

Te Ara Koropiko West Spreydon School

End of year BSLA data

4th December, 2023

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Assessment Tasks

- Should be completed in 10-weekly blocks to track progress and identify those who require additional support
- Dependent on how children have performed at their previous assessment round
 - Will not reassess anything children have reached proficiency on
- Tasks may include*:
 - Initial Phoneme Identification
 - Letter-Sound Recognition
 - Phoneme Blending
 - Non-Word Reading – Set 1, 2, 3 and/or 4
 - Non-Word Spelling – Set 1, 2, 3 and/or 4

*inclusion all depends on proficiency at previous assessment round

'Expectation Levels' to report
progress

How were expectation levels created?

- Expectation levels have been set using the assessment data that has been collected to-date
- These data apply to students starting the BSLA at age 5.

10 Week
Expectations

• Data from 20,458 students

30 Week
Expectations

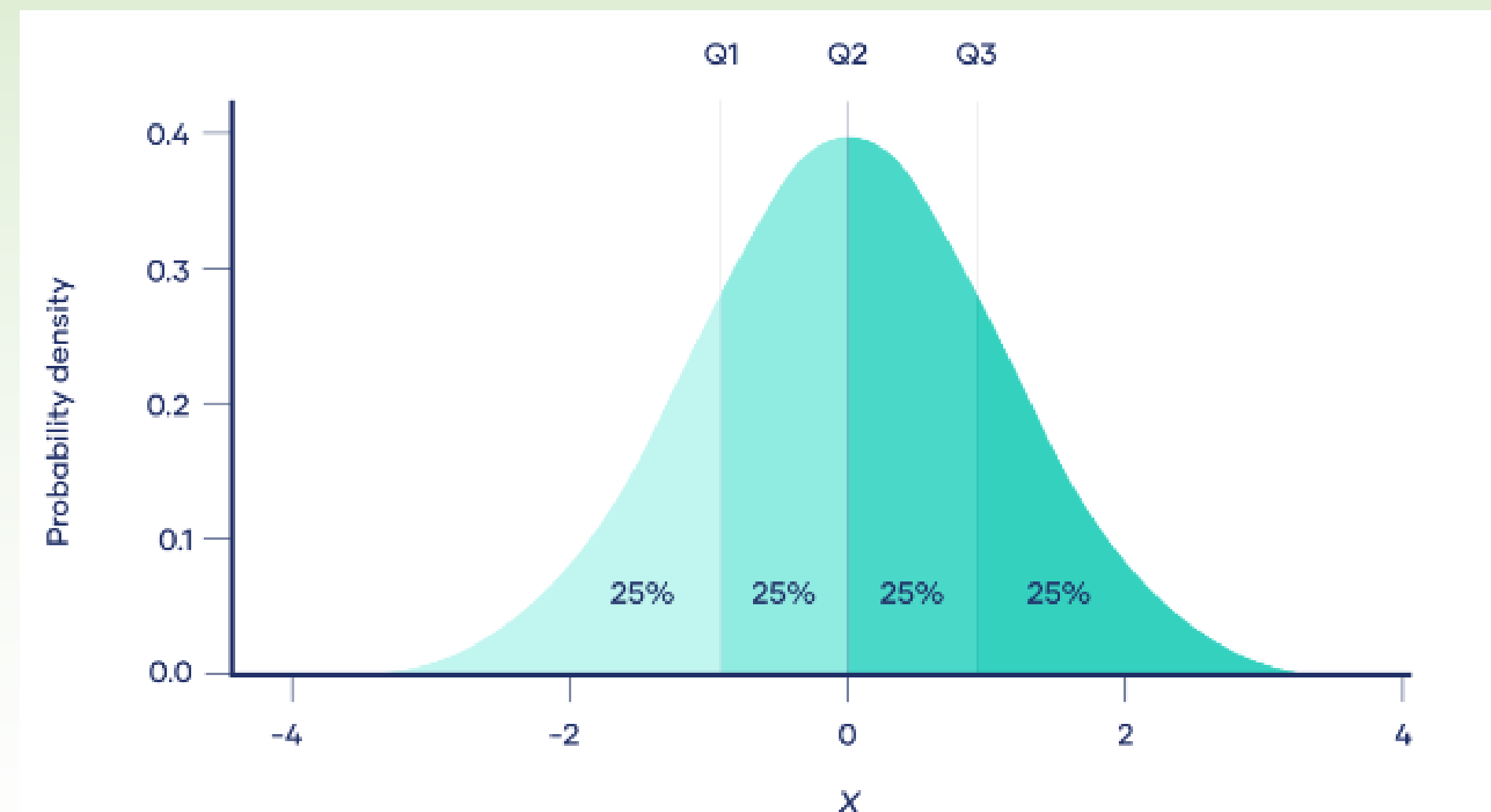
• Data from 2,459 students

Mean age of 70.5 months (5years 10months) at the Ten Week assessment (SD = 5.2 months)

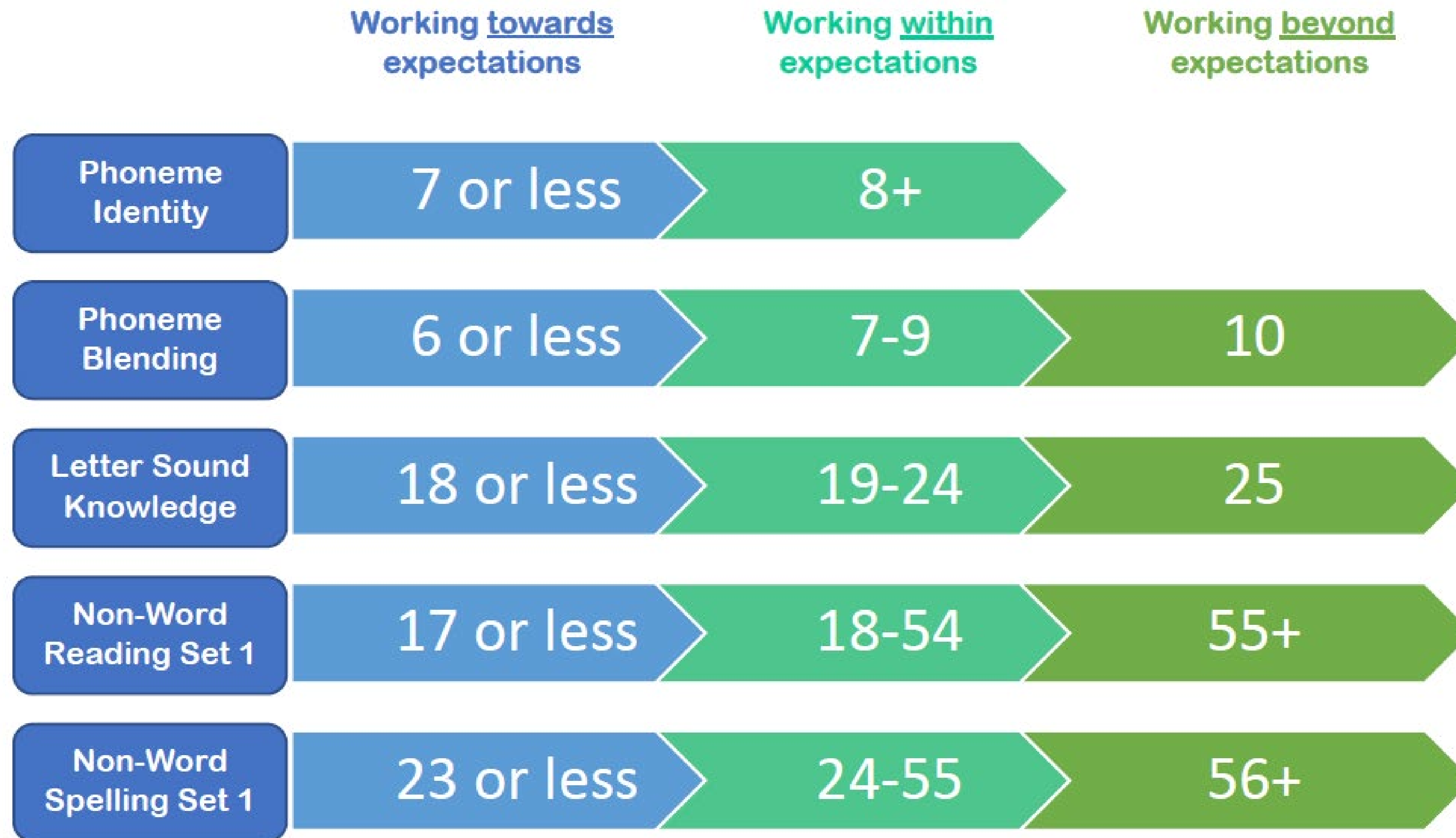
Mean age of 74.9 months (6years 3months) at the Thirty Week assessment (SD = 6.8 months)

How were expectation levels created?

- Expectation levels have been set using the assessment data that has been collected to-date through examination of quartiles on each task (dividing the data into four roughly equal groups).
- Levels are provided for after 10 Weeks and 30 Weeks of BSLA teaching
- Learners' progress on the BSLA assessment tasks are described as:
 - *Working towards expectations (lowest quartile) AKA working towards this learning goal*
 - *Working within expectations (middle two quartiles) AKA achieved this learning goal*
 - *Working beyond expectations (highest quartile) AKA exceeded this learning goal*



Expectation after Ten Weeks of BSLA



Expectation after Thirty Weeks of BSLA



Progress – baseline to 10 weeks

Puna Hao Tahī

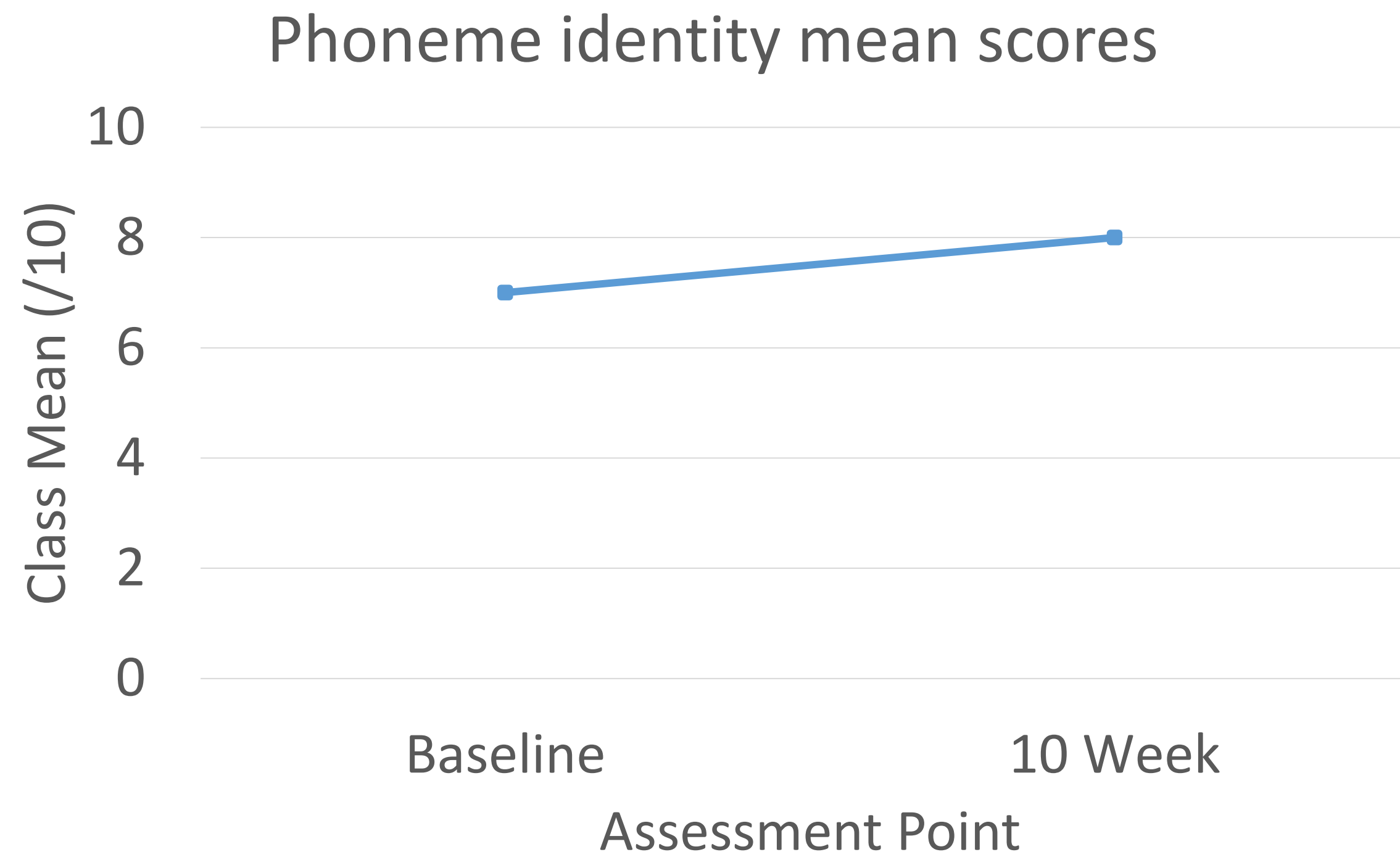
Phoneme identity

Change in mean score from 7 (working towards) to 8 (achieved) after 10 weeks of teaching.

*At baseline assessment, **52%** of students were working towards expectations at identifying the first phoneme in words. **22%** of students were achieving expectations, and **26%** of students were exceeding expectations. At baseline, the class had a mean score of **7 out of 10**.*

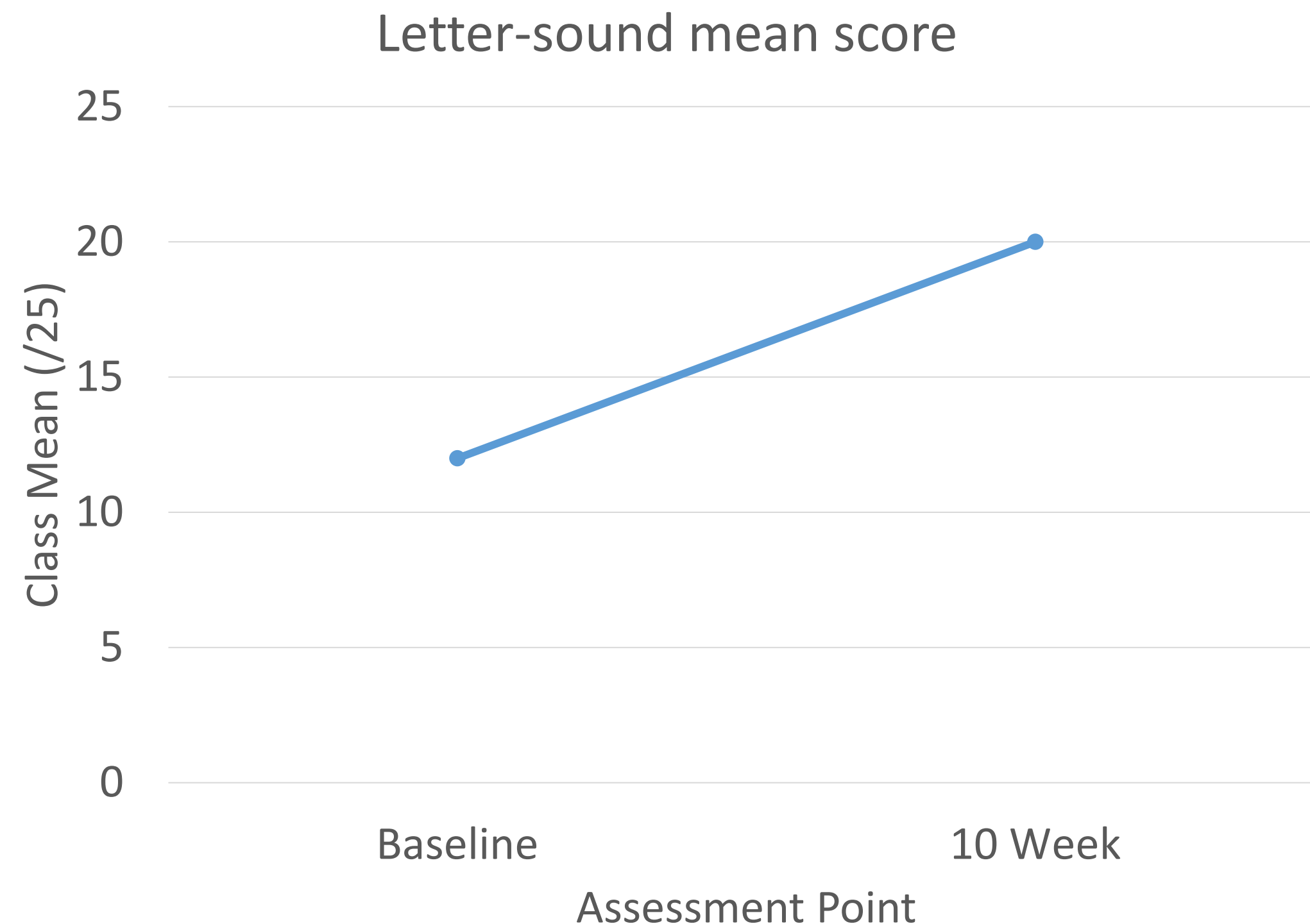
*Following 10 weeks of BSLA teaching, **16%** of students have achieved expectations of this learning goal, and **58%** have exceeded expectations at identifying the first phoneme in words, with a mean class score of **8 out of 10**.*

***26%** (n= 5 students) require additional support with this learning goal.*



Puna Hao Tahī

Letter-sound knowledge



Change in mean score from 12 (working towards) to 20 (achieved) after 10 weeks of teaching.

*At baseline assessment, **52%** of students were working towards expectations at matching letters to their sounds. **43%** of students were achieving expectations, and **4%** of students were exceeding expectations. At baseline, the class had a mean score of **12 out of 25**.*

*Following 10 weeks of BSLA teaching, **67%** of students have achieved expectations of this learning goal, and **11%** have exceeded expectations at matching letters to sounds, with a mean class score of **20 out of 25**.*

***22%** (n= 4 students) require additional support with this learning goal.*

Puna Hao Tahī

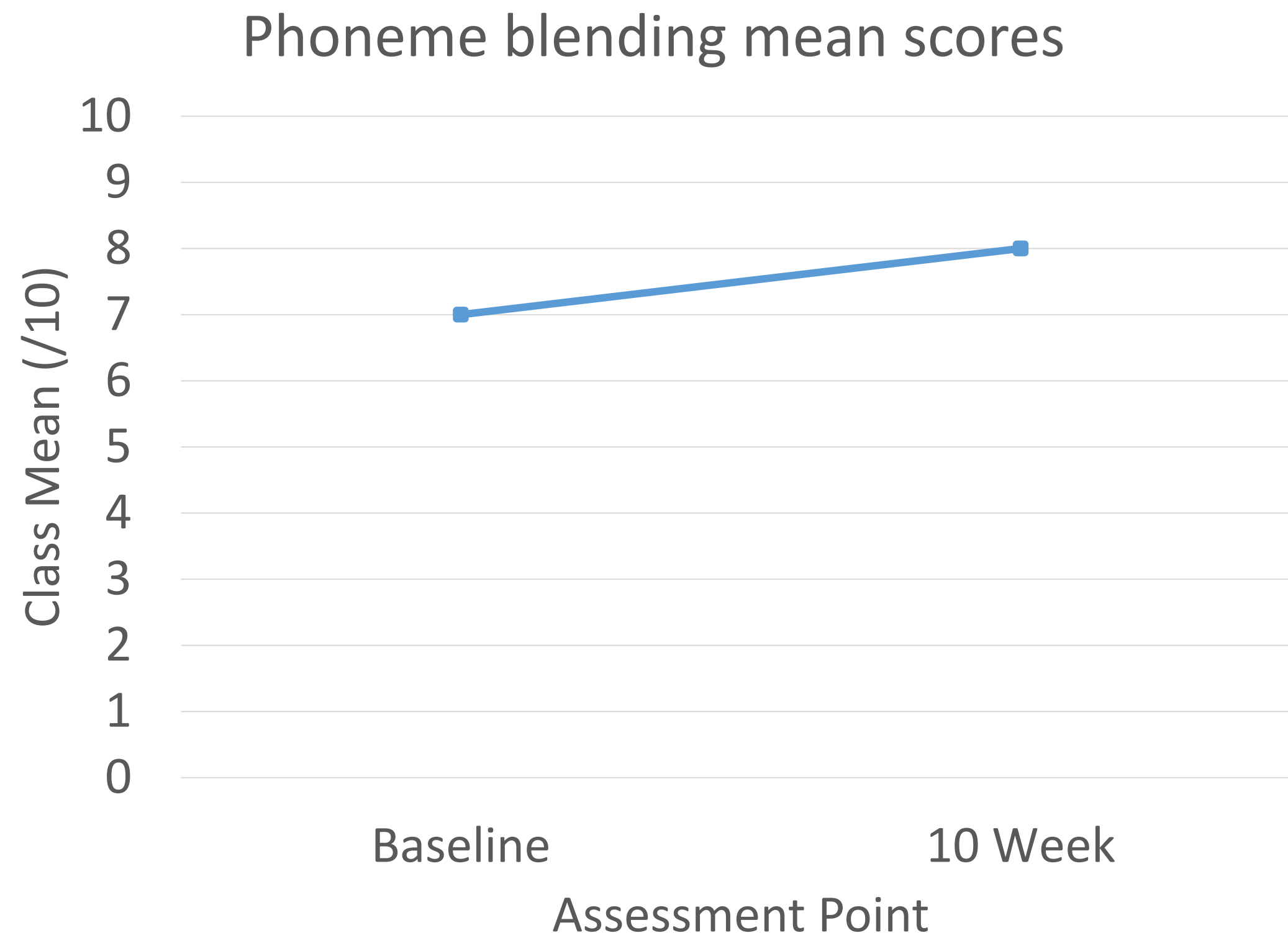
Phoneme blending

Change in mean score from 7 (working towards) to 8 (achieved) after 10 weeks of teaching.

*At baseline assessment, **48%** of students were working towards expectations at blending sounds together to make words. **30%** of students were achieving expectations, and **22%** of students were exceeding expectations. At baseline, the class had a mean score of **7 out of 10**.*

*Following 10 weeks of BSLA teaching, **37%** of students have achieved expectations of this learning goal, and **47%** have exceeded expectations at blending sounds together to make words, with a mean class score of **8 out of 10**.*

***16%** (n= 3 students) require additional support with this learning goal.*



Puna Hao Tahī

Reading and spelling short words

Task not typically completed at baseline.

Reading

Following 10 weeks of BSLA teaching, **38%** of students have achieved expectations of this learning goal, and **12%** have exceeded expectations at reading short words, with a mean class score of **21 out of 60**.

50% (n= 8 students) require additional support with this learning goal.

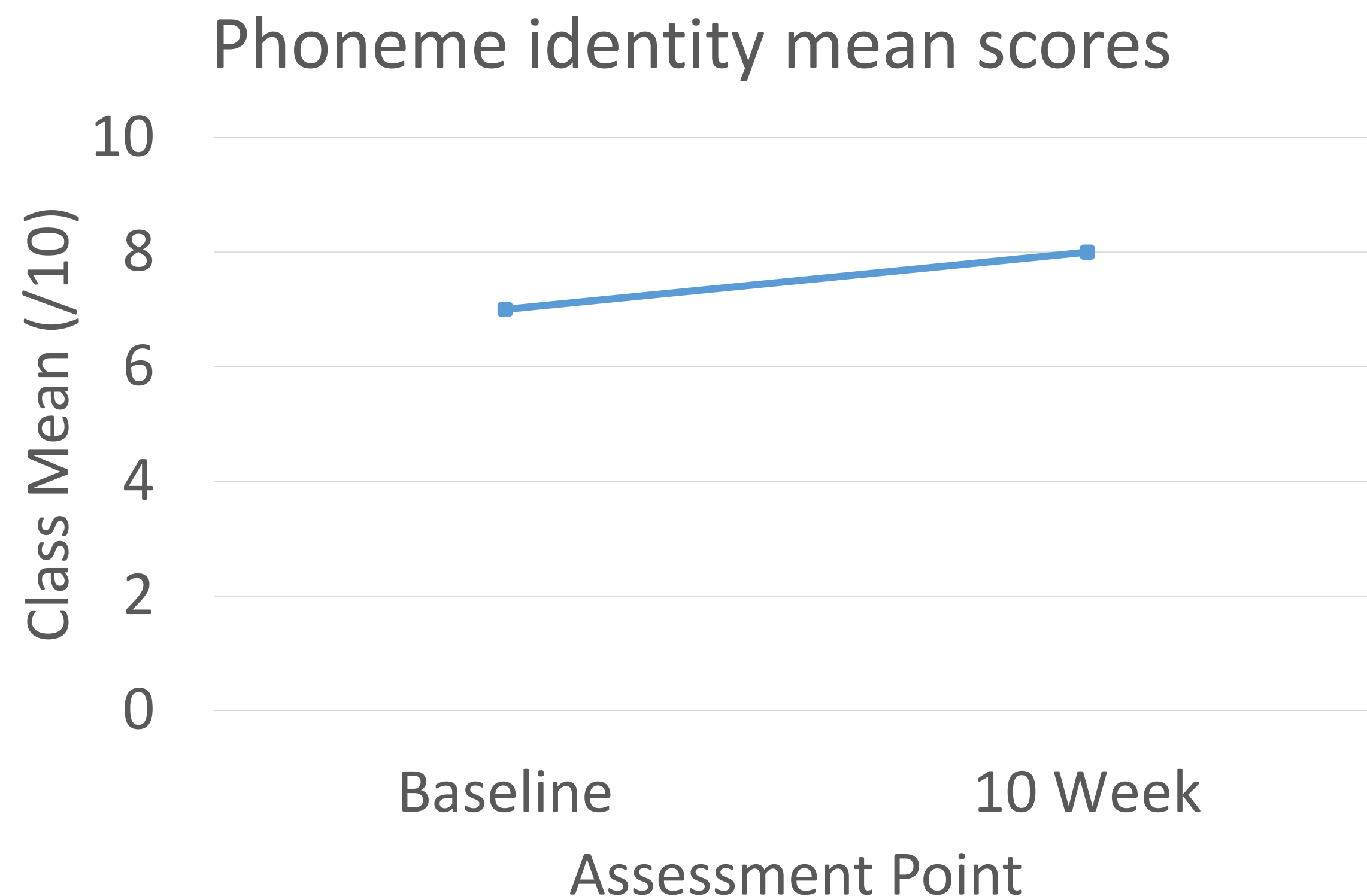
Spelling

Following 10 weeks of BSLA teaching, **41%** of students have achieved expectations of this learning goal, and **6%** have exceeded expectations at spelling short words, with a mean class score of **24 out of 60**.

53% (n= 9 students) require additional support with this learning goal.

Puna Hao Rua

Phoneme identity



Change in mean score from 6 (working towards) to 9 (achieved) after 10 weeks of teaching.

*At baseline assessment, **65%** of students were working towards expectations at identifying the first phoneme in words. **17.5%** of students were achieving expectations, and **17.5%** of students were exceeding expectations. At baseline, the class had a mean score of **6 out of 10**.*

*Following 10 weeks of BSLA teaching, **19%** of students have achieved expectations of this learning goal, and **67%** have exceeded expectations at identifying the first phoneme in words, with a mean class score of **8 out of 10**.*

***14%** (n= 3 students) require additional support with this learning goal.*

Puna Hao Rua

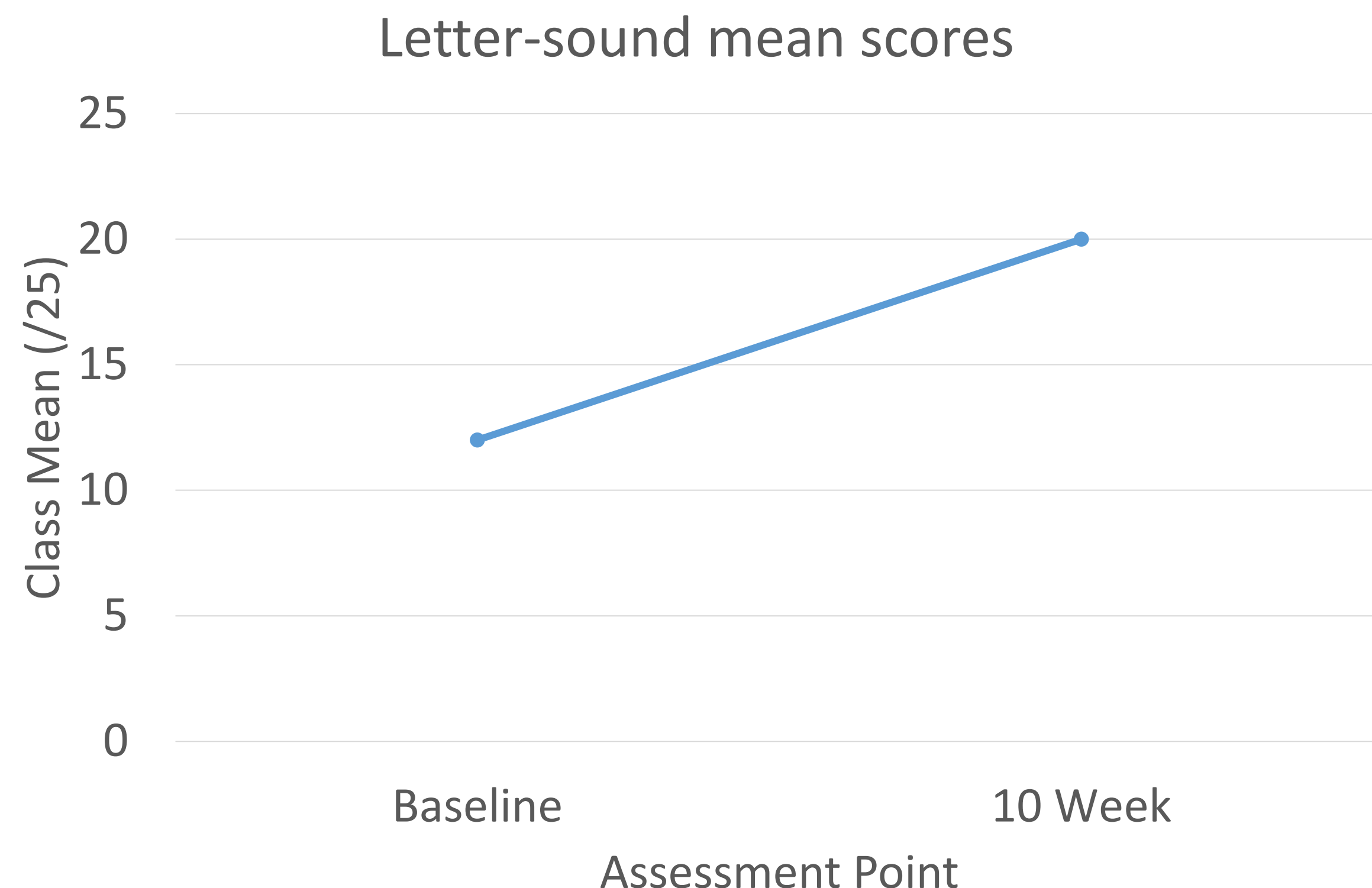
Letter-sound knowledge

Change in mean score from 9 (working towards) to 20 (achieved) after 10 weeks of teaching.

*At baseline assessment, **82%** of students were working towards expectations at matching letters to their sounds. **18%** of students were achieving expectations. At baseline, the class had a mean score of **9 out of 25**.*

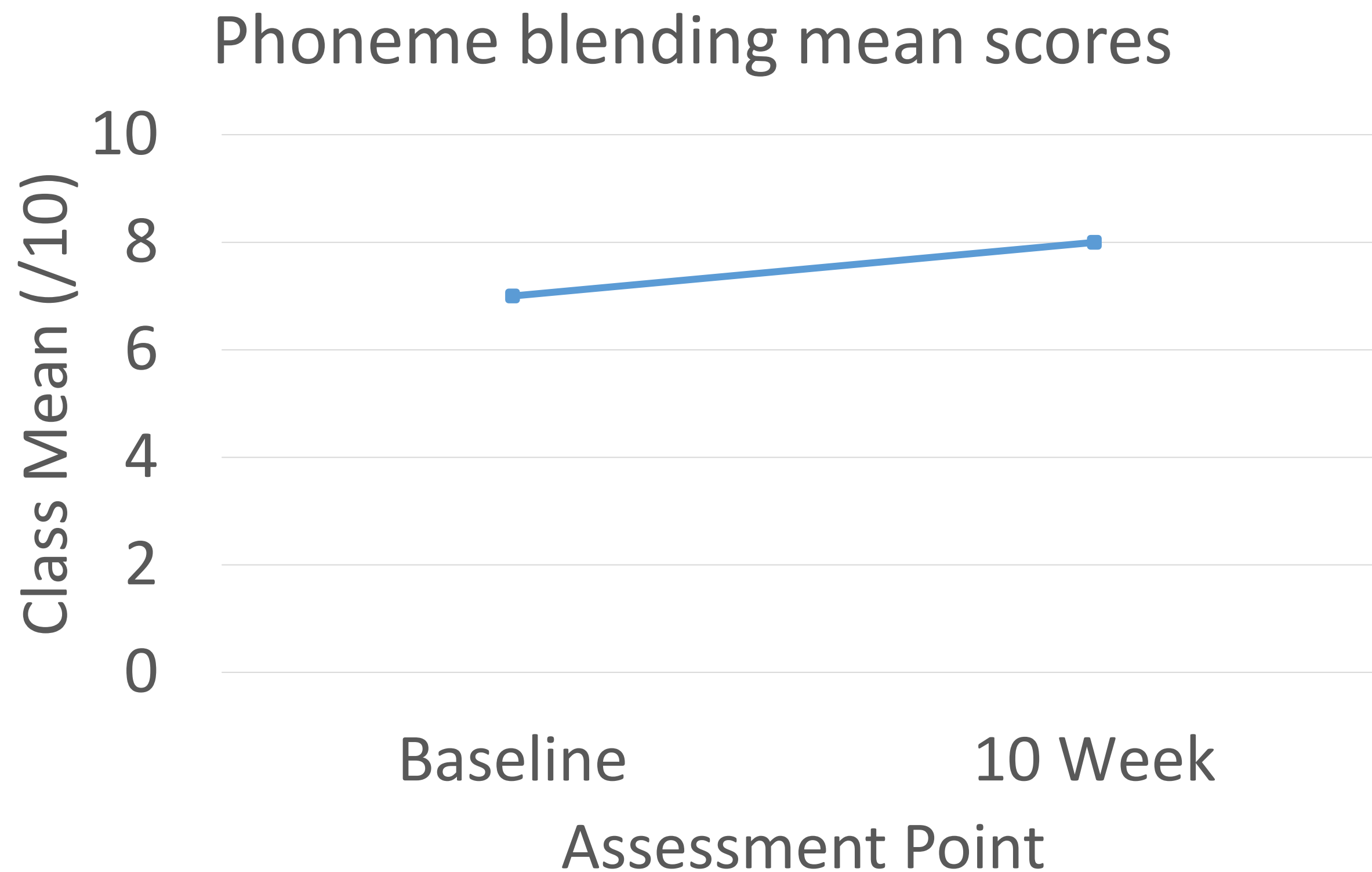
*Following 10 weeks of BSLA teaching, **68%** of students have achieved expectations of this learning goal, and **16%** have exceeded expectations at matching letters to their sounds, with a mean class score of **20 out of 25**.*

***16%** (n= 3 students) require additional support with this learning goal.*



Puna Hao Rua

Phoneme blending



Change in mean score from 6 (working towards) to 8 (achieved) after 10 weeks of teaching.

*At baseline assessment, **64%** of students were working towards expectations at blending sounds together to make words. **14%** of students were achieving expectations, and **23%** of students were exceeding expectations. At baseline, the class had a mean score of **6 out of 10**.*

*Following 10 weeks of BSLA teaching, **24%** of students have achieved expectations of this learning goal, and **48%** have exceeded expectations at blending sounds together to make words, with a mean class score of **8 out of 10**.*

***28%** (n= 6 students) require additional support with this learning goal.*

Puna Hao Rua

Reading and spelling short words

Task not typically completed at baseline.

Reading

Following 10 weeks of BSLA teaching, **40%** of students have achieved expectations of this learning goal, and **15%** have exceeded expectations at reading short words, with a mean class score of **28 out of 60**.

30% (n= 8 students) require additional support with this learning goal.

Spelling

Following 10 weeks of BSLA teaching, **60%** of students have achieved expectations of this learning goal, and **10%** have exceeded expectations at spelling short words, with a mean class score of **35 out of 60**.

30% (n= 6 students) require additional support with this learning goal.

Final thoughts

- Data showing good progress in teaching of foundational skills for early literacy success – phoneme identity and blending, and letter-sound knowledge.
- More attention warranted to teaching transfer of these skills to reading and spelling.
- Consider use of teacher aide time to support learners coming into school with small group work that aligns to classroom teaching.
- Ensure all teachers in Year 0-2 space are trained to implement aligned teaching.
- Lots of missing data, up to 50% of sample in some cases – teachers need to be supported to completed assessment at baseline, 10 weeks and end of year for all students, to enable accurate tracking progress.
- Follow-up and additional support given (i.e., Tier 2) to those students not meeting expectations after 10 weeks of teaching – critical to reducing inequities for struggling learners.