



# Effective Test Literacy for Aboriginal Students

Lesley Radloff  
(WAAETC)

Ann Galloway  
(Edith Cowan University)

Matt Byrne  
(Edith Cowan University)

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## Test literacy

- **Test literacy:**

The knowledge and skills a person requires to be able to do a test well and focus on demonstrating the level of subject knowledge they have.

- **Assessment literacy:**

Knowing how to interpret and use data from achievement tests to inform teaching and learning programs to improve student learning outcomes.

## 2004-2005 study

- Explicit teaching of test literacy skills and a supportive school environment led to improved outcomes of Aboriginal students on benchmark tests
- Non-Aboriginal students still out-performing Aboriginal students on benchmark tests

## 2007-2008 study

- Follow-up 2004-2005 study
- Develop models of best practice for developing test literacy skills of Aboriginal students
- Develop summaries of test literacy strategies for distribution to school staff, and to parents and other caregivers

## Schools' roles in developing test literacy

- Develop teachers' assessment literacy:
  - Interpret test data
  - Use test information to inform teaching and learning programs
  - Attend sector PDs
  - Adopt a whole of school approach
  - Make discussions of benchmark testing a priority
  - Monitor student progress
- Develop students' test literacy

## Developing test literacy

- Explicit teaching of test literacy
- Integrate practice of test taking skills
- Do old benchmark tests
- Deconstruct tests
- Reduce test anxiety

## Developing test literacy (2)

- Take a strategic, collaborative, whole school approach
- Begin early
- Analyse past results
- Embed test literacy development in daily teaching and learning
- Use ESL/ESD strategies
- Promote good attendance and build positive relationships
- Involve parents and carers



## WORKING WITH PARENTS AND CARERS OF ABORIGINAL CHILDREN

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# Awareness

❖ WA Aboriginal Child Health Survey -  
Improving Educational Experience: Chapter 7.

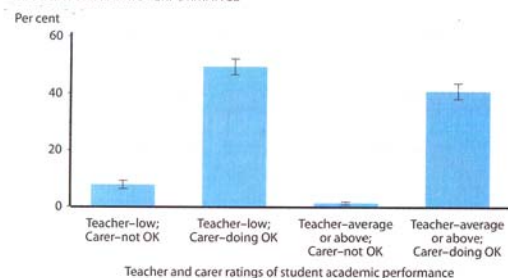
❖ Do parents know how their children are  
doing or do they think everything is ok?

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WA Aboriginal Child Health Survey –  
Improving Educational Experience: Chapter 7.

FIGURE 7.6: STUDENTS AGED 4-17 YEARS — SCHOOL TEACHER AND CARER RATINGS OF STUDENT ACADEMIC PERFORMANCE



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# Thinking or knowing?



- ❖ WA Aboriginal Child Health Survey, Vol 2 - The Social & Emotional Wellbeing of Aboriginal children and young people.

- ❖ High number & factors of stressors



# COPING IS MORE THAN ACADEMIC



**Will agreements deal with this?**

*In previous year 22% of 4-17 year old Aboriginal children in WA*

The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples 2005

Previous 12 month period

**7 or more life stressors in 12 months - 5 x more likely for emotional or behavioural difficulties**

IF ONLY 2

Source:  
Conscious Community Solutions





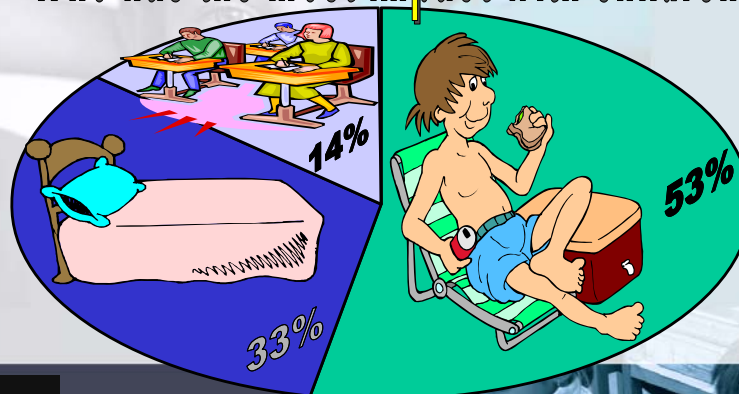
## Schools helping parents

- ❖ Looking at a typical NAPLAN test
- ❖ Discussions on language use
- ❖ Mark on the data map what your child can do/does
- ❖ Consider the Aboriginal students' view point
- ❖ How best to prepare students for the tests



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## Who has the most impact with children?



Source:  
Conscious Community Solutions



## Things parents should know about NAPLAN



- ❖ What does NAPLAN stand for
- ❖ Tests for Y3, 5, 7 & Y9
- ❖ School will advise parents when NAPLAN is conducted
- ❖ How children across Australia are going with their learning
- ❖ Assist teachers to identify where students require help
- ❖ School to work with parents to discuss the NAPLAN marks and what they mean for your child.



## How can parents help their children to be test literate



- ❖ Ensuring their children attend to school every day
- ❖ Daily breakfast
- ❖ Good sleep
- ❖ Encourage their children to ask for help
- ❖ Attempt school work
- ❖ Work hard
- ❖ Encourage their children to tell them about school



## How parents can help their children

- ✓ Ask their child's teacher about the test
- ✓ read information provided
- ✓ discuss the test with their child
- ✓ practice with some old tests
- ✓ encourage their child to always have a go at the questions



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## Working with parents

- Explain the importance of their child doing the test
- Show parents an old test and discuss
- Give them ideas of what their child should be able to do
- Build their capacity to communicate with teachers



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## Obtaining the report



- The report and resources are available from

<http://www.aetcwa.org.au/pages/publications.html>

