Hi,

Patrick has asked me to get in contact regarding the 3-tiers of assessment graph. The short answer is that the 3-Tiers graph counts the number of assessments stored for this student/cohort over the last 12 months. It is a simple way of tracking what data has been uploaded for each student. It is also a way of seeing which assessments are being used to calculate the average performance within the speedometers to the left of the 3-Tiers graph.

The longer answer is to explain what we mean by the 3-tiers. Myself and our company director Phil provide professional development to schools throughout the year. One component of this professional development, it to talk about what sort of assessment data your school is/should be collecting, and how this data can be used to measure growth. As part of this work, we created the 3-Tier graph, a bit like a healthy food pyramid, it describes how much of each type of assessment schools should be doing with their students.

- Tier 1-System required assessments
- Tier 2-Other standardised assessments that can be used to track growth on a 12/6 monthly basis
- Tier 3-pre/post assessments, that are focused on collecting diagnostic information about what skills, knowledge, understandings and potential misconceptions the students may have. The aim is to then use this information to form the next steps for each student in the upcoming units of work. We can also use the pre/post test growth to measure an effect size.
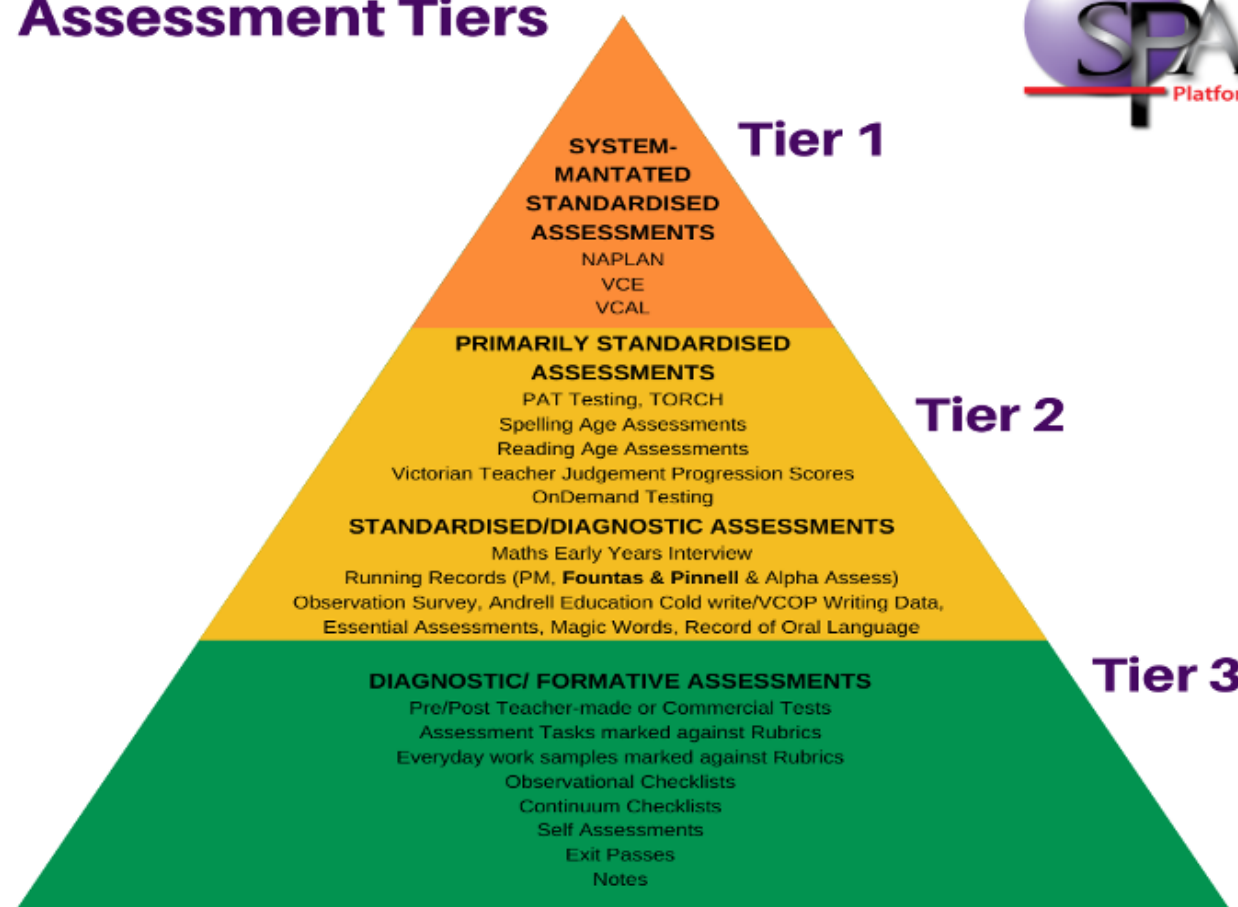
SPA*tracker* tracks data within our **SPA*standard*** & **SPA*markbook*** software. **SPA*standard***, as the name suggests, analyses 'standardised' assessments (Tier 1 & 2 data). **SPA*markbook*** analyses Tier 3 data, both diagnostically and it also measures growth.
http://www.spaplatform.com.au/markbook.

If your school does not own **SPA*markbook***, then the only data you will see in Tier 3 is Running Records.

Finally, as the above table suggests, we place Running Records currently into both Tier 2 & 3, as it has two strong purposes. Calculating an instructional level and deciding a benchmark score is standardised, but listening to a student read to understand where they are making errors is highly diagnostic (Tier 3).

I hope this has answered your question. Please let me know if you have any further questions.

Kind Regards,
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