

## Reading asTTle Reports

The aim of these notes is to support you in helping teachers to interpret asTTle reading reports and use the information to help inform their literacy teaching.

For further support refer to the help section of the e-asTTle website:  
<http://e-asttle.tki.org.nz/Help-with-e-asTTle>

### Rationale for using data

It might be useful to give teachers a rationale for using data in this way before starting the presentation. This quotation is a good starting point: "Data almost never provides answers. Instead, using data usually leads to more and more focused instruction and to better questions" (Earl & Katz, 2002, p.1011).

Another reason is that instructional time is too precious to allow a 'scattergun' approach to adolescent literacy teaching as without referring to good assessment information teachers might, for example, spend valuable classroom time teaching vocabulary that students already know, and neglect to address more pressing needs (or 'gaps'). The New Zealand Curriculum provides a succinct rationale for teachers to inquire into the effectiveness of their teaching: "Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students" (NZC, p.35). This requires good data.

### Caution!

It is important to emphasise that teachers should never rely on just one assessment tool when making decisions about teaching. Any test is just a snapshot, and how a student performs in one test might not be a fair reflection of their reading skills. Therefore teachers need to look at asTTle data in relation to other information they have about the students' reading e.g., other assessments or day-to-day observations of how students cope with reading activities.

### General points

In general teachers find presentations about how to read asTTle reports work best when they are looking at data from their own school. These notes can be used to guide teachers through the various reports. The sequence to generally follow in running these sessions is:

1. Show them how to open asTTle and get reports for their class.
2. Look at the 'Console Report'. Start with the mean compared to the national mean then look at the range of scores, then attitude, then

the breakdown of surface vs deep, and then into the curriculum functions.

3. Group Learning Pathway.
4. Individual Learning Pathway.
5. Then start making teaching decisions on the basis of the data (that's the fun part!).

There are other documents relating to the use of asTTle data in this toolkit in the Academic Conversations section – Core Group Meeting Resources.

The most appropriate comparison to make is with NZ as a whole, rather than a decile-adjusted comparison.

## National means

Be aware that norms are set quarterly for each year level. These are available for viewing on the e-asTTle website.

## The Console Report

- The various scales are more accurately interpreted alongside the tabular reports (as you can read what the exact numbers are).
- On the various graphs, the red parts show the mean performance for the group while the blue parts show the national norm.
- 'Attitude' is not about how much students like or enjoy reading but rather how good they think they and others think they are. Ideally a student's perception of him/herself as a reader would quite closely relate to their actual score as it would mean he/she has an accurate understanding of their strengths and weaknesses.
- Box and whisker graphs - these show five score points with the median being the middle line in the 'box'. Groups that have short ranges within the box and/or whisker are more similar in their performance than groups with wide ranges.

## Group Learning Pathways Report

- The sections in red show 'gaps' and those in blue show learning that is 'not yet achieved' – these are areas for teachers to target. The areas in green and yellow show what students can do well already.
- The numbers in brackets after the name of each feature (e.g., **find, select and retrieve info** (7,14,21)) correspond to the questions in the test that assessed that aspect of reading. If there were less than five questions asked then the reports should be interpreted more cautiously.

## Individual Learning Pathways Report

- Strength, Achieved, To Be Achieved and Gaps are identified on the basis of that individual's overall asTTle reading score – not in relation to national norms.
- Strength shows items that students did surprisingly well in, given their overall score.
- Achieved shows items that students did as well as would have been expected.
- To Be Achieved shows items they got wrong but which, given their overall score, they were expected to get wrong.
- Gaps are items which, given their overall score, we would have expected to be answered correctly, but which were not.