	wicked	message	engaged
lamb	measure	blind	canyon	dispute	ration
salmon	knit	various	gnaw	initial	vague
wrong	phrase	cough	echo	concise	physics
gac	kez	vum	hon	jis	chen
thack	shol	whid	quox		

Writing

Assessment Rubric

WRITING ASSESSMENT RUBRIC

	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
Purpose and Audience The writing shows that student understands why they are writing	• Writes about self • Understands that they are writing a message	• Knows you should be able to read it and reads it to an audience	• Writes for a variety of purposes and audiences	• Writes for a variety of purposes and audiences
Structure of whole text Writing makes sense and is linked	• Writes a sentence using the 5W's i.e., who, what etc.	• Ideas are sequenced • Uses a variety of text types	• Plans before writing • Expands ideas and uses paragraphs • Uses factual text type structures effectively • Uses conjunctions	• Varies structure for different purposes • Mixes text types
Word level - grammar (includes spelling)	• Uses first sounds for some words • Invents spelling of unknown words • Uses references (e.g. word banks) for spelling	• Use sound knowledge • Uses references (e.g. word banks) for spelling • Can indicate past tense with verb endings • High frequency words spelt accurately	• High frequency words spelt accurately • Uses a dictionary for spelling • Can indicate a variety of tenses and plurals through verb endings	• Accurate spelling • Recognises spelling errors and corrects with a dictionary • Accesses a variety of vocabulary choices e.g. synonyms
Sentence level - grammar Use of noun, verb, adjectives and adverbs	• Simple sentences • Uses accurate word order • Uses mostly action verbs	• Joins simple sentences • Starts to use adjectives to give more information on nouns • Correctly uses articles and pronouns	• Combines sentences with a variety of conjunctions • Uses noun groups • Uses verb groups	• Uses dependent clauses • Can use figurative language • Description is detailed
Surface features What it looks like	• Writes left to right • Leaves spaces between words • Begins to use full-stops and capital letters	• Uses full-stops and capital letters	• Self-editing of work • Accurate use of full-stops, capital letters and other simple punctuation	• Uses complex punctuation • Self-editing automatic

Syllabus References – pgs 36 - 47 Writing Outcomes and pgs 68 – 71 Text types

South Australian

Spelling Test

SOUTH AUSTRALIAN SPELLING TEST Spelling:
Approaches to Teaching and Assessment
(Westwood, Peter, 2005)

INSTRUCTIONS FOR ADMINISTRATION

> Alternatively, use the formatted sheet and photocopy as required.

1. Students should be seated in a position where copying from others is not possible.

2. Each student requires a sheet of paper and pen or pencil.

3. If not using the formatted sheets, students should number each item before writing the response.

4. The method of administration is to say the number of the item. Then say the word clearly. Embed the word in a sentence. Then repeat the word, saying for example: "Number 19: COST. How much will the ticket COST? Write COST."

5. If any of the sentences suggested here appear inappropriate for the age or ability level being tested they can be changed by the tester provided that the sense of the word is retained.

6. Students should be encouraged to attempt as many items as possible; but with young children, or students with learning difficulties, **do not prolong the test unnecessarily.**

7. It is usual to stop testing after a student has **failed a block of ten consecutive items.** (Note: Not a total of ten errors anywhere in the test, but a block of ten words coming together.)

8. When marking do not give credit for any words beyond the tenth <u>**consecutive**</u> error.

9. When marking do not penalise for reversals, eg., *b* and *d*.

10. No part-marks are to be given. A word is either correct or incorrect.

11. Ensure that the correct table of norms is consulted when determining students' spelling ages and interpreting scores (Tables 1 and 2 for Form A and Tables 3 and 4 for Form B).

SCORE INTERPRETATION

The student's raw score is obtained by counting the number of items correct on his or her test sheet. **No credit should be given for correct responses occurring after a *block of ten consecutive errors.***

Table 1 (for Form A) and Table 3 (for Form B) allow the teacher to compare a student's raw score with the average score obtained by other students of the same age. It is also possible to determine whether the student is performing within the 'normal' range of scores for his or her age level, or whether the score is critically low. 'Normal' range indicates the spread of scores within which 50% of the students of that age score. The critically low score represents the score below which only 10% of the age group would be scoring. Students in the critically low group almost certainly need additional support from the teacher in order to

develop more effective spelling strategies.

Examples:

- Student X: a girl aged 10 years 0 months scores 42 on the SAST Form A. This places her within the 'normal range' of performance for students of that age. See Table 1. Her score is slightly above the average for her age group (average score would be 37).
- Student Y: Her friend, also aged 10 years 0 months, scores only 24 on the SAST Form A. This places her in the bottom 10% of students of that age. It would be advisable to carry out further assessments with this student in order to determine where special assistance can best be directed.

Referring to Table 2, the spelling age for each of the two students just described is approximately 11 years 2 months (Student X) and 7 years 1 month (Student Y).

When using Table 2 and Table 4 it is important to apply the known Standard Error of Measurement of SST (plus/minus 2 points). Using Table 2, it would be more accurate and cautious to describe the spelling ages of the two students referred to above as follows:

- Student X: 42-2=40 and 42+2=44
  Spelling ages for scores of 40 and 44 are 10 years 8 months and 11 years 10 months respectively. The spelling age for Student X is therefore within the range 10 years 8 months to 11 years 10 months.

- Student Y: 24-4=22 and 24+2=26
  Reading from table 2, the spelling age for Student Y is between 6 years 10 months and 7 years 4 months.

Table 2 – Form A

APPROXIMATE SPELLING AGES

Raw Score	Approximate Spelling Age Years, Months	Raw Score	Approximate Spelling Age Years, Months
12	Below 6 yrs	33	8.10
13	6.0	34	9.1
14	6.1	35	9.4
15	6.2	36	9.6
16	6.3	37	9.11
17	6.4	38	10.2
18	6.5	39	10.5
19	6.6	40	10.8
20	6.7	41	10.11
21	6.8	42	11.2
22	6.10	43	11.5
23	6.11	44	11.10
24	7.1	45	12.2
25	7.2	46	12.5
26	7.4	47	12.8
27	7.6	48	13.0
28	7.8	49	13.5
29	7.11	50	13.10
30	8.1	51	14.4
31	8.4	52	14.11
32	8.7	53	15.7
		54	16+

Using Table 2

Apply the Standard Error of Measurement +2 and -2 on the raw score.

Example: Child spells 22 words correctly.

- Subtract 2 from 22 = 20
- Add 2 to 22 = 24
- Enter Table 2 at raw score 20 and at 24
- Child's spelling age is thus within the range 6 years 7 months and 7 years 1 month.

Table 2 – Form B

APPROXIMATE SPELLING AGES

Raw Score	Approximate Spelling Age Years, Months	Raw Score	Approximate Spelling Age Years, Months
12	6.0	35	9.1
13	6.1	36	9.3
14	6.2	37	9.5
15	6.3	38	9.6
16	6.4	39	9.9
17	6.6	40	10.0
18	6.7	41	10.3
19	6.9	42	10.5
20	6.10	43	10.8
21	7.0	44	10.10
22	7.1	45	11.0
23	7.2	46	11.2
24	7.4	47	11.4
25	7.5	48	11.7
26	7.6	49	11.11
27	7.8	50	12.3
28	7.10	51	12.6
29	8.1	52	12.10
30	8.2	53	13.2
31	8.4	54	13.8
32	8.6	55	14.5
33	8.8	56	15.2
34	8.11	57	15.9
		58	16.0

Using Table 4

Apply the Standard Error of Measurement + 2 and – 2 points on raw score.

Example: Child spells 28 words correctly.

- Subtract 2 from 28 = 26
- Add 2 to 28 = 30
- Enter Table 2 at raw score 26 and at 30
- Child's spelling age is thus within the range 7 years 6 months to 8 years 2 months.

SOUTH AUSTRALIAN SPELLING TEST (SAST) – Form A
Teacher Reading Copy

1.	on	Please put your shoe ON. Write ON.
2.	hot	The water in the bath is HOT. Write HOT.
3.	cup	I drink from a CUP. Write CUP.
4.	van	The lady can drive the VAN. Write VAN.
5.	jam	I like jam on my bread. Write JAM.
6.	mud	I got MUD on my shoes when it rained. Write MUD.
7.	sit	Please SIT on this chair. Write SIT.
8.	beg	I taught my dog to BEG for a biscuit. Write BEG.
9.	me	This present is not for ME. Write ME.
10.	go	I will GO to the shops after school. Write GO.
11.	do	What will you DO next? Write DO.
12.	of	I am not sure OF your name. Write OF.
13.	the	Is this THE toy you want? Write THE.
14.	so	You did that job SO quickly. Write SO.
15.	plan	I used a PLAN to make this model. Write PLAN.
16.	ship	A SHIP is on the sea. Write SHIP.
17.	chop	The butcher will CHOP the meat. Write CHOP.
18.	from	Our new teacher comes FROM Sydney. Write FROM.
19.	thin	The THIN cat squeezed under the fence. Write THIN.
20.	lost	I LOST my key. Write LOST.
21.	dart	I threw a DART at the dartboard. Write DART.
22.	seem	The shop did not SEEM to be open. Write SEEM.
23.	food	We must take FOOD to the picnic. Write FOOD.
24.	for	Is this letter FOR me? Write FOR.
25.	are	Animals ARE in the field. Write ARE.
26.	who	WHO was that knocking at the door? Write WHO.
27.	here	Put the box over HERE. Write HERE.
28.	fire	We need dry sticks to start the FIRE. Write FIRE.
29.	date	What is the DATE today? Write DATE.
30.	loud	Your voice is too LOUD. Write LOUD.
31.	eye	Please shut one EYE and look at this. Write EYE.
32.	fight	I saw two dogs FIGHT in the park. Write FIGHT.
33.	friend	She is my best FRIEND. Write FRIEND.
34.	done	What have you DONE with your book? Write DONE.
35.	any	Are there ANY cakes left? Write ANY.

36.	great	I was chased by a GREAT big dog. Write GREAT.
37.	sure	I am not SURE how to spell this. Write SURE.
38.	women	Two WOMEN went for a swim. Write WOMEN.
39.	answer	Please ANSWER my question. Write ANSWER.
40.	beautiful	The flowers in the garden look BEAUTIFUL.
41.	orchestra	I play the piano in the ORCHESTRA.
42.	equally	They shared the money EQUALLY.
43.	appreciate	Thank you. I APPRECIATE your help.
44.	familiar	His face seemed FAMILIAR. Had we met before?
45.	enthusiastic	The student was an ENTHUSIASTIC player.
46.	signature	She wrote her SIGNATURE on the paper.
47.	breathe	Fresh air is good to BREATHE.
48.	permanent	Will that sign be taken away or is it PERMANENT?
49.	sufficient	We have SUFFICIENT food to L&ST for the weekend.
50.	surplus	We will sell the SURPLUS apples. We have too many.
51.	customary	It is CUSTOMARY to shake hands.
52.	especially	This gift is ESPECIALLY for you.
53.	materially	This story is not MATERIALLY different from the one in your book.
54.	cemetery	The funeral took place at the CEMETERY.
55.	leisure	She spent her LEISURE time in the garden.
56.	fraternally	FRATERNALLY means the same as brotherly.
57.	successful	The fund-raising was very SUCCESSFUL.
58.	definite	I agreed on a DEFINITE time to meet her.
59.	exhibition	There is an art EXHIBITION at the gallery.
60.	apparatus	We use this APPARATUS in the science lab.
61.	mortgage	I bought the house by taking a MORTGAGE.
62.	equipped	The campers were EQUIPPED with new tents.
63.	subterranean	SUBTERRANEAN means under the ground.
64.	politician	Did you vote for that POLITICIAN?
65.	miscellaneous	Mixing different items together makes a MISCELLANEOUS set.
66.	exaggerate	The fish wasn't that big! Don't EXAGGERATE.
67.	guarantee	My washing machine has a two-year GUARANTEE.
68.	embarrassing	I find it EMBARRASSING to give a speech.
69.	conscientious	Students who work hard are said to be CONSCIENTIOUS.
70.	seismograph	A SEISMOGRAPH is an instrument to measure the strength of earthquakes.

SOUTH AUSTRALIAN SPELLING TEST (SAST) – Form B
Teacher Reading Copy

1.	in	Come IN to the classroom. Write IN.
2.	top	Touch the TOP of your head. Write TOP.
3.	can	CAN you help me, please? Write CAN.
4.	pet	This dog is my PET. Write PET.
5.	bus	I come on the BUS to school. Write BUS.
6.	dig	I can DIG a hole in the sand. Write DIG.
7.	fed	We FED the animals at the zoo. Write FED.
8.	men	The MEN are painting the house. Write MEN.
9.	be	You can BE the next leader. Write BE.
10.	to	I must send this letter TO my friend. Write TO.
11.	by	Please come home BY five o'clock. Write BY.
12.	no	NO, you may not stay out late. Write NO.
13.	was	I WAS home early today. Write WAS.
14.	son	This mother gave her SON a present. Write SON.
15.	flag	The FLAG was blowing in the wind. Write FLAG.
16.	trip	Don't TRIP over the books on the floor. Write TRIP.
17.	stop	The car must STOP at the red light. Write STOP.
18.	skin	Our bodies are covered by SKIN. Write SKIN.
19.	cost	How much will the ticket COST? Write COST.
20.	thank	THANK you. That was a good answer. Write THANK.
21.	need	I NEED more time to finish this work. Write NEED.
22.	hook	My fishing line has a new HOOK. Write HOOK.
23.	part	I will walk with you PART of the way home. Write PART.
24.	four	We will catch the bus at FOUR o'clock. Write FOUR.
25.	our	This will be OUR L&ST chance to win. Write OUR.
26.	they	THEY are not going to beat us. Write THEY.
27.	hear	Can you HEAR the noise of the traffic? Write HEAR.
28.	fare	How much is the bus FARE to your home? Write FARE.
29.	gate	Please close the GATE when you go out. Write GATE.
30.	cloud	There is a dark CLOUD in the sky. Write CLOUD.
31.	air	Let us go outside and get some fresh AIR. Write AIR.
32.	tight	I can't put on this belt; it is too TIGHT. Write TIGHT.
33.	cried	The film was so sad, I almost CRIED. Write CRIED.
34.	none	NONE of you are likely to fail any tests. Write NONE.
35.	ask	We must ASK permission to do this. Write ASK.

36.	treat	The party was arranged as a special TREAT. Write TREAT.
37	surf	There is no SURF today; the sea is calm. Write SURF.
38.	world	There is a map of the WORLD. Write WORLD.
39.	dancer	My sister is a good ballet DANCER. DANCER.
40.	unusual	Your shoes are an UNUSUAL colour. UNUSUAL.
41.	quality	The photocopier needs high QUALITY paper. QUALITY.
42.	furniture	I don't like modern style FURNITURE. FURNITURE.
43.	reliable	You can trust her, she is very RELIABLE. RELIABLE.
44	fashion	The model wore a dress of the latest FASHION. FASHION.
45.	laughter	The sound of LAUGHTER makes me happy. LAUGHTER.
46.	thoughtful	It was THOUGHTFUL of you to help. THOUGHTFUL.
47.	encourage	Good marks will ENCOURAGE you. ENCOURAGE.
48.	efficient	The cleaner is hardworking and EFFICIENT.
49.	purpose	What is the PURPOSE of the visit?
50.	curious	I was CURIOUS to know the reason.
51.	acceptable	Your gift is very ACCEPTABLE.
52.	equipment	The builders moved their EQUIPMENT.
53.	choir	I was chosen to sing in the school CHOIR.
54.	chemically	The two substances were analysed CHEMICALLY.
55.	neighbour	I often smile and speak to my NEIGHBOUR.
56.	nocturnal	A NOCTURNAL animal comes out at night.
57.	assessment	We use examinations as one form of ASSESSMENT.
58.	adolescence	ADOLESCENCE is the period between 13 to adulthood.
59.	casualty	The driver of the wrecked car was the only CASUALTY.
60.	catalogue	You can check the price and details in the CATALOGUE.
61.	boulder	A large BOULDER and some smaller rocks blocked their path.
62.	exemplary	She gave an EXEMPLARY performance in the debate.
63.	magnificent	The queen looked MAGNIFICENT in her robes.
64.	substitute	The team decided to use the SUBSTITUTE player.
65.	maintenance	A motorcycle needs regular MAINTENANCE.
66.	disguise	He did not want to be recognised so he put on a DISGUISE.
67.	proprietor.	The owner of the business is called the PROPRIETOR.
68.	vaccination	To prevent catching this disease you need a VACCINATION.
69.	excruciating	The injury to her knee caused EXCRUCIATING pain.
70.	kaleidoscope	A KALEIDOSCOPE is an instrument or toy that makes patterns of light with coloured glass.

SOUTH AUSTRALIAN SPELLING TEST (SAST) – Form A or Form B
Student Recording Copy

Student's Name:

Today's date:	Date of Birth:	Year Level:

Your age: ……………. years ……………. months   Raw Score:

1		16		
2		17		
3		18		
4		19		
5		20		
6		21		
7		22		
8		23		
9		24		
10		25		
11		26		
12		27		
13		28		
14		29		
15		30		

31		51		
32		52		
33		53		
34		54		
35		55		
36		56		
37		57		
38		58		
39		59		
40		60		
41		61		
42		62		
43		63		
44		64		
45		65		
46		66		
47		67		
48		68		
49		69		
50		70		

Kindergarten
Speech and Language
Checklist

Kindergarten Speech and Language Checklist
School Speech Pathology, WAHS, 2002

Having good speech and language skills is important for developing strong literacy skills. These are some speech and language skills that children should have developed by the time they start school. This checklist will give you an indication of whether a child may require some extra help or assessment.

Yes	No	Understanding Language (Listening)
		Understands most things said to them
		Understands "wh" questions – "who", 'What", "when", "where" etc.
		Understands describing words e.g. big / little, same / different
		Understands negatives e.g. *"We are **not** going outside."*
		Remembers and follows 3 step instructions independently e.g. *"Get your hat and your lunch and line up."*
		Listens to stories and answers questions about the content

Yes	No	Using Language (Talking)
		Uses sentences of 5 or more words
		Uses a large vocabulary
		Asks questions
		Uses word endings e.g. possessives, regular past tense
		Uses pronouns
		Starts and maintains conversations with children and adults
		Retells past events

Yes	No	Saying Sounds (Articulation)
		Speech is easy to understand
		Says these speech sounds correctly: *m, n, h, w, p, b, t, d, g, k, f, sh, s, y, ch, j, l*
		Starting to say these sounds: *z, r*

Yes	No	Fluency (Stuttering)
		Uses fluent speech – rarely repeats words or gets stuck on words, stretches out words

Yes	No	Fluency (Stuttering)
		Voice quality is generally normal – not hoarse, husky or nasal

Language Assessment

Language Assessment

OBSERVATION OF ORAL LANGUAGE

Yes	No	Following Instructions
		Copies others
		Follows 1 step
		Follows 2 steps
		Follows instructions well

Yes	No	Vocabulary
		Understands and uses simple words
		Understands and uses complex words
		Understands and uses abstract words
		Understands and uses specific words
		Understands and uses non-specific words
		Overuses "fillers" e.g. *um, mmm..*

Yes	No	Discussions
		Volunteers information
		Stays on topic, gives relevant information
		Gives sufficient information to convey ideas clearly

Yes	No	Understanding Language and Comprehension
		Understands "wh" questions e.g. "what", "who". "when", "where" etc.
		Understands literal oral language
		Understands inferential language
		Can predict

Yes	No	Sentence Structure
		Uses simple sentences
		Uses compound sentences
		Uses complex sentences
		Sentences are grammatically correct
		Sentences make sense

General Comments	
Receptive Language (Listening)	
Expressive Language (Talking)	

Impact of communication skills on classroom functioning	
Social Interaction	
Reading / Writing	
Other KLAs	

Behaviour

Checklist

Behaviour Checklist

STUDENT: _____ CLASS: _____ DATE: _____

Please score as using the code that best describes the student's behaviour at present. Complete the checklist as quickly as possible taking no more than 2 minutes.
Score the first thought that comes to mind.

Scoring Code: 0 – not much at all 1 – just a little 2 – pretty much 3- very much

	Behaviour	0	1	2	3		Group Participation	0	1	2	3
1	Fidgeting					22	Isolates themself from other students				
2	Hums and makes other noises					23	Appears to be unaccepted by group				
3	Demands must be met immediately					24	Appears to be easily led				
4	Coordination poor					25	No sense of fair play				
5	Restless (overactive)					26	Appears to lack leadership				
6	Excitable, impulsive					27	Does not get along with opposite sex				
7	Inattentive, distractable					28	Does not get along with same sex				
8	Fails to finish things they start					29	Teases other students				
9	Sensitive to criticism										
10	Serious or sad						Attitude Towards Authority (teachers / parents)	0	1	2	3
11	Day dreams					30	Submissive				
12	Sullen and sulks					31	Defiant				
13	Cries					32	Impudent				
14	Disturbs other students					33	Shy				
15	Quarrelsome					34	Fearful				
16	Mood changes quickly					35	Excessive demands for attention				
17	Acts 'smart'					36	Stubborn				
18	Destructive					37	Anxious to please				
19	Steals					38	Uncooperative				
20	Lies					39	Attention problem				
21	Temper outbursts										