Far North Queensland- Teaching & Learning Services Team-
A Guide to Assessment Tools and Year Level Benchmarks

PURPOSE OF GUIDE:

The purpose of this document is to support school leaders in **REVIEWING** a whole school assessment and monitoring framework.

- It is not intended as the sole document informing final decisions on report card A-E achievement grades.
- Any assessment instrument represents only one element of a comprehensive assessment regime and the data it provides must therefore be considered in conjunction with formative and summative classroom-based assessment techniques, tasks and tools used throughout the year.
- To triangulate & verify student achievement it is necessary to use SYSTEMIC Assessment in conjunction with SCHOOL assessment data. See Naplan Band Distributions:2011 Doc in School Improvement/One Portal.
- These benchmarks represent a "C" or "Sound" at each year level and will support schools in maintaining a greater consistency of expectations throughout the **FNQ** region.

Within the school's Assessment framework, year level targets (eg. 80% of students reach Year Level Benchmark) will be set & reviewed each year as school data improves. Schools are reminded that Literacy and Numeracy indicators aligned to the Australian Curriculum are available through the QSA website, along with year 1 checkpoint assessment materials to monitor student's progress.

 The benchmarks in this document are:

- Aligned with the Achievement Standards for each year level using the Australian Curriculum (Maths, English & Science) and QCARF.
Intended to be consistently applied across the FAR NORTH QUEENSLAND Region of Education Queensland.

This   document is designed to achieve the following:

- Regardless of the choice of instruments implemented within schools, the testing standards, achievement scales and expectations across all schools and year levels will be consistent.
- The 'C' or 'sound' standards and expectations are to be regarded as minimum end-of-year benchmark for all students.
Knowledge of where academically diverse students are situated in their learning journey will enable teachers to plan and implement differentiated learning experiences for every child. This will allow all students to be challenged, **REACH THEIR POTENTIAL** and experience success.

Mandatory Assessment in FNQ region:
All schools are to implement:
- PAT R& PAT M from Years 3 – 9 annually in November. (Except LN N&P schools that implement twice per year)
- PM Benchmarks from Prep – Year 5 once per term. Post Level 30 students need to be monitored for fluency & comprehension until the end of Year 7.
- Regular Spelling assessment
- Regular Numeracy Assessment
- Regular monitoring of Writing
- Years 8 & 9 regular monitoring & assessment of all students under the National Mini-

ASSESSMENT TOOLS & RECOMMENDED YEAR LEVEL BENCHMARKS:

LITERACY

Tools	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5
Spelling										
Words Their Way Diagnostic Spelling	PSI Competent initial and final consonants and short vowels	PSI All digraphs, blends and long vowels patterns	PSI All test	ESI Syllable junctures	ESI Harder suffixes	USI Unaccented final syllables	USI All test	USI		
*PAT – R Spelling 4th Edition (ACER)			List 1 Stanine 4-6	List 2 Stanine 4-6	List 3 Stanine 4-6	List 4 Stanine 4-6	List 5 Stanine 4-6	List 6 Stanine 4-6	List 7 Stanine 4-6	List 8 Stanine 4-6
*SAST Westwood South Aus. Spelling		6.5 yrs Score Form 1- 18 Form 2- 17	7.5 yrs Score Form 1- 25 Form 2- 26	8.5 yrs Score Form 1- 28 Form 2- 29	9.5 yrs Score Form 1- 33 Form 2- 35	10.5 yrs Score Form 1- 37 Form 2- 40	11.5 yrs Score Form 1- 42 Form 2- 45	12.5 yrs Score Form 1- 45 Form 2- 49	13.5 yrs Score Form 1- 48 Form 2- 53	14.5 yrs Score Form 1- 49 Form 2- 54
*Waddington Spelling 2nd Edition		Raw Score 7	Raw Score 22	Raw Score 34	Raw Score 55	Raw Score 65	Raw Score 70			
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8

Spelling Cont'd

Tools	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5
Spelling Mastery			Book B	Book C	Book D	Book E	Book F	Book F		
	Weekly Student Reviews -Student Success rate 85% accuracy required for effectiveness of program Placement Test Imperative, Lesson 20 Pre & Post Test Tracking									

Reading

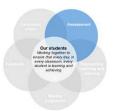| Tools	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
M100W Magic Words	First 100 words	First 200 words	First 1000 words							
TOWRE Sight Word Efficiency (SWE) Form A or B		6.5 yrs Score 16	7.5 yrs Score 36	*See glossary for sight word definition* 8.0 yrs Score 46	9.0 yrs Score 56	10.0 yrs Score 64	11.0 yrs Score 72	12.0 yrs Score 76	13.0 yrs Score 80	14.0 yrs Score 84
TOWRE Phonemic Decoding Efficiency (PDE) Forms A or B		6.5 yrs Score 4	7.5 yrs Score 16	8.0 yrs Score 20	9.0 yrs Score 28	10.0 yrs Score 33	11.0 yrs Score 37	12.0 yrs Score 40	13.0 yrs Score 43	14.0 yrs Score 46
*PM Benchmark Tests (Nelson)	Kit 1, 2 & 3 Level 5	Kit 1, 2 & 3 Level 15	Kit 1, 2 & 3 Level 20	Kit 1 2 &3 Level 24	Kit 1, 2 & 3 Level 27	Kit 1, 2 & 3 Level 30				
				All with sound comprehension, reading habits and a reading accuracy of at least 95%						
*Neale Analysis of Reading Ability (ACER)		6.5 yrs	7.5 yrs	8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs	12.5 yrs *Expectation 90% of students at level*	13.5 yrs	
FITZROY READING LEVELS WITH READING RECOVERY LEVELS	FITZROY 10	FITZROY 20	FITZROY 29	FITZROY 36						
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8

Tools	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5
*PROBE Prose Reading Ob-servation, Behavior & Evaluation of Comprehension (TRIUNE)			*PROBE 2 AVAILABLE, PROBE DISCONTINUED*	Puppy Hippos (8.5 -9.5 yrs)	Maria Tornado (9.5 -10.5 yrs)	Thomas Dogs (10.5 -11.5 yrs)	Train First Cars (11.5 -12.5 yrs)	Lost Mexico City (12.5-13 .5yrs)	Photo Lucy (13-14 yrs)	The Computer Bell (14-15 yrs)
*Informal Prose Inventory		Level 0 RA 6 - 7	Level 1 RA 7 - 8	Level 2 RA 8 - 8.5	Level 3 RA 8.5 - 9	Level 4 RA 9 - 10	Level 5 RA 10 - 11	Level 6 RA 11 - 12	Level 7 RA 12 - 13	Level 8 RA 13 - 15
						All with 97% accuracy, 50% retelling and 75% comprehension.				
*PAT – R Comprehension (ACER)	Book P Stanine 4-6	Book 1 Stanine 4-6	Book 2 Stanine 4-6	Book 3 Stanine 4-6	Book 4 Stanine 4-6	Book 5 Stanine 4-6	Book 6 Stanine 4-6	Book 7 Stanine 4-6	Book 8 Stanine 4-6	Book 9 Stanine 4-6
*TORCH Tests of Reading Comprehension 2nd Edition (ACER)				Stanine 4-6	Stanine 4-6	Stanine 4-6	Stanine 4-6	Stanine 4-6	Stanine 4-6	Stanine 4-6
*PAT- R Vocabulary 4th Edition (ACER)				Booklet 1 Stanine 4-6	Booklet 1 Stanine 4-6	Booklet 2 Stanine 4-6	Booklet 3 Stanine 4-6	Booklet 4 Stanine 4-6	Booklet 4 Stanine 4-6	Booklet 5 Stanine 4-6

NUMERACY

Tools	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5
*PAT – MATHS 3rd Edition (ACER)	I Can do Maths Booklet A	I Can do Maths Booklet B Stanine 4-6	PAT-M Booklet A Stanine 4-6	PAT-M Booklet 1 Stanine 4-6	PAT-M Booklet 2 Stanine 4-6	PAT-M Booklet 3 Stanine 4-6	PAT-M Booklet 4 Stanine 4-6	Booklet 4 OR 5 Stanine 4-6	Booklet 6 Stanine 4-6	Booklet 7 Stanine 4-6
First Steps in Maths (Number) Diagnostic	Through matching phase	Into quantifying phase	Through quantifying	Into partitioning	Through partitioning	Into factoring	Through factoring	Into operating	Through operating	
FSiM tasks should be embedded in practice and administered prior to teaching the relevant concepts.										
JEMM/EMM			JEMM T 3-4	JEMM	JEMM	JEMM/EMM	EMM	EMM	EMM	EMM
Weekly Student Reviews - Student Success rate 85% accuracy required for effectiveness of program										
Developing Mathematics Understanding Through Cognitive Diagnostic Assessment Tasks (CDAT): Diagnostic assessment tasks for processing whole numbers, fractions and probability – used in reference to year level curriculum expectations.										
National NAPLAN Band				BAND 4		BAND 6		BAND 6/7		BAND7/8

Benchmarks: A benchmark is a point of reference against which something may be measured.

Consultation: Involves teachers discussing student work with students, colleagues, parents/carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students' demonstrations of learning outcomes. Consultation can be used to verify the evidence gathered using other techniques. Some consultations may reveal a need for more detailed assessment.

Diagnostic assessment: is a type of formative assessment particularly intended to diagnose areas of weakness, or misunderstanding, and strength.

Feedback: Feedback is information and advice provided by a teacher, peer, parent or self about aspects of someone's performance. The aim of feedback is to improve learning. Teachers and students use feedback to close the gap between where students are and where they aim to be. Teachers use self-feedback to guide and improve their teaching practice.

Focused analysis: involves teachers examining in detail student responses to tasks or activities (e.g. computer-generated presentations, group discussions, tests, debates or research projects). This technique provides detailed evidence about students' demonstrations of learning outcomes.

Formative assessment: is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning standards.

Monitoring: refers to a series of assessments made over time, in order to keep track of developments in students' learning.

Moderation: Moderation is a process for developing consistence of assessment   judgments across different assessors and sometimes across different   programs and schools.

Observation: involves teachers observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of evidence about students' demonstrations of learning outcomes.

Standards: Standards are integral to the alignment of curriculum, assessment and reporting. For teachers, parents and students, they provide a shared language for describing the quality of student achievement. The Standards are achievement standards linked to the Essential Learnings. Using a 5-point scale, the Standards describe how well a student has demonstrated their learning based on a collection of evidence. They can also be used to report student progress and achievement.   The Standards are the same for all key learning are

Self- and peer assessment: involves students using the above techniques to assess their own work and the work of their peers. Self- and peer-assessment allow teachers to take account of students' perceptions when gathering evidence.

Sight words: high frequency words that readers recognize on sight, instantly & automatically.

Summative assessment: seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose of summative assessment is to establish levels of achievement for reporting and certification, it also provides information for judging the effectiveness of teaching. In practice, then, summative and formative assessments are not always easily separated

REFERENCES:

Australian Council of Educational Research   http://www.acer.edu.au/ - **05/12/2011**

Assessment Strategies   http://www.learningplace.com.au/uploads/documents/store/doc_755_2764_Guide_for_selecting_assessment_strategies.pdf   13/12/2011

Checklists & Screening Tools   http://www.learningplace.com.au/deliver/content.asp?pid=39104 13/12/2011

Dimensions of Teaching & Learning   https://www.learningplace.com.au/deliver/content.asp?pid=49267 05/01/2012

Priority 5 Monitoring Student Progress & Responding to Student Learning Needs.
https://learningplace.eq.edu.au/cx/resources/items/1a55d918-d17e-4454-bb3c-43109fedd39d/1/priority_five.html -

The Melbourne Declaration on Educational Goals for Young Australians
http://www.mceetya.edu.au/mceecdya/melbourne_declaration,25979.html -

Rethinking Classroom Assessment with Purpose in Mind: Assessment for learning , Assessment as learning , Assessment of learning
Manitoba – Building for the Future, 2006 Manitoba Education, Citizenship & Youth ISBN 0-7711-3499-1   **05/01/2012**
http://www.edu.gov.mb.ca/k12/assess/wncp/index.html

PREP SCREENING:

Screening of Prep students on entry and at timely intervals provides very relevant information for teachers to enable them to teach students at their "Zone of Proximal development" p65 Vgotsky.
Some commonly used tools are:
Phonological Screener, Metalinguistic screener, Readiness for Reading, Observation Survey including Concepts about Print, Social & Emotional, Gross & Fine Motor Skills, Hearing & Vision, ESL Band scales etc.
Brigance Screen: https://www.hbe.com.au/store/brigance-early-childhood

REGIONAL EXPECTATIONS & COMMERCIAL PROGRAMS:

An overview titled: *Commercial programs and resources, supporting teaching and learning in FNQ, have been aligned to suggested year levels by aligning the content of the programs in Australian Curriculum year level expectations and FNQ regional expectations*, complements this guide.
Download this document at:
School Improvement

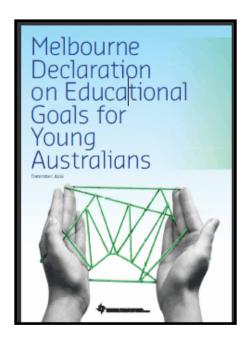|	Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Why Assess?	To enable teachers to determine next steps in advancing student learning.	To guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	To certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	Each student's progress and learning needs in relation to the curricular outcomes	Each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	The extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	A range of methods in different modes that make students' skills and understanding visible	A range of methods in different modes that elicit students' learning and meta cognitive processes	A range of methods in different modes that assess both product process
Ensuring Quality	Accuracy and consistency of observations and interpretations of student learning Clear, detailed learning expectations Accurate, detailed notes for descriptive feedback to each student	Accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment Engagement of the student in considering and challenging his or her thinking Students record their own learning	Accuracy, consistency, and fairness of judgments based on high-quality information Clear, detailed learning expectations Fair and accurate summative reporting
Using the Information	Provide each student with accurate descriptive feedback to further his or her learning Differentiate instruction by continually checking where each student is in relation to the curricular outcomes Provide parents or guardians with descriptive feedback about student learning and ideas for support	Provide each students with accurate, descriptive feedback that will help him or her develop independent learning habits Have each student focus on the task and his or her learning (not on getting the right answer) Provide each student with ideas for adjusting, rethinking, and articulating his or her learning Provide the conditions for the teacher and student to discuss alternatives Students report about their learning	Indicate each student's level of learning Provide the foundation for discussions on placement or promotion Report fair, accurate, and detailed information that can be used to decide the next steps in student's learning

Please note:

- * Indicates that a mark book has been preconfigured and available in OneSchool – Diagnostic/Standardised Assessments.
- Other Diagnostic/Standardised Assessment may be created in your school's OneSchool Diagnostic/Standardised Assessments area.
- All Diagnostic/Standardised Assessments can then be scheduled to appear in a Teacher's List Assessment Records Page.
- Individual Class & Cohort View of data is available. This data forms part of the Student Profile & will travel with the student
- Assistance is available to configure, create & schedule the required mark books. Use HELP within OneSchool or email Jennifer.Clutterbuck@deta.qld.gov.au
- NB. PM Benchmark is available only in part—Reading level that records level & comment.

INFORMING DOCUMENTS:

Melbourne Declaration on Educational Goals for Young Australians
December 2008

Defines three broad purposes for assessment:
- Assessment for learning - enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning - enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning - assisting teachers to use evidence of student learning to assess student achievement against goals and standards.

Rethinking Classroom Assessment with Purpose in Mind

Assessment *for* Learning
Assessment *as* Learning
Assessment *of* Learning

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