



## Middle and Seniors Years 3 - 6

Students in Grade 3 – 6 are required to do the following tests:

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- **Benchmark Assessment System (BAS):** This assessment is used to determine student’s independent and instructional reading levels using word reading accuracy scores as well as comprehension scores. Teachers use this test one-on-one. The students read a text that has been identified as suitable to their level based on an isolated word reading test. Teachers engage students in comprehension conversations that go beyond retelling and make informed decisions that connect assessment to instruction.
- **Record of Oral Language:** This test is designed to be a fast, accurate way to assess students’ proficiency with oral language.
- **(S.P.A.T.): Decoding and Encoding Assessment:** Used by the literacy intervention team.

## PAT-Reading

Students in Years 2-6 are required to complete online ‘*The Progress Achievement Test in Reading*’ (PAT R:)

This is a thoroughly researched and normed test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs.

## NAPLAN

The **National Assessment Program – Literacy and Numeracy (NAPLAN)** is an annual national assessment for all students in Years 3, and 5. Students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. NAPLAN tests are conducted at schools and administered by classroom teachers, in May.

## Intervention - Support

**Intervention:**

**Reading Recovery:**

**LLI:** The Fountas & Pinnell Leveled Literacy Intervention is a short-term intervention, that provides small-group instruction, which supplements classroom literacy teaching. The program involves levelled texts matched to students capability and systematic lessons to support them in their learning.

**EAL/New Arrival Programs**

**MSL - Multisensory Structured Literacy:** involves a structured and systematic progress of literacy skills, which are scaffolded and taught in explicit steps. It incorporates a multi sensory element (auditory, visual and kinesthetic approach) to enhance memory and learning of written language.



# HOLY EUCHARIST SCHOOL

Literacy



2018

# Literacy at Holy Eucharist

Welcome to all our new and existing families.

We all look forward to working with you and your child. We recognise that in order for children to be successful in their education, they need to be supported at home and at school.

We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities.

## Purpose

Literacy Testing is a long, but vital process where the teacher administers a series of tests with each individual child in their grade. Most of these tests are conducted at the beginning and end of the year. The purpose for these tests are:

- to monitor and assess student's learning,
- to enable teachers to become more focused in teaching specific skills,
- to cater for student's individual needs,
- to recognise and monitor students who are 'at risk'.



## Junior School Years Prep, One and Two

Students are pre assessed and taught in focused teaching groups addressing the individual needs of each student.

All students in Grades Prep, One and Two are required to do tests mandated by the Catholic Education Melbourne.

The tests are as follows:

- **Running Records:** The teacher records [in writing] everything that the child says or does as they read a book aloud. A Running Record helps determine the child's reading level. The child may have to read several books until they reach an 'Instructional level' ie: *a level where specific skills can be taught to help the child move to the next level(s).*
- **Record of Oral Language:** This test provides information concerning strengths and difficulties in what a student is able to listen to and understand in spoken English. Many students have trouble mastering the structures of oral English, which inhibits their ability to listen, speak, read and write effectively.

Students in the Junior school also take part in the following assessments:

- **Decoding and encoding Assessment**
- **Early Literacy Behaviours**