# Sample information letter to Teachers

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

X School is committed to developing and promoting the literacy skills of our students. As part of this work we intend to screen the literacy skills of all First Year students by looking at their reading, spelling and writing skills. We are doing this to help us identify students’ strengths and weaknesses and plan our literacy supports accordingly.

The screening test we are using is a recently standardised Irish test called the ***Post- Primary Assessment & Diagnosis-English*** (or PPAD-E for short). The National Educational Psychological Service (NEPS) in collaboration with the Educational Research Centre (ERC) designed and standardised this test on the Irish population. The PPAD-E has five parts: *Word Reading, Reading Speed, Reading Comprehension, Spelling and Writing Samples.* Four of the five parts of the PPAD-E are done in class groups. This takes approximately one hour to complete. The final part, *Word Reading*, is done individually with a teacher in the school. The test is suited to all ability levels, including struggling readers.

The PPAD-E co-ordinating team in your school will co-ordinate the testing and scoring of the tests. You may be asked to support them to administer the test. There will be online training available to all teachers prior to administering the test.

The purpose of the test is to help us know, from the outset, when a student needs additional support, and importantly what **specific** support they will need to progress. When we identify those students who have literacy difficulties, we will be able to effectively tailor classroom support and SET targeted intervention~~s~~ towards them.

To help with this, a *Student Profile* will be generated from the PPAD-E Scoring and Reporting Tool. Guidance for subject teachers and SET on the literacy abilities and needs of students who achieve below critical score thresholds will be provided. A range of possible interventions for use at both the class and SET level will also be suggested. This should be a useful resource for all teachers.

Following the assessment, the ERC receives an anonymised dataset from the school that contains only school ID and test scores. The ERC uses this information to know how many tests are being taken, to manage printing and supplies, and also to use as a basis for future development of the PPAD-E test. Individual students and classes will **not** be identifiable because the student names, IDs or any other identifying information, will not be shared by the school with the ERC*.*

Yours sincerely

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Principal