

Instructions



[How-to video →](#)

Booklet structure:

Most phases in this booklet include the following parts:

'Harder' / ++ complex skills



'Easier' / simpler skills

- **Dictation** sentences
- Sentence **reading** passages
- **Nonsense word reading & spelling** (real words used for phase 5b & c)
- **Phoneme/grapheme correspondences**
- **High frequency words** [booklet section mainly to be used for analysis from other tasks]
- Oral **blending**
- Oral **segmenting**

Generally the easier/earlier acquired skills are towards the bottom of the page; harder/more complex skills are towards the top of the page.

Note: Phase 5 tier 1 assessments are on the 2nd page and tier 2-3 assessments on the 1st page (due to space limitations) – star with the tier 1 assessments on the 2nd page.

Use overview:

This booklet is intended to be used flexibly, in whatever way will best meet educator/school needs. Below is a recommended process for assessment. Schools can deviate from these recommendations however to meet their needs. Schools should ensure that the ways tasks are administered are consistent across classes.

Assessment process:

In order to use this tool in the most efficient way possible, assess students in tiers depending on how well they do, starting with more complex skills and working down to simpler skills only as needed. The tiers of assessment are indicated on the score sheets **in yellow** and on each subtest through asterisks (* = tier 1, ** = tier 2, *** = tier 3)

Tier 1: All students	Tier 2: Only students who do <u>poorly</u> on tier 1 & higher level tier 2 assessments...		Tier 3: Only if student struggles on tier 2 assessments but does <u>well</u> on oral blending/ segmenting
*	** Higher level	*** Lower level tasks	***
<input type="checkbox"/> Dictation <input type="checkbox"/> <i>Optional: Sentence reading</i>	<input type="checkbox"/> Sentence reading	<input type="checkbox"/> Reading high frequency words in isolation	<input type="checkbox"/> Oral segmenting <input type="checkbox"/> Oral blending
<input type="checkbox"/> Nonsense word spelling		<input type="checkbox"/> Nonsense word reading	<input type="checkbox"/> Trouble with reading: Show grapheme & student says sound <input type="checkbox"/> Trouble with spelling: Say the sound & the student writes a matching grapheme

Reason for recommended order:

Most students who can spell words can read them too, so assessing spelling should capture most poor readers too. Moving through the tiers of assessment allows educators to identify why a student can't read/write using the target set(s).

Analysis & Scoring:

To support efficient use of the booklet, it is recommended that **student errors** (instead of correct items) are scored & analysed. Make sure to indicate which items have/have not been attempted (e.g. 'NA').

Sets	**Analysis from other tasks Use for planning	
	Writing	Reading
Set 1		
s	X	
a		
t	X	X
p		
Set 2		

Each phase has a **targets overview section**. This is intended to be used primarily for **analysis of students' performance** in tasks such as dictation and reading. E.g. if a student was not able to use 's' and 't' in writing and/or reading, this should be indicated.

The **80% accuracy mark** has been indicated in some tasks using . 80% accuracy is often used as a broad brush indicator of 'achievement'.

Refer to the **score conversation document** to easily convert student raw scores into %s.