

DATA COLLECTION – Granville East Public School

(Updated March 2018)

At Granville East PS we believe that student progress and achievement is a goal for all staff. Teachers and leaders need to use accurate, consistent and timely data collection in order to direct future teaching and learning, as well as to identify students for additional teaching (both stretch and support).

Data collection needs to be systematic; explicit; and with a clearly articulated rationale for collection.

READING						
What	When	Why	Who			
Reading Monitoring Table	Each term – Wk 9 (every 5 weeks for K-2)	 Identifies benchmark level for 3-6 students & current Instructional level for K-2; Identifies achievement (at, above, below); and who is "at risk", "off the boil" or "on track"; Identifies progress over time; Provides data for enrichment & Learning Support; Is an EAfS requirement. 	Class teacher Class teacher AP compiles the grade at a glance (digital version – for Data Wall)			
Reading Quadrant Image: READING progress Image: Reading progress	Each term – Wk 10 (done in Collab. Team Meeting)	 Identifies current Instructional Reading level from GR; Identifies progress over time (term); Informs teaching for next cycle; Informs team discussion re successes & needs. 	Class Teacher			
Data Wall	Every term Wk 10	 Visual representation of student achievement re targets. 	AP (from data given by CT)			

* End of each year (T4 Wk 7-8), Year 2 students to be benchmarked on Fountas & Pinnell levels for handover (and to track growth).

WRITING				
Writing Monitoring Table	Each Term – Wk 9	• • • •	Identifies overall achievement in writing; Identifies progress over time; Allows for team discussion re consistent teacher judgement; Notes the last Writing Score (from 0, 1, 2) for each student; Supports identification of students for challenge & support.	Class teacher AP compiles the grade at a glance (digital version – for Data Wall)

SPELLING						
Elementary Spelling Inventory	Each Term – Wk 9	 Identifies strengths in spelling; Shows progress in spelling; Helps form Word Work groups; Informs future modelling teaching points. 	Class teacher			
LITERACY						
Reading and Writing "Report	End of Semester 1	Identifies achievement on the	Class			
Grades" on a class list	End of Semester 2	whole of "Reading" and whole of "Writing" as per syllabus;	Teacher			
Bits of the state B		 Identifies need across whole school; Provides formal data for cohorts. 	AP analyses grades			

End of Semester 1	•	Identifies student developmental	Class teache
End of Semester 2		stage in EAS, numeral id, place	
		value;	
	•	Helps teacher to tailor TEN time and groupings:	AP analyses
	•	Identifies higher order strategies;	grades
	•	Identifies higher order strategies; Informs future teaching.	grades
		End of Semester 2	 End of Semester 2 Stage in EAS, numeral id, place value; Helps teacher to tailor TEN time and groupings; Identifies higher order strategies;

PLA	N2						
Lancase Land Fall Lance Lance	Image Applie P			Ongoing (K-2)	•	Identifies and tracks student progress; Supports student grouping in literacy & numeracy; Indicates level student is working at; Is an EAfS requirement.	Class teacher AP approves
Labory Macado (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	A sequent assessment also acquires a	Control (M) Control (M) <thcontrol (m)<="" th=""> <thcontrol (m)<="" th=""></thcontrol></thcontrol>	400 (1997) Verdete 400 (1997) 400 (1997)				