

22 This document details the expectation the school holds for data capture in the areas of students' literacy (including communication) & numeracy. Data is collected at the start of each semester & recorded in OneSchool to track students' achievement over time. The data also supports teachers in identifying where the student is operating within the Australian Curriculum and with their planning.

## Literacy

Students at Western Suburbs Special School are provided literacy learning within a Balanced Literacy Model. Therefore assessment tools have been specifically identified for emergent, transitional & conventional literacy learners. Teachers will consult with their relevant HOC if they are unsure of which assessment tools are appropriate for each student.

Emergent Literacy Learners	Transitional Literacy Learners	Conventional Literacy Learners
<ol style="list-style-type: none"> <li>Are developing a positive regard for books, e.g., may not yet be interacting with texts</li> <li>Have no (or very little) letter knowledge</li> </ol>	<ol style="list-style-type: none"> <li>Are consistently demonstrating sound skills with emergent literacy tasks and have performed well on the Emergent Literacy Battery assessment. They are however not yet demonstrating success when assessed with the Basic Reading Inventory assessment tool</li> </ol>	<ol style="list-style-type: none"> <li>Have a consistent form of communication (engage actively in shared reading)</li> <li>Know at least 80% of their alphabet at any point of time</li> <li>Understand that writing involves letters and words</li> <li>Have an identified alternate pencil</li> </ol>

Emergent Literacy Learners			Transitional Literacy Learners			Conventional Literacy Learners			
Timeline	One School Data	Additional Teacher Data Tools	Timeline	One School Data	Additional Teacher Data Tools	Timeline	One School Data	Additional Teacher Data Tools	
By end week 5 Terms 1 & 3	Communication Matrix	AAC Observation checklist	By end week 5 Terms 1 & 3	Communication Matrix (if applicable)	Observation checklist	By end week 5 Terms 1 & 3	Basic Reading Inventory (BRI)	Whole to Part Reading Assessment	
	Emergent Literacy Battery	School based Letter/Sound checklist		Early Reading Screening Instrument (ERSI)	School based Letter/Sound checklist			Developmental Spelling Test	Magic 100 & 200 words
	Bridge (if required)	Anecdotal notes, videos		Developmental Spelling Test	Magic 100 words				Cloze for Progress Monitoring
	Developmental Writing Scale (within ELB)			Developmental Writing Scale				Developmental Writing Scale (within BRI)	
By end week 6 Terms 1 & 3		ICPs goals are identified to guide teaching	By end week 6 Terms 1 & 3		ICPs goals are identified to guide teaching	By end week 6 Terms 1 & 3		ICPs goals are identified to guide teaching	
Across the semester		C2C literacy assessment (1a onwards)	Across the semester		C2C literacy assessment (1a onwards)	Across the semester		C2C literacy assessment (1a onwards)	

## Numeracy

Students at Western Suburbs Special School are provided numeracy learning regardless of where they sit in the literacy continua. Students operating at 1a & 1b in the General Capabilities will be exposed to mathematical concepts, however they will be assessed within this area through the literacy continua. Students at 1c & 1d of the Literacy General Capabilities will access Numeracy 1a, we are required to report on their knowledge & understanding of these mathematical concepts using a 5 point scale. All other students will access a Partial program at Prep or higher of the Australian Curriculum. Teachers will determine the appropriate assessment tool for individual students, or seek assistance from the HOCs.

Timeline	One School Data	Additional Teacher Data Tools
By end week 5 Terms 1 & 3	<ul style="list-style-type: none"> <li>On-Entry to Prep Early Start Numeracy Test</li> <li>End of Prep Early Start Numeracy Test</li> <li>End of Year 1 Early Start Numeracy Test</li> <li>End of Year 2 Early Start Numeracy Test</li> </ul>	<ul style="list-style-type: none"> <li>Western Suburbs Number Test A &amp; B</li> </ul>
Across the semester		<ul style="list-style-type: none"> <li>C2C Numeracy assessment tasks including differentiated goals for 1a – 1d</li> <li>Monitoring tools</li> </ul>