



Shepherdson College

Yolŋu Matha Reading Assessment Package

Manŋutji-Ḷaw'maram

Rirrakay, Djilabul ga Yäku Mala

Reading sounds, syllables and words

Stages 1 to 7

**Reference: NT ILC Languages and Cultures First Language Bilingual (L1B):
Reading and Viewing strand**

This package is designed to assess reading skills in 7 stages, moving from sounds (rirrakay) to syllables (djilabul) and then words (yäku mala) of increasing length. It will help to assess students' letter/sound knowledge, blending and syllable chunking skills.

When

Ongoing, with each student assessed *at least* twice yearly (Semester 1 and Semester 2) to inform teaching practice and reporting. **Access student data** from the Google Drive and begin assessing students at the stage above where they last achieved over 80% (no need to test a stage again once they have previously achieved over 80%).

Who

This assessment should be delivered and marked by first language Yolṅu Matha speakers, with the assistance and support of classroom teachers. Classroom teachers should negotiate a time for Yolṅu teachers to sit with individual students, as well as guide the record keeping process and analysis of data. Together the teaching team reflects on whether a student should be tested on the next level and the emerging patterns for continued planning and teaching for individuals and the class.

All resources are available to print from the [LPC Website: YM Literacy: ILC Reading and Assessment Package](#)

- Instructions, Assessment Guidelines and Individual Records (Stages 1-7)
- Class Record (*optional, you may enter data straight into the excel sheet, see below*)
- Stage 1 Assessment Book prompt (supplied by LPC)
- Stage 2-7 Assessment sheet prompts (supplied by LPC - laminated, on a ring)
- Reading Stages Classroom Chart (supplied by LPC, A2)

Recording data

Enter data into the excel spreadsheet at [Google Staff Drive > 2. Assessment & Reporting > Literacy > Reading & Viewing > Rirrakay, Sound & Word Assessment](#)

At the end of each reporting period, individual recording sheets to be scanned together and uploaded into the folder as one file eg: **Ellemor1_2022_Term2_Rirrakay, syllables & words_Individual records**.

Assessment Guidelines

Do not give students answers and give them enough time to think then answer.

For struggling students stop the assessment when you see it is too difficult and work out the percentage based on the number of letters marked as correct or self-corrected. Note where the assessment was stopped and why. Continue assessment at an appropriate time.

Stage 1 only assesses lower case letter sounds for the purpose of this assessment, i.e. being able to move on to the next level. If you would like to assess letter names and capital letters, there is a separate recording sheet available. Note: There are no capitals for vowels or unvoiced sounds as they never begin a Yolŋu Matha word.

Calculate what percentage of sounds each student knows (the excel sheet will also do this for you)

- To work out percentage for 15/31 you would enter into calculator: $15 \div 31 = 48\%$

Conduct the next stage of assessment with any students who achieved over 80%

- If students achieved below 80% do not continue the assessment. Plan opportunities to improve skills (e.g.: knowing letter sounds; blending or breaking up syllables).

Continue the assessment for each student until they have reached their highest stage. The Excel Spreadsheet will shade a cell green if the student has achieved over 80% for that stage.

- When you next assess, start each student at the beginning of the stage where the assessment was stopped.
- If a student has been away, they may need to practice stages they have already passed.
- When you have a new class or students, download the most recent assessment data and continue at their last assessed level.

Analyse student results for data informed teaching.

- Through the excel spreadsheet, you can group students according to who is learning the sounds, who is learning how to blend, and who is reading beyond single word level (i.e. text level). Use this information to plan lessons and support students at their individual levels.
- You can also look at the average percentage of students in your class to know a certain sound or on each level and aim to raise the percentage from term to term. It is interesting to note which sounds are less known across the class and teach these more explicitly.