



Oakville Public School

Learning and Support Team Policy & Procedures

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**LEARNING and SUPPORT TEAM
POLICY**

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 support needs and welfare 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 logic 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 Principal, Executive teachers, teachers, support staff, parents, therapists, and students. Our Learning and Support Team also addresses **whole school needs, teacher needs** and **student needs** (as outlined in the Special Education Handbook).

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**
- ❖ Ensure a whole school plan is implemented to meet the needs of students with support needs
- ❖ Establish guidance and support systems for all staff in order that they can cater for students with support needs
- ❖ Ensure that programs based on current research and best practice 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
- 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 LST. However their participation will vary according to the function of the team at a particular time e.g. whether or not our team is focusing in universal, targeted or intensive supports.

The core members of our team will include:

LST Chair

Learning and Support Teachers (LaST)

Principal

School Counsellor

Stage Supervisors

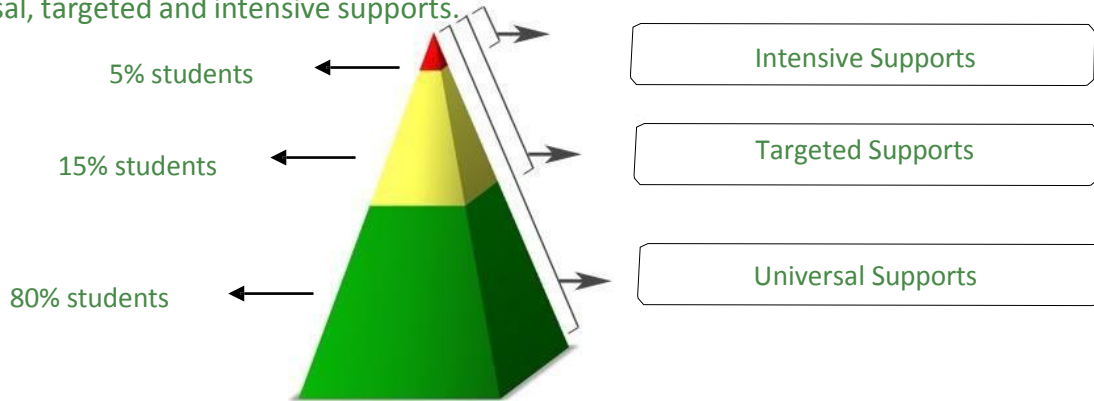
Class Teacher

Specialist Personnel (including 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 LST team members:

All team members will have a role in determining the priority and nature of support to be provided i.e. universal, targeted and intensive supports.



As a general rule of thumb the following roles can apply:

Principal

- Ensure recommendations by LST are included in School's Management Plan

LST Chair

- Convene regular meetings
- Negotiate with LaST to develop meeting agenda
- Prioritise agenda items
- Ensure meeting runs in a timely fashion

LaST

- Identify school needs
- Establish school priorities
- Training and development
- Coordinate resources (human and material)
- Identify resource needs
- Assist in development of school Learning Support policy and procedures
- Collaboratively plan to develop action plans with strategies to support students
- Liaise with students, parents and outside agencies

Classroom Teachers

- Discuss the student with stage supervisor
- Trial suggested strategies / complete any specified checklists
- Refer students to LST when programs are not meeting students' needs (and teacher has tried several strategies first)
- Attend LST meetings when required
- Implement LST recommendations
- Monitor student progress and report back to LST

The Learning and Support Team

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

Addresses key areas:

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

The LST considers:

- implications for school wide planning/organisation
- coordination of support resources within and outside the school
- parent involvement
- professional development
- planning for students who need additional support to implement the support cycle including:
 - appraisal of achievements, goals and needs including literacy, numeracy, behaviour management, student welfare and Aboriginal education
 - access to services
 - development of strategies for program planning, implementation, monitoring and evaluation
 - reappraisal of progress towards planned educational outcomes
 - collaborative approaches to development of programs and support mechanisms for students who need additional support

The Learning and Support Team determines a priority order and gradually works through areas of need.

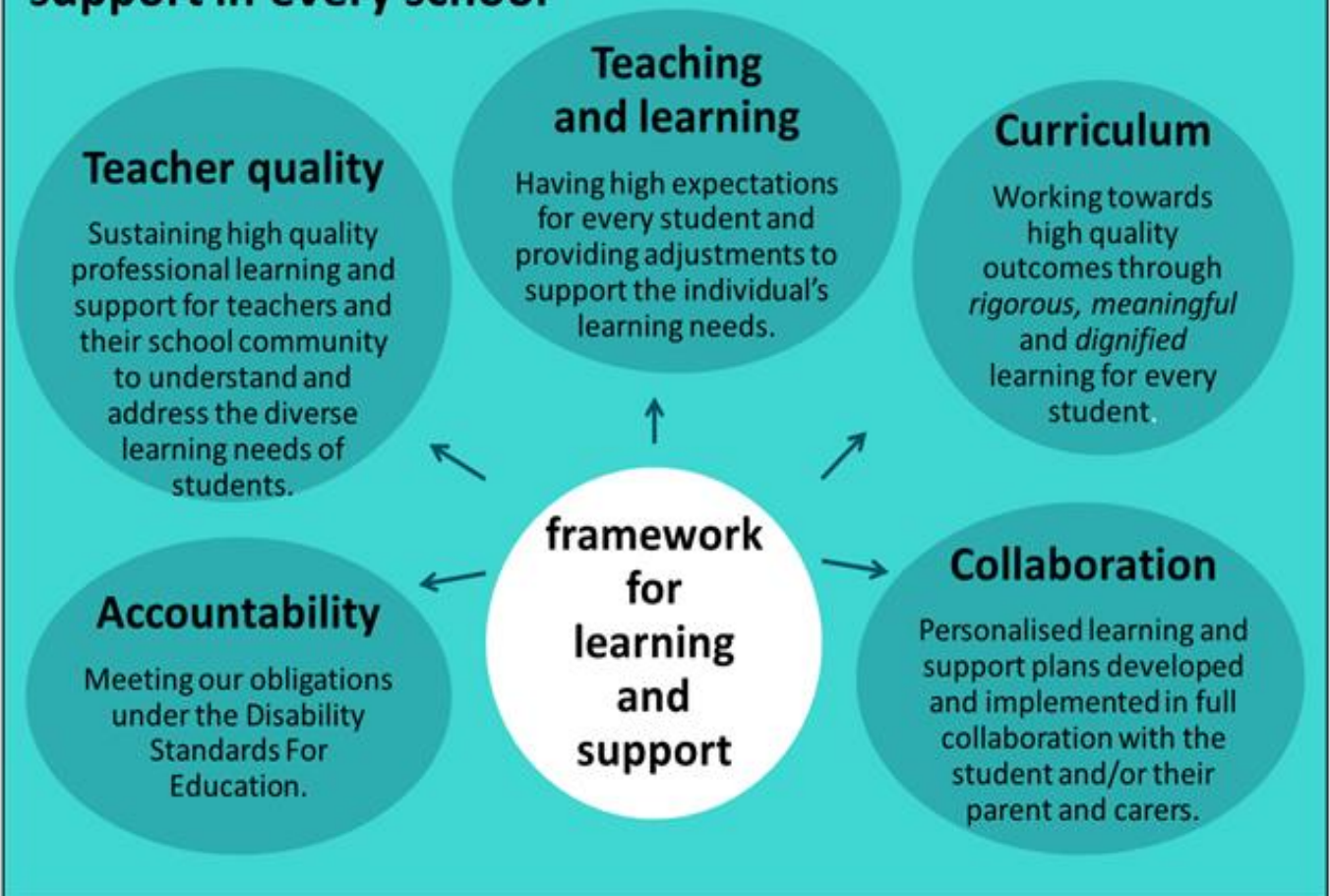
The LST may:

- 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. LaST, Counsellor, ESL, Reading Recovery, MULTILIT, social skill programs, lunchtime programs, SLSO).
- coordinate and access 'external' specialist personnel e.g. OT and Speech.
- implement school 'levels of support' for classroom teachers in order that they can access appropriate personnel and cater for students experiencing difficulties i.e. learning, language, fine motor, behaviour.
- implement mechanisms for on-going support services for students (e.g. progressive monitoring and record keeping).
- provide direction for professional development programs including disability awareness.
- assist the school with the selection, implementation and evaluation of resources for students experiencing difficulties.

- Establish communication and liaison procedures within the school community

- 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 need, effective teaching strategies, monitoring /evaluation procedures

The NSW Public Schools' framework for learning and support in every school



The Learning and Support Team Operational Guidelines

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

1) Address the 3 tiers of the learning continuum by: (see description of 3 tiered prevention logic on next page)

- The LST will meet on a fortnightly basis to discuss, plan and develop interventions for identified students. This team will be coordinated by the LaSt. Other team members will include the chair, principal, stage supervisors, school counsellor, RR teacher, Itinerant teachers and parent / caregiver (when required), outside support agencies (where applicable) and referring classroom teacher. Students supported will have already had significant input from the classroom teacher and stage supervisor.

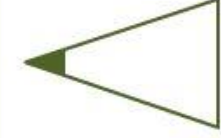
The LST will focus on the areas of learning, welfare, and behaviour/social-emotional development of the student being referred. The LST team will liaise with the Positive Behaviour for Learning Team.

2) LST process

- In consultation with the LaSt the chair will facilitate the meetings.
- The LaSt responsibilities will include collection of referrals and creation of agenda.
 - The LaSt in conjunction with stage supervisors 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 LST will be required to follow the LST flowchart for individual student referral and complete a LST referral form. This will involve trialing suggestions and completing any additional paperwork as suggested by stage supervisor. The stage supervisor will need to endorse and prioritise the referral after follow up from suggestions trialed.
- Written records of learning and support team meetings will be maintained. Information will also be recorded into an individual student file and maintained by the LaSt. 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.

Three-Tiered Prevention Logic at Oakville Public School

Intensive Supports



Between **1% and 5%** of students will need **intensive support** beyond that available through the targeted and universal levels (below). These are relatively few students who experience the greatest difficulties learning of 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 the enduring 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.

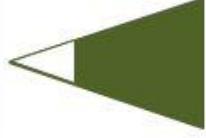
Targeted Supports



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.

Universal Supports



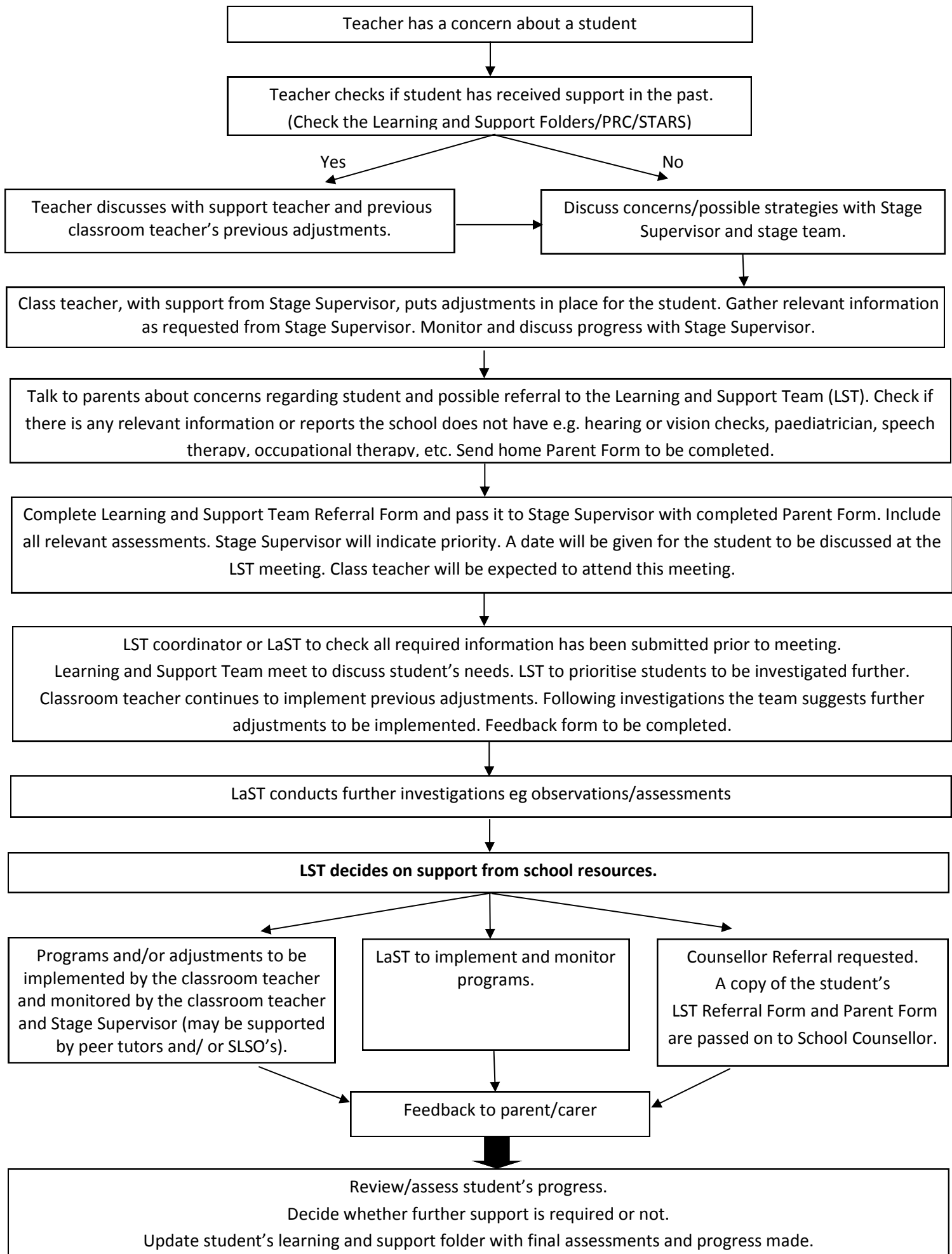
Around **80%** of all students can have their learning needs met through high-quality, accommodative teaching delivered through the regular classroom program by their classroom teacher. The **focus for LST** and school efforts at this level is on enabling and supporting all classroom teachers to deliver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

REFERRALS AND ADDITIONAL INFORMATION

- Student Referral Flowchart
- Class Teacher Reflection Sheet
- Referral Forms
- Letters to Outside Agencies

Oakville Public School Learning and Support Team Referral Flowchart



CLASSROOM TEACHER REFLECTION SHEET

Have you considered these ways to modify a concept/skill/activity to ensure success?

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

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

HAVE YOU CONSIDERED THESE WAYS TO HELP YOUR STUDENT?

General Adjustments

Prepared by Learning Support Team

(With special thanks to S Clarke, M Conroy, K Maclean, G Taylor, S Tracey and N Wheen)

Things to think about:

1. Adjust the content
2. Adjust the teacher strategies/language
3. Adjust the work output
4. Adjust the environment
5. Organisation of routines and behavior

Adjust Content:

- Consider the learning pyramid
- Set different outcomes for different students
- Reduce the number of outcomes
- Change content and make an individual learning plan
- Consolidate core learning; highlight main points
- Use student interests to engage in learning activities

Adjust Teaching Strategies:

- Adjust/modify workload
- Provide work and use language at student's level
- Always begin work and introduce new concepts with known/familiar activities
- Provide visuals to support verbal communications eg
 - Show a completed model - 'If they can see it, they might understand it.'
 - Demonstrations/modelling
 - Use symbols, gestures, facial expressions and body language as required
- Emphasise the critical information that you want ALL students to learn
 - Teach core of topic
 - Reinforce main points
 - Colour code or underline important information
- Provide additional modelling rehearsal, practice and review time
- Break tasks down and chunk information
- Allow sufficient time for processing instructions and responding to requests
- Provide scaffolds and prompts as appropriate level eg
 - Include partial solutions, graphic organisers, sentence starters, word banks, examples and non-examples, mind maps, summaries and diagrams
- Change the form of information given to the student eg
 - Use talking books, a reader, large print, audio, visual
- Complete work session with a successful activity
- Provide hands on concrete materials
- Use explicit feedback eg
 - 'I like the way you used capital letters at the beginning of your sentences.'
- Use cooperative groups to brainstorm and share ideas eg
 - Think pair share, small groups with designated roles appropriate to their capabilities

Consider Teacher Language:

- Get attention before giving instruction
- Give fewer instructions (only 1-3 at a time)
- Break down instructions to avoid overload eg
 - Simple, short explicit and to the point instructions
- Use visual cues, demonstrations where possible
- Make sure instructions are sequenced

- Relate information to child's existing knowledge
- Use visual/list prompts eg
 - Provide how-to sheets, bookmarks such as how to set up your book
- Check frequently for student's understanding - get them to retell the steps involved
- Slow rate of presentation especially when introducing new concepts
- Pre teach vocabulary and terminology

Adjust Work Output

- Reduce work load
- Consider objective/outcome of lesson
 - Maths - reduce amount of sums; consider variety and types of sums
 - English - may need to assess spelling, flow etc, rest breaks, longer time
- Expect different amounts of work appropriate to abilities
- Change the format of student response eg
 - Oral, written, pictorial, computer/tablet, allocate a scribe, give photocopy of notes for students to highlight, graphic organisers, diagrams
 - Software such as word prediction and phonetic spelling, texts to audio, speech to text
- Colour code critical information (student to write only critical information)
- Provide extra time/rest breaks
- Adjust expected response eg
 - Fewer examples to complete, multiple choice, dot points, cloze, summaries

Homework/Assignments

- Reduce workload, identify work to be completed - fewer questions
- Change format - verbal instead of written, graphics rather than sentences, point format
- Homework appropriate to the ability level

Tests

- Disability provisions for all tests eg
 - Need practice, additional time, oral testing, scribing, typing
- Consider the purpose of assessment eg assessing knowledge of content or written abilities?
- Reduce the number of questions per test
- Provide a quiet space eg
 - Separate room, desk
- Rest breaks

Environmental Changes

- Consider a seating plan eg
 - Near teacher or away from distractions, seat near positive peer models
- Give the student extra workspace
- Consider arrangement of classroom for safety, visibility, accessibility
- Have spare equipment readily available
- Provide designated areas for time out, calm time and learning areas
- Expectations/rules clearly displayed
- Monitor noise
- Keep workspace clear and uncluttered
- Clearly defined space for completed work and retrieving work

Routines

- Establish consistent routines eg
 - Use repeated layouts/lesson routines/proformas/whiteboard layout
- Procedures and routines are developed and explicitly taught eg
 - Lining up, entering/exiting room
- Use consistent language
- Use visuals for routines eg

- Bookmarks, visual example for required page layout, written instructions, picture cuesm visual timetables diaries
- Forewarn change

Behaviour

- Teacher/class develop rules (stated positively) that address expectations, refer to often
- Clear and consistent class routines and expectations
- Clearly state expectations and consequences
- Use explicit behavioural language stating the required behavior eg
 - 'Hand up' rather than 'Don't call out'
- Praise and reward appropriate behavior consistently
- Use bahaviour specific praise
 - 'Thanks for putting your hand up'
- Redirect the student by communicating the desired behavior
- Have a plan for behavior management eg
 - Time out area in class/playground, time out area in buddy class
- Provide some extrinsic rewards that are motivating for the student eg
 - Free time, canteen voucher
- Refer to 'Least to Most Intrusive Steps'sheet
- Consider activity breaks
- Work contracts - 'do this then that'



Oakville Public School Learning and Support Referral Form



Student Background			
Student Name		Year/Class	
Date of Birth		Language Background	
Referring Teacher		Date enrolled-Oakville	
Date of Referral		Is this a first referral?	
Has parent/caregiver been informed of concern? (Please Circle)		Yes	No

Reason for Referral (Please Circle)			
Academic	Behaviour	Welfare	Social/Emotional
Physical	Health		
Other - please specify			
Briefly describe concern/s:			
Any specific information requested by Stage Supervisor:			
Please attach any assessment or relevant information to the back of this referral.			

Attendance – indicate pattern of attendance by writing Yes or No.			
Regular		Arrives late	
Whole day absences		Unexplained	
Partial absences			

Previous programs (if known) – indicate Yes or No and year of intervention if known.			
In-School Programs (Please Circle)			
LaST	ESL	Reading Recovery	Peer Tutoring
Counsellor	MULTILIT	Social Skills	SLSO
Other			
Additional Support DEC (Please Circle)			
IST Vision	IST Hearing	Behaviour	Funding support
Outside Specialist/Agency Support (Please Circle)			
Speech/Language	Occupational Therapy	Paediatrician	Psychologist
Hearing	Vision		
Other: Please specify			

Academic: Please indicate the student's stage of achievement for each of the following.

Reading Level		Writing		Mathematics	
Comprehension		SENA/TENS		NAPLAN	
If this is an area of concern what strategies have been used?					

Language Development:

	Low	Medium	High	N/A
Expressive Language				
Receptive Language				
Articulation difficulties				
If this is an area of concern what strategies have been used?				

Behaviours:

Work incomplete		Plays with older/younger chn		Takes others property	
Off task		Difficulty establishing relationships		Damages property (own)	
Doesn't contribute in class		Difficulty maintaining friendships		Damages property (others)	
Complains		Difficulty working in groups		Difficulty accepting consequences	
Calls out		Verbally aggressive		Withdrawn/anxious	
Noncompliant to instructions		Throws objects		Not always truthful	
Leaves seat /right place		Inappropriate language		Cries easily	
Fidgets/constantly moving		Can be aggressive		Argues/answers back	
Disrupts peers		Overreacts			
If this is an area of concern what strategies have been used?					

Physical:

Frequently sick		Asks to repeat things		Nose always running	
Often tired		Works close to book		Eyes red and puffy	
Overweight		Often has headaches		Poor Fine Motor Skills	
Speaks loudly		Cranes towards board		Poor Gross Motor Skills	
		Often tilts head to side			
If this is an area of concern what strategies have been used?					

Referring Person: _____ Signature: _____ Date: _____
 Stage Supervisor: _____ Signature: _____ Date: _____
 Stage Supervisor Priority: 1 2 3 4 5 (1 lowest)
 LST Priority: 1 2 3 4 5 (1 lowest)
 Referral : Yes No Date: _____



Oakville Public School

46 Ogden Road Oakville NSW 2765

Phone : (02) 4572 3142

Fax: (02) 4572 3822

www.oakvilleps.nsw.edu.au

Email: oakville-p.school@det.nsw.edu.au

ABN : 47 523 408 039

PERMISSION FOR STUDENT TO BE ASSESSED BY THE SCHOOL COUNSELLOR

Dear _____

(Parent/Caregiver's name)

After discussion at the learning support team meeting it has been recommended that it would be beneficial for your child to have further assessments by the school counsellor

The school counsellor will contact you after seeing your child and will be pleased to talk to you about the results of any tests used and any concerns you may have.

If you have any questions, or if you wish to make an appointment to talk with the school counsellor before your child is seen, please don't hesitate to contact the Learning and Support Teacher.

Please sign the permission note below and return it to your child's classroom teacher.

Yours sincerely

Gary Condon
Principal

Sharon Clarke
Learning and Support Teacher

PERMISSION FOR STUDENT TO BE ASSESSED BY THE SCHOOL COUNSELLOR

Privacy Notice

This information is being obtained to assist the Learning and Support Team providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the school.

(Please return to the class teacher)

I have read the Privacy notice and give permission for the School Counsellor to:

- | | |
|---|----------|
| 1. Carry out assessment and support as required | YES / NO |
| 2. Exchange information with outside agencies | YES / NO |
| 3. Contact the authors of the reports I have provided | YES / NO |

Permission to contact the following agencies: _____

I give permission for my child _____, in class _____,
(student's name) (class)

to be assessed by the school counsellor.

Signature: _____

Date: _____



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ABN : 47 523 408 039

Date: _____

Dear Parent/Caregiver,

Recently your child's teacher contacted you regarding concerns about your child's progress. To help us with developing a learning profile to provide to the school's Learning and Support Team, could you please provide us with some general information about your child by completing the attached form and returning to your child's teacher as soon as possible.

If you have any concerns regarding this process could you please contact me to discuss.

Yours sincerely,
Sharon Clarke

Gary Condon

Learning and Support Teacher

Principal



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Letter to Service Provider Request for Hearing Assessment

Date: _____

Name of Student: _____ Date of Birth: _____

Dear Service provider,

The Learning Support Team has requested Mr/Mrs _____ to obtain a hearing assessment for their son / daughter _____.

If any deficit is observed, it would be appreciated that a subsequent report or letter be provided to the Learning and Support Teacher / School Counsellor with parent permission. Written information can be sent to the above address or via the parent / care giver.

Sharon Clarke
Learning and Support Teacher

Gary Condon
Principal

Information for Parent / Caregiver and Permission to Exchange Information

Parents / caregivers are advised to contact Hawkesbury District Health Service on 45605714 and provide the above letter for consideration of an assessment. The completed permission for exchange of information below must also be provided.

I understand that in order for this referral to proceed I will need to contact Hawkesbury District Health Service on 45605714 and inform the service that I have been provided with a letter from the school to request a hearing assessment for my son/daughter.

I _____ give permission to exchange information for results of the hearing assessment for my child _____ to be provided to the school's Learning Support Team / Counsellor.

Parent signature: _____

A free audiogram may be obtained through Hawkesbury District Health Service located at:
Windsor Hospital 2 Day St Windsor NSW 2756
Visit front office with this letter or phone for booking on 45605714.



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Letter to Service Provider Request for Vision Assessment

Date: _____

Name of Student: _____ Date of Birth: _____

Dear Service provider,

The Learning Support Team has requested Mr / Mrs _____ to obtain a vision assessment for their son / daughter _____.

If any deficit is observed, it would be appreciated that a subsequent report or letter be provided to the Learning and Support Teacher / School Counsellor with parent permission. Written information can be sent to the above address or via the parent / care giver.

Sharon Clarke
Learning and Support Teacher

Gary Condon
Principal

Information for Parent / Caregiver and Permission to Exchange Information

Parents / caregivers are advised to contact an optometrist and provide the above letter for consideration of an assessment. The completed permission for exchange of information below must also be provided.

I understand that in order for this referral to proceed I will need to contact an optometrist and inform the service that I have been provided with a letter from the school to request a vision assessment for my son/daughter.

I _____ give permission to exchange information for results of the vision assessment for my child _____ to be provided to the school's Learning Support Team / School Counsellor.

Parent signature: _____



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Email: oakville-p.school@det.nsw.edu.au

ABN : 47 523 408 039

Letter to Service Provider Request For Fine Motor / Handwriting Assessment

Date: _____

Name of Student: _____ Date of Birth: _____

Dear Service provider,

The Learning Support Team has requested Mr/Mrs _____ to obtain a fine motor / handwriting assessment for their son / daughter _____.

If any deficit is observed, it would be appreciated that a subsequent report or letter be provided to the Learning and Support Teacher/ School Counsellor with parent permission. Written information can be sent to the above address or via the parent / care giver.

Sharon Clarke

Learning and Support Teacher

Gary Condon

Principal

Information for Parent / Caregiver and Permission to Exchange Information

Parents / caregivers are advised to contact Hawkesbury District Health Service on 45605714 or a private Paediatric Occupational Therapist and provide the above letter for consideration of an assessment. The completed permission for exchange of information below must also be provided.

I understand that in order for this referral to proceed I will need to contact Hawkesbury District Health Service on 45605714 or a private Paediatric Occupational Therapist and inform the service that I have been provided with a letter from the school to request a handwriting / fine motor assessment.

I _____ give permission to exchange information for results of the fine motor assessment for my child _____ to be provided to the school's Learning Support Team / Counsellor.

Parent signature: _____

Please take this letter, the attached checklist and a sample of your child's handwriting provided by your child's teacher to the initial appointment.

An assessment from a Paediatric Occupational Therapist may be obtained privately or through Hawkesbury District Health Service located at:

Windsor Hospital 2 Day St Windsor NSW 2756

Visit front office with this letter or phone for booking on 45605714.



Oakville Public School Learning and Support Feedback Form



Student's Name: _____	DOB: _____
Class Teacher: _____	Class: _____

Meeting date: _____

Main issues raised: _____

Further investigation by LaST	Yes/No/Monitor	
Classroom observation: Yes/No	Playground Observation: Yes/No	Assessment: Yes/No

Recommendations for Parent/Caregiver		
Vision: Yes/No	Hearing: Yes/No	Occupational Therapy: Yes/No
Speech and Language Pathology: Yes/No	Paediatrician: Yes/No	

Counsellor referral suggested: Yes/No		
Behaviour	Academic	Other

Further Details:

Review date: _____

Signed: _____



Oakville Public School Learning and Support Team Parent Form



Child's Background Information

Privacy Notice

This information is being obtained to assist the Learning and Support Team providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the school.

Child's Name:

Date of Birth:

Grade:

Class:

Language background:

Teacher's name:

Parent/Caregiver Information

Parent/Caregivers name:

Parent/Caregivers signature:

Date of referral completion:

Reason/s for Referral

Has the class teacher discussed the issue/concern with you?

Please circle Yes No

Briefly describe any concerns:

Developmental History

Has your child ever been seriously ill or in an accident?

Please circle Yes No

Briefly describe illness or accident:

Previous Assessments

Has your child had any of the following assessments? Please circle Yes or No.

Please note – could you please provide your child’s teacher with a copy of any relevant health or specialist agency / doctor’s reports or information that may assist the Learning Support Team

Eye test:	<i>Yes</i> <i>No</i>	Hearing test:	<i>Yes</i> <i>No</i>
Speech Pathology:	<i>Yes</i> <i>No</i>	Occupational Therapy:	<i>Yes</i> <i>No</i>
Paediatrician assessment:	<i>Yes</i> <i>No</i>	Psychologist or Counsellor	<i>Yes</i> <i>No</i>

Other: Please identify and describe:

Additional Information (not living at home, change in family circumstances etc)

Is there any additional information that you think is useful?

Parent/Caregiver signature:

Date:

Individual Student Learning 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 (LST)	TIMEFRAME (LST)
ADDITIONAL INFORMATION				

LST 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	PM Benchmark Kit/ Fountas and Pinnel	PM Benchmark Kit/ Fountas and Pinnel	Fountas and Pinnel NAPLAN Results	Fountas ad Pinnel NAPLAN Results
	Comprehension	PM Benchmark Kit/ Fountas and Pinnel	PM Benchmark Kit/ Fountas and Pinnel	Fountas and Pinnel NAPLAN Item Analysis	Fountas ad Pinnel NAPLAN Item Analysis
	Sight Words	BURT Word Reading	BURT Word Reading	BURT Word Reading	BURT Word Reading
	Phonemic Awareness	K-2 Screening Test for Reading Failure Implemented by LaST	K-2 Screening Test for Reading Failure Implemented by LaST	Neal Educheck Implemented by LaST	Neal Educheck Implemented by LaST
	Phonics	Letter Identification (Read only)	Letter Identification (Read and Write)		
WRITING	Writing	Analyse student's writing sample using the Writing Matrix	Analyse student's writing sample using the Writing Matrix	Analyse student's writing sample using the Writing Matrix	Analyse student's writing sample using the Writing Matrix
	Spelling	Writing Sample	Writing Sample South Australia Spelling Test	Writing Sample South Australia Spelling Test	Writing Sample South Australia Spelling Test
TALKING and LISTENING	Talking and Listening	Language Checklist	Language Checklist	Language Checklist	Language Checklist
MATHS	Maths	SENA 1	SENA 1	SENA 2 NAPLAN Results	SENA 2 NAPLAN Results
BEHAVIOUR	Behaviour	Behaviour Checklist	Behaviour Checklist	Behaviour Checklist	Behaviour Checklist

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

Mid Kindergarten students - Administer Part A only.

End Kindergarten students - Administer Parts A & B

Mid Year 1 students and those students in above grades who are experiencing difficulties 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 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

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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 <u>Year 1 and above</u> 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	

Neal EDUCHECK
Phonemic Awareness
Test

EDUCHECK - NEAL 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		cv cvc
		lag	zip	bud	yen	rod	wax	jut		
		chop	thick	shun	whet	chuck	chess			Consonant digraphs
		quiz	which	thud	lash	quit	shock			
		swim	spat	trot	grim	drum	flog	glen		consonant Blends ccvc
		skip	bled	crab	twig	scab	fret	plop		
		wept	gulp	zest	list	colt	bust	limp	fold	Cons. blends cvcc & double consonants
		tiff	next	ramp	sink	rift	yell	kelp	jazz	
		hitch	scrub	strap	fetch	thrip	botch			Cons. Blends 3 consonant/digraphs
		splat	bunch	shrug	clutch	prompt	strict			
		cube	hive	cute	nape	mile	poke	lame	wage	Long vowels cvcc and consonant blend ccvc
		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	expect	umbrella	reject			Compound suffix, prefix Multi-syllable	
	hopeless	undertake	pressing	wicked	message	engaged				
	lamb	measure	blind	canyon	dispute	ration			Misc	
	salmon	knit	various	gnaw	initial	vague				
	wrong	phrase	cough	echo	concise	physics				
		gac	kez	vum	hon	jis			Pseudo - words	
		chen	thack	shol	whid	quox				
		Comments:								

EDUCHECK

Student's Reading Copy (pg.1)

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

EDUCHECK

Student's Reading Copy (pg.2)

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		

EDUCHECK

Student's Reading Copy (pg.3)

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	<ul style="list-style-type: none"> Writes about self Understands that they are writing a message 	<ul style="list-style-type: none"> Knows you should be able to read it and reads it to an audience 	<ul style="list-style-type: none"> Writes for a variety of purposes and audiences 	<ul style="list-style-type: none"> Writes for a variety of purposes and audiences
Structure of whole text Writing makes sense and is linked	<ul style="list-style-type: none"> Writes a sentence using the 5W's i.e., who, what etc. 	<ul style="list-style-type: none"> Ideas are sequenced Uses a variety of text types 	<ul style="list-style-type: none"> Plans before writing Expands ideas and uses paragraphs Uses factual text type structures effectively Uses conjunctions 	<ul style="list-style-type: none"> Varies structure for different purposes Mixes text types
Word level - grammar (includes spelling)	<ul style="list-style-type: none"> Uses first sounds for some words Invents spelling of unknown words Uses references (e.g. word banks) for spelling 	<ul style="list-style-type: none"> Use sound knowledge Uses references (e.g. word banks) for spelling Can indicate past tense with verb endings High frequency words spelt accurately 	<ul style="list-style-type: none"> High frequency words spelt accurately Uses a dictionary for spelling Can indicate a variety of tenses and plurals through verb endings 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Simple sentences Uses accurate word order Uses mostly action verbs 	<ul style="list-style-type: none"> Joins simple sentences Starts to use adjectives to give more information on nouns Correctly uses articles and pronouns 	<ul style="list-style-type: none"> Combines sentences with a variety of conjunctions Uses noun groups Uses verb groups 	<ul style="list-style-type: none"> Uses dependent clauses Can use figurative language Description is detailed
Surface features What it looks like	<ul style="list-style-type: none"> Writes left to right Leaves spaces between words Begins to use full-stops and capital letters 	<ul style="list-style-type: none"> Uses full-stops and capital letters 	<ul style="list-style-type: none"> Self-editing of work Accurate use of full-stops, capital letters and other simple punctuation 	<ul style="list-style-type: none"> Uses complex punctuation Self-editing automatic

South Australian Spelling Test

SOUTH AUSTRALIAN SPELLING TEST

Spelling: Approaches to Teaching and Assessment

(Westwood, Peter, 2005)

INSTRUCTIONS FOR ADMINISTRATION

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 **consecutive** 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).

Alternatively, use the formatted sheet and photocopy as required.

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 last 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 last 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: <i>m, n, h, w, p, b, t, d, g, k, f, sh, s, y, ch, j, l</i>
		Starting to say these sounds: <i>z, r</i>

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 (Attachment 8)

Language Assessment (Attachment 8)

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. <i>um, mmm..</i>

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 KLA's	

Behaviour Checklist

