

Data collection for the Accelerating Learning in Literacy (ALL) project

If you are participating in the ALL project you will be required to submit data so the effectiveness of the ALL intervention project can be evaluated. To enable this to be effective the correct data needs to be collected. In the case of schools with a writing focus the data to be collected is from the e-asTTle writing tool.

For e-asTTle writing, standardised testing should always be undertaken. This means that the standard e-asTTle prompts must be used, and the administration guidelines followed. Rubric scores for each element should always be entered into the e-asTTle tool according to the instructions. [Find instructions here.](#)

Once all marks have been entered, a **Group Tabular Report** can be generated for submission. [Find instructions here.](#)

Important: For the purpose of the ALL project **the data generated from the conversion table is not accurate or suitable and should not be used.** To find out more about the intention and suitable use of the conversion table please refer to the information below.

How scoring in e-asTTle writing works

In 2012 the e-asTTle writing tool was revised to update this tool to align with the New Zealand Curriculum documents. Included in this was a completely different way of scoring scripts. The new system requires data to be entered into e-asTTle (the seven element R scores from the rubrics) in order for an overall score and sublevel to be calculated. This is required because each of the prompts has a different difficulty rating and this is taken into account when scores are entered. This cannot be done manually as e-asTTle takes into account the prompt used and adjusts the scores accordingly.

For example, have a look at the table below.

Prompt	Total R scores for all 7 elements	e-asTTle overall scale score	Error of measurement	e-asTTle overall sublevel score
Recount – Whānau and family	21 (3 for each element)	1409	±47	2A
Narrative – The day things started disappearing	21 (3 for each element)	1426	±47	3B
Persuade – Music is more important than sport	21 (3 for each element)	1431	±47	3B

Each of these prompts had 7 scores of 3 entered into e-asTTle. The difficulty of the prompt is taken into account which has resulted in different scale scores. The persuade prompt scored highest (1431) with the narrative second highest (1426) and the recount the lowest (1409). This is simply an adjustment to acknowledge that it is harder to score 21 when writing about 'Music is more important than sport' than it is when writing a recount on 'Whānau and family'. This is often due to the variances in the complexity of the concepts that need to be understood and the structure typically used to meet the purpose of the writing.

Both the narrative and persuade prompts convert to a curriculum sublevel score of 3B while the recount converts to 2A. This is linking the overall scale score to the [writing cut score table](#).

The error of measurement is shown for individuals by the red circle on the aWs arrow in the Individual Learning Pathway. This acknowledges that no assessment is 100% accurate and give some sense of the range for a student's hypothetical 'true score'. The recount score above is 1409 plus or minus 47. This is essentially saying that 70% of the time this student will score between 1362 and 1456. Differences in scores are not 'statistically significant' if the upper end of one score crosses with the lower end of another score.

To summarise:

- **Each of the prompts in e-asTTle has a different difficulty rating** as the context and structure required for the prompt varies in complexity.
- To get an accurate score you must enter the rubric scores into the "Mark Test" area of e-asTTle.
- Scores will differ between prompts because of the differences in difficulty ratings

When, why and how the conversion table should be used

After the completion of the e-asTTle writing tool, a table converting rubric scores to scale scores was developed. It has been designed to support formative use of the tool **only** if it has been used in a non-standardised way, for instance, when:

- a teacher-made prompt is used
- students have been given extra time to complete the writing assessment
- students have revised drafts that were originally written as part of a normal e-asTTle assessment.

Important things to know about e-asTTle writing and the conversion table:

- If the tool has been used in a standardised way (i.e. the administration guidelines have been followed) then the scores should be entered into e-asTTle as this will provide the most accurate score.
- The scores from the conversion table **will not necessarily align** with scores entered into e-asTTle. For example, a total rubric score of 21 only converts to 2P (1480) using the conversion table. This is different to all three prompts with the same score in the table above.
- The conversion table is unable to establish what kind of non-standardisation has occurred. For instance, one group may have been given three hours to write their scripts while another group used a teacher-made prompt. As a result, the conversion table can only provide an **'indicative'** score, not an accurate one.
- Teacher-made prompts can differ hugely in difficulty from the actual prompts so you **should not** substitute prompts in e-asTTle writing and then enter the data. If teacher-made prompts are used, the conversion table should be used to provide an indication of performance.
- **Important:** The conversion table scores cannot be used as a substitute for the real e-asTTle scores in data analysis.
- If the results are required for data analysis then the test should be standardised, the scores entered into e-asTTle and the tabular report generated as a .csv file.