



## **READING**

### **Pre- and Post-tuition Assessment Tools**

**RED, YELLOW, GREEN and BLUE**

## **TUTOR INSTRUCTIONS**

## Reading Assessments: RED, YELLOW, GREEN and BLUE

*Reading Assessment RED* is designed for students whose performance was below the Year 3 national benchmark in Reading. NOTE: These students must also complete the *Components of Reading Investigation (CoRI)*.

*Reading Assessment YELLOW* is designed for students whose performance was below the Year 5 national benchmark in Reading.

*Reading Assessment GREEN* is designed for students whose performance was below the Year 7 national benchmark in Reading.

*Reading Assessment BLUE* is designed for students whose performance was below the Year 9 national benchmark in Reading.

Tutors must have read the *General Tutor Guide* and be familiar with these instructions prior to administering the Assessment.

### **How to deliver the Assessment**

The *Reading Assessments* must be administered one-to-one.

The Assessments are designed to be administered on-screen although they can be printed and administered on paper. There is a strong visual appeal in the colour, on-screen version and feedback indicates students are more engaged by the on-screen version.

On-screen is also more convenient because:

- Multiple-choice responses are entered at the time of testing; and
- on-screen marking of student constructed response questions is automatically incorporated into the various reporting formats.

Paper administration will require hand-entering of all multiple-choice **and** student constructed response questions after testing.

In the event of a student struggling with the on-screen text, it is suggested that you have a hard-copy of the Assessment on-hand during administration.

#### **Time**

Practice questions	1-2 min
Assessment questions	30-35 min
Total approximately	40 min

## **Tutor Requirements**

- a computer with the Assessment Tool software and a profile created for the student sitting the Assessment;
- the *Tutor Instructions*;
- a watch or clock; and
- one hard-copy of the Assessment as well as a pencil and eraser (should the student be completing the Assessment in hard copy).

## **Assistance**

If students are uncertain about how to show their answers, you may explain this at any time during the test.

Do not give the answer to an assessment question, the meaning of a word, or hints about how to approach the question.

## **Administering the Assessment**

### **Using these instructions**

Read aloud ALL the text in shaded boxes.

### **1 Getting the Assessment on-screen**

Would you like to help get the work we are going to do on-screen? If you would like to, click on this box.

Ask the student to click to the practice questions. If they don't want to or can't control the mouse, move to the practice questions for the student.

### **2 Doing the practice questions**

#### **2.1 RED and YELLOW Assessments**

Here are some questions for practice. You need to read the words next to the picture and then answer the questions. You click the bubble next to the correct answer.

If necessary, show students how to click on a bubble.

This is practice so I will read it. It says, 'Paul the Ant. Paul can run fast.' Look at Practice Question 1. It says, 'The ant is ...

running. walking. climbing. crawling.'

Click on the bubble beside the correct answer.

If the child is uncomfortable using the mouse or lacks sufficient control you can ask them to say or point to their choice and click for them.

The correct answer is 'running'. You should have clicked on the bubble beside that answer. If you made a mistake it is easy to change. Just click on the right answer and it will change.

Ensure that the students understand how to show their answers and how to correct them.

Now you do Practice Question 2. It says, 'What is the ant's name?' For this question you can type your answer, or you can tell me and I will type for you.

Wait for students to type or say their answer.

The correct answer is 'Paul'. You only have to type or say one word. When you do this kind of question just do as much as you need to answer the question.

Ensure that the students understand how to show their answers for both types of questions and how to correct them.

## **2.2 GREEN and BLUE Assessments**

Here are some questions for practice. You need to read the words under the picture and then answer the questions. This is practice so I will read it.

Read the text to the students.

Now we look at Practice Question 1. It says, 'Where is Jack's house?' For this question you can type your answer, or you can tell me and I will type for you.

Wait for students to type or say their answer.

The correct answer is 'near a lake'. You should have typed 'close to a lake' or 'near a lake'. You do not have to type or say a full sentence. When you do this kind of question just do as much as you need to answer the question.

Ensure the students understand what to do.

Now you do Practice Question 2. For this question, you click the bubble next to the correct answer.

If necessary, show students how to click on a bubble.

Practice Question 2 says 'What does Jack say he likes best about wakeboarding?

It is fast.                      It is easy.                      It is difficult.                      It is dangerous.'

Click on the bubble next to the correct answer.

If the child is uncomfortable using the mouse or lacks sufficient control you can ask them to say or point to their choice and click it for them.

The correct answer is 'It is fast.' You should have clicked on the bubble beside that answer. If you made a mistake it is easy to change. Just click on the right answer and it will change.

Ensure that the students understand how to show their answers for both types of questions and how to correct them.

### **3 Doing the Assessment**

Now you are going to answer some questions by yourself. Always read the words or sentences about the pictures before you answer the questions. If one question is too hard, don't worry, just try the next one. Try to answer all the questions.

I want to see what you can do on your own so I can't read things for you, but I can type or click for you.

Let's go!

You may start now.

If necessary, encourage students to keep trying if they appear to be giving up.

### **4 Completing the Assessment**

Once the student has completed the Assessment, click on the **EXIT and SAVE** button at the bottom left of the screen, you will be prompted for your password. You can then mark the student constructed response questions on-screen using the *Marking Guide*. As you mark, the scores will be captured and the software will generate a detailed diagnostic report on the student's performance.

If the Assessment has been completed on paper, it is necessary to enter the multiple-choice responses **and** the student constructed responses into the software.

A diagnostic report is then generated with links to the *Tutor Resources*. This report includes the student's scores that need to be entered into the *An Even Start* National Tuition Management System (NTMS). The NTMS can be accessed at [www.anevenstart.dest.gov.au/ntms.htm](http://www.anevenstart.dest.gov.au/ntms.htm). The entry of student *Pre-tuition Assessment* scores will trigger commencement of tuition through the NTMS and will enable your employer to begin making payments for tuition.