Using Data – Para Hills High School (Disability Unit)

Numeracy Progression

Basic Concepts

Positive Behaviour

ABLES

ACER General Abilities

NGRT

Oxford

Running Records

PAST & Spelling Screener

Skill Streamer

Wellbeing survey

Basic Concepts Skills Screener

A. Comparative
Comparative concepts indicate whether a student understands comparative and superlative adjectives such as big, bigger, biggest; same, different; and textures.

B. Quantitative
Quantitative concepts indicate whether a student understands quantity and concepts of measurement (equal, few, more).

C. Spatial
Spatial concepts indicate whether a student is able to recognize location, prepositions such as on or in, and spatial directions such as row and skip.

D. Temporal
Temporal concepts indicate whether a student is able to recognize concepts of time such as first, last, second, and beginning.

Skill Streaming Assessment

Social skills are essential to the effective functioning of any individual, group, or community. All students, including those who come to school with appropriate social skills, benefit from social skills instruction and ongoing reinforcement of their performance of social skills.

Current research indicates that

- there is a strong correlation between social adjustment and acceptance or rejection by peers
- social skills are a predictor of future academic and social adjustment
- without intervention, social skill deficits increase with age
- teaching social skills, problem-solving skills, and coping skills enhances resilience

In a safe and caring classroom, students can interact comfortably with peers, and learn and practice social skills. Students come to school with varying backgrounds and experiences. Many are uncertain about what the social expectations really are, and they need direct assistance to identify and learn social skills. Students who have behavioural challenges (or who are at risk of developing such difficulties) have a particular need for specific social skills instruction and ongoing coaching to help them connect with peers and feel that they belong to the school and classroom community.

The self-assessment is undertaken by students twice a year, in order for students to develop their own awareness of their own abilities, capabilities and deficits. This helps to guide our Curriculum across all learning areas.

Numeracy Progress Tests
NUMERACY BASELINE

NPT

Name: _____ Boy/Girl _____

School: _____
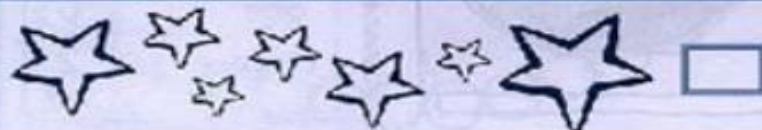
Class: _____ Date of birth: _____ Date of test: _____

+ ÷ − X

NPT

manual for
STAGE TWO of the
Numeracy Progress Tests

(for use with Numeracy Progress Tests 3–6)

Denis Vincent & Mary Crumpler

NGRT

Provides a clear reading baseline on return

NGRT quickly assesses the range of reading skills across classes and groups of students, with benchmarks that are regularly verified by digital test results from a whole range of schools.

Helps you to understand the vocabulary gap

NGRT quickly allows you to identify gaps in understanding of vocabulary, particularly important at this time as reading is fundamental to a student's ability to access all areas of the curriculum.

Supports you in giving your students the very best foundation for all subjects

NGRT's adaptive testing means that it can be used for students of all abilities and it's especially useful in supporting transition. The test changes to respond to each child's performance, so more able students can be stretched without making the process intimidating for those who might struggle with higher demand questions.

Helps measure the impact of interventions

NGRT is ideal for measuring progress during the coming year as it can be used termly and it will help identify any difficulties – supporting planning and assessment of intervention strategies.

LETRS Basic Spelling Screener (K–2)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

	mud	nap	set	fog	rib	life	shack	stone	trunk	goat	scrape	beat	champ	third	drain	bridges	crutch	growing	walked	born	spoil	smiling	slipping	shouting	higher	Totals
Word Correct																										/25
Initial Consonant	m	n	s	f	r	l				g									w						h	/9
Final Consonant	d	p	t	g	b	f	ck																			/7
Digraph, Trigraph							sh						ch	th		dge	tch							sh		/6
Blend								st	tr nk		scr		mp		dr	br	cr	gr			sp	sm	sl			/12
Short Vowel	u	a	e	o	i																					/5
Long Vowel VCe						i_e		o_e			a_e															/3
Vowel Team/ Diphthong										oa		ea			ai			ow	al		oi			ou	igh	/8
Vowel-r														ir					or							/2
Inflections																s		ing	ed			ling	pping	ting	er	/7
Word Totals																										**Total /84**

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D.
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ D.O.B.: _____ Grade _____ Age _____

Teacher: _____ Date: _____ Evaluator _____

INSTRUCTIONS: See the Instructions for Administering the Phonological Awareness Screening Test (PAST).

RESULTS:

	Correct	Automatic	
			Highest Correct Level: _____
Basic Syllable	____/10	____/10	(Levels not passed below the highest correct level) _____
Onset-Rime	____/10	____/10	
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
Test Total	____/50	____/50	(Non-automatic levels below highest automatic level) _____

Approximate Grade Level (Circle): | PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2—preschool to mid kindergarten; E3*—mid to late kindergarten)

LEVEL D "Say *bookcase*. Now say *bookcase* but don't say *book*."
FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*. Okay? Let's try another one."

			Correct	Automatic
D1 (book)case _____	(sun)set _____	(space)ship _____		
D2 (sil)ver _____	(mar)ket _____	(gen)tle _____	____/6	A: ____/6

LEVEL E "Say *October*. Now say *October* but don't say *Oc*."
FEEDBACK: "If you say *October* without saying *Oc*, you get *tober*. See how that works?"

		Correct	Automatic
E2 (Oc)tober _____	(um)brella _____		
(fan)tastic _____	(re)member _____	____/4	A: ____/4
	Basic Syllable Total:	____/10	A: ____/10

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F (Deletion) "Say *feet*. Now say *feet* but don't say /f/."
FEEDBACK: "If you say *feet* without saying /f/, you get *eat*; *feet-eat*, see how that works?"

			Correct	Automatic
/f/eet → eat _____	/b/irth → earth _____			
/t/ame → aim _____	/t/ime → I'm _____	/c/one → own _____	____/5	A: ____/5

LEVEL G (Substitution) "Say *done*. Now say *done* but instead of /d/ say /r/."
FEEDBACK: "If you say *done* and change the /d/ to /r/, you get *run*; *done-run*."

			Correct	Automatic
/d/one /r/ → run _____	/m/ore /d/ → door _____			
/g/um /th/ → thumb _____	/l/ed /s/ → said _____	/f/ull /w/ → wool _____	____/5	A: ____/5
		Onset-Rime Total:	____/10	A: ____/10

*There is no E3 line on Form A.

PAST Form A
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H
H1 (Deletion) "Say *sleep*. Now say *sleep* but don't say /s/."
FEEDBACK: "If you say *sleep* without the /s/, you get *leap*; *sleep-leap*, see how that works?"

			Correct	Automatic
/s/leep /s/ → leap _____	/c/rane /k/ → rain _____			

H2 (Substitution) "Say *bright*. Now say *bright* but change the /b/ to /f/."
FEEDBACK: "If you say *bright*, and change the /b/ to /f/, you get *fright*."

			Correct	Automatic
/b/right /f/ → fright _____	/p/lowed /k/ → cloud _____	/l/lows /k/ → clothes _____	____/5	A: ____/5

LEVEL I (Deletion) "Say *went*. Now say *went* but don't say /t/."
FEEDBACK: "If you say *went* without the /t/, you get *when*; *went-when*."

			Correct	Automatic
I1 /wen/t/ /t/ → when _____	/ran/g/e /j/ → rain _____			
I2 whea/t/ /t/ → we _____	nie/c/e /s/ → knee _____	dri/v/e /v/ → dry _____	____/5	A: ____/5
		Basic Phoneme Total:	____/10	A: ____/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J (Substitution) "Say *ran*. Now say *ran* but instead of /a/ say /u/."
FEEDBACK: "If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*."

			Correct	Automatic
I. (use *sound* of vowel) r/a/n /u/ → run _____	k/i/t /u/ → cut _____	h/u/lf /a/ → half _____		
II. (use *name* of vowel) b/ea/k /A/ → bake _____	f/i/ne /O/ → phone _____		____/5	A: ____/5

LEVEL K
K1 (Deletion) "Say *bread*. Now say *bread* but don't say /r/."
FEEDBACK: "If you say *bread* without the /r/, you get *bed*; *bread-bed*."

b/r/ead → bed _____	s/n/eak → seek _____		

K2 (Substitution) "Say *crew*. Now say *crew* but instead of /r/ say /l/."
FEEDBACK: "If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*."

			Correct	Automatic
c/r/ew → c/l/ue _____	p/r/oud → p/l/owed _____	s/n/eeze → s/k/is _____	____/5	A: ____/5

LEVEL L (Substitution) "Say *some*. Now say *some* but instead of /m/ say /n/."
FEEDBACK: "If you say *some*, and change the /m/ to /n/, you get *sun*; *some-sun*."

			Correct	Automatic
so/m/e /n/ → sun _____	rhy/m/e /d/ → ride _____			
nigh/t /s/ → nice _____	see/m/ /t/ → seat _____	kee/p/ /z/ → keys _____	____/5	A: ____/5

LEVEL M
M1 (Deletion) "Say *ghost*. Now say *ghost* but don't say /s/."
FEEDBACK: "If you say *ghost* without the /s/, you get *goat*; *ghost-goat*."

			Correct	Automatic
gho/s/t → goat _____	co/s/t → caught _____		____/5	A: ____/5

M2 (Substitution) "Say *west*. Now say *west* but instead of /s/ say /n/."
FEEDBACK: "If you say *west*, and change the /s/ to /n/, you get *went*; *west-went*."

			Correct	Automatic
we/s/t → we/n/t _____	cra/f/t → cra/ck/ed _____	dea/l/t → de/n/t _____		
		Advanced Phoneme Total:	____/20	A: ____/20

Data Sheet Para Hills High School – Disability Unit

Literacy:

NGRT Reading Age: 6:00
Reading Fluency: Click or tap here to enter text. CWPM
Oxford Word List: 97
DiRT: Click or tap here to enter text.
DRA/Running Record:

Date	WPM	Book #
12 August	70	23
26 August	64	23
9 September	64	23
16 September	59	24
23 September	61	25

Click or tap here to enter text.
CELF-5: Click or tap here to enter text.

PSC Self: The student is learning to be responsible for managing time and resources within the context of structured tasks
PSC Self-Emotion: The student is learning to use words, signs or symbols to name emotions and respond to emotions in others.
PSC Self-ASD: Click or tap here to enter text.
PSC Social: The student is learning to participate independently and cooperatively, and to negotiate most routine social situations without adult assistance.
ENG Speaking & Listening: The student is learning to recognise basic social rules of communication, and explore ways to convey information to others
ENG Reading & Writing: The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

Basic Concept Screen:

Temporal: 40%
Comparative: 95%
Quantative: 89%
Spatial: 100%

Literacy SMARTAR Goal:

SEMESTER 1 2020
By the end of term 2 XXXX will writing his responses to the posed questions starting from the left side of his page and finishing on the right, staying on the lines 85% of the time with teacher, SSO support and established writing groups as measured by writing assessment rubric, observations and checklists

Numeracy:

Numeracy Progress Test:
TEST LEVEL: Baseline, Numeracy AGE: 6:11

ABLES:

Maths: The student is learning to represent numbers to 100, and to classify and explain object groupings

Critical & Creative Thinking: The student is learning to recognise and repeat patterns or categories and initiate familiar tasks with support.

Digital Tech: The student is beginning to use familiar digital technology to achieve his/her own ends, by working from directions, single-step routines, or prior experience

Movement & Physical: The student moves and solves basic movement challenges with increasing confidence. S/he is learning to manage her or his own movement in shared space, use familiar materials with appropriate strength and control, and maintain balance and stability even when attention is directed elsewhere

Skill Streaming Student Self-Assessment:

81

Semester 2 2020

By the end of term 3 XXXX will write 1 complete sentence using a capital letter at the start and full stop at the end and using spelling strategies 85% of the time with teacher, SSO support and established writing groups as measured by writing assessment rubric, observations and checklists.

Numeracy SMARTAR Goal:

SEMESTER 1 2020
By the end of Term 2, XXXX will provide change from an amount up to $20 with minimum additional support. He will do this with 70% accuracy and will be measured by completed worksheets, staff observations and decrease in time taken to complete work

SEMESTER 2 2020
By the end of Semester 2, XXXX will provide change from an amount up to $20 independently. He will continue to do this with 70% accuracy and will be measured by completed worksheets, staff observations and decrease in time taken to complete work.

Pastoral Care SMARTAR Goal:

SEMESTER 1 2020
XXXX by the end of term 3 will increase his confidence in the comments he states during class discussions through using a firmer tone in his voice and showing strong body language in class, 9 out of 15 times with educator prompting and social stories as measured by daymap reports, staff observations and notes from class.

SEMESTER 2 2020
XXXX by the end of term 4 will increase his input into 80% of class and year level activities while in pastoral care by clearly articulating his opinion/choice and displaying more confident body language with minimal educator prompting in the remaining 12 classes of pastoral care for the year as measured by daymap reports, staff observations and notes from class.
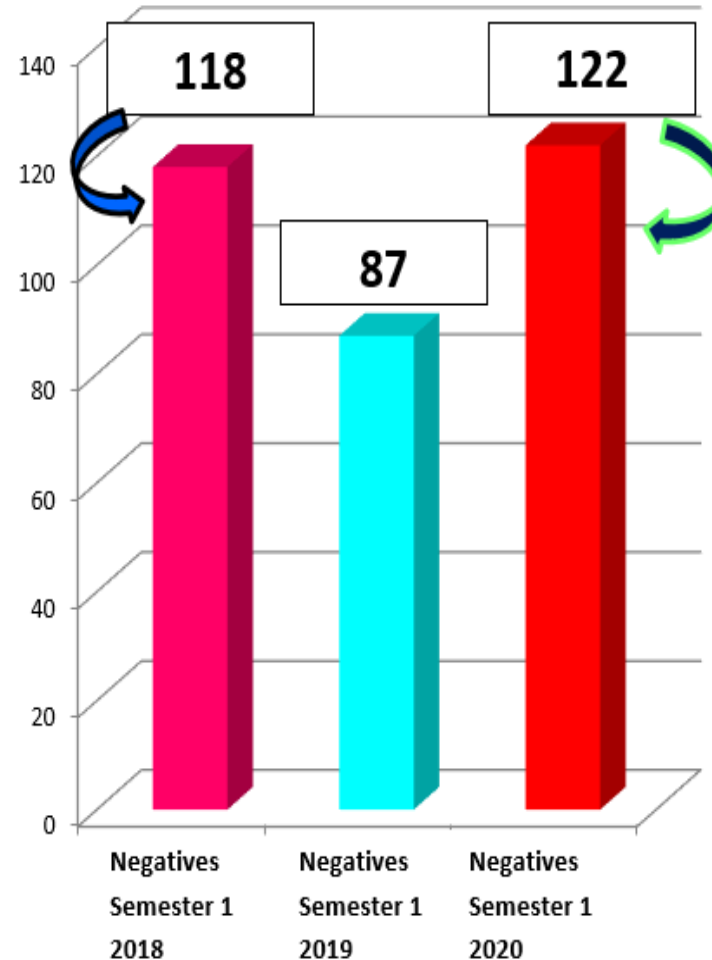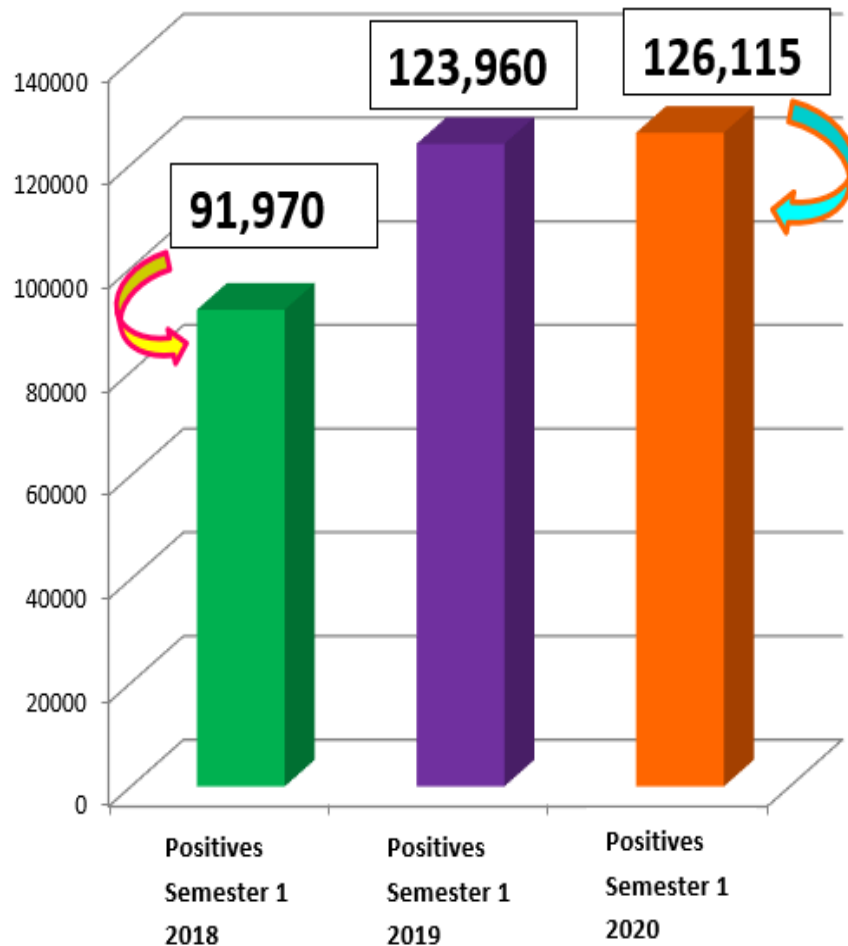
Oxford Word List 2018 – 2019 – 2020 - 2021
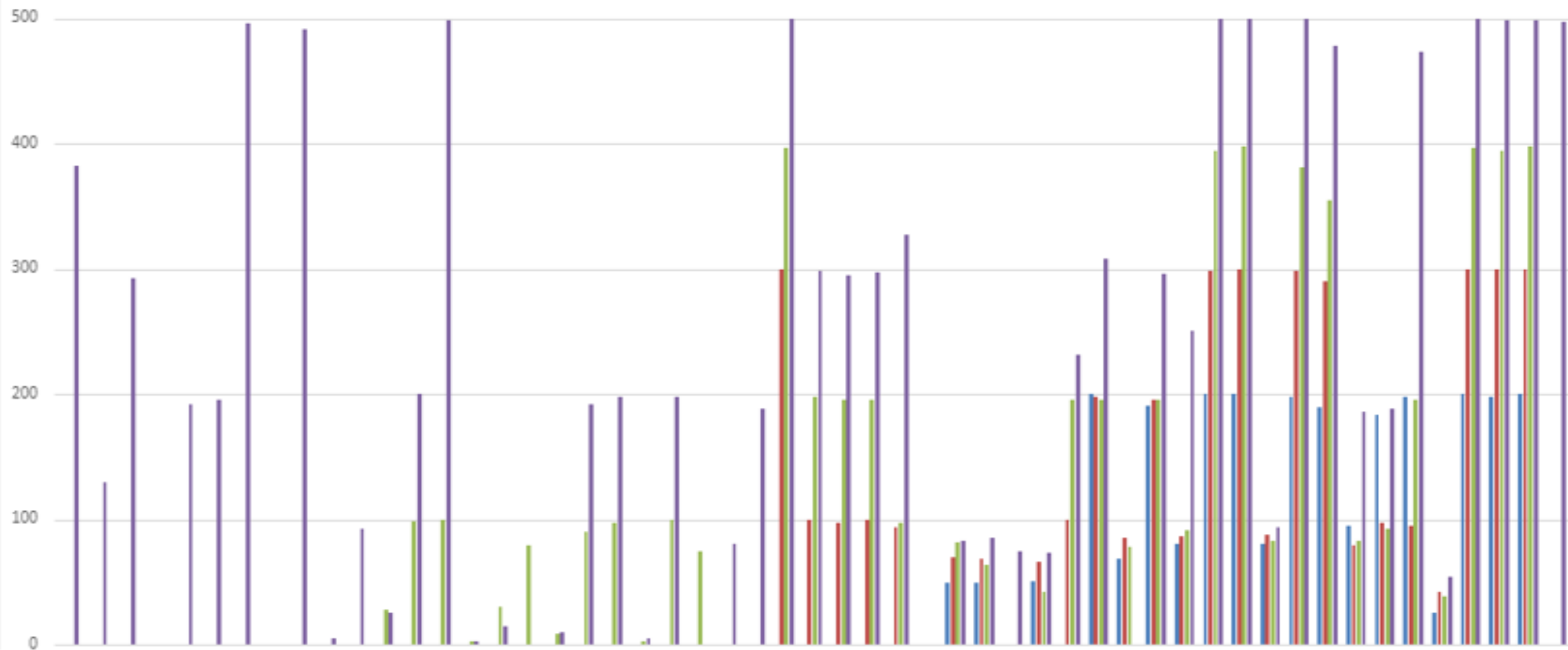
Social Skills Self - Assessment 2019 - 2020