# LA4PSchools data description

**StudentID**

1. Unique identifier, created for the assessment purpose, instead of real ID.

**Year3_Writing_At_Risk**

1. True/False, determined by their NAPLAN results in Year 3. True indicates that the student has been identified as being at risk of underperforming in Year 3 NAPLAN writing test.

**Student Demographics**

1. Gender: student's gender (i.e. Male vs Female)
2. Year_02: the year that the student enters Year 2
3. Kinder_Age: Age of the student in Kindergarten
4. Disability: disability status (i.e., categorical: Non-disable, Cognitive, Physical, Sensory, Social-Emotional)
5. NCCD-funded indicates whether a student receives funding due to disability, where NCCD stands for the Nationally Consistent Collection of Data on School Students with Disability}, an annual data collection effort in Australia aimed at identifying students with disabilities in need of financial support.

**School Characteristics**

Each school is associated with a value representing the socio-economic status (SES) of the school.

1. 01.SES – SES status of the school where the student attends Year 1
2. 02.SES – SES status of the school where the student attends Year 2

**Family Background**

1. NumSibling: the number of siblings
2. SiblingOrder: sibling order.
3. Education: Number of Parents with education level above Yr 9 (0 or 1 or 2)
4. Qualification: Number of Parents with Qualification Level above Diploma (0 or 1 or 2)
5. Occupation: Number of Parents in Professional level occupation (0 or 1 or 2)

## Student Assessments

**Literacy-oriented assessments** assess students' knowledge of early reading and writing in the form of teacher observation of children's responses in six literacy tasks, including

**Burt Word Test** (**Burt**) is a reading-oriented test, measuring a child's vocabulary sizes. The Burt test is scheduled twice each school year, i.e., starting of the year (SOY) and end of the year (EOY). The dataset provides the results of Burt in Year 1, SOY and EOY.

**Clay Word Reading (Clay)** determines students' understanding of word structure and the ability to analyse and manipulate phonological and orthographic aspects of words. The Clay test is scheduled twice each school year, i.e., starting of the year (SOY) and end of the year (EOY). The dataset provides the results of Clay in Year 1, SOY and EOY.

**Text Reading** (TextLevel) works by asking student to read a text of a specific difficulty level (scaled 0 to 31) that is selected by teachers and appropriate for student reading level, which is scheduled three times for each school year, i.e., starting of the year (SOY),

middle of the year (MOY), end of the year (EOY), and can be analysed to assess student reading proficiency according to the Accuracy, i.e., the proportion of correctly read words, and Self Correction Rate. The dataset provides the results of TextLevel in Year 1 and Year 2, SOY, MOY, and EOY.

**Writing Vocabulary** (WritingVocab) determines what words a child can write. The dataset provides the results of the WritingVocab test at the start of year 1 - WritingVocab-01-SOY. The dataset provides the results of Clay in Year 1.

**Hearing and Recording Sounds in Words (HRSIW)** assess phonemic awareness and phonic skills by testing if a child can spell or write down the words they heard. The dataset provides the results of the HRSIW test at the start of Year 1 - HRSIW-01-SOY.

**Numeracy-oriented assessments**: a clinical interview is normally conducted by teachers at the beginning of a school year in a one-to-one interview scenario to determine students' mathematical knowledge in four number domains including *Addition & Subtraction, Counting, Multiplication, and Place Value*.

**Counting** measures student's understanding of number relationships and sequences, and ability to apply counting principles to various mathematical situations by asking students to count objects or count back/forth. The dataset provides the results of Counting assessments in Year 1 and Year 2.

**Place Value** measures students' comprehension and understanding on multi-digit numbers, e.g., they may be asked to point out the position of the digit valuing the tens, hundreds, or thousands in a given number. The dataset provides the results of Place Value assessments in Year 1 and Year 2.

**Addition & Subtraction** measures student's understanding of basic addition and subtraction facts where students might be asked questions involving single-digit or double-digit addition and subtraction, or to explain how they approach the problems to understand their thought processes. The dataset provides the results of Addition and Subtraction assessments in Year 1 and Year 2.

**Multiplication & Division** measures students' ability to solve multiplication and division problems and their understanding about these concepts. The dataset provides the results of Multiplication and Division assessments in Year 1 and Year 2.

Each student will be assigned a score scaled 0 to 6 on these four assessments according to their responses.