

Baseline Assessment Report

Purpose of InSight

The initial InSight Assessment serves as a universal screener and placement test. Administrators and teachers can administer InSight Assessments up to two additional times (three assessments in total) throughout the year as benchmarks to measure pupil progress over time.

Universal Screener

The InSight Assessment is used to determine those pupils that are not ready for Reading Plus instruction, those who would benefit from silent reading intervention and those reading proficiently, but can continue to build their capacity with increasingly complex texts.

Results

InSight Assessment results provide educators with scores for a pupil's vocabulary level, comprehension level and efficiency level (silent reading rate with understanding). These scores are combined to create a pupil's overall 'reading proficiency index'. In addition, InSight provides data on the pupil's level of motivation for reading across three affective domains. The results are used to determine a pupil's initial placement within his or her assigned Reading Plus components.

Silent Reading Rate (speed)

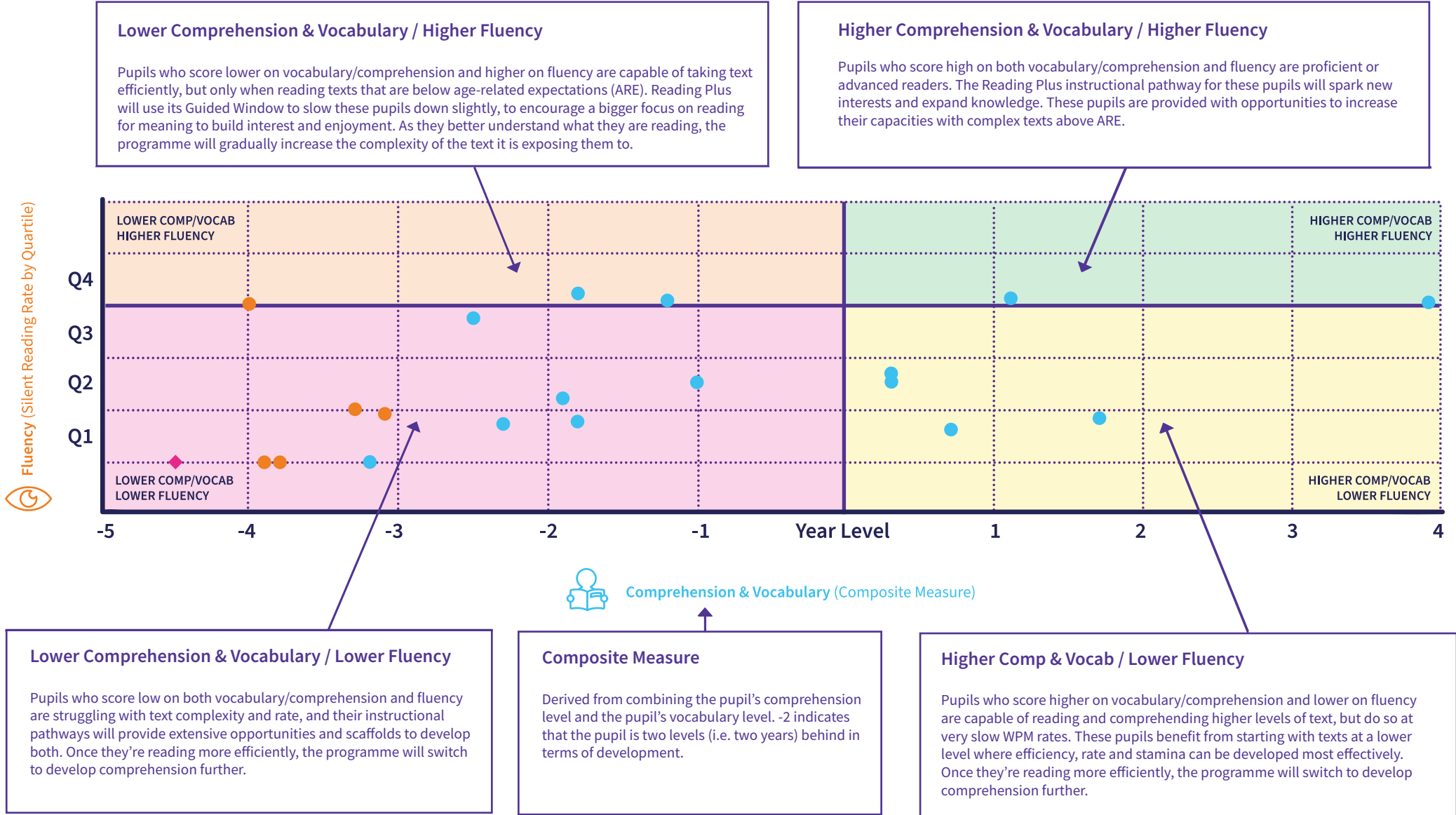
The silent reading rate, or the words-per-minute (WPM) rate at which a pupil can successfully read and comprehend text.

Adaptive Assessment

InSight is an adaptive assessment to meet the needs of all learners, from those pupils with SEN to Greater Depth. It reacts in real-time to the answers that are provided.

Screening Report

Accessed via the ‘Assessment’ tab in the top right corner on the school ‘Overview’ page or within any class



Class Benchmark Report

25 Feb 2022 - 28 Feb 2022

Benchmark 1
21 Students



Accessed via the 'Benchmark' tab once you're in the 'Assessment' tab

Student	Year	Test	Comp	Vocab	Rate	Proficiency Level	Proficiency Group
Bradbury, Lillmay	6th	B1	5.6	9.0	142	5.7	Below 1
Chauhdry, Izzah	6th	B1	3.4	7.0	94	3.3	Below 3
Cove, Rhys	6th	B1	1.7	4.0	-	1.5	Below 5+
Eales Brooke	6th	B1	4.3	7.8	137	4.5	Below 2
Eyre, Lillie	6th	B1	3.7	6.2	219	4.5	Below 2
Galsworth, Lacie	6th	B1	6.2	6.8	137	5.6	Below 1
Galsworthy, Kodie	6th	B1	3.0	1.6	123	2.8	Below 4
Kelly, Elliot	6th	B1	5.9	9.7	76	5.2	Below 1
Llies, Eduard	6th	B1	9.8	10.3	187	9.8	Above
Lovell, Sam	6th	B1	1.7	6.7	-	1.5	Below 1
Massam, Jake	6th	B1	2.1	1.5	183	2.1	Below 1
Moss, Amelia	6th	B1	1.5	1.5	-	1.5	Below 5+
Murseli, Leart	6th	B1	2.8	7.0	90	3.0	Below 3
Newton, Abigail	6th	B1	4.0	7.6	197	5.0	Below 1
Nicholson, Savanna	6th	B1	1.5	4.3	-	1.5	Below 5+
Reed, Connor	6th	B1	2.6	4.0	112	2.9	Below 4
ReszkaCoskun, Syithan	6th	B1	1.6	4.2	-	1.5	Below 5+
Salter Tyler	6th	B1	7.0	10.1	103	6.4	At Year
Skwarlinski, Nicodem	6th	B1	2.6	6.7	172	3.7	Below 3
Stanley, Jack	6th	B1	3.7	5.7	129	3.7	Below 3
Ward, Olivia	6th	B1	6.6	8.7	202	7.2	Above

KEY:

Comp

Pupils are presented with five short passages of text, and then answer five comprehension questions to test their deeper understanding after each passage. The comprehension level is then determined as an average across the five texts.

Vocab

Vocabulary level is determined through reading sentences and identifying the meaning of a key word (i.e. reading in context). For example, 'He taught me how to operate the machine' – does operate mean:

- a. sell
- b. build
- c. fix
- d. use

The vocabulary score is the highest level at which the pupil successfully demonstrated knowledge of the words being presented.

Reading Rate (wpm)

The reading rate in words per minute (wpm). This is taken as an average across five passages of text. Where there is no score, it indicates that the pupil failed to answer enough comprehension questions to determine a comprehension-based reading speed.

How to read the Class Benchmark Report

On the above Class Benchmark Report, pupils in the two shades of red were assessed as reading significantly below age-related expectations.

Pupils highlighted in the two shades of orange are below optimal reading level.

We would recommend intensive instruction for these pupils over one or two terms as a minimum. With instruction, we would expect these pupils to reach a scaled score of 100 in KS2 SATs.

Pupils highlighted in yellow and green are at or above the optimal reading level in terms of comprehension and vocabulary, although some may be reading at below the optimal level for reading speed.

We would recommend less intensive instruction for these pupils over one or more terms. These pupils are potentially greater depth in KS2 SATs.

Of the 21 pupils in Year 6 who completed the baseline assessment:

- 15% of pupils who completed the baseline assessment were shown to be reading at or above target level for the end of Y6.
- 19% were tested at ‘Below 1’ i.e. One year behind target level (one level = one year)
- 9% at ‘Below 2’
- 19% at ‘Below 3’
- 14% at ‘Below 4’
- 24% at ‘Below 5’

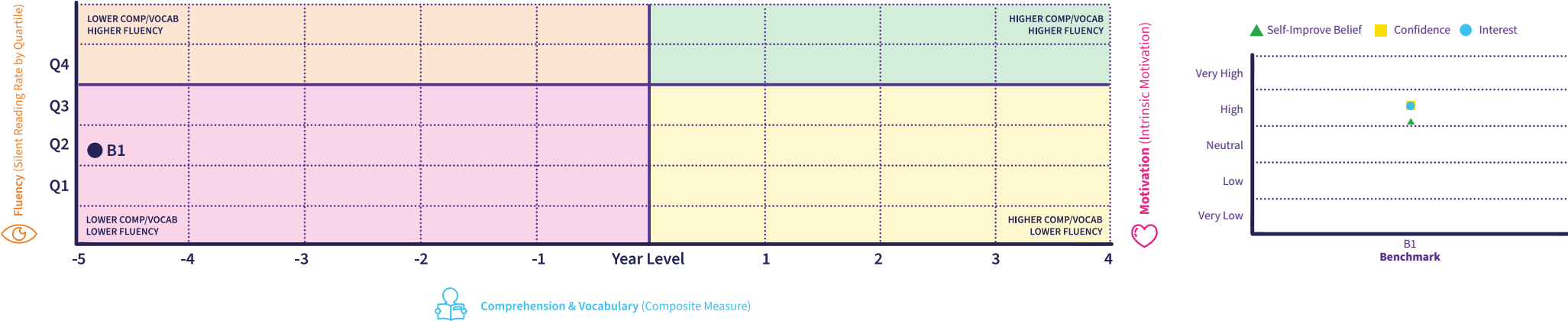
A summary of class and year level data is accessed via the ‘Assessment’ Tab, go into the ‘Benchmark’ tab and then toggle ‘classes’, ‘years’ and ‘students’ on the right.

- The average comprehension score for the 21 assessed Y6 pupils as a collective was 3.9 (approaching end of Y3).
- The average vocabulary score was 6.2 (beginning of Y6).
- The average reading speed was tested at 144 wpm (words per minute). The optimal reading speed at the end of Y6 is between 173 and 185 wpm*.

Year	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	College
WPM	80	115	138	158	173	185	195	204	214	224	237	250	280

(*Hasbrouck & Tindal, 2006, cited in Heidi, 2010)

Example pupil – Click the name of any pupil on the list below your ‘Screening’ report



Benchmark	Date	Comp Level	Vocab Level	Rate	Rate % Rank	Proficiency Level
1	26/02/2022	3.7	5.7	129	32	3.7

Summary

Initial Assessment

Benchmark 1

28 Feb 2022

Comprehension & Vocabulary

During the initial assessment, Jack read and comprehended text at the 3rd year level (3.7), and demonstrated knowledge of academic vocabulary words at the 5th year level (5.7). Jack’s overall reading proficiency, based on comprehension level, vocabulary level, and reading rate, was at the 3rd year level (3.7).

Silent Reading Fluency & Stamina

Jack’s reading rate was 129 words per minute. This rate is at the 32nd percentile when compared to a national sample of students in the same year. In other words, Jack can read silently and independently with good comprehension at a rate that is greater than or equal to that of 32% of students in the same year.

Motivation

One section of the assessment asks students about their motivation to read. Jack’s self-improvement belief related to becoming a better reader was in the high range. Jack’s self-reported confidence as a reader was in the high range. Jack also reported high interest in reading.

Instructional Recommendations

Jack will benefit from activities that support reading development in the areas of fluency, comprehension, and vocabulary. Jack will benefit from focusing first on establishing strong and fluent silent reading habits and behaviour while reading relatively easier texts. This will enable Jack to effectively and efficiently process text, and to increase stamina for reading. Jack will also benefit from increasing knowledge of academic vocabulary words. Jack can subsequently apply year-appropriate fluency skills and utilise expanded vocabulary as Jack reads increasingly complex informational texts and narratives.