

## Starting Points Reporting

### Overview

**Starting Points** assessments, Reading and Listening, were released in 2016. **Starting Points Reading** is an adaptive assessment option designed for all learners who are at or below koru/step one of the Learning Progressions for Adult Literacy (Read with Understanding). **Starting Points Listening** assesses a learner's ability to understand basic, everyday words in spoken English. It is suitable only for **beginning English language learners (ELLs/ESOL)**, particularly those new to Aotearoa New Zealand.

Both Starting Points options were released on a trial basis. We now have enough data from completed assessments to confirm the difficulty of each question. This means that each learner's result can be given a scale score that aligns with those of the other reading assessment options. We have introduced new reporting formats to reflect these changes.

### Starting Points Reading: New scale and new reports

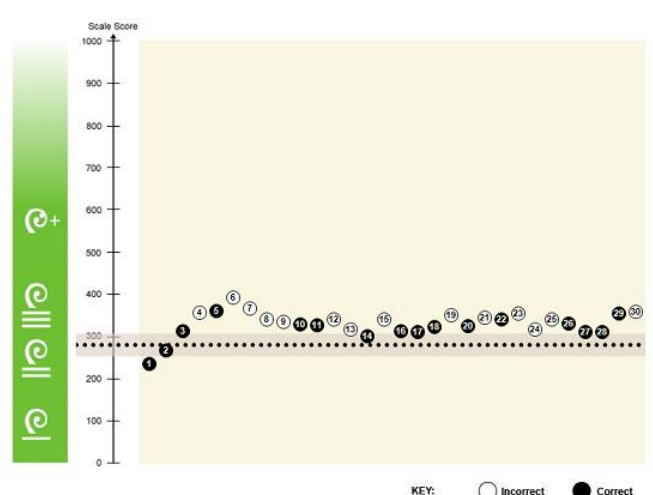
#### Learner Assessment Report, Starting Points Reading

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Summary Report: SPR testing > Learner Assessment Report: [REDACTED]

LEARNER	SCALE SCORE	STEP	ASSESSMENT DATE
A, Anne Christina	281 +/- 27	Starting Points 2	29 November 2018



KEY:  Incorrect  Correct

#### Questions

Ordered by: Question No.

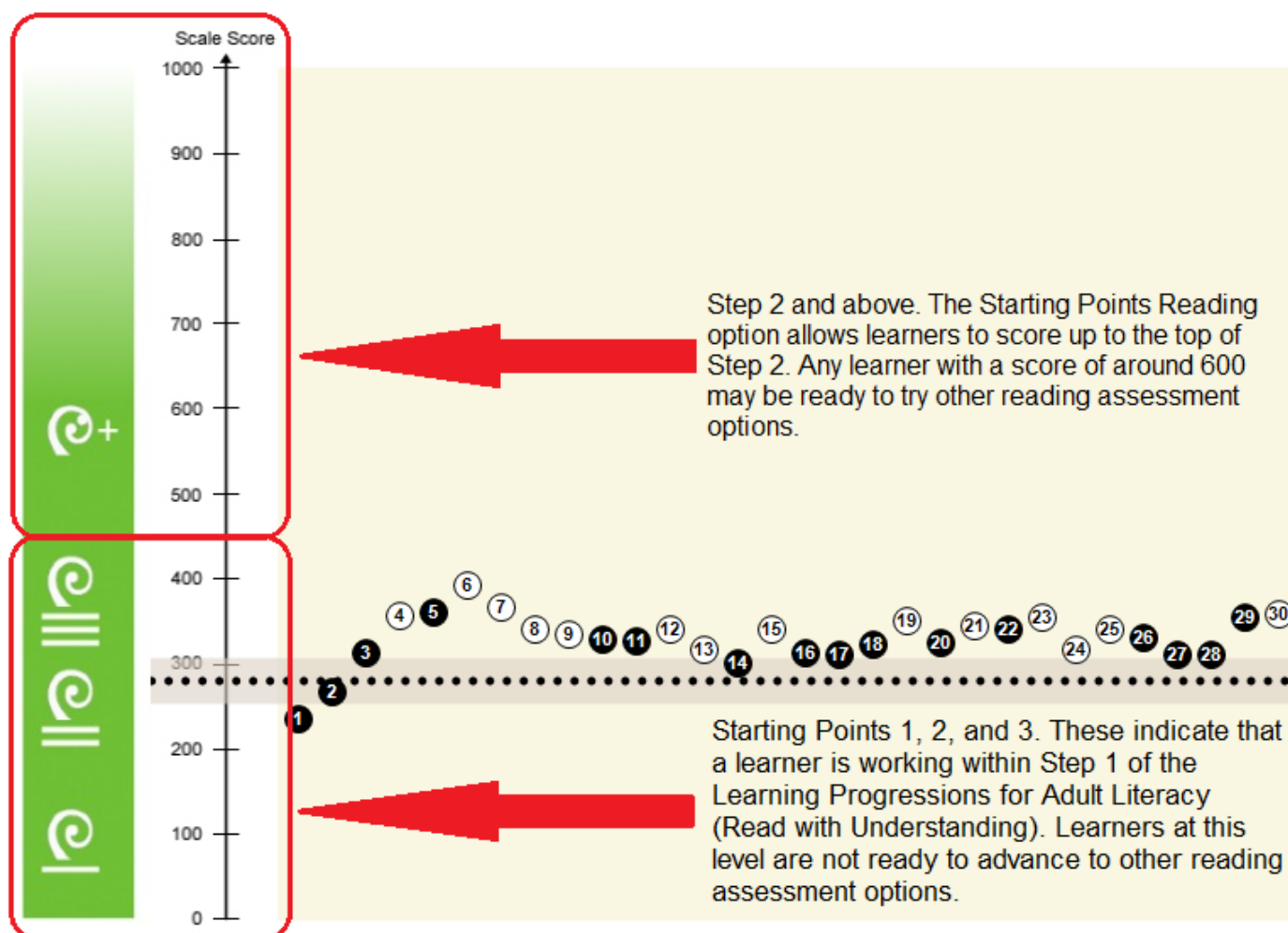
No.	Question	Skill	Subskill	Intent	Result
1	SLRD_gate	Sound-letter relationships	Decoding	Match spoken phoneme /g/ with written consonant g	Correct
2	EP_1	Vocabulary		Identify the meaning of a common sign - visual	Correct

## Key Changes

- There are now four levels within the Starting Points Reading assessment: Starting Points 1, Starting Points 2, Starting Points 3 and Step/Koru 2+.
- The Starting Points Reading questions are now mapped to the same achievement scale as the other reading assessment options.
- The details section on the learner assessment report can be filtered by question number, skill, subskill, or result (correct or incorrect).

Starting Points Reading has now been mapped on to the same 1000 scale as the main Adult reading option. This means that it provides more gradation to what is known as Step 1 in the Adult/Youth and Te Ata Hāpara reading options. A learner cannot score more than 650 on a Starting Points Reading assessment.

There are new 'steps' in Starting Points Reading: Starting Points 1, Starting Points 2, Starting Points 3, and Step 2+.



KEY:

○ Incorrect

● Correct



**Starting Points 1:** Learners can identify the names and shapes of most letters of the alphabet. They have a small bank of common words that they recognise on sight. They also recognise some words found in public environments, such as shop and street names.



**Starting Points 2:** Learners are able to match the letters of the alphabet with the sounds they make and use this knowledge to decode simple regular words. They can identify the beginning and final sounds of spoken words and find words that rhyme. Learners vocabulary is expanding and they can read and understand short single sentences containing familiar words.



**Starting Points 3:** Learners can read and understand a simple text of two or three sentences, supported by photographs or illustrations. They use their growing knowledge of sound-letter relationships to unlock words containing more complex spelling patterns, such as 'might' and 'learn'. Their growing reading vocabulary means that they are able to understand a variety of less common words, such as 'estimate'.



**Step/Koru 2+:** Learners can read and understand short texts of up to a paragraph that contain simple or compound sentences. They can find the information they need in texts such as invitations, work notices, and advertisements. Learners have a well-developed knowledge of letter-sound relationships. They use this, as well as their knowledge of word families, to work out the meaning of unfamiliar words. Some learners at Step/Koru 2+ may be ready to move on from Starting Points assessments.

## Transitioning from Starting Points Assessments

When learners approach a scale score of 600 points or above (near the top of Step/Koru 2+) they may be ready to try an Adult, Youth or Te Ata Hāpara reading assessment.

## New Reporting Functionality

Reports can now be filtered by question number, skill, subskill, and/or result. This supports educators when looking for patterns in the learners' responses.

## Questions

Ordered by: Skill

No.	Q	Skill	Subskill	Intent	Result
3	R	Phonological awareness	Onset-rime awareness	Identify a spoken word that rhymes	Incorrect
4	R	Phonological awareness	Onset-rime awareness	Identify a spoken word that rhymes	Correct
6	Phoneme - initial sh	Phonological awareness	Phonemic awareness	Identify a spoken word with the initial sound /sh/	Incorrect
7	Rhyme - cat	Phonological awareness	Onset-rime awareness	Identify a spoken word that rhymes	Incorrect
1	Letter sound S	Sound-letter relationships	Letter identification - sound	Match letter sound to written letter - S	Incorrect
5	SLRD - cup	Sound-letter relationships	Decoding	Match spoken phoneme /n/ with written short vowel u	Correct
12	Letter form - ETFG	Sound-letter relationships	Letter identification - form	Match upper and lower case letters	Correct
12	SLRD - gate	Sound-letter relationships	Decoding	Match spoken phoneme /g/ with written consonant g	Incorrect
13	Letter name B	Sound-letter relationships	Letter identification - name	Match spoken letter name to written letter - B	Incorrect
14	Letter name X	Sound-letter relationships	Letter identification - name	Match spoken letter name to written letter - X	Incorrect
15	Letter sound W	Sound-letter relationships	Letter identification - sound	Match letter sound to written letter - W	Incorrect
16	Letter sound L	Sound-letter relationships	Letter identification - sound	Match letter sound to written letter - L	Incorrect
17	Letter name M	Sound-letter relationships	Letter identification - name	Match spoken letter name to written letter - M	Incorrect
2	SW - there	Vocabulary	Sight words	Match spoken word with written word - there	Correct
8	EP4	Vocabulary	Environmental print	Identify the meaning of common signs - visual	Correct
9	SW - but	Vocabulary	Sight words	Match spoken word with written word - but	Correct
11	SW - long	Vocabulary	Sight words	Match spoken word with written word - long	Incorrect

*Note: this functionality is now available in all learner assessment reports.*

## How will these changes affect assessments already sat?

During the trial period Starting Points Reading operated on its own standalone scale. Analysis of trial data supported the reporting of Starting Points Reading results on the existing 1000 scale (read for understanding).

Any Starting Points Reading assessment that was completed prior to the 14<sup>th</sup> December 2018 cannot be compared to one completed after that date due to the results being applied to different scales.

Please note there will be no retroactive changes to existing results. This also means that assessment comparison reports may be invalid if learners did not all sit the assessment during the same time period (either all before, or all after, this date).

The Tertiary Education Commission (the TEC) have been updated regarding these changes to the Starting Points suite of assessments.



## Starting Points Listening: 3 steps and new reporting

### Learner Assessment Report, Starting Points Listening

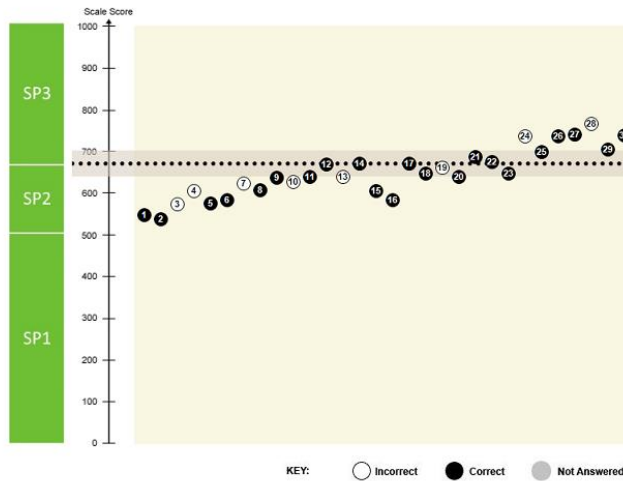
Assessment Type: Adaptive, Audience: Starting

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Summary Report: [SP reporting - test SPL](#) > Learner Assessment Report: [REDACTED]

LEARNER	SCALE SCORE	STEP	ASSESSMENT DATE
A, Aileen Karen	671 +/- 31	Starting Points 3	29 November 2018



### Questions

Ordered by: Question No.

No.	Question	Category	Subcategory	Result
1	child	Self and family	People	Correct
2	bed	Home		Correct

- The Starting Points Listening assessment remains on its own 1000 scale.
- There are three achievement levels within the assessment: Starting Points (SP) 1, Starting Points (SP) 2, and Starting Points (SP) 3.
- The question details on the learner assessment report can be filtered by question number, category, sub-category or result (correct or incorrect).

SP1: Learners have a listening vocabulary of some common nouns relating to everyday life in Aotearoa New Zealand.

SP2: Learners have a listening vocabulary of a number of common nouns, verbs, and adjectives relating to everyday life in Aotearoa New Zealand.

SP3: Learners have a listening vocabulary of a developing range of common nouns, verbs, and adjectives relating to everyday life in Aotearoa New Zealand.

*Note:* When a learner scores in the top half of SP3 – above 900 scale score points – they may be ready to try a Starting Points Reading assessment.

## Questions

Ordered by: Result

No.	Question No.	Category	Subcategory	Result
1	<u>er</u>	Self and family	Family	Correct
2	<u>Result</u>	Measuring and describing	Time	Correct
3	<u>sell</u>	Self and family	Money	Correct
4	<u>leg</u>	Self and family	Body	Correct
6	<u>bird</u>	Community	animals	Correct
10	<u>big</u>	Measuring and describing	Size and shape	Correct
13	<u>knife</u>	Home	Food	Correct
14	<u>fruit</u>	Home	Food	Correct
15	<u>haka</u>	Home	People	Correct
5	<u>fifty</u>	Measuring and describing	Number	Incorrect
7	<u>wheel</u>	Community	Transport	Incorrect
8	<u>river</u>	Community	Nature	Incorrect
9	<u>teeth</u>	Self and family	body	Incorrect
11	<u>page</u>	Community	Learning	Incorrect
12	<u>ten</u>	Measuring and describing	number	Incorrect
21	<u>throw</u>	Self and family	Action	Incorrect
22	<u>angry</u>	Self and family	emotion	Incorrect
23	<u>plate</u>	Home	Food	Incorrect
24	<u>hair</u>	Self and family	Body	Incorrect

Reports can also now be filtered by question number, category, subcategory, and/or result. This will allow a quick oversight of patterns in the learners' responses

*Note: this functionality is now available on all assessment reports.*

## How will these changes affect assessments already sat?

These changes will not be applied retroactively. *This means that any Starting Points Listening assessment that was completed prior to 7 December 2018 will not use the same achievement levels as any completed after that date.* However, the scale scores will still be largely comparable.