



E asTTle Reading

Date: 15/5/13

Level: Yr 4 - 6

Subject area:
English

Prepared by: Sara Carr

Rational/ Explanation:

E asTTle data is collected to give us a comparison with our Probe reading data. By looking at the children's scores in EasTTle reading, Probe reading and PAT listening comprehension it identifies how our children are going overall in reading and comprehension. The areas tested were processes and strategies, ideas (thinking) and language features. This test is also nationally referenced and normed so it also gives us a good idea of how our children are achieving nationally.

Key: These graphs are broken up into levels B = basic, P = Proficient, A = advanced

Expected Levels against National Standards at the START of YEAR

End of Year 4 2B to 2A

End of Year 5 2A to 3B

End of Year 6 3B to 3A

Expected Levels against National Standards by the END of YEAR

End of Year 4 2P to 2A

End of Year 5 2A to 3B

End of Year 6 3P to 3A

Overall data 2014 Year 5 and 6

Console Report for Test: 2014 Y5 Y6 Reading
Group: All Test Candidates

Date Tested: 05 March 2014

Comparison Information

Ethnicity: All

Year: 5, 6

Gender: All

Language: All

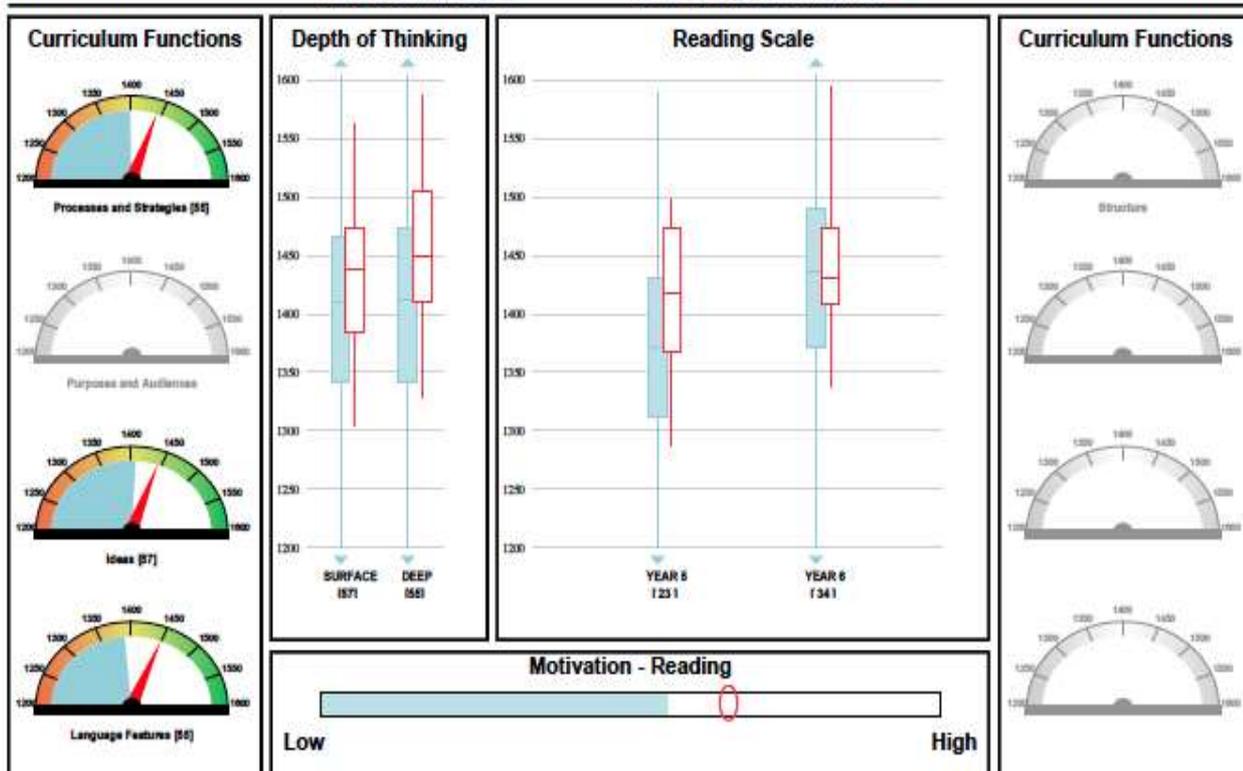
Cluster: South Island, high decile, mostly European, city primary schools

NZ Performance: 

Location: All Schools

No. of Students: 57

Your Group Performance:  No. of Results: [n]



Overall Data 2014 Year 4

Console Report for Test: Reading Term 1 2014
Group: All Test Candidates

Date Tested: 06 March 2014

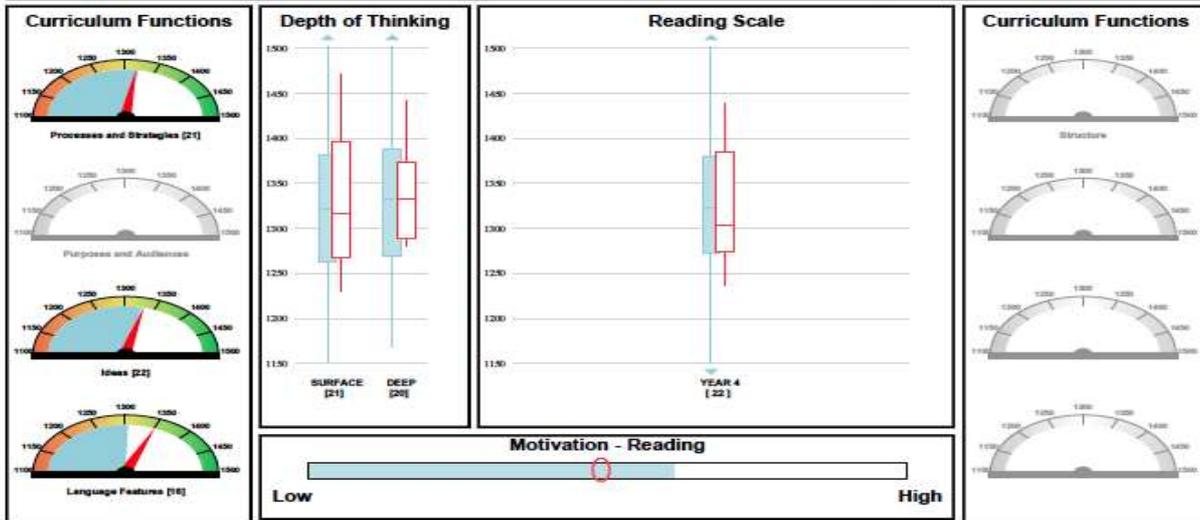
Comparison Information

Ethnicity: All
Year: 4
Gender: All

Language: All
Cluster: South Island, high decile, mostly European, city primary schools
NZ Performance: 

Location: All Schools
Your Group Performance: 

No. of Students: 22
No. of Results: [n]



Analysis

The blue areas on the dials on the left hand side are the national norms for other schools like ours (South Island, high decile, mostly European, city primary schools). The red arrow indicates where our children have scored.

The Year 5 and 6 graph shows that our students are achieving well in all areas compared to National Norms. The Year 4 graph shows that our students have a good grasp on language features and are achieving at expectation in other areas.

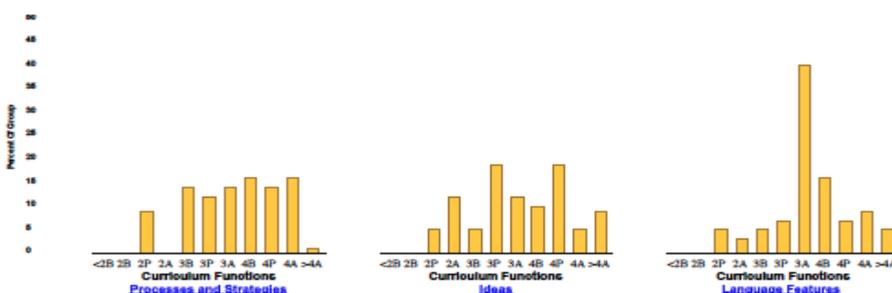
Motivation for reading is above for our Year 5 and 6 children, whereas for our Year 4 group it is below that of the national norm. When you look at the Depth of thinking breakdown, our Year 5 and 6 children are performing above the national norm (shaded in blue) for both surface and deeper features. The Year 4 group is about the same as the national norm for these two areas.

When you look at the reading scale graphs it shows that the Year 5 group are performing well above that of the national norm. The Year 4 and 6 group are working within the range of the national norm, with the Year 6 group being quite compact in their spread and the Year 4 group show they have a wider range of abilities.

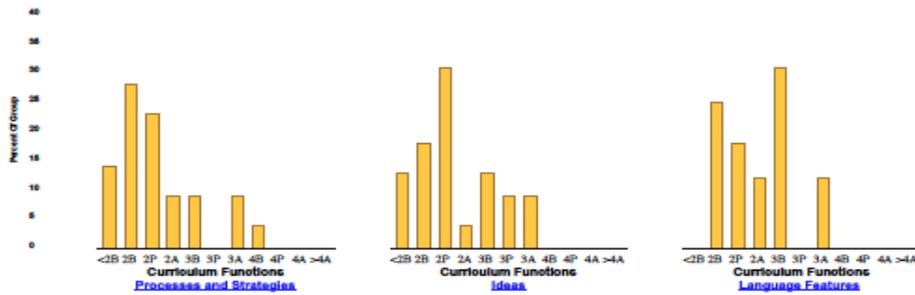
Year 5 and 6

Curriculum Levels Report for Test: 2014 Y5 Y6 Reading
Group: All Test Candidates

Date Tested: 05 March 2014



Year 4



Analysis

These graphs show in the Year 5 and 6 spread that there are a lot of children already working above our expected level of 3B and above.

The Year 4 graphs show us there are a lot of children represented as working 2B or below and need assistance.

Recommendation/Summary

When analysing the children's individual scores there are 15 children working below the expected level.

These children have had their end of last year Probe results and 2014 PAT Listening Comprehension results compared and children who have appeared in 2 of these tests as being below the expected level have gone onto SEG reading comprehension groups.

13 names were identified, plus a new child has now been included in this SEG group. We will retest this SEG group at the end of the Term using eAsTTle to see if there has been any shift.

My recommendation is that the BOT consider funding and establishing an intervention reading comprehension group run by a trained teacher if the SEG intervention this term does not make a significant impact on these children and their comprehension.