

# Using classroom assessments and monitoring

A suggestion for implementing the strategy 'Support early literacy development through a structured literacy approach' from the Guide:

[Dyslexia and learning](#)

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Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Support early literacy development through a structured literacy approach](#)

Suggestion: [Using classroom assessments and monitoring](#)

Date

27 July 2020

Link

[www.inclusive.tki.org.nz/guides/dyslexia-and-learning/classroom-assessments-and-monitoring](http://www.inclusive.tki.org.nz/guides/dyslexia-and-learning/classroom-assessments-and-monitoring)

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## Assessing pre-reading skills

Students with weak pre-reading skills at school entry often struggle with reading and writing.

Knowing the letter names and sounds and having **phoneme awareness**, even at a simple level, is highly predictive of later reading development.

Students may need further assessment of their pre-reading skills, especially if they are in the early years of school.

Further testing to assess pre-reading skills is available in

- Alphabet knowledge test – appendix 1C
- Phonemic awareness test – Appendix 2

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## Use classroom assessments



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

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Take action as soon as difficulties with reading are identified. Use classroom assessments to identify and plan to meet specific needs.

use on pages 12–13.

lists assessments you can

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## Identify specific needs

Plan targeted support for a learner who is having difficulty learning to read. Identify which component reading skills are sources of difficulty.

This requires assessment of the child's knowledge in each component skill. [Scarborough's Reading Rope](#) is a useful starting point.

Further diagnostic assessment of these skills is required to plan an instructional programme tailored to the child's needs.

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## An ongoing process

Discuss specific assessment tools with your literacy leader, SENCO, or LSC.

**Assessment is a process** rather than an end product. Use assessment to monitor your planned interventions. The information provided from assessments should support the learner's next steps.

**Assessment should be a holistic** and collaborative process that takes place over a period of time, using a range of observational and assessment methods.

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## Useful resources

### Assessment tools and resources

Publisher: Assessment Online

[Visit website](#)

### Three steps in screening for dyslexia

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Download PDF \(72 KB\)](#)



### Literacy Learning Progressions

Read time: 96 min

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)

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