Tracking progress
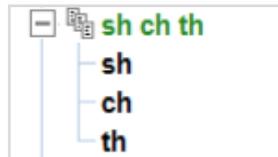
There are 2 ways to track progress in *Wordshark*.

1 A precise way to track progress is
   - to first test a new piece of work (establishing what the student already knows – to give the baseline)
   - do the work
   - re-test to show progress

2 A more general look at progress entails viewing students' records at given points in the year, noting where each student has reached in one of the structured courses (Wordshark course/Letters and Sounds/ Alpha to Omega/Brief phonics/National Curriculum/Alphabet & Dictionary). Speed of progress should also be noted, and the number of errors being made in *Spelling test*.

   Letters & sounds also has some built-in assessments at the end of each phase.

Establishing a baseline:
- Revision lists are useful for this as they can act as summaries of sections of work covered – they have *revise* or *revision* in their title
- Green headings which give *Mixed words* are useful as they give a selection of words from the word lists under the chosen green heading – they can cover a precise set of work e.g. *sh ch th*
- The *Spelling test* game is useful for the baseline – play several times to give a reliable result

The following example will go through the procedure.

The word list R*evise short vowels* and the game *Spelling test* was chosen as a baseline for a child (JamesP). He played 3 games (*revision lists* come up with different examples each time so he did the test 3 times to give a more reliable result).

Name of student	Title of word list or heading used as baseline	Name of game used in baseline	Number of times game played	Date of baseline	Date of re- test	Total errors in baseline	Total errors in re-test	Name of tester	Notes

Table available under *Help\Printable word lists and resources*

Using the table above a note was made of the **date**, which **list**, and which **game,** and the **number** of games played.

James worked on these cvc words over a period of time then repeated the above exact same test.

His student record was then used to compare the two test sessions (like with like) using the following instructions.

Go to *Admin\Add and manage students and staff*.

Highlight the child (JamesP in the example).

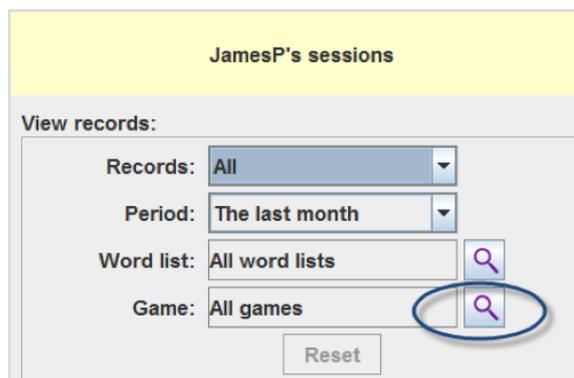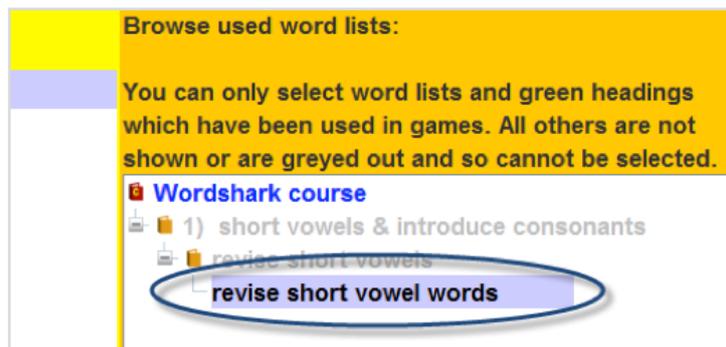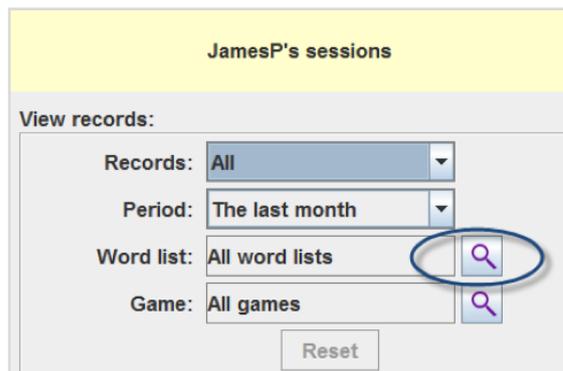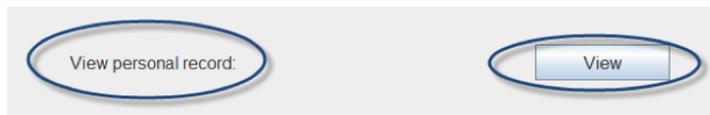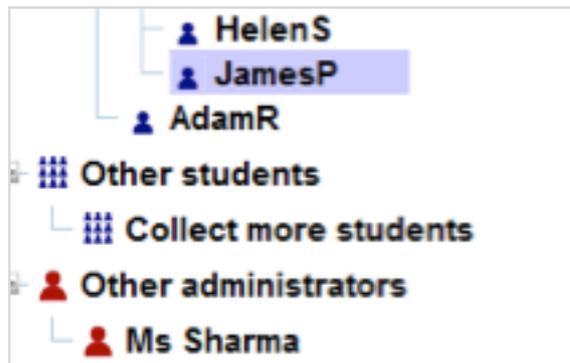Find *View personal record* and click on *View*.

Click on the magnifying glass beside *All word lists*

Select the name of the list used – (*Revise short vowel words* in the example).

Then click on the magnifying glass beside *All games*.

Select the game used (*Spelling test* in the example).

Note. If the 2 sessions to be compared are not both within the last month, you will need to select the right period using the drop down menu for *Period*.

Following the example above, it is now possible to compare the 2 sessions to track progress using the following instructions:

Use the table to find the details of the earlier session (date and content) and highlight this session.

Highlight also the latest session, and click to bring the results of both sessions **on the same screen.**

This can be printed out if necessary.

In the example it is possible to track James's progress and see straight away that James has improved in both his speed and his accuracy .

Initially he was very slow and the letters *e* and *i* caused confusion. After the work, it is clear which words are still giving him some difficulty.

JamesP's sessions

View records:

Records:	All	▼
Period:	The last month	▼
Word list:	revise short vowel ...	▼ 🔍
Game:	All games	🔍

Reset

	spelling test	time 2:03	score 5
	errors: tin pen bet
	spelling test	time 2:02	score 6
	errors: rip beg
	spelling test	time 1:46	score 5
	errors: get win nap
Active session started at 17:10 on Fri 02 Aug 2013
	spelling test	time 1:20	score 7
	errors: pen
	spelling test	time 0:59	score 7
	errors: wet
	spelling test	time 1:18	score 7
	errors: bit